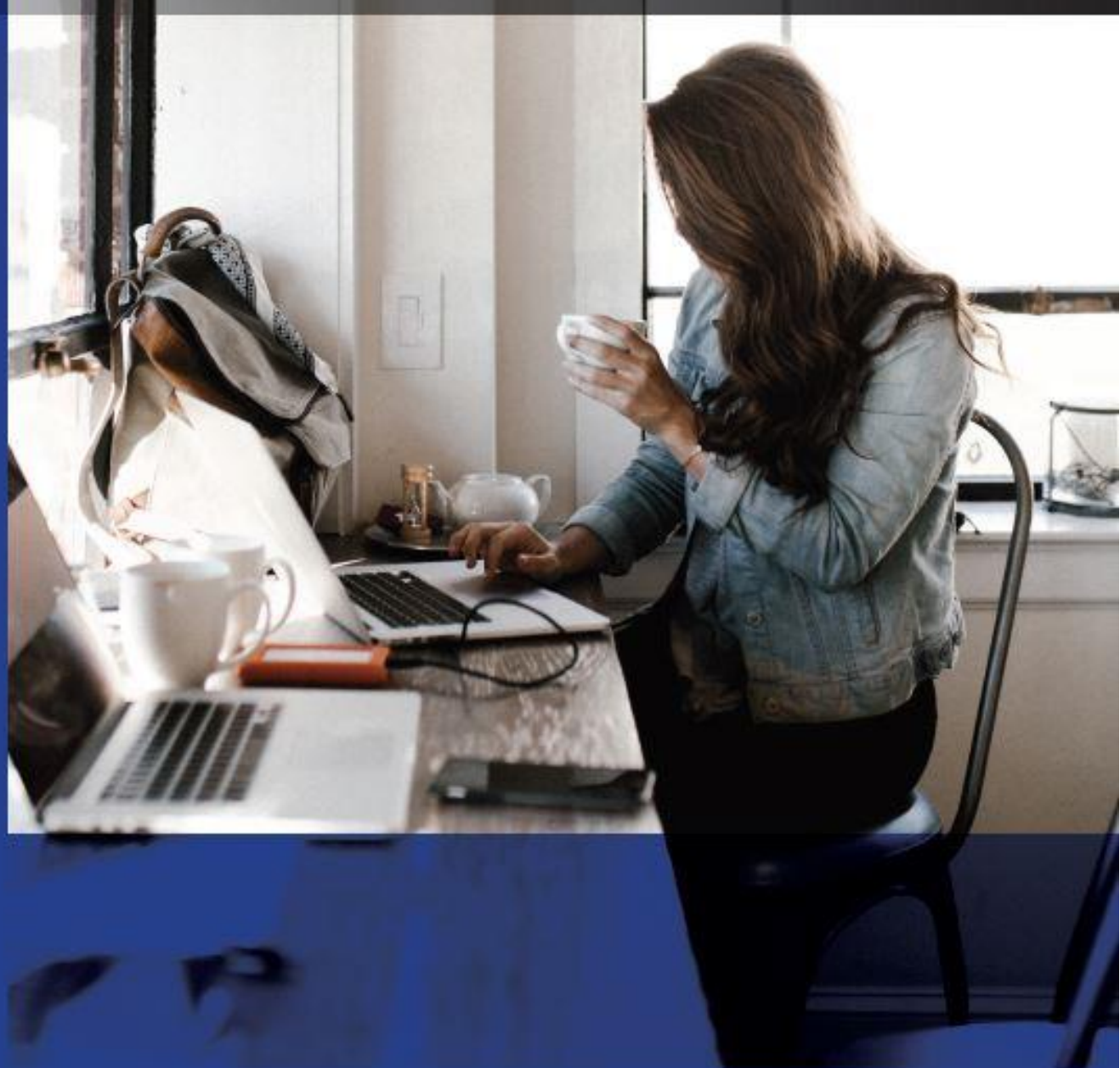


Tavistock and Portman Annual Student Survey 2019-20 OVERVIEW REPORT



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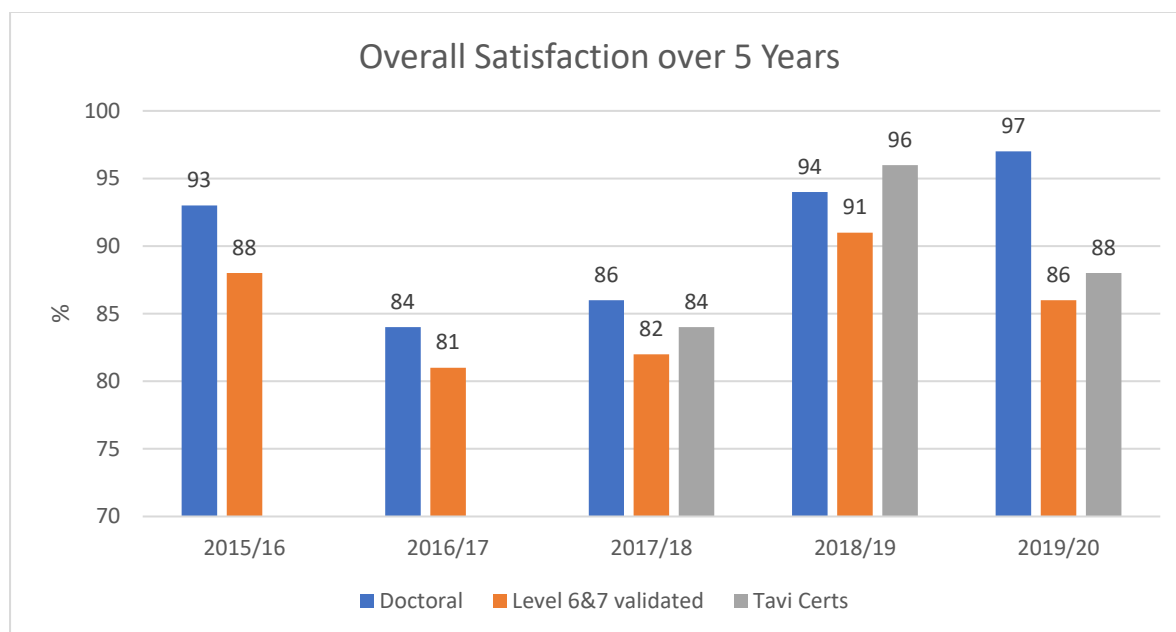
Analysis and report by Rebecca Bouckley,
Senior Quality Officer

1. Executive Summary

1.1 Highlights

Over a 5-year period, overall satisfaction has retained relative stability. There was a dip in 2016/17 and 2017/18 but has picked back up to 89% overall in the 2019/20 academic year. Doctoral courses see a consistently higher level of satisfaction over Postgraduate Taught students, and the gap between these has widened since the previous year. This could be a result of the pandemic, as doctoral students are much more accustomed to remote and lone working than taught students who are likely to have experienced much more disruption to their studies.

