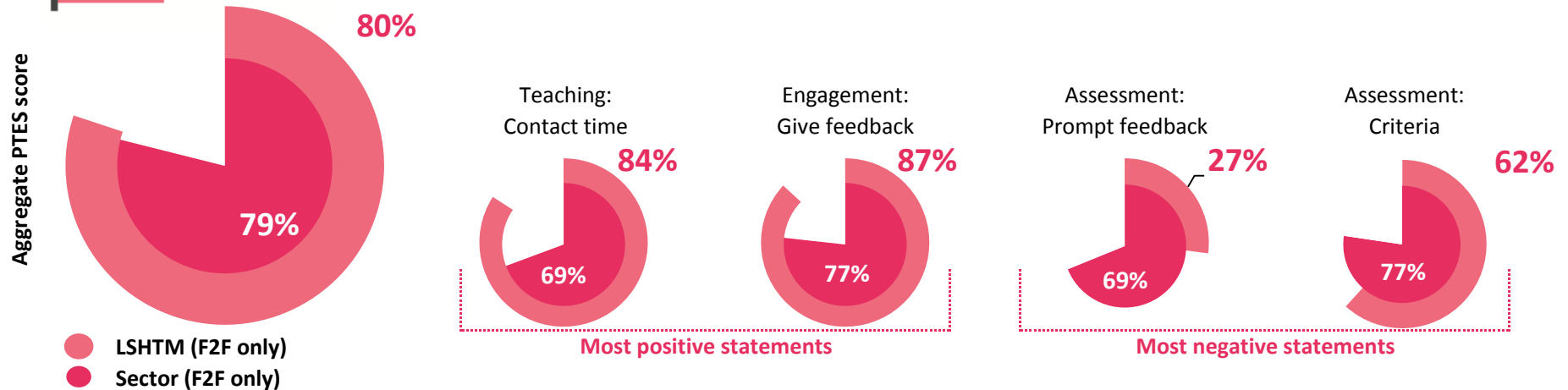


POSTGRADUATE
TAUGHT EXPERIENCE
SURVEY



London School of Hygiene & Tropical Medicine compared to the Sector benchmark for Face-to-face students.

The aggregate score at LSHTM was 80%. This was 1% higher than the Sector benchmark for Face-to-face students.

The most positive and negative statements compared to this benchmark are below. The score for 'Teaching: Contact time' was 84%, 15% above the Sector benchmark for Face-to-face students. The score for 'Assessment: Prompt feedback' was 27%, 42% below the Sector benchmark for Face-to-face students.

Comparing LSHTM to the Sector benchmark, for Face-to-face students the most positive statements were:

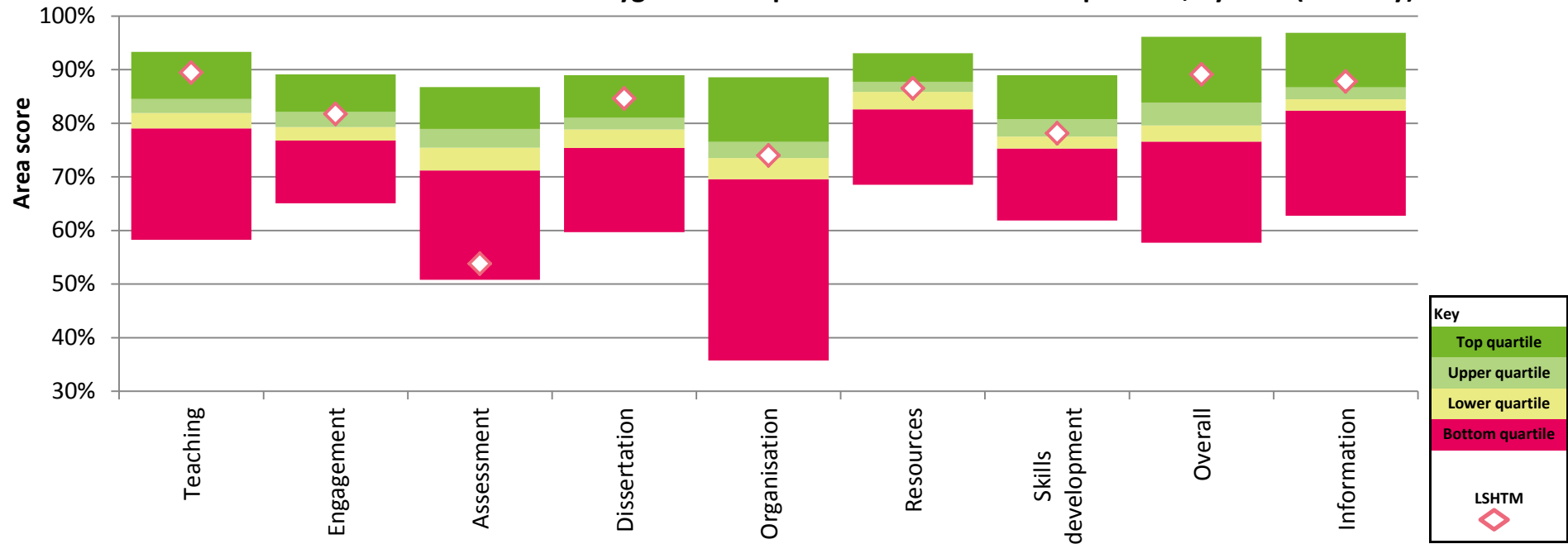
	LSHTM	Sector	Difference	Significance
1: There is sufficient contact time to support effective learning	84%	69%	14.8%	high
2: I have appropriate opportunities to give feedback on my experience	87%	77%	10.1%	high
3: The learning materials provided on my course are useful	91%	81%	10.0%	high

Comparing LSHTM to the Sector benchmark, for Face-to-face students the most negative statements were:

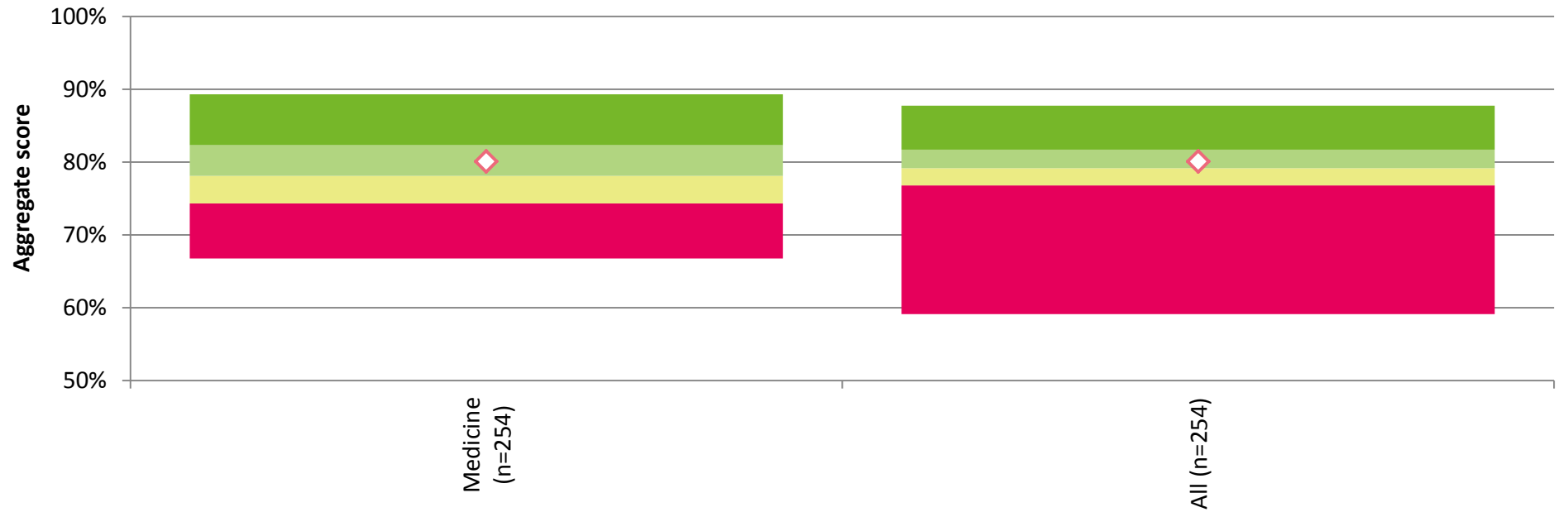
1: Feedback on my work has been prompt	27%	69%	-41.8%	high
2: The criteria used in marking have been made clear in advance	62%	77%	-15.6%	high
3: Assessment arrangements and marking have been fair	61%	74%	-12.3%	high

