STUDENT ACADEMIC SATISFACTION SURVEY

Semester A, 2021-22

January, 2022

Hertfordshire Students' Union

OVERVIEW

The Student Academic Satisfaction Survey was open for the month of December 2021 and had 2745 responses. There was good representation from all Schools of study (Figure 1), although students from the Business school and the School of Physics, Engineering and Computer Science were over-represented. Similarly, 60% (Figure 2, N=1647/2745) of the responses were from International students.

The Student Academic Satisfaction Survey was also run in semester A and semester B during the 2020-21 academic year. This survey is run at least annually to allow for comparison of satisfaction between years. The majority of the questions stay consistent between years to allow for this comparison. This year there was an additional section on blended learning.
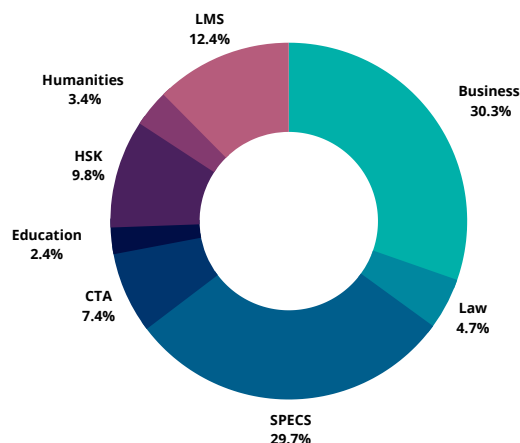

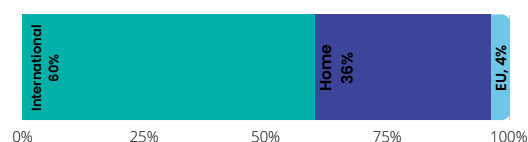**Figure 1**. Donut chart showing distribution of responses by School of study. N=2745

Figure 2. Stacked bar chart showing distribution of responses by registration status. N=2745
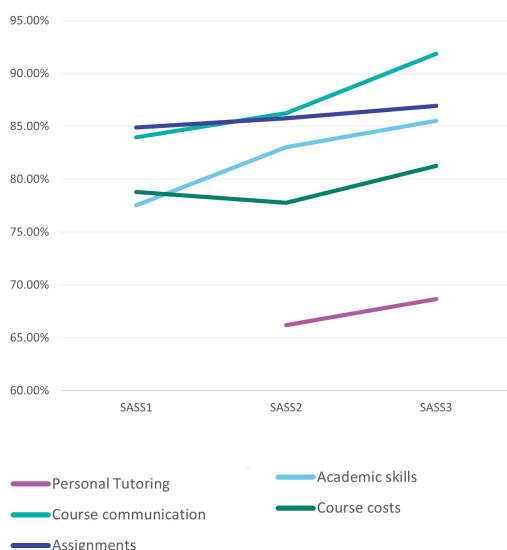

Figure 3. Line graph showing average satisfaction to different themes, with the percentage of students satisfied on the y-axis and the different iterations of the survey on the x-axis. SASS1 = semester A 2020-21, SASS2 = semester B 2020-21, SASS3 = semester A 2021-22.

Satisfaction for all repeated themes rose since the previous academic year (Figure 3).

Students were most satisfied with questions regarding course communication with an average agreement rate to questions of 92%. This theme also had the biggest increase in satisfaction since the previous year. Students were particularly satisfied with the helpfulness of staff and their response time; these questions had an increase of 17% and 16% satisfaction respectively.

Students were least satisfied with the Personal Tutoring Framework and Course Costs, which had average satisfaction rates of 69% and 81% respectively.

BLENDED LEARNING

Satisfaction for questions related to blended learning were generally high (Figure 4). 84% (N=1950/2332) of students reported that they were satisfied with their courses efforts to recreate campus-based teaching online, and 84% (N=1966/2332) reported that staff are engaging during online teaching.

Satisfaction was lower for whether students were satisfied with the ratio of online to face-to-face teaching they were receiving, with 1 in 4 (25%, N=580/2332) disagreeing to this question. 66% (N=1535/2332) reported that they would like more face-to-face teaching, however 54% (N=1248/2332) also reported that they would like more online teaching.

75.13% Satisfied with ratio of online to face to face teaching

93.44% Module content is useful and will benefit my future career

90.31% Had access to adequate internet for online learning

83.62% Satisfied with my courses efforts to recreate campus-based teaching online

86.92% Had an appropiate space to study at home

84.31% Staff are engaging during online teaching

86.75% Access to necessary equipment for online learning

88.77% Adequate access to academic staff to support my studies

Figure 4. Radar graph showing the percentage of students satisfied to each question in the blended learning theme. N=2357

9 in 10 (89%, N=2070/2332) agreed that they had enough access to academic staff to support their studies, and similarly 9 in 10 (90%, N=2106/2332) reported having adequate internet connection to complete their studies. Agreement that students had an appropriate place to study (87%, N=2027/2332) and access to equipment necessary for online learning (87%, N=2023/2332) was slightly lower.

Satisfaction varied significantly by both School of study and student demographic. Students in Schools with more practical-based teaching such as Life and Medical Sciences, Creative Arts and Health and Social Work were significantly less satisfied with blended learning. This didn't, however, necessarily mean that they always wanted more face-to-face teaching: students in HSK were less likely to report this than the average (59%, N=146/247 vs 66%, N=1966/2332). Students in Business, Law and Physics, Engineering and Computer Science were generally more satisfied with blended learning, and students in Business were significantly more likely to report wanting more online teaching (65%, N=425/654), often citing concerns of COVID-19.

