



Postgraduate Taught Experience Survey – highlights

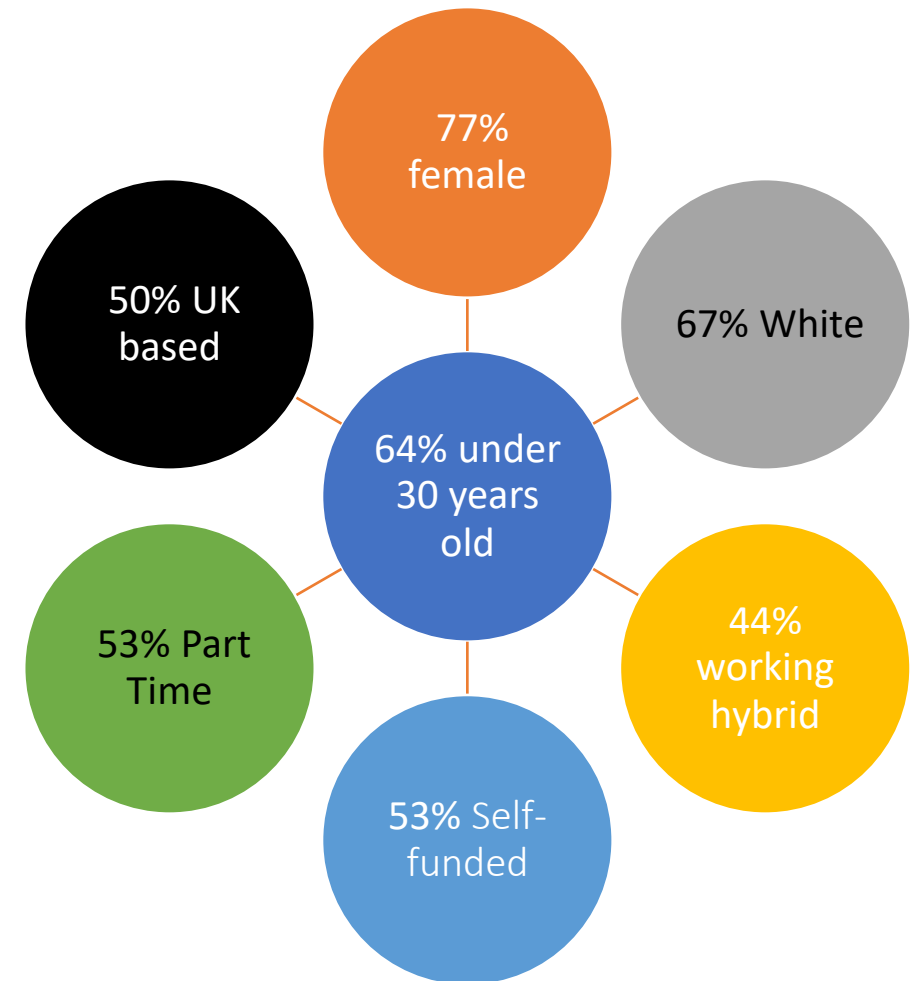
Academic Year 2022-23

2023 PTES

Respondents' Profile

36 out of 167 students responded to the survey.

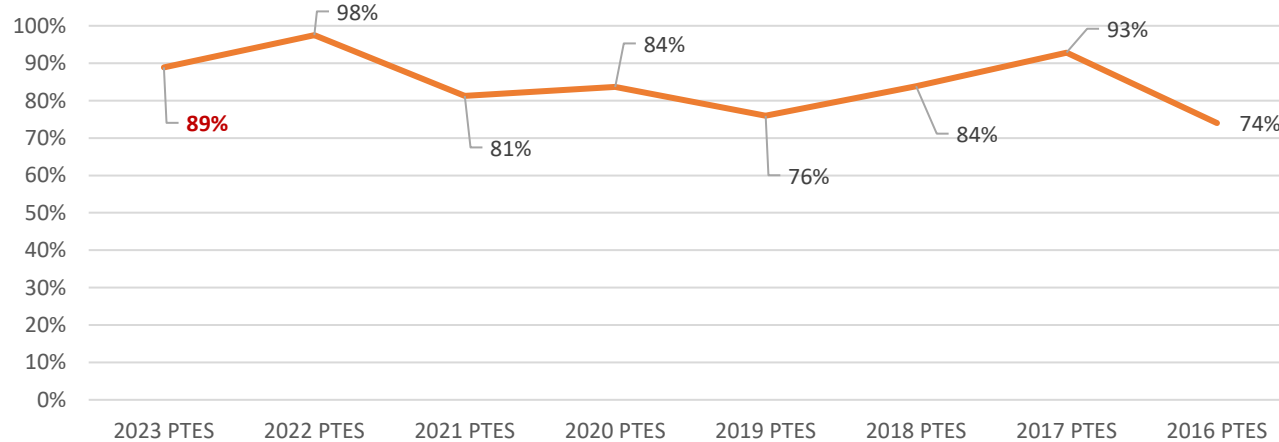
- This represents 22% of the School student cohort.
- The WI students represent the largest component. IHR students did not take part in this survey.
- 6% of respondents were undertaking a Postgraduate diploma rather than a full MA
- 25% of the respondents, compared to 15% in the last survey, considered leaving the course. This is above the 17% recorded nationwide.



Overall Satisfaction

89% (compared to 98% in 2022-23) of SAS respondents were satisfied with **the Quality of the Course**. This represents a **9% decrease** from the 2022 PTES

Fig 1: Q22_1 Overall, I am satisfied with the quality of the course



The highest satisfaction rates were registered with respondents of 30 years of age and younger (96%), overseas domiciled (92%), full-timers (94%) and mostly in person (100%).

Table 1: Comparison with national and local results

2023 PTES	Survey sample	Overall, I am satisfied with the quality of the course
SAS	36	89%
Sector	83807	83%
Russell Group	17501	80%
London	19576	82%

The School's results continue to be much higher than the ones recorded nationally or locally (between 6% to 9% higher).

"The module topics and staff expertise have been wonderful!"

