

OfS explorations: Consumer rights

Report to the OfS by Public First

June 2025

Executive summary

Public First conducted research for the Office for Students (OfS) to examine students' perceptions of their rights as consumers and the promises made to them by higher education providers. This research looked at some areas that fall within the OfS's regulatory remit, and some others that do not.

The study comprised:

- a. A nationally representative poll of 2,001 students at OfS-regulated universities and colleges in England.
- b. Two focus groups, with undergraduate and postgraduate university students respectively.

In general, there was some divergence between the quantitative findings of the polling and the qualitative experiences described in the focus groups. This is not unusual, as focus groups sought to provide a snapshot view and were not intended to be a nationally representative sample of the student population. Nonetheless, by providing greater insight into the experiences of individual students, the focus groups add valuable nuance to the poll findings.

We found that students did not consistently draw clear distinctions between their wider expectations of higher education study and the specific promises that their institutions had made to them. They were also asked separately about their understanding of their rights and entitlements. The findings should be read in this light, bearing in mind that students' expectations may not always reflect promises that were made.

Key findings

How well do students understand their rights and what they are promised?

1. Our polling found that a substantial minority of students do not have a confident **grasp of their rights and entitlements**. Only 50 per cent said that they understood and could describe their rights and entitlements as a student, while 40 per cent said that they did not and could not.
2. More than half (52 per cent) of students polled said that they felt 'not that well informed' or 'not at all informed' regarding their **right to receive compensation**. The right about which most students said they felt well informed was their right to **fair and transparent assessment**, but only a third of students (32 per cent) made this claim. The equivalent figures for other rights were lower.

3. This was despite the fact that a majority of those polled (83 per cent) believed that the **information they received before enrolment** was upfront, clear, timely, accurate, accessible and comprehensive.
4. In our polling, the two things that students were most likely to identify as a promise from their university were **a well-equipped campus, facilities and accommodation** (79 per cent) and **high quality teaching and resources** (78 per cent).

In our focus groups, students found it difficult to identify what had been explicitly promised to them by their institutions, with received ideas about higher education playing a significant role in shaping student expectations. Though they identified specific areas where their expectations were not being met, both undergraduates and postgraduates struggled to identify where these amounted to broken promises. Postgraduate research students were most likely to say they had been promised the support of a doctoral supervisor.

Are students getting what they were promised?

5. Over three-quarters of students polled said that the promises they believed their university had made to them **had not been fully met**. Over half (59 per cent) believed that their institution's promises had been mostly met; 14 per cent said that they had been partially met; and 1 per cent said they had not been met at all. Only 24 per cent of all students believed that promises had been fully met.
6. Although most students (83 per cent) polled agreed that their **learning experience** specifically aligned with what they had been promised, about a quarter of students (23 per cent) told us they had received **lower quality teaching** than they expected.
7. Polling identified several features of students' higher education experiences that they did not believe matched the promises made to them. Though most students believed they had been promised access to a well-equipped **campus, facilities and accommodation** and **high quality teaching and resources**, fewer than half of respondents said that these were clear and consistent parts of their university experiences.
8. When presented with a list of possible **disruptions to their university experience** and asked whether any of them had occurred, 70 per cent of students in the poll identified at least one type of disruption.

In our focus groups, undergraduates reported experiencing less contact time than expected, poor teaching quality, and limited access to career development opportunities such as placements and practical experiences. As noted, they struggled to identify where these amounted to broken promises.

If not, can they hold their institution to account?

9. Our polling shows that a sizeable minority of students do not trust their institutions to **listen to their voices**. Around one in six (17 per cent) disagreed with the statement: 'At my university, students have a meaningful say in decisions that affect their education.'

10. Most of the students we polled (65 per cent) had never **lodged a formal complaint** against their institution. Those who had were most likely to have complained about their marks or feedback (34 per cent), changes to their course content (17 per cent), or unfair treatment by a staff member (17 per cent).
11. In the poll, about one in four students (24 per cent) who had not made a complaint told us they were 'not that confident' or '**not at all confident**' that they would know how to go about it. When asked what the biggest barrier to making a complaint would be, most cited doubt that it would make a difference (36 per cent) and a lack of time or energy to go through the process (35 per cent).
12. The most likely **source of information** for students on the topic of their rights was their university website. More than half (53 per cent) of students said that they would look here or simply search online (51 per cent) for the answers. 42 per cent said that they would look to their students' union or student representative body for this information. About one in six students polled (15 per cent) said that they would go to a national organisation for information about their rights as a student.
13. Six in ten students polled (60 per cent) were unaware of how to make a complaint about their institution or course **externally**, with about a third (33 per cent) saying they were aware. Over a third (35 per cent) told us they were unaware of any of the external organisations or routes we listed.
14. Of the students who had made a complaint to their university and were dissatisfied with the outcome of the internal complaints process, 6 per cent had made a complaint to the Office of the Independent Adjudicator for Higher Education (OIA), the independent alternative dispute resolution body that reviews student complaints about individual universities and colleges and adjudicates on the fairness and reasonableness of the decision.

In our focus groups, participants were generally less willing, or less confident in their ability, to hold institutions to account than they were in our polling. In both focus group sessions, students described formal complaint processes as confusing or ineffective, with many being of the view that raising issues would not lead to meaningful change.

In our focus groups there was little to no awareness of external avenues of redress for students. When prompted about options beyond their university, undergraduate participants generally had not heard of OIA, despite the fact that university websites and students' unions should signpost students there if they are dissatisfied with internal complaints processes. This highlights a gap in awareness.

Introduction and methodology

The OfS commissioned Public First to explore the topic of consumer rights with students, focusing specifically on what they felt they had been promised by their higher education provider, and their perceptions of the student experience and student rights in light of these promises. To do this, we:

- a. Conducted two focus groups (one of eight undergraduate students and one six postgraduate students) of students at universities in England. These provide qualitative insight of students' experiences, and helped inform the survey design for the polling.
- b. Polled 2,001 higher education students at OfS-regulated universities and further education colleges in England,¹ weighted by student age, sex, qualification level, domestic vs. international, and student type (full-time or part-time), to nationally representative standards.

The focus groups were not intended to be a nationally representative sample of the student population, and this means that the insights that we have drawn from them are sometimes at odds with our survey findings. Nevertheless, we are confident in the findings of the focus group exercise. Where there are inconsistencies, we have endeavoured to make it clear which source the respective views are drawn from.

