

What's the national picture on student experience?

The 2022 HEPI/Advance HE Student Academic Experience Survey

JIM DICKINSON, WONKHE SUs



WONKHE
SU_s

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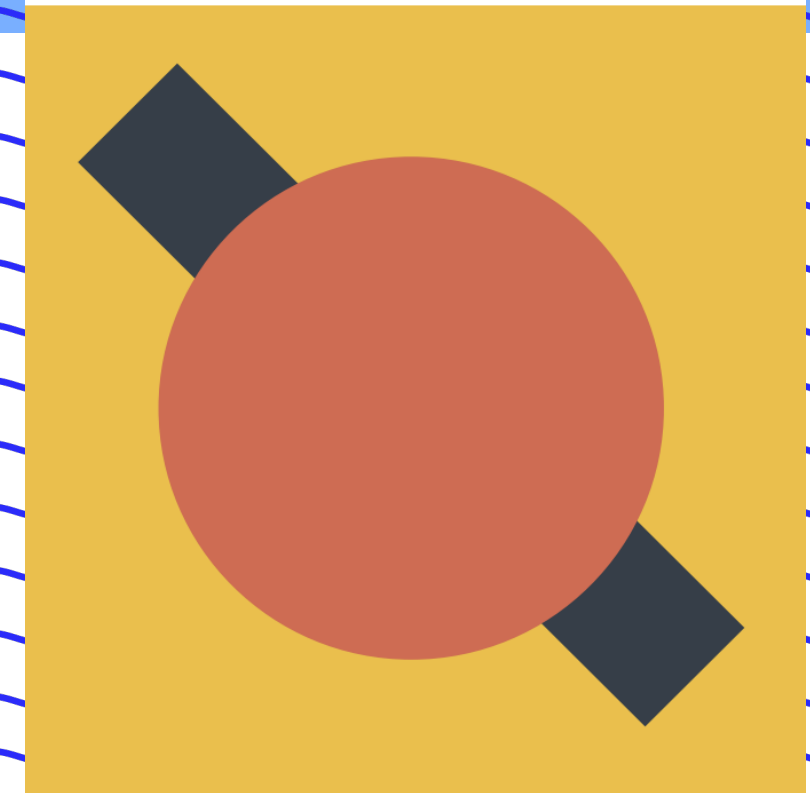


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SAES 2022

10,000 full-time undergraduate students across UK

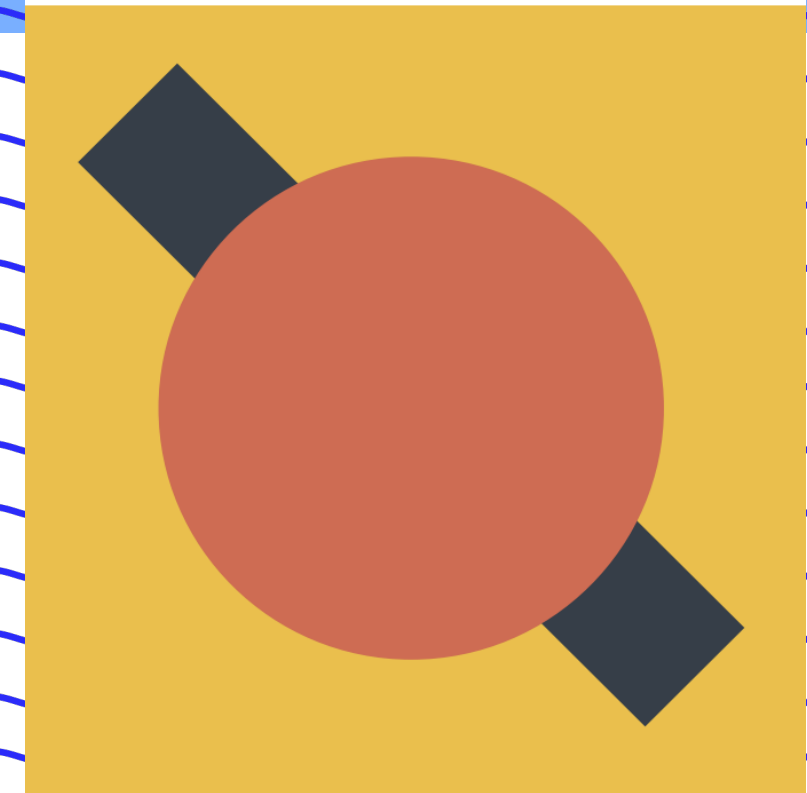
- Students signal significant bounce-back in the value of their studies
- 35% of respondents reported 'good' or 'very good' value for money; a significant improvement from 27% last year
- 32% reported 'poor' or 'very poor' value, against 44% in 2021
- a clear upturn in perceptions of positive value held by students from England (24% in 2021 to 35% in 2022) and Wales (29% in 2021 to 40% in 2022)
- perceptions of value among Scottish students have declined (50% in 2021 to 48% in 2022); Northern Ireland students view their experience the lowest value – 28% – though this is a slight improvement from 2021 at 27%



SAES 2022

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- measures of 'experience versus expectations' show improvement too, with a 4% increase to 17% this year saying that their expectations had been exceeded
- those reporting their expectations had not been met fell from 27% (2021) to 18% (2022); most students, 51%, reported that their experience was 'better in some ways and worse in others'.
- First-year students are noticeably more upbeat than those in their second or third year of study
- mental health remains a very significant concern and is by a considerable margin the most common reason students give if they are considering leaving university (34% cited mental health, the next most cited reason was, 'course content not what I expected', 8%)
- students recorded the importance of lecture staff being able to support them as well as mental health specialists.



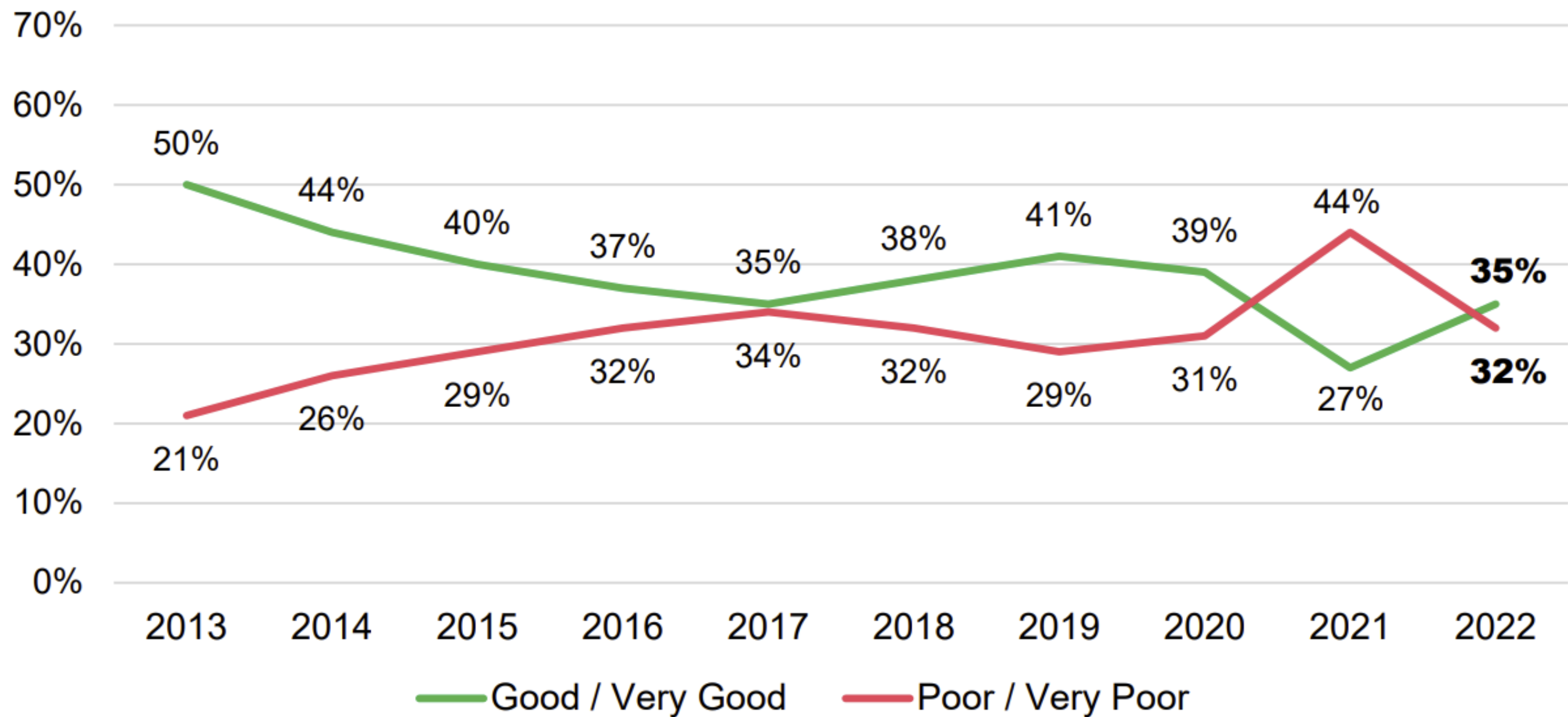
Nick says...

- “It is fantastic to see so many of the key measures bouncing back after such a difficult period. Most students have been keen to get on with their studies, despite the impact of Covid and also industrial action, and staff have been working their socks off to help ensure this happens. We are not out of the woods yet, as some indicators continue to lag behind their pre-Covid levels. Yet the headline story from this year’s survey is undoubtedly a positive one about recovery.
- “Nonetheless, despite the continuing strong appeal of higher education, it is a tough time to be a student, with cost-of-living rises, mental health challenges and worries about the future. One area that we have not previously explored in the survey but which is included this year is loneliness and a notably high proportion of students say they often feel lonely.
- “Higher education institutions are generally keen to do more to support their students in every way they can, but this can only happen if there are sufficient resources to deliver excellent teaching and excellent support outside of the seminar rooms.”



