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ABSTRACT
                This report presents the results of an annual survey
of student satisfaction and dissatisfaction conducted at the
University of Central England (UCE) in Birmingham. The survey polled
1,753 students in 16 classes about travel to UCE, library and
computing services, refectories, student services, course
organization and assessment, teaching methods and student workloads,
teaching staff and teaching style, social life and self-development,
financial circumstances, and the UCE environment. Results are
reported by faculty, type of course, mode of attendance (full- or
part-time), and location. A copy of the survey form is included in
the report. A separate statistical supplement contains data tables
related to patterns of use and student activities, along with tables
about students' ratings of satisfaction and importance. (MDM)

Centre for Research into Quality

Student Satisfaction

The 1994 Report on The Student Experience at UCE

September 1994

STUDENT

SATISFACTION

The 1994 Report on
The Student Experience at
UCE

The 1994 Report on the Student Experience at UCE

Dr Patti Mazelan
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UCE

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Preface

This is the sixth annual report on student satisfaction and dissatisfaction based on students' own assessment of what they consider to be the most important aspects of their educational experience at UCE. As in previous years, the survey methodology rests on a systematic and structured approach so that the main data-gathering instrument, the student satisfaction questionnaire, can be 'tailored' to students' views in order to best represent current concerns. This year, a much larger sample of students has been surveyed not only to increase the reliability of the results but more importantly, to provide a future option for detailed disaggregation of the data at the sub-faculty level. In total, 1753 questionnaires were completed by UCE students during the latter part of the spring term 1994, a 250% increase over the previous year.

The report is in two parts, the first part contains all the students' ratings of satisfaction and importance; the second part is a separate statistical supplement* containing detailed breakdowns on which the results are based.

The value of surveying students on an annual basis is twofold. The rolling programme enables the survey methodology to be developed whilst at the same time providing the opportunity to analyse changing perceptions over time. This year is the first year in which it has been possible to examine changes over a three year period so that trends and patterns of change can be revealed.

*Available on request

1: This Year's Approach

1.1: Introduction

The Centre for Research into Quality is continuing to develop its role as a provider of reliable and valid management information. The importance of understanding how students receive and react to their educational provision is a priority which is at the heart of the Student Satisfaction approach. The hallmark of every Student Satisfaction investigation is to ensure that the opinions of students are sampled, presented and interpreted in a fair and unbiased fashion.

Since 1989 a growing body of data has been systematically accumulated about how students view their educational experience at UCE. The purpose of collecting and collating information of this type is to provide a means of informing management about user assessments of course and service provision. The value of the annual questionnaire has increased over the years not only because the reliability and validity of the survey procedure has been improved but also because managers now have access to a database which spans three years. The ability to examine changes over this extended period of time means that managers are better placed to monitor potential shifts in opinion and to be alert to perceived changes in service quality.

1.2: The Continuing Commitment to a Student -Based Questionnaire

Every year the Centre initiates and runs interactive discussion groups with a variety of students to get a 'grassroots' impression of those issues and problems with which students are currently concerned. The Group Feedback Strategy (GFS) is a methodology which has been developed in the unit to ensure that the full range of *all* students' views are accurately identified. This is critical since certain opinions may be vociferously expressed by some students but are not really representative of the student body as a whole. In addition, bias may enter the process of identifying issues if too much reliance is placed on staff impressions rather than on students' opinion. Staff sometimes hold misconceptions of what they incorrectly assume is important to students.

Group Feedback Strategy (GFS)

For the 1994 survey, sixteen classes were selected as being representative of the whole institution. This selection took account of sites, faculties, year of course, level of course and mode of attendance (full-time, part-time or sandwich). With the co-operation of tutors, members of the Student Satisfaction team led discussion groups with the selected classes. Over 450 students were involved in these discussions and contributed to this first critical phase of issue identification.

Essentially, the purpose of these interactive discussions with students is to highlight both 'good and bad things' about UCE derived initially from individual students and then considered on a consensus basis. The large number of students involved in these discussions ensures that a wide range of issues are identified and these are subsequently prioritised by the student groups themselves. At the end of each GFS session all participating students are invited to rate 44 core issues and this is to ensure that a full coverage of opinions has been achieved.

It is essential that the content of the annual questionnaire is defined by students' opinions and concerns. Of course, many ongoing issues are consistently raised from year to year and this is only to be expected since it reflects the relative stability of what constitutes 'student-life' at UCE. This relative stability means that the questionnaire has required careful modification rather than complete redesign and the changes in the last three years have been evolutionary rather than revolutionary. Although there has been a slight tendency for the questionnaire to expand as more issues are identified this has been counteracted to some extent by out-of-date issues being removed from the questionnaire.

Topics in the 1994 questionnaire are broadly in line with the 1993 questionnaire but the reader will note from the list below that this year there is an additional topic called 'UCE Environment'. The topics in the 1994 questionnaire are:

- Travel to UCE
- Library and Computing Services
- Refectories
- Student Services
- Course Organisation and Assessment
- Teaching Methods and Students' Workloads
- Teaching Staff and Teaching Style
- Social Life and Self Developmei.t
- Financial Circumstances
- UCE Environment

Students are invited to respond to questions relating to: .

- their use of particular services / facilities or features;
- their satisfaction with various aspects of the services / facilities or features;
- the importance, to them, of the various features of the services / facilities or features.

Students completing the questionnaire are invited to make open comments on every section and these comments are content-analysed to reveal whether any critical areas have been omitted. We feel confident that very few, if any, substantive areas of student concern have been overlooked in this year's survey. The questionnaire has been carefully developed to ensure full coverage of issues and to identify annual changes in student opinion.

1.3: The Student Sample

Over the years several methods of questionnaire distribution have been used in order to maximise the response rate from students. At the faculty level this response rate has fluctuated from less than 26% to over 61% and this has probably reflected the various procedures and individuals involved in casting the sampling net. Achieving a large number of completed questionnaire is a laudable goal but, unfortunately, this has generated some confusion about the importance of sample rates and response rates. It is worth pointing out that large or small response rates are in themselves irrelevant to survey precision. What is

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critical is the absolute size of the randomly-selected sample, although increasing the sample size itself may only be marginally effective if the original sample is already reasonably large. The more important consideration here is the size of the categories which need to be analysed statistically. If it is necessary to make detailed comparisons between subsamples then sample size should be dictated by the size of the smallest subsample we wish to analyse.

This year in order to make more detailed secondary analysis possible, the sampling rate was increased from 10% to a 25% random sample of all registered students. In February 1994, over 4000 questionnaires were posted to students' term-time addresses inviting them to participate. Students who had not responded by Easter were sent a reminder and those who still had not replied by May were reminded once again by post.

Despite problems of keeping completely up-to-date with all students' term-time addresses, 1753 students completed and returned the questionnaire by June 1994. This represents a response rate for the whole sample of nearly 40%. The absolute size of the sample is much larger than any previous UCE annual satisfaction survey and this increases confidence in the representativeness of any results.

Table 1: Response Rate for 1991 to 1994 by Faculty (%)

| | Response Rate (%) | | | |
	1991	1992	1993	1994
BIAD	48.3	52.0	35.3	36.6
BE	59.4	55.0	53.4	41.3
BS	44.9	47.2	45.0	38.4
C&IS	47.5	59.0	54.4	42.7
Cons	54.5	61.1	59.5	40.8
Educ	26.4	58.0	54.2	41.5
E&CT	33.7	40.0	30.9	35.7
H&SS	38.8	57.8	43.2	46.2
Total	44.7	51.7	44.7	39.8
Sample Rate (%)	5	5	10	25
Absolute Sample Size	391	436	730	1753

1.4 The PLAN (Perceptions Linking to Action Notification) Grid

Linking students' ratings of satisfaction and importance to potential management intervention strategies has been shown to be a cogent and influential means of using students' perception of their educational experience in guiding management planning. For convenience, the approach has been dubbed the PLAN Grid and the generic outline for the PLAN Grid as used in this report is shown in the figure below.

Figure 1:   The PLAN Grid

Higher Importance

D   A'   A

d   a

Lower Satisfaction   Higher Satisfaction

c   b

C   B

Lower Importance
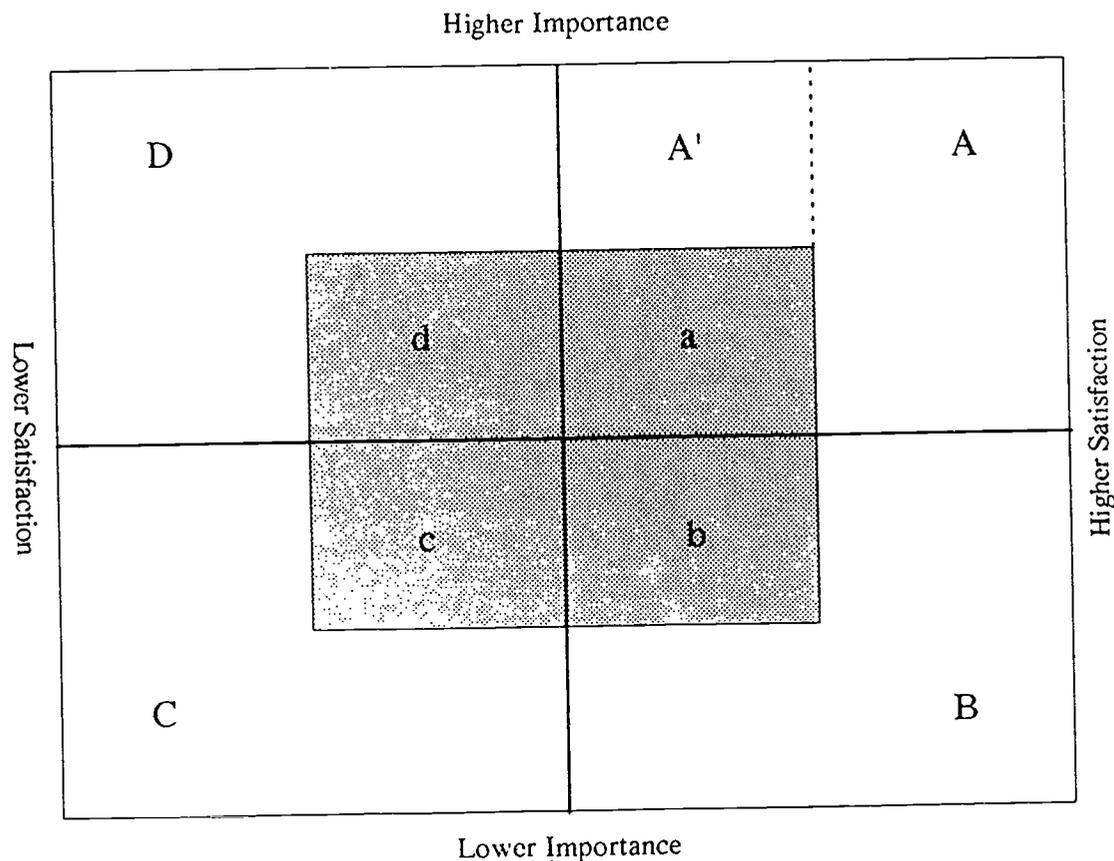
Implications for management Identified as Areas on the Figure

A   = Maintain Quality   C =   Restrict Management Attention
a   = Review Progress   c =   Only Limited Concern
A' = Investigate Scope for Improvement   D =   Intervention Priority
B = Control Overkill   d =   Consider Intervention
b = Possible Overkill

1.5: A Note on Acronyms, Abbreviations and Terminology

In this report the following acronyms and coding conventions are used. They are included here rather than in an appendix since the reader needs to be aware of what these mean prior to reading the main body of the report.

Faculties:

BIAD - Birmingham Institute of Art and Design
BE   - Faculty of the Built Environment
Bus   - Business School
C&IS - Faculty of Computing and Information Studies
Cons - Birmingham Conservatoire
Educ - Faculty of Education
E&CT - Faculty of Engineering and Computer Technology
H&SS - Faculty of Health and Social Sciences

Type of Course:

Previous surveys have adopted the convention used by the 'funding councils'; namely postgraduate, undergraduate and other, where 'other' included HNC and HND courses. The same convention has been used except that HEFCE are using the term undergraduate rather than degree. More importantly some courses; notably HNC and HND, are now included in the undergraduate category rather than in the 'other' category which now mair y comprises FE and Professional courses.

PG   -   Post-Graduate
UG   -   Degree (includes HND and HNC)
Oth -   Others e.g. Professional, City and Guilds, etc.

This difference in classification will have to be taken into consideration when comparing the 1993 & 1994 results with those from previous years.

Mode of Attendance:

FT - Full Time
PT - Part Time
Snd - Sandwich

Other Acronyms:

ns - not significant
*   - $p < 0.05$
** - $p < 0.01$
*** - $p < 0.001$

Labels:

For clarity of interpretation the graphical and tabular presentations of results are labelled as FIGURES and TABLES in the main report and as GRAPHS and FRAMEWORKS in the Statistical Supplement.

Percentages:

All categorised percentages which occur in any graph, table, figure or framework are calculated using the frequency of the parent category (for example BIAD, PG, FT) as the base, rather than the total frequency of the sample. This renders the results more comparable across the categories being examined.

The use of English with Rating Scales:

To ensure consistency in the subsequent discussion and interpretation of students' ratings of satisfaction and importance, the following mappings of mean rating to verbal descriptions has been generally adhered to:

Figure 2: Mappings of Ratings to Verbal Descriptions

7 Point Scale						
1	2	3	4	5	6	7

5 Point Scale				
1	2	3	4	5

Very Dissatisfied/ Unimportant	Fairly or Moderately Dissatisfied/ Unimportant	Fairly or Moderately Satisfied/ Important	Very Satisfied/ Important
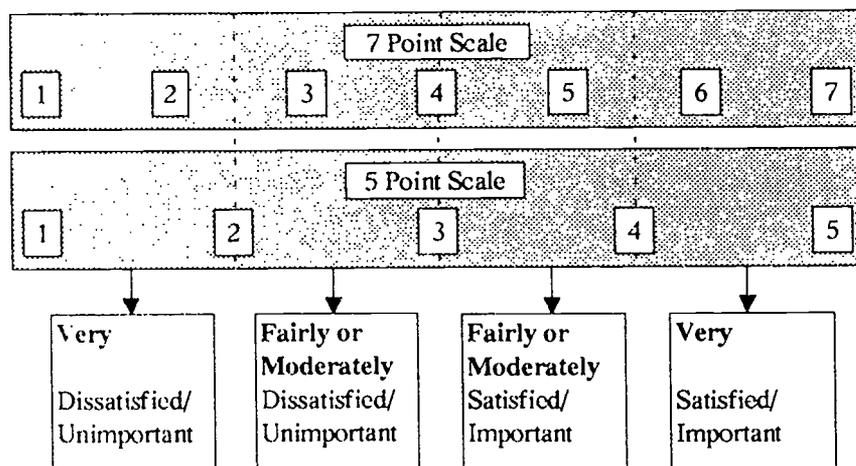
1.6: The Structure of the Report

This main report consists of five sections as shown below:

1. This Year's Approach;
2. Students' Overall Evaluation;
3. Patterns of Use and Students' Activities;
4. Satisfaction, Importance and Managerial Implications;
5. Conclusions and Recommendations.

In addition the Statistical Supplement, which contains the detailed data summaries, is bound separately. This supplement contains two types of data tables which are called Activity Frameworks and Evaluation Frameworks. Activity Frameworks contain information relating to patterns of use and student activities whereas Evaluation Frameworks present information about students' ratings of satisfaction and importance.

The Activity Frameworks contain the summary data on which the discussion contained in Section 3 of this report is based. The Evaluation Frameworks are the data which support the discussion of management implications contained in Section 4 of this report.

Although these data-presentation frameworks are presented separately in the Statistical Supplement, both types of framework contain information relating to the eleven areas listed below:

- Information Services   -   Library Services;
- Information Services   -   Computing Services;
- Refectories;
- Student Services;
- Accommodation;
- Course Organisation and Assessments;
- Teaching Staff and Teaching Style;
- Teaching Methods and Students' Workloads;
- Social Life;
- Self Development;
- Financial Circumstances.

Each framework (both Activity and Evaluation Frameworks) presents student ratings aggregated in the following ways:

- by faculty;
- by type of course;
- by mode of attendance;
- by locations (where appropriate).

2: Students' Overall Evaluation

This section presents summary findings related to the following areas of the questionnaire:

2.1: Choosing UCE and Selecting a Course
(Evaluation Frameworks 1 and 2; Statistical Supplement)

2.2: Benefits of a UCE Education
(Evaluation Frameworks 3; Statistical Supplement)

2.3: Students' Impressions of UCE
(Evaluation Frameworks 4; Statistical Supplement)

2.4: Overall Satisfaction
(Evaluation Frameworks 5; Statistical Supplement)

2.1: Choosing UCE and Selecting a Course

There are many reasons why students come to UCE to pursue their educational and training goals. During the sequence of events which precede the final choices that students make, they are subject to many influences which can shape their preferences. Some of these influences are subjective and internal and are rooted in their individual personality. Other influences are more objective and external but these may be no less influential in guiding the decision-making process which all potential students undertake as they approach the transition to further and higher education.

Irrespective of any subjective consideration of personal needs and values, the role of good quality objective information about life at UCE aimed at explaining what it is really like to be a student on a particular course is of critical importance. If students are to feel that they are being treated fairly then it is important that their expectations and aspirations should be in accord with the reality of student life. If students have been given a fair and balanced view of student life at UCE then it is less likely that they will become dissatisfied and more likely that they will actively embrace the opportunities available to them of achieving a good quality education.

In practical terms, prospective full-time students are dependent on higher education handbooks, prospectuses and publicity material in order to gain some understanding about institutions and the ever increasing and complex range of programmes of study options. As well as using these information sources, prospective part-time students tend to get their information through a different 'mix' of information channels. For these students, not only employer links with the university but also the recommendations of past students employed in their firms, are influential in shaping course selections. As in previous years, this year's ratings of the perceived usefulness of UCE information remains realatively low.
[Activity Framework 1 and 2 in the Statistical Supplement.]

Figure 3 illustrates that students feel they were not particularly well informed by any of the information sources identified.

Figure 3: Sources of Information and their Usefulness
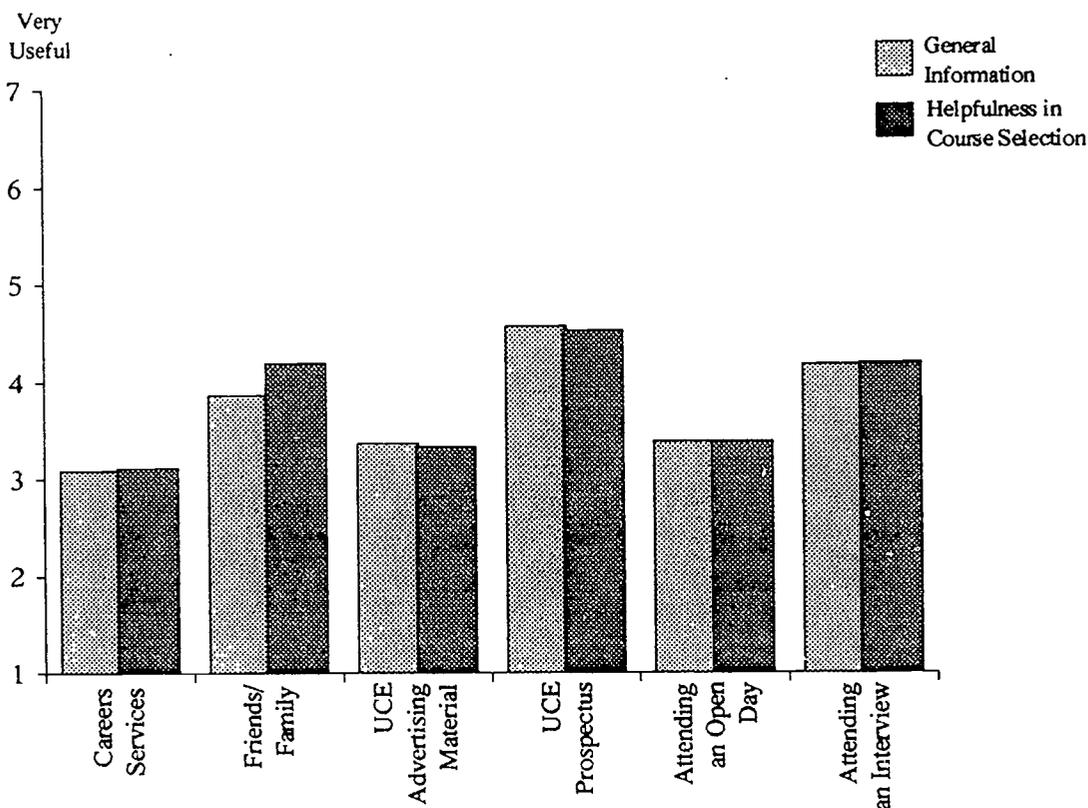
These results present a general impression of unhelpfulness although a more detailed examination shows there are some fluctuations in students' ratings between faculties, types of course and modes of attendance. [Activity Frameworks 1 and 2 Statistical Supplement.] For example, students within some faculties consider that attending an interview is a fairly useful method of gleaning information. Career services located at previous places of study received a surprisingly poor rating for providing useful information and there may be scope to improve the quality of this important information source through a UCE-driven initiative.

2.2: Benefits of a UCE Education

One open question in the questionnaire invites students to state what they consider to be the most important outcomes or benefits of the time spent at UCE. All replies to this question were coded into nine discrete categories.

Table 2 compares the percentage outcomes or benefits for the student body as a whole for the last three year's surveys.

Table 2: Benefits of a UCE Education (1992, 1993, 1994)

%	Personal Development	Increase Employability	Improve Social Contacts	Enhancing Career/Promotion Prospects	Qualification	Desire for excellence/understanding	Enhance Quality of Life	Increase Wage	No Benefits/Hopes Dashed
1992	57.3	8.3	17.2	17.7	41.7	2.3	1.0	0.5	0.3
1993	40.3	16.8	13.7	18.2	37.1	13.4	2.1	1.2	0.7
1994	39.5	14.4	20.0	23.9	50.4	21.5	1.3	1.7	2.5

An examination of Table 2 suggests some interesting shifts in students' values over the last three years. In 1992 and 1993 personal development was the most important expected outcome although this year the most important expected outcome can be seen to be gaining a qualification (endorsed by over 50% of the student body). In a similar shift, enhanced career or promotion prospects has moved up the outcome priority list. Interestingly, the percentage endorsing increased employability has reduced slightly and this may reflect a general pessimism about employment prospects.

However, these changing patterns are not uniform across faculties, and some perceived outcomes are associated with certain faculties more than others. [Activity Framework 3 , Statistical Supplement.] For example, only 6.3% of BIAD students mention increased employability whereas 23.3% of Education students do so. Similarly only 24.2% of Conservatoire students mention qualifications as a benefit whereas 52.2% of H&SS students do so.

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Undergraduate students are relatively more concerned about obtaining a qualification than are postgraduate students although the converse is true for the outcome 'desire for excellence/understanding'.

Since they are generally in employment, part-time students are understandably more concerned than are full-time students with enhancing their career or promotional prospects. The converse is true for increased employability. The full pattern of changes from 1992, through 1993 and to 1994 can be seen in greater detail for individual faculties by examination of Activity Framework 3 in the Statistical Supplement.

One view of consumer perception considers that the degree to which expectations are met is the key factor in determining the subsequent levels of felt satisfaction. In our attempt to better understand the role of student satisfaction within the wider arena of organisational quality, it is clear that students' expectations themselves fluctuate a great deal across faculties and courses and this variability highlights the importance of understanding the different needs, values and aspirations of many different kinds of students in any serious attempt to tackle the quality issue.

2.3: Students' Impressions of UCE

Students were asked to rate the extent to which they found the following as helpful as they expected they would be and then to rate the extent to which they would recommend the following to a friend or colleague:

- UCE
- Their Faculty
- Their Department or School
- Their Course

There is a distinct tendency for positive ratings to increase as the frame of reference of the question becomes more restricted. [Activity Framework 4, Statistical Supplement.] In other words, courses are generally seen more positively than departments or schools, which in turn were rated more positively than faculties, which in their own turn tended to be seen more favourably than UCE as a whole. In the previous report, it was noted that these results were important because they suggest that students are less satisfied with increasingly remote organisational structures. This may indicate that one general strategy for elevating levels of satisfaction may be to foster the development of small-scale organisational structures which are not so large and distant that they discourage student identification and involvement.

Among other things, students were asked to consider how their time at UCE related to their actual or potential career. Broadly, most students considered that they had some understanding of how to proceed on their chosen career path and essentially the same pattern of results occurred across all categories.

2.4: Overall Satisfaction

Students' were asked to indicate their overall percentage satisfaction with the following:

- UCE as a whole
- Faculty
- Department/School
- Course
- Potential Career Prospects

On the whole students appear to be broadly satisfied although there are some relative peaks and troughs. [Activity Framework 5, Statistical Supplement.]   For example, Education students seem particularly satisfied with their course and their career prospects, whereas BIAD students, although satisfied with their course have a relatively low satisfaction rating for their career prospects.

A similar pattern is shown by part-time students whose average course ratings are higher than their average career prospect ratings. Students from the Conservatoire are generally less satisfied with UCE as a whole than are students from other faculties although their ratings for other aspects of the university have improved from last year.

These overall ratings of satisfaction may be viewed as relatively encouraging although consumer research has repeatedly demonstrated that global ratings of satisfaction, which are not linked to specific issues, may reflect rater compliance as much as real feelings about quality of services. Consequently, globally positive ratings of satisfaction often mask areas of dissatisfaction and it is always necessary to dissect general areas in order to accurately pinpoint real levels of satisfaction in specific areas of concern.

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3: Patterns of Use and Student Activities

In this section of the report the following eleven areas are discussed:

- Information Services   -   Library Services
- Information Services   -   Computing Services
- Refectories
- Student Services
- Accommodation
- Course Organisation and Assessments
- Teaching Staff and Teaching Style
- Teaching Methods and Students' Workloads
- Social Life
- Self-development
- Financial Circumstances

For the sake of clarity and brevity, the results in each of the eleven areas are included as brief statements under each of the following headings:

1   Patterns of use and student activities

        Included under this heading will be any notable features or differences in patterns of use or student activities between faculties, mode, type of student and locations where appropriate.

2   Changes in patterns of use over time

        Under this heading will be included any notable changes over time from 1992 through 1993 to 1994.

The results presented in this section are selective, they only touch upon those issues which stand out as immediately significant. There are many more results contained in the Statistical Supplement than are included here and certain readers may like to examine the Activity Frameworks in the Statistical Supplement in order to focus on those aspects which are particularly pertinent to them.

This involvement of the reader is an important point because the information which is provided in the Statistical Supplement should only be used as the starting point to focus on organisational issues. The people who are best placed to diagnose the causes and consequences of these organisational issues are those managers and members of staff who have the experience and understanding to see what these numbers might mean in their appropriate organisational context.

3.1: Information Services - Library services

The library is an essential service for most students although a small percentage of all students (5.5% of the total sample) report that they use no library at all (neither UCE nor external libraries). This percentage is a little less than the 'non-use' figure reported in last year's survey (when 9% of the total sample claimed no library use). The main reasons for not using UCE libraries are 'not enough time' (1.4%), 'not applicable/no need' (1.3%), 'library closed when needed' (1.1%) and 'no wanted books' (1%).

The main Perry Barr library is used by 66.3% of students; the other UCE libraries are used by far fewer students. [Activity Framework 6, Statistical Supplement.]

3.1.1: Patterns of Use and Student Activities

- Over 90% of all students use a library at least once a term, 83% of all students use a library at least once a month, 59% of all students use a library at least once a week and 11% of all students use a library every day.

- 8% of part-time students never use any UCE library, whereas less than 1% of other students (both full-time and sandwich students) report never using any UCE library facilities.

- Students from different faculties tend to use the library facilities in different ways. For example, Conservatoire students tend to have a more frequent pattern of library visits than other students; 29% of Conservatoire students use the library at least once a day whereas only 6% of BE students do so. Similarly, 7% of Conservatoire students use the library more than once a day compared to less than 1% of BE and Education students.

- Students from some faculties express a greater preference for weekend library opening, particularly Saturdays. 81% of Conservatoire students prefer the library to be open on a Saturday whereas only 41% of BIAD students expressed this preference. Over a third of the respondents (38%) would like the library to be open on a Sunday and this is particularly the case for sandwich students (49%). In contrast, only 19% of BIAD students preferred Sunday library opening.

- The average length of time spent in the library is reported to be about an hour and a half. Students from the Business, C&IS and E&CT faculties all report spending a greater length of time during an average library visit, whereas BIAD, BE, Conservatoire and Education students all report spending less time than average on each visit. H&SS students report spending an average length of time visiting the library.

- The average length of library visit varies a great deal between library site ranging from 31 mins at Vittoria/Branston St. to 1hr 33mins at Perry Barr.

- The average fine since September for all students in the sample is less than a pound (average of 73p). However, for H&SS students and sandwich students the average fine is over a pound (£1.13 and £1.16 respectively).

- The number of books borrowed since September varies from site to site and from faculty to faculty. Conservatoire students tend to borrow the most books (27 books on average) whereas Business students tend to borrow the fewest (14 books on average). On average part-time students tend to borrow less than half the number of books compared to full-time and sandwich students (11 compared to 22 since September). Undergraduate students borrow more than postgraduate or other students (on average 18, 17 and 12 books respectively since September). Figure 4 below details some of these results.

Figure 4: Average Number of Books Borrowed Since September
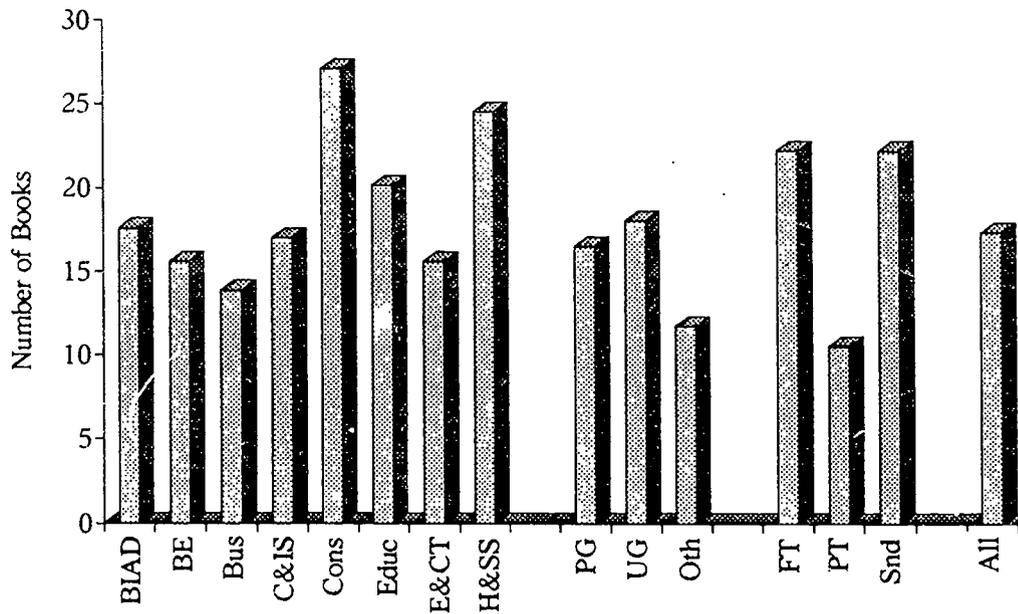
3.1.2: Changes in Patterns of Use

There has been a tendency, in some faculties, for the number of books borrowed to decline over the last three years (Figure 5). This is particularly the case for books borrowed by students in the Education and H&SS faculties. The reasons for this are not fully apparent yet Figures 6 and 7 show that both the size of fines has generally declined and in addition average length of visit has increased. Taken as a whole, these figures seem to suggest a change in strategy with respect to students' behaviour in their usage of library facilities.

Rather than tending to borrow books there may be a slight compensatory tendency for students to spend more time reading the books in the library. This strategy is advantageous to the student insofar as it reduces the possibility of being fined, however, it has the disadvantage of adding to pressure on use of space in the library. Perhaps the best way of viewing these results is to see them as an illustration of the way in which changes in library regulations are reflected in changes in students' behaviour and these consequences may either be positive or negative in their overall effect with respect to the quality of library service.

Figure 5: Number of Books Borrowed Since September (1992, 1993 & 1994)
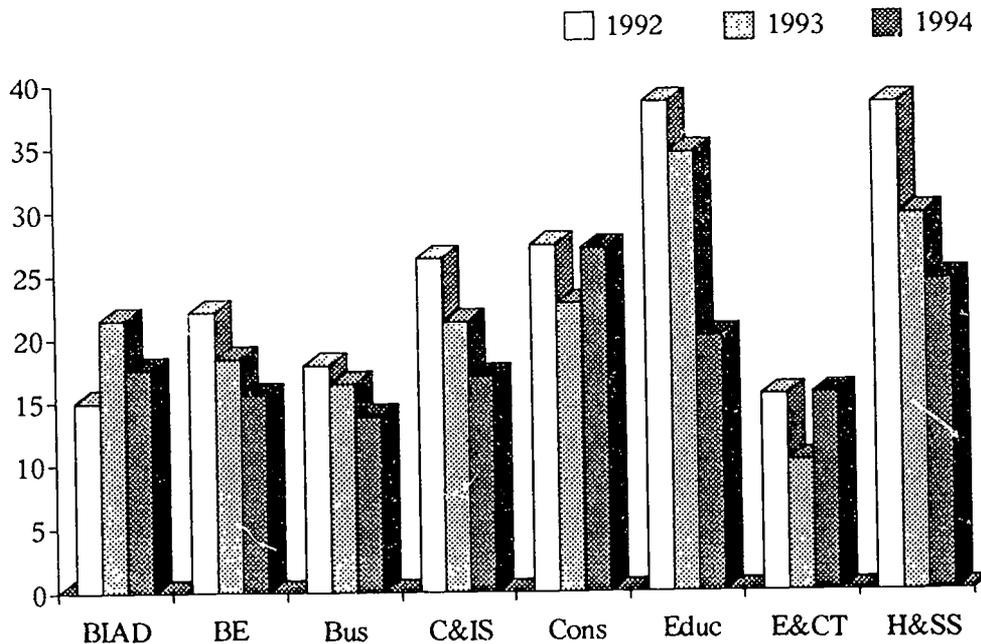
Figure 6: Size of Fine Since September (1992, 1993 & 1994)

£:p

Legend: □ 1992 ▨ 1993 ■ 1994

Categories: BIAD, BE, Bus, C&IS, Cons, Educ, E&CT, H&SS
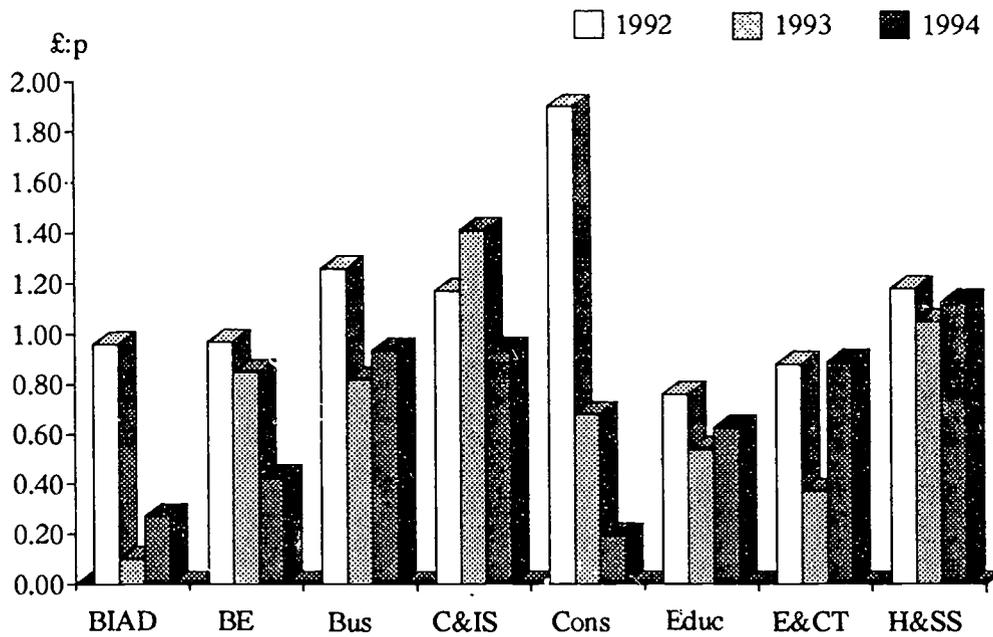
Figure 7: Average Length of Visit (1992 & 1994 - data for 1993 unavailable in this format)

hrs:mins

Legend: □ 1992 ▨ 1994

Categories: BIAD, BE, Bus, C&IS, Cons, Educ, E&CT, H&SS
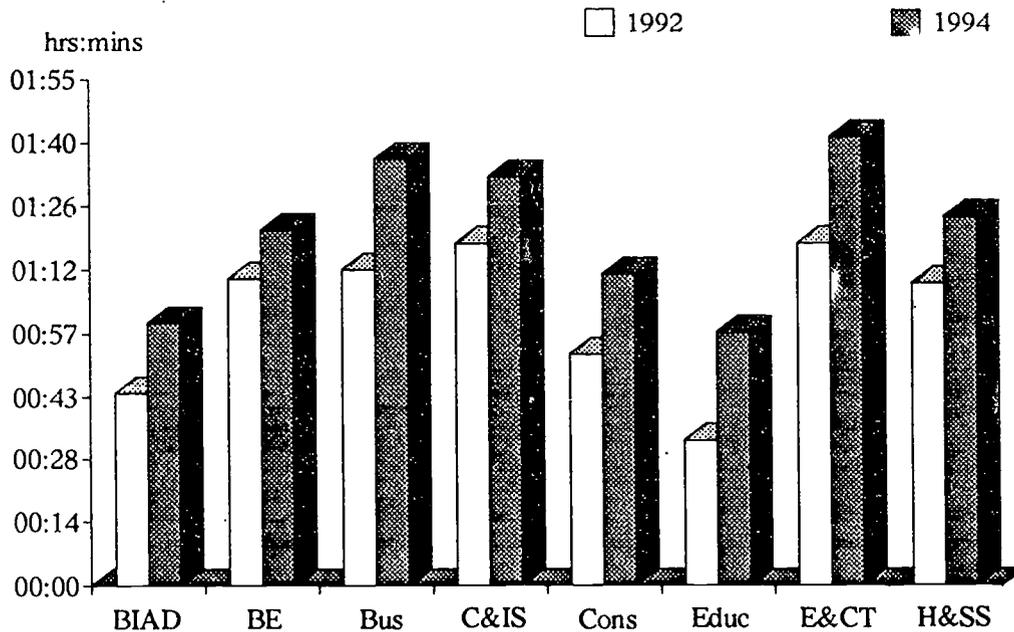
3.1.3: Additional Areas of Interest or Concern

Further stastical details of library usage and changes over time can be found in the Statistical Supplement, Activity Frameworks 6 - 19.

3.2: Information Services - Computing Services

As computer technology becomes more vital to both work and study activities it is essential that students are familiar with the tools of this new technology so that they are able to support their learning activities in the most effective ways.

3.2.1: Patterns of Use and Student Activities

- Different courses require different levels of computer usage and this is reflected in the ratings of the various faculties. Not surprisingly, students from the C&IS and E&CT faculties report the highest course requirements for computers and students from the Conservatoire report the least.

- A surprisingly large number of students report never using UCE computers (64.3% of the complete sample). 46% of BIAD students report never using U E computers and even 13% of C&IS and E&CT students report never using UCE computers.

- The most frequently cited reasons for not using UCE computing facilities are 'no need/not applicable to course' (10%), 'prefer to use own' (10%), 'access problems' (5%) and 'training and support problems' (5%).

- Students from the C&IS and E&CT faculties tend to use computers more at UCE than students from other faculties. This higher level of computer use is matched by the same students reporting higher computer usage at home. H&SS, Education and Business students use computers at home more than they use computers at UCE.

- Computing sessions may be of variable length but on average are estimated to be 1hr 48 mins averaged for all students. This ranges from an average of 51 minutes for Conservatoire students to an average of 2hrs 24mins for E&CT students.

- There is an association between types of computer packages students used at UCE and the faculty to which they belong. Predictably, word-processing is the most popular application being used by over 65% of all students although only 14% of Conservatoire students use this computer application. Spreadsheets are used by over a third of all students and more specifically by approximately one half of students from BE (52%), Business (48%), EC&T (46%) and C&IS (41%). It is noteworthy that CAD packages are used by 64% of E&CT students.