In terms of student demographics, white Home students were significantly less satisfied with blended learning. For example, only 67% (N=313/467) agreed that they were satisfied with the ratio of online and face-to-face teaching, and only 78% (N=363/467) were satisfied with their courses efforts to recreate campus-based teaching online. Mature students, in contrast, were consistently more satisfied with blended learning and more likely to agree that staff were engaging during online teaching. Disabled students were less likely to report having a suitable place to study for online learning, and having access to the necessary equipment.
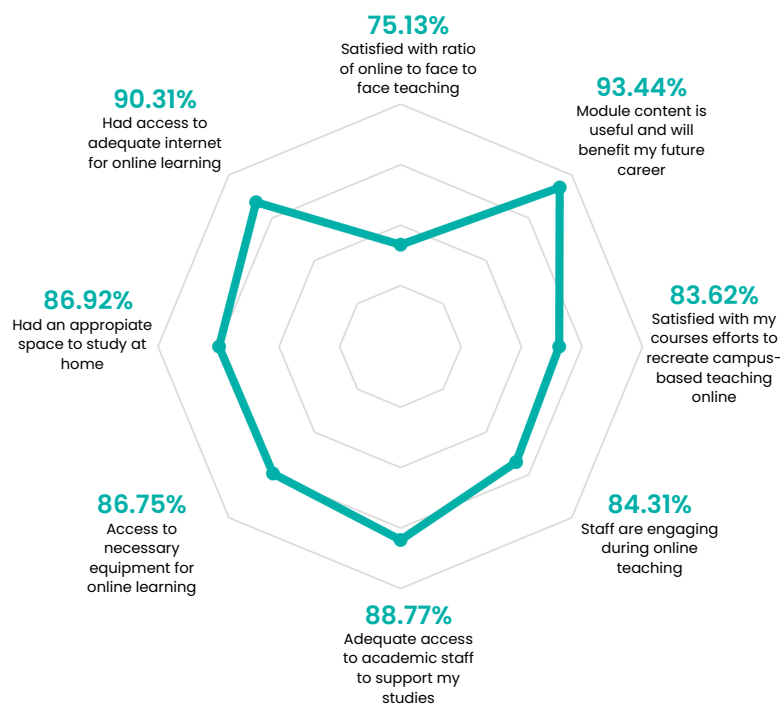
PERSONAL TUTORING

84% (N=2132/2546) of students agreed that they know who their Personal Tutor is, and 85% (N=2163/2546) reported knowing how to contact them. Reporting varied significantly between Schools and demographics. For example, only 75% (N=567/757) of students in the School of Physics, Engineering and Computer Science (SPECS) reported knowing who their Personal Tutor is. In comparison, this rose to 94% (N=245/262) in the School of Health and Social Work (HSK).
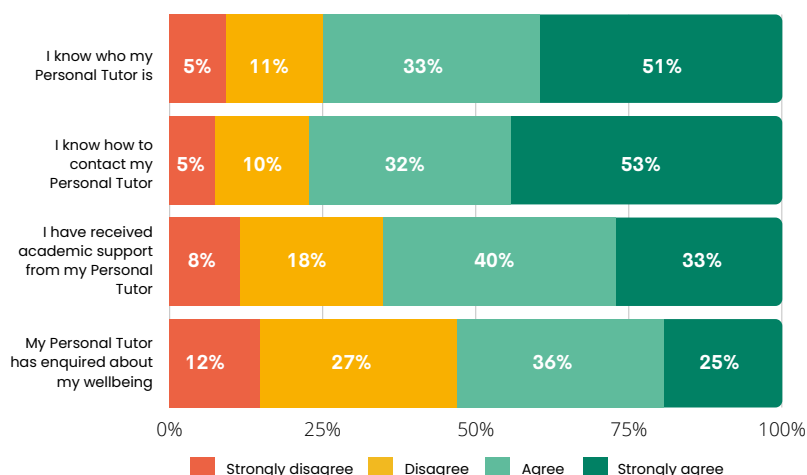

Figure 5. Stacked bar chart showing responses to questions about the Personal Tutoring Framework. N=2574

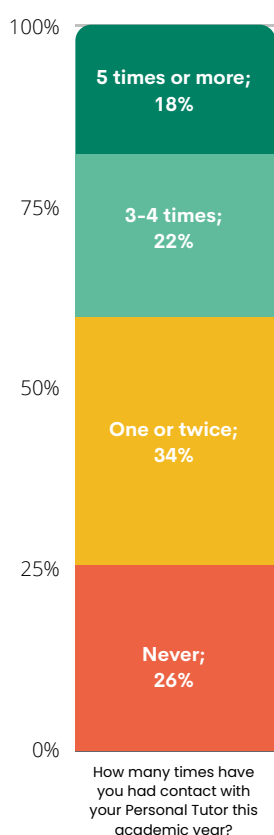How many times have you had contact with your Personal Tutor this academic year?

Figure 6. Stacked bar chart showing responses to the question 'How many times have you had contact with your Personal Tutor during this academic year?'. N=2574

3 in 4 (73%, N=1862/2546) reported receiving academic support from their Personal Tutor during this academic year. This also varied by School and student demographic. For example, only 66% (N=328/498) of students living on campus reported receiving support, compared to 75% (N=1537/2052) of commuting students.

2 in 5 (40%, N=1022/2546) reported having had contact with their Personal Tutor more than twice during this academic year. Students living on campus were less likely to report this (33%, N=162/498), whilst disabled students were more likely to report this (50%, N=110/220). 1 in 4 (26%, N=657/2574) have not had any contact with their Personal Tutor.

Increased contact with their Personal Tutor did not correlate with increased academic confidence, nor with understanding of and confidence in assessments. Similarly, a higher agreement that students have received academic support from their Personal Tutor also did not consistently correlate with increased confidence or understanding. Students in the School of Life and Medical Sciences (LMS), for example, reported high satisfaction with the Personal Tutoring Framework, but significantly lower academic confidence and understanding of assignments than average.

Hertfordshire Students' Union

COURSE COMMUNICATION

Satisfaction with questions regarding course communication or assignments either stayed consistent between years or rose since the previous academic year.

