London South Bank University

	PAPER NO:EC03(12)
Committee:	**Educational Character Committee**
Date:	**1st February 2012**
Subject:	Review of KPI's on student satisfaction, retention and progression (min 103 of Policy and Resources Committee (10/11/11)
Author:	**Dr Phil Cardew, Suzy Kerr-Pertic, Darrell Pariag, Ian Collins, Jo Ellett**
Executive sponsor:	**Dr Phil Cardew**
Recommendation by the Executive:	**For discussion and deliberation and response to Policy and Resources Committee**

Executive summary

At its November meeting, Policy and Resources Committee considered the University's KPIs as a 'top level' document (attached) and reflected as to the extent to which Educational Character Committee might be in a position to delve behind the 'headline' figures and gain a greater understanding of the issues.

To provide some further information, and as a starting point in discussion of how this might be achieved, a selection of information, used by other University committees (chiefly Academic Board and Quality and Standards Committee) is attached, These are:
1. University KPis as presented to December Board of Governors.
2. Student Profile and Progression Analysis Report.
3. Annual report on the NSS
4. Report on Student Surveys, 2011
5. Data on HESA performance indicators, including comparative data.
6. Milestones established within our OFFA Access Agreement (and associated extract on monitoring thereof).

Further background papers are available on the Educational Character Committee section of Sharepoint:
1. Full paper on Student Profile and Progression Analysis Report (paper 2) with background statistics.
2. Full results for the Student Survey (papers 3 and 4) broken down by faculty
3. DLHE report 2009/10

	Board/Committee	**Date**
Matter previously considered by:	Policy and Resources Committee	November 2011
Further approval required?	Policy and Resources Committee	

Communications – who should be made aware of the decision?	N/A

Paper 2

STUDENT PROFILE AND PROGRESSION ANALYSIS REPORT

26 October 2011 (data generated 10-19 october 2011)

Suzy Kerr Pertič, Pro Dean, AHS

STUDENT PROFILE: KEY TRENDS

- In 2010-11, AHS, BUS and ESBE enrolled more Year 1 UG FT students than in 2009-10. HSC UG FT student numbers declined. In 2010-11, Year 1 UG PT student numbers declined in AHS, BUS and ESBE (223, down from 357). HSC UG PT students grew by 5 students.
- The Year 1 undergraduate student profile in each of the four faculties is significantly different, and these differences are masked when LSBU undergraduate student data is aggregated. There are also notable differences between the FT UG student profile and the PT student profile.
  - **Gender**. UG FT female students are HSC 86%, AHS 62%, BUS 40%, ESBE 25%, averaging 55% for LSBU. Gender distribution across faculties has changed little from 2009-10. Gender distribution within faculties varies greatly between departments, clearly determined by subject area. A greater proportion of PT students are female, notably in Business - HSC 86%, AHS 64%, BUS 70%, ESBE 9%.
  - **Ethnicity**. UG FT White students are the largest ethnic group in HSC 47% (4% increase from 2009-10), AHS 39% (6% less than 2009-10) and ESBE 28%. Black African students are the largest ethnic group in BUS 27%. The ethnicity of UG FT students differs between departments, but Black African or White students are the largest group in any department. There is growth in UG FT Other ethnicity students in AHS and BUS, undoubtedly reflecting London's growing young mixed race population. A greater proportion of PT students are white, up in AHS and ESBE and down in BUS and HSC.
  - **Age.** The most significant change since 2009-10 is the growth in UG FT students age 21 and under, nearly half of all UG FT LSBU students. The increase across LSBU was 14%, and in AHS 18%, BUS 15%, ESBE 11% and HSC 7%. PT students are mostly aged 25 to 39 in all faculties.
  - **Fee status.** In 2010-11 Overseas students increased slightly in AHS and decreased slightly in BUS, ESBE and HSC. EU students decreased in AHS, BUS and HSC and remained steady in ESBE.
  - **Entry qualifications.** Clearly linked to the increase in students aged 21 and under, more UG FT students in 2010-11 enrolled with A Levels, the dominant entry qualification in AHS 48% (up 4%), BUS 33% (up 4%) and ESBE 32%. The dominant entry qualification in HSC was HE Quals (31%) but students

entering with A level increased to 28% (up 10%). There is also a marked increase in all four faculties in students with BTEC qualifications. PT students in all faculties are more likely to enrol with HE Quals. UG PT students in HSC are 75% Not Known Entry Quals. The decrease in Other entry quals could be linked to improved recording processes at enrolment or a decline in EU students, rather than a change in actual quals.

- **The 2010-11 LSBU FT UG student was younger, and mostly entered with A Level or BTEC qualifications (AHS 69%, BUS 50%, ESBE 55%, HSC 38%). Following 2011-12 enrolment, this trend is likely to be more pronounced. Increasingly, there is no typical LSBU UG profile, but rather distinct faculty profiles.**

PROGRESSION: KEY TRENDS

- UG FT/PT, UG FT and UG PT progression across LSBU and by Faculty: indicates where progression improved or declined on 2009-10, and where it meets the benchmark (green cell). Year 1 progression has improved in AHS, BUS and ESBE but remains below benchmark. Year 2 is closer to benchmark but has declined except in AHS, above benchmark. Year 3 and 4 are below benchmark.
- UG FT and PT progression by department, against benchmark: indicates where progression improved or declined on 2009-10. HSC data remains provisional due to volume of missing data
- Students who progress better than others in the profile group:
  - **Gender** does not appear to be a significant determinant for progression.
  - **Age** is significant, and students age 21 and under are far more likely to progress.
  - **Ethnicity** patterns are differentiated across faculties, with less obvious progression correlations.
  - **Disability** indicates that classifications DSA N/K and No DSA are typically less likely to progress.
  - **Entry quals** are very significant, and students with **A Level** in AHS/BUS or **Access** in BUS/ESBE and HSC progress best. Data analysis clearly links age on entry with entry quals.
  - **The Student Success Project will be important in exploring success correlations.**
- Interim Postgraduate progression across LSBU and by Faculty.
- progression is lower than Home progression. In 2010-11, lower Overseas student progression was most marked in Year 1 AHS (4% lower) and Year 1 BUS (28% lower) and Year 3 ESBE 99% lower).

Paper 3

Key Points from NSS 2011

ALL STUDENTS	2010	2011	SECTOR
Teaching	81	**79** ▼	84
Assessment and feedback	65	**62** ▼	68
Academic support	69	**68** ▼	77
Organisation and management	69	**68** ▼	75
Learning resources	79	**77** ▼	80
Personal	80	**79** ▼	80
Overall satisfaction	80	**77** ▼	83

- **Participation:**

  The overall response rate for LSBU matched that of 2010 at 60%. The University's sample size for 2011 has increased by 28% on 2010, while the response rate has remained the same. This means that an additional 468 LSBU students answered the survey this year and we are increasing accuracy when capturing the views of the final year students.

- **Scores:**

  In all of the key NSS categories LSBU has seen a reduction in student satisfaction. In a year when most sector scores have improved slightly this is of real concern. With continuing national funding pressures and the prospect of tuition fee increases for students from 2012/13, it is more important than ever that we address the issues highlighted by the NSS. LSBU has already initiated LSBU Projects to address the areas of poorest performance.

- **Areas of Poorest Performance:**
  - **Assessment and feedback:**
    LSBU scores low in satisfaction in this area with **62%**. Although this is a sector-wide problem, since last year we have dropped significantly below the sector score from 1% below in 2010 to 5% below in 2011. We score particularly badly in the area of promptness of feedback (**54%**) and how feedback helps to clarify misunderstandings (**55%**).
  - **Academic support:**
    This year the level of satisfaction with the academic support at LSBU was 9% below the sector score with **68%**. Students were less than satisfied with the support they received with their studies (**67%**) and the study

advice available (**64%**). We have seen an improvement of 1% on last year in the area of students being able to contact staff when they need to (73%).

- o **Organisation and management:**
  With a satisfaction level of **68%**, LSBU is 7% below the sector score. **72%** of LSBU students are satisfied with the efficiency of the timetable; **66%** think that changes in the course or teaching have been communicated effectively; **65%** think the course is well organised and is running smoothly.

- o **Careers:**
  Overall LSBU scored **69%**, which is a fall of 1% on 2010 and 2% lower than the sector score of 71%, which has seen no movement. This year we have improved our score by 2% for providing good advice on further study opportunities (**2011: 61%**, 2010: 59%).

- o **Feedback from Students:**
  With a score of **55%** overall, LSBU scored 5% below the sector score of 60%. This sees us drop by 3% in a year where the sector score rose by 4%. Only **50%** are satisfied that their feedback is valued and only **45%** are clear about how LSBU has taken action regarding their feedback.

- o **Workload:**
  Overall LSBU has scored 6% below the sector average with regards to student workload with **61%**. This is a drop of 3% from our score last year while the sector score remains unchanged. LSBU students are the least satisfied with the following questions: This course does not apply unnecessary pressure on me as a student (**56%**); the volume of work on my course means I can always complete it to my satisfaction (**54%**).

Qualitative Feedback

On the whole, qualitative feedback supported the scores within the NSS. When given the question 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight? ', students commented on:

Positives:
1. The competence and enthusiasm of most teaching staff; academics with current industrial knowledge or experience were most praised.

2. Support outside of teaching; students highlighted the benefits to learning and motivation of quick responses to student emails and the ability to meet face to face with teaching staff.
3. Attempts to update learning facilities were recognised; students welcomed the 24/7 opening hours of the library.
4. Students valued supporting documents e.g. Unit Guides and Blackboard.
5. Improvements in students' transferable skills were recognised.
6. Students welcomed the chance to apply studies in the work environment before graduation.

Negatives:
1. Students did not appreciate lecturers who have no interest in their subject or skill in teaching it; academic staff who did not have English as their first language and who did not make use of the facilities available to provide information (i.e. Blackboard) were criticised.
2. Students would welcome more contact with academic staff, including responses to emails and more tutorials.
3. Students repeatedly bemoaned delays to assessment return with limited amount and/or quality of feedback: often illegible and of no benefit to the student. There were also issues with the fairness of marking.
4. Administration was repeatedly highlighted as being below par; late timetable publication with alterations not communicated and poor room allocations were highlighted.
5. Students drew attention to limited or outdated learning resources and lack of specialist resources.
6. Students would welcome more support with finding a work or placements and whilst on placement.

7. Disruptive students in class were not disciplined, and students have to share group marks with these students.
8. Part time students recognise that they are treated differently from full time students and this has an adverse affect on them.
9. The poor attitude of different staff was commented upon, students citing rudeness and a lack of respect for students from academics and support staff alike.