Figure 1: Overall Satisfaction of 5 years by type of delivery



Qualitative comments in response to the question ‘Please comment on one thing that has been the most enjoyable or interesting on your course’:

“I feel very proud to have undertaken this course and the tutors passion for the approach/work has been really inspiring” (D10 MA student)

“The teaching provided by seminar leaders and supervisors has been absolutely fantastic, better than I have ever experienced in years spent at the top universities in the country” (D59I Tavi Certificate student)

“I have loved every minute on this course. It has changed my life and encouraged me to change the life route I had been following. I am excited about the next steps!” (EC1 Grad Dip student)

“It is impossible to state one thing. I have enjoyed all aspects of this course very much.” (M80 DProf student)

1.2 Best performing sections

- Learning and Teaching: 89% (95% last year)
- Library Resources: 88% (90% last year)
- Knowledge Transfer and Career Development: 88% (75% last year)
- Professional Doc; thesis research and supervision: 85% (85% last year)
- Professional Doctorates (general): 81% (82% last year)
- Assessment and Marking: 73% (80% last year)

1.3 Sections for further consideration:

The sections which will be focussed on in section 5 of this report broadly fall into the following areas:

COVID-19

Student satisfaction to the Trust’s response to the pandemic situation was high, especially when compared to other higher education providers. Care will be needed to retain this level of satisfaction in the current academic year where the majority of programmes are being delivered online compared to just term 3 in 2019/20

Assessment

Assessment is always a category which leads to concern and has the potential to score below other areas of the survey. As most assessment is conducted at the end of the academic year, there was an effect due to the pandemic with extended deadlines and delayed feedback. It will be important to ensure that students studying in 2019/20 have clarity around assessment and any adjustments given the COVID situation. This includes communications regarding when marked work will be returned.

Organisation and Management

This has been an area for concerted action as a result of past surveys. In the 2019/20 feedback the areas where students are least satisfied are around opportunities to have input into how their courses are running. The Trust does have mechanisms for

collecting student feedback and for reporting back on actions taken. These include DET wide initiatives such as the Dean's Forum. At a course level, all programmes are required to have two or three committee meetings per year which include the opportunities for students to raise issues and to receive responses. The survey outcomes suggest that may be important to review the effectiveness of the current mechanisms for collecting feedback.

Student Support and Wellbeing

This area has shown an improvement in satisfaction over previous years. It may be that the extra support mechanisms put into place around the difficulties raised by the COVID pandemic and lockdown have made the students feel that there is more support available from the Trust. Students have made the Trust aware that they have been struggling through the pandemic as many of them have had to care for children who were not in schools, have faced personal experience of the illness and are in front line jobs which have had growing workloads.

1.4 Summary of Recommendations

Recommendation 1: To conduct interim surveys of student experience and satisfaction whilst the need for online teaching remains

Recommendation 2: To review and monitor the timescales for the return of student feedback and to ensure suitable communications are in place and that students are updated throughout the assessment processes

Recommendation 3: To review the effectiveness of the Course Committees as forums where student feedback may be discussed and actioned and to ensure that all students are aware of the outcomes.

2. Introduction

2.1 Background

The Trust has run an annual internal survey in various forms since 2004. For this academic year (2019/20), the questions were largely based on the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES), both run nationally by Advance HE (formerly Higher Education Academy), to enable national benchmarking. In order to capture the unique nature of the Trust's programmes and their integral link to NHS clinical training, additional questions were included.

The Office for Students has been consulting and trialling a possible national postgraduate student survey, akin to the National Student Survey (NSS) which would be mandatory for subscribing institutions. This work has been delayed due to the COVID-19 pandemic. The proposals to date have informed some of the questions in the Trust survey.

The COVID-19 pandemic leading to subsequent distancing and lockdown occurred immediately prior to the usual launch date of the survey. Given these circumstances and the need to quickly move teaching activity online, it was necessary to delay the start of the survey. In light of the situation, and in order to get results reflecting the totality of the academic year and not just the COVID response, the survey content was revised before publication.

2.2 Survey questions

The full survey questions may be found in Appendix 1

Due to the timing and the impact of the COVID-19 pandemic, there were some significant changes to the questions in this year's survey. In order to collect opinions on the Trust's response to the pandemic a new section was included early on. Respondents were asked to answer the remainder of the survey drawing on their experiences of the whole academic year rather than just the exceptional period from the onset of lockdown.

Also with the pandemic in mind, some sections which have been present in previous years were removed on the basis that responses would necessarily be influenced

heavily by the lockdown. This was also to shorten the overall length of the survey and the time which it would take for students to complete.

With reference to last year, the sections on information, ethical approval, placements and observations were removed. Additionally the section on rooming and timetabling was not present as that met a specific area of concern in 2018/19

Figure 2: student Survey sections 2019-20

Section	Number of questions	Type of questions
COVID-19 [NEW]	5	
Learning and Teaching	5	Branching questions
Engagement	5	
Assessment and Feedback	4	Branching questions
Student Support and Wellbeing: All students	2	Branching questions
Equality, Diversity and Inclusion	12	Branching questions
Masters Dissertations	4	Branching questions
Organisation and Management	5	
Knowledge Transfer and Career Development	4	
Resources (library)	2	
Resources (IT and Moodle)	2	
Professional Doctorates	9	Branching questions
Prof Docs: Thesis, Research & Supervision	12	Branching questions
Overall Satisfaction	5	

2.2.3 As depicted in the table above, most of the categories have branching questions so that students who have not experienced that aspect of the learning experience (for example placements) will not be asked questions relating to it.

2.2.4 Most questions are in the form of a statement, and students are asked to tick ‘definitely agree’, ‘mostly agree’, ‘neither agree nor disagree’, ‘mostly disagree’, ‘definitely disagree’, and ‘not applicable’ in response to each statement (the Likert scale). In addition, students were asked optional qualitative comments and a number of multiple-choice questions (for example, their course title).

2.2.5 Apart from the branching questions and qualitative comments, all questions were compulsory.

2.3 Analysis Methodology

2.3.1 In line with standard practice (National Student Survey, PTES and PRES), ‘definitely agree’ and ‘mostly agree’ responses are combined to calculate an overall positive (or

‘agree’) response to each statement. These calculations remove any non-responders and N/A answers.

- 2.3.2 In line with the previous year, partial responses which were completed up to the end of the Engagement section were included in the quantitative analysis. Qualitative data from these responses are not included as the students did not formally submit the survey.
 - 2.3.3 This report does not consider the outcomes from the questions regarding Equalities, Diversity and Inclusion as these results are reported as part of the separate DET annual EDI report.
-

3. Response Rate and Distribution

3.1 Response Rate

Figure 3: Response Rates over 4 years, Tavistock & Portman online student surveys

2016/17	2017/18	2018/19	2019/20
49%	59%	63%	41%

3.1.1 The response rate in 2019/20 was largely affected by:

the timing of release – this was much later than in previous years and was at a time when most students had finished actively studying for the academic year

the period for which it ran – this was much shorter than in previous years

In addition we are aware that many students were affected by the COVID-19 situation in their home and work lives which will have limited their ability to engage with the survey.