Satisfaction with assessment-related questions was generally much lower than communication-related questions. 14% (N=349/2404) disagreed that they always understand how to complete their assignments, and 12% (N=282/2404) report not being given details of assessments far enough in advance.
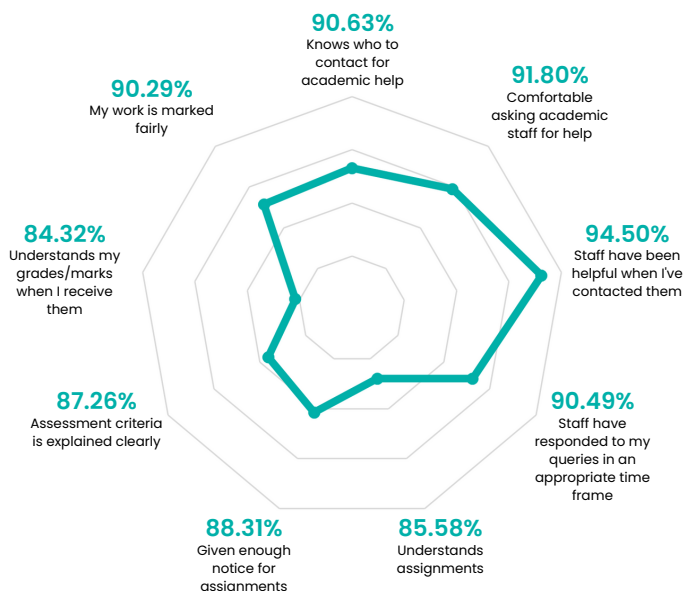

90.63% Knows who to contact for academic help

91.80% Comfortable asking academic staff for help

90.29% My work is marked fairly

94.50% Staff have been helpful when I've contacted them

84.32% Understands my grades/marks when I receive them

90.49% Staff have responded to my queries in an appropriate time frame

87.26% Assessment criteria is explained clearly

88.31% Given enough notice for assignments

85.58% Understands assignments

Figure 7. Radar graph showing the percentage of students satisfied to questions in the themes of course communication and assignments. N=2404

Understanding of assessment marking and grading was particularly low. 13% (N=309/2404) disagreed that staff explain to them what they are being assessed on before they complete the assignment, and 16% (N=377/2404) disagree that they understand the mark they receive and why they achieved the grade they did. Despite this, 9 in 10 (N=2172/2404) agree that their work is marked fairly, even if they don't always understand the process.
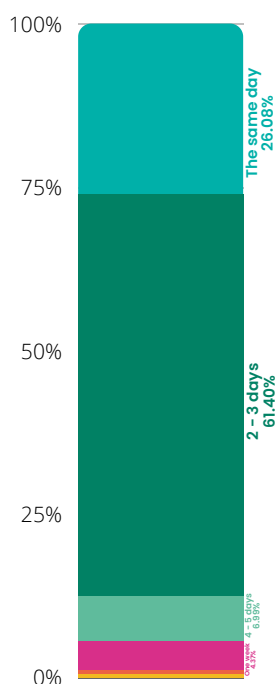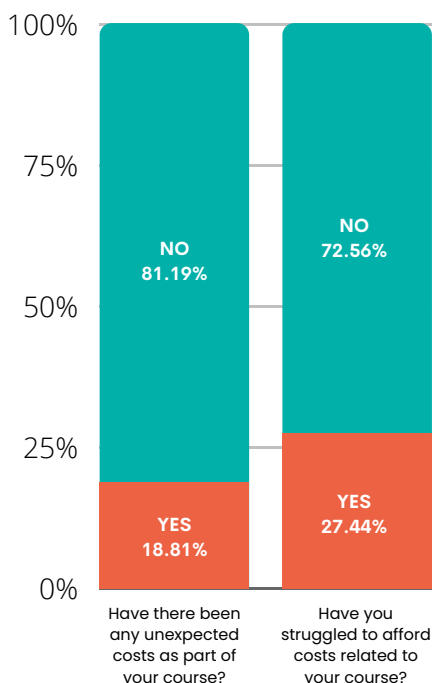

The same day 26.08%

2 - 3 days 61.40%

4 - 5 days 6.99%

One week 4.2%

9 in 10 know who to contact if they need help academically (N=2156/2379), and would be comfortable asking academic staff for that help (N=2184/2379). Satisfaction rose significantly for questions regarding the helpfulness of staff, and response time. 95% (N=1995/2111) agreed that staff have been helpful when they've contacted them, a rise of 17% since the previous academic year. Similarly, 90% (N=1932/2135) agree that staff have responded within an appropriate time frame, a rise of 16%.

Students had differing views on what constituted as an "appropriate time frame" for a response from a member of academic staff. The majority (61%, N=1476/2404) reported that between 2 - 3 days would be an appropriate time frame. However, more than 1 in 4 (26%, N=627/2404) reported that the response should be the same day to be within an "appropriate time frame". 7% (N=168/2404) felt 4 - 5 days would be appropriate, and a minimal (5.53%, N=133/2404) number of students selected answers greater than 5 days.

Figure 8. Stacked bar graph showing responses to the question 'What do you think is an "appropriate time frame" for academic staff to respond to your queries within?' N=2404

COURSE COSTS

Figure 9. Stacked bar graph showing responses to the questions 'Have there been any unexpected costs required to fully take part in your course that you were not aware of before starting?' and 'Have you ever struggled to afford costs that are directly related to your course?' N=2238

1 in 5 (19%, N=421/2238) of students reported experiencing unexpected costs required to fully take part in their course that they were not aware of prior to starting. 27% (N=614/2238) reported struggling to afford costs directly related to their course, such as equipment, books or software.

The most commonly reported costs that students were facing were textbooks and equipment for online learning, such as computers, software and internet. Placement students commonly talked about struggling to afford the cost of travel, accommodation and uniform related to placements.

The frequency of experiencing unexpected costs varied by School and by student demographic. Students in Creative Arts and HSK were the most likely to report experiencing unexpected costs at 40% (N=75/191) and 25% (N=60/237) respectively. Disabled students were also more likely to experience this at 29% (N=58/202). Students in Creative Arts and HSK, and disabled students, were also more likely to report struggling to afford course-related costs.

"The cost for students on the film course really needs to be considered more by the university. We have to fund films and on top of buying course required equipment that gets very expensive. I know a lot of us struggle with that."

"This semester, I bought books and struggled a lot with food shops, towards the end of the semester I didn't do an actual food shop for a fair few weeks."