Where relevant, we have also subdivided the student population, notably by qualification level, domestic vs international students, and student type (full time vs part time).

We set out to explore four research questions:

1. Do students feel they are getting what they were promised?
2. Where do students feel they are not getting what they were promised?
3. Do students feel able to hold their institutions to account for what they were promised?
4. Are students aware of avenues for redress outside their institutions, such as the ability to complain to the OIA?

Our findings follow.

¹ 67 polling respondents (3.3 per cent) told us that they study at a further education college, reflecting the fact that fewer higher education students study in such a setting. In general the questions used the wording 'your university', which was presumably interpreted by these polling respondents as referring to their college. For the sake of readability, our findings reflect this wording.

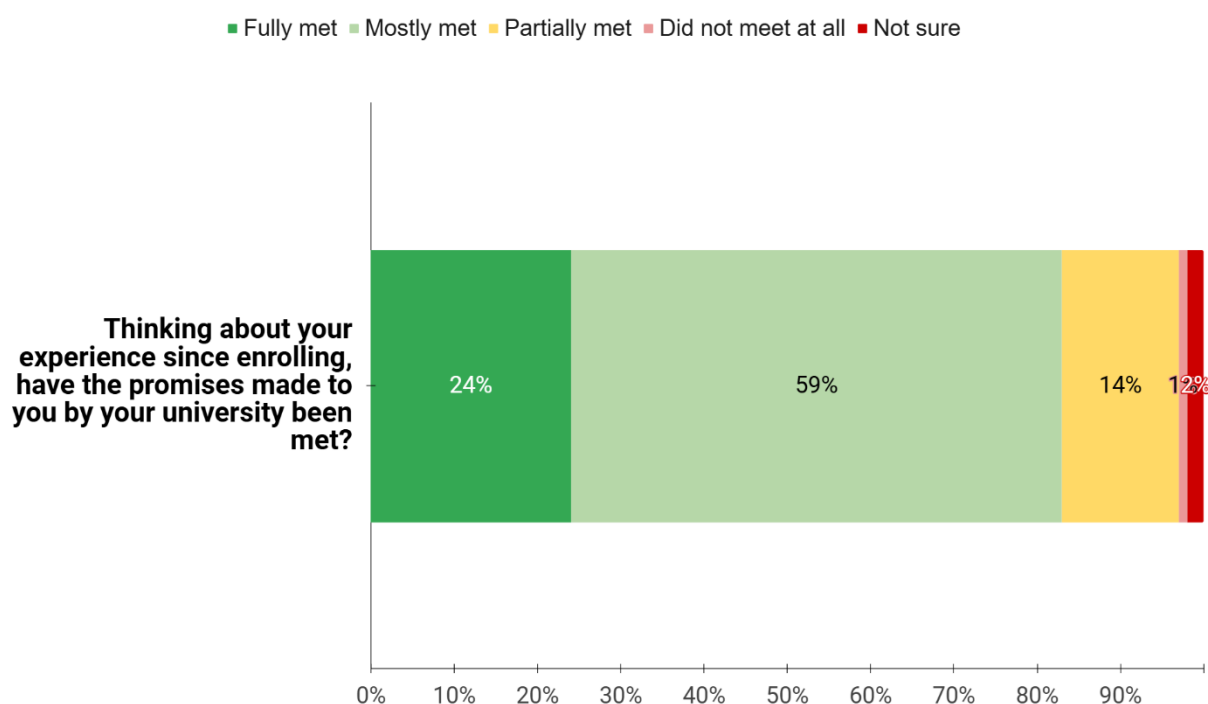
Findings

1. Do students feel they are getting what they were promised?

Over three-quarters of students surveyed in the polling indicated that they believed the **promises made by their university** had had not been entirely fulfilled. Over half (59 per cent) said that their institutions' promises had been mostly met, 14 per cent that these promises had been partially met, and 1 per cent that they had not been met at all. 24 per cent of all students said that promises had been fully met.

Figure 1: Perceptions of how far the promises made by universities to students have been met

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th June 2025



Despite this, a large majority of students believe that their **learning experience** is aligned with what was promised. 83 per cent of students agreed that this was the case, with no major discrepancies in responses between qualification levels, international and domestic students, or full-time and part-time students.

The two things that students were most likely to **describe as a 'promise'** from their university were a **well-equipped campus, facilities and accommodation** (79 per cent) and **high quality teaching and resources** (78 per cent).²

We presented students with a list of things they might have expected from their institutions when they enrolled. In relation to each item on the list, we asked two questions: first, 'Did you expect this?' and second, 'Did your university promise you this?' 80 per cent told us that they had

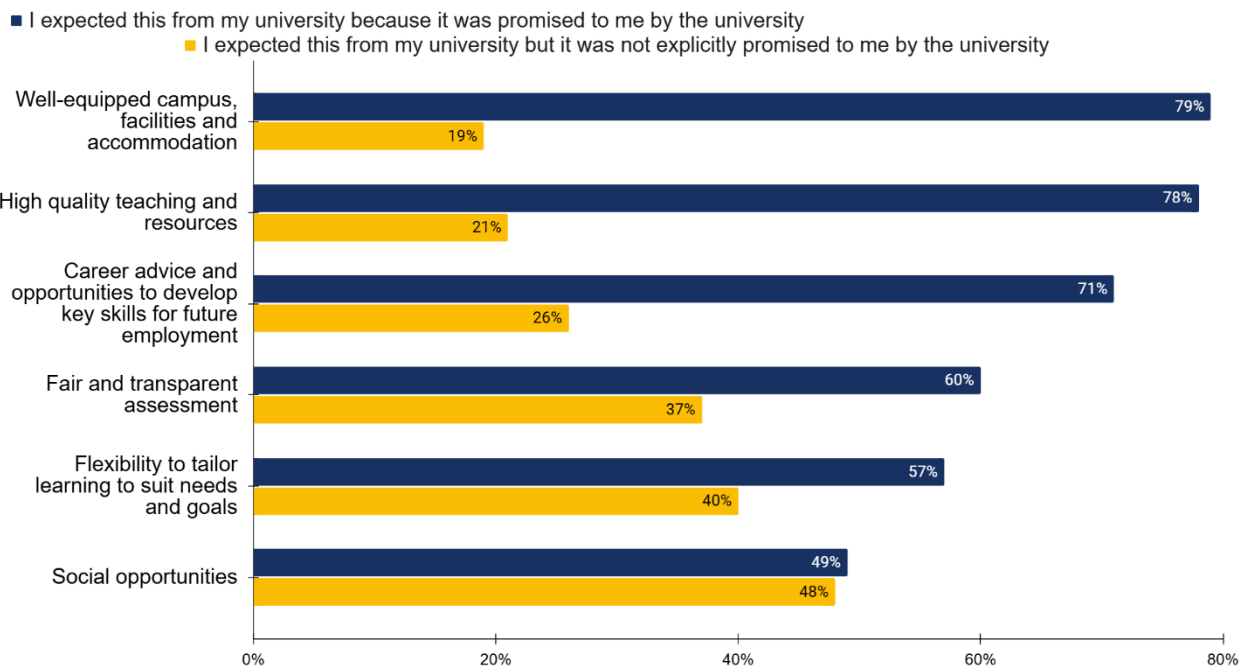
² Since this research was commissioned by the OfS, it should be noted that, while campuses, facilities and teaching fall under the regulator's remit, student accommodation does not.

