ELIR 2020
Advance Information Set

Summary document

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1.1 Mapping to the advice and guidance

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6.0 Coversheet

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Section 1

A mapping of the institution's policies and practices to the Quality Code

This section of the AIS includes the following documentation:

1.1 Mapping to the Quality Code's Advice and Guidance

Although not a requirement, we have taken the approach of mapping the University's policies and processes to the UK Quality Code's Advice & Guidance (using a traffic light system). This has encouraged us to pay attention to the full detail of the Code and has helped to highlight particular areas where we need to take further action.

Further information on our use of this external reference point can be found in section 4.5 of the Reflective Analysis.

Admissions, Recruitment and Widening Access

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Policies and procedures for application, selection and admission to higher education courses are transparent and accessible.	Our admissions Policy, updated in Summer 2018, describes our procedures https://www.st-andrews.ac.uk/study/policy/		
Higher education providers use fair, reliable and appropriate assessment methods that enable them to select students with the potential to complete the course successfully.	Our assessment methods are published in our Admissions Policy and in our print and online prospectus. Entry requirements are based on reliable data about student attainment and are subject to review by the Qualifications Group in Admissions		
Higher education providers reduce or remove unnecessary barriers for prospective students.	We have adopted an evidence-based approach to contextual admissions. Our decision-making is informed by relevant criteria relating to applicants' attainment and potential. https://www.st-andrews.ac.uk/study/policy/contextual-data/		Continue to engage with the University's strategic aims in the areas of equality and diversity to remove hidden barriers to participation and attainment.
Information provided to prospective students for recruitment and widening access purposes supports students in making informed decisions.	Comprehensive information about courses, the application sources, fees and funding, and support for students are published online: https://www.st-andrews.ac.uk/subjects/ https://www.st-andrews.ac.uk/study/prospectus/ https://www.st-andrews.ac.uk/study/support/ https://www.st-andrews.ac.uk/study/fees-and-funding/ https://www.st-andrews.ac.uk/study/apply/		
All staff, representatives and partners engaged in the delivery of admission, recruitment and widening access are appropriately trained and resourced.	Admissions staff and Admissions Officers in Schools receive regular training and have access to relevant resources. School Admissions Officers participate in a professional development programme run jointly by Admissions and our Centre for Academic, Professional and Organisational Development (CAPOD).		
Providers continually develop widening access strategies and policies in line with local and national guidance.	Our widening access strategy is informed by work of the Scottish Government's Commission for Widening Access, in particular the Universities Scotland document Working to Widen Access: https://www.universities-scotland.ac.uk/publications/working-to-widen-access/		

Assessment

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Assessment methods and criteria are aligned to learning outcomes and teaching activities.	Assessment methods are governed by central oversight at the Curriculum Approvals Group (CAG) and are linked to teaching activity by Policy. Schools are expected to blueprint their assessment to the intended learning outcomes for each module but this process is not monitored centrally Policy on Assessment: Marking & Standard Setting		
Assessment is reliable, consistent and fair.	Examination procedures for each school are reviewed annually and approved by the schools appointed external examiners. Pre-release and completed examination papers, and some coursework are reviewed by external examiners at granualar level. Module results are reviewed firstly by the Module Boards and the external examiners then finally approved by the Associate Deans. Trends and unusual results across modules, Schools and Faculties are noted and investigated. Although policy advice exists to ensure testing of results for consistency and reliability, there is no current requirement for this activity to be reported at a central level. Students who wish to review an academic decision such as a grade given for a piece of academic work can do this through the Appeals Policy. Appeals Policy		

Assessment design is approached holistically.	Assessment structure is designed to be diagnostic of current knowledge and understanding; formative in providing a measure of learning progression for the student; and summative as a record of understanding and application which counts towards a final module grade. Proposed assessment design must be approved at the Curriculum Approval Group (CAG) where a high level review of assessment structure is made. This ensures assessment parity within different forms of assessment between modules, courses and Faculties, but does not require any particular portfolio of assessment within a module or course. Module assessment must be linked proportionally to the taught content of the module. and this blueprinting should be made available to be reviewed by the external examiners. Policy on Assessment: Marking & Standard Setting		

Assessment is inclusive and equitable.	The University provides reasonable adjustments for students with disabilities, and a re-written Policy on reasonable adjustments is currently awaiting approval for implementation. Adjustments are recommended by Student Services based on individial cases, these are implemented by Schools and Registry as appropriate. Pathways to apply for reasonable adjustments are advertised to students on the University assessment webpages and information for staff on the inclusive curriculum toolkit pages. For students who have long term mitigating circumstances, the Univiersity can classify an exam as being 'S' coded which effectively removes the result from the degree classification algorithm if it acts to the detriment of the student. Deferred sittings are also used if a student has a short term issue in close proximity to the exam. These policies are described in the Policy for Marking and Standard setting and the Assessment Policies and Procedures. Assessment structure for whole courses are checked and approved by both the Faculty Deans and External Examiners prior to approval. Assessment structure for whole courses are checked and approved by both the Faculty Deans and External Examiners prior to approval. Inclusive Curriculum Toolkit Policy on Assessment: Marking & Standard Setting		Review new ways of assessment which will provide an accurate measure of required competency whilst allowing flexibility for the needs of the student

Assessment is explicit and transparent.	Policy for Marking and Standard setting describes the University requirements for explicit and transparent assessment. Schools should produce grade and mark descriptors for all of their assessment, which conform to either the appropriate SCQF guidelines for grades or the intended learning outcomes or graduate attributes for marks. These along with examination rules and important related Policy are published in advance of the examination and are provided to external examiners for oversight. Policy on Assessment: Marking & Standard Setting Definitions for Classification, Grades, Marks and the 20-point scale		
Assessment and feedback is purposeful and supports the learning process.	Assessment structure is designed to be diagnostic of current knowledge and understanding; formative in providing a measure of learning progression for the student; and summative as a record of understanding and application which counts towards a finl module grade. This is supported by the Policy for Marking and Standard setting Policy on feedback to students on assessed work Policy on Assessment: Marking & Standard Setting		

Assessment is timely.	Assessments exist in a number of formats, and schools are required to provide a structure of assessment which enables student to derive an understanding of their previous knowledge, how they have progressed during the course, and how their knowledge, understanding and application is rated on the University 20 point scale. There is no requirement for particular assessment formats at a module level, but Schools must ensure opportunities for self assessment and feedback exist as part of the whole course assessment structure (Policy on Marking and Standard Setting & Assessment Policy and Procedures). As such each school has a responsibility to ensure assessment provides timely feedback on student knowledge and progress as well as their grade for each module. Policy on Assessment: Marking & Standard Setting Assessment Policies and Procedures		
Assessment is efficient and manageable.	Each school has an examinations officer who works with the University Registry to produce, check and run formal examinations to a University implemented schedule. Each academic year has three assessment diets with the ones in December and May principally (although not exclusively) for first sittings, and one in August predominantly for re-sits and deferred exams. Each student has a personalised exam timetable for their examinations. All exam diets are organised to minimise the proximity of exams for an given individual. The December diet can occasionally finish close to Christmas making travel for some difficult, however it means assessment is finished before the vacation time, allowing students a better facility for recouperation. August 2019 Examination Diet Exams - Frequently asked questions		

Students are supported and prepared for assessment.	Schools have a responsibility to ensure students are prepared for examination, both in terms of prior feedback about the knowledge and performance, and also for the examination format. The University provides support in the form of a drop in facility within Student Support, and online with links to policy and frequently asked questions. Schools can also provide staff Office Hours where students can speak to staff without and appointment, and access to selected undergraduate past papers through the My Saint portal. Exams - Frequently asked questions		
Assessment encourages academic integrity.	Coursework penalties are employed to encourage students to approach their assessment in a timely manner, whilst Exam rules define regulations on academic misconduct which are detected in part using Plagiarism detection software on all submitted coursework and dissertations. Widespread use of invigilated examinations and class tests makes misconduct less likely Policy on Coursework Penalties Examination rules Policy on the use of plagiarism detection software		

Concerns, complaints and appeals

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Concerns, complaints and appeals are used to improve the student experience.	**Complaints** Organisational learning from complaints is a core feature of the University Complaint Handling Procedures ("the CHP") i.e. All stage 2 complaints are investigated by a senior University Officer, who is normally a member of the Principal's Office. The final decision on each complaint (as communicated via an outcome letter) is usually made by the Vice-Principal, Governance or on rare occasion the Principal and Vice Chancellor (where a complaint directly involves a member of the Principal's Office). Thus, issues can be promptly identified and steps put in place to remedy these, or further work can be commissioned. All complaint outcomes are reviewed by the Head of Information Assurance and Governance – any potential issues or areas for further assessment are identified and communicated to the Vice Principal, Governance. Where appropriate, a follow-up lessons learned assessment review, involving all relevant parties and chaired by the Vice-Principal, Governance is undertaken: to agree on the contributory factors (why the complaint arose) and to agree and implement lessons learned. Notable areas of organisational learning also feature in this annual report, as appropriate. A separate annual assessment, focusing on complaints related to academic provision, is presented to the Vice-Principal Education (Proctor) for review by the Academic Monitoring Group.		

	Organisational learning features as part of the annual report on the review of the operation of the CHP, which is presented to the University Audit and Risk Committee – there is a formal, independent mechanism to test the effectiveness of the reflective learning element intergral to the University's complaints process. **Appeals** Organisational learning from appeals is being incorporated into the appeal review process undertaken when preparing the annual report for the Academic Monitoring Group. Any issues thrown up by an appeals process is followed up, by the Senate office, with the appropriate Dean and if necessary the Head of School. An Annual appeals report goes to the Academic Monitoring Group and provides a summary of appeals and commentary on trends/issues including areas of action. A quarterly update on appeals and their outcomes goes to Academic Council for Senate. Part of the induction process for Heads of School will now cover the appeals process both at School and Senate level and highlight key points, including the need to process appeals timeously and fairly. The Academic Appeals policy has been reviewed and is to be updated. An annual review will take place in order to incorporate any lessons to be learned form the cycle of appeals for the academic year. As part of this process, all Stage 1 and Stage 2 appeals must now be submitted on an appropriate form and not by any other means.		
Concerns, complaints and appeals procedures are	**Complaints**		

accessible and inclusive.	The CHP and supporting information are published on the University website; the CHP is a model developed by Scottish Public Services Ombudsmen (SPSO), which the University has limited scope to amend. SPSO work to make their documentation and procedures accessible, as that Office services all individuals who can access services from Scottish Public authorities. Valuing complaints Further and Higher Education Complaints handling procedure The University's Policy on dealing with abusive, persistent or vexatious complaints and complainants was peer reviewed by SPSO prior to internal review and publication, in part to establish accessibility and fairness. Policy on dealing with abusive, persistent or vexatious complaints and complainants Students have the option to engage with the Student Advocate, University of St Andrews Students Association, who provides advice and guidance independent of the University on the academic appeals and CHP. Section 4.7 of the CHP directs students to the services of the Student Advocate, should impartial and independent advice on formulating a complaint be required etc. Complaints handling procedure **Appeals** The University Policy on student Academic Appeals is published on the university website as are all other relevant policies Policy on Student Academic Appeals In addition, detailed guidance is provided to students at other relevant places on the website, for example: Academic Appeals and Student Conduct			

	Student Services and the Senate Office are sources of information and advice on process, and sudents have access to impartial support and advice from the Student Advocate for the Student's association. See complaints above. These sources of information are clearly signposted in the Appeals policy. The Acadmic Appeals policy contains provision to accommodate students who may require extra time due to registered disabilities or learning difficulties, and the Senate Appeals process provides for students to be accompanied by appropriate indiviudals.		
Information is clear and transparent.	**Complaints** Complaints documentation is in the main derived from the SPSO. The SPSO statement on accessibility notes: The content of the site has been written to be readable by as many people as possible. We have tried to use plain language that is jargon-free and easily understandable. The SPSO website has been awarded the Crystal Mark for plain English, and we apply the same standards to the Valuing Complaints website. http://www.valuingcomplaints.org.uk/accessibility **Appeals** The appeals process this year has highlighted a number of inconsistencies across policies, relating both to wording and process.	 	(i)The Academic Appeals policy is being updated and Stage 1 and 2 Appeals forms redrafted to ensure consistency of language and conformity with the provisions of the Academic Appeals policy .(ii)Discussions with Policy officers in relation to amendments to other policies, where inconsistencies have

	It would be helpful if there was a greater degree of clarity as to the exceptional circumstances ground of appeal and what is encompassed by the phrase “extenuating personal circumstances”. Guidance as to what evidence is required in order to esatblish this ground would also be beneficial		been identified. (iii) Work undertaken by Registry in conjuction with the Senate Office to redraft reference to appeals process in Outcome letters to student to improve clarity.
People raising concerns or making complaints or appeals are treated with dignity and respect, and their well-being is properly considered.	**Complaints** In all cases, people who make use of the CHP are treated with dignity and respect. University Policy (Vexatious complaints etc.) recognises that on occasion people making use of the CHP may may act out of character in times of trouble or distress. Issues of complaint raised with the University may, for instance, relate to upsetting or distressing personal circumstances and as a result, the process may be stressful for the complainant. The Policy seeks to establish relevant bounderies and safeguards, to protect complainants and staff – in that regard the wellbeing of people facing difficult and stressful challenges is considered and provided for. **Appeals**		

	Students have access to the support of the Students' Association and student support services. All appeals received are processed in a timely and courteous manner with account taken, if appropriate, of any individual circumstances which might contrinute to a student being unable to file an appeal and/or supporting documentation on time. Matters viewed on a case by case basis, within the framework of the appeal structure.		
Concerns, complaints and appeals processes are proportionate and allow for cases to be resolved as early as possible.	**Complaints** The University Complaints Handling Procedures ("the CHP") is a model framework developed for the Scottish HE Sector by the Regulator i.e. the SPSO. This provides 2 stages for complaint resolution and investigation, with scope to seek a final decision from the SPSO, should a complainant remain dissatisfied after stage 2 of the CHP. This is a best practice complaints management framework, which allows for speedy investigation and as appropriate resolution at stage 1 (typically within 5 working days) or full investigation and written outcome letter (within 20 working days). http://www.valuingcomplaints.org.uk/handling-complaints/complaints-procedures/further-and-higher-education Since academic year 2013/14 when the CHP came into force, the bulk of the University's complaints managed via the CHP have been addressed at stage 1 with a small proportion being taken forward to stage 2. https://www.st-andrews.ac.uk/terms/complaints/ **Appeals**		

	The Appeals process provides for local resolution, which is to be desired and then escalation. At each stage the emphasis is to achieve swift resolution of the appeal and to provide an early outcome. The appeal process includes provision for an appeal to be upheld by default if there is delay in providing an outcome to a student at Stage 1. At Stage 2, Senate level clear guidance exists as to the timelines in which appeals must be respolved and these are strictly adhered to. Students must be informed of any delay and given an alternative response date.		
Concerns, complaints and appeals procedures are fair and impartial.	**Complaints** Yes, when allocating investigating officers and/or the senior officer charged with producing an outcome letter, appointments are made so that there can be no conflict of interest. The scheme of delegation built into the CHP also establishes independence in the assessment of complaints. Should a person feel that a complaint has not been managed correctly, they have the right to seek assistance from the SPSO. The University is required to direct complainants to the SPSO, in writing, should further assistance be required when issuing an outcome letter. **Appeals** Appeals procedures provide for appropriate level of internal review. The assessment stage of a Senate appeal is undertaken by trained Senate assessors one of whom is a student and the other an academic from outwith the School and, if possible faculty of the appellant. This ensures no conflict of interest. Clear outcome letters are given on conclusion of the appeal along with guidance as to the availability of an further appeal to the Ombudsman.		

	A meeting has been arranged to review the assessment process with the academic assessors to ensure that there is clear understanding of the gounds of appeal and consistency of approach in the application of grounds. Assessors are being asked when reaching determinations to provide an explanation of the reasoning behind their determination, and to do so by reference to the Academic Appeals Policy. This will facilitate the production of clear and informative Outcome letters.		
Confidentiality and anonymity are appropriately assured	Section 4.5 of the University CHP '**Maintaining confidentiality**' establishes the minimum requirements for establishing and protecting confidentiality. https://www.st-andrews.ac.uk/assets/university/terms-and-conditions/documents/complaints/complaints-handling-procedure.pdf Day-to-day management of the CHP is serviced by the University Information Assurance and Governance function, who are also responsible for coordinating the University's response to United Kingdom and European Union data protection laws. When coordinating and supporting stage 2 complaint investigations, and when liaising with the SPSO the minimum personal data necessary to support a complaint investigation are circulated. In addition, outcome letters are reviewed to ensure that confidentiality and privacy are maintained.		

	Complaints will have the University information classification of either '***confidential***' or '***strictly confidential***' – rules on now documents are to be managed then apply. For example, when sending case file materials to SPSO via email, documents must first be encrypted to the industry standard AES 256. https://www.st-andrews.ac.uk/itsupport/security/classification/ Records retention rules that determine how long complaint case files are to be retained before being destroyed are in place – meaning that confidential information is not retained indefinitely. Annual reports and reviews of the operation of the CHP are reviewed before publication to ensure that no https://www.st-andrews.ac.uk/terms/complaints/ **Appeals** All information is treated in a confidential manner. Information is released only to those who are needed to investigate or respond to the case and all communucations about individual appeals are referenced by student ID number rather than name. Retention of confidential information will be in line with retention policy.		
Concerns, complaints and appeals are resolved in as timely a way as possible.	**Complaints** Timelines for the management of concerns, complaints and appeals are published and form part of the relevant University policy or procedure. Any extension to the time required for stage 2 complaints must first be authorised by the Vice-Principal Governance and that decision recorded. https://www.st-andrews.ac.uk/assets/university/terms-and-conditions/documents/complaints/complaints-handling-procedure.pdf		

	Parties central to a complaint investigation are advised of any extension to the investigation timeline, along with reasons for the extension. The timelines for resolving complaints are reviewed annually, as part of the report to the University Audit and Risk Committee. https://www.st-andrews.ac.uk/terms/complaints/ **Appeals** Clear deadlines are expressed in the Academic Appeals policy. The standard timeframe for providing a response to a Stage 2 appeal is 10 working days from the date at which the appeal is sent for assessment. The Senate office facililitates the resolution of any queries as to process of the appeal as they arise. Students are informed of any delay, they are also kept informed of the progress of the appeal. All correspondence from students to the Senate office, relating to an appeal is dealt with swiftly and any appropriate action taken by the office to deal with questions raised. Clear rules exist in the Academic Appeals policy as to the circumstances in which extensions of time may be granted .		

Course design and development

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent.	All Curriculum development is underpinned by the University's Strategic Plan: https://www.st-andrews.ac.uk/staff/policy/planning/ Curriculum Development and Approval are overseen by the Strategic CAG (Curriculum Approvals Group) Committee comprised of the Deans, representatives of the Proctor's Office, the Pro Deans Curriculum and the Curriculum Officer. Business CAG is held on a montly basis. this group consists of the Associate Deans, the Pro Deans Curriculum and Advising, the Student Union director of Education and Curriculum Officer. At CAG all programme and modular changes and enhancements are discussed and reviewed. CAG consider content, workload, learning outcomes, consistency between modules and programmes, and overall progression.		
Assessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.	The processes are continuously monitored by the Pro Deans Curriculum in liaison with Directors of Teaching. The ongoing dialogue between Pro Deans and DoTs ensures continuous improvement as innovations are fed back into the system.At the end of every academic session a summary of Business CAG activity is assessed at Strategic CAG. The processes are flexible and responsive within the strict limitations of CPL compliance – it is possible for Schools to propose new optional provision for the following academic session beyond the CPL February deadline, which pertains to compulsory core programme content.		

Internal guidance and external reference points are used in course design, development and approval.	The Pro Deans Curriculum provide guidance for DoTs both formally and informally at all points during the process. Formal guidance is outlined here: https://www.st-andrews.ac.uk/staff/teaching/curriculum/ This provides a variety of internal resources (application & approval process information, best practice guidance) and external links to aid course design.		Add information on ongoing work on Entrepreurship and Sustainabilty in the Curriculum to this web page for ease of access
Feedback from internal and external stakeholders is used to inform course content.	Course Content is discussed at School Level with all academic colleagues, Programme Co-ordinators, and DoTs. Feedback is obtained from students through Staff-Student Consultative Committees held twice a semester, MEQ responses, and ongoing regular informal feedback. This is more widely debated at Teaching Committee level, which includes student representatives. Proposed course content is regularly discussed with Pro Deans Curriculum prior to formal submission. Substanial changes must have the approval of School external examiners and the Head of School. Upon formal submission content is reviewed by Business CAG.		

Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.	The Centre for Academic, Professional and Organisational Development (CAPOD) provides support to all staff in the form of training programmes and workshops. Training includes Module Design, Assessment Creation, and Innovative Group Teaching Methods.CAPOD offers a ten-credit, taught postgraduate module, ID5102 'Curriculum Design and Assessment', to early career staff and PGR students. Take-up is wide-ranging, and feedback from the participants and the external examiner is always excellent. The Pro Deans Curriculum run a training event for new DoTs at the start of each academic year, to guide them through the approval process. The Pro Deans also attend Learning and Teaching Committee and DoT lunches.		
Course design, development and approval processes result in definitive course documents.	Our C-View system is a centralised portal for Modular and Programme review and approval. Here staff propose new courses and changes, which are reviewed and submitted at School level by the DoT and reviewed systematically by Business CAG on a monthly basis. All finalised approved paperwork is stored and used to create the Programme Documentation and Course Catalogue on an annual basis.		New Programme Proforma to be more fully integrated onto C-view
Design, development and approval processes are reviewed and enhanced	This is an ongoing review and appraisal process. Enhancements and changes are discussed strategically (through Strategic CAG and the Deans Office) and operationally (through Business CAG and Curriculum operations at Registry) and all changes are communicated to and discussed with Directors of Teaching at DoT lunches and Learning & Teaching Committee.		

Enabling student achievement

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Strategic and operational plans for supporting students and enabling achievement to align to the student journey.	There are a range of plans covering all aspects of the student journey, which is itself in the process of being mapped by different support units. After the launch of the new university strategy in 2018, many of the supporting strategic and operational plans are being redrafted; these currently include: University Employability Strategy Quality Enhancement Strategy Student Experience Strategy Postgraduate Strategy Operational plan for CAPOD responding to University strategies Operational plan for Student Services responding to University strategies Operational plan for Careers Service responding to University strategies URLT schedule AMG reports and agenda Equally Safe in Higher Education **New strategies under development:** Mental Health Strategy Suicide Safer Strategy University people strategy (this new strategy is in development, with a both a staff and student focus)		Finalise mapping and re-writes
Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.	Academic policies are linked from a central page: https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/		As above

	New policies and amendments to existing policies are approved through the Learning and Teaching Committee and the Academic Council. A standard pro forma for policy proposals ensures consistent presentation of policies, and prompts the author to conduct consultation with appropriate schools and units (including Student Services, Registry, Library etc). The format for final published policies includes a 'review by' date to ensure that relevance and effectiveness is regularly reviewed. Detailed information on rules and regulations available for undergraduate and postgraduate students: https://www.st-andrews.ac.uk/students/rules/ https://www.st-andrews.ac.uk/pgstudents/rules/ Further guidance is published by Student Services, covering a wide range of topics including health and disability, accommodation, financial and visa matters: https://www.st-andrews.ac.uk/students/advice/ Policies relating to individual support units are also listed on their websites, but an ongoing Governance Zone project aims to further improve consistency of policy document structure and format, to clarify governance and ownership, and to make it easier for students to discover and access the most relevant policies. In addition to formal policies, brief 'user friendly' summaries of key academic rules and regulations are published, including a FAQ and glossary of university terminology: https://www.st-andrews.ac.uk/students/academic/academic-advising/faqs/		

Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.	New policies and amendments to existing policies are approved through the Learning and Teaching Committee and the Academic Council. A standard pro forma for policy proposals ensures consistent presentation of policies, and prompts the author to conduct consultation with appropriate schools and units (including Student Services, Registry, Library etc). The format for final published policies includes a 'review by' date to ensure that relevance and effectiveness is regularly reviewed. Detailed information on rules and regulations available for undergraduate and postgraduate students: https://www.st-andrews.ac.uk/students/rules/ https://www.st-andrews.ac.uk/pgstudents/rules/ Further guidance is published by Student Services, covering a wide range of topics including health and disability, accommodation, financial and visa matters: https://www.st-andrews.ac.uk/students/advice/ Policies relating to individual support units are also listed on their websites, e.g. https://www.st-andrews.ac.uk/careers/about/ but an ongoing Governance Zone project aims to further improve consistency of policy document structure and format, to clarify governance and ownership, and to make it easier for students to discover and access the most relevant policies. In addition to formal policies, brief 'user friendly' summaries of key academic rules and regulations are published, including a FAQ and glossary of university terminology: https://www.st-andrews.ac.uk/students/academic/academic-advising/faqs/		As above

Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.	Every support service has a dedicated budget for service delivery and staff development/training, to ensure delivery of quality services. Resources are made available to secure membership of relevant professional associations to support best practice, and ensure quality. Every service develops an annual plan as part of the budget process, identifying key issues, synergies with other units, and contribution to university strategy, and can request a meeting with the panel overseeing the process to discuss the year ahead. The panel provides feedback on potential areas for coordination. Directors of support services attend a monthly 'service directors' group, to discuss key issues, and in 2019, have been collaborating on themed workstreams to ensure a coordinated approach to delivery across issues including student welcome and induction, and the student experience. A strategic approach to supporting student achievement is also coordinated through the university's Student Experience Committee, Learning and Teaching Committee, and Postgraduate Research Committee, which have student and academic representation. A full introduction to student support services is provided at university staff induction. In addition to the structures above, a strategic approach to evaluation of services is delivered via annual meetings to discuss the iGrad survey, and regular internal reviews.		Because services are being asked to make efficiency savings

	Staff are also part of a number of sectoral and professional networks and are encouraged to engage with relevant meetings, webinars, mailing lists, fora and conferences. Where appropriate to their role, staff are required to hold or be working towards qualifications relevant to their posts, and undergo regular professional development. The Careers Centre is a member of the Association of Graduate Careers Advisory Services (AGCAS) and Enterprise Educators UK (EEUK), and student-facing staff have relevant qualifications and training relating to their roles Student Services' Counselling, Wellbeing and Mental Health services have been accredited by the Royal College of Psychiatrists. A team of 51 Wardens and Assistant Wardens (trained and managed by Student Services) provide out of hours pastoral care in eight halls of residence. Mental Health First Aid Training has been delivered to Units, Schools and Departments across the University. A new training programme is currently being developed for academic staff covering inclusive teaching and arrangements for students with disabilities.		
Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.	Regular newsletters for students and alumni, e.g. Career Matters (Careers Centre), St Andrews in the News (Development [alumni] Office) Regular social media profiles and updates, including 'Instagram takeovers' of the university's main Instagram pages Electronic noticeboards in the Library and ASC Regularly updated webpages for support services Support service and school attendance at pre and post application open days for prospective students, outlining opportunities/support at the university		

	Comprehensive outline of opportunities/support offer in the prospectus Regular engagement and co-delivery with the Student Association The Orientation App for entrant students contains information about support services and is available each year from March onwards. Centrally organised events and activities introducing support and resources are scheduled during Orientation Week, as well as sessions in academic schools and halls of residence. Provision of a University notebook to all incoming students (UG and PG) containing important information about key services and resources. Targeted support emails to students experiencing circumstances impacting their academic studies or students declaring a disability. Academic monitoring for students returning from a leave of absence and/or those with progression difficulties. The Transitions Toolkit; an online survey tool for incoming students Online information and application process for additional financial support opportunities: https://www.st-andrews.ac.uk/students/money/ Knowing that students are likely to make a first approach to their academic school, rather than support services, these services regularly engage and train students/staff within academic schools, including: Training of and co-delivery with student School Presidents and Class Representatives Training of and regular communication with academic staff including Heads of School, Directors of Teaching, Directors of PGR Study, Academic Careers Links, Academic Advisers			

	Training for student mentors who take part in 30 academic mentoring schemes across the University, and for student peer supporters who participate in the University-Student Association's StAnd Together: Got Support programme. Information postcards and other material circulated to academic staff to share with their students. Training for personal tutors Student Services meet Directors of Teaching/School staff every year to provide updates on services and resources, and to discuss prevailing issues Some support services attend student-staff committee Posters and notices in School foyers and on noticeboards Gender-based violence disclosure cards issued to all staff		
Equality of opportunity for all students to develop academic and professional skills.	A range of services engage in collaborative delivery, including Careers, CAPOD, and student services CAPOD – professional, IT and academic skills development Careers – support and training to help students understand themselves, the world of work and opportunities available to them, as well transferrable skills development (enterprise) and transition skills (CVs, applications, interview support) Services are responsive to different student needs, catering for group work and 1-1, as well as working online (CAPOD) and by email and Skype, and advice is available using internet access to support students working in different locations who are not able to come onto campus. Quality Enhancement Strategy Student Experience Strategy		

	Services deliver within academic schools as well as centrally Skills workshops are delivered in a range of formats to support a diversity of studies e.g. the Professional Skills Curriculum is open to all students and comprises a mixture of face to face and online delivery Each student cohort (UG/PGT/PGR) has a dedicated stream of academic and professional skills development resources open and accessible to all within that cohort Increased adoption of Panopto, the University's lecture-capture software, to allow recording of more in-person workshops covering academic and wellbeing topics. Admissions provides additional support for first year students from widening access backgrounds, and has plans to extend this offer across the full four years of study, working collaboratively with Careers and CAPOD Student Services and Careers offer in-person, telephone and Skype appointments to UG and PG students Welcome talks covering support services and resources are delivered to widening access, foundation, and study abroad students during orientation week and beyond. Appointment of an Assistant Director, Student Services to ensure equity of access to appointments and services.		
Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.	Coordination and oversight of the 'student experience' at St Andrews is facilitated through Student Experience Committee, chaired by the Vice Principal for Education (Proctor), and with representation from academic staff, support services, and the Student Association.		

	During Orientation Week and beyond, UG and PG students can participate in a series of events and workshops taking place in academic schools and across the University more broadly, introducing them to a range of support services and resources. Academic staff are also briefed on services available to students so that they are able to signpost as appropriate. 30 student mentoring schemes run including academic schemes, widening participation schemes, Sports and Music schemes. These provide students with a sense of belonging and community before they arrive. Plans are underway to introduce LGBT+ and BAME mentoring schemes in the coming year. A peer support programme offers students one-on-one support from student volunteers trained by Student Services in active listening and signposting. A high percentage of entrant students spend their first year in a University hall of residence with a supportive wardennial structure (managed by Student Services) and student committee who provide a programme of social, personal development and wellbeing events. Our network of School Presidents and Class Representatives help create academic communities by running a series of events and initiatives to promote ties and a sense of belonging. Our large number of Sports Clubs and Societies provide a key element of student community at St Andrews. Support services work with the committees of clubs and societies to help them provide an excellent experience for students		

	Within academic schools, orientation week typically includes formal welcome events, informal social events such as barbeques and pizza evenings, academic induction sessions, as well as workshops from key student services. This allows students to get a welcoming and personal introduction from relevant staff, which facilitates student engagement. Many support services also hold their own orientation events, including 'open days', which welcome students with activities, competitions and giveaways. The Students Association holds both a Freshers fair and Refreshers fair later in the academic year, in order to encourage students to engage with the services they provide.		
Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.	Module handbooks list the intended learner outcomes for each academic module, including graduate attribute skills. Cohorts are encouraged to take responsibility for their own professional development from an early stage, and receive information about their bespoke cohort skills development programme via materials distributed in Orientation Week and at matriculation. Students also have access to information., advice and guidance on career planning and development delivered by the Careers Centre through multiple channels, including web resources, 1-1, and workshops delivered academic schools and within the Careers Centre itself. Students are introduced to the importance of independent learning, resilience and responsibility for their own development via the Transitions Toolkit before they arrive in St Andrews.		

	PGR students are introduced to the RDF planner, PGT students to the QAA 'mastersness' model and UG students to the PSC skills framework via welcome events and materials in Orientation Week. The Associate Deans (Students) check students' eligibility for Honours entry, using data supplied by Registry, then students receive an email sent by Registry in their names.		
Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.	The university is currently in the process of developing a new and clear set of graduate attributes aligned with the new university strategy. Designed by the core student-facing services (Careers, CAPOD, Wellbeing), a working group including senior academic staff and students is refining these attributes before an extensive consultation with key stakeholders in autumn 2019. These attributes will map alongside those that are currently built into course, curriculum and module design, and align with the RDF, and the ambition is that these will feed into all curricular, co-curricular and extra-curricular activities, allowing students to understand the learning gain from their St Andrews experience in the most holistic sense.		We are in the process of developing this framework for the first time
Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.	Academic and professional services staff continually seek feedback to improve and enhance the student experience both formally and informally. Routes to gathering feedback include including: SEC; LTC; SSCs; module evaluation; Units' own student evaluation processes (e.g. Library survey); URLTs, NSS, iGrad, Graduate OUtcomes/DLHE, TEF, Employability Working Group, Complaints procedure; undergoing professional accreditation (e.g. AGCAS membership); Student Services Participation and Engagement Group		

External Expertise

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Providers use one or more external experts as advisers to provide impartial and independent scrunity on the approval and review of all provision that leads to the award of credit or a qualification.	External examiners are asked to advise, comment and provide approval for all new modules and programmes and also for modifications to these. Schools may also seek the views of additional external subject specialists as described in the Policy on Module and Programme Approval		
Degree-awarding bodies engage independent external examiners to comment impartially and informatively on academic standards, student achievement and assessment processes for all provision that leads to the award of credit or a qualification.	The University requires the involvement of external examiners in standard setting, reviewing grade descriptors, feedback practices and the format and content of coursework and examinations as well as moderating the marking of exam scripts, sampling items of student assessment and approving any adjustments to grade distributions. Two external advisers also participate as independent panel members in the periodic internal monitoring of Schools through the University Led Reviews of Learning and Teaching process. These may be senior international assessors. Policy on Assessment: Marking & Standard Setting		
Degree-awarding bodies have processes for the nomination, approval and engagement of external examiners and other independent external experts.	The University Policy on External Examining governs the appointment of External Examiners with clearly defined guidelines regarding their selection, qualifications, period of service, residence and conflicts of interest to ensure a robust process. The paperwork for School approved appointments is checked by the Registry and any queries are referred to the Dean. Policy on External Examining		
Providers ensure that the roles of those providing external expertise are clear to students, staff and other stakeholders.	The University Policy on External Examining carefully documents the roles of external examiners in curriculum approval, scrutinising assessment setting, monitoring grading and academic standards.		

Providers ensure that external experts are given sufficient and timely evidence and training to enable them to carry out their responsibilities.	The University Policy on Assessment: Marking & Standard Setting requires Schools to brief the External Examiner on their practices regarding assessment setting, the use of the 20 point grade reporting scale and grading strategies. Schools are also expected to guide the External Examiner in the use of Virtual Learning Environment (MMS) tools. Externals are also provided with information regarding University regulations, the External Examining Policy and student appeals and complaints procedures as detailed on the Guidance for External Examiners web page.		
	Policy on Assessment: Marking & Standard Setting Guidance for External Examiners		

Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers.	External Examiners provide verbal feedback at Module Boards and are required to submit electronically a written annual report on assessment processes, student achievement and comparability of standards with other universities. As outlined in the Policy on External Examining, Heads of Schools are required to ensure timely responses are made to reports and indicate any actions taken or reasons for not accepting a recommendation. External Examiner reports are reviewed and discussed by the Head of School with the Director of Teaching (UG and PGT) and/or the School Teaching Committee. School responses are sent automatically to External Examiners and monitored by the Proctor's Office through the Academic Monitoring Group. Where serious problems have been identified or issues are raised of wider significance for the University, the (Associate) Deans follow up with appropriate actions, including providing feedback to the External Examiners. Schools are also required to share a summary of the External's report with their Student Staff Consultative Committee. The Academic Monitoring Group annually considers the themes arising from Externals' comments to identify areas of practice for development and dissemination. The periodic University Led Reviews of Learning and Teaching also consider External Examiner reports. Policy on External Examining		As noted in section 4.5 of the Reflective Analysis, feedback from the External Examiner may not always be included as an agenda item at all Student Staff Consultative Committees. Checking compliance across Schools is an action for the Academic Monitoring Group.

Learning and Teaching

Guiding Principles			
Principle	**Mapping**	**Status**	**Action**
Effective learning and teaching are underpinned by a shared understanding of the provider's learning and teaching strategy.	A commitment to high quality learning and teaching is explicitly discussed within the University Strategy 2018 – 2023. https://www.st-andrews.ac.uk/about/governance/university-strategy/ The learning and teaching strategy published in 2014 is available to all staff members though a review may be appropriate. https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/L&TStrategy.pdf New staff are briefed on the University's approach to learning as part of the centrally organised staff induction process. Information is provided via the learning and teaching web pages. https://www.st-andrews.ac.uk/staff/teaching/ Staff are informed of new developments and current concerns through regular dissemination and training events such as Academic For a and Away Days.		Review learning and teaching strategy
Effective learning and teaching are underpinned by a focus on student achievement and outcomes	Comprehensive module and programme approval processes which include a requirement to examine student outcomes. Module / programme approval process. (https://www.st-andrews.ac.uk/staff/teaching/curriculum/approval/) Schools are reviewed on a regular basis with emphasis placed on curriculum and outcomes. https://www.st-andrews.ac.uk/staff/teaching/monitoring/ Data is centrally produced to allow informed decision making to take place on academic progress matters.		

	https://www.st-andrews.ac.uk/staff/policy/planning-office/analytical-services/ Assessment marking and teaching are informed by appropriate policy and support from with the Proctor's and Deans' offices. https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/assess_mark_standard.pdf Adequate and timely feedback is provided to students to ensure that learning can take place within a module based on work carried out providing students the chance to reflect on their own achievements and outcomes. https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/feedbackassessedwork.pdf Engagement with enhancement themes in particular on "Optimising the use of data to enhance student experience" which enables evidence based decision making https://www.st-andrews.ac.uk/staff/teaching/funding/enhancement/currenttheme/ Students are encouraged to achieve at the highest level through reward schemes like the Deans' List or the Principal's Scholarships for Academic Excellence (awarded each year to the 50 graduating students with the highest grades averages). Deans List		
Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.	Academic monitoring of performance and achievement of students through the Academic Monitoring Process https://www.st-andrews.ac.uk/staff/teaching/monitoring/		

	Student feedback is taken through Module Evaluation Questionnaires. Results are examined at a School, faculty and University level with both formal and informal feedback to Schools and individual members of staff where appropriate. https://www.st-andrews.ac.uk/staff/teaching/monitoring/moduleevaluation/ Student feedback is also examined through direct contact between staff and students as well as through elected class representatives, School and Faculty presidents. https://www.yourunion.net/voice/academicreps/classrepresentatives/ Course design and approval is carried out with approval of an assistance of appropriate external examiners https://www.st-andrews.ac.uk/staff/teaching/curriculum/approval/ The quality of students' learning experience (incl. an assessment of teaching rooms and learning equipment) are reviewed as part of the regular University Reviews of Learning and Teaching). (https://www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/		
Effective learning and teaching are informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.	Staff training is offered via CAPOD. This includes specific academic training courses for profession development and a comprehensive Academic Staff Development (ASDAP) pathway https://www.st-andrews.ac.uk/capod/staff/academic/academicstaff/		Review range and scope of academic training opportunities and events. Provide central information point for these opportunities.

	All academic staff are given regular opportunities to share best practice and learn from colleagues through a range of regularly organised workshop, academic open forum events and masterclasses. High profile external speakers are also invited to share their views and experience on the development of high-quality teaching. The St Andrews Learning and teaching initiative (SALTI) provides an opportunity for staff to engage in supported pedagogical research, share best practice and receive training in developing robust methods of research in the area. https://salti.wp.st-andrews.ac.uk/ Annual Academic Monitoring Dissemination event to allow best practice picked up during Academic Monitoring to be shared between colleagues. https://www.st-andrews.ac.uk/staff/teaching/monitoring/annualmonitoring/ https://www.st-andrews.ac.uk/staff/teaching/funding/development/ Staff are expected to reflect on feedback data provided for them through the MEQ process and relay their response to students' comments back to the learner group. Schools are reviewed on a regular basis with emphasis placed on curriculum and outcomes.		
Effective learning and teaching are underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.	https://www.st-andrews.ac.uk/staff/teaching/monitoring/ Academic monitoring of performance and achievement of the academic programme the Academic Monitoring Process. Schools are invited to reflect on their performance through the Annual Academic Monitoring interviews.		

	A comprehensive system of teaching evaluation through an anonymous online feedback tool is in place to gather evaluations on every module; feedback data is reviewed by module leaders, Directors of Teaching in the Schools and at University level (through the Academic Monitoring Group). https://www.st-andrews.ac.uk/staff/teaching/monitoring/moduleevaluation/ All module results and grade distributions are vetted and approved by Associate Deans; an automated system of warning flags is in place to alert the Deans' Office to unusual distribution patterns. Overall outcome and award patterns (broken down into different categories to highlight results for protected characteristics) are presented in a detailed annual report by the University's planning department to the Academic Monitoring Group. This data is carefully vetted and action is taken to follow up on any issues identified. Students are provided with easy access to academic information, processes, policy and wellbeing guidance through the dedicated mysaint portal and the current students pages of the University website.		
Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.	https://mysaint.st-andrews.ac.uk/ https://www.st-andrews.ac.uk/students/ Students with disabilities are assessed in association with Student Services with appropriate support requirements communicated directly back to Schools https://www.st-andrews.ac.uk/about/professional-services/student-services/		

	Students with disabilities are treated in line with the Assessing Students with Disabilities Policy which is being comprehensively reviewed in 2019. https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academic_adjustments_for_disabled_students.pdf Other groups (e.g. Commuting Students) receive support from the University with information available. https://www.st-andrews.ac.uk/study/support/ Specific support for upgrades and adaptions to teaching space is available through the Teaching Infrastructure Steering Group (TISG.) Information is available through dedicated sections of the University webpages and through invidual MySaint portal		
Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.	https://www.st-andrews.ac.uk/students/ https://mysaint.st-andrews.ac.uk. Policy is published with appropriate guidance notes for stakeholders where appropriate https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf Key stakeholders from outside the University are also involved in aspects of curriculum development. E.g. employer representative sitting on the Employability Skills Working Group. Student Services provide clear signposting to students for advice in both academic and non-academic areas. https://www.st-andrews.ac.uk/about/professional-services/student-services/ Specialist provision is in place for students with specific requirements. E.g. English Language Teaching and support https://www.st-andrews.ac.uk/elt/		

	and in session mathematics support provided through CAPOD https://www.st-andrews.ac.uk/capod/students/studyskillsandadvice/mathsandstatisticssupport/ Students are provided with both specific and generic feedback on their work which is provided in a timely manner to enable learning and development within a module		
Effective learning and teaching encourages and enables students to take an active role in their studies.	https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/feedbackassessedwork.pdf A variety of teaching styles appropriate to the discipline including lectures, labs, seminars, groupwork and individual research projects enables students to progress through a range of teaching styles. Students are encouraged to contribute to course development through MEQ questionnaires, direct contact with teaching staff https://www.st-andrews.ac.uk/staff/teaching/monitoring/moduleevaluation/ Student representatives are members of every School Teaching Committee, where they can input on curricular and teaching-related questions; student sabbatical officers are members of all senior university committees tasked with overseeing teaching-related matters. An Enterprise Education network is in place to encourage and disseminate active and innovative forms of teaching and learning https://www.st-andrews.ac.uk/staff/teaching/enterprise-entrepreneurship-education/		

	Students are encouraged to lead their own assessments of teaching, for example through student-led mid-semester module evaluation questionnaires in some schools.		
Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.	Students have representation on key committees within Schools including both Student Staff Consultative Committees and Teaching Committees. This is governed by a jointly owned policy between the Proctor's Office and the Students' Association. https://www.st-andrews.ac.uk/media/teaching-and-learning/documents/student_academic_representation_policy.pdf Students are encouraged to contribute to course development through MEQ questionnaires and direct contact with teaching staff. MEQ questionnaires are designed to invite students to reflect on their own leanring behaviour Sabbatical officers of the Students' Association are key members of all University Governance Bodies (e.g. Academic Council.)		

Monitoring and evaluation

Guiding principles			
Principle	Mapping	Status	Action
Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently.	The purpose and intention of AAM and periodic review are set out in the AAM and URLT web pages and documentation available within these pages The processes used, and results from, formal monitoring and evaluation activities (AAM and periodic review) are recorded clearly The AAM and periodic review processes are reviewed annually to ensure they remain fit for purpose and are as effective and efficient as possible. This includes the collation of feedback from review team members (including externals from other insitutions and student reps) as well as DoTs		Update guidelines and web pages to make the strategic objectives of AAM and periodic review more explicit
Providers normalise monitoring and evaluation as well as undertaking routine formal activities.	Informal monitoring and evaluation activity is embedded in Schools AAM and periodic reviews are set and agreed in advance by AMG and carried out on a routine basis Progress on actions arising from AAM dialogues and dissemination event are followed up in the subsequent round of AAM (by way of a dedicated question in the report pro forma) Progress on actions arising from periodic reviews are monitored via a year-on update the action plan produced in response to review recommendations and these are considered by AMG.		

Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.	The purpose and process of AAM is outlined on the AAM web page and in guidance circulated to Schools via email. AMG considers the reports and any issues arising are followed up via the dialogues or directly with the School. AAM web page The AAM report pro forma includes a 'question of the year' and themes are identified for follow-up during the dialogues The purpose and process of periodic reviews are outlined on the URLT web page and URLT guideline. The Quality team hold an initial meeting with Schools/student-facing Units scheduled for review to discuss the process (including the provision of a Reflective Analysis and data requirements) and answer any questions. Schools and student-facing units receive lines of enquiry ahead of the review, which are circulated to all participants URLT web page URLT guidline - schools URLT guidline - student-facing units The remit and responsibilities of key committees – AMG and AAG are outlined and circulated to committee members at the start of each academic year		
Providers decide whom to involve in the different stages of monitoring and evaluation, clearly defining roles and responsibilities and communicating them to those involved.	The relevant stakeholders are invited to participate in monitoring and evaluation processes Roles and responsibilities in relation to periodic review are outlined in the URLT guideline Schools are advised who should participate in each stage of the AAM process including consultation with the School's teaching committee during the drafting of the report pro forma		

	Students who participate in the student meetings held as part of the periodic review process receive a one pager outlining the purpose of the review and the areas of enquiry The Academic Policy Officer briefs the incoming DoEd and PG reps on their role as a review team member in advance of the periodic review Appropriate levels of access to module evaluation data are defined and communicated. The Students' Association is involved in the module evaluation process, both by providing communications, and by monitoring progress via a live dashboard, enabling them to help drive the process The Associate Deans (Education) and Pro Dean (Taught Postgraduate) analyse and collate External Examiner feedback for consideration by AMG. Energent themes are subsequently considered by LTC		
Providers evaluate, analyse and use the information generated from monitoring to learn and improve.	AMG considers annual reports (e.g. on completion and retention, and collaborative programmes), MEQ tartan rug reports and outcomes from periodic reviews and AAM, and follows up as required Schools are required to produce and implement an action plan to address recommendations arising from period reviews. This is followed up with a year on report summarising enhancements made Periodic review participants are asked to comment on their experience of the process and suggest enhancements to feed into the Proctor's Office review of the process, which is carried out annually		
Providers communicate outcomes from monitoring and evaluation to staff,	Outcomes of periodic reviews are shared with, discussed and interpreted by AMG		

students and external stakeholders.	The Reflective Analysis, Evaluative Report and Action Plan for each periodic review is published online (available to staff only). Schools and student-facing Units are encouraged to share outcomes with colleagues and student reps, e.g. via teaching committees and SSCCs URLT documentation AAM outcomes are shared with staff and students via an annual dissemination event Annual reports are produced for Audit & Risk Committee and the Scottish Funding Council Summary reports of External Examiner feedback are produced at Faculty level, considered by AMG and themes are shared with LTC		
Providers take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems.	Data gathered for AAM and periodic review is focused, appropriate and supports these processes The data gathered for these processes is consistent across all Schools Data is gathered at School level feedback (e.g. SSCC minutes), institutional level (e.g. External Examiner feedback) and externally (e.g. NSS) to offer a well-rounded and robust view of the provision The module evaluation processs is anonoymous, and students are also informed of the risks of unconscious bias in their responses. The Head of Information and Assurance Governance was consulted on aspects of the periodic review process (e.g. the inclusion of student names, year and degree programme data in the programmes released to review teams which include externals) following the introduction of GDPR		Consult with the Head of Information and Assurance Governance on all aspects of AAM and URLT processes to ensure they meet requirements

Partnerships

Guiding Principles			
Principle	**Mapping**	**Status**	**Action**
The awarding organisation will be accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership.	The University's commitment to ensure the quality and academic standards of collaborative provision is described in a Framework document, approved by the Learning and Teaching Committee, and the Academic Council. Collaborative Provision document		
The awarding organisation will have in place appropriate governance to authorise and oversee the development and closure of partnership arrangements and to monitor their effective operation.	**Development:** New partnership agreements are pursued via two different routes: strategic engagement with select partners approved by the University's International Committee (IC); and organically through proposals submitted by academic Schools. The IC retains oversight, and is advised, of all partnership developments. New student exchange, outbound-only study abroad partnerships, and co-tutelle PhDs may be proposed by Schools. Proposals set out the alignment with the University's six strategic drivers for new partnerships and with School strategy. Proposal forms are approved internally by the Head of School, the Director of Teaching, and/or the Director of Postgraduate Studies as appropriate. Academic approval of the proposal is sought from the Pro Dean(s) prior to entering into agreement negotiations with the partner institution. Additional approval from the Principal's Office is sought for higher risk partnerships (e.g. if the proposal is to send students to politically unstable regions). Final agreement sign off is provided by the Vice-Principal (International Strategy and External Relations).		

	New collaborative degree programmes must be approved by the Principal's Office (PO). The proposing academic School prepares a Collaborative Business Case Proposal which is signed off by the Head of School, and the Director of Teaching, and the Director of Postgraduate Studies if appropriate. The Collaborative Business Case is appended with input from various professional service units (Admissions, Registry, Collaborations & Study Abroad, Finance, and occasionally Insurance) and submitted to PO for approval. The academic side of the programme is considered by the CAG, who review a New Programme Proposal document, any new module proposals, and any amendments needed to existing teaching provision to facilitate the introduction of the new collaborative programme. The proposal includes input and approval from the School's external examiner. Once centrally approved via PO and academically approved via CAG, and after negotiations with the partner have concluded, final sign off on the agreement is provided by the Vice-Principal (International Strategy and External Relations). **Closure:** All of our agreements include clauses which allow for their termination subject to a notice period. Other clauses allow for the continuation/completion of any activities and projects already underway, until they end naturally, at the point of agreement termination (e.g. to allow the completion of student study abroad semesters already underway at the termination date). **Monitoring:** Described in the final row below.		

Due diligence enquiries are completed and legally binding written agreements are signed prior to the commencement of student registration – due diligence enquiries are refreshed periodically and before agreements are renewed.	**Due diligence:** Substantial background due diligence is completed prior to seeking approval for new partnership agreements. This may include, depending on the nature of the partnership, academic overview of the curriculum offerings at the partner to ensure the standard and relevance of their courses for our students; a detailed profile of the partner institution examining their policies and procedures, and their student support provision; and advice from the University's insurers including country and region profiles. A risk assessment matrix has been developed to assess the level of risk associated with new partnerships. For higher risk activities a site visit is required prior to submission of the proposal for approval. **Agreements:** When agreements are first setup, or renewed, the most up-to-date legislative clauses are incorporated (e.g. recent renewals have included GPDR compliance clauses). A suite of agreement clauses and parameters have been developed and approved with the University's Chief Legal Officer and other relevant stakeholders. Their input is sought as needed during negotiations with partner institutions. The suite of clauses is periodically reviewed, with timescales dependent on the nature of the clause. During the agreement negotiation process approval is sought from the Pro Dean(s), or occasionally the Provost *etc* ., if reaching an agreement with the partner would require deviations from the University's regulatory norms (e.g. around the handling of the PhD viva for co-tutelle PhDs). Substantial regulatory differences would not result in an agreement being entered into.		

Provision delivered through partnership arrangements will be subject to quality procedures that are at least as rigorous, secure and open to scrutiny as those used for the provision delivered by the awarding organisation.	The University is responsible for the academic standards of awards irrespective of whether delivered entirely in St Andrews or in collaboration with another institution. The quality assurance arrangements for collaborative degrees is at least as rigorous as those for internal provision and is in accordance with all other University quality assurance policies and guidelines. Such commitment is enshrined in the University's Framework document for Collaborative Provision		
Awarding organisations that make arrangements for the delivery of learning opportunities with others, retain the authority and responsibility for awarding certificates and records of study in relation to student achievement.	All students on collaborative degree programmes have formally recorded student records that are subject to statutory reporting requirements. The credits and grades that a student obtains while studying abroad are converted to the St Andrews system using pre-approved grade conversion tables which are then added to their records, following the: Proctor's Office policy on credit and grade conversion Collaborative degree programmes, at UG, PGT and PGR level, are normally joint awards, with one joint certificate and a HEAR transcript from St Andrews which contextualises the degree (at UG and PGT level). For our validation agreements, the other institution follows the standard regulations and policies of St Andrews.		
All awarding organisations maintain accurate, up-to-date records of all partnership arrangements that are subject to a formal agreement.	We maintain a database of formal partnership agreements – both current and historical. Expiry dates are recorded and agreement renewals, if academically and/or institutionally desired, are pursued at the appropriate time. St Andrews is proactive in taking the lead in initiating the renewal or termination of formal agreements.		

	Partner contact details are maintained and updated when advised by the collaborative partner institution. A list of all current agreements, and those under negotiation (both new and renewals), is provided to the University's International Committee as a standing agenda item for each meeting. An online search tool for institutional agreements is available to staff (sign in required), and allows staff to search for agreements by School or country.		
Awarding organisations monitor and evaluate their partnership arrangement to satisfy themselves that the arrangements are achieving their stated outcomes and that academic standards and quality are being maintained.	**Collaborative taught degree programmes.** Once implemented, all collaborative degree programmes are subject to a first review after a year of operation and then regular annual monitoring and review (the third and fourth stages of the five-stage review process). Each programme has a joint committee which maintains oversight of the academic standards. Each contributing institution has an academic programme lead. **Collaborative PGR programmes** Collaborative PhD programmes are monitored routinely and supervisors are required to hold at least one joint supervision session with the student and the other supervisor every year, to monitor individual progress. **Other partnerships**		Work is underway to enhance monitoring processes through: The creation of standard guidelines on joint committees, their remit and membership, using good models in place for specific programmes already.

	As with collaborative taught programmes, our PhD validation agreement with the Royal Conservatoire of Scotland has a committee that meets annually to review the academic standards and the administrative running of the programmes. Our new agreement with James Hutton Institute, which is currently being implemented, will follow a similar format. **Annual reviews** An annual review of collaborative activity is submitted to the Academic Monitoring Group who provide feedback and recommendations for improvement to processes or to partnerships that may be beneficial. A separate annual review of outbound mobility (UG, PG, and staff) / study abroad programmes is submitted to the AMG. This report incorporates feedback from the Schools gathered through an annual School Abroad Mobility Review, within which Schools are asked to consider the module choice at the partner institution; academic relations with the partner; concerns over the partner's teaching and assessment methods, the credit load, or grade conversion tables; and the balance of inbound and outbound students for exchange agreements.		Develop the framework to support Stage 5 reviews (the end of agreement review).

Research degrees

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Provision of information is clear and accessible to research students and staff.	Policies are publically accessible online.		
The research environment is supportive and inclusive for all research students.	Policies are continuously under review to ensure they are supportive of students and compliant with external regulations. Recent improvements on inclusivity include a PGR student parental leave policy and the introduction (for 2019/20) of a longer continuation period for part-time students. Senior L&T managers meeting with PGR student representatives twice per year and three PGR students sit on the University's Postgraduate Research Committee (Postgraduate Academic Convenor + 1 Arts and Divinity rep + 1 Science and Medicine rep)		New working group for 2019/20 to look at modes of attendance to further support inclusion and diversity.
Supervisors are appropriately skilled and supported.	A general supervisor training offered twice annually, with additional sessions on running a viva. Anyone who has not supervised a student to successful completion is supported by a more experienced supervisor on the supervisory team.		A refresh on supervisor training is underway. Looking to move some things online for easier access and offer a broader range of additional training sessions.
Research students are afforded opportunities for professional development.	Yes, various opportunities offered centrally via CAPOD and more subject specific opportunities are offered in the Schools.		

Progression monitoring is clearly defined and operated.	Yes, progress reviews policy received a comprehensive review and update in 2016. Expectations and requirements are made clear for all participants and information is shared openly. Progress review policy		
Higher education providers offer clear guidance and processes on assessment for research degrees.	Yes – assessment policy and examination guidance available on the university website. Assessment policy Examination guidance		

Student Engagement

Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.	Student-Staff Consultative Committees, chaired by School President and steered by Class Representatives. School Teaching Commitees, attended by School President (and often PGR Class Representatives). University-Led Reviews of Learning and Teaching, which are attended by the Director of Education (on the review panel) and the School President in the school (on the review day). School Presidents' Forum (organised by the Students' Association and chaired by the Director of Education, and attended by all School Presidents, the Deans, and the Proctor). Annual Academic Monitoring Dialogues Committee membership: Director of Education (sabbatical) and PG Academic Convener (Association councillor) presence on key University committees: Academic Monitoring Group, Learning and Teaching Committee, PG Development Group, and PG Research Committee. Additional student representation on PG Research Committee, selected from within the PG Class Representatives group.		

	Director of Education presence on Enhancement Theme Leaders Group, all University-Led Reviews of Learning and Teaching, Academic Monitoring Dialogues, and almost all policy update working groups. School President involvement with Academic Monitoring Dialogues, University-Led Reviews, and policy working groups. Open dialogues between staff and students in schools through Class Representatives and School Presidents. University engagement with Association Councils and Education Committee through consultation on various projects (such as the University strategy, and Technological Enhanced Learning). Director of Education and Association President presence on Brexit Strategy Group. Director of Education presence on Technological Enhanced Learning Project board.		
Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.	Student Representation on University committees Class, School and Faculty representation systems run by the Students' Association in partnership with schools: https://www.yourunion.net/voice/academicreps/ School Presidents' Forum (run by the Students' Association in partnership with the University and attended by members of senior management). Director of Education (sabbatical) and PG Academic Convener (Association councillor) presence on key University committees: Academic Monitoring Group, Learning and Teaching Committee, PG Development Group, and PG Research Committee.		

	Additional student representation on PG Research Committee, selected from within the PG Class Representatives group. Director of Education presence on Enhancement Theme Leaders Group, all University-Led Reviews of Learning and Teaching, Academic Monitoring Dialogues, and almost all policy update working groups. School President involvement with Academic Monitoring Dialogues, University-Led Reviews, and policy working groups. PG Executive Forums for executive PG Class Representatives (both PGT and PGR) chaired by the PG Academic Convener and attended by members of senior management. Faculty President and Association President memebership of Academic Council. Rector, Rector's Assesor, Association President, and Director of Education on University Court and various Court subcommittees. Collaboration Statement Monthly meetings between the sabbatical team and the Proctor. Annual meeting with Sparqs. Consultation with Association President on Outcome Agreement. Director of Education and Association President membership of various enabling strategy working groups.			

	Director of Education membership on ELIR steering group and all ELIR writing groups. Various student representation across the writing groups (including School Presidents, Class Representatives, Faculty Presidents, PG Academic Convener, PG students, distance learning student, other Sabbaticals, and Association councillors). School President engagement with Enhancement Theme through Director of Education. Every school's Staff Student Consultative Committee chaired by School President and steered by Class Representatives. School President on School Teaching Committee.		
Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.	Staff-Student Consultative Committees (with Module Evaluation Questionnaires and External Examiner Reports as a standing agenda item). School President presence on School Teaching Committee. University-Led Reviews of Learning and Teaching teams include student members (Director of Education and a PGR student). The review day itself engages with Class Representatives, the School President of the school, and students across cohorts. School Presidents' Forum. School President participation in Annual Academic Monitoring Dialogues. Director of Education presence on review team for these dialogues. Voluntary involvement with University-Led Reviews of Learning and Teaching by Students' Association as part of the review cycle.		

	Committee membership by various student representatives (as outlined above in earlier sections). Student representation on University Court. Senior University staff presence on Students' Association Board. Director of Student Development and Activities membership of Student Experience Committee (and its subcommittees), the Student Experience Workstream, and the Mapping the Student Journey Group. Student involvement with University's Athena Swan process. Director of Wellbeing membership of Equality Compliance group, the Equally Safe Working Group, the Student Experience Committee, the University Security Project Working Group, the Mental Health Strategy Group, the Wellbeing Working Group, the Suicide Safer Strategy Group, the STAnd Together group. Director of Wellbeing engagement with Student Services regularly. Association President involvement on committees: Accommodation Bursary Group, Accommodation Core Group, Students & Alcohol Group, Student Experience Group, IT Strategy Group, People Strategy Working Group, Sustainability Working Group. Students' Association Subcommittees: Accommodation Alumni Community relations Education Environment			

	Equal Opportunities Wellbeing Life Long and Flexible Learning		
Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies	Student-Staff Consultative Committees. School Teaching Commitees. University-Led Reviews of Learning and Teaching. School Presidents' Forum. Annual Academic Monitoring Dialogues. Committee membership, e.g. Academic Council, Learning & Teaching Committee, University Court. Class Representatives, School Presidents, Faculty Presidents, PG Academic Convener, PG Development Officer. Elected Association Councillors: https://www.yourunion.net/voice/studentrepresentativecouncil/ University engagement with Association Councils and Education Committee through consultation on various projects (such as the University strategy, and Technological Enhanced Learning). Alternative Pathways Convener: designed to represent those on non-traditional degree pathways (distance degrees, general degrees, gateway degrees).		
Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.	Engagement from the University with specific Association Councillors (member for disabilities presence on working group to update disabilities policy, through Director of Education's membership). University engagement with all School Presidents, effectively engaging with a representative from across the schools. Students' Association elections open to all.		

	Evaluation of timing of Class Representative elections: to be staggered in order that new PhD students have the opportunity to run despite joining later in September than UG and PGT students. Committee membership.		
Student engagement and representation processes are adequately resourced and supported.	Class Rep and School President training – joint responsibility by Students' Association and CAPOD. Training and support provided for University-Led Reviews of Learning and Teaching. School Presidents can also seek guidance from the Director of Education, as their line-manager. The Student Academic Representation Policy Regular contact between Director of Teaching and School Presidents, and between Deans/Proctor and Director of Education and the rest of the Sabbatical team. Thorough handover period for Association Councillors, Academic Representatives, and Sabbatical Officers, supported by CAPOD. Monthly meetings between Proctor and Sabbatical Officers. Funding for Academic Representation and Association Councillors through Students' Association. School Presidents' Forum. Every student representative line-managed by a Sabbatical Officer.		
Providers work in partnership with the student body to close the feedback loop.	Learning & Teaching Committee, LTC Open forum, Academic monitoring processes and committee membership (AMG).		

	Monitoring by AMG and Proctor's Office in tandem with Director of Education. Annual discussion with sparqs. Module Evaluation Questionnaires and External Examiner Reports as a standing agenda item at Student-Staff Consultative Committees. Committee Membership by Sabbatical Officers who make weekly reports to Association Councils. Monthly meeting between Sabbatical Officers and Proctor. Students' Association Annual Report. School Presidents' Semester One Reports and weekly reports to Director of Education. Transparency of Students' Association processes.		

Work-based learning

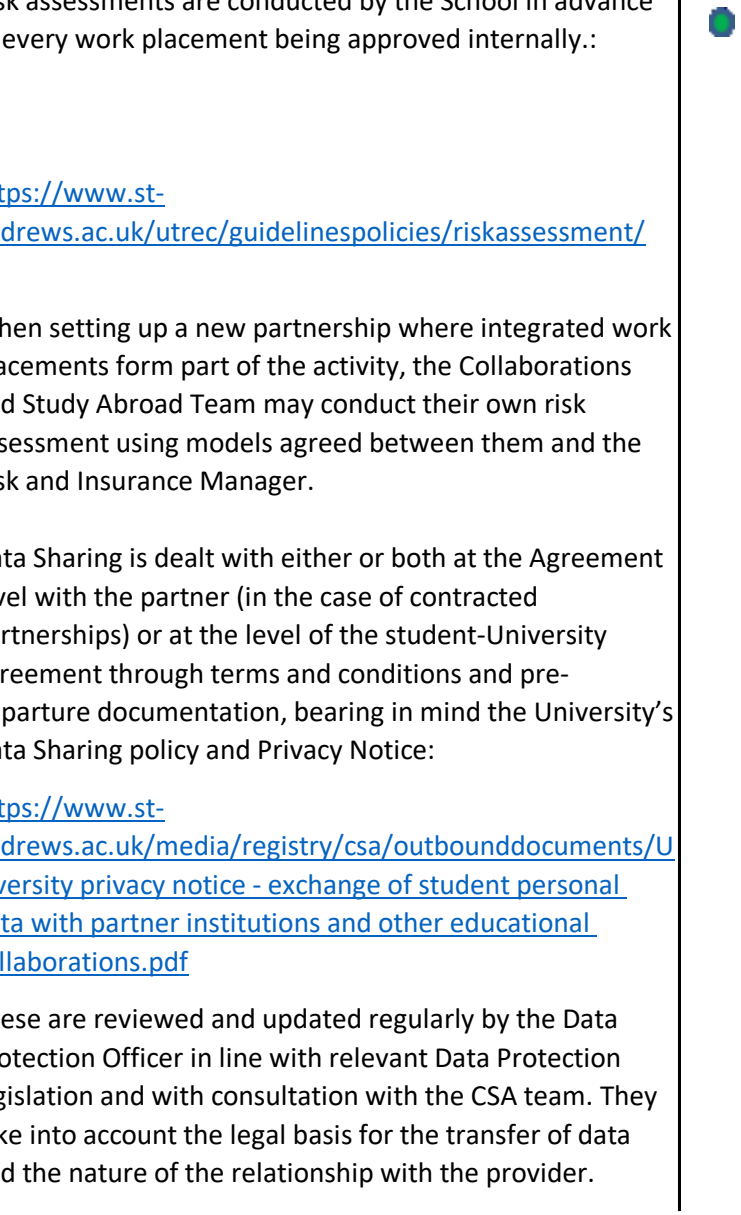
Guiding principles			
Principle	**Mapping**	**Status**	**Action**
Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.	Work-based learning is conducted at St Andrews either through work placements that are integral to a degree, or integrated programmes of study in collaboration with workplace partners, such as the ScotGEM medical programme (working with NHS Scotland for placements), or the BSc Data Science programme (working with PriceWaterhouse Coopers): https://www.st-andrews.ac.uk/subjects/medicine/scotgem-mbchb/ https://www.st-andrews.ac.uk/subjects/archive/2018-2019/ug/computer-science-bsc/data-science/ Some Chemistry, Biology and Modern Languages Undergraduate degrees incorporate integrated years abroad, or external placements in the UK or EU: https://www.st-andrews.ac.uk/students/study-abroad/where/placements/working/ All of these are based on bespoke design for individual placements, although many are provided by host institutions with which we work on a reasonably regular basis.		Review of work placement agreements for individual students on larger programmes such as BSc Data Science where placement activity can be formalised.

	Each academic School has a Work Placement Co-ordinator who liaises with the placement provider and student to agree a programme. The agreed placement details are capture in Work Placement Agreements: https://www.st-andrews.ac.uk/students/study-abroad/documentation/ Where work-based learning is provided as part of a degree programme, the programme itself (including any work-based learning elements) is subject to institutional approval mechanisms. A programme proposal or business case is completed depending on the nature of the programme, and these are scrutinised through the Curriculum Approvals Group and in line with QAA guidance: https://www.st-andrews.ac.uk/staff/teaching/curriculum/approval/		
Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.	The placement activity is scrutinised by the academic School at St Andrews and an agreement is put in place between the School, the host and the student for the programme activities. These are approved in advance of the placement and follow expectations aligned to curriculum requirements and based on our Work Placement Policy: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/work_placements.pdf		School Site Visits to partners before and after establishment could be considered in line with agreed principles at ouset of programme approval.

	Every individual placement is considered on its merits when the student is in the process of establishing it and will be accepted or rejected on the basis of their relevance to the programme of study and the merits of the activity to the student, host organisation, and University. Where the placement is not aligned to the curriculum requirements and meeting the work placement policy principles (s.3 p.1) then the work placement is not approved. Work placements operated through Erasmus+ accord with the principles of the Erasmus Charter for Higher Education: https://www.st-andrews.ac.uk/media/registry/csa/erasmus/ECHE%20-%20St%20Andrews.pdf Students maintain a registered status at St Andrews throughout their placement. As such they always have access to the normal support services available to students present at the University. At the host organisation, students have a specified contact who acts as a supervisor for the placement, directing their activity and acting as a point of contact with St Andrews. The University monitors the progress of students on placements, with frequent contact made via emails to check on welfare and progress as well as relevant compliance with programme and documentary requirements.		

Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.	Work placement agreements are put in place for all work-based learning prior to the placement activity. Individual partnership contracts are in place between St Andrews and providers such as PriceWaterhouse Coopers and NHS Scotland for full degrees incorporating work placements throughout. Programme handbooks complement the Agreements for this type of programme, outlining the details regarding Admission, content, outcome, responsibilities, and all relevant features. Formal contracts are maintained by the Collaborations and Study Abroad team based on the principles outlined in the Patnerships section of this report. For Modern Languages students, placements are often provided through external application to the British Council Language assistantship programme, but may be bespoke. All are underpinned by Work Placement Agreements as described above. Each placement has a clear concept of the roles and responsibilities of the parties involved which are formally agreed in these documents. Heads of Schools have responsibility for ensuring that relevant guidelines are implemented.		Review of both individual and programme work placement agreements to ensure consistency across programmes where appropriate. This is a growth area for the University.

	Placement co-ordinators in Schools are responsible for ensuring that individual placements are appropriate to the degree programme. A representative of the host organisation acts as a supervisor for the placement and a contact with the School and University during the placement. They are responsible for provision of a role specification and the assigning of tasks and responsibilities to match a student's skills and learning outcomes. A small number of placements are provided through our Graduate School for students to engage with local industry and business partners. Each of these is supported by a bespoke Agreement for the partnership between the host and the University. The Agreements outline in each case the specific methods of collaboration and the responsibilities of the partners, including contact details and assessment processes. We have extended opportunities for work based learning and offer non-credit based options such as the Erasmus+ Recent Graduate Traineeships for graduates from the University: https://www.st-andrews.ac.uk/students/study-abroad/where/placements/recentgraduatetraineeships/ These are managed by the CSA office and will be underpinned by the same formal agreements with the host organisations as for other Erasmus+ placement activity. The CSA office offers information and support in relation to eligibility criteria, pastoral support, briefings and training events in conjunction with CAPOD.		

Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.	Risk assessments are conducted by the School in advance of every work placement being approved internally.: https://www.st-andrews.ac.uk/utrec/guidelinespolicies/riskassessment/ When setting up a new partnership where integrated work placements form part of the activity, the Collaborations and Study Abroad Team may conduct their own risk assessment using models agreed between them and the Risk and Insurance Manager. Data Sharing is dealt with either or both at the Agreement level with the partner (in the case of contracted partnerships) or at the level of the student-University agreement through terms and conditions and pre-departure documentation, bearing in mind the University's Data Sharing policy and Privacy Notice: https://www.st-andrews.ac.uk/media/registry/csa/outbounddocuments/University privacy notice - exchange of student personal data with partner institutions and other educational collaborations.pdf These are reviewed and updated regularly by the Data Protection Officer in line with relevant Data Protection legislation and with consultation with the CSA team. They take into account the legal basis for the transfer of data and the nature of the relationship with the provider.			

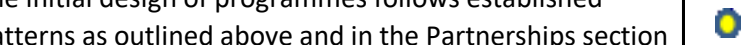
	Work Placement Agreements incorporate insurance provision, identifying clearly whether cover is provided by the University, the host or by the student. Requirements are regularly reviewed and updated where necessary. Insurance provided by the University to all students is clearly described online: https://www.st-andrews.ac.uk/students/study-abroad/before-you-go/insurance/ Relevant Health and Safety advice is also provided to all students prior to embarking on placements: https://www.st-andrews.ac.uk/students/study-abroad/before-you-go/health-safety/ CSA maintains emergency contact availability for all St Andrews students on outbound placements via out of hours designated contacts. A thorough pre-departure session is provided by CSA. The compulsory central pre-departure briefing covers key information such as forms to complete, information on Fees, Insurance, Accommodation, Visas, Safety, Finance, Student Support available and useful guidance and tips whilst in a working environment: https://www.st-andrews.ac.uk/students/study-abroad/before-you-go/pre-departurebriefing/ Students are also informed about workshops that are open to them, which have included specific ones in areas such as Finance and Building Resilience. CSA works with CAPOD and Careers to modify and update available advice and support for placement students.		

Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation	Placement activity for Modern Languages degrees or Chemistry and Biology work placements are selected by the student depending on the discipline and area of interest, with input from the work placement co-ordinator in the School as described above. To this degree there is a meaningful selection by the student of a relevant placement the suitability of which is assessed by the academic School at St Andrews. The University undertakes to define the learning outcomes of the placement in terms of the knowledge, skills and competencies to be acquired. Many Schools involved have established regular partners with whom they work to ensure quality standards. The expected outcomes, roles and responsibilities and planned activities are set out in the associated Work Placement Agreement. In the case of degree models such as PWC and ScotGEM, these are provided for in the curriculum with set types of placement activity designed to ensure alignment with the needs of the programme, and of the provider. For ScotGEM, for example, this follows GMC requirements for the programme and is designed in collaboration with clinical placement providers across the NHS Scotland Health Boards.		
Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.	All St Andrews work placement activity that takes place during the degree is for credit. As such the length and type of placement defines the credit received and the duration of the placement is set by the programme requirements as approved at the outset via CAG.		

	Outcomes are assessed in line with initial work placement agreements through related documentation. Assessment is conducted by the University and all assessments are part of the official programme of study. Work placements are recognised via both academic credit and recording on the Higher Education Achievement Report for each individual student: https://www.st-andrews.ac.uk/students/academic/awards/heardetails/ Because work placement agreements are created for each student placement in advance of the start date, the School and host can agree with the student the relevance of the skills and behaviours expected which must meet the agreed principles designed at the programme approval stage. In the case of programmes such as the PWC or ScotGEM programme, placements are designed to provide specific routes to career opportunities. In other cases, the placements are created in a meaningful way to ensure there is mutual benefit to the student, the host, and the University. Programmes such as these allow students to gain credit and recognition according to standard Scottish Credit and Qualifications Framework (SCQF) levels and are deisgned with specific professional recognition of outcome qualifications in mind.			

	Schools consider the content, standards and learning outcomes of the placement; the suitability of the host organisation; the importance of regular and documented contact between the School, the work-based supervisor and he student, and arrangements for visits during the placement. All industrial placements require a site visit from the School, and work placement providers are reviewed prior to becoming regular providers. Subsequent regular reviews are also conducted.		
Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.	The St Andrews policy on work placements outlines fully the roles and responsibilities of each party. At St Andrews these are communicated clearly to students and to work placement co-ordinators who operate as the contact and programme approver at St Andrews for individual placements. Activity is reviewed annually and information updated as necessary. All parties are invited to role specific sessions each year to ensure knowledge transfer. Responsibilities are laid out in the Work Placement Policy https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/work_placements.pdf (s.5.) Students taking part in work placement activity are provided with the opportunity to undertake modules from the Professional Skills Curriculum provided by colleagues in the Centre for Professional and Organisational Development at the University of St Andrews. These have been carefully selected to provide relevant skills on elements such as professional conduct, communication skills, project management, leadership and presentation skills.		

	Individual Academic Schools run pre-departure sessions outlining expectations and preparing students for the workplace. These specific sessions complement the general pre-departure events run centrally. Graduate School programmes with short-term placements in local businesses are supported by Agreements. Assessment is done by the University of projects undertaken at the placement provider but agreed by the HEI in advance.		
Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.	The University Work Placement Policy (approved via the Proctor's Office for all taught work placement activity) covers all relevant aspects of support, safety and inclusion for students on placements: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/work_placements.pdf In line with the University policy on fair admissions, workplacement programmes are open to all as standard. Each contract with a partner specifies relevant anti-discrimination regulations to ensure that all parties are aware of their responsibilities in relation to this. Risk assessments conducted prior to a work placement activity bear in mind any specific individual needs for students in work-based settings. Guidance is provided pre-departure on travel awareness, FCO advice, accommodation and personal safety. The University contacts individuals in the event of serious incidents.		

	The Erasmus+ programme which currently supports placements in Europe includes the ability to apply for "Special Needs funding" to support additional requirements for those with particular mobility or other issues, and the CSA team makes all students aware of the availability of this funding and the means of applying. To ensure access to opportunities, all students receive information about availability of Study Abroad Scholarships administered by the University. Students remain registered at the University whilst on placement and have access to all the normal services as mentioned above including emergency contact and insurance provision.		
Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.	The initial design of programmes follows established patterns as outlined above and in the Partnerships section of this report. This design, proposal and approval process is robust and meets the requirements of relevant QA guidelines. Each programme involving work-based learning is assessed annually. Collaborative programmes have a form of Joint Programme board which meets to discuss the full range of elements to do with the activity and any issues are raised and taken forward to be resolved.		A common evaluation process including employers and Schools in addition to student feedback collection could benefit programmes and their development. End of placement evaluation for individual students based on pre-agreed objectives for non-Erasmus work placements would be helpful.

	At present, Joint Programme boards are not all fully uniform, but measures are being put in place to ensure that they each have relevant representation from Units and individual experts across the institution. We also signpost student societies such as the At Home and Abroad society to allow students to gain further peer support. Additional reviews are conducted annually by CSA in collaboration with Schools. These also incorporate student feedback gathered through an annual feedback survey created by CSA, and through feedback to Schools, and via the Erasmus+ programme's National Agency. CSA collates the information and submits it together with relevant internal knowledge to our Academic Monitoring Group in the Proctor's Office where it is assessed and any action points are recommended: https://www.st-andrews.ac.uk/media/proctor/learningandteaching/amgagendaandminutes/amg_remit_and_membership_ay_2018-19.pdf https://www.st-andrews.ac.uk/staff/teaching/monitoring/ Students also submit for the Erasmus+ programme a set of documentation including a certificate of attendance formalising the dates of the placement; a completion of placement agreement which matches outcomes to the original intentions and is agreed by all parties to the placement.		

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ELIR 2020
Advance Information Set
Section 2

A sample of recent institution-led review reports and the responses to them

This section of the AIS contains the following documentation:

Document		Context
2.1	**School guideline**	Standard guideline issued to Schools and associated review teams participating in a University-led Review of Leaning and Teaching (URLT). Clarifies purpose, scope and stages of the review process, and responsibilities at School and review team level.
2.2	**Unit guideline**	Standard guideline issued to student-facing Units and associated review teams participating in a URLT. Clarifies purpose, scope and stages of the review process, and responsibilities at School and review team level. Particular attention is paid to the ways in which Units support learning and teaching, and the student experience.
2.3	**First review guideline**	Standard guideline issued to Schools participating in a 'First Review' of a collaborative programme and associated review teams. Clarifies purpose, scope and stages of the review process, and responsibilities at School and review team level.
2.4	**School President guideline**	Standard guideline issued to School Presidents from Schools participating in a URLT. This was produced in collaboration with a former Director of Education further to their suggestion that more guidance is provided on the role of the School President in the URLT process.
2.5	**Student view: Physics & Astronomy**	Feedback is gathered from students at all levels of study by the School President in advance of the URLT. This ensures a student voice is provided alongside the Reflective Analysis and informs the production of key themes by the review team.

2.6	**URLT enhancements meeting**	A meeting was held with the Proctor, Deans, Head of Education Policy and Quality, and Academic Policy Officer (Quality). The group reflected on feedback from Externals and Schools and discussed enhancements to the URLT process. This demonstrates our ongoing commitment to review and enhancement of this area.
2.7	**Department of Philosophy**	This selection of evaluative reports and responses (by way of an action plan) demonstrates the scope of, and follow up to, the review process. It also highlights the inclusion of an international reviewer for the URLTs held in Computer Science and Careers. Both academic Schools and professional student-facing professional services units participate in the URLT process. Schools and units revisit their action plans one year from submission, and insert updates in the plan for consideration by AMG.
2.8	**School of Divinity**	
2.9	**School of Computer Science**	
2.10	**School of Earth & Environmental Sciences**	
2.11	**Careers**	
2.12	**Library**	

Key themes from reviews can be found in the 'Annual summary of themes arising from quality monitoring processes' (AIS07 Additional information).

Guideline
University-led Review of Learning and Teaching: <School/Department> <Date>

Key dates

School submission of Reflective Analysis and supporting documentation	**<Date>** *4 weeks prior to review*
Review team's provision of key themes emerging from the advance documentation	**<Date>** *10 days prior to review*
Submission of key themes to School	**<Date>** *7 days prior to review*
Review team requests for submission of extra information or suggestions of specific meetings	**<Date>** *10 days prior to review*
Review team's submission of evaluative report to the School	**<Date>** *25 working days from review*

Review team

1. External 1 (from a Scottish institution)
2. External 2 (from an institution elsewhere in the UK)
3. Dean of Science or Dean of Arts and Divinity
4. Member of University staff from a cognate area
5. Director of Education, Students' Association
6. Postgraduate Research Representative
7. Nicola Milton, Head of Education Policy and Quality OR Rosalind Campbell, Academic Policy Officer (Quality)

Why do we have University-led reviews of learning and teaching?

University-led Reviews of Learning and Teaching (URLTs) form one of the five elements of Scotland's Quality Enhancement Framework. They ensure that standards and quality of learning and teaching are being maintained, alert senior management to areas of concern and identify positive practice that deserves commendation and dissemination. Each School and student-facing Professional Services Unit associated with learning and teaching is reviewed on a six year cycle.

URLTs are supplemented by an Annual Academic Monitoring process, where each School produces a short report on the previous year's learning and teaching, attends a dialogues with Academic Monitoring Group on a three-year cycle, and participates in the annual dissemination event.

Review team membership

The review team typically comprises:

1. **Dean of Faculty:** As Chair of the review team, the Dean sets the tone for the review meetings with the team and School, facilitates welcome and introductions, leads the dialogue and ensures discussion is kept on track. The Dean has a particular interest in learning, teaching and assessment practice and the student experience. He/she has final sign-off of the review report.

2. **External subject experts*:** Normally there are two external subject experts for each review, chosen to cover all aspects of the discipline. One external member will be from the Scottish sector and one from elsewhere in the UK. Their role is focused on the curriculum and learning aims and outcomes. They are asked to collaborate in providing a summary of their views for these sections of the evaluative report and to contribute a view on other aspects of learning and teaching.

3. **Head of Education Policy and Quality or Academic Policy Officer (Quality):** Responsibility lies with these role-holders to facilitate reviews from set up to action plan and follow-up. The Head of Education Policy or Academic Policy Officer will attend each review, take notes and draft the evaluative report drawing on the review team's views.

4. **Member of academic staff from the University:** A senior role-holder from a cognate area in the University whose participation provides an opportunity to share experience and to learn from other Schools. He/she will contribute their view in production of the review report.

5. **Director of Education:** The elected sabbatical officer who represents taught students at the review. He/she will have an awareness of current issues and good practice, and will incorporate discussion of these during the review. He/she will contribute their view in production of the review report.

6. **Postgraduate research (PGR) representative:** A PGR student from a cognate discipline who represents research students at the review. He/she will have an awareness of current student issues and will incorporate discussion of these during the review. He/she will contribute their view in production of the review report.

* Recommending appropriate external participants (for selection by the Dean) is of utmost importance in light of the critical role they play in the review process, and the impact they have on the review report. They should be well-respected colleagues in their discipline and active in teaching. They should not be current or recent External Examiners, research partners or close friends of colleagues in the School.

What should the School consider when preparing for University-led review?

The following key factors should be taken into consideration when preparing for the review:

- The review should address the quality of the learning opportunities, and the management of quality, standards and enhancement
- The key document is a Reflective Analysis, which sets out the broad aims of provision and reflects on the extent to which they are being achieved
- The Reflective Analysis is supported by Programme Specifications, setting out the intended learning outcomes
- Key external reference points for standards, i.e. the Scottish Credit and Qualifications Framework (SCQF), subject Benchmark Statement(s), and the UK Quality Code
- Consideration should also be given to the University's strategy and supporting strategies, particularly the Quality Enhancement and Learning & Teaching strategies.

The review will seek to establish that:

- there are clear learning outcomes for the programme(s) which reflect appropriately the level of the award
- the content and design of the curriculum are effective in achieving the intended programme outcomes
- the curriculum content is appropriate to each stage of the programme, and to the level of the award
- assessment is designed appropriately to measure achievement of the intended outcomes
- student achievement matches the intended outcomes and level of the award
- progression is clearly visible
- there is a regular process of feedback, review and enhancement in relation to teaching programmes within the School, as well as School support for innovative approaches to learning, teaching and assessment.

Documentation to be provided by the School in advance of the review

Schools will be asked to produce the following documentation **four weeks** in advance of the review:

- Reflective Analysis
- Draft programme with an indication of staff in attendance. (Student names can be added nearer the time of the review day)
- School Handbook
- Student-Staff Consultative Committee meeting minutes (for previous 2 years)
- Selection of Module Handbooks
- Staff list including teaching and administrative duties
- Accreditation letter(s)/report(s) from relevant professional, statutory or regulatory bodies (PSRBs) if appropriate.

The following will be provided by the Proctor's Office:

- External Examiner reports
- Programme Specifications
- Annual Academic Monitoring report from the previous year
- NSS results for the last two years
- Teaching Factsheet
- Action plan from previous URLT.

Reflective Analysis

The Reflective Analysis should be written to the following core headings:

1. Introduction
2. Aims and outcomes of the teaching provision
3. Curricula
4. Assessment and feedback
5. Enhancement and innovation
6. Learning and teaching
7. Student progression
8. Professional development of teaching staff
9. Learning resources
10. Conclusion

This should be a reflective document. As such, Schools are asked to balance description and analysis so that the former does not outweigh the latter, and highlight strengths and weaknesses in the provision.

The School President is responsible for gathering a 'Student View' on what is working well in the School together with suggested areas for improvement. This is submitted directly to the Proctor's Office and forms part of the supporting documentation for the review team. The Proctor's Office issues a guidance document to the School President. The student view will be shared with the School at the discretion of the School President.

For reviews held in Academic Year 2019-20, Schools are asked to consider the following areas when preparing their Reflective Analysis:

- Diversity in the curriculum. (A Universities Scotland publication, *Race Equality Toolkit: Learning and Teaching*, may be useful, and Athena Swan where applicable)
- Quality Enhancement
- The UK Quality Code
- Collaborations (both cross-institutional and within the University)
- Employability and professional skills
- Student surveys
- Current issues e.g. professional development of staff, feedback to students and grade descriptors, and making full use of the marking scale
- The reports/requirements of any relevant PSRBs (to reflect on the outcome of such external accreditation).

Reflective Analyses for reviews held in previous academic years are available via:
https://www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/documentation/

Review team preparation in advance of the review

The review team is asked to provide key themes emerging from the advance documentation 10 days in advance of the review, which will be issued to the School 7 days prior to the review. Identification of good practice and lines of enquiry the review team would like to pursue will:

- inform discussion at the review team dinner
- help to apply questions to the correct meeting in advance of the review
- help to ensure the team is meeting with the correct personnel.

The review team is also asked to submit any requests for extra information, or advise if there are any additional groups of staff/students they wish to meet on the review day. Requests should be submitted to the Proctor's Office at least 10 days prior to the review to facilitate production of the programme.

The review team will meet for a working dinner on the evening prior to the review day and will discuss topics to be covered during the visit the next day. This is an integral part of the review process.

On the day of the review

The review will last for one full day (typically 0830-1730) in the School. Aspects evidenced as routinely going well may not be discussed during the review day but will feature in the review team's evaluative report. The review team will focus on innovative activities, topics identified in the key themes document, and other areas of interest.

The overview meeting will commence with a brief (10 minute) presentation from the Head of School and/or Director of Teaching. This should include a brief overview of the School (e.g. student and staff

numbers, management structure, current status of School and future plans/strategy) as well as what the School would like to get out of the day.

At the end of the day, the review team will draft commendations and recommendations and agree key topics for inclusion in the evaluative report.

After the review

1. Evaluative report

The evaluative report will incorporate a summary of the principal strengths and weaknesses of the provision, as judged by the review team. The report will be written to the same core headings as the Reflective Analysis and will conclude with a series of commendations and recommendations for action, as well as a confidence statement ('confidence', 'limited confidence' or 'no confidence').

The Head of Education Policy and Quality or Academic Policy Officer (Quality) will circulate the template report with draft commendations and recommendations within a week of the review. Review team members will be asked to comment on the wording and provide supplementary commentary where required. The external subject experts on the review team are invited to draft sections two and three of the evaluative report: the curricula and the aims and outcomes of the teaching provision.

All members of the review team will be asked to provide their contribution to the report within two weeks of the visit. The Head of Education Policy and Quality or Academic Policy Officer (Quality) will collate the review team's views and produce a draft report.

The report will normally be provided to the School within 25 working days of the review. This will be in final draft form to allow correction of any **factual** errors. Once agreed with the Head of Education Policy and Quality or Academic Policy Officer (Quality), the report will be produced in its final form and submitted to the School and then to the Academic Monitoring Group.

The School should feel free to use any details of a successful URLT in their marketing materials or on the School website.

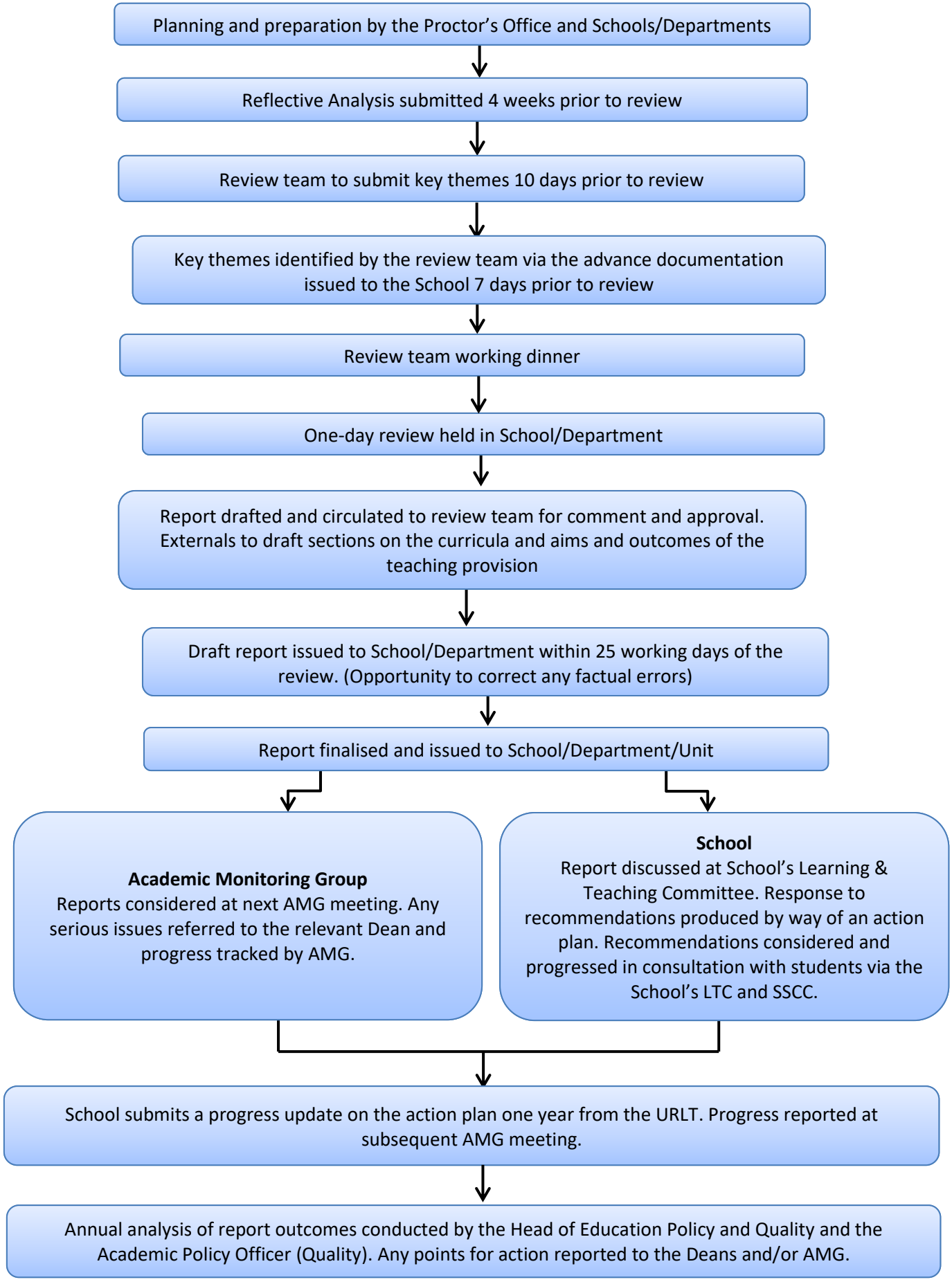
2. Follow-up to the review

On receipt of the evaluative report, the Academic Monitoring Group will request a response from the School by way of an action plan. This response should outline intended actions and timescales as a consequence of the review team's recommendations. (A template will be provided). The action plan should be discussed with the School's Learning & Teaching Committee and Student Staff Consultative Committee prior to submission, and actions should be clearly understood by students.

The School will be asked to provide a progress update on the action plan one year after the review, which will be considered by Academic Monitoring Group.

Nicola Milton
Head of Education Policy and Quality
August 2019

Summary of University-led review



Guideline
University-led Review of Learning and Teaching:
<Unit>
Date

Key dates

Unit submission of Reflective Analysis and supporting documentation	**<Date>** *4 weeks prior to review*
Review team's provision of key themes emerging from the advance documentation	**<Date>** *10 days prior to review*
Submission of key themes to Unit	**<Date>** *7 days prior to review*
Review team requests for submission of extra information or suggestions of specific meetings	**<Date>** *10 days prior to review*
Review team's submission of evaluative report to the Unit	**<Date>** *25 working days from review*
Unit submission of progress update on action plan	**<Date>** *One year from review*

Review team

1. External 1 (from a Scottish institution)
2. External 2 (from an institution elsewhere in the UK)
3. Dean of Science or Dean of Arts and Divinity
4. Member of University staff
5. Director of Education, Students' Association
6. Postgraduate Research Representative
7. Nicola Milton, Head of Education Policy & Quality or Ros Campbell, Academic Policy Officer (Quality)

Why do we have a programme of University-led Review of Learning and Teaching?

University-led Reviews of Learning and Teaching (URLTs) form one of the five elements of Scotland's Quality Enhancement Framework. They ensure that standards and quality of learning and teaching are being maintained, alert senior management to areas of concern and identify positive practice that deserves commendation and dissemination. Each School and student-facing Professional Services Unit associated with learning and teaching is reviewed on a six year cycle.

URLTs are supplemented by an Annual Academic Monitoring process, where each School produces a short report on the previous year's learning and teaching, attends a dialogues with Academic Monitoring Group on a three-year cycle, and participates in the annual dissemination event.

Review team membership

The review team typically comprises:

1. **Dean:** As Chair of the review team, the Dean sets the tone for the review meetings with the team and Unit, facilitates welcome and introductions, leads the dialogue and ensures discussion is kept on track. The Dean has a particular interest in the student experience and the Unit's contribution to this. He/she has final sign-off of the review report.

2. **External subject experts*:** Normally there are 2 external subject experts for each review, chosen to cover all aspects of the activity of the Unit. One external member will be from the Scottish sector and one from further afield in the UK. Their role is to apply their specialist knowledge and experience to the service the Unit provides and benchmark against similar Units in the sector. They are asked to collaborate in providing a summary of their views for the evaluative report.

3. **Head of Education Policy & Quality or Academic Policy Officer (Quality):** Responsibility lies with these role-holders to facilitate reviews from set up to action plan and follow-up. Either the Head of Education Policy & Quality or Academic Policy Officer will attend each review, take notes and draft the evaluative report drawing on the review team's views.

4. Member of staff from the University: A senior role-holder from elsewhere in the University whose participation provides an opportunity to share experience and to learn more about professional services. He/she will contribute their view in production of the review report.

5. **Director of Education:** The elected sabbatical officer who represents taught students at the review. He/she will have an awareness of current student issues and good practice, and will incorporate discussion of these during the review. He/she will contribute their view in production of the review report.

6. **Postgraduate research (PGR) representative:** A PGR student represents research students at the review. He/she will have an awareness of current student issues and will incorporate discussion of these during the review. He/she will contribute their view in production of the review report.

* Recommending appropriate external participants (for selection by the Dean) is of utmost importance in light of the critical role they play in the review process, and the impact they have on the review report. They should be well-respected colleagues in their profession. They should not be close friends of colleagues in the Unit.

What should the Unit consider when preparing for university review?

The following key factors should be taken into consideration when preparing for a University-led review:

- The review should address the quality of the learning opportunities, and the management of quality, standards and enhancement
- The key document is a Reflective Analysis, which sets out the broad aims of provision and reflects on the extent to which they are being achieved

The purpose of the review is to assure and enhance the quality of the student experience by:

- encouraging reflection on the strategic and operational role of the Unit in relation to its impact on the student experience and support for learning and teaching
- promoting reflection on the ways in which the Unit engages with students and other stakeholders to monitor and enhance the quality of its services
- supporting reflection on the ways in which the Unit promotes and supports high quality learning and continuous quality enhancement
- providing an opportunity to discuss promising practice with external counterparts and senior colleagues.

Documentation to be provided by the Unit in advance of the review

Units will be asked to produce the following documentation **4 weeks** in advance of the review:

- Reflective Analysis
- Draft programme with an indication of staff in attendance. (Student names can be added nearer the time of the review day)
- Organisation chart
- Staff list including positions held
- Operational and strategic plans
- Minutes of management group and Unit meetings (if appropriate)
- Survey feedback relating to services provided by the Unit (including NSS and iGrad) if applicable
- Samples of promotional/guidance materials if applicable
- Any other supporting documentation agreed with the Unit that will help provide an overview of the Unit's activities.

The Proctor's Office will provide the action plan from the previous review.

Reflective Analysis

In light of the varied remits of Units, a degree of flexibility is exercised in terms of the structure of the Reflective Analysis. However, Units are asked to ensure the following areas feature:

- Introduction - *In addition to a general overview, this section should include any specific areas the Unit would like the team to explore and what the Unit would like to gain from the process*
- Brief overview of provision/structure of Unit
- Notable achievements and developments since the last review
- Engagement with students and other internal and external stakeholders
- Unit's impact on the student learning experience and ways in which the Unit supports high quality learning and teaching and continuous quality enhancement
- Professional development of staff
- Space and resources (for Unit staff and students)
- Evaluation of provision (strengths, weaknesses, opportunities, threats)
- Points of focus for further development/ambitions
- Consideration of the values of appropriate strategies, including the Quality Enhancement, Learning & Teaching and Student Experience strategies
- Conclusion

Please note: A student view on the Unit's strengths and areas for development will also be considered by the review team. The Proctor's Office will discuss this with the Unit and Director of Education to identify the most effective way to gather this feedback. (In Schools this process is the responsibility of the School President). A nominated student will take responsibility for collating the feedback and sharing this with the

Proctor's Office. This anonymised feedback can be shared with the Unit in advance of the review provided students have given their permission.

RAs for reviews held during previous academic years are available on the following staff password-protected page: www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/documentation/

Review team preparation in advance of the review

The review team is asked to provide key themes emerging from the advance documentation 10 days in advance of the review, which will be issued to the Unit 7 days prior to the review. Identification of good practice and lines of enquiry the review team would like to pursue will:

- inform discussion at the review team dinner
- help to apply questions to the correct meeting in advance of the review
- help to ensure the team is meeting with the correct personnel.

The review team is also asked to submit any requests for extra information, or advise if there are any additional groups of staff/students they wish to meet on the review day. Requests should be submitted to the Proctor's Office at least 10 days prior to the review to facilitate production of the programme.

The review team will meet for a working dinner on the evening prior to the review day and will discuss topics to be covered during the visit the next day. This is an integral part of the review process.

On the day of the review

The review will last for one full day (typically 0845-1730) in the Unit. Aspects evidenced as routinely going well may not be discussed during the review day but will feature in the review team's evaluative report. The review team will focus on innovative activities, topics identified in the key themes document, and other areas of interest.

The overview meeting will commence with a brief (10 minute) presentation from the Director and/or Deputy Director. This should include a brief overview of the Unit (e.g. staff numbers, management structure, current status of Unit and future plans/strategy) as well as what the Unit would like to get out of the day.

At the end of the day, the review team will draft commendations and recommendations and agree key topics for inclusion in the evaluative report.

After the review

1. Evaluative report

The evaluative report will incorporate a summary of the principal strengths and weaknesses of the provision, as judged by the review team. The report will be written to the same core headings as the Reflective Analysis and will conclude with a series of commendations and recommendations for action, as well as a confidence statement ('confidence', 'limited confidence' or 'no confidence').

The Head of Education Policy & Quality or Academic Policy Officer (Quality) will circulate the template report with draft commendations and recommendations within a week of the review. Review team members will be asked to comment on the wording and provide supplementary commentary where required. The subject experts on the review team will be asked to provide some commentary (on the provision in comparison to best practice in the sector) for the evaluative report.

All members of the review team will be asked to provide their contribution to the report within two weeks of the visit. The Head of Education Policy & Quality or Academic Policy Officer (Quality) will collate the review team's views and produce a draft report.

The report will normally be provided to the Unit within 25 working days of the review. This will be in final draft form to allow correction of any **factual** errors. Once agreed with the Head of Education Policy & Quality, or Academic Policy Officer (Quality), the report will be produced in its final form and submitted to the School and then to the Academic Monitoring Group.

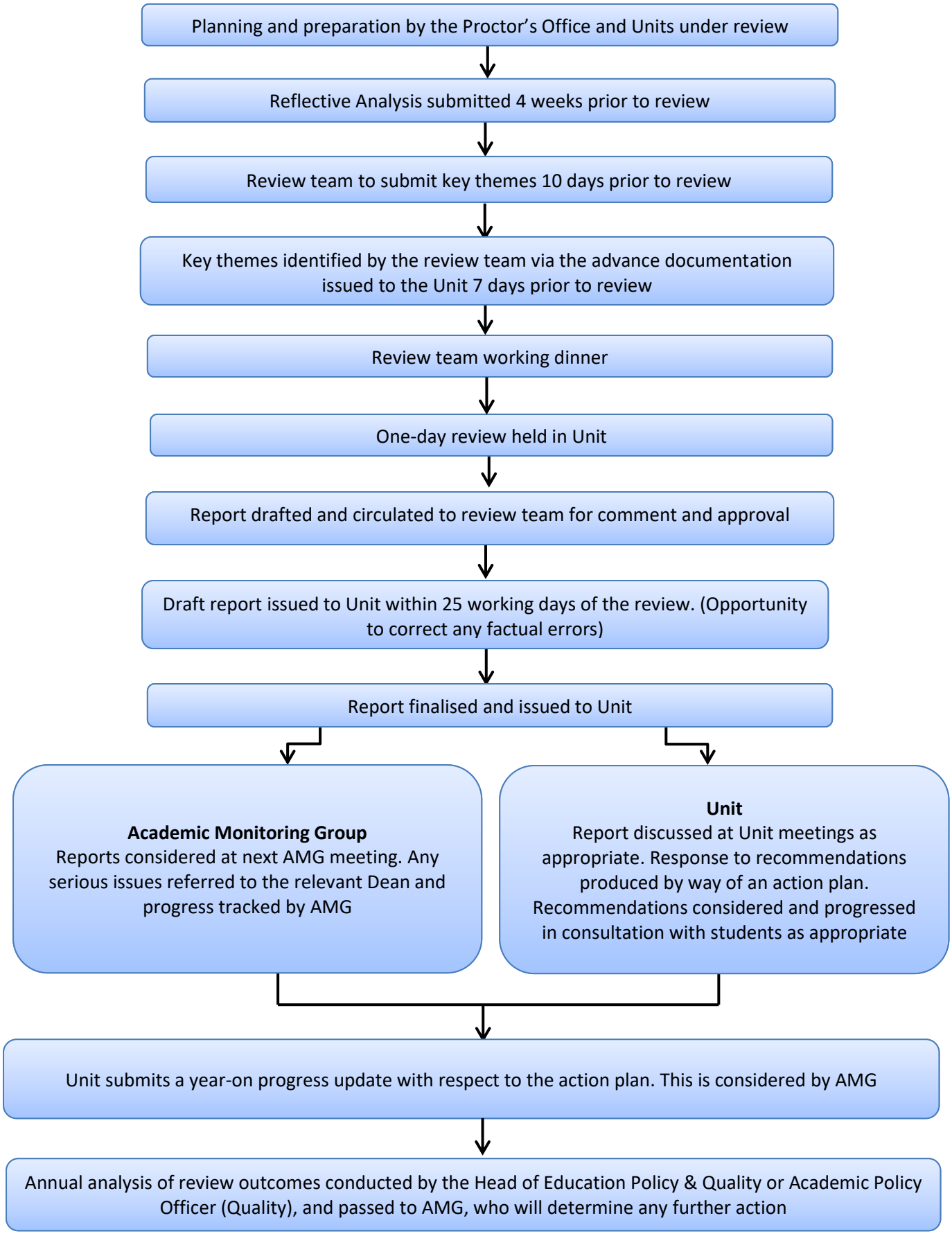
The Unit should feel free to use any details of a successful review in marketing materials or on their website.

2. Follow-up to the review

On receipt of the evaluative report, the Academic Monitoring Group will request a response from the Unit by way of an action plan. This response should outline intended actions and timescales as a consequence of the review team's recommendations. (A template will be provided). The action plan should be discussed with, and approved by, the Unit's management group. The Unit will be asked to submit a progress update on the action plan one year after the review. This will be considered by Academic Monitoring Group who will approve the update or recommend further actions.

Nicola Milton
Head of Education Policy and Quality
October 2019

Summary of University-led review



Guideline
Collaborative Degree First Review
ScotGEM Programme
Thursday 5 December 2019

Key dates

School submission of Reflective Analysis and supporting documentation	**Thursday 7 November 2019** *4 weeks prior to review*
Review team's provision of key themes emerging from the advance documentation	**Monday 25 November 2019** *10 days prior to review*
Submission of key themes to School	**Thursday 28 November 2019** *7 days prior to review*
Review team requests for submission of extra information or suggestions of specific meetings	**Monday 25 November 2019** *10 days prior to review*
Review team's submission of evaluative report to the School	**Thursday 9 January 2020** *25 working days from review*
School submission of progress update on action plan	**Thursday 4 June 2020** *Six months from review*

Review team

1. Dr Graham Kirby, Acting Dean of Science
2. Dr Iain Matthews, Director of Teaching, School of Biology
3. Nicola Milton, Head of Education Policy & Quality
4. Amy Bretherton, Student Director of Education
5. Erica Hensens, Director of Quality & Academic Standards (University of Dundee)

Why do we have a First Review of collaborative programmes?

The University is responsible for the academic standards of awards irrespective of whether delivered entirely in St Andrews or in collaboration with another institution. The quality assurance arrangements for collaborative degrees should be at least as rigorous as those for internal provision and should be in accordance with all other University quality assurance policies and guidelines. In principle, all collaborative programmes should be reviewed annually and periodically.

The University has a Five-stage Review Process which covers: Approval, Implementation, First Review; Annual Review and Monitoring; Final Review. The First Review which will be flexible and proportionate to the scale and type of collaboration, is an early opportunity to **monitor progress, and ensure any problems are identified and resolved at an early stage in the life cycle of the**

programme. The First Review normally takes place in the academic year after the first cohort of students has been admitted (irrespective of location of study in the first year). There is an emphasis on self-evaluation, but the Review should include external examiner and student feedback. First Review reports are submitted to the University's Academic Monitoring Group for consideration.

How does the First Review relate to the other quality assurance processes at the University?

The Academic Monitoring Group has responsibility for the oversight of quality, and for the implementation, management and monitoring of the University's quality enhancement strategy. Managed by Nicola Milton, Head of Education Policy & Quality this includes:

a) **An annual check** by the Head of Education Policy and Quality to ensure that University practice conforms to the national guidelines issued by QAA Scotland.
b) **Annual Academic Monitoring**: Each School produces a report of the previous year's learning and teaching. Heads of Schools, Directors of Teaching and School Presidents are called for dialogue on a three-year rotating basis and a dissemination event is held in semester one to share information and disseminate positive practice identified in AAM reports and dialogues.
c) **University-led Reviews of Learning & Teaching:** Each School and student-facing Professional Services Unit associated with learning and teaching is reviewed on a six-year cycle.
d) **Special reviews** of individual programmes initiated following requests from the Vice-Principal Education (Proctor).
e) **Review of collaborative agreements:** A structured review of collaborative agreements takes place under the 5-stage process.
f) **Module evaluation**: The centralised service for the production and analysis of module evaluation questionnaires.

What is the scope of the First Review?

The First Review will provide an opportunity for the School to reflect upon the systematic arrangements which it has in place for evaluating the strengths of the programme, and identifying and addressing potential risks to academic standards and the student learning experience. To this end, the First Review will focus solely on the overarching processes and effectiveness of the arrangements relating to recruitment and admissions; the curriculum; student performance; assessment and feedback; student experience; relationship with partner(s) and any third parties; governance and funding; details of any issues with credit and grade transfer. The First Review is not a mechanism for discussion on detailed aspects of the programme but rather a process by which the School demonstrates that it meets the University's expectations for managing the provision it delivers in collaboration with its partner(s).

What is the involvement of the partner institution(s) in the First Review?

Partner institutions should be involved in all stages of the review process, as appropriate for the particular type and level of collaboration. A summary of any review and outcomes should be sent by the School to the partner institution as a matter of routine.

Review team membership

Team member	Role
Dean	Chair of the review team. The Dean sets the tone for the review meetings with the team and School, facilitates welcome and introductions, leads the dialogue and ensures discussion is kept on track. The Dean has a particular interest in learning, teaching and assessment practice and the student experience. He/she has final sign-off of the review report.
Head of Education Policy & Quality and Academic Policy Officer (Quality)	Responsibility lies with these role-holders to facilitate reviews from set up to action plan and follow-up. The Head of Education Policy & Quality or Academic Policy Officer will attend each review, take notes and draft the evaluative report drawing on the review team's views.
Member of academic staff from the University	A senior colleague in the University whose participation provides an opportunity to share experience and to learn from other Schools. He/she will contribute their view in production of the review report.
Director of Education	The elected sabbatical officer who represents taught students. He/she will have an awareness of current issues and good practice, and will incorporate discussion of these during the review. He/she will contribute their view in production of the review report.

Documentation to be provided by the School in advance of the First Review

Schools will be asked to produce the following documentation **four weeks** in advance of the First Review:

- Reflective Analysis in the style of the Annual Academic Monitoring report ie
    - What is working well?
    - What issues have arisen and how have they been resolved?
    - What is considered to be a problem area?
- Programme and module handbooks (sample).
- Student-Staff Consultative Committee meeting minutes (sample).
- Staff list including teaching and administrative duties.
- Accreditation reports from relevant professional, statutory or regulatory bodies (PSRBs).
- External Examiner reports.
- Module evaluation questionnaires.
- Programme specification.

It is anticipated that Reflective Analysis will be prepared in consultation with the partner institution(s) and Professional Services colleagues from Admissions, Registry, and Global etc.

Review team preparation in advance of the First Review

The review team is asked to provide key themes emerging from the advance documentation 10 days in advance of the First Review, which will be issued to the School 7 days prior to the review. Identification of good practice and lines of enquiry the review team would like to pursue will:

- help to apply questions to the correct meeting in advance of the review
- help to ensure the team is meeting with the correct personnel.

The review team is also asked to submit any requests for extra information, or advise if there are any additional groups of staff/students they wish to meet on the review day. Requests should be submitted to the Proctor's Office at least 10 days prior to the review to facilitate production of the programme.

On the day of the First Review

The First Review will last for a half day (typically 0845-12noon) in the School. Aspects evidenced as routinely going well may not be discussed during the day but will feature in the review team's evaluative report. The review team will focus on topics identified in the key themes document, and other areas of interest.

At the end of the day, the review team will draft commendations and recommendations and agree key topics for inclusion in the evaluative report.

After the First Review

1. Evaluative report

The evaluative report will incorporate a summary of findings by the review team and a series of commendations and recommendations for action. The Head of Education Policy & Quality or Academic Policy Officer (Quality) will circulate the template report with draft commendations and recommendations within a week of the review. Review team members will be asked to comment on the wording and provide supplementary commentary where required.

All members of the review team will be asked to provide their contribution to the report within two weeks of the visit. The Head of Education Policy & Quality or Academic Policy Officer (Quality) will collate the review team's views and produce a draft report.

The report will normally be provided to the School within 25 working days of the review. This will be in final draft form to allow correction of any **factual** errors. Once agreed with the Head of Education Policy & Quality or Academic Policy Officer (Quality), the report will be produced in its final form and submitted to the School and then to the Academic Monitoring Group.

2. Follow-up to the First Review

On receipt of the evaluative report, the Academic Monitoring Group will request a response from the School. This response should outline intended actions and timescales as a consequence of the review team's recommendations (a template will be provided). The action plan should be discussed with the partner institution(s), the School's Teaching Committee and Student Staff Consultative Committee prior to submission, and actions should be clearly understood by students. The School will be asked to submit a progress update on the action plan six months after the review. This will be considered by Academic Monitoring Group who will approve the update or recommend further actions.

Nicola Milton
Head of Education Policy and Quality
October 2019

University of St Andrews
University-led Review of Learning and Teaching
School/Department
Date of Review

Guidance for School President

A programme of University reviews is one of the main ways the University checks and improves the quality of learning and teaching. Schools/Departments and student-facing Units are subject to University review on a 6-year cycle and the School/Department is included in the programme for this academic year.

The review is carried out by the Dean of Faculty, two external subject specialists (from the same subject area in other Higher Education institutions in the UK), an internal member of academic staff from a related discipline, the Director of Education (DoEd) from the Students' Association, a Postgraduate Research (PGR) Representative, the Head of Education Policy & Quality, and an Academic Policy Officer (Quality).

Role of School President in advance of the review

a) Write and submit a student view

The School/Department prepares a Reflective Analysis and other supporting documentation in advance of the review and sends it to the review team. Your Director of Teaching (DoT) should ask you to comment on the Reflective Analysis prior to the submission to the review team. As a School President, you will be responsible for writing a **short document summarising the student view of the School/ Department** (using the template at the end of this guideline). This is your opportunity to bring to the attention of the review team areas that are working well and aspects that could be improved. Please use the feedback template provided in this guideline. It should be emailed directly to Nikki Broughton in the Proctor's Office (academicmonitoring@st-andrews.ac.uk) and will form part of the advance documentation issued to the review team.

Before you write the student view, you should gather opinion from a wide range of students in your School/Department. **Please consult with students from all levels of study,** i.e. undergraduate, taught postgraduate and research postgraduate. You should consult with your Class Representatives and PGR rep (if applicable), and gather this feedback via a survey or focus groups.

If you have any questions, are unsure about what to include in the student view, please do not hesitate to get in touch with Nikki Broughton via academicmonitoring@st-andrews.ac.uk.

Action: Send the student view to Nikki Broughton (academicmonitoring@st-andrews.ac.uk) by **<insert date>**. There is a tick box at the end of the feedback template for you to indicate whether or not this feedback can be shared with the School/Department.

b) Identify students for meetings with the review team

On the day of the review, the team will meet with students from the School/Department, and hold separate meetings with members of staff. Together with your DoT, **you will be responsible for identifying various students to meet the review team.** They should be representative of the cohort not just your friends group or your Class Rep team, although some class reps may be included). As a School President, you will also be expected to take part in the Honours students meeting. For further details on the typical format for the day, please see the sample programme on the University-led review webpage.

Action: Together with your DoT, identify a representative group of students and insert their names, year, and programme of study into the review programme.

Role of School President on the day of the review

The meetings with students will be an opportunity for the review team to follow up on anything highlighted in the student view and to ask about the student experience of studying XXXX at St Andrews. Students attending the meetings will receive a student note, which summarises the purpose of the meetings, and the types of questions that might be asked. A sample student note is available on the University-led review webpage.

The review team may ask the students about:

- their introduction to the School
- their learning experience
- assessment and feedback on their work
- opportunities for them to provide feedback on their experience
- the availability and quality of learning resources and study space
- support services, e.g. Library and Careers.

Students will also be able to raise and discuss other topics. Essentially the reviewers wish to explore commendable aspects of the degree programmes and student experience. This will enable good practice to be reinforced and disseminated to other Schools as appropriate. Students should also tell the team about any difficulties or shortcomings they have encountered, as one of the aims of this review is to help the School to improve the quality of provision and the student experience.

Notes will be made on all discussions held during the review but no comments will be attributed to any individuals. No members of staff from the School are present during the student meetings, so please feel free to speak frankly and encourage your peers to do the same.

Role of School President after the review

The review team will write an evaluative report, which will incorporate a summary of the principal strengths and weaknesses of the School's provision, as judged by the review team, together with its commendations and recommendations for possible action. The report will normally be provided to the School within 25 working days of the review in final draft form to allow correction of any factual errors.

On receipt of the evaluative report, the School is required to submit a response outlining intended actions (and timescales) as a consequence of the review team's recommendations. Head of Education Policy and Quality will follow up on progress with actions and report back to the Academic Monitoring Group within a suitable timeframe agreed with the School.

The School should make a copy of the evaluative report available to you, and you should have an opportunity to feed into discussion in relation to the School's response and action plan, e.g. via the school's Learning and Teaching Committee.

Further information

Further information on the process is available via www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/. If you have any queries, please do not hesitate to contact Nikki Broughton via academicmonitoring@st-andrews.ac.uk.

Nicola Milton, Head of Education Policy & Quality
Amy Bretherton, Director of Education, Students' Association
September 2019

Student view
University-led Review of Learning and Teaching
School of X

When gathering feedback from **undergraduate, taught postgraduate and research postgraduate students**, you may wish to ask for their opinion on aspects such as the curriculum, assessment and feedback, learning and teaching provision, study abroad and work placements (if applicable), progression (for example the transition from junior honours to senior honours), and learning resources. Once you have collated this information, please complete this form and send it to Nikki Broughton at academicmonitoring@st-andrews.ac.uk.

1. How was the student view gathered?

2. What is working well in the School? *Please provide feedback at each level of study*
Undergraduate Taught Postgraduate Research Postgraduate

3. Could anything be improved in the School? If so, please provide details.
Undergraduate Taught Postgraduate Research Postgraduate

4. Additional comments

☐ This feedback can be shared with the School/Department.

<School President to insert their name and the date>

Student view
University-led Review of Learning and Teaching
School of Physics & Astronomy

When gathering feedback from **undergraduate, taught postgraduate and research postgraduate students**, you may wish to ask for their opinion on aspects such as the curriculum, assessment and feedback, learning and teaching provision, study abroad and work placements (if applicable), progression (for example the transition from junior honours to senior honours), and learning resources. Once you have collated this information, please complete this form and send it to Nikki Broughton at academicmonitoring@st-andrews.ac.uk

1. How was the student view gathered?

The view was gathered in a number of ways. Primarily, a school-wide online survey was circulated via email. The survey contained very open ended questions as below to determine an unbiased view. Students were asked their year, what was working well, and what could be improved. This survey was then mentioned in lectures by class reps, encouraging the students to follow my email link and complete the survey. As well as this, class reps gathered feedback from their individual modules, which was then discussed with me. The whole-school survey was interacted with well, gaining nearly 100 responses, including representation from every year group (including postgrads).
Outside of surveys, as school president I have spent a lot of time talking with diverse groups of students in all year groups and modules, in order to develop a rounded student view. The majority of the information on this form is from the schoolwide survey, and the additional comments have come from my experience in discussions.

2. What is working well in the School? *Please provide feedback at each level of study*

<u>Undergraduate</u>

Students commented on the smooth running of all lectures/labs/tutorial/workshops – the organisation of the school is working like clockwork. As well as this, the resources provided by the school and different lecturers have received high praise: lecture notes, reading material, lectures themselves are all regarded as very high quality and easy to access. Many students also discuss the enjoyment of tutorials – most appreciate the ability to discuss physics outside of the lecture theatre in small groups alongside fellow students in a supportive atmosphere. Following from this, the level of challenge in the degree is appreciated. While students feel challenged and that they are working hard, most comment on this in a positive light, they are enjoying the physics they are learning and feel it is at the appropriate level.

The standard of teaching in the school is very high. Students often comment on their enjoyment of the interactive side of lectures. The school uses “clickers” to promote active response and participation in the lectures. A large number of the survey questions mention clickers, noting how helpful they are, and how they encourage positive learning by building from mistakes rather than shutting them down. Interactive learning is also present in workshops, which are highly regarded.

The community and support in the school are the things I personally am most proud of. A number of responses both in the survey and during discussions reflected the same opinion. Often commented on is the excellent signposting from the school. People know where to go and who to talk to if they have issues. Furthermore, a number of staff members adopt an ‘open-door’ policy,

encouraging students to speak to them about anything, whether it is school related or not. This is very appreciated by everyone in the school. As far as community, we have several group study spaces which foster a great community atmosphere. Most students are part of some kind of study groups, whether that be as part of a module or just as friends. The teamwork aspect of physics is very important to us, both inside and outside of the classroom, and common spaces such as these allow for all years to mix together and for students to gain a lot of insight from those with different physics and university experiences. This community is also reflected in strong student-staff relations.

Taught Postgraduate

Similar praise as undergraduate. All lectures/labs are well run, and organisation is clear and well signposted. The timetable is sympathetic and fits well with other schedules. As the taught postgraduate classes are very small, there is a great community that forms amongst them, and most also integrate well with the undergraduate students. Again, teaching is appreciated and students find the course interesting. Masters students are represented by both their own class rep and also the respective representatives from their individual module, this works well and ensures a full student view for the student staff council.

Research Postgraduate

Good pastoral support both for incoming PhD students and also continuing support throughout their time here. As well as this pastoral support, PGR students also remark on there being a great deal of academic support over their PhD. They find the first year reviews very helpful, and appreciate the measures in place to ensure people are on track with both their research and their wellbeing. Students feel they have good relationships with their supervisors, that is professional without being distant. Within the research groups at the school, there is a good social aspect, with meetings, journal clubs, and lunchtime discussions fostering good relationships between students and staff. There is good funding available, and support for this. People are proud of the work and resources the department creates.

3. Could anything be improved in the School? If so, please provide details.

Undergraduate

Students ask for more support during the labs – this has come up several times, and usually comes down to difference in demonstrator style/approach. As is expected, there is also difference between the tutor, with comments that some tutors are less engaging than others. Every year, we run tutor specific surveys to identify the strengths and weaknesses of each of the tutors, following this up to help them improve.

There has also been a call for a student mentoring scheme: partnering up older undergraduates with entrant students to improve inter-year socialising and provide guidance to younger students. This is something that I as school president and a couple of other students have been working towards this year alongside the Director of Teaching, and will hopefully be in place by the next academic year (if not earlier).

With regard to clickers: as mentioned, they are very much enjoyed by students, to the extent that many survey results mention wanting more clickers in lectures, and harder questions put on them.

As many physicists take a number of maths modules during their time at St Andrews, it is important to work closely with the school of maths to ensure there are as few as possible clashes with regards to timetabling, deadlines etc. While the Directors of Teaching for both departments work hard in tandem to find the best compromise possible, of course there will always be clashes and deadlines close together. Several students have commented on this as a negative aspect of

their degree experience, sometimes feeling overwhelmed by the timings of class tests. This is revised year on year, and hopefully we are able to improve the timetable again next year.

Taught Postgraduate

As some students will be entering the MSc course without necessarily a physics undergraduate degree, it is important to make the course accessible for anyone we accept, without assuming physics degree knowledge. It has been commented that this is perhaps not recognised by all lecturers/tutors. So, it will be useful in the future for anyone teaching MSc students to have an idea of their backgrounds beforehand, to avoid any assumptions made in teaching.

Research Postgraduate

The main issues that come out of discussions with PhD students are remarks relating to the social aspect of their time at St Andrews. It is noted that, while the community is strong within research groups, it is lacking between different groups. Students have suggested that they would appreciate more PhD events across the whole school, to learn more about the research that goes on within the school, and to feel more involved with university life. As well as this, some students feel that not all information (such as guidelines for taking holidays/maternity or paternity leave) is not 100% clear, sometimes resulting in a bad work-life balance caused by uncertainty.

4. Additional comments

We are lucky in physics to have our own building, with multiple spaces dedicated to just physics students. This has fostered a very supportive community, with people very willing to help each other both pastorally and academically. While we do have this support network, it does not mean that physics students are invincible. In fact, many of us will face some kind of stress related mental health problems over our time here (as in most schools). This is particularly prevalent in the junior honours year, where deadlines increase and work becomes harder. The school has responded well to this, making people very away of the support available to them (student services, nightline, members of support staff) and continually revises the JH structure to improve strains on students. Myself and the previous school president also have welfare at the top of our agendas: implementing wellbeing training for staff and introducing a whole school “wellbeing day”.

Physics UK-wide has a problem with gender balance. We are lucky at St Andrews to see a large number of our staff being women, including those in important roles. We had a comment on the survey saying it felt like there was “no gender, racial, or LGBT+ bias” in the school, which was great to see. The equality and diversity committee is constantly and diligently working towards eliminating that gender gap, and looking at how to tackle any other imbalances we may have.

Another area under current maintenance is the coding preparation we do. As physics worldwide turns away from paper and pen and towards computer models, universities must respond with their teaching. We are looking at how to better include coding in our curriculum, and student societies are running pioneering workshops alongside computer science for a number of coding languages.

Careers, while not mentioned in the survey, are something highly focussed on by the school. We have both a designated member of staff as a ‘link’ with the careers centre, and a careers representative on the Student Staff Council. We work to make everyone aware of the opportunities available to them, and host events including but not limited to: internship panel discussions and PhD information sessions. The careers centre comes into talk to students about scholarship and internship funding, and the university-wide science careers fair hosts many physics relevant employers (from the industry, financial, and academic sectors). A careers survey will be circulated to determine what students feel is lacking from our approach to careers soon.

Finally, I will comment on academic representation. As well as the school president, every year has their own class reps (3 for each year), including representation for MSc and PhD students. People feel well represented by these people, and comment on how nice it is to see changes in the degree programme acted out as a direct response to their comments and suggestions. We take our student representation very seriously in physics, with two student staff council meetings per semester, as well as a mid-semester survey half way through each semester to gauge student experience as we go along, rather than all at the end. As well as academic reps, we also have representation for careers, disabilities, and the library, meaning students are very involved with the inner workings of the school, and student-staff relations are close.

☒ This feedback can be shared with the School/Department.

Amy Suddards
<Student President to insert date>

University-led reviews of learning and teaching
Feedback and suggested enhancements for AY 2019-20
25 July 2019, 1200-1300
Proctor's Office

AGENDA

1. Feedback on the review process	Paper 1
2. Recommended enhancements for AY 2019-20	Paper 2
3. Schedule for AY 2019-20	Paper 3

Feedback from external review team members and DoTs

External subject specialists and DoTs who participated in reviews held in AY 2018-19 were asked to provide feedback on where they thought improvements could be made to the way in which we coordinate and run our reviews. Their feedback is summarised below.

Feedback from externals

- The whole process was so slick and professional.

- Composition of panel was good. Not too large but a good range of experience. Good balance of external and internal members. Appropriate that external panel members are responsible for preparing sections of the report (this is unusual but good practice). Commenting on key themes and circulating these before visit very helpful.

- It was all painless from my perspective and a fairly interesting and informative process over all.

- The whole experience was very professionally handled throughout. The level of communications and detail was just right, the documents were sent in good order, within good time, with reasonable turnaround times and were easy to access via Sharepoint. The welcome was warm and accommodation much appreciated. I think the idea of meeting informally the evening before worked well as there was not time to interact on the day. Whilst it was a long and intense day, I appreciated how everyone was encouraged to make the most of the time and none of it was wasted! Thank you for encouraging us to summarise at the end of the day and for sending out the commendations and recommendations so quickly whilst everything was/is fresh in our minds.

- Meeting up the night before was particularly valuable. It was good to get to know one another a bit and I think this had a positive impact on how we operated as a team on the day. The meetings with staff and students were particularly strong – great how open the contributors were and willing to explore different themes. The quality of your organisation meant that we covered a huge amount of ground and had the opportunity to dig into details and discuss.

- It was excellent from my point of view. From the friendly emails, to arrangements made for overnight accommodation I was made to feel welcome and able to focus on my task as an external.

Suggested enhancements

- Engagement from the university's executive team was conspicuous by its absence through the process. For such a key area of the University I think that it would be good to have their engagement/involvement, for example where what would they like the review team to focus on, or for them to come and speak to the review team on the day with respect to their perspective on the department undergoing a review. If we are to think about the university as an organisational system, then the voice/contribution/ expectations of the senior team is just as important as those of other stakeholders, and it would help to elevate a review to a more strategic space.

- The day was very long and suspect the panel was tired towards end. Probably tried to cover too much in one day. Realise that logistics of a > 1 day visit are difficult but spreading over 1.5 days might be preferable.

- The only thing I'd change would be with the documentation provided in advance. It was a bit confusing having the different folders and multiple documents while the main document could have been a bit more reflective (rather than descriptive). But this is a minor point from my perspective. The documentation did the job we needed from it and provided the information we needed. It just wasn't quite as good as the experience on the day.

Feedback from DoTs

Ros and Nikki met with three DoTs on 10 June 2019. Dharini Balasubramaniam (Computer Science) and Sandra Romenska (Management) led the preparations for reviews in their School. Antonia Wilmot-Smith (Maths & Stats) participated in two reviews as an internal staff member from a cognate area. Their feedback was as follows:

- The review process was very educational and provided a thorough picture of the School. Great induction for a newish DoT. It enables a School to push for things that need to be done.

- Great opportunity to reflect on the School's provision and produce a snapshot. Also helped to forge relationships e.g. speaking to retired professors and other colleagues.

- Antonia is now looking forward to her URLT and wants to learn more about her School.

- The international reviewer component creates a significant amount of extra work but was beneficial. Unsure whether international reviewer report should be shared in advance of main review.

- Provide Schools with a data set to reflect on. There are discrepancies between data supplied by Planning and data held within the School. Factsheets - class sizes can be completely off and timetabling stats don't match with SITS – general mistrust of stats being released. Data in data warehouse not always accurate.

- Add lines of enquiry to the programme to ensure they are covered during the course of the review at the appropriate meeting.

- Offer more guidance on the level of detail required in the Action Plan.

- Clarify whether internal staff member from cognate area needs to be a DoT and potential impact on relationships post review.

University-led reviews of learning and teaching
Suggested enhancements

Catering
Reduce water order
Locker room – quicker service Pre-order food so that we can get started quickly

Externals
Draft new 'Responsibilities' guidance: would include the following – • Must write sections 2 and 3 of final report – give indication of sub headings • Will be expected to chair some of the meetings and will be first to ask questions • Make clear how busy the review day will be and the requirement to stay until 6pm.
Streamline right to work

Liaison with School
Nikki included in initial meeting with School
Documentation checklist for DoT
Confirmation of fire alarm testing and exit routes

URLT Review Process
Annual email to all externals asking if they have any comments on how we can improve the process
Catch up with DoTs asking if they have any comments on how we can improve the process and general engagement

Reflective Analysis and Supporting Documentation
Create a template for Schools to use (include all the headings and sub headings) – see ELIR examples
Create an exemplar for sending to School/Unit: indication of word length; descriptive but also reflective
Include Action Plan from previous review
Create 'Guidance on the development of the RA' – see Dundee
Add in date for Externals to submit their text for sections 2&3.
Page 5: Reflective Analysis – be more specific about what should appear under the core headings (include some sub headings and things to reflect upon). (NB Geog Externals didn't know what should write under 2&3. Within Geog review, there was little mention of E&D but the Guidance doesn't specifically that this should be included in the RA)
Page 7. Amend 'Follow up to the Review Section' to reflect need for an update to the Action Plan one year after the review
Make it a requirement for School to indicate that within the RA that the Teaching Committee and School President has either input into or had sight of the RA
Supporting documentation to include year on progress via updated action plan and two instead of one year's worth of NSS results
How much is Equality & Diversity, A.Swan etc part of the focus of the review (nb Geog review)
Write guidance on the provision of supporting documentation: (similar to the guidance the QAA write in terms of ELIR). Supporting documentation needs to 'support' whatever is written in the RA, i.e. there needs to be a reason for producing it – there should be a standardised set of data we need to see (it should be submitted in an agreed format). There will be an upper limit on documentation submitted
Ensure the supporting documentation is organised in a user-friendly way for the team

Programme: start/finish time
Tom has suggested starting the day at 8.30am and finishing at 5.30pm

Best Practice & Areas for Development
In addition to the specific recommendations and recommendations which are detailed at the end of each URLT report, think about capturing a) other examples of best practice (perhaps detailed in the RA) which can be shared at LTC and/or PGRC b) issues which relate to L&T space/TEL/PG which can be shared with TISG, Margaret Adamson, Provost etc.
Team members to align their lines of enquiry with the scheduled meetings (do this at collation stage?) so we have a better idea of what questions should feature in each meeting.See CAPOD external template.
Schools/Units need more guidance on how to be reflective – set up a template for the RA, similar to the one we've produced for the ELIR Reflective analysis. Divide RA into clear sections and at end of each section have summary: areas for development. Like ELIR, we need to encourage School/Unit to be concise, reflective etc.
Should require Schools/Units to submit their RA and supporting documentation to onedrive – we should write guidance on this.
Cleary identify what the questions will be at each meeting: at the moment we don't know what questions are being asked and if we are covering all the lines of enquiry which have been identified in advance. As part of this, produce a list of generic questions for all reviews including practices regarding the sharing of External Examiner feedback with students and compliance with policy on PGRs who teach
The structure of the Library evaluative report is quite different from the report produced for Careers – is there a reason why? It doesn't seem clear in the guidelines what the Externals for Unit Reviews are expected to produce as part of the report writing.
Share Action Plan and Student View exemplars with Schools to improve quality and provide consistency
Schools to make a case for an international reviewer and should they be granted one, (s)he should participate in the main review rather than visiting in advance of the review
Clarify to Schools which role holders can act as internal review team members from a cognate area – not just DoTs
For First Reviews of collaborative programmes - include a student rep on the review team and, where applicable, a staff member from the partner institution

Briefing note for PGR Student Reviewer (and others?)
Create briefing note to send to members of review panel. FAQs: when will I get the RA? Is there a dress code? Who leads the meetings?

Linkage between academic monitoring and strategic planning processes
At end of each academic year, send Master and Ester a summary of the key recommendations and commendations from each review. (Need to work out mechanism for getting feedback back from S. Planning to AM).

University of West Scotland model
https://www.sparqs.ac.uk/news-detail.php?page=786

URLT schedule: AY 2019-20

School	Date of review	Dean	Status
Classics (Ros)	Tues 29 Oct 2019	Dean of Arts	Confirmed
History (Nicola)	Tues 5 Nov 2019	Dean of Science	Confirmed
Graduate School (Ros)	Thurs 28 Nov 2020	Catherine O'Leary	Confirmed
ScotGEM (Nicola)	Thurs 5 Dec 2020	Dean of Science	
ELIR planning visit: Wed 5 and Thurs 6 February 2020			
Students' Association (Ros)	Tues 25 Feb 2020	Dean of Science	Confirmed
ELIR review: Week commencing Mon 30 March 2020			
English (Nicola)	Tues 21 April 2020	Dean of Arts	Confirmed

University of St Andrews

University-led Review of Learning and Teaching

Department of Philosophy

Tuesday 21 November 2017

Action	Date
Date of review	21-11-2017
Commendations and recommendations draft to review team	04-12-2017
Draft report to review team	30-01-2018
Planned submission date to School	26-01-2018
Final draft to School	05-02-2018
Final approved report to School	19-02-2018
AMG submission	26-02-2018

Review team

1. Prof Fiona Macpherson, University of Glasgow
2. Prof Emma Borg, University of Reading
3. Prof Paul Hibbert, Dean of Arts and Divinity
4. Dr Ralph Anderson, School of Classics
5. Zachary Davis, Director of Education, Students' Association
6. Rebecca Wilson, PGR Rep, School of International Relations
7. Ros Campbell, Academic Policy Officer (Quality), Proctor's Office

1. Introduction

The Department of Philosophy sits within the School of Philosophical, Anthropological and Film Studies. Its provision of 1000-level to 5000-level modules provides pathways to the following qualifications: MA Single Honours Philosophy; MA Joint Honours programmes; BSc Joint Honours Programmes; Conversion Diploma Philosophy; and MLitt Philosophy. The Department also provides Evening Degree modules at both 1000- and 2000-level, contribute to a number of interdisciplinary modules, and provide a suite of four 1000- and 2000-level distance-learning modules aimed at secondary school teachers of philosophy. MPhil and PhD programmes are also in place. All of the Department's postgraduate programmes (taught and research) run jointly with the University of Stirling.

Around 200 full-time-equivalent (FTE) students are enrolled at 1000-level, of whom around 60 FTEs have philosophy degree intentions; plus around 100 FTEs at 2000-level, of whom around 55 FTEs have philosophy degree intentions. Approximate numbers for the remaining levels are as follows: Junior Honours (35-40), Senior Honours (35-40), Conversion Diploma (9); MLitt (27); MPhil (8); and PhD (55-60).

Teaching is currently provided by 2 fixed-term Associate Lecturers, 20 academics on long-term teaching/research contracts, 3 academics on long-term 20% contracts at Professorial level, 6 visiting Professorial Fellows, 3 fixed-term Research Fellows, and a number of hourly-paid PhD students. Academic staff from the University of Stirling also contribute to the jointly run MLitt programme, and supervision duties for research postgraduates are shared across the two institutions.

Teaching is supported by the School IT officer, one Senior Administrator (whose job is divided into a 40% School-wide role and a 60% Philosophy-specific role), one Postgraduate Administrator, one Undergraduate Administrator, and one further full-time Administrator attached to the Department's research centres (Arché, CEPPA)[1]. The Department is responsible for all administration associated with the joint MLitt programme.

The previous University-led review of Philosophy was held in December 2012. The review team expressed confidence in learning and teaching, and reported a high quality of provision. Recommendations at that time included: exploring and discussing alternative ways of teaching and assessment; giving due consideration to issues surrounding gender imbalance in philosophy; and encouraging both new and experienced staff to meet informally to discuss teaching and other related issues and to share good practice.

There have been significant changes to the Department's provision since the last review of 2012. This includes curriculum redesign at 1000-3000 level, the introduction of specialised MLitt programmes, and the creation of a self-standing MPhil.

[1] Staffing details refer to the situation at the time of review.

2. Aims and outcomes of the teaching provision

The Department delivers effective research-led teaching across a fairly broad curriculum, which meets or exceeds Philosophy benchmarks. The stated aims and learning outcomes of Philosophy are entirely appropriate, and are clearly highlighted in the Undergraduate (UG) Student Handbook.

The teaching outcomes are excellent, as evidenced by student attainment levels and student feedback (including excellent NSS scores and personal commendations given by students during this review process).

3. Curricula

The Department states that it "aims to deliver a teaching curriculum and learning experience that is contemporary, critical, and representative of the field of (predominantly, Anglo-American Analytic) Philosophy". Within this field, the Department offers an incredibly broad, exciting and high-quality curriculum. The history of philosophy modules are particularly praised for their content by the external examiners.

At sub-honours level, the Department delivers four modules, in each of the two years. This is a large offering from one Department. It reflects the historical two-department status of Philosophy and allows a large number of students taking other subjects to take philosophy. Module PY1012 ("Reasoning"), which is compulsory for entry into Honours, currently runs in the second semester. However, as a module teaching a set of basic philosophical skills, this may better placed in the first semester in order to provide students with a good grounding in argument and analysis at the earliest opportunity. Students gathered for the purposes of the review echoed this view, reporting that essay writing in the first semester was particularly challenging, as they had less of an idea about what a piece of philosophical work should look like prior to taking PY1012.

The newly introduced 3000-level courses play a vital role in imparting philosophical skills to honours students. Students gathered for the purposes of the review noted that they made more progress in philosophy through taking these courses than any others, and appreciated the level of class participation. However, they expressed concern that the classes cover too many disparate broad topics.

It is not clear that the multi-stream 'Research Methods' module (PY5103) has a well-defined or unified role within the MLitt, with some streams offering a genuine skills-based approach and others focusing more on delivering further philosophical content. In discussion, MLitt students expressed some dissatisfaction with this element of the provision and the Department should reflect on the role and content of these modules.

Although the Department notes its curriculum breadth as one of its strengths, it should be noted that the curriculum remains fairly narrow in certain respects. For instance, at sub-honours level there is no continental philosophy offered, no non-western philosophy offered, and only one module which covers contemporary applied issues such as environmental ethics, medical humanities issues, and gender issues (where this module also has to cover normative ethics and political philosophy in general). The Department might continue to reflect on how to improve the breadth of its teaching provision in light of student demand and to further promote and value diversity. This would require at least one additional staff member. The nature of the existing curriculum is not conveyed clearly enough to incoming students who sometimes express disappointment at finding out what it does not include.

Nonetheless, the Department has reflected seriously and at length on diversity in the present curriculum guided by the Universities Scotland 'Race Equality Toolkit', by the University of St Andrews' 'Equality, Diversity and Inclusion' resources, and the British Philosophical Association/Society for Women in Philosophy (BPA/SWIP) guidelines. It points out the skills taught encourage appreciating different points of view. Moreover, the content of many courses directly addresses social and cultural issues such as gender, racism and sexism. There is a Women and Minorities Society in the Department run by students.

The Department is to be commended for the provision of Evening Degree modules, contributions to interdisciplinary modules, and distance-learning modules aimed at secondary school teachers of philosophy, all of which are good examples of operating with an inclusive set of aims for teaching provision.

4. Assessment and feedback

At sub-honours level, all modules are assessed 50% by coursework, 50% by traditional exam. All MLitt modules, Evening Degree modules, and distance-learning modules are assessed 100% by coursework, as are the majority of Honours modules. Whilst the majority of coursework is essay-based, a number of staff have introduced innovative forms of assessment at Honours level in recent years. This includes weekly blogwork, presentation tasks, group research projects, and take-home exams.

Sub-honours students gathered for the purposes of the review included representatives from both first and second years. These students were very positive about their experiences but felt that the amount of content to assimilate while developing (what were for some students, quite new) disciplinary skills was challenging. For these reasons, they commended structured approaches that helped them to develop incrementally and clear roadmaps in relation to assessment preparation. The review team therefore recommends that the Department considers opportunities for formative feedback and/or scaffolding approaches[2] to teaching (the latter building on good practice exemplified by Dr Tanswell). In addition, all coursework essay questions should be communicated in module handbooks/guides.

Honours students praised the exceptional quality of feedback issued by lecturers. Reflecting on their experience at sub-honours level, there was a widespread perception of inconsistencies in relation to marking and feedback. Some PG tutors were viewed as "incredibly harsh", and students felt the quality of feedback was inferior to that provided by lecturers. The Department may wish to offer additional support and guidance to ensure that PG Tutors are able to provide adequate and effective feedback in a way that is time appropriate for the PG Tutors themselves, as well as meeting student needs for prompt feedback. This may be being addressed in concert with recent shifts in academic faculty engagement and leadership in sub-honours tutorials, and the Department may wish to articulate its expectations in that regard.

Honours students also reported a "significant jump" in the Department's expectations with respect to assessment. Further guidance on the transition to Honours level assessment (including associated word counts) may be beneficial for students.

The Department may also wish to consider diversifying methods of assessment at PGT level. Students gathered for the purposes of the review felt they could benefit from more assessments throughout the module, allowing them to receive feedback earlier.

[2] Approaches that use selected educational tools and techniques to *progressively develop* students' depth of understanding and *build capacity* for independent study.

5. Enhancement and innovation

Philosophy's use of innovative teaching and assessment practices, including peer-to-peer learning, is noteworthy. Colleagues actively consider how to improve all aspects of the student experience, and are open to appropriate change. Good practice is shared at both Departmental and School level, for example via inter-departmental and departmental teaching meetings. A Departmental communication plan and formalising the frequency with which teaching meetings are held would ensure there are clear and consistent mechanisms to share the range of good practice in Philosophy.

At the end of each module, students complete the standard online module evaluation questionnaire on MMS. All results are scrutinised by the relevant module coordinators and lecturers, as well as the Director of Teaching. The Department has effective mechanisms in place for addressing this feedback and closing the feedback loop. For example in semester 1 of Academic Year 2017-18, the Director of Teaching created a Prezi to be embedded into the Student Staff Consultative Committee webpage, summarising for students the kinds of changes and outcomes that occurred due to student feedback and input, as well as highlighting examples of staff and student collaboration in curriculum design. Some staff members have also elected to carry out mid-semester questionnaires, and are to be commended on their processes for gathering and responding to this feedback.

The review team noted the excellent leadership and support for teaching provided by the Director of Teaching, Dr Lisa Jones (a view echoed by staff and students).

6. Learning and teaching

In its Reflective Analysis, the Department raised the issue of tutorial teaching at sub-honours level and the extent to which staff members should be involved in this. The review team noted that in general a good level of tutorial teaching is provided by PG Tutors. However, the Department might reflect on whether sufficient training and support is provided for this cohort to ensure that they are aware of how best to support student learning at this level, and to address students' perceptions of disparity in tutorial delivery.

If the Department elected to involve more staff in teaching at sub-honours level, a primary mechanism to allow this, whilst not increasing staff load unacceptably, might be to reflect on the number of modules currently taught. As it stands, the Department offers a large number of modules and is willing to run modules with a very small number of students enrolled. While this provides an excellent student experience, if pressures become too great the Department could consider reducing the number of modules offered without this having serious repercussions (particularly since the Department has a very flexible programme, with no system of prerequisite modules). If the Department decides it does not want to pursue any reduction in numbers of modules offered, it might instead reflect on whether there are more imaginative ways to meet sub-honours students' demands. For example, greater use of office hours to increase staff contact with sub-honours students and running occasional staff-led small group essay surgeries for this cohort.

The Department is to be commended for its efforts to make its teaching provision more inclusive, for instance in increasing female representation on reading lists, following SWIP guidelines, and working towards an Athena Swan Bronze award. However, the Department also needs to continue to be mindful of issues around climate, ensuring that there are no problems with gender balance or openness during philosophical discussion. The latter was raised by the Honours students gathered for the purposes of the review, however it is understood by the review team that this matter is in the process of being addressed. The School is encouraged to continue and more

consistently apply its practice of sharing guidelines at the start of each semester, which include commentary on climate, gender balance and openness during philosophical discussion.

7. Student progression

As noted in the Reflective Analysis, student progression is primarily in terms of development of skills rather than accumulation of factual knowledge, and for this reason the Department offers a high degree of flexibility, particularly in relation to pathways to Honours.

At MLitt level, incoming students are sent information about the available modules and pre-select their modules at the matriculation stage. Further information about modules and advising is provided at the MLitt introduction meeting held in pre-sessional week. All MLitt students are further assigned an 'academic advisor' at the start of the year. Feedback gathered by the review team indicated that students would benefit from an academic point of contact and advice *before* commencement of their studies (to address any questions about the programme and module content), and also when module choices are made. The Department is also encouraged to offer more advice about PGR study options to PGT students earlier in the academic year.

Reflecting on unintended articulation points between degree pathways noted by faculty, in which fee structures were compromised, the Department is also recommended to consider the exit and transition points between the MPhil and MLitt, and whether the MLitt-length dissertation in the first year is necessary or appropriate for students registered for the MPhil.

It is clear that the Department takes the destinations of its students seriously and does work with the Careers Centre to support employability issues. However, this is an area where more could be done. For instance, the review team would recommend that staff members increase their involvement in organising a 'Career's Day', where alumni speak to current students about how philosophy has helped them in the workplace. (This currently falls to the Careers Centre and the student body, in the form of the School President). Also, the Department might consider inviting Careers Centre staff to give short talks in module lectures or other student forums in order to facilitate student knowledge of and integration with the Careers Centre. PhD students would also benefit from more in the way of information and support for pursuing non-academic careers.

Beyond the St Andrews teaching provision, the review team felt that there was also scope for a more structured system for ensuring dissemination of information about study abroad options. In addition, opportunities for postgraduate study beyond St Andrews should be communicated more clearly to undergraduate and PGT students.

8. Professional development of teaching staff

New members of academic staff commended the induction arrangements offered by the Department. This included the use of co-teaching, the support offered by senior staff members, and the reduction in teaching hours for new (non-temporary) members of staff. The induction, training and guidance given to new administrative staff, however, would benefit from being formalised.

Ongoing professional development of staff is overseen by the two review schemes: the Academic Review and Development scheme for academic staff and the Review and Development scheme for support staff. The Department is encouraged to include long-term temporary staff members in the academic review process in support of their career planning and development.

All new PG Tutors attend the University's mandatory training on teaching and assessment. This is supplemented by an in-house briefing session for all PG Tutors at the beginning of each semester. The briefing comprises: an overview/updates on policy and procedures, participation in an essay-marking and feedback workshop; and a meeting with the relevant module coordinator on the content, tutorial aims and assessment. Feedback from PG Tutors gathered for the purposes of the review reported inconsistencies in the level and quality of briefings from module coordinators.

The Department also offers PG Tutors a range of opportunities for development. This includes a policy of allowing senior PhD students to give occasional lectures on sub-honours modules provides them with much-needed experience of lecturing to large groups that can then feature both in their job applications and in staff references. In addition, Philosophy runs a well-established annual initiative known as the 'Honours Prize Seminar' whereby PGR students can enter a proposal to teach a mini-course for Honours students on the topic of his or her research, on a not-for-credit basis (Honours students who attend can have this added to their HEAR transcript). This allows the successful applicant to gain experience not only of seminar delivery, but also curriculum design. There is also prize money awarded, to the sum of £300. The Department also operates a system of regular PG Tutor observation to ensure standards are met across tutorials and to identify any development needs amongst tutors.

9. Learning resources

The Department's main building – Edgecliffee – has an impressive provision of physical resources including a library space, a common room, a computer room for the School's research postgraduates, and three seminar rooms equipped with a data projector and SmartBoard. Lectures at sub-Honours level take place outside Edgecliffee.

A 'postgraduate hut' in the rear garden of Edgecliffee currently provides study space for 15 non-Arché PGR students. However, demolition plans are in place to make way for the planned extension to MUSA, and alternative accommodation had not been allocated to the Department at the time of the review, however plans for a reconfiguration of other facilities to provide appropriate accommodation were subsequently developed with the Department. The Arché building comprises 20 offices and a small seminar room, the latter providing additional space for sub-Honours tutorials.

The main University Library holds large stocks in Philosophy, and the Department is increasing its use of electronic sources in reading lists. The Library's online reading list service has been embraced by many module coordinators as a useful tool. There is widespread use of e-learning resources in support of teaching, both through MMS and Moodle, or through staff-created websites, and this is supported by the full-time IT officer within the School. The Department is currently trialling Panopto lecture capture in a selection of sub-honours modules, and is invited to consider further use at this level in response to positive student experiences and enthusiasm conveyed by this cohort on the review day.

The Department is also encouraged to consider the possibility of giving PGT students out-of-hours access to Edgecliffe.

10. Conclusion

Overall, the Department offers excellent teaching and learning across an admirably broad range of themes and levels for a department of its size. Its success is reflected in positive independent assessments such as the NSS. However, there is also scope to ensure that: the best standards of practice in the Department become typical benchmarks; there is consistent structure and advice

for students during key transitions; and that future developments in curriculum are carefully considered in order to expand the diversity of individuals and traditions in the range of content studied.

Thus, while the review team have commended good practice taking place in the Department, it has also highlighted some areas where it recommends action should be taken. It is hoped that these recommendations will be of value to the Department in its future plans for consolidation and development.

11. Commendations and recommendations

The Department of Philosophy is commended for:

a) Running successful programmes with high quality teaching and equally high levels of student satisfaction.
b) A strong sense of community, for example via an active Philosophy Society, a varied programme of events, friendly and approachable staff, and an impressive provision of physical resources including the library space and common room.
c) The level and quality of administrative support, and the support, advice and cover provided between administrative teams in the wider School.
d) Its arrangements for new and temporary members of academic staff including the use of co-teaching, the support offered by senior staff members, and the reduction in teaching hours for new (non-temporary) members of staff
e) The collaboration between staff and students on key issues such as gender and minorities.
f) Fostering a strong connection between MLitt and PhD students.
g) The Honours programme, including: flexibility and freedom of choice; mixed 3rd and 4th year tutorials; the use of different forms of assessment; and 5-minute module overviews, as part of the Honours module fair, which inform students' choices.
h) Sharing good practice at Departmental and School level, for example via inter-departmental teaching meetings.
i) Gathering and responding to feedback via mid-semester questionnaires, as described by Dr Scharp.
j) Its mechanisms for addressing feedback from students and closing the feedback loop.
k) Its annual 'Honours Prize Seminar', which allows the successful PGR applicant to gain experience of seminar delivery and curriculum design.
l) Generally good quality handbooks and module outlines, which are provided to students in advance.
m) The development of the Graduate Diploma and helping that entry route to grow.
n) The use of structured handouts in lectures, to help sub-honours students develop their note-taking skills, exemplified by the Director of Teaching.

The University is commended for: The approachability and accessibility of senior members of staff in the Principal's Office.

It is recommended that the Department of Philosophy:

1. **Sub-honours**
   a) Addresses students' perceptions of disparity in tutorial delivery, marking and feedback by PG Tutors, for example by offering additional support and guidance to PG Tutors.
   b) Considers opportunities for formative feedback and/or scaffolding approaches to teaching.

c) Considers further use of lecture capture in response to positive student experiences and enthusiasm.
d) Ensures all coursework essay questions are communicated in the module handbook/guide in advance
e) Considers moving Module PY1012 ("Reasoning") forward from Semester 2 to Semester 1, or providing more support for philosophical thinking and argumentation skills at sub-honours level.

2. Honours

a) Considers whether further guidance on transitions from level 2000 to level 3000 in terms of assessment and associated word counts may be beneficial for students.
b) Reviews the breadth of provision, choice and potential overlap with other modules with respect to 3000 level modules.
c) Keeps under reflection the relationship between staff load and the number of students enrolled on modules.
d) Facilitate more interaction between the Careers Centre and philosophy students.

3. PGT

a) Considers the exit and transition points between the MPhil and MLitt, and whether the MLitt-length dissertation in the first year is necessary or appropriate for students registered for the MPhil.
b) Offers more advice about PGR study options to PGT students earlier in the academic year.
c) Reviews the place and nature of the research methods modules.
d) Provide an academic point of contact and advice for PGT students before *before* commencement of their studies (to address any questions about the programme and module content), and also when module choices are made.
e) Considers diversifying methods of assessment. Students felt they could benefit from more assessments throughout the module, allowing them to receive feedback earlier.
f) Considers the possibility of giving PGT students out-of-hours access to Edgecliffe.

4. PGR

a) Ensures that students are clear on policies, guidelines, and points of contact for different types of information and advice.
b) Reviews support for students in relation to academic and non-academic career preparation (working with the Careers Centre) and public engagement.
c) Ensures a greater staff presence at the graduate seminar as students have requested
d) Ensures that all module coordinators provide adequate information and guidance to PG Tutors, particularly with respect to tutorial content and marking.

5. Continues to consider how to build more diversity into the curriculum, particularly in core modules, with a focus around gender, ethnicity and non-western Philosophies.

6. Includes long-term temporary staff members in the academic review process in support of their career planning and development.

7. Ensures that new administrative staff receive appropriate induction and training guidance.

8. Considers drafting a communication plan for the Department to ensure there are clear and consistent mechanisms to share the range of good practice in the Department, and builds on the inter-departmental and departmental teaching meetings by formalising the frequency with which these are held.

9. Publicises study abroad opportunities more widely to students.

10. Considers ways to ensure greater contact between Stirling academic staff and PGT and PGR students, as was desired by students.

It is recommended that the University: Reviews the level of support provided for PG fees and grants in the context of the Department's operations budget.

Expression of confidence

The Review Team is pleased to report **confidence** (the highest judgement) in Learning and Teaching in the Department of Philosophy.

Ros Campbell
Academic Policy Officer (Quality)

(Approved by the review team gathered for the purposes of this review)

University-led Review of the School of Philosophy
21 November 2017
Action plan in response to recommendations - year on update in red

Recommendation	Response/action	Timeframe
Sub-honours		
a) Addresses students' perceptions of disparity in tutorial delivery, marking and feedback by PG Tutors, for example offering additional support and guidance to PG Tutors.	*(i) Staff will be asked to highlight for students the use of moderation (which guards against disparities in marking) when returning coursework to classes. (ii) New UG handbook will include a section informing students of the use of moderation. (iii) Module Coordinators in charge of tutors to provide marking guidance as appropriate.* Staff have been discussing moderation with students, highlighting that this practice is carried out for quality-control purposes, and the current handbook has a section explaining this. Module Coordinators work with tutors on marking, either discussing or circulating guidance for essay and exam marking, to help ensure uniformity across all markers.	(i) and (iii) S2 2017-8 and ongoing; (ii) 2018-19 session
b) Considers opportunities for formative feedback and/or scaffolding approaches to teaching.	*Formative feedback can be the topic of a teaching practice meeting, so staff can think about more ways to implement/integrate this in teaching.* We have not yet had a teaching practice meeting on this topic (other topics have been popular), but more modules now use scaffolding/formative opportunities, e.g. PY3000-level modules involve a process of essay proposal + essay plan before submission of essays, and both the proposal and the plan receive feedback; this practice is spreading to some other modules too	S1 2018-9
c) Considers further use of lecture capture in response to positive student experiences and enthusiasm.	*Staff will be encouraged to consider this; a practical/reflective session on use of Panopto can be provided.* More modules are now using Panopto, including the odd Honours module, but this remains the choice of individual staff. Evidence of Student and Tutor enthusiasm for Panopto is shared within the department (e.g. at SSCC, module boards). But in some cases lecturers have decided against using it due to poor attendance at lectures becoming worse where Panopto is used.	S1 2018-9
d) Ensures all coursework essay questions are communicated in the module handbook/guide in advance.	*This is already a standing requirement for sub-Hons modules; it will be checked up on to ensure compliance.* We continue to require, and check, that module handbooks contain information about coursework assignments.	n/a
e) Considers moving Module PY1012 ("Reasoning") forward	*PY1012 was designed to be a semester-2 module for a number of sound*	

from Semester 2 to Semester 1, or providing more support for philosophical thinking and argumentation skills at sub-honours level.	*pedagogical reasons, and will not be moved. Students* are *in fact provided with models for argumentation and with a good deal of skills-support in S1 modules, from published essay guidance to in-lecture research skills sessions, to provision of sample essays. Perhaps these could be flagged/spotlighted more, and students encouraged to make more use of these existing resources.* No update to report; we have been flagging to students the support available in S1 modules.	As of 2018-9 session
Honours		
a) Considers whether further guidance on transitions from level 2000 to level 3000 in terms of assessment and associated word counts may be beneficial to students.	*Two sessions are currently provided to students facing the move from 2000 to 3000 level (one in pre-advising period, one in pre-sessional week). Will look to include more guidance in these sessions, and encourage teaching staff to offer support for those facing new/longer forms of assessment for the first time.* The pre-advising guidance session in 2018 was very well appreciated by students, and the pre-sessional week session was also well attended and appreciated. Both sessions will be repeated each year. Where students entering Junior Honours opt for modules with assessment methods that are different to those encountered before, or require longer written pieces, ample support and guidance is provided for these, and students can consult lecturers for more.	S2 2017-8 and new session in 2018-9
b) Keeps under reflection the relationship between staff load and the number of students enrolled on modules.	*Will keep under reflection; the department will be considering its workload model as part of a larger School review of workload models, and this will likely lead to reflection on teaching hours/module viability. For now, we will continue to offer a good range of Honours modules as well as sub-Honours and Mlitt modules, but will keep under review the issue of minimum enrolment.* There are plans in process to alter the slate of MLitt modules from 2019-20, and this will reduce pressure on the teaching timetable (we will no longer be required to run modules with very small enrolments just to maintain sufficient options for the specialist MLitts, as these are being phased out). We discussed the possibility of capping Honours modules, but this proved to be very unpopular with staff and students alike, so we will keep our Hons modules uncapped. In planning teaching from year to year, we will be considering workload and efficiency of resources. The School-wide review of workload models is just getting under way.	As of 2018-19 session

c) Facilitate more interaction between the Careers Centre and philosophy students.	*With the addition to the School of a 'School Manager' in summer 2018, we will have a dedicated Careers Link Officer who will ensure that each department in the School has robust connection with the Careers Centre, and will oversee the organisation of Philosophy-specific careers events, in conjunction with the Philosophy Student President.* With our School Manager in place, she is overseeing the organisation of Careers events within each department; meanwhile, Philosophy now also has a staff member (Dr Etinson) nominated to liaise over Careers issues, and our Student President is very active in this area, sending out careers information in her weekly communiqués to students, and organising events (e.g. a recent careers panel event, with invited alumni, in February 2019). All three liaise with the Careers Centre.	As of 2018-19 session
PGT		
a) Considers the exit and transition points between the MPhil and MLitt, and whether the MLitt-length dissertation in the first year is necessary or appropriate for students registered for the MPhil.	*Yes, we consider that the MLitt dissertation is necessary. Often, we need to see how a student performs on an extended, self-directed research project before we know whether they'll be successful on the MPhil. It also provides the students with a fall-back option of the MLitt, in case they are unable for some reason to complete the MPhil. We actually changed* to *this policy only a few years ago, to give greater integrity to the dedicated MPhil degree pathway.* *Regarding the issue with the fees structure in relation to MPhil/MLitt, this has been discussed with the University and it has been agreed that the fees structure will change; this will be implemented for the 2020-21 intake.* The above-mentioned fee-structure change will actually now be implemented for the 2019-20 intake.	n/a
b) Offers more advice about PGR study options to PGT students earlier in the academic year.	*We will move the regular meeting about PGR study options to early October. This will give students advice about PGR options with plenty of time before applications are due.* This meeting was held in early November in 2018, early enough to be of good use to students thinking about PGR options. This will continue to be scheduled in early Autumn.	As of 2018-19 session
c) Reviews the place and nature of the research methods modules.	*These modules are currently under review, as part of a more general rethinking of the structure of the MLitt program.* We are in the process of withdrawing the 4 'specialist' Mlitt programmes, returning to our former provision of just one general Mlitt (the specialist ones proved to add little extra value, while costing more	Presently; ongoing

	effort). The Research Methods modules are also being reviewed as part of this change, as are the Current Issues core modules – this was all last under discussion at the SASP board meeting in January 2019.	
d) Provide an academic point of contact and advice for PGT students before *before* commencement of their studies (to address any questions about the programme and module content), and also when module choices are made.	*We will make sure admitted students know to get in touch either with the SASP secretary or with the MLitt Director if they have questions before coming to St Andrews. We are also exploring the possibility of identifying a few PhD students who will volunteer to serve as informal points of contact for admitted students, and as mentors for current students.* In terms of mentoring, we now have a MAP chapter (Minorities and Philosophy) run by PGT/PGR students within the department who can act as informal mentors.	As of 2018-19 session
e) Considers diversifying methods of assessment. Students felt they could benefit from more assessments throughout the module, allowing them to receive feedback earlier.	*We will encourage staff to consider different methods (e.g. a couple of shorter essays in place of one long one), if they feel it is appropriate for their module. Constraints include (i) trying to keep within a required word count (or range of word counts) that is in line with similar programs, and (ii) making sure students applying to PhD programs have the opportunity to write something long enough to be suitable as a writing sample. But short pieces of formative assessment could also be an option, to provide early feedback on student progress.* This will be something we think further about as we review MLitt modules.	As of 2018-19 session
f) Considers the possibility of giving PGT students out-of-hours access to Edgecliffe.	*We have considered this, but at this time we will not be able to give students out of hours access. We had hoped to use the computer room in the Edgecliffe basement for MLitt student study space, which would have opened up this possibility. But due in large part to the destruction of the "hut" for the MUSA extension, we have had to use that for PhD student study space, instead.* Having initially kept the basement computer room for PhD study space, we found that it was under-utilised; after discussion with the PhD cohort and rep, it was agreed that this space could be opened up to MLitt students after all. So MLitt students can now access this space 24/7, and it has been renovated to provide improved work space.	n/a
PGR		
a) Ensures that students are clear on policies, guidelines, and points of contact for different types of information and advice.	*We will be updating PhD Handbook this summer, ensuring policies and guidelines are all clear, and will remind students about the existence of the handbook. We will also give them key information and points of contact at the welcome event in September.*	Summer 2018 and start of 18-19 session

	The handbook was updated over the summer, and distributed and talked through at a welcome event in September. Students were also reminded about key points of contact.	
b) Reviews support for students in relation to academic and non-academic career preparation (working with the Careers Centre) and public engagement.	*We currently organise a careers day, including a non-academic careers talk by a rep from the Careers Centre, as well as talks on the academic job market, publishing, and mock interviews/presentations by students. There have also been a couple of public engagement workshops, one organised by a staff member and one organised by PhD students. We will continue to organise these events, and will liaise with the new School Careers Link Officer to ensure they, and the Careers Centre, are well-publicised, and also to invite further suggestions for career support.* The Careers Day will happen as usual in the spring. The SASP director and PGR Coordinator have offered to review letters of recommendation for PhD students applying for academic jobs, and SASP has committed to paying subscription fees for Interfolio for PhD students applying for jobs for the first time. Mock interviews and job talks happen on an ad hoc basis for any interested students.	Annually, ongoing
c) Ensures a greater staff presence at the graduate seminar as students have requested	*The timing (Friday evenings – chosen by PGR students) makes it difficult for many staff to attend, but we will encourage those who can attend to do so. However, attendance cannot be enforced, given Athena Swan guidelines with respect to core working hours. We can raise again with PGR students whether a different timeslot might be preferable.* The issue of changing the timeslot was raised with PhD students but they are understandably committed to the Friday evening timeslot. We continue to encourage staff to go if they can.	n/a
d) Ensures that all module coordinators provide adequate information and guidance to PG Tutors, particularly with respect to tutorial content and marking.	*Module coordinators will be reminded again that this is one of their responsibilities; DoT will check that guidance is given. We will continue to ensure that the tutor induction meeting is as informative as possible. Students and staff will be reminded of requirement that tutors are observed once per year, for their own professional development.* The DoT has reminded module coordinators of their responsibilities, including observing tutors, and has ensured that the tutor induction meeting is as informative as possible. Tutors are encouraged to let coordinators know if/when they need more support, and they provide regular feedback.	Semesterly, ongoing.
5. Continues to consider how to build more diversity into the	*We will continue to support development of more 'diverse' modules, as*	Ongoing.

curriculum, particularly in core modules, with a focus around gender, ethnicity and non-western Philosophies.	*well as continuing to monitor/review diversity within modules. (An example of a change already made: the Honours module on Feminism and Gender has been revised to include content on Intersectionality and Race for its 2018-19 iteration).* Diversity in the curriculum continues to be at the forefront of our thinking, reflections and planning. More modules address diversity issues (e.g. a new Timely Topics module at Honours; new topics introduced within existing modules) and our student body (UG and PG) works with us to enable progress in this area (e.g. the new MAP chapter). We are increasing the representation of female philosophers on all our module curricula. It remains the case that we cannot provide coverage of all (global) philosophy in our teaching provision, since at base we are predominantly an Anglo-American analytic philosophy department and would need to make new appointments to increase our coverage and expertise in, e.g. non-western philosophies. But we continue to do what we can, within our means.	
6. Includes long-term temporary staff members in the academic review process in support of their career planning and development.	*Our current long-term temporary staff member has been included in the review process in the latter half of 2017-18, and will continue to be so included.* N/A	Ongoing.
7. Ensures that new administrative staff receive appropriate induction and training guidance.	*2017-18 was an unusual year in that we lost our senior administrator, who left to take up another post, while gaining new admin staff who were unfamiliar with the department. This led to a challenging period of adjustment for admin and academic staff. However, with the addition of a new School Manager in summer 2018, all aspects of training and guidance for administrative staff will now be appropriately managed.* This is now resolved.	As of 2018-19
8. Considers drafting a communication plan for the Department to ensure there are clear and consistent mechanisms to share the range of good practice in the Department, and builds on the inter-departmental teaching meetings by formalising the frequency with which these are held.	*We have reflected on ways to achieve more effective sharing of good practice, and propose to do the following: create 'intranet' space on MMS for a 'good practice' folder of resources; schedule 'teaching practice meetings' into departmental calendar each semester; discuss the introduction of an annual 'teaching practice afternoon' for whole School.* A staff intranet space has now been created on MMS, populated with key policy and practice guidance in a number of pedagogy-related areas. Teaching practice meetings are being arranged (e.g. in the coming semester, curriculum design and inclusivity will be topics) and regular T&L updates, including good practice dissemination, are scheduled as part of staff council meetings; in addition, email communiqués from the	Scheduliing/preparation in summer 2018, then ongoing.

	DoT are used to highlight good practice.	
9. Publicises study abroad opportunities more widely to students.	*We will ensure that study-abroad opportunities are advertised to 2nd-year students, e.g. in lectures and via posters, also by means of student reps and Philosophy Society activities, where appropriate.* In 2018 we invited a representative from the University's Study Abroad office to speak to our 2nd-year students, and have tried to better publicise our PGR exchange opportunities too.	As of 2018-19
10. Considers ways to ensure greater contact between Stirling academic staff and PGT and PGR students, as was desired by students.	*MLitt students do receive a good proportion of their teaching from Stirling staff (either in Stirling in S1, or when Stirling staff teach in St Andrews in S2). PGRs can be supervised by Stirling staff, and can attend Stirling research activities.* *We will ensure PGR students are aware that they can be reimbursed for bus travel to and from Stirling for SASP events, including colloquia, and meetings with supervisors.* *We will be sure to invite Stirling staff to SASP events held in St Andrews, and vice versa.* *We can ask that Stirling staff teaching MLitt modules in St Andrews inform students of when they will be available in St Andrews outwith their teaching hours (maybe a centralized list), and be willing to schedule consultation meetings with students then, if possible.* The reimbursement policy for travel to and from Stirling has been communicated to PGR students. Stirling staff have been included on email announcements about SASP events. Stirling staff often meet with students on days that they teach in St Andrews.	As of 2018-19

☒ Report produced in consultation with the Department's Learning and Teaching Committee

University of St Andrews

University-led Review of Learning and Teaching

School of Divinity

13 March 2018

Action	Date
Date of review	13.3.18
Commendations and recommendations draft to review team	15.3.18
Draft report to review team	27.3.18
Planned submission date to School	17.4.18
Final draft to School	29.3.18
Final approved report to School	6.4.18
AMG submission	6.4.18

Review team

1. Prof Paul Foster, Head of School, University of Edinburgh
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4. Dr Ian Smith, Director of Teaching, School of Economics and Finance
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7. Carol Morris, Director of CAPOD and Quality Monitoring

1. Introduction

The School of Divinity is housed in historic buildings in St Mary's College. St Mary's College functions in two ways: as a church college, and as a communal identity. The School provides training for the Church of Scotland (as a professional/vocational School) and is a provider of academic teaching and research. Students identify themselves with St Mary's College, and this provides a clear sense of belonging and collegiality between staff and students at all levels. The facilities of the School have been greatly enhanced since the last review by the acquisition of a newly refurbished ground floor accessible classroom within the area of St Mary's College.

The Head of School (HoS) is also the Principal of St Mary's College, so as well as carrying out normal HoS duties, he is also responsible for a number of financial trusts and has overall responsibility for liaising with the Church of Scotland and its ministry candidates.

The School teaches in a number of discipline areas: Church History & Historical Theology; Systematic, Philosophical and Analytic Theology; Practical Theology; New Testament and Old Testament/Hebrew Bible. Students can study for a single or joint MA (Hons) in Theology or Biblical Studies, for a MTheol or for a BD (for Ministry candidates).

The School has a target of 20 FTE undergraduate students each year, with 21 students graduating with a Single or Joint Honours degree in 2016/17. Undergraduate recruitment to Divinity has become difficult across the whole of the UK, and the School has experienced a dip in alignment with that. However, the School is introducing 'with' degrees to try to attract a wider range of students. They are also specifically investing in overseas markets such as private schools in the US. Further, they are working on attracting sub Honours students from other disciplines by introducing some general interest modules.

The School offers MLitt programmes in five areas:

- Analytic and Exegetical Theology
- Bible and the Contemporary World (Distance Learning)
- Biblical Languages and Literature
- Systematic and Historical Theology

- Theology, Imagination and the Arts (ITIA)

There are 34 full-time and 29 part-time students in 2017/18. There is also the intention to introduce a new MLitt in Sacred Music.

The School has a particularly high proportion of postgraduate research students (71), with the predominance of postgraduate students being international and from outside the EU.

The School also plans a series of events to encourage greater female participation in the discipline, e.g. an undergraduate lecture series, a student mentoring scheme, and paying particular attention to its staff recruitment process.

2. Aims and outcomes of the teaching provision

The School of Divinity has very clearly stated aims and desired outcomes for the entire programme of teaching provision. What is particularly commendable is that these statements directly and demonstrably shape the content and quality of teaching in all programmes. In line with SCQF documentation, the School draws on benchmark statements, but sensibly modifies these to reflect the specific teaching aims in the School.

At undergraduate level, the various programmes present a range of knowledge and subject-specific skills that are appropriate to the learning level and outcomes of the undergraduate degree programmes. In particular, the handling of primary textual evidence and the interaction and assessment of secondary literature is paramount. The distinction between primary and secondary textual evidence is less defined in relation to modern theology, and the review established the way in which the School of Divinity helps students to grapple with the different nuances of that classification. This is reflective of a high-level of conceptual understanding. Aligned with these subject-specific skills are a set of clearly articulated critical evaluative skills. This set of skills can readily be seen as being transferable to a range of post-University settings. The School of Divinity is to be commended for preparing students for a wide range of intellectually demanding professional environments, as well as equipping students with skills to pursue further study.

At postgraduate level the range of knowledge-based and critical learning skills are extended and deepened. The required specialisms in PGT programmes means that there is a careful focusing of the range of desired outcomes specific to the requirements of the subject under study. All the students interviewed commended the quality of PhD supervision. There is clear mentorship of senior postgraduate students, along with some helpful guidance of pursuing academic careers.

In summary, the aims and outcomes of the teaching programme are clearly stated, they demonstrably influence the delivery of the curriculum, and they provide guidance to ensure high quality teaching provision at all levels throughout the School of Divinity.

3. Curricula

The curriculum reflects the School of Divinity's strategic decision to provide a clear focus on the study of theology (and its related disciplines) in relation to the Christian tradition. The curriculum is designed to maintain a degree of cohesion across all degree programmes. This is achieved by means of a set of prescribed core modules in theology and biblical studies. Alongside this core, the School of Divinity provides a strong element of choice, which sensibly increases at honours level after students have had exposure to the breadth of curricula offerings.

All modules were shown to embed research-led teaching. In part, this is due to the quality of the research-active faculty members in the School of Divinity. Research skills are a key component of all modules. These in turn lead to such research skills being show-cased in the capstone final year research dissertation.

The teaching of biblical languages is a core commitment of the School of Divinity. There is a heavy investment to both initial language acquisition courses, and to the continued maintenance of language skills, especially through modules that run in dual mode with "English-only" or original language options. Ancient languages can be studied at all levels for the duration of the programme.

In terms of non-traditional curriculum opportunities, the Faculty of Arts offers a school placement module, currently co-ordinated from Divinity. While this module requires a high time investment on the part of academic staff involved, the quality of this module and the transferable skills enshrined in it are of great value.

At postgraduate level, the School runs five Master of Letters (MLitt) programmes. Each of these has a clear focus and a well-thought-out curriculum reflecting the required learning outcomes of each specific programme. There was a high level of student satisfaction with the design and delivery of these postgraduate taught programmes.

Finally, the School of Divinity clearly demonstrated that it embodied reflective practice around all aspects of curriculum revision and design in relation to all programmes. The impact of this reflective practice is best seen through the high levels of student satisfaction.

4. Assessment and feedback

Modules in the School utilise a variety of assessment methods, however most have a mix of continuous assessment and exam. The Review Team flagged for particular commendation the introduction of a range of assessment tasks that break composite skills down into their discrete components, such as summaries, bibliographies and exegetical tasks. The provision of detailed feedback on assessment and the dissertation marking process was also commended.

Although criteria for assessment are routinely published in School and module handbooks, students still reported they were unclear on how their grades were achieved in relation to the assessment criteria. The School are encouraged to review what else can be done to clarify how particular grades

are achieved in relation to assessment criteria. Students interviewed thought that viewing exemplar pieces of work (both good and bad) may help their understanding and so help them to improve their own work. It would also be helpful if a similar process were used during the preparation of dissertations. In addition, the opportunity to view exam feedback seemed to come rather later in the semester: the School could usefully aim to do this earlier, for example in week 2, while the exams are still relatively fresh in students' minds.

While students admitted that assessment deadlines were known early in the semester, the Review Team thought it would still be helpful to revisit these to assess whether clustering could be avoided.

5. Enhancement and innovation

The key area for the School in enhancement terms is to improve its use of Technology Enhanced Learning. While MMS is used for submission of assessment and feedback, the School recognises there is a lack of any real engagement with new technologies to enhance learning and teaching, e.g. Moodle appears to be used in only one programme (DL Masters) and lecture capture has not been adopted. The School plans to address this by inviting presentations on technology in teaching at the next School Away Day in the summer of 2018. To further aid discussion on this topic, the School is advised to contact the Head of Learning Technology in CAPOD and invite her to deliver a seminar on the uses of Moodle. She would also be able to advise and support the School in engagement with other learning technologies.

6. Learning and teaching

The School currently has nineteen members of academic staff on standard contracts, together with two 0.75fte Associate Lecturers, six 1.4fte Professorial fellows attached to their institutes, four 4.0fte Research Fellows and three Postdoctoral Fellows.

At 1000- and 2000-levels teaching is generally delivered by way of lectures (usually 3 per week) supported by postgraduate tutor-led tutorials, and provide a broad introduction to the study of theology and biblical studies. Modules vary in size from 50-120 at 1000-level and 15-50 at 2000-level, including students from outside the School who take these modules as a second or third subject.

At 3000-level students are introduced to reading and discussion of primary texts through lectures and seminars. Classes vary in size but are normally no bigger than 30. At 4000-level students choose modules that are of particular interest to them and that meet their programme requirements. Following a change from a year-long dissertation to a semester-long one has allowed students more choice, and helped to balance module enrolment. The School would consider cancelling a module however if less than four students have enrolled.

While all students reported high satisfaction with teaching in the School, they also mentioned some timetable overlaps. The School is advised to investigate what these are and whether there is a solution.

PGT students also reported high satisfaction with their programmes and enjoyed the breadth of experience of students enrolled, particularly in ITIA that created a stimulating environment for discussion. While students were unanimously positive about their experience as a whole, they felt they struggled with the 4 hour seminar structure employed and wondered whether this could be split into shorter sessions. It is recommended that the School reviews with Masters students whether the 4-hour seminar structure is effective or whether an alternative structure would work better. There is a high incidence of PGT students intending to continue onto a PhD programme, in either St Andrews or elsewhere.

PGR students enjoy the collegiality of St Mary's. Their key concern was around the allocation of funding for PGR students. It is recommended that School make funding allocation more transparent, and runs a workshop for arriving students to help investigate funding opportunities.

7. Student progression

Progression in Divinity builds more on competencies than content, i.e. development of analytic and synthetic skills rather than merely subject knowledge. As ever, the key progression point is that of gaining entry into Honours. To be successful in this, students must attain a grade of 11 or more in two core 2000-level subjects, few students fail in this. Honours students will take a combination of 3000- and 4000-level modules in each year, especially if taking a single Honours MA.

In postgraduate research programmes, students are admitted under the terms of Probationary review. A submission of a detailed proposal, a sample of 10,000 -12,000 words and bibliography is evaluated by the supervisor and a reader who will judge successful completion and recommend progression to PhD where appropriate.

For PhD candidates the first annual review is the heaviest, with other years lighter. The School is advised to review the rigour of PhD annual progress review from year 2 onwards to assess effectiveness.

8. Professional development of teaching staff

Recently appointed teaching staff praised the collegial community and helpful colleagues. They felt induction could be improved, but were pleased that the School Handbook that was out of date is now being revised. The mentoring scheme was deemed to be helpful, and colleagues were recommended to attend workshops as part of the Academic Staff Development Scheme, which some recommended as being very helpful. Where staff are interested in self-directed learning, the HoS will recommend literature. It is also noted that while the School does not operate a system of Peer Observation of Teaching, many classes are team-taught so staff are constantly in the same room teaching with each other. It is generally felt that research gets pushed to the weekend and evenings, but the Head of School is trying to find a solution to this.

These staff were also aware a workload model was being set up, but were unaware of others' responsibilities. It is recommended that the School continues with its work on a transparent workload model and that it is shared with all staff.

Postgraduate tutors complete the University's mandatory training delivered by CAPOD. This is supplemented by an introduction to tutoring within the School and with tutor mentoring. PGR students are checked for tutoring suitability with all staff prior to being appointed. A member of staff then observes them at least once. For the first time this year, PGR tutors have helped to mark exams, and this has shown that more support and training within the School is needed for this and this will be addressed prior to the next set of exams.

9. Learning resources

The School has adequate teaching and office space, with larger lectures booked outwith St Mary's College. PGR students have office space, and Masters and Undergraduate students benefit from small communal study/social spaces. The School has also acquired a refurbished and accessible teaching space on the ground floor of its buildings.

Students are fully engaged with the history and collegiality of St Mary's College and enjoy studying in the King James Library. Students questioned whether there was scope to extend the opening hours of the King James Library, and whether it was feasible to shift the Divinity holdings there and away from the Main Library.

10. Conclusion

St Mary's College provides a collegial, welcoming and inclusive community for Divinity study. Dedicated staff who value excellent teaching as well as research are highly rated by students, and this is evidenced in national survey outcomes, such as the NSS.

While the Review Team has commended positive practice taking place in the School in section 11 below, it has also highlighted some areas where it recommends action should be taken. It is hoped that these recommendations will be of value to the School in its future plans for consolidation and development.

11. Commendations and recommendations

The School of Divinity is commended for:

1. Its excellent NSS scores, reflecting a high level of student satisfaction with teaching quality
2. Its excellent sense of community at all levels
3. The strategic and supportive leadership of the School, that enables substantial reflection on, and development of, pedagogy
4. The dedication and passion of academic and professional staff; the vibrancy and enthusiasm of young staff is particularly noteworthy
5. The clear and distinctive focus as a School of Divinity in an historic relationship with the Church of Scotland
6. Its creative ideas around curriculum development at postgraduate and undergraduate levels, particularly the development of 'with' degree pathways in 'bible and culture' and 'religious literacy'

7. The introduction of a range of assessment tasks that break composite skills down into their discrete components, such as summaries, bibliographies and exegetical tasks
8. The provision of detailed feedback on assessment and the dissertation marking process
9. The very imaginative and innovative work in ITIA in the TheoArtistry Programme on projects with composers, and theological reflection on creative practice
10. Its response to student feedback in developing curricula, e.g. developing a new module in response to student demand identified at the Academic Fayre
11. Its mentoring scheme that matches postgraduate and undergraduate female students
12. Its vigorous and substantial doctorate programme
13. Its wide range of Masters programmes including the well-regarded distance learning MLitt programme – 'Bible and the Contemporary World', and their strong interdisciplinary character

It is recommended that the School of Divinity:

1. Explores the potential of extending opening hours at the King James Library, and the feasibility of shifting Divinity holdings there
2. Provides more structure to feedback on coursework to enable students to better understand how their grades are achieved in relation to assessment criteria, and provides an opportunity to view exam feedback earlier in the semester, e.g. week 2
3. Provides undergraduate students with exemplar pieces of work (both good and bad) to help them improve their own work; this should include examples of dissertations
4. Finds a solution to timetable overlaps and clashes for undergraduates, and reviews with Masters students whether the 4 hour seminar structure is effective
5. Reviews undergraduate assessment deadlines to avoid deadline clusters
6. Considers extending use of learning technology – e.g., by introducing lecture capture, more use of Moodle. Recommended to contact Margaret Adamson, Head of Learning Technology in CAPOD and invite her to deliver a seminar on the uses of Moodle.
7. Makes the allocation of funding for PGR students more transparent, and runs a workshop for arriving students to help investigate funding opportunities
8. Provides careers information for the PhD community to help smooth the transition between PhD study and work
9. Makes the Director of PGT a full member of the Teaching Committee, and ensures the School appoints an academic member of staff as a Careers Link
10. Continues in its work in developing a transparent workload model and publishes it to all staff

Expression of confidence

The Review Team is pleased to report **confidence** (the highest judgement) in Learning and Teaching in the School of Divinity.

Carol Morris
Director of CAPOD and Quality Monitoring
(Approved by the review team gathered for the purposes of this review)

6 April 2018

University-led Review of the School of Divinity
13 March 2018
Action plan in response to recommendations: Year-on update in red

Recommendation	Response/action	Timeframe
1. Explores the potential of extending opening hours at the King James Library, and the feasibility of shifting Divinity holdings there	The School has passed this recommendation to our link librarian, with an indication of our strong support for it. The King James Library has extended its opening hours as of September 2018. It was deemed best to assess the shifting of holdings once the Guardbridge campus is complete.	June 2018
2. Provides more structure to feedback on coursework to enable students to better understand how their grades are achieved in relation to assessment criteria, and provides an opportunity to view exam feedback earlier in the semester, e.g. week 2	The School will make this an item for discussion at the School Away Day in August 2018. The Director of Teaching will, as usual, provide an opportunity for students to view exam feedback, and will make sure this is done early in the semester. Plans are in motion to provide exam feedback for Semester 1 by week 2 of Semester 2.	August 2018, and September 2018 for exam feedback.
3. Provides undergraduate students with exemplar pieces of work (both good and bad) to help them improve their own work; this should include examples of dissertations	Several staff have raised concerns about the appropriateness and best way to approach this. We will have a full discussion at our School Away Day in August 2018, and then develop an action plan that takes seriously both the recommendation and the concerns of colleagues. If exemplars are not being adopted, we will ask all colleagues to take sufficient time in module orientation sessions to clarify expectations and give students the opportunity to follow up with questions. We will update AMG on the results of our discussion. In the Junior Honours Seminar (JHS), our third-year formative programme, students look at an array of critical writing samples and are led through a workshop on how these samples model essay writing at the Honours Level.	August 2018.
4. Finds a solution to timetable overlaps and clashes for undergraduates, and reviews with Masters students whether the 4 hour seminar structure is effective	Every year we try very hard to minimize such clashes, but with Honours, and particularly with Joint Honours, there can be occasional overlaps. This is rare because we work so hard to avoid such situations. Within our own programmes, clashes most commonly arise if a student re-advises after the beginning of teaching, when we are unable to change the timetable. We will continue to do all we can, but have no control over the timetabling of other Schools, so cannot make absolute promises.	May 2018.

	We will review the 4 hour seminar structure at our School TLC meeting, and will consider making a strong recommendation that this format only be utilized in exceptional circumstances. This is an ongoing point of review. We continue to accommodate students.	
5. Reviews undergraduate assessment deadlines to avoid deadline clusters	The DOT routinely reviews all module handbooks before publication. The new DOT will be advised to pay close attention to this issue. (It must be remembered that at subhonours, we have no control over deadlines in modules taken as electives by students in other Schools). The DoT has reviewed current module handbooks accordingly.	September 2018
6. Considers extending use of learning technology – e.g., by introducing lecture capture, more use of Moodle. Recommended to contact Margaret Adamson, Head of Learning Technology in CAPOD and invite her to deliver a seminar on the uses of Moodle.	We will discuss this, as well as share best pedagogical practice, at our School Away day in August. The head of School will contact Margaret Adamson and extend an invitation. In the Distance Learning programme, significant use of the discussing dashboard is made in Moodle and in various undergraduate and postgraduate modules power-point and lecture voice recording are used as ways to support learning styles.	August 2018.
7. Makes the allocation of funding for PGR students more transparent, and runs a workshop for arriving students to help investigate funding opportunities	All opportunities are already listed online; we welcome the upcoming website review as an opportunity to make these more visible and accessible to our students. We are appointing a member of academic staff as PG training officer from September. One of the autumn workshops in the proposed PG training suite will include advice and information on funding for MLitts considering PhD applications, and for current PhDs. We updated the website and made it more accessible. We have appointed a PG training officer for 2018-2019 and added four training sessions for postgrads throughout the academic year.	September 2018.
8. Provides careers information for the PhD community to help smooth the transition between PhD study and work	Again, we have been discussing providing some additional training opportunities for our PGR students for some months now; this theme has already been a significant part of our discussions, and we expect the new programme to address this much more adequately than we currently do. An incoming staff member with prior experience in this area will be appointed as our Careers link, and part of her job will be to attend to this issue.	Ongoing; September 2018.

	The PG trainng officer we appointed (see the box above) has functioned also as a PG Careers link. Also, two of the four training sessions for postgrads (see box above) focus on career opportunities.	
9. Makes the Director of PGT a full member of the Teaching Committee, and ensures the School appoints an academic member of staff as a Careers Link 10. Continues in its work in developing a transparent workload model and publishes it to all staff	We have made the PGT Director a full member once again. As mentioned above, we have a new staff member arriving who will be appointed to this Careers Link role as of September. In consultation with Craig Ferguson (Careers Link), Rebekah Lamb (Divinity Careers for Divinity) is currently developing more Divinity-specific career support for our Undergradutes, especially through curated workshops and planning a half-day session with visiting Divinity alumni from different job sectors (planning for Fall 2020). We have a fully developed workload model, and had a full discussion of its method and rationale at a 2016 School Council. In response to the concerns raised in the AMG's Action Plan, we tabled the workload model again at our June 2018 School Council, highlighting in particular the documentable decrease, year-on-year, in the standard deviation of individual workloads. Staff were given the opportunity to raise questions, and seemed pleased with the update. Divinity Head of School has a new work load model that is an ongoing process of enhancing the current model and making it transparent and intelligible.	April 2018 September 2018. June 2018.

University of St Andrews

University-led Review of Learning and Teaching

School of Computer Science

16 April 2019

Action	Date
Date of review	16-04-2019
Commendations and recommendations draft to review team	27-04-2019
Draft report to review team	23-05-2019
Planned submission date to School	21-05-2019
Final draft to School	03-06-2019
Final approved report to School	26-06-2019
AMG submission	01-07-2019

Review team

1. Professor Tom Brown, Dean of Science
2. Ros Campbell, Academic Policy Officer (Quality)
3. Alice Foulis, Director of Education, Students' Association
4. Professor Adrian Friday, University of Lancaster
5. Dr Alice Miller, University of Glasgow
6. Josephine Urquhart, Postgraduate Research Representative, School of Psychology
7. Dr Antonia Wilmot Smith, University of St Andrews

1. Introduction

The School of Computer Science was previously reviewed in February 2013. The review team reported 'confidence' (the highest judgment) in learning and teaching, and praised the School's dedicated staff members, excellent academic programme and high-quality students.

In advance of its latest review, the School opted to host an international reviewer, Professor Alex Woolf from the University of California. Professor Woolf described the School as "a gem, distinct in its personality, unique in its successes, and worthy of greater material appreciation". He identified two main problems in the area of taught students: scale and space. He noted that the School has strived to maintain the quality of instruction in the midst of a student cohort that has doubled in size over the last five years and that this is reaching a point of non-sustainability.

The School offers the following undergraduate programmes: BSc (Honours) Computer Science; MSci (Honours) Computer Science; and BSc (Honours) Data Science Graduate Apprenticeship (with School of Mathematics and Statistics and PricewaterhouseCoopers). Joint degrees are offered in Mathematics, Statistics, Physics, Management, Management Science, Economics, Philosophy and Psychology. The School also contributes to the evening degree programme and ID4001 (Communication and Teaching in Science). 347 students are enrolled at undergraduate level, as compared to 173.1 in Academic Year (AY) 2014-15.

A broad range of MSc programmes are offered by the School: MSc Computer Science; MSc Artificial Intelligence; MSc Computer Communication Systems; MSc Computing and Information Technology; MSc Human Computer Interaction; MSc Information Technology; MSc Information Technology with Management (with School of Management); MSc Software Engineering; MSc Data-Intensive Analysis (with School of Mathematics and Statistics); and MSc Advanced Systems Dependability (Erasmus Mundus Joint Masters). The School also contributes to ID5059 (Knowledge Discovery and Datamining), and an MSc in Digital Health and Contemporary Studies (as of September 2019). 95.2 students are currently enrolled at taught postgraduate level, as compared to 35.5 in AY 2014-15.

At postgraduate research level, students can study towards an MRes, an MPhil, an EngD and a PhD. Students align with one of the research groups in the School: Artificial intelligence and symbolic computation; Computer systems, Human computer interaction; Programming languages; and Health informatics. 65 students are currently enrolled at research postgraduate level, as compared to 55 in AY 2014-15.

The School employs 37 academic staff, five administrative staff and five technical support staff. A flat management structure is complemented by an operations group, which effectively deals with immediate issues. A School Manager and strong representative structures also contribute to the smooth running of the School.

2. Aims and outcomes of the teaching provision

The aim of the teaching provision is to balance theoretical and practical subjects as well as transferable skills relevant to careers in industry and academia. The programmes align with the relevant subject benchmarks. Almost all students who met with the review team voiced their appreciation of the wide range of programmes and modules offered. Students also valued the relatively high weighting of coursework in assessment, particularly anticipating the benefits of this experience should they later work in a commercial setting.

A major item for discussion was the extra strain put on the teaching staff in terms of staff-student ratio, workload and space/infrastructure requirements due to the increasing number of students. The review team wish to commend the School for its success in maintaining academic excellence and a high-quality student experience during a period of tremendous growth. The review team believes that the shared space and emphasis on regular informal interaction between staff and students is critical to the positive St Andrews experience, and would urge caution in upsetting this successful formula through uncontrolled growth.

Computer Science is currently a very popular subject and the School is benefiting from this trend, whilst still maintaining a high entry requirement. The School is commended for its continued outstanding NSS and league table rankings, which help to attract increasingly well-qualified students. The review team attributes this to the evident commitment of staff to engaging and educating students as their first priority, despite clear pressures due to scale and research commitments.

3. Curricula

The curricula are defined for undergraduate (sub-honours and honours), taught postgraduate and postgraduate research programmes.

The undergraduate programmes are for BSc or MSci in Computer Science and BSc Data Science Graduate Apprenticeship. (The latter is delivered in conjunction with the School of Mathematics and Statistics, with support from Skills Development Scotland. PwC is the current industrial partner). All degrees are offered with honours. As well as standard entry, the School offers a Gateway entry route for students from disadvantaged backgrounds and direct entry into second year for students with strong prior experience in Computing Science. The School also offers joint programmes with a variety of subjects (such as Mathematics, Statistics, Management and Economics) and will offer a joint degree with Biology from September 2019.

The review team recommends that the School explores how joint programmes integrate, particularly in relation to module choice and representation structures. For example, students explained that to satisfy requirements for a joint Computing Science/Physics degree they have to take modules in second year that are, together, substantially above the standard annual credit load. In addition, some staff in the School felt that timetabling across different Schools in the University could be managed more coherently to assist with these links.

The taught postgraduate programmes include 10 MSc variations (eight of which are also offered as “with English” 20 month programmes). These students were asked whether they found the wide range of available programmes confusing – they did not. The review team were particularly impressed by the level of satisfaction within the taught postgraduate community. Students felt a strong sense of belonging within the taught postgraduate cohort and the School as a whole.

The taught postgraduate students expressed a sense of confusion with respect to certain procedures in the School. As such, the review team recommends that the School either updates the taught postgraduate section in its current student handbook or creates a dedicated handbook for taught postgraduate students. This material should ensure that taught postgraduate students are aware of correct procedures and address inconsistencies in expectations, for example in relation to funding and feedback turnaround time.

The School offers a large number of taught modules for its size and suffers from timetabling issues that may in part arise from this. Not all of the modules offered have a large number of students. The review team recommends that the School reviews its curriculum design in terms of resting or retiring modules to make way for new ones - or simply to create space in the timetable.

One of the research postgraduate programmes offered is a new four-year EngD, which links academia with industry and offers a high level of real-world user input. The review team was very impressed with this programme and viewed it as a positive way to attract and fund postgraduate students. The entire administrative effort for this programme (including visiting and developing partnerships with potential companies) appears to be carried out by a single member of staff. The School is encouraged to continue its efforts to acquire additional administrative support for this programme. The School is encouraged to clarify the review process for the EngD programme is the student handbook, as students described the process as “different”, “unclear” and “never enforced”.

4. Assessment and feedback

As noted in the Reflective Analysis, the School uses a variety of techniques to assess students and to help them develop different transferable skills. These include examinations and coursework assignments in different forms such as technical reports, software development exercises, design problems, presentations, essays, demonstrations, quizzes and policy documents. Modules are typically assessed 60% by examination and 40% by coursework. Project modules and those with extensive practical elements are assessed entirely by coursework. Students submit their coursework and receive their marks and feedback via the Module Management System.

The review team identified a tension around coursework and the assessment system, which requires students to complete ‘extensions’ to attain the highest grades. On the one hand, students praised the challenge and independent learning skills they acquire, which they felt were clearly important to their future careers. However, there was also evidence of a potentially unhealthy and competitive culture of long working hours where high achieving students attempt to gain the highest marks possible, focusing on the extensions at the expense of the core credit coursework elements. This mechanism reportedly leads to deadline pressure and poor work life balance. The School is already exploring ways to address this issue.

The School is strongly encouraged to review and reflect upon its continuous assessment at programme level. Consideration should be given as to how the School can retain valuable elements of the extension element while reducing the impact of multiple assessments of this type, for example by limiting extensions to selected coursework and capping the number of credit bearing extensions. The School is also encouraged to check whether extensions: a) reward quantity of work rather than level of achievement and b) align closely with the learning outcomes for the core coursework.

As noted in the Reflective Analysis, the School offers multiple opportunities for students to work in groups to prepare them for careers in industry. At sub-honours level, there are optional project modules that provide opportunities to work in pairs and small groups. At junior honours level, there

is a mandatory Software Engineering Team Project (CS3099). At taught postgraduate level, students can complete a dissertation as part of a small group. In general, groups receive a common mark for these assignments unless there is a compelling reason not to do so, although there was some lack of clarity on this issue. The School is encouraged to review the way in which group work is marked. As part of this, the School may wish to examine whether a limited amount of peer marking might have a role in some group-based assessments.

The School operates a 14-day turnaround time for feedback at sub-honours level and aims to return feedback to Honours and taught postgraduate students with 21 days. In response to the sharp rise in student numbers, the School introduced a marking team in AY 2016-17, consisting mostly of research postgraduate students and a few staff members for sub-honours modules. Lecturers produce detailed guidance for markers for each assignment. The Marking Team Manager allocates submissions to markers, monitors progress with marking and liaises with lecturers and level coordinators to release marks and feedback. Despite taking steps to increase transparency, the School is aware that some students are not always confident that their work will be marked fairly through this system.

Students gathered for the purposes of the review are aware that members of staff are stretched, and that marking has been challenging. Both the undergraduate and taught postgraduate students noted that marks and feedback were often returned late but the postgraduate students interviewed understood the turnaround time to be 14 days not 21, and the impact of vacation periods was not understood. This was a particular source of frustration in cases where students were unable to apply feedback from one assessment exercise to subsequent ones. The honours students noted the absence of an incentive/proactive strategy to encourage on-time marking. The taught postgraduate students commented very positively on the quality and usefulness of their feedback received and efforts made by staff, for example to assist with problems encountered in coding. They also suggested that the School reduces the number of practical exercises and extends marking periods to alleviate frustration in this year group regarding the timely return of feedback.

Another common theme to emerge from the meetings with undergraduate and taught postgraduate students was a perceived disparity between different assessors in marking and feedback. Sub-honours students indicated that markers receive guidance sheets, however marks tend to be influenced by individual preferences. Students also commented that meetings between markers appear to have stopped. Students in third and fourth year suggested that the School appears to review honours-level coursework more closely than sub-honours work, as module marks count toward degree classifications.

In light of increased student numbers and comments from the students gathered for the purposes of the review, the School is encouraged to review its existing approach to assessment feedback. As part of this, the review team recommends that the School revisits feedback turnaround times, makes more use of generic feedback and provides sufficient opportunities for students to apply feedback from one assessment exercise to subsequent ones.

5. Enhancement and innovation

The School has a well-established culture of striving for continuous improvement and much of this is student-led. In recent years, the School has implemented a number of changes in response to student feedback and requests. Examples include:

a) **Laboratory provision:** Students are consulted ahead of any planned changes. Dual displays, group work areas, bring-your-own-device desk spaces and mobile whiteboards have been introduced in response to student requests.

b) **Curriculum changes:** Student feedback is taken into account when curriculum reviews are carried out and changes planned. For example, student demand was one of the main drivers for the introduction of the Machine Learning (CS5014) module in AY 2017-18.

c) **Mid-semester feedback:** Students pitched the idea of mid-semester surveys to the School in AY 2017-18, having learned of this positive practice in the School of Mathematics and Statistics. The School implemented the system, which enables enhancements to be made to modules within the same semester.

The School is to be highly commended for its excellent student engagement and effective system of student representation. Significant value is placed on student feedback and it leads to genuine and substantial changes to provision. The School has successfully developed internal feedback mechanisms such as mid-semester questionnaires (as noted above), exit interviews and regular meetings between the DoT and School President.

In its Reflective Analysis, the School notes that students are very proactive in organising career-related, mentoring and social events for the benefit of the School community. The School provides financial support where possible and allows them to use School buildings for events outside office hours on the condition that they behave in a safe and responsible manner. This agreement has worked well. It was clear from the meetings with students that they respect and value colleagues in the School. Students also sensed and appreciated the absence of a hierarchy.

The School demonstrated its strong engagement in the current Enhancement Theme - Evidence for Enhancement: Improving the Student Experience – by way of the Reflective Analysis. A Higher Education Research Group was recently set up within the School to pursue pedagogical research and help improve teaching and assessment practices. Members of the group have held workshops and published their work at Computer Science education venues.

Many examples of innovative and interesting practice were provided in the School's reflective Analysis. For example, the use of live coding for teaching programming, student-led tutorials to encourage interest from students and develop transferable skills, and solving real world problems as part of practical modules.

6. Learning and teaching

Teaching is delivered via lectures, exercise classes, tutorials and laboratory sessions. At Honours and taught postgraduate level, teaching may rely more heavily on student participation. Lecturers use a variety of teaching techniques which include flipped classrooms, seminar-based delivery and in-class quizzes. Students gathered for the review praised the high quality of teaching.

As noted in section three and the Reflective Analysis, timetabling has become a significant challenge in recent years. The School attributed this to increased student numbers, the variety of modules and choices available to students and the lack of adequate teaching spaces in the North Haugh. The central timetabling facility provided by the University is now used to schedule all classes within the discipline. The School is currently working the Deans and the timetabling team to manage the situation.

Student feedback is gathered formally via an effective representation system, student-staff consultative committee meetings, mid-semester surveys, module evaluation questionnaires, exit interviews and national surveys. Students reported high levels of satisfaction with the informal channels of communication available to them. The sub-honours students commented that there are "lots of level of support" and that email is used frequently. In cases where multiple students

email a lecture about a common topic/issue, the lecturer will cover the content in class for the benefit of all students.

7. Student progression

Academic progression in the School of Computer Science follows the University's formal requirements.

The sub-honours students gathered for the purposes of the review suggested that entrant students would greatly benefit from a tour of the labs during orientation week. Students with no prior knowledge of the discipline commented on feelings of apprehension upon hearing many unfamiliar terms and jargon during the introductory talks. As such, the School may wish to review the accessibility of talks for diverse audiences (and for those who have not been at a university before and do not know what to expect of the transition).

Processes for research postgraduate students have been reviewed and streamlined significantly over the past few years. This includes a more focused review process and a smaller group of dedicated research postgraduate reviewers. This enhancement has improved the monitoring, as problems are flagged up earlier and colleagues are able to better support research postgraduate students in taking remedial actions.

As noted in the Reflective Analysis, and linked to the current Enhancement Theme, the School is increasingly making use of the data from staff and student feedback and student performance. They have found that performance in certain early core modules is a reasonable indicator of how well students are likely to perform during Honours years. The School analyses its student intake by various categories to identify any categories where it should concentrate its efforts and find trends to inform admissions policies. For example, some of the School's students who are from disadvantaged backgrounds struggle to settle in St Andrews, often due to non-academic issues. The School plans to engage with the central units in the University to explore possible strategies for supporting these students.

8. Professional development of teaching staff

The School has implemented several internal support structures and activities to facilitate professional development. These include the delivery of teaching briefings prior to the start of each semester, the reintroduction of a peer review process, the organisation of away days and the establishment of a Higher Education Research Group. The review team wishes to remind the School that all colleagues are required to participate in the University's annual Review and Development Scheme. A vital aspect of professional development for colleagues of all levels, the scheme provides a platform to reflect on the previous year, discuss objectives for the coming year and identify training and development requirements.

All newly appointed staff attend the University-led induction events and are allocated a mentor who can offer advice and guidance on academic and career matters. In addition, the informal environment of the School and close proximity of offices provides opportunities for new staff to talk to experienced staff and relevant role holders and ask for help and advice. Whilst newly appointed colleagues felt well supported by the School and wider community, they seemed unsure of the conditions and duration of probation. Also, they expressed an interest in the establishment of a Faculty Club to find and make connections outside of the School.

Successful preparation for an Athena SWAN Bronze award helped the School to identify gaps in provision for staff. The School is proactive in terms of monitoring promotion prospects every year. Those who are considered ready are encouraged to apply for the next round while others are offered guidance on filling in gaps to prepare for future applications. Senior staff commended the Director of Teaching's commitment to ensuring that all staff members are consulted on policy reviews and updated on University-level developments related to learning and teaching.

Outside the School, all staff are encouraged to attend seminars, workshops, academic fora, training courses and events useful to improve learning and teaching activities. A number of staff members also participate in the St Andrews Learning and Teaching Initiative (SALTI), which provides a community for all staff interested in pedagogical research.

Postgraduate research students play a vital role in supporting tutoring, marking and demonstrating at sub-honours levels. They offer more specialised support with the permission of the Director of Teaching at Honours level. Postgraduate tutors confirmed that they engaged in the mandatory training offered by CAPOD, a School-based briefing on tutoring and demonstrating and peer observation.

In its Reflective Analysis, the School noted that research postgraduate students are becoming less eager to teach. This issue, combined with a rise in the number of taught students and increased demand for Computer Science sub-honours modules from students in other schools, has led to increased workload for staff. During the review, the research postgraduate students advised that maximum teaching hours for PG Tutors could be stricter, as some individuals who signed up to do small amounts of teaching reported feelings of overload. Tutors also commented that marking guidance is variable according to module and in some cases can be a little unclear/confusing.

9. Learning resources

The School's main learning resources include the laboratories, University Library and in-house file servers. 24-hour access laboratories provide the software and hardware required by students to complete their assignments. Postgraduate students make good use of the books located in the JF Allen Library located in the School of Physics and Astronomy, and students of all levels make extensive use of digital libraries. The small teaching rooms in the School are equipped with a large screen display and all teaching areas have data projectors and white boards.

Learning and teaching materials are stored on the School's two file servers: student resources (accessible to students, staff and research postgraduate tutors) and staff resources (accessible to staff and research postgraduate tutors). As noted in section four, MMS facilitates coursework submission, the returning of marks and feedback to students and the processing of examination results by staff.

Some staff members in the School use TurningPoint5 clickers to encourage participation and interaction in class, as well as online resources such as Piazza6 and PeerWise7. In addition, the School has developed its own tools and resources to help students with their learning. This includes a visual interactive learning resource for students learning Java and a tool that checks the accuracy of code output.

The School's lab and communal spaces, designed to engage students, are worthy of commendation. The use of shared space – including the communal coffee area in the centre of the building – contributes positively to the wider culture of the School. The "all spaces for all levels" policy that the School operates provides significant support in this area.

10. Conclusion

Overall, the review team wish to commend the School on offering an excellent and engaging education and student experience, particularly within the context of a sharp and substantial growth in student numbers. We are confident that the School is thoroughly deserving of its excellent reputation. The league tables are a reflection of the high level of commitment and dedication of staff to education, continuous improvement and their students. We have full confidence in the School and its leadership and praise the high level of ongoing engagement with the student body that has made the education what it is today.

While the review team has commended positive practice taking place in the School in section 11 below, it has also highlighted some areas where it recommends action should be taken. It is hoped that these recommendations will be of value to the School in its future plans for consolidation and development.

11. Commendations and recommendations

The School is commended for:

1. The Director of Teaching's coordination of the review process, particularly the production of an excellent Reflective Analysis.

2. Its success in maintaining academic excellence and a high-quality student experience during a period of tremendous growth of students at both undergraduate and postgraduate levels.

3. Impressively high levels of collegiality across all levels of study. Dedicated staff members foster a strong sense of student community and display a shared commitment to student learning and the student experience. The group culture and strength of relationships between staff and students shone through on the review day.

4. The development of a successful EngD programme, which links academia with industry and offers a high level of real-world user input. The School is encouraged to continue its efforts to acquire administrative support for this programme.

5. Outstanding NSS and league table rankings, which help to attract increasingly well-qualified students.

6. The lab and communal spaces, which are designed to engage and meet the needs of students. The use of shared space – including the impressive communal coffee area in the centre of the building – contributes positively to the wider culture of the School. The "all spaces for all levels" policy that the School operates provides significant support in this area.

7. Excellent student engagement and an effective system of student representation. Significant value is placed on student feedback, whichleads to genuine and substantial changes to provision. The School has successfully developed internal feedback mechanisms such as mid-semester questionnaires, exit interviews and regular meetings between the Director of Teaching and School President.

8. Satisfaction levels with the taught postgraduate community. Students felt a strong sense of belonging within the taught postgraduate cohort and the School as a whole.

It is recommended that the School:

1. Considers the following with respect to assessment and feedback:

    a) Review and reflect upon continuous assessment at a programme level, particularly in relation to the extension element and its impact on student workload.
    b) Review the way in which group work is marked. As part of this, the School may wish to examine whether peer marking might have a role in some assessments.
    c) Address students' perceptions of disparity in marking and feedback.
    a) Review the existing approach to assessment feedback in light of increased student numbers. This includes turnaround times, the use of generic feedback and providing sufficient opportunities for students to apply feedback from one assessment exercise to subsequent ones.

2. Looks at its curriculum design in terms of resting or retiring old modules to make way for new ones in order to avoid the continuous growth in the number of modules.

3. Explores how joint programmes integrate, particularly in relation to module choice and representation structures.

4. Reviews the postgraduate section of the student handbook or creates a dedicated postgraduate handbook to manage expectations and ensure students are aware of correct procedures.

5. Ensures that new members of academic staff are aware of the conditions/duration of probation and that all staff participate in the University's annual Review and Development Scheme.

6. Reviews the structure and aims of the orientation week activities for entrant students.

It is recommended that the University:

1. Considers the space requirements for the School to maintain the high quality staff/interaction and learning experience, particularly if continued growth in student numbers is anticipated, as current provision is now fully utilised and the student experience may be adversely affected.

Expression of confidence

The review team is pleased to report **confidence** (the highest judgement) in Learning and Teaching in the School of Computer Science.

Rosalind Campbell
Academic Policy Officer (Quality)
3 June 2019

(Approved by the review team gathered for the purposes of this review)

University-led Review of the School of Computer Science
16.04.19
Action plan in response to recommendations

Recommendation	Response/action	Timeframe
1. Considers the following with respect to assessment and feedback: a) Review and reflect upon continuous assessment at a programme level, particularly in relation to the extension element and its impact on student workload.	a) We have already been looking into the issue of student workload, particularly extensions in coursework, and come up with a number of possible strategies we can use to address the problem. These include: • Making it clear to students that quality of work is the important factor and not the number of extensions. • For our typical 15 credit modules with exams, making only one of 2 assignments require extensions for marks above 17. For the other, students can receive a 20 with an excellent submission for the core requirements. • Raising the maximum mark possible without extensions to 18. • Specifying a limit to the number of extensions that will gain marks. • Making the basic requirements account for all marks and allowing students to submit extensions for feedback but not marks. • Avoiding busy work in assignments and focusing on assessing the learning outcomes. We would like to get the balance right between managing the workload and providing students with opportunities to develop independent learning and demonstrate their knowledge and skills, and curb the tendency a lot of students have to prioritise quantity of extensions over quality of work. The requirement to complete extensions to gain marks greater than 17 will be removed from most of the sub-honours assignments from 2019/20. Instead we will specify requirements as well-defined tasks of increasing difficulty / complexity to be completed by students for the full range of marks. For Honours and PGT modules, lecturers will be strongly encouraged to adopt one or more of the strategies listed above.	Ongoing (begun in 2018/19)
b) Review the way in which group work is marked. As part of this, the School may wish to examine whether peer marking might have a role in some assessments.	b) For marking group work, lecturers are advised to ensure that they have mechanisms in place to identify the contributions made by individuals in a group. This is achieved by individual reports being submitted along with a shared	

	assignment and/or version control systems being used to keep track of contributions. One of our lecturers already uses PeerWise[1] for peer assessment and has offered to demonstrate its use to others. Lecturers will be reminded to include clear marking criteria for group work in assignment specifications. We will raise awareness among students that we do employ measures to fairly assess group work.	
c) Address students' perceptions of disparity in marking and feedback.	c) We are aware that some students perceive some disparity in marking and feedback between different markers. We already have processes in place to issue marking guidance for each assignment in advance and moderate marks and feedback before they are released to students. Complete parity is extremely difficult to achieve in marking even without the pressures of large class sizes and time constraints. The measures we have in place, including using an autochecker where possible to provide early feedback to students and markers, attempt to improve consistency in marking as much as possible and ensure that submissions of similar quality will receive similar marks. Lecturers will be reminded to provide clear marking guidance when others are involved in marking and coordinators will be asked to ensure that quality control processes are followed. Staff will be encouraged to make use of the autochecker wherever possible as a means of reducing marking time and improving marking consistency. Lecturers and coordinators will be asked to explain marking arrangements to students at the start of the semester so that they are aware of the measures taken.	
d) Review the existing approach to assessment feedback in light of increased student numbers. This includes turnaround times, the use of generic feedback and providing sufficient opportunities for students to apply feedback from one assessment exercise to subsequent ones.	d) Lecturers have been urged to specify assignments that would scale for larger classes and to use the autochecker if possible so that some early feedback can be given to students. With current class sizes and staff numbers, we cannot guarantee returning marks and feedback for Honours and PGT assignments sooner than 21 days although lecturers attempt to do this for smaller classes. When individual feedback cannot be returned in time for the subsequent assignment, lecturers are asked to email the whole class some generic feedback, highlighting common problems as well as improvements that can be made. We have already reduced the number of assignments for sub-honours modules.	

[1] https://peerwise.cs.auckland.ac.nz

	We were a small school for a considerable time and our processes still tend to be the practices of a small school although we have grown considerably. While students and staff appreciate the benefits of such processes, it is clear that we have to rethink our teaching and learning approach in the context of a much larger student cohort, rather than continually react to changes in numbers. We will form a working group during 2019/20 to consider strategies for this.	
2. Looks at its curriculum design in terms of resting or retiring old modules to make way for new ones in order to avoid the continuous growth in the number of modules.	We introduced a 'one in one out' policy for new modules during 2018/19. We will continue to operate this policy. There are no immediate plans to introduce any new modules. We will form a small working group in semester 1 to identify modules that can be withdrawn. Any modules that have had a small number of students over a number of years are candidates for withdrawal. Modules that are highly dependent on a single member of staff for delivery also present a risk. However these modules often represent cutting edge content on a topic and we would like our students to have the opportunity to take these modules. Requests to withdraw modules will be made in time for the CAG deadline in January so that changes can be in place for 2020/21.	AY2019/20
3. Explores how joint programmes integrate, particularly in relation to module choice and representation structures.	Currently, advisers provide guidance to students at the start of each academic year on appropriate module choices for their programmes, both at the current level and looking ahead to future years. The University's programme requirement pages are the main source of information for students and staff on module choices. The main mechanism by which students can integrate their joint subjects is the Joint Project module (CS4796 or the equivalent XX4796 from a different school) offered in 4th year. These modules were introduced centrally a few years ago. Following a slow start, joint projects are becoming increasingly popular with students who are keen to combine their subjects into a substantial final year project. The majority of students taking up this option study Mathematics with Computer Science. With our agreement, the School of Physics and Astronomy recently proposed the withdrawal of the Computer Science and Physics joint programme since students on this programme have to over-credit in second year to satisfy requirements,	Ongoing

	taking 60 credits in Computer Science and 90 credits in Physics / Mathematics. None of the required modules could be waived. Curriculum changes are proposed with the needs of single and joint honours students in mind and alternative pathways, where appropriate, are provided for joint honours students to keep options open.	
4. Reviews the postgraduate section of the student handbook or creates a dedicated postgraduate handbook to manage expectations and ensure students are aware of correct procedures.	Our Student Handbook is structured so that policies and processes applicable to all taught students are in shared sections and information specific to different levels or programmes are separately identified and presented. This was a deliberate decision to avoid duplication of information and the consequent potential for inconsistent or out of date information in different places. We will attempt to address the concerns expressed by • Pointing out the structure of the handbook during induction events, and • More clearly identifying the sections of the handbook applicable to different levels. There are also plans to introduce an online PGR Student Handbook. We are currently considering whether this should be an entirely separate handbook or become a section of the existing handbook.	AY2019/20 & AY2020/21
5. Ensures that new members of academic staff are aware of the conditions/duration of probation and that all staff participate in the University's annual Review and Development Scheme.	During summer 2019, the Equality and Diversity Convener and the Careers Support Officer of the School have been reviewing our existing probation and mentoring processes and formulating more detailed processes. They have also sought input from other schools on their arrangements. One of the main aims of this review is to specify standard processes and produce templates that can be used to document and track the conditions of probation for all new members of staff. We also plan to put in place a more systematic mentoring scheme. The first report from this review will be presented at the September meeting of the School Management Group. We will begin implementing the recommendations of the review from semester 2 of 2019/20. All our staff participated in the Annual Review and Development Scheme in 2017/18. We have begun planning reviews for 2019/20. The Head of School reviews all academic staff, the School Manager and the Director of Infrastructure. The School Manager reviews each member of the administrative team while the	AY2019/20

	Director of Infrastructure reviews members of technical staff. These arrangements cover all staff in the School.	
6. Reviews the structure and aims of the orientation week activities for entrant students.	The events offered by the School during orientation week have evolved over a number of years in response to feedback from staff and students. We are satisfied that the events that are now regularly scheduled are of benefit and interest to students. We take on board the suggestions offered in the evaluation report. Coordinators responsible for first year, direct entry to second year and PGT students will ascertain student demand for tours of school facilities and make arrangements accordingly in collaboration with orientation week coordinator and student volunteers. Coordinators and lecturers will be advised that the use of jargon may be intimidating to entrant students.	AY2019/20 & AY2020/21

☒ Plan produced in consultation with the School's Learning and Teaching Committee

International visitor: Alexander Wolf, Univ. of California, Santa Cruz USA
School of Computer Science
11 March 2019

1. What is working well?

The school has a world-class reputation for undergraduate and PGT education. The students I met in these two cohorts were uniformly pleased with their choice and shared similar rationale for applying and attending: personal attention and accessibility of staff; rigorous preparation for a career; attainment of pertinent foundational skills without superfluous theoretical instruction; the intimate scale of St Andrews (both the university and the town); the excellence of computing facilities; the welcoming and informative open day; the positive reputation and experiences shared by family, friends, mentors, and social media posters; and the expectation to excel set by the staff.

My meetings with academic staff confirmed the reputation. There was genuine and uniform interest in the success and wellbeing of the students, as well as admiration for their willingness to work hard. They are committed to intensive instruction, coupled with a willingness to be available for help. I got the sense that they would sacrifice their research time if needed by a student. However, they were deeply concerned with their ability to properly maintain this quality of instruction under the growing demand (see below).

The school has several strong and vibrant research groups with participation of excellent academic staff. The choice of research groups is properly focused given the size of the school. Although assessing research quality per se was not the purpose of my review, it is important that it be both substantial and of excellent quality so as to provide the appropriate context for education within a research university. I found this to be the case. Although I did not meet with postdoctoral students, I did meet with some PGRs. They also expressed pleasure with their situation.

The administrative staff are able, engaged, creative, and enthusiastic, reflecting the committed and familial tenor of the school.

Finally, I would like to commend the school in the diversity of its student population in terms of gender, national origin, and sexual orientation.

2. What is new/innovative?

There is much to admire in how the school delivers its curriculum. I will touch upon a few highlights here:

- Early curricular emphasis on basic tools and techniques, while theoretical topics are saved for when the students have enough skills to both appreciate and demonstrate the theory.
- EngD program for bringing research skills into industry.
- Annual PGR retreat to build community and give opportunities for student presentations in a safe environment.
- Open educational lab space with several different work configurations to match different styles and needs.
- Integrated educational lab space that mingles all taught years.
- Designated “quiet” educational lab.
- Deliberate and thoughtful separation of tasks requiring academic judgment from those that do not so that administrative staff can relieve academic staff from chores they need not perform.
- Gateway program to bring students along having disadvantaged backgrounds.
- Substantial amount of peer mentoring of teaching, including in-class observation and feedback.

3. What is considered to be a potential problem area?

I was able to glean two main problems in the area of taught students: *scale* and *space.* The school has developed a special educational environment that has led to a remarkably strong reputation. With the growing demand for computer science degrees, as well as the growing demand for basic instruction in computer science from across the university, the school has attempted to accommodate more students while maintaining the quality of instruction. It appears that this has reached a point of non-sustainability that is threatening precisely those things that attract the brightest students, mentioned above. The students themselves have noticed cracks. For example, the staff time available per student has decreased. The computer labs are crowded and noisy. Spontaneous discussion spaces have been reduced or removed, as have tutorial rooms, making time tabling a challenge for everyone.

I should point out that it is clear the school has made significant changes in an attempt to accommodate the growth. Some of these changes are quite clever, such as the combining of multiple smaller labs into open and flexible common space labs. Others are simply desperate, such as the conversion of tutorial rooms into offices. However, the situation can no longer be solved through further optimization. What is needed is a modest infusion of additional academic staff in a few key areas and a substantial infusion of additional space proximate to the existing facilities.

Another problem I saw was a change in PGR funding packages. PGRs hold the key to successful and world-class research. The threat of losing EU funding, combined with an inability to secure independent CDT funding due to the small size of the academic staff, have led the school to use its internal funds to support PGRs. In this competitive environment, one must make full-term commitments in order to secure the ablest PhD students. Funding PGRs in this manner is simply not sustainable. Again, this is a problem that the university should be able to help alleviate. For example, it is common at universities to subsidize the non-domestic fee differential so that there is a levelled playing field in attracting the best PhD students.

A few other problems that I observed:

- Could be better support for staff of childbearing age (both male and female), not just in terms of time away, but also in terms of services and certain work expectations.
- There is a distinct lack of diversity in the academic staff, particularly senior staff.
- A sense that interest in commercialization at St Andrews is focused on patents, which are not the only, and certainly not the primary, path to commercialization in computer science.
- A tension between “science” and “engineering”, with computer science sitting in the middle, leaving some of its work less appreciated than it might be in a more appropriate intellectual context (work in applied physics suffers analogously).
- The growth of interest in and societal impact of computer science could create a perceived (and to some extent true) existential threat to older, more traditional disciplinary strengths at St Andrews; the central administration would do well to address this with an explicit leadership vision to gently guide the university through this natural rebalancing of intellectual capital.

4. Any other comments

As someone who has been involved in computer science research and education at several different institutions in Europe and the US, I can say that I came away having learned a few things that I will carry with me. The school is a gem, distinct in its personality, unique in its successes, and worthy of greater material appreciation.

University-led Review of Learning and Teaching
School of Earth and Environmental Sciences

This was an exceptional review, as whilst the Review Team reported confidence in Learning and Teaching, concerns were highlighted in terms of the communication structures within the School and, in particular, how these impact on the administration and development of teaching.

In light of this caveat, the review outcomes were closely monitored both within and outwith AMG in 2018 and 2019. The Proctor, acting Deans of Science and Head of Education Policy and Quality had a final meeting in August 2019 to review progress with the School's action plan. It was agreed that progress was satisfactory and no further follow up was required.

The review has afforded us the opportunity to reflect on the support, advice and guidance required when setting up a new School, particularly in terms of communication structures.

University of St Andrews

University-led Review of Learning and Teaching

School of Earth & Environmental Sciences

2 November 2017

Action	Date
Date of review	2.11.17
Commendations and recommendations draft to review team	10.11.17
Draft report to review team	30.11.17
Planned submission date to School	7.12.17
Final draft to School	7.12.17
Final approved report to School	19.12.17
AMG submission	29.1.18

Review team

1. Professor Maggie Cusack, Dean of the Faculty of Natural Sciences, University of Stirling
2. Professor Douglas Philp, Dean of Science
3. Dr Gerald Prescott, Director of Teaching, School of Biology
4. Zachary Davis, Director of Education, Students' Association
5. Conor Grose, Postgraduate Research Representative, School of Physics and Astronomy
6. Carol Morris, Director of CAPOD and Quality Monitoring
7. Nicola Milton, Head of Education Policy, Proctor's Office (Observer)

1. Introduction

The School of Geography & Geosciences was last reviewed in March 2013 and was disbanded in January 2017 to create 2 separate Schools: the School of Earth & Environmental Sciences and the School of Geography & Sustainable Development. The new School has considerable ambition in wishing to become 'on par with the finest institutions worldwide', and to that end has identified four main educational objectives:

1. Establish headline degrees in Geology and Environmental Earth Science that engage students in the questions and techniques at the forefront of Earth Science.
2. Create Post-Graduate Taught (PGT) programmes in Geochemistry and Mineral Resources.
3. Have clear progression and alignment with the academic standards of their profession.
4. Consolidate teaching to reduce teaching loads and increase student participation each module.

With relatively small student numbers (c. 30 Honours, c. 20 PGT, 12 PGR), the School has ambitions to improve undergraduate and postgraduate recruitment. 3 professors, 3 readers, a senior lecturer, 10 lecturers, 2 Research Fellows and 16 Post-Doctoral Research Fellows, support teaching. 2 Research Officers and 2 technicians support analytical facilities, and 2 technicians cover IT services and lab courses. In addition, 2 part-time administrators support School activity.

Ideally, the School would like to be re-located to the North Haugh alongside other science schools and to benefit from an improvement in the infrastructure of its teaching and research spaces.

The collegial community of the School was noted, both in advance documentation and during meetings on the review day; comment was also made on the approachability and enthusiasm of staff. Good results from the NSS and other league tables support this view. There is a good balance of classes, fieldwork and lab work, with a strong focus on scientific skills that produces highly employable graduates. The GeoBus, an initiative taking subject-specific outreach activities to schools, also impressed the Review Team.

2. Aims and outcomes of the teaching provision

The School of Earth & Environmental Sciences (SEES) provides undergraduate programmes in Geology and Environmental Earth Sciences as well as an integrated Masters (MGeol Earth Sciences) and joint degrees in Biology-Geology and Chemistry-Geology. Recently added post-graduate provision comprises MSc Geochemistry and MSc Mineral Resources. The Reflective Analysis document states that the 'overall aim is to provide students with the skills and the confidence to independently document, interpret and understand the

how, where and when of the processes and products that form Earth and its planetary neighbours.' The approach to achieving this aim emphasises fieldwork and analytical skills and, progressing through the under-graduate degrees, an increase in independent research. This training in observation, critical thinking and interpretation is time-intensive involving lectures, practical classes, tutorials and fieldwork and depends on exposure to a wide range of geological and environmental events and phenomena. Although student numbers are not high, the requirement to repeat practical classes three times will add to the time commitment. The outcomes in terms of graduate skill set are strong with respect to employability within geo and environmental careers as well as being highly transferable to a wider range of career options. The staff are to be congratulated on striving for this rigorous approach to the educational provision.

Sub Honours

1st year aims to stimulate curiosity and enhance understanding and 2nd year builds the foundations of knowledge necessary to enable students to make observations and interrogate evidence and interpretations. In this way, sub honours teaching aims to provide sufficient depth and breadth on which to build an approach of enquiry. This is a logical build up to Honours where independence progressively increases.

Honours and MGeol

Like the MGeol, the Post Graduate Taught (PGT) courses are relatively new. The focus in 3rd year of the BSc and MGeol degrees is on skills training with opportunity to put these skills into practice in years 4 and, at a more advanced level, in 5th year.

The aims are logical and, overall, appear to build in a rational way through the degree streams. Students indicate that they are aware of the aims and appreciate the objectives at each degree level.

3. Curricula

The curricula are set out to meets the aims in section 2. The fact that BSc Geology and the MGeol are accredited by the Geological Society, and BSc Environmental Earth Sciences by Institution of Environmental Sciences evidences significant external engagement with curricular design.

Teaching and support staff are to be congratulated on high NSS scores. While SEES enjoys high NSS scores, the scores and comments on individual aspects for Geology and Environmental Earth Sciences indicate that there are some issues with the timeliness of feedback and course organisation, partly relating to changes in marking criteria. Staff are aware of these issues and are striving to address the points raised in the NSS.

Undergraduate students, who are enthusiastic about environmental science, reported they were disappointed with the lack of module choice in this area. In order to address this concern, the School should consider how it could provide more module choice on the environmental science stream of study.

The MGeol degree is relatively new and some aspects require attention. The work or research placement is well received by students who acknowledge the value of this experience and the skill set acquired. It is essential to formalise the information stream and requirements and ensure that information about timeline and expectations are delivered in a timely and clear manner. The expedition is not working and the issues surrounding its operation must be addressed or removed and this communicated clearly to students.

MSc in Geochemistry and Mineral Resources are also new and, while both are well received by students, there are opportunities to improve some aspects. Components of MSc Geochemistry is taught in part by Chemistry and the provision of laboratory topics of relevance to Geochemistry would enhance the provision.
The MSc in Mineral Resources is one area of the curriculum where innovation was discussed and the provision of virtual mine work is an excellent approach to be commended and possibly considered elsewhere, not as a replacement for fieldwork but as a means of preparing for fieldwork for example. The MSc in Mineral Resources is presented as having close links with industry that were less clear to students suggesting that there may be more involvement in second semester, which would be welcomed by students. However, the resilience of this programme is a concern for the School as it relies mainly on one individual staff member.

4. Assessment and feedback

In SEES, assessment is a mixture of both formative and summative. In most modules, assessment is a combination of continuous assessment and examination. Continuous assessment includes essays and posters, as well as practical lab books and tests, and quantitative exercises. Assessment is set to progress during the programme to test students appropriately for their level of study. An exercise carried out by the current Director of Teaching to create a skills matrix has not identified any gaps. However, it would be useful to confirm that the skills being assessed are consolidated in a logical, progressive manner through each degree route.

However, students at all levels stated that they did not understand the School's marking criteria, and there was variation in the criteria that confused them. The School is advised to ensure that marking criteria are transparent and communicated clearly to students.

An interesting piece of assessment that stood out to the Review Team is the use of posters in first year. Introducing research-style posters at such an early stage in the programme is an interesting idea that has been used in other Schools, but with limited success. We would encourage dissemination of this piece of good practice at an L&T event.

During meetings with students, there was discussion around the lack of sample answers which they feel would help them in revision, particularly for short answer questions. It is recommended that SEES considers offering sample answers to students in order to help them improve their grades. There was some evidence that staff were reluctant to do this, but the Review Team were unclear what the issue with this was. It is a common practice in other Schools and plays a role in expectation setting.

SEES were aware of issues around timeliness in marking and feedback raised by students. The Review Team would ask the School to consider devising a feedback strategy, in collaboration with both staff and students, in which expectations on turnaround times are clear to both groups, are monitored properly, and action taken when turnaround times are not met. Where at all possible, the School should also take care to avoid deadline congestion, which was noted as a particular problem in the MSc Geochemistry, but was a feature throughout the School.

A key issue raised by students was the lack of information on requirements for Honours entry at an early enough stage for any concerns to be addressed. The School should therefore consider how it could communicate the requirements of Honours entry to students early in semester 1 of second year. Sub Honours students were also quite unclear about modules required for particular pathways. There was wholesale concern that by the time they had worked it out, it could be too late to achieve the required grades or be able

follow their favoured pathway. Providing something similar to the School of Chemistry's advising website may help in this matter http://chemistryadvising.wp.st-andrews.ac.uk/

5. Enhancement and innovation

SEES has a clear focus on developing career opportunities and has a good network of alumni. They provide a range of career activities from first year, which has helped SEES graduates have some of the highest employability in Earth Science in the UK. Activity includes CV writing workshops, mock job interviews, and bringing in industry professionals to give presentations about career pathways. Other engagement with industry representatives has led to the incorporation of industry-led expert short courses being incorporated into modules.

In addition, to the above the GeoBus initiative has been very successful over the years, providing an opportunity for Honours students to gain experience in the sharing of information on Earth Science in schools and at public engagement events.

6. Learning and teaching

The School's aim is to offer degrees that balance skills training, and include significant field and/or laboratory work to deepen and broaden theoretical knowledge.

UG

First year students reported a significant challenge in moving to study earth sciences, having only studied geography at school previously. The biggest challenge they thought was engaging with lab work. In this, they thought it would be helpful to get access to the lab material ahead of time, so they knew what to expect and to reduce the time they view as being wasted in reading this material at the beginning of the each session. The Review Team also discussed whether more support was required for direct entry students in the form of an occasional meeting with the programme lead or other appropriate member of staff.

When discussing the opportunities to be provided by lecture capture, students were keen that the School should engage with this as they thought it was be very useful to review lectures for revision. They also felt that discussion on careers in geology would be beneficial early on in their studies, so they are better informed when making module choices.

PGT

Both Masters programmes are growing and the curriculum needs to be tightly managed and constantly developed to prevent overlap in material and to ensure that the School is providing distinctive and worthwhile products. Students reported a significant degree of overlap in content between some modules, particularly in the MSc programmes, and while each module has a coordinator responsible for the teaching on that particular module, it was less clear to the Review Team who had oversight of degree programmes as a whole, and who would pick up on these issues. The Review Team were particularly concerned with the MSc in Geochemistry. Similarly, some programmes appeared to have a single point of failure, and should that member of staff be absent, the School would have to contend with a major administrative nightmare. It would be a sensible approach to share some of the load to avoid the risk of this situation arising.

A concern was raised about the need for MGeol students to dip down to 4000-level modules. On further investigation, the issue identified is that MGeol students are taking a mixture of 3000-, 4000- and 5000-level

modules all in their 4th year. The School is advised to review the MGeol programme to ensure that students are studying on modules appropriate for their current level of study. PGT students also often found a large number of 4th year UG students in some 5000-level modules, which they found uncomfortable. They however had no issues with 5th year MGeol students enrolled in modules available to them.

The opportunity to study abroad is promoted by the School. However, an issue is how students can engage with GIS without having to catch up on their return to St Andrews. Other Schools use Distance Learning successfully to enable core material to be studied when not in St Andrews – the Review Team are aware this may be dependent on the programme type, but it would be worthwhile reviewing whether this was possible.

Communication about placements is sparse, with students reporting they received poor and late information. Further, reviewing how communication is organised when students are out on placement would be beneficial, as students stated they found it difficult to get replies to emails when they were away from St Andrews.

7. Student progression

The School's intention is for each year of study in SEES to build on the previous years' learning, although it is stated that skills training is focussed on the first three years of study. Students in 4th year may dip down to 3000-level modules, but can also dip up to 5000-level modules. There are no obvious problems with this.

There was little detail in the RA on Honours entry, and there is a serious concern that students in second year appear to be wholly uninformed about the requirements/criteria for progression to Honours. The School needs to ensure that requirements for Honours entry are communicated to students early in semester 1 of 2nd year, or earlier, so they are aware their grades in semester 1 will count towards their ability to progress to Honours study. Students interviewed were aware there were conditions of some kind, but had no idea what they were. The Review Team were concerned that by the time they figured it out, it could be too late to achieve the necessary grades. Students were also unclear what was required to enable them to follow their pathway of choice.

For direct entry students, an occasional meeting with the programme lead is recommended so students in this category are clear on requirements, and to help the School identify any strugglers at an early stage.

8. Professional development of teaching staff

Recently appointed staff felt welcomed in the School and appreciated the collegial and informal way of working. These enthusiastic staff are worthy of mention, however, it was unclear whether they had all attended the University's induction event as staff seemed unclear on University structures and related policies and processes.

New staff had all been offered a mentor, but felt these were unnecessary because of the lack of formality in the School. However, it may be appropriate for the School to review whether additional information on the expectation of mentors would be beneficial. While the collegiality in the School is commendable, recently appointed staff clearly did not understand the function and benefits of mentoring.

It would be worthwhile reviewing the School induction procedure for new staff. Greater clarity around expectations at an early stage would be beneficial, as well as revisiting University policy on probation formalities, and teaching and administration loads for new staff. As noted previously, it would also be

beneficial for the School to review communication processes to be sure that academic staff are aware of, and have input to, discussion on learning and teaching policy and other activity, e.g. via LTC agenda.
Although peer observation of teaching is not used routinely in the School, staff felt it could be a good way of getting feedback on their teaching which they thought would be valuable to them. There had been some recent quick turnover of staff that had resulted in last minute cover being required. It would be appropriate to monitor whether this has led to any gaps or overlaps in teaching of the curriculum.

Staff were wary of lecture capture, but were also quite uninformed on how others were using it or of the benefits to students. Contacting the Lecture Capture Coordinator in CAPOD for further information may help staff make informed decisions on whether they would like to try it out.

PGR students all demonstrate and accompany fieldtrips with UGs. They had all attended the CAPOD training workshops for PGs who teach, but had no additional training locally except for discussion with module coordinators prior to labs or in advance of fieldtrips. They felt well supported however, and thought there were no real issues. They were however, unaware of the new Policy for PGs who teach.

9. Learning resources

Senior staff stated a goal of building the School over the next 5 to 7 years. As part of that, there is an ambition to grow student numbers, to achieve *ca.* 25 academic staff and to relocate to a unified site on the North Haugh co-located with other science Schools.

SEES students benefit from extensive opportunities for fieldwork, with around 50-60 days allocated. The programmes also provide lab training, and developing students' analytical skills, particularly at 3000-5000 level. These experiences make graduates very employable.

However, a tour of teaching facilities provided during the review day highlighted some core issues, particularly the woeful state of the Honours Laboratory. This lab is not of the quality that would be expected of the University, and urgent action needs to be taken to bring this up to an appropriate standard. This issue will be included as a recommendation for the University as part of this report.

10. Conclusion

The School's recent formation provides an opportunity to move on from informal structures that worked in a small department. It would benefit the School's staff and students to review communication methods and structures to ensure that an effective framework is in place to support the educational provision and development of staff as the School continues to grow and thrive. Engagement with University structures is a key part of this. Some suggestions on how to progress are included in section 11 of this report below.

11. Commendations and recommendations

The School of Earth & Environmental Sciences is commended for:

- Its community feel: the tight-knit and collegial community within the school was noted at many points in the submission and in meetings. This was highlighted by staff and appreciated by all cohorts of students: undergraduate, taught postgraduate and research postgraduate.
- The enthusiasm and approachability demonstrated by all staff, including those at an early stage of their careers.
- Its GeoBus initiative: This programme is an excellent example of how Universities can take subject-specific outreach activities to schools.
- Its First Year Posters: Introducing research-style posters at such an early stage in the programme is an interesting idea that has been done in other Schools, but with limited success.
- The set overarching aims for the school's teaching and the clear and specific aims present for Sub-Honours and Honours level study.
- Its success in the NSS and other league tables.
- Demonstration of a good balance of classes, fieldwork, and lab work.
- Its strong focus on scientific skills, which form a core of the degree programmes and produces employable graduates.
- Exposing undergraduates to analytical and research facilities and participation in research questions and process. Use of research seminar series, such as FRESH and VICES to provide students with a focus on research.
- Its focus on vocational skills as well as academic/CV workshops, mock job interviews, and demonstrating excellent employability potential.

Recommendations:

1. **Communication and Structure**

It is recommended that the School of Earth & Environmental Sciences:

a) Formalises communication structures within the School between staff, and between staff and students. Informal communication appears to have worked well for a small department, however with continuing growth planned for the School, more formalisation would ensure staff and students are informed in a coherent and timely manner on important activity such as University policy change, timetable change and key initiatives, etc. In addressing this point, the School may wish to consider established central mechanisms for staff/student communicated which are evidenced to work well.
b) Considers how creating a more vertical management structure with devolved responsibilities would support recommendation 1 above.
c) Considers how it could build its communications systems around the quiet student who would not be comfortable in pro-actively approaching a member of staff.
d) Considers implementing Office Hours for academic staff when students will know staff are readily available to respond to student queries.
e) Considers setting regular meetings between the School President and Director of Teaching, where key issues are discussed and action points agreed, and help the School President understand properly what their role in the School is.

f) Considers creating a School Teaching Committee as a formal body where all staff have an opportunity to discuss teaching related matters, based around curriculum development, both internally in the programmes the School delivers, and in responding to University-driven initiatives. This would also enable consideration of Student-Staff Consultation Committee business, and allow for detailed discussion, and input into, policies (from LTC papers, for example) and student concerns.
g) Considers following the University norm by making the School President a full member of the School's Teaching Committee/Council. This is standard practice in other schools.
h) Considers the role and responsibilities of the Director of Teaching, in introducing processes whereby learning and teaching information can be disseminated to staff.
i) Considers how it can improve the operation of SSCCs. Regular dialogue recommended in 'e' above should help the SP in taking a leading role in the running of SSCCs.

2. Teaching and Assessment

It is recommended that the School of Earth & Environmental Sciences:

a) Reviews who is looking at degree programmes as a whole, rather than just as individual modules. Students reported a significant degree of overlap between some modules, particularly in MSc programmes.
b) Considers providing lab material (on Moodle) in advance of labs so students know what to expect. Students reported that the first 30 minutes of each 2-hour lab was wasted reading material that could have been read in advance.
c) Considers introducing lecture capture. Students reported that lecture capture had not been introduced in the School and that they would welcome the opportunity to use recorded material for review and revision.
d) Considers offering sample answers to students in order to help them improve their grades. There was some evidence that staff were unwilling to do this, but the Review Team were unclear what the issue with his was. It is a common practice in other Schools, and also plays a role in expectation setting.
e) Considers how it could communicate the requirements of Honours entry to students in semester 1 of 2nd year. Sub Honours students were also unclear about modules required for particular pathways. There was wholesale concern that by the time they had worked it out, it could be too late to achieve the required grades or to be able to follow their favoured pathway
f) Considers devising a feedback strategy for the School, in collaboration with both staff and students, in which expectations on turnaround times are clear to both groups, are monitored properly and action is taken when they are not met.
g) Consider how it could provide more module choice on the environmental science stream of study.
h) Reviews a perception of variation in marking criteria to eliminate student confusion. Marking criteria must be transparent and communicated clearly to students.
i) Consider how it can avoid multiple timetabling changes during the semester. Where these are absolutely necessary, make sure students are informed well in advance (commonly through Messaging or the News Forum on Moodle). NB: students reported that the School timetable could differ from MySaint, which adds to the confusion.
j) Reviews whether more support is required for direct entry students. Students suggested an occasional meeting with the programme lead would be of positive benefit.
k) Reviews the MGeol programme so that students are taking modules that are appropriate for their current level of study.

3. Work placements, Study Abroad, Fieldwork and Expedition

It is recommended that the School of Earth & Environmental Sciences:

a) Reviews communication on work placements. Students reported receiving poor and late information, and no guidance on assessment. The School is encouraged to talk to Schools have been running placements successfully for some time (such as Chemistry) to gather information on good practice that could then be easily adopted.
b) Considers how it can improve communication with students when they are out on work placement. Students reported difficulty in eliciting a response to emails in addition to receiving material late.
c) Reviews the MGeol programme – students have a clear understanding of the aims of the programme and it provides valuable research experience. However, the School is encouraged to develop a clear vision for what this programme is and what the students gain from it. The idea of the expedition module is good but is not working, and this option either needs to be developed appropriately or removed from the curriculum, and the outcome communicated clearly to students.
d) Considers how fieldwork with an environmental focus rather than geological could be offered to Environmental Science Honours students.
e) Reviews the organisation of year abroad study to reflect on how students can engage with GIS without having to catch up on their return to St Andrews. Other Schools use Distance Learning successfully to enable core material to be studied when not in St Andrews – also the Review Team are aware this may be dependent on the programme type.

4. Staffing and Space

It is recommended that the School of Earth & Environmental Sciences:

a) Investigates the perceived issue in the ability to replace a technician post.
b) Reviews School induction for new staff. Greater clarity around expectations at an early stage would be beneficial, as well as revisiting University policy on probation formalities, and teaching and administrative loads for new staff.
c) Reviews whether additional information on the expectation of mentors would be beneficial. While the collegiality in the School is commendable, the function and benefits of mentoring were clearly not understood by recently appointed staff.
d) Given the changes taking place in role responsibilities for administrative and technical staff, reviews with HR whether staff grades are being maintained or changed.
e) Investigates with the Principal's Office whether there is scope to improve the Honours Lab which the Review Team found to be of woefully inadequate quality, and achieve a response to whether this Lab is to be kept by EES or being made available only to SGSD.
f) Reviews whether members of staff taking over key roles in the School would benefit from mentoring by a member of staff (perhaps in another School) who is experienced in the role.

It is recommended that the University:

- Reviews the quality of labs available for EES teaching, especially at Honours level.
- Continues to support the School's practical and field work with the provision of appropriate technical staff.

Expression of confidence

The Review Team is pleased to report **confidence** (the highest judgement) in Learning and Teaching in the School of Earth & Environmental Sciences, with a **caveat** that there are concerns surrounding the communication structures within the School and, in particular, how these impact on the administration and development of teaching.

Carol Morris
Director of CAPOD and Quality Monitoring
(Approved by the review team gathered for the purposes of this review)
19.12.17

University-led Review of the School of Earth and Environmental Sciences
2 November 2017
Action plan in response to recommendations

Recommendation	Response/action	Timeframe
1. Communication and Structure		
a) Formalises communication structures within the School between staff, and between staff and students. Informal communication appears to have worked well for a small department, however with continuing growth planned for the School, more formalisation would ensure staff and students are informed in a coherent and timely manner on important activity such as University policy change, timetable change and key initiatives, etc. In addressing this point, the School may wish to consider established central mechanisms for staff/student communicated which are evidenced to work well.	We have formally explained to staff the framework and lines-of-communication regarding teaching and admin structure. This is shown pictorially in the attached chart.	To be implemented for the Autumn 2018 semester
b) Considers how creating a more vertical management structure with devolved responsibilities would support recommendation 1 above.	See above and the attached chart.	To be implemented for the Autumn 2018 semester
c) Considers how it could build its communications systems around the quiet student who would not be comfortable in pro-actively approaching a member of staff.	We stress that SEES has an open-door policy and that any student is welcome to approach staff. However, for quiet, shy students, the new structure allows a clear communication conduit from individual students, to class reps, to president, to Programme Coordinators and DOT. This information flow will move in both directions.	To be implemented for the Autumn 2018 semester
d) Considers implementing Office Hours for academic staff when students will know staff are readily available to respond to student queries.	Static office hours are difficult due to the non-consistent timing of events in our calendars. Although students can come anytime this can lead to disappointment if a staff member is not around. We therefore specifically state that they should e-mail and arrange a time for meeting.	Rejected Static office hours not implemented
e) Considers setting regular meetings between the School President and Director of Teaching, where key issues are discussed and action points agreed, and help the School President understand properly what their role in the School is.	The DOT and the School president will meet once a month to discuss any extant issues. The DOT has also encouraged all year reps to come by his office (by appointment) to discuss specific issues. This will hopefully allow real-time response to issues and reduce the length of the SSCC meetings.	Implemented beginning of Sem 2, 2018

f)	Considers creating a School Teaching Committee as a formal body where all staff have an opportunity to discuss teaching related matters, based around curriculum development, both internally in the programmes the School delivers, and in responding to University-driven initiatives. This would also enable consideration of Student-Staff Consultation Committee business, and allow for detailed discussion, and input into, policies (from LTC papers, for example) and student concerns.	SEES already had a Teaching Council which meets at the end of each semester. To provide even more clarity and guidance for students, we have identified 'Programme Coordinators' for each of our degree programmes; they will be responsible for charting the curriculum content and pathway for students enrolled in those degree streams, and advise on each. They, along with the DOT, and Exams and Careers Officers (see attached chart) will be a Teaching Programme Committee (see attached chart) that will address the day-to-day issues of our curriculum. Their work will help streamline and focus the Teaching Council meetings (TCM), held once a semester, in which all staff involved in teaching participate. The Teaching Programme Committee will meet once a semester (with associated report) but the DOT will funnel specific relevant feedback to Programme Coordinators through semester after meetings with the School President.	To be implemented for the Autumn 2018 semester
g)	Considers following the University norm by making the School President a full member of the School's Teaching Committee/Council. This is standard practice in other schools.	This was already implemented in 2017 last year and the School president now comes to the TCM.	Implemented 8.12.2017
h)	Considers the role and responsibilities of the Director of Teaching, in introducing processes whereby learning and teaching information can be disseminated to staff.	The new DOT is fully aware of his responsibilities for passing on relevant information from the Learning and teaching sessions.	Implemented June 2017
i)	Considers how it can improve the operation of SSCCs. Regular dialogue recommended in 'e' above should help the SP in taking a leading role in the running of SSCCs.	The SSCC now meets in the week before the TCM at the end of each semester. This allows any issues raised at the SSCC to be discussed at the TCM (at which the School president attends). Once issues have been addressed, these can be communicated back to the SP and year reps. Addendum: School president has requested two SSCC meetings per semester. This is being trialed in Sem 2, 2018.	Implemented November 2017

2. Teaching and Assessment		
a) Reviews who is looking at degree programmes as a whole, rather than just as individual modules. Students reported a significant degree of overlap between some modules, particularly in MSc programmes.	Our refined teaching management structure will address this directly via the roles of Programme Coordinators.	To be implemented for the Autumn 2018 semester
b) Considers providing lab material (on Moodle) in advance of labs so students know what to expect. Students reported that the first 30 minutes of each 2-hour lab was wasted reading material that could have been read in advance.	This comment relates to Sub-Honours labs. In those that require considerable introductory information prior to commencing the practical, that information is uploaded to Moodle before the session.	Implemented Sem II, 2018
c) Considers introducing lecture capture. Students reported that lecture capture had not been introduced in the School and that they would welcome the opportunity to use recorded material for review and revision.	We had a poll of staff and the majority voted against Lecture Capture as it does not work with the discursive style of most lecturers.	Implemented December 2017
d) Considers offering sample answers to students in order to help them improve their grades. There was some evidence that staff were unwilling to do this, but the Review Team were unclear what the issue with his was. It is a common practice in other Schools, and also plays a role in expectation setting.	Past exams are available on MMS. Further, our grade-related criteria (GRC) for different assessment styles (essay, fieldwork, posters etc) is concise, explicit and clear thus students know what is expected for a 1st class mark. We will re-emphasise and re-inform students that past exams are available for them to study and to pay attention to the School's GRC. Addendum: This issue will be discussed at the TCM in 2018. Many of our sub-honors practicals take the form of lab exercises from which short answer tests and exams follow the same format. Arguably therefore, students already are provided information on the style of questions and answers.	To be discussed at May TCM
e) Considers how it could communicate the requirements of Honours entry to students in semester 1 of 2nd year. Sub Honours students were also unclear about modules required for particular pathways. There was wholesale concern that by the time they had worked it out, it could be too late to achieve the required grades or to be able to follow their favoured pathway	The requirements for Honours entry is clearly stated in the 2nd year handbook. However, the Sub-Honours advisor will communicate requirements to Honours more clearly at the beginning of 2nd year – both personally and as large group e-mails to the whole cohort.	To be implemented for the Autumn 2018 semester
f) Considers devising a feedback strategy for the School, in collaboration with both staff and students, in which expectations on turnaround times are clear to both groups, are monitored properly and action is taken when they are not met.	We will require staff to inform and provide explanations to students if they are unable to meet the 3-week turnaround time.	Implemented December 2017

g) Consider how it could provide more module choice on the environmental science stream of study.	We have two new members of staff coming online for teaching (Claire Cousins and Michael Byrne) in September 2018. MB will enhance the Honours teaching, so at least one new (likely climate based) module will be added. This student perception does not entirely reflect reality. In fact, of the 23 modules SEES offers at Levels 1-4, 7 are oriented toward the Geology degree, 5 are oriented toward EES, but 11 are integrated and topically split between the two degree programmes. At 5XXX level, where module enrolment is dominated by PGT students, BSc students have the option to reach up - 7 modules are oriented toward Geology, 4 modules are oriented toward EES, and 2 modules are integrated and split between degree programmes. Overall then, EES students are served by 70% of Level 1-4 modules compared to 78% for Geology. Academic staff in SEES are essentially equally split among EES-oriented, Geology-oriented, and interdisciplinary research foci. **EES-oriented:** ES2003: Dynamic Earth: Earth Surface Processes ES3010: Advanced Environmental Field Methods ES3011: Global Biogeochemical Cycles EG3020: Global Climate Change ES4008: Environmental field excursion **Integrated:** ES1001: Intro to Planet Earth (Minerals, Sedimentology, Oceans/Atmosphere/Climate, Global Climate Change, Geobiology = 5/8 topical weeks EES) ES1002: Earth Resources and Environment (Nonmetal Resources, Metal Resources, Natural Hazards, Water Cycle, Energy, Research Projects) thus this is 6/11 topical weeks EES ES2001: Dynamic Earth: Evolution of Life and Lithosphere (Depositional Systems, Earth History, Geophysics) thus this is 8/10 topical weeks EES. ES3002: Analytical and Statistical Methods in Earth Sciences ES3003: GIS and Spatial Analysis for Earth Scientists	To be implemented for the Autumn 2018 semester

	ES3004: Sedimentology and Stratigraphy ES3008: Geochemistry ES4002: Review Essay ES4003: BSc Dissertation ID1006: Astrobiology ID4001: Communication in Science **Geology-oriented:** ES2002: Dynamic Earth: Magma, Minerals, and Metamorphism (but note 5/10 weeks on Mineralogy and Geochemistry) ES3001: Geological Mapping ES3006: Advanced Geological Mapping ES3007: Structural Geology and Tectonics ES3009: Igneous and Metamorphic Geology ES4001: Field Excursion and Map Interpretation ES4007: Petroleum Exploration and Geophysics **5XXX Level EES:** ES5005: Isotope Geochemistry ES5010: Advanced Geochemistry ES5011: Water in the Environment ID5011: GIS for Environmental Management **5XXX Level Integrated:** ES5050: Earth's Greatest Hits ES5003: MGeol Dissertation **5XXX Level Geology:** ES5009: Geodynamics ES5013: Advanced Igneous Petrogenesis ES5300: Magmatic Ore Deposits ES5301: Mineral Exploration ES5302: Hydrothermal Deposits ES5303: Applied Mapping ES5304: 3D Geological Mapping	

h)	Reviews a perception of variation in marking criteria to eliminate student confusion. Marking criteria must be transparent and communicated clearly to students.	Grade-related criteria are being re-written for different assessment types. Each module coordinator will detail clearly assignment expectations so when multiple staff are marking, they are aware of the remit of the assignment and have a consistent set of criteria to mark against.	To be implemented for the Autumn 2018 semester
i)	Consider how it can avoid multiple timetabling changes during the semester. Where these are absolutely necessary, make sure students are informed well in advance (commonly through Messaging or the News Forum on Moodle). NB: students reported that the School timetable could differ from MySaint, which adds to the confusion.	Part of the problem is that the University timetabling and advising system is based upon room bookings so does not include fieldtrips, of which we have many. Clashes and changes are therefore inevitable until the University comes up with a more refined time-tabling system. All we can ensure is that if any changes occur, they will be communicated to the students as quickly as possible by the relevant module coordinator.	Implemented September 2017
j)	Reviews whether more support is required for direct entry students. Students suggested an occasional meeting with the programme lead would be of positive benefit.	Yes – the 2017 cohort suffered due to the transitional change between Ruth Robinson and Rob Wilson for the DOT position. Catherine Rose is now in charge of the relevant catch-up (ES2004) modules for Direct Entry students. This should be rectified now.	Implemented February 2018
k)	Reviews the MGeol programme so that students are taking modules that are appropriate for their current level of study.	The course progresses from Level 3 to Levels 4 and 5 in a manner commensurate with the aims of the course and the developing academic sophistication of the student. One level 3 module is taken at Year 4 but this is a core skills module in EES that is required so that MGeol candidates have the skills set for both EES and Geology. Addendum: the MGEOL programme is currently going through accreditation and some issues, mainly related to fieldwork, were identified which warrant further discussion.	To be discussed at May TCM
3.	**Work placements, Study Abroad, Fieldwork and Expedition**		
a)	Reviews communication on work placements. Students reported receiving poor and late information, and no guidance on assessment. The School is encouraged to talk to Schools have been running placements successfully for some time (such as Chemistry) to gather information on good practice that could then be easily adopted.	The placements modules are undergoing review at present reflecting the handover from Robinson to Finch. Discussion with Chemistry did take place when the programme was initiated, however Earth Science placements are quite different in their expectations to those in other physical sciences.	Before end of semester

b) Considers how it can improve communication with students when they are out on work placement. Students reported difficulty in eliciting a response to emails in addition to receiving material late.	We will review communication as part of the broader review of the placement modules (see above).	Before end of semester
c) Reviews the MGeol programme – students have a clear understanding of the aims of the programme and it provides valuable research experience. However, the School is encouraged to develop a clear vision for what this programme is and what the students gain from it. The idea of the expedition module is good but is not working, and this option either needs to be developed appropriately or removed from the curriculum, and the outcome communicated clearly to students.	The School has always had a clear vision for the programme, but we do accept that this has sometimes not been communicated well to the student group. The newly created role of Programme Coordinator/Advisor for the MGeol (Adrian Finch) will make certain to reinforce contact with the students at Years 2 and 3 so that they understand how the programme progresses. Explicit information is required to understand the comment that the optional expedition module is 'not working'. When it was undertaken in the past it was successful. However, the MGeol students have not opted to take the module in recent years. This is available and ready to go whenever a student group expresses an interest.	Improvements to communication to be brought in immediately
d) Considers how fieldwork with an environmental focus rather than geological could be offered to Environmental Science Honours students.	A professional environmental Earth scientist requires an understanding of geology. Thus, we reject acting on this comment because of our expert knowledge as to what is required to be a professional in our discipline. That aside, this comment is nonsensical because there already exist different fieldtrips for both EES and Geology students at both 3rd and 4th year levels. Further, a new 4-day environmental 2nd year fieldtrip (ES2003) is also being run this year.	rejected
e) Reviews the organisation of year abroad study to reflect on how students can engage with GIS without having to catch up on their return to St Andrews. Other Schools use Distance Learning successfully to enable core material to be studied when not in St Andrews – also the Review Team are aware this may be dependent on the programme type.	We advise all students who opt to do a semester or year abroad that there may be materials covered within their Honours programme at St Andrews that might not be covered in the University they choose to attend internationally. The curriculum of the proposed institutions is examined as best as possible and the student advised as to where there may be differences between what is offered from our programme to that of the foreign institution. It is then left to the student to decide on their programme of choice. Upon their return to St Andrews, reasonable effort will be made to assure the student is not disadvantaged. It is University policy that Students are required to complete a learning agreement in conjunction with their Study Abroad Coordinator in St Andrews to ensure	Practice as usual

	that the modules they take abroad are a good fit with their degree.	
4. Staffing and Space		
a) Investigates the perceived issue in the ability to replace a technician post.	We have been given the go-ahead to hire a replacement.	Implemented January 2018
b) Reviews School induction for new staff. Greater clarity around expectations at an early stage would be beneficial, as well as revisiting University policy on probation formalities, and teaching and administrative loads for new staff.	HoS and DoT will meet with all new staff to explain explicitly what is expected and required.	Implemented December 2017
c) Reviews whether additional information on the expectation of mentors would be beneficial. While the collegiality in the School is commendable, the function and benefits of mentoring were clearly not understood by recently appointed staff.	Senior staff member mentors have been identified for all junior staff members and each are aware of the other. Senior staff are expected to perform their duties commensurate with their position and, if and when required, have full and open access to the HoS to discuss both professional and personal issues. If a staff member requires or requests advice or help from qualified professionals, the HoS puts them in contact with the University's staff counselor.	Implemented August 2017
d) Given the changes taking place in role responsibilities for administrative and technical staff, reviews with HR whether staff grades are being maintained or changed.	We will review staff grades when appropriate.	Practice as usual
e) Investigates with the Principal's Office whether there is scope to improve the Honours Lab which the Review Team found to be of woefully inadequate quality, and achieve a response to whether this Lab is to be kept by EES or being made available only to SGSD.	This is, and will likely remain, an on-going issue. Estates has been re-doing certain Lecture rooms to high quality in the Irvine but the PO and Estates have no short-term solutions for our labs. Vague mid-term plans have been mooted by the PO once Madras and Guardbridge come on-line thus we wait to see how those manifests themselves w.r.t. the School's teaching facilities.	Always raised with the PO and Estates.
f) Reviews whether members of staff taking over key roles in the School would benefit from mentoring by a member of staff (perhaps in another School) who is experienced in the role.	We will review this and will, whenever possible, ensure having someone to advise who has previous experience within the School. Given the increase in staffing, this will no longer be as dependent on single individuals as previously.	Practice as usual

University-led Review of the School of Earth and Environmental Sciences
2 November 2017
Action plan in response to recommendations

November 2018 update

Recommendation	Response/action	Timeframe
1. Communication and Structure		
a) Formalises communication structures within the School between staff, and between staff and students. Informal communication appears to have worked well for a small department, however with continuing growth planned for the School, more formalisation would ensure staff and students are informed in a coherent and timely manner on important activity such as University policy change, timetable change and key initiatives, etc. In addressing this point, the School may wish to consider established central mechanisms for staff/student communicated which are evidenced to work well.	We have formally explained to staff the framework and lines-of-communication regarding teaching and admin structure. This is shown pictorially in the attached chart.	The new administrative structure is in place since 08.2018.
b) Considers how creating a more vertical management structure with devolved responsibilities would support recommendation 1 above.	See above and the attached chart.	The new administrative structure is in place since 08.2018.
c) Considers how it could build its communications systems around the quiet student who would not be comfortable in pro-actively approaching a member of staff.	We stress that SEES has an open-door policy and that any student is welcome to approach staff. However, for quiet, shy students, the new structure allows a clear communication conduit from individual students, to class reps, to president, to Programme Coordinators and DOT. This information flow will move in both directions. Addition: Although students are welcome to meet with any staff member, Rob Wilson (DOT), Will McCarthy (Disability Officer), Nicky Allison (EES programme coordinator) and Catherine Rose (sub-honors advisor) have been specifically highlighted as individuals for students to approach for any advice.	in place since 08.2018.
d) Considers implementing Office Hours for academic staff when students will know staff are readily available to respond to student queries.	Static office hours are difficult due to the non-consistent timing of events in our calendars. Although students can come anytime this can lead to disappointment if a staff member is not around. We therefore specifically state that they should e-mail and arrange a time for meeting.	Rejected Static office hours not implemented

e) Considers setting regular meetings between the School President and Director of Teaching, where key issues are discussed and action points agreed, and help the School President understand properly what their role in the School is.	The DOT and the School president will meet once a month to discuss any extant issues. The DOT has also encouraged all year reps to come by his office (by appointment) to discuss specific issues. This will hopefully allow real-time response to issues and reduce the length of the SSCC meetings.	Implemented beginning of Sem 2, 2018
f) Considers creating a School Teaching Committee as a formal body where all staff have an opportunity to discuss teaching related matters, based around curriculum development, both internally in the programmes the School delivers, and in responding to University-driven initiatives. This would also enable consideration of Student-Staff Consultation Committee business, and allow for detailed discussion, and input into, policies (from LTC papers, for example) and student concerns.	SEES already had a Teaching Council which meets at the end of each semester. To provide even more clarity and guidance for students, we have identified 'Programme Coordinators' for each of our degree programmes; they will be responsible for charting the curriculum content and pathway for students enrolled in those degree streams, and advise on each. They, along with the DOT, and Exams and Careers Officers (see attached chart) will be a Teaching Programme Committee (see attached chart) that will address the day-to-day issues of our curriculum. Their work will help streamline and focus the Teaching Council meetings (TCM), held once a semester, in which all staff involved in teaching participate. The Teaching Programme Committee will meet once a semester (with associated report) but the DOT will funnel specific relevant feedback to Programme Coordinators through semester after meetings with the School President.	The new administrative structure is in place since 08.2018.
g) Considers following the University norm by making the School President a full member of the School's Teaching Committee/Council. This is standard practice in other schools.	This was already implemented in 2017 last year and the School president now comes to the TCM.	Implemented 8.12.2017
h) Considers the role and responsibilities of the Director of Teaching, in introducing processes whereby learning and teaching information can be disseminated to staff.	The new DOT is fully aware of his responsibilities for passing on relevant information from the Learning and teaching sessions. Comment from DOT: I will admit that I have only been sending documents to individuals I felt appropriate. I will re-address this in the future and send to whole TC. Sorry, my misunderstanding.	Implemented June 2017
i) Considers how it can improve the operation of SSCCs. Regular dialogue recommended in 'e' above should help the SP in taking a leading role in the running of SSCCs.	The SSCC now meets in the week before the TCM at the end of each semester. This allows any issues raised at the SSCC to be discussed at the TCM (at which the School	Implemented November 2017

	president attends). Once issues have been addressed, these can be communicated back to the SP and year reps. Addendum: School president has requested two SSCC meetings per semester. This is being trialed in Sem 2, 2018.	
2. Teaching and Assessment		
a) Reviews who is looking at degree programmes as a whole, rather than just as individual modules. Students reported a significant degree of overlap between some modules, particularly in MSc programmes.	Our refined teaching management structure will address this directly via the roles of Programme Coordinators.	The new administrative structure is in place since 08.2018.
b) Considers providing lab material (on Moodle) in advance of labs so students know what to expect. Students reported that the first 30 minutes of each 2-hour lab was wasted reading material that could have been read in advance.	This comment relates to Sub-Honours labs. In those that require considerable introductory information prior to commencing the practical, that information is uploaded to Moodle before the session.	Implemented Sem II, 2018
c) Considers introducing lecture capture. Students reported that lecture capture had not been introduced in the School and that they would welcome the opportunity to use recorded material for review and revision.	We had a poll of staff and the majority voted against Lecture Capture as it does not work with the discursive style of most lecturers. Addendum: Lecture capture was offered and used during the strike. If staff members want to use this, they can.	Implemented December 2017
d) Considers offering sample answers to students in order to help them improve their grades. There was some evidence that staff were unwilling to do this, but the Review Team were unclear what the issue with his was. It is a common practice in other Schools, and also plays a role in expectation setting.	Past exams are available on MMS. Further, our grade-related criteria (GRC) for different assessment styles (essay, fieldwork, posters etc) is concise, explicit and clear thus students know what is expected for a 1st class mark. We will re-emphasise and re-inform students that past exams are available for them to study and to pay attention to the School's GRC. Addendum: This issue will be discussed at the TCM in 2018. Many of our sub-honors practicals take the form of lab exercises from which short answer tests and exams follow the same format. Arguably therefore, students already are provided information on the style of questions and answers.	New GRC implemented for different assessment types in 08.2018.

	Addendum II: Improvement have been made. Time will tell if the students are happy.	
e) Considers how it could communicate the requirements of Honours entry to students in semester 1 of 2nd year. Sub Honours students were also unclear about modules required for particular pathways. There was wholesale concern that by the time they had worked it out, it could be too late to achieve the required grades or to be able to follow their favoured pathway	The requirements for Honours entry is clearly stated in the 2nd year handbook. However, the Sub-Honours advisor will communicate requirements to Honours more clearly at the beginning of 2nd year – both personally and as large group e-mails to the whole cohort.	Implemented 08.2018
f) Considers devising a feedback strategy for the School, in collaboration with both staff and students, in which expectations on turnaround times are clear to both groups, are monitored properly and action is taken when they are not met.	We will require staff to inform and provide explanations to students if they are unable to meet the 3-week turnaround time.	Implemented December 2017
g) Consider how it could provide more module choice on the environmental science stream of study.	We have two new members of staff coming online for teaching (Claire Cousins and Michael Byrne) in September 2018. MB will enhance the Honours teaching, so at least one new (likely climate based) module will be added. This student perception does not entirely reflect reality. In fact, of the 23 modules SEES offers at Levels 1-4, 7 are oriented toward the Geology degree, 5 are oriented toward EES, but 11 are integrated and topically split between the two degree programmes. At 5XXX level, where module enrolment is dominated by PGT students, BSc students have the option to reach up - 7 modules are oriented toward Geology, 4 modules are oriented toward EES, and 2 modules are integrated and split between degree programmes. Overall then, EES students are served by 70% of Level 1-4 modules compared to 78% for Geology. Academic staff in SEES are essentially equally split among EES-oriented, Geology-oriented, and interdisciplinary research foci. **EES-oriented:** ES2003: Dynamic Earth: Earth Surface Processes ES3010: Advanced Environmental Field Methods ES3011: Global Biogeochemical Cycles EG3020: Global Climate Change ES4008: Environmental field excursion	Implemented 08.2018 but this will evolve and improve further over the next 2 years

	Integrated: ES1001: Intro to Planet Earth (Minerals, Sedimentology, Oceans/Atmosphere/Climate, Global Climate Change, Geobiology = 5/8 topical weeks EES) ES1002: Earth Resources and Environment (Nonmetal Resources, Metal Resources, Natural Hazards, Water Cycle, Energy, Research Projects) thus this is 6/11 topical weeks EES ES2001: Dynamic Earth: Evolution of Life and Lithosphere (Depositional Systems, Earth History, Geophysics) thus this is 8/10 topical weeks EES. ES3002: Analytical and Statistical Methods in Earth Sciences ES3003: GIS and Spatial Analysis for Earth Scientists ES3004: Sedimentology and Stratigraphy ES3008: Geochemistry ES4002: Review Essay ES4003: BSc Dissertation ID1006: Astrobiology ID4001: Communication in Science **Geology-oriented:** ES2002: Dynamic Earth: Magma, Minerals, and Metamorphism (but note 5/10 weeks on Mineralogy and Geochemistry) ES3001: Geological Mapping ES3006: Advanced Geological Mapping ES3007: Structural Geology and Tectonics ES3009: Igneous and Metamorphic Geology ES4001: Field Excursion and Map Interpretation ES4007: Petroleum Exploration and Geophysics **5XXX Level EES:** ES5005: Isotope Geochemistry ES5010: Advanced Geochemistry ES5011: Water in the Environment ID5011: GIS for Environmental Management **5XXX Level Integrated:** ES5050: Earth's Greatest Hits ES5003: MGeol Dissertation	

	5XXX Level Geology: ES5009: Geodynamics ES5013: Advanced Igneous Petrogenesis ES5300: Magmatic Ore Deposits ES5301: Mineral Exploration ES5302: Hydrothermal Deposits ES5303: Applied Mapping ES5304: 3D Geological Mapping	
h) Reviews a perception of variation in marking criteria to eliminate student confusion. Marking criteria must be transparent and communicated clearly to students.	Grade-related criteria are being re-written for different assessment types. Each module coordinator will detail clearly assignment expectations so when multiple staff are marking, they are aware of the remit of the assignment and have a consistent set of criteria to mark against.	New GRC implemented for different assessment types in 08.2018.
i) Consider how it can avoid multiple timetabling changes during the semester. Where these are absolutely necessary, make sure students are informed well in advance (commonly through Messaging or the News Forum on Moodle). NB: students reported that the School timetable could differ from MySaint, which adds to the confusion.	Part of the problem is that the University timetabling and advising system is based upon room bookings so does not include fieldtrips, of which we have many. Clashes and changes are therefore inevitable until the University comes up with a more refined time-tabling system. All we can ensure is that if any changes occur, they will be communicated to the students as quickly as possible by the relevant module coordinator.	Implemented September 2017
j) Reviews whether more support is required for direct entry students. Students suggested an occasional meeting with the programme lead would be of positive benefit.	Yes – the 2017 cohort suffered due to the transitional change between Ruth Robinson and Rob Wilson for the DOT position. Catherine Rose is now in charge of the relevant catch-up (ES2004) modules for Direct Entry students. This should be rectified now.	Implemented February 2018
k) Reviews the MGeol programme so that students are taking modules that are appropriate for their current level of study.	The course progresses from Level 3 to Levels 4 and 5 in a manner commensurate with the aims of the course and the developing academic sophistication of the student. One level 3 module is taken at Year 4 but this is a core skills module in EES that is required so that MGeol candidates have the skills set for both EES and Geology. Addendum: the MGEOL programme is currently going through accreditation and some issues, mainly related to	Changes implemented 08.2018.

	fieldwork, were identified which warrant further discussion. Addendum II: We believe most issues have been resolved. Time will tell. More changes to curriculum ongoing for 2019/20	
3. Work placements, Study Abroad, Fieldwork and Expedition		
a) Reviews communication on work placements. Students reported receiving poor and late information, and no guidance on assessment. The School is encouraged to talk to Schools have been running placements successfully for some time (such as Chemistry) to gather information on good practice that could then be easily adopted.	The placements modules are undergoing review at present reflecting the handover from Robinson to Finch. Discussion with Chemistry did take place when the programme was initiated, however Earth Science placements are quite different in their expectations to those in other physical sciences. Addendum: Placement information now available to all MGEOL students from Year 3.	Implemented 09.2018.
b) Considers how it can improve communication with students when they are out on work placement. Students reported difficulty in eliciting a response to emails in addition to receiving material late.	We will review communication as part of the broader review of the placement modules (see above).	Implemented 09.2018.
c) Reviews the MGeol programme – students have a clear understanding of the aims of the programme and it provides valuable research experience. However, the School is encouraged to develop a clear vision for what this programme is and what the students gain from it. The idea of the expedition module is good but is not working, and this option either needs to be developed appropriately or removed from the curriculum, and the outcome communicated clearly to students.	The School has always had a clear vision for the programme, but we do accept that this has sometimes not been communicated well to the student group. The newly created role of Programme Coordinator/Advisor for the MGeol (Adrian Finch) will make certain to reinforce contact with the students at Years 2 and 3 so that they understand how the programme progresses. Explicit information is required to understand the comment that the optional expedition module is 'not working'. When it was undertaken in the past it was successful. However, the MGeol students have not opted to take the module in recent years. This is available and ready to go whenever a student group expresses an interest.	Improvements to communication to be brought in immediately
d) Considers how fieldwork with an environmental focus rather than geological could be offered to Environmental Science Honours students.	A professional environmental Earth scientist requires an understanding of geology. Thus, we reject acting on this comment because of our expert knowledge as to what is required to be a professional in our discipline. That aside, this comment is nonsensical because there already exist different fieldtrips for both EES and Geology students at both 3rd and 4th year levels. Further, a new 4-	rejected

	day environmental 2nd year fieldtrip (ES2003) is also being run this year.	
e) Reviews the organisation of year abroad study to reflect on how students can engage with GIS without having to catch up on their return to St Andrews. Other Schools use Distance Learning successfully to enable core material to be studied when not in St Andrews – also the Review Team are aware this may be dependent on the programme type.	We advise all students who opt to do a semester or year abroad that there may be materials covered within their Honours programme at St Andrews that might not be covered in the University they choose to attend internationally. The curriculum of the proposed institutions is examined as best as possible and the student advised as to where there may be differences between what is offered from our programme to that of the foreign institution. It is then left to the student to decide on their programme of choice. Upon their return to St Andrews, reasonable effort will be made to assure the student is not disadvantaged. It is University policy that Students are required to complete a learning agreement in conjunction with their Study Abroad Coordinator in St Andrews to ensure that the modules they take abroad are a good fit with their degree.	Practice as usual
4. Staffing and Space		
a) Investigates the perceived issue in the ability to replace a technician post.	We have been given the go-ahead to hire a replacement.	Implemented January 2018
b) Reviews School induction for new staff. Greater clarity around expectations at an early stage would be beneficial, as well as revisiting University policy on probation formalities, and teaching and administrative loads for new staff.	HoS and DoT will meet with all new staff to explain explicitly what is expected and required.	Implemented December 2017
c) Reviews whether additional information on the expectation of mentors would be beneficial. While the collegiality in the School is commendable, the function and benefits of mentoring were clearly not understood by recently appointed staff.	Senior staff member mentors have been identified for all junior staff members and each are aware of the other. Senior staff are expected to perform their duties commensurate with their position and, if and when required, have full and open access to the HoS to discuss both professional and personal issues. If a staff member requires or requests advice or help from qualified professionals, the HoS puts them in contact with the University's staff counselor.	Implemented August 2017

d) Given the changes taking place in role responsibilities for administrative and technical staff, reviews with HR whether staff grades are being maintained or changed.	We will review staff grades when appropriate.	Practice as usual
e) Investigates with the Principal's Office whether there is scope to improve the Honours Lab which the Review Team found to be of woefully inadequate quality, and achieve a response to whether this Lab is to be kept by EES or being made available only to SGSD.	This is, and will likely remain, an on-going issue. Estates has been re-doing certain Lecture rooms to high quality in the Irvine but the PO and Estates have no short-term solutions for our labs. Vague mid-term plans have been mooted by the PO once Madras and Guardbridge come on-line thus we wait to see how those manifests themselves w.r.t. the School's teaching facilities.	Always raised with the PO and Estates.
f) Reviews whether members of staff taking over key roles in the School would benefit from mentoring by a member of staff (perhaps in another School) who is experienced in the role.	We will review this and will, whenever possible, ensure having someone to advise who has previous experience within the School. Given the increase in staffing, this will no longer be as dependent on single individuals as previously.	Practice as usual

University of St Andrews

University-led Review of Learning and Teaching

Careers Centre

Thursday 20 April 2017

Action	Date
Date of review	20-04-17
Commendations and recommendations draft to review team	25-04-17
Draft report to review team	30-05-17
Planned submission date to Unit	25-05-17
Final draft to Unit	05-06-17
Final approved report to Unit	22-06-17
AMG submission	29-06-17

Review team

1. Marc Lintern, Director of the Careers Service, Newcastle University
2. Prof Alan Dearle, Dean of Science
3. Dr Tom Jones, School of English
4. Jack Carr, Director of Representation, Students' Association
5. Frances Entwistle, Postgraduate Representative, School of Biology
6. Ros Campbell, Academic Monitoring and Development Adviser, CAPOD

1. Introduction

The previous review of the Careers Centre was held in 2012. Recommendations at that time included: resourcing in line with the changing demands of students and graduates; building relations with a wider range of employers; reviewing provision for US and taught postgraduate (PGT) students; and establishing more formalised contact with alumni.