3.1.2 Despite the lower response rate, the Trust survey continues to outperform the main national postgraduate surveys. The Postgraduate Taught Experience Survey (PTES) had a response rate of 32% in 2019.

3.1.3 Whilst we would anticipate a minimum participation rate of 50% to ensure that data truly captures the breadth of the student voice, the 41% of the population responding gives a clear direction on the thoughts and feelings of our student body.

3.2 Marketing

Figure 4: Example of a graphical email footer used to promote the survey



3.2.1 Given the timing of the survey period and the closure of the Tavistock Centre to any teaching activity which was scheduled over the summer, it was necessary to have a campaign delivered entirely via email

Communication were made to students and staff at the survey launch.

Follow up communications were made periodically to students who had not completed the survey. The Smart Survey software allows for students who have completed the survey to be anonymously removed from these mailings.

Course Leads were periodically updated with their response rates and were encouraged to send their own messages to promote engagement.

- A prize draw was also set up for students who completed the survey – for one of five £25 Amazon vouchers.

3.3 Distribution

3.3.1 The survey ran for 3 weeks from the 7th to the 31st July 2020. It was distributed online via *Smart Survey* which was the same platform used last year.

3.3.2 All students who were on Tavistock Certificate courses (of at least one year in duration), and all validated course provision were invited to complete the survey. Students were invited to complete one survey for each course they were on.

4. Overall Satisfaction Analysis

4.1 Overall satisfaction

Qualitative comments in response to the question 'Please comment on one thing that has been the most enjoyable or interesting on your course':

The vibrancy of the course tutors: engaged and alive!

Stimulating intellectual discussions in the reading group, with challenging and relevant papers.

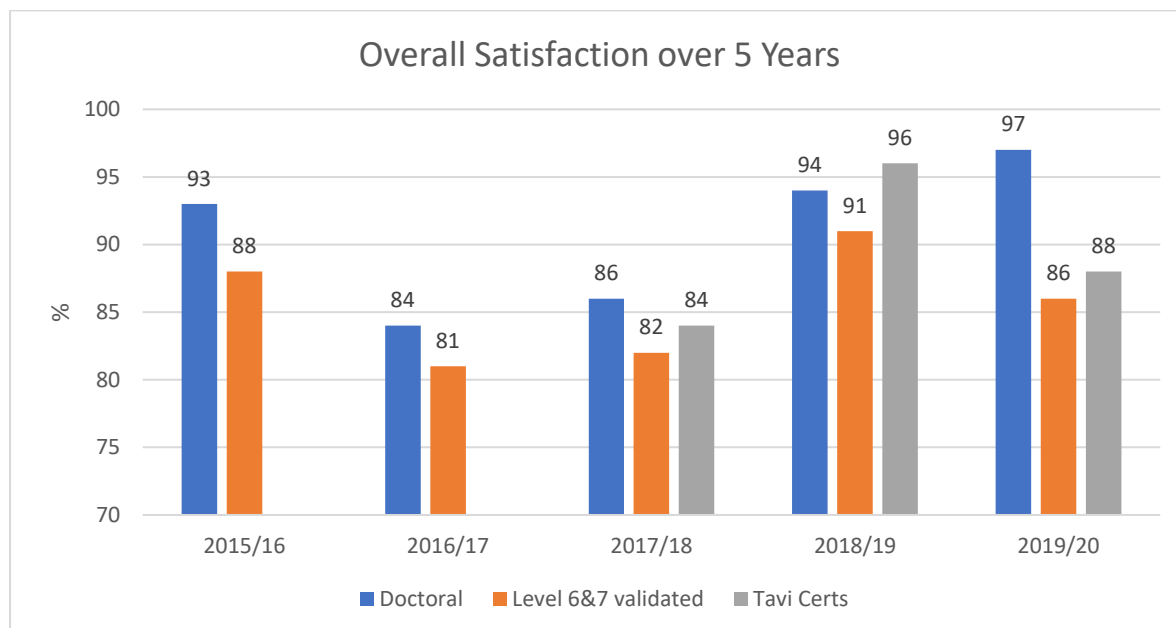
I have really enjoyed the course as the staff are passionate about teaching the ideas of psychoanalysis and the teaching is of a high level, from experts in the field

Seminar leaders have been very supportive, enthusiastic to teach us

A full list of written responses to the survey questions may be found in Appendix 2.

- 4.1.1 In line with national surveys, the overall satisfaction is based on the 'agree' responses to the statement 'Overall, I am satisfied with the quality of the course' This question has remained consistent across previous Taught Postgraduate surveys and so direct comparison can be taken.
- 4.1.2 The headline overall satisfaction score of 89% breaks down into 97% for doctoral (research) students, 86% for level 6 and 7 (taught) students on validated programmes, and 88% for Tavistock Certificate courses (non-validated). The fact that there are fewer doctoral students than taught means that the overall average calculates as closer to the latter.
- 4.1.3 With the exception of the doctoral students, the satisfaction scores show a decrease in comparison with last year. This might not be unexpected given the sudden and unexpected impact of the COVID-19 pandemic which caused all teaching to move online after the Easter break. It is an affirmation of the Trust's response that the satisfaction overall for the year held up as well as it did. However, it does need to be recognised that the bulk of teaching activity has finished by Easter for most programmes. The lower response rate may also be a factor in the variation in the scores seen in 2019/20.

Figure 4: Overall Satisfaction over 5 Years



4.1.4 The satisfaction rates for 2019/20 are not out of line with those seen over the last five years despite the pandemic and the enforced move to remote delivery. It is notable that doctoral programmes have shown an overall increase in satisfaction. Students on these programmes are more likely to be in full-time study or are working on research outside of a regular lecture and seminar timetable.

4.1.5 For comparison with the wider sector, the Postgraduate Taught Experience Survey (PTES) gave 82% satisfaction, published October 2019, and the Postgraduate Research Experience Survey (PRES) gave 80% satisfaction, published November 2020.

4.2 Satisfaction by Section

4.2.1 Satisfaction by section is calculated by taking the mean average of all the responses which are on the Likert scale within each section (for example, the average of all responses to learning and teaching questions) (Figure).

4.2.2 The average of all the sections together is 76%. We can therefore take a general figure of 76% as a way of internally benchmarking performance across the sections of the survey.

- 4.2.2 Compared to the national data for these sections, the Trust performs comparably **(Error! Reference source not found.)**. This is using the latest, 2019, dataset from the Postgraduate Taught Experience Survey (PTES).
- 4.2.2.1 The Trust continues to outperform the sector in learning and teaching (89% against 83%) whilst it is just behind on the other indicators. In looking at this comparison it needs to be recognised that the 2020 dataset for PTES has yet to be published and consequently the impact of the lockdown is not evident in the national figures.
- 4.2.2.2 The Dissertation section continues to be behind the national data (73% against 79%). This area merits further investigation ...

