Student Academic Satisfaction Survey

March 2021

Table of Contents

Hertfordshire Students' Union

Summary by theme.

Average student satisfaction across themes of academic skills, teaching and learning and timetabling have stayed consistent across semesters (Figure 1), whilst satisfaction with course communication rose.

Increase in student satisfaction for course communication was largely driven by positive responses about academic staff. Agreement that academic staff have been helpful when students have contacted them, and that they have responded within an appropriate timeframe, rose by 5.21% and 6.59% respectively.

Figure 1. Boxplot showing average student satisfaction (1-4, where 4 is the highest) to different themes in both semester A and semester B.

Whilst average satisfaction may have stayed consistent, agreement rates rose to a number of questions within the themes including: agreement that enough notice is given for timetable changes, agreement that students are confident in the academic skills needed for their course, agreement that academic staff have helped them develop these skills, and agreement that students are confident in contributing to class discussions.
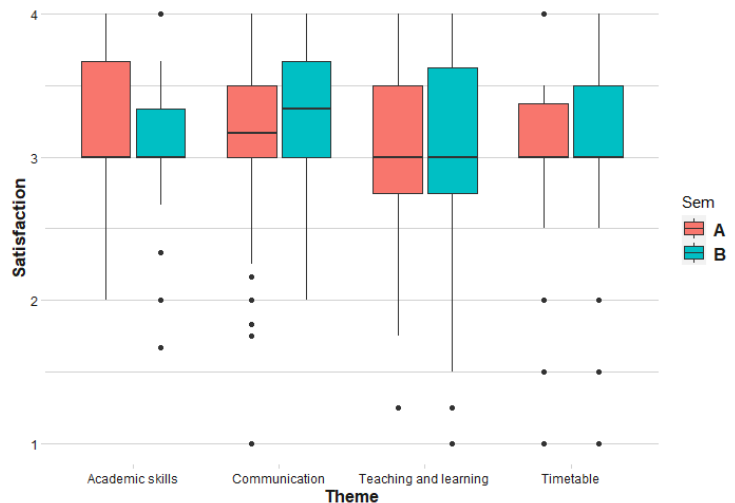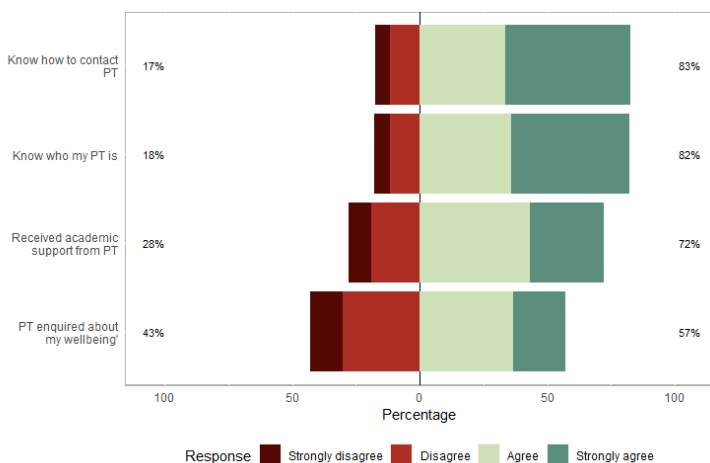

Figure 2. Bar chart showing student responses to questions regarding personal tutoring.

Personal tutoring framework.

Student satisfaction with the personal tutoring framework was largely positive, but there are large disparities within the student experience. More than 4 in 5 (82.19%, N=1154/1404) students agree that they know who their personal tutor is, and 72.08% (N=1012/1404) agree that they have received academic support from their personal tutor this academic year. 36.97% (N=519/1404) report having had contact with their personal tutor more than twice, whilst 27.78% (N=390/1404) report having had no contact with their personal tutor this academic year.

Hertfordshire Students' Union

Online learning.

Responses to questions regarding online learning provisions were also largely positive. 4 in 5 (82.66%, N=1054/1275) students agreed that they were satisfied with the number of "live" online lectures they have been receiving, a rise of 30.86% since our COVID-19 Impact survey in May/June 2020. Student satisfaction with their courses' efforts to recreate campus-based teaching also rose, with 79.67% (N=1016/1275) agreeing compared to 60.51% (N=890/1471) in May/June 2020. However, more than 1 in 5 (21.97%, N=298/1356) students report

Figure 3. Bar chart showing student responses to questions regarding online learning provisions.

