

AdvanceHE



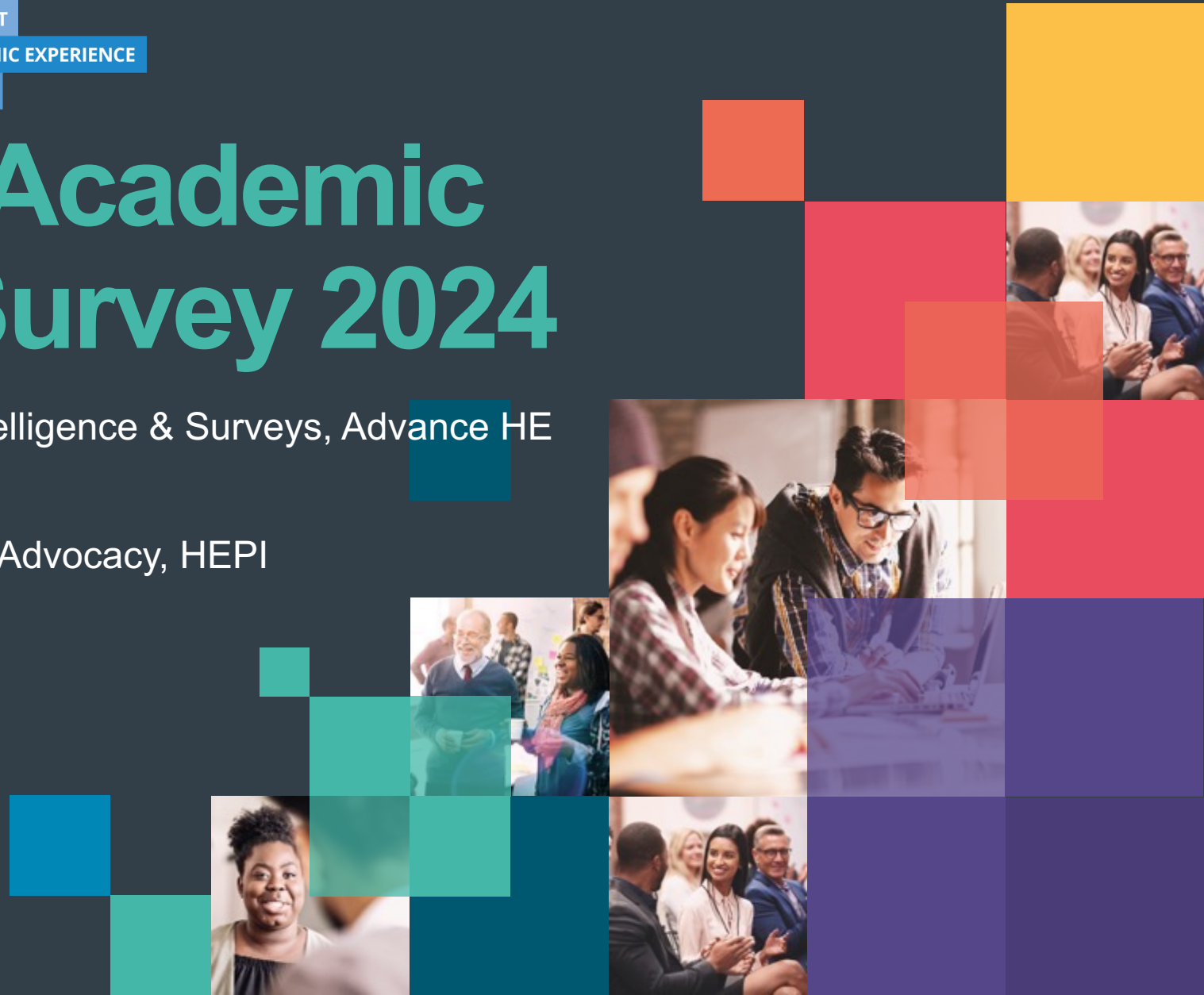
STUDENT  
ACADEMIC EXPERIENCE  
SURVEY

# The Student Academic Experience Survey 2024

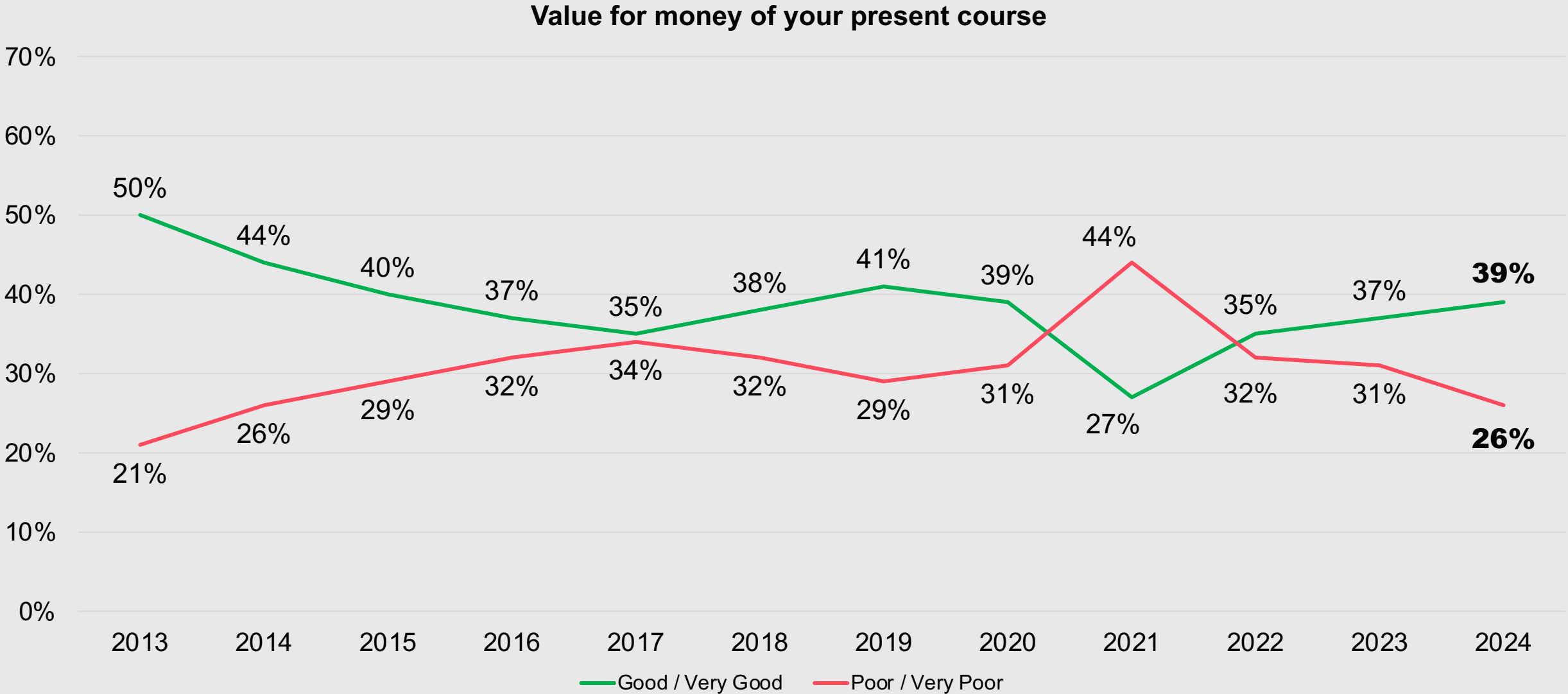
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# In one of several positive changes this year, perceptions of value for money have improved significantly