3.2.2: Patterns of Use and Student Activities

- This year the format of the questions relating to extent of use and frequency of use of computers has changed and the purpose of these changes is to provide more useful data from 1994 onwards. Unfortunately, these changes make direct comparisons with previous annual results somewhat difficult. However, rescaling items from earlier questionnaires strongly suggests that there is a growing trend for some courses to require greater use of computers.

- Similarly, it is clear that some students are making greater use of computers and this is reflected in both increased frequency of use and length of session time.

- The figure below denotes the percentage of students using the three 'traditional' software packages (word-processing, spreadsheets and databases).

Figure 8: Percentage of Students Using 'Traditional' Software Packages (1992, 1993 and 1994)
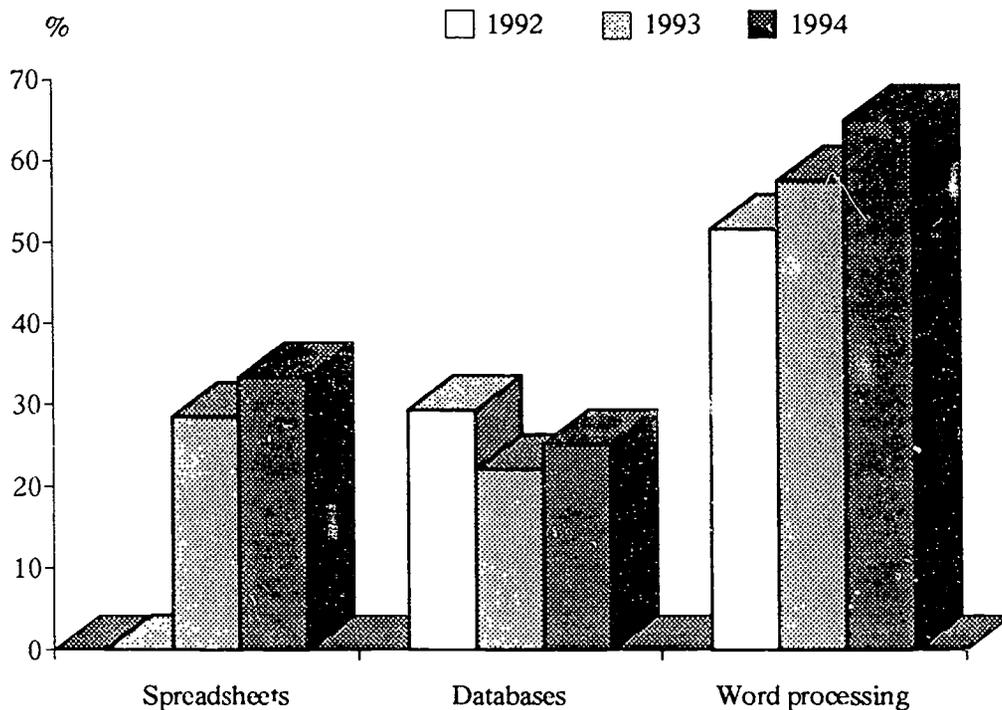
The use of standard statistical packages is beginning to become more widespread throughout the University although we have no information about level of package expertise. As an increasing proportion of students move from being simply aware of computers and their wide range of applications to actually using them to support their studies it is apparent that the issue of skill and expertise in using these applications will need to be assessed in future surveys. This will have to be addressed if the Student Satiscation Research team is to gain a more detailed understanding of the impact of the new information technology on students' study patterns.

Further statistical detail of usage of computer technology and changes over time can be found in the Statistical Supplement, Activity Frameworks 20-23.

3.3: Refectories

The wide range of refectories and food outlets which are located around the various sites of the University aim to provide a good standard of catering service to students and changes are continually being introduced to meet this goal.

3.3.1: Patterns of Use and Student Activities

- 75% of all students use refectories and food outlets at least once a week and 38% of all students use them at least once a day. There are differences in frequency of use of refectories between students from different faculties. For example, 57% of Conservatoire students use the refectory at least once a day although only 28% of Business students use refectories that frequently.

- Taken as an average, students on the whole would prefer refectories to be open at about 9.00 am and to close just before 6.00 pm. Full-time students prefer both an earlier opening and closing time than the times preferred by part-time students (difference of about a hour in the morning and about half an hour in the evening) and these differences probably reflect attendance times.

- There are differences between students from different faculties with respect to their preferences for opening hours of the refectories. Students from the BE faculty would prefer an earlier opening time (8:12 am) on average, whereas those from the Education faculty would prefer a later opening time (10:25 am) on average. Similarly Conservatoire students would like the refectory to stay open until 7.00 pm in the evening whereas BIAD students are content to see refectories shut before 5.00 pm.

- Full-time and sandwich students tend to use the catering facilities more frequently than part-time students. Nearly 60% of full-time and sandwich students use the facilities at least once a day whereas only 11% of part-time students use the facilities this frequently. However, 63% of part-time students use the catering facilities at least once a week and this probably reflects their pattern of attendance.

- Figure 9 shows the pattern of students' purchases daily, weekly and less than once a week. Main daily use is the purchase of drinks, main meals are purchased less frequently.

- Refectories and food outlets are used less for food purchase in the early morning although 22% of students buy drinks at that time. As the day progresses, more drinks and food tend to be purchased up to lunchtime after which there is a decline in purchasing sandwiches and main meals. In the evening drinks and snacks are bought by 16% and 11% of all students respectively (Figure 10).

27

Figure 9: Pattern of Students' Purchases

□ Drinks   ▦ Snacks   ▩ Sandwiches   ■ Main Meals

%

Daily   Weekly   Less than once a week
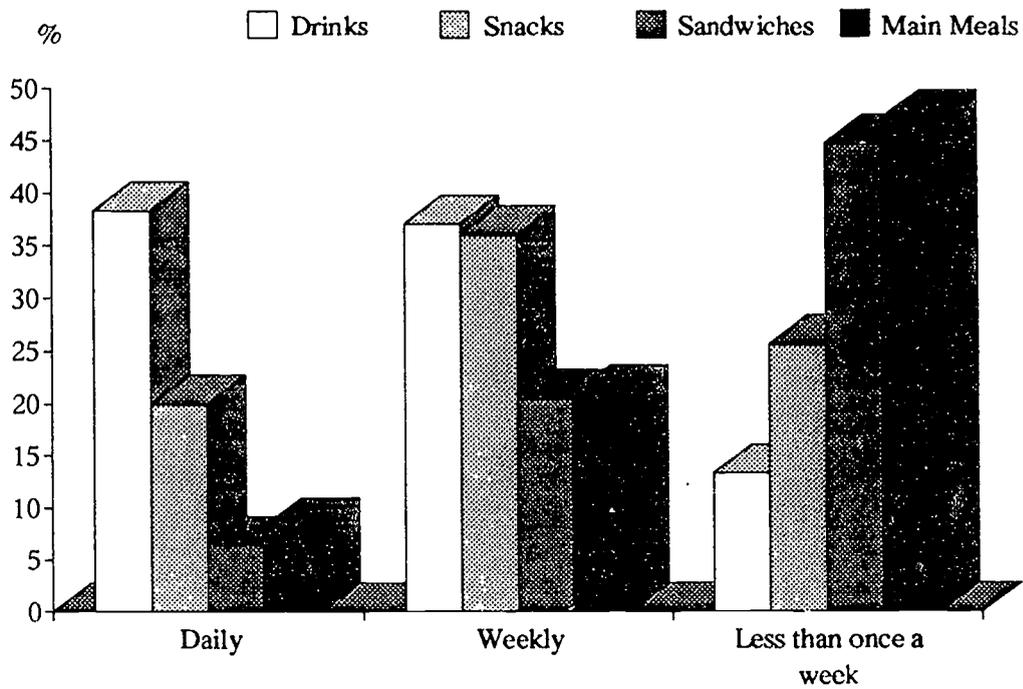
Figure 10: Pattern of Students' Purchases by Time of Day

□ Drinks   ▦ Snacks   ▩ Sandwiches   ■ Main Meals

%

Early Morning   Mid-Morning   Lunchtime   Mid-Afternoon   Evening

28
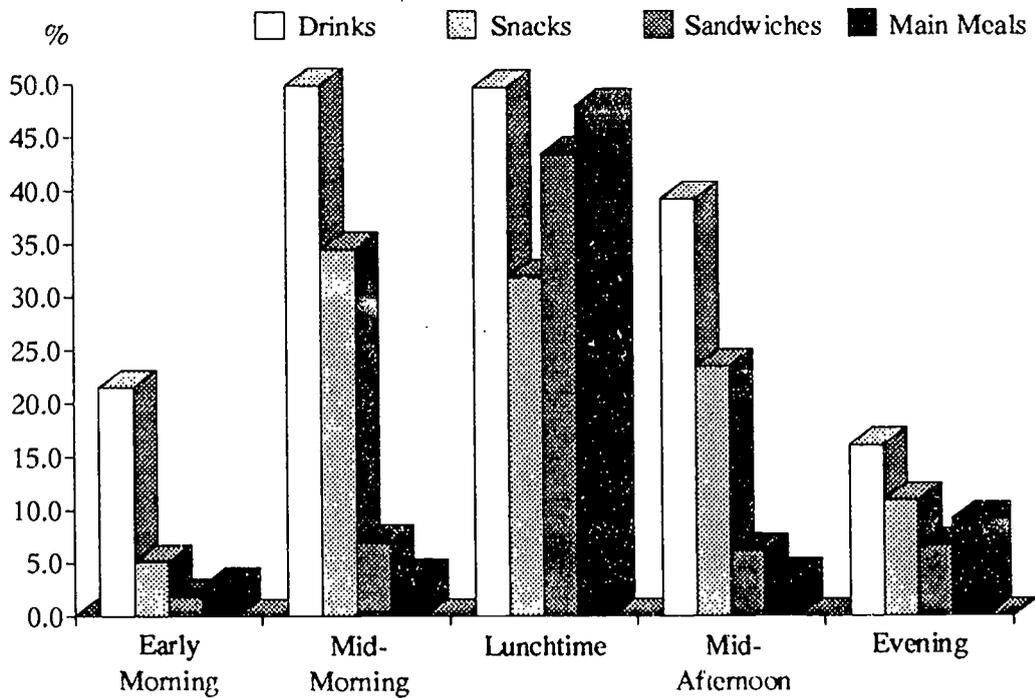
3.3.2: Changes in Patterns of Use

- The frequency and pattern of use of students using different refectories has remained relatively stable over time. Table 3 details percentages of students who reported using the various refectories over the last three years.

Table 3: Percentage of Students Using Refectories

	1992	1993	1994
None	13.6	11.6	7.4
Baker QUAD	26.5	31.0	29.2
Baker 3rd	2.0	2.1	0.9
CENFAC	18.9	19.9	11.9
Dawson	4.0	5.3	2.1
Edge (Health)	4.6	6.8	4.4
Gosta Green	7.7	6.4	5.6
Bournville	3.8	1.6	3.6
Westbourne Rd	5.8	8.1	6.5
Conservatoire	2.8	3.4	2.1
Vending machines only	0.9	0.5	0.2
External	1.0	1.4	1.0
Many UCE outlets			14.4

- Taken overall, Table 3 shows that there has been a small but consistent decline in the percentage of students reporting that they use no UCE catering facilities at all although different outlets are associated with different patterns of usage. It is worth noting that 14.4% of all students report that they use *many* different catering outlets at UCE.

Many students are short of money and there is a small but persistent suggestion that food prices should be cheaper. However, it is the case that prices of food and drink at UCE compare favourably with those at other institutions and clearly there is a point beyond which price reductions may impact on quality.

Further statistical details of usage of refectories and changes over time can be found in the Statistical Supplement, Activity Frameworks 24-27.

3.4: Student Services

The student services section of the questionnaire has retained the same format this year as last year and aims to gather students' opinions about the range of student services available at UCE.

3.4.1: Patterns of Use and Student Activities

• Not all students are aware of the existence of the different student services at UCE. Whereas 72% of all students are aware of the careers service, only 48% of all students are aware of the existence of the financial service. These differences in levels of awareness may depend on the location of particular services and are also related to faculty, type of course and mode of attendance. For example, over 80% of students from the C&IS and E&CT faculties know there is a *careers service* compared to less than 60% of BIAD students. Approximately 70% from the Education and H&SS faculties are aware of the *nursery* service whereas less than 40% of BIAD students know such a service exists. 81% of Conservatoire students are aware of the *medical* service and this figure is much higher than the percentage of students from all other faculties.

• Generally, part-time students are less aware of the existence of student services than are full-time and sandwich students. This may reflect the fact that part-time students are more likely than full-time students to have access to similar services outside the university environment. Similarly, more undergraduate students know about the availability of student services than do postgraduate or other students.

• There are differences in the patterns of use of the different services. The careers and medical services are used by 17% and 16% of students respectively whereas the nursery and chaplaincy services are used by only 2% of all students. There are differences in levels of service use across faculties, type and mode of attendance. Table 4 shows the three most used services for each faculty and illustrates clear faculty differences in patterns of service use.

Table 4: Most Used Service for Each Faculty

	1st	%	2nd	%	3rd	%
BIAD	Medical	19.5	Careers	7.0	Financial	5.4
BE	Careers	16.9	Medical	15.7	Counselling/Financial	6.0
Bus	Careers	24.5	Medical	12.9	Financial	4.9
C&IS	Careers	22.7	Medical	21.5	Financial	6.1
Cons	Medical	31.0	Counselling	9.5	Chaplaincy/Financial	4.8
Educ	Medical	13.2	Careers	11.2	Financial	4.6
E&CT	Careers	25.8	Medical	15.7	Financial	9.0
H&SS	Medical	14.0	Careers	8.3	Counselling	5.7

- Almost all students believe that UCE should provide the full range of services. 79% of all students consider that UCE should provide a chaplaincy service and over 90% of all students consider that UCE should provide all other services.

- Despite the fact that the vast majority of students consider that UCE should provide the full range of student services, only the medical and careers services are used by more than 10% of all students.

Further statistical details of usage of Student Services and changes over time can be found in the Statistical Supplement, Activity Framework 28.

3.4.2: Changes in Patterns of Use Over Time

- Student awareness of the availability of the various student services and their pattern of service usage has remained broadly similar over the last three years .

3.5 Accommodation

The location, comfort and convenience of accommodation is an important factor in determining the well-being of any student.

3.5.1: Patterns of Use and Student Activities

- More full-time students rent accommodation (53%) compared to part-time students (8%), and more part-time students are owner occupiers (66%) compared to full-time students (Figure 11).

Figure 11: Present Accommodation of Students

Full Time Students   Part Time Students

| UCE Halls | Rented | Owner | UCE PPU | Parents/ Relatives | Other |
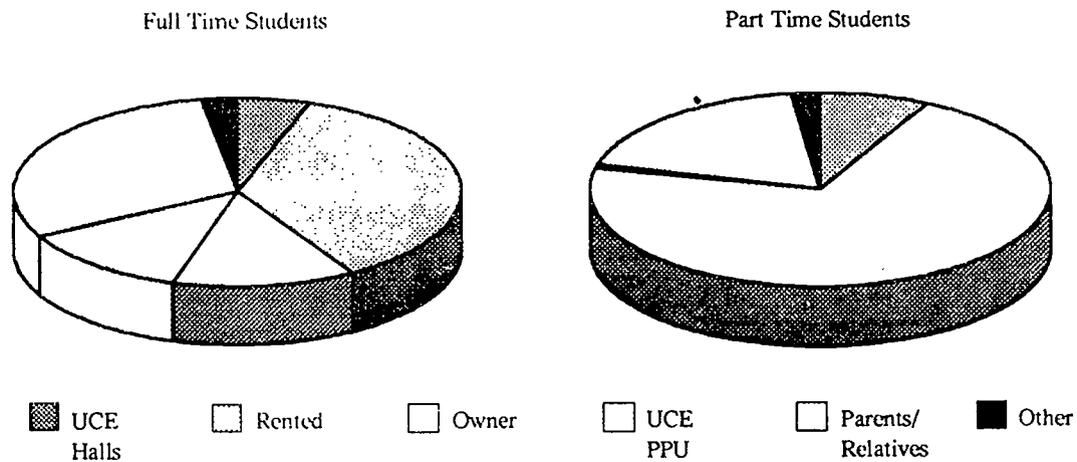
Figure 12: Previous Accommodation of Students

Full Time Students   Full Time Students

■ UCE   ▦ Rented   □ Owner   □ UCE   □ Parents/   ■ Other
  Halls   PPU   Relatives
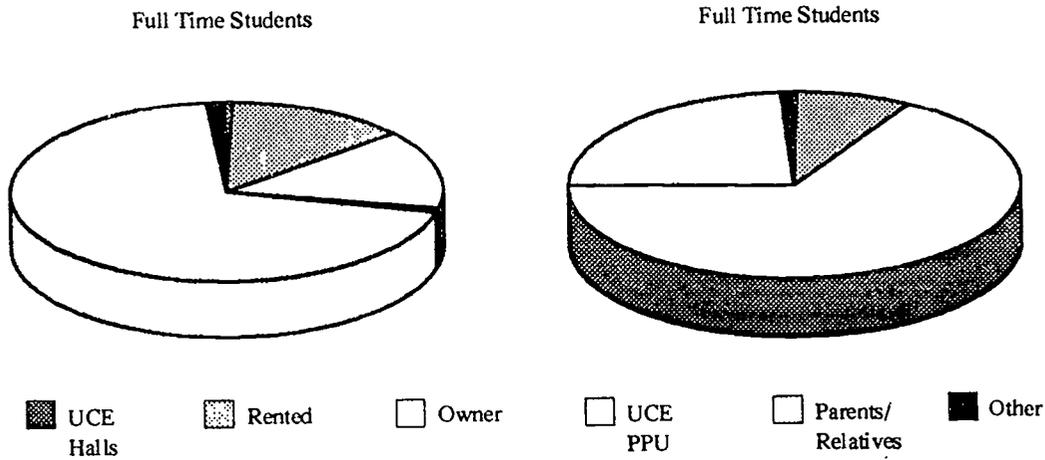
- Full-time students are more likely to have changed accommodation as part of attending UCE than part-time students (Figure 12).

- Part-time students are more settled in their accommodation than full-time or sandwich students (Figure 13).

- These patterns of changes in accommodation reflect both the attendance commitment and the different demands associated with being a full-time, part-time or sandwich student.

Figure 13: Length of Time in Present Accommodation

Full Time Students   Full Time Students

Sandwich Students

■ Less than One Term

▦ One Term - One Year

□ Between 1-3 Years

□ Over 3 years
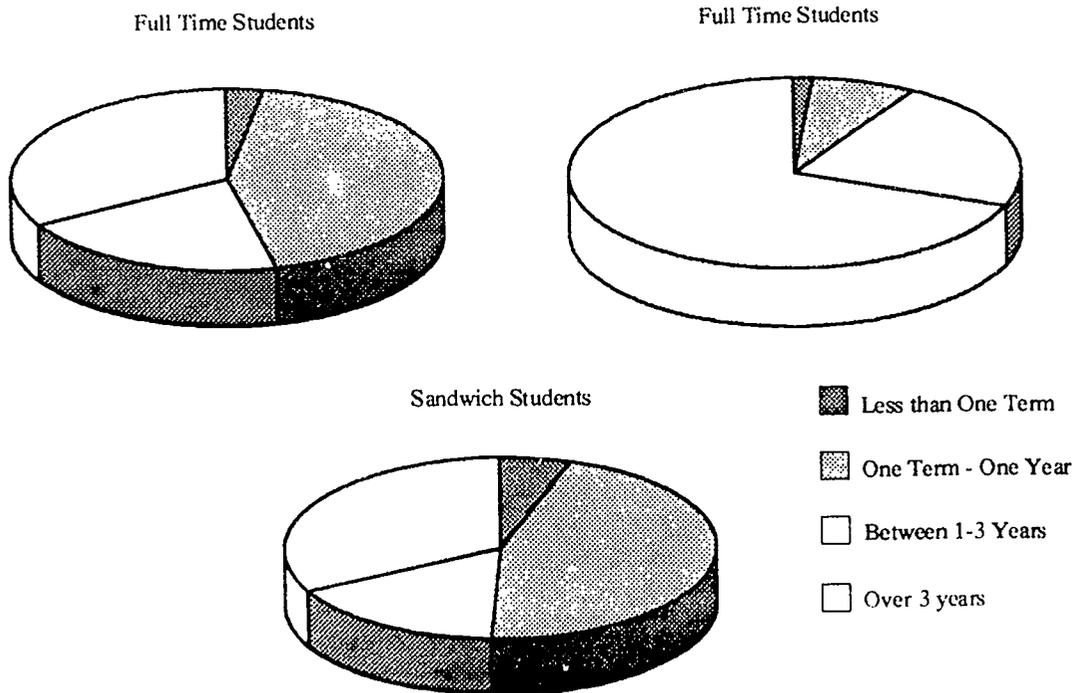
3.5.2: Changes in Patterns of Use Over Time

- Obtaining suitable accommodation is a very real concern for many students and this remains an ongoing source of worry. New Halls of Residence have been built at the Perry Barr campus. The effects of this development are expected to become evident in the responses to next year's annual survey.

The need to obtain accommodation means that students require reliable and up-to-date information about current properties to let in order to maximise their chances of finding somewhere suitable to live. Recently, the university has introduced changes in the accommodation service in order to facilitate this search.

Further statistical details of usage of accommodation and changes over time can be found in the Statistical Supplement, Activity Frameworks 29-31.

3.6: Course Organisation

In this section of the questionnaire, students were asked to rate the amount of information they considered they had received with respect to the following areas;

- What is expected of them as a student
- Administration and organisation of courses
- Course syllabus
- Specific modules
- Timetable
- Notification of assessment procedures

Students sometimes feel that they have not been given sufficient information about how their course is organised, or think they are not fully informed about timetabling arrangements or even have little sense of the purpose and deadlines for various assessment procedures. Some students feel that they do not have sufficient guidance essentially about what is expected of them in order to fulfil their course requirements and assessment procedures.

3.6.1: Patterns of Use and Student Activities

- In general, students tend to think that they receive only a moderate amount of information about what is expected of them as a student. On average, students consider that they receive more information about timetables and assessment notifications than they do about syllabi or teaching modules. Students feel they are not well informed about the administration and organisation of their courses. However, the quality of perceived information provision varies across faculty, level of course and mode of attendance.

- About 1 in 10 students feel they have received no, or hardly any, information about aspects of course organisation (Figure 14). Ideally, this figure ought to be zero for all these aspects.

35

Figure 14: Students Receiving 'No' or 'Hardly Any' Information
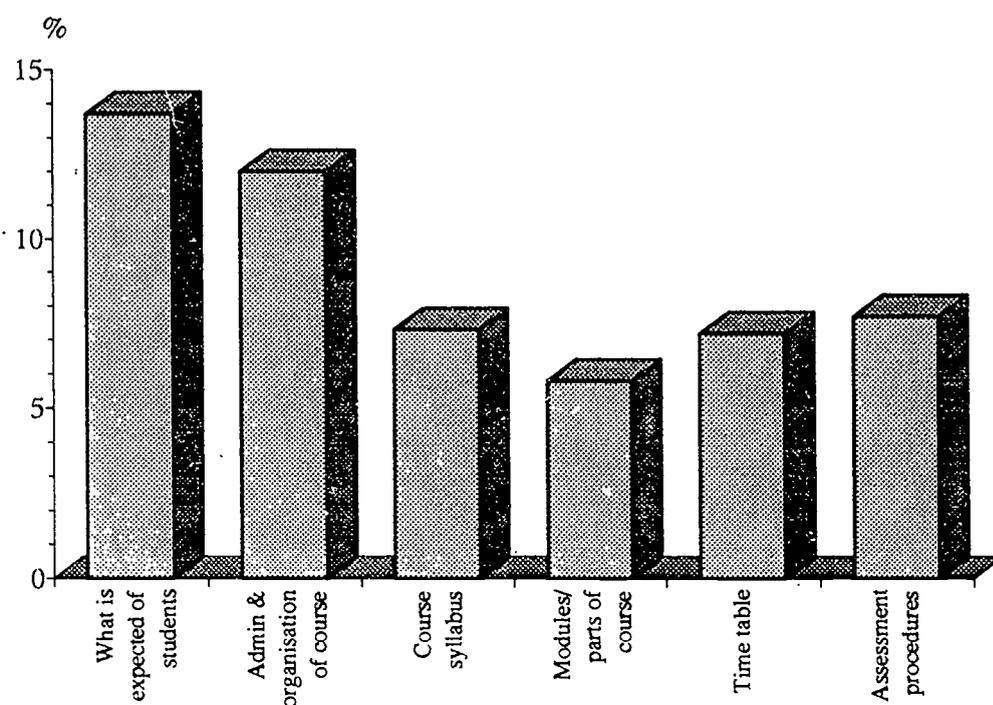
What is expected of students is an important dimension and this varies to some extent across faculties and level of course. Education students report receiving more information about what is expected of them than other students. In particular students from the Conservatoire feel relatively ill-informed in this respect.

3.6.2: Changes in Patterns of Use Over Time

Table 5 summarises percentages of students who report receiving either 'none' or a 'great deal' of information over the last three years.

Table 5: Amount of Information Received (1992, 1993 and 1994)

Type of Information	% Receiving No Information			% Receiving A Great Deal		
	1992	1993	1994	1992	1993	1994
Administration & organisation	2	4	4	10	7	10
Course syllabus	2	2	2	14	15	17
Modules/Parts of course	1	1	2	12	14	17
Time table	3	1	2	19	20	22
Assessment procedures	5	3	3	13	15	21

- Apart from information about course administration and organisation, there is a slight but consistently increasing trend for some students to report that they felt they have received 'a great deal' of information in all of the other areas (Table 5). Those reporting receiving a great deal of information about the notification of assessment procedures has increased noticeably over the years and there is a corresponding decline in the percentage of all students reporting that they received 'no' information.

Providing clear and accurate information about course organisation and assessment is critical to students. It is clear, however, that students have different experiences with respect to information of this sort. Some students report that they received a great deal of information whereas a small but consistent percentage of students report never receiving any information. For this group it may be the case that no amount of information can successfully quell their feelings of anxiety and insecurity about their studies. On the other hand, this group may somehow miss out on the receipt of information or fail to appreciate its significance at the time it is received.

Further statistical details of course organisation and changes over time can be found in the Statistical Supplement, Activity Frameworks 32 - 38.

3.7: Teaching Staff and Teaching Style

This section of the questionnaire has consistently supplied interesting results and consequently has remained unchanged over the last three years. In this section students are asked to give an estimate of number of teaching staff they spoke to in an average week, the length of time spent in conversation with teaching staff and the typical topics of conversation.

3.7.1: Patterns of Use and Student Activities

- The patterns of staff interaction are somewhat different between faculties. In some faculties students tend to interact with more staff in an average week than in other faculties. For example, over 50% of Conservatoire students converse with more than three staff a week inside teaching classes whereas only 19% of BIAD students do so. On the other hand, 10% of Business students talk to no staff in an average week compared to only 2% of students from the Conservatoire.

- In an average week 10% of postgraduate students, 9% of sandwich students and 9% of part-time students report talking to no staff at all. In an average week 8% of all students talk to no staff at all inside teaching classes.

- 30% of all students talk to no staff outside teaching classes in an average week. This figure is particularly high for part-time students (45%) and Other students(47%). Limited attendance times mean that part-time and Other students have less opportunity to converse with staff outside teaching classes.

- A number of reasons are proffered for why students do not speak to staff. The most common explanation are 'no need' and 'staff availability'. Business students cite 'no need' and 'staff availability' more frequently than do students from other faculties.

- The pattern of interaction with staff shows that most conversations last either a few minutes or only a few moments (77% of all students). Only 19% of all students report spending more than 10 minutes talking to a member of staff and this ranges from about 10% of Business students to 36% for BIAD students.

- Topics of conversations are categorised and ranked below. Although 'social chatting' is ranked third, it is clear that work is clearly of greater importance than social interaction during these interchanges.

Figure 15: Types of Conversation

Percent of Students
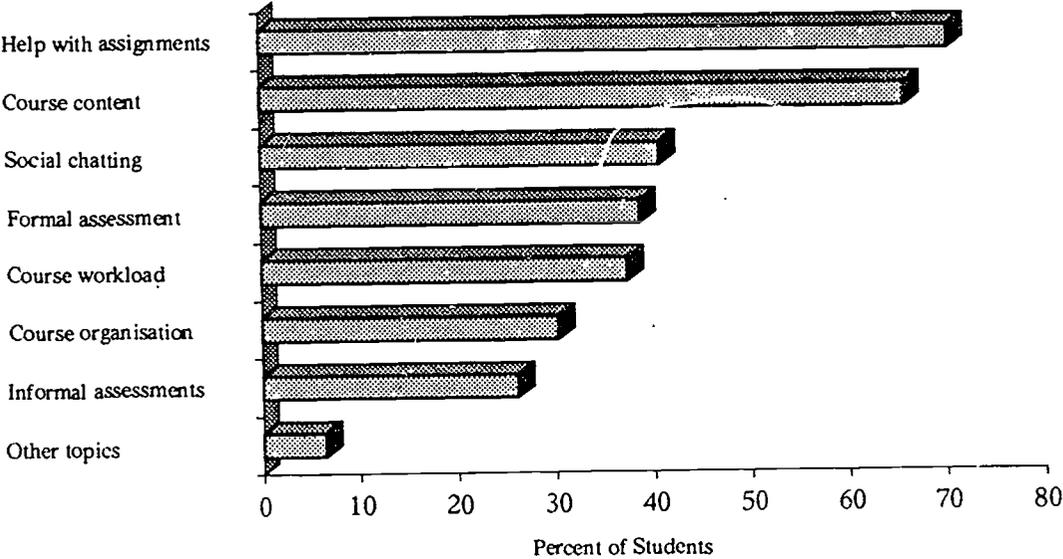
3.7.2: Changes in Patterns of Use Over Time

- Although there appear to be no dramatic changes over the last three years, there is a declining frequency for students to speak to three or more staff in a week. This is the case for both verbal contacts made inside (Figure 16) and outside (Figure 17) teaching classes.

- More conversations are reported to last only 'a few moments' now than they did in 1992 and there are fewer conversations now that last over 10 minutes (Figure 18).

Figure 16: Number of staff spoken to INSIDE classes (1992, 1993 and 1994)
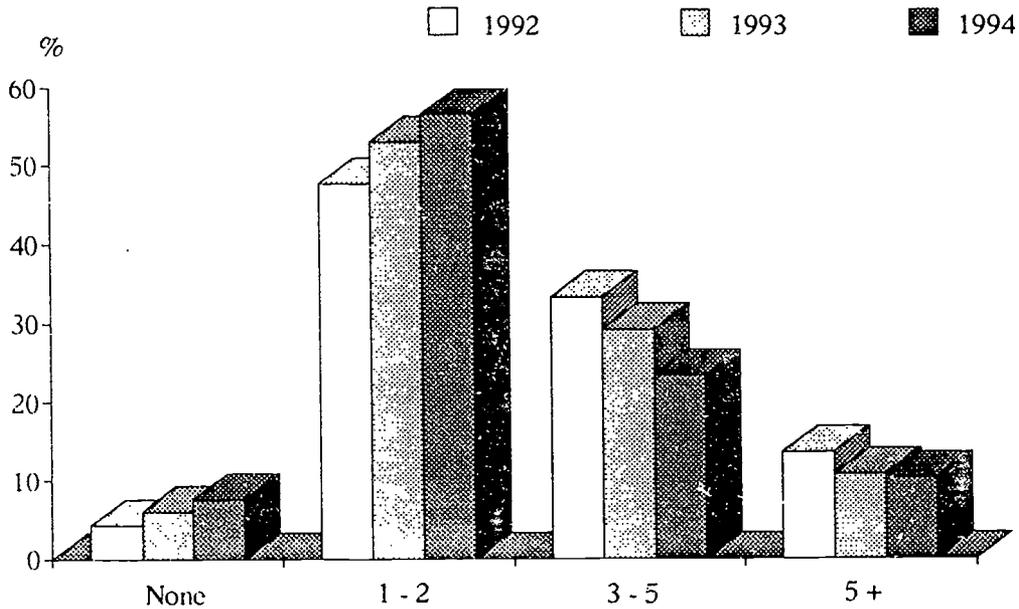
Figure 17: Number of staff spoken to OUTSIDE classes (1992, 1993 and 1994)
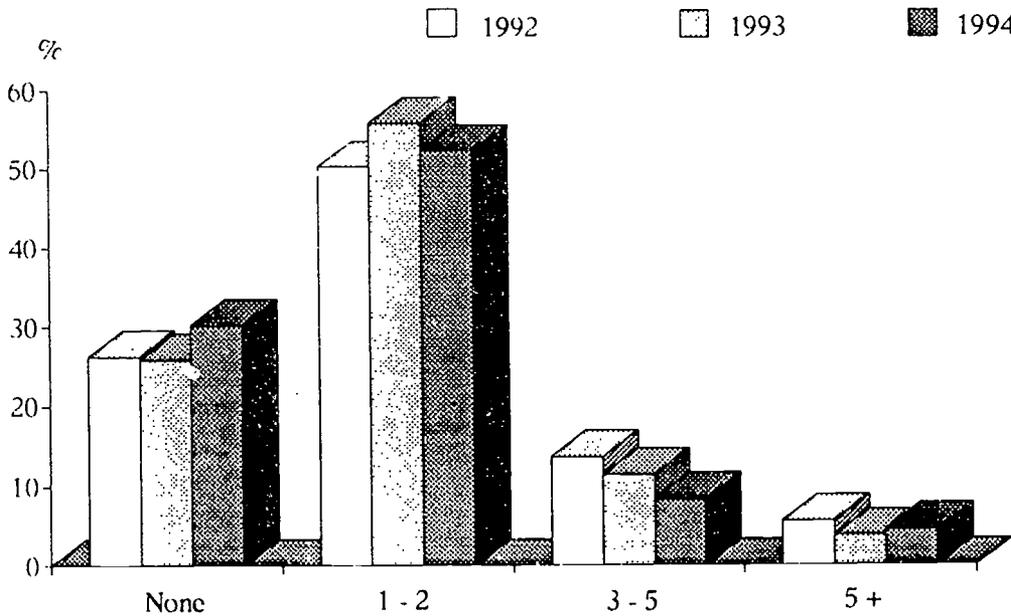
Figure 18: Duration of Conversations (1992, 1993 and 1994)
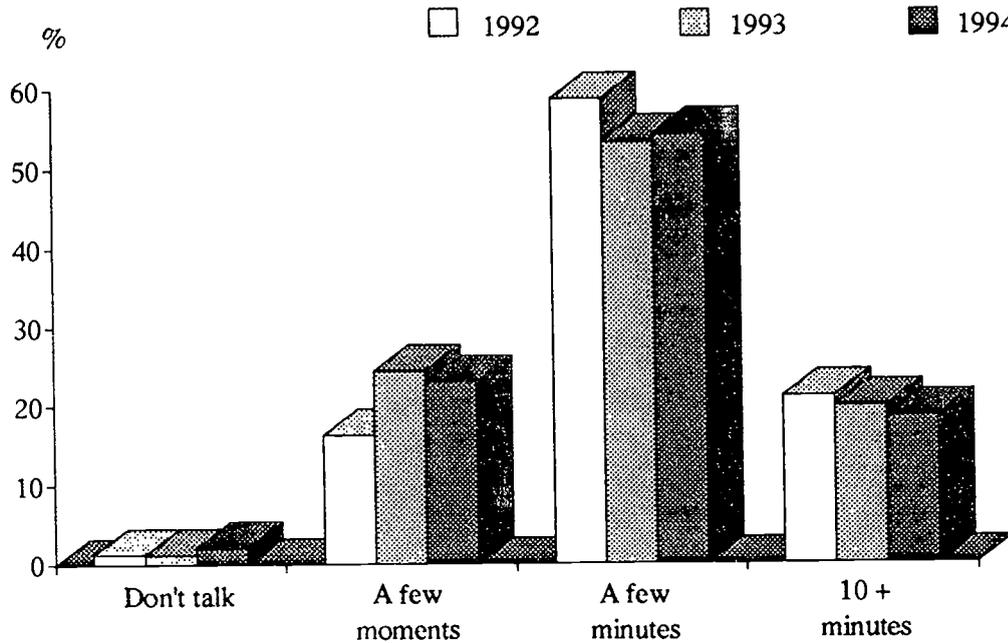
Staff availability is a problem perceived by many students and as student numbers increase it is to be expected that individual staff-student discussions will be of an even shorter duration. However, one additional point may be worth bearing in mind and this relates to the strategies students employ to obtain contact with staff. In their previous places of study, some students have had little experience actively 'competing' for staff time and these students may need to develop more dynamic strategies in order to secure the individual guidance and tuition they need.

Further statistical details of teaching staff and teaching style and reported changes over time can be found in the Statistical Supplement, Activity Frameworks 39 - 43.

3.8: Teaching Methods and Student Workload

This section of the questionnaire has retained the format used in the 1992 and 1993 surveys, but has been extended this year to include 'handouts' as a teaching method. The purpose of this section of the questionnaire is to focus on the extent to which students consider that they are receiving the 'right balance' of teaching methods used in their courses. In addition to surveying the appropriate mix of teaching methods, students are also asked to estimate the extent to which they engage in various learning activities.

3.8.1: Patterns of Use and Student Activities

- Reliance on various types of teaching method varies across faculties and this is an expected correlate of the nature of teaching different subjects. For example, H&SS students consider that they receive more lectures than do BIAD students. Students from BIAD report doing more practicals than those from the Business faculty. Education students are more likely to be on placement than Business students. [Activity Framework 44 Statistical Supplement.]

- Full-time and part-time students receive essentially the same pattern of teaching methods whereas sandwich students report receiving more lectures, more seminars and more placements.

- Generally, students consider that the balance between the teaching methods used on their courses is 'about right', although (apart from lectures) there is a slight tendency to want more of all other teaching methods. Generally, students feel they have sufficient lectures.

- In general students consider that they are *not* experiencing sufficient variety in teaching methods. However, students' opinions on the reliance placed on various teaching methods varies by faculty. For example, Conservatoire and E&CT students believe they have too few placements and visits.

- On average students consider they spend too much time listening, taking notes and doing project work and too little time discussing issues, doing practical work and reading (Figure 19). Students feel that less emphasis should be placed on the 'traditional' lecture-dominated approach and more on 'active' teaching and learning methods.

Figure 19: Student Learning Activities and Ratings
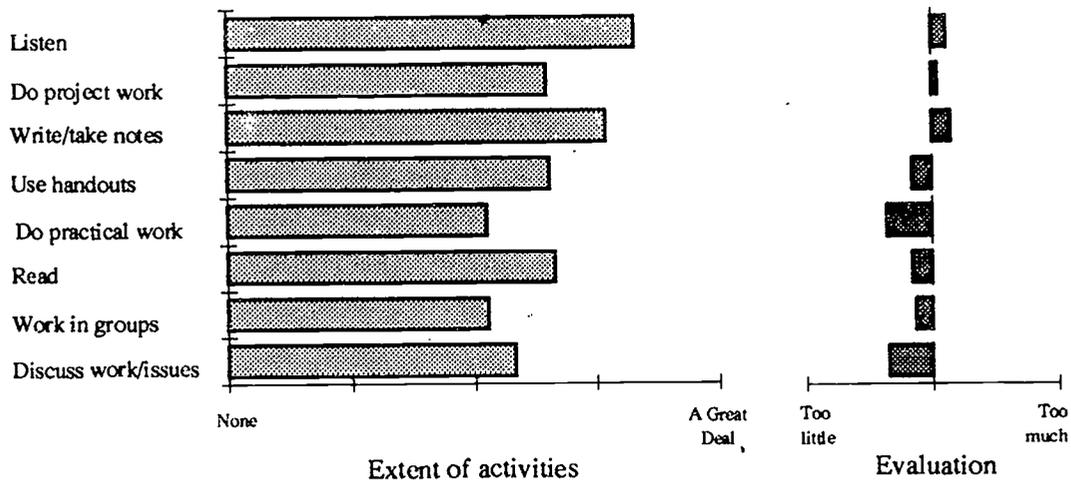
3.8.2: Changes in Patterns of Use Over Time

The characteristic patterns and evaluations of teaching methods and learning activities have remained broadly similar over the last three years.

Further statistical details of teaching methods and student workload and changes over time can be found in the Statistical Supplement, Activity Frameworks 44 and 45.

3.9: Social Interaction

This section of the questionnaire asks about issues relating to social activities and number of social contacts. Social life is an important component of the university experience and this is particularly the case for full-time undergraduate students. Satisfaction with the quality of social interaction at UCE may have a knock-on effect of influencing general levels of satisfaction which may in turn facilitate a student's application to his or her studies.

