


**BTEC**  
**HIGHER**  
**NATIONALS**

ANNUAL STUDENT  
SURVEY 2018 RESULTS

**GO HIGHER** ^

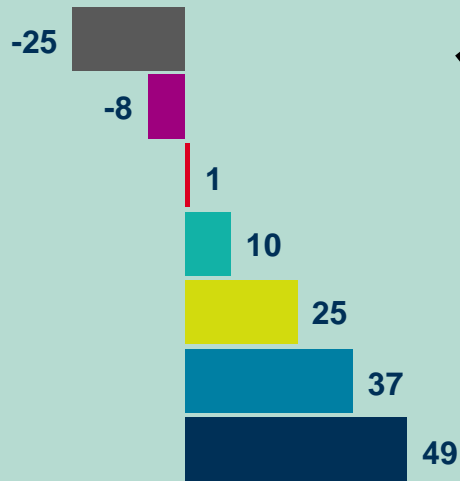


Pearson



AMONGST BTEC HIGHER  
NATIONAL STUDENTS  
**SATISFACTION**  
**IS HIGH** ^

# AMONGST BTEC HIGHER NATIONAL STUDENTS SATISFACTION IS HIGH ^



- Health and social care
- Business
- Art and design
- Construction
- Computing
- Creative media
- Engineering

**1482**

students responded to the survey

**84%**

of students are enjoying their course

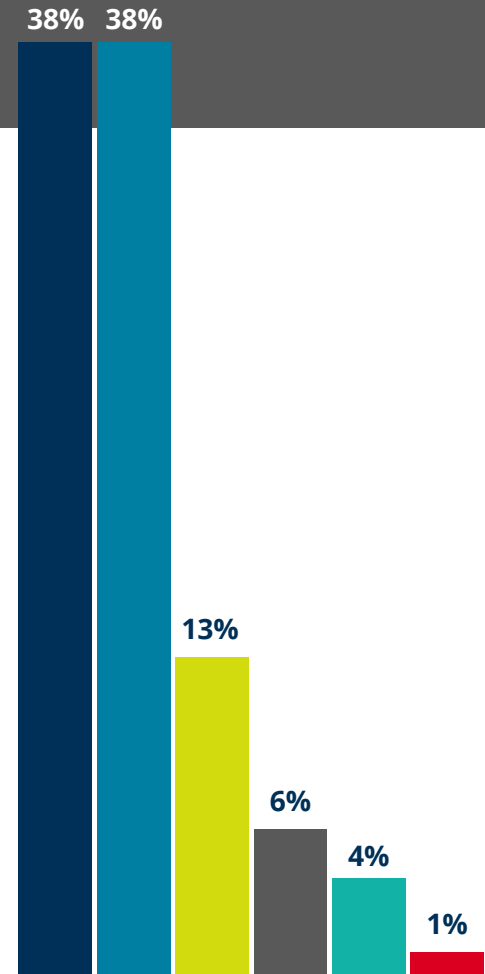
**92%**

of Health & Social Care students are satisfied

This is reflected in the fact that there is a good overall net promotor score of 11. **Good support, good teaching and tutors that show an interest**

are the key areas that drive satisfaction of HN students, with a quarter of students stating good support as the main reason for them being satisfied with their course. HN students feel well informed, well supported and well prepared for the 'next steps' in learning or career.

However, where these elements were lacking this led directly to a low satisfaction score and students became net detractors. This has led to there being considerable variance between subjects (above) and PT students feeling less satisfied and less supported than FT students.