Since 2012, the student numbers and service expectations have risen resulting in a Careers team which is visibly stretched to meet the needs of the student body in an ever-changing context. For example:

- There is increased student demand for access to internships and other forms of work experience, which are increasingly important for students to help them gain graduate employment.
- There is high demand from students wanting access to individual information, advice and guidance across all years of study, putting pressure on the appointments system.
- The two-year post study work visa option for international students was withdrawn in April 2012, making it difficult for international students to remain in the UK after graduation and meaning that resource is needed to help prepare students to return to their home country.
- The increasing PGT and international student numbers, and the need to enhance their student experience in a highly competitive market are creating new demands.

This review takes place in the year before the current Director will retire. This presents a timely opportunity for both the Careers Centre and University to consider any recommendations that might impact on the remit and focus of the incoming Director. It also allows for the highlighting of priorities for the current Director to address in his remaining time in the role.

2. Overview of provision and unit structure

The overall impression of the review team is that the staff in the Careers Centre are working extremely hard to meet the needs of students at St Andrews. Many individual members of staff were highlighted by students and staff taking part in this review as going above and beyond what was expected. While the review team was concerned that this level of support cannot realistically extend beyond relatively few students, the commitment of staff is certainly worthy of commendation.

In terms of overall provision, the review team noted that the unit is stretched, and that it would be timely to investigate a different staffing model to meet the needs of the growing student body and ensure that the University keeps pace with competitors in the sector. However, the unit should also consider whether its current structure and staffing is making the most of available resources. In this regard, the review team felt there were three key areas for consideration.

Firstly, it has become very unusual for Careers Service Directors to have a substantive caseload. In order to give appropriate attention and time to the strategic needs of the Careers Centre and wider institution, and with the impending recruitment of a new Director, it would be very timely to remove the caseload allocated to this role. This would attract and recruit the right kind of candidate to oversee not only the future development of the Careers Centre but to raise engagement generally across the University with the need to support the career progression of students.

Secondly, the current management structure of the Careers Centre is very flat, with more than fifty percent of staff reporting directly to the Director. Not only does this offer limited progression for those in the service, it also means that the Director's management time is spread thinly. The review team recommends a review of the management structure to create new functional teams, with a senior member of staff in each team reporting to the Director. At the very least, it appears that the Deputy Director should have responsibility for managing the Careers Advisers.

Thirdly, the unit should consider the training and utilisation of students as part of the workforce, for example to help provide additional support at busy times, or for some of the more routine aspects of delivery such as CV checks and advice on application forms. Many careers services in the UK and overseas are now successfully employing properly trained students as a key part of their workforce and triage processes, and the unit would benefit from investigating this opportunity.

3. Notable achievements and developments since the last review

The review team noted an impressive range of achievements and developments in relation to staffing, service provision, collaborative activity, and league tables.

The introduction of two staff members for international students has resulted in significant careers related activity in and for North America and Asia. The Opportunities Manager for Asia also has responsibility for co-ordinating activities for PGT students. A work shadowing scheme, coordinated by a student intern, offers students an opportunity to visit and shadow alumni in their place of work. The review team recommends that the unit consults with the Director of Environmental, Health and Safety Services (EHSS) to establish the appropriate checks and measures required for this scheme and its alumni hosts.

The unit's engagement with alumni has increased significantly over the last 3-4 years via networking events and LinkedIn. The latter is paired with an in-house platform – Saint Connect – which has around 4,500 subscribers. The review team noted the time-intensive nature of researching alumni and their career paths in order to assist current students with their networking, and the reliance upon personal LinkedIn accounts, as opposed to a unit-owned account. As such, the Careers Centre is recommended to review the resilience of individual staff members establishing LinkedIn networks on behalf of students (as compared with teaching students how to establish their own networks), and to review how information about career destinations of alumni is stored and accessed by Careers Advisers.

A major development for the centre is its redesigned website, which was launched in 2016. The review team was impressed with the amount of information in the website, although there was a concern about how much time is needed to keep this up to date. One of the other key challenges of a large information resource is navigation, and from the student meetings during the review day, and comments in the Careers Centre UG Survey (2015), the review team was concerned that a number of students seem to find it difficult to navigate the Careers website. It is therefore recommended that the Careers Centre carry out user evaluations to measure the effectiveness of recent improvements and to set out an action plan for future work.

The unit is to be commended for its efforts to help the University to secure positive rankings in the league tables for positive graduate outcomes. For example, High Fliers surveys of final year students over the last five years have usually placed St Andrews in the top 5 of their universities for usage of resources both in person and electronically. In addition, the THES employer survey of 2016 placed St Andrews students in 11th place as the most well prepared for the workplace in the UK and 2nd, after Edinburgh, in Scotland.

Other notable endeavours include: a Santander internship scheme with small and medium-sized enterprises (SMEs); virtual presentations covering both employment and further study; School based careers events; and the unit's collaborative working with CAPOD's employability team in support of the Professional Skills Curriculum (PSC).

4. Engagement with students and other stakeholders

The Careers Centre engages with students and other stakeholders in a variety of ways. As noted in the Reflective Analysis, around 2,000 individual students meet with an adviser each year, many of them more than once. In addition, large numbers of students attend the unit's annual careers fairs, employer presentations and workshops. Careers Advisers speak to second year students in each School, usually within lecture time, and co-deliver careers events in each School.

The unit is to be commended for its creative, flexible and collegial approach to a wide range of collaborative endeavours with academic schools and student-facing units such as CAPOD. Each Careers Adviser liaises with the staff Careers Link and student Employability Rep for their Schools. The unit is recommended to continue building on this School-based aspect of career planning and employability by exploring with the Proctor's Office and Schools ways in which these roles could be enhanced and made more attractive within Schools. This may include areas such as recognition, induction and training, and networking opportunities for role development and the sharing of ideas and good practice. Those Schools already engaged in self-supporting activity, for example Computer Science, might take a lead role in the sharing of good practice. It is also recommended that Careers works with Careers Links and Employability Reps to identify the specific needs and preferences within each School in terms of the topics, timing, contributors and format of events held once per semester. This approach was successfully undertaken by the School of Physics and Astronomy by way of a survey.

The unit's marketing to students is through a weekly email update, posters, social media and targeted communications to relevant student groups and societies in addition to the Centre's presence in Schools. Students gathered for the purposes of the review indicated that generic emails from the unit regarding job opportunities were treated in the same way as spam, and there was demand for more tailored emails and/or the ability to opt into or out of a mailing list.

As noted in section 3, the unit's engagement with alumni has increased significantly in recent years. This has been achieved through both the development and promotion of electronic networking and the introduction of networking events in the UK, US and Asia. In addition, over 100 employers visit St Andrews each year in order to promote their opportunities.

The review team identified three student cohorts who may benefit from increased engagement with, and support from, the Career Centre: students with disabilities; students from SIMD 1 and 2 zones; and students who exit the University without completing their anticipated degree programme. The review team recommends that the Centre reviews the advice and support given to these cohorts, referral mechanisms and also identifies potential barriers which these different types of students may experience.

The unit is to be commended for analysing the diversity of its users and identifying gaps in relation to gender and ethnicity. As outlined in the Careers Centre Annual Report for 2016, in every cohort of St Andrews students, the average female salary was less than the male average. In addition, apart from the very low number of UK students of ethnicities other than White British (37) studying at St Andrews, the most striking fact is the much higher proportion of these first-degree students who go on to further study, i.e. 67.6%. This is a much higher proportion than in comparator institutions, where the proportion for other ethnicities (22.6%) is very similar to that of the White British (21.7%). It is recommended that the Careers Centre discusses these destination outcomes with the University's Equality and Diversity Officer.

5. Contribution to student learning experience and quality enhancement in learning and teaching

The Careers Centre does not specifically support teaching. However, there are some very interesting examples of the unit impacting on the wider student experience. The review team was very impressed with the module on 'Enterprise and Creativity', which provides students with an opportunity to set up and run their own enterprising venture. Also, much of the advisers' work both in individual coaching sessions and through workshops involves guiding students to reflect on how their academic and co-curricular experience has enhanced their employability. The processes of applications and interviews, and the preparation for them, provide the context for an exacting examination of what students have learnt and how they can most effectively articulate that learning.

The impression of the review team is that while some academic staff are highly engaged in supporting the career progression of students, this is not the case generally, and the overriding view is that student employability is an issue mainly for the Careers Centre. While the unit seems highly motivated to tackle this challenge, more could be done to achieve wider engagement, and to consequently give greater emphasis to student employability within the student learning experience. One example in this regard was the way in which the University Employability Strategy appears to have been written, by a small number of individuals. For future iterations, it would be interesting to see the impact of involving more staff, as well as students and employers, in the development process.

6. Evaluation of provision

Students and staff involved in this review commended several individuals in the Careers Centre for their expertise, knowledge, commitment and dedication. Feedback on the review day indicated that once a student is engaged with the unit, staff will go beyond what was expected, and the review team heard a number of examples of staff responding to student emails late at night.

Whilst this demonstrates staff commitment and dedication, the review team was concerned that this level of support is not sustainable, and that it would also be easy to focus high levels of attention on relatively small numbers of students rather than meet the needs of the majority. For example, while some students gathered for the purposes of the review said that they had found ways around the booking system to make appointments informally, others highlighted their dissatisfaction with long waiting times for appointments.

Similarly, the review team was impressed with the dedication of staff to find alumni connections for students through LinkedIn. However, as noted in section 3, the review team felt this level of support was highly reliant on one or two individuals. The unit could instead consider putting more resource into teaching students to build and use their own networks, for example through on-line resources, videos and group teaching. Supporting this, the review team was particularly impressed with opportunities for students to engage with alumni, through Saint Connect and the work shadowing scheme, and felt that both offer excellent opportunities for students to reach out to useful contacts.

The review team also heard from a number of students about difficulties they experience in booking appointments to see staff, as well as dissatisfaction with the duration of the shorter 20-minute appointments. As noted in section 2, some of this could be overcome with more effective triage processes, and/or employing trained students as part of the frontline service team. The review team is fully supportive of plans to introduce a new online appointment booking system, and recommends that the unit discusses potential challenges of such systems with CAPOD, Student Services and Careers Services in other universities. In particular, the review team recommends looking at the ways in which other teams manage urgent and non-urgent queries in order to ensure that an effective triage process is in place, and how to minimise opportunities for students to short circuit the booking system to ensure parity of access, albeit recognising that this results from staff wanting to be helpful.

The review team was pleased to hear about plans to expand expertise in the arts sector of the labour market, and impressed that the Careers Centre is giving consideration to how Brexit will affect procedure and practice, even if this is not yet clear.

The unit is also commended for the encouragement given to students to reflect on skills acquired during the course of their studies at St Andrews, and the early interaction of the Careers Centre with PGR students, and those approaching their honours years.

7. Professional development of staff

All staff are encouraged to attend relevant training and conference opportunities offered through the University, through AGCAS (the professional body for Higher Education Careers Services), by employers or through other relevant training bodies. Careers Advisers are required either to have a professional qualification or to be working towards such accreditation, for which financial and other support is provided. This staff group highlighted that there are few opportunities for career progression within the unit itself. Increased opportunities and funding for CPD outwith the University could act as an alternative route for progression and development and motivate staff. Those who had engaged with CAPOD's Passport to Administrative Excellence and Environmental Facilitator Passport spoke positively about their experiences.

Other staff, notably the IT manager and International Opportunities Managers, are encouraged and enabled to undertake training which will enhance their professional competence and ensure they are aware of best practice in their areas of expertise. The Director, Careers Advisers and Enterprise Adviser have active networks of professional colleagues, both in Scotland and England, who have similar responsibilities and with whom they share best practices.

8. Space and resources

The Careers Centre offers a friendly and welcoming atmosphere in a location that is ideally situated in the centre of town opposite to the Students' Association. Two meeting rooms allow for a variety of smaller scale events to be accommodated, as well as providing welcoming and stimulating waiting spaces. Advisers have private office spaces within which to meet with students, and paper-based resources are displayed and distributed in the reception and information rooms. However, many staff now share office space and there is little scope for increasing staff within the current building. The unit is recommended to engage students in evaluations and focus groups about the space to ensure that it meets their needs.

9. Conclusion

In recent years the Careers Centre has greatly extended the scope of its offering to address the needs of students and the strategies of the University. Its team of dedicated staff provide a friendly and high-quality service, as well as a wide range of resources, to enable current students and alumni make and successfully implement decisions about what they will do next in their lives. While the review team has commended positive practice taking place in the unit in Section 10 below, it has also highlighted some areas where it recommends action should be taken. It is hoped that these recommendations will be of value to the unit in its future plans for consolidation and development.

10. Commendations and recommendations

The Careers Centre is commended for:

1. The expertise, knowledge base, commitment and dedication of its staff.
2. Its creative, flexible and collegial approach to a wide range of collaborative endeavours with academic schools and student-facing units.
3. The location and accessibility of the Centre, and its friendly and welcoming atmosphere.
4. Its well-developed opportunities for students to engage with alumni, for example, Saint Connect and the Work Shadowing Scheme.
5. Helping the University to secure positive rankings in the league tables for positive graduate outcomes.
6. Analysing the diversity of its users and identifying gaps in relation to gender and ethnicity.
7. Giving consideration to how Brexit will affect procedure and practice.
8. Its plans to expand expertise in the Arts Sector of the labour market.
9. The encouragement given to students to reflect on skills acquired during the course of their studies at St Andrews.
10. Its early interaction with PGR students, and speaking to UG students close to start of honours years.
11. *'Enterprise and Creativity'* (MN2112), an interdisciplinary module which provides students with an opportunity to set up and run their own enterprising venture.
12. Its collaborative activity, and strong working relationship, with CAPOD.

It is recommended that the Careers Centre:

1. Reviews aspects of central Careers Centre provision to ensure timely access and support for all service users:

    a) Remove the careers advisory caseload/remit from the Director's role, and put forward an updated staffing model to meet the needs of a growing student body.

    b) Explore models of delivery and staffing, including triage processes and devolvement of managerial responsibilities, in Careers Centres elsewhere in the UK and overseas e.g. Australia. As part of this, consider training and utilising students as part of the workforce to help provide additional drop in support.

    c) Conduct user evaluations of the Careers Centre website to measure the effectiveness of recent improvements and to set out an action plan for future work.

    d) Review the appointment booking process.

e) Continue with plans to switch to an online appointment booking system, and discuss potential challenges/concerns with CAPOD and Student Services, who operate a similar system for users with urgent and non-urgent needs. Ensure that an effective triage process is in place.

f) Review and formalise the ways in which students can contact staff members for support and advice.

g) Consider the introduction of more instructional videos and other forms of on-line support, for example on how to build a CV, and identify mechanisms to promote this form of advice and support.

h) Engage students in evaluations and focus groups about the space and resources offered within the Careers Centre to ensure they meet the needs of students.

2. Continues to build on the School-based aspect of career planning and employability by:

   a) Exploring with the Proctor's Office and Schools ways in which the Careers Link and Employability Rep roles could be enhanced and made more attractive within Schools. This may include areas such as recognition, induction and training, and networking opportunities for role development and the sharing of ideas and good practice. Those Schools already engaged in self-supporting activity might take a lead role in the sharing of good practice.

   b) Working with Careers Links and Employability Reps to identify the specific needs and preferences within each School in terms of the topics, timing, contributors and format of events held once per semester.

   c) Reviewing the blanket emails issued to students regarding job opportunities. These generic emails were regarded by many students as spam, and there was demand for more tailored emails and/or the ability to opt into or out of a mailing list.

3. Ensures that all key stakeholders within the Careers Centre are sufficiently involved in providing feedback on, and shaping, the University's Employability strategy.

4. Reviews and strengthens advice and support given to students who exit the University without completing their anticipated degree programme.

5. Makes contact with the University's Equality and Diversity Officer to discuss:

   a) destination outcomes in relation to gender and ethnicity, as outlined in the Unit's Annual Report for 2016.
   b) how the Unit can increase engagement in relation to students with disabilities.

6. Reflects upon general careers service provision for students from SIMD 1 and 2 zones, and establishes an action plan to reduce potential barriers for this student group.

7. Reviews the resilience of individual staff members establishing LinkedIn networks on behalf of students, as compared with teaching students how to establish their own networks.

8. Reviews how information about career destinations of alumni is stored and accessed by Careers Advisers.

9. Consults with the Director of EHSS to establish the appropriate checks and measures required for the Work Shadowing Scheme and its alumni hosts.

Expression of confidence

The Review Team is pleased to report confidence (the highest judgement) in Learning and Teaching in the Careers Centre.

Rosalind Campbell
Academic Monitoring/Development Adviser, CAPOD
(Approved by the review team gathered for the purposes of this review)
22 June 2017

St. Andrews Careers Centre Review

February 22-24, 2017

Executive Summary

St. Andrews University Careers Centre is a well-established organization with a history of service to students and other University constituents. It is a diverse office offering a wide range of programs and opportunities for students, and alumni, to connect with the world beyond the University.

In February 2017, an external reviewer visited St. Andrews Careers Center in order to assess current programs and practices and offer insights and recommendations regarding the operation. This report is based on the many meetings with a variety of constituents across the St. Andrews campus, materials provided by the Director and Career Adviser, Paul Brown, direct observations, and interviews with students and key partners of the Careers Centre including faculty, Career Centre staff, and administrators.

This review is timely in that a number of important factors are coming together to provide a wonderful opportunity for reflection, goal-setting, growth and positive outcomes. The review reflects on the quality of careers provisions generally in St. Andrews, with a benchmark background perspective of high quality careers services provisions for students and alumni in the USA and to reflect on the offering for St. Andrews international students, particularly those from the USA.

Strengths

The office has a strong presence on campus and with key constituents. The meetings resulted in positive comments about the office and the work that is being accomplished. The office is poised to set a strategic direction using assessment based data. In fact, analytics are used to ascertain best-practice for office events and student appointments, as well as first destination information and critical components that point to data driven decisions and the way forward.

In particular, and of note, the Career Centre is capitalizing on the School based approach in additional to an employment focused one. It is evident this is a relatively new model, following the introduction of the School Presidents, perhaps in the last three years, that has resulted in career connections, events and pathways for student's exposure to career pathways. The Employability Reps, a more recent representative role add the increased support and awareness to students with regard to career readiness/development.

In meeting with Admissions, it was clear there was a real sense of comradery and recruitment success, particularly with international recruitment, that is realized with the support of the Careers Centre. The Careers Centre plays a key role in supporting Admission and that fact, would make the case for increased staff to support efforts and serve in a liaison role to that office.

Alumni Relations is keen on the support and collaborative work of the Career Centre. Here too, there is great capacity for mutual benefit. It is clear there is good working happening within this area, yet only the tip of the funnel. With increased capacity and the clear request from current students to connect with alumni, it's apparent that staffing will need an infusion to meet the expectations, demands and challenges of working with students and alumni globally. With 30 events in July 2016, 12 with presence from

Career Centre, sustaining and growing alumni markets will require more resources; both human capital and financial. A thorough review of events, aligning with clubs and the Alumni Office will expand from DC, San Francisco and NYC to other locals. Sustainability and strategy will be the key in supporting current students and alumni with regard to Employer Treks and Networking Nights.

An established partnership with CAPOD is an exemplar program that has a direct impact on current students. The Passport, skills based modules, had a direct impact on students, their skills development and further on, their career development. The relationship between the two areas is a good example of shared goals and strategic visioning for the greater good. The Passport can be held up as a model/product that has shared efforts that might map over to other areas of the University.

In addition to CAPOD, there are synergies with Student Experience Group, with all heads of units meeting once a month, subgroup is student experience, meets every other month, with the university structuring these meetings and groups. With the new Principal, there is an opportunity to share the vision for the way forward and determine the pathways for career development at St. Andrews.

The number of workshops, sessions and events must be mentioned in this review. The Careers Centre offers a full complement of resources and services, including print, web-based, and human capital, to work with current students and alumni. In fact, the Centre has expanded to assist students with understanding the visa process, as well as providing access to the National Insurance Registry. This aforementioned service is a value-add for students that is of note.

The Centre is using social media, Facebook, to attract students to the Centre, as well as other technology to reach out to students. The Smore platform, a newsletter builder, is of contemporary times and used widely by many career centers across the pond. Technology is general, for the Centre, is used to share job vacancies in Scotland, a shared system with other Scottish Universities, as well as Job Shop, the local jobs announcements. VineUp and Zoom are to newly used platforms and web-based resources such as GoinGlobal and Vault compliment the offerings.

The Centre has provided a robust "What's On The Calendar" schedule for students. The programs were vast and covered a wide array of opportunities; both in the private sector and public as well. Not only does the calendar give a good prescription to events by employers, but also highlights the many workshops and programs offered by the Centre staff.

The Centre is adhering to destination protocols. The Destination Survey and Annual Report highlight the robust data that is collected and shared with constituents. The time and talent that goes in to such reports requires much time and effort. Working to acquire information from leavers is not an easy task and The Centre works diligently to gather said data. In fact, the Centre is in consideration of using an outside firm to assist in the data collection.

There is a clear effort to offer students access to alumni through St. Connect, the alumni data base, as well as encouraging students to use LinkedIn. Not only do students have access to these resources, the Careers

A-Z profiles are quite impressive. The aforementioned resources, as well as the robust website provides many tools that are at the ready for St. Andrews students.

The Work Shadowing program and the Internship Program have created pathways for current students. Not only do these programs assist all students, but bring alumni and parents on board to provide opportunities. With the global nature of the student body at St. Andrews, it is evident the Center is taking strides to provide as many pathways as possible, with the intention to grow, And, the Centre has been proactive in taking the lead for international students regarding internships where employers are requiring credit. A work around has been put in place, the STAGE/PLACEMENT AGREEMENT, to provide the students an opportunity to have a career experience that would not be possible otherwise.

Two staff members are assigned to work with the international student population around career development and readiness, IOS or International Opportunities Managers. These two individuals are focused on work with international employers that align with the employer development strategy of the Centre and the interest of those particular students. With the increase in enrollment slated for PGT's, International and graduate students, there must be outreach and a strategy in place to serve the increased demand this population will impose.

The Centre is keen on funding for unpaid opportunities. As a professional practice, it is right that a funding database is in play to assist students. It is typical that funding be available and it is recommended that a continual effort be in place, perhaps working with the Development Office, to continue this path.

The access to career advisers is typical within the practice. With bookable appointments and drop ins in the afternoon, there is space available for students to access a staff member. The website and take away materials support the work of the career advisers and assist students in determining next steps in their career development.

In meeting with the employer facing team, it was clear employers coming to St. Andrews experience concierge service; from the time the call the office to set up their events to the day of the program. A long-standing member of the team has developed solid relationships with St. Andrews employers and that personal service makes a difference. With employers seeking opportunity to vendor at the career fairs, posting vacancies, making presentations to hosting promotional days, to name a few, the employers are assured they will receive the service they seek from the Careers Centre.

Self-assessments are available to students, but perhaps lesser known. There are assessment options available for students to choose that provides first steps of their career development process. With an opportunity to self-assess and reflect, students have a foundation from which to start their career trajectory.

A point that landed several times during the discussions included the location of the Careers Centre and the Careers Centre team. Many times over there was praise for the staff and the central location of the office. Having a central presence on campus is key in building brand and it goes without saying that a good staff, diversified and committed, is the best possible recipe for ensured success.

All in all, there were many good things happening within the Careers Centre. It was refreshing to hear all the positive comments and ways in which the office is having impact on the campus. However, the purpose of the review is to have outside perspective and provide suggestions on improvement. The final sections of this review will share insights, purpose and suggestions to the St. Andrews Careers Centre.

Challenges

The announced retirement of the Director and Career Adviser, Paul Brown, will have an impact on the direction of the Centre and staff. Those working with Paul closely now, will need to navigate a new Director, new style and perhaps direction for the office. That said, the Centre is on solid footing and a new director will have the luxury of coming to a shop that is well settled and ready for the next iteration.

According to the UK Graduate Careers Survey, 2016, 96% of St. Andrews students used the Careers Centre during their time at the university. More so, nearly three-quarters said they had visited the department in person and even more had used the department's website. Although this is very good news, it presents a supply and demand scenario that can't sustain. Couple that with the global students attending the university and the demand on human capital breaks down.

Currently the center is running multiple databases. It is clear the Centre is trying to solve this varied framework and is looking at a new platform that will run multiple channels. The new platform, perhaps Target Connect, will be an efficiency that will allow for robust reporting through the system.

Although the Careers Centre is part of orientation, it is not a requirement. And, currently the Centre does not work with first and second years throughout the year, but only connects with them during the second semester. The Centre is so subscribed with third and fourth years, there isn't capacity, at present, to add these additional cohorts. It will be important for the Centre to determine if there is capacity, with time and talent, amongst the staff to address the question of working with first and second year students in their first semester. If this is determined that being a mandatory part of orientation is feasible, it will expand the reach of the Centre.

It has been discussed that internships, per UK practice, are mainly targeted pre final year students. However, many international students are expecting an opportunity in their first year, second year or both. Level-setting expectations with these cohorts may align with a strategic priority and a determination can be made whether there is capacity to meet this intended consequence.

A goal of two career events, one per semester, in every School is ambitions, at best. Even with School Presidents, Employability Reps and Societies, scalability must be top of mind. A strategic plan could guide this work for the Centre and determine how the work flow may persist.

As mentioned above the School Presidents, Employability Reps, and Societies prove a change in leadership yearly. This presents an issue of re-tooling each year. And, without oversight of these students, it's difficult to set a tone and pace for shared work. It is recommended that the Centre be the driver with these students in the sense of setting expectations, not responsibilities per se. It would be clever to have these students see their liaison role with the Centre as prime in the sense of an elevated duty to the University to have the privilege of working with the Centre to inform programs and services.

The website is robust, the good news. The Website, due to the robust nature, has too many clicks. The University structure has limitations which affects the Centre's site. And, there are work arounds in play to address the issue. Even so, an audit of the site would be a good first step to ascertain if the current information is still relevant and being used. Google analytics may be an option to determine click rates and a recalibration could ensue.

The location of the building and the stand alone nature of the structure are value add. However, with a necessary expansion, the building seems to be at capacity. A recommendation would be to send Career Advisers to the academic schools. The reporting structure would remain with the Career Centre Director or Deputy, depending on the supervisory model, but would brand the Centre within the Academy.

Resource Allocation and Program Viability

Alumni Engagement

In conversation with the Alumni Office it was evident there is tremendous opportunity to grow treks and networking nights. However, there was also conversation that the alumni clubs feel ownership when it comes to events. The Centre will need to work closely with the Alumni Office to navigate these waters and determine, through the strategic plan, next best steps in expanding treks, networking and connections. The expansion will not be realized without staff; whether using members of the current team or hiring additional team members, this is real opportunity within this vertical to expand.

Student Workers

This is a good model and a good use of student employment. There is good potential to utilize these students to cross pollinate with the Career Advisers. What was witnessed was a wonderful connection between the front desk student workers and students seeking assistance. With the increased demand for services it may be strategic to install trained student workers as paraprofessionals in the Centre.

Employer Development

With only two International Operations Managers on the team, it will be evident a gap analysis and strategic plan must be used to meet the goals of these two individuals. In reading the International Strategy, 2017, it seems there is more to accomplish than two individuals could possible do, maintain or

build out. More resources should be directed to this area. A strategic plan for work streams and geographic areas, as a focus, would bring the program along, and having more than two people working as International Operations Managers makes good sense. In addition, a recommendation is to free up time for Career Advisers to support the employer development area, especially for their verticals, which in turn would support the Careers A-Z work that is in their portfolio. Research can demonstrate the preferred geographic locations and organizations for your students, then identify alumni, parents and friends in those areas that could assist in job development efforts. This will require additional staff members and a more committed and aggressive outreach.

Internship Program

The internship program would benefit from a broader approach to include international students seeking these opportunities in their first and second years. With the strong influence from international students around internships, there are opportunities to expand the involvement of the Careers Centre by focusing on said internships.

Career Assessment

Although assessments are offered, students were less aware or not aware of this particular resource. Only The Centre can determine if this is an area that needs spotlighted and determine which assessments fit the University. Many online, web-based assessments are available at relatively low costs that may entice students to think about their career development at an earlier stage of the University experience.

Career Advising Access

There was much discussion around when St. Andrews students utilize the Centre and from which globe. North American students and Asia students are keen on being early adopters of the Centre and its services. With a limited number of Career Advisers for an increase in student demand, a recalibration will be necessary to serve the intended students.

Suggestions for Policy and Resources

First and foremost, a strategic plan or whatever would be useful for the office to guide work, practice and long range planning must be in play. The plan will guide the work of the Centre and the practice. It is easy to fall in to the trap to continue to add without reflecting on the way forward. With a plan, the set strategy will guide programs and services. In addition, it will be the document that allows space to not accept a suggested program or additional service. With regard to resources, human resources are lacking. With the amount of deliverables expected per staff member, Careers A-Z, career events, and the like, there is not enough capacity to meet the need of current students or expanded offerings to first and second year students, as well as internationals, post-graduates, PGT's and alumni.

Conclusion

In final review, I am pleased to submit this report to Mr. Paul Brown, Director and Career Adviser, St. Andrews Careers Centre. I wish to express my gratitude to the staff of the Careers Centre, and the administrators, faculty and students of St. Andrews, for allowing me this opportunity to learn and serve.

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University-led Review of the Careers Centre
20 April 2017
Action plan in response to recommendations

Recommendation	Response/action	Timeframe
1. Reviews aspects of central Careers Centre provision to ensure timely access and support for all service users: a) Remove the careers advisory caseload/remit from the Director's role, and put forward an updated staffing model to meet the needs of a growing student body. b) Explore models of delivery and staffing, including triage processes and devolvement of managerial responsibilities in Careers Centres elsewhere in the UK and overseas e.g. Australia. As part of this, consider training and utilising students as part of the workforce to help provide additional drop in support. c) Conduct user evaluations of the Careers Centre website to measure the effectiveness of recent improvements and to set out an action plan for future work. d) Review the appointment booking process. e) Continue with plans to switch to an online appointment booking system, and discuss potential challenges/concerns with CAPOD and Student Services, who operate a similar system for users with urgent and non-urgent needs. Ensure that an effective triage process is in place. f) Review and formalise the ways in which students can contact staff members for support and advice. g) Consider the introduction of more instructional videos and other forms of on-line support, for example on how to build a CV, and identify mechanisms to promote this form of advice and support.	1.We are aware that undergraduates increasingly want and need to access the resources of the Careers Centre more extensively from earlier in their time at St Andrews, ie from their first year and have added extra events for this cohort into our annual programme and will also continue to develop and promote work shadowing and networking options, which are the most effective ways for sub honours cohorts to acquire direct experience of graduate level work. In addition, we have allocated responsibility for overall PGT delivery to a specific member of staff to develop and monitor targeted Careers Centre activities and their effectiveness. Our offering, access to and promotion of services for all levels and categories of students are under constant review. a) New Careers Adviser recently appointed to take on Director's advisory caseload. Will start September. b) Agreed that additional managerial roles should be created. However, this will be left for the new Director to implement as it provides opportunity to incentivise implementation of his or her strategic priorities. Likewise re utilising students: an initiative that would need to be pursued over a lengthy time period as a significant priority. It would also require solving space challenges. c) University approval for new IT platform (Aug 2018) means that we can now put in Business Transformation bid for resource to re-develop website. Once approved, user testing and evaluation will be integral to re-development . d) Reviewed July/Aug 2017. In discussion with Teloff to introduce phone queuing system for same day appointments from Sept 2017. New IT platform, to be adopted Jan 2018, will allow online booking for all types of appointments. e) See above for D. CAPOD and Student Systems systems reviewed, as had been previously. TargetConnect, approved new IT platform, offers better and more integrated careers functionality.	1st semester 2017 onwards Sept 2017 Feb 2018 onwards Bid to be submitted Sept 2017 Sept 2107 and Jan 2018 Jan 2018

h) Engage students in evaluations and focus groups about the space and resources offered within the Careers Centre to ensure they meet the needs of students.	f) New statement of policy for advisers and reception to be introduced Sept 217. g) Responsibility allocated to member of staff. Ongoing priority for 2017/18. Significant number of videos already h) Within the remit of newly created role of Student Communications Co-ordinator (Aug 2017). Also agreed to work on this agenda throughout 2017/18 with incoming DOSDA.	Sept 2017 Sept 2017 and ongoing 2017/18 ongoing
2. Continues to build on the School-based aspect of career planning and employability by: a) Exploring with the Proctor's Office and Schools ways in which the Careers Link and Employability Rep roles could be enhanced and made more attractive within Schools. This may include areas such as recognition, induction and training, and networking opportunities for role development and the sharing of ideas and good practice. Those Schools already engaged in self-supporting activity might take a lead role in the sharing of good practice. b) Working with Careers Links and Employability Reps to identify the specific needs and preferences within each School in terms of the topics, timing, contributors and format of events held once per semester. c) Reviewing the blanket emails issued to students regarding job opportunities. These generic emails were regarded by many students as spam, and there was demand for more tailored emails and/or the ability to opt into or out of a mailing list.	2.This overall area of focus is a very high priority for the Careers Centre. It has also been clearly prioritised in the job description for the incoming Director. a) Director to liaise with Proctor. Internal working group of careers advisers will also share experiences and advise on policy and implementation. b) This already happens via surveys at start of 1st semester initiated by careers advisers. Planning discussions also take place between advisers and student employability reps in Schools throughout the year. Where willing, Careers Links have been involved too. This existing good practice will be built on. c)Students already have the facility to opt out of emails via links in the footers of emails. New Student Communications Co-ordinator will henceforth be conduit for all bulk email student communications and ensure only opt in students are emailed. New IT platform will make the updating of student preferences easier.	Sept 2017 In existence, ongoing From 1st semester 2017
3. Ensures that all key stakeholders within the Careers Centre and Schools are sufficiently involved in providing feedback on, and shaping, the University's Employability strategy.	The Director of Careers regularly seeks input on the employability agenda from other CC staff, and particularly on the agenda and progress of the Employability Working Group. The Director has forwarded this recommendation to the Dean of Arts, who chairs the Working Group, with a recommendation that this item be included on the agenda of the next meeting of the Group for discussion	Aug 2017

4. Reviews and strengthens advice and support given to students who exit the University without completing their anticipated degree programme.	This recommendation relates to a) those who leave without a degree and b) those who had intended to study at Honours level but are obliged to transfer to a General Degree. In both cases, the wider University needs to make sure that all such students are made aware of the desirability of talking their situation through with a Careers Adviser. Director is following up with pro-Deans and Registry to ensure that students are prompted to engage with the Careers Centre in these circumstances. Content of guidance provided by Careers Advisers for these students is regularly reviewed at adviser training sessions and will be again in September 2107	Aug and Sept 2017
5. Makes contact with the University's Equality and Diversity Officer to discuss: a) destination outcomes in relation to gender and ethnicity, as outlined in the Unit's Annual Report for 2016. b) how the Unit can increase engagement in relation to students with disabilities.	Contact made, meeting awaited	July 2017
6. Reflects upon general careers service provision for students from SIMD 1 and 2 zones, and establishes an action plan to reduce potential barriers for this student group.	Careers Centre has worked closely with Admissions on these issues for last two years and put joint programme of events into place. Promotion of Saltire Foundation opportunities to this cohort has been particularly successful in 2016 and 2017. Until 2016 graduating cohort, ie most recently surveyed, it has not been possible to analyse outcomes of this cohort, through DLHE data. In future, it will be possible to analyse and correlate experiences, careers engagement and outcomes of this cohort of students and plan accordingly.	Ongoing
7. Reviews the resilience of individual staff members establishing LinkedIn networks on behalf of students, as compared with teaching students how to establish their own networks.	We already pursue both of these strategies, with a significant Networking section which includes instructional videos and training sessions. It is often helpful, in order to convince of effectiveness of approach, to help individual students more directly with one to one support. This applies, especially, for niche areas of employment, where it can be difficult for students to access helpful alumni themselves unaided.	Ongoing monitoring of cost/benefit
8. Reviews how information about career destinations of alumni is stored and accessed by Careers Advisers.	3 main sources of alumni information: DLHE data (anonymised), SaintConnect (data managed by us) and LinkedIn (3rd party). SaintConnect data storage and use controlled by legal compliance and contract. In future TargetConnect will provide another source of analysable data	Ongoing monitoring

	about alumni who continue to use our resources: will also operate within legal constraints.	
9. Consults with the Director of EHSS to establish the appropriate checks and measures required for the Work Shadowing Scheme and its alumni hosts.	This has been done previously, when schemes set up, but will be undertaken again.	Sept 2017

University of St Andrews

Review of the Library

26 April 2018

Introduction

The review of the University of St Andrews' Library was undertaken as part of the normal 5-6 year cycle of internal reviews of learning and teaching (IRLTs) of Academic Schools and student-facing Professional Service Units. The process has offered the Library an opportunity to articulate its vision, ambition and objectives and to clarify to the review team its strengths, strategy, services, plans and challenges; also to highlight its successes. The last review was held in 2013.

Review Team

1. Richard Parsons, Director of the LLC & CI, University of Dundee
2. Clare Powne, Head of Library & Culture Services, University of Exeter
3. Prof Paul Hibbert, Dean of Arts and Divinity
4. Dr Akira O'Connor, Psychology and Neuroscience
5. Zach Davis, Director of Education, Students' Association
6. Rachel Horrocks, School of English, Postgraduate Research Representative
7. Carol Morris, Director of CAPOD and Quality Monitoring
8. Nicola Milton, Head of Education Policy (Observer)

Scope of the Review

The review considered Library facilities, services and support for staff and students in regards to learning, teaching and research.

Summary Findings

The Library has undergone significant development over the last six years and reports that this has resulted in a 50%+ increase in usage. Although NSS scores have pleasingly risen steadily during this period, students still complain about the availability and quality of study spaces provided. Further key themes identified from documentation and discussions include strategic direction both for the Library and for digitisation, student engagement, and the Library's organisational structure.

Library Strategy

In refreshing the Library strategy, a shift of focus from the collections *per se* to users will help to ensure that learning and research needs are at the heart of library provision and to facilitate recognition that those needs may more readily be met through a digital offer. For example, e-book provision potentially more effectively meets demand for simultaneous access than traditional methods associated with print collections (multiple copies, high demand collections, reference-only, short loan periods, recalls, fines regimes etc.). Promoting the advantages to students particularly of anytime, anywhere access to digital content will help the Library to develop a more forward-looking vision for a core purpose of connecting people to knowledge. Promoting a sense that the Library belongs to its users and a broader set of stakeholders rather than to its staff, and is proactively seeking to adapt for a primarily digital future may help to position the Library more confidently within the University.

Staff Resource

Staff resource is currently weighted towards collections and transactional activities. Whilst the library service delivery model is strongly customer-focussed, its reactive, largely transactional face-to-face support for individuals is of relatively little significance for student learning in an increasingly digital environment. Consideration should be given to the value added to students' learning from mediated library interactions, and whether greater emphasis on autonomous library use might release resource for higher-level one-to-one engagements providing expert help and guidance at key touch points for education and research. The Library is good at listening to its users; combining views expressed with hard evidence on trends in actual use of knowledge resources across all disciplines will help build the case for alternative study space provision such as learning commons.

Library Structure

The Library's largely traditional internal structure may not facilitate ready adaptation for a fast evolving external information environment. Ensuring that strengths and expertise in the recently established Digital Research Division are widely spread and developed across the Library will be important. Introduction of more broadly defined roles and flexible staff deployment will bring improvements for users, staff and the service overall by enhancing resilience, expanding shared understanding of the whole library offer, and providing experiential development opportunities and greater job satisfaction for individuals.

Library Space

The Main Library building is a key resource for student engagement, but much of the space on the entry level and upper floors is devoted to physical collections. Library management should be empowered to propose alternative space utilisation favouring student study facilities within the well-lit and expansive floors. Cost-effective facility development may require investment in additional stair access, self-catering and bathrooms.

With appropriate attention to changing approaches to student learning, the Library will be well placed to meet the pedagogic and research requirements of students in the decades ahead.

Commendations and Recommendations:

The Review Team is pleased to note a number of commendations related to Library staff and services. The Team has also identified a series of key recommendations; the detail of which it is hoped will help the Library to develop a strategy for its future development.

Key Commendations:

1. Support for the academic community from undergraduate to faculty levels
2. Support for academic/research staff in relation to selected research themes, teaching and learning, and impact
3. Online reading lists service and resource availability work with academic staff
4. Exploration of other potential study spaces (short- and long-term)
5. Customer Service Excellence accreditation
6. Front line staff were singled out by students for being dedicated, warm, and supportive
7. Ensuring prompt service standards
8. Preventative collections care
9. High attendance at Library orientation events that provides the opportunity to provide further structured engagement and support
10. Scope for building on focussed work on digital scholarship and research

11. Trend analysis of survey results and improvements in NSS scores and opportunity to develop this further
12. Regular contribution by the Academic Liaison Librarians to teaching in modules
13. Excellent social media presence
14. Special Collections work in reaching out to academics; also support for the PGR research environment and efforts made to ensure these opportunities happen more organically
15. Imaginative engagement opportunities for individual students (*Lighting the Past* project; communications student intern)

Key Recommendations:

1. **Consider the need to develop a focussed strategy for digital approaches, rather than the current situation where activity in this area appears to simply emerge**
    - analyse borrowing data and e-resource use trends to build the evidence-base of actual user behaviour to combine with expressed format preferences
    - promote the wealth of digital resources available
    - harness the cumulative power of many small nudges towards adoption of digital content
    - encourage diverse opportunities of investment in multimedia
    - fully exploit the potential of the new discovery layer to integrate access to resources of all kinds
    - seek to influence user-focussed enhancement of e-book functionality by contributing expertise to national collaboration in this area

2. **Liaise with the Associate Vice-Principal to develop a strategy for the future development of collections**
    - aim for a clear statement of the value of collections for the University's research, education and community engagement strategies
    - articulate Special Collections as institutional recruitment assets, particularly for postgraduates and research at all levels
    - collaborate to raise academic awareness of library space pressures in the context of overall institutional pressures
    - engage with student and staff bodies to increase general awareness of Special Collections

3. **Review the Library's communications strategy in order to achieve a systematic method of communicating services and what can be offered to staff and students, especially in terms of collections and buying books**
    - nuance every piece of communication carefully for positivity
    - promote Special Collections to academic Departments for use in teaching through imaginative exemplar use cases, and by arranging tours of the Collections for staff
    - harness the passion of Special Collections staff to convey the range and quality of resources
    - develop means of reaching and capturing the views of non-users of physical library resources as well as those who do
    - utilise School communication channels as the most effective means of reaching postgraduates
    - build on the use of student Communications and Marketing expertise to achieve highly effective communications for the target audience

4. **Review how the Library can be more proactive in its overarching approach, and include how processes of user engagement needs could be improved as part of this**
    - consider whether use of "representatives" adequately reaches the whole academic community
    - build on the use of focus groups to develop more in-depth understanding of user needs than elicited by surveys
    - explore replacing routine reporting from the Library with targeted user discussions; ask rather than tell
    - consider establishing a single Library Users Group in which learning, teaching and research demands on library provision can be deliberated in one consolidated forum, with both staff and student members
    - to inform potential development, form a tour group including students and Library staff from all levels, and visit other facilities

5. **Consider how facilities for Special Collections can be brought together in one area**
    - develop a robust and evidence-based assessment of offerings and create an appropriate well-designed space
    - prioritise user access to Special Collections to increase uptake of this unique set of assets in learning and teaching
    - work closely with the postgraduate community to ensure the highly desirable small Richardson Research Library facilities at Martyrs Kirk serve research needs to best effect

6. **Consider carrying out a review of space configuration, to include provision of whiteboards, group study space, etc. by holding student focus groups on how the Library space could best be used**
    - The Library is encouraged to visit Exeter University Library and others to observe how space is used elsewhere
    - Be creative and use lateral thinking in finding solutions.
    - Understand evolving pedagogical practice, for example in terms of group assignments
    - Experiment with IT and AV resource provision, further investing in elements that prove popular
    - Ensure some multimedia provision is private or utilise shielded screens to meet the requirements of film study approaches
    - Provide a greater variety of desk formats, including attention to seat and desk height
    - Monitor the occupancy of the Main Library at weekends, and consider additional provision if required
    - consider whether the collection of rarely-accessed print journals on the top floor of the Main Library is the best use of that space

7. **Review how the Library Senior Management team engages with students as part of a wider review of student engagement; also explore what library managers can learn and exploit through informal observation of the library floor**
    - seek to develop a partnership ethos with students
    - avoid "You said/We did" approaches implying opposing stances rather than collaborative, jointly identified solutions and service enhancements
    - where possible enable managers to directly experience all areas of Library activity
    - consider the added value for students of peer-supported library induction

8. **Consider whether more fluid organisational structures and arrangementsmght be more helpful for collaboration and development**
    - explore the benefits for staff development of matrix management approaches
    - ensure that all staff have opportunities to experience the work of other divisions
    - engage all staff in active discussion of the transition to online content; encourage open, robust and informed debate
    - assess whether any labour-intensive activities associated with print collections can be ceased in order to release staff resource
    - provide opportunities for greater integration of front desk staff

9. **Consider how the lack of bathroom facilities can be urgently addressed**
    - make this "hygiene" factor the top priority for Estates investment
    - consider the gender balance, and gender neutral provision of bathrooms

10. **Consider how learning commons can be created to provide additional study space**
    - recognise the need to cater for different learning styles
    - acknowledge demand for social study space and preferences for working in noisier and informal environments
    - explore with students the value for them of self-regulated, student-owned learning commons-style facilities, and whether it would be helpful for students to have these spaces badged, e.g. University Study Space (with the Library logo), to confirm that the space is available to the general student population and not just to those who have classes in that building
    - as planned provide for a limited 24/7 accessible space, fulfilling the infrequent demands of students for overnight work, but without encouraging poor study and living habits

11. **Reflect on the similarity of some of these recommendations to those provided in the report for the Library Review held on 27 February 2013** (attached at Appendix 1)

Expression of confidence

The Review Team is pleased to report **confidence** (the highest judgement) in the Library's support for Learning and Teaching.

Timescales for follow-up:

Draft Report submitted to Director of Library Services	29.5.18
Any factual inaccuracies to be reported by Director of Library Services	18.6.18
Final report to Director of Library Services	19.6.18
Action Plan submitted to Academic Monitoring Group	

Carol Morris
Director of CAPOD and Quality Monitoring
(Approved by the review team gathered for the purposes of this review)
19.6.18

Appendix 1: Recommendations from the Library Review held on 27 February 2013

1. Develop a strategy with smart timelines and specific objectives
2. Embark on an analysis of all available data and use this to work out priorities, targets and to aid planning to ensure alignment of the Library and University's priorities
3. Develop a coherent and sustainable development policy for Special Collections
4. Investigate how the Library can work with Estates to develop a coherent study space plan for the University that is broader than just Library-owned space and includes spaces in the North Haugh and elsewhere in the University Estate
5. Consider whether the current organisational structure for the Library is the right structure; in particular consider a much flatter, leaner and less complex management structure to encourage the spread of good practice
6. Consider whether there are roles that can be combined to enable better collaboration and support for the Academic Liaison Librarians
7. In regards to digitisation, investigate whether there is overlap/duplication of effort between the Library and the Alternative Format Suite
8. Consider whether there is scope for deployment of staff across a variety of sections to enable better collaboration and understanding of users' needs
9. Consider signing up to the Library Quality Survey (LibQUAL) to help solicit, track, and understand users' opinions of service *quality*
10. Identify how the Library can work with agile pots of money that can be directed to particular areas of need as they arise
11. Consider how the Library can clarify understanding of Library processes

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Internal Review of Learning & Teaching: Review of the Library, April 2018

Key Recommendation	Library Responses/Actions Timeframe	Update – October 2019
1. Consider the need to develop a focussed strategy for digital approaches, rather than the current situation where activity in this area appears to simply emerge		
a. Analyse borrowing data and e-resource use trends to build the evidence-base of actual user behaviour to combine with expressed format preferences.	• Create a comprehensive evidence-base of analytics data, user observation and feedback to support management and leadership decision-making. **June 2019**	Included in our Library Strategy 2019-2023. By April 2020 we aim to have completed the following: - Audit of existing sources of analytics data - Consultation with all areas of the Library to determine requirements - Requirements prioritised per the Library Strategy - Technical solutions discussed and agreed with ITS - Recommendations and a costed plan for implementation produced and agreed
b. Promote the wealth of digital resources available.	• Prioritise regular promotion of digital collections and ebooks. **On-going**	Underway
c. Harness the cumulative power of many small nudges towards adoption of digital content.	• Publicise specific collections, including exploring collections only available digitally. Take a strategic approach to the use of social media for this purpose. **On-going** • Provide regular information about reading lists – both promoting this service and highlighting the ease of access to digital material through it. **On-going** • Make an explicit commitment that high-use collections should be 'digital first'. **May 2019**	Underway Underway Under our 'Embracing Digital' principle in the Library Strategy (published in June 2019) we have committed to 'Privilege digital content where appropriate to widen access to Library resources for users, investing in the technical, organisational and skills infrastructure to deliver it and providing dedicated support and

	• Run focus groups and other engagement events to involve academics in the 'digital first' strategic conversation. **Nov 2018-Feb 2019** • Showcase Schools who have made good progress in 'digital first' initiatives. **May 2019** • Roll out a 'scan and deliver' service with move to Eden Campus. **Sept 2020** • Progress development of an institutional digital preservation service working with the Assistant Vice-Principal (Collections & Digital Content), Business Transformational Portfolio Office and institutional stakeholders **Sept 2019**	communication to Library users and Schools through transformational change.' A seminar series is planned for the current academic year Not done yet. On the agenda for the Academic Liaison team for 2020. Requirements gathering completed, functional specification agreed and developer time secured. Beta system planned for Feb 2020. Production service should operate from launch of Walter Bower House library services, summer 2020.
d. Encourage diverse opportunities of investment in multimedia.	• In line with 'digital first' commitment in new Library Strategy, revise Collections Policy in the area of digital content to be more explicit about decision-making. **Feb 2019** • Create criteria to determine which e-book models to choose, and which resources the Library will fund. **Feb 2019**	In our current Operational Plan we have: 'Support the transformation to digital by reviewing Library policy and processes for increasing digital monographic acquisition.' By March 2020 These models are now in place and well understood by our Acquisitions + Eresources Team.
e. Fully exploit the potential of the new discovery layer to integrate access to resources of all kinds.	• Promote the availability of the full range of institutional and relevant external content in the discovery layer, providing an integrated search of general, special and museum collections, university research outputs and open access content. **Jan 2019** • Create a new formula-based budget to support emerging models of access to digital content, such as collective 'freeing' of previously closed titles. **September 2019**	Delivered – Encore launched January 2019 This would be a Digital Research objective, which has now moved into the RIS Unit. Will pass this to them.

f. Seek to influence user-focussed enhancement of e-book functionality by contributing expertise to national collaboration in this area.	• Look for opportunities to nominate experts from St Andrews to join relevant SCONUL or RLUK task-forces and committees. **On-going**	Underway. Several new additions to RLUK sub-groups in the past few months (representation on RLUK Digital Scholarship Network, RLUK Digital Shift Working Group, Community Data Group formed in response to the Jisc-led National Bibliographic Knowledgebase (NBK)).
2. Liaise with the Associate Vice-Principal to develop a strategy for the future development of collections		
a. Aim for a clear statement of the value of collections for the University's research, education and community engagement strategies.	• Produce this statement for the new Library Strategy. **Sept 2018** • Explicitly include non-purchased and non-subscribed collections – including freely available Open Access material - within our scope. **Sept 2019** • Formalise the operation of the Collections Advisory Group, developing clear reporting and clear thresholds for decision referral. **Nov 2018**	Done. Vision statement, para 3. In Vision statement, para 4. Done.
b. Articulate Special Collections as institutional recruitment assets, particularly for postgraduates and research at all levels.	• Develop a Communications campaign around collections in postgraduate student and academic staff recruitment. **April 2019**	A new Special Collections website has just been launched, providing an improved online presence to raise the profile of collections which could attract PG and academic staff.
c. Collaborate to raise academic awareness of library space pressures in the context of overall institutional pressures.	• Make use of revised engagement routes (see 4b-d). **March 2019**	Our revised library structure (from August 2019) gives more emphasis on relationship management with academics as key stakeholders.
d. Engage with student and staff bodies to increase general awareness of Special Collections.	• Explore the possibility of creating 'Special Collections Open Days' for different target audiences. **Nov 2018**	In Special Collections Operational Plan for this year.
3. Review the Library's communications strategy in order to achieve a systematic method of communicating services and what can be offered to staff and students, especially in terms of collections and buying books		

a. Nuance every piece of communication carefully for positivity.	• Review existing communications to ensure that this is consistently applied. **Feb 2019**	A Communications content group has been created and is chaired by our new User Experience & Communications Manager – a post created as part of the restructure. All communications are delivered as per University policy and in line with Corporate Communications. Creating a positive narrative around the Library has had a positive impact on our Library NSS score (which was the highest ever this year).
a. Promote Special Collections to academic Departments for use in teaching through imaginative exemplar use cases, and by arranging tours of the Collections for staff.	• Create short films discussing Special Collections items and collections. **On-going** • Promote posts which examine material currently used in teaching. **On-going** • Develop close working with ON Fife (the public Museums and Libraries service). Scope potential for collaboration. **Feb 2019**	Special Collections material has been filmed for a number of School websites. In progress
b. Harness the passion of Special Collections staff to convey the range and quality of resources.		We secured funding from the Scottish Libraries & Information Council's Innovation and Development Fund for a joint project wtih ONFife Libraries - *Culture of Encounter*. Activiity will take place during Book Week Scotland 2019, including a Kerry Hudson author event at the Byre Theatre.
c. Develop means of reaching and capturing the views of non-users of physical library resources as well as those who do.	• Place temporary feedback material (mobile feedback wall, poll box, feedback cards etc) in School buildings and throughout our online presence, tailoring the feedback questions that focus on online access. **Nov 2018**	We have visited students within their halls of residence to reach those who have not already come to the Library. We will be visiting 8 halls in total and also the 'Townsend Society' for commuter students.
d. Utilise School communication channels as the most effective means of reaching postgraduates.	• Communications, Digital Research and Academic Liaison to consider the potential for using School channels, and propose new initiatives. **Feb 2019** • Discuss with the new Students Association Officers the potential for working together more. **Sept 2018** • Make more use of the events feature in Facebook. **On-going**	We are making more use of In the Loop which has now been developed to be a student and staff resource.
e. Build on the use of student Communications and Marketing expertise to achieve highly effective		We have coproduced a promotion with the Students Association to prevent seat hogging. 'Take a Break' cards have been developed with the Sabbatical officers

communications for the target audience.	• Develop a campaign to promote collections and services to research students – a group that is difficult to reach. **March 2019**	to encourage students to let others know how long they will be leaving their desk for. A student intern was hired in summer 2019 to develop communications around our new website homepage and suggestions for developments. We worked with the Proctor's Office on promotion of services to PGs. We also ran targeted PG focus groups.
4. Review how the Library can be more proactive in its overarching approach, and include how processes of user engagement needs could be improved as part of this		
a. Build on the use of focus groups to develop more in-depth understanding of user needs than elicited by surveys.	• Commit Communications resource (eg via the summer intern scheme each year) to run focus groups with the aim of eliciting deep understanding of users and non-users. **On-going**	Done
b. Consider whether use of "representatives" adequately reaches the whole academic community.	• Run a programme of consultation and engagement with Heads of Schools, Directors of Teaching and Research, Library staff and students, to explore changes or replacements to governance groups – LSAG, LUG and SLUG – to ensure 'listening' consultation, effective reporting and clear thresholds for decision referral. **Nov 2018-Feb 2019**	Done
c. Explore replacing routine reporting from the Library with targeted user discussions; ask rather than tell.		Done
d. Consider establishing a single Library Users Group in which learning, teaching and research demands on library provision can be deliberated in one consolidated forum, with both staff and student members.		Decided to change LSAG into a new 'Library Strategy Board' which should be established for Semester 2 of current Academic Year. Reviewed LUG and SLUG and decided to leave as is – but also to introduce a new annual Library User Conference.
e. To inform potential development, form a tour group including students and Library staff from all levels, and visit other facilities.	• We believe that it would be more effective to achieve this objective by internal engagement using the programme of consultation and engagement described above (4a-d). **Nov 2018-Feb 2019**	Consultation and engagement done.

5. Consider how facilities for Special Collections can be brought together in one area		
a. Develop a robust and evidence-based assessment of offerings and create an appropriate well-designed space.	• Led by the Assistant Vice-Principal (Collections & Digital Content), develop the case for an expanded Annexe building to become a Collections Research Centre. **Jan 2019** • Accelerate the digitisation of special collections via the Special Collections Digitisation Policy and make these available as widely as possible (eg by signposting in Wikipedia). **On-going**	Initial business case has been produced and is with the Vice-Principal (Collections) ready to be submitted to the Space & Asset Management Group.
b. Prioritise user access to Special Collections to increase uptake of this unique set of assets in learning and teaching.		Underway
c. Work closely with the postgraduate community to ensure the highly desirable small Richardson Research Library facilities at Martyrs Kirk serve research needs to best effect.	• Implement the findings of the 2017 review into Martyrs Kirk, which proposed converting the Napier Special Collections Reading Room into flexible PG study space once we have an integrated Collections Research Centre (see 5a-b). **Not known**	The CRC is likely to take several years to create.
6. Consider carrying out a review of space configuration, to include provision of whiteboards, group study space, etc. by holding student focus groups on how the Library space could best be used		
a. The Library is encouraged to visit Exeter University Library and others to observe how space is used elsewhere.	• Plan a study tour for the relevant members of the Directors' Team and other key managers. **March 2019**	Not done, but Assistant Director (User Services & Engagement) will attend the SCONUL Library Design Awards and Showcase event in Leeds in Nov 2019.
b. Be creative and use lateral thinking in finding solutions.	• Set up a Library learning spaces task-force, chaired by the Library Director, to work with Estates, IT Services, students and the Proctor's Office to take forward the findings of the recent Learning & Teaching Space Outcome Report in respect of existing and potential new Library spaces (see 10a-d below). **On-going**	VP (Collections) chaired a Study Space Review Group, which included the Library Director and Assistant Director (User Services & Engagement). Report produced in Sept 2019, largely the work of the Assistant Director.
c. Understand evolving pedagogical practice, for example in terms of group assignments.		
d. Experiment with IT and AV resource provision, further investing in elements that prove popular.		

e. Ensure some multimedia provision is private or utilise shielded screens to meet the requirements of film study approaches.		
f. Provide a greater variety of desk formats, including attention to seat and desk height.		
g. Monitor the occupancy of the Main Library at weekends, and consider additional provision if required.	• Collect this data and feed it into the learning spaces review activity described above (6b-f). **Feb 2019**	Data is monitored for the Main Library. Work is ongoing with ITS to have data for other libraries across the estate. RFID at St Marys has allowed us to increase opening hours without a full-time staff presence being required. Additional provision has also been created in the Gateway Building. A Study Space Working Group was convened by the Vice Principal (Collections) in summer 2019. The Director and Assistant Director (User Services & Engagement) were members. It produced a paper which made a number of recommendations for improving analytics around user behaviour and raising awareness of available spaces.
h. Consider whether the collection of rarely-accessed print journals on the top floor of the Main Library is the best use of that space.	• Revisit the current plans for the next phase of Main Library Redevelopment (2020), considering the possibility of providing more study space on the building's upper floors in order to take better advantage of the natural light levels (see 10a-d below). **Sept 2018**	Following a user survey in autumn 2018, a number of journals were removed and additional study space created. We continue to review plans for the Main Library redevelopment in the wider context of study space provision across campus and await the response from the Space & Asset Management Group to the Study Space Review Group's report.
7. Review how the Library Senior Management team engages with students as part of a wider review of student engagement; also explore what library managers can learn and exploit through informal observation of the library floor		
a. Seek to develop a partnership ethos with students.	• Work to improve the current partnership focus via our ongoing activity to maintain and develop our Customer Service Excellence accreditation. **On-going**	Underway

b. Avoid "You said/We did" approaches implying opposing stances rather than collaborative, jointly identified solutions and service enhancements.	• Review this service, consulting with peer libraries on their user feedback schemes. **Jan 2019**	Changed in spring 2019 to 'Your Library/Your Views'
c. Where possible enable managers to directly experience all areas of Library activity.	• Led by the Assistant Director (Public Services & Communications), extend our work-shadowing opportunities provided via the Review & Development Scheme. **April 2019**	Done
d. Consider the added value for students of peer-supported library induction.	• The Academic Liaison team will review our current practice in this area. **March 2019**	Student tour guides have been used for the induction sessions this year. We are aware that colleagues in Glasgow use roving student helpers and this is something that we are now looking at.
8. Consider whether more fluid organisational structures and arrangements might be more helpful for collaboration and development		
a. Explore the benefits for staff development of matrix management approaches.	• Set up a number of cross-Divisional short-life working groups to implement the findings of our new Library Strategy and of this Review. Ensure that one group is focused on finding alternatives to labour-intensive activities. **Oct 2018** • Library Directors' Team and Managers' Group to examine ways of boosting the Academic Liaison resource. **Nov 2018** • Evaluate our current 'book-a-librarian' service pilot and make recommendations as to resource required to run an effective service which meets user expectations. **Dec 2018**	Done
b. Ensure that all staff have opportunities to experience the work of other divisions.		As part of Library restructuring in early 2019, a 0.5 FTE role was promoted. We continue to employ students to support peak periods of engagement e.g. orientation and visiting days
c. Engage all staff in active discussion of the transition to online content; encourage open, robust and informed debate.		Agreement was secured from the Business Transformation Portfolio Office in Sept 2019 to include "Book a Librarian" in phase 1 of the resource booking project. This will test the use of the timetabling system to book people as opposed to resources.
d. Assess whether any labour-intensive activities associated with print		

collections can be ceased in order to release staff resource.		
e. Provide opportunities for greater integration of front desk staff.		
9. Consider how the lack of bathroom facilities can be urgently addressed		
a. Make this "hygiene" factor the top priority for Estates investment.	• The provision of additional toilets, including gender-neutral facilities, is planned for 2020 within the Main Library Redevelopment work. However, the consequences of possibly reconfiguring the study space provision in the Main Library (see 6h and 10a-d) sooner than that would make this a more urgent requirement, and in that case we will work with the Principal's Office, via the Assistant Vice-Principal (Collections & Digital Content), to explore the possibility of expanding the toilet provision before 2020. **May 2019**	
b. Consider the gender balance, and gender neutral provision of bathrooms.		Opened additional user toilets (shared with Library staff) on Main Library Level 1, in December 2018.
10. Consider how learning commons can be created to provide additional study space		
a. Recognise the need to cater for different learning styles.	• University Librarian will attend the next international Innovative Learning Spaces Summit (September 2018). **Sept 2018** • Work closely with the Proctor's Office to help implement the findings of the Learning & Teaching Space Outcome Report, produced for the University by HLM Architects in February 2018. **On-going** • Discuss the current PC Lab provision with IT Services and the Proctor's Office to consider the possibility of conversion to 'learning commons' spaces. **Sept 2018** • Revisit the current plans for the next phase of Main Library Redevelopment (2020), considering the possibility of providing more study space on the	Done
b. Acknowledge demand for social study space and preferences for working in noisier and informal environments.		
c. Explore with students the value for them of self-regulated, student-owned learning commons-style facilities, and whether it would be helpful for students to have these spaces badged, e.g. University Study Space (with the Library logo), to confirm that the space is available to the general student		Done (see 6b) Done (see 6b) Done

population and not just to those who have classes in that building.	building's upper floors in order to take better advantage of the natural light levels. **Sept 2018**	
d. As planned provide for a limited 24/7 accessible space, fulfilling the infrequent demands of students for overnight work, but without encouraging poor study and living habits.	• In conjunction with Estates and IT Services, investigate smart technology solutions to provide detailed occupancy information on Library learning spaces to students. **Sept 2018-Feb 2019**	People counters were procured and installed between January – July 2019. Developer time has been requested but not yet secured to configure data and add to online occupancy widget.

☒ Report produced in consultation with the Unit's management team and relevant groups as appropriate

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ELIR 2020
Advance Information Set
Section 3

SFC annual returns for the period since the previous ELIR

This section of the AIS contains the following documentation:

3.1 Annual statement to SFC (2014-15)
3.2 Annual statement to SFC (2015-16)
3.3 Annual statement to SFC (2016-17)
3.4 Annual statement to SFC (2017-18)
3.5 Annual statement to SFC (2018-19)

Annual Institutional Statement of Internal Subject Review
for Academic Year 2014-15

Response to the Scottish Funding Council for the University of St Andrews

1. Introduction

During the spring of 2015 the University participated in ELIR. The University prepared for this review in consultation with academic and professional staff, and students, and was delighted to receive a judgement from the review team that: *'The University of St Andrews has **effective** arrangements for managing academic standards and the student learning experience. These arrangements are likely to continue to be effective in the future.'* A number of pleasing commendations were made along with helpful recommendations in areas where the University recognises that there is further work to be done. These outcomes will be used to help shape the agenda of the Learning & Teaching Committee over the next year. The University was pleased to note a step change in this most recent cycle of the ELIR process, with quality assurance matters being addressed early in the visits, allowing for a focus on enhancement for the remainder of the review dialogue.

The University provided detail on the BA International Honours programme as its case study for ELIR. This is a fully-integrated joint degree programme where students spend two years in St Andrews and two years at the College of William & Mary in Virginia, USA, providing students with a rich academic, cultural and social experience. We congratulated our first cohort of graduates from the programme in June this year.

The Academic Monitoring Group (AMG) continues to operate efficiently with its reporting line to Court clear and effective. The external member of the AMG has recently come to the end of her term, and the opportunity was taken to reconsider this role. AMG agreed not to appoint an external member to attend regular meetings, but rather to consult appropriate colleagues across the sector in the event that an agenda topic warrants an external perspective.

2. Enhancements to University-led Reviews of Learning & Teaching (URLT)

As part of an interim review of URLTs during 2014/15 to fine-tune previous process amendments, AMG agreed that the URLT working dinner and review meetings should be formally chaired by the Dean of Faculty. It was also agreed that a short descriptor of each team member's role should be provided as part of a revised guideline.

For the first time this year an International view was included as part of a URLT. The School of Mathematics & Statistics invited an eminent colleague from the USA to visit the School ahead of the formal review. The visitor met with staff and students, observed teaching, attended a Student-Staff Consultative Committee and delivered a talk attended by staff and students. A short report was provided by him in advance of the scheduled URLT review day, and circulated to the review team as part of the advance documentation. In light of the success of this additional aspect to URLTs, the AMG agreed that an international view would be included in future URLTs where the discipline under review considered it would be beneficial.

Review teams are carefully appointed at this University and always include the Dean of Arts & Divinity or Dean of Science or may include both where the discipline sits across two faculties. For academic year 2015/16 the University has appointed a new Dean of Arts & Divinity. To ease the transition into the role of chair of URLTs, the new Dean of Arts & Divinity will attend the first review of the year (School of Psychology & Neuroscience) that will be chaired by the Dean of Science in order to gain a better understanding of the process. This has also prompted the creation of a *URLT Guideline for Deans* to aid greater understanding of their role. Particular attention will also be paid to the gender balance of review teams this next year as it was brought to AMG's attention by the student Director of Representation that, on occasion in 2014-15, the teams were not as well balanced as they might have been. This is often due to candidates' availability, but this issue will be carefully monitored in 2015-16.

3. University Reviews of Learning & Teaching, Academic Year 2014-15

Schools and student-facing units reviewed this year are listed below along with a general comment on the outcomes of these processes. The University continues to include student-facing service units in its schedule for internal review as it has done for many years. The guideline for URLTs developed last year aimed at providing information and advice specifically for student-facing units in preparation for review and was used for the first time for the review of Student Services. Acting on feedback following this review, the guideline has been adjusted for clarity and will now also provide a descriptor of each review team member's role.

3.1 Economics & Finance

Following a review of Taught Postgraduate Programmes in the School of Economics & Finance described in last year's report to the SFC, a full URLT of this School was held early in 2014-15. The review team commended the School for action taken in response to the review of taught postgraduate programmes which was beginning to bear fruit, but reported concerns regarding learning and teaching which were evidenced by a poor showing in the NSS in 2014. The School is being supported in addressing these concerns, particularly through the management of the School, creation of a more flexible curriculum, and introduction of more innovative forms of assessment that will help students better to develop a range of skills in communicating their ideas. A new Head of School, appointed in January 2015, is tasked with forging ahead with a response to the review report recommendations. Regular meetings with the Proctor and Deans have confirmed positive progress. **Limited Confidence reported**

3.2 Film Studies

The Department of Film Studies has existed at the University for 10 years. Until recently the subject was only available as a Joint Honours option, but in academic year 2014-15 existing students had the option to switch to Single Honours Film Studies, and in September 2015 the department will welcome its first cohort of incoming Single Honours students. The Department was commended for its high level of curricular innovation, the integration of staff research into teaching and its strong, supportive and intellectually stimulating community. Within a group of relatively minor recommendations made, the Department was asked to address concerns regarding the management of teaching/administration responsibilities and over-reliance on junior staff members and postgraduate tutors. For these reasons a caveat was applied to the 'confidence' judgement. These recommendations will be discussed during the Department's annual academic monitoring dialogue with the AMG in September. **Confidence (with caveat) reported**

3.3 Mathematics & Statistics

The School of Mathematics & Statistics was the pilot School for the (successful) introduction of a view of an international colleague to the URLT (as described in 2 above). The review of this School was extremely positive with external members of the review team describing the curriculum as 'of the highest quality and as good as any in UK universities' and 'the final level of material in the MMath allowing for direct access to PhD programmes anywhere in the world'. The excellence of the student intake was commended along with the range of entry levels and strong progression rates. Recommendations included providing learning & teaching activities that are less traditional and to consider providing a greater diversity in continuous assessment to provide greater breadth of opportunity. **Confidence reported**

3.4 Modern Languages

The School of Modern Languages is home to six departments (Arabic and Persian, French, German, Italian, Russian, and Spanish), seven taught languages, a variety of taught postgraduate (PGT) courses as well as a team-taught Comparative Literature programme. The School offers excellent research-led teaching, with staff and students alike demonstrating strong engagement in, and enthusiasm for, learning, teaching and research. Commendations included the introduction of an overarching language Syllabus Review Group that aims to strengthen cohesion and progression of the School's curriculum and a focus on small-class teaching with a broad variety of interactive teaching styles. Recommendations included reviewing how the School responds to feedback by introducing a transparent process so that students feel they are heard. The School was also encouraged to explore and address differences in staff and undergraduate perception in relation to the content and scope of a language degree in terms of language and literature. **Confidence reported**

3.5 Student Services

The review considered the range of services provided by Student Services, including welfare, discipline, residential, specialist advising (disability, academic, finance, international, immigration) and counselling. Overall the review team found that Student Services is a well-led unit that provides excellence in the quality of its services to students and staff. The adoption of a sector-leading, innovative and holistic approach to these services enables staff outwith the unit to have confidence that the advice provided supports students well, whatever their circumstances, in making the most of the educational opportunities provided at the University of St Andrews. The review team viewed Student Services as having a clear mission, vision and understanding of the current and long-term challenges, with clear outcome measures and reporting, demonstrating the value of the work of Student Services for the wider University. Minor recommendations included continuing with the work currently being undertaken regarding the University's mental health policy, and reviewing how the unit collects, analyses and reports on student and staff feedback on their services. **Confidence reported**

3.6 Next Steps

Each School/Unit reviewed is required to create an action plan (on a template provided) in response to recommendations made within an agreed timescale. The Director of CAPOD & Quality Monitoring follows up on the action plan and reports back to AMG on satisfactory progress. In the rare circumstances where satisfactory progress is not demonstrated, further action is taken by the Dean of Faculty.

As usual, a document drawing together themes and issues emerging from the above reviews has been prepared during the summer months for consideration at the first AMG of 2015-16. It is the intention to include any noteworthy activity in the Annual Monitoring Dissemination Event.

4. **Schedule for University Reviews of Learning & Teaching for academic year 2015-16**

Academic School	**Service Unit/Other**
Art History	None
Biology	
Chemistry	
Music (Sub-Honours modules only as there is no degree programme)	

5. Monitoring and Review of Collaborative Programmes

Although we have previously monitored collaborative programmes as part of URLTs, during 2014-15 we implemented a 5-step framework designed specifically for review of collaborate programmes. The five points of academic review are: Approval; Implementation; First Review; Annual Monitoring and Review; and Agreement Renewal Review. During 2014-15 two programmes were at the First Review stage: MLitt in German and Comparative Literature, and MSc in Dependable Software. Both reviews were led by the Pro Dean (Taught Postgraduate) and considered a range of aspects of the programme including recruitment, admissions, student performance, assessment and feedback, project supervision and the transition between institutions.

5.1 MLitt in German and Comparative Literature (School of Modern Languages)

This international 2-year degree is offered in cooperation with the University of Bonn, with students spending year 1 in Germany and year 2 in Scotland. The programme gives students an introduction to traditions and methodologies of Comparative Literature studies in the UK and Germany and has a strong emphasis on research skills. The management of the programme was found to be excellent with high levels of student satisfaction, particularly in supervision. Recommendations were mainly at an operational level, but the School is encouraged to ensure there is external examiner oversight at a programme level in addition to module level.

5.2 MSc in Dependable Software Systems (School of Computer Science)

This Double Erasmus Mundus MSc programme has an objective of providing students with the knowledge, skill and in-depth technical understanding of the key concepts required to design and build dependable software systems. Participating institutions are the National University of Ireland Maynooth, Université de Lorraine and the University of St Andrews. Overall the management of the programme was found to be excellent with good communication between participating institutions and healthy recruitment. However, as funding for the programme will cease in 2017, consideration is now being given to its continuation and other potential alternatives.

6. Annual Academic Monitoring

The annual academic monitoring process continues to be effective with a reporting deadline of end June. The format of the dissemination event held in October has increased in popularity. In previous years we have invited Directors of Teaching and one other interested colleague from each School to attend. However, due to demand, we will be opening up the event to a larger audience in October 2015 and will include positive practice identified from URLTs as well as AAM reports.

7. Development needs/good practice identified from review processes

7.1 Annual Academic Monitoring

The University continues to scrutinise reports from annual academic monitoring and URLTs to identify areas of good practice and development needs. These outcomes are used to help inform the agenda for the Learning & Teaching Committee, the Academic Monitoring Group and provide options for the annual dissemination event held in October each year. For example, areas of good practice shared with others at the dissemination event in October 2014 included*: integrating careers and employability into the curriculum* (Geography and Geosciences); *dissertation conference day* (Geography & Geosciences); *building a skills matrix in degree programmes* (Biology); *diagnostics for entrant students* (Music); *pre-entry online resources* (Social Anthropology).

7.2 Key themes emerging from 4 URLTs held in 2014-15:

Positive practice:

- All 4 disciplines have been undergoing some form of review and redesign of curriculum
- Integration of staff research into teaching
- Availability and approachability of staff
- Three out of four reviews commended excellent student-staff relationships
- Two reviews commended engagement with employability skills
- Two reviews commended strong engagement with enhancement themes

Areas for development identified from reviews in 2014-15, but potentially being applicable to all disciplines:

- Provision of more discipline-specific training for tutors
- Reflection on whether all stated learning outcomes are being delivered
- Introduction of less conservative forms of assessment to help students develop a wide range of skills
- Helping students to identify and articulate skills gained

8. Diversity in the Curriculum/Equality of Opportunity

An update of the suite of high impacting equality initiatives being undertaken at the University follows:

Athena SWAN Charter

In addition to the University's institutional award, in Sep 2014, Chemistry was awarded Silver; Mathematics & Statistics awarded Bronze; and Psychology & Neuroscience awarded Bronze. All STEM Schools are working on Athena SWAN with all to be submitted by Nov 2015, with Schools in the Arts & Humanities to apply from April 2016 (http://www.st-andrews.ac.uk/hr/edi/sex_gender/athenaswansupport/).

Inclusive Curriculum Toolkit

Utilised by our Directors of Teaching, the online guidance was further updated in May 2015 to be in line with latest guidance from the ECU and HEA 'Embedding Equality into the Curriculum' events (http://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/).

LGBT Scotland Charter Mark

Work is being undertaken to renew the charter through work with the student LGBT Society and by working with professional service units to ensure that services and policies are LGBT compliant (http://www.st-andrews.ac.uk/hr/edi/sexualorientation/charter/).

Race Equality Charter Mark (pilot)

Chaired by the Vice-Principal (Enterprise and Engagement) the group involves academics, professional staff, Student Director of Representation, and Student Representative Council for Race Equality, which ran from Jun 2014 to Apr 2015 (http://www.st-andrews.ac.uk/hr/edi/race/charter/).

Single Equality Outcomes Scheme (2013-2017)

Aligned to the 'Scottish Specific Duties (2012)' and the 'SFC Outcome Agreement', strategic and operational equality actions are monitored monthly by the Vice-Principal (Governance & Planning); Chief Legal Officer; Director of HR; HR E&D Officer (Head of E&D); and Trades Unions. It is presented to the Lay Court Members and the Principal at the Remuneration and HR Committee with senior academic support by our two Vice-Principal Equality Champions, VP (Research) and VP (Enterprise and Engagement) (http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/).

Stonewall Diversity Champion Award

The University recently gained the award (June 2015) and will be making a 'Workplace Equality Index' submission in September 2015 (http://www.st-andrews.ac.uk/hr/edi/sexualorientation/stonewall/).

Training & Awareness

'Unconscious Bias' understanding is built into training provision with content from the ECU and the School of Psychology & Neuroscience professors. A staff online module 'Diversity in the Workplace – HE' has been updated (May 2015). An online Recruitment Training module is due to be live by August 2015, plus an online Student Diversity Training module for all new 2015/16 incoming students.

Student Diversity Data

We should also note that we consider data relating to student diversity in the process of academic monitoring. This data comes to Academic Monitoring Group as part of the data set for annual academic monitoring.

9. PSRB Accreditation 2014-15

The School of Management has recently gained accreditation from the CIPD for its MLitt in Human Resource Management.

No other reviews by PSRBs were held during academic year 2014-15.

10. Monitoring and Analysis of Data

The University has set up a working group to address the need for better structured, self-service management reports that integrate key institutional data sets (such as student lifecycle, finance, research, estate, human resources, knowledge exchange and reputation). A programme of administrative and IT projects was initiated with the aim of streamlining and automating a suite of processes relating to the student lifecycle from admission to graduation as well as curriculum development. Following a slow start,

work is now progressing well and wave 1 of the works was completed in June 2015 under the auspices of the Senate Efficiency Review (SER) programme. The remaining work has an expected end date of September 2016. The SER programme of work will enhance our capacity for self-evaluation by supporting, informing and streamlining University processes and information management.

10.1 Measures of Teaching Quality

As reported last year, the University was creating a Teaching Quality Factsheet to give a snapshot of key information that could be used for various purposes. Each School was provided with a Teaching Quality Factsheet for the first time this academic year. Initial feedback has been positive in the main, with suggestions provided by Schools on what else could usefully be included. It has been agreed by AMG that the factsheet should be produced early in September each year.

10.2 NSS

The University participated in the NSS for the ninth time in 2014 and again performed well, with an overall first in Scotland and joint first in the UK, moving up one place from the previous year. Five St Andrews subjects – Computer Science, Geography, Biology, Anthropology and Divinity – achieved satisfaction levels of 100%. St Andrews students gave the University high marks for course teaching, the organisation and management of their programmes, academic support and learning resources.

As is normal practice for the University, our Statistical Analysis & Benchmarking Team prepares NSS reports for each individual discipline, with a comparison to previous years and to other disciplines in the institution. This analysis plays a crucial part in dialogue at strategic planning meetings and is included as part of the advance documentation for URLTs. Schools will investigate any aspects of the analysis where scores are outwith what would normally be expected for this institution or their discipline, and be pro-active in seeking an improvement in the following year.

10.3 iGrad

The University has participated in iGrad for 6 years and used the resulting data to help identify particular areas for action in respect to improving the student experience. After reflecting on the analyses for the last 2-3 years and noting little meaningful change, the University decided not to participate in 2014-15. The current aim is to participate again in 2016-17.

11. Student Participation

Students continue to be represented on all major committees (typically via the Students' Association President and Director of Representation), and continue to be involved in any major initiatives, academic or otherwise. The School Presidents system continues to function well. They now have a key role in gathering student opinion prior to URLTs and submitting a short paper that is included in the advance documentation for these reviews. The Director of Representation continues to represent taught students on the panel for each URLT and this helps to provide him/her with an insight into the management of Academic Schools.

11.1 Collaboration Statement

For 2015-16, the Vice-Principal (Proctor) and Students' Association Director of Representation have agreed the three main topics that will form an over-arching focus for staff-student collaborations under a general heading of Quality Enhancement. These topics are: feedback; early provision of study information for

students; and dissertation supervision. The Collaboration Statement agreed in May 2015 can be found on the following link http://www.st-andrews.ac.uk/st teaching/strategypolicy/collaboration/ .

11.2 Teaching Awards

For the third year running the University and Students' Association held a joint ceremony for the delivery of the Student-Led Teaching Awards and the University's Teaching Excellence Awards. These awards are increasingly well-supported by students and staff. The Proctor's Award is also presented at this ceremony. This award is a collaboration between the Students' Association and the Proctor's Office that rewards commitment in enhancing learning and teaching by a student, particularly a class representative or School President. Information on winners is provided on both the University and Students' Association webpages: http://www.st-andrews.ac.uk/staff/teaching/funding/excellence/

CAROL A. MORRIS
Director of CAPOD & Quality Monitoring
(Centre for Academic, Professional & Organisational Development)
August 2015

Annual Institutional Statement of Internal Subject Review
for Academic Year 2015-16

Response to the Scottish Funding Council for the University of St Andrews

1. Introduction

Over the last year, the University has continued to work on 'areas for development' from its ELIR held in the spring of 2015. At the same time, we have also given attention to areas of activity marked for commendation, where we remain committed to continuous improvement. A helpful and collegial annual meeting with the QAA took place in May, and the University's Follow-Up Report was delivered in June 2016 and published on the QAA website in July 2016.
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007803#.V495zKIYn3Y

2. Academic Monitoring Group

In the University's 2014-15 report to the SFC, we advised that we had taken the decision not to include external participation as standard in our Academic Monitoring Group (AMG) meetings, but to seek external views when deemed necessary. This has worked well with members of AMG sharing views on various sectoral activities, including the review of the QEF, TEF and the new developments for ELIR. Continued attendance at Teaching Quality Forum by two members of AMG (one of whom is now TQF Vice-Convenor), our membership of Universities Scotland committees and our relationships with other universities, notably via the Students' Association Director of Representation's, all bolster a comprehensive Quality Assurance and Enhancement knowledge-base for the University.

In addition, we have re-focussed and extended our meetings to allow more thorough discussion of agenda items, e.g., University-led Reviews of Learning & Teaching (URLT) outcomes. We have also re-formulated a clear schedule of annual reports to be delivered to AMG on various key activities, e.g. collaborations, student appeals, etc. The report authors are invited to present findings to the group as appropriate.

3. University-led Reviews of Learning & Teaching (URLT)

During the programme of reviews for each year, a note is kept of all potential enhancements and problem areas in the URLT process. The Director of CAPOD & Quality Monitoring and the Academic Monitoring & Development Advisor hold an annual URLT planning and review day each year in June. This allows them to consider whether these potential enhancements should be incorporated into normal practice, and identify how any problems arising can be handled effectively in the future. If of an operational nature, guidelines and practice are amended accordingly. If of a wider-ranging nature, a request will go to AMG for full consideration. In the last year for example, a Guidance Note for School Presidents (SPs) has been created to clarify the role in preparation for a School's URLT. This provides advice to SPs on gathering views from students and a template for reporting back findings.

An Action Plan is submitted following each URLT and is considered by AMG. Previous practice had been for the Director of CAPOD & Quality Monitoring to follow-up on these plans after an appropriate time and report back on progress to AMG. This will continue; however, AMG has recently decided to provide a more formal response to most Action Plans, highlighting activity that requires further information to be provided, or requesting a formal note of progress on particularly important activity.

URLTs were carried out in the following Schools, and Departments during Academic Year 2015-16: School of Art History, School of Biology, School of Chemistry, School of Psychology & Neuroscience and the Department of Music. No Professional Service Units were due for review in 2015-16.

The AMG agreed that the planned URLT of the School of Medicine should be postponed from AY 2015-16 to 2016-17 to allow sufficient time for the School to consolidate ideas for, and make progress on, planned development. Meanwhile, the AMG instructed that an internal interim review led by the Dean of Science should be conducted to provide an opportunity for discussion with staff and students of the School. The following themes formed the basis of the review:

- Feedback on coursework
- Progression (including Honours entry)
- Support for international and struggling students
- Integration with the rest of the University

Recommendations arising from this interim review will form part of the full review planned for early in semester 1, 2016-17.

A planned first review of the PG Cert in Computational Chemistry was postponed until the programme is fully implemented.

3.1. School of Art History

The School of Art History is one of the University's smallest Schools, but has around 400 students studying on its modules each year. The Review Team praised the School's commitment to research-led teaching and the collaborative relationship fostered between staff and students. The School was commended for its innovative assessment practices, its excellent approach to advising and support for new staff following well-considered appointment-panning. Activity identified for review and action included turnaround times for coursework, collaboration with the Careers Centre and dissertation word length requirement, all of which are currently being addressed.

Confidence reported

3.2. School of Biology

The School of Biology is divided across three broad themes embodied by the Biomedical Sciences Research Centre, the Centre for Biological Diversity and the Scottish Oceans Institute. A strong overarching emphasis on research-led teaching, research practice, data analysis, experimental design and numeracy was found by the Review Team, along with an impressive quality of teaching delivery. Recommendations included advice to undertake a mapping exercise in relation to the delivery of ethics, science communication and microbiology to ensure all students benefit from relevant provision and so the School could evidence that they are fully compliant with the QAA Subject Benchmark Statement. There was no doubt here, but the Team felt the exercise would be valuable. The School were also asked to review at what point their small class sizes would no longer be sustainable. Further, there was encouragement to consider how the breadth of the PGT offering could be increased.

Confidence reported

3.3. School of Chemistry

The School of Chemistry had celebrated its 200th anniversary since it was last reviewed in 2010. Despite its age, or maybe because of it, the Review Team found that students are fortunate to benefit from a dynamic approach to using IT in laboratories and attitude towards using innovation in teaching. It was agreed that students receive an excellent range of laboratory training and placement opportunities, and therefore graduate with a strong skills set. The School was also found to be rightly proud of achieving an Athena Swan Silver Award. Activity flagged for further review

included induction and mentoring for new members of staff, and in-house training provision for postgraduate demonstrators to supplement that provided at a University level.

Confidence reported

3.4. Department of Music

The Department of Music offers academic modules at 1000-, 2000- and 3000-levels. There are currently no plans to develop a degree programme in the discipline. However, students who are excellent and experienced performers as well as those who have no background in music welcome the opportunity to learn within the discipline. The Review Team noted that the range of modules offered are interesting, engaging and well-considered, providing an overall developmental experience and cultural enrichment. The Team praised the enthusiasm of staff who have provided so much with limited resource, and the breadth and quality of teaching. The Department were asked to consider the possibility of interdisciplinary connections with other Schools as a way of developing joint modules, potentially building towards the development of interdisciplinary programmes.

Confidence reported

3.5. School of Psychology & Neuroscience

The School of Psychology & Neuroscience was formed in AY 2013-14, so this was its first review following that move. The School had seen a dramatic rise in the number of neuroscience students as well as an increase in undergraduate student numbers in psychology. The Review Team were impressed by the high levels of teaching quality, in a broad and BPS compliant undergraduate curriculum. High levels of student satisfaction were evidenced by the NSS and helped by a commitment to small group teaching and availability of staff. The Review Team recommended that the School conducts a mapping exercise for transferrable skills and communicates specific skills through module descriptors and when outlining assessments. Advice was also given to consider offering a dedicated module on individual differences and an optional module on organisational psychology.

Confidence reported

4. Schedule for 2016-17

5. Academic School	Service Unit/Other
English Language Teaching (ELT)	Careers Centre
School of International Relations	Social Sciences 5000-level modules
School of Medicine	
Department of Social Anthropology	

5. Annual Academic Monitoring

The Annual Academic Monitoring process continues to be effective, with good evidence-based reports that are frank in content, reflective and providing valuable information to the AMG. Dialogues between AMG and a third of Schools (Head of School, Director of Teaching and School Student President) each September are widely held to be useful and constructive. Interest in the topics presented at our Annual Monitoring Dissemination Event in October and attendance at the event has grown in a manner that we did not envisage when it was first introduced: in response to wide demand, the event this year was opened to a larger number and range of colleagues. Varied presentations for the event in October 2015 included *Just in Time Teaching; Encouraging Independence in Students;* and *Student Progressions and Transitions.*

6. Module Evaluation Questionnaires

End of Semester Module Evaluation Questionnaires were fully transferred from paper to online technology two years ago. While response rates have dropped in some areas, they have increased in others. The institutional average has been between 40 and 50% in that time. It is hoped that a

collaborative campaign between the Students' Association and the University will improve these response rates. Sector colleagues tell us that we are already achieving a better response rate online than they achieve on paper: however, we do not wish to be complacent and are determined to find a way to engage more students in providing appropriate feedback on their experience of modules.

7. Development needs/good practice identified from review processes

Following the June review of academic monitoring processes mentioned in 3 above, common commendations and recommendations were identified. Areas noted where improvement is required will be taken to the October meeting of the AMG for discussion.

7.1. Key themes from 15-16 reviews

Common themes for commendation:

a) High quality teaching
b) Research-led and research-informed teaching
c) High quality students
d) Commitment to small group teaching
e) Innovation in assessment
f) Collegiality and sense of community between staff and students
g) Curriculum review and redesign
h) Breadth and depth of curricula
i) Successful engagement between School/Department and the Student President
j) Provision of comprehensive Reflective Analysis and documentation for the URLT

Common themes for recommendation:

While each School had specific recommendations to follow up, those that occurred more than once and could potentially become causes for concern at an institutional level were:

a) Review whether turnaround times for feedback on assessment are being routinely met
b) Review a perception that different standards of marking and feedback occur between different tutors and/or tutors and staff
c) Review clarity of marking criteria, and ensure these and related guidance are freely available to students
d) Review School-based training for PGR tutors/demonstrators, especially in relation to marking assignments

Academic Monitoring will continue to focus on these themes.

7.2. Key themes for 2011-16 cycle of reviews

Having reached the conclusion of the University's planned cycle of URLTs, the University took the opportunity to review common themes for the whole cycle. These are as follows:

Common themes for commendation:

a) High quality teaching
b) Research-led and research-informed teaching
c) High quality, motivated, enthusiastic and articulate students
d) Commitment to small group teaching
e) Innovation in teaching and assessment
f) Collegiality and sense of community between staff and students
g) Curriculum review and redesign
h) Breadth and depth of curricula
i) Successful engagement between School/Department and the Student President

j) Provision of comprehensive Reflective Analysis and documentation for the URLT
k) Availability of staff and open door policy
l) Quality and quantity of feedback
m) Engagement with the Enhancement Themes agenda
n) High quality support from the School's administration team

Common themes for action:

a) Check whether turnaround times for feedback on assessment are being routinely met (a common complaint from students is a failure of feedback being returned prior to submission of next assignment)
b) Address the perception held by students that different standards of marking and feedback occurs between different tutors and/or tutors and staff
c) Review clarity of marking criteria/grade descriptors, and ensure these and related guidance is freely available to students
d) Improve School-based training for PGR tutors/demonstrators, especially in relation to marking assignments
e) Review lack of coordination in assessment deadline setting
f) Articulate to students which transferrable and professional skills they will acquire via their studies and assessment
g) Review management of PGT student expectations
h) Review School-based induction, mentoring arrangements and reduced teaching load for all new academic staff
i) Ensure a balanced teaching and administration load for staff, where all staff have a share in teaching at all levels, and administration
j) Ensure staff contribute to, and have an understanding of, the vision and strategy for their School
k) Review research methods teaching
l) Address teaching space – availability, size and location, and office space for PGR students
m) Review whether there are too few copies of key texts in the Library
n) Review coordination of Computing Officers

While items a-d remain current for the 2015/6 academic year, we are confident that all concerns are addressed appropriately and that items e-n are either no longer of concern, or are being effectively dealt with under a 'watching brief'.

8. Diversity in the Curriculum/Equality of Opportunity

An update of the suite of high impacting equality initiatives being undertaken at the University:

Athena SWAN Charter

In April 2016 a renewal submission of the University's institutional Bronze award was made to the ECU. Current School award holders: Silver for Chemistry, and Bronze for Biology; Earth & Environmental Sciences; Mathematics & Statistics; Medicine; Psychology & Neuroscience. Physics & Astronomy hold the JUNO Practioner equivalent. Arts schools have commenced working on Athena SWAN (http://www.st-andrews.ac.uk/hr/edi/sex_gender/athenaswansupport).

Inclusive Curriculum Toolkit

Designed for Directors of Teaching, the online guidance is used in preparation for HEA E&D in the Curriculum workshops line with latest guidance from the ECU and HEA 'Embedding Equality into the Curriculum' events (http://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum).

Carer Positive Scotland Award

In recognition of institutional policy and provision, the University attained 'Carer Positive at Engaged Level' accreditation (Jul 2016) (http://www.carerpositive.org/carer-positive-employers).

Race Equality Charter
A resubmission for the charter was made (July 2016) through the institutional Race Equality Group chaired by the VP(Enterprise and Engagement) and involving academics, HR; CAPOD; Student Director of Representation; and Student Representative Council for Race Equality (http://www.st-andrews.ac.uk/hr/edi/race/charter).

Single Equality Outcomes Scheme (2013-2017)
In compliance with the Scottish Specific Duties (2012); the Equality Act (2010); and SFC Outcome Agreement, the institutional strategic and operational equality plan is being reviewed to be published in April 2017 (http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports).

Stonewall Diversity Champion Award
The University renewed its award (June 2016) and is making its second 'Workplace Equality Index' submission in September 2016 (http://www.st-andrews.ac.uk/hr/edi/sexualorientation/stonewall).

Training & Awareness
A new online Unconscious Bias Training Module was launched (April 2016). It is the first of its kind within the UK for training staff on student assessment and admissions. This builds on our suite of online provision: Recruitment; Diversity in the Workplace (HE); Student Diversity; and Diversity. A Micro-Messages video is an additional training resource, together with in-person sessions conducted for managers and staff at all levels (http://www.st-andrews.ac.uk/hr/edi/training).

Student Diversity Data
Each School has an E&D Committee that analyses student diversity data, which also forms part of Athena SWAN.

9. PSRB Accreditation 2015-16
No PSRB reviews were held during 2015/16.

10. Monitoring and Analysis of Data
Following information provided in the University's 2014-15 return, all Senate Efficiency Review projects are now planned to be completed by December 2016. The intention of this work was to provide easy, self-service access to data and to streamline a variety of processes associated with the student lifecycle and University administration. The University is already benefitting from this work.

10.1 Overview of Module Evaluation Questionnaires (MEQs)
A new facility has been developed this year to allow appropriate staff access to an overview of all MEQ outcomes by School. A grid showing all modules and questions is colour-coded (essentially blue-excellent, green-good, red-poor), and sets mean scores against a University average to highlight areas of concern at an easy glance in a layout commonly referred to as 'the tartan rug'. This is made available in the University's Module Management System for AMG, Heads of School and Directors of Teaching, who have all found this tool extremely helpful in easily identifying problem areas in modules, and highlighting where modules are receiving high levels of student satisfaction. It has also been used as evidence to instigate conversations with teaching staff who have a lower than expected satisfaction rating in particular areas (e.g. 'the lecturer was good at explaining things'), and can therefore aid in the identification of development needs.

10.2 Teaching Quality Factsheets
Teaching Quality Factsheets developed in collaboration between the AMG and the University's data team received good feedback when issued for the first time last academic year. Timing of delivery of these was agreed to be most appropriate and useful in terms of data availability and confirmation in early September. The next round of Teaching Quality Factsheets will therefore be issued to Schools in September 2016.

10.3 NSS

The University participated in the NSS for the 10th time in 2015, with an overall satisfaction rate of 89%, placing us joint third in Scotland and 25th amongst mainstream multi-faculty institutions. The University was ranked top in 4 subject areas (Neuroscience, Zoology, Computer Science, and Archaeology) and top 10 in 3 other subject areas (Medicine, Classics, and Mathematics & Statistics). A further 15 subjects scored 90% satisfaction or above, with another 8 subjects improving their performance.

While our 2015 scores would be regarded as satisfactory for many universities, we were disappointed to have dropped several places in national rankings, and held a series of discussions with Schools based on the annual analysis we carry out following receipt of the full data. In all subject areas, detailed scores for each question are routinely scrutinised by our Statistical Analysis & Benchmarking Team to provide reports for each discipline to help identify where improvements can be made. This is particularly helpful for subject areas where student satisfaction has decreased. This analysis is a key part of URLT and strategic planning dialogues with AMG and members of the University's Principal's Office. Overall issues in 2015/6 were tricky to define: however, it was easier to identify them when broken down by School. Having noted their particular results at the start of the 2015/6 academic year, Schools agreed action plans which were followed up by the Deans throughout the 2015/6 academic year. We are pleased to report a return to a leading position in the NSS 2016.

11. Student Participation

Student participation on all major committees continues, with students and staff working closely on a variety of projects. Structured training for class representatives, run jointly between the Centre for Academic, Professional & Organisational Development (CAPOD) and the Students' Association (SA), has been reviewed and enhanced to make use of the flipped classroom approach. This was received well by class representatives. Training for School Presidents has also been enhanced in response to feedback and a growing realisation of the real value of this role.

11.1 Collaboration Statement

Following the election of a new Students' Association Director of Representation time has been set aside to discuss an update to the Collaboration Statement.

CAROL A. MORRIS
Director of CAPOD & Quality Monitoring
(Centre for Academic, Professional & Organisational Development)
August 2016

Annual Institutional Statement of Internal Subject Review

for Academic Year 2016-17

Response to the Scottish Funding Council for the University of St Andrews

1. Introduction

Over the last year, as well as continuing to work on the ELIR 'areas for development' and other standard quality processes, the University was named UK University of the Year for Teaching Quality in the *Times* and *Sunday Times* awards. We also participated in the Teaching Excellence Framework (TEF) and were pleased to receive a TEF Gold Award. The TEF Panel reported:

- Exemplary teaching quality through a strong emphasis on the development, sharing and dissemination of good practice

- An institutional culture of rigour and stretch within a research-intensive environment that stimulates optimum levels of enthusiasm for learning across the entire student body

- Well-equipped learning and teaching spaces and use of digital resources that create a learning and teaching environment of the highest quality

- An overall environment of student engagement, motivation and collective identity supporting optimum retention and completion rates.

It was particularly satisfying that TEF panellists recognised that "students from all backgrounds achieve consistently outstanding outcomes", reflecting many years' work on widening access in the University of St Andrews.

2. Notable changes since previous report

- The Proctor's Office is currently undergoing a restructure under the guidance of the Senior Vice-Principal (Proctor) to provide improved support for learning and teaching work. Incorporating responsibility for postgraduate research students into the Proctor's Office has already allowed a streamlining of the committee structure for that group to reflect the arrangements already in place for taught students.

- The creation of a Graduate School to support and encourage interdisciplinary postgraduate programmes is underway, with new programmes already in planning and ready to admit entrants from 2018/19. The Graduate School is led by an Assistant Vice-Principal, a new role reporting to the Proctor. The Assistant Vice-Principal will concurrently fulfil the role of Provost, in charge of a programme of events and opportunities for postgraduates under the auspices of the College of St Leonard (our postgraduate college).

- During 2015/16, the School of Geography & Geosciences was divided to create a School for each discipline in its own right. We now have the School of Geography & Sustainable Development, and the School of Earth & Environmental Sciences. The University now has 20 Schools split over three faculties: Science (9), Arts & Divinity (10), and Medicine (1).

3. Academic Monitoring Group

The University's Academic Monitoring Group (AMG) continues to meet on a monthly basis with a structured agenda, and a programme of annual reporting coordinated to provide information on, for example, student appeals, external examiners reports, collaborative activity, etc. The success of these more regular meetings is evident – they have provided an opportunity to consider the outcomes of University-Led Reviews of Learning & Teaching (URLTs) more swiftly, and also to assess action plans as soon as they are prepared so that Schools are encouraged to address recommendations in a timely manner. A follow-up meeting between the School under review and the Director of Quality Monitoring informs the AMG whether satisfactory progress is being made on its action plan. Progress is usually well developed, but should there be an identified lack of progress, the Dean of Faculty would take this up with the School.

The Proctor has until now chaired the AMG. However, during AY 2017/18, our plan is to provide the Deans of Faculty with more hands-on responsibility for academic monitoring and this will include sharing the chair of AMG. This move is part of a wider restructure of roles and responsibilities in the Proctor's Office mentioned above.

4. University-led Reviews of Learning & Teaching

The programme of URLTs for 2016-17 comprised the Schools of Medicine and International Relations, the Department of Social Anthropology, the English Language Teaching unit and the Careers Service. Detail on each review is provided below.

4.1. Medicine

The School of medicine was reviewed in November 2016. The panel judged that students were provided with an excellent pre-clinical medical education and were taught in state-of-the-art teaching and laboratory space. Positive NSS results confirmed the student view that they are well taught and well supported. The School was commended for its Fitness to Practise arrangements, its Peer Assessed Learning programme and its bespoke curriculum management platform. Recommendations included an encouragement to review the quality and quantity of feedback and reflect on how more feedback could be provided on formative assessment; to reflect on the quality of GP placements; and to consider any potential impact of the new Scottish Graduate Entry Medicine (ScotGEM) programme on the current undergraduate programme. **Confidence reported**

The new ScotGEM programme designed, and to be run, in partnership with the University of Dundee will welcome its first students in September 2018. Approval of this programme, the first of its kind in Scotland, has been subject to rigorous scrutiny by both universities' academic monitoring and curriculum approval bodies, prior to final approval by Academic Council. As well as University requirements, the General Medical Council stages to accreditation must also be reached. Stage 5 was passed

in June 2017 with no major concerns raised. This programme will also be monitored under our own 5-stage review process for collaborative programmes.

4.2. International Relations

The School of International Relations was reviewed in April 2017. The review panel judged that students '...receive an excellent learning experience, benefitting from research-led teaching and a wide-ranging curriculum.' The School's commitment to small group teaching was praised along with its variety of teaching styles and formats. It was recommended that the School should review how it can improve the sense of community given its large number of students, and also how it can improve how diversity and inclusion can be made more visible within the syllabus, e.g., by including more content from female authors and from the Non-Anglo-Saxon canon.

Confidence reported

4.3. Social Anthropology

The Department of Social Anthropology was reviewed in November 2016. Excellent NSS results reflect the Department's commitment to providing an outstanding student experience. Social anthropology attracts a wide range of students, from those who wish to complete a degree in the discipline to those who wish to dip in for a few modules. Those who dip in regularly find themselves changing their degree intention because of the interest created. The Department has a very collegial environment where students are encouraged to stretch themselves and flourish. Recommendations included clarifying expectations and the journey for taught postgraduate students, and providing additional support for Postgraduate Tutors by way of sharing the good practice evident in some areas.

Confident reported

4.4. English Language Teaching

ELT was reviewed in February 2017. The external members of the review team comprised two colleagues from similar departments in the universities of Glasgow and Leeds. The panel judged that 'ELT delivers an exceptional learning and teaching experience, equipping students with subject knowledge, language development and academic skills for further study.' ELT was encouraged to reflect on its strategic vision to establish and clarify the prioritisation and planning of the department's breadth of activities, including ongoing development/expansion and alignment to the University's strategic plan.

Confidence reported

4.5. Careers Centre

The Careers Centre was reviewed in April 2017. Prior to that, in February, the Associate Vice President for Career Development from the College of William & Mary (Williamsburg, VA, US) visited the Careers Centre as part of our programme of including an international aspect to a review where it is deemed to be helpful. The University normally includes an international reviewer for at least one review each year. The international reviewer provided a short report of her findings that was circulated to the full review team as part of the advance documentation for the full

review. The overall findings indicated that '…dedicated staff provide a friendly and high-quality service, as well as a wide range of resources, to enable current students and alumni to make and successfully implement decisions about what they will do next in their lives.'

The Careers Centre was commended for extending the scope of its offering to address the needs of students and the strategies of the University. Recommendations included exploring other models of delivery and staffing, including triage processes and the potential of using suitably trained students to provide additional drop-in support (for CVs, etc.), to free up staff to meet with students who require more complex support and advice.

Confidence reported

5. URLT Schedule for 2017-18

Academic School	**Service Unit/Other**
Divinity	Library Services
Geography & Sustainable Development	
Earth and Environmental Sciences	
Management	
Philosophy	

6. Development news/good practice identified from review processes

Following our normal pattern of analysing URLT reports for the year past, the following key themes were found:

Common commendations

a) High quality teaching
b) Research-led and research-informed teaching
c) High quality students
d) Dedicated and enthusiastic members of academic and support staff
e) Commitment to small group teaching
f) Innovation in assessment
g) Collegiality and sense of community between staff and students
h) Curriculum review and redesign
i) Breadth and depth of curricula
j) Successful engagement between School/Department and the Student President
k) Provision of comprehensive Reflective Analysis and documentation for the URLT

Common recommendations

a) Enhance the taught postgraduate student journey and clarify their expectations
b) Give further consideration to the School's workload model to ensure optimal coverage and transparency.

The commendations stated have, in the main, been common to our reviews for a number of years now, with the recommendations above being in our plan of work at an institutional and School level.

External Examiner reports: External Examiner reports reflect similar commendations to those for URLTs above, with little by way of common areas for development. External Examiners made a small number of non-serious recommendations; however, each of these points for action were particular to a discipline or programme. AMG is satisfied that these have been addressed by the Heads of School.

7. AAM reports for 2016/17

The Annual Academic Monitoring reports for AY2016/17, received at the end of June, were considered by AMG at its July meeting. Interesting practice identified by AMG that will feed into our Dissemination Event in October includes:

- Module Evaluation Questionnaire process for reflection on results – Schools of History and Management
- Undergraduate Careers Day – School of Biology
- Degree exit interviews – School of Computer Science
- Redesign of taught postgraduate programmes – School of Art History
- Improving the student experience – Schools of Economics & Finance, Computer Science, Mathematics & Statistics
- Reflective practice including away days – Departments of Philosophy/Social Anthropology/Film Studies
- New administration roles in terms of needs and benefits – Welfare Officer (School of Computer Science), New Staff Liaison (School of International Relations) and Director of the Student Experience (School of Economics & Finance).

A schedule of face-to-face dialogues is planned for September with AMG and a third of Schools as is our normal practice. This allows for discussion of the reports and themes AMG wish to pursue with Schools, e.g. School/Departmental processes for following up on Module Evaluation Questionnaire (MEQ) results, and NSS results.

8. Diversity in the Curriculum/Equality of Opportunity

The University's Equality & Diversity Officer has provided detail below of the suite of high impacting equality initiatives currently being undertaken at the University:

Athena SWAN Charter

The University is working on renewing its institutional Bronze award (Nov 2017). Current School award holders: Silver for Chemistry and Physics & Astronomy (plus

Juno Champion), and Bronze for Biology; Earth & Environmental Sciences; Mathematics & Statistics; Medicine; and Psychology & Neuroscience. Arts schools are progressing on Athena SWAN submission work (http://www.st-andrews.ac.uk/hr/edi/sex_gender/athenaswansupport).

Carer Positive Scotland Award

In recognition of institutional policy and provision, the University successfully renewed its 'Carer Positive at Engaged Level' accreditation (Jun 2017) (http://www.carerpositive.org/carer-positive-employers).

Carers Trust

A working group was set-up (Admissions, Students' Association, Student Services and E&D HR) to work in partnership with the Carers Trust, resulting in the publishing of an online Student Carers Statement (May 2017) (https://carers.org/putting-student-carers-map-scotland).

Equality Mainstreaming & Outcomes (2017-2021)

In compliance with the Scottish Specific Duties (2012); Public Sector Equality Duty (2011); Equality Act (2010); and SFC Outcome Agreement, progress on the 2013-17 institutional strategic and operational equality plan and diversity staff/student data was published online (April 2017), together with a new 2017-21 action plan (http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports).

Inclusive Curriculum Toolkit

Designed for Directors of Teaching, the online guidance formed part of two bespoke HEA 'Embedding E&D in the Curriculum Workshops' delivered in the University (Dec 2016) for staff to be aware of latest sector best practice (http://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum).

LGBT Charter & Stonewall Diversity Champion Award

Partnership working with LGBT Youth Scotland continues for renewal of the charter. As part of this, a full day workshop was delivered (Dec 2016) to staff from E&D HR; halls of residences; Student Services staff (including the management team); and the Chaplaincy. The University renewed its commitment as a Diversity Champion (Jun 2017) involving making a 'Workplace Equality Index' submission (Sep 2017). As part of these initiatives, LGBTIQ+ Role Models and LGBTIQ+ Allies webpages were published in addition to a new Staff LGBTIQ+ Network. The Policy & Guidance for Trans Staff & Students is being reviewed to be inclusive of non-binary staff/students and to use updated terminology.

Student Diversity Data

Each School E&D Committee undertakes analysis of student diversity data forming part of Athena SWAN.

Training & Awareness

Our suite of online training provision continues to be completed by staff/students with modules on: Recruitment & Selection; Diversity in the Workplace (HE); Student Diversity; and Unconscious Bias (http://www.st-andrews.ac.uk/hr/edi/training).

9. PSRB Accreditation 2016-17

The following programmes achieved successful re-accreditation during 2016/17:

Chemistry

- MChem Chemistry
- MChem Chemistry with External Placement
- MChem Chemistry with Medicinal Chemistry and External Placement
- MChem Chemistry with French
- MChem Chemistry with French and External Placement
- MChem Materials Chemistry
- MChem Materials Chemistry and External Placement
- MSc Chemical Science
- BSc Chemistry
- BSc Chemical Sciences
- BSc Chemistry with French
- BSc Chemistry with French with integrated year abroad
- BSc Chemistry with Medicinal Chemistry
- BSc Material Chemistry

Psychology: All Psychology programmes have been re-accredited for a period of 5 years (2017/18-2021/22)

10. Monitoring and Analysis of Data

10.1 Overview of Module Evaluation Questionnaires (MEQs)

A new facility introduced last year to allow appropriate staff access to an overview of all MEQ outcomes by School has continued to provide useful, at-a-glance information. A grid showing all modules and questions is colour-coded (essentially blue-excellent, green-good, red-poor), and sets mean scores against a University average to highlight areas of concern at an easy glance in a layout locally referred to as 'the tartan rug'. This year the Deans of Faculty asked for a response from Schools on any modules or common themes showing high levels of red. These responses were provided to AMG where it was agreed that responses were satisfactory in the main. Two Schools were asked to submit further information on particular modules.

10.2 NSS and other surveys

During academic year 2016/17, the University participated in a range of student satisfaction surveys; both externally facilitated and internally managed. These surveys include the National Student Survey, the i-Graduate Student Barometer and the Postgraduate Research Experience Survey (PRES). In 2017, the university also launched a bespoke, in-house survey, aimed at gathering the more detailed and

granular views of our taught postgraduate students. In order to gather as much feedback as possible, the survey was delivered in two waves; the first asking students to reflect on the taught element of their programme; whilst the second wave focussed specifically on the dissertation element of the programme.

For each survey, schools and relevant professional service units receive a detailed analysis of the responses pertinent to their subject area, contextualised and benchmarked with the performance of the sector where possible. Areas of concern are highlighted quickly and addressed via the appropriate accountable body, such as the AMG or the Service Directors Student Experience Group.

Our undergraduate students continue to demonstrate high levels of satisfaction with the quality of their academic experience. In the most recent National Student Survey (2017), St Andrews again came top in the UK for multi-faculty institutions, with 94% of final year students surveyed saying they were satisfied overall with the quality of the learning and teaching experience. In addition, St Andrews ranked top in the UK for 12 of the survey's 27 areas of analysis, including:

- Providing intellectually stimulating courses
- Explaining issues clearly to students
- Making subjects interesting
- Opportunities to explore and develop ideas
- Accessible and contactable staff
- Good organisation
- Effective communication
- Fair marking and assessment
- Effective timetabling
- Opportunity to give feedback
- Feeling part of the community
- Overall satisfaction with the quality of academic experience

In a small number of areas, we registered a disappointing result, the most surprising being a poor rating for the NSS question on 'the right opportunities to work with other students'. We shall be addressing this and other anomalous results through our Learning and Teaching Committee and (for individual subjects whose results are weaker than the rest of the university) through AMG with the support of the Deans.

Our postgraduate taught satisfaction surveys have been hugely helpful in identifying a small number of areas where there appears to be less satisfaction than that of the Undergraduate cohort. Feedback from our last PTES suggested that 79% of PGT respondents were satisfied with the overall academic experience here at St Andrews. Qualitative commentary from the responding students suggest that for those who were least satisfied overall, the main message was that they felt a certain lack in sense of community and of being considered an integrated part of the wider university. This response is in contrast to that of the UG cohort. The university has taken serious note of these findings and is working to address them by, amongst other things, establishing the Graduate School, revitalising St Leonard's College activities, and setting up a dedicated PGT Experience Group under the leadership of the Assistant Vice-Principal. In the longer term, creating dedicated study and social space for our PGT students is a key feature in our significant capital investment plans to enhance our learning and teaching space over the next few years.

10.3 Teaching Quality Factsheets

Introduced in 2014-15, the teaching quality factsheets (TQF) are an integral part of the URLT and strategic planning processes. These one-page "highlight" documents, provide an "at-a-glance" overview of a range teaching quality-related factors, using a "Red-Amber-Green" monitoring flag. The measures include:

- The confidence status of the most recent URLT
- Feedback from External Examiners Reports
- Annual Monitoring Outcomes
- Survey and league table outcomes
- Quality of teaching staff (i.e. the number of Academic staff with HEA Fellowships, Teaching Development Fund Awards or University Teaching Excellence Awards
- A note of whether members of academic staff are engaged in Peer Observation of Teaching within this school.
- Number of inter-disciplinary programmes/modules
- Number of cases of Academic Misconduct; Number of Senate Appeals
- New programme/module approvals
- No. of active collaborative teaching partnerships
- Staff:Student Ratio (SSR)
- Average Tariff on Entry
- Progression and outcomes

11. Student Participation

11.1 Representation

The collaborative relationship between students and staff at the University continues to be very positive and productive. A change for AY 2017/18 in the representative roles in the Students' Association will further facilitate this, with the Director of Representation role being divided into two: Director of Education and Director of Wellbeing. This split will allow the role holders in these two areas of focus to have workloads that are more manageable, which will be beneficial both to students and to the University.

11.2 Induction and training for student representatives

The Centre for Academic, Professional and Organisational Development (CAPOD) has significantly expanded training and development support for students in academic representation roles. In October 2016, an innovative 'flipped-classroom' model was launched for the University's 300+ class representatives. A series of video resources were created which representatives accessed ahead of a practical, action-planning session. This approach resulted in approximately a 90% attendance rate, and will be employed again in academic year 2017/18. Follow-up training was provided for academic representatives with specialist roles (minute takers, library, welfare, careers and social representatives), as well as postgraduate representatives. The University's School Presidents received two structured training events, co-delivered by CAPOD and the Students' Association: a 'knowledge' session as soon as they are elected for the next academic year in April, and a 'skills' session at the start of the semester in September when they take up their duties. Specific skills developed include chairing

a Staff-Student Consultative Committee, collecting and using data, delegation and dealing with different opinions.

A robust, new training plan has been put in place by CAPOD for students who hold sabbatical positions in the Students' Association and the Athletic Union Executive team. For these cohorts, a range of induction sessions has been developed featuring contributions from the University's Directors of Professional Services. These meetings are complemented by a programme of group and individual coaching sessions that runs throughout the academic year to help the students adapt to their new roles and responsibilities. CAPOD will meet these cohorts regularly to help them reflect on their learning and develop their team-working skills.

11.3 Collaboration Statement

The Collaboration Statement agreed between the University and the Students' Association was updated for 2016/17. For the current academic year 2016/17, the Vice-Principal (Proctor) and the Students' Association Director of Representation agreed that three main topics would form an additional, overarching focus for staff-student collaborations under the general heading of quality enhancement. This selection followed wider discussion of these issues in fora such as Learning & Teaching Committee (LTC) and Postgraduate Research Committee (PGRC), the School Presidents' Forum, Postgraduate Executive Forum, AMG and Proctor's Office meetings. The topics were:

- Postgraduate Taught Experience
- Feedback
- Dissertation Supervision

Work in these areas has progressed during the year through the above fora and short life working groups. New topics for the coming year will be the PG Experience and Technology-Enhanced Learning.

11.4 CAPOD/Student Association Memorandum of Understanding (MoU)

During 2016/17 the Director of Representation and CAPOD agreed that it would be helpful to create a MoU so that all future sabbatical officers would be aware of what CAPOD and the Students' Association can expect by way of support for each other's work. We think this will be a helpful aid in the transition between sabbatical officers each year.

CAROL A. MORRIS
Director of CAPOD & Quality Monitoring
21 August 2017

Annual Institutional Statement of Internal Subject Review

for Academic Year 2017/18

Response to the Scottish Funding Council for the University of St Andrews

1. Introduction

During 2017/18, the University has progressed with plans for future development: a thorough assessment of teaching space has been undertaken, and a new University Strategy is currently being drafted. Significant progress has also been made on the plan for the relocation of Professional Services staff to the new Eden Campus (entry January 2020), and the acquisition of Madras College's town centre buildings means that there will be a gradual increase in town centre teaching space for Arts and Humanities over the next 5-10 years. In addition, the University's North Haugh space will be further developed to focus on teaching in the sciences.

Following the success of achieving a TEF Gold award in 2016/17, the University volunteered to pilot Subject-level TEF. Submissions were completed early in 2018 and outcomes were received. The University continues to engage with the ongoing design of Subject-level TEF by attendance at workshops set up by the Office for Students.

2. Notable changes since previous report

- The Proctor's Office restructuring was completed by 1 July 2018 following the incorporation of academic monitoring activity into its remit. The Head of Education Policy will now lead on quality matters for the Proctor's Office and will continue to attend Teaching Quality Forum and other quality-related events for the University.
- Professor Lorna Milne (Senior Vice-Principal & Proctor) is on research leave and will return in January 2019 as Deputy Principal & Master of United College. Professor Paul Hibbert has taken over as Vice-Principal Education (Proctor) for 2018/19.
- Dr Monique Mackenzie took up post as Assistant Vice-Principal (Provost) and Director of the Graduate School on 1 August 2018 and two new Deans were also appointed: Professor Frank Muller (Dean of Arts & Divinity) and Professor Tom Brown (Dean of Science).
- A new Student Experience Committee has been set up with responsibility for fostering collaboration and information sharing on the student experience across the University, and to provide a structure of reporting and accountability for developments related to the student experience. Chaired by the Proctor, membership includes representatives from the Principal's Office, student Sabbatical team and student-facing Service Units.
- The new Graduate School was set up in 2017/18 with the aim of offering a range of new interdisciplinary taught Masters degrees. Three inaugural programmes will be launched in September 2018.

3. Academic Monitoring Group

The University's Academic Monitoring Group (AMG) continues to meet on a monthly basis with a structured agenda, and a programme of annual reporting coordinated to provide information on, for example, student appeals, External Examiners' reports and collaborative activity. The Associate Deans and Assistant Vice-Principal (Provost) have joined AMG, following increased participation in quality matters and Enhancement Theme activity.

The Dean of Arts & Divinity chaired AMG during 2017/18 but the Vice-Principal Education (Proctor) will take the lead in preparations for the University's Enhancement-Led Institutional Review which will take place in Spring 2020.

4. University-led Reviews of Learning & Teaching (URLT)

The programme of URLTs for 2017/18 comprised the Department of Philosophy, the School of Divinity, the School of Earth & Environmental Sciences and the Library. A variety of factors contributed to the postponement of the planned reviews of the Schools of Management, and Geography & Sustainable Development which means that they will now take place early in 2018/19. Detail on each completed review is provided below.

4.1. Divinity

A review of the School of Divinity highlighted the collegial, welcoming and inclusive community provided by St Mary's College. Dedicated staff who value excellent teaching and research were highly rated by students and this was evidenced in national survey outcomes such as the National Student Survey (NSS). The School was commended for its creative ideas around curriculum development at postgraduate and undergraduate levels, and the introduction of a range of assessment tasks that break composite skills down into their discrete components, such as summaries, bibliographies and exegetical tasks. Recommendations for further exploration included extending the use of learning technology (including lecture capture) and providing more information for the PhD community to help smooth the transition between PhD study and work.

Confidence reported.

4.2. Earth & Environmental Sciences

The review of the School of Earth & Environmental Sciences was its first as an independent academic School. It had previously been reviewed as part of the School of Geography & Geosciences in 2013. The School was advised that it had an opportunity to move on from informal structures that worked in a small department (as it was previously), and to review communication methods and structures to ensure that an effective framework was in place to support the educational provision and development of staff as the School continues to grow and thrive.

Confidence was reported (with a caveat that there were concerns surrounding the communication structures within the School and, in particular, how these impact on administration and development of teaching).

4.3. Philosophy

The Philosophy Department is part of a School which also comprises Social Anthropology, Film Studies and Music. The review concluded that the Department offers excellent teaching and learning across an admirably broad range of themes and levels for a department of its size. Its success was reflected in positive independent assessments such as the NSS. However, the review noted that there was also scope to ensure that: the best standards of practice in the Department became typical benchmarks; that there was consistent structure and advice for students during key transitions; and that future developments in curriculum were carefully considered in order to expand the diversity of individuals and traditions in the range of content studied.

Confidence reported.

4.4. The Library

Processes at the University of St Andrews require that student-facing professional services are reviewed in the same manner and cycle as academic Schools, albeit with each review customised to suit the professional service under review. The scope of this review of the Library considered Library facilities, services and support for staff and students with regards to learning, teaching and research.

The Library has undergone significant development over the last six years and reports a resulting 50%+ increase in usage. NSS scores have generally risen during this period. However, student complaints about availability and quality of study spaces continue – and are reflected in the latest data – and this will be addressed over the next two years. Support for academic/research staff in relation to research, learning and teaching, and impact was commended, along with online reading lists and preventative collections care. Recommendations included developing clear strategies for digital approaches, for communications with staff and students, and for Special Collections. The Library was also advised to consider how learning commons can be created with a view that they do not necessarily need to be badged as the Library. Some of the recommendations arising from the review were noted as similar to those from the Library's previous review in 2013: the Library was asked to reflect on this.

Confidence reported

5. URLT Schedule for 2018/19

Academic School	**Service Unit/Other**
Computer Science	CAPOD (Centre for Academic, Professional & Organisational Development)
Geography & Sustainable Development	
Management	
Physics & Astronomy	

6. Development news/good practice identified from review processes

Following our normal pattern of analysing URLT reports for the year past, the following key themes were identified.

Common commendations

a) Excellent NSS scores reflecting a high level of student satisfaction with teaching quality.
b) Excellent sense of community between staff and students.
c) Creative ideas around curriculum development.
d) Range and variety of assessments.
e) Successful student mentoring schemes.
f) Detailed feedback on assessments.
g) Fostering strong connections between Masters and Doctoral students.
h) Sharing good practice at School level, for example via inter-departmental teaching meetings.
i) Dedicated and enthusiastic members of academic and support staff.

Common recommendations

a) Provide students with exemplar pieces of work (both good and bad) to help them improve their own work.
b) Extend the use of e-learning technology, eg by introducing lecture capture and more use of Moodle.

The commendations stated have, in the main, been common to our reviews for a number of years now, with the recommendations above being in our plan of work at an institutional and School level.

External Examiner Reports: External Examiner reports reflect similar commendations to those for URLTs above, with little by way of common areas for development. External Examiners made a small number of minor recommendations; however, each of these points for action were particular to a discipline or programme. In terms of last year's strike action, a number of External Examiners commented that there appeared to be clear communication with students ahead of the action and that the effects of the strike had been mitigated, to some extent, in the way that exams were set and marked.

AMG is satisfied that areas for recommended action have been addressed by the relevant Heads of School.

7. AAM reports for 2017/18

The timing of our Annual Academic Monitoring cycle for 2017/8 was altered following the disruption to teaching through industrial action. The Senior Vice-Principal (Proctor) set a priority for staff for May and June to focus on teaching, examinations and marking, so although normally our annual reports are submitted at the end of June, for this year we extended the deadline to September.

As a result, our schedule of face-to-face dialogues between Schools and AMG are planned for October (instead of September). A third of Schools will participate on a rolling cycle as is our normal practice. This allows for discussion of the reports and themes AMG wish to pursue with Schools, eg School/Departmental processes for following up on Module Evaluation Questionnaire (MEQ) results, NSS and Taught Postgraduate (PGT) survey results

The annual dissemination event normally held in October has been cancelled for this year, although we will circulate information on key themes to all Schools. The schedule will return to normal for 2018/19. The opportunity is being taken however to trial some new ways of sharing best practice in learning and teaching. In 2018/19 the Faculty of Arts will trial a series of lunchtime 'Masterclasses' led by teaching excellence awards winners and nominees. Topics will include PGT supervision, innovation (including but not limited to technology), and small group teaching. These informal sessions will be open to all staff but particularly pitched to new staff as part of their induction and training.

Work also began in 2017/18 to look at introducing a new AAM process for our postgraduate research provision in order to gain a better institutional overview of PGR issues but also to enable Schools to engage better with best practice across the University. A pilot of the new PGR AAM forms was undertaken over the summer and the findings will be considered during 2018/19.

8. Academic Monitoring for New Programmes

During 2017/18 discussions took place with colleagues to agree the academic monitoring arrangements which will need to be in place for a number of 'non-standard programmes'. Specifically, agreement was reached on how academic monitoring will be undertaken for the

three new interdisciplinary PGT programmes delivered by the Graduate School. Discussions are also progressing, with the University of Dundee, on how to best assure the quality and standards of the new Scottish Graduate Entry Medicine Programme (ScotGEM) MBChB, and guidance is being sought from the QAA and Skills Development Scotland (SDS) on the quality monitoring requirements for a new Graduate Apprenticeship in Data Science programme (delivered in partnership with Price Waterhouse Cooper (PWC) and funded by SDS).

9. Diversity in the Curriculum/Equality of Opportunity

The University continues to lead a number of equality and diversity initiatives.

Athena SWAN Charter
The University successfully renewed its Institutional Bronze award in May 2018. Current School Silver award holders (four) include: Biology; Chemistry; Physics & Astronomy (plus Juno Champion); and Psychology & Neuroscience. Current School Bronze award holders (five) include: Computer Science; Earth & Environmental Sciences; Management; Mathematics & Statistics; and Medicine. Further Arts and Humanities Schools are planning on submitting applications during 2018/19. An overview of the submissions can be found at: http://www.st-andrews.ac.uk/hr/edi/sex_gender/athenaswansupport.

Carer Positive Employer Award
In recognition of institutional policy and provision, the University has undertaken a self-assessment process during 2017/18 in order to apply for renewal of its 'Carer Positive at Engaged Level' accreditation (http://www.carerpositive.org/carer-positive-employers).

Carers Trust
A working group comprising representatives from Admissions, the Students' Association, Student Services and Human Resources created the online Student Carers Statement (https://carers.org/putting-student-carers-map-scotland). During 2017/18 this same working group has been working in partnership with the Carers Trust to apply for 'Going Higher' accreditation.

Equality Mainstreaming & Outcomes (2017/21)
In compliance with the Scottish Specific Duties (2012); Public Sector Equality Duty (2011); Equality Act (2010); and SFC Outcome Agreement, progress on the institutional strategic and operational Equality Outcomes Action Plan has been monitored for progress by the institutional Equality Compliance Group, chaired by the Vice-Principal for Governance (http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports).

Inclusive Curriculum Toolkit
Designed for Directors of Teaching, the online guidance takes into account HEA 'Embedding E&D in the Curriculum Workshop' recommendations for staff to be aware of latest sector best practice (http://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum).

LGBT Charter & Stonewall Diversity Champion
The University successfully renewed its LGBT Charter in October 2017 and is currently the only Scottish University to hold this accreditation. The University renewed its commitment as a Diversity Champion this year involving making a 'Workplace Equality Index' submission (Sep 2018) promoting key initiatives (St Andrews Pride, LGBTIQ+ Role Models, LGBTIQ+ Allies, LGBTIQ+ Networks, specific train to gender reassignment and sexual orientation). The University has been long-listed for the Public Sector award by Pink News (the only Scottish University nominated).

Student Diversity Data
Schools continue to routinely undertake monitoring of analysis of student diversity data forming part of Athena SWAN via School Equality & Diversity Committees.

Training & Awareness
Our suite of online training provision continues to be completed by staff and students with modules on: Recruitment & Selection; Diversity in the Workplace (HE); Student Diversity; and Unconscious Bias (http://www.st-andrews.ac.uk/hr/edi/training). It became mandatory in 2018 for Sport Club Captains/Presidents to complete the student module.

10. PSRB Accreditation 2017/8

The following programmes achieved successful re-accreditation during 2017/18.

Mathematics & Statistics

- BSc Honours in Mathematics
- MA Honours in Mathematics
- MMath Honours in Mathematics
- MMath Honours in Mathematics (Fast Track)
- BSc Honours in Statistics
- MA Honours in Statistics
- MMath Honours in Statistics MMath Honours in Statistics (Fast Track)
- BSc Honours in Biology and Statistics
- BSc Honours in Computer Science and Statistics
- BSc Honours in Economics and Statistics
- BSc Honours in Geography and Statistics
- BSc Honours in Management Science and Statistics
- BSc Honours in Philosophy and Statistics
- BSc Honours in Psychology and Statistics (with BPS recognition)
- MA Honours in Economics and Statistics
- MA Honours in Philosophy and Statistics
- MSc in Statistics
- MSc in Applied Statistics and Datamining
- MSc in Data-Intensive Analysis

Geography and Sustainable Development

The BSc and MA Geography have both been accredited by The Royal Geographical Society from 2017 to 2024.

General Medical Council

The Medicine BSc (Hons) accreditation was renewed following a GMC visit in November 2017.

11. Monitoring and Analysis of Data

11.1 Overview of Module Evaluation Questionnaires (MEQs)

MEQ response rates continue to be above the sector norm with average response rates sitting at 55.6% for semester one, and 47.6% for semester two. Schools continue to make use of a new report introduced last year to allow appropriate staff access to an overview of all MEQ outcomes by School. The report comprises a grid showing all modules with colour

coded results by question (essentially blue-excellent, green-good, red-poor). The report sets mean scores against a University average to highlight areas of concern at an easy glance. This year the Deans of Faculty again asked for a response from Schools on any modules or common themes showing high levels of red. These responses were provided to AMG where it was agreed that responses were satisfactory in the main. AMG took the opportunity to develop an algorithm to more accurately identify the amount of independent learning students undertake per module.

11.2 NSS and other surveys

During 2017/18, the University participated in a range of student satisfaction surveys; both externally facilitated and internally managed. These surveys include the NSS and the i-Graduate Student. The University also continued its bespoke, in-house survey for PGT students launched in 2017, aimed at gathering more detailed and granular views of our PGT students. In order to gather as much feedback as possible, the PGT survey was delivered in two waves; the first asking students to reflect on the taught element of their programme; whilst the second wave focussed specifically on the dissertation element of the programme.

For each survey, Schools and relevant professional service Units receive a detailed analysis of the responses pertinent to their subject area, contextualised and benchmarked with the performance of the sector where possible. Areas of concern are highlighted quickly and addressed via the appropriate accountable body, such as the AMG, Learning & Teaching Committee (LTC) and the Student Experience Committee.

Our undergraduate students continue to demonstrate high levels of satisfaction with the quality of their academic experience. In the most recent NSS (2018), St Andrews again came top in the UK for multi-faculty institutions, with 94% of final year students surveyed saying they were satisfied overall with the quality of the learning and teaching experience. In addition, St Andrews ranked top in the UK for 12 of the survey's 27 areas of analysis, including:

- Providing intellectually stimulating courses.
- Explaining issues clearly to students.
- Making subjects interesting.
- Opportunities to explore and develop ideas.
- Accessible and contactable staff.
- Good organisation.
- Effective communication.
- Fair marking and assessment.
- Effective timetabling.
- Opportunity to give feedback.
- Feeling part of the community.
- Overall satisfaction with the quality of academic experience.

In a small number of areas, we registered a disappointing result, including the NSS question on 'the right opportunities to work with other students', where we continue to see lower satisfaction than we would wish for. Also disappointing is the drop-in satisfaction regarding the clarity of how students' feedback has been acted upon. We shall be addressing this and other anomalous results through LTC and (for individual subjects whose results are weaker than the rest of the University) through AMG with the support of the Deans.

The i-Graduate student barometer confirmed the high levels of satisfaction across the institution (93%), along with the slight disparity in satisfaction between the undergraduate (94%) and PGT (86%) cohorts. Learning experience was ranked very highly in comparison to other participating institutions (90% satisfaction). Analysis of the qualitative comments allowed us to identify a number of areas to investigate via the Student Experience Committee, including the advising process and orientation for postgraduate research students.

Our PGT satisfaction surveys have been hugely helpful in identifying a small number of areas where there appears to be less satisfaction than that of the undergraduate cohort.

Feedback from our last PTES suggested that 79% of respondents were satisfied with the overall academic experience here at St Andrews. Qualitative commentary from the responding students suggest that for those who were least satisfied overall, the main message was that they felt a certain lack in sense of community and of being considered an integrated part of the wider university. This response is in contrast to that of the undergraduate cohort. The University has taken serious note of these findings and is working to address them by revitalising St Leonard's College activities under the leadership of the new Assistant Vice-Principal (Provost). In the longer term, creating dedicated study and social space for our PGT students is a key feature in our significant capital investment plans to enhance our learning and teaching space over the next few years

11.3 Teaching Factsheets

Introduced in 2014/15, the teaching factsheets are an integral part of the URLT and strategic planning processes. These one-page "highlight" documents, provide an "at-a-glance" overview of a range teaching-related factors, using a "Red-Amber-Green" monitoring flag. This year, the Factsheets were streamlined and made more user friendly. A summary of the data provided on the Factsheets is detailed below.

Teaching Quality: (URLT outcomes; Feedback from External Examiners; Annual Monitoring outcomes; Survey and league table outcomes).
Teaching: (Average class size; Student Engagement (hours per module per week); Staff: Student Ratio).
Students: (Student FTE by Level & Fee Status; Average Tariff on Entry; Taught Modular FTEs; Study Abroad Module Enrolments).
Outcomes: (Retention; Degree Classification).

12. Student Participation

12.1 Representation

The collaborative relationship between students and staff at the University continues to be very positive and productive. A change for 2017/18 in the representative roles in the Students' Association has further facilitated this, with the Director of Representation role being divided into two: Director of Education and Director of Wellbeing. This sharing of responsibility has allowed the role holders in these two areas of focus to have workloads that are more manageable, and this has been beneficial to students and to the University.

12.2 Induction and training for student representatives

The Centre for Academic, Professional and Organisational Development (CAPOD) has significantly expanded training and development support for students in academic representation roles. In October 2016, an innovative 'flipped-classroom' model was launched for the University's 300+ class representatives. A series of video resources were created which representatives accessed ahead of a practical, action-planning session. This approach resulted in approximately a 90% attendance rate, and was employed again in 2017/18. Follow-up training was provided for academic representatives with specialist roles (minute takers, library, welfare, careers and social representatives), as well as postgraduate representatives. The University's School Presidents received two structured training events, co-delivered by CAPOD and the Students' Association: a 'knowledge' session as soon as they are elected for the next academic year in April, and a 'skills' session at the start of the semester in September when they take up their duties. Specific skills developed include chairing a Staff Student Consultative Committee, collecting and using data, delegation and dealing with different opinions.

A robust, new training plan was put in place by CAPOD for students who hold sabbatical positions in the Students' Association and the Athletic Union Executive team. For these cohorts, a range of induction sessions was developed featuring contributions from the University's Directors of Professional Service Units. These meetings were complemented by a programme of group and individual coaching sessions that ran throughout the academic year to help the students adapt to their new roles and responsibilities. CAPOD continues to meet these cohorts regularly to help them reflect on their learning and develop their team-working skills.

12.3 Collaboration Statement

The Collaboration Statement was updated for 2017/18.

In the areas of learning and teaching and quality enhancement, student engagement is energetic and extremely positive. There are two seats reserved for students at AMG but also the Learning and Teaching Committee and Postgraduate Research Committee, both sub committees of Academic Council: the Students' Association Director of Education and Postgraduate Academic Convenor usually occupy these. Students are regularly invited to be members of University-level working groups as well as having a key role in University-led Reviews of Learning and Teaching. Students are represented on the Student Experience Committee, the Enhancement Themes Group and can bid for funding from that group and the Teaching Development Fund.

A further network of student representatives in the academic Schools supports the Director of Education and Postgraduate Academic Convenor. Each School has an elected School President who leads a group of class representatives and chairs their School's Student Staff Consultative Committee. The School Presidents liaise closely with the Director of Teaching in their School, as well as with the Director of Education, who sets their central agenda and organises regular meetings of all Presidents. The Director of Education also arranges the bi-semestrial School Presidents' Forum, chaired by the Rector and attended by the Proctor and Deans, for discussion and clarification of academic policy and processes. A similar structure exists for postgraduate student representation. School Presidents also attend academic monitoring dialogues along with their Head of School and Director of Teaching.

For academic year 2018/19, the Proctor and the Director of Education have agreed that three main topics will form an additional, overarching focus for staff and student collaborations under the general heading of quality enhancement. This selection follows wider discussion of these issues in fora such as LTC and Postgraduate Research Committee, the School Presidents' Forum, Postgraduate Executive Forum, AMG and Proctor's Office meetings. The topics are:

1) **Postgraduate Experience**: staff and students will work together to improve satisfaction with the postgraduate student experience, by improving student representation, by improving cohort identity for taught postgraduate students and building a sense of community for postgraduate research students, by improving the welcome and induction arrangements for new students, and by creating opportunities for postgraduates to provide feedback throughout their time at St Andrews.

2) **Technology Enhanced Learning (TEL):** students and staff will work together to introduce new technologies to enhance and transform the student learning experience, by supporting staff who wish to participate in lecture capture, by the ongoing development and engagement with Moodle and by ensuring that TEL is undertaken in association with the ongoing review of learning and teaching spaces generally.

3) **Enterprise Education:** staff and students will work together to enhance the student learning experience, by cultivating an enterprise mindset and promoting the delivery of Enterprise Capabilities in the curriculum, encouraging students to consider the applicability of these both in the curriculum and outwith it through student groups and societies.

Mrs Nicola Milton
Head of Education Policy & Quality
10 September 2018

University of St Andrews

Court

SFC ANNUAL INSTITUTIONAL STATEMENT OF INTERNAL SUBJECT REVIEW FOR ACADEMIC YEAR 2018/19

1. Introduction

In October 2018 the University launched a new five-year Strategy which addresses how we will act on our core qualities and key ambitions to grow in size, scale, and impact. Delivery of the University strategy will be made possible by the development of five new enabling strategies: accommodation, estate, finance, digital, and people which will be approved by the end of the calendar year 2019.

Excellence in teaching and learning continues to be reflected in the National Student Survey (NSS) with over 95% of our students in 2019 giving the University top marks for the quality of the learning and teaching experience, which was the highest rating of any mainstream multi-faculty institution in the UK. The University was the highest ranking Scottish University in the 2019 Complete University Guide and was judged to be the fifth best university in the UK. St Andrews was also the top 'Scottish University in The Times and Sunday Times University Guide 2018' and was named 'UK University of the Year for Student Experience'. The 2020 Guardian University Guide ranked the University of St Andrews as the second-best university in the UK. According to the QS University World Rankings 2020 we are placed 100th, marking 10 years that St Andrews has featured in the world's top 100 universities.

2. Notable changes since previous report

- Professor Paul Hibbert served as Vice-Principal Education (Proctor) during 2018/19 with Professor Clare Peddie taking up the role in May 2019.
- Professor Frank Muller continues to serve as Dean of Arts & Divinity but Professor Tom Brown who was Dean of Science has now taken up a new role of Vice-Principal (Research). A new Dean of Science will be appointed by the end of calendar year 2019 and in the meantime the role is being shared by the Associate Dean Students (Science) and Associate Dean Education (Science).
- A new Education Strategic Management Group chaired by the Vice-Principal Education (Proctor) has been set up which will have responsibility for facilitating the development of a new Education Strategy and setting priorities for its delivery. It will also provide a structure of reporting and accountability for any developments related to learning and teaching and the student experience.
- During 2019/20, the Centre for Academic, Professional and Organisational Development (CAPOD) will enter a transition phase to facilitate the alignment of the organisational and professional development function of CAPOD with Human Resources. During this time the University will oversee the formation of the Centre for Educational Enhancement and Development (CEED). Reporting to the Vice-Principal Education (Proctor), CEED will encompass the following current functions of CAPOD:
  - Development of the teaching and academic skills and qualifications of postgraduate research students and academic staff who teach.
  - Development of Technology Enhanced Learning.
  - Support for the development of the academic learning skills in students at all levels of study.
  - Facilitation of the development of the pedagogical research skills in staff and pedagogical research through the St Andrews Learning and Teaching Initiative (SALTI) and research into Higher Education in the wider sense through the Centre for Higher Education Research (CHER).

3. Academic Monitoring Group

The University's Academic Monitoring Group (AMG) meets every six weeks with a structured agenda, and a programme of annual reporting coordinated to provide information on, for example, student appeals, external examiners' reports and collaborative activity. The Assistant Vice-Principal (Diversity) has now joined AMG to give an increased focus on equality, diversity and inclusion. Postgraduate representation on AMG has been strengthened through the inclusion of the Provost, Pro Dean Postgraduate (Taught and Research) and the student Postgraduate Academic Convener. The Dean of Arts & Divinity continues to chair AMG on behalf of the Vice-Principal Education (Proctor).

4. Enhancement-Led Institutional Review

During 2018/19 the University has been preparing for its Enhancement-Led Institutional Review which will be held in Spring 2020. Under the leadership of the Quality Assurance Agency Scotland (QAAS) an external review team will visit the University for two visits: Part 1 (the Planning Visit) will last one day and will take place on 6 February 2020. The Part 2 (the Review visit) will take place the week commencing 30 March 2020 (scheduled to last five days). Prior to the visit, the University will submit its 'Reflective Analysis' document and also an Advanced Information Set which will be used by the review to team to identify the key lines of enquiry during their visits.

Over the last academic year, the Reflective Analysis has been developed and is currently in its final stages of approval. As part of the ELIR process we have gathered and analysed evidence to inform our findings and identified a number of key issues and questions for us to address either in the run up to or beyond the ELIR visit. There has been an extensive mapping to the new UK Quality Code as well as a review of key policies and procedures. We have considered our use of external reference points to secure standards and enhance quality and also thought about our use of data to support decision-making.

The process of preparing for ELIR has been an invaluable opportunity for us to reflect on our strategic approach to the student experience and learning and teaching - how we want it to be and how close we are to delivering it. These reflections will continue over the next few months as part of the development of a new Education Strategy.

5. University-led Reviews of Learning & Teaching (URLT)

The programme of URLTs for 2018/19 comprised the School of Computer Science, School of Geography and Sustainable Development, School of Management, and the School of Physics and Astronomy. CAPOD was also reviewed as one of our student-facing Professional Services units. International reviewers participated in the reviews for the Schools of Computer Science, and Physics and Astronomy which gave an international perspective to the process. In addition, the School of Physics and Astronomy undertook a successful Institute of Physics accreditation visit.

In 2018/19 the University URLT reviews moved from a five-year cycle to a six-year cycle to accommodate new Schools such as the Graduate School for Interdisciplinary Studies. The URLT review documentation has been supplemented with a 'Student View' report which is prepared by the School President independently from the School. This is submitted to the review panel with students indicating in advance whether they wish the report to be shared with the School. This report was introduced at the suggestion of the student sabbatical officer (Director of Education) to ensure that all students were given an opportunity to contribute to the review process (not just the small groups in attendance on the review day) and that the student voice was taken into consideration during the compilation of the lines of enquiry for the review day. This feedback has influenced commendations and recommendations made to Schools. For example, the student view compiled for Physics & Astronomy included feedback on events for PhD students. The review team explored this

area and recommended that the School ensured all opportunities for research postgraduate students to socialise are appropriately badged and signposted.

Issues identified as part of the 2019 review of the URLT process were: the need for a clearer connection between the URLT and Strategic Planning processes; the need for the School or Unit within their reflective analysis to reflect on their follow-up to the previous URLT; and the need to introduce the requirement for the School or Unit to submit a year-on report to AMG summarising progress with their Action Plan. These changes will be introduced from the start of academic year 2019/20.

5.1. Computer Science

The review of the School of Computer Science highlighted impressively high levels of collegiality between staff and students and a shared commitment to student learning and the student experience. Dedicated staff who value excellent teaching and research were highly rated by students and this was evidenced in national survey outcomes such as the NSS and league table rankings. The School was commended for maintaining academic excellence and a high-quality student experience during a period of tremendous student growth. The Schools links with industry were commended by the review team as were the School's lab and communal spaces which contribute positively to the culture within the School. The review team noted particularly high levels of satisfaction with the research postgraduate cohort. Recommendations for further exploration included reviewing the elements of assessment practices; reviewing the School's research postgraduate student handbook; reviewing the curriculum to retire some old modules; ensuring that new members of staff are clear about probation requirements; and reviewing the arrangements for induction talks and lab tours for incoming students.

Confidence reported.

5.2. Geography and Sustainable Development

The review of the School of Geography and Sustainable Development highlighted the open and collegial atmosphere within the School, the enthusiasm and commitment of staff members and their commitment to the student body and teaching. The School was commended for its support for early career academics; the fieldwork opportunities available to students; the speedy way in which the School responds to student feedback; its honours induction arrangements; its residential writing retreat which helps students prepare for the dissertation; and the opportunity for research postgraduate students to be part of more than one research group within the School. Recommendations for further exploration included reviewing marking criteria to ensure that there are more detailed grade descriptors for pieces of assessment; considering the appointment of a School Wellbeing Officer; reviewing the range and timing of academic skills workshops to address concerns from students about the jump from sub honours to honours levels of study; and reviewing how the use of data can support equality and diversity being foregrounded across all aspects of the School's work.

Confidence reported.

5.3. Management

The review of the School of Management highlighted the School's commitment to the diversity agenda as evidenced by its Athena SWAN bronze award and working towards a silver award with evidence that equality and diversity policies are being put into practice. Commendations also included the diversity of assessment at honours level; the School's innovative use of case-study based teaching; its commitment to student representation with students valuing the student staff consultative committees and approachability of staff generally. Recommendations included revisiting sub honours assessment which appear schematic and conventional; considering the use of digital and written individual feedback on

assessment; looking at how to get a better distribution of class sizes at honours level; considering greater engagement in a teaching capacity with research postgraduate students; and ensuring that taught postgraduate students receive reading lists four weeks prior to arrival in St Andrews.

Confidence reported.

5.4. Physics and Astronomy

The review of the School of Physics and Astronomy highlighted impressively high levels of collegiality between staff and students and a shared commitment to student learning and the student experience. Commendations included the embedding of a culture where staff and students continually reflect on their practice, adapting and improving where possible; a strong engagement in equality and diversity matters; the 'transferrable skills for physicists' module; the industrial placement as part of the Optoelectronics MSc; a recent review of the teaching of computer programming and resultant changes which have improved the consistency of this provision; and its percentage of female undergraduates which is well above the sector norm. Recommendations include the School reconsidering its engagement with lecture capture and exploring the educational benefits; considering the School's approach to recruiting research postgraduate students to teach; considering how to monitor the long-term attractiveness and viability of its taught postgraduate programmes; and investigating student perceptions of some aspects of assessment, marking and feedback.

Confidence reported

5.5. Centre for Academic, Professional and Organisational Development (CAPOD

Quality processes at the University of St Andrews require that student-facing professional services are reviewed in the same manner and cycle as academic Schools, albeit with each review customised to suit the professional service under review. CAPOD's review focused on a number of key areas: student development, education and postgraduate research development, IT skills development and technology enhanced learning, organisational and staff development. The Unit was commended on its high quality and innovative provision which delivers a range of positive impacts for its participants; the very impressive and comprehensive set of tailored support for different communities of staff and students; its swift and response reaction to user demands and requests; its commitment to assessing the impact of its provision; and the careful approach which is taken to structure provision which provides opportunities to build deeper engagement by users. Recommendations included exploring further why particular individuals and groups of staff and students are currently unaware of CAPOD's offerings or are aware and do not engage; reconsidering the way provision is reviewed each year to ensure that it is in line with strategic targets; reviewing ways in which the full range of its services could be better disseminated across the University; and exploring the opportunities to secure the suitably located and user friendly spaces that are required for training.

Confidence reported

6. URLT Schedule for 2019/20

The following URLTs will be undertaken during 2019/20.

<u>Academic Schools</u>
Classics
English
History

A decision was taken by the Vice-Principal Education (Proctor) and Dean of Arts and Divinity to postpone the review of the Graduate School of Interdisciplinary Studies to 2020/21 on the

basis that by then, the School will have enough stable learning and teaching material for an external team to usefully review; a semester two review will enable students to comment more fully on their experience; and the School will be able to reflect on its transition to a new space (in the Old Burgh School) and the related impact on the student experience.

In the absence of a full review in 2019/20, the School will be added to the programme for this year's round of Annual Academic Monitoring Dialogues and will be asked to submit supplementary forms of evidence including External Examiner Reports and minutes from Student Staff Consultative Committee meetings.

Professional Services Unit/Other
Students' Association

In addition to these URLTs, a First Stage Collaborative Review will be undertaken for the Scottish Graduate Entry Medicine (ScotGEM) MBChB programme (collaboration with Dundee University) which admitted its first cohort in 2018. Under our internal Collaborations Policy, we commit to undertaking a First Review in the academic year after the first cohort of students has been admitted. This Review provides an early opportunity to monitor progress, ensure any problems are identified and resolved at an early stage in the life cycle of the programme.

7. Key Themes arising from URLTs

Common commendations

- Excellent NSS scores reflecting a strong sense of student satisfaction with teaching quality.
- Excellent sense of community between staff and students with staff being approachable, welcoming and supportive.
- Commitment to the diversity and equality agenda as evidenced by Athena SWAN awards and local practices within Schools.
- Commitment to student representation and feedback not just through the formal student staff consultative committees but through other means such as mid semester questionnaires and exit interviews.
- Links with industry through provision of placements.
- Dedicated and enthusiastic members of academic and administrative staff.

Common recommendations

- Review the arrangements for recruiting research postgraduate tutors; the consistency in tutor marking and feedback; and ensure that research postgraduate students are clearly signposted to key University policies and handbooks.
- Consider the introduction of School Wellbeing Officers.
- Review the current arrangements for giving assessment feedback in light of increased student numbers.
- Ensure new academic staff are aware of conditions and duration of probation.

The commendations stated have, in the main, been common to our reviews for a number of years now, with the recommendations above being in our plan of work at an institutional and School level.

8. Key Themes arising from External Examiner Reports

External Examiner reports reflect similar commendations to those for URLTs above, with little by way of common areas for development. External Examiners made a small number of minor recommendations; however, each of these points for action were particular to a

discipline or programme. AMG is satisfied that areas for recommended action have been addressed by the relevant Heads of School.

9. Annual Academic Monitoring (AAM) reports for 2018/19

A dedicated section where comments on research postgraduate matters has been added to the AAM reporting forms, and the AMG's review of Module Evaluation Questionnaire (MEQ) data (in the shape of summary data charts) has been made more methodical. This data is now reviewed twice per year and Directors of Teaching are specifically invited to comment on them. In addition, a digital facility has been created for reviewing the MEQ data on an individual module over a number of years to chart longer-term changes.

The timing of our AAM cycle for 2018/19 was altered following the decision to include a more robust process for our postgraduate research provision so although normally our annual reports are submitted at the end of June, from this year onwards the deadline will be mid-August to accommodate the release of more data to Schools.

As a result, our schedule of face-to-face dialogues between Schools and AMG are now planned for November rather than September. A third of Schools will participate on a rolling cycle as is our normal practice. This allows for discussion of the reports and themes AMG wish to pursue with Schools, e.g. School/Departmental processes for following up on MEQ results, NSS and taught and research postgraduate survey results.

The annual dissemination event will take place in November, although we also circulate information on key themes to all Schools. AAM provides an effective mechanism to identify institutional level themes for further exploration. For example, AMG's consideration of AAM reports led to the discussion of the following topics during the AAM dialogues: support for students with mental health conditions, teaching delivered by postgraduate tutors and mentoring schemes for students. This enables the University to disseminate good practice and identify areas that require institutional level support or policy change.

A specific development in the AAM process is the inclusion of a 'Question of the Year' in the report pro forma. This addition has proven to be a valuable way to gather information on, and respond to, topical issues and/or areas for enhancement. For example, responses to the most recent question, related to the Careers Link role in academic Schools, were shared with the Careers Centre and as a result that data was used to better structure training for the Careers Links, identify areas of good practice and areas of concern. By supplementing this material with insights from DLHE data, they are also able to identify Schools whose students may need more in-depth support.

10. Diversity in the Curriculum/Equality of Opportunity

The University continues to lead a number of equality and diversity initiatives under the leadership of the Assistant Vice-Principal (Diversity).

Athena SWAN Charter

The University currently holds an Institutional Bronze award and more than half of the Schools also hold awards. Current School Silver award holders include: Biology; Physics & Astronomy (plus Juno Champion); and Psychology & Neuroscience. School Bronze award holders have increased substantially within the Arts, Humanities and Social Sciences and include: Chemistry, Classics, Computer Science; Earth & Environmental Sciences; History; International Relations; Management; Mathematics & Statistics; and Medicine. Further Arts and Humanities Schools plan to submit applications during 2019/20.

Carer Positive Employer Award

In recognition of institutional policy and provision, our Carer Positive accreditation at level two 'Established' has been renewed.

Carers Trust
A working group comprising representatives from Admissions, the Students' Association, Student Services and Human Resources created the online Student Carers Statement. This same working group has been working in partnership with the Carers Trust to apply for 'Going Higher' accreditation.

Equality Mainstreaming & Outcomes (2017/21)
In compliance with the Scottish Specific Duties (2012); Public Sector Equality Duty (2011); Equality Act (2010); and SFC Outcome Agreement, progress on the institutional strategic and operational Equality Outcomes Action Plan has been monitored for progress by the institutional Equality Compliance Group, chaired by the Vice-Principal (Governance).

Inclusive Curriculum Toolkit
Designed for Directors of Teaching, the online guidance takes into account HEA 'Embedding E&D in the Curriculum Workshop' recommendations for staff to be aware of latest sector best practice.

LGBT Charter & Stonewall Diversity Champion
The University successfully renewed its LGBT Charter in October 2017 and is currently the only Scottish University to hold this accreditation. The University renewed its commitment as a Diversity Champion this year involving making a 'Workplace Equality Index' submission (Sep 2018) promoting key initiatives (St Andrews Pride, LGBTIQ+ Role Models, LGBTIQ+ Allies, LGBTIQ+ Networks, specific train to gender reassignment and sexual orientation). The University was short-listed for the Public Sector award by Pink News (the only Scottish University nominated).

Student Diversity Data
Schools continue to routinely undertake monitoring of analysis of student diversity data forming part of Athena SWAN via School Equality & Diversity Committees.

Training & Awareness
Our suite of online training provision continues to be completed by staff and students with modules on: Recruitment & Selection; Diversity in the Workplace (HE); Student Diversity; and Unconscious Bias. It became mandatory in 2018 for Sport Club Captains/Presidents to complete the student module.

Scottish Race Equality Network
The University has proactively participated in the SFC funded network, through promoting good practice, such as delivering a presentation on hate crime, advising on senior buy-in, race equality training initiatives, presenting findings of an analysis of college and university BME staff and campus geographical location populations, and supporting the chairing of the network.

11. PSRB Accreditation

The following programmes achieved successful accreditation during 2018/19.

<u>School of Earth and Environmental Sciences</u>
BSc (Hons) Geology and MGeol Earth Sciences – re-accredited for six years from April 2018

<u>School of Management</u>
Students who successfully complete the MSc in Finance and Management with the Risk Management and Financial Systems option modules will now achieve partial Chartered Banker status. In order to achieve the full status, students would be required to complete additional modules with the Chartered Banker Institute.

School of Physics and Astronomy
The following programmes were re-accredited for five years from November 2018:

BSc Physics
BSc Astrophysics
BSc Physics and Computer Science
BSc Physics and Mathematics
BSc Physics and Philosophy
MPhys Physics
MPhys Astrophysics
MPhys Theoretical Physics
MPhys Theoretical Physics and Mathematics
MPhys Physics and Chemistry

12. Monitoring and Analysis of Data

12.1 Overview of MEQs

MEQ response rates continue to be above the sector norm with average response rates sitting at 52.5% for semester one, and 49.1% for semester two. Schools continue to make use of a report which allow appropriate staff access to an overview of all MEQ outcomes by School and which allows areas of concern or excellence to be easily identified In 2018/19, work was completed to scrutinise the wording of the questions in our MEQ against the emerging literature on bias in such surveys (especially that related to gender, disability and ethnic background) with a view to minimising bias. From the start of 2019/20 revised questions will be introduced.

12.2 NSS and other surveys

During 2018/19, the University participated in a range of student satisfaction surveys; both externally facilitated and internally managed. These surveys include the NSS and the i-Graduate Student. The University also continued its bespoke, in-house survey for PGT students launched in 2017, aimed at gathering more detailed and granular views of our PGT students. In order to gather as much feedback as possible, the PGT survey was delivered in two waves; the first asking students to reflect on the taught element of their programme; whilst the second wave focussed specifically on the dissertation element of the programme. For the first time in 2019, we also introduced a new in-house PGR survey asking students to reflect on their experience. As the University has now renewed its subscription to Advance HE from 2019/20 the University will engage with the PTES and PRES surveys which will allow us to receive valuable benchmarking data.

Our undergraduate students continue to demonstrate high levels of satisfaction with the quality of their academic experience. In the most recent NSS (2019), St Andrews again came top in the UK for multi-faculty institutions, with over 95% of final year students surveyed saying they were satisfied overall with the quality of the learning and teaching experience.

We are not complacent about these ratings however. The University's 2018 NSS results although very strong, included a disappointingly low score for Question 22, which refers to students' satisfaction with the opportunities for group work available to them. This was discussed at the 2018 annual dialogues following which the Dean of Arts and Divinity convened a best-practice group of Schools whose provision of group work was rated very highly and summarised their approaches in a short guidance document. This was then disseminated amongst all Schools at a Director of Teaching event with a recommendation to review their respective curricular and pedagogic practice. The 2019 NSS scores for Q22 show a marked improvement in this area and we feel confident that this was down to this intervention.

12.3 Teaching Factsheets

Using data collected and compiled by the Planning Office, the University continues to make use of 'Teaching Factsheets' which are prepared for every School. These offer key data sets (staff student ratios, retention rates, cohort sizes, outcomes etc) and provide an effective tool for decision-making about resource allocation or strategic decisions. The input of our Planning Office, which provides us with highly detailed and solid statistical material, is a greatly valued element of our decision-making. The Factsheets are considered by AMG and are used as part of the data pack for School Strategic Planning meetings. In 2018 the Fact Sheets highlighted an issue with the performance outcomes for disabled students and therefore are a key tool in helping to identify issues and trends.

13. Student Participation

13.1 Representation

The collaborative relationship between students and staff at the University continues to be very positive and productive. The splitting of the Director of Representation role into two in 2017/18 was a successful one, and the new framework of Director of Education and Director of Wellbeing worked well in 2018/19, allowing greater resource in each of these areas and the introduction of new initiatives, particularly in wellbeing and mental health.

13.2 Induction and training for student representatives

CAPOD has significantly expanded training and development support for students in academic representation roles. For class representatives, the 'flip classroom' approach has continued to work well, and training rates remain around 90%. A series of video resources are accessed by representatives accessed ahead of a practical, action-planning session which ensures class representatives leave with a plan for introducing an identified improvement in their School straight away. Follow-up training is in place for academic representatives with specialist roles (minute takers, library, careers and social representatives), as well as postgraduate representatives.

The University's School Presidents continue to receive two structured training events, co-delivered by CAPOD and the Students' Association: a 'knowledge' session as soon as they are elected for the next academic year in April, and a 'skills' session at the start of the semester in September when they take up their duties. Specific skills developed include chairing a Staff Student Consultative Committee, collecting and using data, delegation and dealing with different opinions. During 2019/20, Convenors (effectively deputy School Presidents in the School of Modern Languages due to the number of departments) will be given bespoke training to help them fully understand the remit of their role.

A comprehensive training plan is in place for students who hold sabbatical positions in the Students' Association and the Athletic Union Executive team. For these cohorts, a range of induction sessions featuring contributions from the University's Directors of Professional Service Units. These meetings were complemented by a programme of group and individual coaching sessions that ran throughout the academic year to help the students adapt to their new roles and responsibilities. CAPOD continues to meet these cohorts regularly to help them reflect on their learning and develop their team-working skills.

A new training programme is being introduced in 2019/20 for students who have roles as Councillors in the Students' Association. This includes a skill session on time and project management, opportunity to access ongoing coaching support and complete a workplace profiling tool, and a session on how to articulate their experiences in job applications and at interview.

13.3 Partnership Agreement

In the areas of learning and teaching and quality enhancement, student engagement is energetic and extremely positive. There are two seats reserved for students at AMG but also the Learning and Teaching Committee and Postgraduate Research Committee, both sub committees of Academic Council: the Students' Association Director of Education and Postgraduate Academic Convenor usually occupy these. Students are regularly invited to be members of University-level working groups as well as having a key role in University-led Reviews of Learning and Teaching. Students are also represented on the Student Experience Committee, and the Enhancement Themes Group.

A further network of student representatives in the academic Schools supports the Director of Education and Postgraduate Academic Convenor. Each School has an elected School President who leads a group of class representatives and chairs their School's Student Staff Consultative Committee. The School Presidents liaise closely with the Director of Teaching in their School, as well as with the Director of Education, who sets their central agenda and organises regular meetings of all Presidents. The Director of Education also arranges the bi-semestrial School Presidents' Forum, chaired by the Rector and attended by the Proctor and Deans, for discussion and clarification of academic policy and processes. A similar structure exists for postgraduate student representation. School Presidents also attend academic monitoring dialogues along with their Head of School and Director of Teaching.

From the start of academic year 2019/20 the University has decided to move from a Collaborations Statement to a Partnership Agreement between the University and Students' Association. There will continue to be 3-4 main topics which will form the overarching focus for staff and student collaborations. For 2019/20 these topics are improving the taught postgraduate student experience; reviewing communication channels between the University and students; environmental responsibility; and affordability and the impact of bursaries on students.

Mrs Nicola Milton
Head of Education Policy & Quality
5 September 2019

University of St Andrews | FOUNDED 1413

ELIR 2020
Advance Information Set
Section 4

A sample of annual monitoring reports

This section of the AIS includes the following documentation:

4.1 Initial email issued to Schools (2019)
4.2 2 x sample reports: Classics & Medicine (2018-19)
4.3 Email issued to Schools after AMG's consideration of reports (2019)
4.4 'Question of the year' summary (2018-19)
4.5 Actions and good practice arising from the dialogues (2018-19)
4.6 Good practice from dialogues – LTC paper (2017)
4.7 Dissemination event programme (2017)
4.8 Planning meeting (2019)

These samples demonstrate the stages of the AAM process and methods used to disseminate good practice, themes and key findings identified by AMG in their consideration of the reports.

After a pilot in 2018, Directors of Postgraduate Research were asked to work alongside Directors of Teaching to ensure the AAM reports provided reflection at all levels of study.

Notes and actions from the planning meeting held in April 2019 demonstrates our ongoing commitment to reviewing and enhancing the AAM process.

Key themes from AAM can be found in the 'Annual summary of themes arising from quality monitoring processes' (AIS07 Additional information).

Email issued to Schools/Departments

Dear Colleague

We are approaching the next round of Annual Academic Monitoring (AAM), which involves a reflective evaluation of learning and teaching experiences over AY 2018-19 via a report, dialogues with selected Schools/Departments and a dissemination event.

- **Report:** Please find attached a pro forma to be used for your AAM report. The report should be a reflective, focused and concise evaluation of learning and teaching experiences over the last academic year in relation to **UG, PGT and PGR provision.** Further advice is provided within the pro forma. Please submit your report to me by **Wednesday 14 August 2019.** The standard AAM report deadline (end June) has been extended to mid-August to accommodate the release of data for AAM reporting in early July. I will update you at that time. AMG will consider the S2 tartan rug reports on 27 May and will be in touch thereafter with any feedback for you to comment on in question 4 of the report.

- **Dialogues:** Each School/Department is invited to meet with the AMG once every 3 years unless the AMG requests an earlier meeting. This year's dialogues with Heads of School, DoTs, DoPGRs and School Presidents are scheduled for Monday 11 November 2019 in the Masters Room. The schedule is attached for information. If your School/Department is scheduled to have a dialogue with AMG, **please confirm your attendance** and extend this invitation to your School President. If you are unable to attend your allocated slot, please let me know at your earliest convenience.

- **Dissemination event:** A dissemination event to showcase good practice and discuss common issues will be scheduled for December. Details will be circulated in due course.

If you have any queries, please do not hesitate to contact me.

Best,
Nikki

Nikki Broughton
Administrative Officer (Quality)
Hours of work: Mon/Tues/Wed

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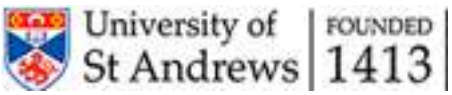

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Annual Academic Monitoring Report: AY 2018-19
School/Department: Classics

The Annual Academic Monitoring report should be a **reflective**, focused and concise evaluation of the School/Department's learning and teaching experiences over the last academic year in relation to UG, PGT and PGR provision.

Please refer to the guidance notes prior to completion of this pro forma.

1. What is working well? *This should include good and innovative practice, as well as reflection on collaborative programmes where relevant and any activities related to the current Enhancement Theme. You may wish to highlight established practices working well year on year. Reflective statements should refer to* ***relevant sources of evidence.***

Undergraduate

- The most outstanding innovation in teaching practice this year was Beppe Pezzini's LT4207 Roman Comedy, which this year focused on the production of a performance of Menander's *Menaechmi* at the Byre Theatre, using a translation and music produced by the class. This also led to some well-received changes to in-class translation practices. Some small rough edges notwithstanding, the module was a resounding success.
- Other innovations included the introduction of a dedicated Honours module on Roman environmental history (AN4430, taught by Andrea Brock), and a further extension of our coverage of relations between the classical world and the ancient Near East (AN4429, taught by Matthew Skuse). Both modules included innovative teaching practice: assessed presentations early in the module allowed students to explore, and gain peer feedback on, topics would later be the subject of their coursework essays.
- In Classical Studies subhonours, we have introduced a number of two-handed lectures in which literary and art-historical colleagues discussed the same material from their respective perspectives to help integrate the different sides of the course.
- Artefact-handling sessions in AN2002 and AN2003 (coins and pottery) continued to be popular and valuable additions to the students' learning.
- A new coursework feedback sheet has been introduced across the School in response to student demand and with input from students on its design.
- The programme of dissertation training sessions developed in 2017-18 has been consolidated and ran in both semesters. We will explore ways of making attendance compulsory: the students who attended were generally those who did not need to.
- As noted by the AMG, GK4126 received very positive feedback. The emphasis on in-class close reading and discussion of the texts seems to have been the decisive factor. GK4110 and GK4117 also received very positive feedback, which suggests that the students appreciated the small groups and research-led teaching.
- Comparison of module results between the beginners' and non-beginners' streams at the end of Greek and Latin subhonours (GK2004/2 and LT2004/2) suggests that students who started Greek and/or Latin at St Andrews are reaching a standard comparable to those who arrived with school-level qualifications, particularly in Greek.
- Changes in focus in a number of established modules expanded our engagement with diversity issues, particularly gender related, even where the available material is not promising, e.g. AN2002 (Roman Empire), AA4130 (Roman Army), CL4455 (Roman Praise).
- The 'tartan rug' was pleasingly dominated by green (sem 1) and blue (sem 2). We were third in the NSS for overall satisfaction (behind Liverpool and Roehampton, but ahead of our comparator institutions) and were delighted to rank first in the Guardian league table for UK Classics departments.

Taught postgraduate

- This was the second year of the new model MLitt. The model seems to be bedding in well, though some areas of concern remain, chiefly around workload for students who take intensive languages courses as part of the MLitt.
- Recruitment was extremely successful: 22 MLitts and one MPhil. This is probably the largest PGT cohort ever in Classics, though 2019-20 could well be similar. Over the last couple of years, MLitt conveners have invested a lot of time in discussion with potential applicants by phone and Skype, and this seems to be paying off.
- The large class brought its own challenges, but we were able to use some of the redesigned classrooms in the Arts Building, which helped keep discussion flowing.
- In addition, we were able to allocate an education-focused colleague, Nikoletta Manioti, as a point of contact for PGT students, who could offer guidance on dissertation-planning and approaches to postgraduate work, outside the normal structures of module co-ordinators and essay supervisors.
- Additional language support sessions were provided for MLitt students taking intensive language modules.
- A number of two-handed sessions were introduced in the core module, which allowed the students to see different perspectives on the same topic and to see academic debate in progress.

Research postgraduate

- A new training scheme for PGR tutors was introduced by Nikoletta Manioti, who holds the newly-created post of PG Tutor Mentor. It built on the scheme she had already devised for PGR Greek and Latin language tutors and extended it to Ancient History and Classical Studies. PGRs observed classes taught by staff, discussed them with Nikoletta, and presented short sample classes at a symposium at the end of semester 2. They will begin tutoring next year. Nikoletta also observed all current PGR tutors in class.

On a more general note, this is the second year of new Professional Services team. They have had, and continue to have, an enormous positive impact on the School, and all academic colleagues are deeply grateful for their work.

2. Are there any problem areas? *Reflective statements should refer to relevant sources of evidence.*

Undergraduate

- The mixed level of linguistic ability among Honours students in Latin and Greek is a recurrent problem. Some students struggle in interpreting texts and cover weak translation skills by attempting to learn set translations by heart. Changes in subhonours should eventually alleviate this, and we have introduced additional reading support classes in Honours, but this is a long-term problem that is rooted in the diversity of our students' linguistic backgrounds, including differences between school curricula for those who arrive with Latin or Greek.
- MEQ results indicated dissatisfaction with the level of online resources in some of the first-year beginners' language modules (e.g. GK1001/2). These are textbook-based language courses, so online resources are not as central as in other types of module. However, we will be working with the module co-ordinator to provide more online information and will look at using Panopto to provide recorded explanations of selected language points.

- There were a few vociferously negative MEQ comments about the accessibility of 1000-level AN and CL modules, particularly in semester 1, including claims that the courses are not in practice open to complete beginners. It is hard to tell how widespread this feeling is: the style of the comments suggests possibly only one or two complainants, though there may be others who did not complain. Without having mapped module grades against educational backgrounds, it is impossible to tell whether 'cold-starts' are at a real or only a perceived disadvantage. Anecdotally, we know subhonours can be tough for cold-starts, although it is again difficult to tell whether this is because the programme is appropriately difficult for cold-starts but too familiar for those with Higher/A-level or if it is actually too hard for cold-starts but is appropriate for those with school qualifications. Such complaints are not found in 2000-level AN and CL MEQs, which suggests either that the problem evens itself out or that disgruntled students advise out. Short of wholesale reform of subhonours, this is a tough nut to crack. Streaming of beginners and non-beginners into separate tutorial groups is an obvious solution but would probably lead to an undesirable socio-economic divide between state- and privately-educated students. For 2019-20, we are working on additional online resources to support areas of first year which seem most likely to be the cause of discomfort.

<u>Taught postgraduate</u>

- The main concern was the workload of students who took subhonours language modules as part of their MLitt. Students in this position take slimmed-down, 15-credit, versions of the MLitt option modules, but observation and student feedback suggest that the actual reduction in workload is insufficient, and we will review this for 2019-20. Firmer management of student expectations during Advising may also help: many underestimated how much work the language modules would need.
- There were some difficulties in managing the Latin and Greek literature option module classes for groups of mixed linguistic ability, some of whom had several years of university-level Greek and/or Latin while others had none at all. Separate text-reading classes will be set up in 2019-20 to allow those with the language(s) to develop their skills, while keeping the option module classes accessible to all.
- There were some minor complaints (from one student) about the size of the class, but most students seemed to be happy with the level of discussion. However, if recruitment continues at the current level, we may need to rethink how we teach the course.

<u>Research postgraduate</u>

- As far as we can tell, there are no particular problem areas, with the exception of some complaints about the allocation of tutoring and about tutorial pay.

3. How does the School/Department plan to address these potential problem areas?

<u>Undergraduate</u>

- See above for response to uneven linguistic skill in Honours Latin and Greek.
- On perceptions of inaccessibility of AN and CL subhonours to cold-starts, we are developing additional resources to support first-year CL and our current proposals for AN subhonours reform have the course starting in such a way that all students will be on unfamiliar ground.

<u>Taught postgraduate</u>

- Group size: this is a result of our success in recruitment, and it is not clear that it is, in fact, a problem. If the group grows larger still, we will have to look at ways of splitting it, e.g. into two parallel groups.

- Minor adjustments to deadlines that were adopted in 2018-19 to ease some points of pressure will be retained for 2019-20.
- In the Greek and Latin literature option modules, the main classes will continue to be aimed to students both with and without the language, with discussion focusing on overarching themes. Additional reading groups will be established for those with advanced language skills. Those who are learning the languages have additional class time anyway through their language courses.

Research postgraduate

- We will continue to make the selection and appointment of tutors as transparent as possible and to set out the terms of employment as clearly as possible. Recent moves to gather information about Schools' practices are very welcome and help us justify our local practices.

4. Please briefly summarise the School/Department's review of the MEQ tartan rug reports. *This should include potentially problematic modules ("red vertical lines") and horizontal lines in the tartan rug reports to identify possible School-wide issues, as well as actions being taken in response to these. Please also comment on "blue" lines (vertical or horizontal) to identify examples of strong performance and, if relevant, respond to feedback from the Deans following consideration of the tartan rug reports at Academic Monitoring Group.*

- Low staff ratings in CL2004 and GK2003
- A sprinkling of low/middling scores across the School for Marking Criteria
- Very strong scores for GK1005 and CL5001 - any good practice to share?

- Low staff ratings in CL2004 and GK2003. The low ratings relate to the 'tutor' rather than the 'lecturer' role, and to one PG tutor in particular. Free-text comments indicated that the numerical scores were not the whole story and that some students had appreciated that tutor's work. The PG Tutor Mentor worked intensively with the tutor, but was only able to mitigate the problems. As this PG has now finished, we are unlikely to appoint him again.
- Marking Criteria. Many of modules with lower MEQ scores in this area had non-standard forms of assessment. This is the case in AA3020, AA4121, AN1001, AN3034, CL4445, which variously featured literature reviews, learning diaries, research proposals and commentaries rather than essays. The lower scores for criteria being clear in advance probably reflect student discomfort at unfamiliar modes of assessment. We do not think that template answers would be an appropriate response in such cases. In the event, the students generally perform well, and some of them very well. This suggests that the problem is not that students do not know or cannot work out how to complete the exercises, but that they worry that they will not be able to. Minor adjustments, such as moving unfamiliar assessments to the end of modules, may help students build their confidence before tackling them, but are possible only in some modules. The external examiner who reviewed these modules judged that an appropriate level of guidance was already given to students in module handbooks and did not see a cause for concern.
- LT1003 (non-beginners' Latin, semester 1) also received some negative feedback. It was redesigned for 2018-19 to feature non-canonical texts and to prioritise reading comprehension across larger bodies of easier text over precise translation of shorter prescriptions of harder texts. This is aimed both at addressing students' reading confidence at Honours level and at levelling the playing field between students with different school backgrounds (A-level, Highers, IB, etc.). There was student resistance, particularly from the weaker students, but the overall module results vindicated the approach, as students' Latin improved markedly. We will slim down the portfolio of texts for next year to allow them to focus more closely and to reduce the gap in learning styles between school and university,

but we are of the view that the new approach benefits the students, despite protests from some of them.

- LT4203 (Latin Prose Composition) had rather mixed MEQ results. We have had concerns about this module and its Greek counterpart (GK4100) for some years, and have not been able to remedy them. Although it is a distinctive feature of Classics at St Andrews that we offer these modules, we have decided to withdraw them temporarily to allow for a thorough review.
- Very good feedback on GK1005 (non-beginners' Greek) probably reflects the balance of the challenge: a mix of familiar texts (Plato) and unfamiliar (Menander) as well as a very able teaching team and a small group.
- The feedback on CL5001 (semester 1 core module for all MLitt students) reflects both the commitment of the teaching team, particularly the module co-ordinator, Michael Carroll, and overall MLitt convener, Carlos Machado, but also the good class dynamic, with all students encouraged to speak, despite the size of the group, and the variety of research-led topics, which gave the students a high-speed tour of the range of approaches possible in Classics. Many of the students seem to have found the module and its sequel in semester 2 eye-opening and inspiring.

5. What kinds of support for mental health and wellbeing, for staff and/or students, might help to enhance teaching and learning outcomes in the school?

- The post of Wellbeing and Disabilities Officer was created during the year, as a development of the existing Disabilities Officer role. The new post took a lot of the pressure off the DoT and other academic office-holders and provided an academic point of contact for professional services staff who also deal with wellbeing matters, particularly coursework extensions. Weekly meetings were arranged between the Wellbeing Officer, DoT and Taught Courses Secretary to handle complex cases.
- In view of the number of wellbeing cases directly related to anxiety caused by essay writing and deadlines, further training for students on writing techniques and time-management might have some positive impact.
- Clearer information for students on what sort of anxiety counts as appropriate for our consideration might also be useful.
- Those cases which are not related to work-based anxiety are more difficult to deal with through blanket provisions and are likely to continue to be the cases that take up most staff time and attention.

6. What actions have been taken forward as a result of last year's AAM process (including the School/Department's November 2018 dialogue with the AMG, if applicable).

- Last year's report concluded with plans to reduce the number of co-curricular sessions in the MLitt core modules, because the timetable was overcrowded, to reduce the number of blog-posts required in the MLitt and have them uploaded before seminars; and to look again at the assessment in AN3034.
- The changes to the MLitt have been generally successful.
- AN3034 was better received this year, but will need some further changes to the order of the assessments in 2019-20.

☒ Report discussed with, and approved by, the Head of School and Teaching Committee (including the DoPG).

Annual Academic Monitoring Report: AY 2018-19
School/Department: Medicine

The Annual Academic Monitoring report should be a **reflective**, focused and concise evaluation of the School/Department's learning and teaching experiences over the last academic year in relation to UG, PGT and PGR provision.

Please refer to the guidance notes prior to completion of this pro forma.

1. What is working well? *This should include good and innovative practice, as well as reflection on collaborative programmes where relevant and any activities related to the current Enhancement Theme. You may wish to highlight established practices working well year on year. Reflective statements should refer to* ***relevant sources of evidence.***

Whole School

- A deputy DoT role was created with a focus on quality enhancement, which was trialled in the BSc programme and is now pan-School.
- The 'You Said We Did' forms are not only beneficial for the students to see the SSCC progress, but the Union Committee members too, who have praised the School for creating it.

Undergraduate

- ScotGEM
    - Successful year with strongly positive overall feedback from the first cohort.
    - Students feel engaged with the programme and have been pleased with the swift responses to feedback and suggestions.
    - Key successful innovations to highlight include the 'Clinical Interactions Course' and the 'Generalist Clinical Mentor' community-based education model.
    - GMC and external examiner reviews have been positive.
    - Planning for year two is progressing well despite a complex dispersed delivery model, the NHS staff required are now in place.
    - ScotGEM has gained strong support from within the partnership.

- BSC Hons
    - A complete curriculum review has been completed and circulated to our partner schools. No major issues were identified. This will act as a focus for the incoming GMC Medical Licensing Assessment (MLA) planning.
    - Arts and humanities have been introduced successfully into the 4000 modules, including essay prizes, films, poetry and 2D art competitions. Further expansion is planned over the coming months.
    - We have worked hard on improving student relationships and feedback. This has resulted in moving from 10th in the NSS, to first place among UK Medical Schools.
    - External examiner feedback remains extremely good.

Taught postgraduate

- MSc Health Psychology
    - Our support system for the PGT students on this course has received considerable attention to raise coverage and strong presence to assist students throughout the course.

- Numerous changes to content of Modules to update new evidence in the research field.
- Feedback streamlined to online system for easy student access.
- External examiner impressed with student performance especially in continuous assessments.

Research postgraduate

- Uptake of discretionary bursary awards to PGR students. Approx. £7,075 awarded so far this year. Allowed 9 students to travel to conferences or lab visits (comparable to 2016/7).
- Use of buddy system for PGR students as part of School induction process: A current student welcomes and orientates a new student on their first day.
- Development of School-specific induction material for doctoral students who teach.

2. Are there any problem areas? *Reflective statements should refer to relevant sources of evidence.*

Undergraduate

- ScotGEM
    1. An innovative component of ScotGEM, 'Agents of Change', has received notably less favourable numerical and qualitative feedback.
    2. Some aspects of organisation and content provision (such as learning outcomes and resources for self-directed elements) have been suboptimal but within expectations of a new collaborative programme and have been tolerated by students.

- BSc Hons
    1. There have been problems in recruitment and retention of teaching staff, particularly in anatomy, when we lost a senior member of staff only a month before term began in August 2018. We remain understaffed compared to other medical schools.
    2. Although NSS results show improvements in many feedback metrics, MEQs, SSCCs and external examiner comments highlighted further opportunities for improvement in this area.

Taught postgraduate

1. Feedback from current cohort suggests arrival information needs adjusted to calibrate students more effectively to St Andrews grading scale and level of academic expectation at 5000 level.
2. Staff responsive to student feedback, but action not always known by students.
3. Students reported several disruptions to centrally invigilated assessments and concerns in how these were handled.

Research postgraduate

1. Challenge of maintaining PGR numbers is a recurrent theme and importantly is as much about research staff numbers as it is about financing PGRs.
2. Annual reporting system on MMS used by staff but with some IT issues.

3. How does the School/Department plan to address these potential problem areas?

Undergraduate

- ScotGEM
    1. Agents of Change delivery in Year one has been reviewed and will be considered further at the end of year review meeting in August. Year 2 follows a different approach that will not have the same challenges. Staffing is being reviewed.
    2. The team has been on a steep learning curve and greater attention to detail is planned for both year 1 and new year 2 delivery.

- BSc Hons
    1. We were able to persuade a retired staff member to return to cover some anatomy teaching before we appointed a new head of anatomy, who has now started work. We have applied to work force planning for new posts to help with teaching.
    2. Formative assessments opportunities for feedback to be reviewed, plus processes for providing feedback pre- and post-marking of dissertations to be reviewed.

Taught postgraduate

1. Orientation week information to be revised to include extra information on grading scheme, student feedback routes and QA processes.
2. Extension of "You Said We Did" approach from UG teaching.
3. Concerns relayed by staff and students to Exams Office, but otherwise outside of School control.

Research postgraduate

1. School operations budget will continue to fund approx. 14% of PGR activity. 3% are funded by endowed funds and 28% are externally funded
2. Ongoing help to staff with MMS system.

4. Please briefly summarise the School/Department's review of the MEQ tartan rug reports. *This should include potentially problematic modules ("red vertical lines") and horizontal lines in the tartan rug reports to identify possible School-wide issues, as well as actions being taken in response to these. Please also comment on "blue" lines (vertical or horizontal) to identify examples of strong performance and, if relevant, respond to feedback from the Deans following consideration of the tartan rug reports at Academic Monitoring Group.*

- Overall, feedback being "punctual" or "helpful" remains low across the School.
    - BSc Hons students submit a small number of written tasks per semester, none of which (aside from MD4002) are graded. Feedback is provided for some – although we know of at least one task that fell significantly outside of our School turn-around aim of three weeks. Students receive one-to-one feedback via portfolio reviews, but these tend to be scheduled outside of the MEQ cycle.
    - For the PGT modules, we identified issues associated with the feedback in first semester via the SSCC and Class Rep, which we sought to address for remaining MD5*** and modules. As evidenced in the tartan rug, this was successful but still has substantial room for improvement.

- MD5001 was an outlier in semester 1 in most metrics. We liaised with the Class Rep and instigated changes in all remaining MD5*** modules and accordingly saw an increase (in some cases, in to the blue) in most modules.
- Engagement (total time spent) remains red but is difficult to meaningfully interpret in this context.
- Assessment questions remain difficult for students to meaningfully answer for most modules, as majority of grade determined by assessments that students take post-closure of MEQs.
    - Staff make efforts to explain process to students, but standard setting processes mean look-up tables and definite expression of pass marks (i.e. "50% is a 7") impossible until cohort results analysed to ensure predictions appropriate.
    - Assessment info to students annually reviewed and will be improved for MD5**** modules.
- Organisation of modules generally high, as noted by AAM, which is down to experienced module controllers and recent curriculum review processes.
    - Whilst not on the tartan rug, MD2101 (ScotGEM year 1) fares less well, but is a new module running a whole year and "teething problems" to be expected. SSCC feedback and MEQ comments leading to revisions of organisation as a result.

5. What kinds of support for mental health and wellbeing, for staff and/or students, might help to enhance teaching and learning outcomes in the school?

<u>What is working well:</u>

Students:

- Last GMC inspection noted that there was a very supportive, approachable and accessible organisation and culture - Evidenced by willingness of students to seek support.
- The student support within the school has a robust system to identify medical students at potential risk via low level indicators (e.g. absences / yellow cards).
- Standing item on student wellbeing on SSCC agenda.
- Actively engaged the student body in developing a healthier attitude towards alcohol consumption and as a factor which may exclude individuals from activities.

Staff:

- Recent concerns with regards to the working environment within the school have surfaced within the media. Was examined at an independently run workshop attended by a broad representation of school staff. Outcomes shared and discussed with all school staff resulting in various strategies for implementation going forward.
- One strategy included an EDI Director who has now been appointed via an application process. A School EDI committee led by the director has now met.
- School-wide discussion also noted support for opportunities to gather in a more social setting and this year the school has organised a Christmas party, a putting competition and coffee mornings and is running a garden party over the summer.

Staff and students:

- The School supports free yoga classes throughout the year for both staff and students to attend. Is well received and is an example of positive role modelling.
- New methods of raising concerns have been implemented for both staff and students.
- A buddy system for new staff has enhanced the induction process.

Support going forward:

- Integration of new teaching staff (associated with ScotGEM uplift) into the body of the School, partially exacerbated by a lack of private staff social spaces.
- Key staff turnover has resulted in remaining staff enduring an uplift in teaching and admin in the short term. Ensuring fair distribution of workload continues to need attention.
- The relatively small numbers of PGT and PGR students remain a concern for developing a sense of PG community.

6. What actions have been taken forward as a result of last year's AAM process (including the School/Department's November 2018 dialogue with the AMG, if applicable).

- Identified need for additional School-wide support for quality enhancement, leading to establishment of Deputy DoT role.
- Established clearer routes of feedback for student concerns (specifically addressing GMC comments).
- Established feedback logs and Curriculum Management System tools to close the loop on comments directly to students, including revised "You Said We Did" feedback to all students.
- Reviewed feedback from AY 17/18 regarding PGT provision and instigated changes to communication of content, tasks and feedback to students resulting in significant changes in multiple modules.
- Have established a School EDI role which will address monitoring of E&D data both across student and staff populations.
- Continue to review provision of teaching on mental health to students, augmented with pan-School opportunities for wellbeing and instigation of "Wellbeing" as a standing item on SSCC agendas.
- Complete revision of MD4001 based on comprehensive review completed last AY.
- Delivered multiple in-house training sessions on Learning Outcomes and alignment, plus sessions at Teaching Away Days and Education Division days to facilitate staff integration across programmes and increased awareness of student cohort needs.
- Routinely included AAM in all annual reviews and new programme reports for accredited programmes, which resulted in change of best practice across institute.

☒ Report discussed with, and approved by, the Head of School and Teaching Committee (including the DoPG). *

*Shared with both incoming/outgoing School President for feedback, plus the ScotGEM Class Representative from Year 1.

Email issued to Schools further to AMG's consideration of AAM reports

From: Deans Office <deansoffice@st-andrews.ac.uk>
Date: Thursday, 10 October 2019 at 16:02
To: Heads of Schools <hos-all@st-andrews.ac.uk>; Directors of Teaching <dot-all@st-andrews.ac.uk>; dopgt <dopgt@st-andrews.ac.uk>, DoPG All <dopg@st-andrews.ac.uk>
Cc: Deans Office <deansoffice@st-andrews.ac.uk>
Subject: AAM General Feedback

Dear Colleagues,

On behalf of the Academic Monitoring Group (AMG) we would like to thank you for providing us with such rich, thoughtful and informative Annual Academic Monitoring (AAM) reports. We believe that we now have a very good format for the process that combines regular recurring features for some longitudinal comparisons and the flexibility to focus on pressing topical issues. Regardless of the format, though, it is the care with which Schools engage with this process that produces such good outcomes, and for that we are very grateful.

Where there are individual issues or concerns highlighted by a School and relating specifically to this School, the respective Dean(s) will be in touch directly to address them. We also wanted to respond in broader terms though, and this email is designed to engage with some of the wider issues that emerged as the members of the AMG considered the whole crop of this year's AAM reports.

We think that the template of the forms now works well and we are not proposing any significant changes for next year, other than to encourage more concise responses where possible. The focused feedback on our queries regarding MEQ scores struck us as particularly helpful. As per our discussions at the recent LTC, we will change the rubric where the MEQ scores are discussed so that information about modules with lower scores is not disseminated more widely than is necessary. We will also give more guidance on the first question – where Schools are asked to report on successful teaching practice. This will clarify that we are looking not for high-level information that is available elsewhere (e.g. NSS scores or league table rankings) but concrete examples drawn from the School's actual teaching provision.

With regard to the NSS, the Deans have already been in touch with each School/Department to address a number of specific issues. In terms of a broader response, which will be addressed in the suitable fora in due course, we would only like to highlight three areas:

- Q7 (application of learning) – Although improved, our score remains a little disappointing and we will look for ways to articulate more clearly the opportunities for application of learning already enjoyed by our students. We will also push ahead with an agenda to inject more enterprise learning into our broader curricular structure.

- Q10 (timeliness of feedback) – We have been stuck in a fairly mediocre position for this question for some time and will need to explore what can be done to raise our game with regard to feedback time and student perception.

- Q22 (teamwork) – This year's NSS has seen a vast improvement (up more than 60 ranks) but we are still just inside the top 20 here and need to continue our efforts to communicate the value of our teamwork opportunities to students.

In terms of addressing wider concerns raised by the AAM forms as a whole, we noted:

- That several Schools have expressed concerns about the levels of staff workload and related worries about stress and wellbeing. While this should be considered within our wider wellbeing and mental health strategy, we would like to invite Schools to contact us with suggestions about reducing the number and/or scope of duties that are not mission-critical. We would also like to encourage Schools to consider if their workload allocation systems are fair and effective in distributing work equitably and sustainably.

- Several Schools raised questions relating to managing student expectations of increasingly prescriptive coursework specifications and marking criteria. There was concern that this could impede students in getting the most learning benefit from coursework, and limit experimentation with innovative types of assessment. Much of these fears are rooted in student unfamiliarity with new methods of assessment, something which can, in part, be allayed with the use of formative assessment and formative peer marking.

- The issue of TA pay was mentioned several times – especially of the fair application of the agreed TA pay policy. This issue has been addressed by the Proctor over the past month and we hope that Schools now apply this policy consistently and transparently.

- We are aware of the continuing problem of insufficient space – office space, teaching spaces (both labs and seminar/lecture rooms) – and this was brought home again forcefully in several AAM submissions. As you will appreciate, there is not much that we can do ahead of the completion of several building projects (BMS, Younger Hall, Butts Wynd, Music Centre, the freeing up of St Kats West, beyond that Madras and a reconfiguration /refurbishment of buildings on the North Haugh). We would nevertheless like to encourage you to bring particular pinch points and especially disability access-related issues to the attention of the Proctor's Office. We will try our best to be imaginative across the estate and implement solutions wherever possible.

- Again, many Schools commented on growing demands on wellbeing support provided within Schools and by Student Services. Since last year, additional occupational health staff resource has been put in place. Student Services have recruited a clinical supervisor, with whom School staff will be able to discuss individual cases and reflect on practice. More University staff have trained with the Mental Health Toolkit (now over 700 staff in total), and Schools are encouraged to contact Student Services to arrange this training for School staff. Student Services have been given additional resource in the areas of Counselling, Mental Health and Wellbeing, as well as Disability and Money Advising. Student Services staff have delivered brief wellbeing tutorials to particular classes on request, and will continue to develop material for such sessions.

In conclusion, we would like to thank you again on behalf of the AMG. We look forward to talking more to some of you within the context of the upcoming AAM Dialogues but please know that you can always approach members of the Proctor's Office with any suggestions or queries you might have!

With every good wish,

Frank, Graham & Jon
On behalf of the AMG

Professor Frank Lorenz Müller (Dean of Arts & Divinity) and Dr Jon Issberner and Dr Graham Kirby (Acting Deans of Science)

Annual Academic Monitoring 2018-19
Responses to the mental health and wellbeing question

The following 'Question of the Year' was included in this year's AAM report:

What kinds of support for mental health and wellbeing, for staff and/or students, might help to enhance teaching and learning outcomes in the school?

The responses pointed to some interesting areas that we will address within the work of the Mental Health Task Force, which has been approved and will be established as part of the University's MH strategy. This feedback has been useful in the development of the strategy and will be for the activities of the Task Force.

- There were several Schools that expressed a desire for more training around MH, especially for managers, and a bespoke training scheme for Heads of School and Units and others in leadership positions is being developed.
- It is clear that there is a desire for more information, both to raise awareness of mental health issues and to signpost the available supports. Some of the responses also highlighted some lack of awareness or lack of understanding of the roles and professional expertise of some colleagues within Student Services. Enhanced communication and signposting around prevention, early intervention, pressure points and transitions, as well as the available supports for students and staff will address this.
- Several schools mentions Welfare or Wellbeing officers. As part of the MH strategy, the University will define this role and ensure that all Schools and Units have a trained Wellbeing Officer (dealing with staff and students).
- The strategy recognises the need for targeted support for PG students, a need identified in some of the responses.
- Out of Hours support was also raised and the University has already addressed this in the creation of an enhanced Security and Response team with MH-trained members.
- Some Schools are engaged in very interesting activities around MH and wellbeing, and the Task Force will follow up with them when planning events to share best practice across the university.
- Concerns in particular about support for staff are being addressed in the MH strategy and the planned activities of the Task Force.
- Returning to this question in the future will help us to build up an evidence base around the impact of the MH strategy.

Individual responses from Schools are listed below.

Faculties of Arts and Divinity

Art History

- Training for staff in how to recognise mental health issues in colleagues as well as students. Managers in particular need such training, as it will reduce pressure on them as well as any affected colleague. All staff need to be confident of where to direct students who present with mental health issues and how they can get meaningful information on the extenuating claims made by students in relation to academic submissions, deadlines etc.

Classics

- The post of Wellbeing and Disabilities Officer was created during the year, as a development of the existing Disabilities Officer role. The new post took a lot of the pressure off the DoT and other academic office-holders and provided an academic point of contact for professional services staff who also deal with wellbeing matters, particularly coursework extensions. Weekly meetings were arranged between the Wellbeing Officer, DoT and Taught Courses Secretary to handle complex cases.
- In view of the number of wellbeing cases directly related to anxiety caused by essay writing and deadlines, further training for students on writing techniques and time-management might have some positive impact.
- Clearer information for students on what sort of anxiety counts as appropriate for our consideration might also be useful.
- Those cases which are not related to work-based anxiety are more difficult to deal with through blanket provisions and are likely to continue to be the cases that take up most staff time and attention.

Combined Studies

Current support that is offered is working well:

- Students have an Adviser of studies that is familiar with the programme
- Students have a named member of Admissions for support
- Students have access to the Commuter's room
- Sources of support are now highlighted on a specific Moodle for the Evening degree students
- The Townsend and Lifers committees offer support and fight causes
- There is now a staff handbook which sets out where responsibilities lie
- A change in wording for the probation letters may have a positive effect. Students already dealing with difficult issues can find the wording alarming and add to the pressure they are feeling. Thoughts on this have been raised due to one student's readmittance to a secure mental health unit on receiving a probation letter.

Divinity

- The services offered by Student Services continue to be invaluable. Our general approach to refer students who need support there. If the University were to employ trained staff to counsel staff and students, that would be helpful.

Economics and Finance

- Mental health support for staff should be increased; members of staff are referred to occupational health, but this type of support should be sponsored more, and maybe provided in a more informal way (like what happens for students with Students Services).
- For students, lecturers are a natural first point of contact; our experience with special circumstances is that the separation of tasks between the School and Student Services works well;
- it would be good for Student Services to have a grasp also of our internal policies or to have some Student Services staff who specialises on our School, as sometimes we experienced clashes in recommendations;
- In our School, all Honours Students have a personal tutor who is an academic and who helps with pastoral care and academic issues; all requests for academic adjustments on assessments

are handled by our Deputy DOT. This allows for fairness and consistency in decisions. The Deputy DOT advises students with mental health and emotional problems on how to apply for academic adjustments, and encourages them to seek support from Student Services. The Deputy DOT proactively notifies Student Services when students demonstrate cause for concern over their well-being.

English

- Resolution of the pensions dispute.
- Following an initiative from our HoS, we are introducing the new role of Welfare Officer in the School, starting in 2019-20. We hope that this new officer can meet increasing student needs for guidance and help in dealing with anxiety.
- The School is for the first time joining in the CAPOD-led mentoring scheme for subhonours students, which should help with making the transition from school to university easier, reducing first-year anxiety.
- The School is pioneering a bee-keeping scheme (located in the Botanic Gardens, run by School staff with relevant expertise). We will be integrating this new venture into other university wellbeing endeavours (e.g. gardening, edible campus), and hope to include it in our Orientation Week events for incoming first-year students.
- For the first time in many years, the School organised a PGT writing retreat at The Burn, with very enthusiastic feedback from students who emphasised particularly the mental health benefits of such a field trip.
- We are exploring a mentoring scheme for all Masters level students (with mentors being either staff members of PhD students): currently this only exists for PhD, MPhil, MSt (Res) and 2nd-year MFA students. This is in response to student demand, and to formalise what are currently informal working practices.
- We have introduced written Social Media Guidance for students, with a view to minimising unhelpful postings on social media, feelings of competitiveness among students, anxiety around coursework and exam results, unhealthy dependency on peer opinion, and accusations of bullying.

Film Studies

- Student services is excellent, and we have seen the significance of their support in aiding staff and students in several specific cases this year. Being able to call on our brilliant colleagues in Student Services is invaluable in allowing academic staff to concentrate on the academic support they can give. Additional provision in this area would make the biggest difference to both, and it is worth emphasising the particular help to academic staff, who don't have the training to cope with these issues. In addition, we invited staff from Student Services to one of our staff meetings, which we found extremely helpful.
- Too often we encounter students seeking help well after they need it, so additional ways to send the message that asking for help is necessary and normal (and nothing to be ashamed of) is crucial. In relationship to this, building better connections in helping students realise the relationship of their mental health to work would be beneficial.
- Further attention to specific services for PGRs in particular are needed. We increasingly see our PGRs suffering with mental health issues, that are tied up with a variety of other stresses - visas, funding, the job market and the sector-wide problem with precarity – that impact their ability to work (and complete on time).

Graduate School

- We will plan another event to mark Mental Health Awareness Day (10th October 2019).
- We will continue to hold study support sessions and informal coffee mornings throughout the summer period to ensure continuity of contact and make sure that students do not feel isolated as they complete their projects.
- We will schedule more drop-in sessions with the Deputy Director (as DoT) throughout the academic year for students who wish to issues with workload and time management.
- We will ensure students are aware of who to contact in for specific issues within the Graduate School and through Student Services and other support channels

History

- The school's overhaul of module coursework and marking/moderation requirements has allowed a rational reduction in deadlines and attendant stress points for both staff and students.
- The DoT and Deputy DoT work closely to offer early intervention for students who appear to be struggling, directing them to student support services as necessary. This offers students the choice of talking to a male or female colleague who may give appropriate advice and understand the procedural aspects involved in teaching and learning outcomes. We have good links with student support services and the pro-dean, should the latter's advice be needed. It was felt that an additional wellbeing officer for the school would be unnecessary duplication, as problems that impact on study have to be referred to the DoT in any case, and they are usually the first to be informed by tutors that a student may be struggling. As a DoT team, oversight and follow-up is also much easier if dealt with under one remit.
- Some staff feel that their mental health and wellbeing support are not well served and there may be a case to be made for a wellbeing officer for staff. All staff are willing to show reasonable flexibility to students when needed, but with small group teaching repeated absences from class is very disruptive for planning (assignments and presentations), impacting on the experience of other students in the group, and certainly on the stress of the tutor. Academic alerts are used, but the student remains on the module for purposes of planning and marking, invariably affecting their learning outcomes. Staff feel it difficult to judge what constitutes reasonable flexibility (although DoT is always ready to offer advice), and it is a source of much stress for staff (including PGR tutors), who receive no real flexibility on their marking and meeting commitments. Administrative and personal time involved in providing additional support has a knock-on effect on the time they should be spending on other aspects of their workload. Time management is well understood, but many colleagues find that they need to be sending/answering e-mails during evenings and weekends in order to keep on top of their workload, which is having detrimental effects on mental health, as is having to deal with some harrowing information being imparted to them by students. Staff are strongly of the opinion that the university needs to employ a much higher number of specialised counsellors for the growing problem of mental health issues evident among both students and staff. Provision of long-term mental health support by Student Services has sometimes revealed a gap between expectations and what it is feasible to offer. The School acknowledge and value the excellent work of Student Services and welcome the increased provision which we understand to be planned, and the Deputy DoT is taking the Scottish Mental Health First Aid training course.
- The availability of emergency support beyond normal hours and semester dates is of concern to DoPG, who has worked with the pro-dean and Student Services to clarify what is available and when. Such provision needs to be kept under review, particularly if there is growth in the number of postgraduate students present in St Andrews.

- The university needs to think carefully about the pressure it places on already burdened staff with sometimes excessively frequent meetings, surveys, questionnaires, training, initiatives, etc., and whether these may be reduced or streamlined for greater efficiency.

International Education Institute

- **Foundation:** within the foundation programmes, we operate a 'personal tutor' system. In S1, students are required to meet fortnightly with their personal tutor. In S2 students can choose whether or not they book appointments with their tutor. The tutor sessions are one-on-one, and the purpose is to provide an opportunity for students to flag any pastoral or academic issues they may be facing.
- **MLitt IE:** The students don't have personal tutors, but they do have easy access to lecturers. Students are made aware that two named staff members are available to them.
- **Staff:** Better and more consistent line-managing, with line managers being aware of 'pinch points' for their staff. Transparent planning for academic development activity communicated to the department with opportunity for staff to provide input and feedback on planned change.

International Relations

- Increased funding for mental health support through Student Services – colleagues have noted that academic staff are not mental health professionals and more provision is needed, a point raised by students in office hours and dissertation supervision meetings.
- More central University support for careers development, job placements and internships. This would benefit those students seeking support with seeking post-graduation employment.
- Increase enhancement funds (both undergraduate and postgraduate) for Schools to provide extracurricular activities for IR students

Management

- Student Services delivered mental health training in the School for staff and came to Staff Council to talk about their work and how we can support students. We will continue this engagement so as to help raise awareness amongst staff of mental health and wellbeing.
- We continue to promote EDI in the School among students at Orientation Week lectures and through student coffee events. These activities include providing information from Student Services on health and wellbeing. We are also encouraging students to complete the student online diversity training, which increases awareness of issues they might encounter such as bullying and harassment and how to address these issues.
- Staff make themselves available to students through well publicised office hours.
- We have improved staff-student ratios at the School, however longer marking turnarounds at exam time, especially over the Christmas period would ease pressure on staff. The DoTand School Manager are meeting with the Examinations Office in August 2019 to discuss this matter. Also, utilising PGRs to support marking on large modules would prove helpful (to be explored during our Sub-honours review).
- We are grateful that the Institution has found an interim solution to (and is committed to exploring further) the alignment of school holidays.
- We had wide engagement at the School amongst academic and professional services staff in health-promoting activities such as the Step Count Challenge and the Passport to Health and Wellbeing Excellence. We will look to continue such initiatives.

Modern Languages

- It is the view of the School that stress levels are generally high, amongst both staff and students. The increase in the numbers of students presenting with mental health issues has an inevitable knock-on effect on the wellbeing of staff and other students. Specifically in terms of teaching and learning outcomes, it might be helpful to hold a review of assessment deadlines to try to minimise stress in that area;
- The School President, Amy Bretherton, and the DoT explored the possibility of holding a Student Wellbeing Day during 2018-19, run by Nick Farrer, but it turned out to be impossible because of timing and other commitments. However, I would hope that such a day can be held during 2019-20, facilitated by the incoming School President, Olle Mjengwa;
- The DoT will also liaise with Dr Paula Miles in the School of Psychology about surveying students in the School of Modern Languages regarding their resilience throughout the academic year, so that we can begin to organise better support at particular points of the year;
- The lack of accessible buildings in both of our sites continues to be problematic and serves to single out and discriminate against students with a physical disability (drop-in office hours in the Quad or Buchanan Building are effectively impossible for these students);
- The mental health and wellbeing of staff at the University is not yet treated sufficiently seriously and considerable work needs to be done in this area. There is an assumption that teaching-related administrative tasks will be carried out over weekends and there is a perception amongst some staff that they are working more than their contracted hours in order merely to complete essential teaching and administrative tasks. To that end, we have asked the BTPO team to review and 'cost' all administrative activity in SoML and this information will be fed into the on-going discussion of a new workload model that will seek to model staff activity in terms of actual hours rather than 'notional hours';

Music

Students

- Disabilities notes from Student Services are useful and have been reflected in adjustments to teaching and support provided to students. Where module coordinators have been concerned to see a pattern of poor engagement combined with a pattern of 'mental health' self-certification, they have worked with the Director of Teaching to liaise with Student Services and assignment extensions have been given where clear cases emerge. However, self-certification notes mentioning 'mental health' are now so frequent that it is not possible to respond very proactively to each instance. Indeed, over-reaction may in some cases be counterproductive as most students manage to recover and submit work successfully. Problems can arise if students have seen counsellors, a course of action has been suggested in the counselling interview that might affect classroom engagement, but that advice is not relayed back to teaching staff before the end of the teaching period. It has also been suggested that it might be fair to reimburse the cost to students of supplying medical notes; this is a necessary part of proving mitigating circumstances, but does put a financial burden on students.

Staff

- As a unit, we have very little downtime over the year. We don't have a pattern of sabbatical leave, and staff service a busy schedule of both curricular and extra-curricular activities within each semester, with new pressure on us to extend our current summer school engagement. Changes to processes and policy are often met in-flight with little time for formal training. A proliferation of online systems – some better designed than others – is adding to the stress of

administrative support. Institutional sensitivity to the fact that staff workload is far from contained within core working hours and term-time is clearly needed; the type of workload model used by other Schools cannot adequately recognise our contributions to the full range of both curricular and extra-curricular projects across the University.

Philosophy

We are somewhat bemused by this question appearing on the AAM report, given that we are not mental health professionals. But, for what it's worth:

- For students: picking up on problems early seems important, and this has been improved in recent years with the introduction and refinement of the academic alert system. This seems to work well, although there are still glitches that could be fixed for the system to be even more effective. More generally, student services seem to do an amazing job supporting students, but the pressure on them is immense. Perhaps a good way to support mental health/well-being in order to enhance T&L is to put more resources into student services, so they are not so stretched when providing counselling, support, etc.
- For tutors: as noted above, tutor wellbeing is badly affected by the dispute over pay, and this spreads to a more general effect on wellbeing amongst PGRs, who feel undervalued.
- For staff: reducing administrative pressures on research & teaching staff would probably be the most obvious way to support them, and support T&L. Unfortunately, there seems to be an increase in the number of administrative roles Schools are asked to create (e.g. careers link, well-being officer) despite the existence of centralized units that were supposed to obviate the need for such school/department-based roles.

Social Anthropology

- The wellbeing of staff remains a largely ignored area within the School. Issues are usually dealt with on a personal basis between staff and the HOD and HOS. The Teaching Away day session was extremely useful in highlighting other avenues available for staff.
- At Honours level, the DOT has provided extensive support to ensure that all of our students can attain their full potential whenever possible. The addition of a Wellbeing Officer to the list of administrative roles will hopefully provide further support.
- It is much harder to monitor wellbeing at the Sub-Honours level, however we continue to maintain strong and productive links with Student Services to ensure that we do all that we can.
- This year we have made a very conscious effort to reach out to and monitor much more closely PGRs experiencing difficulties.
- We have appointed a new Wellbeing Officer who will work with a Wellbeing Committee made of 4 PGR student volunteers to set up open to all students and staff in the department. A program for Semester 1 is already in place. Activities will take place every two weeks, and will range from seaside walks to potluck lunches and more formal events like Wellbeing Days (yoga, mindfulness survival kit etc.), to be developed with local experts and also in conjunction with the University's wellbeing officer. We hope that these events will help students feel they have a supportive community in the Department.
- Over the summer, we have refurbished the study space in the CAS suite, hoping to create a welcoming, more informal, more relaxing communal space for all PGRs and PGTs.

Faculties of Science and Medicine

Biology

- In AY 2018-19, we also appointed our first School Welfare Officer providing support and advice to both UG and PGT students.
- As mentioned above, we hope to investigate the potential that changes to the curriculum, in particular focused on assessment, might have for reducing anxiety and improving wellbeing.

Chemistry

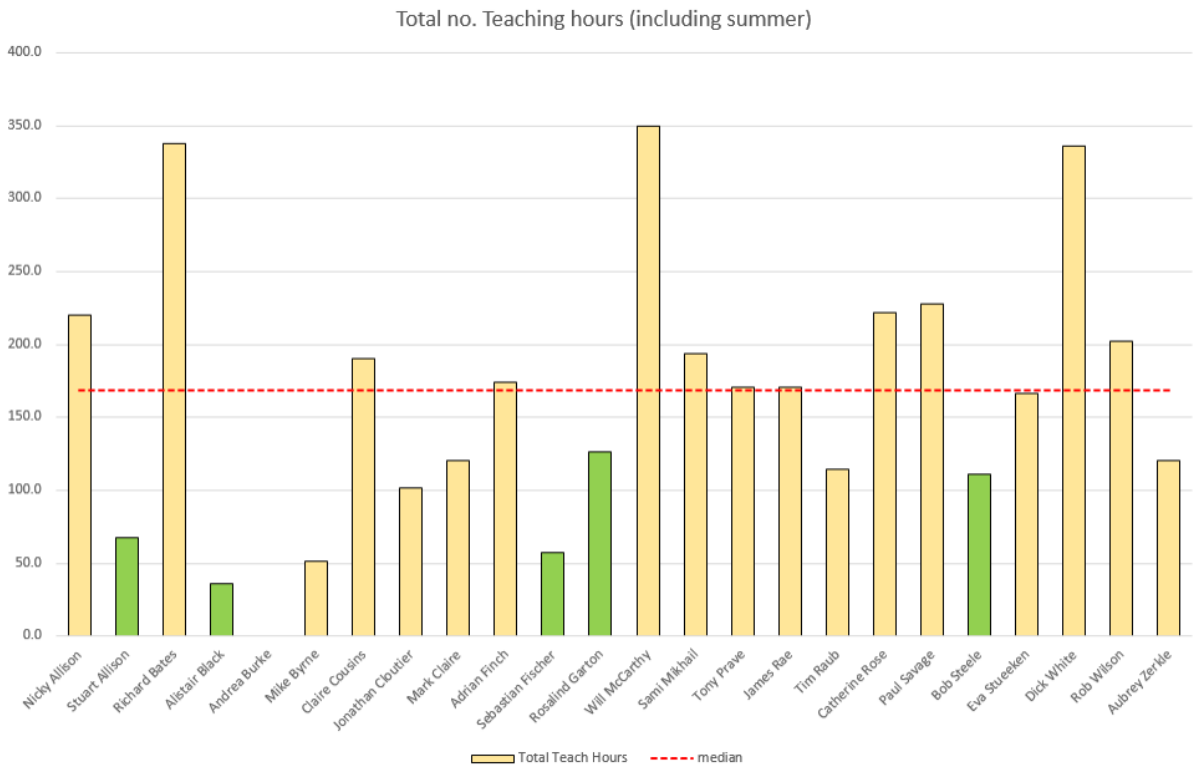
- The School of Chemistry has, for over 10 years, had a proactive approach to mental health in the PGR community, with a pastoral mentor being assigned to each student from the start. Through word of mouth this has led to a wide knowledge of the availability of this resource and, as people have stayed on at post-doctoral level, has led to a 'bleeding' into that community also. The pastoral care is talked about at the PG induction day, along with things such as safety, plagiarism etc, thus normalising the availability, and not being seen as a weakness. We believe this is crucial to our students.
- The School has recently created the post of UG Welfare officer (Dr Brian Chalmers) with the remit to extend our pastoral care system. Advisers in the School have also traditionally played an important role in pastoral issues, and this will continue.
- The information pertaining to this will be available on the School website and the module handbooks; we will also consider having a dedicated noticeboard for Wellbeing issues. Flyers from Student Services will be available in the common room areas.
- Regarding training and support for staff: HoS has encouraged members of Chemistry Management Group to attend one of the half-day sessions organised by CAPOD (on 3/9/19).

Computer Science

- We have designated student and staff welfare officers within the School, who are able to act as the first point of contact and signpost students and staff in need of support to appropriate professional services (such as Student Services and Occupational Health) within the University.
- We understand that there is a lot of demand for these professional services, which leads to delays in access. Any action to improve the availability of such services would be helpful.
- For many students, workload associated with coursework assignments and peer / self pressure to achieve high marks appear to be sources of stress. The School is actively exploring and implementing measures to moderate assignment workload for students at all levels.
- For staff, a substantial increase in student numbers has led to an increase in overall workload and associated stress in some cases. We are encouraging staff to use scalable assessment strategies in an effort to manage the load.
- A systematic follow-up for students returning from leave of absence will help them re-engage better with their studies. Currently there seems to be a significant chance that these students will fail to engage, necessitating another LoA or termination of studies.

Earth and Environmental Science

- There is still substantial inequality in the teaching load across the school (see below)



- and although this is partly mitigated by administration and supervision workloads, we continually aim to ensure a roughly equal workload for all staff within the school with the caveat that more senior staff take on the more time intensive administrative roles.
- The tartan rug will NOT be shared across the teaching because it puts pressure on staff whose scores are lower than the average. This is not good for mental health.
- We will request students not to write harsh feedback to staff in the MEQs. Criticism should be constructive. There is a tendency for “troll-like” language.
- There are now signs in the toilet informing students of sources of support, internal and external of the staff/school (student-led) – see Figure at end of the document.

Geography and Sustainable Development

- The School has appointed an experienced member of staff to the role of “Student Well-Being Officer”
- In conjunction with the School President we have developed mental health support posters highlighting School resources available to students (mirroring the excellent example from Earth Science)
- We have introduced new dealing with stress/staying motivated workshops in final dissertation modules
- We have introduced sessions prior to all residential field-trips that provide greater emphasis on mental health preparedness
- We have revised our system of flagging modules with fieldwork to Student Services who will provide a confidential report on any student they have concern about early in the semester.

Mathematics

- **Staff:** We seem to lack a clear informal support and referral process in cases where staff are concerned about the mental health of their colleagues. Excepting the formal route of discussions with the line manager and occupational health, are there any options for an informal guidance system?
- **Students:** In general we feel it would be useful to look at ways of increasing resilience in our student cohort, perhaps using techniques from the resilience toolkit (https://resiliencetoolkit.org.uk/category/self-management/). We wondered about holding a School workshop on resilience, for example one modelled on the *Staying on Track* seminar in *Embedding resilience within the tertiary curriculum: a feasibility study*, Stallman (2011) in *Higher Education Research & Development* vol. 30.
- **Both:** Additional signposting in the School for support (both for staff and students) has been suggested and can be increased next semester.

Medicine

Students:

- Last GMC inspection noted that there was a very supportive, approachable and accessible organisation and culture - Evidenced by willingness of students to seek support.
- The student support within the school has a robust system to identify medical students at potential risk via low level indicators (e.g. absences / yellow cards).
- Standing item on student wellbeing on SSCC agenda.
- Actively engaged the student body in developing a healthier attitude towards alcohol consumption and as a factor which may exclude individuals from activities.

Staff:

- Recent concerns with regards to the working environment within the school have surfaced within the media. Was examined at an independently run workshop attended by a broad representation of school staff. Outcomes shared and discussed with all school staff resulting in various strategies for implementation going forward.
- One strategy included an EDI Director who has now been appointed via an application process. A School EDI committee led by the director has now met.
- School-wide discussion also noted support for opportunities to gather in a more social setting and this year the school has organised a Christmas party, a putting competition and coffee mornings and is running a garden party over the summer.

Staff and students:

- The School supports free yoga classes throughout the year for both staff and students to attend. Is well received and is an example of positive role modelling.
- New methods of raising concerns have been implemented for both staff and students.
- A buddy system for new staff has enhanced the induction process.

Support going forward:

- Integration of new teaching staff (associated with ScotGEM uplift) into the body of the School, partially exacerbated by a lack of private staff social spaces.
- Key staff turnover has resulted in remaining staff enduring an uplift in teaching and admin in the short term. Ensuring fair distribution of workload continues to need attention.
- The relatively small numbers of PGT and PGR students remain a concern for developing a sense of PG community.

Physics and Astronomy

- The ASC Mental Health First Aid Kit sessions, and other discussions amongst Student Services staff and School staff have been useful.
- The School's wellbeing day and wellbeing wall were well received.
- Some School staff would like clearer guidance from ASC on what do for example with students who report panic attacks and the like.
- ASC to provide, and insist upon student engagement with, effective and often ongoing support for students returning from Leave of Absence.
- A few of the reported mental health issues may have lifestyle issues associated with them. If a student tries to leave as much work as possible to the last minute, it is not surprising that they will feel stressed. It probably happens already, but if may be helpful for strong messages from the centre of the University to go to students about studying effectively throughout the semester, attempting to stay on top of their studies, and aiming to complete assignments well before their deadlines.
- The messages at the start of last session on building resilience, anticipating challenge, etc, we hope were useful. It may be worth continuing this campaign.
- The school would encourage the University to create a working group to discuss arrangements for PhD students with chronic illness (including many mental health conditions), as often current arrangements are based around the idea that illness is time limited, to be dealt with by a leave of absence. Similar comments apply to UG and TPG students with long term health issues.
- Some changes in University procedures seem to have increased academic staff time requirements. In this School, at least, many staff end up working much more than 40 hours a week. We understand that future discussions on policy change at University level will include statements on costs and central resources required to implement them. Given the current pressure on academic staff time, we suggest that there should also be estimates of how much effect a proposed policy change or introduction will have on academic staff time.
- The generic feedback from the Deans commented on mental health. We piloted a wellbeing day, which seemed to be well received, and the DoWell flagged this up as a model that other schools may wish to consider. A wellbeing wall initiative later in the year also seemed to be successful. Our students created and published a wellbeing podcast. We have a new role in the School of Student Wellbeing Officer. Our CAPOD-supported mentoring scheme has been chosen to be from senior student to JH given that it is JH where we perceive the largest issues to be.
- The generic feedback on last year's academic monitoring reports suggested that the Deans were to look at mental health "exploring ways in which teaching staff can be given more support to deal with this growing problem." We have recently been told that this has resulted in changes in moves as follow, which we welcome: Additional occupational health staff resource, currently recruiting for a clinical supervisor to cover all staff – with whom staff can discuss cases, reflect, debrief, etc., Student Services liaison with School staff/Student Services, including DoTs, Disability Coordinators and where available Wellbeing Officers, more School (and other) University staff trained with the Mental Health Toolkit (now over 700 staff in total have been trained), in progress – SID implementation within Schools should help manage some of the traffic using standard responses.

Psychology and Neuroscience

- Offering training for all staff regarding how to manage student mental health and wellbeing cases will help staff cope with potentially challenging situations (e.g. the Scottish Mental Health first aid course).
- Students have reported that it would be for them to have the option to attend mental health first aid training.

- The timing of deferred and re-sit examinations seems to be causing anxiety in students, particularly those from overseas.
- We intend to introduce regular staff lunch meetings which will help everyone feel more informed about what is happening in the School, reduce feelings of isolation and provide staff with a more efficient mechanism to raise any issues or concerns.
- We will look at the workload month by month, as well as across the year – some staff have very heavy loads for a short period that can be hard to cope with.

October 2019

Annual Academic Monitoring Dialogues: 11 November 2019
Summary of Actions & Examples of Good Practice

Graduate School for Interdisciplinary Studies

Actions for School

- Discuss with Master a) ways in which Schools can be incentivised to contribute to the development and running of Graduate School programmes b) ways in which Programme leads can be supported within their home Schools c) possibility of the Graduate School offering the structure and framework for interdisciplinary PhDs and professional doctorates.

Examples of good practice

- Summer dissertation support: weekly coffee events during summer – students can drop in to see Deputy Director over and above supervisory support.
- Innovative assessment eg group activism project in Gender Studies Programme.
- Externals help deliver transferrable skills sessions.
- Three different options for dissertation.
- Engagement with NGOs, Volunteer Dundee etc.
- Orientation week – compulsory breakfasts and talks on research.

Divinity

Actions for School

- Speak to Admissions about securing additional support for dealing with PG applications and speak to History DoT about how they manage admissions.
- Consider ways in which there can be more peer support for grant writing: Computer Science has an informal grant writing club.
- Speak to Careers about the particular needs of Divinity students and how to secure more student engagement in employability activities.

Actions for AMG

- Create leadership training and support for staff within Schools who assume grant responsibilities, (staff would welcome more help with the grant writing process, possibly from retired colleagues or peers who have sat on eg British Academic Committee).
- Address concerns about a) increased burden on Schools as a result of initiatives such Athena SWAN, REF b) burden of admin tasks and need for continual training.
- Advise the Master Divinity is currently reviewing its workload model (HoS has reviewed literature on this).

Philosophy

Actions for School

- Raise the issue of tutor pay at the Strategic Planning meeting with Master.
- Contact Admissions to discuss additional support which can be given to School.

Actions for AMG

- Address concerns about a) tutor pay b) request for more guidance on workload modelling (current model does not account for admin load).
- Address concerns about increasing number of new roles such as Careers Link, Wellbeing Officer and whether these are responsibility of Schools.

Examples of good practice

- Two 3000 level modules which are wholly based on skills development.
- Enterprise and employability embedded in curricula eg Philosophy of Law.

Combined Studies (MA)

Actions for School

- Consider doing a 'start of year briefing' for all Schools that contribute to the programme.
- Consider introduction of exit interviews: Computer Science has a good system in place.
- Ask Schools to review module content in terms of employability, enterprise.

Actions for AMG

- Address concerns about a) lack of investment by Schools (see as less important; Schools ask to withdraw modules at last minute due to staffing issues or low numbers – some staff do not want to teach in the evening; some Schools build it into their workload model and others do not) b) financing of programme is unclear.
- Consider how to raise the prominence and importance of the programme – need for it to be prioritised by Schools. Consider raising at staff interviews and at new staff induction – consider new financial reward system for Schools.
- Review the number of Schools contributing to the programme - spread, shape and cohesion.
- Review who tutors students (mixture of tutors, casual staff, buy in staff from outwith the University, full-time member of staff, therefore some not familiar with University processes.
- Consider doing a programme level review a) external examiners only at modular level b) student experience (student feedback via Kerith at advising, pastoral adviser in Admissions) c) quality monitoring in relation to provision at Dundee and OU d) parity of academic standards.

Modern Languages

Actions for School

- None.

Actions for AMG

- Clarify the fitness to study arrangements for PGR students.
- Advise the Master that School is reviewing its workload model (currently only measures contact hours).
- Address concerns about continued nervousness amongst staff about how to support students with mental health problems.
- Consider what additional support could be offered to inexperienced PGR tutors who are taken on by Schools at the last minute due to a rise in module numbers.
- Address concern about the perceived lack of staff time and experience to embed more employability into the curriculum.

Examples of good practice

- In the context of PGR tutor pay, the School has spent some time clarifying the preparation rules with module coordinators. Tutor pay not a problem within School.

English

Actions for School

- Ensure students are given feedback on MEQ responses.
- Speak to Associate Dean Education (Arts) about a) how to secure good response rates for MEQs and the NSS b) Vertically Integrated Projects initiative

Actions for AMG

- Clarify the new contractual rules for employing newly graduated PhD students as this is creating difficulties for the School.
- Create a new webpage which will give tips on how to secure high MEQ response rates.
- Clarify what advice is given to students who find themselves supporting other students with mental health problems.
- Address concern about increased burden on Schools as a result of initiatives such Athena SWAN, REF and whether documentation can be reduced b) School introduced a Welfare Officer this year but staff still uncomfortable about how to support students with mental health problems.

Examples of good practice

- PGR tutors receive a one-off payment for attendance at meetings. School making more teaching resources available to tutors for preparation purposes. All tutors have different mentors, assigned by the module coordinator.
- A lot of interesting careers initiative led by the School Presidents – not much embedded within the curriculum.

Film Studies

Actions for School

- Role holders: consider whether all roles have to be undertaken by academic members of staff eg in some Schools the Exams Officer role is undertaken by a member of the professional services staff.

Actions for AMG

- Address concern about increasing number of administrative roles and the impact this has on a small Department (7 people covering 17 roles), even though steps are being taken to mitigate the impact eg DoT is also the Wellbeing Officer, there is now only one AMO for the whole School.
- Advise the Master that the Department is trialling a more holistic workload model.
- School President is the main driver taking forward the careers agenda rather than the Careers Link. Department would appreciate more help from Careers– noted that information on what alumni are doing currently is not that helpful.
- School would welcome more consistency and across the University in terms of School managerial and administrative structures.
- Clarify the new contractual rules for employing newly graduated PhD students.

Examples of good practice

- To build up resilience in terms of staff cover, Department has introduced more team-taught modules around research clusters.
- PG tutors are well supported through marking workshops, regular meetings, showing them how best to prepare for a tutorial in one hour.
- MLitt students working on a new Film Festival for launch in 2021.
- Enterprise and employability already quite well embedded in the curriculum.

Art History

Actions for School

- Consider reducing number of assessments students are being asked to complete (3-4 but 2 is not unusual in some Arts Schools).
- Speak to Biology about the tutor internship model.
- Consider reduction in contact hours in some modules from 4 to 3 hours per week.
- Continue conversations with the Master about student staff ratios.

Actions for AMG

- Staff wellbeing an issue in terms of increased workloads and work associated with initiatives such as Athena Swan: School doing its best to streamline processes and introduce zero cost solutions (eg reducing the number of assessed words in pieces of work) but staff still feeling the pressure with the increase in student numbers.

Examples of good practice

- Creative assessment: imaginary exhibitions, digital catalogue entries, reading journals, blogs, podcasts. Doing more time limited written tests rather than exams. Do not feel that the creative assessment is a burden in terms of marking.

Biology

Actions for School

- None.

Actions for AMG

- Staff wellbeing a major concern: these have been communicated separately to College Gate.
- Concern about high number of School role holders – clarity required on role of academics in terms of careers and student services related support. School has introduced deputy roles for resilience and succession planning – service roles are advertised within School.
- Wellbeing Officer recently introduced within School for UG and PGT only and is working well. Would like to consider role of curriculum in resilience training and ability to recover from difficult circumstances.
- Concern that student/staff ratios data received from Planning was incorrect – lack of data flow from HR to Planning.
- Geographically split School still a major concern.
- Consider ways in which Schools can receive earlier data on incoming students (this year School received one week's notice about an increase of 50 first year students).

Examples of good practice

- School has a fairly nuanced workload model which is transparent and understood by staff although School is reviewing the service element.
- Pay rates for PGR tutors – haven't heard any complaints about pay rates

Medicine

Actions for School

- None.

Actions for AMG

- Address concern about staff workloads – School is understaffed in comparison to other medical schools. ScotGEM inflated workload on some members of staff. Elongates teaching throughout year. Workload is high so people are leaving.
- Address concern about parity of workload – a need to encourage staff to realise that teaching is not just for education focussed staff.
- Produce guidance on workload modelling.

Examples of good practice

- Use of Galen for monitoring student wellbeing. New function added called 'student voice' is a platform for students to raise concerns – well before students complete their MEQs.
- Introduction of Deputy DoT role – now advertising these roles.

LTC/17/19

University of St Andrews

Learning and Teaching Committee

ANNUAL ACADEMIC MONITORING DIALOGUES

1. Introduction

1.1. Annual Academic Monitoring (AAM) dialogues were held with a selection of schools in September as part of the AAM process. A number of good practices emerging from the dialogues are summarised in this paper. In addition, the paper notes a common theme identified in relation to student awareness of the External Examiner system and related feedback.

2. Action requested

2.1. Learning and Teaching Committee is asked to note the examples of good practice and the action regarding External Examiner feedback.

3. Consultation

3.1. The report was drafted in consultation with Academic Monitoring Group and the Schools featured in the summary.

4. Recommendation

4.1. It is recommended that the Learning and Teaching Committee note the contents of this paper

5. Next steps

5.1. The examples of good practice will be added to the bank of potential topics for the 2018 learning and teaching dissemination event.

6. Further information

6.1. Further information is available from the Schools featured in this paper.

Author
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Proctor's Office

31 October 2017

Annual Academic Monitoring dialogues

September 2017

Summary of good practice

The following Schools participated in a dialogue with Academic Monitoring Group as part of the Annual Academic Monitoring process: Art History; Biology; Computer Science; English; International Relations; Medicine; and Physics and Astronomy.

A number of good practices emerged from the dialogues:

1. **Online module handbooks** (Biology): These provide students with a standardised module handbook format for all modules. The handbooks draw much of their information from golden sources of data, such as the course catalogue and MMS.

2. **Use of personal and conference networks in relation to teaching methods** (Computer Science)*:* We utilise academic contacts we have at other universities in Scotland and elsewhere to share and learn from problems, strategies, latest research and good practices related to learning and teaching. These contacts result from research collaborations, external examining roles and former colleagues of staff members, among other sources. The School is a member of the Scottish Informatics and Computer Science Alliance (SICSA - http://www.sicsa.ac.uk), which has an Education group that organises workshops related to learning and teaching of Computer Science at different educational levels. This group also advertises externally organised higher education conferences and events that may be interest to members. Staff who attend such events disseminate relevant information to colleagues in the School.

3. **Autonomous Learning Groups (ALGs)** (English): ALGs are extracurricular meetings of students for academic study without a staff member being present. Normally, students organise ALGs themselves; we try not to do this for them. The ALG factsheet (see page 3) is intended to familiarise the students with the concept, without, however, doing the organising for them. It is intended as a nudge.

4. **MEQ digest** (English): At the end of each semester, when the MEQ results have been published to staff, we compile a digest (or summary) of all undergraduate MEQ responses. It's about three pages long, and summarises the main points raised for our two big subhonours modules as well as our honours modules, with approximate numbers being given of students who raised those points. The document gets sent to all teaching staff in English as well as the School President. The School President also has permission to pass the document on to all student reps in English. The document is intended to give an overall view of problems or points of praise raised by students in the School.

5. **Structure for educational research** (Medicine): In order to support our School's cohort of Education Focussed staff, we have recently established an "Education Division" alongside three other Research Divisions. Through focus-groups and away days, we've created a strategy for supporting educators' professional development and to encourage/co-ordinate pedagogical research. The School also has an active Medical Education Research Group.

6. **The way in which students research education in their dissertations** (Medicine): Each year there are 4-6 students who complete a medical education project as part of their Honours dissertation module. Students also get the opportunity to teach first year students (by teaching one clinical skills twice, run a presentation session and provide feedback on presentation). Some students complete critical reviews whilst others have completed research projects. Recent projects have included:

    a) *"Are St Andrews medical students reliant on the lecture capture system as part of their study routine? An audit of the use of lecture capture in the St Andrews Medical School."*
    b) *"Can Facebook be beneficial as a supplementary component to Medical Education?"*
    c) *"Is YouTube a useful resource for learning clinical skills? An evaluation of the YouTube videos demonstrating or teaching Respiratory examination"*
    d) *"Are portfolios an effective assessment tool for undergraduate medical students?"*
    e) *"Are the arts and humanities used to optimum effect in the St Andrews undergraduate medical curriculum?"*

7. **Community building** (Physics and Astronomy)
    a) Shared intention of having a learning community that includes students and staff; attitude counts for a lot.
    b) Well-attended events in Orientation week and at other times to encourage community.
    c) Support from the School for the three student societies.
    d) Increased amount of teamwork in some modules.
    e) All teaching staff accessible for students.
    f) Mid-semester survey and other activities can be seen to have effects.

8. **Engaging students through mid-semester surveys** (Physics and Astronomy): For several years School staff have supported the School President running a mid-semester survey, done in such a way that outputs can affect the running of the module later that semester. Participation rates are high.

9. **Pedagogic research** (Physics and Astronomy): Two staff in the School are internationally recognised for their published work in physics education research, others are also involved, and many are aware of some of the more important studies of recent years. Discipline-focused education research seems to be particularly useful.

10. **External Examiner guide for students and mechanisms for sharing External Examiner feedback with students** (Physics and Astronomy)
    a) Simple document on School website explaining the exam writing, setting, and vetting process: https://www.st-andrews.ac.uk/physics/PDF_Files/studentexamguidance.pdf
    b) External examiner feedback discussed with School President, and summary document presented to Student Staff Council for possible discussion, and posted on main academic noticeboard.

In addition to this good practice, a common theme emerged in relation to External Examiner feedback. Schools were asked to increase student awareness of the External Examiner system and to share External Examiner feedback highlights to put the high quality learning experience offered by the University into a national context. As part of this discussion, one School requested that School Presidents have sight of External Examiner reports in order that they can co-present on this feedback at SSCC meetings.

Ros Campbell
Proctor's Office
October 2017

ALGs — Why not organise one?

What is an ALG? It's an Autonomous Learning Group. It's when some students of a module meet without the teaching staff, to do some work for the module together, for homework, discussion, class preparation, togetherness...

What's the point? Doing things in a group may be more fun than working on your own. You can learn from each other.

Who organises them? Usually, you do! They depend on one or more students starting one, then inviting other students on the module to join. We even have some modules on which the tutor regularly sets up an ALG for all students on the module: EN4416 Virginia Woolf, EN4363 Romantic Writing and Women, EN4365 Literature and Childhood in the Eighteenth Century, EN4402 Speeches and Speechwriting and EN4364 The Art of Victorian Poetry.

When and where do they take place? That's up to you. They could take place where you live, or in a coffee shop, or in the university: in the School of English there's the Stephen Boyd Room in Kennedy Hall that students could use for an ALG, and in the university library you can book group study rooms. It could be a weekly thing, or take place more or less often, or just sporadically.

Where do we get materials for our ALG from? You could ask your module co-ordinator for some materials or questions for discussion, or extra reading. As a starting point, you could also just take the set preparation for the next class, and go through that in your ALG.

Who should be included? On an honours module, etiquette probably demands that all students of a module should be invited to join the ALG, especially at the beginning. On a subhonours module, you could just get a few friends together?

How do I get in touch with the other students on my module, to get it started? Mention to your module organiser that you'd like to start an ALG. He or she can then send round a message to all students, or mention it in class.

Any other advantages? An ALG might also help with exam revision: revising in a group feels less lonely than doing it on your own. AND: If it's you running an ALG, you should definitely put it on your CV, as something that you've organised and managed. It shows initiative and organisational skills.

Learning and teaching dissemination event
18 October 2017, 2.00pm - 4.30pm
Parliament Hall

Now in its sixth year, this annual event is held in response to requests that the Annual Academic Monitoring (AAM) process involve an opportunity for Schools to speak to one another. The intended outcomes are the dissemination and adoption of positive practice across the University.

Five Schools/Departments have been invited to speak for ten minutes on a positive or interesting theme to emerge from their AAM report. Facilitated by the relevant presenter, these themes will be explored in greater detail via the subsequent group discussion.

To assist further exchanges and follow-up, each group will be expected to hold a further inter-School discussion on the topic over lunch funded by the Proctor's Office. Each group should nominate a convenor who will take responsibility for organising lunch.* Each group is asked to produce a short report (one A4 page) on the discussion held and any actions/ideas taken back their own School for further development. The reports will be circulated to the Learning and Teaching Committee (LTC), and should be submitted to Joyce Walsh (academicmonitoring@st-andrews.ac.uk) no later than **30 November.**

Programme

1400	**Welcome** Dr Catherine O'Leary, Associate Dean of Arts and Divinity Dr Jon Issberner, Associate Dean of Science Ros Campbell, Academic Monitoring/Development Adviser
1410	**Redesigning PGT programmes to improve the student experience** Dr Linda Goddard, School of Art History
1425	**Undergraduate Careers Day** Dr Jacqueline Nairn, School of Biology
1440	**Exit interviews** Dr Dharini Balasubramaniam, School of Computer Science
1455	**MEQ reflection process** Dr Sandra Romenska, School of Management
1510	**Reflective practice including awaydays** Dr Lucy Fife Donaldson, Department of Film Studies
1525	Coffee
1540	**Group discussion:** Participants split into 5 groups, each of which will be facilitated by the relevant presenter focusing on one of the presentation topics. Participants are asked to hold a further discussion over lunch* and produce a short report for LTC, which should include any outcomes/ideas taken back their own School for further development.
1630	**Close/completion of evaluation forms** Dr Catherine O'Leary, Associate Dean of Arts and Divinity Dr Jon Issberner, Associate Dean of Science

* The budget available will cover a University Catering Service lunch and refreshments to the value of £6.50 per person. Please contact Drusilla Haskett (x2583/dnh2) for the appropriate cost code before ordering.

Meeting to discuss Annual Academic Monitoring
2 April 2019

The Deans, Nicola, Gerald, Emmy, Ros and Nikki met to discuss the AAM process for the forthcoming round of Annual Academic Monitoring. The group agreed the following:

1. **AAM report and evidence base**
   - Schools to submit report by mid-August (UG/PGT data not available until early July and PGR data not available until end of June)
   - AMG to consider reports in early September. Nikki to identify a suitable date for AMG and send out meeting invitation.
   - UG/PGT and PGR headings to be inserted under each question
   - Guidance in italics under each question, as details in the rubric may not be addressed
   - Schools to reflect on MEQs including feedback from the Deans following consideration of tartan rug reports at AMG. Highlight a couple of actions taken in response to negative feedback and couple of things that are working well.
   - Retain 'What is working well?' question and within that capture good practice, successful technologies and innovations. Remove 'What is new/innovative?' question
   - Confirm in the guidance that Schools can highlight the same things that are working well year on year
   - Question of the year valuable. 2018 dialogues enabled subset of AMG to explore the student mental health theme that arose from the reports - how Schools encounter student mental health, what they've done in response, how many have wellbeing officers/a wellbeing day, perceived to be an increasing problem for staff. Frank to touch base with Paul and ask what type of question would be helpful to feed into strategy
   - PGR data pack – include viva outcomes (minor and major corrections). Ask Schools to use progress review data as part of their evidence base. At School level, this data is well-presented in MMS but trying to pull it across the University – someone with high level access would need to go into each School. Emmy to speak to Stuart about extracting a progress review summary report from MMS.
   - Request from CAPOD to include a question re. support/development opportunities for experienced/more senior academics. This does not relate directly to quality monitoring, and should be taken to the Research and Teaching Forum organised by Jenny Campbell. Nikki to update Rikard
   - Ros and Nikki to draft and circulate a pro forma for approval by the group and a draft email to go out from Deans to Schools (HoS, DoT, DoPGR) which summarises the changes being introduced this year, deadlines and dates to keep free in diaries.
   - Ros and Emmy to meet with Jenni re. data and changes to AAM timeframes (clarify how the data can be accessed by Schools – all online?)

2. **Dialogues**
   - Retain the dialogues
   - School President represented in this senior forum
   - Gerald found them valuable as DoT
   - Head of School involved in this stage of the process
   - DoPGR should attend. DoPGT optional – so long as someone can speak to DoPGT issues
   - Ros and Emmy to determine what data AMG should have access to in preparation for the dialogues. Nikki to identify a date/venue/time for the dialogues and send meeting invitation to both Deans, Proctor, Ros, Nicola and DoEd, and those Schools which will be due to attend.

3. **Dissemination event**
    - Move from October to November given that reports will be considered in September. Nikki to liaise with Karen about suitable date/venue etc and send out meeting invitation.
    - Gerald suggested DoT could be optional depending on topics (sometimes a School may have all topics covered to a satisfactory level)
    - Group meeting following event could be optional
    - Ros, Nikki and Emmy to consider format of event (numbers usually capped as five presentations and five groups of eight)

Ros Campbell
3 April 2019

ELIR 2020
Advance Information Set
Section 5

Analysis of External Examiner comments for the preceding Academic Year

This section of the AIS contains the following documentation:

Document		Context
5.1	**Summary report: UG External Examiner feedback**	Produced by the Associate Deans (Education), this report summarises areas of good practice/innovation and areas for enhancement as identified by the University's External Examiners. This information has been extracted from reports submitted for Undergraduate programmes delivered in Academic Year 2018-19. The report concludes with a summary of institutional level responses and common themes emerging from the reports.
5.2	**Summary report: PGT External Examiner feedback**	Produced by the PGT Pro Dean, this report summarises areas for enhancement as identified by the University's External Examiners. This information has been extracted from reports submitted for Taught Postgraduate programmes delivered in Academic Year 2017-18. Future iterations of the report will include areas of good practice/innovation, emergent themes and institutional level responses. A summary report for 2018-19 will be produced for the January 2020 AMG meeting.
5.3	**Updates to the External Examiner policy**	This paper outlines updates to the External Examiner policy, most notably the publication of External Examiner reports in Moodle and the introduction of an online system for the submission of reports (and Head of School responses). The proposed updates were approved by LTC in November 2019, and an implementation plan is being drafted to enable the changes to be effective from the next cycle of External Examiner reports (June 2020).

Heads of Schools are responsible for interacting with the External Examiner and addressing individual comments. External Examiners are also able to request a response at an institutional level via the online report pro forma, and these are addressed by the Associate Deans (Education). The summary reports demonstrate the process of analysis at Faculty level and the overarching analysis by way of emergent themes across the institution. AMG considers the summary reports and the themes are shared with LTC via the 'Annual summary of themes arising from quality monitoring processes' (AIS07 Additional information).

University of St Andrews

Academic Monitoring Group

SUMMARY OF EXTERNAL EXAMINER FEEDBACK (UNDERGRADUATE)

1. Introduction

This report summaries feedback received from External Examiners on the University's undergraduate programmes delivered in AY 2018-19 with respect to promising practice and innovation and enhancing the quality of learning opportunities for students. Some commonly raised themes are suggested.

2. Action requested

Academic Monitoring Group is asked to consider the report and to address what information would be appropriate to share with the Learning and Teaching Committee.

Authors
Dr Lucy Hadfield, Associate Dean Education (Science)
Dr Ian Smith, Associate Dean Education (Arts & Divinity)

10 September 2019

External Examiners Reports
AY 2018-19
Summary of promising practice and innovation, areas for enhancement and School responses

This report is a summary of promising practice and innovation, areas for enhancement and School responses as identified by the University's External Examiners. This information has been selectively extracted from reports submitted for undergraduate programmes delivered in Academic Year 2018-19. While examples of innovation may be highlighted for individual modules, the areas for enhancement reported here focus on those which are more generic within a School rather than those suggestions which apply to a single module. The report concludes by presenting a summary of Institutional Level Responses made by the University's External Examiners as well as any common themes present in the reports for undergraduate programmes delivered in Academic Year 2018-19.

Faculty of Arts and Divinity:

1. Art History

Promising practice and innovation
Good breadth of modules and variety of assessments, e.g. blog post.

Areas for enhancement
Relatively high weight in assessment for reading journals.

School response: Changes to the number of assessments in 2019/20 will reduce the number of modules with reading journal assessments.

2. Classics

Promising practice and innovation
- Diversity of assessments including a growing number of presentations.
- Helpful explanations of the marking for each script.
- Use of module coordinators' reports in the examination process as a basis to reflect on the future improvement of modules.
- CL1005 Images of Rome now interdisciplinary.

Areas for enhancement
More focus needed in teaching and assessment of translation from Greek to English.

School response: The School promises to review further the balance between translation from Greek to English and English to Greek.

3. Divinity

Promising practice and innovation
Use of multiple choice questions in DI1201 to boost the marks.
Range of new modules.

Areas for enhancement
Some suggestions for additional modules.

School response: No comments from the School

4. Economics & Finance

Promising practice and innovation
Practice of awarding School teaching prizes.

Area for enhancement

- Provide final module grade distributions (and not simply exam grade distribution).
- Exam questions need to vary more across years.
- Too many typos in first draft of exam papers.
- Sometimes the marking scheme was unclear.

School response: The School promises to address all concerns**.**

5. English

Promising practice and innovation

- Sample dissertations sent in advance of the day of the Board meeting.
- A diversity of assessments including the use of rehearsal journals in a theatre module.

Areas for enhancement
Students should be given advice in relation to sub-titles.

School response: School has acted upon the sub-title suggestion.

6. International Education Institute

Promising practice and innovation

- Assessments well-designed.
- Assessment of participation in interactive classes.
- The writing of minutes from student meetings relating to groupwork to clarify responsibilities and who completed which tasks.

Areas for enhancement
Feedback would be more helpful if contained some feedforward to students on areas for improvement**.**

School response: The institute will work to provide feedforward when appropriate.

7. Film Studies

Promising practice and innovation
Impressive international coverage and range of imaginative assessment methods, including video essays, podcasts and portfolios.

Areas for enhancement
Advisable to offer students more technical training in filmmaking.

School response: No comment from Film Studies.

8. History

Promising practice and innovation

- Innovation is inappropriate. Rather, good teaching by caring instructors is what matters.

- Diversity of assessments (but not in Early-Modern History and Reformation Studies)
- Useful indicative performance grids in the assessment and feedback mark sheet.
- Moderator comments on the quality of the first marker's feedback.
- 100% coursework modules with a focus on research skills at Honours level.
- Proposal to develop assessment around material objects in ME1006.

Areas for enhancement
- Some common factual errors from students.
- Marks out of 100 would permit more nuance than using the 20 point scale.
- Scope to embrace digital technology more in assessments.
- Some modules used the wrong mark sheet.
- Exams where several questions are rarely attempted mean students do not engage with some topics.

School response: Either "No comments" or "Thank you for your feedback" or "We will consider these comments carefully".

9. International Relations

Promising practice and innovation
A compulsory exam question which challenges students to relate a topic to their own personal or political experience or interests.

Areas for enhancement
Link theory and evidence more closely in IR2006.

School response: The IR2006 recommendation will be shared with the teaching team on the module.

10. Management

Promising practice and innovation
Diversity of assessment methods – good reflexive assessment in MN4241.

Area for enhancement:
Too much group work and reflective assessment.

School response: School considers group work and reflective assessment is valuable but will keep under review.

11. Modern Languages

Promising practice and innovation
- Articles for the Spanish St Andrews newspaper, the romance and detective novels.
- Impressive range of modules (Russian).
- Wide range of assessment types (German, French, Persian) including video blog in GM2008.
- Good programme coverage (Italian, Arabic)

Areas for enhancement
- Permanent language teaching posts required for long term planning and innovation.
- Reconsider the threshold grade of 14 for Study Abroad placements and its impact on ab initio students.
- Some inconsistency in feedback on exam scripts.

- No guidelines on internal moderation policy.

School response: The School supports the language posts recommendation and will look again at preconditions for Study Abroad and consistency of feedback on exam scripts.

12. Music

Promising practice and innovation
New Ethnomusicology module.

Area for enhancement:
More opportunities for learning composition.

School response: The School agreed that composition needs more attention.

13. Philosophy

Promising practice and innovation
High quality feedback.

Area for enhancement
Reflect on employability, skills and competencies.

School response: Department explained how they are already developing employability skills and will continue to do so**.**

14. Social Anthropology

Promising practice and innovation
Good variety of teaching methods and assessments.

Areas for enhancement
More consistency in recording evidence of moderation/double marking.
Research methods module needs recalibration.

School response: The Department will address research methods under its Curriculum Review and adapt its mark sheets to ensure consistency.

15. ID1003 (Great Ideas I) and ID1004 (Great Ideas 2)

Promising practice and innovation: Use of blogs in ID1004

Areas for enhancement: None

16. ID4001 and ID4002 Communication and Teaching Interdisciplinary module

Promising practice and innovation
Variety of activities for students to demonstrate creativity.

Areas for enhancement
Various suggestions for the delivery of feedback and explanation of marking to students.

School response: Module coordinator is considering suggestions and implementation where possible.

Faculty of Science:

1. Biology

Promising practice and innovation

- Good communication with students regarding BMS fire and appropriate action taken to address modules that were affected.
- Strong student feedback and care taken to help students understand feedback.
- Focus on skills development
- Student-centred approach to learning including active learning tasks and authentic assessment exercises.

Areas for enhancement

- Ensure that level 2 PSQ questions are at an appropriate level and look at how to reduce marking overhead of PSQ style questions.
- Review content of Evolutionary Biology and Ecology modules to minimise overlap.
- Review module content due to staffing changes and ensure changes are communicated to students.
- Reduce marking burden on question setters.

School response: The School agrees with the comments made by the external examiner and will a) monitor the level of exam questions with particular focus on this during preparation of 2019/2020 exam papers b) investigate possibilities of reducing the marking burden on question setters (especially at level 1) and c) investigate where content delivered by a former member of staff can be included in other 2000 level modules.

2. Chemistry

Promising practice and innovation

- Detailed mark sheets for project work showing due process in mark allocation.
- Graded exam structure allowing a fair assessment of all ability students.
- New innovative Research Lab Skills (CH4421) and Scientific Writing Module (CH4431) to explicitly develop key skills required for project work.
- Wide range of available projects.

Areas for enhancement

- Improve quality of exam question solutions provided to external examiner and ensure changes made during vetting process are fed back to external examiner.
- Ensure exams are free of technical issues.

School response: The School agrees with the issues raised regarding the new level 4 skills modules and will aim to address these prior to the start of 2019/20 session. The School has also to undertake a systematic average module grade analysis to identify any particular trends.

3. Computer Science

Promising practice and innovation

No specific comments, but all examiners note of the efficiency and rigour in which assessments are conducted in the School.

Areas for enhancement

Suggestions to improve clarity of second marking of exams.

School response: The School agrees to make second marking of assessments more defined.

4. Earth and Environmental Sciences

Promising practice and innovation

- Outstanding feedback and grade marking justification.
- Good balance of academic and industry focused assessment exercises.
- Impressive placement activities
- Strong core of practical/field skills developed throughout programme.

Areas for enhancement

Consider inclusion of tectonics and /or geodynamics into curricula.

School response: Curriculum changes due in the 2019/20 session should address the issues regarding content.

5. Geography and Sustainable Development

Promising practice and innovation

- Course audit forms.
- Good level of feedback presented to students.
- Support for dissertations including a level 3 preparatory module and additional workshops to supplement supervisor guidance.

Areas for enhancement

- Feedback would be more helpful if was included within electronically submitted assignments rather than an additional feedback sheet.
- Assess current Grade-Related Criteria and weighting of final dissertation.

School response: The School has proposed a curricula reform and changes are due to be implemented in 2020/21 following CAG approval. Changes should address the issues raised by external examiners.

6. Mathematics and Statistics

Promising practice and innovation

- Good breadth of exam question difficulty.
- New content for MT5824 to introduce and inspire students into recent research topics.
- Nature of Applied Maths projects.
- Automatic marking of Computer Projects.

Areas for enhancement

- Investigate using descriptors to distinguish degree classifications to mitigate grade-inflation
- Provide additional information to students to access progress in learning. The School was specifically asked to consider publishing a class ranking.

School response: The School has expressed concerns over ranking the cohort and has chosen not to pursue this avenue to avoid inducing a sense of competition amongst the cohort. Exam percentages are closely monitored and adjusted on an annual basis to try and avoid grade-inflation.

7. Physics & Astronomy

Promising practice and innovation

- High level of supported offered via level 1 Gateway Programme.
- Good balance of assessment types.
- Feedback letters to students on examinations.

Areas for enhancement

- Develop a skills audit for students to ensure readiness for final year project.
- Review plans for emergency staff absences in order to limit effect on student learning.
- Ensure consistency of comments on final year projects.

School response: The School will consider the possibility of a skills audit as part of the review of the final year project modules as well as reviewing the feedback given for project work. A review panel has been formed to look at minimising the impact of staff absence.

8. Psychology and Neuroscience

Promising practice and innovation

- Strong skill development over levels 1 and 2.
- Continuing to offer small group teaching despite large class sizes.
- Particularly active and engaging assessment activities, particularly in PY2901.
- Good balance of traditional lecture material, student presentations and practical sessions.
- Diverse exams that cover the breadth of the module content.
- Linkage between successive pieces of assessment allowing students to respond to feedback.
- General public engagement with assessment of science communication module.

Areas for enhancement

- Identify more clearly which of the skills stated in the module catalogue are linked to specific learning activities/assessments.
- Ensure consistency across project marking.
- Ensure marking approach for each module has been sufficiently discussed and approved.

School response: The School agreed to investigate how to better link between skills development and individual assessment activities. The School will communicate with the external regarding the current approach to the oversight of individual modules.

Institutional Level Responses

a. Dr Jean Andrews, external for the School of Modern Languages raises the issue of greater provision of permanent contracts for language teachers and increased administrative support for Modern Languages. The Associate Dean replied to explain that staff resource concerns can be addressed by the School through the annual strategic planning process and discussion with the Principal's Office.

b. Professor Simon Wood, external for the School of Mathematics and Statistics raises the issue of grade inflation and suggests that descriptors of what each degree classification requires might mitigate against such an effect. In response, the Associate Dean stated that the issue of degree classification descriptors will be raised with the University's Academic Monitoring Group. The recommendation is that AMG review the process surrounding degree classification descriptors and the assessment policy in general.

c. Professor Simon Wood, external for the School of Mathematics and Statistics raises the issue of the need for external examiners to comment on curriculum changes. The external examiner felt this hampers innovation and the institution should remove any barriers that may delay changes to the curriculum. In response, the Associate Dean explained that recent changes to policy have removed the need for minor curriculum amendments to be approved by CAG. This streamlining means that minor changes can now be made without seeking advice from the external examiners. To maintain high academic standards, and avoid grade inflation, we still require Schools to seek external input to larger, more substantial curriculum changes.

Common Themes

a. Many externals commended the range of modules, new course innovations, and the diversity of assessments within modules.
b. All externals confirmed that assessment is linked to the ILOs (even though we know that ILOs do not always exist for some modules).
c. Co-option of external examiners to lobby on behalf of the School (remove IELTS pathway to Medicine, monitor qualified Honours entry, more permanent language teachers, semester 1 calendar pressure on students).
d. The level of feedback on grades (either through comments on individual exam scripts or other marking grids) was often very good (especially Science) or sometimes insufficient (especially Arts & Divinity).
e. External examiners rarely comment on module grade distributions, perhaps because there is no field or question which directs them to do so.
f. A minority of external examiners give very little feedback usually because they are very happy with the processes.
g. Some Schools offer no comments or only cursory responses or vague promises to address a concern raised by an external examiner.
h. Externals were complimentary about student skill development for their final project/dissertation (especially in the Faculty of Science).

University of St Andrews

Academic Monitoring Group

SUMMARY OF EXTERNAL EXAMINER FEEDBACK (TAUGHT POSTGRADUATE)

1. Introduction

This report summaries feedback received from External Examiners on the University's Postgraduate Taught programmes delivered in AY 2017-18 with respect to enhancing the quality of learning opportunities for students.

Reports are outstanding for English Language Teaching and Chemistry. The summary will be updated upon receipt of these reports.

2. Action requested

Academic Monitoring Group is asked to identify themes emerging from the summaries. These themes – together with those identified via the Undergraduate summaries – will be shared as a paper for information with Learning and Teaching Committee in February 2019.

External Examiners Reports
Taught Postgraduate Programmes: AY 2017-18
Summary of areas for enhancement

This report summaries feedback received from External Examiners on the University's Postgraduate Taught programmes delivered in AY 2017-18 with respect to enhancing the quality of learning opportunities for students.

Faculty of Arts & Divinity

1. Art History

a) Appropriate academic and quality standards reported.
b) Suggest continuation of update and expansion of handbook bibliographies (Museum & Gallery Studies) and continuation of reflection on the value of the Project Work.

2. Classics

a) Amount of contact time per credit noted as lower than in other (30 credit) PGT programmes of external's experience. Consider review.
b) Consider inviting external examiner to both dissertation examination boards.

3. Divinity

a) For Bible and Contemporary World, recommend (i) a succinct overview for students, given on the marking page (ii) development of School policy on inclusive language.
b) For PG Theology modules programmes including BD, more consistency recommended marking with regards to presentation; suggest explicit guidance to achieve consistency of marking within the School.
c) Analytic and Exegetical Theology. External noted lack of consistency in content of assessments: some were highly exegetical with no doctrinal or philosophical content; some were highly philosophical or doctrinal but with little exegetical content. Few, if any, combined elements. Recommend review. This is a repeat of previous year comments.

4. English

a) Appropriate academic and quality standards and reported.
b) Additional/optional enhancements suggested: 'Dissertation conference' for PGT Medieval English students; Oral presentations, networking with other PGT cohorts in other Universities trips to archives, dissertation symposium for PGT Modern and Contemporary Literature and Culture; Reserving one "blank" session on the programme for an emerging issue for the MLitt Women, Writing and Gender PGT.

5. History

a) No areas for enhancement identified. Appropriate and commended academic and quality standards reported.

6. International Relations

a) Issue of concern to be addressed at either Faculty or Institutional level for MLitt Terrorism and Political Violence programme. Severity of issue: Moderate.

b) MLitt Terrorism and Political Violence. Strong recommendation made for audit of programme modules with regard to match between learning outcomes and material taught. Modules identified as having limited intended learning outcomes included IR5955 IR5994. Monitoring needed of proposed action plan on a structured curriculum design process which maps learning objectives to the material taught.

7. Management

a) Issue of concern to be addressed at Faculty level, with regard to Institutional support. (MLitt Management, MLitt Management HRM Modules).
b) External Examiner sent brief outlines of modules rather than full module handbooks. Recommendation made for future years. Exam board should have access to the details of marks broken down by individual students. Recommend amending the feedback form.

8. Modern Languages (ML)

a) Review internal marking for (PGT) Persian. This has been repeatedly raised as overly generous.
b) CO5001, CO5002 ML5001, ML5006, ML5105, ML5002, ML5004. There is inconsistency in double marking across the modules. Ensure that all scripts are double marked as stated. ML5001 and 5002 to be reviewed for scope and theoretical perspectives; selection is limited and lacks some structure.
c) New PGT programme structure has been proposed and supported by External Examiner, but not yet implemented.

9. Philosophical, Anthropological and Film Studies

a) For Social Anthropology PGT programme (MRES), consider whether dissertations might be detailed research proposals for PhD projects, where appropriate. Recommend that current modules be reviewed to incorporate new developments in the field. This is a repeat recommendation from last year.
b) For Film Studies programme it is recommended that a continuous assessment in existing module or in dissertation should focus on coupling critical concepts and film analysis. Consider setting earlier date for agreeing dissertation topics and developing plans.

10. English Language Teaching

Report(s) outstanding and in the process of being followed up.

11. General comments

The majority of External Examiner reports comment on the high calibre of programmes, including content, delivery and good quality governance. This should be acknowledged in feedback to Schools, regarding enhancing the quality of learning opportunities for students. Similarly, the responses from Heads of Schools and programme directors in most reports indicate where work is underway to address issues raised by External Examiners.

Suggestions are included above for further enhancement of existing, good quality programmes. Priority should be given to specific comments above where there are recommendations for improvement of issues identified at Faculty and/or Institutional level. Some of these recommendations are repeated from previous reports.

Faculties of Science and Medicine

1. Biology

a) Review needed of the calculation question in the exam for BL5802 (Sustainable Aquaculture). Approximately one third of all students performed poorly on this. It is recommended that there is a review of the required skills for this assessment, and how these might be acquired in the course of the programme.

2. CAPOD

a) Appropriate academic and quality standards and reported. Recommend further development and availability of ID5101 (Introduction to University Teaching 1: Supporting Student Learning) and ID5102 (Introduction to University Teaching 2: Curriculum Design and Assessment).

3. Chemistry

Report(s) outstanding and in the process of being followed up.

4. Computer Science

a) No areas for enhancement identified. Appropriate academic and quality standards are reported.

5. Earth and Environmental Sciences

a) Issues of concern at either Faculty or Institutional level raised (MSc Mineral Resources), plus issues raised in previous report not adequately addressed. Issues rated as major severity.
b) There was a lack of availability of suitable equipment to facilitate research at a number of points in the programme MSc in Mineral Resources. This needs to be addressed for future years.
c) For the same programme, clarity in dissertation guidance is needed. “Publication-ready” style of dissertation is recommended, and this should be communicated clearly to students and to markers.
d) The issue of a lack of distinct identity within the School for this new cohort of students (MSc in Mineral Resources) was identified. This should be addressed with attention to planning activities, use of space and curriculum for next year.
e) Review the use of the term 'marginal pass' in the programme MSc Geochemistry.
f) Action needed to address serious concerns raised about shared teaching of 3000 and 5000 level modules in MSc Geochemistry. Marking criteria must discriminate between these two cohorts, and additional or separate assessments for 5000 students is needed.
g) Standardise MSc Geochemistry module handbooks so that information is easy. Continue the progress on this from last year.
h) Improve availability of analytical tools in MSc Geochemistry. This is a repeat of a recommendation from last year.
i) A more systematic introduction to analytical techniques available is recommended. Adjust timings/order of material presentation in the MSc Geochemistry programme to accommodate this.

6. Economics & Finance

a) No areas for enhancement identified.
b) Action needed to address concerns raised about 3000 and 5000 level modules with similar content. Ensure that where courses of similar content are run at PG and UG level, the learning outcomes and assessment are clearly differentiated. Marking criteria must discriminate between these two cohorts.
c) Close the loop of feedback to the externals, i.e. when externals commented on draft exam papers, there should be a standard form indicating how the external's comments and suggestions have been addressed in the final form of the exam paper. This is a repeat comment from last year.

7. Geography and Sustainable Development

a) Suggest that the online marking system be adjusted to allow markers to give more targeted and better-contextualised feedback, and add comments at specific points within the submitted work

8. Mathematics & Statistics

a) No areas for enhancement identified. Appropriate academic and quality standards are reported.

9. Medicine

a) No areas for enhancement identified.
b) Review of methods of assessment recommended for MSc Global Health. Modules tend to be over assessed and peer and self-assessments tend to be scored very highly. Suggest that and peer and self-assessments could be made formative or weighted differently.

10. Physics & Astronomy

a) No areas for enhancement identified.
b) Appropriate academic and quality standards are reported. (MSc Photonics and Optoelectronic Devices - Joint Programme with Heriot Watt University)

11. Psychology & Neuroscience

a) Consider seminars/workshops on the use of statistics in Neuroscience research to further enhance the quality of the new MRes Neuroscience)
b) For the MSc Psychology (Conversion) and MSc Research Methods in Psychology recommend a review of marking criteria sheets. As well as a justification of grades and assessment of the work it is recommended that students might also be given (more) pointers for development and reflection. This would provide further guidance for academic/Career improvement as well as the assessment feedback.

12. General comments

The majority of External Examiner reports comment on the high calibre of programmes, including content, delivery and good quality governance. This should be acknowledged in feedback to Schools, regarding enhancing the quality of learning opportunities for students. Similarly, the responses from Heads of Schools and programme directors in most reports indicate where work is underway to address issues raised by External Examiners.

Suggestions are included above for further enhancement of existing, good quality programmes.

Priority should be given to specific comments above where there are recommendations for improvement, particularly in relation to Faculty or Institutional level action, or where these recommendations are repeated from previous reports.

Martin Campbell
Pro-Dean PGT
November 2018

University of St Andrews

Learning and Teaching Committee

UPDATES TO EXTERNAL EXAMINER POLICY

1. Introduction

1.1 This paper outlines proposed changes to the External Examiner policy and is accompanied by the following appendices:

a) Updates to the External Examiner policy (Appendix 1)
b) Upload of External Examiner reports to Moodle (Appendix 2)
c) External Examiner report pro forma (Appendix 3)
d) Amendments to the External Examiner report pro forma (Appendix 4).

2. Action requested

2.1 LTC is asked to discuss the proposed changes to the External Examiner policy, most notably the publication of reports to Moodle, and either suggest amendments or approve the changes.

3. Consultation

3.1 The following colleagues were consulted:

a) Margaret Adamson, Head of Learning Technology & IT Skills Development, CAPOD
b) Amy Bretherton, Director of Representation, Students' Association
c) Emmy Feamster, Academic Policy Officer, Proctor's Office
d) Lisa Jobling, HR Assistant (Payroll), Salaries
e) Carol McAuley, Registry Manager (Student Journey), Registry
f) Chris Milne, Head of Information Assurance and Governance, Office of the Principal
g) Karen Murphy, Administrative Officer, Proctor's Office
h) Jacqueline Ritchie, Registry Officer (Projects), Registry
i) Sybille Scheipers, Pro Dean Taught/Research Postgraduate, Proctor's Office
j) Ian Smith, Associate Dean Education (Arts & Divinity)

3.2 A proposal was subsequently presented to the Education Strategic Management Group (ESMG) on 15 October 2019 in preparation for its consideration at LTC.

4. Background/context

4.1 A review of the current External Examiner policy (dated April 2016) was triggered by:

a) **Out of date references**, for example: the section on 'Data protection, freedom of information and confidentiality'; the paragraph outlining UKVI requirements (Salaries advised that passport checks are not required for External Examiners); and the need to reflect the University's move to an online system for the completion and submission of External Examiner reports.

b) **Publication of a new Quality Code by the Quality Assurance Agency**. A recent mapping exercise to ensure our policies and practices align to the Code highlighted that not all Schools share External Examiner feedback via Student Staff Consultative Committees (SSCCs).

c) **A request from the Vice-Principal Education (Proctor) to share External Examiner reports with students via Moodle**. One of the recommendations arising from the Enhancement-led Institutional Review held in 2015 was to publish External Examiner reports 'to give students the opportunity to engage in discussion and consideration of this element of the assessment process'. In response to this recommendation, the University introduced a requirement for Schools to summarise key issues raised by External Examiners, list actions taken in response to reports, and present these at SSCCs. However, feedback from the Director of Education and School Presidents suggests this practice is variable. Research undertaken by Imperial College in the summer of 2019 indicated that the publication of External Examiner reports to all students is common practice in the sector, and the majority of institutions do this via their VLE.

d) **A request from the Pro Deans (Curriculum)** to add a bullet point under section 3(a) of the policy, which outlines Externals' contribution to curriculum approval/setting assessments. ("Review and provide written advice and approval on significant module and programme amendments").

4.2 The policy covers undergraduate (UG) and taught postgraduate (PGT) provision. After consultation it was determined that the policy and procedure for external examining at postgraduate research level is too distinct from UG and PGT provision and the decision was taken to keep the policies separate. A reference to the Assessment of Postgraduate Research Students has been inserted into the policy to help redirect anyone looking for guidance on external examining for PGR students.

4.3 During the review of the current External Examiner policy, it came to light that tax and national insurance deductions are applied to the fees paid to External Examiners who submit UG reports but are not applied to fees paid to Externals who submit PGT reports. This matter is in the process of being followed up by Registry and Salaries.

5. Recommendations

5.1 It is recommended that LTC approves this proposal, taking account when the policy change will come into effect.

5.2 Effective date: this policy change will come into effect from the next round of UG External Examiner reports (June 2020).

6. Next steps

6.1 If supported by LTC, the implementation process will be coordinated by the Academic Policy Officer (Quality). This will include: updates to the online External Examiner system in MySaint; the production of guidance to support External Examiners, Schools and students; amendments to the template contract issued to Externals; and communication to all current Externals regarding the policy updates.

6.2 The updated policy will go to Academic Council for information.

7. Further information

7.1 Further information is available from the author and presenter.

Author
Rosalind Campbell
Academic Policy Officer (Quality)

Presenter
Dr Jon Issberner
Acting Dean of Science

28 October 2019

Appendix 1: Updates to the External Examiner policy

University of St Andrews

External Examining (UG & PGT)

Document type	**Policy**
Scope (applies to)	All staff
Applicability date	04/04/2016
Review date	01/08/2023
Approved date	[Approved date]
Approver	Academic Council
Document owner	Academic Policy Officer
School / unit	Office of the Principal
Document status	Published
Information classification	Public
Equality impact assessment	None
Key terms	Academic policies/Quality and standards/External examiners
Purpose	This policy outlines processes and procedures relating to the role of External Examiners for taught programmes. Guidance on external examining for Postgraduate Research students is available via the 'Assessment of Postgraduate Research students' policy.

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
2.0	Minor refreshes and introduction of new practice – sharing reports with students via Moodle	In draft	Ros Campbell, Academic Policy Officer, Proctor's Office	

UNIVERSITY OF ST ANDREWS

POLICY ON EXTERNAL EXAMINING (UG & PGT)

1. Purpose and function of external examining

The External Examining system is a crucial element of the University's quality assurance and enhancement structure, providing a means to ensure the quality and standards of awards, the standards of student performance and the validity of assessment processes.

Specifically, the primary purposes of the External Examining system are to ensure:

- that the standards set for the University's awards, or award elements, are appropriate by reference to relevant national subject benchmark statements, the national qualifications frameworks, the UK Quality Code, and, where appropriate, the requirements of relevant Professional and Statutory Bodies;
- that the standards of student performance in a programme and its constituent modules are appropriate and comparable with those of similar programmes in other UK higher education institutions;
- that the processes for assessment, examination and the determination of awards are sound and have been conducted fairly.

The University recognises the importance and mutual benefit of the work undertaken by staff as External Examiners for other institutions. It is expected that staff agree with their Head of School the time they will need to fulfil their duties as External Examiners.

2. Selection, qualifications, appointment and period of service

a) Appointment

The appointment of External Examiners is the responsibility of Heads of Schools. In October, Registry will notify Schools of any External Examiner appointments that will need to be renewed or replaced in the year ahead. Schools submit nominations to Registry having satisfied themselves that the External Examiner has met the requirements set out in relation to qualifications/expertise and conflicts of interest. In addition, the School will ascertain~~ed~~ that the External Examiner is willing to accept the appointment and is satisfied with the proposed fee level.

Nomination forms along with a one-page CV must be submitted to ~~the~~ Registry at least one month before the appointment is due to start. ~~The information contained in the nomination form allows Registry to ascertain whether the External Examiner has met the requirements set out in relation to qualifications/expertise, conflicts of interest and meets the terms of office.~~ Registry checks that the nomination is completed in full prior to liaising with the External Examiner regarding the appointment.

External Examiners should normally be resident in the United Kingdom. If the External Examiner is resident abroad, the School should explicitly state, as part of the nomination process, that it is willing to pay the cost of travel to St Andrews or should indicate what other arrangements have been made for consultation with the External Examiner, for example, videoconferencing or contact by email/phone.

~~Under the UKVI requirements, the University is legally required to ensure that employees are eligible to work in the UK and retain proof of eligibility on record. Prior to the issuing an appointment (or re-appointment) letter, Schools are responsible for ensuring that all External Examiners provide proof of eligibility to work in the UK regardless of their nationality. Further information about the UKVI requirements and verification of documentation is available from Human Resources.~~

b) Qualifications/expertise

Only persons of sufficient standing and experience in the relevant subject area and who are able to command authority and the respect of academic peers should be nominated. The following criteria should therefore be taken into consideration by those responsible for nominating a candidate to act as an External Examiner:

- Knowledge and understanding of the UK sector; agreed reference points for the maintenance of academic standards and assurance and enhancement of quality (including the UK Quality Code, subject benchmarks and the national qualifications framework).
- Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate.
- Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject, and operating assessment procedures.
- Awareness of current developments in the design and delivery of relevant curricula.
- Familiarity with the standard to be expected of students to achieve the award that is to be assessed.
- Fluency in English and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s).
- Competence and experience relating to the enhancement of the student learning experience.
- Fulfilment of applicable criteria as set by professional, statutory or regulatory bodies.

In exceptional circumstances an External Examiner may be appointed who does not meet the criteria with respect to standing and/or experience, (e.g. Externals drawn from business, industry or the professions). In these instances, the appointee should not be the sole External Examiner but have his or her expertise complemented by other External Examiners who do satisfy the criteria.

c) Conflicts of interest

The University will not appoint as External Examiners anyone in the following categories or circumstances:

- Members of the University Court, University employees or employees of collaborative partners.
- Anyone with a close professional, contractual or personal relationship with a member of staff or student involved in the programme of study.
- Anyone required to assess colleagues who are recruited as students to the programme of study.
- Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study.
- Anyone significantly involved in recent or current substantive collaboration research activities with a member of staff closely involved in the development, management or assessment of the programme or modules in question.
- Former staff (including honorary staff) or students of the institution unless a period of five years has elapsed.
- Anyone from a University with which there is a reciprocal arrangement involving cognate programmes.
- Where the succession of the External Examiner would be a colleague from the ~~Examiner's home School/Department and~~ same institution on more than two consecutive occasions.

- Where the appointment of more than one External Examiner would be from the same School/Department of the same institution.

d) Term of office

The duration of an External Examiner's appointment will normally be for four years with an exceptional extension of one year to ensure continuity.

No External Examiner may act for longer than five years, and normally an External Examiner cannot be re-appointed until at least five years has elapsed after any previous appointment.

External Examiners should not hold more than two undergraduate/taught postgraduate Examinerships at any one time.

If a taught postgraduate programme is not offered in a particular session then that year will be discounted from the External Examiner's period of appointment.

The normal period of office for External Examiners will normally be 1 October to 30 September of the relevant years. This allows outgoing undergraduate External Examiners to participate in the decision making process for the reassessment examination diet and new External Examiners to approve draft examination papers for the coming session. These dates also allow the taught postgraduate External Examiners to participate in the decision making process following the submission of dissertations and projects at the end of August.

e) Other considerations

In cases where a single integrated programme is taught across two or more Schools agreement on all nominations must be obtained from the lead School or equivalent prior to submission to Registry.

Where modules are shared across more than one School (eg inter-disciplinary Dissertation modules), Heads of Schools must ensure that there is clarity on which External Examiner(s) is responsible for the module.

Heads of Schools must ensure that any potential intellectual property difficulties, such as might arise from the need for commercial confidentiality, are resolved prior to appointment.

Schools wishing to make exceptions to the appointment criteria are required to make a case for approval in writing to the relevant Dean. In the case of the Head of School of Medicine, the case should be made to the Dean of Science.

f) Notification of appointment

Once a nomination has been approved, Registry issues a letter of appointment confirming the period of appointment, the approximate fee level and methodology for the fee calculation and the requirement for an annual report to be submitted before fees are released. The letter will state the type of modules and/or programmes (UG/PGT/both) ~~the modules and/or programmes~~ to which the External Examiner is being appointed. A Personal Details Form, requesting information such as bank details, is issued with the letter of appointment for completion and return to Registry.

g) Information required on appointment

All External Examiners will be provided with sufficient information and support to enable them to carry out their duties effectively. External Examiners must become familiar with

the programme structure, learning and teaching methods and assessment techniques in his/her assigned programmes and modules, provide advice and comment on such matters and recommended change where appropriate.

Registry will direct all new External Examiners to this policy~~,~~ and relevant assessment policies and regulations.~~, A retiring External's final report and University's response to any issues raised can be provided by Registry upon request.~~ ~~D~~details of payment of fees and expenses will be provided in the appointment letter issued by~~.~~ Registry. ~~and~~ On completion of the appointment process External Examiners will receive two emails, one with a password and the other with instructions on how to set up a University account. This will allow Schools ~~can~~ to arrange electronic access to online materials through the Module Management System (MMS) and/or the University's VLE, Moodle, and will allow access to the online tool for completion of a~~A~~nnual r~~R~~eports.

It is the Head of School's responsibility to ensure that an External Examiner receives information about the various roles, powers and responsibilities assigned to them including the extent of their authority at Module ~~and Degree~~ Classification Boards and specific attendance requirements~~ for each~~. Schools should also send the External Examiner the following information:-

- School, programme or module handbooks containing details of programme structures and specifications, programme and module aims and requirements; intended learning outcomes;
- Details of assessment methods, marking criteria, marking scales and specific marking practices, for example, the use of blind double marking;
- Dates of meetings for Module Boards~~ of Examiners~~;
- Access to copies of examination papers from the previous two years;
- Where appropriate, copies of relevant professional policies, e.g. Fitness to ~~Practice~~ Practise Medicine;
- Timetable for the vetting and approval of examination papers;
- Names and contact details of key personnel involved in the teaching, assessment and administration of the module/programme.