10. There were also demands for better, cheaper food and more cash machines on campus.

Paper 4

LONDON SOUTH BANK
UNIVERSITY

Report on Student Surveys 2011

Jo Ellett
Academic Quality Project Manager
October 2011

Contents

1	**Introduction: Background**

This report draws from the data produced by the National Student Survey (NSS), 2nd Year Undergraduate Survey (Y2S) and Postgraduate Survey (PGS) taken in the Summer Semester of 2011.

The NSS is a national survey commissioned by HEFCE and carried out by the market research agency Ipsos-Mori. It questions all undergraduate and sub-degree students funded by HEFCE or the NHS who would be completing their programmes in the summer following the January in which the survey is opened.

The Y2S and PGS are internal surveys which pose the same questions as the NSS and LSBU-specific questions to all 2nd year undergraduate and all postgraduate LSBU students.

Top-level reports have been produced from these data providing staff with Institution and Faculty-level data and headline messages. The full results and departmental-level reports have also been circulated providing Heads of Department with key figures for inclusion in Departmental Target Plans. The full NSS 2011 Results and students' open comments are available in the shared drive set up to provide data for the Quarterly Executive Meetings (EXEdrmd) or on demand.

This report is intended to focus more closely on key messages for Departments, actions to be taken throughout LSBU and progress that the University has made to date to address these action points.

For this report the following criteria are used as a benchmark for low levels of satisfaction:
   a) under 75%, or
   b) 5% or more below the sector score

   c) When looking at departmental scores; 5% or more below the LSBU or sector score, whichever is the lower.
   d) Below 50% in a score should trigger immediate remedial action.

The following criterion is used as a benchmark for 'exceptional satisfaction':
   a) better than the sector score by over 5%

2	**LSBU Action Sheet 2011**

This report makes suggestions for improvements in all areas covered by the 2011 student experience surveys; however in summary we must prioritise these main areas:

Assessment and Feedback

Sector: 67%	LSBU: 62%	LSBU Benchmark: 90%

1. Manage student expectations.
2. Broaden methods of assessment and feedback.
3. Improve speed and quality of feedback.

Academic Support

Sector: 77%	LSBU: 68%	LSBU Benchmark: 90%

4. Manage student expectations.
5. Ensure academic one-to-one/ 'drop-in' sessions are provided.
6. Develop Personal Tutoring activities.
7. More use of smaller seminar groups.
8. Further develop the 'Skills for Learning' offering from CLSD.

Organisation and Management

Sector: 75%	LSBU: 68%	LSBU Benchmark: 90%

9. Improve allocation of classrooms based on class sizes and student requirements.
10. Communicate changes to a course or classroom location quickly and effectively.
11. Improve range of teaching spaces.
12. Simplify access to the data which will enable managers to manage.
13. Standardise responsibilities of key management and administrative roles.

Careers

Sector: 71%	LSBU: 69%

14. Embed employability within the curriculum.
15. Provide targeted further study information throughout the course.
16. Encourage the use of the Employability & Careers Service before final year of study.
17. Improve the facilities available in the Employability & Careers Service.

Course Content and Structure

Sector: 75%	LSBU: 72%

18. Ensure core and module options are relevant to learning outcomes and answer the demands of both students and employers.

Feedback from Students

Sector: 60%	LSBU: 55%

19. Ensure students are represented in evaluation processes, such as Course Boards.
20. Further develop methods of feeding back improvements made at the suggestion of students throughout the year.

Workload

Sector: 67%	LSBU: 61%

21. Develop teaching and assessment methods and timetable to ensure all workload is relevant and distributed across the academic year.

3	**LSBU Overview**

NSS Sample

The NSS sample is produced from the Higher Education Statistics Agency (HESA) return which is submitted by each HE institution in the UK that receives funding from HEFCE. Our HESA return is compiled from the data recorded on our student record system, QLS. This highlights the importance of ensuring that information stored on QLS is accurate. For the purposes of the NSS the most vital information is students' contact and course details, including JACS code. Before the NSS sample is submitted to Ipsos-MORI, it is checked for discrepancies which are resolved as far as possible. This year we had an additional 792 potential respondents to the NSS than in 2010, with an increase in sample size from 2,807 to 3,599 students.

JACS Codes

The JACS code plays an important role in the NSS: there is a publication threshold of at least 23 respondents and 50% response rate by department and JACS Subject Level 3. Therefore, it is essential that courses have the correct JACS code recorded against them on QLS to enable subject level thresholds to be met and to establish clear departmental responsibility for reaching these targets.

Course Aim

The NSS sampling uses the HESA field 'Course Aim' to select students based on which course aim code is associated with the course they are enrolled on. The course aim details the general qualification aim of the course and should be associated with the course at the correct level of study. This year a small number of postgraduate students were included in the sample due to the incorrect course aim associated with a course.

Course Length

If a student does not take the expected length of time to complete a course, they may not accurately be recorded as being in their final year of study in the HESA return. The student is then not included in the NSS sample and is therefore ineligible to complete the NSS. Often students enrolled on sandwich year courses at LSBU do not take their sandwich year. These students therefore take three years to complete a course expected to take four years and are not included in the relevant NSS sample. This year some sandwich courses were barely represented in the survey. This issue may also impact on students who have interrupted their studies. Depending on when the student

interrupts, they could be considered to be eligible to complete the survey when they are not attending or ineligible to complete when they are attending.

Contact Details

The details LSBU provides for Ipsos-MORI are: name; term and home addresses; telephone/mobile phone numbers and email addresses. There are three phases to Ipsos-MORI's fieldwork stage which involves gathering responses from students online via email invitations, then by post and finally via the telephone (including via SMS to smart phones). The more accurate all forms of contact details are, the easier it is to encourage students to complete the survey. This year there were initially more than 400 incorrect email addresses in the sample as recorded in QLS.

Action:
1. **Ensure QLS records are accurate, including:**
    a. **JACS codes;**
    b. **Course aims;**
    c. **Students recorded against the correct level of their programme;**
    d. **Interrupting students' records updated as soon as possible; and**
    e. **Student contact details.**

Progress:
1. Registry has established a Student Records Development Group which focuses on continual improvement of records and data. The Group may wish to focus on the issues highlighted by the NSS sampling.
2. Registry is also offering all University staff the opportunity to attend training to understand how the data on QLS are used by Registry's External Reporting Team and consequently by HESA and HEFCE.
3. **LSBU Project**: *Strategically Aligned HESA Reporting:* This project is addressing the issue of inaccurate JACS codes.

For more details on this project, visit the LSBU Projects website: <u>http://projects/</u>

Sector: 65%	LSBU: 60%	LSBU Benchmark: 70%	Y2S: 11%	PGS: 10%

NSS

The more responses a survey receives, the more accurate a reflection it is of student experience. The NSS 2011 Marketing and Communications Plan continued to focus on encouraging more students to complete the survey. The tools used this year included:

Promotion to Staff:
- NSS faculty representatives
- Staff Gateway/ NOW/ Emails

Promotion to Students:
- Student Gateway/ Blackboard/ Emails/ Texts
- LSBU home/ 'Get Involved'/ Faculty web pages
- Twitter/ Facebook/ Youtube
- New SU Newsletter/ website

- Plasma screens
- Flyers/ Posters
- LSBU/ NSS branded merchandise

- Student Union lecture shout-outs

Students were also provided with chances to complete the survey in a comfortable, convenient space in the form of laptop stations manned by Student Ambassadors. Although this may have increased awareness of the survey, there was a low uptake in this opportunity and budgeting constraints meant that this could not be provided throughout the duration of the survey.

A £5 print credit incentive was again offered to every student who successfully completed the survey. As in 2010, there were many issues surrounding the administration of this incentive. Additionally it became apparent that the print credit may not have been highly appealing to students who left the University before the end of the survey (Nursing courses ending in March) or who study part-time and cannot access LSBU facilities regularly.

The overall response rate for LSBU matched that of 2010 at 60%. This year the sector response rate has increased by 1% on 2010 to 65%, thus it is clear that we can still

make improvement in this area. The LSBU benchmark response rate target is 70%. However, we should be encouraged by the fact that the University's sample size for 2011 has increased by 28% on 2010, while the response rate has remained the same. This means that an additional 468 LSBU students answered the survey this year and we are increasing accuracy when capturing the views of the final year students.

This year the response from Part Time (PT) students was again lower than Full Time (FT), although it has increased on last year. 55% of PT students completed the survey (2010: 53%) compared to 61% of FT students (2010: 62%).

Students on UG programmes other than a first degree also had a lower response rate (52%), than those on first degree programmes (62%). Males had a lower response rate (57%) than females (62%), although as with PT students, the response from males has increased by 2% and decreased by 1 % in females.

The University must continue to focus on engaging more with students studying UG programmes other than first degrees, PT and male students to encourage them to complete the survey. A change in incentive may prove effective in attracting these cohorts as well as the other respondents in the more engaged demographics.

Action:
1. **Earlier survey start date to provide more time for students who finish in March to complete the survey.**
2. **Modify incentive, perhaps to a prize draw with a variety of prizes, within budget, which also reduces the administrative pressure on LSBU.**
3. **Identify lectures which contain NSS eligible students before the beginning of the survey period to enable targeted promotion in lectures.**
4. **Academic staff teaching NSS eligible students should book a PC lab and allocate time in one of their lectures to NSS completion.**
5. **Develop involvement of the Student Union and student representatives; delegating some of the responsibility for increasing participation in the Survey to the student body itself.**
6. **Continue to raise the profile of the NSS by:**
    a. **more effective use of NSS promotional materials;**
    b. **further developing methods of feeding back NSS results to students throughout the year.**

Progress:
1. LSBU Project: *Improving the Student Voice at LSBU:* This project is beginning to look at the mechanisms LSBU uses for attaining feedback across the student

body.

2. A 'Student Surveys and Feedback' page has been included in the 'Get Involved' webpage in the Student Gateway to publicise the activities LSBU has taken in response to student feedback via the NSS:
http://www.lsbu.ac.uk/current.student/studentsurveys.shtml

3. LSBYou, the new magazine for students and staff, is a new forum which may be used to provide information about improvements that have been made as a result of student feedback via the NSS.

Y2S

The Y2S is arguably an important survey for students to complete as it shows the experiences of students who are still engaged with the LSBU system, rather than those who are nearing the end of it and may therefore be less engaged.

As this survey is an internal survey and does not impact on our reputation externally, the pressure to complete it is not as great as for the NSS. Additionally students can only complete the survey online, whereas the NSS is available in a variety of formats. Unfortunately this year there were also some technical difficulties with the survey software which impacted on the response rate, which overall reached 11%: 372 of the 3,433 students in the cohort. In 2010 without these issues the response rate was 17%.

