

Executive Summary

- The overall response rate for UEA was 26% ranging from a low of 12% from CMP and a high of 46% from NSC. MED opted to not participate in the 2013 SES.
- **Teaching is rated very well**, particularly the staff being knowledgeable and the courses being intellectually stimulating. This area was also rated very well on the I-Grad and Barometer survey¹.
- **Assessment and feedback are rated less well**. With regard to assessment, clarity of procedures for submission of coursework are rated well:
 - However **one in ten students perceived assessment to be unfair**
 - **22% are dissatisfied with the quality of written** feedback.
 - **32% are dissatisfied with quantity of written** feedback.
- In a survey that sees mostly positive scores a significant area of **dissatisfaction is around promptness of feedback**.
 - The **HUBS have been rated less well by Year 2 than Year 1, with 25% of students in ARTS Hub, strongly disagreeing that course work was returned in a timely manner** while just **34% agreed or strongly agreed**.
 - In contrast, **10% of students in E.Fry and just 1% in Edith Cavell reported the same**.
 - Management information from HUBS's tracking of its service indicates that there is **no significant difference in the average time taken to return coursework** across E.Fry and ARTS².
 - The average number of days for students to receive coursework (excluding holidays and weekends) range from a low of 7 to a high of 22.3 days.
 - Return of coursework ranges from 2 to 83 days.
 - The on-time return of assessments range from a high of 100% (for AHP and SWK with 6 and 3 assessments respectively) to a low of 25% (for LAW with 32 assessments).
 - There does not appear to be a strong relationship between school size and the return of coursework.
 - These findings **reinforce the negative ratings around promptness of feedback** (Q7 on NSS).
 - **Year 2 overall seem to rate their experience with the HUBS less well in 2013 compared to 2012**.
 - Focus group discussions with students have indicated **that new measures such as electronic monitoring of coursework status is not trusted because they have incorrectly reflected the real status in the past, and students do not understand where the bottlenecks are which are causing the delays to the promised 20 days turnaround time**.
 - It should be noted that there is a **high degree of correlation ($\gamma=0.56$) between Q7 on the NSS and the question on HUBS that asks whether coursework was returned in a timely manner**. This suggests that when students are answering Q7, they are **thinking about whether they had the marked work returned to them on time regardless of where the cause of the delay was**.
 - **Overall satisfaction with HUBS is most strongly correlated to timely return of work** rather than other aspects of the HUBS.
- **Academic support and organization and management are slightly better for Year 1 (78%) than Year 2 (68%)**.

¹ For further details on these surveys please contact Becky Price: Rebecca.Price@uea.ac.uk

² Please contact Rachel Paley (R.Paley@uea.ac.uk) for further information. The disaggregation data by Schools is not provided in this report. Also please note it is difficult to match up the findings from this report, to the analysis undertaken by HUBS' management information because the HUBS analysis has been conducted using assessments as a unit of analysis rather than students. Also it includes the experiences of all students using the HUBs rather than just Year 1 and Year 2 students, who comprise the sample in the SES. The HUBS analysis also includes students enrolled for dissertation modules which may take considerably longer than other types of coursework to be returned.