"Since the pandemic which started when I was in my second year, I have been seriously affected by the impact it has had on my parents business back home in Nigeria, since then I have tried to work and pay of some of the costs myself but it has been far from easy."
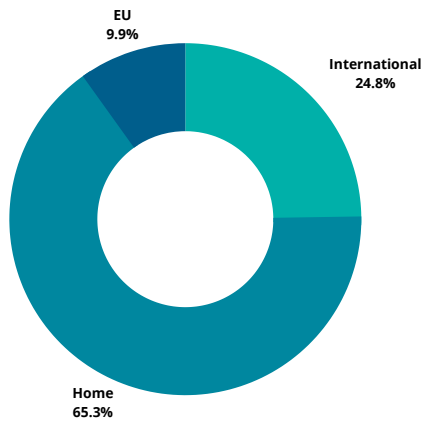
Hertfordshire Students' Union

CREATIVE ARTS

EU
9.9%

International
24.8%

Home
65.3%

Figure 10. Donut chart showing the registration status of respondents from the School of Creative Arts. N=202

Postgraduate
16%

Final year undergraduate
20%

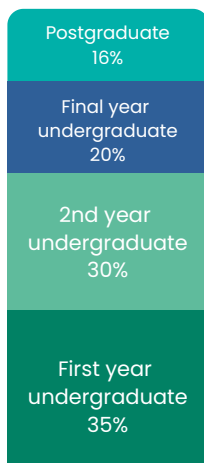2nd year undergraduate
30%

First year undergraduate
35%

Figure 11. Stacked bar chart showing the level of study of respondents from the School of Creative Arts. N=202

ACADEMIC CONFIDENCE

Agreement to questions regarding academic confidence and academic skills was below average for Creative Arts students; the average agreement rate for Creative Arts students was 76% compared to an average of 85% for all students. Agreement to all questions in this theme were below average.

Creative Arts students were significantly ($p = <.0001$) less likely to agree that they were confident in the academic skills needed for their course (such as essay or assignment writing, and using citations and references), with 1 in 4 (25%, N=47/187) disagreeing to this question. Students were also less likely ($p = <.05$) to agree that staff have helped them develop these skills. More than 1 in 4 (26%, N=48/187) disagreed that they'd be confident contributing to class discussions, the lowest agreement rate across all Schools. Students were also the least likely to agree that they'd know where to get additional support for academic skills if required.

BLENDED LEARNING

Satisfaction with blended learning was low for Creative Arts students, and nearly 3 in 4 (74%, N=140/189) students reporting that they'd like more face-to-face teaching. Students were significantly ($p = <.05$) less likely to agree that staff were engaging during online teaching, with 22% (N=41/189) disagreeing. 16% (N=30/159) reported that they didn't have enough access to academic staff to support their studies, and 26% (N=49/189) did not have access to necessary equipment. Despite this, the majority (90%, N=171/189) agreed that what they are learning in their modules is useful and will benefit their future career.

1 in 4
not confident in the skills needed for their course

202
responses

2 in 5
experiencing unexpected course costs

COURSE COSTS

Creative Arts students were significantly ($p = < .0001$) more likely to report facing unexpected costs as part of their course that they were not made aware of before starting, with 2 in 5 (40%, N=75/189) Creative Arts students reporting this. Similarly, nearly half (49%) have struggled to afford costs related to their studies, significantly ($p = < .0001$) higher than the average of 28% (N=610/2225). The most commonly reported course costs that students faced were related to artistic materials and equipment and software. There was also a perception that students who cannot afford to spend significant amounts on their projects were disproportionately disadvantaged and were less likely to achieve highly in the course, with one student describing their course as "pay to win".

"I know other people who've spent upwards of £5000 for tech as well as filming. This is almost impossible to juggle without a part-time job, generous familial support, or pre-existing savings. I had to spend most of the money I'd been saving for over 10 years to be able to get to the third year of my course. […] I feel the university should be helping more as the courses currently feel very pay-to-win."

"I have a limited budget that I can spend on materials for my projects for the course, but materials and tools can be quite expensive sometimes. I did know about these potential costs when I joined the course but it sometimes limits my projects with what I can afford/source for free."

"Tutors expected me to buy a home studio and Mac during lockdown. This is unrealistic and expensive, I pay £9000 a year to use the ones on sight, it should not be expected for us to just buy our own as if it is cheap. This significantly affected my work in second year."

PHYSICS, ENGINEERING AND COMPUTER SCIENCE

WELLBEING
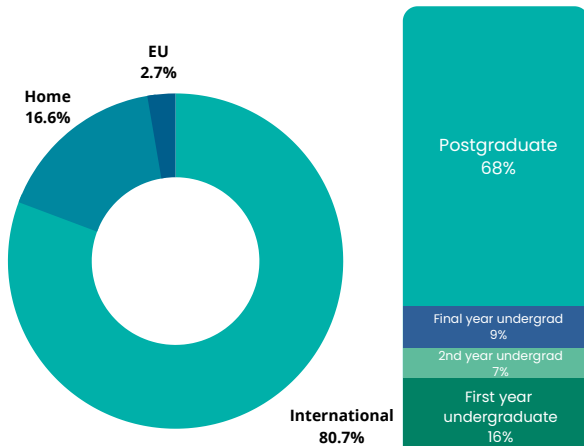
Figures 12 and 13. Donut chart showing respondents registration status in SPECS, and a stacked bar chart showing the level of study of respondents. N=814

SPECS students were, on average, more satisfied with questions relating to safety on campus and wellbeing than students from other Schools. The majority (94%, N=595/635) agreed that they feel safe on campus, and 86% (N=544/632) agreed that staff and students have been following COVID guidelines on campus. 9 in 10 (91%, N=573/633) agree that they have good mental wellbeing at university, significantly (p = < .0001) higher than the average of 82% (N=1804/2194).

COURSE COSTS

16% (N=102/641) of students reported facing unexpected costs as part of their course that they were not aware of before starting, a rise of 5% since the previous academic year. More than 1 in 5 (22%, N=142/641) SPECS students reported that they have struggled to afford costs related to their course, a rise of 4% since the previous academic year. The most commonly reported costs that students struggled to afford were textbooks, laptops and software licenses.

9 in 10
have good mental wellbeing at university

814
responses

1 in 5
struggling to afford course related costs

"Since the pandemic, I have been seriously affected by the impact it has had on my parents business back home in Nigeria, since then I have tried to work and pay of some of the costs myself but it has been far from easy."