- Very satisfied
- Quite satisfied
- Neither satisfied nor dissatisfied
- Quite dissatisfied
- Very dissatisfied
- Don't know



HN STUDENTS KNOW  
WHAT THEY WANT  
**FROM THEIR  
LEARNING** ^

# HN STUDENTS KNOW WHAT THEY WANT FROM THEIR LEARNING ^



87%

of students know how their HN will help advance their career

40%

Chose an HN to develop skills for employment

82%

felt confident working independently on the course



■ Degree study  
■ Start own business  
■ Further study  
■ Change career  
■ Find job  
■ Promotion  
■ Apprenticeship

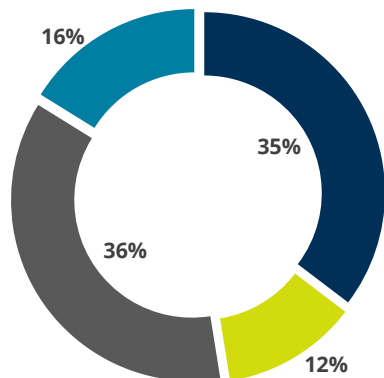
**91%** of students knew what they needed to do to achieve their HN  
**87%** of students felt their content of the course was clearly explained  
**74%** felt studying their HN contributed to developing their self confidence

The highest proportion of students intend to study a degree after their HN qualification and the majority believe that it prepares them well for this. A third intend to seek employment and just over a quarter feel that their course prepares them “very well” for this. 63% of students felt they received the correct amount of information prior to starting (11% too much, 23% too little) however, the number of international students feeling that there was sufficient information was lower than UK based students (67% vs 52%). To improve 13% of students felt that better communication with tutors was key, 13% also felt that better informed tutors would increase student satisfaction.



HN STUDENTS ARE  
MORE SATISFIED WHEN  
**THEY USE  
HN GLOBAL** ^

# HN STUDENTS ARE MORE SATISFIED WHEN THEY USE HN GLOBAL ^



- I have an HN Global account
- I had heard of HN Global but don't have an account
- I had not heard of HN Global before
- Don't know

**47%** of students have heard of HN Global

**35%** of students have an HN Global account

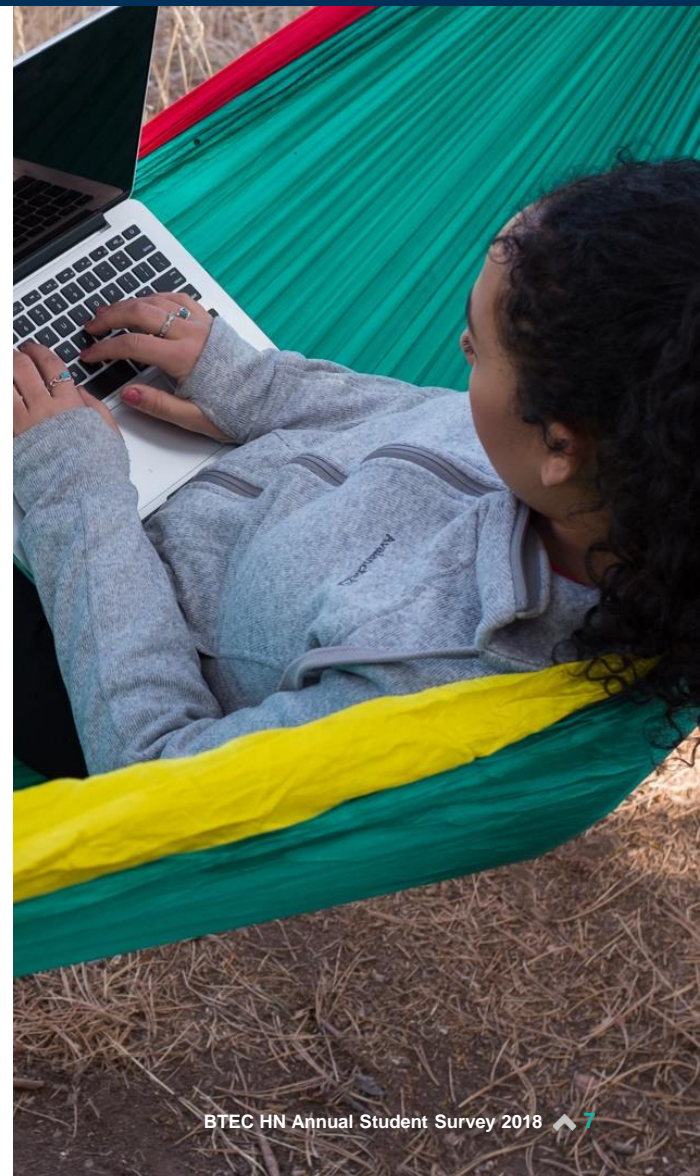
**72%** of students are positive about using HN Global