Figure 5: Changing Satisfaction over 4 Years by Section

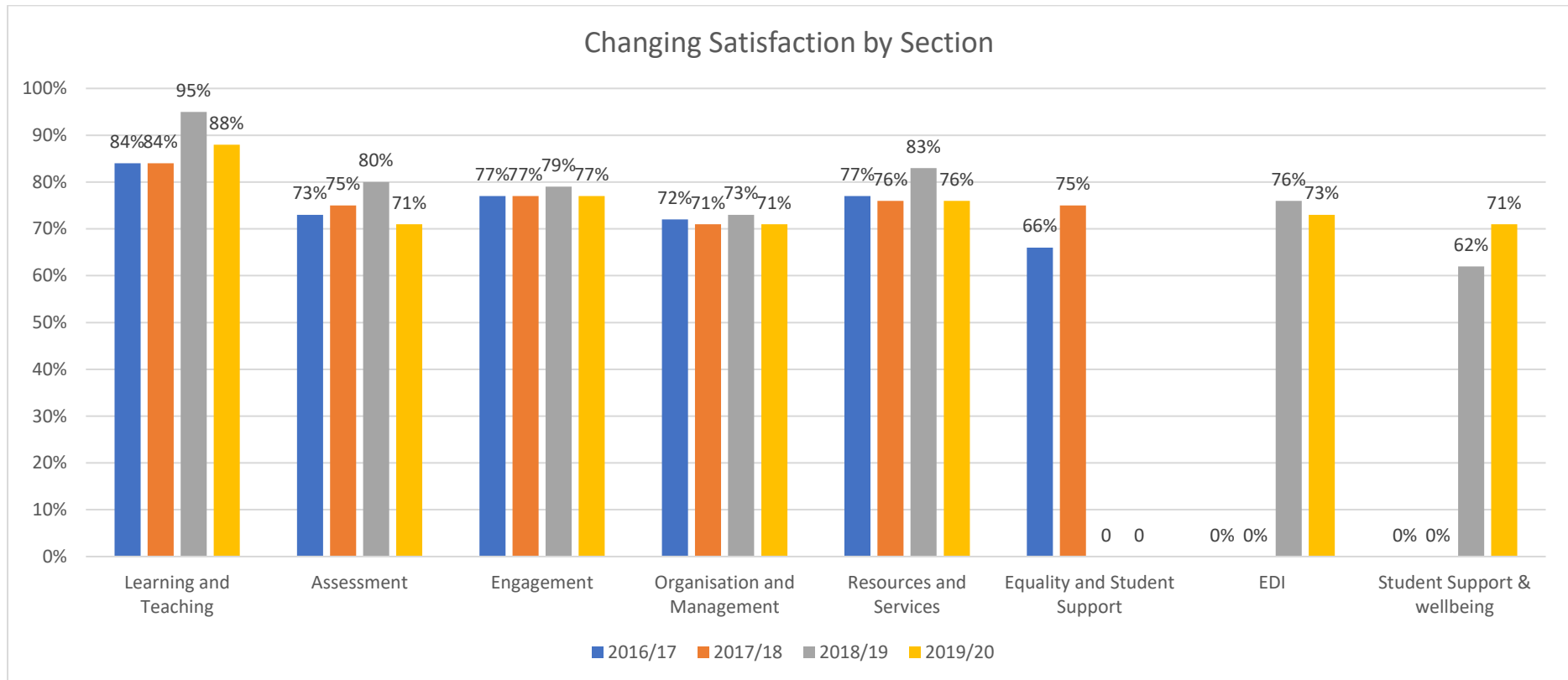
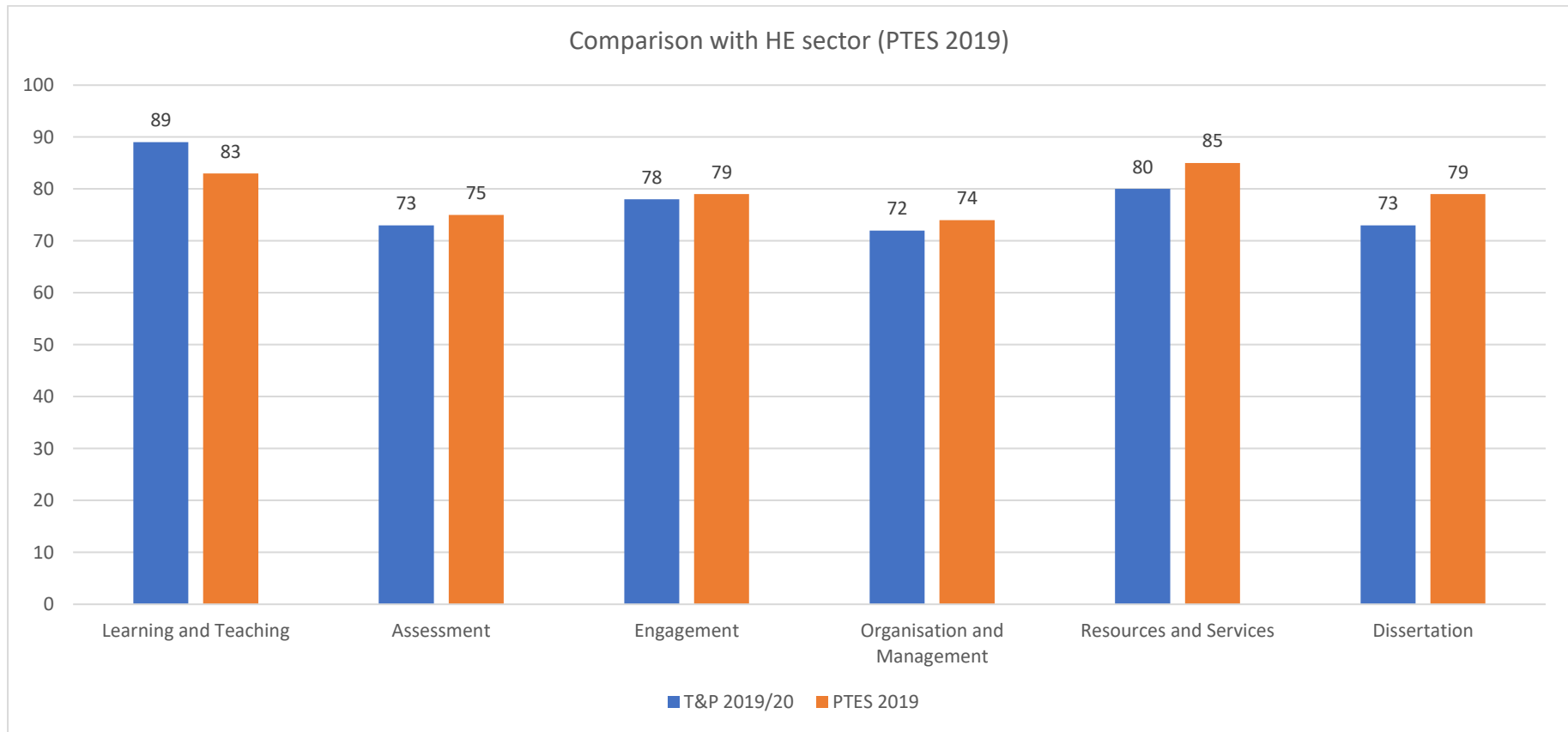


