

Student Academic Satisfaction Survey

January 2021

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Summary of results

Key findings.

- We received a total of 1271 responses to this survey distributed in October 2020.
- The most common reason students gave for struggling with a module was online learning. Many students report finding it harder to retain and understand taught content when delivered online. However, satisfaction with online learning has risen by 23% since April/May 2020. 73% (N=685/937) of students now report being satisfied with the range of online teaching styles and materials.
- 92% (N=1030/1121) of students agreed that they would know who to contact if they needed help academically. This did vary between Schools, dropping to 88% in SPECS (N=213/241) and rising to 100% (N=48/48) in Education.
- Women and Disabled students were significantly less likely to report that they were confident in the academic skills needed for their course, and in contributing to class discussions.
- 17% (N=190/1121) of students report not always understanding what is needed of them to be able to complete an assignment. This percentage rises to 19% for Humanities (N=11/58) and 24% for HSK (N=139/189).
- The academic-related question with the lowest agreement score was whether students feel they are given enough notice for timetable changes. 38% (N=177/470) of students do not feel they are given enough notice, and this rises as high as 58% (N=14/24) for Law and 44% for SPECS (N=55/98) and CTA (N=17/39).
- 1 in 4 (N=263/1047) students report struggling to afford essential course-related material. This was highest in CTA at 40% (N=48/121).
- 71% (N=624/882) of students report that they feel they have good mental wellbeing. This rises to 77% for Business and SPECS (N=138/180), and decreases to 49% (N=25/51) for Humanities students. Students who live on campus were significantly less likely to agree that they have good mental wellbeing compared to commuter students, with 37% (N=101/276) of students on campus disagreeing with this question.

Average satisfaction by School

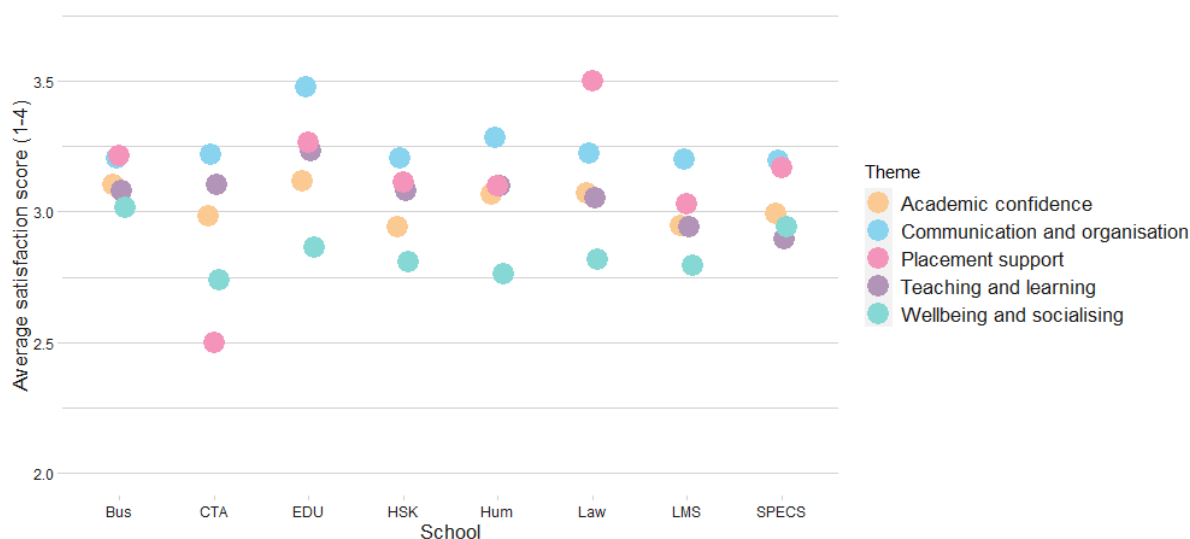


Figure 1. Graph showing the average satisfaction score for each theme by School. Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

As can be seen in Figure 1, there were significant differences in average student satisfaction between Schools and within themes. For example, Creative Arts has the satisfaction score for receiving adequate academic and pastoral support during placement. Education has the highest satisfaction score for course communication and organisation, and Business had the highest for wellbeing and socialising.

The majority of students responded positively to questions course communication and organisation. The percentage of respondents agreeing or strongly agreeing ranged between 83.08% (N=931/1121, communication of assignment expectations) and 92.77% (N=870/1121, staff being helpful when students contact them).

Satisfaction rates from students regarding teaching and learning was slightly more varied. The statement which students agreed, on average, most with was whether they feel the content taught in their modules is useful and will benefit them in their future career, with 92.33% (N=865/937) of all students agreeing to this. The statement with the lowest agreement rate was whether students are happy with the range of online teaching styles and materials, with 73.16% (N=685/937) of respondents agreeing to this question.

	BUS	LAW	LMS	CTA	SPECS	HUM	HSK	EDU	Average
May/June 2020	53.38%	50.59%	53.17%	29.68%	63.32%	43.48%	50.03%	56.06%	49.96%
October 2020	80.00%	78.72%	65.24%	69.30%	70.32%	86.54%	69.81%	88.64%	73.11%
+/-	26.62%	28.13%	12.07%	39.62%	7.00%	43.06%	19.78%	32.58%	23.15%

Figure 2. Table showing the % of respondents who agreed or strongly agreed to the statement “I have been happy with the range of online teaching styles and materials” within both our COVID-19 Impact Report (May/June 2020) and our Student Academic Satisfaction Survey (October 2020), split by School. The bottom row shows the percentage difference between the two satisfaction scores within that School, and the end columns shows the averages across Schools.