**33%** of students with HN Global accounts use it at least once a week

**69%** feel that it is useful in supporting studies

**44%** stating that it's most useful in developing study skills

Findings indicate that HN Global makes students feel more engaged and are more likely to be satisfied. Tailoring resources to students' specific courses and providing relevant supporting materials are seen as the most important aspects of HN Global. Suggested improvements largely relate to navigation, improving ease of access and making it easier to find content and core reading materials.



HN STUDENTS  
**VALUE WORK  
RELATED  
LEARNING** ^





# BTEC HN STUDENTS VALUE WORK RELATED LEARNING ^

**87%** of students were clear how their HN would help them in their career

**85%** felt that the learning and assessment on their course related to work/employment

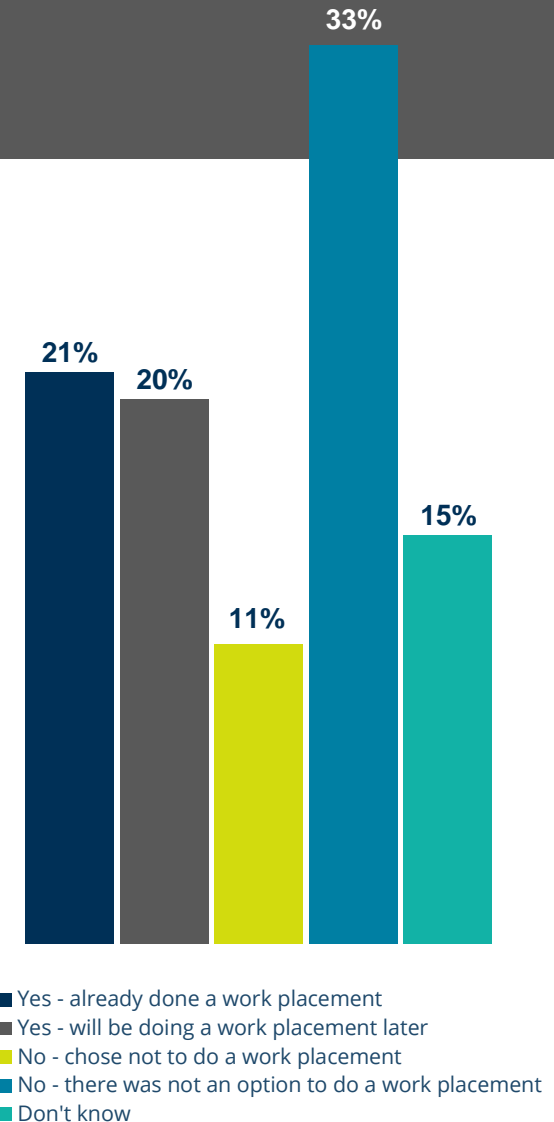
**60%** stated that they were given links to employers by their centre

**92%** of students felt work-based learning (WBL) would be helpful in meeting the outcomes they want from their programme

**88%** feel that WRL is very, or somewhat, essential for their learning

**90%** stated that that WRL would be practical in developing employability skills

Students reported that they value the practical and work related nature of their HN programmes. They valued being able to understand how learning and assessment activities relate to work / employment and felt this helped them develop their own self confidence. Just under half of students who did not undertake work-based learning would have done so, given the opportunity. Work related learning is seen by students as key in developing self-confidence and improving satisfaction with courses.