not understanding the safety net policy and how it applies to them. Satisfaction with the range of online teaching styles and materials was the lowest within this theme, with 27.68% (N=353/1275) of students disagreeing to this question. This is still considerably more positive than in May/June 2020, where agreement to this question was only at 50.78% (N=747/1471).
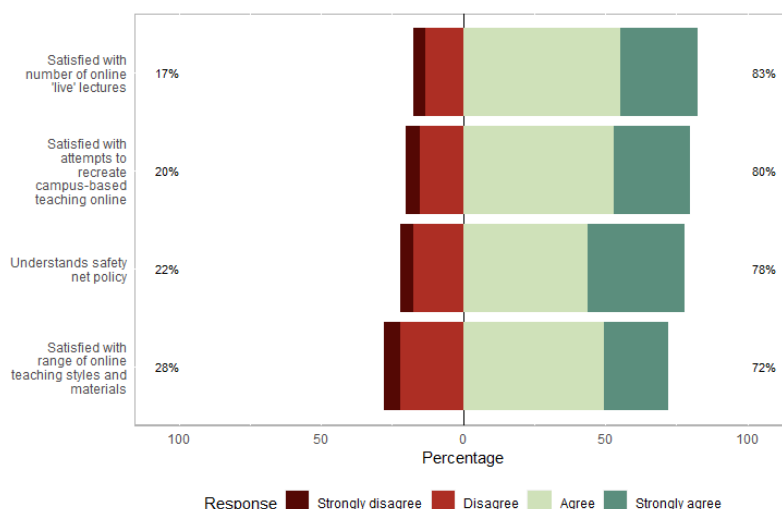
Course costs.

17.87% (N=238/1332) of students report experiencing unexpected costs required to fully take part in their course that they were not made aware of before starting their course. 26.65% (N=355/1332) of students report struggling to afford costs that are directly related to their course (these costs could be both unexpected, or costs they were aware of being starting such as required textbooks). The type of costs students report struggling to afford varies mainly by School. Schools with high numbers of placement students such as Health and Social Work reported struggling to afford costs such as placement uniform, travel to placements and parking costs, and placement accommodation costs. Even covering costs that will be reimbursed was reported as problematic for placement students, with one student writing *"Placement requires money upfront which although it is refunded, is difficult to find the money in the first place".* Students in creative subjects such as within Creative Arts reported struggling to afford software costs and costs of materials. Students from all Schools reported struggling to afford laptops for online learning, and textbooks.

Hertfordshire Students' Union

3

Whilst the average proportion of students facing unexpected costs and the proportion of those struggling has stayed consistent across semesters, demographic analysis reveals that certain groups of students are being hit harder than others. The percentage of BAME students, for example, reporting that they are struggling to meet these costs rose by 3.74% between semesters. Both home and International students reported struggling at higher rates than in semester A, however home students reported this at a much higher rate with 35.36% (N=169/478) of home students reporting that they are struggling. This has also risen for mature students, with nearly 1 in 5 (24.52%, N=102/416) mature students struggling to afford these costs.

For students who are struggling, there were also reports that difficulties accessing hardship funds are a barrier to getting help from the university. One student wrote, *"[I] have struggled to afford basics when emergencies have come up. The hardship fund is a big headache to complete and they are often reluctant to help when they see your rent money in your bank - failing to understand that you cannot use that to live off because you have to pay for your mortgage or house. [I] went there once and the process was so long winded and time consuming, with limited help".*

"My student maintenance loan barely covers my rent and while I am aware this is no fault of the university, I feel it is unfair that the university expects students to pay for books which are normally very expensive."

"Due to Covid restricting access to specialist workshops I have had to spend a considerable amount of money on tools & equipment in order to continue my learning at home [...] Changes have been made to assignments to allow us to describe what we would have made, rather than making samples and final pieces, but I want to spend this time developing my practical skills and expected to be able to do this using university workshops."

"I was not aware of costs of textbooks, or optional things like trips, and materials for art seminars when learning from home. You must also consider when studying my subject you may need money to purchase a 'professional wardrobe' for placement. You cannot turn up to placement in jeans and trainers. Some students may not be able to afford ANY of these things."

"[I] am still struggling to buy one laptop. The program is online, I join the lecture using my phone which has limitations and am still borrowing laptop from my friend for Assignments and this delays me greatly, I have applied for school laptop loan but was told it's not available yet."

Hertfordshire Students' Union

Summary by School.

- **Business** students responded more positively to questions regarding course communication than in semester A. For example, students were significantly (p = < .01) more likely to agree that academic staff had been helpful when they had contacted them and that they had responded within an appropriate timeframe. Satisfaction with the range of online teaching styles and materials, and with how interesting and enjoyable students find their modules, however, fell since last semester. Furthermore, 31% (N=84/271) of students' report having not had any contact with their Personal Tutor this academic year.

- Satisfaction with course communication fell within the **Law** School, however satisfaction with timetabling rose. 75.67% (N=28/37) of students agree that they are given enough notice for timetable changes, an increase of 34.00% since semester A. More than 1 in 4 (26.19%, N=22/84) students report not understanding what is expected of them to be able to complete an assignment, a rise of 13.23% since last semester.

- Students within the **Life and Medical Sciences** School responded positively to questions regarding academic skills. 79.86% (N=119/149) agreed that they feel confident in the academic skills needed for their course, and 69.12% (N=103/149) agreed that they feel confident contributing to class discussions, a rise of 6.15% and 4.55% since semester A respectively. Satisfaction to questions regarding teaching and learning, in comparison, have fallen, and students were significantly (p = < .05) less likely to agree that they would be comfortable asking for academic help if needed than in semester A.

- **Creative Arts** students' satisfaction to questions regarding course communication varied hugely. Whilst satisfaction with communication from academic staff (agreement that academic staff are helpful and respond within an appropriate timeframe) increased since semester A, satisfaction with assignment communication fell. Furthermore, more than 3 in 10 (31.63%, N=31/98) students report not knowing who their Personal Tutor is, and 30.61% (N=30/98) report not having had any contact from their Personal Tutor this academic year.