Such a low response base can mean that data in the survey can be dramatically distorted by the opinions of a very few respondents. As such, the Y2S figures referred to in this report should be considered indicative only.

Action:
1. **Investigate and resolve software technical issues.**
2. **Consider the costs and benefits of continuing the Y2S survey in light of response rates.**
3. **If continued, improve on response rate by:**
   a. **raising the profile of the survey**
   b. **targeted departmental encouragement from academic and support staff**

Progress:
1. LSBU Project: *Improving the Student Voice at LSBU:* This project is beginning to look at the mechanisms LSBU uses for attaining feedback across the student body.

PGS

As with the Y2S, the PGS is an important survey as it captures the opinions of students who are still studying with LSBU. Postgraduate students are also more likely to have experience of study in other institutions and therefore have a benchmark by which to judge LSBU.

Again the survey was only available online and experienced the same technical issues as the Y2S. The overall response rate for the PGS was 10%: 512 of the 5,120 students in the cohort. In 2010 without these issues the response rate was 13%. As with the Y2S, information from this survey should be considered indicative only.

Action:
1. **Investigate and resolve software technical issues.**
2. **Consider the costs and benefits of continuing the PGS survey in light of response rates.**
3. **If continued, improve on response rate by:**
   a. **raising the profile of the survey**
   b. **targeted departmental encouragement from academic and support staff**

Progress:
1. LSBU Project: *Improving the Student Voice at LSBU:* This project is beginning to look at the mechanisms LSBU uses for attaining feedback across the student body.

Y2S and PGS Only Questions

The Y2S and PGS asked a number of questions which are not covered by the NSS and should be considered alongside the NSS questions when attempting to improve overall student satisfaction at LSBU.

Learning Community (Y2S, PGS)

Since last year students have told us they feel increasingly part of a group of students committed to learning:

Y2S: **2011: 70%**, 2010: 68%
PGS: **2011: 76%**, 2010: 73%

However, second year and post graduate students feel a poor sense of belonging to the institution:

Y2S: **2011: 54%**, 2010: 50%
PGS: **2011: 40%**, 2010: 41%

Additionally they feel a decreasing sense of pride in being an LSBU student:

Y2S: **2011: 48%**, 2010: 53%
PGS: **2011: 36%**, 2010: 43%

These results may have been affected by LSBU's comparative reputation within the sector, students' interactions with LSBU staff or possibly the fact that LSBU has two campuses with a number of separate buildings which therefore may lack a sense of being one cohesive university. We must consider whether these elements have an impact on overall satisfaction and if so, how we can make improvements to these.

Action:
1. **Understand how a sense of belonging and pride might impact on students' satisfaction with their university and make changes to address this.**

Progress:
1. **LSBU Project**: *Improving the Student Voice at LSBU:* This project is looking at how LSBU can move beyond questionnaires and paper evaluation as a core means of understanding satisfaction.
2. The Marketing Department has established a Student Research Panel: more than 20 willing LSBU students on whom we can call to participate in research

that we wish to conduct in-house, including surveys and focus groups. We may wish to use this resource to identify the issues that affect satisfaction for these cohorts.

Support Services (Y2S, PGS)

The Y2S and PGS also asked a series of questions around the services provided by the Faculty Support Offices, Faculty IT facilities, Catering Services and the Finance Department. All of these areas may have an impact on the overall satisfaction of students with their university, outside of those factors affecting their satisfaction with their course.

However, much of the small percentage of students who completed the Y2S and PGS had not had direct experience of some of these services. The following data from those who had used the services provide an indication of satisfaction with these services:

Service	2011 Y2S Satisfaction (%)	2011 PGS Satisfaction (%)
Faculty Support Offices	69	59
Faculty IT facilities	65	61
Catering	42	48
Finance Department	54	48

Action:
1. **These areas of the University should survey students at a local level about their satisfaction with the services offered and amend activities accordingly.**

Progress:
1. In the 2010 Y2S and PGS students were questioned on their satisfaction with Welfare Services. In 2011 these questions were omitted from the surveys as it was felt that the percentage of students using these services and completing the survey was too small to provide useful data.

   The Student Advice and Careers areas of CLSD now conduct local surveys of students utilising their services. Methods of data collection include three online surveys per annum and a comments book at the front desk. The department

believes this method of feedback is more beneficial to the staff providing and students using the services as it offers targeted criticism or praise and allows for a flexible response to problems.

Faculties, Catering and Finance may wish to use this experience to guide their own surveys.

Communication with Students (Y2S, PGS)

This year there is no change to the rank of the top 3 University communication outlets which students most frequently use (checked at least every 2-3 days):

- **LSBU email** (Y2S: 82%, PGS: 73%)
- **Blackboard** (Y2S: 78%, PGS: 60%)
- **Student Gateway** (Y2S: 33%, PGS: 24%)

The students continue to like to receive communication from LSBU via:

- **LSBU Email** (Y2S: 87%, PGS: 78%)
- **Blackboard** (Y2S: 59%, PGS: 60%)
- **Personal email** (Y2S: 34%, PGS: 52%)

- **Text message** (Y2S: 28%, PGS: 26%)
- **Student Gateway** (Y2S: 10%, PGS: 9%)

Action:
1. **Ensure that all personal email addresses and mobile phone numbers are recorded accurately on QLS.**
2. **Continue to ensure significant information is communicated via all of these main outlets/methods.**

NSS Core Questions (Y2S, NSS, PGS)

(See Appendices 1-4)

To allow for comparison, the core questions asked in the NSS were included in the Y2S and PGS.

The second year UG students were consistently less satisfied than final year students in all areas except for the question; Teaching: Q4: 'The course is intellectually stimulating', where they scored higher than the final year students (Y2S: 80%, NSS: 79%, PG: 83%).

Second year students scored the question 'Staff are good at explaining things' higher than those studying PG courses (Y2S: 80%, NSS: 83%, PG: 77%). They also rated the learning resources available to them higher than the PG students (Y2S: 69%, NSS: 77%, PG: 66%). As in 2010, second year students felt that they had achieved a greater level of personal development than PG students, scoring higher in questions 19-21 than PG students but not final year students (Y2S: 72%, NSS: 79%, PG: 64%). Second year students agreed with PG students about how easy it is to find the information they need on Blackboard, equally scoring this question at 69%.

PG students were also less satisfied than final year students in most areas, although with satisfaction dropping in the NSS and increasing in a few areas in the PGS, the experience of these two cohorts is very similar. The PGS reports that staff members are enthusiastic about what they teach (81%), the library resources and services are good enough for the students needs (76%) and the information and support available on Blackboard is useful (80%).

However, the majority of the data again show that Year 2 and PG students are satisfied or dissatisfied to the same degree as final year students in the same areas. Taking this into consideration, if LSBU continues to focus on the areas highlighted in the NSS as areas for further action the improvement will be experienced universally. For this reason and bearing in mind the low response rate in the two internal surveys, this report will now focus on core messages identified in the more comprehensive NSS data.

In all of the key NSS categories LSBU has seen a reduction in student satisfaction. In a year when most sector scores have improved slightly this is of real concern. With continuing national funding pressures and the prospect of tuition fee increases for students from 2012/13, it is more important than ever that we address the issues highlighted by the NSS. LSBU has already initiated LSBU Projects to address the areas of poorest performance. Faculties should consult their Faculty-Specific reports below to

identify whether it is critical for their departments to be more involved in these projects and adopt the recommendations deriving from them.

Overall Satisfaction

Sector: 83%	LSBU: 77%	LSBU Benchmark: 90%

Overall Satisfaction (%)
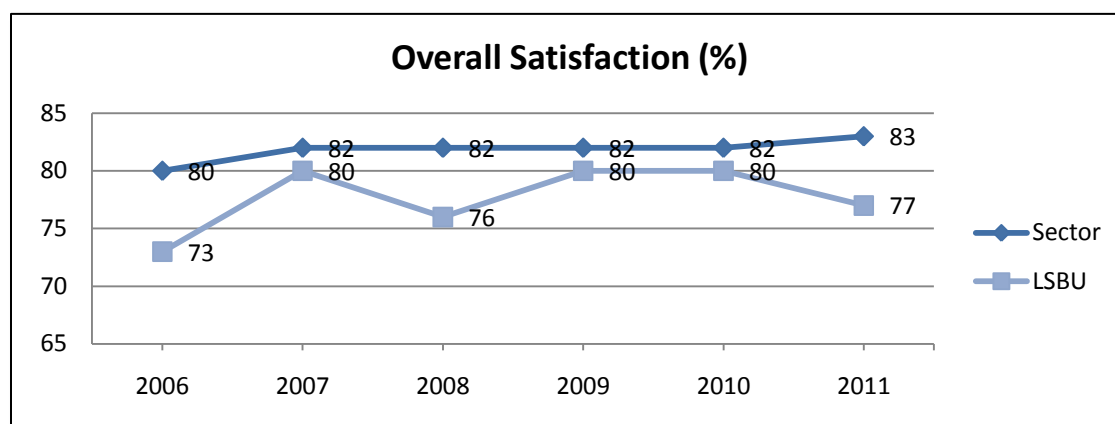
Our **77%** overall satisfaction score has dropped by 3% on the score of the last two years (80%). Meanwhile the sector score has risen by 1% on last year to 83%. We must continue to work towards increasing this level of satisfaction by addressing the issues raised in the rest of the survey.

Satisfaction has reduced across all key demographic groups, ethnic groups and countries of domicile. Of most significance is the rapidly decreased satisfaction of EU students, which showed a drop of 14% since 2010 to an all-time low of **69%**. However, satisfaction for students from outside the UK/EU has increased by 6% from 79% to **85%** which is significant for our Internationalisation remit.

Of note also are two ethnicity categories which showed a drop of 6% in overall satisfaction: White (**2011: 70%**, 2010: 76%) and Asian (**2011: 78%**, 2010: 84%). Black LSBU students are still very satisfied, with a score of 84% for overall satisfaction although this has dropped by 1% since last year.

PT, male and young students continue to be less satisfied than FT, female and mature students. However it is noticeable that the overall satisfaction of FT (**2011: 78%**, 2010: 82%), female (**2011: 78%**, 2010: 81%) and mature students (**2011: 78%**, 2010: 84%) has reduced more since 2010 than that of PT (**2011: 74%**, 2010: 77%), male (**2011: 77%**, 2010: 79%) and young students (**2011: 76%**, 2010: 77%).

The qualitative feedback elucidates on this, with many part time students recognising that they are treated differently from full time students and this has an adverse affect on their motivation. Students observed:

- "Part time students have work priorities and often this is not as well recognised as it should be."

- "Part time courses are not aimed at people who are working full time; they are full time courses squashed into one learning day."