expected **high quality teaching and learning**, and 78 per cent of those who had this expectation said they considered this to have been promised by their university. 61 per cent of respondents said they expected **fair and transparent assessment**, and of those 60 per cent said they expected it because it was an explicit promise from their university.

Figure 2: Expectations and perceived promises from universities

For the things that you expected ahead of going to university, which of the following comes closest to your view? [Base: Students who selected the following as expectations that had before university]

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



Focus group findings

In our focus groups, both undergraduate and postgraduate students found it difficult to identify what had been explicitly promised to them by their institutions. Participants felt that broader societal narratives about higher education had played a significant role in shaping their expectations, and discussed the impact of the media on perceptions of university.

Some mature undergraduate students were clear that their experiences did not align with explicit promises made by their institutions. Another group with a clear understanding of a promise that had been made to them was doctoral students, who described having been promised the support of a doctoral supervisor, and how this had informed their choice of university. This was one of few examples where participants felt confident that this had been promised to them by their provider.

Focus group quotes

‘When I was applying for a PhD, I applied to several universities, so I was selected and accepted in [Institution A] and [Institution B], but I decided to come to [Institution A] for the supervisor – he interviewed me, he sent me the acceptance letter.’

– 25-year-old PhD student

‘I personally think I do get what I was promised when I applied to university. Not like I’m an easy-going person or anything, but I do get what I need in the university, yes.’

– 24-year-old female undergraduate

[When asked whether they felt like they were getting what they had been promised:]
‘No, definitely not. First year I feel I did [...] This year hasn’t been like first year at all, and not what we were promised when we went to the open day.’

– 42-year-old female undergraduate

2. Where do students feel they are not getting what they were promised?

Despite the gaps demonstrated in their understanding, our polling found that a clear majority of students believe that **the information they received before enrolment** was upfront, clear, timely, accurate, accessible and comprehensive. 83 per cent of students polled said that they had received such information about the course offered; 11 per cent disagreed, with little deviation between subgroups of students.

85 per cent of students polled said that the **costs they had paid** since starting their course were in line with what they were told they would pay.

A lower proportion (59 per cent) said that they found it easy to **raise concerns and complaints** with their institution; 15 per cent said they had not found it easy and 21 per cent said it was not relevant to them.

When asked about the extent to which they agreed that the **contract they signed** with their university was understandable, fair and transparent, 81 per cent of poll respondents agreed strongly (41 per cent) or somewhat (40 per cent). The highest disagreement was among PhD students, where 10 per cent disagreed with the statement.

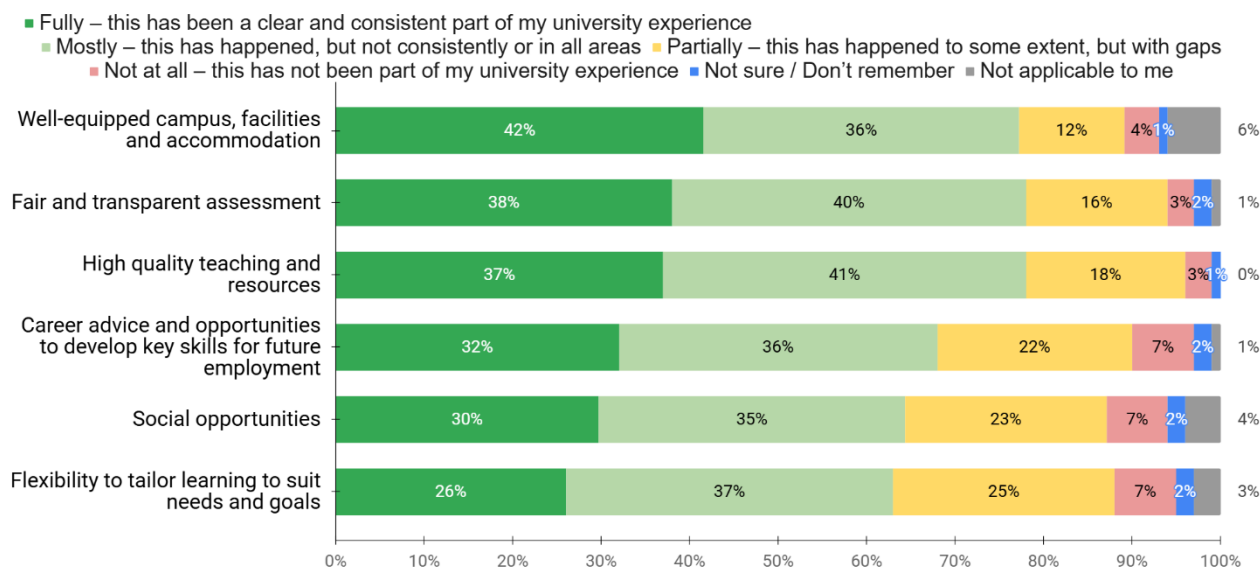
However, polling identified several features of students’ higher education experiences that they did not feel aligned with promises made to them. 79 per cent of students said they had been promised access to a **well-equipped campus, facilities and accommodation**, and 78 per cent said they had been promised **high quality teaching and resources**. Yet fewer than half of respondents said that these were clear and consistent parts of their university experiences.