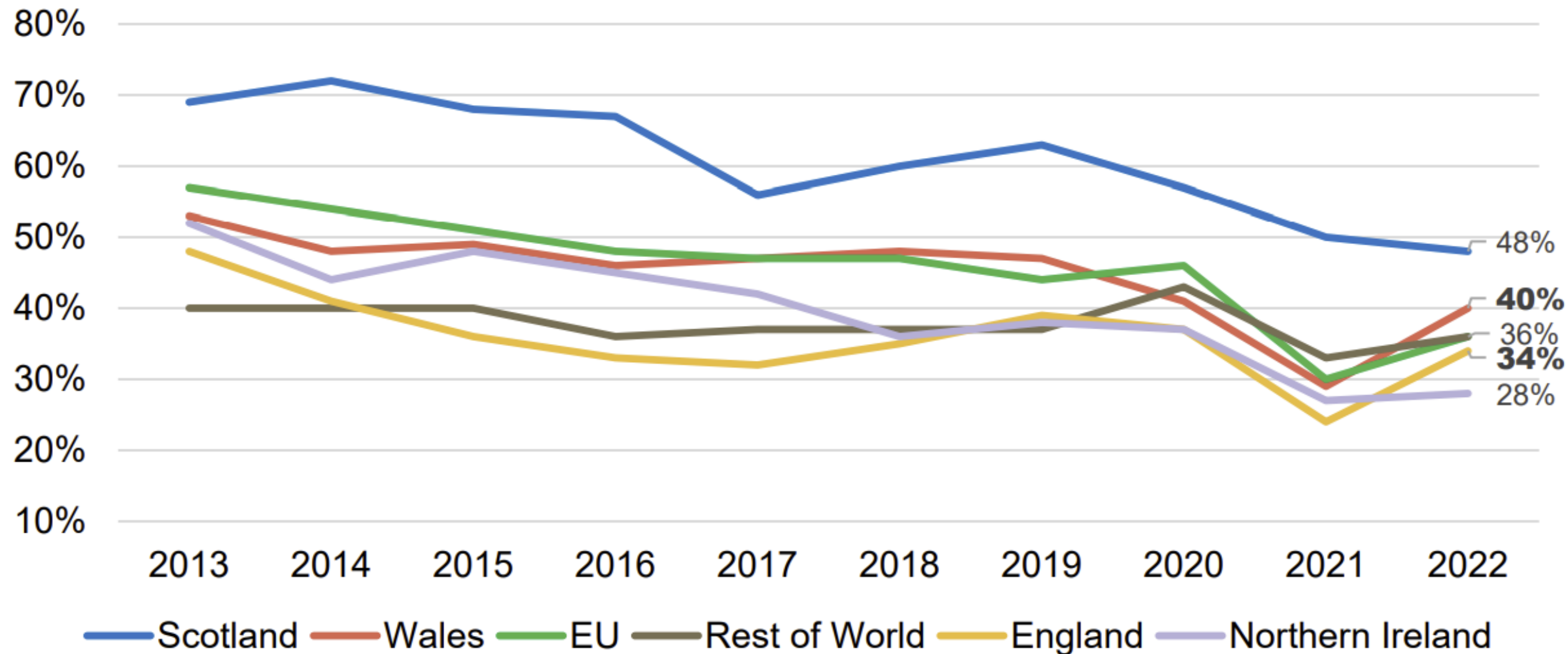
Value for money

Value-for-money of your present course

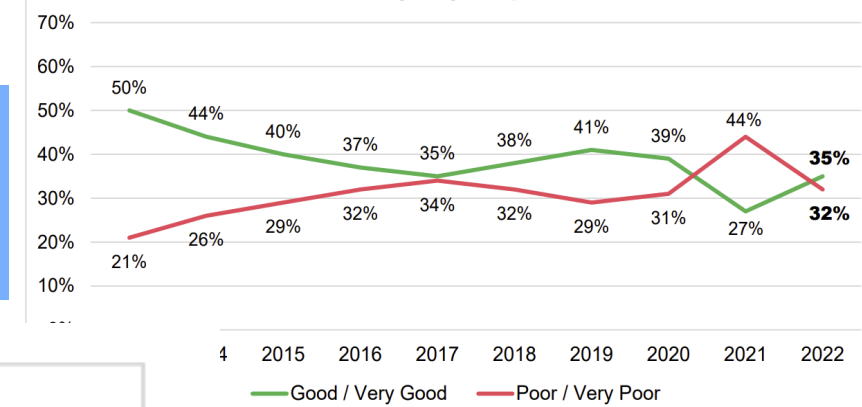


Value for money

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

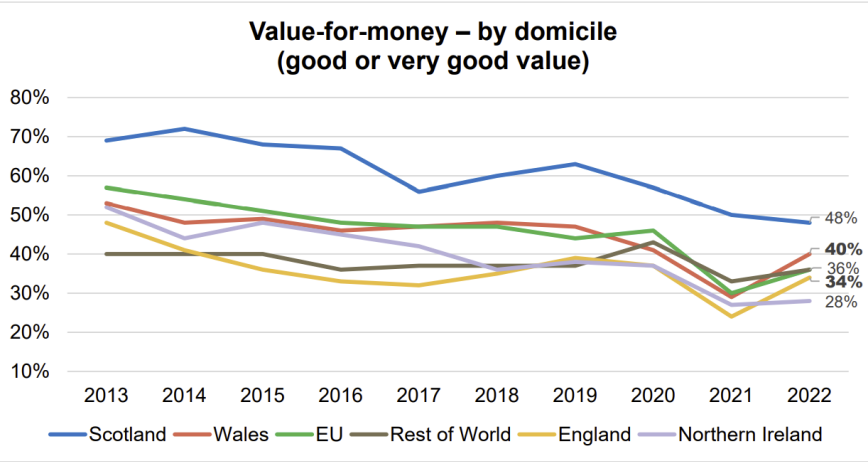
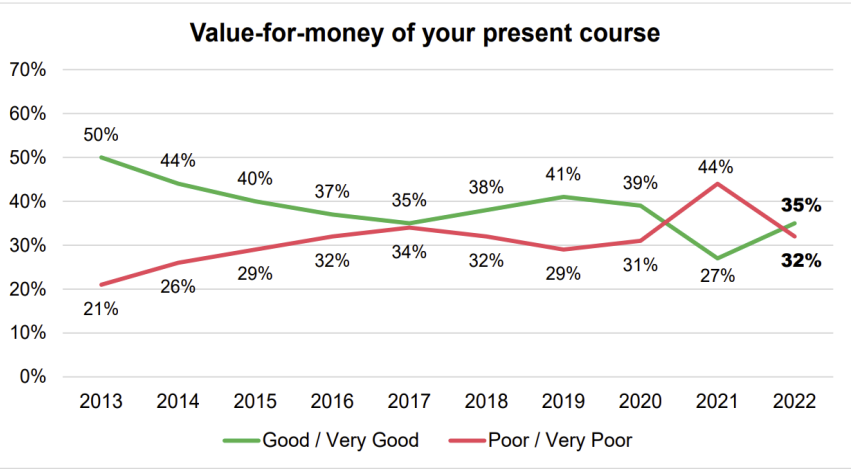


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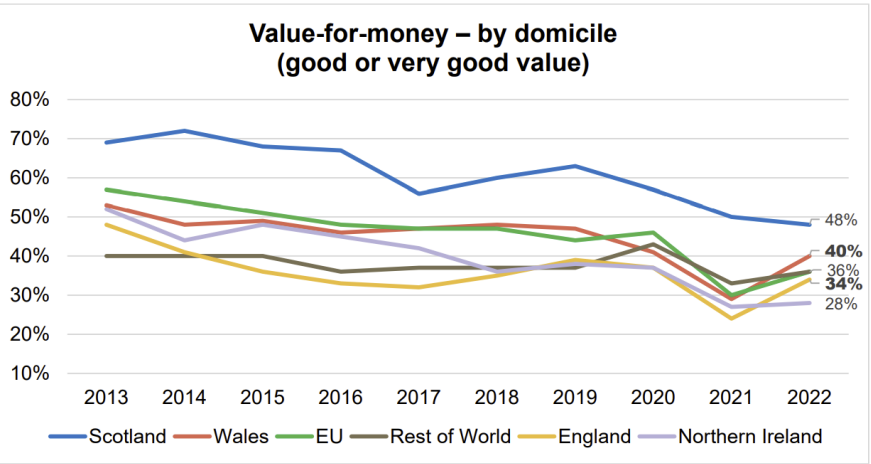
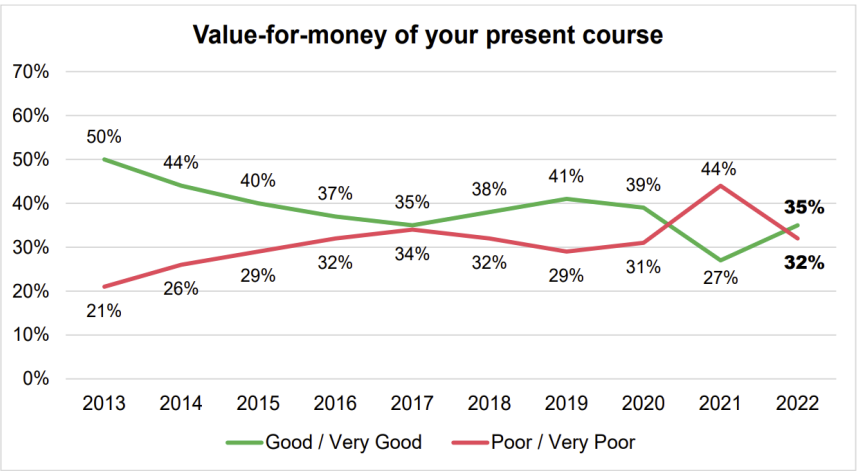
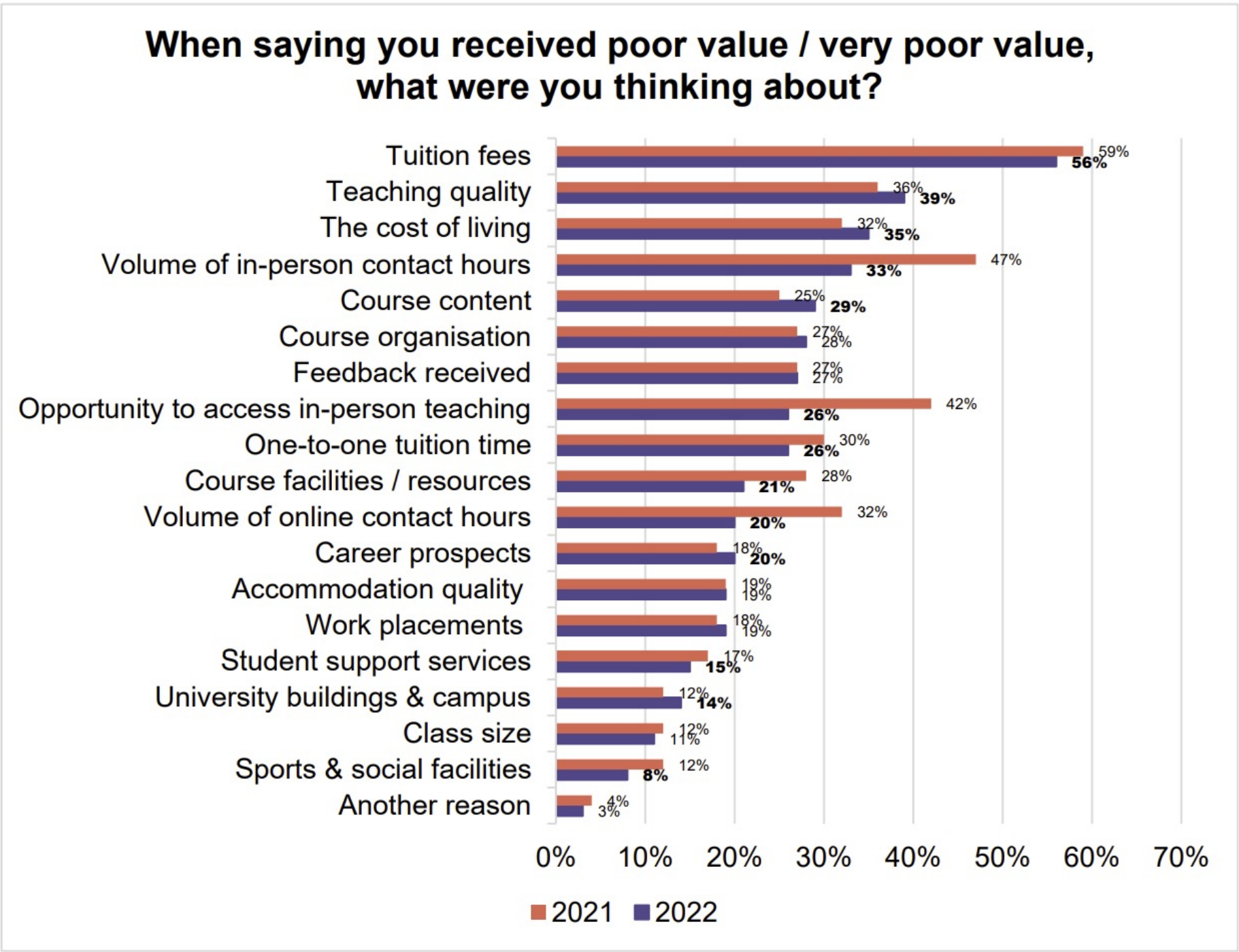