"I am self-funded student. I tried to look for scholarships, but it appears it is tough to find one for online learning. So, it is a struggle to find the required resources, especially equipment such as a good laptop, internet etc. When I find resources, I have to save it for fees and not these other extra costs."
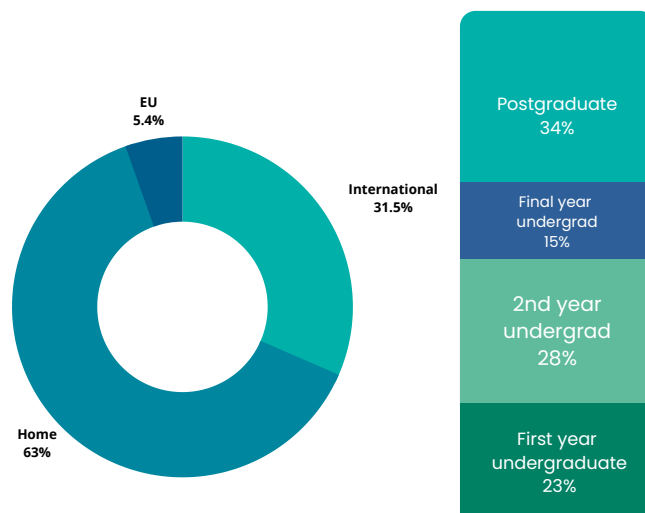
Hertfordshire Students' Union

PERSONAL TUTORING

Satisfaction for questions related to Personal Tutoring in SPECS was below average for all questions by an average of 9%. 1 in 4 (25%, N=190/757) SPECS students did not know who their Personal Tutor was, significantly (p = < .0001) than the average across Schools (16%, N=414/2546). This was also 4% higher than in semester B of the previous academic year. SPECS students were also significantly (p = < .0001) more likely to report not having received any academic support from their Personal Tutor this academic year, with 36% (N=275/767) reporting this. 37% (N=281/759) have not had any contact with their Personal Tutor. Furthermore, whilst the majority (90%, N=577/644) agreed that they feel confident in the academic skills needed for their course, 22% (N=505/644) would not know where to get additional academic skills support if needed.

HUMANITIES

PERSONAL TUTORING

Humanities students were generally more positive about questions regarding Personal Tutoring than average. More than 9 in 10 (92%, N=79/86) students know who their Personal Tutor is, and 4 in 5 (80%, N=69/86) agree that they've received academic support from their Personal Tutor this academic year. However, agreement that their Personal Tutor has enquired about their wellbeing has fallen by 6% since the last academic year.

EU 5.4%

International 31.5%

Home 63%

Postgraduate 34%

Final year undergrad 15%

2nd year undergrad 28%

First year undergraduate 23%

Figures 14 and 15. Donut chart showing respondents registration status in Humanities, and a stacked bar chart showing the level of study of respondents. N=92

Students also responded positively about course communication. 94% (N=79/84) agreed that they would know who to contact if they needed academic help, and that they would be comfortable asking for that help. Furthermore 100% (N=77/77) of students who reported contacting a member of academic or teaching staff this year reported that staff were helpful, and 96% (N=75/78) agreed that they responded within an appropriate timeframe. This was a rise of 14% and 10% respectively from the previous academic year. When asked what they think an "appropriate time frame" is for academic to respond to student queries within, the majority said '2-3 days' (65%, N=55/84), followed by 'the same day' (21%, N=18/84).

100% reported that staff have been helpful

92 responses

22% do not have a suitable place to study at home
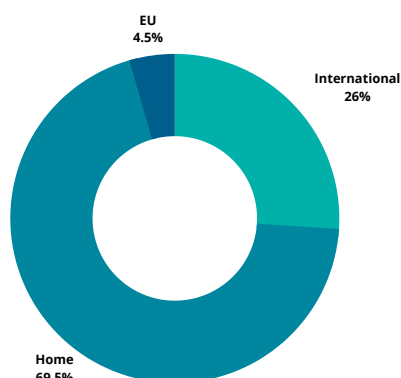
BLENDED LEARNING

89% (N=73/82) of Humanities students agreed that they were satisfied with the ratio of online and face to face teaching that they were receiving, significantly (p = < .01) higher than the average agreement rate of 75% (N=1752/2332). 9 in 10 (90%, N=74/82) students also agreed that they were satisfied with their courses efforts to recreate or replace campus-based teaching online. However, students were also more likely to report issues with access to study space and adequate internet than average. 22% (N=18/82) reported that they did not have a suitable place to study, significantly (p = < .05) higher than the average of 13% (N=305/2332). 13% (N=11/82) of Humanities did not have access to adequate internet connection to complete their studies.

WELLBEING

Students in the School of Humanities were significantly (p = < . 01) less likely to report that they have good mental wellbeing at university, with 1 in 3 (33%, N=25/76) students disagreeing to this question. Furthermore, nearly 1 in 4 (24%, N=18/76) would not know where to find wellbeing or pastoral support if they wanted to access it. Positively, the majority (99%, N=76/77) agree that they feel safe on campus, and 4 in 5 (80%, N=61/76) agree that staff and students are following COVID guidelines on campus.

Hertfordshire
Students' Union

HEALTH AND SOCIAL WORK

Figures 16 and 17. Donut chart showing respondents registration status in HSK, and a stacked bar chart showing the level of study of respondents. N=269
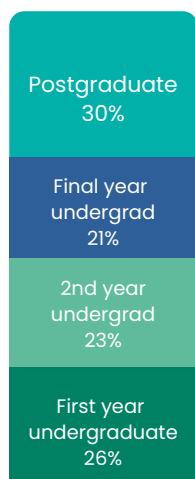
BLENDED LEARNING

HSK students were less satisfied with blended learning related questions than average. 34% (N=84/247) of HSK students disagreed that they were satisfied with the ratio of face to face and online teaching they were receiving, significantly (p = < .01) higher than the average of 25% (N=580/2332). 3 in 5 (59%, N=146/247) would like more face to face teaching. Positively, students were significantly (p = < .05) more likely to report that staff were engaging during online teaching, with the majority (91%, N=224/247) of students agreeing to this question.