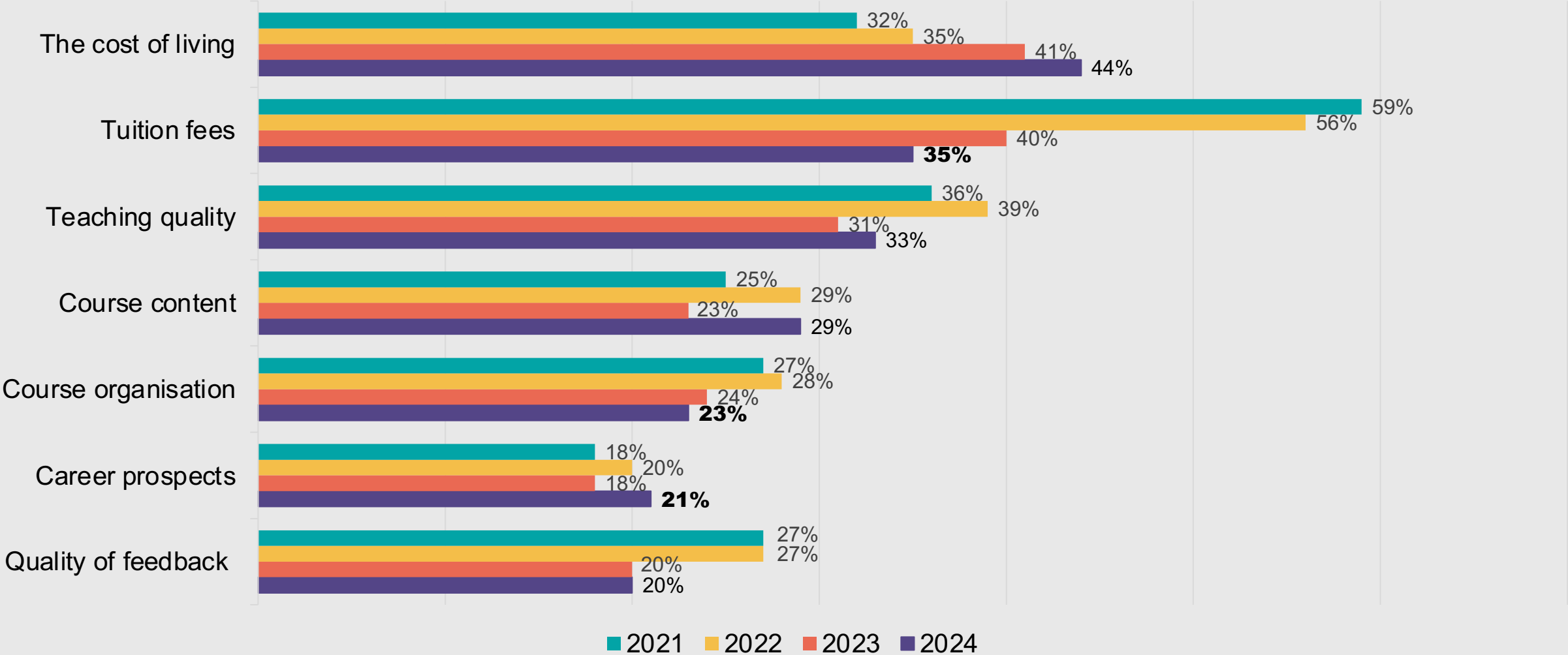


Digging deeper, this is driven by international students. Students from Scotland report lower perceptions compared to pre-pandemic, while there is little change among students from England

Home region / domicile						
	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%
2023	51%	37%	35%	38%	35%	31%
2024	48%	40%	49%	45%	36%	41%

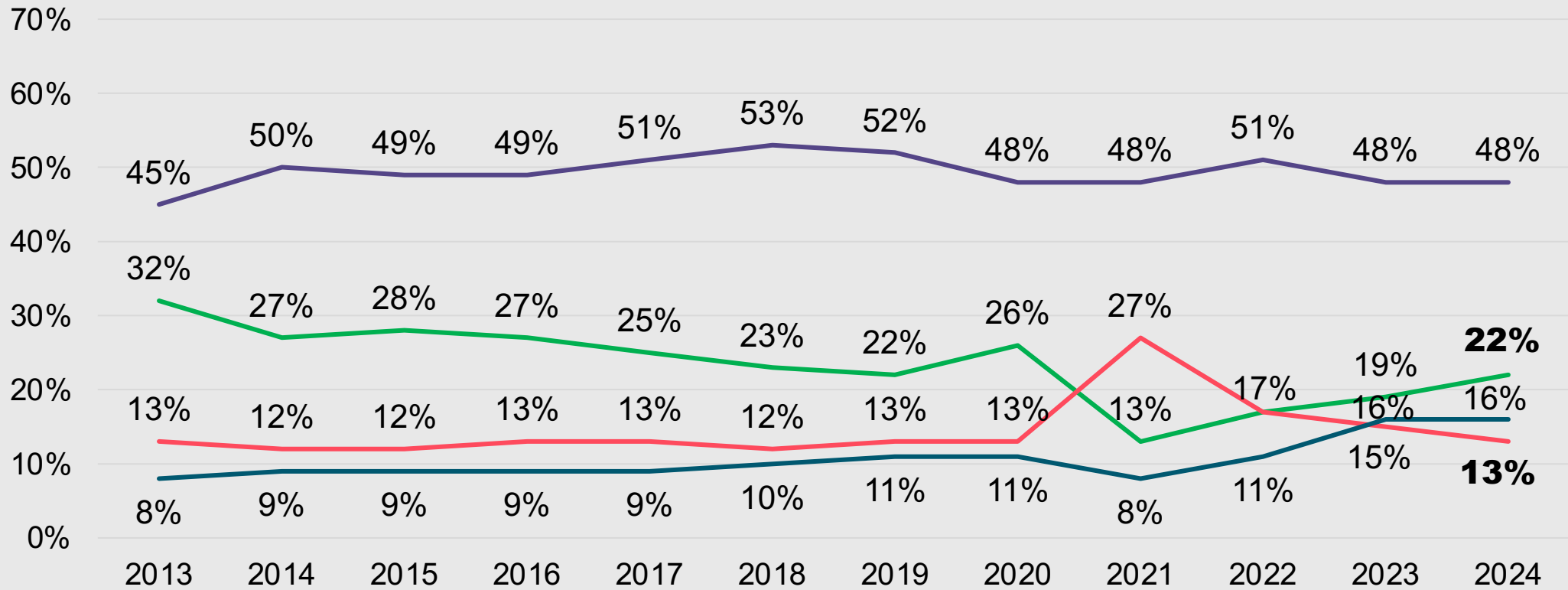
# Cost of living is still very much a top-of-mind concern for many students