- Students from **SPECS** are more satisfied with questions regarding timetabling, academic skills and teaching and learning than in semester A. Agreement that academic staff respond within an appropriate timeframe, that they are given enough notice for timetable changes, and that the content taught in modules are useful and will benefit their future career all rose significantly (p = < .05) in semester B. However, 37% (N=205/549) of students report not having had any contact with their Personal Tutor this academic year, and more than 3 in 10 (31.14%, N=171/549) disagree that they have received academic support from their Personal Tutor.

- Students in **Education** were largely positive about their experience of the personal tutoring framework. 3 in 5 (60.98%, N=25/41) students reporting having had contact with their Personal Tutor more than twice this academic year, and 85.36% (N=35/41) agree that they have received academic support from their Personal Tutor. Students were less satisfied with course communication, with satisfaction dropping for all questions within this theme apart from agreement that academic staff are helpful when contacted, which stayed the same across semesters.

- **HSK** students responded positively overall to questions regarding course communication, timetabling and academic skills. However, reports that students are facing unexpected costs for course-related material and equipment have risen significantly ($p = < .01$) since semester A, with 32.93% (N=54/164) of students reporting this. The percentage of students struggling to afford course-related material has also risen to 39.02% (N=64/164), 9.81% higher than semester A.

- Students in **Humanities** responded positively to questions regarding course communication. 9 in 10 (92.31%, N=36/39) students agreed that they would know who to contact if they needed academic help, and that they would feel comfortable doing so. Agreement that academic staff respond within an appropriate timeframe rose by 6.10% to 92.31% (N=36/39) agreement since semester A. However, understanding of the safety net policy was low, with 28.21% (N=11/39) of students reporting that they do not know what the policy is and how it impacts them.

We received a total of 1691 responses to this survey, which was open to all students at the University of Hertfordshire apart from final year undergraduates, who instead had the opportunity to take part in the NSS.

234 responses were removed from the dataset prior to analysis due to being ineligible to complete the survey. It is important to note that when comparing between the Student Academic Satisfaction survey released in semester A, which was open to final year undergraduates, and this current survey released in semester B, removing or including final year undergraduates for both surveys did not qualitatively impact on the results.
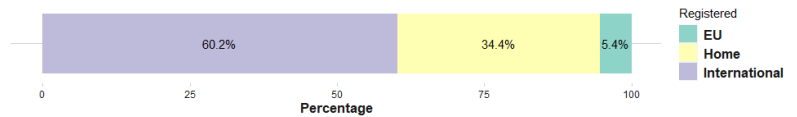

We did receive higher response rates from students within the School of Physics, Engineering and Computer Sciences (SPECS, see Figure 5) and international students (see Figure 4) than expected based on the university population. However, this is unlikely to significantly impact on the results because comparisons were largely drawn within demographics and Schools instead of between (i.e. comparing student satisfaction within one school in semester B to its performance in semester A, as opposed to comparing its performance against other schools).

Figure 5. Donut chart showing responses by School of study.

Teaching and learning.

Average student satisfaction to questions regarding teaching and learning fell between semesters, largely driven by two out of the four questions in this section, the quality of teaching across modules and the range of online teaching styles and materials. The percentage of Creative Arts students who agreed that the quality of teaching they receive is consistent across their modules dropped by 6.49%, from 74.57% (N=85/114) agreement in semester A to 68.08% (N=64/94) in semester B. Satisfaction with online teaching styles also fell by 5.47%, from 69.30% (N=79/114) to 63.83% (N=60/94). Positively, satisfaction with the efforts made by their course to recreate or replace campus-based teaching rose by 28.44% since our COVID-19 Impact Study in May/June 2020 to 75.53% (N=71/94) agreement.

Course communication.

Student satisfaction within Creative Arts to the help they received from academic staff rose, whereas understanding of and notice given for assignments dropped. The percentage of students agreeing that academic staff have been helpful when they've contacted them rose by 10.03%, and agreement that staff respond within an appropriate timeframe also rose by 10.82%. In contrast, agreement that students understand what is expected of them to be able to complete an assignment dropped by 10.34%, from 85.60% (N=107/125) agreement in semester A to only 75.26% (N=73/97) in semester B. Satisfaction with notice given to complete assignments dropped by 8.73%.

Personal Tutoring Framework.

Creative Arts students were, on average, less satisfied with questions regarding personal tutoring. More than 3 in 10 (31.63%, N=31/98) students do not know who their Personal Tutor is. Less than half of students (47.96%, N=47/98) report that their Personal Tutor has checked in with them about their wellbeing this academic year. However, 55.10% (N=54/98) of Creative Arts students reported that they have had contact with their Personal Tutor more than twice this academic year, nearly 20% higher than the average of 36.97% (N=519/1404).
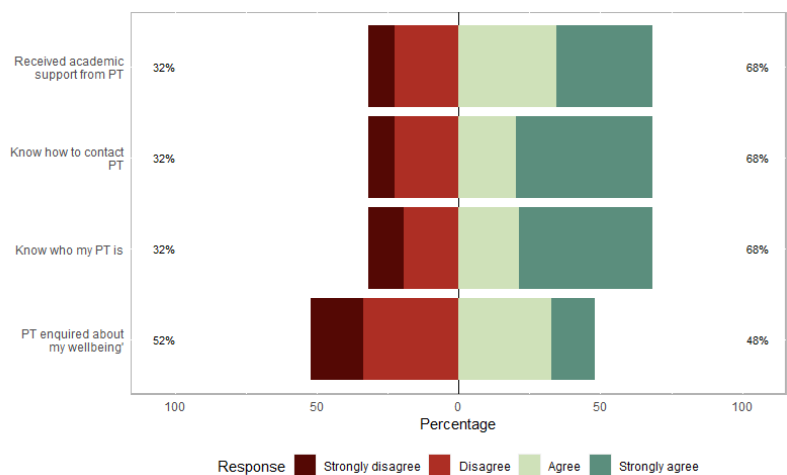