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SURVEY 2018 SUMMARY- appendix i

**GO HIGHER** ^



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# Summary and conclusions

Overall, satisfaction is high across both UK and International student groups. In addition, the highest proportion of students are promoters of their course. Both the survey findings and the Key Driver analysis (detailed in the full report) provide clear indications as to the reasons for these high levels of satisfaction:

- **Most students feel well-informed**
- **Students feel supported**
- **Students largely believe that their course has done well in preparing them for their next steps**

Despite the high levels of satisfaction, the research did reveal some potential opportunities for development at a general level and specific to those subject areas where satisfaction is lower. Pearson needs to work with colleges to better understand how we can support them in informing students about their programmes, support their students and help them explain how their students can progress after their HN programme of study.

Currently, there is a relatively low use of HN Global as around a third of students have an account. However, where it is used, feedback is positive and students who regularly use HN global reported higher rates of satisfaction, particularly in the areas listed above. Findings also suggest that it helps students feel engaged and supported – those that use HN Global are more likely to be satisfied with their course and promote it.

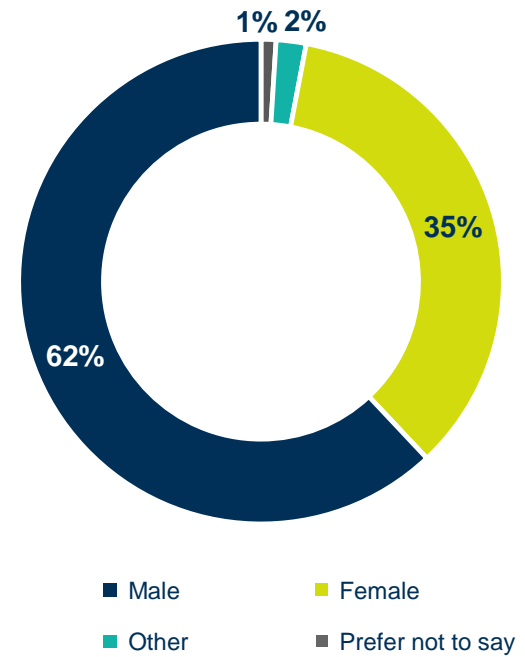
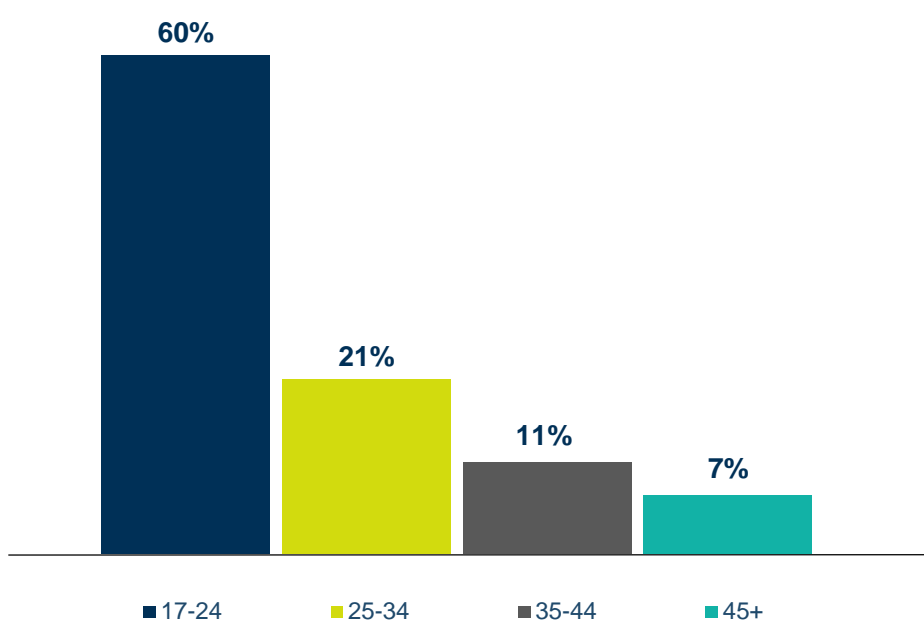
**BTEC**  
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SURVEY 2018 RESPONDENTS – appendix ii