It is important to note, however, that despite the statement regarding online learning being the lowest scored out of this section, satisfaction rates with online learning have increased significantly since May/June 2020. At that time HSU distributed another survey focusing on the impacts of COVID-19 on students and asked the same question regarding online learning. Figure 2 shows that satisfaction rates have risen across all Schools, which is particularly positive. Creative Arts (CTA) has more than doubled, from 29.68% (N=46/155) agreement to 69.30% (N=79/114). Humanities has risen the most overall by 43.06%, and LMS the least by 12.07%. The average across all Schools has risen by 23.15%.

What makes a module enjoyable?

When asked what their favourite module has been so far and why a number of themes emerged that are key to student's enjoyment of modules. Students reported that their favourite modules were those that were more interactive and engaging (N=64), and those that had a practical side to them (N=63). Students also wrote about how having supportive and helpful lecturers is very important to their enjoyment (N=49), as well as the modules being well organised and communication being clear between staff and students (N=35). Furthermore, students reported preferring modules that included content that they perceived as likely to directly benefit them in their future career or placement (N=24).

Why do students struggle with certain modules?

The top reason students gave for struggling with certain modules was online learning (N=81). Students reported struggling to take information in effectively online, were unhappy about not being able to utilise resources on campus and were finding it hard to keep up with all the pre-recorded lectures. Another common theme was modules that students feel are lacking in effective communication and organisation (N=28).

C r e a t i v e A r t s

Creative Arts (CTA) students generally responded positively to questions regarding their teaching and learning. 75% (N=85/114) of students agreed that the quality of teaching they receive is consistent across their modules, and 91% (N=104/114) agreed that what they learn in their modules is useful and will benefit them in their future career. 69% (N=79/114) of students agreed that they were happy with the range of online teaching styles and materials, and whilst this is slightly below the School-wide average of 73% (N=686/938) we have seen a significant improvement in satisfaction from students since our COVID-19 survey earlier this year. Students agreeing with questions regarding the consistency of module quality and online teaching was significantly ($p < .001$) higher in this survey. For example, the percentage of CTA students agreeing that they are happy with the range of online teaching styles has risen by 26%. This is likely to be caused by a combination of factors, such as the fact that the University is currently able to allow blended learning with some face-to-face teaching, and that academic staff and students alike are becoming more used to online learning and how to make the most out of online and blended education.

40% (N=48/121) of CTA students reported struggling to afford costs directly related to their course, which was significantly ($p < .001$) higher than the than School-wide average of 25% (N=263/1048) of students. Students from CTA were also significantly ($p < .001$) more likely to report that there were costs related to their course that they had not been made aware of prior to starting. 47% (N=25/53) of students stated that the costs they were struggling to afford was essential software. One student responded that “*Adobe Photoshop, illustration and indesign aren’t supplied on our laptops when our whole work is on those platforms*”, and another said “*As a game designer, it would be better if we got free education licenses for all the softwares that we use*”. CTA students also cited the costs of their final project as costs that they struggled to afford, with one student stating that they had been told they were “*each expected to put in £200-£300 of our own money towards our final year film*”, and that this was “*not stated on any of the open days*”. These types of large expenses are not accessible to all students and can form additional barriers to success for students from low-income and less privileged backgrounds.

As well as concerns about finances, CTA students responded, on average, more negatively in regard to questions relating to their wellbeing. Only just over half of students (56%, N=59/106) reported that they feel they have good mental wellbeing, significantly ($p < .01$) lower than the 71% (N=624/882) agreement averaged across Schools. This may partly be explained by the fact that CTA students were also significantly ($p < .05$) less likely to report being able to maintain a healthy work/life balance whilst at University, and 22% (N=23/106) of students did not feel that academic staff members encourage them to have a healthy work/life balance. CTA students also reported that they do not feel the University cares about their wellbeing at significantly ($p < .05$) higher rates, with 28% (N=30/106) of students feeling this way compared to 18% (N=162/882) of all students.

Health and Social Work

Health and Social Work (HSK) students responded positively to questions about their wellbeing. 81% (N=125/155) of HSK students agree that they are able to maintain a healthy work/life balance whilst at University, slightly higher than the School-wide average of 77% (N=680/882), although this difference is not statistically significant. HSK students were also more likely to report that academic staff encourage them to maintain a healthy work/life balance, with 90% (N=139/155) agreeing to this, significantly ($p < .05$) higher than the average of 82% (N=725/882).

HSK students also responded positively in regard to support during placements, with 87% (N=42/48) agreeing that they received adequate pastoral support during placements and 90% (N=43/48) agreeing that they received adequate academic support. However, 29% (N=52/178) of HSK students reported that they had struggled to afford costs directly related to their course whilst at University, and these costs often related to placements.