For significance fields, 'high' significance indicates less than 1 in 1000 chance of occurring at random ($p < 0.001$), 'medium' less than 1 in 100 chance ($p < 0.01$) and 'low' less than 1 in 20 chance ($p < 0.05$). Where no significance is stated, there is over 1 in 20 chance of the difference occurring at random. The graphs in this report show the PTES scores for this institution compared to the benchmarking group.

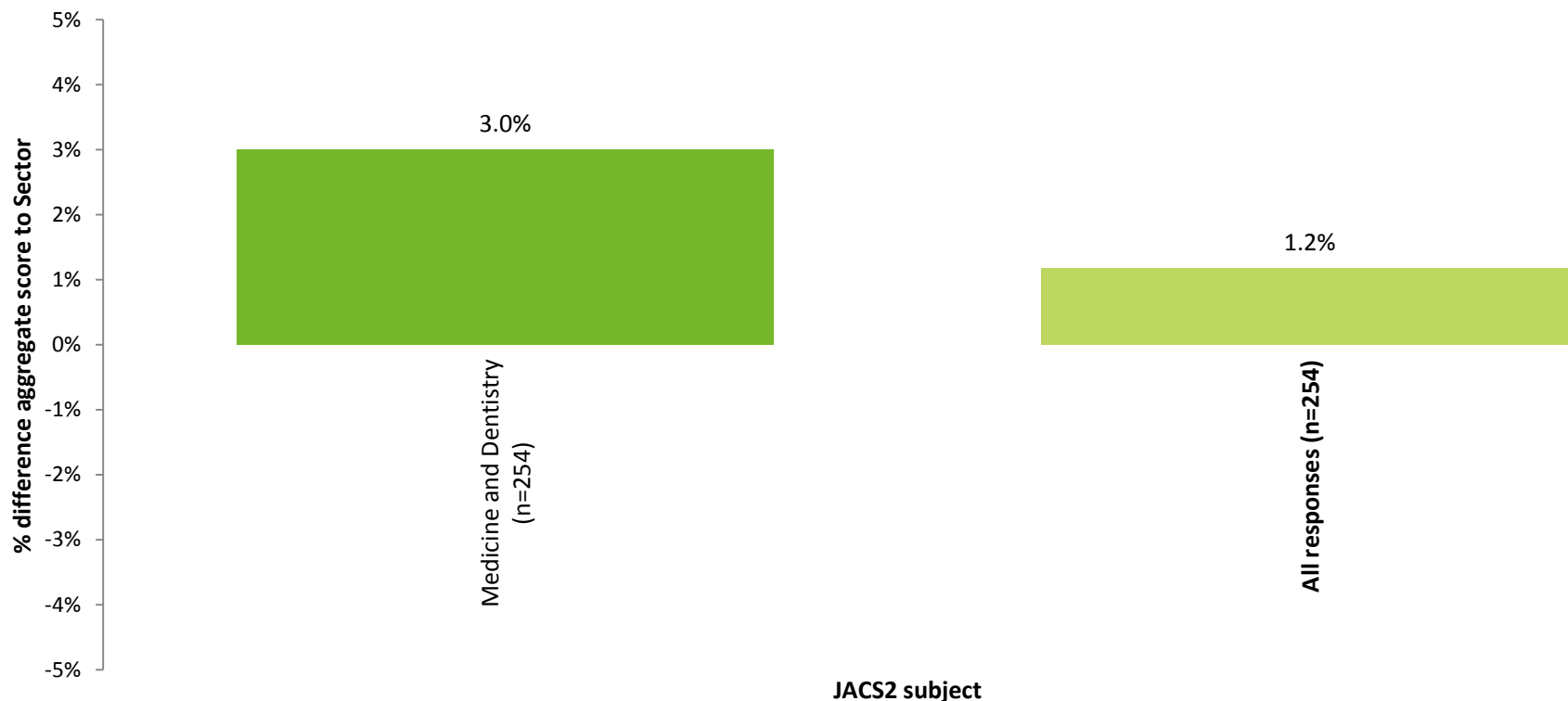
London School of Hygiene & Tropical Medicine to Sector quartiles, by area (F2F only)