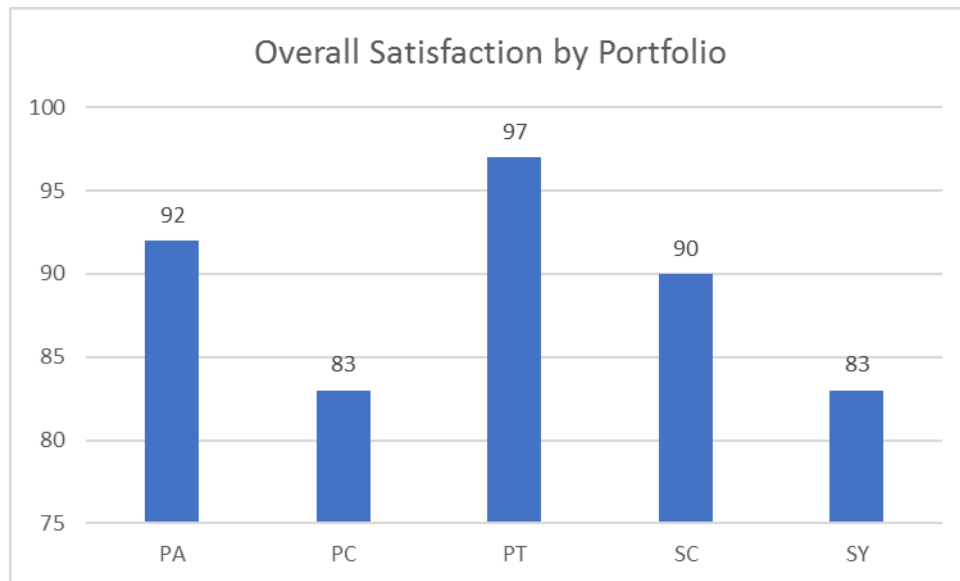
Figure 6: Comparison Between PTES (2019) Sections and T&P Sections



4.3 Satisfaction by Portfolio

4.3.1 Across the portfolios, satisfaction is broadly similar between Psychoanalytic Applied and Social Care. Psychoanalytic Clinical and Systemic are both below whilst Psychological Therapies did significantly better.

Figure 5: 2019/20 Survey Overall Satisfaction by Portfolio



4.4 By Institution

4.1.1 The overall satisfaction rates returned by students at all national centres of delivery were between 90 and 100%. There is a longstanding trend for these students to give higher satisfaction scores than those in London, mainly put down to the smaller group sizes in these locations. There is also the issue that there were only small numbers of students completing the survey at each location making the outcomes less robust.

5. In focus

5.1 Introduction

5.1.1 In this section, areas of the survey are explored in greater detail. These include areas of current interest as well as those that have performed below the Trust average of 75%

5.2 COVID-19

5.2.1 The emergence of the pandemic COVID outbreak took place towards the end of the second term of teaching with the lockdown being in force by the time term three commenced. Students were asked about their satisfaction with the communication, support and overall experience from the Trust at this time (Figure 7). The responses in the range 71-81% represent a positive view of the approach taken and the communications. This is against a national picture of levels of satisfaction amongst students being in the 40-50% range (various surveys, reported by Times Higher Education).

5.2.2 It will be important for the Trust to follow up in year during 2020/21 as online delivery is continuing for terms 1 and 2 and is likely to be necessary in term 3. There may be a significant difference to the experience of a small proportion of teaching being delivered online at the end of an academic year compared to a full programme of teaching.

5.2.3 Qualitative comments about positive and negative experiences included:

Seminars worked better than expected, but would still have preferred to meet in person. Social aspect before/after class was really helpful to discuss aspects of course.

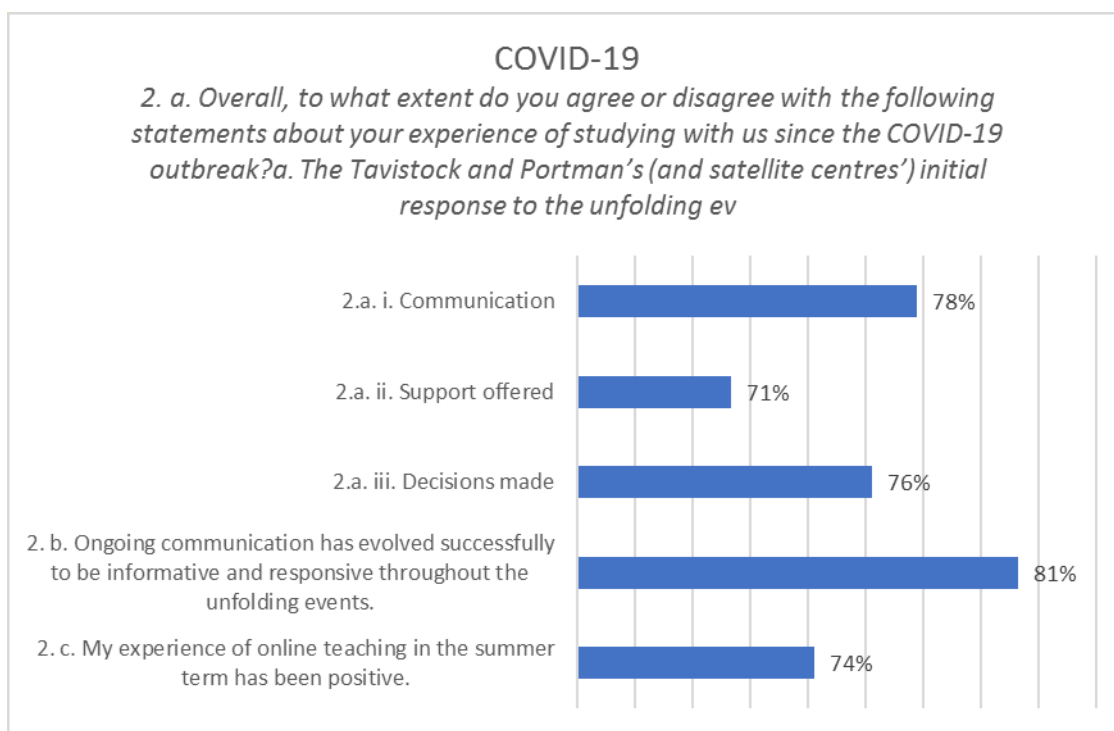
I have been impressed and am grateful to staff for their balance of professionalism and understanding during the unfolding pandemic. Teaching has continued to be invaluable. I do however find a full day on zoom really physically uncomfortable -the hours sitting and watching a screen have been much harder and take their toll in a different sort of way. I would really appreciate more breaks in the day.

I was frustrated that despite a commitment to seminars being slightly shortened to take account of the strain of working via zoom, some seminar leaders did not keep to this. I was deeply grateful for those who did.

The support and reassurance from lecturers, and the continuation of their efforts to give us high quality education

Hard work at first and took time to adjusting attending seminars via a screen. Felt incredibly alone between seminars and missed my fellow students. Very tiring to be on a screen for work and study and then to sit and do assignments on a screen - feel screened-out!