Students reported lower agreement for questions regarding course communication and academic skills. HSK students were significantly ($p < .01$) less likely to agree that they know what is expected of them to be able to complete an assignment, with more than 1 in 4 (N=50/189) students disagreeing with this question. Furthermore, 11% (N=20/189) of students disagreed that they would feel comfortable asking staff for help with academic issues, 3% higher than the average. HSK students were also significantly ($p < .05$) less likely to report being confident in the academic skills needed for their course (such as essay or assignment writing and using citations and references). Agreement that academic staff have helped them develop these skills throughout their time at University was also slightly lower by 5%, although this difference was not statistically significant.

When asked what their favourite modules had been and why, one common theme from HSK students were modules that involved a lot of practical experience such as nursing, pathophysiology and diagnostic imaging. One student commented that they *“learnt a lot before going on placement which helped me prepare”*. Other themes regarding why students favoured a particular module included good communication for the lecturer, and lots of group work which allowed them to meet and interact with their colleagues.

Physics, Engineering and Computer Science

Students within the School of Physics, Engineering and Computer Science (SPECS) responded positively to questions relating to their wellbeing, with the rates of students agreeing to these questions all either in-line with the School-wide averages or exceeding them. 83% (N=150/180) of SPECS students reported that they feel able to maintain a healthy work/life balance whilst at University, and 77% (N=138/180) agreed that they have good mental wellbeing. This may partly be due to the fact that 66% (N=118/180) of SPECS students reported that they regularly have the opportunity to socialise with other students on their course, significantly ($p < .05$) higher than the average. 80% (N=142/180) of students agreed that they have friends on their course. This is especially important whilst at least some learning is online, as this can decrease opportunities for students to socialise and bond and result in students feeling lonely.

Students from SPECS were also significantly ($p < .05$) more likely to report that they were confident in the academic skills needed for their course (such as essay or assignment writing, and using citations and references), with 82% (N=188/230) of students agreeing to this. However, only 73% (N=167/230) of students agreed that academic staff have helped them develop these skills since starting University, 7% below the average. Furthermore, 27% (N=52/192) of SPECS students disagreed that their lecturers make their modules were interesting and enjoyable, significantly ($p < .001$) lower than the average by 11%. Students were also significantly ($p < .01$) less likely to report that they felt that what they learn in their modules is useful and will benefit their future career.

When asked what modules their favourite had been and why some key themes emerged. Students stated that they preferred modules that were interactive and had a range of different assessment styles. One student commented that *"The lecturers made it very enjoyable and interactive"*, and another said that *"I really enjoyed the range of different types of courseworks and graded assignments"*. Modules that students commonly cited as their favourites included maths, software design and engineering. In contrast, modules that students reported finding more difficult were those that either had large class sizes or were online.

Whilst 81% (N=193/238) of students agreed that their timetable worked efficiently for them, only 56% (N=55/98) reported that they were given enough notice for timetable changes. When asked how much notice students would want to be given for a timetable change the most common response was a week (47%, N=113/238), whereas when asked how much notice they are usually given the most common responses was a couple of days (39%, N=38/98). A number of students reported being given less than a day's notice for timetable changes (22%, N=22/98).

Nearly 1 in 5 (N=40/223) students reported that there were essential course-related materials that they had to purchase that they struggled to afford. The majority of comments pertaining to this cited academic books and laptops as the biggest expenses they struggled with. One student commented that they struggled with *"Not being able to afford books, a new laptop as my old one couldn't handle the software required"*, and another stated that they struggled with *"Some textbooks that the course said we either need or should use, some of which weren't available from the LRC"*.

Life and Medical Sciences

The majority of students within the School of Life and Medical Sciences (LMS) reported being generally satisfied with course communication. 93% (N=169/181) agreed that they knew how to contact if they needed help academically, and 92% (N=167/181) agreed that they would feel comfortable asking for this help. Furthermore, 78% (N=141/181) of students agreed that academic staff are helpful and respond to their queries within an appropriate timeframe. The question regarding whether students felt they were given enough notice with details for their assignments was the only question in this section where agreement was below average with 19% (N=34/181) of students disagreeing versus an average of 13% (N=149/1122), however this difference was not statistically significant.

LMS students did report slightly lower confidence in regard to academic skills. More than 1 in 5 (N=44/175) students reported that they did not feel confident in the academic skills they need for their course, such as assignment and essay writing. However, 82% (N=143/175) agreed that staff had helped them develop these skills at their time in University. Students were significantly ($p < .01$) less likely to report that they were confident contributing to class discussion, with 33% (N=57/175) responding that they would not feel confident doing so.

1 in 4 (N=43/174) LMS students reported that they have struggled to afford the cost of course-related materials. The most common costs students cited were textbooks and compulsory laboratory clothing. One student stated that *"there are not enough copies of the core texts for my course in the library, meaning they are requested back by another student within a few days of you taking them out, so you are forced to buy or go without"*, and another responded that *"Last year I needed to buy lab coats and hats for diet lab and I was surprised that I couldn't find anything cheap"*.