Value for money

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



Value for money



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Value for money

Other reasons – selected open comments¹⁴

“Pandemic cancelled loads of stuff and strikes cut out a load too. So paid for stuff I didn't get.”

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

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

“Access to facilities was highly limited making their cost unjustifiable”

“Not getting a year abroad as a language student”

“The experience of 2nd year lost to Covid without any fee reduction”

“(would like) More group work to help students bond. The Pandemic really affected my / lots of students' ability to make friends”

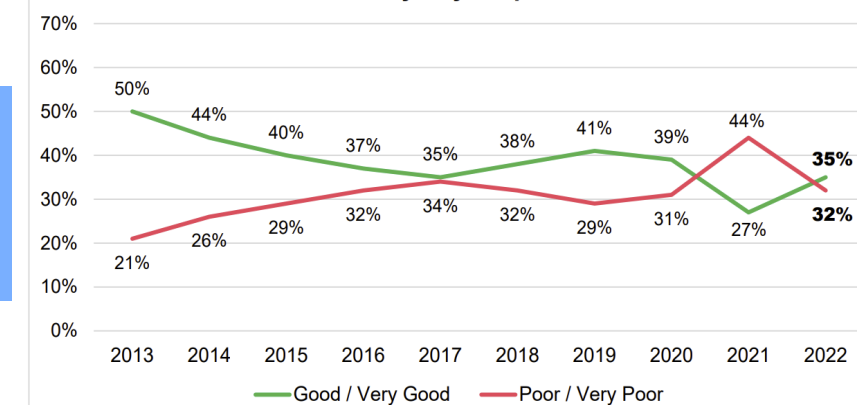
“All of the above are not worth lifelong debt no matter what the organisation”

“The amount of strikes is ridiculous”

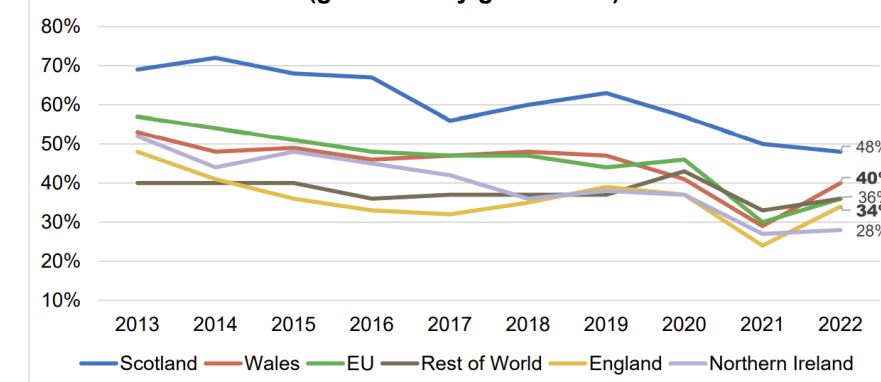
“My course was affected by strike action throughout all three years”

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

Value-for-money of your present course

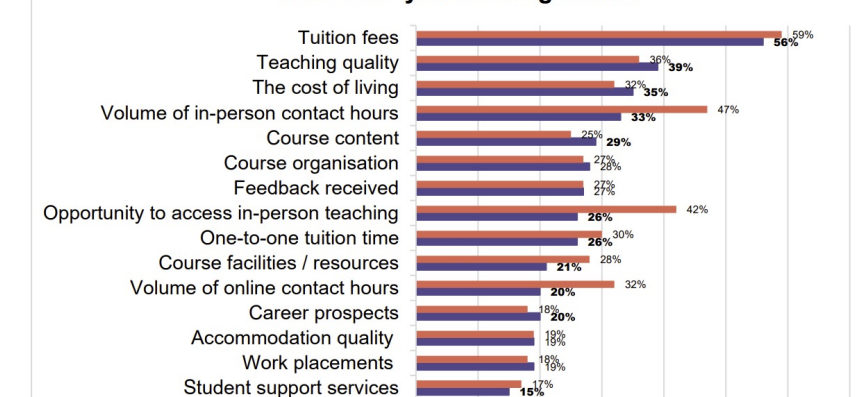


Value-for-money – by domicile (good or very good value)