- SCI students are most satisfied with academic support while SSF students are least satisfied with academic support.
- AHP/NSC students are least satisfied with organization and management on their course.
- **Most students are satisfied with their personal and professional development**, particularly with the development of their research skills; however they **would like more opportunities to develop their real world problem solving skills, and work related skills.**
- There is a **large disparity in expected versus achieved good honours**, with expectations far outstripping achieved good honours.
 - This gap is **negative 25.5% for SCI** and **negative 28% for SSF** while **HUM had a small gap of 7.5%** and for **AHP/NSC was negligible at 1%.**
- In the 2013 SES we asked students a number of questions from the **National Survey of Student Engagement (NSSE)³**.
 - **Students' use of time**
 - Modal scores indicate that a significantly higher proportion of Year 1 UEA students spent **maximum time on socialising** followed by **preparing for class, while the reverse was true for Year 1 NSSE institutions.**
 - Within UEA, **SSF students reported they spend the most time socialising with 32%** reporting that they spend more than 21 hours per week socialising **while only 11.5% of students from NSC/AHP** report doing the same.
 - Twice as many **HUM students as SCI and SSF** students report spending more than 21 hours on employment not connected to their course.
 - When students who expect to **get a 2:1 or better and those who do not expect to do so are disaggregated, our findings are counter to our expectations with a much higher proportion of students who do not expect good honours, report spending less time on socialising.**
 - However this is not altogether surprising **because most students from AHP/NSC report spending less time socialising and also were more likely to report they do not expect a good honours,** reflecting the real proportions of those who achieved a 2:1 or better.
 - **Students' intentions to participate in activities**
 - The **most popular choice is participation in an internship** which the majority of students plan to do, followed by **wanting to hold a formal leadership role.**
 - The **least popular choice is studying abroad** which over 51% of students reported that they did not plan to do.
- **EU students have a significantly higher level** of engagement compared to **Home or Overseas students.**
- **Year 1 students are very satisfied overall with the registration process, induction and pre-arrival materials,** with all aspects scoring well.
- The **majority of students in both years find their workload as heavy as they expected,** with the exception of NSC/AHP where 55% state their workload is higher than they expected it to be.
- The **majority of students rate their overall satisfaction well.**
 - Correlation coefficients for overall satisfaction indicate **that overall satisfaction is most significantly positively correlated** to the following in order of strength: **course organization (Q15), overall satisfaction with academic support, staff being good at explaining things (Q1), course is intellectually stimulating (Q4), staff make the subject interesting (Q2) and staff are enthusiastic and knowledgeable about the subject (Q3).**

³ Through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of North American four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. For further information see: <http://nsse.iub.edu/>

- Focus group discussion indicate that students find the following the **most difficult aspects of their course**:
 - **Clustering of exams**, particularly more than a single exam on a day
 - **Late return of coursework**
 - **Feedback not explicitly telling students how to improve** from a 2:1 to a first
 - **Changing word count** in the middle of the term without adequate notice
 - **Inconsistency around guidelines for referencing** in some Schools
 - **Inadequate level of details that does not aid in module selections**. Students reported that they it would be helpful if they knew about the shares of different types of assessments (exams, essays, presentations etc.).
- Students reported **enjoying** the following elements of their course:
 - **Ability to choose their modules** and most took advantage of this by enrolling for modules that are sufficiently removed from their course
 - **Study abroad program**
 - **Opportunities to collaborate** with a member of the **Faculty** on research both domestically and internationally
 - **Field trips** as part of their course
- Students are **most likely to recommend UEA to a friend or family based on the quality of teaching, the learning resources and sports facilities**.
- They were **less inclined to recommend UEA on the basis of student support** (including but not limited to the Dean of Students' Office, Student Union, Counselling Centre, Careers etc.) **or the research reputation of staff**.
 - However it should be noted that when UEA is compared to other institutions (I-Grad and Barometer), we rank at par or better than our 1994 peers based on some of these factors.
 - **Slightly higher proportion of home students are less likely to recommend us** based on research reputation of Faculty members, **while higher proportions of international students (EU and Overseas) are less likely to recommend us** based on: **physical space, learning resources and opportunities for socialization**. UEA also ranked less well on these factors in the I-Grad and Barometer survey.
 - The **greatest difference between home and international students' propensity to recommend us was based on socialization opportunities**, which the international students rated less favourably.
 - These findings from the SES are reinforced by findings from the Barometer survey especially with regards to integration of home and international students, student satisfaction with accommodation office and learning spaces. Although the questions on the SES and the Barometer are not worded exactly the same, they allow us to identify opportunities for improvements based on similar themes.
- This report offers some guidance to the institution with regards to what is important to students, and the means to better align institutional strategy with that of student needs. Though the conclusions and recommendations are not prescriptive, they are indicative of the challenges UEA may encounter in the 2013 NSS and reputational scores in other surveys and the findings from should be viewed in that light⁴.

⁴ If a School would like to have its own report with data disaggregated at the School or Course level, please note that this will be undertaken only if sample sizes are 50 or above. Schools can find whether at least 50 students completed the survey on Table IV of this report.

IMPACTS ON THE NSS

