



# London School of Hygiene & Tropical Medicine and the Sector

Any of your institutional results, including ranking position, may be communicated internally or published externally at any time. We ask you not to make external reference to any sector benchmark results until after the publication of the Advance HE sector reports in the Autumn.

POSTGRADUATE

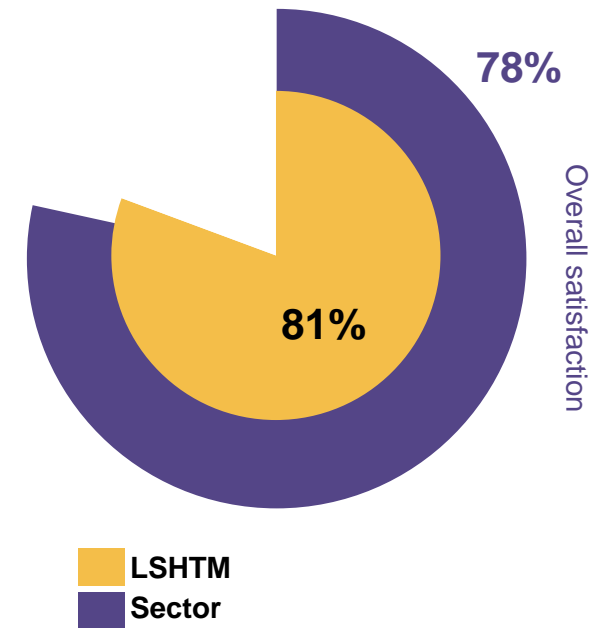
TAUGHT EXPERIENCE

SURVEY

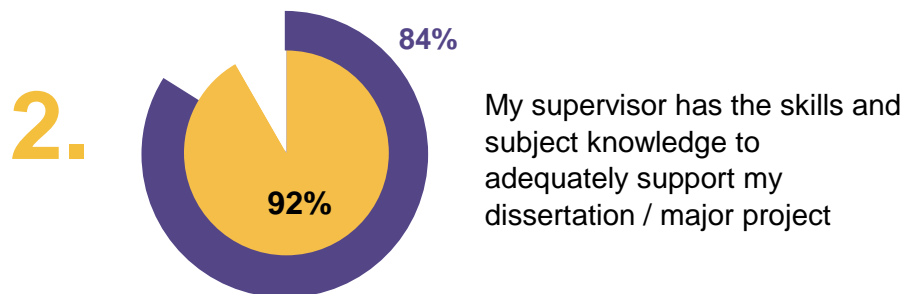
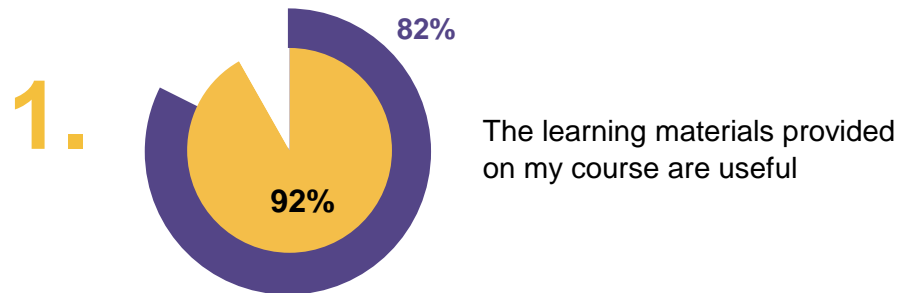
## Overview

At LSHTM there were 245 respondents to PTES 2021. The overall satisfaction they had with their studies was 81%, this was 3% higher than the score for the sector.

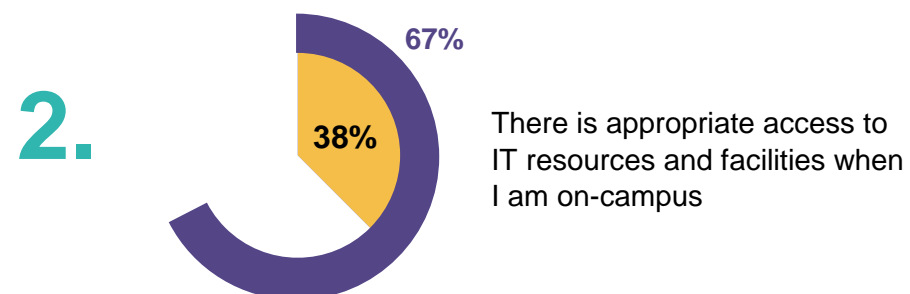
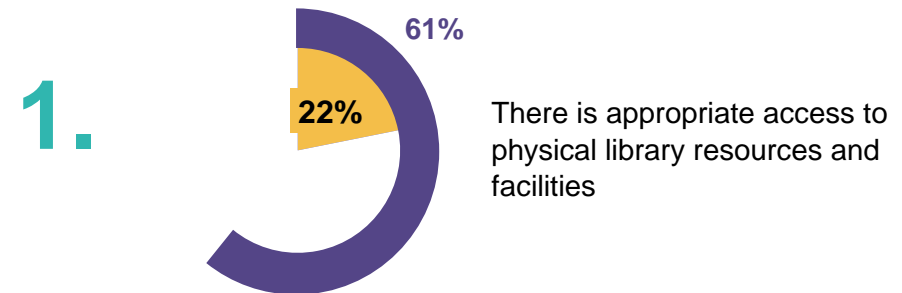
92% of students stated the learning materials were useful, 10% above the sector. Less positively, relative to the benchmark, just 22% of respondents stated there was appropriate access to physical library resources and facilities.