PERSONAL TUTORING

Students were also very positive about Personal Tutoring. 94% (N=245/262) agreed that they know who their Personal Tutor is, significantly (p = < .0001) higher than the average of 84% (N=2131/2546). 76% (N=199/262) agreed that they've received academic support from their Personal Tutor this year, and 67% (N=175/262) agree that their Personal Tutor has enquired about their wellbeing. However, only 36% (N=95/263) report having had contact with their Personal Tutor more than twice this academic year, 4% below average and a drop of 6% since the previous academic year.

TIMETABLING

37% (N=91/244) of HSK students had issues with their timetable when they first received it in semester A, such as clashes, wrong modules or an incomplete timetable. This was significantly (p = < .05) higher than the average of 30% (N=678/2281). Students were also significantly (p = < .05) less likely to report that they were satisfied with their timetable when they received it, with 29% (N=71/243) disagreeing to this question. Furthermore, nearly 3 in 10 (28%, N=67/242) disagreed that their timetable works well for them, and less than half (48%, N=116/241) know who to contact to make changes to their timetable, significantly (p = < .01) lower than the average of 59% (N=1333/2251).

3 in 5
want more face to face teaching

269
responses

35%
are struggling to afford course-related costs

COURSE COSTS

1 in 4 (25%, N=60/237) HSK students have experienced unexpected costs required to take part in their course that they were not aware of before starting, significantly ($p = < .05$) higher than the average of 19% (N=431/2238). This was also a rise of 7% since the last academic year. 35% (N=83/237) have struggled to afford costs directly related to their course, significantly ($p = < .05$) higher than the average of 27% (N=614/2238). This was also a rise of 6% since the last academic year. The most common costs that students reported facing were costs related to placement such as uniform and travel, laptops and textbooks.

"I have had to move home twice due to relationship breakdown and now helping to care for my dad who has cancer. The university is not accommodating and will not allow me to change trusts for placement. I am now travelling much further which is costing so much more in petrol etc. If I was able to change to another trust my placement would be a 10 minute drive away."

"I sometimes missed [face to face teaching] because paying for transport was very expensive, and I needed to save for when placement started. [...] I thought more financial assistance would be given for placement costs from Student Finance and the university."

"As a mature student with family and being unemployed, I felt financially disempowered to purchase books and academic items while still taking care of the family financially."

"Before joining this course, on the website it said that NHS gives students doing this course a grant of 5000 pounds, but when I came here they said it was only for home students and not international students whereas it was not mentioned that on the website [...] as a result I have to pay a lot of extra money for my clinical placements every year, but home students have these costs covered by NHS. The university could help support students who do not receive this bursary in some way."

LAW

COURSE COMMUNICATION

Law students were less satisfied with course communication than average, and also less satisfied compared to the previous academic year. The majority (91%, N=101/111) agreed that they would know who to contact for academic help, although this was a decrease of 4% since the previous academic year. 9 in 10 (N=99/111) students also agreed that they would be comfortable asking for that help, however this was also a decrease of 3%.

Law students were significantly ($p = <.01$) less likely to agree that staff were helpful when they've contacted them, with 13% (N=14/111) disagreeing compared to an average of 5% (N=116/2111). Furthermore, 1 in 4 (24%, N=27/111) disagree that staff respond to their queries and issues within an appropriate time frame, significantly ($p = <.0001$) higher than the average of 10% (N=203/2135). Students were most likely to report that they felt '2-3 days' was an "appropriate time frame" in which to respond within, with 57% (N=64/112) of students reporting this. 'The same day' was the second most common response, selected by 35% (N=35/112) of students.
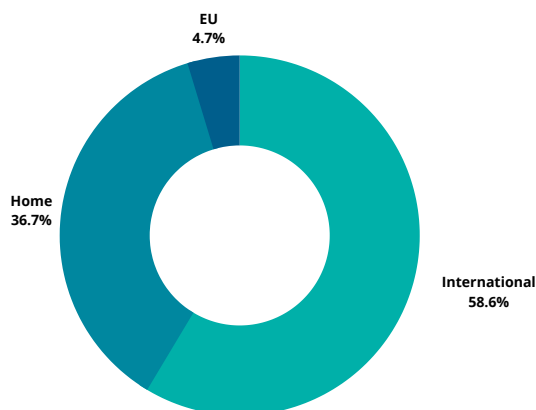

Figure 18. Donut chart showing respondents registration status in Law. N=128

EU
4.7%

Home
36.7%

International
58.6%

Postgraduate
39%

Final year
undergrad
18%

2nd year
undergrad
20%

First year
undergraduate
23%

Figure 19. Stacked bar chart showing the level of study of respondents in Law. N=128

96%
agree that their work is marked fairly

128
responses

1 in 3
are struggling to afford course-related costs

ASSIGNMENTS

Students were, on average, more satisfied with questions regarding assignments. 85% (N=94/111) agreed that they understand what is expected of them to be able to complete their assignments, and 86% (N=96/111) agree that they are given enough notice to be able to complete their assignments to the best of their abilities. 86% (N=95/111) also agreed that staff clearly explain what they are going to be assessed on before they complete the assignment. Furthermore, 9 in 10 (89%, N=99/111) agreed that when they receive a mark on an assignment, they understand how it has been marked and why they achieved that grade. Law students were significantly ($p = <.05$) more likely to agree that they work is marked fairly, with 96% (N=107/111) agreeing to this question.

Hertfordshire
Students' Union

COURSE COSTS

More than 1 in 5 (22%, N=23/106) Law students report experiencing unexpected costs required to fully take part in their module that they were not made aware of before starting their course, a rise of 10% since the previous academic year. Furthermore, 1 in 3 (33%, N=35/106) have struggled to afford costs related to their course. The most commonly reported costs were textbooks, laptops, and travel to and from university.

"Some of the books needed are more expensive than I anticipated"

"For equipment related to my course, I have to work for part time which doesn't cover anything"

"There was no maintence loan for postgraduates, so having to buy books and a new laptop was hard. Due to COVID a lot of places weren't hiring."

"I have been suffering to get information through my laptop; [it] is not working well currently. I need a new one for doing my class well."