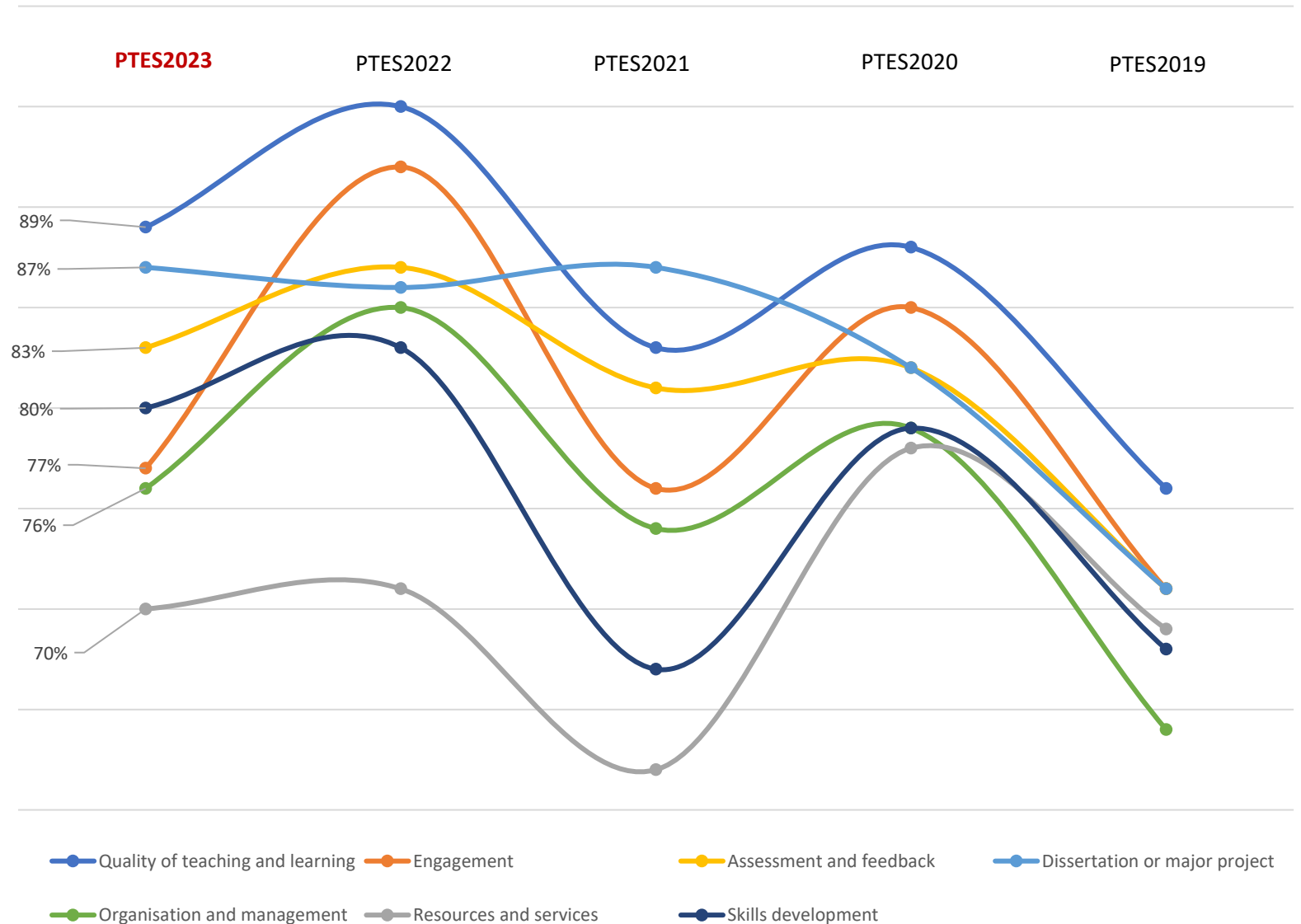
"I enjoyed meeting and being taught by lecturers of diverse expertise. This has made me appreciate the importance of interdisciplinarity between fields."

Overall Satisfaction per areas of experience

The combined satisfaction rate (based on the average score of all areas of experience put together) shows an **8% decrease** (from 85% in 2022 to 77% in 2023).

This is due to the results shown in *Quality of Teaching and Learning, Engagement, Community, Organisation & Management* as well as *Support*: the latter recorded a significant 15% decrease since the 2022 PTES.

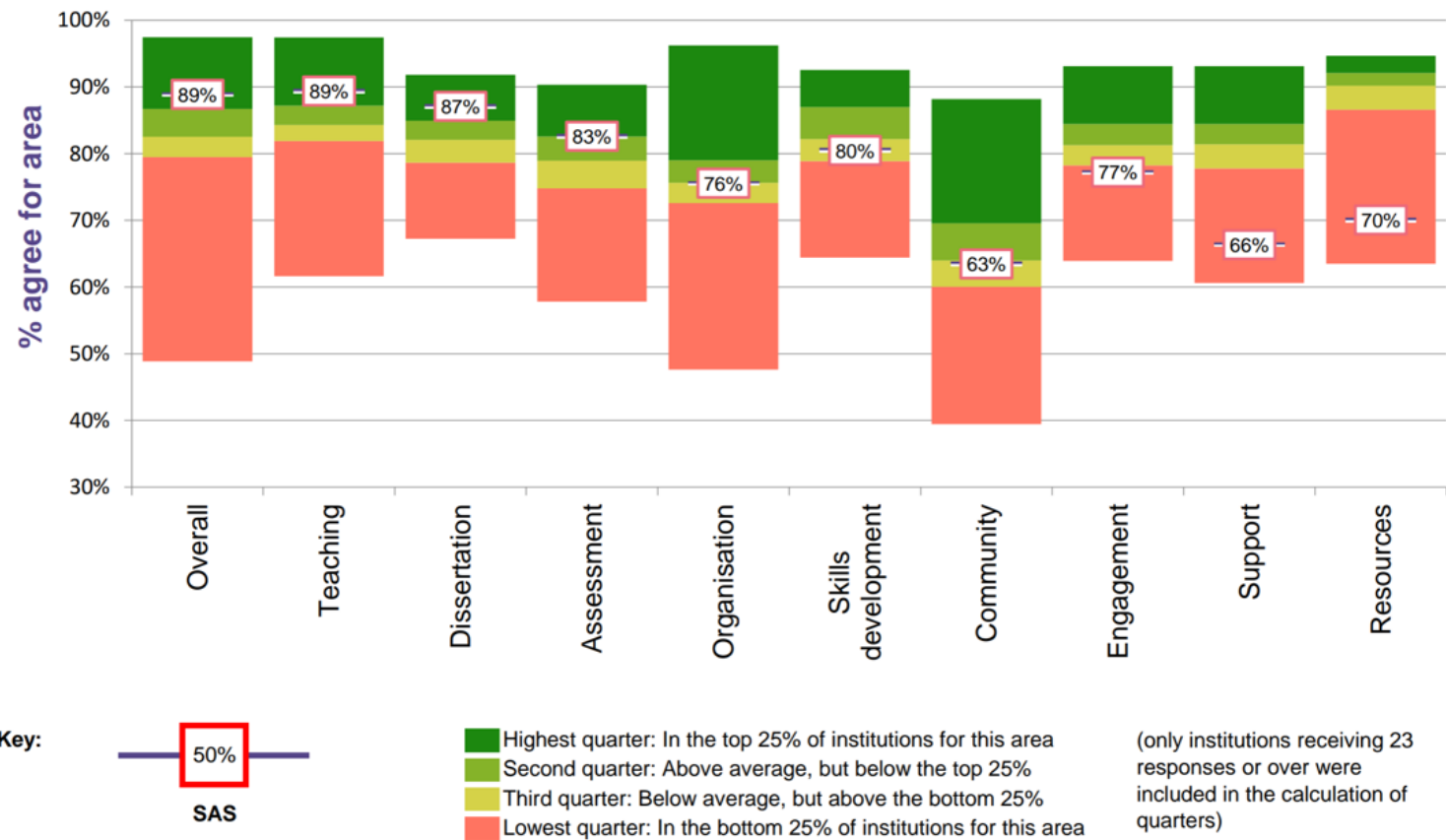
Fig 2: Comparison of areas of experience over the last five surveys