### Most positive statements



### Most negative statements

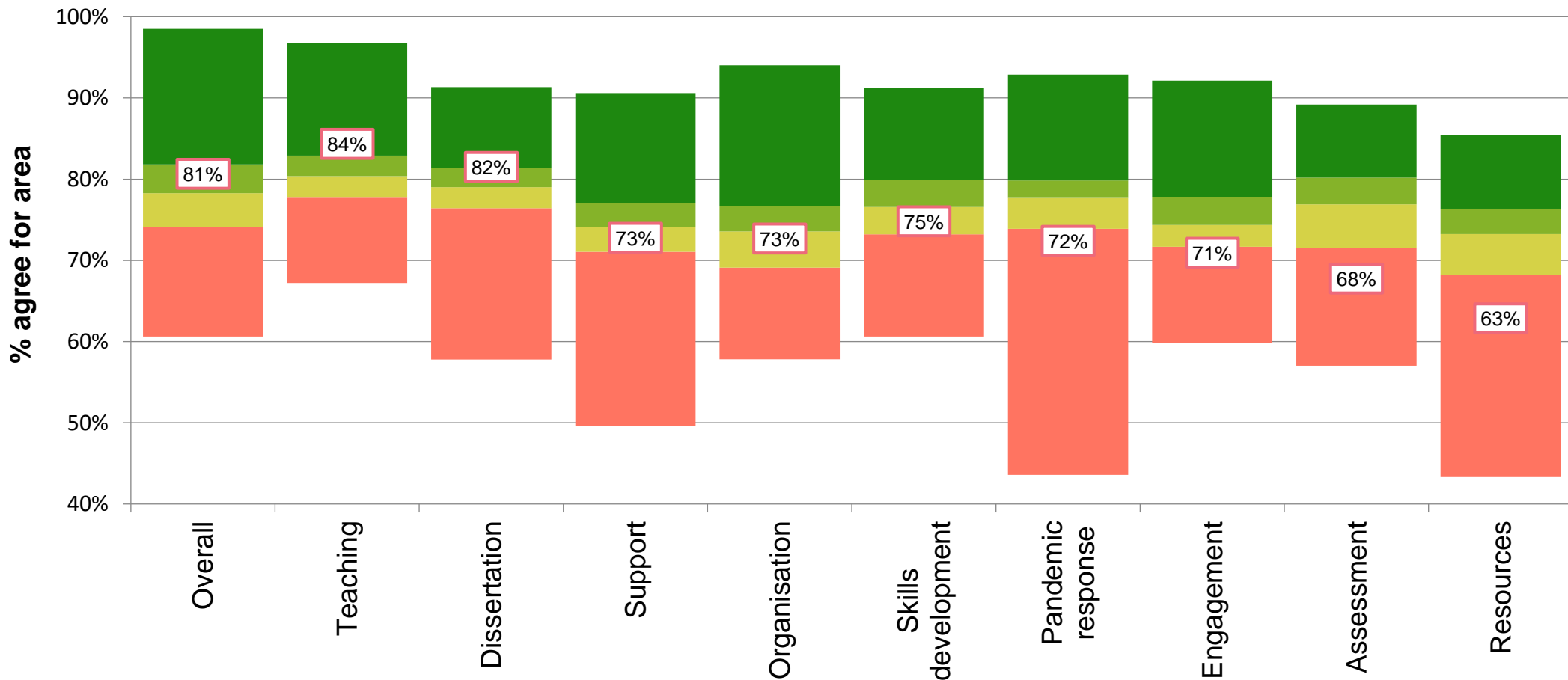


## Areas of experience by quarters

The graph below shows the position of LSHTM in relation to institutions in the sector benchmark. LSHTM was often in the lowest and third quarters.

**Key:** 50% London School of Hygiene & Tropical Medicine

<b>Highest quarter</b>	In the top 25% of institutions for this area
<b>Second quarter</b>	Above average, but below the top 25%
<b>Third quarter</b>	Below average, but above the bottom 25%
<b>Lowest quarter</b>	In the bottom 25% of institutions for this area



## Difference by areas of experience

The area respondents at LSHTM were most positive about was Teaching, which was 4% above the sector. The area students were least positive about was Resources, which was 10% below the sector.

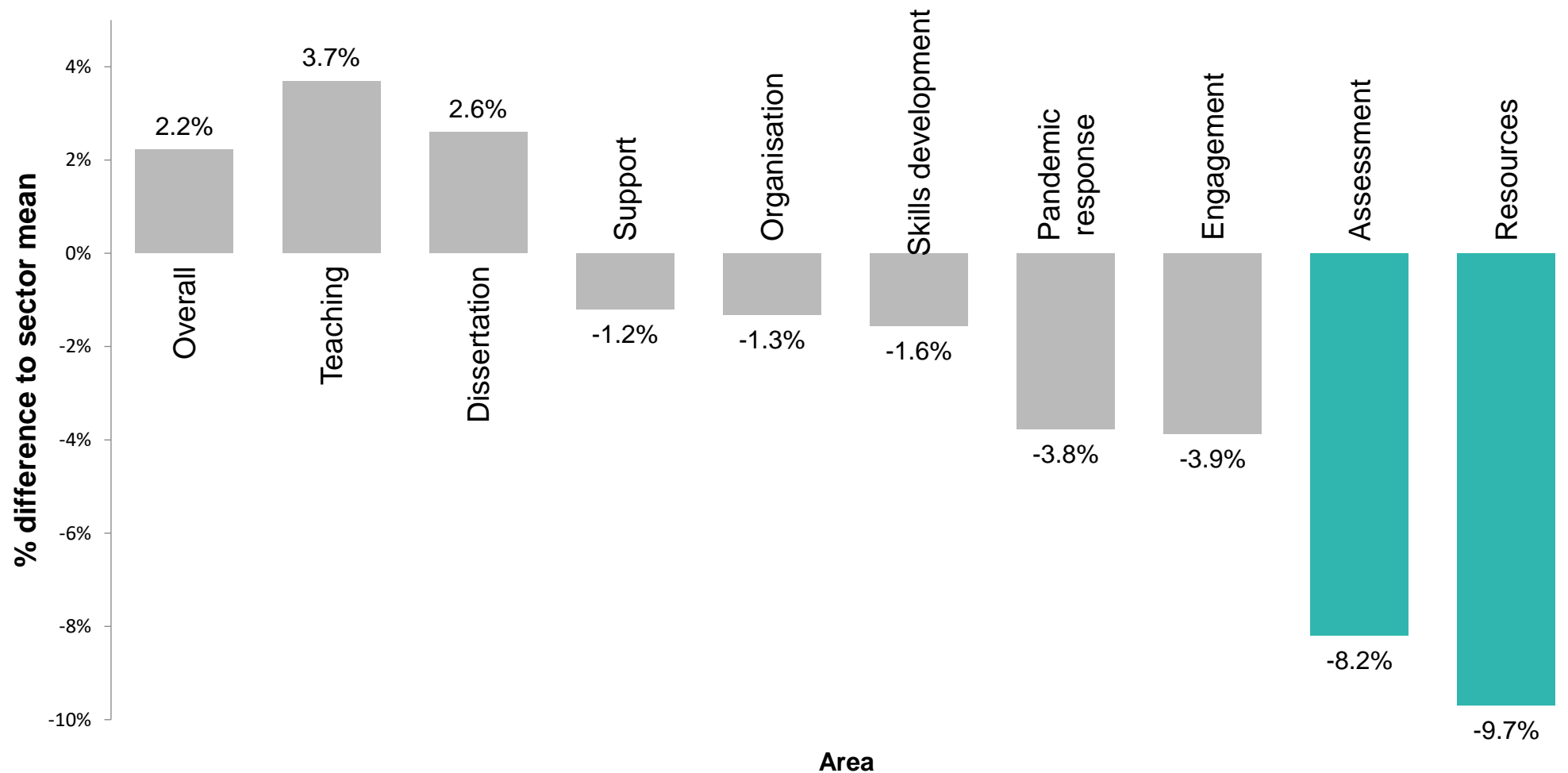
### Key:

Difference to the sector

Positive significant difference

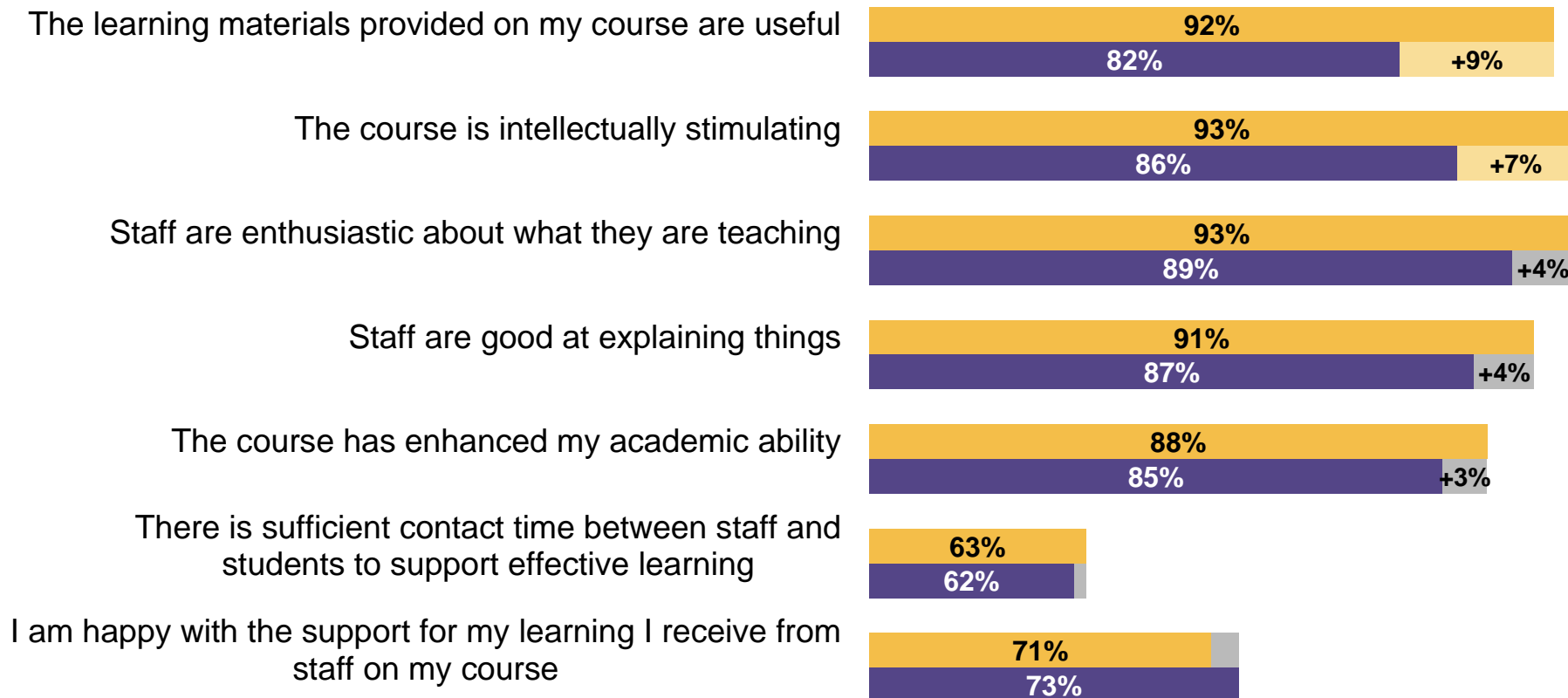
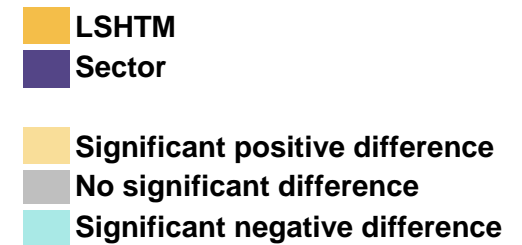
No significant difference

Negative significant difference



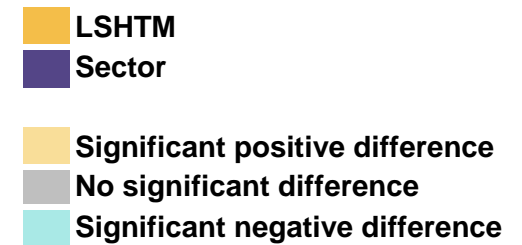
## Focus on: Teaching

Exploring within teaching, the most positive statement, relative to the sector, was 'The learning materials provided on my course are useful'. Of the 244 respondents from LSHTM who answered this statement, 92% agreed, 9% above the sector.

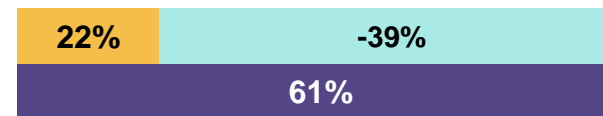


## Focus on: Resources

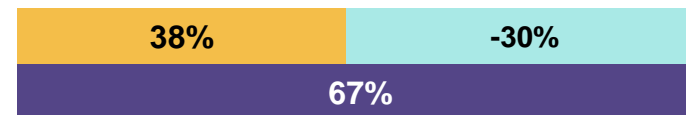
Exploring within resources, the least positive statement, relative to the sector, was 'There is appropriate access to physical library resources and facilities'. Of the 151 respondents from LSHTM who answered this statement, 22% agreed, 39% below the sector.



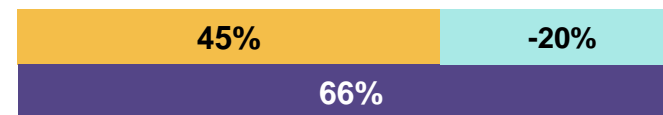
There is appropriate access to physical library resources and facilities



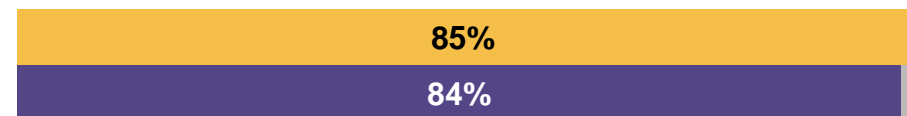
There is appropriate access to IT resources and facilities when I am on-campus



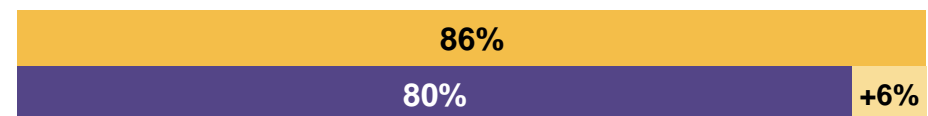
I have been able to access subject specific resources necessary for my studies when I am on-campus



There is appropriate access to online library resources



I have been able to access subject specific resources necessary for my studies when I am learning remotely