3.9.1: Patterns of Use and Student Activities

- Only 1% of all students do not regularly talk to any students on their own course whereas 71% of all students regularly talk to more than 6 students on their course.

- Over half the students from the Conservatoire (57.1%) regularly talk to more than 10 people on their course and 43% of Conservatoire students regularly talk to 10 or more students who are not on their course. [Activity Frameworks 46 and 47 Statistical Supplement.] A relatively large proportion of students only talk to students who are on their course. This is particularly the case for part-time students (62.2%).

- 65% of part-time students 'never' or 'hardly ever' socialise with the people that they have met at UCE whereas only 23% and 18% of full-time and sandwich students 'never' or 'hardly ever' socialise with fellow UCE students.

- Frequency of socialising varies by faculty and the pattern broadly parallels the number of students communicated with. The number of close friends made at UCE also tends to follow this same pattern. [Activity Framework 49 Statistical Supplement.]

- Nearly half the sample 'never' or 'hardly ever' use the Student Union facilities and only 7% use these facilities on a daily basis. There are large differences here with respect to mode of attendance with 67% of part-time students and 39% of full-time students reporting 'never' or 'hardly ever' using the Student Union facilities. There are also some differences in levels of use of Student Union facilities across faculties. [Activity Framework 50 Statistical Supplement.] Conservatoire students use them least with 80% reporting 'never' or 'hardly ever' using the Student Union facilities.

- Part-time students engage in less social activities than full-time students (Figure 20). Although eating, drinking, meeting and chatting are popular with part-time students, social activities such as dating, discos, dances and sports are less popular.

Figure 20: Social Activities Engaged In
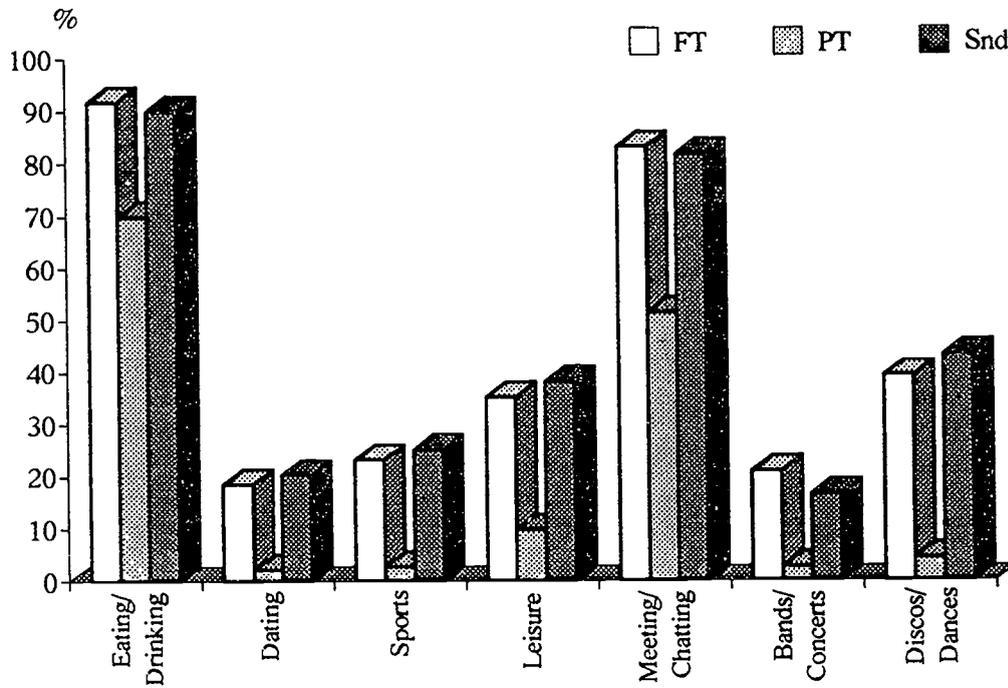
3.9.2: Changes in Patterns of Use Over Time

For our purposes, social interaction consists of engaging in a variety of social activities and over the last three years, the pattern of students' social activities have remained fairly stable.

The results relating to the use of Student Union facilities suggests that certain groups may under-utilise these facilities and this may indicate scope for attracting those who rarely or never attend.

Further statistical details on social interaction and changes over time can be found in the Statistical Supplement, Activity Frameworks 46 - 51.

3.10: Self Development

As well as pursuing the specific goals of furthering their education or training, discussion with students has consistently highlighted the importance of personal development as a major outcome of the higher education experience. Figure 21 shows the extent to which all students rated how much they engage in self development activities.

3.10.1: Patterns of Use and Student Activities

- Part-time students are more concerned with developing their learning skills than are full-time students and postgraduate and Other students are more concerned with developing their learning skills than undergraduate students.

- The most popular self development activity is 'discussing concepts and ideas' although both 'exploring creative talents' and 'developing practical skills' were both of particular importance to students from BIAD and the Conservatoire.

- The self-development activities rated greater than 5 (and therefore engaged in to a large extent) are listed for each faculty. Activity Framework 52 Statistical Supplement.

Figure 21: Rating of the Extent of Self Development Activities
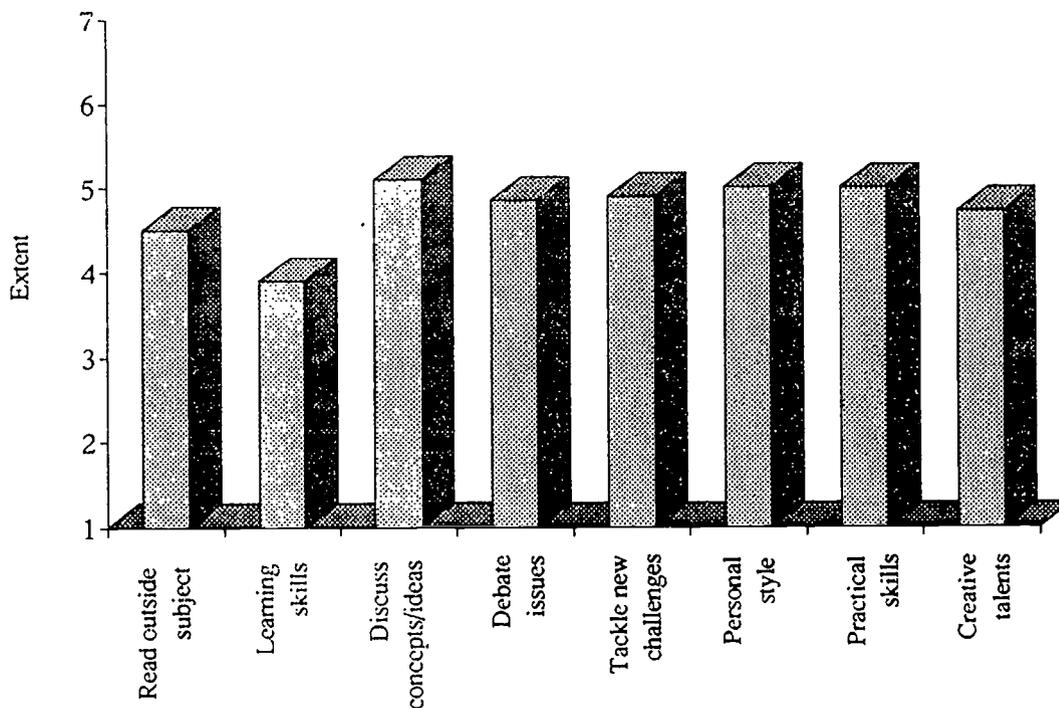
BIAD	-	Discuss concepts or ideas with others	(5.49)
	-	Debate issues	(5.05)
	-	Tackle new challenges	(5.43)
	-	Develop personal style	(5.67)
	-	Develop practical skills	(5.76)
	-	Explore creative talents	(6.06)
BE	-	Discuss concepts or ideas with others	(5.04)
C&IS	-	Discuss concepts or ideas with others	(5.19)
	-	Debate issues	(5.01)
Cons	-	Discuss concepts or ideas with others	(5.02)
	-	Tackle new challenges	(5.33)
	-	Develop personal style	(5.60)
	-	Develop practical skills	(5.98)
	-	Explore creative talents	(6.14)
Educ	-	Discuss concepts or ideas with others	(5.54)
	-	Debate issues	(5.24)
	-	Tackle new challenges	(5.18)
	-	Develop personal style	(5.21)
	-	Develop practical skills	(5.19)
E&CT	-	Develop practical skills	(5.05)
H&SS	-	Discuss concepts or ideas with others	(5.40)
	-	Debate issues	(5.12)
	-	Develop personal style	(5.07)
	-	Develop practical skills	(5.12)

3.10.2: Changes in Patterns of Use Over Time

- The pattern of self development activities has remained relatively stable from the previous 1993 survey.

Personal development is an important aspect of the education of most students and it is clear that most students actively pursue ways in which to broaden their personal and creative horizons. Given the importance of these issues, it may be necessary in future surveys to develop more specific survey questions to identify critical differences in this area.

Further statistical details on self-development and changes over time can be found in the Statistical Supplement, Activity Framework 52.

3.11: Financial Circumstances

The purpose of this section of the questionnaire is to gather information related to student grants, the costs of course materials and to the general cost of living. [Activity Frameworks 55 to 67 Statistical Supplement.]

(Please note that financial support can include other sources of funding in addition to LEA grants, but students often categorise all these forms of financial support as "grants").

3.11.1: Patterns of Use and Student Activities

- 53% of all UCE students do not receive a grant. More specifically, 28% of full-time students do not receive a grant and 94% of part-time students do not receive a grant.

- 43% of full-time students receive a full grant. This is 26% of all UCE students.

- 31% of undergraduate students receive a full grant although only 11% of postgraduate students do so.

- The volume of grants differs between faculties. 41% of Conservatoire students receive a full grant compared to 19% of BIAD students. [Activity Framework 53 Statistical Supplement for full details.]

- 71% of all students have their course fees paid either by a Local Education Authority (LEA) (48%) or by an employer (22%). 46% of part-time students have their fees paid by an employer although only 6% of full-time students do. 90% of sandwich students and 78% of full-time students have their course fees paid by an LEA whereas this is the case for only 4% of part-time students. 19% of course fees are paid privately (that is by self, parents or relatives)

- Table 6 provides a breakdown of the average amount spent on books and on course materials. The table shows that to be a student in the BIAD or Conservatoire faculties is particularly costly.

Table 6: Amount Spent on Books and Course Related Materials

	Amount spent on books (£s)	Amount on materials (£s)	Total amount spent (£s)
BIAD	41	185	223
BE	83	78	160
Bus	93	53	143
C&IS	89	140	219
Cons	63	224	276
Educ	59	58	113
E&CT	66	92	158
H&SS	86	81	165
PG	71	114	180
UG	82	88	166
Oth	31	154	183
FT	88	118	202
PT	58	68	122
Snd	99	110	208
All	76	97	170

3.11.2: Changes in Patterns of Use Over Time

• Figure 22 shows that the percentage of all UCE students receiving a full grant was higher in 1993 than it was in 1992 or in 1994.

• Figure 23 compares the percentage of all students reporting 'quite a lot' or 'a great deal' of financial difficulty for 1993 and 1994 across a number of areas. (A complete breakdown of all responses to this section of the questionnaire is given in Activity Framework 69 Statistical Supplement). The figure reveals that, apart from study materials, books and photocopying, there is a slight perceived improvement in all other areas.

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Figure 22: Extent of Grant
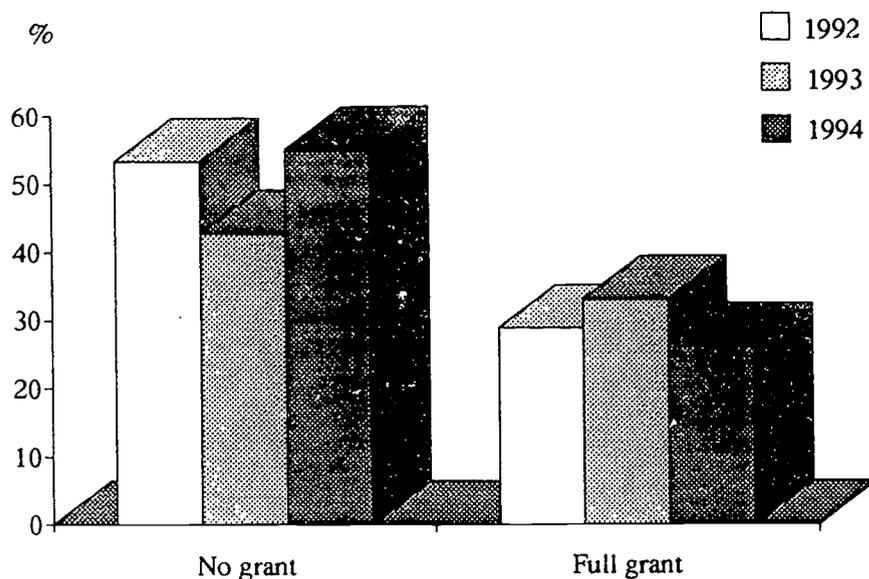
Figure 23: Financial Difficulties as a Result of Attending UCE (1993 & 1994)
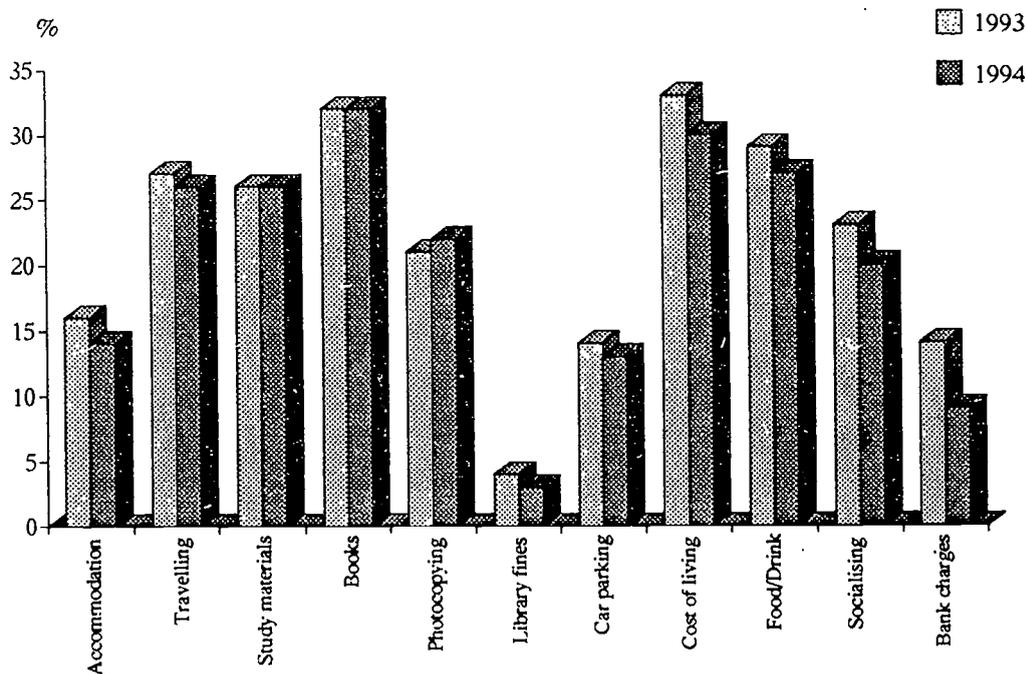
The difficulties students face in obtaining and managing their finances is a problem which will prove difficult to fully eradicate. Worry about money is not conducive to effective learning and although it would be unreasonable to expect UCE to be able to solve all of these problems there are numerous ways in which students can be indirectly supported in order to help minimise this negative influence.

Further statistical details of financial circumstances can be found in the Statistical Supplement, Activity Frameworks 53 - 69.

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4. Current Student Perceptions and Patterns of Change

In this part of the report, the results of the satisfaction and importance ratings are presented as management implications in relation to the twelve areas listed below.

- Information Services   -   Library Services
- Information Services   -   Computing Services
- Refectories
- Student Services
- Accommodation
- Course Organisation and Assessments
- Teaching Staff and Teaching Style
- Teaching Methods and Students' Workloads
- Social Life
- Self Development
- Financial Circumstances
- UCE Environment

Each of the twelve areas is presented as a separate section consisting of the following three components.

1. A table based on the PLAN Grid methodology for students' perceptions for 1994. At a glance the reader is able to see areas of excellence, shaded A, and areas that warrant attention, boxed D.

2. A table based on the PLAN Grid methodology collated over the last three years, 1992, 1993 and 1994.

3. issues and implications for each section; these issues and implications highlight c ent areas of excellence and shortfall together with any noteworthy changes over time.

This arrangement of the results has been introduced so that the reader is able to examine the current situation and then see how this situation fits in with the results from previous years.

The reader's attention is drawn to the following points which are necessary to properly interpret the Patterns of Change tables; these tables are Tables 7a to 17a.

- If there have been no changes over the three year period then only one letter representing a management implication is shown in the appropriate cell in the table.

- If there has been any change over the three year period then all three letter codes are shown in the appropriate cell of the table. The first letter in each trio refers to 1992, the second letter to 1993 and the third letter to the 1994 survey.

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- On some of the tables some categories are shaded. This refers to additional categories introduced in 1993 (light shading) and categories introduced in 1994 (dark shading). 1993 introductions can have one or two letters; 1994 introductions can only be coded as a single letter.

- Emerging and continuing areas of managerial priority are highlighted as boxes. Emerging or continuing areas of perceived excellence are shaded in the table.

- Since this year's tables contain information relating to three years it is important that the reader does not simply rely on the highlighted areas provided but use the trends over time as a means of focusing on specific areas of concern.

	Information about services	Availability of books	Range of books	Up-to-date books	Range of journals	Noise levels	Availability of study places	Opening hours	Helpfulness of staff	Library fines	Obtaining course materials	Multiple copies of books	CD-ROMs	On-line library cataloguing	Availability of on-line facility	Speed of service	Adequate workspace
BIAD	a	A'	A'	A'	A'	a	a	A'	A	a	a	a	a	a	a	a	a
BE	a	D	D	D	A'	d	a	A'	A	b	D	D	b	a	a	a	a
Bus	a	D	D	D	A'	d	a	A'	A	a	D	D	a	a	a	a	a
C&IS	a	D	D	D	a	d	A'	A	A'	a	D	D	a	A'	A'	a	A'
Con	a	A'	A'	A'	a	a	d	A	A	b	A'	a	a	a	a	a	a
Educ	a	D	D	D	A'	A'	A'	A'	A	a	D	D	a	A'	a	A'	A'
E&CT	a	D	A'	D	a	d	a	A'	a	b	D	D	a	a	a	a	a
H&SS	a	D	D	D	A'	a	A'	A	A'	a	D	D	a	a	a	A'	A'
PG	a	D	D	D	A'	D	a	A'	A	a	D	D	a	A'	a	A'	a
UG	a	D	D	D	A'	a	a	A'	A	a	D	D	a	a	a	a	a
Oth	a	A'	A'	A'	a	a	a	A'	A	a	a	a	a	a	a	A	a
FT	a	D	D	D	A'	a	A'	A'	A'	a	D	D	a	a	a	a	a
PT	a	D	A'	A'	a	a	a	A'	A	b	A'	D	a	a	a	a	a
Snd	a	D	D	D	A'	d	a	A	A'	d	D	D	a	a	a	a	a
Perry Barr	a	D	D	D	A'	d	a	A'	A'	a	D	D	a	a	a	a	a
Bournville	a	A'	A'	A'	A'	A	a	A	A	A'	A'	a	a	a	a	A	a
Gosta Green	a	D	D	D	A'	a	a	A'	A'	a	a	d	d	a	a	A'	a
Westbourne Rd	a	D	D	D	A'	A'	A'	A'	A	a	D	D	a	A'	A'	A'	A'
Conservatoire	a	A'	A'	A'	a	a	d	A'	A	b	A'	a	a	a	a	a	a
Marg St/Int Hs	a	D	A'	A'	A'	A'	D	A'	A'	A'	A'	D	A'	A'	A'	A'	D
Vitt/Branston St	a	A	A	A	A	A	a	a	A'	b	a	A'	c	a	a	a	a
External	a	A'	A'	A'	a	a	A'	A'	A	b	a	a	b	a	a	A	a
None	b	D	D	D	a	a	a	a	a	b	d	d	b	b	a	a	a

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Table 7a: Students' Perceptions of Library Facilities for 1992, 1993 & 1994

	Information about services	Availability of books	Range of books	Up-to-date books	Range of journals	Noise levels	Availability of study places	Opening hours	Helpfulness of staff	Library fines	Obtaining course materials	Multiple copies of books	CD-ROMs	On-line library cataloguing	Availability of on-line facility	Speed of service	Adequate workspace
BIAD	a	A'	A'	DDA'	aA'A'	a	a	A'	A'	aAa	A'a	da	a	a	a	a	a
BE	a	D	A'DD	A'DD	aAA'A'	dad	A'aa	AaA'	A'	abb	D	D	b	a	a	a	a
Bus	a	D	D	D	aAA'	aad	A'aa	AaA'	A'	aba	D	D	a	a	A'a	a	a
C&IS	a	D	D	D	ada	aad	aaA'	AaA'	A'aA'	dda	D	D	ba	A'	A'	a	A'
Con	a	A'	A'	A'	A'Aa	dA'a	A'Ad	A'	AaA'	aab	A'	A'a	a	a	A'a	A'	a
Educ	a	D	D	D	AAA'	A'aA'	aA'A'	AA'A'	A'	a	D	D	ba	A'	A'a	A'	A'
E&CT	a	D	A'DA'	D	a	aad	A'Aa	AA'A'	AA'a	abb	D	D	ba	A'	a	a	a
H&SS	A'aa	D	D	D	A'	A'aa	A'	AA'A'	AAA'	a	A'	da	a	A'a	a	A'	A'
PG	A'aa	D	A'A'D	D	A'	adD	a	AA'A'	A'A'	aba	D	D	a	aA'	a	A'	a
UG	a	D	D	D	aAA'	a	A'A'a	AA'A'	AAA	aba	D	D	a	a	a	A'	a
Oth	A'aa	A'aa	A'	A'	A'	d	daa	A'	A'	aba	a	da	ca	a	A'	A'a	a
FT	a	D	D	D	aAA'	a	A'	AA'A'	AA'A'	a	D	D	a	A'a	a	a	a
PT	a	A'DD	A'	A'	aA'A'	A'AA'	a	AA'A'	A'	abb	A'	D	ba	a	a	a	a
Snd	a	D	D	D	A'	d	daa	A'AA'	AAA	acd	D	D	a	a	a	a	a
Perry Barr	a	D	D	D	aA'A'	aad	A'aa	AA'A'	AA'A'	aba	D	D	a	a	a	a	a
Bournville	a	aA'A'	aA'A'	A'A'	aA'A'	aAA'	dA'a	aA'A'	A'	aba	A'	a	a	Aa	Aa	A'	a
Gosta Green	daa	DA'D	DA'D	DDA'	aAA'	a	a	aAA'	A'	aba	a	d	bd	A'a	A'	A'	a
Westbourne Rd	a	D	D	D	A'	A'AA'	A'	AA'A'	A	a	D	A'a	ba	A'	A'	A'	A'
Conservatoire	a	A'	A'	A'	aAa	dA'a	A'Ad	A'AA'	AAA'	aA'b	aA'	A'a	a	a	A'	a	A'
Margaret St	Aaa	A'AD	DA'A	A'DA'	AAA'	A'aA'	A'DD	AA'A'	AAA'	auA'	A'	dD	aA'	Aa	A'	A'	D
Vitt/Branston St	daa	DA'A	DA'A	DDA'	cAA'	ada	aDa	ada	aA'A'	cBb	a	aA'	Cc	da	da	A'	a
External	A'aa	A'DA'	DA'A'	DDA'	aAa	A'aa	A'	ADA'	a	aab	a	ca	b	da	da	A'	a
None	dab	ddD	ddD	dDD	daa	ada	aDa	a	a	dab	d	d	b	ab	a	a	a

4.1:   Issues and Implications for Library Facilities

- Availability, range and up-to-dateness of books remain priority areas for students from most faculties despite some improvement for BIAD students' ratings of up-to-dateness of books and E&CT students' ratings of range of books.

- Obtaining course materials and insufficient multiple copies of books were priority issues highlighted in 1993 and remain priority areas this year for students from most faculties.

- Postgraduate students report increasing levels of dissatisfaction with both the range of books available and with levels of noise in the libraries. Undergraduate students are generally not so concerned about levels of noise in the libraries and this probably reflects different patterns of working in the libraries. Many undergraduate assignments require group working and this must encourage noise associated with discussion.

- Full-time and sandwich students have considered availability, range, up-to-dateness of books, obtaining course materials and insufficient multiple copies of books as priority problems for three consecutive years. Part-time students have not been as dissatisfied although in the last two years they have reported that the availability of books is an intervention priority.

- There are differences between library sites. Perry Barr is seen as having problems with relation to availability, range and up-to-dateness of books, obtaining course materials and multiple copies of course books. These problems are also apparent at Gosta Green and Westbourne Road

- The Vittoria/Branston Street site is perceived as significantly improving with respect to availability, range and up-to-dateness of books.

- Two new areas that emerged this year from the GFS sessions were speed of service and adequate workspace. Table 7 shows that students are very satisfied with speed of service at Bournville. In addition, they consider the lack of adequate workspace to be a management priority at the Margaret Street site.

- The behaviour and helpfulness of library staff is important to students and on the whole students remain generally very satisfied with this aspect of library facilities.

- In 1993, students were generally satisfied with technological innovations in libraries (i.e., CD-ROMs and on-line cataloguing facilities) and this remains the case in 1994.

Table 8: Students' Perceptions of Computing Facilities for 1994

	Opening hours	Availability of PCs	Ease of using PCs	Integration of IT into course	Information about facilities	Helpfulness of staff	Maintenance level of computers	Training in the use of computers	Availability of printers	Quality of printers	Quality of Software
BIAD	a	d	a	d	d	a	a	d	d	A'	a
BE	a	d	a	d	d	a	a	d	d	a	a
Bus	a	d	a	a	d	a	a	d	d	d	a
C&IS	A'	A'	A'	A'	d	A'	A'	A'	D	D	A'
Con	d	C	C	C	C	d	d	d	C	C	c
Educ	a	a	a	a	a	A'	a	D	a	a	a
E&CT	A'	D	A'	A'	d	A'	A'	A'	D	D	A'
H&SS	a	a	a	d	d	A'	a	D	a	a	a
PG	a	d	a	a	d	A'	a	d	D	D	A'
UG	a	D	a	a	d	a	a	D	D	D	A'
Oth	a	d	a	d	d	a	a	d	d	a	a
FT	a	D	A'	a	d	A'	A'	D	D	A'	A'
PT	a	a	a	d	d	a	a	d	d	d	a
Snd	A'	D	A'	A'	d	A'	A'	A'	D	D	A'
None	c	c	C	C	C	c	c	C	c	c	b
Baker	a	a	a	a	d	a	a	A'	d	a	a
Cox	a	A'	A'	d	a	A	A'	A'	D	D	A'
Dawson	A'	D	A'	A'	D	A'	A'	D	D	D	A'
Edge	a	D	A'	d	d	A'	A'	D	D	A'	A'
Library	b	a	a	d	a	a	a	d	a	a	a
Multiple access	A'	D	A'	A'	d	A'	A'	D	D	D	A'
Gosta Green	A'	D	A'	D	d	A'	A'	D	D	A'	A'
Galton	A'	D	A'	a	d	a	A'	D	D	D	A'
Attwood	A'	D	A'	A'	d	A'	A'	A'	D	D	A'
Own PC	a	c	a	d	d	a	a	a	d	d	a
Feeney	A'	D	A'	A'	a	A'	A'	a	D	D	D
Westbourne Rd	a	a	a	a	a	A'	a	D	A'	A'	A
External	A'	A'	A'	A'	a	A'	A'	A'	A'	A'	A
Bournville	a	d	a	d	d	a	a	a	d	a	a

Table 8a: Students' Perceptions of Computing Facilities for 1992, 1993 & 1994

	Opening hours	Availability of PCs	Ease of using PCs	Integration of IT into course	Information about facilities	Helpfulness of staff	Maintenance level of computers	Training in the use of computers	Availability of printers	Quality of printers	Quality of Software
BIAD	dda	Ddd	daa	d	d	dA'a	A'A'a	Dd	A'd	A'	a
BE	a	DDd	A'aa	d	d	A'aa	A'aa	d	Dd	A'a	a
Bus	a	Ddd	a	a	add	a	daa	d	d	d	a
C&IS	A'	DDA'	A'	aA'A'	A'dd	A'	A'	DA'	D	D	A'
Con	ccd	cdC	dDC	ccC	ccC	dcd	bdd	Cd	dC	cC	c
Educ	a	Daa	A'aa	ada	ada	A'	a	D	Da	A'a	a
E&CT	DA'A'	D	A'DA'	AA'A'	A'dd	A'	AA'A'	DA'	D	D	A'
H&SS	a	Daa	A'aa	dad	d	A'aA'	aA'a	D	A'a	A'a	a
PG	ada	Ddd	A'aa	daa	d	aaA'	A'aa	d	aD	aD	A'
UG	A'aa	D	A'aa	a	add	A'aa	A'A'a	D	D	D	A'
Oth	a	d	a	add	d	a	a	d	d	a	a
FT	A'aa	D	A'	daa	d	A'aA'	aA'A'	D	D	DA'	A'
PT	a	ada	A'aa	aad	d	a	A'aa	d	d	d	a
Snd	A'	D	A'	aaA'	A'dd	A'	A'	DA'	D	D	A'
None	dbc	dcc	abC	dcC	dcC	dcc	adc	cC	ac	c	b
Baker	A'A'a	DD?	A'A'a	daa	d	aA'a	A'aa	DA'	Dd	Da	a
Cox	A'ba	DA'A'	A'aA'	dad	DA'a	A'A	A'	A'	D	A'D	A'
Dawson	aaA'	ddD	A'aA'	ddA'	dDD	DA'A'	DA'A'	dD	D	D	A'
Edge	a	DdD	A'	d	d	A'	A'	D	D	A'	A'
Library	aab	ada	ada	bdd	ada	aca	ada	Dd	da	da	a
Multiple access	A'	D	A'	A'	d	A'	A'	D	D	D	A'
Gosta Green	DDA'	D	A'aA'	DdD	d	DA'A'	A'	D	D	A'	A'
Galton	aA'A'	D	A'	a	add	A'aa	DA'A'	D	D	D	A'
Attwood	DA'A'	D	A'	A'	A'ad	A'aA'	A'	DA'	D	D	A'
Own PC	A'da	Ddc	A'A'a	A'Dd	add	A'Da	A'aa	Da	d	Dd	a
Feeney	DA'A'	DA'D	A'	A'AA	A'A'a	DA'A'	A'	A'A'a	D	D	D
Westbourne Rd	A'aa	Daa	A'A'a	ada	A'da	A'	A'A'a	D	A'	A'	A
External	DA'A'	DDA'	A'	A'dA'	Dda	A'	AA'A'	DA'	A'	DA'	A
Bournville	caa	cad	daa	cA'd	dad	cAa	dA'a	a	Ad	Aa	a

4.2: Issues and Implications for Computing Facilities

- Generally students are satisfied with the opening hours of computing facilities. In fact, previous problems at Gosta Green, Attwood and Feeney locations are no longer seen as management priority areas.

- With the exception of students from E&CT, the availability of PCs is seen by students from almost all faculties as being an issue which has improved this year and consequently warrants slightly less concern.

- The availability of PCs is reported as less of a priority at the Baker, Cox and Westbourne Road locations although PC availability is signalled as a persistent intervention priority at the Gosta Green, Attwood and Galton locations.

- The ease of using PCs remains at a relatively stable level this year as does the integration of IT into course structure.

- Students are fairly satisfied with the helpfulness of support staff and this is particularly the case for those staff in the Cox building.

- Satisfaction with the maintenance level of computers broadly remains the same across the board this year although at the Dawson and Galton locations there appears to be a trend toward greater satisfaction with this aspect of service quality.

- Training in the use of computers (an issue first introduced in the 1993 survey) is a particular concern for full-time, undergraduate and those students from the Education and H&SS faculties. There are however, some trends in the positive direction; students from the BIAD, C&IS and E&CT faculties indicate that computer training has moved from being an intervention priority. This is also the case for sandwich students and for those who use the Baker, Attwood and Library locations.

- Students from the C&IS and E&CT faculties are particularly dissatisfied with the availability and quality of printers. Undergraduates, postgraduates and sandwich students also see this as a management priority.

- A new issue in the year's survey is that of quality of software. Students from Westbourne Road are impressed with this aspect of the computing facilities, whereas those who use the Feeney location consider this an intervention priority. In contrast, other students are generally fairly satisfied with quality of software.

Table 9: Students' Perceptions of Refectories for 1994

	Comfort	Opening hours	Price of food	Range of food	Quality of food	Helpfulness of staff	Cleanliness	Speed of service	Availability of seating	Price of drinks
BIAD	d	a	D	d	a	a	A'	A'	d	D
BE	a	a	d	a	a	a	A	a	a	d
Bus	a	a	d	a	a	a	a	a	a	d
C&IS	a	a	D	a	A'	a	A'	A'	a	D
Con	a	a	D	d	d	a	a	a	a	D
Educ	a	a	d	a	a	a	a	A'	a	d
E&CT	a	a	d	a	a	a	a	a	a	d
H&SS	a	a	d	a	a	a	A	a	a	d
PG	a	a	d	a	A'	a	A'	A'	a	d
UG	a	a	d	a	a	a	a	a	a	d
Oth	a	a	d	d	a	a	a	a	a	d
FT	a	a	d	d	a	a	a	a	a	d
PT	a	a	a	a	a	a	A'	a	a	a
Snd	a	a	d	d	a	a	a	a	a	d
None	d	d	d	d	d	a	a	a	d	d
Baker - QUAD	a	a	d	a	a	a	A	a	a	d
Baker - 3rd	A'	A'	d	a	a	A	A	A'	A'	d
CENFAC	a	a	d	a	a	a	a	a	a	d
Dawson	a	a	D	a	A'	A	A	a	d	d
Health	a	d	d	a	a	a	a	a	a	d
Gosta Green	d	a	D	d	d	a	A'	A'	d	D
Bournville	d	a	D	d	A'	a	A	A'	a	D
Westbourne Rd	a	a	d	a	a	a	A'	D	a	d
Conservatoire	a	a	D	d	d	a	a	a	a	d
Satellite	A'	A'	d	D	A'	A'	A'	A'	a	A'
Multiple access	a	a	d	a	a	a	A'	a	a	d
Cox	a	a	d	a	a	A	A	A'	a	a

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Table 9a: Students' Perceptions of Refectories for 1992, 1993 & 1994

	Comfort	Opening hours	Price of food	Range of food	Quality of food	Helpfulness of staff	Cleanliness	Speed of service	Availability of seating	Price of drinks
BIAD	d	a	D	d	A'da	a	A'	A'	d	D
BE	a	a	Ddd	a	Aaa	a	A'aA	A'aa	a	d
Bus	daa	a	d	daa	Daa	a	A'aa	a	a	d
C&IS	a	a	DdD	ada	aaA'	a	A'aA'	aaA'	a	D
Con	ada	aA'a	D	d	aDd	aAa	AA'a	AAa	a	D
Educ	a	a	dDd	daa	Daa	Aaa	AAa	A'	a	d
E&CT	a	a	dDd	daa	aA'a	a	aA'a	a	a	d
H&SS	a	a	DDd	daa	A'aa	aAa	AaA	A'aa	a	d
PG	a	a	dad	a	aaA'	a	A'aA'	aaA'	a	d
UG	a	a	Ddd	daa	Daa	a	A'aa	a	a	d
Oth	ada	a	d	add	ada	a	A'A'a	A'aa	a	d
FT	a	a	Ddd	d	Daa	a	A'aa	A'aa	a	d
PT	a	a	a	a	a	a	A'aA'	a	a	a
Snd	a	a	DDd	dad	Daa	a	A'aa	a	a	d
None	dad	add	DDd	d	dDd	daa	aA'a	a	d	d
Baker - QUAD	a	Aaa	Ddd	a	Aaa	a	A'aA	A'aa	a	d
Baker - 3rd	aaA'	A'aA'	DDd	daa	a	A	AaA	AA'A'	A'	d
CENFAC	ada	a	Ddd	Daa	Daa	a	A'aa	A'aa	a	d
Dawson	a	a	DdD	a	A'aA'	aaA	A'AA	a	d	d
Health	a	aad	d	a	a	Aaa	A'aa	a	a	d
Gosta Green	d	a	D	d	A'dd	a	A'aA'	daA'	d	D
Bournville	aad	Aaa	aA'D	add	AA'A'	AAa	A	AAA'	a	D
Westbourne Rd	a	A'aa	dDd	daa	Daa	Aaa	AAA'	A'A'D	a	d
Conservatoire	ada	aA'a	D	d	aDd	a	AA'a	a	a	d
Satellite	cdA'	caA'	add	ddD	cDA'	aaA'	dA'A'	daA'	a	A'
Multiple access	a	a	d	a	a	a	A'	a	a	d
Cox	a	a	d	a	a	A	A	A'	a	a

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4.3: Issues and Implications for Refectories

- Students are generally satisfied with cleanliness, opening hours, speed of service and helpfulness of staff. Cleanliness in particular is rated very highly by students from the H&SS faculty. The Baker QUAD, Baker 3rd floor, Dawson, Cox and Bournville outlets are all highly rated in relation to cleanliness.

- This year, there is a slight tendency for staff helpfulness not to be seen in quite such a positive light as it was last year. This is the case for students from the Conservatoire, Educucation and H&SS faculties. Similarly, at the Edge/Health bar, Bournville and Westbourne Road outlets, there are slight reductions in student satisfaction with helpfulness of staff this year compared to previous years.

- There appears to be a perceived level of improvement with respect to quality of food. Over the last year or two, students report increased satisfaction with the quality of food at CENFAC, Westbourne Road and the Conservatoire.

- This year, students signal that price of food is an improving area for the Baker QUAD, Baker 3rd floor, CENFAC and the Westbourne Road outlets although they are still a little dissatisfied with the level of prices. At the Dawson, Bournville and the Conservatoire outlets, students' views on the price of food make it a management priority.

- There are two new areas on the questionnaire this year, availability of seating and price of drinks. Generally students are fairly satisfied with seating availability although their views on the price of drinks at both the Gosta Green and Bournville outlets is signalled as a management priority.

Table 10: Students' Perceptions of Student Services for 1994

	Information about services	Accessibility of services	Helpfulness of staff	Opening hours	Counselling service	Careers related service	Chaplaincy	Medical service	Nursery/Creche	Financial advice	Support for special needs	Support for overseas students	Location of services
BIAD	d	d	a	a	a	a	b	a	c	d	a	a	d
BE	d	a	a	a	a	a	b	a	c	a	a	b	b
Bus	a	a	a	a	a	a	b	a	b	a	b	b	a
C&IS	a	a	a	a	a	a	b	a	b	a	a	a	a
Con	a	d	a	d	a	d	b	A'	a	d	a	a	d
Educ	a	a	a	a	a	a	a	a	a	a	a	a	a
E&CT	d	a	a	a	a	a	b	a	b	a	a	b	a
H&SS	a	a	a	a	a	a	b	a	a	a	a	a	a
PG	d	a	a	a	a	a	c	d	c	d	c	c	d
UG	a	a	a	a	a	a	b	a	b	a	a	b	a
Oth	d	d	a	a	d	d	c	a	c	d	d	c	d
FT	a	a	a	a	a	a	b	a	a	a	a	a	a
PT	d	a	a	a	b	a	c	b	c	c	c	b	a
Snd	a	a	a	a	a	a	b	a	b	a	a	b	a

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Table 10a: Students' Perceptions of Student Services for 1992, 1993 & 1994

	Information about services	Accessibility of services	Helpfulness of staff	Opening hours	Counselling service	Careers related service	Chaplaincy	Medical service	Nursery/Creche	Financial advice	Support for special needs	Support for overseas students	Location of services
BIAD	add	d	aA'a	A'aa	a	ada	bdb	aA'a	aac	ad	a	da	d
BE	add	a	a	a	bba	a	b	a	cbc	a	ba	b	b
Bus	ada	daa	a	a	a	a	b	a	b	a	cb	b	a
C&IS	A'da	A'aa	A'aa	aA'a	a	A'aa	abb	a	abb	da	da	ca	a
Con	a	d	A'aa	aad	a	A'ad	abb	aaA'	bba	ad	a	ba	d
Educ	a	a	A'aa	a	a	A'aa	aba	a	a	a	a	a	a
E&CT	aad	a	aA'a	a	baa	a	b	a	b	a	a	b	a
H&SS	A'aa	A'aa	A'aa	A'aa	a	a	b	a	aba	a	a	ba	a
PG	add	a	a	a	a	ada	bbc	bdd	bcc	ad	ac	bc	d
UG	a	a	a	a	a	a	b	a	abb	a	a	b	a
Oth	add	add	A'aa	a	aad	add	bcc	ada	bbc	ad	bd	bc	d
FT	a	a	A'aa	a	a	A'A'a	b	a	a	a	a	a	a
PT	add	ada	a	a	b	a	bcc	abb	bbc	c	c	b	a
Snd	A'aa	A'aa	A'aa	a	a	a	b	a	abb	a	a	b	a

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4.4: Issues and Implications for Student Services

- As in previous years Table 10 shows that student services tend not to excite extremes of student opinions.