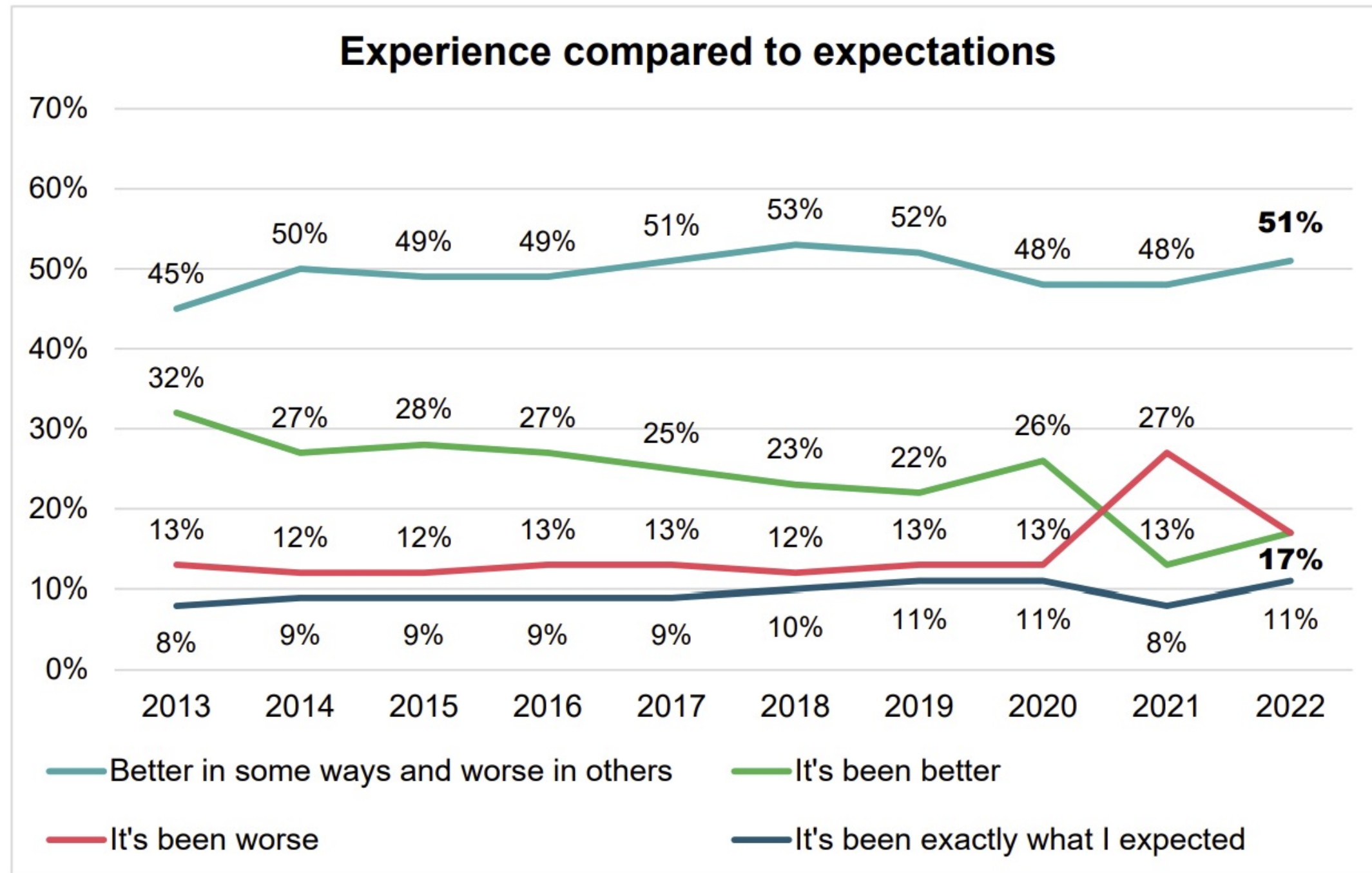


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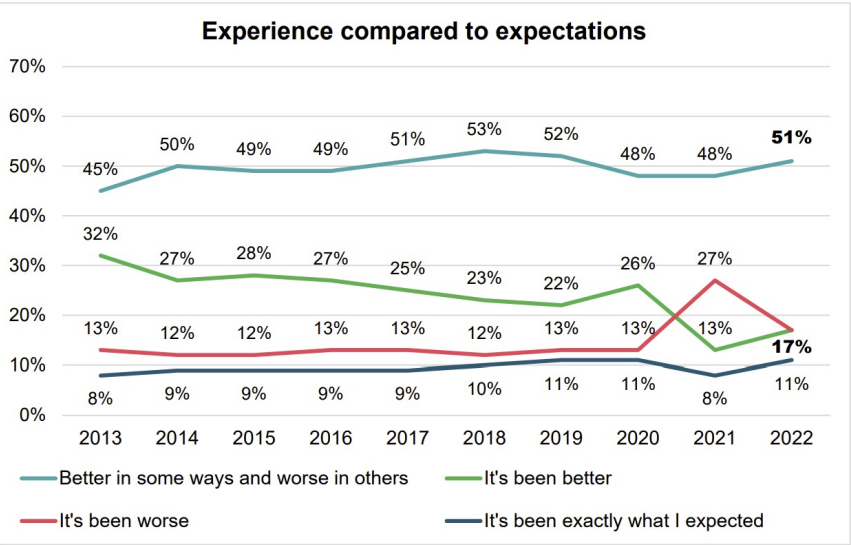
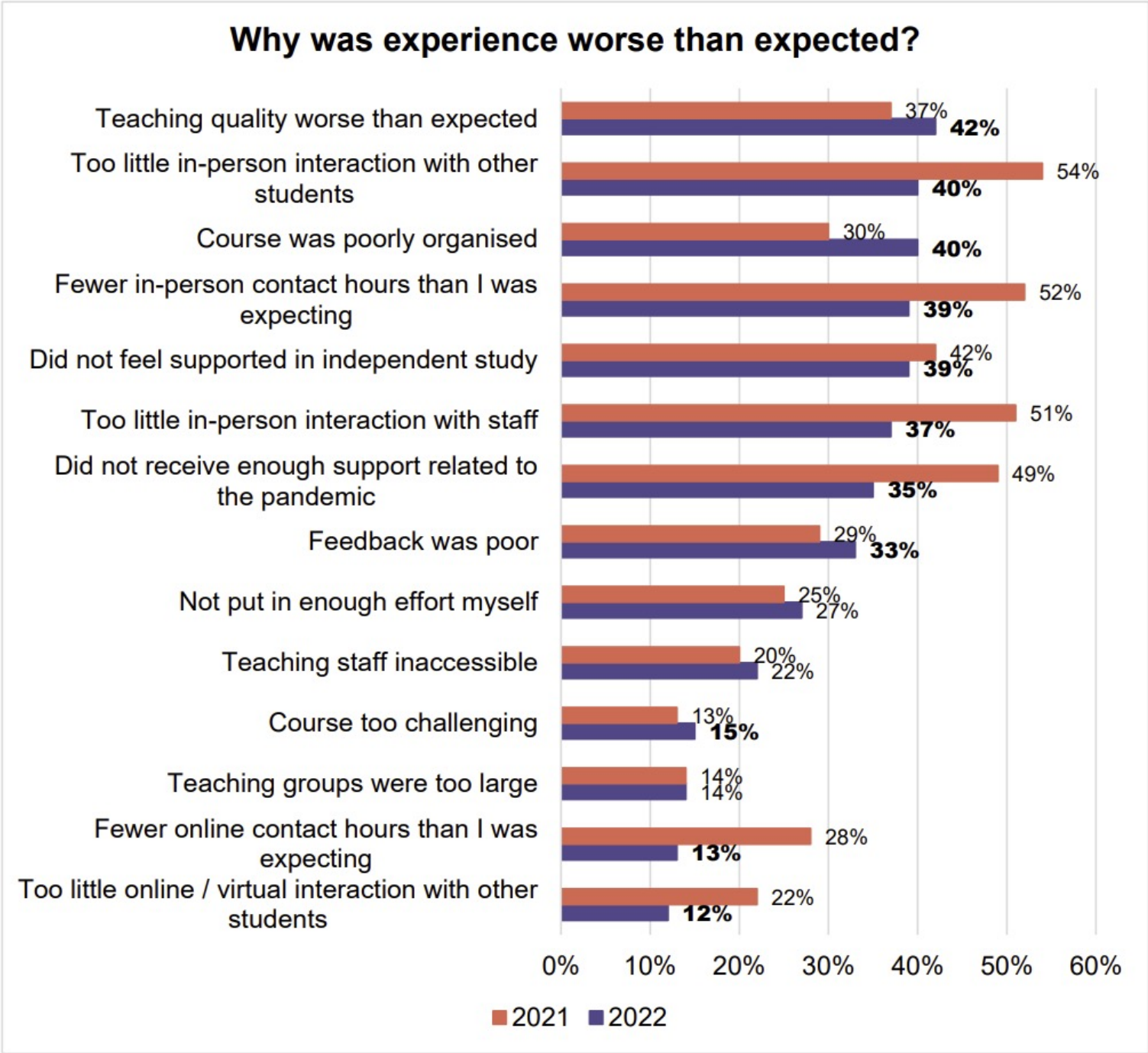
When saying you received poor value / very poor value, what were you thinking about?