SAS and the PGT experience benchmarked

Fig 3

The graph below shows the position of SAS in relation to institutions in the Sector benchmark. With a score of 89%, overall satisfaction for SAS was in the highest quarter. Across the different aspects measured by PTES, SAS was placed across a range of quarters.



In comparison with **the global or local benchmarks**, the School results are exhibiting a more positive experience in some areas but not all.

The **Community** and the **Organisation** areas recorded a similar satisfaction rate than the sector benchmark.

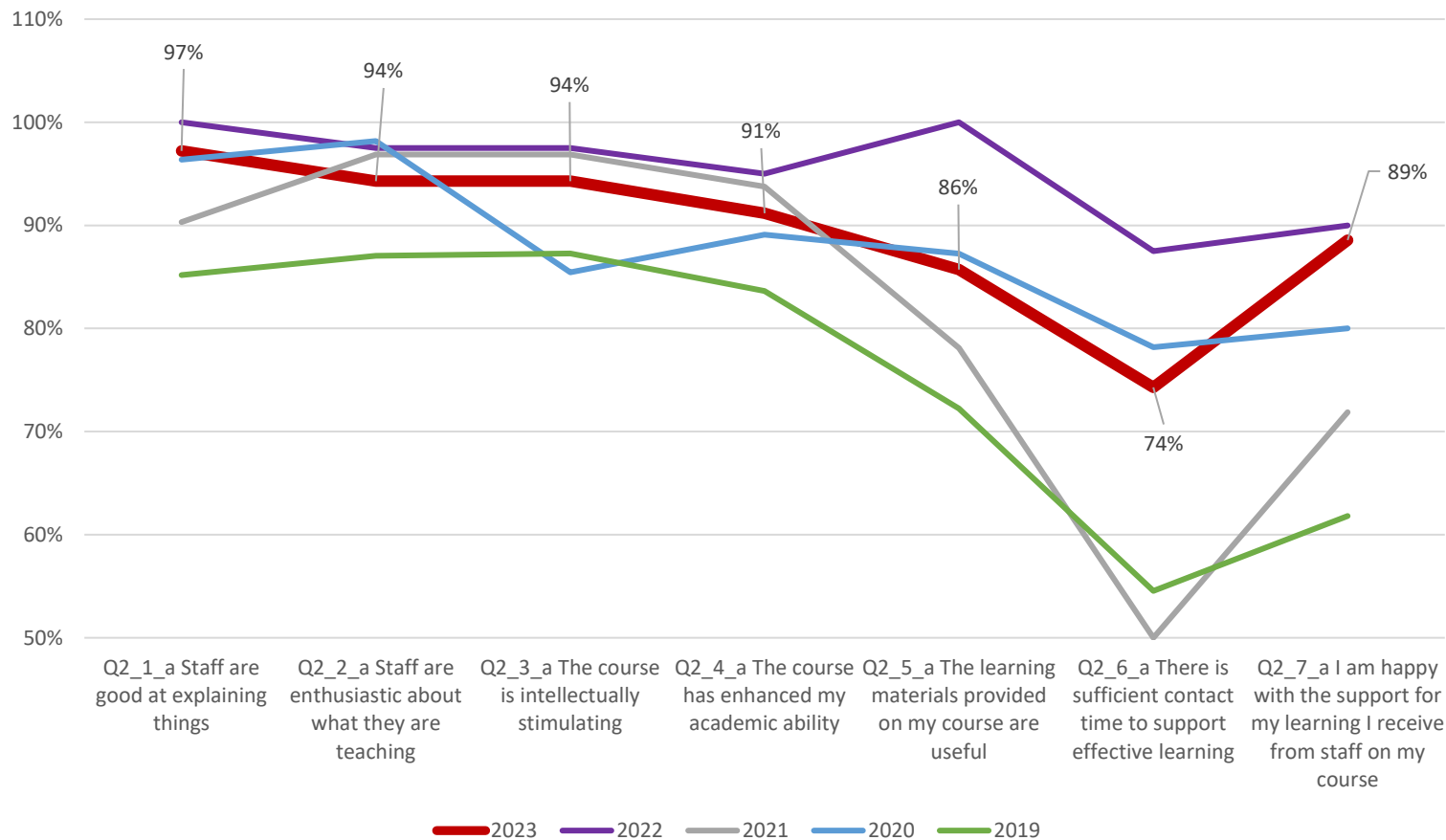
The **Resources** and **Support** areas continue to be at the lowest end of the benchmark.

However, the low satisfaction rate recorded on *students' Engagement and involvement with their course* brings the overall SAS experience down this year. The **Skills development** area has recorded a small decrease from 2021-22 (3% from both SAS and UK wide results).

Quality of teaching and learning

An overall decrease of 6% in satisfaction rate (from 95% in 2021-22 to 89% in 2022-23).

Fig 4: Quality of Teaching & Learning Results - five year comparison



The results show a less even experience than previously recorded, although still advocating a strong positive experience.