"I have to resit an exam in January but was given no guidance as to how it works. I contacted the staff who quoted me an incorrect tuition fee and then I contacted the finance team once I made my payment to see if they received the money. They then said it was received but the tuition fee is a different price, so I have to pay more and I'm struggling to get the money for it."
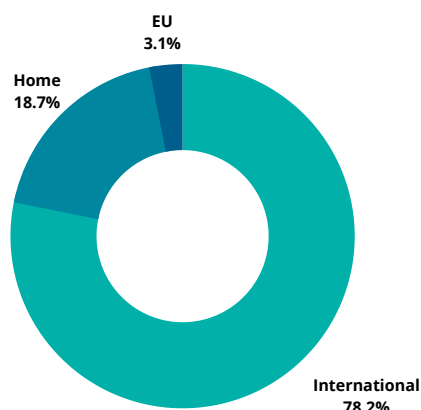
Hertfordshire Students' Union

Figure 20. Donut chart showing respondents registration status in Business. N=833
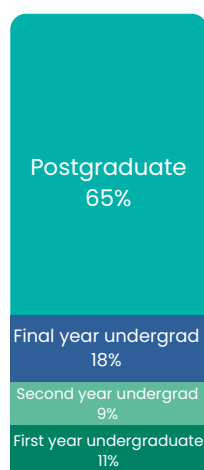
Figure 21. Stacked bar chart showing the level of study of respondents in Business. N=833

BUSINESS

ACADEMIC CONFIDENCE

9 in 10 (91%, N=560/616) Business students agreed that they are confident in the academic skills needed for their course, significantly (p = < . 001) higher than the average of 85% (N=1887/2222). Business students were also significantly (p = < . 0001) more likely to report that staff have helped them develop these skills since starting at university, with 92% (N=565/616) agreeing compared to an average of 85% (N=1890/2222). Similarly, confidence in contributing to class discussions was high (92%, N=568/615), and agreement that students would know where to get additional support with academic skills was above average (89%, N=550/616 vs an average of 84%, N=1858/2222).

BLENDED LEARNING

Business students were generally more satisfied with blended learning related questions than average. 4 in 5 (80%, N=520/654) agreed that they were satisfied with the ratio of online and face to face teaching they were receiving, significantly (p = < . 05) higher than the average of 75% (N=1752/2332). Students were also significantly (p = < .0001) more likely to report wanting more online learning, with 65% (N=425/654) of students reporting this. Qualitative responses revealed that the most common reason for wanting more online learning was due to concerns about COVID cases on campus, and the risk of using public transport. Agreement was also high for whether students were satisfied with their courses efforts to recreate campus-based teaching online (89%, N=585/654) and whether staff are engaging during online teaching (87%, N=572/654).

9 in 10
confident in their academic skills

833
responses

1 in 4
not satisfied with timetable

TIMETABLING

Satisfaction was lower for questions regarding timetabling. 3 in 10 (30%, N=191/631) report having had issues with their timetable when they first received it, such as clashes, wrong modules and incomplete timetabling. Students were also significantly ($p = < .05$) less likely to agree that they were satisfied with their timetable when they received it, with 26% (N=163/623) disagreeing to this question. Furthermore, students were significantly ($p = < .05$) more likely to report that their timetable was demanding (59%, N=365/623) and that their timetable does not work well for them ($p = < .01$; 25%, N=155/620). 46% (N=287/623) of Business students reported that their timetable prevents them from taking part in extracurricular activities.

"Scheduling the classes at 6.00pm and 7.00pm is so difficult for a woman to travel home at that time when it comes to offline classes. I would request you to schedule the classes on morning or afternoon as much as possible."

"My timetable was spread over 4-5 days even though I've told them multiple times I commute and work part-time. One of the gaps was over 5 hours which is not practical at all. The same has been done for my Sem B timetable. It would be much easier to group the sessions on 1-2 days a week for commuting students. This is more time and cost effective and provides a better experience. Unfortunately timetabling don't seem to listen about what suits individual needs best and it takes weeks to get any changes made. In the end I agreed with individual tutors to attend different sessions which were not on my timetable."
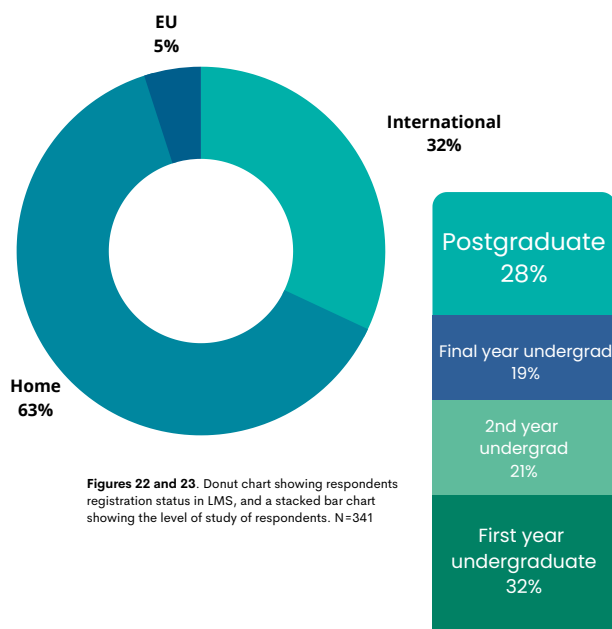
"I find I have to commute every day to campus for a 1hr session. I drive approximately 90 miles return for a 1hr session every day, this is more costly for me, waste my day and I spend some time 1.5hrs - 2hrs commuting for a 1hr session. This is not good for the environment, I find am extremely tired to commute almost every day. Previous years time table was much better."

LMS

PERSONAL TUTORING

Students in LMS were, on average, more satisfied with Personal Tutoring than students from other Schools. 9 in 10 (91%, N=297/328) agreed that they know who their personal tutor is, significantly (p = < .01) higher than the average of 84% (N=2132/2546). 78% (N=256/328) agreed that they've received academic support from their Personal Tutor during this academic year, and 65% (N=213/328) report that their Personal Tutor has enquired about their wellbeing. LMS students were also significantly (p = < .01) more likely to report having had contact with their Personal Tutor more than twice this academic year (48%, N=159/328), and significantly (p = < .01) less likely to report that they've not had any contact at all (18%, N=58/331).