- Some students consider that information about student services remains an area of some concern.

- The new item on the questionnaire is location of services and this shows some variations in ratings dependent upon faculty.

Table 11: Students' Perceptions of Accommodation for 1994

	Cost of rent/mortgage	Comfort/convenience	Location	Quantity of UCE accommodation	PPU - Helpfulness of staff	PPU - Accuracy of information	Halls - Helpfulness of staff	Halls - Comfort	Halls - Security	Halls - Cleanliness
BIAD	A'	A'	A'	d	d	D	a	a	a	a
BE	A'	A'	A'	d	d	d	a	a	a	a
Bus	a	A'	A'	d	d	d	d	a	a	d
C&IS	A'	A'	A'	D	D	D	a	A'	A'	A'
Con	A'	A'	A'	d	d	d	A'	A'	A'	d
Educ	A'	A'	A'	D	A'	A'	A'	A'	A'	D
E&CT	A'	A'	A'	d	d	d	d	d	a	a
H&SS	A'	A'	A'	d	A'	A'	a	a	a	a
PG	A'	A'	A'	d	D	D	a	a	a	a
UG	A'	A'	A'	d	d	d	a	a	a	a
Oth	a	A'	A'	d	b	a	c	d	b	c
FT	A'	A'	A'	D	D	D	a	A'	A'	A'
PT	a	A	A	c	b	b	c	b	b	b
Snd	A'	A'	A'	d	D	D	a	a	a	d

Table 11a: Students' Perceptions of Accommodation for 1993 & 1994

	Cost of rent/mortgage	Comfort/convenience	Location	Quantity of UCE accommodation	PPU - Helpfulness of staff	PPU - Accuracy of information	Halls - Helpfulness of staff	Halls - Comfort	Halls - Security	Halls - Cleanliness
BIAD	A'	A'	A'	d	d	dD	Da	A'a	Da	A'a
BE	A'	A'	aA'	d	ad	d	a	a	da	a
Bus	A'a	A'	A'	d	d	d	d	a	a	ad
C&IS	A'	A'	A'	dD	dD	dD	da	dA'	dA'	dA'
Con	A'	A'	A'	Dd	A'd	Dd	A'	A'	A'	A'd
Educ	A'	A'	A'	D	A'	A'	A'	A'	A'	A'D
E&CT	aA'	A'	A'	d	ad	A'd	ad	ad	a	a
H&SS	A'	A'A	AA'	d	aA'	aA'	a	a	a	a
PG	aA'	A'	AA'	cd	aD	aD	a	a	a	a
UG	A'	A'	A'	d	d	d	a	a	a	a
Oth	a	AA'	AA'	A'd	Ab	Aa	Ac	Ad	Ab	Ac
FT	A'	A'	A'	D	D	D	A'a	A'	A'	A'
PT	a	A	A	c	b	b	bc	b	b	b
Snd	A'	A'	A'	d	aD	dD	a	a	a	ad

4.4: Issues and Implications for Accommodation

- Accommodation was a new section introduced into the questionnaire in 1993 and consequently this is the first year it is possible to examine any changes over time.

- Cost of rent/mortgage remains an area which is not associated with high levels of dissatisfaction, although conversely these costs are not seen as a source of high satisfaction.

- Students from the Education and C&IS faculties are particularly concerned about the quality of UCE accommodation and this is an area of some concern for all students, particularly full-time students.

- Students are generally unhappy about the accuracy of information provided by the Private Properties Unit (PPU) and this is particularly evident for students from the BIAD and C&IS faculties.

- This year, students from BIAD report improvements with both the security of halls and with the helpfulness of staff. On the other hand, students from the Education faculty consider that the cleanliness of halls is a management intervention priority.

- Full-time students are particularly dissatisfied with the accommodation services and this group signals that the quality of accommodation, the helpfulness of PPU staff and the accuracy of information provided by the PPU remain management intervention priorities. In addition, the table shows that this year the views of sandwich students indicate that both helpfulness of staff and information provision at the PPU are also management priorities.

Table12: Students' Perceptions of Course Organisation & Assessments for 1994

	Course organisation information	Syllabus information	Time table information	Assessment procedure information	Continuous assessment	Assessment by examination	Group work assessment	Formal feedback	Informal feedback	Prompt feedback of assignments	Notification of changes to course	Complaints/grievance procedure	Evenness of workload	Flexibility in handing in dates	Waiting for/between classes	Being contacted/Getting messages
BIAD	A'	A'	A'	A'	A'	a	a	A'	A'	A'	A'	d	A'	A'	a	A'
BE	A'	A'	A'	A'	A'	A'	d	A'	A'	D	D	d	D	A'	a	A'
Bus	A'	A'	A'	A'	A'	A'	a	A'	A'	D	A'	d	D	A'	a	D
C&IS	A'	A'	A'	A'	A'	A'	A'	A'	A'	D	A'	D	D	D	A'	A'
Con	A'	A'	A'	A'	A'	A'	a	A'	A'	A'	A'	D	A'	a	a	A'
Educ	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	D	A'	A·	A'
E&CT	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	d	D	D	d	D
H&SS	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	A'	D	A'	A'	A'
PG	A'	A'	A'	A'	A'	a	a	A'	A'	A'	A'	a	D	A'	a	A'
UG	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	D	D	A'	a	A'
Oth	A'	A'	A'	A'	A'	a	a	A'	A'	A'	A'	d	A'	a	a	A'
FT	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	D	D	A'	a	A'
PT	A'	A'	A'	A'	A'	a	a	A'	A'	A'	A'	a	A'	A'	a	A'
Snd	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	D	D	D	a	A'

Table12a: Students' Perceptions of Course Organisation & Assessments for 1992, 1993 & 1994

	Course organisation information	Syllabus information	Time table information	Assessment procedure information	Continuous assessment	Assessment by examination	Group work assessment	Formal feedback	Informal feedback	Prompt feedback of assignments	Notification of changes to course	Complaints/grievance procedure	Evenness of workload	Flexibility in handing in dates	Waiting for/between classes	Being contacted/Getting messages
BIAD	A'	A'	aA'A'	A'	A'	a	a	A'	A'	A'	A'	d	A'	A'	a	A'
BE	A'	A'	A'	A'	A'	A'aA'	add	A'	A'	D	D	d	D	A'	a	D
Bus	A'	A'	A'	A'	A'	A'	a	A'	A'	A'D	DA'	d	D	A'	a	D
C&IS	A'	A'	A'	A'	A'	A'	A'aA'	A'	A'	D	DA'	D	D	D	A'	A'
Con	A'	A'	A'	A'	A'	A'	A'A'a	A'	A'	DA'	DA'	D	A'	a	a	A'
Educ	A'	A'	A'	A'	A'	aaA'	A'	A'	A'	DA'	DA'	A'	D	A'	A'	A'
E&CT	A'	A'	A'	A'	A'	A'	A'aa	A'	A'	D	D	d	D	D	d	D
H&SS	A'	A'	A'	A'	A'	A'	A'aa	A'	A'	D	A'D	d	D	A'	A'	A'
PG	A'	AA'A'	A'	A'	A'	a	uA'a	A'	A'	A'	DA'	a	D	A'	a	A'
UG	A'	A'	A'	A'	A'	A'AA'	A'aa	A'	A'	D	D	D	D	A'	a	A'
Oth	A'	A'	A'	A'	A'	A'aa	a	A'	AA'	A'	A'	d	A'	a	a	A'
FT	A'	A'	A'	A'	A'	A'	a	A'	A'	D	D	D	D	A'	a	A'
PT	A'	A'	A'	A'	A'	A'A'a	a	A'	A'	A'	DA'	a	A'	A'	a	A'
Snd	A'	A'	A'	A'	A'	A'	A'aa	A'	A'	D	D	D	D	D	a	A'

4.6: Issues and Implications for Course Organisation & Assessments

- Information about courses, syllabuses, timetables and assessment procedures are all important issues for students. Generally, this year's ratings parallel last year's ratings and it seems that students remain only moderately satisfied with most of these procedures. Consequently there may be scope for some improvement with some of these aspects of course organisation and assessment.

- Formal and informal feedback are critical to students and Table 12 shows that all students consider there is scope for improvement in these areas.

- The prompt feedback of assignments was an issue of real concern in 1993 for students from all faculties apart from BIAD and Business School. This year, students from the Education and Conservatoire faculties are less concerned about this issue but are still far from satisfied.

- The notification of changes to course arrangements was a consistent area of dissatisfaction in 1993. This year some improvement is reported by students from the Business School, C&IS, Conservatoire and Education faculties. However there is still scope for improvement.

- This year five new course organisation and assessment ratings have been included in the questionnaire for the first time. This has shown that the unevenness of workload is a real problem for most students and there is also a general dissatisfaction with both lack of flexibility in dates for handing in assignments and with the lack of a complaints/grievance procedure.

- Interestingly, students are not particularly dissatisfied when they have to wait for lectures although there is a general dissatisfaction with arrangements for receiving messages or being contacted. This is particularly the case for students from the Business School and E&CT faculty.

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Table 13: Students' Perceptions of Teaching Staff for 1994

	Easy to get hold of	Approachable	Give good advice	Academic/Professional	Sympathetic	Punctual	Teach clearly	Teach at right pace	Well organised	Encourage learning	Reliable (don't cancel lectures)	Enthuaiastic/Motivation	Respect for students
BIAD	A'	A	A'	A	A'	A'	A'	A	A'	A'	A	A	A
BE	D	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
Bus	D	A'	A'	A	A'	A'	A'	A'	A'	A'	A'	A'	A'
C&IS	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
Con	D	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
Educ	A'	A	A'	A	A'	A	A'	A'	A'	A	A	A	A
E&CT	D	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
H&SS	D	A'	A'	A	A'	A'	A'	A'	A'	A'	A'	A'	A'
PG	A'	A	A'	A	A'	A'	A'	A'	A'	A'	A	A'	A
UG	D	A'	A'	A	A'	A'	A'	A'	A'	A'	A'	A'	A'
Oth	A'	A	A	A	A	A	A	A	A	A	A	A	A
FT	D	A'	A'	A	A'	A'	A'	A'	A'	A'	A'	A'	A'
PT	A'	A	A'	A	A'	A'	A'	A'	A'	A'	A	A'	A
Snd	D	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'

Table 13a: Students' Perceptions of Teaching Staff for 1992, 1993 & 1994

	Easy to get hold of	Approachable	Give good advice	Academic/Professional	Sympathetic	Punctual	Teach clearly	Teach at right pace	Well organised	Encourage learning	Reliable (don't cancel lectures)	Enthusiastic/Motivation	Respect for students
BIAD	A'	A'	A'AA'	A'	AA'A'	A'	A'AA'	A'	A'	A'AA'	A'	A'	A'
BE	A'AD	AA'A'	A'	AAA'	A'	A'AA'	A'	A'	A'	A'	A'	A'	A'
Bus	A'AD	AA'A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
C&IS	A'DA'	A'	A'	AA'A'	A'DA'	A'	A'	A'	A'	A'	A'	A'	A'
Con	A'AD	AA'A'	AA'A'	AAA'	AAA'	A'	A'	A'	A'	A'	A'	A'	A'
Educ	A'DA'	A'	A'	A'	A'	A'	A'	A'	A'	AAA'	A'	A'	A'
E&CT	D	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
H&SS	DA'D	AAA'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
PG	A'	AAA'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
UG	D	AAA'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
Oth	A'	A'	A'AA'	A'	AAA'	A'AA'	AAA'	AAA'	A'AA'	A'AA'	A'	A'	A'
FT	D	AA'A'	A'	A'AA'	A'	A'	A'	A'	A'	A'	A'	A'	A'
PT	A'	AAA'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'
Snd	D	A'	A'	A'AA'	AA'A'	AA'A'	A'	AA'A'	A'	AA'A'	A'	A'	A'

4.7: Issues and Implications for Teaching Staff

- Staff having a sound academic or professional understanding of their subject is important to students and generally students remain very satisfied with the quality of staff. However, students from the Conservatoire, BE and C&IS faculties are not quite as satisfied this year as they were last year with this aspect of the teaching staff.

- All aspects of the teaching process are seen as important to students and generally they remain moderately satisfied with these. The table identifies areas where there may be some scope for improvement and it shows that students from the C&IS faculty are not as concerned about the interpersonal area of staff sympathy as they were in 1993.

- One of the main areas of student concern is the ease of contacting teaching staff and this is now a priority issue for students from the BE, Business School, Conservatoire, E&CT and H&SS faculties. Students from the C&IS and Education faculties appear to be slightly more satisfied with this aspect this year compared to last although there is scope for improvement.

- Three new areas that are important to students and which have been identified through the Group Feedback Strategy are staff reliability, staff enthusiasm/ motivation and staff respect for students. Table 13 shows that students from the BIAD and Education faculties are very satisfied with these aspects of teaching staff. Students from all faculties see these areas as important but are generally only moderately satisfied.

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Table 14: Students' Perceptions of Teaching & Learning Methods & Workload for 1994

	Lectures	Tutorials	Seminars/"Crits"	Practicals etc.	Listening	Writing/Notetaking	Reading	Working in groups	Doing project work	Doing practical work	Placements	Visits	Discussions with staff	Discussions with students	Handouts as teaching aid	Using handouts	Flexibility of subject choice
BIAD	A'	A'	A'	A'	A'	a	A'	a	A'	A	d	d	A'	A^i	a	a	A'
BE	A'	d	A'	d	A'	A'	A'	a	A'	a	d	d	A'	A'	A'	A'	d
Bus	A'	d	a	d	A'	A'	A'	a	a	a	c	c	A'	A'	A'	A'	A'
C&IS	A'	[D]	A'	A'	A'	A'	A'	a	A'	A'	d	d	A'	A'	A'	A'	[D]
Con	A'	[D]	a	A'	A'	A'	A'	A'	a	A	d	d	A'	A'	a	a	A'
Educ	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	A'	a
E&CT	A'	A'	d	A'	A'	A'	A'	a	A'	A'	d	d	a	a	A'	A'	A'
H&SS	A'	A'	a	a	A'	A'	A'	a	a	A'	A'	d	A'	A'	A'	A'	d
PG	A'	A'	A'	a	A'	A'	A'	a	A'	a	a	a	A'	A'	A'	A'	a
UG	A'	[D]	A'	a	A'	A'	A'	a	a	a	d	d	A'	A'	A'	A'	A'
Oth	A'	A'	a	A	A'	a	A'	a	A'	A	c	da	A'	A	a	a	A'
FT	A'	A'	A'	A'	A'	A'	A'	a	A'	A'	d	d	A'	A'	A'	A'	A'
PT	A'	a	a	a	A'	A'	A'	a	a	a	c	c	A'	A'	A'	A'	a
Snd	A'	[D]	A'	a	A'	A'	A'	a	A'	A'	A'	d	A'	A'	A'	A'	[D]

Table 14a: Students' Perceptions of Teaching & Learning Methods & Workload for 1992, 1993 & 1994

	Lectures	Tutorials	Seminars/"Crits"	Practicals etc.	Listening	Writing/Notetaking	Reading	Working in groups	Doing project work	Doing practical work	Placements	Visits	Discussions with staff	Discussions with students	Handouts as teaching aid	Using handouts	Flexibility of subject choice
BIAD	A'aA'	A'	aA'A'	A'	A'	aA'a	aA'A'	a	AA'A'	A'	d	Dd	A'	A'	a	a	A'
BE	A'	aDd	A'	add	A'aA'	A'	A'	a	A'	ada	d	d	A'	A'	A'	A'	d
Bus	A'	A'dd	a	add	AA'A'	AA'A'	A'	a	a	a	c	c	A'	A'	A'	A'	A'
C&IS	A'	[DdD]	A'	A'	A'	aA'A'	A'	A'aa	A'aA'	A'	ad	d	DA'	A'	A'	A'	[D]
Con	A'	[A'DD]	A'A'a	A'	AA'A'	aA'A'	aA'A'	aA'A'	a	**A'**	d	d	A'	A'	a	a	A'
Educ	A'	A'	aA'A'	A'	AA'A'	A'	A'	A'	A'	A'	A'	aA'	A'	A'	A'	A'	a
E&CT	A'	A'	dA'd	A'	A'	A'aA'	A'	a	A'	A'	d	d	A'a	a	A'	A'	A'
H&SS	A'	A'	aA'a	A'A'a	A'AA'	AAA'	AA'A'	a	A'A'a	A'	A'	ad	A'	AA'	A'	A'	d
PG	A'	A'	aaA'	a	A'aA'	aaA'	A'	A'A'a	A'	a	ca	a	A'	A'	A'	A'	a
UG	A'	[A'DD]	A'	A'aa	A'	A'Aa	A'	a	A'aa	A'A'a	d	d	A'	A'	A'	A'	A'
Oth	A'	AA'A'	a	**A'AA**	A'	A'A'a	A'aA'	a	aaA'	**AAA**	dc	da	A'	**AA'**	a	a	A'
FT	A'	A'DA'	A'	A'	AA'A'	A'	A'	a	A'	A'	d	d	A'	A'	A'	A'	A'
PT	A'	A'A'a	a	a	A'	A'	A'	a	A'aa	a	c	c	A'	A'	A'	A'	a
Snd	A'	[AA'D]	A'	A'da	A'	A'	AA'A'	A'aa	AA'A'	A'	A'	d	A'	A'	A'	A'	[D]

4.8:   Issues and Implications for Teaching Methods, Learning Methods &
Workload

- Table 14 shows that students' perceptions of teaching methods, learning methods and workload remain relatively unchanged from their 1993 levels. Understandably, students still consider that most of the identified teaching and learning activities are important and they are generally moderately satisfied with these aspects of their education.

- An examination of Table 14 shows several areas of continuing perceived excellence. Students from both BIAD and the Conservatoire continue to be very satisfied with the arrangements for doing practical work. In 1993 H&SS students were particularly satisfied with some aspects of their learning strategies but this year their enthusiasm has been tempered to some extent.

- Table 14 shows three areas that are management intervention priorities. The first two are concerned with the quality of tutorials for students in C&IS and the Conservatoire. The latter may be a result of terminological confusion. The third management priority is the flexibility of subject choices signalled by both C&IS and by sandwich students.

- Undergraduate students remain strongly dissatisfied with tutorials and the views of sandwich students also indicate this to be a management intervention priority.

- New issues included in this year's questionnaire are handouts as teaching aids, using handouts and flexibility of subject choice. Generally (with the exception of the two management priorities identified above) these three aspects are associated with moderate levels of student satisfaction although there appears to be some scope for improvement.

Table 15: Students' Perceptions of Social Facilities for 1994

	Places to meet others	Common rooms	Social facilities	Sporting facilities	Facilities for bands/concerts/discos	Eating/drinking facilities	Opening hours of facilities	**Student Union**
BIAD	d	d	d	d	c	d	a	d
BE	a	d	d	d	c	a	a	d
Bus	a	d	d	c	c	a	a	d
C&IS	a	d	d	d	d	A'	a	a
Con	d	d	d	c	A'	a	a	d
Educ	a	d	d	d	d	a	a	a
E&CT	d	d	d	d	c	a	a	d
H&SS	a	d	a	c	c	a	a	a
PG	d	d	d	c	c	a	a	c
UG	a	d	d	d	d	a	a	a
Oth	d	d	d	c	c	d	a	d
FT	a	d	d	d	d	a	a	d
PT	b	c	c	c	c	a	a	b
Snd	a	d	d	d	d	a	a	d

Table 15a: Students' Perceptions of Social Facilities for 1992, 1993 & 1994

	Places to meet others	Common rooms	Social facilities	Sporting facilities	Facilities for bands/concerts/discos	Eating/drinking facilities	Opening hours of facilities	Student Union
BIAD	aad	dDd	d	d	dcc	Ddd	a	d
BE	a	d	d	d	c	a	a	d
Bus	a	d	d	ddc	dcc	a	a	d
C&IS	A'aa	d	d	dcd	d	A'aA'	· A'aa	a
Con	aad	d	d	dDc	AA'A'	A'aa	A'A'a	d
Educ	a	dad	dad	d	bad	aA'a	a	a
E&CT	aad	dDd	d	d	dcc	a	a	d
H&SS	a	d	daa	Ddc	c	aA'a	a	a
PG	aad	d	d	c	c	dda	a	c
UG	a	d	d	d	d	A'aa	a	a
Oth	aad	·d	dcd	dcc	c	add	a	d
FT	a	d	d	d	d	A'aa	a	d
PT	aab	ddc	abc	c	c	a	a	b
Snd	a	d	d	Ddd	d	A'aa	A'aa	d

4.9:   Issues and Implications for Social Facilities

* Table 15 shows that there are moderate levels of dissatisfaction across all aspects of social facilities with the exception of eating and drinking facilities and places to meet others.

* The perceived lack of common rooms remains a general source of dissatisfaction but this year is not quite so negatively viewed by students in both BIAD and E&CT faculties.

* Sporting facilities are generally seen either as a matter of limited concern or as an issue which may require some management attention. Generally, students would welcome improvements in sporting facilities although students from the Conservatoire appear to be less dissatisfied than last year.

* Places to meet others and the opening hours of facilities do not attract the extremes of student opinion. It appears that students are generally satisfied with opening hours although some are dissatisfied with places to meet others.

Table 16: Students' Perceptions of Opportunities for Self-Development for 1994

	Broader understanding	Discuss ideas with others	Explore other viewpoints	Increase self confidence	Enhance self awareness	Develop creative skills	Read outside subject	Tackle new challenges	Develop personal style	Develop learning skills	Develop practical skills
BIAD	A'	A'	A'	A'	A'	A	A'	A'	A'	A'	A'
BE	A'	A'	A'	A'	A'	a	a	a	a	A'	A'
Bus	A'	a	a	A'	a	d	a	a	a	A'	a
C&IS	A'	A'	A'	A'	A'	A'	a	a	a	A'	A'
Con	A'	A'	A'	A'	A'	A'	d	A'	A'	A'	A'
Educ	A'	A'	A'	A'	A'	A'	a	A'	A'	A'	A'
E&CT	A'	a	a	A'	a	a	a	a	a	A'	A'
H&SS	A'	A'	A'	A'	A'	a	a	a	A'	A'	A'
PG	A'	A'	A'	A'	A'	A'	a	A'	A'	A'	A'
UG	A'	A'	A'	A'	A'	a	a	a	A'	A'	A'
Oth	A'	A'	A'	A'	A'	A	a	A'	A'	A'	A
FT	A'	A'	A'	A'	A'	A'	a	A'	A'	A'	A'
PT	A'	A'	A'	A'	a	a	a	a	a	A'	a
Snd	A'	A'	A'	A'	A'	a	a	a	A'	A'	A'

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Table 16a: Students' Perceptions of Opportunities for Self-Development for 1994

	Broader understanding	Discuss ideas with others	Explore other viewpoints	Increase self confidence	Enhance self awareness	Develop creative skills	Read outside subject	Tackle new challenges	Develop personal style	Develop learning skills	Develop practical skills
BIAD	A'	A'	A'	A'	A'	A	aaA'	aA'A'	A'	A'	A'
BE	A'	A'	A'	A'	A'aA'	a	a	a	a	A'	A'
Bus	A'	A'A'a	a	A'	A'aa	aad	a	a	a	A'	a
C&IS	A'	A'	A'	A'	A'aA'	A'	a	A'aa	A'aa	A'	A'
Con	A'	A'	aA'A'	A'DA'	A'	AAA'	aA'd	aA'A'	A'	A'	A'
Educ	A'	A'	A'	A'	A'	A'	a	A'	A'	A'	A'
E&CT	aA'A'	A'aa	a	A'	A'aa	A'aa	a	a	a	A'	A'
H&SS	A'	A'	A'	A'	A'	a	A'aa	A'aa	A'aA'	A'	A'
PG	A'	A'	A'	A'	A'	aaA'	a	aA'A'	A'	A'	A'
UG	A'	A'	A'	A'	A'	A'aa	a	a	A'aA'	A'	A'
Oth	A'	A'	AaA'	A'	A'aA'	A'A'A'	a	aaA'	aA'A'	A'	A
FT	A'	A'	A'	A'	A'	A'	a	aaA'	A'	A'	A'
PT	A'	A'	A'	A'	A'aa	a	a	a	a	A'	a
Snd	A'	A'	A'	A'	A'	a	daa	A'aa	A'	A'	A'

4.10:   Issues and Implications for Self Development

- As has become apparent in previous years, personal development is an important issue for students at UCE and is typically only associated with moderate degrees of satisfaction. This year, Table 16 reveals where there may be several areas where potential improvements are worth pursuing.

- There are three areas of excellence within Table 16. Non-degree level students are extremely satisfied with opportunities to develop both their creative skills and their practical skills. In addition, BIAD students are very satisfied with opportunities to develop their creative skills.

- In 1993 students in the Conservatoire had become increasingly dissatisfied with opportunities to develop their self-confidence but their satisfaction has increased this year.

Table 17: Students' Perceptions of Their Financial Situation for 1994

	Accommodation	Travel	Fieldwork/Visits	Study materials	Books	UCE refectories	Socialising
BIAD	a	D	a	D	d	d	d
BE	a	a	a	d	D	d	a
Bus	a	a	b	a	D	d	a
C&IS	a	d	b	D	D	d	d
Con	A'	A'	a	D	D	D	d
Educ	a	a	a	A'	D	d	a
E&CT	a	a	b	a	D	d	d
H&SS	a	a	a	a	D	d	a
PG	a	a	a	a	D	d	a
UG	a	a	a	a	D	d	d
Oth	a	a	a	D	a	d	a
FT	A'	D	a	D	D	d	d
PT	b	a	b	a	a	a	b
Snd	A'	d	a	D	D	d	d

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Table 17a: Students' Perceptions of Their Financial Situation for 1992, 1993 & 1994

	Accommodation	Travel	Fieldwork/Visits	Study materials	Books	UCE refectories	Socialising
BIAD	aA'a	dA'D	a	D	d	d	add
BE	a	a	a	A'dd	DdD	add	ada
Bus	a	a	b	a	D	d	a
C&IS	A'aa	A'ad	abb	DdD	D	d	aad
Con	A'	A'	a	A'A'D	A'A'D	D	d
Educ	a	A'aa	a	DA'A'	D	dDd	a
E&CT	a	a	b	A'aa	D	d	aad
H&SS	A'A'a	A'aa	a	A'aa ·	D	d	a
PG	aba	aba	a	a	aaD	d	aba
UG	A'aa	A'da	a	Dda	D	d	add
Oth	a	a	a	aaD	Daa	d	aba
FT	A'	A'A'D	a	D	D	d	add
PT	b	a	b	a	a	a	b
Snd	A'	A'A'd	a	DdD	D	Ddd	d

4.11: Issues and Implications for Financial Cos..

- Generally, living and studying costs remain an important issue to all students at UCE and the picture for 1994 is broadly similar to that of 1993.

- The cost of books remains a problem for most full-time and part-time students from all faculties, although non-degree and part-time students are moderately satisfied with the cost of books.

- The cost of accommodation does not appear to be a source of great dissatisfaction or importance to the bulk of students. This is perhaps not as surprising as it seems since accommodation costs are probably perceived as 'fixed' and are not in themselves associated with attending UCE.

- Full-time students are particularly concerned about travel costs and this concern is reflected at the faculty level where BIAD students also see this as a source of high dissatisfaction.

- The cost of fieldwork and visits are not associated with extremes of student opinion. Table 17 shows that some students are moderately satisfied whereas others are moderately dissatisfied.

- For students from some faculties the costs of study materials is an area with which they are particularly concerned. Both full-time and sandwich students are dissatisfied with these costs whereas part-time students report moderate levels of satisfaction. Postgraduate and undergraduate students are moderately satisfied whereas non-degree students are very dissatisfied. Table 17 shows that students from BIAD, C&IS and the Conservatoire indicate that they consider the cost of study materials to be a management intervention priority.

- Students from the Conservatoire think the cost of UCE refectories warrant urgent attention, whereas all other students are not quite as concerned despite being moderately dissatisfied. Students from the Education faculty appear to be slightly more satisfied with cost of refectories than they were last year.

Table 18: Students' Perceptions of UCE Environment

	General appearance	Site layout	Ease of moving about the campus	Crowded/cramped conditions	Level of ...	Toilet facili...	Security
BIAD	a	a	a	D	A'	A'	A'
BE	a	a	a	a	a	a	a
Bus	a	a	a	a	A'	a	a
C&IS	a	a	a	a	A'	A'	A'
Cons	a	a	a	D	D	A	A
Educ	a	a	a	A'	A'	A'	A'
E&CT	a	a	a	a	a	a	a
H&SS	a	a	d	D	A'	A'	A'
PG	a	a	a	a	a	a	A'
UG	a	a	a	a	A'	a	A'
Oth	A	a	a	A'	A'	A'	A'
FT	a	a	a	D	A'	A'	A'
PT	a	a	a	a	a	a	A'
Snd	a	a	a	d	A'	a	a

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4.12:   Issues and Implications for UCE Environment

- This is a new section in this year's questionnaire and consequently no changes over time can be investigated as yet.

- The general appearance of UCE is seen positively, in particular by non-degree students who see this as an area of excellence.

- Similarly, site layout and ease of moving around the campus is generally viewed positively by most students.

- Some aspects of the UCE environment are signalled as management intervention priorities; notably crowded or cramped conditions which were reported by full-time students and by students from the BIAD, Conservatoire and H&SS faculties. In addition, Conservatoire students see the level of heating as a management intervention priority.

5: Conclusions and Recommendations

UCE is moving from an organisational culture characterised by administrative stability to one characterised by the management of change, and this transformation is being driven by a set of forces, one of which is to place the student centre-stage in the quest for organisational excellence. Consequently, student satisfaction is no longer something merely of peripheral interest but has become a fundamental mechanism in the essential management tasks of shaping organisational change and monitoring progress.

As the student opinion database grows in breadth and depth from year to year it becomes feasible to reliably examine changes in students' perceptions over time. This year, it is possible for the first time to compare students' perceptions of their educational experience at UCE across three separate survey years. Having information at three points in time means that not just differences but trends can begin to be identified and this provides a more subtle means of monitoring the impact of the many small-scale and large-scale changes which are currently underway at UCE.

Examining trends in the student satisfaction database is very useful in beginning to elucidate which areas of student perceptions are relatively stable and which are more sensitive to changes over time. Although three years is not in itself a particularly long timescale, there have been many changes within higher education in general and within UCE in particular. The impact of many of these innovations is already being felt by the student body.

Timescales are critical and small-scale changes may be introduced rapidly and have an immediate impact on student opinion. On the other hand, it may take many months for large-scale changes to effect the structure and functioning of the organisation and it may take many more months for these changes to filter through to the student body and to have any significant effect upon student perceptions.

As student-based information is collated, analysed and interpreted it has become increasingly clear that it can be used not only as a means of monitoring how students feel but it can be also used to audit the impact of organisational change. By linking students' perceptions of their education to the managerial activities which not only set these educational features in place, but also shape the ways in which they are delivered, a powerful set of associations is being forged between two domains which have been traditionally quite distinct.

This year, the 'Management Priority Methodology' has been renamed the **PLAN** Grid (Perceptions Linking to Action Notification). This renaming is important for two main reasons. First, the real potential of the approach is its use in guiding future management interventions; in other words it is a planning tool. Second, the acronym highlights the links between students' perceptions and management actions.

At present, these links define a taxonomy which although it has the advantage of simplicity is not able to capture the full range and scope of the interplay between student opinion and management interventions. For this reason it would be of great value if

management intentions, and both planned and unplanned organisational changes, could be linked to the student database gathered through our survey instruments.

Practically, this would require collecting information from managers about their planned programmes of organisational change and mapping these to changes in students' perceptions. This would provide information about the level and extent of organisational impact, the intended and unintended consequences of change, and the perceived costs and benefits of change programmes from the perspective of UCE students, UCE teaching staff and UCE management. In this way an extended and enhanced taxonomy to link student perceptions to management interventions could be built and this could be of great value to future managerial planning.

Centre for the Study of Quality in Higher Education

Student Satisfaction Research Unit

The 1994 Survey

of

Student Satisfaction

and

Dissatisfaction

Spring 1994

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| Course title | | Year of course: (1st, 2nd etc.) | |

Type of course (Please tick one box)   Full-time [ ]   Part-time [ ]   Sandwich [ ]   (Other *Please state*)

At which UCE *site* is your course normally based? [ ]   How many *days* do you attend UCE in an average week? [ ]

FINDING OUT ABOUT UCE & YOUR COURSE

How useful were the following sources of information in choosing UCE and providing you with general information about your course?

	General information about your course		Selecting your course	
	Not at all useful → Very useful		Not at all useful → Very useful	
School, College, LEA Careers Service	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
Discussion with others (friends, family etc)	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
UCE advertising material	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
UCE prospectus	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
Attending an open day	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
Attending an interview	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
(Other *Please state*)	1 2 3 4 5 6 7		1 2 3 4 5 6 7	

If there are any other issues to do with your own satisfaction or dissatisfaction with finding out about UCE or your course please note them here:

TRAVEL

Please indicate the extent to which the following travelling issues are a problem to you. *(Please circle the relevant figure on the scale).*

	Not a problem.						A big problem
Distance travelled to UCE	1	2	3	4	5	6	7
Time taken to travel to UCE	1	2	3	4	5	6	7
Cost of travel	1	2	3	4	5	6	7
Reliability of public transport	1	2	3	4	5	6	7
Finding a parking place	1	2	3	4	5	6	7
Parking costs	1	2	3	4	5	6	7

TION SERVICES - LIBRARY SERVICES

E library, if any,
ually use?

If none - please comment on why you do not use the library facilities.

e other   Yes [ ]   No [ ]

elsewhere)

If yes, which other libraries do you use?

¡e how often do you use the library? *(Please tick one box)*

Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day	More than once a day
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

¡e, how long do you spend in the library per visit?

Hours   Mins

ı do you undertake the following activities in the libraries?

	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
books	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
py	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
h	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
D-ROM	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ı your own	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
¡ a group	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
lectures	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ends	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
activities *late*	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

tember 1993,
ately how many
¡e you borrowed
library ?

Since September 1993
how much, if at all,
have you been fined?

ary opening hours would suit you best?   From [ ] to [ ]

ys would suit you? *(Please tick days required).*

ıy	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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Satisfaction and Importance Ratings

Please rate how satisfied you are with the following aspects of the libraries, and then rate how important they are to your studies.

	Very dissatisfied — Very satisfied	Not at all important — Very important
Information about library services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Quality of service (queueing for books, waiting for assistance)	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Availability of books	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Range of books	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Up-to-date books	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Range of journals /periodicals	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Obtaining course materials	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Multiple copies of core books	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Noise levels	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Availability of study places	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Adequate workspace	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Opening hours	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Helpfulness of library staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Library fines	1 2 3 4 5 6 7	1 2 3 4 5 6 7
CD-ROMs	1 2 3 4 5 6 7	1 2 3 4 5 6 7
On-line library cataloguing	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Availability of on-line library cataloguing facility	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Do you think the loan period for various books works appropriately?
Please comment on good and bad features of this system.

You may like to comment on - Library "Compliments, comments, complaints" system.
- Suggestions for improving library facilities.
- Other aspects of libraries which have not been covered here.

ctent do you use computers

	Not at all						A great deal
at UCE?	1	2	3	4	5	6	7
at Home?	1	2	3	4	5	6	7
at Work?	1	2	3	4	5	6	7

ctent does your course
e use of computers?

	1	2	3	4	5	6	7

e computers at UCE?

Never ☐	Once a term ☐	Monthly ☐	Weekly ☐	Daily ☐

a *average*, how long do you spend
rminal per visit ?

Hours	Mins

the computing
·ou normally use
'tate site Building, room number)

If you do not use UCE computing facilities, please comment on why not.

s of packages do you use? *(Tick as many as apply)*

☐ Spreadsheets ☐ Databases ☐ CAD ☐

☐ DTP ☐ Statistical ☐

What other packages would you like to use?

cion and Importance Ratings

rate how satisfied you are with the following aspects of computing
es, and then rate how important they are to your studies.

	Very dissatisfied						Very satisfied	Not at all important						Very important
; hours of computer rooms	1	2	3	4	5	6	7	1	2	3	4	5	6	7
lity/ease of obtaining a ·inal	1	2	3	4	5	6	7	1	2	3	4	5	6	7
using PCs/terminals	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g in the use of computers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
of integration of computing r course	1	2	3	4	5	6	7	1	2	3	4	5	6	7
tion about computing facilities	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ess of support staff/technicans	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ance level of computers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ility of printers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
of printers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
of Software at UCE	1	2	3	4	5	6	7	1	2	3	4	5	6	7

ty like to comment on
- Suggestions for improving computing facilities.
- Variability of access across sites/faculties
- Hiring of computers, Email, JANET
- Other aspects of computing not covered here.

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REFECTORIES

┌─────────────────────────┐ ┌──────────────────────────────────────┐
│ Which refectory, if any, │ │ If you do not use any of the refectories, please │
│ do you usually use?   │ │ comment on why not.   │
└─────────────────────────┘ └──────────────────────────────────────┘

On average, how often do you use refectories? *(Circle one)*

Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day

If you use the refectories

how often do you purchase;

	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
drinks?	☐	☐	☐	☐	☐
snacks?	☐	☐	☐	☐	☐
sandwiches?	☐	☐	☐	☐	☐
main meals?	☐	☐	☐	☐	☐

and at what times do you purchase;

	Early morning	Mid-morning	Lunch time	Mid-afternoon	Evening
drinks?	☐	☐	☐	☐	☐
snacks?	☐	☐	☐	☐	☐
sandwiches?	☐	☐	☐	☐	☐
main meals?	☐	☐	☐	☐	☐

Do you eat your own food in refectories?

How often?					At what times?				
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

What opening hours would suit you best? From [____] to [____]

Satisfaction and Importance Ratings

Please rate how satisfied you are with the following aspects of the refectories, and then rate how important they are to your studies.

	Very dissatisfied → Very satisfied	Not at all important → Very important
The comfort of refectories	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Availability of seating places	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Opening hours	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Price of food	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Price of drinks	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Range of food	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Quality of food	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Helpfulness of staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Cleanliness	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Speed of service	1 2 3 4 5 6 7	1 2 3 4 5 6 7

You may like to comment on:
- Suggestions for improving refectories.
- Other places where food/drinks should be made available.
- Range of food suggestions
- Smoking
- Other aspects of refectories which you feel haven't been covered here.

SERVICES

	Are you aware of the existence of the following services?		**How frequently have you used the service?**			**Do you think UCE should provide the service?**	
	YES	NO	Never	Once or twice	More often	YES	NO
ing	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
:cy	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐
'Creche	☐	☐	☐	☐	☐	☐	☐
l advice	☐	☐	☐	☐	☐	☐	☐

e any other services that you think should be provided by Student Services

ion and Importance Ratings

·ate how satisfied you are with the following aspects of Student Services,
n rate how important they are to your studies.

	Very dissatisfied → Very satisfied	Not at all important → Very important
:ion about Student Services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of Services	1 2 3 4 5 6 7	1 2 3 4. 5 6 7
ility of Student Services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
iess of staff	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hours	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ling services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
related services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ncy	1 2 3 4 5 6 7	1 2 3 4 5 6 7
services	1 2 3 4 5 6 7	1 2 3 4 5 6 7
/Creche	1 2 3 4 5 6 7	1 2 3 4 5 6 7
il advice	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for special needs	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for overseas students	1 2 3 4 5 6 7	1 2 3 4 5 6 7

✓ like to comment on - Suggestions for more convenient opening times.
- Suggestions for improving Student Services.
- Aspects of Student Services which haven't been covered here.

ACCOMMODATION

What sort of accommodation do you presently live in during term time? *(Tick one)*

UCE Halls of Residence ☐   Rented (Not through UCE) ☐   Owner occupier ☐

Rented through UCE Private Property Unit ☐   Living with parents/ relatives ☐   Other *(please state)* ☐

What sort of accommodation did you live in before you attended UCE?

How long have you been in your present accommodation?

Satisfaction and Importance Ratings

If appropriate, please rate how satisfied you are with the following aspects of accommodation, and then rate how important they are to your studies.