Figure 6. Bar chart showing responses to questions regarding personal tutoring.

Academic skills.

Students within HSK reported higher levels of confidence in questions regarding academic skills than in semester A. 73.33% (N=121/165) of HSK students report feeling confident in the academic skills needed for their course, 4.27% higher than in semester A. 83.63% (N=138/165) of students agreed that academic staff had helped them develop these skills since starting university, nearly 10% higher than semester A.

Course costs.

Students report facing unexpected costs as part of their course, and struggling to afford costs of course-related equipment and material. 32.93 (N=54/164) students report facing costs for essential course-related materials that they did not expect prior to starting their course, significantly (p= < .01) higher than in semester B. Furthermore, nearly 2 in 5 (39.02%, N=64/164) students report struggling to afford essential course-related materials, 9.81% higher than in semester A. The most common costs students reported struggling with were related to placement such as travel and accommodation, as well as textbooks and laptops.

> **2 in 5**
> students are struggling to afford essentail course-related materials and equiptment

Course communication.

Satisfaction to questions regarding course communication rose, driven by positive responses about academic staff. 86.66% (N=143/165) reported that academic staff have been helpful when they've contacted them, 13.64% higher than in semester A. Satisfaction with response time from staff rose from 72.49% (N=137/189) to 85.45% (N=141/165). Agreement that students knew who they should contact if they need academic help decreased, from 94.18% (N=178/189) to 90.30% (N=149/165). Furthermore, understanding of the safety net policy was low, with 30.91% (N=51/165) of students reporting that they do not understand the policy and how it impacts them.

Personal Tutoring Framework.

Satisfaction with the Personal Tutoring Framework was high (Figure 7). 78.11% (N=132/169) report having received academic support from their Personal Tutor this year, and 65.68% (N=111/169) report that their Personal Tutor has checked in with them about their wellbeing. 41.42% (N=70/169) report having had contact with their Personal Tutor more than twice this academic year.
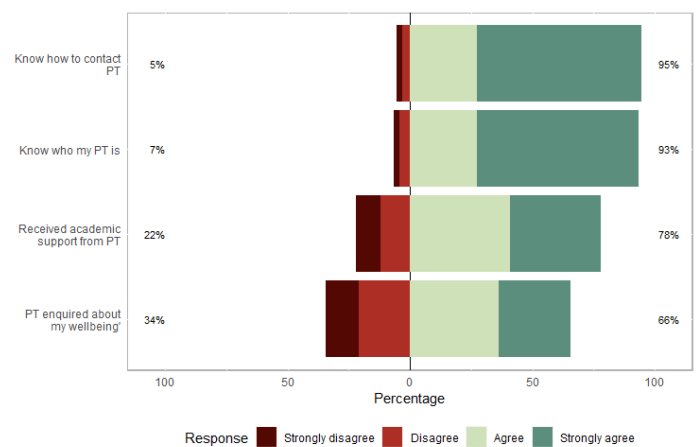

Figure 7. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Satisfaction regarding course communication rose within SPECS students, driven by positive responses to questions about help received from academic staff. 79.08% (N=416/526) of students agreed that staff have been helpful when they have contacted them, 3.56% higher in than semester A. Furthermore, students were significantly (p = < .01) more likely to report that staff responded within an appropriate timeframe, with an agreement of 78.13% (N=416/526). Agreement that the timetable works efficiently for them stayed the same, however satisfaction with notice given for timetable changes rose significantly (p = < .05). 68.73% (N=211/307) of students agreed to this question, 12.61% higher than in semester A.

Academic skills.

Confidence in academic skills increased, with nearly 9 in 10 (87.96%, N=453/515) students reporting that they are confident in the academic skills they need for their course, and 81.94% (N=422/515) of students reporting that staff have helped them develop these skills. 84.85% (N=437/515) of students also report being confident in taking part in class discussions, 9.20% higher than in semester A.

Teaching and learning.

Satisfaction with teaching and learning questions were also positive. Agreement that the content students are learning in their modules is useful and will benefit their future career rose significantly (p = < .05) by 6.43%, with 92.37% (N=448/485) of students agreeing to this question. Agreement to questions on the consistency of the quality of teaching across modules, the range of online teaching styles and materials, and how interesting and enjoyable students find their modules also rose.

Personal Tutoring Framework.