Students responded more negatively to questions regarding teaching styles and their modules. 34% (N=56/164) of students disagreed that the quality of teaching they receive is consistent across their modules, 7% higher than the average, although this difference was not statistically significant. Furthermore, LMS students were less positive about whether their modules are interesting, with 21% (N=34/164) disagreeing with this. Students were particularly dissatisfied with online teaching compared to the School-wide average, with only 65% (N=107/164) agreeing that they were happy with the range of online teaching styles and materials, significantly ($p < .05$) lower than average. However, it is important to note that, despite this score being lower than the average across Schools, satisfaction with online provisions has improved since we surveyed students earlier this year for our COVID-19 report, in which only 53% of LMS students agreed with this question.

When asked what modules they enjoyed the most and why, students reported that up-to-date content, clear communication about expectations for assignments and lecturers that were able to explain the content clearly were all key factors for enjoyment of the module. In contrast, when asked about modules they have struggled with or found difficult key themes emerged around poor communication between staff and students and content that is taught not matching what they are examined on. One student reported that *"I don't know what should I know from the lecture [...]. The things we are examined are not covered well in the lectures."*, and another stated that there was *"No communication between the staff and students and lacking in updates"*. Students also reported that they struggled with modules that were heavily statistics-focused, stating that *"I believe it will take me some time to be able to use it [SPSS] with ease"*, and struggling with modules because *"I don't have statistics background"*.

Law

Students within the School of Law reported positively in regard to course communication, with the percentage of students agreeing either in line with the School-wide averages or exceeding them across all questions in this topic. 95% (N=52/55) of students agreed that they would know who to contact if they needed help academically, and 93% (N=51/55) agreed that they would feel comfortable doing so. 80% (N=44/55) agreed that academic staff have been helpful when they've contacted them with issues or queries, and 78% (N=43/55) said that staff respond within an appropriate timeframe. Out of those who did not agree, the majority stated that they had not contacted a member of staff yet, rather than that they disagree. Only 6% (N=3/55) of students disagreed with these questions.

Law students also responded positively to questions regarding their academic confidence. The percentage of students agreeing to questions about how confident they are in the academic skills needed for their course and whether staff have helped them develop these skills whilst at University were both in line with School-wide averages, with 77% (N=41/53) and 79% (N=42/53) agreement respectively. Law students reported being more confident in class discussions than average by 7%, with 83% (N=43/53) stating that they would feel comfortable contributing to discussions in class.

Issues that were identified from respondents include notice for timetable changes, struggling to afford the cost of course-related material, and the implementation of reasonable adjustments. Only 42% (N=10/24) of students agreed that they are given enough notice for timetable changes, 21% below the average. When asked how much notice they would want for timetable changes the majority of students selected a week (45%, N=25/54). In comparison, when asked how much notice they were usually given the majority stated that they were only given a couple of days (33%, N=8/24) or less than a day (33%, N=8/24), highlighting a discrepancy between the notice students feel they need and the notice they are being given.

33% (N=17/53) of students stated that they have struggled to afford the costs of materials directly related to their course, 8% higher than average. The most common cost that students reported struggling with were course-related books. One student reported that *"I would say books are definitely an issue in my case, they are so expensive"*, and another wrote that *"Books are expensive! I know there are online ones but as I am dyslexic I find words harder to read on a screen"*.

Law students were significantly ($p < .001$) less likely to report being satisfied with the implementation of reasonable adjustments. Only 44% (N=4/9) of students who are entitled to reasonable adjustments stated that having these implemented was an easy and efficient process; this is 23% lower than the School-wide average of 68% (N=118/174) agreement.

When asked what their favourite modules have been and why students reported that engaging lecturers, lecturers who take extra time to ensure the students understand the content, and interesting class discussions were key to their enjoyment of modules. Specific modules that students cited as being particularly enjoyable were criminal, commercial and contract law. In contrast, when asked which modules they found more difficult or struggled with, students cited issues of inconsistent feedback and modules that were delivered online. One student wrote that *"The dissertation is the most difficult because I did not get much suggestions and feedbacks from my supervisor"*, and another reported *"the module is entirely online it is harder to engage with discussions with the class"*. Furthermore, students reported that they struggled to engage with certain modules due to a "Eurocentric" approach. One student wrote that *"I wouldn't say that I have struggled academically with any of the modules, but I have struggled to engage with them. I do feel like all the modules are approached with a very Eurocentric viewpoint, for example, any of the historical scholars we look at are all white and European and we also only look at (white) British history"*.

B u s i n e s s

Business students responded positively to questions regarding course communication, academic skills and teaching styles and quality. 91% (N=205/225) of students agreed that they would know who to contact if they needed help academically, and 95% (N=214/225) said they would feel comfortable doing so. More students reported that they were confident in the academic skills needed for their course than the average by 7.50%, although this difference was not significant. Furthermore, 85% (N=172/203) agreed that academic staff have helped them improve these skills since starting University, and 82% (N=166/203) reported that they feel confident contributing to class discussions. All responses to questions relating to teaching styles and quality were either in line with the average, or slightly above. 79% (N=131/165) of Business students agree that the quality of teaching is consistent across their modules, compared to 73% (N=686/938) for the School-wide average. Similarly, 80% (N=132/165) agree that they are happy with the range of online teaching styles and materials, and 94% (N=155/165) agree that what they learn in their modules is useful and will benefit them in their future career.

The only question for which the percentage of students agreeing was not either in line with the School-wide average or above it was whether or not they feel their timetable works efficiently for them, with 21% (N=47/222) disagreeing with this question.