Despite the lowest score for Q2.6, the results were mostly made of neutral answers (neither agree nor disagree) rather than strong disagreement (which was only expressed by 9% of the respondents – *definitely disagree + mostly disagree*)

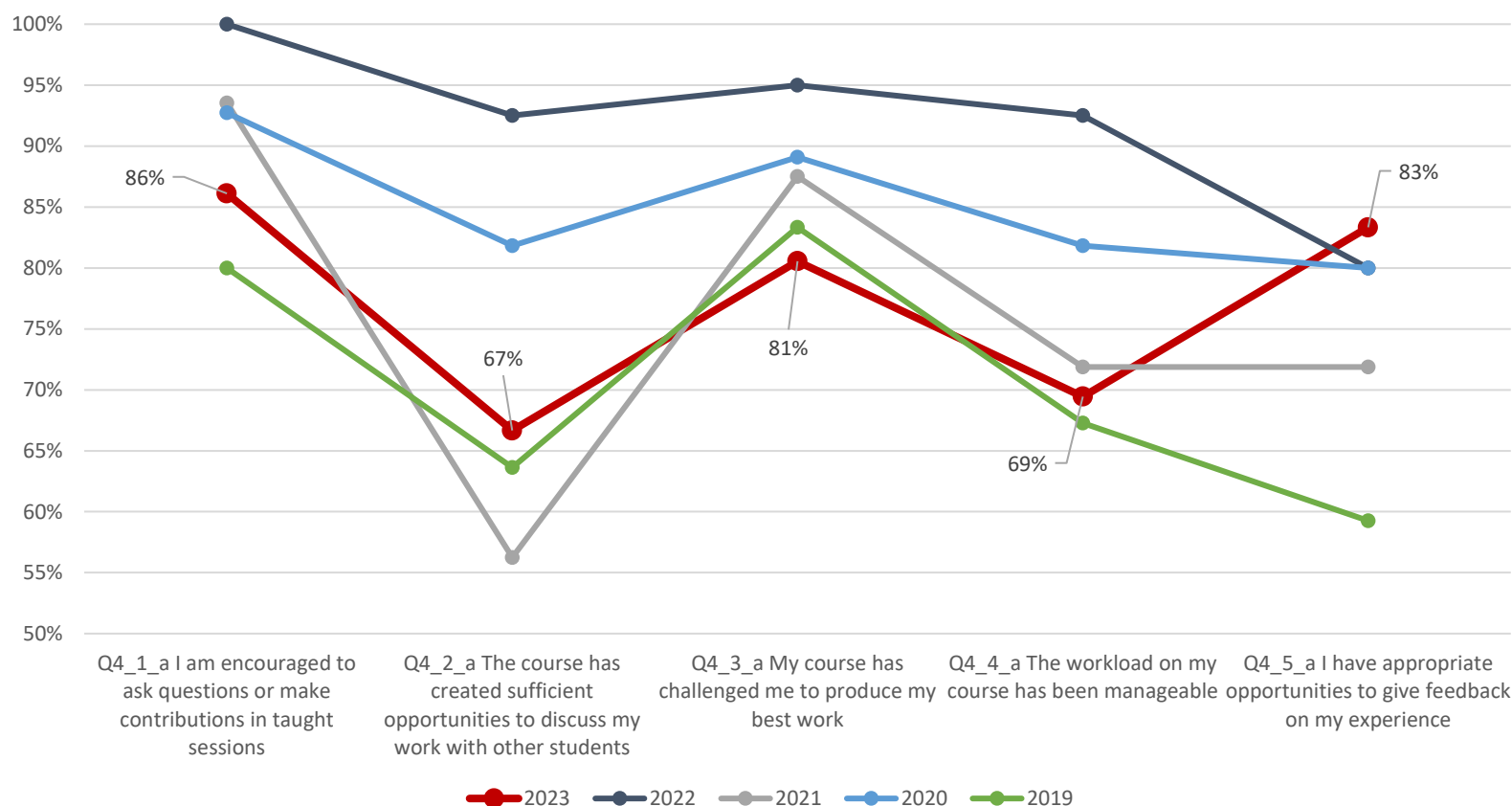
The results are fairly similar across gender and age. Differences appear between UK nationals and overseas respondents, the latter showing higher positive scores (average 92%) across all questions in this area. Part-time students also have had a more positive experience than the full-time students, recording 100% satisfaction rate in Q2_1 and Q2_2.

The overall results are very positive and much higher than the national (by 4%) or local (by 5%) benchmarks.

Engagement

This area has recorded a **15% decrease**, losing the gains made in 2021-22 (from 92% to 77% in 22-23).

Fig5: Engagement – five year comparison



The decrease is noticeable across the area, the negative difference varying from -26% (Q4_2) up to -14% (Q4_1 and Q4_3). Only Q4_5 increased by 3%.

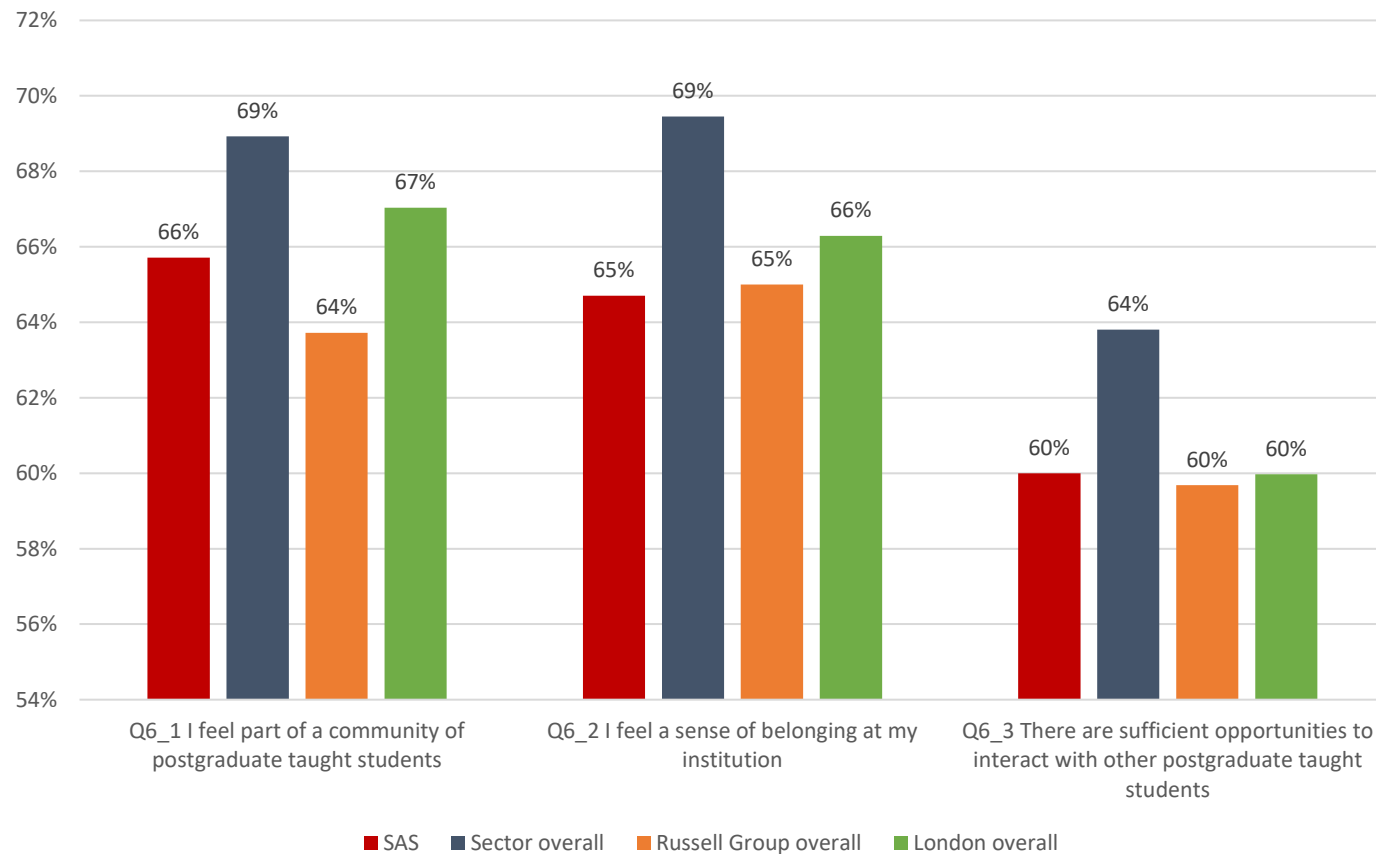
The School scores are lower than the ones recorded locally or nationally (-5% average). The only question which recorded a much lower score (-14%) compared to the sector benchmark or London institutions, is Q4_2 on the lack of opportunities for respondents to discuss their work with their counterparts.