In addition to providing the External Examiner with the information detailed above, the Head of School will have responsibility for arranging an appropriate briefing in advance of the External Examiner's attendance at the first Module Board~~ of Examiners~~ and clarifying the role of the External Examiner in assessment and examination procedures. The Head of School will also be responsible for ensuring that External Examiners are reminded about their duties when sending out assessments for moderation and just prior to attendance at Module ~~and Classification~~ Boards.

h) Termination of appointment

The University can terminate an External Examiner's contract prematurely if the External Examiner has failed to fulfil his/her obligations and/or if there is a conflict of interest. An appointment can also be terminated if the External Examiner is found to have behaved inappropriately towards staff or students, in a way that would infringe the University's guidelines for its own staff.

The Head of School is responsible for monitoring the External Examiner's compliance with his/her contract and to notify the relevant Dean of non-compliance. If the situation cannot be resolved through discussion, then the Head of School will write to the External Examiner to terminate the appointment. If an External Examiner seeks early termination of his/her contract, the reasons for the request should be submitted in writing to the Head of School and then submitted to the Dean with a one month period of notice. The Vice-Principal (Proctor) and Registry must also be notified of any early terminations to contracts.

i) Change of circumstances

If the circumstances of the External Examiner change, for example, the External Examiner moves to another University, then the External Examiner must notify the Head of School who will review the position to ensure that there is no new conflict of interest. The Head of School should notify Registry of the change of circumstances. ~~in turn should notify Registry. Registry will review the position to ensure that there is no new conflict of interest.~~

The External Examiner would normally be expected to step down on retirement. As such, the External Examiner's contracted appointment period should not extend beyond the External's anticipated retirement date. However, in exceptional circumstances and with the agreement of the School, the period of office may be extended for one year post-retirement provided it does not exceed the maximum five year duration.

3. Participation of external examiners in assessment and examination procedures

An External Examiner is a full member of the relevant Board of Examiners. No University qualification (other than honorary degrees) should be awarded without participation in the examining process by at least one External Examiner. This includes participation in the following:

a) Curriculum approval/setting assessments

- Scrutinise and comment on new module and programme proposals.
- Review and provide written advice and approval on significant module and programme amendments.
- Approve the final versions of all end-of-module examination question papers.
- Review the totality of the set assessment for a module (examinations and coursework).

b) Marking examination scripts and other assessment

- Review grade/mark descriptors for each level of study and type of assessment.
- Review samples of continuous assessment and examination scripts.
- Review consistency and standards of marks and grades.
- Comment on School marking strategies.
- Approve grade conversion procedures.
- Review the method for assessing dissertations and projects.
- Review exceptional cases, e.g. where a student's final module grade is awarded on the basis of a single individual's marking of all elements.
- Approve the procedures employed for student peer (summative) assessment.

c) Role of External Examiners at module boards

The essential input of the External Examiner as monitor and benchmarker of standards takes place at modular level. The External Examiner's primary role is as a moderator of grades rather than proposing actual adjustments to grades.

- Monitor the standard of assessment, marking and feedback procedures.
- Feedback on the assessment outcomes and procedures and on wider issues of quality assurance and enhancement.
- Identify any ~~outlying~~ anomalous marks and discuss with Schools the reasons why these might have occurred.
- Monitor any adjustment of the distribution of grades in modules.
- Advise on particular problematic cases that cannot be resolved within the School.

~~d) Role of External Examiners at Degree Classification Boards~~

~~External Examiners do not have a role in determining final degree classifications. Instead, the External Examiner's role at the Classification Board is to:~~

- ~~Provide comments on the spread of degree results and performance of students.~~
- ~~Comment on the degree programme as a whole, i.e. balance, breadth and depth.~~
- ~~Comment on the assessment outcomes and procedures and on wider issues of quality assurance and enhancement.~~
- ~~Offer comparison of academic standards at St Andrews with those in other institutions, identifying models of best practice.~~
- ~~Prior to the submission of module grades to Registry, the External Examiner must endorse the outcomes of the assessment processes they have been appointed to scrutinise.~~

~~e)~~d) **External Examiners' reports**

Submission of reports

All External Examiners are required to complete an annual report commenting on the appropriateness of the standards of the assessments that they have examined. The annual report form addresses the relevant sections of the ~~UK Quality Code, Chapter B7: External Examining~~ 'External Expertise' Advice and Guidance in the UK Quality Code.

~~Registry officially requests that the External Examiners submit an annual report to external@st-andrews.ac.uk no later than 30 June (for undergraduate) or 31 October (for taught postgraduate) programmes. External Examiners who reach the end of their period of office, will be asked to provide an overview of their term of office.~~

External Examiners are required to submit their annual report using the University's online tool. Registry will email External Examiners, one month before reports are due, requesting that they complete the online annual report no later than 30 June (undergraduate) and no later than 31 October (postgraduate). Two reminder emails will be sent to External Examiners on the closest working day to the 20th and 27th of the month in which the annual report is due. External Examiners who reach the end of their period of office should complete the end of term section of the online form.

External Examiners are asked to comment on the assessment processes and comparability of standards with other similar Universities of which the External Examiner has experience. An opportunity will also be given to highlight any examples of promising practice ~~or areas of concern.~~ and innovation and, where appropriate, recommend ways to enhance the quality of learning opportunities for students.

Action in response to External Examiner reports

~~Once the Annual Reports have been submitted, Registry copies them to the relevant Head of School~~

On submission of the a~~A~~nnual r~~R~~eports by External Examiners, confirmation of the submission will be emailed to Registry, Heads of School and any other relevant member of staff within Schools.

Heads of Schools have responsibility for ensuring that mechanisms exist to handle reports and that appropriate action is taken on the comments received. Heads of Schools must respond to the reports no later than ~~31 August~~31 July (for undergraduate) or 30 November (for taught postgraduate) programmes using the online form. The Head of School must indicate any action taken as a result of the report and/or reasons for not accepting particular recommendations or actions. ~~Any reports which make particularly serious or important comments or which raise issues of wider significance for the University are~~

~~immediately brought to the attention of the Deans and action is taken.~~ Any reports that raise concerns at institutional level will be automatically forwarded to Academic Monitoring/~~the~~ Associate Deans (Education)/~~the~~ Pro Dean Postgraduate Taught on ~~submission of the Head of School's response to the External Examiner~~receipt of the report. An institutional response will be provided to the External Examiner by email.

The Head of School (or delegate) must also ensure that a summary of the key commendations and recommendations raised by their External Examiners, and a summary of the actions to be taken in response to the reports, is presented to the School's Student Staff Consultative Committee(s). In accordance with the 'External Expertise' section of the UK Quality Code, the University 'must demonstrate that feedback from External Examiners has been acted upon'. ~~Students may request copies of any reports from the Head of School.~~ The Head of School (or delegate) must also ensure that reports are uploaded to Moodle and that students and staff are notified when these become available. Please refer to the guidance notes for External Examiners, Schools and students for further information

External Examiner feedback is reviewed at an institutional level by the Associate Deans (Education) and the Pro Dean Postgraduate. ~~A report~~ Reports summarising areas of positive practice, opportunities to enhance the learning experience, issues raised at an institutional level and key themes emerging from External Examiner feedback ~~the key institutional themes arising from External Examiners' comments, as well as School and Faculty level issues, is~~ are considered by the Academic Monitoring Group. ~~The Academic Monitoring Group then agrees any examples of good practice and areas for development which will be considered by the Learning and Teaching Committee.~~Areas of positive practice and innovation, and key themes are shared with the University's Learning and Teaching Committee.

External Examiner reports are also considered as part of the periodic internal review process for learning and teaching.

~~Before the start of each academic year, all~~ All External Examiners receive an annual letter from the Vice-Principal Education (Proctor) summarising any changes in policies that might affect them, together with any University-wide issues raised in their reports and resulting actions taken by the University at a Faculty and institutional level.

Non-~~-~~completion of report

System generated reminder emails will be issued to External Examiners during the submission period. Registry will then send one further reminder~~s~~ to those External Examiners who have not submitted their annual report by the given deadline. If the report is still not received within a reasonable timescale then the matter will be referred to the relevant Head of School. No fee payment will be released until the report has been received by the External Examiner and a response provided by the Head of School.

~~f~~)e) Expenses and fees

Heads of School determine the fee for Undergraduate External Examiners at the time of the initial appointment. All examining fees are reviewed annually and confirmed by Heads of School to Registry in time for payment to be made on receipt of the Examiner's report.

The fee for taught Postgraduate External Examiners is normally determined by means of a standard rate based on the number of students on the programme and the number of scripts and dissertations that would require to be sampled as part of the examination process. While the University recommends this formula, Heads of Schools are free to set an alternative flat fee if appropriate.

All expense claims for travel, accommodation and subsistence should be submitted by the

External Examiner to the Head of School. All such claims should be made on the appropriate form, available on request from the School, and should be accompanied by receipts. The University will only meet the cost of expenses in line with its financial regulations.

Following receipt of the annual report (in June for UG and October for PGT) and the response by the Head of School, Registry will authorise payment of the examining fee. Tax and national insurance are normally deducted at source at the basic rate. Payments are made into bank accounts. ~~and reports must be received by the 1st of the month for payment to be made by the end of that month. If an expense claim has not been submitted at the same time, Registry will require a claim form to be completed in order to confirm bank details.~~

~~g)~~f) ~~Data protection, freedom of information~~ Personal data and confidentiality

~~All External Examiner's Reports and minutes of meetings of Boards of Examiners are treated confidentially. However owing to provision within the Data Protection Act 1998, which took full effect on 1 March 2000, an External Examiner should be aware of the following:~~

- ~~students have the right to a copy of any personal information held about them by the University upon submitting in writing a subject access request, and the University will normally provide upon request marks and comments made on examination scripts;~~

- ~~the minutes of meetings of Boards of Examiners may constitute personal data accessible by students making a subject access request. External Examiners are advised therefore that such data might well be disclosed if requested, and that confidentiality cannot be guaranteed.~~

~~External Examiners should also be aware of the Freedom of Information (Scotland) Act 2002 (FOISA) which came into effect on 1 January 2005. It gives members of the public a statutory right to obtain, subject to certain exemptions, any recorded information held by the University regardless of when it was created or by whom. Under this legislation the University may be required to provide copies of any External Examiner's report to any third party who makes a request for them. All requests for information under FOISA need to be considered on a case-by-case basis. Where a report focuses on an identifiable individual however, the report would not be released under FOISA since such information would fall under the terms of the Data Protection Act.~~

Module boards: confidentiality of proceedings

The business of Module boards is confidential: consideration of individual academic performance, and the recording of decisions reached concerning academic awards and/or progression are private matters for those concerned.

However, owing to provision from the General Data Protection Regulation and the Data Protection Act 2018 ("the DPA 2018"), an External Examiner should be aware of the following:

- An individual has the right to obtain from the University a copy of their personal data, and any available information as to their source. The University will normally provide upon request marks and comments made on examination scripts and other assessed work about an individual; and/or commentary/assessment from minutes of Module Boards, and unless otherwise apparent from the information, details of the source – unless an exemption form the DPA 2018 applies. The relevant DPA 2018 exemption 'Exam scripts and exam marks' does not provide a complete bar

on the release of personal data; it establishes an embargo as to when personal data cannot be released, so the prevent results being known in advance of publication.

- It is vital that the University has full and accurate records of key decisions – in that respect personal data should be accurate, relevant and not excessive for the purpose in hand.

External examiner reports: personal data and confidentiality

External examiners reports should not be capable of identifying any student or students; reports will be screened by Schools with the External Examiners to ensure that commentary does not breach the privacy or confidentiality of any student. The views and assessment of an External Examiner are important, and therefore the identities of External Examiners will feature in reports.

~~h)~~g) Academic appeals

The University will investigate any academic complaint or appeal and may decide, if appropriate, to involve an External Examiner. An External Examiner will only be consulted about an appeal if the University feels this to be necessary or useful. Further information can be found in the Policy on Student Academic Appeals.

~~i)~~h) Causes for concern

The External Examiner also has the opportunity to note, within the report, any issues he/she wishes to raise any issues of concern to be addressed at either Faculty or institutional level. This feedback will be followed up by the relevant Associate Dean (Education) or the PG Pro Dean.

External Examiners can also ~~to~~ write directly to the Vice-Principal (Proctor) if he/she wishes to raise any issues relating to assessment which may be particularly serious or important to the wider University.

Where an External Examiner has a serious concern relating to systemic failings with the academic standards of a programme and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Vice-Principal (Proctor), he/she may invoke QAA's Concerns Scheme or inform the relevant professional, statutory or regulatory body.

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
2.0	Minor refreshes and introduction of new practice – sharing reports with students via Moodle	In draft	Ros Campbell, Academic Policy Officer, Proctor's Office	

Appendix 2: Upload of External Examiner reports to Moodle

A meeting was held on 24 September 2019 to discuss a potential implementation plan for the upload of External Examiner reports to Moodle. The meeting was attended by Ros Campbell, Ian Smith, Margaret Adamson, Carol McAuley, Karen Murphy and Jacqueline Ritchie.

A proposal was then submitted to ESMG for input. The following points were made:

a) **The upload of reports to Moodle will complement (i.e. not replace) existing policy** that requires Schools to share summaries and related actions at SSCCs.

b) **Using Moodle as the platform has two main advantages:** reporting on usage and access would be at a more granular level than Google analytics on a webpage; and ease of upload (no trained access to T4 is required).

c) **Reports will be downloadable through MySaint for upload to Moodle.** There will be no dynamic transfer to Moodle – the relatively minor scale of uploads required does not warrant investigating the creation of such a mechanism.

d) **Reports uploaded to Moodle should include all feedback from the External.** The fee and cost centre should not feature in the report.

e) **A screening process** is required prior to upload to identify whether any manual redactions are required. The number of redactions should be relatively small if appropriate guidance is made available to External Examiners.

f) **Reports should be uploaded as individual PDFs,** and file names/links in Moodle should reflect the modules/level/degree the feedback pertains to.

g) **Reports should be uploaded from the June 2020 reporting round onwards.** Heads of Schools are required to respond to the reports by 31 July (for UG) and 30 November (for PGT). Reports which include the Head of School response (and institutional response where applicable) would therefore be uploaded to Moodle in August (for UG) and December (for PGT).

h) **Once reports are available in Moodle, an email should be issued to students (and staff)** to inform them that the reports are available online.

i) **Guidance is required for External Examiners, Schools and students.** Guidance documents should include a flowchart of the process for responding to and sharing reports, expected behaviour in terms of download and distribution, and references to feedback in social media. Guidance should also be made available to School Presidents in terms of how to approach this item at SSCCs.

j) **A clause should be added to the External Examiner contract**, i.e. that the reporting system is online and that the reports will be shared with students via Moodle.

Consideration was given to who should have responsibility for the upload of reports to Moodle. Given the screening/redaction process is carried out at School level and number of reports in each School is relatively small, ESMG recommended that the upload is devolved to Schools. Guidance will be prepared to support this.

Appendix 3: External Examiner report pro forma

The table below outlines the questions that feature in the External Examiner report pro forma. In the interests of transparency, ESMG recommends that all questions feature in the version of the reports uploaded to Moodle with the exception of the fee and cost centre.

Section	Sub-section	Question
A	General information	Did you receive sufficient information to allow you to carry out your role as External Examiner (eg marking criteria, module handbook, etc)?
	Exam papers	Are you satisfied that you were consulted adequately on draft exam papers?
		Are you satisfied that the nature and level of the questions was appropriate?
	Review of work	Did you receive a sufficient sample of coursework and exam scripts to review?
		Was the general standard and consistency of marking appropriate?
	Module board meeting	Were the Module Board meetings that you attended conducted to your satisfaction?
	Previous comments	Have the issues raised in your previous report been adequately addressed?
		Please provide any additional comments pertaining to Part A.
B	Academic standards	Is the University maintaining appropriate academic standards set for its awards?
		Provide any information to support your answer about academic standards
		Does the assessment process measure student achievement rigorously and fairly against the intended learning outcomes?
		Is the assessment process conducted in line with the University's policies?
		Provide any information to support your answers about the assessment process.
		Are the academic standards and achievements of students comparable with those in other HEIs of which you have experience?
		Provide any information to support your answer.
	Enhancement of quality	Do you feel any issue of concern should be addressed at either Faculty or Institutional level?
		How would you rate the severity of the issue?
		What issue(s) would you like to raise?
		Please provide examples of promising practice and innovation.
		Where appropriate, recommend any opportunities to enhance the quality of learning opportunities for students.
		Please provide any additional comments/suggestions.
	End of term of office	Please include a brief overview of your term of office.
n/a	n/a	Head of School comments related to Institutional support
		Head of School comments related to Academic Standards
		Head of School comments related to Enhancement of quality
		Head of School - Additional comments
	Fee	External examiner fee
	Cost centre	Cost centre

Appendix 4: Amendments to the External Examiner report pro forma

The School response text fields are currently optional. It is recommended that these are made mandatory. Heads of Schools need to be made aware that their comments will feature in the reports uploaded to Moodle. The insertion of 'University username' is done automatically by the system when Heads of Schools submit their comments and can be stripped out if preferred.

The first line under Part B of the online report pro forma is incorrect and should be removed in advance of the next reporting round. (It states that there is no standard reporting template for Externals to complete).

University of St Andrews | FOUNDED 1413

ELIR 2020
Advance Information Set
Section 6

Analysis of student feedback for the preceding academic year

This section of the AIS contains the following documentation:

Sample data packs produced for Schools in 2019

6.1 NSS: Art History (subsumed within History)
6.2 PGT survey taught element: Art History
6.3 PGT survey dissertation element: Art History
6.4 PGR survey: Art History

Internal analysis of survey results

6.5 NSS 2019
6.6 PGT experience survey 2018-19
6.7 PGR student satisfaction survey 2019 results
6.8 PGR student satisfaction survey 2019 analysis
6.9 iGraduate Student Barometer survey 2017-18
6.10 Analysis of 2018-19 active learning spaces survey
6.11 Analysis of 2018-19 student-led teaching awards
6.12 Analysis of 2017 exit interview feedback in Computer Science

National Student Survey 2019

Subject Data

Subject: (090) History **Response Rate 2019:** 50% (138 out of 275)

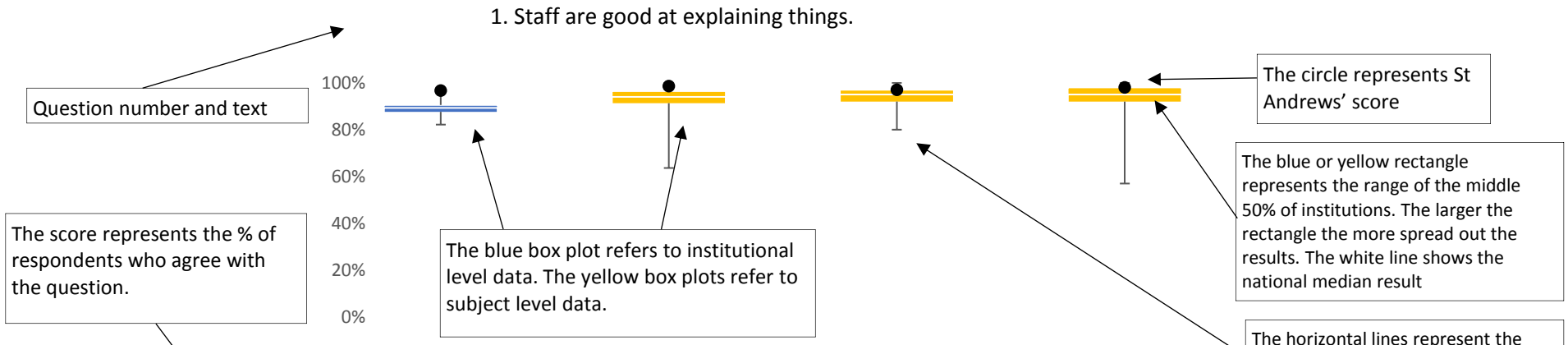
Two Years Aggregate Data?: No

This data pack presents the subject level results of the National Student Survey 2019, with comparative institutional and sector wide data. The subject level results for 2018 and 2017 are also provided for comparison.

Presentation

In order to give an overview for each subject as concisely as possible, the data is shown in a series of boxplots. An annotated example of a boxplot is given below.

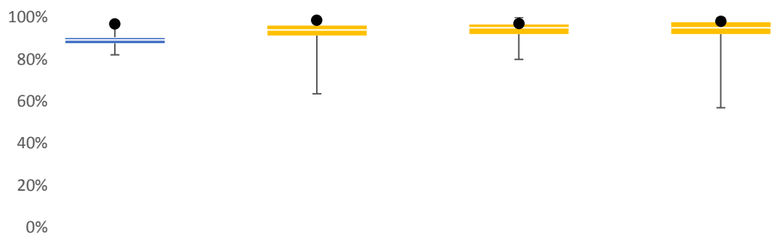
The key figure is the percentage of respondents who agree with the statement presented to them in the survey. You will see there are up to 3 box plots presented for each question. Each blue box plot represents the overall institutional result for St Andrews, compared to the rest of the sector for 2018. The yellow box plot shows the results for this subject, in each of the given years.



	St Andrews 2019	2019	2018	2017
St Andrews Score	96.70%	98.61%	97%	98%
St Andrews Rank	1	11	21	19
National Median	89.33%	94.05%	95%	95%
No. Institutions	113	98	96	87

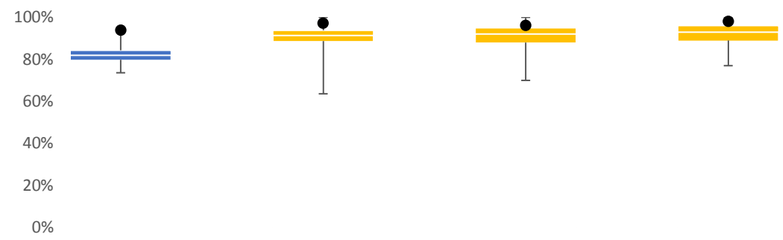
Section 1: The Teaching on my Course

1. Staff are good at explaining things.



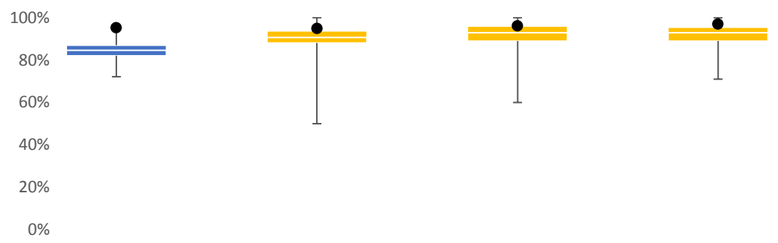
	St Andrews 2019	2019	2018	2017
St Andrews Score	96.70%	98.61%	97%	98%
St Andrews Rank	1	11	21	19
National Median	89.33%	94.05%	95%	95%
No. Institutions	113	98	96	87

2. Staff have made the subject interesting.



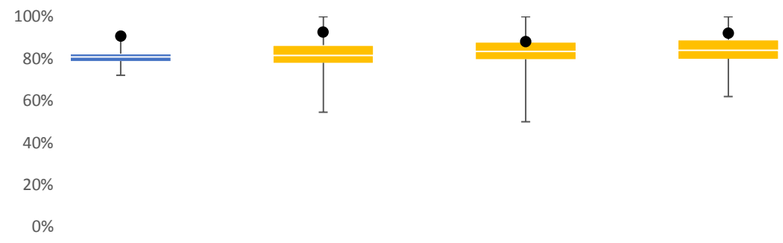
	St Andrews 2019	2019	2018	2017
St Andrews Score	93.82%	97.22%	96%	98%
St Andrews Rank	1	12	11	9
National Median	81.99%	91.34%	92%	93%
No. Institutions	113	98	96	87

3. The course is intellectually stimulating.



	St Andrews 2019	2019	2018	2017
St Andrews Score	95.21%	94.90%	96%	97%
St Andrews Rank	1	16	17	8
National Median	84.60%	90.68%	93%	93%
No. Institutions	113	98	96	87

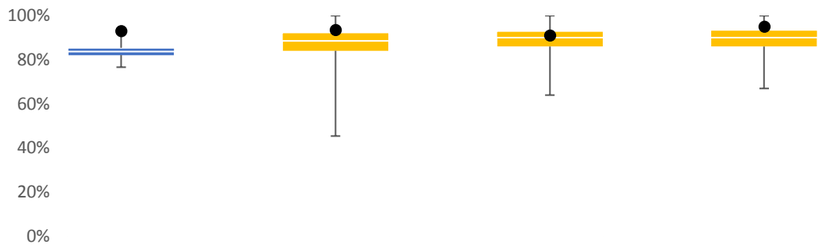
4. My course has challenged me to achieve my best work.



	St Andrews 2019	2019	2018	2017
St Andrews Score	90.63%	92.58%	88%	92%
St Andrews Rank	1	10	23	5
National Median	80.90%	81.54%	84%	84%
No. Institutions	113	98	96	87

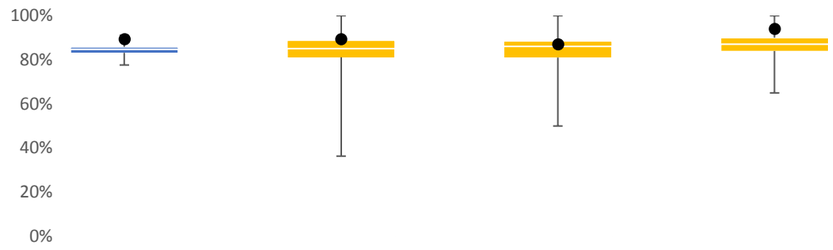
Section 2: Learning Opportunities

5. My course has provided me with opportunities to explore ideas or concepts in depth.



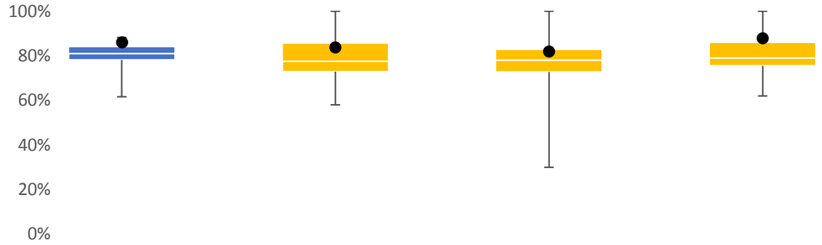
	St Andrews 2019	2019	2018	2017
St Andrews Score	93.08%	93.51%	91%	95%
St Andrews Rank	1	17	36	10
National Median	83.73%	88.59%	90%	90%
No. Institutions	113	98	96	87

6. My course has provided me with opportunities to bring information and ideas together from different topics.



	St Andrews 2019	2019	2018	2017
St Andrews Score	89.46%	89.34%	87%	94%
St Andrews Rank	2	22	35	6
National Median	84.65%	85.02%	86%	87%
No. Institutions	113	98	96	87

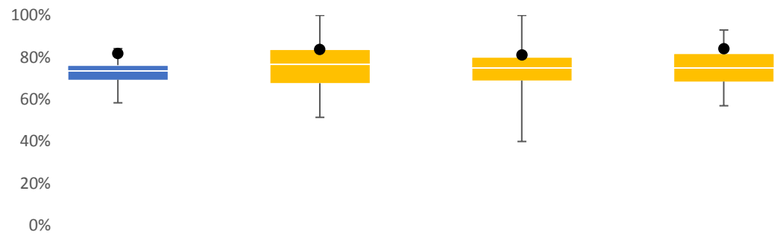
7. My course has provided me with opportunities to apply what I have learnt.



	St Andrews 2019	2019	2018	2017
St Andrews Score	86.14%	83.77%	82%	88%
St Andrews Rank	9	28	29	11
National Median	80.95%	77.44%	78%	79%
No. Institutions	113	98	96	87

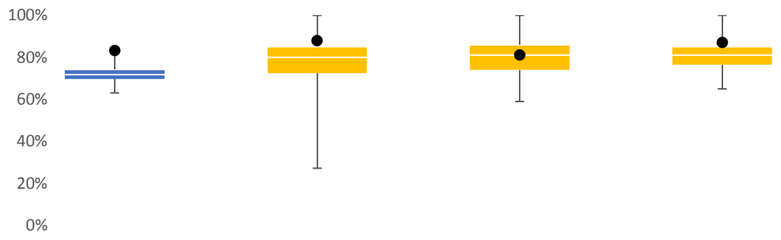
Section 3: Assessment and Feedback

8. The criteria used in marking have been clear in advance.



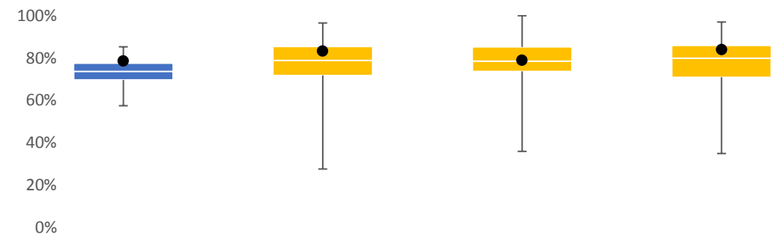
	St Andrews 2019	2019	2018	2017
St Andrews Score	81.79%	83.77%	81%	84%
St Andrews Rank	2	26	21	17
National Median	73.56%	76.68%	75%	75%
No. Institutions	113	98	96	87

9. Marking and assessment has been fair.



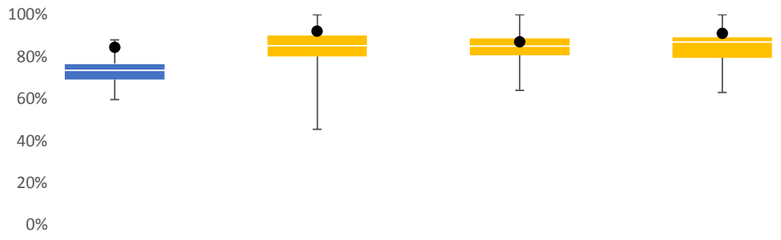
	St Andrews 2019	2019	2018	2017
St Andrews Score	83.16%	87.95%	81%	87%
St Andrews Rank	2	12	43	16
National Median	71.86%	80.04%	81%	81%
No. Institutions	113	98	96	87

10. Feedback on my work has been timely.



	St Andrews 2019	2019	2018	2017
St Andrews Score	78.59%	83.31%	79%	84%
St Andrews Rank	19	33	46	28
National Median	73.68%	78.84%	79%	80%
No. Institutions	113	98	96	87

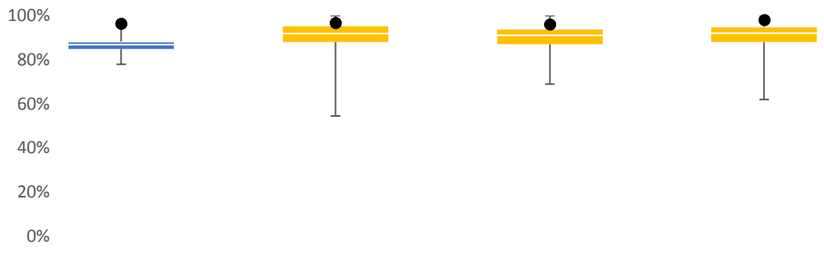
11. I have received helpful comments on my work.



	St Andrews 2019	2019	2018	2017
St Andrews Score	84.45%	92.12%	87%	91%
St Andrews Rank	2	15	34	14
National Median	73.54%	85.18%	85%	87%
No. Institutions	113	98	96	87

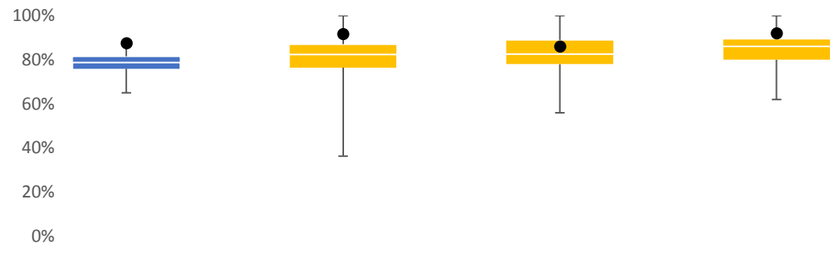
Section 4: Academic Support

12. I have been able to contact staff when I needed to.



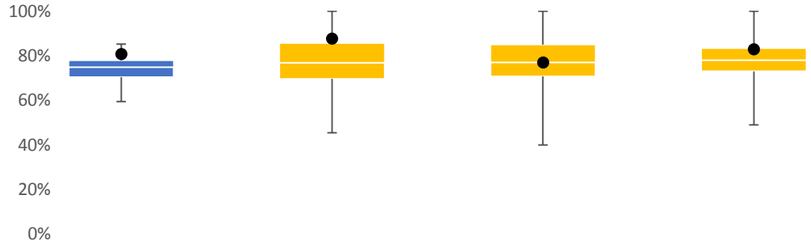
	St Andrews 2019	2019	2018	2017
St Andrews Score	96.37%	96.75%	96%	98%
St Andrews Rank	1	15	13	6
National Median	86.86%	91.85%	91%	92%
No. Institutions	113	98	96	87

13. I have received sufficient advice and guidance in relation to my course.



	St Andrews 2019	2019	2018	2017
St Andrews Score	87.53%	91.65%	86%	92%
St Andrews Rank	1	17	35	14
National Median	78.79%	82.32%	83%	86%
No. Institutions	113	98	96	87

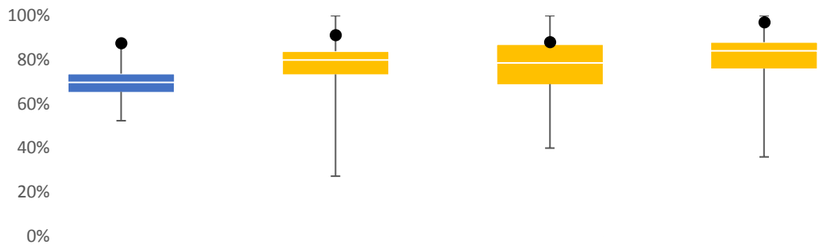
14. Good advice was available when I needed to make study choices on my course.



	St Andrews 2019	2019	2018	2017
St Andrews Score	80.86%	87.78%	77%	83%
St Andrews Rank	9	18	47	23
National Median	74.94%	76.80%	77%	78%
No. Institutions	113	98	96	87

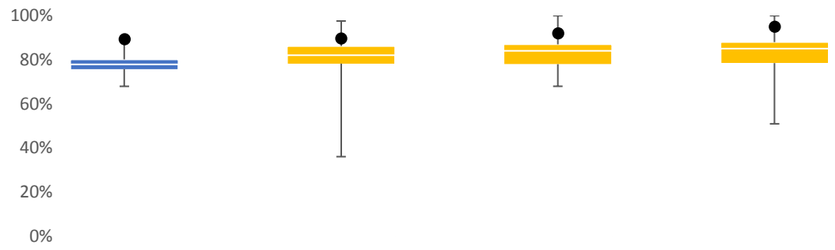
Section 5: Organisation and Management

15. The course is well organised and running smoothly.



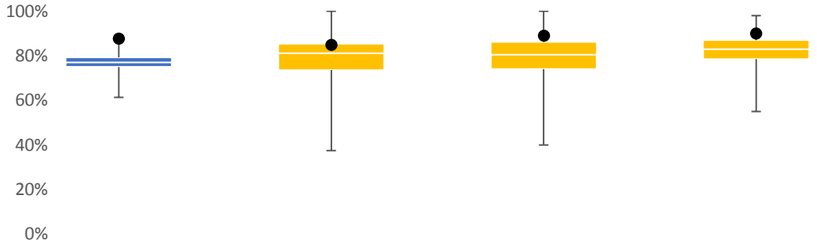
	St Andrews 2019	2019	2018	2017
St Andrews Score	87.65%	91.19%	88%	97%
St Andrews Rank	1	12	17	3
National Median	69.84%	79.93%	79%	84%
No. Institutions	113	98	96	87

16. The timetable works efficiently for me.



	St Andrews 2019	2019	2018	2017
St Andrews Score	89.45%	89.75%	92%	95%
St Andrews Rank	1	11	3	2
National Median	77.95%	82.05%	84%	85%
No. Institutions	113	98	96	87

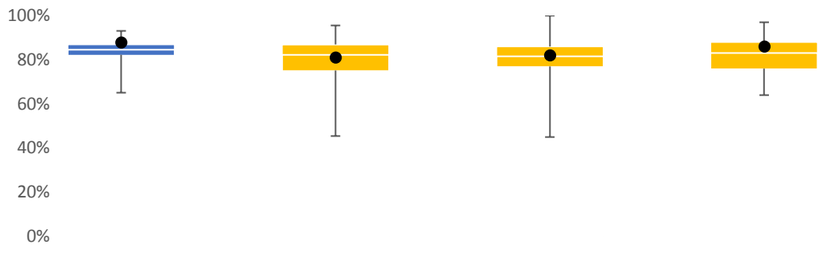
17. Any changes in the course or teaching have been communicated effectively.



	St Andrews 2019	2019	2018	2017
St Andrews Score	87.68%	84.93%	89%	90%
St Andrews Rank	2	28	14	7
National Median	76.95%	81.10%	81%	83%
No. Institutions	113	98	96	87

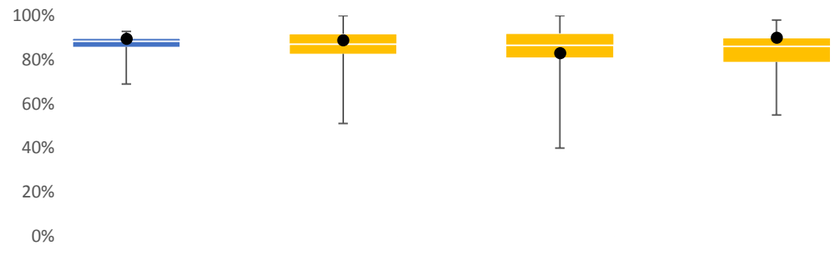
Section 6: Learning Resources

18. The IT resources and facilities provided have supported my learning well.



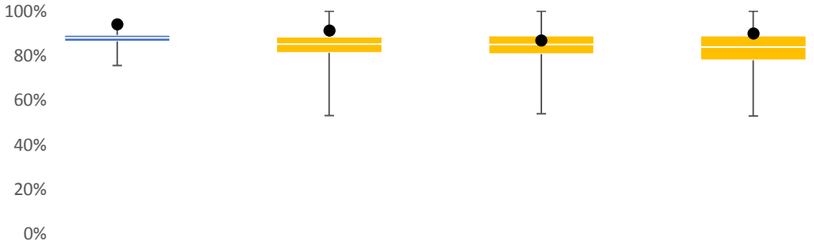
	St Andrews 2019	2019	2018	2017
St Andrews Score	87.87%	81.10%	82%	86%
St Andrews Rank	17	53	44	30
National Median	84.58%	82.20%	82%	83%
No. Institutions	113	98	96	87

19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.



	St Andrews 2019	2019	2018	2017
St Andrews Score	89.52%	88.87%	83%	90%
St Andrews Rank	35	42	60	22
National Median	88.45%	87.10%	87%	86%
No. Institutions	113	98	96	87

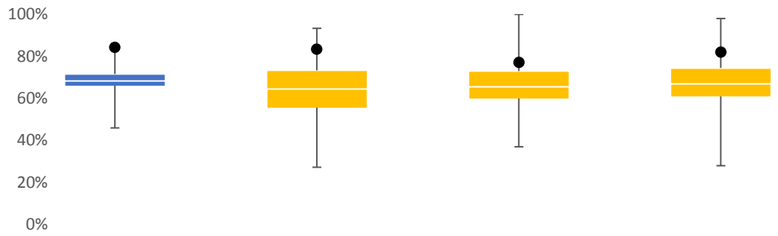
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.



	St Andrews 2019	2019	2018	2017
St Andrews Score	94.16%	91.33%	87%	90%
St Andrews Rank	1	20	31	15
National Median	88.06%	85.19%	85%	84%
No. Institutions	113	98	96	87

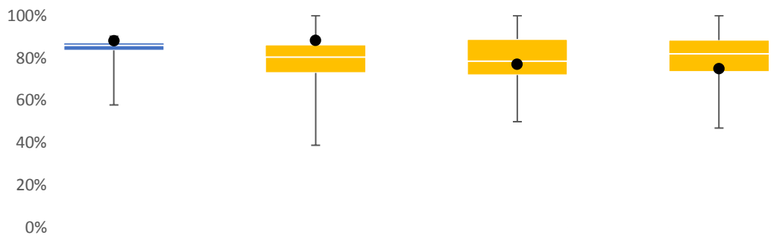
Section 7: Learning Community

21. I feel part of a community of staff and students.



	St Andrews 2019	2019	2018	2017
St Andrews Score	84.22%	83.3%	77%	82%
St Andrews Rank	1	4	12	9
National Median	68.37%	64.4%	66%	67%
No. Institutions	113	98	96	87

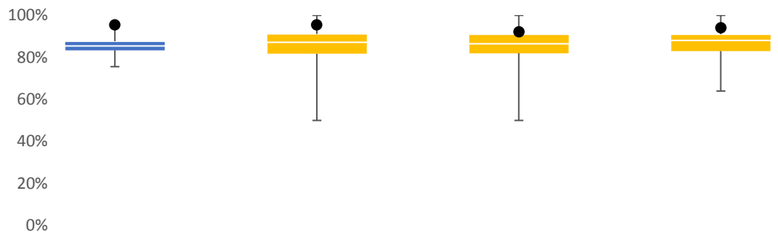
22. I have had the right opportunities to work with other students as part of my course.



	St Andrews 2019	2019	2018	2017
St Andrews Score	88.13%	88.3%	77%	75%
St Andrews Rank	17	18	53	63
National Median	85.93%	80.5%	79%	82%
No. Institutions	113	98	96	87

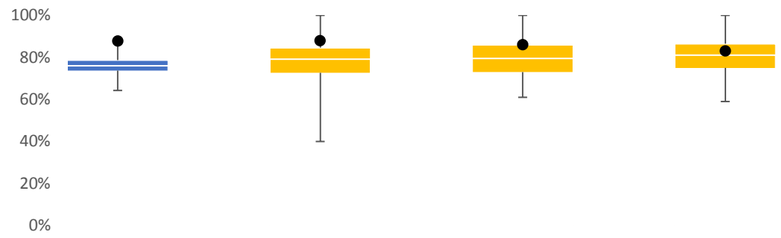
Section 8: Student Voice

23. I have had the right opportunities to provide feedback on my course.



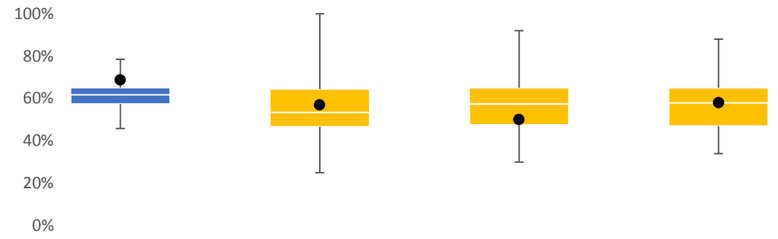
	St Andrews 2019	2019	2018	2017
St Andrews Score	95.31%	95.36%	92%	94%
St Andrews Rank	1	10	19	11
National Median	85.37%	87.15%	87%	88%
No. Institutions	113	98	96	87

24. Staff value students' views and opinions about the course.



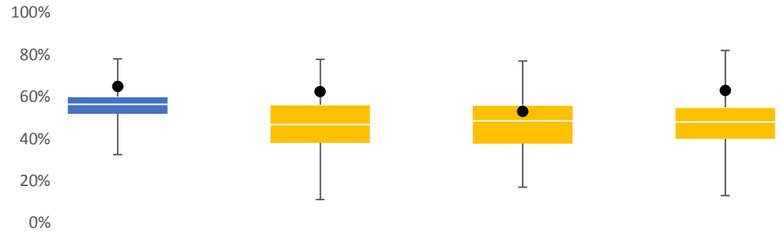
	St Andrews 2019	2019	2018	2017
St Andrews Score	87.71%	87.95%	86%	83%
St Andrews Rank	1	12	22	24
National Median	75.99%	79.08%	80%	81%
No. Institutions	113	98	96	87

25. It is clear how students' feedback on the course has been acted on.



	St Andrews 2019	2019	2018	2017
St Andrews Score	68.78%	56.88%	50%	58%
St Andrews Rank	11	41	64	39
National Median	61.74%	53.38%	58%	58%
No. Institutions	113	98	96	87

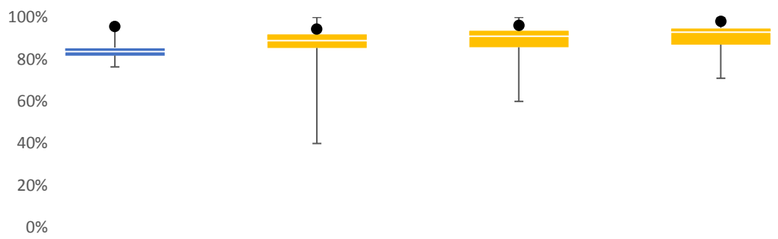
26. The students' union (association or guild) effectively represents students' academic interests.



	St Andrews 2019	2019	2018	2017
St Andrews Score	64.82%	62.44%	53%	63%
St Andrews Rank	10	13	32	9
National Median	56.36%	46.75%	49%	48%
No. Institutions	113	98	96	87

Overall Satisfaction

27. Overall I am satisfied with the quality of my course



	St Andrews 2019	2019	2018	2017
St Andrews Score	95%	94.38%	96%	98%
St Andrews Rank	1	18	9	6
National Median	84%	88.90%	91%	93%
No. Institutions	113	98	96	87

Subject - Level 3	Negative comment	Positive comment
Art History	The only negative within the Art History Department was disruption from the pension's strikes. However, this affected most schools, I was sympathetic to the cause, and the main reason for my disappointment was because my classes were so interesting, I didn't want to miss anything. I like that St. Andrews gives the opportunity to study multiple subjects at Sub Honours, and all of my options definitely enriched my education and supplemented my Art History. However, my praise for the other departments I was part of (Film Studies, Italian, Classical Studies) overall is not as resoundingly positive s Art History.	My ??? supervisor put an incredible amount of time and effort into me and my project. Overall, all of the staff were very generous with their time and seemed genuinely invested in their students' work. The fact that, for the most part, lecturers design and teach their own course at Honours means you get a really personalised and specialised experience, and their passion is evident.
Art History	Management Department is a bit disorganised. The lectures in Management are not engaging, nor do I feel it matches the quality of my other subjects.	Lectures in Art History have been great. I have learned a lot in Art History. The lectures are engaging and interesting. The teaching staff are extremely knowledgeable. Close follow-up from all departments. Easy to get in contact with professors.
Art History	The English Department is confusing, and grade markings seem unclear and random.	Art History is a very well-run and interesting department.
Art History	Some of the teaching staff are condescending through their attitude. They're quite hierarchical with their choice of students by choosing certain students with specific knowledge and making others feel left out.	The challenge of it all has been a fantastic opportunity to learn about myself and the course. The passion of my tutors is inspiring. The intellectual thoughts put across to prepare me for the working world. It's been one of the best experiences of my life.
Art History	Information learnt was not always relevant for real world application. More compulsory contact hours would be much better.	Always felt like I was learning in a positive environment. The staff were almost always happy and willing to help. I felt very much supported by the department throughout my degree.
Art History	Don't always get our grades back on time.	History course, the teachers are up-to-date with relevant info.
Art History	Sometimes, the workload or deadlines can be tough especially if doing 2 modules, they sometimes clash which is stressful. SU supports students socially, not sure re: academically thou.	Loved it the whole time, variety has been great. Recently, I've been supported by the student services well, good and quick at responding. Lots of skills I'll use in the future.
Art History	Not as open to all viewpoints.	The course was challenging and helped me grow as a student academic writing.
Art History		I have absolutely loved my time at the University of St. Andrews. My course has exceeded my expectations time and time again. The staff are so friendly and helpful, the content is interesting and engaging, and I have been constantly challenged to improve my ability to articulate and express my ideas verbally and in a written manner. Having never studied Art History before, I was apprehensive to take the module in my first year but the sub honours years are structured in such a way that you get an overview of the key periods, themes, and artists that have enabled me to succeed at honours level. I could not recommend the University of St. Andrews more highly.
Art History	Due to its size, St. Andrews can often be cliquey. This can lead to social exclusion and an unhealthy intensity of relationships/friendships. Furthermore, St Andrews is not as inclusive as it could be. It has poor diversity and heavily geared towards wealthier students - from high-priced accommodation to expensive events. More should be done to attract BAME students. More could be done to combat sexual and gender-based violence on campus.	St. Andrews is an academically challenging, socially interesting, intellectually stimulating, ancient University. It has provided wonderful opportunities in terms of international networking, societies and academia. Its four years and longer terms, than perhaps Oxford or Cambridge, allow for a calmer pace of academia. And yet, the same quality of degree is provided. Staff members are passionate and involved, as are the students.
Art History	Group work.	The variety of subjects and modules available, fieldwork, experiencing things first hand.

Subject - Level 3	Negative comment	Positive comment
Art History	I am sceptical to the University's apparent ambition to expand beyond what I think is sustainable. In my time here, new accommodation has been built to house more students, which appears to be an inclusive gesture, but the prices are unaffordable to many prospective students. This contributes to reinforce the reputation of the University as elitist. Additionally, the beautiful medieval town the University calls home should not be pushed beyond capacity. The small size of the University attracts many of the students who apply here, and it is unfortunate to change the whole character of the town for the sake of taking on a larger number of paying students.	The course has given me the chance to explore a wide variety of topics associated with my field, and my lecturers and tutors have overwhelmingly been helpful and engaging. For my first two years, I very much appreciated the flexibility that allowed me to get acquainted with different subjects than those I originally applied to study. Without this opportunity, I wouldn't be studying what I do today.
Art History	I have, however, had two less supportive staff members in my time here. The lights in the library are fluorescent and need to be changed. The library is short of study space.	I do Joint Honours. Lecturers on one side have consistently been supportive, and on the other most lecturers have been. I love the range of modules you can choose from and how, no matter your degree, you are trained to have a sharp mind, able to cope under pressure. All staff are very kind, notably librarians. I have loved the opportunity to take Ancillary modules; it changed the course of my degree, and I feel has given me a stronger degree than my peers have from school.
Art History	Feedback can be delayed at times.	The scope of learning and scope of module choices are very good.
Art History	The English Department is confusing, and grade markings seem unclear and random.	Art History is a very well-run and interesting department.
Art History	Had one lecturer who was difficult to follow.	There was a large variety of modules available so students could gain a broad knowledge or specialise in a certain area. The facilities were fantastic, plenty of resources and we were able to have books sent from other libraries. Tutors were easily contactable and always happy to give thorough one-to-one feedback. Feedback was prompt and accompanied with helpful notes. Excellent standard of teaching.
Art History	Receiving help in terms of dealing with mental help issues, the support system within the university is not that great. Student services tend to triage mental health problems with students access to counselling being very difficult.	The ease in which I was able to have one-on-one conversations with professors and possible to seek resources outwith the library e.g., personal book collections. Receiving encouragement for pursuing my own personal research outside of what was required for the course.
Art History	The Students' Union doesn't really feel to be connected with the rest of the university.	The small class sizes have helped to get really in depth with the study.
Art History	In the School of Art History there are some faculty members who minimise or negate entirely the issue of historical context, instead subscribing to formalism and in the process erasing the significance of a given work's production and the artist's thinking/reasoning behind it, the why of how the art came into existence in the first place.	The School of History has been particularly excellent.
Art History	Always administrative aspects. Certain departments need to introduce anonymised deadline submission. A little bit of cultural awareness might be an issue.	I think the new lecturers that they hire teach really well, but I'm not sure as they're new if they're really aware how the system runs, so it kind of affects grading and things.
Art History	I guess there was a bit of a mess with the Honours module choices at the beginning of last year, like nobody knew what course they were enrolled in. It was quite a mess, but I think it got resolved quite fast and eventually, I managed to get into the course that I wanted, so I'm satisfied. The excessive amount of group presentations in the mandatory modules is a bit much - never liked that aspect of the tutorials. I didn't find as I've learnt anything more than by just doing the readings as per usual.	The professors (at least the ones I had) in the School of Art History are fantastic. I've always received support, advice and help from them, some of them challenged me to overcome my own boundaries because they believed I could do better than most. The course is fun although very hard, but it's all worth it at the end, I feel like I am a well-rounded person capable of critical thinking and analysis, observant of details and able to work under a lot of pressure. I will miss the staff for sure.
Art History	Management Department is a bit disorganised. The lectures in Management are not engaging, nor do I feel it matches the quality of my other subjects.	Lectures in Art History have been great. I have learned a lot in Art History. The lectures are engaging and interesting. The teaching staff are extremely knowledgeable. Close follow-up from all departments. Easy to get in contact with professors.
Art History		Being in close contact with the professors is great. Small group sizes/classes.

Subject - Level 3	Negative comment	Positive comment
Art History		The staff in the Art History Department are the most welcoming I have encountered at the University. They provide endless academic support.

Postgraduate Taught Student Experience Survey 2019 - Taught Element

School of Art History

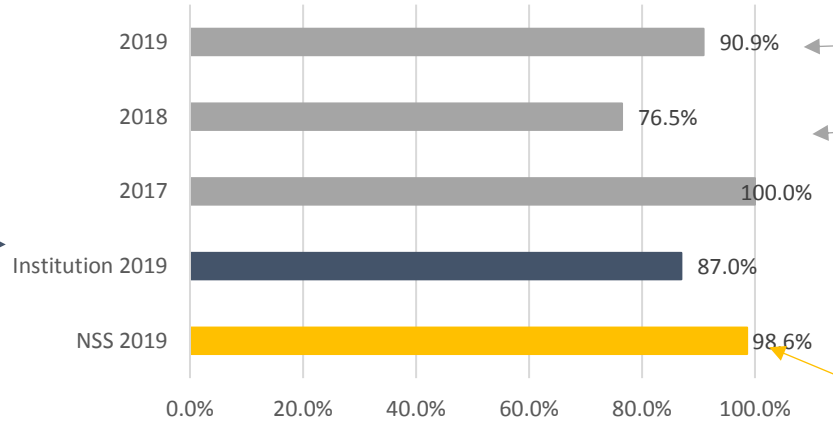
The 2019 Postgraduate Taught Satisfaction survey on the taught element of the programme was run between May 24, 2019 and June 19, 2019. This data pack contains the responses to that survey, alongside benchmarking against the previous years data, and the 2019 National Student Survey (NSS) results.

At School level National Student Survey results reflect those of all subject groups within the Academic School

Total Number of Respondents: 11 **Response Rate:** 23.9% (11 of 46)

Below is a summary of how to read the charts in this datapack

Question text → 1.1. Staff are good at explaining things



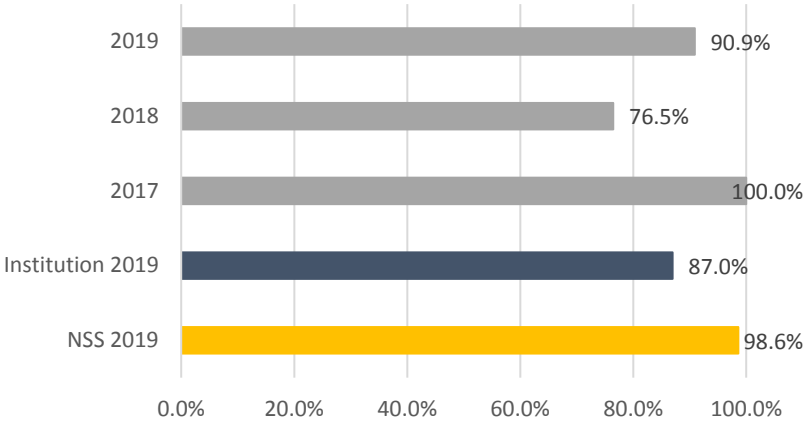
% of responses across the University who selected "Mostly Agree" or "Definitely Agree" for this question.

% of responses in your School who selected "Mostly Agree" or "Definitely Agree" for this question, alongside previous years results.

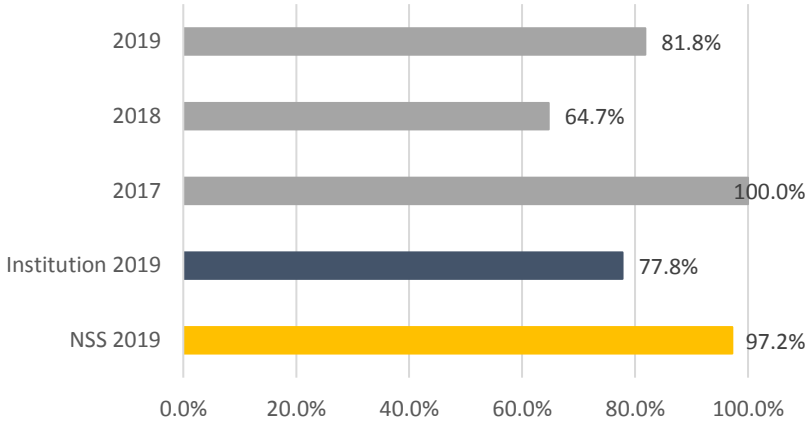
% of responses in your School who selected "Mostly Agree" or "Definitely Agree" for this question in NSS 2019. The NSS is a survey of final year UG students.

1. Learning and Teaching

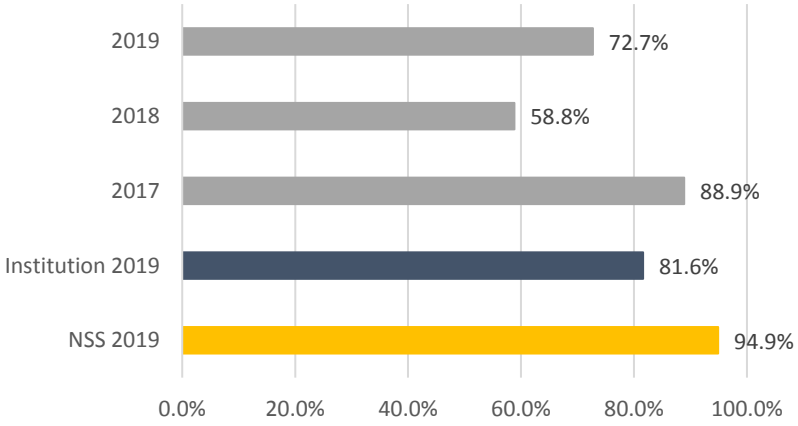
1.1. Staff are good at explaining things



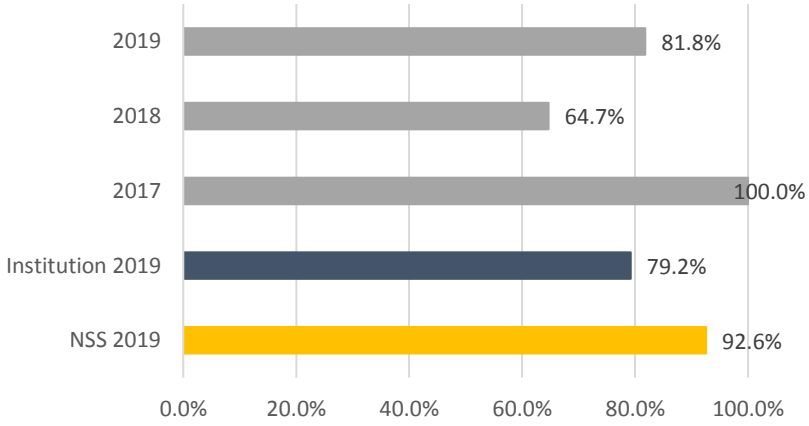
1.2. Staff have made the subject interesting



1.3. The course is intellectually stimulating

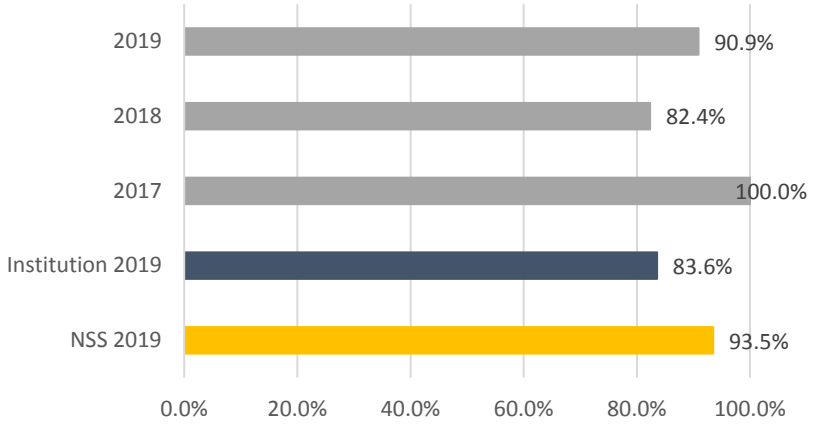


1.4. My course has challenged me to achieve my best work

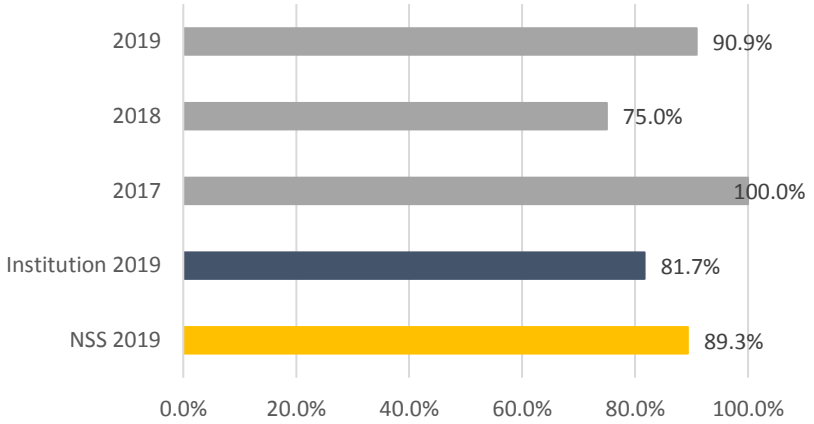


2. Learning Opportunities

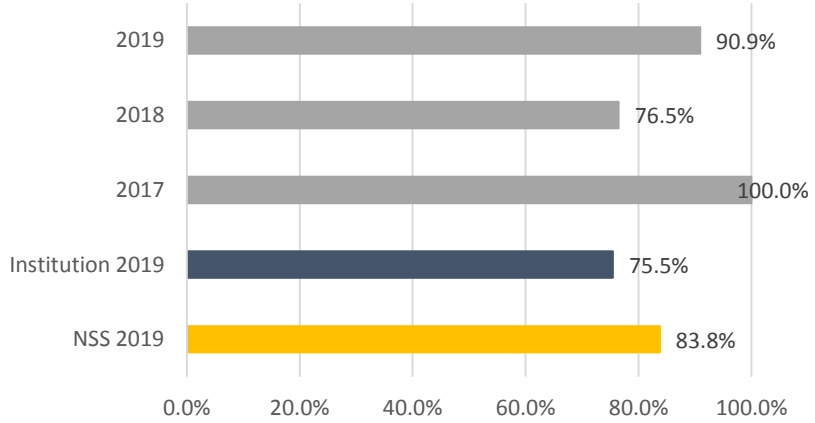
2.1. My course has provided me with opportunities to explore ideas or concepts in depth



2.2. My course has provided me with opportunities to bring information and ideas together from different topics

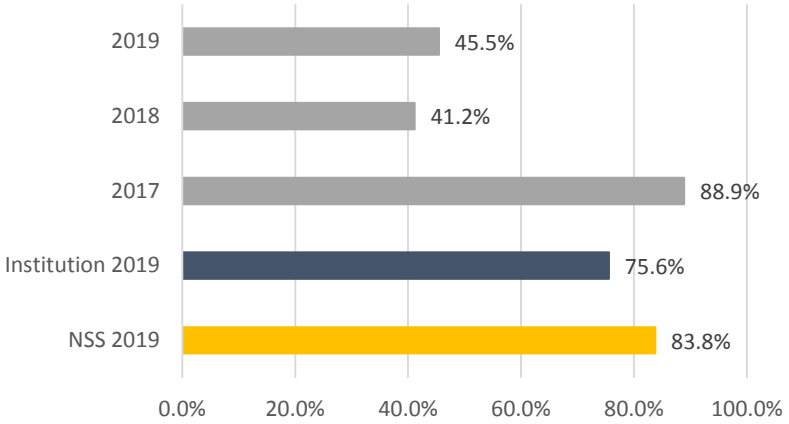


2.3. My course has provided me with opportunities to apply what I have learnt

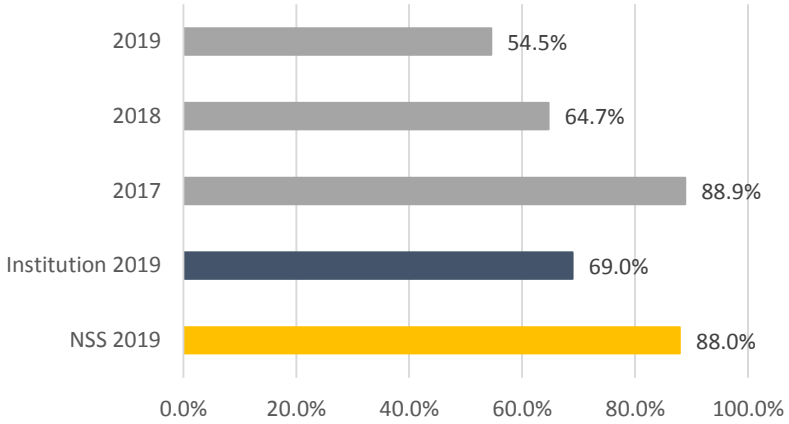


3. Assessment and Feedback

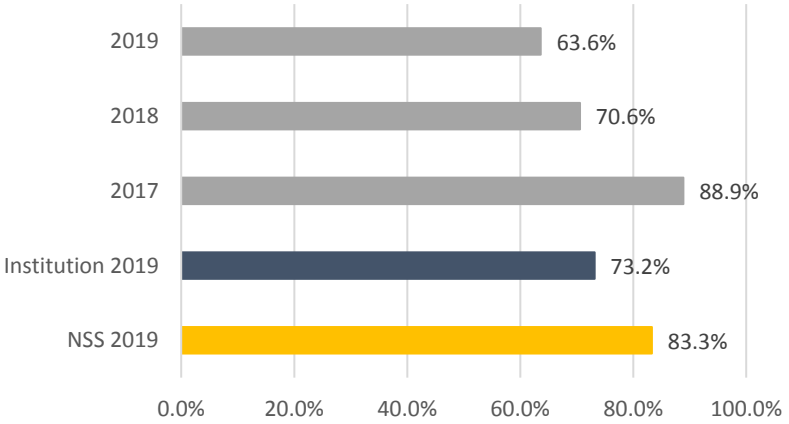
3.1. The criteria used in marking have been clear in advance



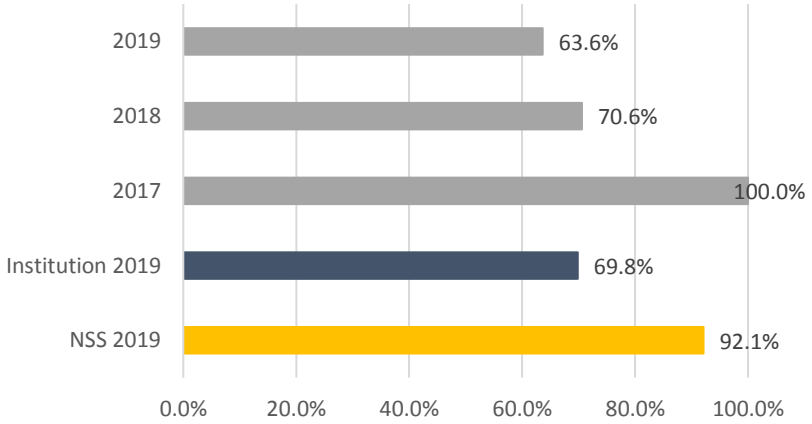
3.2. Marking and assessment has been fair



3.3. Feedback on my work has been timely

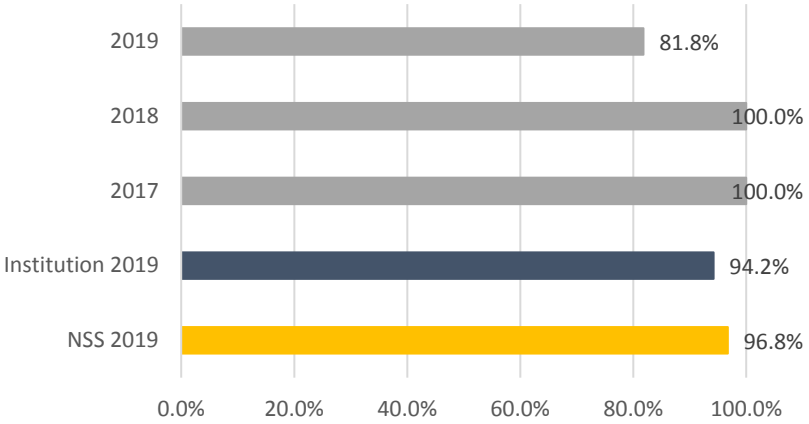


3.4. I have received helpful comments on my work

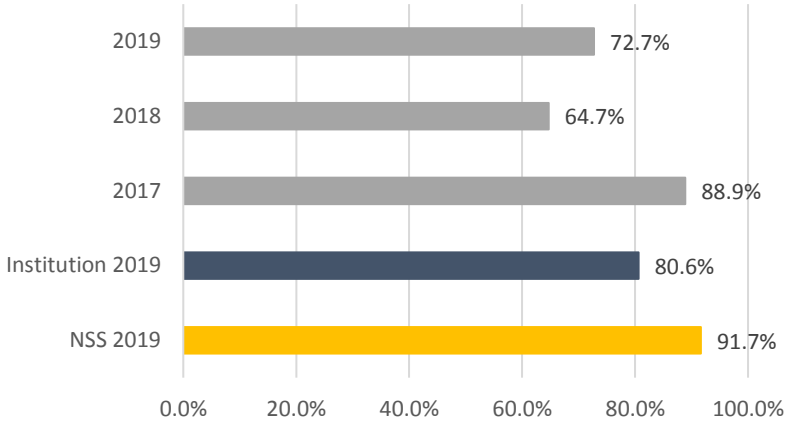


4. Academic Support

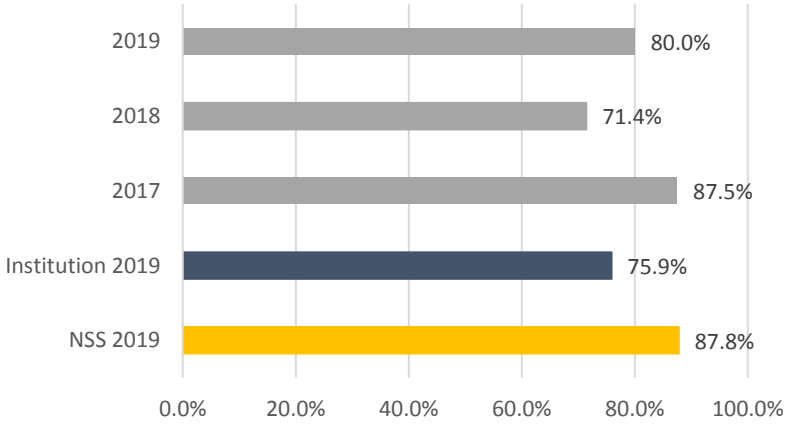
4.1. I have been able to contact staff when I needed to



4.2. I have received sufficient advice and guidance in relation to my course

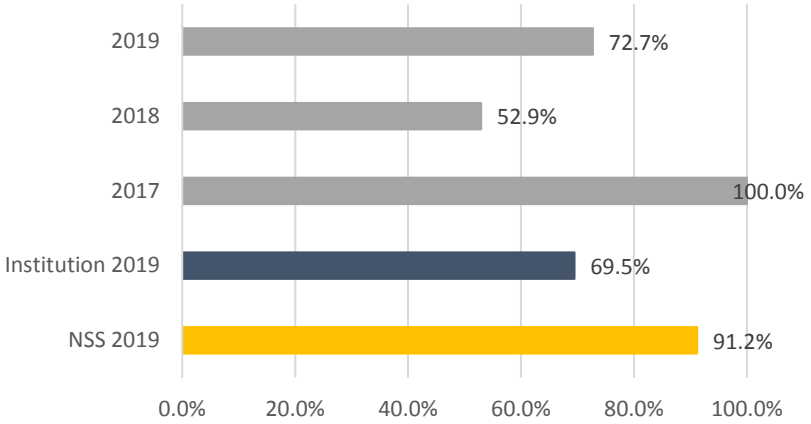


4.3. Good advice was available when I needed to make study choices on my course

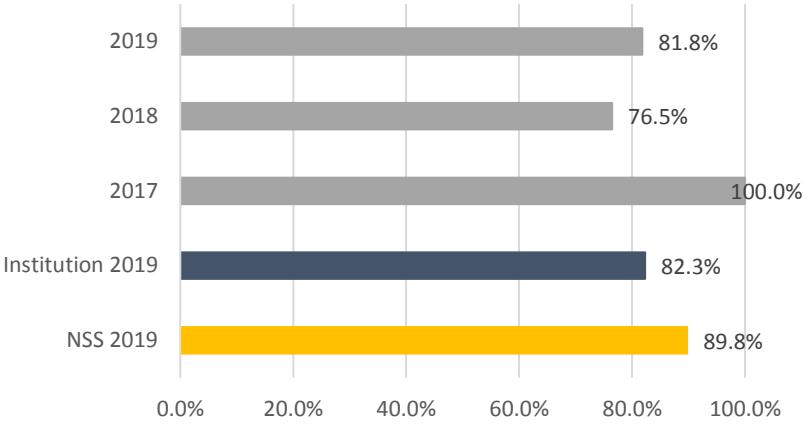


5. Organisation and Management

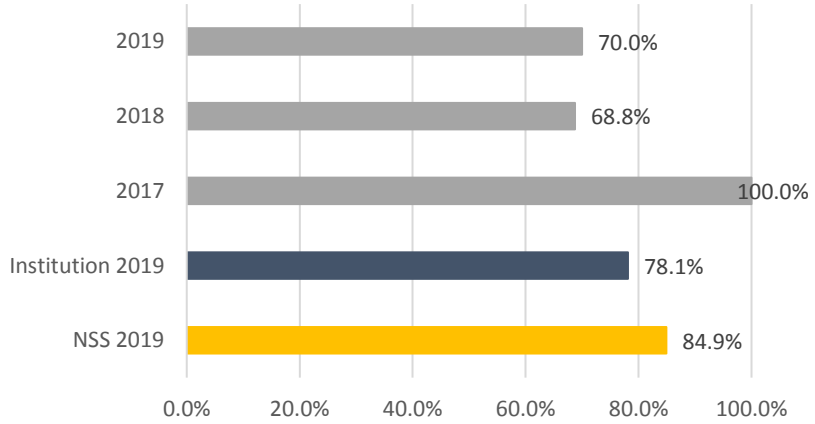
5.1. The course is well organised and running smoothly



5.2. The timetable works efficiently for me

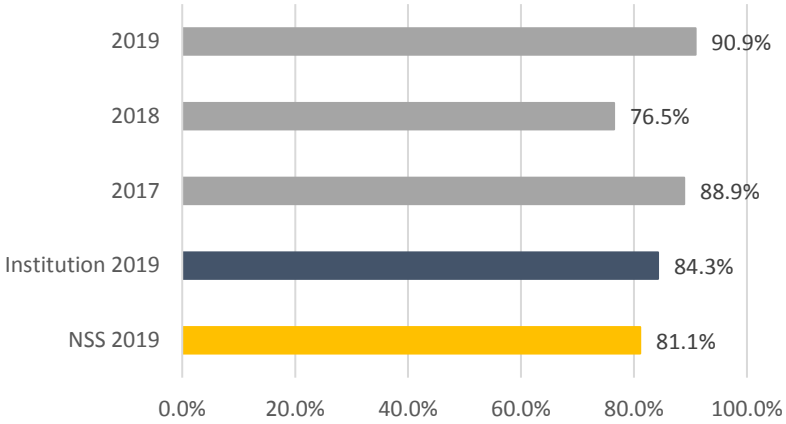


5.3. Any changes in the course or teaching have been communicated effectively

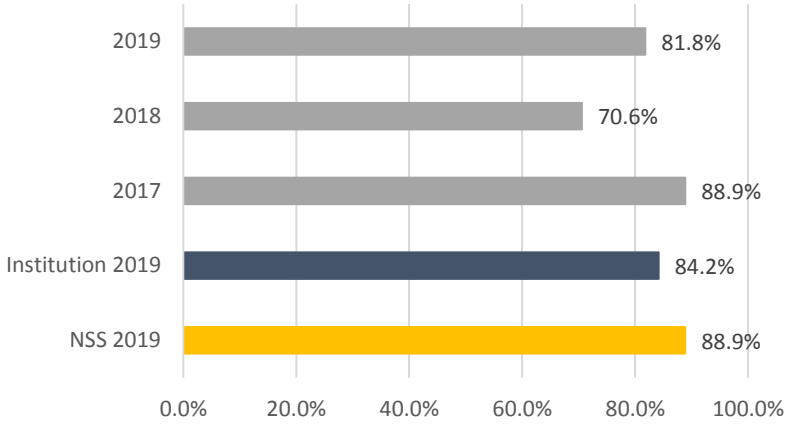


6. Learning Resources

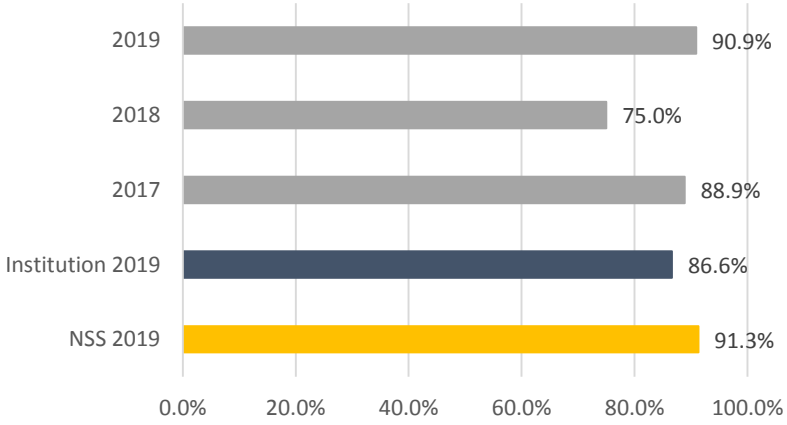
6.1. The IT resources and facilities provided have supported my learning well



6.2. The library resources (e.g. books, online services and learning spaces) have supported my learning well

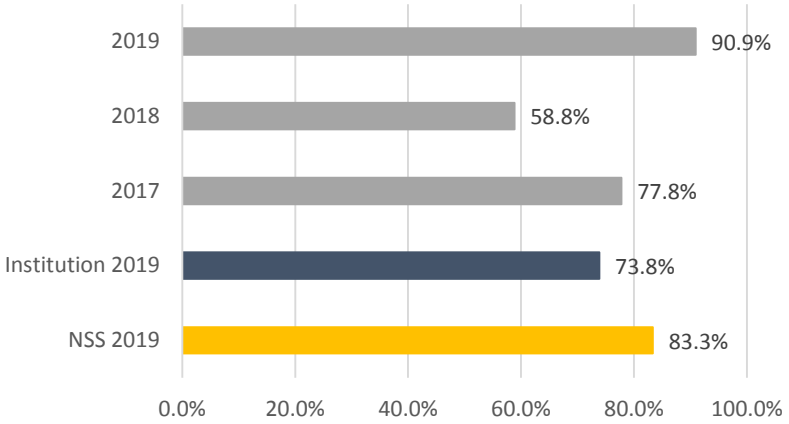


6.3. I have been able to access course - specific resources (e.g. equipment, facilities, software, collections) when I needed to

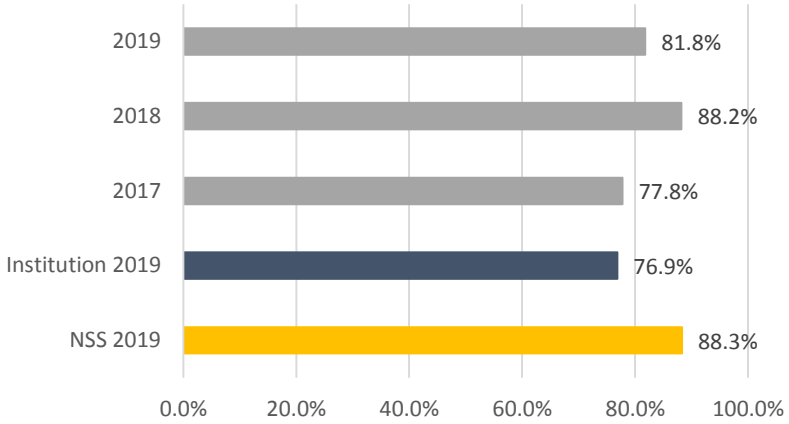


7. Learning Community & 8. Student Voice

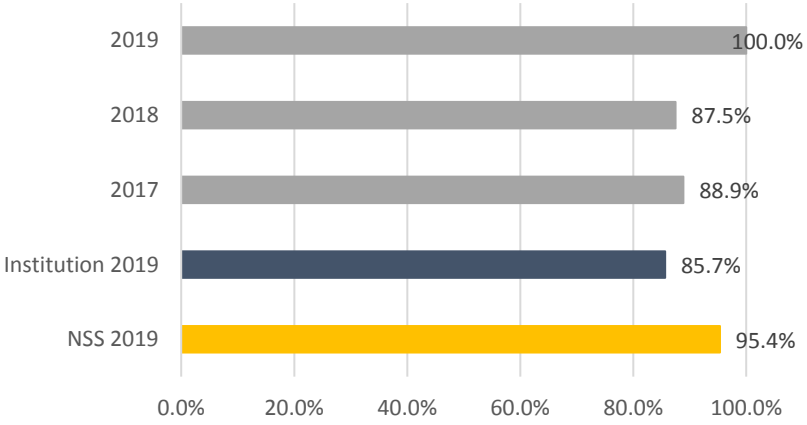
7.1. I feel part of a community of staff and students



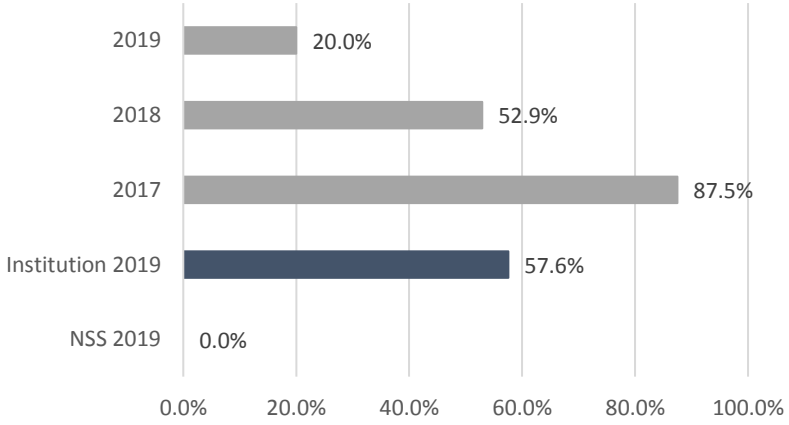
7.2. I have had the right opportunities to work with other students as part of my course



8.1. I have had the right opportunities to provide feedback on my course

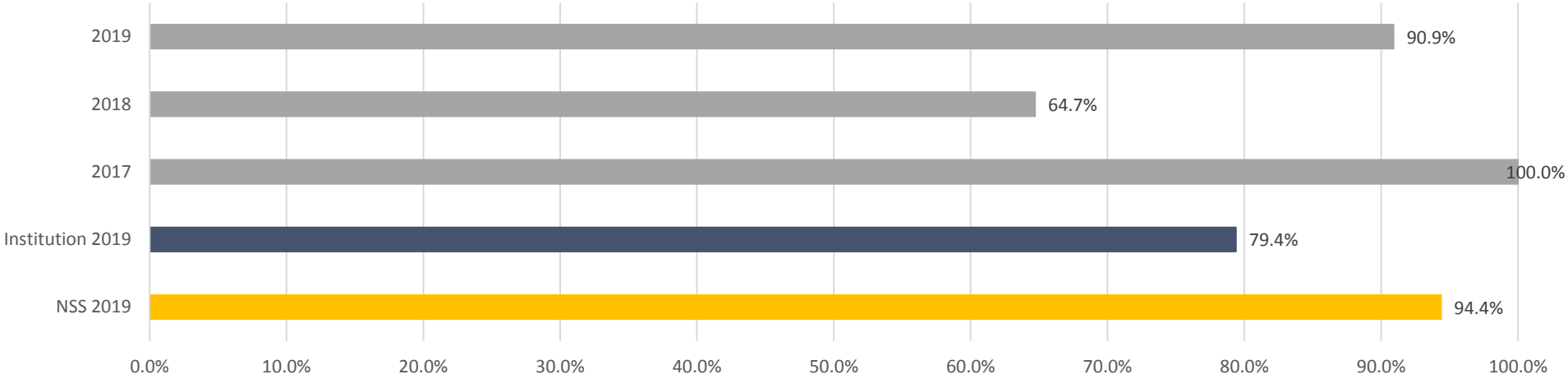


8.2. The students' association effectively represents students' academic interests

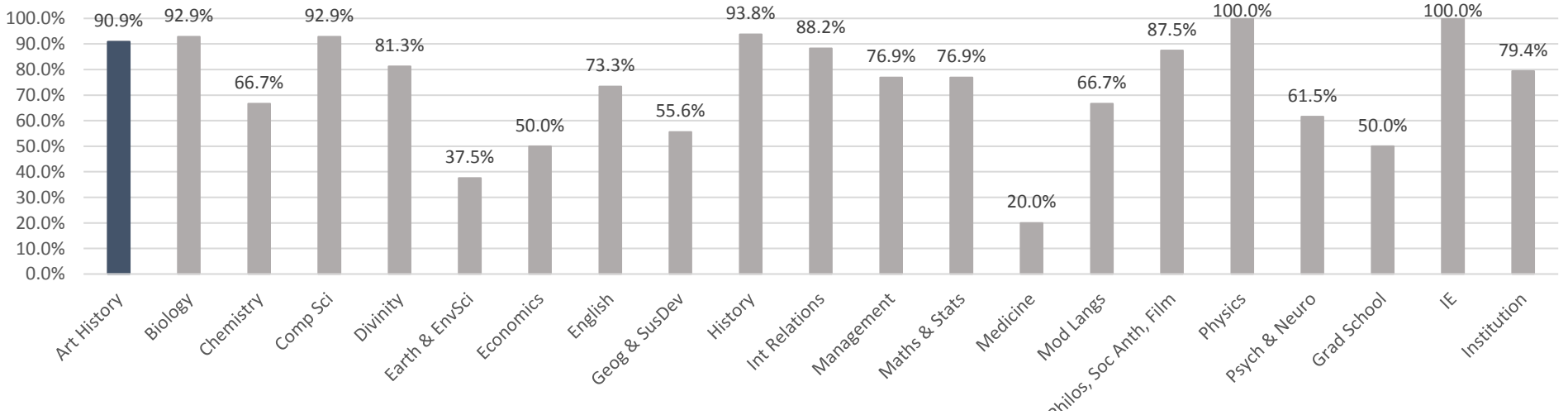


9. Overall Satisfaction

9.1. Overall, I am satisfied with the quality of the course

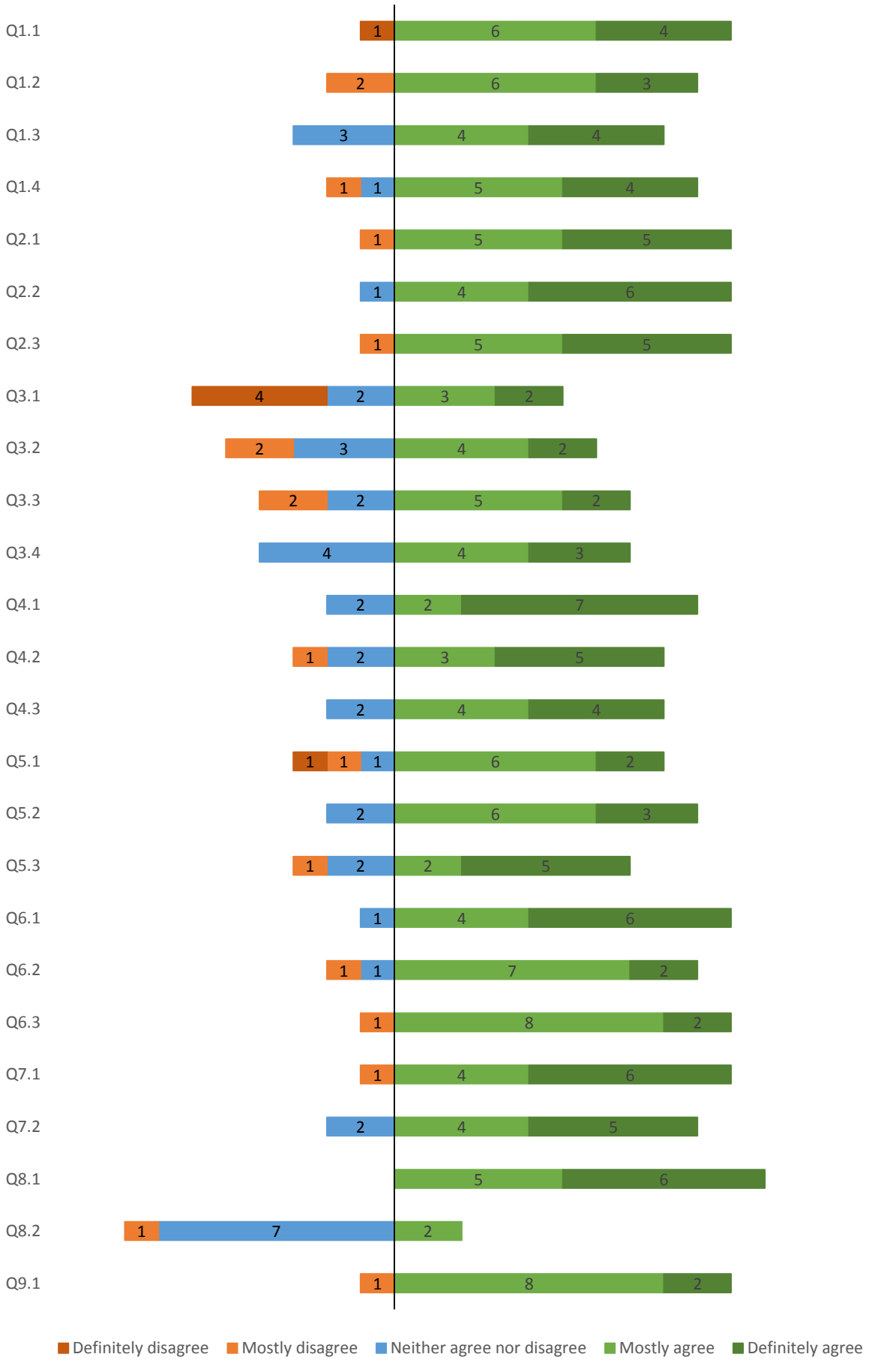


2019 Overall PGT satisfaction compared with the rest of the institution



Summary of Responses to Each Question

Number of Responses to the 2019 PGT Survey - Taught Element



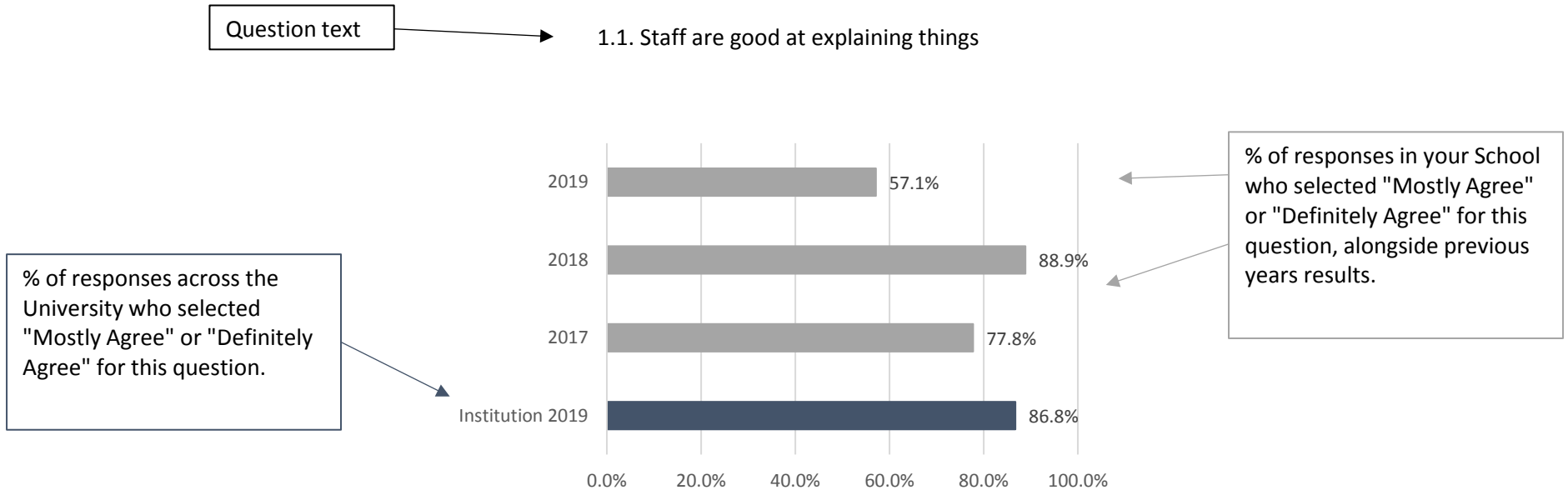
Postgraduate Taught Student Experience Survey 2019 - Dissertation Element

School of Art History

The 2019 Postgraduate Taught Satisfaction survey on the dissertation element of the programme was run between August 12, 2019 and August 23, 2019. This data pack contains the responses to that survey for your School, alongside benchmarking against the previous years data, and the 2019 results for the institution overall.

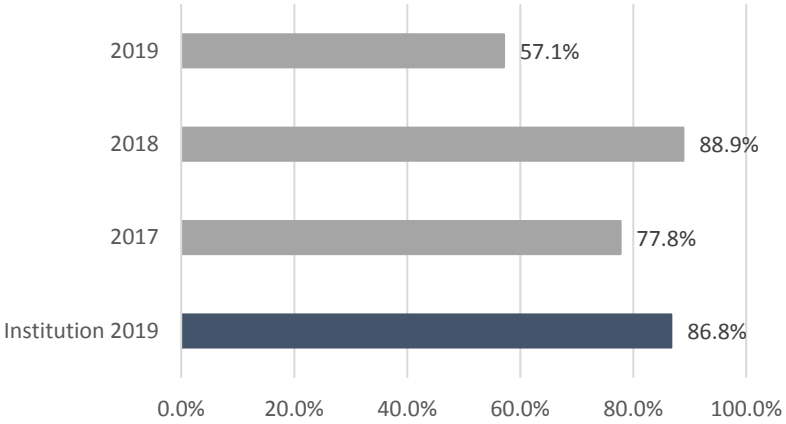
Total Number of Respondents: 7 **Response Rate:** 18.9% (7 of 37)

Below is a summary of how to read the charts in this data pack

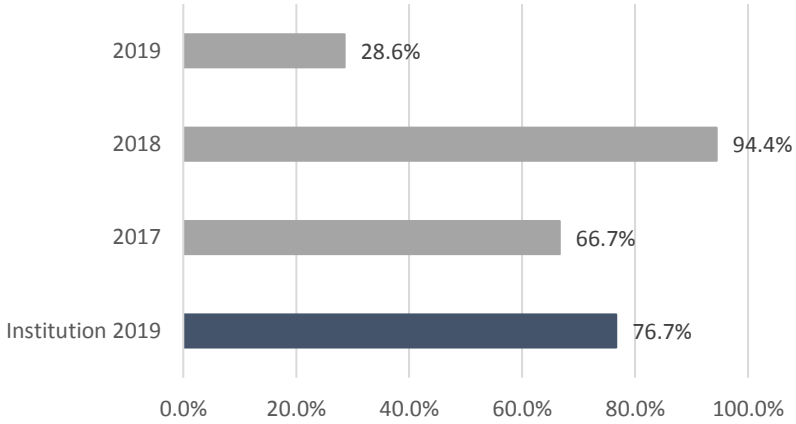


Questions 1.1 to 1.4

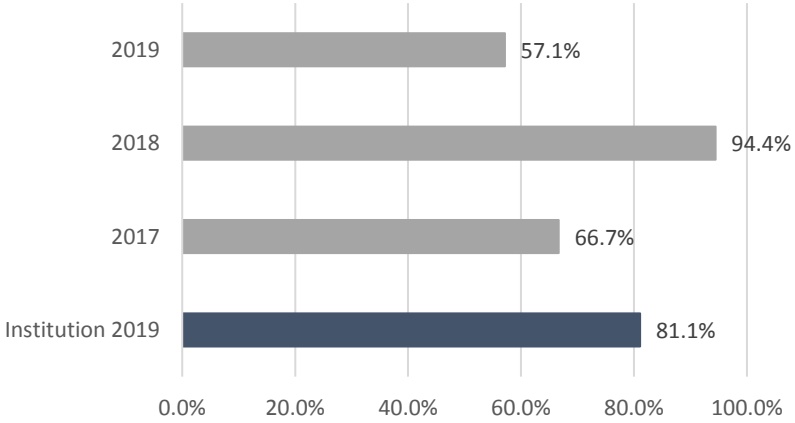
1.1. I understood the required academic standards for my research project/ dissertation



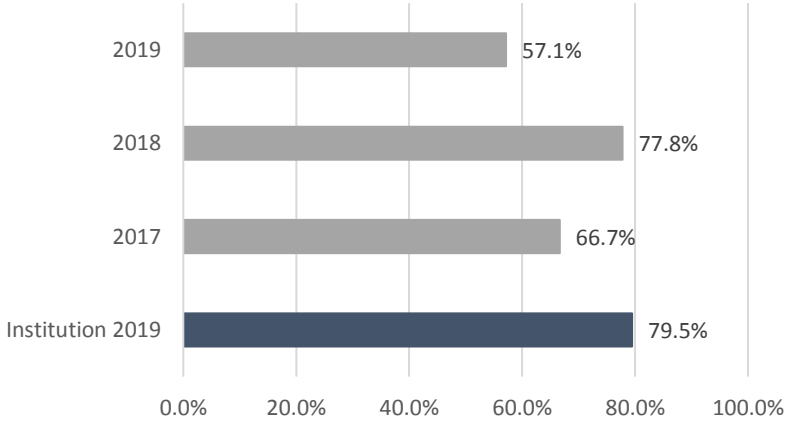
1.2. I was given adequate supervision during my research project/dissertation



1.3. I received prompt feedback during my research project/dissertation

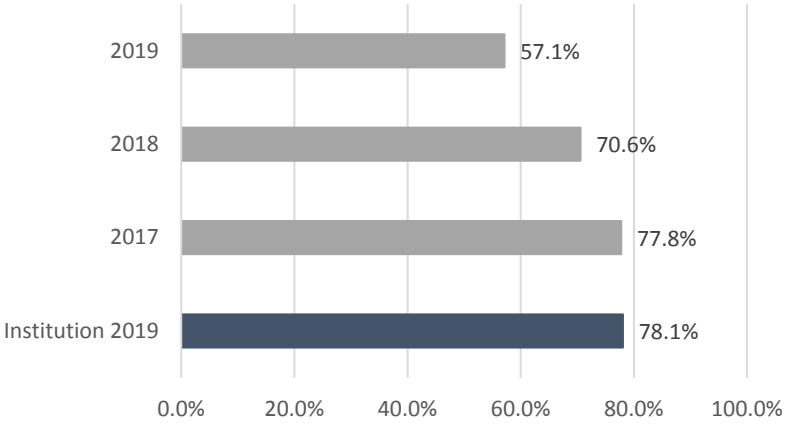


1.4. I received helpful feedback during my research project/dissertation

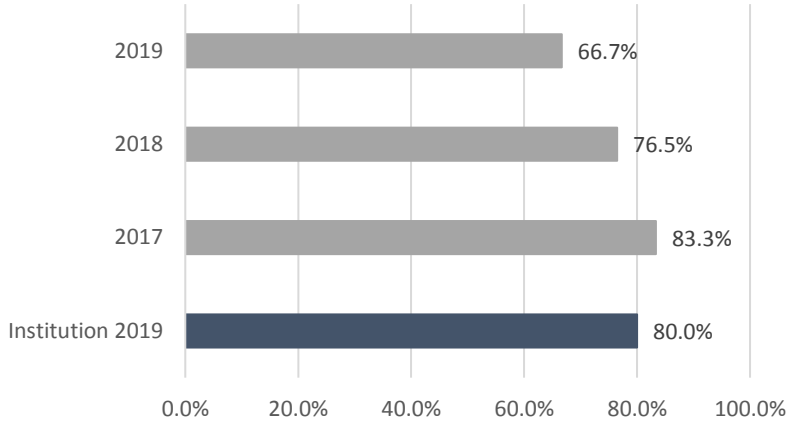


Questions 1.5 to 1.7

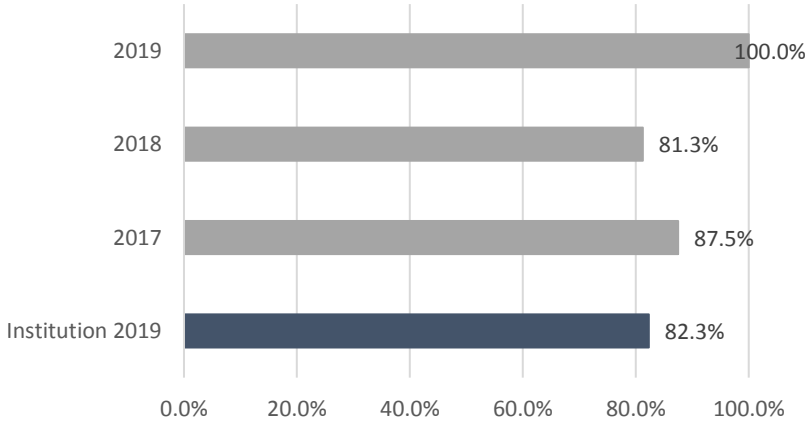
1.5. The library resources (including books, journal and online materials) satisfied the requirements for my research



1.6. The library services (such as inter library loan or the Liaison Librarians) satisfied the requirements for my research

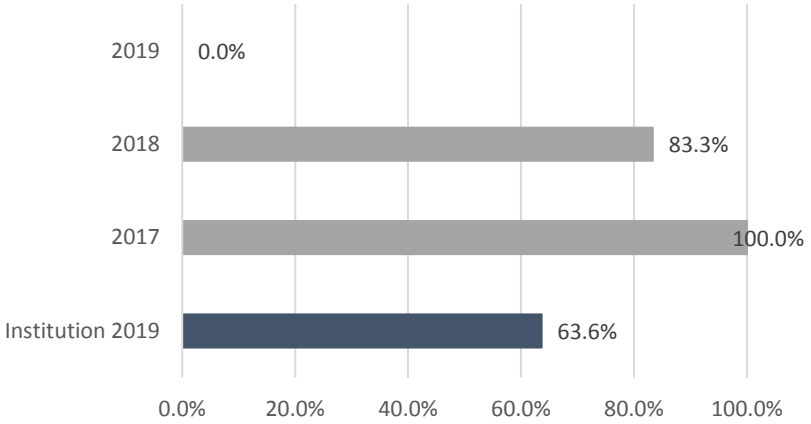


1.7. The IT facilities met the requirements for my research

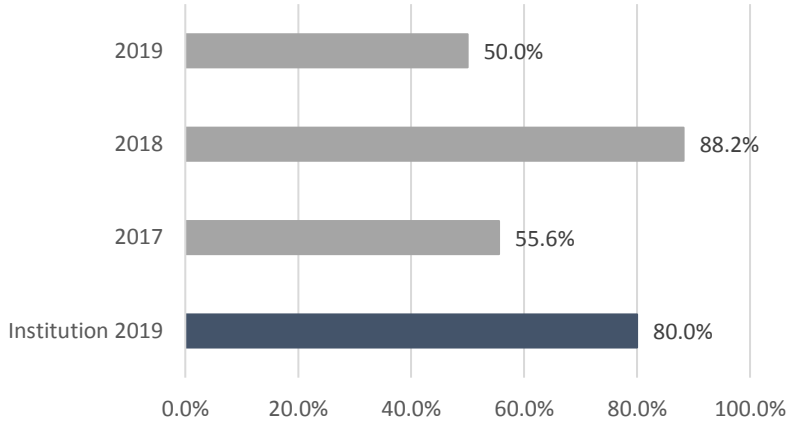


Questions 1.8 to 1.10

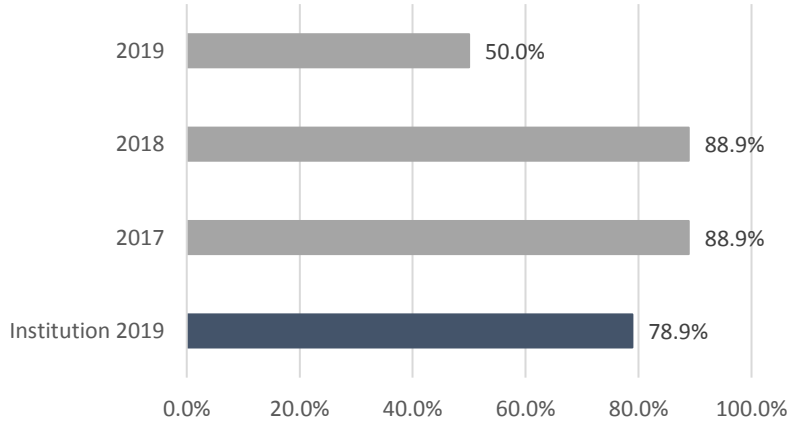
1.8. If applicable, the laboratory facilities met the requirements for my research



1.9. The research dissertation enabled me to develop problem solving skills

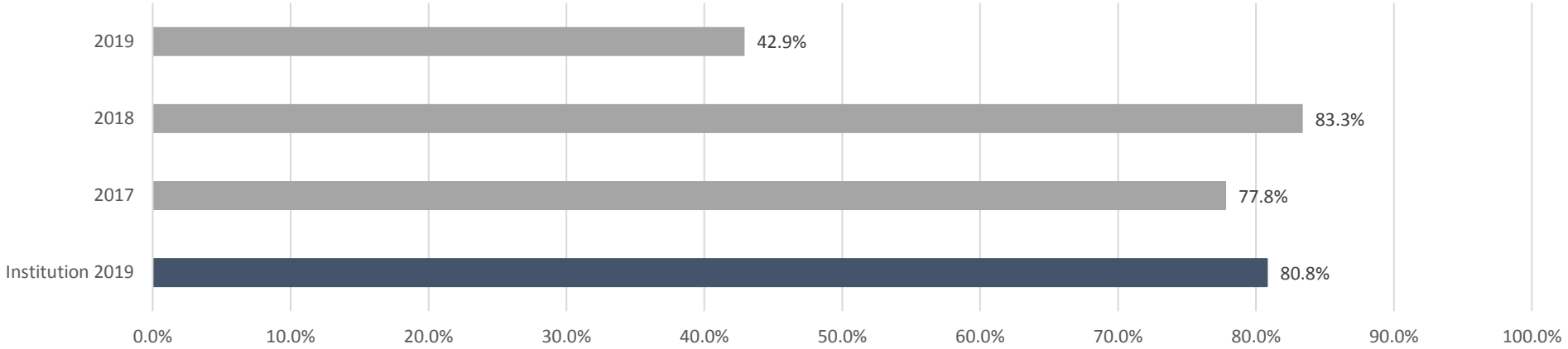


1.10. During the course, I acquired research skills

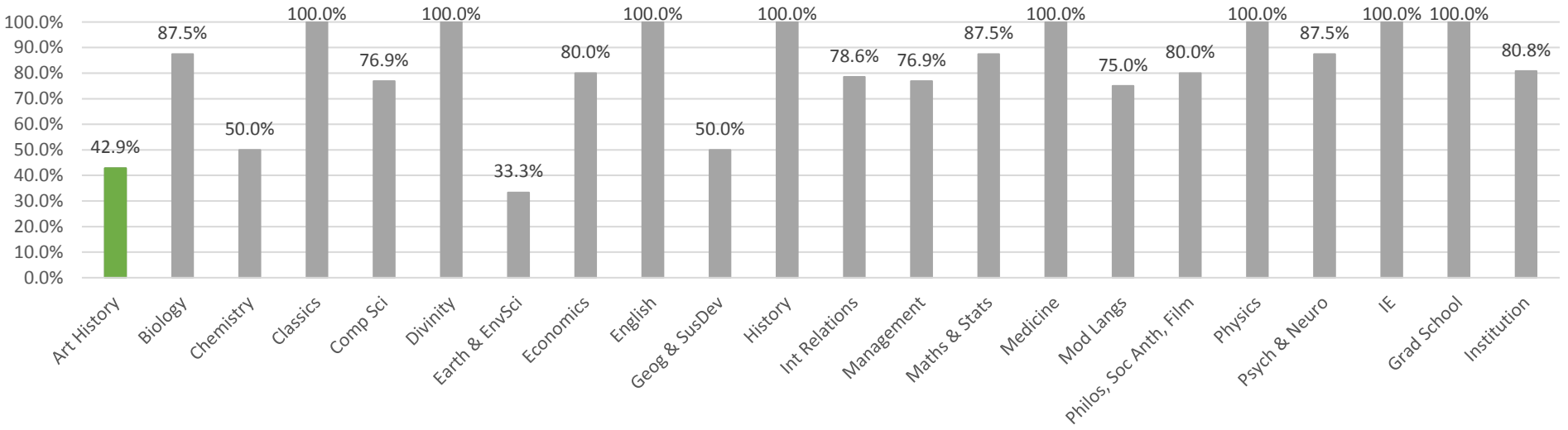


Overall Satisfaction

1.11. Overall, I was satisfied with the quality of the research project/ dissertation component of this course

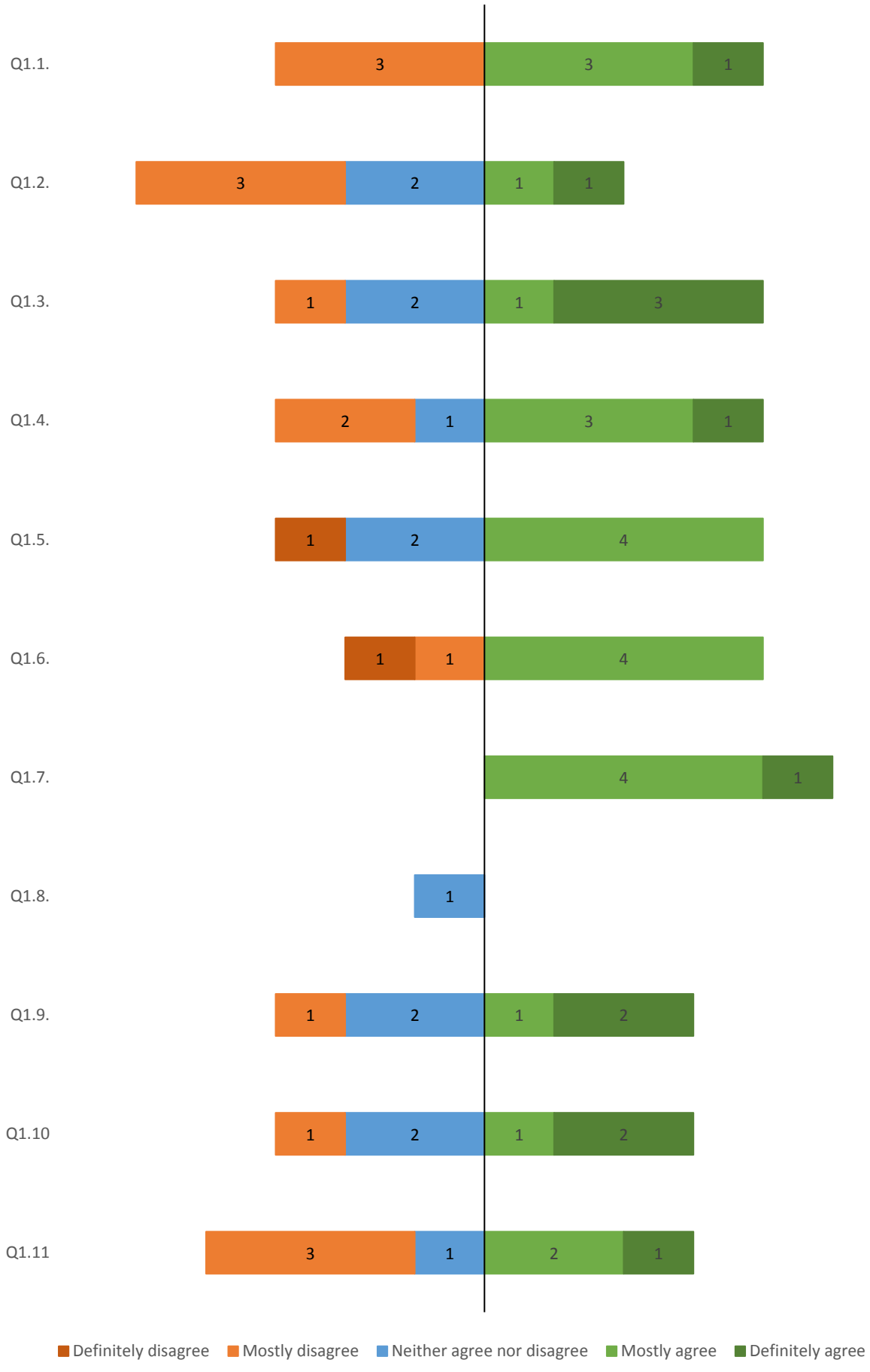


2019 Overall PGT satisfaction compared with the rest of the institution



Summary of Responses to Each Question

Number of Responses to the 2019 PGT Survey - Dissertation Element



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Postgraduate Research Students Satisfaction Survey 2019

A summary of the responses – School of Art History

Unit: Planning

Postgraduate Research Students Satisfaction Survey 2019

A summary of the responses – School of Art History

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Introduction

This data pack presents the School of Art History level results of the Postgraduate Research Student Satisfaction Survey 2019. The survey was made up of 31 questions and ran between 29 April and 17 May 2019.

The response rate to the survey was 31.6%. In total 6 students responded out of a possible population of 19.

The free text questions were omitted from this data pack and will be provided in a separate pack. Questions 1 and 2 were omitted as they don't directly relate to student satisfaction.

Presentation

In order to give an overview of each question as concisely as possible the results are presented in a series of bar charts. The Likert scale questions are presented as stacked bar charts, illustrating the percentage of students that responded, "Definitely Disagree" through to "Definitely Agree". The remainder of the questions are presented as clustered bar charts, illustrating the percentage of students that responded with the given options. Annotated examples of the charts are given on the following pages.

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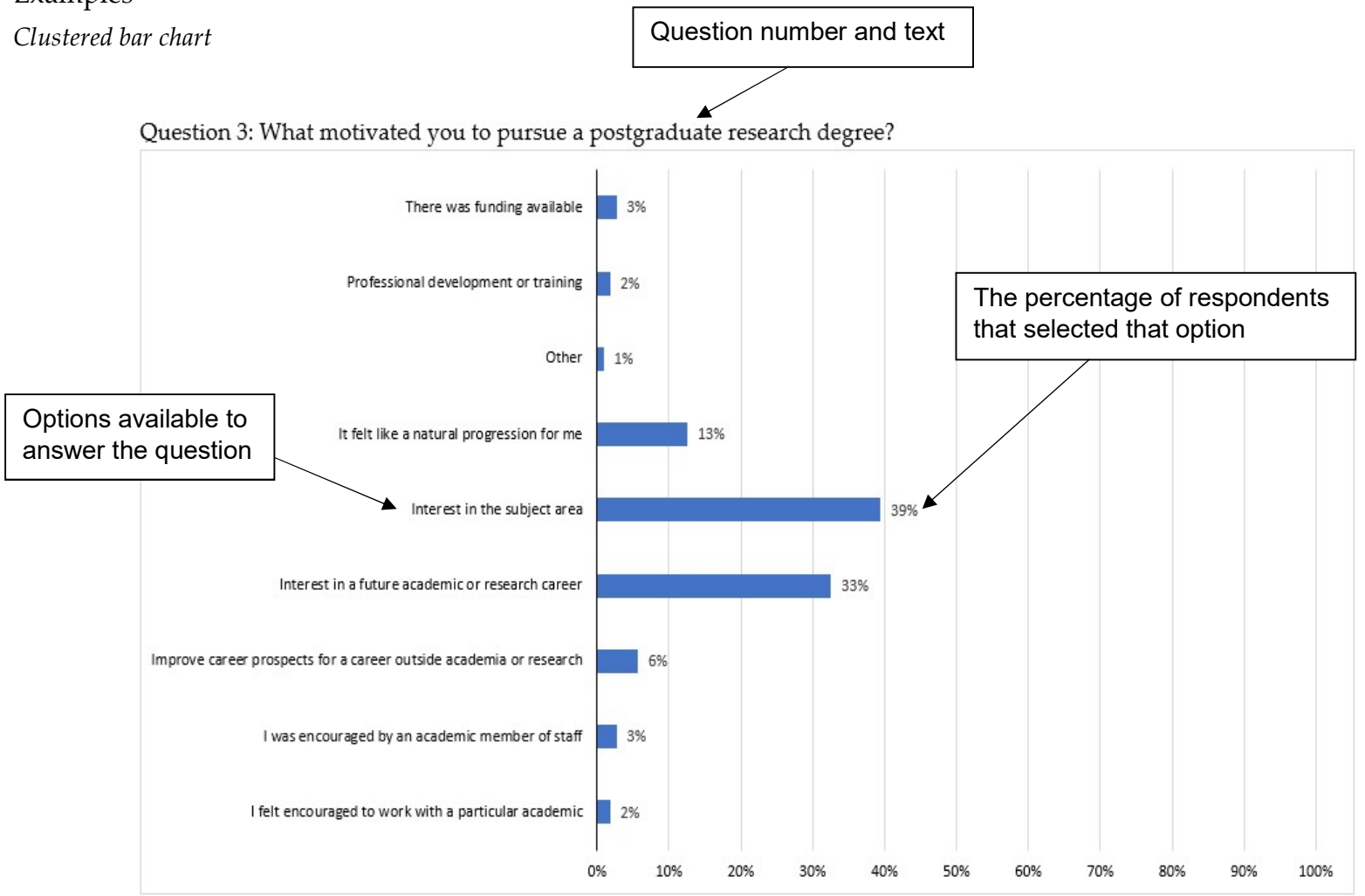
Examples

Clustered bar chart



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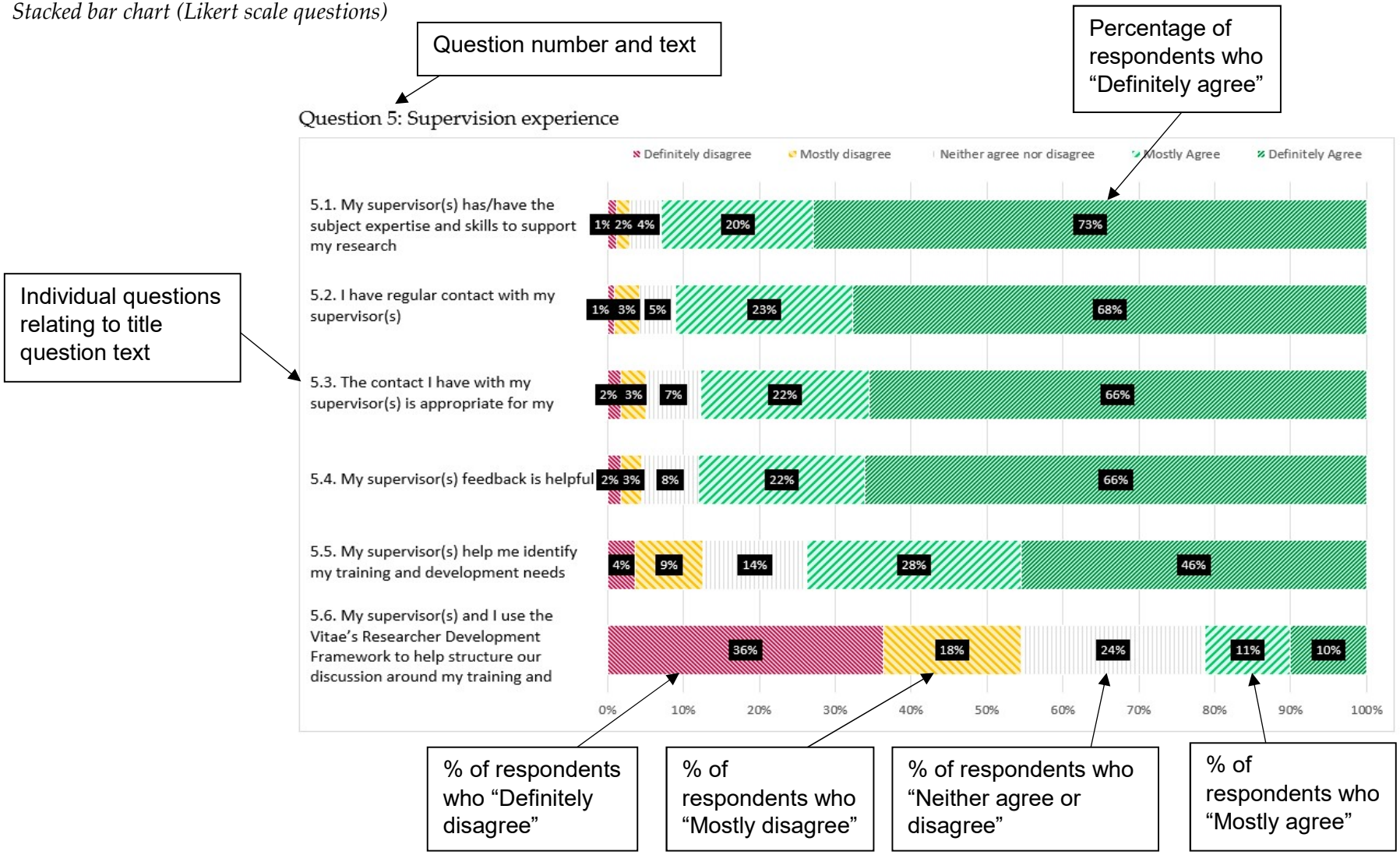
Stacked bar chart (Likert scale questions)



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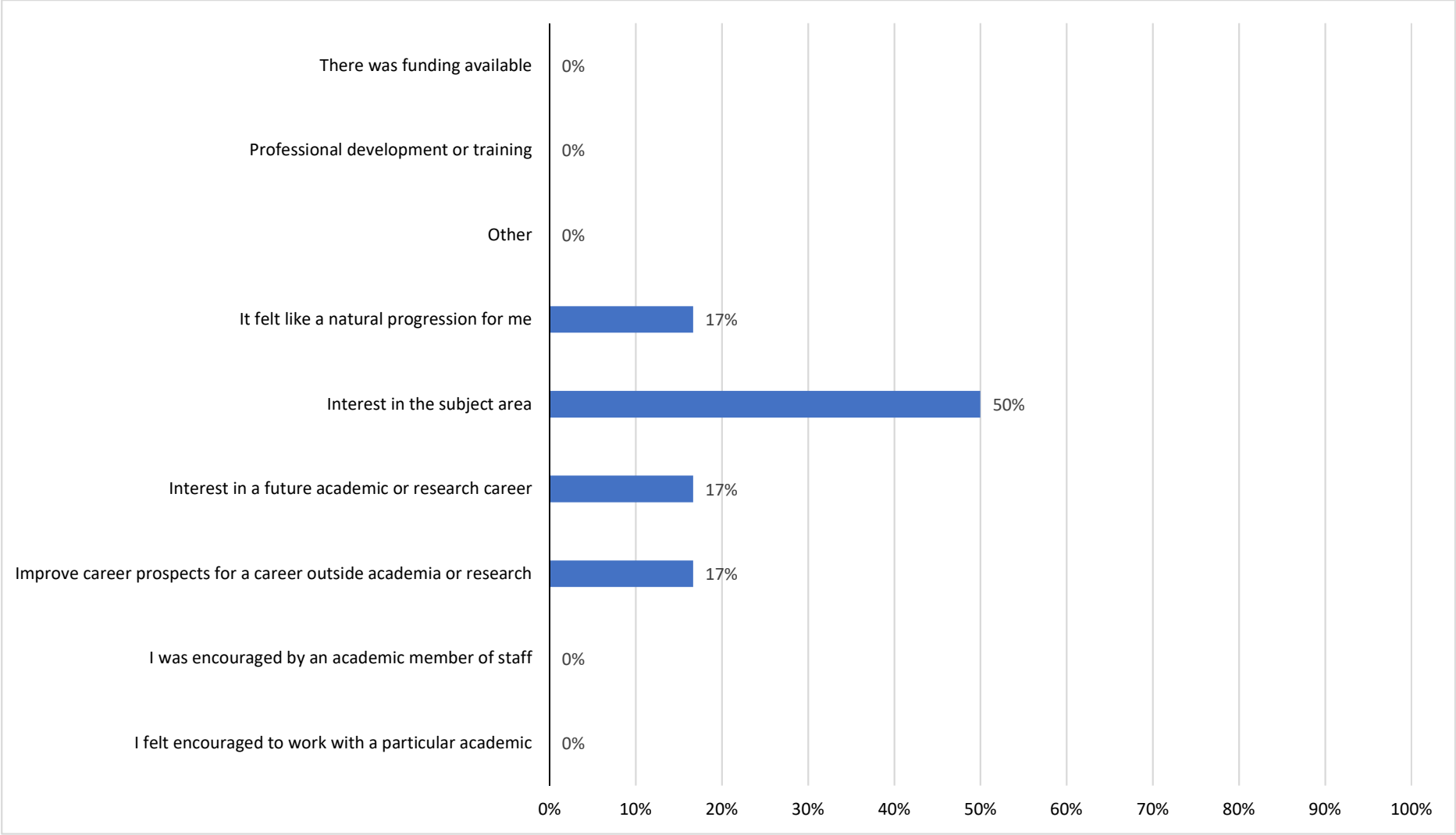
Question 3: What motivated you to pursue a postgraduate research degree?



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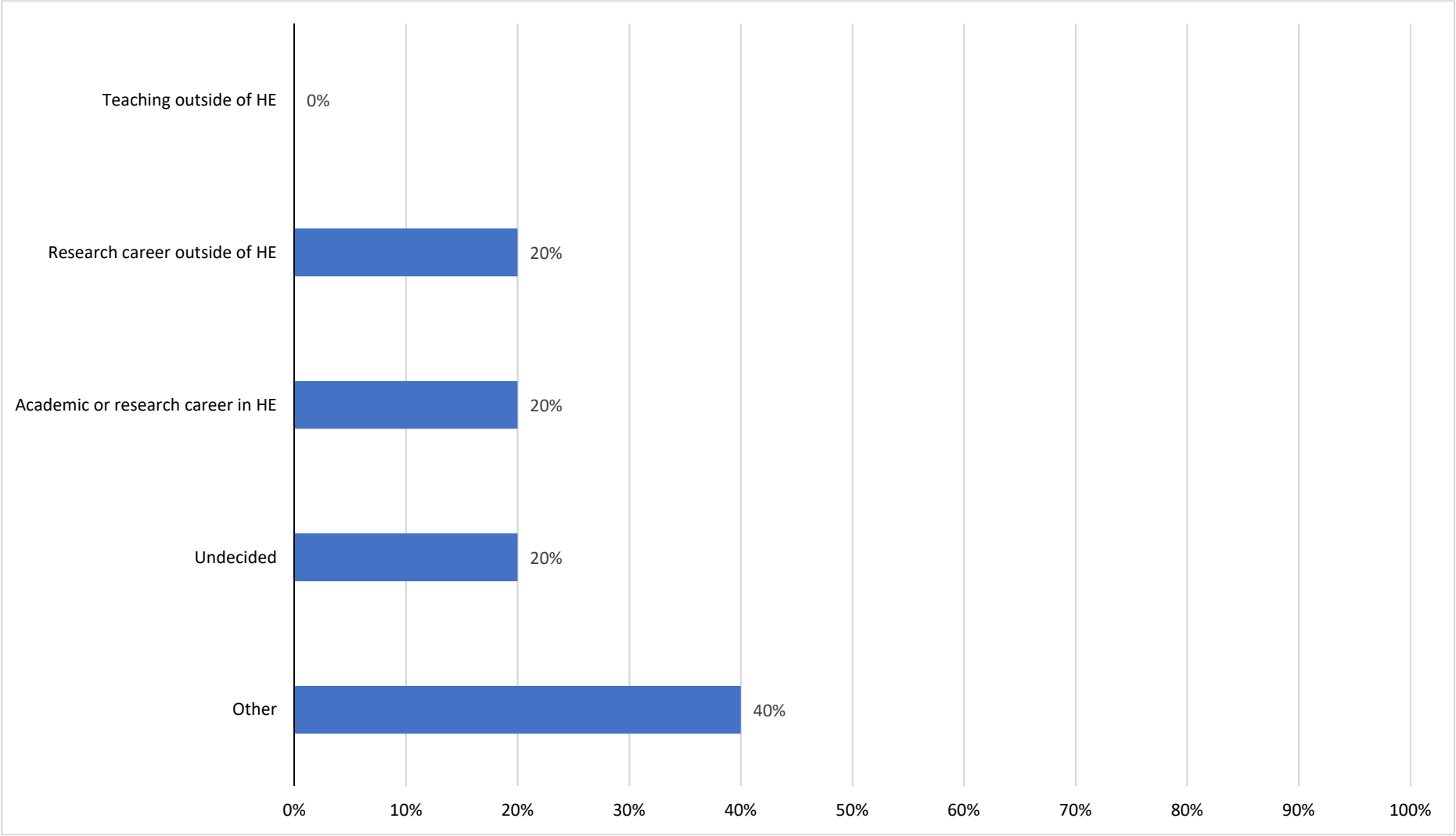
Question 4: After you complete your degree, what type of career are you considering?



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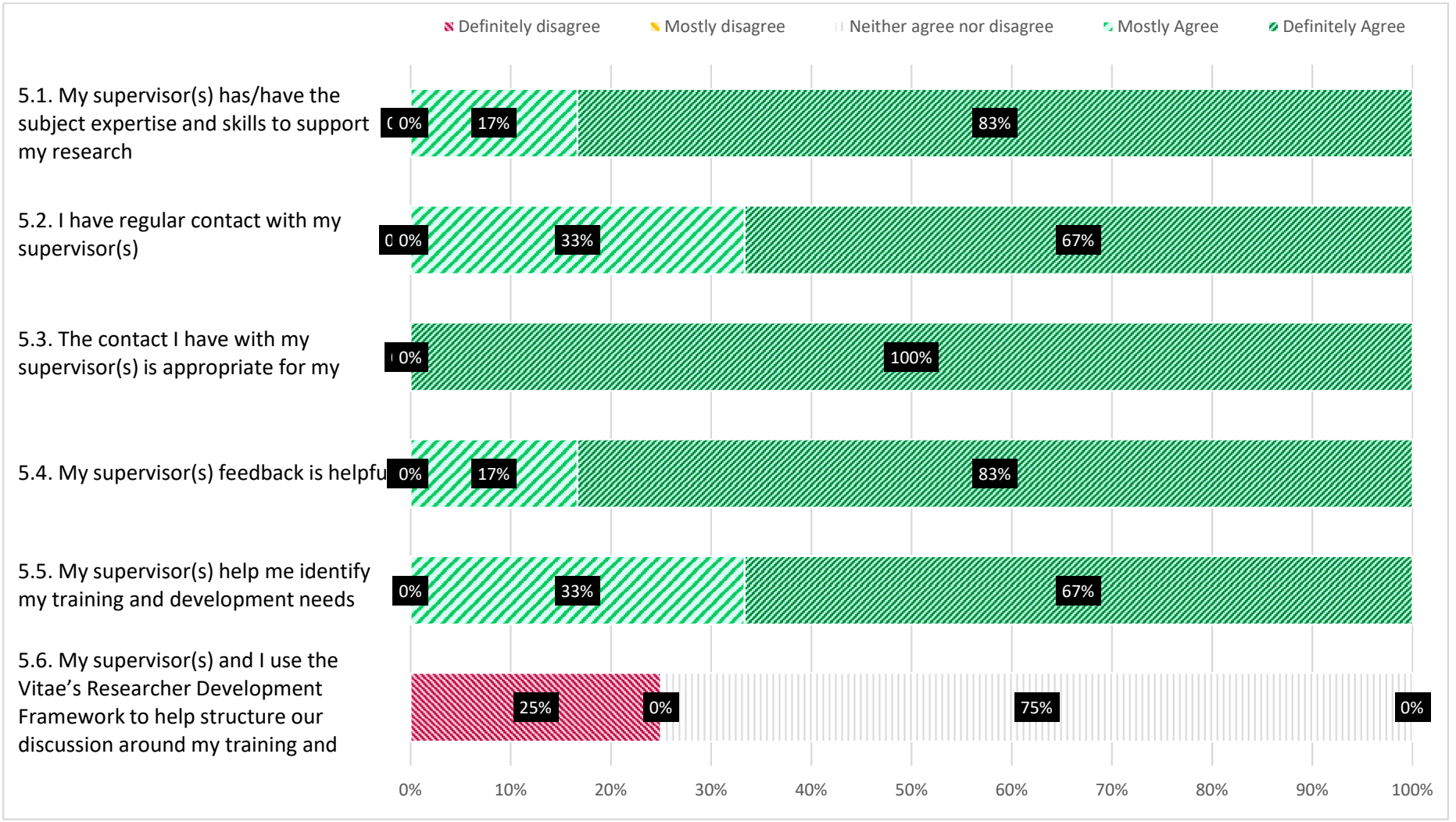
Question 5: Supervision experience



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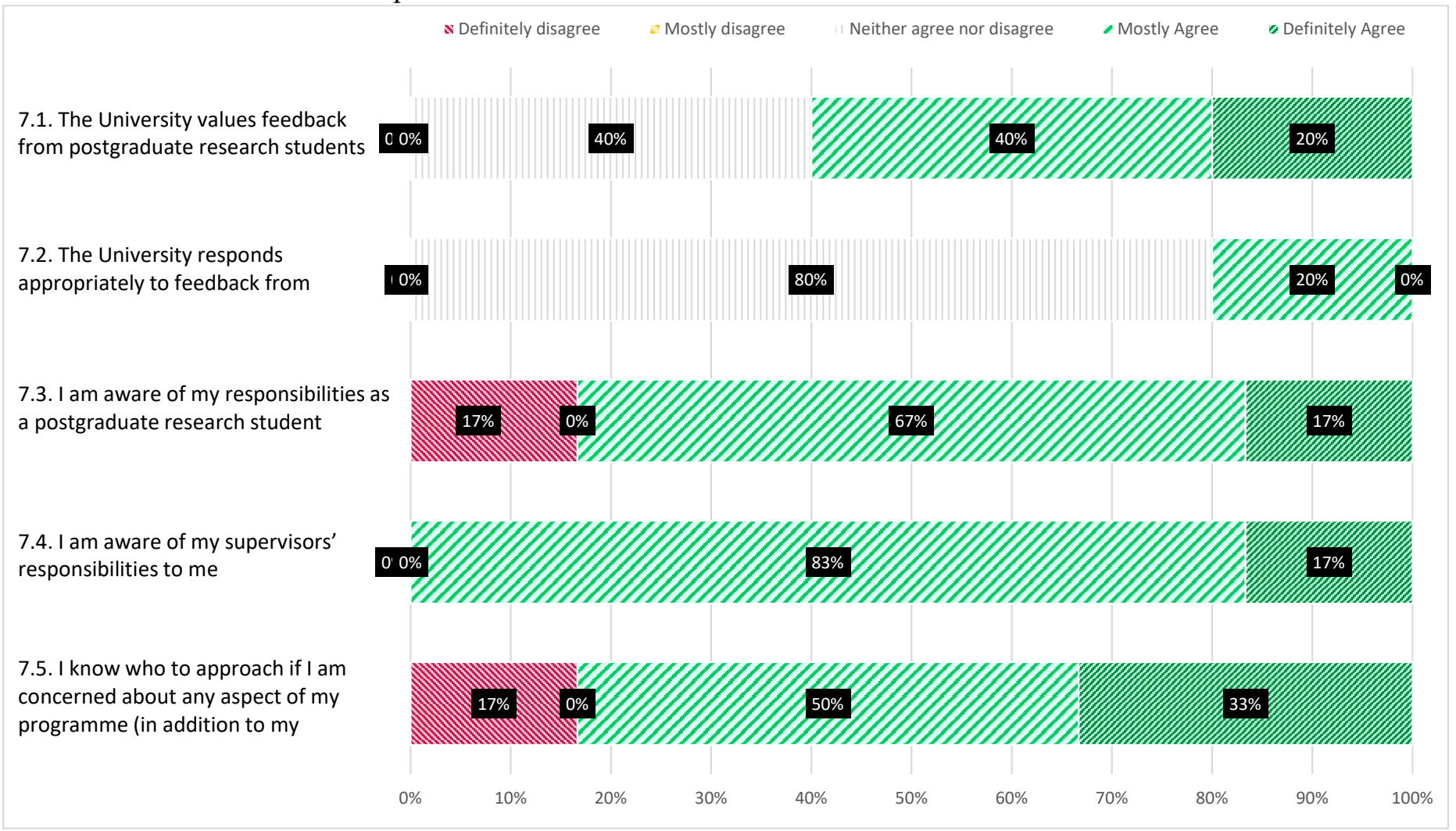
Question 7: Staff and student responsibilities



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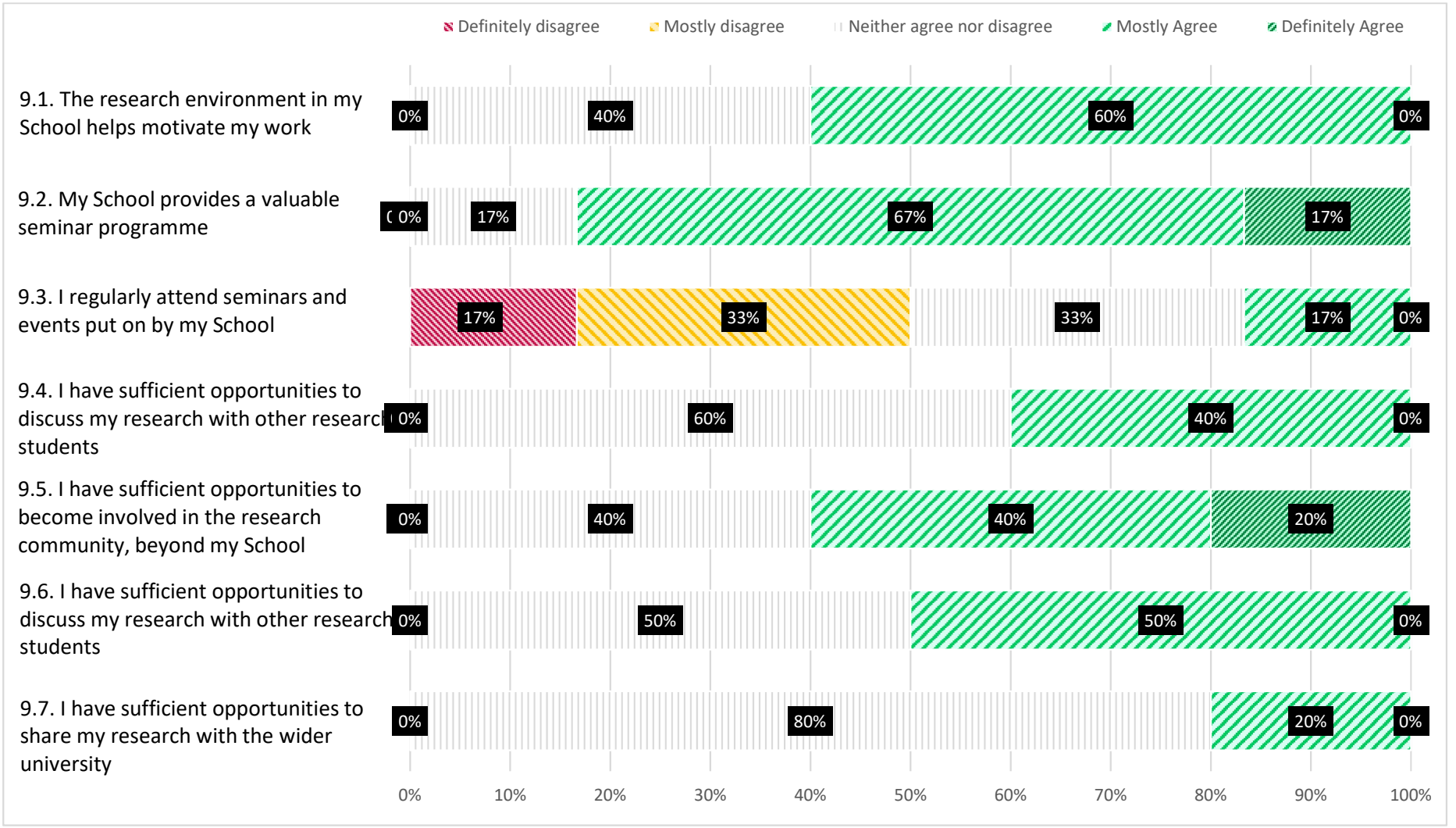
Question 9: Research environment



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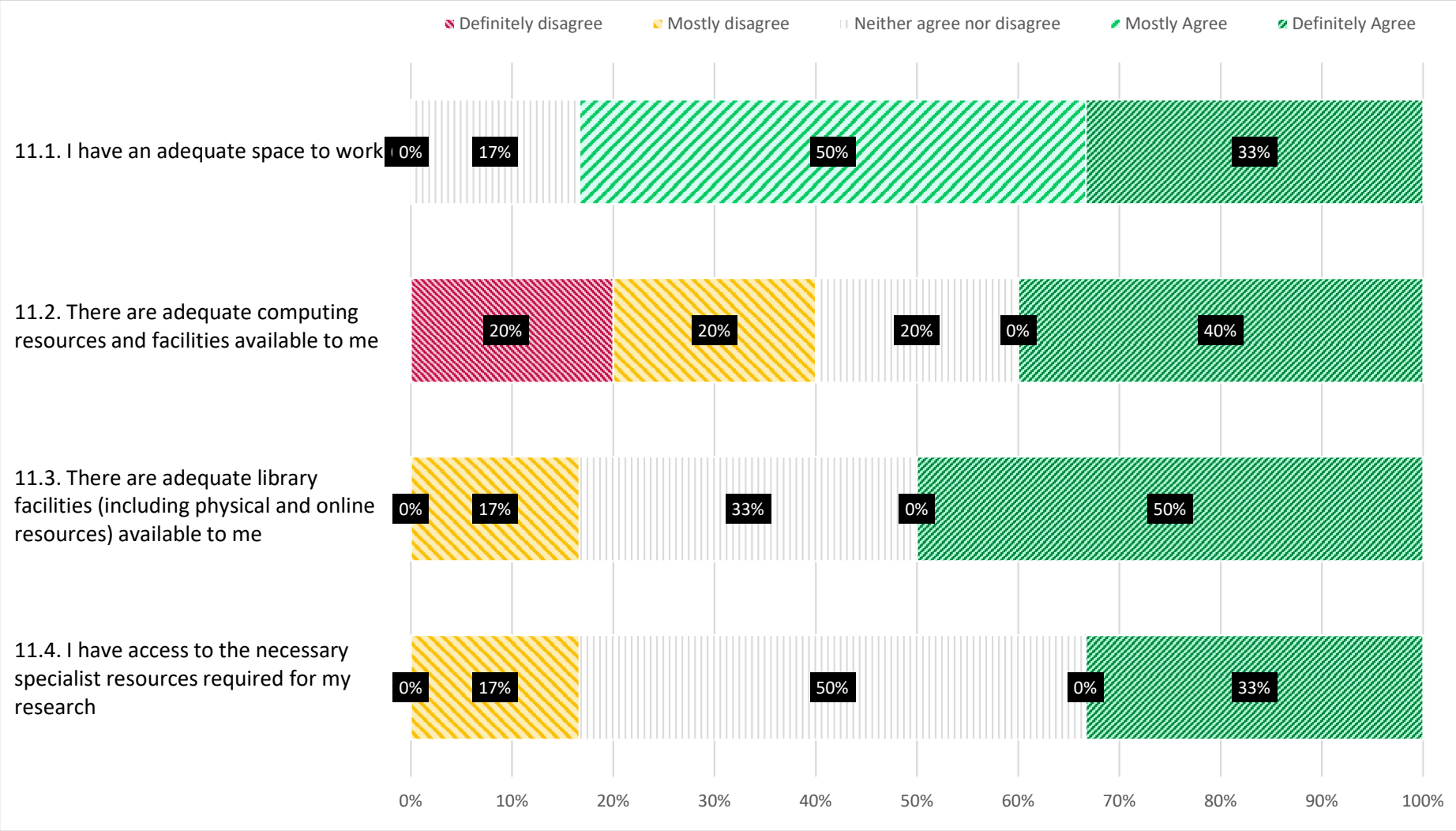
Question 11: Research facilities



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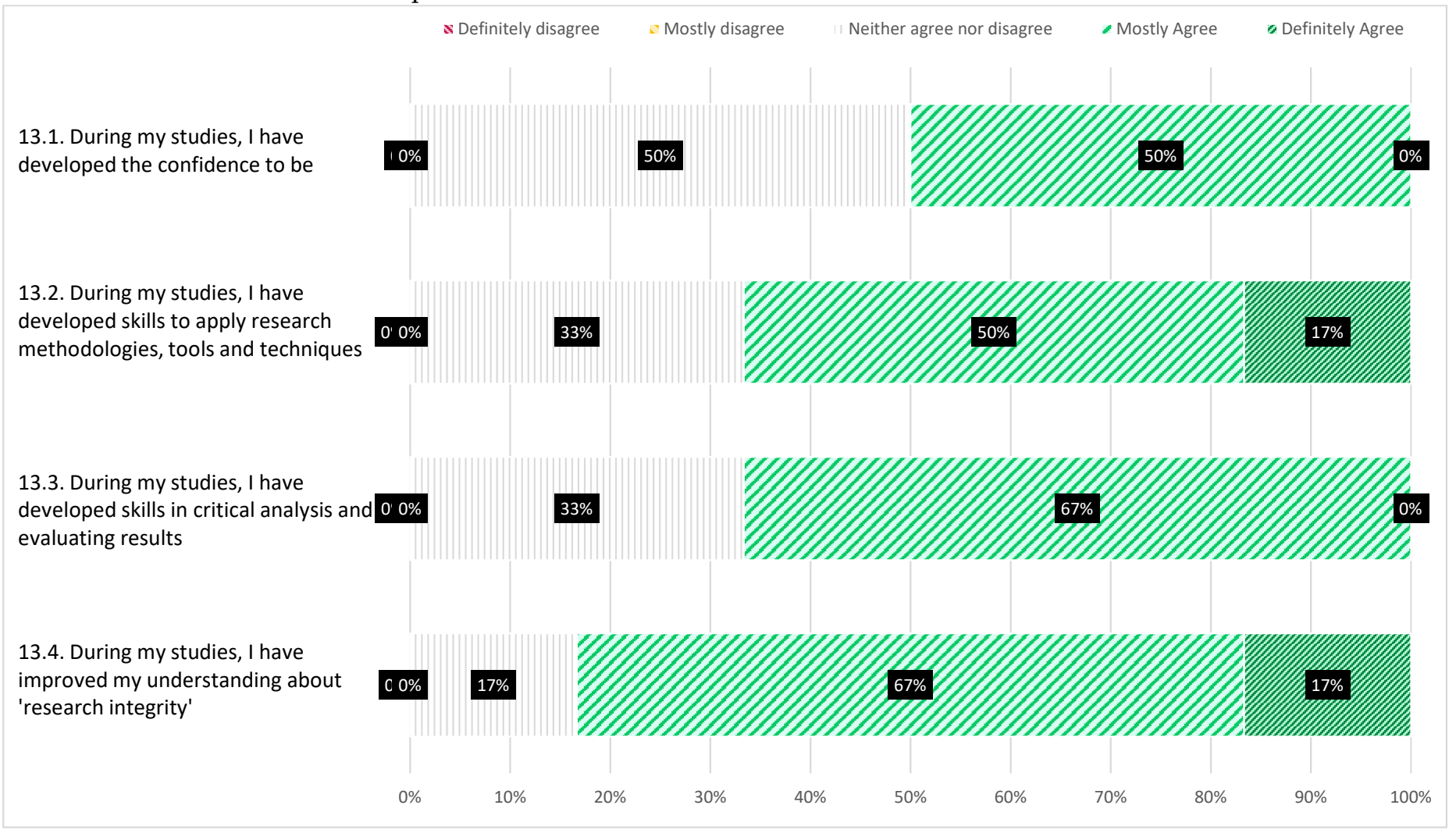
Question 13: Research skill development



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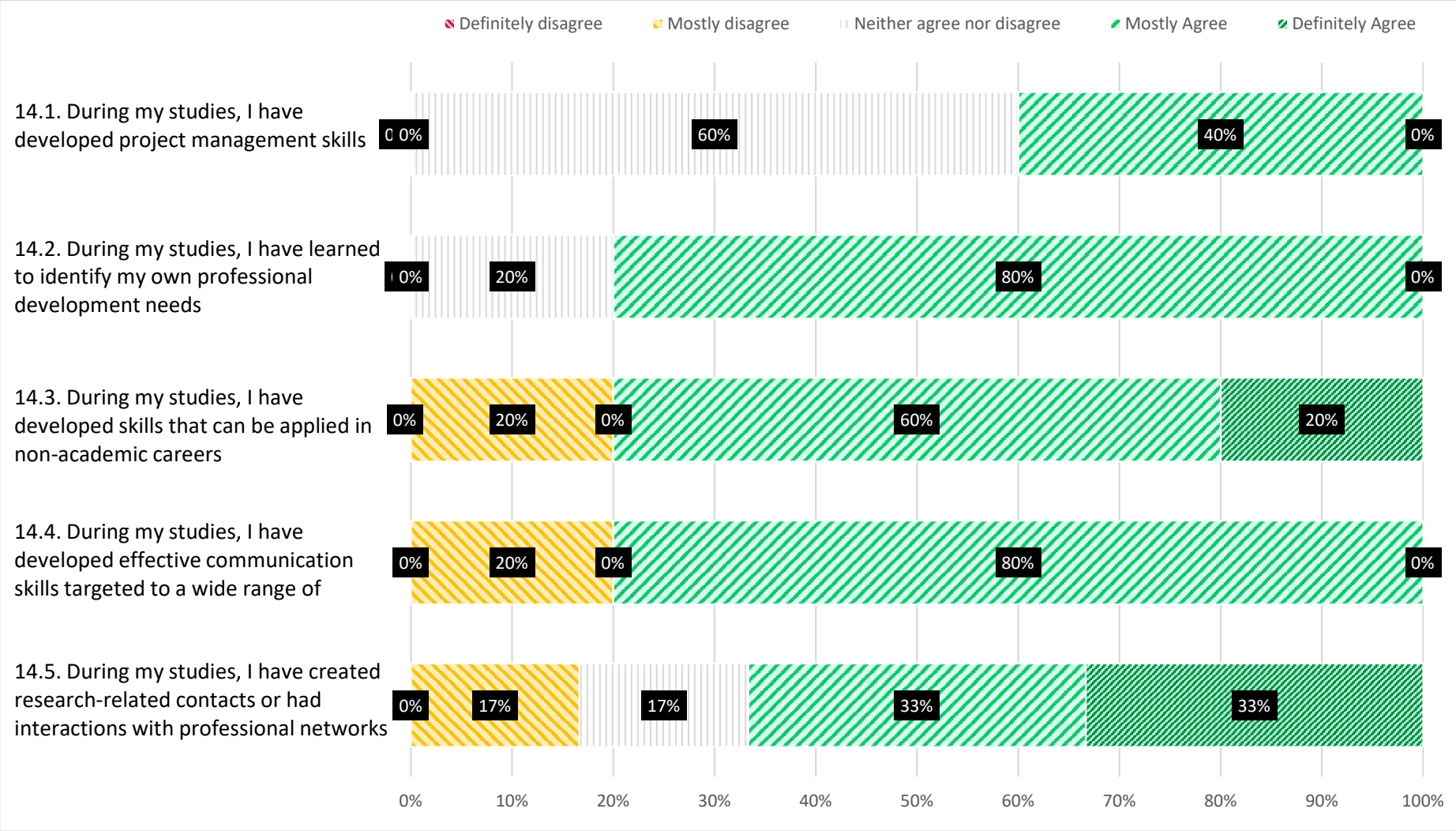
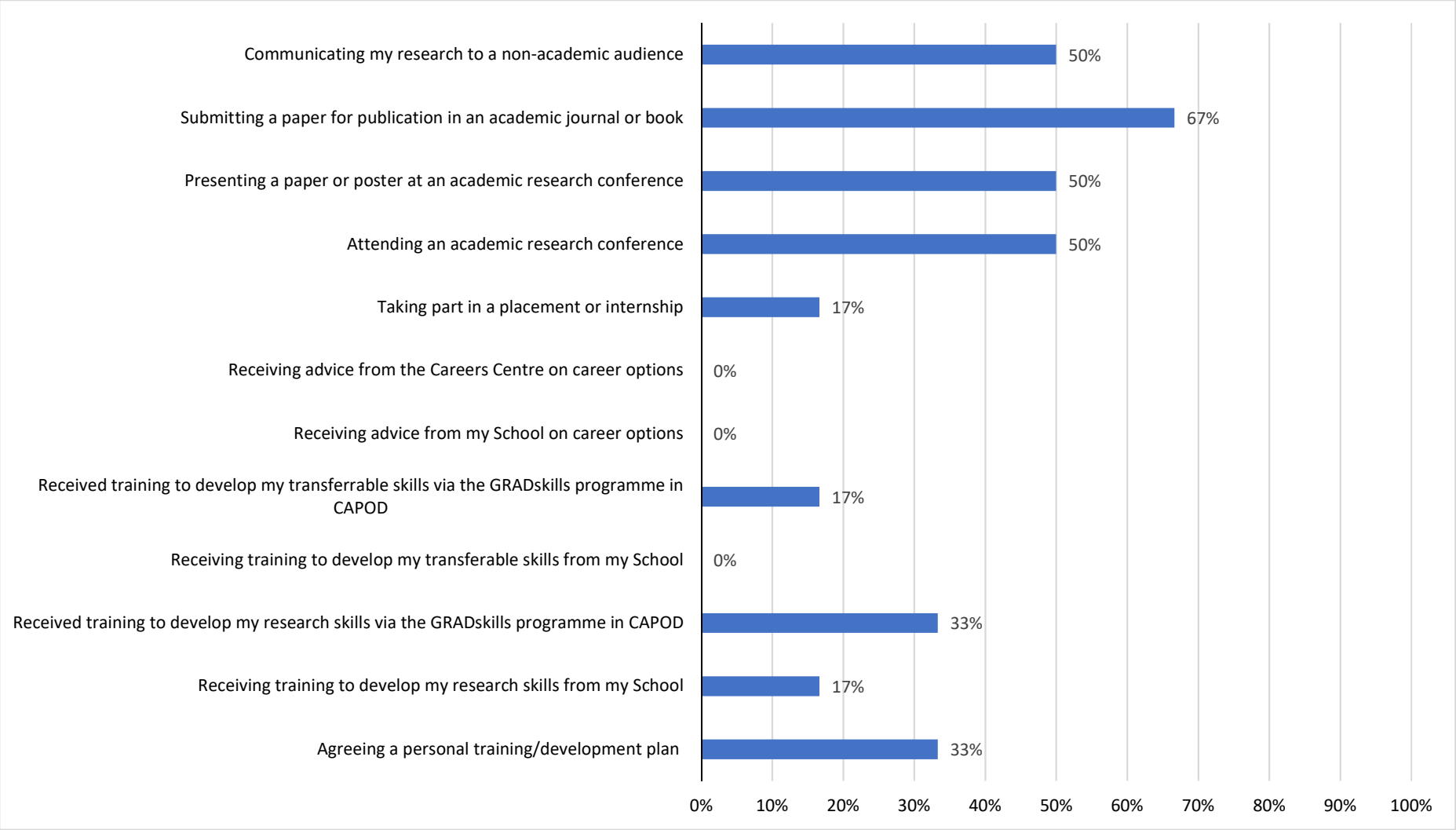
Question 14: Professional development



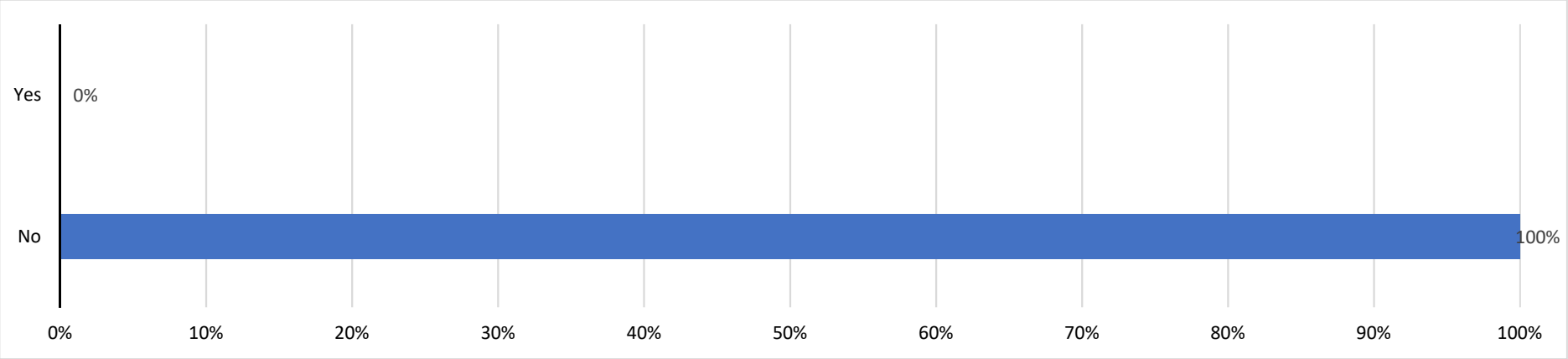
The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 16: Percentage of students engaging in the available training and development activities

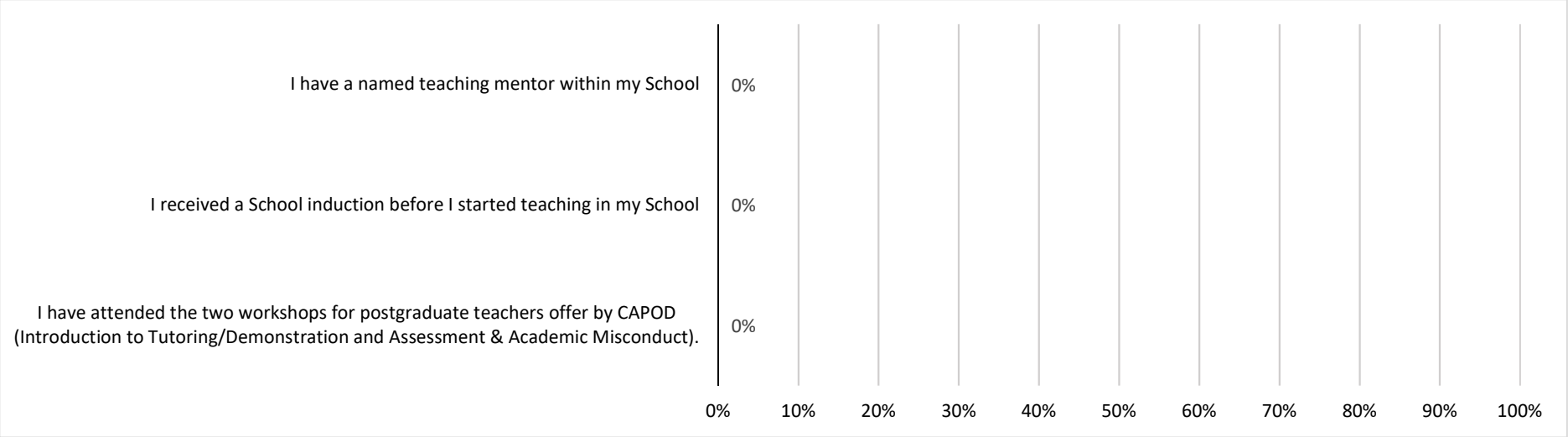


The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 17: Proportion of students who have been involved in the delivery of teaching in their school and the training they received



Of the respondents who said "yes", the training and/or support they received.



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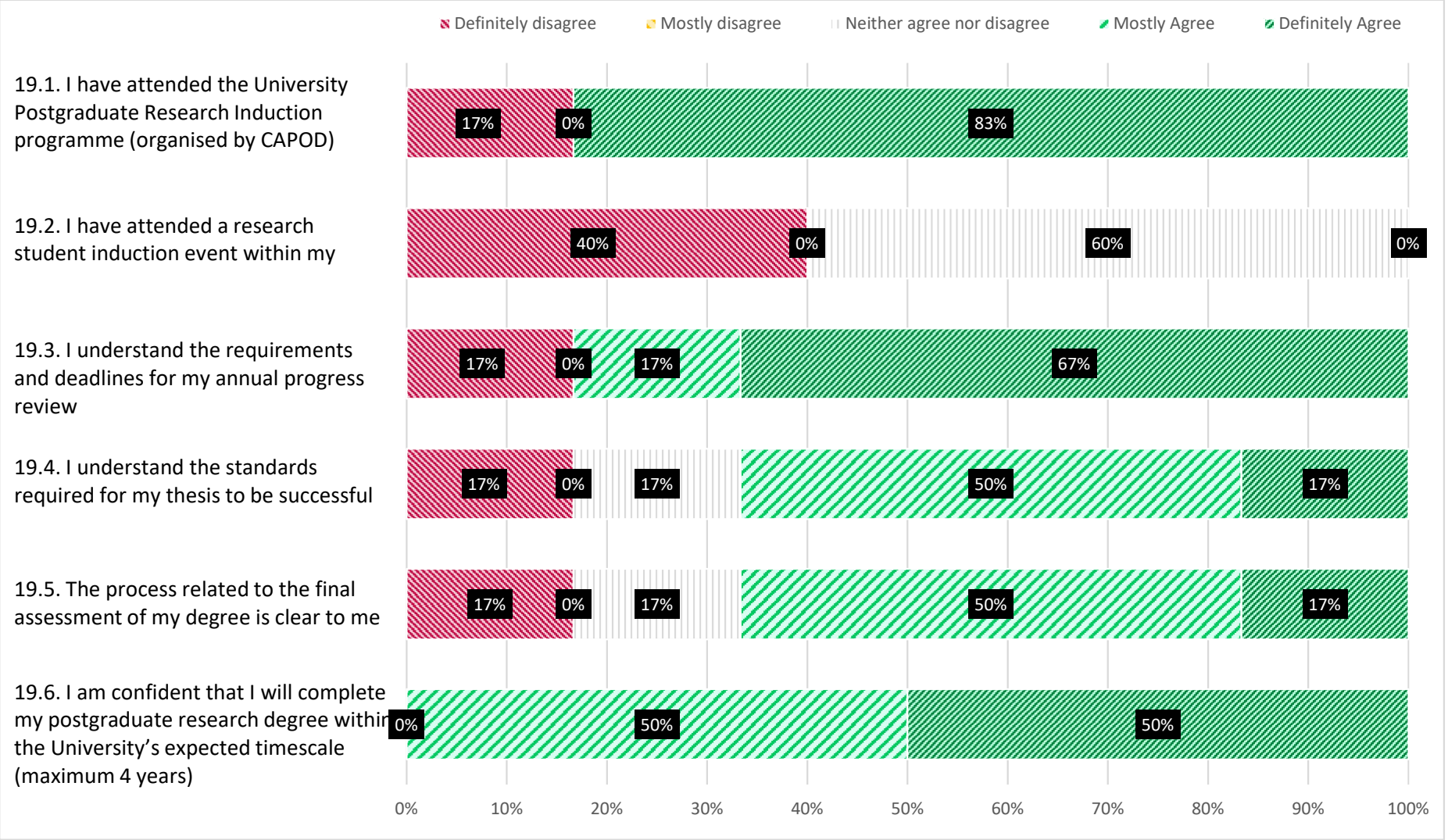
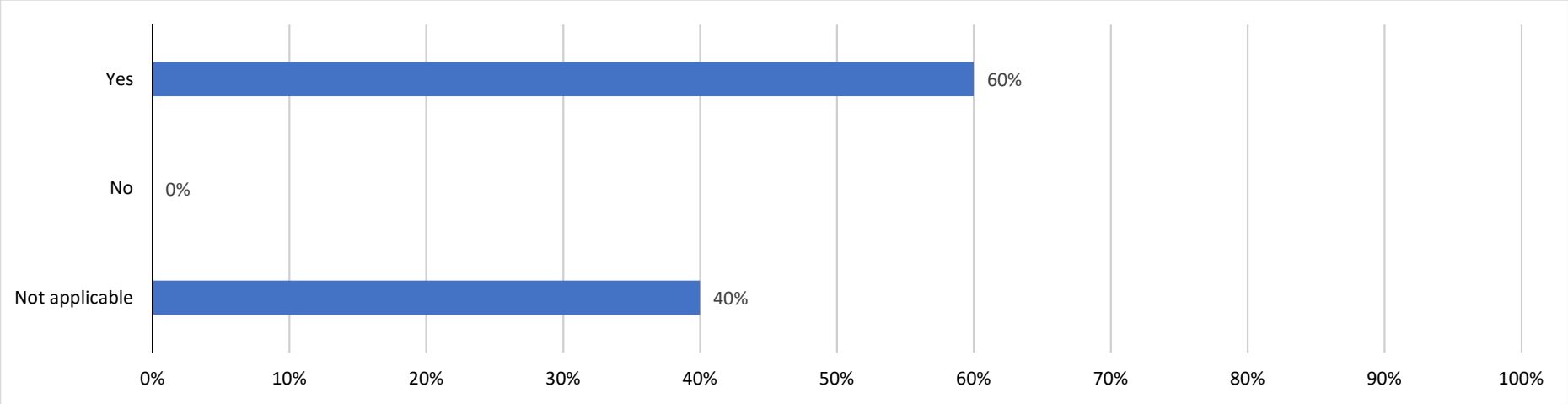
Question 19: Induction, progression and development

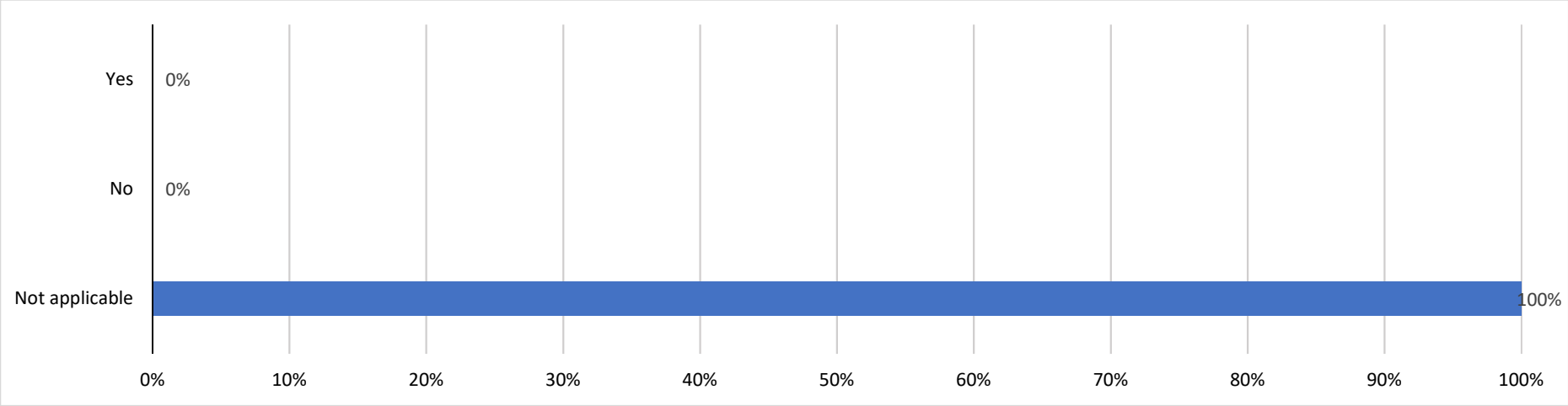


The University of St Andrews is a charity registered in Scotland, No: SC013532

If you attended the University Postgraduate Research Induction programme (organised by CAPOD), did you find it useful?

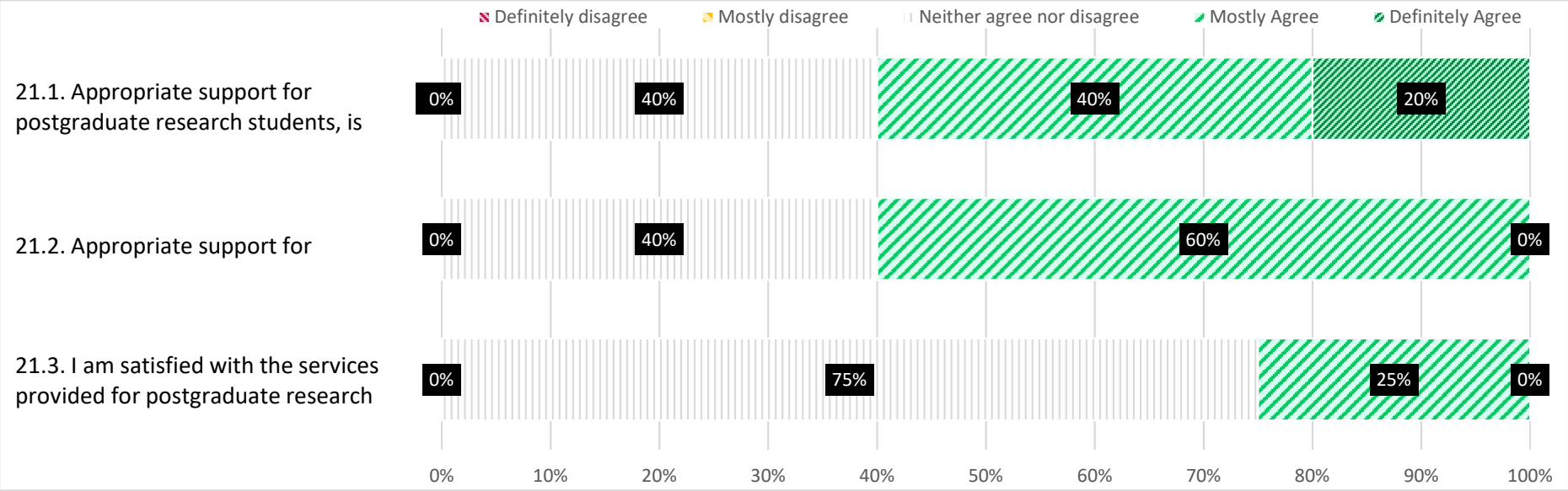


If you attended a research student induction event within your School, did you find it useful?

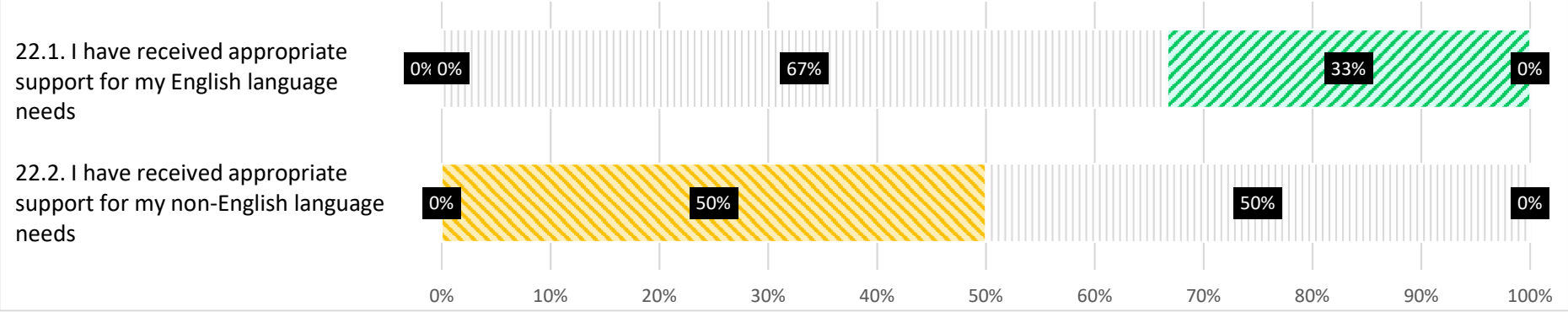


The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 21: Support services

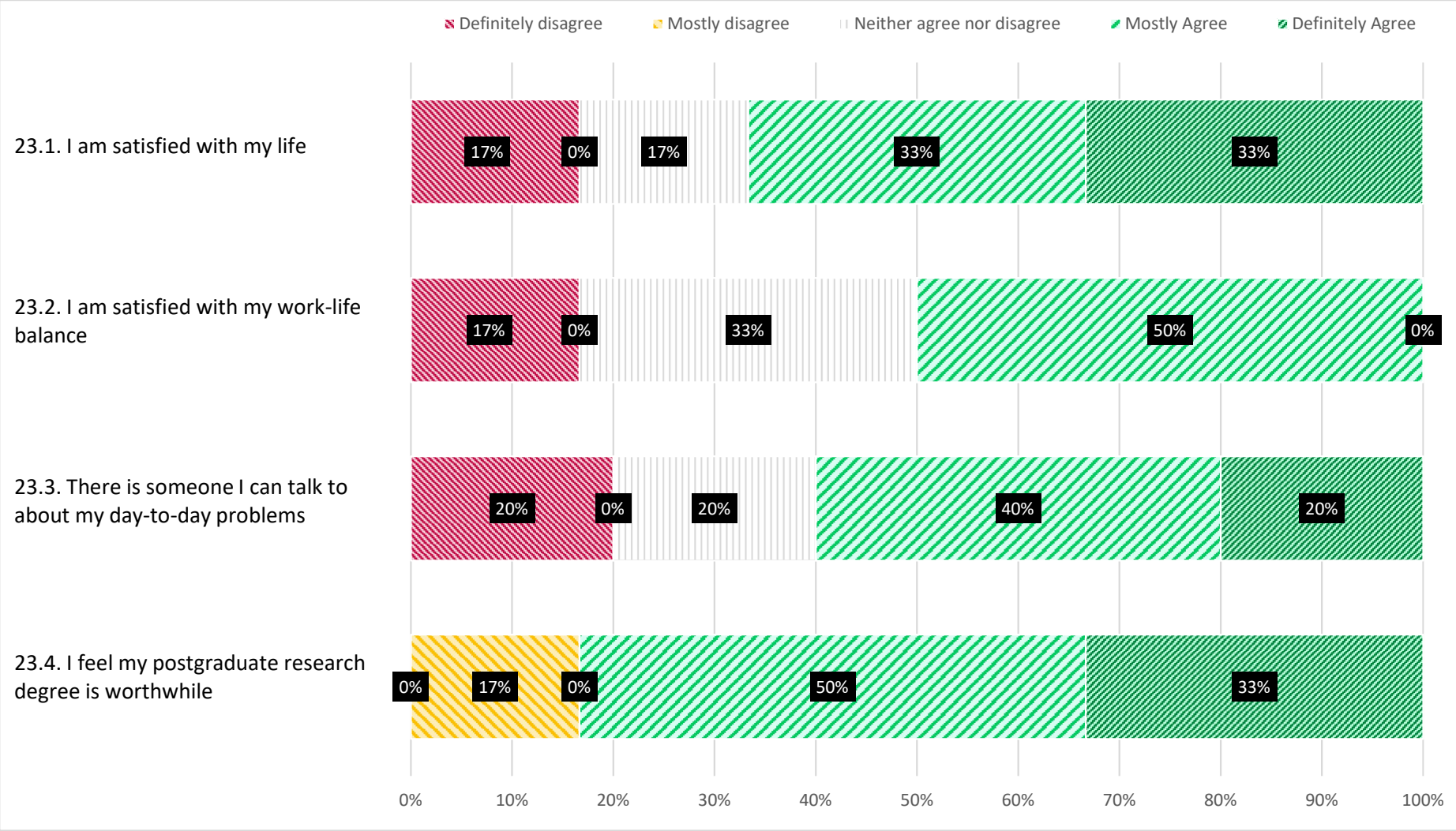


Question 22: Language support needs



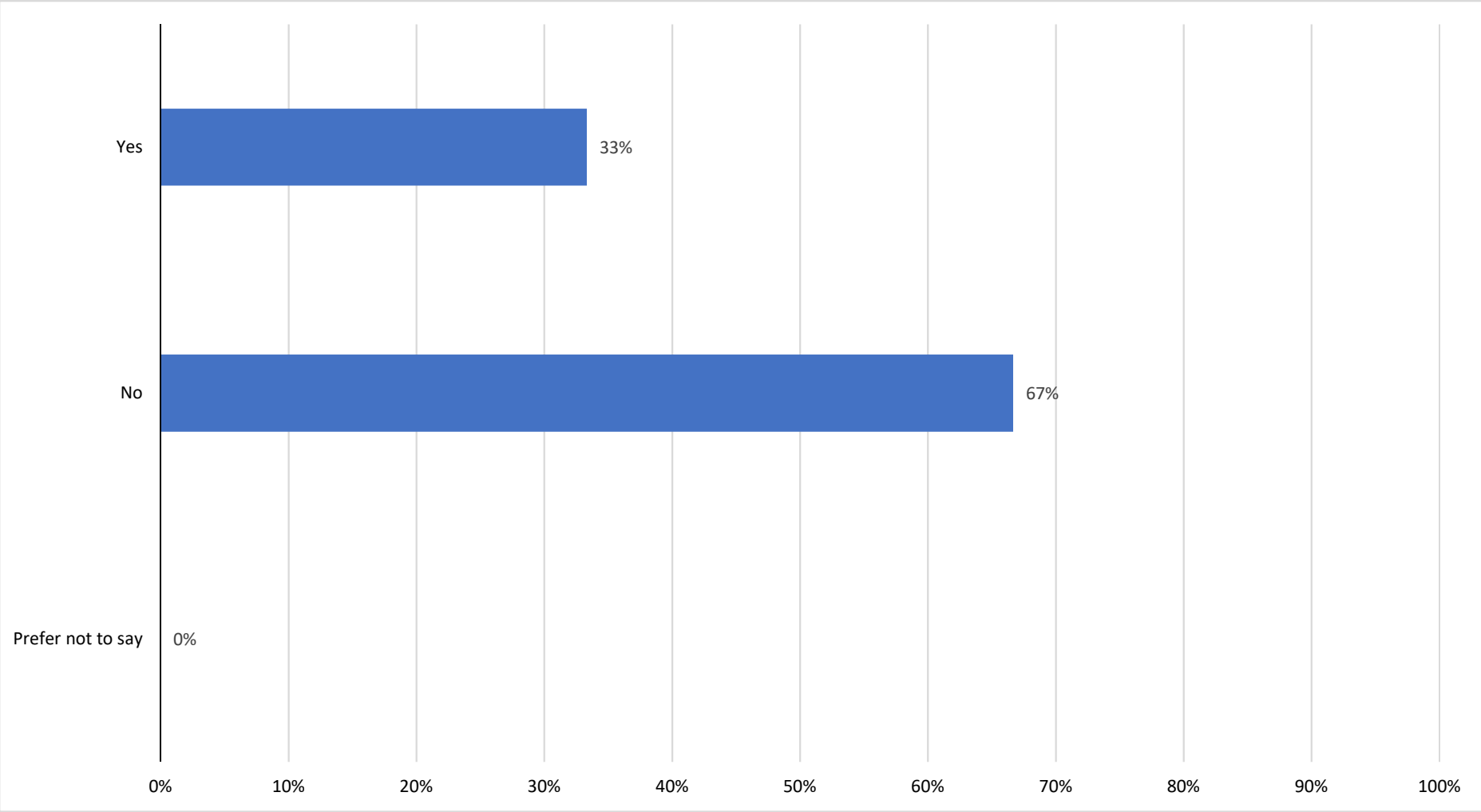
The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 23: Personal wellbeing



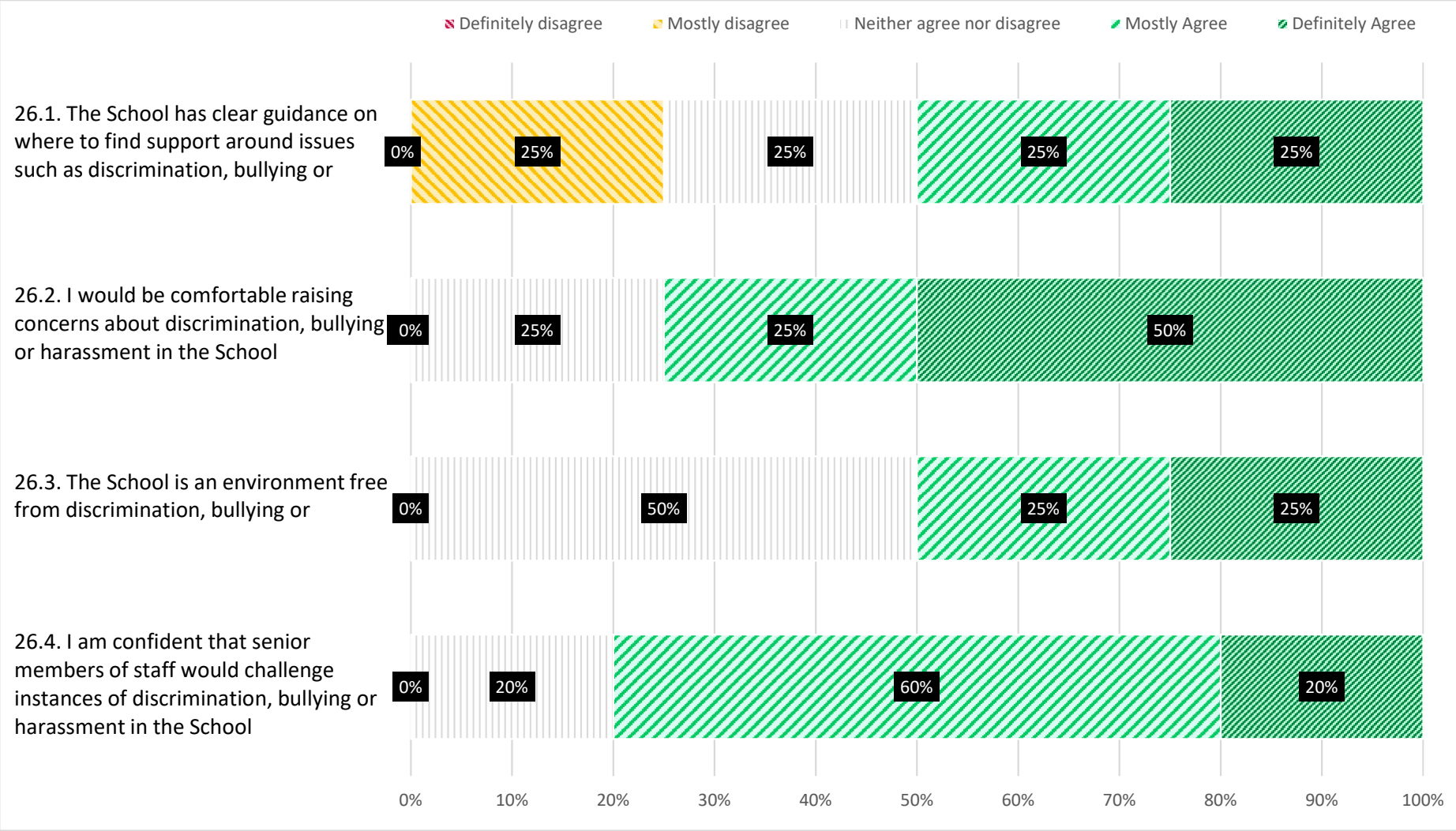
The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 24: Have you considered, for any reason, withdrawing or taking a leave of absence from your postgraduate course?



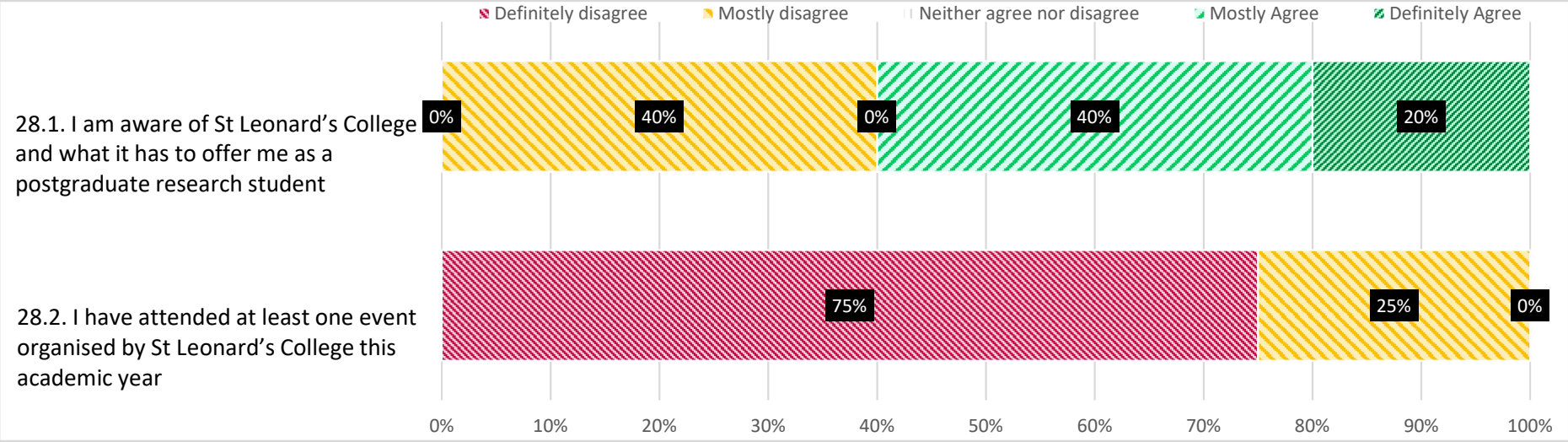
The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 26: Bullying, discrimination and harassment

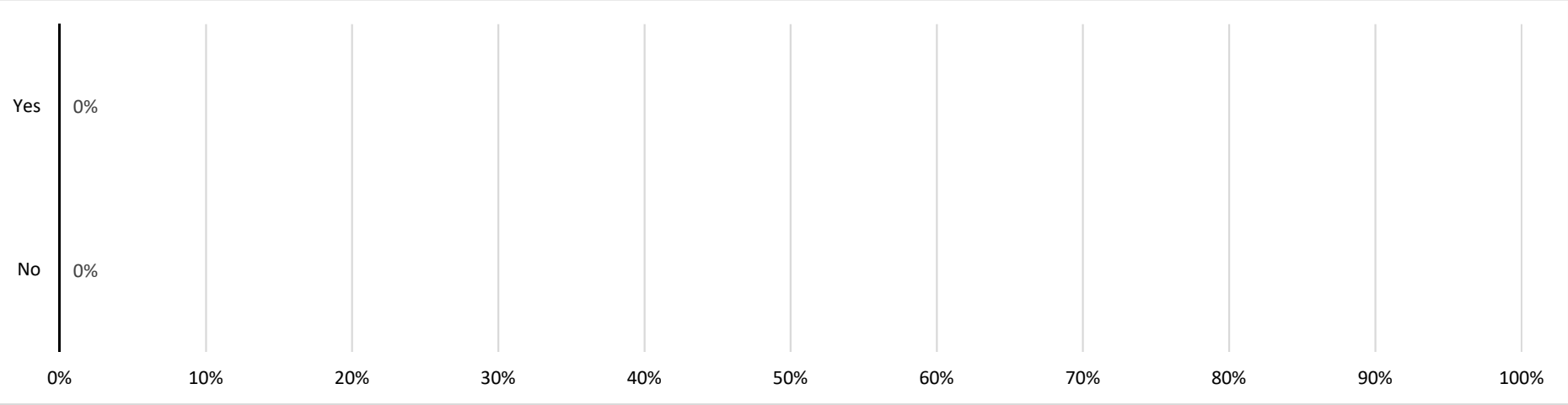


The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 28: St Leonard's College

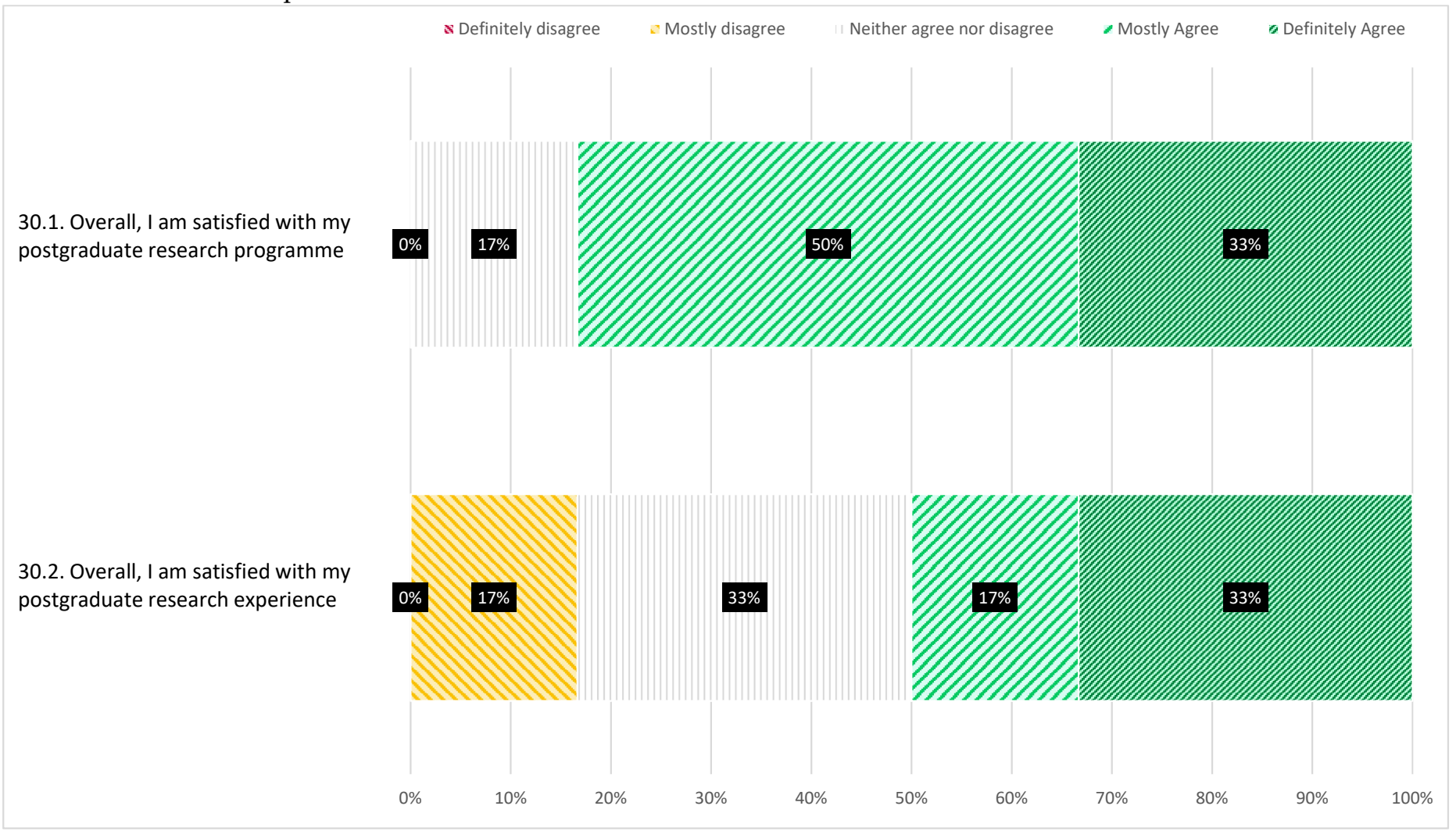


If you have attended an event organised by St Leonard's college, did you find it useful?



The University of St Andrews is a charity registered in Scotland, No: SC013532

Question 30: Overall experience



The University of St Andrews is a charity registered in Scotland, No: SC013532

LTC/19/22

University of St Andrews

Learning and Teaching Committee

NATIONAL STUDENT SURVEY 2019

1. Introduction

1.1. This paper provides an overview of the results of the National Student Survey (NSS) 2019 at the institutional level. A detailed breakdown is available in Appendix 1, by question and by School.

2. Action requested

2.1. Members are asked to note the contents of this paper and over the next academic year, consider approaches for improving results where there is strong evidence that scores within Schools were lower than the institution on average.

2.2. Members are asked to review the paper on the National Student Survey and submit any feedback and comments to dirgs@st-andrews.ac.uk.

3. Consultation

3.1. These results have been distributed to the Proctor, Dean of Science, Dean of Arts and Divinity and Heads of Schools.

4. Background / context

4.1. The National Student Survey (NSS) is a UK-wide, annual survey of final year undergraduate students. St Andrews has participated in the survey since 2006. Major revisions to the survey were implemented in 2017, and this is the third year that the survey has been run in its current form.

4.2. Institution-Level Headlines

4.2.1 Overall there is compelling evidence that student satisfaction is increasing for 18 of the 32 questions. For 13 questions there was no evidence for any change in underlying satisfaction and for one question there was evidence of a decrease in satisfaction over time.

4.2.2 There was evidence for a decrease in student satisfaction for Q15 whereby “the course is well organized and running smoothly”, however the slope of this relationship was only mildly negative.

4.2.3 There has been a significant and substantial increase in satisfaction in relation to the library resources (Q19); the proportion of students agreeing to this statement has more than doubled since 2007.

4.2.4 There has been a substantial and significant improvement in student views regarding access to “course-specific resources” when needed (Q20).

4.2.5 A smaller, but significant increase in student satisfaction was related to students feeling more confident in tackling unfamiliar problems (Q21).

4.2.6 The proportion of students feeling satisfied about the quality of their course remains high (Q27).

4.2.7 Feedback-related questions (timely return, helpful comments and its use for clarification) also show clear improvements over time (Q10, Q11, Q19).

5. Recommendation

5.1 LTC are asked to note the contents of this paper and to examine the institutional- and School-level data provided in Appendix 1. Where there is strong evidence that scores within Schools were lower than the institution on average, considering approaches for improving these results is also recommended.

6. Next steps

6.1 Schools have received detailed results relevant to their subject areas and will be asked to reflect on these results. This will be formally followed up by the Deans of Faculty.

7. Further information

7.1 Further information is available from the author.

Author

Dr Monique Mackenzie
Assistant Vice-Principal
(Provost)

Presenter

Jonathan McDougall-Bagnall
Planning Officer

28 October 2019

Statistical Analysis of the Student Survey results [DRAFT]

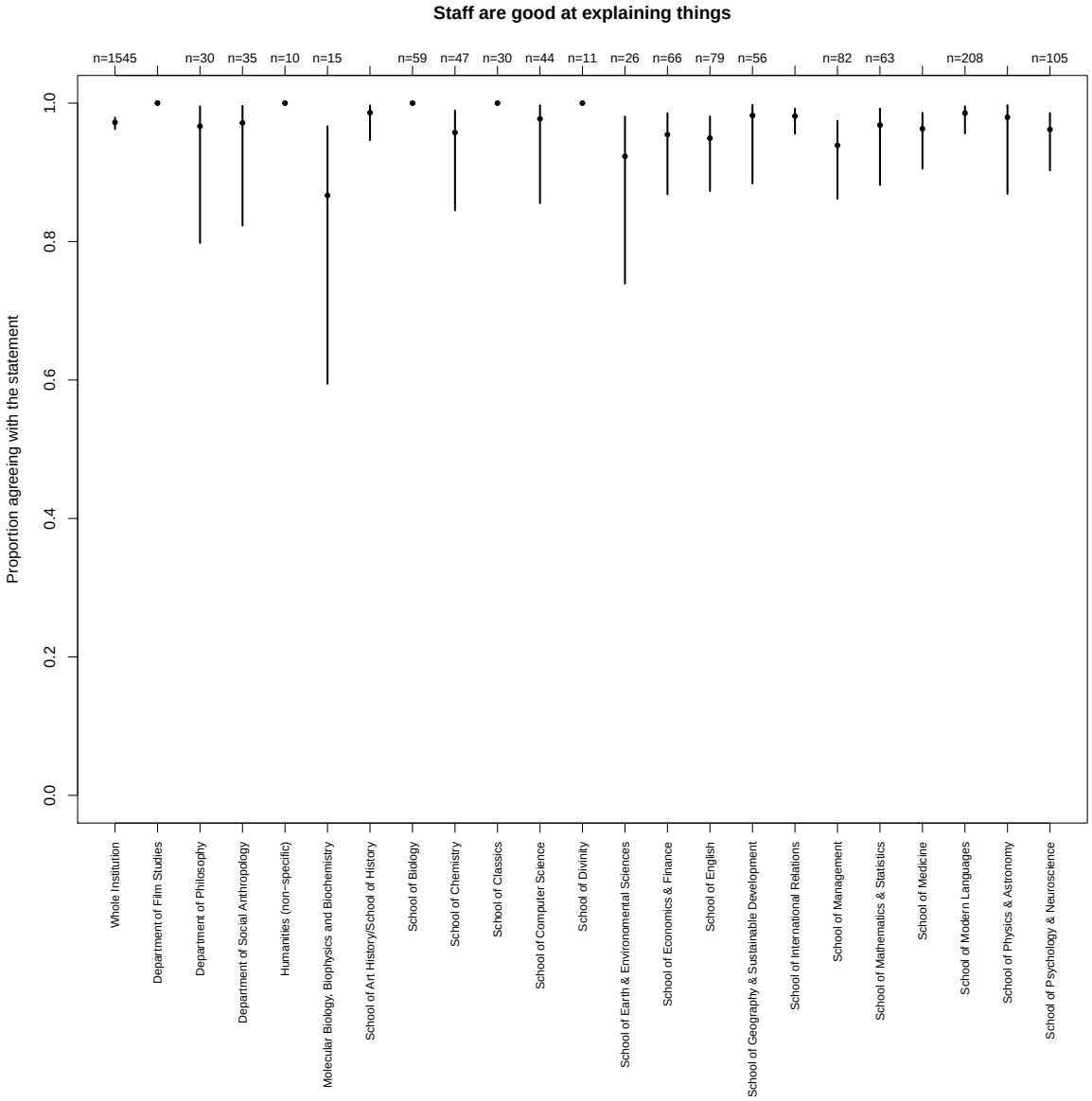
Dr M L Mackenzie, Christina Fell

18th Otober 2019

Nss

Question-level Results

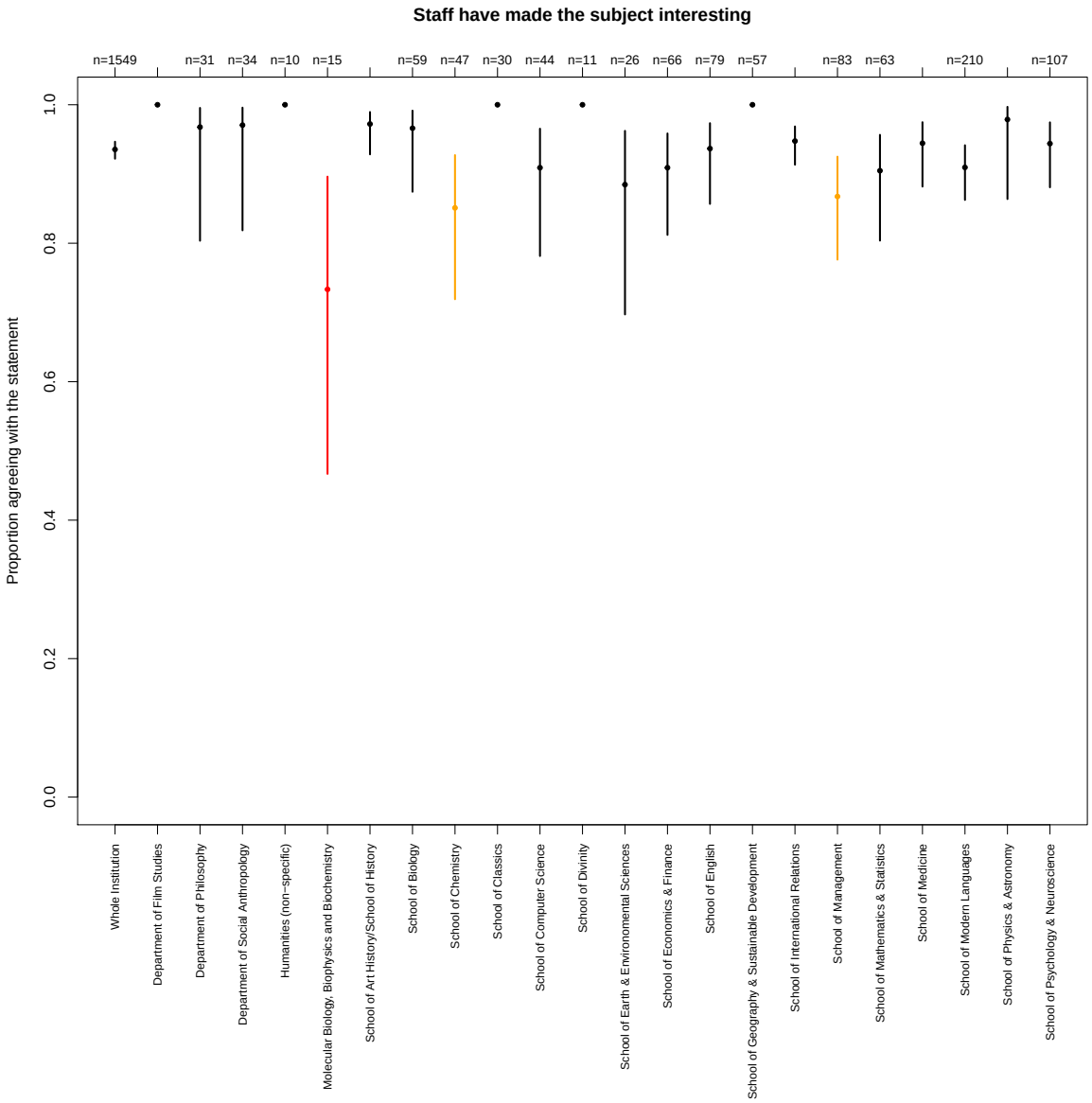
Question Q01 ; Statement: **Staff are good at explaining things**



Question Q02 ; Statement: **Staff have made the subject interesting**

There is strong evidence, that scores within
- School of Chemistry
- School of Management
were lower than the institution, on average.

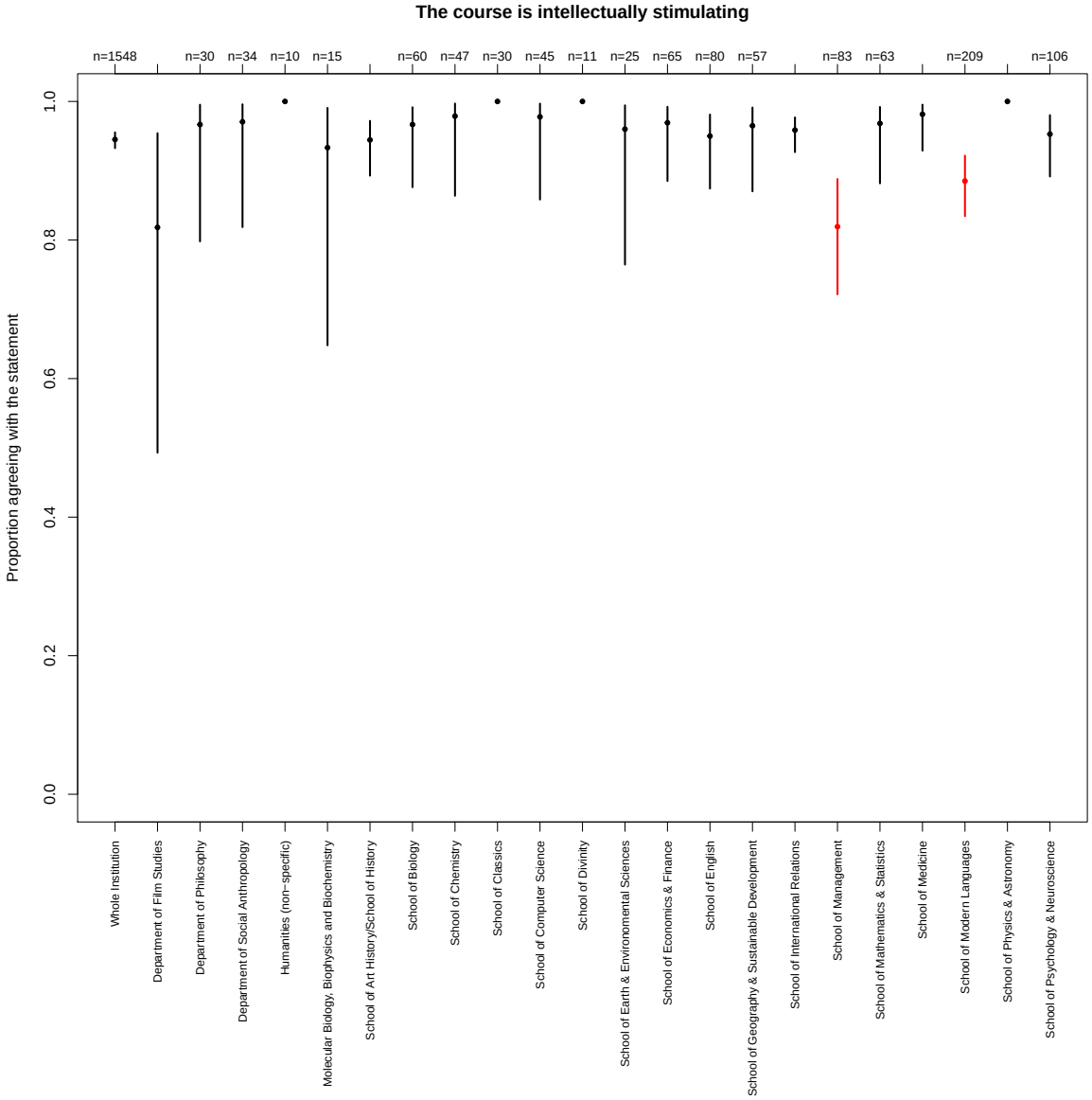
There is extremely strong evidence, that scores within
- Molecular Biology, Biophysics and Biochemistry
were lower than the institution, on average.



Question Q03 ; Statement: **The course is intellectually stimulating**

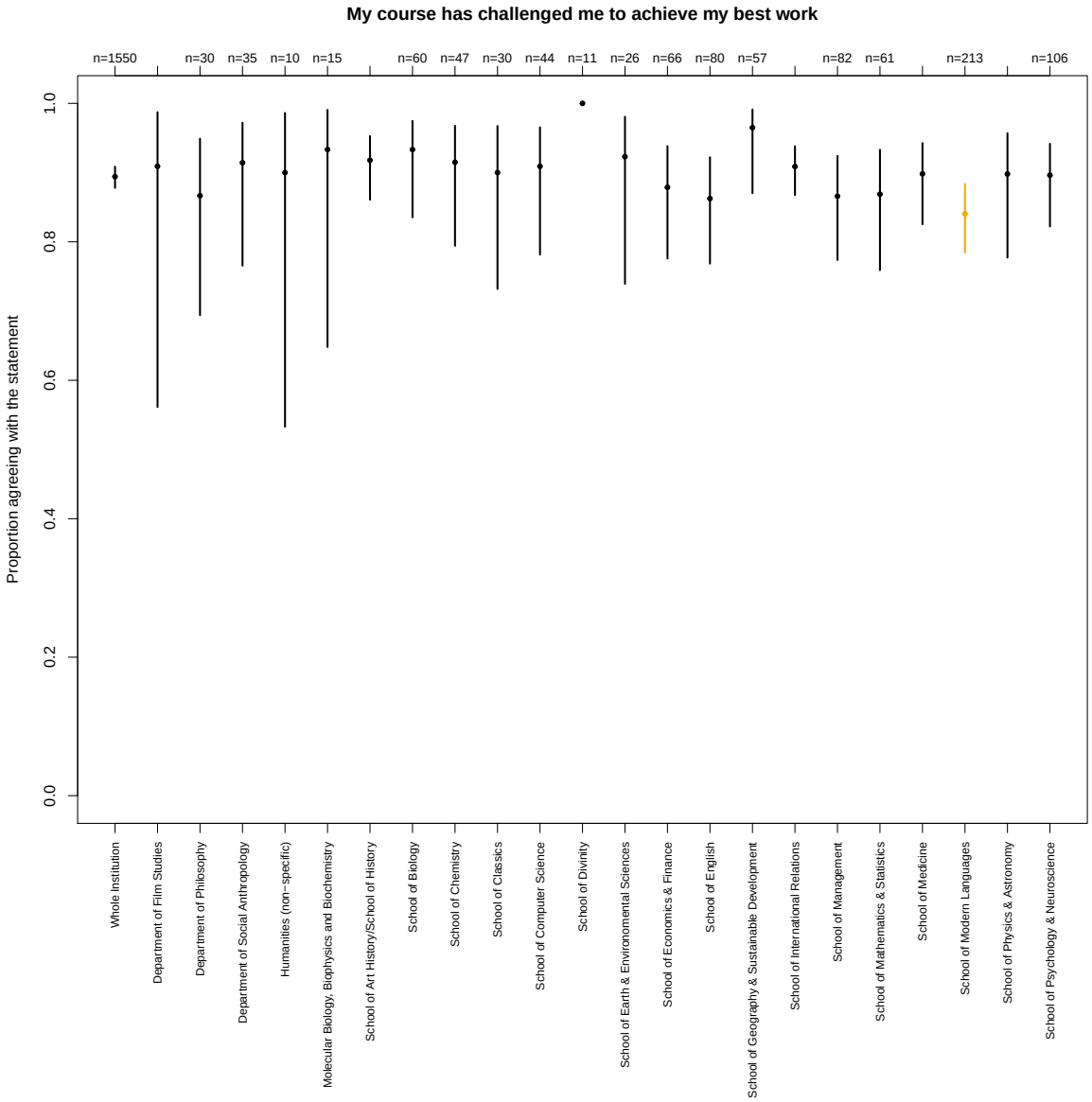
There is extremely strong evidence, that scores within
- School of Management
- School of Modern Languages

were lower than the institution, on average.



Question Q04 ; Statement: **My course has challenged me to achieve my best work**

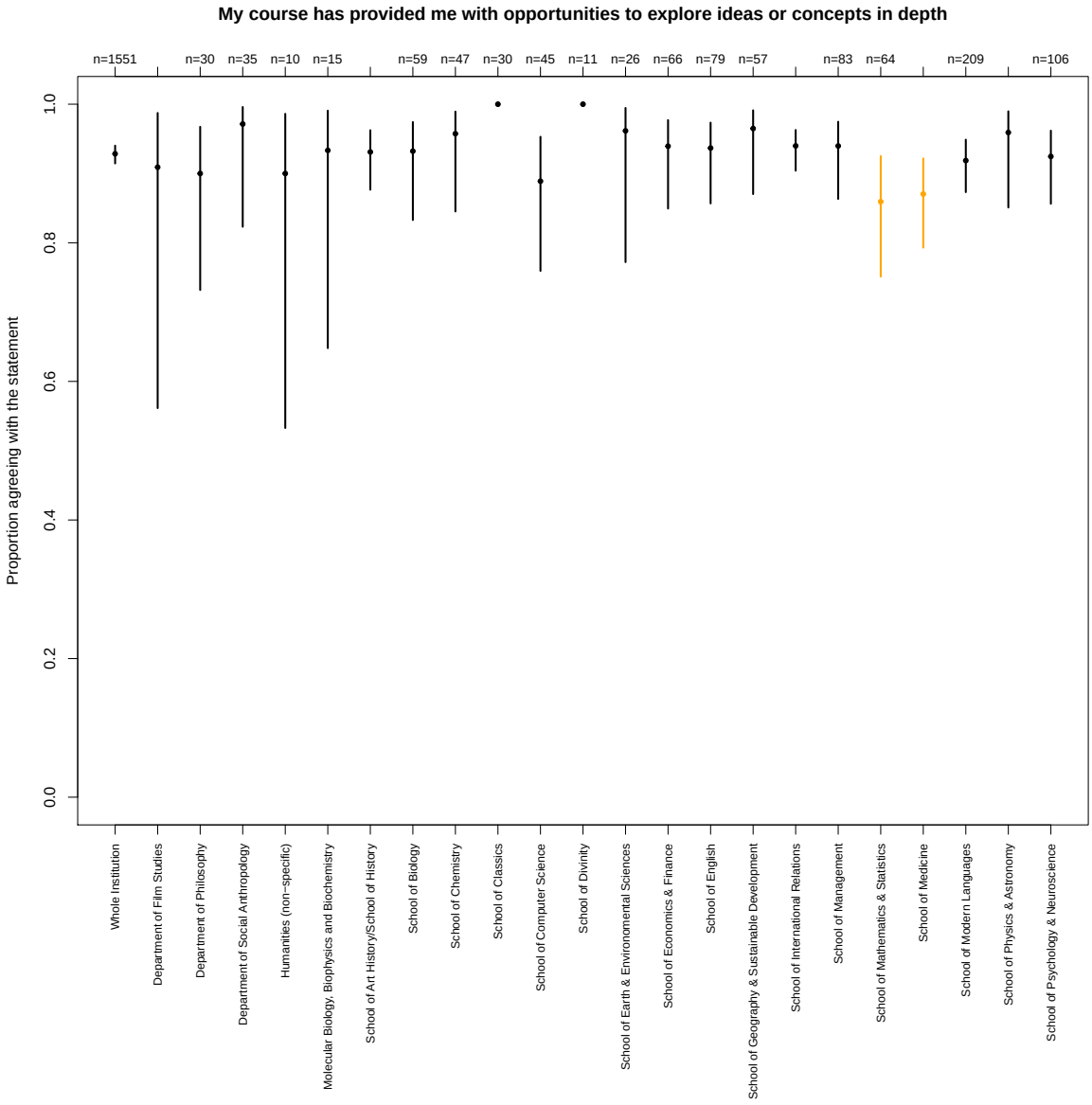
There is strong evidence, that scores within
- School of Modern Languages
were lower than the institution, on average.



Question Q05 ; Statement: **My course has provided me with opportunities to explore ideas or concepts in depth**

There is strong evidence, that scores within
- School of Mathematics & Statistics
- School of Medicine

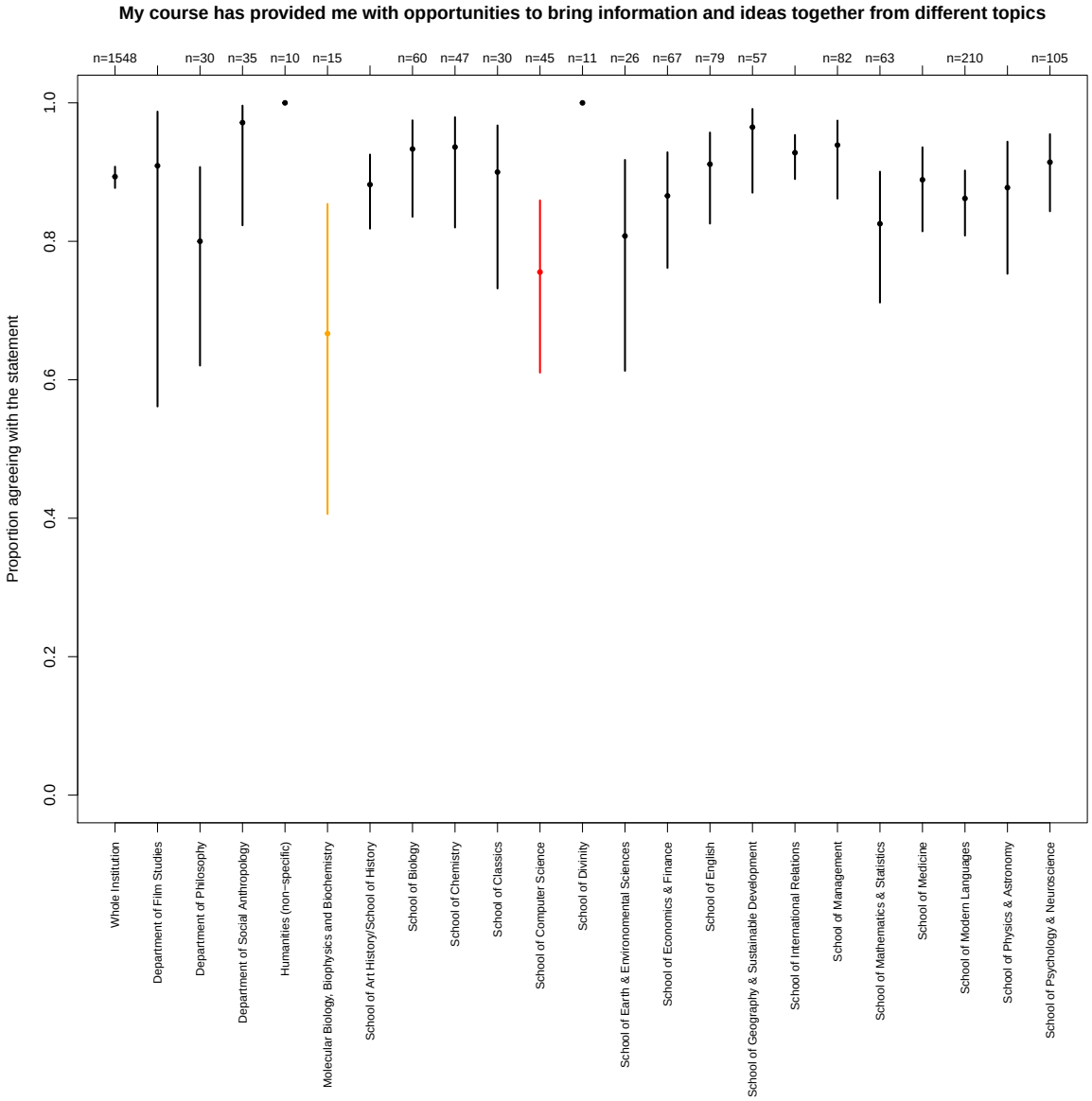
were lower than the institution, on average.



Question Q06 ; Statement: **My course has provided me with opportunities to bring information and ideas together from different topics**

There is strong evidence, that scores within
- Molecular Biology, Biophysics and Biochemistry
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of Computer Science
were lower than the institution, on average.

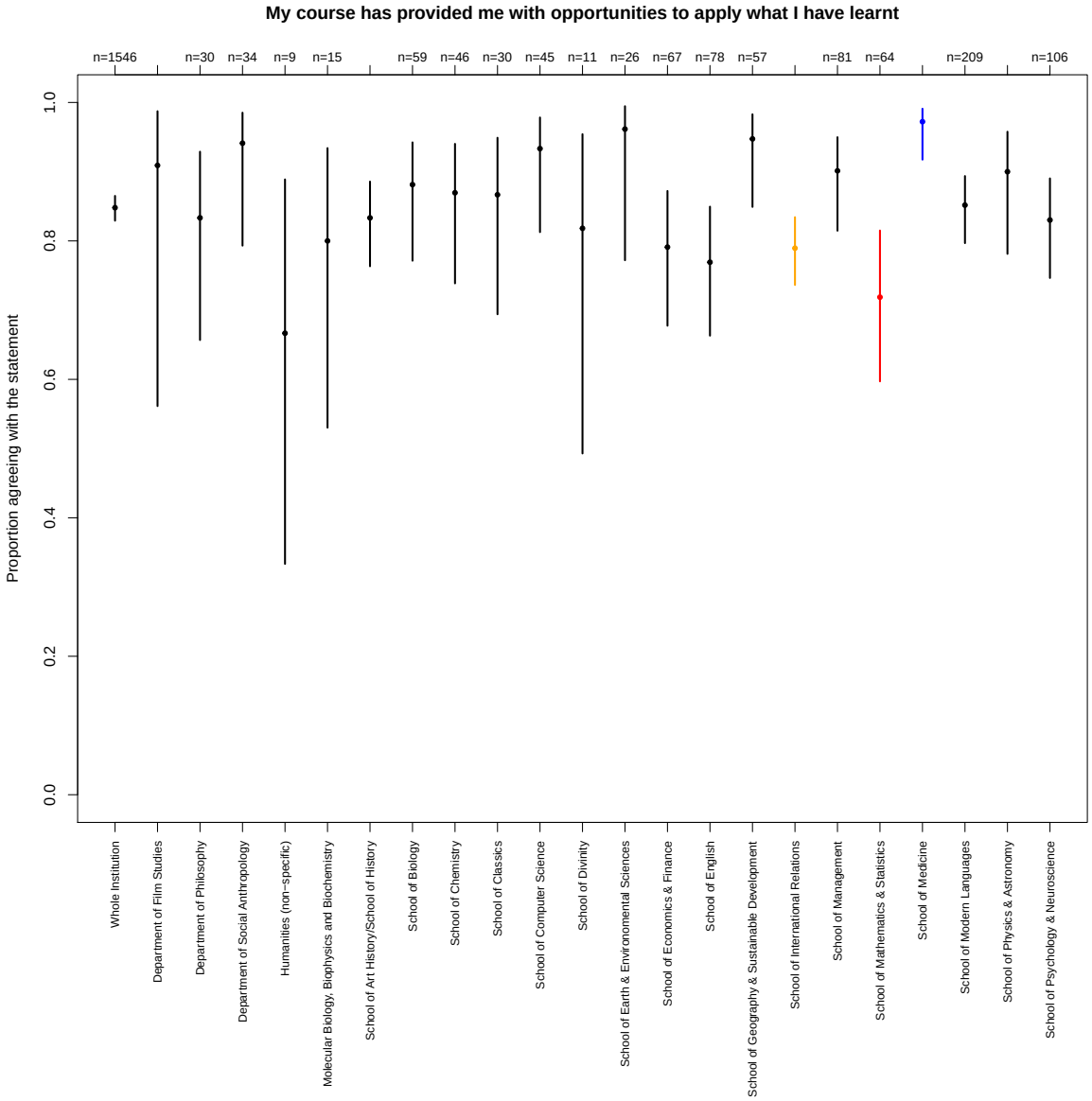


Question Q07 ; Statement: **My course has provided me with opportunities to apply what I have learnt**

There is strong evidence, that scores within
- School of International Relations
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of Mathematics & Statistics
were lower than the institution, on average.

There is extremely strong evidence, that scores levels within
- School of Medicine
exceeded the level of the institution, on average.

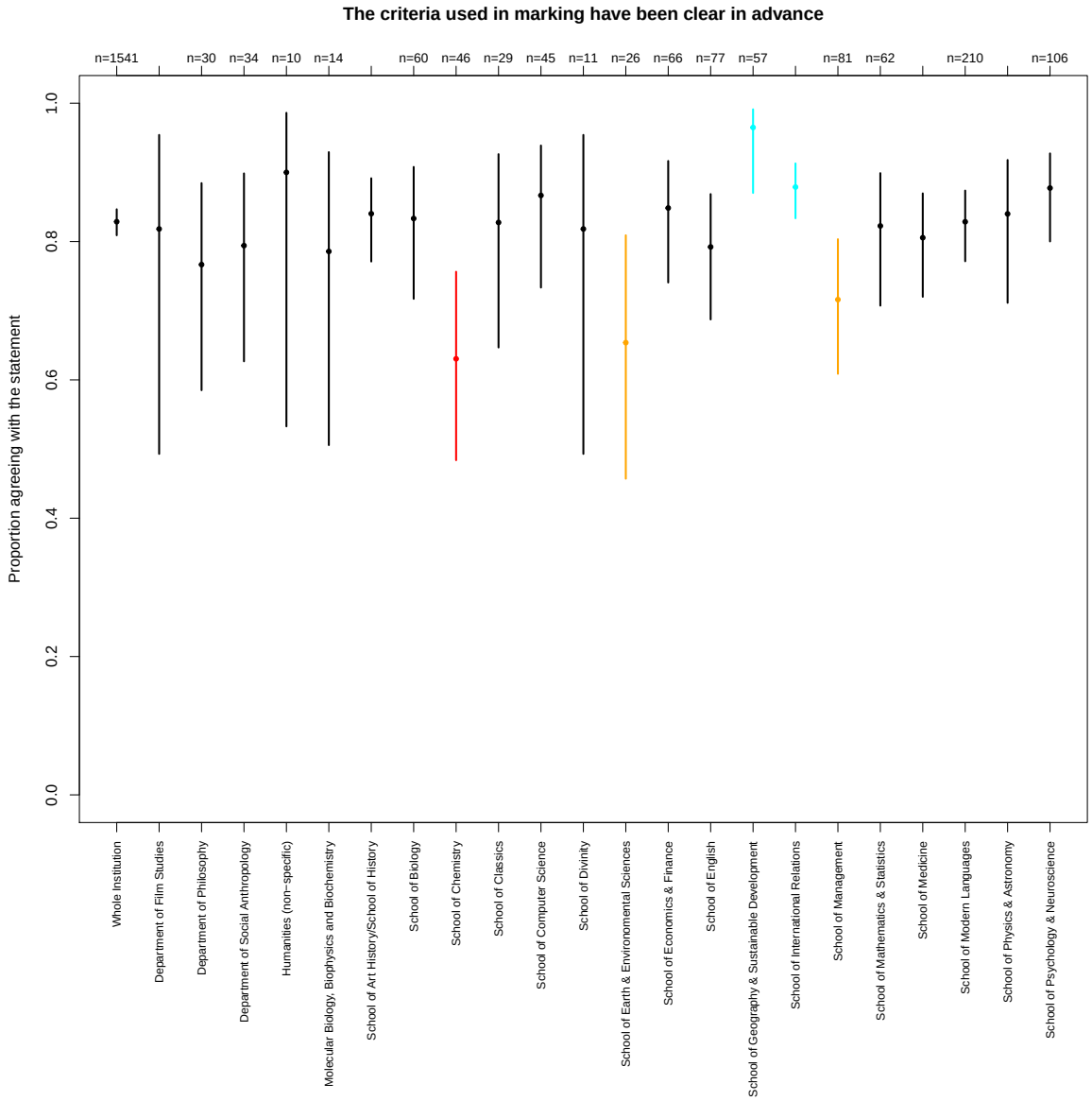


Question Q08 ; Statement: **The criteria used in marking have been clear in advance**

There is strong evidence, that scores within
- School of Earth & Environomental Sciences
- School of Management
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of Chemistry
were lower than the institution, on average.

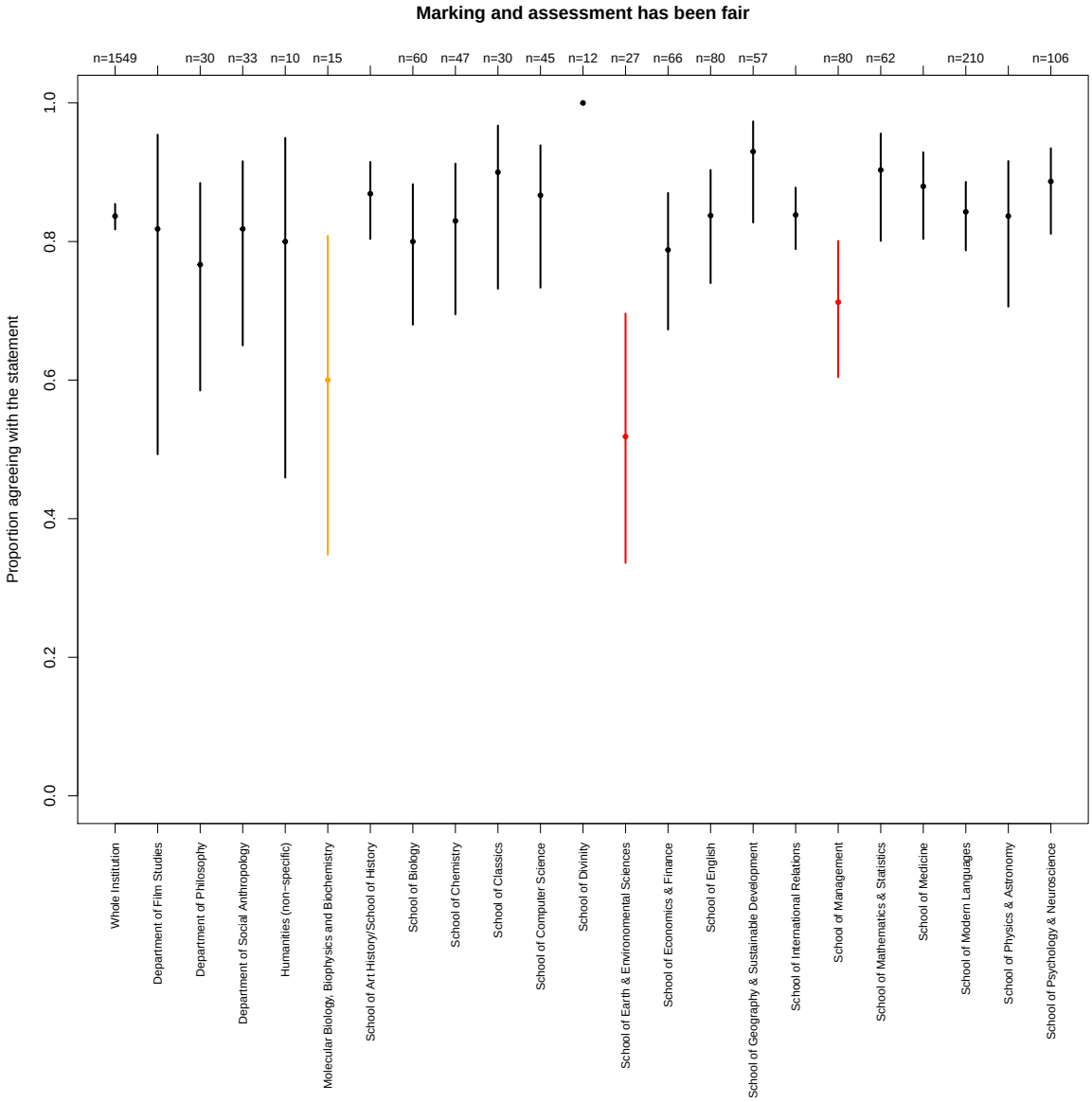
There is strong evidence, that scores levels within
- School of Geography & Sustainable Development
- School of International Relations
exceeded the level of the institution, on average.



Question Q09 ; Statement: **Marking and assessment has been fair**

There is strong evidence, that scores within
- Molecular Biology, Biophysics and Biochemistry
were lower than the institution, on average.

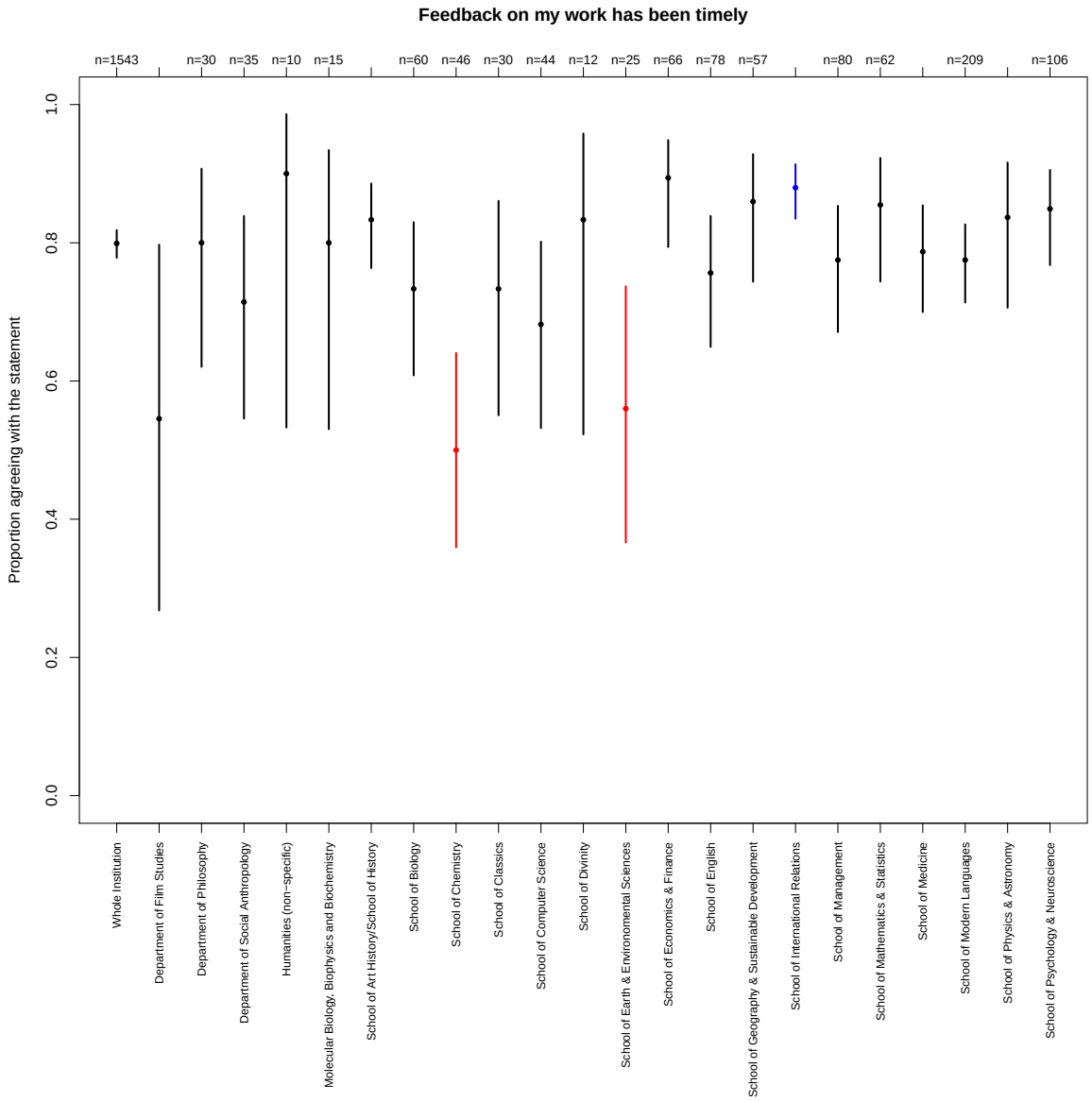
There is extremely strong evidence, that scores within
- School of Earth & Environomental Sciences
- School of Management
were lower than the institution, on average.



Question Q10 ; Statement: **Feedback on my work has been timely**

There is extremely strong evidence, that scores within
- School of Chemistry
- School of Earth & Environomental Sciences
were lower than the institution, on average.

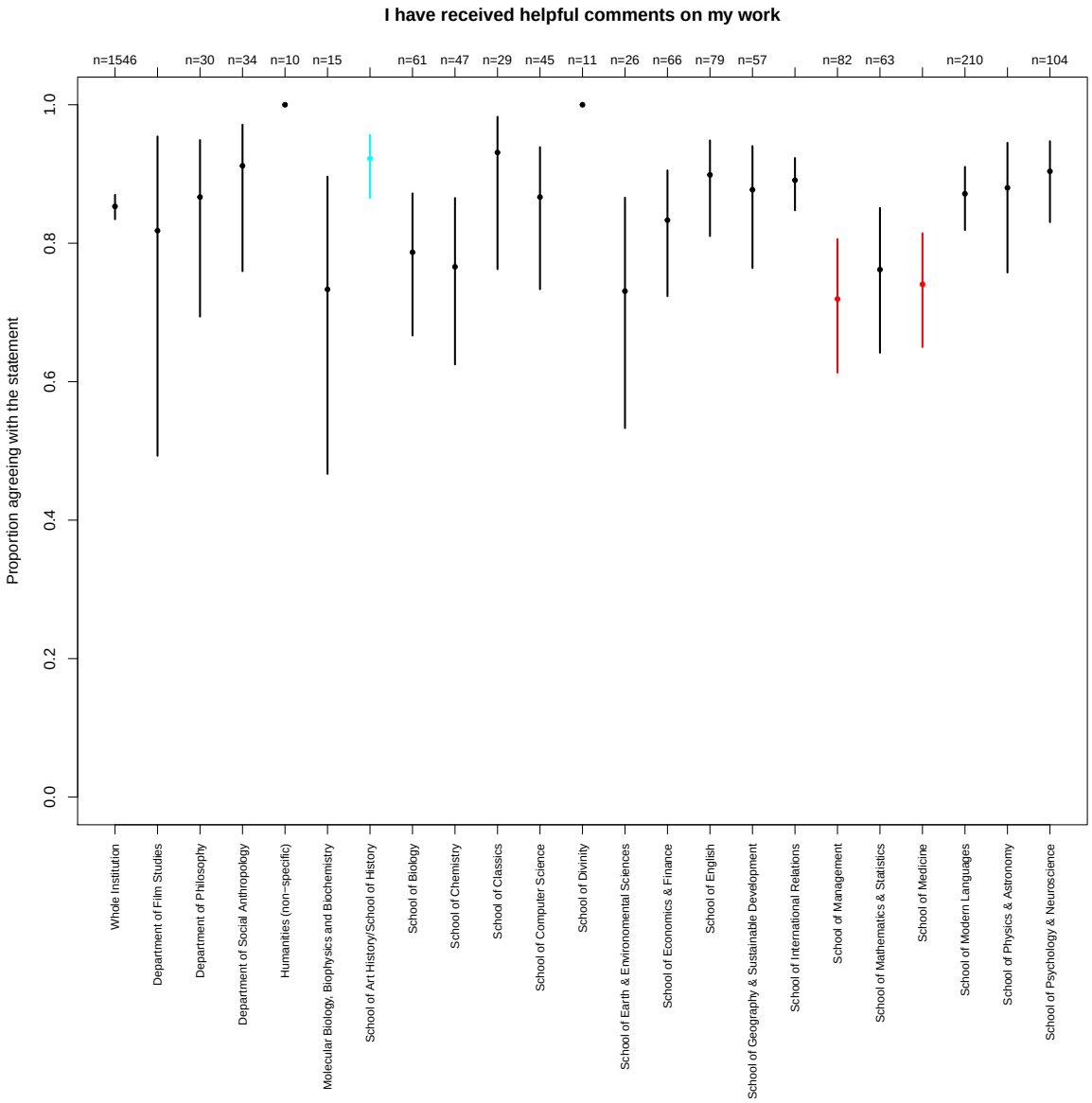
There is extremely strong evidence, that scores levels within
- School of International Relations
exceeded the level of the institution, on average.



Question Q11 ; Statement: **I have received helpful comments on my work**

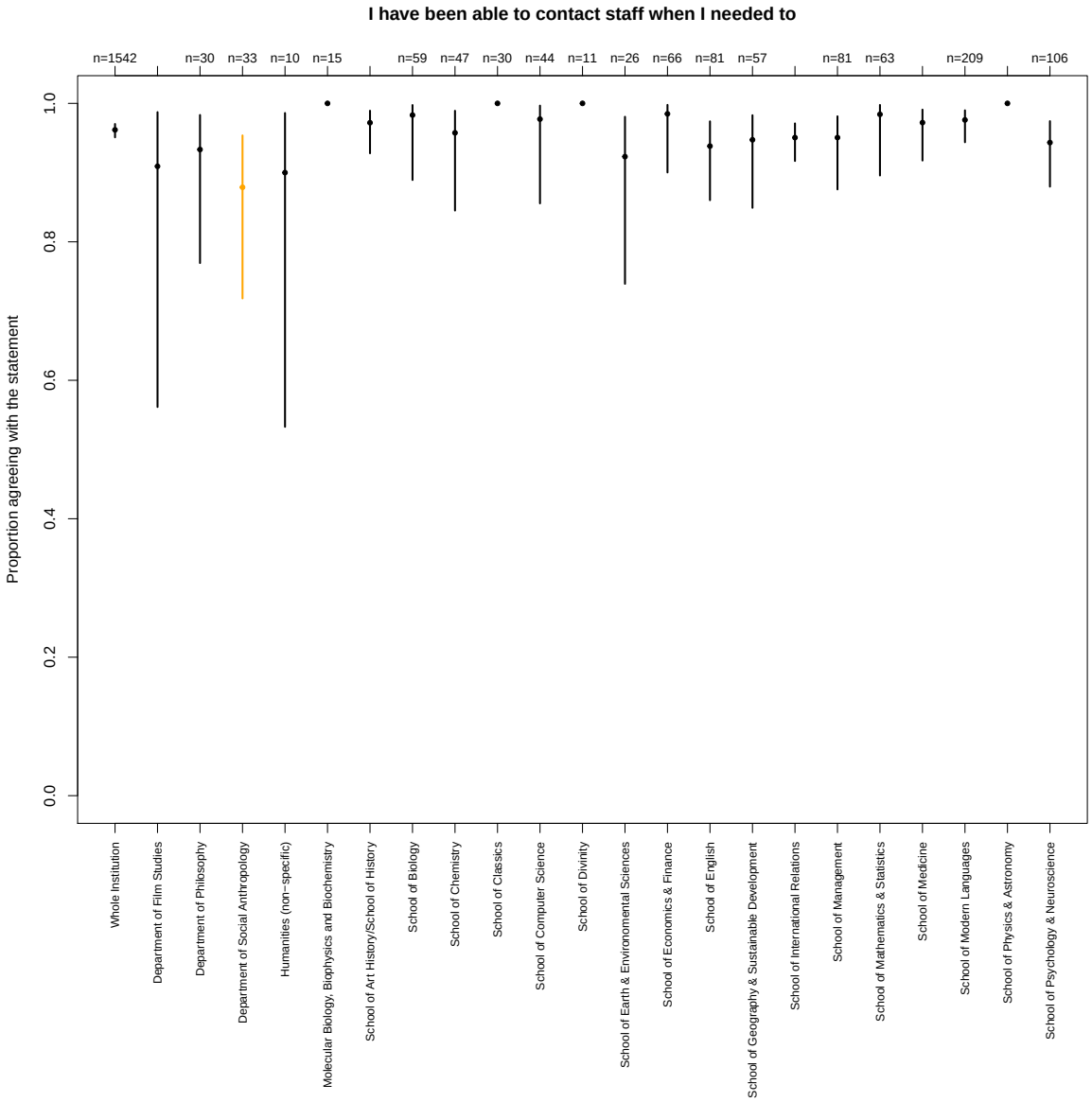
There is extremely strong evidence, that scores within
- School of Management
- School of Medicine
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School of Art History/School of History
exceeded the level of the institution, on average.

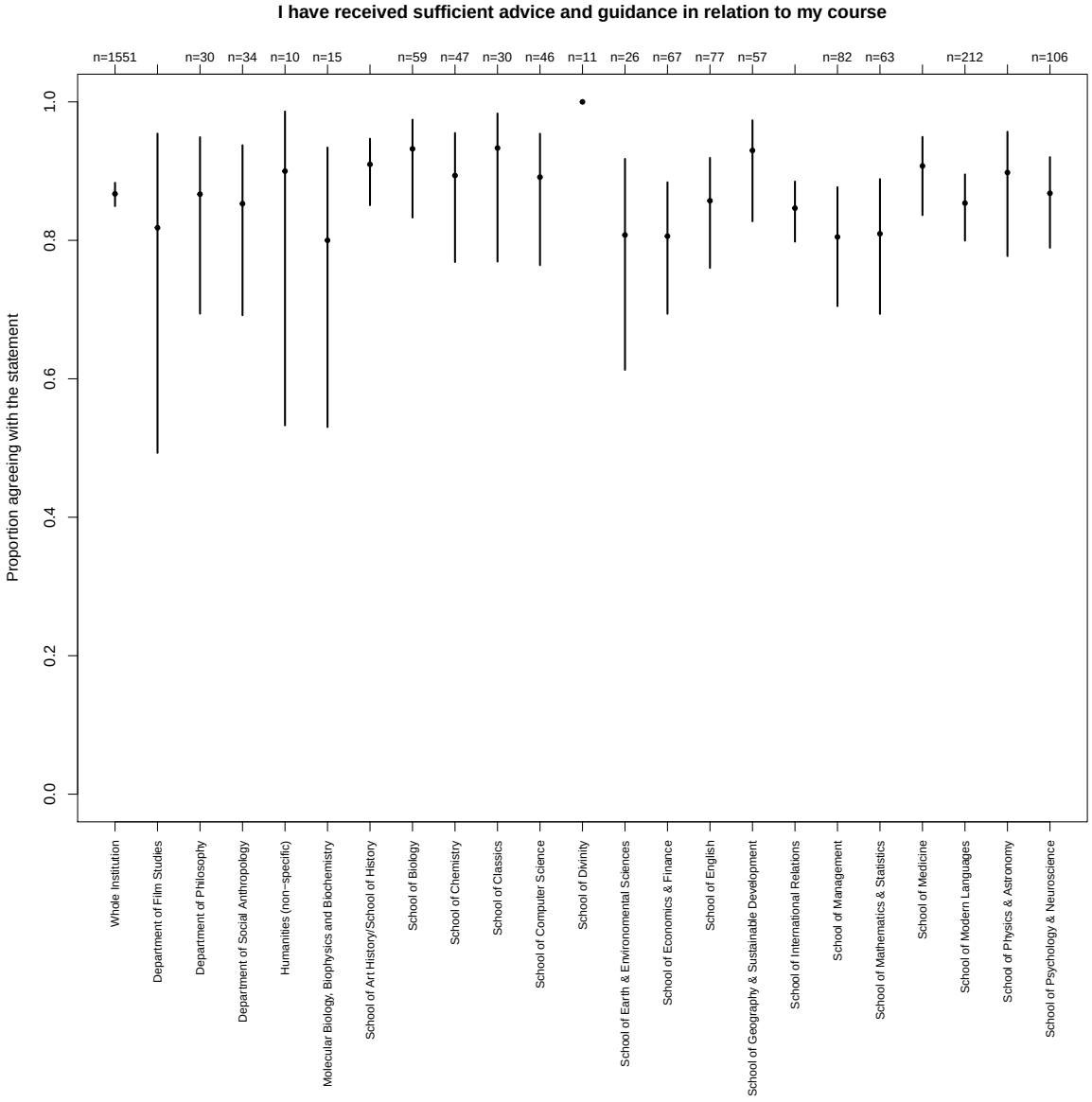


Question Q12 ; Statement: **I have been able to contact staff when I needed to**

There is strong evidence, that scores within
- Department of Social Anthropology
were lower than the institution, on average.



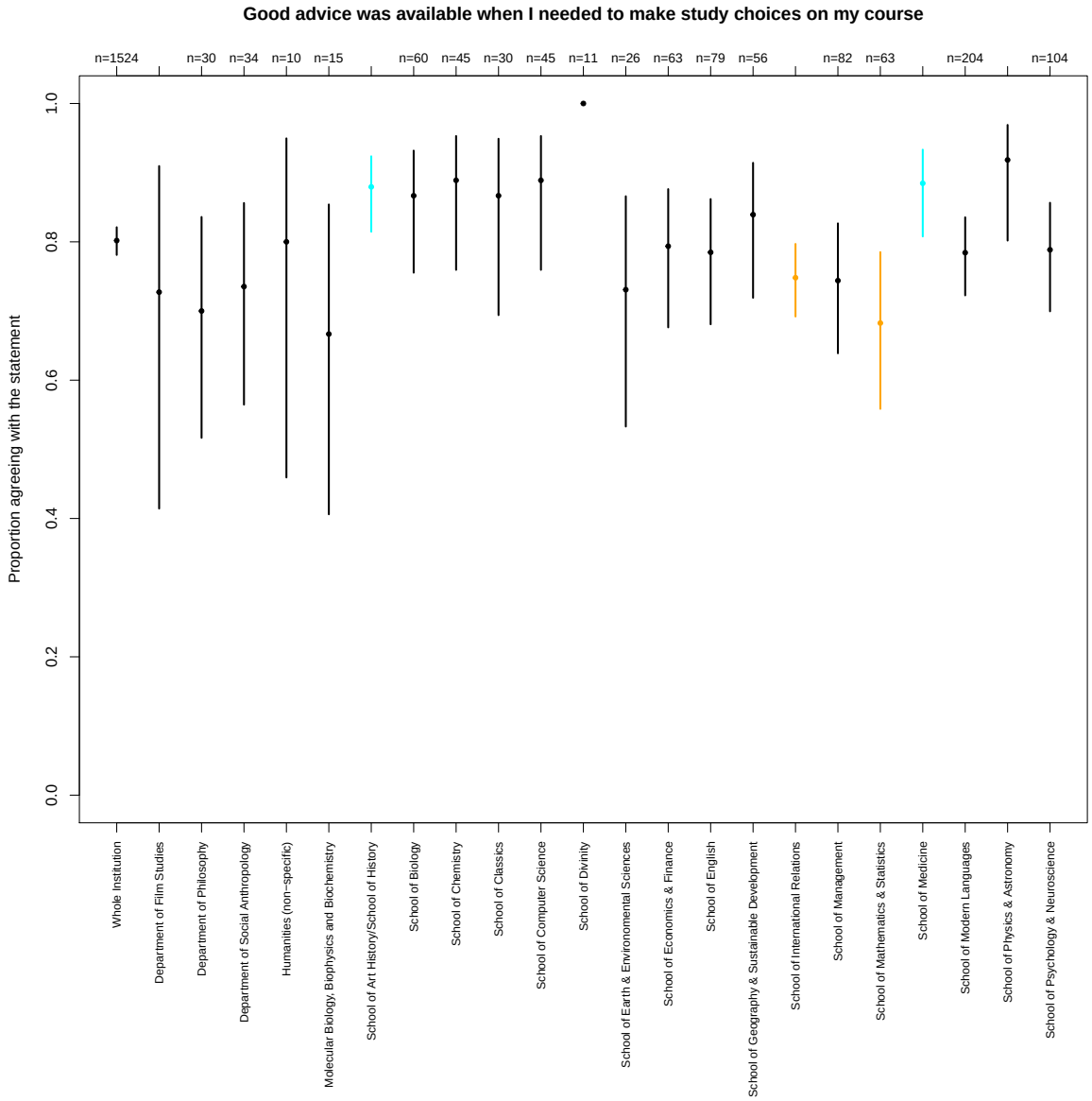
Question Q13 ; Statement: **I have received sufficient advice and guidance in relation to my course**



Question Q14 ; Statement: **Good advice was available when I needed to make study choices on my course**

There is strong evidence, that scores within
- School of International Relations
- School of Mathematics & Statistics
were lower than the institution, on average.

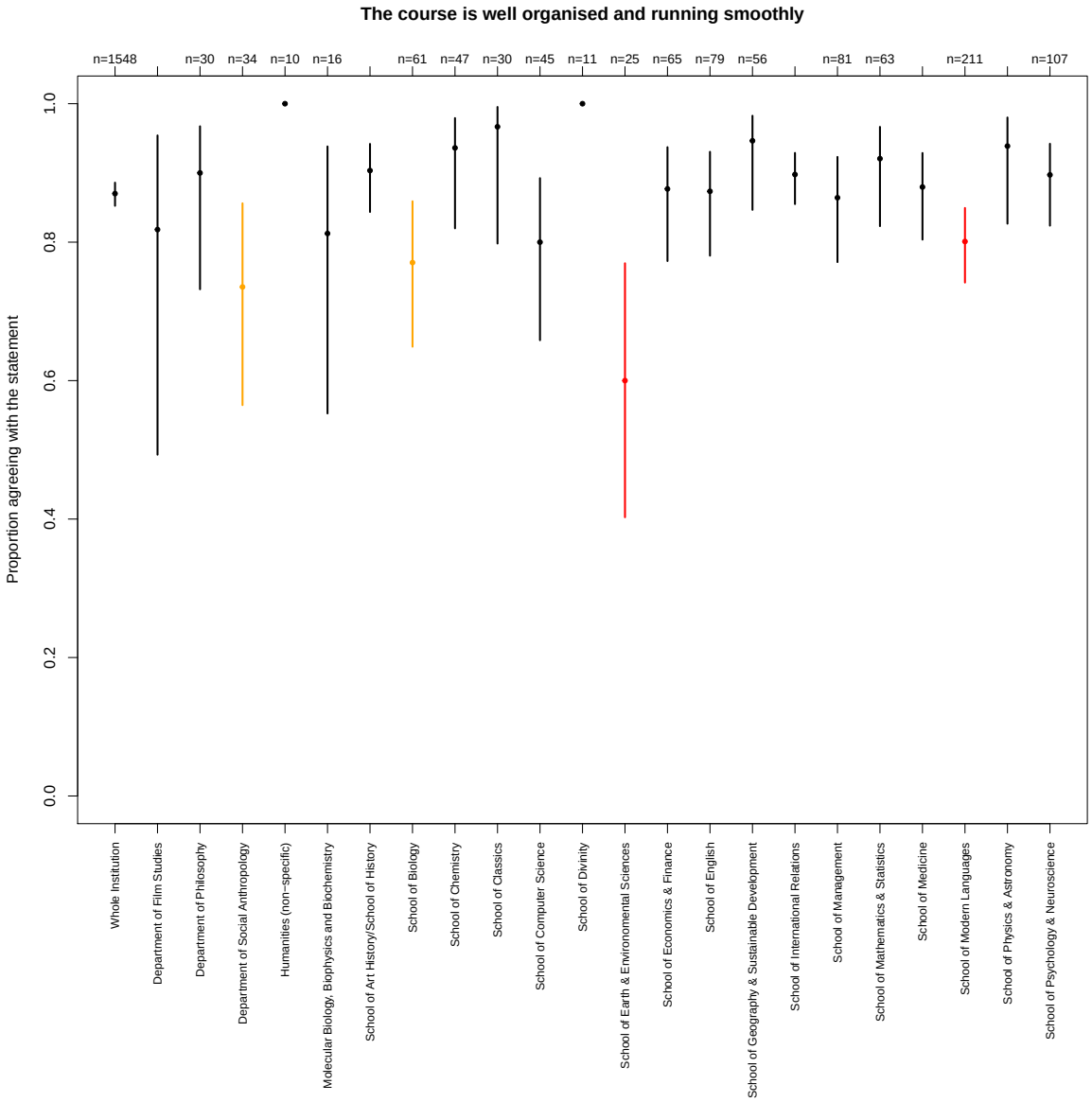
There is strong evidence, that scores levels within
- School of Art History/School of History
- School of Medicine
exceeded the level of the institution, on average.



Question Q15 ; Statement: **The course is well organised and running smoothly**

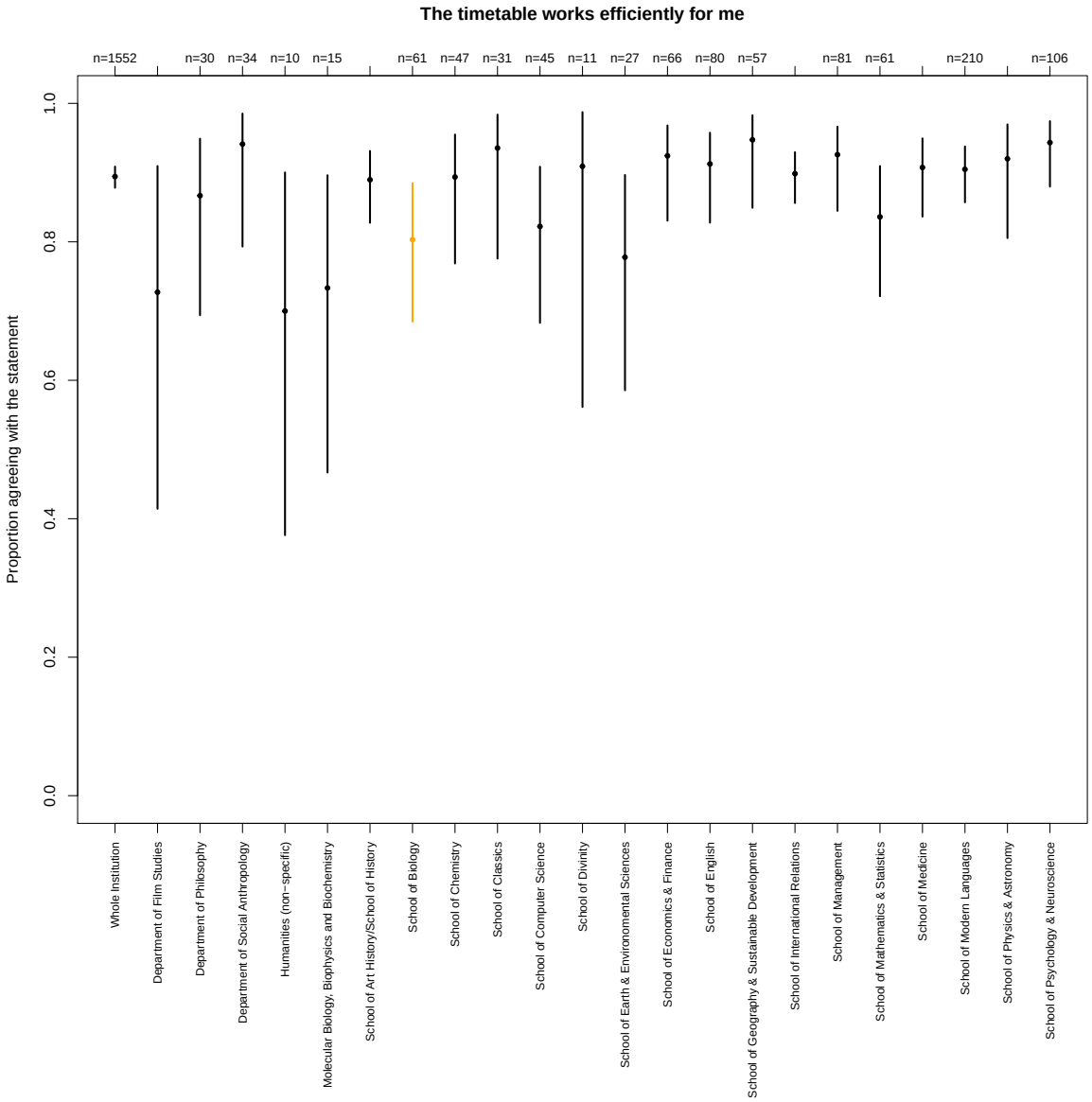
There is strong evidence, that scores within
- Department of Social Anthropology
- School of Biology
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of Earth & Environomental Sciences
- School of Modern Languages
were lower than the institution, on average.



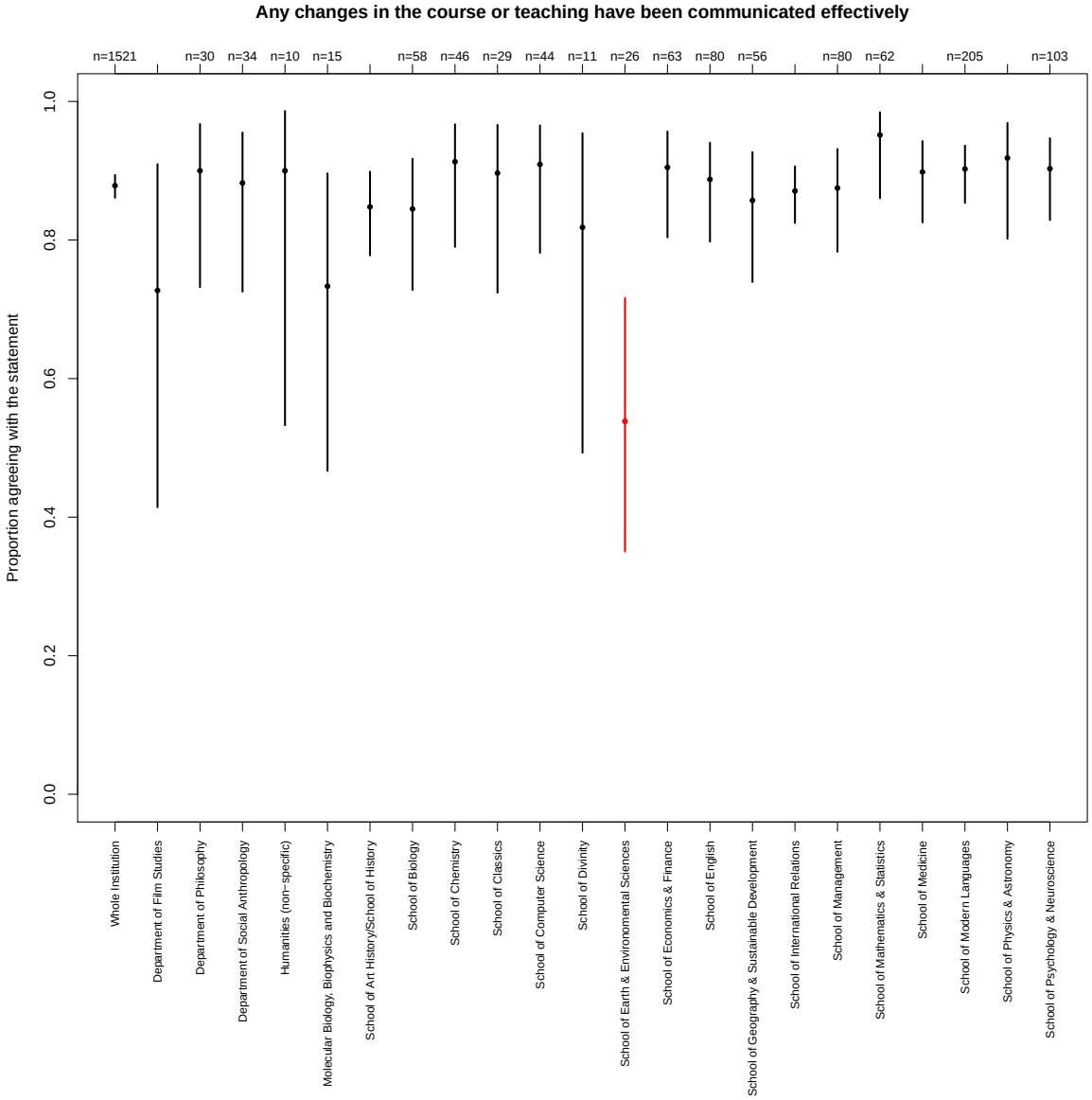
Question Q16 ; Statement: **The timetable works efficiently for me**

There is strong evidence, that scores within
- School of Biology
were lower than the institution, on average.



Question Q17 ; Statement: **Any changes in the course or teaching have been communicated effectively**

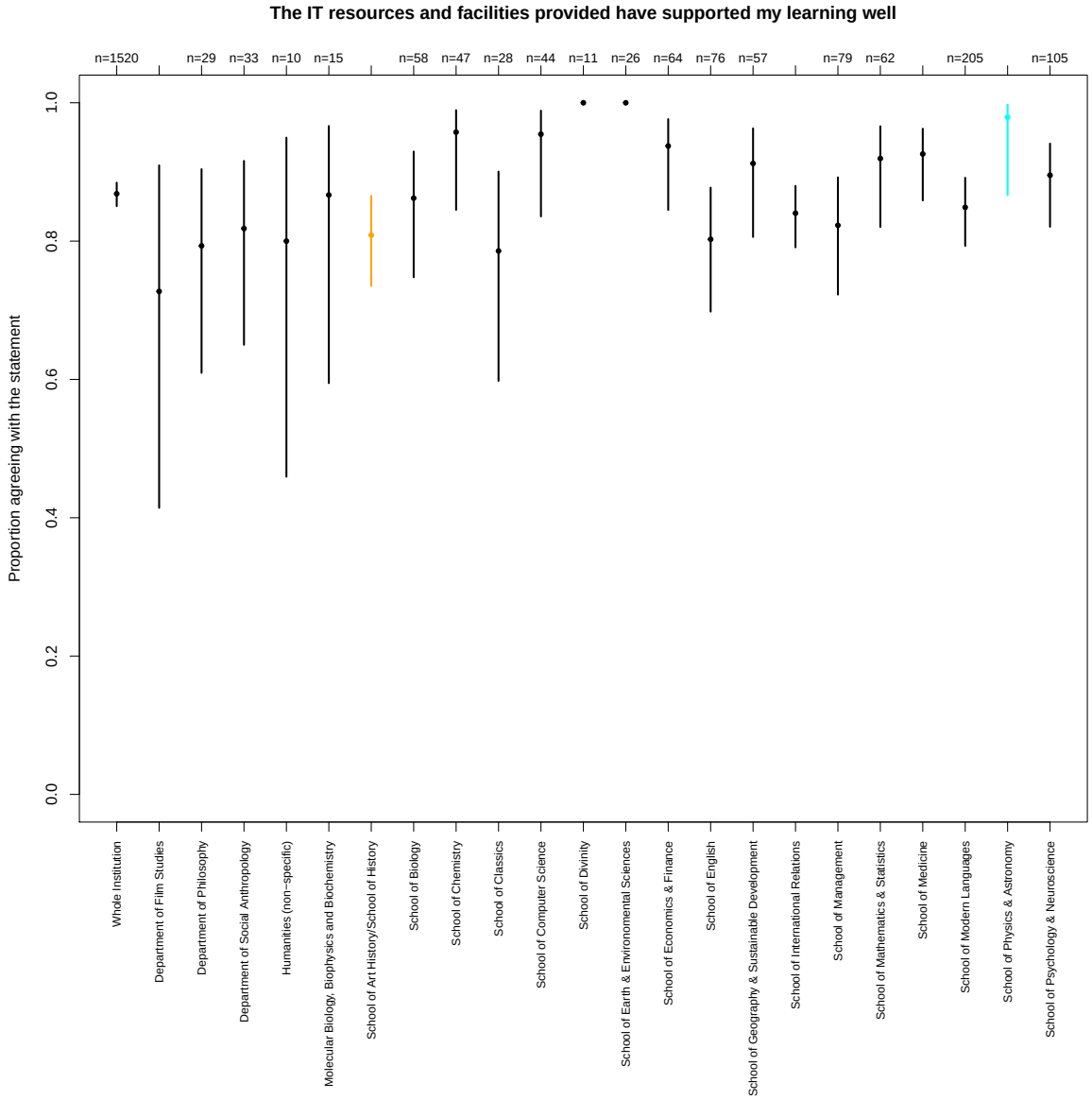
There is extremely strong evidence, that scores within
- School of Earth & Environomental Sciences
were lower than the institution, on average.



Question Q18 ; Statement: **The IT resources and facilities provided have supported my learning well**

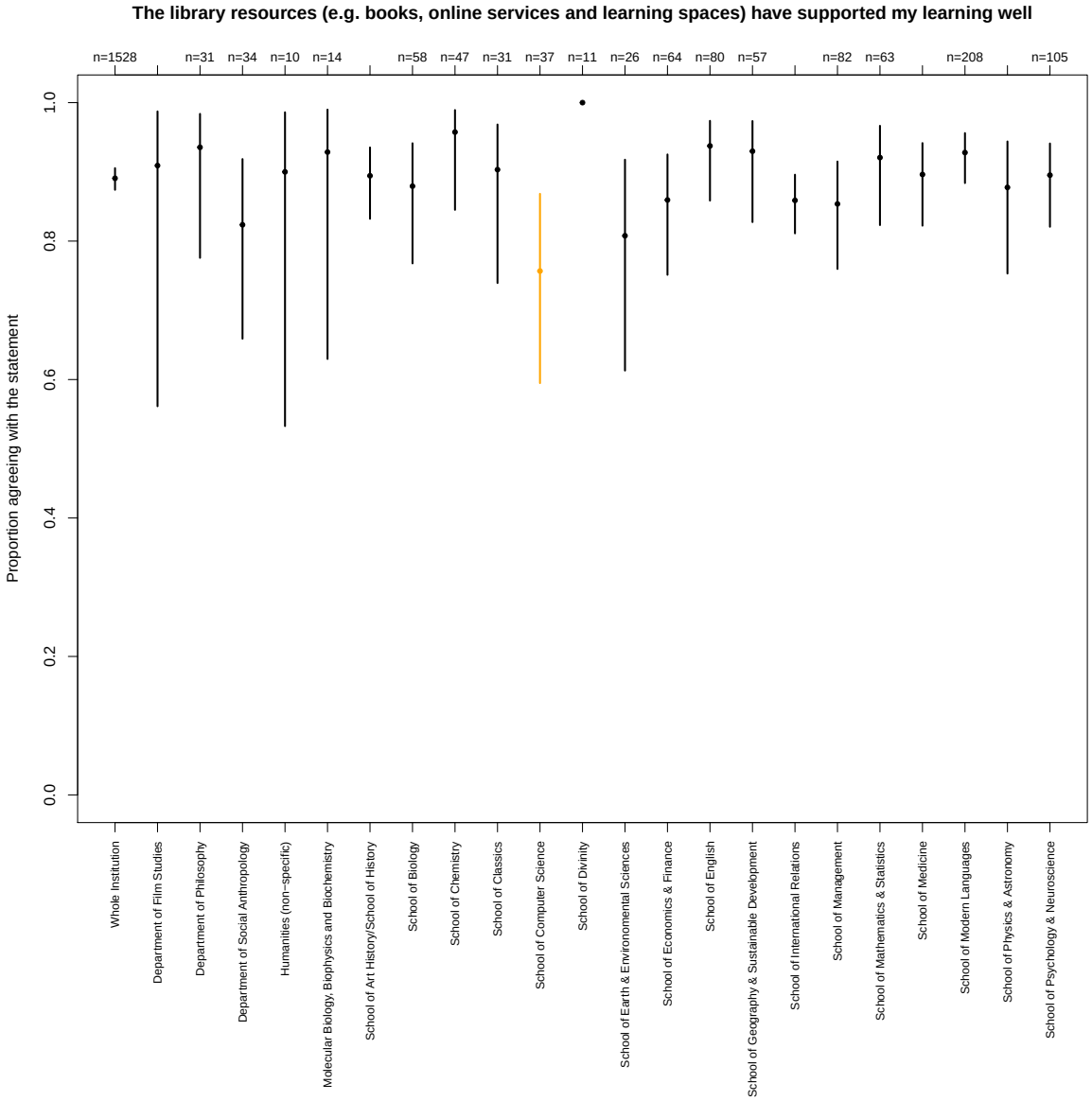
There is strong evidence, that scores within
- School of Art History/School of History
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School of Physics & Astronomy
exceeded the level of the institution, on average.



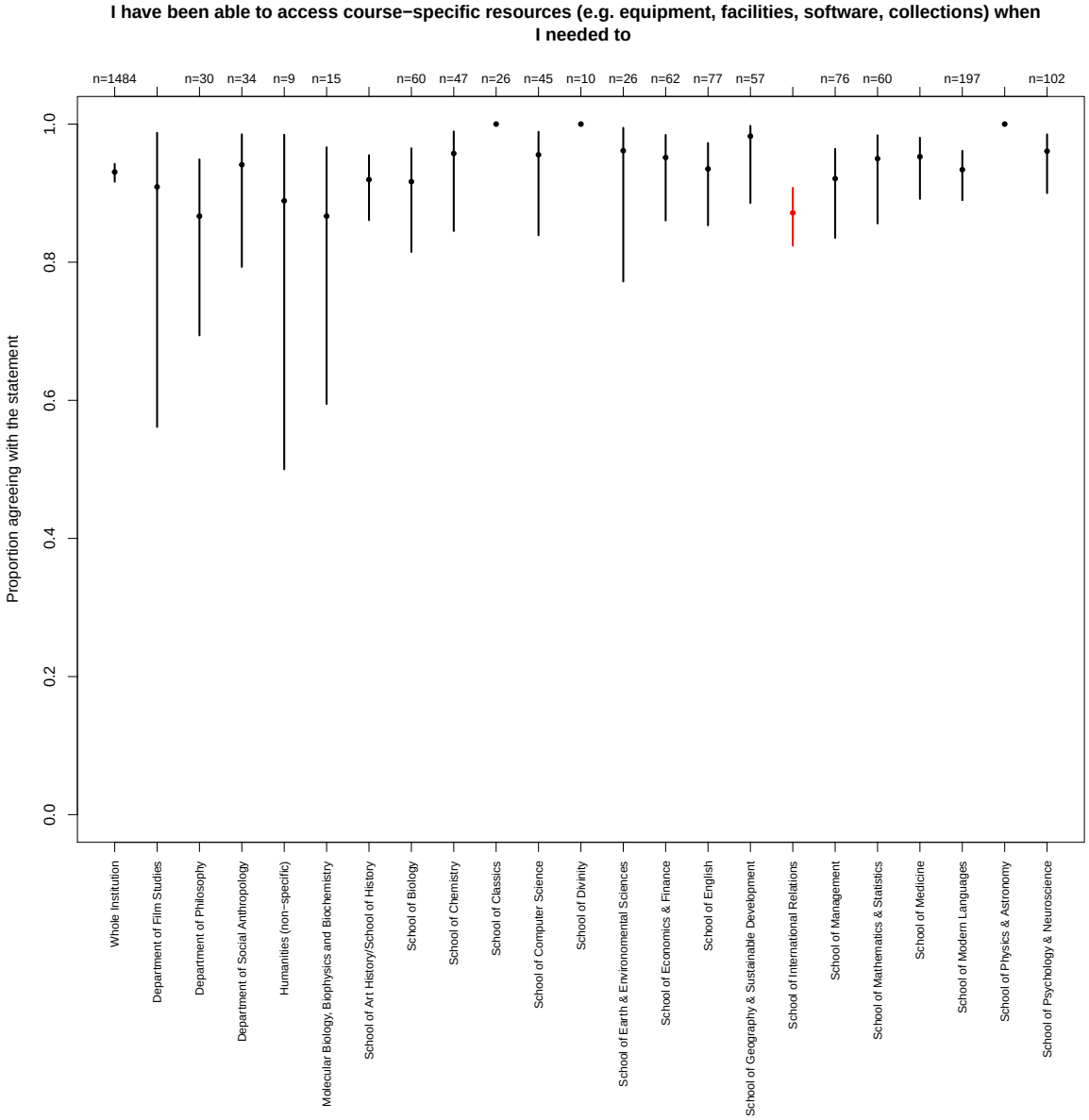
Question Q19 ; Statement: **The library resources (e.g. books, online services and learning spaces) have supported my learning well**

There is strong evidence, that scores within
- School of Computer Science
were lower than the institution, on average.



Question Q20 ; Statement: **I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to**

There is extremely strong evidence, that scores within
- School of International Relations
were lower than the institution, on average.

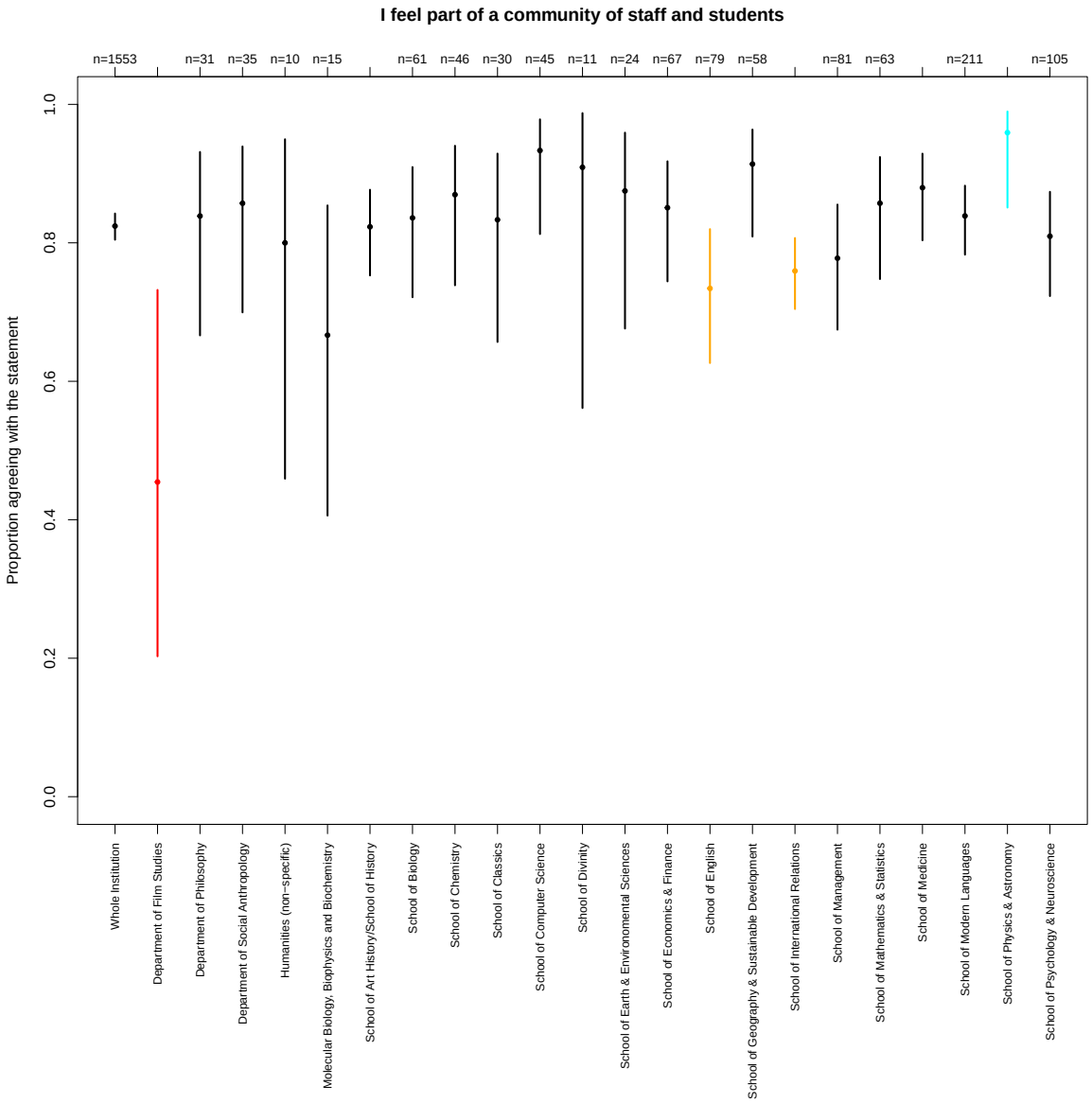


Question Q21 ; Statement: **I feel part of a community of staff and students**

There is strong evidence, that scores within
- School of English
- School of International Relations
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- Department of Film Studies
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School of Physics & Astronomy
exceeded the level of the institution, on average.