Business students reported positively to questions regarding wellbeing and social opportunities. 83% (N=124/150) reported that they feel they are able to maintain a healthy work/life balance whilst at University, and 83% (N=125/150) agree that staff encourage a healthy work/life balance. Moreover, 77% (N=115/150) feel that they have good mental wellbeing, and 90% (N=135/150) report taking steps to improve their wellbeing. This may partly be influenced by the fact that Business students were significantly ($p < .01$) more likely to report having regularly opportunities to socialise with people on their course, and 85% (N=128/150) agreed that they have friends on their course. 86% (N=129/150) feel the University cares about their wellbeing, compared to an average of 82% (N=720/882). Especially whilst a lot of teaching and learning is online, it is important for student's wellbeing that they are able to access these social opportunities and feel part of a community whilst studying.

When asked what they favourite module has been so far and why students reported that clear communication, interesting topics and content that will help them in their career are vital factors for the enjoyment of modules. One student wrote that modules they enjoyed "*helped me improve my CV and other skills that will aid me in my future career*", and a number of students cited the Project Management in Business as their favourite modules because "*the teachers have clear communication and direction*", and "*there has been effective communication between lecturers and students*". The most common theme that arose when asked which modules students struggled with was understanding assignments. One student stated that "*I understood the module and what was needed but I couldn't interpret on paper what was needed for the assignment*", and another reported that "*the lecturer did not give a clear instruction or information for the assignments. When I asked for help, he just asked me to redo the assignments without giving more explanations on how to do it better.*"

Humanities

Overall, Humanities students responded positively to questions about course communication, timetabling, and the quality and style of teaching and modules. 95% (N=55/58) of students stated that they would know who to contact if they needed help academically, and 95% (N=55/58) also reported that they would feel comfortable asking for this help. 86% (N=50/58) agreed that academic staff have been helpful when they've needed it, and 86% (N=50/58) agreed that staff respond within an appropriate timeframe to their queries, 12% higher than the School-wide average. Humanities students were significantly ($p < .05$) more likely to report that they were happy with the range of online teaching styles and materials, 13% higher than the average. Furthermore, 90% (N=47/52) agreed that their modules were interesting, and 92% (N=48/52) felt that what they learn in the modules is useful and will benefit their future career. In regard to timetabling, 81% (N=46/57) felt that their timetable works efficiently for them, and 75% (N=21/28) agreed that they are given enough notice for timetable changes compared to an average of 62% (N=193/470).

When asked which modules they have enjoyed the most and why students cited engaging lecturers and lecturers that have been particularly effective at moving content online as key factors to their enjoyment of modules. One student wrote *"it's been really engaging so far and it's so interesting"*, and another stated that *"my lecturer has been the most active and effective at online teaching"*. In contrast, when asked which modules they struggled more with and why students cited not feeling engaged and inconsistent marking practices.

However, students responded less positively to questions about their wellbeing. Humanities students were significantly ($p < .01$) less likely to agree that they have good mental wellbeing, with more than half (51%, N=26/51) of students disagreeing with this question compared to an average agreement rate of 71% (N=624/882). Furthermore, only 51% (N=26/51) agreed that they have opportunities to socialise with students on their course, and 29% (N=15/51) of students felt like they do not have any friends on their course. Students were also less positive about the implementation of reasonable adjustments, with 38% (N=5/13) of students entitled to these adjustments reporting that they were not easily or efficiently implemented.

21% (N=12/56) of students stated that they encountered unexpected costs for materials directly related to their course that they had not been made aware of before starting, and 36% (N=20/56) reported that they had struggled to afford costs of course-related materials, 11% higher than the School-wide average. Student cited books and technology as the main costs that they struggled with. One student wrote that *"Academic books and articles are often expensive and are not always available in the Libraries"*, and another responded that *"Adobe software for my media course costs a lot, feel like since its necessary for my course, we should be able to access it at home"*. Students also reported that the move to more online-based work has caused issues, as they may not have access to appropriate equipment such as laptops.

E d u c a t i o n

Education students tended to respond more positively to questions about their teaching and learning, and more negatively to questions about their wellbeing. 100% (N=48/48) of respondents from Education agreed that they would know who to contact if they needed help academically, and 100% (N=48/48) agreed that they would feel comfortable asking for this help. 88% (N=42/48) agreed that academic staff have been helpful when they've contacted them with issues or queries, and again 88% (N=42/48) agreed that academic staff respond to these queries within an appropriate timeframe. 77% (N=36/47) stated that they feel confident in the academic skills needed for their course, and 83% (N=39/47) agreed that academic staff have helped them develop these skills since starting at University. Furthermore, 85% (N=40/47) feel confident contributing to class discussions, 9% higher than the School-wide average.

Students in Education were significantly ($p < .05$) more likely to report being satisfied with the range of online teaching styles and materials that they have received, with 89% (N=39/44) agreeing to this question. Responses were slightly less positive for whether or not students feel that what they learn in their modules is useful and will benefit their future career with 11% (N=5/44) disagreeing, 4% higher than the School-wide average. This difference, however, was not statistically significant.