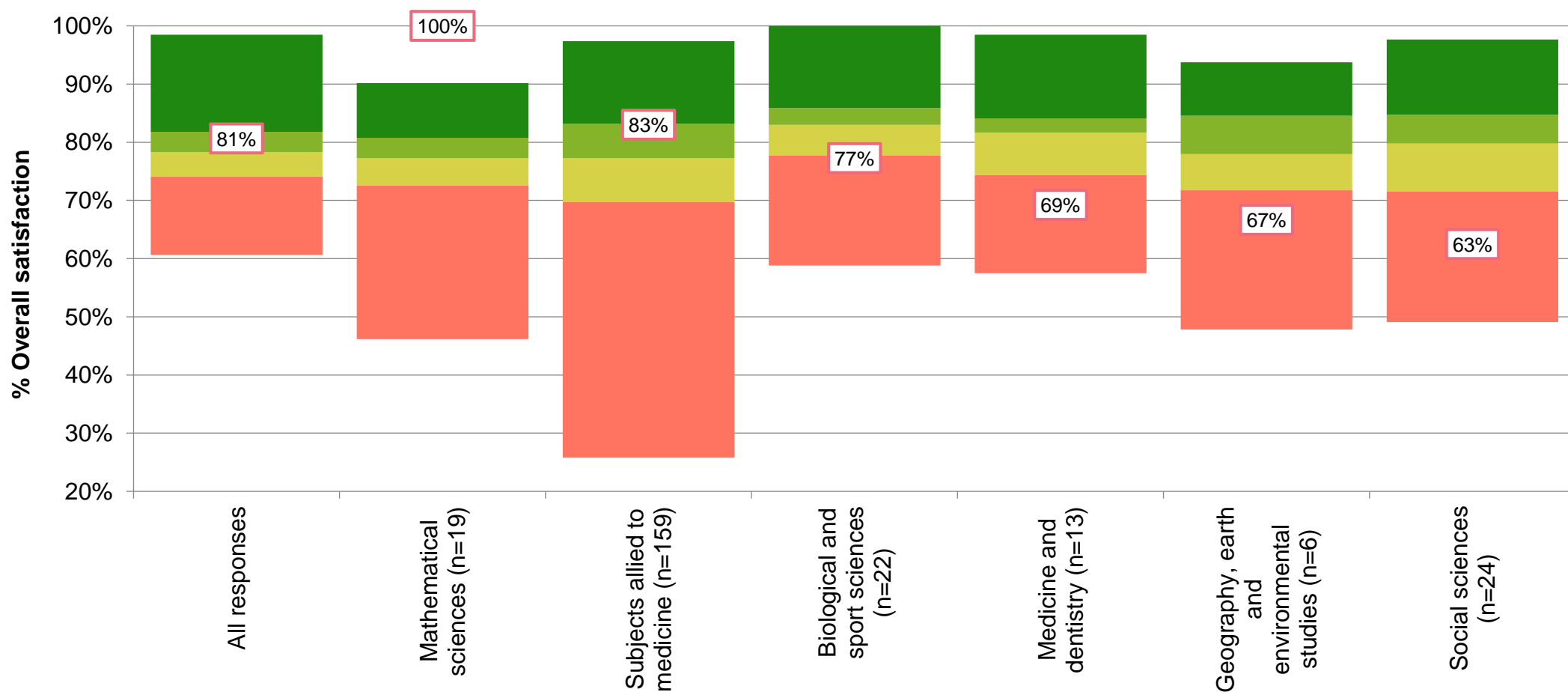


## Quarter position by discipline

The graph below shows the position of LSHTM in relation to institutions in the sector, by CAH1 subject. LSHTM was mostly in the lowest quarter.

**Key:** 50% London School of Hygiene & Tropical Medicine

<b>Highest quarter</b>	In the top 25% of institutions for this area
<b>Second quarter</b>	Above average, but below the top 25%
<b>Third quarter</b>	Below average, but above the bottom 25%
<b>Lowest quarter</b>	In the bottom 25% of institutions for this area



## Difference by discipline

The discipline within which respondents at LSHTM were most positive overall was Mathematical sciences (n=19), which was 23% above the sector. The discipline within which respondents were least positive overall was Social sciences (n=24), which was 14% below the sector.

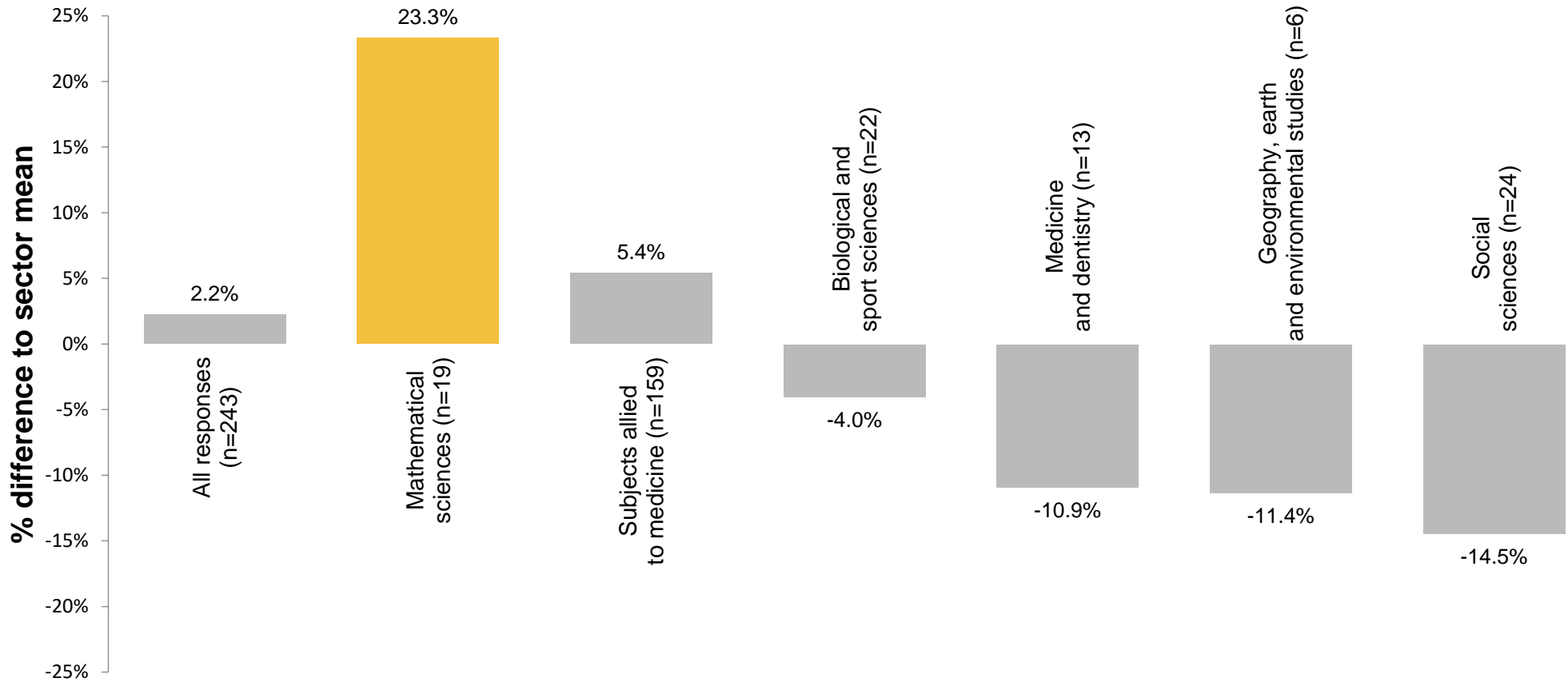
### Key:

Difference to the sector

**Positive significant difference**

No significant difference

**Negative significant difference**



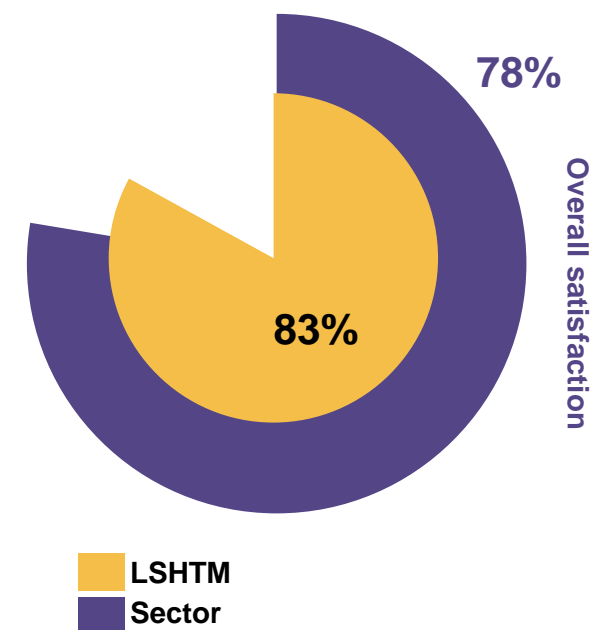
CAH1 subject for LSHTM



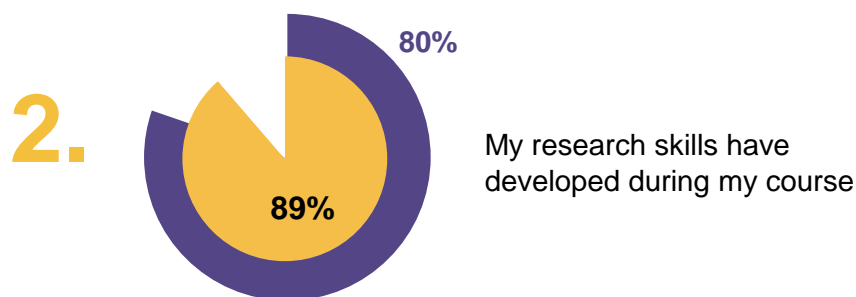
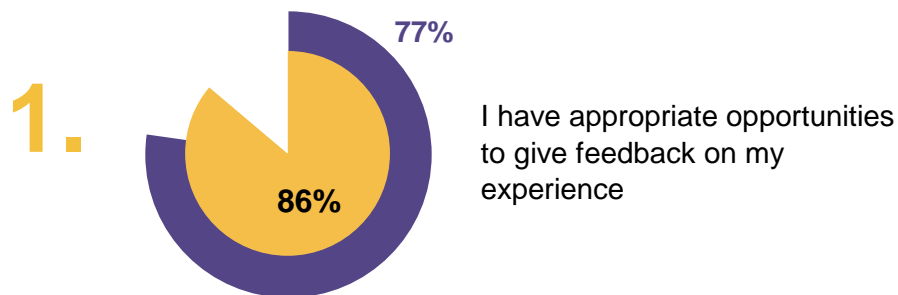
## Focus on: Subjects allied to medicine

The overall satisfaction respondents in Subjects allied to medicine had with their studies was 83%, based on 159 responses. This was 5% higher than the score in this group for the sector.

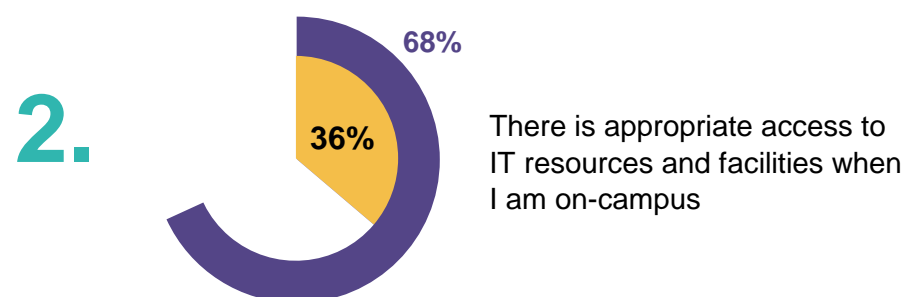
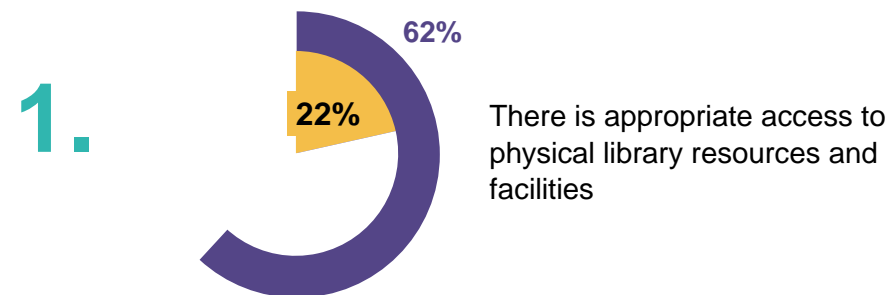
86% of students stated there were opportunities to give feedback on their own experience, 9% above the sector. Conversely, just 22% of respondents stated there was appropriate access to physical library resources and facilities, 40% below the sector score for this discipline.



### Most positive statements



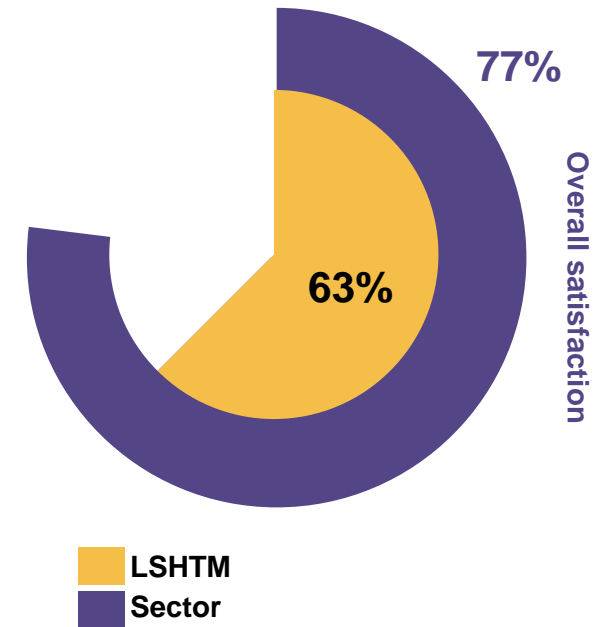
### Most negative statements



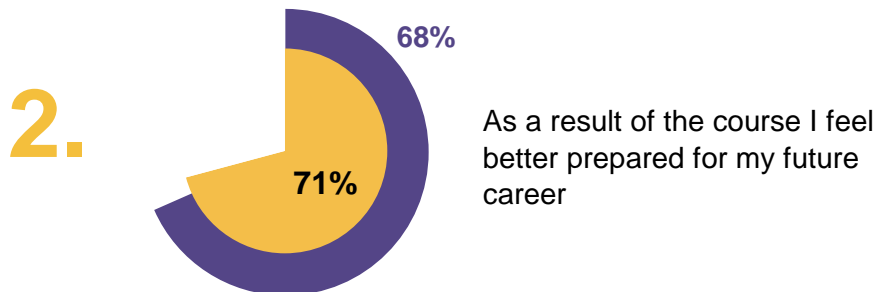
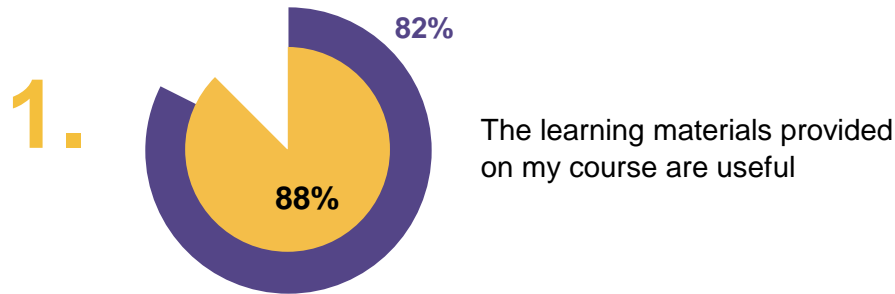
## Focus on: Social sciences

The overall satisfaction respondents in Social sciences had with their studies was 63%, based on 24 responses. This was 15% lower than the score in this group for the sector.