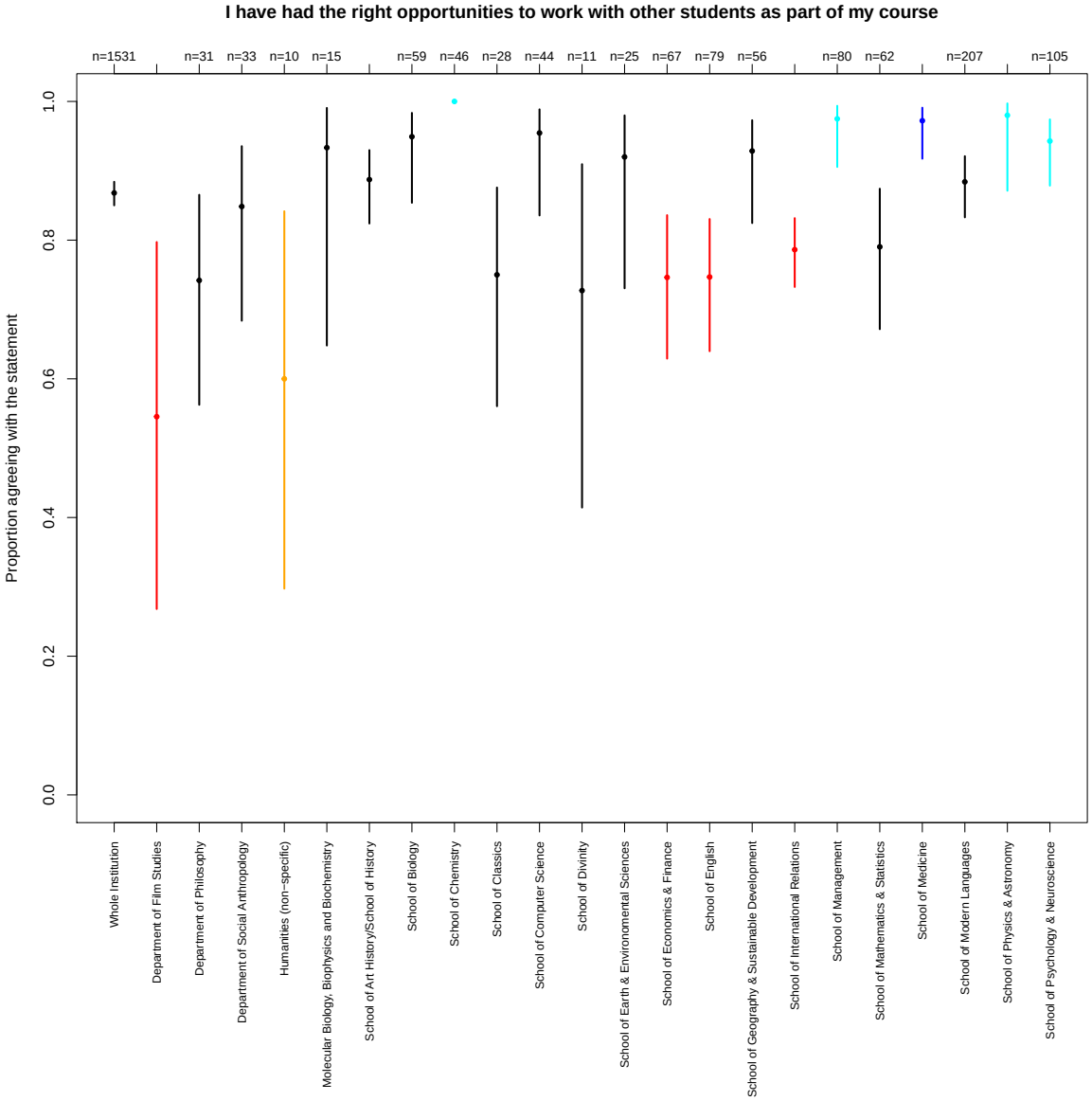
Question Q22 ; Statement: **I have had the right opportunities to work with other students as part of my course**

There is strong evidence, that scores within
- Humanities (non-specific)
were lower than the institution, on average.

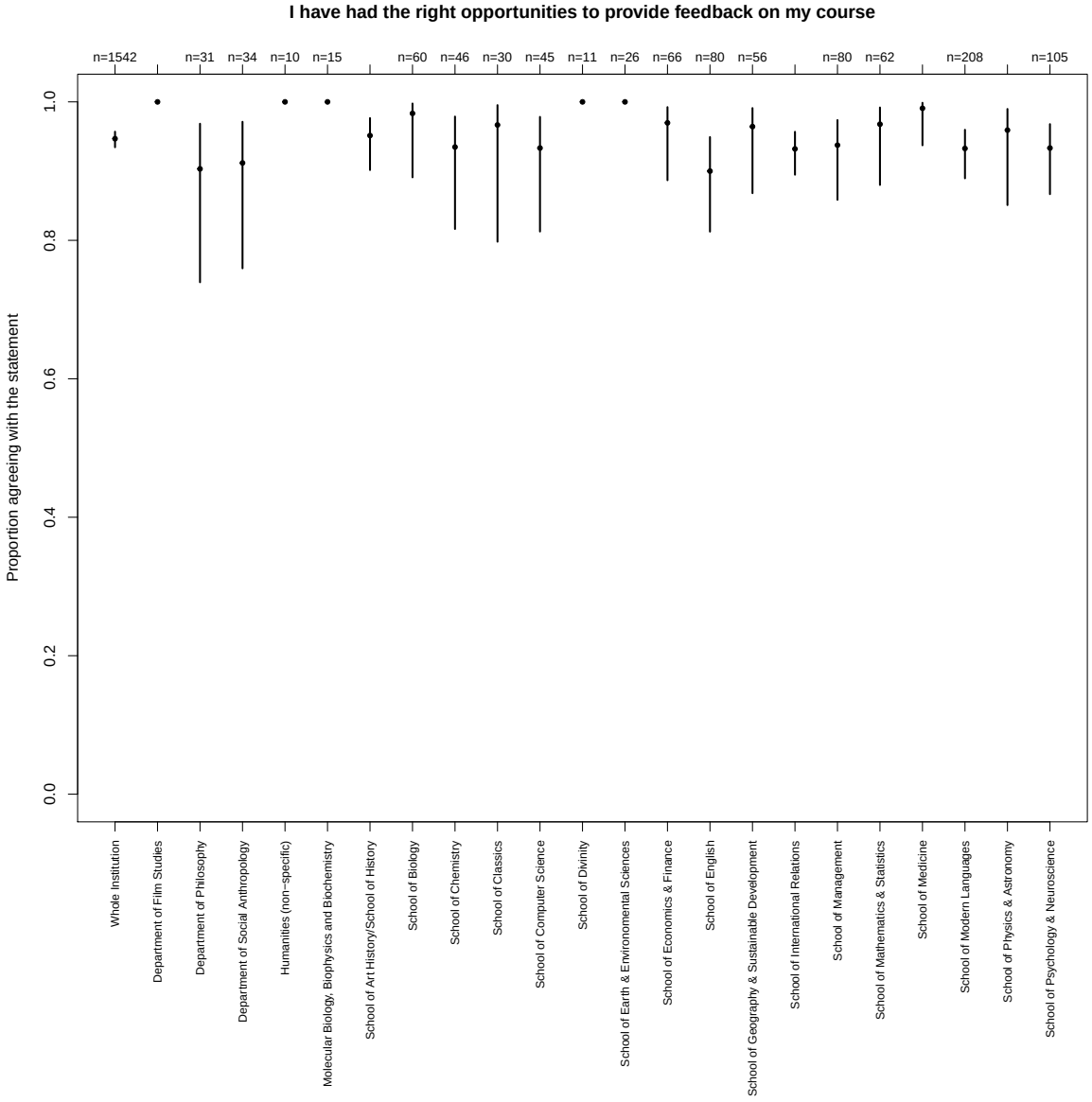
There is extremely strong evidence, that scores within
- Department of Film Studies
- School of Economics & Finance
- School of English
- School of International Relations
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School of Chemistry
- School of Management
- School of Physics & Astronomy
- School of Psychology & Neuroscience
exceeded the level of the institution, on average.

There is extremely strong evidence, that scores levels within
- School of Medicine
exceeded the level of the institution, on average.


I have had the right opportunities to work with other students as part of my course
n=1531
n=31
n=33
n=10
n=15
n=59
n=46
n=28
n=44
n=11
n=25
n=67
n=79
n=56
n=80
n=62
n=207
n=105
Proportion agreeing with the statement
0.0
0.2
0.4
0.6
0.8
1.0
Whole Institution
Department of Film Studies
Department of Philosophy
Department of Social Anthropology
Humanities (non-specific)
Molecular Biology, Biophysics and Biochemistry
School of Art History/School of History
School of Biology
School of Chemistry
School of Classics
School of Computer Science
School of Divinity
School of Earth & Environmental Sciences
School of Economics & Finance
School of English
School of Geography & Sustainable Development
School of International Relations
School of Management
School of Mathematics & Statistics
School of Medicine
School of Modern Languages
School of Physics & Astronomy
School of Psychology & Neuroscience

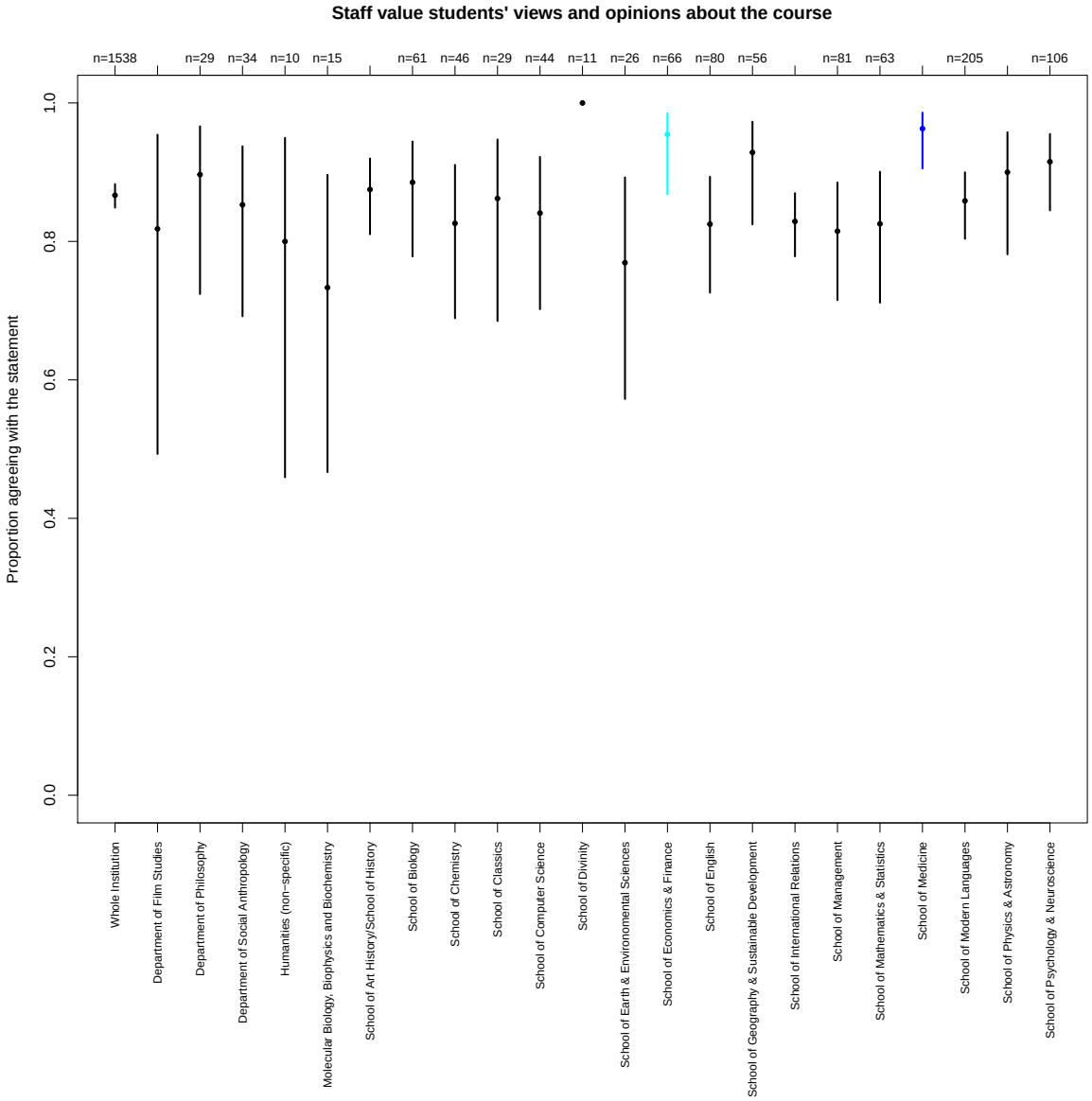
Question Q23 ; Statement: **I have had the right opportunities to provide feedback on my course**



Question Q24 ; Statement: **Staff value students' views and opinions about the course**

There is strong evidence, that scores levels within
- School of Economics & Finance
exceeded the level of the institution, on average.

There is extremely strong evidence, that scores levels within
- School of Medicine
exceeded the level of the institution, on average.



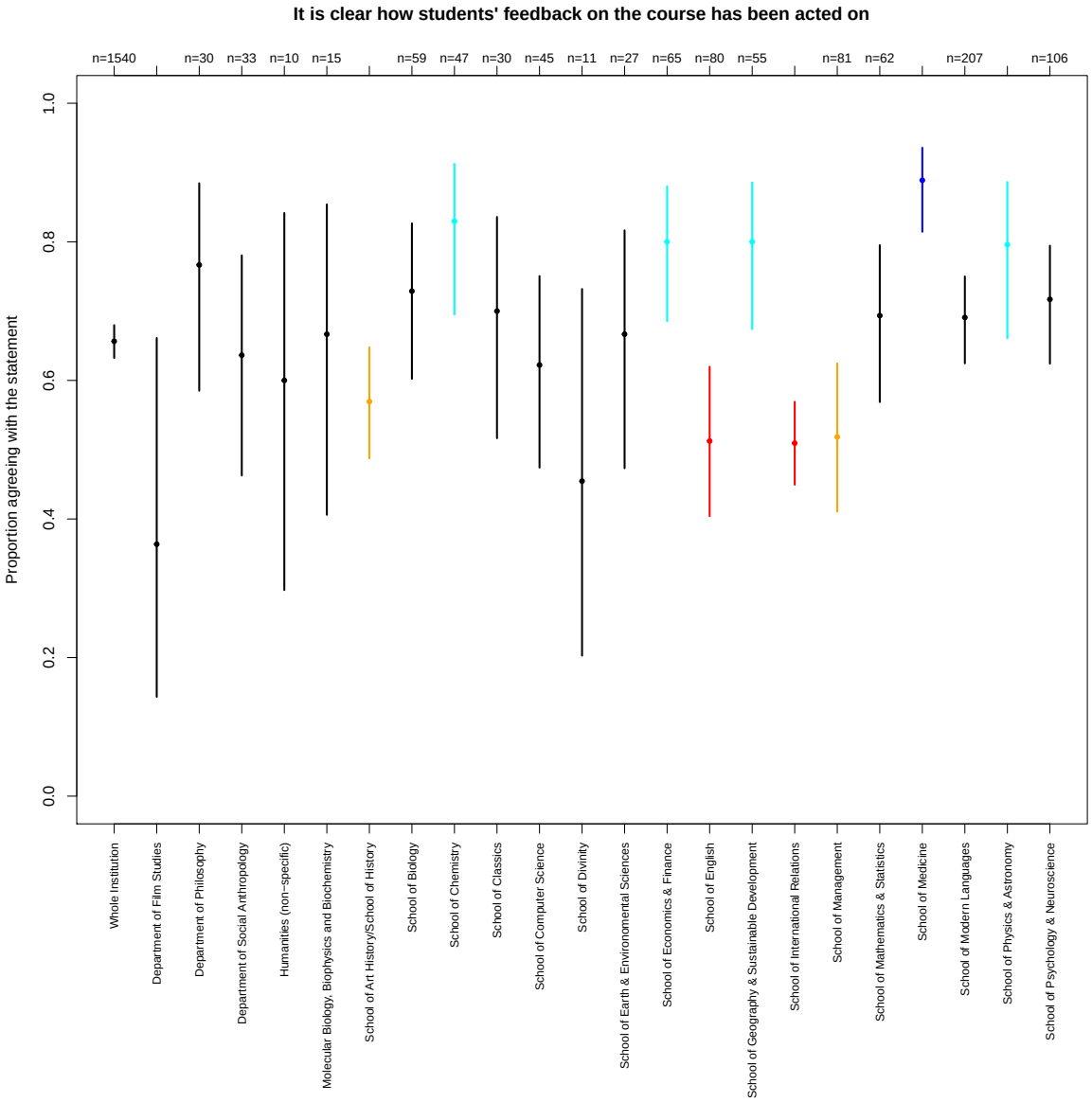
Question Q25 ; Statement: **It is clear how students' feedback on the course has been acted on**

There is strong evidence, that scores within
- School of Art History/School of History
- School of Management
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of English
- School of International Relations
were lower than the institution, on average.

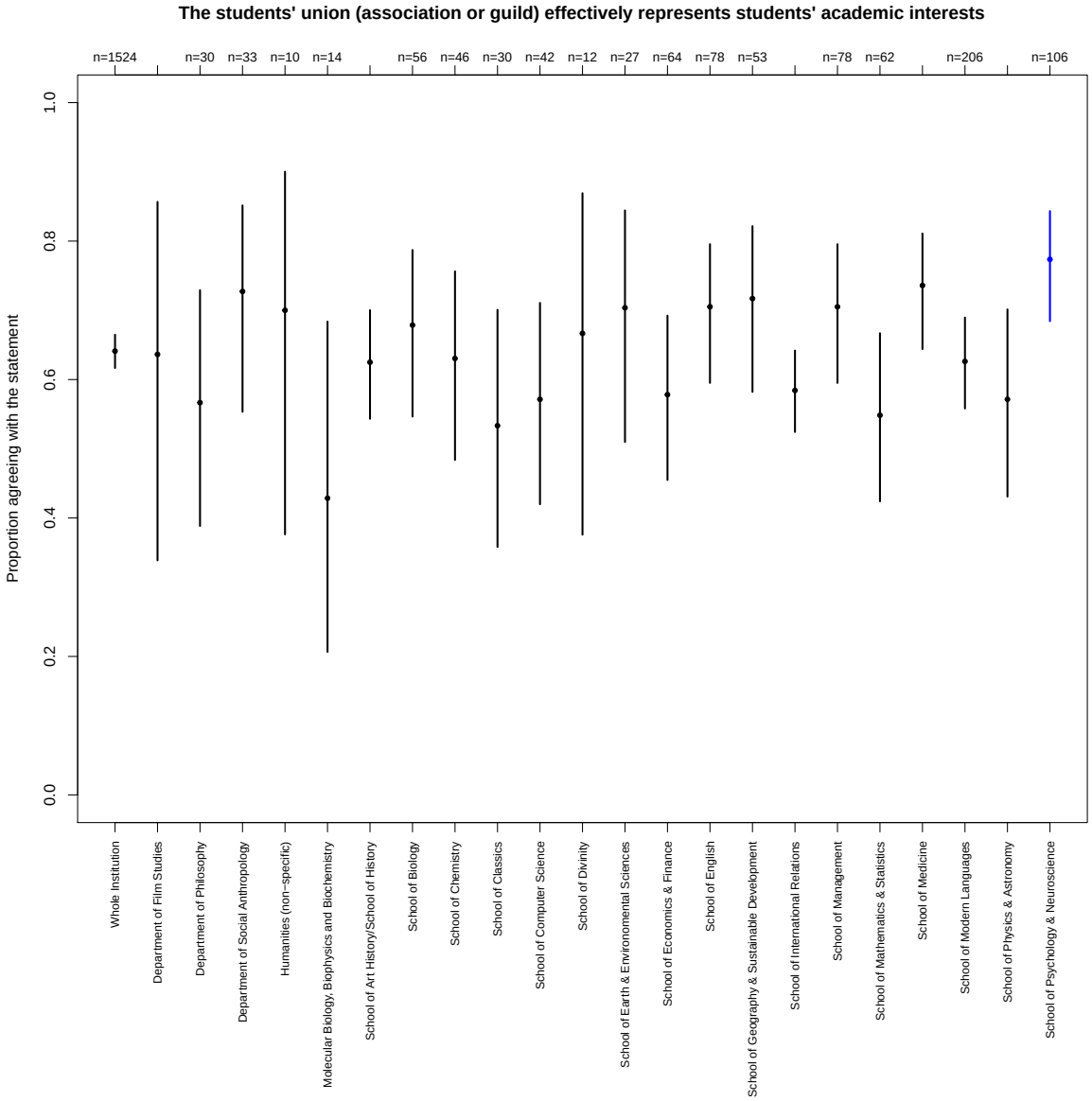
There is strong evidence, that scores levels within
- School of Chemistry
- School of Economics & Finance
- School of Geography & Sustainable Development
- School of Physics & Astronomy
exceeded the level of the institution, on average.

There is extremely strong evidence, that scores levels within
- School of Medicine
exceeded the level of the institution, on average.


It is clear how students' feedback on the course has been acted on
n=1540
n=30
n=33
n=10
n=15
n=59
n=47
n=30
n=45
n=11
n=27
n=65
n=80
n=55
n=81
n=62
n=207
n=106
Proportion agreeing with the statement
0.0
0.2
0.4
0.6
0.8
1.0
Whole Institution
Department of Film Studies
Department of Philosophy
Department of Social Anthropology
Humanities (non-specific)
Molecular Biology, Biophysics and Biochemistry
School of Art History/School of History
School of Biology
School of Chemistry
School of Classics
School of Computer Science
School of Divinity
School of Earth & Environmental Sciences
School of Economics & Finance
School of English
School of Geography & Sustainable Development
School of International Relations
School of Management
School of Mathematics & Statistics
School of Medicine
School of Modern Languages
School of Physics & Astronomy
School of Psychology & Neuroscience

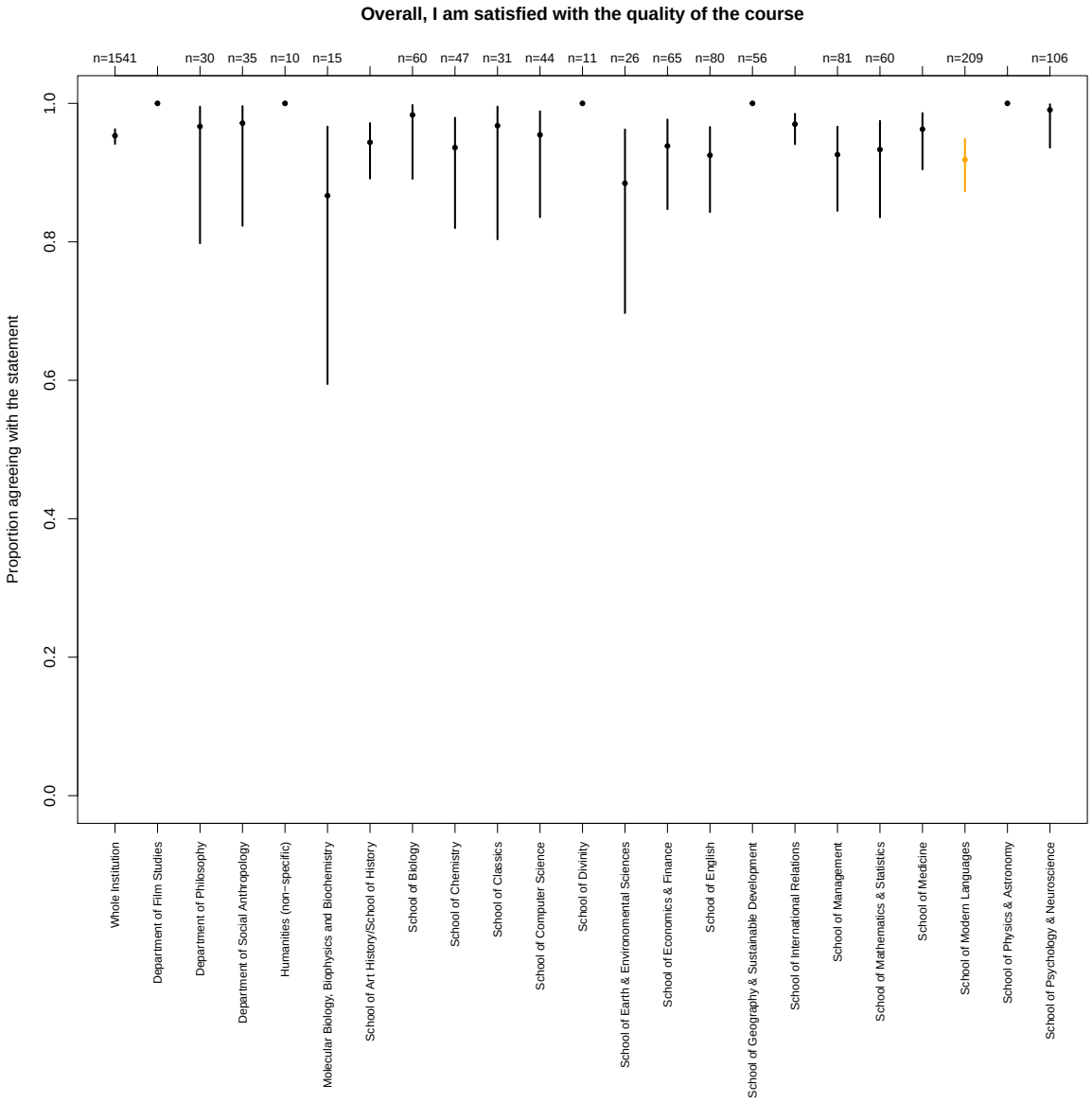
Question Q26 ; Statement: **The students' union (association or guild) effectively represents students' academic interests**

There is extremely strong evidence, that scores levels within
- School of Psychology & Neuroscience
exceeded the level of the institution, on average.



Question Q27 ; Statement: **Overall, I am satisfied with the quality of the course**

There is strong evidence, that scores within
- School of Modern Languages
were lower than the institution, on average.



School-level Results

Students in Department of Film Studies returned a higher score than the institutional average for 30% of the questions and a lower score than the institutional average for 70% of the questions

There is extremely strong evidence that student views in Department of Film Studies were lower than the average view for students across the University for the questions:
- Q21 , I feel part of a community of staff and students
- Q22 , I have had the right opportunities to work with other students as part of my course

---

Students in Department of Philosophy returned a higher score than the institutional average for 41% of the questions and a lower score than the institutional average for 59% of the questions

There is no evidence that student views in Department of Philosophy were different to the average view for students across the University.

Students in Department of Social Anthropology returned a higher score than the institutional average for 48% of the questions and a lower score than the institutional average for 52% of the questions

There is strong evidence that student views in Department of Social Anthropology were lower than the average view for students across the University for the questions:
- Q12 , I have been able to contact staff when I needed to
- Q15 , The course is well organised and running smoothly

Students in Humanities (non-specific) returned a higher score than the institutional average for 56% of the questions and a lower score than the institutional average for 44% of the questions

There is strong evidence that student views in Humanities (non-specific) were lower than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course

---

Students in Molecular Biology, Biophysics and Biochemistry returned a higher score than the institutional average for 30% of the questions and a lower score than the institutional average for 70% of the questions

There is strong evidence that student views in Molecular Biology, Biophysics and Biochemistry were lower than the average view for students across the University for the questions:
- Q06 , My course has provided me with opportunities to bring information and ideas together from different topics
- Q09 , Marking and assessment has been fair

There is extremely strong evidence that student views in Molecular Biology, Biophysics and Biochemistry were lower than the average view for students across the University for the questions:
- Q02 , Staff have made the subject interesting

Students in School of Art History/School of History returned a higher score than the institutional average for 59% of the questions and a lower score than the institutional average for 41% of the questions

There is strong evidence that student views in School of Art History/School of History were lower than the average view for students across the University for the questions:
- Q18 , The IT resources and facilities provided have supported my learning well
- Q25 , It is clear how students' feedback on the course has been acted on

There is strong evidence that student views in School of Art History/School of History were higher than the average view for students across the University for the questions:
- Q11 , I have received helpful comments on my work
- Q14 , Good advice was available when I needed to make study choices on my course

---

Students in School of Biology returned a higher score than the institutional average for 67% of the questions and a lower score than the institutional average for 33% of the questions

There is strong evidence that student views in School of Biology were lower than the average view for students across the University for the questions:
- Q15 , The course is well organised and running smoothly
- Q16 , The timetable works efficiently for me

Students in School of Chemistry returned a higher score than the institutional average for 56% of the questions and a lower score than the institutional average for 44% of the questions

There is strong evidence that student views in School of Chemistry were lower than the average view for students across the University for the questions:
- Q02 , Staff have made the subject interesting

There is extremely strong evidence that student views in School of Chemistry were lower than the average view for students across the University for the questions:
- Q08 , The criteria used in marking have been clear in advance
- Q10 , Feedback on my work has been timely

There is strong evidence that student views in School of Chemistry were higher than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course
- Q25 , It is clear how students' feedback on the course has been acted on

---

Students in School of Classics returned a higher score than the institutional average for 78% of the questions and a lower score than the institutional average for 22% of the questions

There is no evidence that student views in School of Classics were different to the average view for students across the University.

Students in School of Computer Science returned a higher score than the institutional average for 59% of the questions and a lower score than the institutional average for 41% of the questions

There is strong evidence that student views in School of Computer Science were lower than the average view for students across the University for the questions:
- Q19 , The library resources (e.g. books, online services and learning spaces) have supported my learning well

There is extremely strong evidence that student views in School of Computer Science were lower than the average view for students across the University for the questions:

- Q06 , My course has provided me with opportunities to bring information and ideas together from different topics

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Students in School of Divinity returned a higher score than the institutional average for 81% of the questions and a lower score than the institutional average for 19% of the questions

There is no evidence that student views in School of Divinity were different to the average view for students across the University.

Students in School of Earth & Environomental Sciences returned a higher score than the institutional average for 41% of the questions and a lower score than the institutional average for 59% of the questions

There is strong evidence that student views in School of Earth & Environomental Sciences were lower than the average view for students across the University for the questions:
- Q08 , The criteria used in marking have been clear in advance

There is extremely strong evidence that student views in School of Earth & Environomental Sciences were lower than the average view for students across the University for the questions:
- Q09 , Marking and assessment has been fair
- Q10 , Feedback on my work has been timely
- Q15 , The course is well organised and running smoothly
- Q17 , Any changes in the course or teaching have been communicated effectively

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Students in School of Economics & Finance returned a higher score than the institutional average for 52% of the questions and a lower score than the institutional average for 48% of the questions

There is extremely strong evidence that student views in School of Economics & Finance were lower than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course

There is strong evidence that student views in School of Economics & Finance were higher than the average view for students across the University for the questions:
- Q24 , Staff value students' views and opinions about the course
- Q25 , It is clear how students' feedback on the course has been acted on

---

Students in School of English returned a higher score than the institutional average for 44% of the questions and a lower score than the institutional average for 56% of the questions

There is strong evidence that student views in School of English were lower than the average view for students across the University for the questions:
- Q21 , I feel part of a community of staff and students

There is extremely strong evidence that student views in School of English were lower than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course
- Q25 , It is clear how students' feedback on the course has been acted on

---

Students in School of Geography & Sustainable Development returned a higher score than the institutional average for 93% of the questions and a lower score than the institutional average for 7% of the questions

There is strong evidence that student views in School of Geography & Sustainable Development were higher than the average view for students across the University for the questions:
- Q08 , The criteria used in marking have been clear in advance
- Q25 , It is clear how students' feedback on the course has been acted on

---

Students in School of International Relations returned a higher score than the institutional average for 48% of the questions and a lower score than the institutional average for 52% of the questions

There is strong evidence that student views in School of International Relations were lower than the average view for students across the University for the questions:
- Q07 , My course has provided me with opportunities to apply what I have learnt
- Q14 , Good advice was available when I needed to make study choices on my course
- Q21 , I feel part of a community of staff and students

There is extremely strong evidence that student views in School of International Relations were lower than the average view for students across the University for the questions:
- Q20 , I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
- Q22 , I have had the right opportunities to work with other students as part of my course
- Q25 , It is clear how students' feedback on the course has been acted on

There is strong evidence that student views in School of International Relations were higher than the average view for students across the University for the questions:
- Q08 , The criteria used in marking have been clear in advance

There is extremely strong evidence that student views in School of International Relations were higher than the average view for students across the University for the questions:
- Q10 , Feedback on my work has been timely

Students in School of Management returned a higher score than the institutional average for 22% of the questions and a lower score than the institutional average for 78% of the questions

There is strong evidence that student views in School of Management were lower than the average view for students across the University for the questions:
- Q02 , Staff have made the subject interesting
- Q08 , The criteria used in marking have been clear in advance
- Q25 , It is clear how students' feedback on the course has been acted on

There is extremely strong evidence that student views in School of Management were lower than the average view for students across the University for the questions:
- Q03 , The course is intellectually stimulating
- Q09 , Marking and assessment has been fair
- Q11 , I have received helpful comments on my work

There is strong evidence that student views in School of Management were higher than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course

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Students in School of Mathematics & Statistics returned a higher score than the institutional average for 44% of the questions and a lower score than the institutional average for 56% of the questions

There is strong evidence that student views in School of Mathematics & Statistics were lower than the average view for students across the University for the questions:

- Q05 , My course has provided me with opportunities to explore ideas or concepts in depth
- Q14 , Good advice was available when I needed to make study choices on my course

There is extremely strong evidence that student views in School of Mathematics & Statistics were lower than the average view for students across the University for the questions:
- Q07 , My course has provided me with opportunities to apply what I have learnt

---

Students in School of Medicine returned a higher score than the institutional average for 78% of the questions and a lower score than the institutional average for 22% of the questions

There is strong evidence that student views in School of Medicine were lower than the average view for students across the University for the questions:
- Q05 , My course has provided me with opportunities to explore ideas or concepts in depth

There is extremely strong evidence that student views in School of Medicine were lower than the average view for students across the University for the questions:
- Q11 , I have received helpful comments on my work

There is strong evidence that student views in School of Medicine were higher than the average view for students across the University for the questions:
- Q14 , Good advice was available when I needed to make study choices on my course

There is extremely strong evidence that student views in School of Medicine were higher than the average view for students across the University for the questions:
- Q07 , My course has provided me with opportunities to apply what I have learnt
- Q22 , I have had the right opportunities to work with other students as part of my course
- Q24 , Staff value students' views and opinions about the course
- Q25 , It is clear how students' feedback on the course has been acted on

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Students in School of Modern Languages returned a higher score than the institutional average for 44% of the questions and a lower score than the institutional average for 56% of the questions

There is strong evidence that student views in School of Modern Languages were lower than the average view for students across the University for the questions:
- Q04 , My course has challenged me to achieve my best work
- Q27 , Overall, I am satisfied with the quality of the course

There is extremely strong evidence that student views in School of Modern Languages were lower than the average view for students across the University for the questions:
- Q03 , The course is intellectually stimulating
- Q15 , The course is well organised and running smoothly

Students in School of Physics & Astronomy returned a higher score than the institutional average for 89% of the questions and a lower score than the institutional average for 11% of the questions

There is strong evidence that student views in School of Physics & Astronomy were higher than the average view for students across the University for the questions:
- Q18 , The IT resources and facilities provided have supported my learning well
- Q21 , I feel part of a community of staff and students
- Q22 , I have had the right opportunities to work with other students as part of my course
- Q25 , It is clear how students' feedback on the course has been acted on

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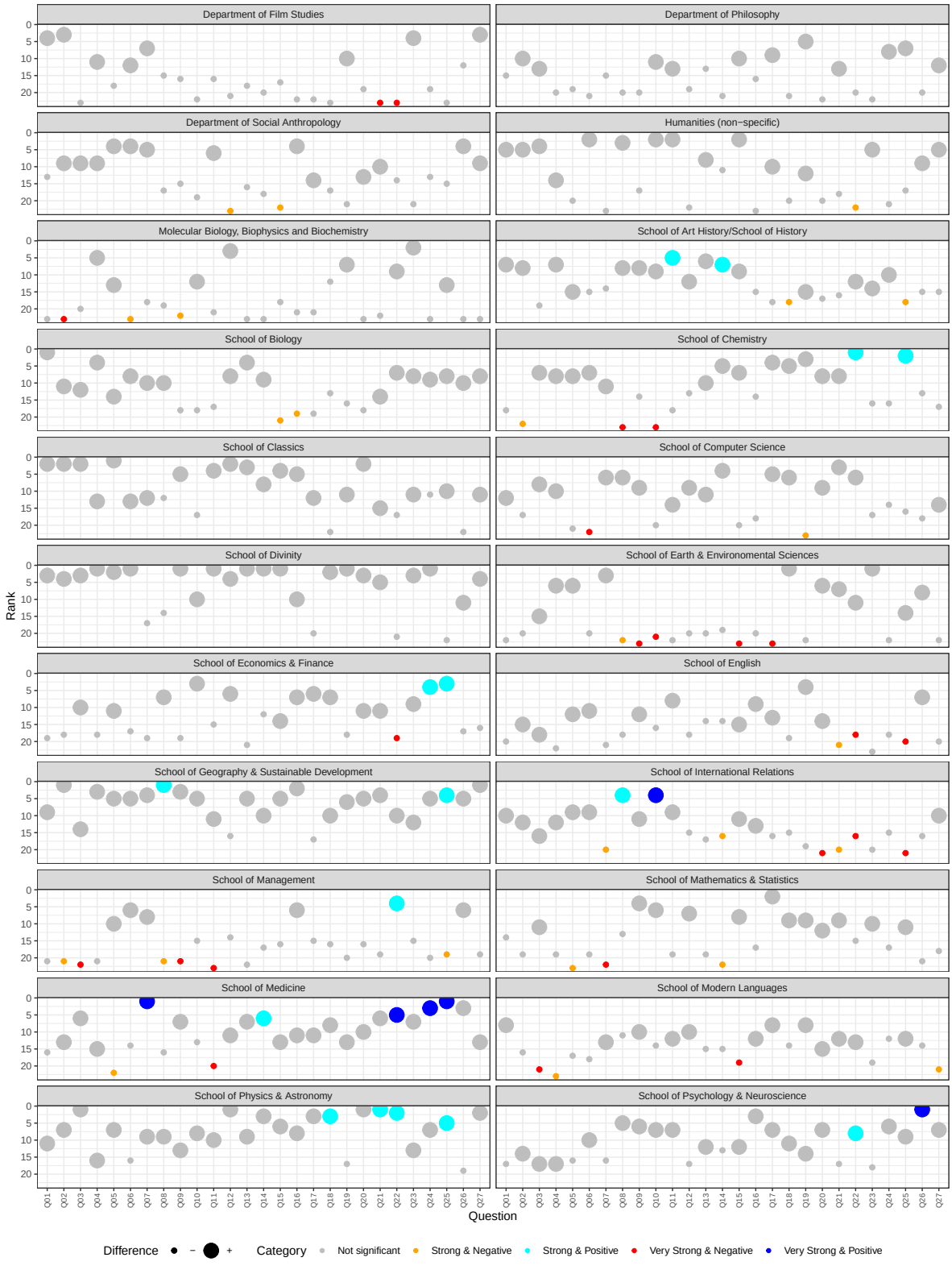
Students in School of Psychology & Neuroscience returned a higher score than the institutional average for 74% of the questions and a lower score than the institutional average for 26% of the questions

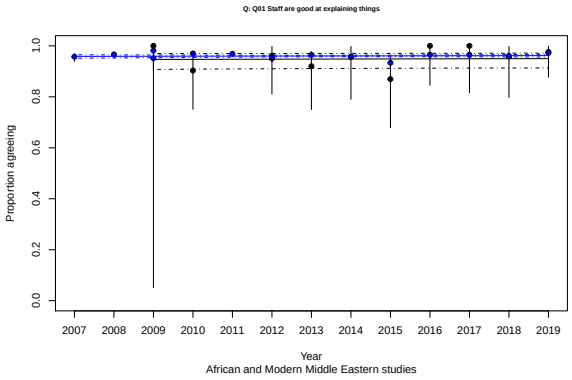
There is strong evidence that student views in School of Psychology & Neuroscience were higher than the average view for students across the University for the questions:
- Q22 , I have had the right opportunities to work with other students as part of my course

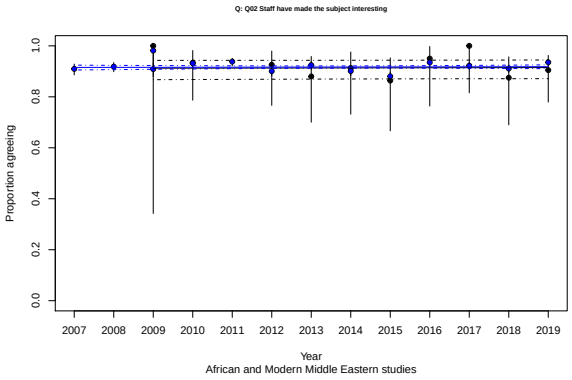
There is extremely strong evidence that student views in School of Psychology & Neuroscience were higher than the average view for students across the University for the questions:
- Q26 , The students' union (association or guild) effectively represents students' academic interests

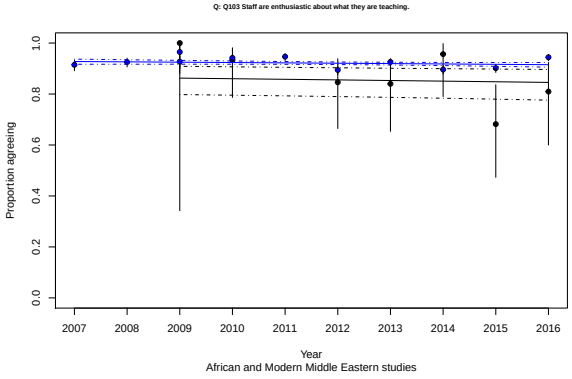

Department of Film Studies
Department of Philosophy
Department of Social Anthropology
Humanities (non−specific)
Molecular Biology, Biophysics and Biochemistry
School of Art History/School of History
School of Biology
School of Chemistry
School of Classics
School of Computer Science
School of Divinity
School of Earth & Environomental Sciences
School of Economics & Finance
School of English
School of Geography & Sustainable Development
School of International Relations
School of Management
School of Mathematics & Statistics
School of Medicine
School of Modern Languages
School of Physics & Astronomy
School of Psychology & Neuroscience
Rank
0
5
10
15
20
Q01 Q02 Q03 Q04 Q05 Q06 Q07 Q08 Q09 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27
Question
Difference
−
+
Category
Not significant
Strong & Negative
Strong & Positive
Very Strong & Negative
Very Strong & Positive

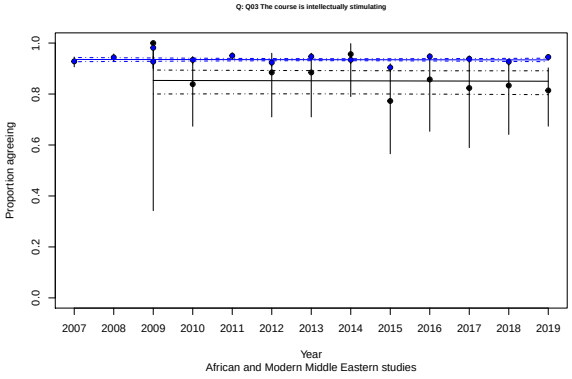
Trend over time

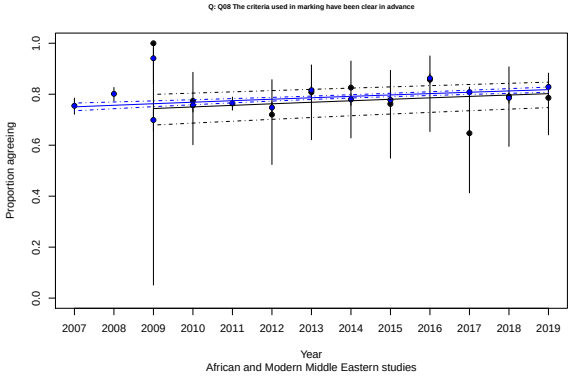
African and Modern Middle Eastern studies

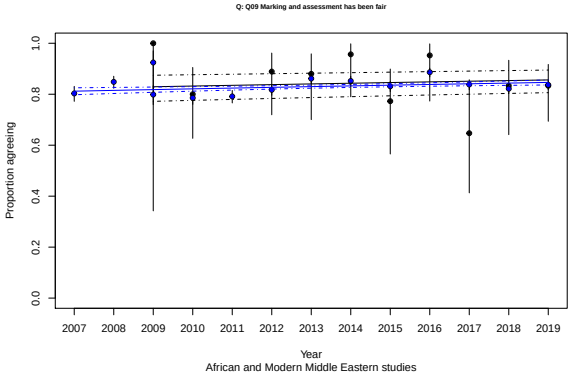


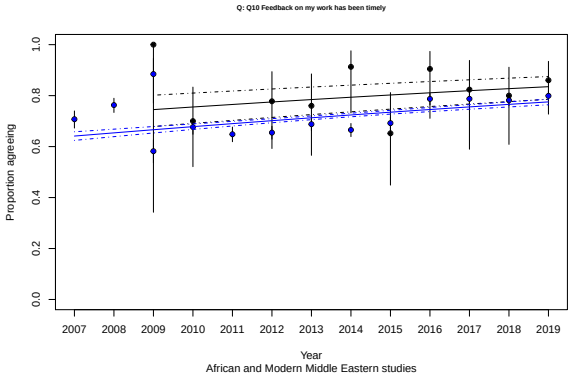


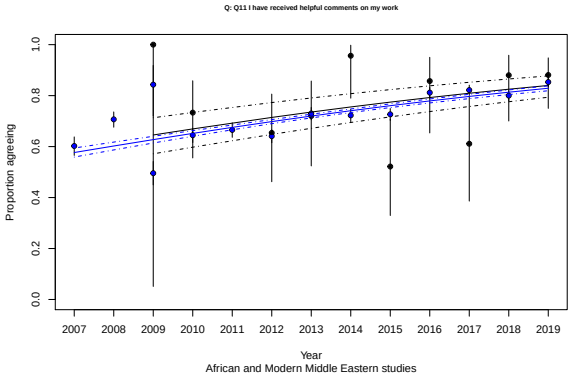


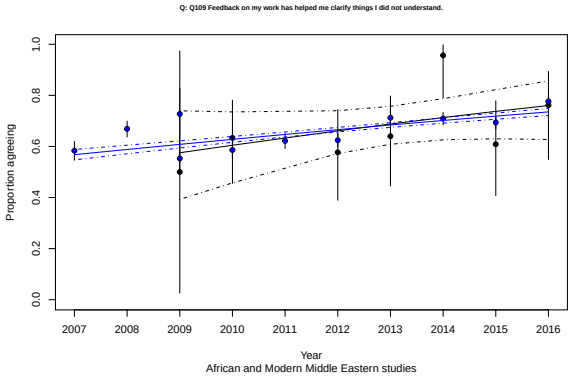


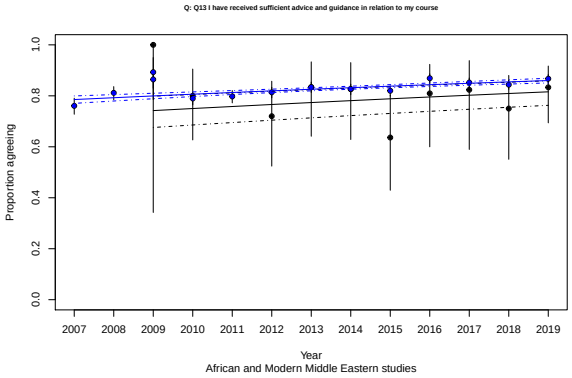


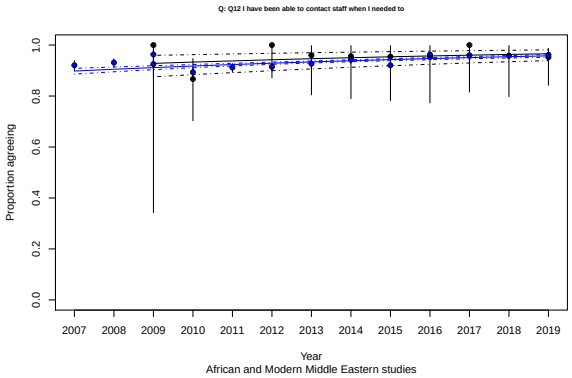


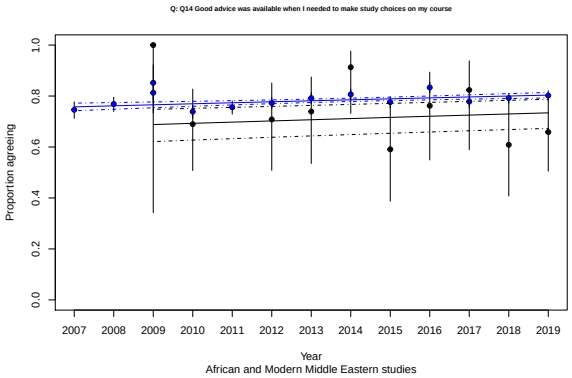

Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

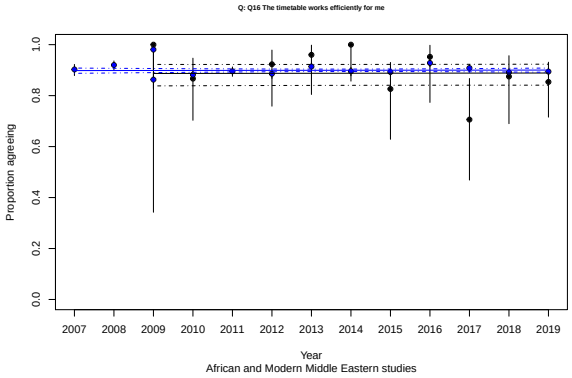

Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

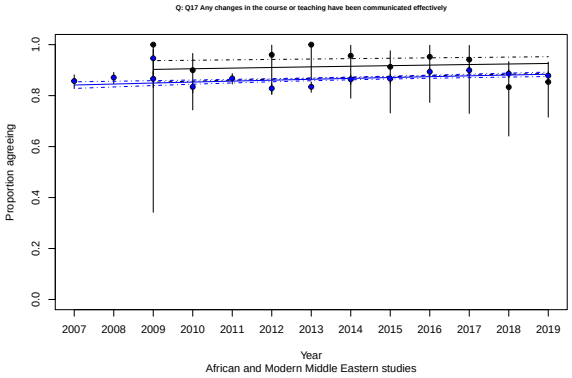

Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
Year
African and Modern Middle Eastern studies

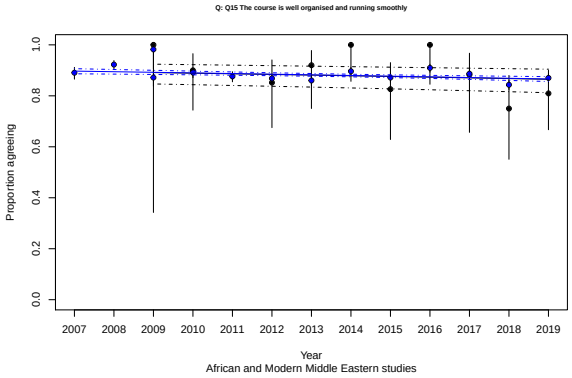

Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

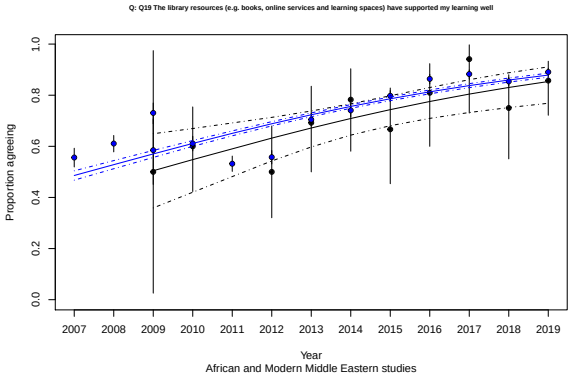

Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

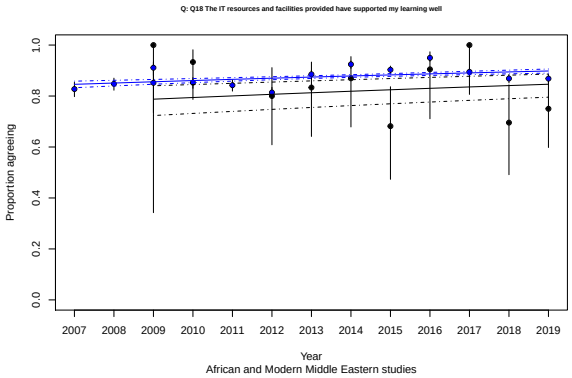

Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

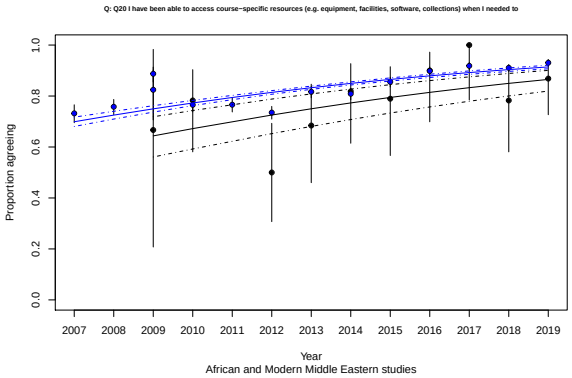

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies

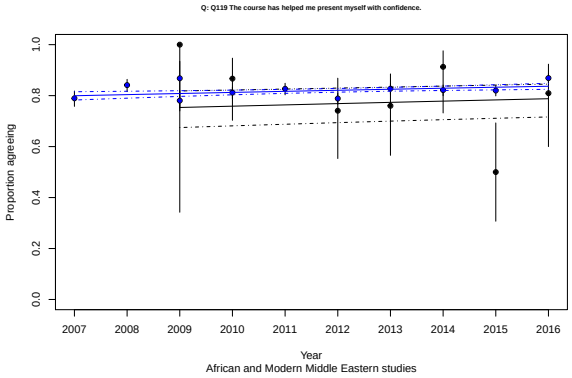

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
African and Modern Middle Eastern studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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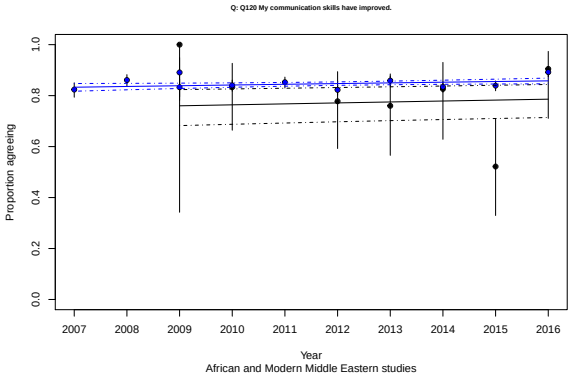
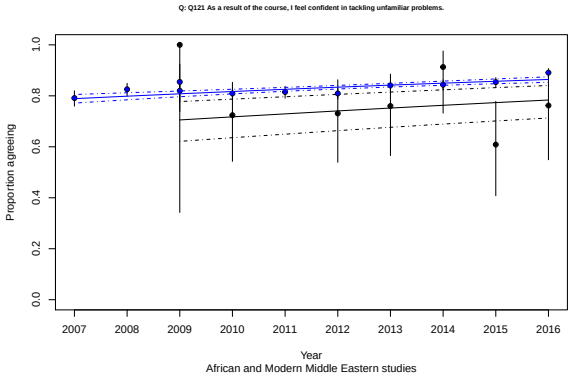
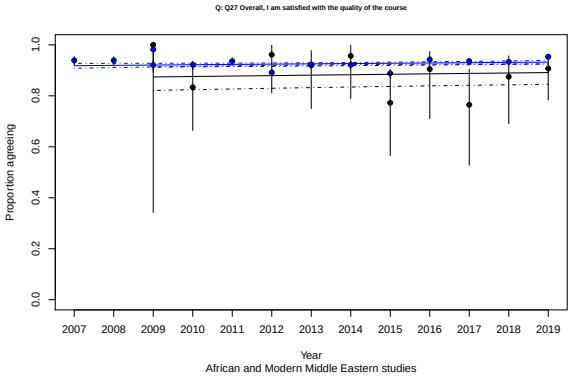
2016
Year
African and Modern Middle Eastern studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
Year
African and Modern Middle Eastern studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
Year
African and Modern Middle Eastern studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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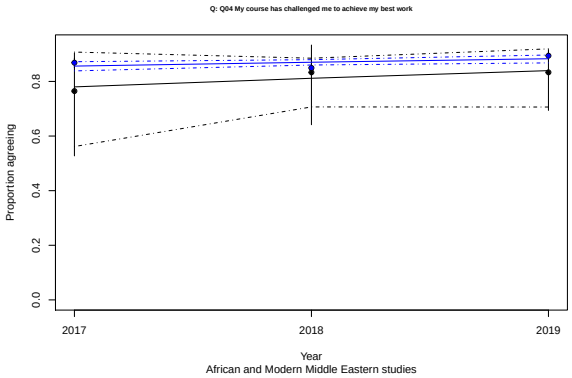
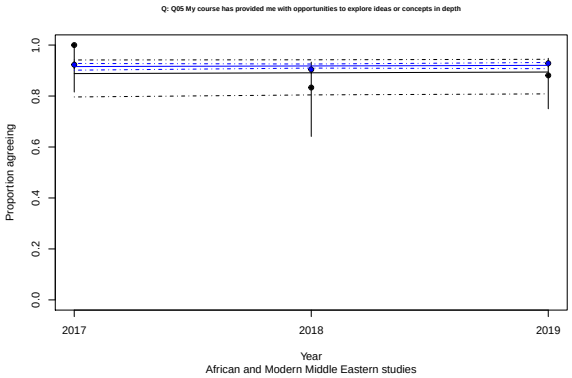
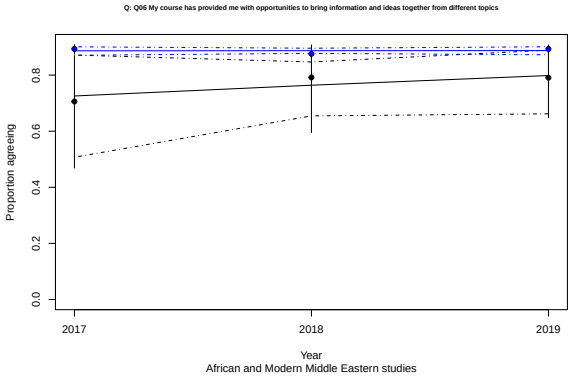
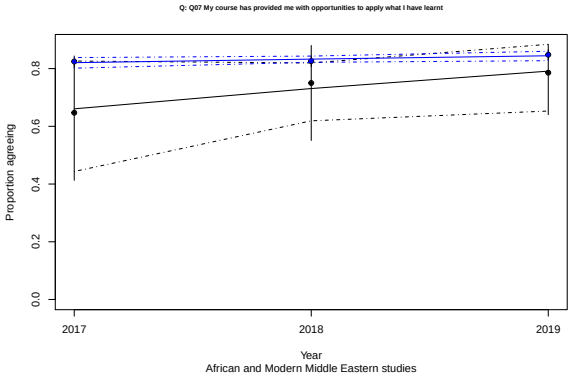
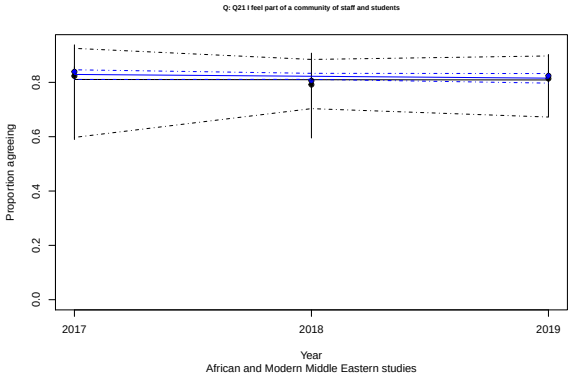
2016
2017
2018
2019
Year
African and Modern Middle Eastern studies

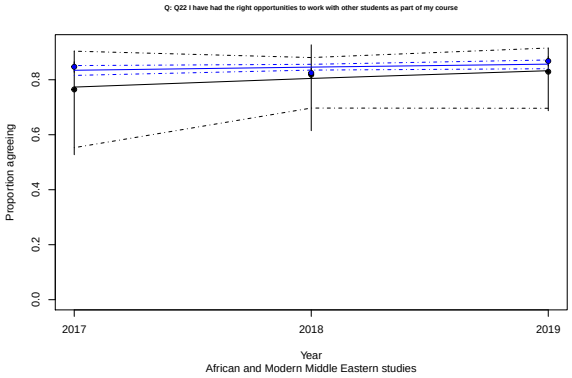

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies

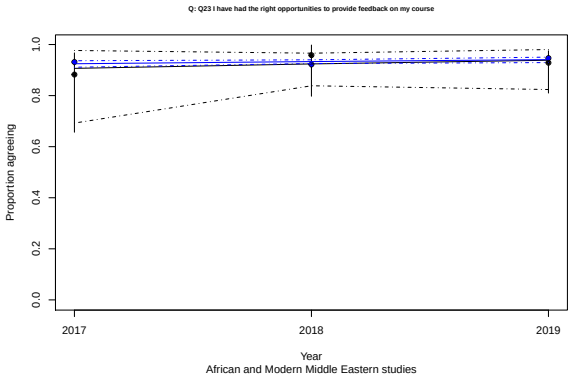

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
African and Modern Middle Eastern studies

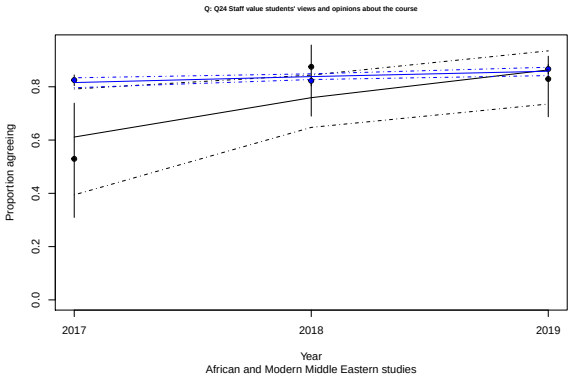

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies

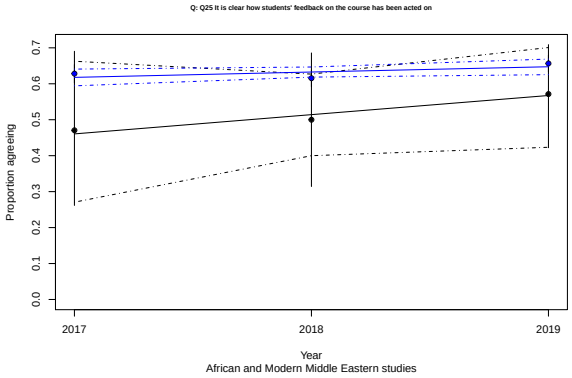

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies

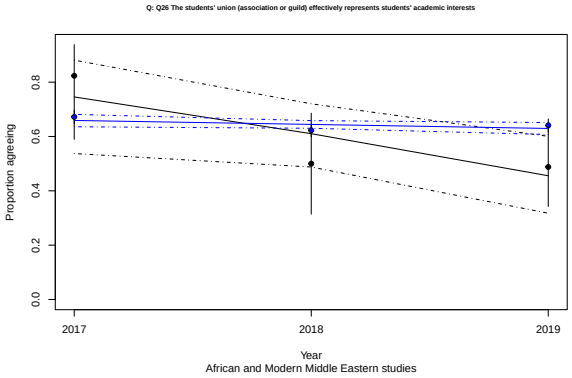

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
African and Modern Middle Eastern studies

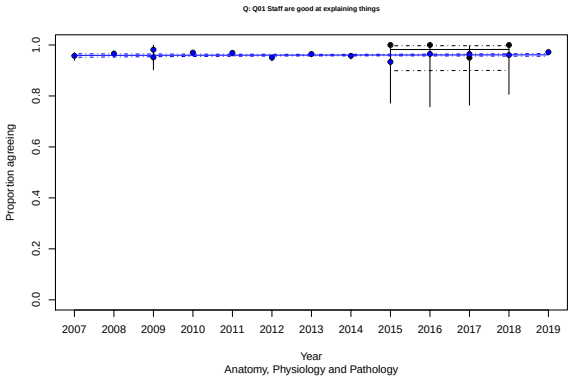

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies

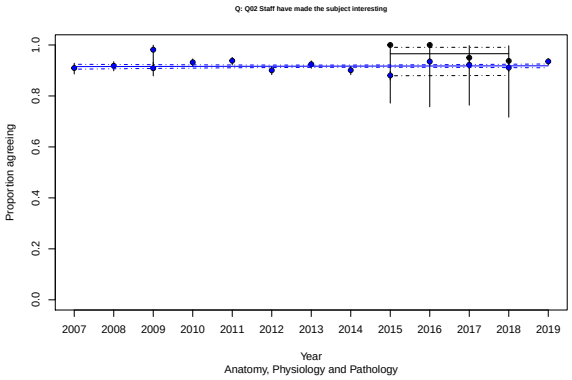

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
2017
2018
2019
Year
African and Modern Middle Eastern studies

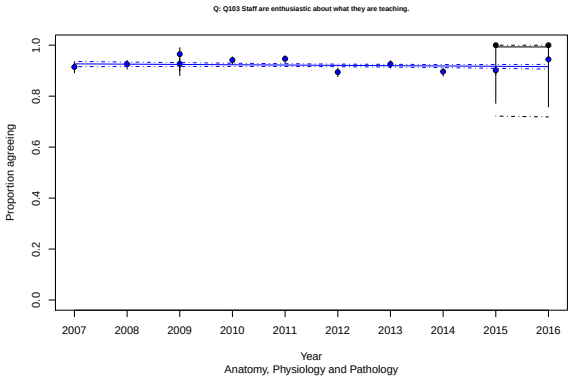

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
African and Modern Middle Eastern studies

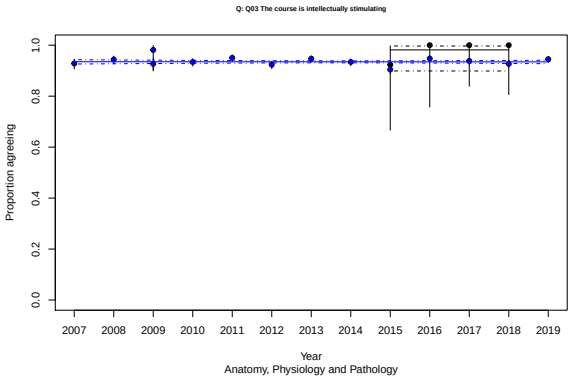
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	Above
Q11	None	Positive	None	None
Q109	None	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	Below
Q16	None	None	None	None
Q17	None	Positive	None	Above
Q15	None	Negative	None	None
Q19	Positive	Positive	None	None
Q18	None	Positive	None	Below
Q20	Positive	Positive	None	Below
Q119	None	Positive	None	None
Q120	None	Positive	None	Below
Q121	None	Positive	None	Below
Q27	None	Positive	None	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	Below
Q07	None	None	None	Below
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	Positive	Positive	None	None
Q25	None	None	None	None
Q26	Negative	None	None	None

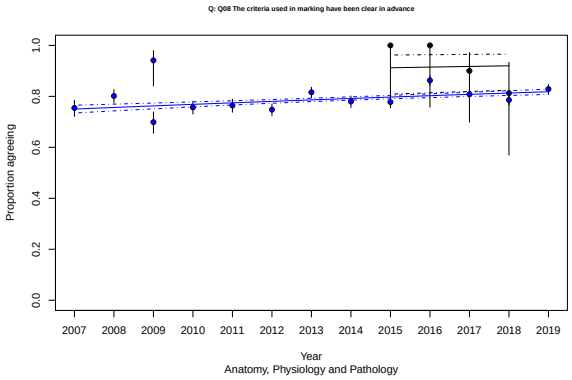
Anatomy, Physiology and Pathology

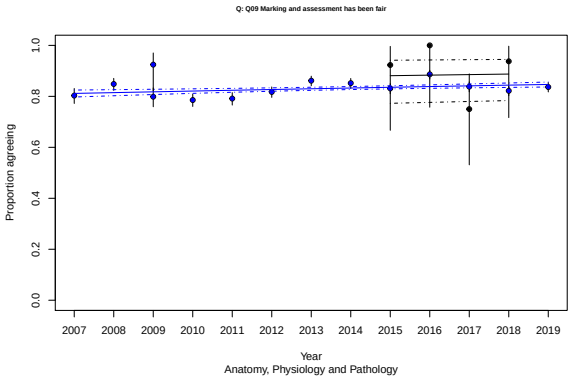


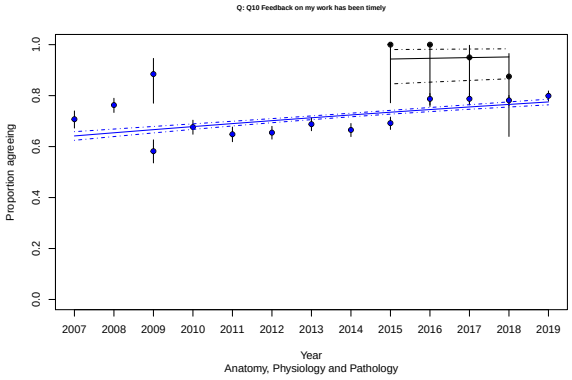











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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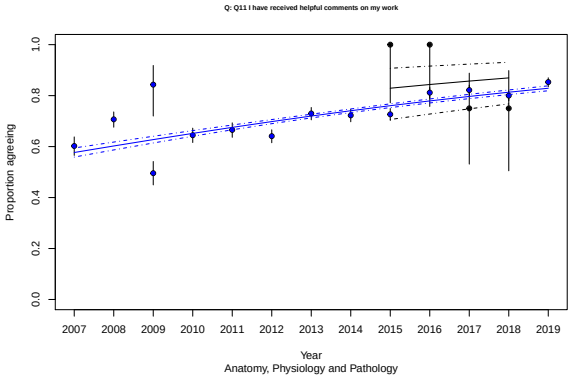
Year
Anatomy, Physiology and Pathology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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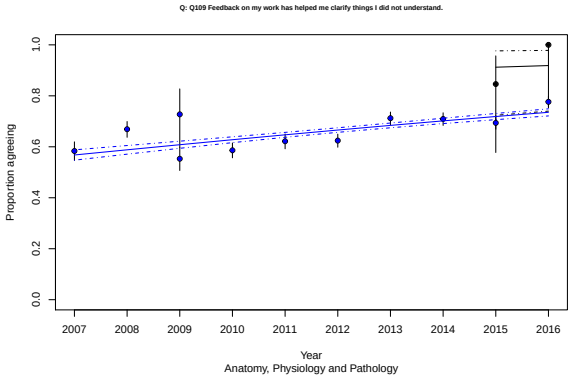
2019
Year
Anatomy, Physiology and Pathology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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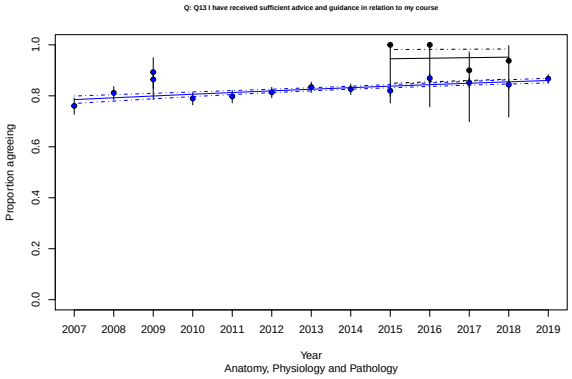
2016
Year
Anatomy, Physiology and Pathology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2012
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2016
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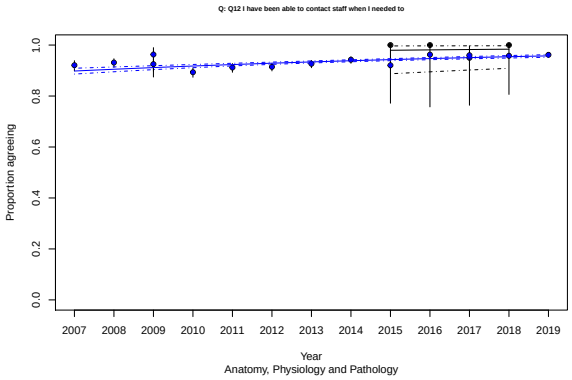
2019
Year
Anatomy, Physiology and Pathology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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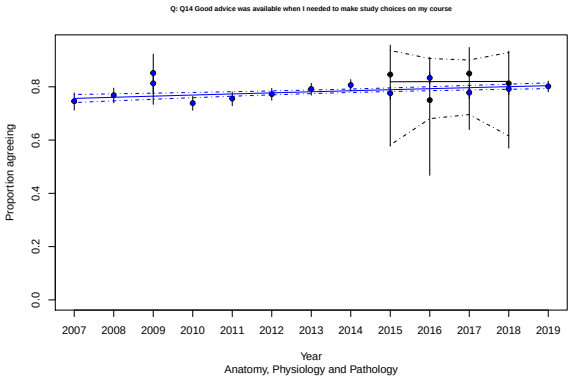
Year
Anatomy, Physiology and Pathology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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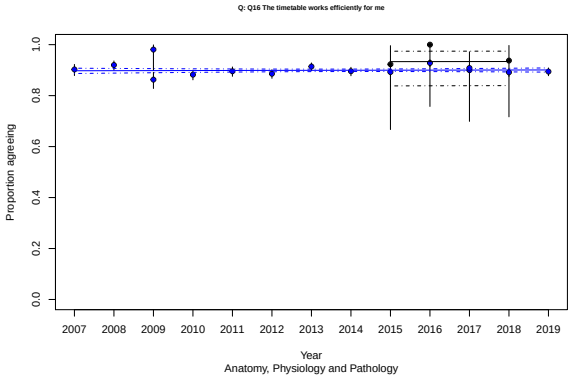
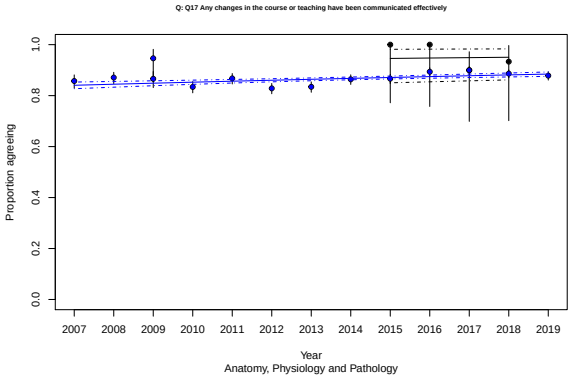
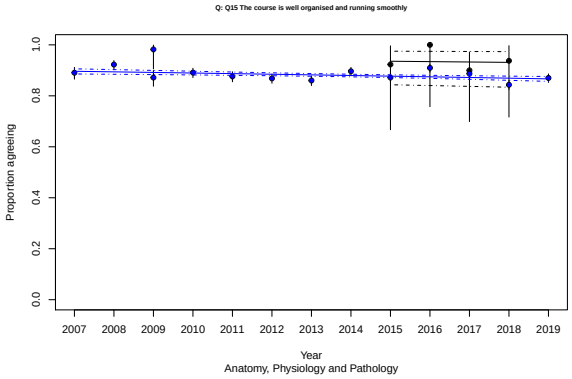
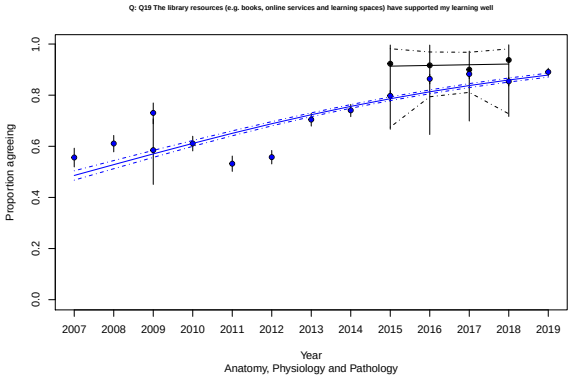
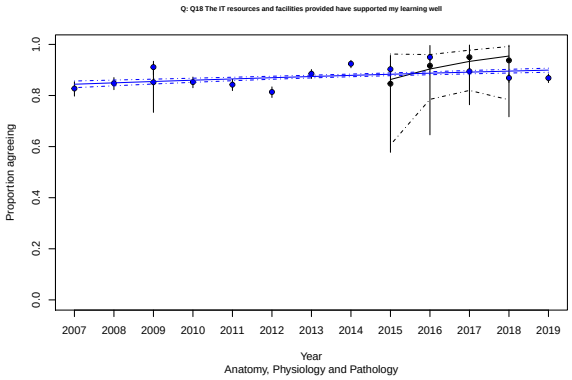
Year
Anatomy, Physiology and Pathology

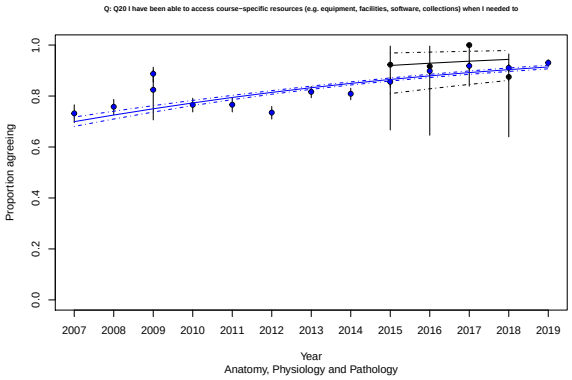

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology

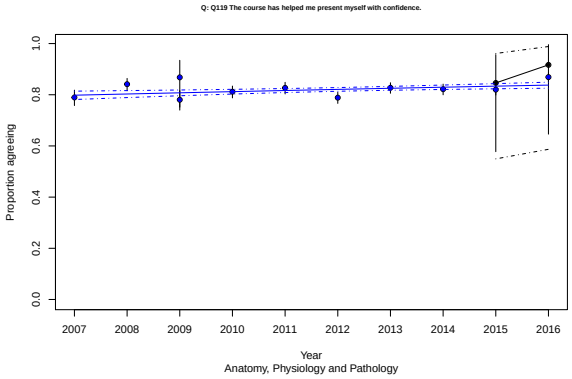

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Anatomy, Physiology and Pathology


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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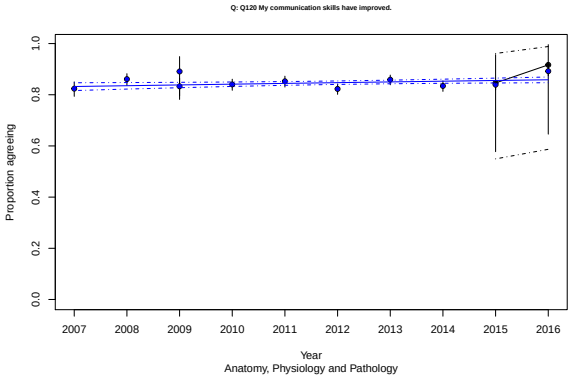
Year
Anatomy, Physiology and Pathology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2011
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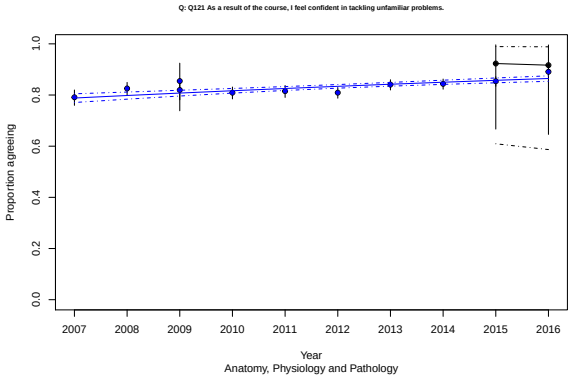
2016
Year
Anatomy, Physiology and Pathology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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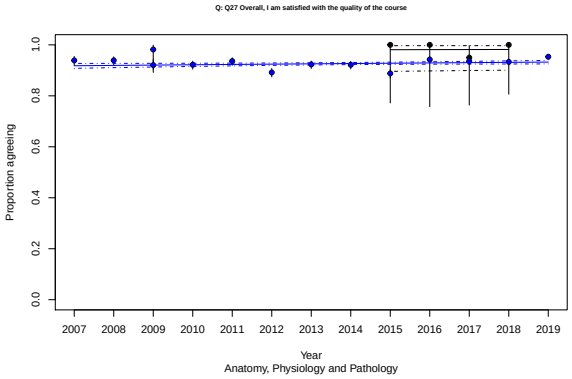
2016
Year
Anatomy, Physiology and Pathology


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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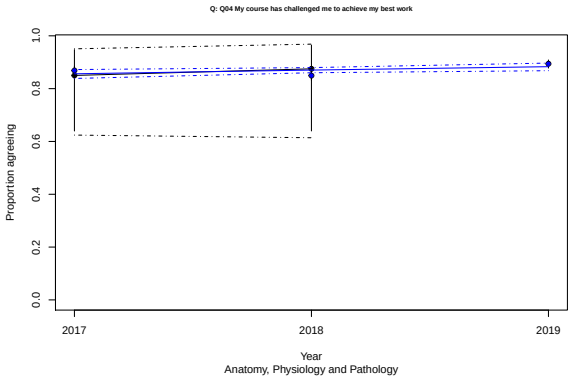
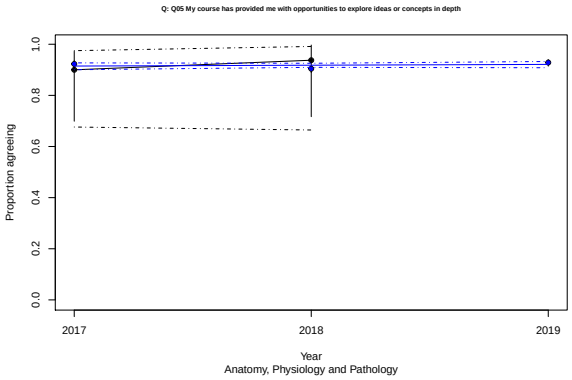
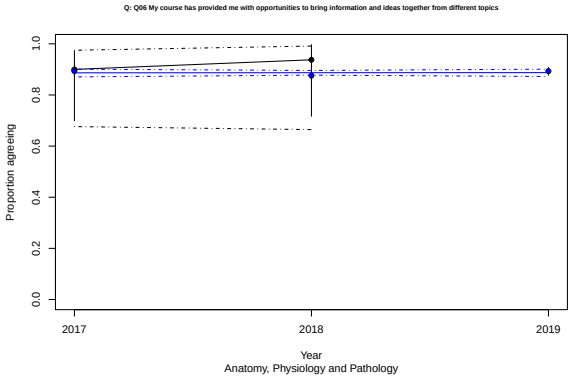
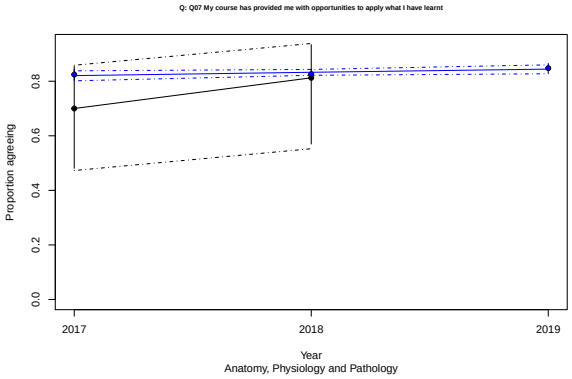
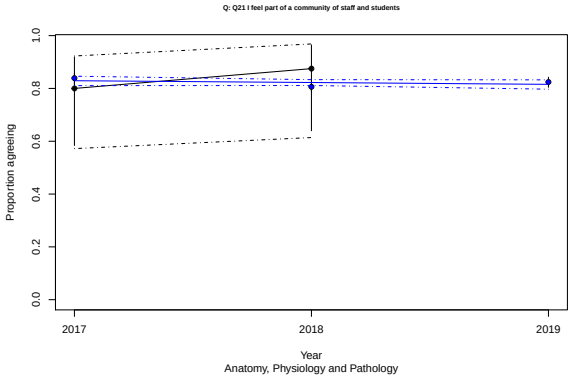
2019
Year
Anatomy, Physiology and Pathology

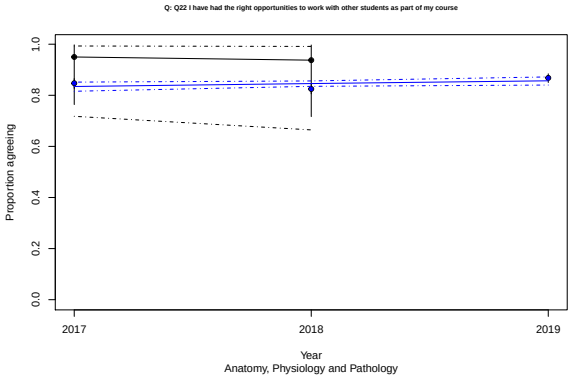

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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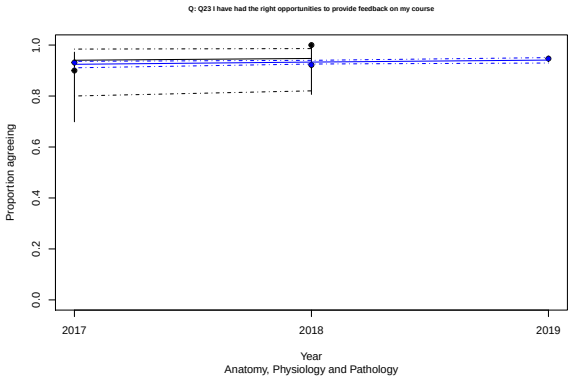
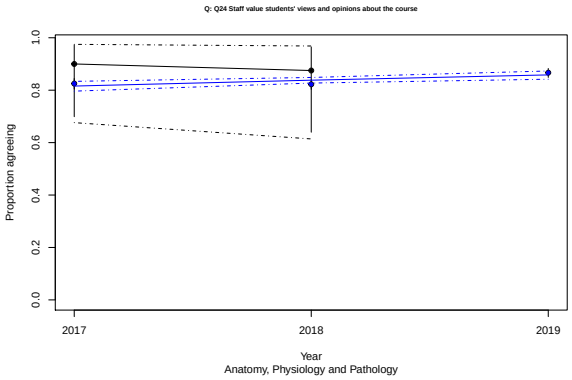
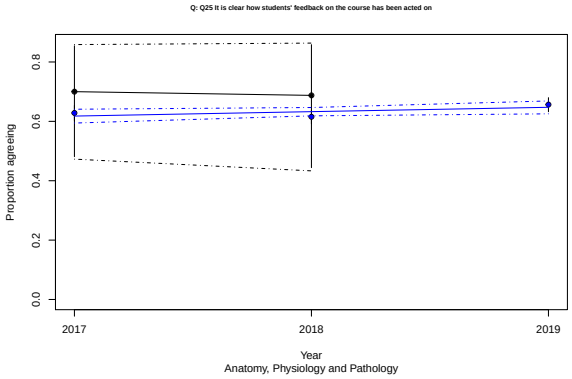
2019
Year
Anatomy, Physiology and Pathology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anatomy, Physiology and Pathology


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
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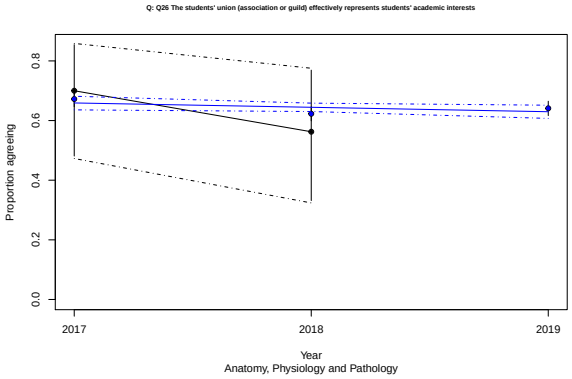
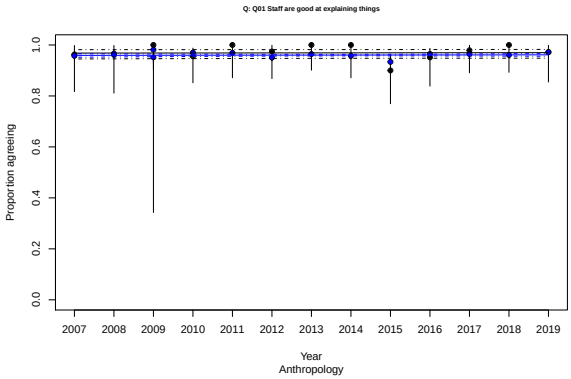
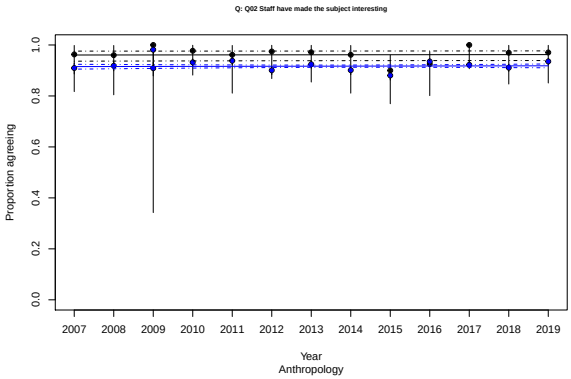
2019
Year
Anatomy, Physiology and Pathology

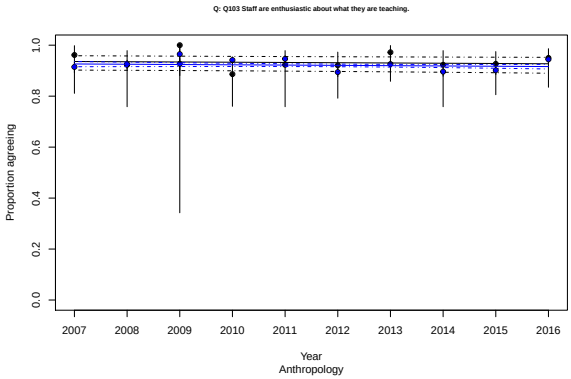

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Anatomy, Physiology and Pathology

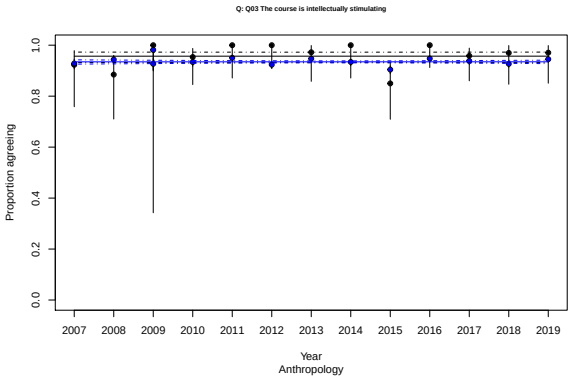
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	Above
Q09	None	Positive	None	None
Q10	None	Positive	None	Above
Q11	Negative	Positive	None	Above
Q109	None	Positive	None	Above
Q13	None	Positive	None	Above
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	None	Positive	None	Above
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

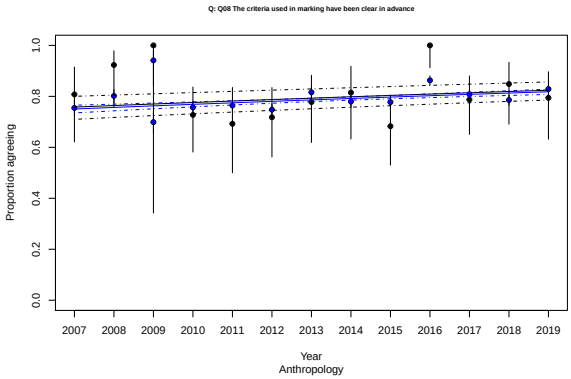
Anthropology

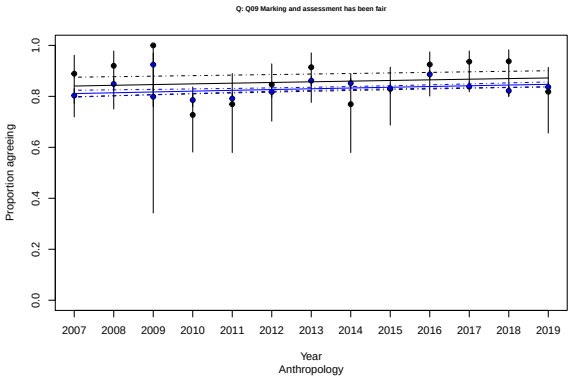


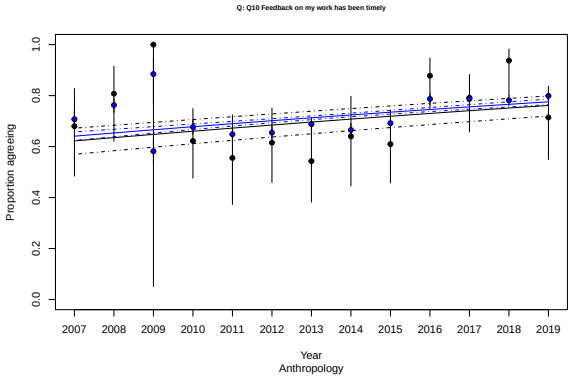











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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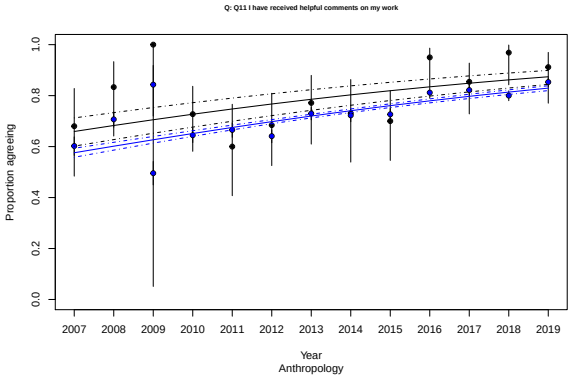
Anthropology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
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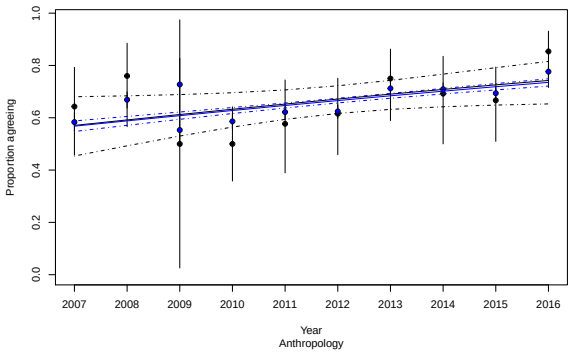
Anthropology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
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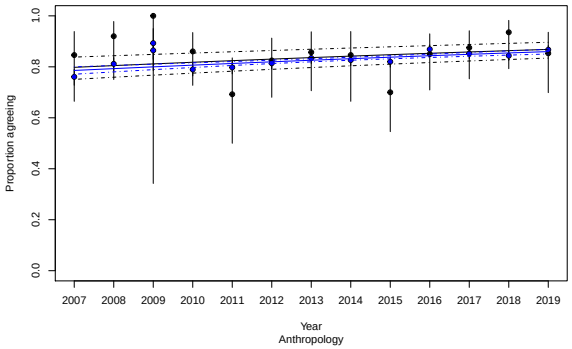
Anthropology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
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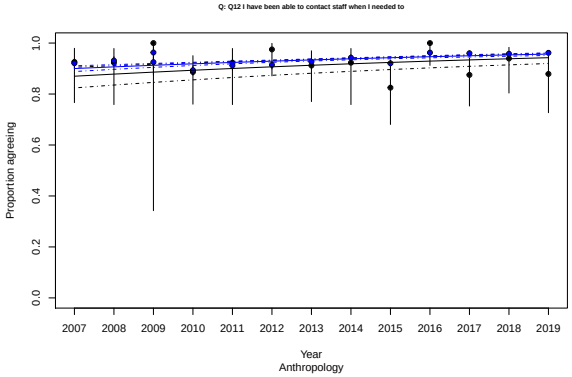
Year
Anthropology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
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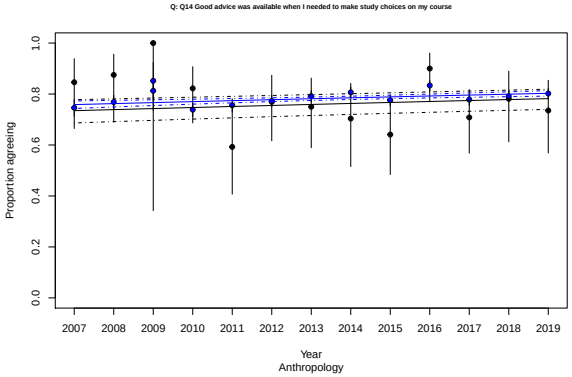
Year
Anthropology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
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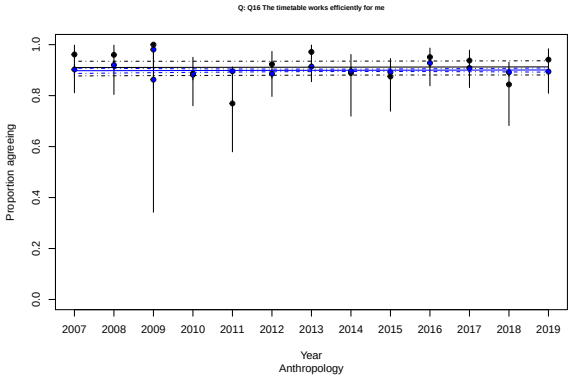
Anthropology


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
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1.0
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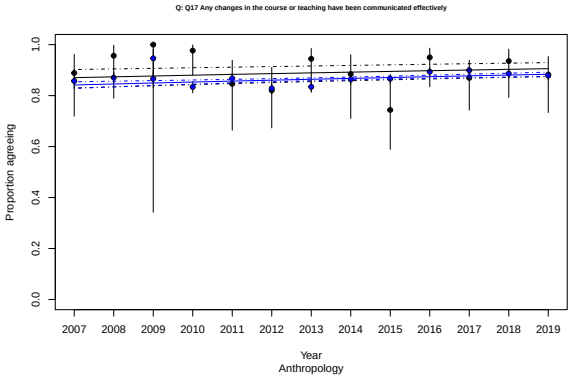
Anthropology


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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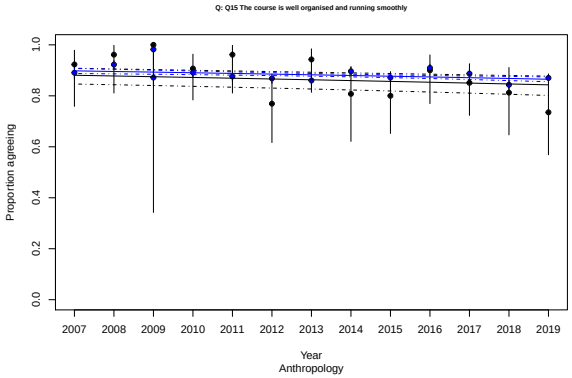
Anthropology


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
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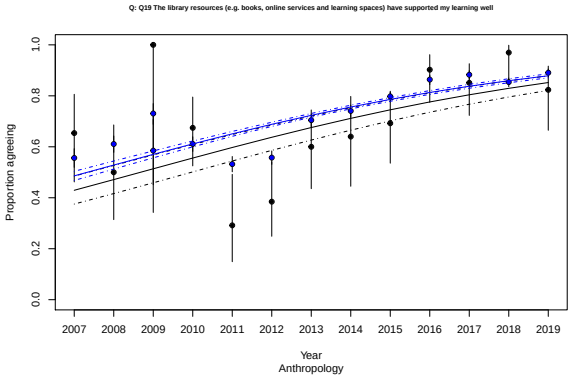
Anthropology


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
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1.0
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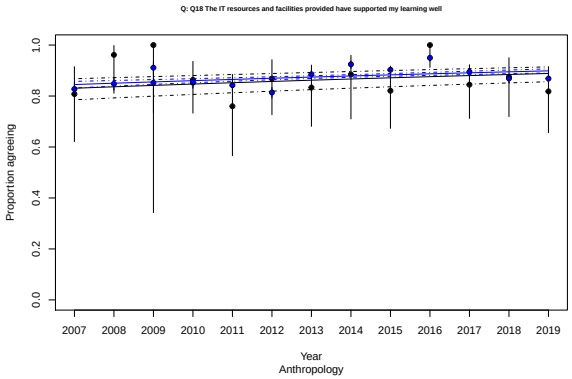
Anthropology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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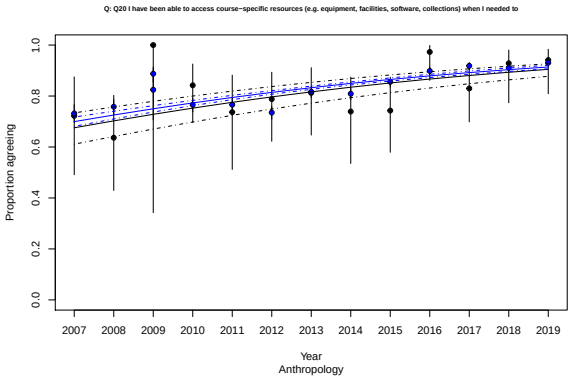
Year
Anthropology


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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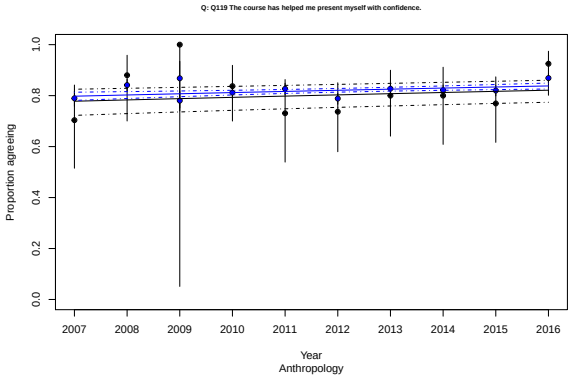
Anthropology


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
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0.8
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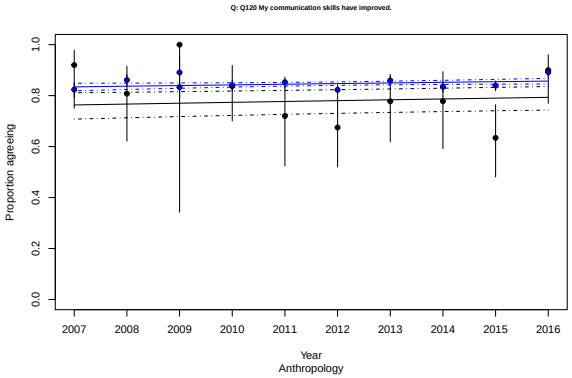
Year
Anthropology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
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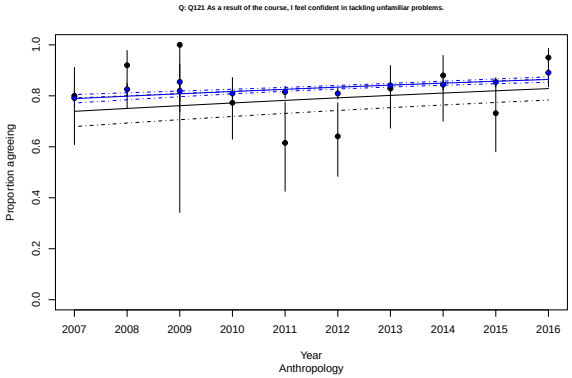
Year
Anthropology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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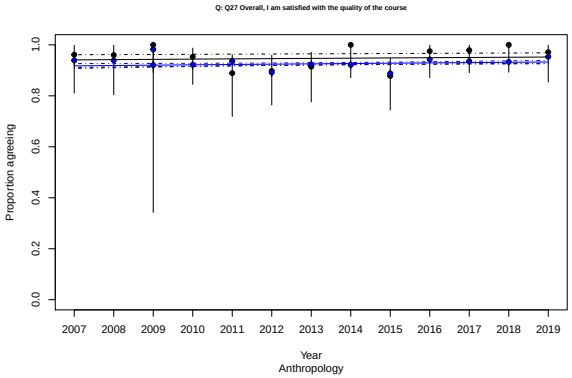
Year
Anthropology


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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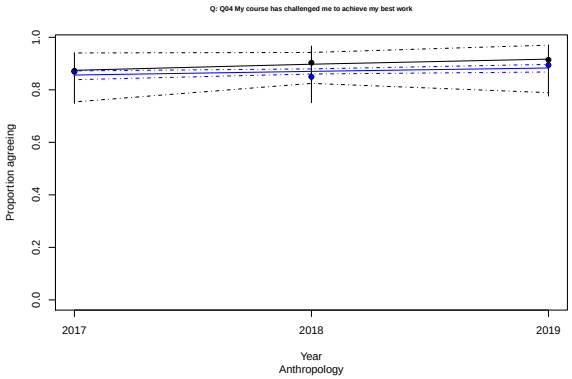
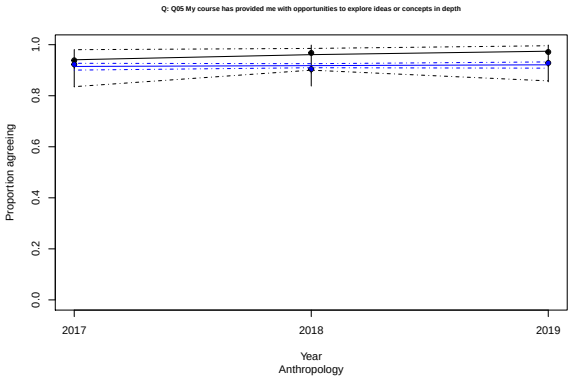
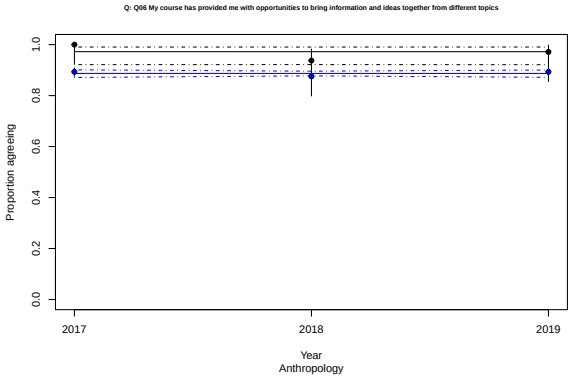
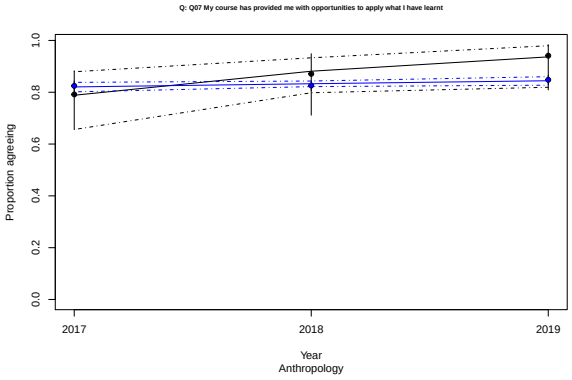
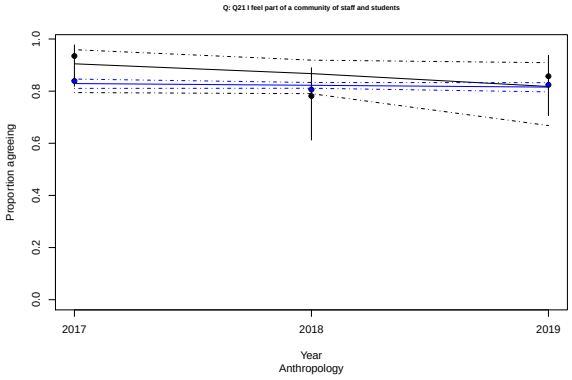
Year
Anthropology

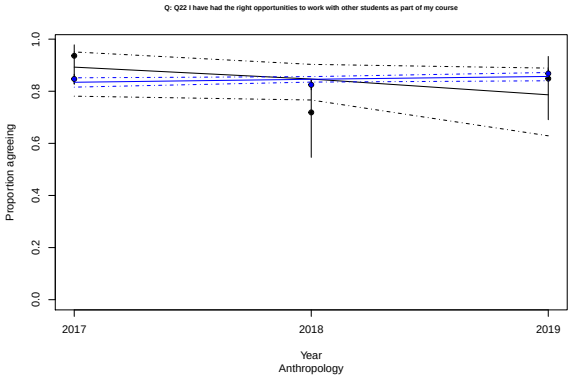

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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2017
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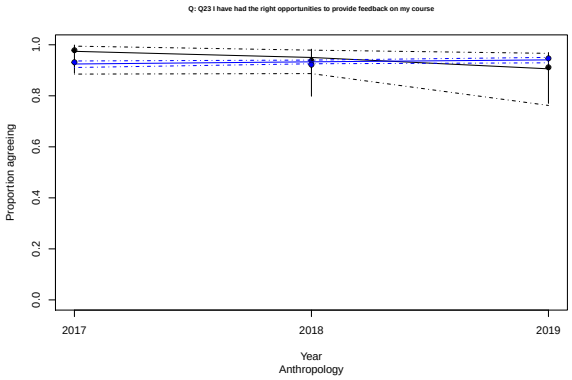
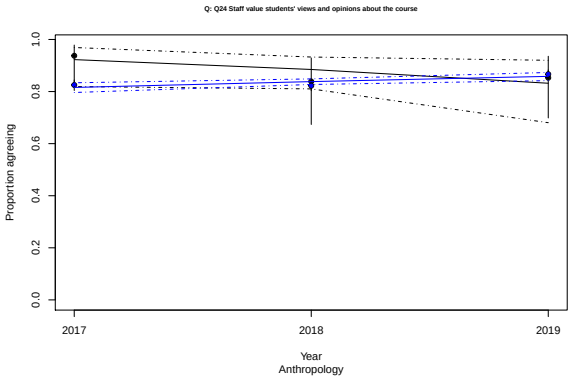
Year
Anthropology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Anthropology


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
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2017
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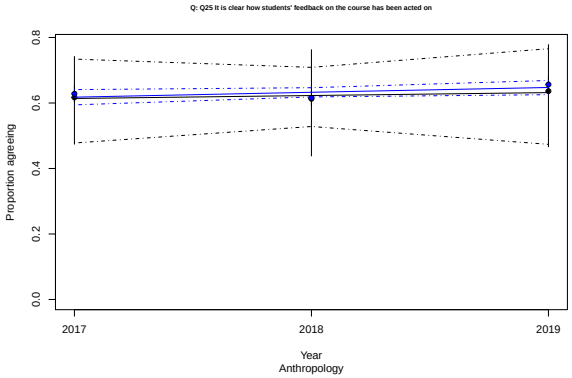
Year
Anthropology


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
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2017
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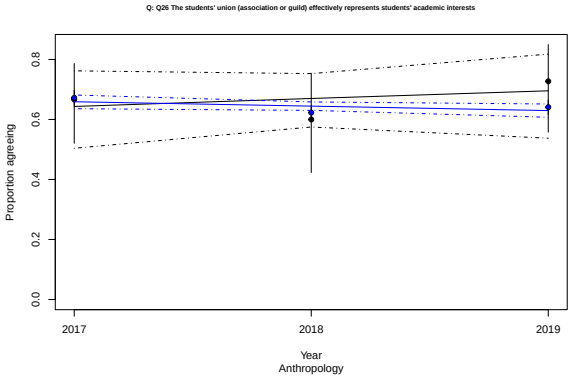
Year
Anthropology


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
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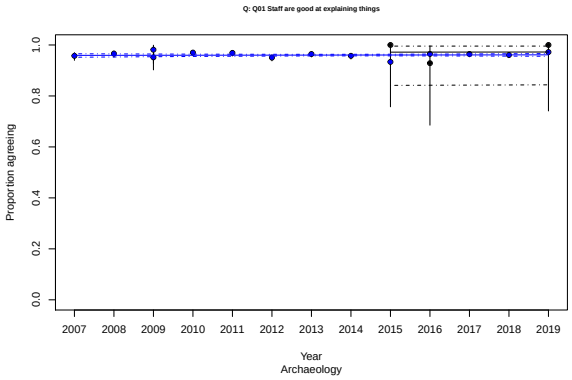
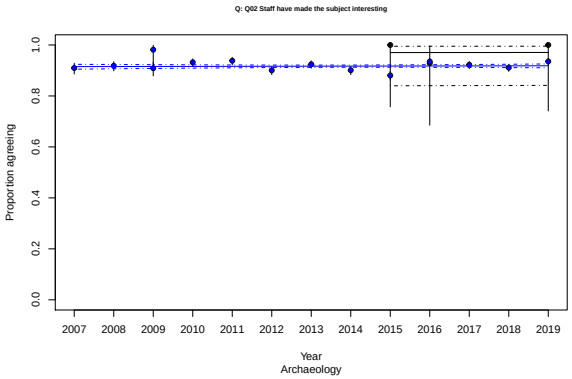
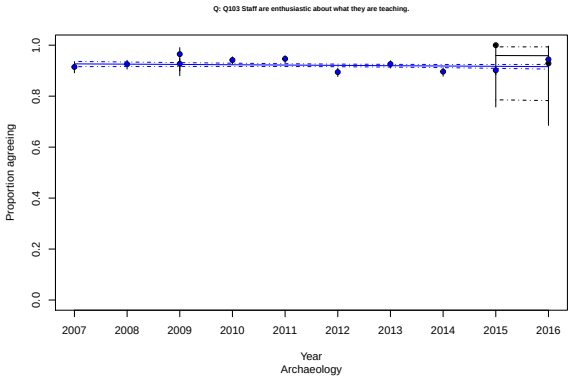
Year
Anthropology

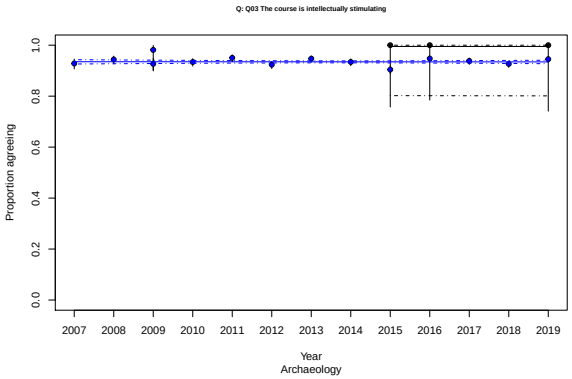
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Above
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	Positive	Positive	None	None
Q11	Positive	Positive	None	Above
Q109	Positive	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	Negative	Negative	None	None
Q19	Positive	Positive	None	Below
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	Below
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	Above
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

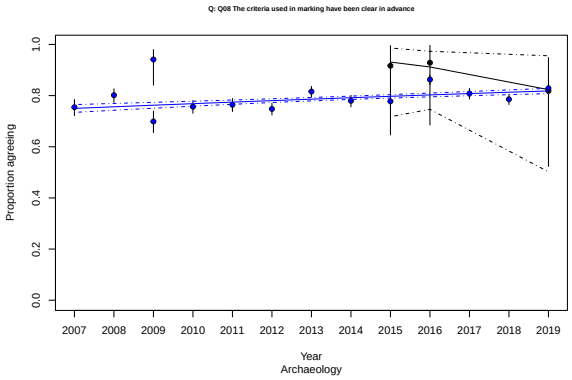
Archaeology

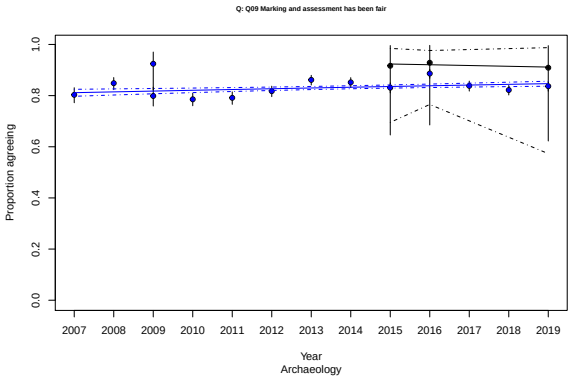


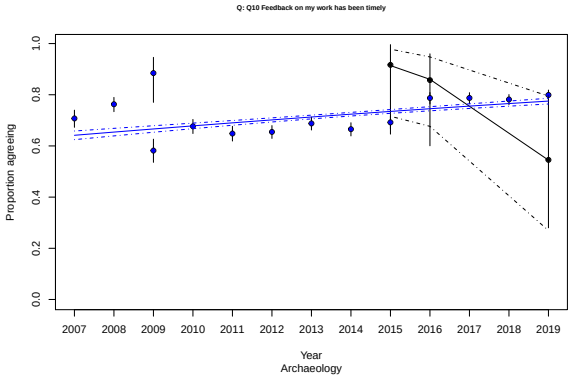











Q: Q10 Feedback on my work has been timely
Proportion agreeing
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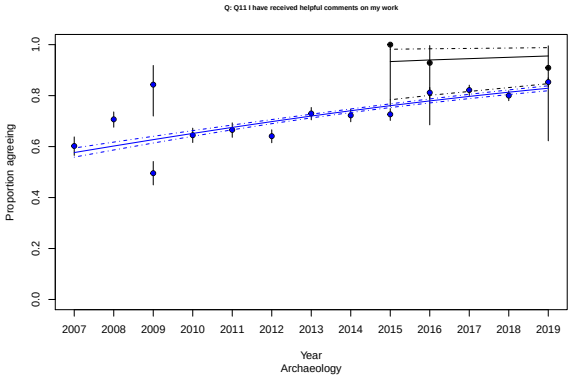
Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
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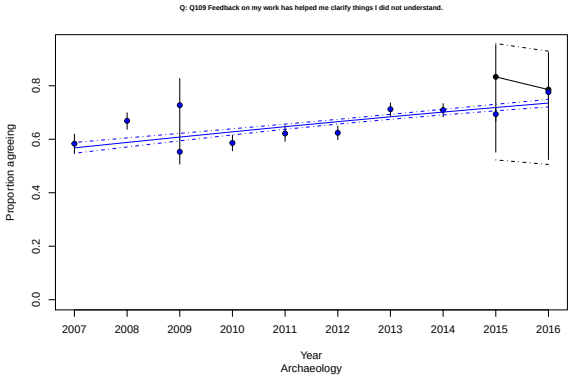
Archaeology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
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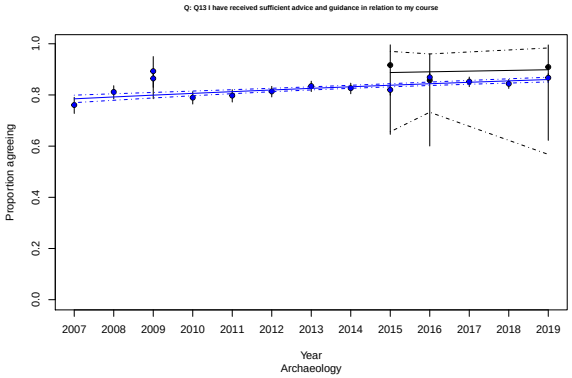
Archaeology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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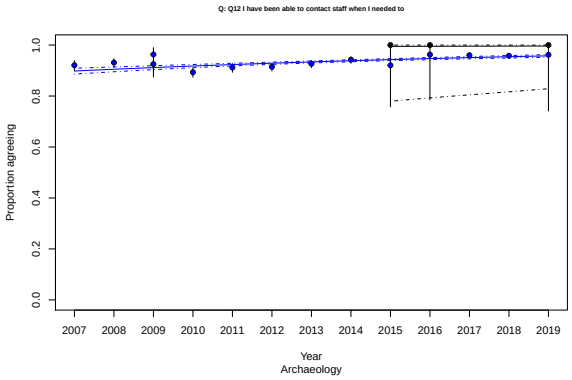
Archaeology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
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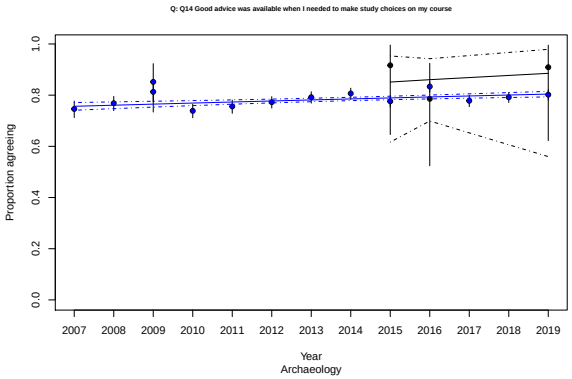
Archaeology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
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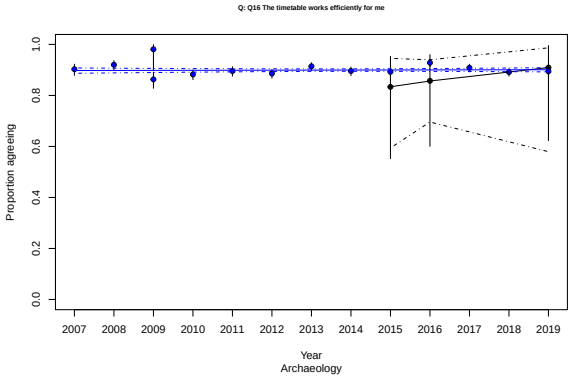
Archaeology


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
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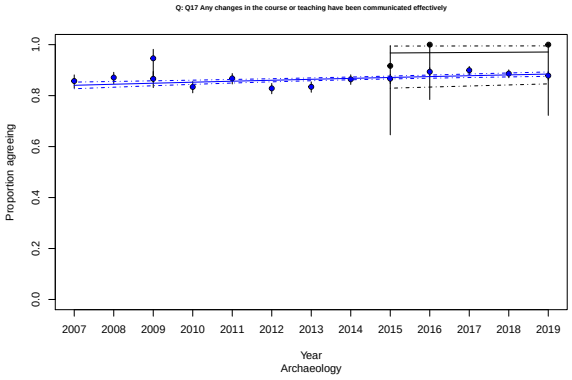
Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
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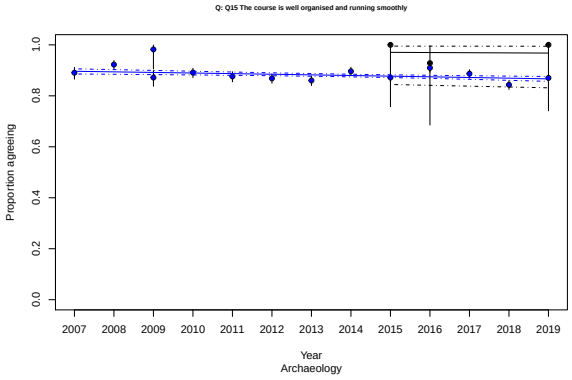
Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
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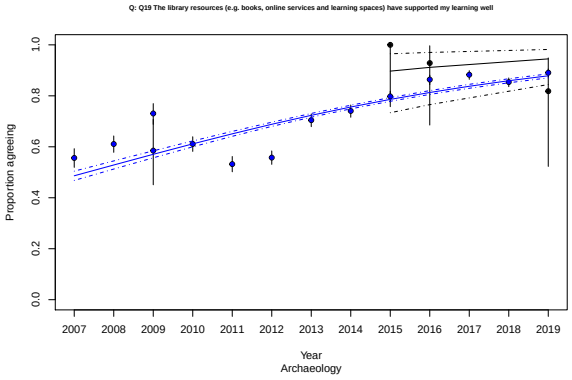
Archaeology


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
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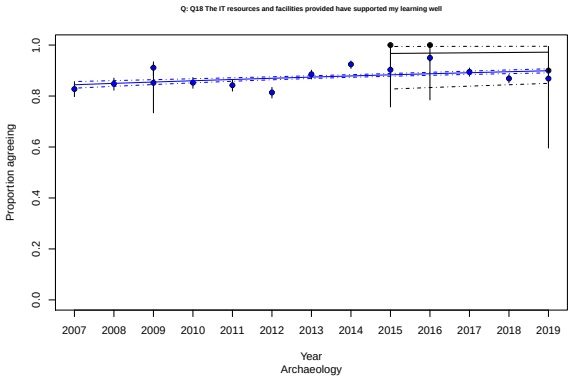
Archaeology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
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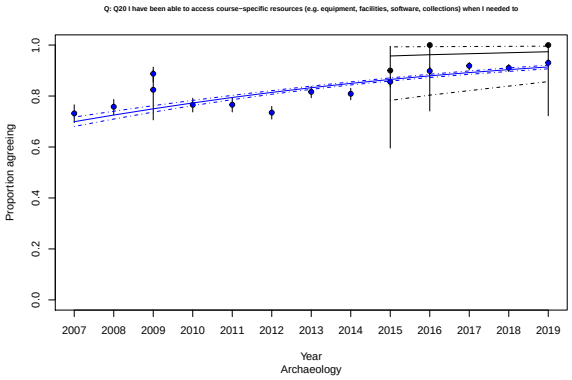
Archaeology


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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0.8
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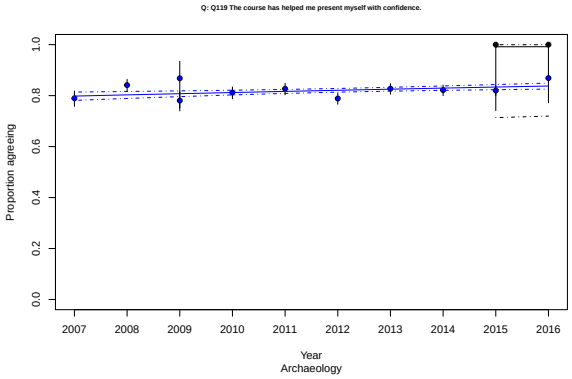
Archaeology


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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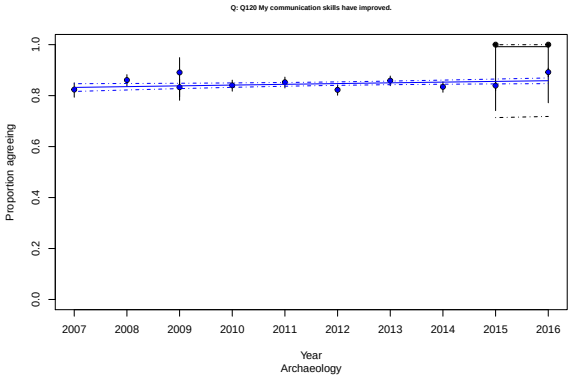
Archaeology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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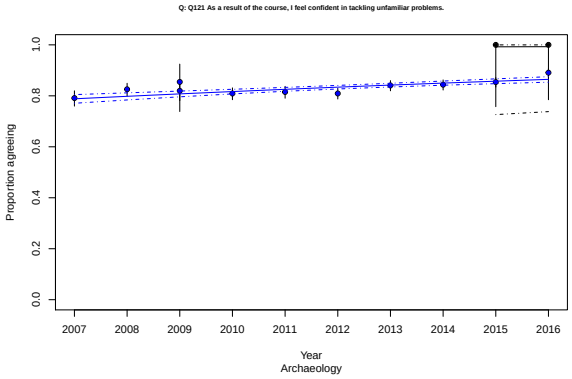
Archaeology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
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0.8
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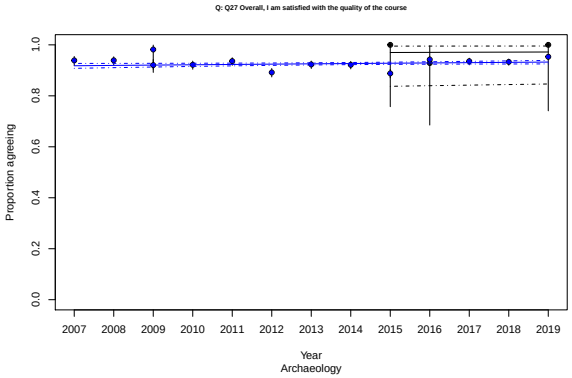
Archaeology


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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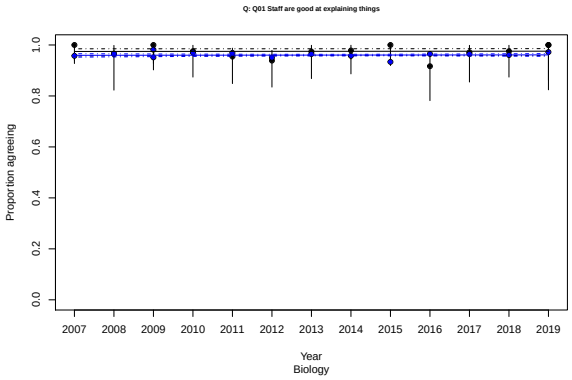
Archaeology

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	Negative	Positive	Negative	None
Q11	None	Positive	None	Above
Q109	None	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	None	Positive	None	Above
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None

Biology


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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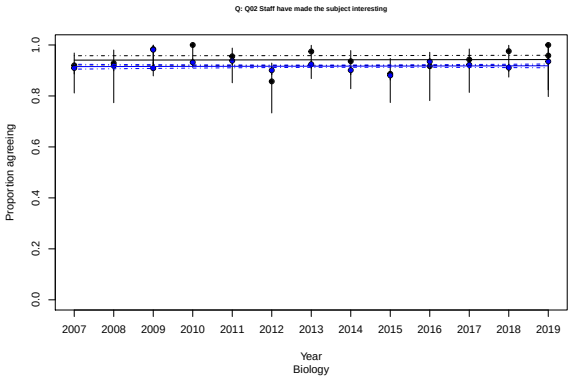
Biology


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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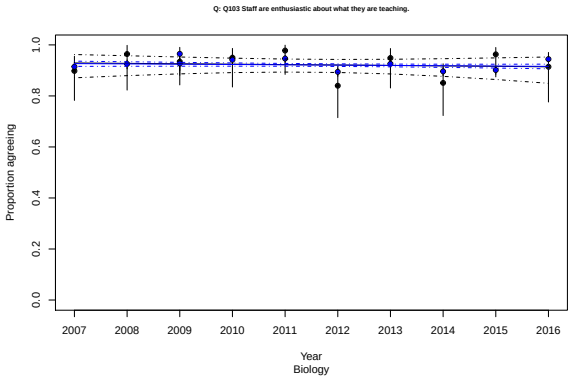
Biology


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
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0.8
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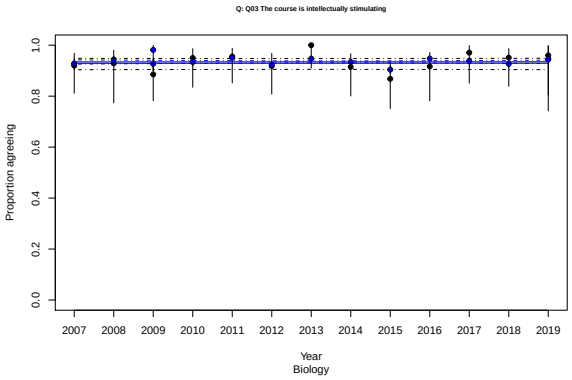
Biology


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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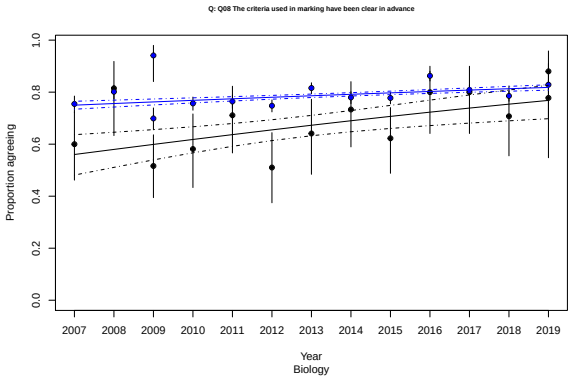
Biology


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
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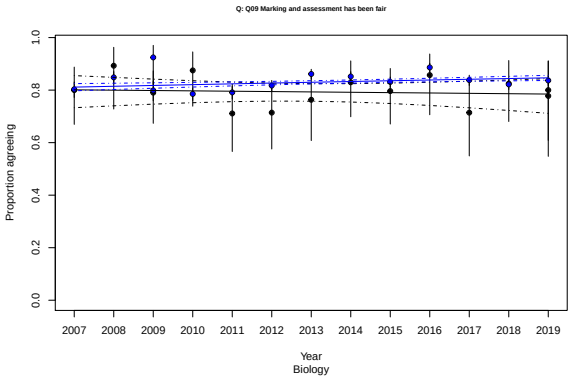
Biology


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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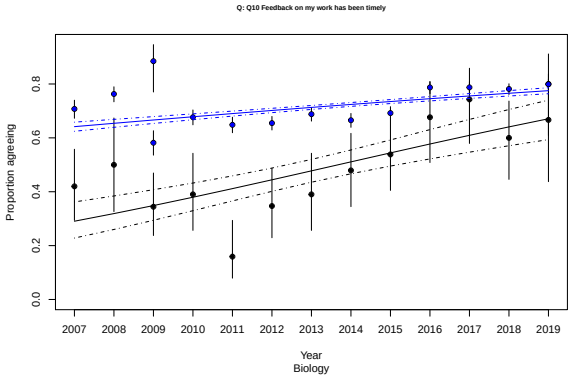
Biology


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
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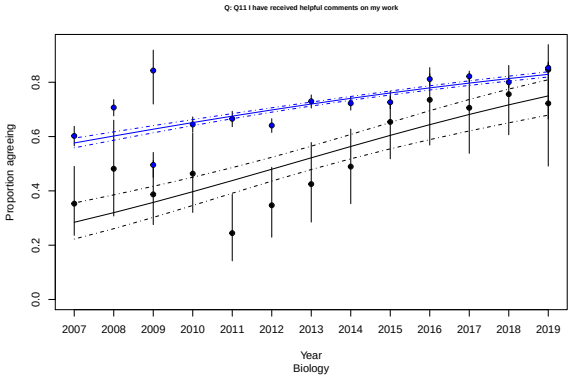
Biology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
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0.6
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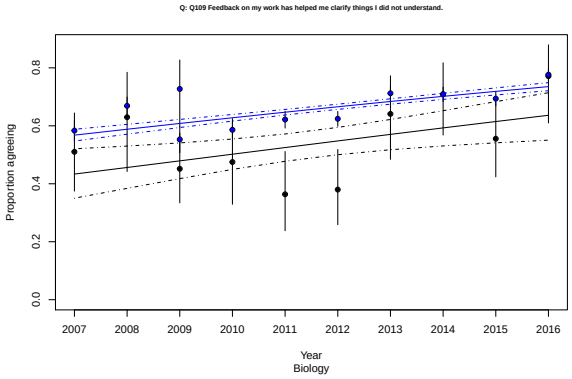
Biology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
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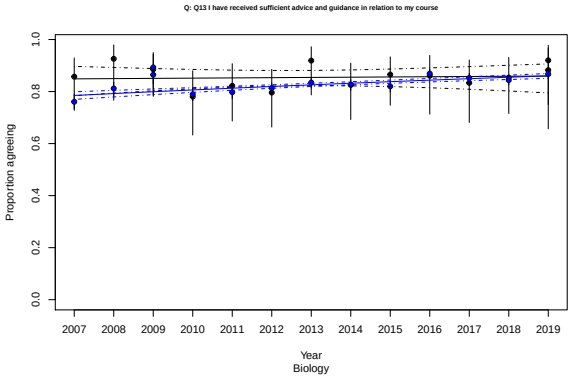
Biology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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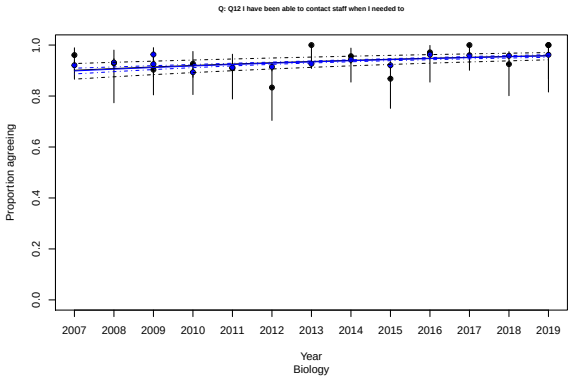
Biology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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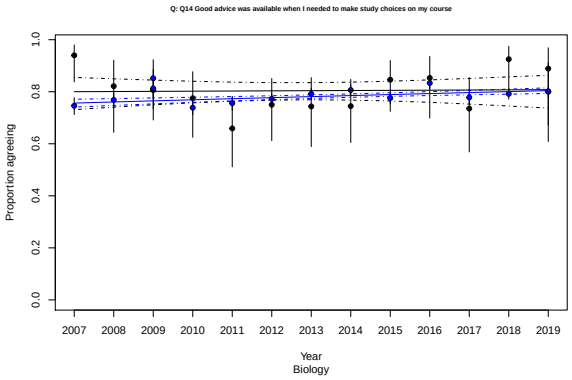
Biology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
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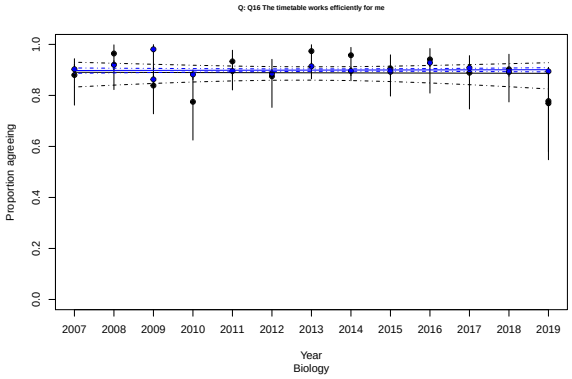
Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
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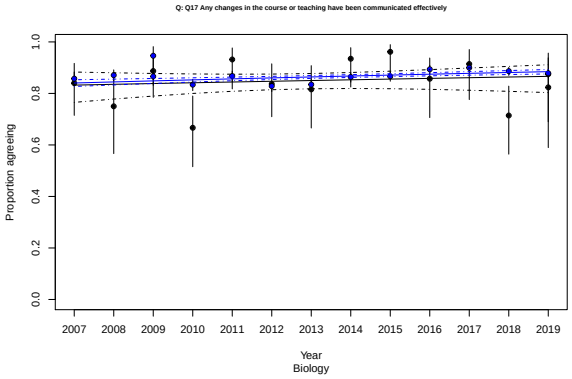
Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
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0.4
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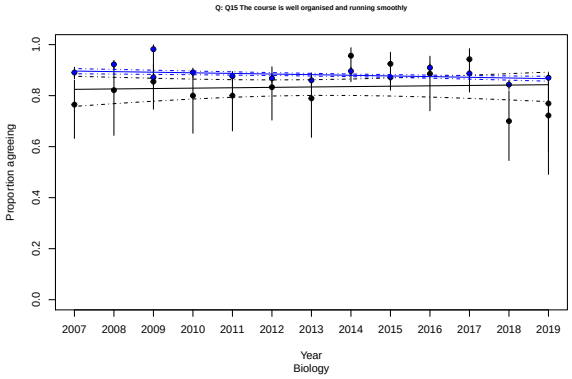
Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
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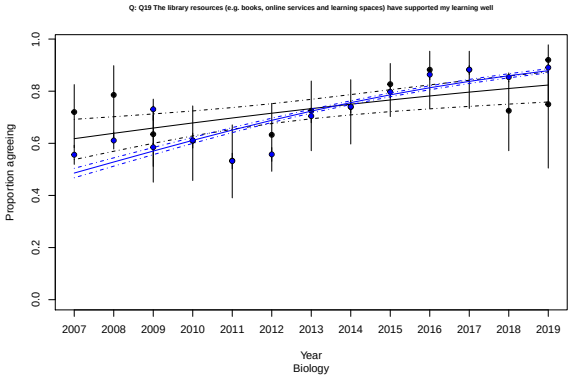
Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
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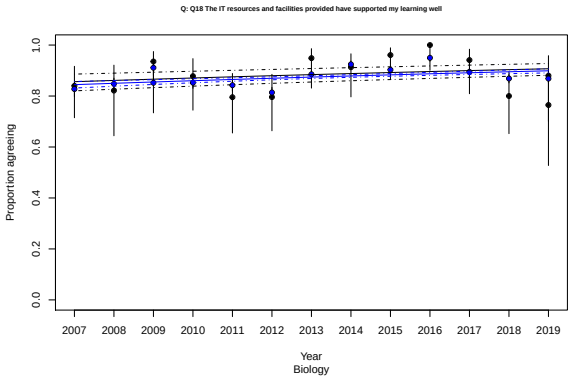
Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
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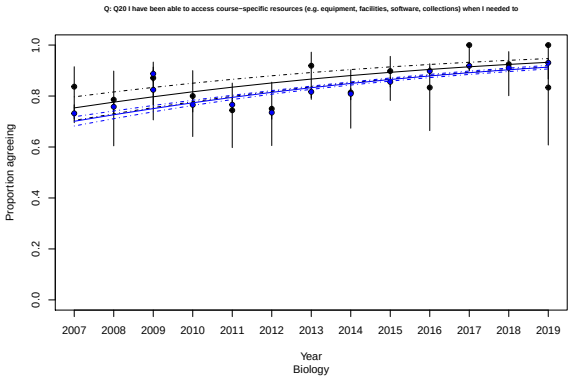
Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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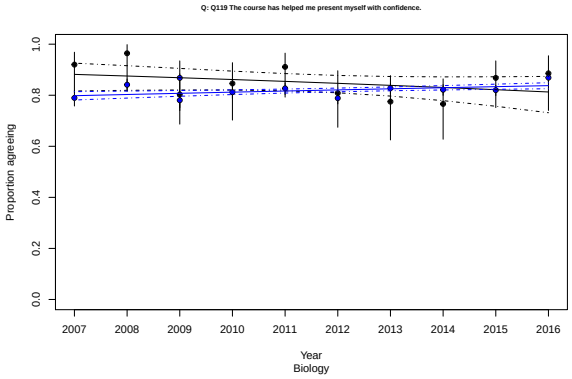
Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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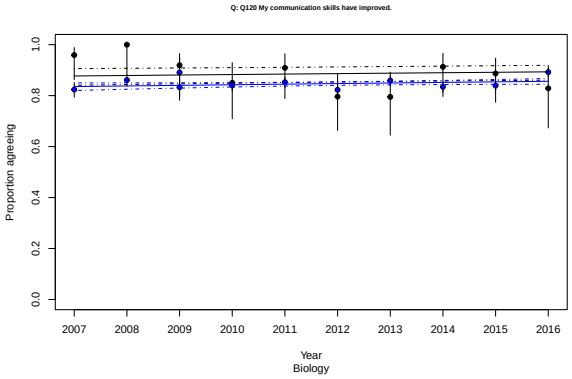
Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
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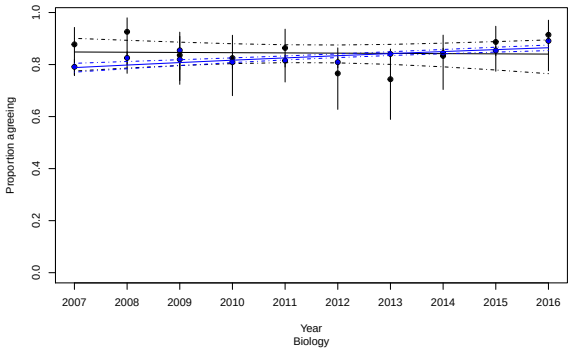
Biology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
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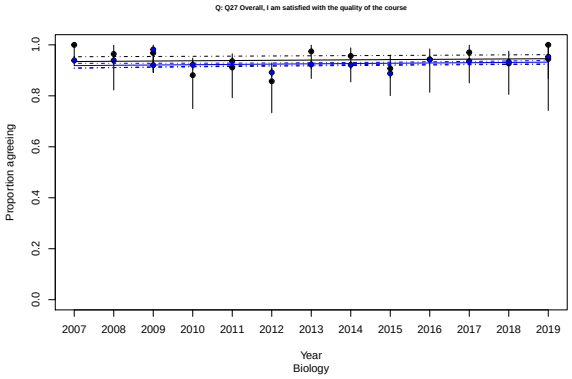
Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
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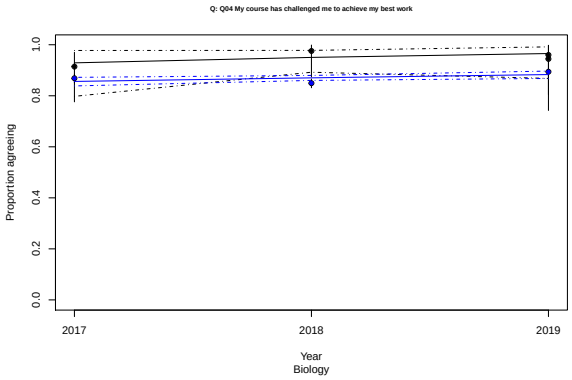
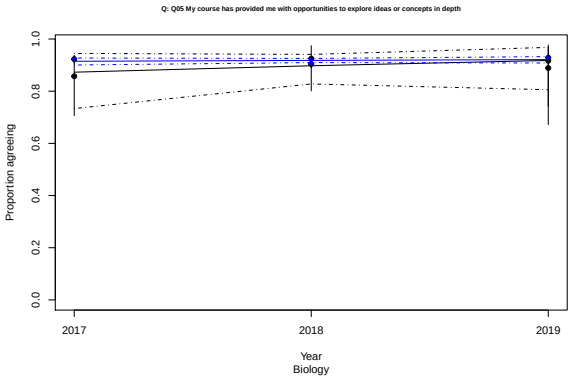
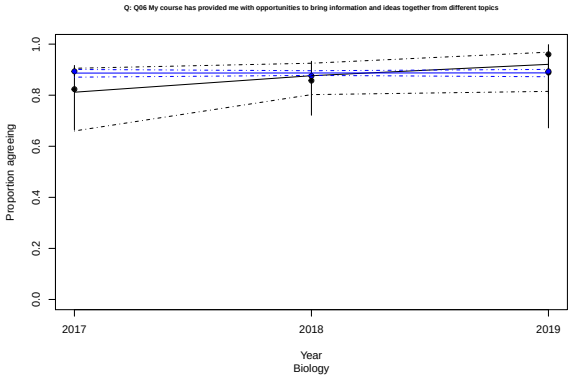
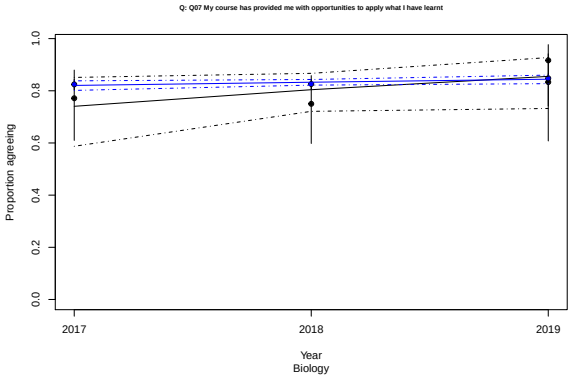
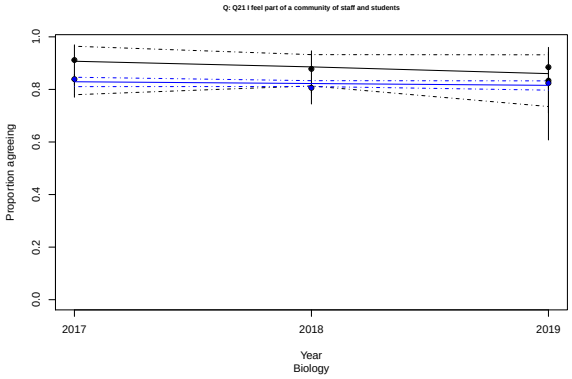
Biology


Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
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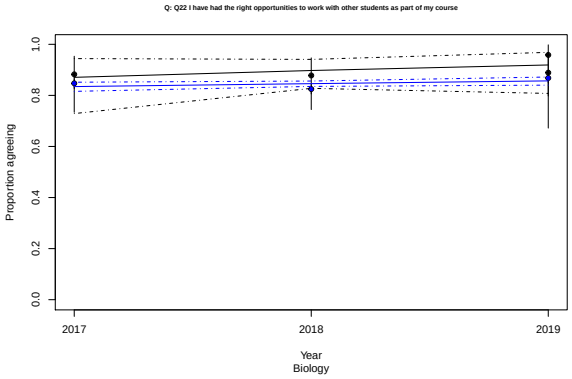
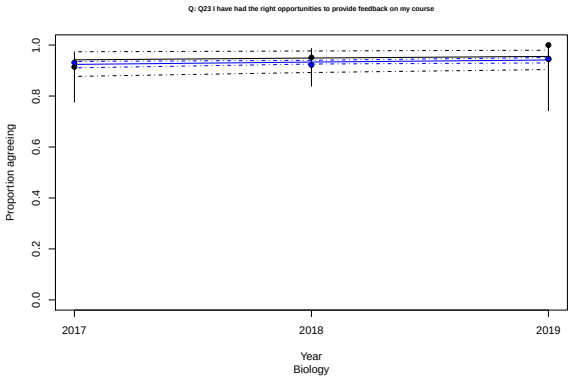
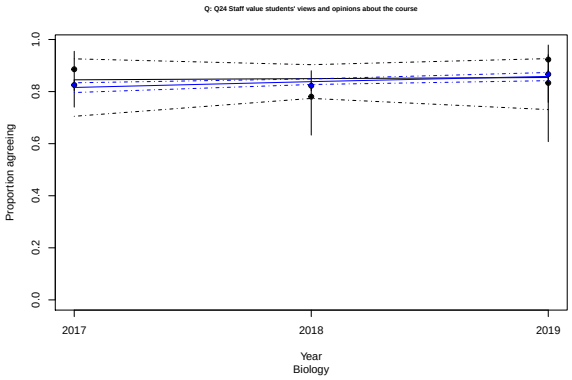
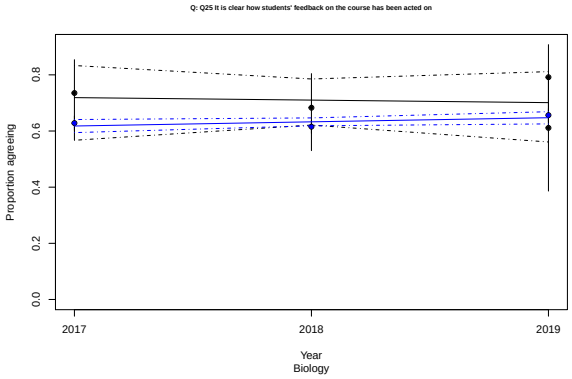
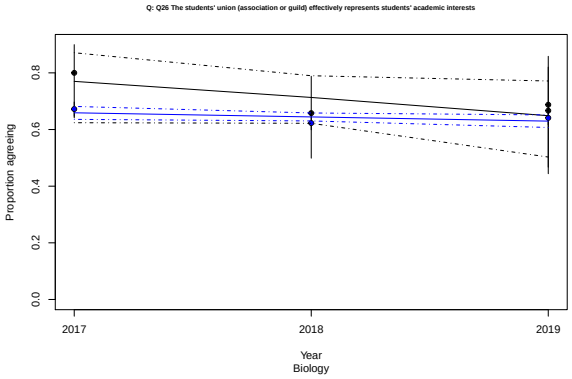
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology

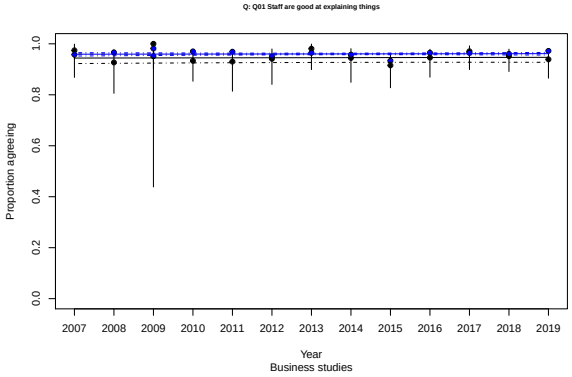

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Biology

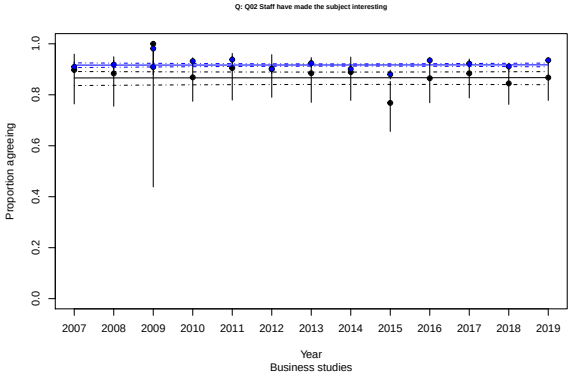

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Biology

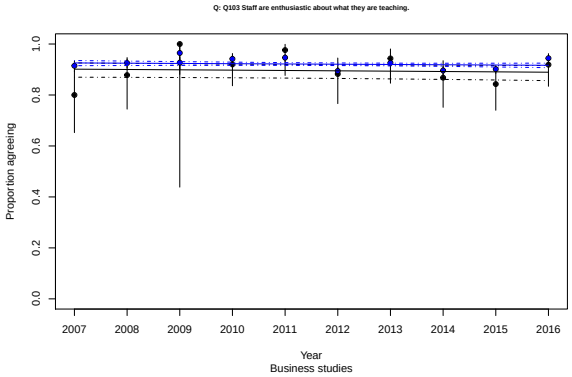

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Biology

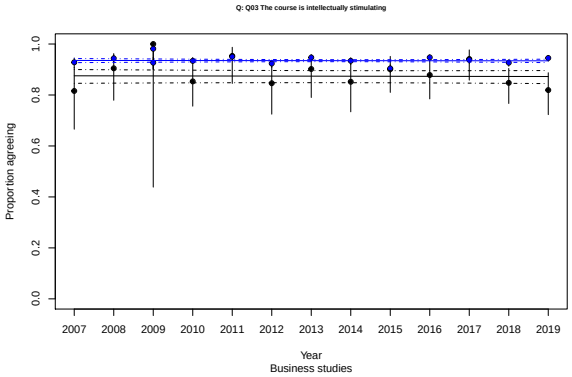
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Above
Q103	None	None	None	None
Q03	None	None	None	None
Q08	Positive	Positive	None	Below
Q09	None	Positive	None	Below
Q10	Positive	Positive	Positive	Below
Q11	Positive	Positive	Positive	Below
Q109	Positive	Positive	None	Below
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	Below
Q19	Positive	Positive	Negative	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	Negative	Positive	None	Above
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	Above
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

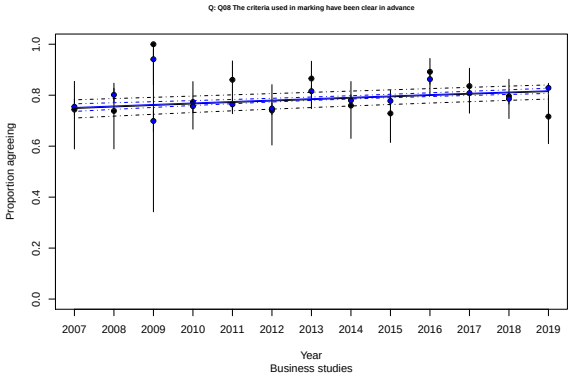
Business studies

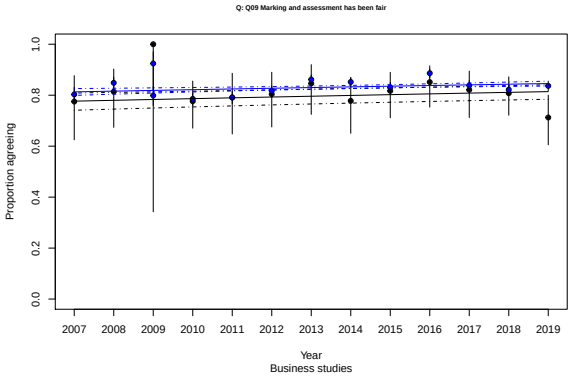


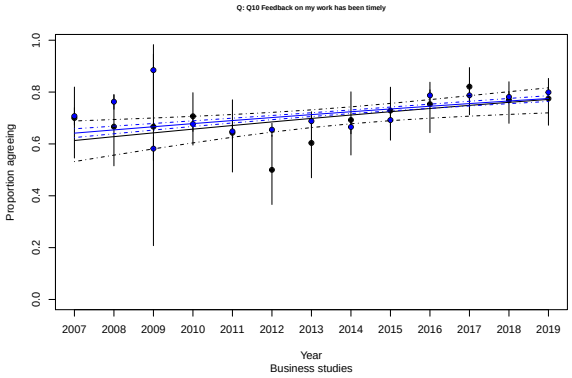











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
2007
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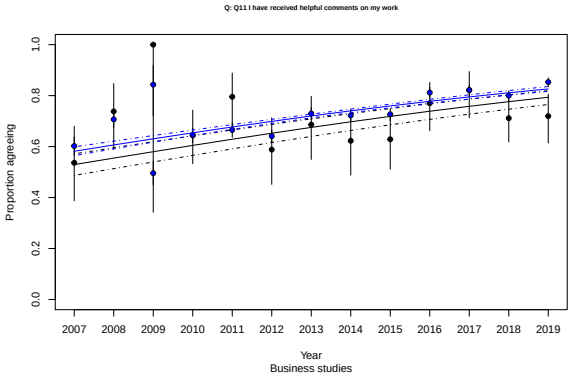
Year
Business studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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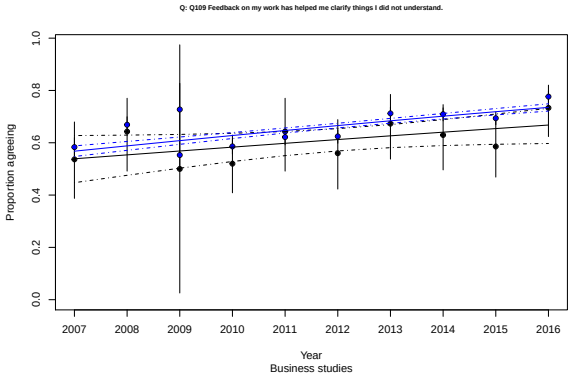
Year
Business studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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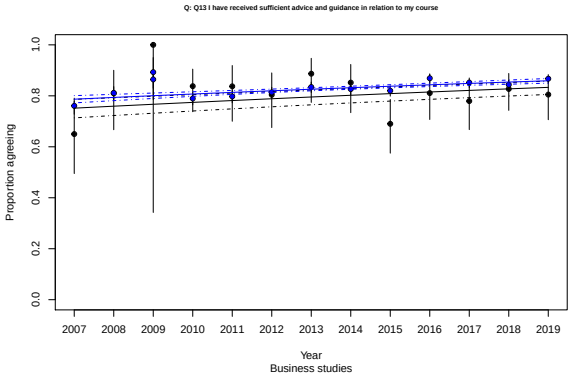
Year
Business studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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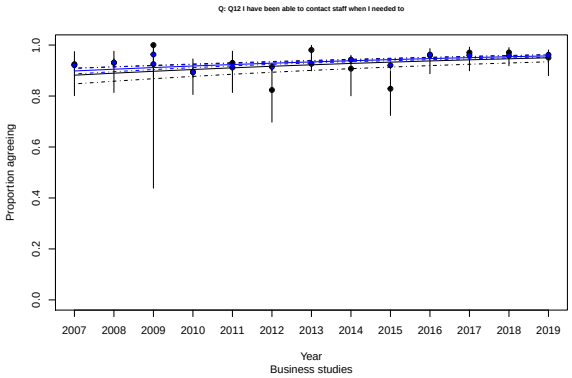
Year
Business studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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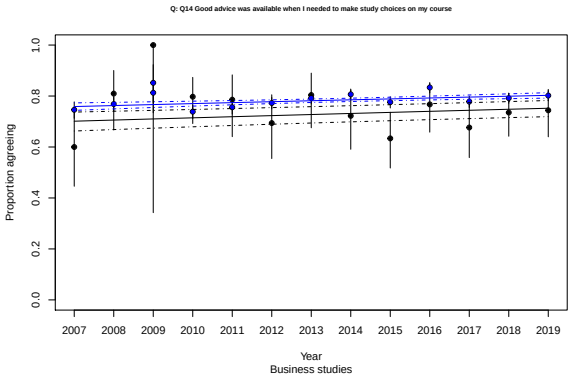
Year
Business studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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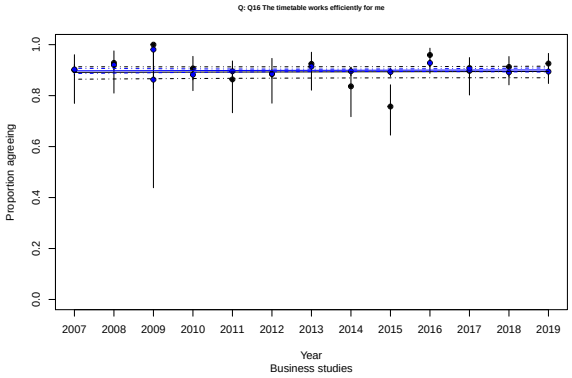
Year
Business studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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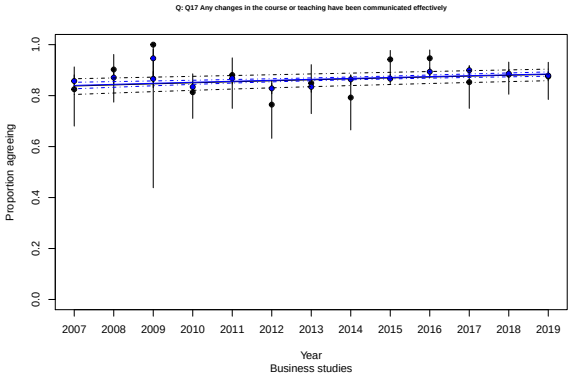
Year
Business studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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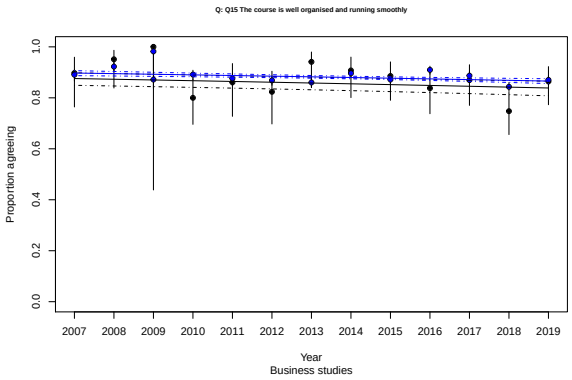
Year
Business studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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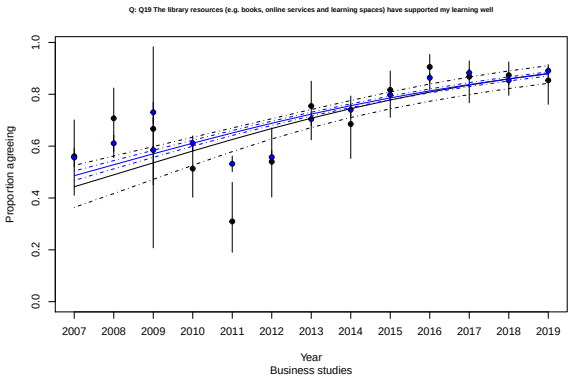
Year
Business studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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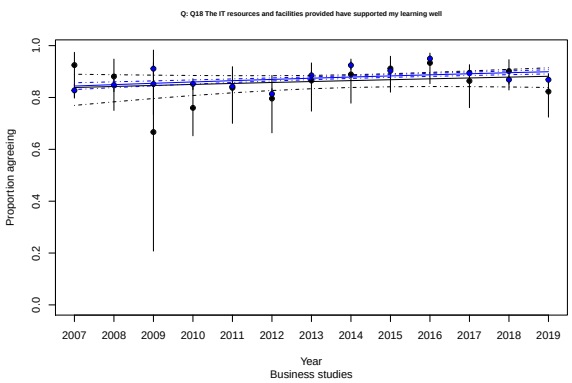
Year
Business studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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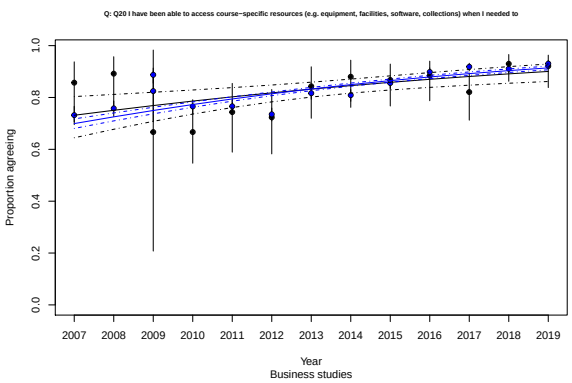
Year
Business studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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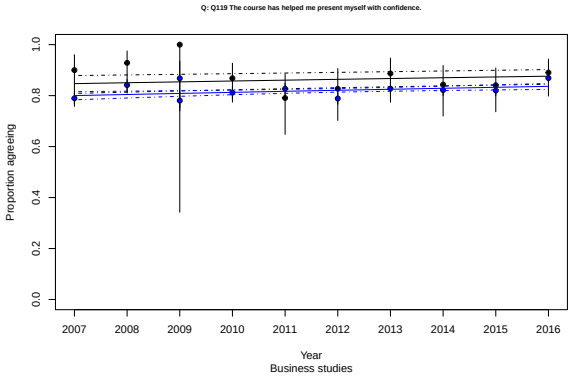
Year
Business studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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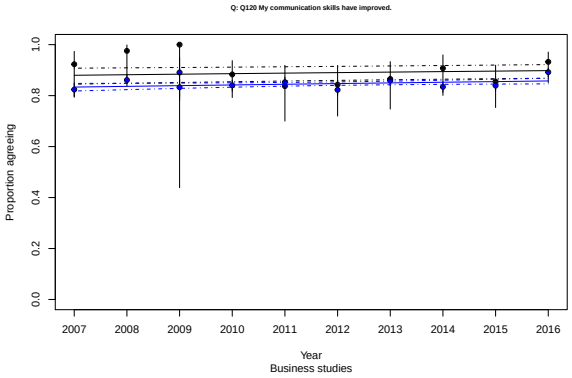
Year
Business studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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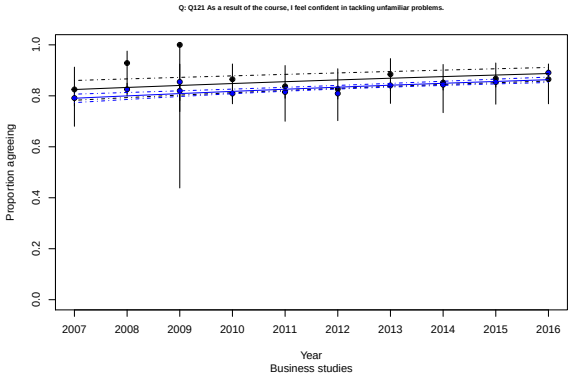
Year
Business studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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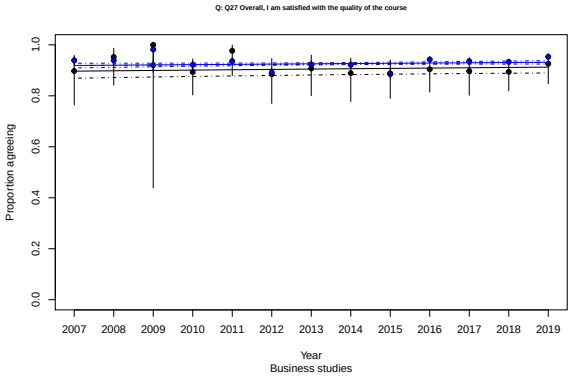
Year
Business studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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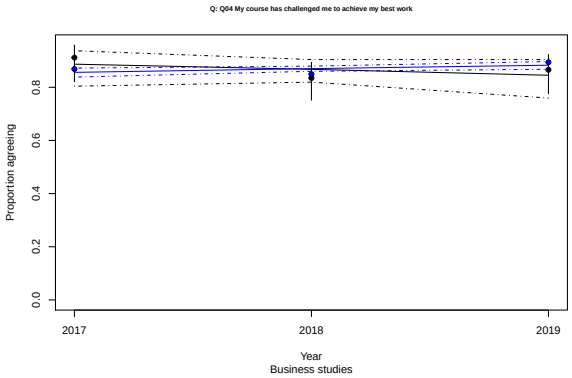
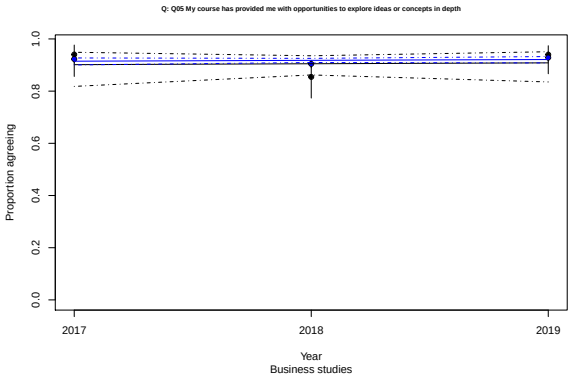
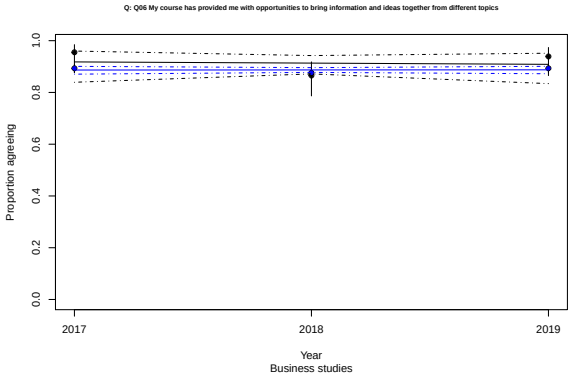
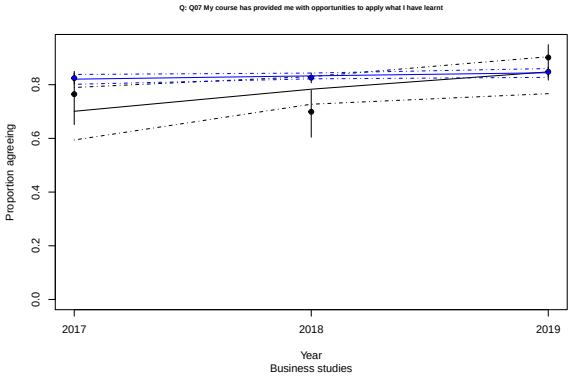
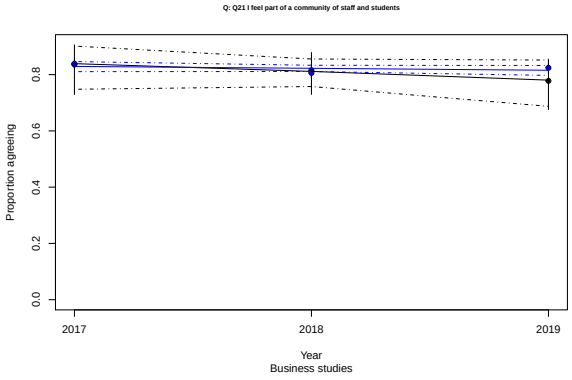
Year
Business studies

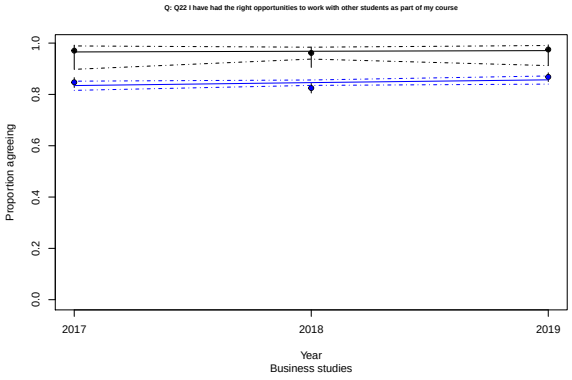

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Business studies

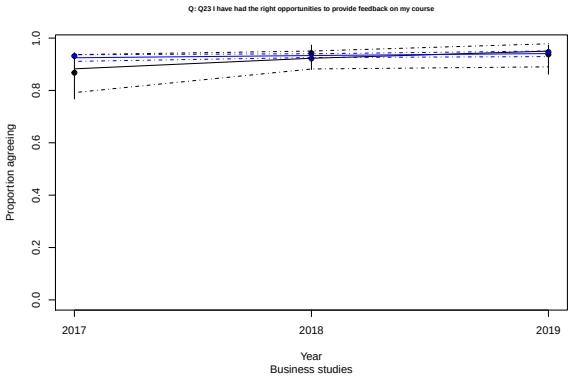

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Business studies

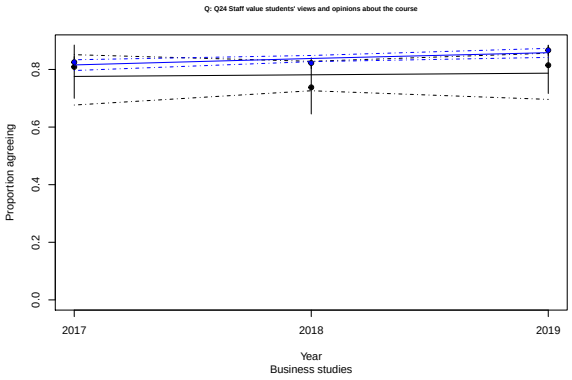

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Business studies

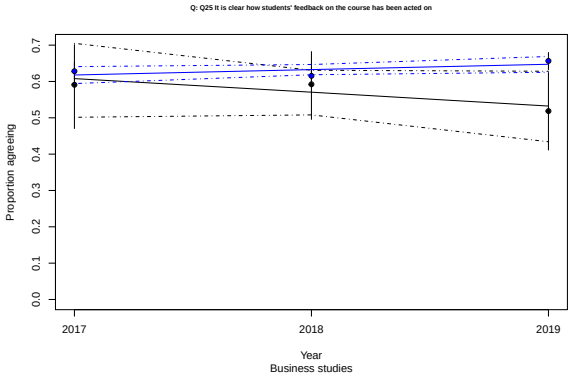

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Business studies

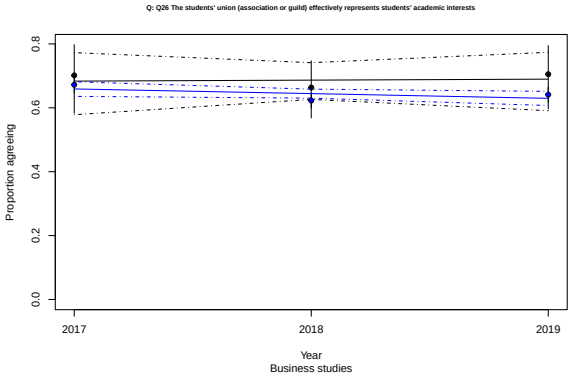

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Business studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Business studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Business studies

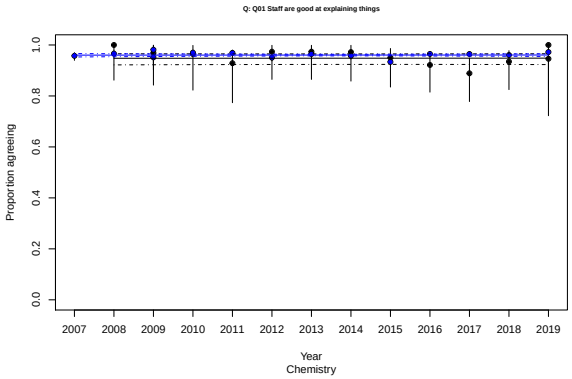

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Business studies


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
2017
2018
2019
Year
Business studies


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Business studies

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Below
Q02	None	None	None	Below
Q103	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	None	Positive	None	Below
Q10	Positive	Positive	None	None
Q11	Positive	Positive	None	Below
Q109	None	Positive	None	Below
Q13	None	Positive	None	Below
Q12	None	Positive	None	None
Q14	None	Positive	None	Below
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	Above
Q120	None	Positive	None	Above
Q121	None	Positive	None	None
Q27	None	Positive	None	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	Positive	None	None	Below
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	Below
Q25	None	None	None	Below
Q26	None	None	None	None

Chemistry


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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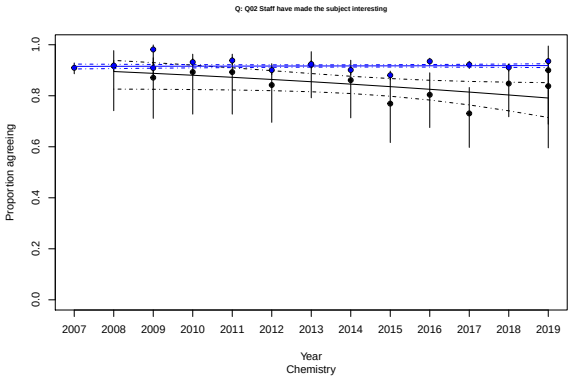
2019
Year
Chemistry


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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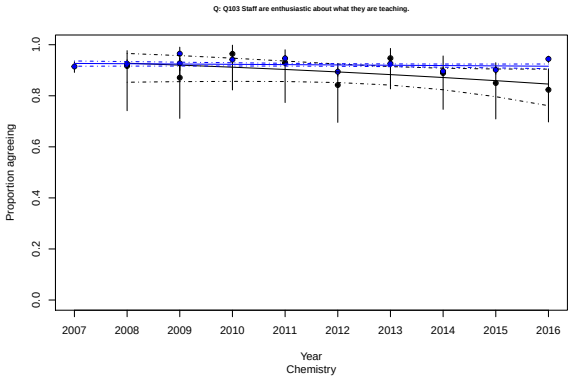
2019
Year
Chemistry


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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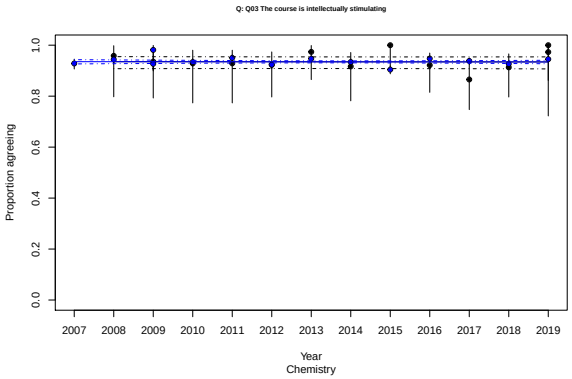
Year
Chemistry


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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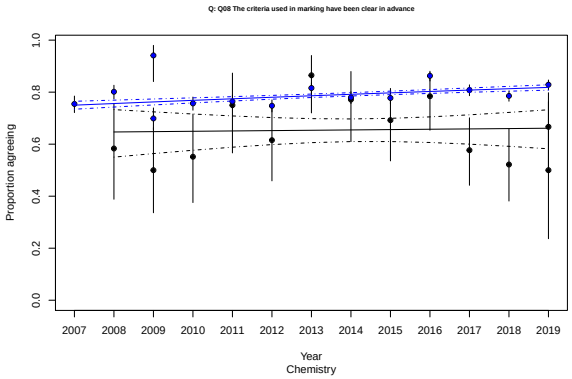
2019
Year
Chemistry


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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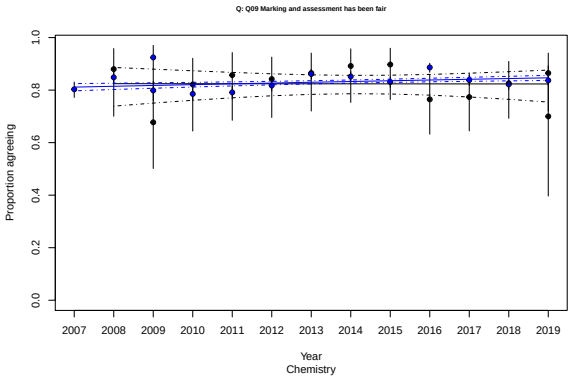
Year
Chemistry


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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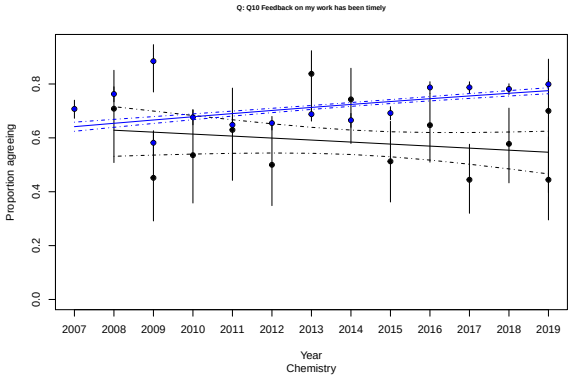
2019
Year
Chemistry


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
2008
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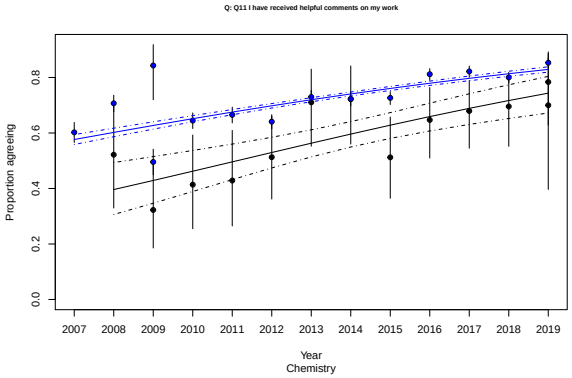
2019
Year
Chemistry


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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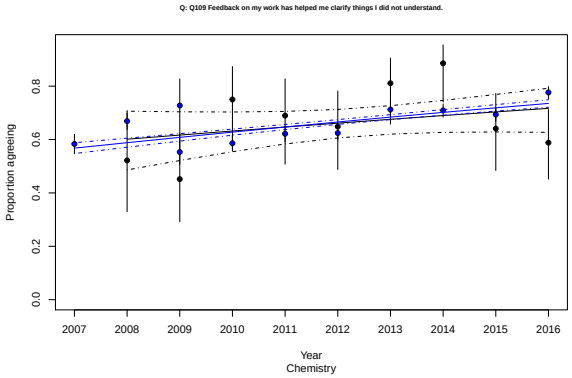
2019
Year
Chemistry


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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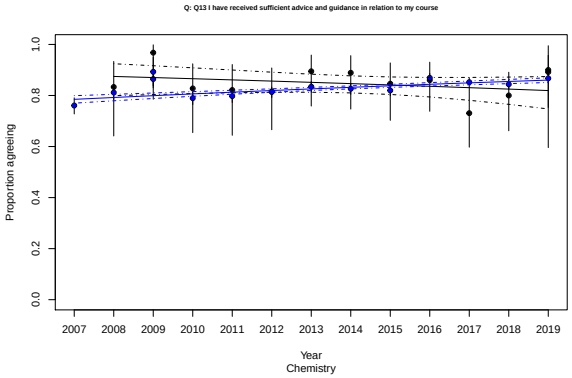
2016
Year
Chemistry


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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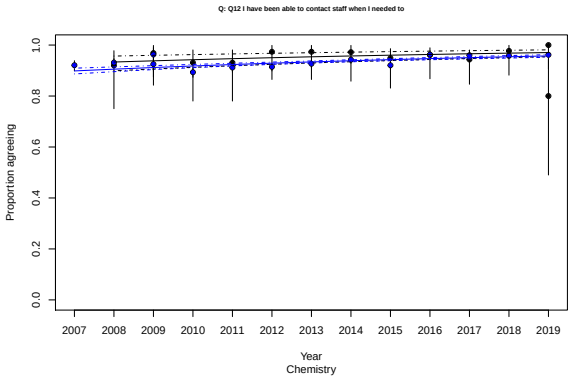
2019
Year
Chemistry


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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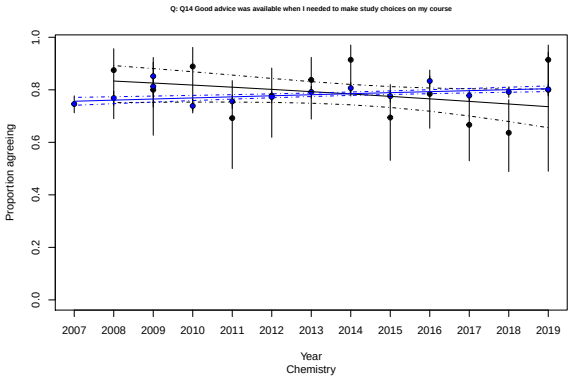
2019
Year
Chemistry


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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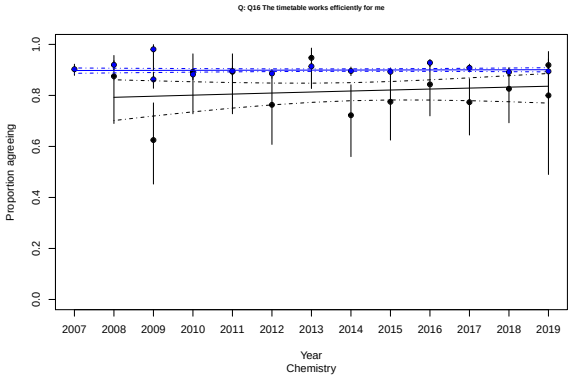
2019
Year
Chemistry


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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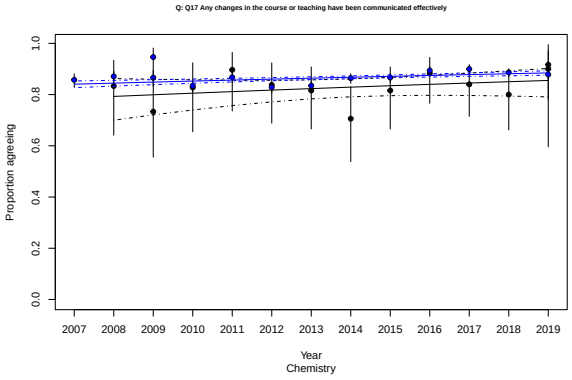
Year
Chemistry


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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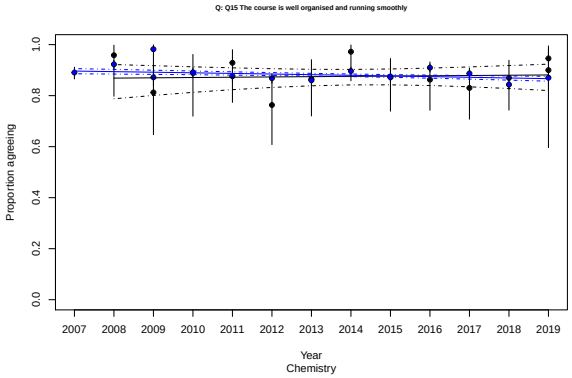
2019
Year
Chemistry


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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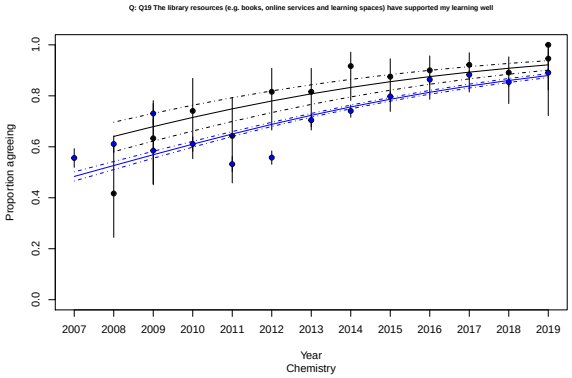
2019
Year
Chemistry


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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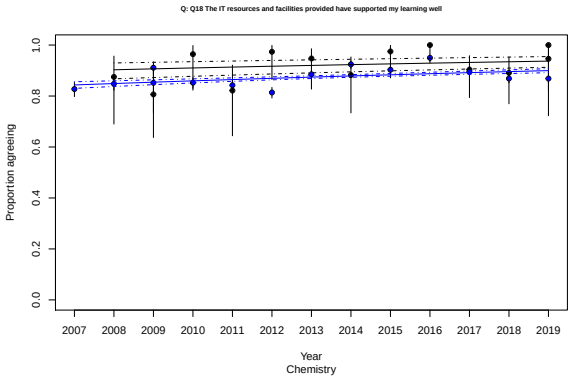
2019
Year
Chemistry


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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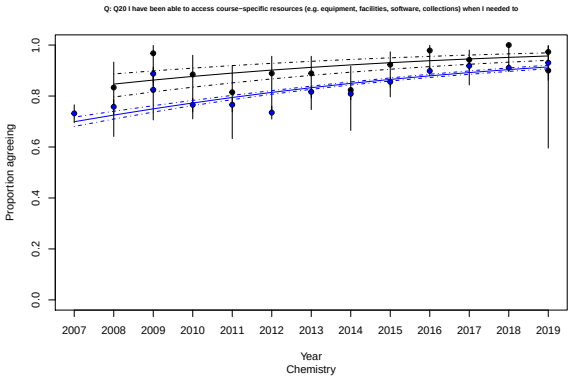
2019
Year
Chemistry


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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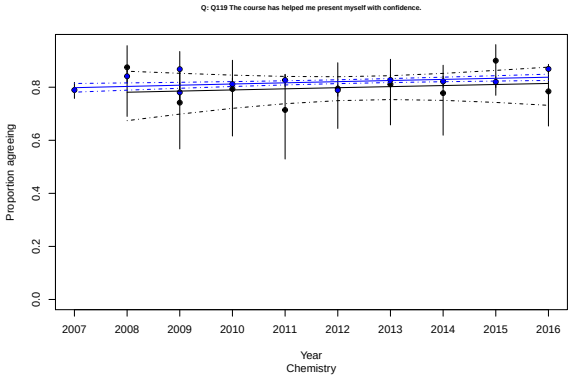
Year
Chemistry


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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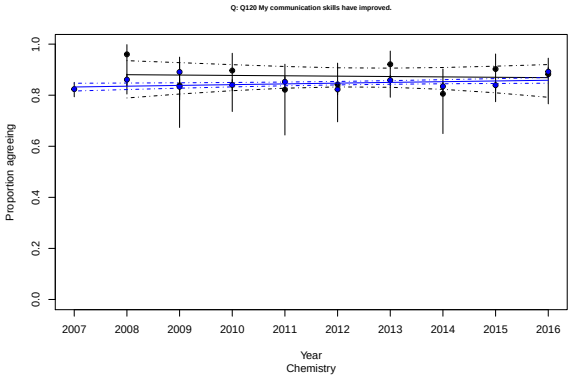
2016
Year
Chemistry


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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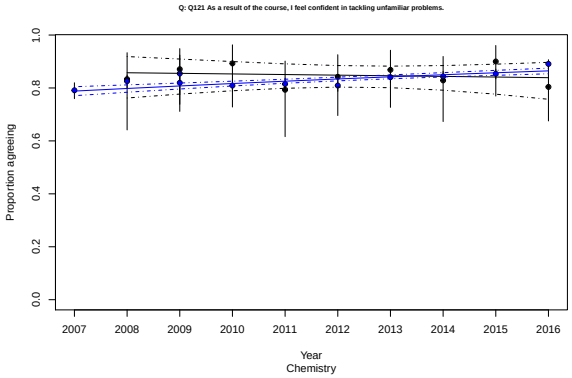
2015
2016
Year
Chemistry


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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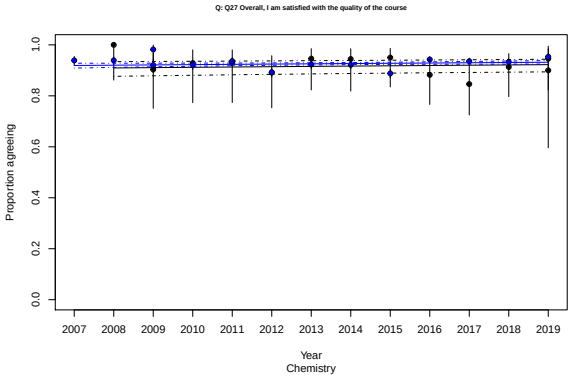
2016
Year
Chemistry


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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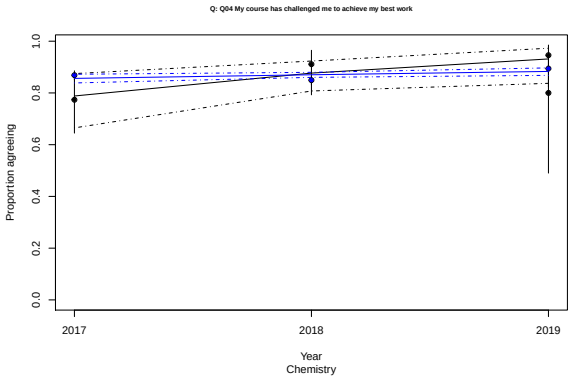
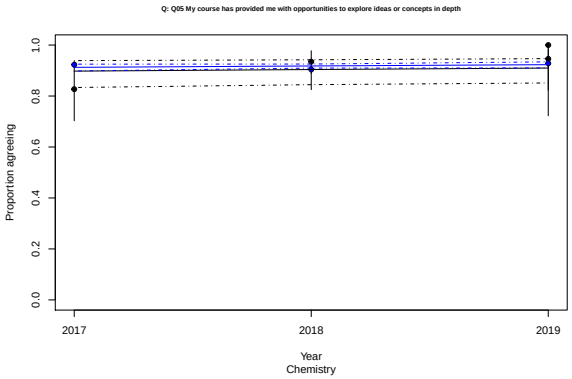
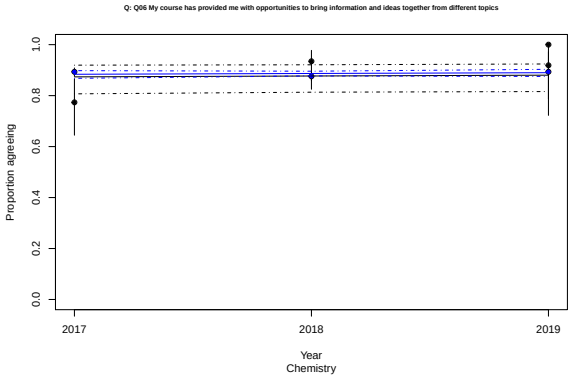
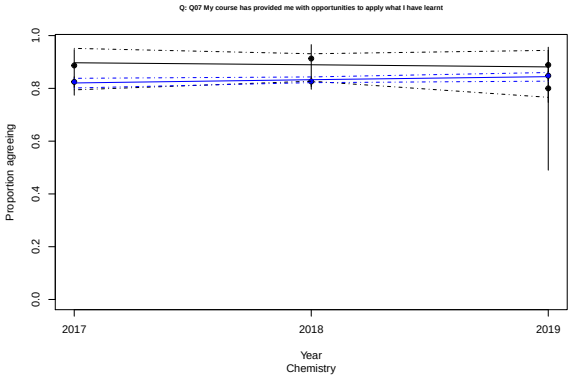
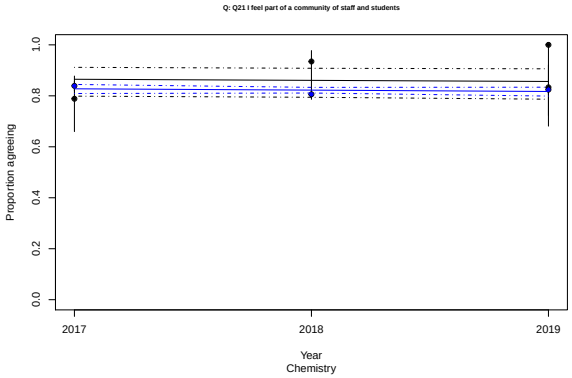
Year
Chemistry

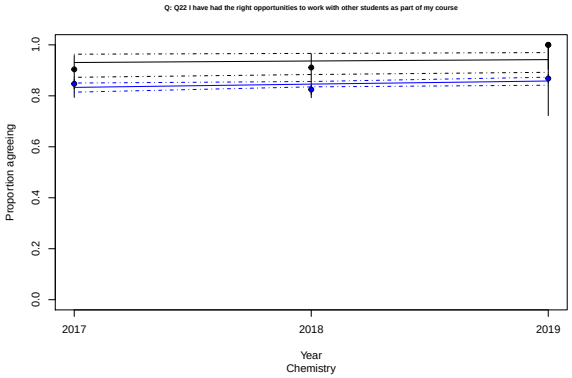

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

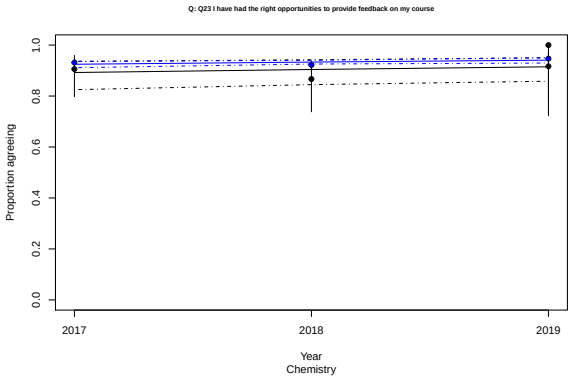

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

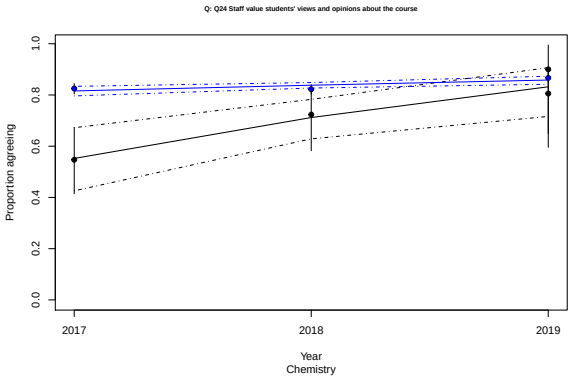

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

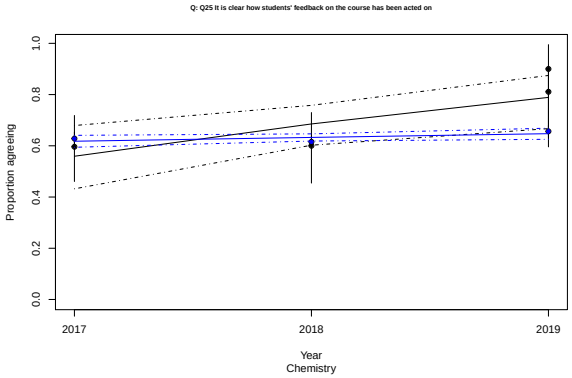

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

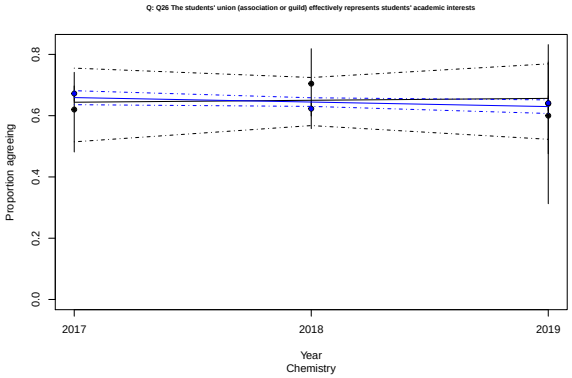

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

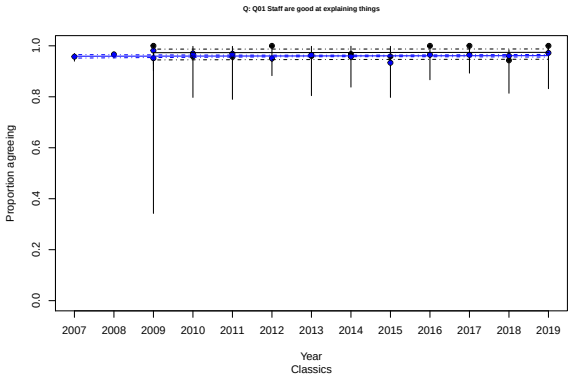

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

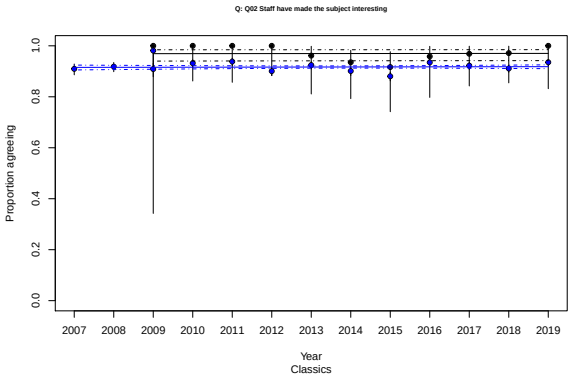

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Chemistry

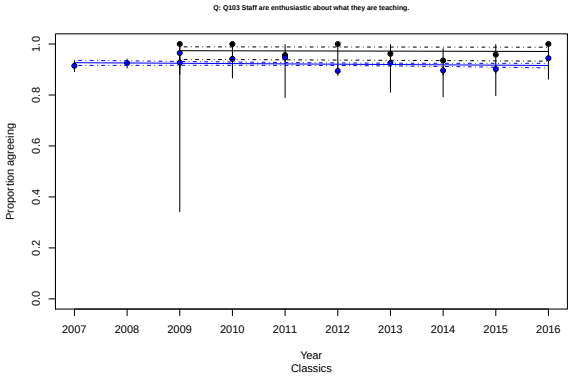

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Chemistry

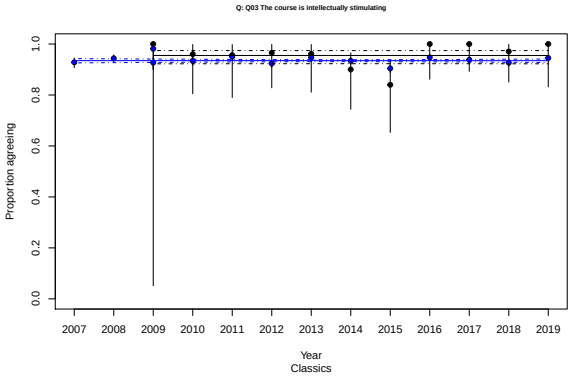
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Below
Q103	None	None	None	Below
Q03	None	None	None	None
Q08	None	Positive	None	Below
Q09	None	Positive	None	None
Q10	None	Positive	Negative	Below
Q11	Positive	Positive	None	Below
Q109	None	Positive	None	None
Q13	None	Positive	Negative	None
Q12	None	Positive	None	None
Q14	None	Positive	Negative	None
Q16	None	None	None	Below
Q17	None	Positive	None	Below
Q15	None	Negative	None	None
Q19	Positive	Positive	None	Above
Q18	None	Positive	None	Above
Q20	Positive	Positive	None	Above
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	Positive	Positive	None	None
Q05	Positive	None	None	None
Q06	Positive	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	Positive	Positive	Positive	Below
Q25	Positive	None	Positive	None
Q26	None	None	None	None

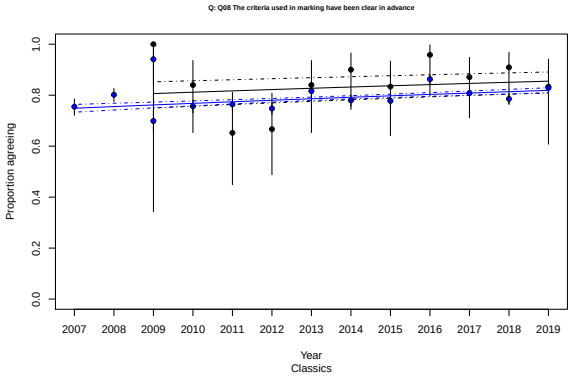
Classics

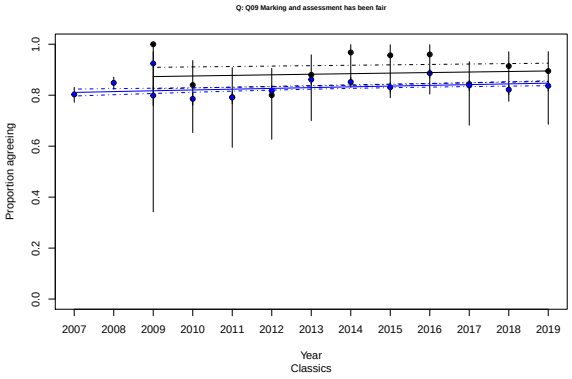

Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Classics

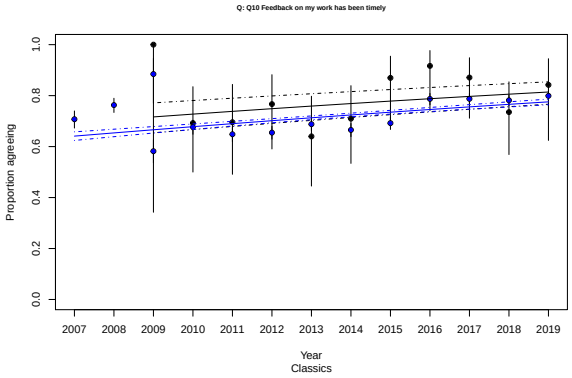

Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Classics


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
Year
Classics


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Classics


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Classics


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Classics


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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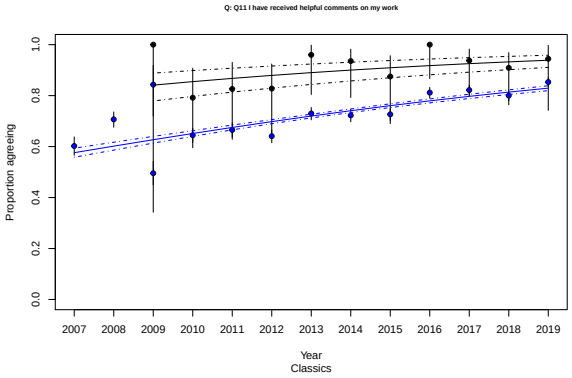
Year
Classics


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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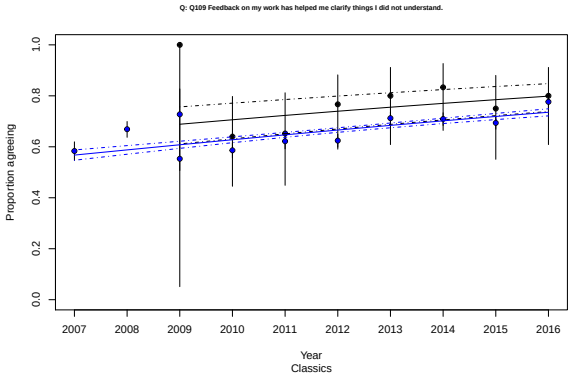
Year
Classics


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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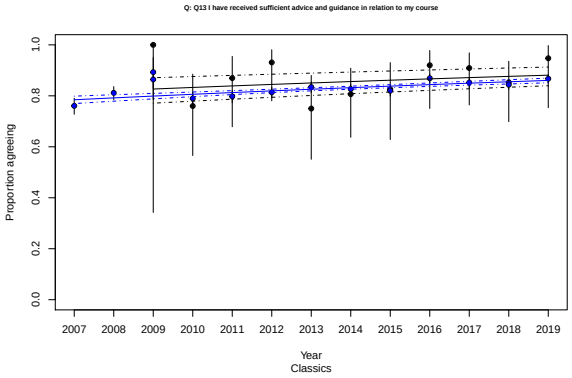
Year
Classics


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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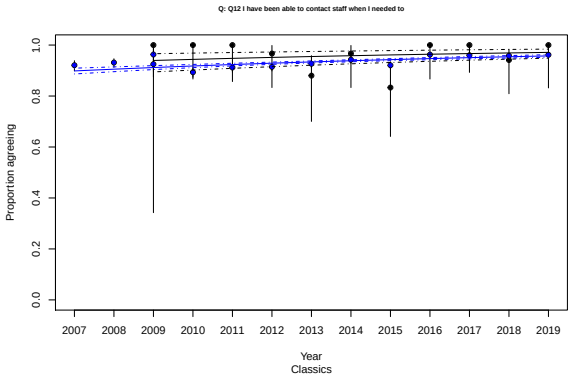
Year
Classics


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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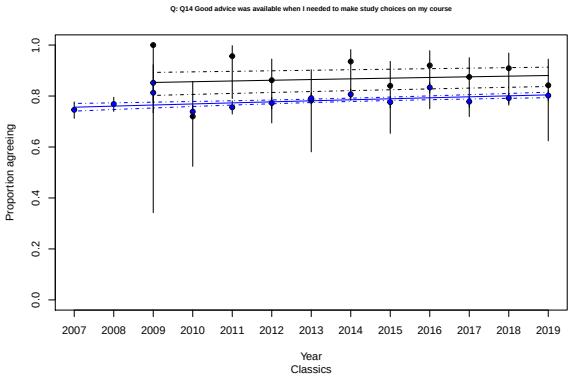
2019
Year
Classics


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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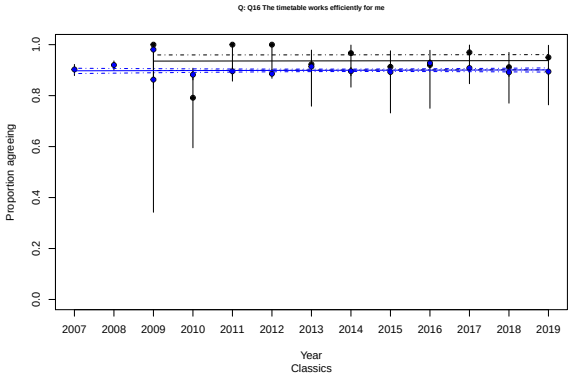
Year
Classics


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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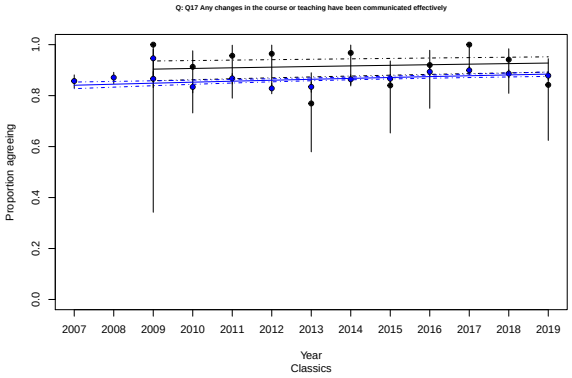
Year
Classics


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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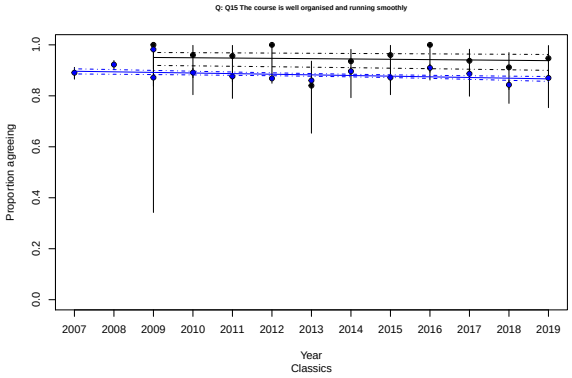
Year
Classics


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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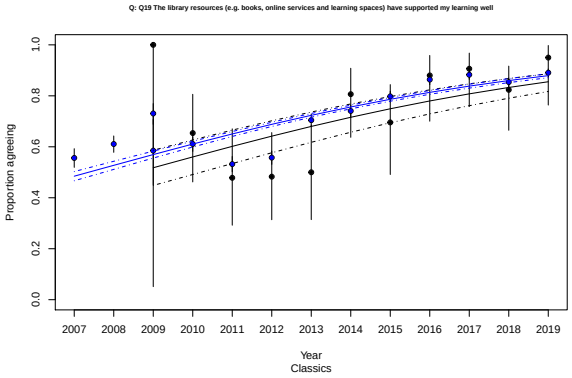
Year
Classics


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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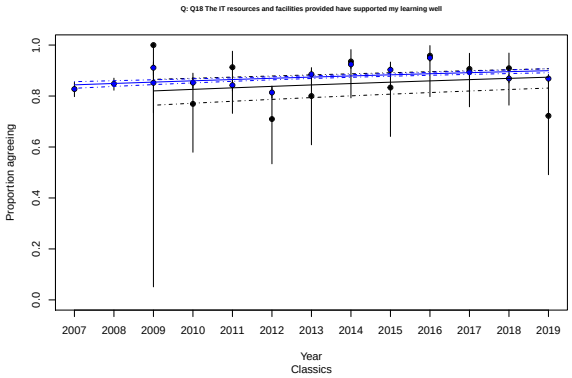
Year
Classics


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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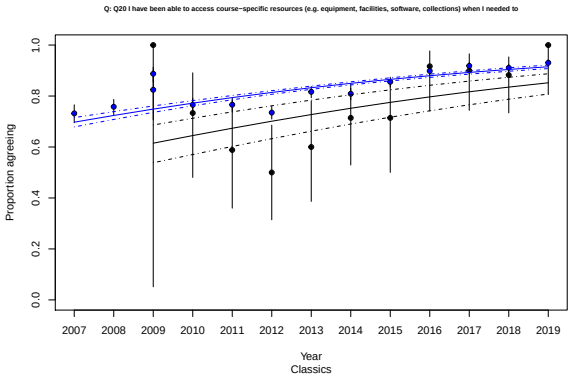
2019
Year
Classics


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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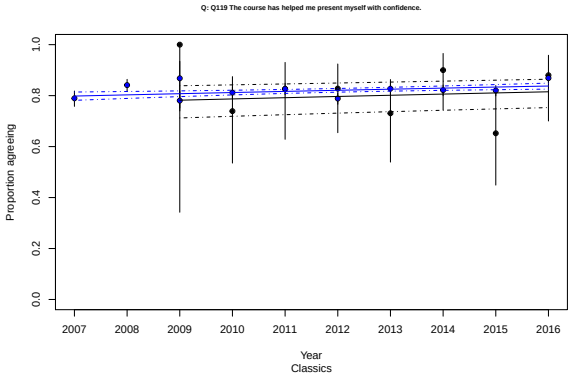
Year
Classics


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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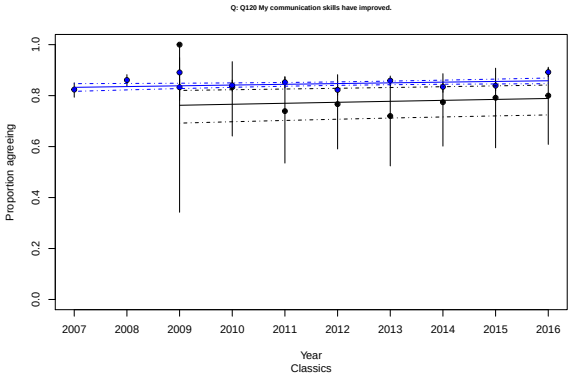
Year
Classics


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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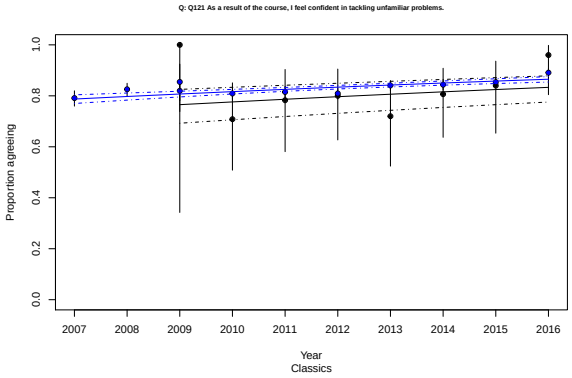
Year
Classics


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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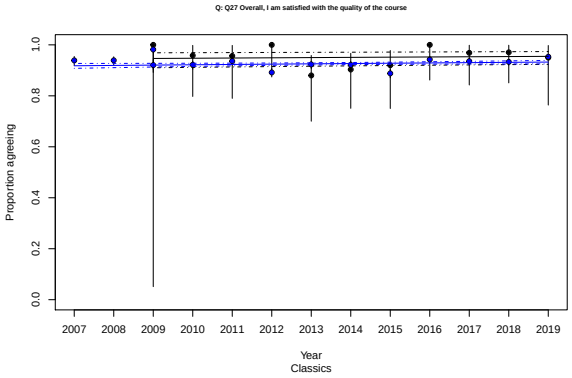
2016
Year
Classics


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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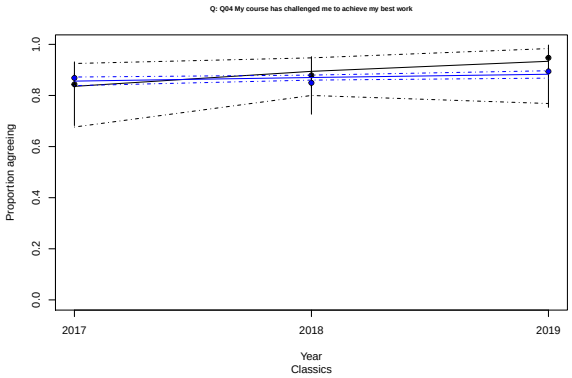
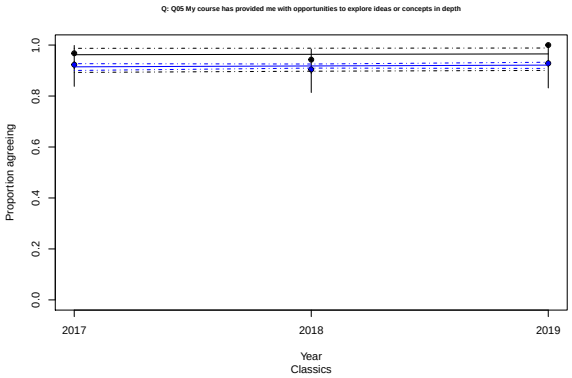
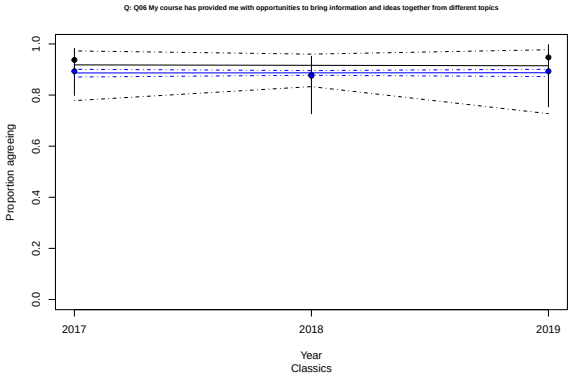
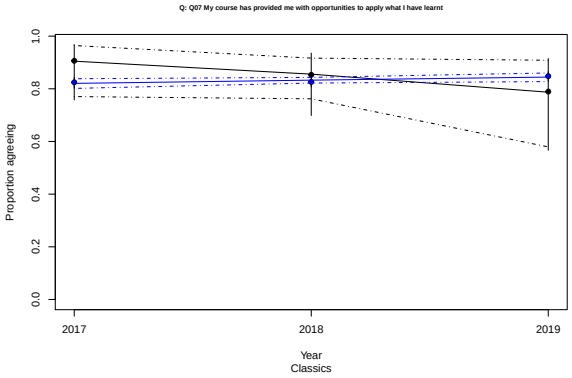
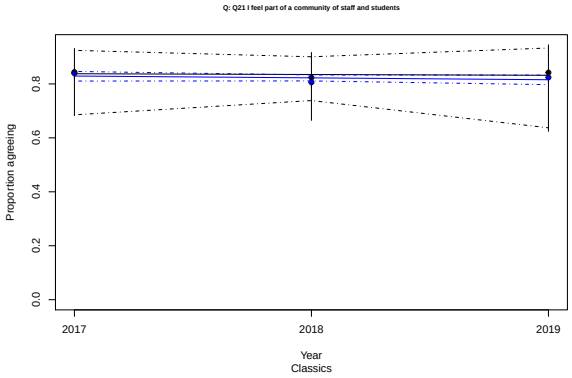
2019
Year
Classics

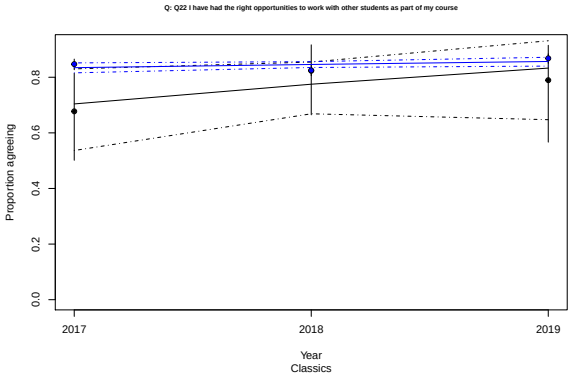

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Classics

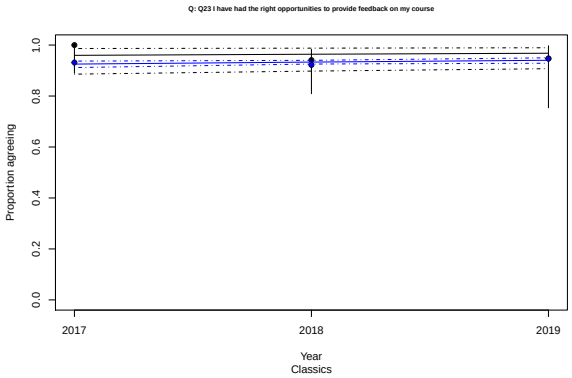

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Classics

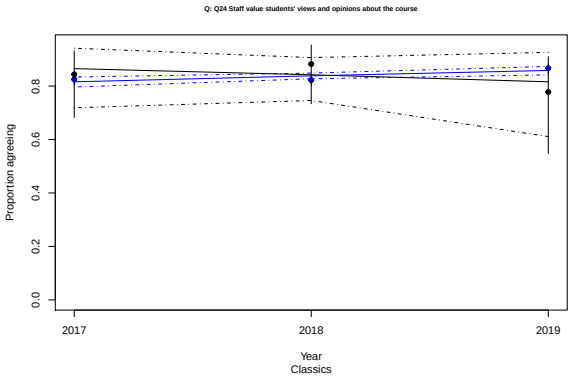

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Classics

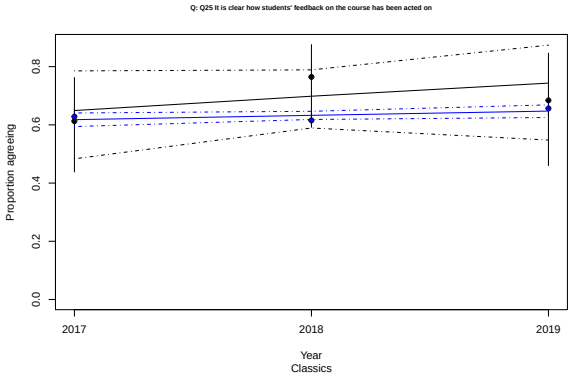

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Classics

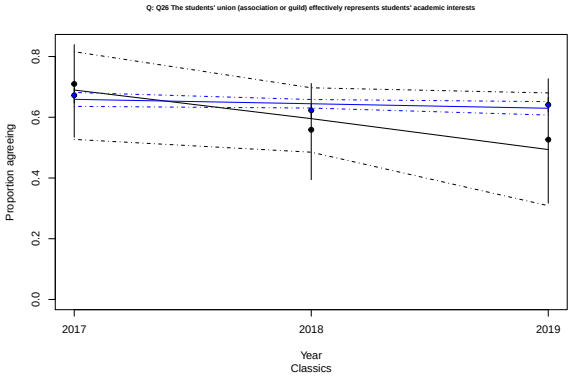

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Classics


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Classics


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Classics

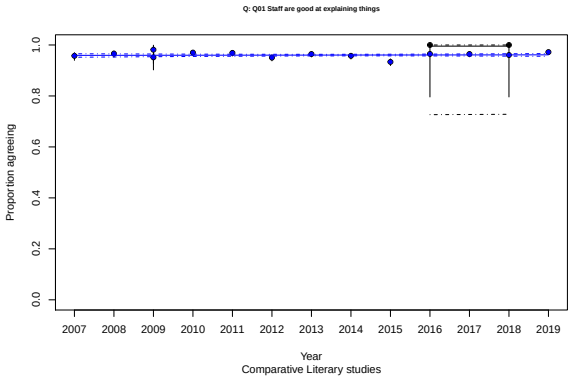

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Classics

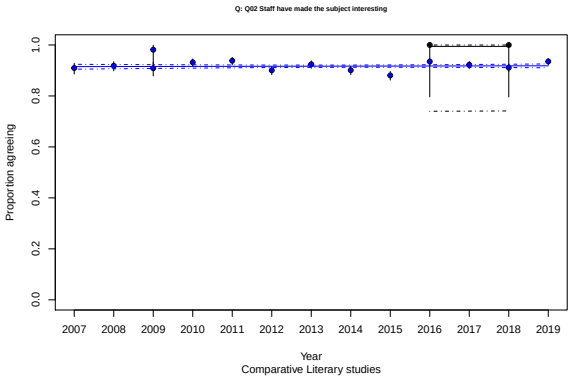

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Classics

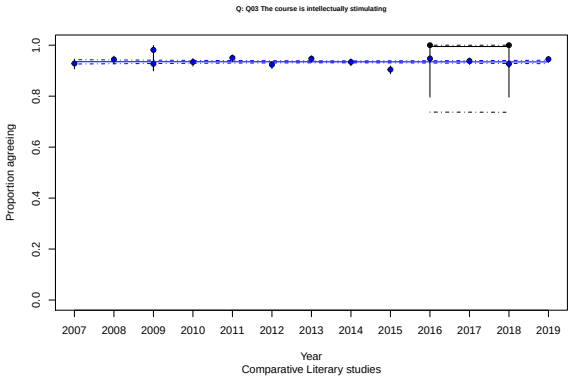

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Classics

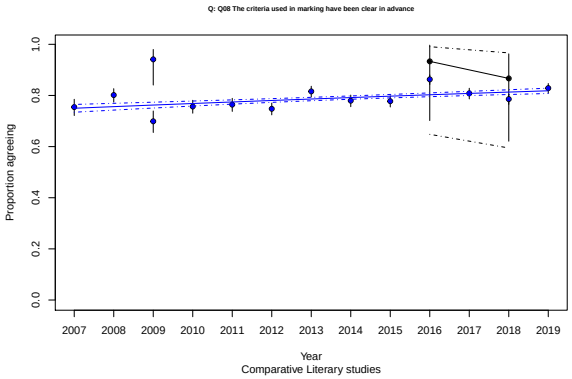
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Above
Q103	None	None	None	Above
Q03	None	None	None	None
Q08	Positive	Positive	None	None
Q09	None	Positive	None	Above
Q10	None	Positive	None	None
Q11	Positive	Positive	None	Above
Q109	None	Positive	None	Above
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	Above
Q16	None	None	None	Above
Q17	None	Positive	None	Above
Q15	None	Negative	None	Above
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	Below
Q119	None	Positive	None	None
Q120	None	Positive	None	Below
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

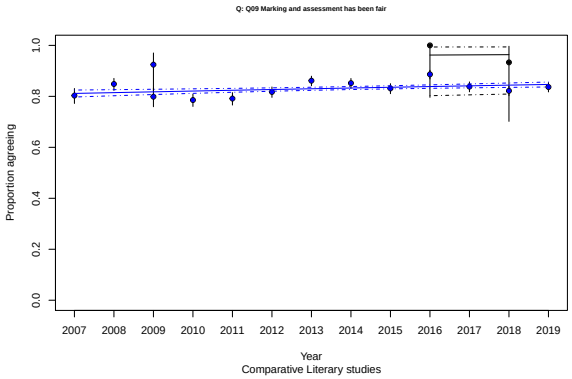
Comparative Literary studies

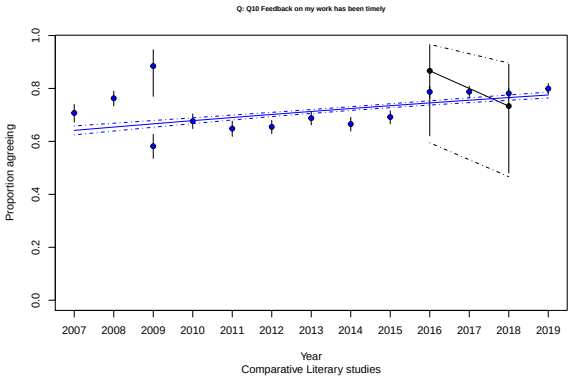


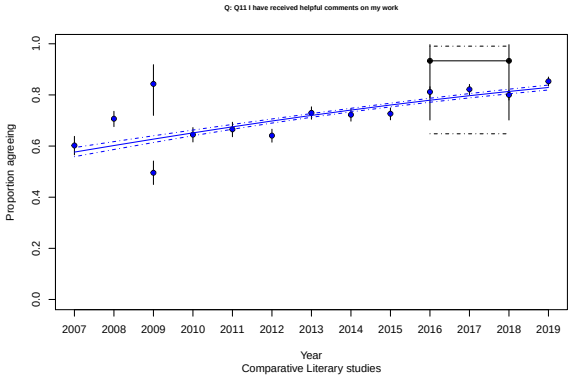











Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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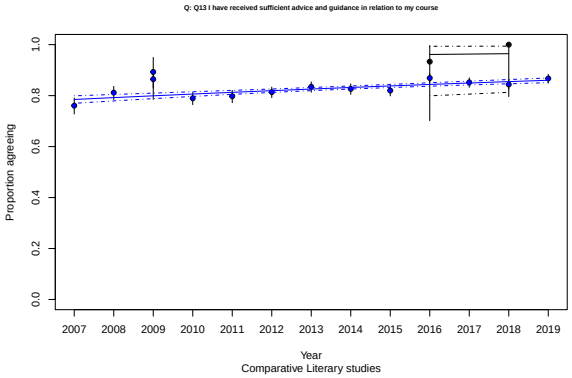
2019
Year
Comparative Literary studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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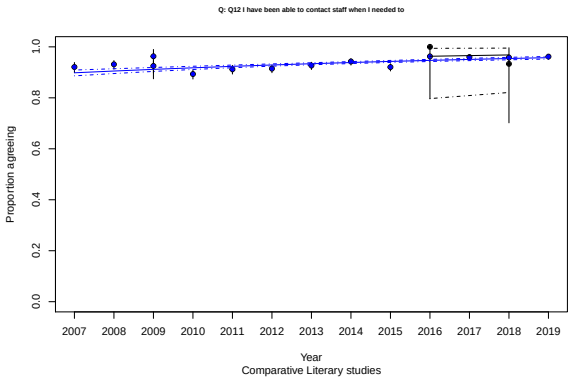
2019
Year
Comparative Literary studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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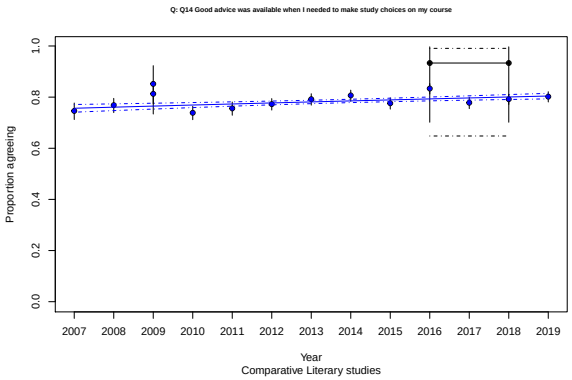
2019
Year
Comparative Literary studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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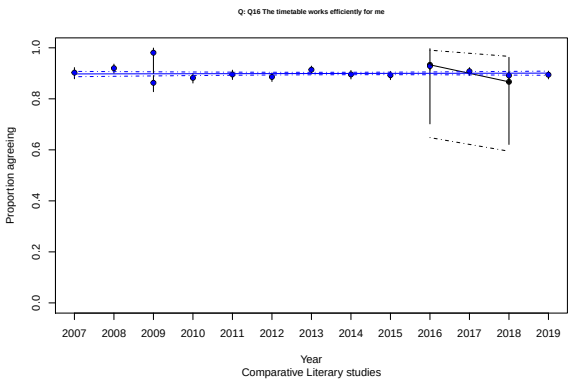
Year
Comparative Literary studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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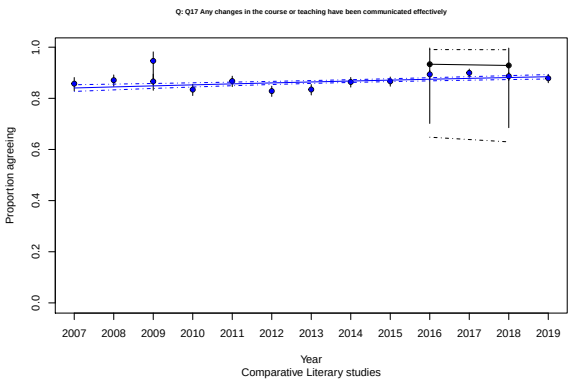
Year
Comparative Literary studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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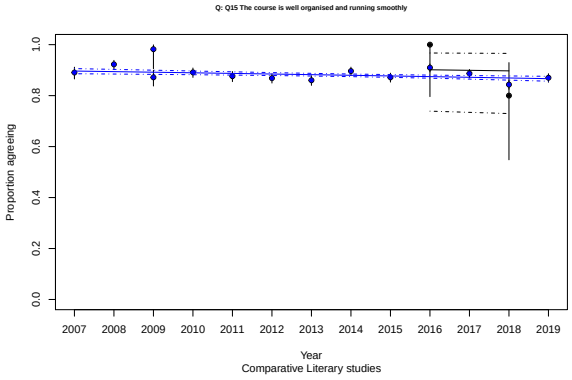
Year
Comparative Literary studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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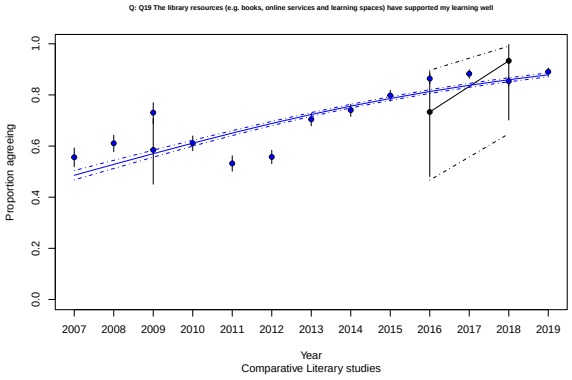
Year
Comparative Literary studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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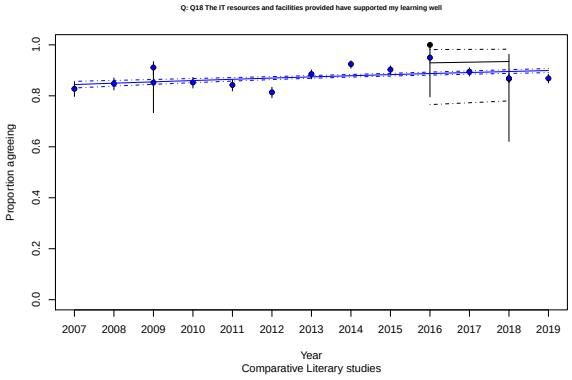
2019
Year
Comparative Literary studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2009
2010
2011
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2015
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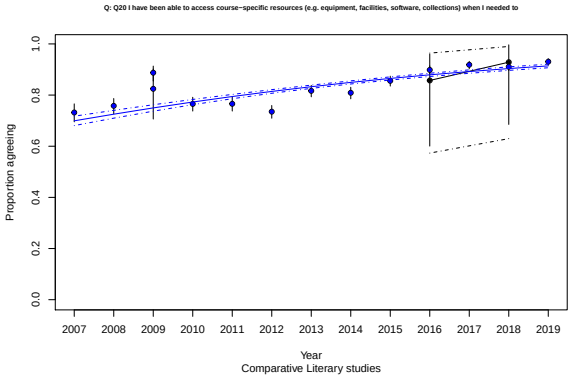
2019
Year
Comparative Literary studies


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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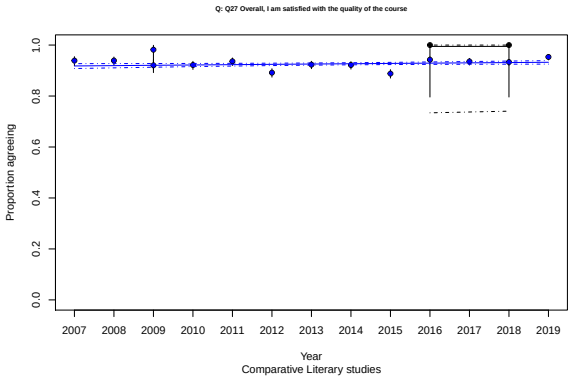
2015
2016
2017
2018
2019
Year
Comparative Literary studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2011
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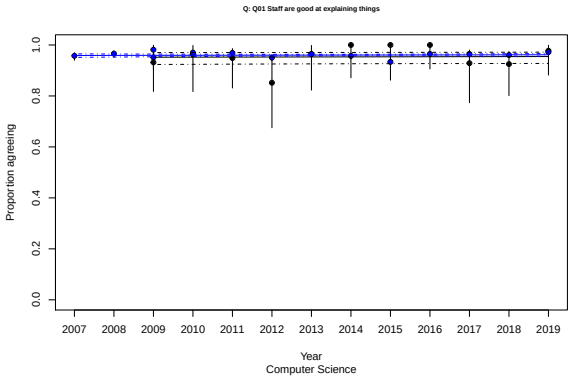
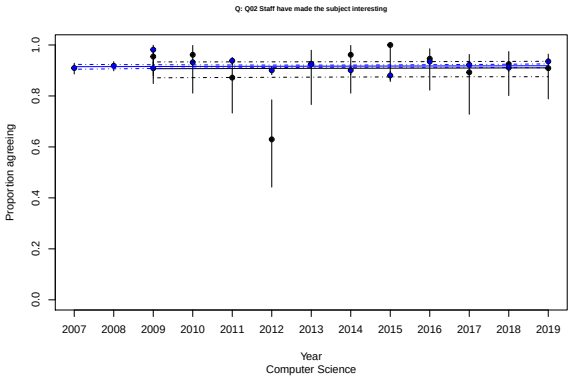
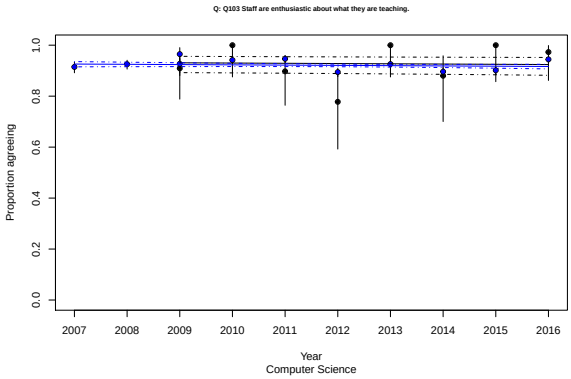
2019
Year
Comparative Literary studies

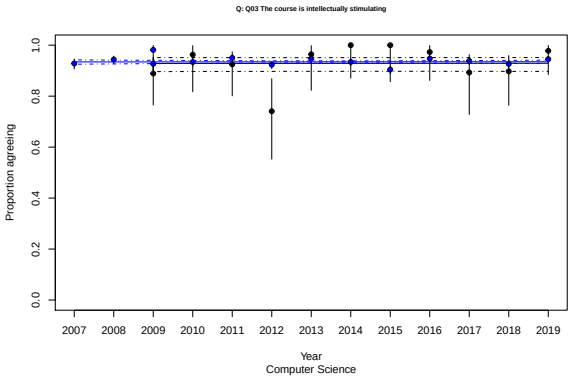
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	None
Q11	None	Positive	None	Above
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	None	Positive	None	None
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q27	None	Positive	None	None

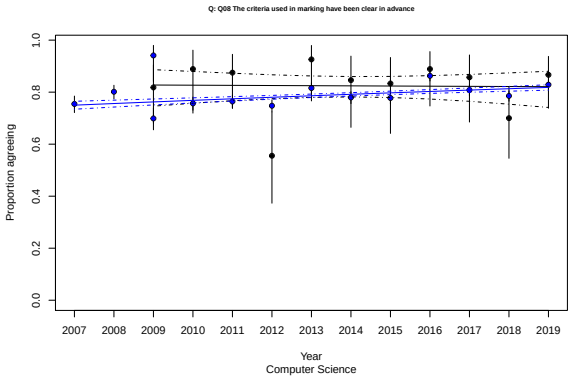
Computer Science

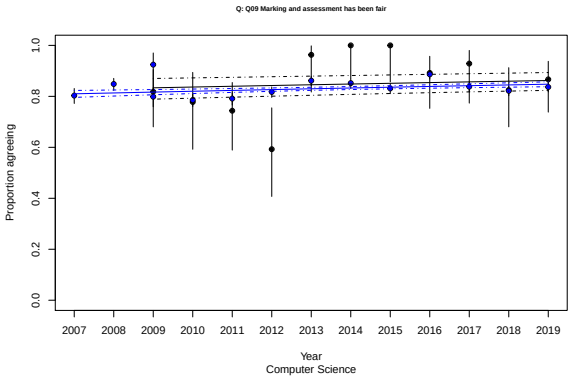


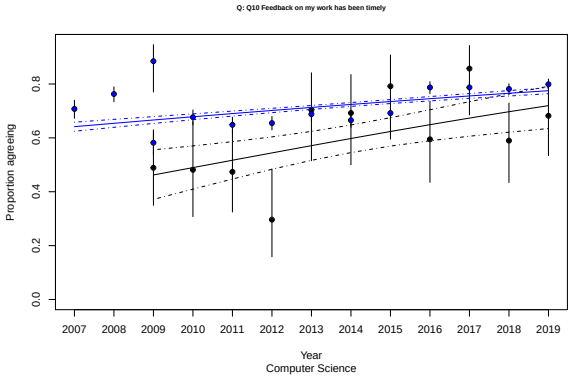











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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2011
2012
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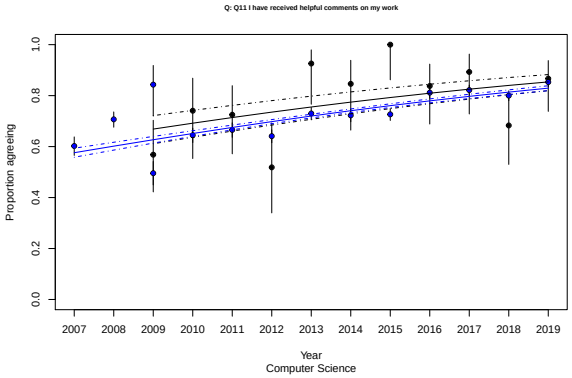
2019
Year
Computer Science


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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2010
2011
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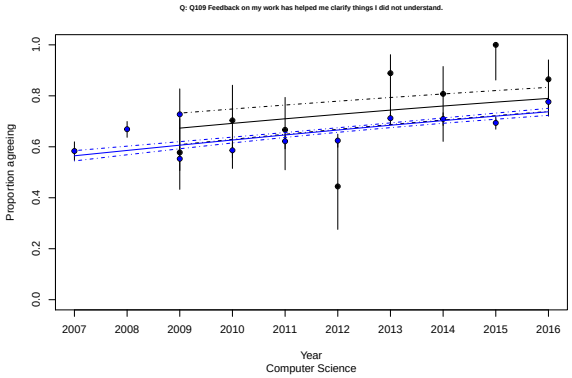
2019
Year
Computer Science


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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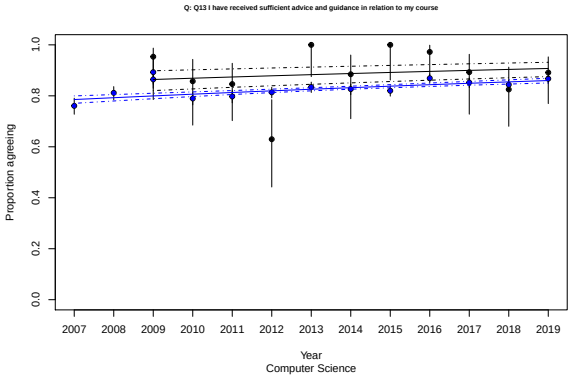
Year
Computer Science


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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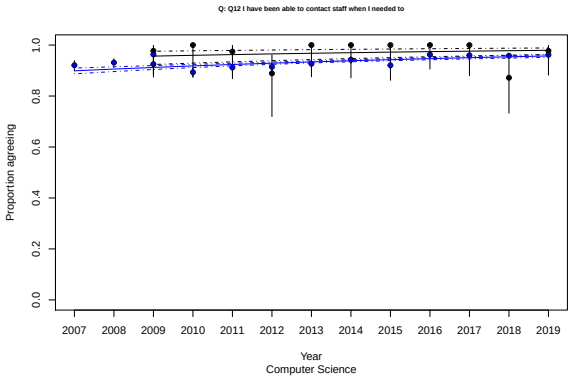
Year
Computer Science


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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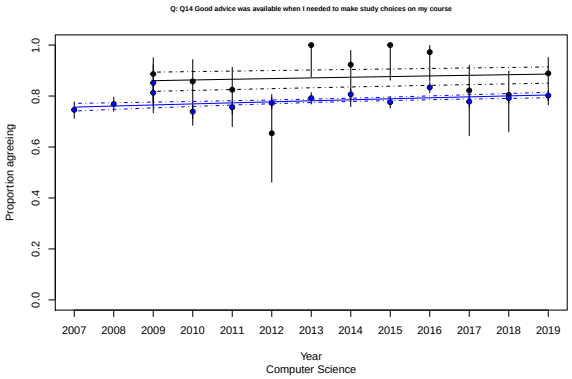
Year
Computer Science


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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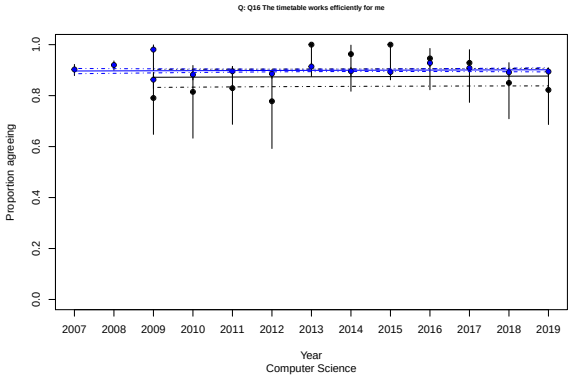
Computer Science


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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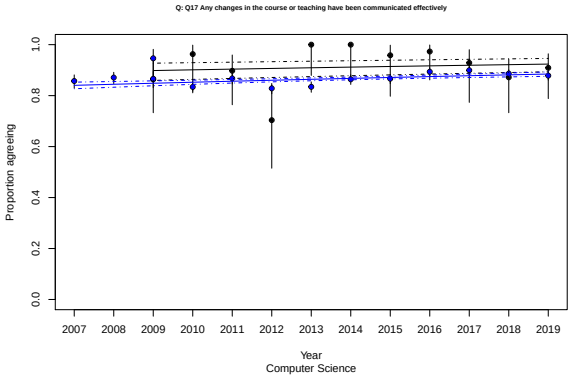
Computer Science


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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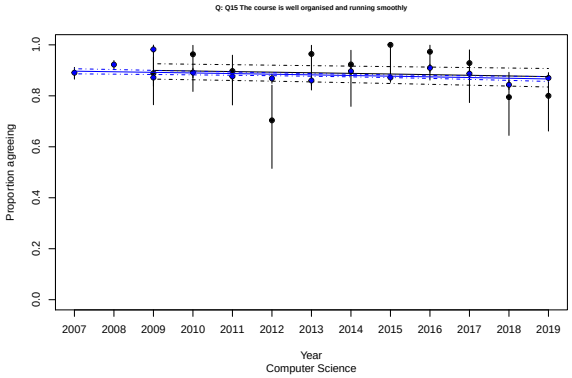
Year
Computer Science


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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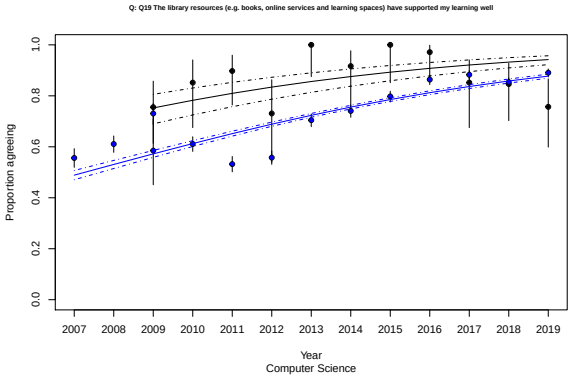
Year
Computer Science


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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2008
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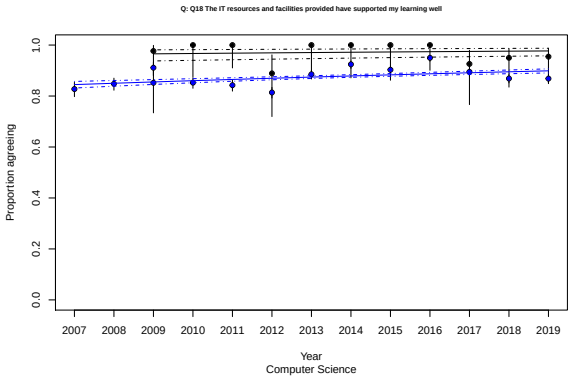
Year
Computer Science


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
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2015
2016
2017
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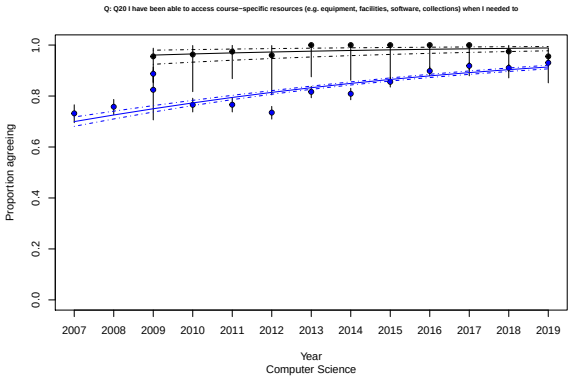
2019
Year
Computer Science


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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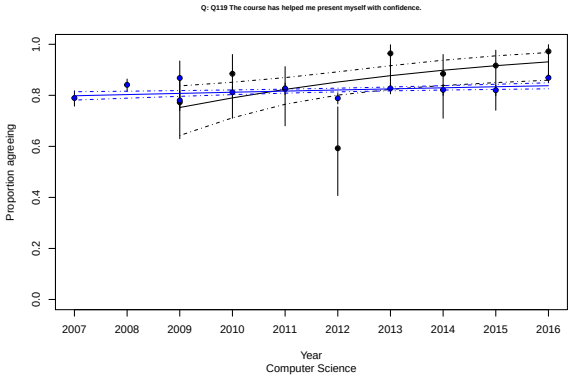
2019
Year
Computer Science


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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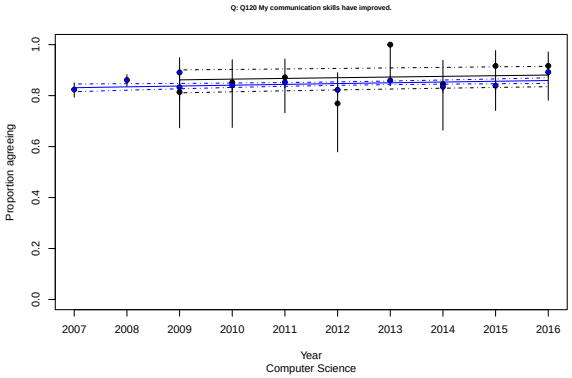
2016
Year
Computer Science


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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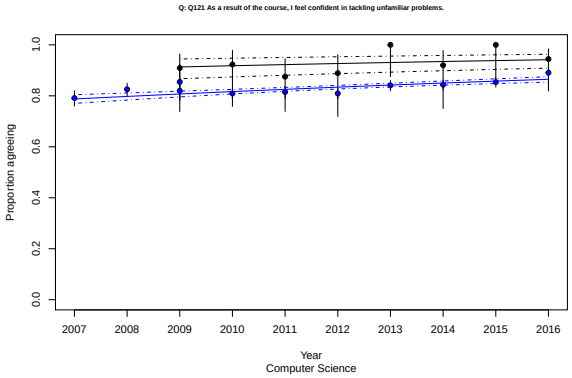
2016
Year
Computer Science


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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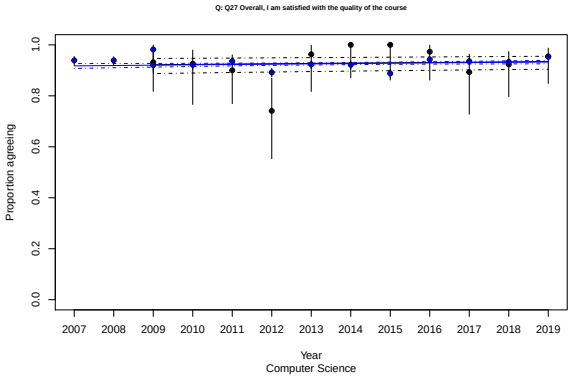
2016
Year
Computer Science


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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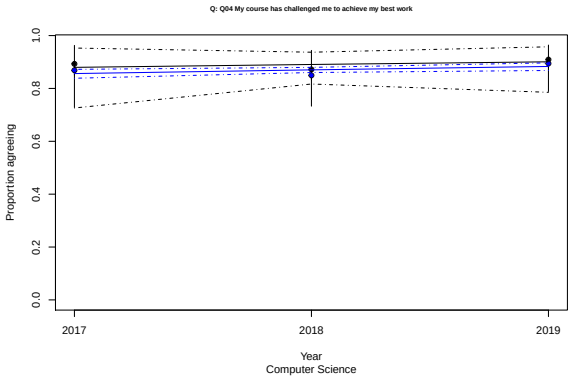
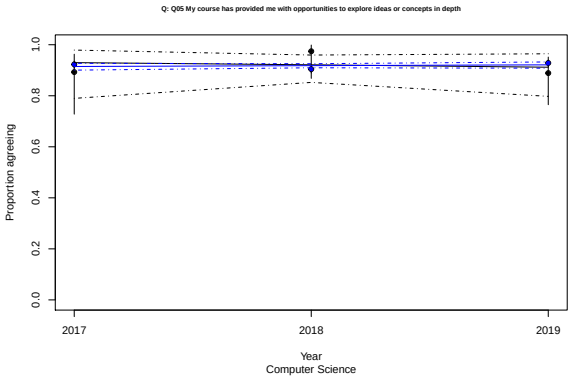
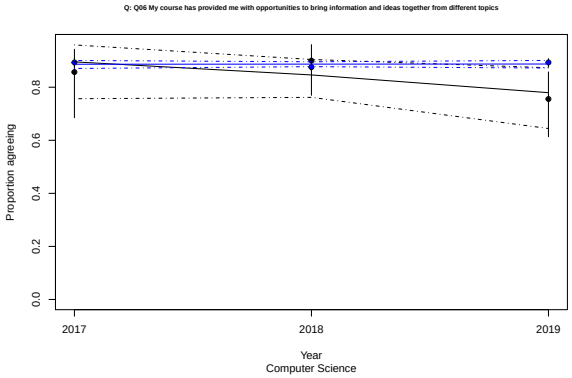
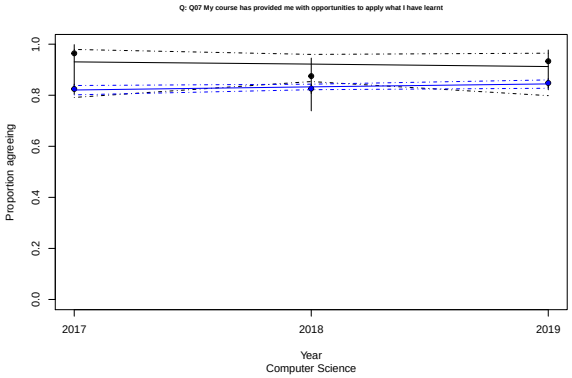
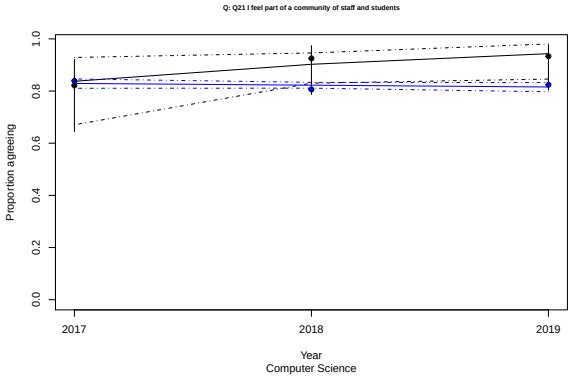
2019
Year
Computer Science

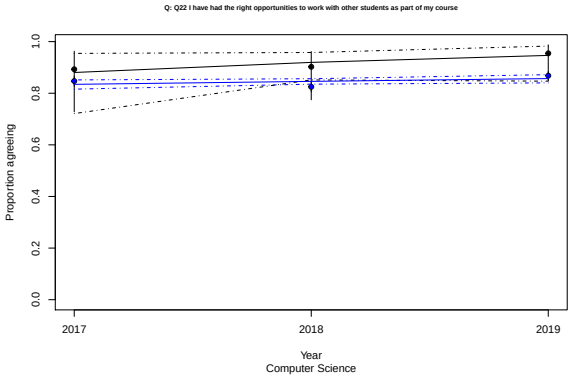

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science

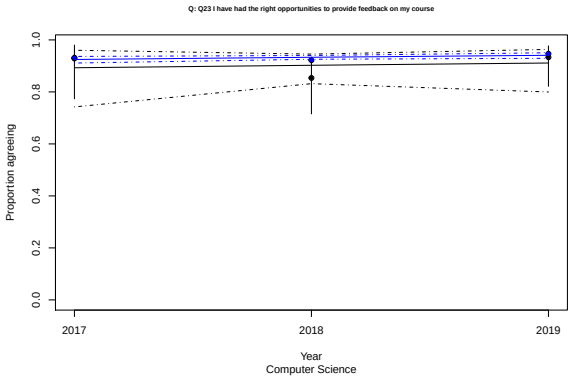

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science

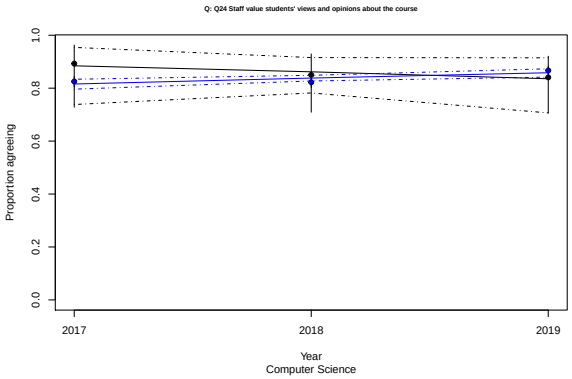

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Computer Science

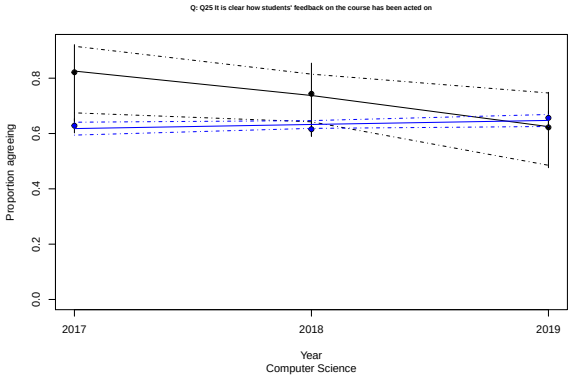

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science

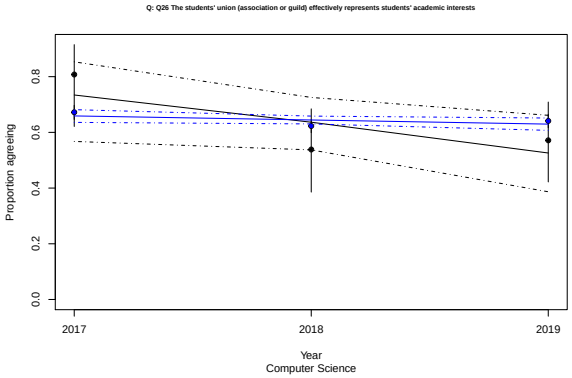

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science

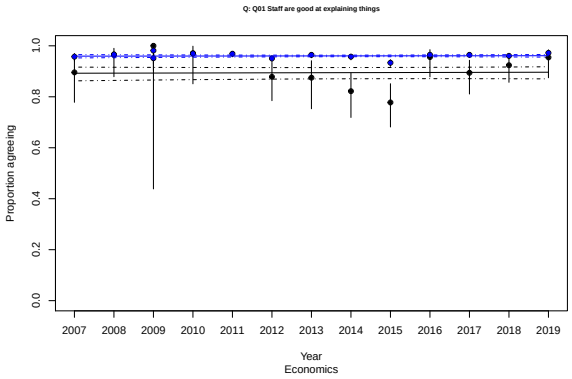

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Computer Science

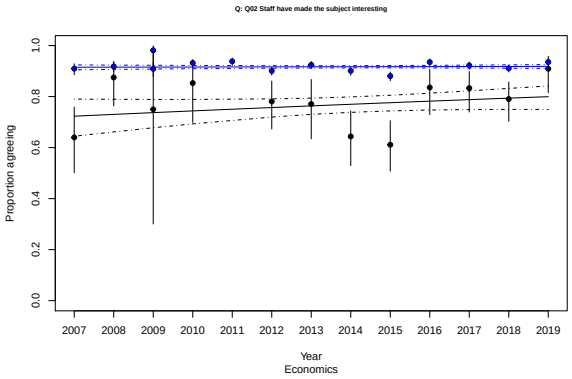

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Computer Science

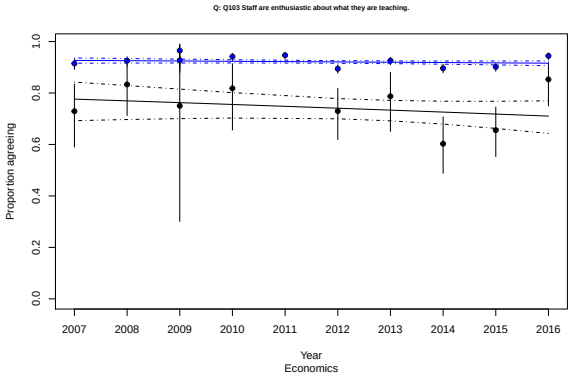

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Computer Science

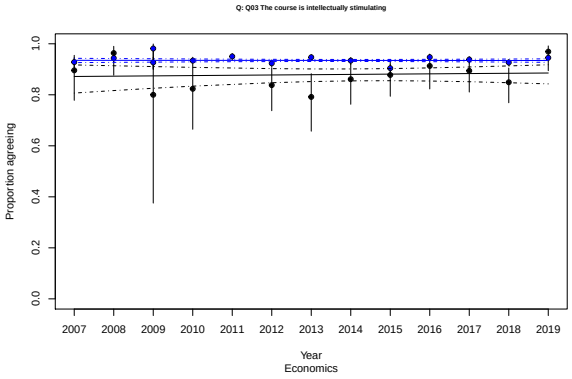
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	Positive	Positive	None	None
Q10	Positive	Positive	None	Below
Q11	Positive	Positive	None	None
Q109	Positive	Positive	None	Above
Q13	None	Positive	None	Above
Q12	None	Positive	None	Above
Q14	None	Positive	None	Above
Q16	None	None	None	None
Q17	None	Positive	None	Above
Q15	None	Negative	None	None
Q19	None	Positive	None	Above
Q18	None	Positive	None	Above
Q20	None	Positive	None	Above
Q119	Positive	Positive	Positive	None
Q120	None	Positive	None	None
Q121	None	Positive	None	Above
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	Above
Q21	None	None	None	Above
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	Negative	None
Q26	None	None	None	None

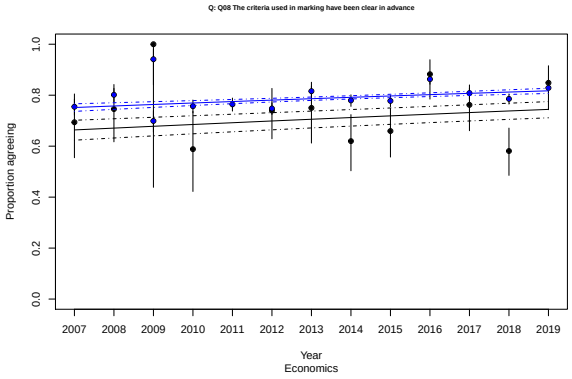
Economics

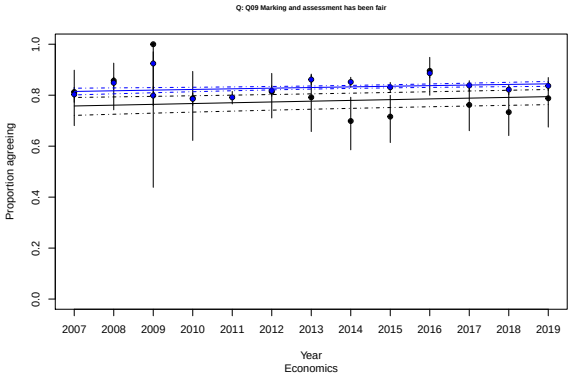

Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Economics

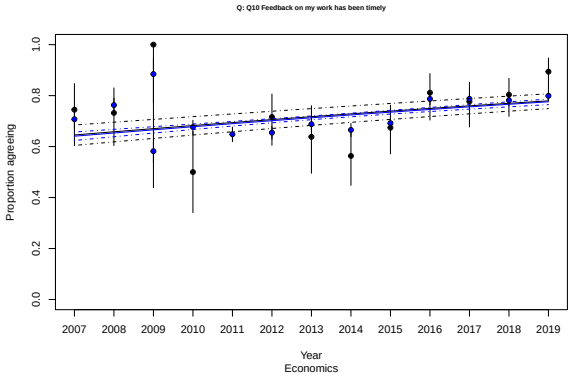

Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Economics


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
Year
Economics


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Economics


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Economics


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Economics


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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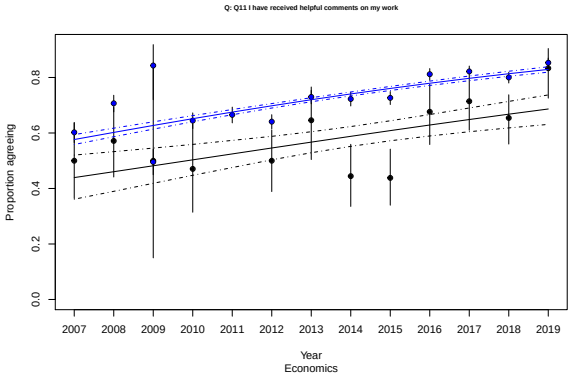
Year
Economics


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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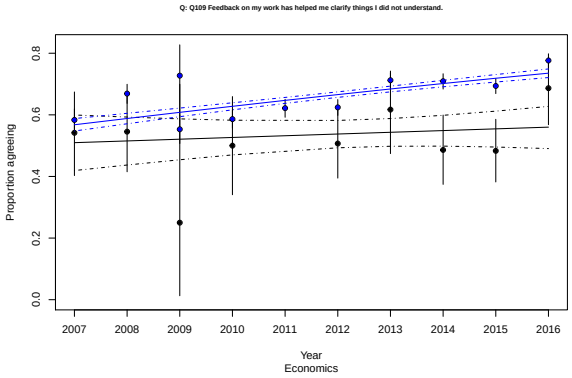
Year
Economics


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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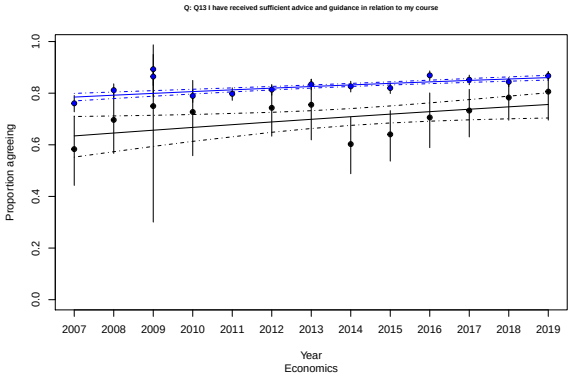
Economics


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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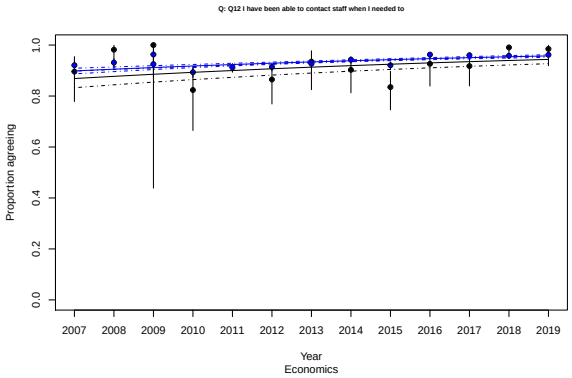
Year
Economics


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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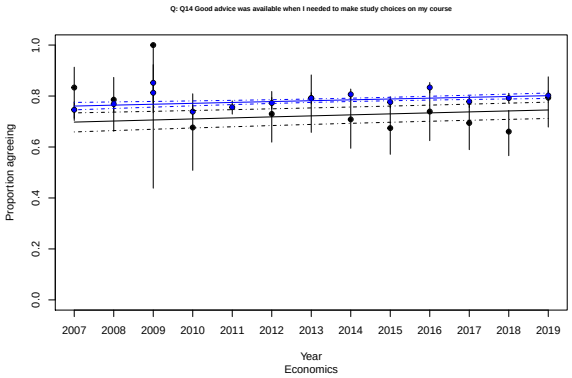
Year
Economics


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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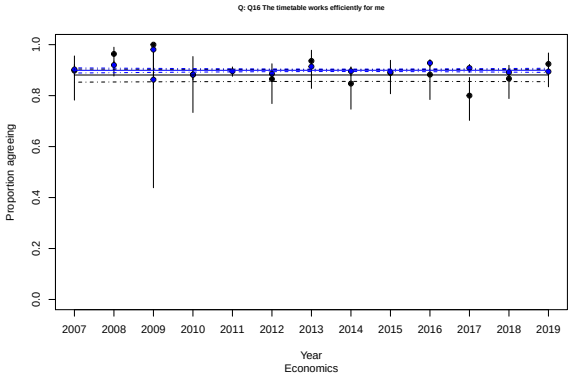
Economics


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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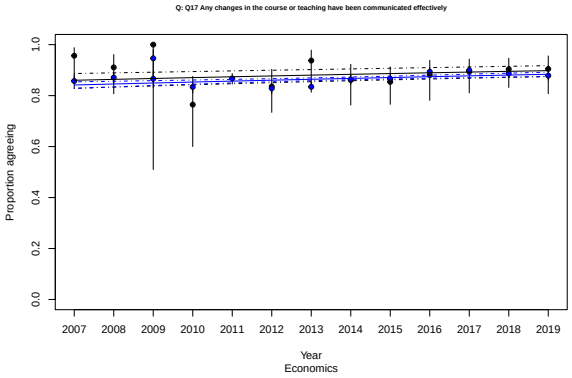
Economics


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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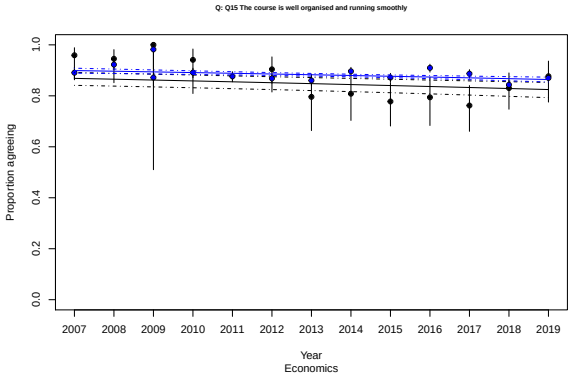
Economics


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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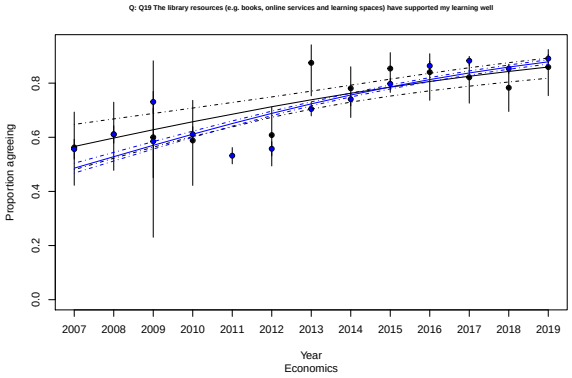
Economics


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
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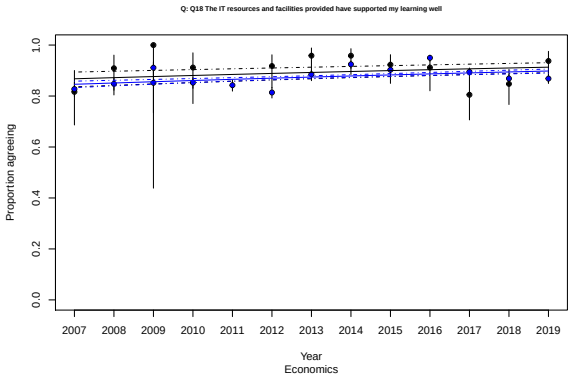
Economics


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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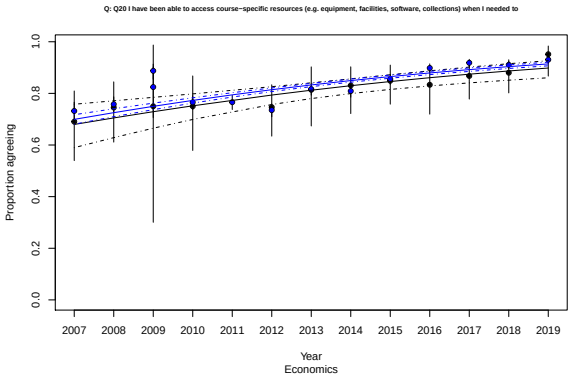
Economics


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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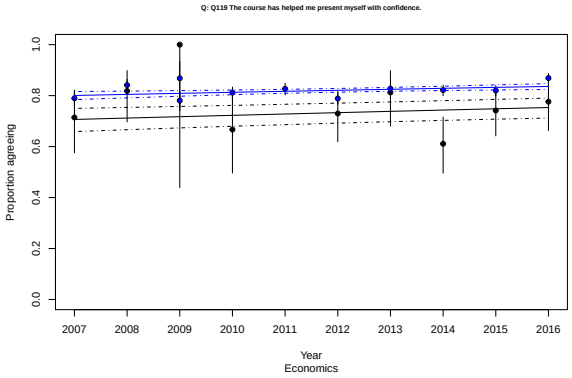
Economics


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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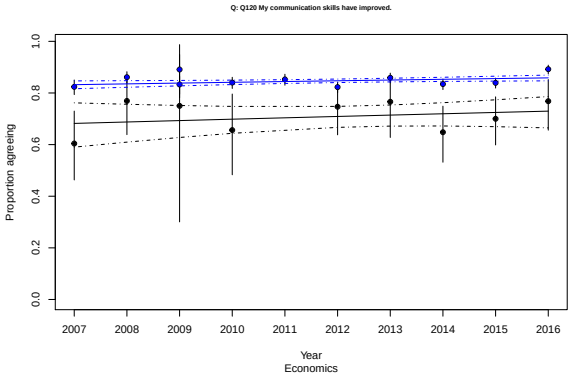
Economics


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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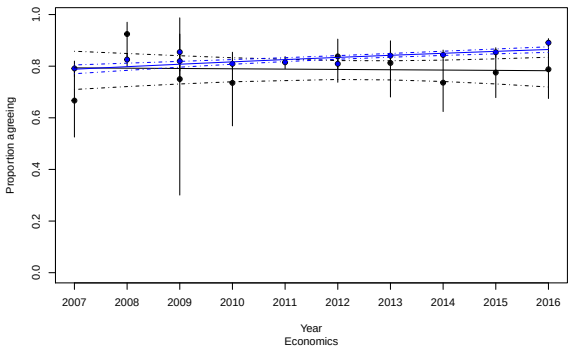
Economics


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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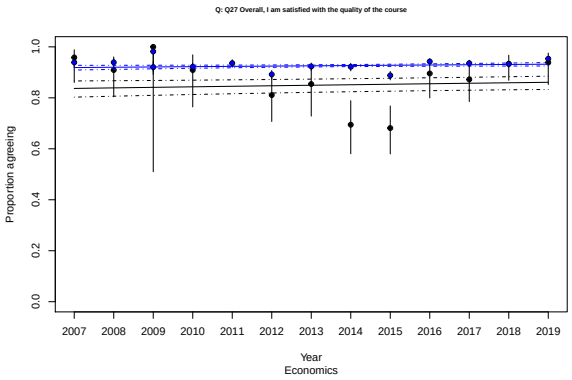
Economics