When asked which modules had been their favourite so far and why students reported that supportive and helpful lecturers and modules with a large amount of group work were key for their enjoyment. One student wrote that *"I feel well supported and organised in each lesson"*, and another said that modules they particularly enjoyed included *"sessions where we have had a group activity to expand and share ideas"*. Modules that were mentioned as being students favourite included sociology, professional learning and development, and phonics. In contrast, when asked which modules they struggled more with and why students cited repetitive content and not feeling engaged as barriers to their enjoyment. Students also reported experiencing *"discriminatory attitudes"* by staff that they feel have not been properly addressed.

More than 1 in 4 (26%, N=11/42) students feel like they are not able to maintain a healthy work/life balance whilst at University, and 38% (N=16/42) do not feel that they have good mental wellbeing. Students also reported struggling with course costs at higher rates. 20% (N=9/46) of students reported that there were unexpected costs related to their course that they had not been made aware of before starting, and 33% (N=15/46) reported struggling to afford the costs of course-related materials. Students cited books, supplies and admin costs such as the Occupational Health Questionnaire as things they particularly struggled to afford. One student wrote that *"Through primary education we are expected to buy products for our modules such as art supplies etc which would normally be supplied in university. I don't have enough money for food let alone these added extras"*, and another reported that *"I have struggled to afford to all the books I am expected or "recommended" to buy, especially as my loan doesn't cover my accommodation fully"*.

Ethnicity

Does ethnicity predict wellbeing?

Ethnicity does not seem to predict wellbeing within this data set. Linear regression revealed that Asian and Black students report higher wellbeing than White students (Figure 3), although the effect size is small. This indicates that the impact of ethnicity in this case on wellbeing is minimal. Students who reported mixed ethnicity did also report significantly lower wellbeing scores than Black ($p < .05$) and Asian ($p < .001$) students, however the difference between White and Mixed students was not statistically significant.

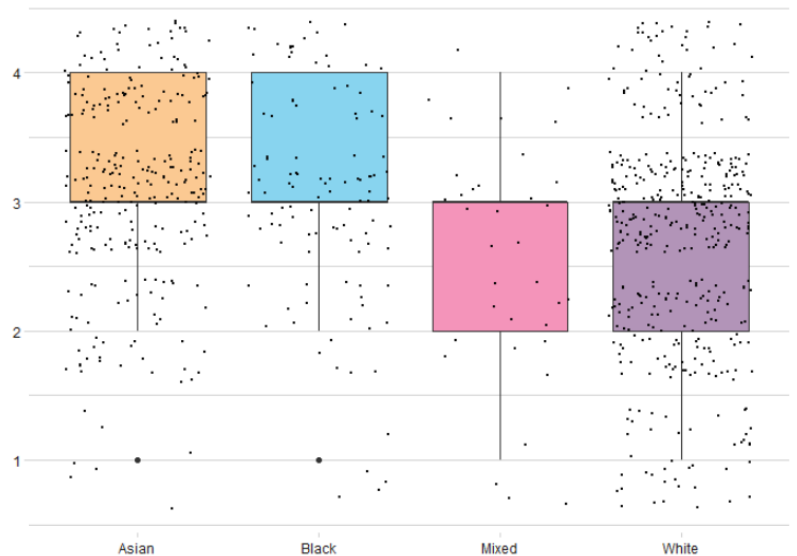


Figure 3. Boxplot showing reported wellbeing scores by ethnicity on a scale of 1 to 4, where 1 is "Strongly disagree" and 4 is "Strongly agree" to the statement "I feel that I have good mental wellbeing".

Ethnicity and academic satisfaction.

BAME students were significantly ($p < .01$) more likely to report that academic staff had been helpful when then had contacted them with a query or concern; 95% ($N=495/523$) agreed with this statement compared to 90% ($N=347/386$) of White students. This trend was consistent even when broken down by specific ethnicity; Asian and Black students were significantly ($p < .05$) more likely to agree than White students. There was no significant difference with students of mixed ethnicity, likely due to the small sample size of this group.

BAME students were also significantly ($p < .05$) more likely to report feeling confident in the academic skills they need for their course. However, this seems to mainly be driven by positive responses from Asian students; when broken down by specific ethnicity there was no significant differences between Black students and White students, nor between Mixed students and White students regarding confidence in academic skills. BAME students also reported being significantly ($p < .01$) more confident in contributing to class discussions. This trend was consistent for Black students, however there was no significant differences for Mixed students.

White students were significantly ($p < .01$) more likely to report struggling with the costs of essential materials and equipment needed for their courses, with 30% ($N=130/439$) of White students reporting this compared to 21% ($N=120/570$) of BAME students.

Gender

Men reported being significantly ($p = < .05$) less likely to know who to contact if they needed help academically. However, there was no difference between women and men regarding how comfortable they would be approaching academic staff for help. Women were significantly ($p = < .05$) less likely to report knowing what is expected of them to be able to complete an assignment, with 19% ($N=125/673$) of women disagreeing.

Women were also significantly ($p = < .01$) less likely to report feeling confident in both the academic skills needed for their course and in contributing to class discussions than men, with only 76% ($N=478/625$) of women feeling confident in their academic skills and 75% ($N=471/628$) confident in contributing to class discussions.

Women also reported struggling with costs for materials and equipment essential to their course at significantly ($p = < .05$) higher rates than men; 28% ($N=171/632$) of women reported struggling versus 20% ($N=62/317$) of men.