	Very dissatisfied						Very satisfied	Not at all important						Very important
Cost of your rent/mortgage	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Comfort/convenience of your accommodation	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Location of your accommodation	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Quantity of accommodation provided through UCE	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Private Property Unit

Helpfulness of staff	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Accuracy of information	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Halls of Residence

Helpfulness of staff	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Comfort of accommodation	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Security	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cleanliness	1	2	3	4	5	6	7	1	2	3	4	5	6	7

You may like to comment on -If you have chosen to move, give reasons why.
-Suggestions for improvement of accommodation services.
-Other aspects of accommodation.

licate how much information you have received about the following:

	Nothing at all					A great deal	
ed of you as a student	1	2	3	4	5	6	7
ation and organisation of your course	1	2	3	4	5	6	7
llabus	1	2	3	4	5	6	7
odules/parts of your course	1	2	3	4	5	6	7
ə	1	2	3	4	5	6	7
assessment procedures s, dates for assignments)	1	2	3	4	5	6	7

n and Importance Ratings

e how satisfied you are with the following aspects of your course,
rate how important they are to your studies.

	Very dissatisfied					Very satisfied			Not at all important					Very important	
n about course organisation	1	2	3	4	5	6	7		1	2	3	4	5	6	7
n about your syllabus	1	2	3	4	5	6	7		1	2	3	4	5	6	7
information	1	2	3	4	5	6	7		1	2	3	4	5	6	7
n about assessment procedures	1	2	3	4	5	6	7		1	2	3	4	5	6	7
s assessment	1	2	3	4	5	6	7		1	2	3	4	5	6	7
t by examination	1	2	3	4	5	6	7		1	2	3	4	5	6	7
ts based on group work	1	2	3	4	5	6	7		1	2	3	4	5	6	7
s of tutors' *formal* feedback	1	2	3	4	5	6	7		1	2	3	4	5	6	7
s of tutors' *informal* feedback	1	2	3	4	5	6	7		1	2	3	4	5	6	7
ints/grievance procedure for	1	2	3	4	5	6	7		1	2	3	4	5	6	7
load (eg. spacing of assignments year)	1	2	3	4	5	6	7		1	2	3	4	5	6	7
in dates for handing in assigments	1	2	3	4	5	6	7		1	2	3	4	5	6	7
ne for and between classes	1	2	3	4	5	6	7		1	2	3	4	5	6	7
s of feedback on assignments	1	2	3	4	5	6	7		1	2	3	4	5	6	7
n of changes to course arrangements	1	2	3	4	5	6	7		1	2	3	4	5	6	7
ng contacted/receiving messages tion	1	2	3	4	5	6	7		1	2	3	4	5	6	7

ly like to comment on

- The kinds of assessments used on your course.
- Suggestions for improving course organisation.
- Other aspects you feel have not been covered here.

TEACHING STAFF AND TEACHING STYLE

How many staff do you talk to in an average week;

inside teaching classes?   None ☐   1 - 2 ☐   3 - 5 ☐   More than 5 ☐

outside teaching classes?   None ☐   1 - 2 ☐   3 - 5 ☐   More than 5 ☐

> If you do not talk to staff,
> can you please comment?

Generally, for how long do you talk to a member of staff?

Do not talk to staff ☐   A few moments ☐   A few minutes ☐   More than 10 minutes ☐

What do you generally talk about? *(Please tick as many boxes as necessary)*

Course content ☐   Help with assignments ☐   Social chatting ☐   Course workload ☐

Course organisation ☐   Informal assessments ☐   Formal assessments ☐   Other topics *(Please state)*

Satisfaction and Importance Ratings

Please rate how satisfied you are with the following aspects of teaching, and then rate how important they are to your studies.

Teaching staff;	Very dissatisfied Very satisfied	Not at all important Very important
are easy to get hold of	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are approachable	1 2 3 4 5 6 7	1 2 3 4 5 6 7
give good advice on learning needs	1 2 3 4 5 6 7	1 2 3 4 5 6 7
have a good academic/professional understanding of their subject	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are sympathetic/ understand what it is like to be a student	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are punctual	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are reliable (don't cancel classes)	1 2 3 4 5 6 7	1 2 3 4 5 6 7
teach clearly	1 2 3 4 5 6 7	1 2 3 4 5 6 7
teach at the right pace	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are well organised	1 2 3 4 5 6 7	1 2 3 4 5 6 7
are enthusiastic & well motivated	1 2 3 4 5 6 7	1 2 3 4 5 6 7
treat you as a mature individual	1 2 3 4 5 6 7	1 2 3 4 5 6 7
encourage you to learn effectively	1 2 3 4 5 6 7	1 2 3 4 5 6 7

> **You may like to comment on:** - Suggestions for improving teaching staffs' style or approachability
> - Other aspects of teaching style you feel haven't been covered here

icate the extent to which the following teaching methods * are
ur course and give your opinion on whether you think this is:

far too much" "too much" "about right" "too little" or "far too little".

	1 Not at all	2 Not very much	3 Some	4 Quite a lot	5 A great deal	Opinion on amount (Enter number)
;	☐	☐	☐	☐	☐	_____
:s	☐	☐	☐	☐	☐	_____
s	☐	☐	☐	☐	☐	_____
·s/ "Crits"	☐	☐	☐	☐	☐	_____
ps /practicals vork	☐	☐	☐	☐	☐	_____
nts	☐	☐	☐	☐	☐	_____
	☐	☐	☐	☐	☐	_____
lease state)	☐	☐	☐	☐	☐	_____

r	**TUTORIAL:** tutor with one or two students
nplicity:	**SEMINAR:** "small group" session involving a tutor. **WORKSHOP** etc.: practical session where tutor is present/readily available.

licate the extent to which you do the following activities in
e term and give your opinion on whether you think this is:

"far too much" "too much" "about right" "too little" or "far too little"

	1 Not at all	2 Not very much	3 Some	4 Quite a lot	5 A great deal	Opinion on amount (Enter number)
	☐	☐	☐	☐	☐	_____
:ct work	☐	☐	☐	☐	☐	_____
ike notes	☐	☐	☐	☐	☐	_____
idouts	☐	☐	☐	☐	☐	_____
tical work	☐	☐	☐	☐	☐	_____
	☐	☐	☐	☐	☐	_____
groups	☐	☐	☐	☐	☐	_____
issues /work	☐	☐	☐	☐	☐	_____
'lease state)	☐	☐	☐	☐	☐	_____

Satisfaction and Importance Ratings

Please rate how satisfied you are with the following aspects of teaching methods and activities, and then rate how important they are to your studies.

	Very dissatisfied						Very satisfied	Not at all important						Very important
Lectures	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Tutorials	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Seminars/"Crits"	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Workshops/practical sessions / studio work	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Placements	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Visits	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Handouts	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Flexibility in choice of subjects	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Listening	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Writing/notetaking	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Using handouts	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Discussing issues/work with staff	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Discussing issues/work with other students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Working in groups	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Doing project work	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Doing practical work	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Others *(please state)*	1	2	3	4	5	6	7	1	2	3	4	5	6	7

You may like to comment on
- Any teaching methods not currently used in your course.
- Suggestions for developing your study skills.
- Flexibility in choice of subjects.
- Aspects of teaching methods or workload not covered here.

y students on *your course* do you regularly talk to?

| ine ☐ | 1-5 ☐ | 6-10 ☐ | More than 10 ☐ |

y students at UCE, who are *not on your course*, do you regularly talk to?

| ine ☐ | 1-5 ☐ | 6-10 ☐ | More than 10 ☐ |

ı do you socialise with people you have met at UCE?

| ·ver or rdly er ☐ | Less than once a week ☐ | At least once a week ☐ | At least once a day ☐ |

y close friends have you made at UCE?

| ine ☐ | 1-2 ☐ | 3-5 ☐ | More ☐ |

ı do you use Student Union facilities?

| :ver or rdly er ☐ | Less than once a week ☐ | At least once a week ☐ | At least once a day ☐ |

s of activities do you engage in with other students at UCE?
: as many boxes as necessary)

| ıting/ inking ☐ | Dating ☐ | Sports ☐ | Leisure ☐ |
| eeting/ atting ☐ | Bands/ concerts ☐ | Discos/ dances ☐ | Others *please state* |

tion and Importance Ratings

rate how satisfied you are with the following aspects of social
UCE, and then rate how important they are to your studies.

	Very dissatisfied — Very satisfied	Not at all important — Very important
: Union	1 2 3 4 5 6 7	1 2 3 4 5 6 7
o meet others	1 2 3 4 5 6 7	1 2 3 4 5 6 7
n rooms	1 2 3 4 5 6 7	1 2 3 4 5 6 7
acilities	1 2 3 4 5 6 7	1 2 3 4 5 6 7
g facilities	1 2 3 4 5 6 7	1 2 3 4 5 6 7
es for bands/concerts/discos	1 2 3 4 5 6 7	1 2 3 4 5 6 7
drinking facilities	1 2 3 4 5 6 7	1 2 3 4 5 6 7
l satisfaction with the ; hours of facilities	1 2 3 4 5 6 7	1 2 3 4 5 6 7

ay like to comment on
- Suggestions for improving social facilities or sporting facilities.
- Improving contact between other sites.
- Other aspects of social life that haven't been covered here.

SELF DEVELOPMENT

Please indicate the extent to which you do the following.
(please circle relevant numbers)

	Not at all						A great deal
Read outside your subject	1	2	3	4	5	6	7
Develop learning skills (i.e. learning how to learn)	1	2	3	4	5	6	7
Discuss concepts or ideas with others	1	2	3	4	5	6	7
Debate issues with others	1	2	3	4	5	6	7
Tackle new challenges	1	2	3	4	5	6	7
Develop your personal style	1	2	3	4	5	6	7
Develop practical skills	1	2	3	4	5	6	7
Explore your creative talents	1	2	3	4	5	6	7
Other *(please state)*	1	2	3	4	5	6	7

Satisfaction and Importance Ratings

Please rate how satisfied you are with the following opportunities provided by UCE and then rate how important they are to your studies,

Opportunities provided by UCE to;	Very dissatisfied						Very satisfied	Not at all important						Very important
develop a broader understanding of your subject	1	2	3	4	5	6	7	1	2	3	4	5	6	7
develop learning skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7
discuss ideas with others	1	2	3	4	5	6	7	1	2	3	4	5	6	7
explore other viewpoints	1	2	3	4	5	6	7	1	2	3	4	5	6	7
increase self confidence	1	2	3	4	5	6	7	1	2	3	4	5	6	7
enhance self awareness	1	2	3	4	5	6	7	1	2	3	4	5	6	7
develop your practical skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7
develop your creative skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7
read outside your subject	1	2	3	4	5	6	7	1	2	3	4	5	6	7
tackle new challenges	1	2	3	4	5	6	7	1	2	3	4	5	6	7
develop your personal style	1	2	3	4	5	6	7	1	2	3	4	5	6	7
other *(please state)*	1	2	3	4	5	6	7	1	2	3	4	5	6	7

You may like to comment on
- The extent to which UCE facilitates or constrains opportunities for your personal development.
- Suggestions for improving provision for your personal development.
- Other aspects of your personal development that you feel are important but haven't been covered here.

L CIRCUMSTANCES

ceive a grant? *(tick one box)*

No [ ]   Yes, a full [ ]   Yes, a part [ ]   (Yes, other *please state*)
          grant   grant

ceive any other financial support for your course?   Yes [ ]   No [ ]

ise state (_____)

our course fees paid by?   *(tick one box)*

urself /   [ ]   LEA   [ ]   Employer   [ ]   (Other *please state*)
rents /
iatives

iately how much   (£)   **Approximately how**   (£)
spent on course   **much have you spent**
ioks since   **on course related**
r 1993   **materials/equipment**
                                   since September 1993

---

*rate the extent to which the following costs have caused you financial
lty as a result of attending UCE. If an area does not affect you, please
? "not applicable" box.*

uch difficulty has any of the following costs or expenses caused you?

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
ccommodation	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ravelling	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
tudy materials/ juipment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ield trips/Visits	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ooks	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
hotocopying	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ibrary fines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ar parking	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ost of living	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ood/Drink	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ocialising	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
ank charges /interest	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
'ther *(please state)*	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Satisfaction and Importance Ratings

Please rate how satisfied you are with the following aspects of your costs and expenses, and then rate how important they are to your studies.

	Very dissatisfied						Very satisfied	Not at all important						Very important
Cost of accommodation	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of travel	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of field trips/visits	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of study materials /equipment	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of books	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of UCE refectories	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Cost of socialising	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Other costs (please state)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

You may like to comment on:- - The cost of things at UCE.
- Suggestions for improving students' financial problems.

ERSITY ENVIRONMENT

e how satisfied you are with the following aspects of the University
nt and then rate how important they are to your studies.

	Very dissatisfied					Very satisfied		Not at all important					Very important	
earance of your site	1	2	3	4	5	6	7	1	2	3	4	5	6	7
of your site	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ween buildings s, lifts, shelter)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
cramped conditions	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ating	1	2	3	4	5	6	7	1	2	3	4	5	6	7
ties	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	1	2	3	4	5	6	7	1	2	3	4	5	6	7

LUATION

: the extent to which the following are as helpful as you originally
hey would be.

	Much less helpful than expected					Much more helpful than expected	
	1	2	3	4	5	6	7
culty	1	2	3	4	5	6	7
partment or School	1	2	3	4	5	6	7
irse	1	2	3	4	5	6	7

recommend the following to a friend or colleague?

	Definitely not recommend					Definitely recommend	
	1	2	3	4	5	6	7
culty	1	2	3	4	5	6	7
partment or School	1	2	3	4	5	6	7
irse	1	2	3	4	5	6	7

	Not at all					A great deal	
ndicate the extent to which you consider r career prospects are being enhanced by g UCE.	1	2	3	4	5	6	7
ate the extent to which you understand t career steps.	1	2	3	4	5	6	7

Please write in the boxes below an estimate of your overall satisfaction with the following features of your education.

A rating of 0% means you are totally dissatisfied and a rating of 100% means you are totally satisfied.

UCE as a whole (%)

Your Faculty (%)

Your Department or School (%)

Your course (%)

Potential career prospects (%)

Please say what you think will be the most important outcome(s) or benefit(s) of your time spent at UCE

Please use this space for any comments you would like to add about your course or UCE that you feel have not been adequately covered by this questionnaire.

Thank you for your cooperation in completing this questionnaire.

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ease return the completed questionnaire, as soon as possible, to

> Student Satisfaction Research Unit,
> Room 210,
> Baker Building,
> Perry Barr,
> Birmingham B42 2SU.

)u can use:

- the pre paid label with the envelope in which the questionnaire was sent to you

- the internal UCE postal system

- or drop it into the SSRU office, Baker 210.

1anks again for your cooperation in filling out the questionnaire

All answers will be treated in the strictest confidence

UCE

University
of
Central England
in
Birmingham

Centre for Research into Quality

Student Satisfaction

The 1994 Report on
The Student Experience at
UCE

Statistical Supplement

September 1994

STUDENT
SATISFACTION

The 1994 Report on the Student Experience at UCE

Statistical Supplement

The 1994 Report on the Student Experience at UCE

Statistical Supplement

Dr Patti Mazelan
Professor Diana Green
Professor Chris Brannigan
Professor Lee Harvey

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Statistical Supplement

Contents

Note on Acronyms, Abbreviations and Terminology

In this supplement the following acronyms and coding conventions are used. They are included here as the reader needs to be aware of what these mean prior to reading the statistical supplement.

Faculties:

BIAD - Birmingham Institute of Art and Design
BE   - Faculty of the Built Environment
Bus - Business School
C&IS - Faculty of Computing and Information Studies
Cons - Birmingham Conservatoire
Educ - Faculty of Education
E&CT - Faculty of Engineering and Computer Technology
H&SS - Faculty of Health and Social Sciences

Type of Course:

Previous surveys have adopted the convention used by the 'funding councils'; namely postgraduate, undergraduate and other, where 'other' included HNC and HND courses. The same convention has been used except that HEFCE are using the term undergraduate rather than degree. More importantly some courses; notably HNC and HND, are now included in the undergraduate category rather than in the 'other' category which now mainly comprises FE and Professional courses.

PG -   Post-Graduate
UG -   Degree (includes HND and HNC)
Oth -   Others e.g. Professional, City and Guilds, etc.

This difference in classification will have to be taken into consideration when comparing the 1993 & 1994 results with those from previous years.

Mode of Attendance:

FT - Full Time
PT - Part Time
Snd - Sandwich

Other Acronyms:

ns - not significant
*   - $p < 0.05$
** - $p < 0.01$
*** - $p < 0.001$

Activity Framework 1: Usefulness of course information

	School/College/LEA Careers Service	Discussion with Others (Friends/Fam	UCE advertising material	UCE prospectus	Attending an open day	Attending an interview
BIAD	3.44	4.20	3.43	4.40	4.35	5.08
BE	2.77	3.84	3.21	4.24	3.47	4.24
Bus	3.10	3.83	3.37	4.68	2.61	3.08
C&IS	3.19	3.46	3.31	4.90	3.86	4.42
Con	2.77	3.63	3.03	4.76	3.54	5.22
Educ	3.39	3.64	3.43	4.59	3.35	5.04
E&CT	3.20	3.80	3.95	4.78	3.62	3.81
H&SS	2.82	4.20	3.06	4.48	3.10	4.31
sig	*	*	**	*	***	***
PG	1.96	3.98	3.61	4.29	2.43	4.63
UG	3.26	3.81	3.33	4.65	3.50	4.09
Oth	3.16	4.42	3.34	4.28	3.91	4.29
sig	***	*	ns	*	***	**
FT	3.43	3.65	3.38	4.67	3.79	4.43
PT	2.30	4.25	3.47	4.39	2.52	3.83
Snd	3.62	3.63	3.04	4.75	4.07	4.26
sig	***	***	*	*	***	***
All	3.09	3.87	3.37	4.58	3.39	4.19

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Activity Framework 2: Usefulness for course selection

	School/College/LEA Careers Service	Discussion with Others (Friends/Fam	UCE advertising material	UCE prospectus	Attending an open day	Attending an interview
BIAD	3.70	4.41	3.38	4.38	4.33	5.26
BE	2.85	4.14	3.30	4.16	3.54	4.02
Bus	3.10	4.19	3.30	4.55	2.56	3.08
C&IS	3.00	3.87	3.32	4.76	3.97	4.45
Con	2.89	4.46	3.08	4.90	3.03	5.00
Educ	3.49	4.08	3.34	4.68	3.40	5.02
E&CT	3.08	4.03	3.93	4.77	3.62	3.90
H&SS	2.81	4.51	2.95	4.49	3.20	4.53
sig	**	ns	**	*	***	***
PG	2.10	4.18	3.59	4.15	2.50	4.42
UG	3.27	4.20	3.30	4.61	3.51	4.15
Oth	3.24	4.30	3.25	4.16	3.67	4.38
sig	***	ns	ns	**	***	ns
FT	3.53	4.21	3.40	4.66	3.83	4.50
PT	2.24	4.22	3.33	4.27	2.40	3.76
Snd	3.55	4.15	3.11	4.69	4.14	4.29
sig	***	ns	ns	**	***	***
All	3.12	4.20	3.34	4.53	3.39	4.21

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7 pt Rating Scale (Higher score is more useful)

1

Activity Framework 3: Benefits of a UCE education (% of students endorsing any particular outcome)

	Personal Development	Increased Employability	Improve Social Contacts	Enhancing Career/Promotion Prospects	Obtaining a Qualification	Desire for Excellence/Understanding	Enhance Quality of Life	Increase Wage	No Benefits/Not as Expected
BIAD	49.3	6.3	15.6	15.6	31.7	34.6	5.4	0.5	4.4
BE	35.9	12.6	23.8	27.7	55.4	19.5	1.3	3.5	1.3
Bus	38.3	12.6	19.5	27.7	56.5	20.2	0.7	1.0	2.2
C&IS	45.9	18.0	24.3	27.0	48.0	15.5	0.7	2.0	3.4
Con	45.5	9.1	18.2	18.2	24.2	27.3	3.0	0.0	12.1
Educ	38.8	23.3	16.4	27.6	48.3	21.6	0.0	0.9	0.9
E&CT	29.2	20.8	16.2	18.8	59.1	14.9	0.0	3.9	1.9
H&SS	38.9	16.7	23.2	21.2	52.2	21.7	0.0	1.5	1.5
PG	39.5	12.7	15.8	28.1	42.5	26.3	1.3	1.3	3.1
UG	39.3	15.4	21.6	24.3	53.6	19.3	0.4	1.9	2.3
Oth	41.8	6.1	10.2	10.2	30.6	36.7	11.2	1.0	3.1
FT	42.7	18.7	25.9	18.6	50.1	17.7	1.0	1.2	3.4
PT	33.1	7.6	11.8	32.3	50.9	27.3	2.7	2.2	1.7
Snd	50.0	22.0	26.4	14.8	50.0	15.9	0.5	2.2	1.6
All	39.5	14.4	20.0	23.9	50.4	21.5	1.3	1.7	2.5

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2

Activity Framework 4: Students' impressions of UCE

	As helpful as expected				Recommend to a Friend				Enhanced Career	Understand Career Steps
	UCE	Faculty	Dept/School	Course	UCE	Faculty	Dept/School	Course		
BIAD	4.18	4.43	4.64	4.91	5.06	5.04	5.24	5.38	4.81	4.68
BE	4.07	4.31	4.47	4.68	4.46	4.69	4.76	5.00	5.04	5.29
Bus	4.23	4.41	4.51	4.75	4.84	4.91	4.99	5.14	4.90	5.07
C&IS	4.18	4.24	4.50	4.79	4.87	4.77	5.00	5.06	5.08	4.68
Con	3.17	4.36	4.76	4.83	4.14	5.10	5.29	5.24	4.52	4.55
Educ	4.45	4.72	4.93	5.01	5.04	5.21	5.29	5.31	5.39	5.53
E&CT	4.16	4.23	4.20	4.39	4.77	4.76	4.67	4.76	4.91	4.62
H&SS	4.22	4.40	4.55	4.61	4.90	4.86	4.82	4.84	5.14	5.23
sig	***	ns	***	**	***	*	***	**	**	***
PG	4.15	4.46	4.63	4.82	4.70	4.92	5.10	5.21	5.00	5.40
UG	4.16	4.36	4.49	4.67	4.79	4.85	4.89	4.99	5.01	4.98
Oth	4.39	4.59	4.88	5.33	5.37	5.32	5.60	5.88	4.76	4.55
sig	ns	ns	**	***	***	**	***	***	ns	***
FT	4.13	4.36	4.53	4.63	4.60	4.75	4.85	4.91	4.88	4.86
PT	4.30	4.50	4.62	4.90	5.12	5.12	5.18	5.32	5.12	5.20
Snd	3.92	4.12	4.24	4.58	4.62	4.65	4.69	4.95	4.97	5.02
Sig	***	**	**	***	***	***	***	***	*	***
All	4.17	4.39	4.53	4.74	4.82	4.89	4.97	5.09	4.99	5.02

1=Much Less Helpful   7=Much More Helpful   1=Definitely Not   7=Definitely Yes   1=Not at all   7=A Great Deal

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Activity Framework 5: Percentage satisfaction

	Percentage Satisfaction				
	Career Prospects	Course	Dept/School	Faculty	UCE
BIAD	57.85	70.27	66.16	63.31	63.58
BE	65.53	66.75	64.22	63.49	63.26
Bus	64.49	68.51	65.62	64.58	66.19
C&IS	62.67	67.83	66.10	62.75	66.06
Con	63.15	65.93	66.98	64.41	52.12
Educ	74.66	75.23	71.69	70.16	69.80
E&CT	65.92	63.59	61.10	62.57	65.72
H&SS	66.34	65.15	64.33	64.40	66.36
sig	***	***	*	ns	***
PG	65.33	68.46	65.90	64.28	63.30
UG	65.20	67.12	64.98	64.10	65.46
Oth	58.33	76.60	69.04	66.42	67.75
sig	*	***	ns	ns	ns
FT	62.81	65.27	64.18	62.76	62.55
PT	66.87	71.41	67.89	67.22	69.30
Snd	65.67	66.78	61.68	60.36	62.32
Sig	**	***	***	***	***
All	64.79	68.00	65.38	64.28	65.30

Higher Percentage Indicates Higher Satisfaction

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Activity Framework 6:
Percentage of students using library

Activity Framework 7:
Why students don't use UCE libraries

	%
Perry Barr	66.3
Bournville	4.3
Gosta Green	6.1
Westbourne Rd	7.1
Conservatoire	2.3
Marg. St/Int House	1.0
Vitt/Brans.	0.6
External	1.0
None/Blank	5.5

	%
NA/No need	1.3
EO/PT & Library Closed	1.1
No Wanted Books	1.0
Fines/Notices/Banned	0.2
Use Other Libraries	1.2
Not Enough Time	1.4
Needs Met (Work/Self Bought)	1.1
Problems With Use	0.1
Too Far	1.0

Activity Framework 8:
Which other libraries do students use?

	%
Other Universities	8.3
Central Birmingham	21.6
Both Central & Other Universities	3.8
Local Area/Town (Not B'ham)	14.5
Work Facilities	2.3
Resource Centre	1.0
Other UCE Sites	6.1
Local & Central Library	8.6
Other UCE Sites & Central	3.3

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Activity Framework 9: Frequency of use of library facilities

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day	More than once a day
BIAD	4.3	2.7	8.9	23.7	46.3	8.9	2.3
BE	0.7	0.4	8.6	27.0	55.8	6.0	0.7
Bus	6.2	2.4	7.3	22.2	43.2	14.0	3.4
C&IS	1.2	4.3	5.5	23.9	46.6	14.7	3.1
Cons	0.0	0.0	7.1	11.9	45.2	28.6	7.1
Educ	5.9	2.6	10.5	27.6	44.1	6.6	0.0
E&CT	3.4	2.8	5.1	21.9	48.9	15.2	2.2
H&SS	0.9	2.6	5.7	24.9	52.4	10.0	1.3
PG	0.8	2.0	8.2	34.1	46.3	7.1	0.4
UG	3.4	2.0	6.7	21.8	49.2	13.0	2.7
Oth	9.8	6.8	12.9	25.0	36.4	3.8	0.8
FT	0.5	0.2	3.2	18.4	55.7	18.6	3.1
PT	7.6	4.9	13.1	31.6	37.3	1.9	0.8
Snd	0.5	1.4	3.4	17.4	54.6	17.4	3.9
All	3.5	2.3	7.4	23.8	47.8	11.4	2.2

Activity Framework 10: Preferred opening days

%	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
BIAD	66.5	66.1	74.3	64.6	62.6	40.5	19.1
BE	61.0	62.5	68.2	63.3	57.7	52.4	41.9
Bus	60.6	64.7	62.2	64.5	53.3	54.8	44.1
C&IS	81.0	76.7	80.4	80.4	73.0	59.5	42.3
Cons	83.3	83.3	88.1	83.3	83.3	81.0	33.3
Educ	60.5	56.6	69.1	65.1	59.9	48.7	32.2
E&CT	66.3	68.0	67.4	66.3	62.9	52.8	37.6
H&SS	63.3	65.1	72.5	68.6	62.4	53.7	41.0
PG	54.9	54.5	65.5	57.3	55.3	55.7	41.2
UG	68.5	69.7	71.1	70.7	63.2	53.8	39.3
Oth	47.0	47.7	62.9	47.7	44.7	33.3	12.9
FT	84.6	83.3	85.5	84.5	81.6	56.0	40.9
PT	38.1	42.8	49.2	43.2	32.8	46.9	30.8
Snd	84.1	80.2	81.2	84.1	78.3	59.4	48.8
All	64.9	65.8	69.7	67.0	60.6	52.5	37.6

Activity Framework 11: Times, fines and books

	Length of average visit	Preferred Opening time	Preferred closing time	Amount fined since September (£:p)	No. of books borrowed
BIAD	01:00	09:28	18:31	0.27	17.6
BE	01:21	08:40	20:08	0.43	15.6
Bus	01:37	09:23	20:13	0.93	13.9
C&IS	01:33	09:55	20:06	0.94	17.0
Cons	01:11	09:57	19:41	0.19	27.1
Educ	00:58	09:48	19:09	0.62	20.1
E&CT	01:42	08:47	20:17	0.89	15.6
H&SS	01:24	09:56	19:47	1.13	24.5
	***	***	***	***	***
PG	01:19	09:35	20:14	0.59	16.5
UG	01:27	08:59	19:52	0.81	18.1
Oth	01:04	09:52	17:59	0.13	11.7
	***	***	***	**	**
FT	01:27	08:50	19:33	0.92	22.2
PT	01:17	09:43	20:04	0.34	10.5
Snd	01:33	08:38	19:53	1.16	22.2
	**	***	***	***	***
Perry Barr	01:33	08:57	20:07	0.87	17.9
Bournville	00:57	09:38	17:36	0.21	16.8
Gosta Green	01:01	09:13	18:58	0.34	22.4
Westbourne Rd	00:56	09:41	19:07	0.68	23.6
Conservatoire	01:11	08:58	19:42	0.20	26.5
Margaret St/Int House	01:06	09:11	19:39	0.06	24.3
Vittoria/Branston St	00:31	09:53	17:20	0.00	8.0
External	01:13	09:21	19:23	0.63	15.9
None	01:08	06:17	19:41	0.25	3.1
sig	***	***	***	*	***
All	01:24	09:08	19:47	0.73	17.4

Activity Framework 13: Frequency students photocopy

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	14.0	7.0	9.7	19.8	29.6	8.6
BE	16.1	10.1	18.4	27.3	22.1	3.4
Bus	31.6	9.5	16.6	21.7	13.8	1.1
C&IS	24.5	14.7	16.0	20.2	21.5	0.6
Cons	7.1	2.4	11.9	47.6	28.6	2.4
Educ	31.6	7.9	13.2	20.4	15.1	0.7
E&CT	24.2	10.1	18.5	25.8	16.3	1.1
H&SS	21.8	7.9	17.5	28.4	19.7	0.0
PG	27.1	9.4	18.8	20.4	16.9	0.8
UG	22.5	9.3	15.7	25.3	20.4	2.3
Oth	25.0	8.3	9.1	16.7	16.7	5.3
FT	14.4	7.1	14.9	30.8	27.4	4.5
PT	35.3	12.0	16.9	16.2	6.9	0.4
Snd	15.9	7.7	14.5	25.1	34.3	1.0
All	23.4	9.2	15.7	24.0	19.6	2.3

Activity Framework 12: Frequency students borrow books

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	4.7	3.9	14.0	39.3	29.6	0.8
BE	5.2	4.9	14.2	46.4	27.0	1.1
Bus	12.9	7.1	14.6	36.3	25.2	0.4
C&IS	6.1	6.7	11.7	43.6	27.6	2.5
Cons	2.4	7.1	14.3	33.3	40.5	2.4
Educ	4.6	4.6	13.8	41.4	27.0	1.3
E&CT	10.1	6.7	15.7	38.2	25.8	0.6
H&SS	1.7	0.9	14.0	44.1	37.6	0.0
PG	5.5	6.3	15.3	43.5	26.3	0.4
UG	7.2	4.8	14.0	40.5	29.8	1.0
Oth	9.8	6.8	13.6	35.6	19.7	0.8
FT	3.6	2.4	11.7	44.2	36.1	1.5
PT	12.3	8.9	18.6	36.1	16.5	0.1
Snd	2.9	2.9	7.7	42.5	42.0	1.0
All	7.2	5.2	14.1	40.6	28.5	0.9

Activity Framework 15: Frequency students use a CD-ROM

%	At least once a day	At least once a week	At least once a month	At least once a term	Less than once a term	Never
BIAD	0.0	3.1	5.4	7.4	6.2	58.8
BE	0.0	1.1	4.1	13.1	14.6	63.3
Bus	0.2	1.5	10.5	18.3	12.5	50.5
C&IS	0.0	1.8	12.9	15.3	16.6	50.3
Cons	0.0	9.5	19.0	4.8	11.9	52.4
Educ	0.0	2.0	5.3	9.9	11.8	55.9
E&CT	0.0	3.4	6.7	7.9	12.9	60.7
H&SS	0.0	0.4	13.1	24.5	13.1	41.0
PG	0.0	2.0	7.8	17.3	14.9	50.6
UG	0.1	1.8	9.2	15.0	12.4	54.3
Oth	0.0	3.8	5.3	1.5	6.1	56.8
FT	0.1	2.2	11.8	13.5	13.2	55.0
PT	0.0	1.5	4.7	12.4	10.3	55.7
Snd	0.0	2.9	11.1	24.2	16.4	44.0
All	0.1	2.0	8.7	14.3	12.3	54.0

Activity Framework 14: Frequency students research

%	At least once a day	At least once a week	At least once a month	At least once a term	Less than once a term	Never
BIAD	6.6	34.6	21.8	17.5	5.1	5.4
BE	1.1	33.3	33.0	19.9	6.0	4.5
Bus	3.2	26.5	31.4	17.8	4.5	12.3
C&IS	3.7	27.0	35.6	17.8	5.5	6.1
Cons	4.8	40.5	33.3	16.7	4.8	0.0
Educ	1.3	18.4	30.9	23.0	7.9	7.9
E&CT	3.4	32.6	34.3	12.4	6.7	5.1
H&SS	1.3	24.9	33.2	21.4	6.6	7.4
PG	1.2	22.7	34.1	25.5	5.9	6.7
UG	3.1	30.7	31.7	17.1	5.3	7.4
Oth	6.1	21.2	19.7	18.9	9.8	9.8
FT	4.5	38.6	33.9	14.1	3.3	3.7
PT	0.8	14.9	28.4	25.1	8.1	12.7
Snd	5.8	40.6	30.4	11.1	6.3	3.4
All	3.1	28.8	31.1	18.4	5.7	7.5

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Activity framework 17: Frequency students work as a group

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	59.9	9.7	7.0	5.8	2.7	0.8
BE	34.5	12.0	19.9	17.2	12.7	0.7
Bus	36.8	10.1	12.3	18.5	13.3	2.4
C&IS	30.1	17.2	19.0	19.6	9.2	1.8
Cons	54.8	16.7	14.3	9.5	4.8	0.0
Educ	40.8	12.5	15.1	13.2	5.9	0.0
E&CT	24.2	6.2	15.7	26.4	20.2	1.7
H&SS	36.7	11.4	17.9	16.6	10.9	1.3
PG	9.0	61.2	9.0	10.2	7.8	2.7
UG	5.3	32.6	12.0	16.4	19.1	13.0
Oth	19.7	58.3	6.1	5.3	5.3	4.5
FT	33.6	13.0	15.9	21.1	13.4	1.4
PT	50.0	9.9	12.0	9.1	5.0	0.1
Snd	17.9	8.2	19.3	24.6	21.7	5.8
All	38.7	11.1	14.7	16.4	10.8	1.4

Activity Framework 16: Frequency students work on own

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	18.7	5.4	14.0	23.0	19.8	6.6
BE	16.5	6.7	17.6	27.7	26.6	3.0
Bus	15.9	6.2	11.4	21.3	29.5	11.2
C&IS	9.8	8.6	13.5	23.3	33.7	8.6
Cons	4.8	2.4	9.5	26.2	40.5	16.7
Educ	17.8	9.2	18.4	19.7	21.1	2.0
E&CT	10.7	10.1	15.2	21.3	30.9	6.2
H&SS	14.0	9.2	11.8	24.0	30.1	5.7
PG	20.4	7.1	15.3	24.3	24.7	3.9
UG	13.3	8.0	13.5	23.5	29.1	7.8
Oth	22.0	1.5	15.2	15.9	19.7	6.8
FT	10.7	6.0	13.3	22.8	34.4	11.2
PT	19.7	9.3	16.4	22.6	18.9	1.8
Snd	14.5	5.8	7.7	25.6	33.8	10.6
All	14.9	7.4	13.9	23.0	27.8	7.1

Activity Framework 19: Frequency students meet friends

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	60.7	3.5	5.1	6.6	6.2	1.9
BE	62.9	5.6	8.2	9.0	6.7	2.6
Bus	48.2	8.0	6.5	10.5	14.6	5.6
C&IS	62.0	12.9	7.4	2.5	5.5	5.5
Cons	52.4	11.9	7.1	7.1	14.3	4.8
Educ	68.4	5.3	3.9	6.6	3.9	0.0
E&CT	53.9	8.4	8.4	7.9	10.7	5.1
H&SS	58.5	9.6	6.1	6.6	8.3	3.1
PG	71.8	7.1	6.3	3.5	2.4	0.4
UG	54.7	8.3	7.0	8.4	10.6	4.6
Oth	56.8	0.8	3.0	9.1	7.6	0.8
FT	55.3	7.4	6.8	9.2	12.5	5.8
PT	63.4	7.7	5.1	5.3	3.1	0.7
Snd	43.5	7.2	10.6	11.1	17.9	6.3
All	57.3	7.5	6.6	7.8	9.2	3.7

Activity Framework 18: Frequency students wait for lectures

%	Never	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day
BIAD	65.0	3.5	7.4	4.3	5.4	0.4
BE	66.7	5.2	6.4	7.1	7.1	3.4
Bus	54.4	6.0	3.7	9.5	13.8	6.2
C&IS	61.3	8.0	5.5	8.6	9.8	3.1
Cons	61.9	7.1	4.8	4.8	14.3	7.1
Educ	69.7	2.6	3.9	5.9	3.9	0.7
E&CT	55.6	7.3	4.5	6.7	15.7	3.9
H&SS	58.5	9.6	7.9	6.1	8.3	2.6
PG	72.2	3.1	3.1	6.3	6.7	0.8
UG	58.7	6.8	5.6	7.8	10.9	4.2
Oth	58.3	3.8	9.1	2.3	4.5	0.8
FT	60.4	6.1	5.5	8.6	11.7	5.3
PT	61.8	6.1	4.7	5.7	6.6	0.9
Snd	57.5	5.8	8.2	6.8	14.0	5.3
All	60.6	6.0	5.5	7.1	9.8	3.5

Activity Framework 20: Computing facilities used

	(%)
None	4.2
Baker	9.4
Cox	1.8
Dawson	3.4
Edge	7.0
Library	3.5
Many differnt locations	2.3
Gosta Green	4.3
Galton	10.7
Atwood	8.1
Use own PC	2.1
Feeney	3.3
Westbourne Road	3.9
Satellite	1.0
Bournville	1.7
Facilities at work	0.2
College of Food	0.1
Branston Street	0.1
International House	0.2
Conservatoire	0.3
Hospital	0.1

Activity Framework 21: Reasons for not using computers

	%
No need/Not applicable	10.1
Not freely available (time/no.)	4.5
Not aware (locations/info)	2.7
Prefer own (time/distance)	9.6
Use employers	1.1
Limited need	0.7
Not computer literate (how/ease)	2.5
Use external facilities (Satellite)	0.2
Do not like facilities (bad printers)	0.9

Activity Framework 22: Extent of computer use

	Extent of Use of...				Frequency of Use					
	Computers at UCE	Computers at Home	Computers at Work	Extent of CourseRequirement	Never use computers	At least once a term	Monthly	Weekly	Daily	Average Length of Sessions
BIAD	2.7	2.6	2.4	3.4	46.3	16.3	11.3	15.2	4.7	01:27
BE	3.5	2.8	3.4	4.1	25.8	24.7	19.5	26.6	2.6	01:53
Bus	3.0	3.5	3.8	4.1	44.1	14.4	13.5	21.9	5.2	01:47
C&IS	5.0	4.5	3.7	6.1	13.5	8.0	17.8	30.1	30.1	02:02
Cons	1.7	2.6	1.7	2.3	64.3	9.5	11.9	4.8	2.4	00:51
Educ	2.4	3.6	3.1	3.6	40.8	31.6	14.5	8.6	0.7	01:15
E&CT	4.6	4.2	3.4	5.4	11.8	7.9	7.3	47.2	24.7	02:24
H&SS	2.5	3.9	2.8	4.0	43.2	24.0	16.6	14.4	0.4	01:34
sig	***	***	***	***						***
PG	3.0	3.6	4.0	4.3	41.6	21.6	11.0	18.8	5.9	01:39
UG	3.4	3.5	3.1	4.4	32.1	17.2	15.4	24.8	8.9	01:52
Oth	1.8	2.6	2.7	2.3	59.8	14.4	9.1	4.5	1.5	01:04
sig	***	***	***	***						***
FT	3.7	3.4	1.9	4.6	26.1	15.0	19.5	27.3	10.5	01:59
PT	2.3	3.3	4.6	3.4	52.4	21.4	9.1	12.6	1.6	01:14
Snd	4.6	4.3	2.6	5.5	12.6	14.5	13.0	38.6	20.3	02:26
sig	***	***	***	***						***
All	3.2	3.5	3.2	4.2	35.6	17.6	14.3	22.4	7.9	01:48