1 in 5 students (21.13%, N=116/549) report not knowing who their Personal Tutor is, and 31.14% (N=171/549) disagree that they have received academic support from their Personal Tutor this year. Furthermore, 37% (N=205/549) of students report not having had any contact with their Personal Tutor this academic year, and only 24.59% (N=135/549) report having had contact more than twice.
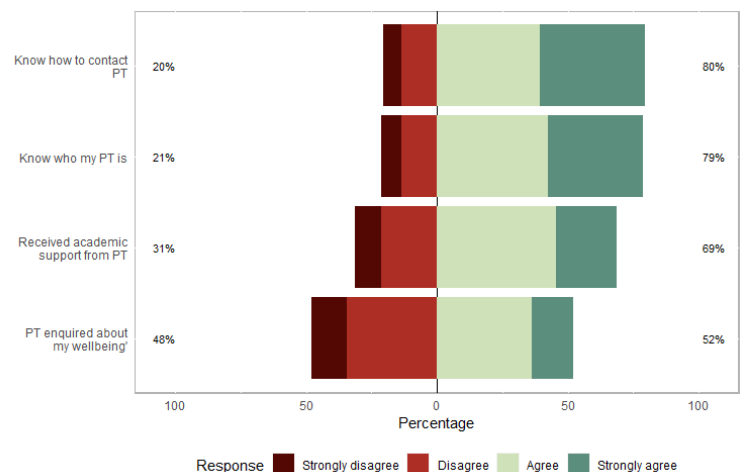

Figure 7. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Students were significantly (p = < .05) less likely to report that they would be comfortable contacting academic staff for help than in semester A, with 17.33% (N=26/150) of students disagreeing, a rise of 9.60%. Agreement that students would know who to contact if they needed academic help also dropped to 88.00% (N=132/150) from 93.37% in semester A. Furthermore, 22% (N=33/150) of students report that they do not understand what is expected of them to be able to complete an assignment.

Academic skills.

LMS students were more likely to report being confident in the academic skills needed for their course than in semester A, with nearly 4 in 5 (79.86%, N=119/149) of students agreeing to this question. Students also reported being more confident contributing to class discussions, however 30.83% (N=46/149) of students still disagree with this question. Furthermore, agreement that academic staff have helped them develop these skills since starting university dropped by 3.19%.

Teaching and learning.

Satisfaction with the range of online learning teaching styles and materials rose by 5.70%, with 70.94% (N=105/148) of students agreeing to this question. However, agreement that the quality of teaching is consistent across modules dropped by 7.07% to only 58.78% (N=87/148) of students agreeing. Agreement that their modules are interesting and enjoyable, and that what they are taught is useful and will benefit their future career, also fell. In contrast, satisfaction with course efforts to recreate or replace campus-based teaching online rose by 15.76% to 82.43% agreement (N=122/148) since May/June 2020.

Personal Tutoring Framework.

Responses to questions regarding personal tutoring were largely very positive (Figure 8). 92.05% (N=139/151) of students agreed that they know who their Personal Tutor is, and 92.05% (N=139/151) agreed that they would know how to contact their Personal Tutor. The majority (79.47%, N=120/151) of students agree that they have received academic support from their Personal Tutor this year, and 58.94% (N=89/151) report having had contact with their Personal Tutor more than twice, the second highest of all Schools.
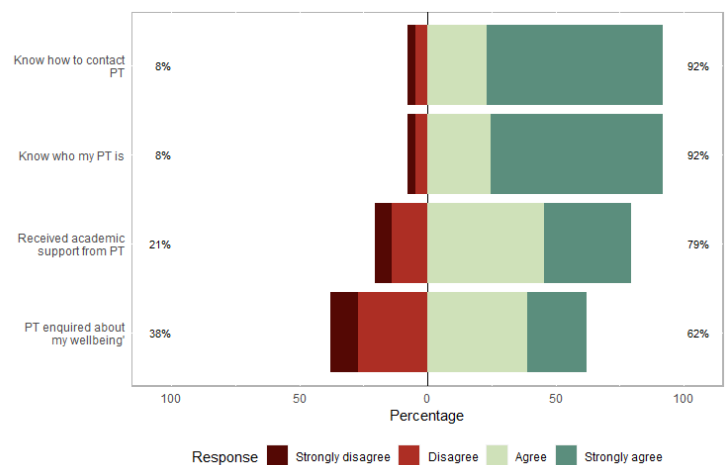

Figure 8. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Students' satisfaction with the communication of assignments fell. 1 in 4 (26.19%, N=22/84) report not understanding what is expected of them to be able to complete an assignment, 13.23% higher than semester A. 1 in 4 students (25.00%, N=21/84) report that not being given enough notice to be able to complete their assignments, a rise of 12.03%. Satisfaction to other questions regarding course communication also fell, particularly with agreement that staff have been helpful when students have contacted them, and that academic staff respond within an appropriate timeframe. Understanding of the safety net policy and how it impacts them was particularly low, with 33.33% (N=28/84) reporting that they do not understand this. Positively, student satisfaction with timetable changes rose. Agreement that students are given enough notice for timetable changes rose significantly (p = < .05), with 75.67% (N=28/37) agreement compared to 41.67% (N=10/24) in semester A.

Teaching and learning.