Disability

Whilst there were no significant differences between Disabled and non-Disabled students in satisfaction with course communication and organisation and teaching and learning, there were regarding wellbeing and academic confidence.

Disabled students reported being significantly less confident in the academic skills needed for their course ($p = < .01$), and in contributing to class discussions ($p = < .001$). Only 63% ($N=55/87$) of Disabled students reported they would be confident contributing to class discussions, compared to 80% ($N=722/907$) of non-Disabled students. Disabled students were also significantly ($p = < .01$) less likely to agree that they had good mental wellbeing, with only 57% ($N=47/82$) of Disabled students agreeing to this question, compared to 73% ($N=560/763$) of non-Disabled students. Furthermore, Disabled students were significantly ($p = < .05$) most likely to report struggling to afford essential course-related material and equipment. 36% ($N=32/89$) of Disabled students reported this.

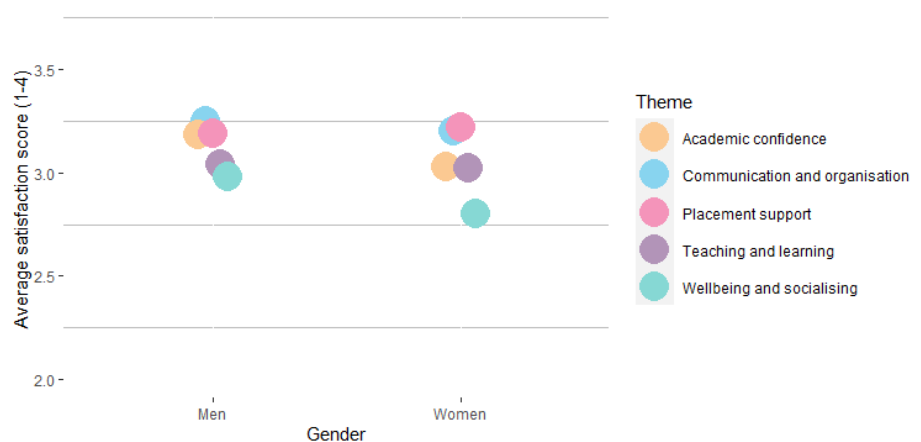


Figure 4. Graph showing the average satisfaction score for each theme by gender. Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

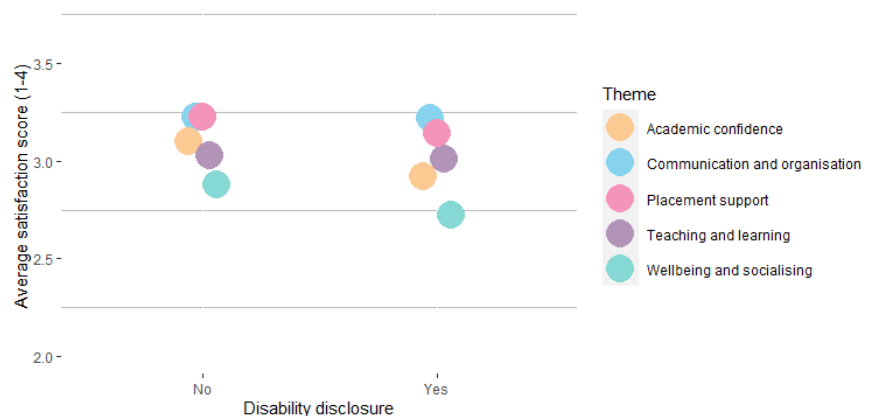


Figure 5. Graph showing the average satisfaction score for each theme by disability disclosure. Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

International and Home Students

International students were, on average, more satisfied with questions pertaining to teaching and learning than Home students. This trend was also seen in our COVID-19 Report carried out in April/May, however since then the gap between International and Home students' satisfaction has narrowed. Whilst in this survey International students were significantly ($p < .05$) more likely to report being satisfied with the range of online teaching styles and materials, they reported only a 7% higher rate of agreement compared to 15% in the COVID-19 Report. Satisfaction to this question has risen since April/May for both Home and International students by 26% and 18% respectively.

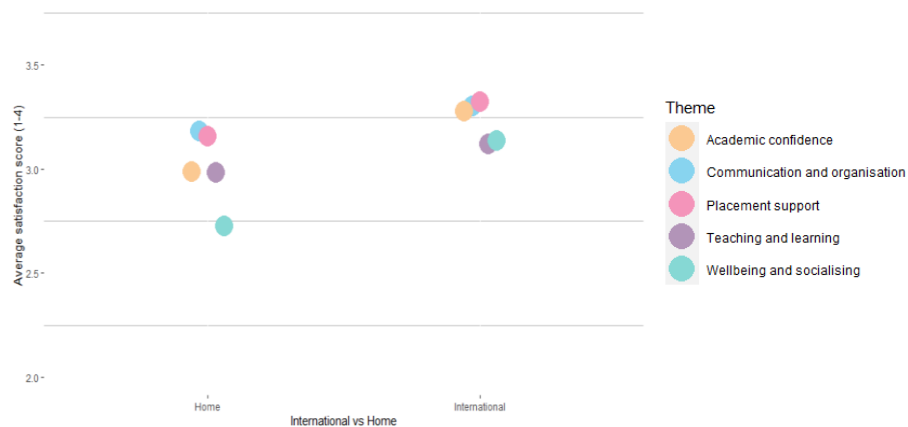


Figure 6. Graph showing the average satisfaction score for each theme by International and Home student status. Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

On average, Home students also reported lower rates of agreement to questions regarding their wellbeing. Home students were significantly ($p < .001$) less likely to agree that they feel they have good mental wellbeing, and significantly ($p < .001$) less likely to agree that they are able to maintain a good work/life balance whilst at University. A similar trend was also seen in our COVID-19 Report, with Home students more likely to report that COVID had a negative impact on their mental health by 16%.