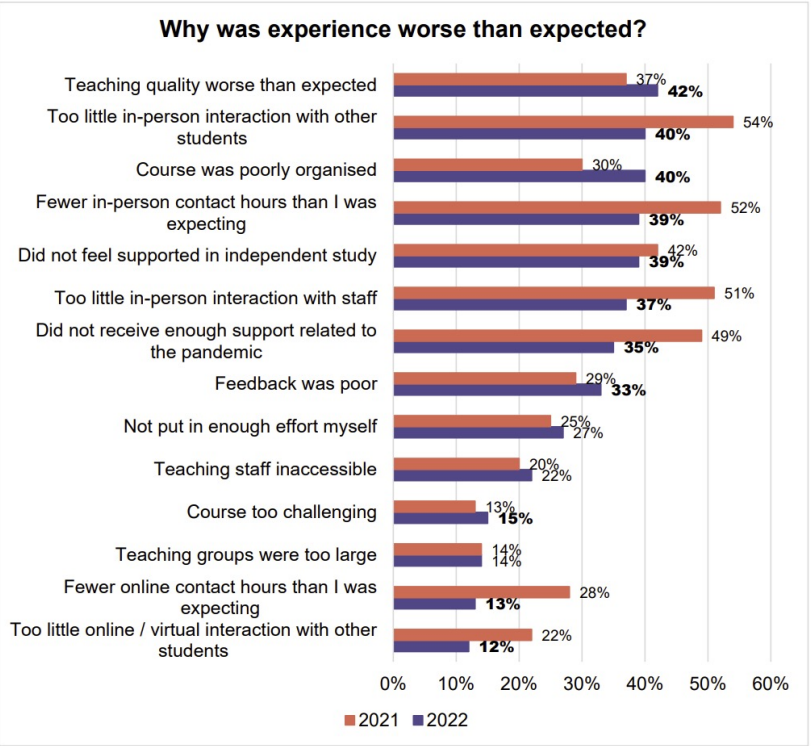
Expectations



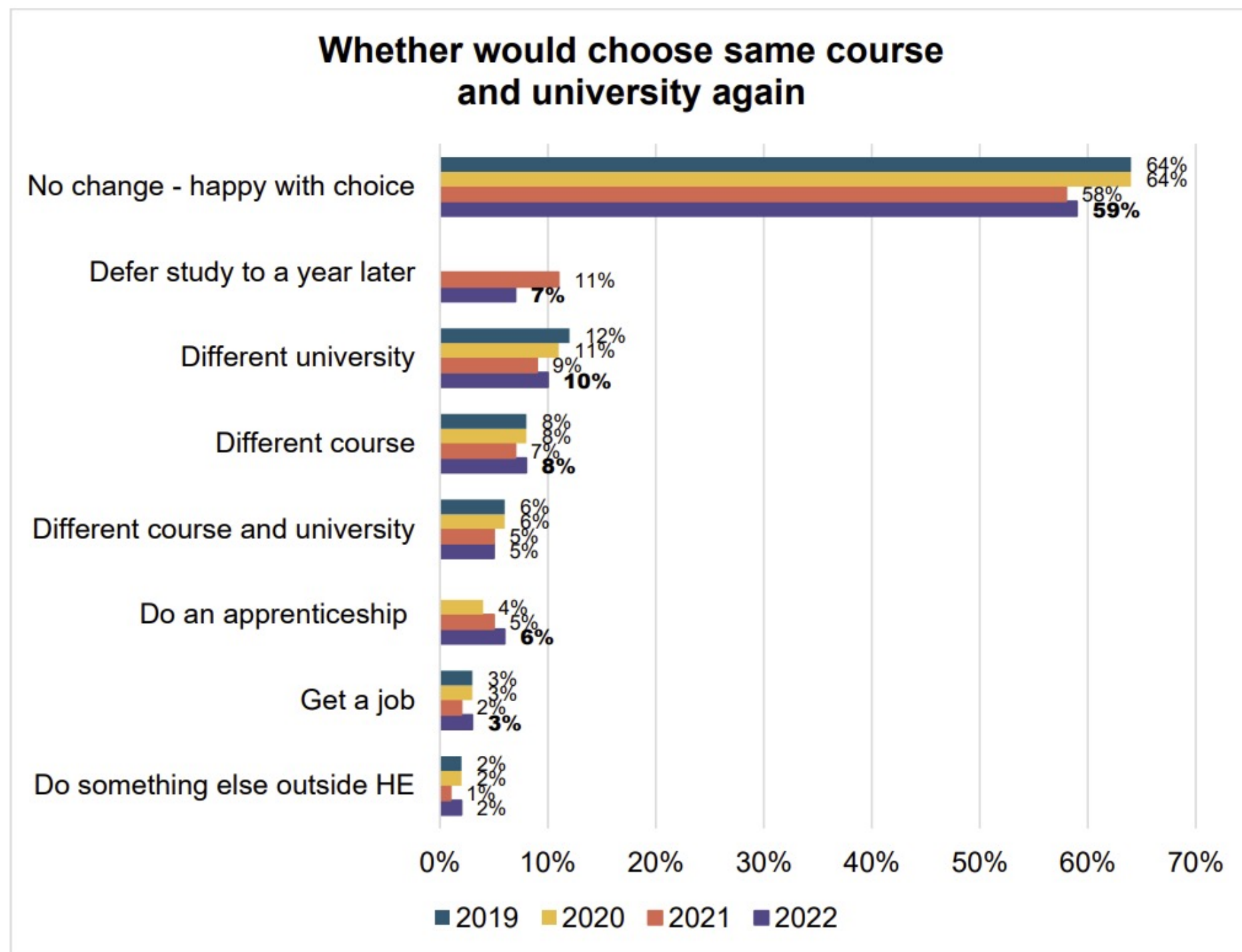
Experience



Experience

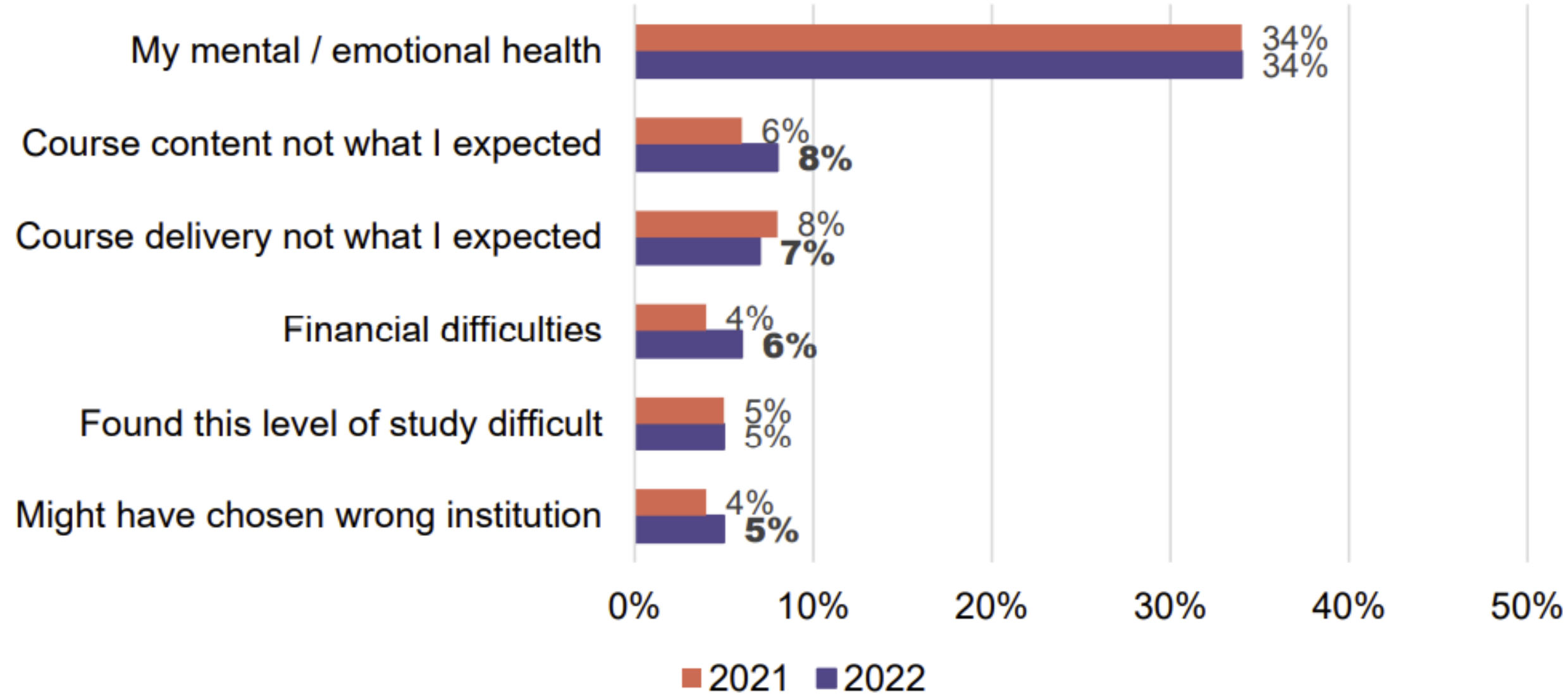


Again?



Leaving?

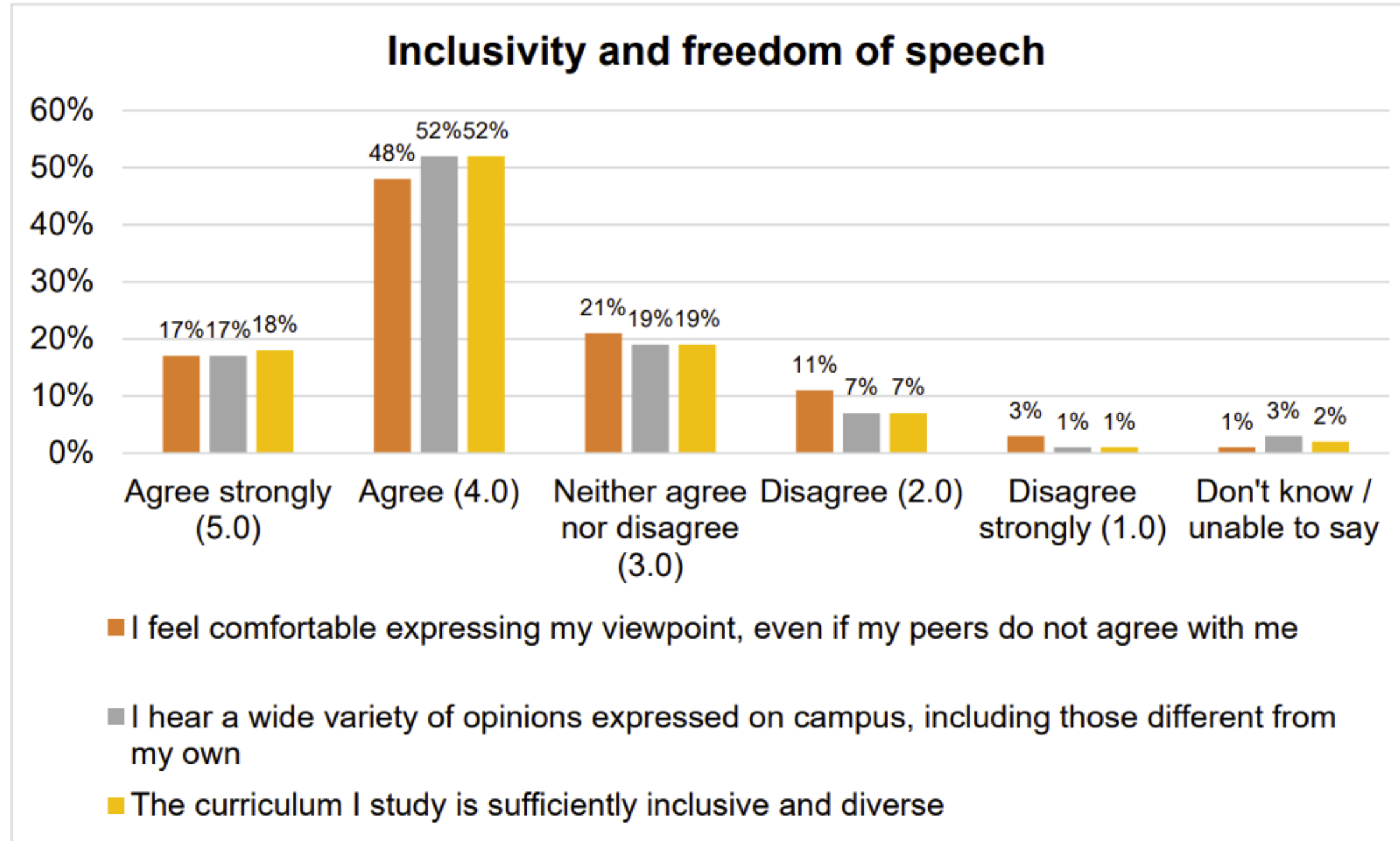
Reasons considered leaving



Improve the experience

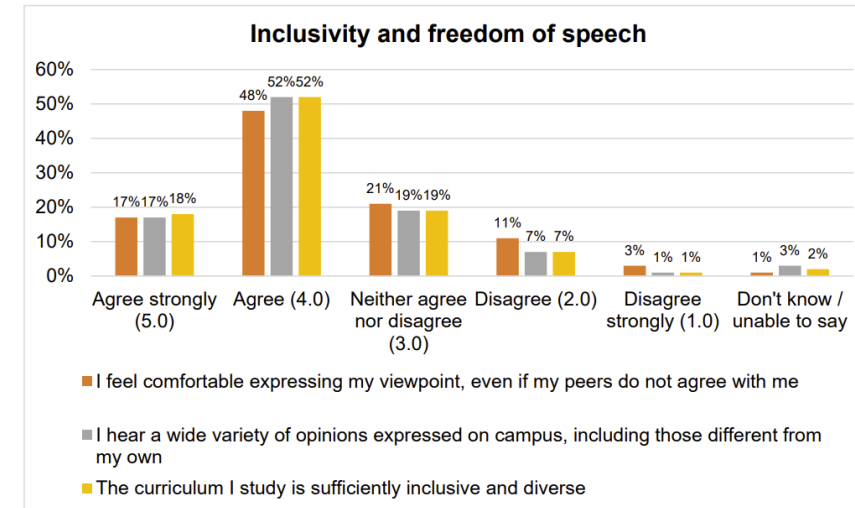
- Quality and timeliness of feedback
- Quantity of in-person teaching
- Administrative failures
- Mental health support
- UCU strike action