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



# Another key increase this year is the quality of the experience compared to expectations – emphasising resilience across the sector in delivering a positive experience

Experience compared to expectations



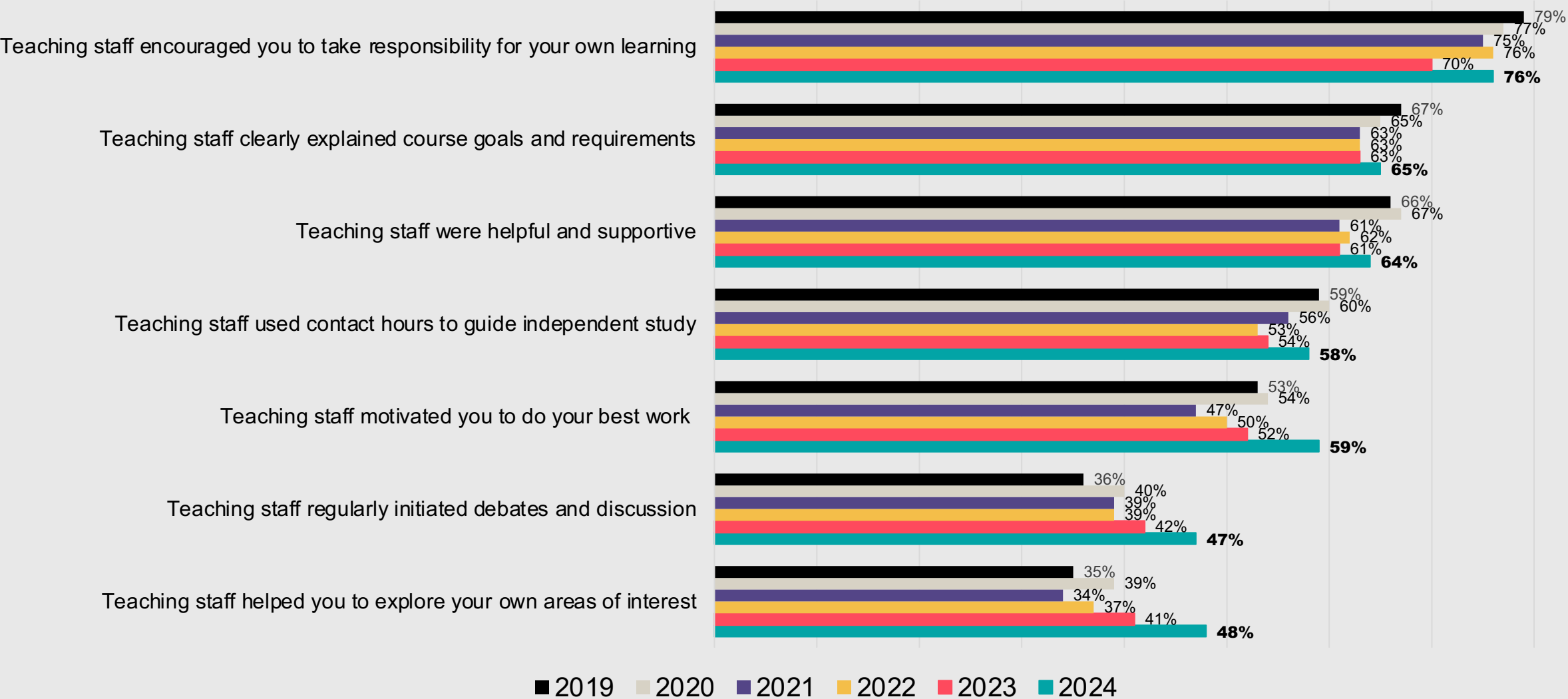
Key reasons for exceeding expectations include:

- Organisation
- Level of challenge
- Accessible teachers
- Teaching quality

— Better in some ways and worse in others — It's been better — It's been worse — It's been exactly what I expected