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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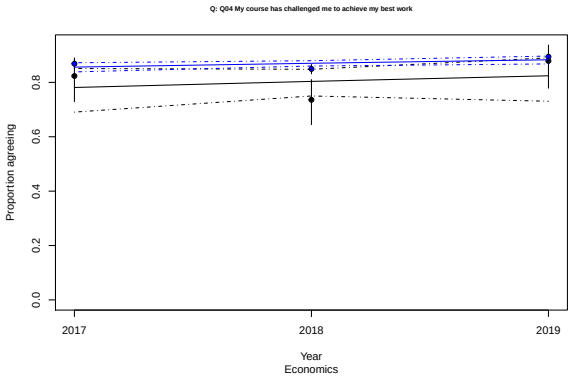
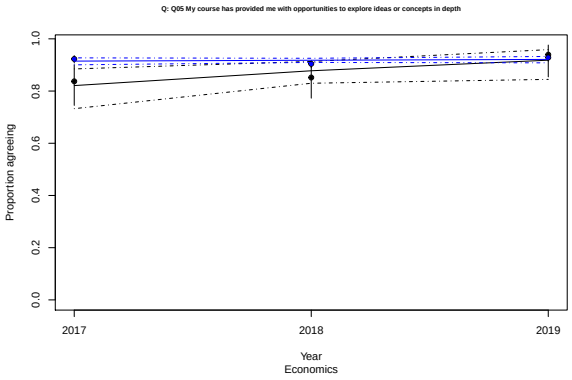
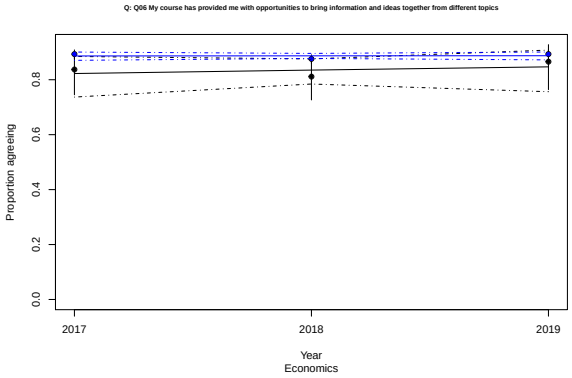
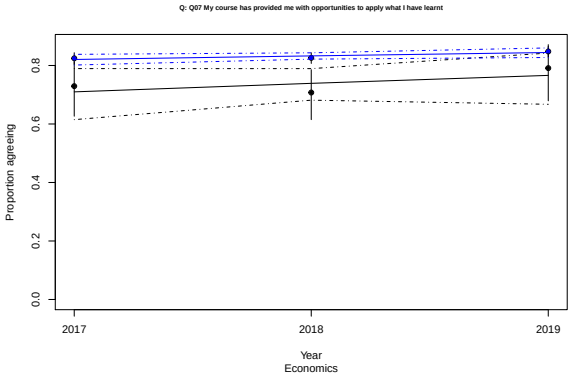
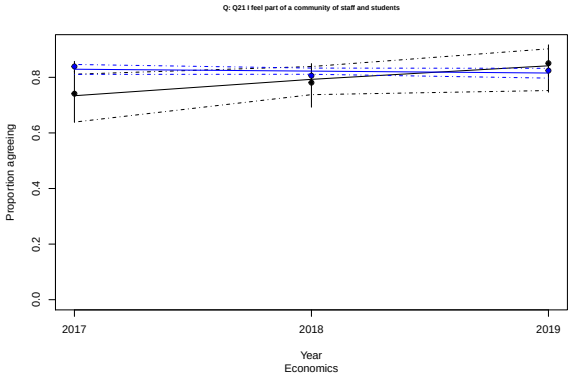
2018
2019
Year
Economics

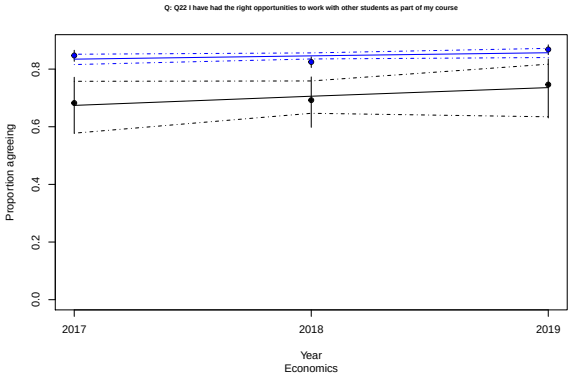

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics

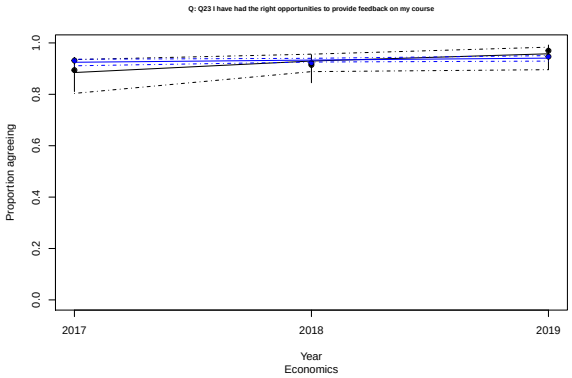

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Economics

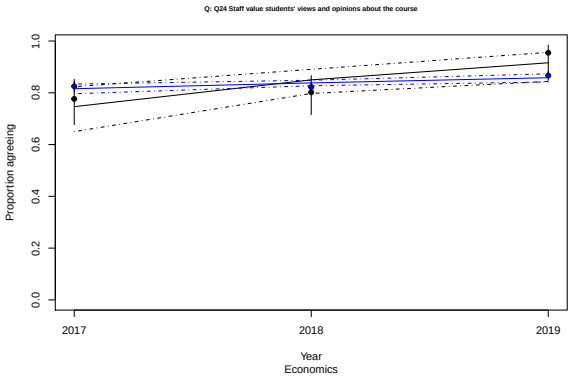

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics

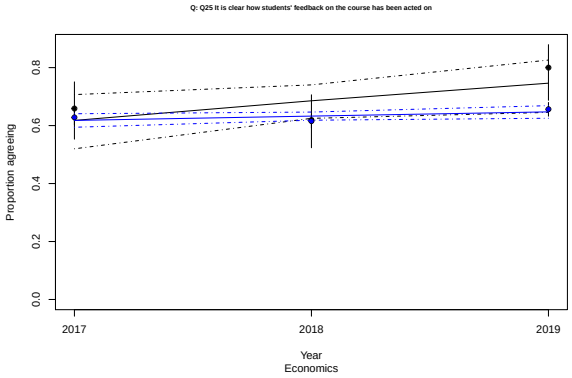

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics

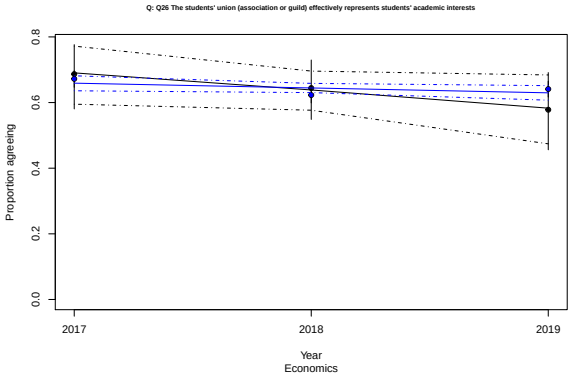

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Economics

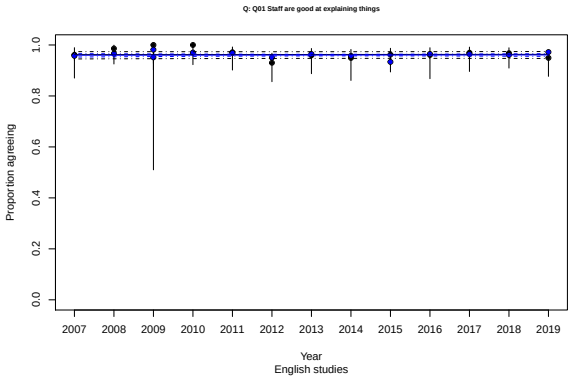

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Economics

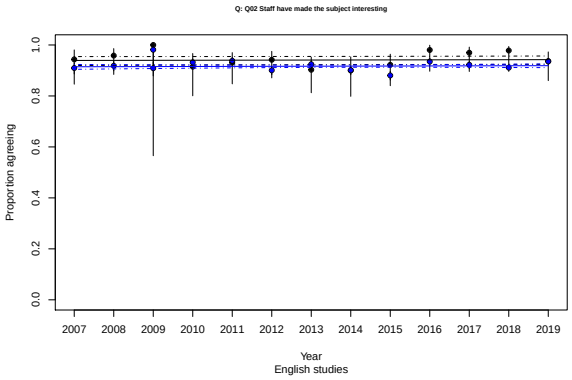

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics

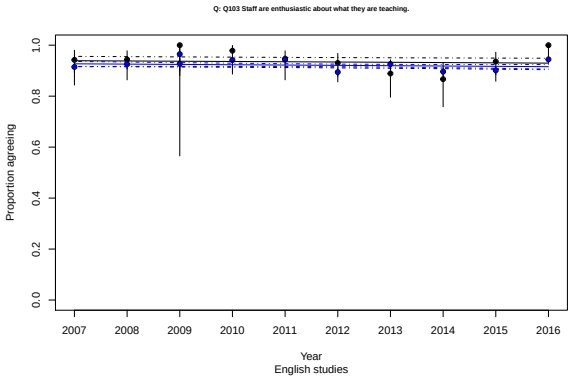

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Economics

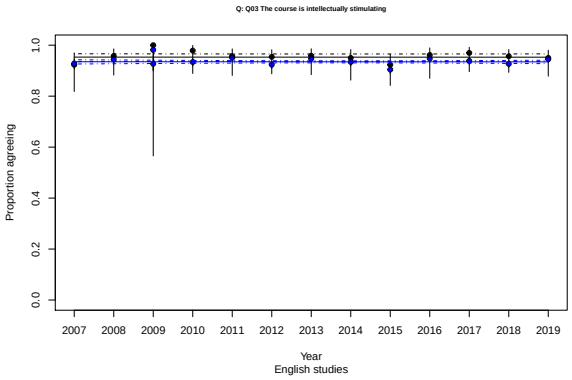
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Below
Q02	None	None	None	Below
Q103	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	Below
Q09	None	Positive	None	Below
Q10	Positive	Positive	None	None
Q11	Positive	Positive	None	Below
Q109	None	Positive	None	Below
Q13	Positive	Positive	None	Below
Q12	None	Positive	None	None
Q14	None	Positive	None	Below
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	Negative	Negative	None	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	Below
Q120	None	Positive	None	Below
Q121	None	Positive	None	Below
Q27	None	Positive	None	Below
Q04	None	Positive	None	Below
Q05	None	None	None	Below
Q06	None	None	None	Below
Q07	None	None	None	Below
Q21	None	None	None	None
Q22	None	None	None	Below
Q23	None	None	None	None
Q24	Positive	Positive	Positive	None
Q25	None	None	None	None
Q26	None	None	None	None

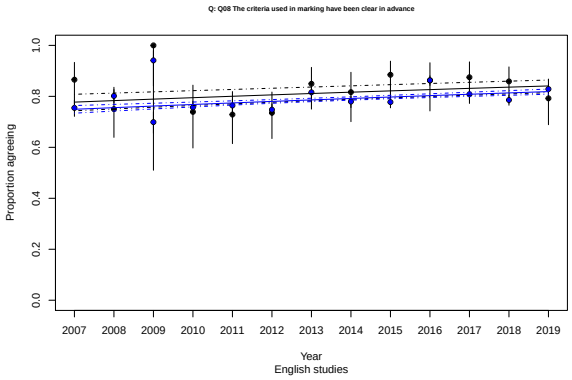
English studies

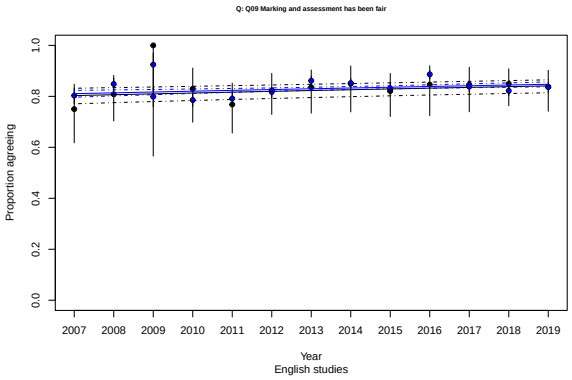


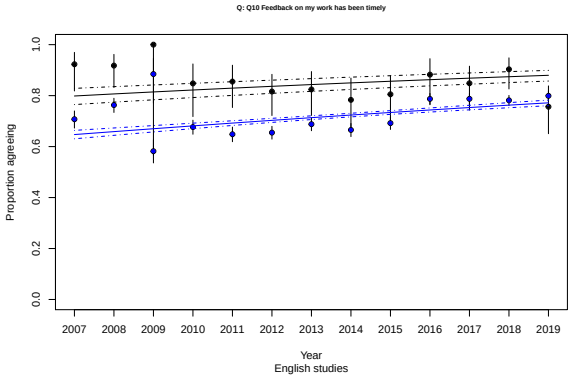











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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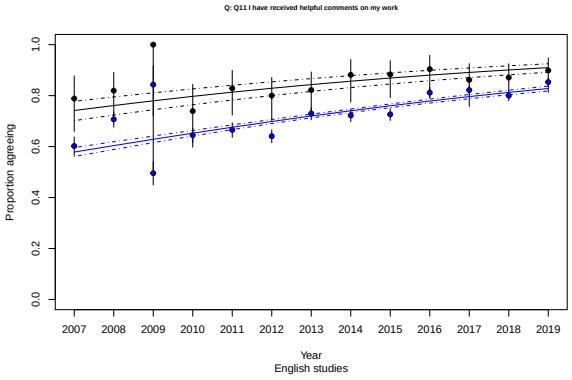
Year
English studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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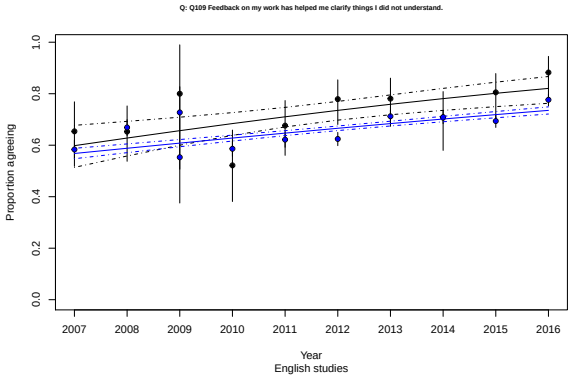
2019
Year
English studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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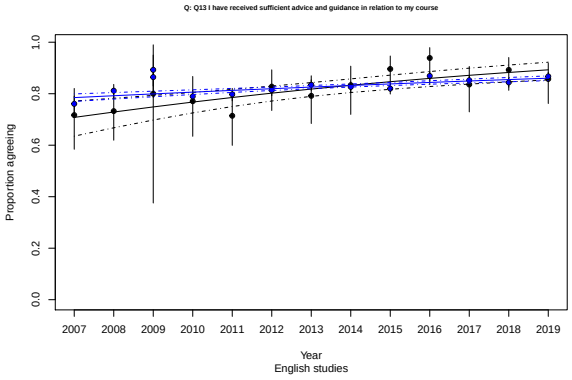
2016
Year
English studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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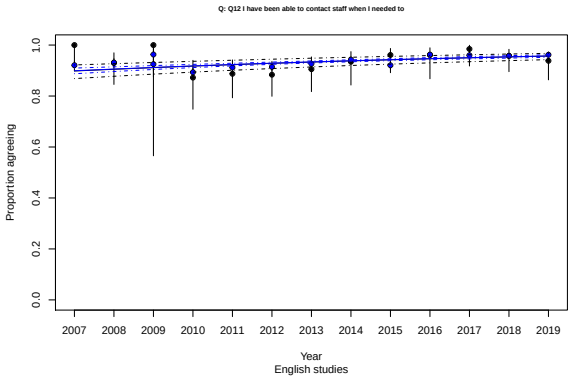
2019
Year
English studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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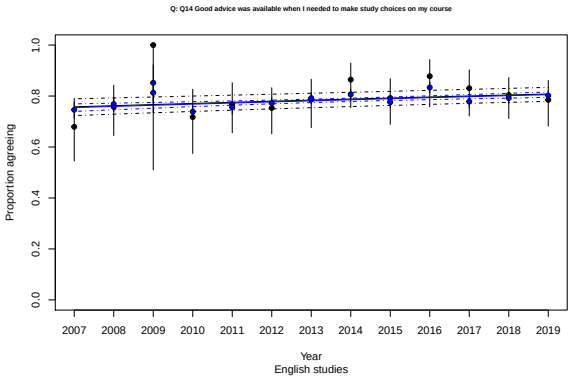
Year
English studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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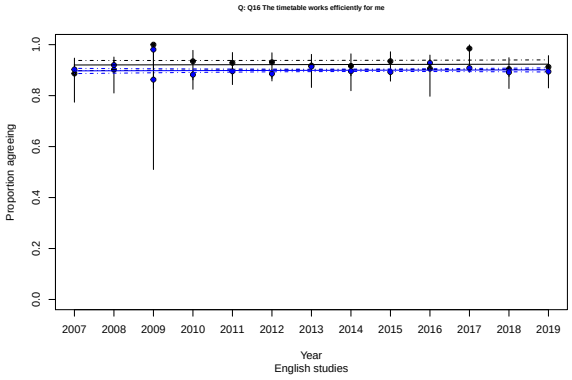
2019
Year
English studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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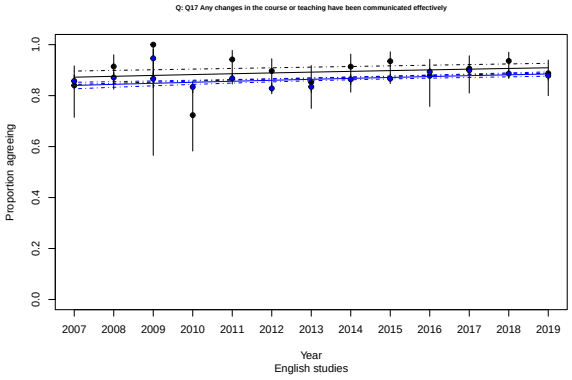
Year
English studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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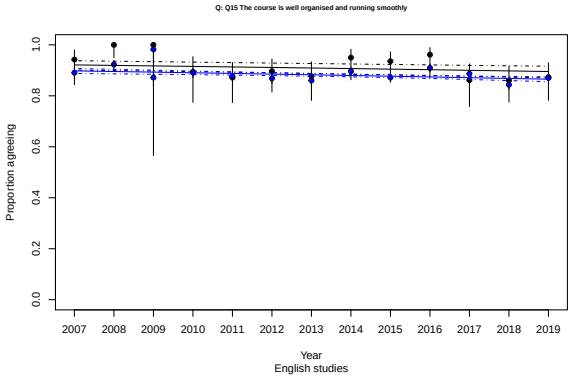
Year
English studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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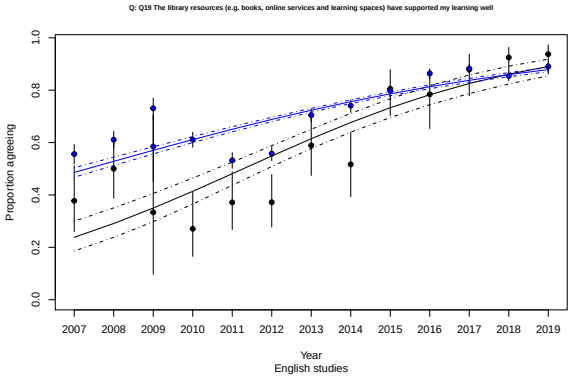
Year
English studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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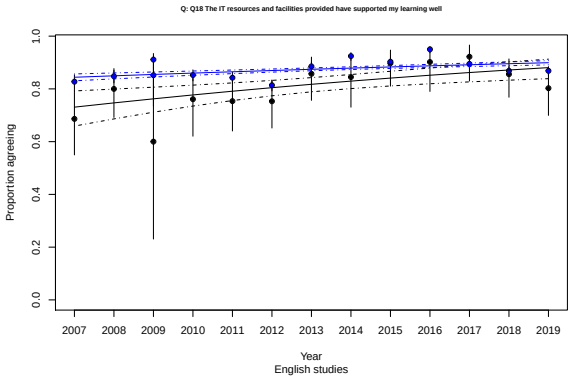
2019
Year
English studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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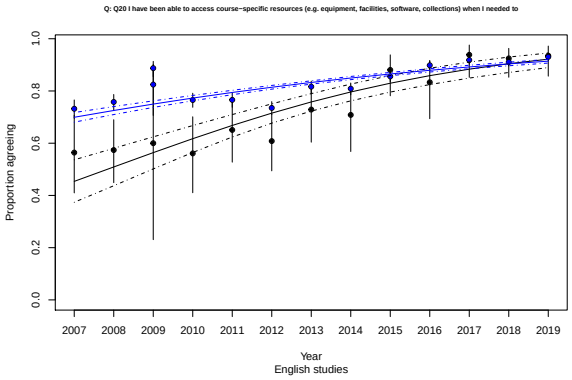
2019
Year
English studies


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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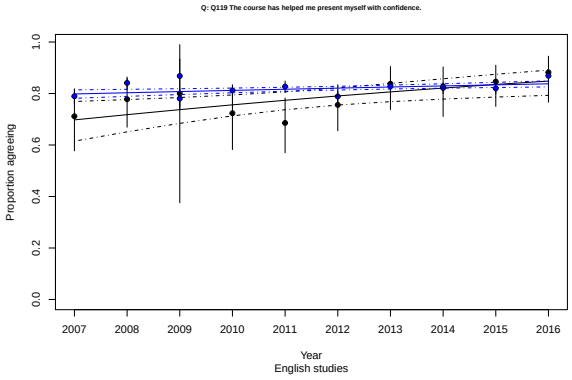
Year
English studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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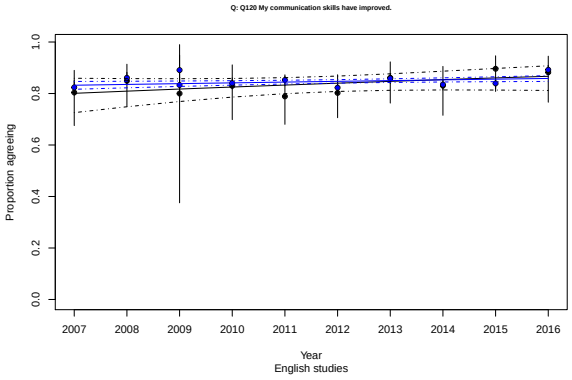
Year
English studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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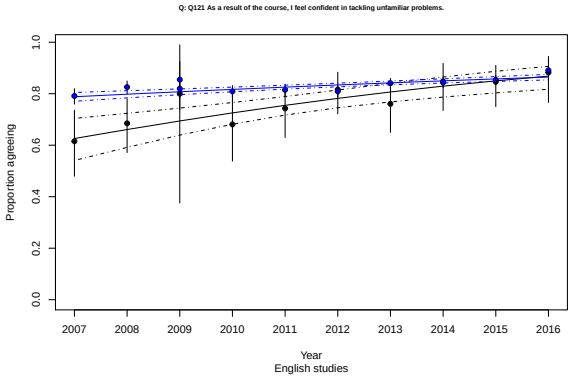
Year
English studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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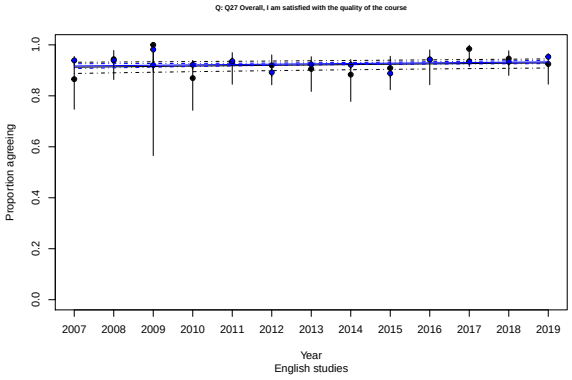
2016
Year
English studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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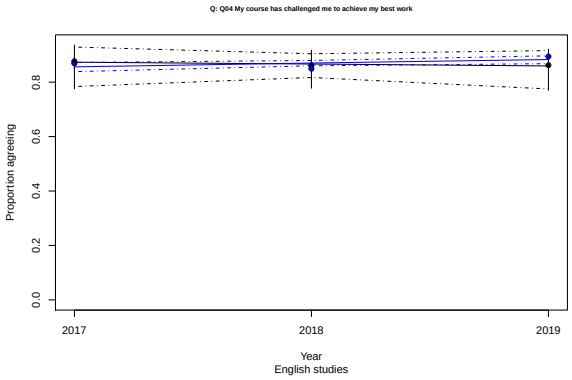
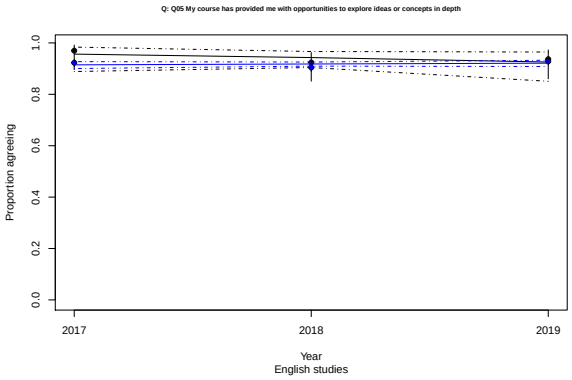
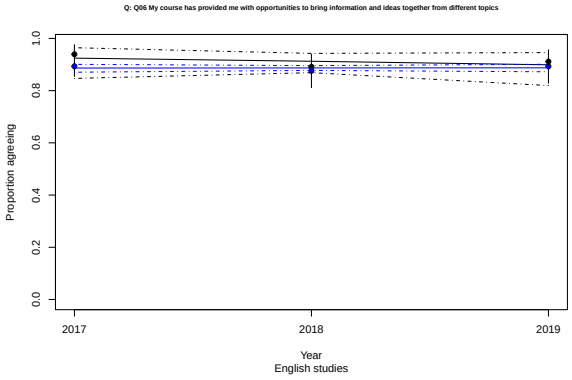
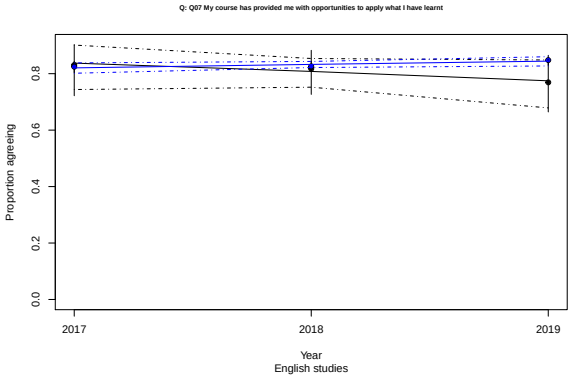
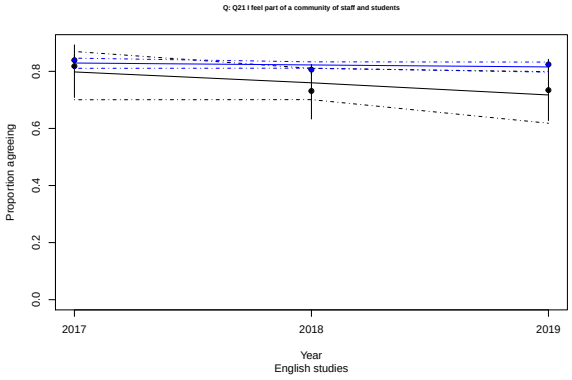
Year
English studies

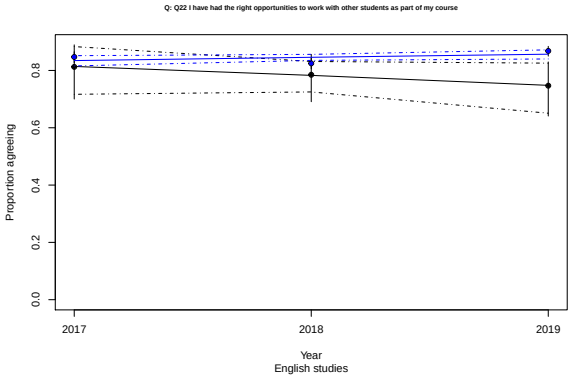

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies

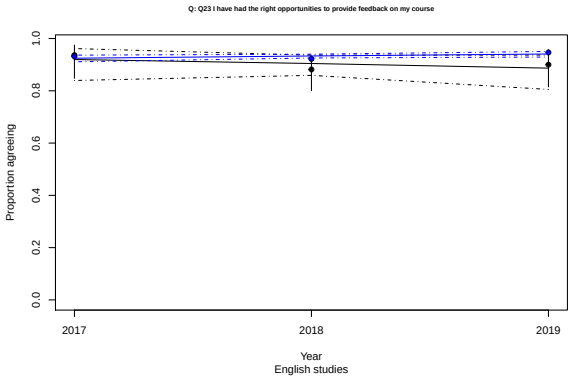

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
English studies

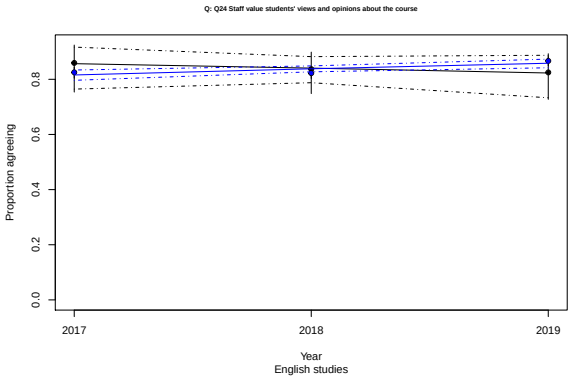

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
English studies

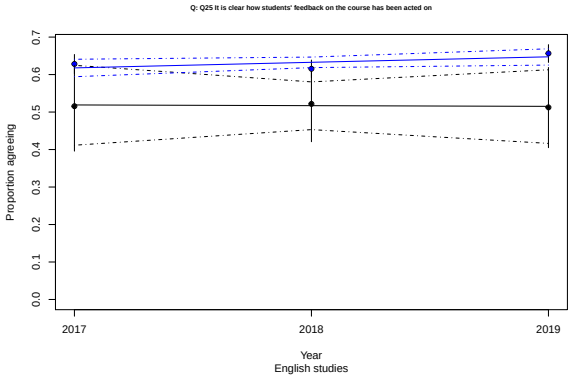

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies

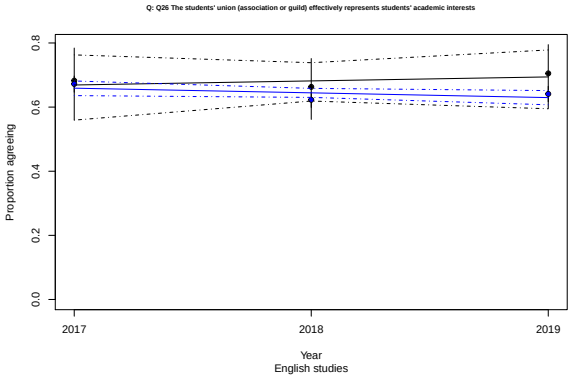

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
English studies

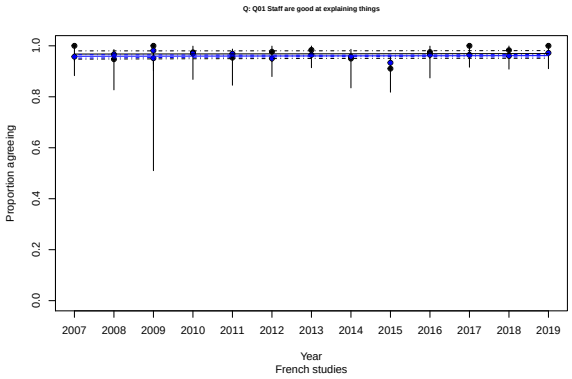

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies

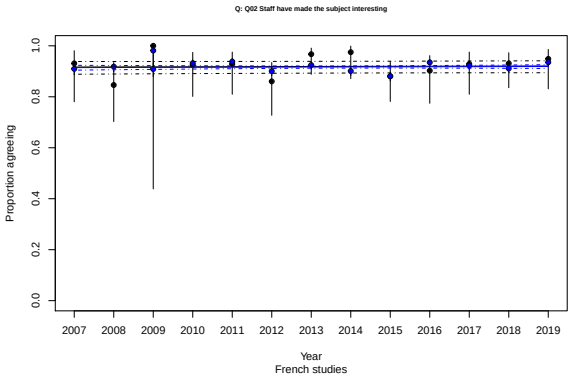

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
2017
2018
2019
Year
English studies

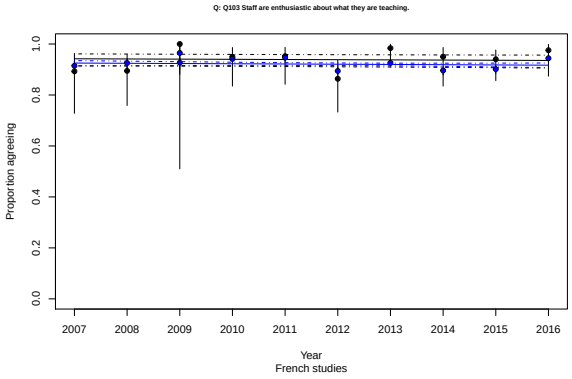

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
English studies

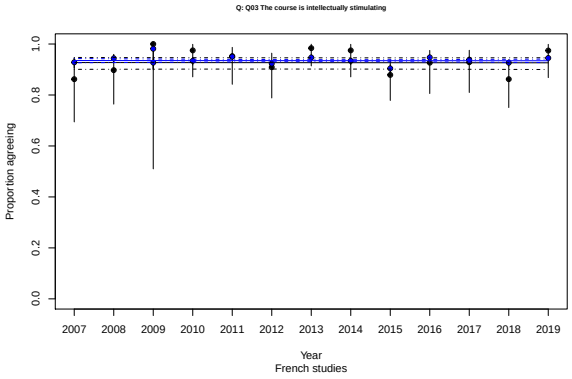
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Above
Q103	None	None	None	None
Q03	None	None	None	Above
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	Above
Q11	Positive	Positive	None	Above
Q109	Positive	Positive	None	Above
Q13	Positive	Positive	Positive	None
Q12	None	Positive	None	None
Q14	Positive	Positive	None	None
Q16	None	None	None	Above
Q17	None	Positive	None	Above
Q15	Negative	Negative	None	Above
Q19	Positive	Positive	Positive	Below
Q18	Positive	Positive	None	Below
Q20	Positive	Positive	Positive	Below
Q119	Positive	Positive	None	Below
Q120	None	Positive	None	None
Q121	Positive	Positive	Positive	Below
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	Below
Q22	None	None	None	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Below
Q26	None	None	None	None

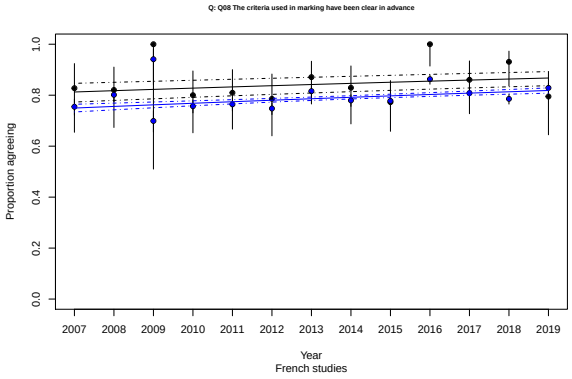
French studies

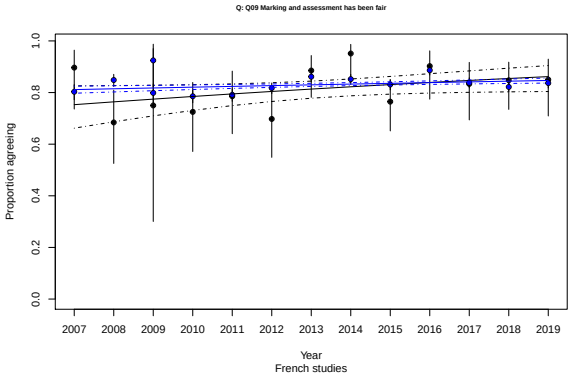


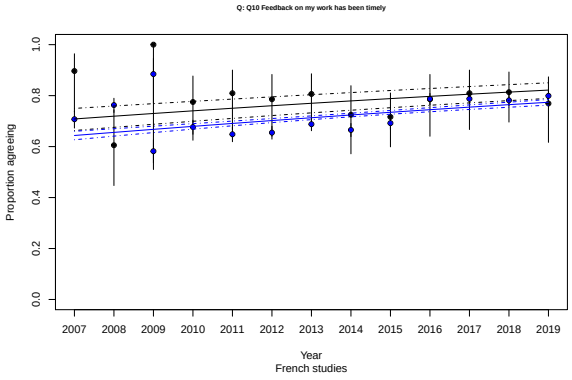











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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2012
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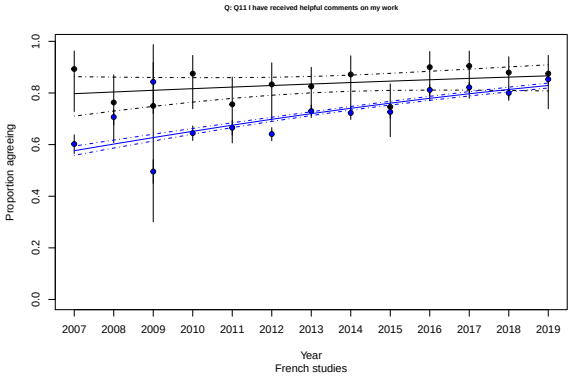
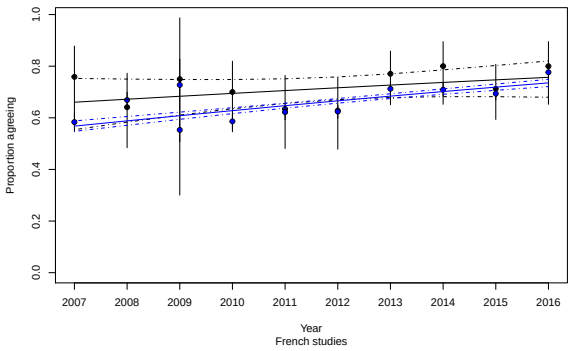
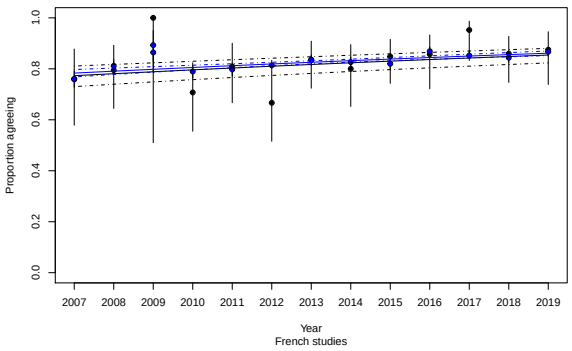
2017
2018
2019
Year
French studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
French studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
Year
French studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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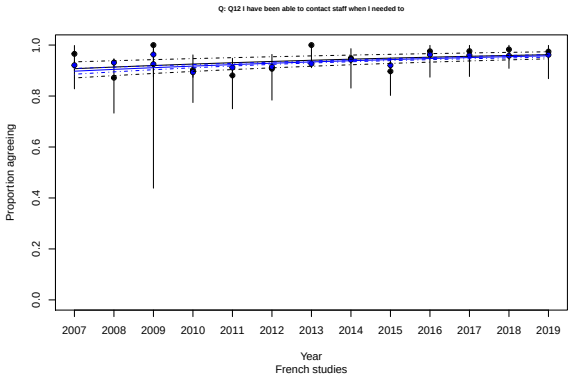
2016
2017
2018
2019
Year
French studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2014
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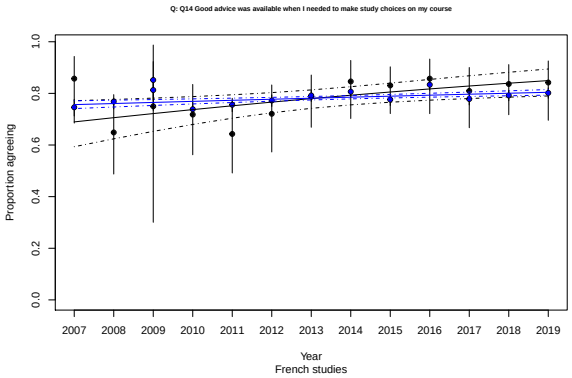
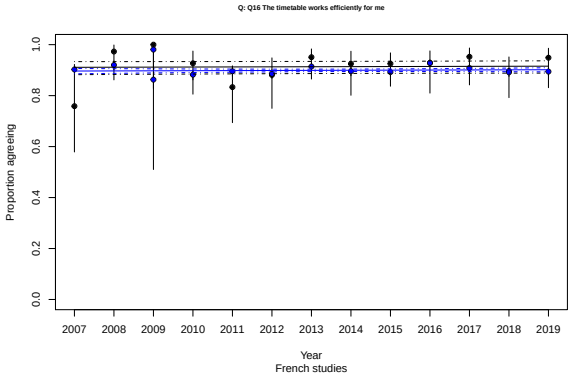
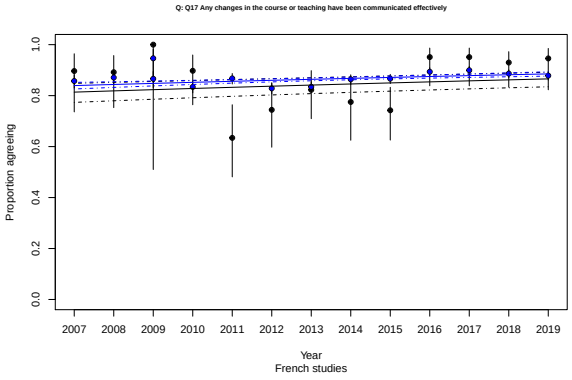
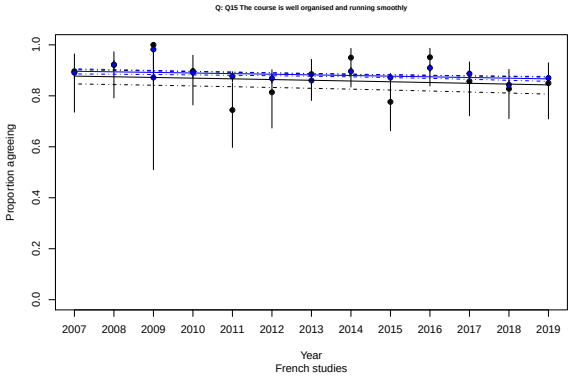
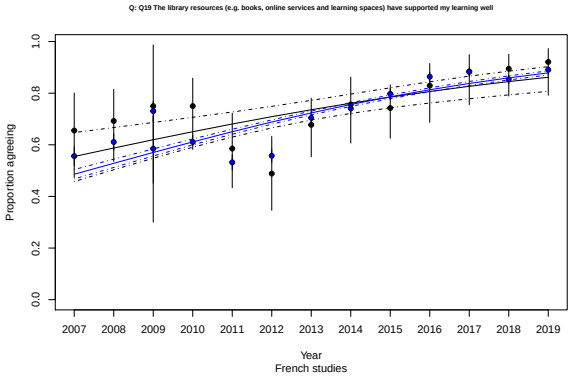
2017
2018
2019
Year
French studies

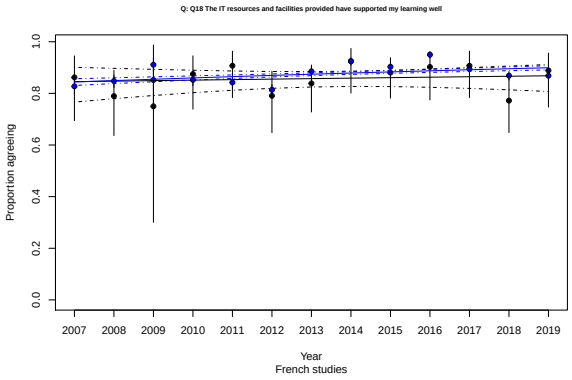

Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
French studies

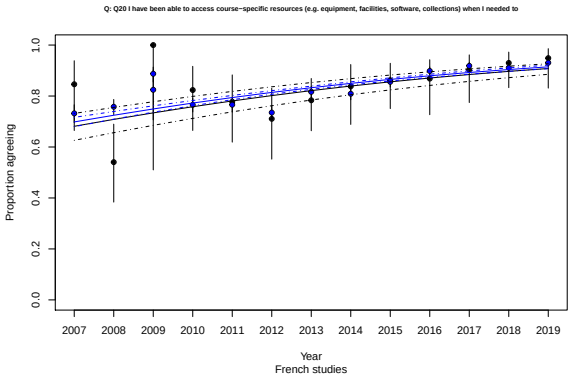

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies

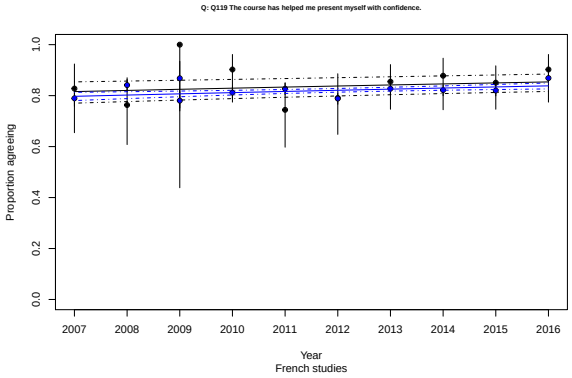

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
French studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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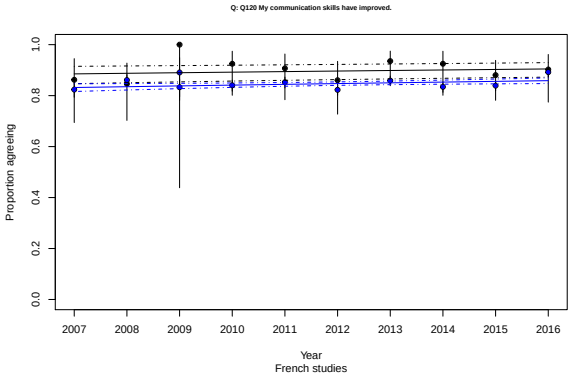
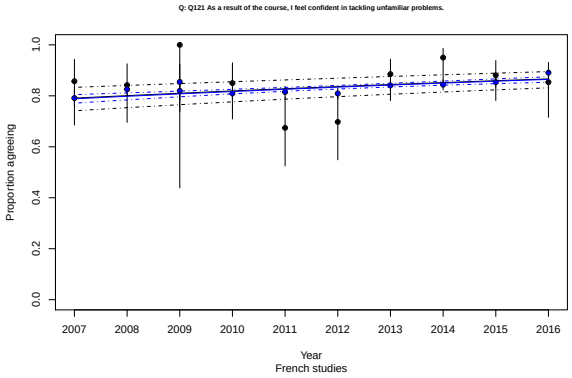
2015
2016
Year
French studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
Year
French studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2011
2012
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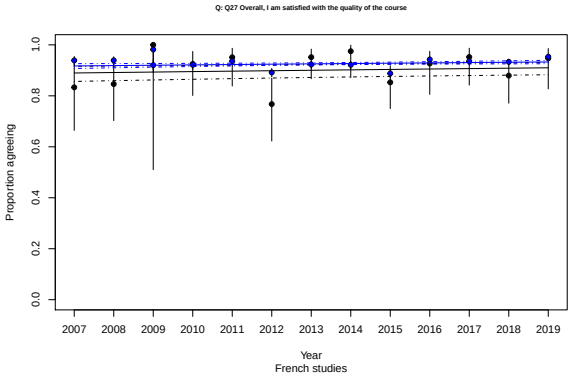
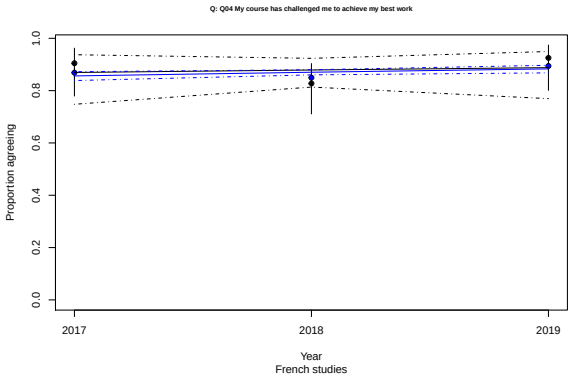
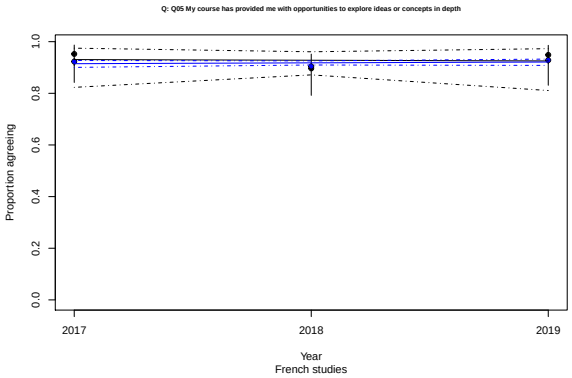
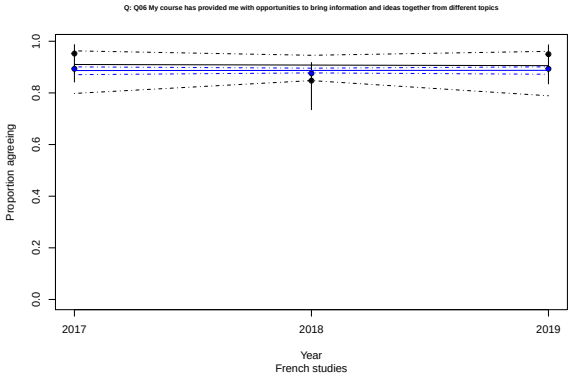
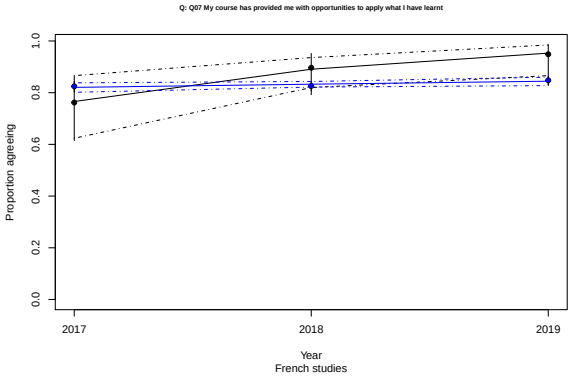
2014
2015
2016
Year
French studies

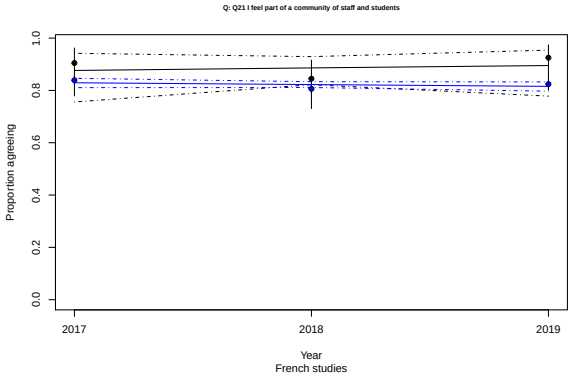

Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
French studies

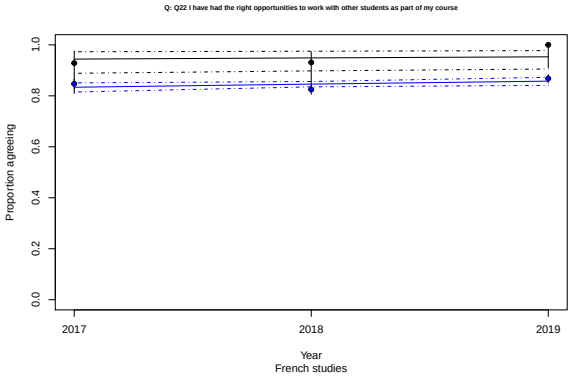

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies

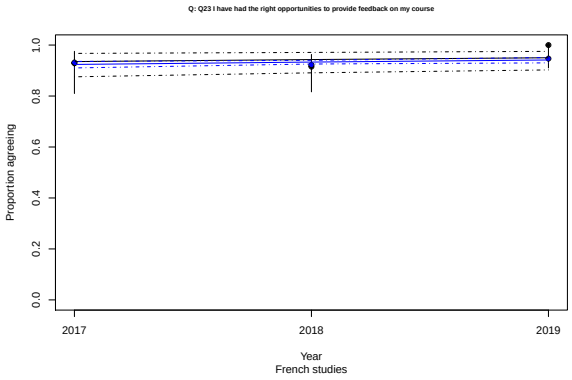

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies

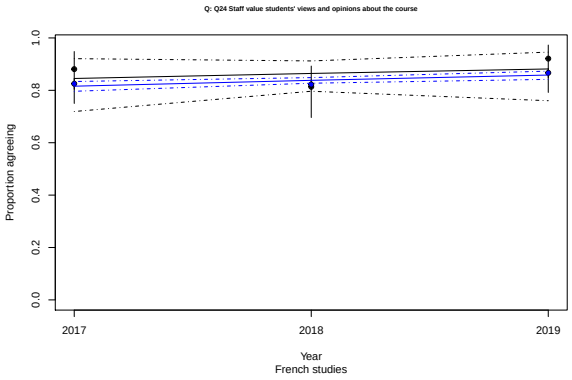

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies

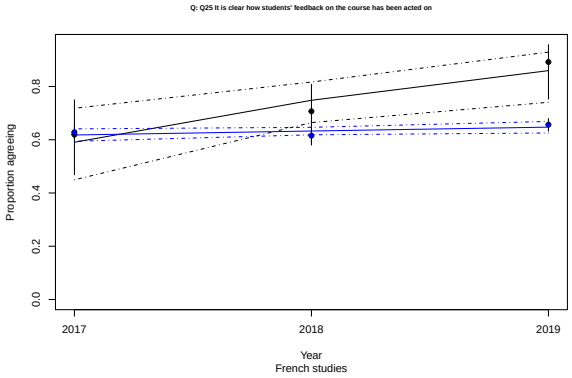

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies

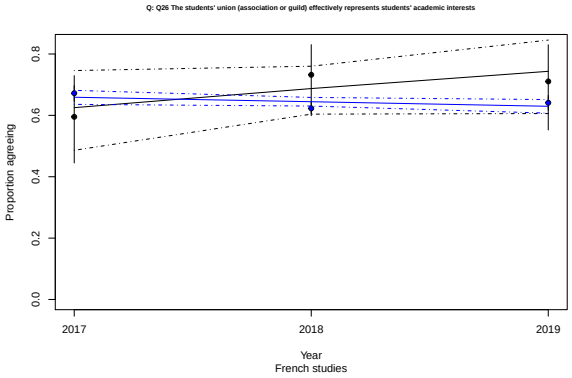

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies

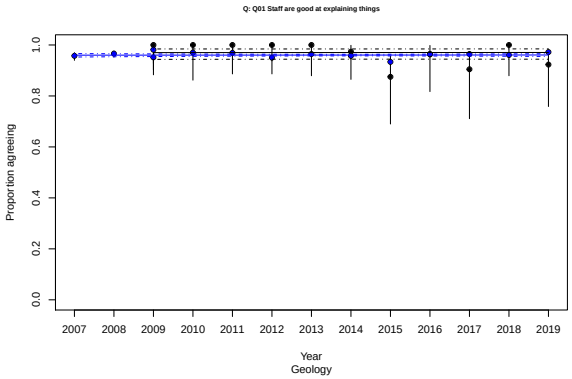

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
French studies


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
French studies


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
French studies

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	Above
Q09	None	Positive	None	None
Q10	None	Positive	None	Above
Q11	None	Positive	None	Above
Q109	None	Positive	None	Above
Q13	Positive	Positive	None	None
Q12	Positive	Positive	None	None
Q14	Positive	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	Above
Q121	None	Positive	None	None
Q27	None	Positive	None	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	Positive	None	Positive	None
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	Positive	None	Positive	Above
Q26	None	None	None	None

Geology


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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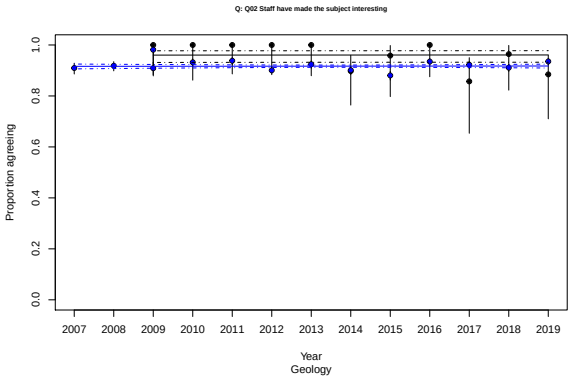
Year
Geology


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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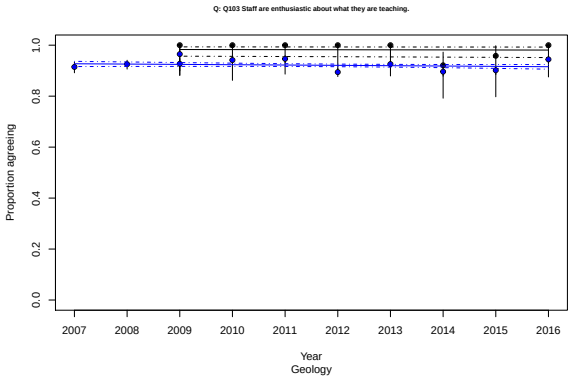
Geology


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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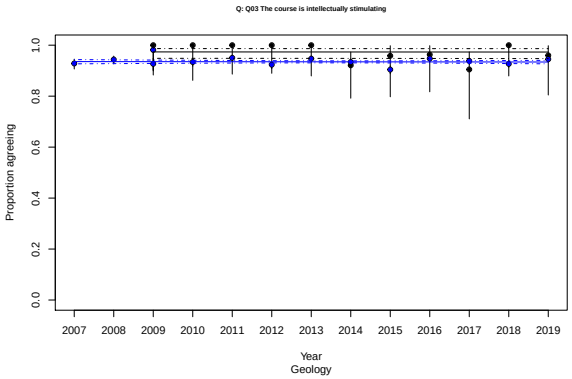
Year
Geology


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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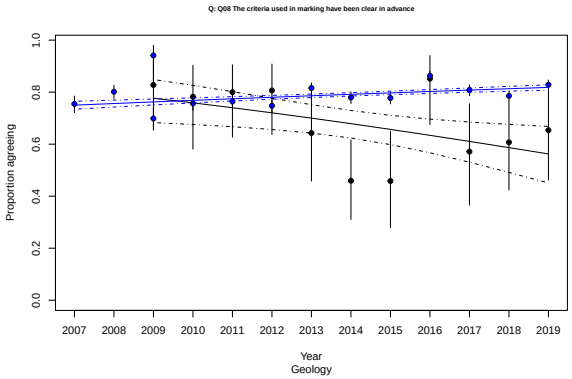
2019
Year
Geology


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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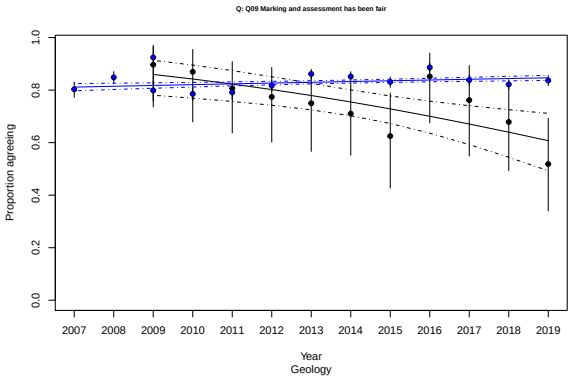
Year
Geology


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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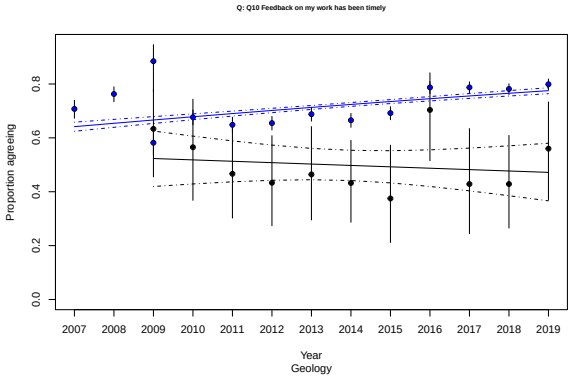
Year
Geology


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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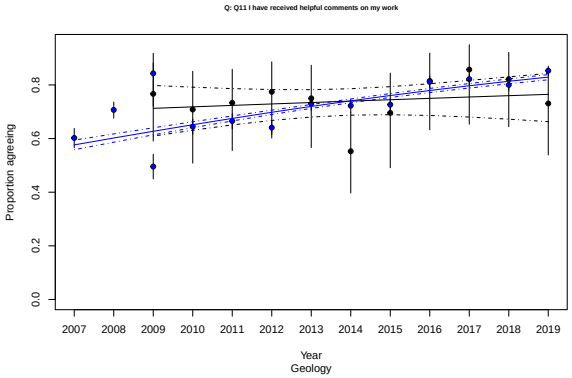
Year
Geology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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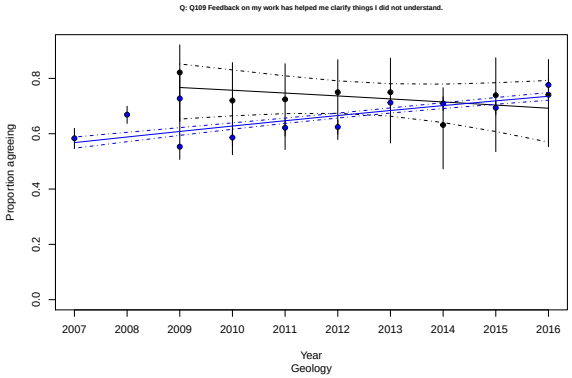
Year
Geology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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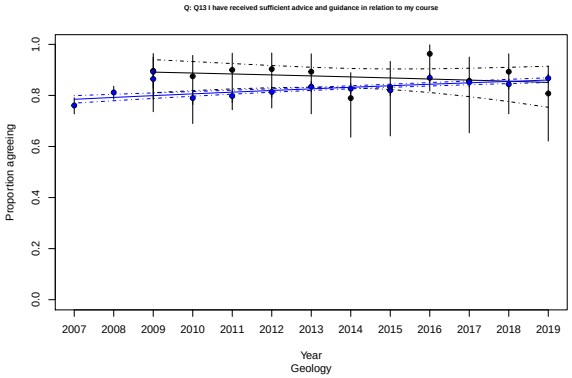
Geology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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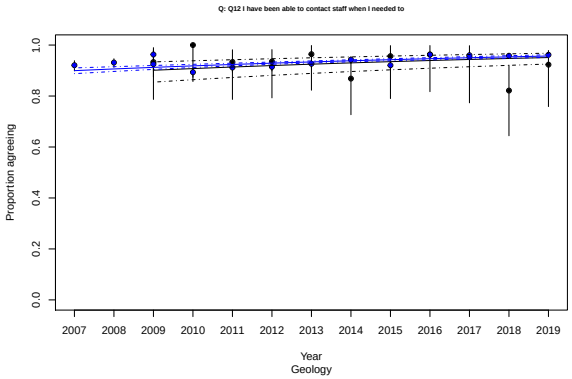
Year
Geology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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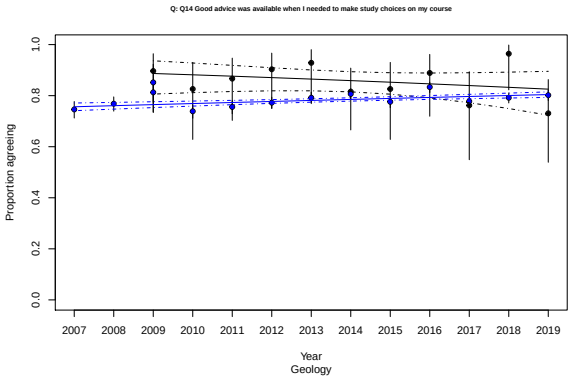
Year
Geology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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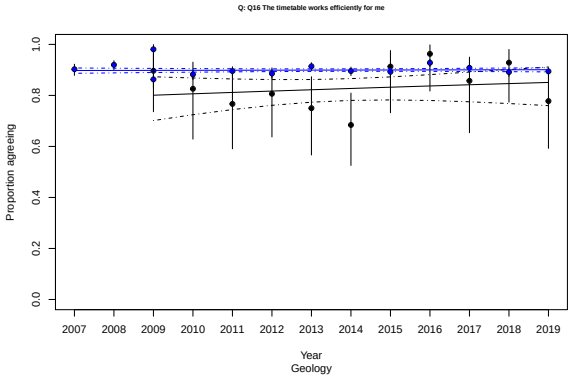
Year
Geology


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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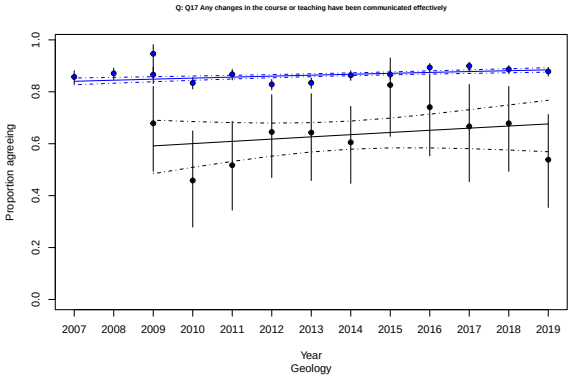
Year
Geology


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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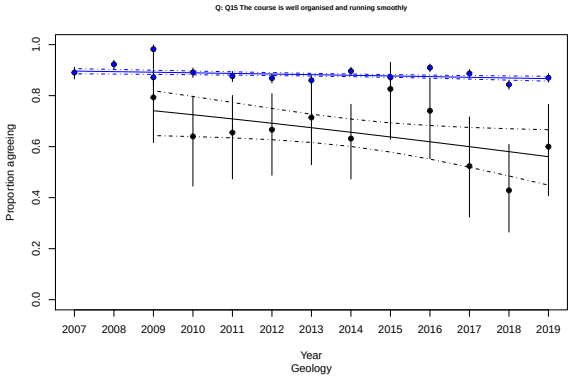
2019
Year
Geology


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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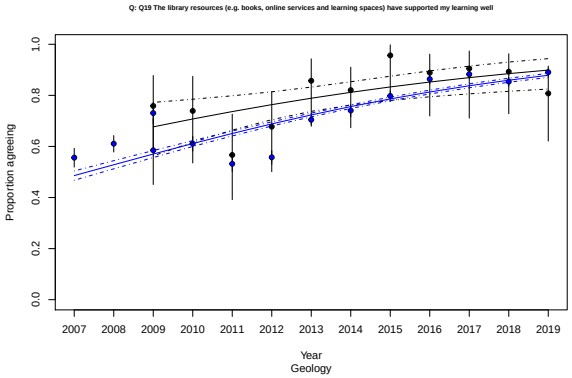
2019
Year
Geology


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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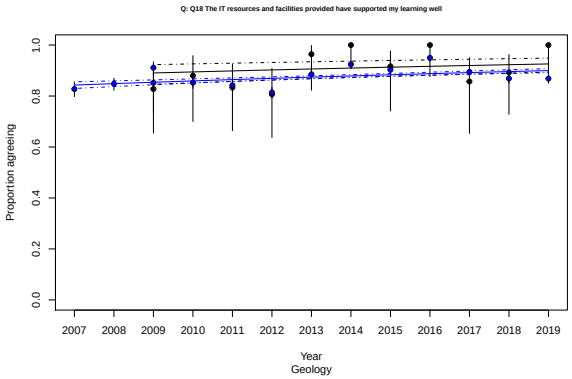
2019
Year
Geology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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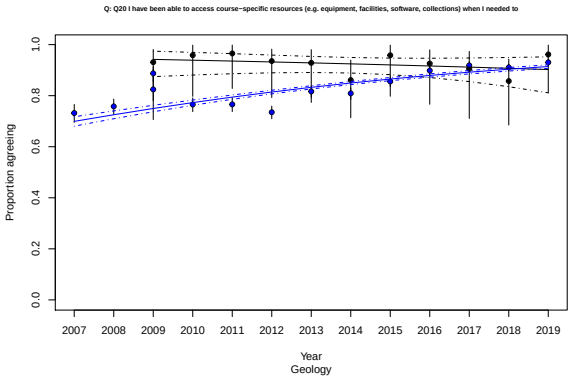
Year
Geology


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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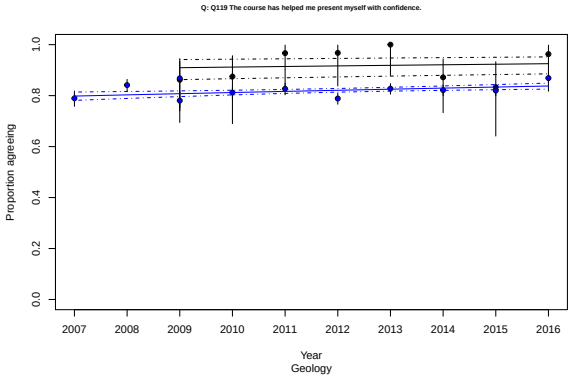
Year
Geology


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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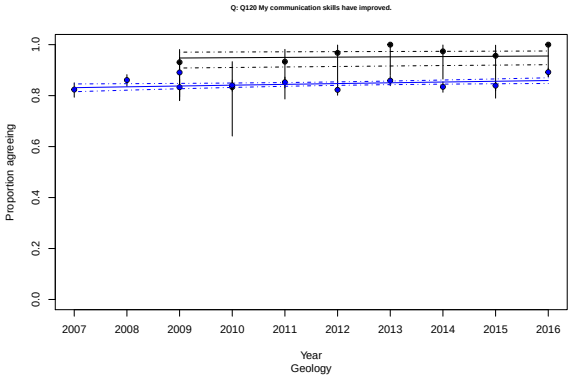
Year
Geology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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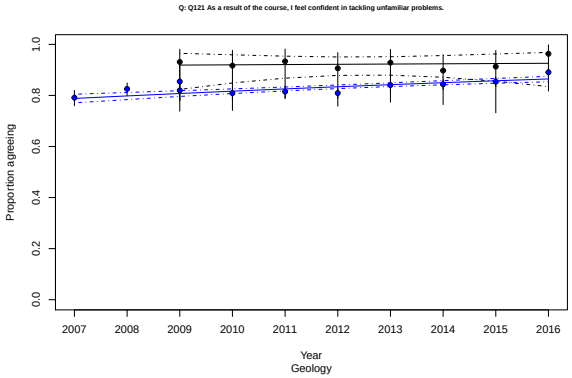
2016
Year
Geology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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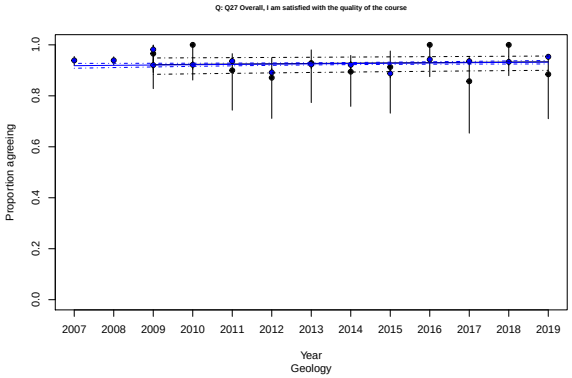
2016
Year
Geology


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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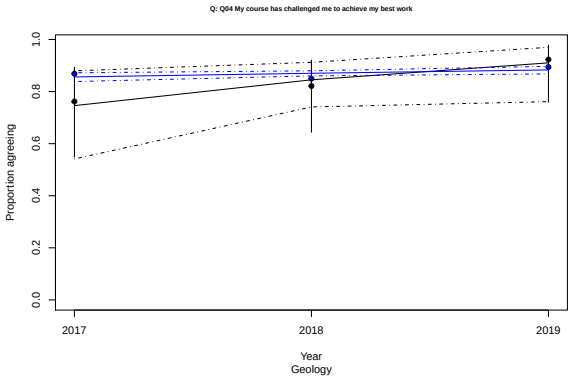
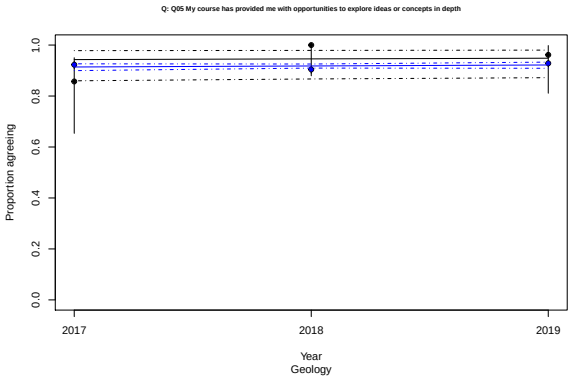
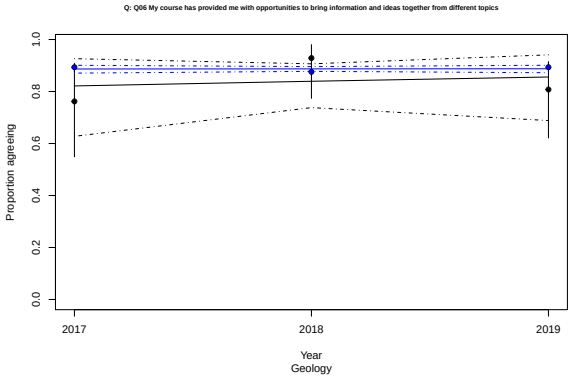
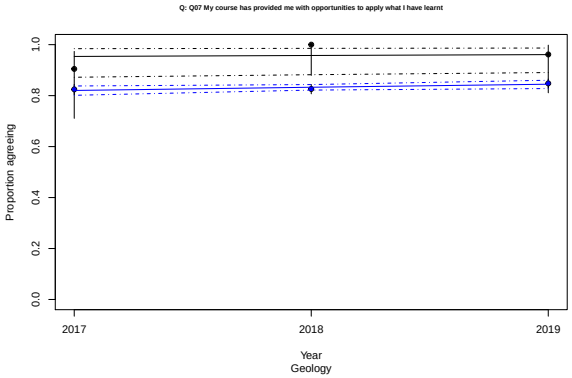
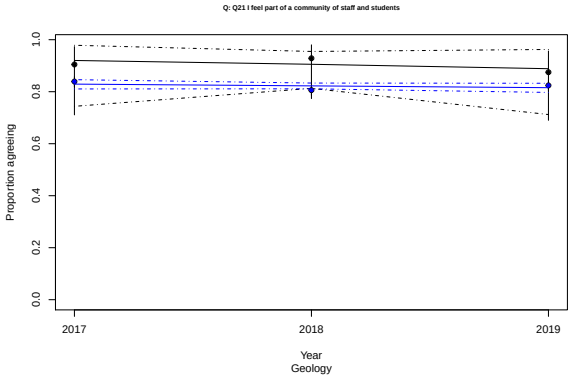
2019
Year
Geology

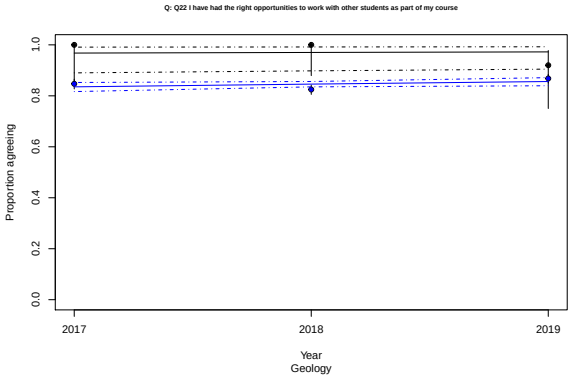

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology

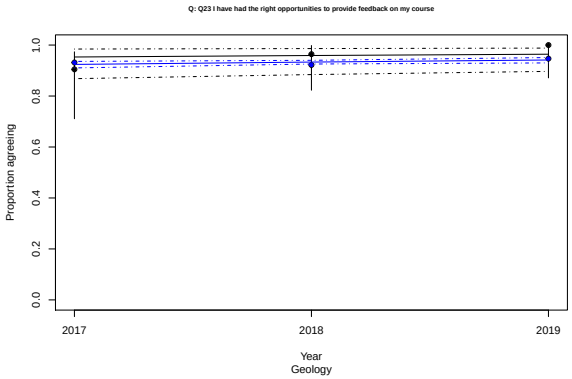

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology

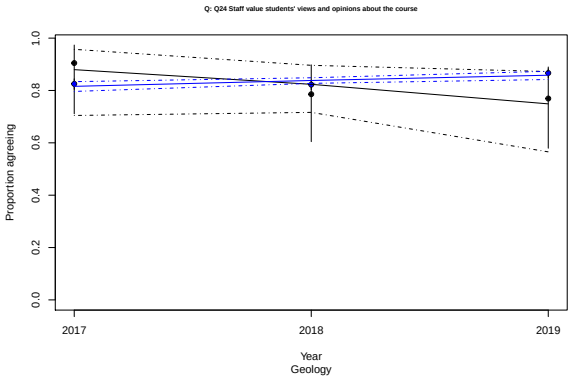

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Geology


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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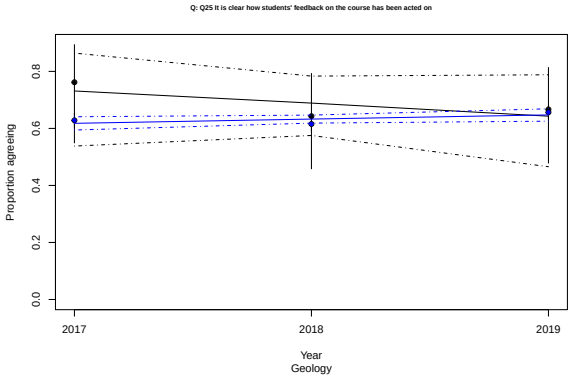
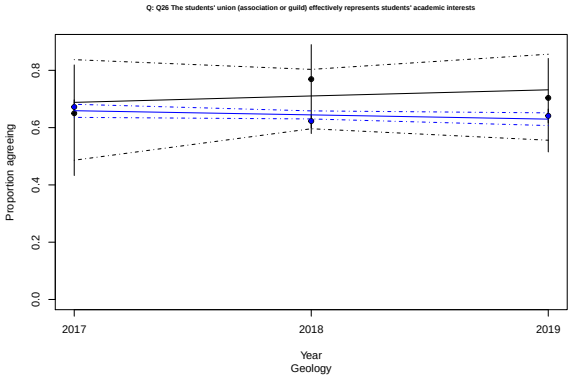
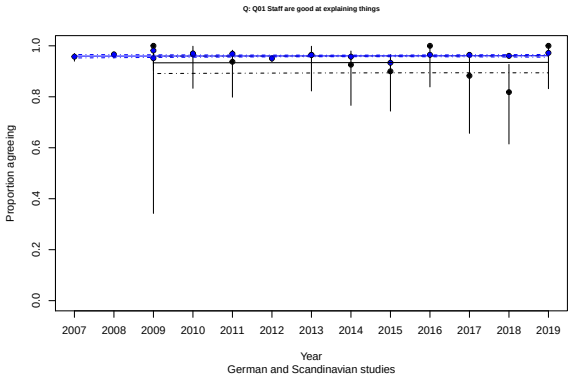
2019
Year
Geology

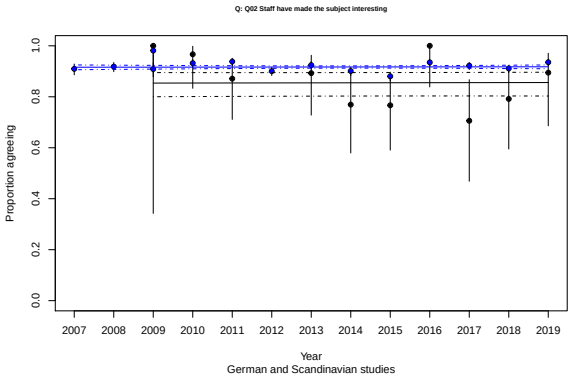

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Geology

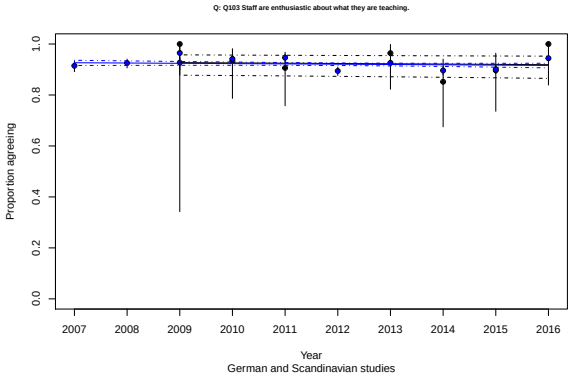

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Geology

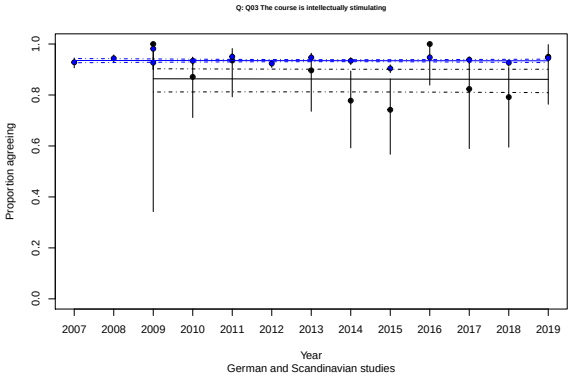
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	Negative	None	None	None
Q02	Negative	None	None	Above
Q103	None	None	None	Above
Q03	None	None	None	Above
Q08	Negative	Positive	Negative	Below
Q09	Negative	Positive	Negative	Below
Q10	None	Positive	Negative	Below
Q11	None	Positive	None	None
Q109	None	Positive	Negative	Above
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	Above
Q16	None	None	None	Below
Q17	None	Positive	None	Below
Q15	Negative	Negative	None	Below
Q19	Positive	Positive	None	Above
Q18	Positive	Positive	None	None
Q20	None	Positive	Negative	Above
Q119	None	Positive	None	Above
Q120	Positive	Positive	None	Above
Q121	None	Positive	None	Above
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	Above
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

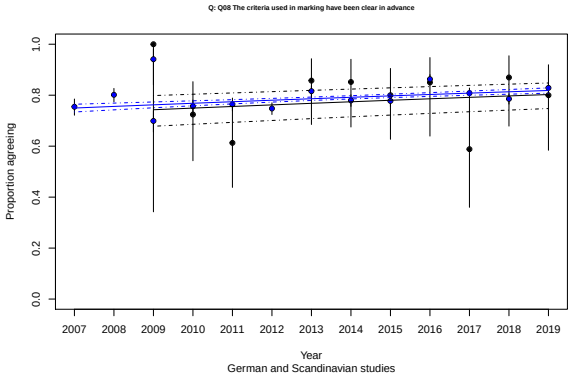
German and Scandinavian studies

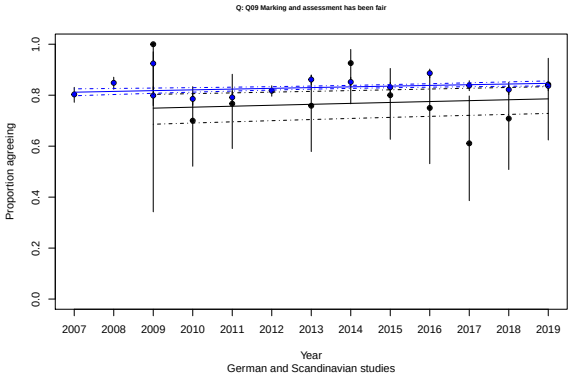


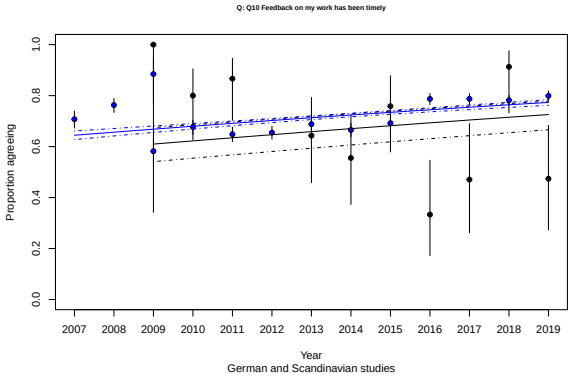











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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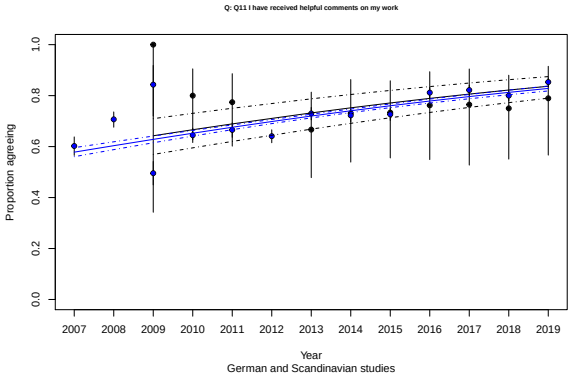
Year
German and Scandinavian studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2010
2011
2012
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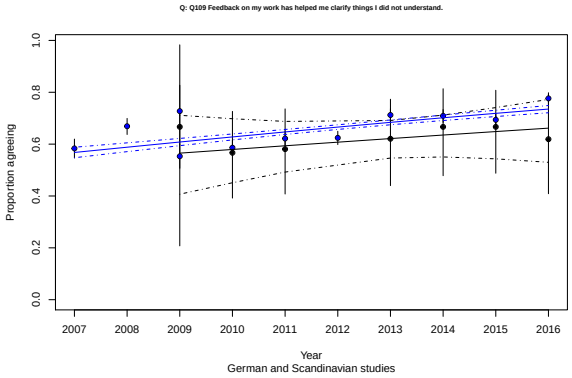
Year
German and Scandinavian studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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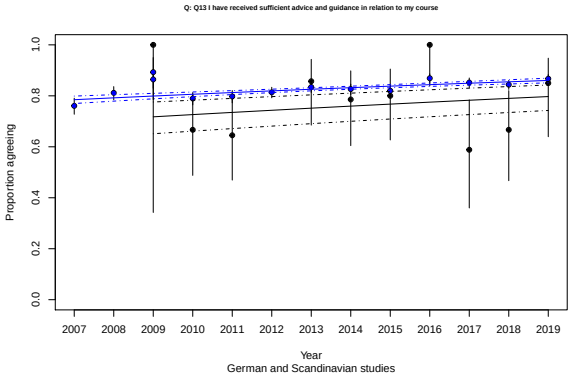
2016
Year
German and Scandinavian studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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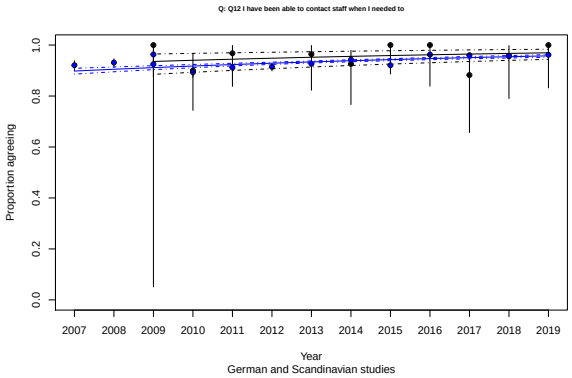
Year
German and Scandinavian studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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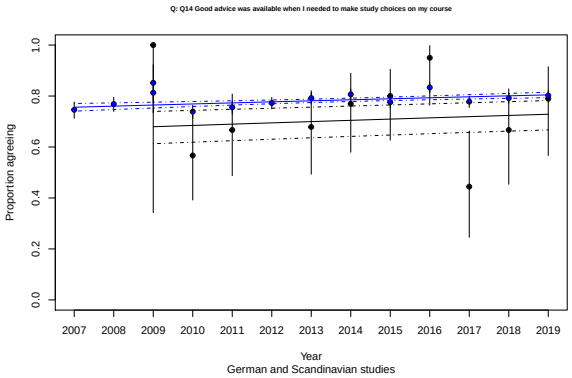
Year
German and Scandinavian studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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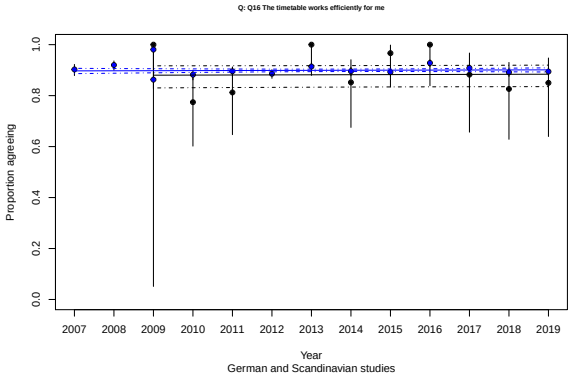
Year
German and Scandinavian studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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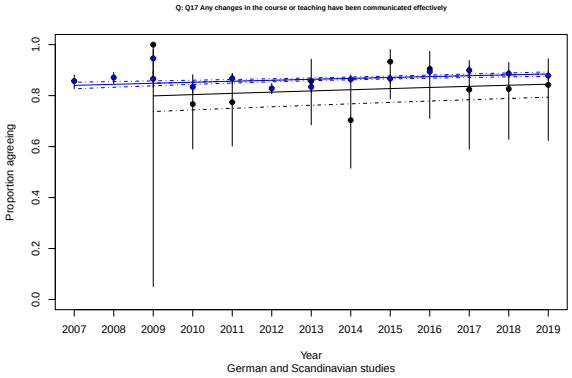
Year
German and Scandinavian studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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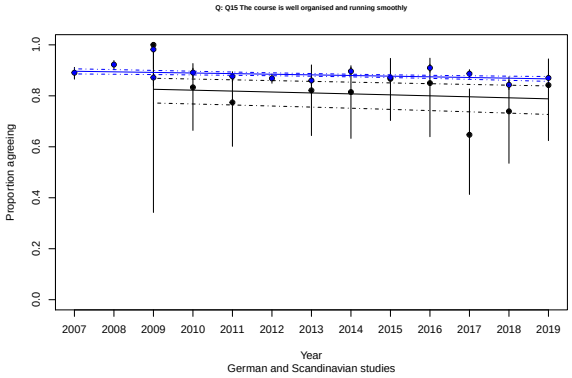
2019
Year
German and Scandinavian studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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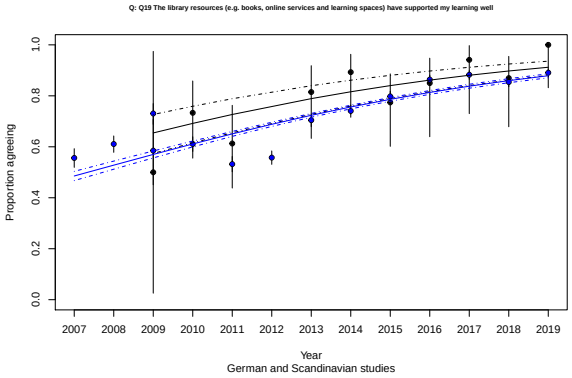
2019
Year
German and Scandinavian studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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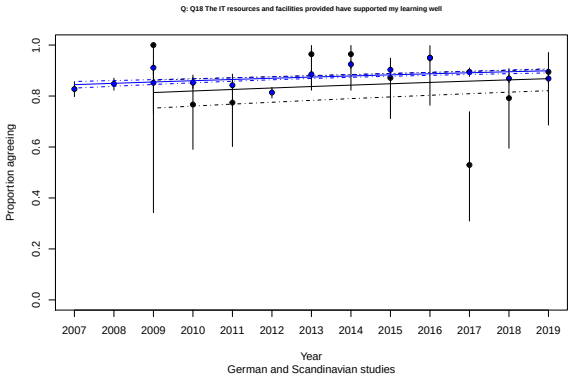
Year
German and Scandinavian studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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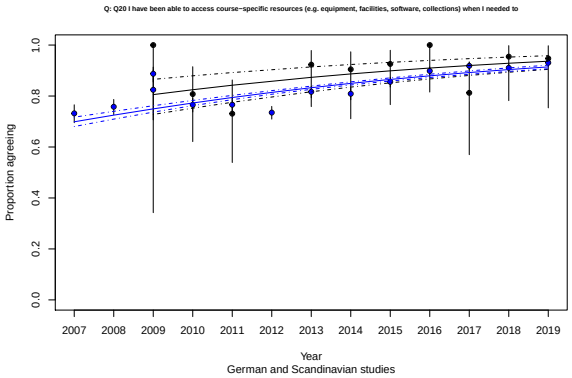
2019
Year
German and Scandinavian studies


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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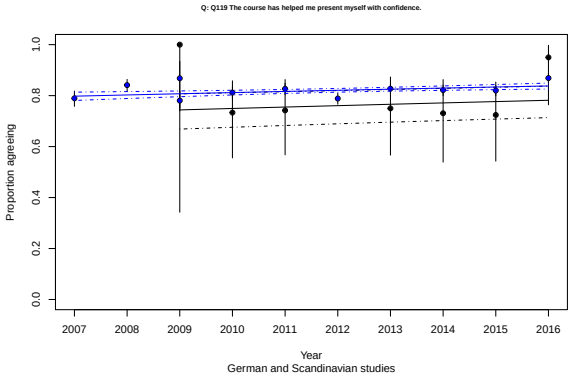
Year
German and Scandinavian studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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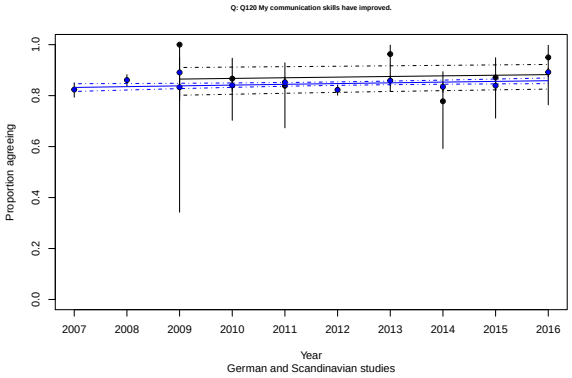
Year
German and Scandinavian studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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2010
2011
2012
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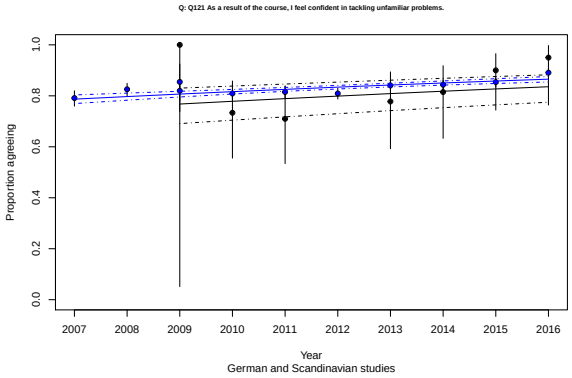
2014
2015
2016
Year
German and Scandinavian studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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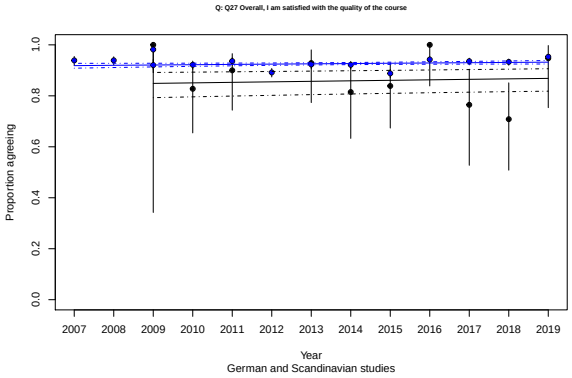
2015
2016
Year
German and Scandinavian studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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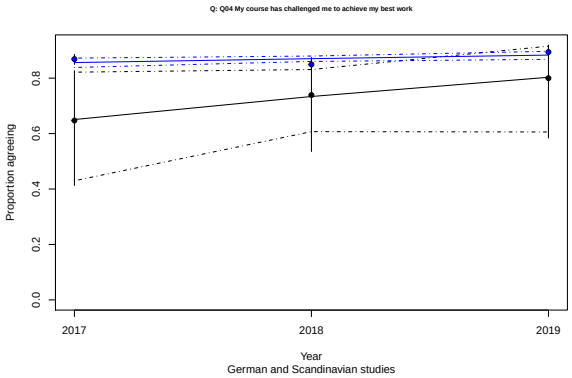
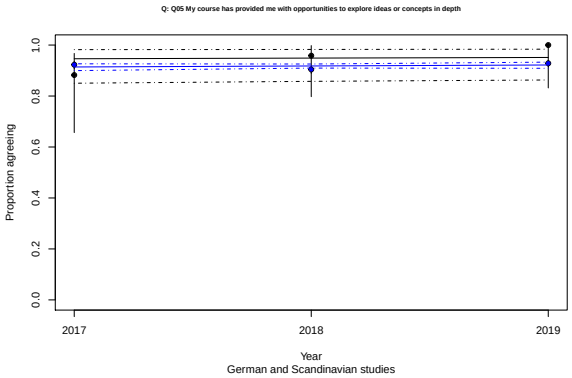
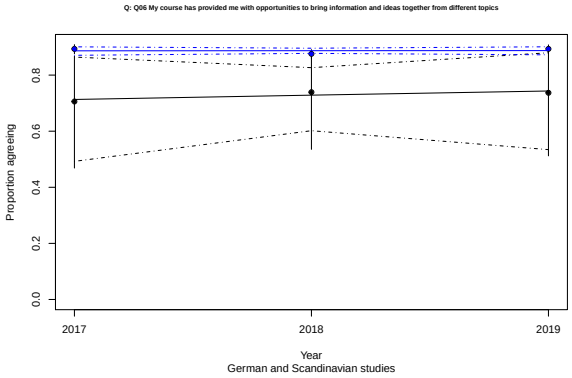
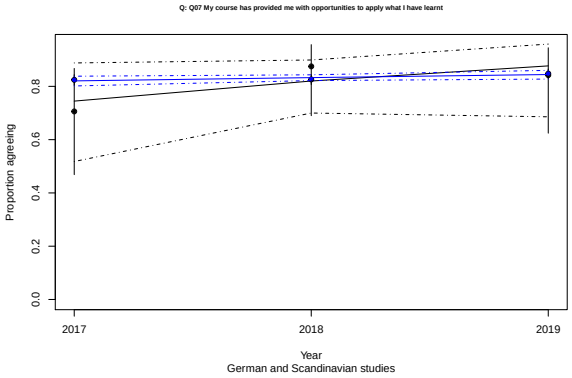
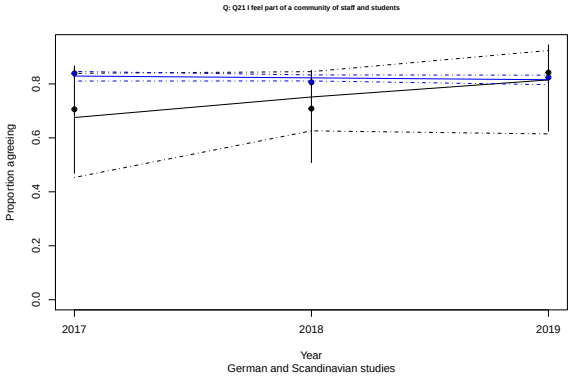
2017
2018
2019
Year
German and Scandinavian studies

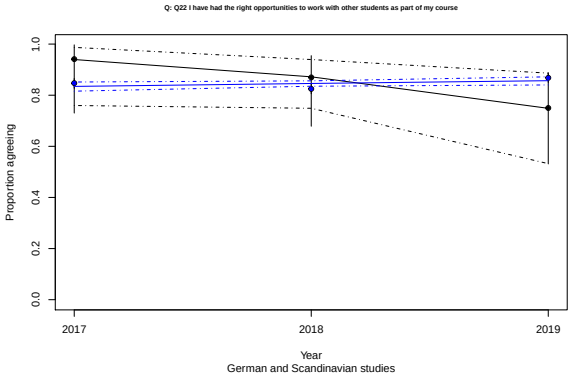

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies

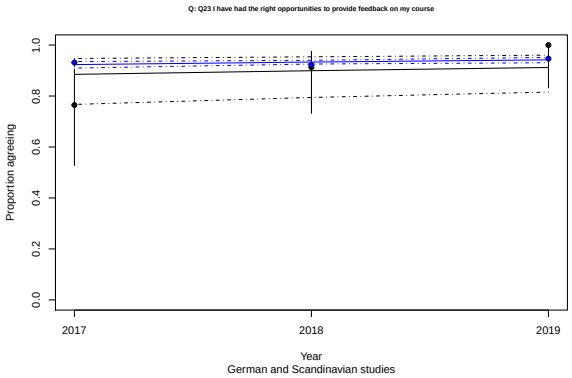

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
German and Scandinavian studies

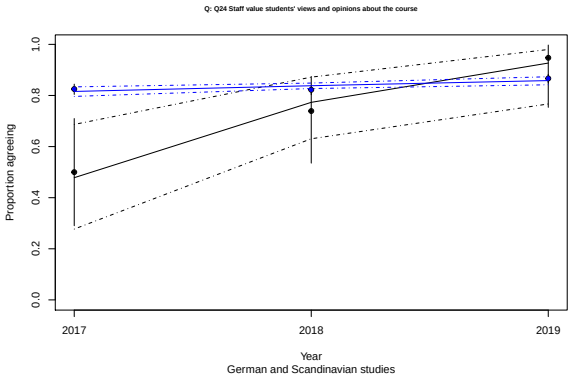

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies

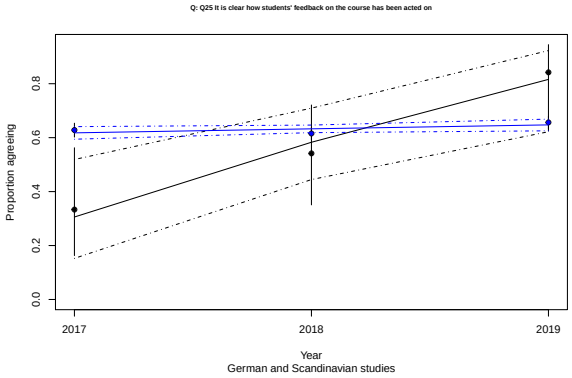

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies

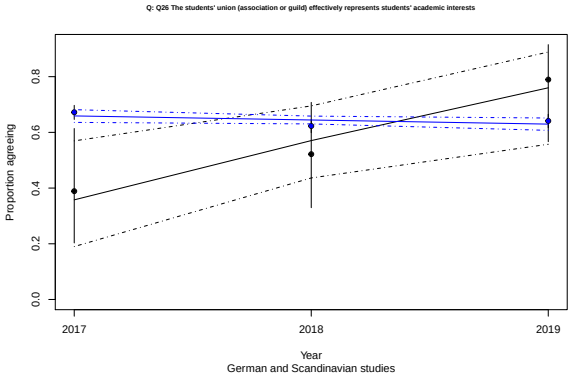

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
German and Scandinavian studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
German and Scandinavian studies

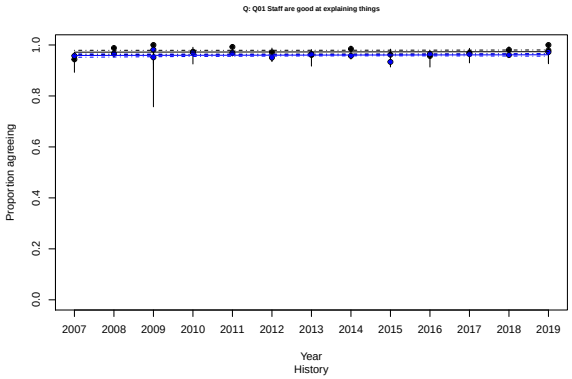

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
German and Scandinavian studies


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
German and Scandinavian studies

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Below
Q02	None	None	None	Below
Q103	None	None	None	None
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	None	Positive	None	Below
Q10	Negative	Positive	None	None
Q11	None	Positive	None	None
Q109	None	Positive	None	None
Q13	None	Positive	None	Below
Q12	None	Positive	None	None
Q14	None	Positive	None	Below
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	Below
Q19	Positive	Positive	None	Above
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	Positive	Positive	None	None
Q27	None	Positive	None	Below
Q04	None	Positive	None	Below
Q05	None	None	None	None
Q06	None	None	None	Below
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	Positive	None	None	None
Q24	Positive	Positive	Positive	Below
Q25	Positive	None	Positive	None
Q26	Positive	None	Positive	None

History


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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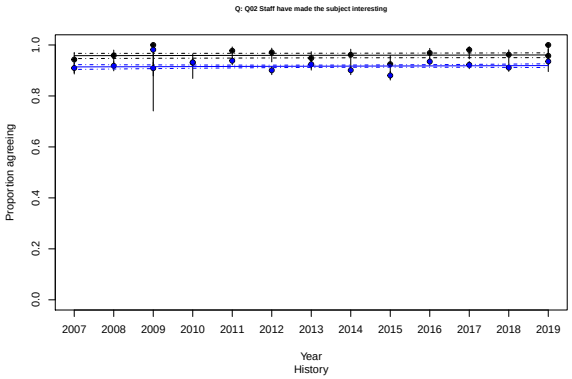
History


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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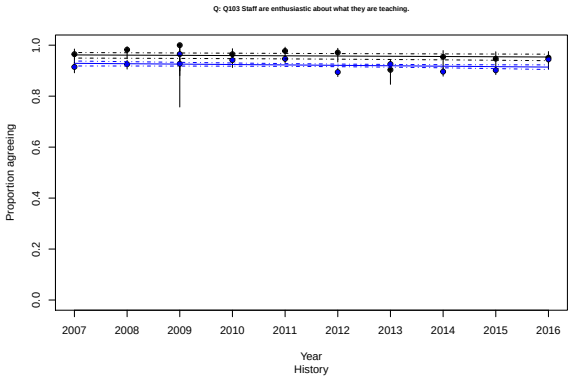
2019
Year
History


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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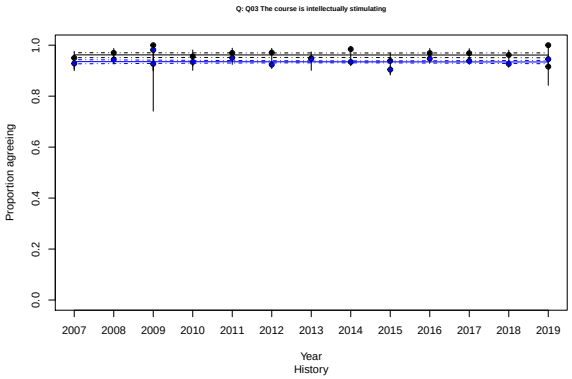
2014
2015
2016
Year
History


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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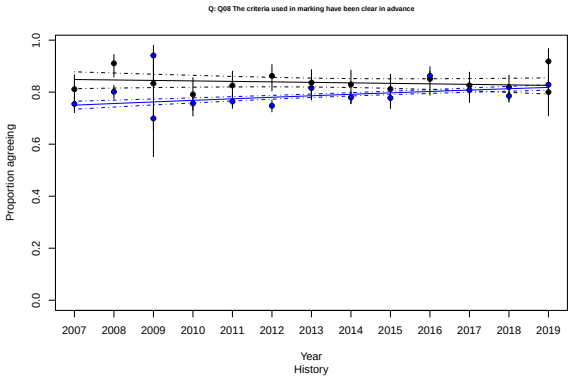
Year
History


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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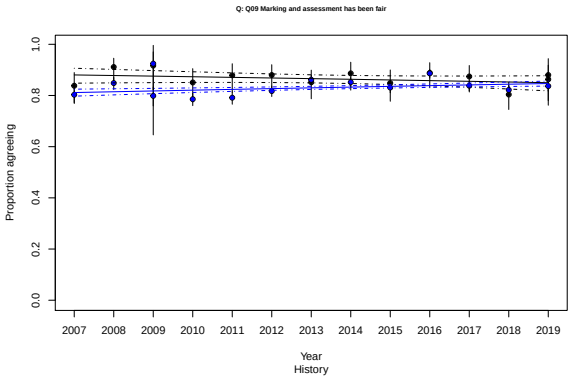
Year
History


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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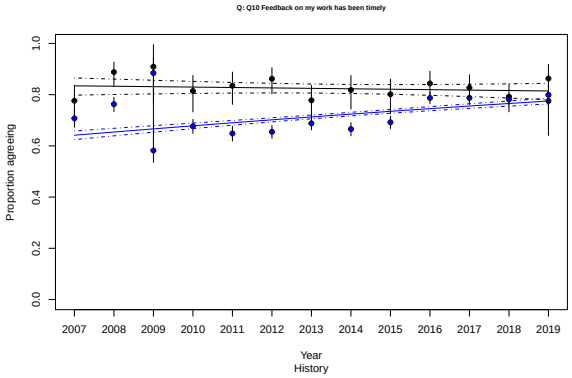
Year
History


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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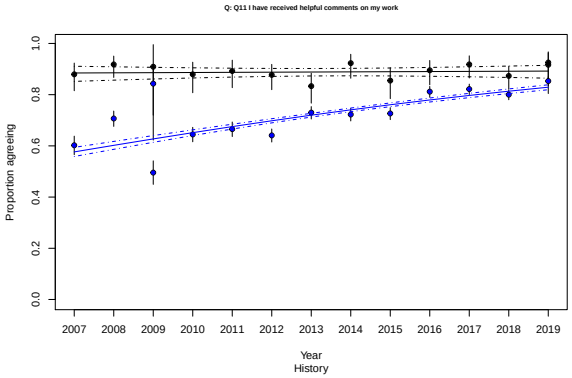
Year
History


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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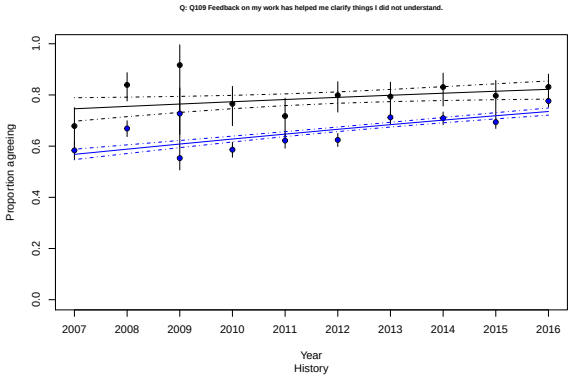
Year
History


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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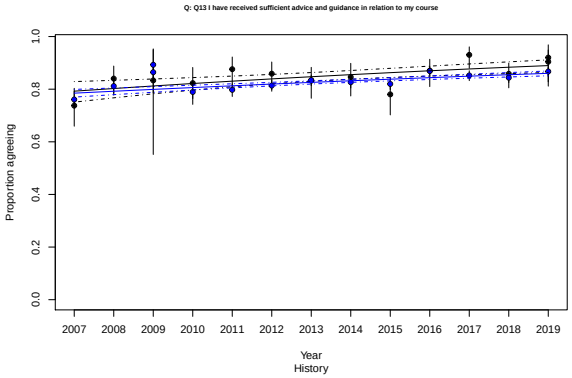
Year
History


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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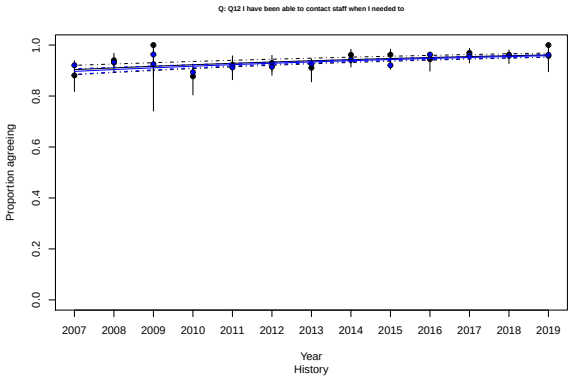
Year
History


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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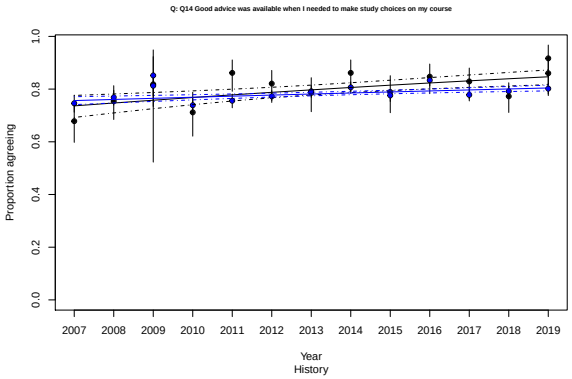
Year
History


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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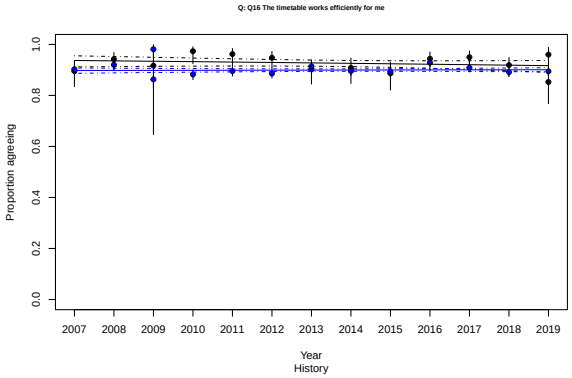
Year
History


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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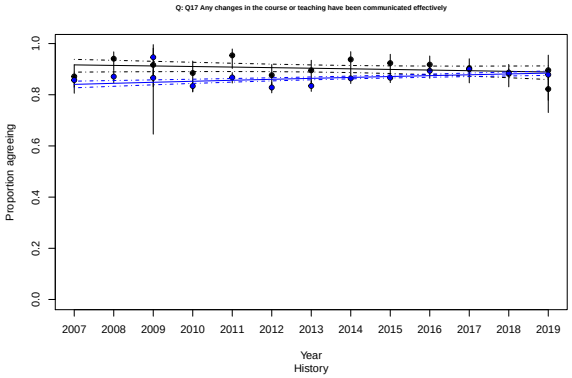
Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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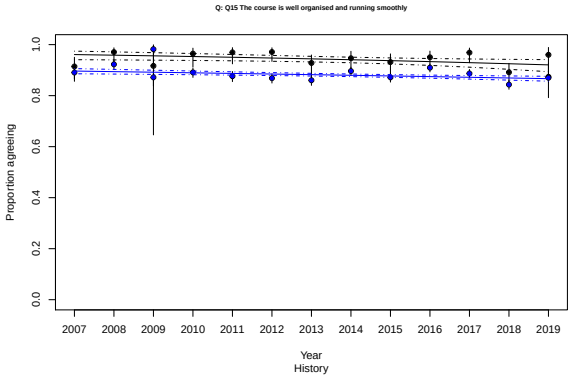
Year
History


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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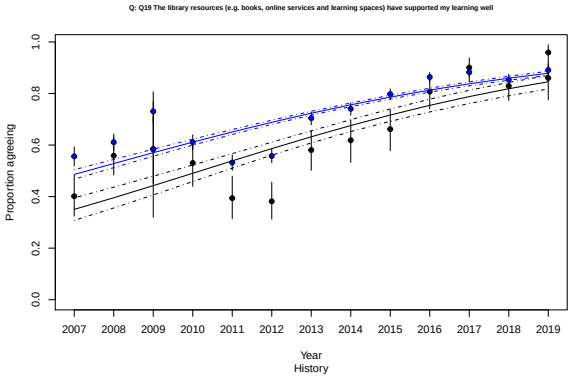
Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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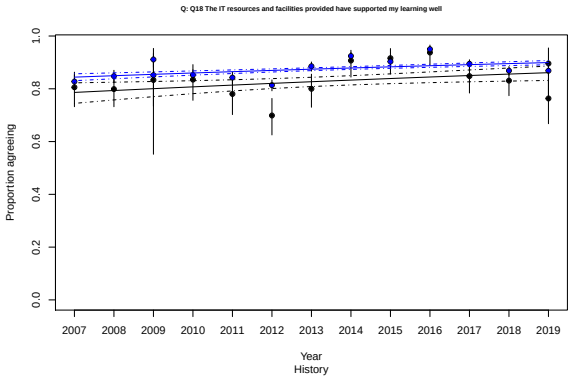
Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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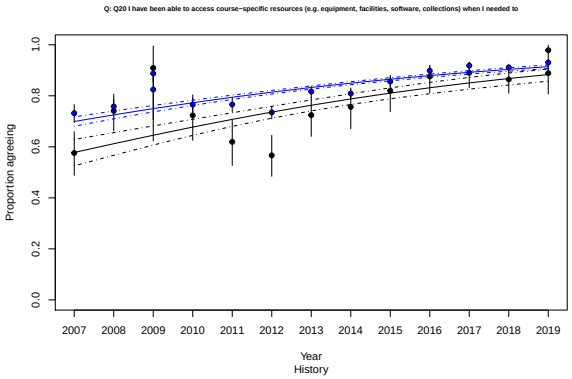
Year
History


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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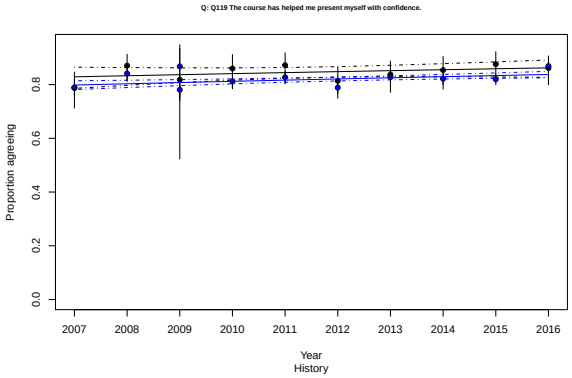
Year
History


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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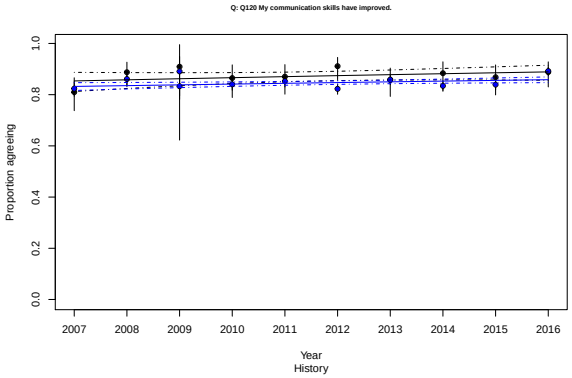
Year
History


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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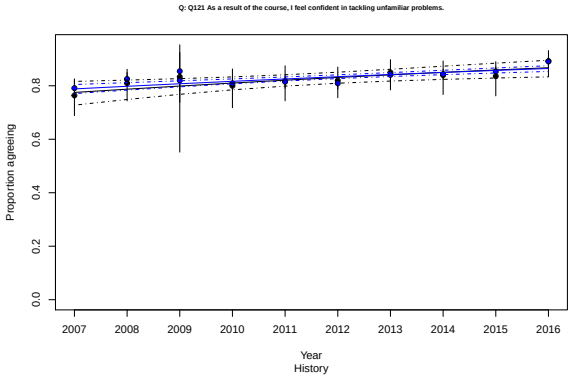
2015
2016
Year
History


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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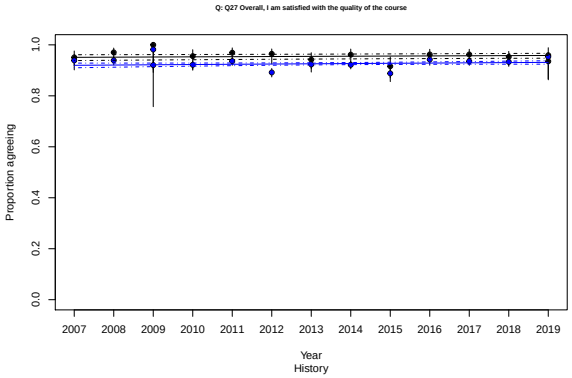
2016
Year
History


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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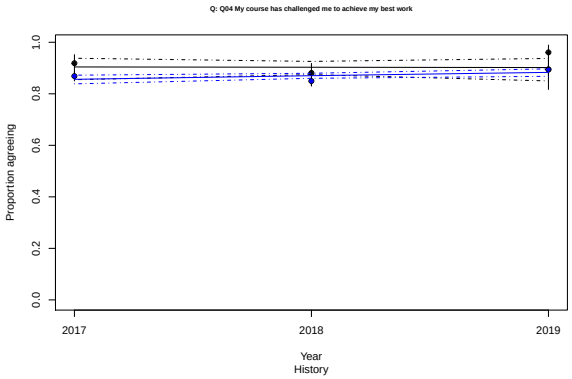
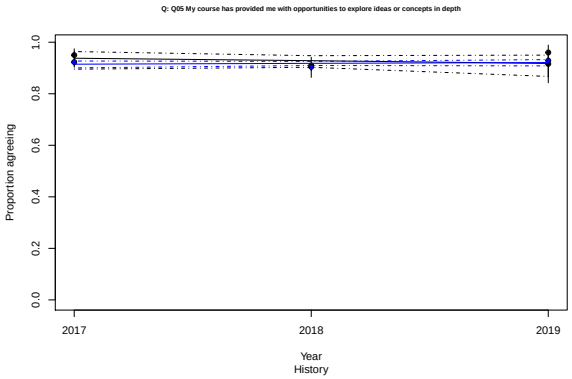
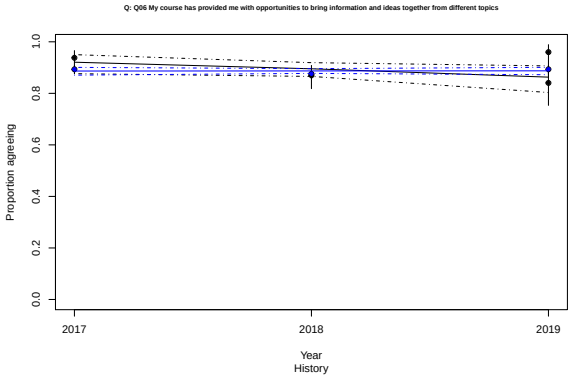
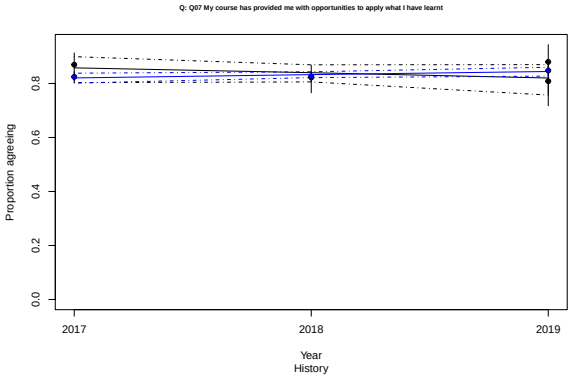
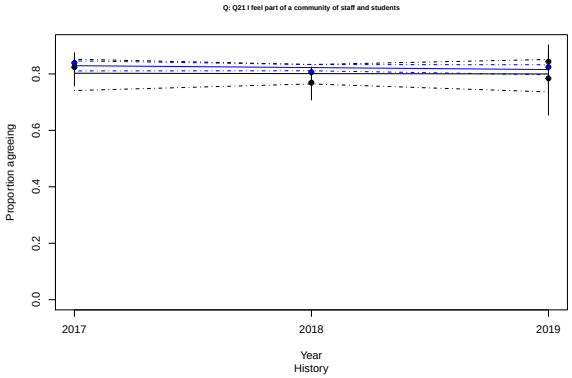
Year
History

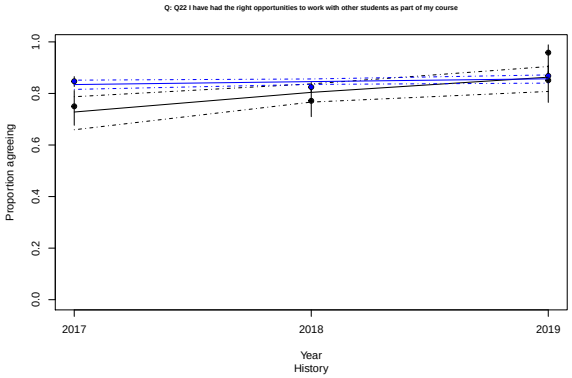

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
History

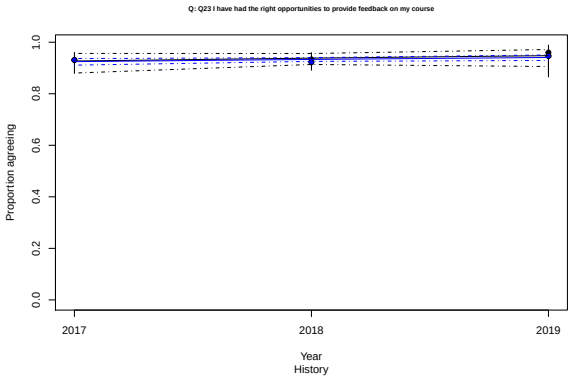

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
History

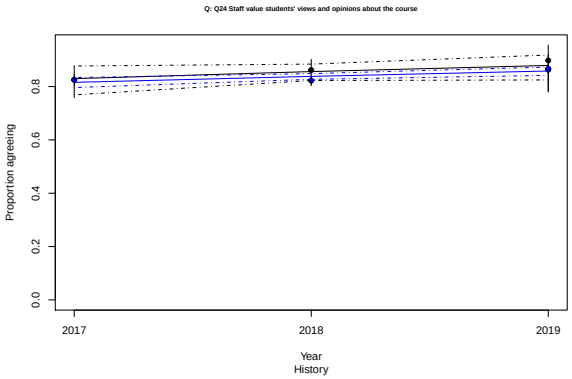

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
History

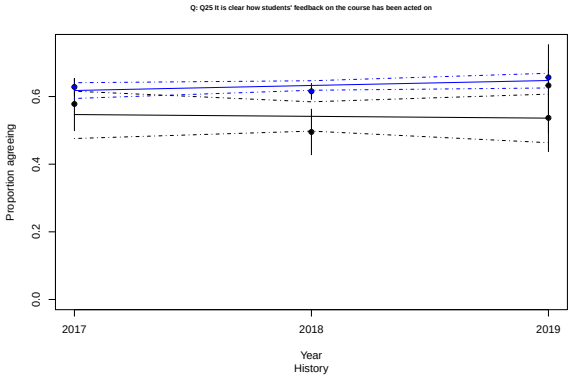

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
History

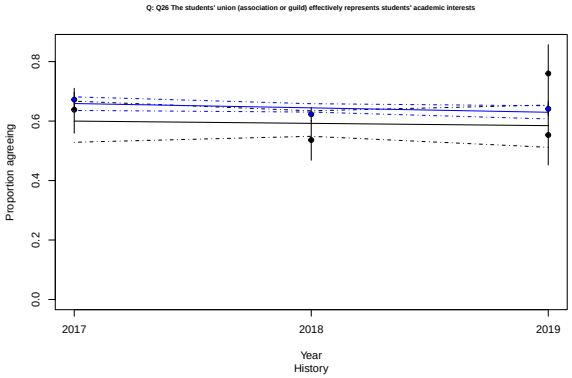

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
History


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
History


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
History

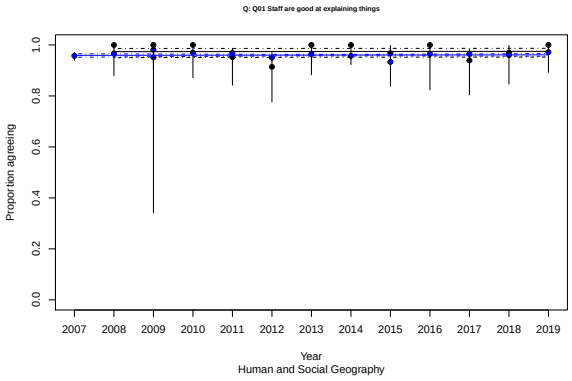

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
History

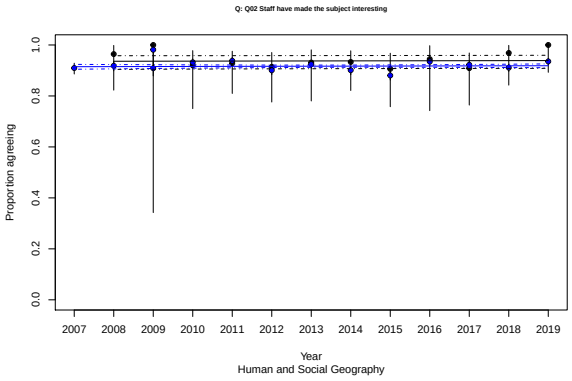

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
2019
Year
History

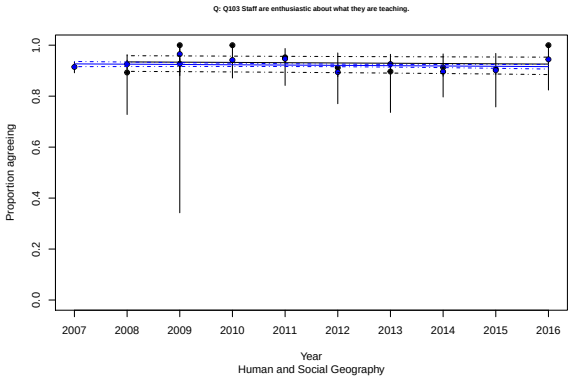

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
History

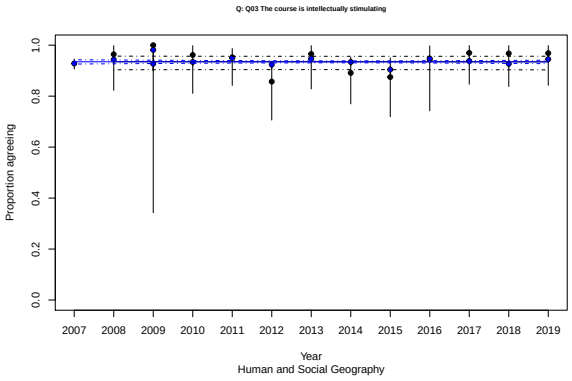
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Above
Q02	None	None	None	Above
Q103	Negative	None	None	Above
Q03	None	None	None	Above
Q08	None	Positive	Negative	Above
Q09	None	Positive	Negative	Above
Q10	None	Positive	Negative	Above
Q11	None	Positive	Negative	Above
Q109	Positive	Positive	None	Above
Q13	Positive	Positive	None	Above
Q12	Positive	Positive	None	None
Q14	Positive	Positive	Positive	None
Q16	None	None	None	Above
Q17	None	Positive	Negative	Above
Q15	Negative	Negative	None	Above
Q19	Positive	Positive	None	Below
Q18	Positive	Positive	None	Below
Q20	Positive	Positive	None	Below
Q119	None	Positive	None	Above
Q120	None	Positive	None	Above
Q121	Positive	Positive	None	None
Q27	None	Positive	None	Above
Q04	None	Positive	None	Above
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	Positive	None	Positive	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Below
Q26	None	None	None	Below

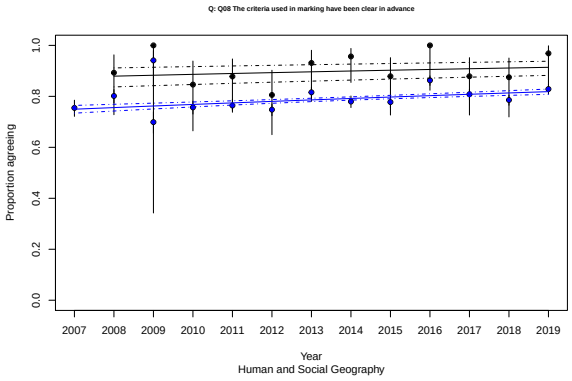
Human and Social Geography

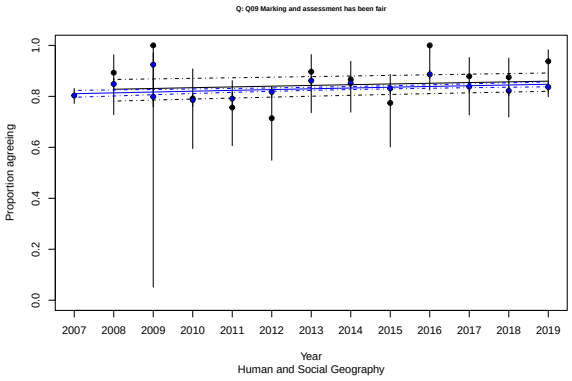


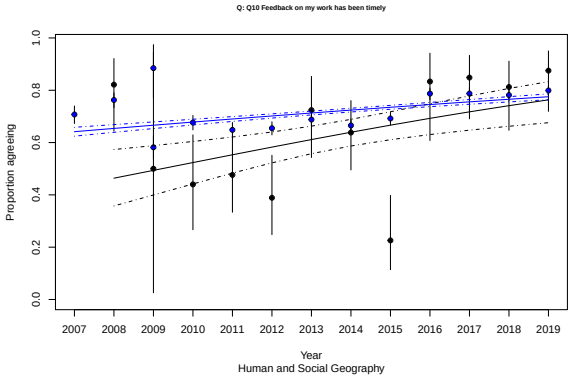











Q: Q10 Feedback on my work has been timely
Proportion agreeing
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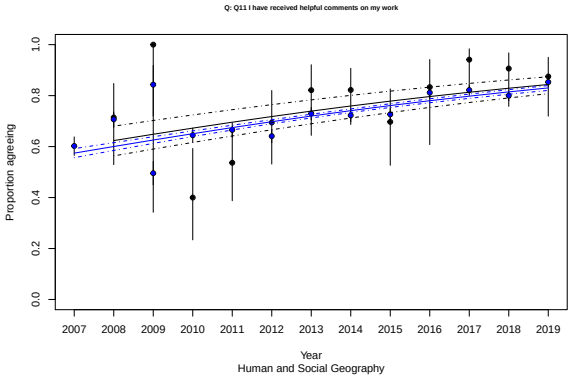
Human and Social Geography


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
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2007
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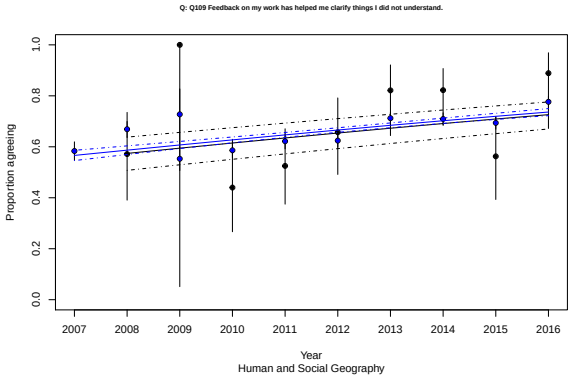
Year
Human and Social Geography


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
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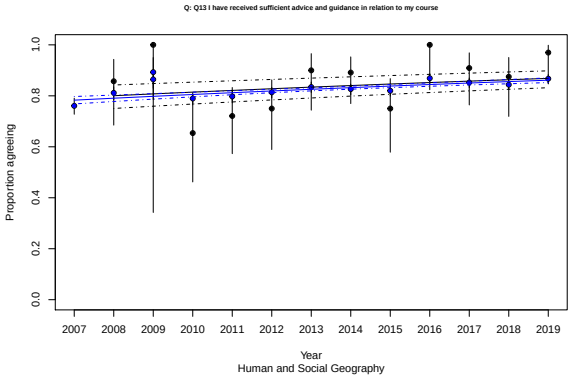
Year
Human and Social Geography


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
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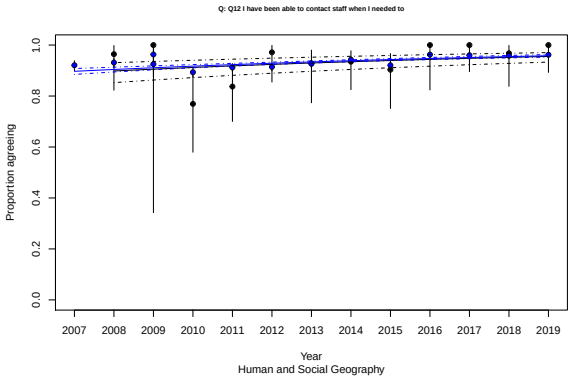
Human and Social Geography


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
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0.4
0.6
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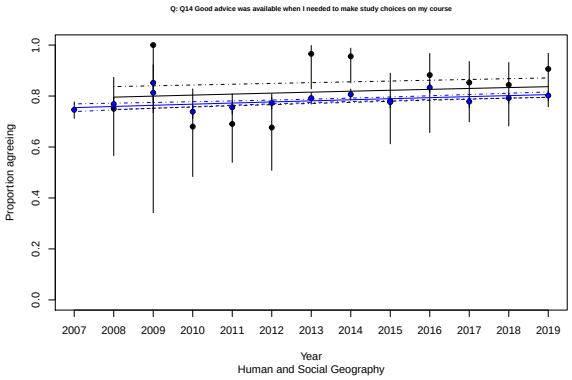
Year
Human and Social Geography


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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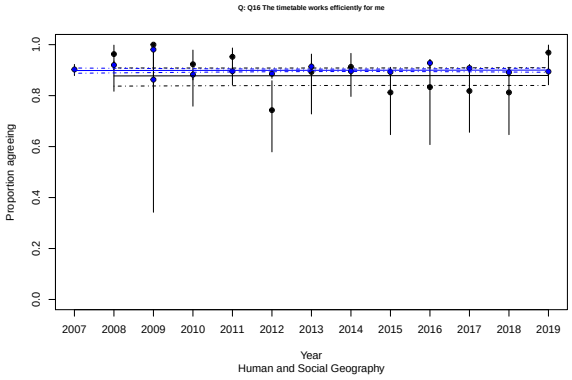
Year
Human and Social Geography


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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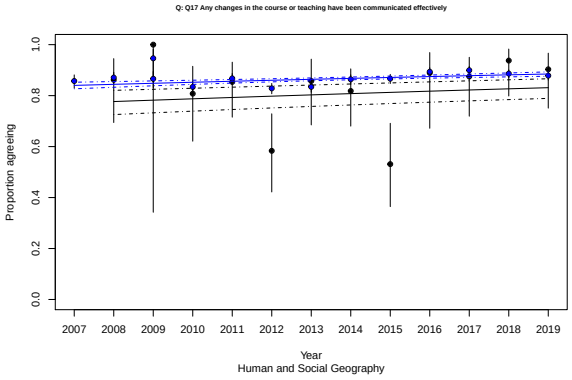
Human and Social Geography


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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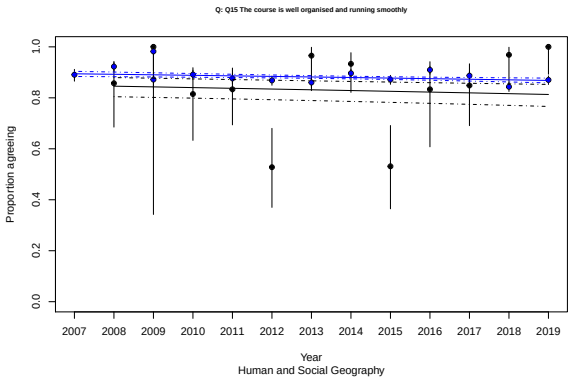
Year
Human and Social Geography


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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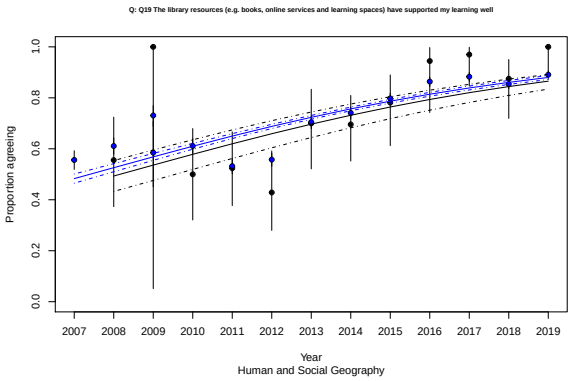
Human and Social Geography


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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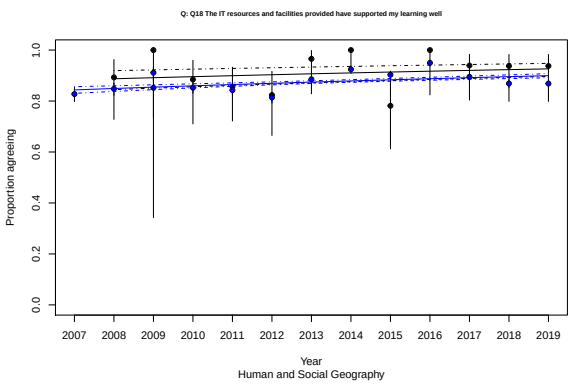
Human and Social Geography


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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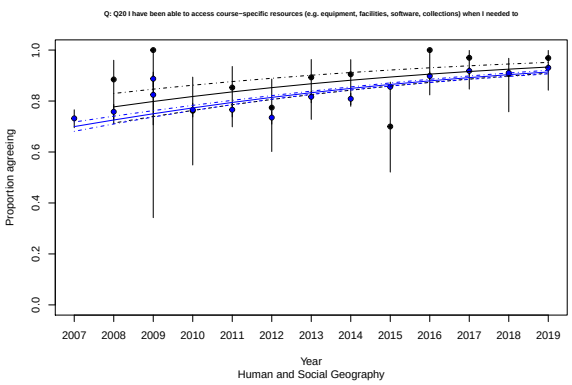
Human and Social Geography


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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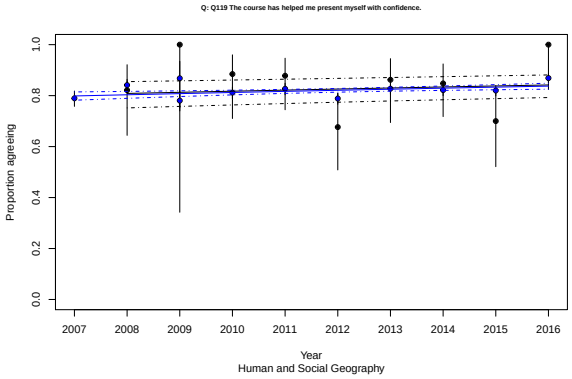
Human and Social Geography


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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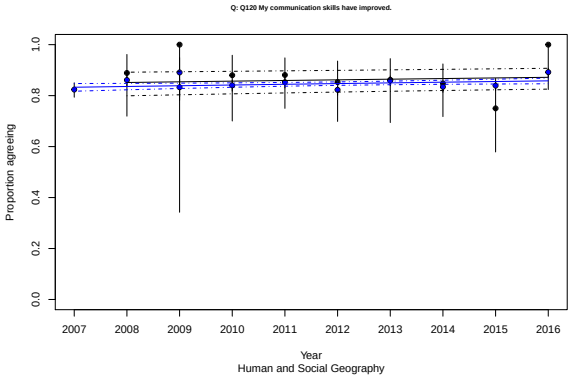
Year
Human and Social Geography


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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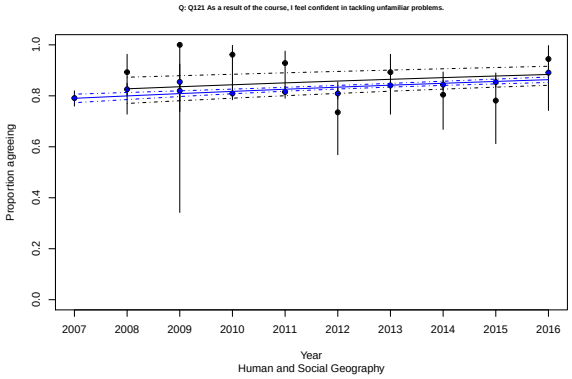
Year
Human and Social Geography


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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2007
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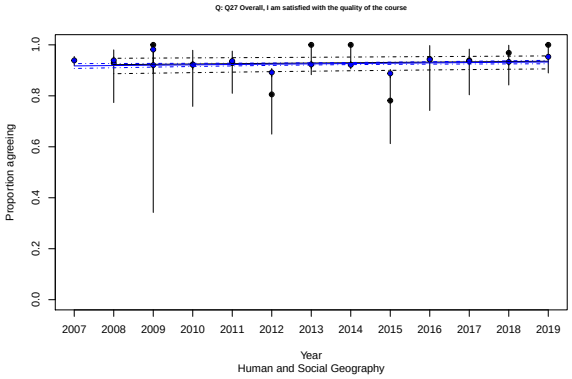
Year
Human and Social Geography


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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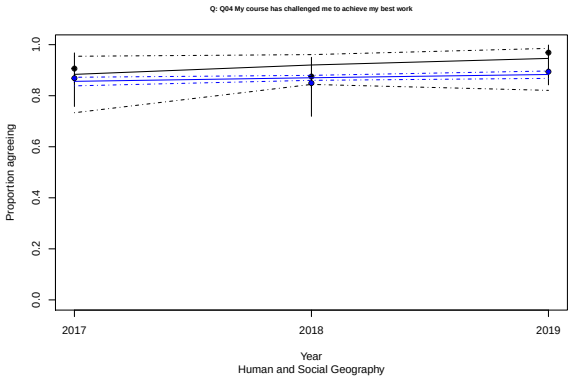
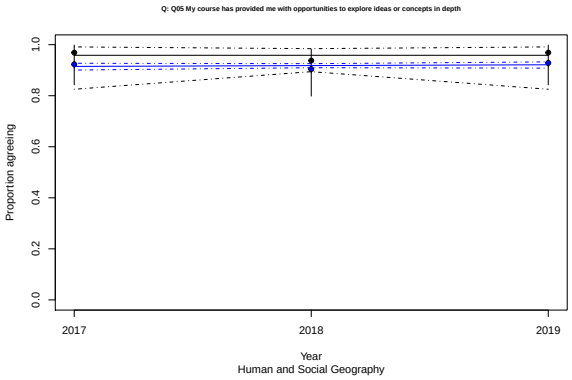
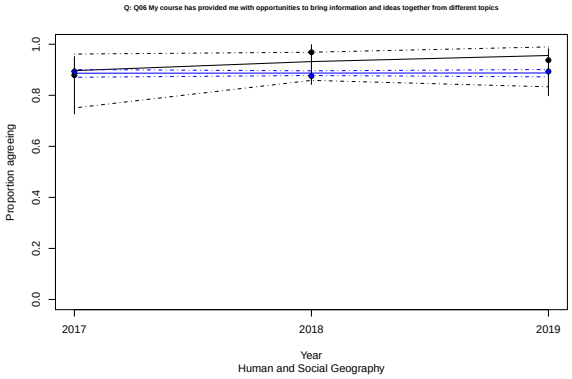
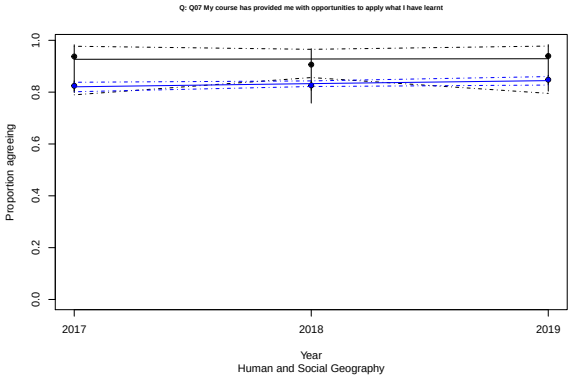
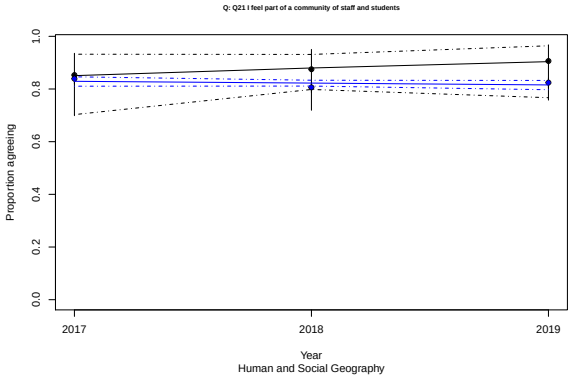
Year
Human and Social Geography

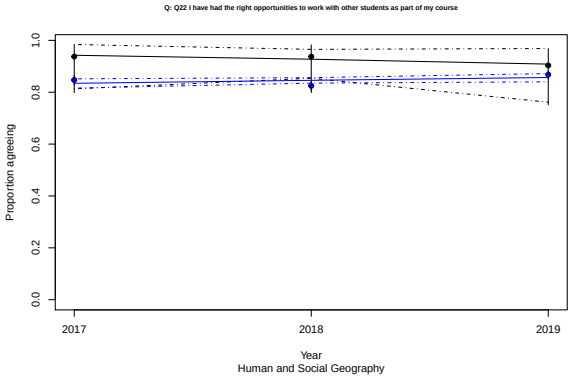

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography

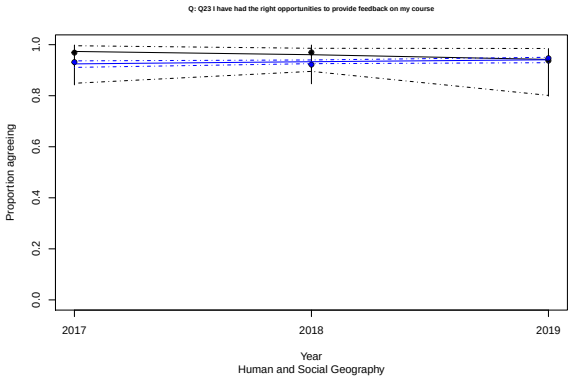

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Human and Social Geography


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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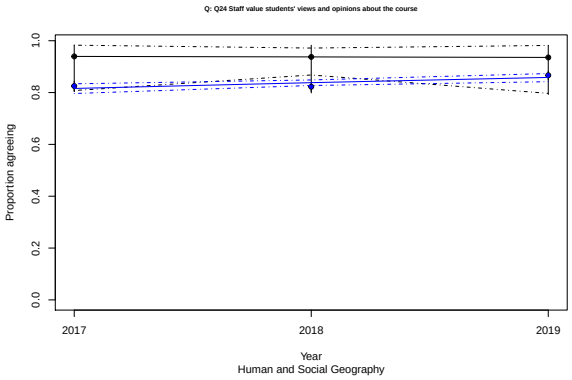
2019
Year
Human and Social Geography


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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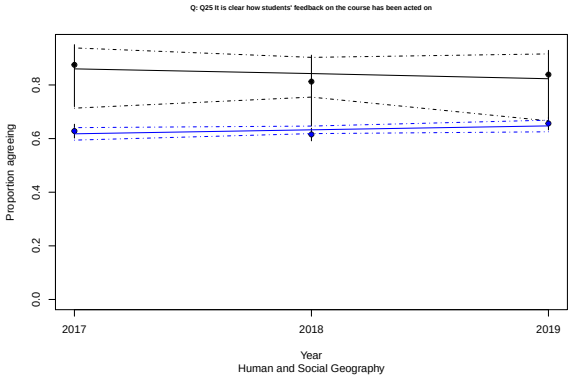
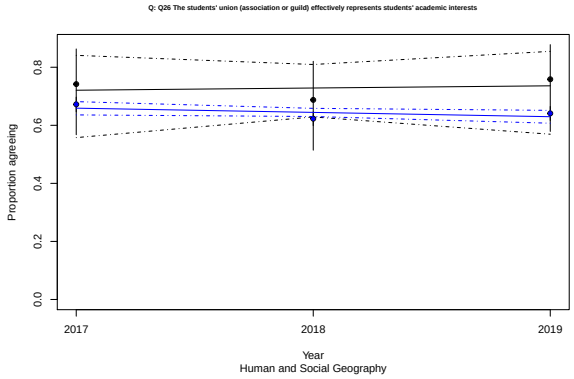
2019
Year
Human and Social Geography


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Human and Social Geography

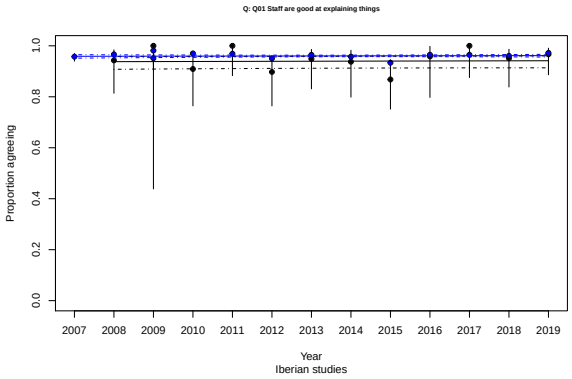

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Human and Social Geography

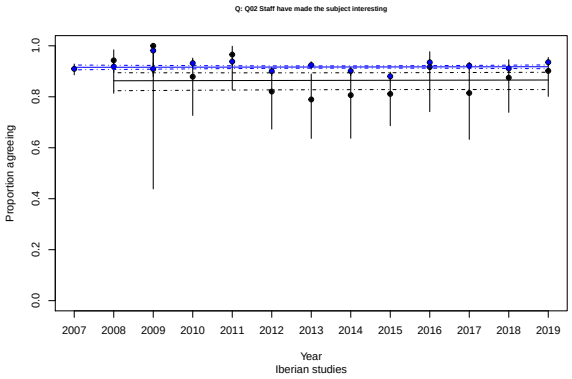
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	Above
Q09	None	Positive	None	None
Q10	Positive	Positive	None	Below
Q11	Positive	Positive	None	None
Q109	Positive	Positive	None	None
Q13	Positive	Positive	None	None
Q12	Positive	Positive	None	None
Q14	Positive	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	Below
Q15	Positive	Negative	None	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	Above
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	Above
Q25	None	None	None	Above
Q26	None	None	None	None

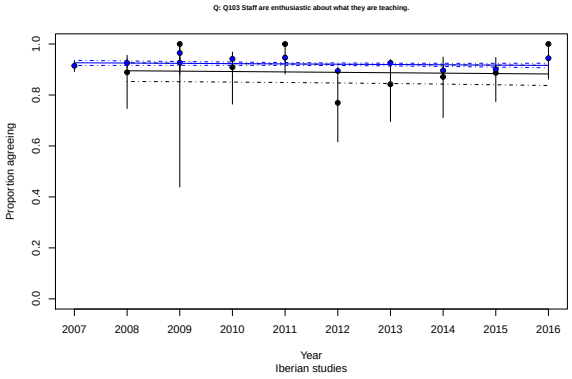
Humanities (non-specific)

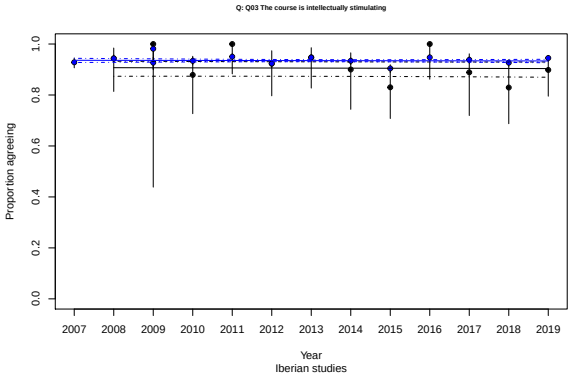
There is only one year of data so a trend over time cannot be plotted.

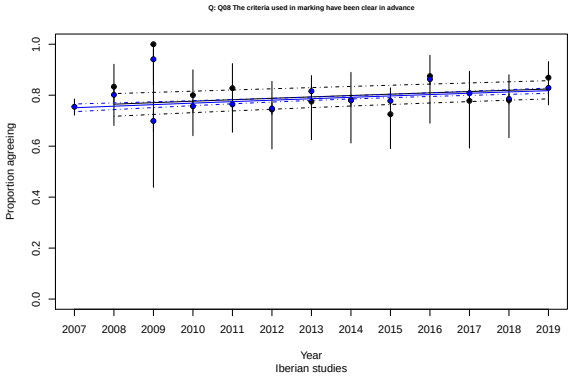
Iberian studies

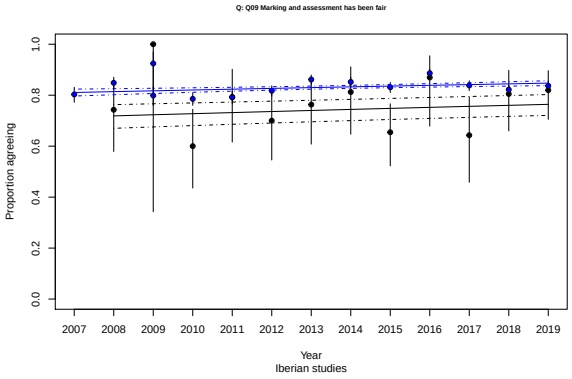


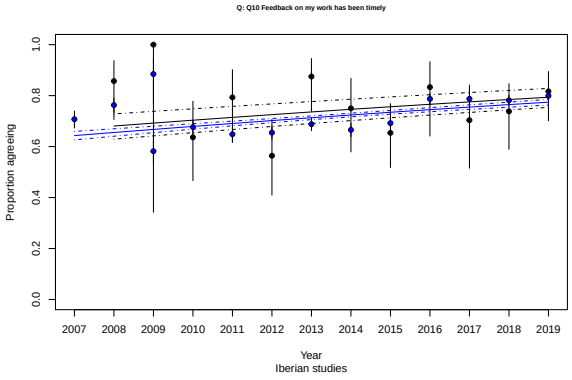











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
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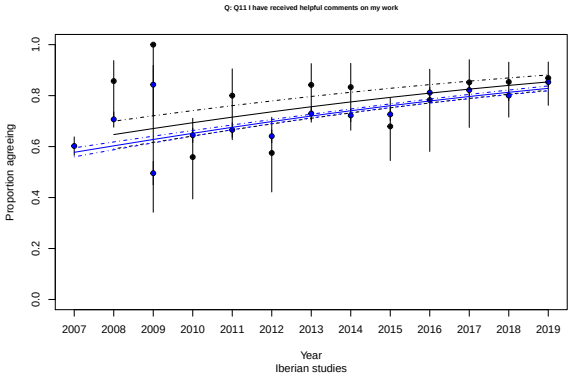
Iberian studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
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0.2
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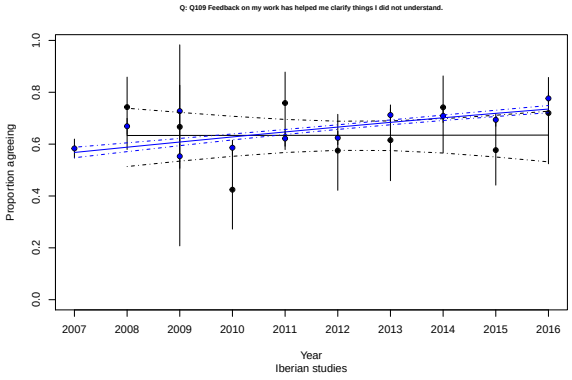
Iberian studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
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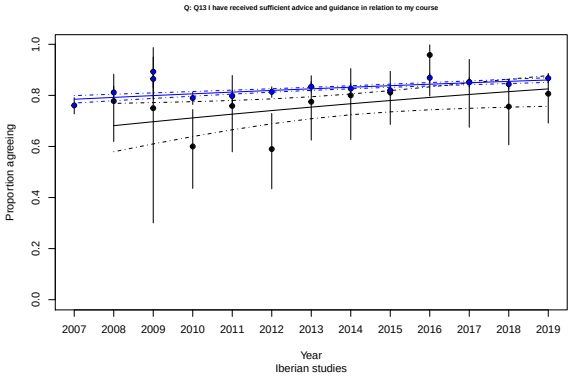
Iberian studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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0.2
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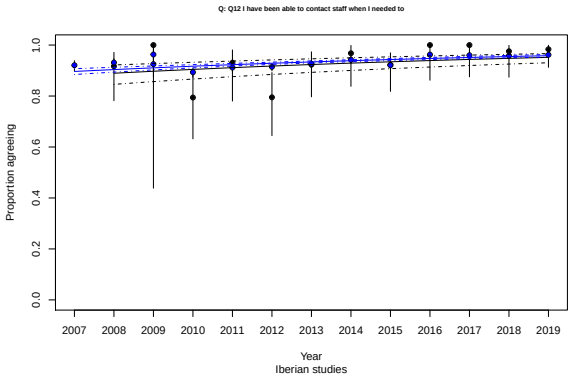
Iberian studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
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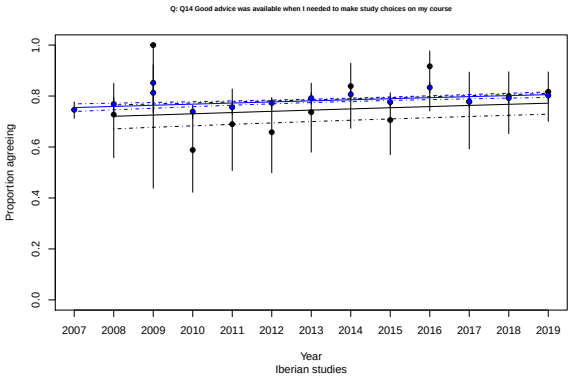
Year
Iberian studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
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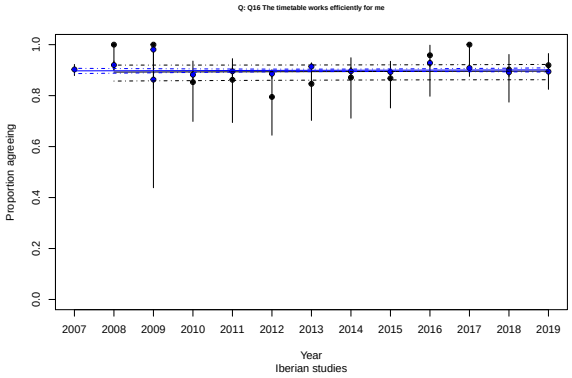
Year
Iberian studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
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1.0
2007
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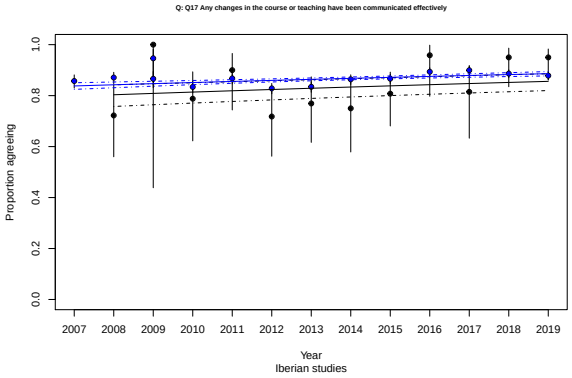
Year
Iberian studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
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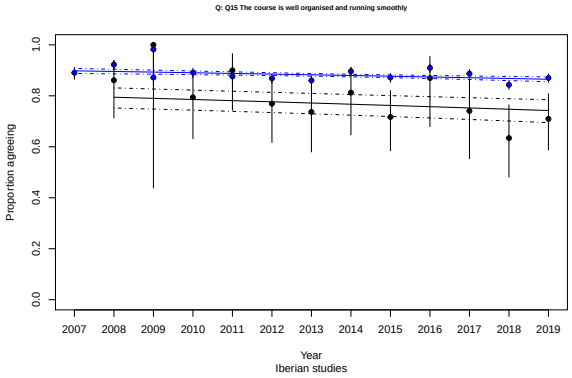
2019
Year
Iberian studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
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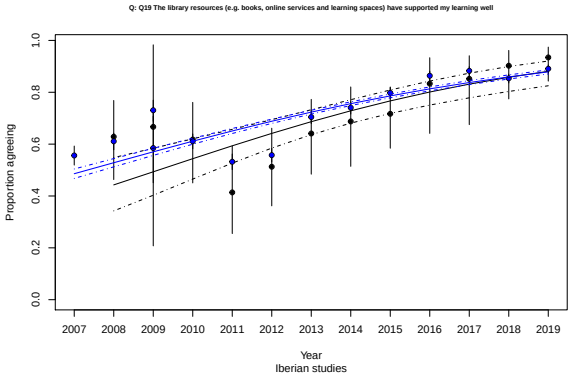
2019
Year
Iberian studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
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1.0
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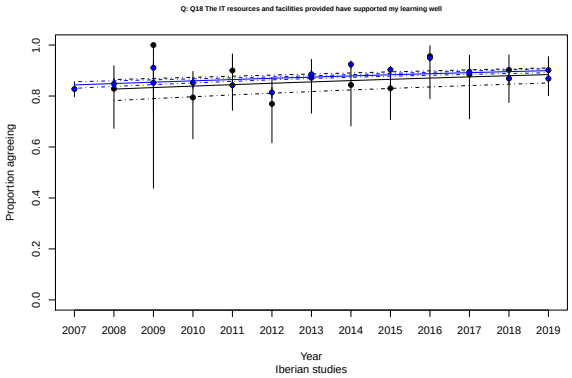
Year
Iberian studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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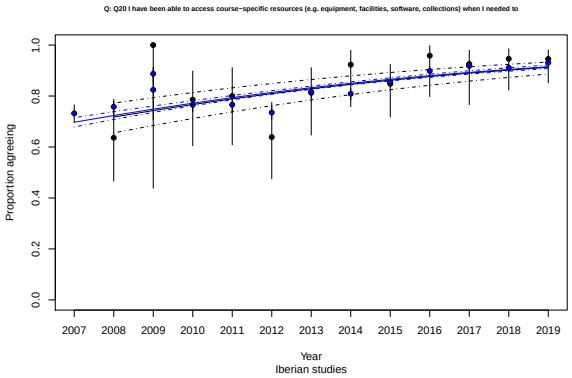
Year
Iberian studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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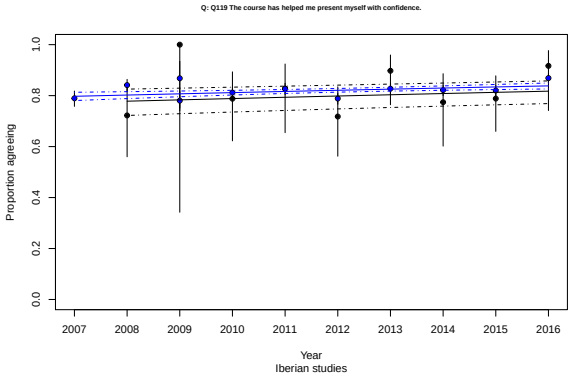
Year
Iberian studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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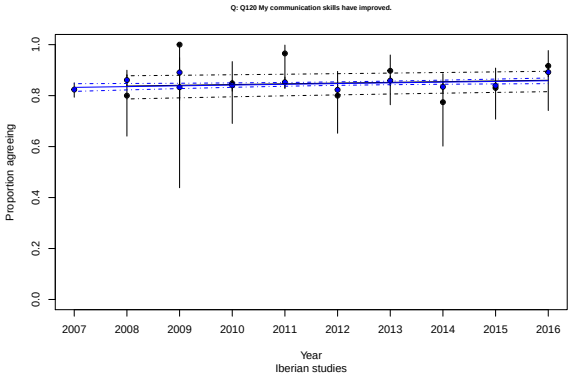
Year
Iberian studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
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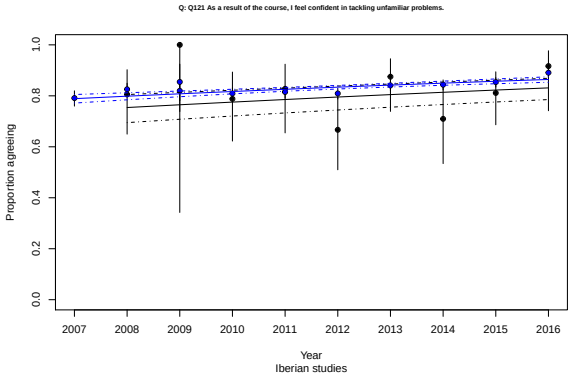
2015
2016
Year
Iberian studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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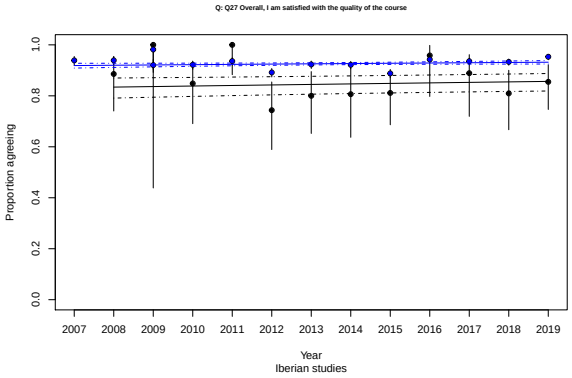
2014
2015
2016
Year
Iberian studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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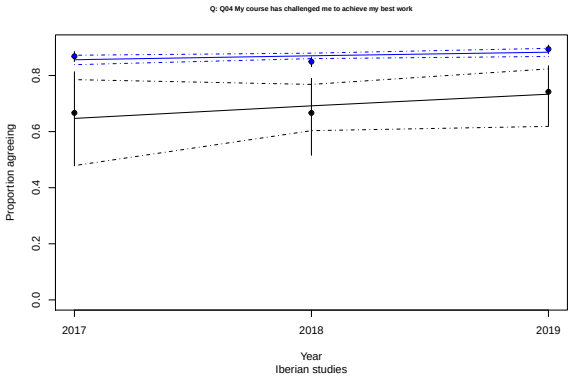
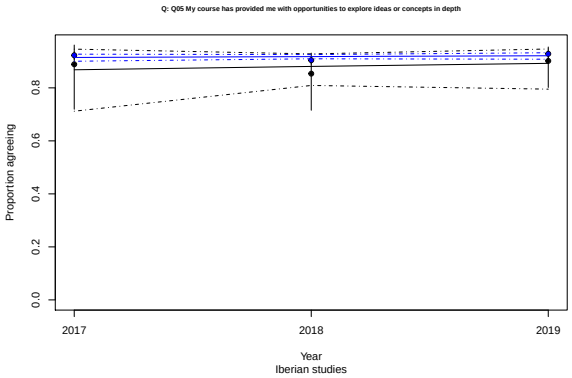
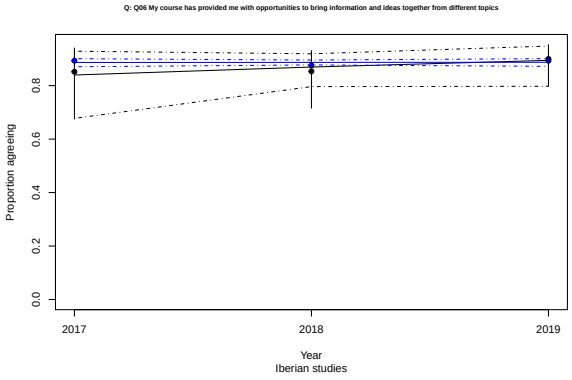
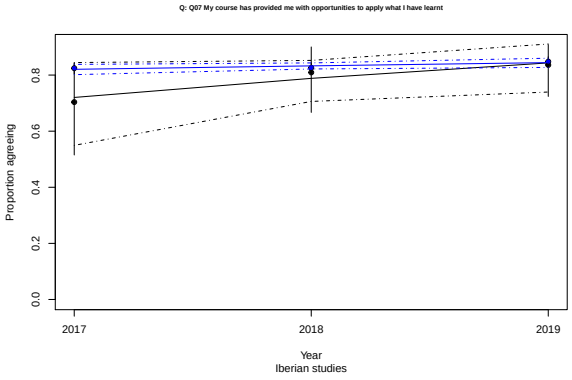
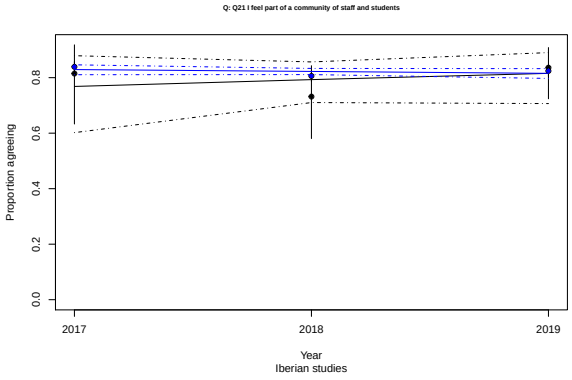
2018
2019
Year
Iberian studies

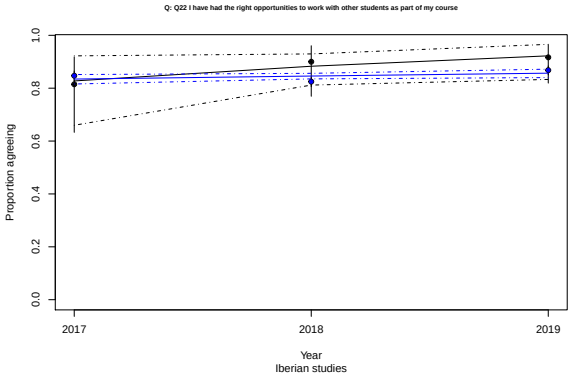

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

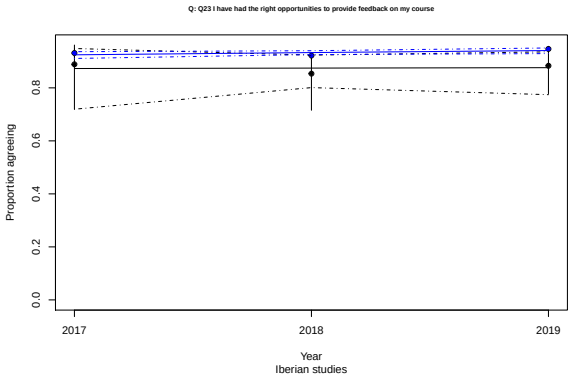

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

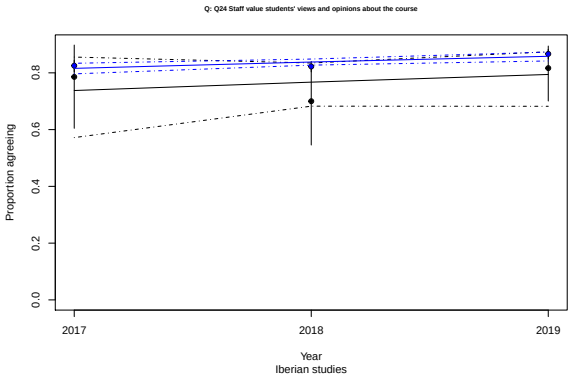

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

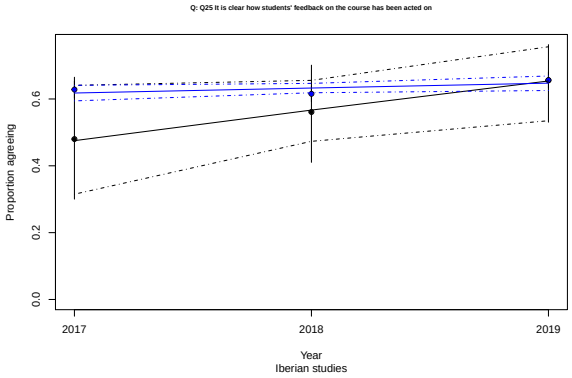

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

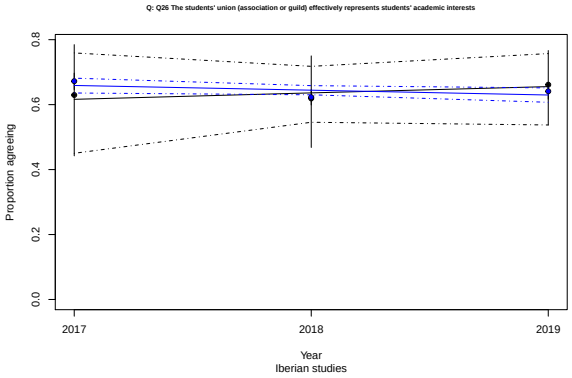

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Iberian studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

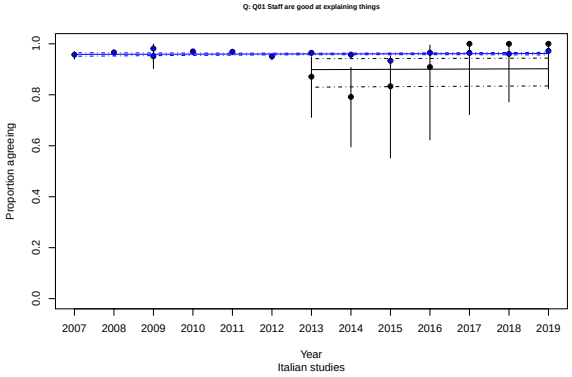

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

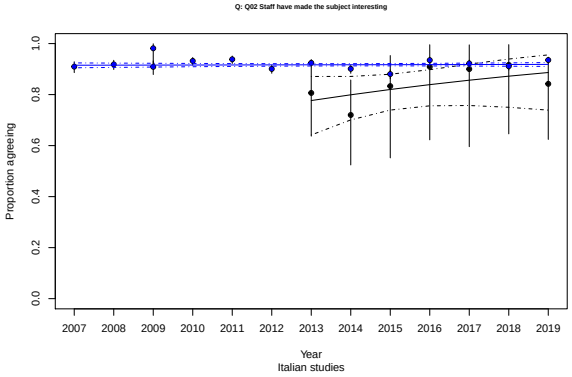

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
2019
Year
Iberian studies

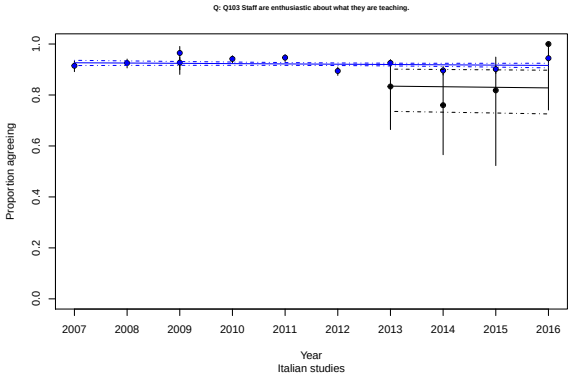

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Iberian studies

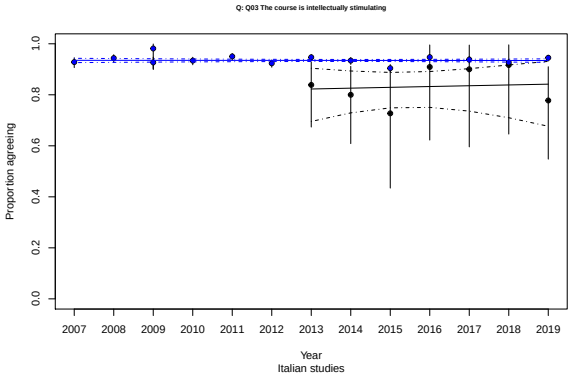
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Below
Q02	None	None	None	Below
Q103	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	None	Positive	None	Below
Q10	None	Positive	None	None
Q11	Positive	Positive	None	None
Q109	None	Positive	None	None
Q13	Positive	Positive	None	Below
Q12	Positive	Positive	None	None
Q14	Positive	Positive	None	None
Q16	None	None	None	None
Q17	Positive	Positive	None	None
Q15	Negative	Negative	None	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	Below
Q04	None	Positive	None	Below
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	Below
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

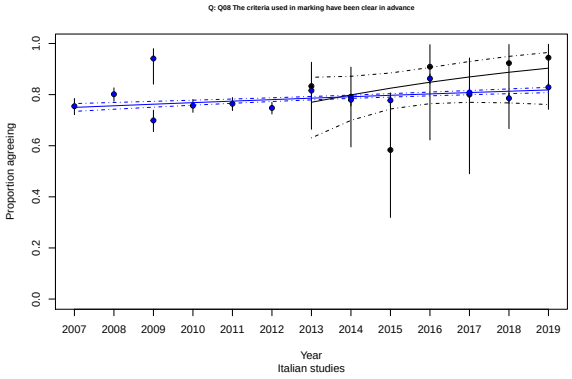
Italian studies

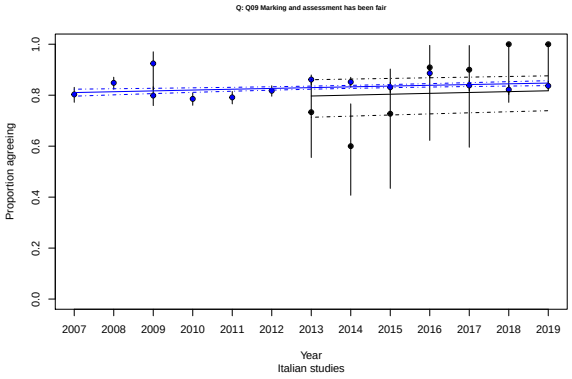


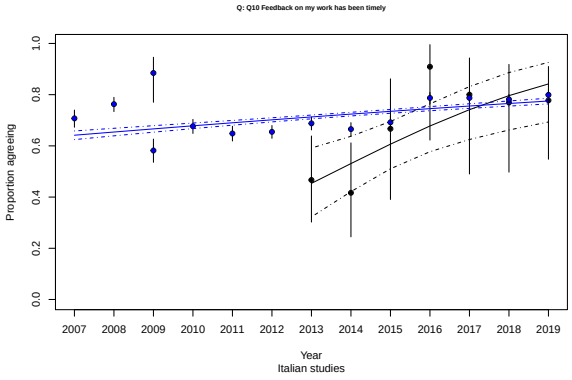


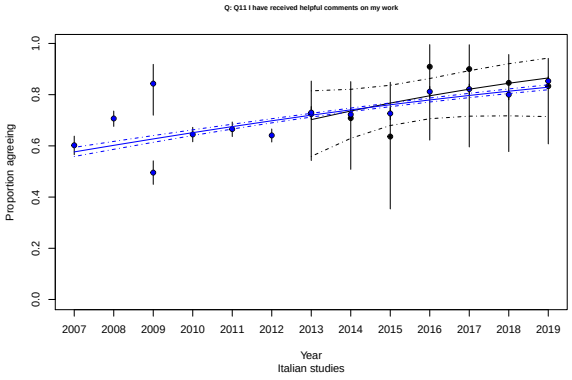


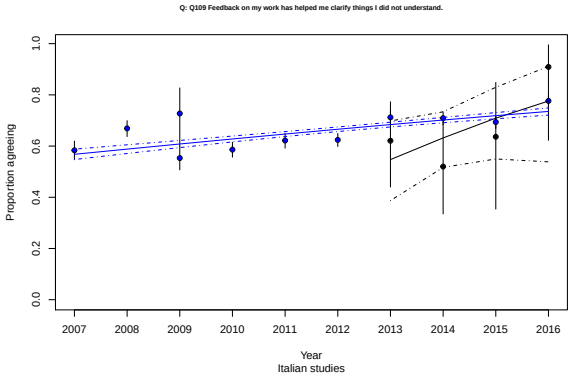


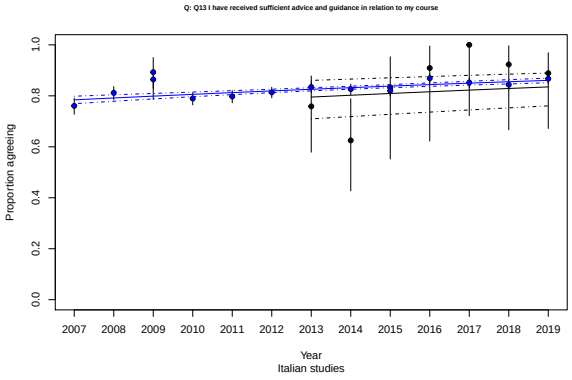


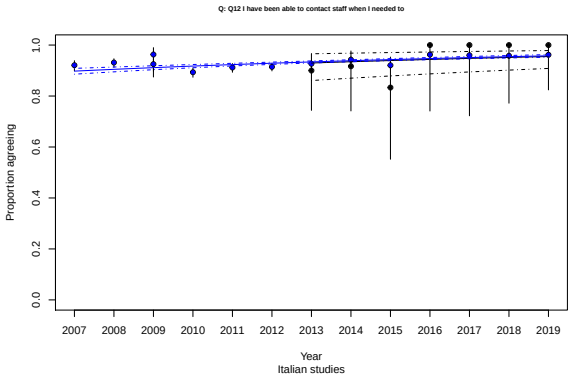


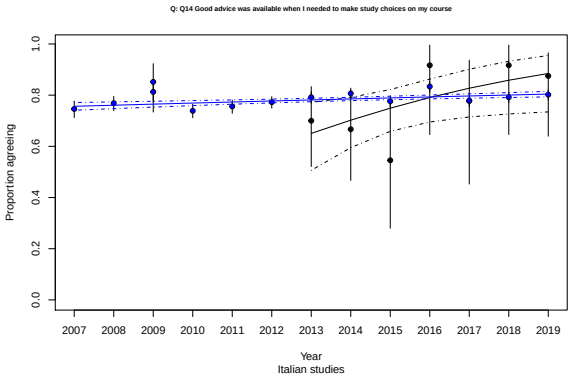

Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies

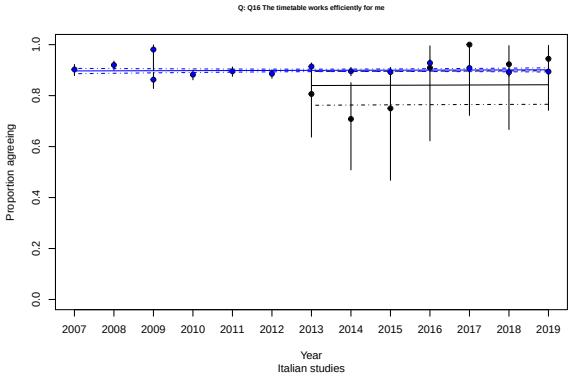

Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies

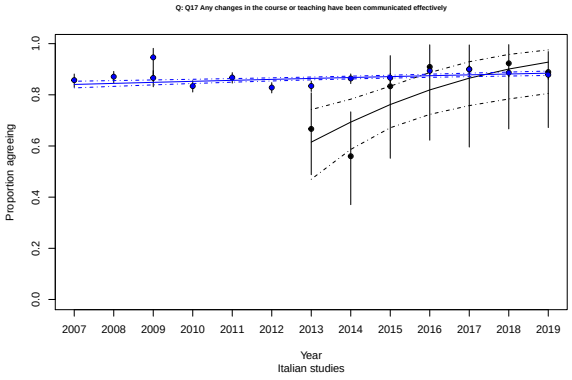

Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
Year
Italian studies

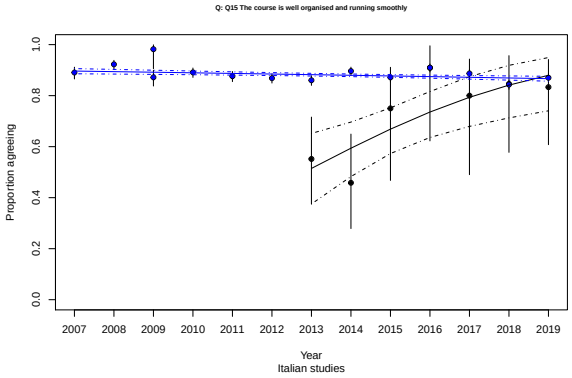

Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies

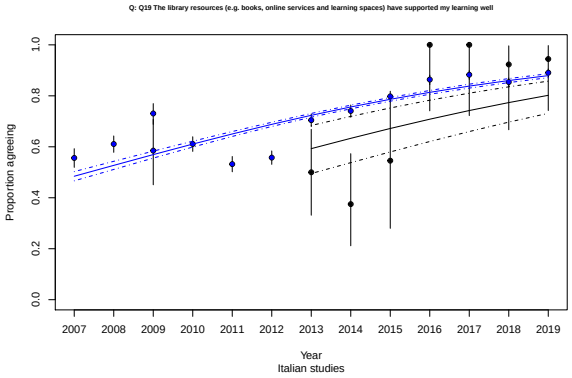

Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
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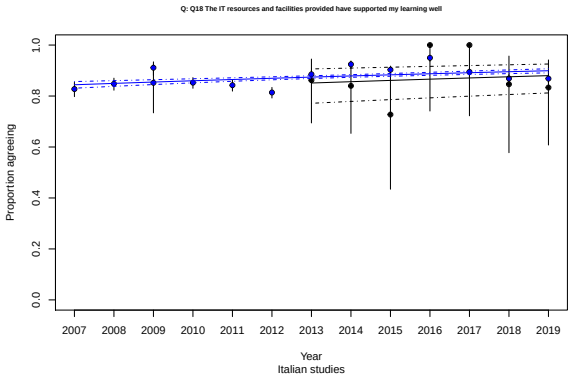
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
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0.6
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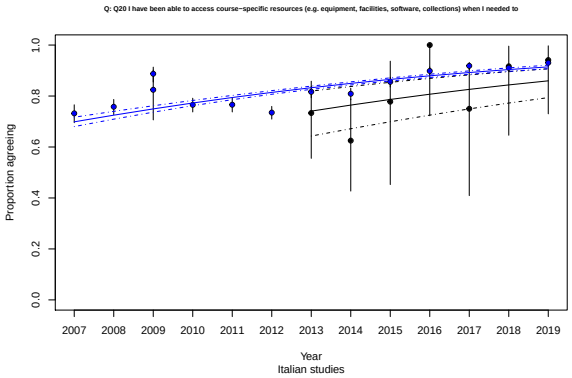
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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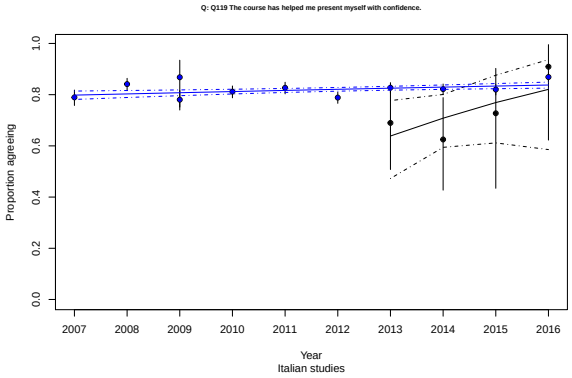
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Italian studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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2007
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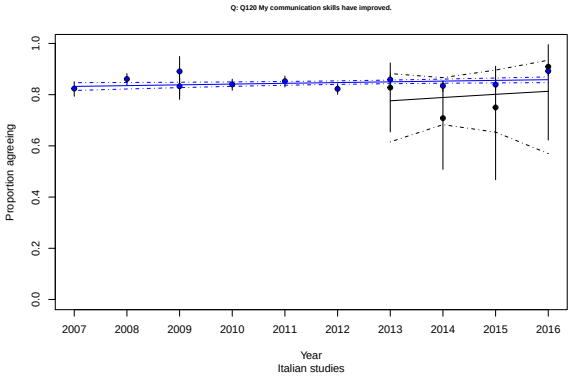
Year
Italian studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
2007
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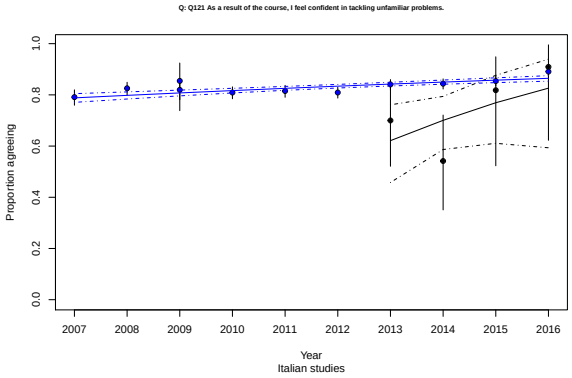
Year
Italian studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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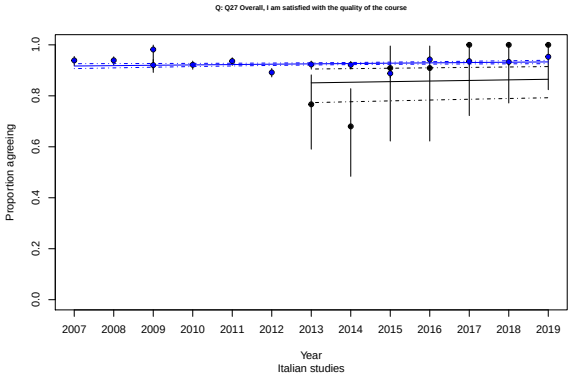
Year
Italian studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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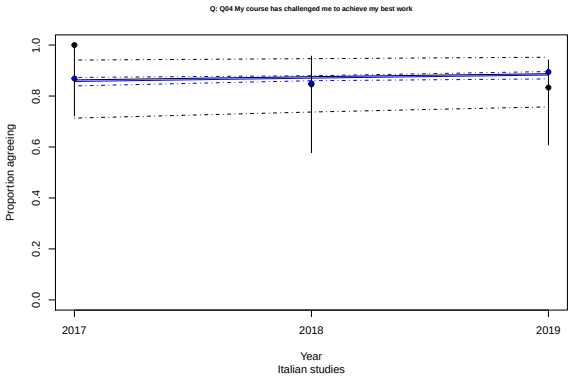
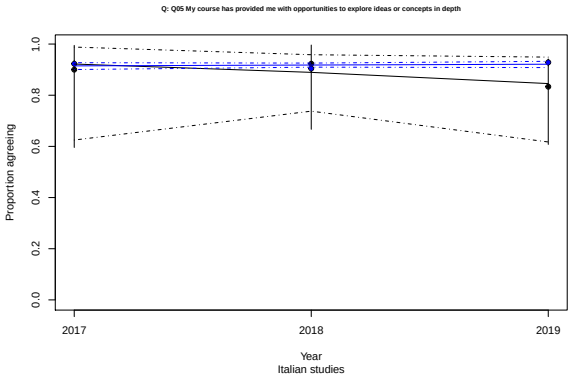
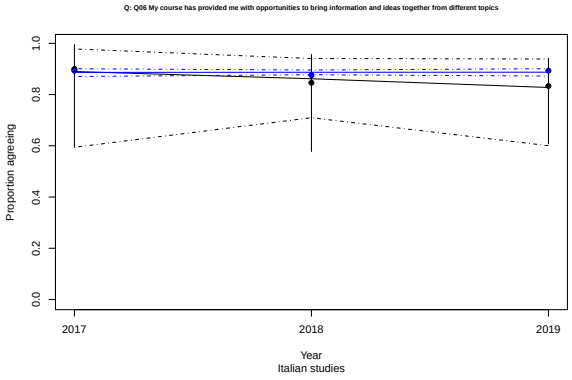
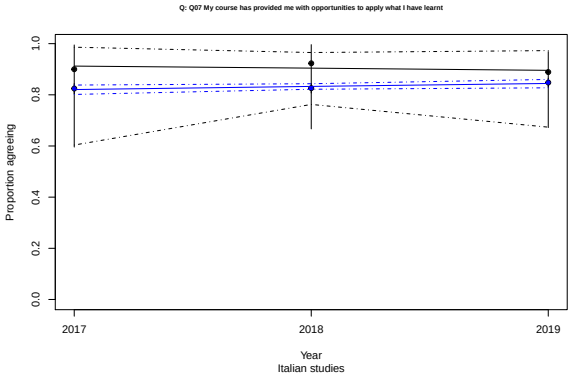
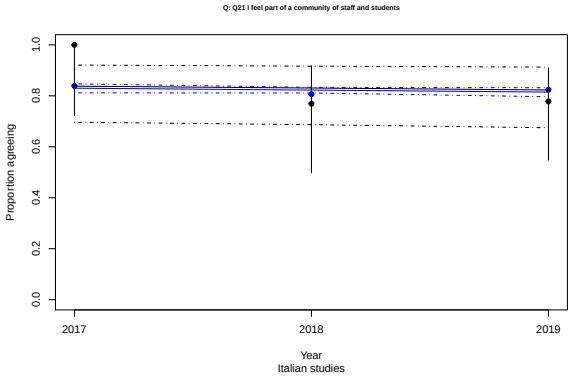
Year
Italian studies

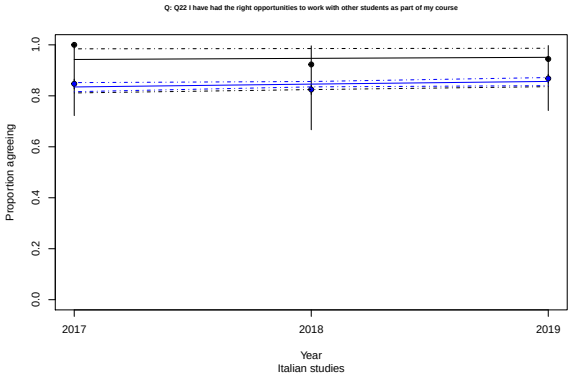

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

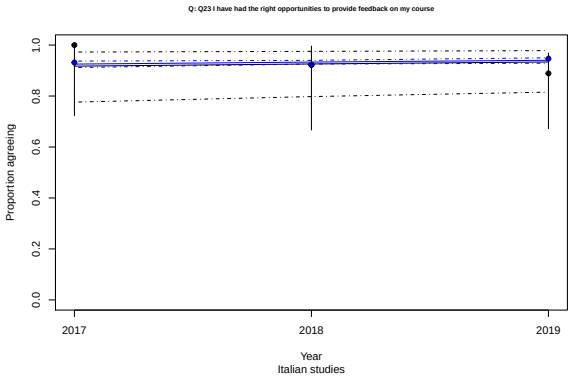

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

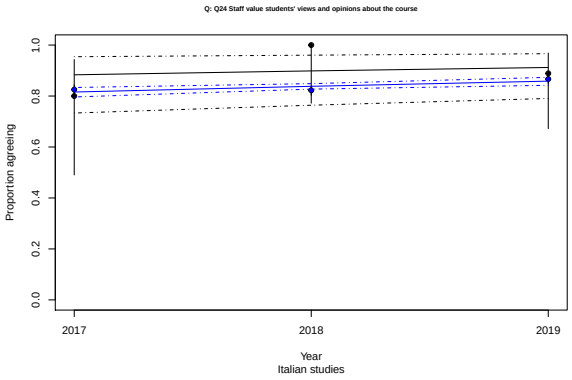

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

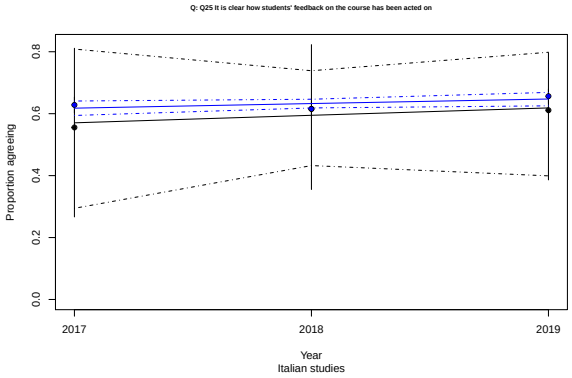

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

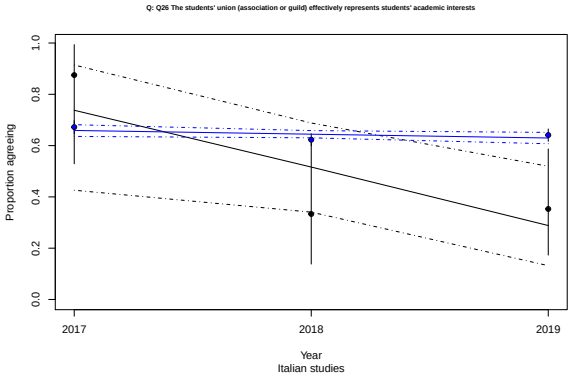

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

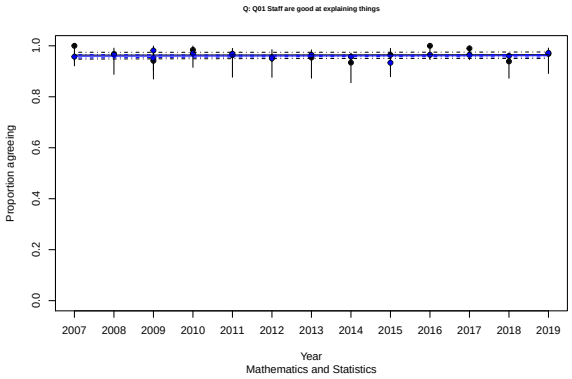

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

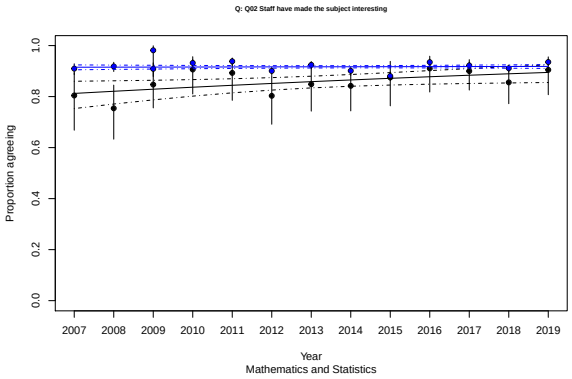

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Italian studies

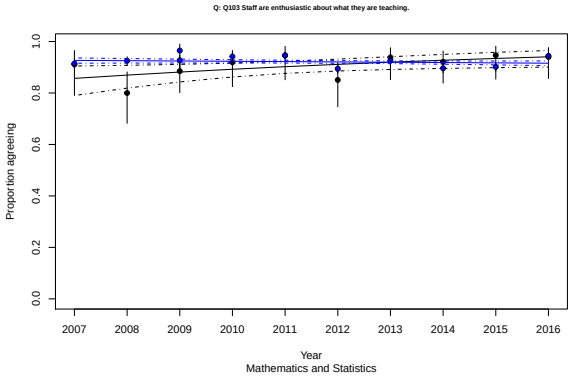

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Italian studies

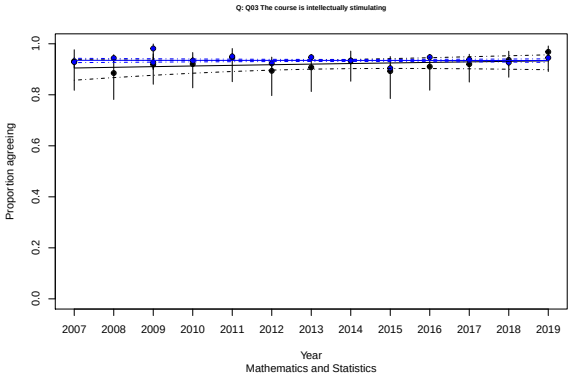
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	Positive	None	None	Below
Q02	None	None	None	Below
Q103	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	Positive	Positive	None	None
Q10	Positive	Positive	Positive	Below
Q11	None	Positive	None	None
Q109	None	Positive	None	None
Q13	Positive	Positive	None	None
Q12	None	Positive	None	None
Q14	Positive	Positive	None	None
Q16	Positive	None	None	Below
Q17	Positive	Positive	Positive	Below
Q15	Positive	Negative	Positive	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	Below
Q120	None	Positive	None	None
Q121	None	Positive	None	Below
Q27	Positive	Positive	None	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	Negative	None	None	Below

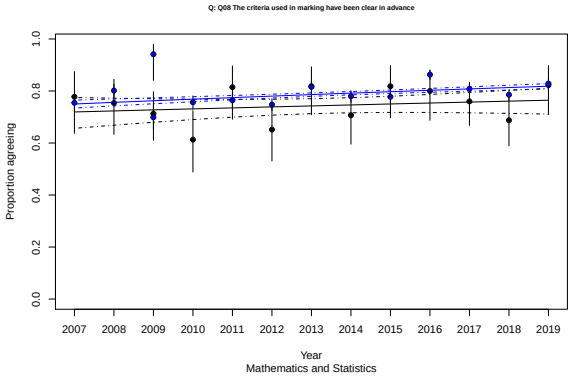
Mathematics and Statistics

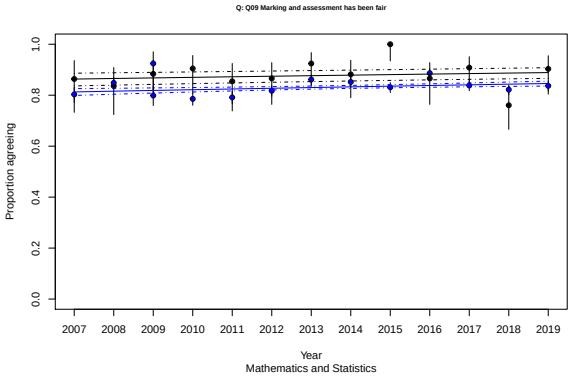


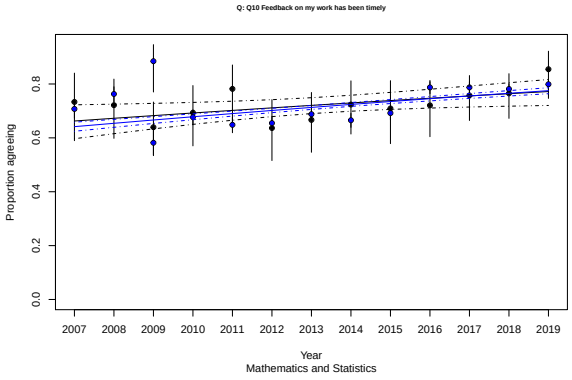











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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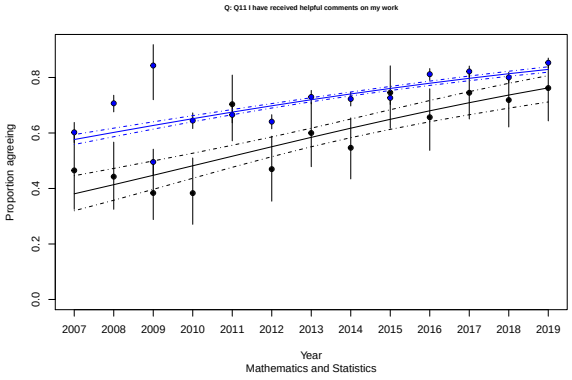
2019
Year
Mathematics and Statistics


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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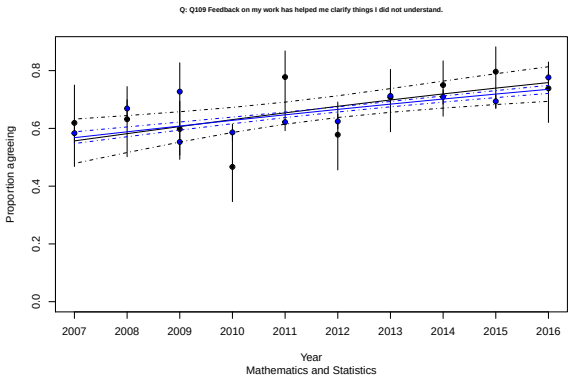
2019
Year
Mathematics and Statistics


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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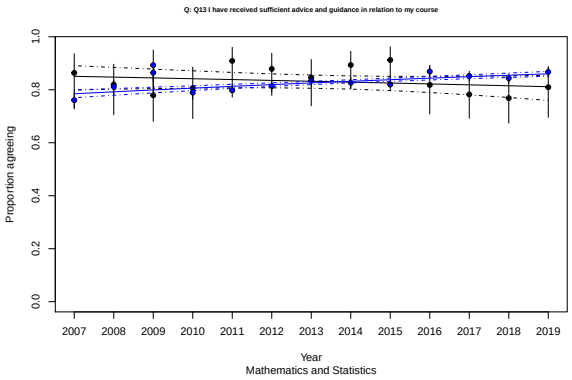
Year
Mathematics and Statistics


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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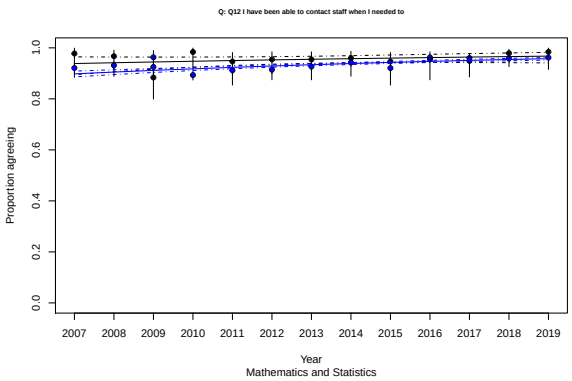
2018
2019
Year
Mathematics and Statistics


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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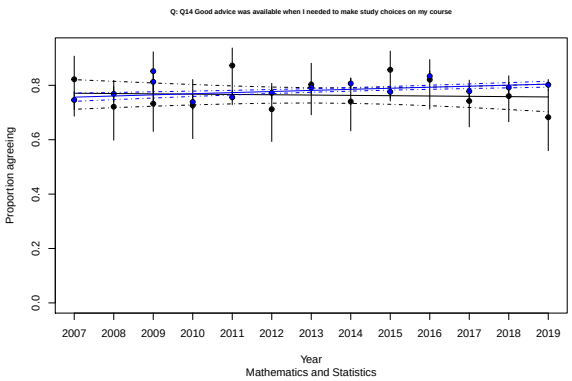
Year
Mathematics and Statistics


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
2008
2009
2010
2011
2012
2013
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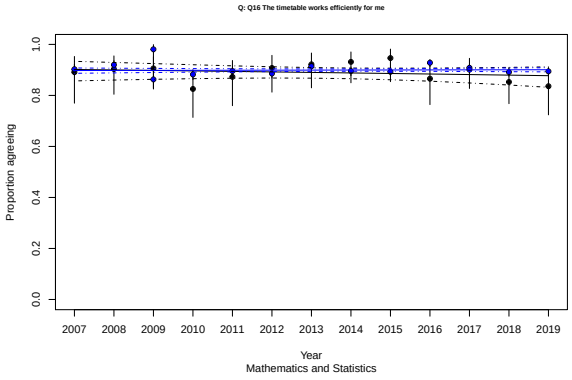
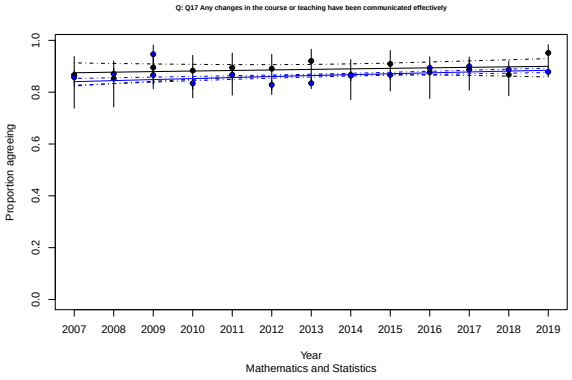
2017
2018
2019
Year
Mathematics and Statistics


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
Year
Mathematics and Statistics


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2015
2016
2017
2018
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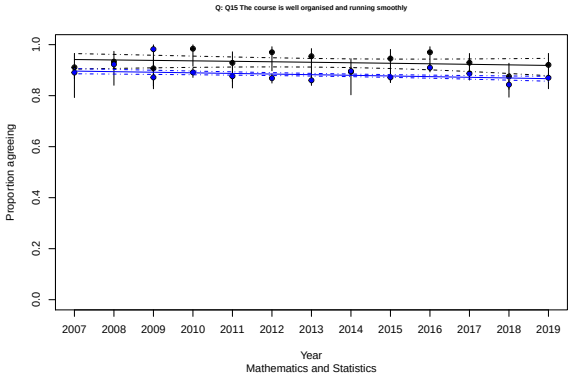
Year
Mathematics and Statistics


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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2010
2011
2012
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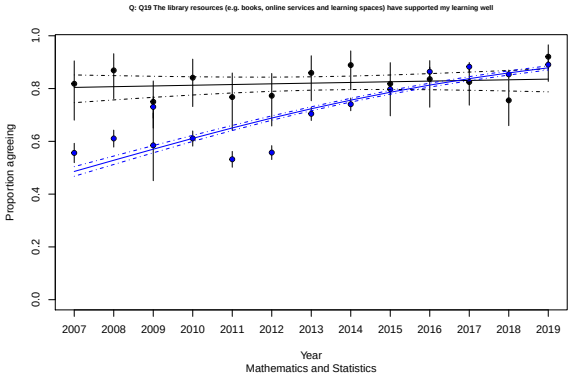
2019
Year
Mathematics and Statistics


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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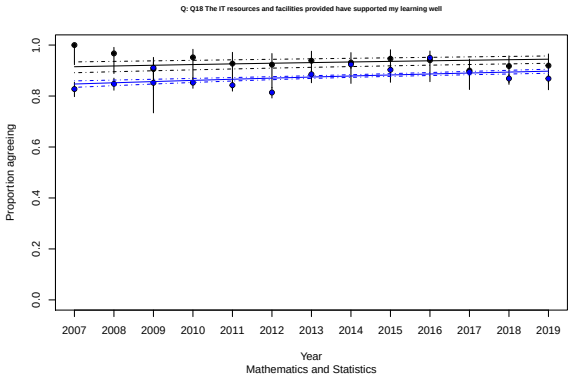
Mathematics and Statistics


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2010
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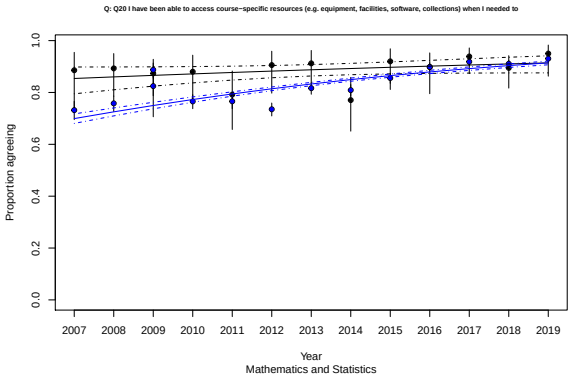
Year
Mathematics and Statistics


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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1.0
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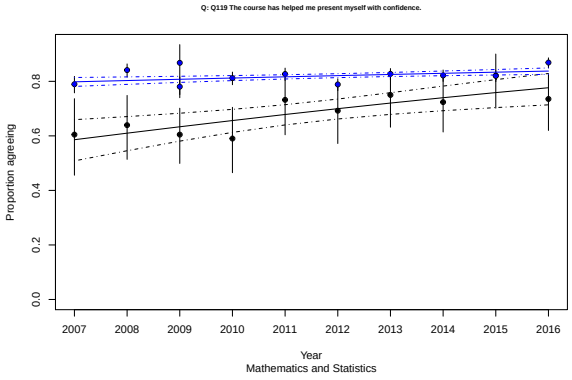
Year
Mathematics and Statistics


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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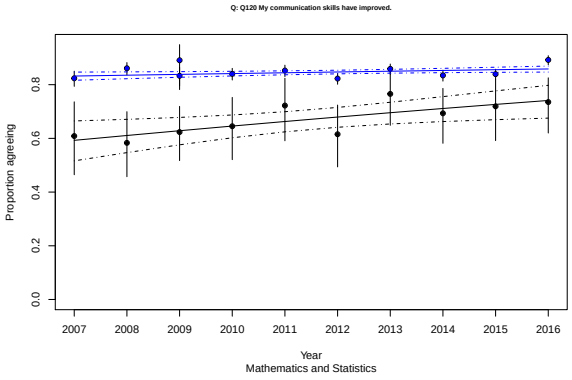
Year
Mathematics and Statistics


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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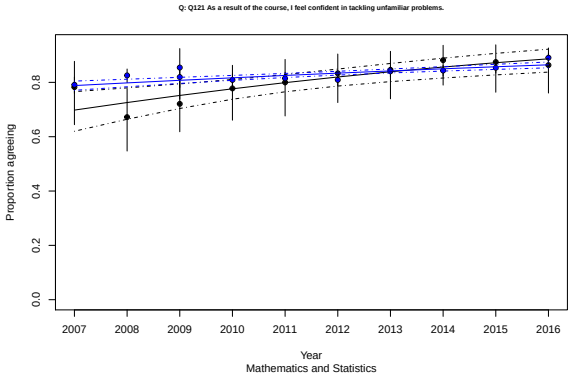
Year
Mathematics and Statistics


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
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2007
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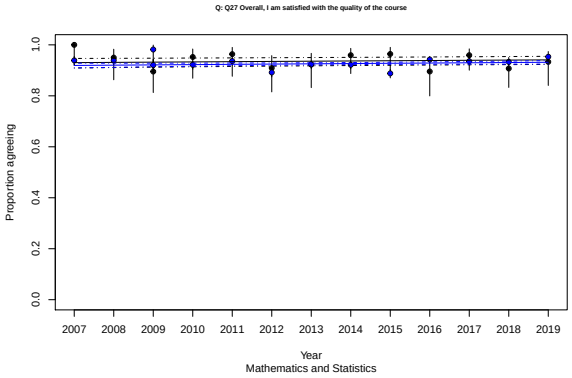
2016
Year
Mathematics and Statistics


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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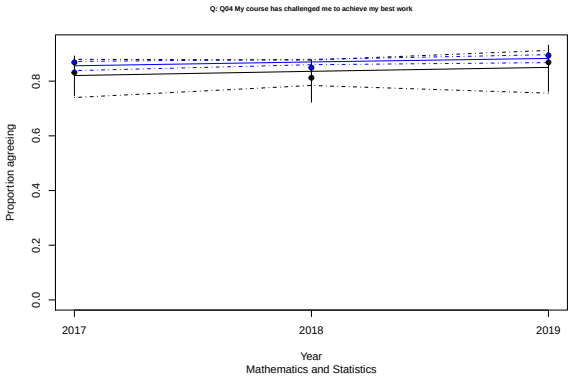
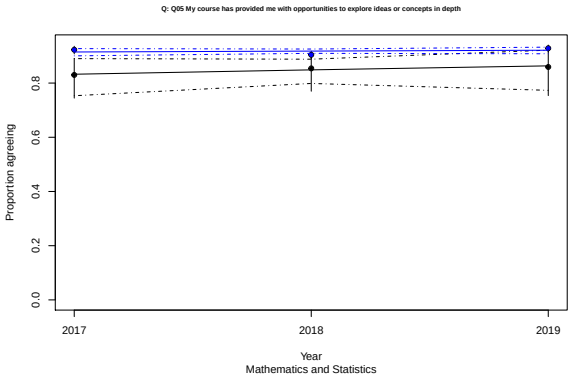
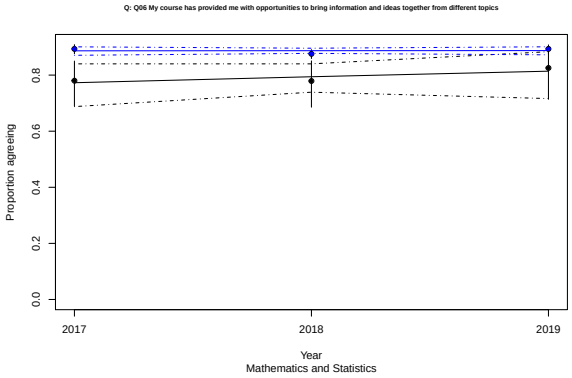
2019
Year
Mathematics and Statistics


Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
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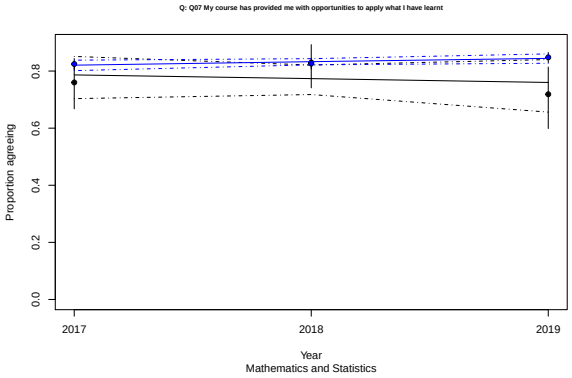
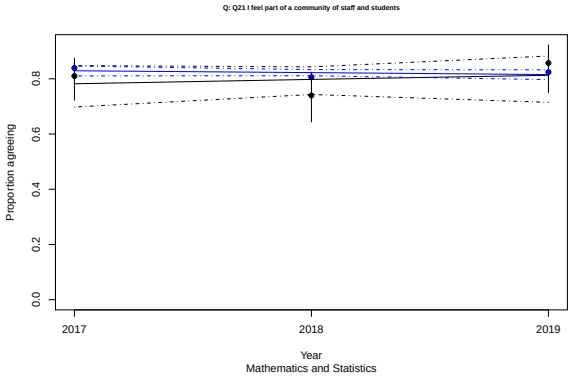
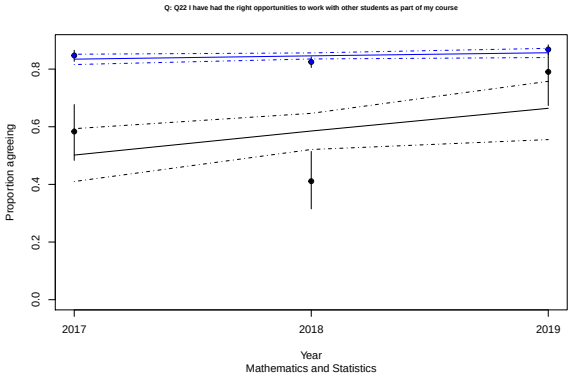
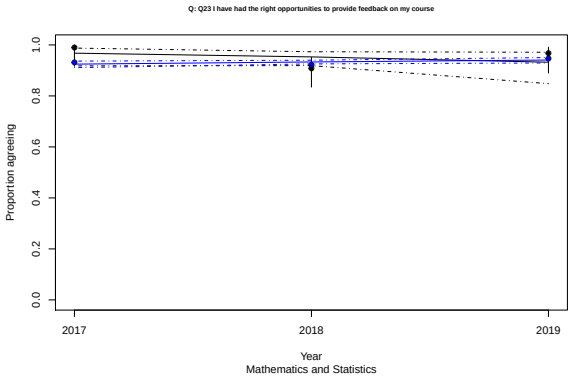
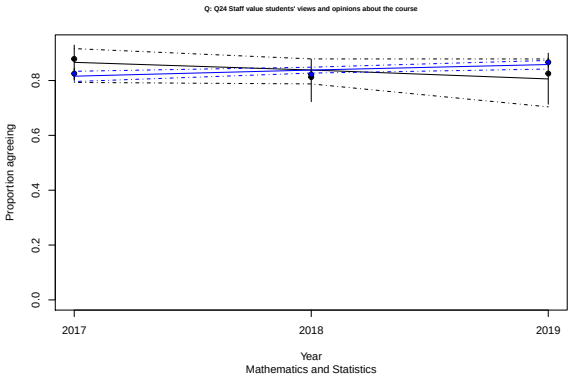
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics

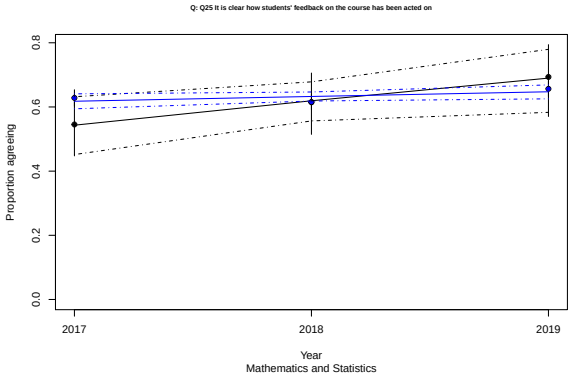

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics

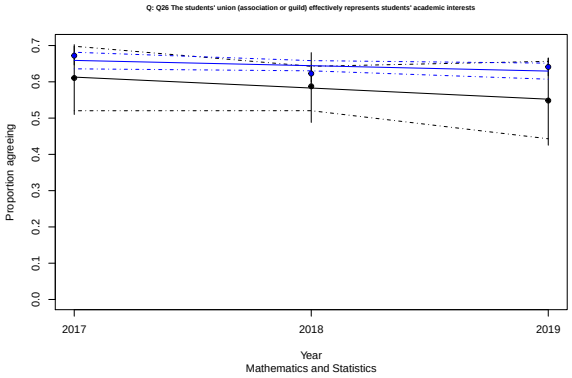

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Mathematics and Statistics

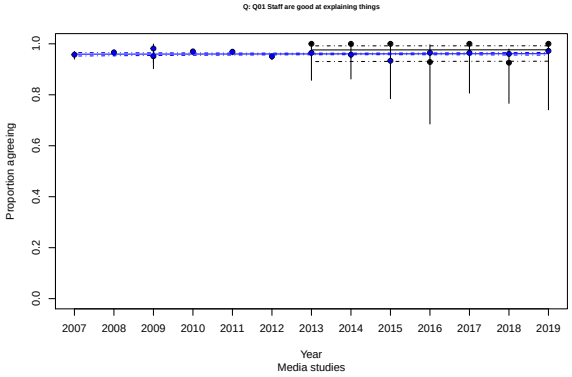

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics

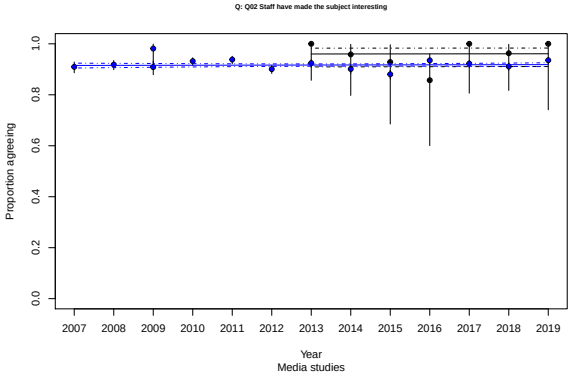

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Mathematics and Statistics

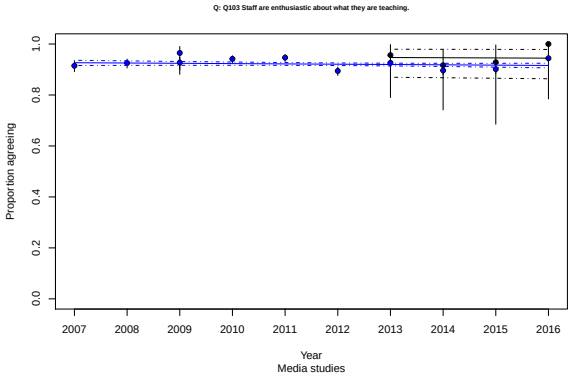

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
2017
2018
2019
Year
Mathematics and Statistics

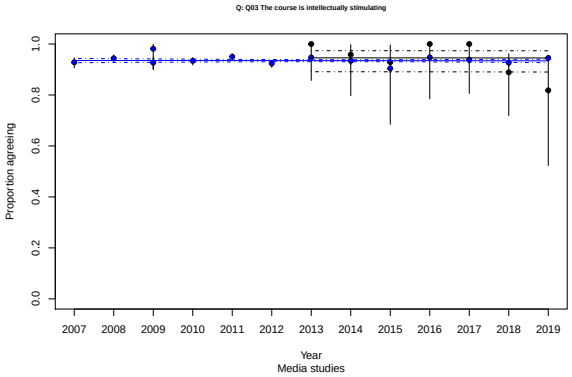
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	Positive	None	None	Below
Q103	Positive	None	Positive	None
Q03	None	None	None	None
Q08	None	Positive	None	Below
Q09	None	Positive	None	Above
Q10	Positive	Positive	None	None
Q11	Positive	Positive	None	Below
Q109	Positive	Positive	None	None
Q13	None	Positive	Negative	None
Q12	None	Positive	None	Above
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	Above
Q19	None	Positive	Negative	Above
Q18	None	Positive	None	Above
Q20	None	Positive	Negative	Above
Q119	Positive	Positive	Positive	Below
Q120	Positive	Positive	None	Below
Q121	Positive	Positive	Positive	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	Below
Q06	None	None	None	Below
Q07	None	None	None	Below
Q21	None	None	None	None
Q22	Positive	None	None	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

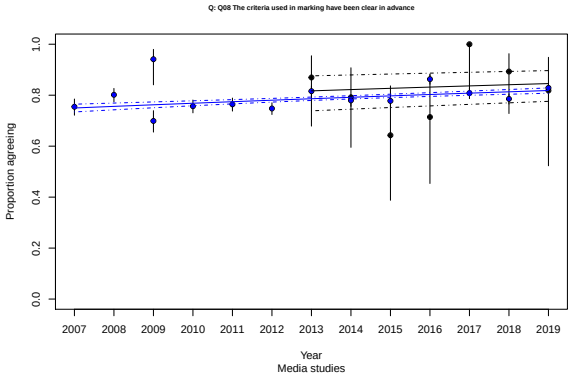
Media studies

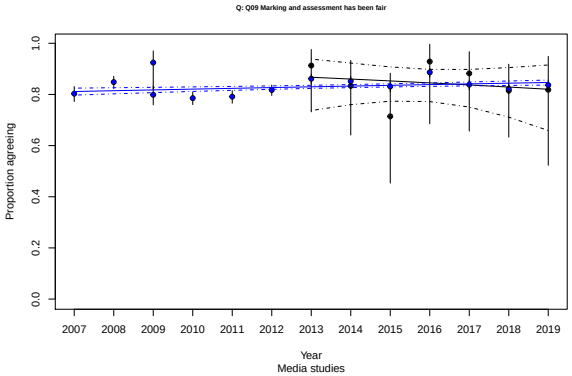


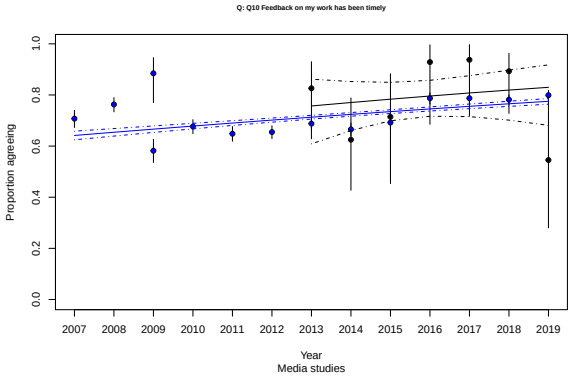











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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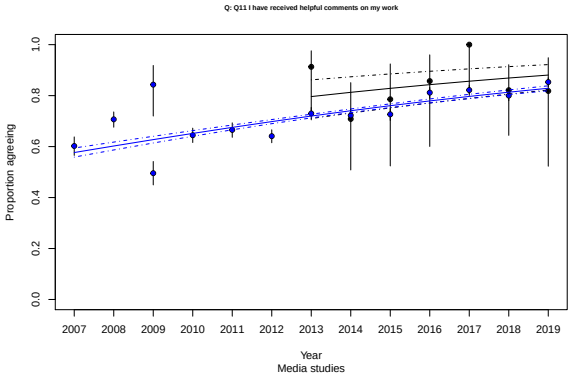
Year
Media studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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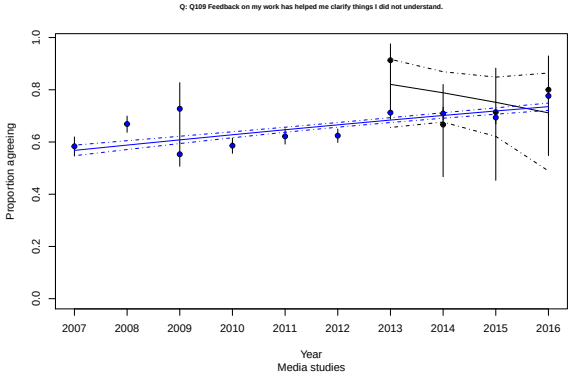
2019
Year
Media studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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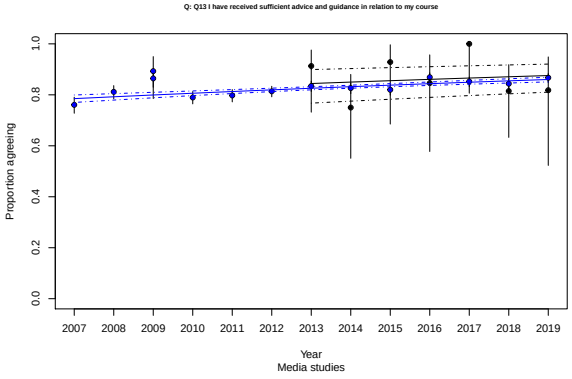
2016
Year
Media studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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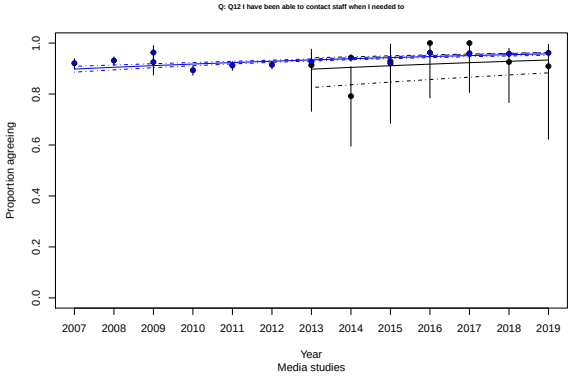
2019
Year
Media studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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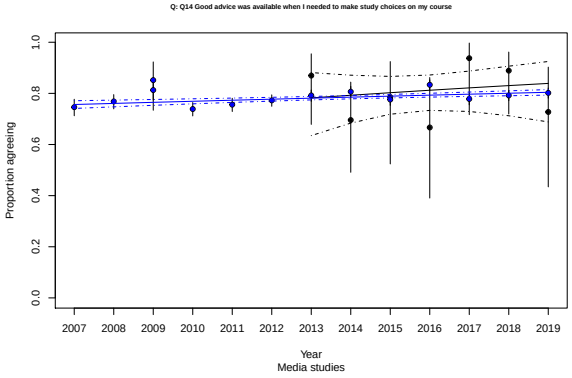
Year
Media studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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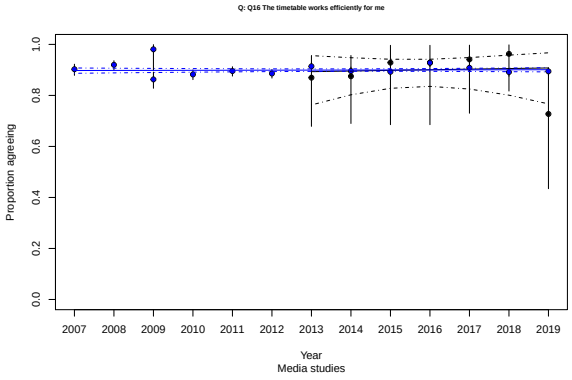
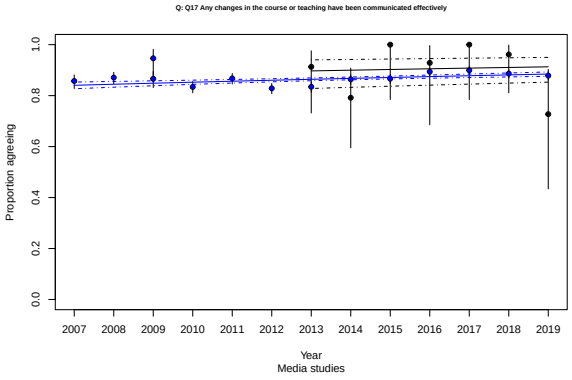
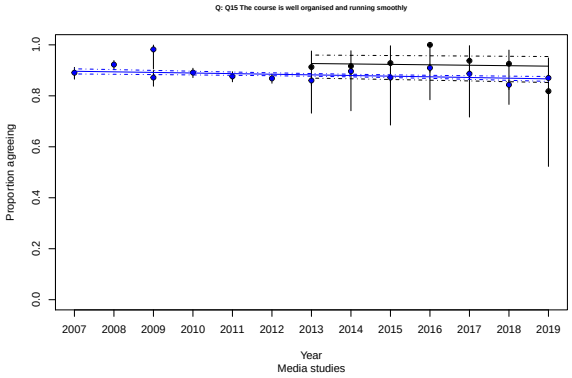
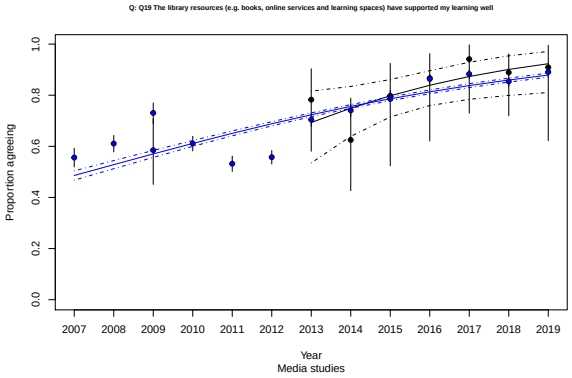
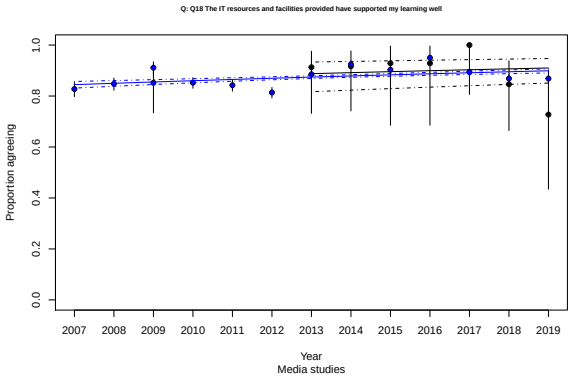
Year
Media studies

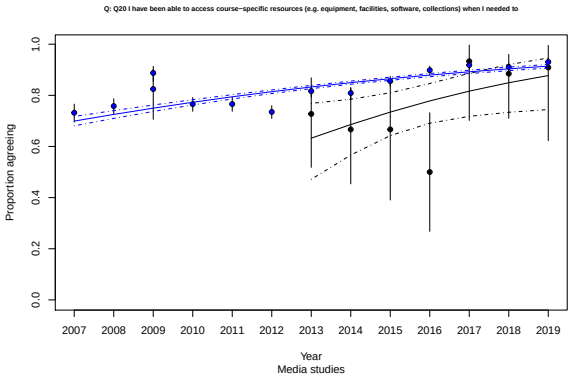

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies

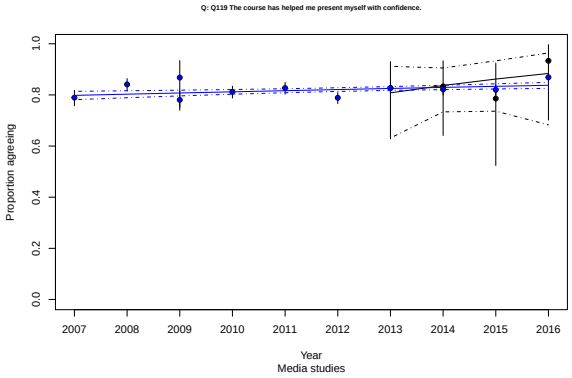

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Media studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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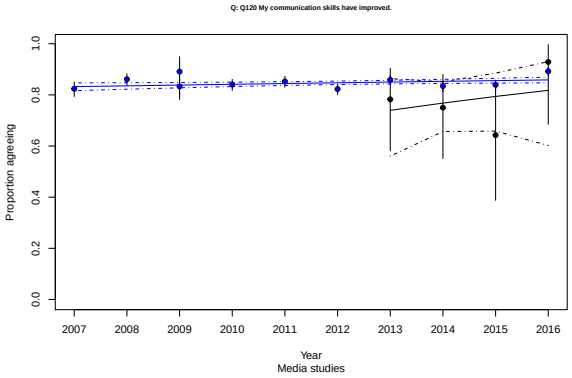
Year
Media studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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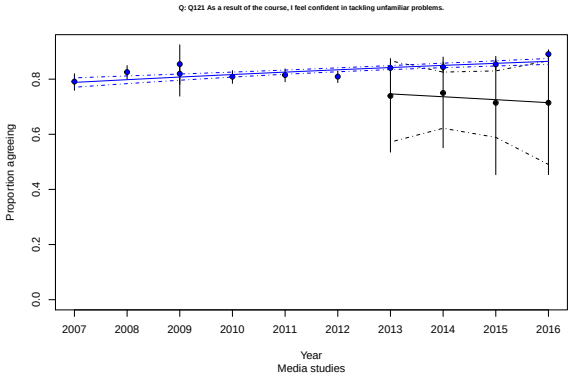
Year
Media studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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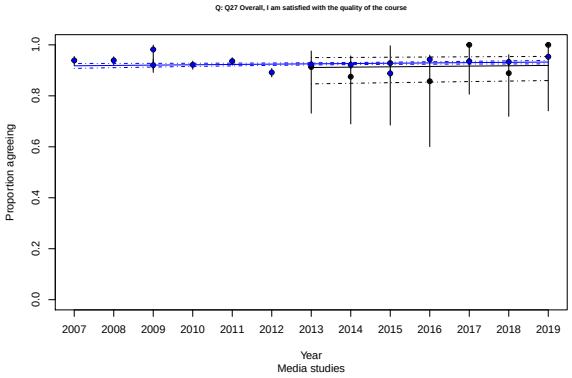
Year
Media studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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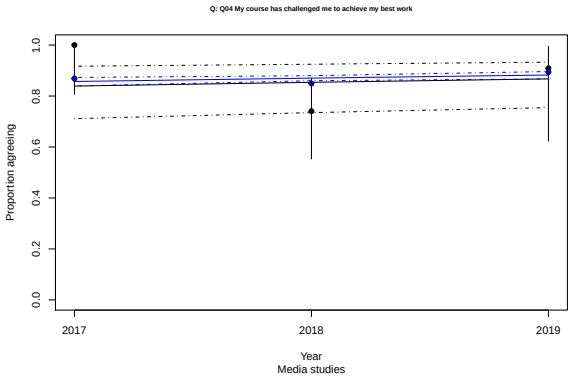
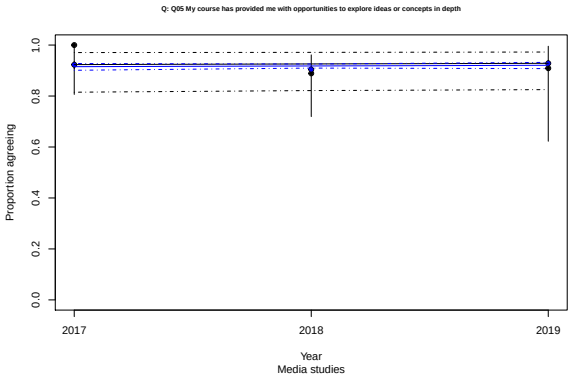
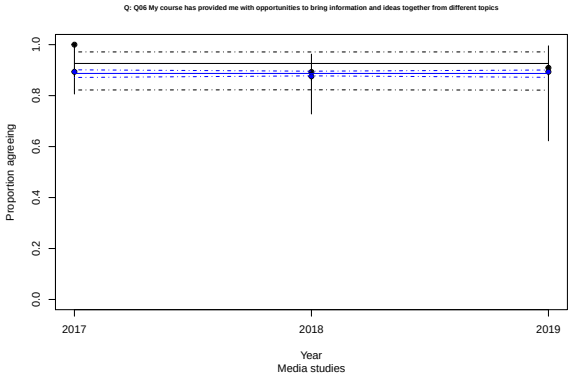
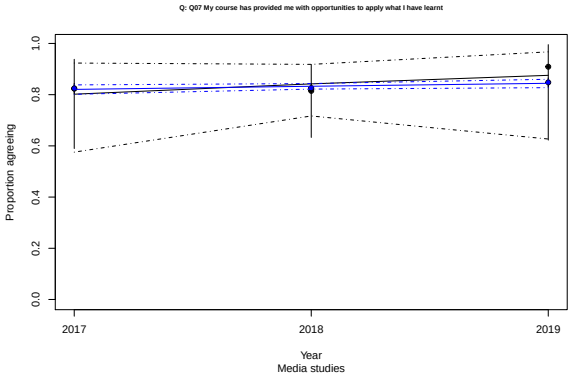
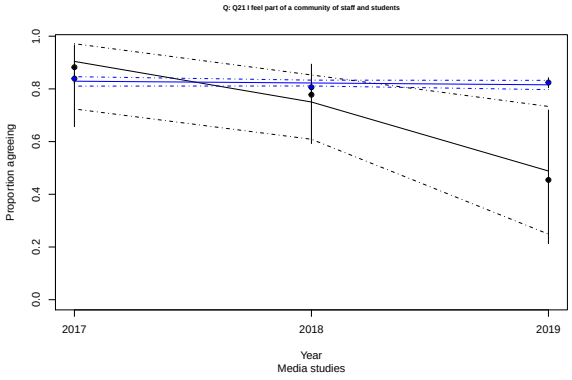
Media studies

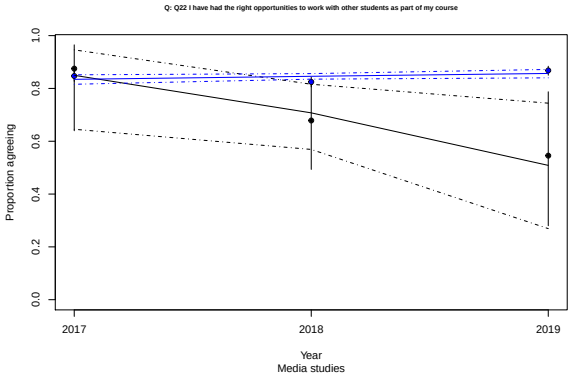

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

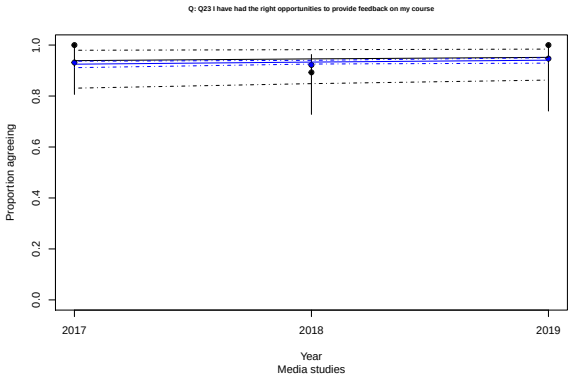

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

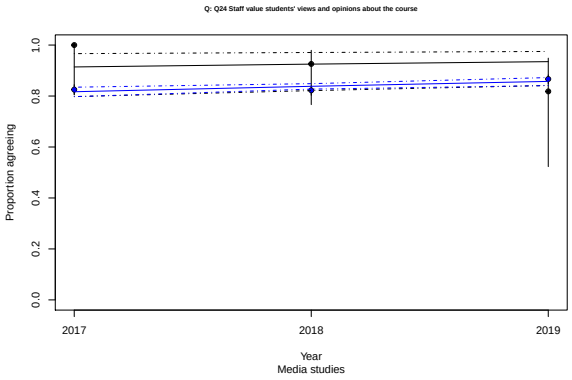

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

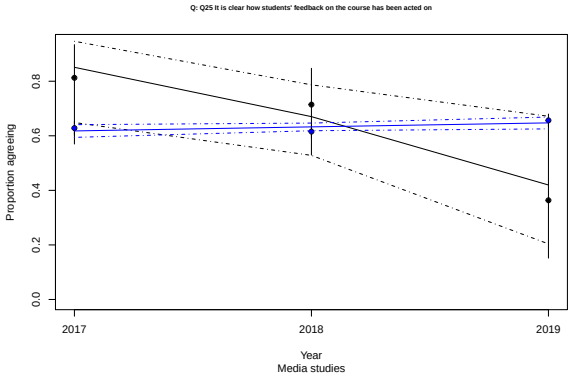

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

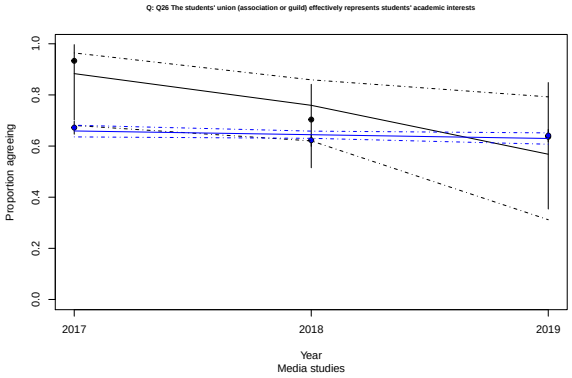

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

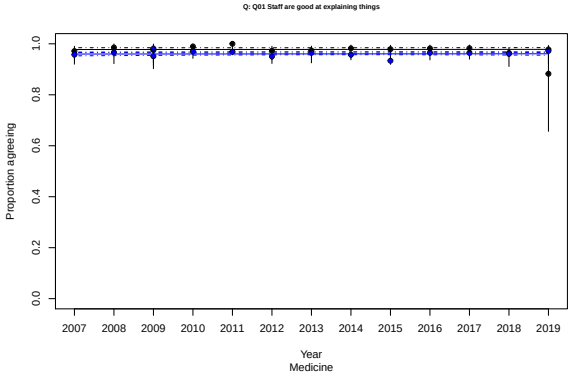

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

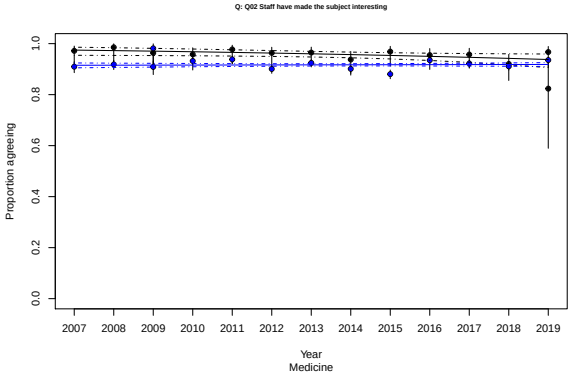

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Media studies

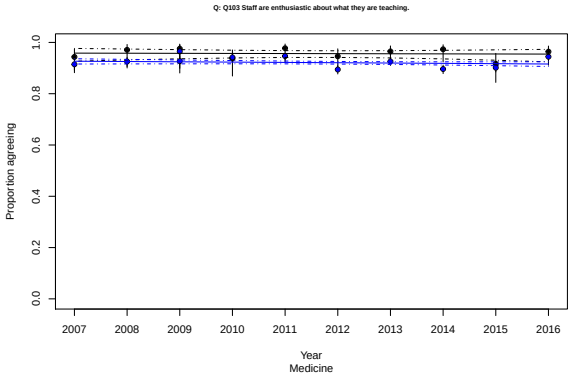

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Media studies

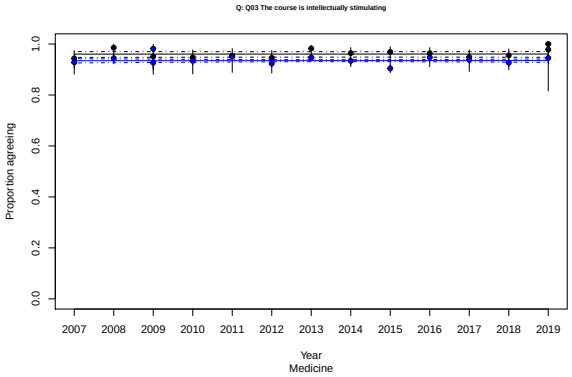
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	None
Q11	None	Positive	None	Above
Q109	None	Positive	None	Above
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	None	Above
Q18	None	Positive	None	None
Q20	Positive	Positive	None	Below
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	Below
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	Negative	None	Negative	None
Q22	None	None	Negative	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	Negative	None	Negative	None
Q26	None	None	None	None

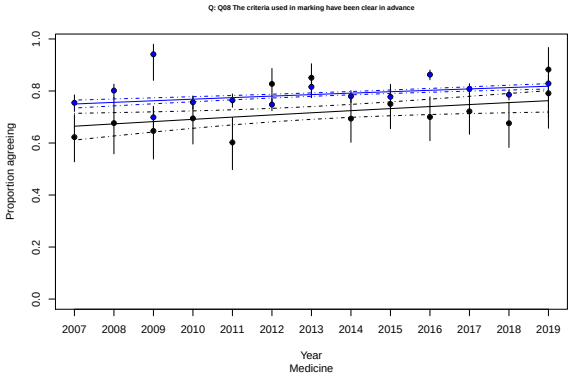
Medicine

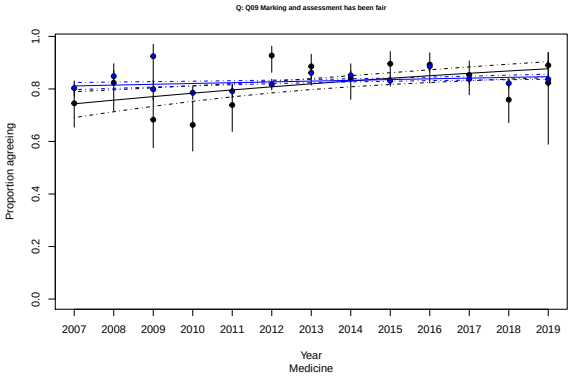

Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Medicine

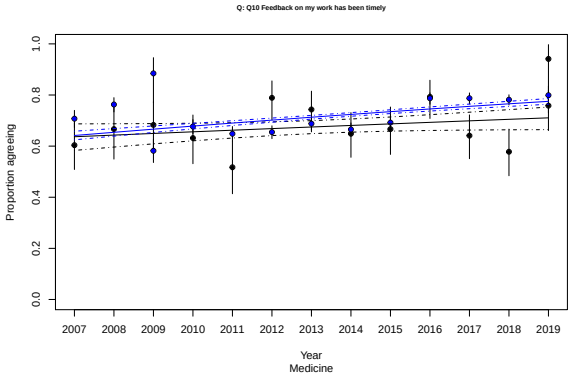

Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Medicine


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
Year
Medicine


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Medicine


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Medicine


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Medicine


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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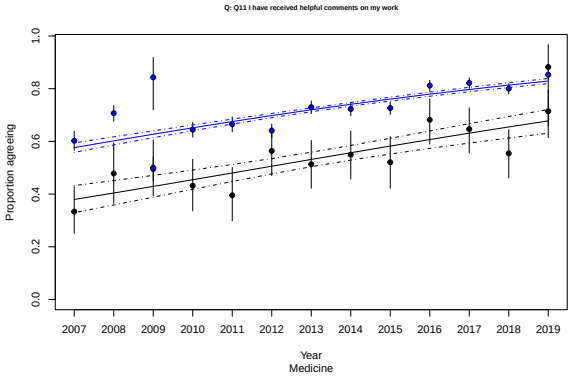
Year
Medicine


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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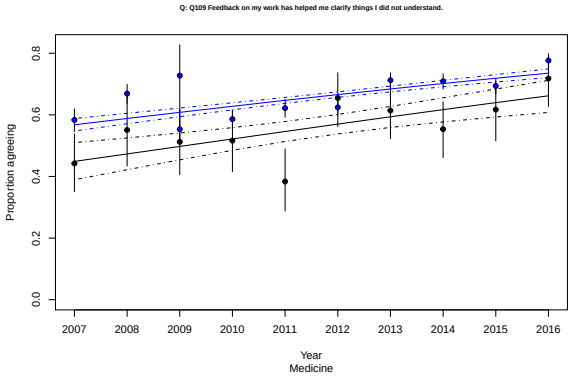
Year
Medicine


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
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0.6
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2007
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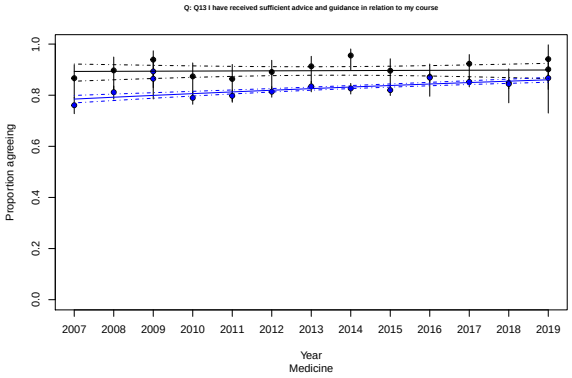
Year
Medicine


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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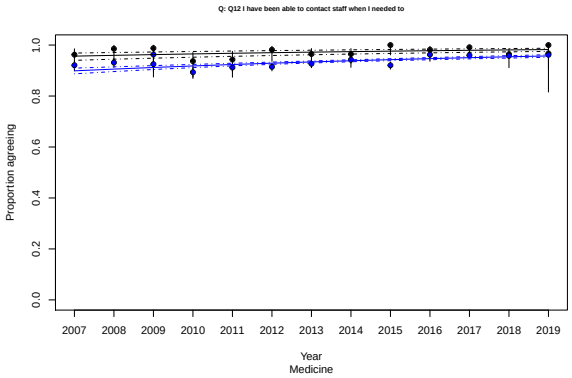
Year
Medicine


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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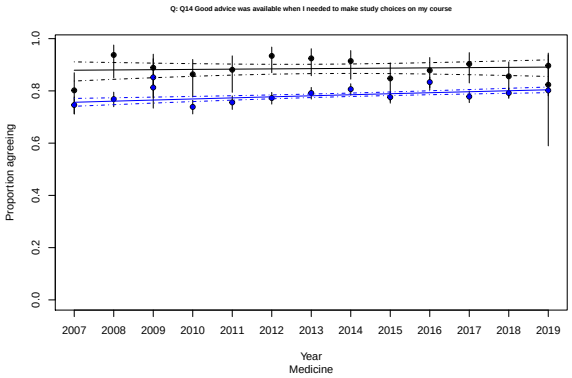
Year
Medicine


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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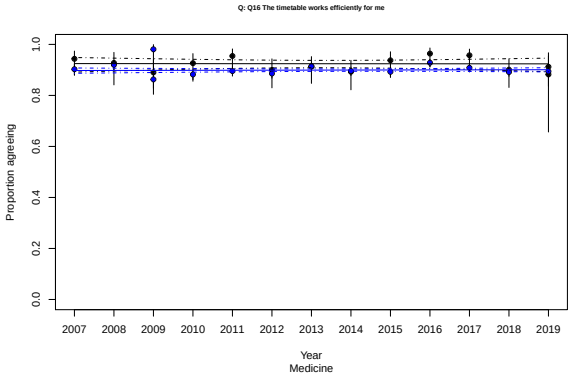
Year
Medicine


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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2007
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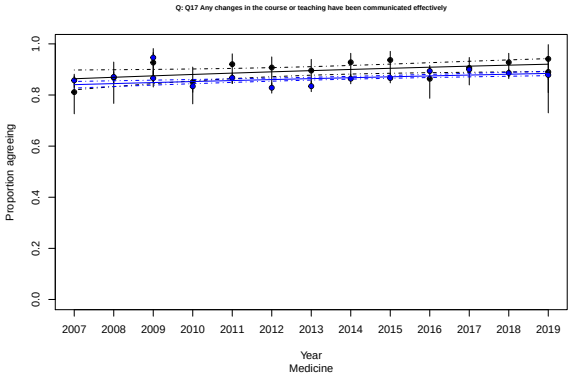
Medicine


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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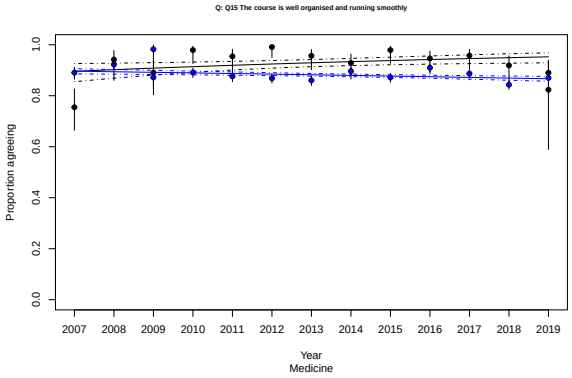
2019
Year
Medicine


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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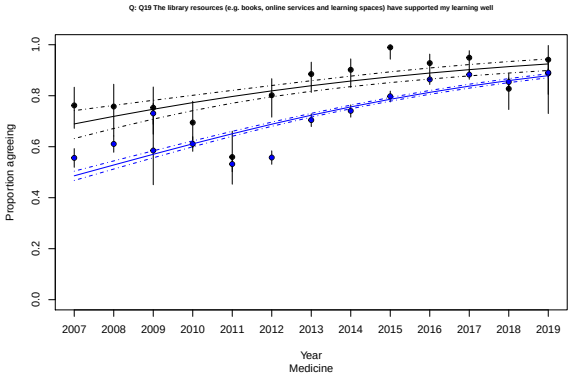
Year
Medicine


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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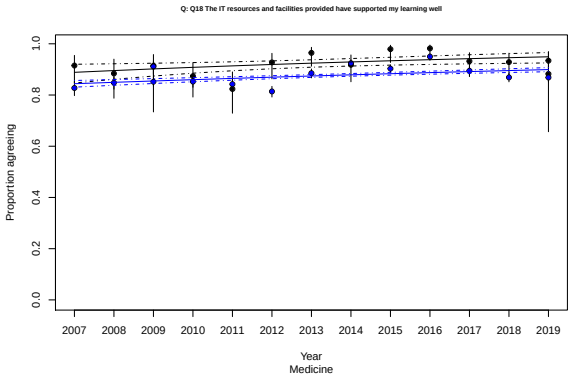
2019
Year
Medicine


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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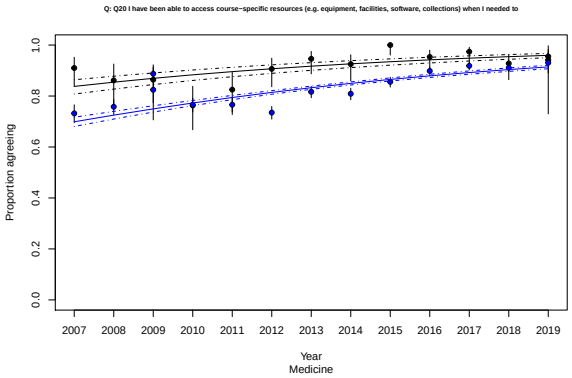
Year
Medicine


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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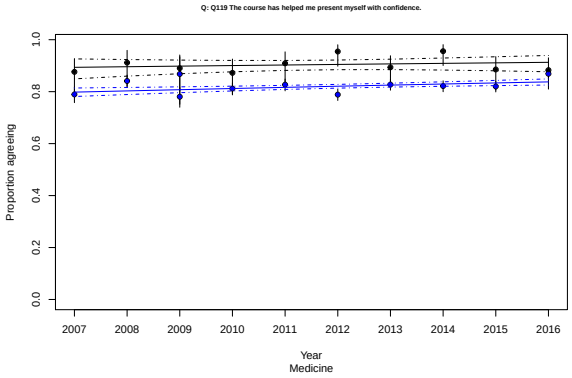
Year
Medicine


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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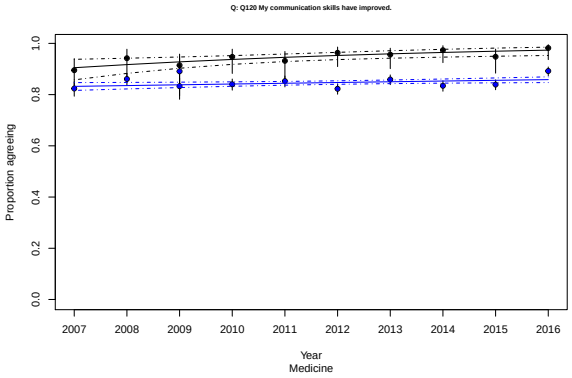
2016
Year
Medicine


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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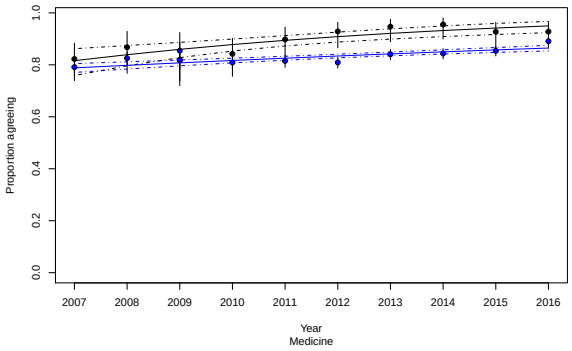
Year
Medicine


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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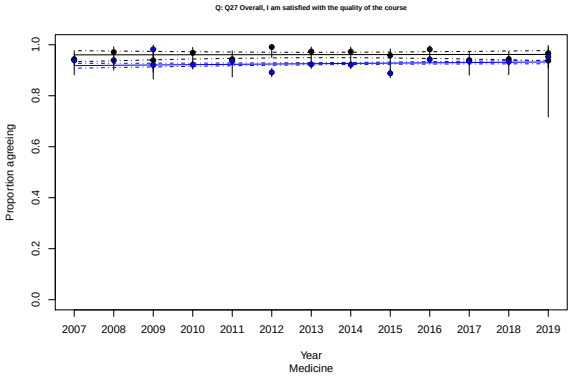
Year
Medicine


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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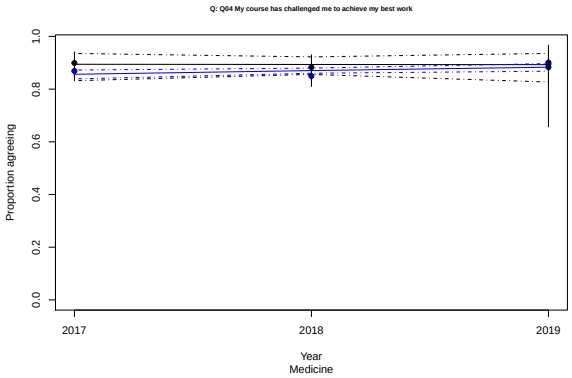
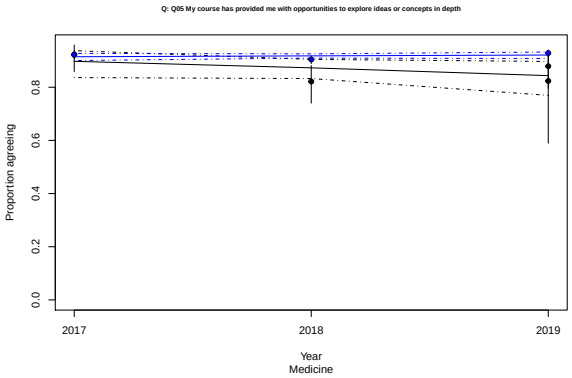
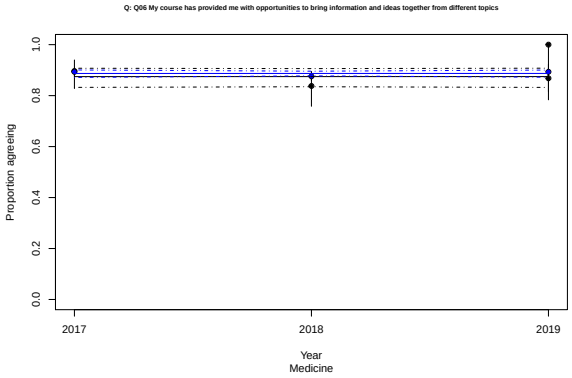
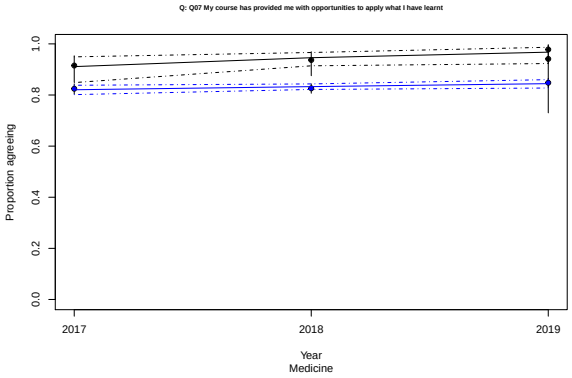
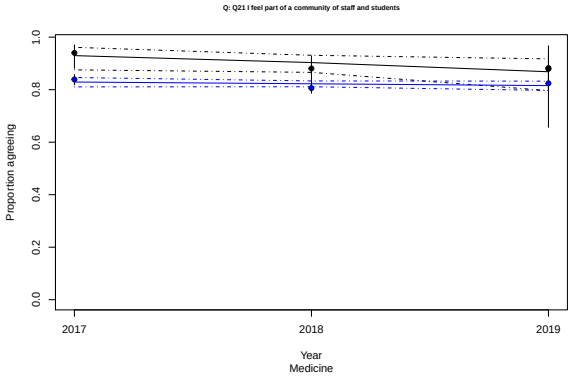
2019
Year
Medicine

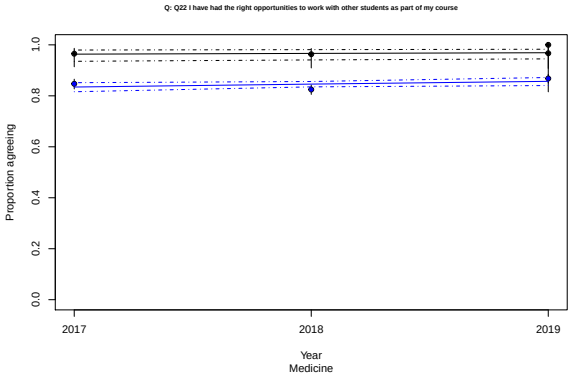

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Medicine


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Medicine


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Medicine


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Medicine


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Medicine


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
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2017
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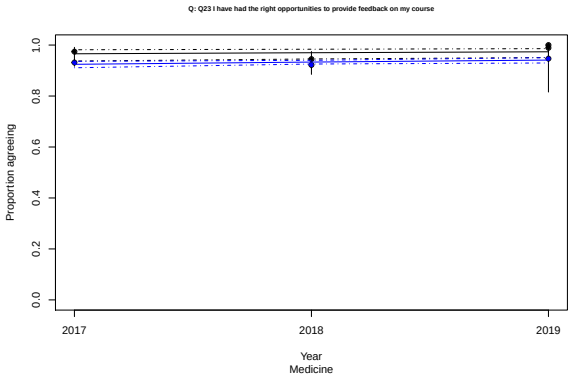
Year
Medicine


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
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0.4
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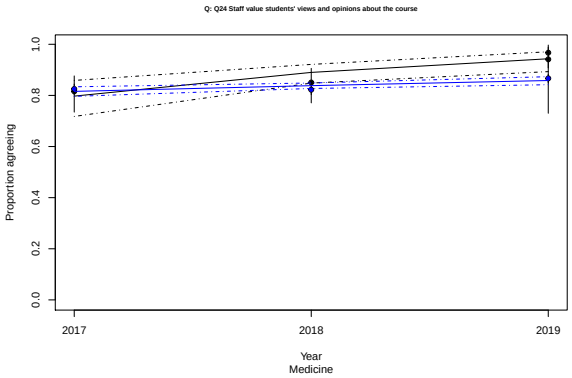
0.8
1.0
2017
2018
2019
Year
Medicine


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
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1.0
2017
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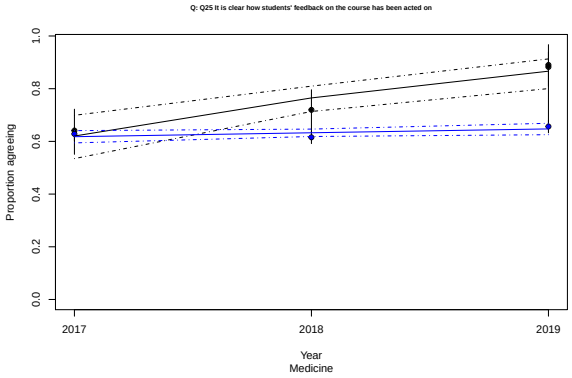
2019
Year
Medicine


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
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0.8
1.0
2017
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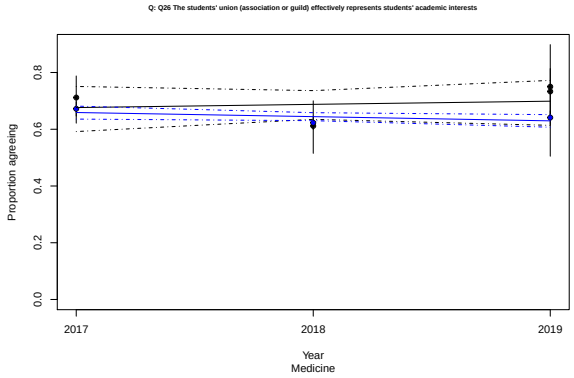
2019
Year
Medicine


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Medicine

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Above
Q02	Negative	None	Negative	Above
Q103	None	None	None	Above
Q03	None	None	None	Above
Q08	Positive	Positive	None	Below
Q09	Positive	Positive	Positive	None
Q10	None	Positive	None	Below
Q11	Positive	Positive	None	Below
Q109	Positive	Positive	None	Below
Q13	None	Positive	None	Above
Q12	None	Positive	None	Above
Q14	None	Positive	None	Above
Q16	None	None	None	Above
Q17	Positive	Positive	None	Above
Q15	Positive	Negative	Positive	Above
Q19	Positive	Positive	None	Above
Q18	Positive	Positive	None	Above
Q20	Positive	Positive	None	Above
Q119	None	Positive	None	Above
Q120	Positive	Positive	Positive	Above
Q121	Positive	Positive	Positive	Above
Q27	None	Positive	None	Above
Q04	None	Positive	None	None
Q05	None	None	None	Below
Q06	None	None	None	None
Q07	None	None	None	Above
Q21	None	None	None	Above
Q22	None	None	None	Above
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Q24	Positive	Positive	Positive	None
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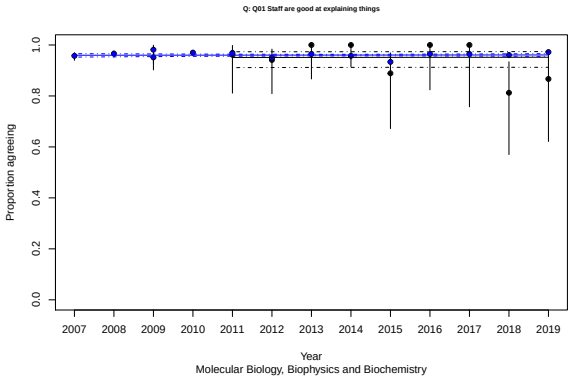
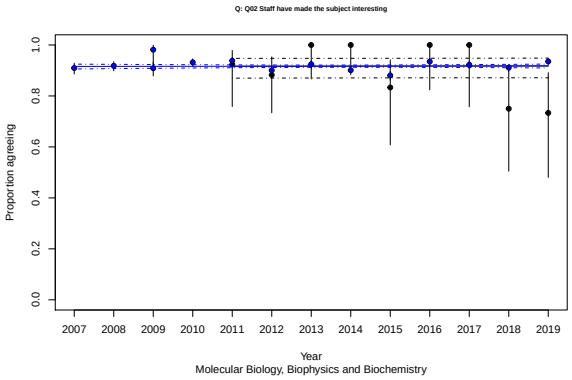
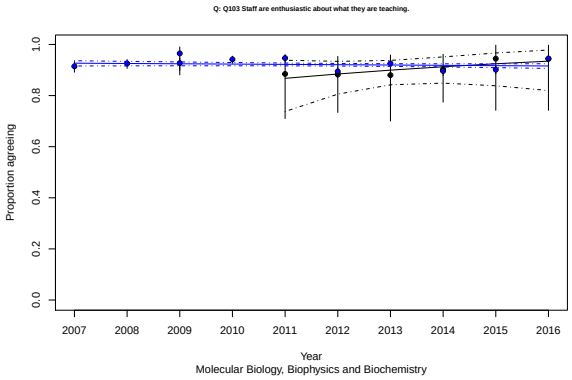
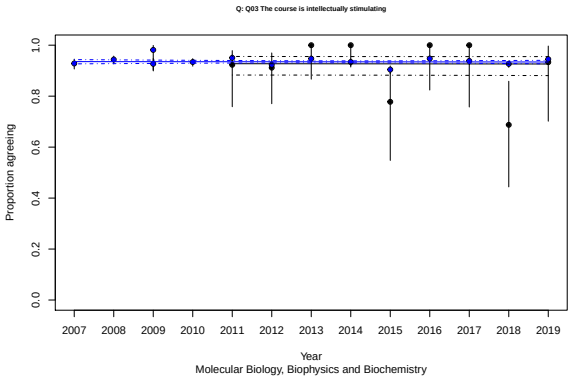
Q26	None	None	None	None

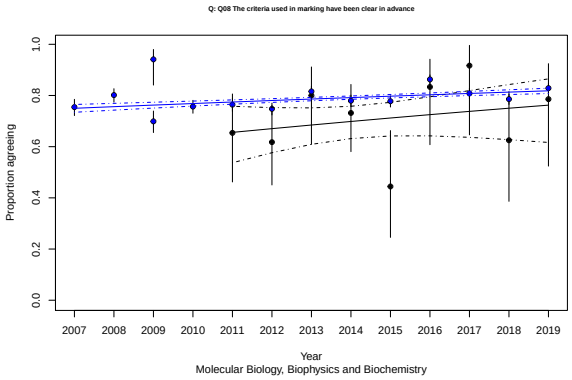
Molecular Biology, Biophysics and Biochemistry