LSHTM to Sector quartiles by JACS2 subject (F2F only)



Difference between LSHTM and the Sector benchmark, by JACS2 subject (F2F only)



Medicine and Dentistry (n=254) had the most positive results at LSHTM relative to the Sector benchmark for Face-to-face students. Within this subject, LSHTM had an aggregate score 3.0% higher than the Sector benchmark.

Within Medicine and Dentistry (n=254), comparing LSHTM Face-to-face students to the Sector benchmark, the most positive statements were:

	LSHTM	Sector	Difference	Significance
1: There is sufficient contact time to support effective learning	84%	69%	15.0%	high
2: The learning materials provided on my course are useful	91%	79%	12.6%	high

Within Medicine and Dentistry (n=254), comparing LSHTM Face-to-face students to the Sector benchmark, the most negative statements were:

1: Feedback on my work has been prompt	27%	52%	-25.4%	high
2: The criteria used in marking have been made clear in advance	62%	68%	-5.9%	

Difference between LSHTM and the Sector benchmark, by area (F2F only)



Relative to the Sector benchmark for Face-to-face students, Overall was most positive, with a score 9.5% higher than this benchmark. Teaching was also relatively positive, with a difference of 7.8% - this was a moderately significant difference. The area at LSHTM most negative relative to the Sector benchmark for Face-to-face students was Assessment, with a score 19.7% lower than this benchmark - this was a highly significant difference.