Community

New Question

The School recorded an average satisfaction rate of 63%

Fig 6: Comparison with Sector Benchmark



The results are low but comparable to the ones recorded nationwide.

Respondents aged 31 or older were much less satisfied than their younger counterparts (44% only were satisfied vs 82% of 30 or younger).

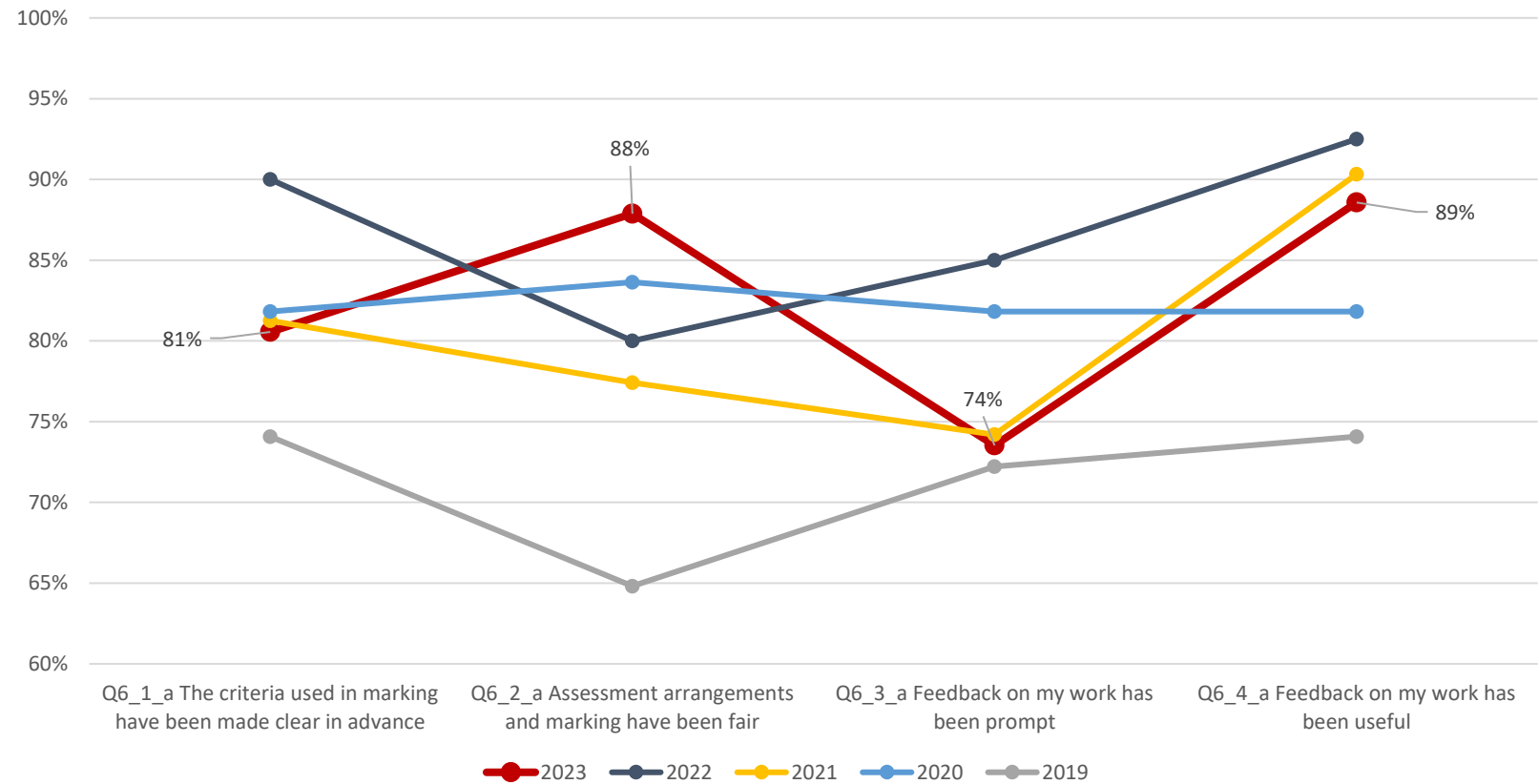
Respondents domiciled in the UK were much less satisfied than their counterparts from overseas (55% only in the UK vs 85% overseas).

69% of the respondents who attended the course mostly in person were more satisfied, than students who studied in hybrid form(54%).

Assessment and Feedback

Assessment and Feedback saw its satisfaction rate **decrease by 4%** from 87% in 2022 to 83% in 2023.

Fig 7: Assessment & Feedback – five year comparison



While dissatisfaction with marking methods and feedback was particularly high (decrease by 9% and 11% respectively), the assessments arrangements recorded an 8% increase, recording the highest satisfaction rate for this question Q6_2 compared to the last four surveys.