In relation to physical resources, 42 per cent said that these had been a clear and consistent part of their university experience; in relation to teaching and resources, the equivalent figure was 37 per cent. It should be noted, however, that ‘high quality’ was not explicitly defined in the polling, so whether or not an aspect of a student’s experience was of ‘high quality’ must be understood as a subjective perception on their part.

Figure 3: Reflections of expectations in actual student experience

To what extent have the following been reflected in your actual student experience?

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



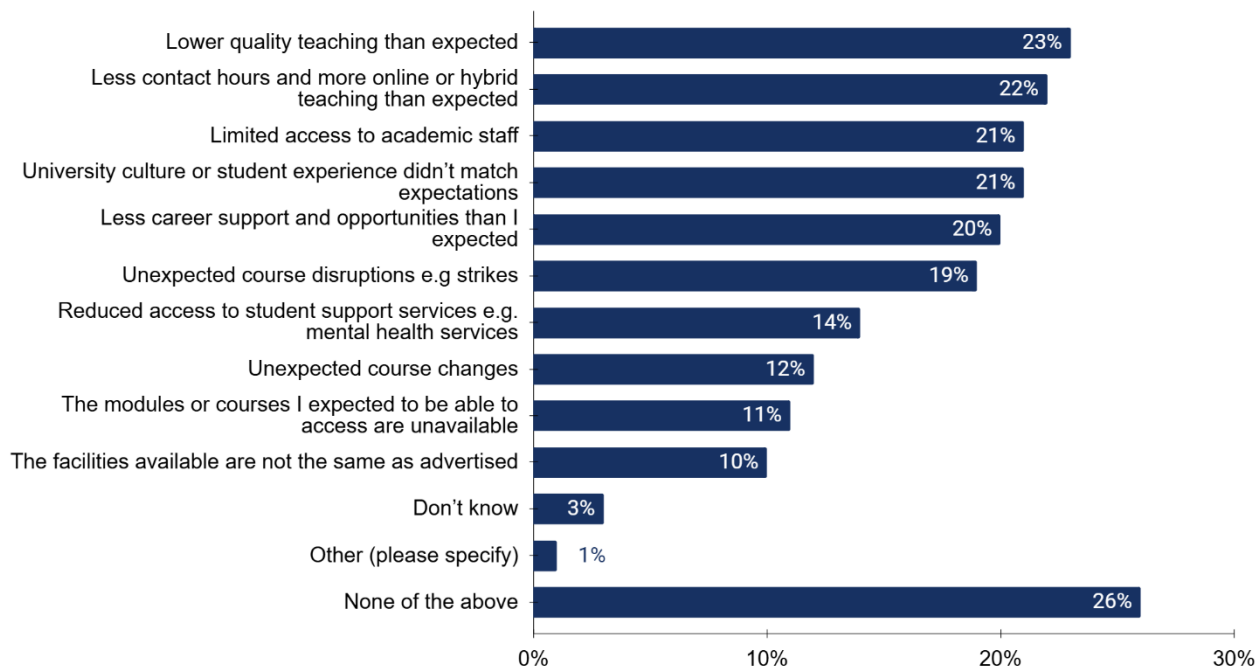
Despite 83 per cent of respondents saying their academic experience aligned with promises made to them, about a quarter of students polled (23 per cent) told us they had received **lower-quality teaching** than expected. Responses varied significantly by qualification level. 21 per cent of Level 4 students, 26 per cent of undergraduates, 18 per cent of masters' students and 12 per cent of PhD students said that they had experienced teaching of a lower quality than expected. Domestic students (25 per cent) were more likely than international students (17 per cent) to say that they had experienced lower quality teaching than expected.

Other commonly observed differences between what respondents believed had been advertised and what they received related to courses and students' experiences. They reported fewer **contact hours** and more **online or hybrid teaching** than expected (22 per cent) and limited access to academic staff (21 per cent), with a higher proportion of undergraduates selecting each of these options than masters' or PhD students.

Figure 4: Differences between what was advertised about courses and respondents' experiences

Have you observed any of the following differences between what was advertised about your course and your experience, if any? Select all that apply.