EU 5%

International 32%

Home 63%

Postgraduate 28%

Final year undergrad 19%

2nd year undergrad 21%

First year undergraduate 32%

Figures 22 and 23. Donut chart showing respondents registration status in LMS, and a stacked bar chart showing the level of study of respondents. N=341

ASSIGNMENTS

In contrast, LMS students were generally less positive to questions about assignments, both compared to the average and compared to the previous academic year. 22% (N=69/318) disagreed that they always know what is expected of them to be able to complete their assignments, significantly (p = < .0001) higher than the average of 14% (N=343/2379). This is also an increase of 6% since the previous academic year. LMS students were significantly (p = < . 0001) more likely to report that they were not given enough notice to be able to complete their assignments to the best of their abilities at 18% (N=59/318) compared to an average of 12% (N=276/2379). 1 in 5 (19%, N=62/318) reported that academic staff do not explain what they are going to be assessed on before they complete their assignments, and more than 3 in 10 (31%, N=100/318) disagree that when they receive their grades they understand how it has been marked and why they achieved that grade. Overall, students in LMS were the least satisfied with almost all of the questions regarding assignments than any other School.

22%
not confident in their academic skills

341
responses

4 in 5
have received academic support from their PT

Hertfordshire Students' Union

ACADEMIC CONFIDENCE

LMS students were significantly ($p = <.01$) less likely to be confident in the academic skills needed for their course, with 22% (N=67/305) of students disagreeing to this question compared to an average of 15% (N=335/2222). 1 in 4 (25%, N=75/305) disagreed that they would be confident contributing to class discussions. Whilst this was a decrease of 11% compared to the previous academic year, it is still significantly ($p = <.0001$) higher than the average of 13% (N=299/2222).

BLENDED LEARNING

Satisfaction with blended learning related questions was particularly low in LMS. 37% (N=105/314) report not being satisfied with the ratio of online and face to face teaching, and 1 in 5 (20%, N=63/314) disagree that they are satisfied with their courses efforts to recreate campus-based teaching online. 19% (N=61/314) disagree that staff are engaging during online teaching, however over 9 in 10 (92%, N=288/314) students still agreed that what they are learning in their modules is useful and will benefit their future career.
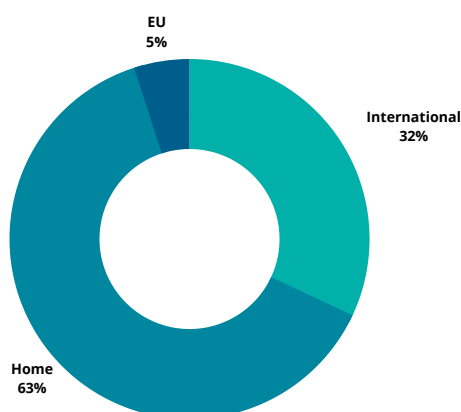
Figure 24. Donut chart showing respondents registration status in Education. N=66
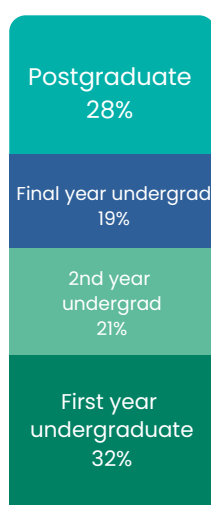

Figure 25. Stacked bar chart showing the level of study of respondents. N=66

EDUCATION

PERSONAL TUTORING

Students in the School of Education were more satisfied with questions regarding Personal Tutoring than average. 86% (N=56/65) agreed that they know who their Personal Tutor is, and 78% (N=51/65) report having received academic support from their Person Tutor this academic year. Whilst agreement that they received academic support was above average, it did fall 6% since the previous academic year. 3 in 5 (60%, N=39/65) report having had contact with their Personal Tutor more than twice this academic year, significantly (p = < . 01) higher than the average of 40% (N=1022/2546). However, 1 in 5 (20%, N=13/65) report not having had any contact this academic year.

ACADEMIC CONFIDENCE

Confidence in academic skills was below average for Education students. 3 in 10 (29%, N=19/55) disagreed that they were confident in the academic skills needed for their course, and more than 1 in 5 (22%, N=12/55) disagreed that staff have helped them develop these skills since starting university. Agreement that students feel confident in academic skills fell by 8% since the previous academic year, and agreement that staff have helped them develop these skills fell by 5%. 85% (N=47/55) agreed that they would know where to find additional support for academic skills if they needed it, in line with the School-wide average.

3 in 10
not confident in their academic skills

66
responses

4 in 5
have received academic support from their PT

Hertfordshire Students' Union

BLENDED LEARNING

Education students were, on average, less satisfied with questions regarding blended learning. 3 in 10 (30%, N=18/60) disagree that they are satisfied with the ratio of online and face to face teaching that they are receiving. Students were also less likely to agree that staff are engaging during online teaching, with only 78% (N=47/60) agreeing to this question compared to an average of 84% (N=1966/2332). Students were particularly concerned with access to equipment and study spaces to support their learning. 17% (N=10/60) reported not being able to get all the equipment necessary for online learning, and 23% (N=14/60) did not have a suitable place to study at home for online learning.

WELLBEING

Agreement with most wellbeing-related questions was below average for Education students. 15% (N=8/52) disagree that they feel safe on campus, compared to an average of 8% (N=175/2193). Students were also less likely to report that they have good mental wellbeing at university, with 1 in 5 (21%, N=11/53) disagreeing to this question. Furthermore, nearly 3 in 10 (29%, N=15/53) reported that they would not know where to find wellbeing or pastoral support if they needed it.

Hertfordshire
Students' Union

STUDENT–FOCUSED

"BETTER
UNDERSTAND
OUR STUDENT
COMMUNITIES"

REPRESENTATIVE

**Hertfordshire
Students' Union**

January, 2022

Hertfordshire
Students' Union

Student Academic Satisfaction Survey
January 2022
Danielle Bradford
Hertfordshire Students' Union