Students with dyslexia (65%) and disabled students (67%) continue to be less satisfied than the overall LSBU level of satisfaction. These cohorts have both seen an 8% reduction in satisfaction since 2010. One student remarked, "Some lecturers refuse to exercise dyslexia arrangements in lectures or appear to be unknowing of these."

We should note that many concerns have an impact on the satisfaction of students with the quality of their course, not all of which we can control. It is possible that the publicity surrounding tuition fee increases has had an impact on these scores, as it may have highlighted to the students the importance of seeking 'value for money' in the education offered by their university. A sample comment from the qualitative feedback suggests, "The course change from four to three units is very unsatisfying considering the tuition fee paid every year and the actual amount of hours spent in classes. Especially with the current regime the new tuition fee is certainly not worth paying unless the course structure and unit availability is changed accordingly also."

Action:
1. **Understand the issues affecting the satisfaction levels for PT, dyslexic and disabled students and design policies and procedures to address them.**

Progress:
3. Marketing has established a Student Research Panel: more than 20 willing LSBU students on whom we can call to participate in research that we wish to conduct in-house, including surveys and focus groups. We may wish to use this resource to identify the issues that affect satisfaction for these cohorts.
4. **LSBU Project:** *Curriculum Modernisation Project*: This project is providing the University with the opportunity to overhaul the existing LSBU portfolio, including the way in which courses are taught and assessed. During this process teams should consider the impact changes have on the PT, dyslexic and disabled students.

For more details on this project, visit the LSBU Projects website: http://projects/

Sector: 85%	LSBU: 79%	LSBU Benchmark: 90%

Teaching Satisfaction (%)
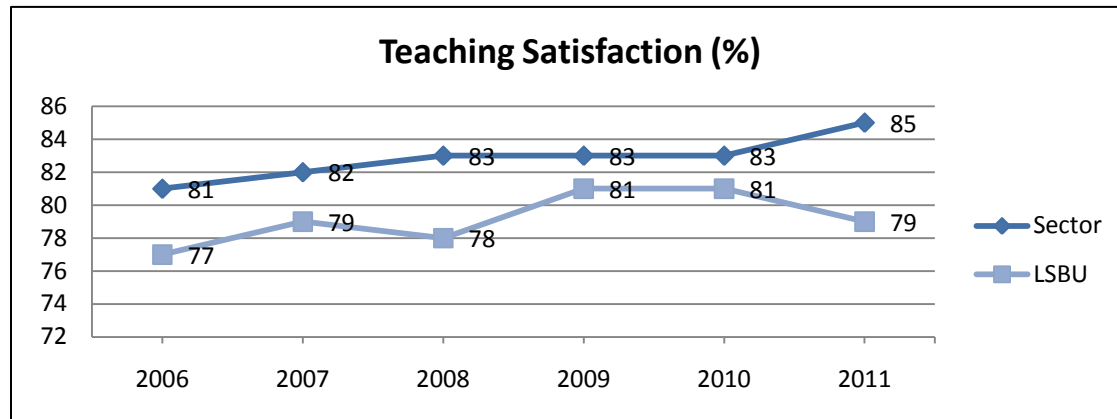
Overall the level of satisfaction with teaching is adequate, with a score of 79%. However, this area has seen a reduction in satisfaction of 2% since 2010, and with satisfaction in the sector in general increasing by 2%, the disparity between LSBU and the sector has increased from only a 2% deficit last year to 6% in 2011.

Students believe that staff members are successful in explaining things (83%), making the subject interesting (75%), showing enthusiasm (80%) and intellectually stimulating the students (79%). It should be noted however that these results have dropped by up to 4% since 2010 and are all still below the sector scores.

The qualitative data elucidates on these statistics, with the competence and enthusiasm of most teaching staff being praised and academics with current industrial knowledge or experience most admired. Just two samples of the many favourable comments state:

- "The teaching methods and lectures themselves are engaging and friendly which makes learning easier."

- "Some lecturers are industry professionals; this helps to create a sense of trust in the lecturers' opinions and critique of students' work."

However there seems to be an equal number of less than favourable views on the teaching standards. Students did not appreciate lecturers who have no interest in their subject or skill in teaching it, academic staff members who do not have English as their

first language and are hard to understand and academics who did not make proper use of the facilities available to provide information (i.e. Blackboard and PowerPoint) were criticised.

Action:
1. **Continue to improve on all areas of teaching, with particular focus on making the subject matter interesting.**

Progress:
1. A coherent package of staff development for academic staff is being implemented to help support and develop academic staff skills. For more information, visit http://www.lsbu.ac.uk/sdu/index.html
2. **LSBU Project**: *Student Charter:* Students and staff should be aware of their responsibilities to the process of teaching and learning. The Student Charter project has focused on these and has produced a concise document that explains what students can expect from the University and what is reasonably expected of students by the University. This Charter was implemented from September 2011.
3. **LSBU Project**: *Identifying and Building on our Academic Strengths:* LSBU has commissioned The Knowledge Partnership (a specialist HE marketing consultancy) to conduct an objective, subject-based review of LSBU's course portfolio which has analysed our performance in the context of the wider HE market. This will allow us to begin to make informed decisions to develop a simpler, more market-driven, innovative portfolio.
4. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU portfolio, including current teaching methods.
5. **LSBU Project**: *Pedagogic Development Project:* A group has recently been established to focus on pedagogic development to encourage flexible and blended delivery, support by e-learning and support systems.

For more details on these projects, visit the LSBU Projects website: http://projects/

Assessment and Feedback

Sector: 67%	LSBU: 62%	LSBU Benchmark: 90%

Assessment & Feedback Satisfaction (%)
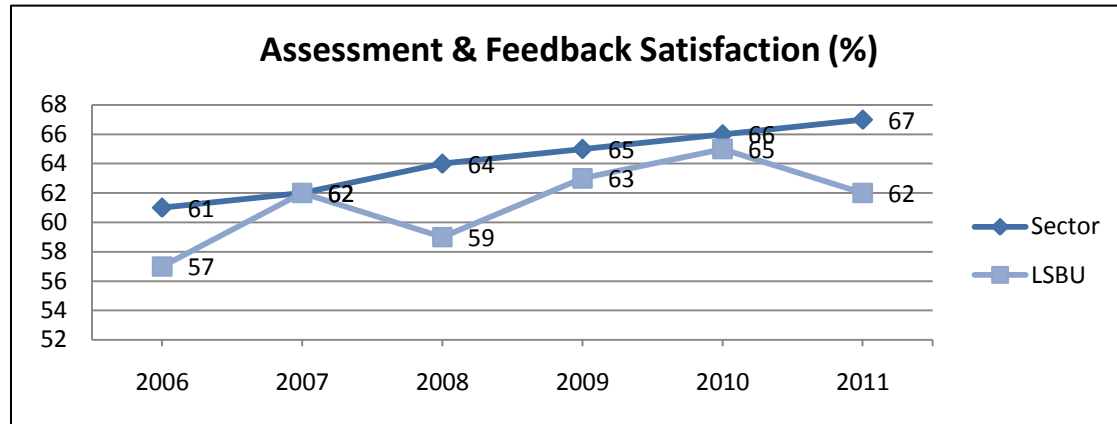
LSBU students score low in satisfaction in this area with **62%**. Although this is a sector-wide problem, since last year we have dropped significantly below the sector score from 1% below in 2010 to 5% below in 2011. The areas where LSBU is scoring significantly poorly are:

Q7. Feedback on my work has been prompt (**LSBU: 54%**, sector: 62%)

Q9. Feedback on my work has helped me clarify things I did not understand (**LSBU: 55%**, sector: 61%)

Given the opportunity to express opinions about both positive and negative experiences at LSBU, students repeatedly bemoaned delays to assessment returns and the limited amount and/or quality of feedback. Feedback was often illegible and of no benefit to the student. One student commented:

- "Lack of feedback and the time it takes to publish end of semester results is frustrating. Getting results for term 1 when half way through term 2 and then not being able to discuss these with the tutor makes it difficult to learn from the assignments submitted. Often the only feedback is a few words on the top of the assignment hand in form."

This is clearly an area which we need to continue to address.

There were also issues with the fairness of marking, with a number of students being of the same opinion as this student: "Lecturers were not objective about the marking; they marked projects according to personal tastes."

We should be aware that all elements of feedback are important to the enhancement of students' learning and academic development and should continue to focus on improving these.

Action:
1. **Manage student expectations.**
2. **Broaden methods of assessment and feedback.**
3. **Improve speed of feedback on assessments.**
4. **Improve quality of feedback.**

Progress:
1. **LSBU Project**: *Student Charter:* The new Student Charter explains what students can expect from the University and what is expected of students by the University.
2. Registry has established a Student Records Development Group which focuses on continual improvement of records and data, including reviewing examination board processes and documentation.
3. **LSBU Project**: *Student Portal Project:* This project will amalgamate the Student Gateway, Blackboard and the CLSD website into a single student portal, an integrated framework, for all current students. The new student portal will simplify the method by which students hand in assignments and receive course marks and feedback.
4. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU portfolio, including current assessment methods and scheduling of assessments throughout the academic year.
5. **LSBU Project:** *Improving Student Assessment Feedback Project:* This project looked at developing a framework for student feedback that could be tailored to different courses and assessments while setting realistic standards which students can expect to be met. The project produced a very informative final report which made a number of recommendations that should be considered by all staff.
6. **LSBU Project**: *Assessment Tracking Project:* This project references the above report. The project is seeking to suggest a consistent set of policies, procedures and technology and a common approach to submission to ensure faster, consolidated information on feedback and achievement.

For more details on these projects, visit the LSBU Projects website: http://projects/

Academic Support

Sector: 77%	LSBU: 68%	LSBU Benchmark: 90%
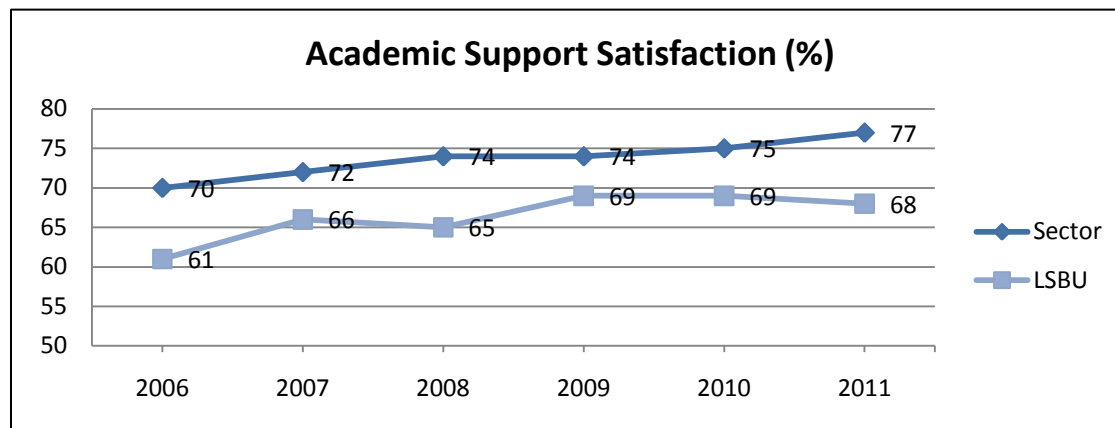
This year the level of satisfaction with the academic support at LSBU was 9% below the sector score with **68%**. This represents a drop of 1% in the satisfaction of LSBU students in a year when the sector score has increased by 2%. We are consistently below the sector score for each of the questions asked.