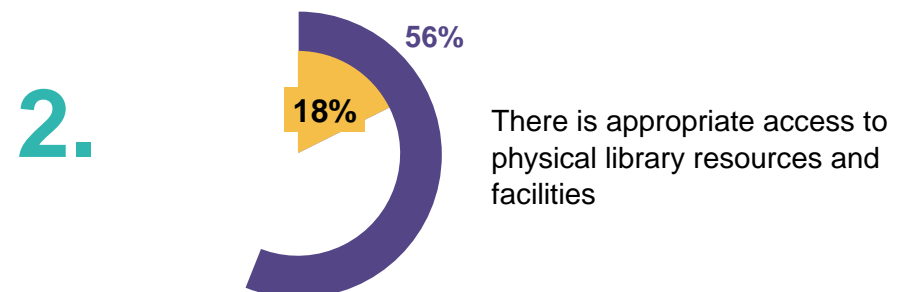
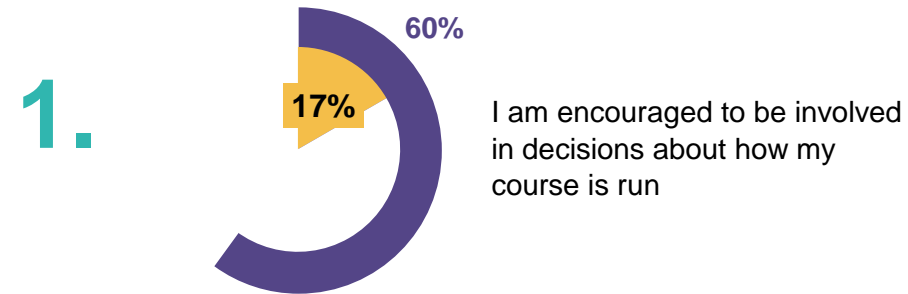
88% of students stated the learning materials were useful, 6% above the sector. Less positively, relative to the benchmark, just 17% of respondents stated they were encouraged to be involved in how the course was run, 43% below the sector score for this discipline.



### Most positive statements

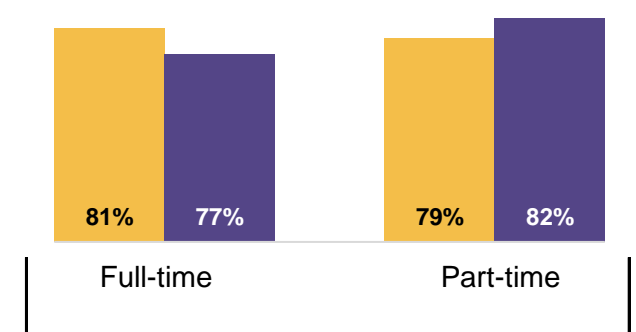
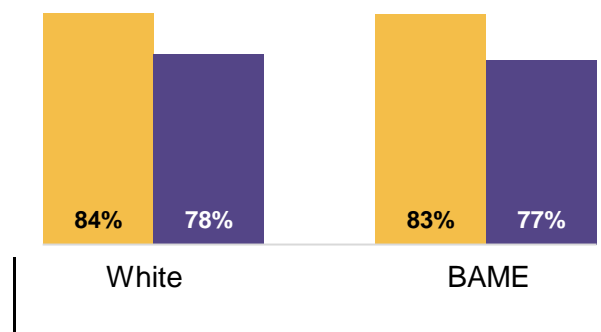
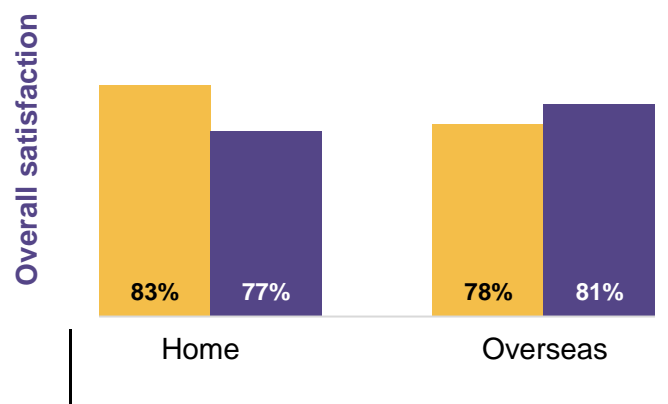
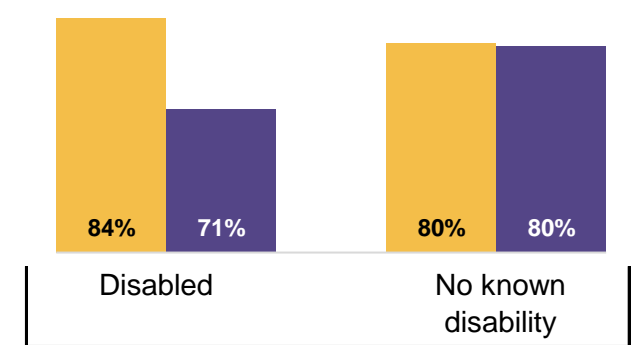
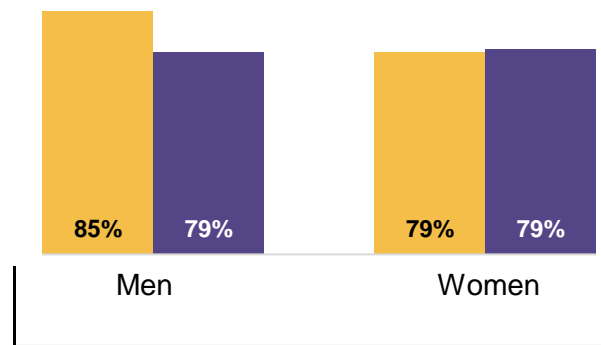
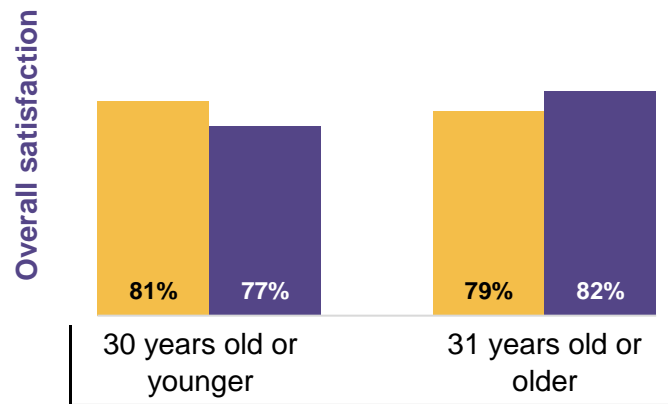


### Most negative statements



## Differences by demographics

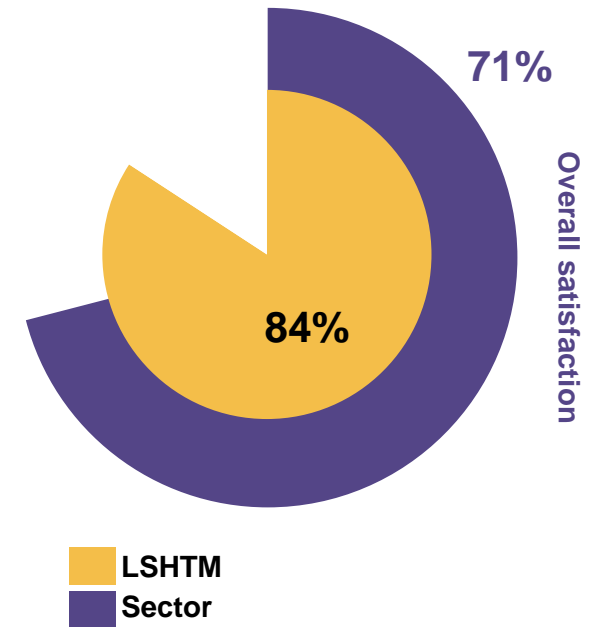
Shown below is the overall satisfaction for LSHTM and sector, broken down by the main demographic and mode of delivery groups. The next two pages focus upon respondents who were disabled, and respondents who were part-time.