Whilst agreement that the content taught in modules is useful and will benefit their future career has stayed consistent at 90.90% (N=70/77), agreement that modules are interesting and enjoyable fell by 7.07% to 84.42% (N=65/77). Satisfaction with the consistency in the quality of teaching across modules also fell to 71.43% (N=55/77), and satisfaction with the range of online teaching styles and materials fell by 16.63% to 62.34% (N=48/77).

Personal Tutoring Framework.

More than 4 in 5 (82.14%, N=69/84) students report knowing who their Personal Tutor is, and 4 in 5 (82.14%, N=69/84) students also report knowing how to contact their Personal Tutor. Agreement that they had received academic support from their Personal Tutor this year was slightly lower, with 33.33% (N=28/84) of students disagreeing to this question. However, 35.71% (N=30/84) of students' report having had contact more than twice with their Personal Tutor this year.
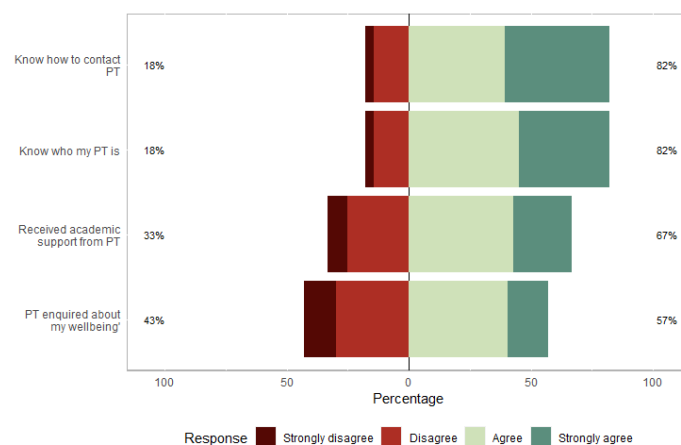

Figure 9. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Almost 9 in 10 (89.41%, N=228/255) students agree that they understand what is expected of them to be able to complete assignments, a rise of 6.30% since semester A. Similarly, 90.98% (N=232/255) of students agree that they are given enough notice to be able to complete an assignment compared to 84.89% (N=191/225) agreement in semester A. Students were significantly (p = < .01) more likely to report that academic staff have been helpful when they've contacted them, with 88.63% (N=226/255) of students agreeing. Students were also significantly (p = < .01) more likely to report that academic staff respond within an appropriate timeframe.

Teaching and learning.

1 in 4 (25.10%, N=60/239) students disagreed that they are satisfied with the range of online teaching styles and materials, a 5.10% rise since semester A. Agreement that students find their modules interesting and enjoyable has also dropped by 6.14% to 79.92% (N=191/239) agreement this semester.

Personal Tutoring.

Responses to questions regarding personal tutoring were largely positive (Figure 10), however 1 in 5 (21.02%, N=57/271) of students report not knowing who their Personal Tutor is, higher than the School-wide average. 34.32% (N=93/271) of student's report having had contact more than twice with their Personal Tutor this year, and 70.84% (N=192/271) agree that they have received academic support from their Personal Tutor. There are clearly disparities in the student experience within the School, however, as 31% (N=84/271) of students report not having had any contact with their Personal Tutor this academic year.
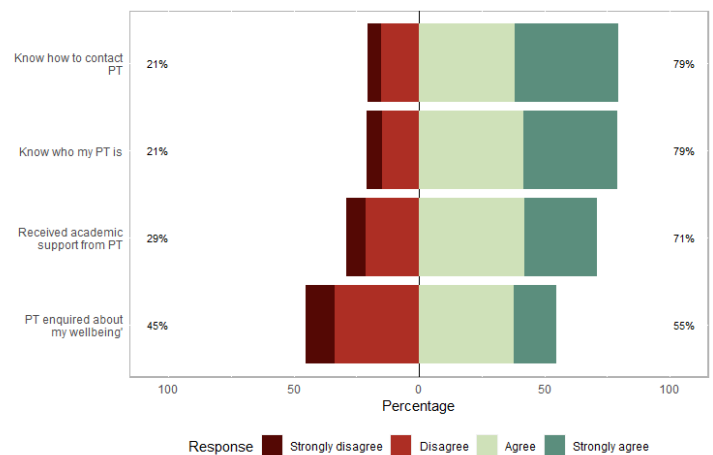

Figure 10. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Satisfaction with the notice given to complete assignments decreased slightly to 84.62% (N=33/39), a drop of 3.31% since semester A. Positively, agreement that academic staff have been helpful when contacted and that they've responded within an appropriate timeframe rose by 8.67% and 6.10% respectively. However, understanding of the safety net policy and how it impacts on them is lower than average, with 28.21% (N=11/39) of students reporting that they do not understand the policy.

Course costs.

More students reported that they have faced unexpected costs for course-related materials than in semester A, rising from 21.43% (N=12/56) to 28.21% (N=11/39). However, the percentage of students reporting that they have struggled to afford costs related to their course fell by 4.94% to 30.77% (N=12/39).

Teaching and learning.