Inclusivity and FoS



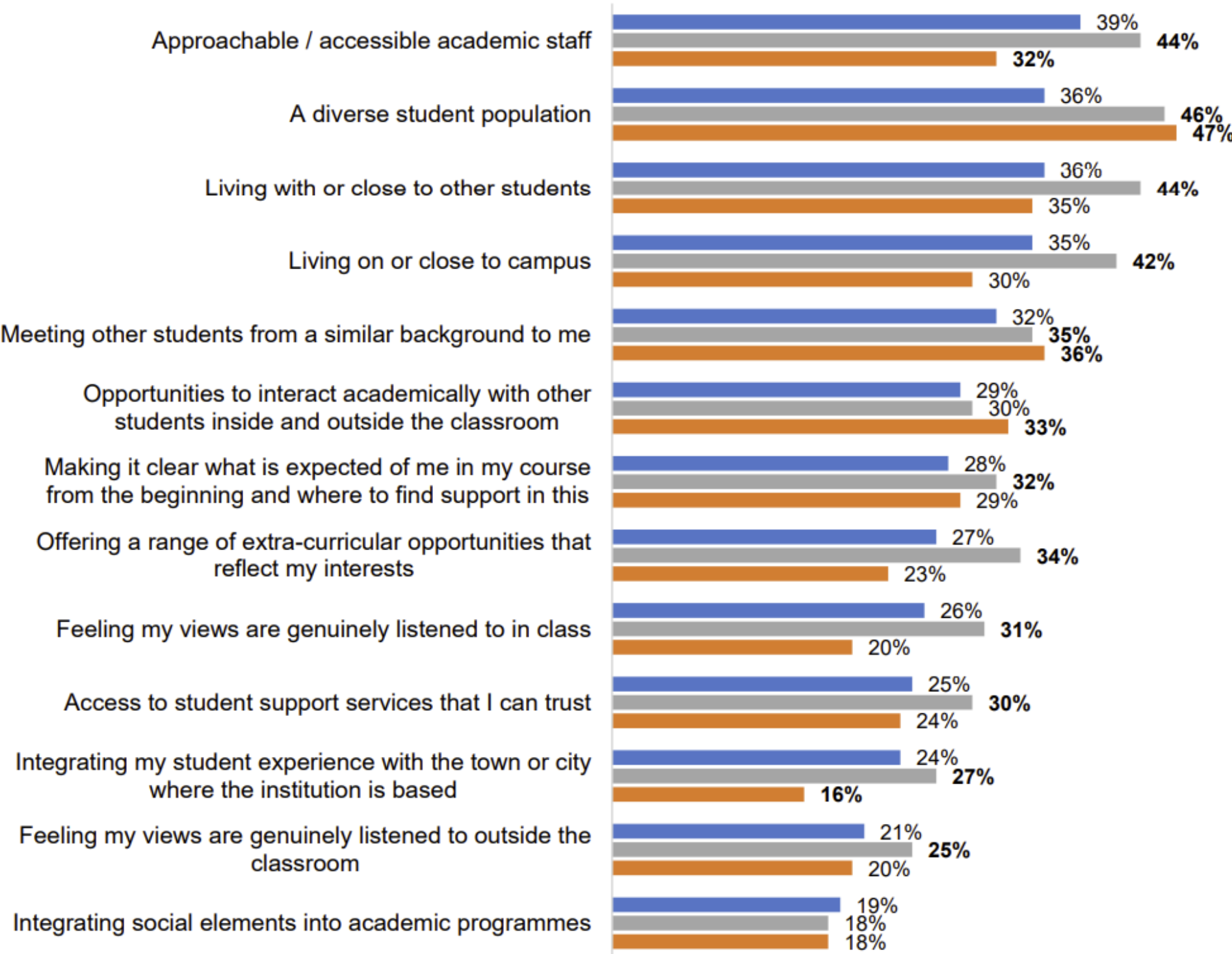
Inclusivity and FoS

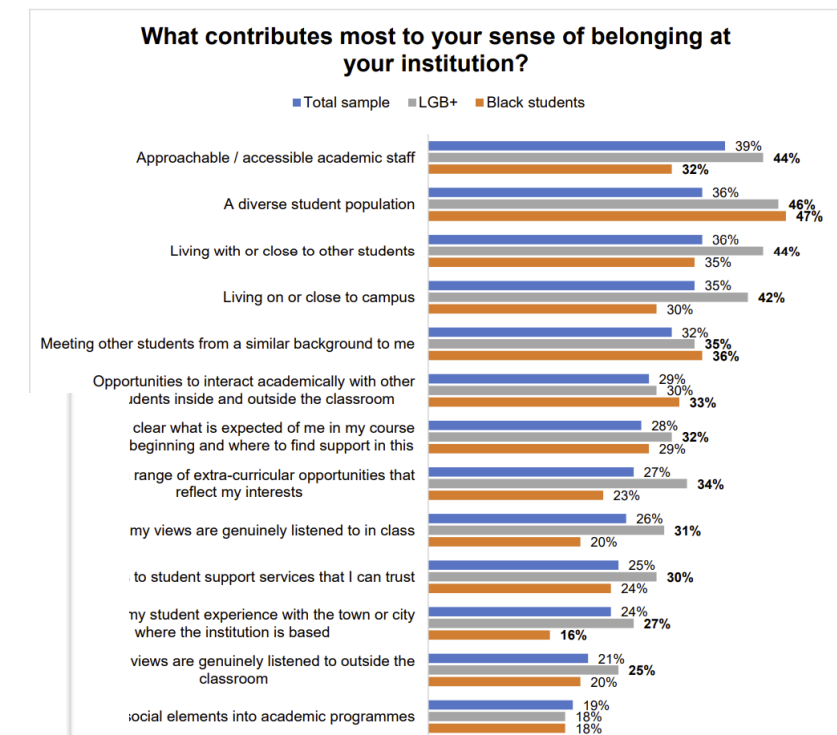
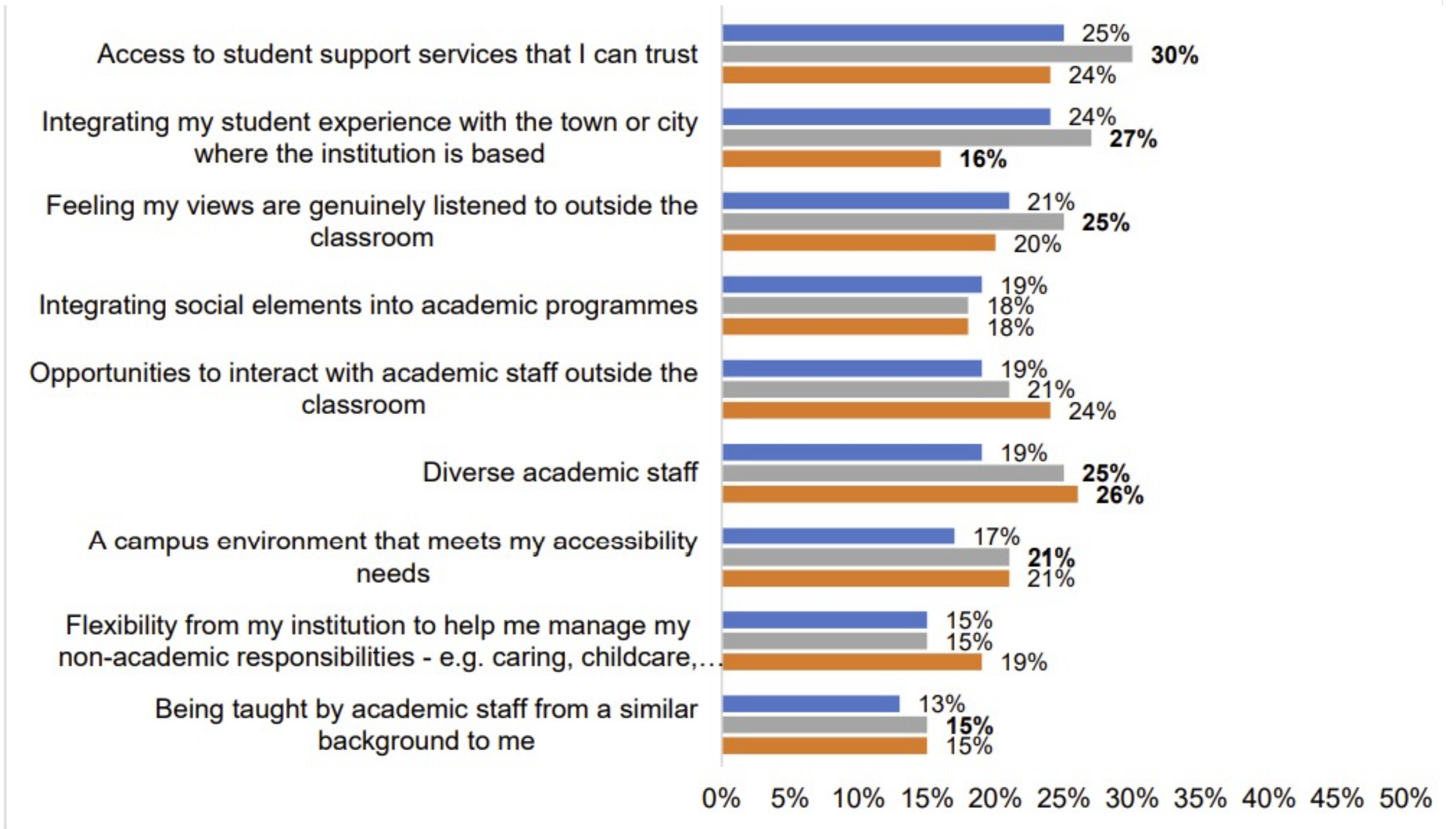
- Black and Asian students were less likely to agree that they heard a variety of views on campus (58% and 61% agree versus 72% of White students).
- There were also disparities in terms of whether students felt comfortable expressing their viewpoint, even when their peers disagreed with them: 66% of White students felt comfortable, while only 64% of Black students, 59% of Asian students, and 61% of Mixed Ethnicity students felt comfortable.
- Similarly, while the majority of students also felt that their curriculum was sufficiently inclusive and diverse, with only 8% disagreeing, this proportion lowered for Black students, only 56% of whom agreed as opposed to 73% of White students.