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025

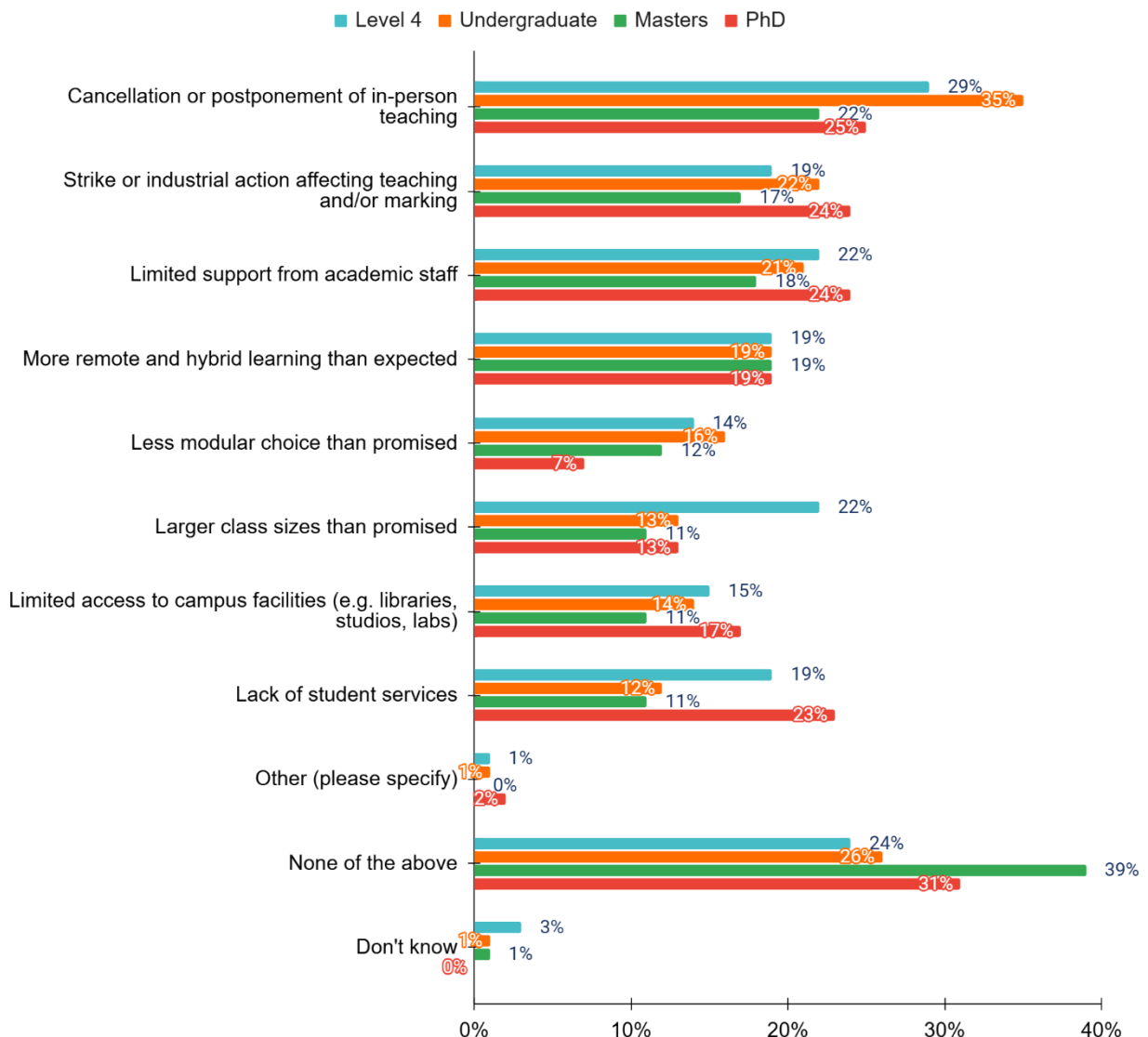


When presented with a list of possible **disruptions to their university experience** and asked which had occurred, 70 per cent of respondents to the poll identified at least one type of disruption.

Figure 5: Experiences of barriers and disruptions to university study

Have you experienced any of the following during your time at university? Select all that apply

Public First | Studying Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



35 per cent of undergraduate students said that they had experienced a cancellation or postponement of **in-person teaching**, although 75 per cent of undergraduates said that they had received clear, proactive communication of any disruption to their course. 13 per cent of students who had experienced cancellations or postponements said it had significantly impacted their academic experience.

20 per cent of all students sampled had experienced a **strike or industrial action** that affected the teaching they received, with 16 per cent saying it had significantly impacted their academic experience.

20 per cent had experienced **limited support from academic staff**, rising to one in four among postgraduate students. This was the option that the highest proportion of respondents reported had

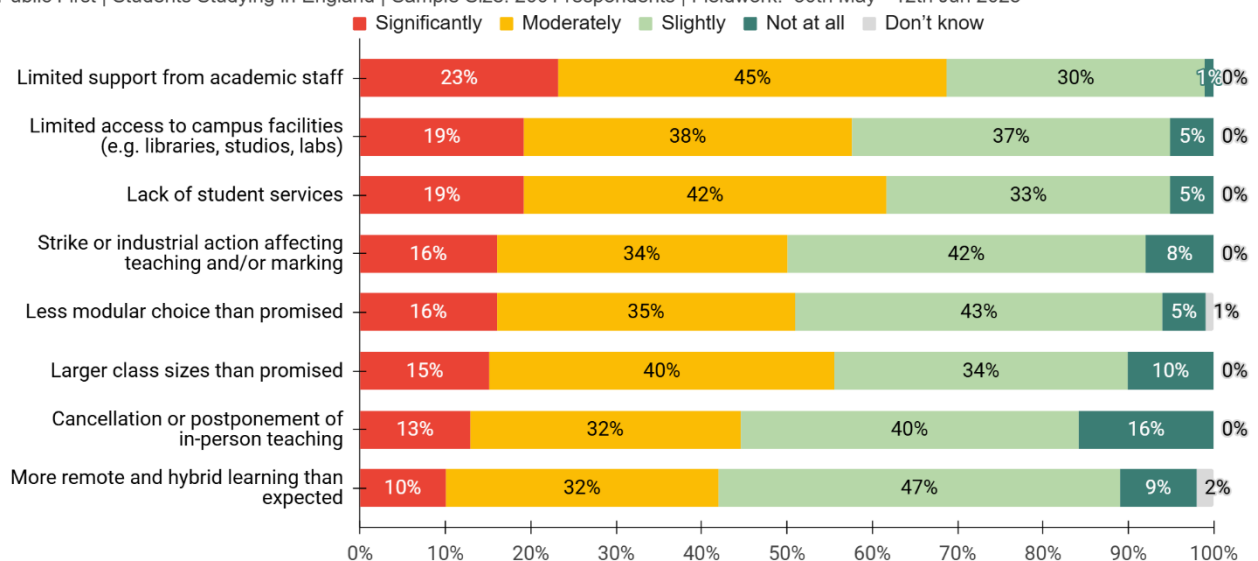
had a significant impact on their academic experience (23 per cent, rising to 32 per cent among international students).

Respondents were asked how satisfied they were that their institution had taken all necessary steps to **minimise the impact** of different disruptions on their education, 42 per cent said that they were 'not that satisfied' or 'not at all satisfied' with their institution's response to the cancellation or postponement of in-person teaching. Similarly, 45 per cent were 'not that satisfied' or 'not at all satisfied' with their institution's response to strikes or industrial action affecting teaching, marking or both.

Figure 6: The significance of different barriers and disruption to university study

How significantly did the following impact your academic experience? [Base: Those who said that they had experienced the following during their time at university]

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



Focus group findings

In our focus groups, students identified areas where their expectations were not being met, but, as noted, they struggled to identify where these amounted to broken promises. Undergraduates reported experiencing reduced contact hours, poor teaching quality, and limited access to career development opportunities such as placements and practical experiences. Some postgraduate students told us that the quality of lecturing and teaching generally did not match up with what had been promised.

These discussions were generally framed in terms of expectations being disappointed, rather than promises not being met. As described above, the main promise that postgraduate students articulated was PhD candidates being promised a supervisor.

Focus group quotes

‘A lot of my friends had to change course because they just completely cut the course in the middle of the year [...] They were all really disappointed that they didn’t get much notice for that happening. I think that it’s just the disappointment that they didn’t get what they signed up for.’

– 21-year-old female undergraduate

‘Obviously this may be dependent on uni, but I feel like in general the students do learn by themselves the majority of the time. The assisted help by the lecturers is obviously a good benefit and that’s what’s provided, but for £9,000 – and that’s not even including rent and food and all of this – I just think you know, a lot more could be provided or we pay less. [...] I don’t know why we’re paying £9,000 but, you know, that’s how I feel about it.’