Responses to questions regarding teaching and learning were mixed. Agreement that modules were interesting and enjoyable stayed the same between semesters, whilst agreement that the quality of teaching was consistent across modules increased by 3.94% to 78.94% (N=30/38). Satisfaction with the range of online teaching styles and materials fell by 7.59%, with more than 2 in 5 (21.05%, N=8/38) students disagreeing to this question. Furthermore, agreement that the content taught in modules and will benefit students' future career fell by 8.10% to 84.21% (N=32/38). Satisfaction with their courses effort to recreate campus-based teaching online is also relatively low, with 1 in 4 (26.31%, N=10/38) students disagreeing to this question.

Personal Tutoring Framework.

Satisfaction with the personal tutoring framework was high. 90.25% (N=37/41) of students agree that they know who their Personal Tutor is, and 92.68% (N=38/41) agree that they would know how to contact then. 78.04% (N=32/41) agree that they have received academic support from their Personal Tutor this year, and 56.10% (N=23/41) report having had contact with their Personal Tutor more than twice.
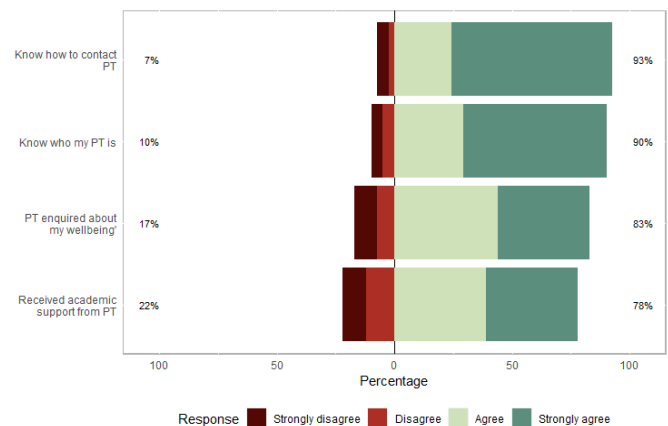

Figure 11. Bar chart showing responses to questions regarding personal tutoring.

Course communication.

Agreement to all questions regarding course communication fell, apart from agreement that academic staff had been helpful when contacted which stayed the same across semesters. 90.00% (N=36/40) of students agreed that they would feel comfortable asking for academic help when needed, however this is a drop of 10.00% from semester A. Understanding of assignments fell by 5.41% to 80.00% (N=32/40) agreement. Similarly, agreement that students are given enough notice for assignments also fell by 3.75% to 90.00% (N=36/40). Agreement that students understood the safety net policy and how it will impact them is also low, with 1 in 4 (25.00%, N=10/40) students disagreeing to this question. There were no changes to agreement rates regarding how efficiently the timetable works for students, however agreement that students were given enough notice for timetable changes rose by 20.70% to 82.61% (N=19/23).

Teaching and learning.

Satisfaction with the range of online teaching styles and materials stayed consistent across semesters. Agreement that the quality of teaching was consistent across modules dropped by 3.58% to 73.69% (N=28/38), and agreement that students found their modules interesting and enjoyable also dropped by 3.71% to 89.48% (N=34/38). Positively, agreement that content taught in their modules is useful and will benefit them in their future career rose by 6.10% to 94.73% (N=36/38).

Personal Tutoring Framework.

Satisfaction with the personal tutoring framework were largely positive. 9 in 10 (90.24%, N=37/41) agreement that they knew who their Personal Tutor is and how to contact them. 85.36% (N=35/41) agreed that they had received academic support from their Personal Tutor this year, the highest agreement rate of all Schools. Furthermore, 60.98% (N=25/41) of students reported having had contact with their Personal Tutor more than twice this year, also the highest agreement rate across the Schools.
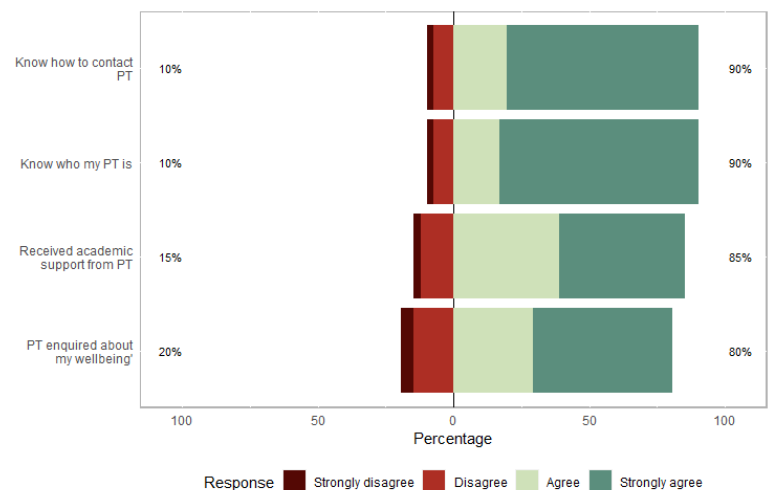

Figure 12. Bar chart showing responses to questions regarding personal tutoring.

Satisfaction to questions regarding the academic skills required for their course rose between semesters for BAME students. BAME students were significantly (p = < .05) more likely to agree that they were confident in the academic skills needed for their course, such as essay writing, referencing, and report writing, than they were in semester A. More than 4 in 5 (84.15%, N=812/965) of BAME students agreed or strongly agreed to this question. Furthermore, BAME students were significantly (p = < .01) more likely to agree that staff have helped them develop these skills since starting University. There was also a significant (p = < .01) rise in agreement that they are confident contributing to class discussions, with 85.09% (N=821/965) of BAME students agreeing to this question, a rise of 6.24% since semester A.