Students were less than satisfied with the support they received with their studies (LSBU: **67%**, sector: 75%) and the study advice available (LSBU: **64%**, sector: 72%). Students would welcome more contact with academic staff, including responses to emails. Comments included:

- "Lecturers may not always be available & make time for you when needed."

- "I have found communication with certain tutors difficult, especially being part time."

LSBU students were not as satisfied as the rest of the sector with the ease with which they could contact staff. At **73%** we score 10% below the sector score in this area; however we have seen an improvement of 1% on last year. There appear to be pockets of good practice in academic support which has proven to be highly valuable for some students:

- "I have to say my tutor has been my rock throughout my three years at university. He is always available and never lets me down when I need help, even if it's not a unit he is teaching!"

Qualitative feedback supports the development of feedback methods to include one-to-one sessions. Improvements in assessment feedback will also have an impact in this section of the NSS as students will feel that they are receiving study advice from more effective comments and feedback sessions.

Action:
1. **Manage student expectations.**
2. **Ensure academic one-to-one/'drop-in' sessions are available at set times and these are clearly communicated to students.**
3. **Develop Personal Tutoring activities across the University.**
4. **More use of smaller seminar groups where students feel they have a greater direct interaction with the academic.**
5. **Further develop the 'Skills for Learning' offering from CLSD.**

Progress:
1. **LSBU Project**: *Student Charter:* Students and staff should be aware of their responsibilities to the process of teaching and learning. The new Student Charter explains what students can expect from the University and what is reasonably expected of students by the University.
2. **LSBU Project**: *Standardisation of Academic Management Roles:* This project aims to clarify and define the responsibilities of key academic management roles. This will enable us to enhance teaching and learning, and achieve consistency of academic management across the University.
3. Personal Tutoring – Minimum University Standards: A paper suggesting the minimum standards expected of a Personal Tutoring service was received by QSC in 2010/11. The discussion surrounding this paper and feedback from Faculties to QSC is ongoing.
4. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU portfolio, including current teaching methods.
5. **LSBU Project**: *Student Portal Project:* This project will amalgamate the Student Gateway, Blackboard and the CLSD website into a single student portal. As well as providing a single location to access assessment feedback, the portal will provide students with access to all student services, resources and content. With a reduction in interaction regarding these issues, academic staff will have more capacity to support students with more complex needs face-to-face.
6. **LSBU Project***: VLE Review:* In conjunction with the development of the student portal, this project is seeking to identify a provider of an externally hosted open sourced virtual learning environment (VLE) to replace Blackboard.

For more details on these projects, visit the LSBU Projects website: http://projects/

Organisation and Management

Sector: 75%	LSBU: 68%	LSBU Benchmark: 90%
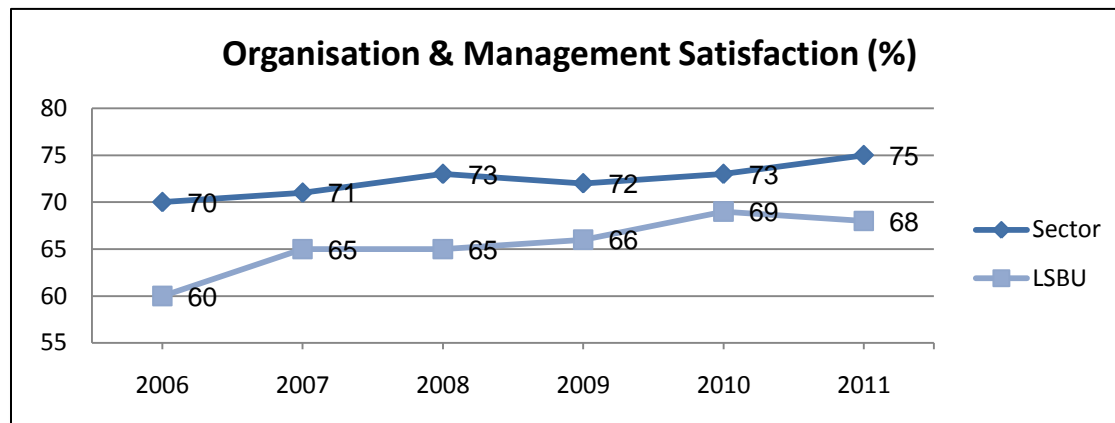
With a satisfaction level of **68%,** LSBU is 7% below the sector score. LSBU has dropped 1% in this category since 2010 while the sector has seen a rise of 1%. We also score below the sector score in all three of the questions under this heading:

72% of LSBU students are satisfied with the efficiency of the timetable (sector: 79%);
66% think that changes in the course or teaching have been communicated effectively (sector: 74%);
65% think the course is well organised and is running smoothly (sector: 73%).

Students commented:

- "The timetables for the third year students were not available for all units at the beginning of the year."

- "Sometimes there is no space at the lectures to sit."

- "Late changes to fieldtrip dates have caused problems with childcare. If you care about equality then understand that part timers may have children and/or other commitments."

- "The students' course board representatives were either invited too late or forgotten to be invited in the last two years to the course board meetings."

This continues to be another major area which LSBU needs to address.

Action:
1. **Improve allocation of classrooms based on class sizes and student requirements (e.g. students with access, vision or hearing requirements).**
2. **Communicate changes to a course or classroom location quickly and effectively.**
3. **Improve range of teaching spaces.**
4. **Simplify access to the data which will enable managers to manage.**
5. **Standardise the responsibilities of key management and administrative roles across the University to ensure a consistently high student experience.**

Progress:
1. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU academic portfolio, including current teaching methods. Teams are encouraged to consider lecture cohort sizes and methods of delivery, along with lecture times and the way in which rooms are booked and released when not required.
2. **LSBU Project**: *Student Portal Project:* This project will amalgamate the Student Gateway, Blackboard and the CLSD websites into a single student portal. This will provide students with a single location to access all student services, resources and content.
3. **LSBU Project***: VLE Review:* In conjunction with the development of the student portal, this project is seeking to identify a provider of an externally hosted open sourced virtual learning environment (VLE) to replace Blackboard.
4. In 2010/11, the Estates and Facilities Directorate initiated a review of teaching facilities across all campuses, including basic levels of provision for media equipment. The Directorate has focused on the immediate needs and desires from faculties for shorter-term refurbishment and up-grading of facilities. The next stage of this process is to establish a 'menu' of standard room layouts and facilities which can be used to inform campus development and refurbishment.
5. **LSBU Project**: *One Data Set Project:* This project will populate a single-source database with data from existing financial, student and human resource databases. This will aid in providing coherent management information for better planning and improved customer services.
6. **LSBU Project**: *Strategically Aligned HESA Reporting:* This project is seeking to establish commonality in terminology and practices to enable accurate data capture across the University in order to improve our external reporting. It also

hopes to identify data and process owners who will take responsibility for the operational performance of these data collection processes.

7. **LSBU Project**: *Standardisation of Academic Management Roles:* This project aims to clarify and define the responsibilities of key academic management roles. This will enable us to achieve consistency of academic management across the University.

8. **LSBU Project**: *Standardisation of Faculty Administration, Process and Documentation:* This project is reviewing faculty administration with a view to achieve common structures and operational practices across all faculties.

For more details on these projects, visit the LSBU Projects website: http://projects/

Learning Resources

Sector: 81%	LSBU: 77%	LSBU Benchmark: 90%
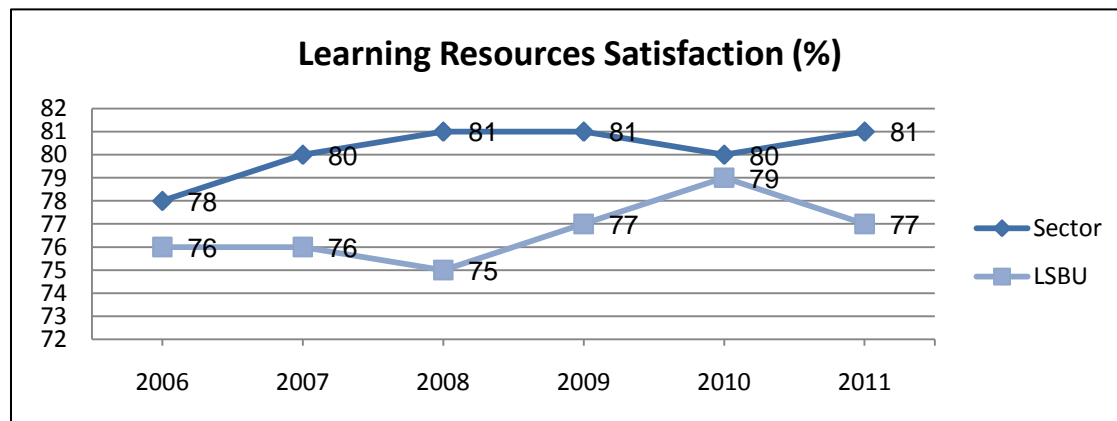
With a score of **77%**, the NSS identified that final year students have an acceptable level of satisfaction with the library and IT resources available to them, although LSBU scores for questions in this category have seen a drop of up to 3% since 2010.

In the areas of library resources and services (79%) and General IT resources (83%), LSBU has scored a little lower than the sector-wide scores (82% and 84% respectively). Students particularly welcomed the 24/7 opening hours of the library during exam periods and would like to see it extended to more of the year.

The area which continues to lower the overall score and therefore needs urgent attention is:

Q18. I have been able to access specialised equipment, facilities or rooms when I need to.

In this question LSBU scored **68%** in comparison to the sector-wide score of 76%. This has dropped by 3% since 2010, while the sector score has increased by 1%. Although attempts to update learning facilities were recognised by many students, including the development of new computer suites and a drama studio, there was still a demand for further resources. Student requests included more copies of core reading and reference books in the library, cameras, microphones, clinical/laboratory equipment and more printers capable of printing A3 and colour copies in the LRC.