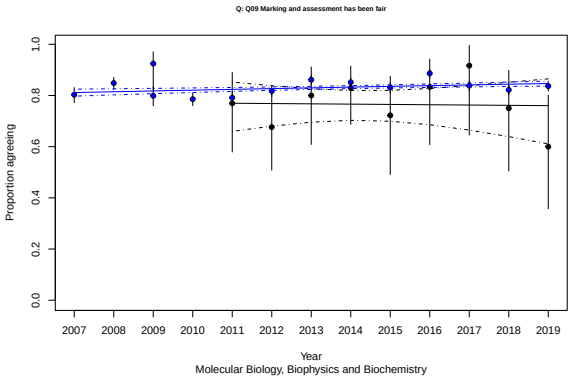


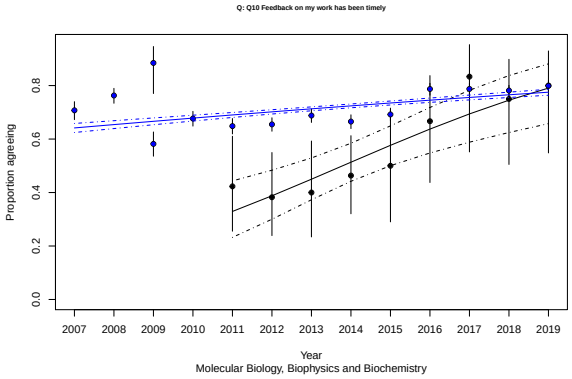











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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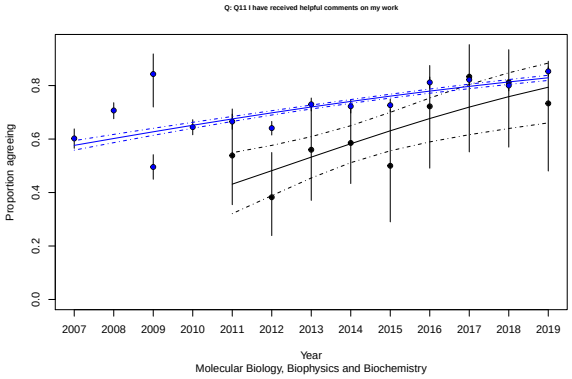
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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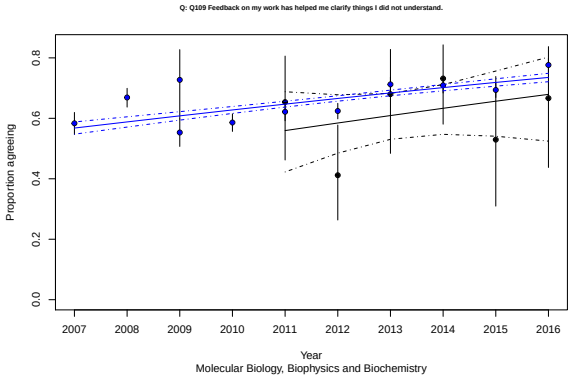
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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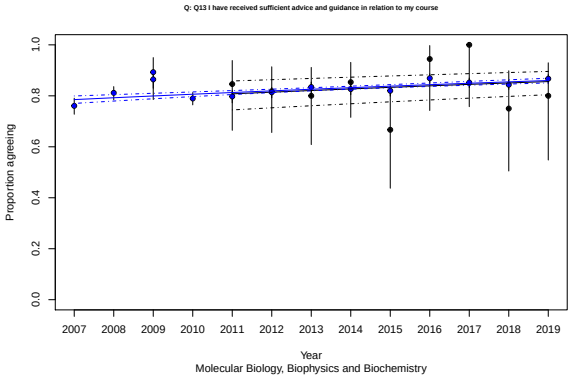
2016
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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2016
2017
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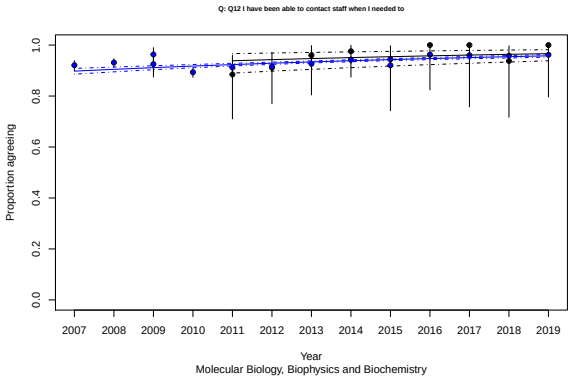
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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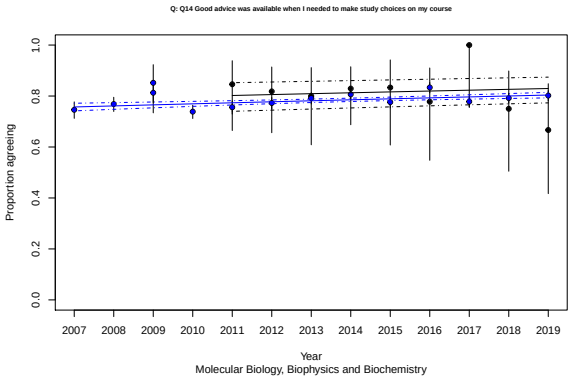
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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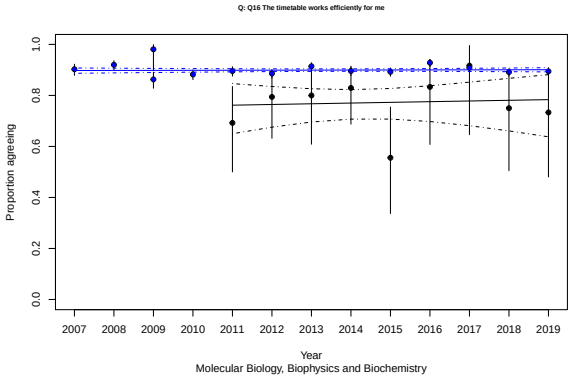
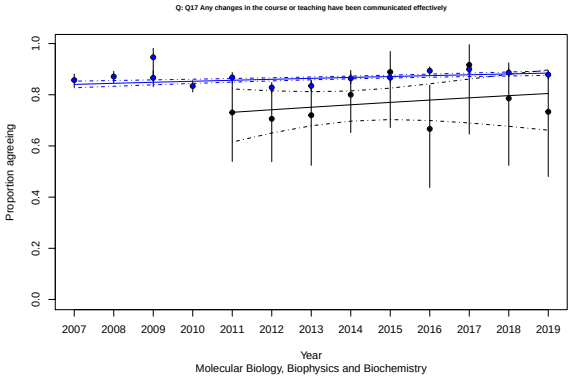
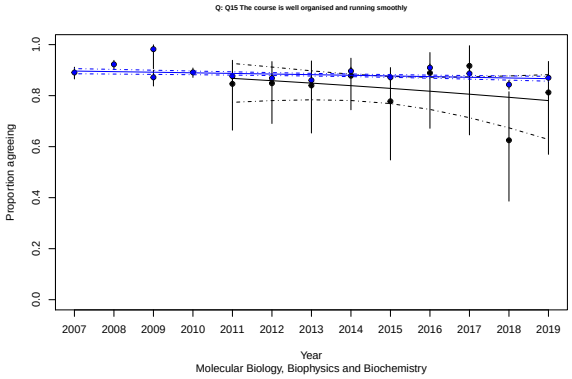
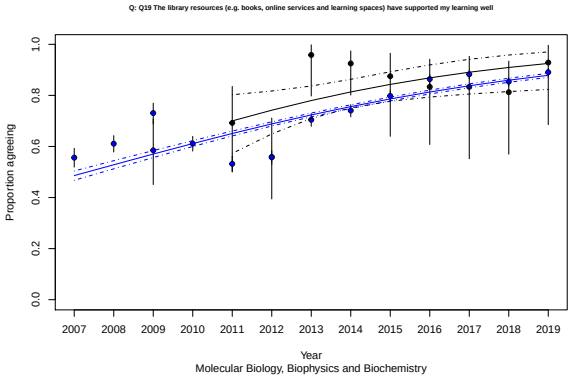
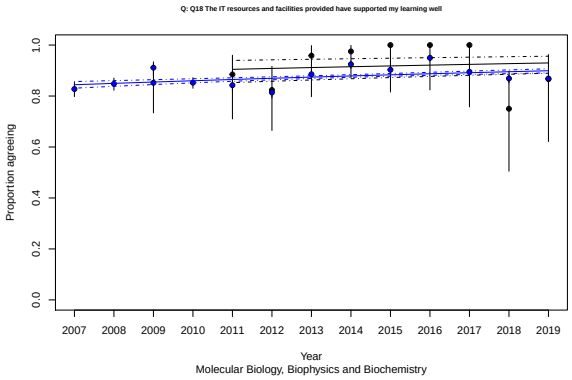
Year
Molecular Biology, Biophysics and Biochemistry

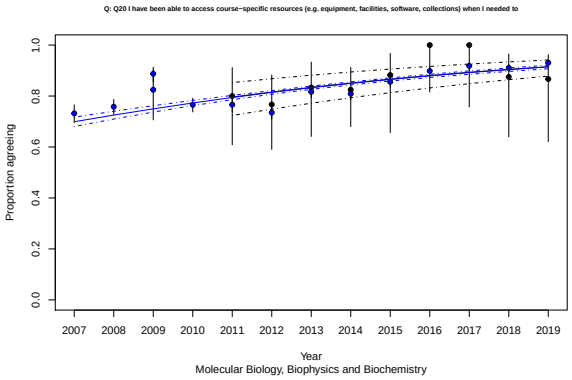

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry

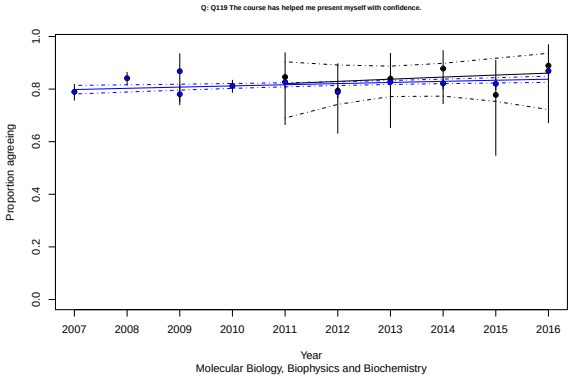

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
2007
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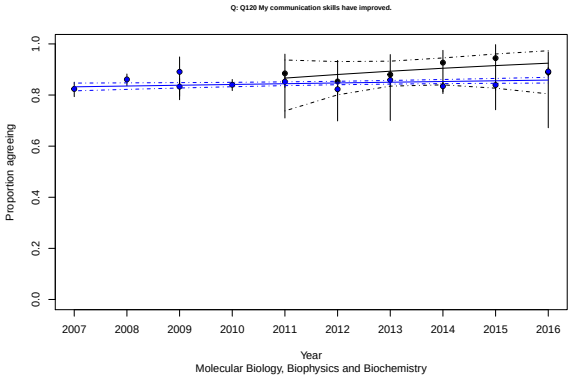
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
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2007
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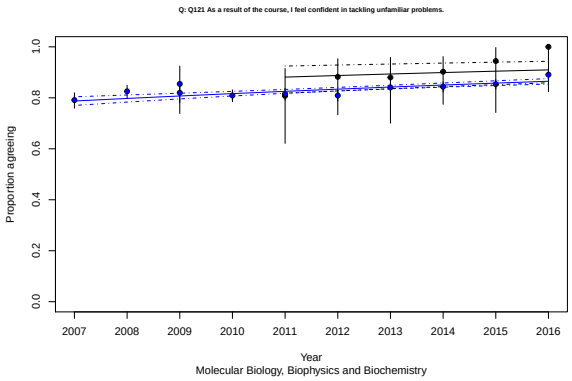
2015
2016
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
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2007
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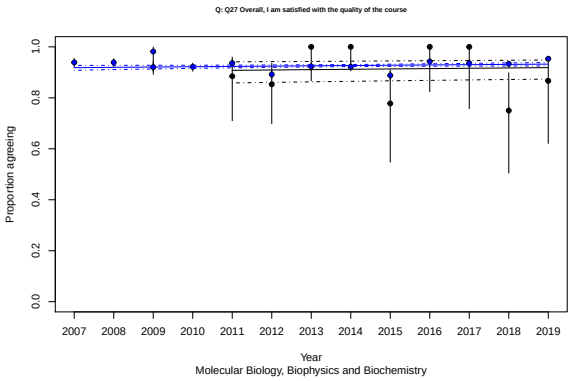
2016
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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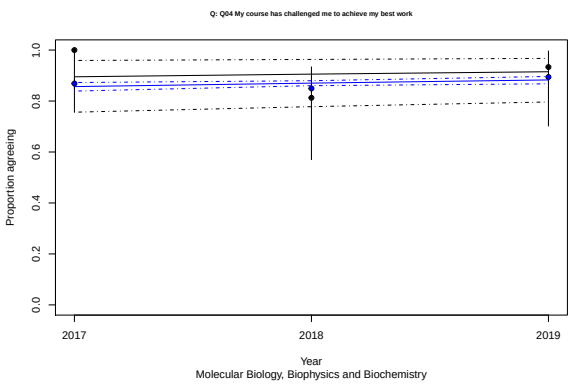
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
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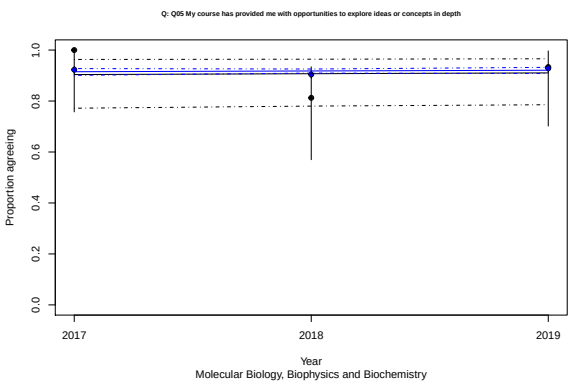
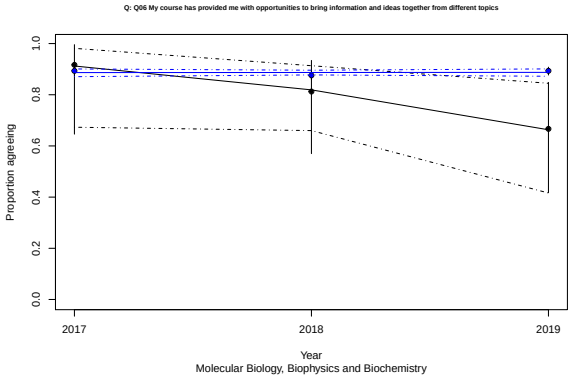
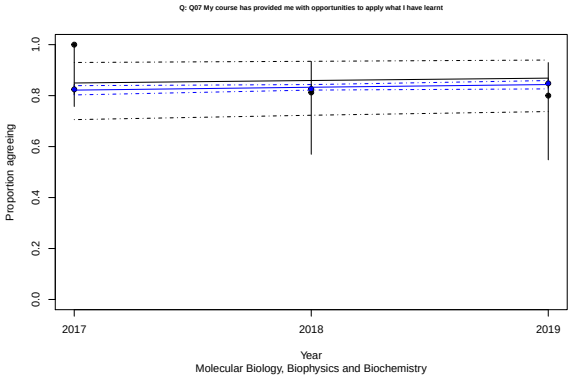
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
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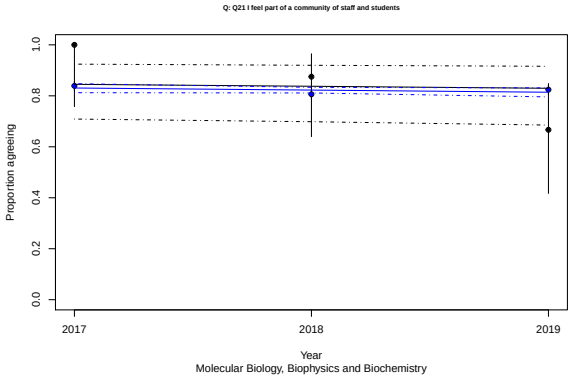
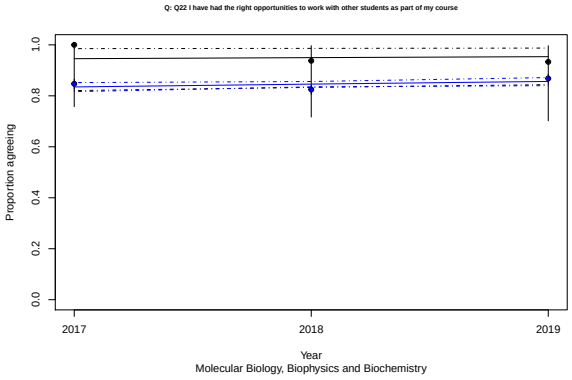
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
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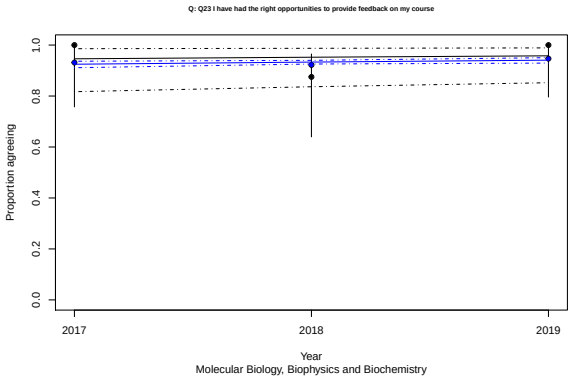
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
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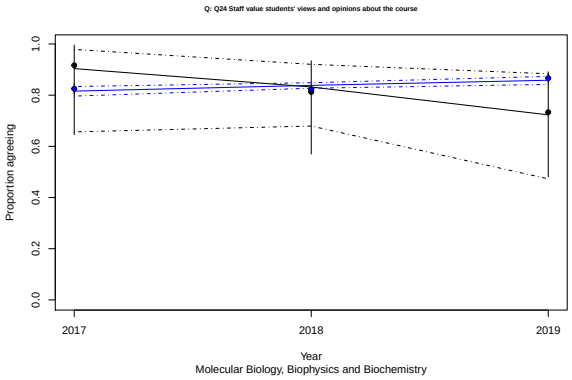
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
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2017
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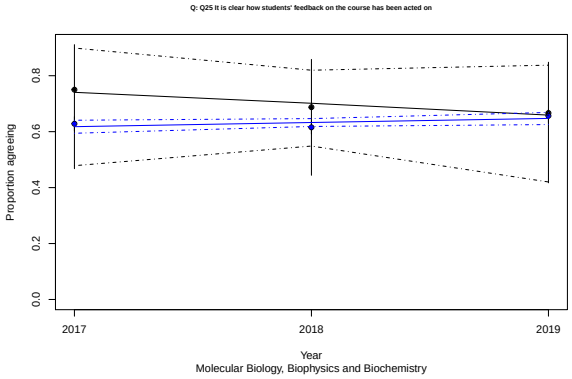
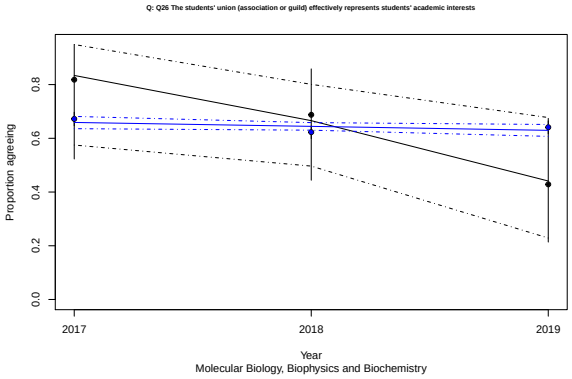
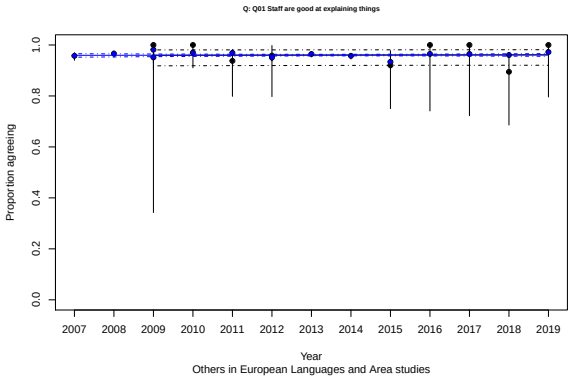
Year
Molecular Biology, Biophysics and Biochemistry

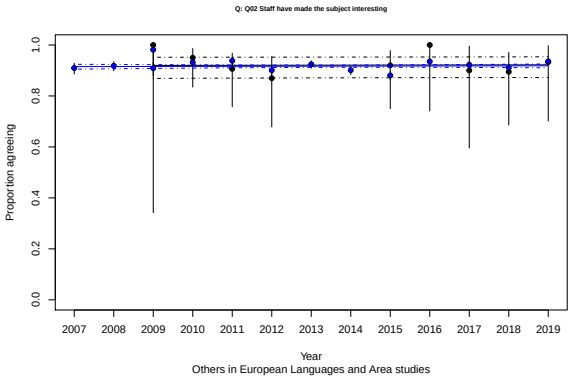

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry

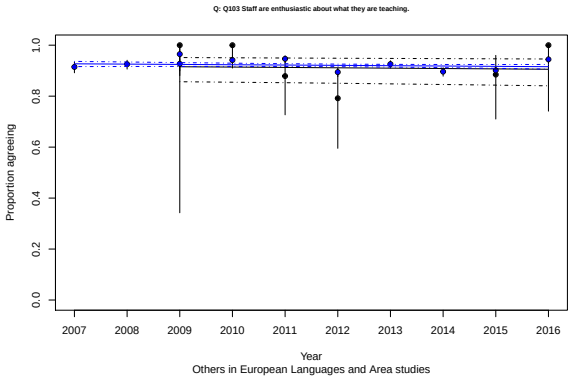

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Molecular Biology, Biophysics and Biochemistry

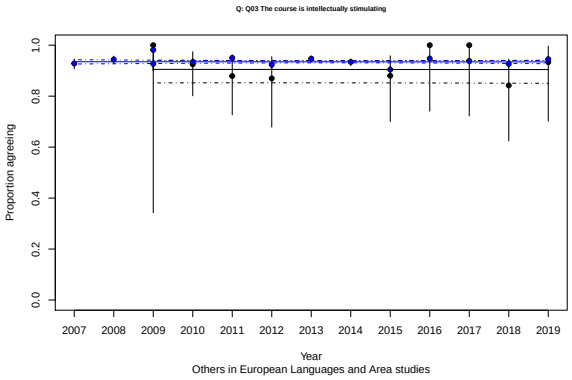
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	Negative	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	Below
Q09	None	Positive	None	Below
Q10	Positive	Positive	Positive	Below
Q11	Positive	Positive	None	Below
Q109	None	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	Below
Q17	None	Positive	None	Below
Q15	None	Negative	None	Below
Q19	Positive	Positive	None	Above
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	Above
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	Negative	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	Negative	None	None	None

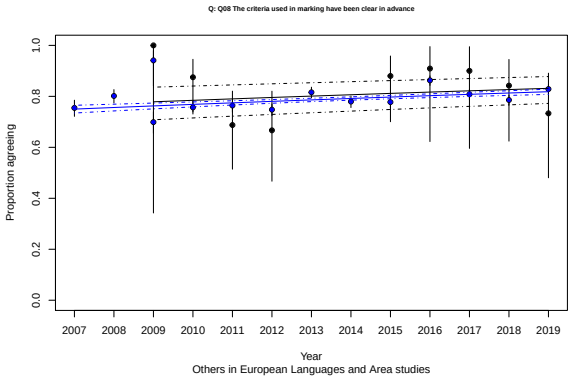
Others in European Languages and Area studies

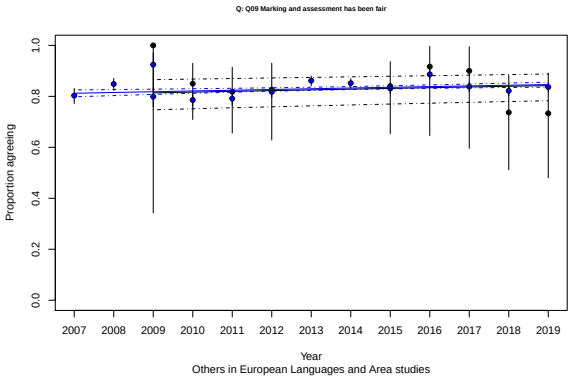


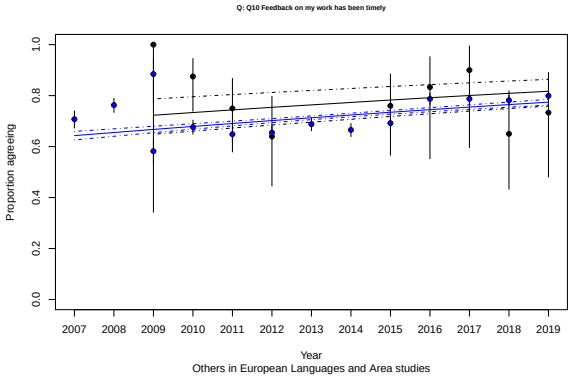











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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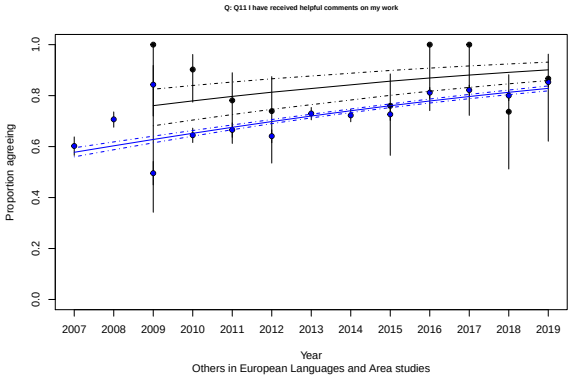
2019
Year
Others in European Languages and Area studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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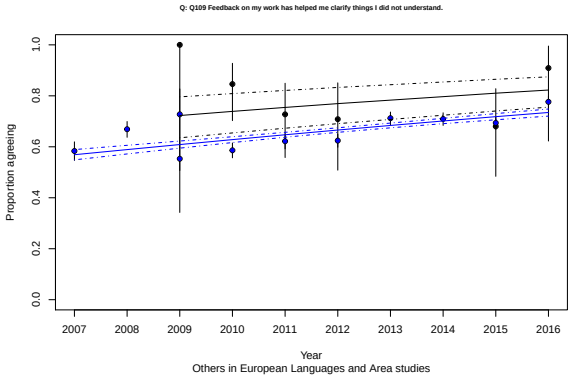
Year
Others in European Languages and Area studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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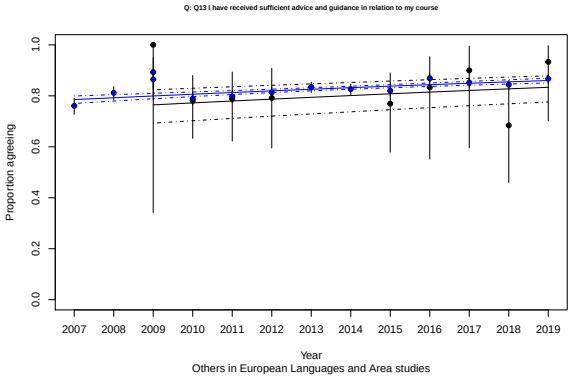
Year
Others in European Languages and Area studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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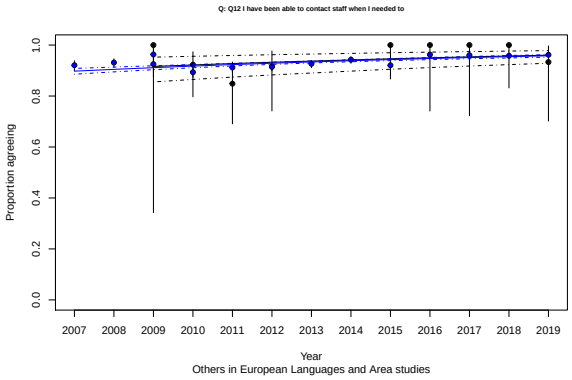
2019
Year
Others in European Languages and Area studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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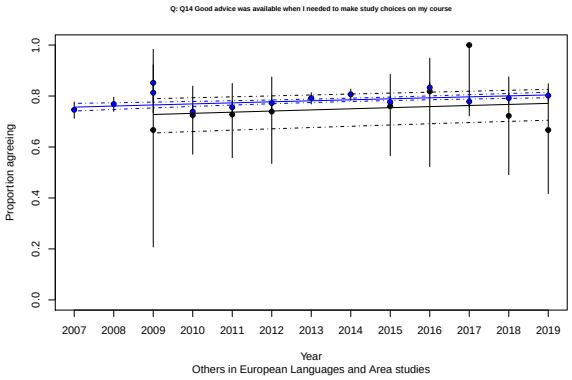
2019
Year
Others in European Languages and Area studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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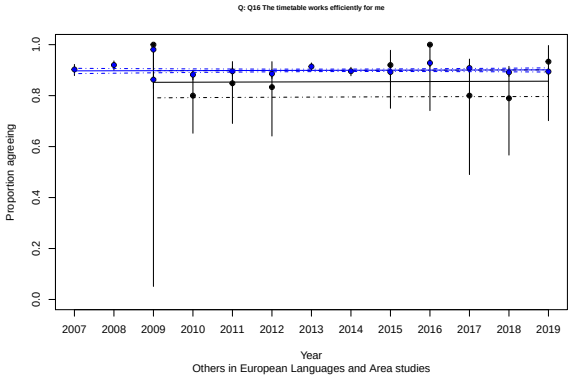
Year
Others in European Languages and Area studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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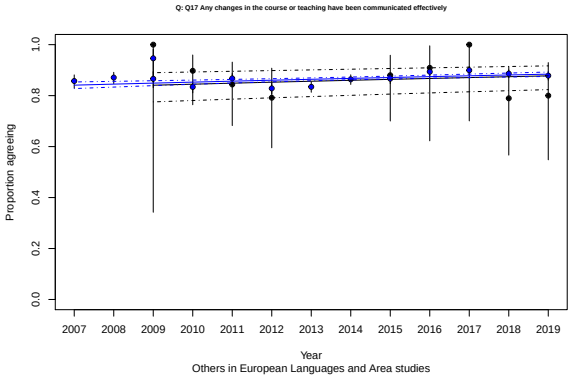
Year
Others in European Languages and Area studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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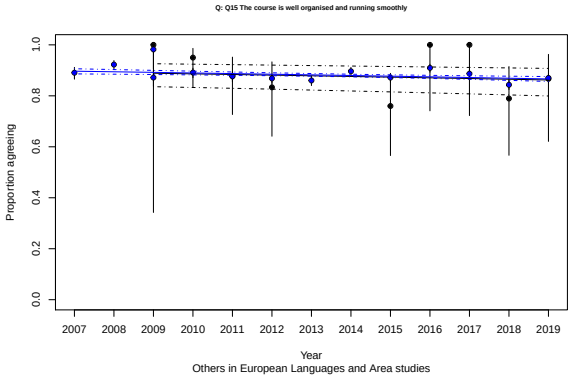
2019
Year
Others in European Languages and Area studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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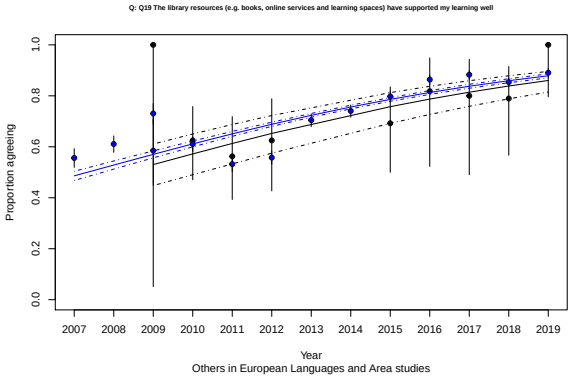
Year
Others in European Languages and Area studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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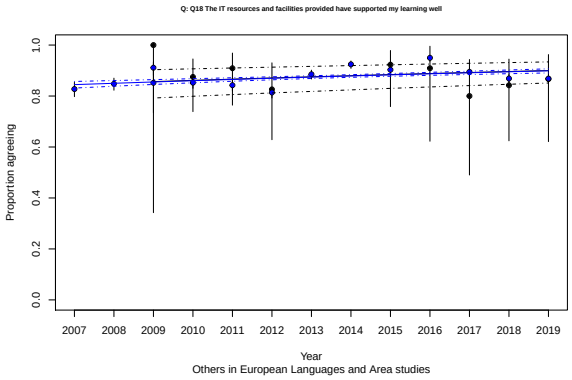
2019
Year
Others in European Languages and Area studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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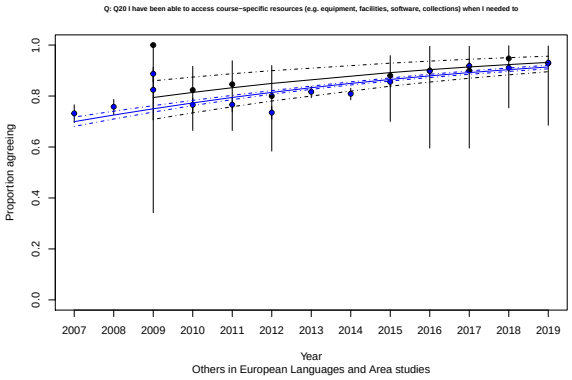
2019
Year
Others in European Languages and Area studies


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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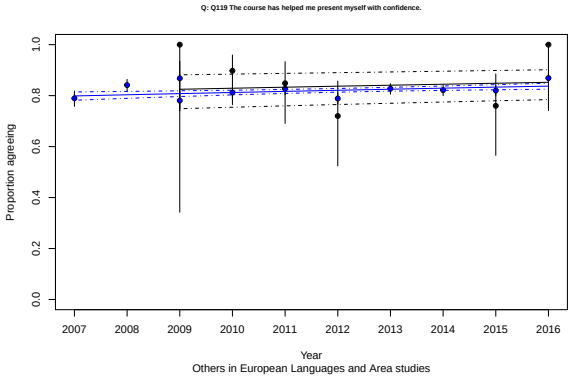
2019
Year
Others in European Languages and Area studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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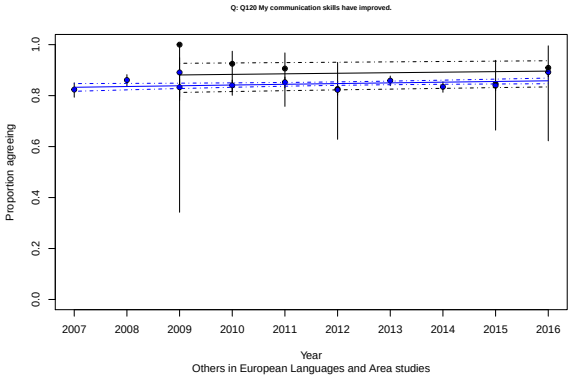
2015
2016
Year
Others in European Languages and Area studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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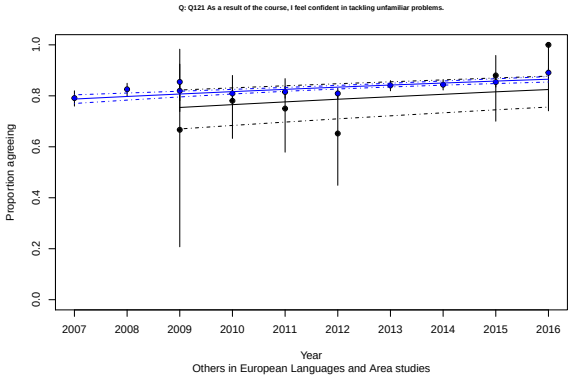
2015
2016
Year
Others in European Languages and Area studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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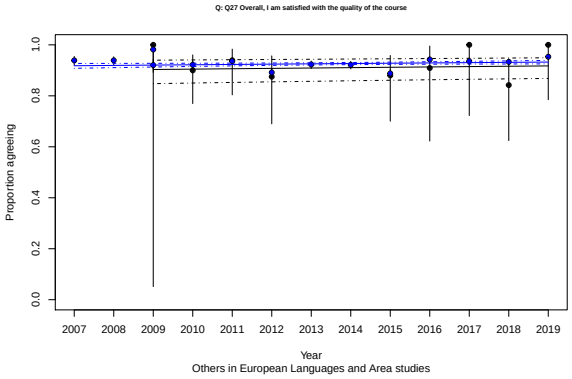
2013
2014
2015
2016
Year
Others in European Languages and Area studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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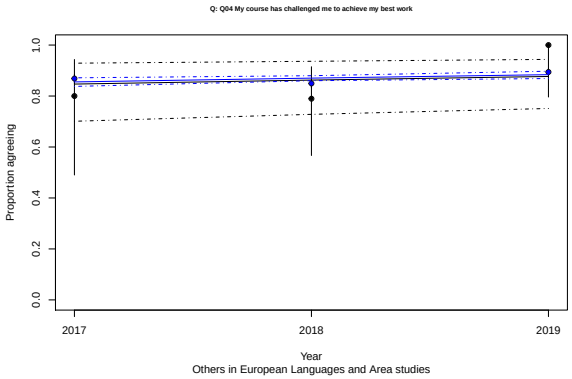
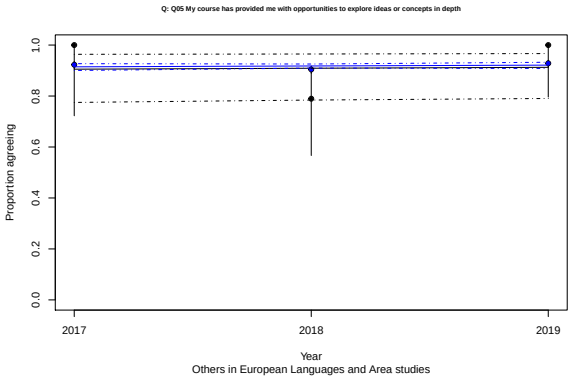
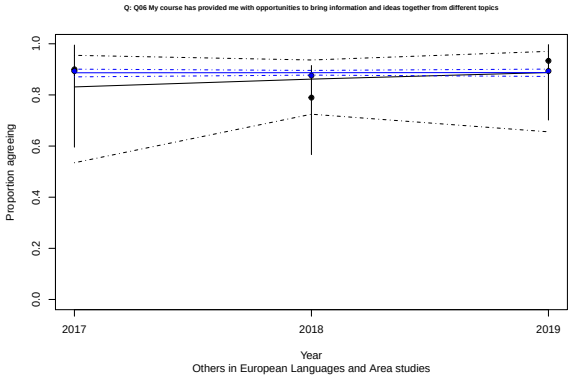
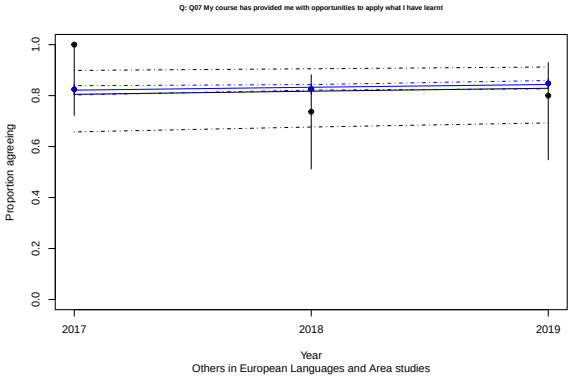
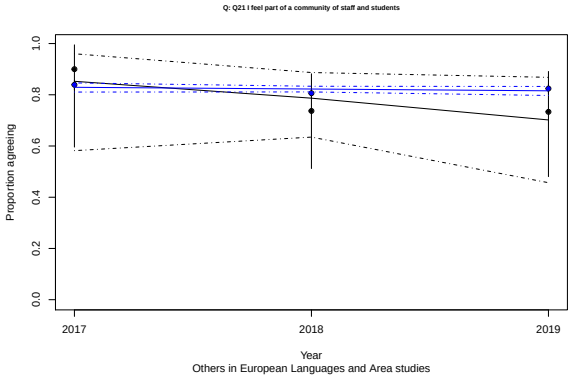
2016
2017
2018
2019
Year
Others in European Languages and Area studies

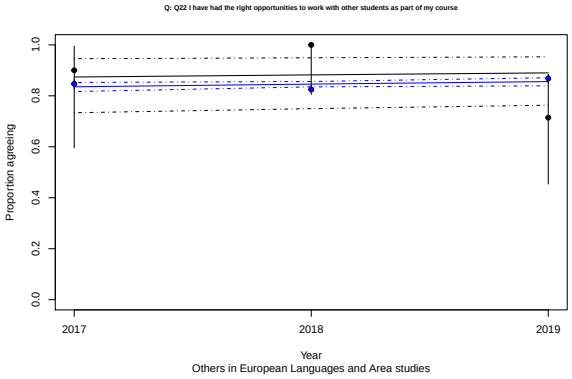

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies

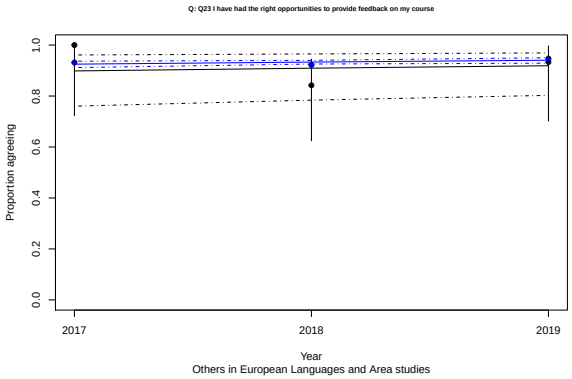

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies

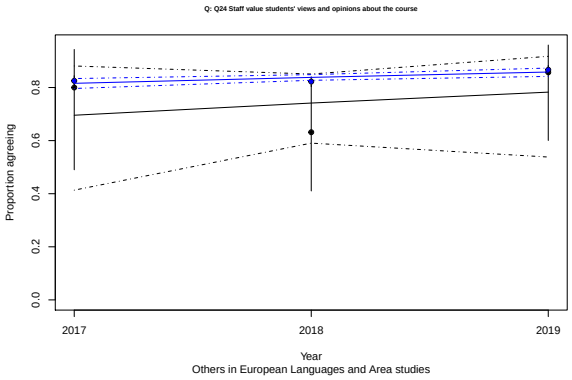

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies

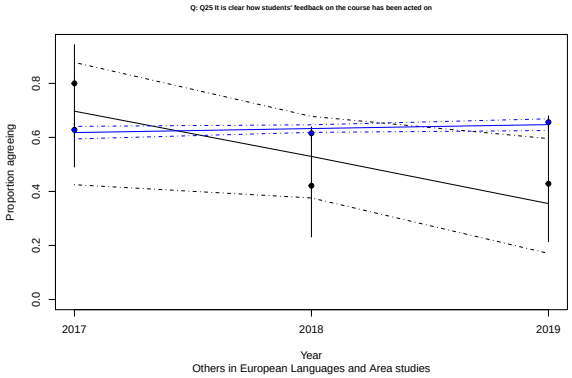

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies

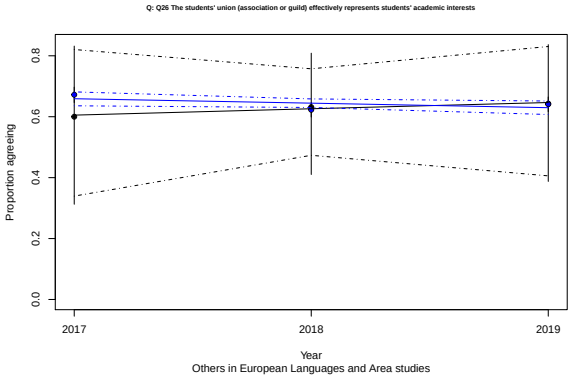

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in European Languages and Area studies

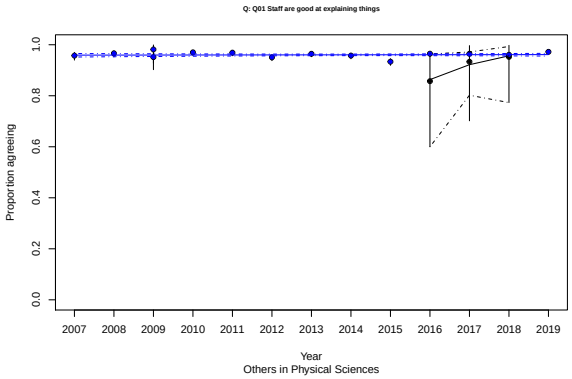

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in European Languages and Area studies

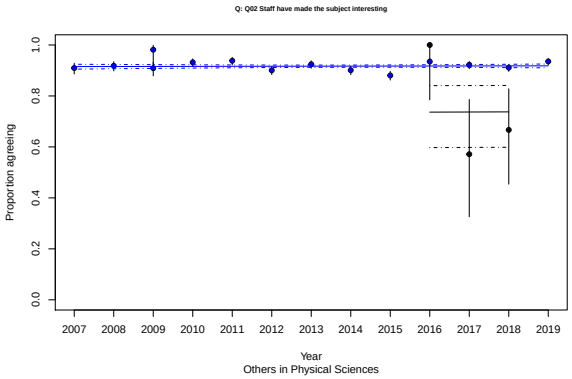

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in European Languages and Area studies

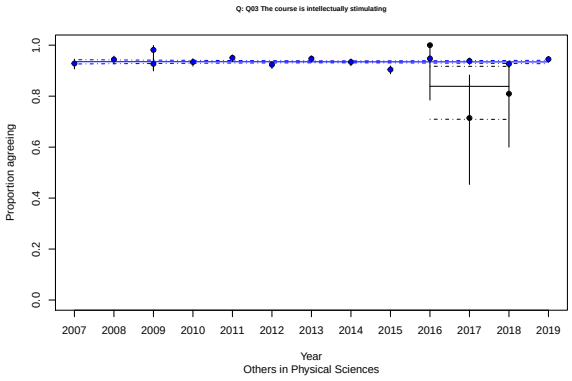

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in European Languages and Area studies

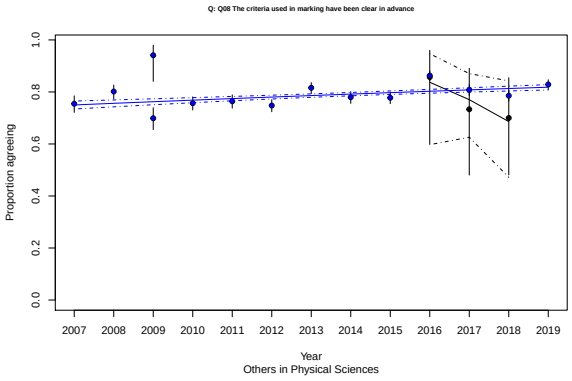
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	None
Q11	None	Positive	None	Above
Q109	None	Positive	None	Above
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	Below
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

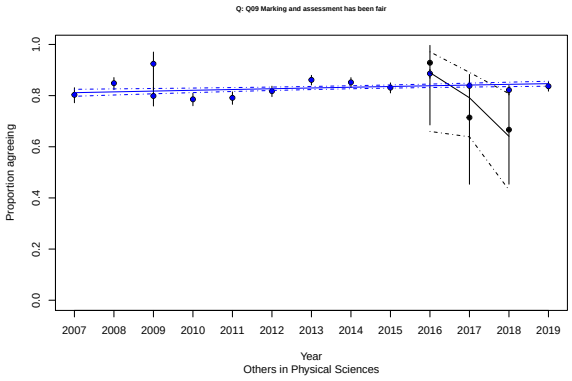
Others in Physical Sciences

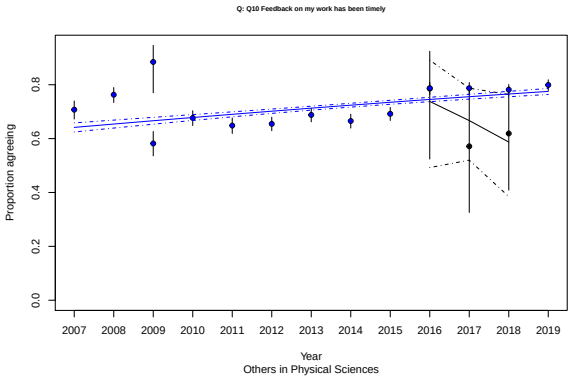


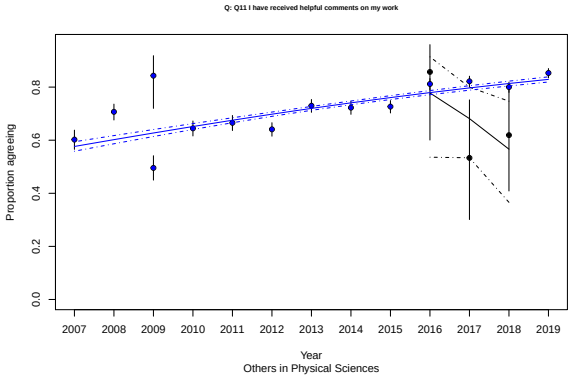











Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
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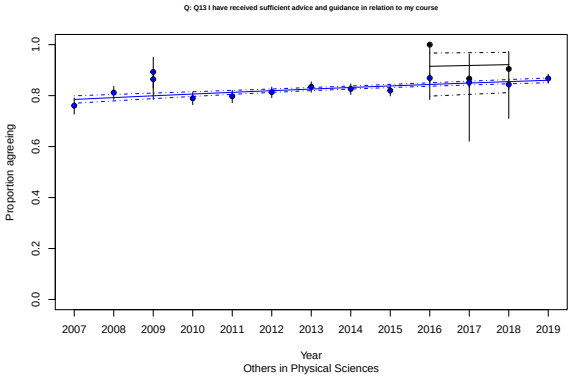
2019
Year
Others in Physical Sciences


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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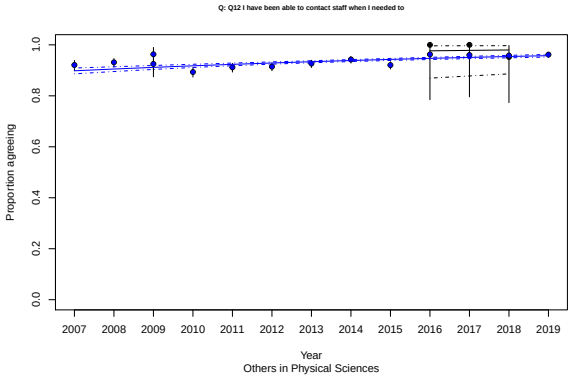
Year
Others in Physical Sciences


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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2007
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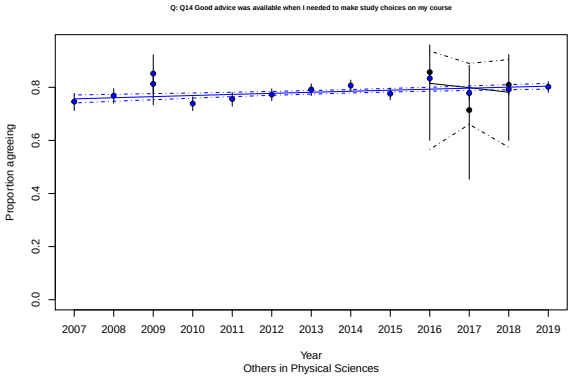
Year
Others in Physical Sciences


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
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0.8
2007
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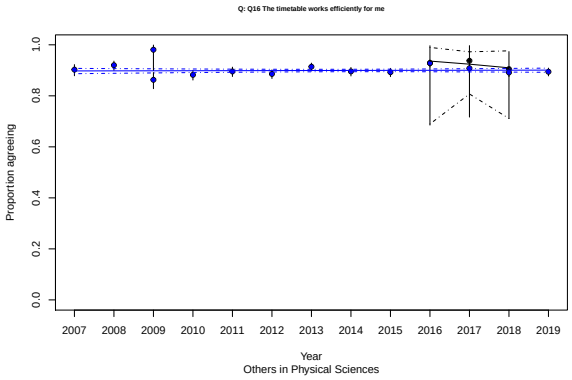
2019
Year
Others in Physical Sciences


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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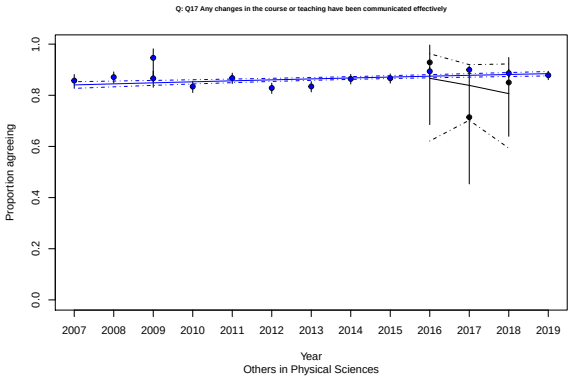
Year
Others in Physical Sciences


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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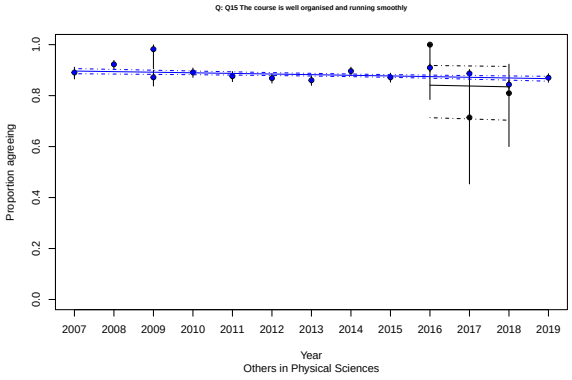
Year
Others in Physical Sciences


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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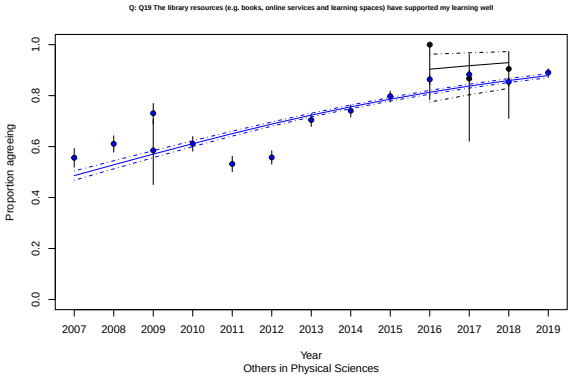
2019
Year
Others in Physical Sciences


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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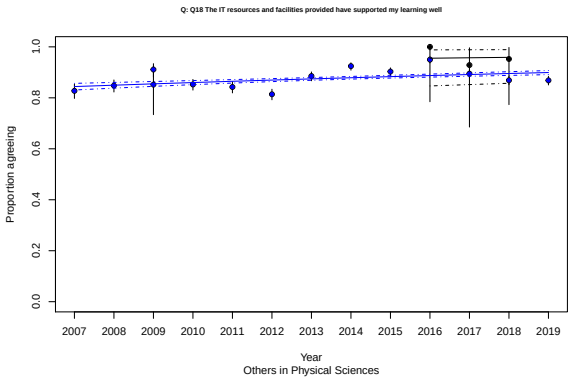
Year
Others in Physical Sciences


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2009
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2011
2012
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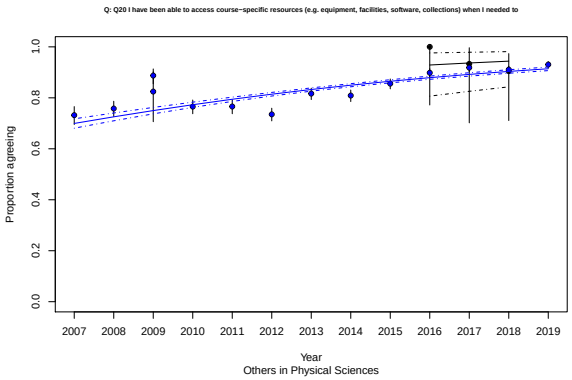
2017
2018
2019
Year
Others in Physical Sciences


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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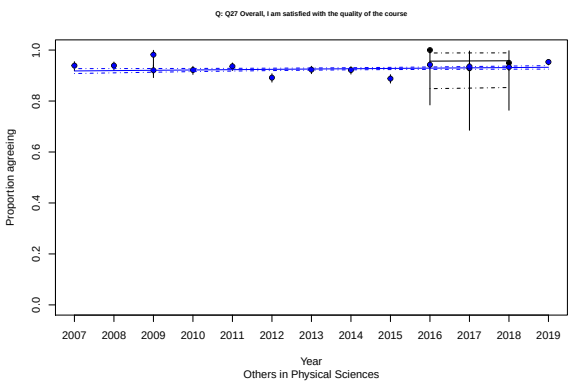
2019
Year
Others in Physical Sciences


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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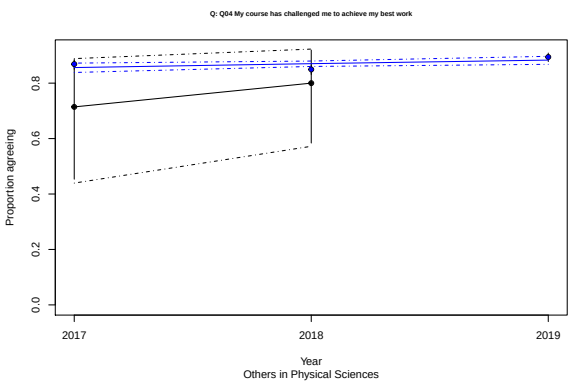
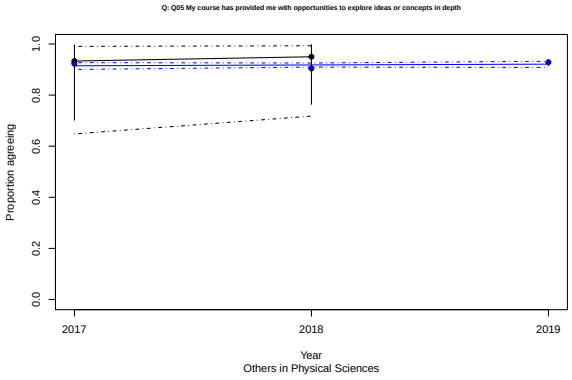
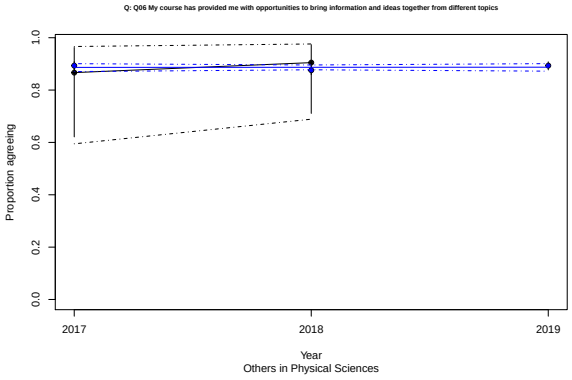
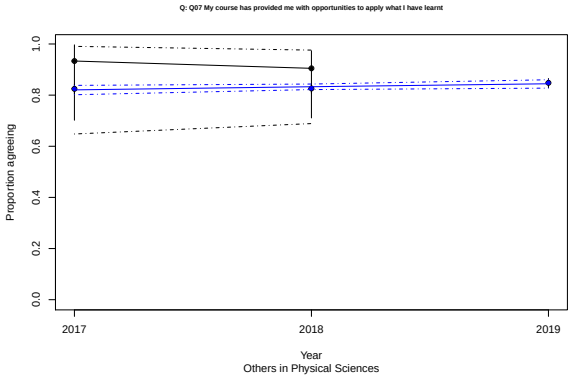
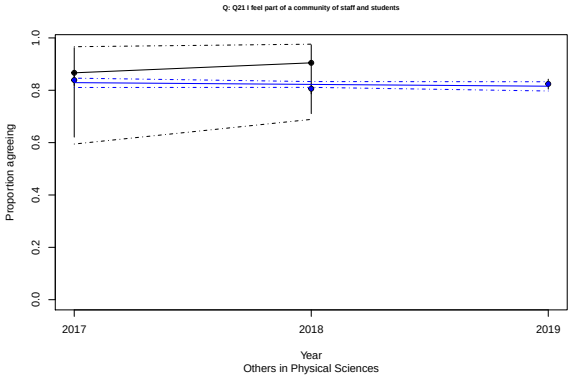
2019
Year
Others in Physical Sciences

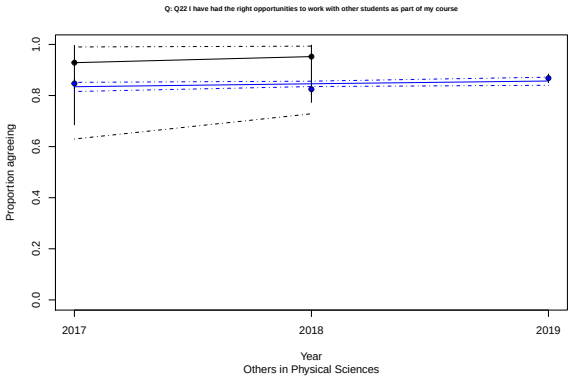

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in Physical Sciences

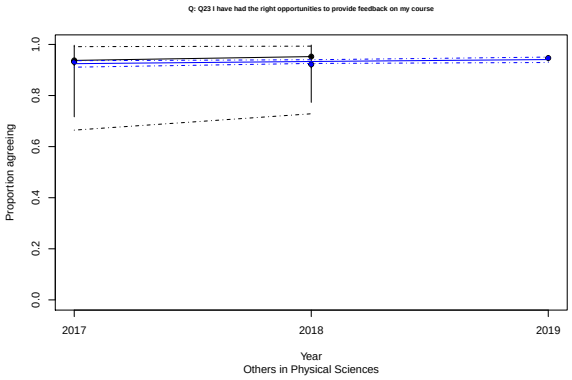

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences

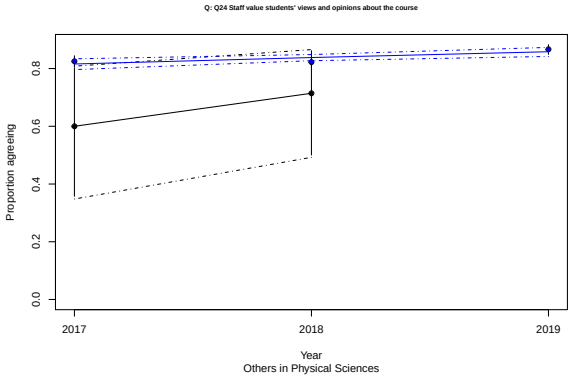

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences

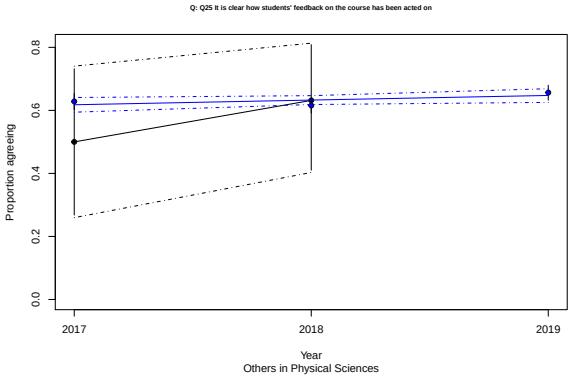

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Others in Physical Sciences


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in Physical Sciences


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
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2017
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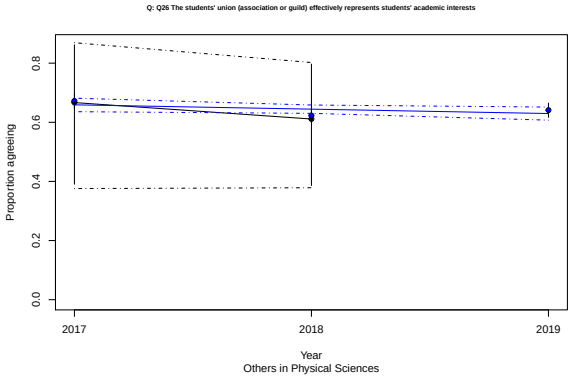
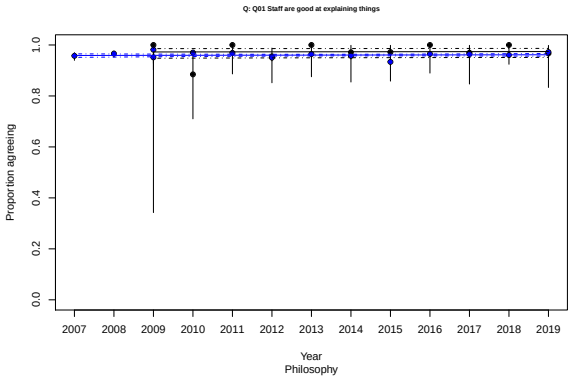
2019
Year
Others in Physical Sciences


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Others in Physical Sciences

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Below
Q03	None	None	None	Below
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	None	Positive	None	None
Q11	None	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	None
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	None	Positive	None	Above
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	Below
Q25	None	None	None	None
Q26	None	None	None	None

Philosophy


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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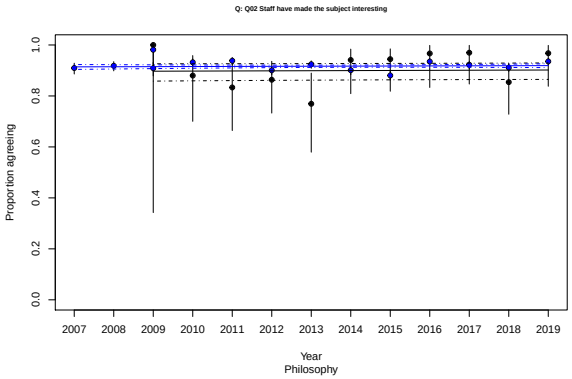
Year
Philosophy


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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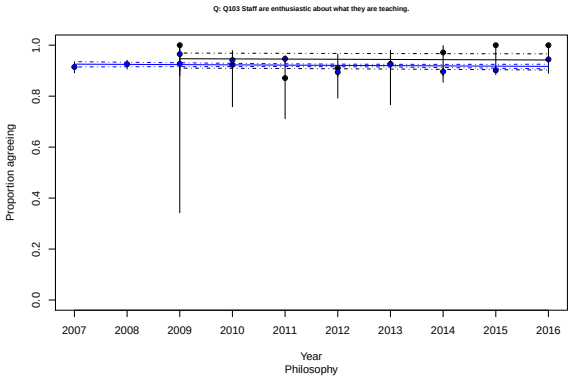
Year
Philosophy


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
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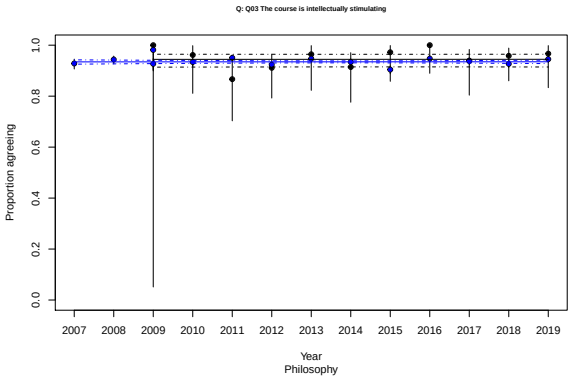
Year
Philosophy


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
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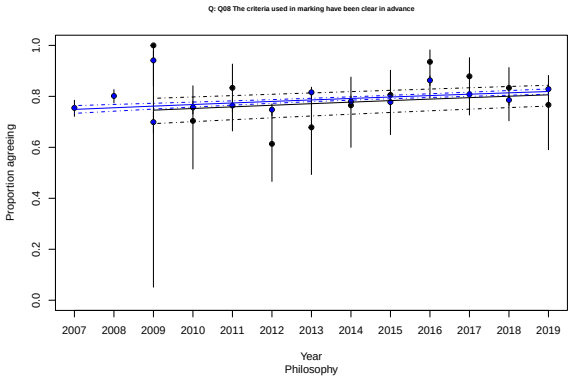
Year
Philosophy


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
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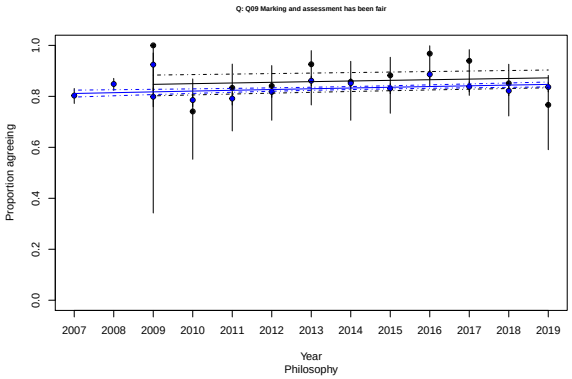
Year
Philosophy


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
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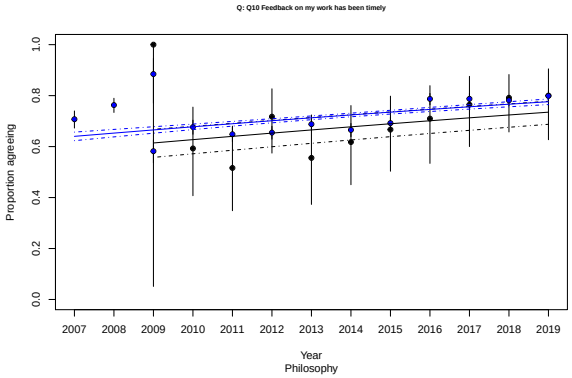
Year
Philosophy


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
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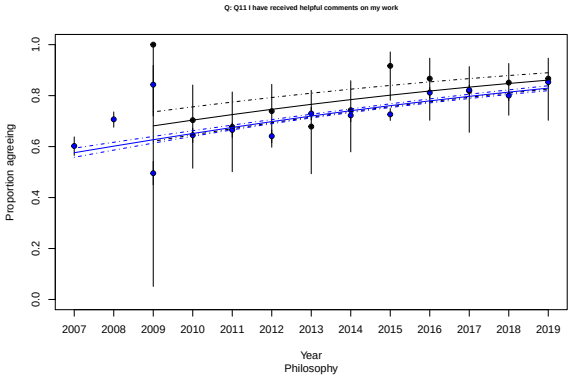
Year
Philosophy


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
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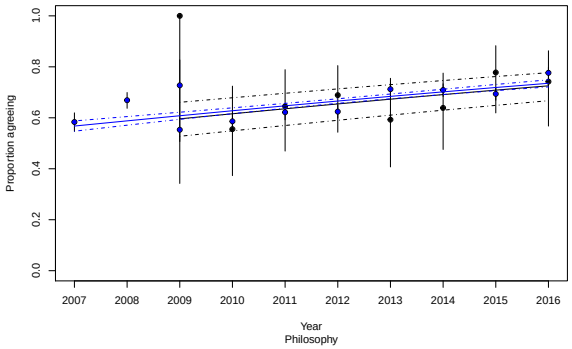
Year
Philosophy


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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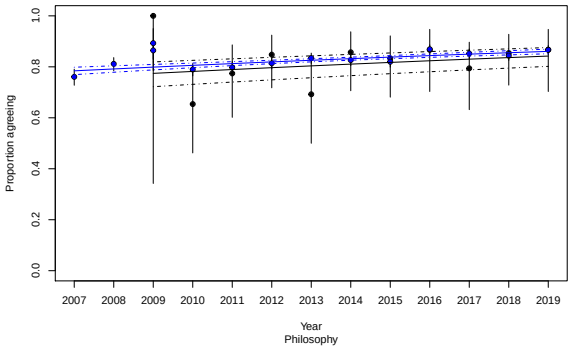
Year
Philosophy


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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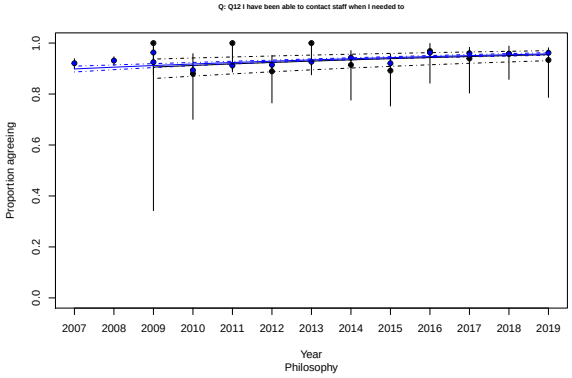
2017
2018
2019
Year
Philosophy


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
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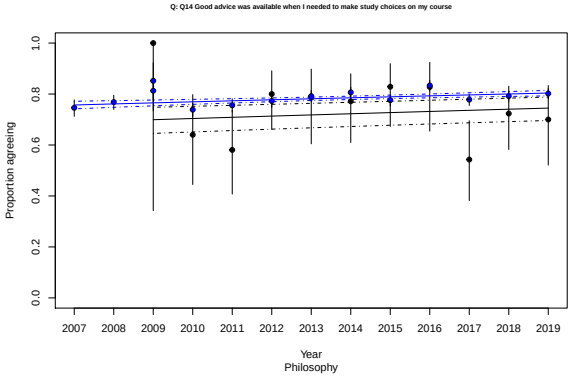
Year
Philosophy


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
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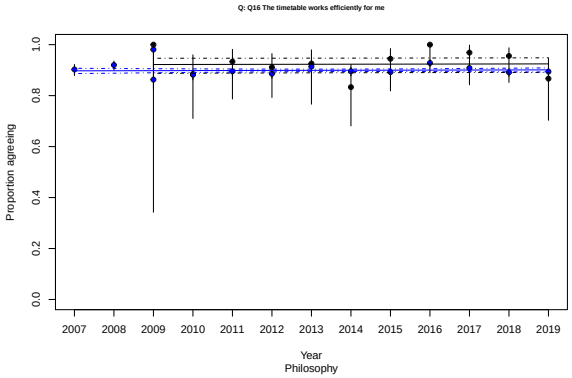
Year
Philosophy


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
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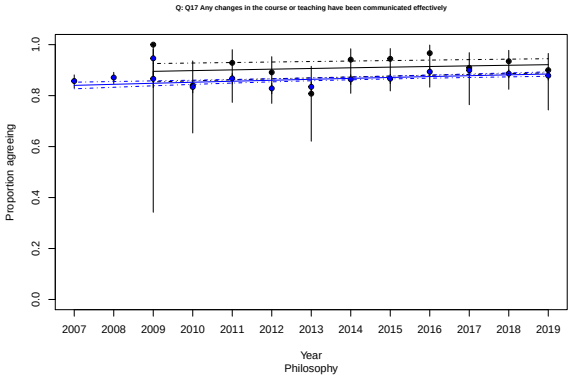
Year
Philosophy


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
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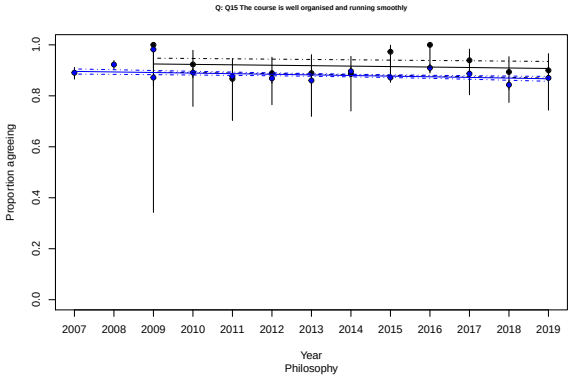
Year
Philosophy


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
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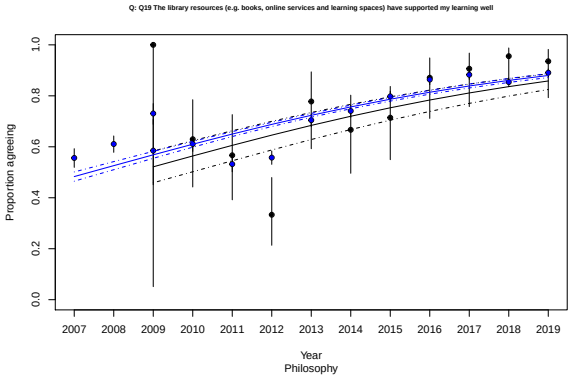
Year
Philosophy


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
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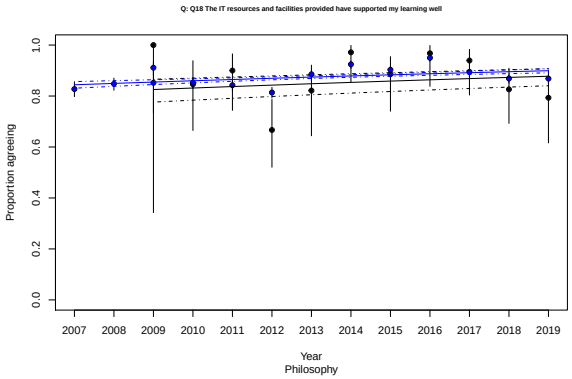
Year
Philosophy


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
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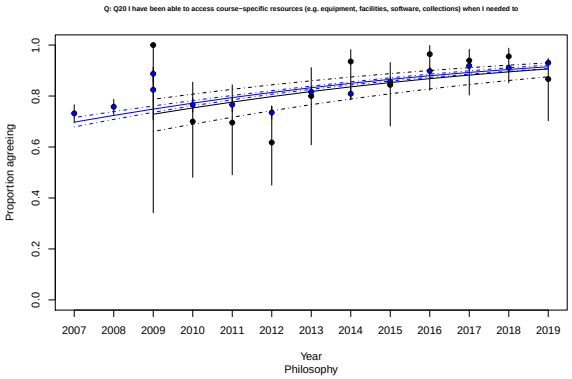
Year
Philosophy


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
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1.0
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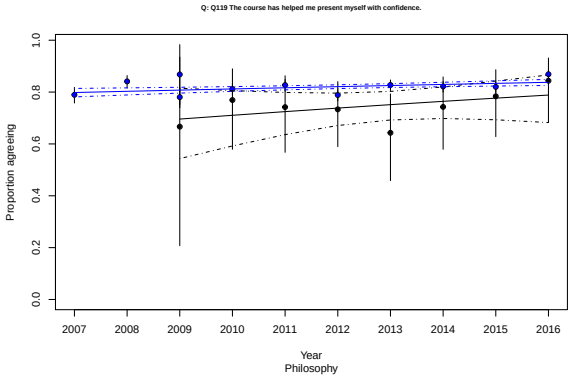
Year
Philosophy


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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0.8
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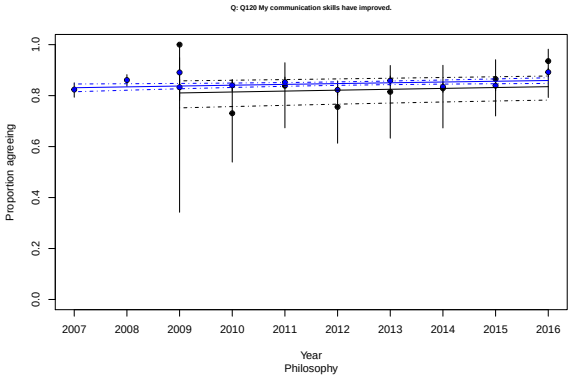
Year
Philosophy


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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0.8
1.0
2007
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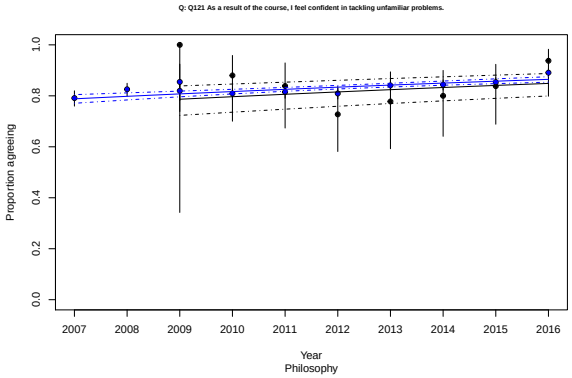
Year
Philosophy


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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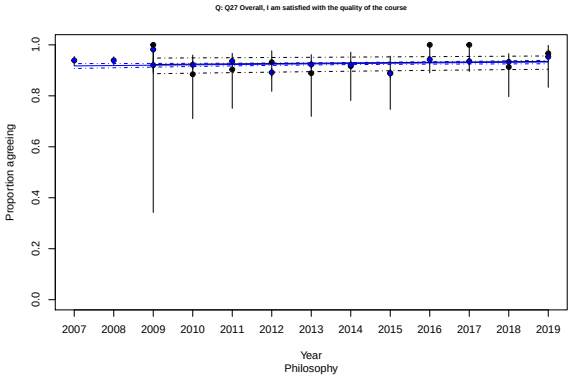
Year
Philosophy


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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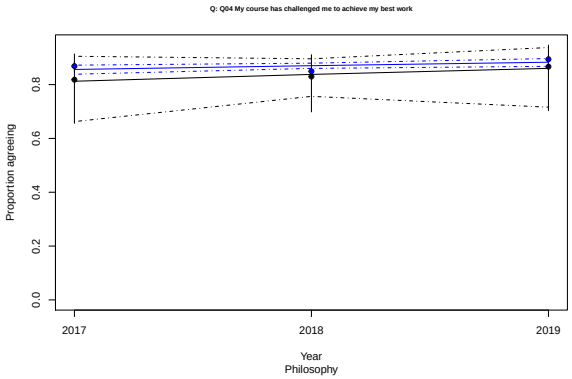
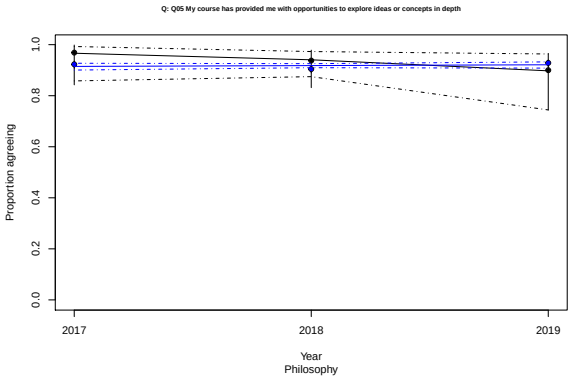
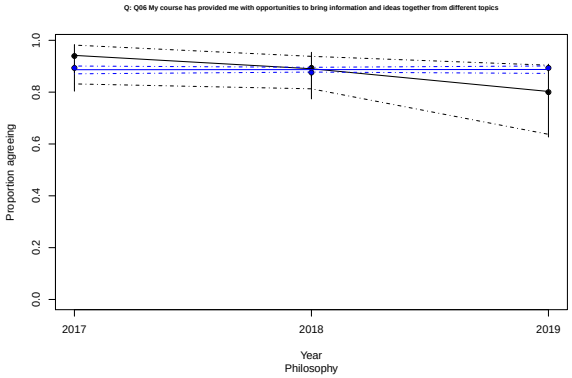
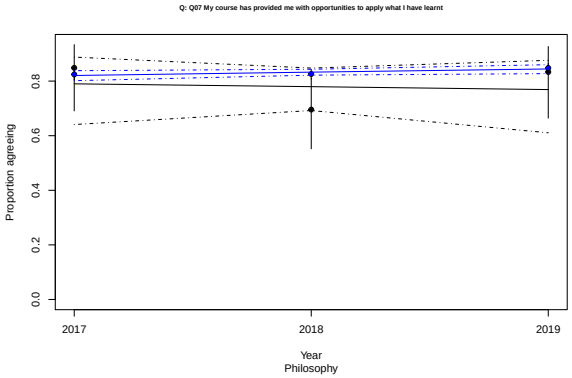
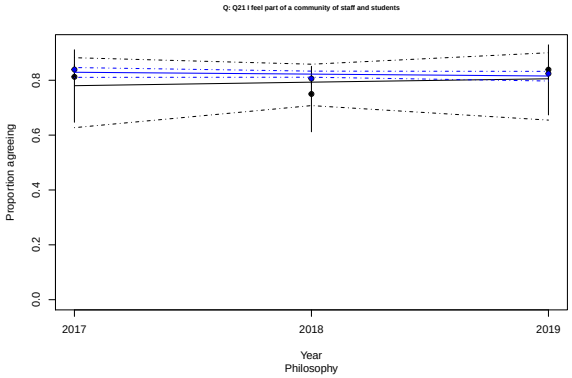
Year
Philosophy

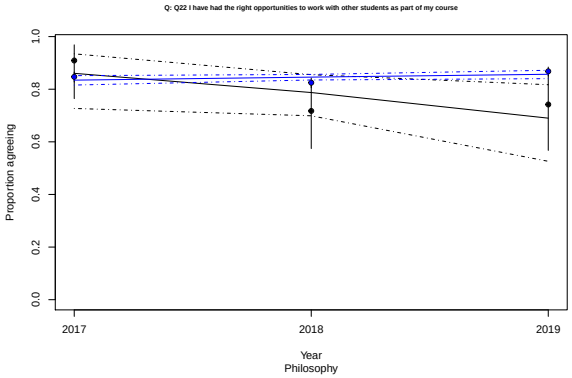

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Philosophy


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Philosophy


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Philosophy


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Philosophy


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Philosophy


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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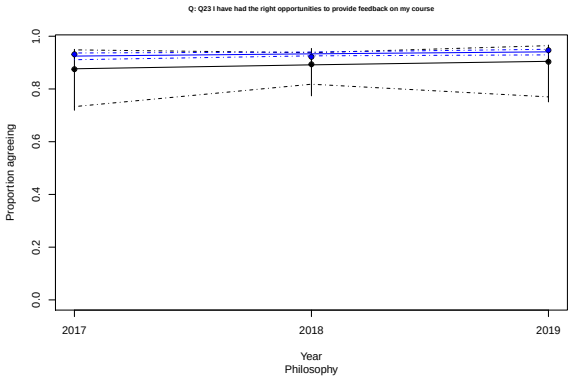
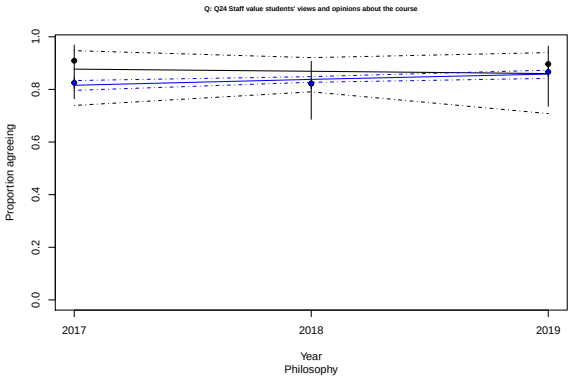
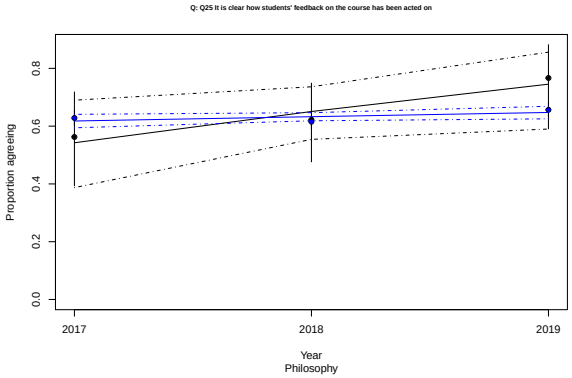
Year
Philosophy


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Philosophy


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Philosophy


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
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2017
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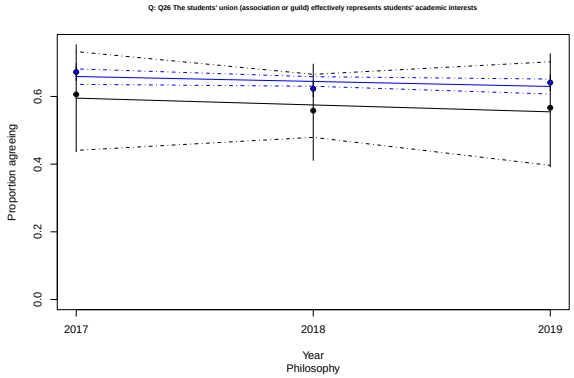
Philosophy


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
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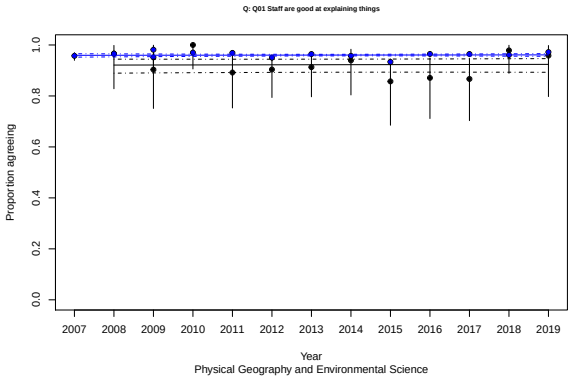
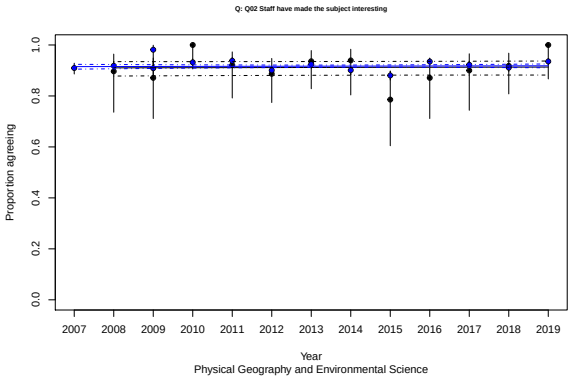
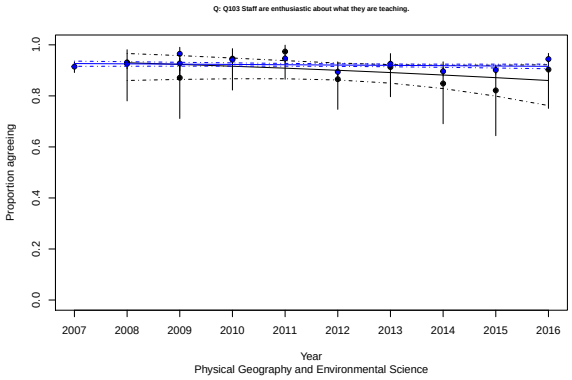
Year
Philosophy

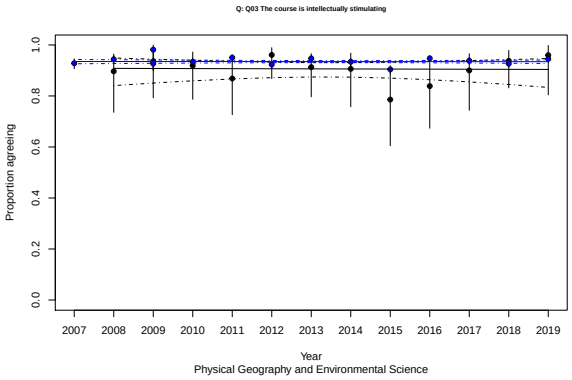
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	None
Q103	Positive	None	None	None
Q03	None	None	None	None
Q08	Positive	Positive	None	None
Q09	None	Positive	None	None
Q10	Positive	Positive	None	None
Q11	Positive	Positive	None	Above
Q109	None	Positive	None	None
Q13	None	Positive	None	None
Q12	None	Positive	None	None
Q14	None	Positive	None	Below
Q16	None	None	None	None
Q17	None	Positive	None	Above
Q15	None	Negative	None	Above
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	Below
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	None
Q26	None	None	None	None

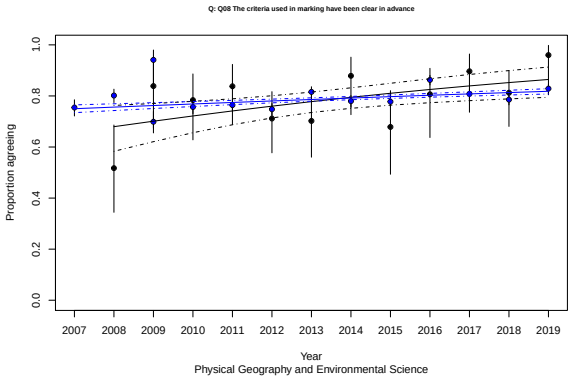
Physical Geography and Environmental Science

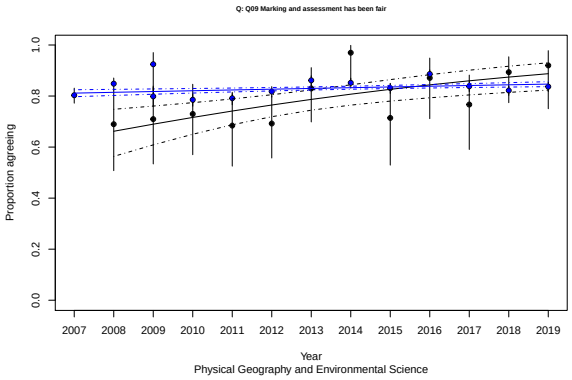


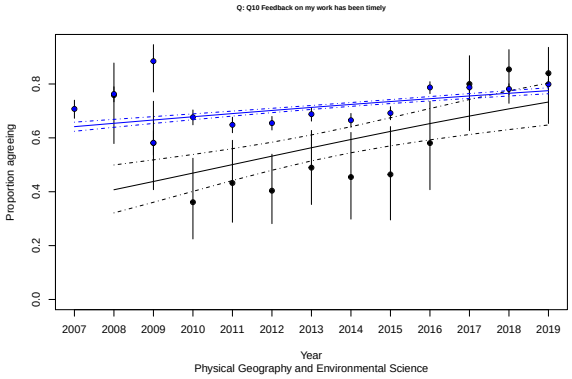











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
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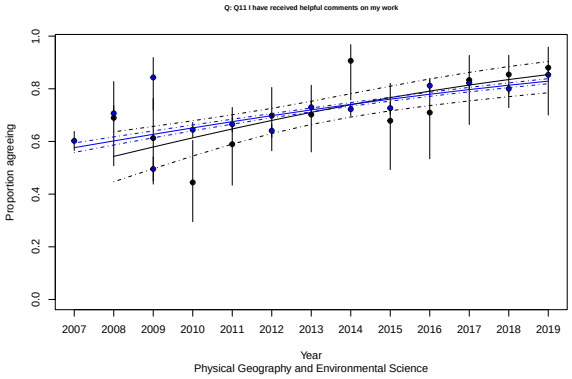
Physical Geography and Environmental Science


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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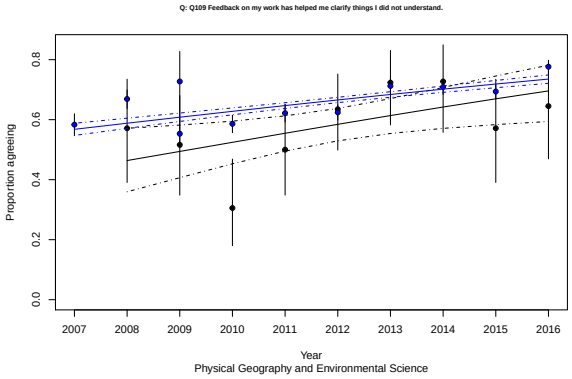
Physical Geography and Environmental Science


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
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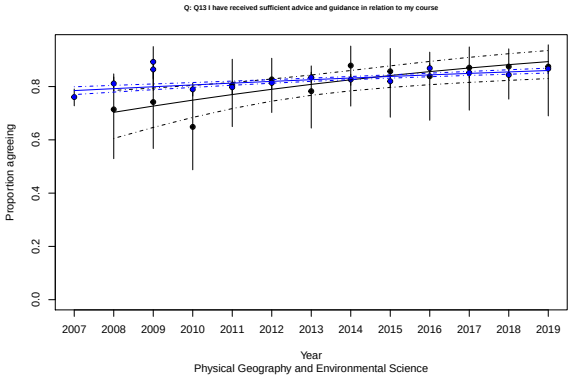
Physical Geography and Environmental Science


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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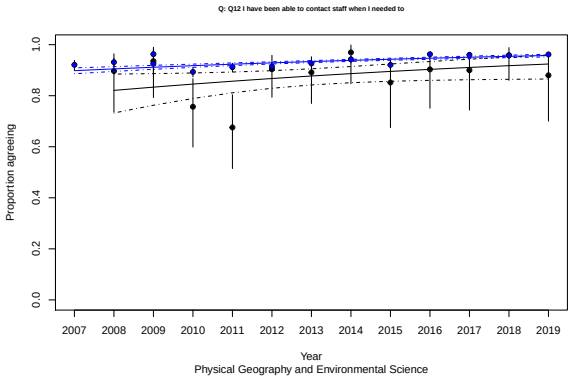
Physical Geography and Environmental Science


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
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0.4
0.6
0.8
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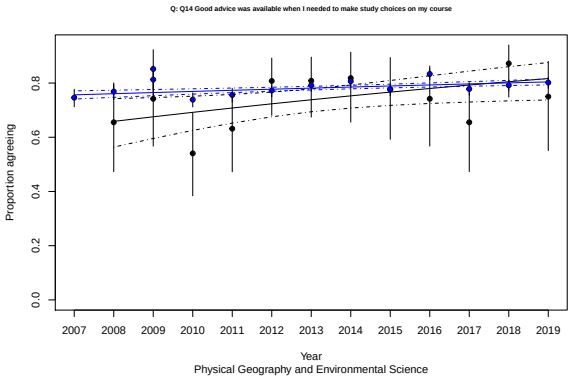
Physical Geography and Environmental Science


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
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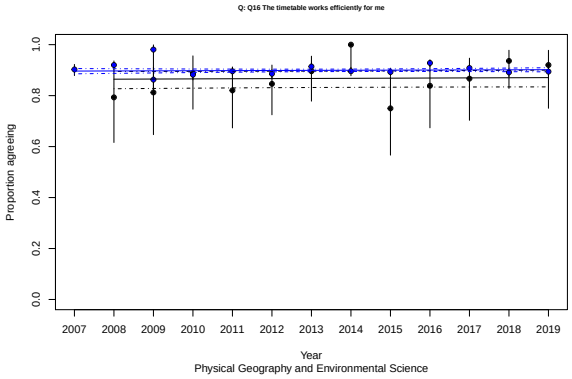
Physical Geography and Environmental Science


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
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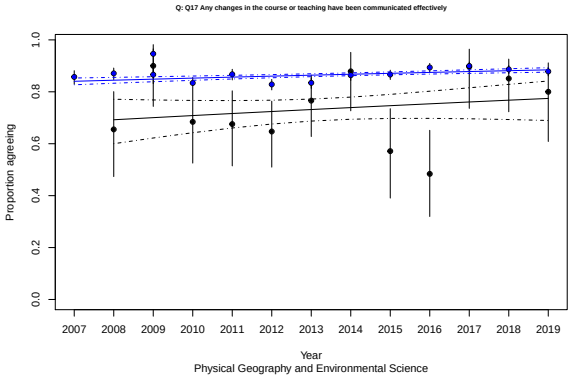
Physical Geography and Environmental Science


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
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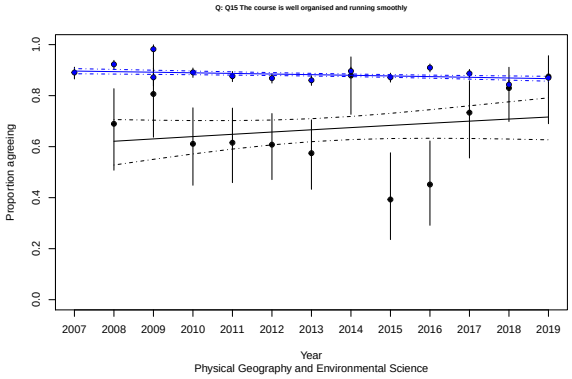
Year
Physical Geography and Environmental Science


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
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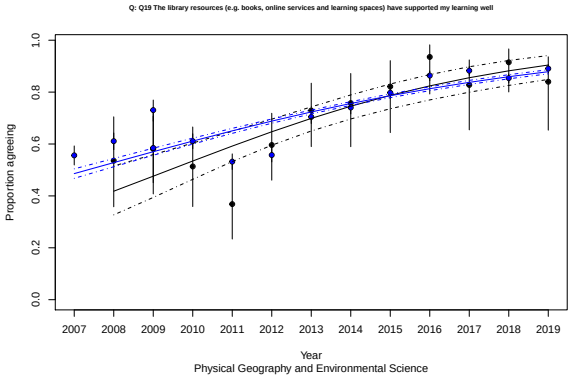
Year
Physical Geography and Environmental Science


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
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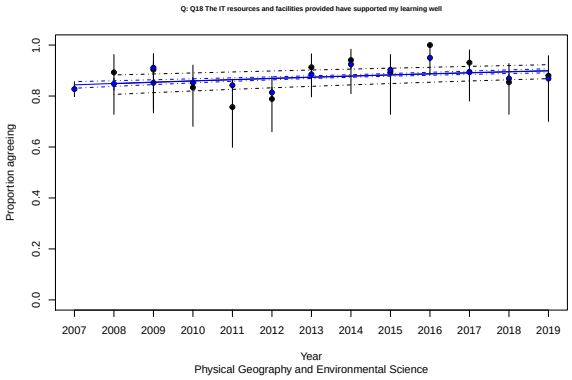
Year
Physical Geography and Environmental Science


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
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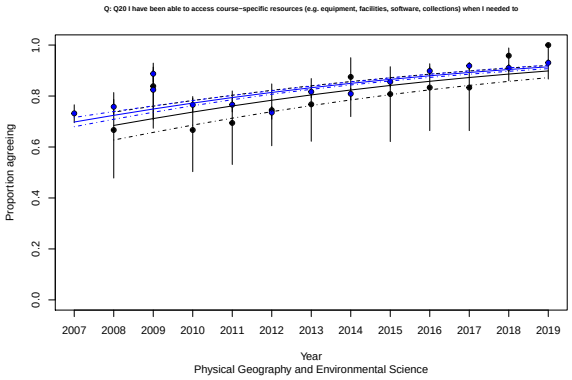
Year
Physical Geography and Environmental Science


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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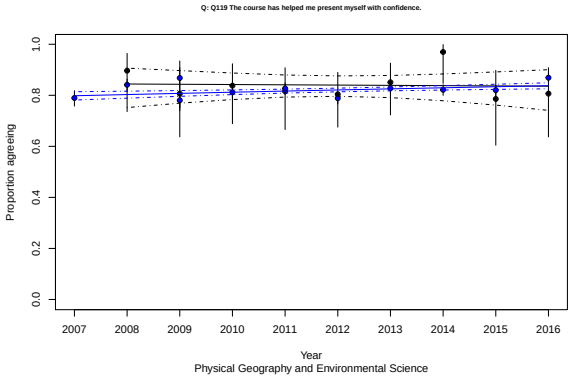
Year
Physical Geography and Environmental Science


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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0.8
1.0
2007
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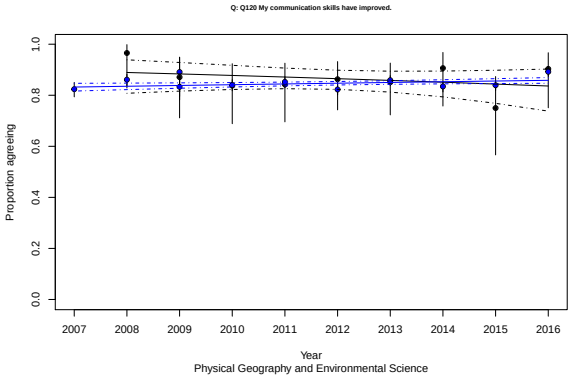
Year
Physical Geography and Environmental Science


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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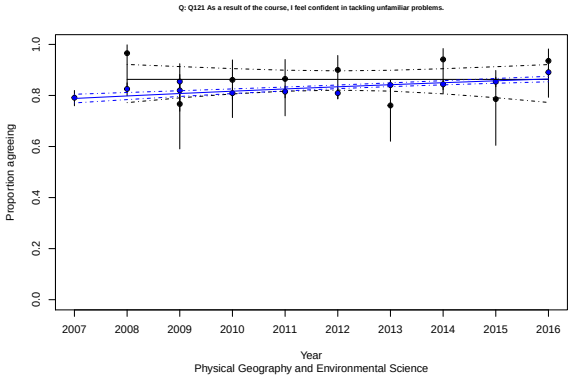
2015
2016
Year
Physical Geography and Environmental Science


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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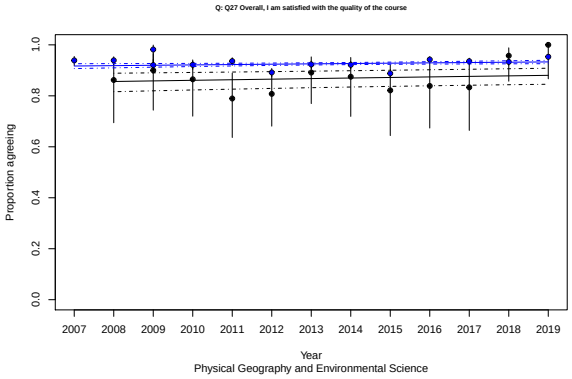
2015
2016
Year
Physical Geography and Environmental Science


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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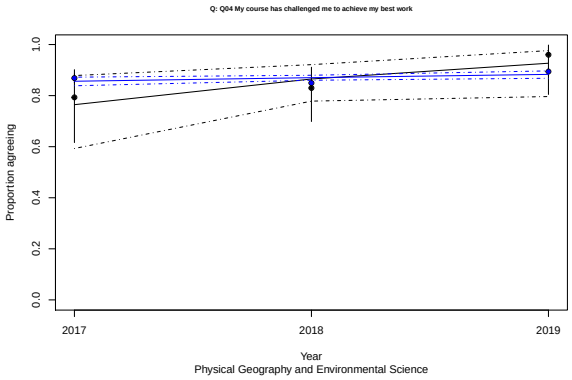
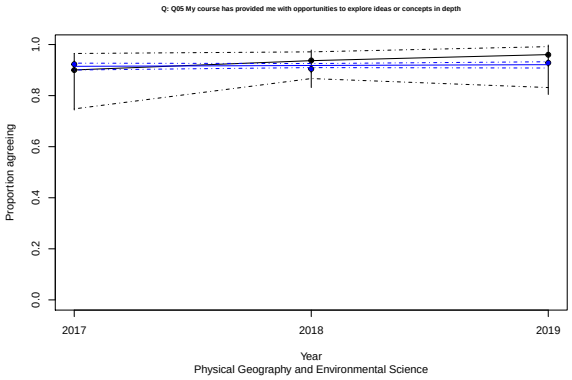
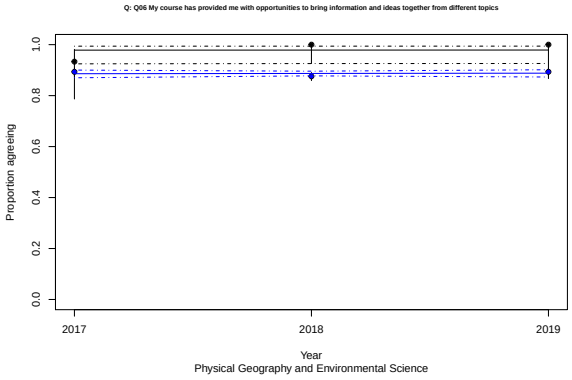
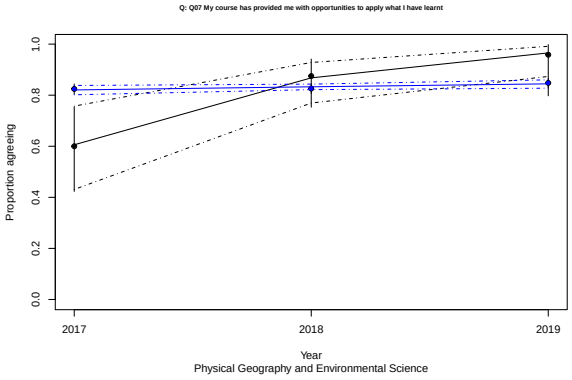
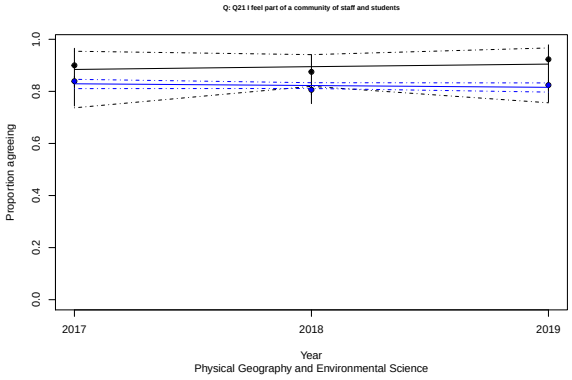
Year
Physical Geography and Environmental Science

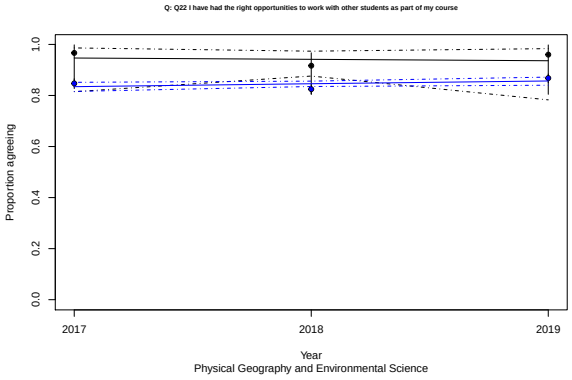

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science

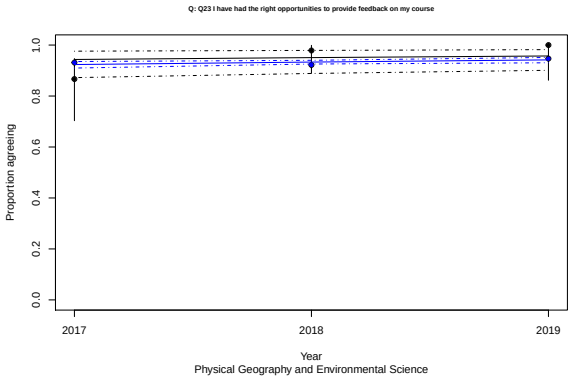

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science

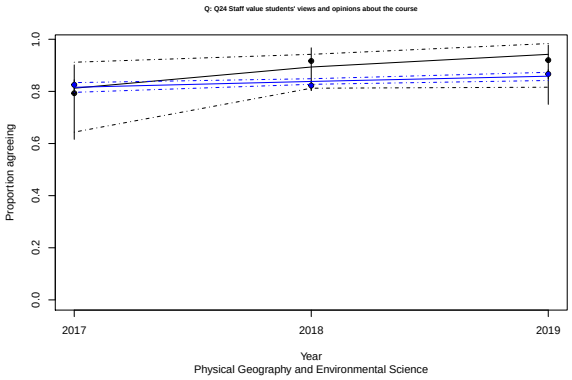

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science

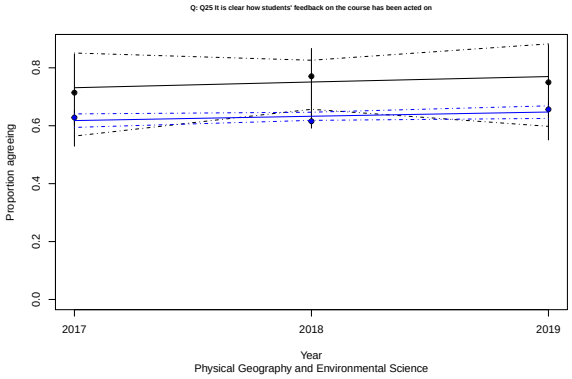

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physical Geography and Environmental Science


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
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2019
Year
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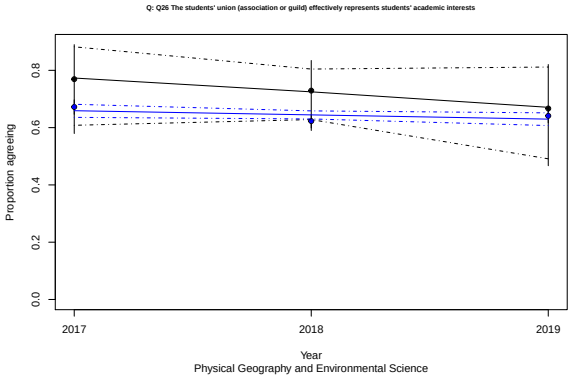
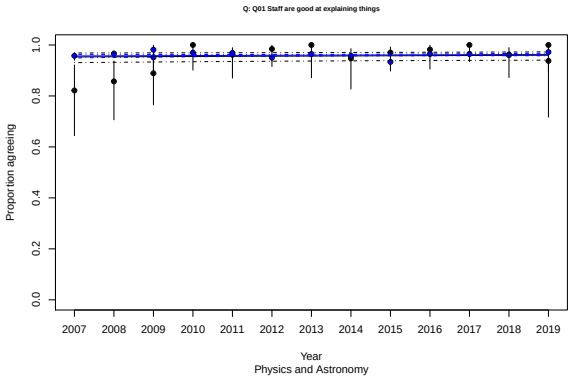
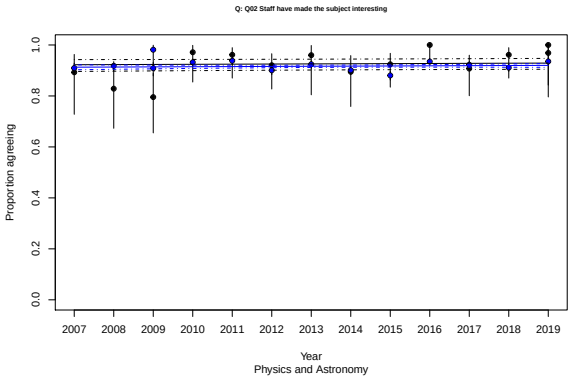
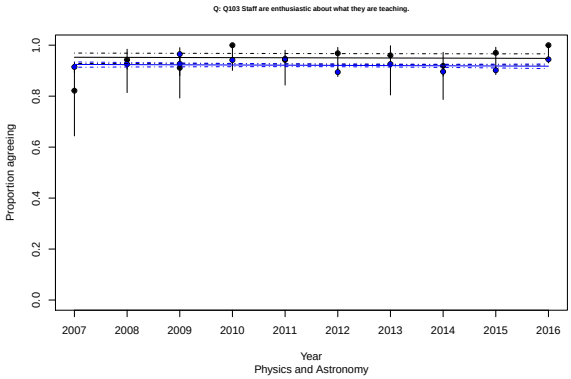

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Physical Geography and Environmental Science

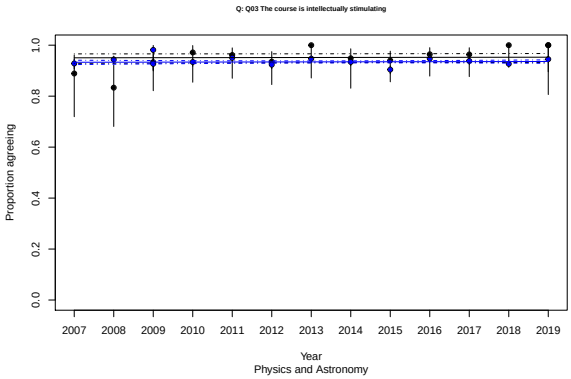
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Below
Q02	None	None	None	None
Q103	None	None	None	None
Q03	None	None	None	Below
Q08	Positive	Positive	None	None
Q09	Positive	Positive	Positive	Below
Q10	Positive	Positive	Positive	Below
Q11	Positive	Positive	None	None
Q109	Positive	Positive	None	Below
Q13	Positive	Positive	None	None
Q12	None	Positive	None	Below
Q14	Positive	Positive	None	Below
Q16	None	None	None	Below
Q17	None	Positive	None	Below
Q15	None	Negative	None	Below
Q19	Positive	Positive	None	None
Q18	None	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	Above
Q07	Positive	None	Positive	None
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	Positive	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Above
Q26	None	None	None	None

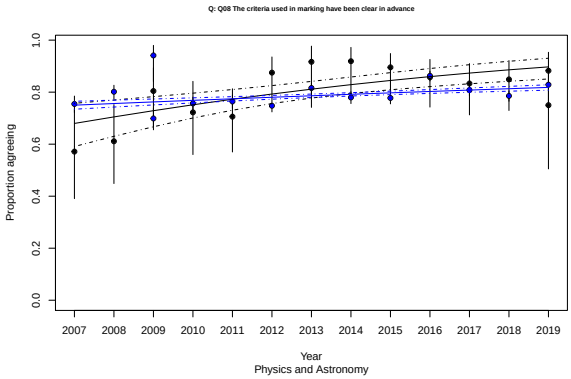
Physics and Astronomy

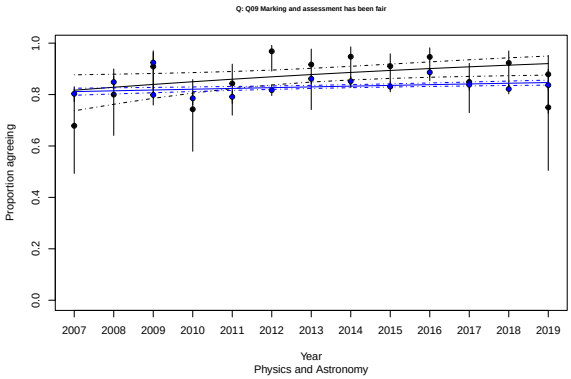


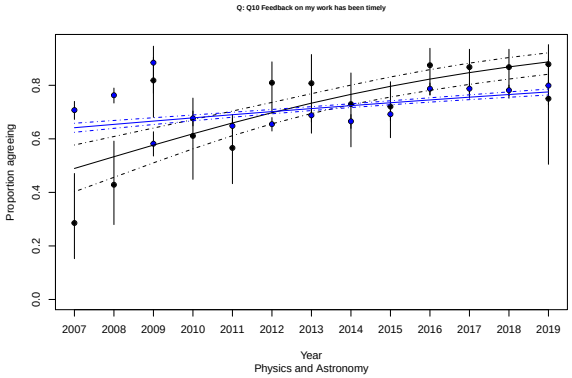











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
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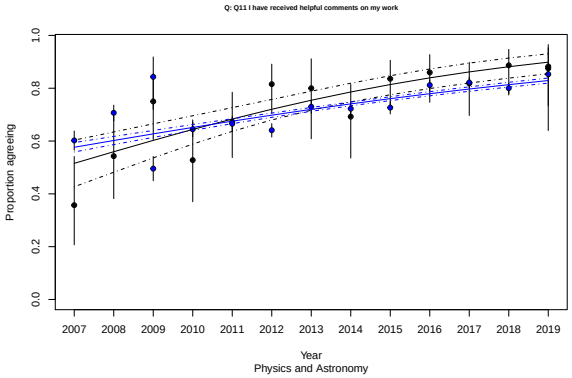
Year
Physics and Astronomy


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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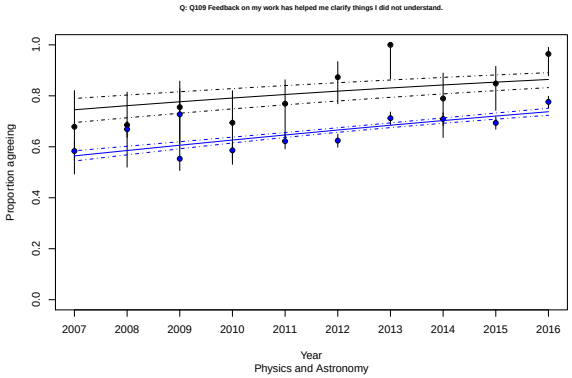
Year
Physics and Astronomy


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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2007
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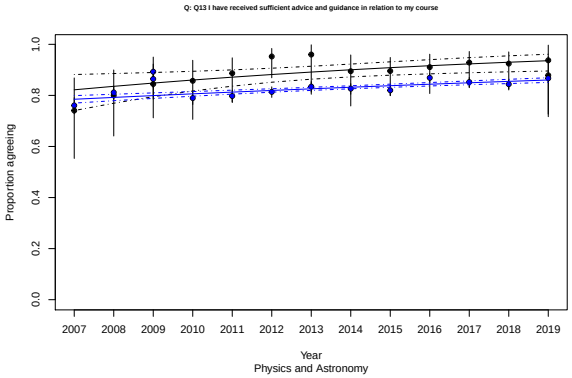
Year
Physics and Astronomy


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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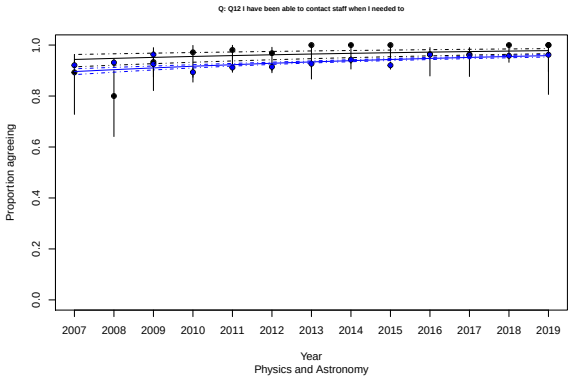
Year
Physics and Astronomy


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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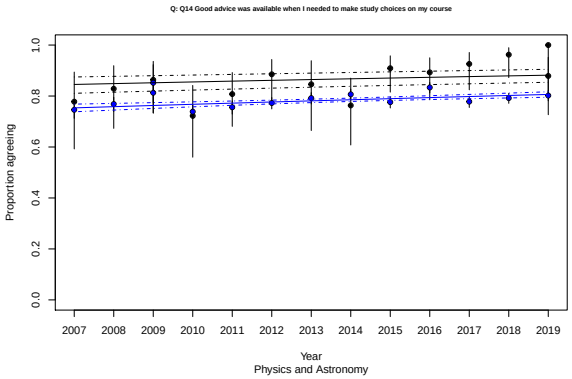
Year
Physics and Astronomy


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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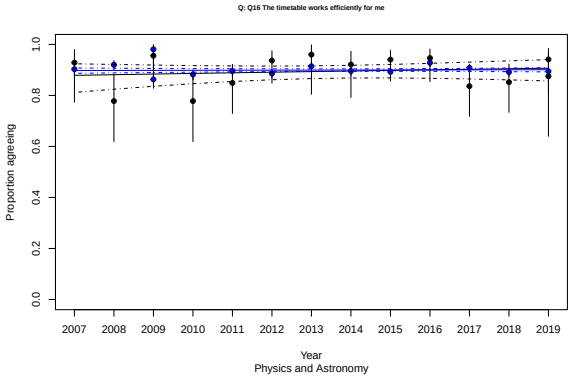
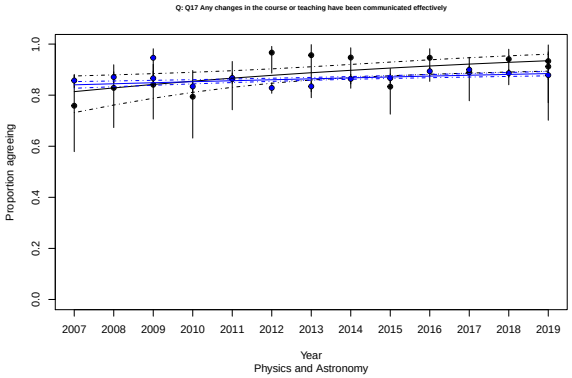
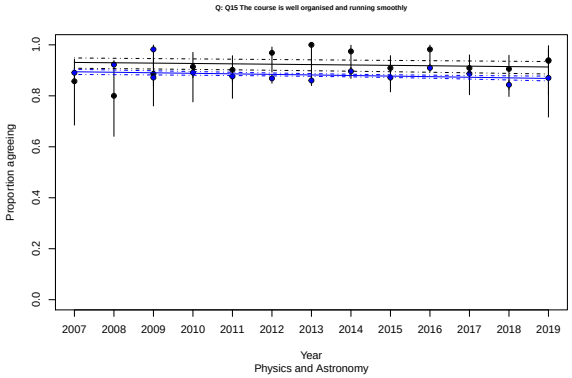
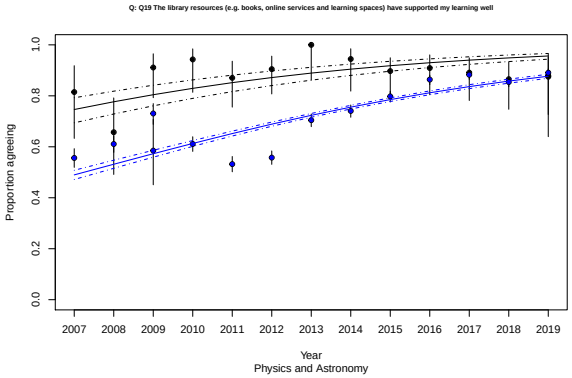
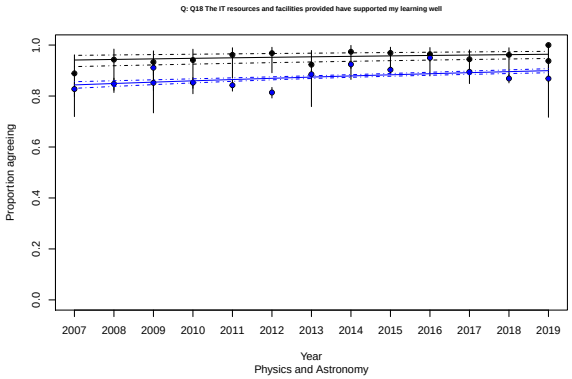
Year
Physics and Astronomy

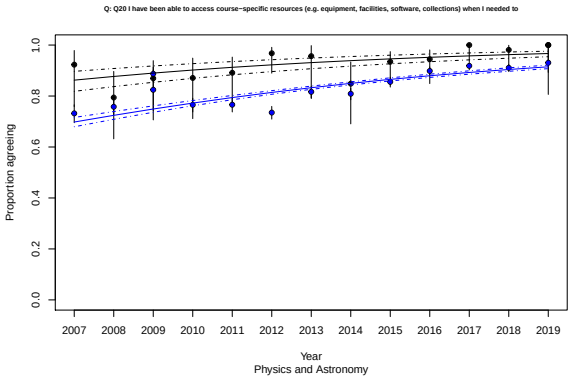

Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy

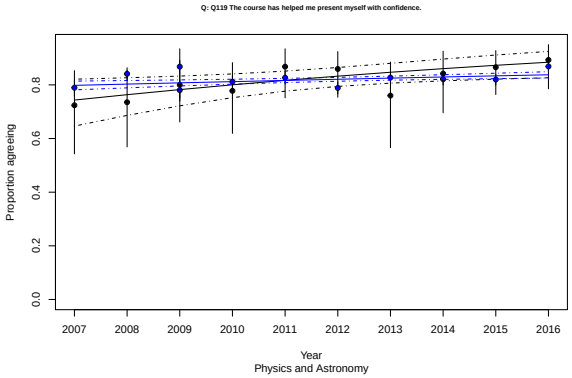

Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Physics and Astronomy


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
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2007
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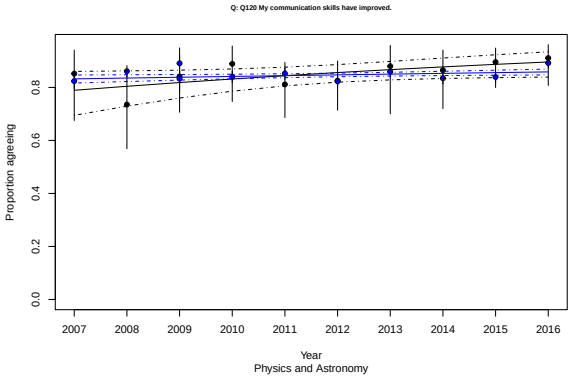
Year
Physics and Astronomy


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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0.6
0.8
2007
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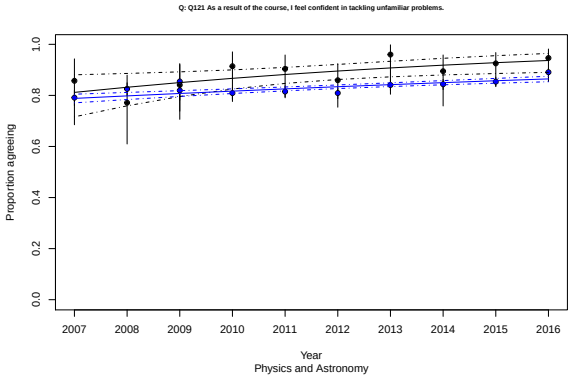
2016
Year
Physics and Astronomy


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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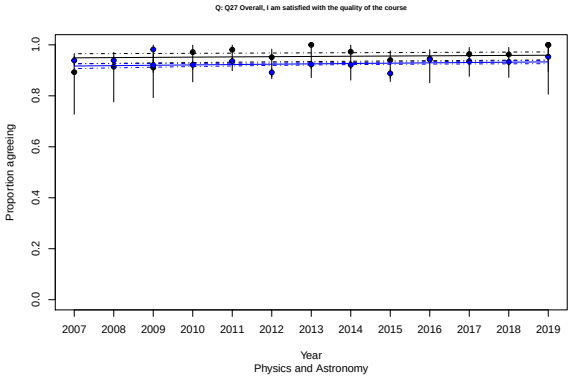
2016
Year
Physics and Astronomy


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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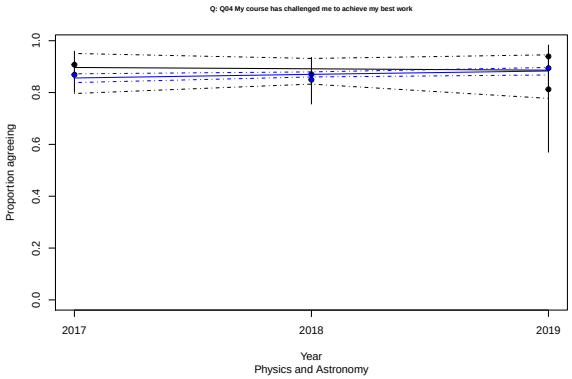
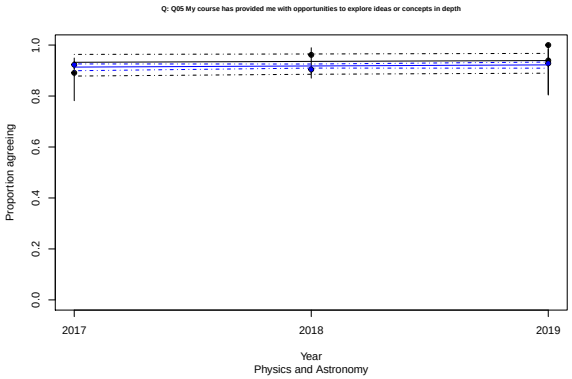
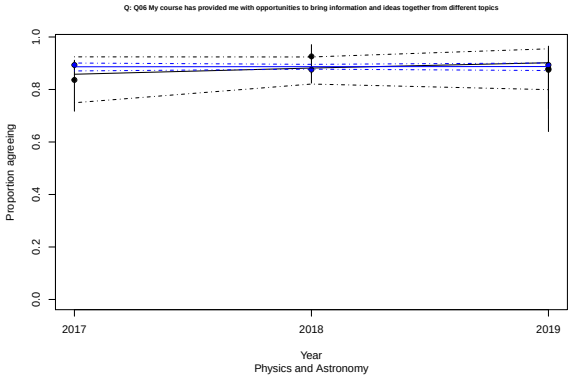
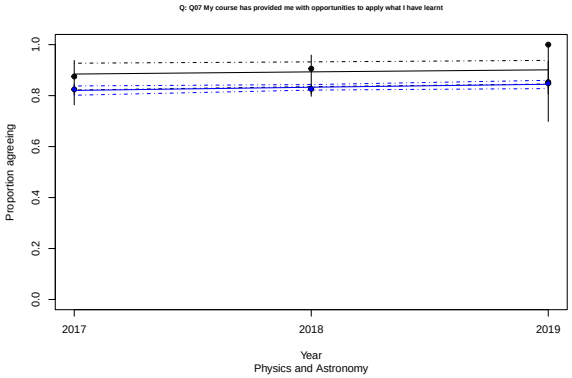
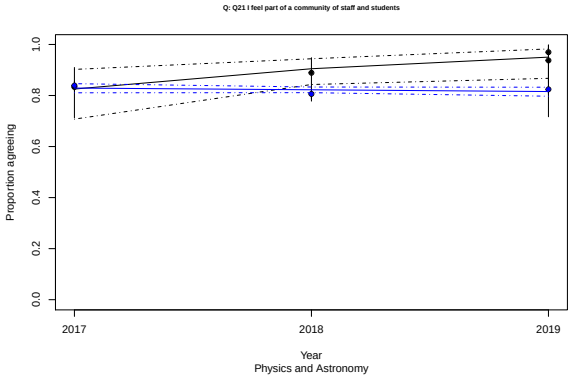
2019
Year
Physics and Astronomy

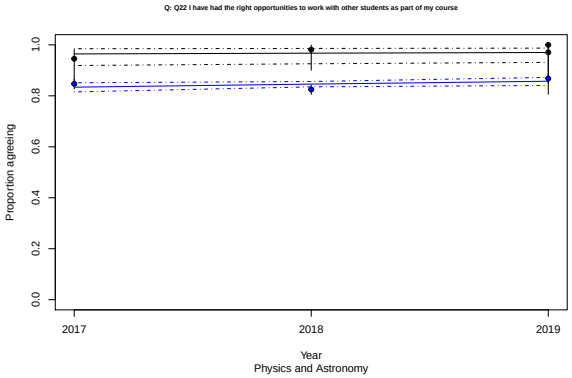

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

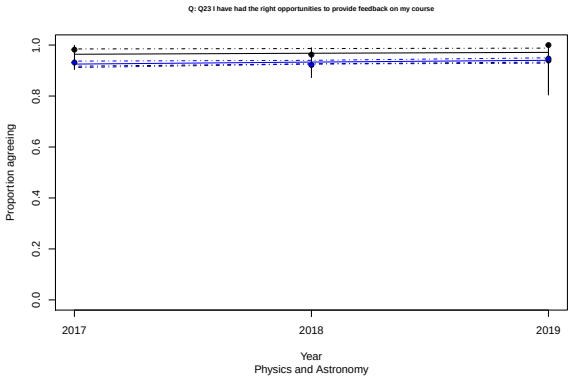

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

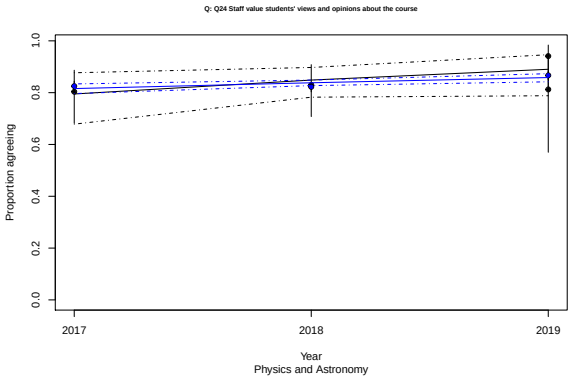

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

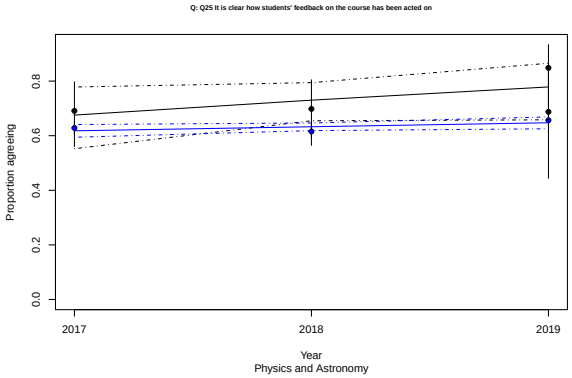

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

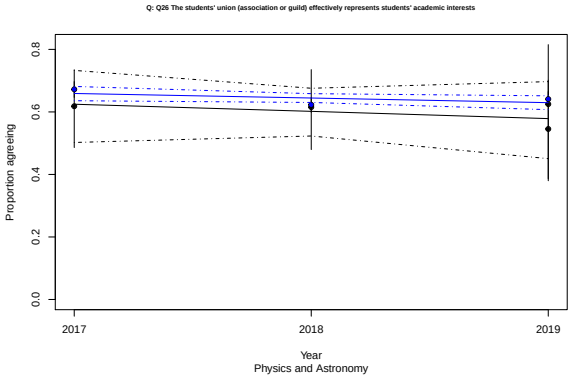

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

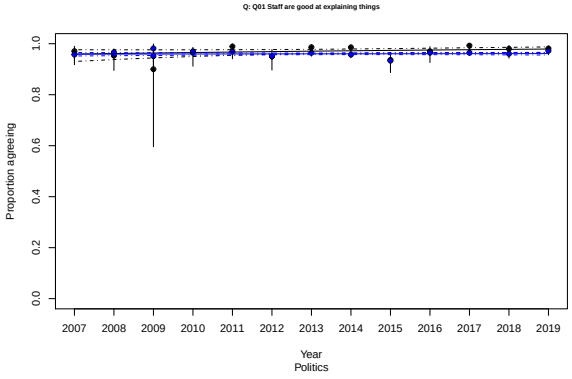

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Physics and Astronomy

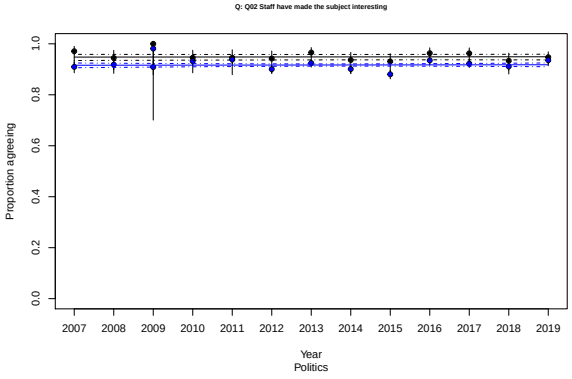

Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Physics and Astronomy

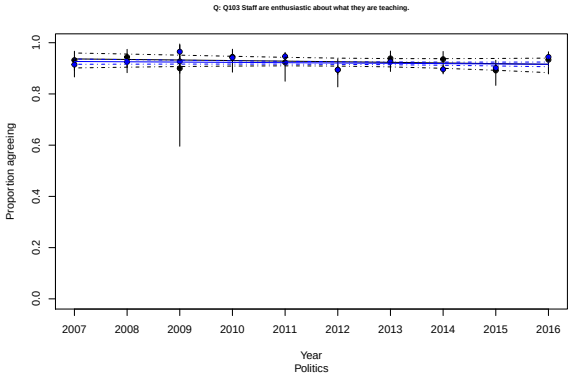

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Physics and Astronomy

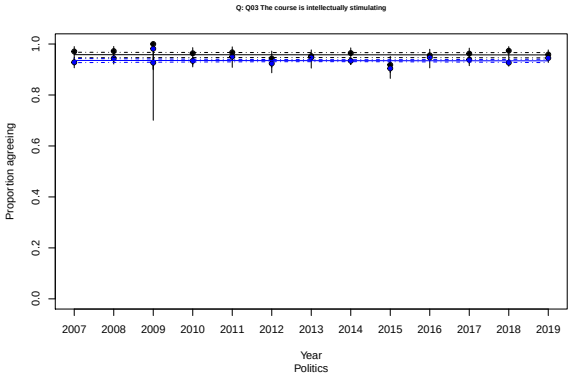
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	Positive	None	None	None
Q02	Positive	None	None	None
Q103	Positive	None	None	Above
Q03	Positive	None	None	None
Q08	Positive	Positive	Positive	None
Q09	Positive	Positive	None	Above
Q10	Positive	Positive	Positive	None
Q11	Positive	Positive	Positive	None
Q109	Positive	Positive	None	Above
Q13	Positive	Positive	None	Above
Q12	Positive	Positive	None	Above
Q14	Positive	Positive	None	Above
Q16	None	None	None	None
Q17	Positive	Positive	None	None
Q15	None	Negative	None	Above
Q19	None	Positive	None	Above
Q18	None	Positive	None	Above
Q20	Positive	Positive	None	Above
Q119	Positive	Positive	None	None
Q120	None	Positive	None	None
Q121	Positive	Positive	None	Above
Q27	None	Positive	None	Above
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	Above
Q21	Positive	None	Positive	Above
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Above
Q26	None	None	None	None

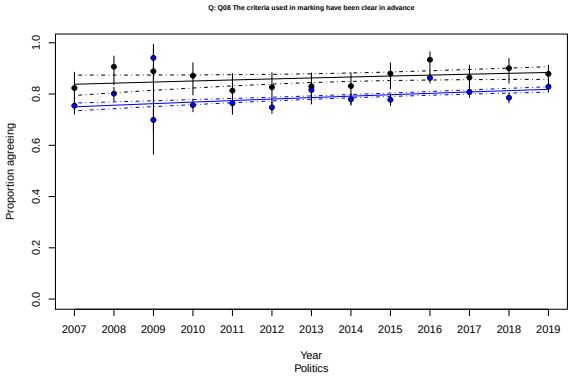
Politics

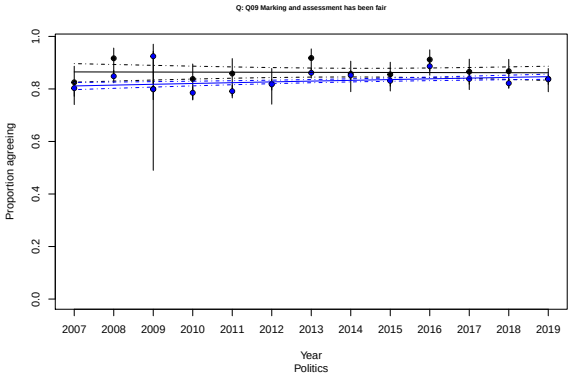

Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Politics

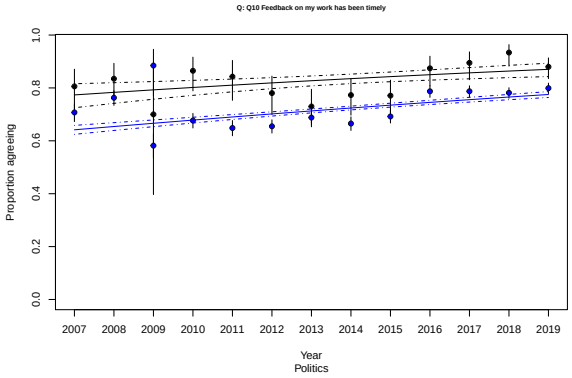

Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Politics


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
Year
Politics


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Politics


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Politics


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019
Year
Politics


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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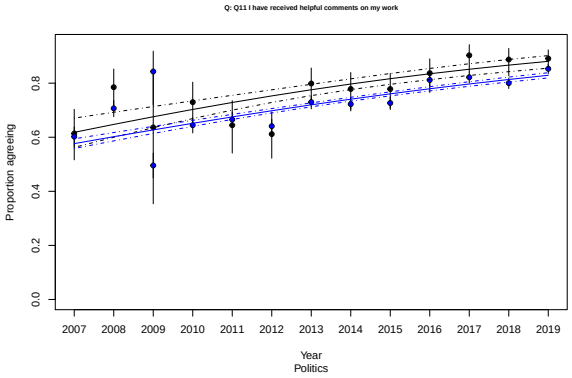
Year
Politics


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
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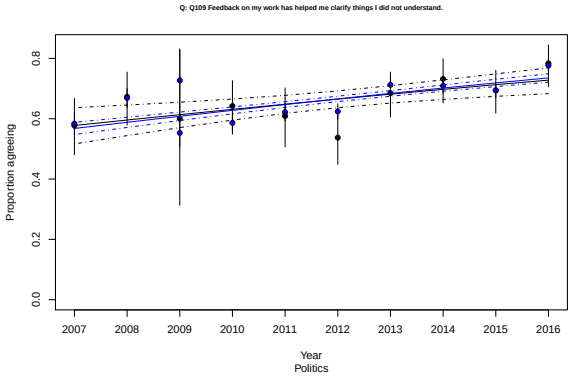
Year
Politics


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
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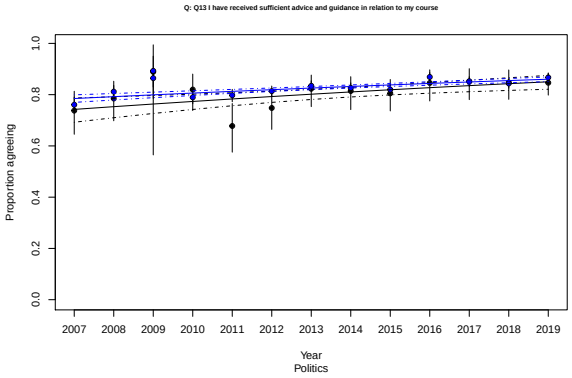
Year
Politics


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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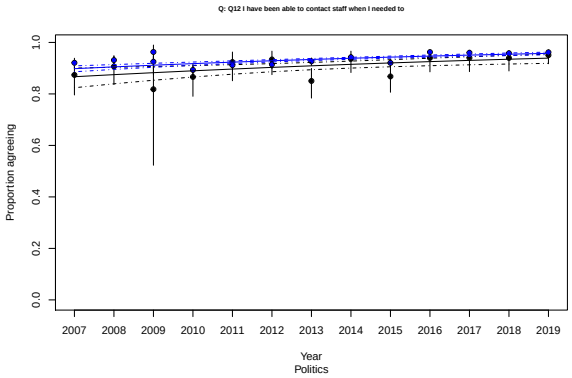
Year
Politics


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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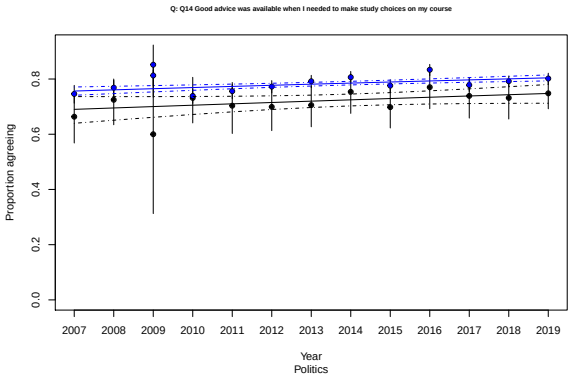
Politics


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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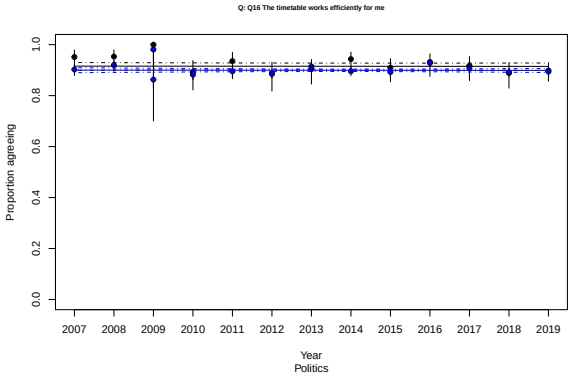
Year
Politics


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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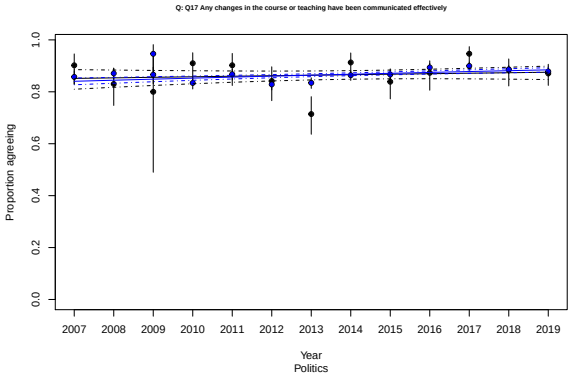
Politics


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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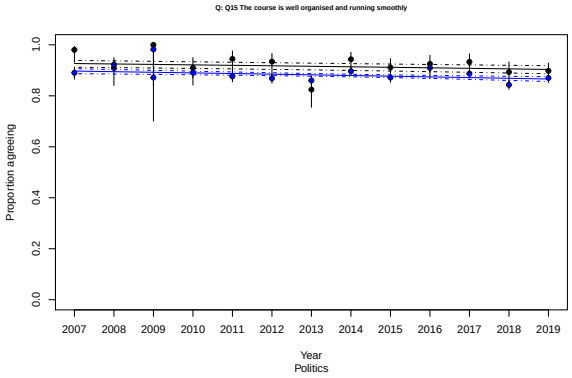
Year
Politics


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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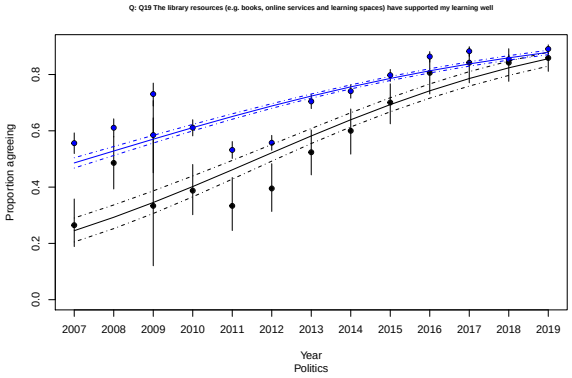
Politics


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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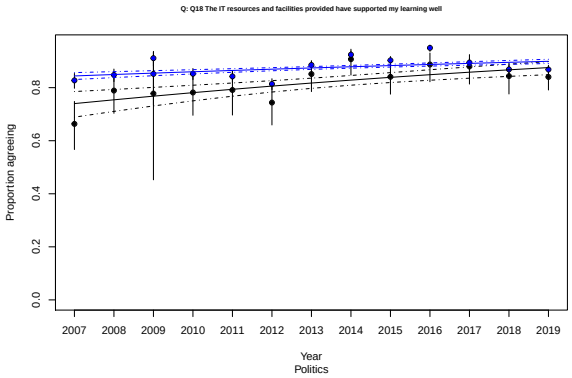
Politics


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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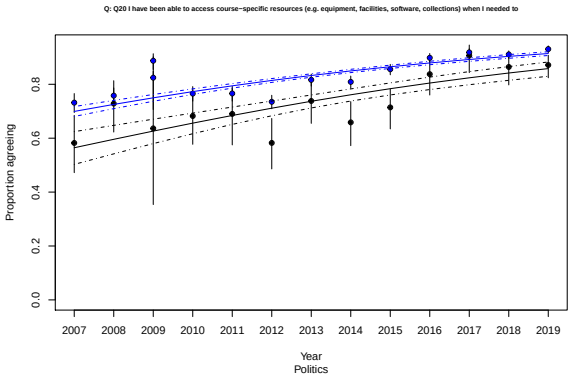
Year
Politics


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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0.8
2007
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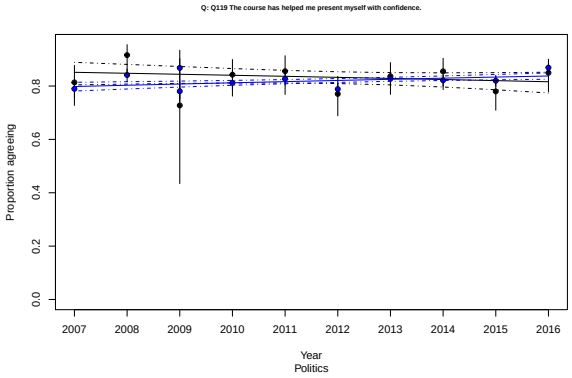
Year
Politics


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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0.6
0.8
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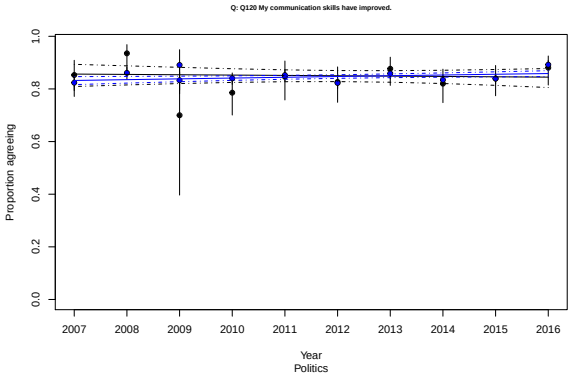
Politics


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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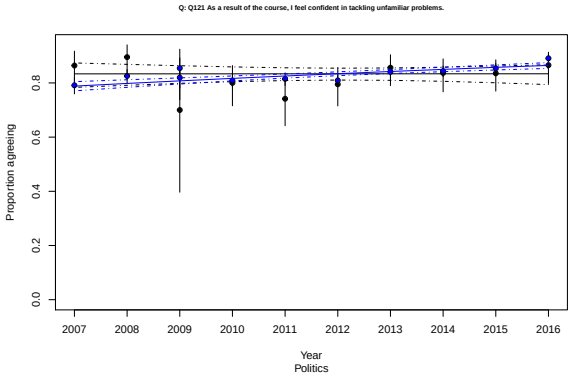
2016
Year
Politics


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
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2007
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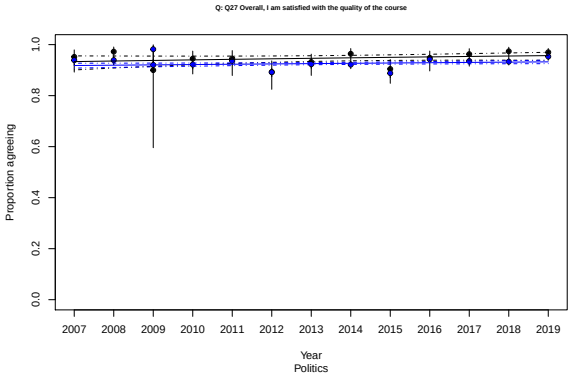
Year
Politics


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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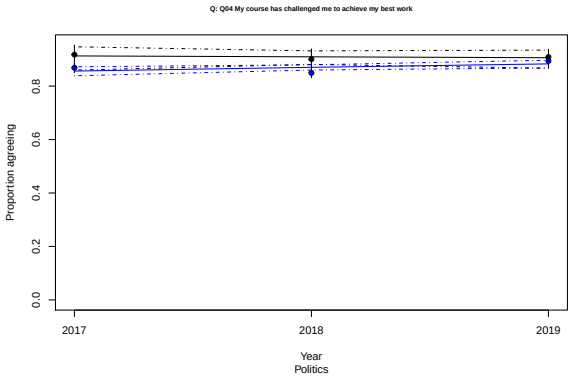
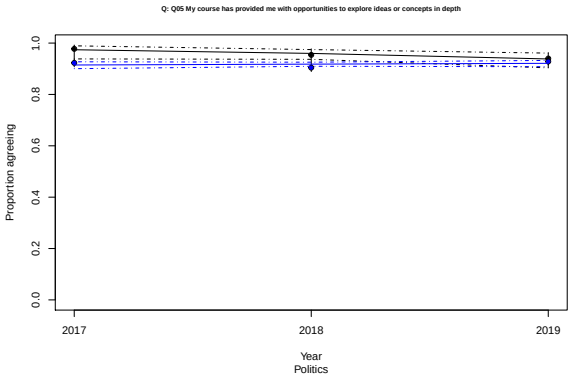
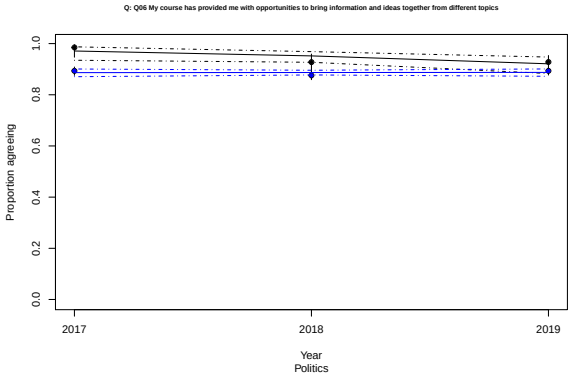
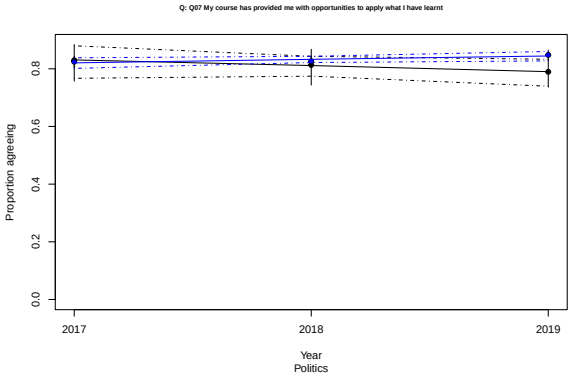
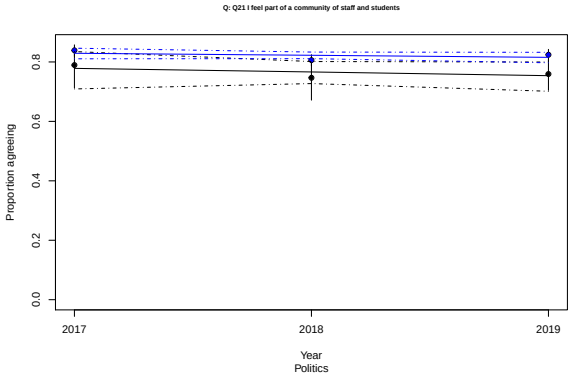
2019
Year
Politics

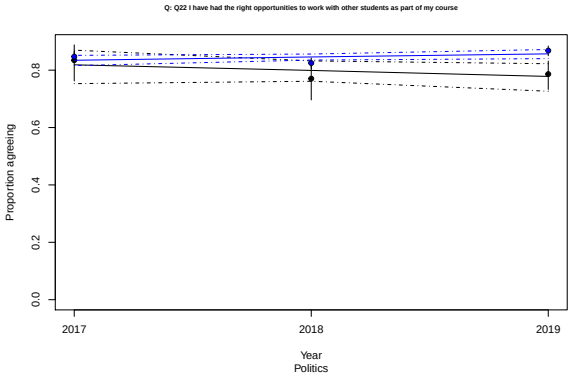

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics

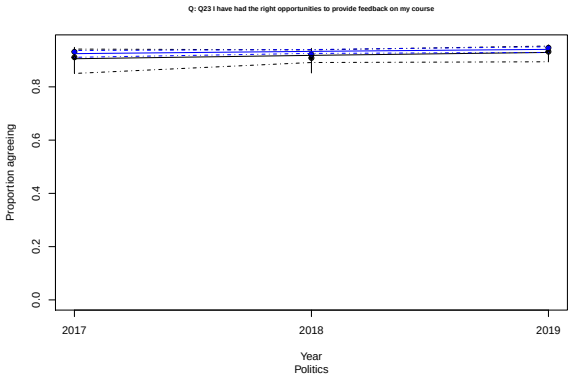

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Politics

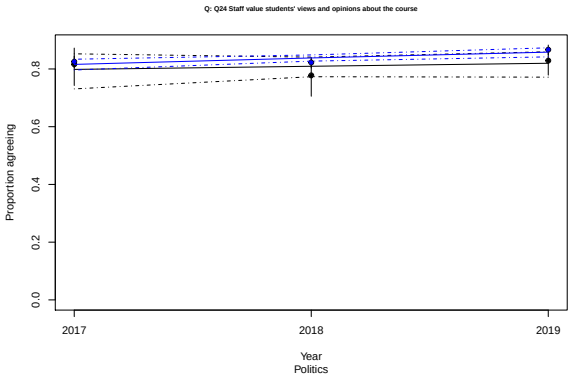

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Politics

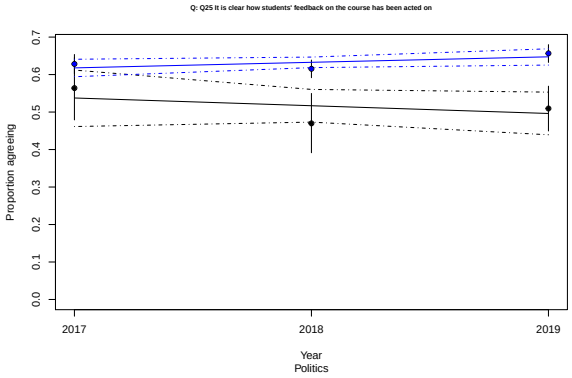

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics

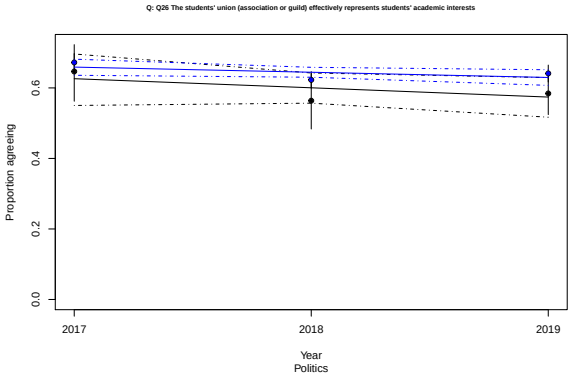

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics

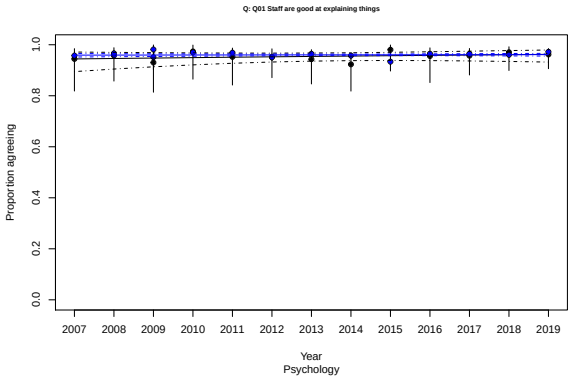

Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Politics


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
2017
2018
2019
Year
Politics


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
2019
Year
Politics

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Above
Q02	None	None	None	Above
Q103	None	None	None	None
Q03	None	None	None	Above
Q08	None	Positive	None	Above
Q09	None	Positive	None	Above
Q10	Positive	Positive	None	Above
Q11	Positive	Positive	None	Above
Q109	Positive	Positive	None	None
Q13	Positive	Positive	None	Below
Q12	Positive	Positive	None	Below
Q14	None	Positive	None	Below
Q16	None	None	None	Above
Q17	None	Positive	None	None
Q15	None	Negative	None	Above
Q19	Positive	Positive	Positive	Below
Q18	Positive	Positive	None	Below
Q20	Positive	Positive	None	Below
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	None	Positive	Negative	None
Q27	None	Positive	None	Above
Q04	None	Positive	None	Above
Q05	None	None	None	Above
Q06	Negative	None	Negative	Above
Q07	None	None	None	None
Q21	None	None	None	Below
Q22	None	None	None	Below
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Below
Q26	None	None	None	Below

Psychology


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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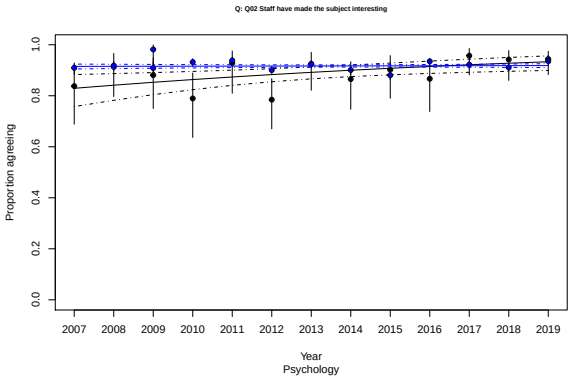
Year
Psychology


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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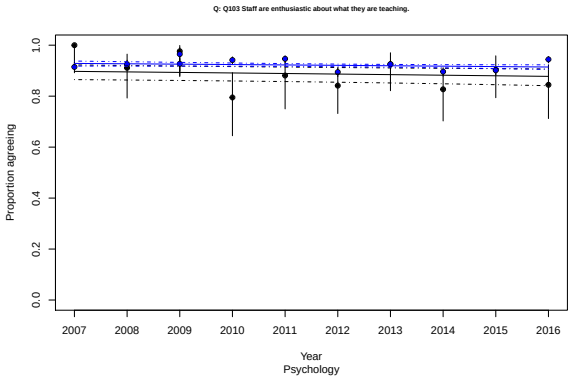
Year
Psychology


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
2007
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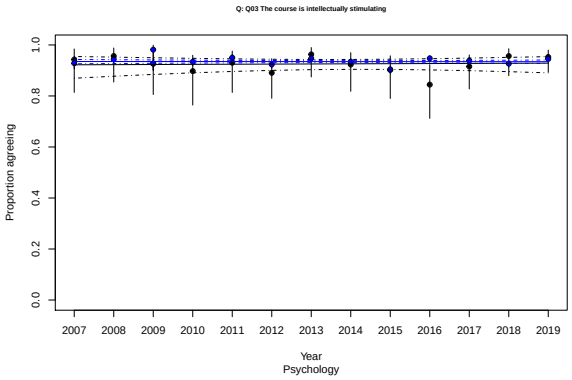
Year
Psychology


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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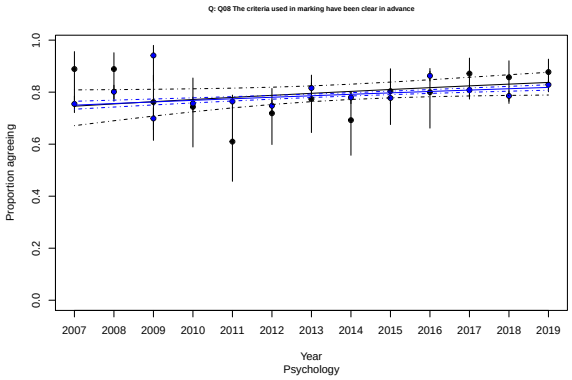
Psychology


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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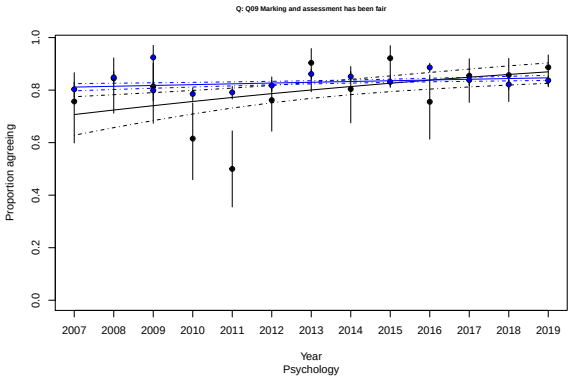
Year
Psychology


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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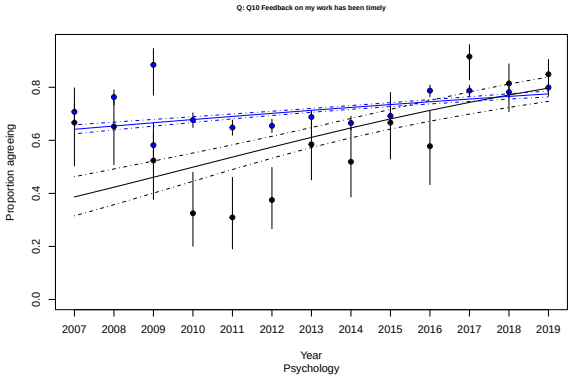
Year
Psychology


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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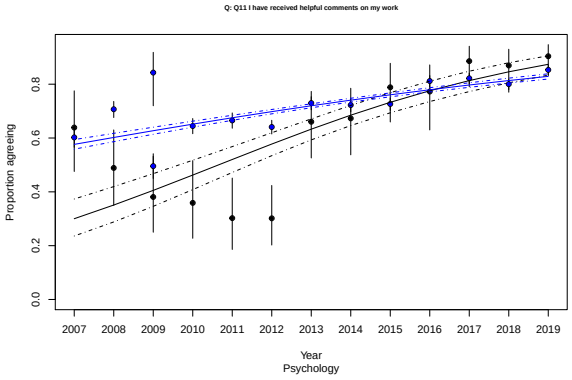
Year
Psychology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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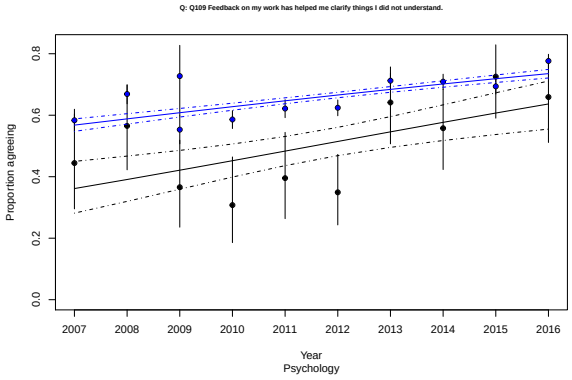
Year
Psychology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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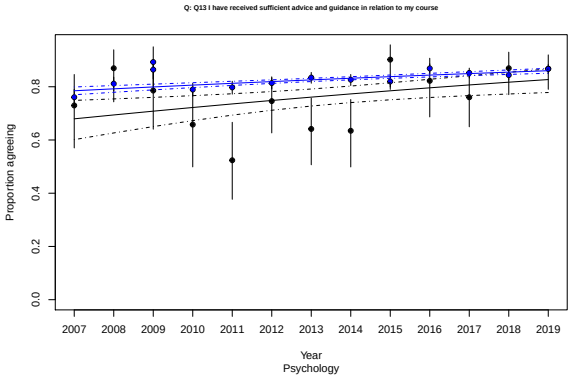
Year
Psychology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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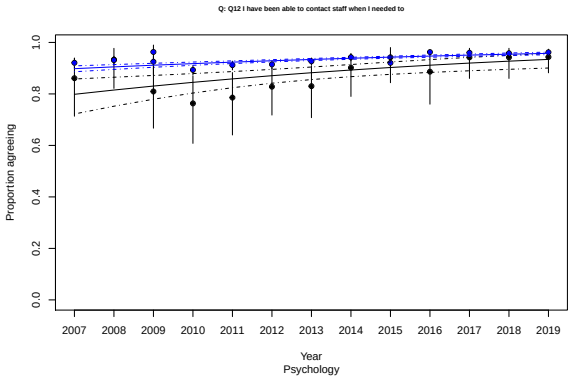
Year
Psychology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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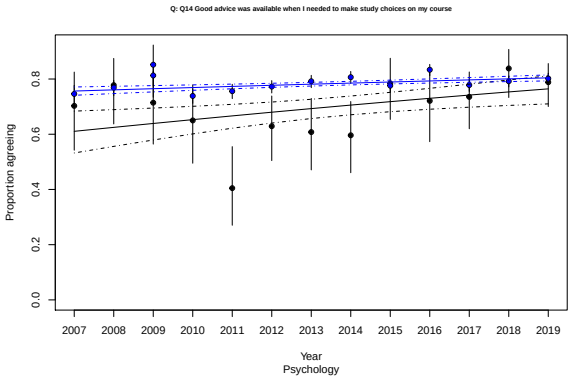
Year
Psychology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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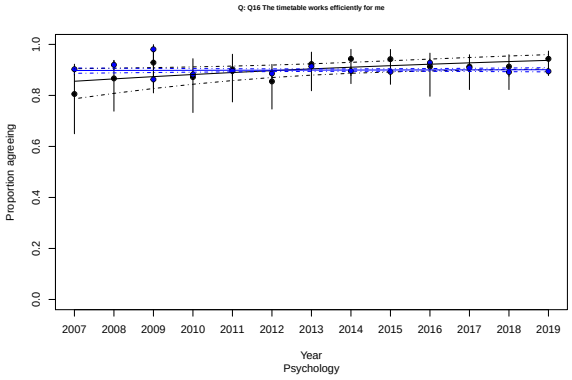
Year
Psychology


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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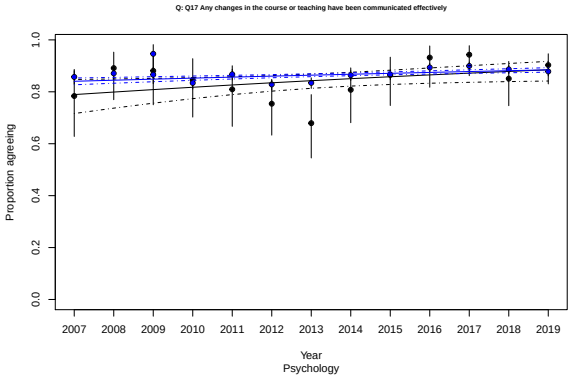
Year
Psychology


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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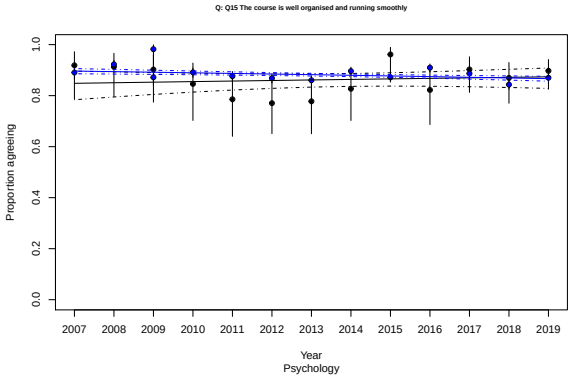
Year
Psychology


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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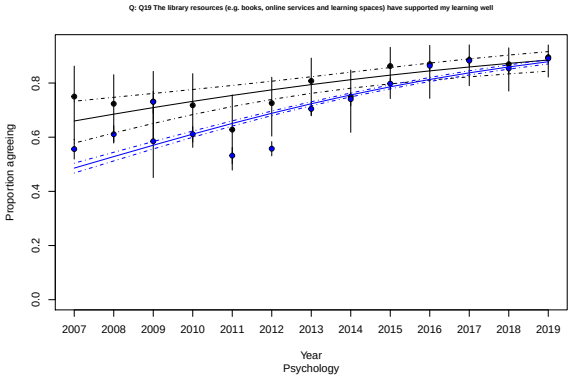
Year
Psychology


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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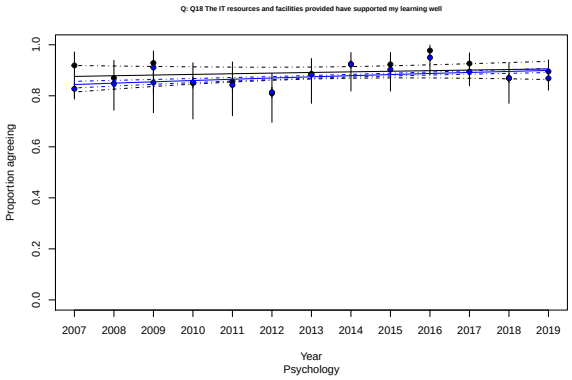
Year
Psychology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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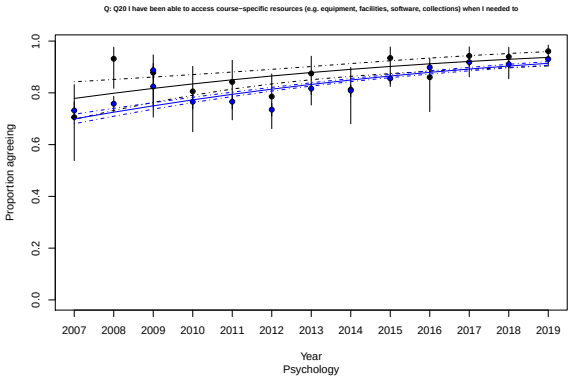
Year
Psychology


Q: Q20 I have been able to access course−specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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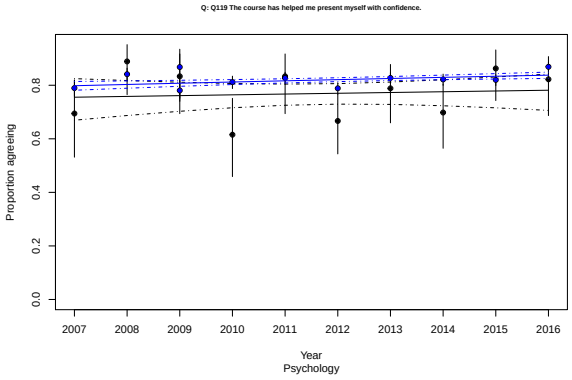
Psychology


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2007
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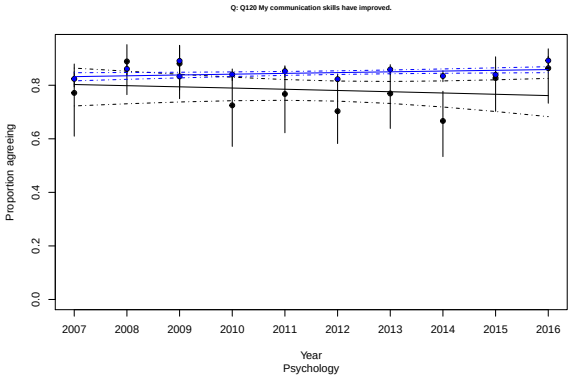
Year
Psychology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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0.6
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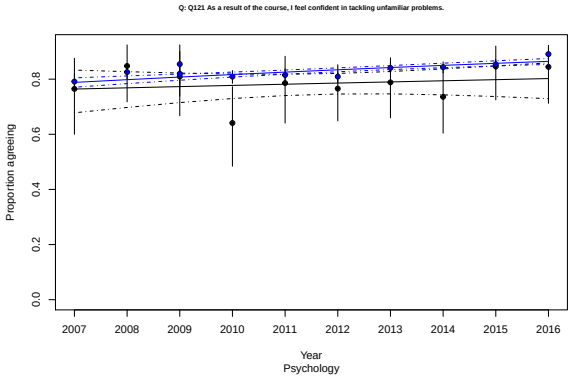
Year
Psychology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
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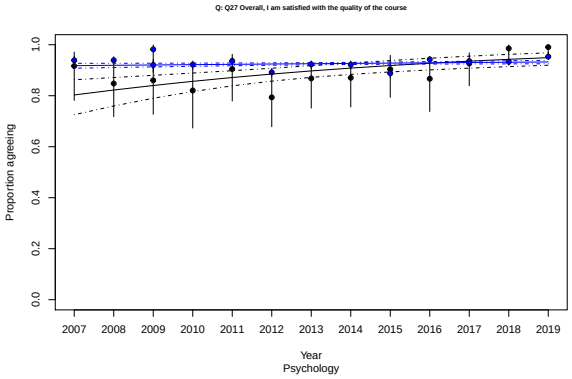
Year
Psychology


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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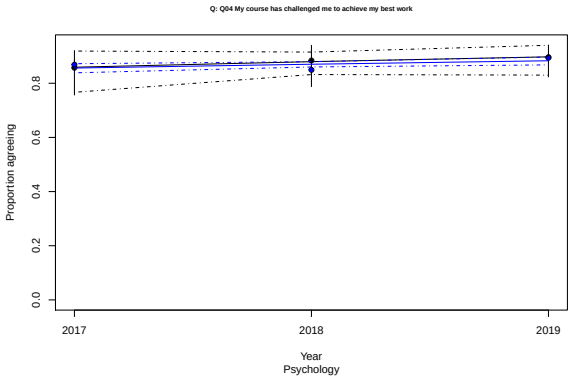
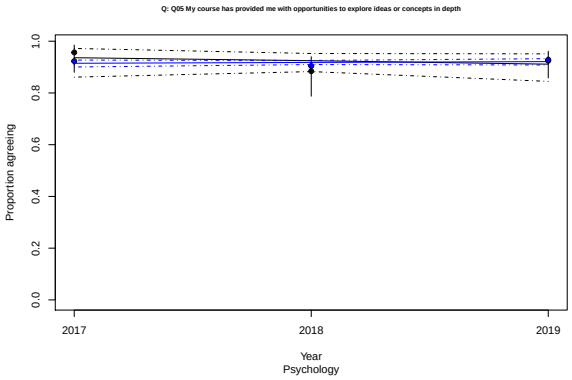
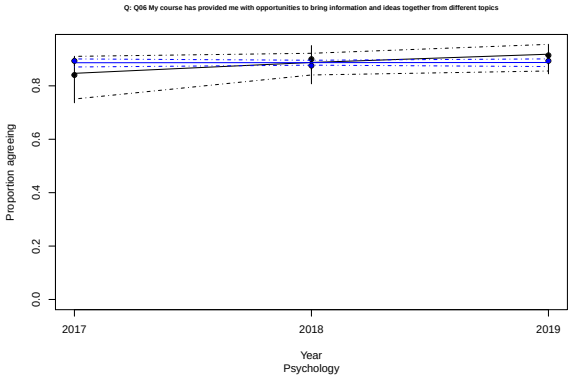
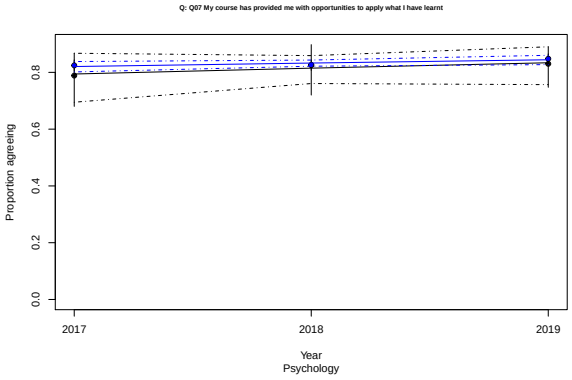
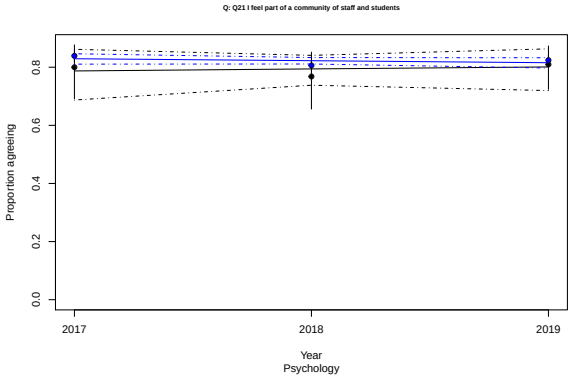
Year
Psychology

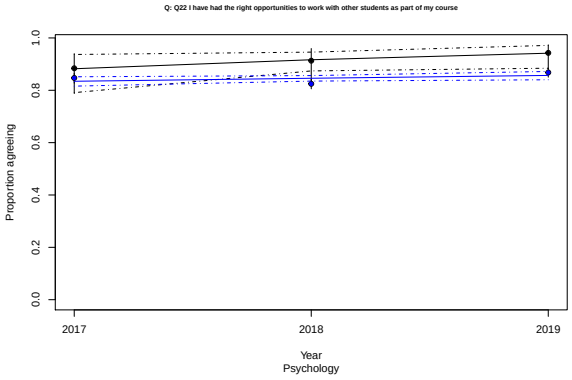

Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology

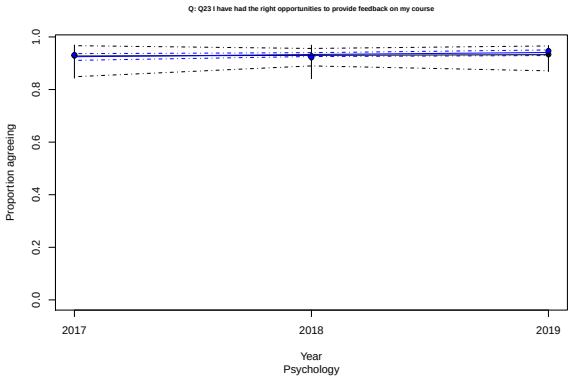

Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Psychology

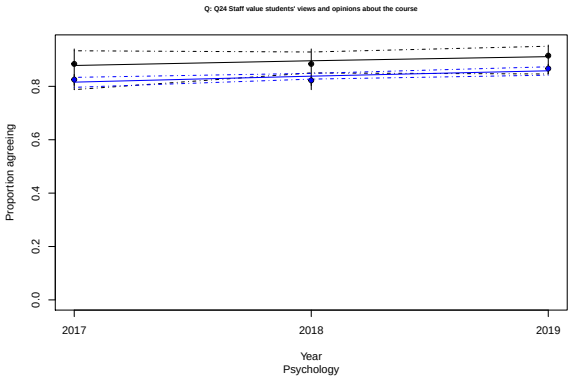

Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology

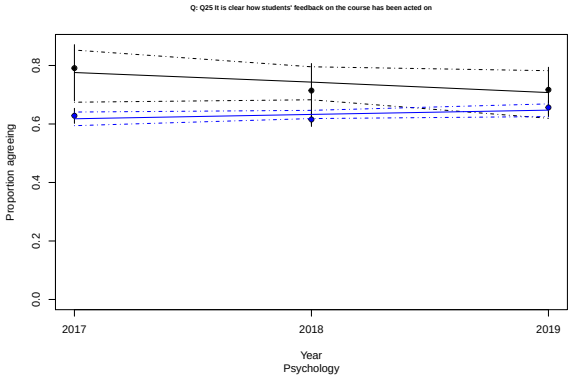

Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology

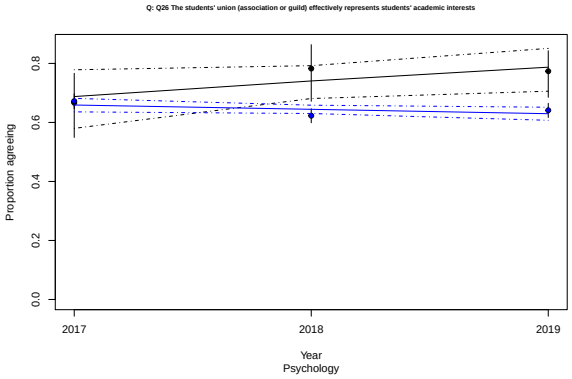

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Psychology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Psychology


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology

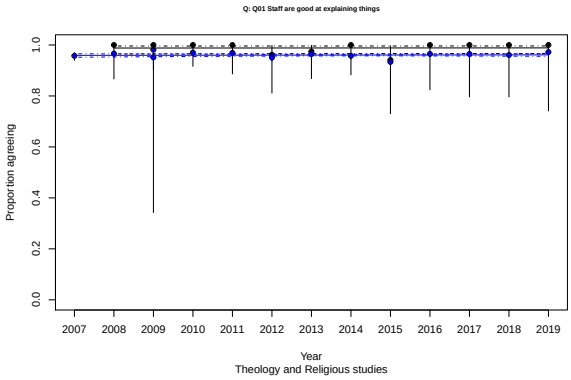

Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Psychology

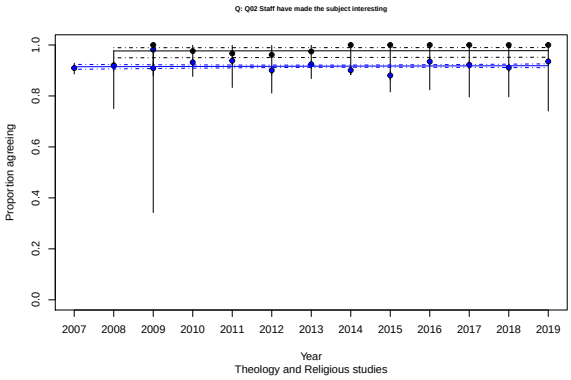
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	Positive	None	Positive	Below
Q103	None	None	None	Below
Q03	None	None	None	None
Q08	None	Positive	None	None
Q09	Positive	Positive	Positive	None
Q10	Positive	Positive	Positive	Below
Q11	Positive	Positive	Positive	Below
Q109	Positive	Positive	None	Below
Q13	Positive	Positive	None	Below
Q12	Positive	Positive	None	Below
Q14	Positive	Positive	None	Below
Q16	Positive	None	Positive	None
Q17	Positive	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	Negative	Above
Q18	None	Positive	None	None
Q20	Positive	Positive	None	Above
Q119	None	Positive	None	Below
Q120	None	Positive	None	Below
Q121	None	Positive	None	Below
Q27	Positive	Positive	Positive	Below
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	Above
Q25	None	None	None	Above
Q26	None	None	None	Above

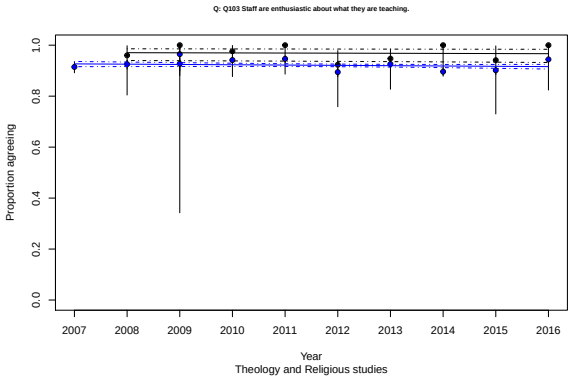
Slavic studies

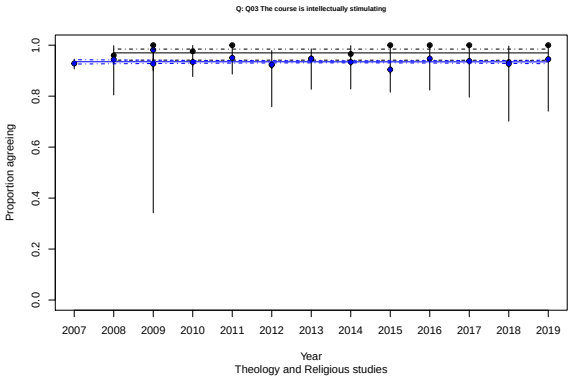
There is only one year of data so a trend over time cannot be plotted.

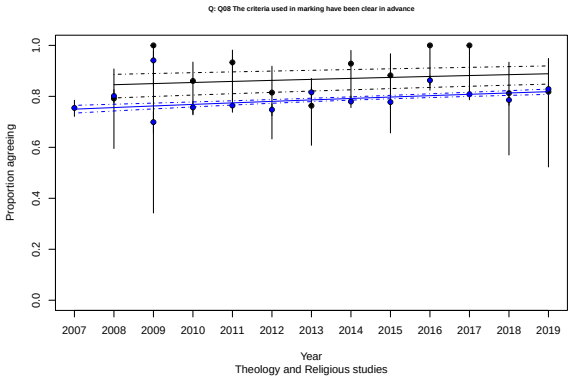
Theology and Religious studies

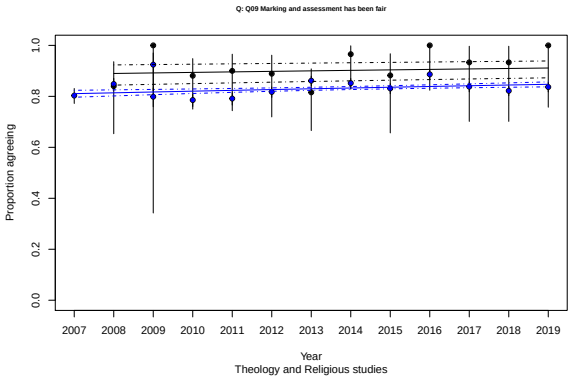


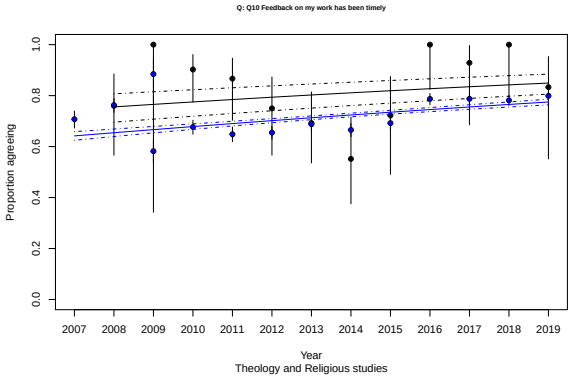











Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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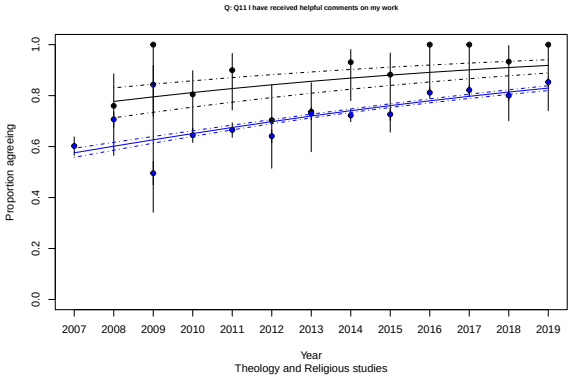
Year
Theology and Religious studies


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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2010
2011
2012
2013
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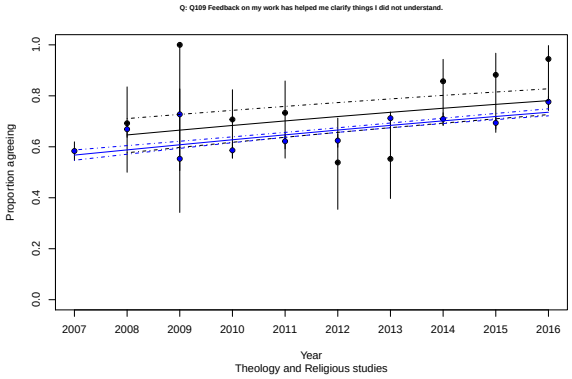
2015
2016
2017
2018
2019
Year
Theology and Religious studies


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
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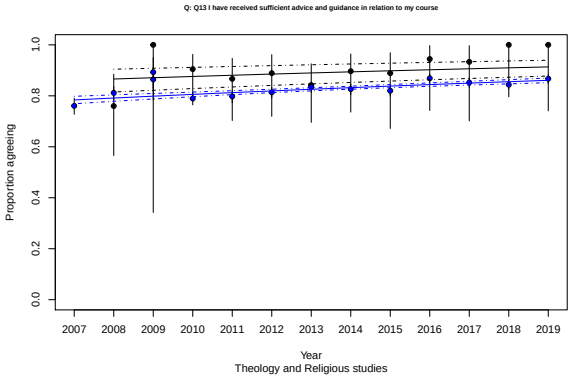
2016
Year
Theology and Religious studies


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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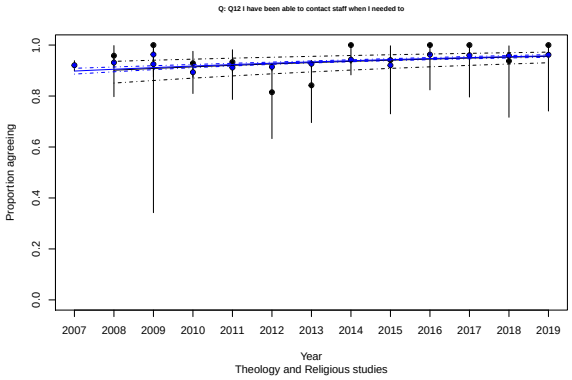
2015
2016
2017
2018
2019
Year
Theology and Religious studies


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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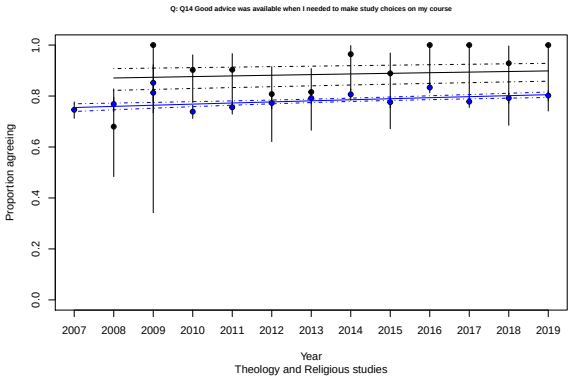
2019
Year
Theology and Religious studies


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
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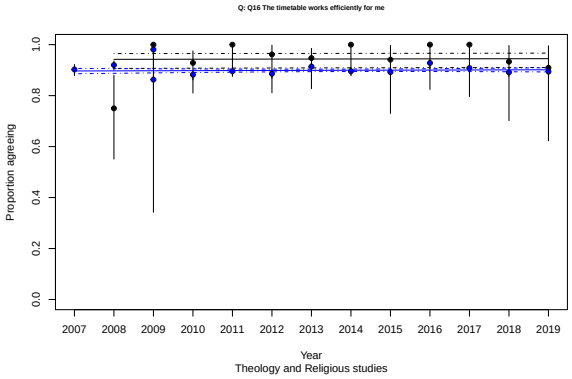
Year
Theology and Religious studies


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
2010
2011
2012
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2017
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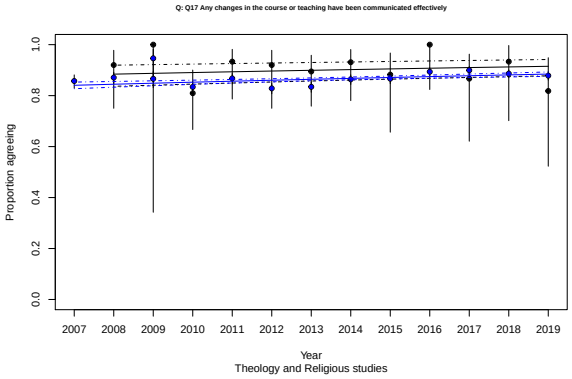
Year
Theology and Religious studies


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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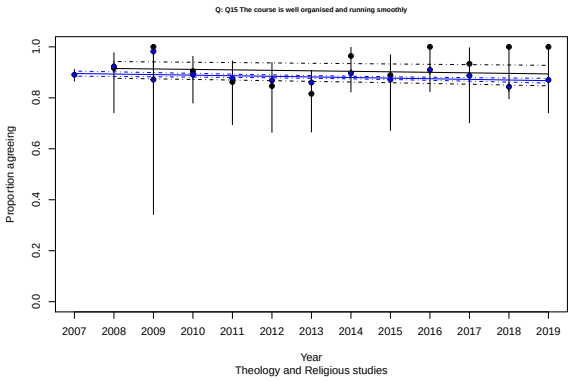
Year
Theology and Religious studies


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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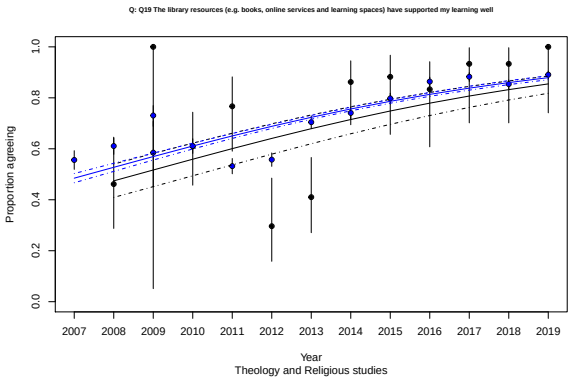
Year
Theology and Religious studies


Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2011
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2017
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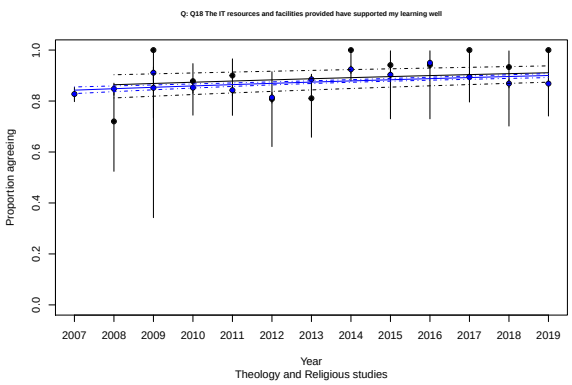
2019
Year
Theology and Religious studies


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
2008
2009
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2015
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2017
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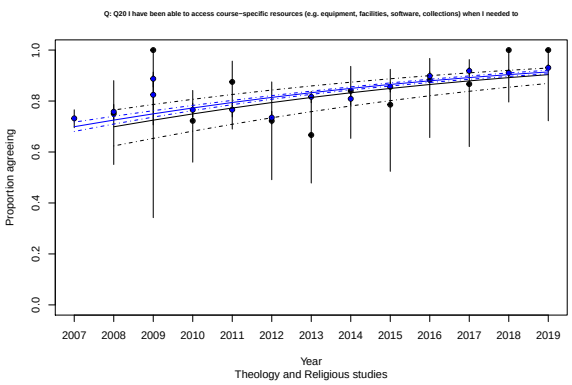
2019
Year
Theology and Religious studies


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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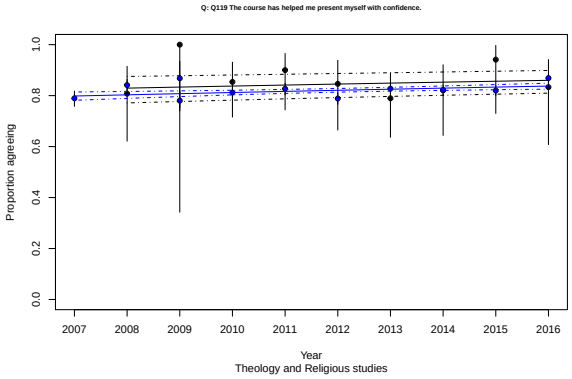
Year
Theology and Religious studies


Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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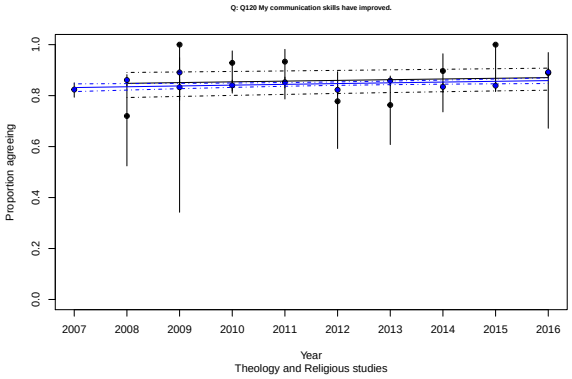
2016
Year
Theology and Religious studies


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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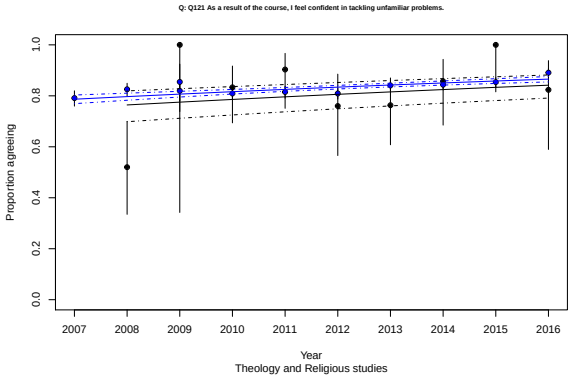
Year
Theology and Religious studies


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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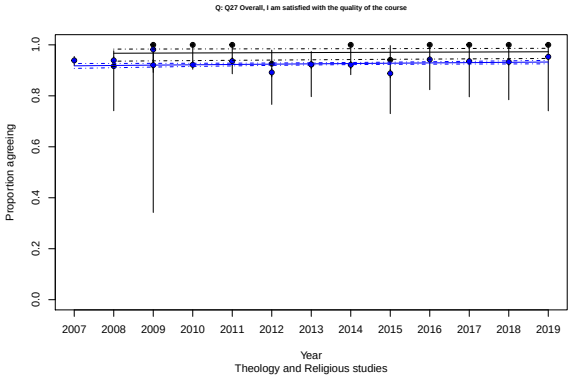
Year
Theology and Religious studies


Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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2017
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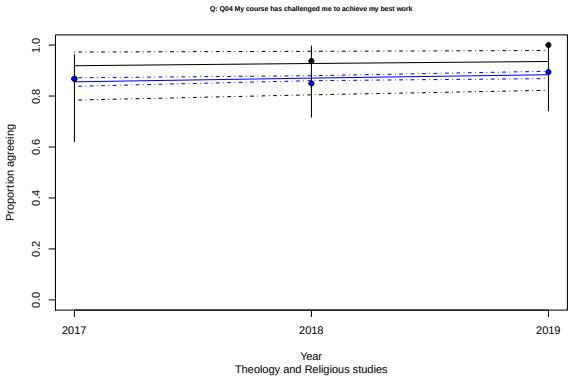
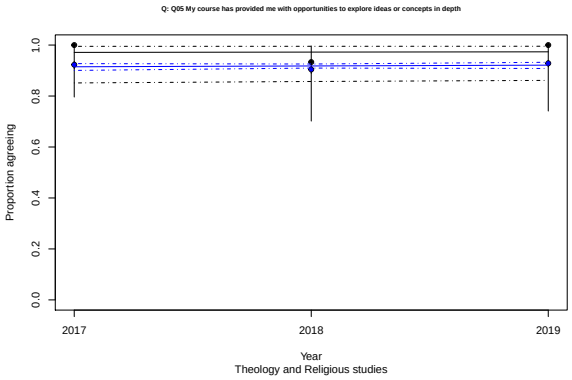
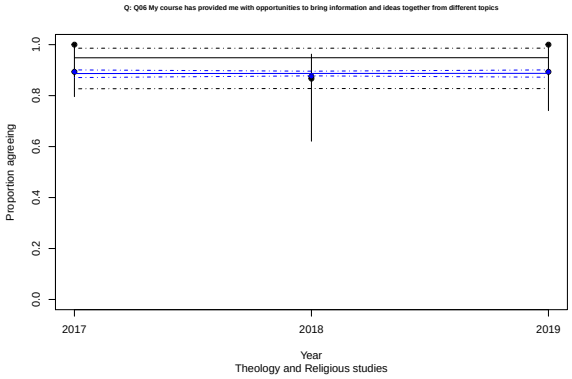
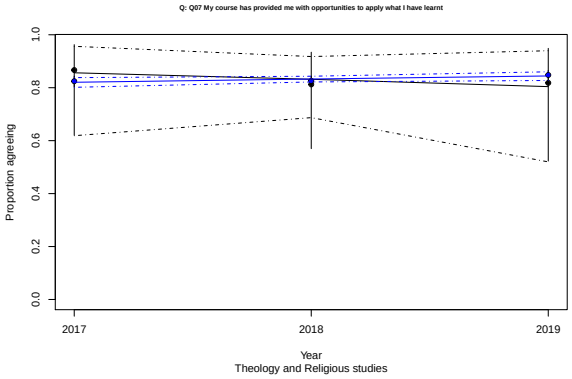
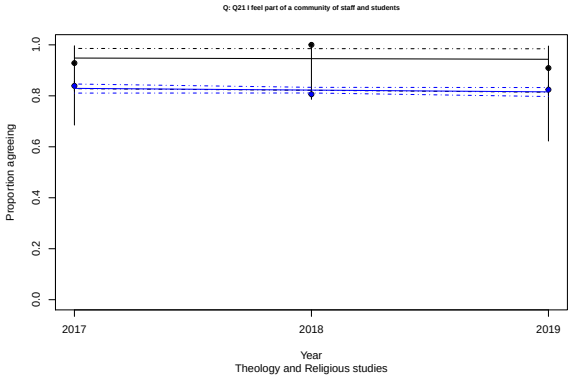
2019
Year
Theology and Religious studies


Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
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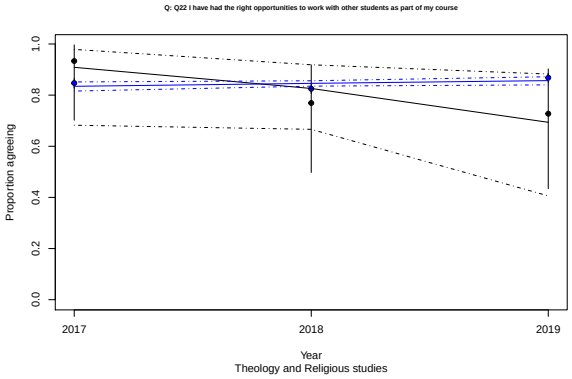
2019
Year
Theology and Religious studies


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
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0.6
0.8
1.0
2017
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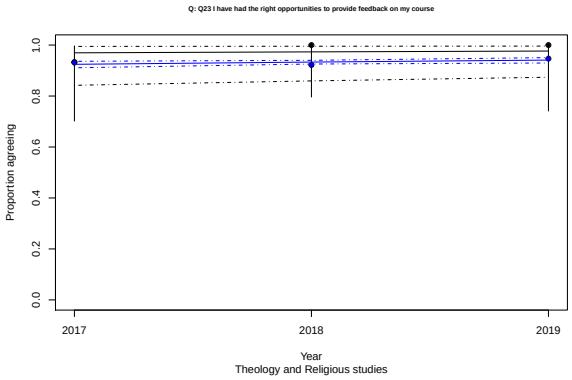
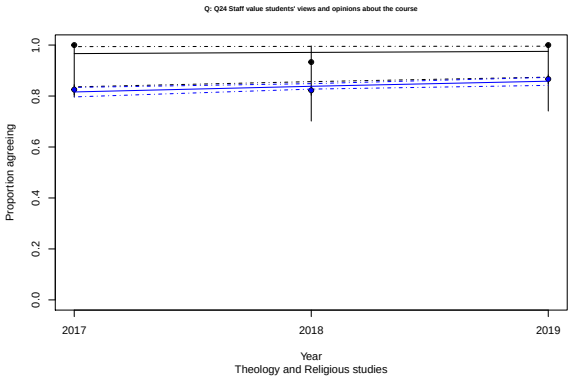
2019
Year
Theology and Religious studies


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
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0.2
0.4
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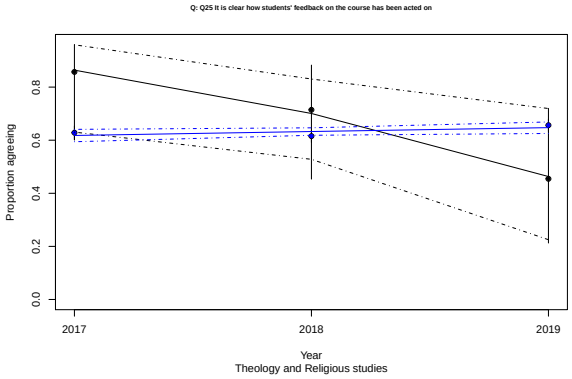
0.8
1.0
2017
2018
2019
Year
Theology and Religious studies


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
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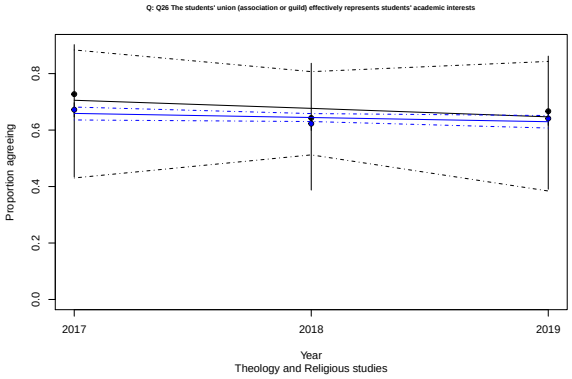
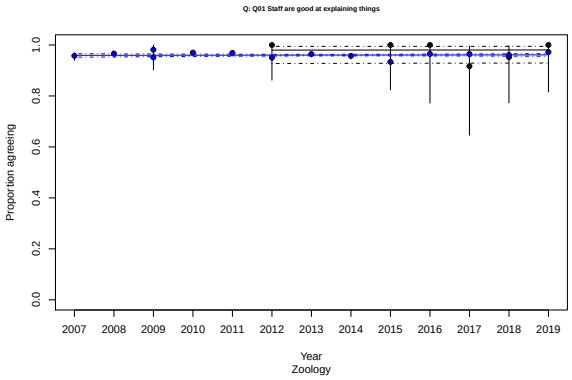
Year
Theology and Religious studies


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Theology and Religious studies

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	Above
Q02	None	None	None	Above
Q103	None	None	None	Above
Q03	None	None	None	Above
Q08	None	Positive	None	Above
Q09	None	Positive	None	Above
Q10	None	Positive	None	Above
Q11	Positive	Positive	None	Above
Q109	None	Positive	None	None
Q13	Positive	Positive	None	Above
Q12	None	Positive	None	None
Q14	Positive	Positive	None	Above
Q16	Positive	None	None	Above
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	None	Below
Q18	Positive	Positive	None	None
Q20	Positive	Positive	None	None
Q119	None	Positive	None	None
Q120	None	Positive	None	None
Q121	Positive	Positive	None	None
Q27	None	Positive	None	Above
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	None
Q23	None	None	None	None
Q24	None	Positive	None	Above
Q25	Negative	None	Negative	None
Q26	None	None	None	None

Zoology


Q: Q01 Staff are good at explaining things
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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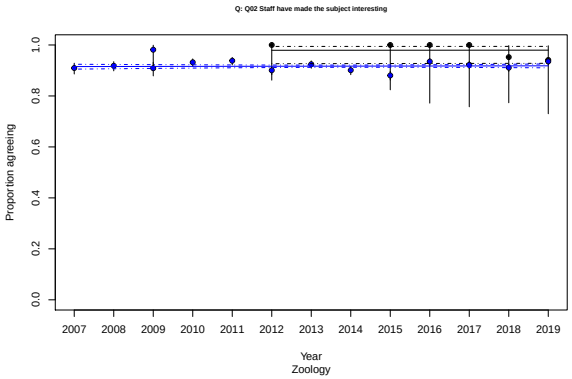
Zoology


Q: Q02 Staff have made the subject interesting
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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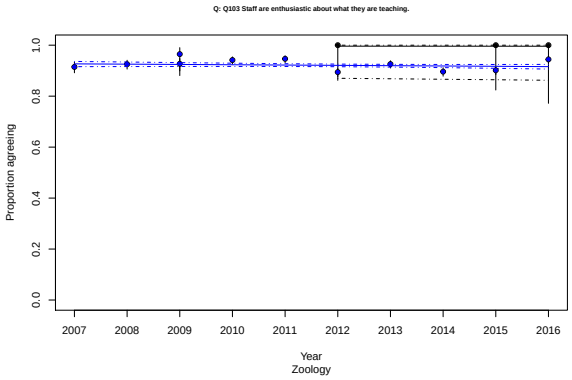
Zoology


Q: Q103 Staff are enthusiastic about what they are teaching.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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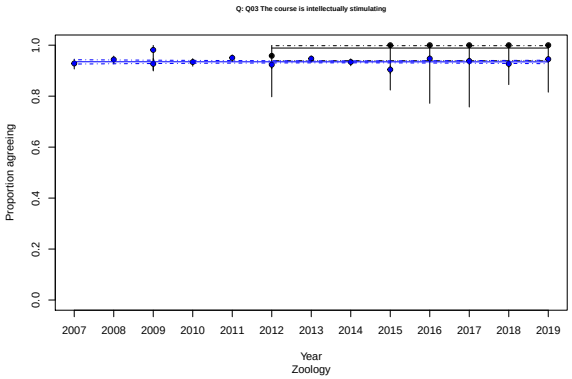
Year
Zoology


Q: Q03 The course is intellectually stimulating
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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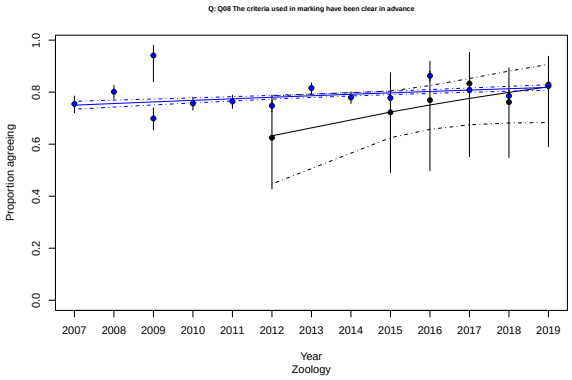
Year
Zoology


Q: Q08 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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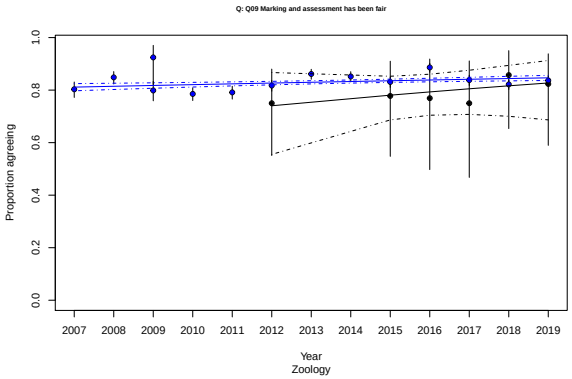
Year
Zoology


Q: Q09 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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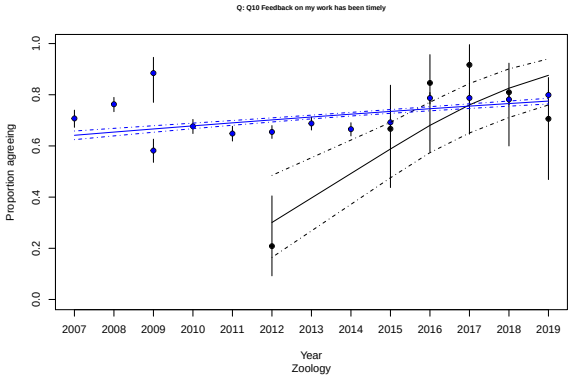
Year
Zoology


Q: Q10 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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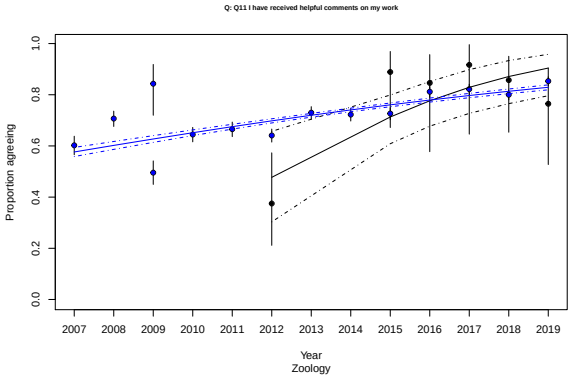
Year
Zoology


Q: Q11 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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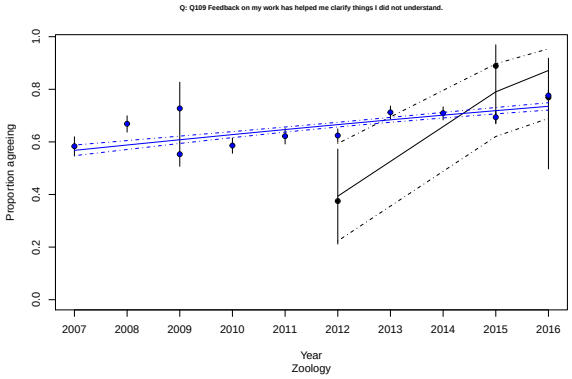
Year
Zoology


Q: Q109 Feedback on my work has helped me clarify things I did not understand.
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2007
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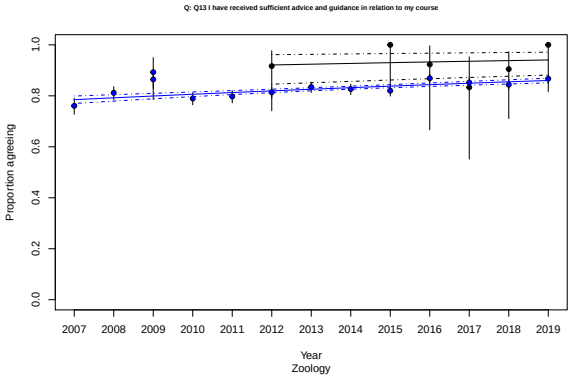
Year
Zoology


Q: Q13 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
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1.0
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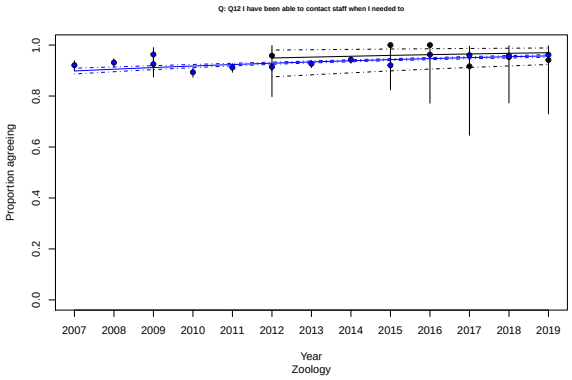
Year
Zoology


Q: Q12 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
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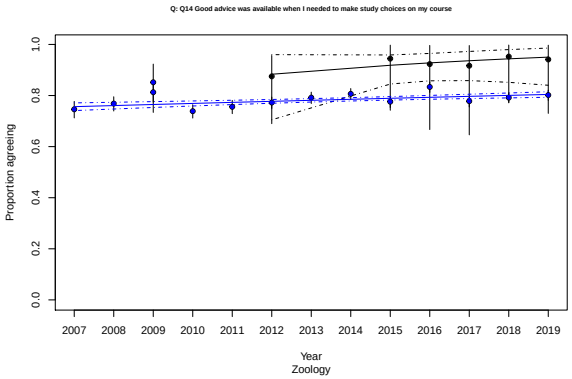
Year
Zoology


Q: Q14 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
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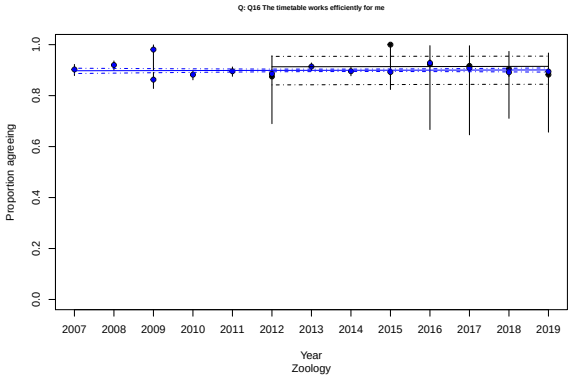
Zoology


Q: Q16 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
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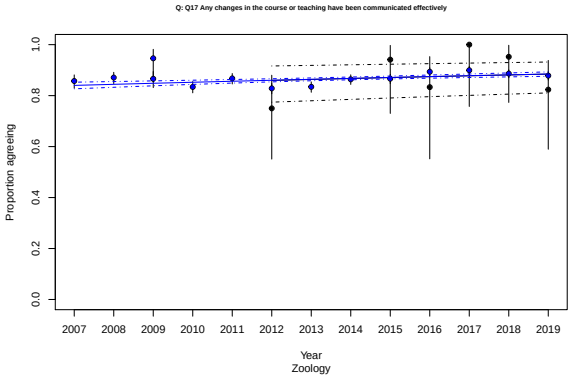
Year
Zoology


Q: Q17 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
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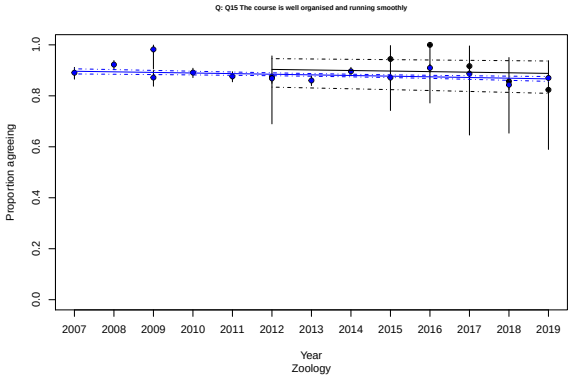
Zoology


Q: Q15 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
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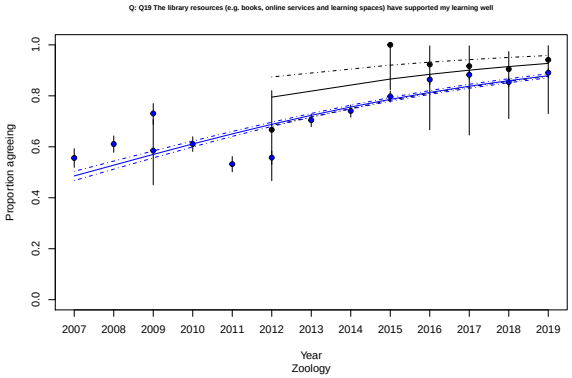
Q: Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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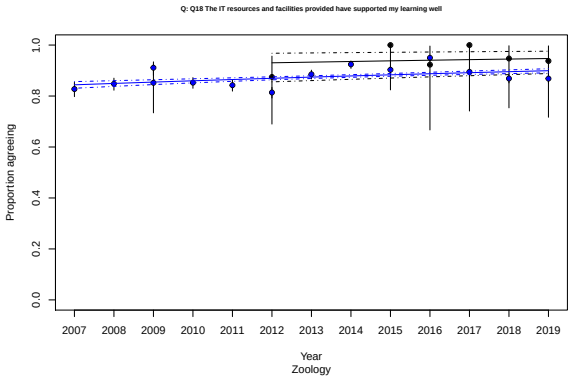
Year
Zoology


Q: Q18 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
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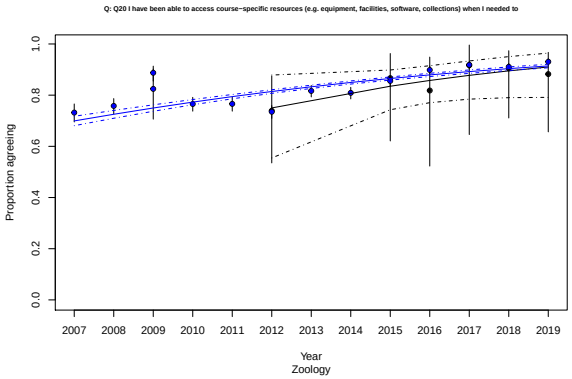
Zoology


Q: Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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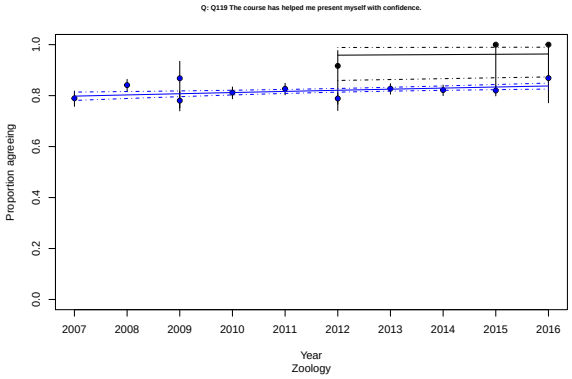
Q: Q119 The course has helped me present myself with confidence.
Proportion agreeing
0.0
0.2
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0.6
0.8
1.0
2007
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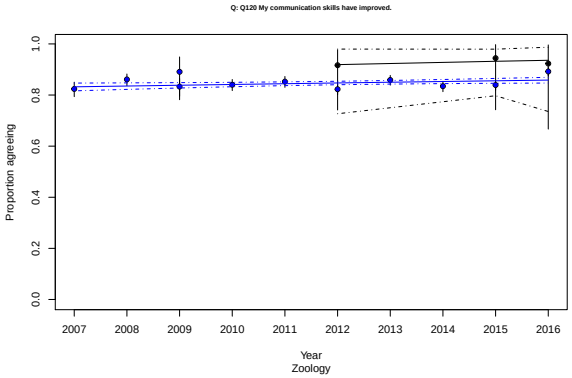
Year
Zoology


Q: Q120 My communication skills have improved.
Proportion agreeing
0.0
0.2
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0.8
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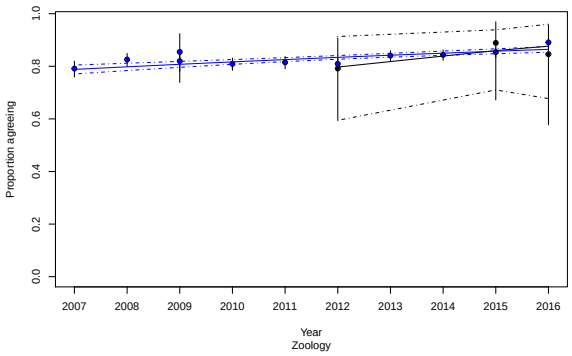
Zoology


Q: Q121 As a result of the course, I feel confident in tackling unfamiliar problems.
Proportion agreeing
0.0
0.2
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0.8
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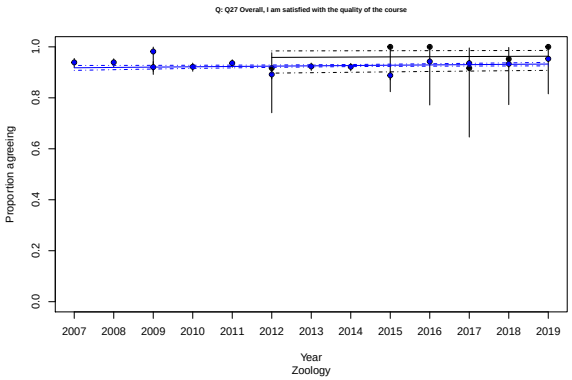
Q: Q27 Overall, I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
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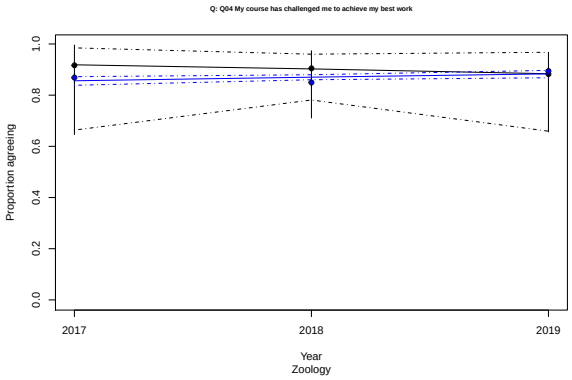
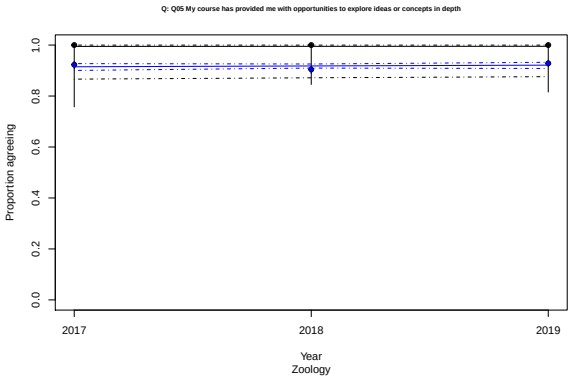
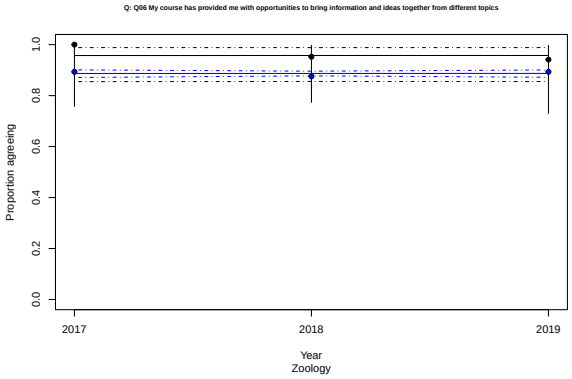
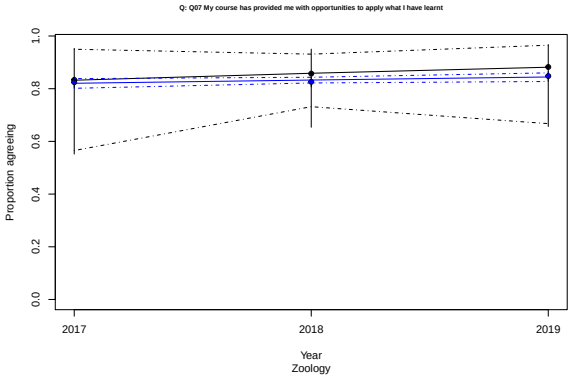
Zoology


Q: Q04 My course has challenged me to achieve my best work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q05 My course has provided me with opportunities to explore ideas or concepts in depth
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q06 My course has provided me with opportunities to bring information and ideas together from different topics
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q07 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
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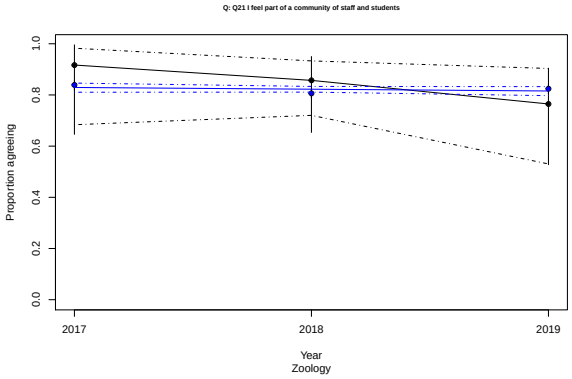
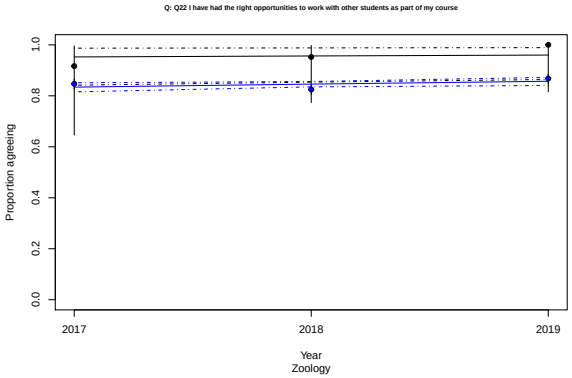
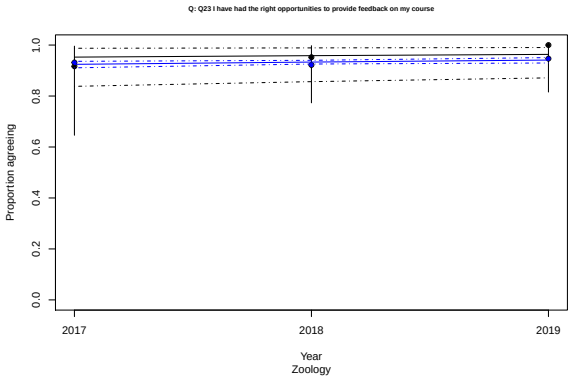
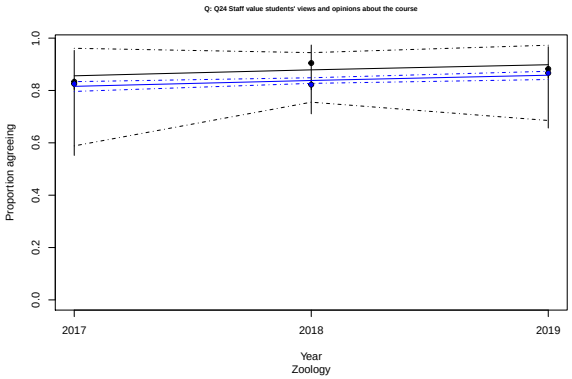
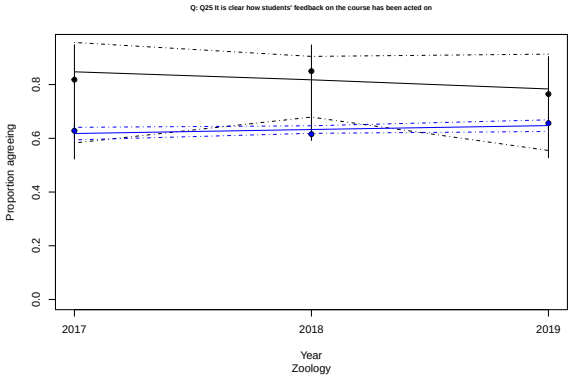
Year
Zoology

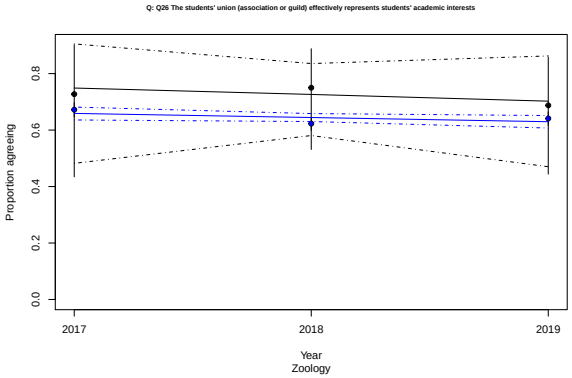

Q: Q21 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q22 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q23 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q24 Staff value students' views and opinions about the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
Zoology


Q: Q25 It is clear how students' feedback on the course has been acted on
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Zoology


Q: Q26 The students' union (association or guild) effectively represents students' academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
Zoology

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
Q01	None	None	None	None
Q02	None	None	None	Above
Q103	None	None	None	None
Q03	None	None	None	Above
Q08	None	Positive	None	None
Q09	None	Positive	None	None
Q10	Positive	Positive	Positive	None
Q11	Positive	Positive	Positive	None
Q109	Positive	Positive	Positive	None
Q13	None	Positive	None	Above
Q12	None	Positive	None	None
Q14	None	Positive	None	Above
Q16	None	None	None	None
Q17	None	Positive	None	None
Q15	None	Negative	None	None
Q19	Positive	Positive	None	Above
Q18	None	Positive	None	None
Q20	None	Positive	None	None
Q119	None	Positive	None	Above
Q120	None	Positive	None	None
Q121	None	Positive	None	None
Q27	None	Positive	None	None
Q04	None	Positive	None	None
Q05	None	None	None	None
Q06	None	None	None	None
Q07	None	None	None	None
Q21	None	None	None	None
Q22	None	None	None	Above
Q23	None	None	None	None
Q24	None	Positive	None	None
Q25	None	None	None	Above
Q26	None	None	None	None

Methodology

For each question the proportion of students, for a given School, who reported agreeing with the relevant statement (either Definitely Agree or Mostly Agree) was compared across Schools, and with the view for the institution as a whole (i.e. views pooled across Students).

To represent the uncertainty associated with these estimates, 95% confidence intervals for the proportion agreeing in the underlying population were also calculated using the estimate in each case. These intervals also respect the proportional nature of the School-specific estimates and ensures the boundaries at 0 and 1 are observed.

For each question a Binomial-based Generalized Linear Model with a logit link and School as a factor, was fitted. This enables the reader to identify any genuine differences across Schools and/or with reference to the average view for the institution (also displayed in each case).

In all cases, the level of evidence for a difference between each School and the average across the University was determined using p-values, based on the GLM-based coefficients which are referenced against the institutional average.

In cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

The postgraduate research survey contains additional questions in a different format to the Definitely Agree, Mostly Agree, Neither Agree nor Disagree, Mostly Disagree, Definitely Disagree responses followed by most of the questions. These questions were classified into proportion agreeing with the statement as follows:

- In question 16 the proportion agreeing are those selecting they have taken part in the activity out of all responses, blank responses are counted as negatives.
- Question 17 is a yes or no question, the proportion agreeing were those that answered yes out of all responses.
- For questions 17a, 17b and 17c those that selected they were not involved in teaching were excluded, the proportion agreeing were those that selected they had taken part in that form of training out of the remaining respones.
- For question 19a, 19b and 28a the question asks if you attended an event did you find it useful. Those that had answered Not Applicable or Did not attend were excluded, the proportion agreeing were then those answering yes out of the remaining responses.
- Question 24 asks "Have you considered, for any reason, withdrawing or taking a leave of absence from your postgraduate studies." All other graphs have higher being better and so to keep consistency in interpretation of the graphs, in this case the positive response was selected as No, with Yes or Prefer not to say counting as negative responses. The text of the question in the report is edited to match this meaning.

Question-level Results

The vertical **black** lines in each figure represent 95% confidence intervals for Schools which are statistically indistinct from the average view across the University as a whole. The proportion agreeing to each statement for the institution as a whole is also shown in each figure (labelled 'Whole Institution').

The vertical **amber** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **red** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.01.

The vertical **light blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **dark blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.01.

In cases where all students surveyed in a School agreed or disagreed with the statement presented, these are represented as circles on each figure without any vertical intervals. This illustrates a unanimous opinion across the surveyed cohort. To assess statistical significance (regarding differences from the institutional average) in these cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

School-level Results

Technical note: In this summary, the 'student view' refers to the proportion of students agreeing to each statement, and comparisons between each School and the institutional (or University average) are based on coefficient based comparisons between each School (for each question) with the equivalent based on the number of students agreeing to each statement, pooled across the University. These p-value based comparisons are routinely provided as part of a Binomial-based Generalized Linear Model (with logit link) and a proportional response. Additionally, the statement of 'significantly' better or worse student views is underpinned by either strong (p-value< 0.05), or very strong (p-value< 0.01) evidence for a difference from the University average.

The large coloured circles in each figure represent questions with a 'higher than average' student view, underpinned by a proportion of students agreeing to the statement which is higher than the proportion of the students agreeing to the statement when students are pooled across Schools.

The smaller coloured circles in each figure represent questions with a 'lower than average' student view, underpinned by a proportion of students agreeing to the statement which is lower than the proportion of the students agreeing to the statement when students are pooled across Schools.

The colour of the circles convey if the estimated difference from the University average (signalled by bigger or smaller circles) looks to be genuinely different from the average, or if these differences could simply be due to natural fluctuations that occur when taking samples from a bigger population.

Put simply, Schools would be delighted to see lots of large blue circles for all questions and disheartened to instead see a School-based plot dominated by lots of small red or orange circles. The grey circles (either large or small) do not represent compelling evidence for any real difference between the School responses and the University average.

Trend over time

- The School-based trends (or lack thereof) are represented by the black dots and black lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).
- The institutional average trends (or lack thereof) are represented by the blue dots and blue lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).

The table following the figure-based results for each School has the following columns:

- 'SchoolYearTrend' indicates if the student satisfaction scores for the School are increasing, static, or decreasing over time. Specifically:
  - whether there is compelling evidence for a trend over time within School: None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time.
- 'StAYearTrend' indicates if the student satisfaction scores for the institution generally are increasing, static, or decreasing over time. Specifically,
  - whether there is compelling evidence for a trend over time within St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time. Note, this is the same for each School (since it is pooled across Schools) but is provided in each case for reference with the School results.
- 'SchoolStATrendDiff' indicates if the student satisfaction scores for the School is 'bucking the trend' compared with the University generally. Specifically,
  - whether there is compelling evidence for a difference in the trend within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference between trends, 'Positive' indicates the School is increasing in satisfaction more rapidly than the institution as a whole, while 'Negative' indicates the School is increasing more slowly in satisfaction scores over time, compared with the University as a whole.
- 'SchoolStAAverage' indicates if the student satisfaction scores for the School are on average lower, the same, or higher than the University average, when the data are pooled over time. Specifically,
  - whether there is compelling evidence for a difference within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference, 'Above' indicates the School has on average higher satisfaction scores than the institution as a whole, while 'Below' indicates the School has on average lower satisfaction scores, compared with the University as a whole.

LTC/19/23

University of St Andrews

Learning and Teaching Committee

POSTGRADUATE TAUGHT EXPERIENCE SURVEY 2018/19

1. Introduction

1.1. This paper presents a high-level overview of both the teaching and dissertation elements of the St Andrews Postgraduate Taught Experience survey. A detailed breakdown is available in Appendix 1, by question and by School.

2. Action requested

2.1 Members are asked to note the contents of this paper and over the next academic year, reflect on areas where there is (at least) strong evidence that scores within Schools differ significantly from the institution on average. In particular, Schools are asked to reflect on what is working well, or is not working well in these aspects.

2.2 Members are asked to review the paper on the Postgraduate Taught Experience Survey and submit any feedback and comments to dirgs@st-andrews.ac.uk.

3. Consultation

3.1. These results have been distributed to the Proctor, Dean of Science, Dean of Arts and Divinity and Heads of Schools.

4. Background / context

4.1. Taught element

4.1.1 Student satisfaction has been relatively stable in the last three years. In general, there was no compelling evidence for any significant increases or decreases in the underlying proportion of students who agree with any of the statements, with two exceptions.

4.1.2 There is compelling evidence that there is an increasing proportion of students who agree with the statements:

- "I feel part of a community of staff and students" and;
- "The Students' Association effectively represents students' academic interests".

4.2. Dissertation element

4.2.1 In general, there was no compelling evidence for any significant increases or decreases in the underlying proportion of students who agree with any of the statements, with three exceptions.

4.2.2 There is evidence that a smaller proportion of students over time are agreeing that:

- "The library services satisfied the requirements for my research";
- "The IT facilities met the requirements for my research" and;
- "The laboratory facilities met the requirements of my research".

5. Recommendation

5.1 LTC are asked to note the contents of this paper and to examine the institutional- and School-level data provided in Appendix 1. Where there is (at least) strong evidence that scores within Schools differ significantly from the institution on average, Schools are asked to reflect on what is working well, or is not working well in these aspects.

6. Next steps

6.1 Schools have received detailed results relevant to their subject areas and will be asked to reflect on these results. This will be formally followed up by the Deans of Faculty.

7. Further information

7.1 Further information is available from the author.

Author

Dr Monique Mackenzie
Assistant Vice-Principal
(Provost)

Presenter

Jonathan McDougall-Bagnall
Planning Officer

28 October 2019

Statistical Analysis of the Student Survey results [DRAFT]

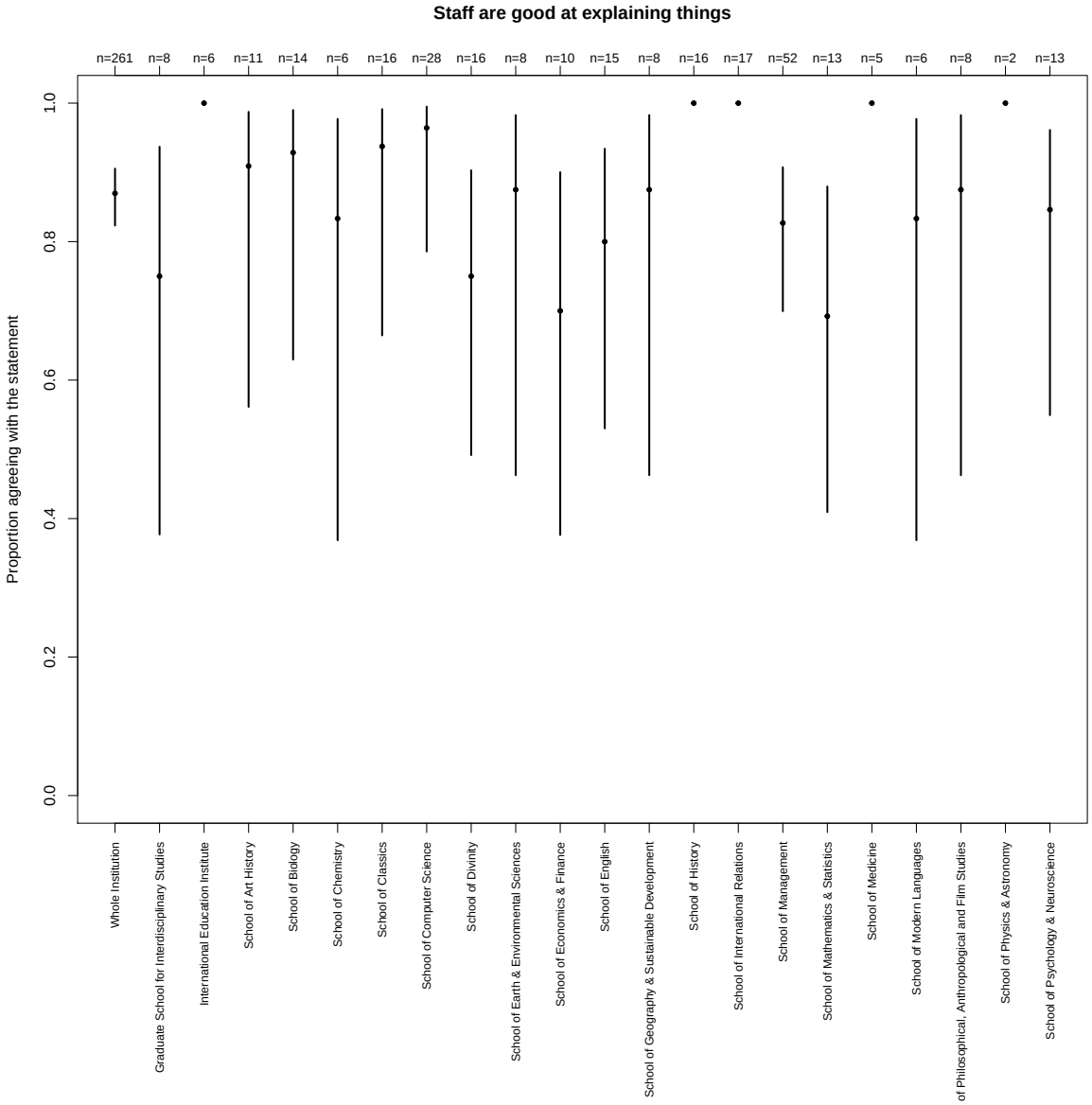
Dr M L Mackenzie, Christina Fell

18th Otober 2019

Teaching

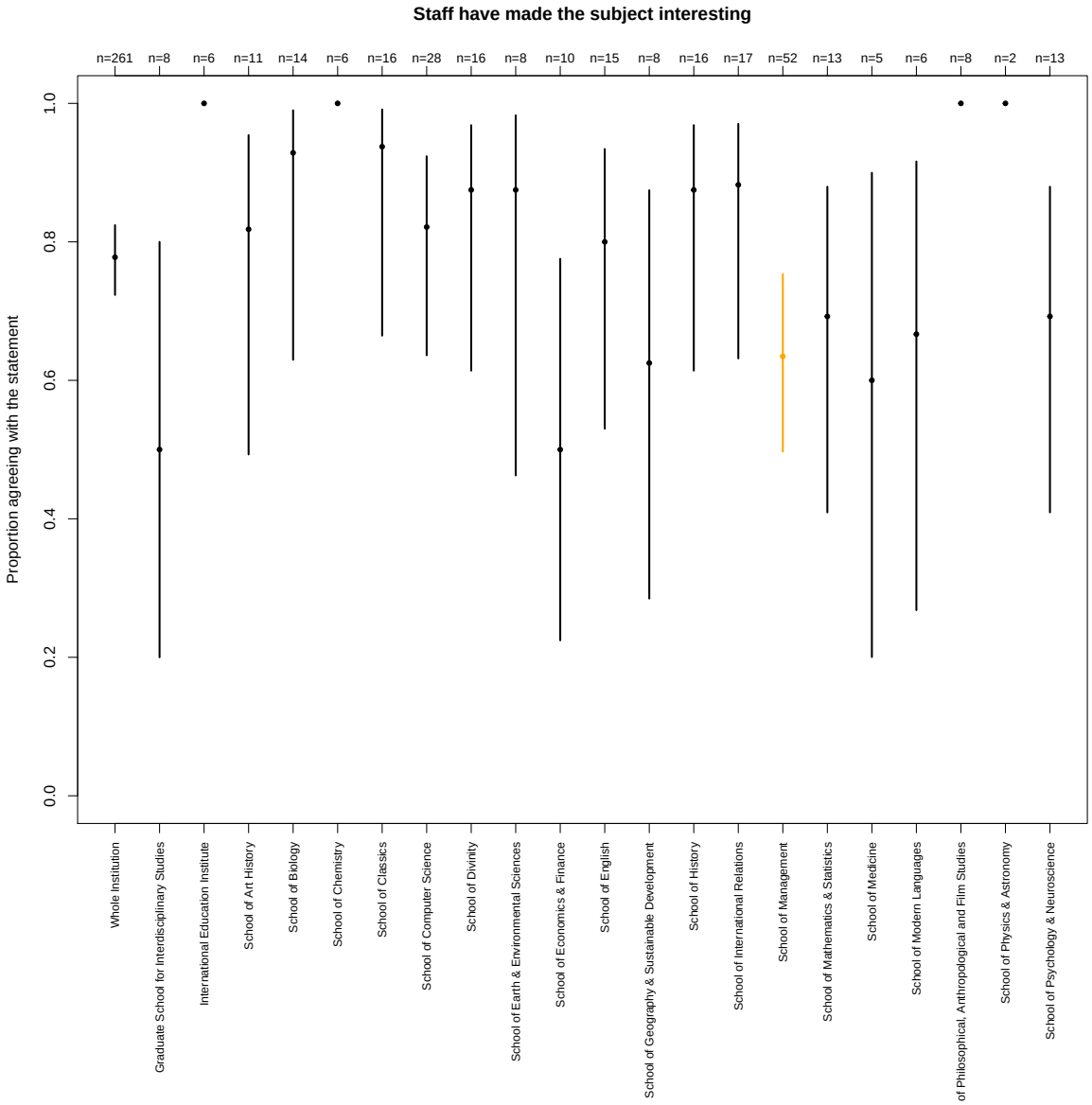
Question-level Results

Question 1_1 ; Statement: **Staff are good at explaining things**



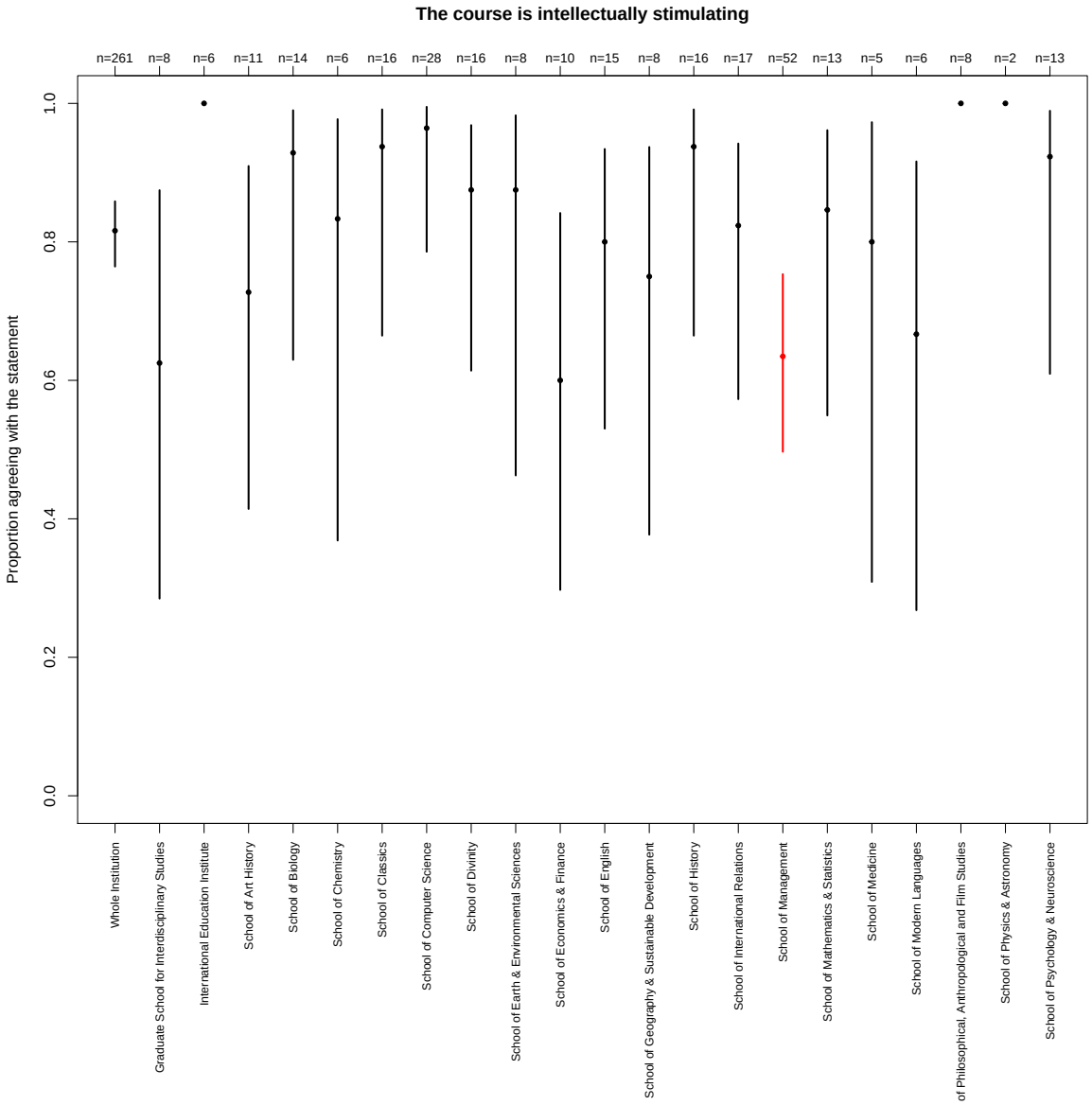
Question 1_2 ; Statement: **Staff have made the subject interesting**

There is strong evidence, that scores within
- School of Management
were lower than the institution, on average.

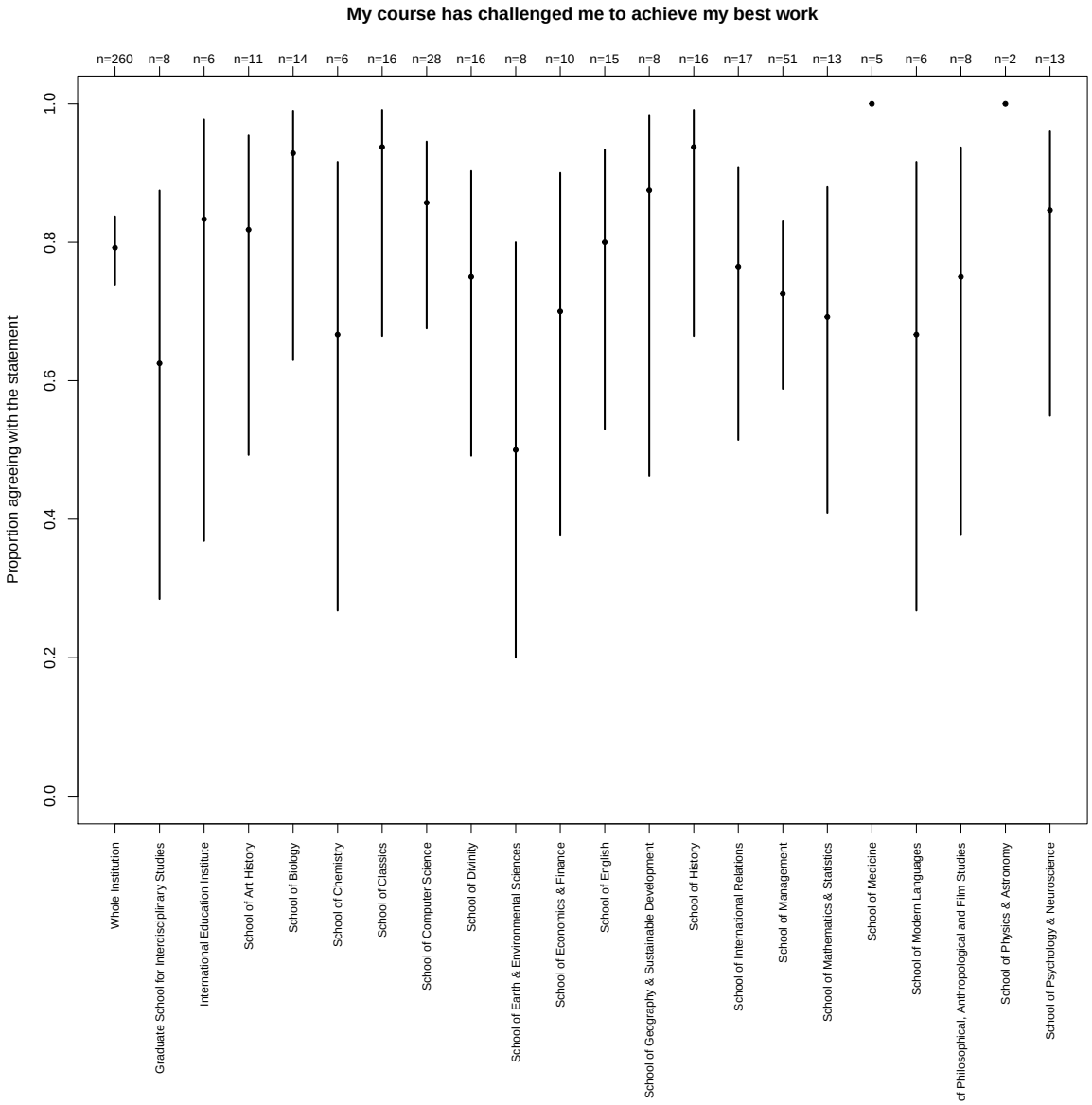


Question 1_3 ; Statement: **The course is intellectually stimulating**

There is extremely strong evidence, that scores within
- School of Management
were lower than the institution, on average.



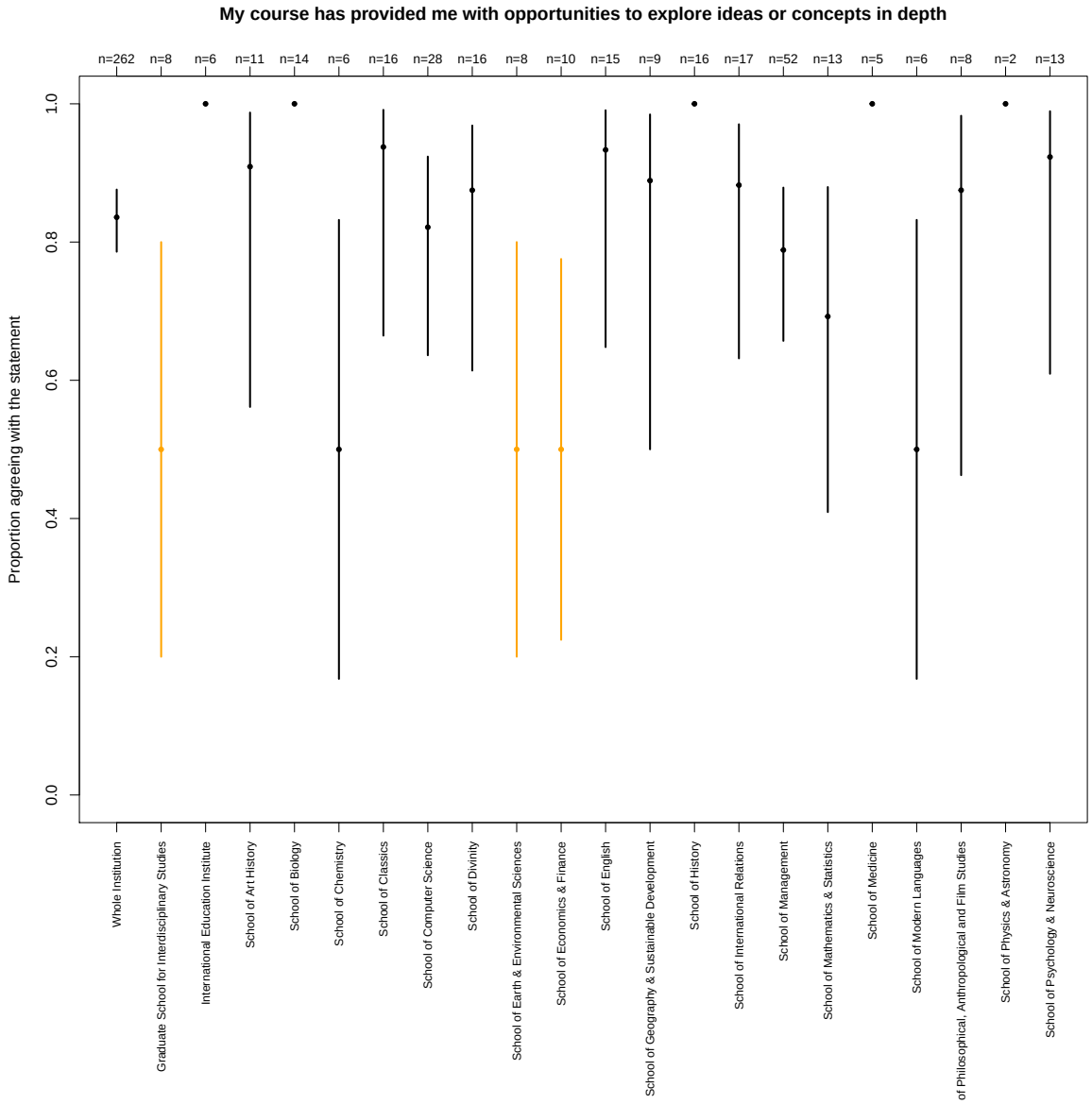
Question 1_4 ; Statement: **My course has challenged me to achieve my best work**



Question 2_1 ; Statement: **My course has provided me with opportunities to explore ideas or concepts in depth**

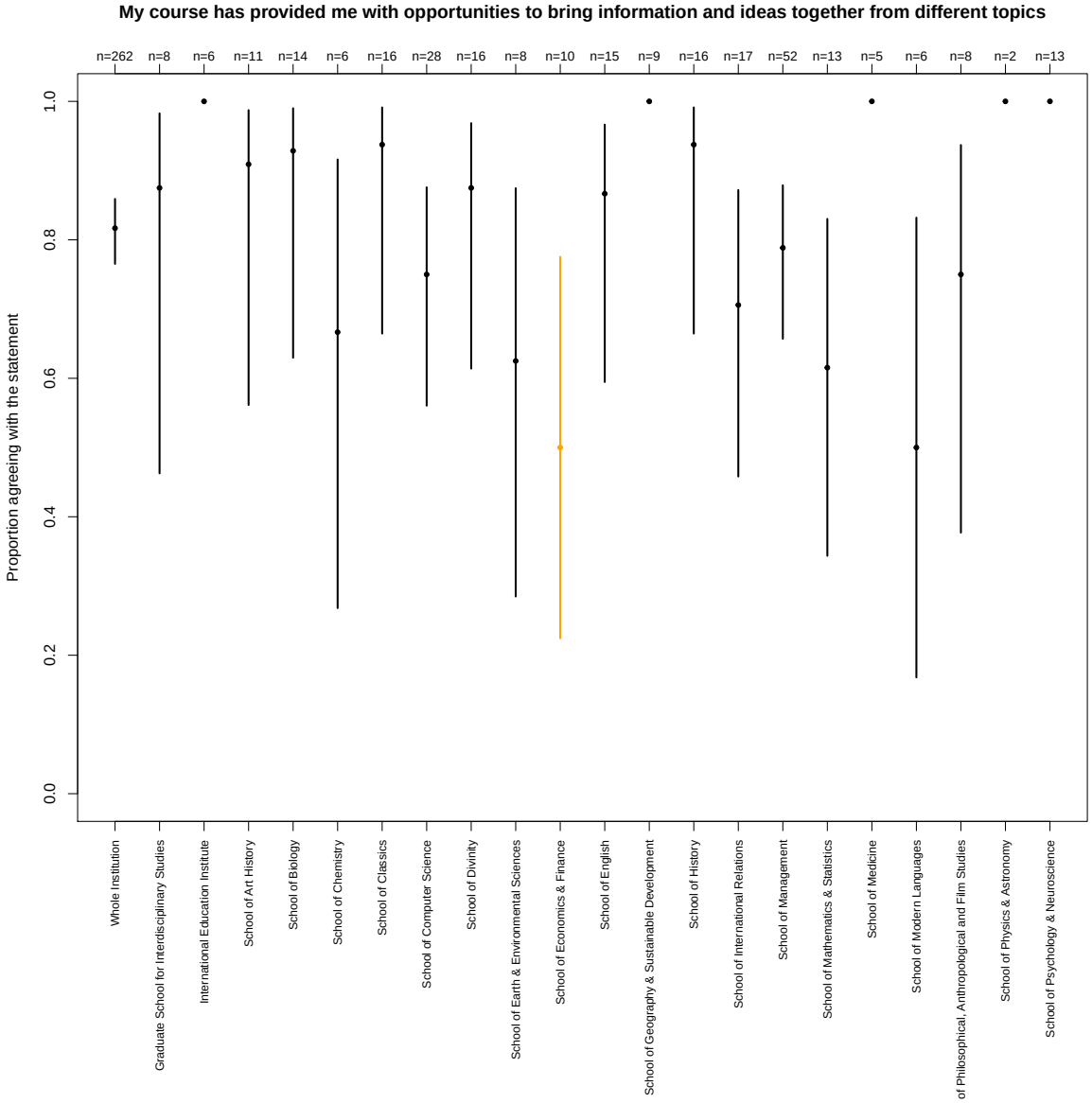
There is strong evidence, that scores within
- Graduate School for Interdisciplinary Studies
- School of Earth & Environmental Sciences
- School of Economics & Finance

were lower than the institution, on average.



Question 2_2 ; Statement: **My course has provided me with opportunities to bring information and ideas together from different topics**

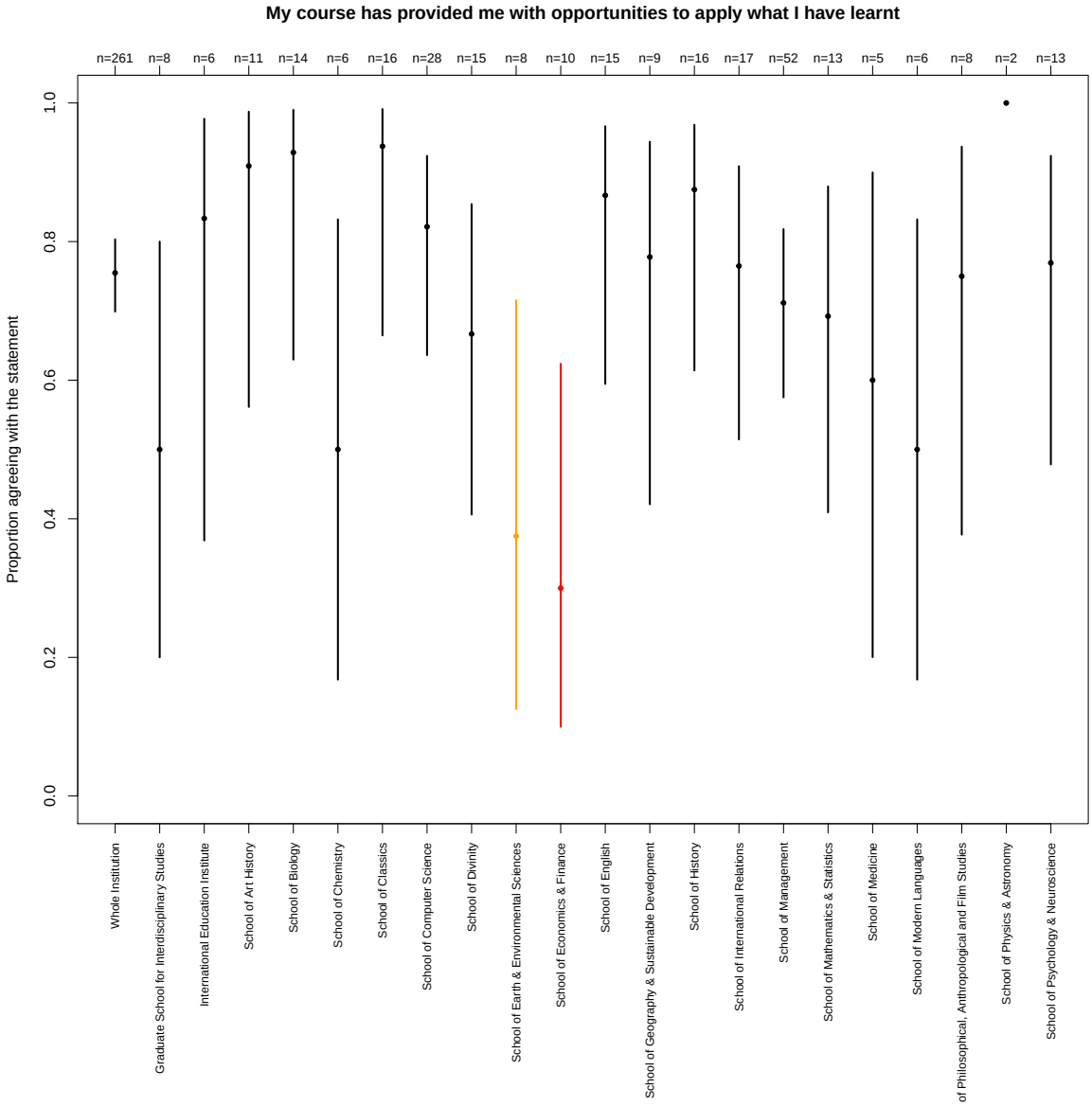
There is strong evidence, that scores within
- School of Economics & Finance
were lower than the institution, on average.



Question 2_3 ; Statement: **My course has provided me with opportunities to apply what I have learnt**

There is strong evidence, that scores within
- School of Earth & Environmental Sciences
were lower than the institution, on average.

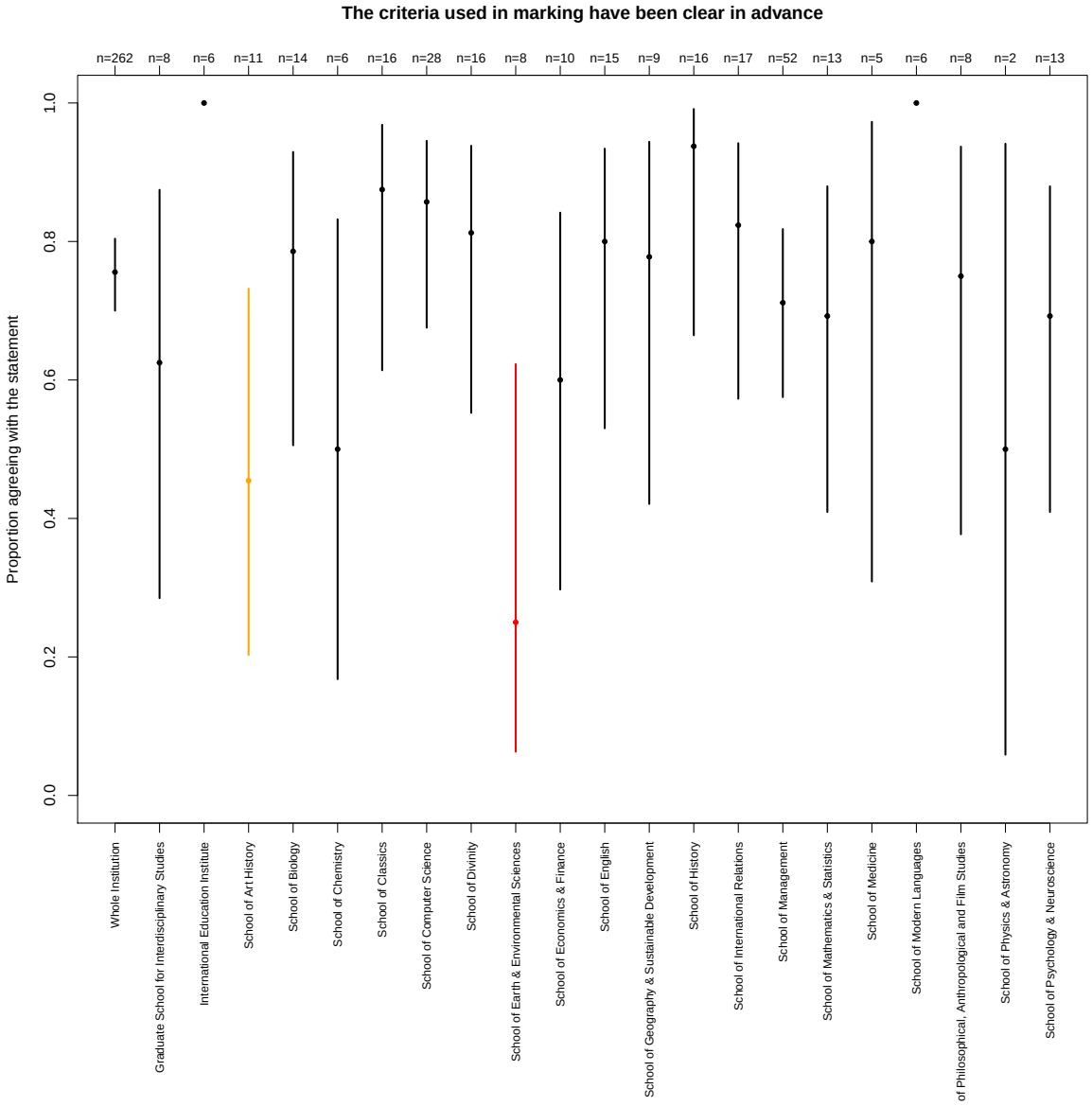
There is extremely strong evidence, that scores within
- School of Economics & Finance
were lower than the institution, on average.



Question 3_1 ; Statement: **The criteria used in marking have been clear in advance**

There is strong evidence, that scores within
- School of Art History
were lower than the institution, on average.

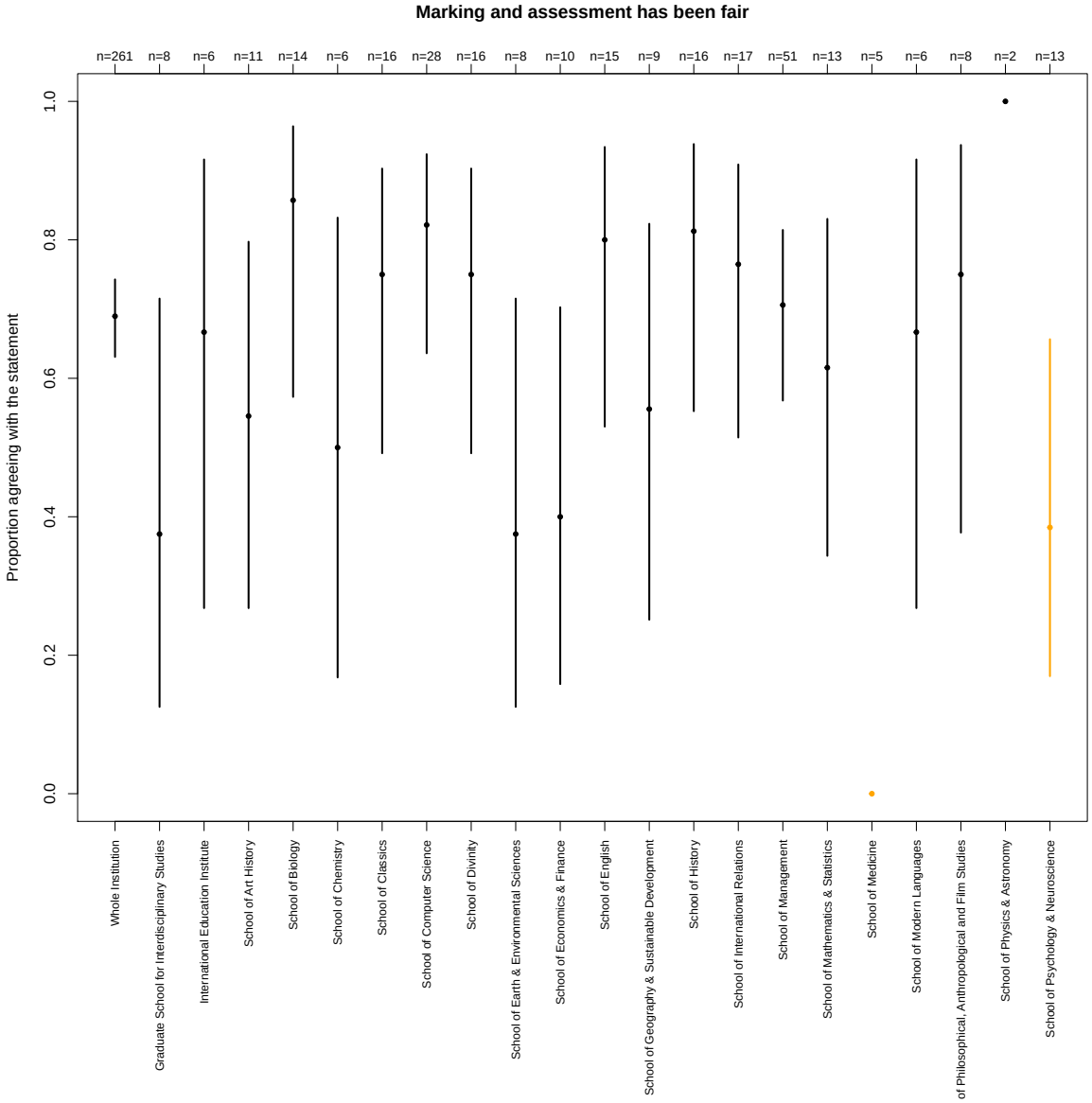
There is extremely strong evidence, that scores within
- School of Earth & Environmental Sciences
were lower than the institution, on average.



Question 3_2 ; Statement: **Marking and assessment has been fair**

There is strong evidence, that scores within
- School of Medicine
- School of Psychology & Neuroscience

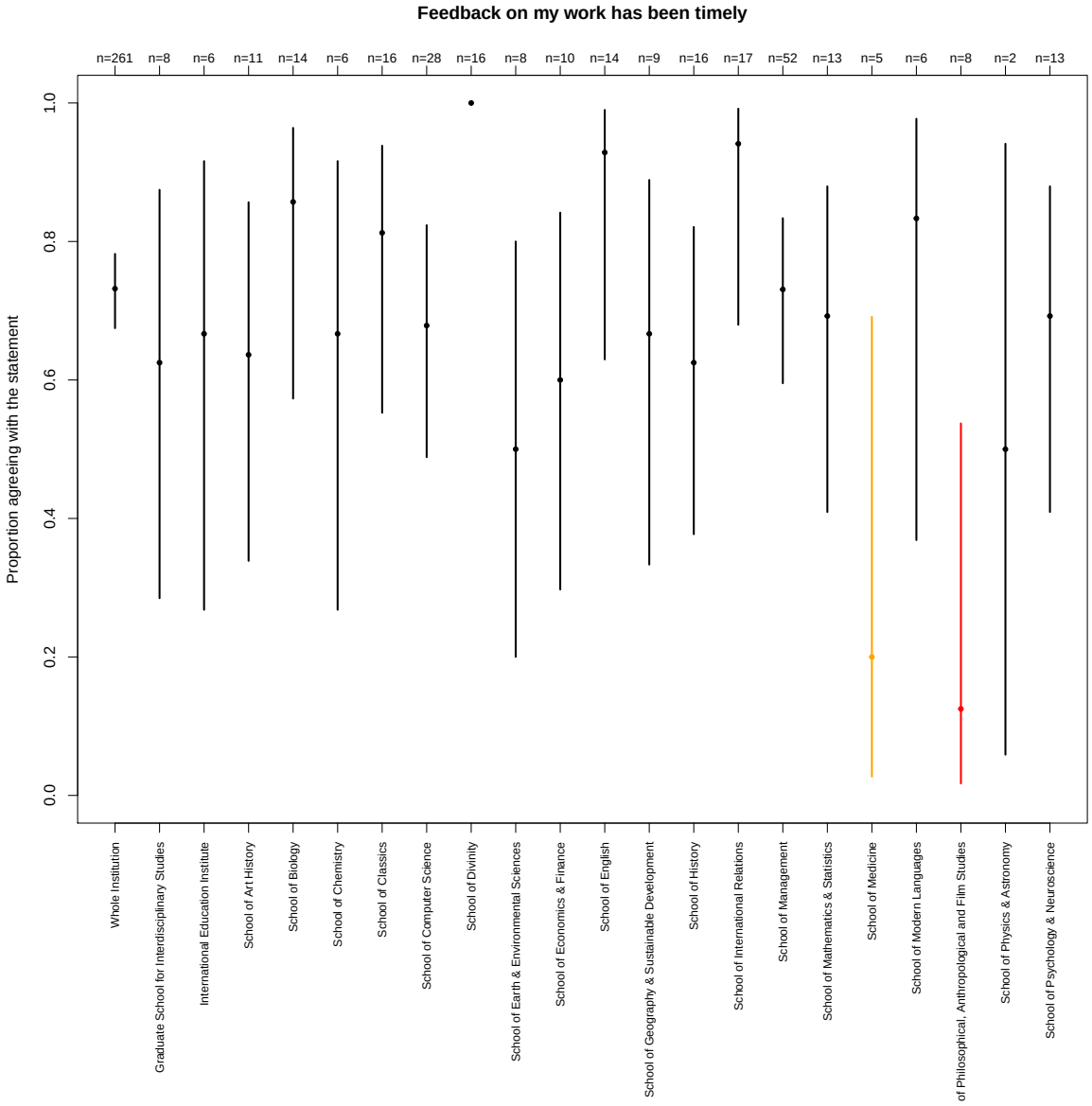
were lower than the institution, on average.