Whilst the proportion of BAME students reporting that they have encountered unexpected costs related to their course since starting has stayed consistent between semesters, the proportion of students struggling to afford essential course-related materials and equipment rose. 1 in 4 (24.76%, N=237/957) BAME students report struggling to afford these costs in semester B. The type of materials and equipment students reported struggling to afford did not differ between ethnicity, and largely instead depended on School of study, however a number of BAME students reported that COVID-19 had a significant financial impact on them, especially in regard to struggling to find part-time work. One student wrote "*With covid and unemployment, it's been very difficult to afford to continue the course also with online classes, my laptop is not as efficient as expected*".

3 in 10 BAME students have not had any contact with their Personal Tutor this academic year

There were also disparities between BAME and white students and access to their Personal Tutor. BAME students were significantly (p = < .001) less likely to report having had contact with their Personal Tutor more than twice this academic year, with 33.56% (N=343/1022) of BAME students reporting this compared to 46.31% (N=157/339) of white students. Furthermore, BAME students were also significantly (p = < .05) more likely to not have had any contact with their Personal Tutor during this academic year than white students, with 3 in 10 (29.16%, N=298/1022) BAME students reporting this.

Student satisfaction with questions regarding course communication varied by registration status. 13.07% (N=63/482) of home students disagreed that they would be comfortable asking academic staff for help when needed, a rise of 3.62% since semester A and significantly (p = < .001) higher than international students for whom it was only 6.52% (N=52/789). Positively, both home and international students report being more satisfied with how helpful academic staff are, and the response time they experience from academic staff, than in semester A.

Home students were significantly (p = .01) more satisfied with the notice they are given for timetable changes than in semester A, with 70.79% (N=206/291) agreeing that they are given enough notice, a rise of 13.26%. In contrast, international students report being less satisfied, although this difference was not significant.

Both home and international students report facing unexpected costs within their course, and that they are struggling to afford the costs of essential course-related materials and equipment. 35.36% (N=169/478) of home students and 21.21% (N=165/778) of international students report that they are struggling to meet these costs. Furthermore, international students were significantly (p = < .05) more likely to report that they had faced unexpected costs than in semester A.

1 in 5 international students and **35%** of home students are struggling to afford essential course-related materials and equiptment

International students' satisfaction with teaching and learning fell consistently across nearly all questions, apart from a question asking whether they felt that what they learn in their modules is useful and will benefit their future career. Agreement by international students that the quality of teaching is consistent across modules, and that they are happy with the range and styles of online teaching, fell by 3.96% and 3.84% respectively. Satisfaction with how interesting and enjoyable they feel their modules are fell significantly (p = < .001), with nearly 1 in 5 (19.62%, N=144/734) of international students disagreeing to this question. Satisfaction to this question also fell slightly for home students, however agreement to the other teaching and learning questions either stayed consistent or rose between semesters for home students.

Hertfordshire Students' Union

Satisfaction to questions regarding timetabling, and confidence in academic skills, all rose between semesters. Agreement that they are given enough notice for timetable changes rose by 7.94% between semesters. Despite this rise 35.75% (N=89/249) of mature students still disagree that they are given enough notice, higher than any other demographic. Agreement that they are confident in the academic skills needed for their course and that staff have helped them develop these skills rose by 4.33% and 5.18% respectively, with more than 4 in 5 mature students agreeing to these questions.

Mature students reported experiencing unexpected costs as part of their course and struggling to afford the costs of essential course-related material and equipment at higher rates in semester B. 16.83% (N=70/416) report facing unexpected costs, a rise of 5.47%. Nearly 1 in 5 (24.52%, N=102/416) of mature students report struggling to afford essential costs. One mature student wrote that they were struggling because *"I am a single mother and to find a job that goes with my timetable is difficult",* and another student wrote that they are *"still struggling to buy one laptop. The program is online, I join the lecture using my phone which has limitations and am still borrowing laptop from my friend for assignments and this delays me greatly".*

Disability

Confidence in academic skills for Disabled students was a concern highlighted in semester A; at that time Disabled students were significantly less likely to report being confident in academic skills, and in contributing to class discussions, than non-Disabled students. Whilst there are still some disparities in confidence between Disabled and non-Disabled students, confidence rose between semesters. Disabled students were significantly (p = < .01) more likely to agree that they feel confident in the academic skills needed for their course than in semester A, a rise of 18.66%. Furthermore, agreement that Disabled students were confident in contributing to class discussions rose by 10.83% (although it is still 11.27% lower than non-Disabled students).

Agreement that they would feel comfortable asking academic staff for help fell by 5.11%, with 13.91% (N=16/115) of Disabled students disagreeing to this question. Furthermore, satisfaction with some teaching and learning and online learning specific questions fell between semesters. Agreement that they find their modules interesting and enjoyable fell by 7.66%, and more than 1 in 5 (21.63%, N=24/111) Disabled students disagree that they are content with the number of 'live' lectures they have received whilst learning online.