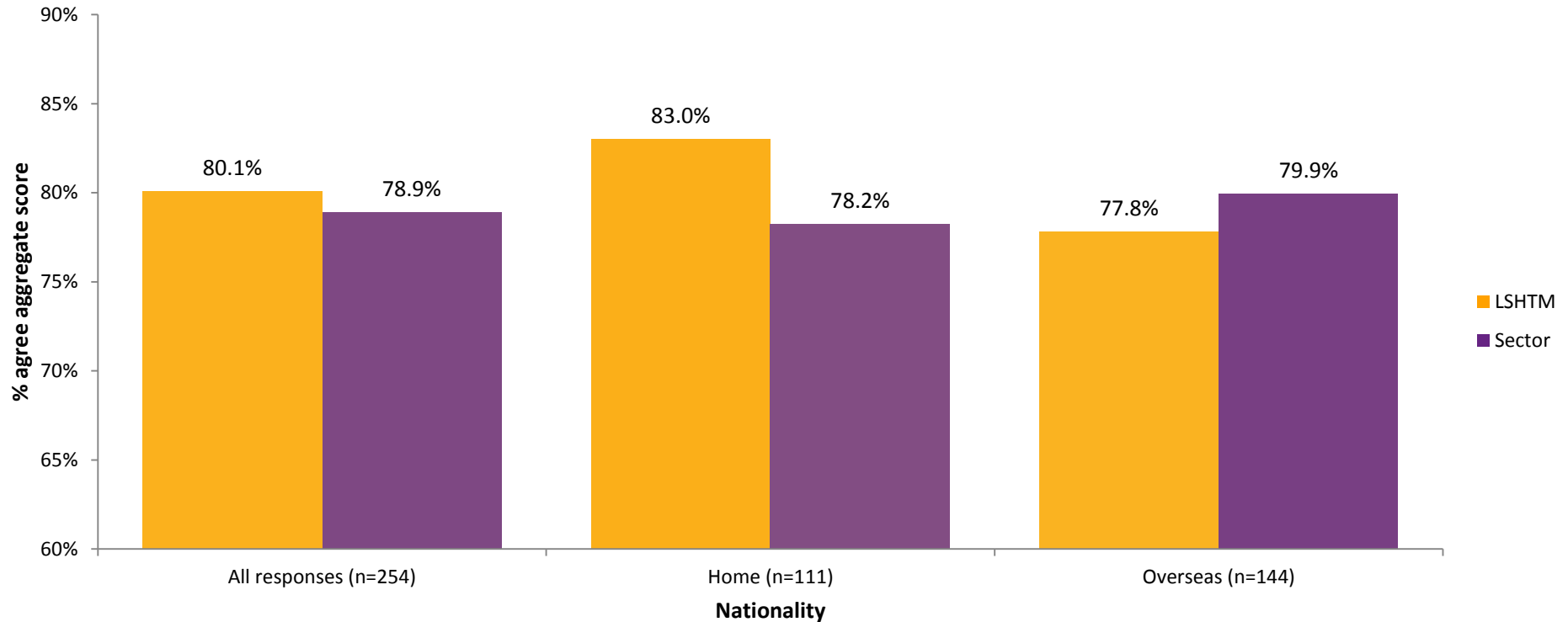
Within Teaching, comparing LSHTM Face-to-face students to the Sector benchmark, the most positive statements were:

	LSHTM	Sector	Difference	Significance
1: There is sufficient contact time to support effective learning	84%	69%	14.8%	high
2: The learning materials provided on my course are useful	91%	81%	10.0%	high

Within Assessment, comparing LSHTM Face-to-face students to the Sector benchmark, the most negative statements were:

1: Feedback on my work has been prompt	27%	69%	-41.8%	high
2: The criteria used in marking have been made clear in advance	62%	77%	-15.6%	high

Aggregate score for LSHTM and the Sector benchmark, by Nationality (F2F only)



There were relatively large differences within nationality for LSHTM compared to the Sector benchmark for Face-to-face students. Home students had the most positive results at LSHTM relative to the benchmark, with an aggregate score 4.8% higher than the Sector benchmark. Overseas students had the most negative results, with a score 2.1% lower than the benchmark. These students had strongly differing perceptions of organisation.