**GO HIGHER** ^

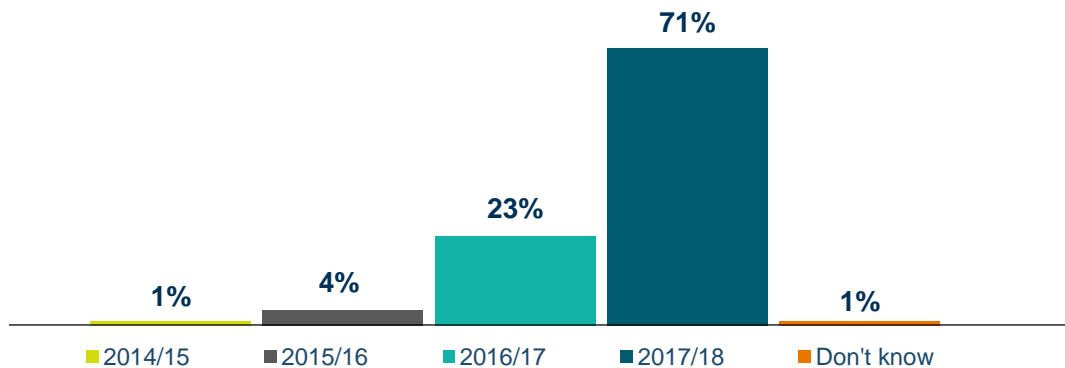


# Age and gender



# Year of study and year of completion

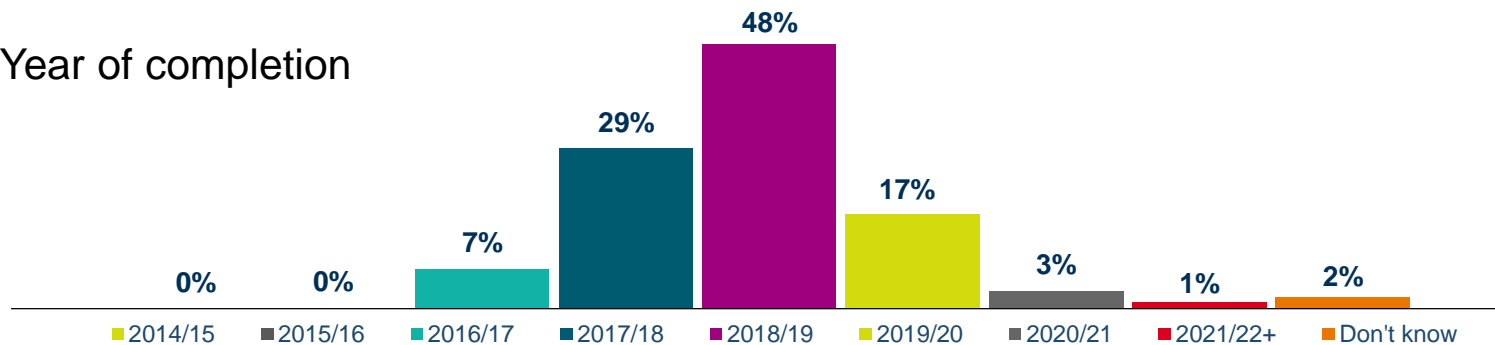
Year of study



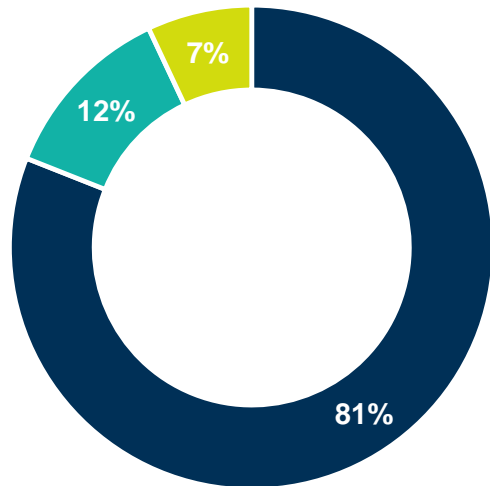
Type of qualification

I am currently studying towards a BTEC HNC	<b>53%</b>
I am currently studying towards a BTEC HND	<b>43%</b>
I completed a BTEC HNC and am currently studying towards a HND	<b>4%</b>