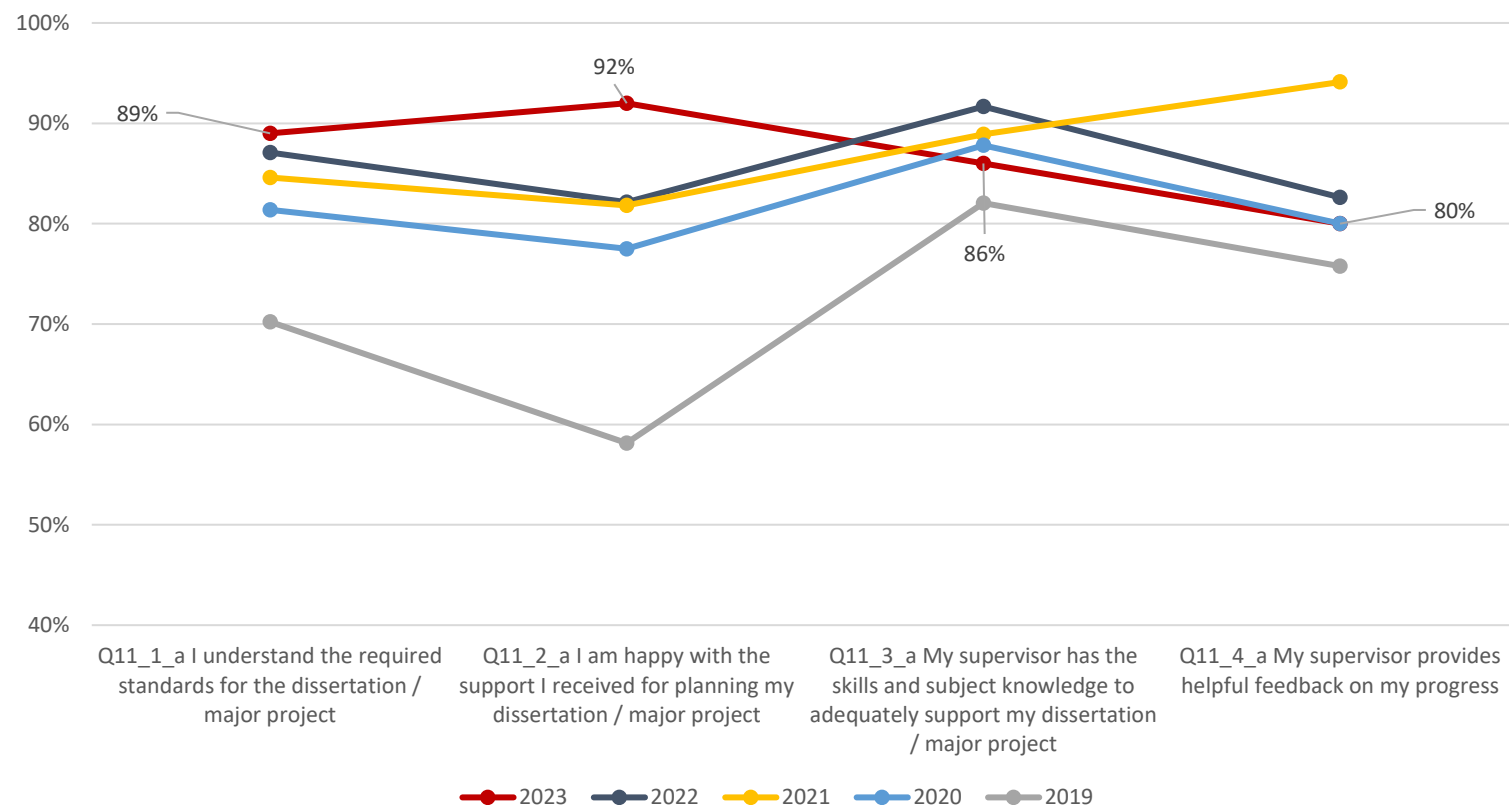
The School results show another 3%+ positive difference from the scores recorded locally (77%) and nationally (79%). This is due to the responses on assessment arrangements and the usefulness of feedback which recorded a positive difference , with a 15% higher score.

The most uneven experience seems to have been provided by respondents who were mostly attending in person, followed by overseas students. (scores varying from 100% satisfaction rate to 60%)

Dissertation or major project

The overall satisfaction rate continues to be **high with 87%** (compared to 86% in 2022).

Fig 8: Dissertation – five year comparison



83% of the respondents were either planning or undertaking their dissertation.

Our staff's ability to adequately support students with their dissertation showed a decrease of 6%. (Q11_1).

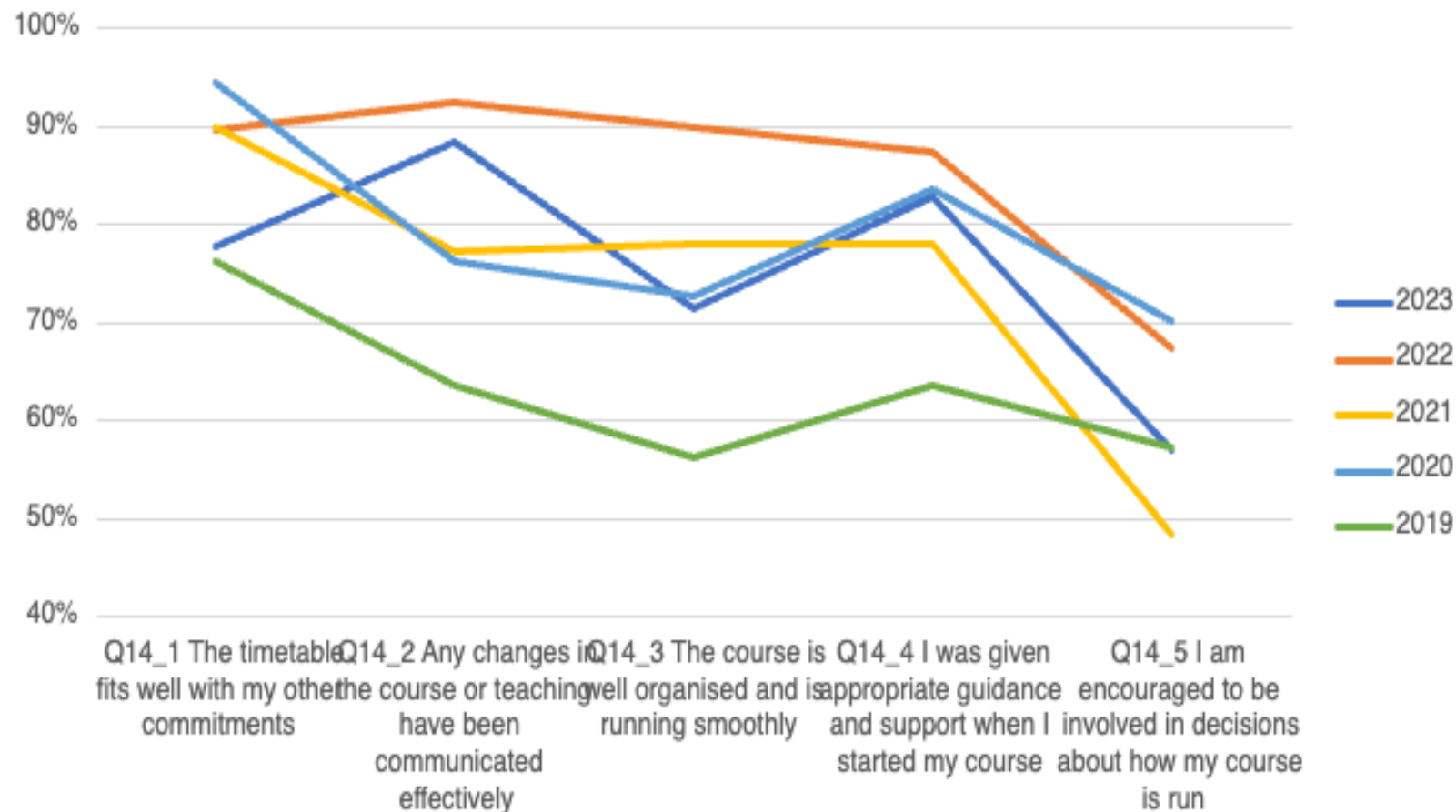
The results are showing a much more positive experience at the School than in any other institutions, with a 3-4% positive difference from national or local averages. (SAS 87% - National 83%).