Figure 7: Satisfaction questions with regard to the COVID-19 response



RECOMMENDATION 1 – To conduct interim surveys of student experience and satisfaction whilst the need for online teaching remains

5.3 Assessment

Satisfaction with assessment has shown a drop this year. This may be not unexpected given that for most programmes, the assessment tasks are completed in term three which was when the lockdown came into effect.

The Trust is aware that many students had difficulties in completing their assessment work to the published deadlines. Many students requested extenuating circumstances were taken into account and the vast majority of these were related to the consequences of the pandemic on their home and work lives. The Trust and its university partners worked to

ensure that students were not adversely affected when requesting consideration due to such circumstances.

Figure 8 shows the breakdown of responses to the questions on assessment comparing this year with the last.

Figure 8 All responses to questions on assessment

	2018/19	2019/20
Q.8. a. The criteria used in marking have been made clear in advance for all modules	80%	72%
Q.10. a. Assessment arrangements and marking have been fair	78%	75%
Q.10. b. Feedback on my work has been prompt (received within four weeks of submitting the assignment)	84%	66%
Q.10. c. Feedback on my work (written or oral) has been clear and helpful	77%	80%

The biggest drop in satisfaction was regarding the promptness of feedback. This may have been due to extensions to deadlines given to student groups to mitigate the lockdown situation. Some students handed in to the original dates. Also some markers will have been affected by the situation themselves which may have caused delays.

Comments from students included:

Assessment deadline fell just prior to lockdown - making the experience very difficult as had so much to deal with very negatively impacted on my performance

It was not clear when or if we would be receiving feedback; students received feedback at different times throughout the year, and this increased anxiety and concern. However, the feedback that I did receive was clear, constructive and encouraging. I was moved by the time and care that tutors took to support me in my learning.

As the pandemic situation is continuing, it will be important for course leads to manage the assessment and marking procedure including ensuring that students are aware when to expect their feedback.

RECOMMENDATION 2 – To review and monitor the timescales for the return of student feedback and to ensure suitable communications are in place and that students are updated throughout the assessment processes

5.4 Organisation and Management

This area continues to give responses below the benchmarked average. The overall score has not varied over four years despite a lot of work in DET around communications and feedback to students. This work has included regular Dean’s Forum events and a Student Digest circulated by email.

The breakdown of the contributory questions (Figure 9) shows that whilst only timetabling arrangements score well, the lowest score is around input into the running of programmes. This is also supported by a positive response rate of 60% for ‘My institution values and responds to my feedback’ from the Engagement question set.

Figure 9 Questions from the ‘Organisation and Management’ grouping

Q.23. a. The timetable fits well with my other commitments	83%
Q.23. b. Any changes in the course or teaching have been communicated effectively	72%
Q.23. c. The course is well organised and running smoothly	70%
Q.23. d. I was given appropriate guidance and support when I started my course	74%
Q.23. e. I am encouraged to be involved in decisions about how my course is run	61%

Student comments include:

The response to feedback from the course lead was usually quite dismissive. The response was usually that the course lead/team "know best" and students have to trust them.

Opportunities to be open about the course were limited by an institutional reluctance to inform students about the purpose of the sessions before the session, leaving students unable to prepare and make best use of such a session.

I am not sure I know how the staff processes our feedback, and how/if they act on it

Courses have two or three course committees each academic year where designed student reps can bring feedback. The scoring, supported by the written comments, suggest that these are not currently serving their purpose and that there is not sufficient dissemination of the discussions or robust responses from the Trust. The qualitative responses indicate that not all course staff are open to discussing their programmes with students.

RECOMMENDATION 3 – To review the effectiveness of the Course Committees as forums where student feedback may be discussed and actioned and to ensure that all students are aware of the outcomes.

5.5 Student Support and Wellbeing

Despite being below the benchmarked average, this section has shown an improvement over the previous year. This may be related to the COVID situation and the extra support which was provided by the Trust for students who were experiencing emotional difficulties. The majority of the qualitative comments are either positive or negative comments regarding the effectiveness of personal tutors. It is evident that Trust students appreciate having a personal tutor and rely on support from them. There is little commentary around other forms of support although some comments do highlight a perceived shortage of pastoral care.

6 Performance by Course

6.1 Introduction

- 6.1.1 Course Teams have been provided with their individual survey results as part of the Annual Review of Courses (ARC), where they report on their course performance. The ARC reports are based on feedback from various sources (including the student survey, external examiner comments and course committees) and create an action plan for the year. These are reviewed by the Portfolio manager and presented at the Quality Review meeting of the ARCs. The Quality Review panel members will be looking to ensure that all survey results that are lower than the Trust average have been addressed and considered by the course team.
- 6.1.2 Students have the opportunity to feed into the Annual Review of Courses process through the Course Committees, where the draft reports are presented.
- 6.1.3 Below is a summary by course of performance against each section of the survey, presented as 'heat maps' which provide a quick visual representation of the range of results. The heat maps from the previous year are included for comparison.

6.2 Postgraduate Taught

2019/20

Figure 6: Heat map of 2019/20 Level 6&7 (Postgraduate Taught) Tavistock-based courses by section

	D24	D24A	D4F	D4I	M6	D10	EC1	M7	M16	M34	D58	Tavi (all)	PGT Lvl 6+7
<i>n</i> of respondents	16	2	9	11	19	29	16	49	13	23	41	1259	
Response rate (%)	41	33	27	26	35	51	59	45	72	61	51	41	
COVID-19	84	100	71	55	73	83	82	83	79	63	70	78	72
EQUALITY, DIVERSITY & INCLUSION (%)	93	100	81	71	92	72	78	67	68	69	63	74	78
LEARNING AND TEACHING (%)	97	100	84	66	83	92	86	91	80	88	84	89	87
ENGAGEMENT (%)	93	75	78	64	75	77	78	77	68	76	66	78	78
ASSESSMENT & FEEDBACK (%)	83	100	61	64	78	84	81	68	57	67	45	73	74
EMPLOYABILITY (%)	90	83	67	79	88	92	87	86	64	87	87	88	84
LIBRARY RESOURCES (%)	89	100	69	86	94	92	81	97	89	100	90	88	86
IT & MOODLE RESOURCES (%)	85	75	49	80	56	68	64	73	61	75	62	72	73
STUDENT SUPPORT & WELLBEING (%)	79	100	67	63	56	85	72	74	33	73	58	73	70
MASTERS DISSERTATION (%)					57			74	51	37	28	73	73
ORGANISATION & MANAGEMENT (%)	89	80	75	55	59	82	81	75	52	68	51	72	70
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	100	63	73	83	92	77	88	67	100	77	89	86

NB The shaded headings are new or revised sections that cannot be directly compared with the previous year.