Question 3_3 ; Statement: **Feedback on my work has been timely**

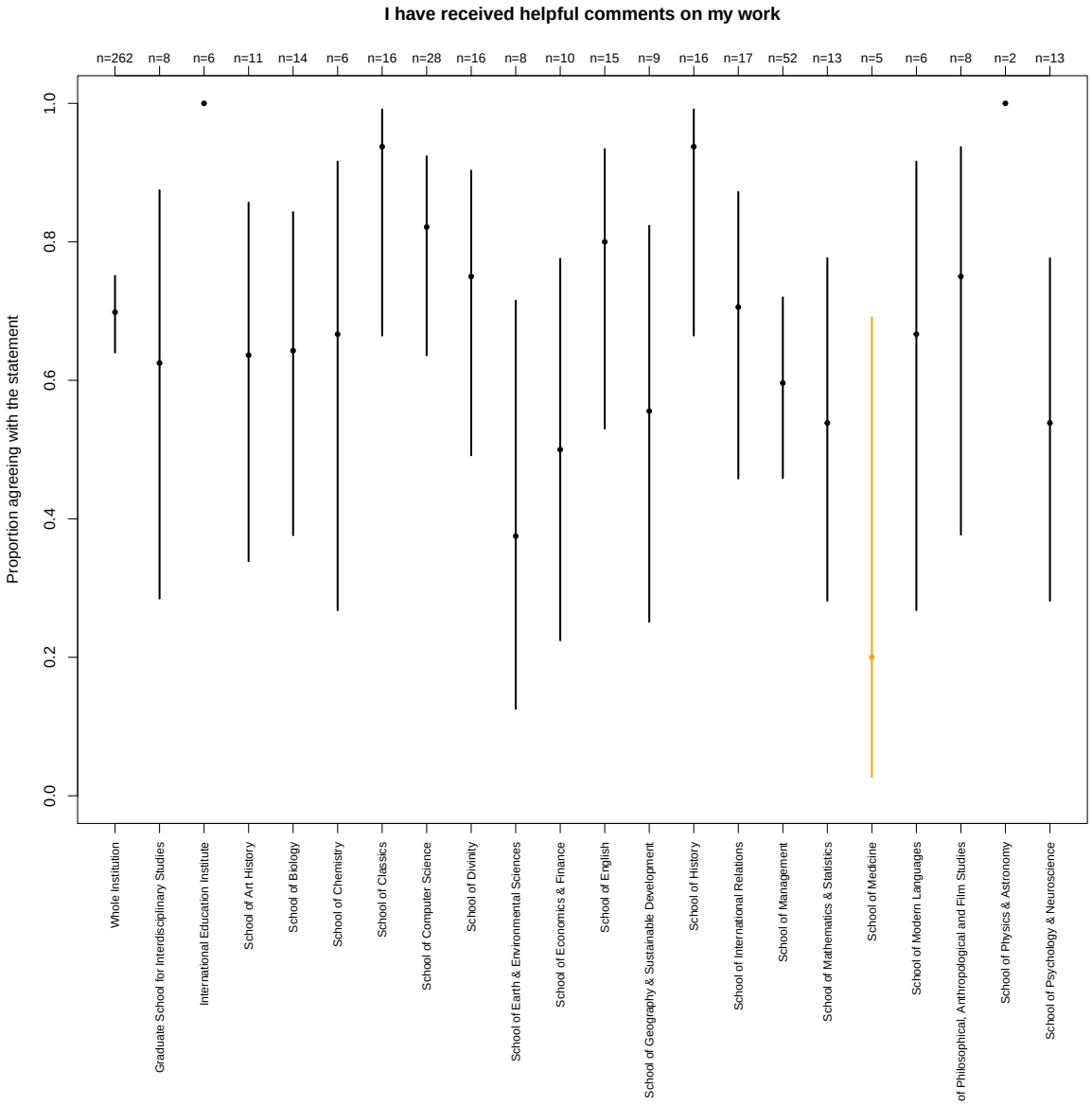
There is strong evidence, that scores within
- School of Medicine
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School of Philosophical, Anthropological and Film Studies
were lower than the institution, on average.

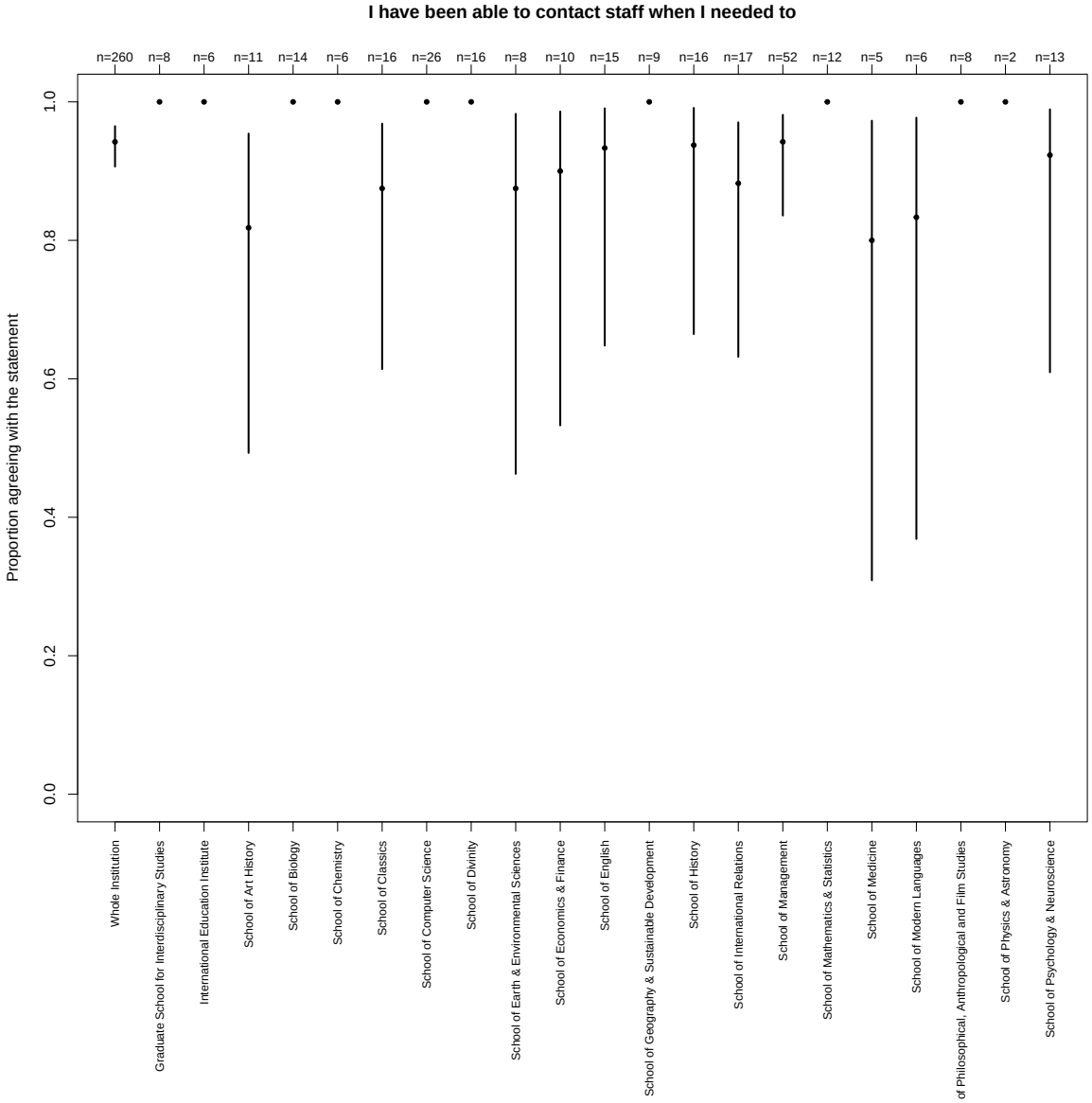


Question 3_4 ; Statement: **I have received helpful comments on my work**

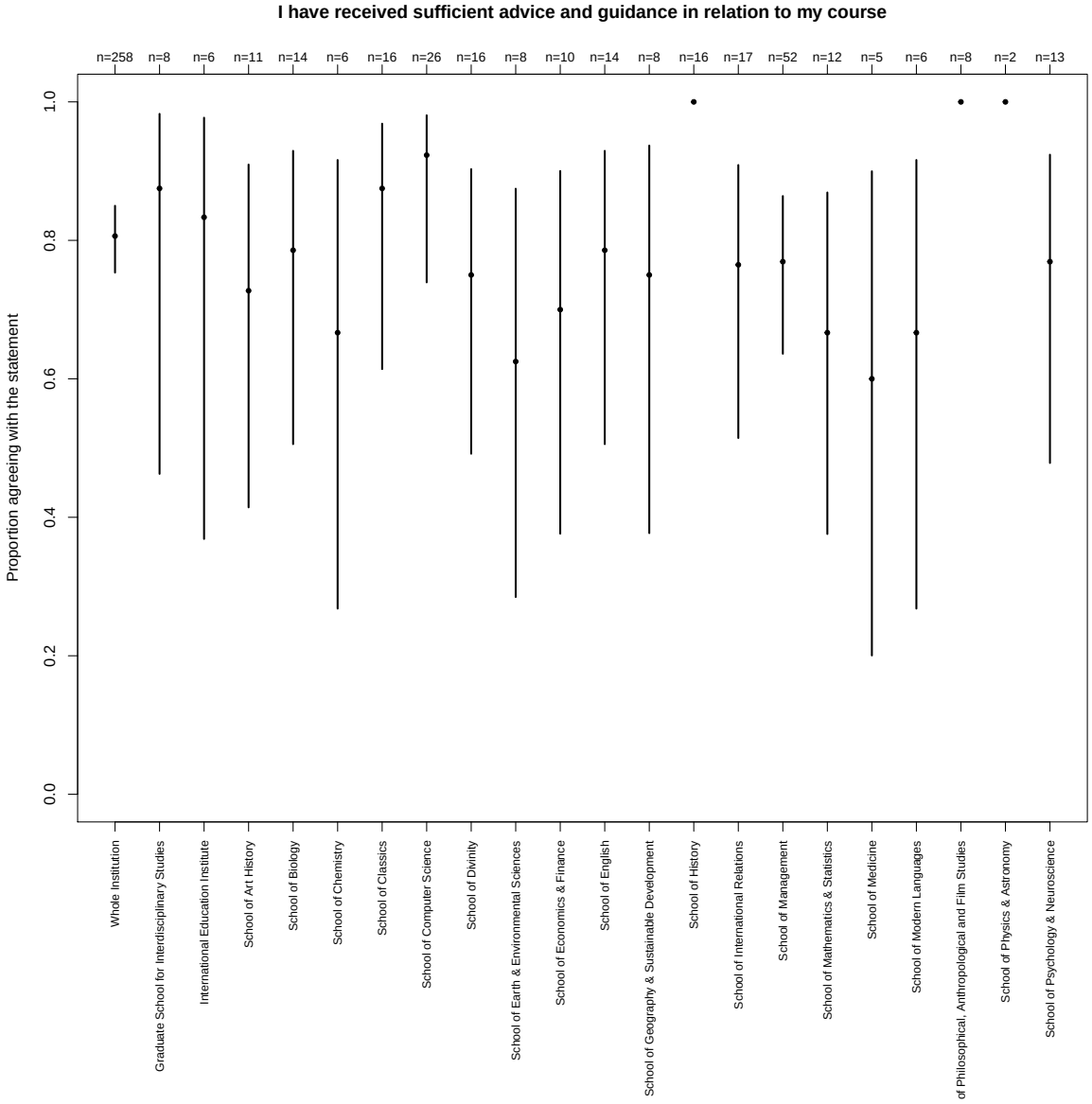
There is strong evidence, that scores within
- School of Medicine
were lower than the institution, on average.



Question 4_1 ; Statement: **I have been able to contact staff when I needed to**



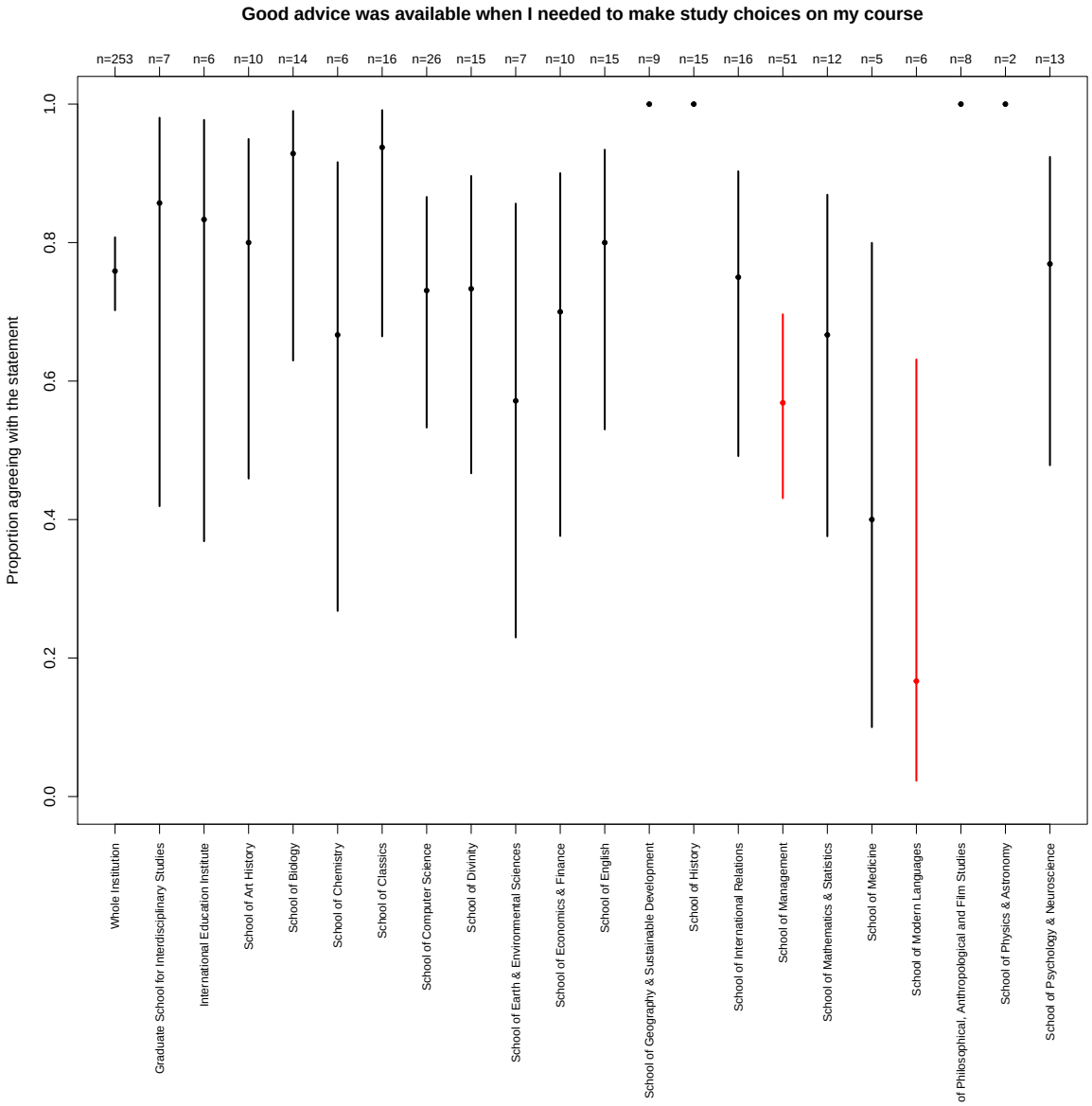
Question 4_2 ; Statement: **I have received sufficient advice and guidance in relation to my course**



Question 4_3 ; Statement: **Good advice was available when I needed to make study choices on my course**

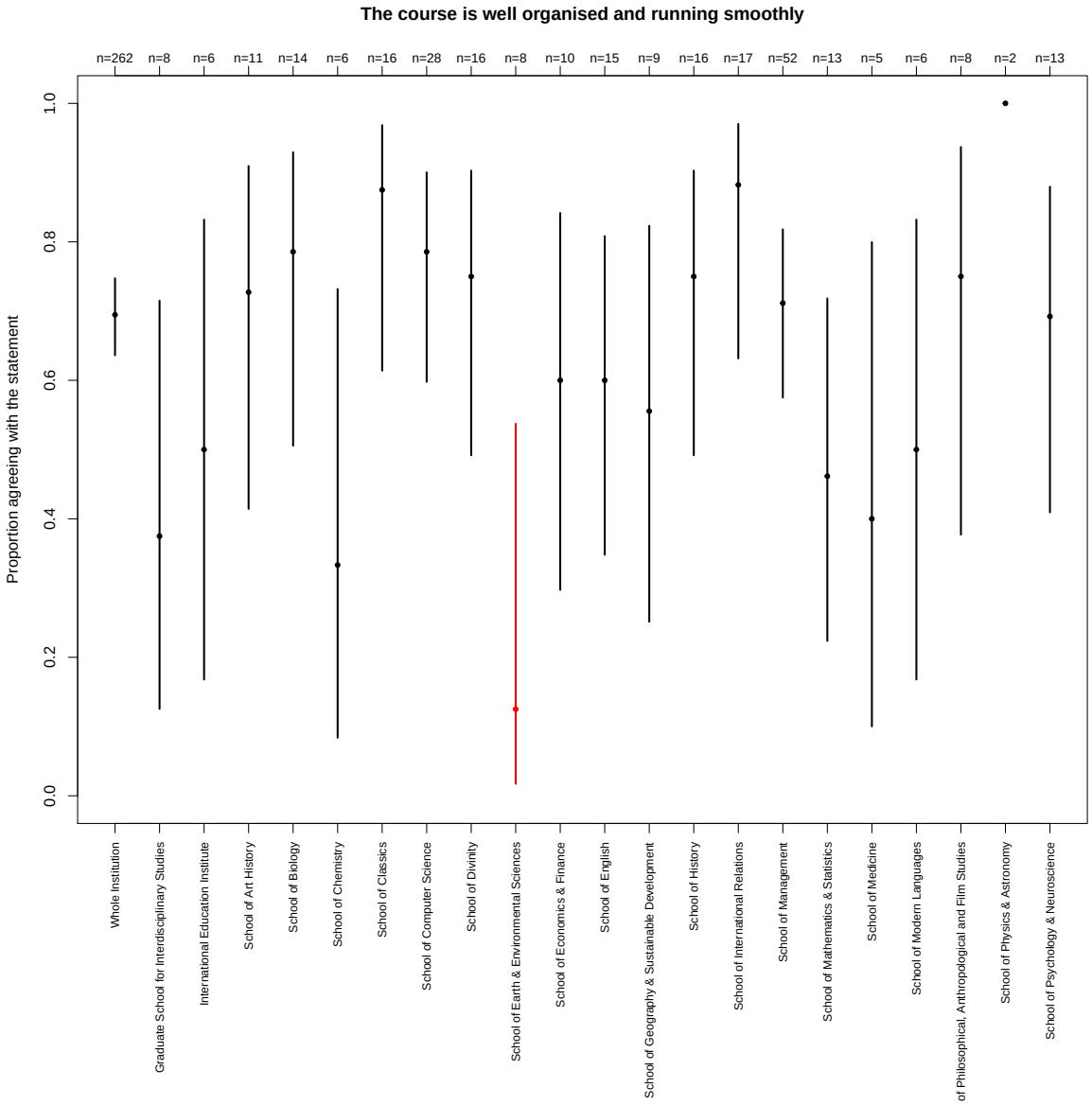
There is extremely strong evidence, that scores within
- School of Management
- School of Modern Languages

were lower than the institution, on average.



Question 5_1 ; Statement: **The course is well organised and running smoothly**

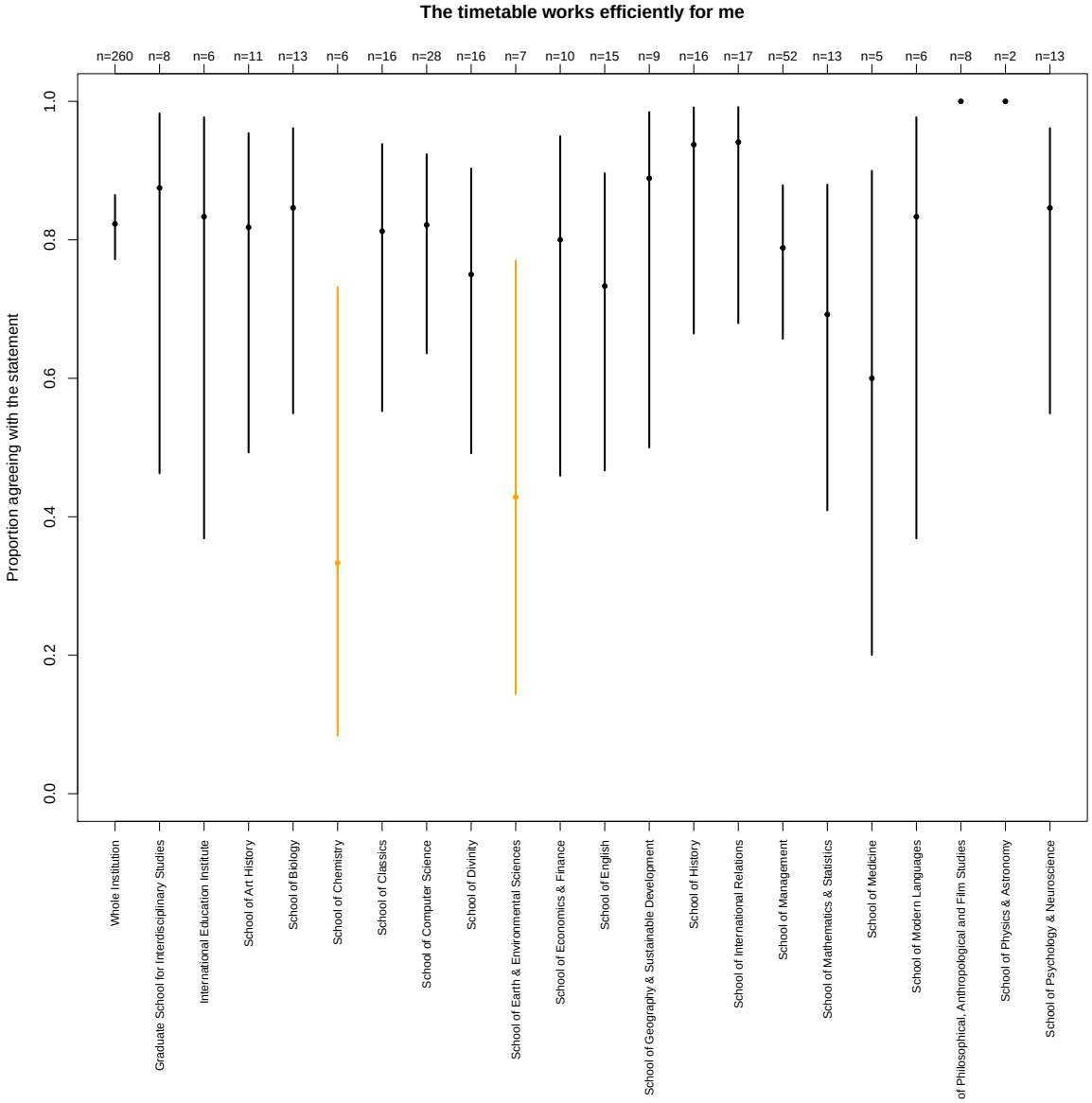
There is extremely strong evidence, that scores within
- School of Earth & Environmental Sciences
were lower than the institution, on average.



Question 5_2 ; Statement: **The timetable works efficiently for me**

There is strong evidence, that scores within
- School of Chemistry
- School of Earth & Environmental Sciences

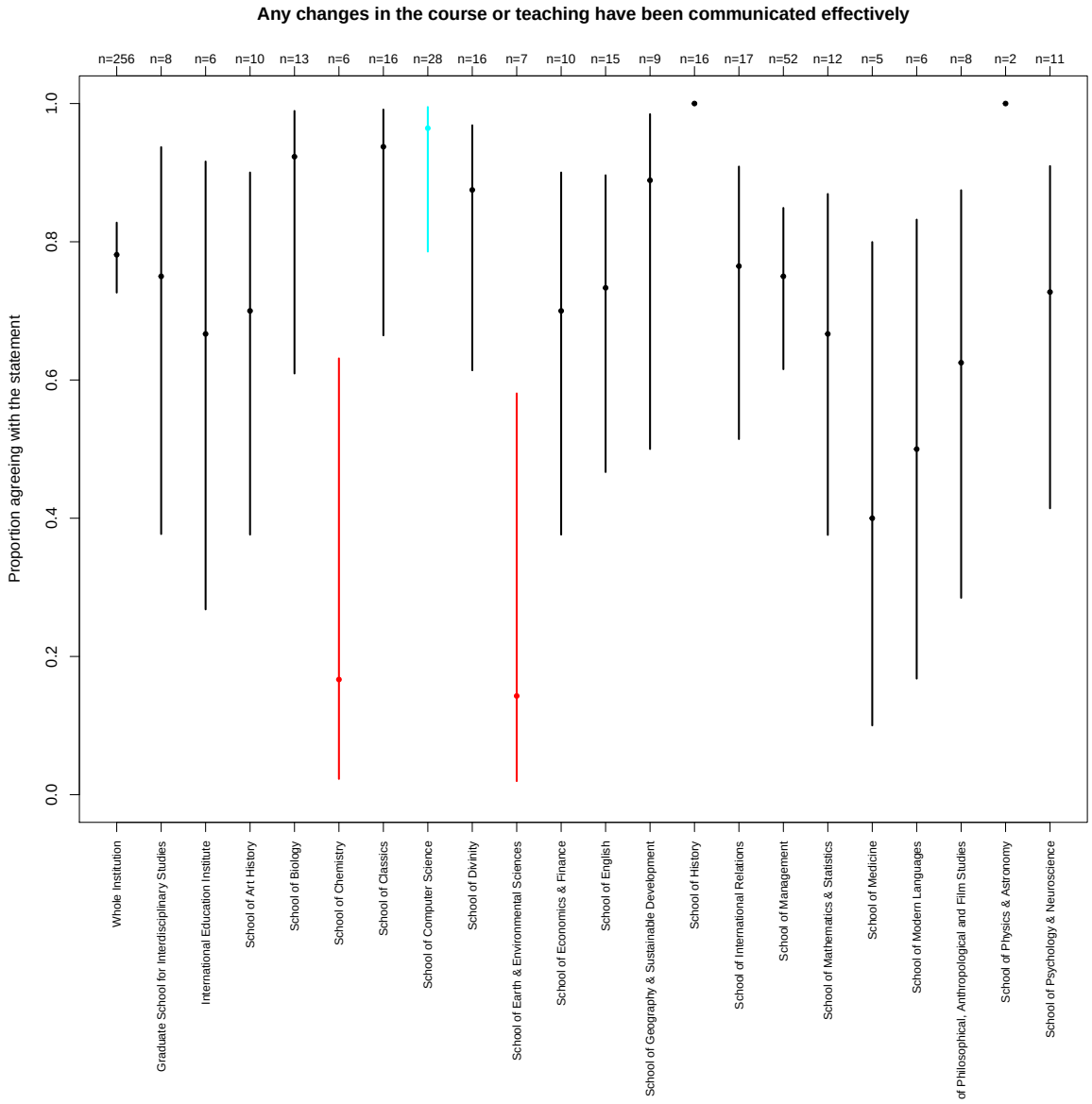
were lower than the institution, on average.



Question 5_3 ; Statement: **Any changes in the course or teaching have been communicated effectively**

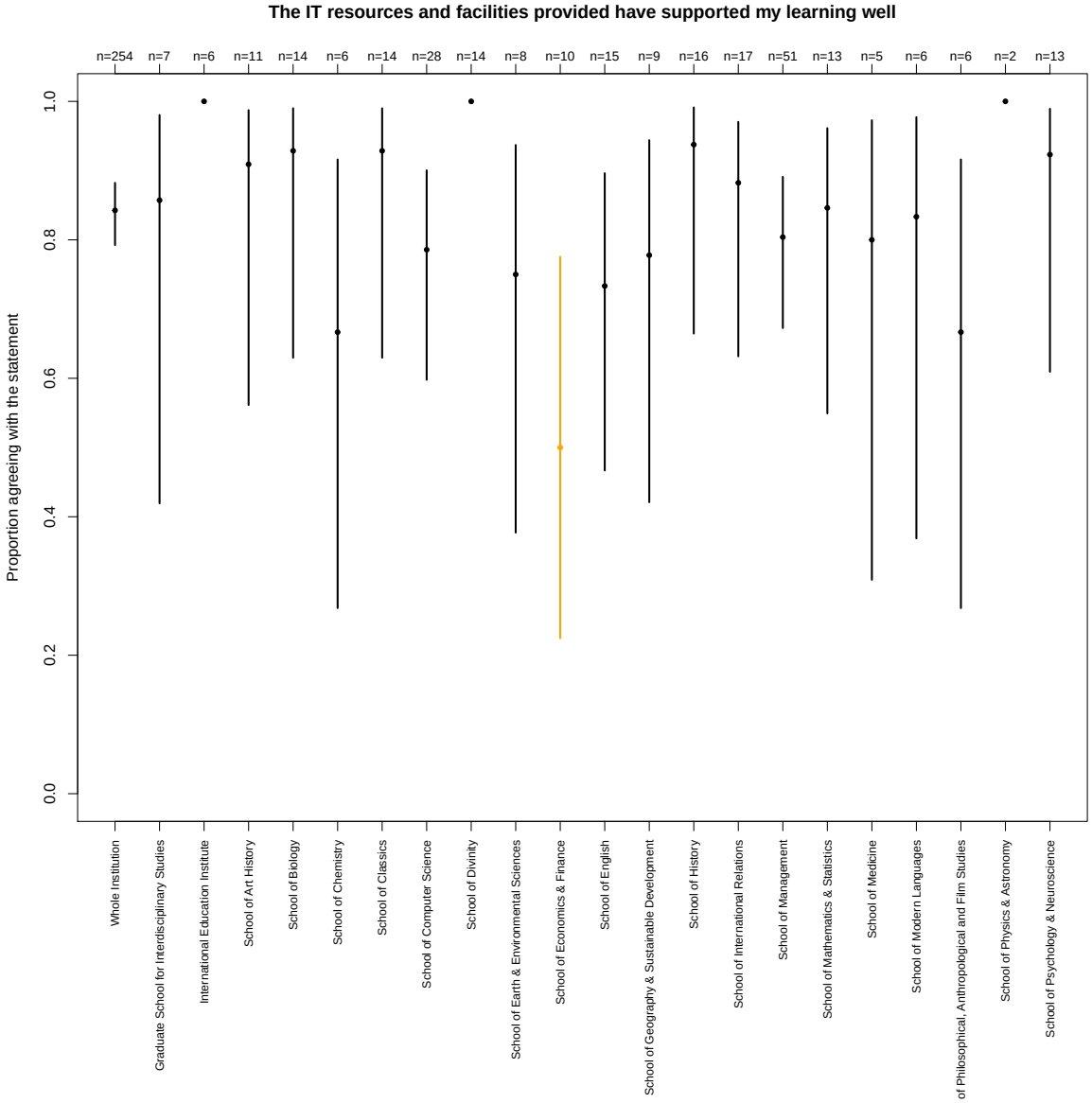
There is extremely strong evidence, that scores within
- School of Chemistry
- School of Earth & Environmental Sciences
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School of Computer Science
exceeded the level of the institution, on average.



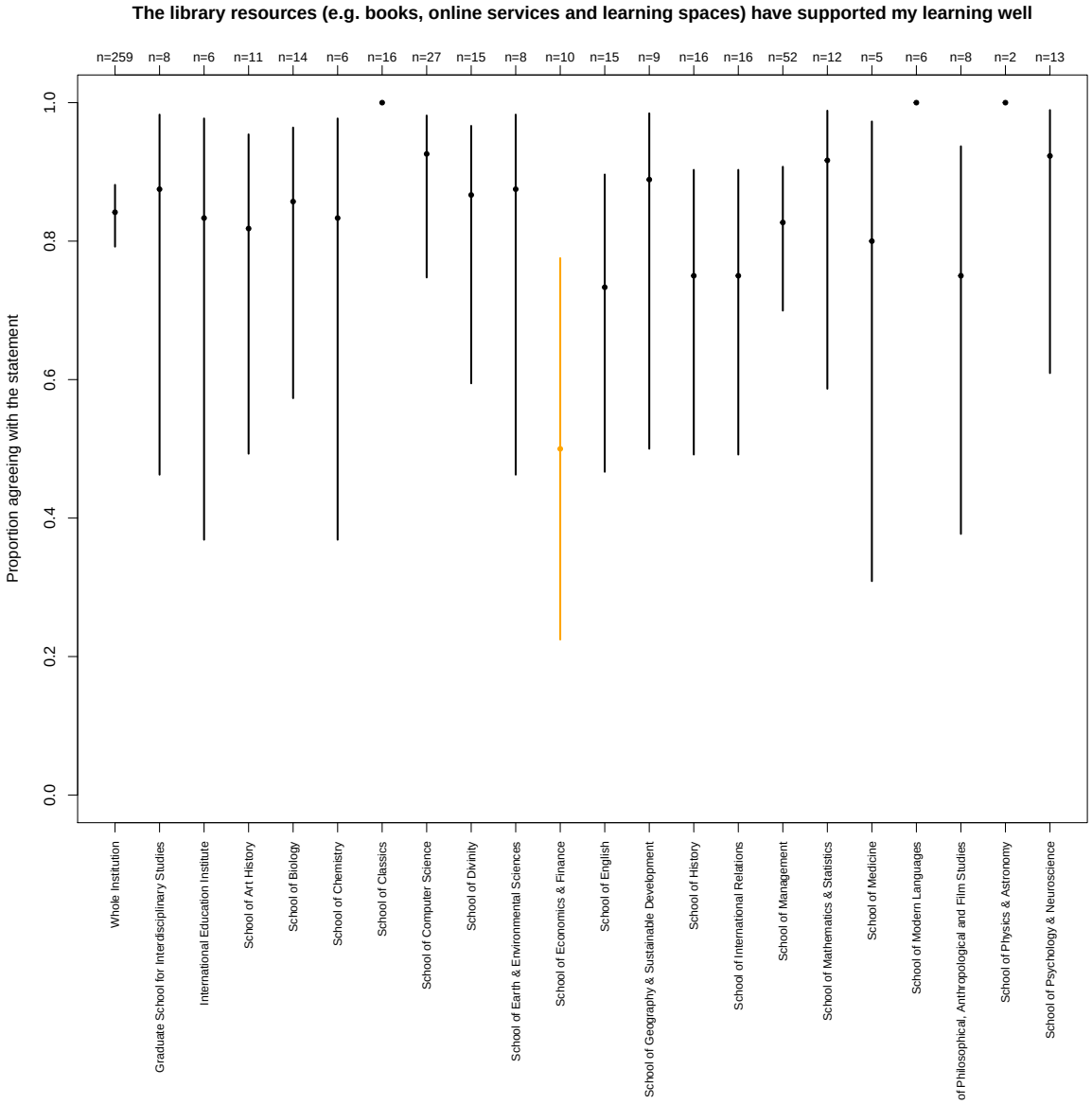
Question 6_1 ; Statement: **The IT resources and facilities provided have supported my learning well**

There is strong evidence, that scores within
- School of Economics & Finance
were lower than the institution, on average.



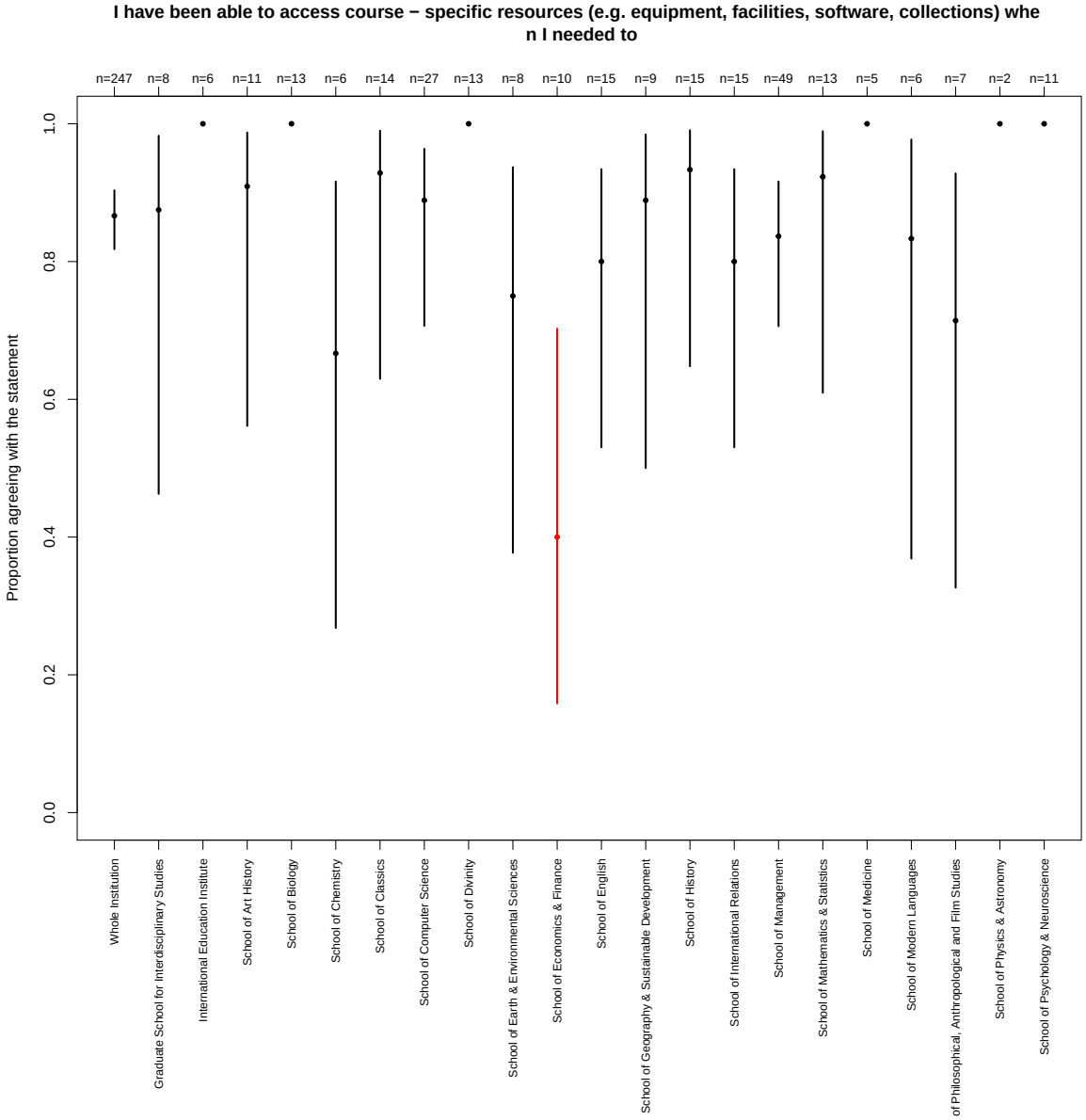
Question 6_2 ; Statement: **The library resources (e.g. books, online services and learning spaces) have supported my learning well**

There is strong evidence, that scores within
- School of Economics & Finance
were lower than the institution, on average.

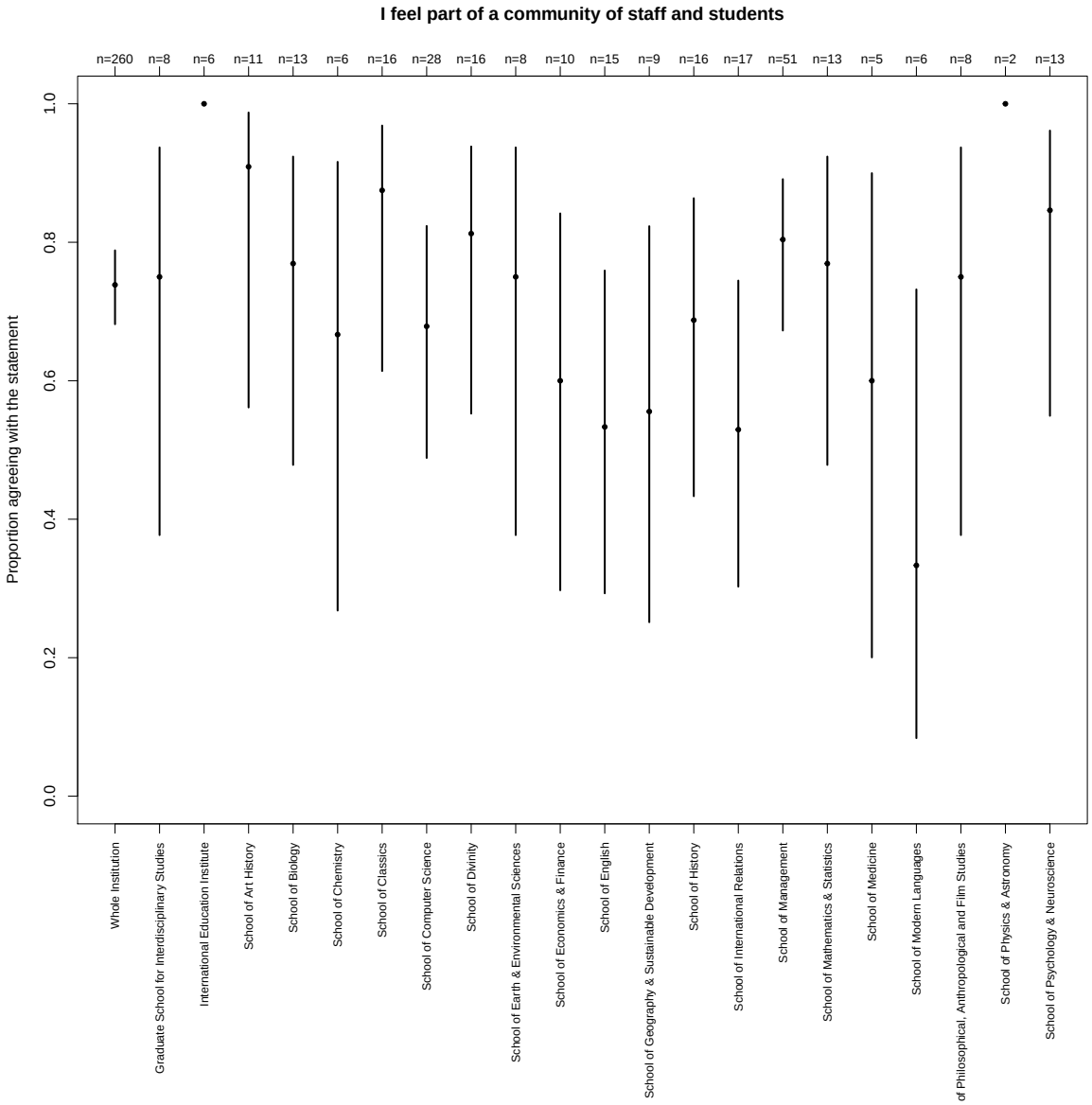


Question 6_3 ; Statement: **I have been able to access course - specific resources (e.g. equipment, facilities, software, collections) when I needed to**

There is extremely strong evidence, that scores within
- School of Economics & Finance
were lower than the institution, on average.



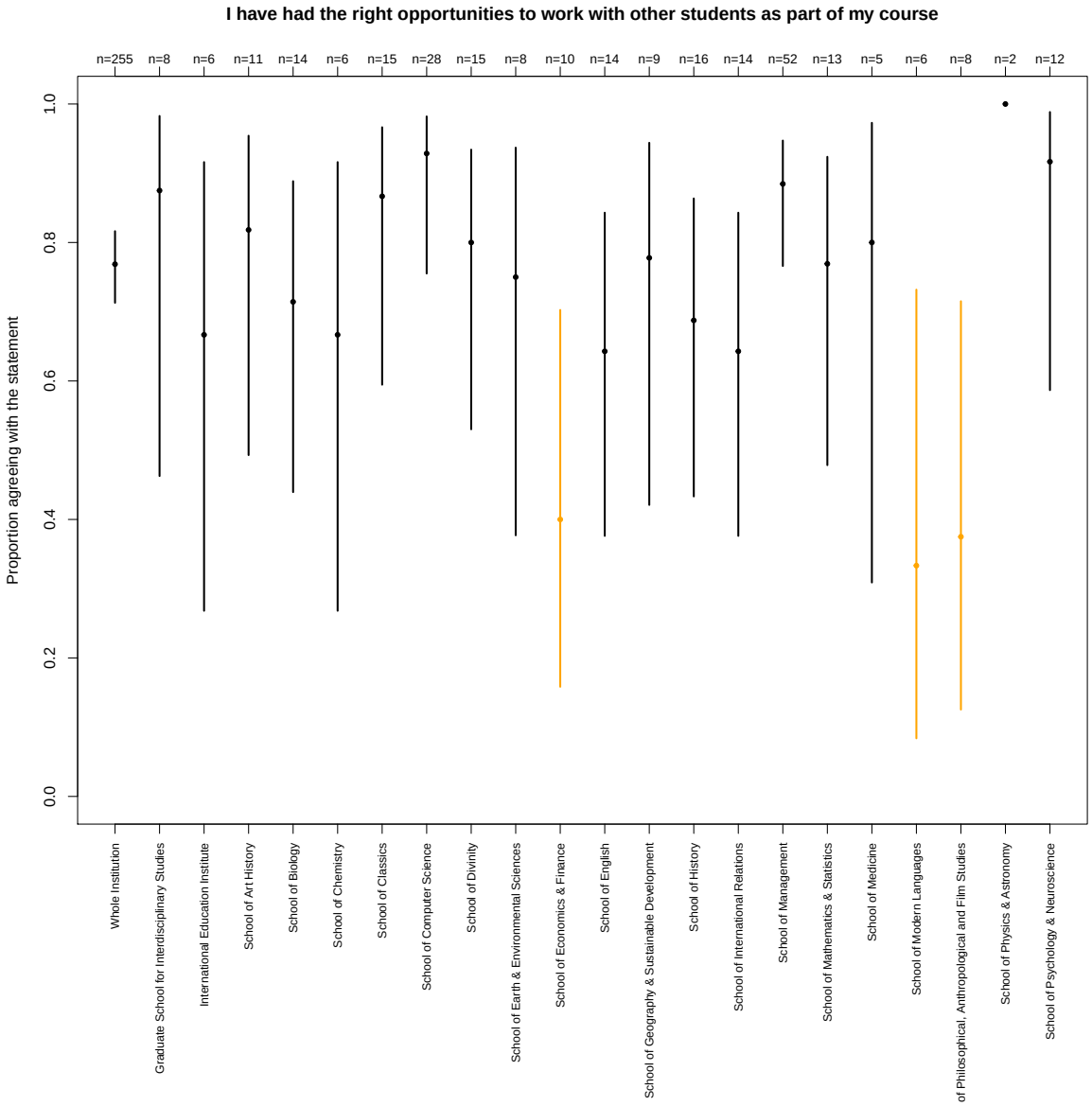
Question 7_1 ; Statement: **I feel part of a community of staff and students**



Question 7_2 ; Statement: **I have had the right opportunities to work with other students as part of my course**

There is strong evidence, that scores within
- School of Economics & Finance
- School of Modern Languages
- School of Philosophical, Anthropological and Film Studies

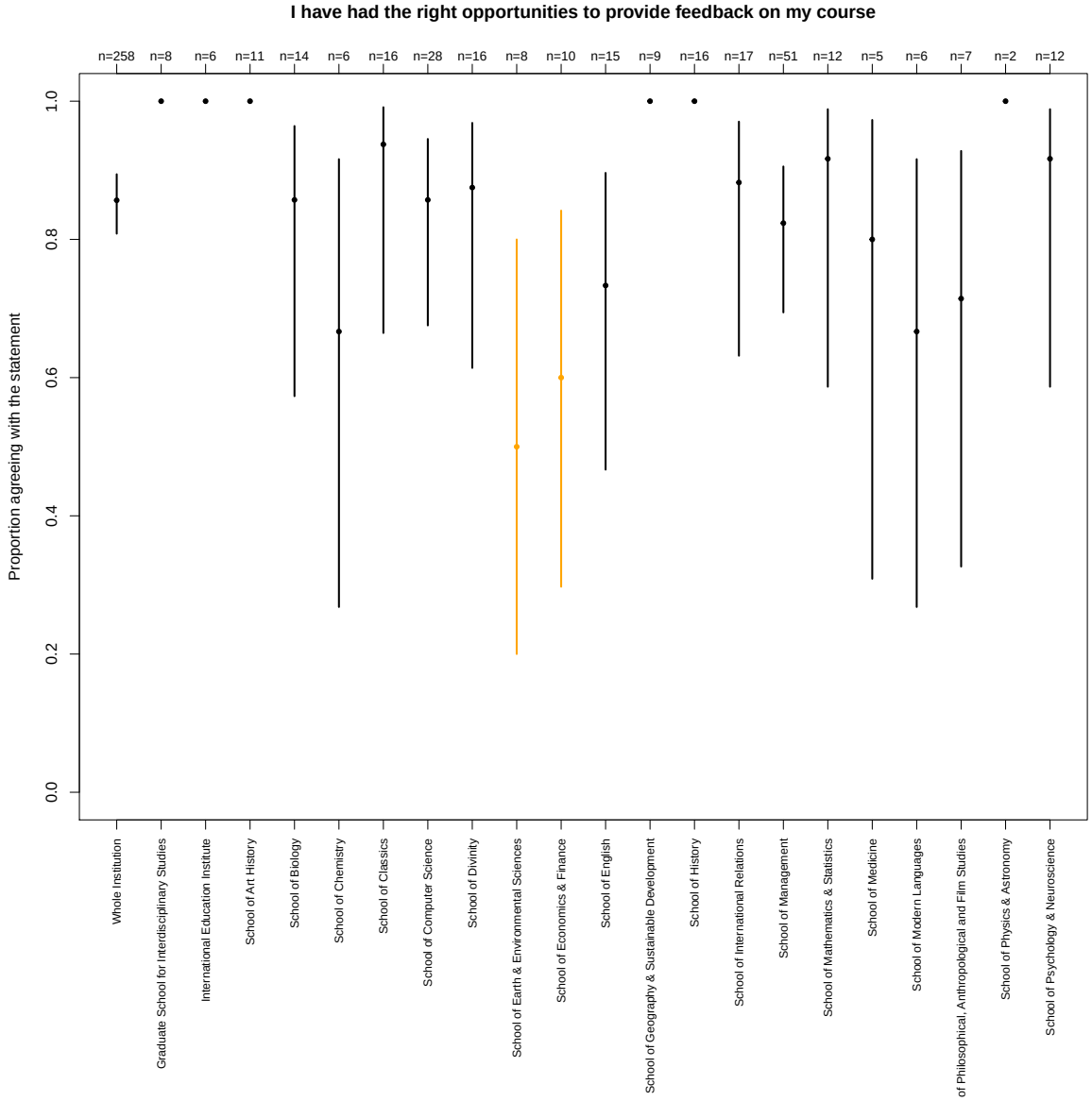
were lower than the institution, on average.



Question 8_1 ; Statement: **I have had the right opportunities to provide feedback on my course**

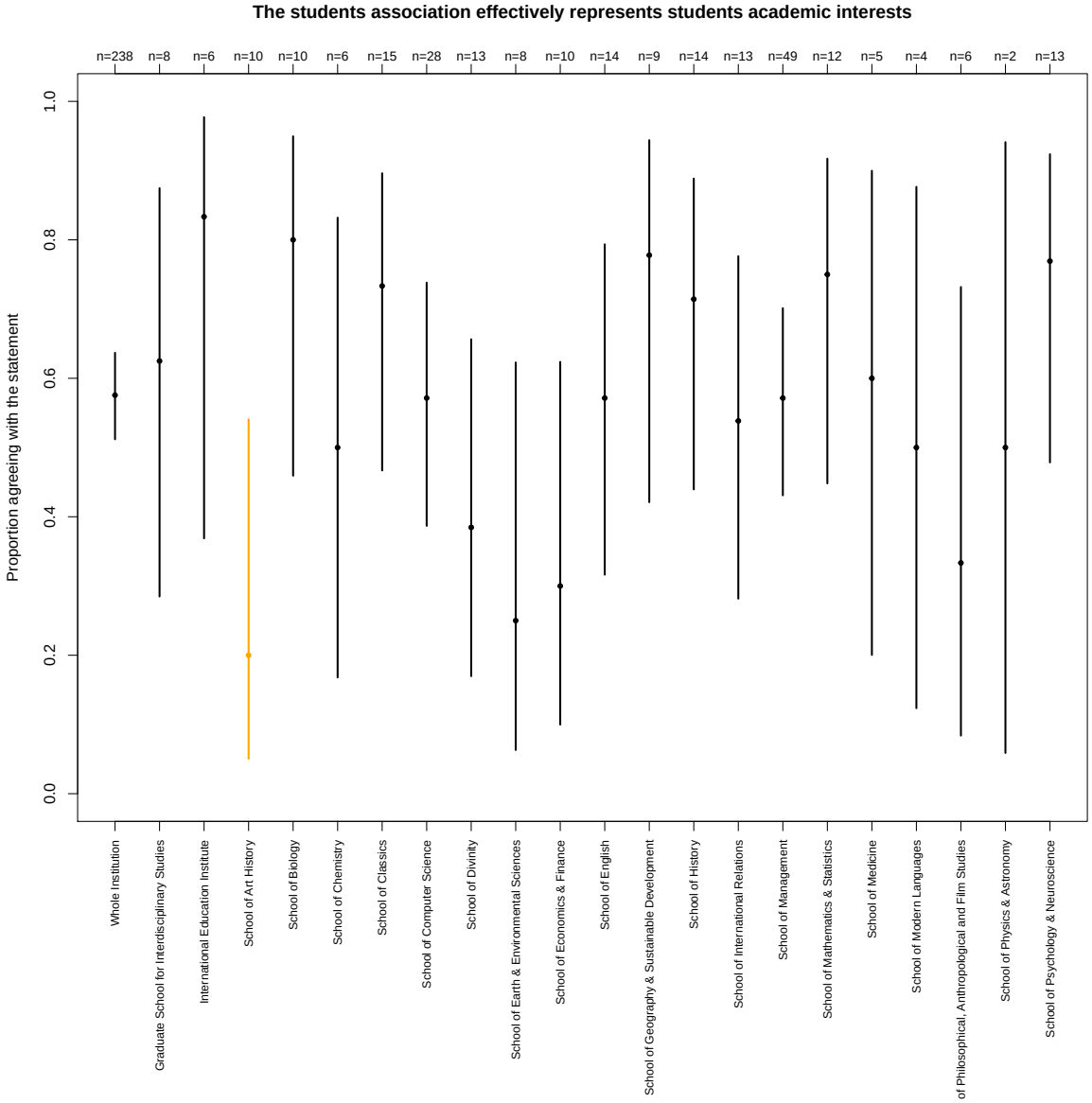
There is strong evidence, that scores within
- School of Earth & Environmental Sciences
- School of Economics & Finance

were lower than the institution, on average.



Question 8_2 ; Statement: **The students association effectively represents students academic interests**

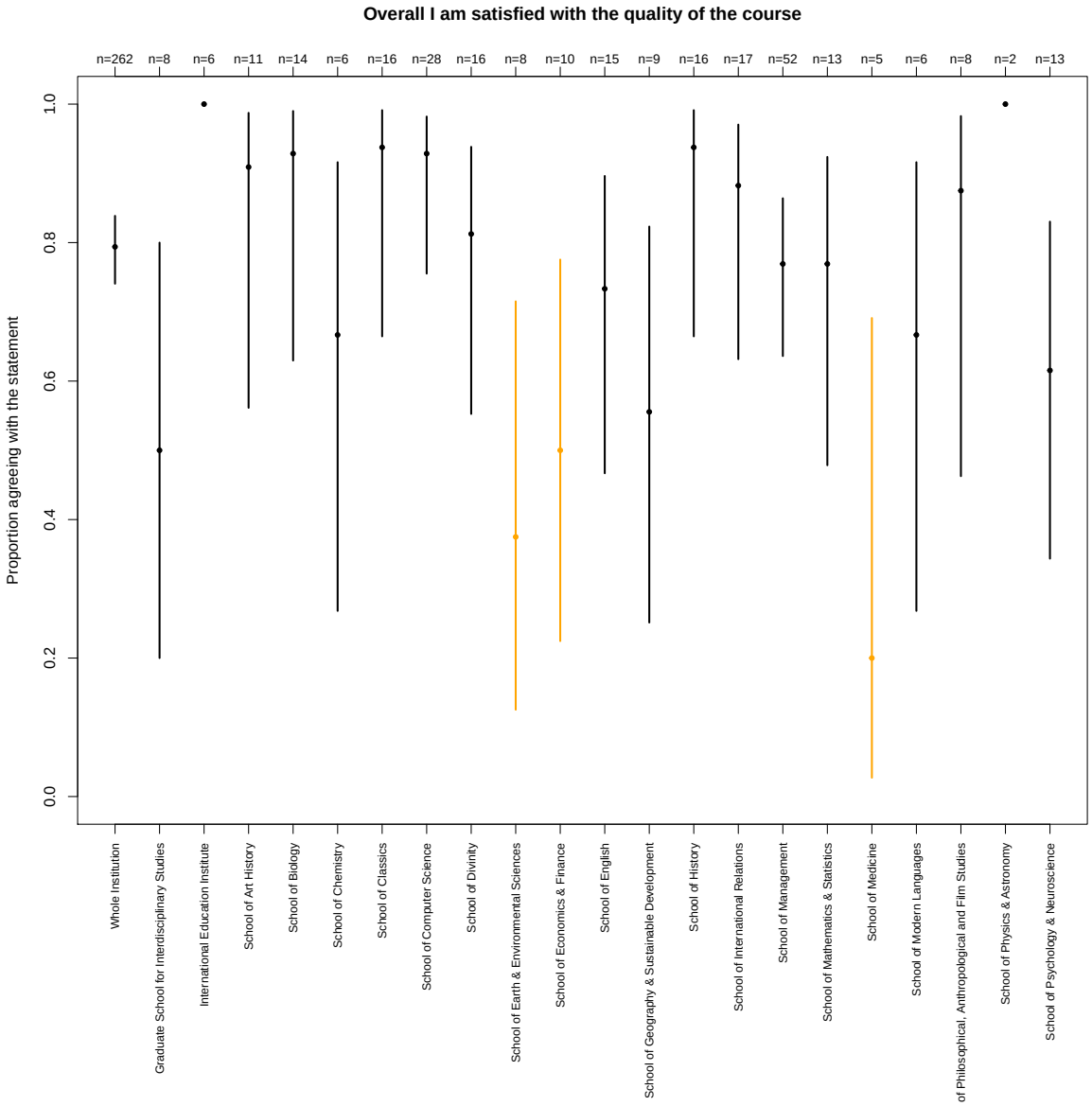
There is strong evidence, that scores within
- School of Art History
were lower than the institution, on average.



Question 9_1 ; Statement: **Overall I am satisfied with the quality of the course**

There is strong evidence, that scores within
- School of Earth & Environmental Sciences
- School of Economics & Finance
- School of Medicine

were lower than the institution, on average.



School-level Results

Students in Graduate School for Interdisciplinary Studies returned a higher score than the institutional average for 48% of the questions and a lower score than the institutional average for 52% of the questions

There is strong evidence that student views in Graduate School for Interdisciplinary Studies were lower than the average view for students across the University for the questions:
- 2_1 , My course has provided me with opportunities to explore ideas or concepts in depth

---

Students in International Education Institute returned a higher score than the institutional average for 76% of the questions and a lower score than the institutional average for 24% of the questions

There is no evidence that student views in International Education Institute were different to the average view for students across the University.

Students in School of Art History returned a higher score than the institutional average for 56% of the questions and a lower score than the institutional average for 44% of the questions

There is strong evidence that student views in School of Art History were lower than the average view for students across the University for the questions:
- 3_1 , The criteria used in marking have been clear in advance
- 8_2 , The students association effectively represents students academic interests

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Students in School of Biology returned a higher score than the institutional average for 88% of the questions and a lower score than the institutional average for 12% of the questions

There is no evidence that student views in School of Biology were different to the average view for students across the University.

Students in School of Chemistry returned a higher score than the institutional average for 12% of the questions and a lower score than the institutional average for 88% of the questions

There is strong evidence that student views in School of Chemistry were lower than the average view for students across the University for the questions:
- 5_2 , The timetable works efficiently for me

There is extremely strong evidence that student views in School of Chemistry were lower than the average view for students across the University for the questions:
- 5_3 , Any changes in the course or teaching have been communicated effectively

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Students in School of Classics returned a higher score than the institutional average for 92% of the questions and a lower score than the institutional average for 8% of the questions

There is no evidence that student views in School of Classics were different to the average view for students across the University.

Students in School of Computer Science returned a higher score than the institutional average for 68% of the questions and a lower score than the institutional average for 32% of the questions

There is strong evidence that student views in School of Computer Science were higher than the average view for students across the University for the questions:
- 5_3 , Any changes in the course or teaching have been communicated effectively

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Students in School of Divinity returned a higher score than the institutional average for 72% of the questions and a lower score than the institutional average for 28% of the questions

There is no evidence that student views in School of Divinity were different to the average view for students across the University.

Students in School of Earth & Environmental Sciences returned a higher score than the institutional average for 20% of the questions and a lower score than the institutional average for 80% of the questions

There is strong evidence that student views in School of Earth & Environmental Sciences were lower than the average view for students across the University for the questions:
- 2_1 , My course has provided me with opportunities to explore ideas or concepts in depth
- 2_3 , My course has provided me with opportunities to apply what I have learnt
- 5_2 , The timetable works efficiently for me
- 8_1 , I have had the right opportunities to provide feedback on my course
- 9_1 , Overall I am satisfied with the quality of the course

There is extremely strong evidence that student views in School of Earth & Environmental Sciences were lower than the average view for students across the University for the questions:
- 3_1 , The criteria used in marking have been clear in advance
- 5_1 , The course is well organised and running smoothly
- 5_3 , Any changes in the course or teaching have been communicated effectively

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Students in School of Economics & Finance returned a higher score than the institutional average for 0% of the questions and a lower score than the institutional average for 100% of the questions

There is strong evidence that student views in School of Economics & Finance were lower than the average view for students across the University for the questions:
- 2_1 , My course has provided me with opportunities to explore ideas or concepts in depth
- 2_2 , My course has provided me with opportunities to bring information and ideas together from different topics
- 6_1 , The IT resources and facilities provided have supported my learning well
- 6_2 , The library resources (e.g. books, online services and learning spaces) have supported my learning well
- 7_2 , I have had the right opportunities to work with other students as part of my course
- 8_1 , I have had the right opportunities to provide feedback on my course
- 9_1 , Overall I am satisfied with the quality of the course

There is extremely strong evidence that student views in School of Economics & Finance were lower than the average view for students across the University for the questions:
- 2_3 , My course has provided me with opportunities to apply what I have learnt
- 6_3 , I have been able to access course - specific resources (e.g. equipment, facilities, software, collections) when I needed to

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Students in School of English returned a higher score than the institutional average for 40% of the questions and a lower score than the institutional average for 60% of the questions

There is no evidence that student views in School of English were different to the average view for students across the University.

Students in School of Geography & Sustainable Development returned a higher score than the institutional average for 60% of the questions and a lower score than the institutional average for 40% of the questions

There is no evidence that student views in School of Geography & Sustainable Development were different to the average view for students across the University.

Students in School of History returned a higher score than the institutional average for 80% of the questions and a lower score than the institutional average for 20% of the questions

There is no evidence that student views in School of History were different to the average view for students across the University.

Students in School of International Relations returned a higher score than the institutional average for 56% of the questions and a lower score than the institutional average for 44% of the questions

There is no evidence that student views in School of International Relations were different to the average view for students across the University.

Students in School of Management returned a higher score than the institutional average for 16% of the questions and a lower score than the institutional average for 84% of the questions

There is strong evidence that student views in School of Management were lower than the average view for students across the University for the questions:
- 1_2 , Staff have made the subject interesting

There is extremely strong evidence that student views in School of Management were lower than the average view for students across the University for the questions:
- 1_3 , The course is intellectually stimulating
- 4_3 , Good advice was available when I needed to make study choices on my course

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Students in School of Mathematics & Statistics returned a higher score than the institutional average for 36% of the questions and a lower score than the institutional average for 64% of the questions

There is no evidence that student views in School of Mathematics & Statistics were different to the average view for students across the University.

Students in School of Medicine returned a higher score than the institutional average for 32% of the questions and a lower score than the institutional average for 68% of the questions

There is strong evidence that student views in School of Medicine were lower than the average view for students across the University for the questions:
- 3_2 , Marking and assessment has been fair

- 3_3 , Feedback on my work has been timely
- 3_4 , I have received helpful comments on my work
- 9_1 , Overall I am satisfied with the quality of the course

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Students in School of Modern Languages returned a higher score than the institutional average for 16% of the questions and a lower score than the institutional average for 84% of the questions

There is strong evidence that student views in School of Modern Languages were lower than the average view for students across the University for the questions:
- 7_2 , I have had the right opportunities to work with other students as part of my course

There is extremely strong evidence that student views in School of Modern Languages were lower than the average view for students across the University for the questions:
- 4_3 , Good advice was available when I needed to make study choices on my course

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Students in School of Philosophical, Anthropological and Film Studies returned a higher score than the institutional average for 52% of the questions and a lower score than the institutional average for 48% of the questions

There is strong evidence that student views in School of Philosophical, Anthropological and Film Studies were lower than the average view for students across the University for the questions:
- 7_2 , I have had the right opportunities to work with other students as part of my course

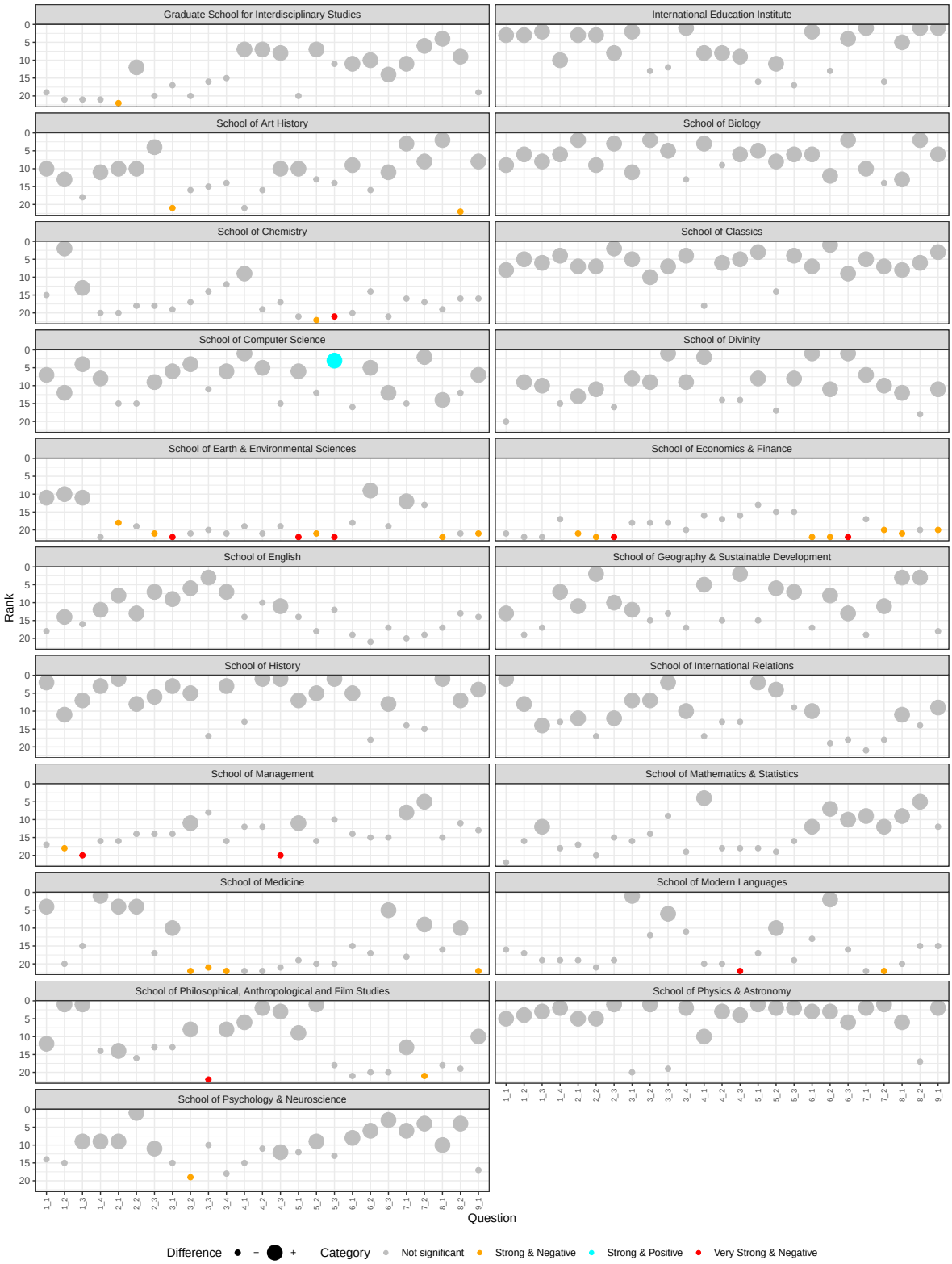
There is extremely strong evidence that student views in School of Philosophical, Anthropological and Film Studies were lower than the average view for students across the University for the questions:
- 3_3 , Feedback on my work has been timely

Students in School of Physics & Astronomy returned a higher score than the institutional average for 88% of the questions and a lower score than the institutional average for 12% of the questions

There is no evidence that student views in School of Physics & Astronomy were different to the average view for students across the University.

Students in School of Psychology & Neuroscience returned a higher score than the institutional average for 56% of the questions and a lower score than the institutional average for 44% of the questions

There is strong evidence that student views in School of Psychology & Neuroscience were lower than the average view for students across the University for the questions:
- 3_2 , Marking and assessment has been fair

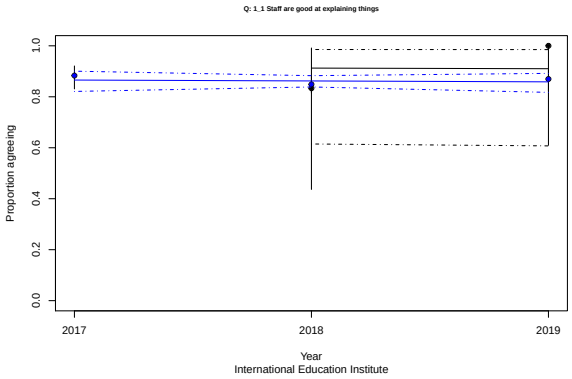

Graduate School for Interdisciplinary Studies
International Education Institute
School of Art History
School of Biology
School of Chemistry
School of Classics
School of Computer Science
School of Divinity
School of Earth & Environmental Sciences
School of Economics & Finance
School of English
School of Geography & Sustainable Development
School of History
School of International Relations
School of Management
School of Mathematics & Statistics
School of Medicine
School of Modern Languages
School of Philosophical, Anthropological and Film Studies
School of Physics & Astronomy
School of Psychology & Neuroscience
Rank
0
5
10
15
20
1_1
1_2
1_3
1_4
2_1
2_2
2_3
3_1
3_2
3_3
3_4
4_1
4_2
4_3
5_1
5_2
5_3
6_1
6_2
6_3
7_1
7_2
8_1
8_2
9_1
Question
Difference
−
+
Category
Not significant
Strong & Negative
Strong & Positive
Very Strong & Negative

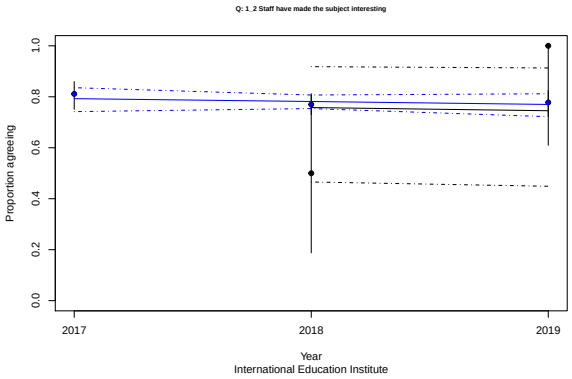
Trend over time

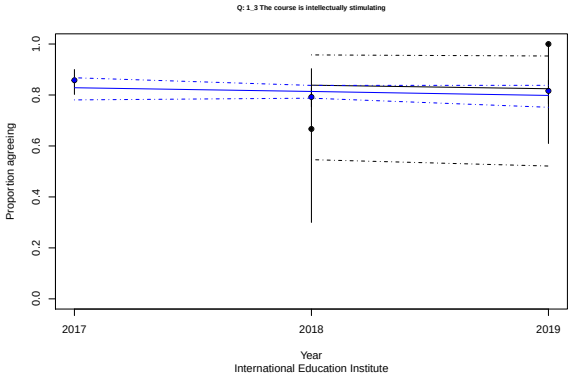
Graduate School for Interdisciplinary Studies

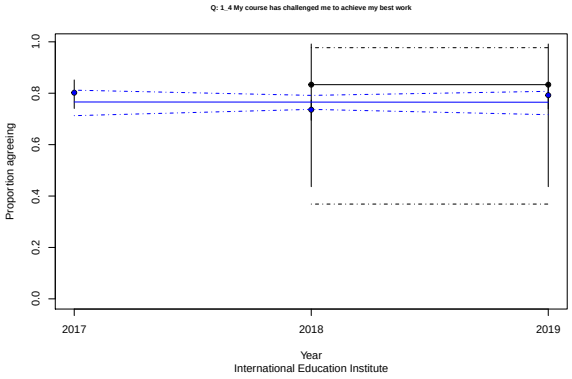
There is only one year of data so a trend over time cannot be plotted.

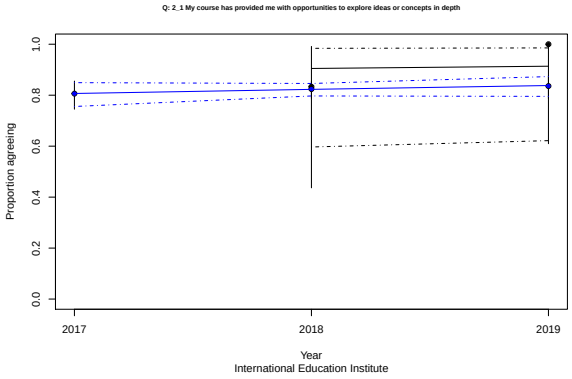
International Education Institute

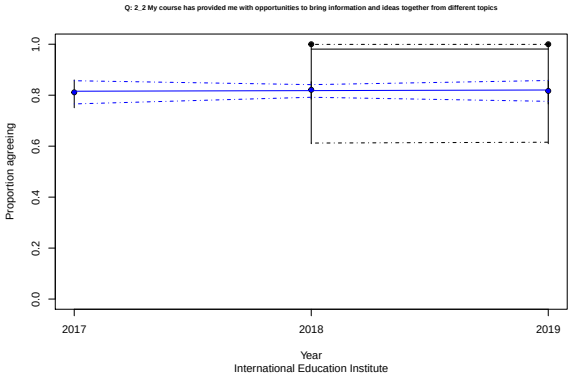


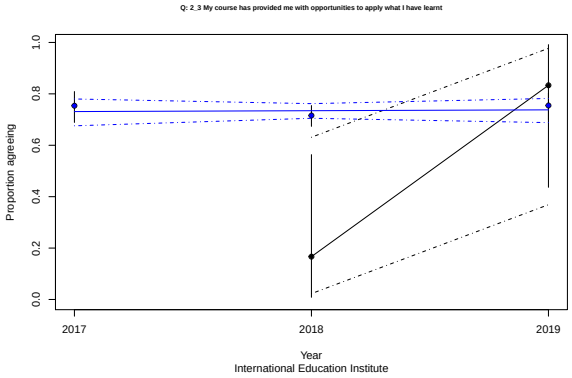


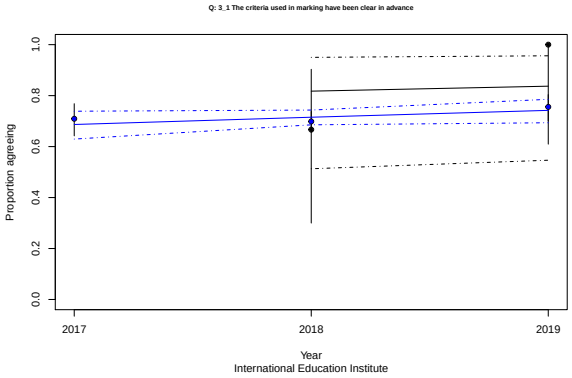


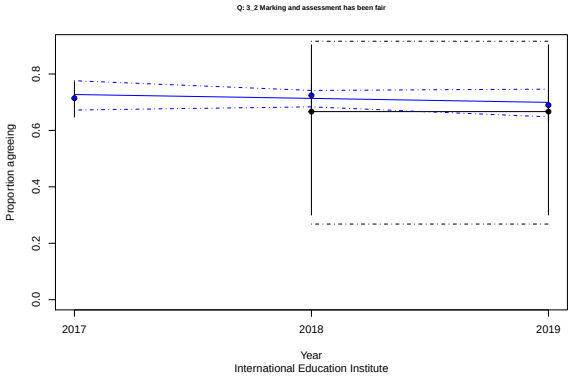


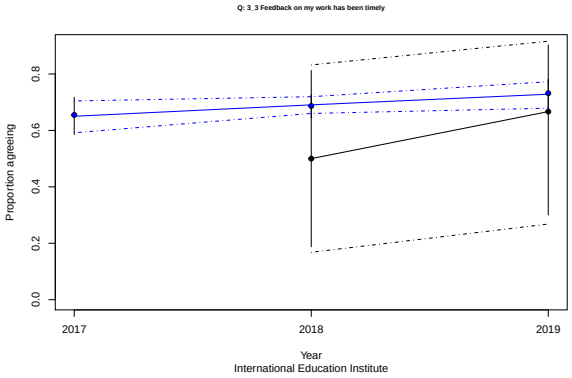


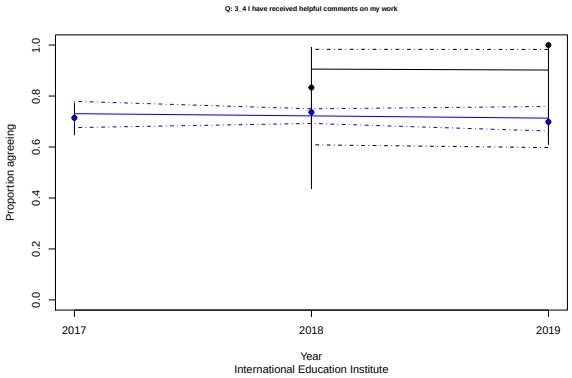


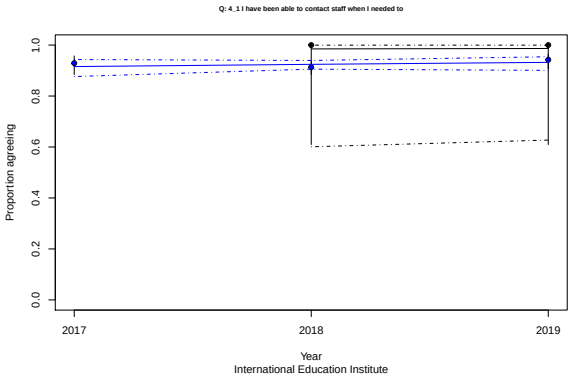

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

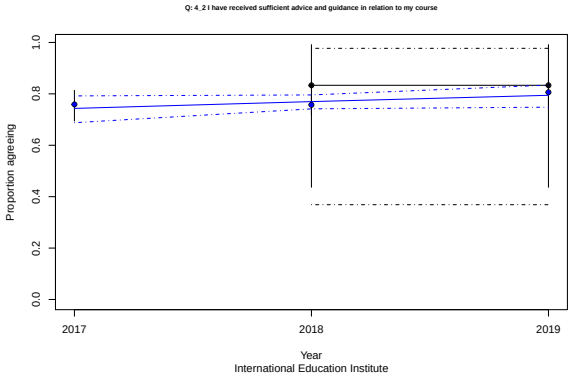

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

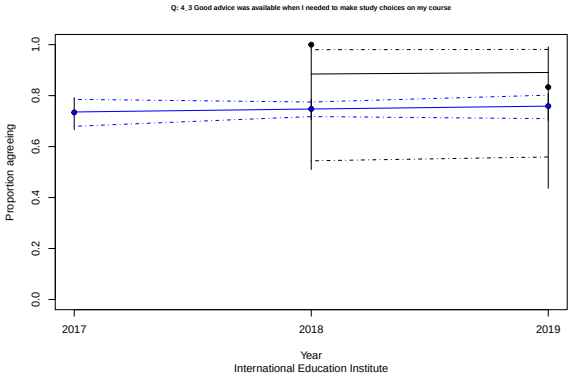

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
International Education Institute

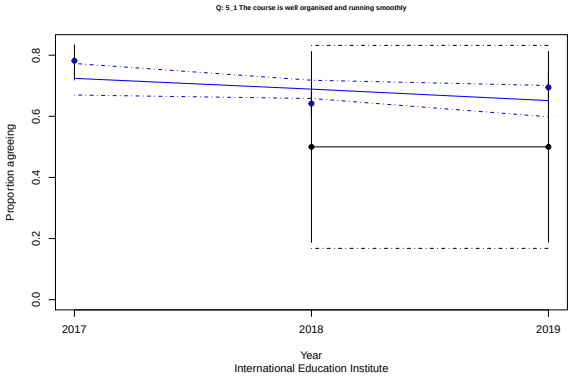

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
International Education Institute

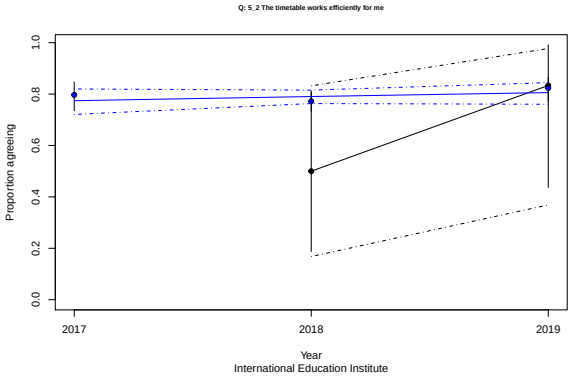

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

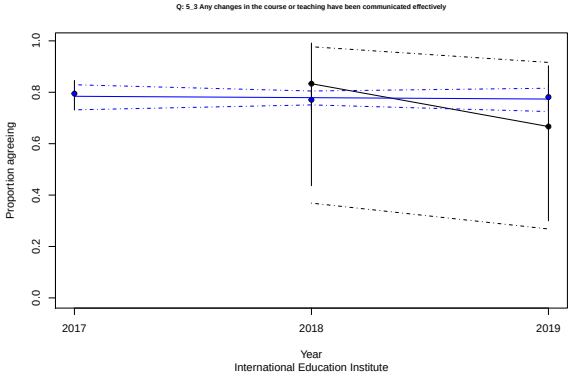

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

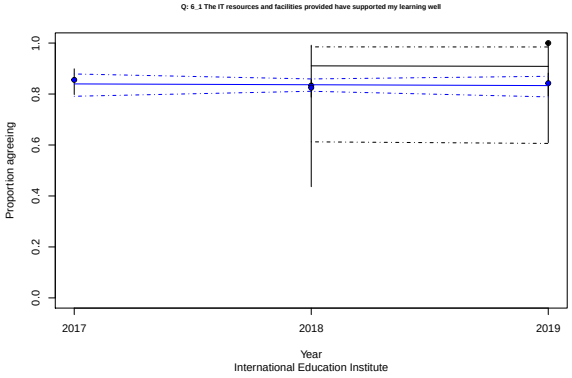

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

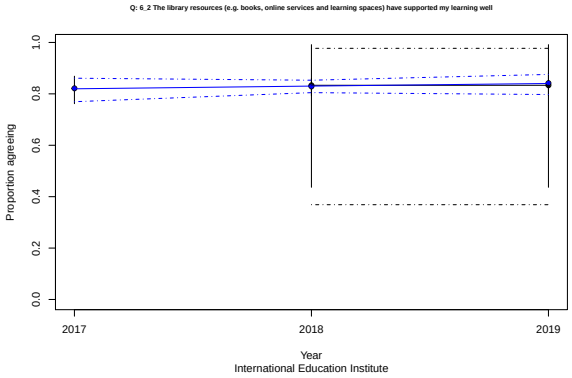

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

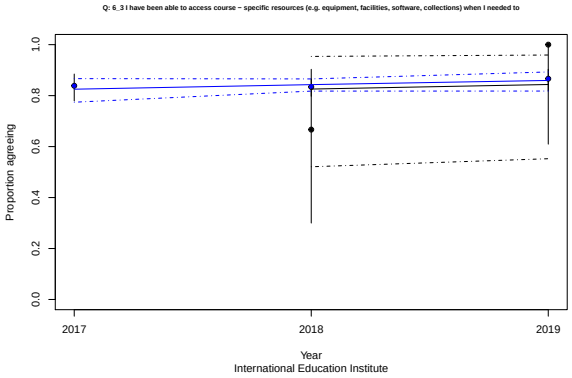

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
International Education Institute

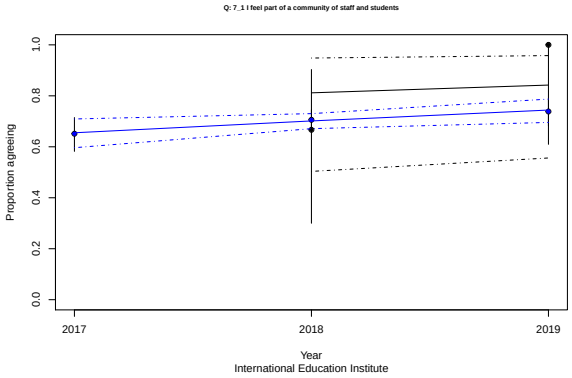

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

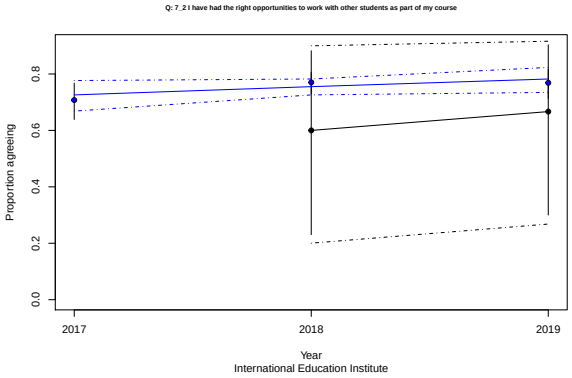

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

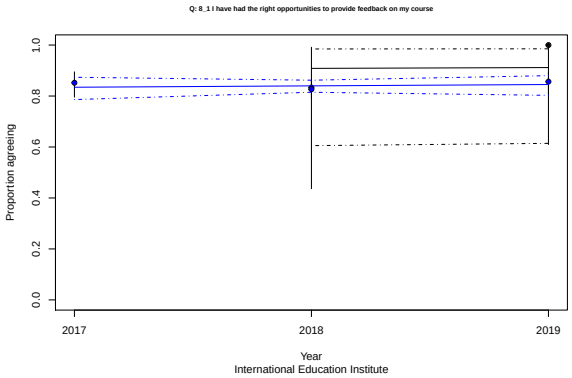

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

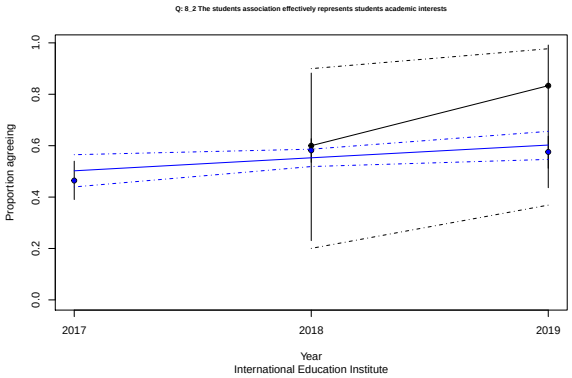

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

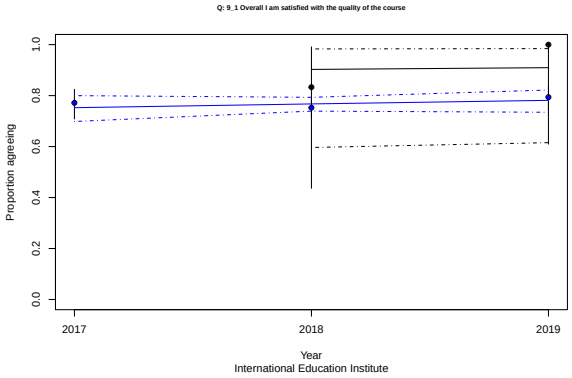

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
International Education Institute

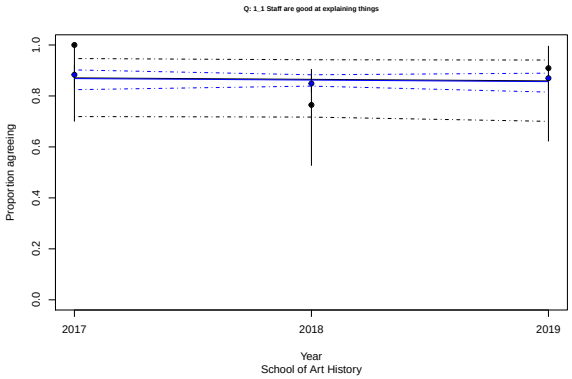

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

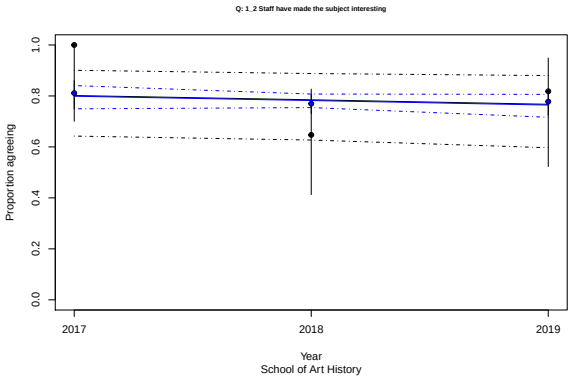

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

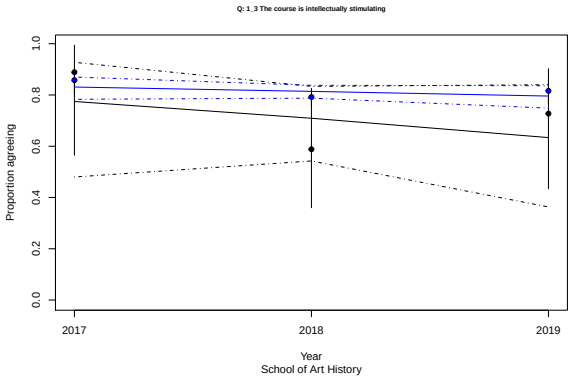

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute

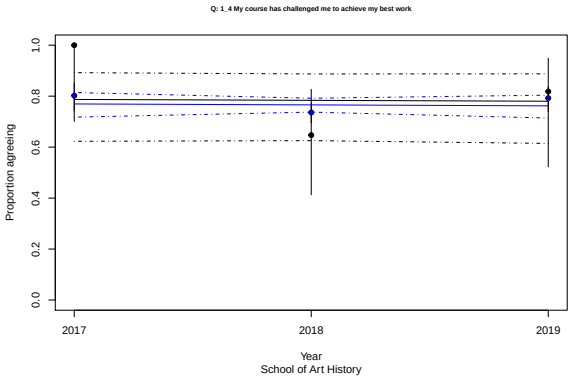
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	Positive	None	Positive	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

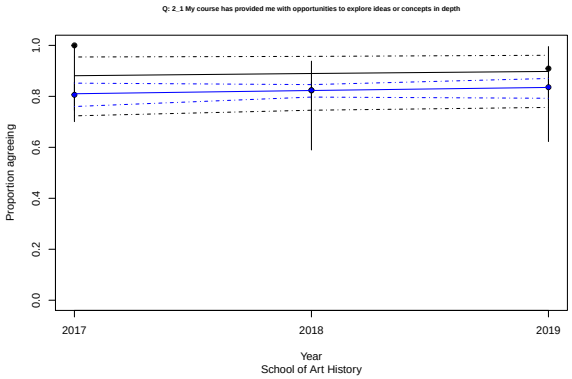
School of Art History

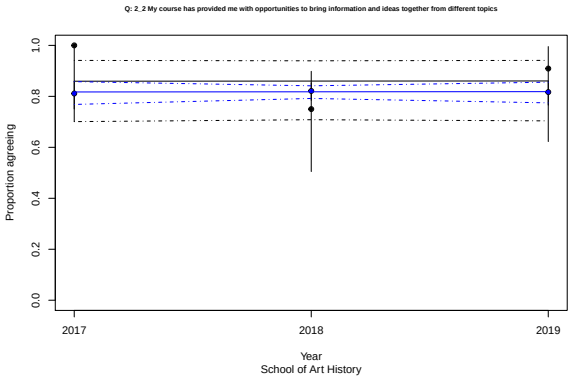


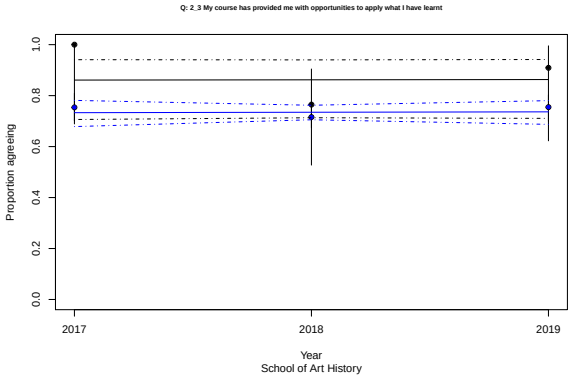


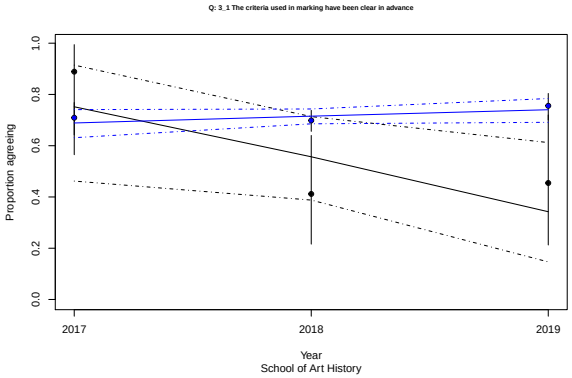


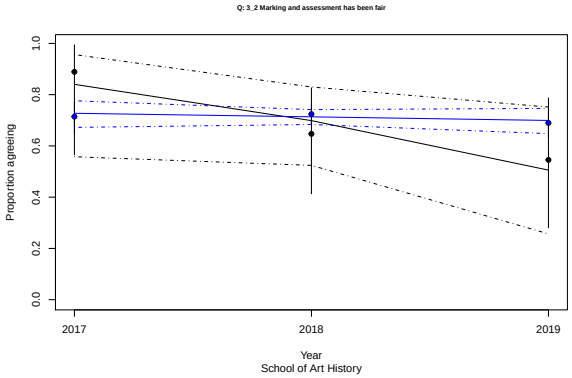


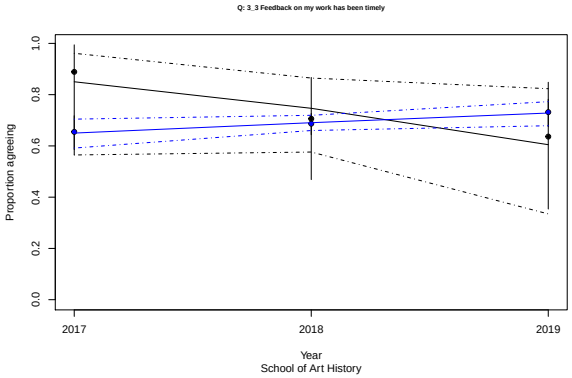


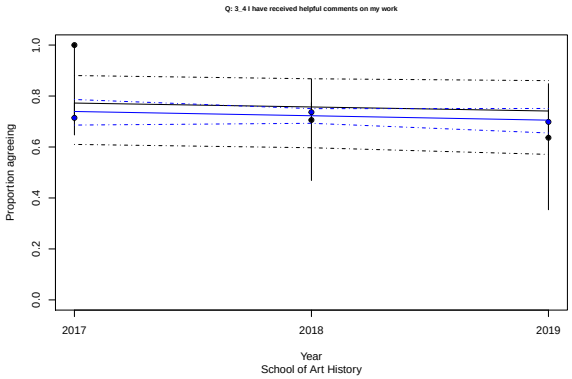


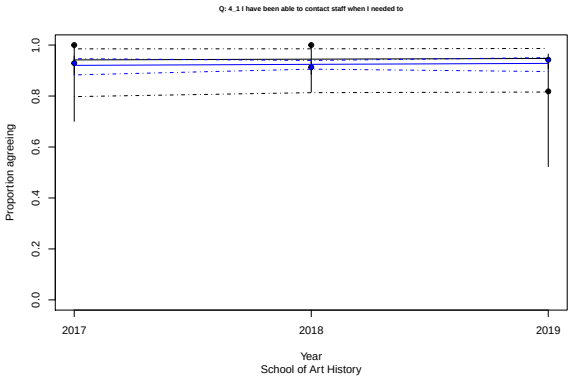

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

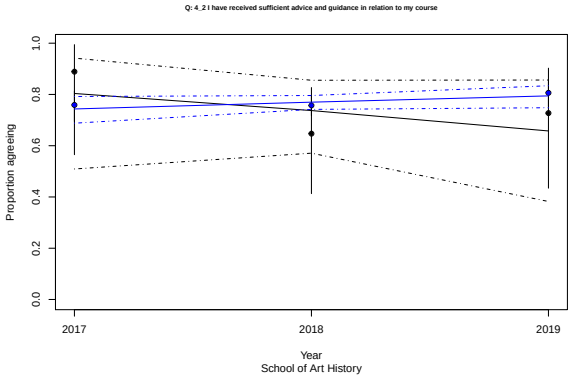

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

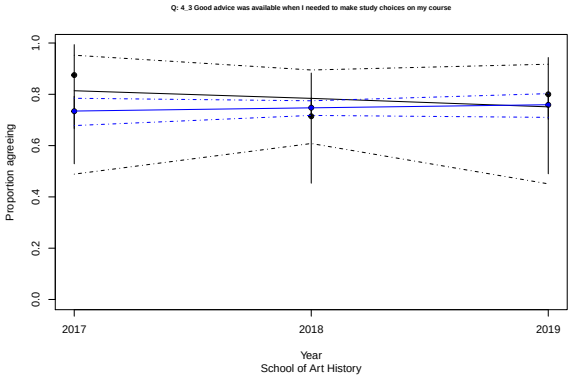

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

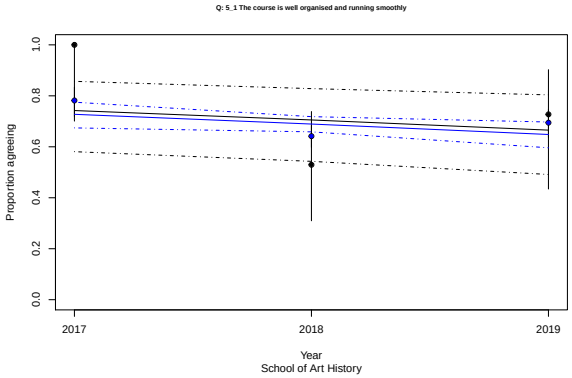

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

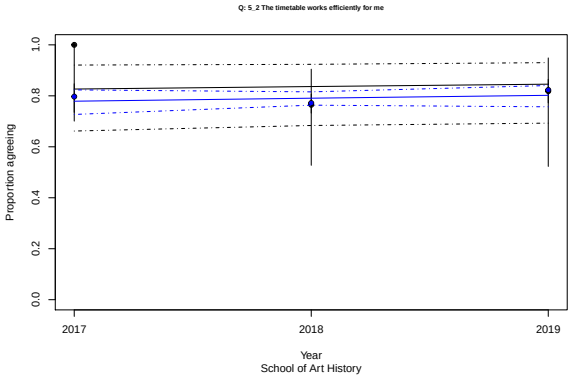

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

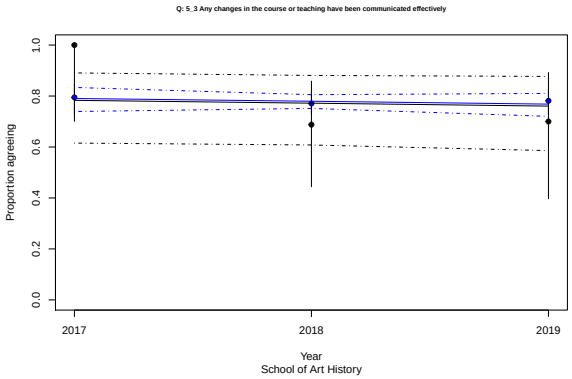

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

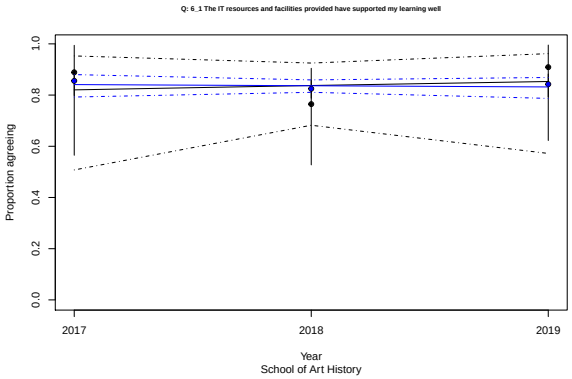

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

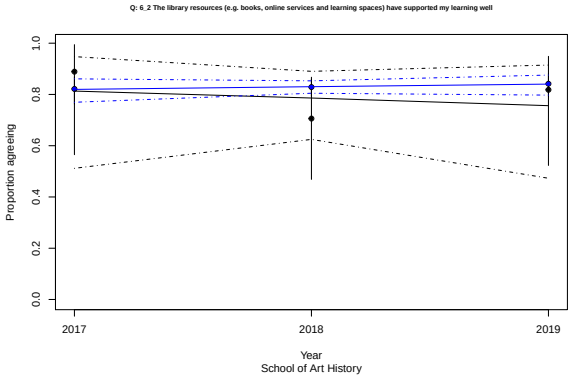

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

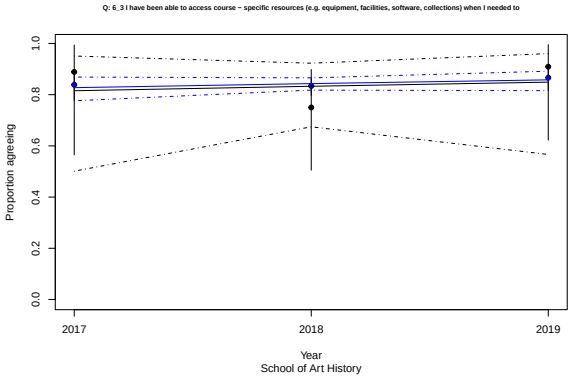

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

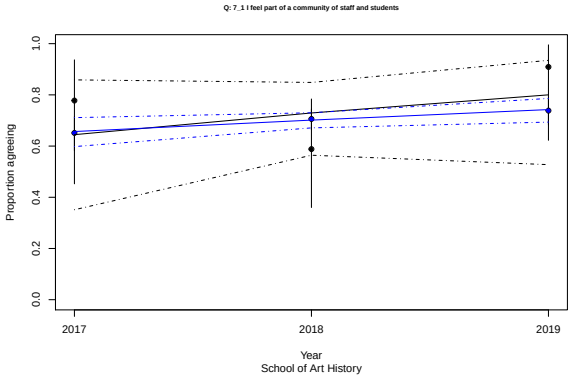

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

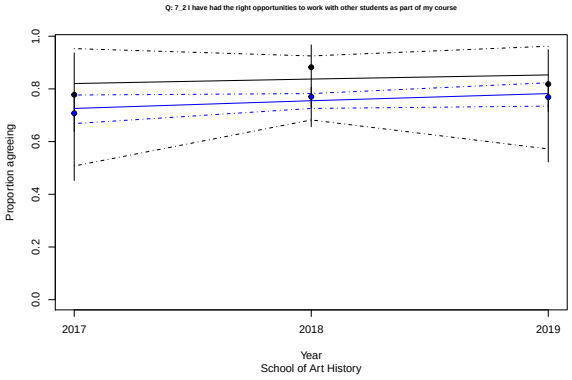

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

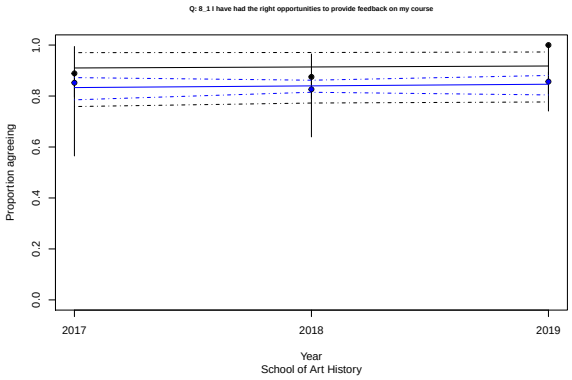

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

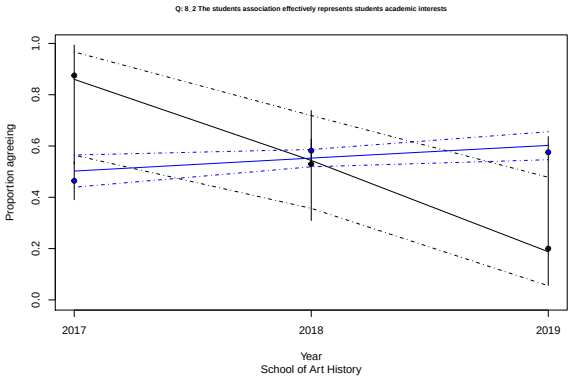

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

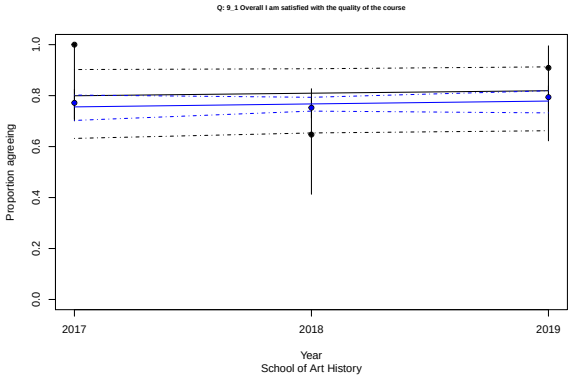

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

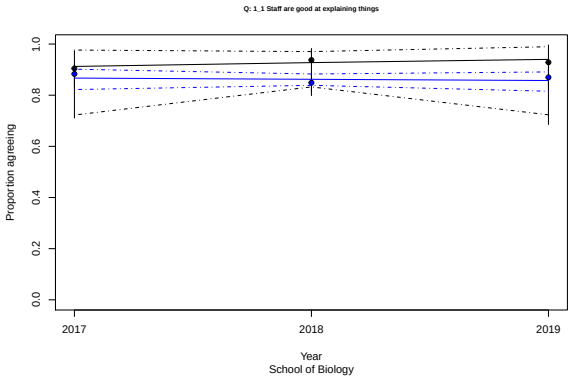

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

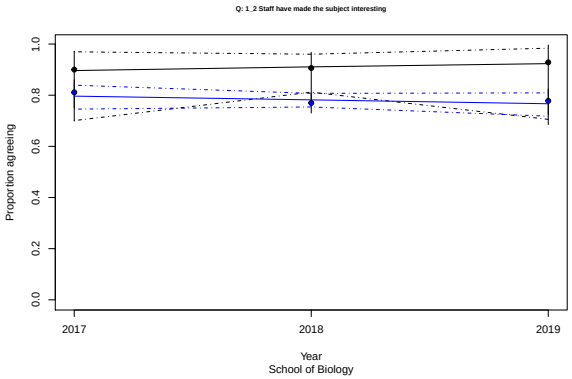

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

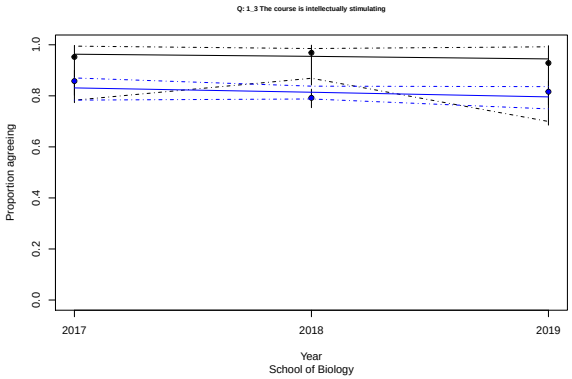

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History

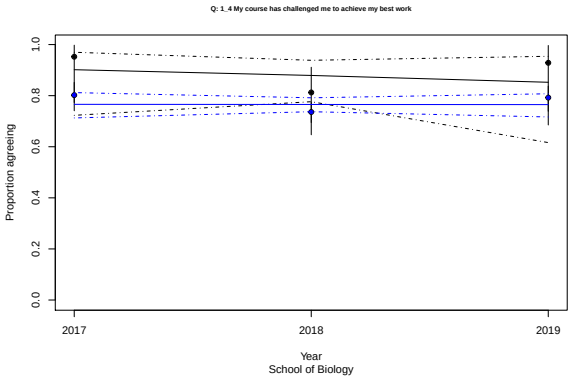
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	Negative	Below
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	Negative	Positive	Negative	None
9_1	None	None	None	None

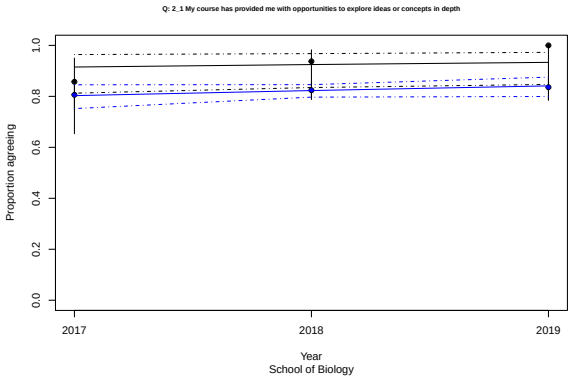
School of Biology

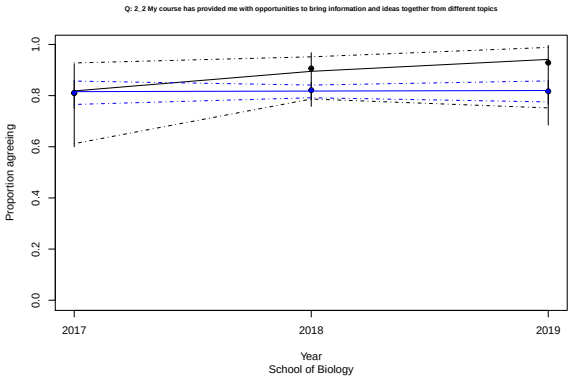


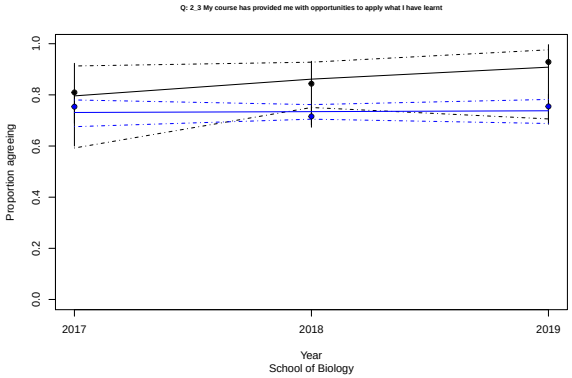


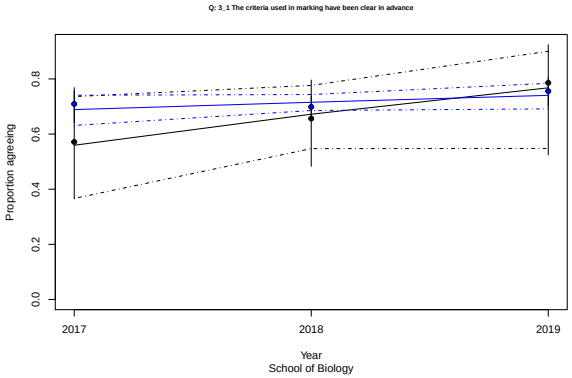


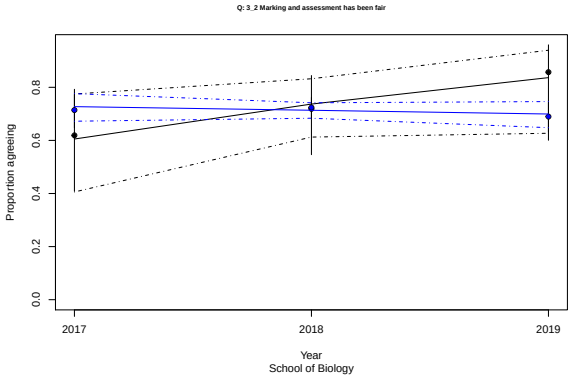


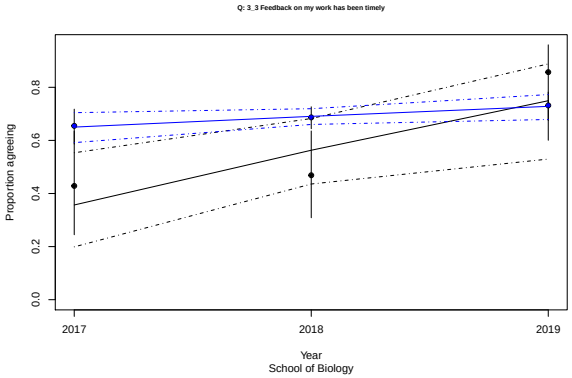


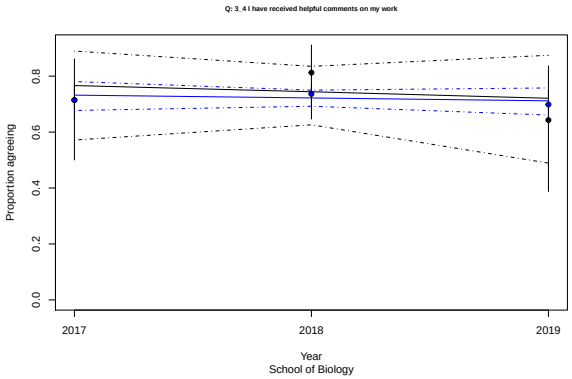


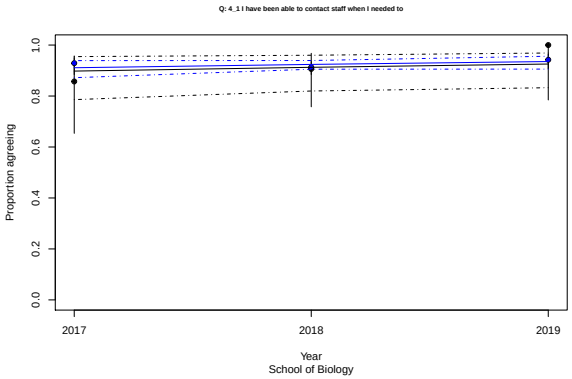

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

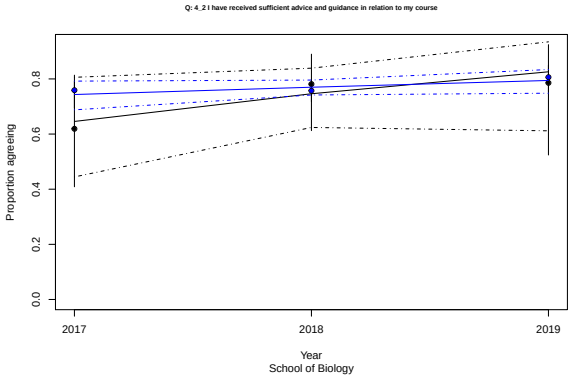

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

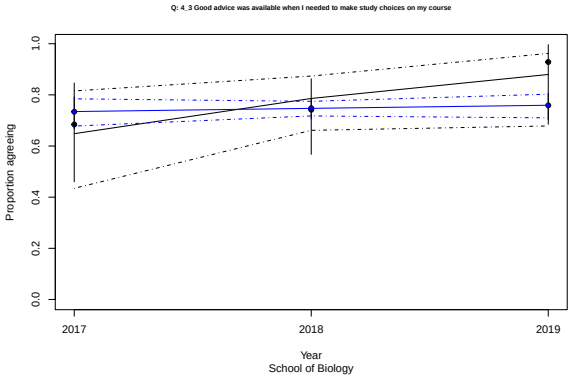

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

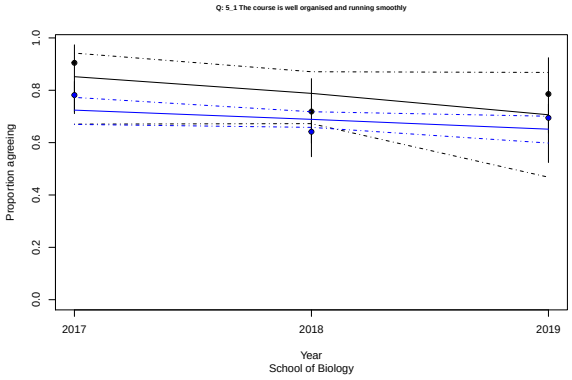

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

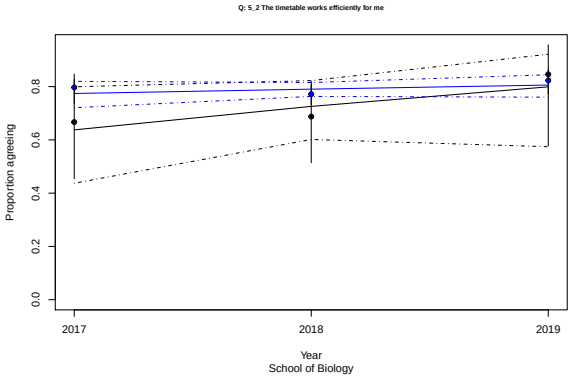

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

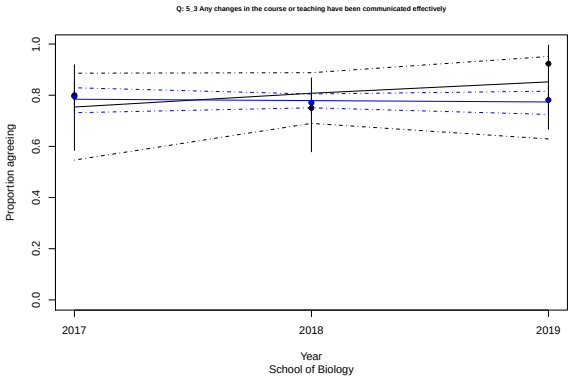

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

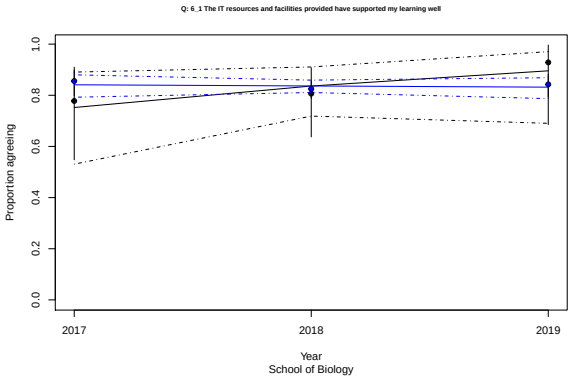

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

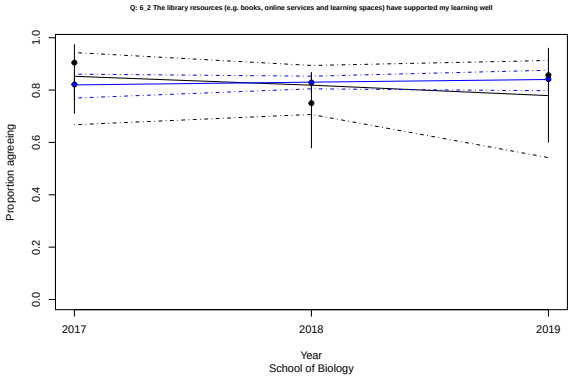

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

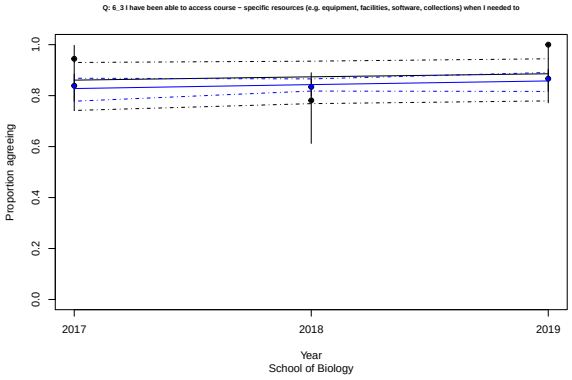

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

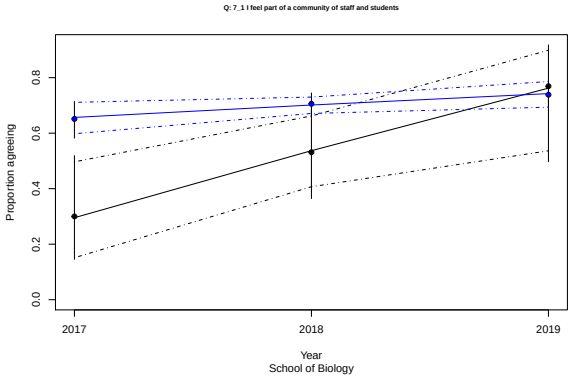

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

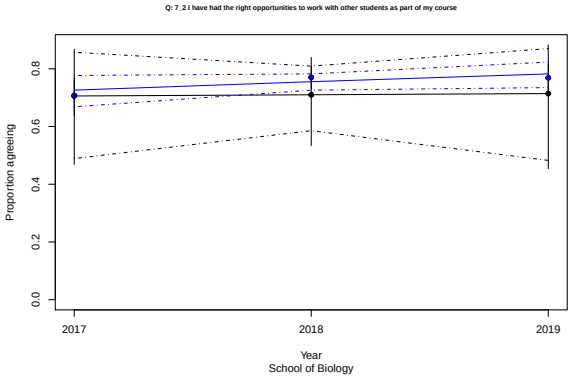

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

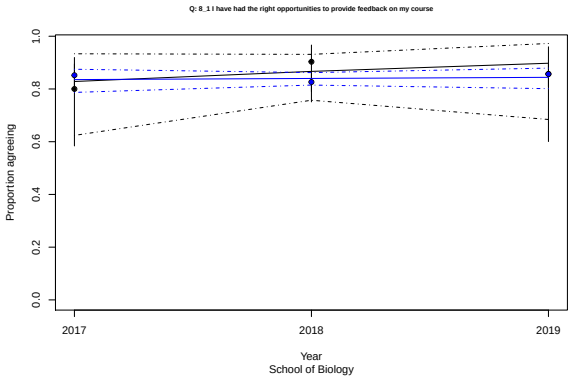

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

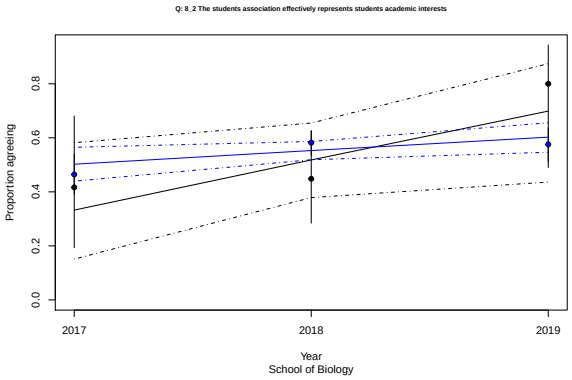

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

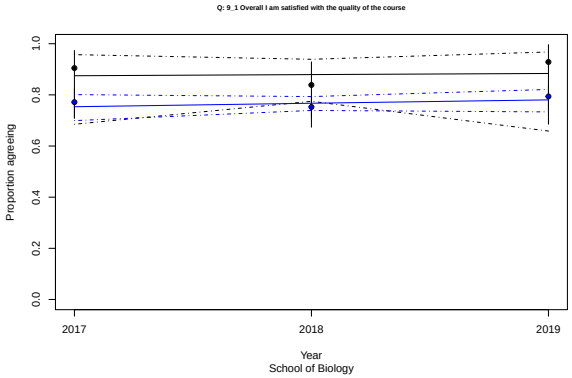

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

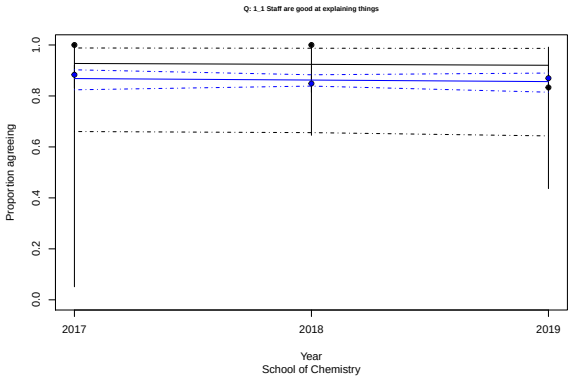

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

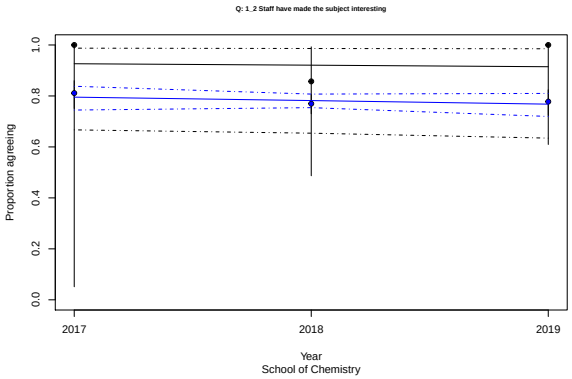

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology

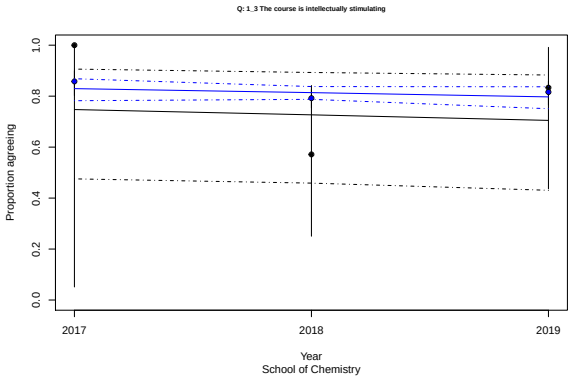

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

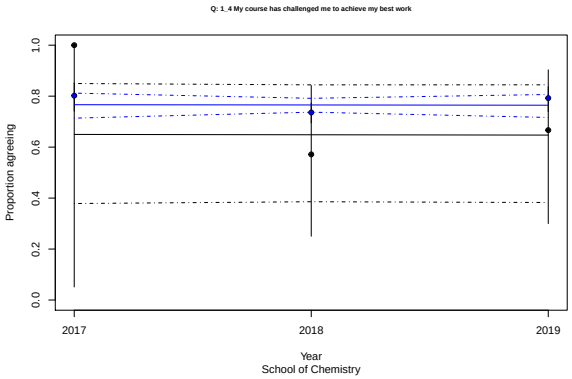
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	Above
1_3	None	None	None	Above
1_4	None	None	None	Above
2_1	None	None	None	Above
2_2	None	None	None	None
2_3	None	None	None	Above
3_1	None	None	None	None
3_2	None	None	None	None
3_3	Positive	None	None	Below
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	Positive	Positive	Positive	Below
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	Above

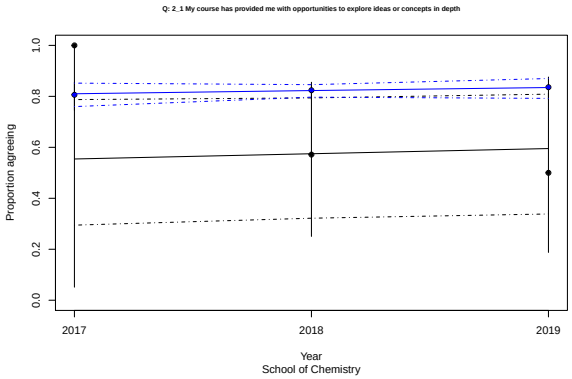
School of Chemistry

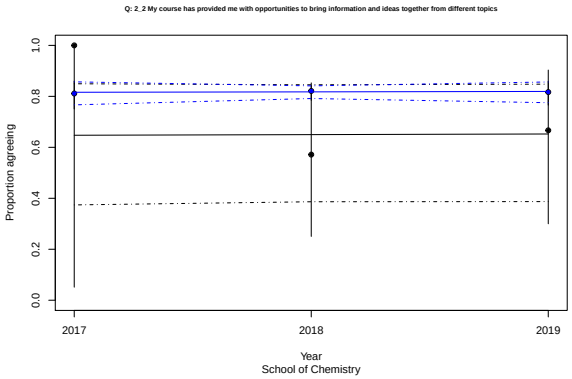


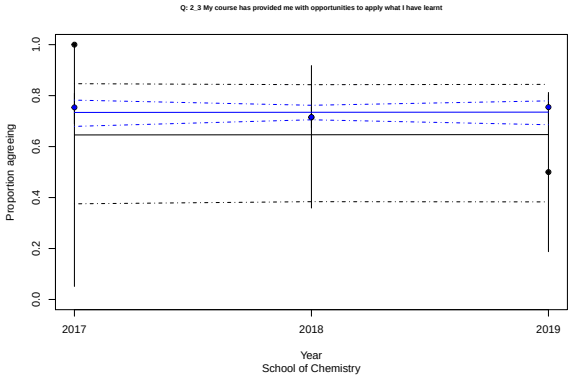


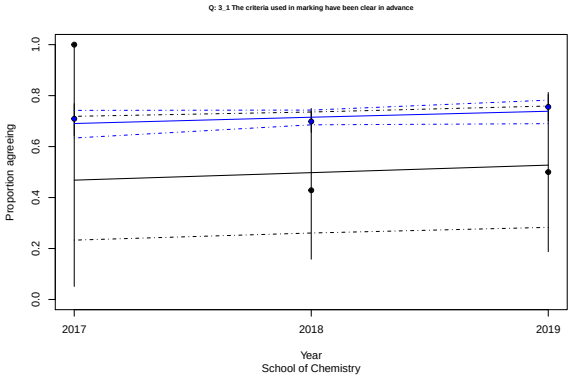


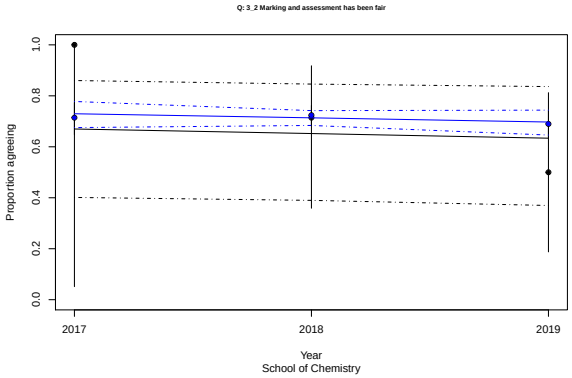


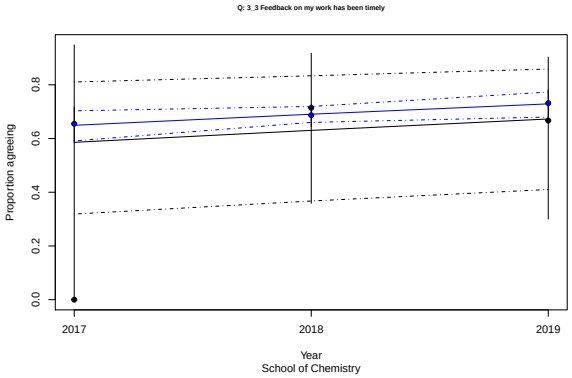


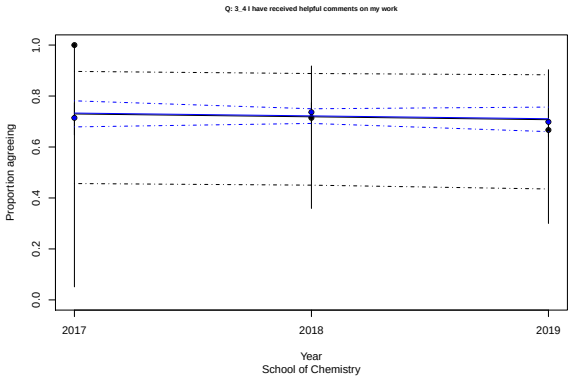


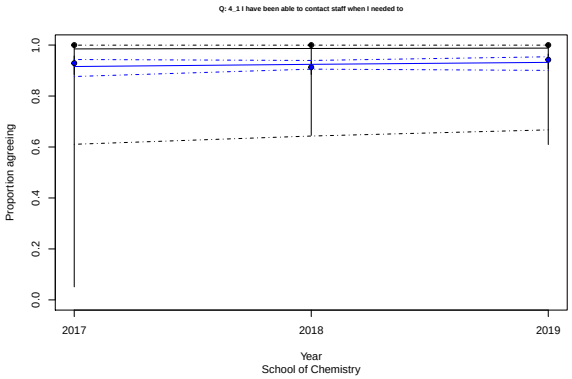

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

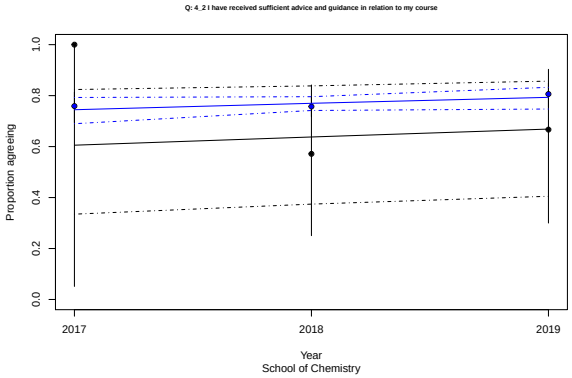

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

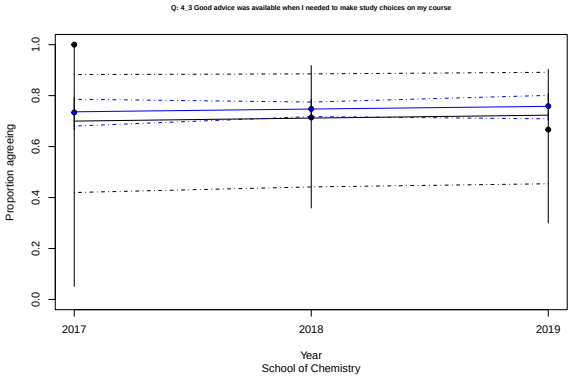

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

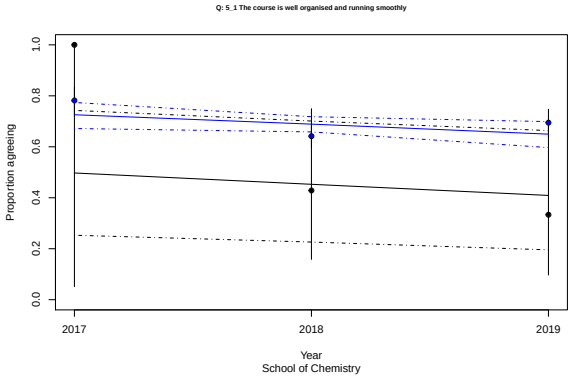

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Chemistry

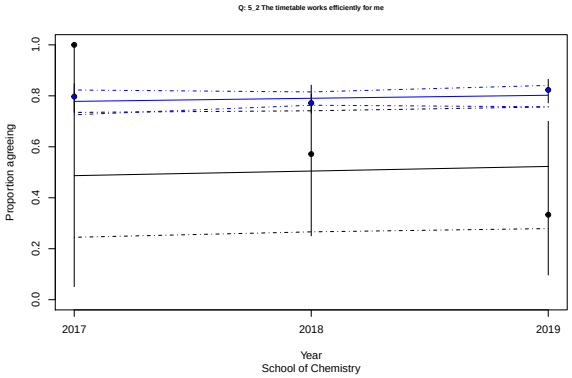

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

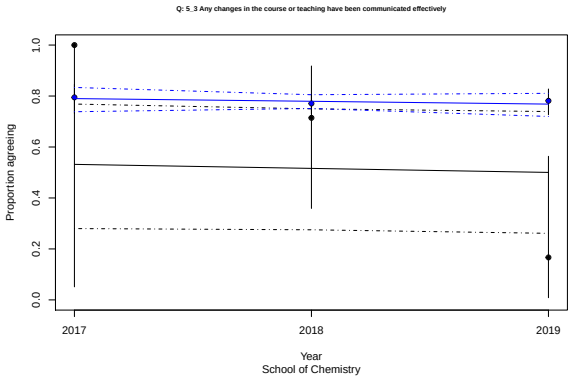

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

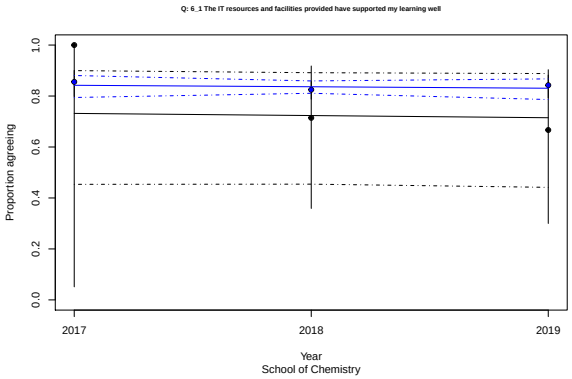

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

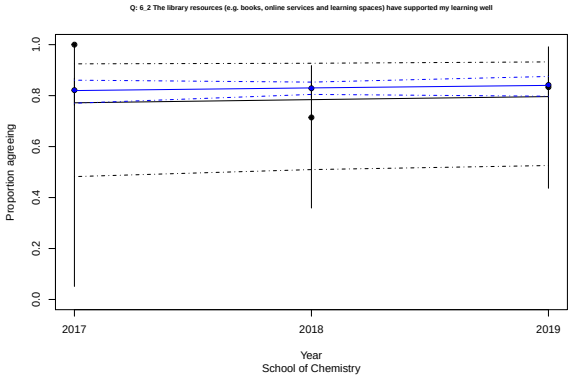

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

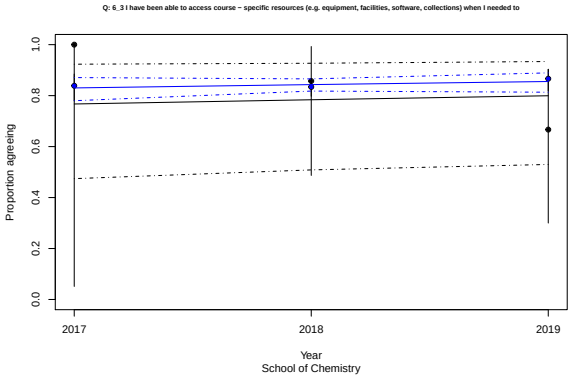

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

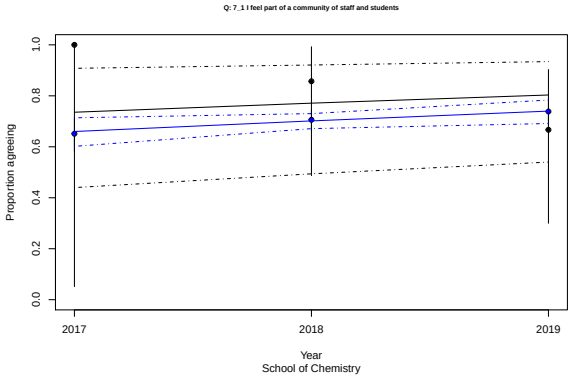

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

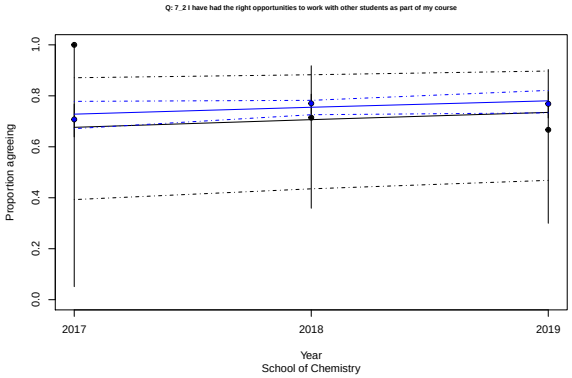

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

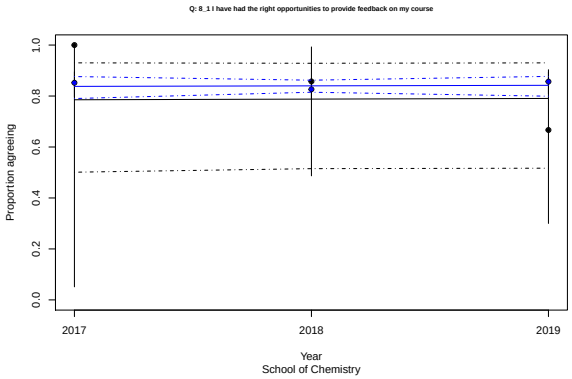

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

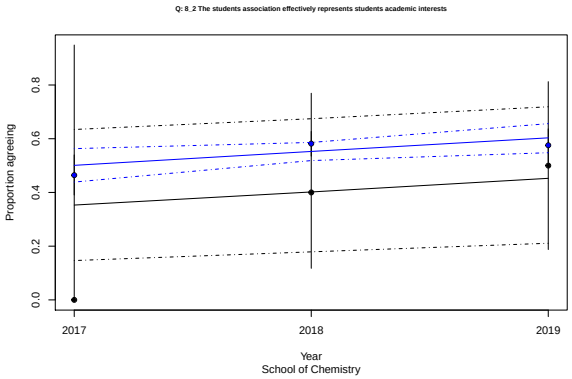

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

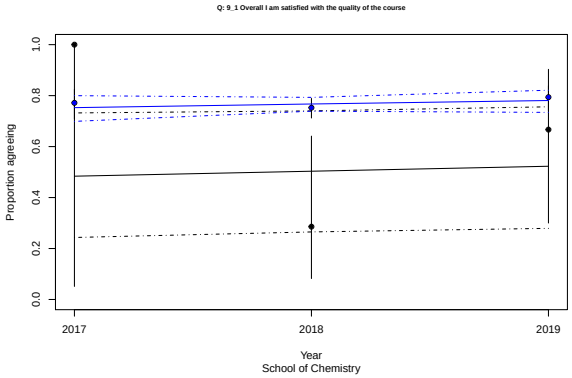

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

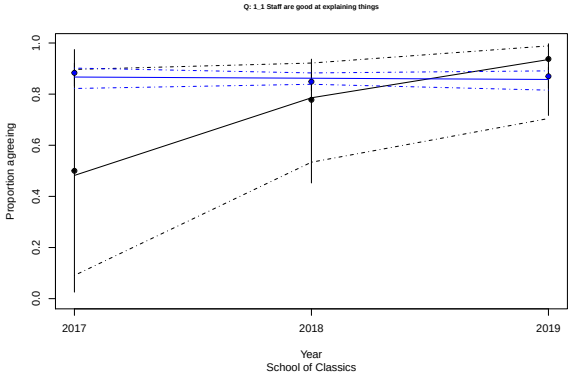

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

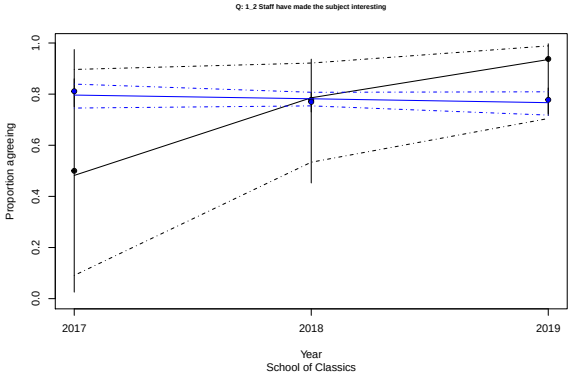

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Chemistry

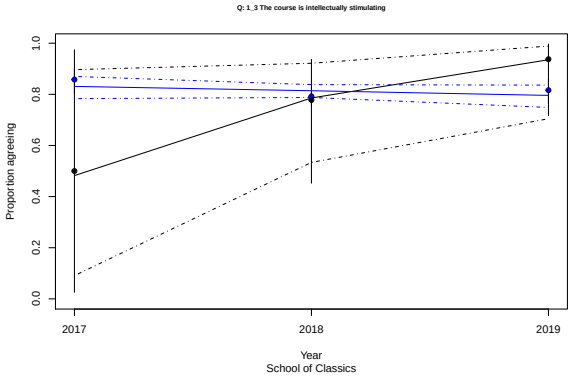

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Chemistry

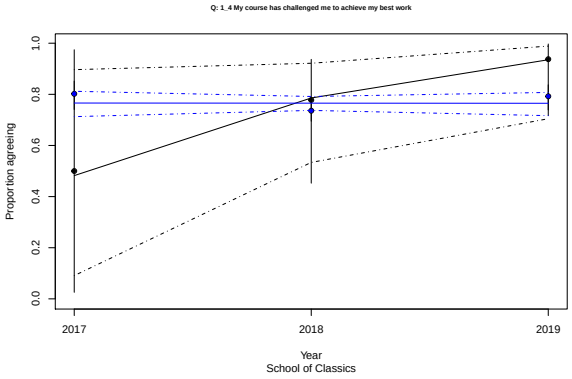
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	Below
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	Below
5_3	None	None	None	Below
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	Below

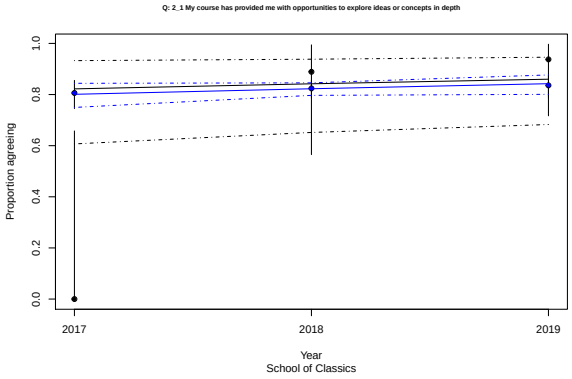
School of Classics

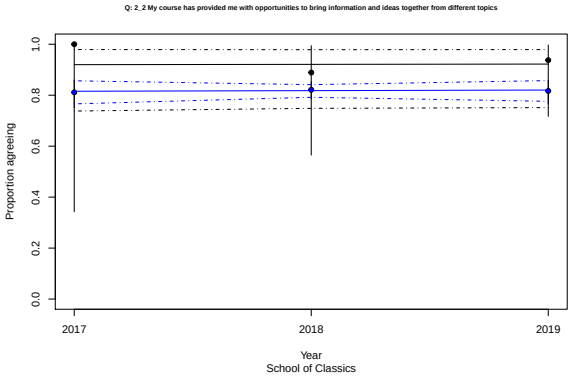


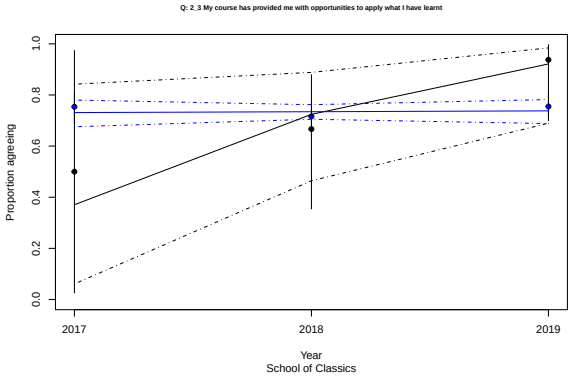


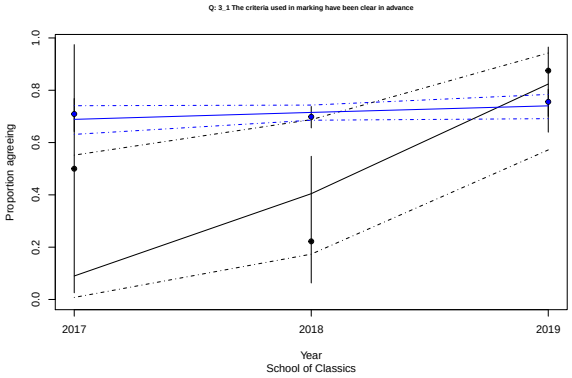


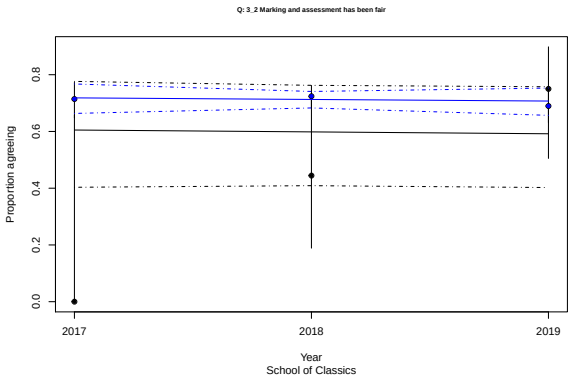


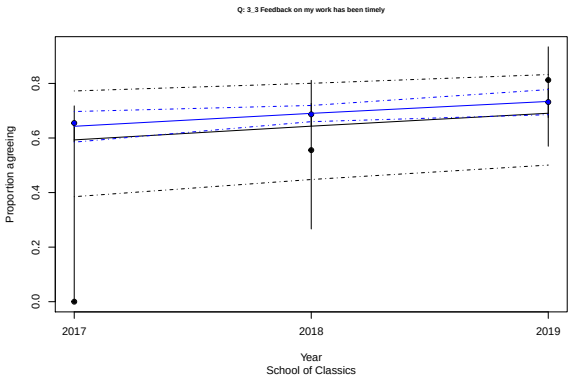


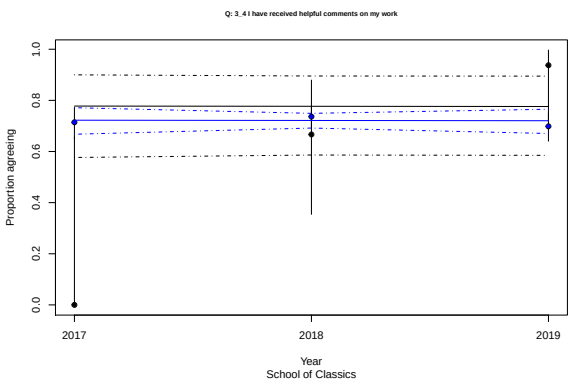


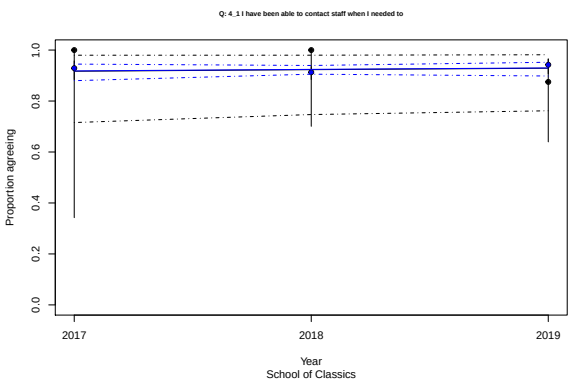

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

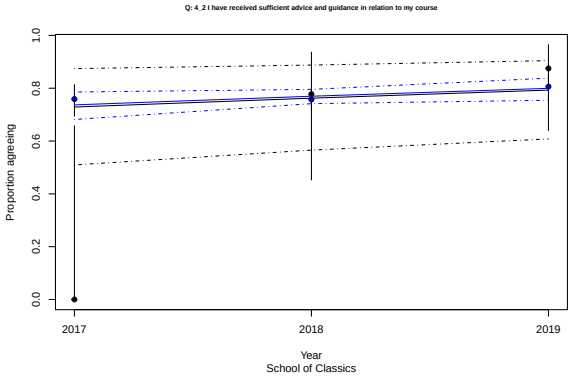

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

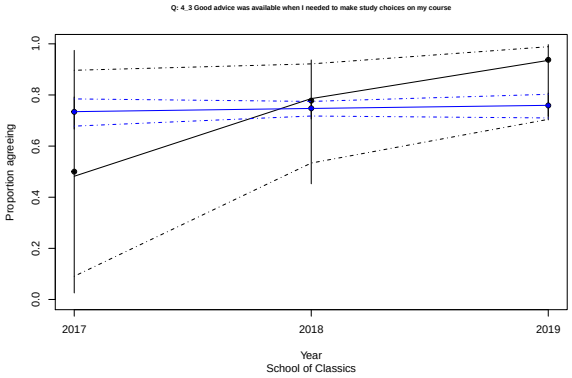

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Classics

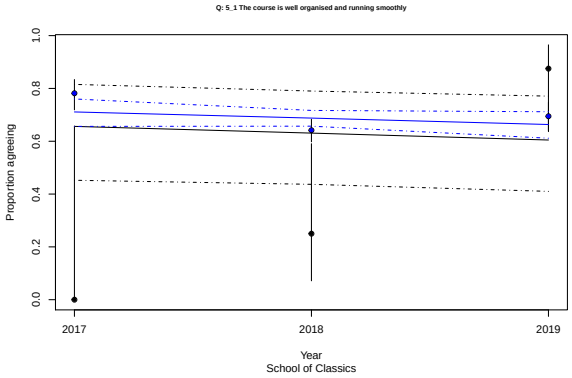

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Classics

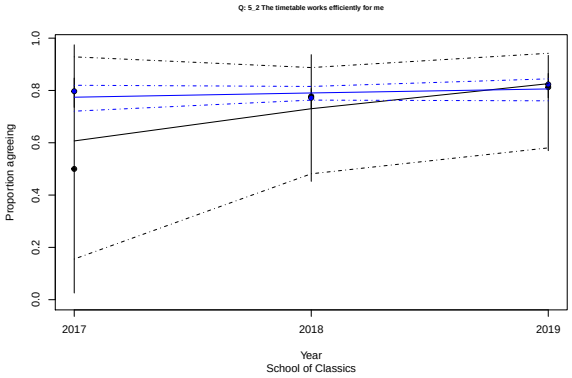

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

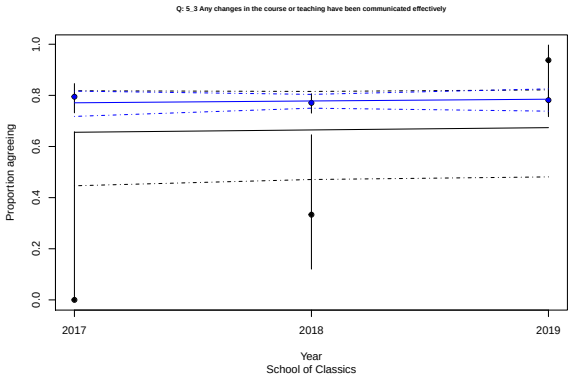

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

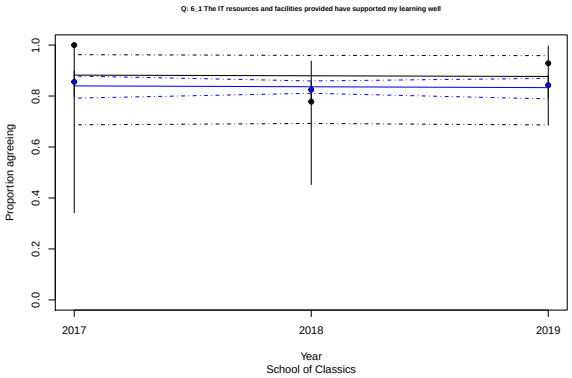

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

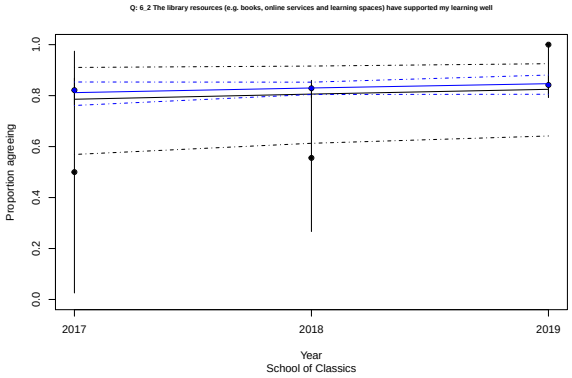

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

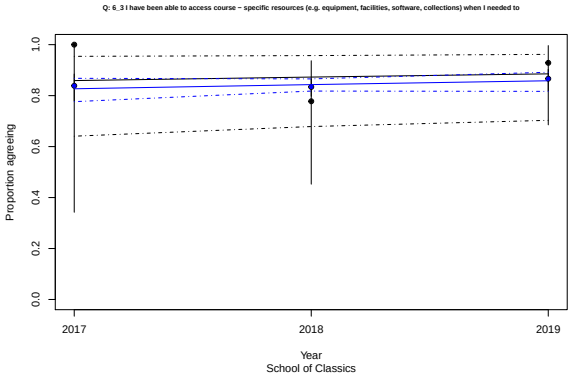

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

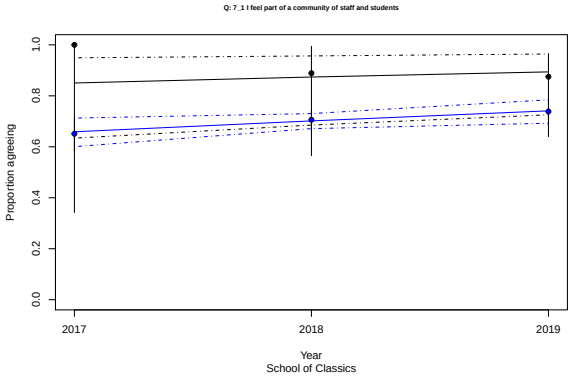

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

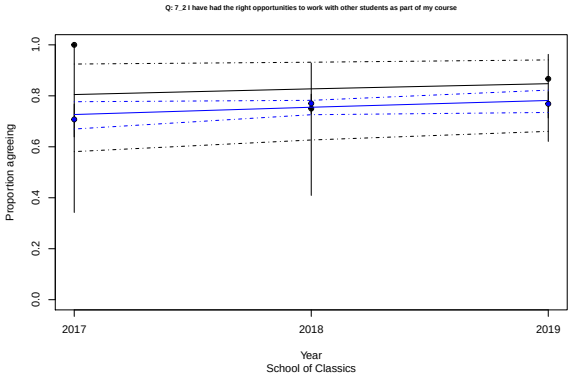

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

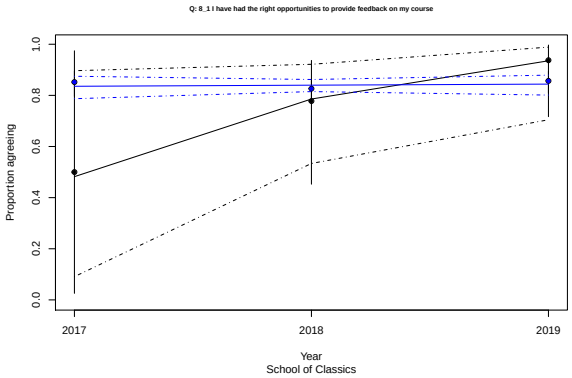

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

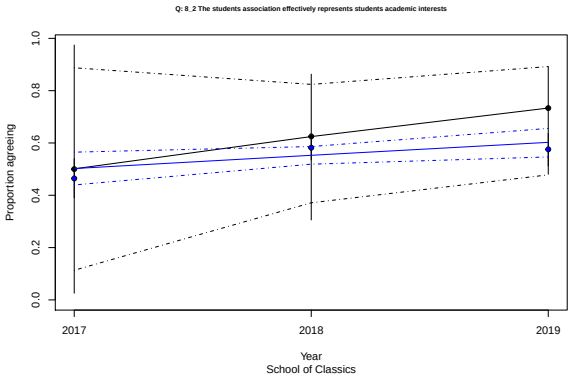

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

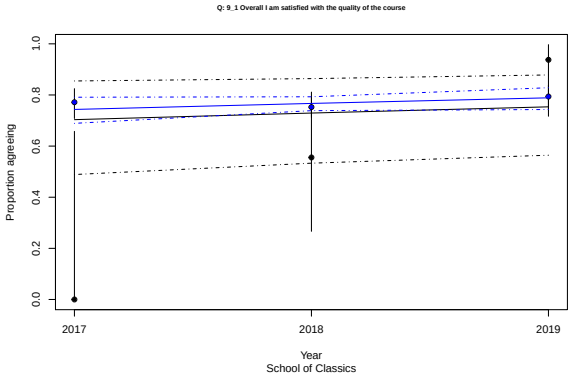

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

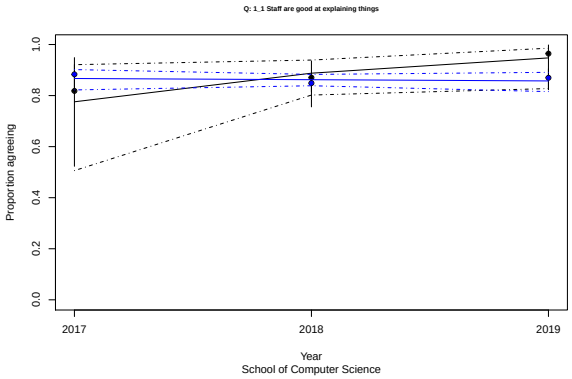

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

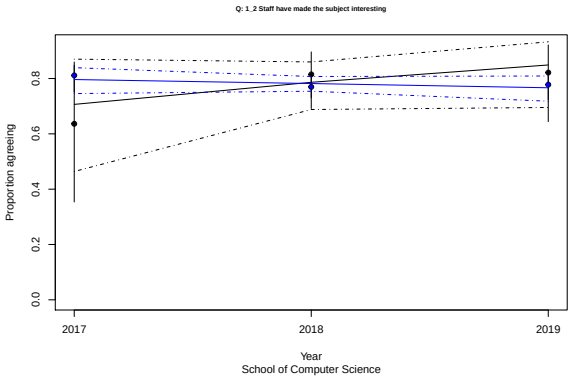

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

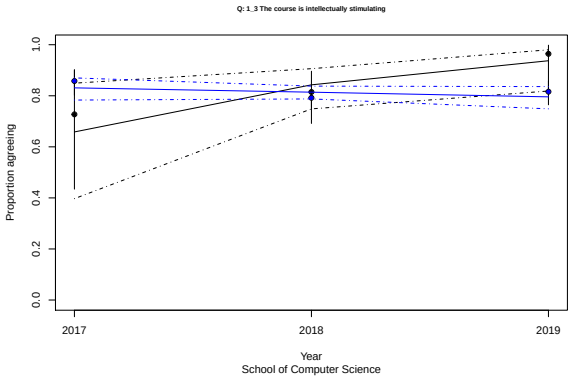

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics

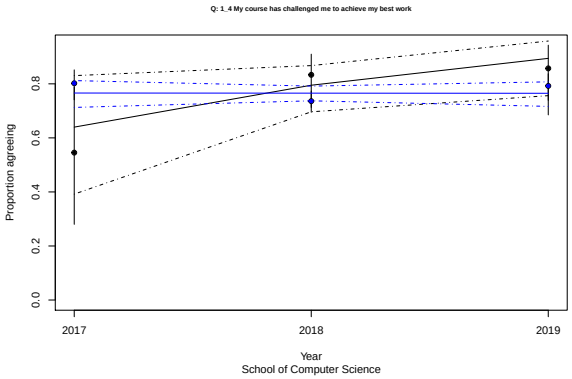
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	Positive	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	Positive	None	Positive	None
3_2	Positive	None	None	None
3_3	Positive	None	None	None
3_4	Positive	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	Positive	None	None	None
5_2	None	None	None	None
5_3	Positive	None	None	None
6_1	None	None	None	None
6_2	Positive	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	Positive	None	None	None

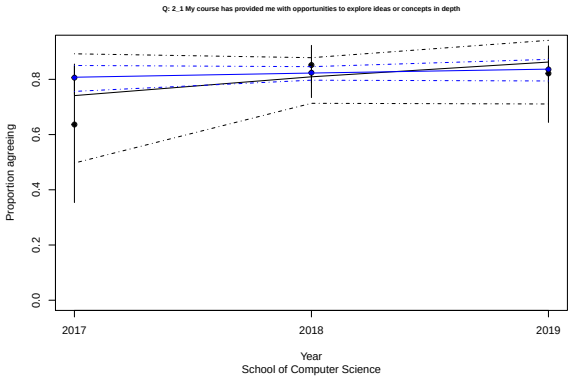
School of Computer Science

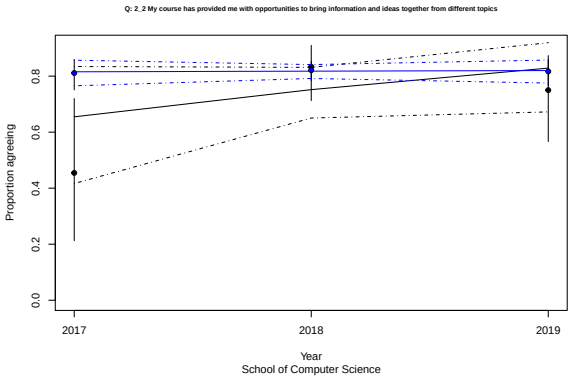


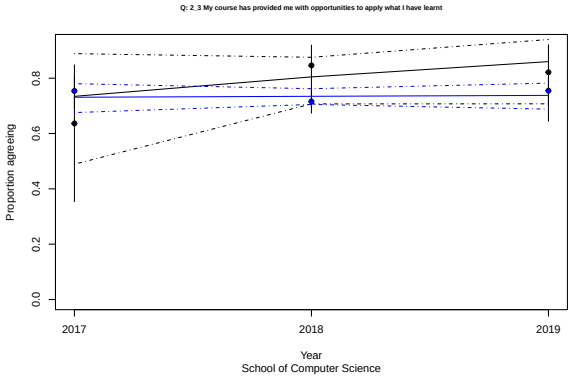


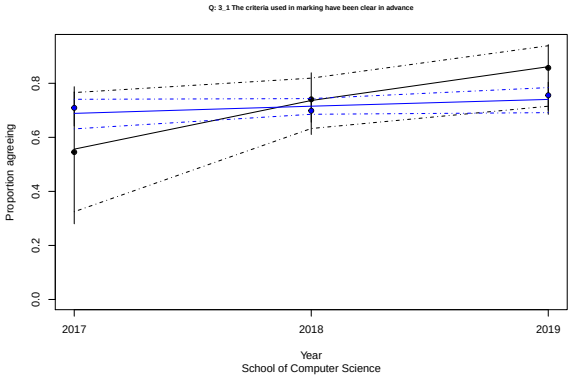


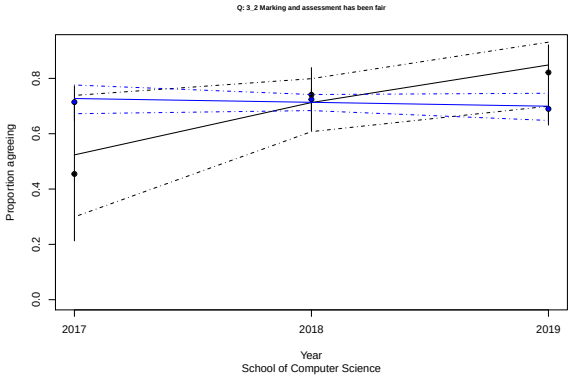


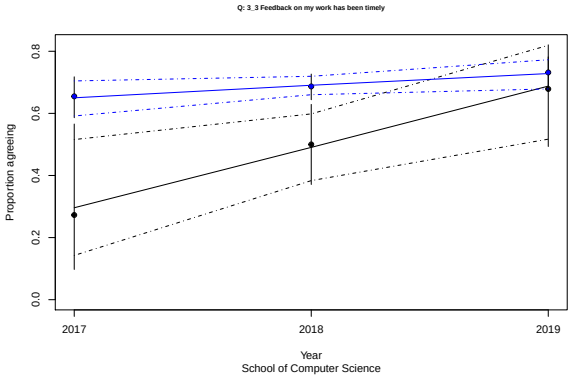


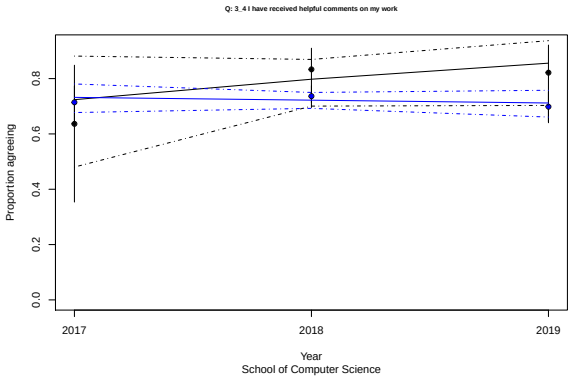


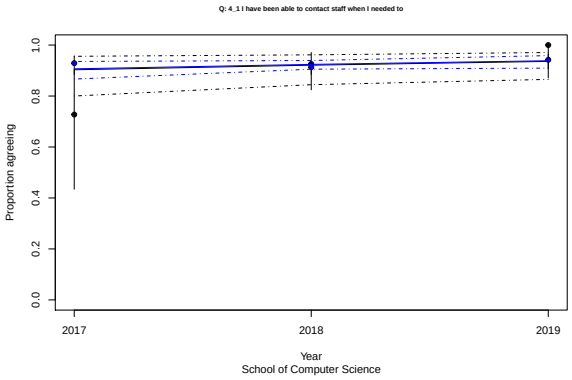

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

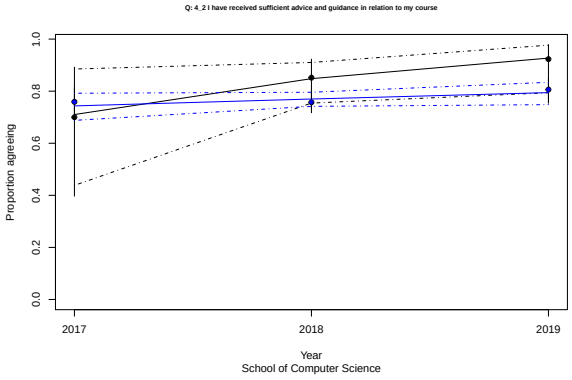

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

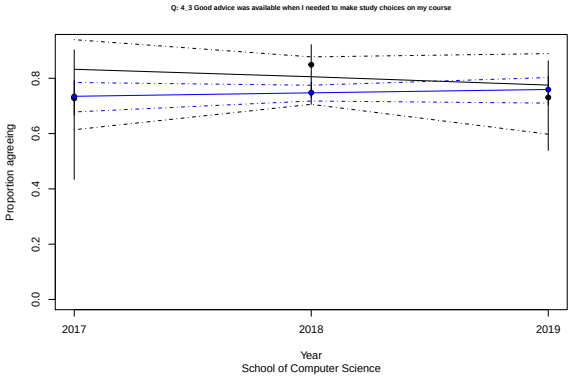

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

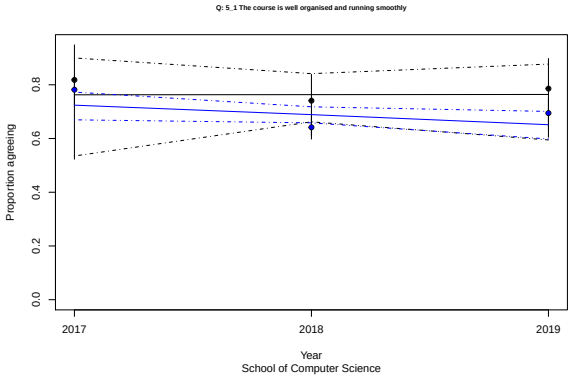

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

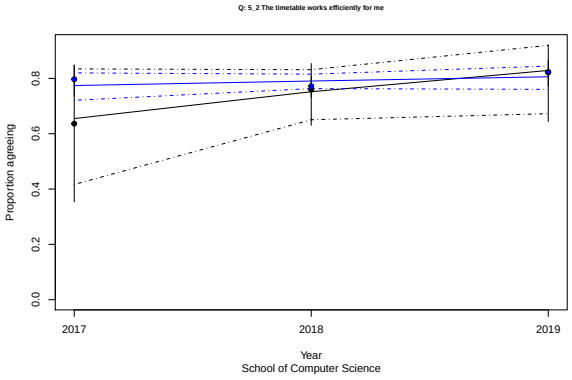

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

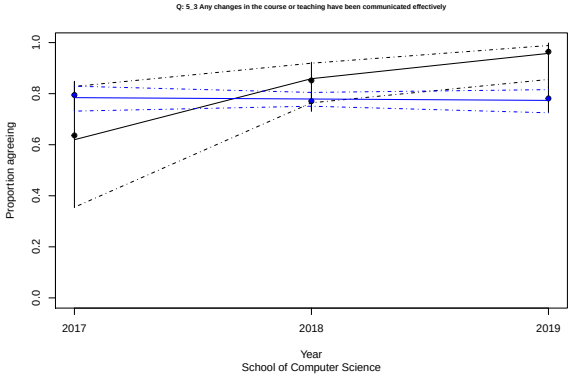

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

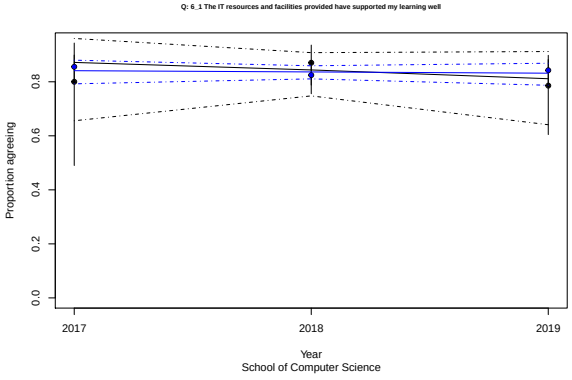

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

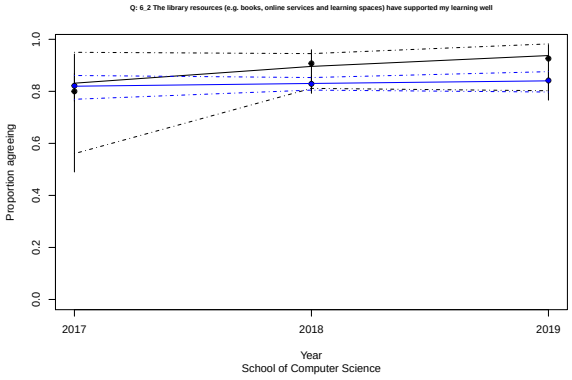

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

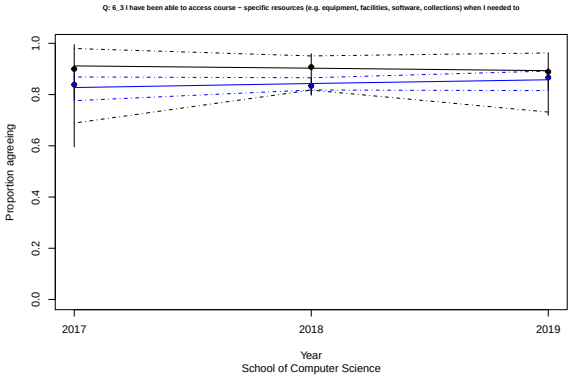

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

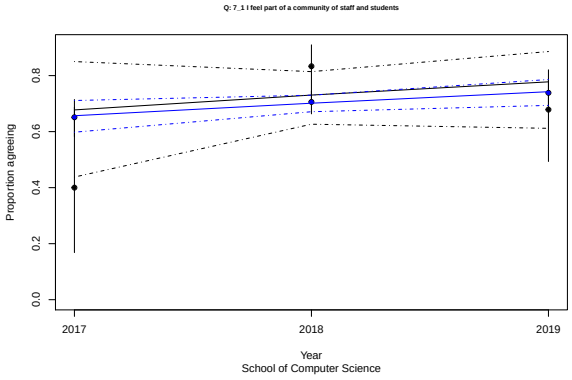

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

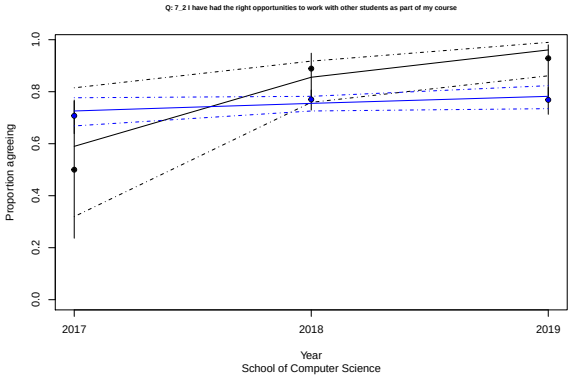

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

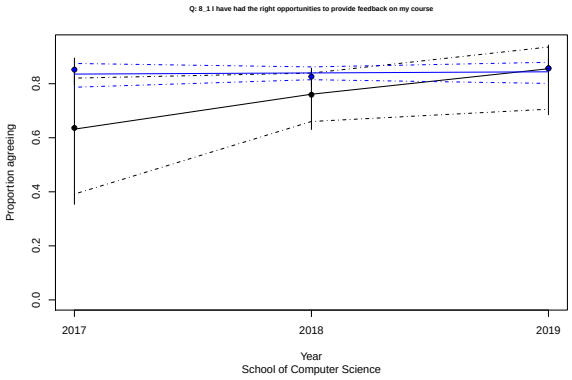

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

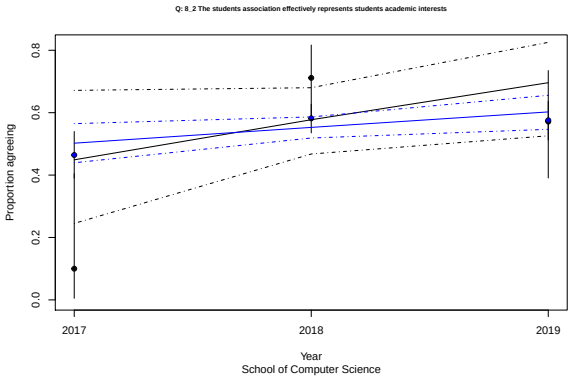

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

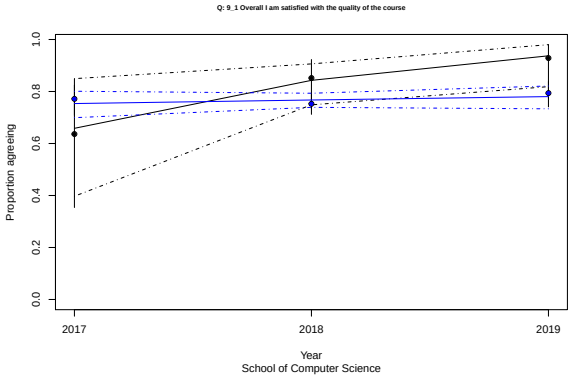

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

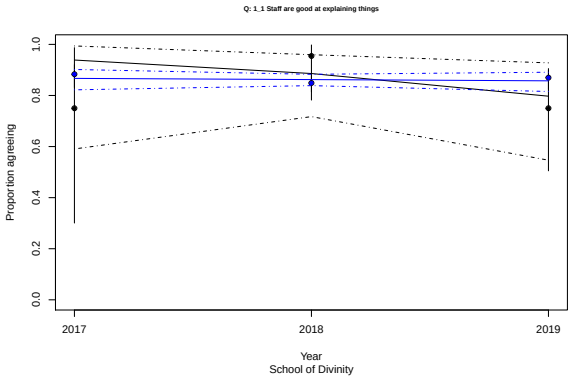

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

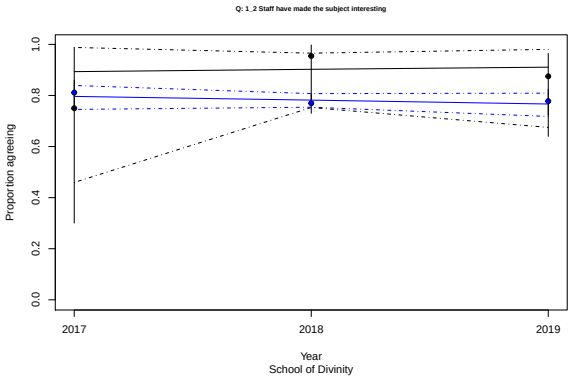

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

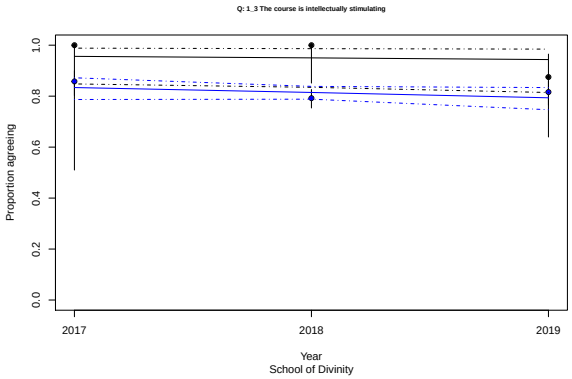

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

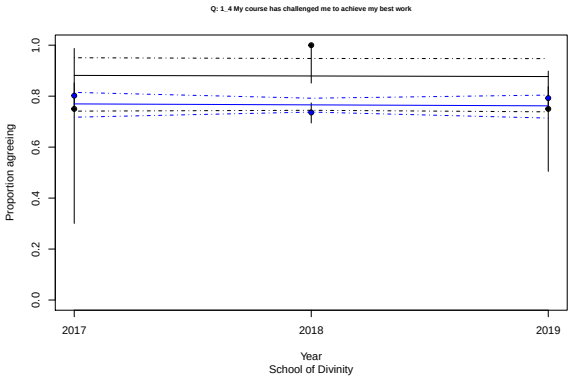
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	Positive	None	Positive	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	Positive	None	None	None
3_2	Positive	None	Positive	None
3_3	Positive	None	None	Below
3_4	None	None	None	None
4_1	Positive	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	Positive	None	Positive	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	Positive	None	Positive	Above
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	Positive	None	None	None

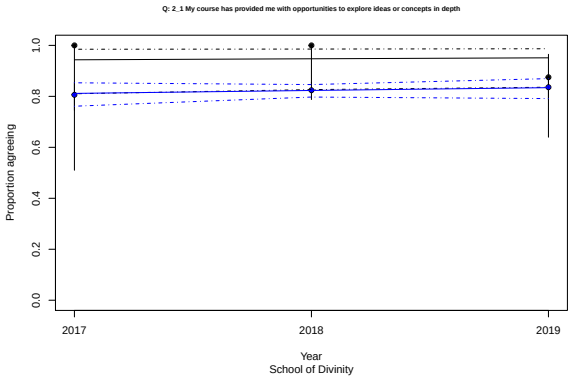
School of Divinity

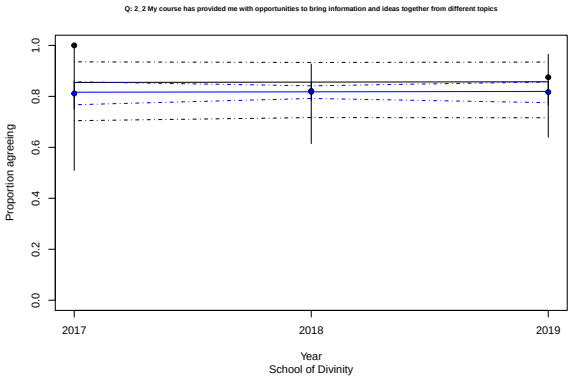


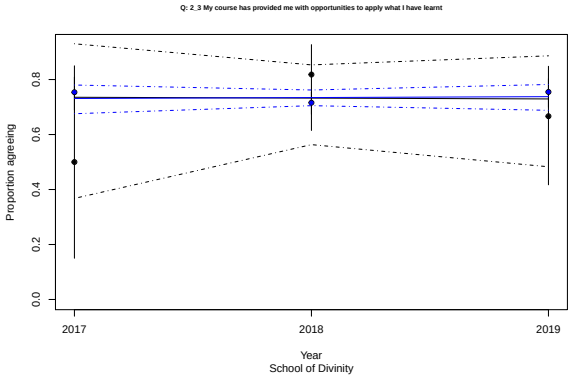


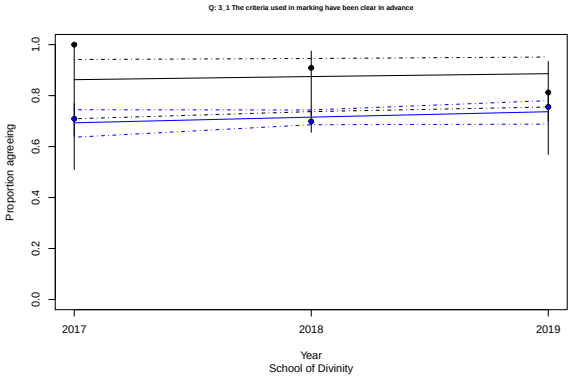


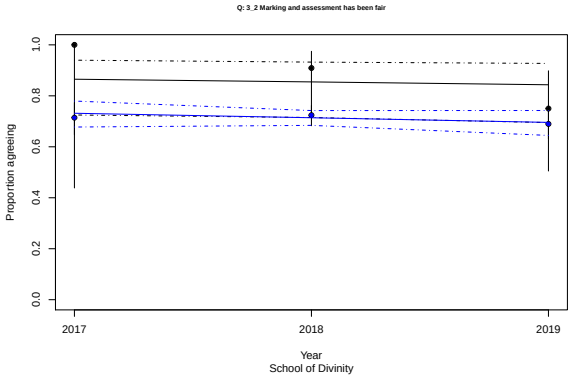


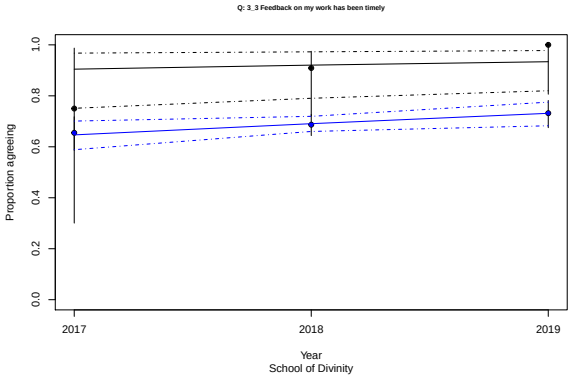


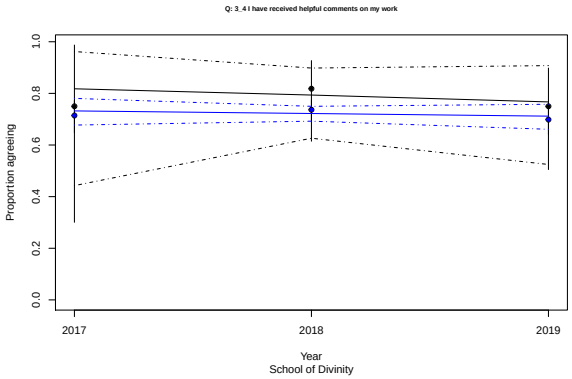


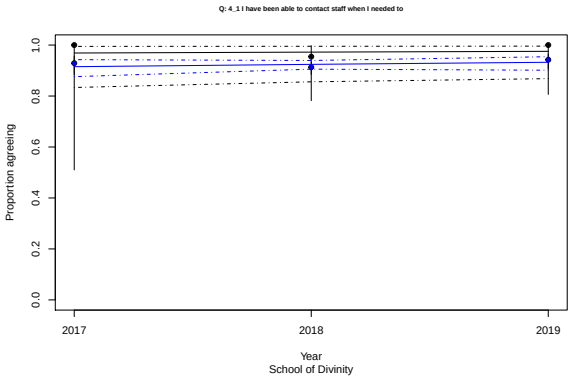

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Divinity

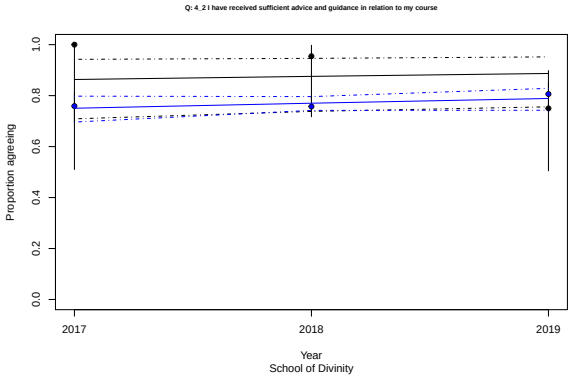

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

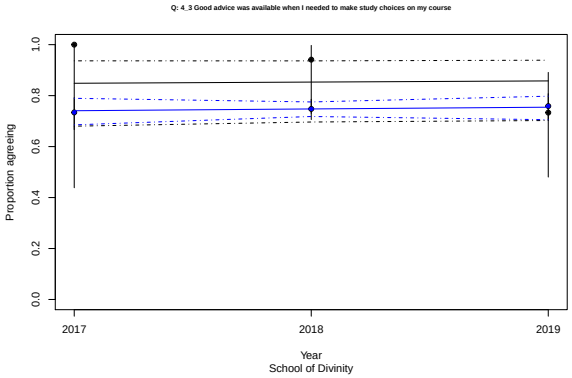

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

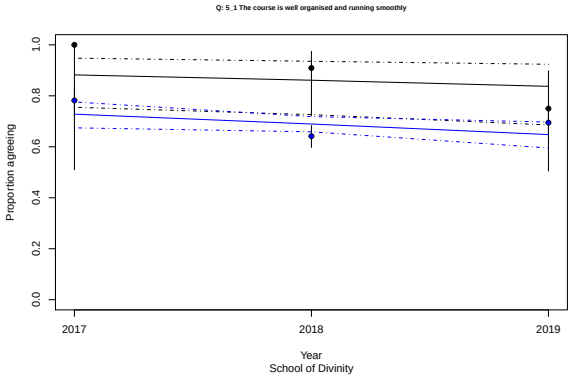

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

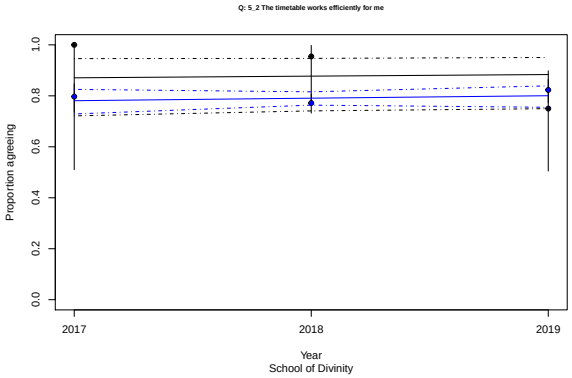

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

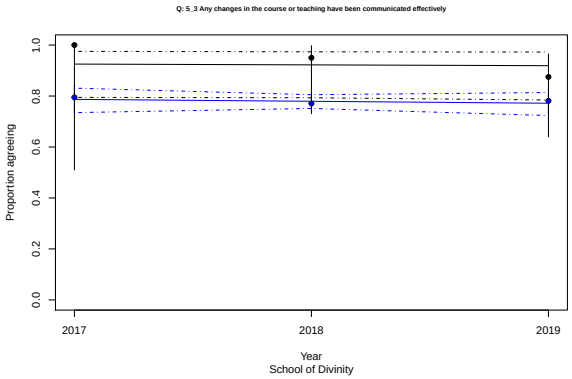

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

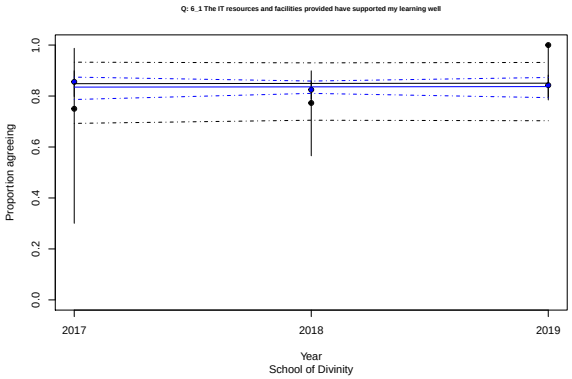

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

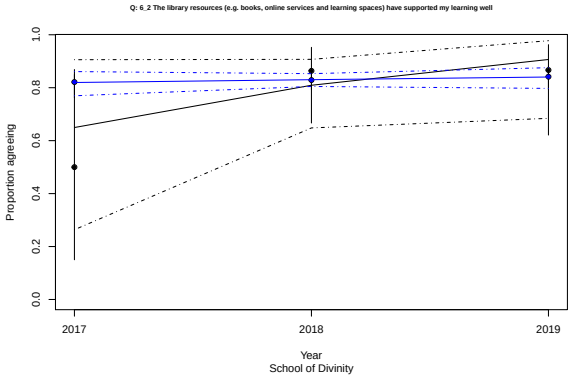

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

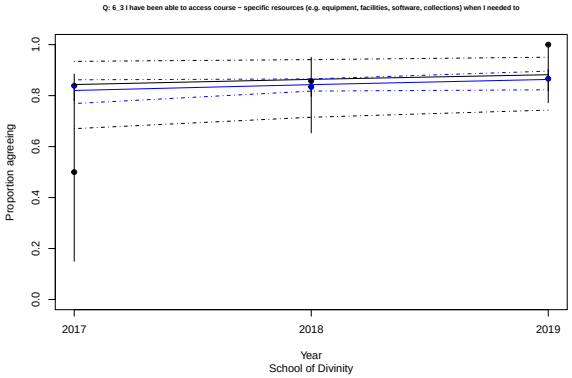

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

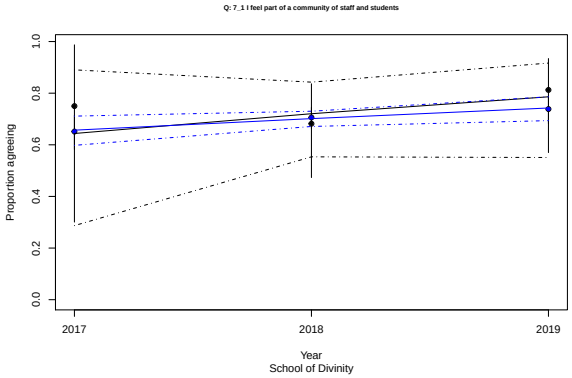

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

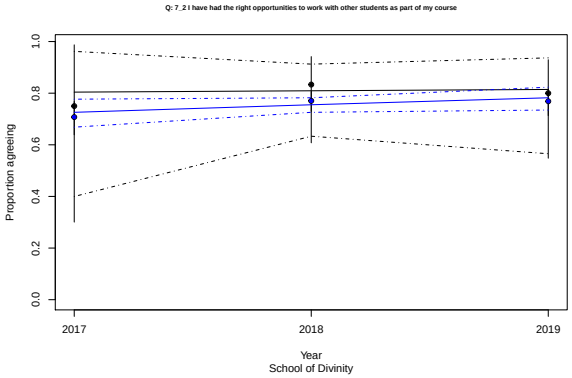

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

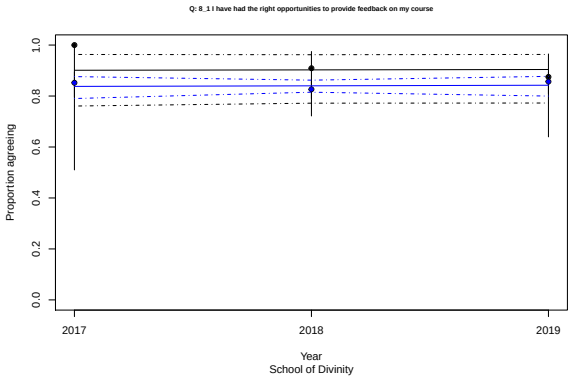

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

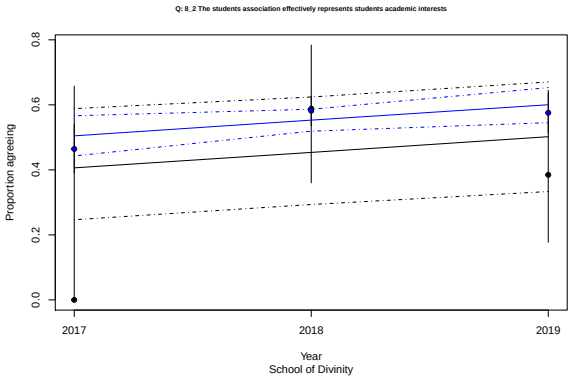

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

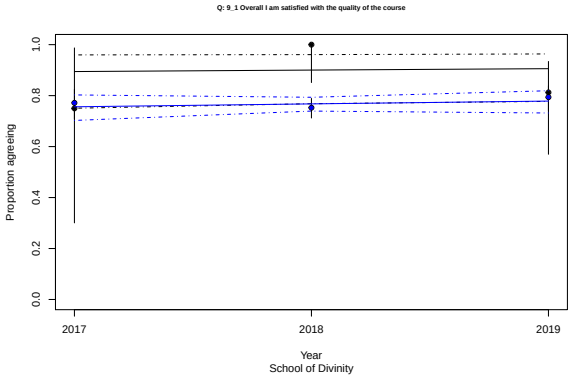

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

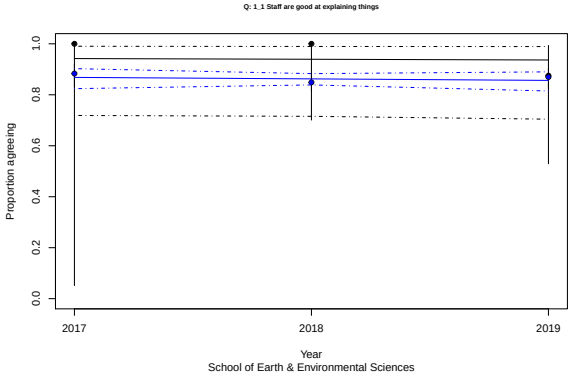

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

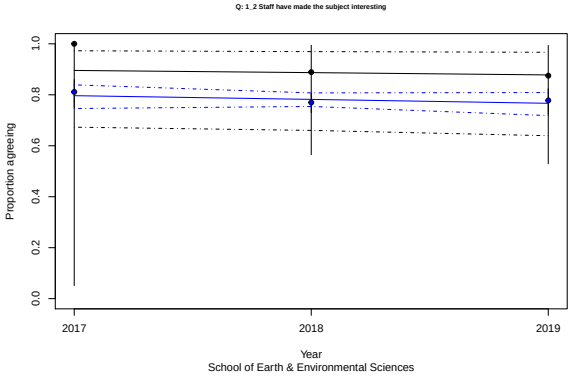

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Divinity

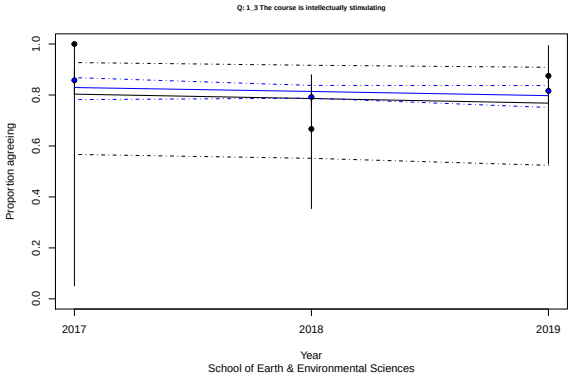

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

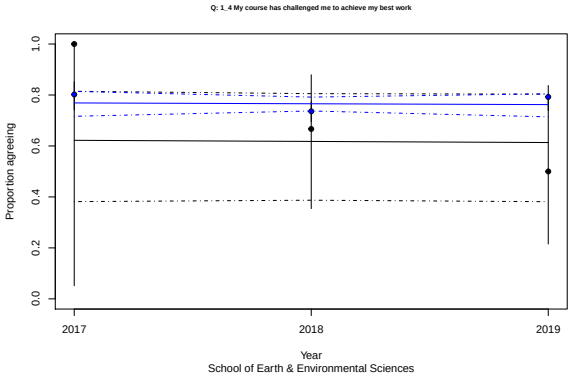
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	Above
1_4	None	None	None	None
2_1	None	None	None	Above
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	Above
3_2	None	None	None	None
3_3	None	None	None	Above
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	Above
5_2	None	None	None	None
5_3	None	None	None	Above
6_1	None	None	None	None
6_2	None	None	None	None
6_3	Positive	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	Above

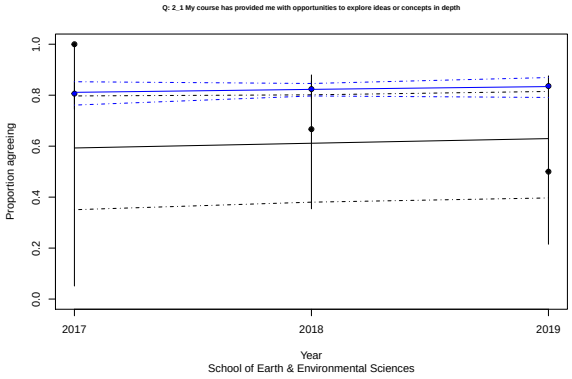
School of Earth & Environmental Sciences

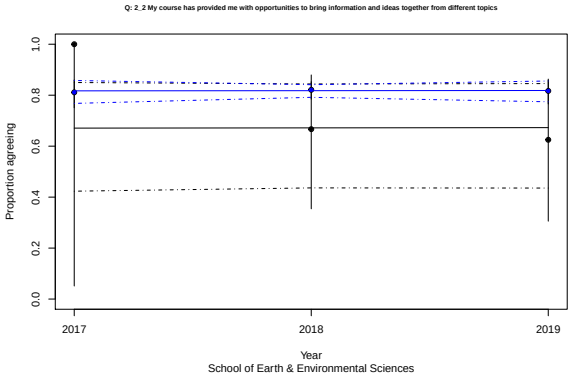


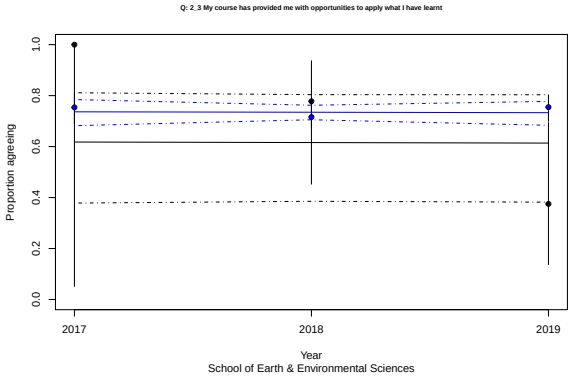


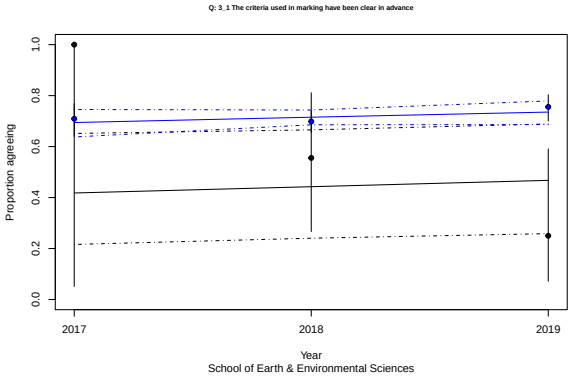


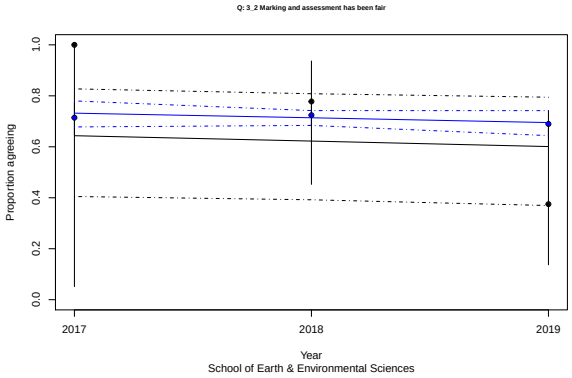







Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 3_2 Marking and assessment has been fair
Proportion agreeing
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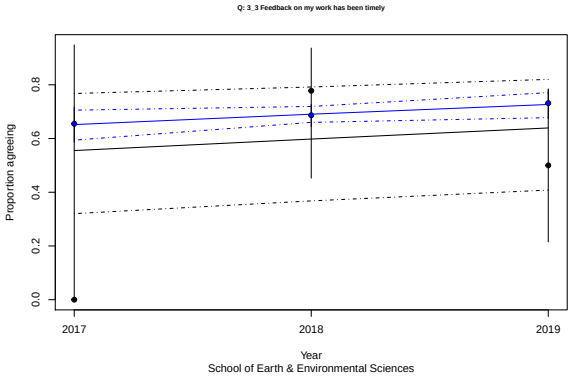
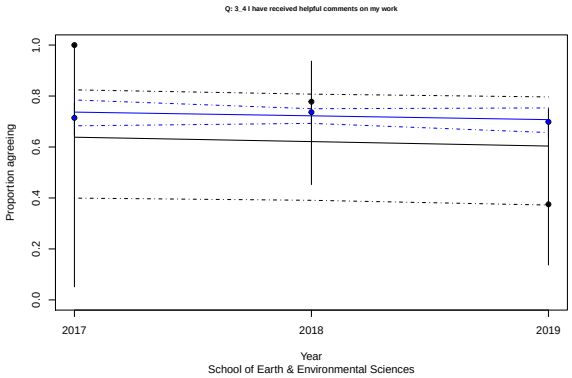
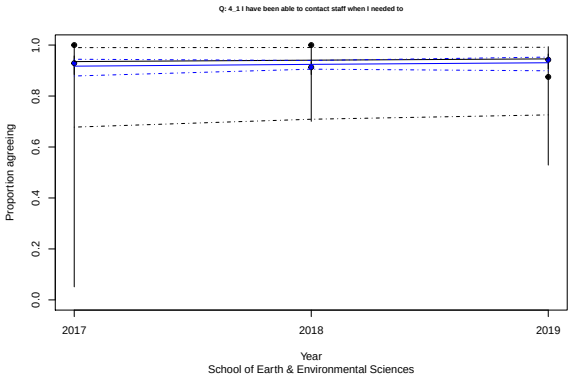
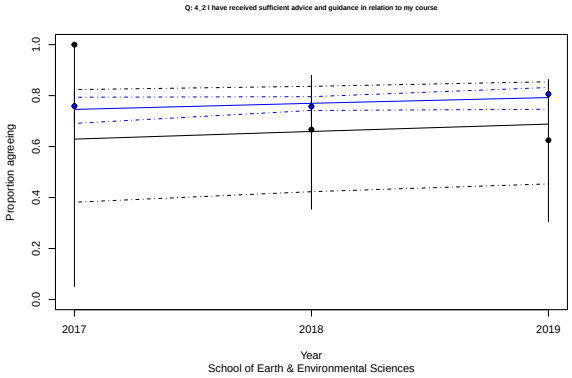
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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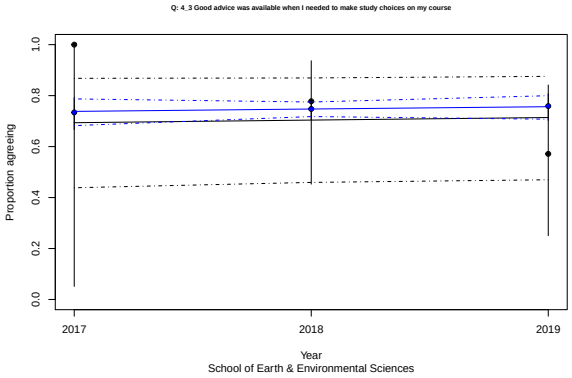
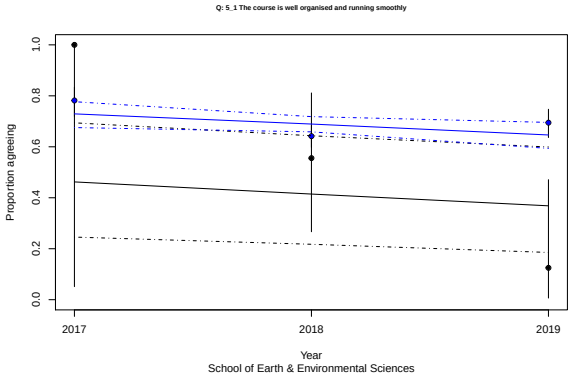
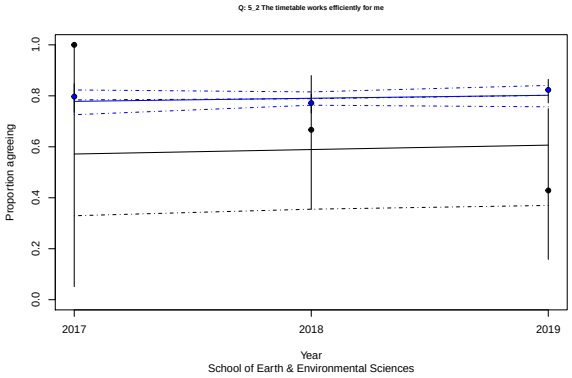
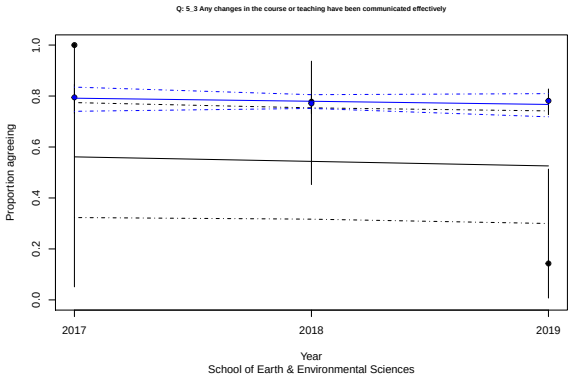
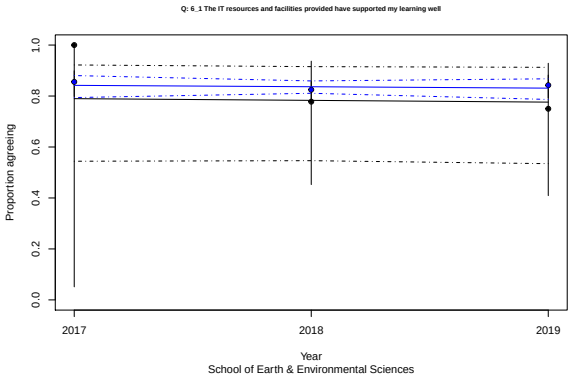
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

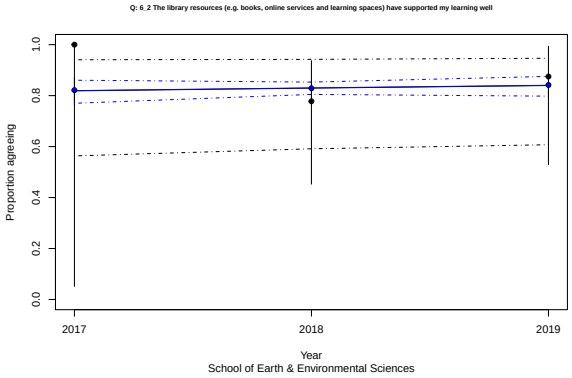

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

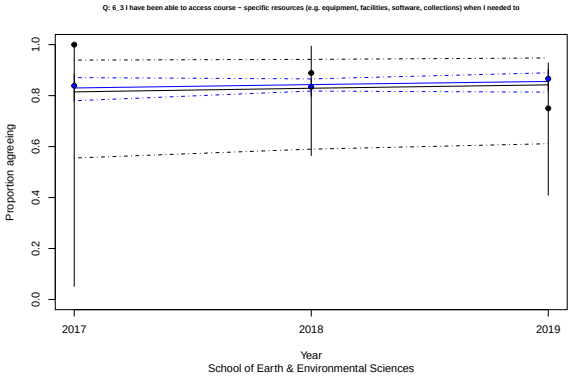

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

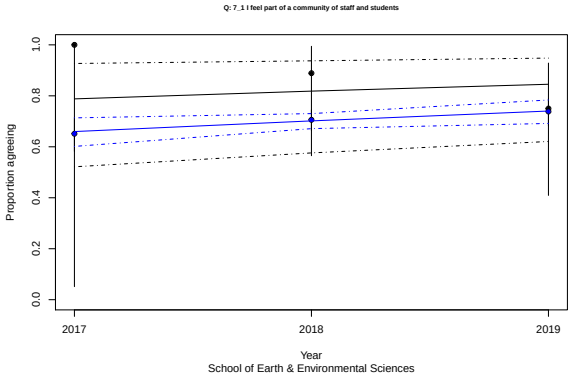

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

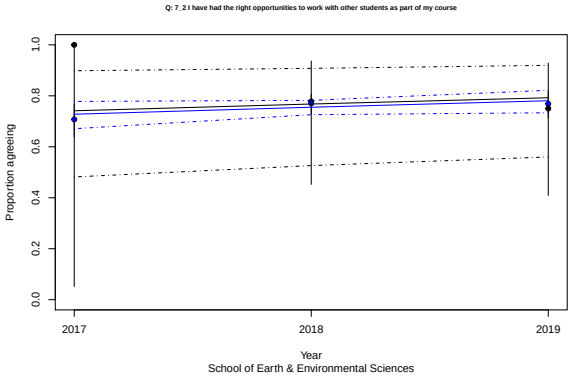

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

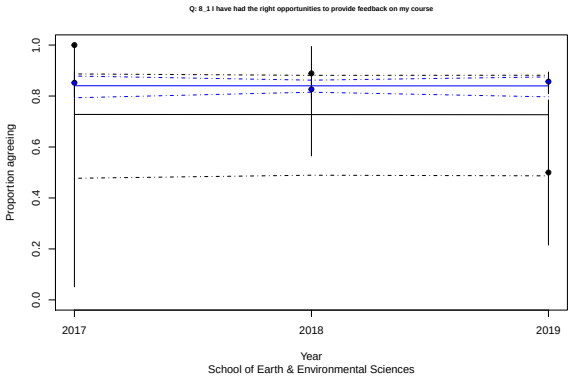

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

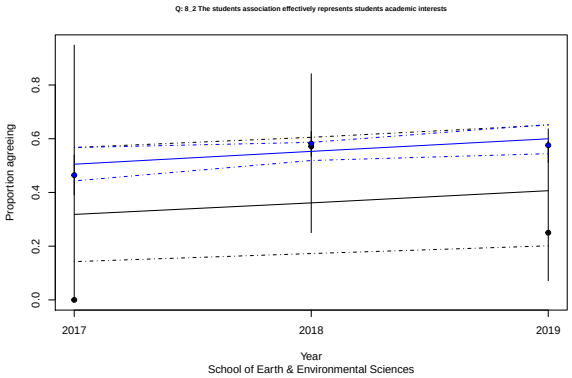

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

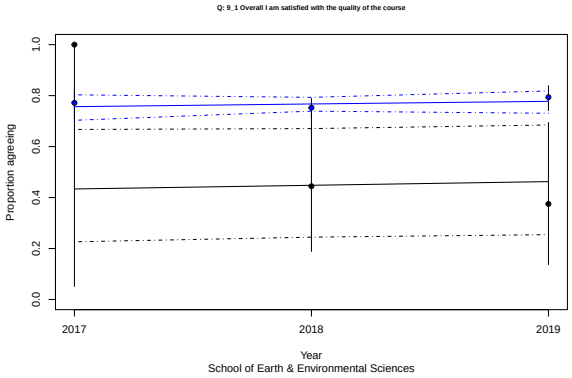

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	Below
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	Below
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	Below
5_2	None	None	None	None
5_3	Negative	None	None	Below
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	Below

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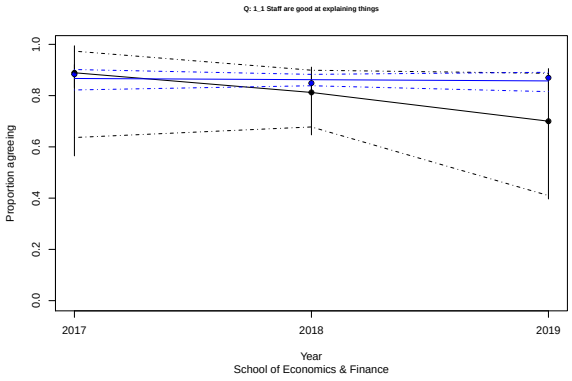
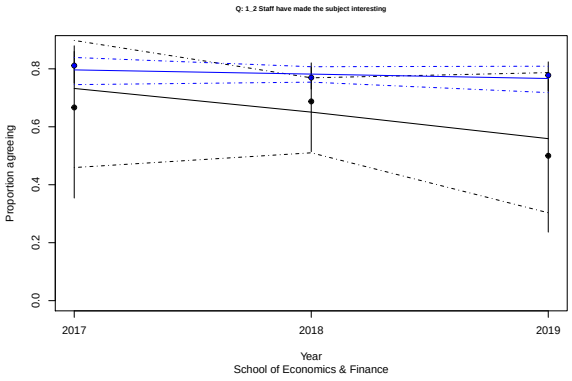
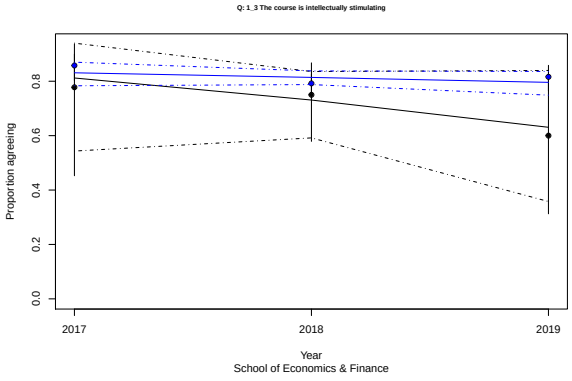
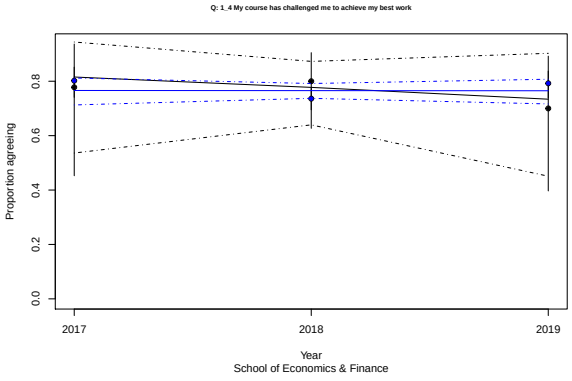
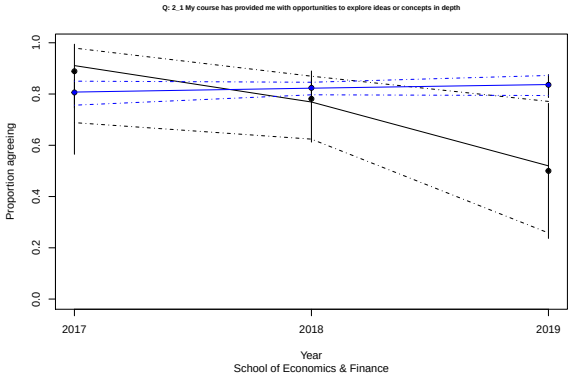
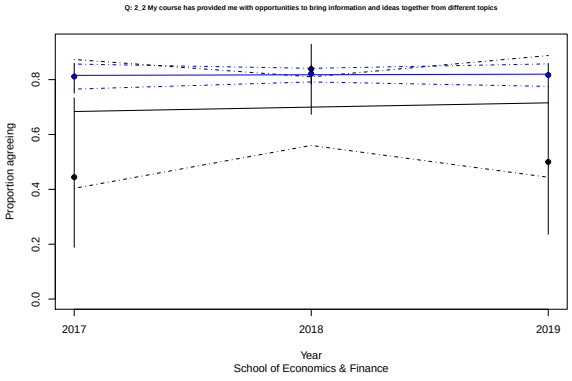


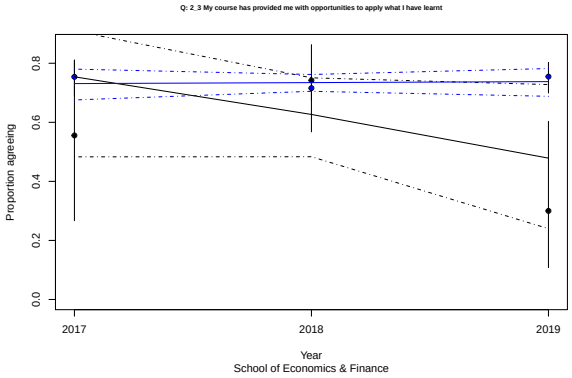


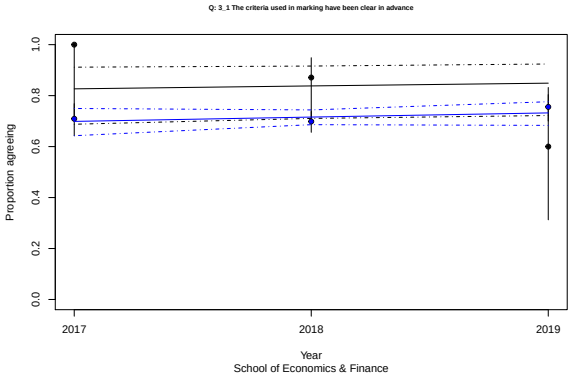


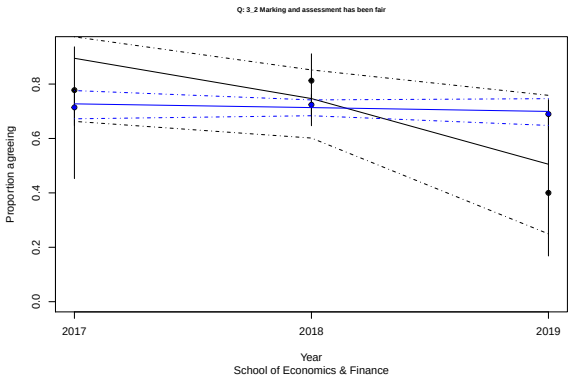


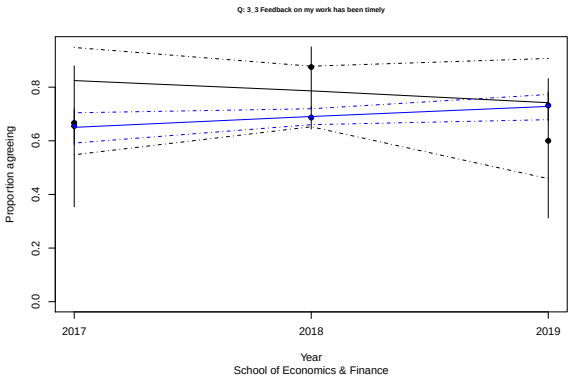


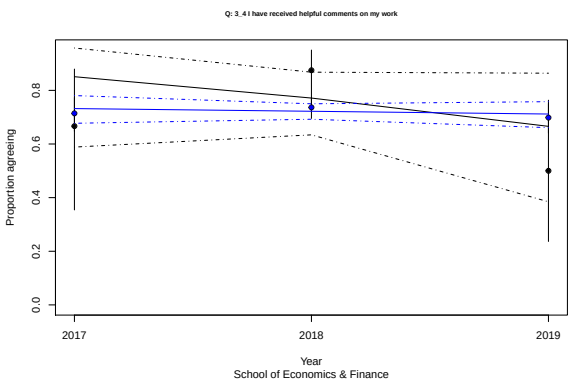


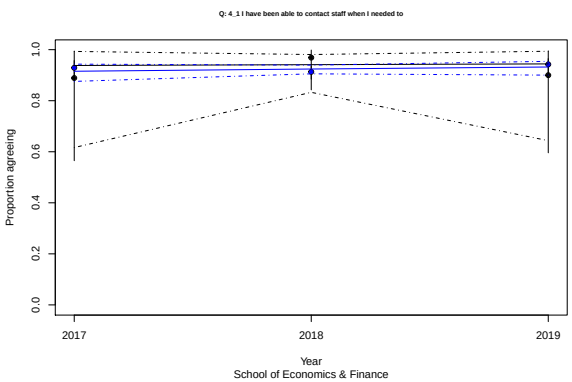

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

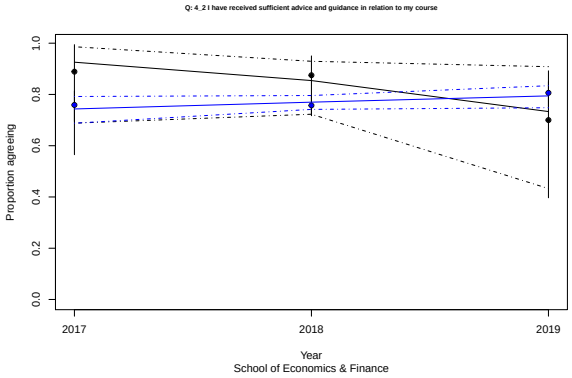

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

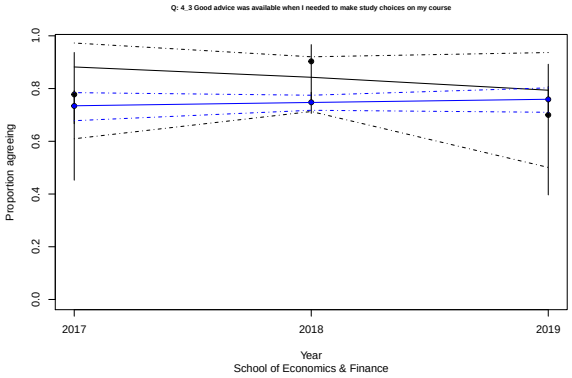

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

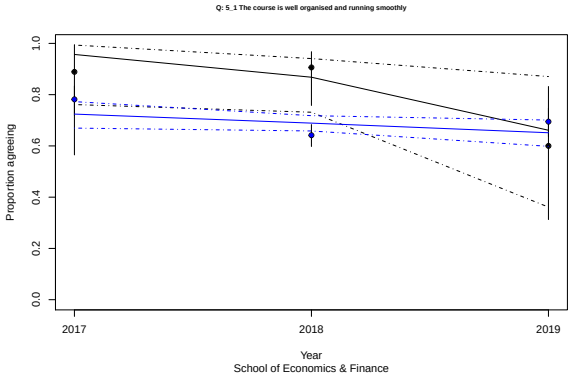

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

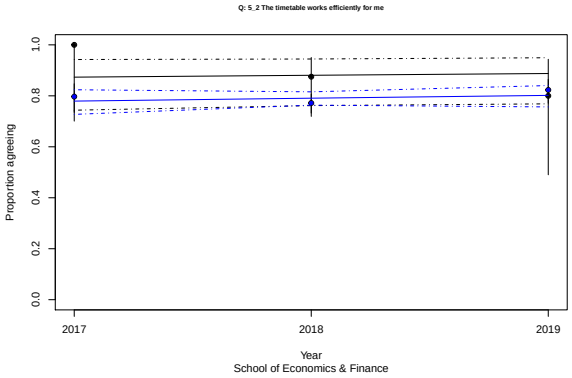

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

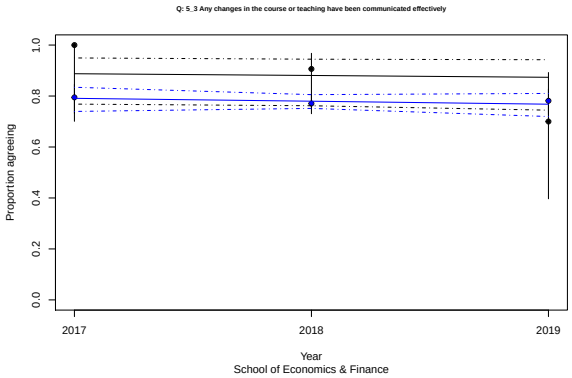

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

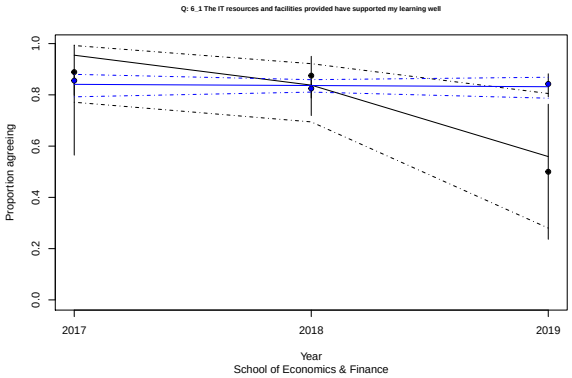

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

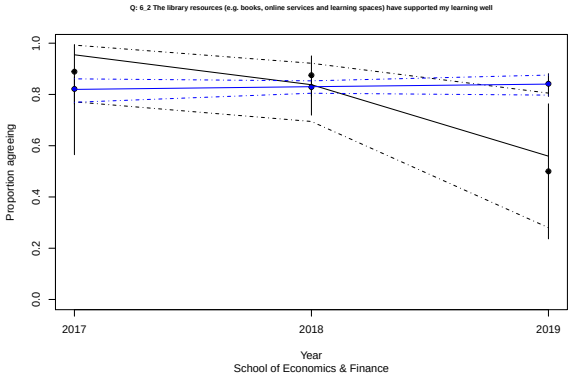

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

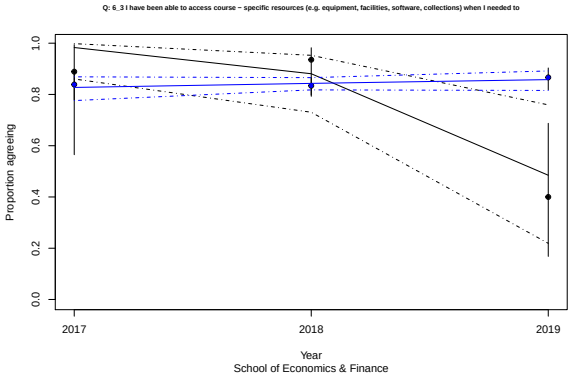

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

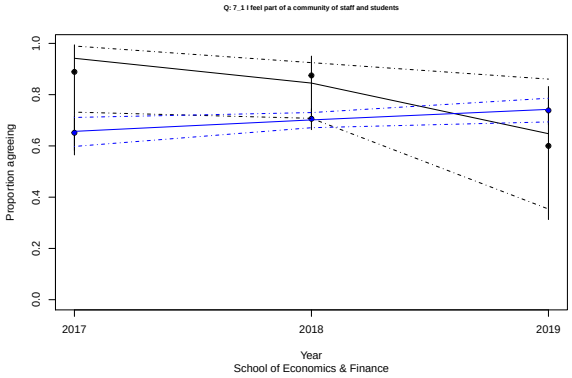

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

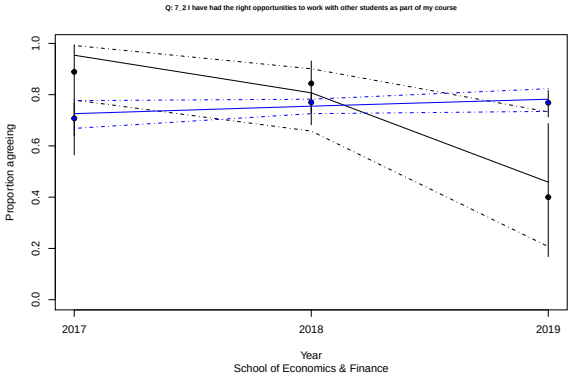

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

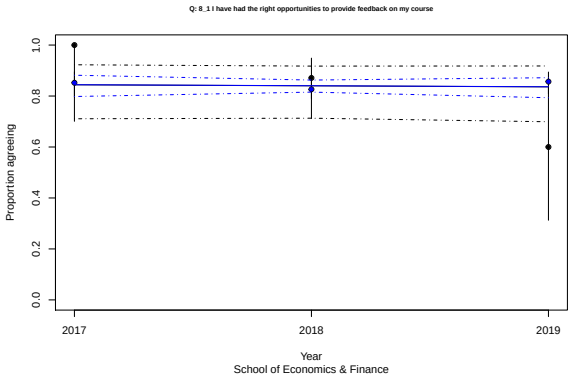

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

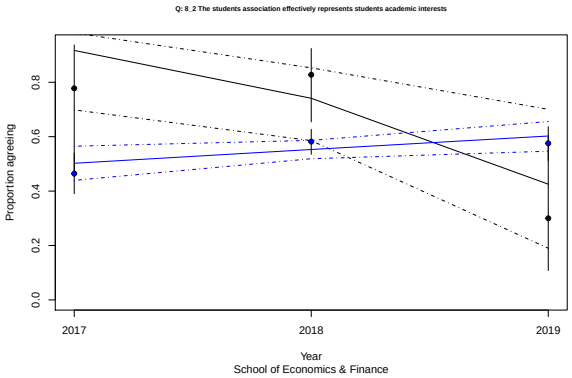

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

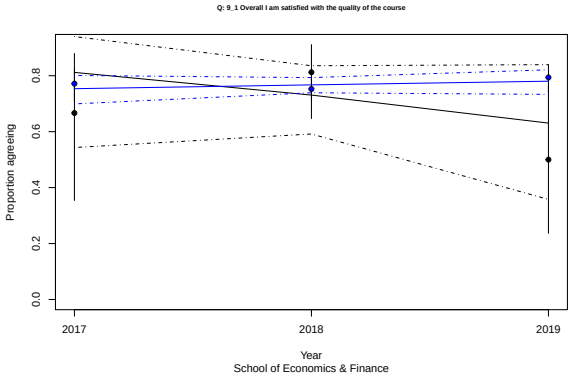

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

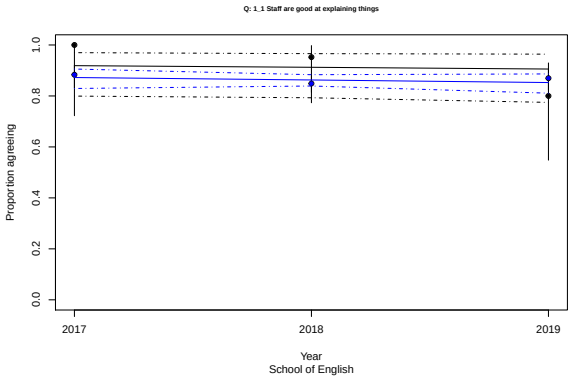

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

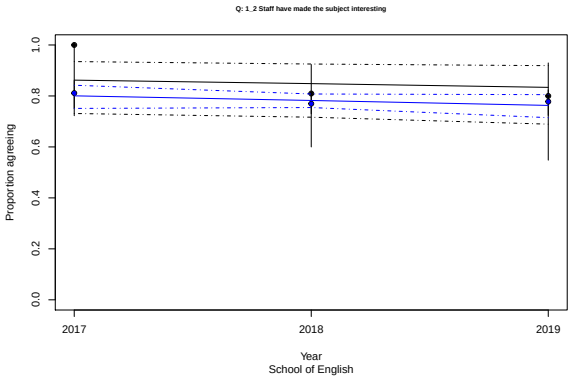

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

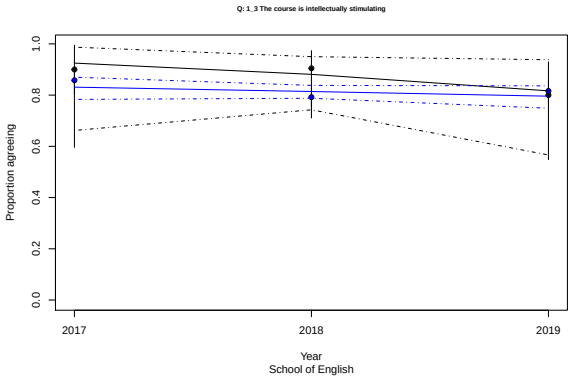

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Economics & Finance

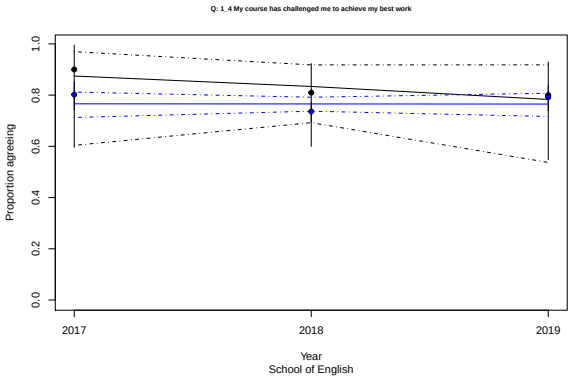
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	Below
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	Negative	None
2_2	None	None	None	Below
2_3	None	None	None	None
3_1	Negative	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	Above
5_2	None	None	None	None
5_3	None	None	None	None
6_1	Negative	None	Negative	None
6_2	Negative	None	Negative	None
6_3	Negative	None	Negative	None
7_1	None	Positive	None	None
7_2	Negative	None	Negative	None
8_1	Negative	None	None	None
8_2	Negative	Positive	Negative	Above
9_1	None	None	None	None

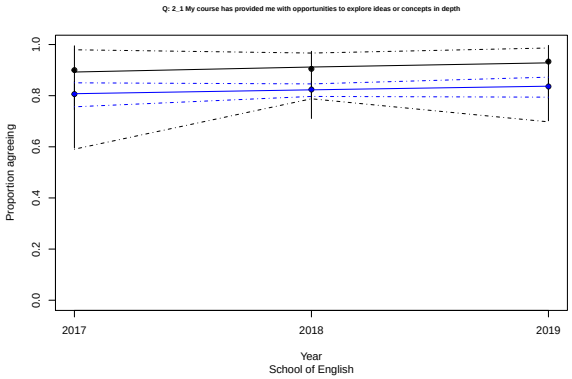
School of English

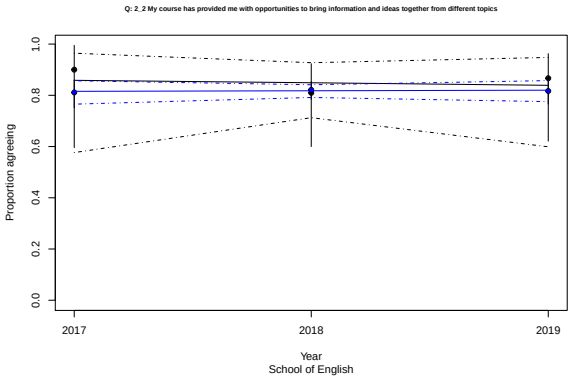


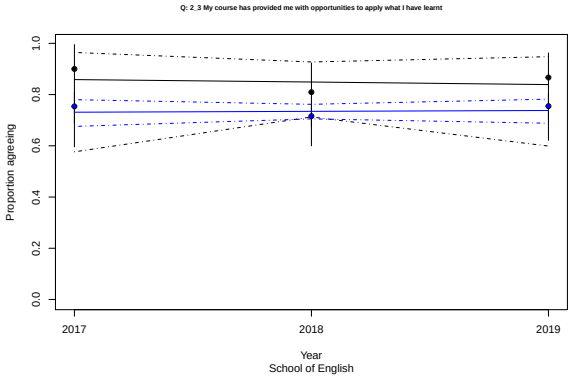


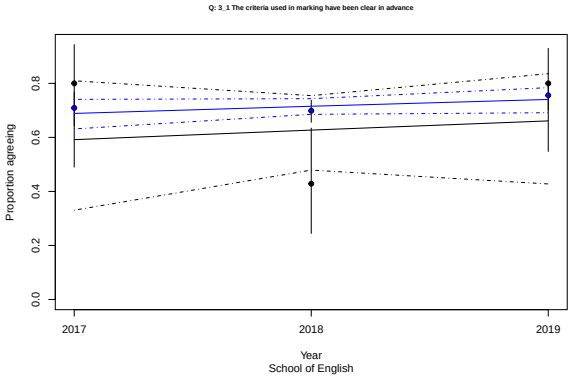


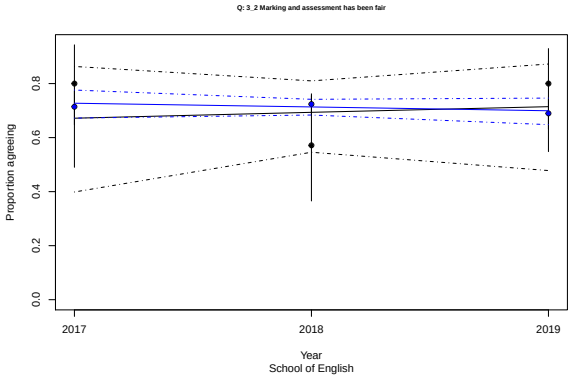


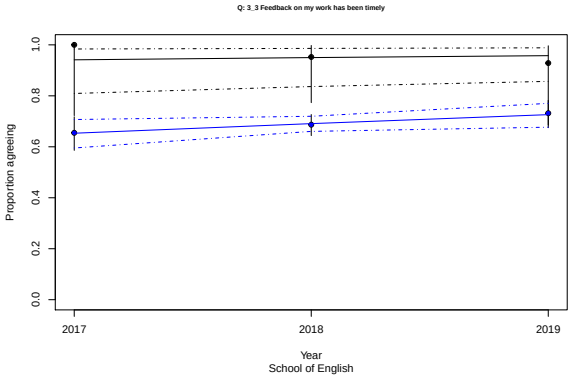


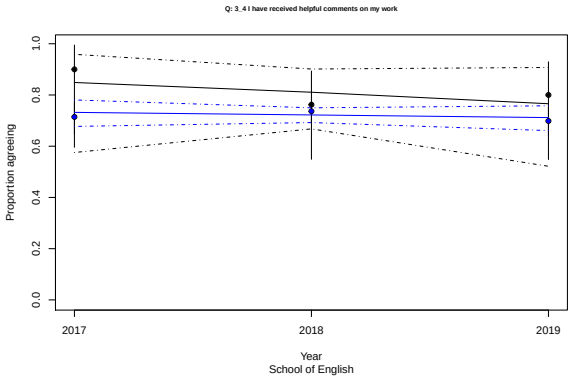


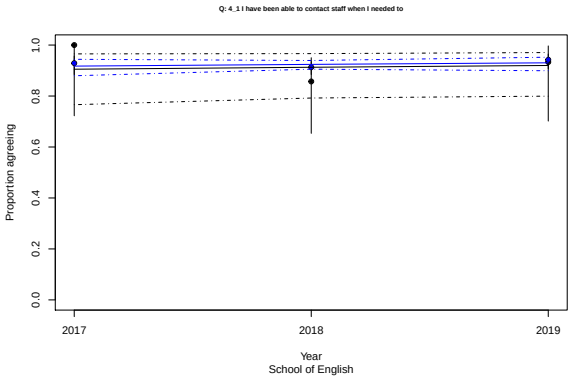

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

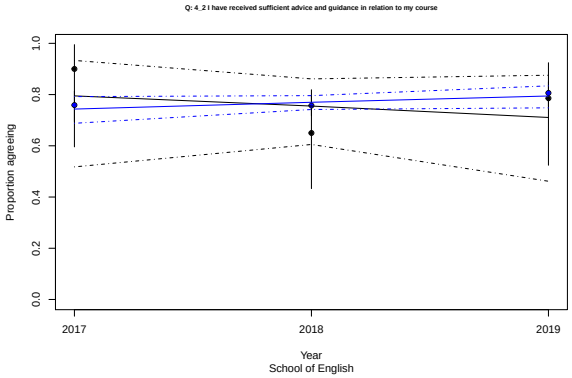

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English

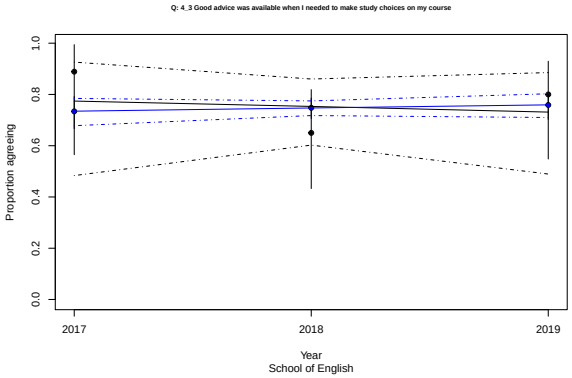

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English

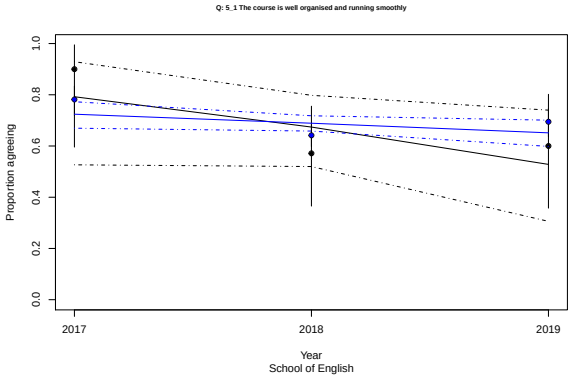

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

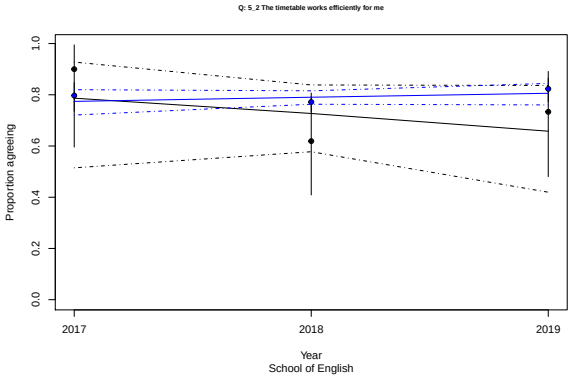

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

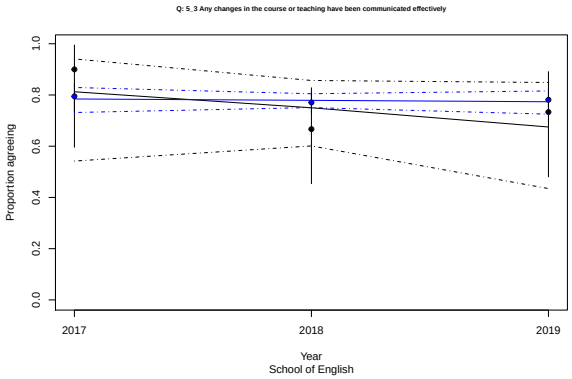

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

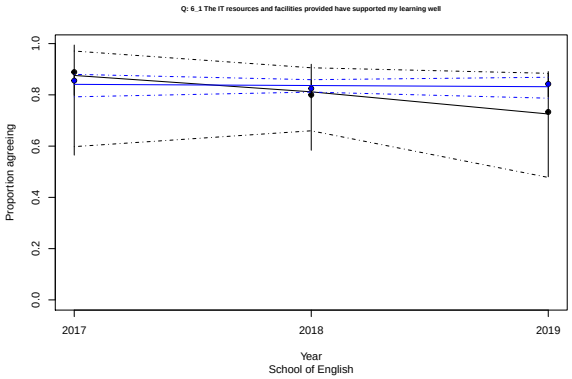

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

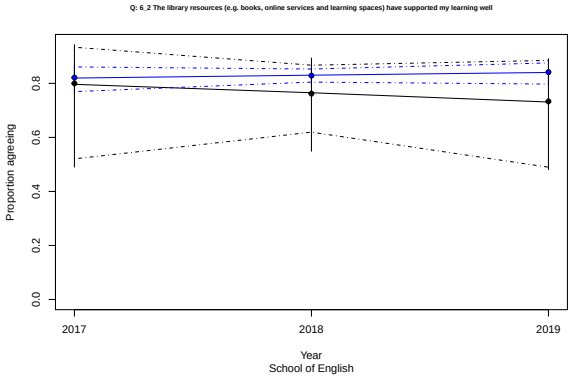

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

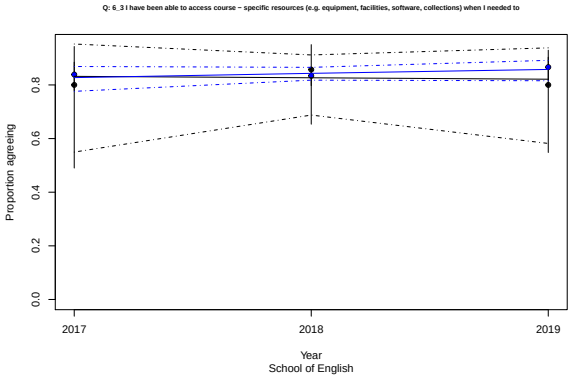

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

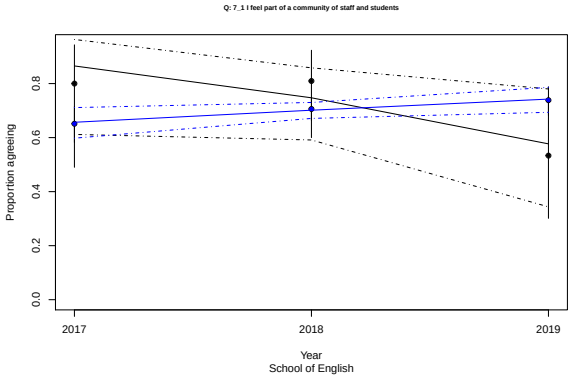

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

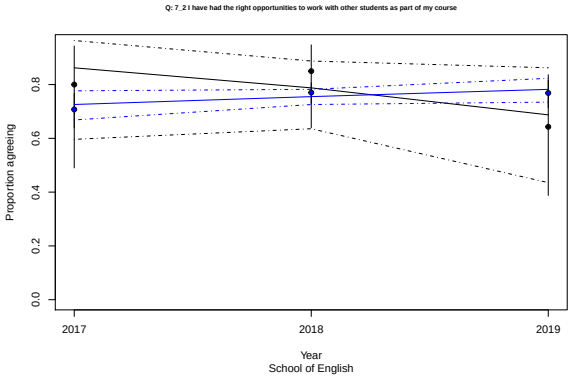

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

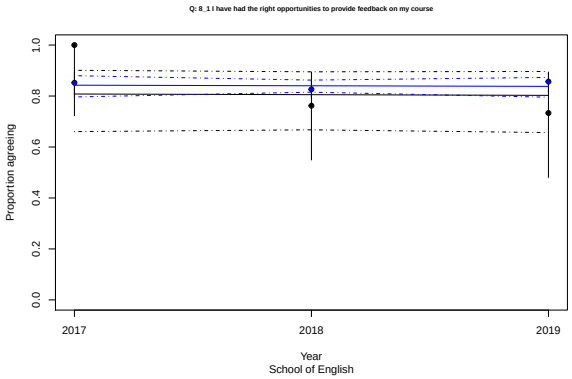

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

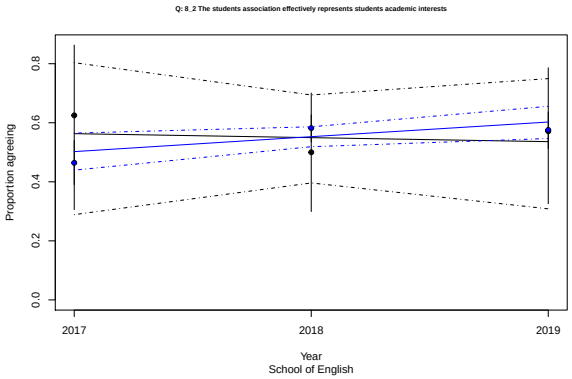

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English

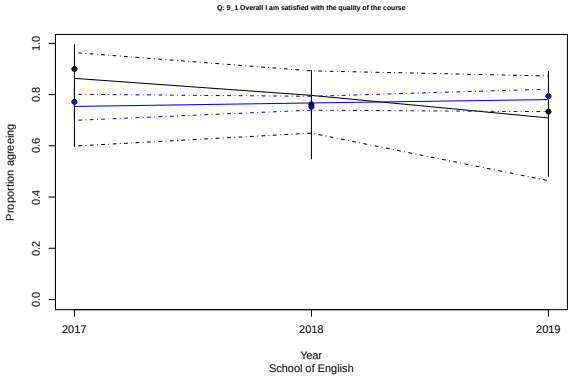

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English

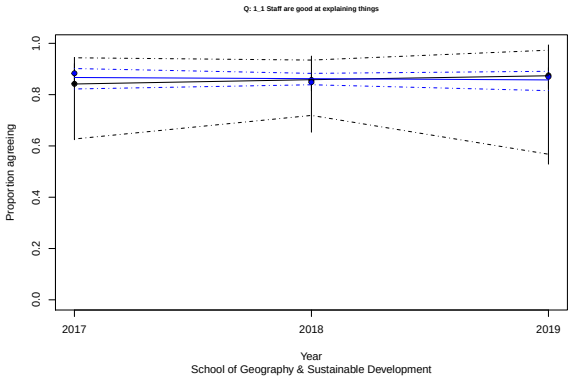

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

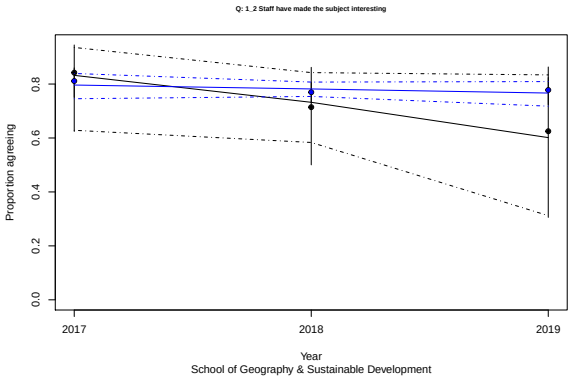

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English

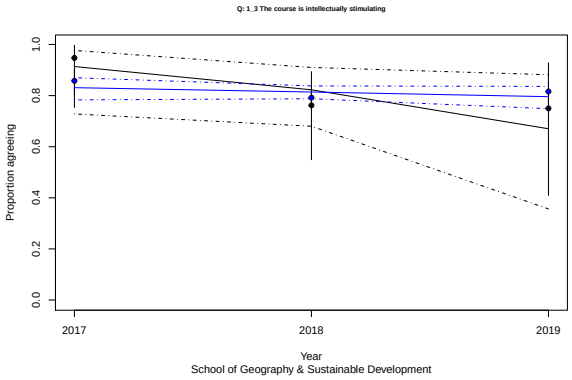

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

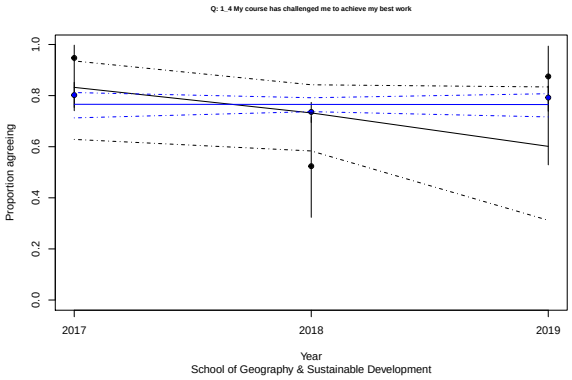
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	Above
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

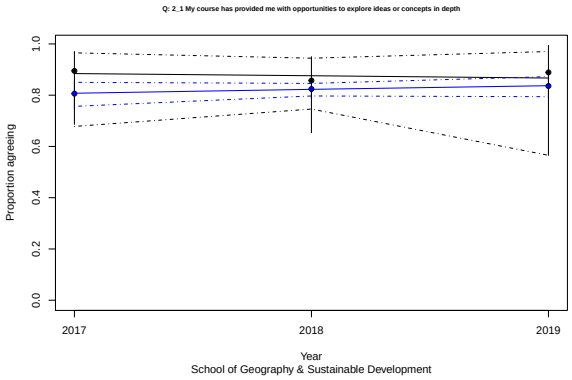
School of Geography & Sustainable Development

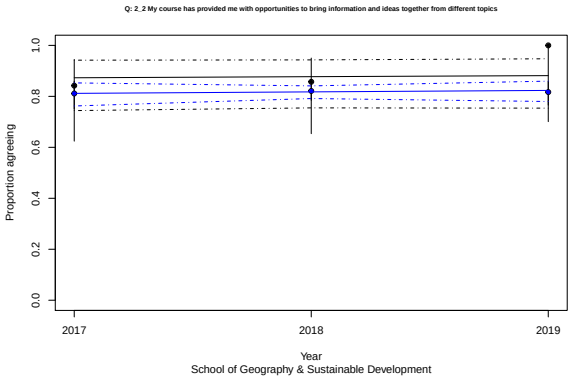


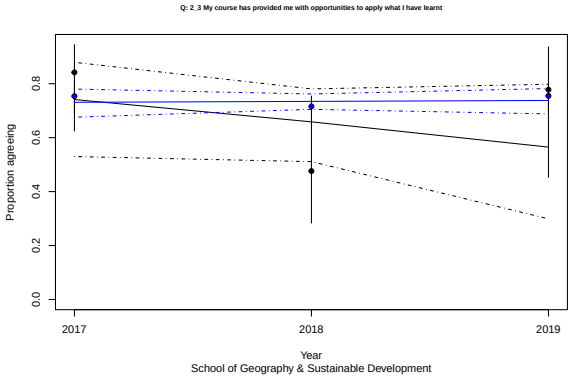


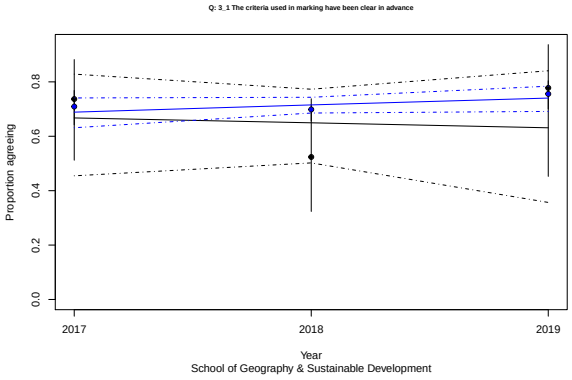


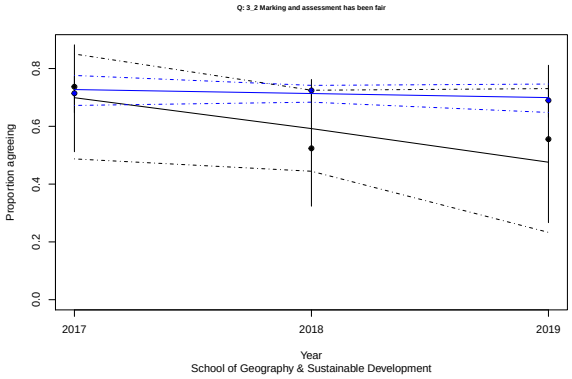


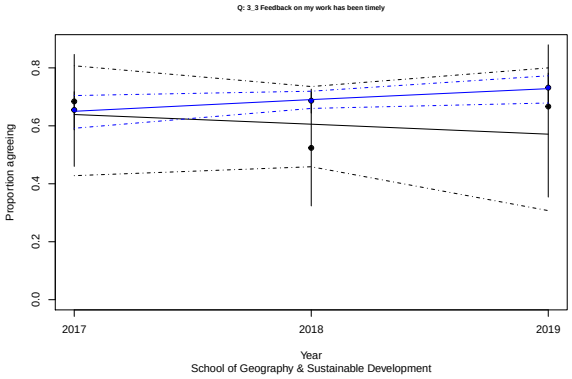


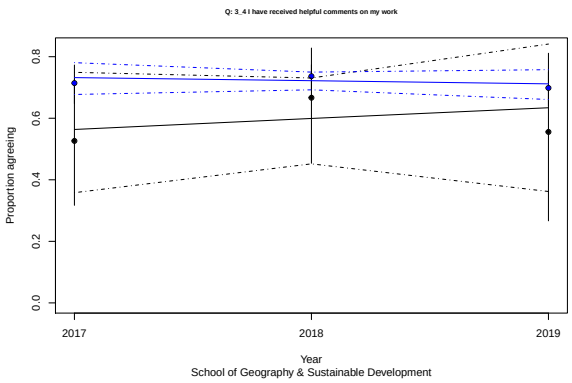


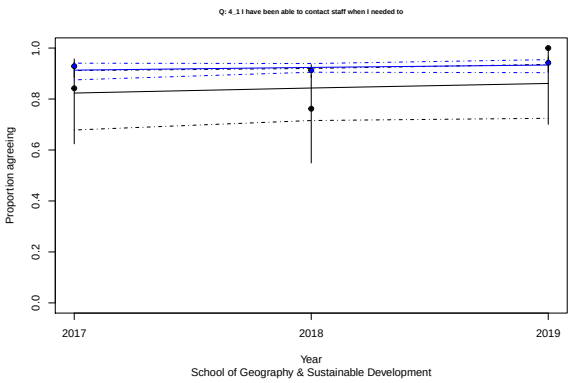

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

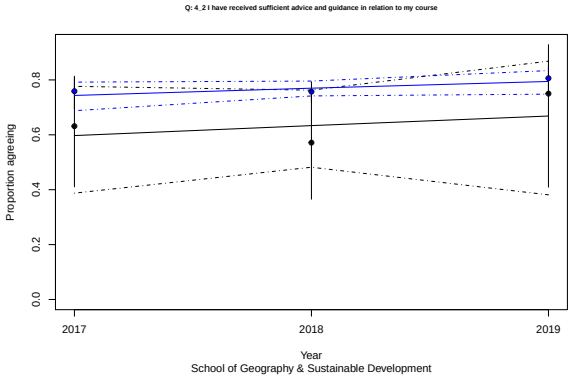

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

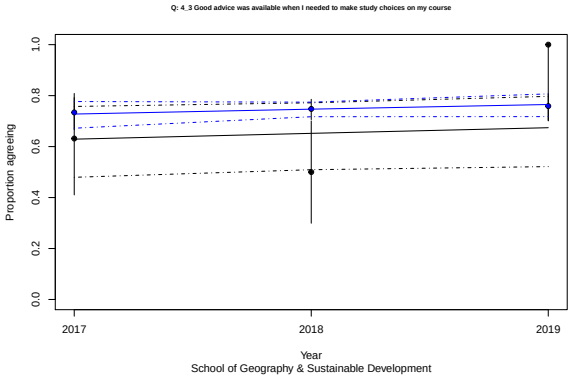

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

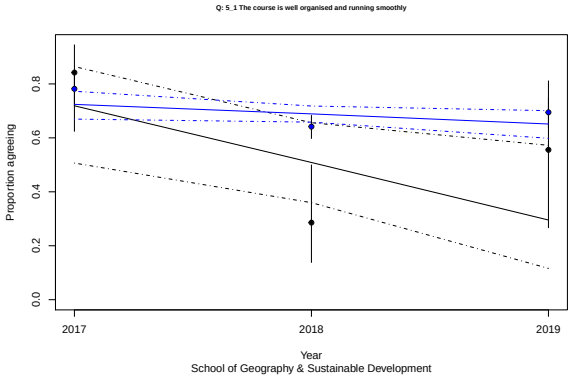

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

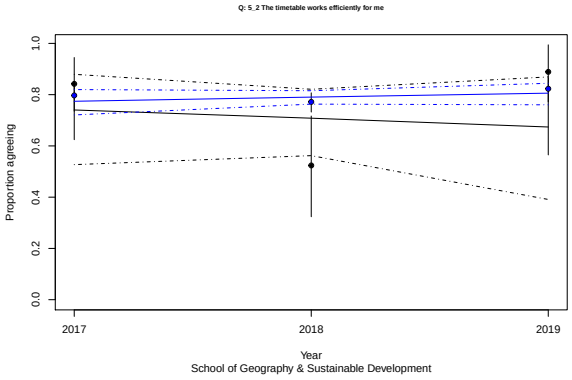

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

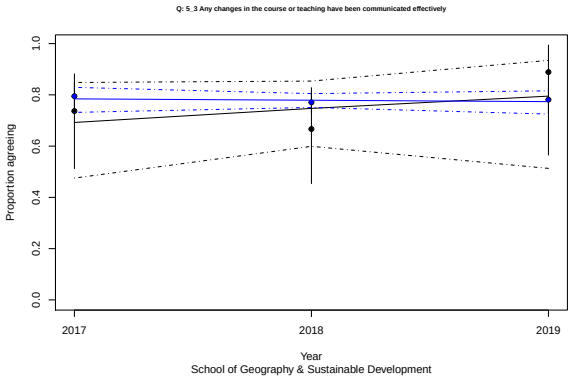

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

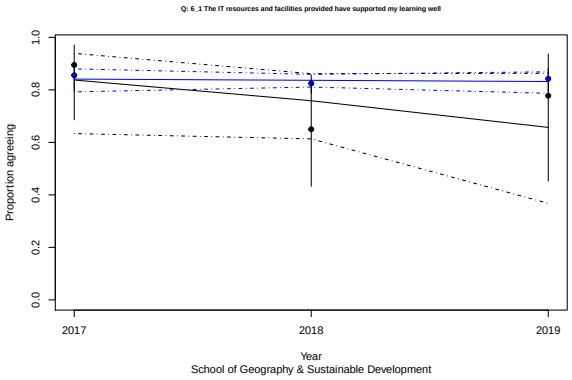

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

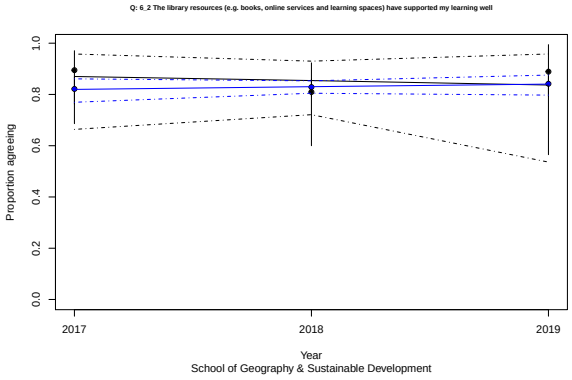

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

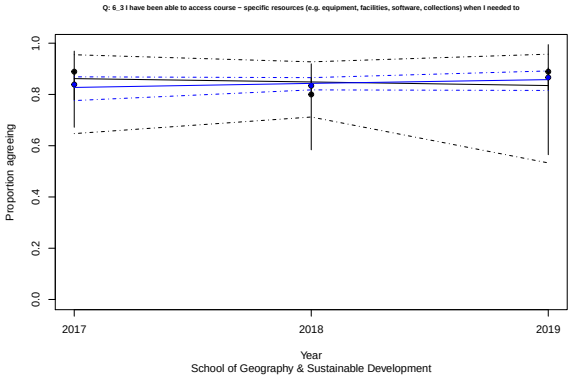

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

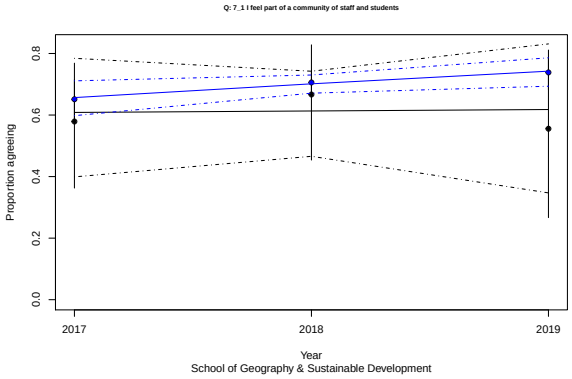

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

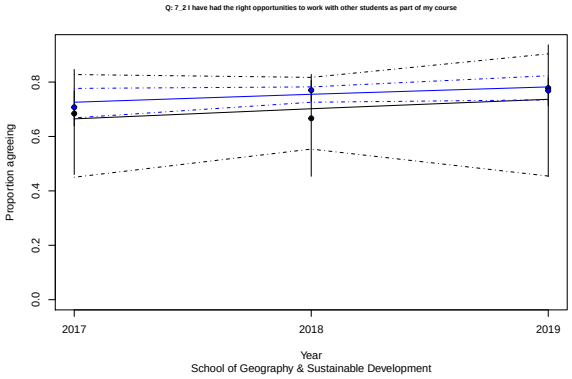

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

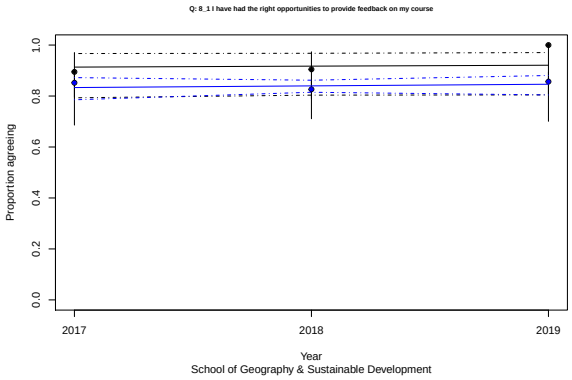

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

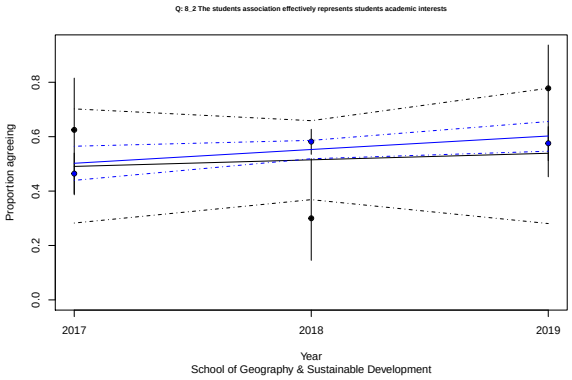

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

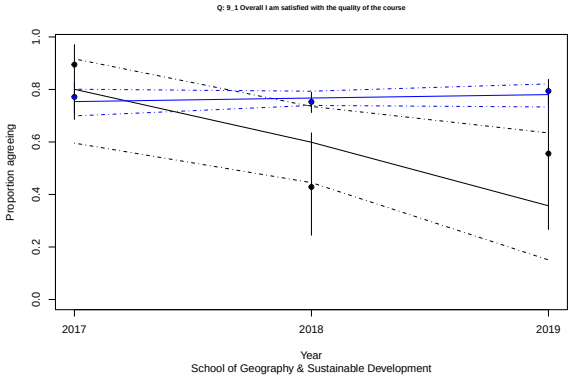

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

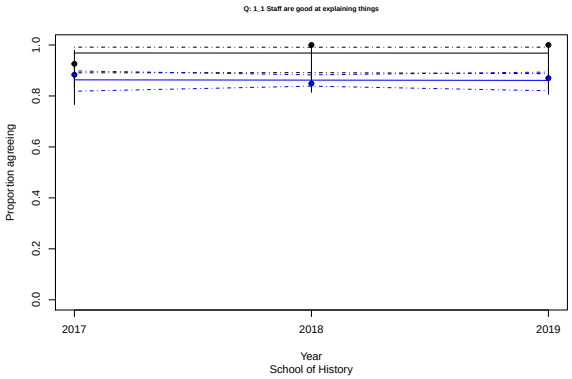

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

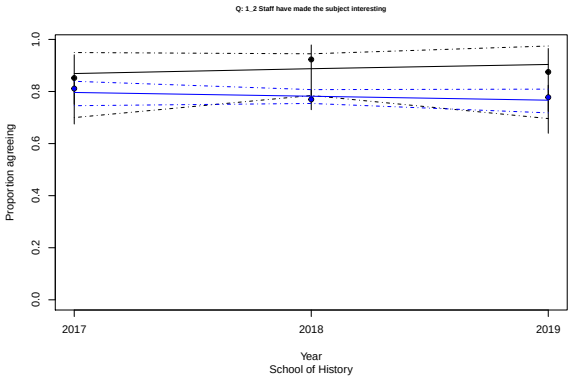

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

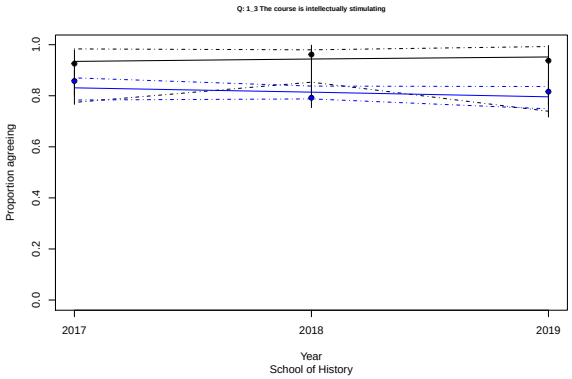

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Geography & Sustainable Development

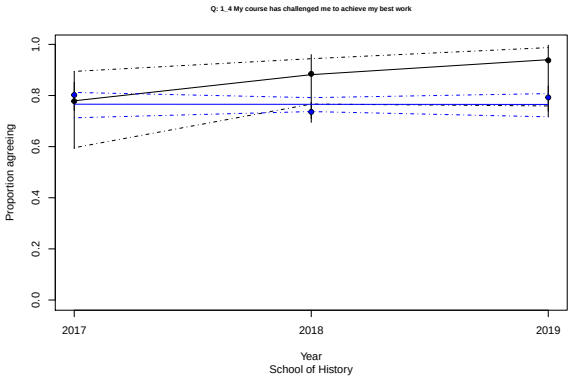
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	Below
4_2	None	None	None	Below
4_3	None	None	None	None
5_1	Negative	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	Negative	None	Negative	Below