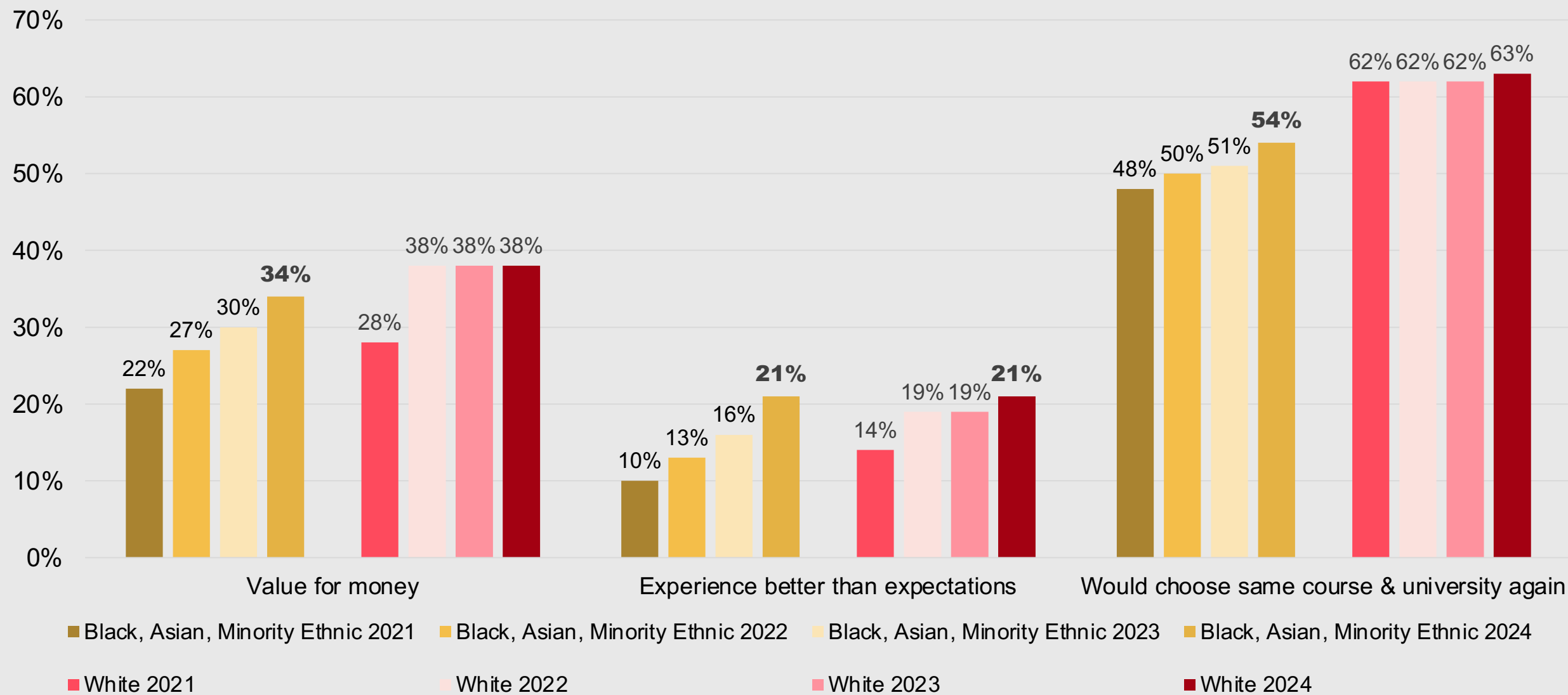
# Perceptions of teaching quality are some of the highest we have seen

## Teaching staff characteristics



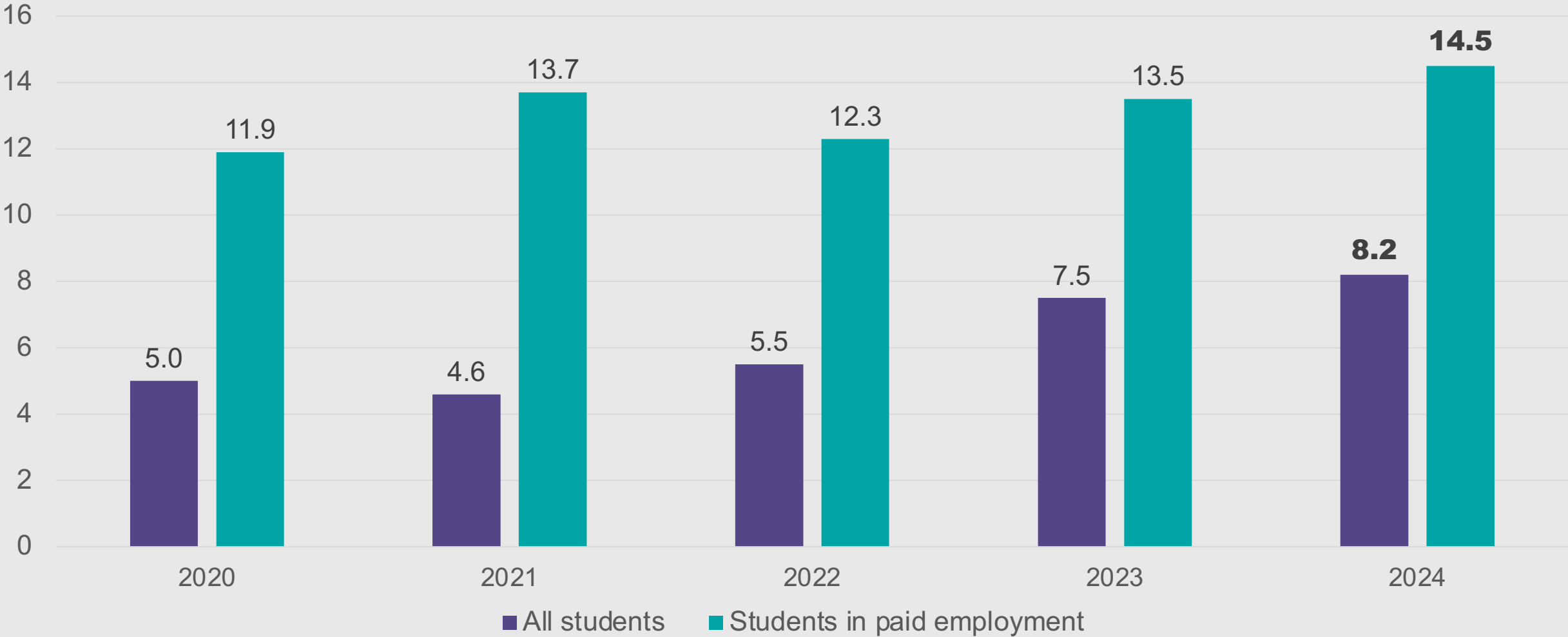
# Encouragingly, we are moving closer towards parity of the experience by ethnicity

Key measures over time



Continuing a theme from last year, although the proportion of students who work for pay has not materially changed, there has been a clear increase in the average number of hours worked

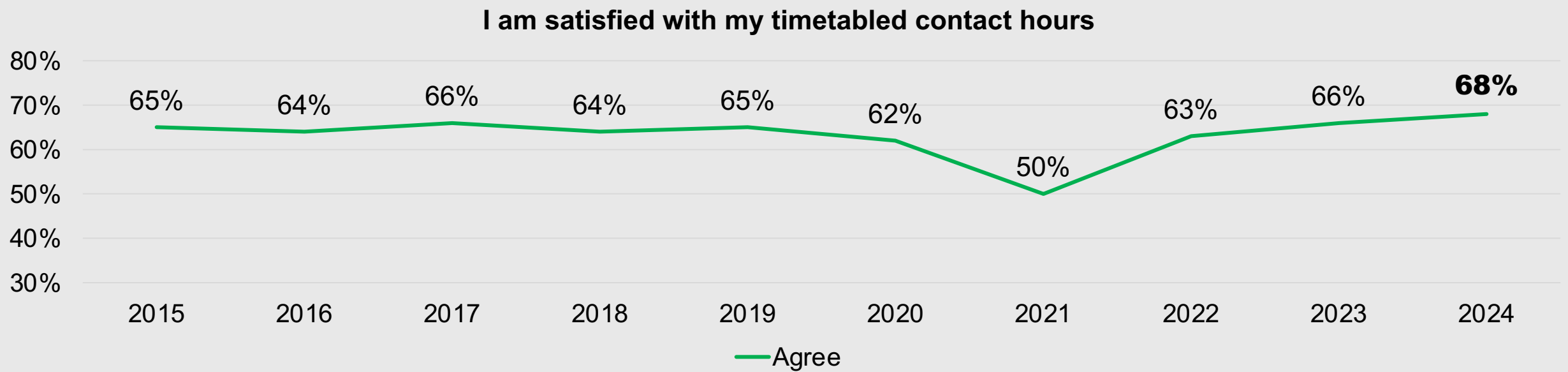
Paid employment – mean hours per week term time