It is worth noting that Home students were very satisfied (100% satisfaction) with the support they received for the planning of their dissertation.

Organisation and Management

This area shows a **9% decrease** in satisfaction rate, from 85% in 2022 to 76% in 2023

Fig 30: Organisation & Management Comparison over four years



This area shows an overall decrease, with a negative difference from the previous survey varying from -4% to -19% (Q13_3).

Respondents wish they were more encouraged to be involved in the decisions about how the course is run, showing a low score of 57% (comparable to the scores received in the previous surveys.)

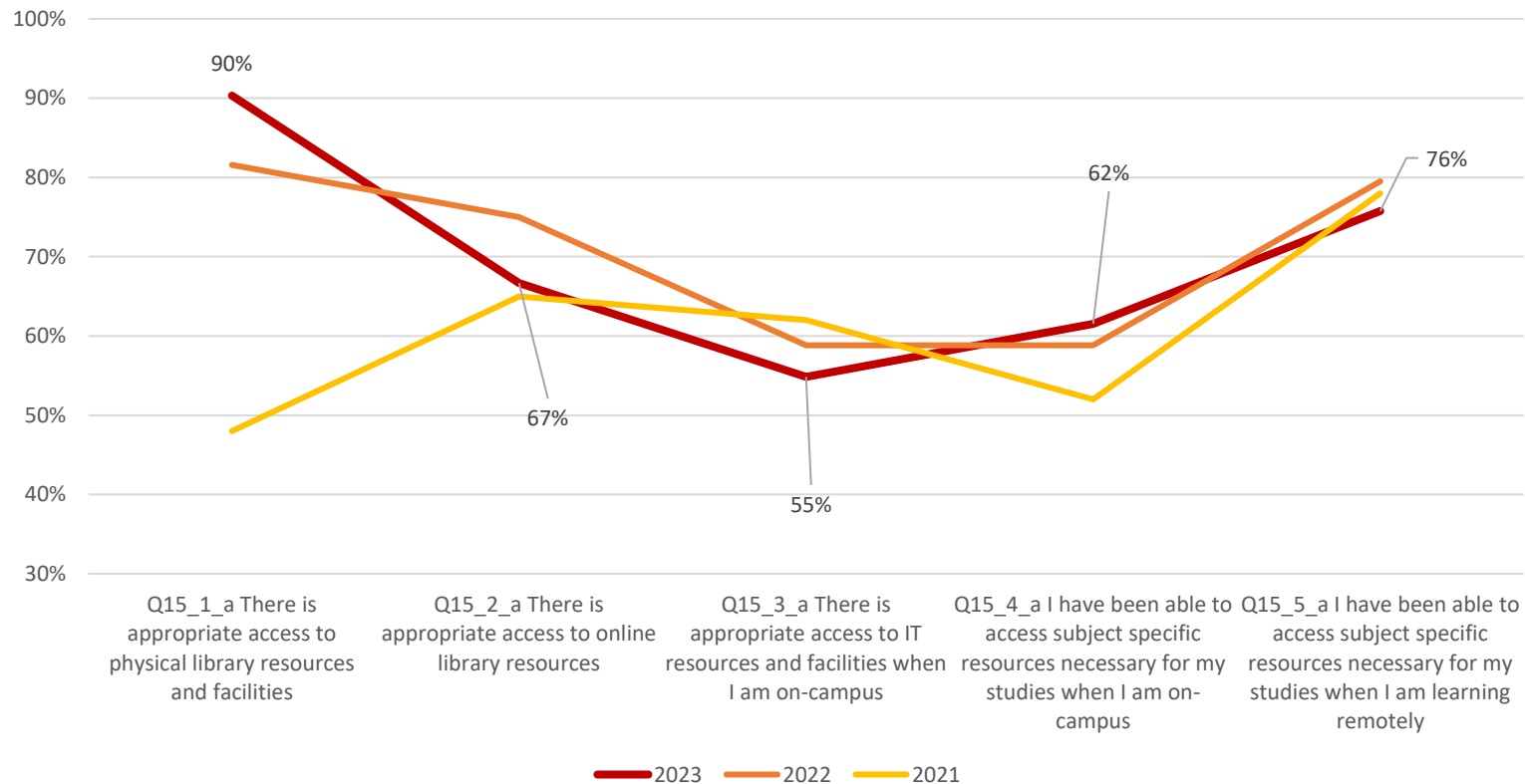
Overseas students have expressed a particularly positive experience as they managed their time well (100% satisfaction rate for Q14_1) and felt that any changes were communicated properly (100% for Q14_2). Their overall satisfaction in this area was recorded at 85%)

The School's results are however similar to what has been recorded by London institutions (76%) and across the country (77%).

Resources and Services

The experience within the Resources and services area is stable with the overall same average than previously reported – 70%.

Fig 10: Resources & Services - Comparison over the last three surveys



The challenges surrounding access to IT resources continue to hinder student experience. However, students have recognised the increased access to libraries resources, which is demonstrated by a high 90% satisfaction rate.