– 20-year-old male undergraduate

‘I think that they promised that they would be really supportive in our placement year. And whenever I’ve spoken to any of the second or third or fourth years at the moment – because my course is really quite small so we kind of talk to other years a lot – they said that the teachers are [...] not supportive in that year at all and they don’t reply to emails’

– 21-year-old female undergraduate

‘Before I applied for this marketing course, I think, “Everything is alright, I think this is what I’m going to apply for,” because I think this course is so useful and helpful in the future. But in semester one, I said, “I feel everything is all right,” until semester two, when I think one of the modules is very, very difficult and is very overwhelming, and this lecturer is very picky and very strict [...]’

– 34-year-old female postgraduate

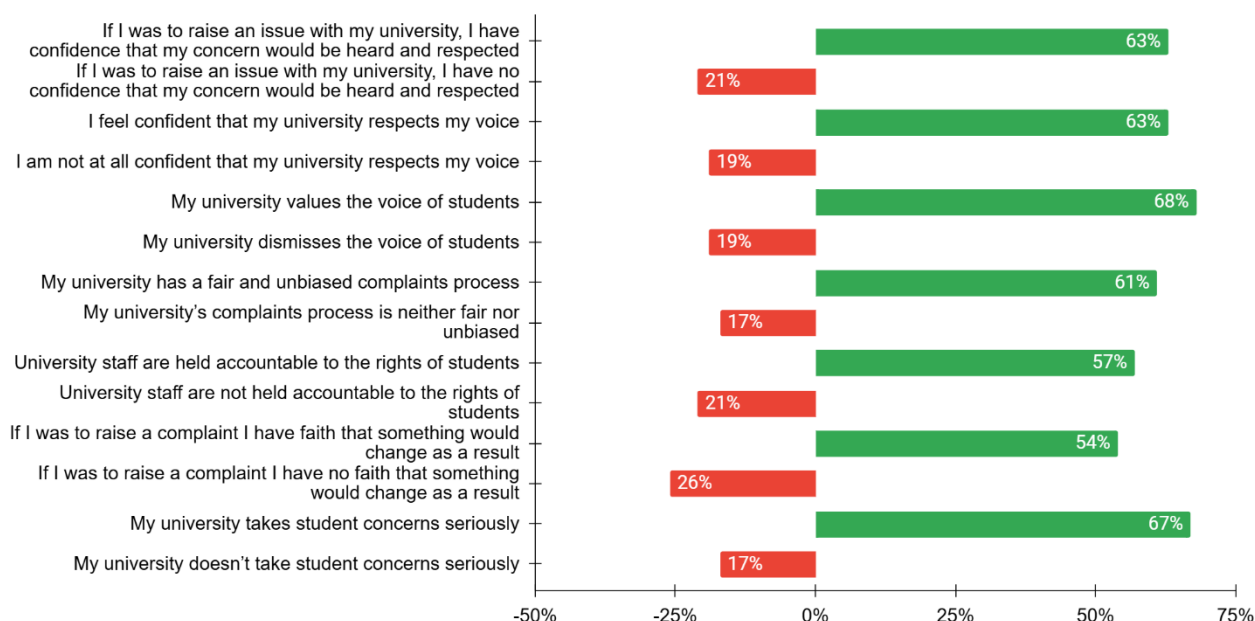
3. Do students feel able to hold their institutions to account for what they were promised?

Our polling shows that, while most students trust their institutions to **listen to their voices**, a significant minority do not. Around one in six students (17 per cent) disagreed with the statement, ‘At my university, students have a meaningful say in decisions that affect their education.’ And, while 66 per cent of students agreed with the statement ‘My university listens to student feedback when making decisions about teaching and learning,’ more than one in ten (12 per cent) disagreed. 26 per cent of poll respondents said they have ‘no faith’ that something would change if they raised a complaint. These responses were highly consistent across the different qualification levels tested, and between international and domestic students.

Figure 7: Views of university attitudes towards students' rights

Which of the following statements comes closest to your view of your university/college?

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



Most of the students we polled (65 per cent) had **never lodged a formal complaint** against their institution. Those who had were most likely to have complained about their marks or feedback (34 per cent), changes to their course content (17 per cent), or unfair treatment by a staff member (17 per cent).

Around half (54 per cent) of those who had complained felt satisfied with their institution's **handling of the complaint**, with 23 per cent of the respondents who had complained saying that they felt the issue had not been taken seriously. Students were at least twice as likely to have made a complaint through informal channels, such as a course representative or conversation (23 per cent), than through formal channels, such as an official procedure (11 per cent).

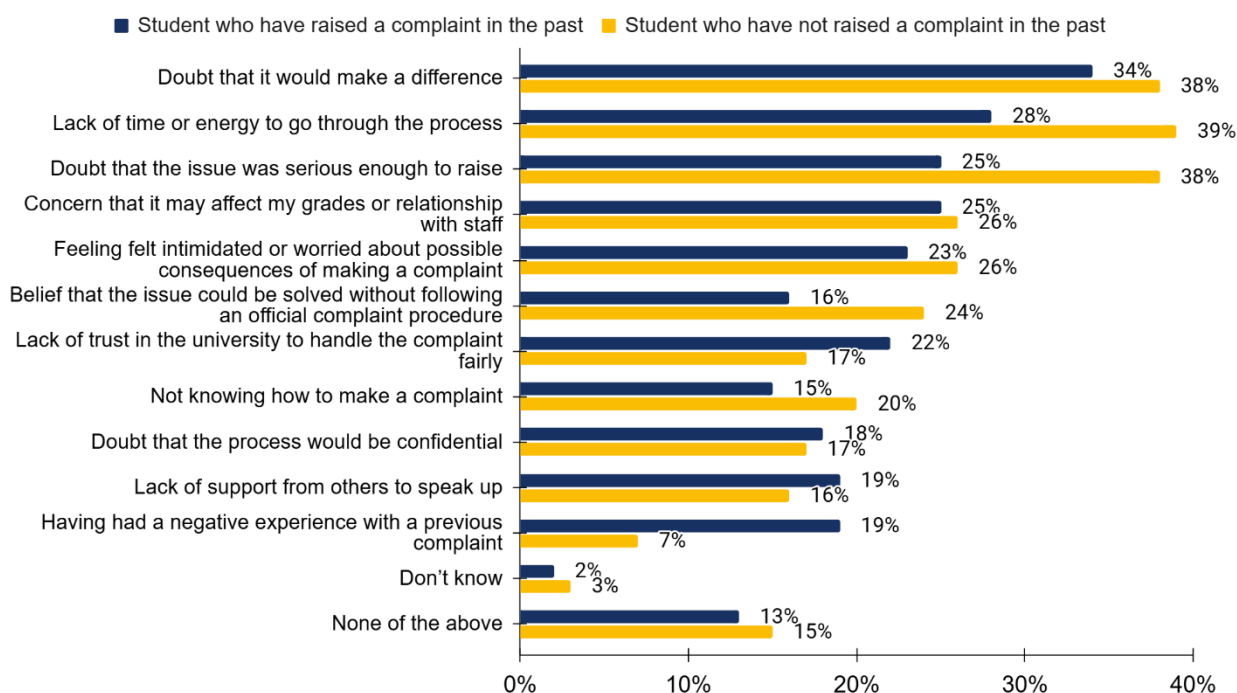
In the poll, about one in four students (24 per cent) who hadn't made a complaint told us they were not that confident or not at all confident that they would **know how to go about it**. Almost double the proportion of international students (34 per cent) who hadn't complained said they would feel very confident doing so, when compared with domestic students (18 per cent).