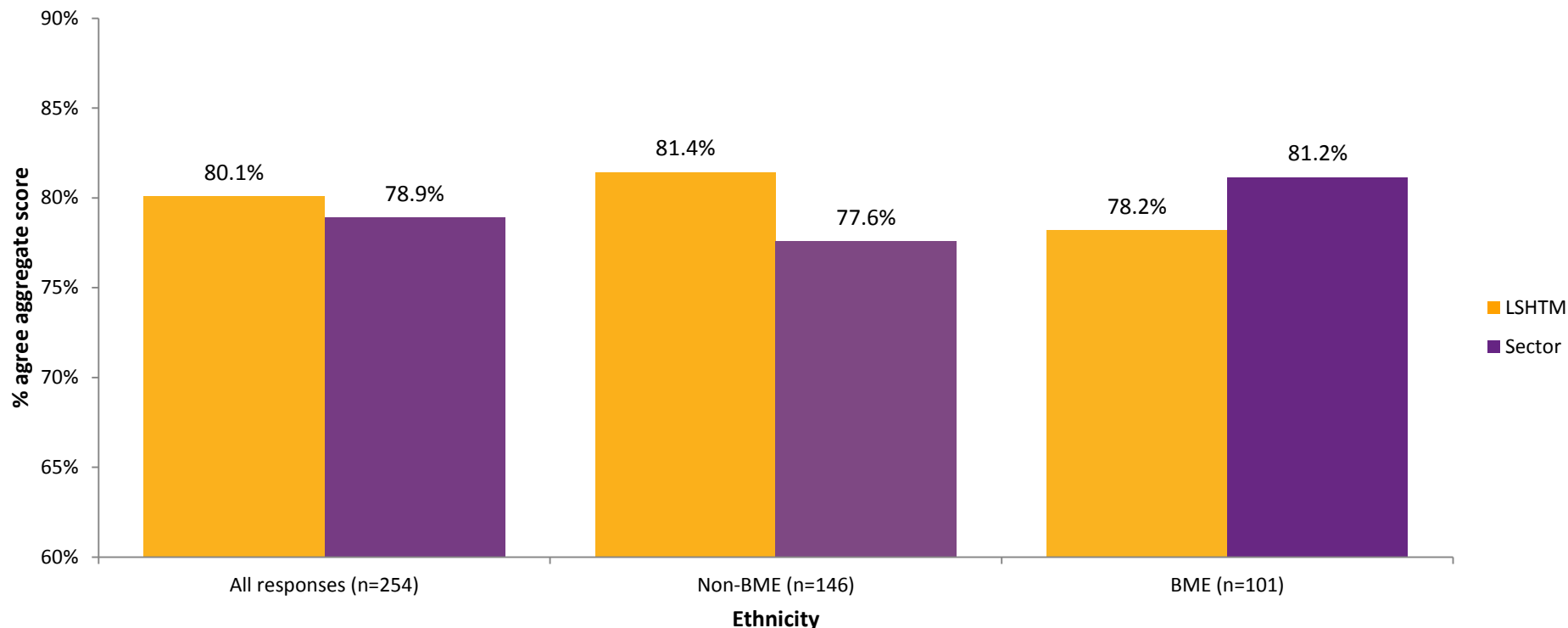
For home students, exploring responses within the area of Organisation, the most positive statements for LSHTM relative to the benchmark (F2F only) were:

	LSHTM	Sector	Difference	Significance
1: The course is well organised and is running smoothly	85%	68%	17.1%	high
2: I was given appropriate guidance and support when I started my course	82%	75%	7.4%	

For overseas students, exploring Organisation, the most negative statements for LSHTM relative to the benchmark (F2F only) were:

1: I am encouraged to be involved in decisions about how my course is run	60%	68%	-8.8%
2: Any changes in the course or teaching have been communicated effectively	71%	79%	-8.2%

Aggregate score for LSHTM and the Sector benchmark, by Ethnicity (F2F only)



There were relatively large differences within ethnicity for LSHTM compared to the Sector benchmark for Face-to-face students. Students who are non-BME had the most positive results at LSHTM relative to the benchmark, with an aggregate score 3.9% higher than the Sector benchmark. Students who are BME had the most negative results, with a score 2.9% lower than the benchmark. These students had strongly differing perceptions of resources.

For students who are non-BME, exploring responses within the area of Resources, the most positive statements for LSHTM relative to the benchmark (F2F only) were:

	LSHTM	Sector	Difference	Significance
1: I have been able to access general IT resources when I needed to	96%	89%	7.1%	low
2: The library resources and services are good enough for my needs	93%	86%	6.9%	low

For Students who are BME, exploring Resources, the most negative statements for LSHTM relative to the benchmark (F2F only) were:

1: I am aware of how to access the support services at my institution	74%	83%	-9.1%	
2: The library resources and services are good enough for my needs	79%	87%	-7.2%	