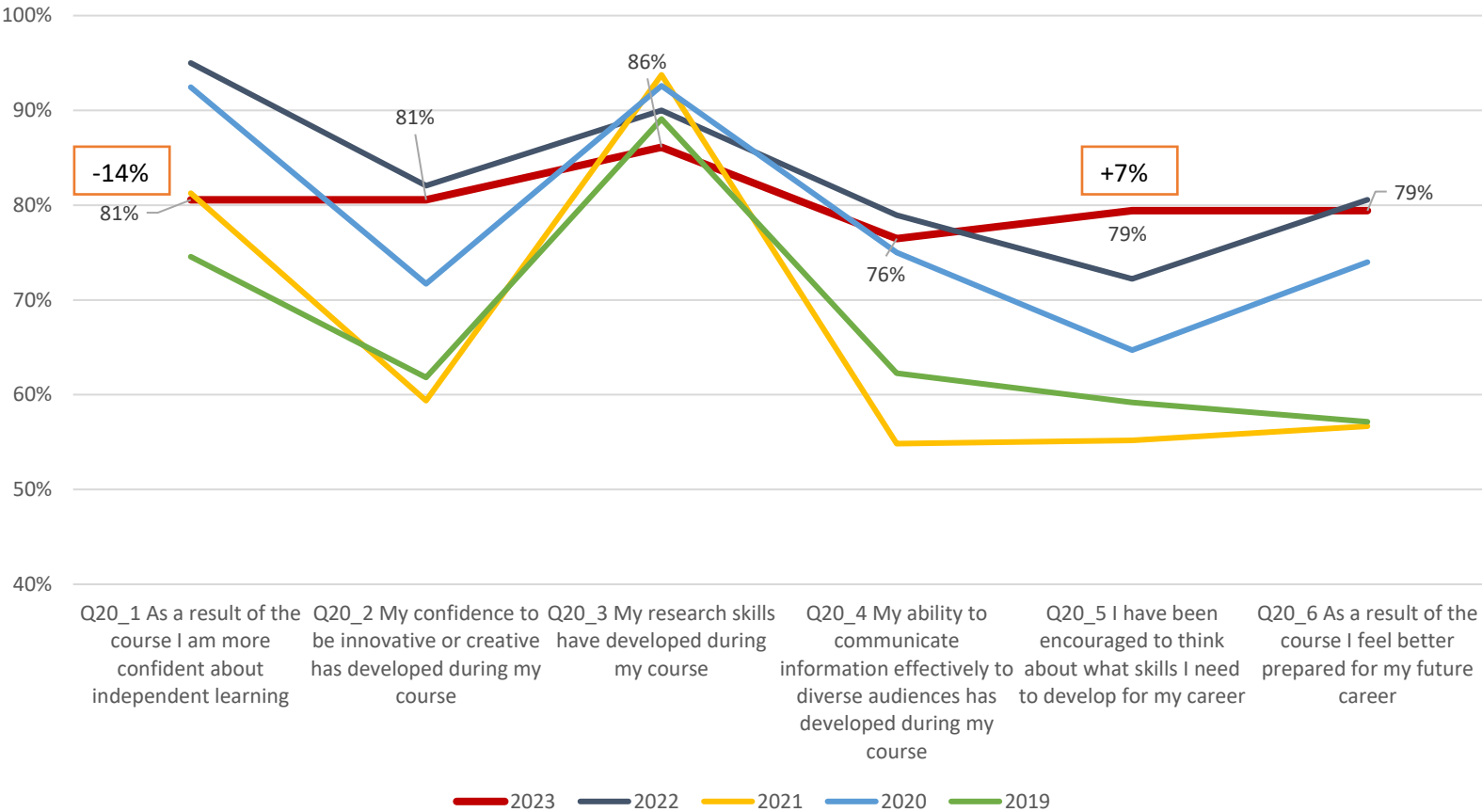
It is interesting to note that the low score on Q15_3 (appropriate access to resources on campus) is the result of respondents' neutral stance (neither agree nor disagree) rather than expressing a strong dissatisfaction on the issue(s).

The School results do not align with the sector benchmark, showing an overall negative difference of 20%. (SAS = 70% - Sector benchmark 90% overall satisfaction average)

Skills Development

Skills development recorded a **3% decrease**, retaining the gains registered in the previous survey (from 83% in 2022 to 80% in 2023).

Fig 11: Skills Development - five year comparison



The student experience is more even than previously recorded. All students continue to recognise that their research skills have developed as a result of the course (Q20_3), even if they indicated that they have yet to be more confident as researchers (Q20_1).

A review of the degree of satisfaction demonstrates that the results are led by a high number of neutral opinions (neither agree or disagree) rather than negative experiences, as also noted in the previous survey.

The School provided a comparable experience to those of the London institutions (82%) and even nationwide (83%). Some differences compared to the sector benchmark can be seen on the challenges of independent learning (-5%) and having the skills to develop one's career (-6%).

Support

Satisfaction averaged **66%** (a 12 % decrease **12%** from 79% recorded 2021-22.

In house support averaged 54% , a 27% decrease since 2021-22.

Table 2: Support – comparative table

Institutions/ mean average	Q18_1_a The support for academic skills meets my needs	Q18_2_a The support for using IT and accessing resources meets my needs	Q18_3_a The support for my health and wellbeing meets my needs	Overall Average
2023 PTES	83%	66%	50%	66%
2022 PTES	87%	75%	74%	79%
2021 PTES	77%	69%	76%	74%

The results emphasise further the IT challenges respondents encountered during their course. They also highlight for the first time the perceived lack of support for wellbeing, although the only comment received in this area show that support had been appreciated. The results seem to led by respondents over 31 years old who recorded an overall satisfaction rate of 51%.

Table 2: In house Support and Advice (Specific to SAS) – comparative table

Institution average	Q59.1. The institution provided a good induction programme for the course when I arrived	Q59.2. My initial questions about the programme were answered during the first weeks at the School	Q60.1. I receive sufficient advice and support with my studies	Q60.2. Good advice is available to me when I need to make option choices	Q60.3. I receive effective support with my study skills (e.g. taking notes, avoiding plagiarism)	Q60.4 The level of careers support is appropriate for my needs
2023 PTES	61%	52%	58%	56%	61%	34%
2022 PTES	80%	78%	92%	90%	90%	55%
2021PTES	87%	87%	88%	76%	74%	44%
2020PTES	83%	85%	83%	80%	79%	80%
2019PTES	75%	77%	69%		72%	62%

The School scores are dissimilar to those experienced locally (80%) and nationally (82%), by a variance of 14%-16% negative difference.

The results on in house support showcase a significant decrease in satisfaction rate across the board. The largest negative variance being on receiving career advice.