2018/19

Figure 7: Heat map of 2018/19 Level 6&7 (Postgraduate Taught) survey results by section

	D24	D24A	D4F	D4I	M6	D10	EC1	M7	M9	M16	M34	D58	Tavi (all)	PGT Lvl 6+7
<i>n</i> of respondents	16	5	23	15	34	37	30	70	2	15	31	52	752	484
Response rate (%)	53	56	66	83	68	63	91	68	100	63	74	85	65	72

EQUALITY, DIVERSITY & INCLUSION (%)	86	96	78	88	75	66	91	74	60	74	66	65	76	78
HARRASSMENT & BULLYING (%)	81	53	52	77	62	59	80	40	50	37	68	53	68	66
TIMETABLING & ROOM SCHEDULING	81	100	63	65	38	76	77	52	75	54	55	38	54	58
LEARNING AND TEACHING (%)	100	100	83	91	93	92	96	93	100	87	95	91	95	94
ENGAGEMENT (%)	92	100	76	90	73	63	87	74	75	67	82	74	79	79
ASSESSMENT & FEEDBACK (%)	91	100	60	73	85	72	85	78	NA	56	76	60	80	77
INFORMATION (%)	88	100	64	69	86	82	91	82	100	76	75	73	82	81
EMPLOYABILITY (%)	76	78	69	72	73	66	77	74	60	49	74	59	75	72
LIBRARY RESOURCES (%)	95	100	76	78	93	83	86	95	100	83	98	91	90	89
IT & MOODLE RESOURCES (%)	89	100	41	68	63	53	78	79	100	58	74	63	73	70
STUDENT SUPPORT & WELLBEING (%)	70	88	49	68	41	59	67	64	NA	63	75	58	54	52
MASTERS DISSERTATION (%)	NA	NA	NA	NA	78	39	NA	93	NA	80	66	0	72	71
ORGANISATION & MANAGEMENT (%)	89	95	50	69	61	74	92	69	90	49	70	50	73	72
ETHICS (%)	NA	NA	NA	NA	78	90	NA	100	NA	100	NA	NA	82	89
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	67	100	65	81	73	64	88	85	100	100	68	71	80	75
OBSERVATIONS (%)	87	92	NA	67	NA	93	90	89	83	83	100	83	89	91
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	100	72	86	80	100	96	89	100	79	83	81	92	90

6.2 Doctorates

2019/20

Questions	M4	D10D	M80 (all)	M10	D55	D50_D60	Tavi (all)	Doctorates
<i>n</i> of respondents	31	9	41	12	10	3	1259	
Response rate (%)	66	41	31	48	40	21	41	
COVID-19	77	71	87	87	78	67	78	78
EQUALITY, DIVERSITY & INCLUSION (%)	74	80	55	91	62	100	74	77
LEARNING AND TEACHING (%)	89	97	97	99	84	64	89	88
ENGAGEMENT (%)	78	89	80	90	78	81	78	83
ASSESSMENT & FEEDBACK (%)	68	87	87	89	87	0	73	70
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	95	85	96	97	83	100	88	93
LIBRARY RESOURCES (%)	88	78	94	88	75	100	88	87
IT & MOODLE RESOURCES (%)	83	57	75	82	75	100	72	79
STUDENT SUPPORT & WELLBEING (%)	91	93	82	75	83	50	73	79
ORGANISATION & MANAGEMENT (%)	69	73	75	92	69	60	72	73
PROFESSIONAL DOCTORATES (%)	93	78	77	90	64	67	81	81
PROF DOCS: THESIS, RESEARCH & SUPERVISION (%)	78	97	83	97	88	75	85	85
Q127. 1. Overall, I am satisfied with the quality of the course (%)	96	89	100	100	88	100	89	96

2018/19

Figure 8: Heat map of 2018/19 Level 8 (Doctorate) courses by section

Questions	M5	M4	D10D	M80 (all)	M10	D55	D50_D60	Tavi (all)	Doctorates
<i>n</i> of respondents	2	33	11	85	17	11	7	752	166
Response rate (%)	25	72	73	63	85	69	47	65	65
EQUALITY, DIVERSITY & INCLUSION (%)	90	72	80	71	93	85	82	76	76
HARRASSMENT & BULLYING (%)	50	76	77	77	71	59	93	68	75
TIMETABLING & ROOM SCHEDULING (%)	0	24	55	42	59	62	43	54	42
LEARNING AND TEACHING (%)	90	98	96	98	100	93	97	95	98
ENGAGEMENT (%)	88	78	95	74	90	80	88	79	79
ASSESSMENT & FEEDBACK (%)	50	83	93	84	97	98	96	80	87
INFORMATION (%)	83	74	63	87	87	91	83	82	83
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	80	91	88	86	80	71	93	75	87
LIBRARY RESOURCES (%)	100	97	89	96	98	97	83	90	95
IT & MOODLE RESOURCES (%)	50	72	56	84	66	85	100	73	78
STUDENT SUPPORT & WELLBEING (%)	90	67	100	90	91	90	100	54	66
MASTERS DISSERTATION (%)	NA	NA	NA	100	NA	NA	NA	72	NA
ORGANISATION & MANAGEMENT (%)	50	64	65	82	85	80	84	73	77
PROFESSIONAL DOCTORATES (%)	100	87	89	79	80	78	97	82	82
PROF DOCS: THESIS, RESEARCH & SUPERVISION (%)	100	86	92	85	100	83	90	85	85
ETHICS (%)	100	66	70	85	50	100	100	82	76
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	100	89	100	89	NA	100	100	80	89
OBSERVATIONS (%)	100	79	NA	100	50	NA	NA	89	78
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	87	100	94	100	90	100	92	94

6.3 Tavistock Certificate (Non-Validated) Courses

	D1 2	M2 1	D1 8	D58 M	D59 C	D59 F	D59 I	D59 L	D6 5	M 1	M1 4	D10 C	Tavi (all)	Tavi Certs
<i>n</i> of responses	19	8	8	5	2	2	18	3	3	8	3	8	1259	
Response rate (%)	29	67	80	56	12	12	41	43	50	29	43	47	41	
COVID-19	88	70	85	100	60	90	80	93	87	65	93	63	78	81
EQUALITY, DIVERSITY & INCLUSION (%)	75	80	82	75	88	56	80	83	100	61	92	75	74	79
LEARNING AND TEACHING (%)	85	91	93	94	93	89	91	67	81	91	90	86	89	89
ENGAGEMENT (%)	79	88	88	90	75	58	72	61	100	65	94	81	78	79
ASSESSMENT & FEEDBACK (%)	73	94	89	85	38	88	58	100	100	71	100	97	73	83
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	89	92	88	100	100	72	85	100	100	75	89	90	88	92
LIBRARY RESOURCES (%)	83	94	88	90	75	50	92	75	100	94	67	79	88	82
IT & MOODLE RESOURCES (%)	76	75	84	90	25	63	69	75	50	80	100	70	72	64
STUDENT SUPPORT & WELLBEING (%)	75	81	75	87	83	58	49	89	100	75	72	83	73	80
ORGANISATION & MANAGEMENT (%)	90	75	75	96	60	65	60	60	100	58	60	63	72	73
Q127. 1. Overall, I am satisfied with the quality of the course	94	100	100	100	100	50	85	100	100	88	100	71	89	92