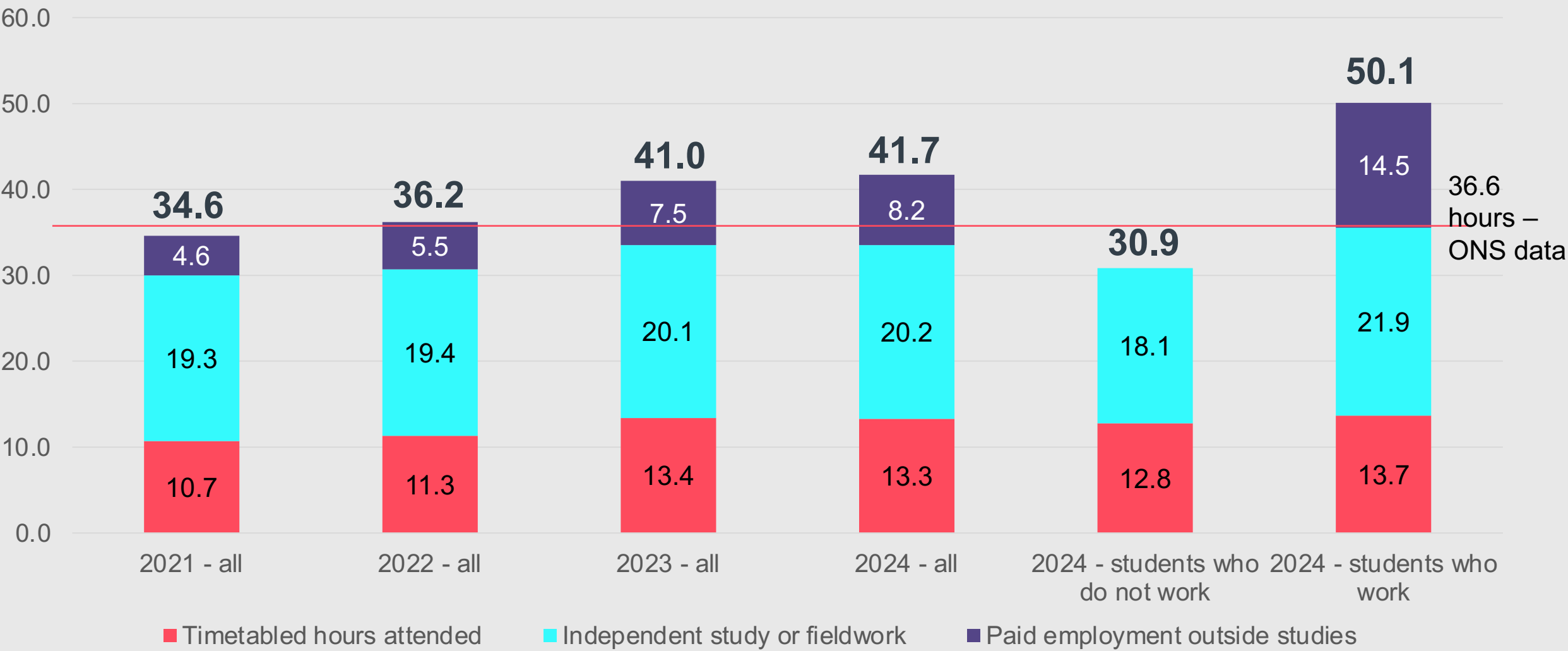
# Levels of workload have not materially changed but are still high, although this is often seen as a positive point

	Total hours (attended in average week)	Timetabled contact hours	Independent study hours	Contact hours attended	Placements or fieldwork
2020	31.6	14.6	14.1	12.6	4.9
2021	29.9	12.4	15.7	10.7	3.6
2022	30.7	13.4	14.8	11.3	4.6
2023	33.4	16.0	14.5	13.4	5.6
2024	33.5	16.1	<b>13.6</b>	13.3	<b>6.6</b>