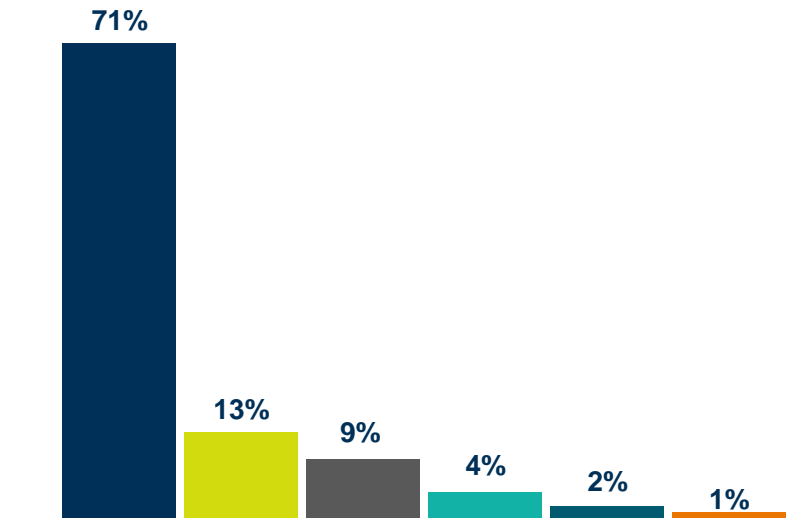
Year of completion



# Country of study

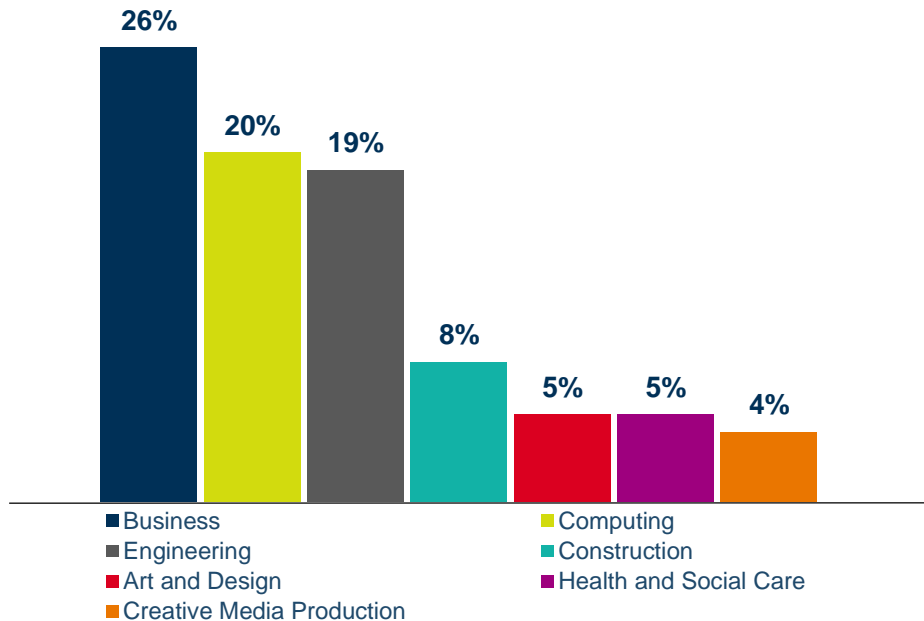


■ Domestic student ■ International student  
■ Don't know



■ NET: UK  
■ NET: India and South Asia  
■ NET: Asia  
■ NET: Europe and Africa  
■ NET: Middle East and Hispanic America  
■ NET: China and Hong Kong