7 pt Rating Scale (Higher score is more use)   Frequency of Use (% of Students)   hrs:mins

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Activity Framework 23: Types of computer packages students use

%	Windows	Spreadsheets	Databases	CAD	Word Processing	DTP	Statistical
BIAD	25.3	4.7	6.6	17.5	40.9	14.4	0.4
BE	44.2	52.4	17.6	22.8	77.2	6.7	7.5
Bus	58.7	48.4	36.8	1.9	64.3	4.9	16.3
C&IS	47.2	41.1	42.3	2.5	84.7	20.9	7.4
Cons	14.3	4.8	7.1	0.0	14.3	2.4	0.0
Educ	34.2	14.5	19.7	0.7	69.1	10.5	8.6
E&CT	64.6	45.5	31.5	64.0	73.0	12.4	10.7
H&SS	23.6	15.7	20.5	0.0	66.8	3.1	20.1
PG	45.1	27.5	22.4	11.8	67.5	12.9	12.2
UG	45.0	36.8	26.9	14.0	68.0	8.5	11.3
Oth	22.7	9.1	12.1	9.8	31.1	6.8	0.8
FT	42.4	31.6	21.1	14.6	70.6	8.4	9.2
PT	39.3	31.1	24.1	11.2	53.9	9.5	9.5
Snd	61.4	48.3	44.4	15.9	84.1	9.7	20.8
All	43.4	33.4	25.1	13.3	65.1	9	10.7

Activity Framework 24: Refectory used

	(%)
None	7.4
Baker QUAD	29.2
Baker 3rd floor	0.9
CENFAC	11.9
Dawson	2.1
Edge/Health Bar	4.4
Gosta Green	5.6
Bournville	3.1
Maple St	0.5
Westbourne Road	6.5
Vittoria/Branston	0.2
Conservatoire	2.1
Vending Machines Only	0.2
Local Cafe	0.2
Satellite/External Colleges	1
More than one refectory	14.4

Activity Framework 25: Reasons for non-use

	(%)
None on site	1.9
Not open when attending	5.1
Too expensive	1.9
Use local facilities	0.5
Eat at home	0.7
Bring own food to UCE	1.4
Too crowded/smokey	0.8
Don't like available food	0.5
External student	0.4

Activity Framework 26: Frequency of purchase & times

%	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day	Early Morning	Mid-morning	Lunch Time	Mid-afternoon	Evening
Drinks	4.0	3.4	5.9	37.0	38.3	21.5	49.9	49.7	39.2	16.1
Snacks	8.8	5.6	11.2	36.0	20.0	5.1	34.5	31.9	23.5	10.9
Sandwiches	23.6	7.9	13.2	20.5	6.4	1.9	7.0	43.4	6.1	6.6
Main Meals	26.8	7.2	13.1	20.9	8.2	2.9	3.7	47.9	3.8	9.1
Own Food	24.0	5.0	8.1	17.3	11.8	3.4	11.6	39.2	6.7	5.6

Activity Framework 27: Frequency of use of refectories

%	Less than once a term	At least once a term	At least once a month	At least once a week	At least once a day	Preferred Opening Time	Preferred Closing Time
BIAD	8.9	3.1	3.5	26.8	36.2	09:08	16:45
BE	2.2	1.5	4.1	51.7	34.8	08:12	17:11
Bus	9.2	4.1	5.6	41.3	28.2	09:11	18:14
C&IS	6.7	4.3	2.5	28.8	50.3	09:00	18:00
Cons	2.4	4.8	4.8	28.6	57.1	08:59	18:59
Educ	7.2	3.9	7.2	32.2	40.1	10:25	17:45
E&CT	4.5	1.7	4.5	34.8	41.6	08:52	17:28
H&SS	1.3	2.2	5.7	37.1	44.1	08:56	17:51
						***	***
PG	8.2	4.7	5.1	47.8	23.5	09:19	17:43
UG	5.1	2.9	5	35.9	41.7	08:49	17:57
Oth	11.4	2.3	2.3	31.8	22.7	10:45	17:02
						***	*
FT	3.5	2.4	4	26.1	56.9	08:41	17:40
PT	9.6	4.1	6.5	52.6	10.8	09:36	18:12
Snd	3.4	2.4	1.9	26.6	58	08:40	17:41
						***	*
All	6	3.1	4.8	37.3	37.6	09:00	17:52

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Activity Framework 28: Student services

	Aware of Service						Used Service						UCE should provide service					
	Counselling	Careers	Chaplaincy	Medical	Nursery	Financial Advice	Counselling	Careers	Chaplaincy	Medical	Nursery	Financial Advice	Counselling	Careers	Chaplaincy	Medical	Nursery	Financial Advice
BIAD	63.4	56.8	48.6	65.8	37.0	40.1	1.9	7.0	1.6	19.5	0.4	5.4	86.0	87.9	74.3	87.5	80.9	84.4
BE	70.0	73.8	54.3	63.7	51.3	50.6	6.0	16.9	3.4	15.7	0.7	6.0	94.8	95.9	80.1	93.6	92.1	93.6
Bus	62.4	72.7	48.2	60.9	47.3	44.7	3.7	24.5	0.2	12.9	2.4	4.9	93.3	94.6	76.8	91.4	91.6	90.8
C&IS	73.6	81.0	60.7	68.1	54.6	48.5	4.3	22.7	3.1	21.5	0.0	6.1	95.1	95.7	78.5	95.1	93.9	93.9
Cons	71.4	73.8	76.2	81.0	50.0	45.2	9.5	2.4	4.8	31.0	2.4	4.8	90.5	90.5	78.6	90.5	92.9	90.5
Educ	63.8	65.1	57.9	67.8	67.1	48.0	2.6	11.2	2.6	13.2	5.3	4.6	88.8	88.2	80.9	86.8	89.5	89.5
E&CT	68.5	82.6	63.5	65.7	55.1	47.8	3.9	25.8	3.9	15.7	1.7	9.0	93.8	95.5	80.9	93.8	92.7	93.8
H&SS	76.4	75.5	63.8	73.8	72.5	59.8	5.7	8.3	2.6	14.0	3.1	4.8	96.1	96.5	87.8	95.6	96.5	95.6
PG	58.0	62.4	49.4	56.1	44.3	39.2	3.9	14.9	0.4	6.7	1.2	3.9	89.0	90.6	78.4	89.4	89.4	88.6
UG	71.7	76.5	58.8	70.0	57.4	51.9	4.4	18.2	2.6	18.8	2.2	6.3	94.5	95.3	81.0	93.6	93.1	93.3
Oth	42.4	44.7	32.6	43.2	23.5	22.7	2.3	7.6	0.8	4.5	0.0	2.3	79.5	81.8	64.4	78.8	71.2	77.3
FT	81.1	83.3	69.2	83.7	65.9	62.8	5.6	22.1	3.0	26.4	2.4	8.9	95.7	96.9	82.3	95.4	94.2	95.0
PT	47.7	55.5	35.8	41.4	35.3	27.6	1.5	7.3	0.8	1.8	0.7	1.5	88.2	89.1	74.6	87.2	86.4	86.4
Snd	85.5	87.4	72.0	84.5	65.7	62.3	8.2	31.4	3.9	26.1	4.3	7.7	96.1	97.1	85.0	95.2	94.7	95.2
All	67.5	72.0	55.4	65.9	52.9	47.9	4.2	17.0	2.2	16.0	1.9	5.6	92.6	93.6	79.3	91.9	90.9	91.4

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Activity Framework 29: Type of term time accommodation

	UCE Halls	Rented - Not UCE	Owner occupier	Rented - PPU (UCE)	With parents/relative	Other
BIAD	2.7	25.7	32.7	8.6	23.7	1.9
BE	3.0	28.1	36.0	6.7	21.3	2.2
Bus	3.4	19.8	33.5	8.4	29.9	1.5
C&IS	4.9	31.5	30.2	5.6	25.3	0.6
Cons	7.1	61.9	4.8	19.0	7.1	0.0
Educ	4.6	19.7	38.8	9.2	15.1	3.3
E&CT	1.1	20.2	27.5	3.9	43.8	0.6
H&SS	3.9	19.2	52.0	3.5	14.8	4.8
PG	1.6	21.2	56.5	6.3	9.4	1.2
UG	4.0	26.0	29.7	7.9	27.1	2.3
Oth	0.8	8.3	48.5	0.8	31.8	1.5
FT	5.3	35.7	13.2	12.4	30.1	2.5
PT	0.1	7.2	65.8	0.4	17.6	1.9
Snd	7.8	38.3	10.2	10.7	30.6	1.0
All	3.4	24.0	35.0	7.1	24.9	2.1

Activity Framework 30: Accommodation before attending UCE

	UCE Halls	Rented - Not UCE	Owner occupier	Rented - PPU (UCE)	With parents/relative	Other
BIAD	0.4	10.9	28.0	0.8	47.1	1.2
BE	0.4	10.1	32.2	0.4	51.3	0.7
Bus	0.2	8.2	31.2	0.2	49.2	1.5
C&IS	0.0	15.3	26.4	0.6	51.5	1.8
Cons	2.4	14.3	7.1	2.4	66.7	2.4
Educ	1.3	13.8	38.8	0.7	33.6	0.7
E&CT	1.1	3.9	23.6	0.0	61.8	0.6
H&SS	0.9	12.2	48.0	0.4	33.6	0.0
PG	0.8	18.8	51.0	2.0	20.0	0.8
UG	0.6	9.2	27.5	0.2	54.1	1.0
Oth	0.0	4.5	40.9	0.0	35.6	1.5
FT	0.5	12.9	13.4	0.9	66.1	1.2
PT	0.3	7.3	58.4	0.1	20.8	0.8
Snd	1.9	10.6	9.7	0.0	72.5	1.0
All	0.6	10.3	31.9	0.5	47.7	1.0

Activity Framework 31: Length of time in current accommodation

	Less than 3 months/a term	Between 3 months & a year	Between 1 & 3 years	Over 3 years
BIAD	1.6	29.2	14.4	40.1
BE	3.7	28.5	21.3	36.3
Bus	1.5	24.5	17.8	41.1
C&IS	3.1	31.9	17.2	36.8
Cons	4.8	52.4	33.3	9.5
Educ	2.6	25	14.5	42.1
E&CT	1.1	18	16.9	52.8
H&SS	2.2	20.1	20.5	48
PG	1.6	22.4	19.2	47.5
UG	2.5	28.3	18.7	38.4
Oth	0.8	8.3	10.6	58.3
FT	2.5	40.6	19.1	30.9
PT	1.2	5.9	18	55.9
Snd	4.8	40.6	15	29
All	2.2	26	18.1	41.2

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Activity Framework 32: Amount of information received about the following

	What is expected of student	Administration & organisation of course	Course syllabus	Specific modules/parts of course	Time table	Notification of assessment procedure
BIAD	4.52	4.30	4.65	4.68	4.85	4.79
BE	4.30	4.22	4.80	4.86	5.01	5.09
Bus	4.30	4.45	5.20	5.15	5.28	5.07
C&IS	4.69	4.47	4.83	5.02	5.30	5.10
Cons	4.02	4.50	5.10	4.83	4.88	4.78
Educ	5.01	4.90	5.27	5.31	5.43	5.67
E&CT	4.18	4.01	4.77	4.85	4.97	4.65
H&SS	4.63	4.53	5.19	5.25	5.51	5.63
sig	***	***	***	***	***	***
PG	4.77	4.76	5.26	5.23	5.29	5.26
UG	4.41	4.35	4.97	5.02	5.19	5.11
Oth	4.19	4.21	4.57	4.53	4.90	4.83
sig	**	***	***	***	ns	ns
FT	4.53	4.38	4.97	5.03	5.26	5.19
PT	4.34	4.41	4.97	4.97	4.97	4.99
Snd	4.54	4.46	5.11	5.16	5.59	5.25
sig	ns	ns	ns	ns	***	*
All	4.45	4.40	4.99	5.02	5.18	5.12

Activity Framework 34: Information administration & organisation

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	5.8	10.9	11.3	19.5	20.2	16.3	8.6
BE	3.7	9.7	21.0	20.2	25.8	10.9	8.6
Bus	3.9	6.0	16.8	23.0	24.3	15.1	10.3
C&IS	1.8	8.6	12.9	28.8	23.9	13.5	10.4
Cons	4.8	9.5	11.9	23.8	21.4	11.9	16.7
Educ	2.0	5.9	13.8	15.8	20.4	21.1	19.1
E&CT	4.5	10.7	23.6	22.5	22.5	10.7	5.1
H&SS	3.1	6.6	13.5	21.4	29.7	17.0	8.3
PG	2.7	5.5	13.3	18.4	23.9	19.6	14.9
UG	3.6	8.3	17.5	22.7	24.2	13.8	9.3
Oth	7.6	11.4	7.6	18.2	22.0	14.4	6.8
FT	4.0	9.1	17.5	21.0	21.6	16.0	10.5
PT	3.8	8.0	13.5	23.0	25.5	14.1	8.9
Snd	2.9	5.3	20.3	20.3	28.0	12.1	11.1
All	3.8	8.2	16.1	21.7	24.0	14.7	9.9

Activity Framework 33: Information about what is expected

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	7.0	6.6	8.9	19.1	22.2	15.2	12.8
BE	7.5	6.4	15.0	23.2	25.5	12.7	9.7
Bus	8.8	8.6	12.7	23.2	18.9	13.3	13.3
C&IS	4.9	5.5	11.0	22.7	23.3	14.1	17.8
Cons	7.1	11.9	19.0	21.4	23.8	7.1	9.5
Educ	5.3	4.6	3.9	19.1	23.7	19.1	21.7
E&CT	5.1	6.7	19.1	25.8	28.1	6.7	7.9
H&SS	3.5	7.9	12.2	23.6	19.7	14.8	17.0
PG	3.5	7.8	12.5	16.1	20.4	19.6	18.4
UG	6.8	6.9	12.7	23.9	22.9	12.6	13.2
Oth	9.8	8.3	8.3	19.7	20.5	10.6	9.8
FT	6.0	7.1	12.0	22.5	22.6	13.8	15.4
PT	7.8	6.5	12.3	23.1	22.3	13.1	10.9
Snd	4.3	9.7	13.5	19.8	21.7	13.5	16.9
All	6.6	7.1	12.3	22.5	22.4	13.5	13.7

Activity Framework 35: Information about course syllabus

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	6.2	10.1	5.8	13.6	24.5	16.0	16.0
BE	1.9	5.2	12.7	18.7	26.2	21.0	13.5
Bus	1.3	2.6	7.7	17.0	24.9	26.0	19.8
C&IS	1.2	7.4	11.0	20.2	19.6	25.8	13.5
Cons	0.0	7.1	16.7	9.5	26.2	7.1	33.3
Educ	1.3	2.6	9.2	14.5	21.7	23.7	24.3
E&CT	2.2	7.9	12.4	15.7	25.3	21.3	14.6
H&SS	1.3	2.2	6.6	14.8	30.1	27.1	15.7
PG	0.8	2.7	9.8	12.2	23.9	25.9	21.2
UG	1.9	5.2	9.4	17.1	25.8	23.1	16.7
Oth	7.6	9.1	5.3	15.2	19.7	12.9	16.7
FT	1.5	6.5	9.9	16.1	25.3	22.0	18.1
PT	3.1	3.6	8.2	16.9	25.3	23.1	15.5
Snd	1.4	5.3	9.7	14.5	23.2	24.6	20.8
All	2.2	5.1	9.2	16.3	25.0	22.8	17.3

Activity Framework 36: Information about parts/modules

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	4.3	7.8	9.3	15.6	21.0	16.7	14.8
BE	1.9	4.1	12.0	20.6	24.7	22.1	14.2
Bus	0.9	3.9	8.0	17.4	23.7	26.0	18.7
C&IS	0.6	5.5	9.2	18.4	21.5	30.1	14.1
Cons	2.4	4.8	21.4	14.3	11.9	26.2	19.0
Educ	0.7	3.3	8.6	13.8	19.7	27.6	23.0
E&CT	1.1	5.1	14.6	16.3	24.7	24.7	12.9
H&SS	0.9	0.9	8.7	13.5	29.7	26.6	17.5
PG	0.8	3.1	8.2	17.6	20.8	22.0	23.1
UG	1.2	4.2	10.3	17.1	24.5	25.8	15.9
Oth	6.1	7.6	10.6	11.4	18.2	16.7	12.1
FT	0.6	4.7	10.9	17.9	23.1	24.9	17.0
PT	2.6	3.9	9.5	16.4	23.4	23.4	15.5
Snd	1.4	4.3	8.7	13.5	25.6	27.1	19.3
All	1.5	4.3	10.0	16.7	23.5	24.5	16.7

Activity Framework 38: Information about assessment procedures

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	7.8	4.3	9.7	12.1	16.7	18.3	19.5
BE	1.5	4.9	7.9	15.0	26.2	28.1	16.1
Bus	3.0	5.4	9.7	12.7	21.3	25.4	21.1
C&IS	2.5	7.4	6.7	12.3	20.2	33.7	17.2
Cons	4.8	2.4	21.4	9.5	19.0	23.8	16.7
Educ	0.0	2.0	3.3	11.2	19.1	32.2	27.6
E&CT	2.2	9.0	15.7	16.9	19.7	20.8	14.6
H&SS	1.3	1.7	4.4	12.2	18.8	27.1	33.2
PG	1.6	4.3	7.5	13.3	19.6	28.2	22.0
UG	2.7	5.2	9.0	12.9	21.5	26.1	21.2
Oth	7.6	2.3	9.1	14.4	12.1	18.2	18.9
FT	2.1	5.1	8.9	12.4	21.0	26.2	23.4
PT	3.9	4.6	8.9	14.3	19.7	24.6	18.0
Snd	2.4	4.8	7.7	11.1	21.7	29.0	23.2
All	2.9	4.8	8.8	13.1	20.5	25.8	2.6

Activity Framework 37: Information about the time table

Ratings 1-7 (None - to - A great deal)

%	1	2	3	4	5	6	7
BIAD	4.7	6.6	7.8	12.8	20.2	17.1	18.3
BE	2.6	4.9	7.5	19.5	21.7	26.6	16.9
Bus	1.7	4.5	6.7	13.5	20.9	27.3	23.9
C&IS	2.5	4.3	6.7	11.0	20.9	29.4	23.9
Cons	0.0	9.5	11.9	14.3	26.2	21.4	16.7
Educ	1.3	3.9	5.3	13.2	19.1	25.7	28.3
E&CT	2.2	7.9	7.9	14.6	21.9	29.8	15.2
H&SS	0.9	2.2	5.7	11.4	23.1	25.8	28.4
PG	1.6	5.1	6.3	11.4	20.4	29.4	22.0
UG	2.1	4.9	7.0	14.9	21.4	25.9	22.3
Oth	4.5	5.3	8.3	8.3	22.0	15.9	17.4
FT	1.5	4.8	7.4	13.0	21.7	26.2	24.1
PT	3.2	6.1	7.2	15.1	21.5	23.6	17.3
Snd	1.4	1.4	4.3	13.0	18.8	30.9	30.0
All	2.2	5.0	7.0	13.9	21.3	25.7	21.9

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Activity Framework 39: Number of staff talk to inside teaching classes in an average week

%	None	1 - 2	3 - 5	5 +
BIAD	8.6	67.3	14.8	3.9
BE	7.9	57.7	24.7	9.0
Bus	9.7	58.1	24.1	7.3
C&IS	8.0	41.7	38.7	8.6
Cons	2.4	45.2	21.4	31.0
Educ	6.6	59.2	14.5	17.8
E&CT	3.4	52.2	27.5	15.7
H&SS	7.0	54.1	22.3	13.5
PG	10.2	62.4	18.0	3.9
UG	7.3	53.8	25.6	12.1
Oth	6.1	73.5	10.6	4.5
FT	6.5	46.8	29.9	15.3
PT	8.5	71.6	15.3	1.6
Snd	9.2	40.6	27.1	22.2
All	7.6	56.5	23.4	10.3

Activity Framework 40: Number of staff talk to outside teaching classes in an average week

%	None	1 - 2	3 - 5	5 +
BIAD	34.6	44.7	8.2	2.7
BE	25.8	58.1	9.0	5.2
Bus	38.5	49.7	5.8	2.4
C&IS	25.2	54.6	9.2	7.4
Cons	16.7	42.9	11.9	28.6
Educ	28.3	53.9	7.2	4.6
E&CT	27.0	51.7	11.2	6.2
H&SS	23.1	58.5	10.9	2.6
PG	26.3	58.0	5.5	3.9
UG	29.3	53.1	9.2	5.1
Oth	47.0	32.6	6.8	0.8
FT	19.2	59.4	11.7	7.3
PT	45.4	43.1	3.0	0.8
Snd	18.4	57.0	15.5	7.2
All	30.2	52.3	8.4	4.6

Activity Framework 41:
Reasons why some students do not speak to staff

%	No need (type of course)	Shy/find it difficult	Don't know why	Staff availability	Intimidating/Unapproachable	
BIAD	5.1	0.0	0.0	3.9	1.9	1.6
BE	5.2	0.4	0.0	3.7	0.4	1.5
Bus	6.5	0.2	0.2	4.1	2.6	0.6
C&IS	3.1	0.6	0.0	3.1	1.2	1.2
Cons	0.0	0.0	0.0	2.4	7.1	0.0
Educ	3.3	0.7	0.0	3.3	0.7	2.0
E&CT	2.2	0.0	0.0	2.2	1.1	1.1
H&SS	4.8	0.0	0.0	5.7	1.7	0.0
PG	6.3	0.4	0.0	3.9	0.4	2.7
UG	4.2	0.2	0.1	4.0	1.9	0.7
Oth	6.1	0.0	0.0	1.5	2.3	1.5
FT	2.2	0.4	0.1	3.5	2.7	0.1
PT	8.1	0.0	0.0	4.1	1.1	2.0
Snd	1.9	0.5	0.0	4.3	0.0	1.0
All	4.7	0.2	0.1	3.8	1.7	1.0

Activity Framework 42:
How long do they spend talking to a member of staff

%	Do not talk to staff	A few moments	A few minutes	More than 10 minutes
BIAD	0.4	12.5	46.3	36.2
BE	1.9	24.0	53.6	19.1
Bus	4.1	28.8	55.1	10.1
C&IS	0.6	22.1	60.7	15.3
Cons	0.0	26.2	50.0	23.8
Educ	2.6	19.7	56.6	19.1
E&CT	1.1	28.7	55.6	12.9
H&SS	1.7	20.1	56.3	20.1
PG	1.6	18.0	47.5	29.4
UG	2.3	25.0	56.0	15.4
Oth	0.8	12.9	50.0	28.8
FT	1.0	22.5	56.5	19.1
PT	3.5	24.7	48.9	19.3
Snd	1.0	19.3	65.2	13.0
All	2.1	23.0	54.3	18.5

Activity Framework 43: Topic of conversations with staff

%	Course content	Help with assignmen	Social chatting	Course workload	Course organisation	Informal assessments	Formal assessments	Other topics
BIAD	61.5	72.0	50.6	33.5	33.5	44.7	41.2	10.9
BE	63.3	78.7	40.1	40.4	29.6	28.1	40.8	4.9
Bus	68.8	59.6	30.5	31.8	28.4	18.9	33.1	4.7
C&IS	69.3	77.3	41.7	35.0	30.1	21.5	34.4	7.4
Cons	59.5	52.4	76.2	38.1	31.0	23.8	40.5	14.3
Educ	71.7	71.1	48.7	38.2	28.3	32.9	44.7	3.9
E&CT	66.3	73.6	37.1	46.6	33.1	23.0	41.6	3.4
H&SS	62.0	76.4	42.4	43.7	31.0	18.8	41.0	8.3
PG	72.2	71.4	46.7	34.9	39.2	32.5	43.5	9.0
UG	64.6	70.6	39.4	38.4	28.5	23.4	37.9	5.7
Oth	66.7	66.7	44.7	31.8	32.6	41.7	37.1	8.3
FT	62.7	72.8	44.2	39.7	28.9	28.7	43.3	8.6
PT	70.0	65.1	38.1	33.5	31.5	24.3	30.7	4.3
Snd	63.3	79.7	37.7	42.5	31.9	22.2	49.3	5.3
All	65.8	70.4	40.8	37.4	30.3	26.1	38.7	6.4

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Activity Framework 44: Extent to which teaching methods are used and evaluation of amount

	Extent (1 = not at all; 5 = a great deal)							Amount (1 = far too much; 5 = far too little)						
	Lectures	Handouts	Tutorials	Seminars/"Crits	Practical	Placements	Visits	Lectures	Handouts	Tutorials	Seminars/"Crits	Practical	Placements	Visits
BIAD	2.69	2.80	2.76	3.04	3.88	1.84	2.27	3.20	3.36	3.51	3.19	3.29	3.70	3.74
BE	3.97	3.45	2.37	3.32	2.71	1.62	2.19	3.02	3.34	3.70	3.25	3.44	3.65	3.80
Bus	4.29	3.86	1.95	2.94	2.07	1.42	1.27	2.99	3.06	3.75	3.26	3.38	3.53	3.74
C&IS	3.84	3.41	2.13	3.04	3.33	2.04	1.54	2.95	3.38	3.81	3.25	3.05	3.28	3.90
Cons	2.98	3.08	2.24	2.85	3.66	1.36	1.49	3.24	3.29	3.76	3.21	3.46	3.77	4.03
Educ	3.79	4.10	2.54	2.66	3.17	2.95	2.51	2.84	2.93	3.57	3.25	3.26	3.25	3.41
E&CT	4.09	3.87	3.08	2.41	3.09	1.38	1.35	2.98	3.04	3.44	3.44	3.48	3.90	4.07
H&SS	4.28	3.86	2.56	2.90	2.39	3.17	1.66	2.86	3.15	3.67	3.24	3.50	3.12	3.63
sig	***	***	***	***	***	***	***	***	***	***	ns	***	***	***
PG	3.61	3.59	2.49	2.86	2.86	1.63	2.07	2.97	3.16	3.65	3.36	3.36	3.28	3.51
UG	4.04	3.68	2.37	2.97	2.71	2.00	1.67	2.99	3.17	3.68	3.25	3.38	3.54	3.82
Oth	2.59	2.93	2.51	2.75	3.98	1.42	1.98	3.09	3.28	3.33	3.14	3.22	3.51	3.59
sig	***	***	ns	ns	***	***	***	ns	ns	***	*	ns	***	***
FT	3.85	3.62	2.50	3.19	2.99	2.14	1.94	3.01	3.18	3.71	3.22	3.38	3.69	3.88
PT	3.85	3.52	2.27	2.45	2.67	1.22	1.49	2.99	3.15	3.54	3.32	3.29	3.31	3.52
Snd	4.18	3.63	2.38	3.56	2.63	3.23	1.76	2.94	3.24	3.80	3.23	3.51	3.23	3.96
sig	***	ns	**	***	***	***	***	ns	ns	***	*	**	***	***
All	3.89	3.62	2.40	2.94	2.82	1.92	1.74	2.99	3.18	3.66	3.26	3.36	3.51	3.77

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Activity Framework 45: Extent to which activities are undertaken and evaluation of amount

Extent (1 = not at all; 5 = a great deal)

	Listen	Do project work	Write/take notes	Use handouts	Do practical work	Read	Work in groups	Discuss issues/work
BIAD	3.85	4.02	3.14	2.78	4.21	3.35	2.26	3.41
BE	4.29	4.10	4.11	3.43	2.80	3.44	3.26	3.37
Bus	4.46	3.32	4.35	3.90	2.51	3.86	2.98	3.09
C&IS	4.35	3.65	4.36	3.58	3.54	3.89	3.46	3.47
Cons	4.33	3.07	3.32	3.05	4.66	3.39	3.41	3.15
Educ	4.39	3.40	4.08	3.76	3.42	3.65	3.80	3.79
E&CT	4.26	3.61	4.11	3.95	3.13	3.42	2.94	2.91
H&SS	4.50	3.35	4.35	3.84	2.63	3.88	3.40	3.67
sig	***	***	***	***	***	***	***	***
PG	4.19	3.67	3.83	3.37	3.08	3.83	3.25	3.63
UG	4.37	3.58	4.19	3.71	3.00	3.66	3.13	3.27
Oth	3.93	3.71	3.21	3.00	4.29	3.23	2.51	3.41
sig	***	ns	***	***	***	***	***	***
FT	4.28	3.74	4.12	3.60	3.36	3.64	3.17	3.36
PT	4.33	3.36	3.94	3.60	2.83	3.61	2.99	3.29
Snd	4.45	3.88	4.40	3.75	2.95	3.86	3.24	3.37
sig	**	***	***	ns	***	*	**	ns
All	4.32	3.60	4.08	3.62	3.10	3.66	3.11	3.33

Amount (1 = far too much; 5 = far too little)

	Listen	Do project work	Write/take notes	Use handouts	Do practical work	Read	Work in groups	Discuss issues/work
BIAD	3.04	3.00	3.09	3.32	3.18	3.28	3.40	3.38
BE	2.92	2.82	2.87	3.28	3.48	3.31	2.95	3.38
Bus	2.91	2.97	2.81	3.08	3.44	3.06	3.15	3.40
C&IS	2.81	2.89	2.74	3.28	3.23	3.04	3.04	3.27
Cons	3.03	3.10	3.26	3.26	3.29	3.62	3.34	3.43
Educ	2.65	3.03	2.78	3.06	3.30	3.10	2.98	3.20
E&CT	2.87	3.04	2.82	3.02	3.39	3.23	3.24	3.41
H&SS	2.81	2.89	2.76	3.13	3.39	3.02	3.08	3.27
sig	***	**	***	**	***	***	***	**
PG	2.86	2.92	2.89	3.23	3.31	3.13	3.12	3.38
UG	2.87	2.94	2.83	3.15	3.39	3.15	3.12	3.35
Oth	3.04	3.10	3.04	3.21	3.10	3.26	3.29	3.26
sig	*	ns	**	ns	***	***	ns	ns
FT	2.87	2.95	2.85	3.19	3.37	3.19	3.11	3.35
PT	2.89	2.97	2.88	3.12	3.32	3.14	3.16	3.34
Snd	2.90	2.88	2.78	3.20	3.43	3.09	3.11	3.36
sig	ns	ns	ns	ns	ns	ns	ns	ns
All	2.88	2.95	2.85	3.16	3.36	3.16	3.13	3.35

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Activity Framework 46: Number of students on own regularly spoken to

%	None	1-5	6-10	10+
BIAD	1.2	27.2	28.4	40.5
BE	0.4	25.1	34.8	38.6
Bus	1.1	30.2	33.6	33.8
C&IS	1.8	22.7	36.2	37.4
Cons	0.0	31.0	11.9	57.1
Educ	0.7	25.0	27.6	43.4
E&CT	2.2	27.0	36.0	33.7
H&SS	1.3	22.7	38.4	36.7
PG	4.3	36.1	29.4	28.2
UG	0.6	24.2	33.8	40.2
Oth	0.8	32.6	32.6	28.8
FT	0.4	15.5	31.3	52.2
PT	2.2	42.3	34.7	17.8
Snd	0.5	13.0	34.3	51.7
All	1.1	26.5	33.1	37.6

Activity Framework 47: Number of UCE students not on own course regularly spoken to

%	None	1-5	6-10	10+
BIAD	30.0	40.1	11.3	14.0
BE	39.7	34.5	9.0	15.7
Bus	38.5	32.7	10.3	16.6
C&IS	31.9	33.7	16.6	16.6
Cons	9.5	33.3	14.3	42.9
Educ	50.7	31.6	7.2	7.2
E&CT	25.8	44.4	14.6	14.0
H&SS	42.8	33.2	7.4	15.3
PG	61.2	28.6	4.3	3.5
UG	31.5	36.1	12.5	18.4
Oth	40.2	40.2	4.5	8.3
FT	19.1	40.2	16.4	23.7
PT	62.2	29.1	2.0	3.0
Snd	12.1	38.6	19.8	28.0
All	36.5	35.3	10.7	15.5

Activity Framework 48:
How often students socialise with people they have met at UCE

%	Never/Hardly ever	Less than once a week	At least once a week	At least once a day
BIAD	37.7	21.8	18.7	17.9
BE	37.5	21.0	24.7	15.7
Bus	41.3	18.5	19.8	18.7
C&IS	38.7	18.4	20.9	20.2
Cons	21.4	11.9	23.8	42.9
Educ	38.2	30.9	17.8	9.2
E&CT	37.6	23.6	23.0	14.0
H&SS	48.5	19.2	17.9	14.0
PG	52.2	27.1	12.9	5.9
UG	36.1	20.1	22.5	19.9
Oth	53.8	17.4	14.4	7.6
FT	22.5	23.6	24.8	28.2
PT	64.7	18.6	12.6	0.9
Snd	17.9	18.4	31.9	30.4
All	39.8	20.9	20.5	16.9

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Activity Framework 49:
Number of close friends made at UCE

%	None	1-2	3-5	More
BIAD	21.0	31.5	21.4	21.8
BE	16.5	29.6	31.5	21.3
Bus	18.9	34.0	28.4	17.0
C&IS	18.4	28.2	35.0	16.0
Cons	14.3	19.0	42.9	23.8
Educ	20.4	36.2	27.0	11.8
E&CT	20.8	31.5	27.5	19.1
H&SS	22.7	29.7	31.4	14.8
PG	29.8	34.5	23.5	10.2
UG	16.5	30.9	31.1	19.8
Oth	30.3	31.1	17.4	13.6
FT	8.4	28.9	35.1	26.7
PT	34.7	37.2	18.4	6.1
Snd	8.2	20.8	43.0	26.1
All	19.5	31.4	29.0	17.9

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Activity Framework 50: Frequency of use of Student Union facilities

%	Never/Hardly ever	Less than once a week	At least once a week	At least once a day
BIAD	72.0	15.6	8.2	0.8
BE	38.2	25.8	26.6	8.2
Bus	43.4	15.5	28.0	10.3
C&IS	37.4	19.6	27.6	13.5
Cons	85.7	7.1	7.1	0.0
Educ	53.3	17.8	16.4	8.6
E&CT	41.0	25.3	25.8	6.7
H&SS	53.7	23.6	18.3	3.1
PG	58.0	20.4	15.7	3.9
UG	45.2	20.2	24.3	8.6
Oth	74.2	10.6	8.3	0.0
FT	39.1	23.0	25.8	11.2
PT	66.8	15.7	13.4	0.5
Snd	26.1	19.8	36.7	16.4
All	49.2	19.5	21.8	7.3

Activity Framework 51: Activities

%	Eating/drinking	Dating	Sports	Leisure	Meeting/chatting	Bands/concerts	Discos/dances
BIAD	75.1	11.3	9.3	24.1	64.6	19.1	26.8
BE	90.3	14.2	19.9	28.8	66.7	10.5	28.8
Bus	77.8	11.2	17.0	23.4	71.8	7.7	26.0
C&IS	85.9	12.9	9.8	28.8	71.8	17.2	28.2
Cons	83.3	42.9	19.0	38.1	83.3	81.0	33.3
Educ	80.3	4.6	10.5	19.1	71.7	11.8	15.8
E&CT	84.3	12.4	19.1	28.7	68.0	5.6	23.0
H&SS	86.9	8.7	12.7	19.2	69.4	8.3	21.0
PG	78.0	4.3	5.9	15.7	60.8	5.9	10.6
UG	84.7	13.5	17.6	27.5	72.8	13.9	29.1
Oth	65.2	8.3	3.0	14.4	52.3	12.9	11.4
FT	91.7	18.5	23.2	35.2	83.0	21.0	39.5
PT	69.9	2.2	2.7	9.7	51.5	2.6	4.3
Snd	89.9	20.3	25.1	38.2	81.6	16.4	43.5
All	82.3	11.8	14.8	24.8	69.5	12.7	25.1

Activity Framework 52: Extent to which students engage in self-development activities

	Read outside subject	Develop learning skill	Discuss concepts/idea	Debate issues	Tackle new challenge:	Develop personal styl:	Develop practica; skil	Explore creative talen
BIAD	4.90	4.23	5.49	5.05	5.43	5.67	5.76	6.06
BE	4.46	3.55	5.04	4.84	4.83	4.89	4.75	4.61
Bus	4.37	3.78	4.73	4.53	4.51	4.71	4.55	4.11
C&IS	4.57	3.77	5.19	5.01	4.93	4.94	4.81	4.82
Cons	4.52	4.02	5.02	4.93	5.33	5.60	5.98	6.14
Educ	4.69	4.21	5.54	5.24	5.18	5.21	5.19	4.80
E&CT	4.40	3.92	4.83	4.55	4.74	4.70	5.05	4.58
H&SS	4.28	4.02	5.40	5.12	4.97	5.07	5.12	4.36
sig	***	***	***	***	***	***	***	***
PG	4.96	4.20	5.42	5.12	5.25	5.22	4.98	4.96
UG	4.37	3.82	5.02	4.79	4.78	4.93	4.93	4.57
Oth	4.95	4.12	5.37	4.89	5.33	5.42	5.70	5.84
sig	***	***	***	**	***	***	***	***
FT	4.35	3.77	5.12	4.89	4.83	5.07	5.08	4.87
PT	4.75	4.09	5.07	4.78	5.00	4.96	4.92	4.64
Snd	4.24	3.73	5.14	4.91	4.73	4.91	4.89	4.40
sig	***	***	ns	ns	*	ns	ns	***
All	4.50	3.90	5.10	4.85	4.89	5.00	4.99	4.72

Activity Framework 53: Student grants

	No grant	A full grant	Part grant	Other
BIAD	56.8	18.7	17.5	2.3
BE	59.2	24.7	11.6	2.2
Bus	61.1	21.7	14.8	0.6
C&IS	39.9	39.3	17.8	1.2
Cons	40.5	40.5	14.3	4.8
Educ	53.3	27.6	15.1	2.0
E&CT	49.4	33.1	12.4	1.1
H&SS	55.5	26.6	11.8	3.9
PG	76.1	11.0	5.5	4.3
UG	48.6	31.0	17.0	1.5
Oth	81.8	4.5	4.5	1.5
FT	28.2	43.2	23.9	3.0
PT	93.8	0.9	0.5	0.8
Snd	21.7	49.8	26.6	1.4
All	55.1	26.1	14.4	1.9

Activity Framework 54: Course fees paid by

	Self/parents/relatives	LEA	Employer	Combination of Self/Relatives/Employer/LEA/Loans
BIAD	30.7	51.0	3.9	10.1
BE	11.2	40.4	38.6	4.8
Bus	22.2	43.7	27.5	4.5
C&IS	16.0	64.4	11.7	5.5
Cons	16.7	78.6	0.0	4.8
Educ	26.3	55.3	7.9	8.6
E&CT	14.0	49.4	25.8	6.8
H&SS	13.1	41.9	30.1	13.5
PG	31.4	18.4	33.7	11.8
UG	14.3	56.2	21.7	5.7
Oth	49.2	25.0	3.0	15.2
FT	8.6	78.2	5.5	6.3
PT	35.5	4.2	45.7	9.8
Snd	3.9	90.3	2.4	1.9
All	19.4	48.4	22.1	7.2

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	Amount spent on books (£)	Amount on materials (£)	Total amount spent (£)
BIAD	41.17	185.42	222.74
BE	82.61	78.41	160.11
Bus	93.16	52.65	142.67
C&IS	88.60	140.22	219.03
Cons	63.16	224.10	275.90
Educ	58.99	58.19	113.45
E&CT	66.46	91.86	158.32
H&SS	86.14	81.33	165.32
sig	***	***	***
PG	70.92	113.74	179.89
UG	81.65	88.08	166.31
Oth	31.49	153.94	182.53
sig	***	*	ns
FT	87.75	118.39	202.09
PT	57.55	68.33	122.12
Snd	98.87	110.08	208.41
sig	***	***	***
All	76.48	96.84	169.50

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Activity Framework 57: Financial difficulty – Travelling

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	12.1	9.3	19.5	21.8	20.2	12.5
BE	15.7	14.2	21.0	22.5	17.2	7.5
Bus	15.1	16.6	24.3	20.4	15.7	7.1
C&IS	8.6	9.8	26.4	27.6	18.4	8.0
Cons	9.5	7.1	31.0	16.7	28.6	7.1
Educ	17.8	15.1	17.8	20.4	13.2	11.8
E&CT	10.7	12.9	23.6	26.4	14.0	9.6
H&SS	10.0	14.0	25.8	22.7	18.8	7.9
PG	16.9	16.5	20.4	18.4	16.1	10.6
UG	12.0	12.6	23.8	23.7	18.1	8.3
Oth	17.4	16.7	19.7	16.7	9.8	10.6
FT	6.5	7.7	19.9	28.3	24.4	12.4
PT	22.8	20.9	27.2	15.0	6.4	3.9
Snd	4.3	9.2	20.3	26.1	27.5	12.1
All	13.1	13.5	23.0	22.4	17.2	8.8