When asked what the biggest **barrier to making a complaint** would be, most mentioned doubting that it would make a difference (36 per cent), and a lack of time or energy to go through the process (35 per cent). Domestic students (41 per cent) were more likely than international students (25 per cent) to identify the former as a barrier.

Figure 8: Barriers to raising complaints with universities

Would you consider any of the following barriers to you raising a complaint with your university? Select all that apply

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



Focus group findings

In our focus groups, participants were less willing, and less confident in their ability, to hold institutions to account than the respondents to our polling. In both focus groups, students described that formal complaint processes are confusing or ineffective, with many students holding the view that raising issues would not lead to meaningful change in any case. Some mentioned feeling intimidated or fearing repercussions if they pushed too hard, while others simply didn't know the proper channels or procedures to demand accountability from their university.

Informal methods of providing feedback, rather than formal complaint channels, were preferred by all the students we spoke to; the use of student representatives was one popular way of providing feedback to course administrators, as were dedicated email helplines and end-of-semester surveys.

Focus group quotes

'I think people are scared of getting struck off their course.'
 – 23-year-old male postgraduate

‘If you were unhappy with your course, I don’t know how you’d actually say to them, “I want my money back, this was rubbish,” basically. I don’t think that they would actually do that. It would just be a long, drawn-out process and they could just probably just argue for their own sake that your experience was your experience, other students didn’t agree, for example, on your course.’

– 21-year-old female undergraduate

‘One of our lecturers, he wasn’t actually a sports journalism lecturer, he’s just off the normal journalism course, and he made it pretty clear that he didn’t like any of us and he didn’t want to be there when he was teaching us. And we basically got told that we had to go and get on with it, pretty much. So there wasn’t any sort of solution of, “We’ll change lecturers,” or anything, it’s just, “You’ll get in more trouble if you don’t go, so just get on with it and finish it.”’

– 19-year-old male undergraduate

‘People also just don’t think anything’s going to happen if they make a complaint, like I don’t think it would. With my masters’, it was so badly organised at the start, like we kept turning up for lectures and people just wouldn’t turn up and things like that [...] We had this group chat and we were all like, “What’s going on? We’re paying so much money for this,” and [...] it just seemed like no one knew what was going on, but we raised it to the rep to raise it to like one of the lecturers and then [...] it would just still happen. So it’s like they’re not going to change it.’

– 23-year-old male postgraduate

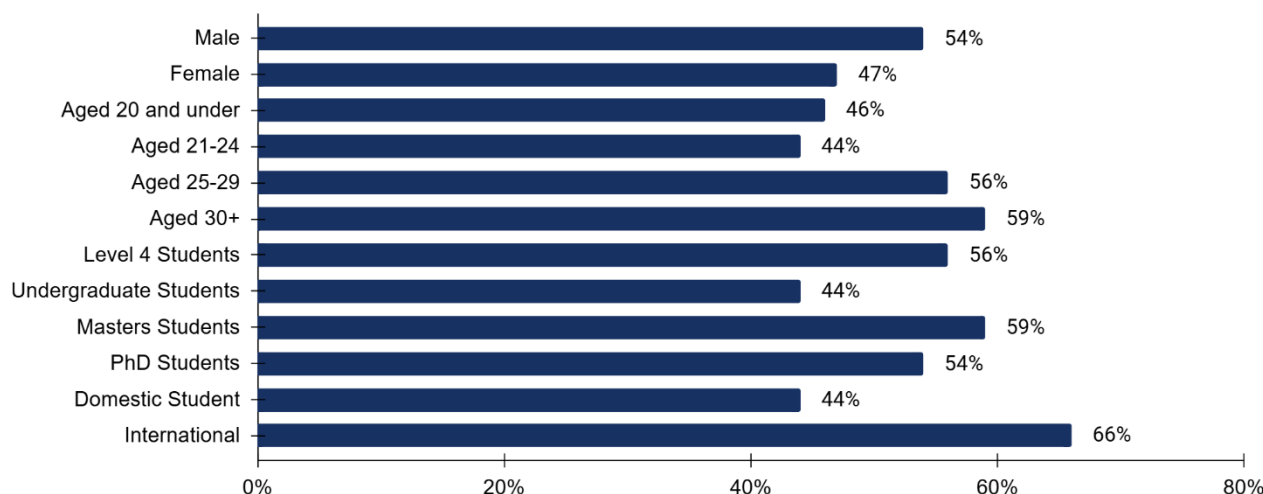
4. Are students aware of avenues for redress outside their institutions?

Our polling found that students did not have a very confident grasp of their **rights and entitlements as students**. 50 per cent of students said that they understood and could describe these rights and entitlements, while 40 per cent said that they did not understand them and could not describe them. The proportion saying they understood their rights was 44 per cent among undergraduates, and rose to 59 per cent among masters’ students (compared with 45 and 32 per cent respectively saying they did not understand).