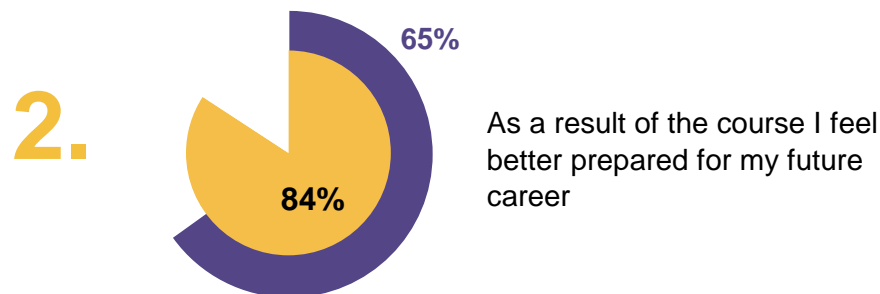
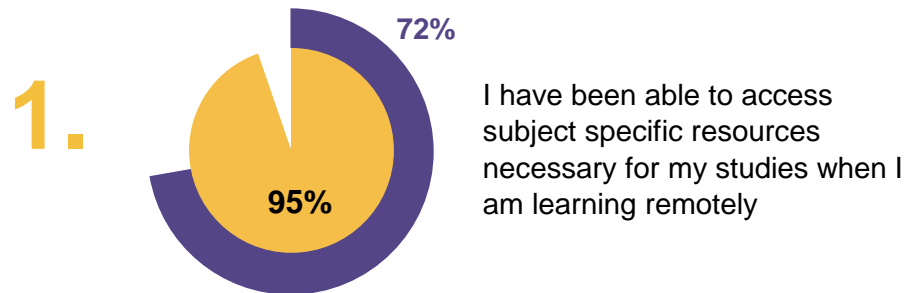
## Focus on: Disability - Disabled

For respondents who were disabled, the overall satisfaction they had with their studies was 84%, based on 19 responses. This was 13% higher than the score in this group for the sector.

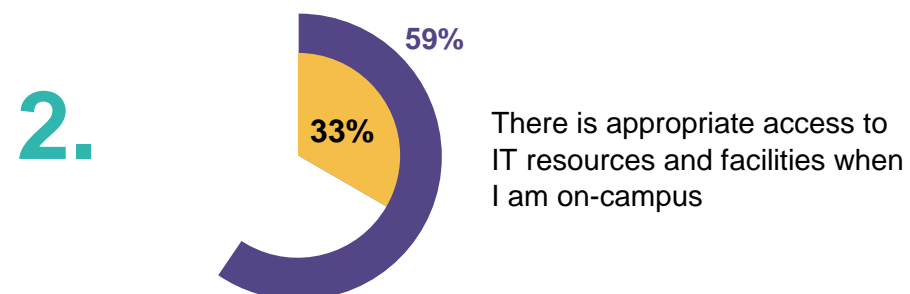
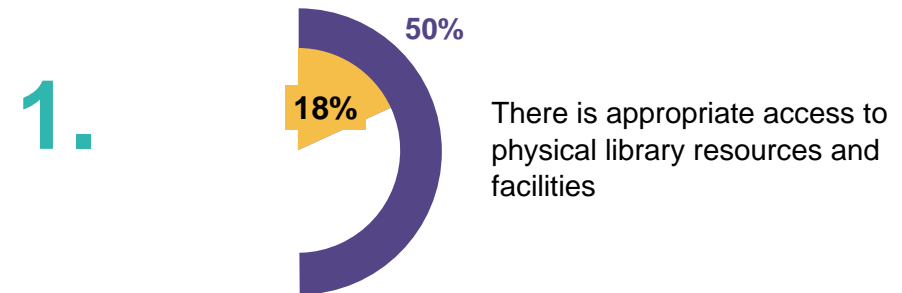
95% of students stated they had been able to access subject specific resources (for example: course materials, software, virtual learning environment) necessary for their studies when learning remotely, 23% above the sector. In contrast, just 18% of respondents stated there was appropriate access to physical library resources and facilities, 32% below the sector score for this group.



### Most positive statements



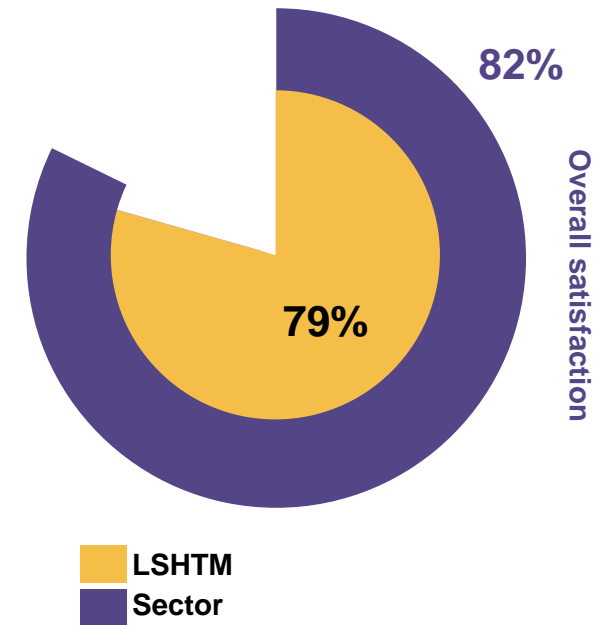
### Most negative statements



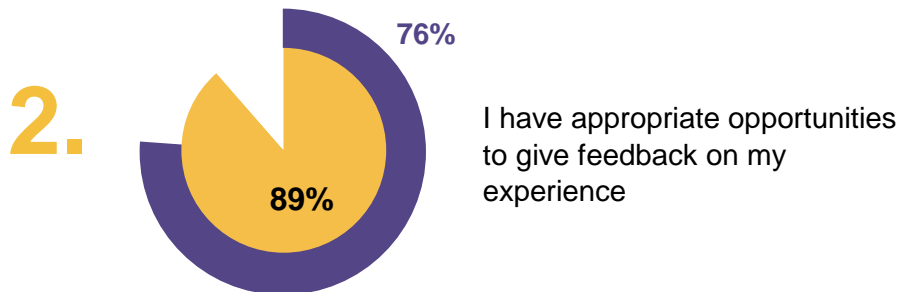
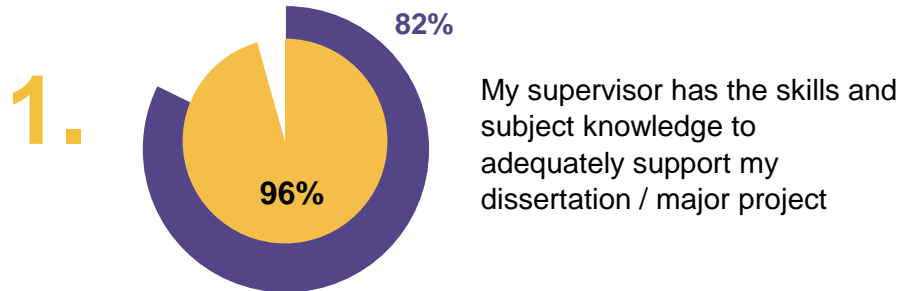
## Focus on: Mode - Part-time

The overall satisfaction respondents who were part-time had with their studies was 79%, based on 34 responses. This was 3% lower than the score in this group for the sector.