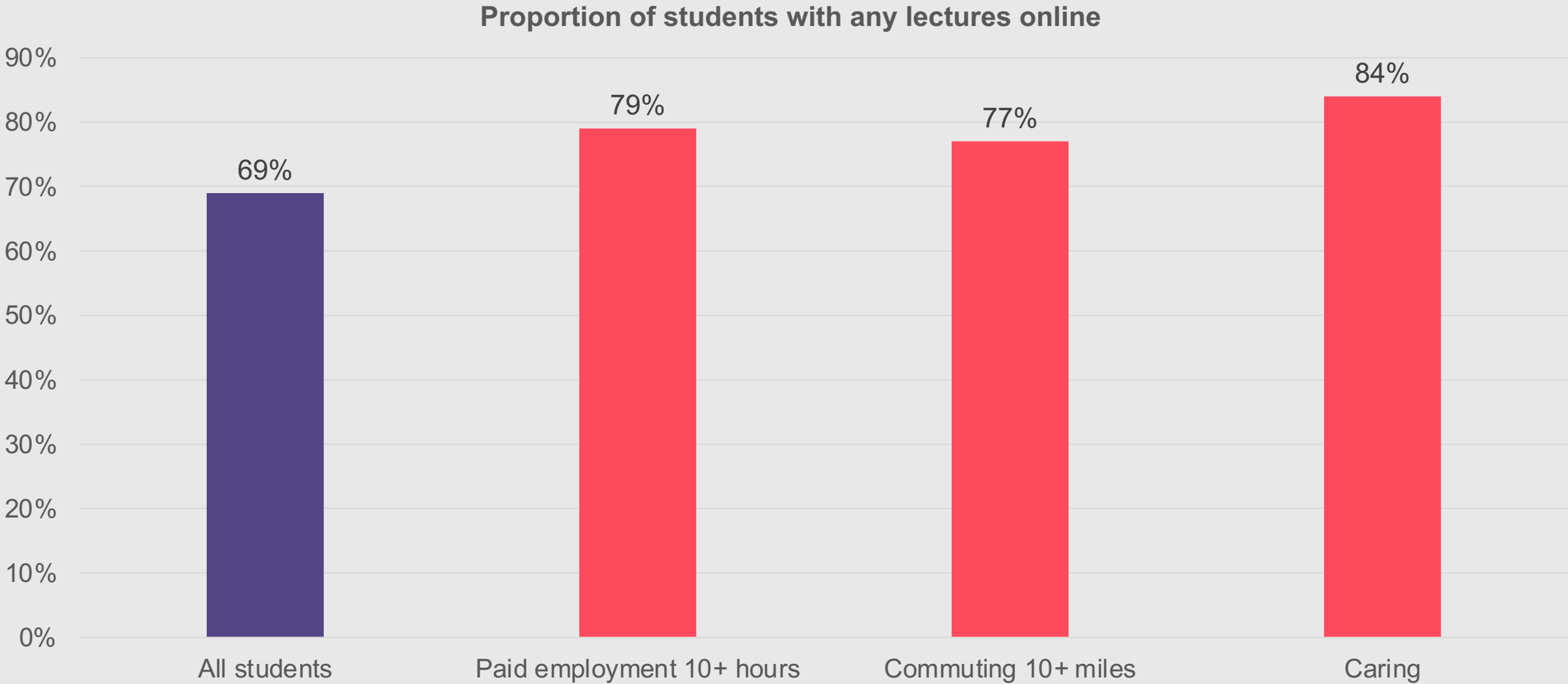


# This equates to high volumes of time spent in study or employment – well above the national average of time spent in full time work

Average number of hours spent studying or in employment

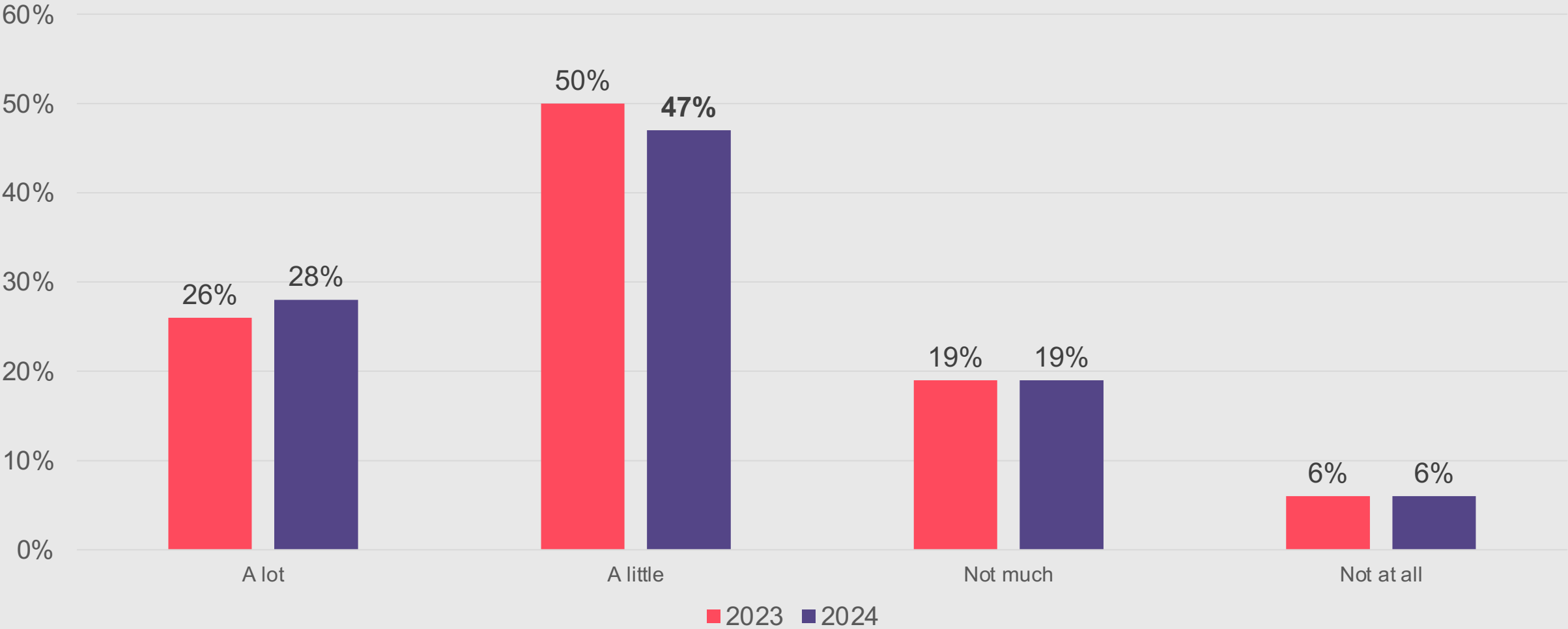


# One of the ways to support students with pressures of employment and caring / commuting is to offer a range of delivery methods to suit differing needs