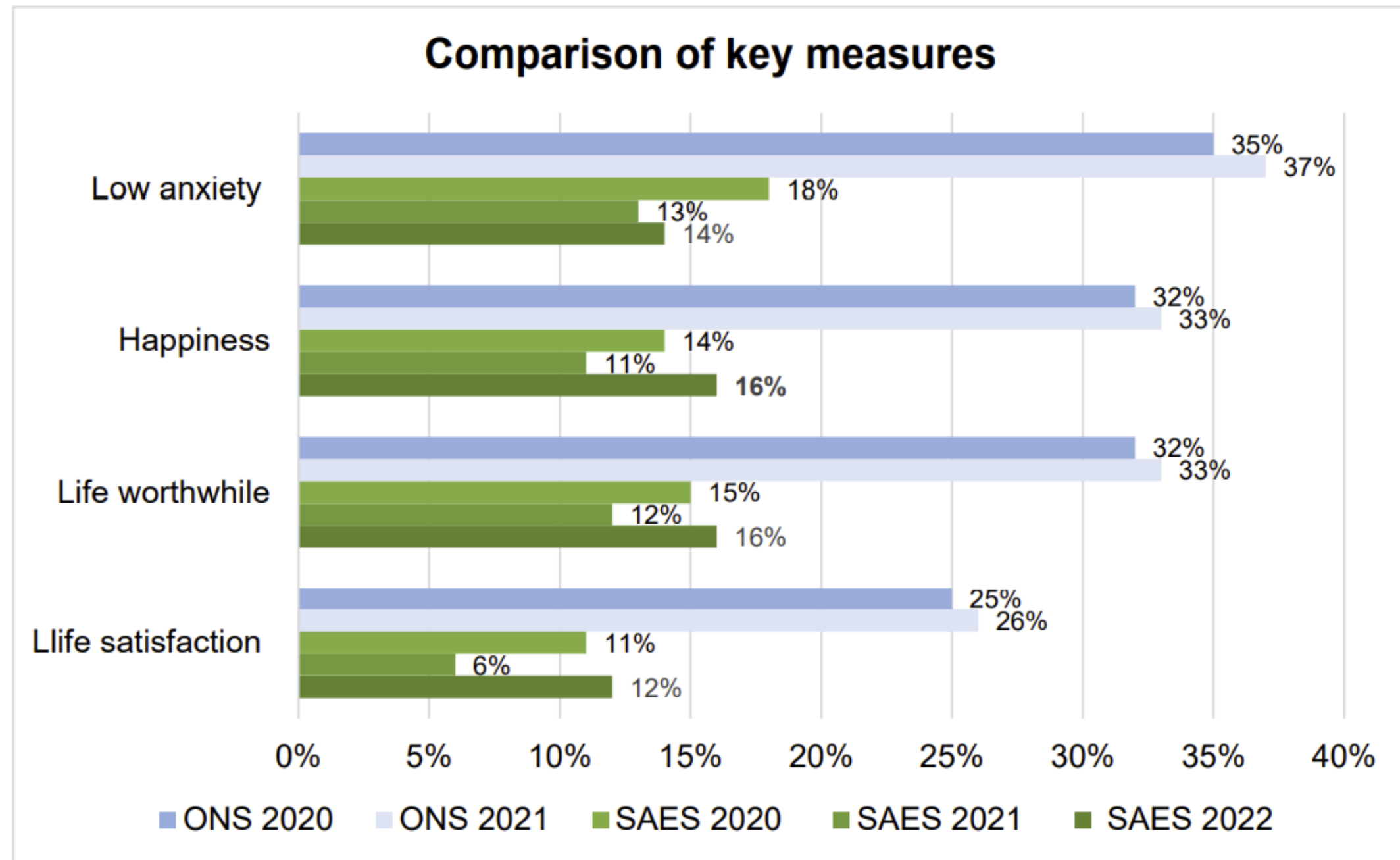
What contributes most to your sense of belonging at your institution?

■ Total sample ■ LGB+ ■ Black students



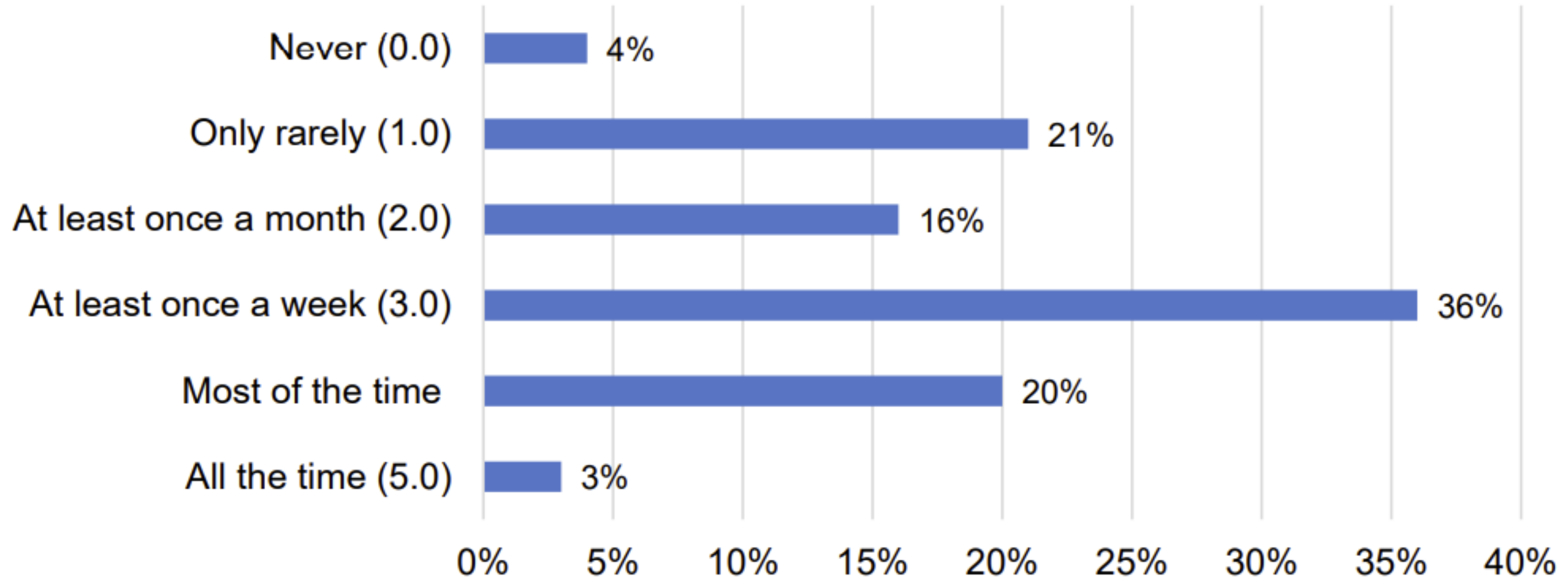


Wellbeing



Loneliness

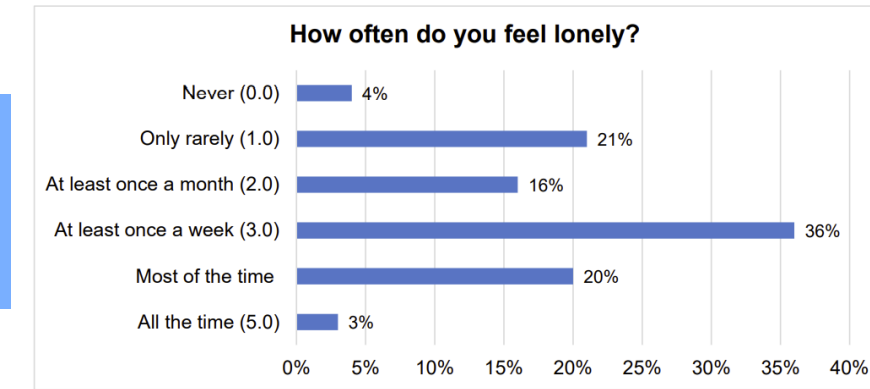
How often do you feel lonely?