Figure 9: Perceptions of information about rights as a student by demographic

Would you say the following statement applies to you? “I understand and could describe my rights and entitlements as a student.” [BASE: Those who selected 'Yes']

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



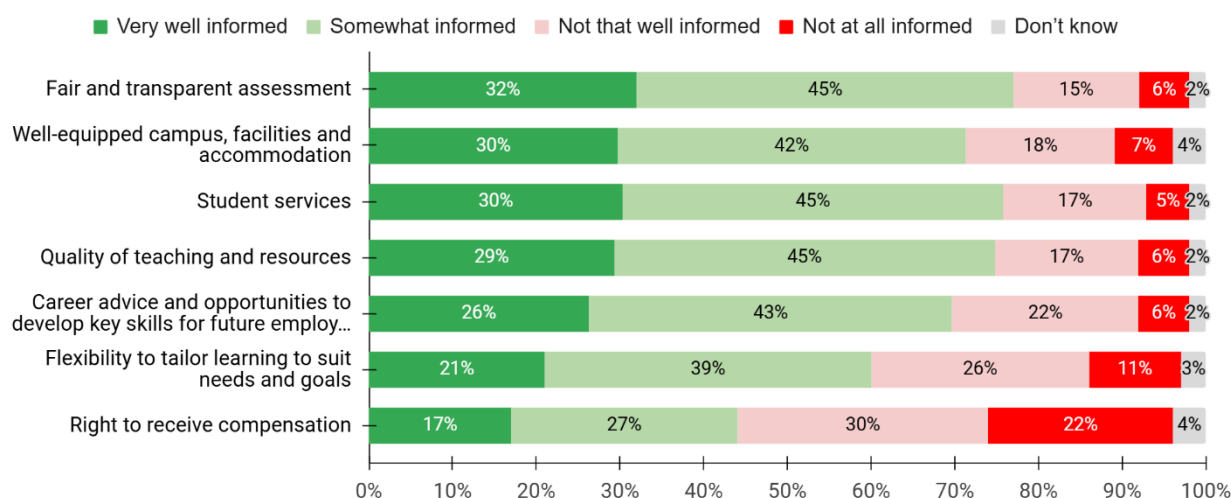
Many students felt ‘**not that well informed**’, or ‘not at all informed’, about their rights as a student. When polled about how well informed they felt about their rights on different topics, only 32 per cent of students felt well informed about their right to **fair and transparent assessment**. More than half of students (52 per cent) said that they felt not that well informed, or not at all informed, about their **right to compensation**.

International students (66 per cent) were also considerably more likely to say that they could understand and describe their rights and entitlements than their domestic counterparts (44 per cent).

Figure 10: Abilities to understand and describe rights and entitlements among students

How well informed do you feel about your rights as a student on the following topics?

Public First | Students Studying in England | Sample Size: 2001 respondents | Fieldwork: 30th May - 12th Jun 2025



About one in six students (15 per cent) said that they would go to a national organisation such as the National Union of Students (NUS) for information about their rights as a student. The most likely **source of information** for students on the topic of their rights was their university website,

with more than half (53 per cent) saying that they would look here or simply search online (51 per cent) for the answers. 42 per cent said that they would look to their students' union or student representative body for this information.

To be eligible to complain to the OIA, students must normally first complete their institution's internal complaints or appeals process. At the conclusion of that process, we would expect providers to be signposted to the OIA, if they are dissatisfied with the outcome. 8 per cent of all students were aware of the OIA. Of those who had not made a complaint against their institution, 7 per cent said they would make a complaint to the OIA if they were dissatisfied with the outcome of their institution's complaints process. Of students who had made a complaint to their institution, 6 per cent had gone on to complain to the OIA.

More than a third (35 per cent) of students told us they were unaware of **any** of the external organisations or routes we listed through which students in England can raise complaints about their university.³ Domestic students (38 per cent) were more likely to respond in this way than international students (28 per cent), as were undergraduates (41 per cent) compared with masters' students (28 per cent) and PhD students (23 per cent).

Separately from complaints processes, students are also able to tell the OfS, as the higher education regulator, about issues with their institutions. Overall, 18 per cent of students had heard of the OfS (falling to 14 per cent among undergraduates).⁴

Focus group findings

Corroborating the results of our polling, the focus groups found that there was little to no awareness of external organisations or avenues of redress for students. When prompted about options beyond their university, undergraduate participants generally had hardly any knowledge of the OIA, highlighting a gap in awareness. A few students said they had a vague idea that an external complaints process existed, but were unclear on the details or how to engage with it.

Among postgraduates, there was limited interest in the use of these avenues for redress, with the implicit sense that if intra-institutional channels of redress seemed drawn-out, daunting and potentially fruitless, it was unlikely that resorting to extra-institutional channels would make the situation better, even when it was put to them that these channels exist to safeguard their rights as students.

This also reflects the limited awareness among focus group participants of having rights as students, which contrasting with the poll findings.

³ Because this question did not clearly distinguish between formal complaint routes and broader advisory or advocacy bodies, it risks conflating students' awareness of general support structures with their understanding of formal routes for redress. This may result in an overestimation of students' knowledge about official complaint pathways, or lead to misleading conclusions about how accessible students perceive these routes to be. Other than 'N/A', 'Don't know' and 'Other', the options listed were trade unions or student unions (e.g. the NUS), Citizens Advice, the OfS, solicitors or legal advice services, a local MP or government representative, the Quality Assurance Agency for Higher Education and the OIA.

⁴ While the OfS can use information that it receives as intelligence as part of its monitoring of whether a university is breaching its conditions of registration, it does not investigate or resolve individual complaints.

Focus group quotes

'I think more information about how you can escalate things would be great, and maybe more protection, like [...] whistle blowing protection as well. I think a lot of students have a fear of retaliation by the university.'

– 25-year-old female postgraduate

'I think [going to the OIA] would have to be a pretty serious thing to do, and I think that because it's external to the university, I'd feel a little bit like a snitch. I would have to have a lot of evidence to back up what I'm saying, and I think that it would be a really long, drawn-out process, that I ultimately wouldn't really trust would get resolved. And so I just wouldn't really see it as worth it to make that complaint.'

– 21-year-old female undergraduate

[When asked how they feel about the existence of the regulator:]

'Yeah, I think it's just reassurance that you're not going to get kicked off your course [...] one of the reasons why students are scared to challenge is because they feel like the uni has the power, you know?'

– 23-year-old male postgraduate

'I don't think I've ever heard of any uni willing to reimburse or cover if they've done a poor job of teaching. That's never come to me.'

– 20-year-old male undergraduate student