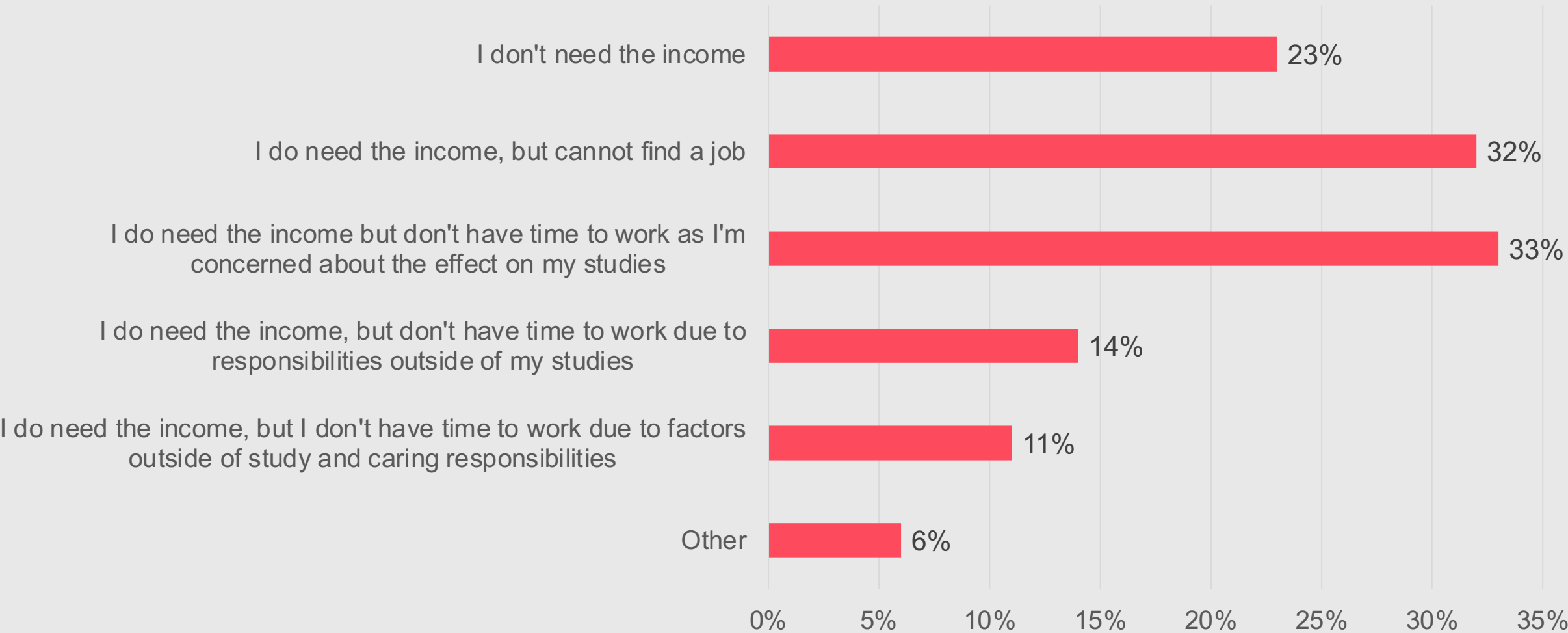
# The effects of the cost-of-living crisis have worsened for some students, but they are similar to last year overall

To what extent, if at all, have concerns or challenges around the cost of living negatively impacted your studies?



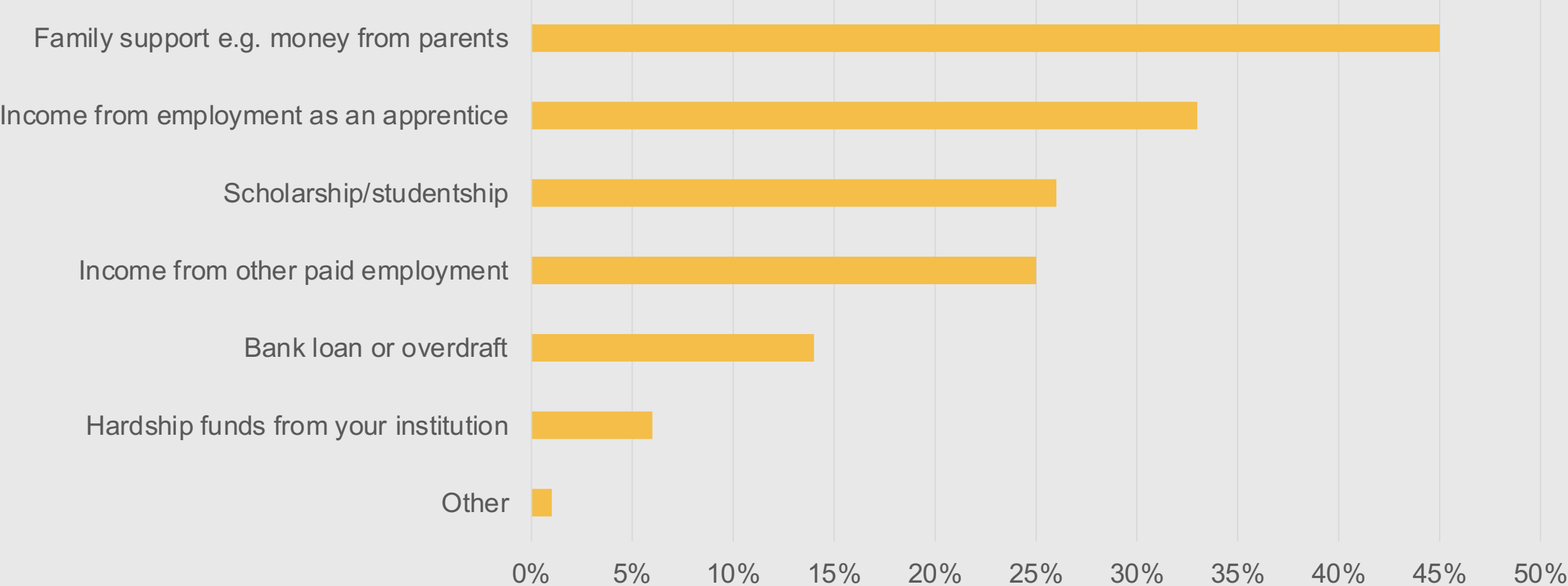
# Students want to work more hours, but are worried about the effect on their studies and other responsibilities

If you do not undertake paid work during term-time, was it for any of the following reasons? (Of those who do not work during term-time)



# Despite the ‘earn while you learn’ tagline, degree apprentices also depend on other income sources, such as family support and paid work

Which of the following do you use to cover your living costs? (Those studying for a degree apprenticeship)