Activity Framework 56: Financial difficulty – Accommodation

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	51.8	4.3	9.3	14.8	10.1	3.9
BE	55.4	4.9	7.9	14.2	11.2	4.1
Bus	61.7	8.6	8.2	8.6	8.0	3.2
C&IS	46.6	8.0	11.7	14.7	12.3	4.9
Cons	7.1	14.3	19.0	38.1	21.4	0.0
Educ	54.6	8.6	6.6	12.5	5.9	8.6
E&CT	61.2	4.5	9.0	11.2	8.4	2.2
H&SS	59.4	6.6	11.4	8.3	7.9	4.4
PG	65.5	6.3	5.1	8.6	7.8	4.7
UG	52.2	6.9	10.6	13.5	10.4	4.2
Oth	72.0	6.8	3.0	6.1	1.5	0.8
FT	33.4	7.8	14.8	21.0	15.3	5.8
PT	86.9	5.0	1.5	1.2	0.9	0.5
Snd	30.4	9.2	15.5	17.4	16.4	9.7
All	55.6	6.8	9.2	12.2	9.4	4.1

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Activity Framework 58: Financial difficulty – Study materials/equipment

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	6.6	9.3	10.5	15.6	26.8	26.1
BE	9.0	13.5	27.7	19.9	15.4	12.7
Bus	12.3	20.4	26.9	19.8	16.3	3.0
C&IS	8.6	9.8	25.2	28.8	14.1	12.3
Cons	0.0	2.4	33.3	28.6	19.0	16.7
Educ	17.1	11.8	20.4	28.3	14.5	3.9
E&CT	5.6	14.0	32.0	29.8	11.8	3.4
H&SS	8.3	17.0	31.0	23.6	9.6	8.7
PG	12.5	17.3	22.0	20.0	15.7	11.0
UG	8.9	14.0	26.5	24.1	16.0	8.6
Oth.	10.6	14.4	16.7	10.6	17.4	21.2
FT	3.0	8.2	24.1	27.5	22.1	14.1
PT	18.4	22.3	26.2	15.9	8.5	4.5
Snd	3.4	11.1	25.1	26.1	19.8	13.0
All	9.5	14.5	25.1	22.5	16.1	9.9

Activity Framework 58: Financial difficulty – Field trips/visits

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	25.3	13.2	20.6	21.0	9.3	4.3
BE	30.0	19.5	13.1	14.2	11.2	10.1
Bus	78.1	9.2	5.4	2.6	1.5	0.6
C&IS	61.3	16.6	13.5	5.5	1.2	0.0
Cons	64.3	14.3	14.3	4.8	0.0	0.0
Educ	41.4	15.1	15.8	15.1	4.6	2.6
E&CT	63.5	19.7	6.2	5.1	1.1	0.6
H&SS	63.3	9.2	13.1	7.0	0.9	2.6
PG	43.5	12.5	12.5	12.5	7.1	7.8
UG	57.8	13.9	11.9	8.3	3.4	2.0
Oth	41.7	14.4	9.1	13.6	6.8	3.8
FT	43.7	14.5	16.5	13.6	5.8	3.8
PT	65.7	13.0	6.4	4.6	2.8	2.2
Snd	57.0	13.5	12.6	9.2	2.9	2.4
All	54.5	13.7	11.8	9.3	4.2	3.0

Activity Framework 60: Financial difficulty – Books

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	15.6	18.3	28.4	18.7	10.9	2.7
BE	6.7	12.7	22.5	23.2	24.7	8.2
Bus	6.9	12.5	16.8	20.0	25.4	17.2
C&IS	4.9	8.6	14.7	30.7	21.5	17.8
Cons	4.8	21.4	26.2	11.9	26.2	9.5
Educ	11.2	13.8	21.7	22.4	20.4	5.9
E&CT	6.7	13.5	27.0	27.5	16.9	5.1
H&SS	3.9	12.7	21.0	24.5	20.1	16.2
PG	7.8	16.1	23.9	22.7	17.6	10.2
UG	6.7	12.1	20.7	23.6	22.6	12.2
Oth	19.7	22.7	23.5	12.9	8.3	3.0
FT	2.7	8.7	23.0	25.4	26.1	13.2
PT	15.1	20.3	22.2	18.8	13.4	5.7
Snd	1.9	7.7	12.6	25.6	27.1	23.7
All	7.9	13.5	21.4	22.6	20.8	11.2

Activity Framework 61: Financial difficulty – Photocopying

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	15.2	14.8	22.2	20.2	11.3	11.7
BE	7.9	13.9	25.5	22.8	16.5	11.6
Bus	19.8	22.2	20.0	20.9	11.6	4.3
C&IS	12.9	15.3	28.8	18.4	16.6	6.7
Cons	2.4	9.5	31.0	28.6	16.7	11.9
Educ	15.1	16.4	26.3	19.1	13.8	5.9
E&CT	11.2	21.3	21.9	19.7	14.0	8.4
H&SS	7.9	18.3	24.9	25.3	10.9	11.4
PG	12.9	18.8	24.7	18.0	12.9	11.4
UG	12.2	17.3	24.5	22.5	13.7	8.1
Oth	26.5	20.5	12.9	15.9	9.1	6.1
FT	3.7	12.3	25.3	27.8	17.9	12.2
PT	26.8	25.4	22.3	13.2	5.7	2.4
Snd	3.4	12.1	21.7	25.1	22.2	15.0
All	13.4	17.8	23.6	21.3	13.2	8.4

Activity Framework 63: Financial difficulty – Car parking

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	59.5	15.6	5.4	4.3	4.3	5.4
BE	34.1	15.4	18.4	16.5	7.5	6.0
Bus	37.8	13.3	16.1	13.8	9.9	7.5
C&IS	56.4	11.7	11.0	9.2	6.7	3.7
Cons	66.7	16.7	4.8	4.8	4.8	2.4
Educ	58.6	29.6	3.9	2.0	1.3	0.0
E&CT	30.3	15.2	14.6	20.8	11.8	3.4
H&SS	34.5	15.7	14.0	15.7	10.0	8.3
PG	39.2	15.7	17.6	14.5	7.8	3.5
UG	43.5	15.2	12.5	12.1	8.3	6.3
Oth	51.5	22.0	4.5	7.6	2.3	1.5
FT	55.2	12.9	6.2	10.0	7.9	6.0
PT	30.0	20.0	20.4	15.0	6.9	3.6
Snd	45.9	12.1	10.1	9.7	10.1	10.6
All	43.5	15.8	12.7	12.1	7.8	5.5

Activity Framework 62: Financial difficulty – Library fines

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	37.4	41.2	11.3	3.1	1.6	0.0
BE	27.0	45.3	17.2	6.4	0.7	1.1
Bus	34.2	32.5	19.4	9.2	1.7	1.5
C&IS	25.2	40.5	18.4	8.6	3.7	1.8
Cons	21.4	59.5	14.3	0.0	2.4	2.4
Educ	34.9	31.6	22.4	5.9	1.3	0.7
E&CT	26.4	38.8	20.8	9.6	1.1	0.0
H&SS	26.6	34.1	21.8	8.3	4.8	2.6
PG	32.9	39.6	18.4	4.3	1.6	1.2
UG	28.6	38.0	19.5	8.3	2.3	1.3
Oth	47.7	33.3	6.1	1.5	0.8	0.0
FT	21.6	38.2	24.3	10.0	3.1	1.6
PT	43.2	38.5	10.3	2.2	0.8	0.4
Snd	21.3	34.3	24.2	14.5	2.4	2.4
All	30.7	37.9	18.4	7.2	2.1	1.2

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Activity Framework 64: Financial difficulty – Cost of living

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	25.7	10.5	9.3	19.8	17.9	11.3
BE	22.1	12.4	15.0	21.7	19.5	7.1
Bus	31.2	12.5	10.3	16.8	18.1	9.7
C&IS	21.5	9.8	11.0	18.4	22.1	16.0
Cons	0.0	2.4	19.0	19.0	45.2	14.3
Educ	30.9	15.1	9.2	14.5	13.2	13.2
E&CT	20.8	10.1	10.7	26.4	18.0	10.7
H&SS	24.9	14.4	10.9	18.8	17.9	10.9
PG	32.5	13.7	11.8	16.1	16.1	7.8
UG	22.8	11.2	11.3	20.6	20.4	11.6
Oth	38.6	15.9	9.1	10.6	8.3	7.6
FT	9.9	6.9	11.8	26.1	27.3	16.6
PT	47.2	19.1	11.1	9.3	6.4	2.6
Snd	8.2	5.8	9.2	28.0	30.4	17.4
All	25.4	11.9	11.2	19.2	18.8	10.8

Activity Framework 65: Financial difficulty – Food and Drink

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	19.5	9.3	16.7	24.5	17.9	7.4
BE	10.1	11.6	20.2	30.3	19.9	5.6
Bus	19.8	14.8	21.5	17.6	17.8	7.1
C&IS	9.2	7.4	23.9	26.4	19.6	12.3
Cons	0.0	0.0	14.3	28.6	42.9	14.3
Educ	19.7	11.8	22.4	17.8	15.8	8.6
E&CT	7.3	9.6	21.9	25.8	23.0	9.0
H&SS	10.9	14.4	18.8	27.5	16.6	10.0
PG	21.2	11.8	24.7	19.6	16.1	5.5
UG	12.0	11.2	20.1	25.2	20.4	9.2
Oth	25.8	15.9	15.9	17.4	11.4	4.5
FT	3.5	5.7	19.2	30.1	27.8	12.5
PT	29.7	19.6	23.1	14.9	6.6	1.9
Snd	1.9	6.3	15.5	30.9	30.0	14.5
All	14.4	11.6	20.4	23.8	19.1	8.3

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Activity Framework 67: Financial difficulty – Bank charges/interest

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	37.4	28.8	7.8	14.4	3.1	3.5
BE	36.0	30.7	13.1	10.5	4.1	3.7
Bus	43.0	26.7	12.5	8.6	4.1	3.9
C&IS	33.7	35.6	11.7	7.4	4.9	5.5
Cons	19.0	38.1	16.7	14.3	9.5	2.4
Educ	38.8	28.3	8.6	11.2	3.9	5.3
E&CT	29.8	30.3	12.4	9.0	10.1	4.5
H&SS	39.3	30.6	10.9	7.9	2.2	6.1
PG	44.7	23.5	10.2	11.4	3.1	4.7
UG	35.0	31.4	12.2	9.7	5.2	4.5
Oth	49.2	24.2	4.5	9.8	0.0	2.3
FT	23.6	32.9	14.5	14.0	7.7	6.1
PT	57.2	24.5	5.7	5.3	1.6	1.4
Snd	21.3	36.2	19.3	10.6	2.4	8.7
All	37.5	29.7	11.4	9.9	4.5	4.4

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Activity Framework 66: Financial difficulty – Socialising

	Not applicable	None at all	Not very much	Some	Quite a lot	A great deal
BIAD	24.1	14.0	19.8	17.1	13.6	6.6
BE	19.5	19.1	14.6	21.7	17.6	5.6
Bus	24.3	17.2	20.6	17.6	12.9	5.8
C&IS	20.2	14.7	18.4	22.1	12.9	10.4
Cons	7.1	4.8	26.2	28.6	14.3	19.0
Educ	28.3	15.8	20.4	13.2	13.2	5.3
E&CT	12.4	17.4	16.9	27.0	16.3	5.6
H&SS	24.9	18.3	18.8	19.7	7.9	7.9
PG	36.5	17.6	16.5	15.3	10.6	1.6
UG	18.3	16.0	19.7	21.2	14.5	8.2
Oth	31.8	20.5	15.2	12.1	8.3	3.0
FT	6.3	10.0	22.7	27.0	21.8	10.8
PT	43.8	25.4	15.1	7.8	2.8	0.5
Snd	4.8	10.1	17.4	33.3	18.8	14.0
All	22.0	16.5	18.9	19.7	13.5	6.8

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Activity Framework 68: Financial difficulty resulting from various activities and requirements

	Accommodation	Travelling	Study materials	Field trips/Visits	Books	Photocopying	Library fines	Car parking	Cost of living	Food/Drink	Socialising	Bank charges/Interest
BIAD	3.00	3.08	3.56	2.57	2.38	2.79	1.39	2.39	3.15	2.96	2.70	2.04
BE	3.04	2.79	2.84	2.70	2.93	2.85	1.52	2.54	2.92	2.86	2.70	1.99
Bus	2.70	2.67	2.48	1.91	3.20	2.44	1.76	2.71	3.03	2.76	2.59	2.03
C&IS	2.89	2.87	2.93	1.77	3.27	2.66	1.74	2.52	3.30	3.06	2.82	1.97
Cons	2.72	2.97	3.14	1.71	2.75	2.90	1.39	2.14	3.50	3.57	3.18	2.03
Educ	2.98	2.86	2.73	2.32	2.80	2.59	1.66	1.32	3.00	2.83	2.58	2.11
E&CT	2.86	2.81	2.54	1.67	2.70	2.61	1.62	2.60	3.11	3.00	2.71	2.19
H&SS	2.80	2.78	2.58	2.23	3.06	2.69	1.88	2.71	3.00	2.88	2.56	2.00
sig	ns	*	***	***	***	**	***	***	ns	**	ns	ns
PG	2.99	2.80	2.78	2.72	2.80	2.69	1.56	2.42	2.89	2.73	2.38	2.16
UG	2.88	2.83	2.76	2.18	3.02	2.66	1.70	2.59	3.13	2.96	2.74	2.04
Oth	2.25	2.70	3.18	2.51	2.23	2.49	1.27	1.86	2.66	2.58	2.29	1.81
sig	*	ns	**	***	***	ns	**	***	**	**	***	ns
FT	2.95	3.15	3.10	2.41	3.13	2.92	1.78	2.72	3.39	3.23	3.01	2.20
PT	1.97	2.25	2.31	2.13	2.53	2.09	1.36	2.30	2.22	2.21	1.80	1.69
Snd	3.03	3.14	2.98	2.21	3.48	3.07	1.90	2.95	3.49	3.32	3.10	2.07
sig	***	***	***	*	***	***	***	***	***	***	***	***
All	2.87	2.82	2.79	2.31	2.94	2.65	1.66	2.53	3.07	2.90	2.67	2.04

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Activity Framework 69: Percentage of students having 'quite a lot' or 'a great deal' of financial difficulty (1993-1994)

	Accommodation	Travel	Study materials	Books	Photocopying	Library fines	Car parking	Cost of living	Food/Drink	Socialising	Bankcharges
BIAD	21 - 14	34 - 33	45 - 53	8 - 14	19 - 23	0 - 2	10 - 10	36 - 29	30 - 25	22 - 20	12 - 7
BE	15 - 15	22 - 25	31 - 28	27 - 33	30 - 28	7 - 2	11 - 14	29 - 27	20 - 26	19 - 23	13 - 8
Bus	8 - 11	20 - 23	6 - 19	36 - 43	15 - 16	5 - 3	18 - 17	26 - 28	25 - 25	24 - 19	9 - 8
C&IS	16 - 17	36 - 26	31 - 26	44 - 39	19 - 23	8 - 6	8 - 10	42 - 38	41 - 32	26 - 23	16 - 10
Con	46 - 21	27 - 36	27 - 36	27 - 38	23 - 29	9 - 5	18 - 7	59 - 60	45 - 57	32 - 33	27 - 12
Educ	17 - 15	34 - 25	27 - 18	36 - 36	34 - 20	2 - 2	2 - 1	37 - 26	30 - 24	16 - 19	20 - 9
E&CT	19 - 11	26 - 24	15 - 15	27 - 22	6 - 22	2 - 1	18 - 15	37 - 29	32 - 32	26 - 22	19 - 15
H&SS	18 - 12	40 - 27	25 - 18	41 - 36	27 - 22	3 - 7	19 - 18	30 - 29	33 - 27	21 - 16	17 - 8
All	16 - 14	27 - 26	26 - 26	32 - 32	21 - 22	4 - 3	14 - 13	33 - 30	29 - 27	23 - 20	14 - 9

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Evaluation Framework 1: Satisfaction and Importance for Library Facilities

	Info. about library services (Sat)	Info. about library services (Imp)	Availability of books (Sat)	Availability of books (Imp)	Range of books (Sat)	Range of books (Imp)	Up-to-date books (Sat)	Up-to-date books (Imp)	Range of journals/periodicals (Sat)	Range of journals/periodicals (Imp)	Obtaining course materials (Sat)	Obtaining course materials (Imp)	Multiple copies of core books (Sat)	Multiple copies of core books (Imp)	Noise levels (Sat)	Noise levels (Imp)	Availability of study places (Sat)	Availability of study places (Imp)	Opening hours (Sat)	Opening hours (Imp)	Helpfulness of library staff (Sat)	Helpfulness of library staff (Imp)	Library fines (Sat)	Library fines (Imp)	CD-ROMs (Sat)	CD-ROMs (Imp)	On-line library cataloguing (Sat)	On-line library cataloguing (Imp)	Availability of on-line cat. (Sat)	Availability of on-line cat. (Imp)	Quality of service (Sat)	Quality of service (Imp)	Adequate workspace (Sat)	Adequate workspace (Imp)
BIAD	4.61	4.87	4.22	6.36	4.24	6.42	4.05	6.28	5.20	5.79	4.36	5.46	4.12	5.16	5.25	5.04	4.67	5.22	5.20	5.78	5.63	5.97	5.02	4.30	4.16	4.25	4.79	5.32	4.60	5.18	5.31	5.45	4.52	5.22
BE	4.37	4.85	2.85	6.39	3.67	6.30	3.39	6.44	4.66	5.77	3.84	5.78	3.31	6.02	3.75	4.94	4.31	5.12	5.18	5.60	5.56	5.52	4.58	4.00	4.57	3.85	4.97	5.32	4.60	5.18	4.18	5.03	4.46	5.02
Bus	4.47	4.78	3.13	6.29	3.80	6.22	3.69	6.29	4.67	5.50	3.84	5.60	3.34	5.97	3.82	5.37	4.35	5.49	5.41	5.66	5.50	5.42	4.33	4.00	4.72	4.45	4.85	5.00	4.52	4.96	4.33	4.95	4.62	5.38
C&IS	4.39	4.99	3.06	6.58	3.72	6.49	3.63	6.52	4.38	5.44	3.62	5.75	3.17	6.17	3.60	5.38	4.41	5.53	5.63	5.73	5.21	5.75	4.22	4.23	4.40	4.75	4.86	5.63	4.36	5.59	4.17	5.21	4.63	5.55
Cons	4.79	4.19	4.21	6.38	4.52	6.48	4.27	6.05	4.95	4.80	4.71	5.59	4.13	5.45	4.40	4.90	3.90	5.07	4.45	5.64	5.79	5.74	4.30	3.40	4.20	4.31	5.29	4.88	5.24	4.83	5.43	5.17	4.12	5.14
Educ	5.11	5.33	3.44	6.46	3.66	6.50	3.48	6.56	4.74	6.04	3.86	6.05	3.31	6.28	5.35	5.59	5.13	5.72	5.00	6.03	6.25	6.24	4.85	4.55	4.83	4.59	5.33	5.59	5.06	5.49	5.47	5.73	5.22	5.69
E&CT	4.27	4.48	3.37	6.33	4.07	6.29	3.65	6.36	4.29	4.87	3.73	5.58	3.50	6.03	3.78	5.07	4.04	5.39	5.34	5.64	5.40	5.47	4.07	3.90	4.43	4.09	4.86	5.30	4.50	5.19	4.21	4.85	4.35	5.34
H&SS	5.25	5.49	2.88	6.69	3.62	6.67	3.85	6.60	4.32	6.13	3.77	6.03	3.32	6.36	4.09	5.44	4.30	5.67	5.69	5.94	5.49	5.95	4.09	4.41	4.51	5.08	4.91	5.47	4.42	5.45	4.08	5.52	4.55	5.61
sig	***	ns	***	***	***	ns	***	***	***	***	***	***	***	***	***	***	***	***	***	*	***	***	***	**	***	***	*	***	***	***	***	***	***	***
PG	4.68	5.07	3.26	6.52	3.75	6.39	3.55	6.55	4.56	5.98	3.60	5.83	3.36	5.93	3.65	5.59	4.57	5.33	5.05	5.99	5.64	5.86	4.54	4.17	4.72	4.68	4.94	5.66	4.67	5.49	4.41	5.58	4.69	5.25
UG	4.58	4.89	3.17	6.43	3.80	6.40	3.68	6.40	4.62	5.57	3.90	5.72	3.41	6.03	4.15	5.18	4.36	5.44	5.40	5.71	5.51	5.65	4.36	4.12	4.51	4.39	4.91	5.24	4.54	5.17	4.44	5.12	4.57	5.38
Oth	4.80	4.84	4.65	6.02	4.66	6.15	4.37	6.07	5.09	5.46	4.54	5.37	4.30	5.03	5.42	5.28	4.52	5.39	5.22	5.56	5.86	5.86	5.25	4.21	4.27	4.02	5.12	5.19	4.90	5.11	5.64	5.16	4.42	5.42
sig	***	ns	***	***	***	***	***	**	*	***	***	ns	***	**	***	**	**	ns	**	**	**	ns	***	ns	ns	*	ns	**	ns	**	***	***	ns	ns
FT	4.56	4.83	3.14	6.51	3.61	6.50	3.52	6.50	4.60	5.72	3.85	5.84	3.36	6.06	4.21	5.24	4.38	5.55	5.40	5.73	5.48	5.70	4.33	4.26	4.49	4.53	4.88	5.36	4.53	5.26	4.47	5.21	4.56	5.48
PT	4.72	5.06	3.58	6.23	4.31	6.18	4.07	6.23	4.80	5.49	4.02	5.54	3.65	5.75	4.16	5.31	4.54	5.27	5.20	5.80	5.67	5.74	4.77	3.89	4.60	4.27	5.02	5.21	4.74	5.15	4.73	5.19	4.67	5.26
Snd	4.46	4.79	2.85	6.59	3.33	6.54	3.34	6.51	4.26	5.63	3.66	5.73	3.21	6.20	3.85	5.04	4.09	5.34	5.51	5.58	5.50	5.54	3.88	4.32	4.48	4.40	4.80	5.28	4.26	5.23	4.02	5.14	4.38	5.23
sig	*	*	***	***	***	***	***	***	***	*	**	**	**	***	ns	ns	**	**	**	ns	*	ns	***	***	ns	*	ns	ns	**	ns	***	***	***	***
Perry Barr	4.56	4.96	3.04	6.46	3.76	6.39	3.61	6.46	4.51	5.60	3.77	5.76	3.33	6.11	3.80	5.26	4.30	5.45	5.46	5.72	5.48	5.60	4.30	4.09	4.59	5.17	4.92	5.33	4.52	5.25	4.21	5.13	4.13	5.37
Bournville	5.02	4.98	4.99	6.27	4.82	6.47	4.58	6.28	5.39	5.63	4.78	5.59	4.53	4.95	5.67	5.29	4.28	5.27	5.89	5.72	6.43	6.03	5.28	4.41	4.63	4.09	5.24	5.28	5.04	5.21	6.14	5.36	4.96	5.48
Gosta Green	4.48	4.94	3.80	6.54	3.73	6.53	3.60	6.39	5.16	5.99	4.13	5.45	3.90	5.35	5.11	4.83	5.10	5.13	5.21	5.86	5.35	5.99	4.80	4.32	3.95	4.27	4.71	5.43	4.43	5.24	4.88	5.63	5.26	5.07
Westbourne Rd	5.08	5.33	3.45	6.47	3.69	6.48	3.47	6.54	4.72	6.01	3.86	5.99	3.32	6.27	5.34	5.55	5.15	5.71	4.99	6.00	6.26	6.23	4.78	4.69	4.80	4.59	5.28	5.67	5.00	5.56	5.48	5.71	4.10	5.73
Conservatoire	4.78	4.20	4.17	6.37	4.49	6.46	4.23	6.08	4.92	4.90	4.68	5.63	4.13	5.46	4.41	5.00	3.88	5.17	4.44	5.66	5.76	5.71	4.38	3.33	4.21	4.29	5.24	4.85	5.20	4.85	5.39	5.15	3.44	5.20
Margaret St/Int. H	4.00	4.81	3.33	6.88	4.50	6.69	4.13	6.33	5.28	5.94	4.38	6.21	3.60	5.71	4.89	6.06	3.56	5.88	4.33	5.93	5.00	6.50	5.50	4.25	4.69	5.58	4.00	6.17	4.75	5.62	4.78	5.75	5.11	5.69
Vit/Branston St	5.11	4.67	5.78	6.00	5.67	5.88	6.00	5.89	5.75	5.63	4.38	4.63	4.63	5.75	5.78	5.00	5.44	5.25	4.56	5.33	5.40	5.50	5.38	3.75	3.60	3.40	4.80	4.50	4.33	4.67	5.22	5.11	4.20	5.00
Satellite	4.82	4.29	4.41	6.47	4.24	6.24	4.35	6.53	5.00	5.13	4.59	5.29	4.47	4.94	4.75	4.82	4.75	5.65	5.00	5.76	5.59	5.76	5.20	3.27	4.29	3.93	4.79	4.87	4.50	4.53	6.00	5.06	4.34	5.38
None	4.29	3.81	2.86	5.62	3.58	5.69	3.68	5.68	4.54	5.13	3.51	5.05	3.03	5.49	4.00	4.00	4.26	4.95	4.51	5.18	4.76	4.62	4.32	3.54	4.00	3.38	4.72	3.97	4.50	4.15	4.39	4.24		5.03
sig	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	*	***	***	***	ns	***	***	***	*	***	*	*	***	**	**	***	***	***	ns
All	4.61	4.91	3.27	6.42	3.84	6.38	3.70	6.40	4.64	5.62	3.89	5.72	3.45	5.97	4.15	5.24	4.40	5.42	5.34	5.74	5.56	5.69	4.43	4.13	4.53	4.42	4.92	5.30	4.57	5.22	4.51	5.19	4.58	5.36

Mean scores for 7 point scale –   Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied

Importance: 1 = Not at all important, 7 = Very important

Evaluation Framework 2: Satisfaction and Importance for Computing Facilities

	Opening hours (S)	Opening hours (I)	Availability of PCs (S)	Availability of PCs (I)	Ease of using PCs (S)	Ease of using PCs (I)	Training in the use of computers (S)	Training in the use of computers (I)	Integration of IT into course (S)	Integration of IT into course (I)	Information about computing facilities (S)	Information about computing facilities (I)	Helpfulness of staff/technicians (S)	Helpfulness of staff/technicians (I)	Maintenance level of computers (S)	Maintenance level of computers (I)	Availability of printers (S)	Availability of printers (I)	Quality of printers (S)	Quality of printers (I)	Quality of Software at UCE (S)	Quality of Software at UCE (I)
BI.AD	4.14	4.86	3.28	5.01	4.20	4.94	3.44	5.43	3.66	4.75	3.45	4.87	4.68	5.37	5.03	5.25	3.99	5.42	4.78	5.53	5.16	5.49
HE	4.30	5.08	3.75	5.34	4.84	5.23	3.55	5.41	3.76	4.90	3.52	4.77	4.46	5.39	4.65	5.33	3.53	5.45	4.26	5.42	4.78	5.30
Bus	4.28	5.24	2.88	5.49	4.62	5.28	3.63	5.26	4.28	4.80	3.73	4.88	4.10	5.19	4.12	5.24	3.53	5.41	3.66	5.36	4.97	5.40
C&IS	4.90	5.92	4.00	6.01	5.09	5.?6	4.41	5.79	5.14	5.91	3.99	5.47	4.46	5.86	4.52	5.93	3.45	6.13	3.09	5.93	4.23	6.19
Cons	3.23	4.05	2.46	3.74	2.17	3.76	2.64	4.06	2.27	3.59	1.83	3.76	3.73	4.00	3.20	4.06	1.62	3.50	2.10	3.24	2.70	3.76
Educ	4.53	4.54	4.25	5.13	4.60	5.26	3.75	5.60	4.12	5.13	4.00	5.20	4.72	5.57	5.01	5.33	4.48	5.44	5.13	5.49	5.33	5.48
E&CT	4.38	5.71	3.57	5.91	4.83	5.63	4.01	5.71	4.80	5.77	3.86	5.27	4.42	5.61	4.51	5.73	3.22	5.92	3.12	5.85	4.46	5.89
H&SS	4.49	4.68	4.34	5.02	4.39	5.12	3.82	5.55	3.74	4.94	3.92	5.03	4.86	5.58	4.81	5.21	4.44	5.20	4.29	5.19	4.68	5.24
sig	***	***	***	***	***	***	**	***	**	***	ns	*	***	***	ns	**	***	***	***	***	***	***
PG	4.35	5.13	3.99	5.29	4.94	5.28	3.62	5.40	4.14	5.12	3.72	5.22	4.61	5.63	4.72	5.47	3.79	5.61	3.90	5.53	4.94	5.53
UG	4.41	5.28	3.53	5.50	4.63	5.36	3.80	5.53	4.24	5.15	3.76	5.00	4.43	5.46	4.52	5.42	3.66	5.55	3.89	5.51	4.74	5.56
Oh	4.12	4.04	3.48	4.23	4.15	4.20	3.59	4.61	3.60	4.00	3.24	4.50	4.41	4.57	4.89	4.63	3.67	4.75	4.52	4.91	4.86	4.78
sig	ns	***	***	***	***	***	ns	**	**	***	ns	*	ns	***	ns	**	***	***	***	*	ns	***
FT	4.42	5.47	3.40	5.67	4.64	5.52	3.74	5.74	4.17	5.32	3.76	5.20	4.50	5.67	4.67	5.63	3.61	5.84	4.08	5.75	4.91	5.75
PT	4.29	4.46	4.04	4.67	4.47	4.72	3.61	4.88	3.99	4.45	3.56	4.60	4.28	4.86	4.47	4.78	3.85	4.82	3.80	4.85	4.60	4.98
Snd	4.46	5.82	3.34	6.10	5.01	5.73	4.11	5.74	4.68	5.66	3.98	5.21	4.62	5.82	4.36	5.82	3.61	5.84	3.60	5.84	4.60	5.86
sig	ns	***	***	***	***	***	**	***	**	***	ns	***	ns	***	ns	***	***	***	***	**	ns	***
None	3.83	2.84	3.33	3.00	2.17	3.00	2.3.	3.35	2.27	3.17	2.31	3.65	3.18	3.44	3.10	3.50	3.40	3.63	3.30	3.75	4.11	3.94
Baker	4.66	4.95	4.13	5.32	4.77	5.41	4.01	5.63	4.07	4.96	3.79	5.00	4.54	5.49	4.74	5.34	3.89	5.39	4.23	5.33	4.86	5.41
Cox	4.89	5.41	4.31	5.56	5.08	5.65	4.00	6.04	3.92	5.04	4.12	5.27	5.56	6.04	4.59	5.81	3.93	5.85	3.48	5.74	4.88	5.52
Dawson	4.72	5.71	3.96	5.91	4.81	5.95	3.96	6.00	4.50	5.61	3.67	5.71	4.53	5.89	4.59	5.75	3.49	6.13	2.95	5.82	4.71	5.91
Edge	4.28	5.44	3.72	5.65	4.92	5.50	3.65	5.60	3.92	4.83	3.78	4.89	4.81	5.75	4.96	5.50	3.64	5.74	4.66	5.69	4.96	5.54
Library	4.58	3.77	4.31	4.18	4.57	4.41	3.83	4.59	3.54	4.24	4.03	4.38	4.71	4.59	4.63	4.49	4.03	4.58	4.50	4.47	4.75	4.54
Many UCE locations	4.51	5.89	3.32	6.19	4.82	5.57	3.71	5.73	4.66	5.62	3.84	5.19	4.35	5.83	4.54	5.81	3.24	6.24	3.53	6.22	4.83	6.06
Gosta Green	4.01	5.70	3.01	5.97	4.40	5.84	3.35	6.16	3.75	5.57	3.45	5.33	4.65	6.12	5.01	6.08	3.99	6.28	4.72	6.29	5.30	6.29
Galton	4.30	5.79	2.62	6.07	4.83	5.74	3.61	5.64	4.46	5.28	3.87	5.09	4.11	5.49	4.04	5.64	3.53	5.84	3.66	5.79	5.01	5.87
Atwood	4.31	5.77	3.48	5.99	4.77	5.70	4.02	5.79	4.85	5.87	3.91	5.36	4.39	5.61	4.46	5.78	3.19	5.98	3.02	5.86	4.44	5.92
Own PC	4.85	4.25	3.93	3.87	4.17	4.14	3.43	4.75	3.43	4.31	3.06	4.35	5.00	5.00	4.38	5.20	3.77	4.71	3.77	4.87	4.62	4.93
Ferney	4.73	6.15	3.84	6.16	5.36	5.74	4.54	5.40	5.67	6.43	4.09	5.30	4.20	5.78	4.38	6.00	3.55	6.09	2.80	5.85	3.52	6.36
Westbourne Rd	4.70	5.16	4.47	5.29	4.95	5.45	3.78	5.80	4.32	5.27	4.21	5.39	4.80	5.74	5.08	5.26	4.61	5.52	5.39	5.55	5.51	5.56
Satellite	4.86	6.43	4.79	6.36	5.43	6.14	5.07	6.43	4.47	5.73	4.57	5.29	4.79	6.14	5.43	6.36	4.57	6.38	4.36	6.57	5.55	6.36
Bournville	4.35	4.70	3.32	5.08	4.28	4.92	4.04	5.26	3.88	4.08	3.76	5.15	5.20	5.30	5.24	4.96	3.05	5.23	4.73	5.48	5.12	5.30
sig	*	***	***	***	***	***	***	***	***	***	**	***	***	***	***	***	***	***	***	***	***	**
All	4.39	5.20	3.58	5.42	4.65	5.30	3.76	5.47	4.20	5.09	3.73	5.01	4.45	5.44	4.56	5.39	3.68	5.52	3.92	5.48	4.77	5.52

Mean scores for 7 point scale – Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 3: Satisfaction and Importance for Refectories

	Comfort (S)	Comfort (I)	Opening hours (S)	Opening hours (I)	Price of food (S)	Price of food (I)	Range of food (S)	Range of food (I)	Quality of food (S)	Quality of food (I)	Helpfulness of staff (S)	Helpfulness of staff (I)	Cleanliness (S)	Cleanliness (I)	Speed of service (S)	Speed of service (I)	Availability of seating places (S)	Availability of seating places (I)	Price of drinks (S)	Price of drinks (I)
BIAD	3.73	4.54	4.80	5.13	3.33	5.59	3.62	5.05	4.27	5.44	4.95	5.06	5.24	5.65	4.99	5.50	3.67	4.93	3.34	5.57
BE	5.04	4.57	4.73	5.05	3.54	5.19	4.50	4.79	4.73	5.14	5.21	4.82	5.53	5.35	4.99	5.39	5.06	4.84	3.59	5.22
Bus	4.56	4.52	5.01	4.80	3.64	4.93	4.22	4.71	4.29	5.10	5.15	4.70	5.28	5.33	5.21	5.13	5.00	4.75	3.75	4.92
C&IS	4.48	4.84	4.80	5.29	3.18	5.59	4.29	5.12	4.50	5.55	5.38	5.18	5.44	5.74	5.22	5.62	4.37	5.26	3.22	5.54
Cons	4.13	4.43	4.38	4.75	2.40	5.48	3.23	5.05	3.74	5.38	5.00	4.30	5.08	5.28	5.30	4.98	4.25	4.58	2.48	5.53
Educ	4.45	4.98	5.10	5.39	3.92	5.28	4.42	5.04	4.85	5.25	5.15	5.23	5.33	5.50	4.13	5.78	4.30	5.40	3.84	5.26
E&CT	5.15	4.67	5.22	4.77	2.94	5.08	4.08	4.62	4.49	5.15	4.92	4.65	5.45	5.24	5.04	5.18	4.51	4.92	2.98	5.06
H&SS	4.86	4.84	5.33	5.03	3.00	5.38	4.27	4.96	4.56	5.33	5.01	5.13	5.55	5.54	5.03	5.43	4.27	5.15	3.19	5.34
sig	***	ns	***	**	***	***	***	ns	***	ns	ns	***	*	***	***	***	***	**	***	***
PG	4.65	4.85	4.65	5.33	3.92	5.31	4.34	4.99	4.74	5.54	5.40	5.34	5.46	5.67	4.94	5.73	4.98	5.22	3.86	5.41
UC	4.64	4.63	5.04	4.95	3.27	5.22	4.18	4.85	4.43	5.21	5.07	4.83	5.37	5.41	5.02	5.32	4.49	4.92	3.35	5.20
Oth	4.02	4.52	4.88	4.99	3.41	5.31	3.82	4.89	4.42	5.10	5.00	4.84	5.39	5.48	5.08	5.10	4.34	4.96	3.63	5.22
sig	***	ns	**	**	***	ns	*	ns	***	*	**	***	ns	ns	ns	**	***	ns	***	ns
FT	4.44	4.65	5.02	4.95	2.93	5.42	3.99	4.89	4.33	5.23	4.99	4.83	5.35	5.42	4.93	5.38	4.17	4.96	3.08	5.40
PT	4.81	4.69	4.88	5.11	4.15	4.99	4.50	4.84	4.71	5.30	5.31	5.07	5.45	5.53	5.10	5.43	5.01	4.99	4.07	5.03
Snd	4.69	4.61	5.10	4.92	2.71	5.29	3.99	4.87	4.33	5.19	4.99	4.67	5.35	5.29	5.07	5.11	4.61	4.90	2.90	5.14
sig	***	ns	***	ns	***	***	***	ns	***	ns	***	*	***	ns	ns	ns	***	ns	***	**
None	3.90	4.19	3.87	4.39	3.15	4.36	3.41	4.30	3.67	4.56	4.39	4.26	4.46	4.53	4.17	4.45	3.80	4.51	3.36	4.18
Baker QUAD	5.17	4.60	5.35	4.90	3.37	5.07	4.38	4.70	4.68	5.10	5.01	4.77	5.51	5.35	5.13	5.26	4.73	4.90	3.44	5.05
Baker 3rd floor	4.94	5.56	4.25	5.56	3.60	5.25	4.20	4.88	4.80	5.38	5.75	5.63	5.88	5.63	5.25	5.69	4.56	5.63	3.53	5.00
CENFAC	4.27	4.52	5.17	4.85	3.48	5.06	4.24	4.78	4.27	5.14	5.22	4.69	5.21	5.36	5.38	5.26	5.04	4.74	3.58	5.07
Dawson	4.22	4.94	4.51	5.15	3.25	5.56	4.00	5.22	4.28	5.50	5.72	5.28	5.64	5.75	5.22	5.42	3.94	5.28	3.53	5.47
Edge/Health	4.77	4.70	3.94	5.32	3.32	5.39	4.25	4.72	4.42	5.19	5.13	5.00	5.42	5.34	4.55	5.49	4.99	5.00	3.29	5.41
Gosta Green	3.60	4.40	4.48	5.16	2.96	5.71	3.24	5.01	3.93	5.47	4.63	4.94	4.92	5.56	4.76	5.62	3.11	4.89	3.05	5.71
Bournville	3.60	4.80	5.41	5.13	3.90	5.60	3.96	5.17	4.90	5.60	5.43	5.36	5.65	5.98	5.16	5.51	4.33	5.19	3.74	5.55
Westbourne Road	4.35	5.02	5.10	5.42	3.84	5.40	4.35	5.07	4.80	5.25	5.09	5.29	5.26	5.54	3.97	5.87	4.12	5.50	3.73	5.36
Conservatoire	4.22	4.46	4.38	4.92	2.38	5.62	3.30	5.11	3.76	5.46	4.97	4.41	5.22	5.32	5.32	5.16	4.24	4.68	2.41	5.68
Satellite Inst	4.13	5.53	4.53	5.60	3.93	5.47	3.80	5.80	4.33	5.73	5.07	5.60	4.93	6.07	5.13	5.67	5.00	5.33	4.40	5.73
More than one	4.56	4.80	4.74	5.03	3.06	5.49	4.17	5.07	4.38	5.47	5.17	5.04	5.41	5.61	5.04	5.39	4.57	5.13	3.18	5.47
Cox	4.45	4.09	5.18	4.73	3.64	4.45	4.45	4.27	4.91	4.82	6.27	5.00	6.09	5.36	5.45	5.45	4.00	4.55	4.00	4.45
sig	***	*	***	**	***	**	***	ns	***	ns	***	*	***	ns	***	**	***	*	***	***
All	4.61	4.66	4.98	5.01	3.37	5.24	4.18	4.87	4.47	5.25	5.11	4.90	5.39	5.45	5.01	5.36	4.55	4.96	3.44	5.23