Mature students

Mature students responded, on average, more positively to teaching and learning questions than non-Mature students. Mature students were significantly ($p < .01$) more likely to report being satisfied with the range and styles of online teaching materials, with 81% (N=183/228) of Mature students agreeing to this question compared to only 71% (N=501/709) of non-Mature students. This may partly be influenced by the fact that Mature students were more than 2.5x more likely to be commuters, a demographic group that have consistently expressed a preference for online learning in our research.

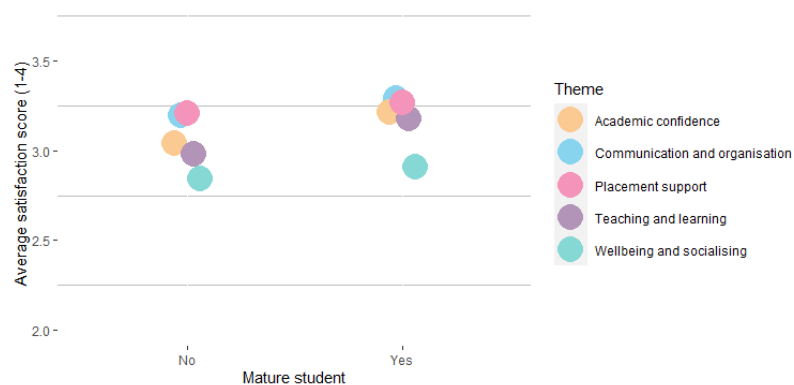


Figure 7. Graph showing the average satisfaction score for each theme by Mature student status. Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

Mature students were also significantly ($p < .0001$) more likely to agree that they had good mental wellbeing with 83% (N=177/213) agreeing to this, 16% higher than non-Mature students. However, there was no significant difference between these groups regarding whether they feel that they can maintain a good work/life balance whilst at University, and Mature students were significantly ($p < .01$) less likely to agree that they have friends on their course.

Commuter students and students in halls

Students living in on campus accommodation reported significantly lower confidence in contributing to class discussions ($p < .05$). Only 73% (N=233/318) of students living on campus reported being confident in this, compared to 81% (N=577/720) of commuter students. Whilst there was no significant difference regarding confidence in academic skills in these groups, students living on campus were significantly ($p < .05$) less likely to agree that staff have helped them improve the academic skills needed for their course since starting University.

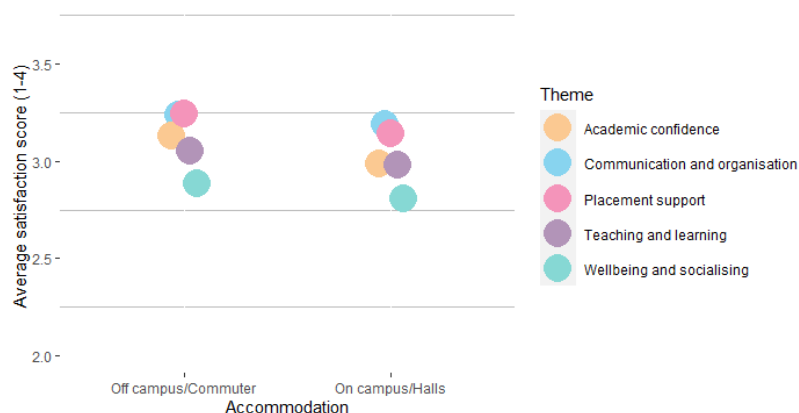


Figure 8. Graph showing the average satisfaction score for each theme by accommodation status (on campus/off campus). Average satisfaction ranges from 1—4, with 1 being the lowest and 4 being the highest rate of satisfaction.

Commuter students were significantly ($p < .05$) more likely to agree that they were satisfied with the range and styles of online learning, with 75% (N=487/647) of commuter students agreeing to this question versus 68% (N=198/290) of students in halls. Our previous report on the impacts of COVID-19 on students carried out in April/May 2020 revealed that commuter students were concerned about their ability to travel to campus if teaching was to return online for the 20/21 academic year, and were also significantly more likely to report that they would prefer teaching to stay exclusively online, which may contribute to the higher rates of satisfaction with online learning in this group.

There were also significant differences regarding wellbeing and socialising in these groups. Students living on campus were significantly ($p < .01$) less likely to agree that they have good mental wellbeing, with 37% (N=101/276) of students on campus disagreeing. However, there was no significant differences between agreement on whether they feel the university cares about their wellbeing. Students on campus were also significantly ($p < .05$) less likely to report that they have friends on their course, which may contribute to decreased wellbeing.