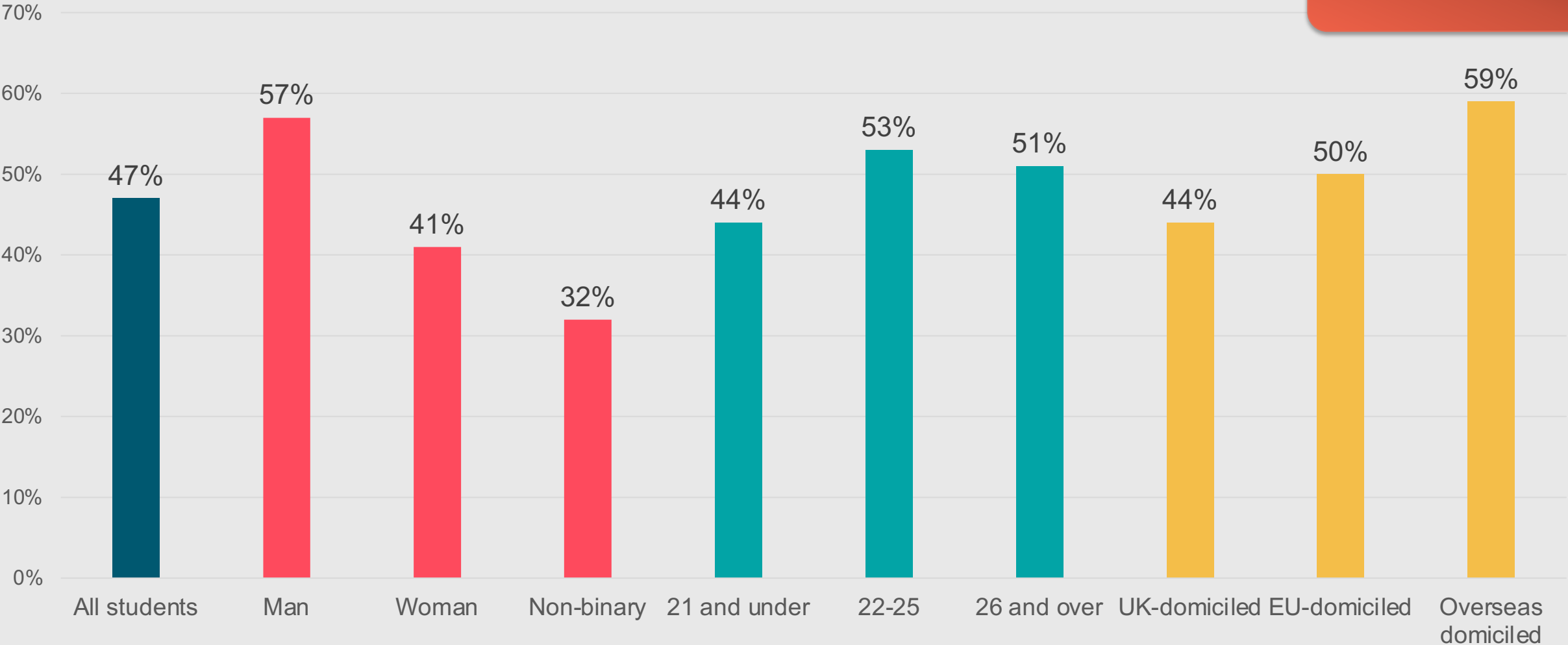
# There is a growing AI digital divide by gender, age, and domicile



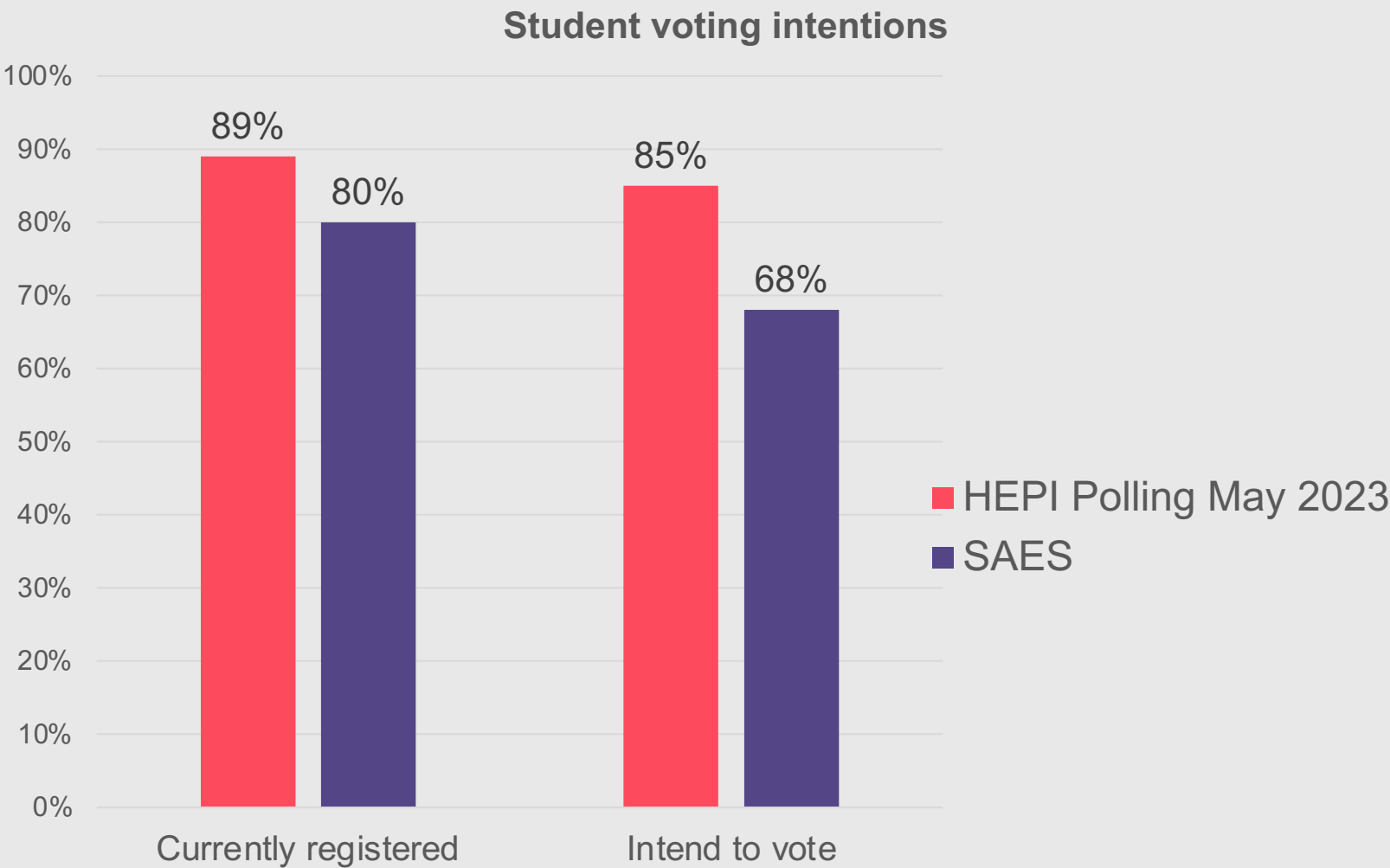
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Students who use AI tools at least once a month - by demographic

62% of students use AI at least a little



# Most students are registered to vote, but the number intending to vote is significantly lower than in comparable polling last year



I am registered to vote at...	% students registered to vote
My main home address only	69%
A term-time address only	7%
Both (the addresses are different)	15%
Both (the addresses are the same)	6%
Don't know	4%



**Review the maintenance support systems across all four nations**

**Facilitate high-quality part-time work on campus and local economies**

**Review the financial support offer for degree apprentices**

**Ask key welfare questions at registration points**

**Different institutional groups should share good practices in teaching approaches**

**Institutions should offer auto-enrolment to the electoral roll for students**