At a time when students will be seeking evidence of where their tuition fees are being spent, LSBU cannot afford to be viewed as an institution which does not reinvest tuition fees in the areas that will most benefit its students. This is of particular importance when comparing LSBU's score in this question with our competitors. In comparison to eleven of LSBU's national competitors, LSBU scores equal **fourth** in the overall area of Learning Resources. However, in terms of access to specialised equipment, facilities and rooms we are equal **eighth**. Of our local competitors the University of Greenwich and City University, London score joint highest with 75%.

Action:
1. **Identify and allocate resources to specialised equipment, facilities or rooms.**
2. **Continue to publicise (internally and externally) the level of investment being made into resourcing student facilities.**

Progress:
1. Marketing has established a Student Research Panel: more than 20 willing LSBU students on whom we can call to participate in research that we wish to conduct in-house, including surveys and focus groups. We may wish to use this resource to identify the nature of the specialised resources desired.
2. The Estates and Facilities Directorate initiated review of teaching facilities last year focused on the immediate needs and desires from faculties for shorter-term refurbishment and up-grading of facilities. After this the Directorate will establish a 'menu' of standard room layouts and facilities which can be used to inform campus development and refurbishment.

3. A 'Student Surveys and Feedback' page has been included in the 'Get Involved' webpage in the Student Gateway to publicise the activities LSBU has taken in response to student feedback via the NSS:
http://www.lsbu.ac.uk/current.student/studentsurveys.shtml
4. LSBYou, the new magazine for students and staff, is a new forum which may be used to provide information about improvements that have been made as a result of student feedback.

Personal Development

Sector: 80%	LSBU: 79%	LSBU Benchmark: 90%

Personal Development Satisfaction (%)
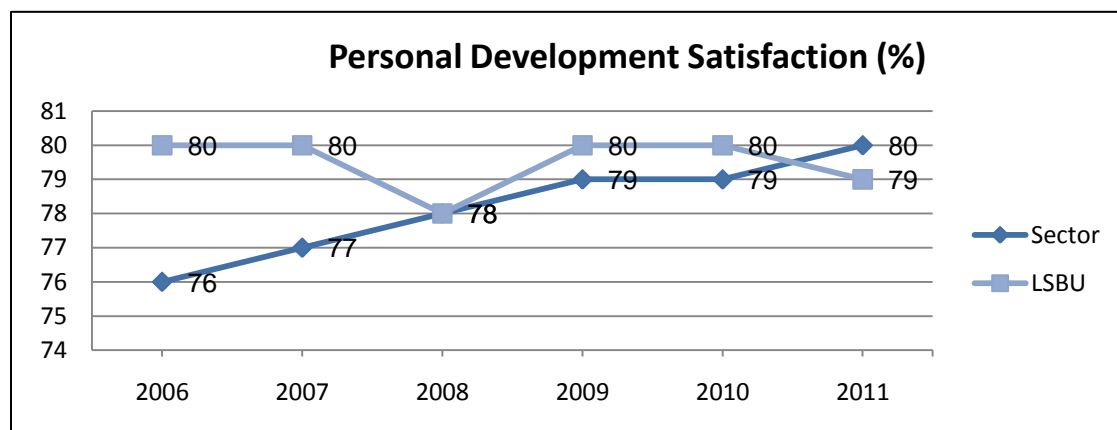
In the area of Personal Development final year students scored their satisfaction level at **79%.** This has dropped by 1% since last year while the sector score has increased by 1%.

Students have reported that they feel their course has helped them to present themselves with confidence (78%), improved their communication (80%) and as a result has made them feel confident in tackling unfamiliar problems (78%). One student valued the opportunity LSBU has provided of taking a placement aboard:

● "I also enjoyed spending my internship abroad. It was my first time abroad, was completely on my own and it was a great learning curve. I learnt how to adapt to an unfamiliar culture and a different way of living/lifestyle, although I was working within the same industry doing the same kind of work."

LSBU's high score in this area must be due in part to the fact that LSBU continues to offer applicants who do not have a traditional academic background the opportunity to

enter higher education. This is something which we must continue to consider as financial pressures increase on both students and universities.

Action:
1. **Maintain Widening Participation activities to ensure LSBU offers places and support to students from all backgrounds.**
2. **Provide students with further opportunities to develop presentation and communication skills.**

Progress:
1. **LSBU Project**: *The Development of a Widening Participation Strategy:* This project intends to develop the strategy around support for the recruitment and retention of students from WP backgrounds.
2. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU academic portfolio, including methods of teaching and assessment. Teams are encouraged to consider methods which may encourage students to broaden their academic and transferable skills.
3. **LSBU Project**: *Pedagogic Development Project:* A group has recently been established to focus on pedagogic development to encourage flexible and blended delivery, support by e-learning and support systems.
4. **LSBU Project**: *Student Advice & Guidance Project:* This project has been established to support the relocation of non-academic student support services to a single Student Centre in September 2012. By raising the profile of these facilities, students may be more inclined to make use of them.

For more details on these projects, visit the LSBU Projects website: http://projects/

NSS Optional Questions
Participation
As these questions were not compulsory, the response rate to the Optional Questions was considerably lower than the main NSS questions at **29%**. This lower response rate should be taken into consideration when looking at results at University and Departmental level. The sector response rate for Optional Questions was 28%. These questions did not form a part of the Y2S or PGS.

Careers

Sector: 71%	LSBU: 69%

Overall LSBU scored **69%**, which is a fall of 1% on 2010 and 2% lower than the sector score of 71%, which has seen no movement. This year we have improved our score by 2% for providing good advice on further study opportunities (**2011: 61%**, 2010: 59%). However, we can clearly do better; as a higher education institution, we not only have the information on further study opportunities, but it is also in our interest to promote these to our students.

The quantitative feedback showed that students welcomed the chance to apply their studies in the work environment before graduation. Students saw the value not only to their degrees but to their future career prospects of taking one or more placement:

- "The work placement unit gives a lot of insight into the working world, and helps you to understand what is being taught."

- "Good opportunities to network for potential job offers after graduation due to work placement units."

LSBU could still do better in terms of providing good advice for making career choices (LSBU: 62%, sector: 65%). One student commented, "I would say that the university I am studying at does not have enough focus on careers therefore I don't feel confident at looking for graduate scheme." This view was also supported by many of the comments pertaining to LSBU's support of students looking for and working on placements. One student commented, "Work placement lectures were particularly bad and rather insignificant and pointless."

In light of the current economic climate, it has never been more important to support and be seen to be supporting our students in the pursuit of their careers.

Action:
1. **Embed employability within the curriculum.**
2. **Provide targeted further study information throughout the course.**
3. **Encourage the use of the Employability & Careers Service before final year of study.**
4. **Improve the facilities available in the Employability & Careers Service.**

Progress:
1. **LSBU Project**: *Professional Bodies and Employability Project:* This project seeks to understand how LSBU can leverage relationships with professional bodies to enhance student employability.

2. **LSBU Project**: *Student Employability Project:* This project is building on a paper by CLSD and the ongoing 'Employability Award' to develop and enhance the culture of employability for all undergraduate and postgraduate students.
3. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU academic portfolio, incorporating the guidance of the above projects and embedding employability within the curriculum.
4. **LSBU Project**: *Student Advice & Guidance Project:* This project has been established to support the relocation of key non-academic student support services to a single Student Centre in September 2012. This single, central location is hoped to raise the profile of the services offered.
5. **LSBU Project**: *Student Portal Project:* Alongside the physical movement of student services, this project will amalgamate the Student Gateway, Blackboard and the CLSD website into a single student portal. This will provide students with a single location to access all student services, resources and content.
6. LSBYou, the new magazine for students and staff, is a new forum which may be used to provide information about University facilities.

For more details on these projects, visit the LSBU Projects website: http://projects/

Course Content and Structure

Sector: 75%	LSBU: 72%

Overall LSBU scored **72%**, which is a fall of 2% on 2010 and 3% lower than the sector score of 75%.

Students view the relevance of their core modules as highly satisfactory (LSBU: 80%, sector: 81%). In the area of coherence/integration of all modules LSBU scores 74% against the sector's 77%. Students believe that there has been a 2% improvement in the range of options to choose from on their course since 2010. However with a score of **62%**, we remain 4% below the sector score and could improve in this area.

In the qualitative feedback students commented on changes they would like to see to their specific course. Department-specific feedback is available on request.

Action:
1. **Ensure core and module options are relevant to learning outcomes and answer the demands of both students and employers.**

Progress:
1. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU portfolio. The process should ensure we establish programme and level learning outcomes and also embed transferable and academic skills and employability within the curriculum.

For more details on these projects, visit the LSBU Projects website: http://projects/

Feedback from Students

Sector: 60%	LSBU: 55%

With a score of **55%** overall, LSBU scored 5% below the sector score. This sees us drop by 3% in a year where the sector score rose by 4%. This is a very poor score and the University should take immediate action to address the situation.

A common complaint from students is that members of both academic and support staff are rude or patronising. How the University listens to feedback from students begins with the attitude of staff on the frontline as feedback does not simply come from questionnaires or the student complaints system.

All three questions in this category have seen a reduction in levels of satisfaction since last year. Students are generally satisfied that they have the opportunity to provide feedback (**LSBU: 71%**, sector: 78%), but only **50%** are satisfied that their feedback is valued (sector: 54%) and only **45%** are clear about how LSBU has taken action regarding their feedback (Sector: 47%). This may be understandable as many improvements made to a unit or course would usually have an impact on successive cohorts. It is therefore important to ensure that students are continuously involved in the evaluation of the University and if any major issues are raised during the academic year, they are resolved immediately.

Action:
1. **Ensure students are represented in evaluation processes, such as Course Boards.**
2. **Further develop methods of feeding back improvements made at the suggestion of students throughout the year.**

Progress:
1. **LSBU Project**: *Improving the Student Voice at LSBU:* This project will look at

enhancing and normalising the current operation of Course Boards as a core means of understanding student satisfaction. The inclusion of student representatives on these boards is key to our responsiveness to issues and to the effective feedback of improvements to the rest of the cohort.

2. A 'Student Surveys and Feedback' page has been included in the 'Get Involved' webpage in the Student Gateway to publicise the activities LSBU has taken in response to student feedback via the NSS:
   http://www.lsbu.ac.uk/current.student/studentsurveys.shtml
3. LSBYou, the new magazine for students and staff, is a new forum which may be used to provide information about improvements that have been made as a result of student feedback.
4. Marketing has established a Student Research Panel: more than 20 willing LSBU students on whom we can call to participate in research that we wish to conduct in-house, including surveys and focus groups.