Figure 13: : Heat map of 2018/19 Tavistock Certificate courses by section

	D12	M21	D18	D58	D59C	D59F	D59I	D59L	D65	M1	M14	D10C	Tavi (all)	Tavi Certs
<i>n</i> of responses	31	5	6	6	10	2	18	2	4	15	2	1	752	102
Response rate (%)	63	50	100	100	111	18	62	25	57	52	25	14	65	57
EQUALITY, DIVERSITY & INCLUSION (%)	82	76	56	73	70	60	76	90	60	55	60	60	76	72%
HARRASSMENT & BULLYING (%)	66	80	42	75	60	50	72	75	25	57	100	50	68	64%
TIMETABLING & ROOM SCHEDULING (%)	75	80	83	50	55	100	31	25	88	35	25	0	54	58%
LEARNING AND TEACHING (%)	91	96	93	100	98	100	97	100	100	91	100	100	95	94%
ENGAGEMENT (%)	86	65	95	83	93	63	71	100	100	70	75	75	79	81%
ASSESSMENT & FEEDBACK (%)	89	80	92	63	93	50	85	88	50	51	100	100	80	83%
INFORMATION (%)	95	73	87	72	97	83	82	83	78	64	50	67	82	83%
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	73	84	61	83	75	70	70	90	70	67	100	80	75	72%
LIBRARY RESOURCES (%)	89	73	100	72	88	100	91	83	67	71	100	0	90	84%
IT & MOODLE RESOURCES (%)	93	60	88	45	94	50	75	50	67	70	100	0	73	78%
STUDENT SUPPORT & WELLBEING (%)	60	80	80	80	78	75	59	100	67	57	25	100	54	49%
ORGANISATION & MANAGEMENT (%)	88	80	81	83	84	50	60	100	93	44	70	40	73	73%
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	81	100	100	69	91	100	82	38	75	81	100	NA	80	80%
OBSERVATIONS (%)	78	NA	NA	NA	NA	NA	90	100	NA	39	100	NA	89	84%
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	100	100	100	100	100	88	100	100	87	100	100	92	96%

6.4 National Centres

2019/20

	Belfast		B'ham	Milan	Stroud		Jersey	Sussex	Kent	Leeds		
Questions	M7N	M9N	M7B	M7M	D24	M34	D4I	D4F	D4F	D58L	M80N	All NC
<i>n</i> of completions	10	4	6	5	7	4	2	4	3	3	6	54
COVID-19	80	100	73	84	57	75	70	85	47	93	69	76
EQUALITY, DIVERSITY & INCLUSION	84	100	92	90	75	81	100	94	92	75	53	88
LEARNING AND TEACHING	96	100	98	100	61	96	100	100	81	90	100	92
ENGAGEMENT	85	100	94	97	50	100	75	75	69	89	92	83
ASSESSMENT & FEEDBACK	84	92	75	87	79	63	88	94	42	75	90	78
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT	87	100	94	100	67	92	100	92	78	89	100	90
LIBRARY RESOURCES	75	100	92	83	85	67	50	100	100	83	92	84
IT & MOODLE RESOURCES	50	100	65	100	53	17	25	50	58	50	72	57
STUDENT SUPPORT & WELLBEING	75	100	89	100	33	100	83	64	78	89	100	81
MASTERS DISSERTATION	100	100	NA	100	NA	75	NA	NA	NA	100	NA	95
ORGANISATION & MANAGEMENT	90	100	77	80	63	75	70	72	67	100	93	79
PROFESSIONAL DOCTORATES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100	
PROF DOCS: THESIS, RESEARCH & SUPERVISION	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	-	
Q127. 1. Overall, I am satisfied with the quality of the course	100	100	100	100	80	100	100	100	100	100	100	98

Figure 149: Heat map of 2018/19 National Centre courses by section

	Belfast		B'ham	Bristol	Devon	Flrnce	Genoa	Milan	Gl'str	Jersey	Kent	Leeds		
Questions	M7N	M9N	M7B	M7K	M7 D	M7F	M7G	M7M	D24/ A G	D4FJ	D4IK	D58L	M8N	All NC
<i>n of completions</i>	11	8	9	15	4	13	5	8	10	2	2	12	8	109
EQUALITY, DIVERSITY & INCLUSION	89	87	82	73	80	88	72	98	78	100	100	79	71	83
HARRASSMENT & BULLYING	82	69	78	70	63	58	70	88	85	75	75	83	88	76
LEARNING AND TEACHING	98	100	98	99	90	97	72	100	100	100	100	92	93	96
ENGAGEMENT	95	91	97	86	81	88	40	100	73	100	100	85	78	85
ASSESSMENT & FEEDBACK	83	92	87	86	100	80	73	73	78	100	75	67	93	82
INFORMATION	94	92	85	89	83	92	67	83	83	100	100	75	96	87
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT	83	90	77	71	70	75	80	95	61	60	70	86	77	78
LIBRARY RESOURCES	83	87	72	82	92	86	92	81	79	83	100	83	95	84
IT & MOODLE RESOURCES	72	100	83	40	38	50	63	56	61	100	75	68	81	66
STUDENT SUPPORT & WELLBEING	98	87	41	85	50	69	42	75	53	100	75	100	85	71
MASTERS DISSERTATION	100	NA	NA	83	NA	100	NA	75	NA	NA	NA	NA	100	78
ORGANISATION & MANAGEMENT	98	97	87	92	80	66	40	90	71	100	90	76	94	83
PROFESSIONAL DOCTORATES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	79	79
PROF DOCS: THESIS, RESEARCH & SUPERVISION	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	85	79
ETHICS	100	NA	100	NA	NA	88	100	100	NA	NA	NA	NA	NA	95
PLACEMENTS / WORK DISCUSSION SETTINGS	100	75	100	100	100	88	75	100	71	NA	88	73	90	82
OBSERVATIONS	88	90	96	94	92	100	100	100	71	NA	NA	NA	NA	92
Q127. 1. Overall, I am satisfied with the quality of the course	100	100	100	100	75	90	75	100	89	100	100	100	88	95

7 Conclusions and Recommendations

7.1 Conclusions

The Trust has managed to maintain a high level of student satisfaction despite the unanticipated move to online teaching in term 3 due to the COVID-19 pandemic. This is a very good outcome given that many higher education providers have seen large decreases in satisfaction over the same period.

Whilst some areas of satisfaction have dropped, these are not by much and rates are comparable with those from the previous three years.

The Trust continues to use its course level review mechanisms to pick up issues which students have identified specifically within their programmes. All Leads have the data from their students to enable them to produce relevant action plans.

7.2 Recommendations

Recommendation 1: To conduct interim surveys of student experience and satisfaction whilst the need for online teaching remains

Recommendation 2: To review and monitor the timescales for the return of student feedback and to ensure suitable communications are in place and that students are updated throughout the assessment processes

Recommendation 3: To review the effectiveness of the Course Committees as forums where student feedback may be discussed and actioned and to ensure that all students are aware of the outcomes.