# Subject area and course title



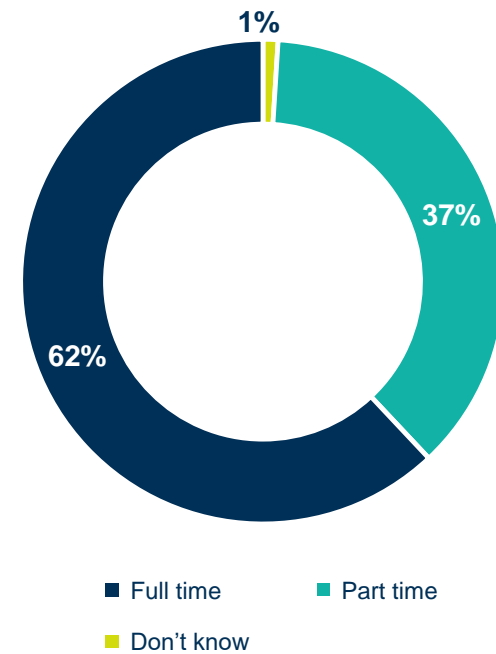
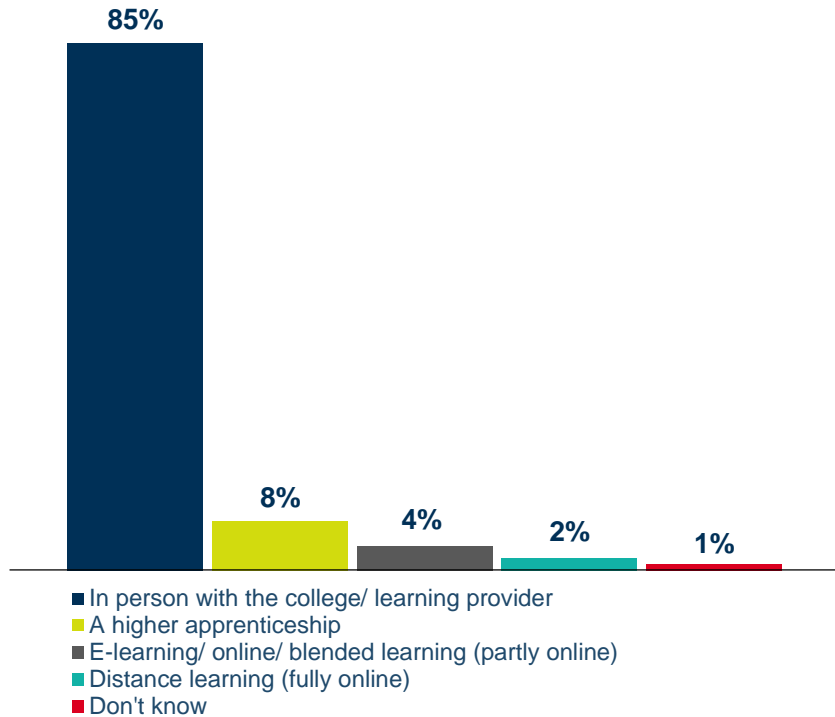
Course title	
Business Management	15%
Computing	15%
Business	7%
Electrical and Electronic Engineering	7%
Mechanical Engineering	5%
Health and Social Care	4%
Construction and the Built Environment	4%
General Engineering	3%
Civil Engineering	3%
Software Engineering	2%
Accounting and Finance	1%

**Subject areas <4%:** Hospitality Management (2%), Performing Arts (2%), Aeronautical Engineering (1%), Applied Biology (1%), Hair and Beauty Management (1%), International Travel and Tourism Management (1%), Music (1%), Sport and Exercise (1%)

\*Courses <1% not shown



# Mode of study



ALWAYS LEARNING