Workload

Sector: 67%	LSBU: 61%

Overall LSBU has scored 6% below the sector average with regards to student workload with **61%**. This is a drop of 3% from our score last year while the sector score remains unchanged. Students believed that the workload on their course was largely manageable (72%), but they were less satisfied with the time given to understand the things they have to learn (61%). Where LSBU students are the least satisfied in this category are the following questions:

B9.2 This course does not apply unnecessary pressure on me as a student (**56%**).

B9.3 The volume of work on my course means I can always complete it to my satisfaction (**54%**).

Students clearly continue to feel that the volume of work is large and places undue pressure on them; A sample of the students' comments supporting this view:

- "The workload (essays) is distributed throughout the three years unequally."

- "I am still struggling with my studies because of work and study and children."

This is one area that could have a major impact on progression and retention and is therefore an area that we should address.

Action:
1. **Develop teaching and assessment methods and timetable to ensure all workload is relevant to the learning outcomes and appropriately distributed across the academic year.**

Progress:
1. **LSBU Project**: *Curriculum Modernisation Project:* This project is providing the University with the opportunity to overhaul the existing LSBU portfolio, including current teaching and assessment methods and its scheduling throughout the academic year.
2. **LSBU Project**: *Pedagogic Development Project:* A group has recently been established to focus on pedagogic development to encourage flexible and blended delivery, support by e-learning and support systems.

4	AHS

(See Appendix 5)

Faculty Overview

In 2011, the response rates for four of the seven departments in the Faculty of Arts and Human Sciences were higher than that for LSBU overall. At 47%, **ACWP** achieved the lowest level of participation for a department in the University; 13% lower than the LSBU average response rate. Also of concern is **AUES**, which with 55% achieved the second lowest response rate in AHS. The LSBU benchmark response rate target is 70%, a target which two of the departments were very close to reaching this year.

The NSS sample contained too few taught students to return any data for one of the AHS departments and so AED is not represented this year.

Three of the seven AHS departments scored an overall satisfaction rate of over 75%. Of particular note is **ASPS**, which scored 5% higher than the sector score for overall student satisfaction. Three of the departments received an overall satisfaction score of 5% or less than the LSBU score. In particular AAMED received a lower score in overall satisfaction than the other AHS departments.

AAMED

AAMED received the lowest overall satisfaction rate of all departments in AHS and the second lowest satisfaction rate in the University with 55%.

A particular source of dissatisfaction was the promptness of feedback which scored **35%**. AAMED students were also less than satisfied with the way the course is running, with only **49%** believing that it is well organised and running smoothly. A score below 50% should prompt immediate remedial action by the department.

In the bank of optional questions, AAMED scored below the LSBU averages for all categories. Of particular dissatisfaction were the Course Content & Structure (**49%**), which was the lowest score in the University, and how the department uses Feedback from Students (**45%**).

ACWP

ACWP scored poorly in terms of participation in the NSS with a response rate of 47%.

Of particular dissatisfaction for ACWP students was the fact that changes to their course or teaching had not been communicated effectively, scoring just **49%**. A score below 50% should prompt immediate remedial action by the department. Also ACWP scored the lowest in LSBU for Learning Resources, with students requesting more access to specialised equipment, facilities and rooms (50%) and library resources and services (54%).

In the bank of optional questions, ACWP students scored the department below the LSBU averages for all categories. Of particular dissatisfaction were the careers guidance on offer (**46%**), which was the lowest score in the University, and how the department uses feedback from students (**44%**).

ALAW
This year ALAW students scored their department lower across all categories than in 2010.

Of continuing dissatisfaction for the students in ALAW is the promptness of feedback which again scored **39%,** indicating no improvements have been made in this area. Students were also very unsatisfied with the level of detail in the comments they received (**44%**), and how this feedback could be used to clarify things they did not understand (**46%**). In terms of academic support, the ALAW students were also not satisfied with the advice they received when needing to make study choices (**46%**). A score below 50% should prompt immediate remedial action by the department.

In the bank of optional questions, ALAW scored below the LSBU averages for all categories. Of particular dissatisfaction was how the department uses Feedback from Students which at **30%** was the lowest score in the University. ALAW students also scored the department lowest in the University in the way it listens to and values student feedback with a score of **25%**.

APSY
With a score of **86%**, APSY scored exceptionally well in the area of Organisation & Management. This has seen an improvement of 26% since 2010 which is the highest level of improvement in the University for any category. Students were particularly happy with the efficiency of the timetable (93%), that changes to the course or timetable were communicated (87%) and that the course is well organised and running smoothly (80%).

However, since last year APSY has seen a fall in satisfaction with Learning Resources (**2011: 69%,** 2010: 74%) and Personal Development (**2011: 62%,** 2010: 69%). Although significant progress has been made in the area of Assessment & Feedback, at 2% under the sector score there is still room for improvement. APSY students require greater clarity in marking criteria for their course in advance, scoring this at just **48%.**

In the optional questions, APSY scored above the LSBU average in the areas of Feedback from Students (60%) and Course Content & Structure (**83%**), which was the highest score in the University.

ASPS

With a score of 88%, ASPS scored 5% higher than the sector score for overall student satisfaction and were the department with the highest level of satisfaction in AHS.

ASPS scored at least 6% higher than the LSBU score in every NSS category except Learning Resources. At 63% in this area ASPS scored 14% below the rest of LSBU. As in 2010, students felt that the library resources were not good enough for their needs with the score dropping 11% from last year to **51%.** They also believed that access to specialised equipment, facilities or rooms was limited (**58%**).

In the optional questions, ASPS students scored the department above the LSBU averages for all categories. Of particular satisfaction was the Course Content & Structure (**80%**).

AUES

AUES achieved the second lowest response rate in AHS with 55%. Areas of particularly low satisfaction were Assessment & Feedback (54%) and Learning Resources (72%), both of which scored up to 8% less than the LSBU score. AUES students were particularly dissatisfied with the promptness of feedback which scored **34%** and how this feedback could be used to clarify things they did not understand (**45%**). A score below 50% should prompt immediate remedial action by the department.

However, AUES scored better than both the LSBU and sector score for Personal Development with **81%.**

In the bank of optional questions of particular dissatisfaction was the area of Careers Guidance (**49%**) where students felt that they were not offered good advice for making career choices (**38%**).

5	BUS

(See Appendix 6)

Faculty Overview

The response rates for three of the four departments in the Faculty of Business were below the LSBU average of 60%. The LSBU benchmark response rate target is 70% and all departments should continue to strive to reach this benchmark.

Overall satisfaction results show that students in three of the four departments are very satisfied, with the fourth being considerably less satisfied. Of particular note are **BAF** which scored an overall satisfaction level of **90%**, the highest in BUS, with **BNBS** at the other end of the spectrum scoring the lowest level of overall satisfaction in the University with **44%**. The latter is 39% below the sector average.

BAF

BAF has seen improvements in all areas of the NSS since 2010 except Response Rate and Learning Resources where there has been a slight fall in satisfaction.

Further improvements can be made in the area of Assessment & Feedback where BAF scored 69%. Students would like to see more detail in the feedback that they receive on their assessments (**58%**).

In the optional questions, of particular satisfaction were the areas of Course Content & Structure (81%) and Workload which at **80%** was the highest satisfaction score in the University.

BBS

BBS has scored satisfactorily in all areas of the NSS, with students particularly happy with Teaching (80%), Learning Resources (80%) and Personal Development (87%).

Students would particularly like to see improvements in the promptness of assessment feedback (57%) and how this clarifies their understanding (59%).

In the bank of optional questions, BBS students scored the department above the LSBU averages in the areas of Careers Guidance (72%) and Course Content & Structure (82%). Students were less than satisfied with how the department uses their Feedback (58%) and with their Workload (57%).

BINF

The overall satisfaction rate for BINF has improved by 2% on last year with a score of **77%**. The response rate for this department has also seen a 2% improvement on last year at 51%; however this must still be improved upon.

BINF achieved their highest score in the category of Learning Resources with **83%.**

BINF students would like better advice when making study choices (59%), however in the bank of optional questions students scored the department above the averages for both LSBU and the sector in the area of Careers Guidance (75%). Of the other categories in the optional questions, students were most dissatisfied with how the department used Feedback from Students (58%).

BNBS

BNBS has seen an improvement in response rate from 40% in 2010 to 50% in 2011. This is due in part to the small cohort in this department of 36 students. It should be noted that the small sample base for this department can cause distortion in the results. With an overall satisfaction score of **44%**, BNBS has the lowest score in the University.

BNBS has scored highly in the area of Learning Resources with a score of 83%. However, the department scores lower than the LSBU score in all other areas. Of particular concern is Organisation & Management which has dropped by 26% since last year to **35%**. This is the lowest score in this area in the University. BNBS students do not think that their course is running smoothly (**22%**), they are not satisfied with the timetable (**39%**) and changes to the course or timetable have not been communicated effectively (**44%**). A score below 50% should prompt immediate remedial action by the department.

Too few students in BNBS answered the optional questions for these results to be available.

6	ESBE

(See Appendix 7)

Faculty Overview

In the faculty of Engineering, Science and the Built Environment response rates were higher than those for LSBU in three of the four departments. The LSBU benchmark response rate target is 70%, a target which one of the departments was very close to reaching this year.

Overall satisfaction rates for ESBE were lower than those for LSBU in all but one department, **EAS**, which scored 5% above the LSBU sore and just 1% below the sector average. None of the departments scored over the sector score for overall satisfaction. Students in **EED** scored it the lowest in ESBE for overall satisfaction.

EAS

In addition to scoring highly in overall satisfaction with **82%**, EAS achieved above the LSBU scores in the areas of Organisation & Management (69%) and Learning Resources (78%).

EAS students were most dissatisfied with how the feedback on their assessments helped to clarify things they did not understand (**49%**). A score below 50% should prompt immediate remedial action by the department. They were also less than satisfied with the promptness of feedback which, while improving on last year's score by 12%, still only reached **58%**. They would also like to see a greater level of detail in the feedback (**55%**).

In the bank of optional questions, of particular satisfaction were the areas of Careers Guidance (**80%**) and Course Content & Structure (**81%**).

EBE

EBE had the lowest response rate of all departments in ESBE at 54%. Students in EBE scored the department below the LSBU scores in all of the NSS sections. Particularly in need of attention are Assessment & Feedback (51%), Academic Support (61%) and Organisation & Management (59%).

Students believed that the feedback on assessments was not prompt (**39%**), comments on the work were not detailed (**47%**) and that they did not help clarify the things the

students did not understand (**43%**). A score below 50% should prompt immediate remedial action by the department.