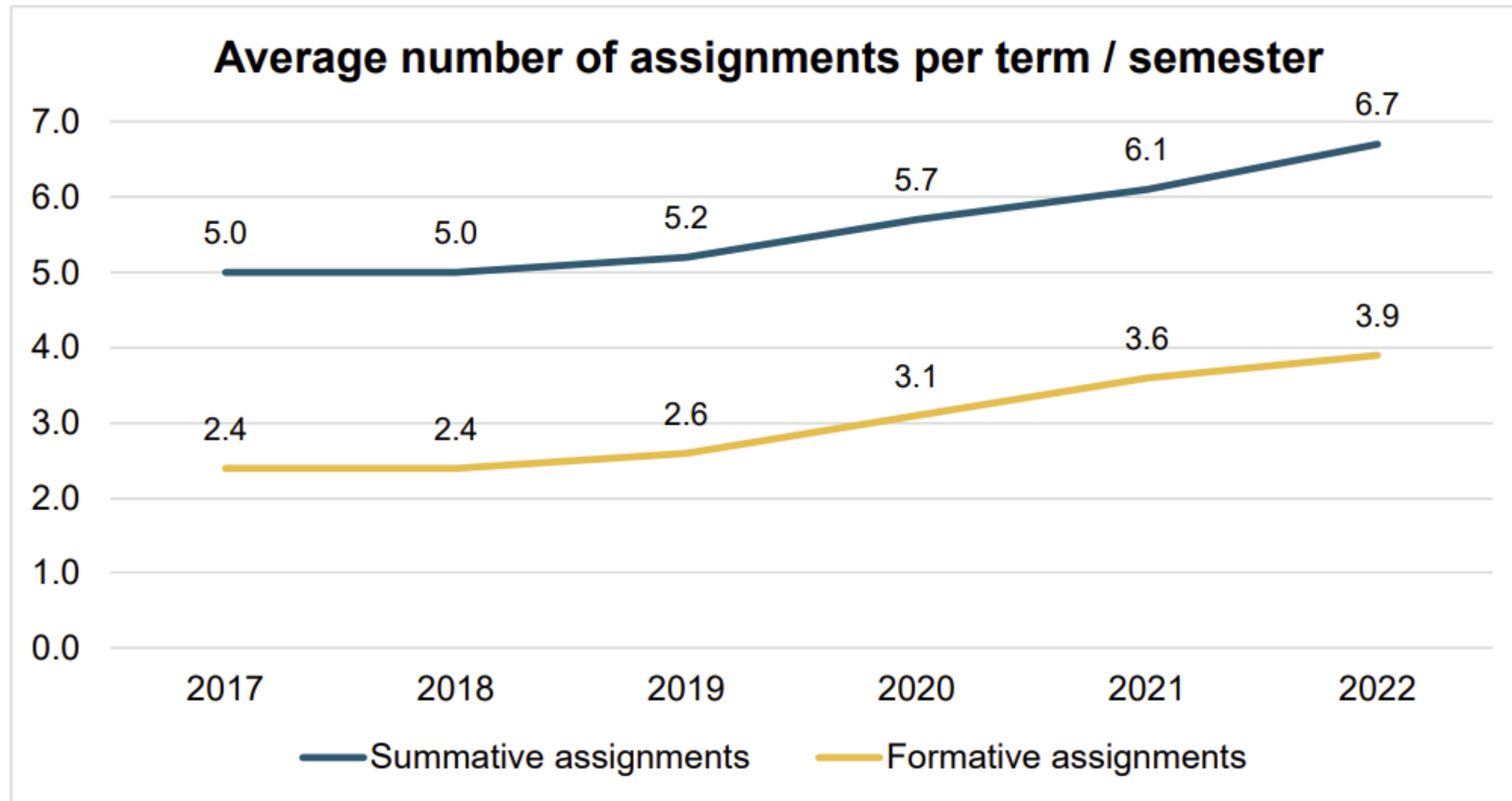
Loneliness

Feeling lonely all or most of the time was a particular problem for

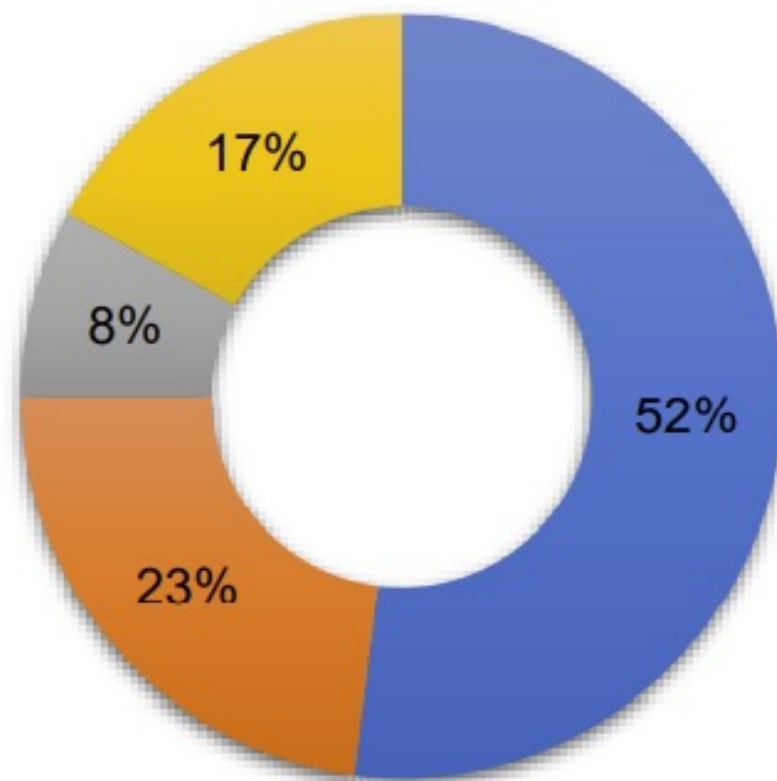
- Black students (31%)
- LGB+ students (30%)
- students with a disability (36%)
- and trans students (47%)



Anxiety?

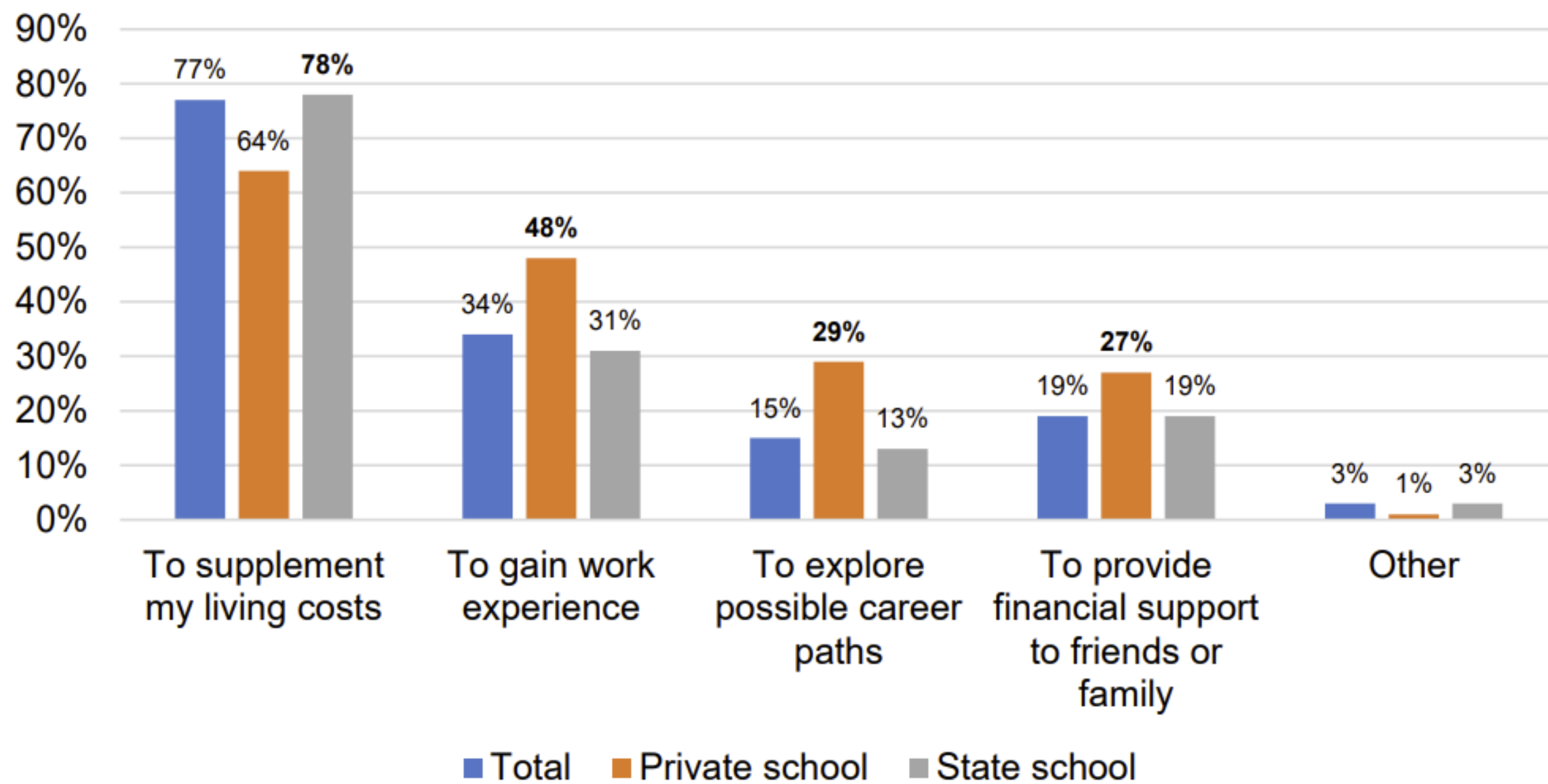


Which of these costs is of most concern to you?

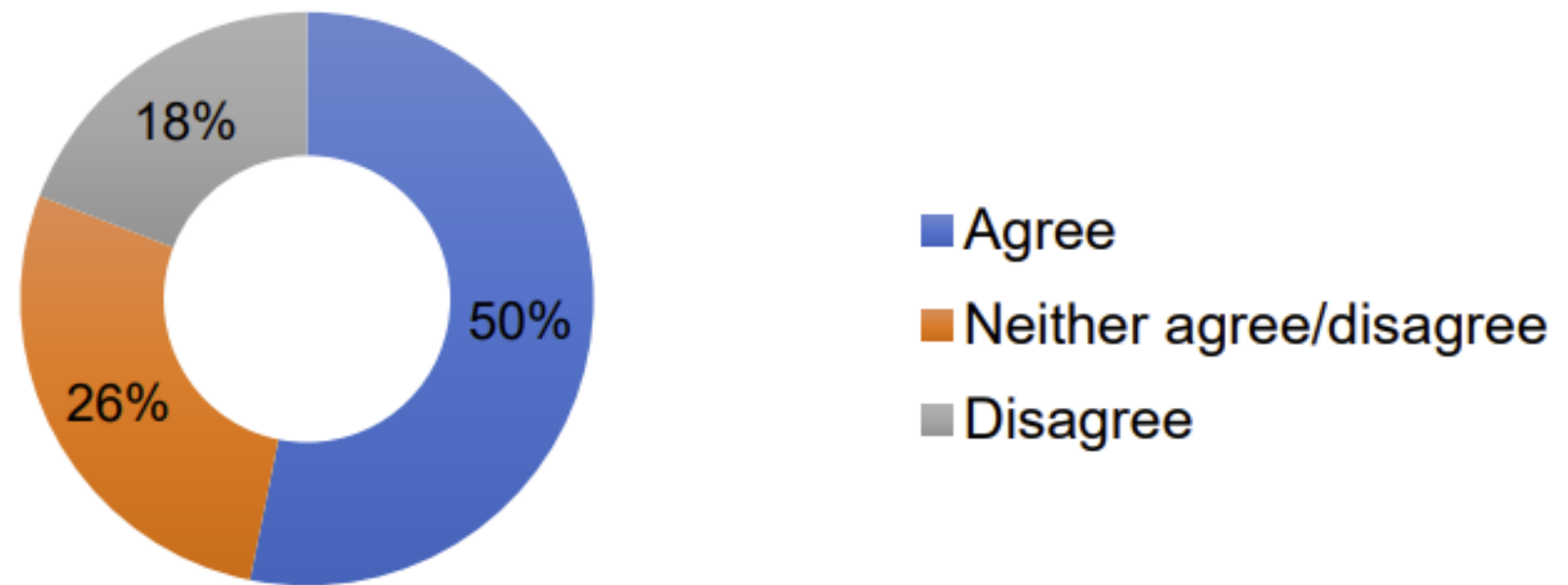


- Cost of living while at university
- Cost of your tuition fees
- Cost of learning resources (e.g. software, textbooks, travel, etc.)
- All of these

Reasons for employment during study



To what extent do you agree or disagree that your university degree has sufficiently prepared you for life after university?



Recomz

- Increase per student funding
- Conclude the blended learning review
- More degree apprenticeships
- Mental health £15m – maintain
- Programming for cohesion
- Hardship support
- Part time work and paid internships
- Workload monitoring
- Free speech champion

Recomz v2

- Prioritise contact (with others)
- Consider and resolve access/loneliness tension
- Transfer n Switch
- Loneliness – on course
- Mental health – Teaching and Learning
- Hardship strategy (APP)
- Student work strategy and agenda
- Student workload monitoring
- Diversification – curriculum and people

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Questions?

Get in touch at
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