Mean scores for 7 point scale – Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 4: Satisfaction and Importance for Student Services

	Information about services (S)	Information about services (I)	Accessibility of services (S)	Accessibility of services (I)	Helpfulness of staff (S)	Helpfulness of staff (I)	Opening hours (S)	Opening hours (I)	Counselling services (S)	Counselling services (I)	Careers related services (S)	Careers related services (I)	Chaplaincy (S)	Chaplaincy (I)	Medical services (S)	Medical services (I)	Nursery/Creche (S)	Nursery/Creche (I)	Financial advice (S)	Financial advice (I)	Support for special needs (S)	Support for special needs (I)	Support for overseas students (S)	Support for overseas students (I)	Location of services (S)	Location of services (I)
BIAD	3.89	4.80	3.54	4.84	4.49	5.29	4.18	4.88	4.09	4.47	4.05	5.02	4.14	3.50	4.26	4.93	3.96	3.84	3.96	4.59	4.15	4.35	4.11	4.13	3.48	4.74
BE	3.90	4.20	4.19	4.24	4.66	4.60	4.39	4.37	4.20	4.00	4.24	4.50	4.01	2.96	4.07	4.25	3.98	3.54	4.11	4.16	4.04	4.03	4.07	3.56	4.14	3.98
Bus	4.08	4.65	4.30	4.63	4.77	4.99	4.37	4.78	4.29	4.25	4.48	5.21	4.02	3.08	4.34	4.23	4.08	3.52	4.15	4.05	4.15	3.76	4.15	3.56	4.29	4.41
C&IS	4.08	4.75	4.35	4.73	4.77	5.05	4.48	4.81	4.45	4.43	4.45	5.29	4.18	3.32	4.50	4.75	4.25	3.77	4.35	4.43	4.19	4.11	4.29	4.09	4.36	4.44
Cons	4.18	4.73	3.44	4.73	4.03	4.91	3.66	5.06	4.18	4.79	3.77	5.10	4.25	3.62	4.04	5.72	4.11	4.23	3.81	5.00	4.25	4.64	4.10	4.72	3.21	4.73
Educ	4.34	4.96	4.12	4.93	4.98	5.27	4.37	5.08	4.51	4.66	4.63	5.26	4.38	4.02	4.59	4.80	4.63	4.77	4.37	4.77	4.27	4.67	4.29	4.49	4.12	5.05
E&CT	3.81	4.53	4.24	4.55	4.63	4.82	4.46	4.51	4.18	4.21	4.55	5.09	4.15	3.32	4.37	4.59	4.20	3.74	4.06	4.37	4.25	4.11	4.20	3.63	4.24	4.39
H&SS	4.40	4.89	4.65	4.98	4.85	5.23	4.70	5.02	4.42	4.91	4.32	4.95	4.25	3.87	4.53	4.98	4.29	4.46	4.24	4.52	4.16	4.70	4.27	4.31	4.69	4.81
sig	***	**	***	**	**	**	***	**	ns	**	**	***	ns	***	*	***	**	*	ns	***	ns	***	ns	***	***	***
PG	3.99	4.48	4.02	4.46	4.59	4.64	4.17	4.50	4.22	4.15	4.21	4.86	3.91	3.15	3.92	4.21	3.85	3.82	3.86	4.08	3.89	3.94	3.90	3.90	3.88	4.24
UG	4.10	4.68	4.25	4.70	4.74	5.05	4.43	4.79	4.32	4.43	4.42	5.07	4.17	3.39	4.41	4.66	4.22	3.88	4.22	4.39	4.21	4.20	4.23	3.89	4.25	4.51
Oth	3.68	4.66	3.51	4.74	4.45	5.15	4.34	4.91	3.87	4.35	3.89	4.79	3.92	3.30	4.09	4.52	3.73	3.75	3.68	4.46	3.98	4.22	3.88	3.93	3.60	4.76
sig	*	ns	**	ns	ns	*	ns	ns	*	ns	**	ns	*	ns	***	***	**	ns	***	ns	***	ns	**	ns	***	ns
FT	4.23	4.85	4.21	4.90	4.76	5.26	4.44	4.97	4.39	4.69	4.51	5.44	4.25	3.60	4.51	5.02	4.31	4.04	4.28	4.78	4.30	4.48	4.28	4.20	4.21	4.69
PT	3.75	4.34	4.05	4.24	4.55	4.57	4.23	4.38	4.05	3.89	4.03	4.28	3.93	3.06	4.02	3.91	3.90	3.69	3.89	3.69	3.95	3.80	4.02	3.45	4.00	4.14
Snd	4.26	4.76	4.46	4.94	4.91	5.14	4.60	4.95	4.44	4.57	4.66	5.45	4.15	3.26	4.39	4.75	4.22	3.69	4.29	4.56	4.17	4.03	4.18	3.97	4.44	4.65
sig	***	***	**	***	**	***	**	***	***	***	***	***	***	***	***	***	***	*	***	***	***	***	**	***	**	***
All	4.06	4.65	4.19	4.67	4.71	5.01	4.39	4.76	4.28	4.39	4.37	5.03	4.13	3.36	4.34	4.60	4.15	3.86	4.15	4.35	4.16	4.17	4.18	3.89	4.17	4.49

Mean scores for 7 point scale –   Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 5: Satisfaction and Importance for Accommodation

	Cost of rent/mortgage (S)	Cost of rent/mortgage (I)	Comfort/convenience (S)	Comfort/convenience (I)	Location (S)	Location (I)	Quality of UCE accommodation (S)	Quality of UCE accommodation (I)	PPU - Helpfulness of staff (S)	PPU - Helpfulness of staff (I)	PPU - Accuracy of information (S)	PPU - Accuracy of information (I)	Halls - Helpfulness of staff (S)	Halls - Helpfulness of staff (I)	Halls - Comfort (S)	Halls - Comfort (I)	Halls - Security (S)	Halls - Security (I)	Halls - Cleanliness (S)	Halls - Cleanliness (I)
BIAD	4.68	6.10	4.94	6.18	4.95	6.04	3.34	5.39	3.89	5.30	3.86	5.54	4.12	5.03	4.25	5.44	4.81	5.44	4.28	5.26
BE	4.65	5.50	5.12	5.89	5.06	5.71	3.32	5.24	3.85	5.34	3.55	5.26	4.54	4.73	4.50	4.93	4.45	4.95	4.59	4.95
Bus	4.71	5.30	5.37	5.95	5.25	5.80	3.29	4.95	3.55	5.27	3.47	5.23	3.58	4.33	4.13	4.37	4.04	4.42	3.80	4.65
C&IS	4.73	6.00	5.18	6.18	5.06	6.09	3.32	5.78	3.49	5.79	3.56	5.90	4.38	5.48	4.42	6.04	4.13	6.19	4.25	6.04
Cons	5.03	6.23	5.43	6.29	5.21	6.00	3.19	5.31	3.32	5.09	3.64	5.35	4.63	5.53	4.33	5.53	4.38	5.50	3.94	5.31
Educ	4.63	6.09	5.19	6.41	5.03	6.23	3.76	5.72	4.14	5.97	4.14	6.00	4.19	5.82	4.63	6.18	4.63	6.36	3.81	6.36
E&CT	4.38	5.60	5.27	6.13	4.76	5.92	3.75	4.87	3.93	5.14	3.91	5.19	3.91	4.58	3.96	4.67	4.00	4.67	4.22	4.71
H&SS	4.66	5.63	5.62	6.18	5.38	5.94	3.44	5.02	4.23	5.74	4.41	5.72	4.46	5.00	4.96	5.31	4.50	5.24	4.14	5.27
sig	ns	***	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	**	ns	**	ns	*
PG	4.68	5.54	5.33	6.10	5.20	5.91	3.43	5.00	3.80	5.67	3.61	5.76	4.00	4.71	4.16	4.75	4.00	4.75	4.22	4.75
UG	4.65	5.74	5.25	6.11	5.09	5.93	3.39	5.27	3.75	5.44	3.74	5.47	4.18	4.98	4.40	5.21	4.38	5.27	4.15	5.28
Oth	4.95	4.68	5.28	5.54	5.15	5.74	3.47	4.45	4.33	3.62	4.08	4.00	3.60	3.25	3.60	4.00	4.00	3.88	3.40	3.88
sig	ns	**	ns	*	ns	ns	ns	ns	ns	**	ns	*	ns	ns	ns	ns	ns	ns	ns	ns
FT	4.72	6.13	5.08	6.30	4.92	6.14	3.40	5.62	3.72	5.72	3.68	5.77	4.20	5.42	4.36	5.70	4.41	5.72	4.21	5.70
PT	4.68	4.63	5.75	5.51	5.64	5.32	3.77	3.51	4.11	3.44	4.09	3.56	3.97	2.90	4.19	3.06	4.23	3.09	4.10	3.23
Snd	4.42	5.86	5.09	6.27	4.92	6.06	3.14	5.50	3.81	5.82	3.73	5.78	4.13	5.19	4.47	5.38	4.22	5.43	3.98	5.43
sig	ns	***	***	***	***	***	*	***	ns	***	ns	***	ns	***	ns	***	ns	***	ns	***
All	4.66	5.68	5.26	6.09	5.11	5.92	3.40	5.21	3.78	5.41	3.74	5.45	4.15	4.91	4.37	5.14	4.34	5.18	4.14	5.19

Mean scores for 7 point scale – Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied

Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 6: Satisfaction and Importance for Course Organisation and Assessments

	Course organisation information (S)	Course organisation information (I)	Syllabus information (S)	Syllabus information (I)	Time table information (S)	Time table information (I)	Assessment procedure information (S)	Assessment procedure information (I)	Continuous assessment (S)	Continuous assessment (I)	Assessment by examination (S)	Assessment by examination (I)	Group work assessment (S)	Group work assessment (I)	Formal feedback (S)	Formal feedback (I)	Informal feedback (S)	Informal feedback (I)	Prompt feedback of assignments (S)	Prompt feedback of assignments (I)	Notifications of changes to course (S)	Notifications of changes to course (I)	Complaints/grievance procedure (S)	Complaints/grievance procedure (I)	Evenness of workload (S)	Evenness of workload (I)	Flexibility of handing in dates (S)	Flexibility of handing in dates (I)	Waiting time for/between classes (S)	Waiting time for/between classes (I)	Ease of being contacted/getting messages (S)	Ease of being contacted/getting messages (I)
BIAD	4.37	5.95	4.57	6.09	4.88	5.82	4.65	6.09	4.72	5.95	4.52	4.27	4.23	4.41	4.74	6.36	4.94	6.45	4.47	5.73	4.23	5.87	3.79	5.39	4.48	5.94	4.62	5.58	4.97	4.70	4.48	5.87
BE	4.23	5.76	4.59	5.93	4.77	6.12	4.56	6.08	4.78	5.96	4.54	5.65	3.99	5.40	4.23	6.12	4.55	6.11	3.38	5.94	3.63	5.88	3.67	5.43	3.52	6.21	4.17	5.58	4.34	5.31	4.17	5.62
Bus	4.44	5.85	4.85	6.18	5.02	6.14	4.61	6.06	4.66	5.73	4.78	5.94	4.24	5.02	4.32	6.12	4.44	6.12	3.84	5.91	4.10	5.89	3.85	5.25	3.83	6.12	4.07	5.63	4.40	5.21	4.00	5.70
C&IS	4.50	5.84	4.58	6.20	5.04	6.26	4.65	6.34	4.85	6.06	4.60	5.80	4.21	5.51	4.27	6.33	4.57	6.31	3.65	6.17	4.00	6.07	3.89	5.73	3.19	6.53	3.83	6.01	4.47	5.58	4.36	5.89
Cons	4.51	6.05	4.66	6.25	4.85	5.95	4.54	6.22	4.71	5.65	4.85	5.71	4.49	5.46	4.68	6.05	4.76	5.85	4.02	5.66	4.22	5.80	3.93	5.63	4.85	6.18	4.28	5.33	4.35	5.10	4.98	6.17
Educ	4.89	6.12	4.96	6.19	5.26	6.22	5.15	6.37	5.34	6.09	4.93	5.56	4.96	5.73	5.21	6.42	5.23	6.41	4.09	6.17	4.46	6.11	4.58	5.88	3.82	6.40	4.60	6.10	5.41	5.66	4.79	6.13
E&CT	4.14	5.86	4.56	6.21	4.78	6.07	4.53	6.18	4.77	5.90	4.53	5.93	4.31	5.47	4.12	6.18	4.25	6.07	3.23	5.95	3.70	5.87	3.70	5.31	3.23	6.36	3.73	5.78	3.96	5.38	3.71	5.79
H&SS	4.54	6.10	4.97	6.22	5.20	6.41	5.05	6.45	5.15	6.23	4.68	5.69	4.49	5.28	4.46	6.42	4.55	6.37	3.26	6.34	3.86	6.13	4.05	5.65	3.84	6.47	4.38	6.17	4.29	5.64	4.20	6.06
sig	***	*	**	*	ns	***	***	***	***	***	ns	***	***	***	***	***	***	ns	***	***	***	ns	***	***	***	***	***	***	***	***	***	***
PG	4.81	6.08	5.06	6.14	5.11	6.09	4.93	6.28	5.06	5.99	4.66	5.15	4.32	5.22	4.59	6.34	4.77	6.33	4.17	6.06	4.37	6.08	4.09	5.43	3.89	6.27	4.70	5.87	4.76	5.27	4.56	5.95
UG	4.36	5.90	4.70	6.17	4.95	6.18	4.67	6.19	4.80	5.95	4.66	5.78	4.28	5.27	4.36	6.23	4.51	6.20	3.55	6.02	3.89	5.95	3.85	5.51	3.68	6.29	4.04	5.78	4.38	5.35	4.15	5.82
Oth	4.38	5.57	4.53	5.79	5.08	5.70	4.72	5.88	4.82	5.65	4.74	4.42	4.44	4.29	5.11	6.19	5.39	6.29	4.82	5.50	4.50	5.66	3.96	4.94	4.63	5.61	4.99	5.38	5.27	4.80	4.22	5.67
sig	**	**	***	**	ns	***	ns	**	ns	ns	ns	***	ns	***	***	ns	***	ns	***	***	***	*	ns	**	***	***	***	*	***	**	**	ns
FT	4.35	5.92	4.67	6.14	4.98	6.19	4.66	6.29	4.79	6.06	4.63	5.67	4.26	5.35	4.40	6.27	4.56	6.26	3.50	6.01	3.87	5.98	3.82	5.76	3.49	6.33	4.03	5.76	4.35	5.37	4.22	5.91
PT	4.54	5.92	4.82	6.17	4.94	6.05	4.73	6.04	4.89	5.81	4.75	5.48	4.36	4.97	4.59	6.22	4.72	6.21	4.22	5.92	4.20	5.93	4.01	5.00	4.22	6.11	4.57	5.77	4.76	5.20	4.23	5.74
Snd	4.37	5.86	4.74	6.05	5.08	6.26	4.80	6.24	4.86	5.89	4.59	5.89	4.23	5.38	4.09	6.16	4.39	6.13	2.91	6.16	3.82	5.87	3.78	5.71	3.36	6.38	3.59	5.79	4.11	5.41	4.11	5.85
sig	ns	ns	ns	ns	ns	*	ns	***	ns	**	ns	**	ns	***	*	ns	*	ns	***	*	***	ns	ns	***	***	***	***	ns	***	ns	ns	*
All	4.43	5.91	4.74	6.14	4.98	6.14	4.71	6.19	4.84	5.94	4.67	5.62	4.29	5.21	4.44	6.24	4.61	6.23	3.71	5.99	3.99	5.95	3.89	5.46	3.77	6.25	4.19	5.77	4.48	5.31	4.21	5.83

Mean scores for 7 point scale – Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

Evaluation Framework 7: Satisfaction and Importance for Teaching Staff

	Respect students (I)	Respect students (S)	Enthusiastic/Motivated (I)	Enthusiastic/Motivated (S)	Reliable (don't cancel classes) (I)	Reliable (don't cancel classes) (S)	Encourage learning (I)	Encourage learning (S)	Well organised (I)	Well organised (S)	Teach at right pace (I)	Teach at right pace (S)	Teach clearly (I)	Teach clearly (S)	Punctual (I)	Punctual (S)	Sympathetic (I)	Sympathetic (S)	Academic/Professional (I)	Academic/Professional (S)	Give good advice (I)	Give good advice (S)	Approachable (I)	Approachable (S)	Easy to get hold of (I)	Easy to get hold of (S)
BIAD	6.51	5.84	6.53	5.60	6.40	5.62	6.51	5.49	6.39	5.21	6.37	5.61	6.53	5.40	6.28	5.23	6.32	5.36	6.69	5.98	6.57	5.33	6.60	5.71	6.47	4.40
BE	6.04	5.34	6.24	5.03	6.09	4.83	6.11	4.94	6.16	4.62	6.21	4.69	6.43	4.50	5.93	4.65	5.75	4.64	6.47	5.45	6.13	4.75	6.35	5.18	6.20	3.97
Bus	6.19	5.51	6.28	5.10	6.26	5.36	6.21	4.97	6.34	4.97	6.41	4.73	6.54	4.80	6.02	4.92	5.89	4.73	6.52	5.57	6.09	4.80	6.18	5.08	5.95	3.89
C&IS	6.40	5.32	6.40	5.19	6.29	5.61	6.39	5.07	6.35	4.97	6.58	4.74	6.58	4.75	6.12	5.28	6.19	4.30	6.68	5.64	6.36	4.72	6.47	5.04	6.35	4.14
Cons	6.48	5.60	6.36	5.29	6.24	5.00	6.40	4.93	6.29	4.90	6.38	5.14	6.45	4.71	6.07	5.02	6.29	5.12	6.56	5.46	6.29	4.90	6.26	5.24	6.24	3.88
Educ	6.67	5.93	6.58	5.75	6.54	5.97	6.58	5.66	6.60	5.38	6.55	5.39	6.63	5.29	6.38	5.89	6.43	5.42	6.69	5.99	6.43	5.39	6.55	5.94	6.37	4.56
E&CT	5.98	5.19	6.13	4.67	6.23	5.43	6.14	4.62	6.16	4.60	6.36	4.57	6.51	4.47	5.92	4.70	5.87	4.15	6.45	5.24	6.09	4.45	6.14	4.78	6.14	3.39
H&SS	6.49	5.50	6.51	5.36	6.48	4.90	6.53	5.15	6.55	5.03	6.59	4.82	6.71	4.89	6.27	4.90	6.28	4.85	6.70	5.88	6.47	4.97	6.57	5.36	6.44	3.90
sig	***	***	***	***	***	***	***	***	***	***	***	***	**	***	***	***	***	***	***	***	***	***	***	***	***	***
PG	6.40	5.67	6.44	5.24	6.30	5.53	6.35	5.25	6.33	4.95	6.32	5.02	6.51	4.86	6.19	5.32	6.13	5.11	6.59	5.66	6.27	5.16	6.46	5.71	6.29	4.44
UG	6.26	5.43	6.34	5.16	6.29	5.23	6.30	5.01	6.35	4.89	6.43	4.81	6.55	4.77	6.07	4.90	6.03	4.65	6.57	5.61	6.25	4.78	6.34	5.11	6.21	3.84
Oth	6.51	6.21	6.44	5.85	6.50	6.02	6.52	5.76	6.43	5.65	6.48	5.86	6.61	5.74	6.40	5.69	6.28	5.71	6.69	6.19	6.50	5.72	6.53	6.07	6.34	4.91
sig	**	***	ns	***	ns	***	ns	***	ns	***	ns	***	ns	***	**	***	ns	***	ns	***	*	***	*	***	ns	***
FT	6.29	5.33	6.38	5.11	6.28	5.15	6.34	4.95	6.37	4.90	6.42	4.82	6.54	4.71	6.10	4.82	6.14	4.65	6.60	5.62	6.32	4.78	6.44	5.10	6.31	3.92
PT	6.37	5.84	6.39	5.46	6.41	5.59	6.35	5.33	6.37	5.06	6.43	5.15	6.57	5.11	6.14	5.26	6.03	5.08	6.59	5.78	6.24	5.11	6.36	5.56	6.12	4.23
Snd	6.10	5.15	6.22	4.81	6.07	5.12	6.20	4.81	6.23	4.79	6.37	4.45	6.55	4.53	6.01	4.94	5.87	4.33	6.48	5.39	6.20	4.64	6.18	4.88	6.25	3.52
sig	***	***	*	***	***	***	ns	***	ns	*	ns	***	ns	***	ns	***	**	***	ns	***	ns	***	***	***	***	***
All	6.30	5.52	6.36	5.22	6.31	5.33	6.33	5.09	6.35	4.95	6.42	4.91	6.55	4.85	6.11	5.02	6.06	4.79	6.58	5.66	6.27	4.90	6.37	5.26	6.23	4.00

Mean scores for 7 point scale –   Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
                                     Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 8: Satisfaction and Importance for Teaching and Learning Methods

	Lectures (S)	Lectures (I)	Tutorials (S)	Tutorials (I)	Seminars/"Crits" (S)	Seminars/"Crits" (I)	Practicals etc. (S)	Practicals etc. (I)	Placements (S)	Placements (I)	Visits (S)	Visits (I)	Listening (S)	Listening (I)	Writing/Notetaking (S)	Writing/Notetaking (I)	Reading (S)	Reading (I)	Discussions with staff (S)	Discussions with staff (I)	Discussions with students (S)	Discussions with students (I)	Working in groups (S)	Working in groups (I)	Doing project work (S)	Doing project work (I)	Doing practical work (S)	Doing practical work (I)	Handouts (S)	Handouts (I)	Flexibility of subject choice (S)	Flexibility of subject choice (I)	Using handouts (S)	Using handouts (I)
BIAD	4.59	5.52	4.47	5.92	4.77	5.78	5.34	6.38	3.57	4.90	3.90	5.23	5.01	5.78	4.91	5.32	4.96	5.66	5.04	6.41	5.46	6.09	4.27	4.79	5.44	6.00	5.65	6.39	4.43	4.96	4.93	5.72	4.57	5.01
HE	4.60	6.22	3.88	5.46	4.45	5.78	3.88	5.20	3.27	4.18	3.52	4.97	4.82	5.71	4.83	5.82	4.49	5.81	4.45	5.81	5.05	5.69	4.14	4.92	4.80	5.67	4.11	5.16	4.29	5.67	3.83	4.99	4.49	5.57
Bus	4.89	6.37	3.67	5.35	4.37	5.37	3.83	4.46	3.46	3.68	2.98	3.53	5.16	6.00	5.10	6.07	4.92	6.10	4.37	5.71	5.01	5.51	4.20	4.86	4.72	5.17	4.13	4.68	4.98	5.87	4.40	5.65	5.16	5.93
C&IS	4.84	6.20	3.67	5.64	4.55	5.74	4.64	5.67	3.96	4.49	3.30	4.19	4.90	5.84	4.85	6.04	4.99	6.12	4.40	6.01	5.17	5.99	4.42	5.37	4.60	5.68	4.68	5.66	4.50	5.77	3.87	5.67	4.82	5.93
Cons	4.68	5.58	3.83	5.63	4.34	5.31	5.02	6.43	2.59	4.66	2.64	4.30	5.39	6.16	4.79	5.69	4.90	5.55	4.88	5.95	4.98	5.67	4.63	5.55	4.30	5.00	5.81	6.64	4.16	5.03	5.36	5.85	4.74	5.26
Educ	5.03	6.20	4.46	5.97	4.61	5.60	5.00	6.03	5.25	6.01	4.76	5.66	5.16	6.01	4.99	5.86	4.87	5.96	4.86	6.13	5.42	6.39	5.12	6.04	5.05	5.81	5.08	6.21	5.37	5.93	4.45	5.38	5.16	5.87
E&CT	4.63	6.16	4.31	5.94	3.97	5.07	4.27	5.78	2.98	4.32	2.77	4.48	4.78	5.76	4.91	5.85	4.66	5.60	4.28	5.44	4.92	5.36	4.45	5.10	4.69	5.79	4.51	5.83	4.69	5.82	4.22	5.67	4.83	5.80
H&SS	4.99	6.40	4.04	5.90	4.37	5.39	4.01	5.23	5.15	5.78	3.71	4.68	5.22	6.10	5.18	6.13	5.09	6.24	4.59	6.12	5.44	6.06	4.66	5.36	4.66	5.37	4.47	5.50	5.03	6.05	3.97	5.23	5.12	6.04
sig	***	***	***	***	***	***	***	***	***	***	***	***	***	***	*	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
PG	4.48	5.91	4.28	5.88	4.54	5.60	4.30	5.46	4.00	4.17	4.24	4.99	4.99	5.74	4.88	5.76	4.87	6.13	4.78	6.19	5.19	6.09	4.57	5.38	5.07	5.82	4.49	5.49	4.59	5.59	4.28	5.31	4.71	5.60
UG	4.84	6.26	3.91	5.65	4.37	5.51	4.25	5.31	3.84	4.72	3.29	4.46	5.01	5.93	5.00	5.94	4.84	5.92	4.45	5.84	5.13	5.74	4.35	5.10	4.74	5.48	4.53	5.43	4.78	5.78	4.22	5.52	4.93	5.80
Oth	4.92	5.54	4.72	5.55	5.03	5.46	5.59	6.51	3.72	3.98	4.27	4.82	5.40	5.90	5.10	5.49	5.01	5.80	5.32	6.34	5.67	5.98	4.64	4.81	5.38	5.81	5.80	6.46	4.78	5.11	5.19	5.58	4.96	5.22
sig	***	**	***	ns	***	ns	***	***	ns	**	***	***	**	ns	ns	***	ns	*	***	***	***	***	*	***	***	***	***	***	ns	***	***	ns	ns	***
FT	4.76	6.20	4.05	5.86	4.47	5.76	4.38	5.68	3.74	5.18	3.47	5.03	4.97	5.90	4.95	5.91	4.82	5.95	4.46	5.98	5.16	5.89	4.32	5.21	4.80	5.69	4.68	5.78	4.74	5.67	4.39	5.59	4.82	5.69
PT	4.83	6.07	4.13	5.41	4.37	5.04	4.44	5.12	3.66	3.03	3.62	3.80	5.16	5.91	5.04	5.83	4.93	5.91	4.75	5.85	5.21	5.68	4.55	5.01	4.88	5.33	4.61	5.15	4.82	5.76	4.39	5.36	5.01	5.79
Snd	4.82	6.39	3.54	5.73	4.51	6.00	4.00	5.30	4.57	5.89	3.16	4.66	4.86	5.87	4.94	6.00	4.73	6.01	4.26	5.94	5.14	5.85	4.27	5.16	4.73	5.66	4.35	5.54	4.58	5.77	3.57	5.52	4.85	5.77
sig	ns	**	***	***	ns	***	***	***	***	***	*	***	ns	ns	ns	***	ns	ns	***	ns	ns	**	**	ns	ns	***	*	***	***	***	***	*	*	***
All	4.79	6.17	4.01	5.67	4.44	5.52	4.35	5.42	3.85	4.62	3.48	4.56	5.03	5.90	4.99	5.89	4.86	5.94	4.55	5.92	5.18	5.80	4.40	5.12	4.82	5.50	4.61	5.51	4.75	5.72	4.28	5.49	4.90	5.74

Mean scores for 7 point scale –   Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all Important, 7 = Very Important

Evaluation Framework 9: Satisfaction and Importance for Social Facilities

	Places to meet others (S)	Places to meet others (I)	Common rooms (S)	Common rooms (I)	Social facilities (S)	Social facilities (I)	Sporting facilities (S)	Sporting facilities (I)	Facilities for bands/concerts/discos (S)	Facilities for bands/concerts/discos (I)	Eating/drinking facilities (S)	Eating/drinking facilities (I)	General opening hours (S)	General opening hours (I)	Student Union (S)	Student Union (I)
BIAD	3.84	4.79	2.74	4.57	3.27	4.48	3.40	4.01	3.31	3.99	3.63	5.19	4.31	5.02	3.59	4.09
BE	4.14	4.43	3.53	4.14	3.76	4.26	3.06	4.09	3.29	3.96	4.57	5.08	4.43	4.93	3.92	4.20
Bus	4.28	4.53	3.41	4.07	3.82	4.25	3.26	3.96	3.38	3.67	4.53	4.93	4.55	4.85	3.98	4.06
C&IS	4.27	5.07	3.57	4.89	3.81	4.63	3.34	4.27	3.39	4.14	4.66	5.65	4.61	5.42	4.21	4.56
Cons	3.78	5.03	3.21	4.95	2.98	5.08	2.66	3.68	4.68	5.80	4.00	5.35	4.43	5.25	2.79	4.13
Educ	4.27	5.18	3.63	4.95	3.81	4.90	3.79	4.57	3.76	4.32	4.53	5.23	4.45	5.14	4.11	4.57
E&CT	3.99	4.66	3.27	4.30	3.71	4.52	3.26	4.52	3.56	3.82	4.63	4.98	4.79	4.83	3.90	4.27
H&SS	4.42	4.54	3.64	4.35	4.11	4.21	3.60	3.86	3.78	3.70	4.86	5.34	5.14	5.09	4.49	4.05
sig	**	***	***	***	***	**	***	*	***	***	***	***	***	*	***	ns
PG	3.98	4.57	3.53	4.13	3.62	4.03	3.11	3.89	3.46	3.57	4.39	5.14	4.41	5.10	3.90	3.92
UG	4.22	4.69	3.40	4.40	3.78	4.47	3.35	4.16	3.51	4.01	4.54	5.14	4.65	4.99	4.01	4.25
Oth	3.95	4.77	2.85	4.65	3.34	4.39	3.28	3.86	3.42	3.72	3.67	5.24	4.27	5.01	3.67	4.00
sig	ns	ns	**	ns	*	*	ns	ns	ns	*	***	ns	*	ns	ns	ns
FT	4.09	5.06	3.23	4.81	3.65	4.88	3.15	4.58	3.37	4.50	4.41	5.31	4.61	5.15	3.88	4.72
PT	4.36	3.95	3.76	3.56	3.98	3.54	3.71	3.11	3.90	2.85	4.61	4.86	4.59	4.74	4.13	3.18
Snd	4.03	5.07	3.06	4.75	3.50	4.77	3.12	4.68	3.13	4.35	4.33	5.33	4.56	5.15	3.99	4.68
sig	**	***	***	***	***	***	***	***	***	***	*	***	ns	***	*	***
All	4.17	4.68	3.38	4.38	3.74	4.42	3.32	4.11	3.50	3.94	4.47	5.15	4.60	5.00	3.98	4.20

Mean scores for 7 point scale Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied

Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 10: Satisfaction and Importance for Self Development

	Broader understanding (S)	Broader understanding (I)	Discuss ideas with others (S)	Discuss ideas with others (I)	Explore other viewpoints (S)	Explore other viewpoints (I)	Increase self confidence (S)	Increase self confidence (I)	Enhance self awareness (S)	Enhance self awareness (I)	Develop creative skills (S)	Develop creative skills (I)	Read outside subject (S)	Read outside subject (I)	Tackle new challenges (S)	Tackle new challenges (I)	Develop personal style (S)	Develop personal style (I)	Develop learning skills (S)	Develop learning skills (I)	Develop practical skills (S)	Develop practical skills (I)
BIAD	5.20	6.47	5.20	6.04	5.07	6.02	4.91	6.17	4.90	5.96	5.55	6.53	4.77	5.63	5.13	6.02	5.40	6.26	4.78	6.12	5.47	6.48
BE	4.80	6.03	4.86	5.61	4.69	5.62	4.64	5.75	4.64	5.51	4.35	5.36	4.26	5.07	4.51	5.37	4.59	5.40	4.37	5.57	4.28	5.52
Bus	4.66	5.97	4.59	5.50	4.51	5.44	4.63	5.80	4.51	5.46	3.97	4.90	4.41	5.19	4.29	5.06	4.40	5.18	4.31	5.71	4.26	5.22
C&IS	4.85	6.29	5.17	6.00	4.89	5.89	4.70	6.01	4.62	5.69	4.45	5.78	4.30	5.35	4.55	5.43	4.34	5.50	4.55	5.94	4.83	5.72
Cons	5.02	6.33	4.51	5.80	4.56	5.78	4.49	6.24	4.51	6.02	5.26	6.67	3.95	5.48	5.00	6.12	5.15	6.29	4.43	5.88	5.45	6.55
Educ	5.18	6.39	5.42	6.24	5.26	6.17	5.15	6.21	4.97	6.04	4.57	5.64	4.25	5.22	4.87	5.72	4.87	5.86	4.86	6.14	4.87	5.93
E&CT	4.52	5.85	4.57	5.41	4.40	5.38	4.56	5.66	4.39	5.44	4.17	5.49	4.28	5.21	4.30	5.38	4.26	5.34	4.26	5.61	4.29	5.80
H&SS	5.01	6.33	5.26	6.07	5.23	6.12	4.90	6.11	5.00	6.00	4.11	5.18	4.55	5.32	4.60	5.45	4.61	5.72	4.73	5.99	4.59	5.81
sig	***	***	***	***	***	***	***	***	***	***	***	***	***	**	***	***	***	***	***	***	***	***
PG	5.06	6.27	5.11	5.92	4.91	5.95	4.88	5.90	4.79	5.70	4.49	5.60	4.32	5.28	4.73	5.62	4.75	5.67	4.52	5.75	4.44	5.57
UG	4.78	6.12	4.87	5.74	4.76	5.70	4.71	5.94	4.65	5.68	4.31	5.41	4.39	5.27	4.50	5.37	4.56	5.50	4.48	5.84	4.56	5.68
Oth	5.30	6.29	5.20	5.82	5.02	5.76	4.89	5.96	4.85	5.79	5.59	6.25	4.76	5.36	5.14	5.86	5.26	6.07	4.74	5.86	5.63	6.42
sig	***	ns	**	ns	*	*	ns	ns	ns	ns	***	***	*	ns	***	***	***	***	ns	ns	***	***
FT	4.74	6.22	4.90	5.87	4.75	5.83	4.71	6.12	4.66	5.87	4.54	5.77	4.32	5.46	4.55	5.58	4.66	5.74	4.49	5.95	4.74	6.03
PT	5.08	6.14	4.98	5.65	4.87	5.63	4.83	5.70	4.72	5.46	4.41	5.20	4.54	5.05	4.68	5.30	4.66	5.38	4.56	5.68	4.52	5.37
Snd	4.58	5.99	4.88	5.79	4.77	5.76	4.63	6.01	4.67	5.75	4.00	5.37	4.28	5.31	4.31	5.38	4.44	5.51	4.42	5.88	4.47	5.68
sig	***	*	ns	**	ns	**	ns	***	ns	***	***	***	**	***	**	***	ns	***	ns	***	*	***
All	4.86	6.16	4.93	5.77	4.80	5.74	4.75	5.94	4.68	5.69	4.42	5.49	4.40	5.28	4.57	5.44	4.63	5.57	4.51	5.83	4.62	5.72

Mean scores for 7 point scale –   Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
                                    Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 11: Satisfaction and Importance for Aspects of Costs and Expenses

	Accommodation (S)	Accommodation (I)	Travel (S)	Travel (I)	Field trips/Visits (S)	Field trips/Visits (I)	Study materials (S)	Study materials (I)	Books (S)	Books (I)	UCE refectories (S)	UCE refectories (I)	Socialising (S)	Socialising (I)
BIAD	4.78	5.42	3.77	5.68	4.37	4.98	3.27	6.26	3.90	5.29	3.57	4.93	3.94	4.67
BE	4.62	4.60	4.21	4.65	4.17	4.93	3.84	5.29	3.38	5.62	3.62	4.65	4.11	4.17
Bus	4.89	4.74	4.18	4.85	4.40	3.02	4.28	5.06	3.47	5.84	3.81	4.63	4.20	4.18
C&IS	4.79	5.28	3.75	5.48	4.34	3.84	3.97	5.68	3.00	6.16	3.31	5.43	3.91	4.60
Cons	5.02	6.00	4.14	6.10	4.59	4.10	3.44	6.15	3.65	5.74	2.80	5.83	3.26	5.03
Educ	4.80	5.23	4.43	5.38	4.85	5.11	4.31	5.65	3.88	5.74	3.95	5.06	4.23	4.69
E&CT	4.86	5.03	4.11	5.10	4.46	3.93	4.14	5.42	3.50	5.84	3.26	5.22	3.74	4.69
H&SS	4.87	5.18	4.09	5.47	4.49	4.34	4.24	5.49	3.64	6.00	3.18	5.25	4.16	4.47
sig	ns	***	**	***	ns	***	***	***	***	***	***	***	***	**
PG	4.70	4.79	4.14	5.11	4.31	4.74	4.10	5.38	3.72	5.61	3.81	4.95	4.23	4.06
UG	4.80	5.11	4.07	5.19	4.38	4.10	4.01	5.48	3.44	5.85	3.47	4.99	3.99	4.50
Oth	5.33	4.35	4.18	5.09	4.83	4.78	3.60	5.92	4.26	5.23	3.96	4.58	4.45	4.38
sig	*	*	ns	ns	ns	***	*	*	***	***	**	ns	**	*
FT	4.81	5.74	3.84	5.73	4.39	4.73	3.73	5.90	3.32	6.04	3.21	5.30	3.86	4.98
PT	4.97	3.46	4.51	4.31	4.42	3.48	4.48	4.89	4.01	5.34	4.20	4.37	4.44	3.42
Snd	4.54	5.53	3.85	5.46	4.37	4.27	3.68	5.63	2.89	6.10	2.95	5.37	3.86	4.81
sig	*	***	***	***	ns	***	***	***	***	***	***	***	***	***
All	4.81	5.03	4.09	5.17	4.40	4.25	4.00	5.49	3.53	5.78	3.54	4.96	4.04	4.43

Mean scores for 7 point scale – Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

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Evaluation Framework 12: Satisfaction and Importance for UCE Environment

	General appearance (S)	General appearance (I)	Layout (S)	Layout (I)	Moving between buildings (S)	Moving between buildings (I)	Crowded/cramped conditions (S)	Crowded/cramped conditions (I)	Level of heating (S)	Level of heating (I)	Toilet facilities (S)	Toilet facilities (I)	Security (S)	Security (I)
BIAD	4.79	5.26	4.66	5.27	4.54	4.94	3.98	5.71	4.24	5.79	4.32	5.69	4.18	5.90
BE	4.13	4.63	4.34	4.74	4.16	4.80	4.05	5.18	4.52	5.23	4.71	5.13	4.36	5.30
Bus	4.47	4.56	4.75	4.72	4.55	4.75	4.28	5.30	4.81	5.53	5.01	5.44	4.66	5.48
C&IS	4.32	4.72	4.63	4.87	4.66	4.78	4.14	5.37	4.38	5.67	4.89	5.66	4.45	5.80
Cons	5.15	5.17	5.20	5.46	4.90	5.37	3.53	6.18	2.79	6.02	5.69	5.80	5.64	6.17
Educ	4.77	4.84	4.73	5.07	4.89	4.89	4.51	5.61	4.54	5.84	4.50	5.74	4.08	6.03
E&CT	4.68	4.81	4.72	5.04	4.21	4.86	4.25	5.26	4.61	5.45	4.70	5.30	4.66	5.47
H&SS	4.48	4.45	4.66	4.67	3.79	5.15	3.87	5.56	4.47	5.74	4.84	5.70	4.26	5.65
sig	***	***	**	***	***	*	***	***	***	***	***	***	***	***
PG	4.14	4.83	4.29	4.95	4.15	4.86	4.25	5.27	4.50	5.47	4.55	5.46	4.38	5.58
UG	4.49	4.67	4.69	4.84	4.42	4.87	4.09	5.42	4.49	5.59	4.84	5.49	4.49	5.61
Oth	5.50	5.27	5.09	5.26	4.59	4.93	4.41	5.74	4.67	5.78	4.45	5.77	4.15	5.97
sig	***	***	***	*	*	ns	*	*	ns	ns	**	ns	ns	*
FT	4.39	4.76	4.63	4.97	4.46	4.91	3.92	5.53	4.43	5.69	4.84	5.56	4.39	5.73
PT	4.73	4.74	4.70	4.82	4.37	4.83	4.44	5.29	4.55	5.47	4.63	5.46	4.47	5.56
Snd	4.23	4.61	4.60	4.81	4.18	4.93	3.90	5.42	4.64	5.59	5.02	5.43	4.60	5.46
sig	***	ns	ns	ns	ns	ns	***	**	ns	**	**	ns	ns	**
All	4.51	4.74	4.66	4.89	4.39	4.88	4.13	5.42	4.51	5.59	4.77	5.50	4.45	5.63

Mean scores for 7 point scale - Satisfaction: 1 = Very Dissatisfied, 7 = Very satisfied
Importance: 1 = Not at all important, 7 = Very important

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