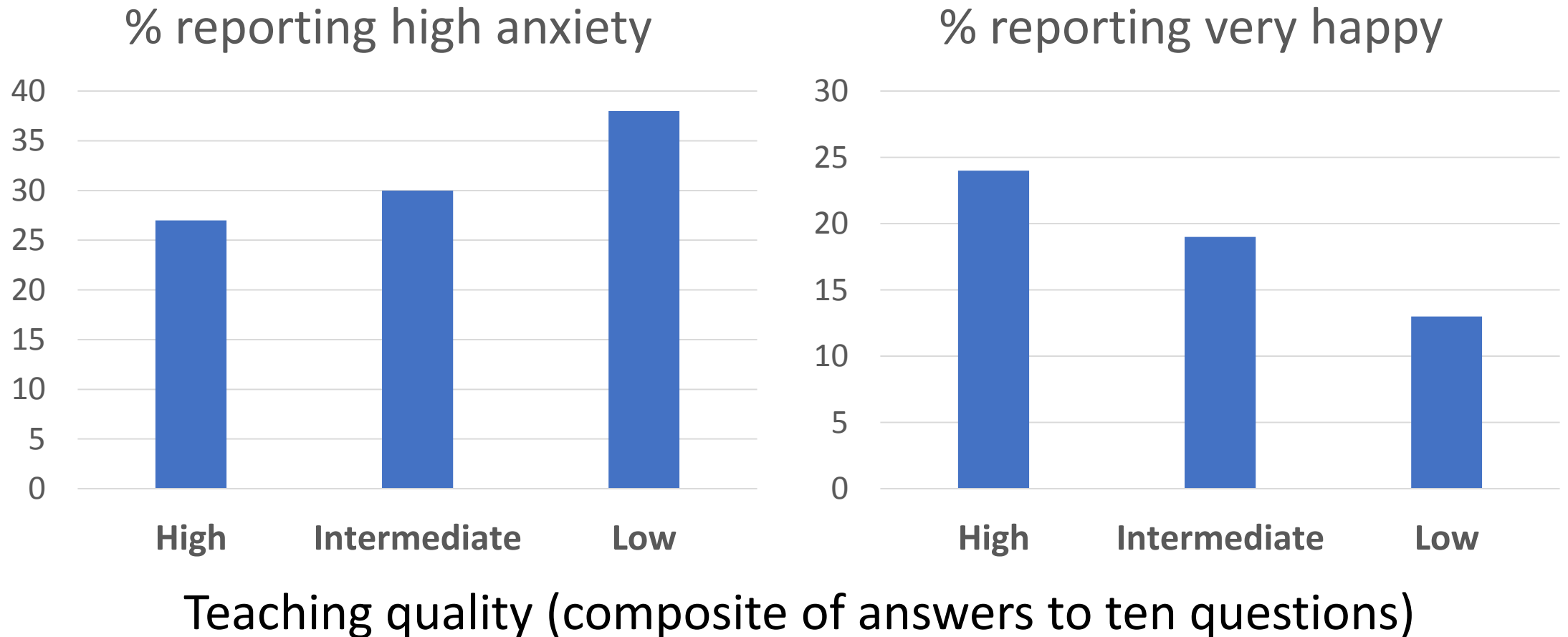


# Effects of student-assessed teaching quality on student wellbeing



# Independent effects of explanatory variables on the outcome “I learned a lot”

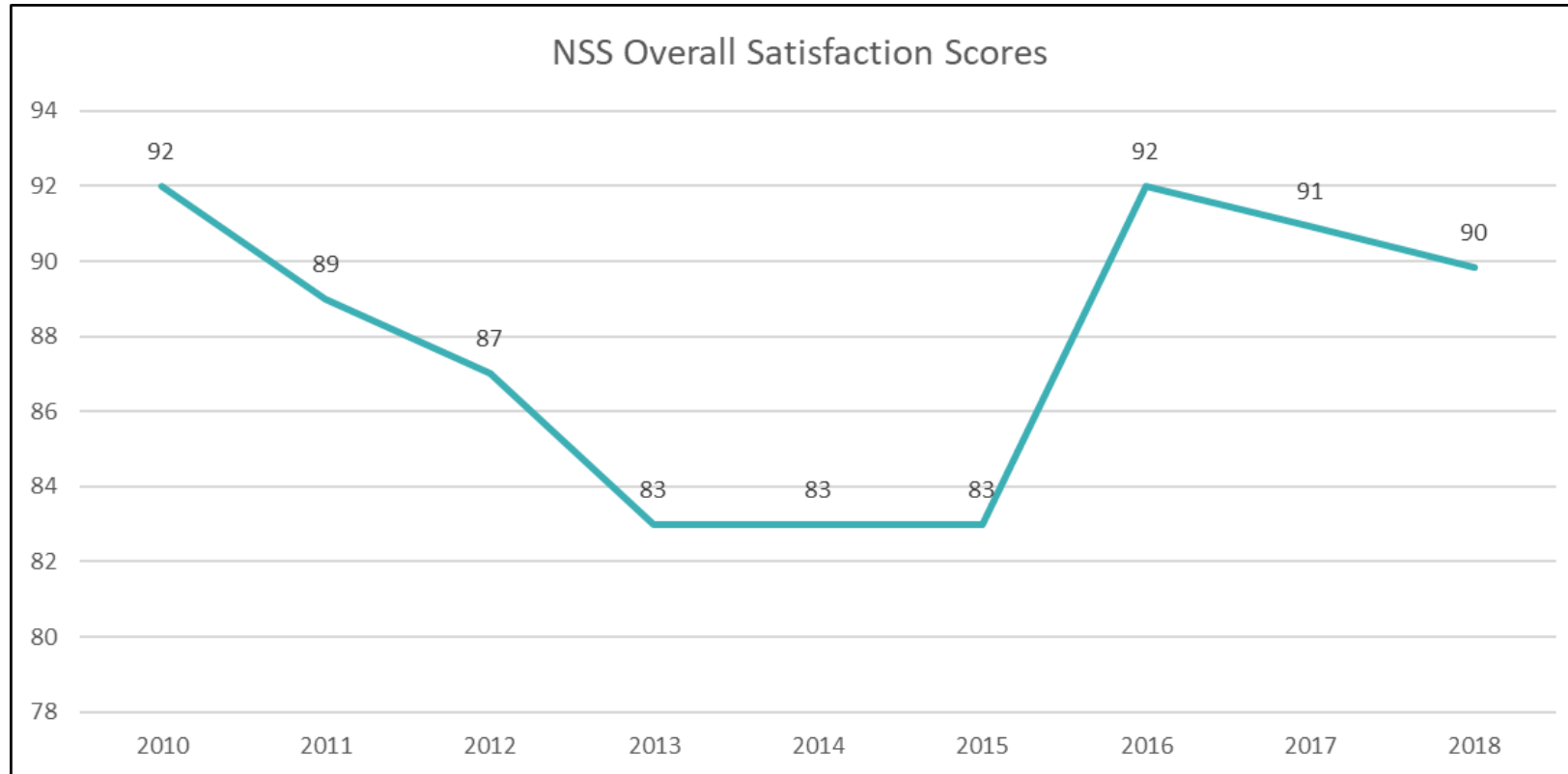
Explanatory variables in the final model	Statistical significance	Odds ratio
Intermediate versus low quality teaching	High	x 2.2
High versus low quality teaching	High	x 7.0
High versus intermediate study hours	High	x 1.4
High versus low study hours	High	x 2.6
High or intermediate wellbeing versus low wellbeing	High	x 1.8
Lower versus high hours of paid work in term time	High	x 1.6
Second or higher year of study versus first year	High	x 1.3
Very high UCAS points versus high-low UCAS points	High	x 1.2
Outside London versus London	Moderate	x 1.2
TEF Gold versus TEF Silver or Bronze	Moderate	x 1.1
Graduate versus non-graduate parent	Moderate	x 1.1

# Key points from the Middlesex commuter students study

- Mature students
  - Risk of non-continuation rises continuously for all students as commute time increases
- Young students
  - Short commutes are associated with a lower risk of non-continuation for all students
  - Longer commutes have a particularly negative effect on non-continuation for young matures (21-24 years), males and black students
  - Longer commutes do not increase the risk of non-continuation so much for female students
  - Some evidence that preparing well and having realistic expectations about a long commute reduces the risk of non-continuation

Professor Elizabeth Treasure  
Vice-Chancellor,  
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# NSS Overall Satisfaction



NSS Overall Satisfaction Scores									
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Overall Satisfaction	92	89	87	83	83	83	92	91	90