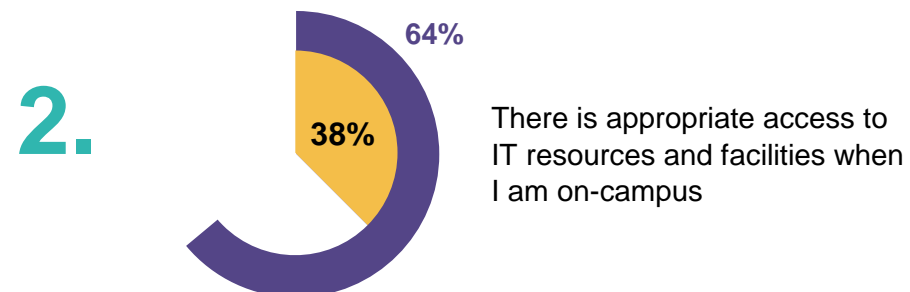
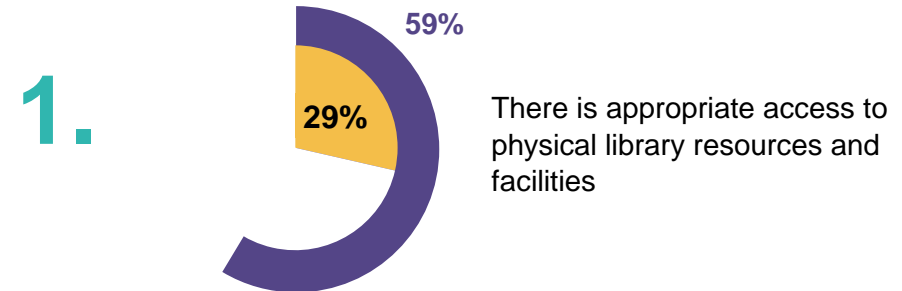
96% of students stated their supervisor had the skills and subject knowledge needed, 14% above the sector. Less positively, relative to the benchmark, just 29% of respondents stated there was appropriate access to physical library resources and facilities, 30% below the sector score for this group.



### Most positive statements



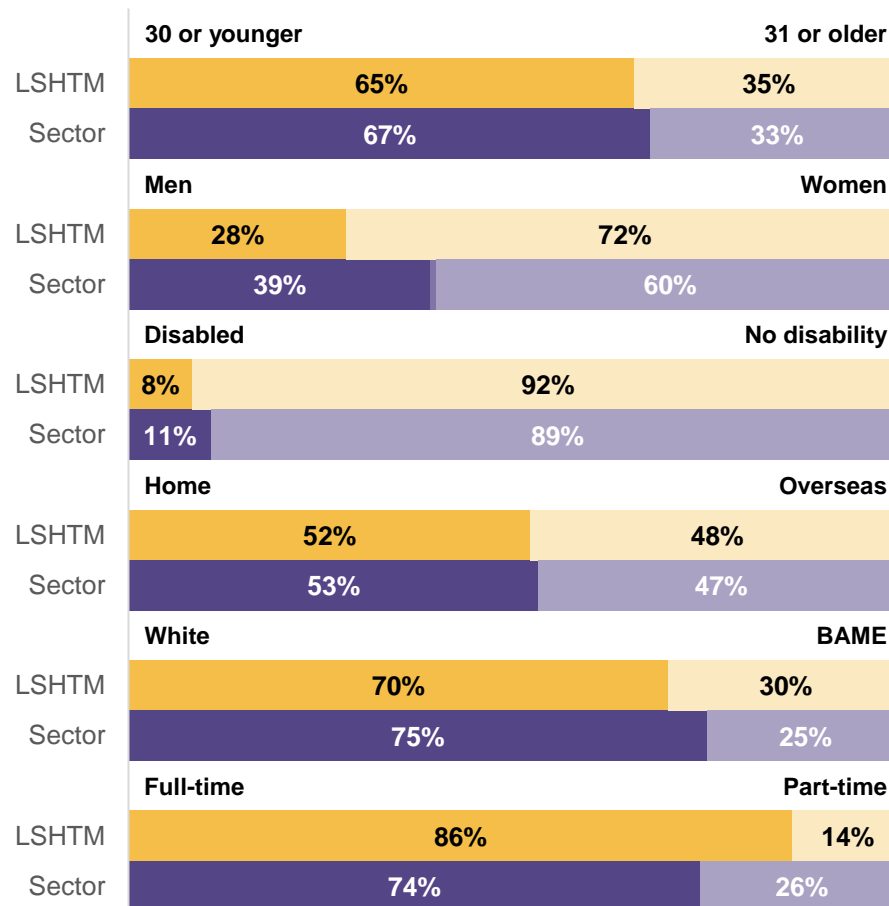
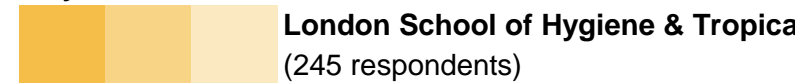
### Most negative statements



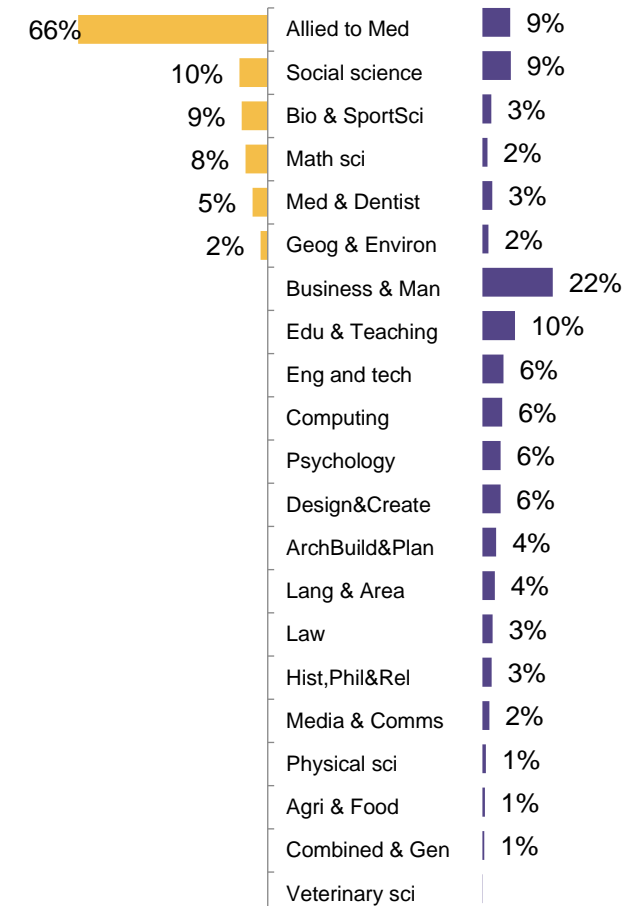
## Student profile comparison

This page shows how the demographic profile of students responding to the survey studying at London School of Hygiene & Tropical Medicine compares with the sector. By discipline, the discipline which has the greatest difference between LSHTM and the sector is Subjects allied to medicine, with LSHTM having 57% more students studying within this discipline.

### Key:



### Discipline profile



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## The Postgraduate Taught Experience Survey

PTES is the leading survey of Taught Postgraduates in the UK, with 69,076 respondents in 2021, achieving a 23% response rate. 88 institutions were involved in the survey.

### Quarter methodology

The quarters are based on all institutions that have, on average, 23 valid responses or over to the questions making up the survey area. Quarters are only reported when there are a minimum of 8 institutions within an area.

For more on how the differences and quarters have been calculated, please refer to the statistics guide in the 'Guides' workbook supplied alongside this report.

The logo for AdvanceHE, featuring a stylized 'A' composed of two overlapping circles (one teal, one purple) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

**AdvanceHE**

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