In the optional questions, EBE scored below the LSBU averages for all categories. Of particular dissatisfaction was how the department makes use of Feedback from Students (**44%**).

EED

With a response rate of **68%**, EED was the closest to the 70% LSBU response rate benchmark of all the departments in ESBE. This shows a considerable improvement on last year when the response rate was 55%. However, the level of overall satisfaction for EED students was the lowest in ESBE with 68%.

Students were particularly dissatisfied that feedback did not help clarify the things they did not understand (**55%**).

In the optional questions, EED scored below the LSBU averages for all categories. Of particular dissatisfaction was how the department makes use of Feedback from Students (**53%**).

EUE

The response rate from students in EUE has improved by 9% on last year's with 64%. The overall satisfaction score has dropped by 1% however.

A particular source of dissatisfaction for EUE students was that feedback continues not to help clarify the things students did not understand (**42%**) and that comments on work were not prompt (**49%**). A score below 50% should prompt immediate remedial action by the department.

In the bank of optional questions, EUE scored below the LSBU averages for all categories. Of particular dissatisfaction was how the department makes use of Feedback from Students (52%).

7	HSC

(See Appendix 8)

Faculty Overview

This year data for the faculty of Health and Social Sciences were recorded against departments and are therefore open to interrogation as they have not been in previous years. The main issue with these demarcations is that some HSC cohorts are very small; therefore the sample base can cause distortion in the results.

The NSS sample contained too few taught students to return any data for one of the HSC departments and so HIVS is not represented this year.

One area that was amalgamated into a department, 'HSC_Other', was made up of a number of programmes which had the wrong course aim attached to them on QLS. These programmes were mostly post graduate programmes and as such should not have been included in the NSS sample. This data was limited and should not have been gathered and so it will not be considered in this report.

Of the eleven departments, only three scored a lower rate than the LSBU average for overall satisfaction. Two departments scored over 5% above the sector score, with **HFS_Adult** achieving the highest level of satisfaction in the University. **HPSC** scored the lowest in HSC in terms of overall student satisfaction.

Practice Placements

The NSS also asked for feedback on practice placements. These questions are specifically relevant to students studying in HSC. Response rates in this section varied between departments but only three departments received a low response rate of 50% or less. **HPSC** received fewer than 10 responses for the practice placement questions and so the results for are not available to us. Overall satisfaction with practice placements was very encouraging for all departments except **HSC_Mental Health_ Learning Disabilities**.

HAHP

Students in HAHP were very satisfied overall with their course, with a score of **80%.** They were also satisfied with the teaching they received, equalling the sector score with **85%.**

HAHP students are most dissatisfied with how feedback on their assessments has clarified their understanding (55%) and comments were not detailed (58%). Also they were less than satisfied at being able access specialist equipment, facilities or rooms (56%).

In the bank of optional questions of particular dissatisfaction was the course Workload (**57%**).

7.1..1 Practice Placements

With a 62% response rate HAHP has exceeded the overall response rate for Practice Placements at LSBU. Overall satisfaction with placements is 1% over that of the sector average at **85%**. Students are most satisfied with the suitability of their placement (91%) and least satisfied with the preparatory information prior to their placement (76%).

HMWH

HMWH had a low response rate with just 52% of students completing the survey. HMWH scored best in the areas of Teaching (**89%**) and Personal Development (**89%**). The areas which saw poor scores were Assessment & Feedback (**59%**) and Organisation & Management (**53%**).

HMWH students were particularly dissatisfied with the promptness of feedback (**39%**). They were also unhappy with how changes to the course or timetable were communicated (**49%**) and were not satisfied with the way the course is organised (**46%**). A score below 50% should prompt immediate remedial action by the department.

In the bank of optional questions, with **76%** HMWH scored the highest in the University in the category of Feedback from Students.

7.1..2 Practice Placements

The response rate for this department in the area of practice placements was only 50%: 7% below the LSBU average. At **83%**, overall satisfaction equalled that of LSBU in this area. Students were particularly satisfied with the suitability of their placement (**95%**) and least satisfied with the preparatory information prior to their placement (73%).

HPSC

HPSC had a higher response rate than the LSBU average with 62%. However, the overall satisfaction rate in the department was 13% below that of LSBU at **64%** and the lowest score in HSC. The areas of particular dissatisfaction were Assessment &

Feedback (**45%**) and Academic Support (**48%**). With these scores, HPSC has the lowest level of satisfaction for Assessment & Feedback and Academic Support in the University. A score below 50% should prompt immediate remedial action by the department.

Students were particularly dissatisfied with the promptness of feedback (**31%**), the level of detail (**38%**) and how feedback has helped to clarify understandings (42%). Worryingly these students are not satisfied that assessment arrangements and marking on their course has been fair (49%). Of dissatisfaction also were how easily students were able to contact staff (**44%**) and how good their advice was when making study choices (**45%**).

In the optional questions, of particular dissatisfaction was how the department uses Feedback from Students (**42%**) and the course Workload (**47%**).

7.1..3

7.1..4   Practice Placements

As this department received fewer than 10 responses in the Practice Placements questions, the results for HPSC are not available to us.

HFS_Adult

HFS_Adult has a sample population of 49. It should be noted that the small sample base for this department can cause distortion in the results. The response rate for HFS_ Adult was below the LSBU average with 53%. Overall satisfaction in the department is an exceptionally high 96%. This is 13% above the sector average.

Students showed exceptional satisfaction in most areas of the survey, with scores considerably above the sector score. Most notable was Personal Development (**96%**). However one area where HFS_Adult scored lower than the sector average was in Organisation & Management where they scored 72%.

Students were most dissatisfied with how the timetable worked (69%) and how smoothly the course was running (69%).

Too few students in HFS_Adult answered the optional questions for these results to be available.

7.1..5   Practice Placements

The response rate for practice placements in HFS_Adult was 53%. Overall satisfaction with the placements was 96%. Students were most satisfied with the suitability of their

placement (100%) and that the practice supervisor understood how the placement related to requirements of the course (100%).

HFS_Child

HFS_Child has a sample population of 19. It should be noted that the exceptionally small sample base for this department can cause distortion in the results. The response rate for this department was above the LSBU average with 68%. Overall satisfaction in the department is high at 85%.

The department scored above the sector average in all but two areas of the survey. Of most note is Teaching, which was scored at **96%**. Students believed that staff were enthusiastic (100%) and that the course was intellectually stimulating (100%).

Students were least satisfied with how changes to the course or teaching were communicated (54%) and how well-organised the course is (54%).

Too few students in HFS_Child answered the optional questions for these results to be available.

7.1..6 Practice Placements

The response rate for HFS_Child in practice placements was 68%, just 2% off the LSBU target response rate and 1% above the sector average. Overall satisfaction was at 77% and therefore 6% below the LSBU score. Students were satisfied with the suitability of their placement (91%) and less than satisfied with the preparatory information prior to their placement (**64%**).

HFS_Mental

HFS_Mental has a sample population of 21. This exceptionally small sample base can cause distortion in the results. The response rate for this department was above the LSBU average with 62%. Overall satisfaction in the department is exceptionally high at 92%. This is 9% above the sector average.

The department scored above the sector average in all of the categories of the NSS. Of particular note are Learning Resources (**97%**), Personal Development (**95%**) and Assessment & Feedback (94%).

Too few students in HFS_Mental answered the optional questions for these results to be available.

7.1..7   Practice Placements

62% of students in the cohort for this department responded. Of these, 95% of the students were satisfied overall. Students were very satisfied with all areas of their placements.

HSC_Adult

The response rate for this department was below the LSBU average with 56%. Overall satisfaction in the department is high at 83%, which matches the sector average.

Students were particularly satisfied with how their communication has improved (**91%**) and how they are more confident at tackling unfamiliar problems (**90%**). Students were least satisfied with the level of detail in feedback (57%).

In the bank of optional questions, HSC_Adult scored above both the LSBU and sector averages for the areas of Course Content & Structure (**81%**) and Careers Guidance (**84%**), the latter of which was the highest score in the University in this area.

7.1..8   Practice Placements

The response rate for HSC_Adult in this area was 56% with the overall satisfaction score at 80%. Students were particularly satisfied with the suitability of their placement (90%) and less than satisfied with how appropriate the supervision was on their placement (72%).

HSC_Child

The response rate for this department was below the LSBU average with 56%. Overall satisfaction in the department is 73%.

Students were least satisfied with how changes to their timetable or course were communicated (**45%**) and how smooth and well organised the course was (**47%**). A score below 50% should prompt immediate remedial action by the department.

In the optional questions, HSC_Child scored above the LSBU averages for the areas of Careers Guidance (75%) and Feedback from Students (58%). The department has scored poorly in the area of Workload with **45%**.

7.1..9

7.1..10 Practice Placements

With a response rate of 56%, HSC_Child were 1% below the LSBU average in this area. The overall satisfaction rate was **90%**. Students were most satisfied with the suitability of their placement (**98%**) and less than satisfied with the preparatory information prior to their placement (74%).

HSC_Mental

The response rate for this department was above the LSBU average with 63%. Overall satisfaction in the department is high at 85%. This is 2% above the sector average.

Students were particularly dissatisfied with how prompt the feedback was on their work (56%).

In the optional questions, students were mostly dissatisfied with how the department uses Feedback from Students (60%), which equals the sector score.

7.1..11 Practice Placements

The overall response rate for HSC_Mental in practice placements was 63%, with an overall satisfaction rate of 88%. Students were most satisfied with both the suitability of their placement (**96%**) and that they were given the opportunities to meet their required practice learning and competencies (**96%**). They were less than satisfied with the preparatory information prior to their placement (73%).

HSC_Mental Health_ Learning Disabilities

HSC_Mental Health_Learning Disabilities has a sample population of 42. This small sample base for can cause distortion in the results. The response rate for this department 62% and with overall satisfaction at 65% it is 12% below the LSBU average score.

Students scored the department low in how smoothly the course is running (**38%**), how prompt the feedback has been on assessments (46%) and how good advice was when making study choices (46%). A score below 50% should prompt immediate remedial action by the department.

In the optional questions, HSC_Mental Health_Learning Disabilities scored below the LSBU averages in all categories. Of particular dissatisfaction were Feedback from Students (**35%**) and Workload, which at **38%** was the lowest in the University.

7.1..12 Practice Placements

The response rate for practice placements was 62% and the overall satisfaction score was 66%. Students were very satisfied that their contribution during the placement was valued (82%), however they were extremely unsatisfied with the preparatory information prior to their placement (**47%**). They were also not very satisfied with the other areas of the placement including how suitable the placement was (65%), the appropriateness of the supervision (65%) or the opportunity they were given to meet the practice learning outcomes and competencies (65%).