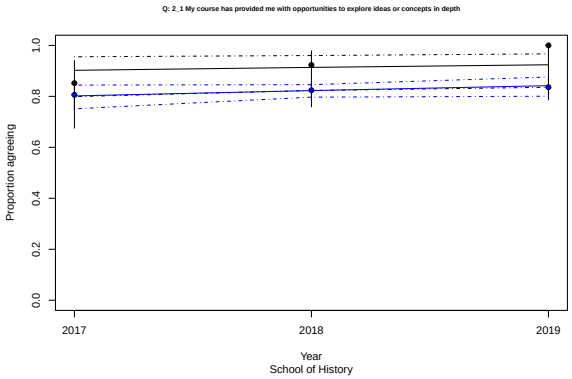
School of History

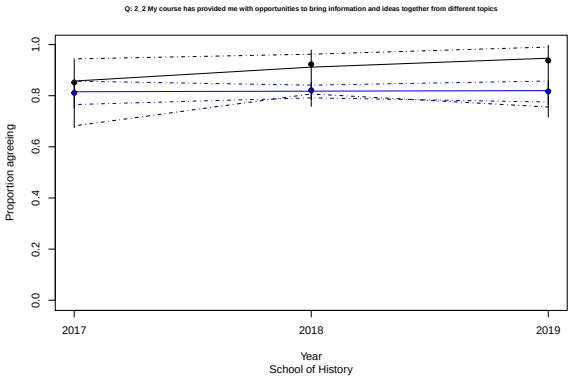


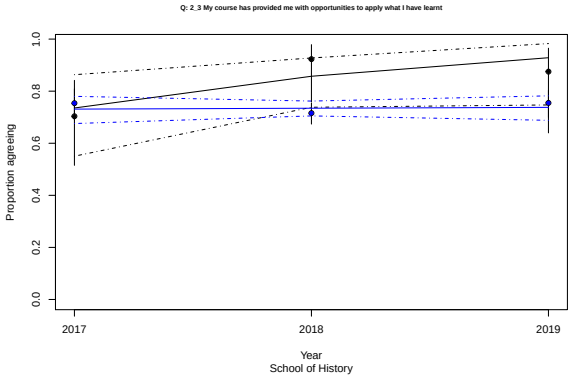


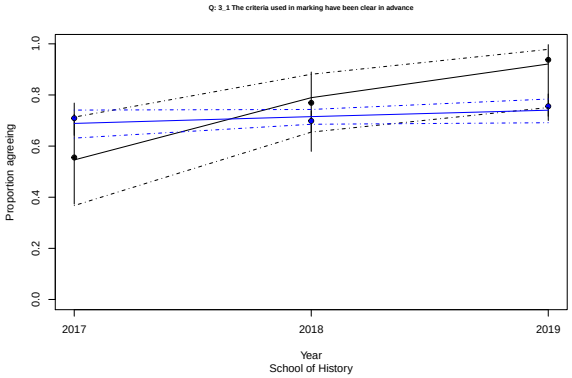


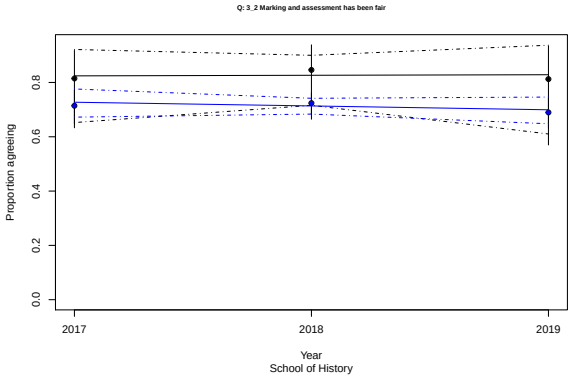


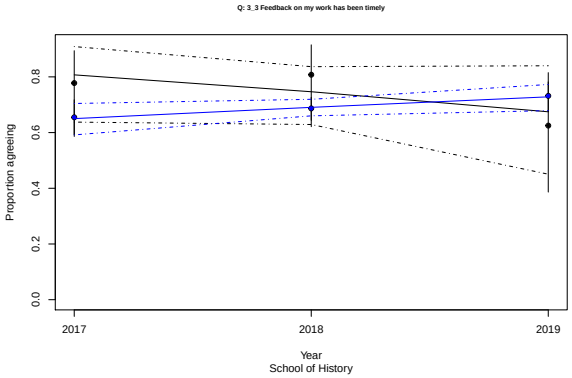


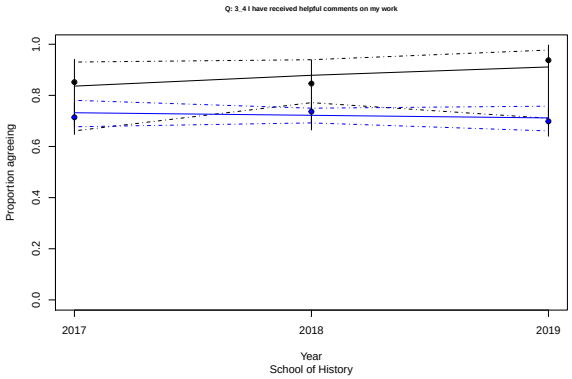


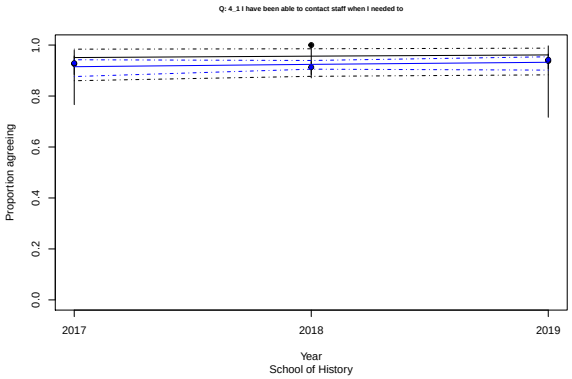

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

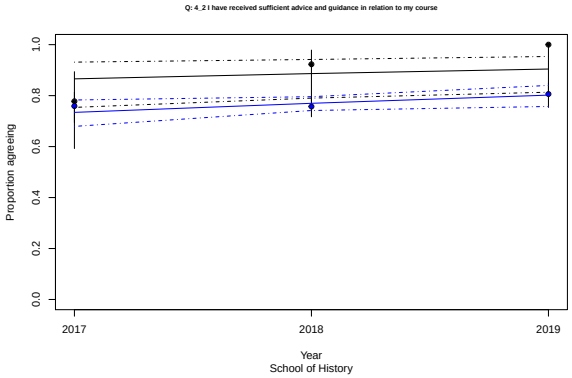

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

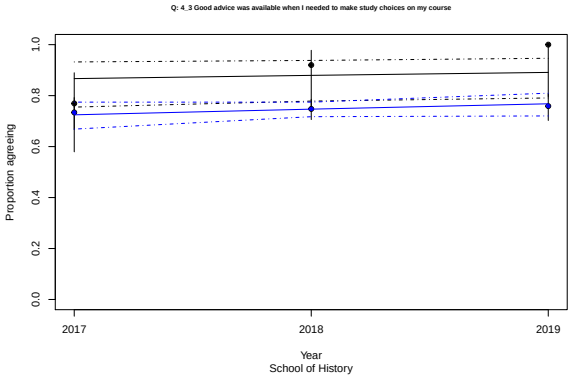

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History

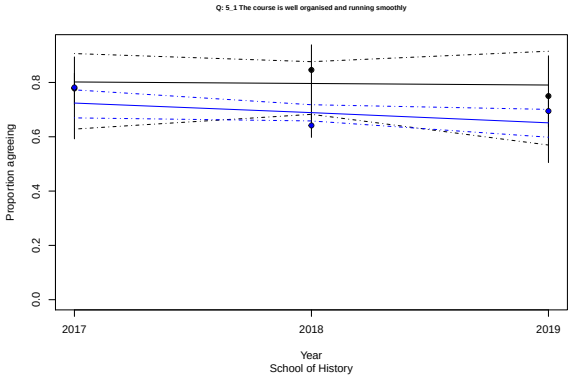

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History

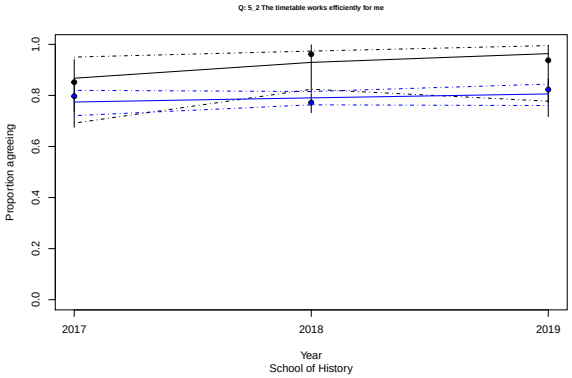

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

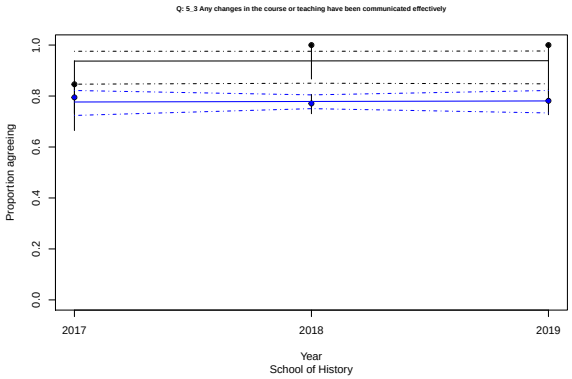

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

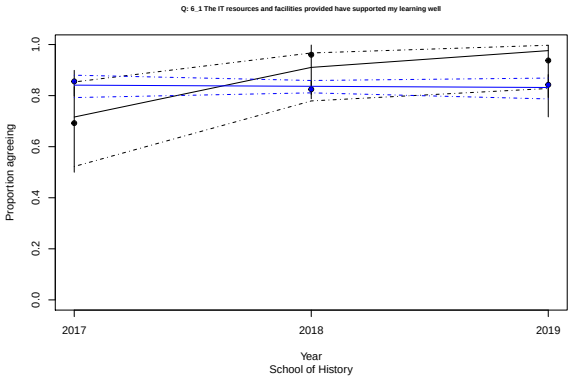

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

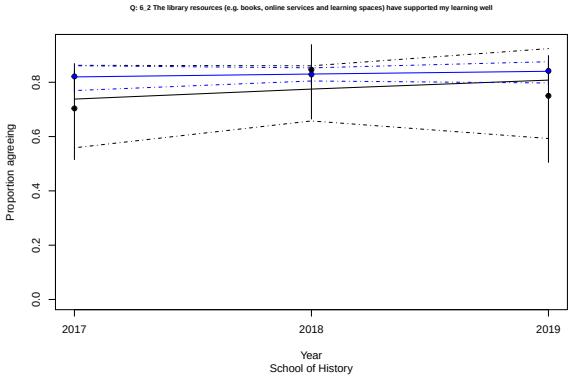

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

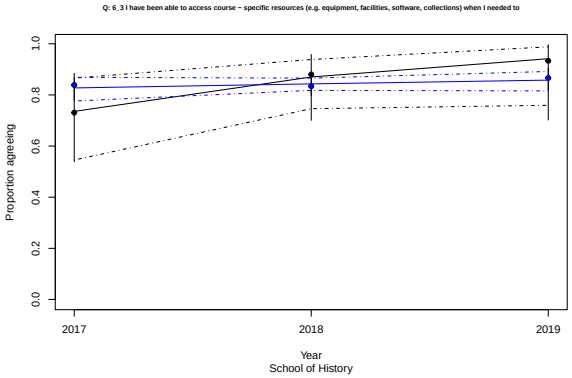

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History


Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History


Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History


Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History


Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History


Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
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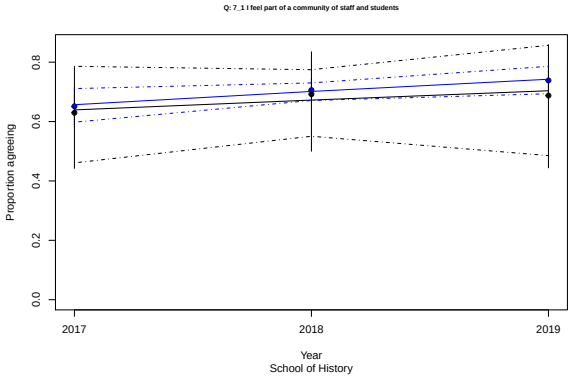
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
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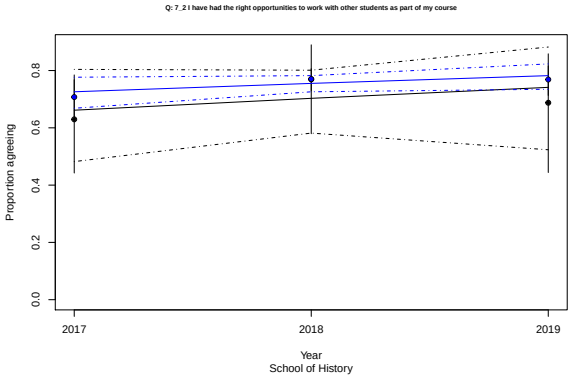
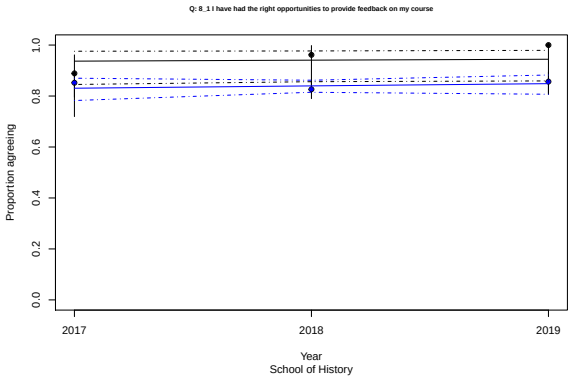
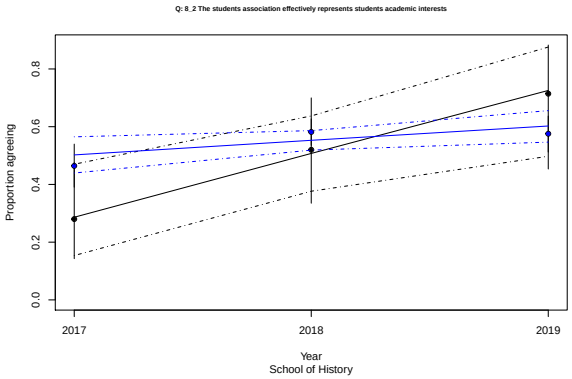
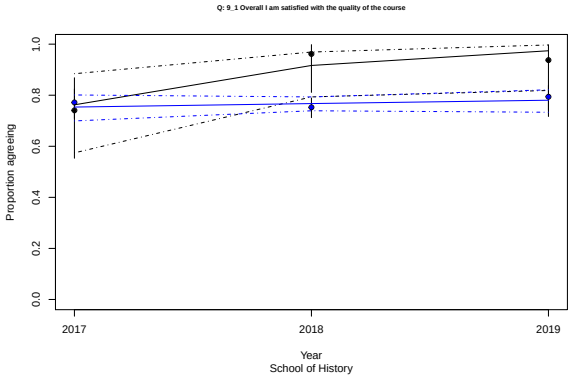
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History

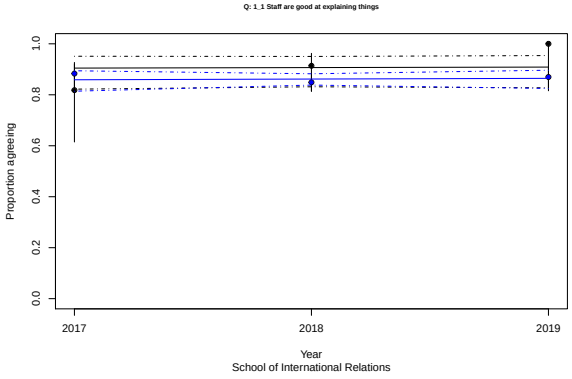

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

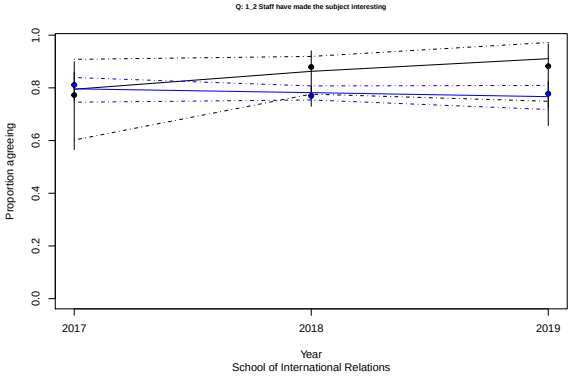

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History

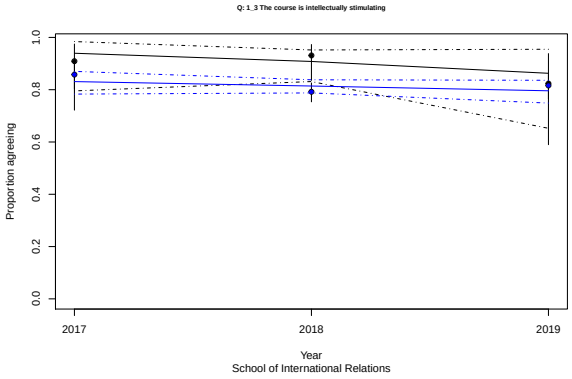

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

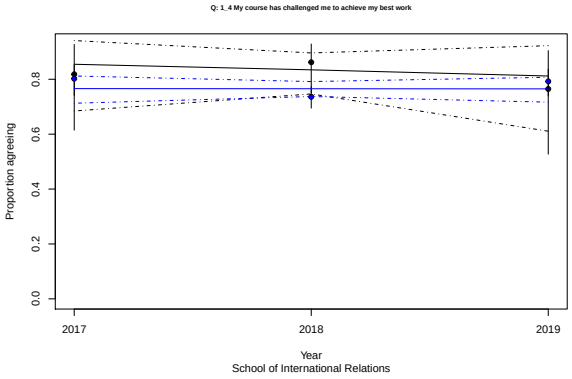
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	Above
1_2	None	None	None	Above
1_3	None	None	None	Above
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	Positive	None	Positive	None
3_2	None	None	None	Above
3_3	None	None	None	None
3_4	None	None	None	Above
4_1	None	None	None	None
4_2	Positive	None	None	Above
4_3	Positive	None	None	Above
5_1	None	None	None	None
5_2	None	None	None	Above
5_3	None	None	None	Above
6_1	Positive	None	Positive	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	Above
8_2	Positive	Positive	None	None
9_1	None	None	None	None

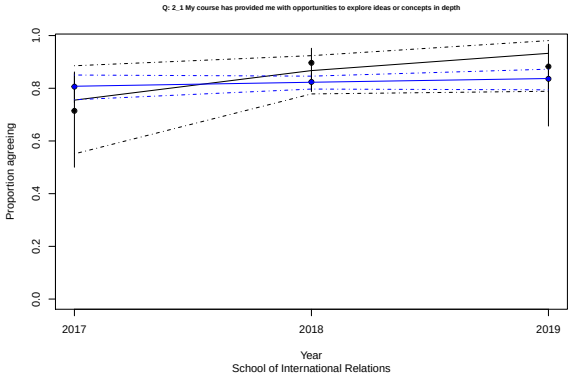
School of International Relations

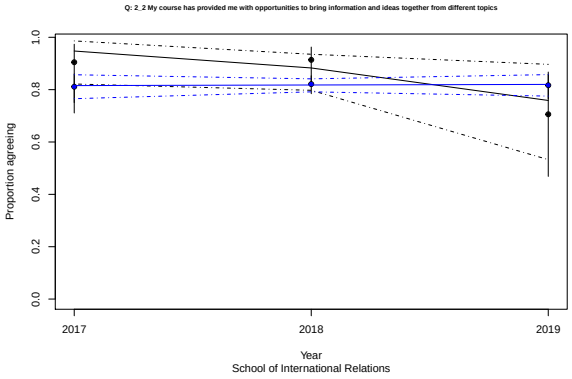


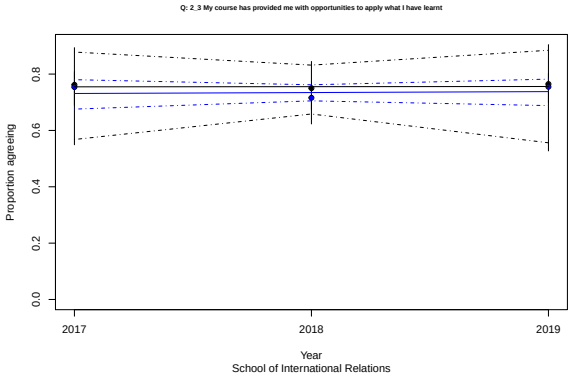


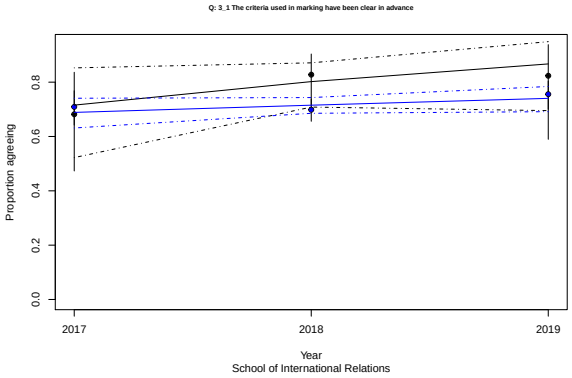


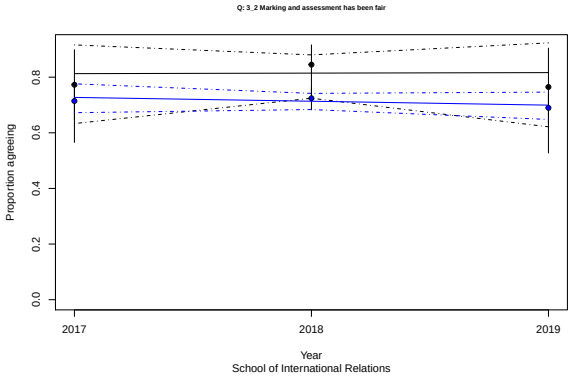


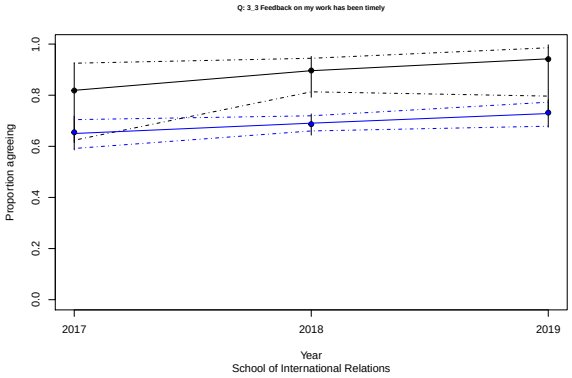


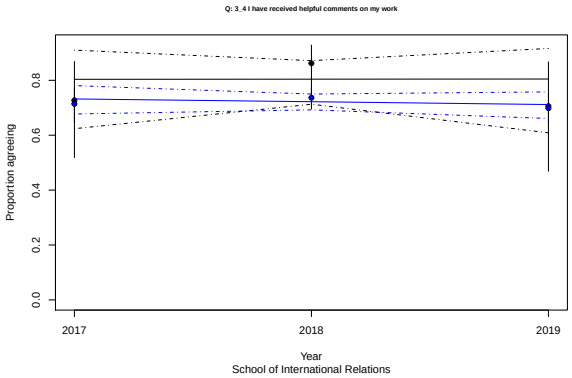


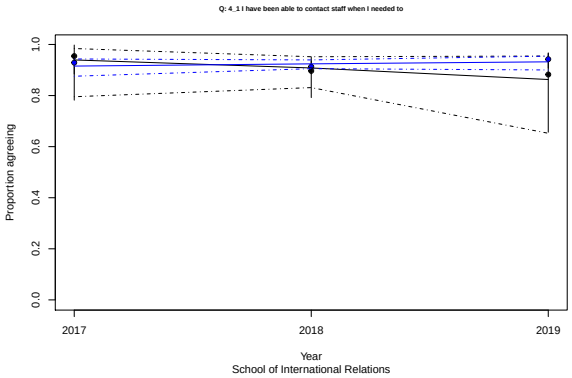

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

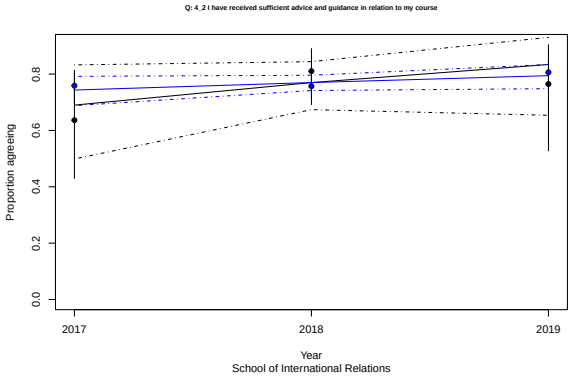

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

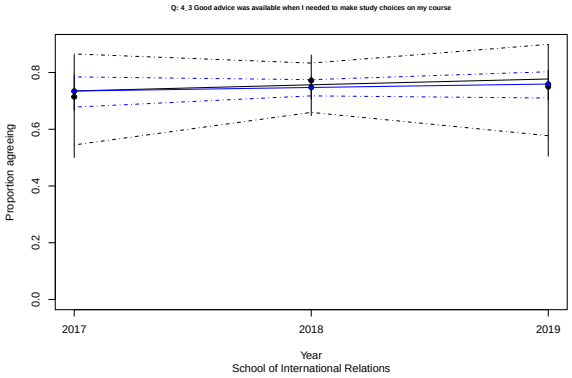

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

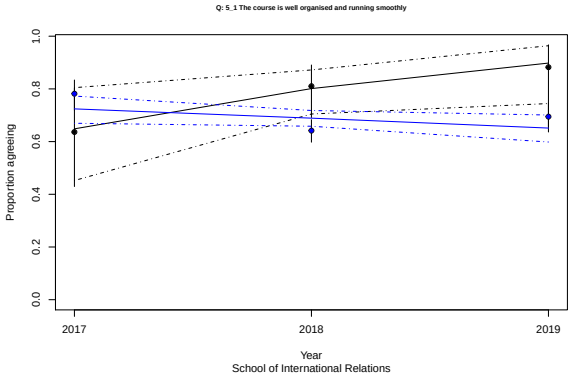

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

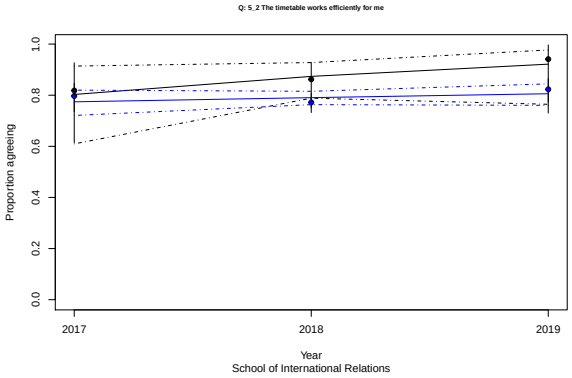

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

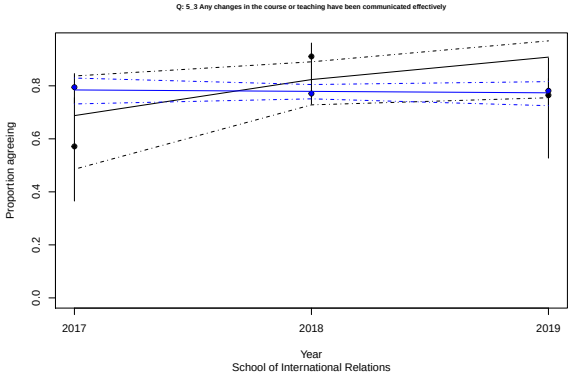

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

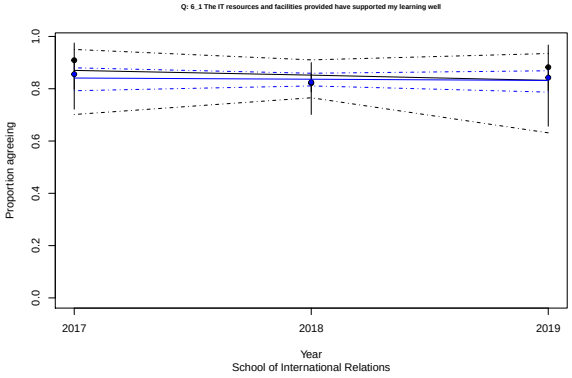

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

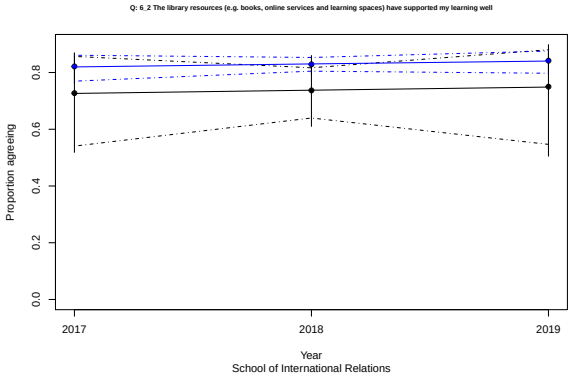

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

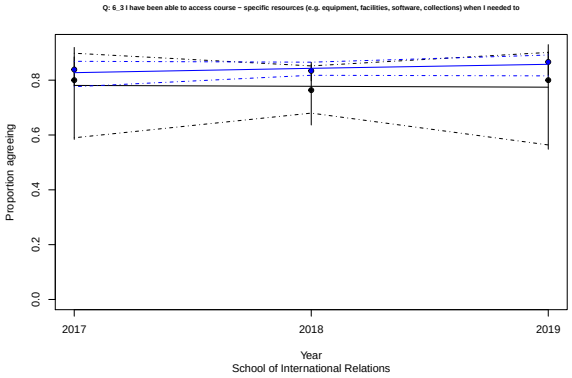

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

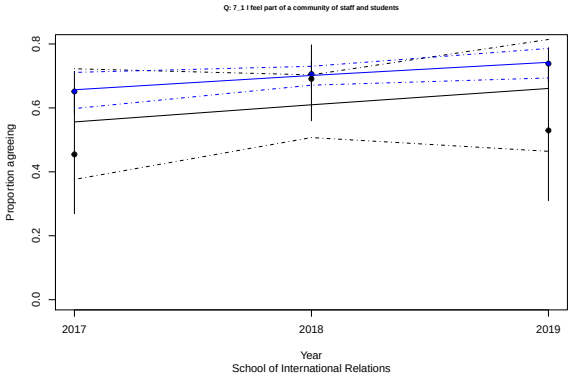

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

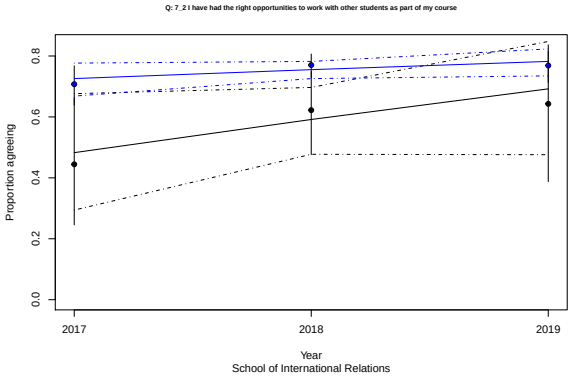

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

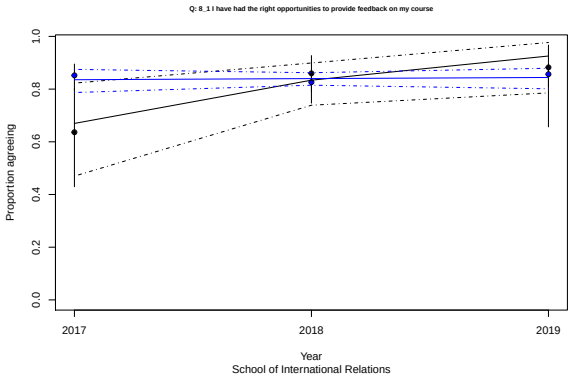

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

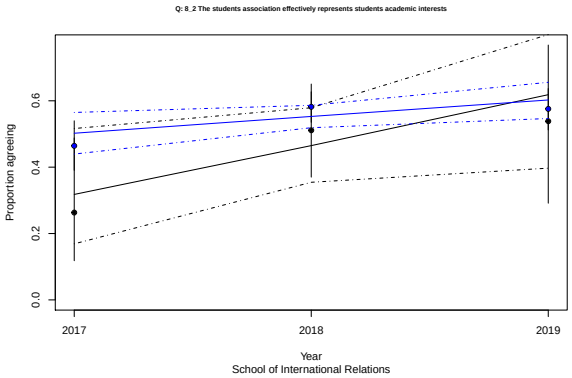

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

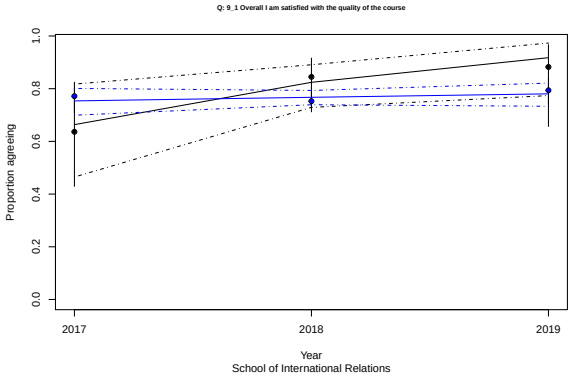

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

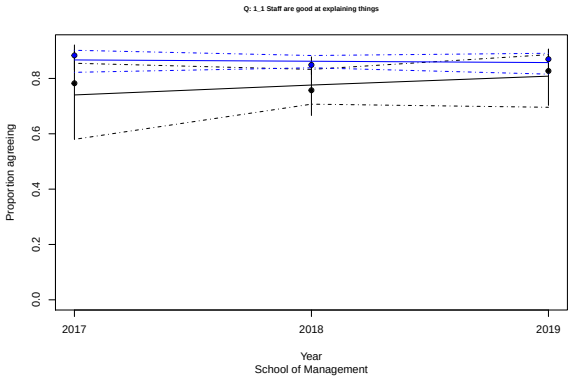

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

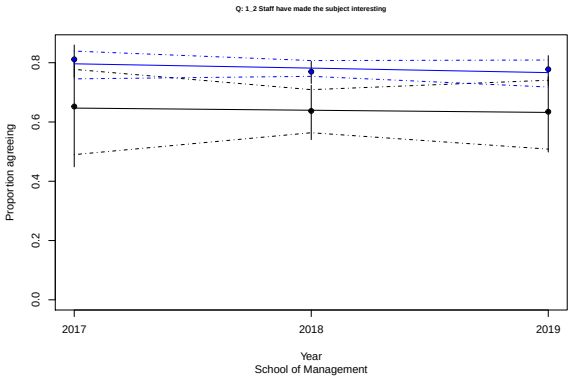

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
2019
Year
School of International Relations

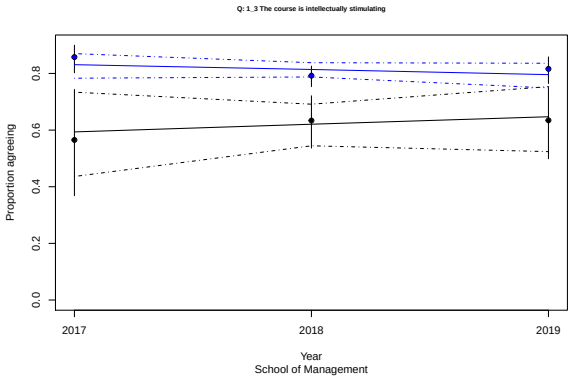

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations

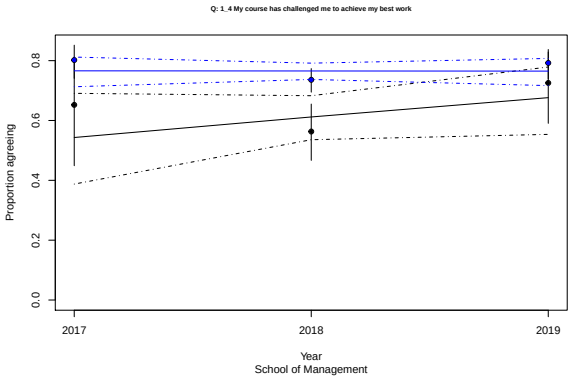
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	Above
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	Above
3_3	None	None	None	Above
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	Positive	Above
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	Below
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	Below
8_1	Positive	None	None	None
8_2	None	Positive	None	None
9_1	Positive	None	None	None

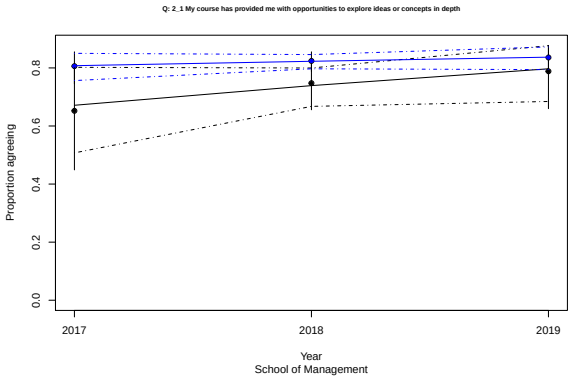
School of Management

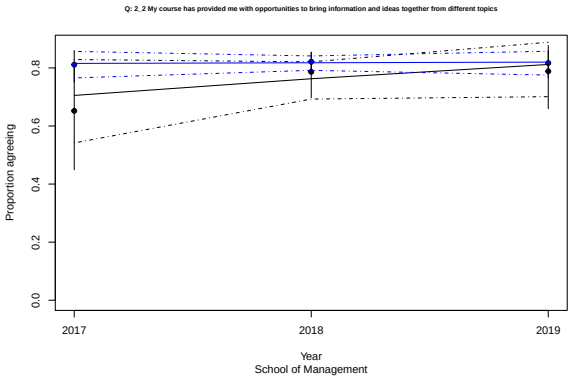


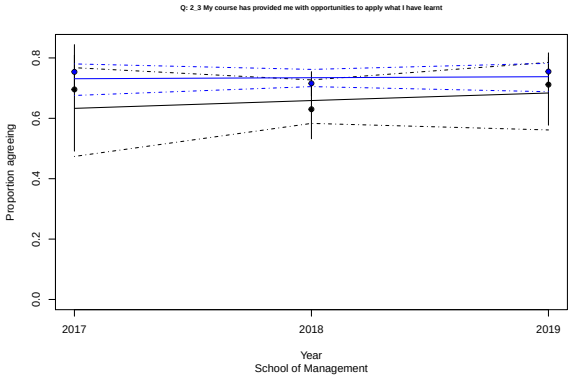


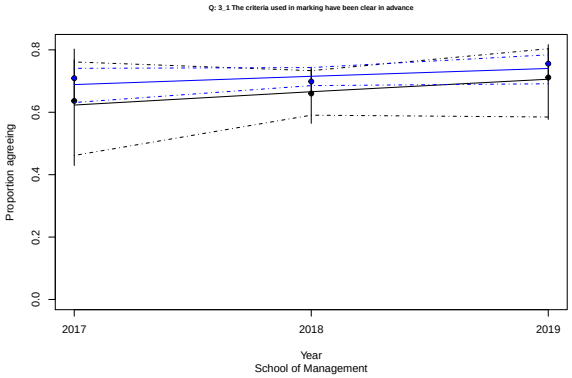


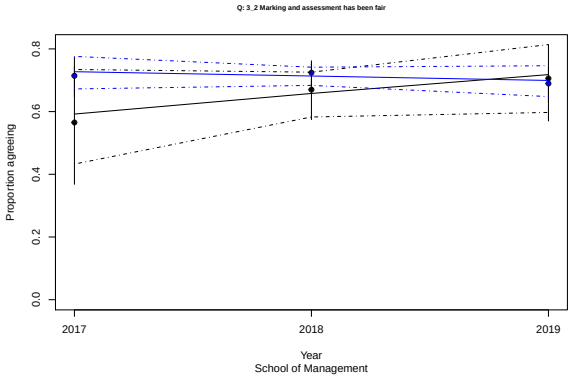







Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 3_2 Marking and assessment has been fair
Proportion agreeing
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0.2
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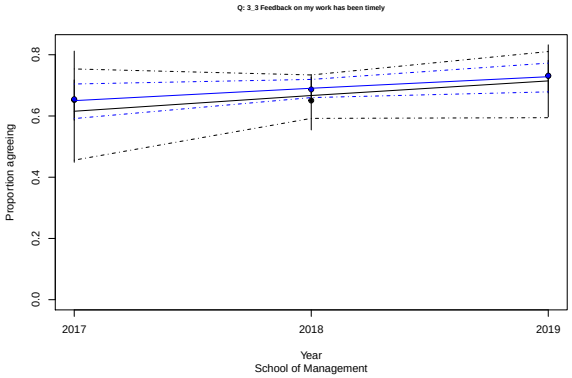
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 3_3 Feedback on my work has been timely
Proportion agreeing
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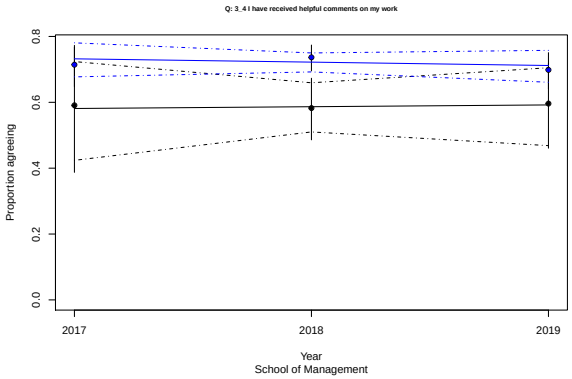
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 3_4 I have received helpful comments on my work
Proportion agreeing
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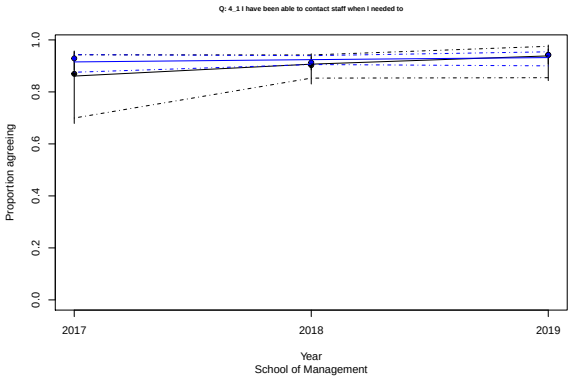
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
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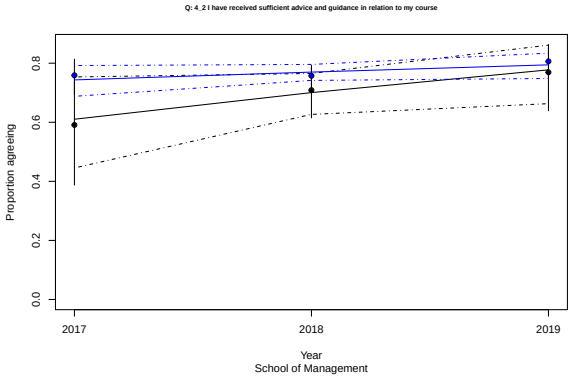
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Management


Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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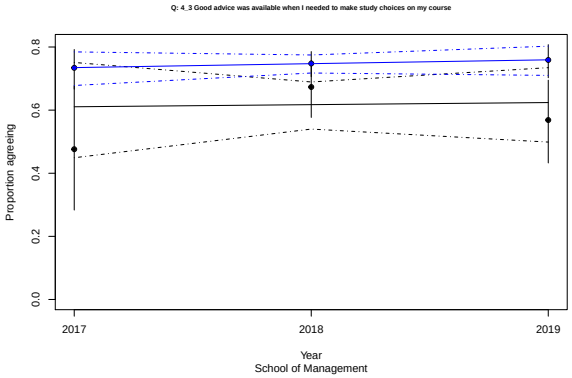
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
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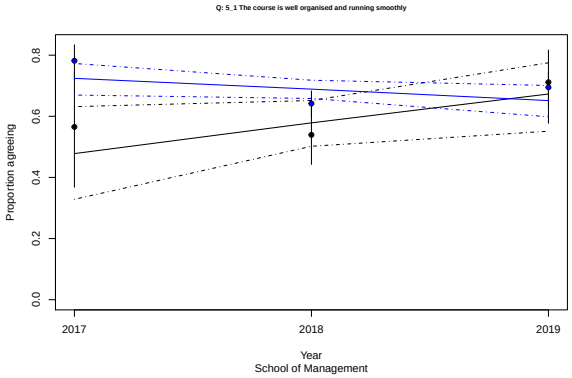
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
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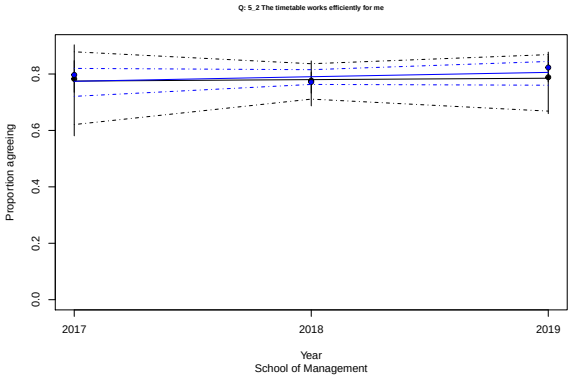
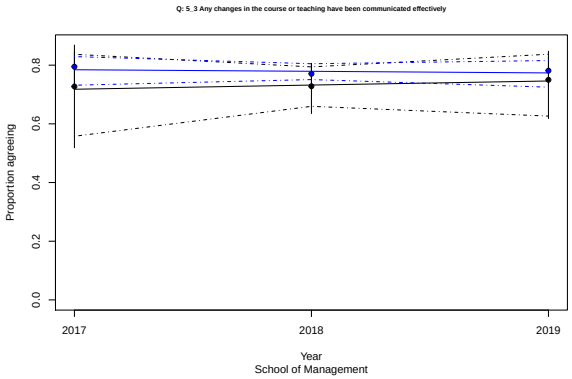
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
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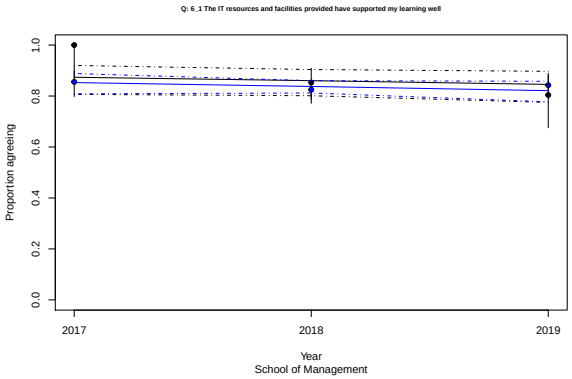
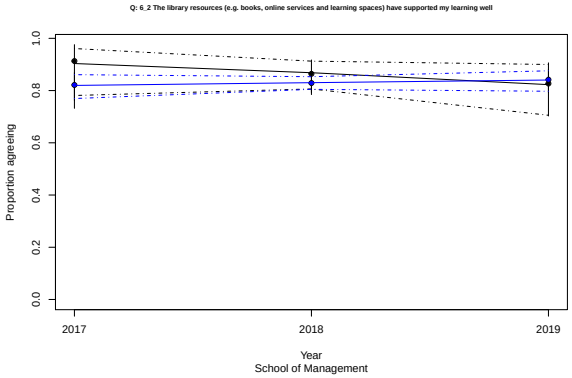
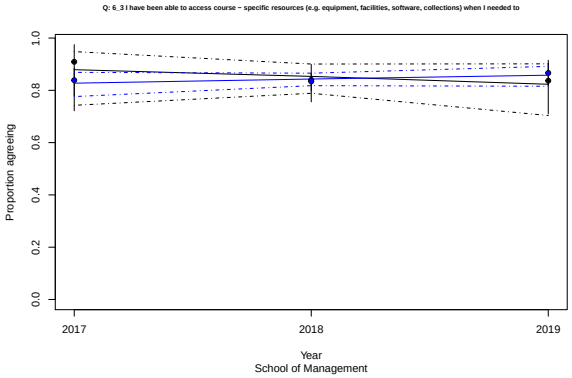
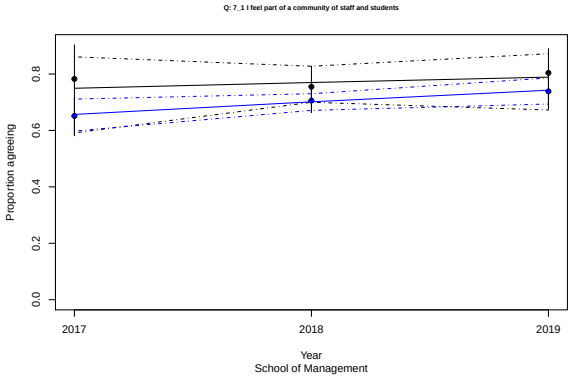
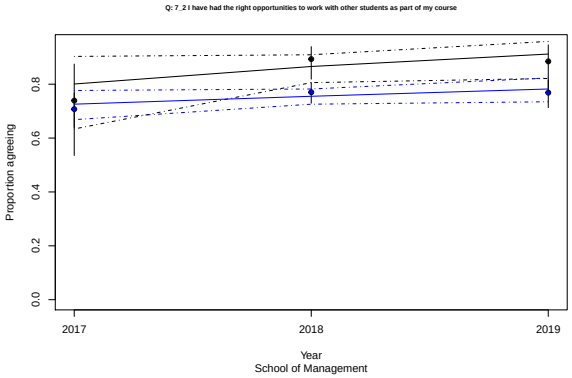
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management

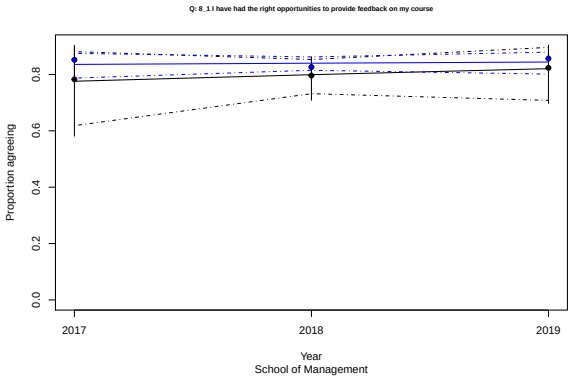

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Management

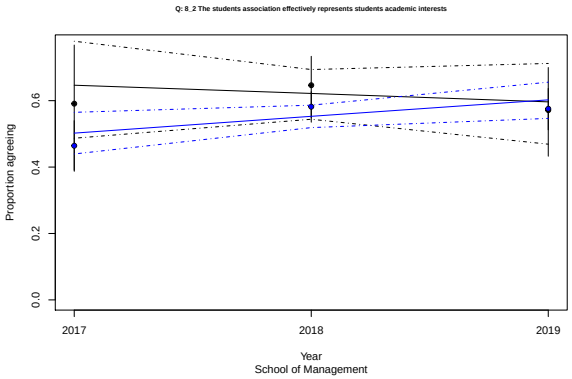

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Management

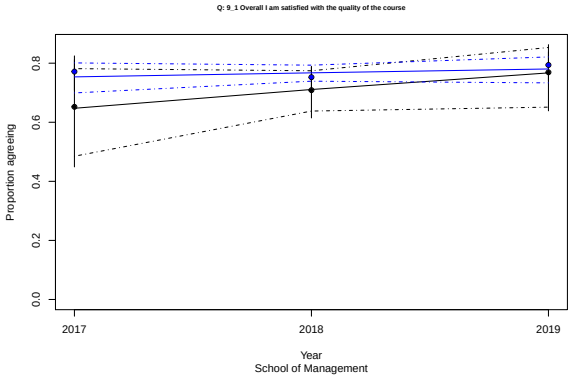

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Management


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
2017
2018
2019
Year
School of Management


Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	Below
1_2	None	None	None	Below
1_3	None	None	None	Below
1_4	None	None	None	Below
2_1	None	None	None	Below
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	Below
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	Below
5_1	None	None	Positive	Below
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	Above
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

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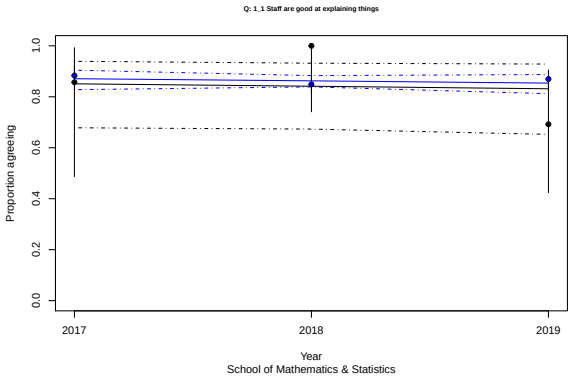
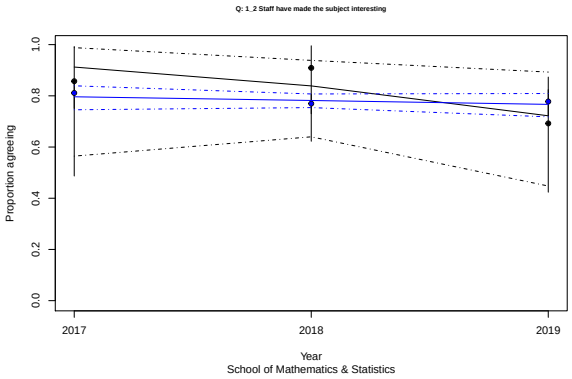
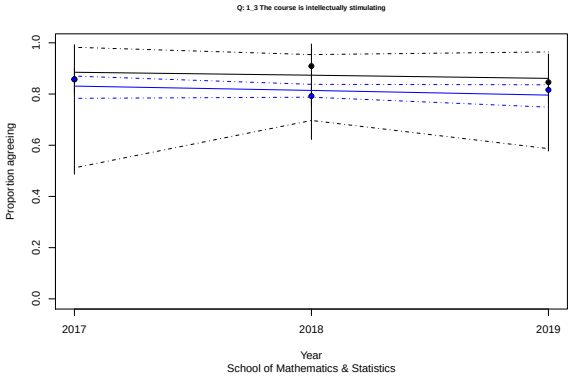
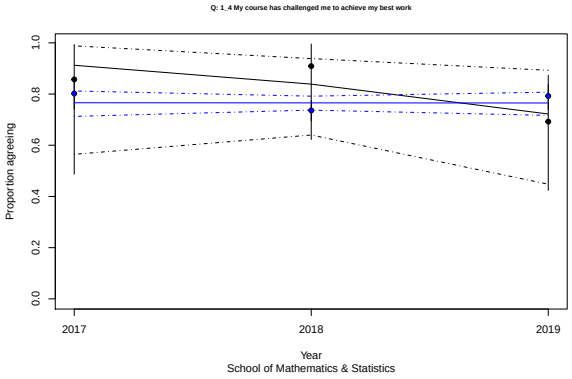
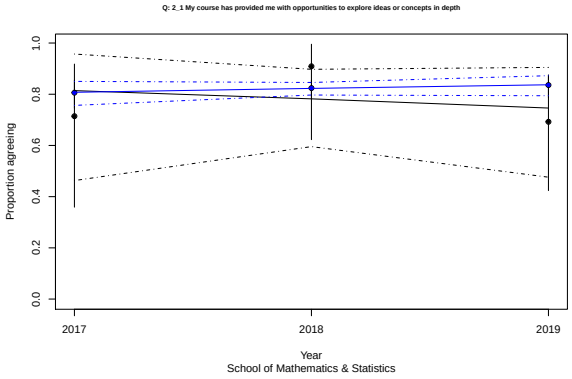
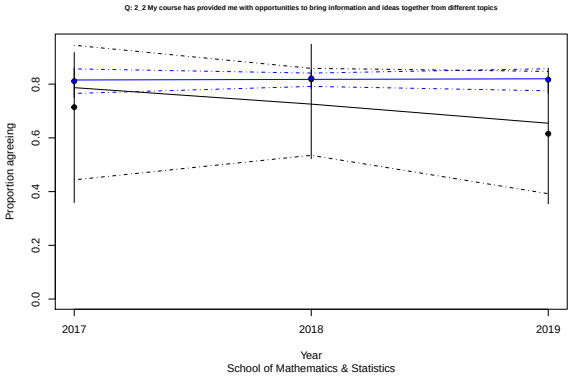


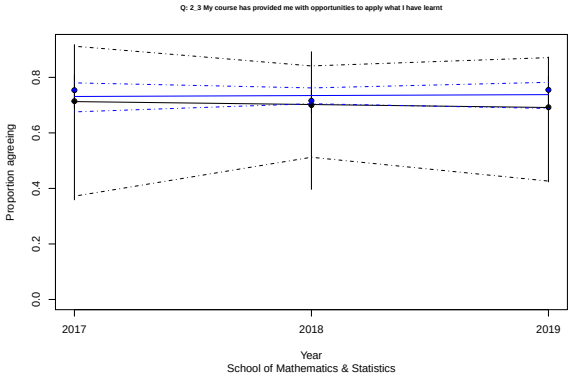


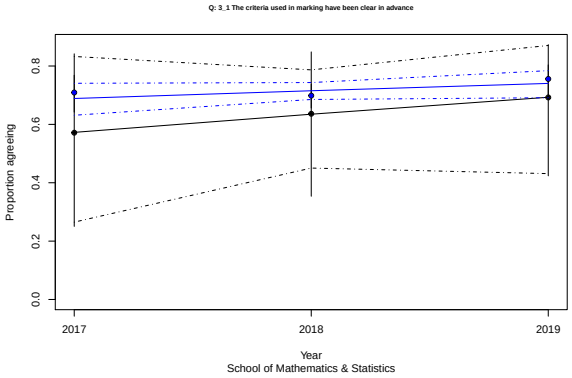


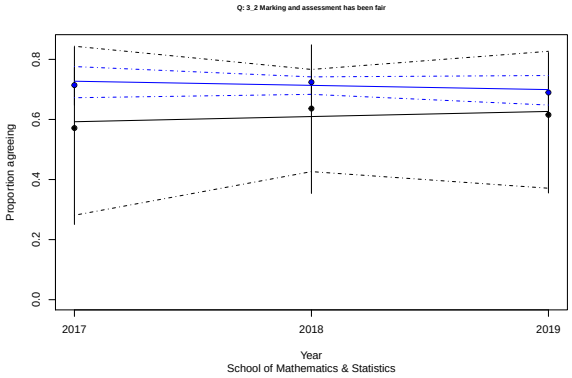


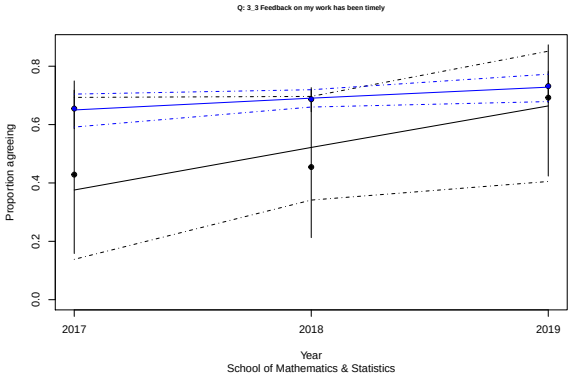


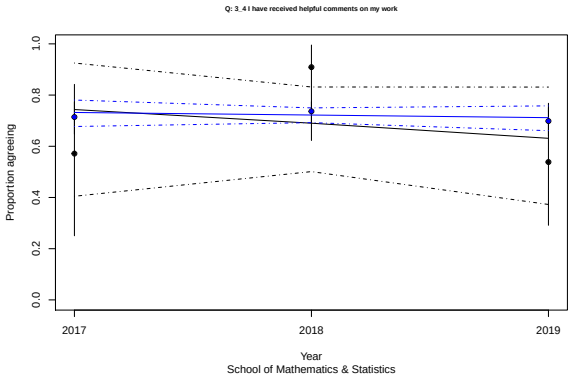


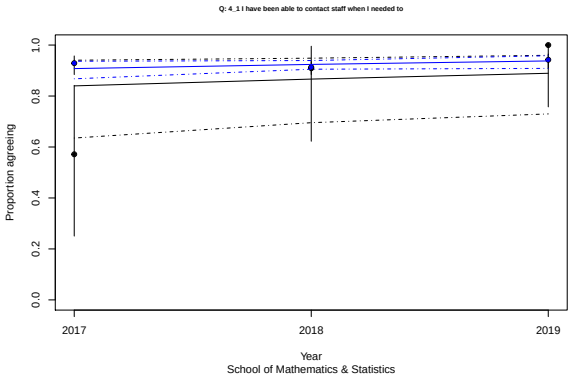

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

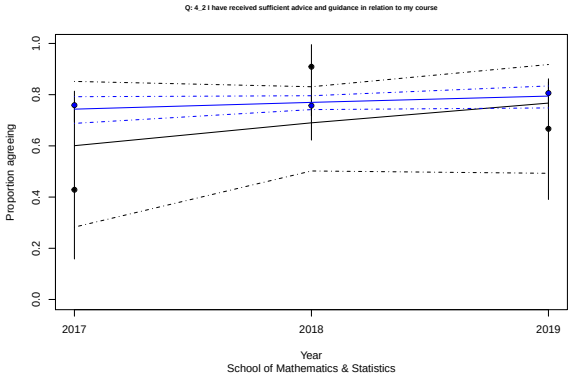

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

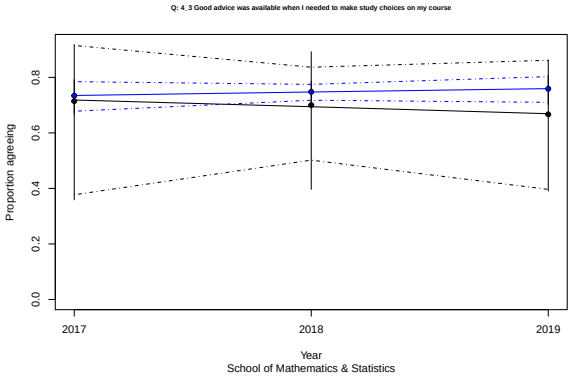

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

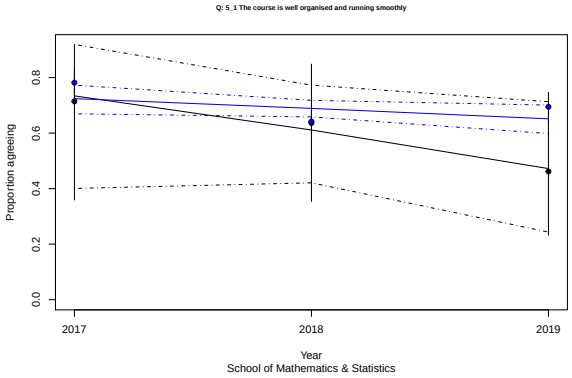

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

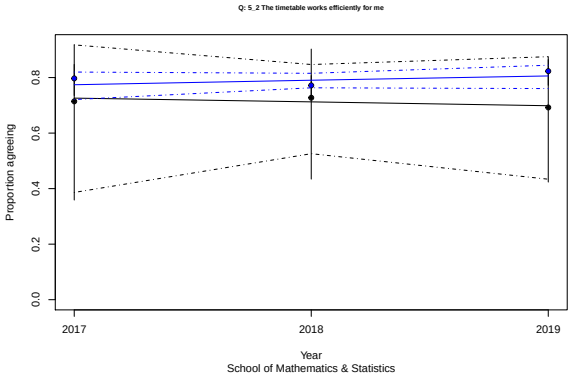

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

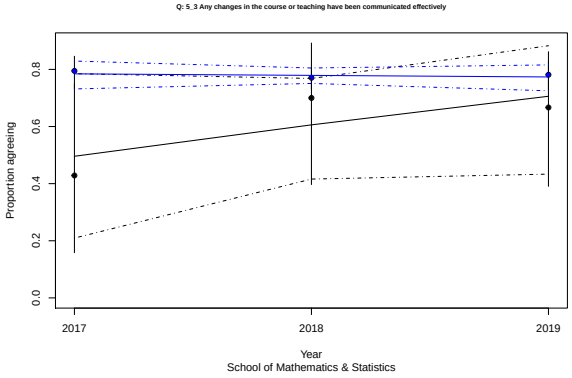

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

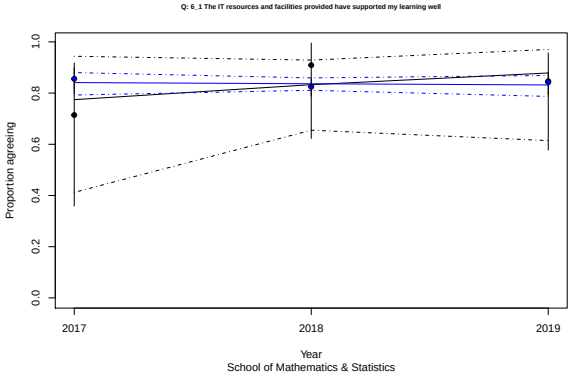

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

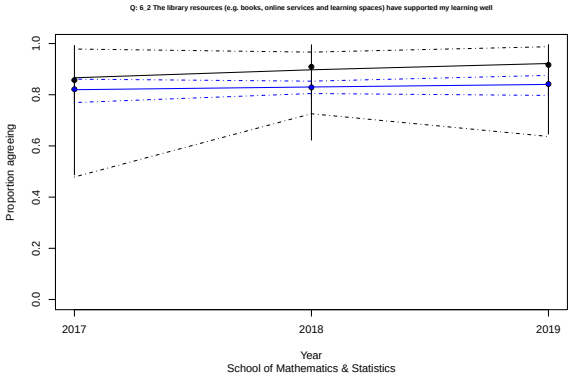

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
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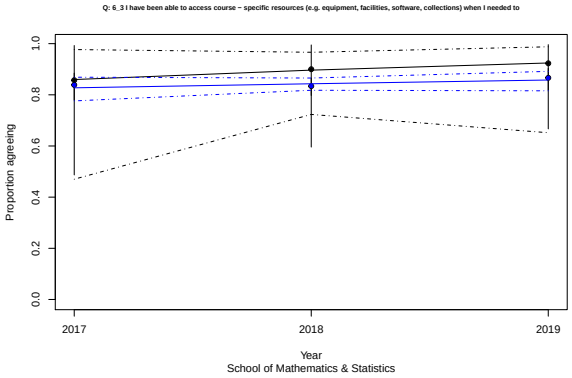
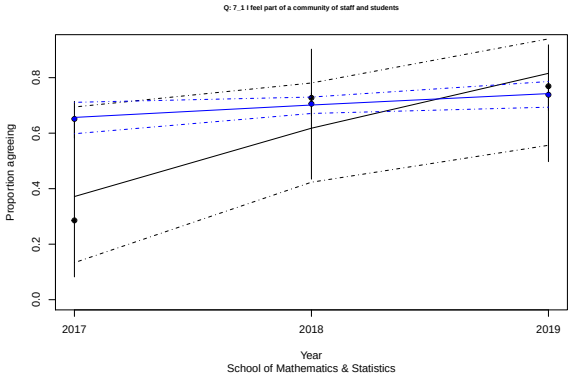
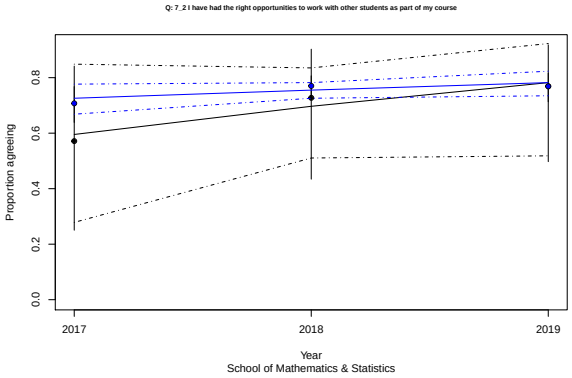
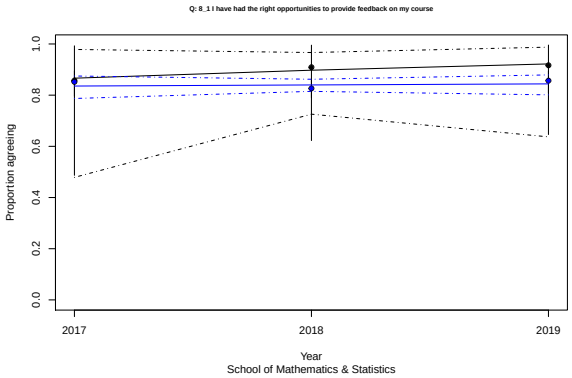
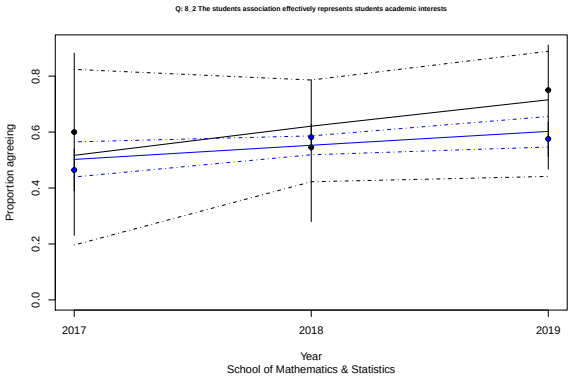
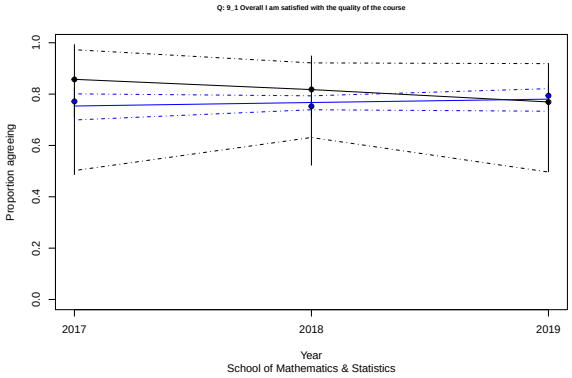

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

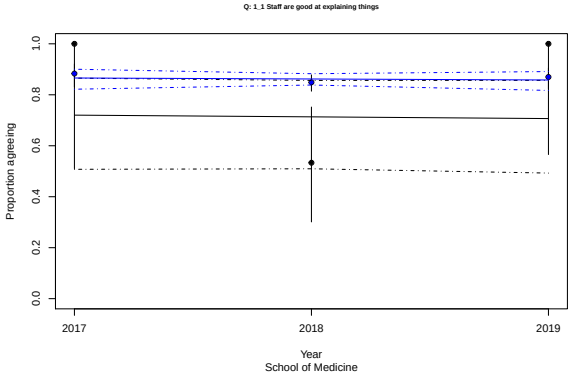

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

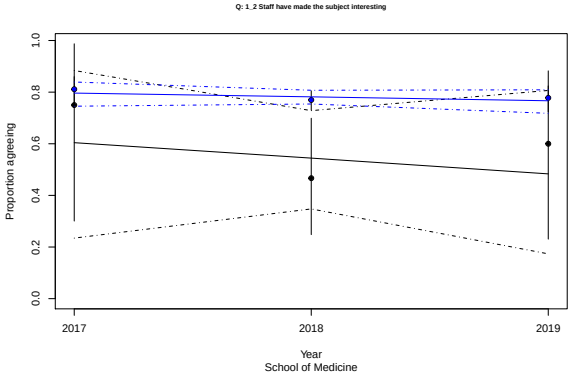

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics

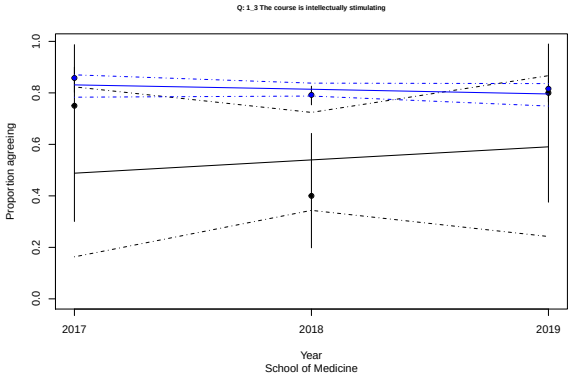

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

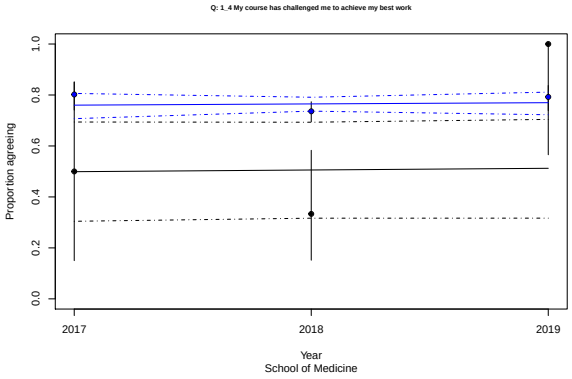
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	Positive	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

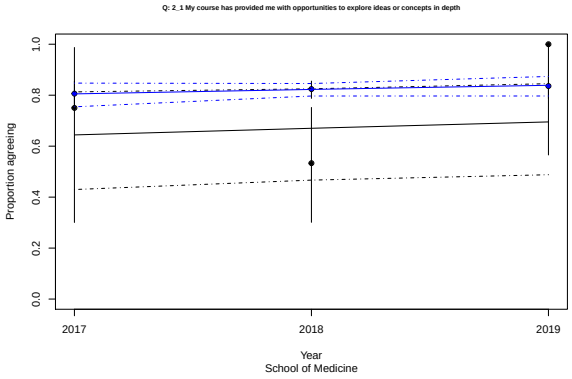
School of Medicine

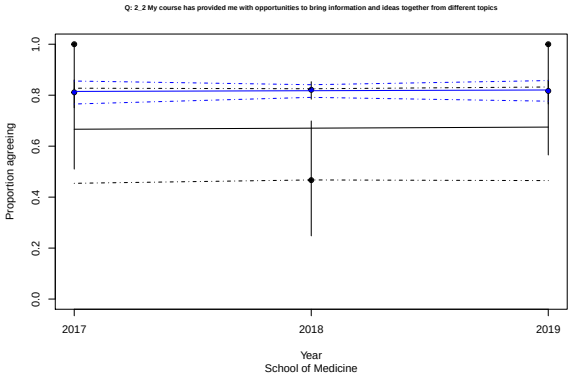


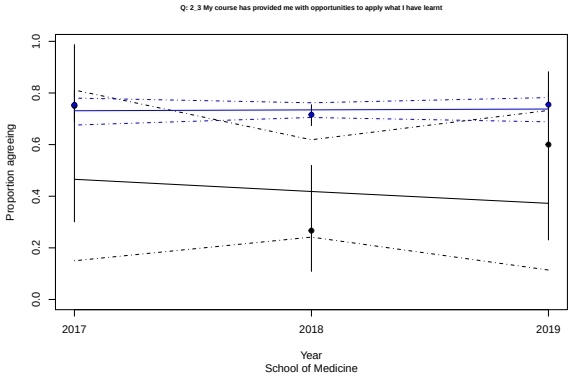


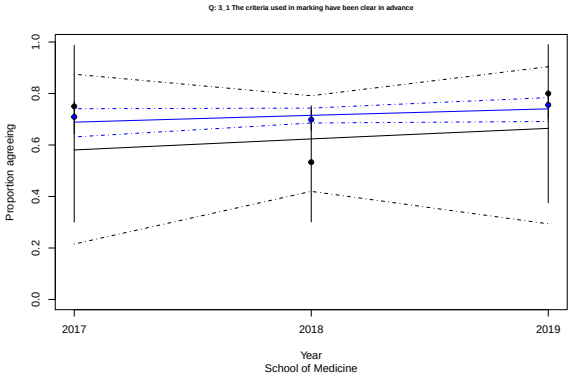


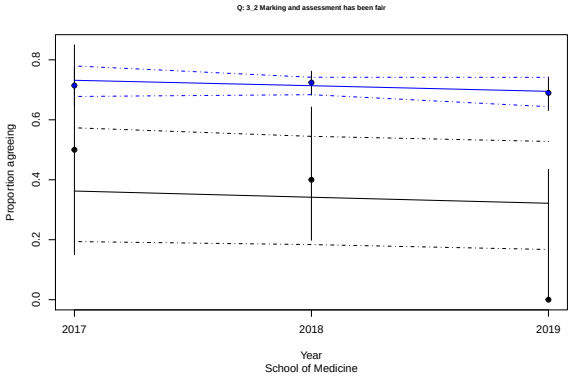


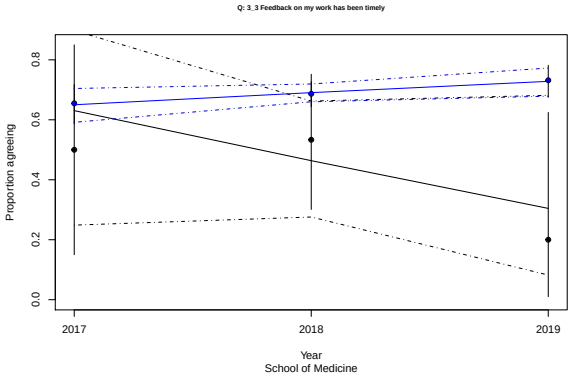


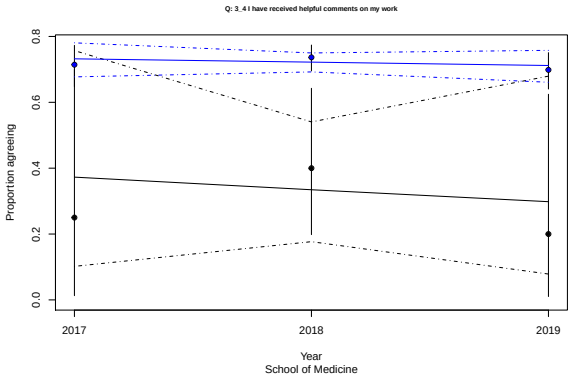


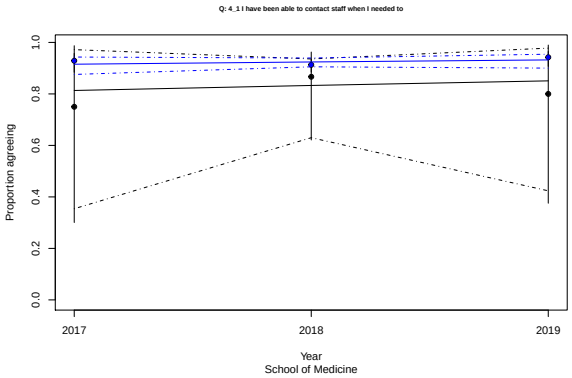

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

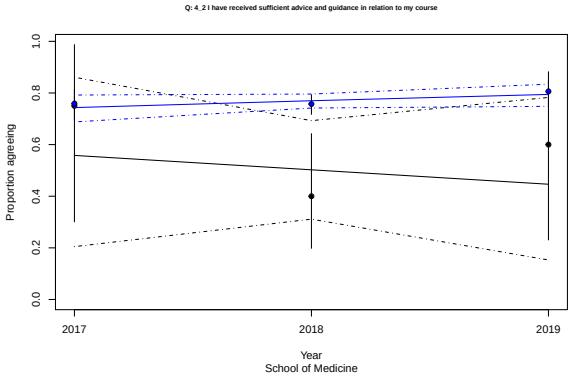

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

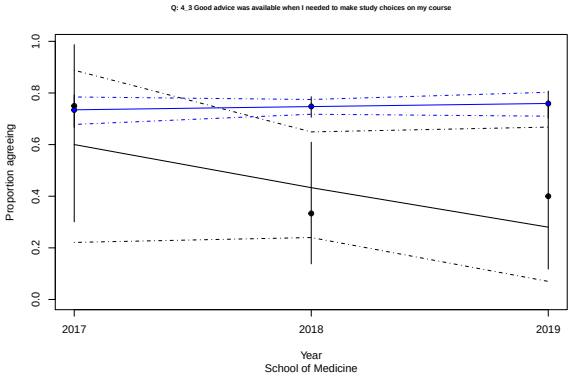

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

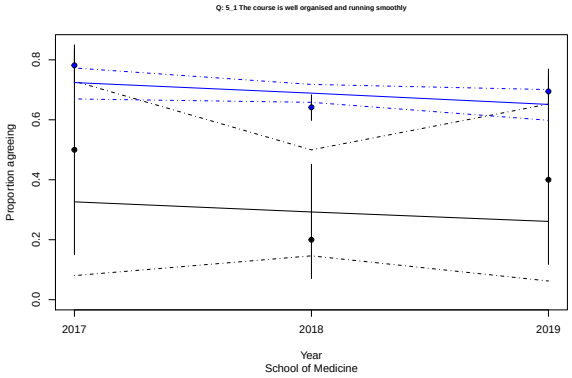

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

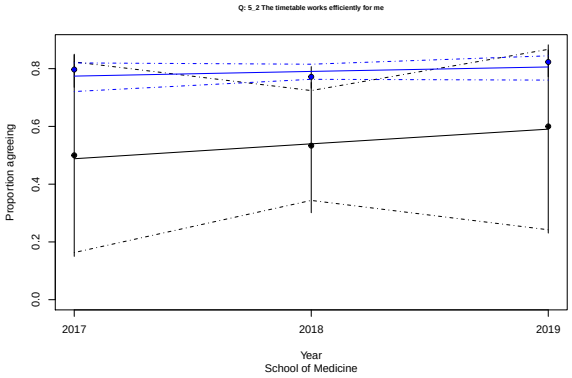

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

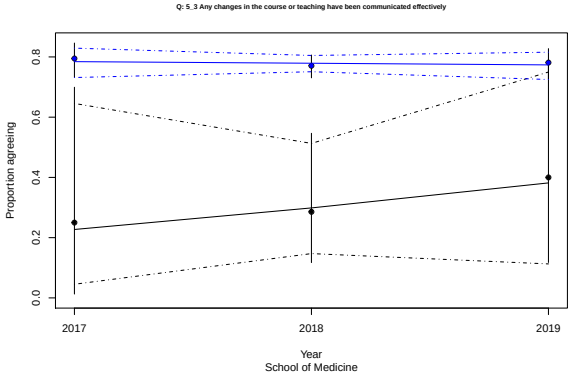

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

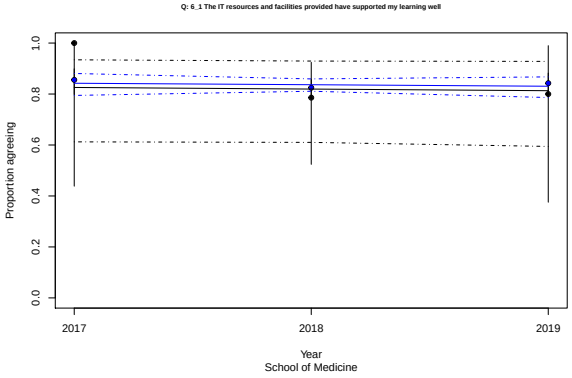

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

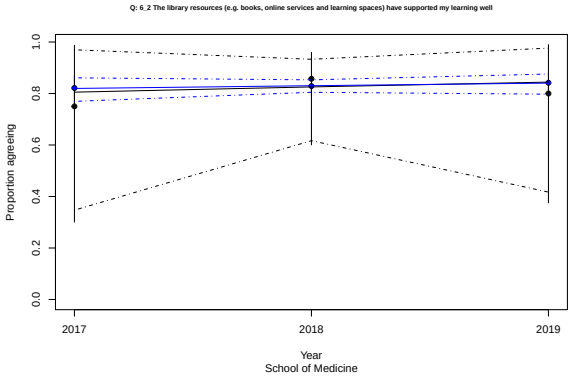

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

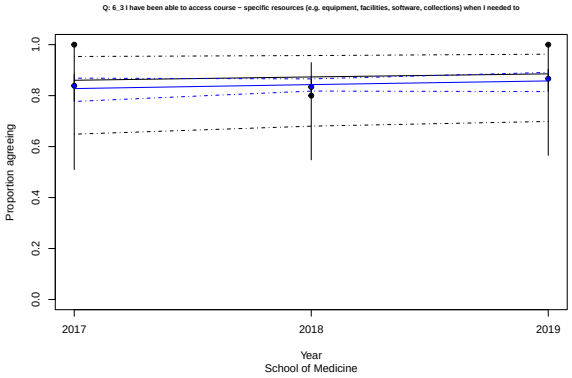

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

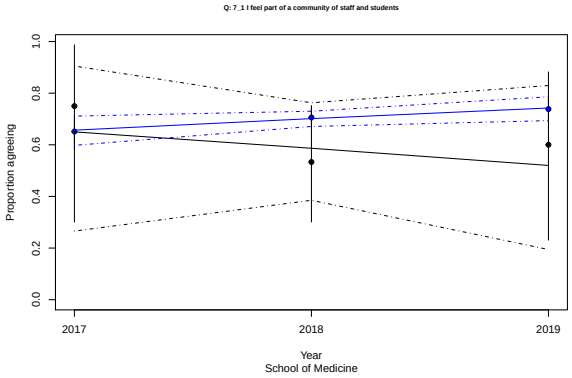

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

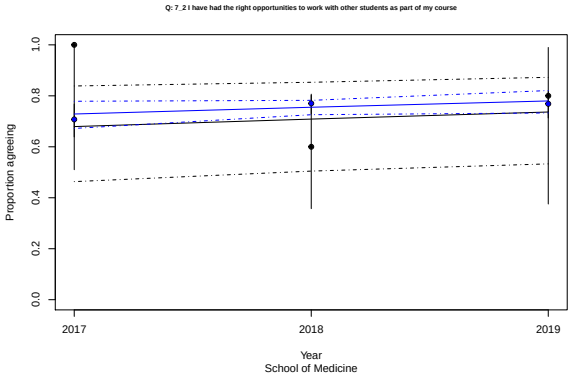

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

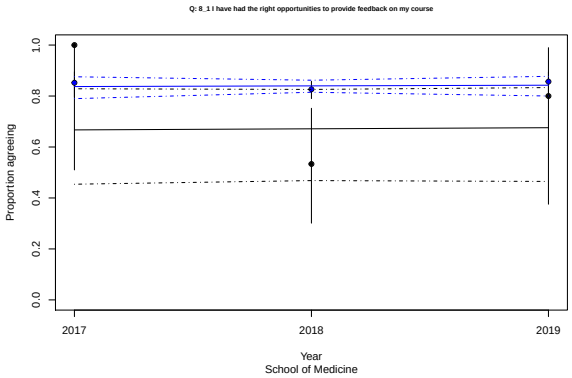

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

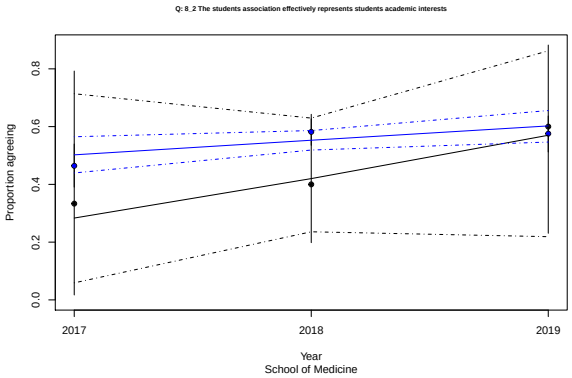

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

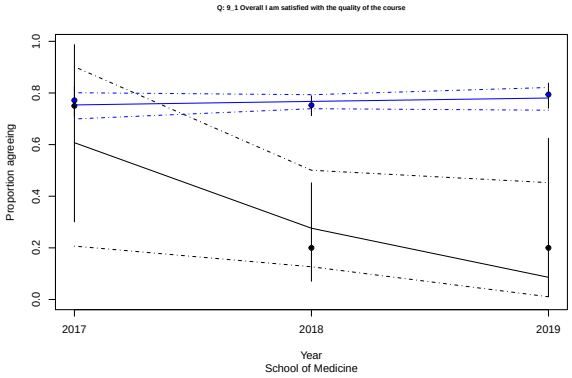

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

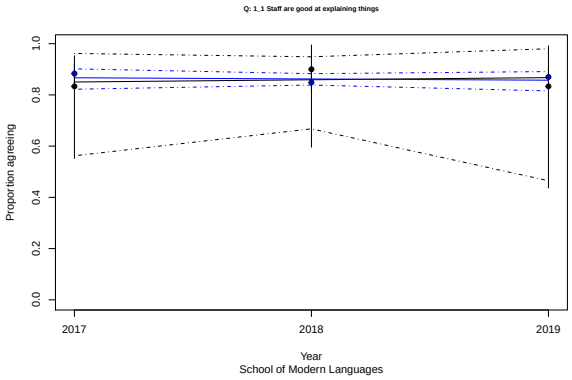

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

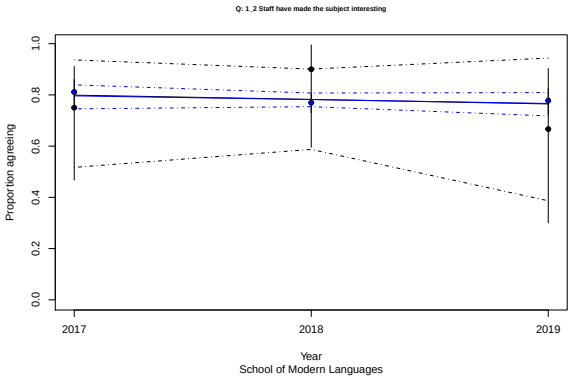

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Medicine

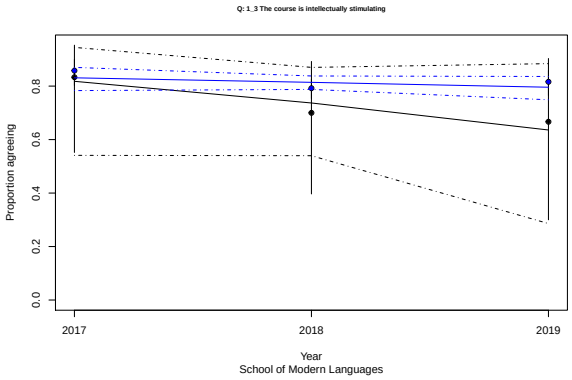

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine

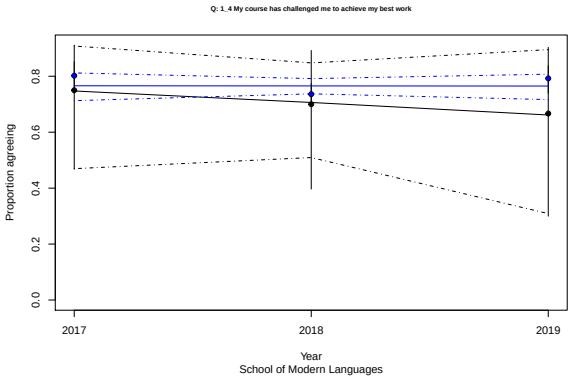
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	Below
1_2	None	None	None	Below
1_3	None	None	None	Below
1_4	None	None	None	Below
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	Below
3_1	None	None	None	None
3_2	None	None	None	Below
3_3	None	None	None	Below
3_4	None	None	None	Below
4_1	None	None	None	None
4_2	None	None	None	Below
4_3	None	None	None	Below
5_1	None	None	None	Below
5_2	None	None	None	Below
5_3	None	None	None	Below
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	Below
8_2	None	Positive	None	None
9_1	None	None	None	Below

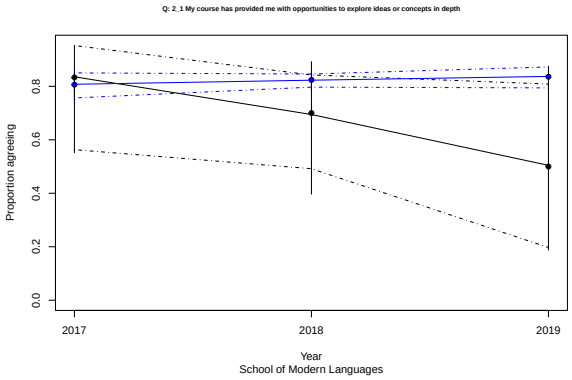
School of Modern Languages

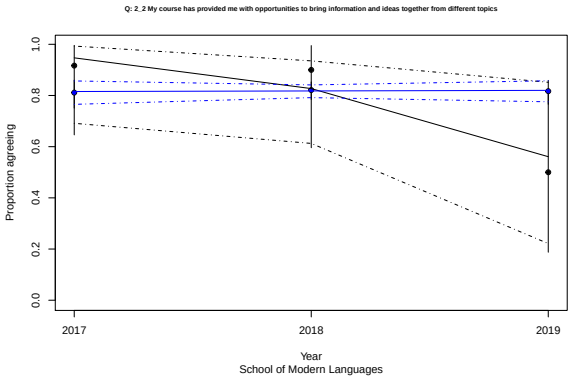


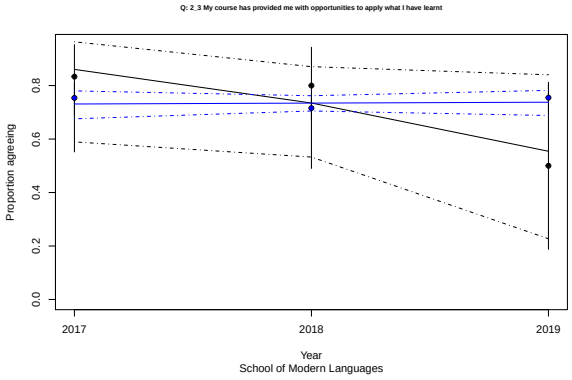


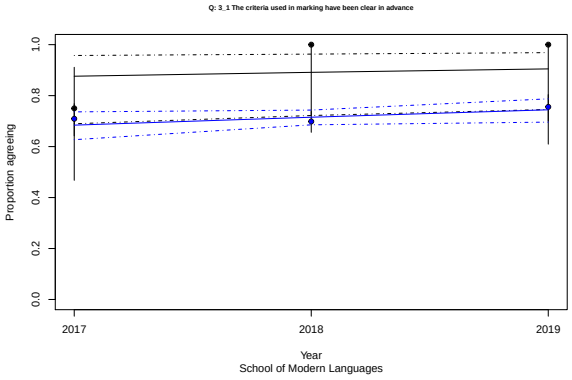


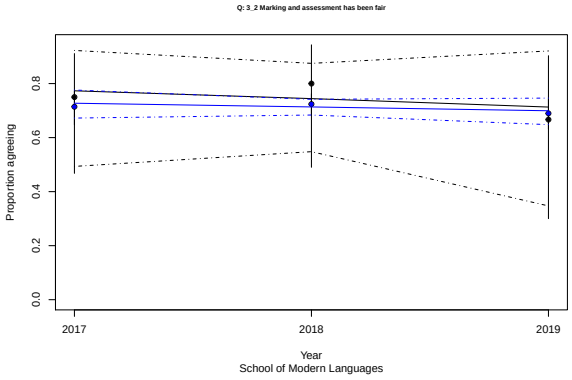


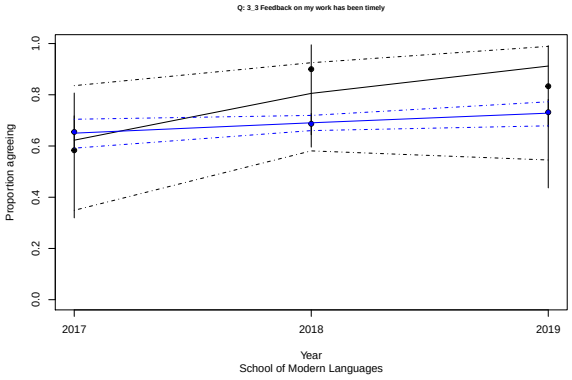


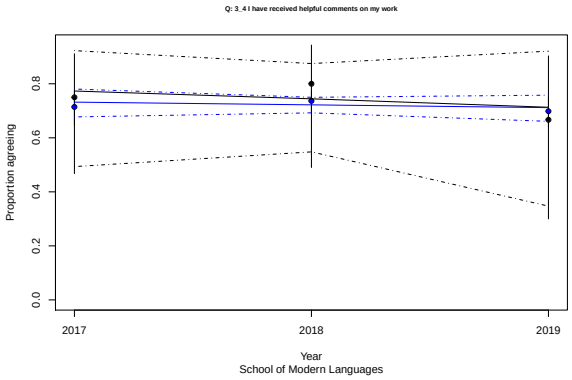


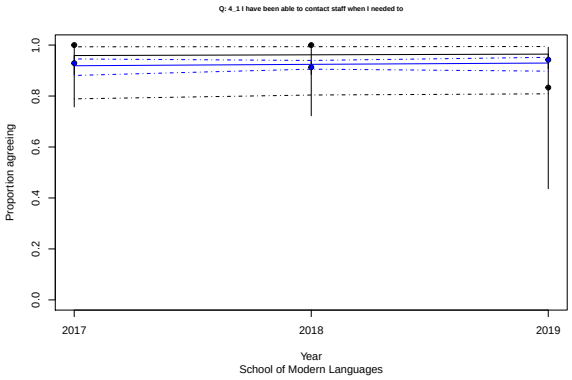

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
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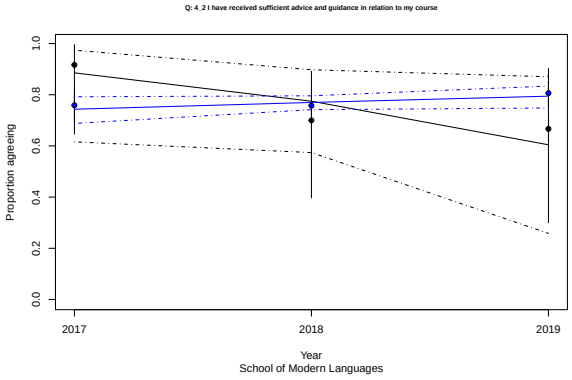
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
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0.4
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0.8
1.0
2017
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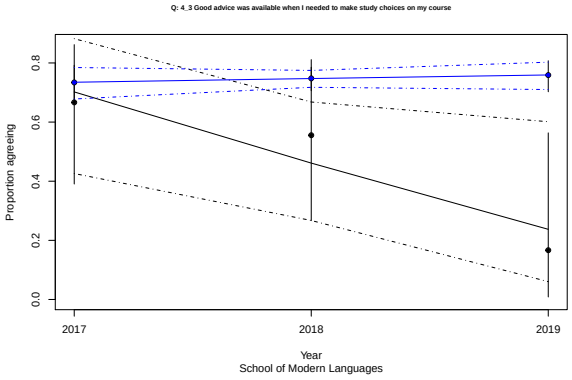
2019
Year
School of Modern Languages


Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
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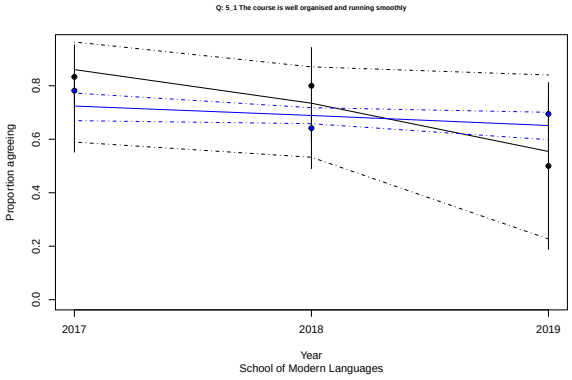
2017
2018
2019
Year
School of Modern Languages


Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
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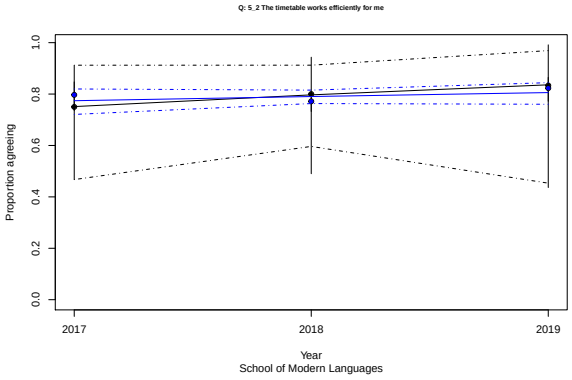
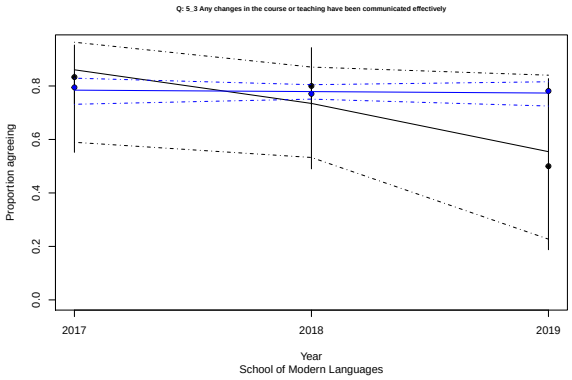
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
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0.2
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0.8
2017
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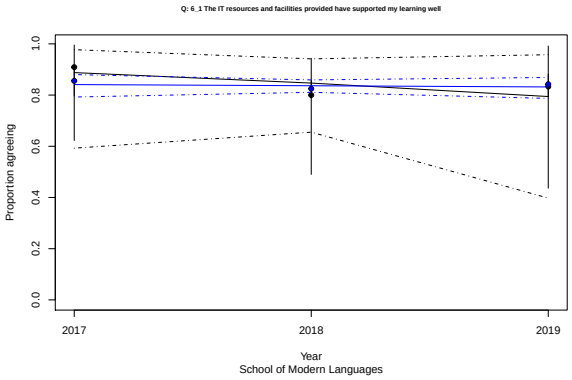
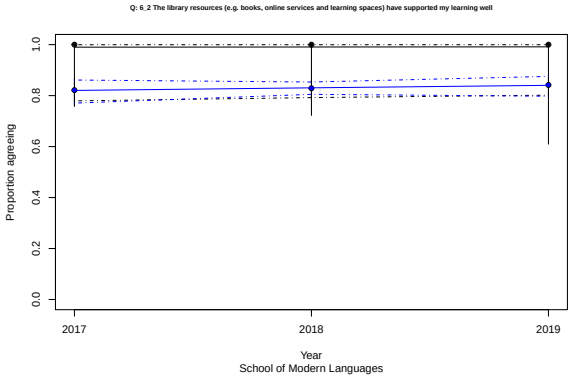
2019
Year
School of Modern Languages


Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
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0.4
0.6
0.8
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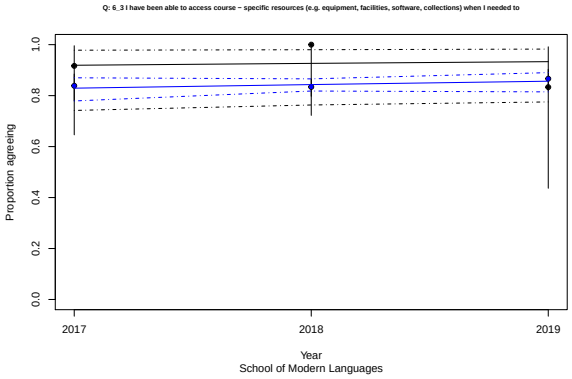
2018
2019
Year
School of Modern Languages


Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
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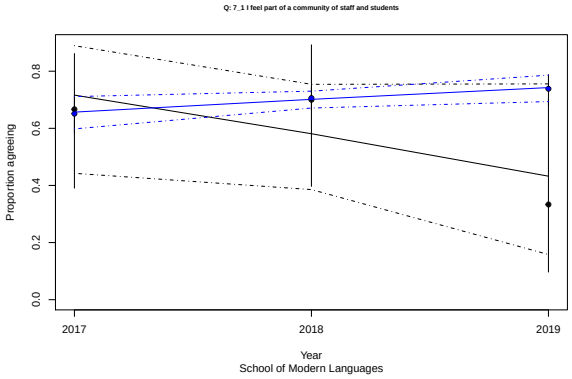
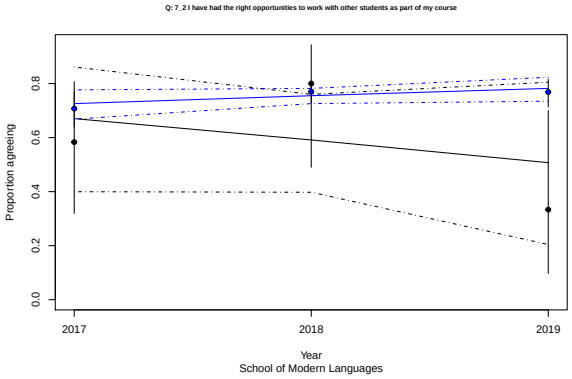
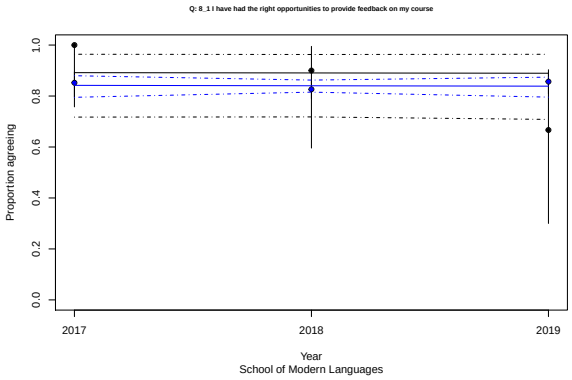
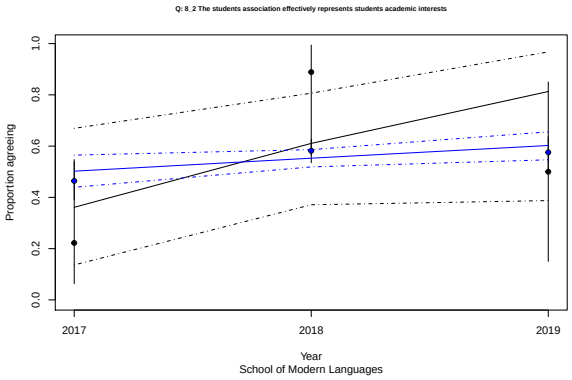
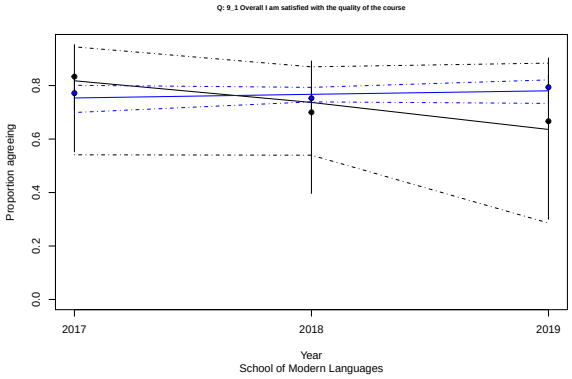
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages


Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Modern Languages


Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Modern Languages

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	None
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	Below
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

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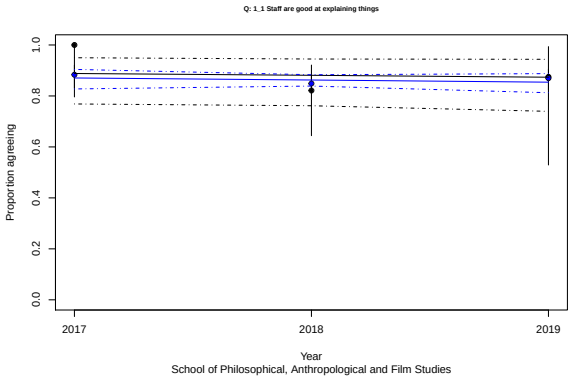
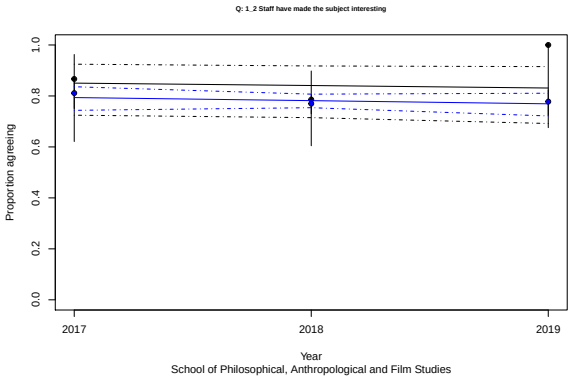
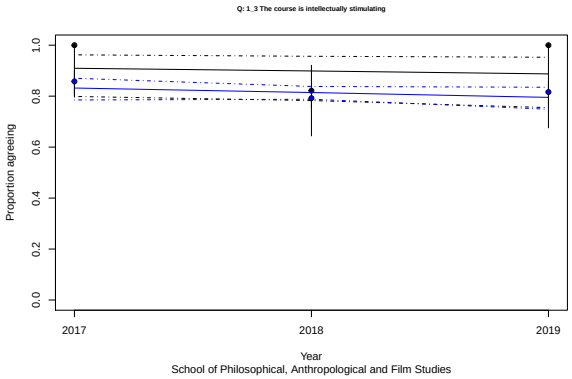
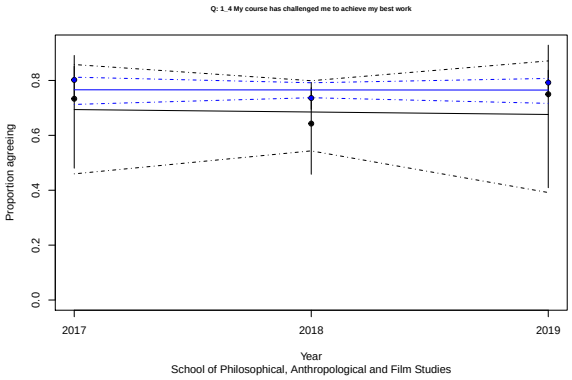
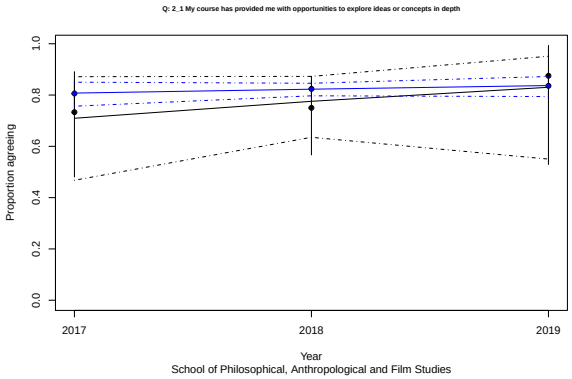
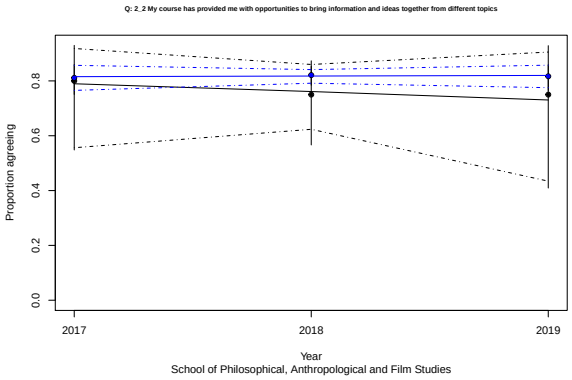


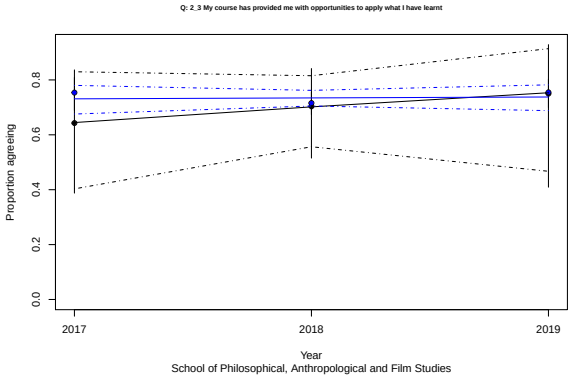


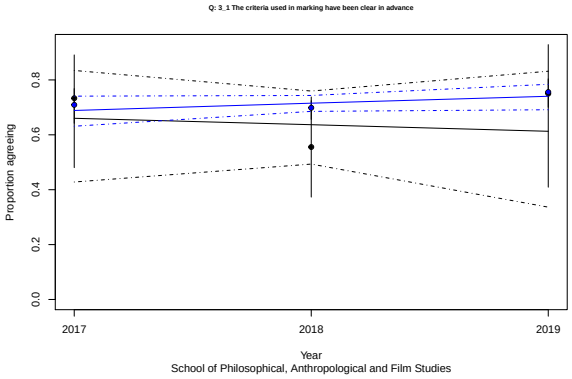


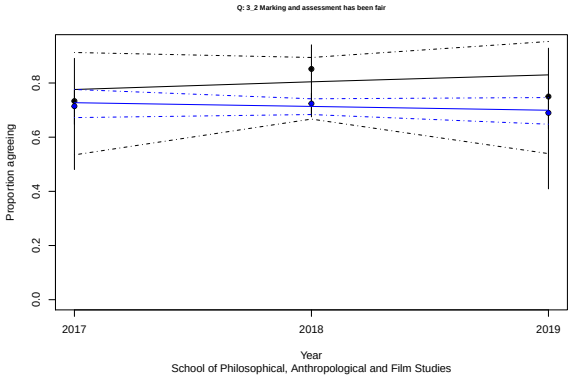


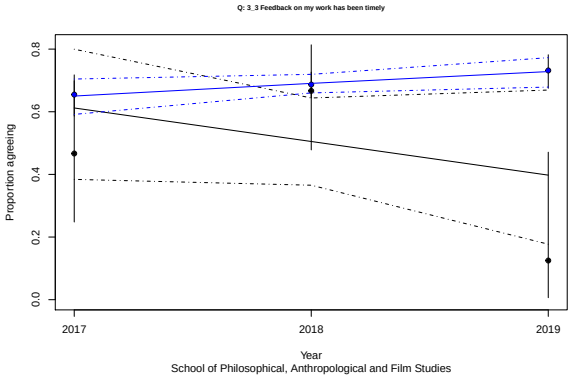


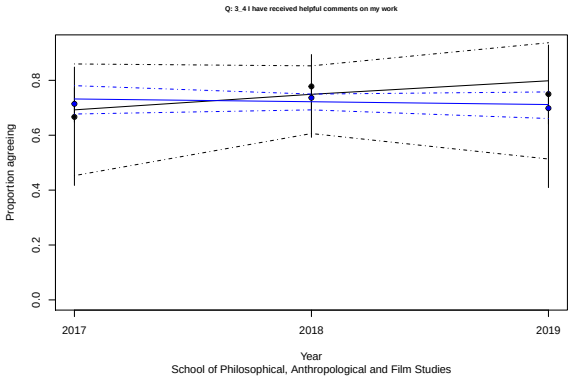


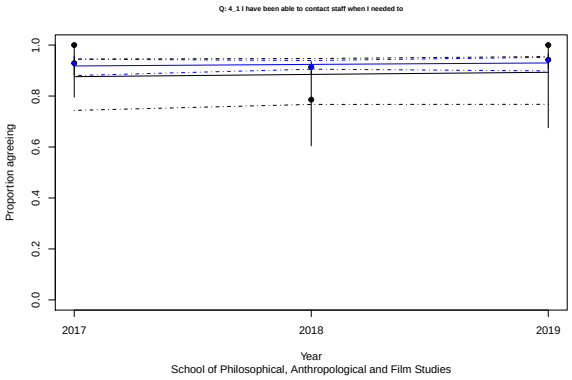

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies

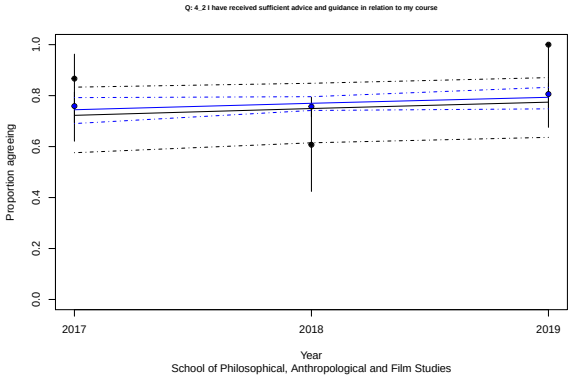

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
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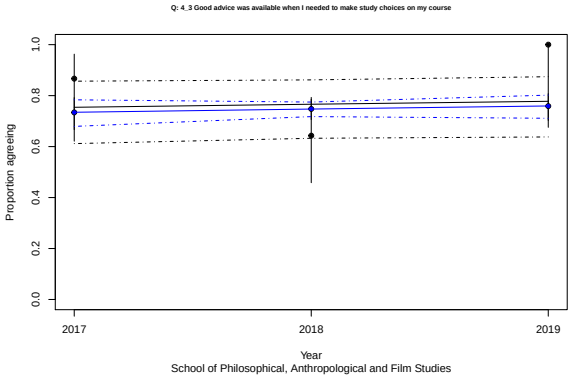
0.8
1.0
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
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0.8
1.0
2017
2018
2019
Year
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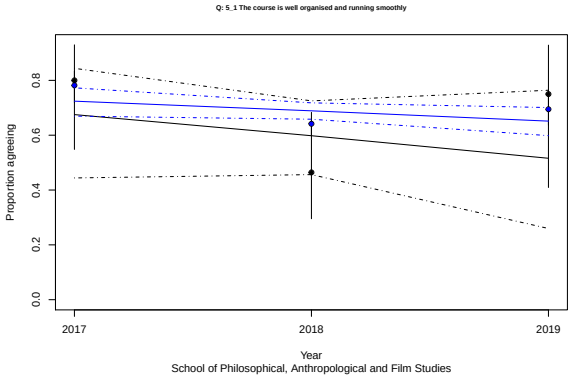
Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
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2017
2018
2019
Year
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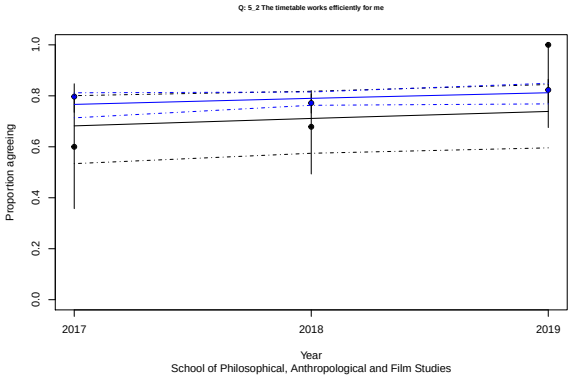
Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
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0.8
1.0
2017
2018
2019
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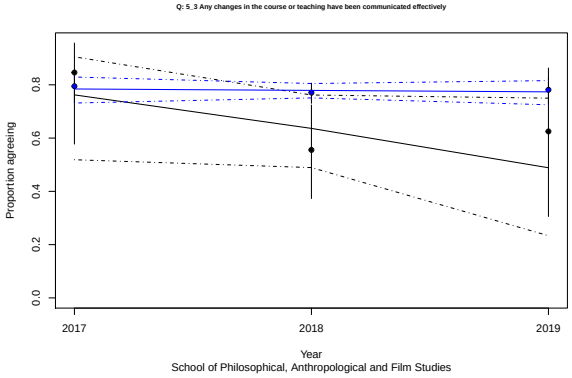
Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
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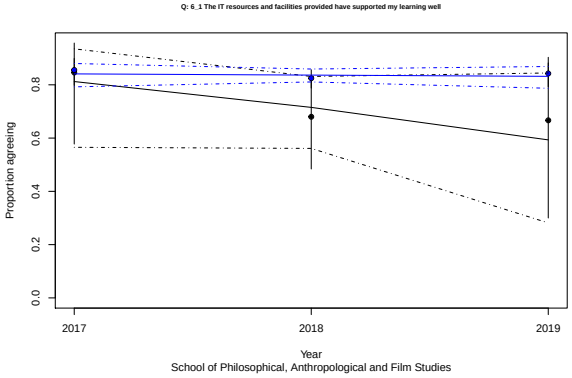
Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
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0.6
0.8
2017
2018
2019
Year
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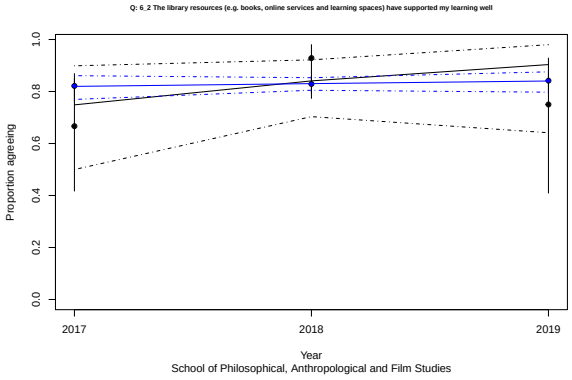
Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
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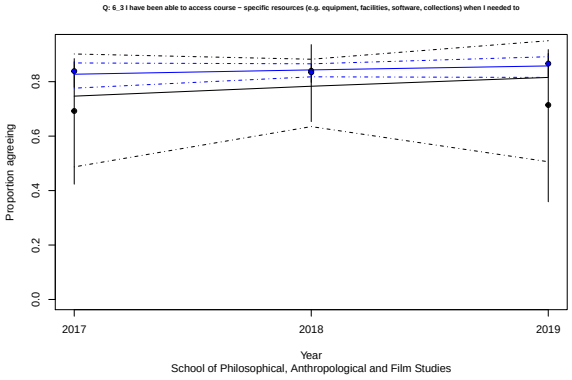
Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
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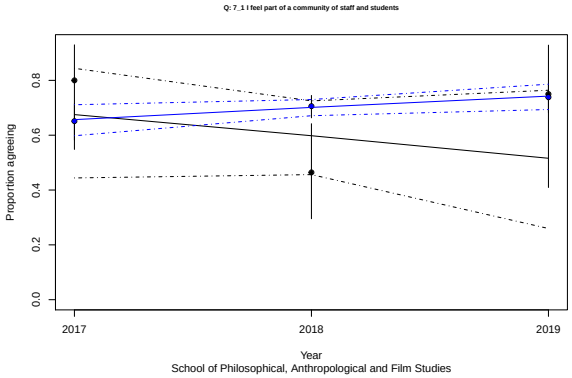
Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
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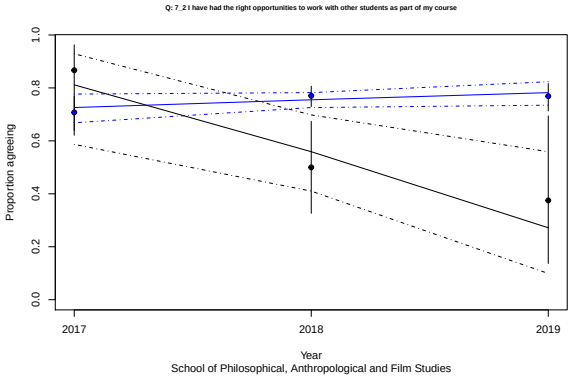
Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
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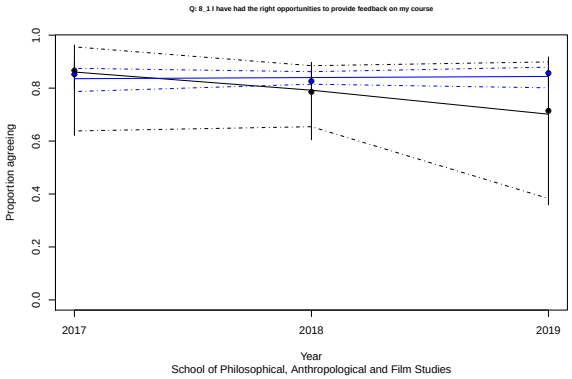
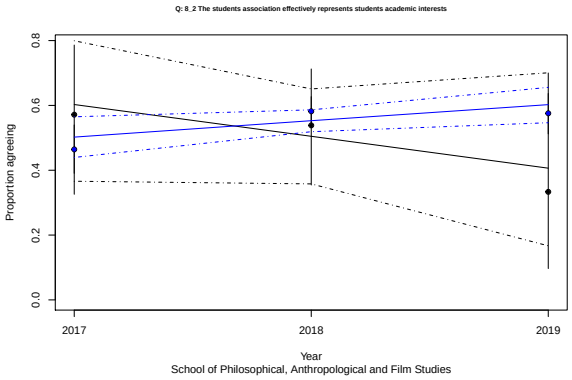
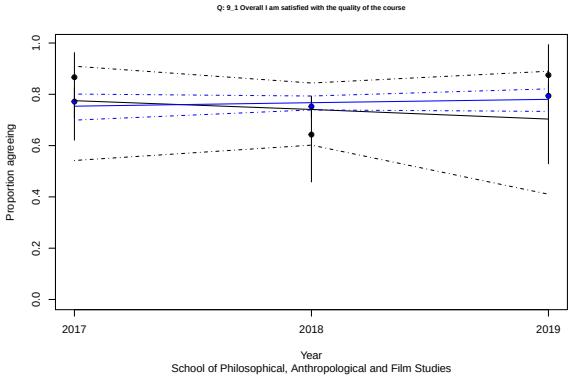
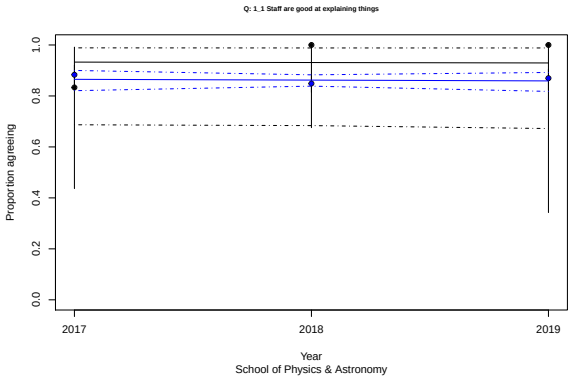

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies

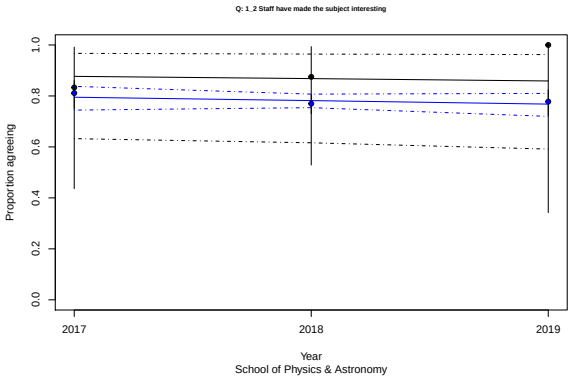

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies

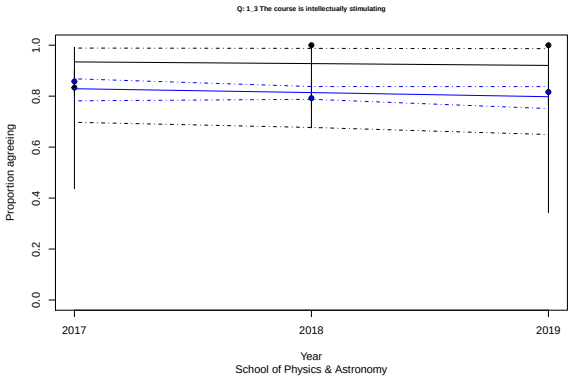

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies

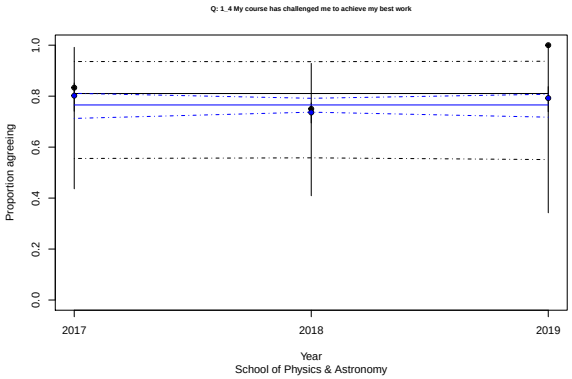
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	Below
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	Below
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	Negative	None	Negative	Below
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

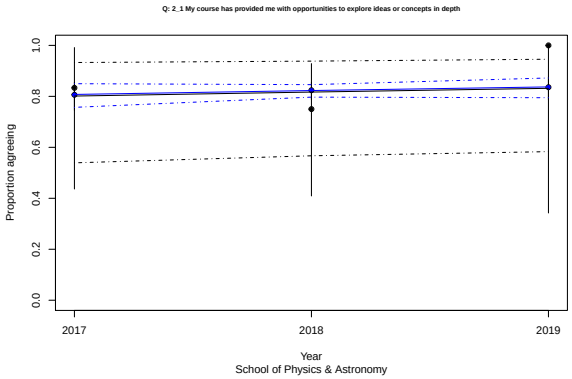
School of Physics & Astronomy

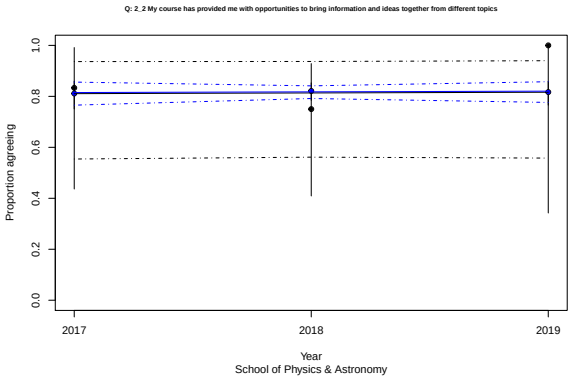


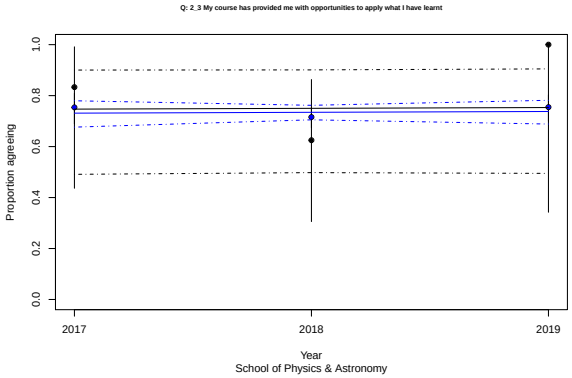


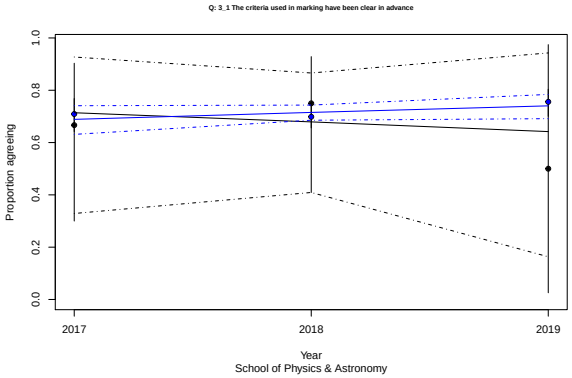


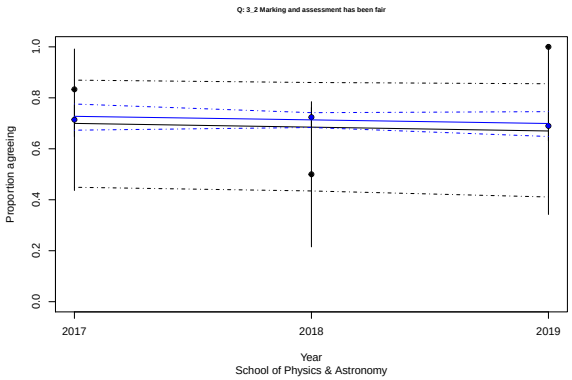


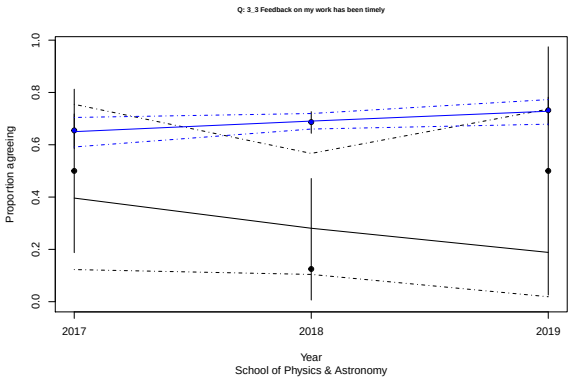


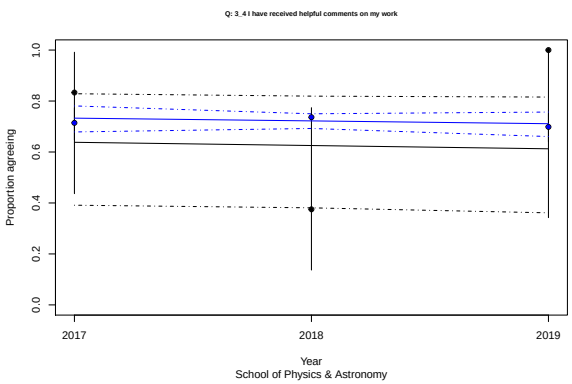


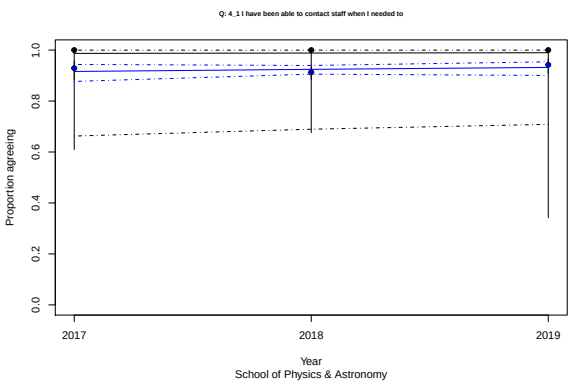

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

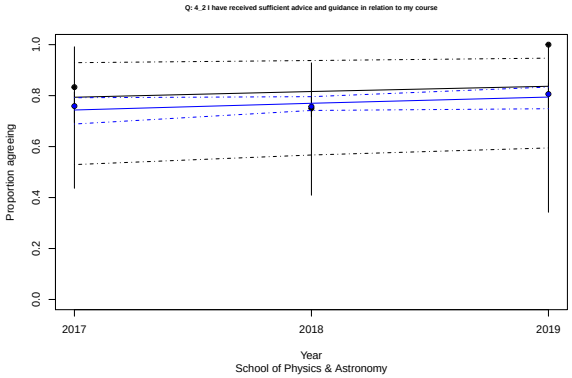

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

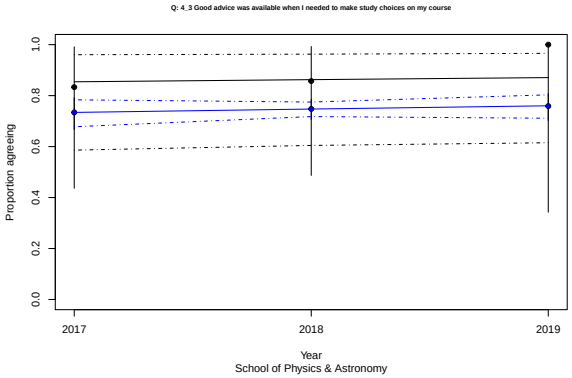

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

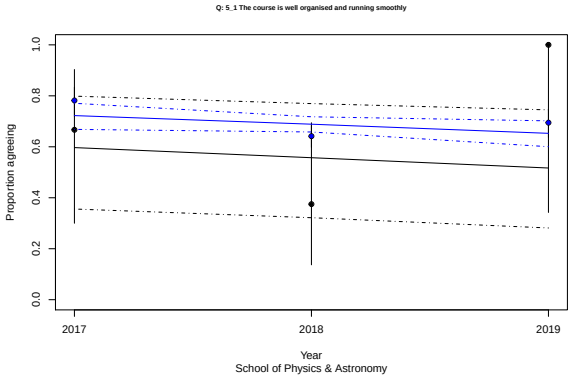

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

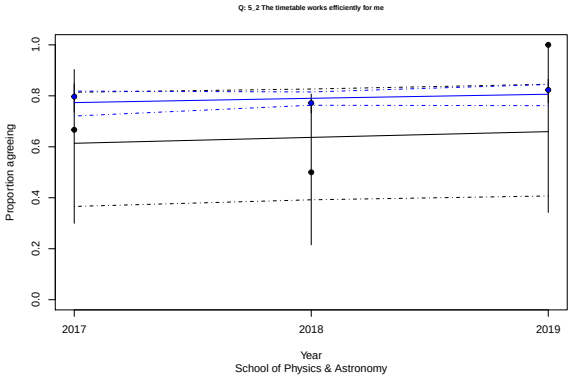

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

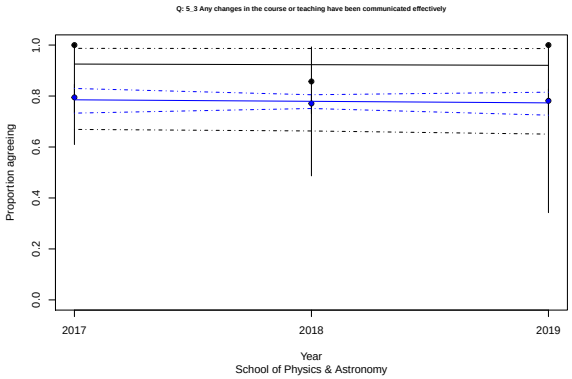

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

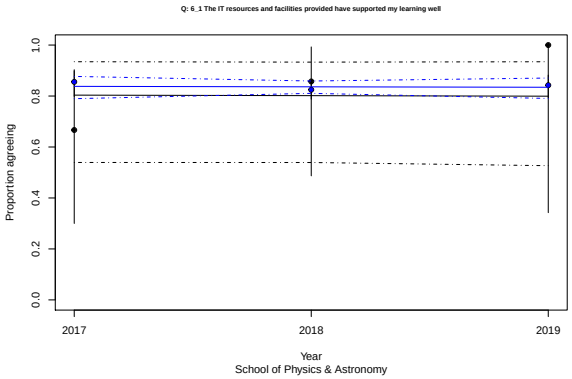

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

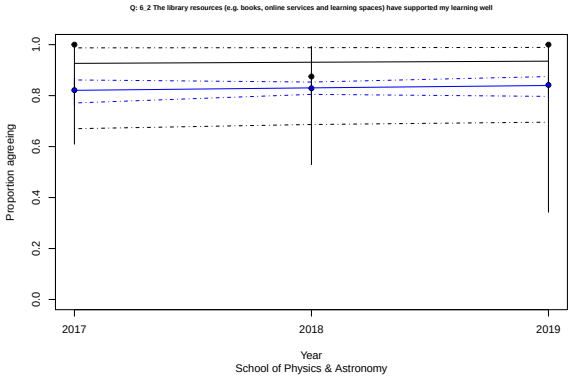

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

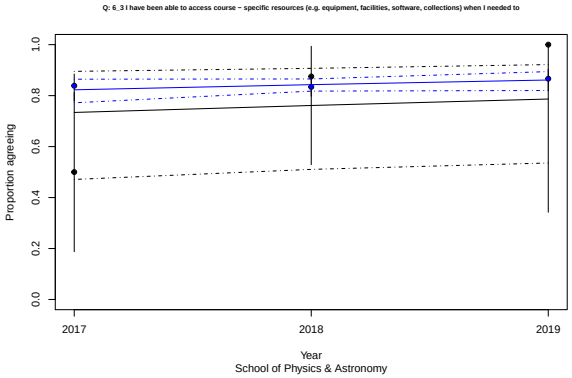

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

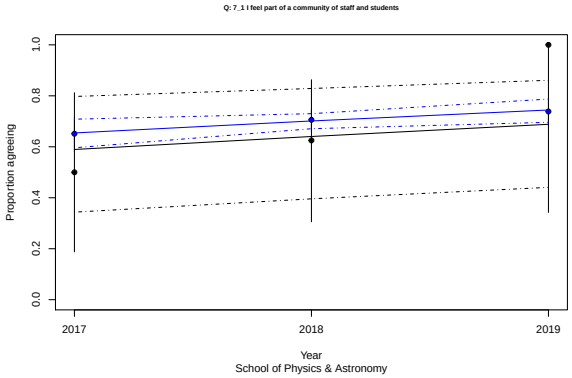

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

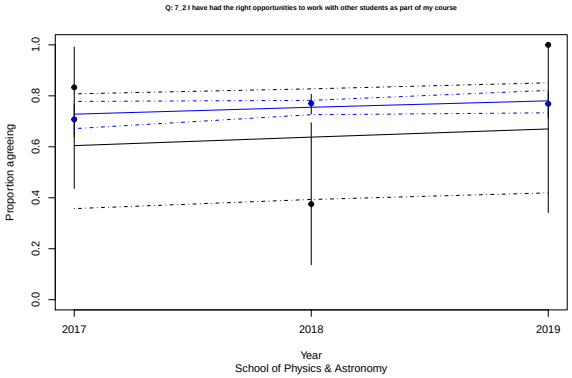

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

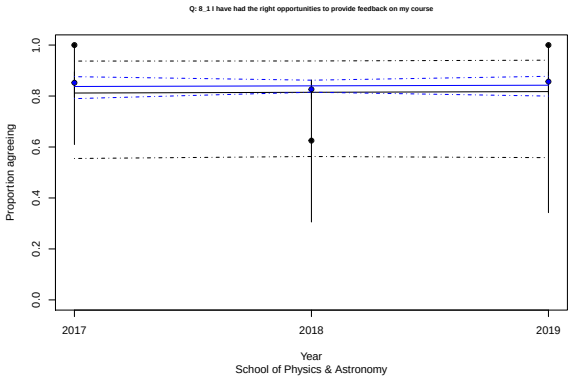

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

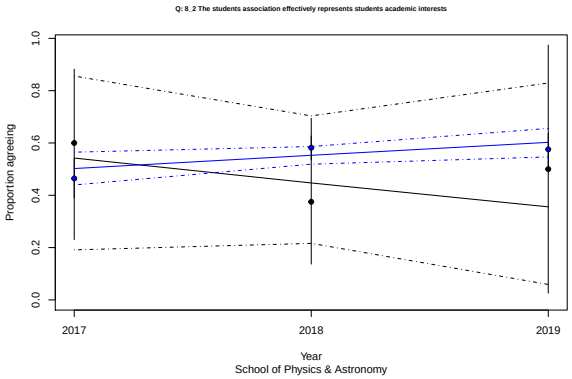

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

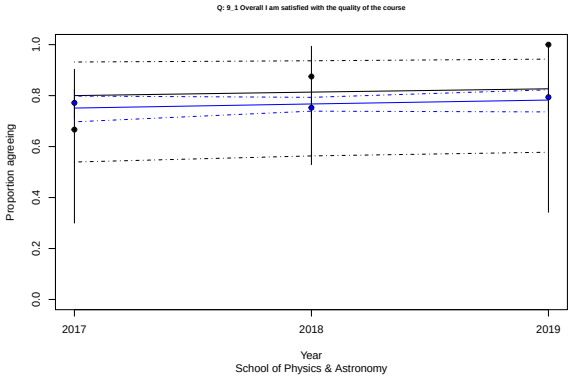

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

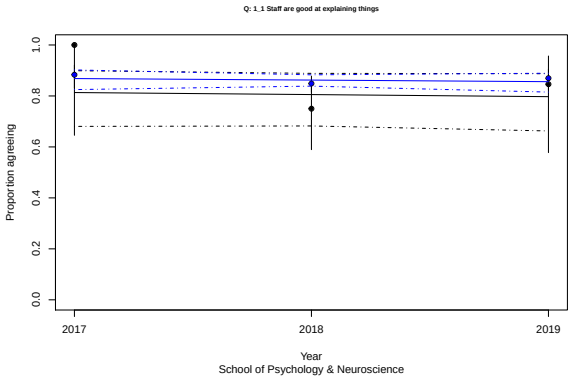

Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

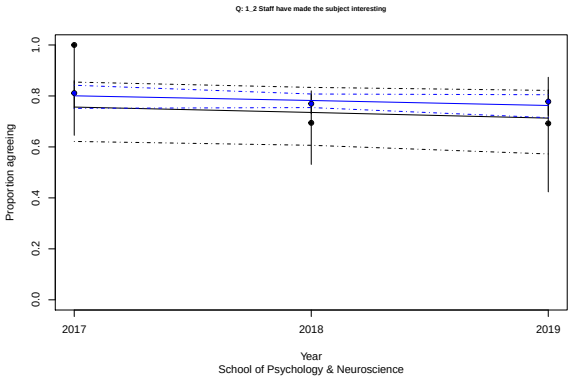

Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

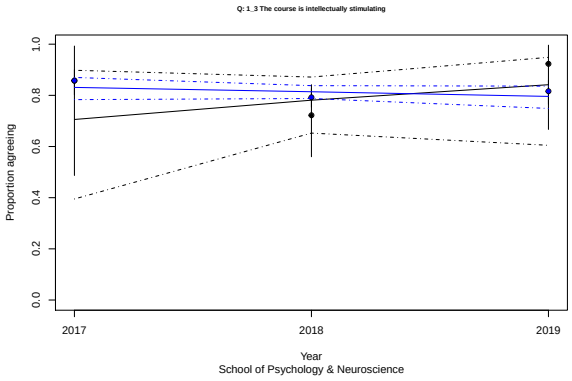

Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

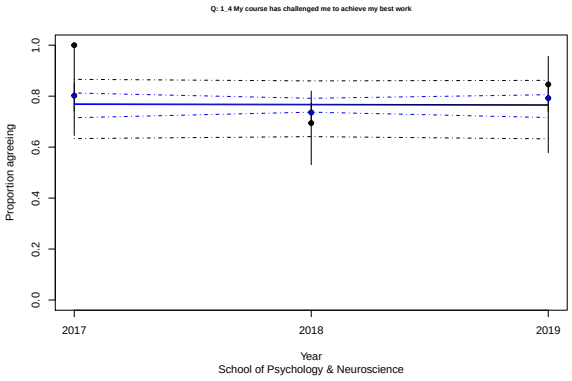
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	None
3_1	None	None	None	None
3_2	None	None	None	None
3_3	None	None	None	Below
3_4	None	None	None	None
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

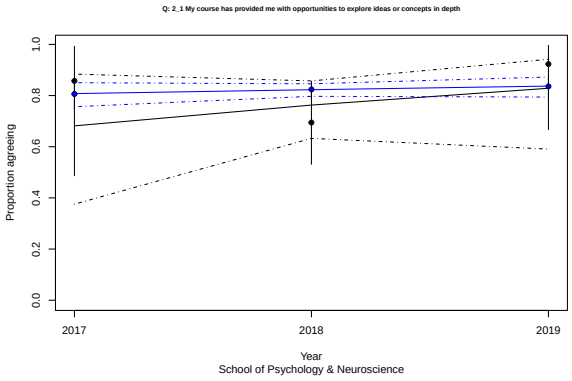
School of Psychology & Neuroscience

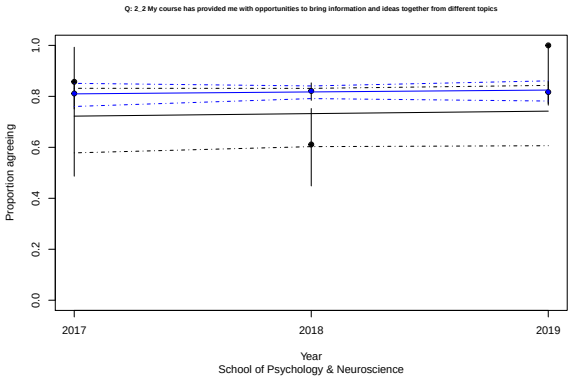


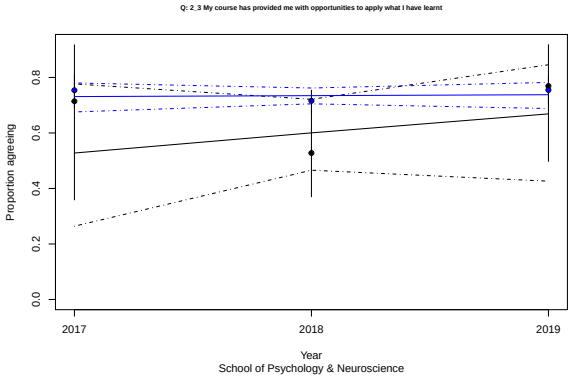


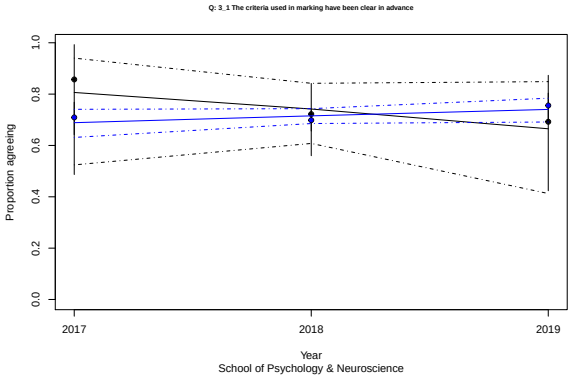


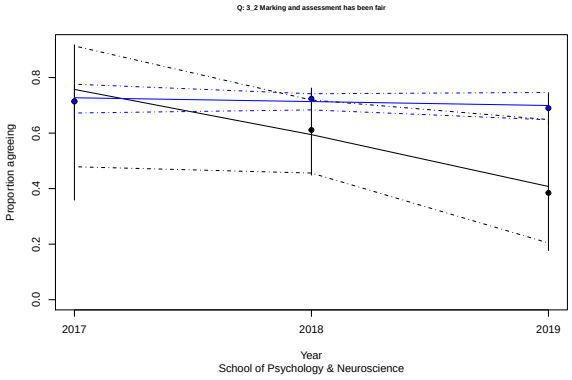


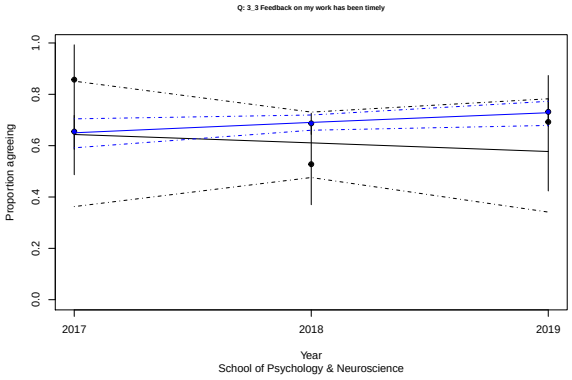


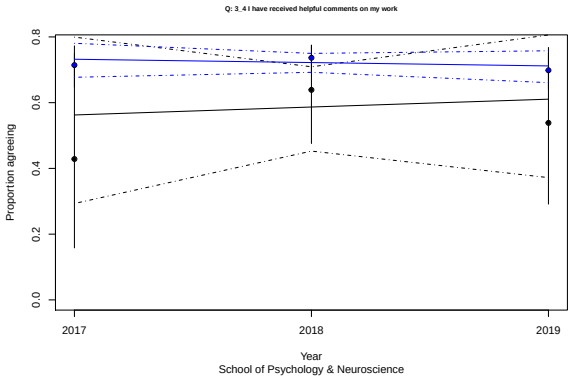


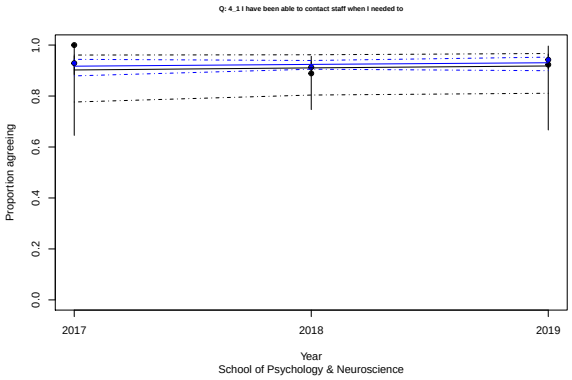

Q: 2_3 My course has provided me with opportunities to apply what I have learnt
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Psychology & Neuroscience

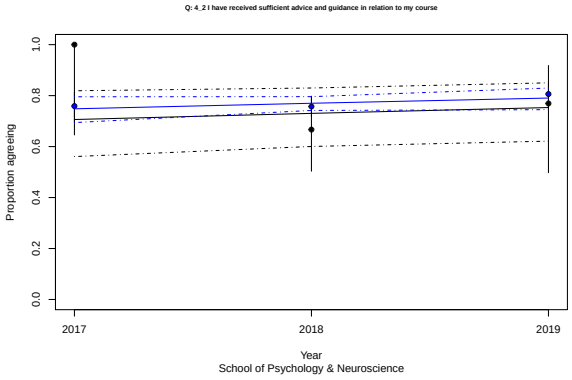

Q: 3_1 The criteria used in marking have been clear in advance
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

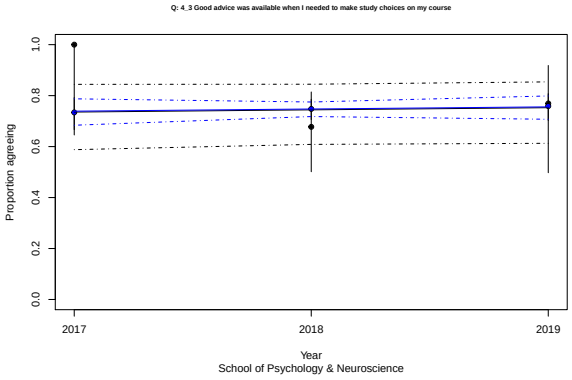

Q: 3_2 Marking and assessment has been fair
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Psychology & Neuroscience

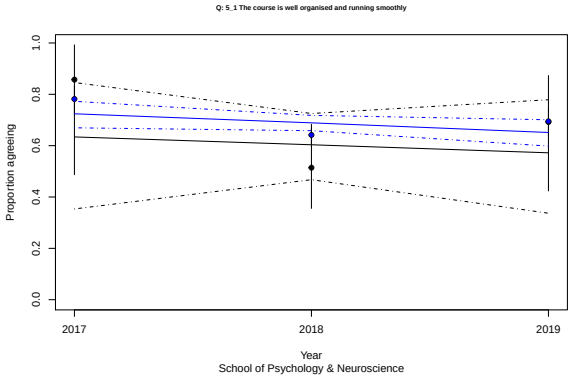

Q: 3_3 Feedback on my work has been timely
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

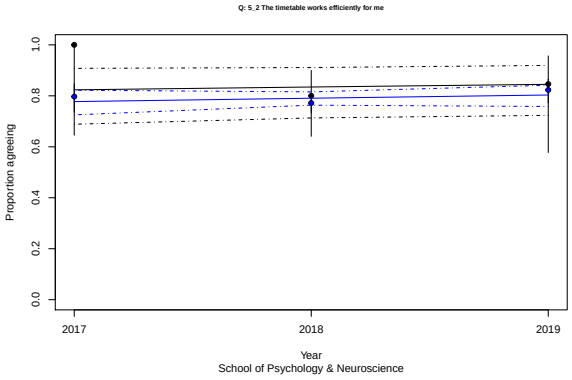

Q: 3_4 I have received helpful comments on my work
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Psychology & Neuroscience

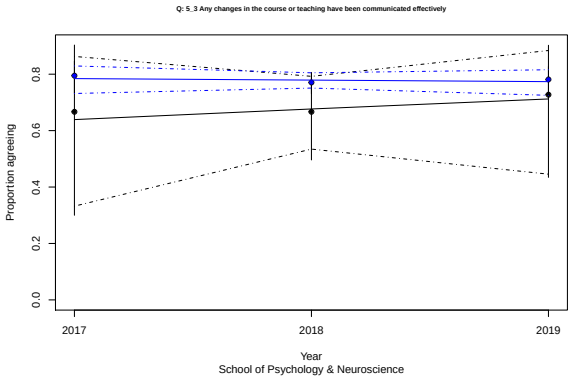

Q: 4_1 I have been able to contact staff when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

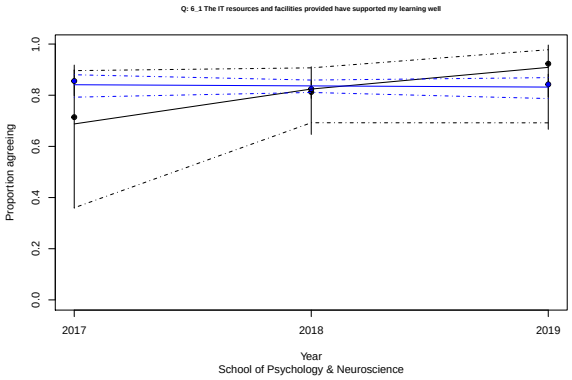

Q: 4_2 I have received sufficient advice and guidance in relation to my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

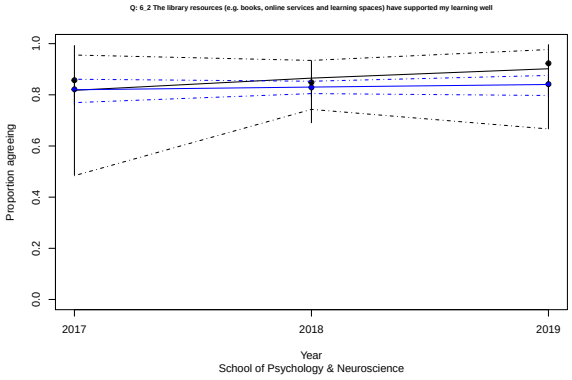

Q: 4_3 Good advice was available when I needed to make study choices on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

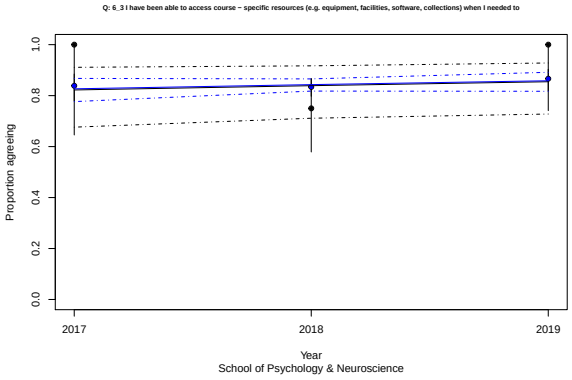

Q: 5_1 The course is well organised and running smoothly
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

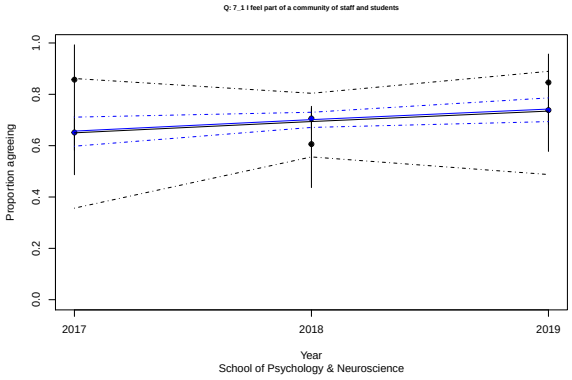

Q: 5_2 The timetable works efficiently for me
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

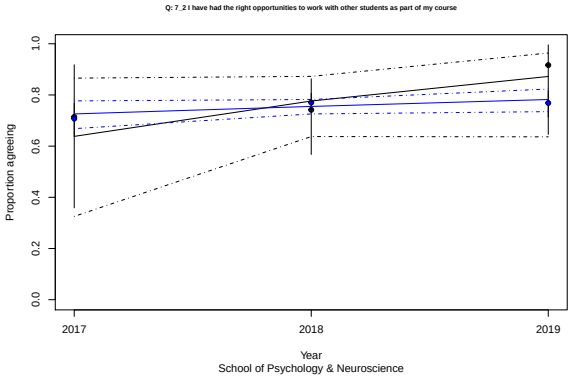

Q: 5_3 Any changes in the course or teaching have been communicated effectively
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Psychology & Neuroscience

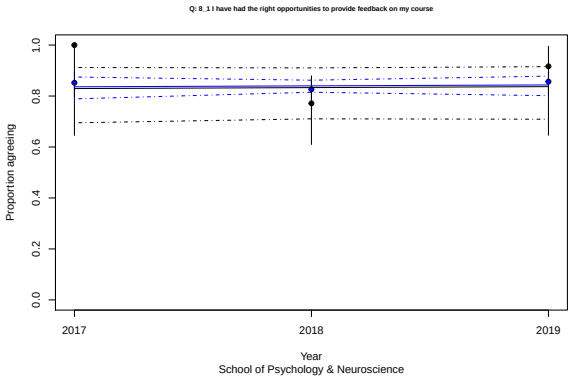

Q: 6_1 The IT resources and facilities provided have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

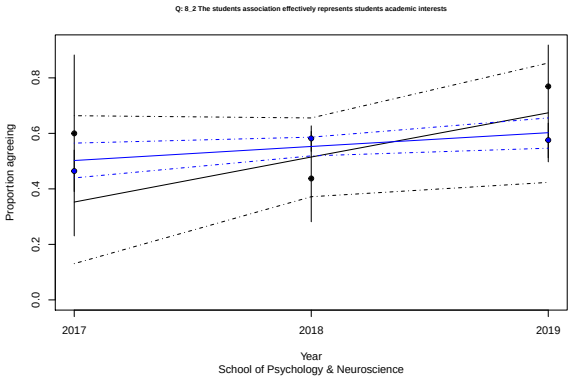

Q: 6_2 The library resources (e.g. books, online services and learning spaces) have supported my learning well
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

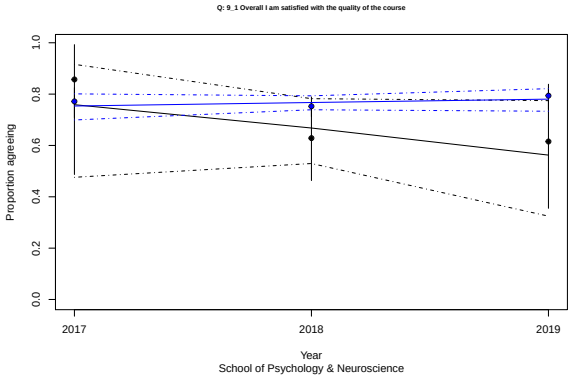

Q: 6_3 I have been able to access course − specific resources (e.g. equipment, facilities, software, collections) when I needed to
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 7_1 I feel part of a community of staff and students
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 7_2 I have had the right opportunities to work with other students as part of my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 8_1 I have had the right opportunities to provide feedback on my course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 8_2 The students association effectively represents students academic interests
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 9_1 Overall I am satisfied with the quality of the course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

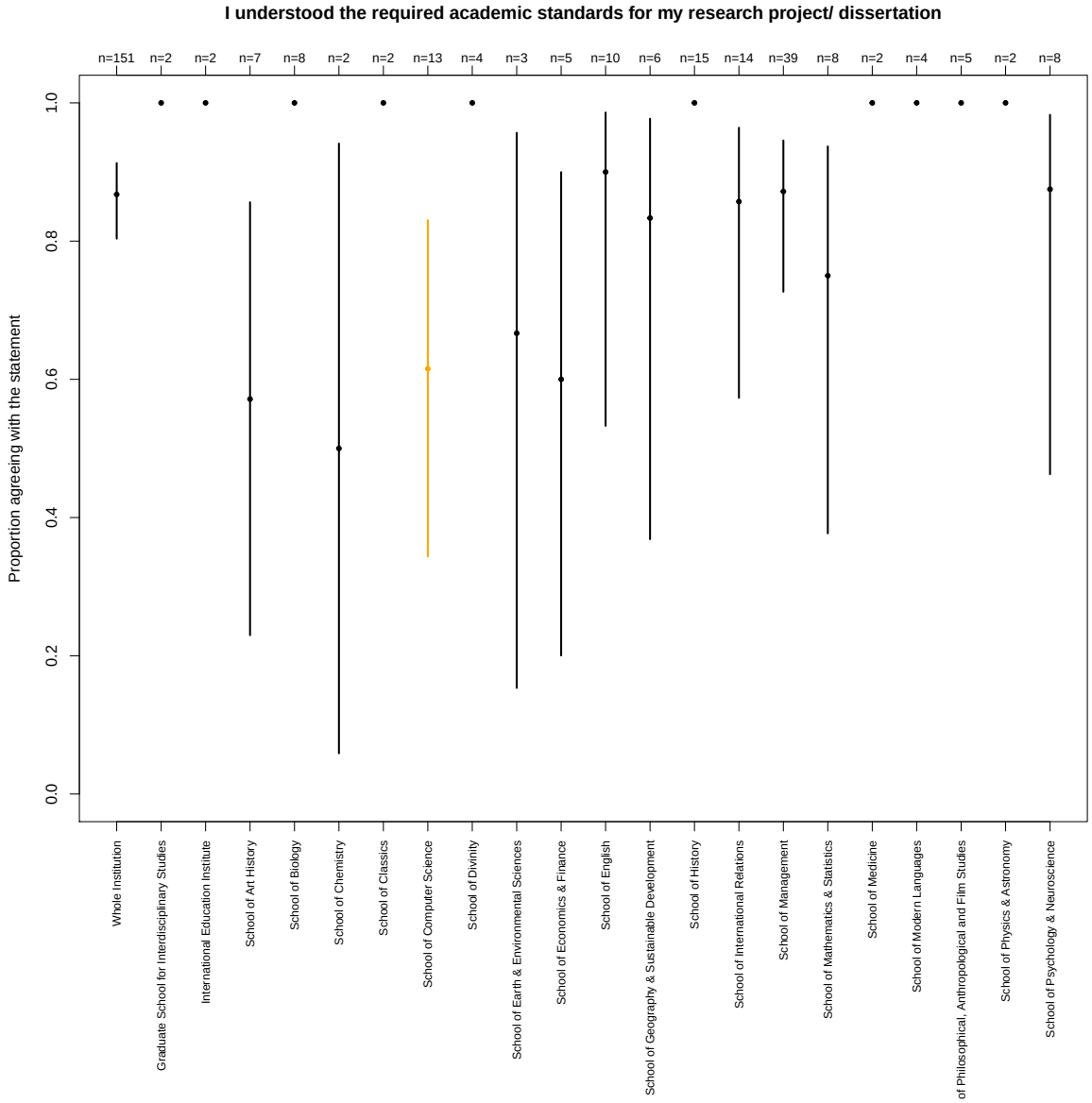
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
2_1	None	None	None	None
2_2	None	None	None	None
2_3	None	None	None	Below
3_1	None	None	None	None
3_2	None	None	None	Below
3_3	None	None	None	None
3_4	None	None	None	Below
4_1	None	None	None	None
4_2	None	None	None	None
4_3	None	None	None	None
5_1	None	None	None	None
5_2	None	None	None	None
5_3	None	None	None	None
6_1	None	None	None	None
6_2	None	None	None	None
6_3	None	None	None	None
7_1	None	Positive	None	None
7_2	None	None	None	None
8_1	None	None	None	None
8_2	None	Positive	None	None
9_1	None	None	None	None

Dissertation

Question-level Results

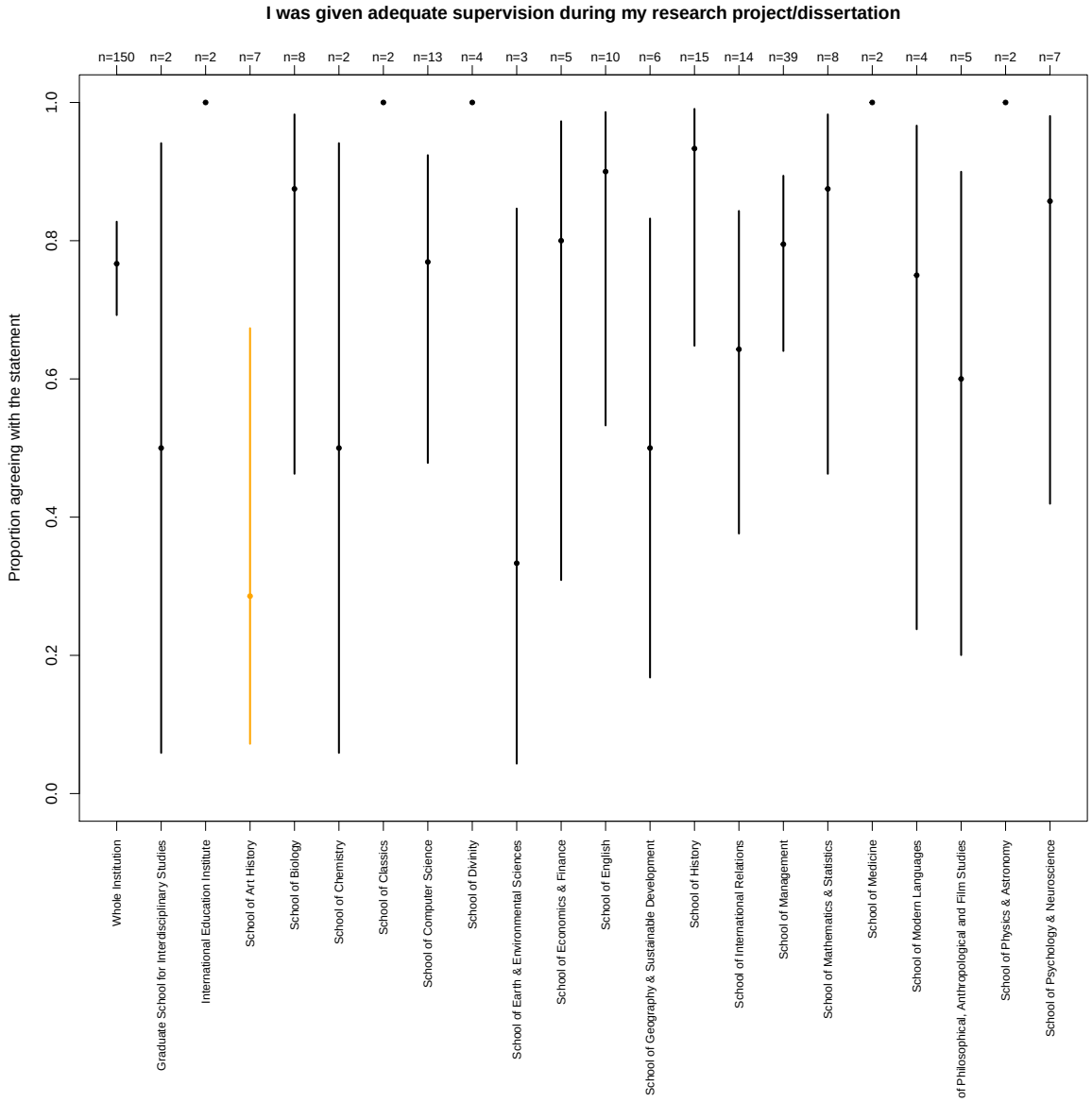
Question 1_1 ; Statement: **I understood the required academic standards for my research project/ dissertation**

There is strong evidence, that scores within
- School of Computer Science
were lower than the institution, on average.

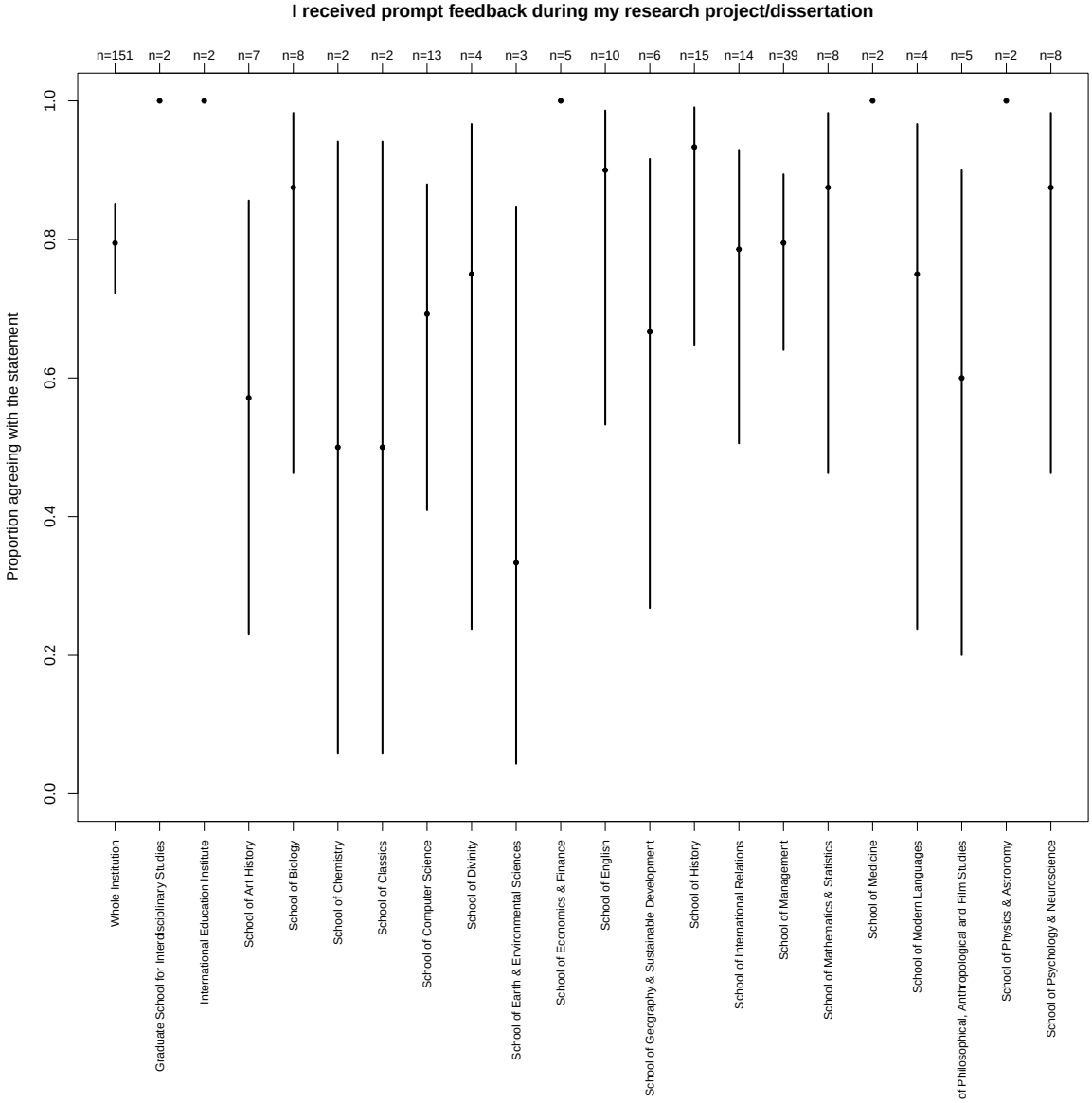


Question 1_2 ; Statement: **I was given adequate supervision during my research project/dissertation**

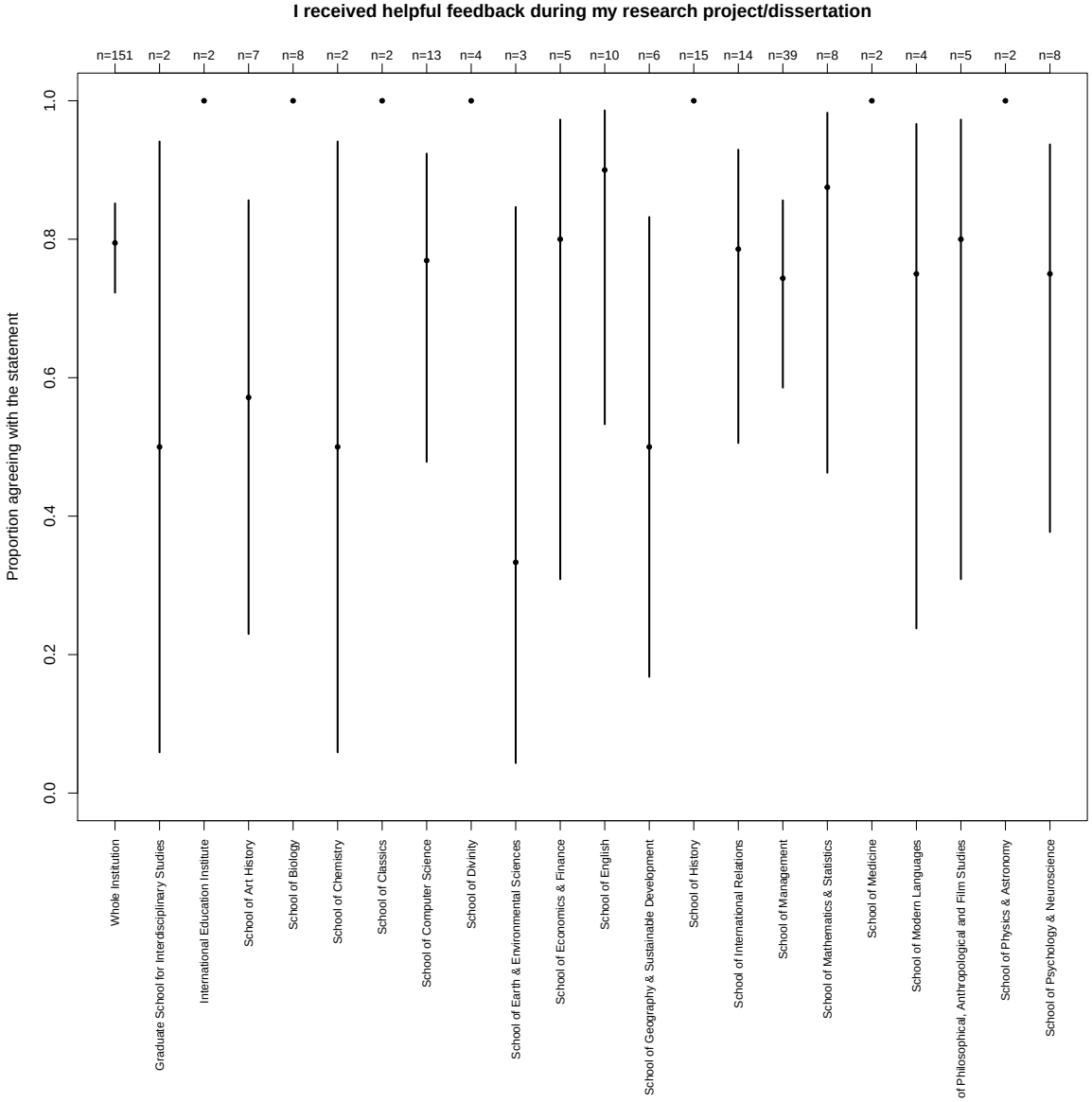
There is strong evidence, that scores within
- School of Art History
were lower than the institution, on average.



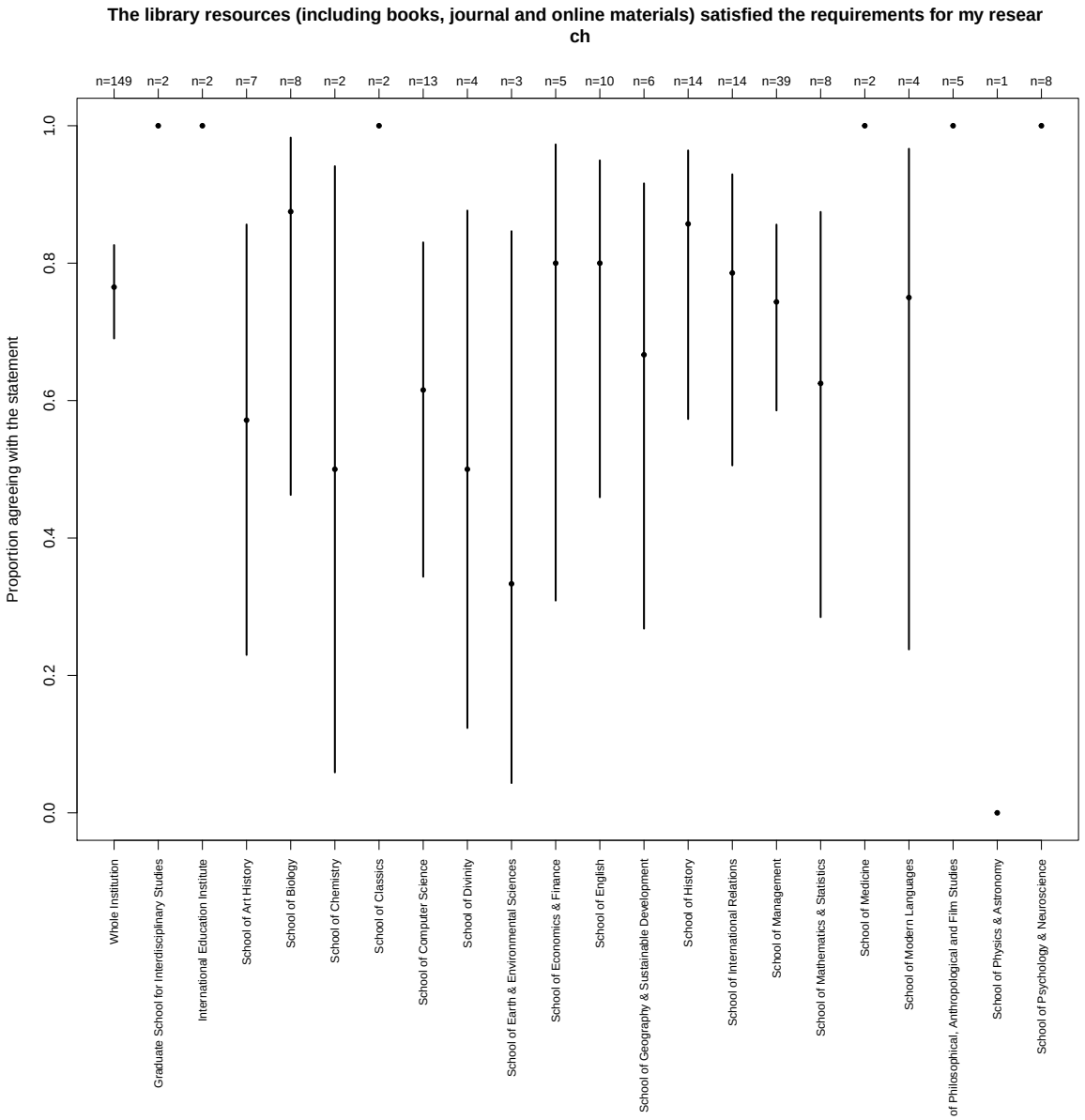
Question 1_3 ; Statement: **I received prompt feedback during my research project/dissertation**



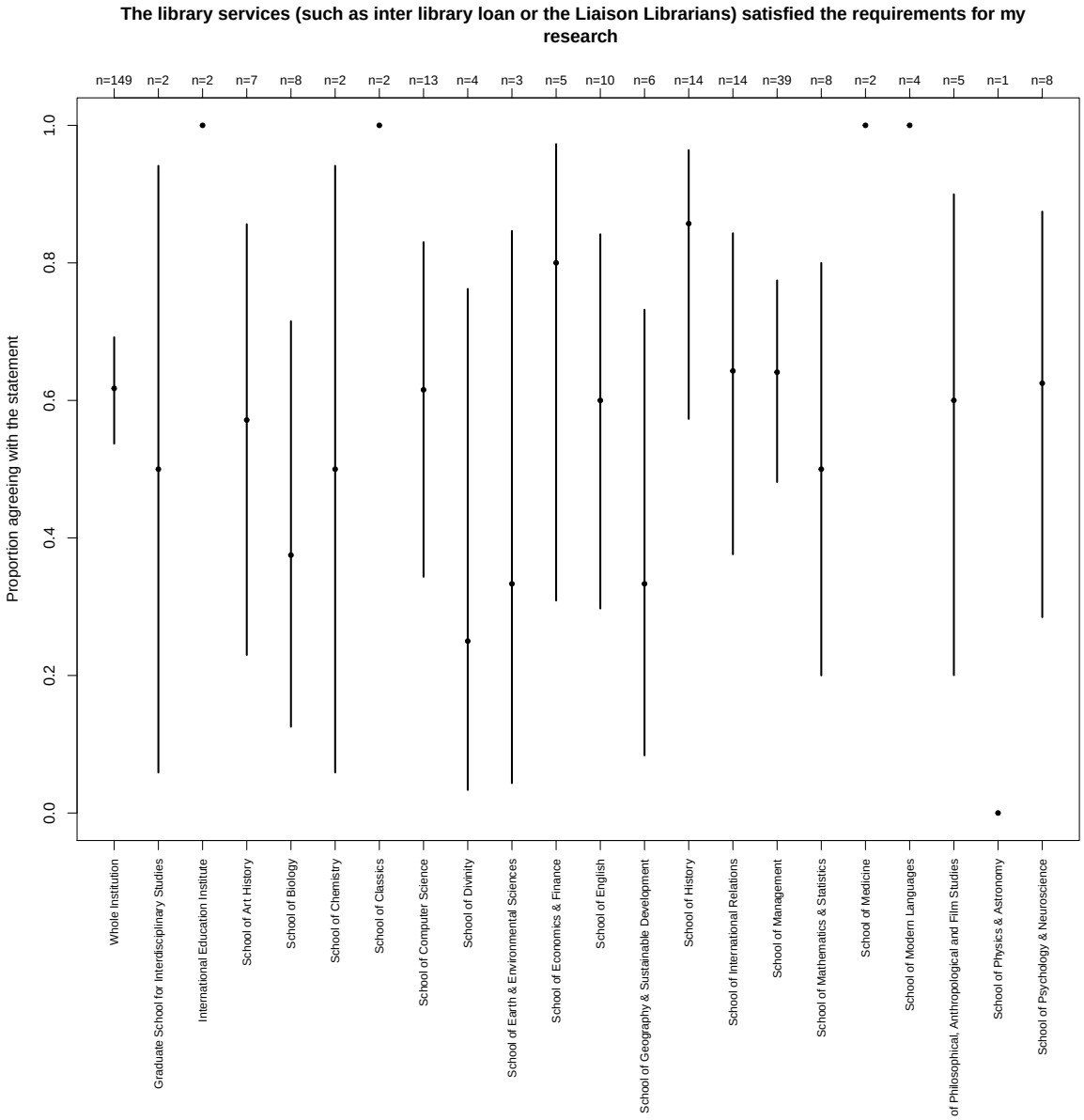
Question 1_4 ; Statement: **I received helpful feedback during my research project/dissertation**



Question 1_5 ; Statement: **The library resources (including books, journal and online materials) satisfied the requirements for my research**

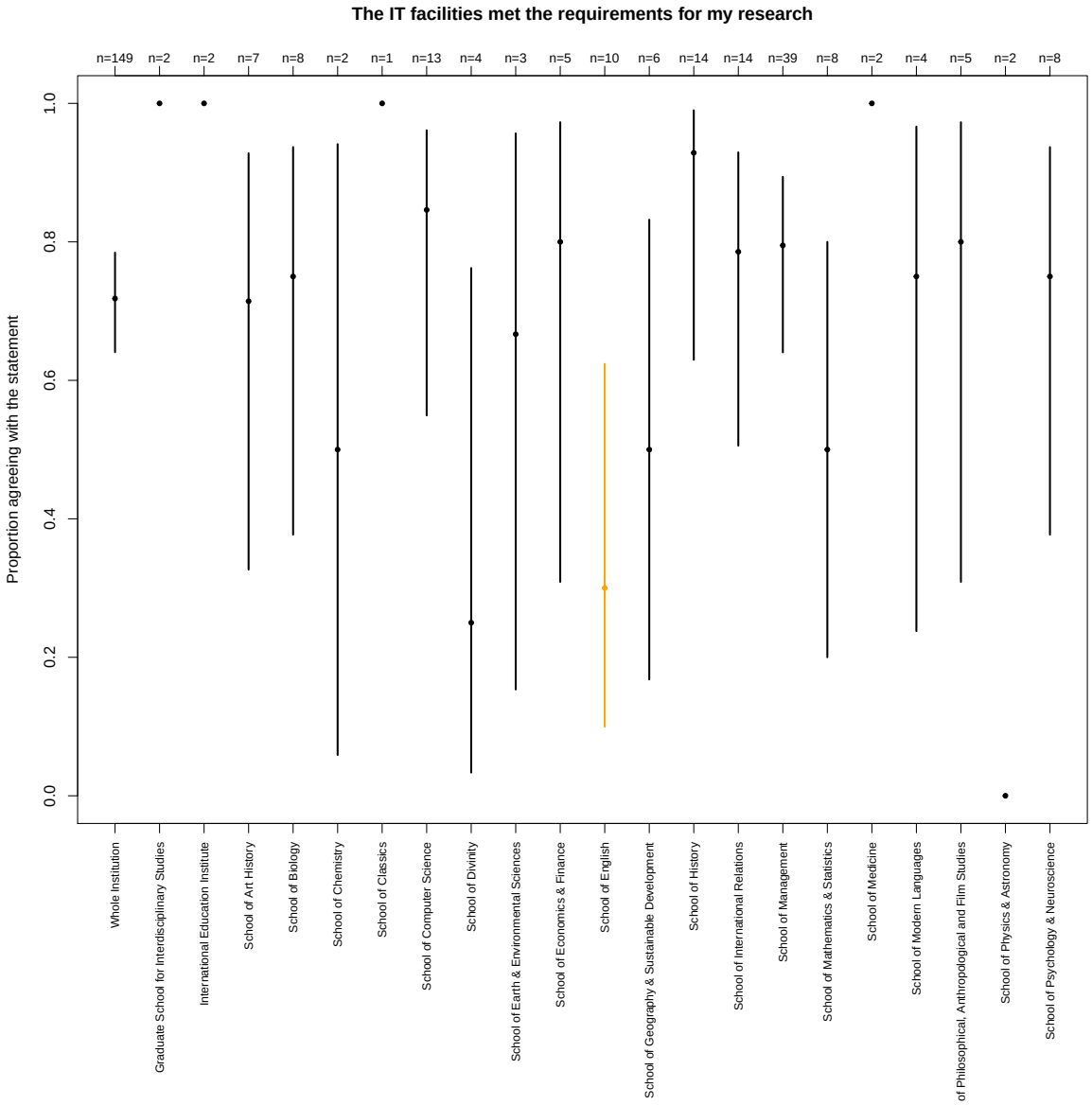


Question 1_6 ; Statement: **The library services (such as inter library loan or the Liaison Librarians) satisfied the requirements for my research**



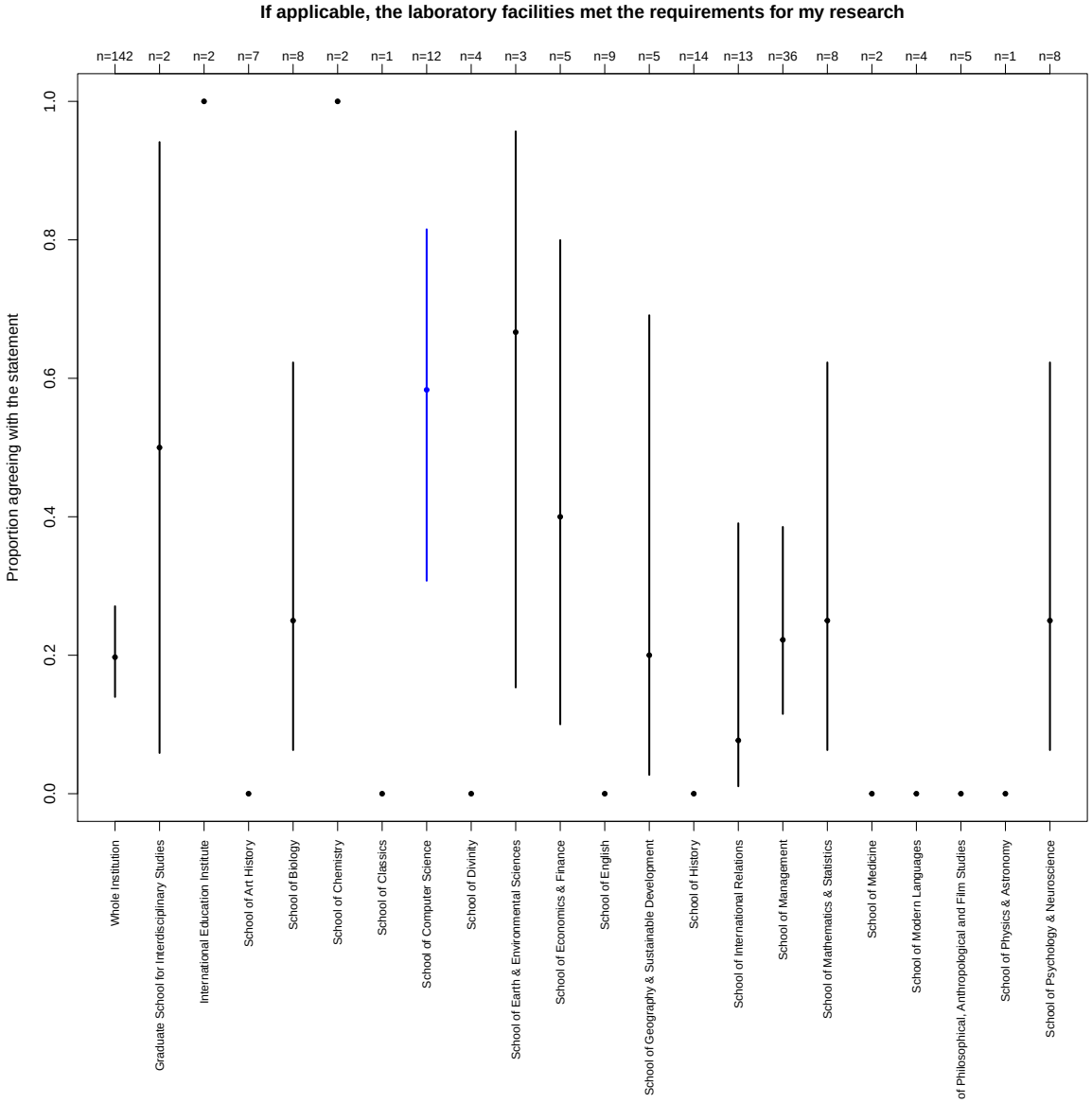
Question 1_7 ; Statement: **The IT facilities met the requirements for my research**

There is strong evidence, that scores within
- School of English
were lower than the institution, on average.

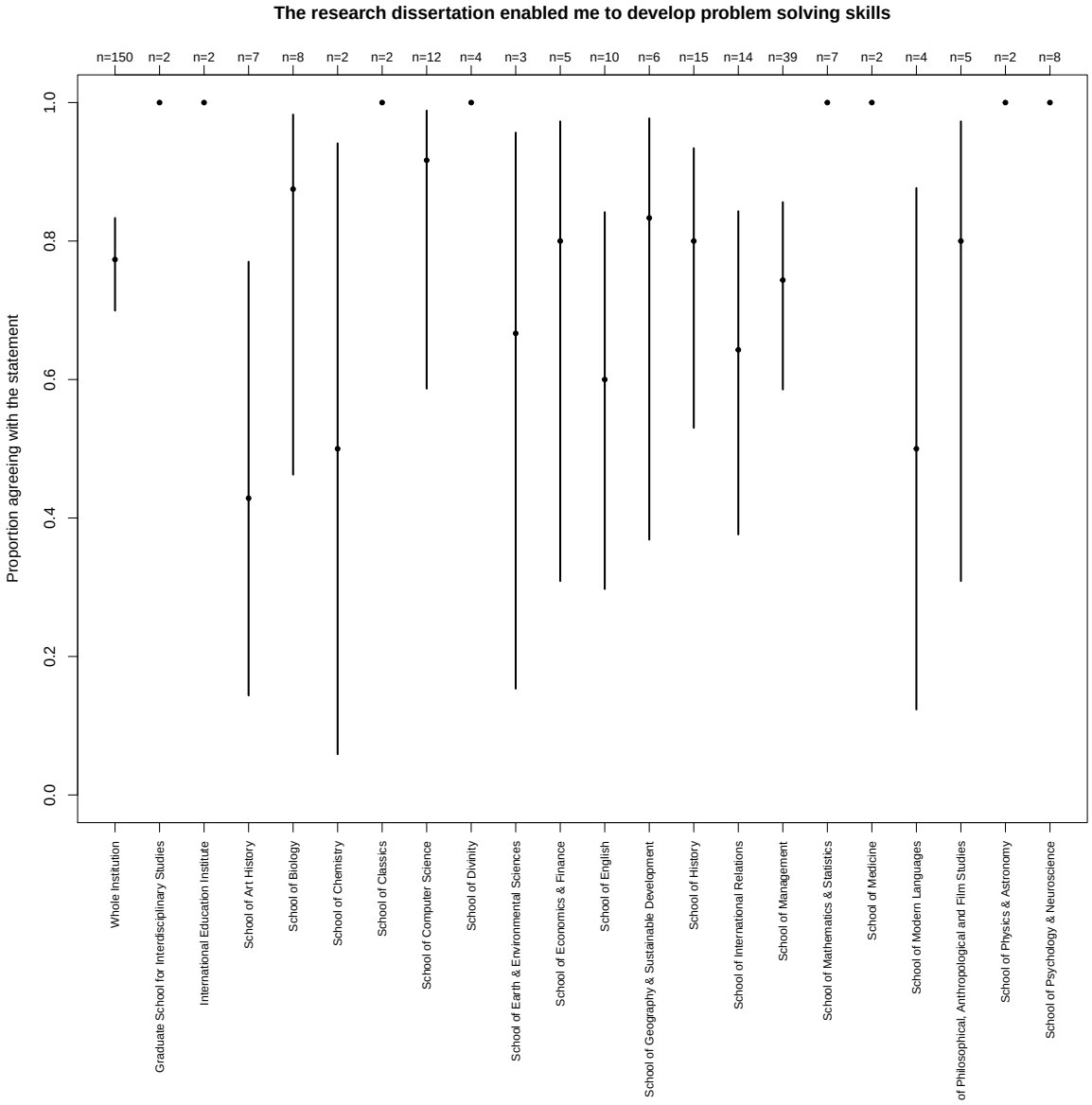


Question 1_8 ; Statement: **If applicable, the laboratory facilities met the requirements for my research**

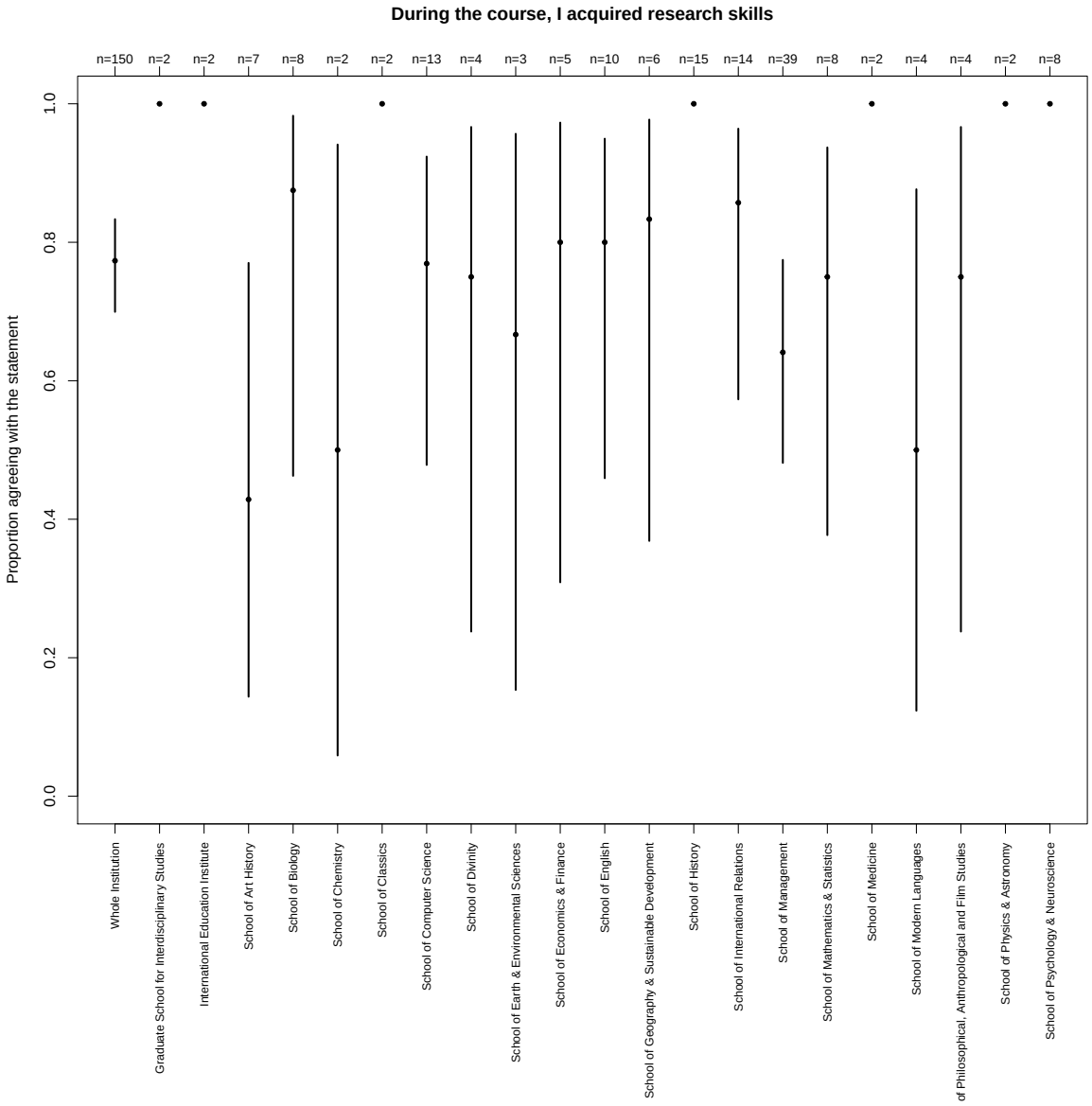
There is extremely strong evidence, that scores levels within
- School of Computer Science
exceeded the level of the institution, on average.



Question 1_9 ; Statement: **The research dissertation enabled me to develop problem solving skills**

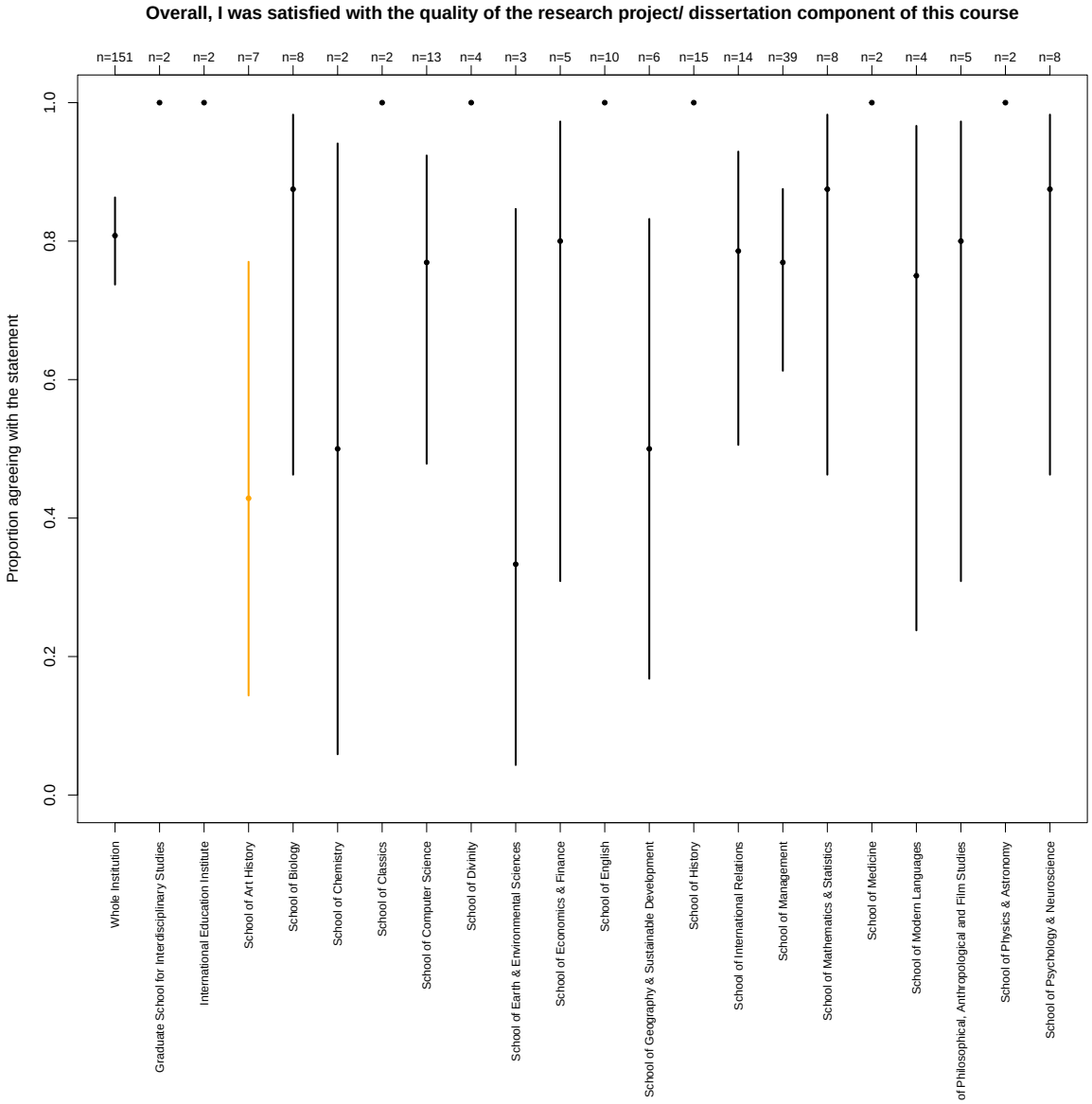


Question 1_10 ; Statement: **During the course, I acquired research skills**



Question 1_11 ; Statement: **Overall, I was satisfied with the quality of the research project/ dissertation component of this course**

There is strong evidence, that scores within
- School of Art History
were lower than the institution, on average.



School-level Results

Students in Graduate School for Interdisciplinary Studies returned a higher score than the institutional average for 73% of the questions and a lower score than the institutional average for 27% of the questions

There is no evidence that student views in Graduate School for Interdisciplinary Studies were different to the average view for students across the University.

Students in International Education Institute returned a higher score than the institutional average for 100% of the questions and a lower score than the institutional average for 0% of the questions

There is no evidence that student views in International Education Institute were different to the average view for students across the University.

Students in School of Art History returned a higher score than the institutional average for 0% of the questions and a lower score than the institutional average for 100% of the questions

There is strong evidence that student views in School of Art History were lower than the average view for students across the University for the questions:
- 1_2 , I was given adequate supervision during my research project/dissertation
- 1_11 , Overall, I was satisfied with the quality of the research project/ dissertation component of this course

---

Students in School of Biology returned a higher score than the institutional average for 91% of the questions and a lower score than the institutional average for 9% of the questions

There is no evidence that student views in School of Biology were different to the average view for students across the University.

Students in School of Chemistry returned a higher score than the institutional average for 9% of the questions and a lower score than the institutional average for 91% of the questions

There is no evidence that student views in School of Chemistry were different to the average view for students across the University.

Students in School of Classics returned a higher score than the institutional average for 82% of the questions and a lower score than the institutional average for 18% of the questions

There is no evidence that student views in School of Classics were different to the average view for students across the University.

Students in School of Computer Science returned a higher score than the institutional average for 36% of the questions and a lower score than the institutional average for 64% of the questions

There is strong evidence that student views in School of Computer Science were lower than the average view for students across the University for the questions:
- 1_1 , I understood the required academic standards for my research project/ dissertation

There is extremely strong evidence that student views in School of Computer Science were higher than the average view for students across the University for the questions:
- 1_8 , If applicable, the laboratory facilities met the requirements for my research

---

Students in School of Divinity returned a higher score than the institutional average for 45% of the questions and a lower score than the institutional average for 55% of the questions

There is no evidence that student views in School of Divinity were different to the average view for students across the University.

Students in School of Earth & Environmental Sciences returned a higher score than the institutional average for 9% of the questions and a lower score than the institutional average for 91% of the questions

There is no evidence that student views in School of Earth & Environmental Sciences were different to the average view for students across the University.

Students in School of Economics & Finance returned a higher score than the institutional average for 82% of the questions and a lower score than the institutional average for 18% of the questions

There is no evidence that student views in School of Economics & Finance were different to the average view for students across the University.

Students in School of English returned a higher score than the institutional average for 64% of the questions and a lower score than the institutional average for 36% of the questions

There is strong evidence that student views in School of English were lower than the average view for students across the University for the questions:
- 1_7 , The IT facilities met the requirements for my research

---

Students in School of Geography & Sustainable Development returned a higher score than the institutional average for 27% of the questions and a lower score than the institutional average for 73% of the questions

There is no evidence that student views in School of Geography & Sustainable Development were different to the average view for students across the University.

Students in School of History returned a higher score than the institutional average for 91% of the questions and a lower score than the institutional average for 9% of the questions

There is no evidence that student views in School of History were different to the average view for students across the University.

Students in School of International Relations returned a higher score than the institutional average for 36% of the questions and a lower score than the institutional average for 64% of the questions

There is no evidence that student views in School of International Relations were different to the average view for students across the University.

Students in School of Management returned a higher score than the institutional average for 55% of the questions and a lower score than the institutional average for 45% of the questions

There is no evidence that student views in School of Management were different to the average view for students across the University.

Students in School of Mathematics & Statistics returned a higher score than the institutional average for 55% of the questions and a lower score than the institutional average for 45% of the questions

There is no evidence that student views in School of Mathematics & Statistics were different to the average view for students across the University.

Students in School of Medicine returned a higher score than the institutional average for 91% of the questions and a lower score than the institutional average for 9% of the questions

There is no evidence that student views in School of Medicine were different to the average view for students across the University.

Students in School of Modern Languages returned a higher score than the institutional average for 27% of the questions and a lower score than the institutional average for 73% of the questions

There is no evidence that student views in School of Modern Languages were different to the average view for students across the University.

Students in School of Philosophical, Anthropological and Film Studies returned a higher score than the institutional average for 45% of the questions and a lower score than the institutional average for 55% of the questions

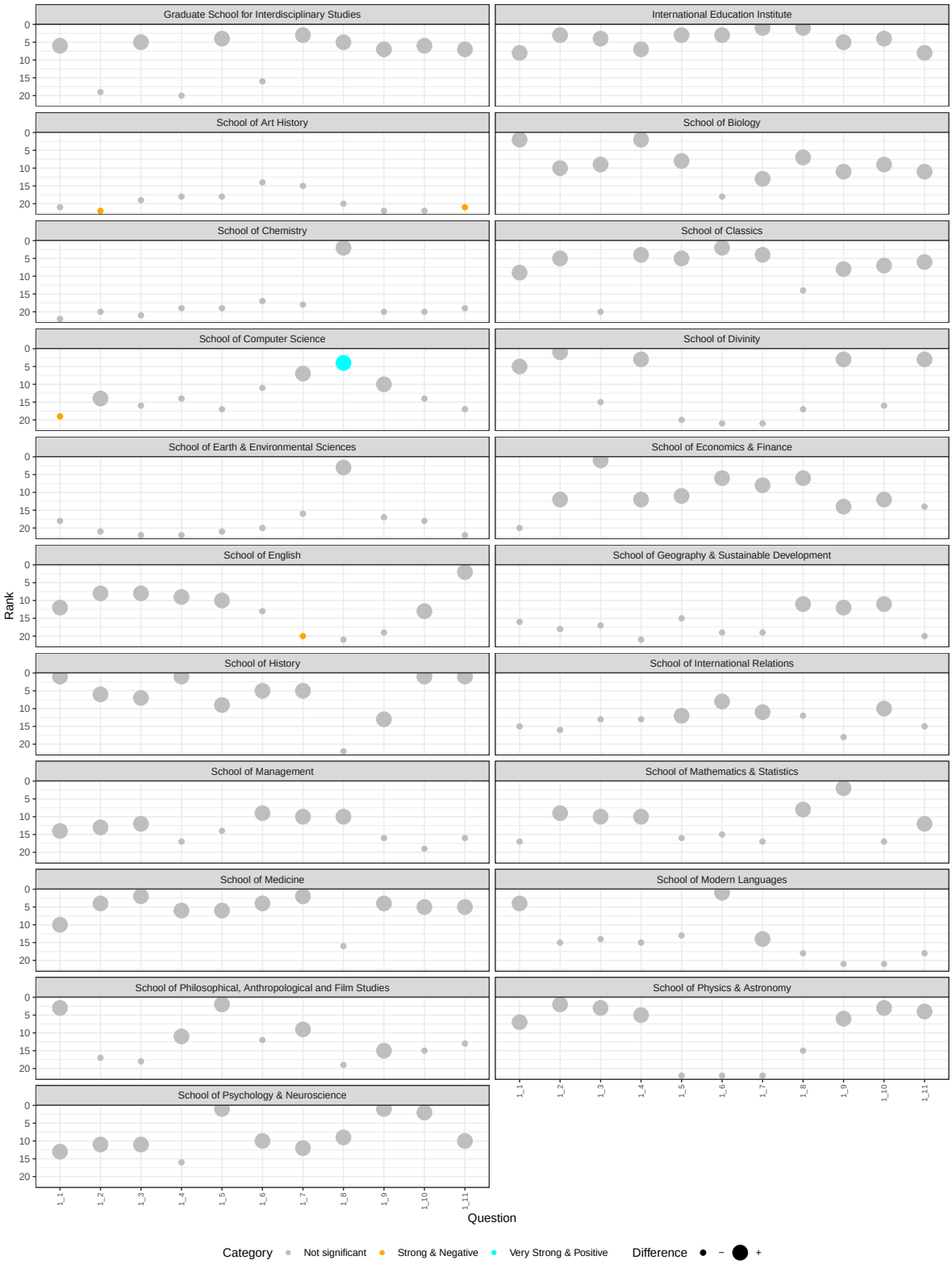
There is no evidence that student views in School of Philosophical, Anthropological and Film Studies were different to the average view for students across the University.

Students in School of Physics & Astronomy returned a higher score than the institutional average for 64% of the questions and a lower score than the institutional average for 36% of the questions

There is no evidence that student views in School of Physics & Astronomy were different to the average view for students across the University.

Students in School of Psychology & Neuroscience returned a higher score than the institutional average for 91% of the questions and a lower score than the institutional average for 9% of the questions

There is no evidence that student views in School of Psychology & Neuroscience were different to the average view for students across the University.

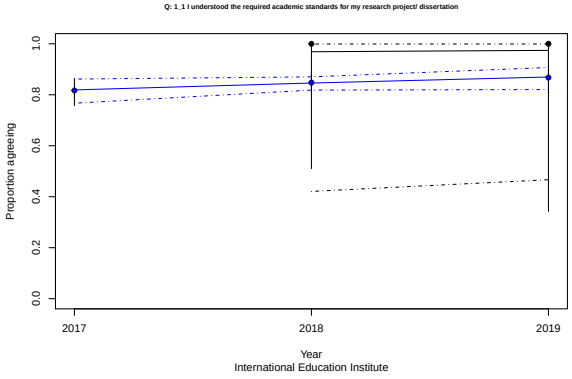

Graduate School for Interdisciplinary Studies
International Education Institute
School of Art History
School of Biology
School of Chemistry
School of Classics
School of Computer Science
School of Divinity
School of Earth & Environmental Sciences
School of Economics & Finance
School of English
School of Geography & Sustainable Development
School of History
School of International Relations
School of Management
School of Mathematics & Statistics
School of Medicine
School of Modern Languages
School of Philosophical, Anthropological and Film Studies
School of Physics & Astronomy
School of Psychology & Neuroscience
Rank
0
5
10
15
20
1_1
1_2
1_3
1_4
1_5
1_6
1_7
1_8
1_9
1_10
1_11
Question
Category
Not significant
Strong & Negative
Very Strong & Positive
Difference
−
+

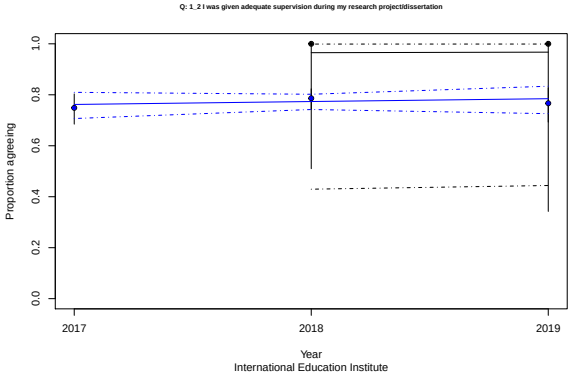
Trend over time

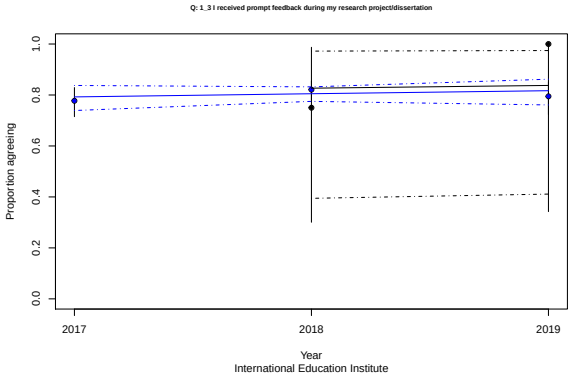
Graduate School for Interdisciplinary Studies

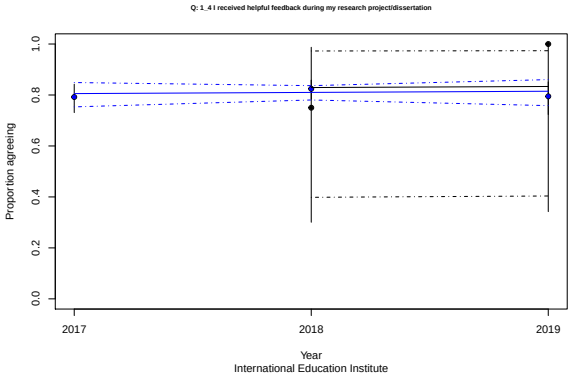
There is only one year of data so a trend over time cannot be plotted.

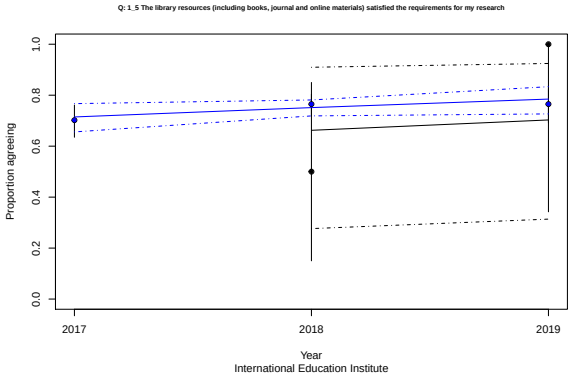
International Education Institute

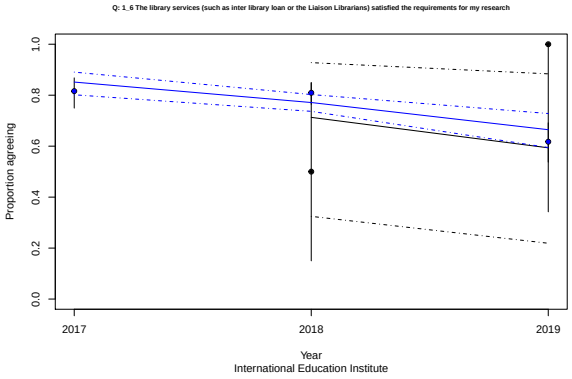


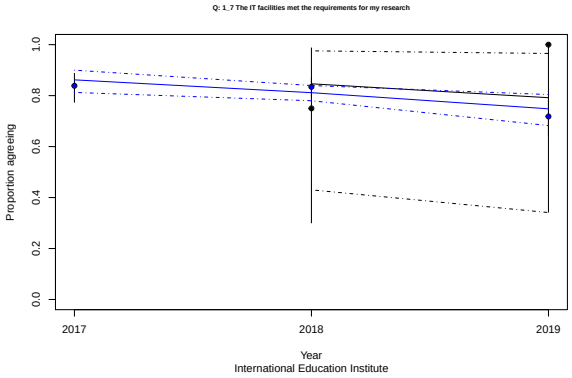


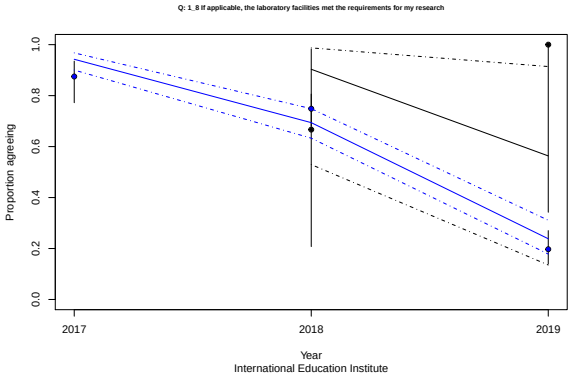









Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
International Education Institute


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
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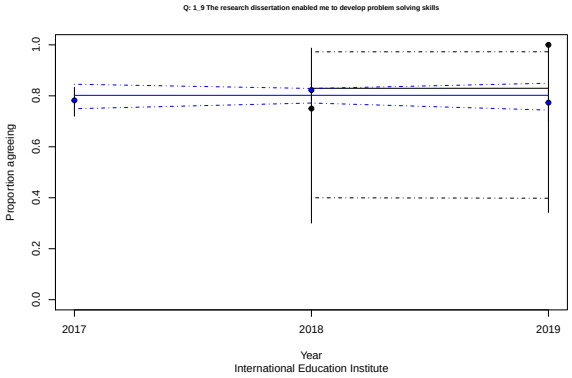
1.0
2017
2018
2019
Year
International Education Institute


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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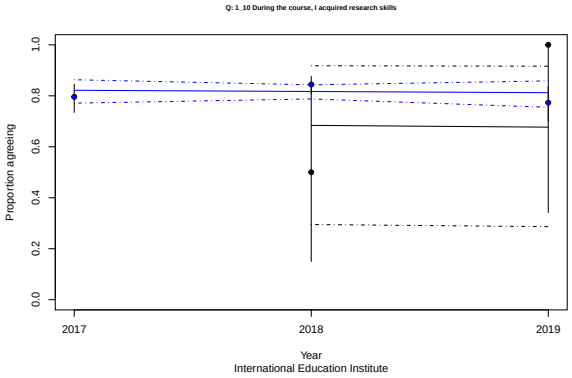
1.0
2017
2018
2019
Year
International Education Institute


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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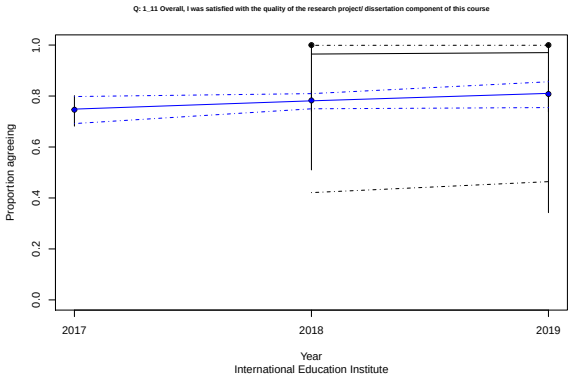
1.0
2017
2018
2019
Year
International Education Institute


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
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0.8
1.0
2017
2018
2019
Year
International Education Institute

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
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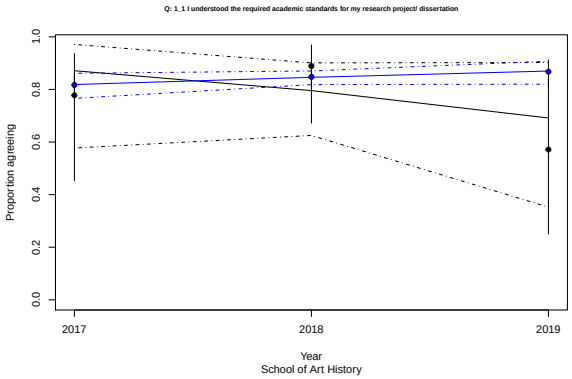
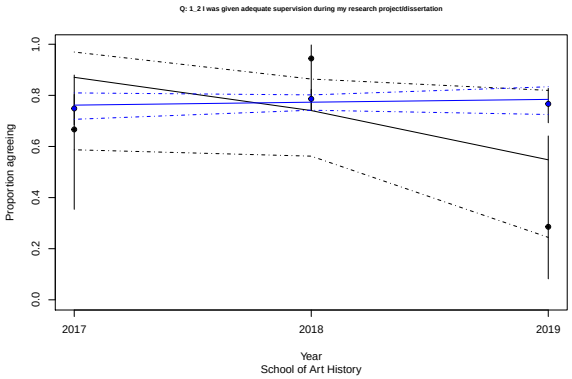
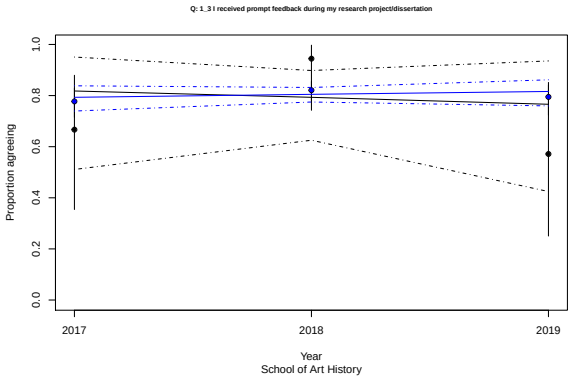
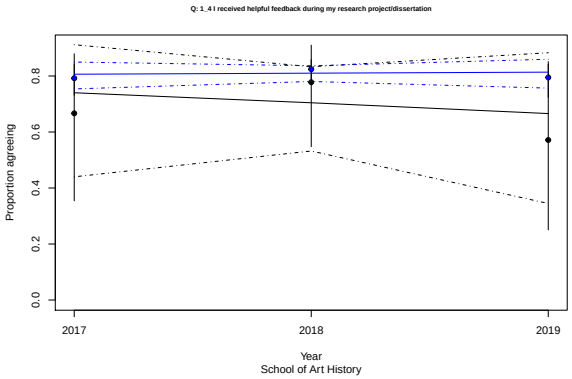
1_10	None	None	None	None
1_11	None	None	None	None

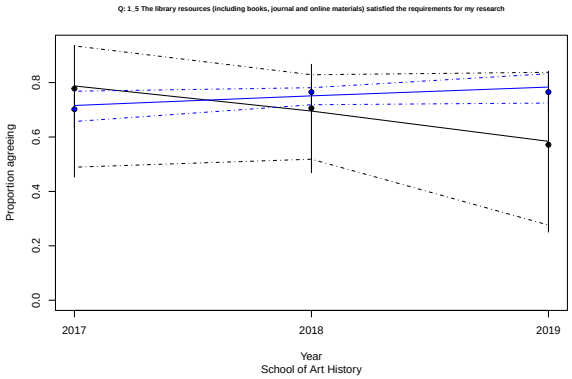
School of Art History

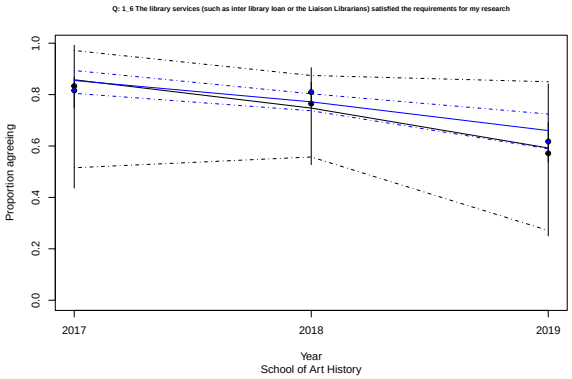


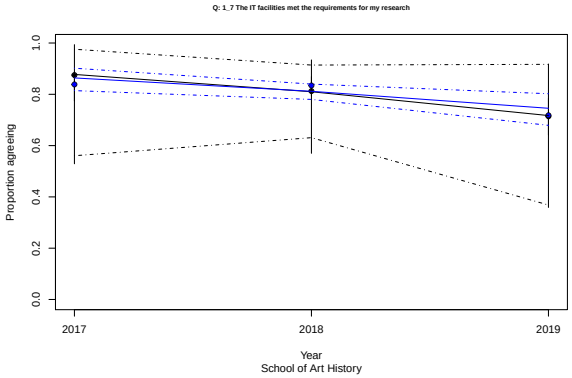











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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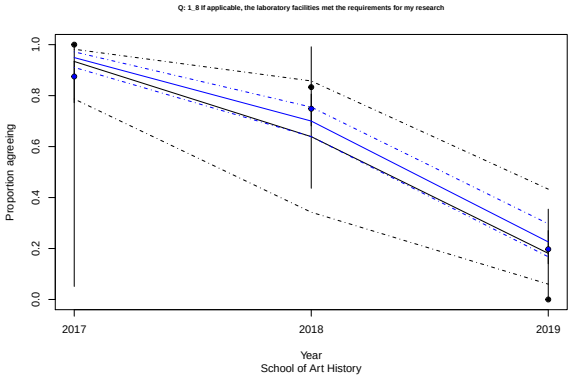
0.8
1.0
2017
2018
2019
Year
School of Art History


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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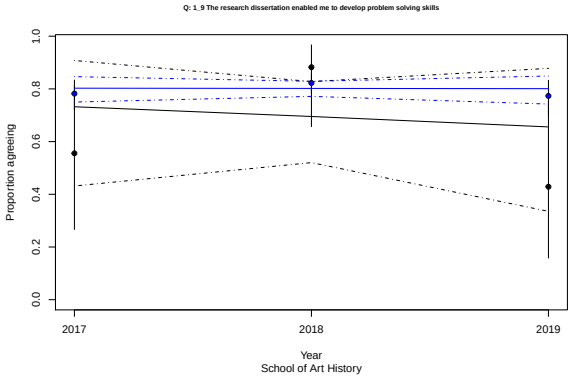
0.6
0.8
1.0
2017
2018
2019
Year
School of Art History


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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0.6
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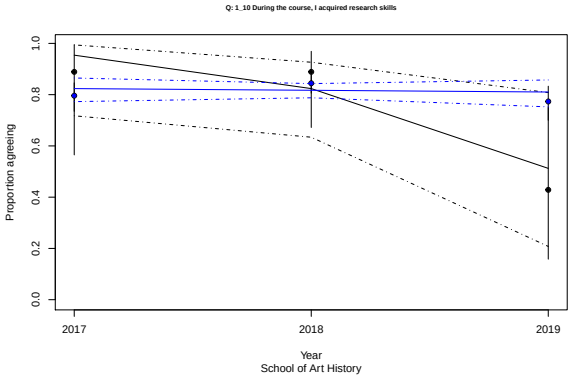
1.0
2017
2018
2019
Year
School of Art History


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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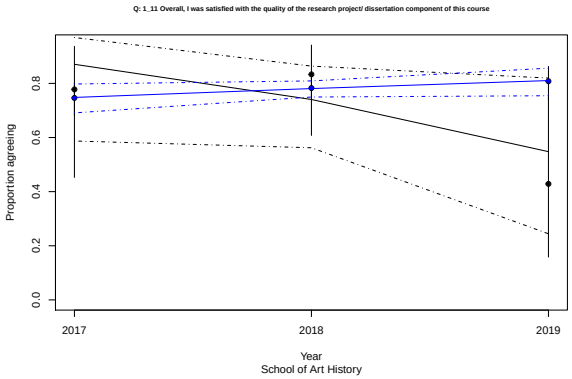
1.0
2017
2018
2019
Year
School of Art History


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Art History

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
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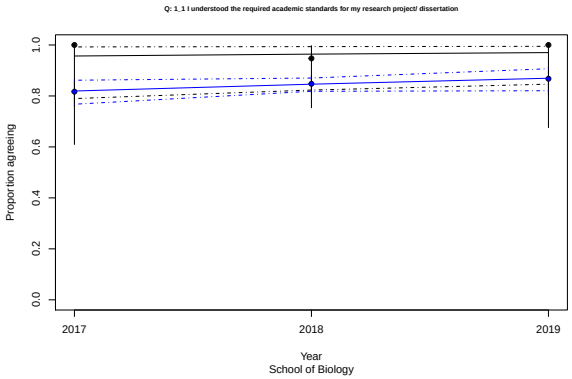
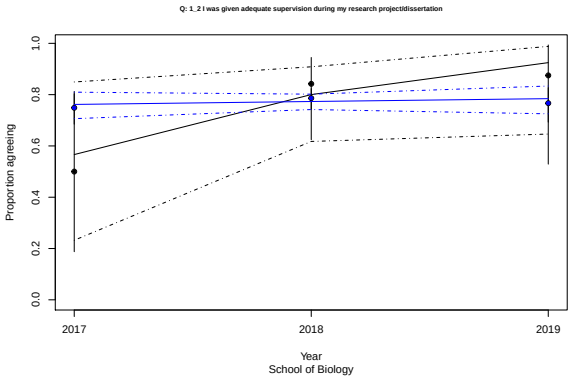
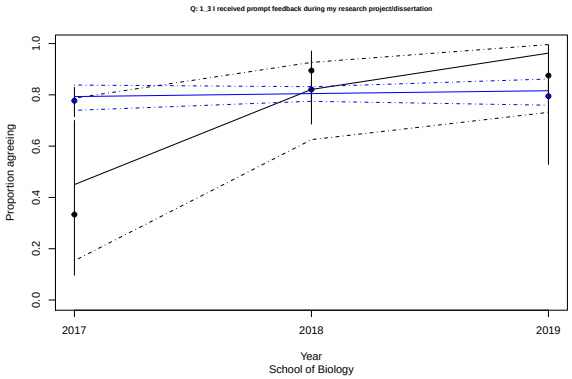
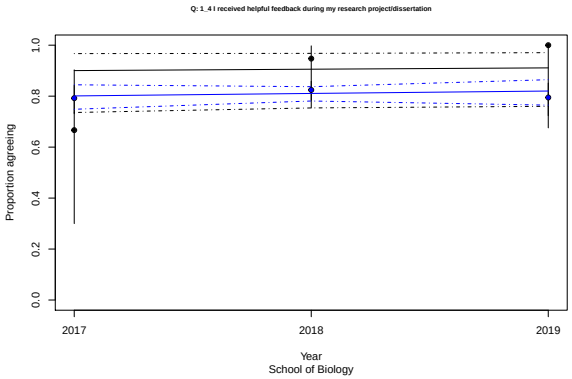
1_9	None	None	None	None
1_10	Negative	None	None	None
1_11	None	None	None	None

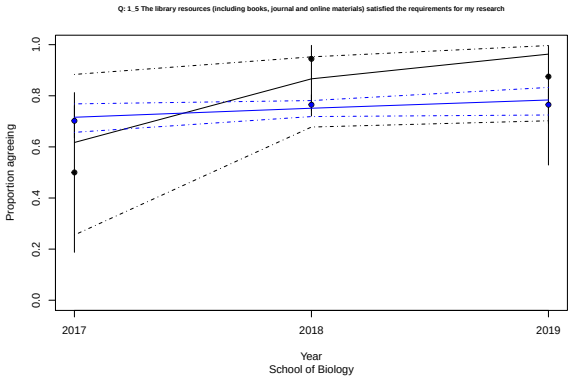
School of Biology

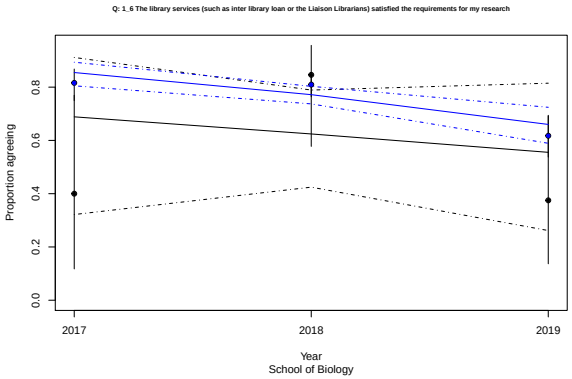


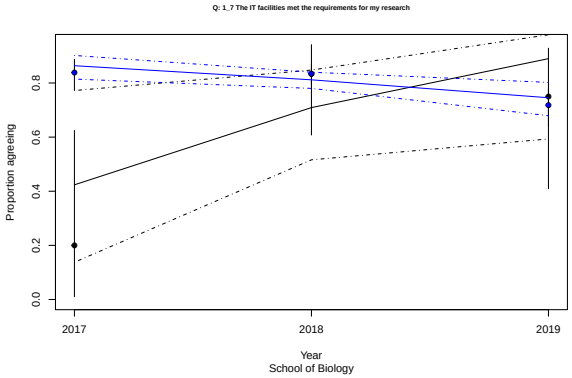











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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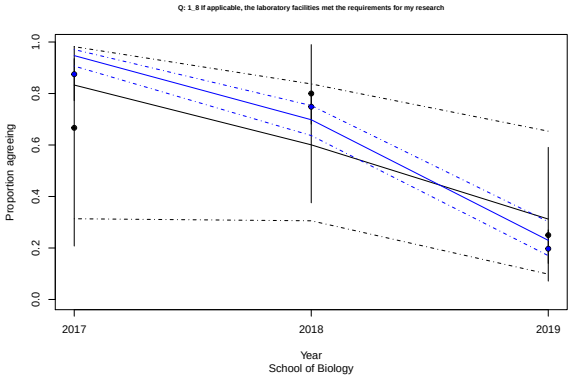
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Biology


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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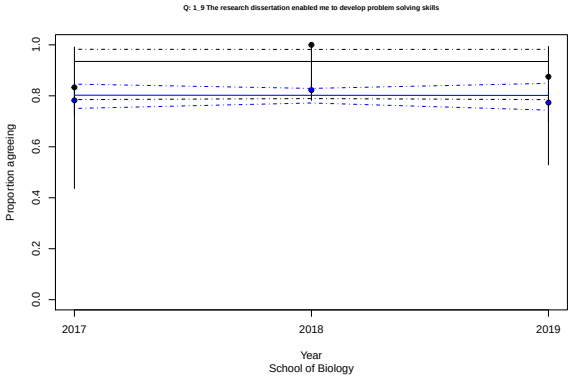
2017
2018
2019
Year
School of Biology


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
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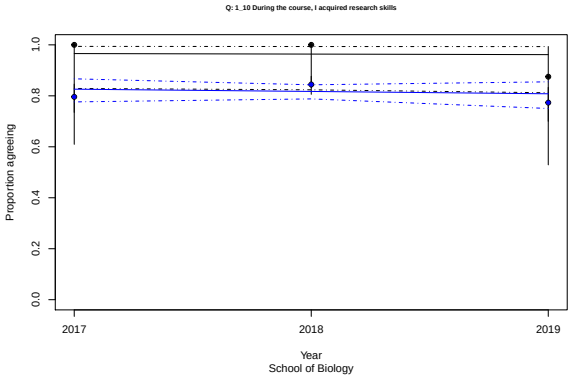
0.8
1.0
2017
2018
2019
Year
School of Biology


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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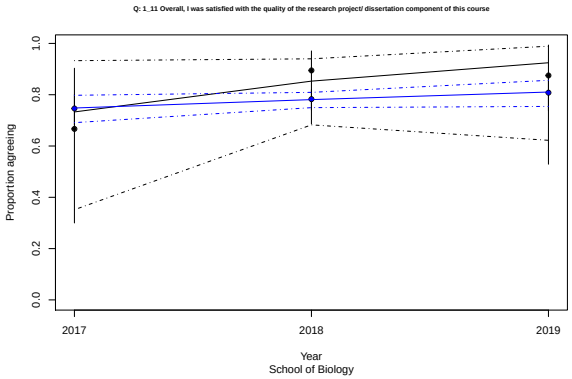
1.0
2017
2018
2019
Year
School of Biology


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Biology

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	Positive	None	Positive	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	Positive	None
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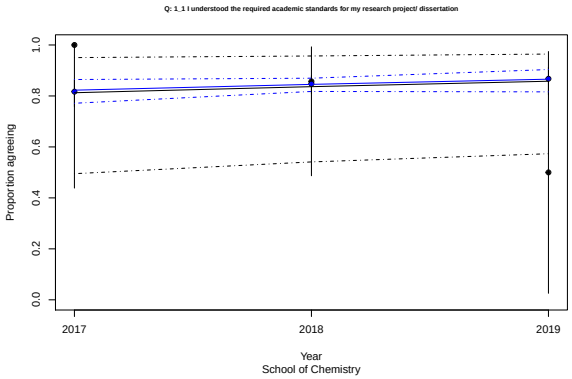
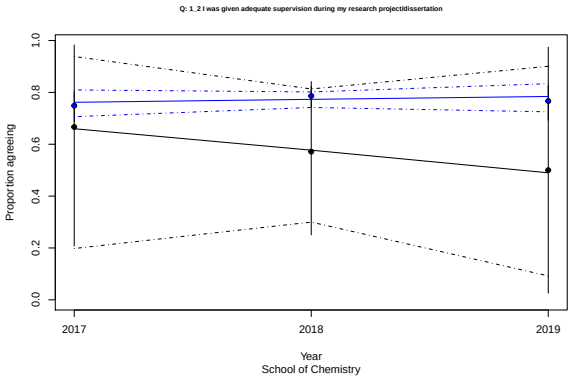
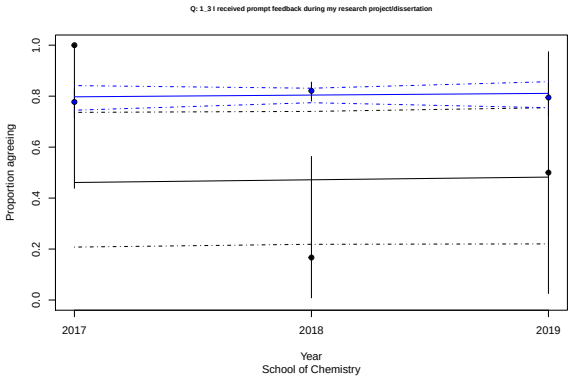
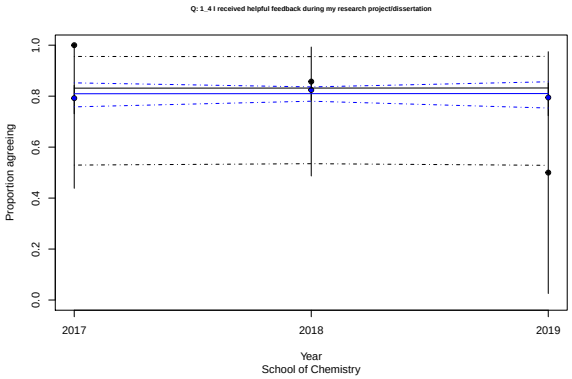
1_11	None	None	None	None

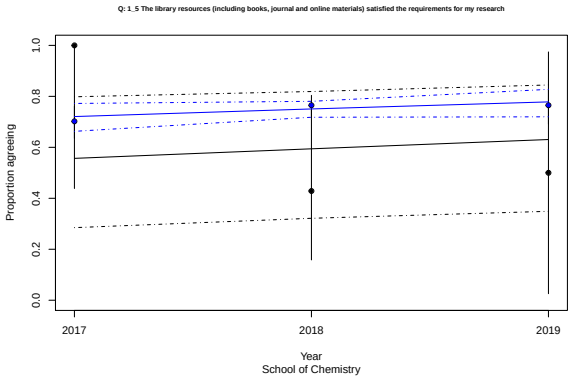
School of Chemistry

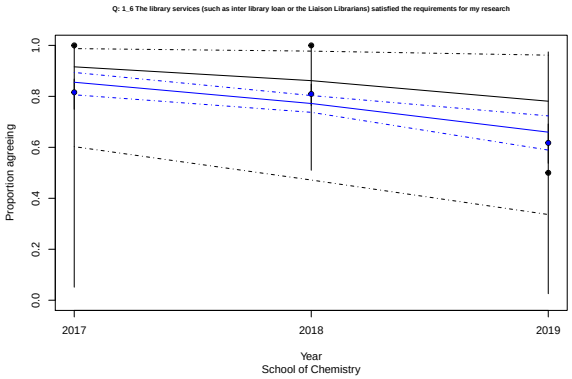


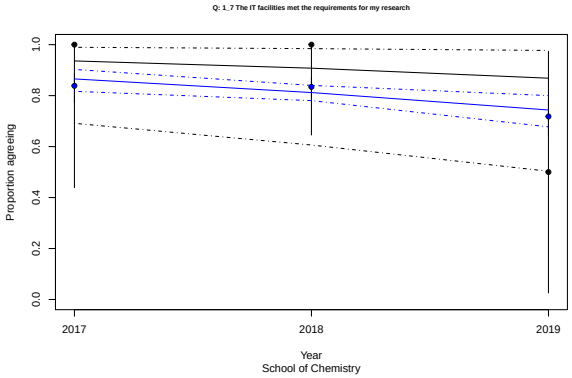











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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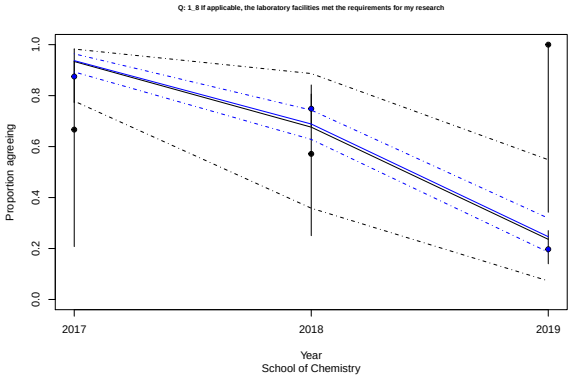
1.0
2017
2018
2019
Year
School of Chemistry


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
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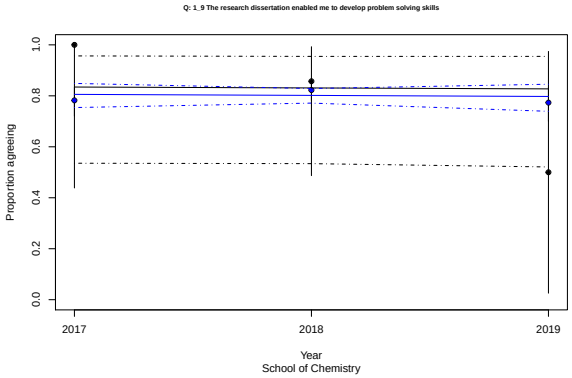
1.0
2017
2018
2019
Year
School of Chemistry


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
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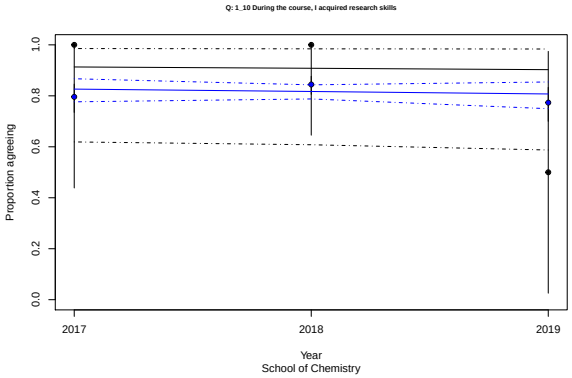
2017
2018
2019
Year
School of Chemistry


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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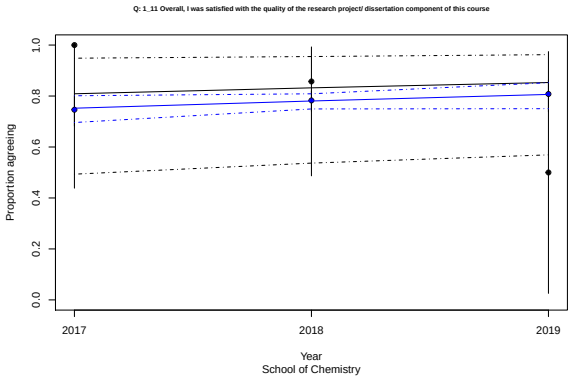
2018
2019
Year
School of Chemistry


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
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0.8
1.0
2017
2018
2019
Year
School of Chemistry

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
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1_6	None	Negative	None	None
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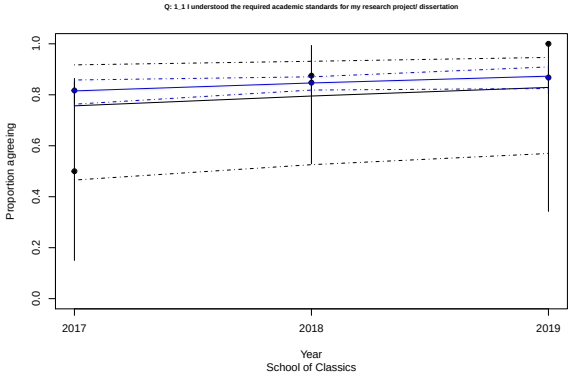
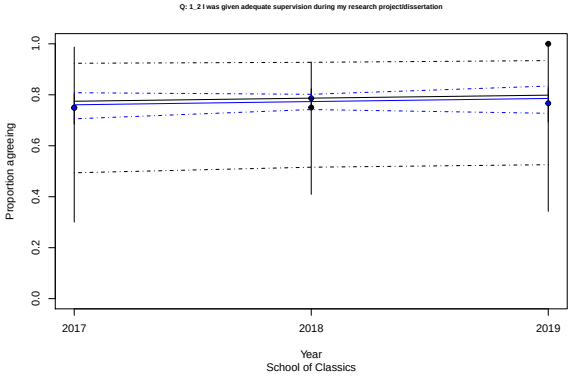
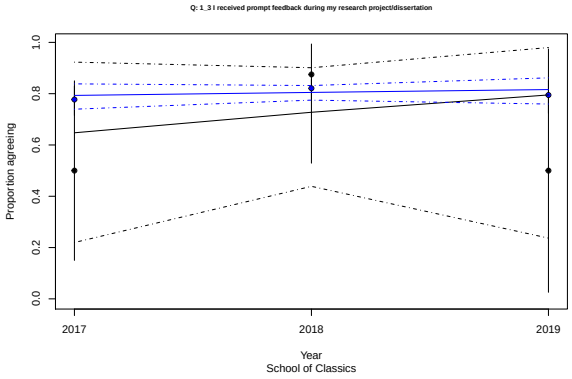
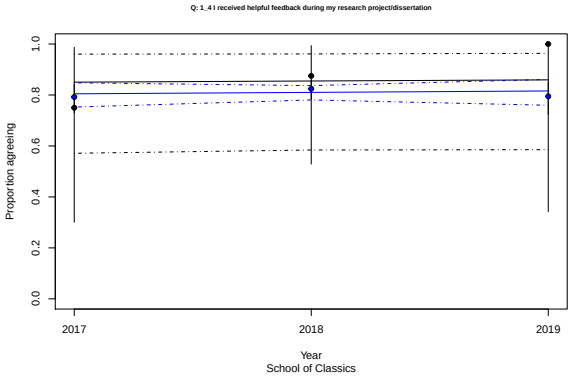
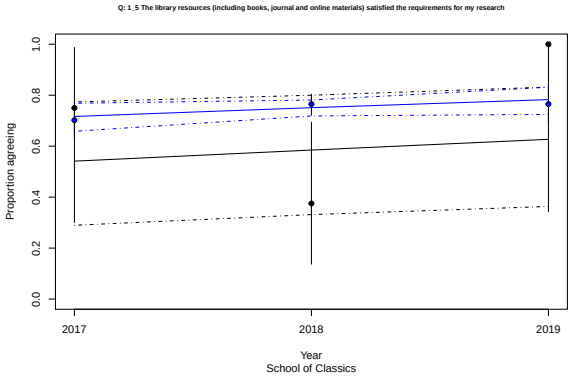
School of Classics

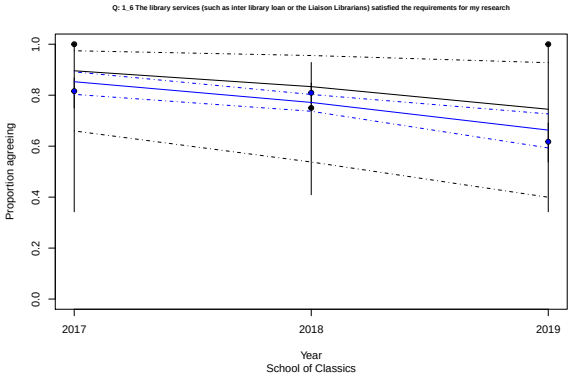


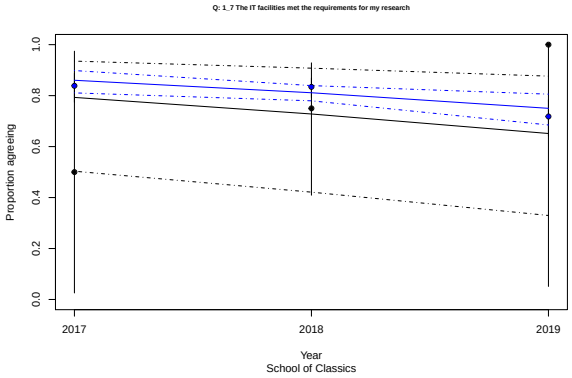











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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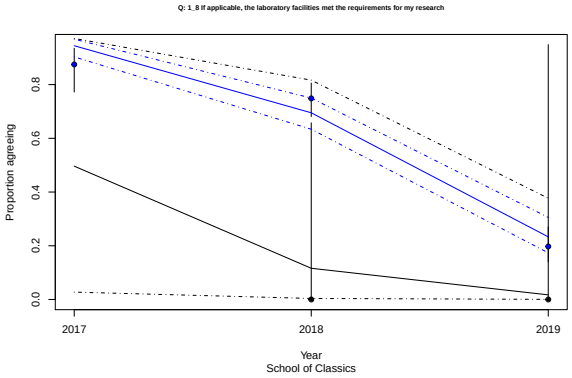
0.8
1.0
2017
2018
2019
Year
School of Classics


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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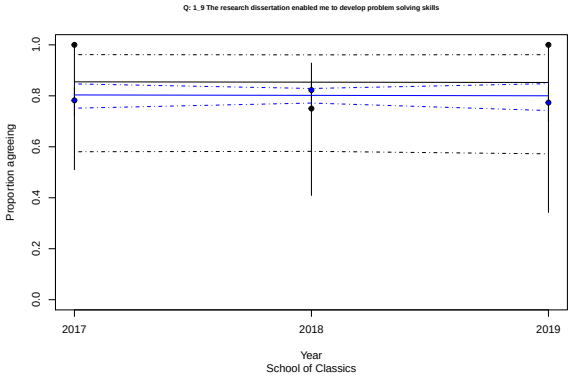
0.8
2017
2018
2019
Year
School of Classics


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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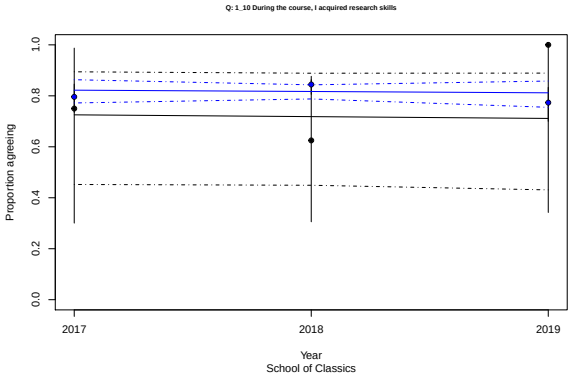
0.6
0.8
1.0
2017
2018
2019
Year
School of Classics


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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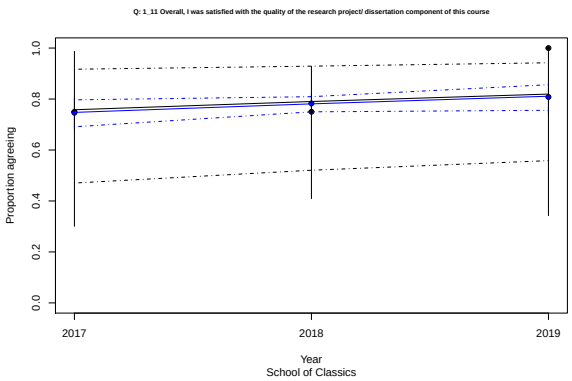
1.0
2017
2018
2019
Year
School of Classics


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
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0.8
1.0
2017
2018
2019
Year
School of Classics

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
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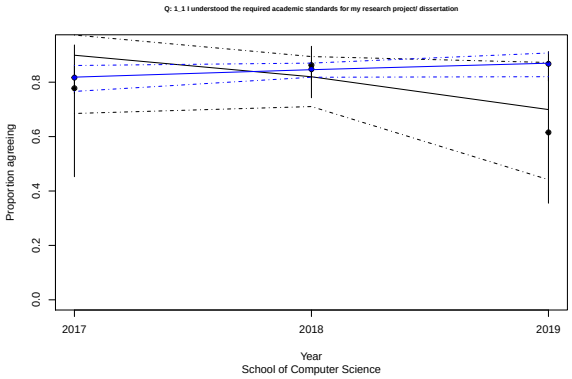
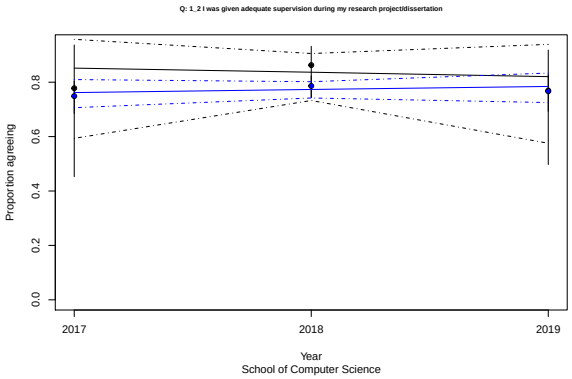
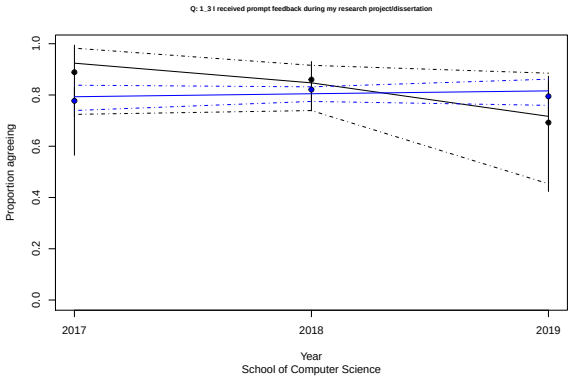
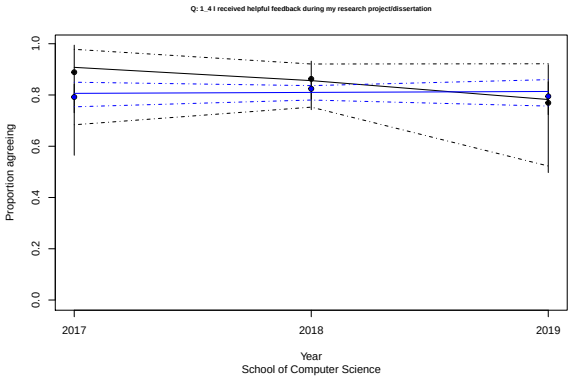
1_9	None	None	None	None
1_10	None	None	None	None
1_11	None	None	None	None

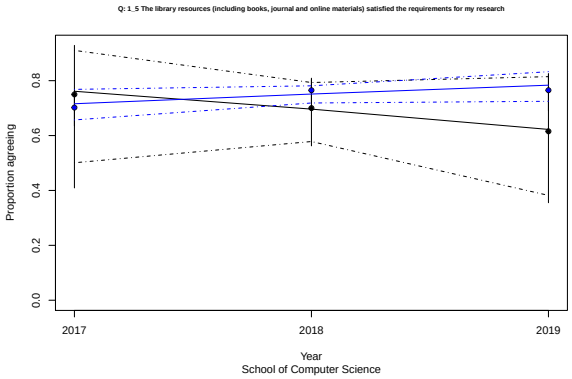
School of Computer Science

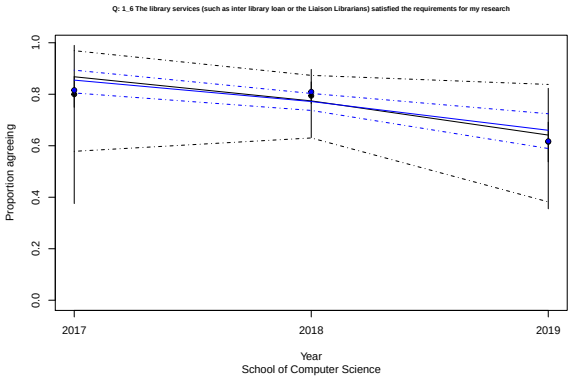


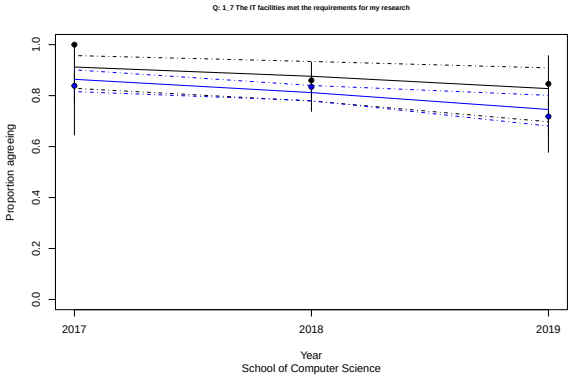











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
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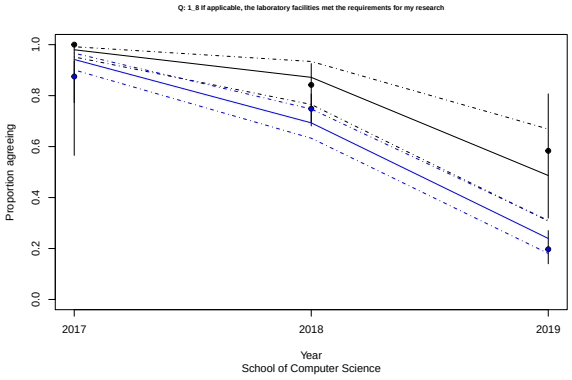
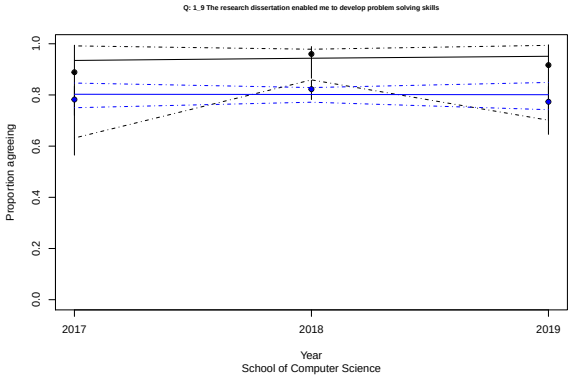
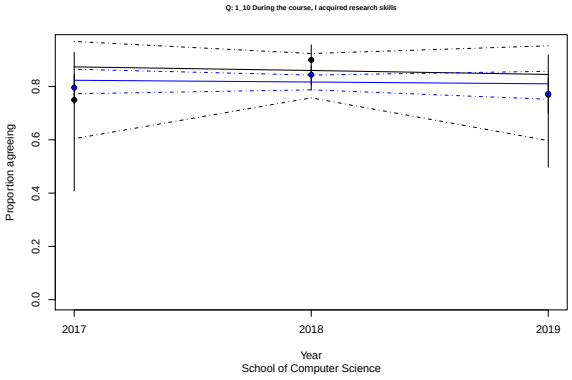
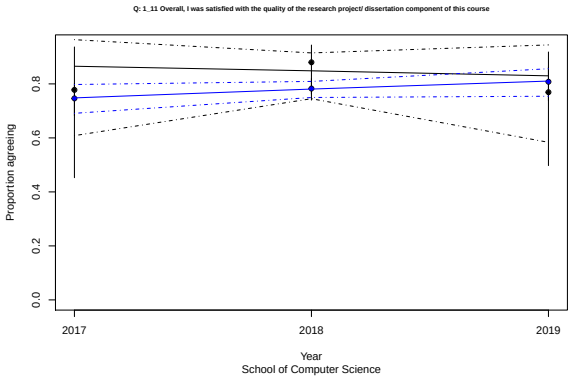
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

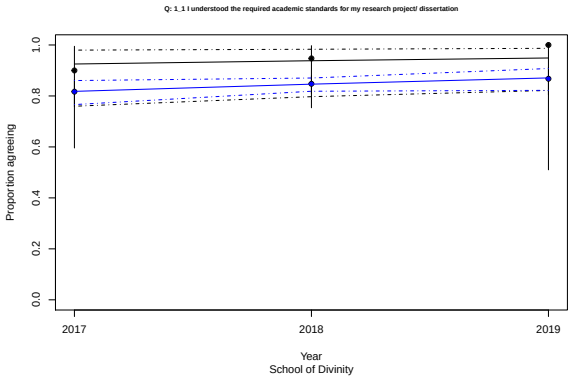

Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Computer Science

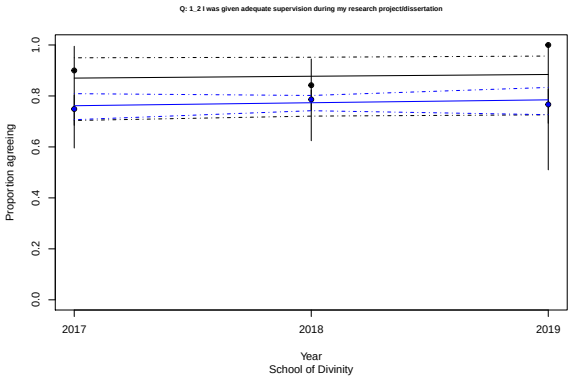

Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

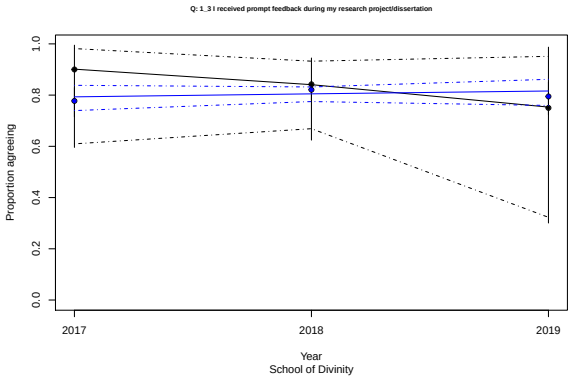

Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Computer Science

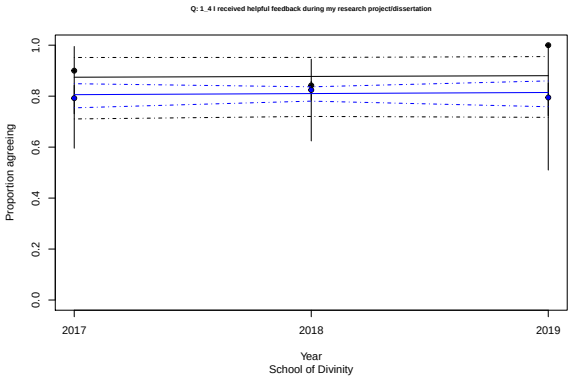
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
1_8	Negative	Negative	None	Above
1_9	None	None	None	Above
1_10	None	None	None	None
1_11	None	None	None	None

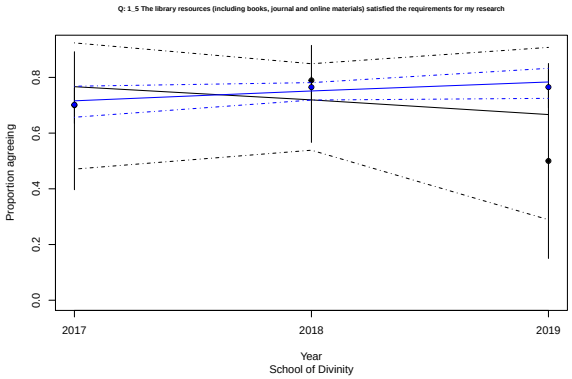
School of Divinity

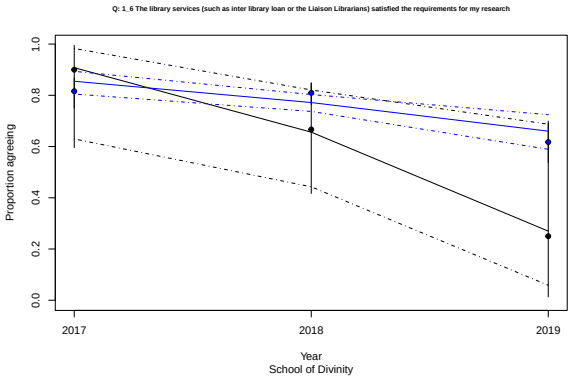


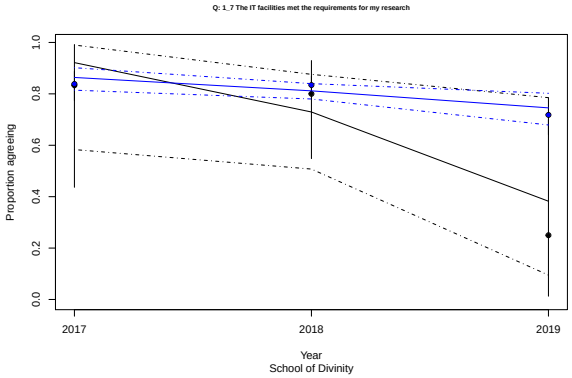











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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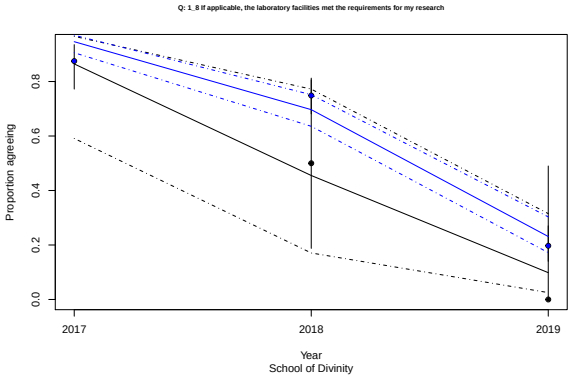
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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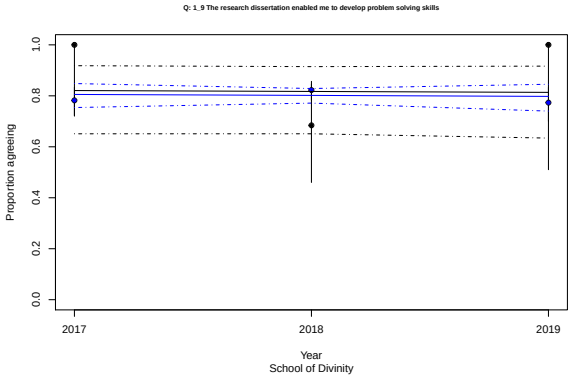
0.4
0.6
0.8
2017
2018
2019
Year
School of Divinity


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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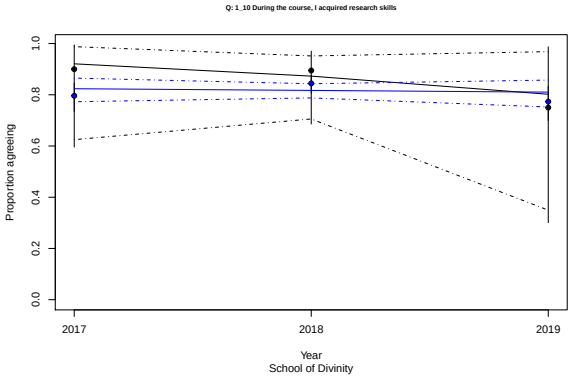
1.0
2017
2018
2019
Year
School of Divinity


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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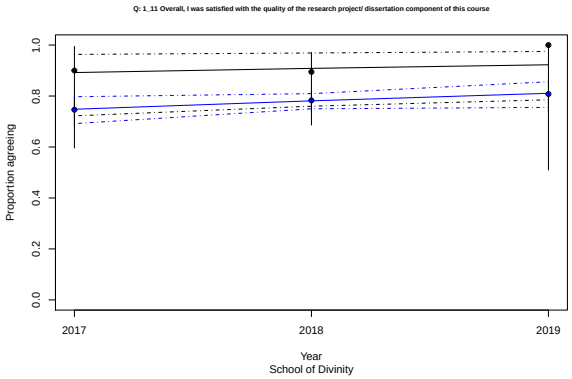
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Divinity

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	Negative	Negative	None	None
1_7	None	Negative	None	None
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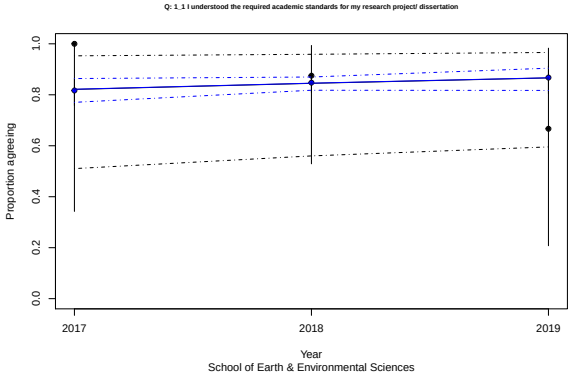
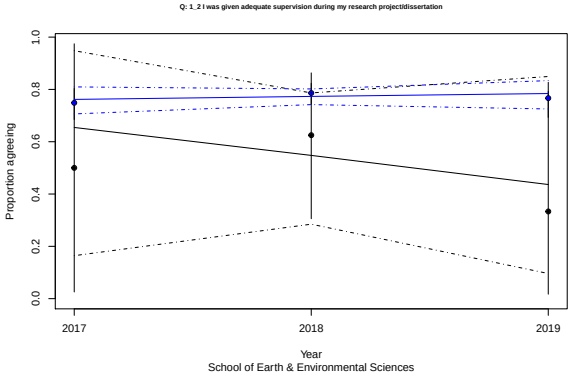
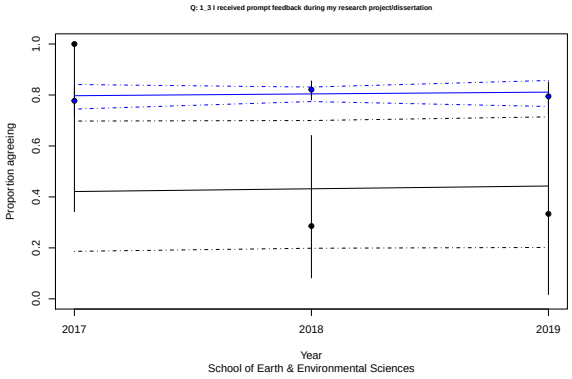
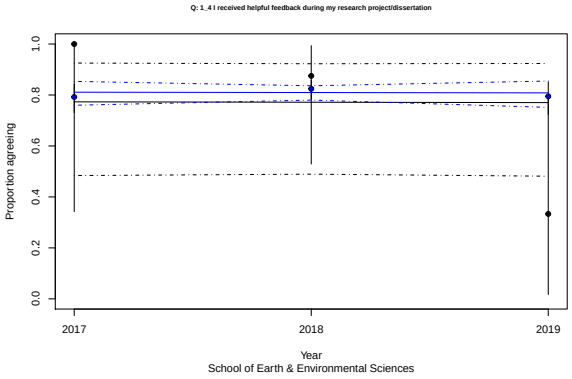
1_11	None	None	None	None

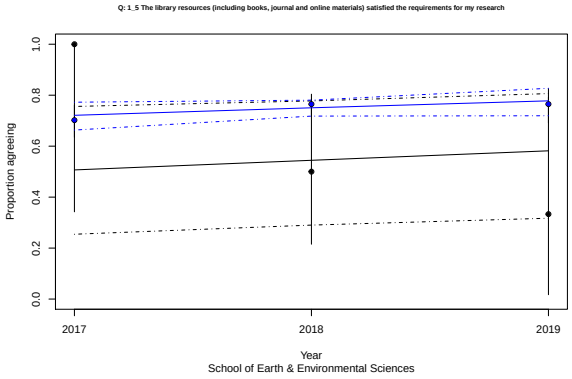
School of Earth & Environmental Sciences

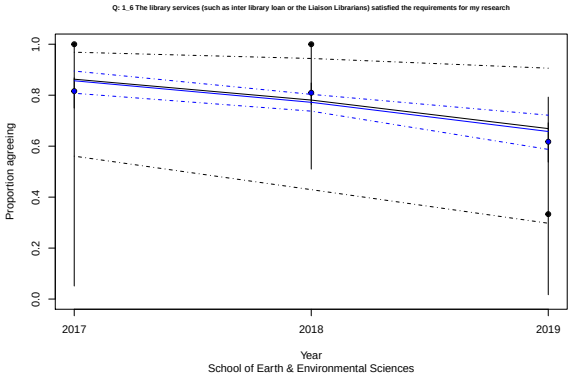


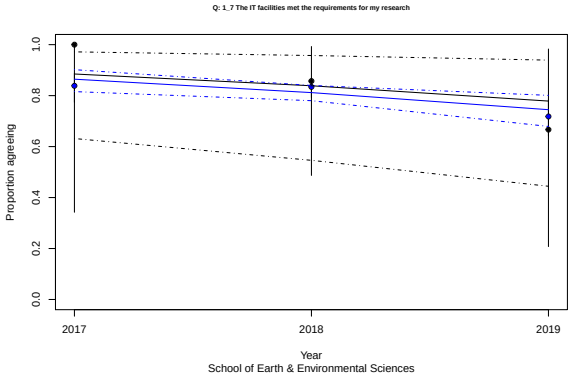











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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0.2
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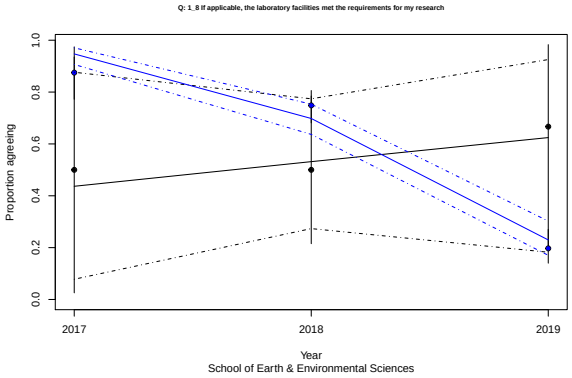
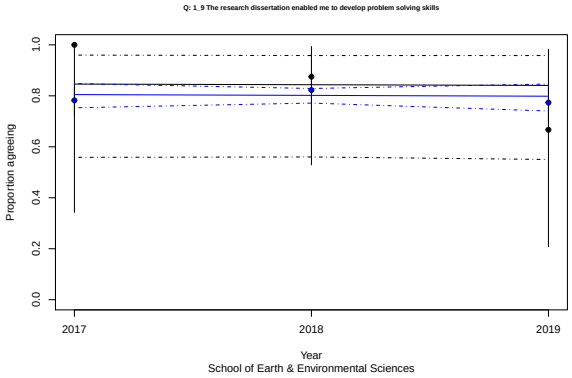
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
0.2
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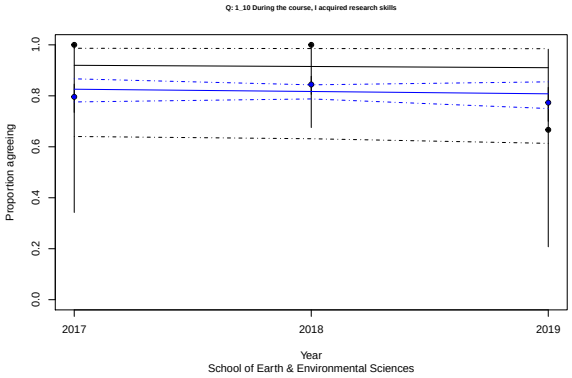
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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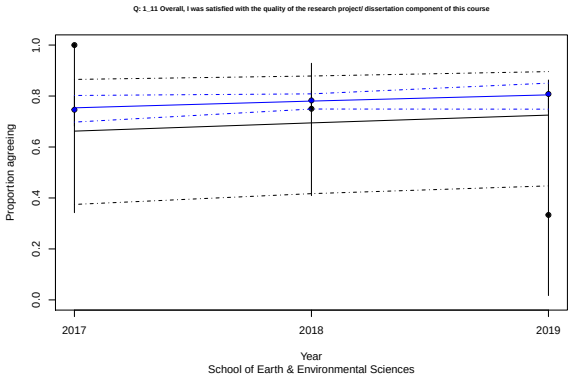
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Earth & Environmental Sciences

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
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1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
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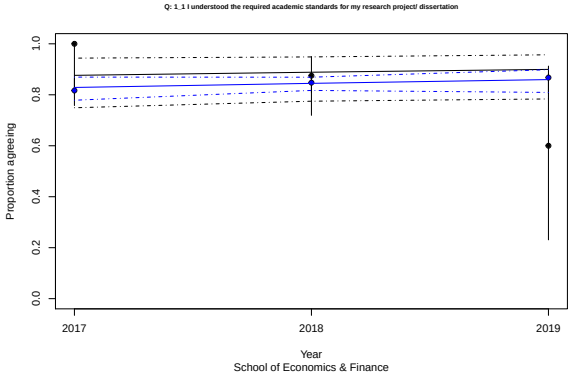
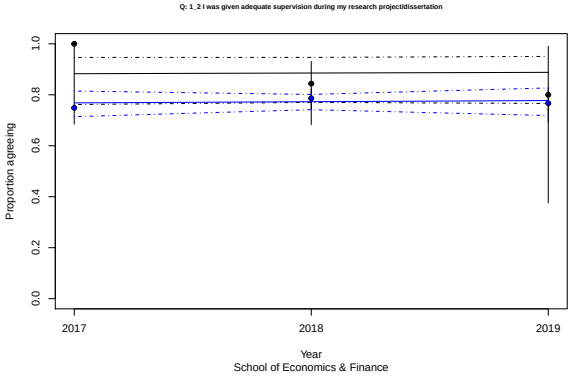
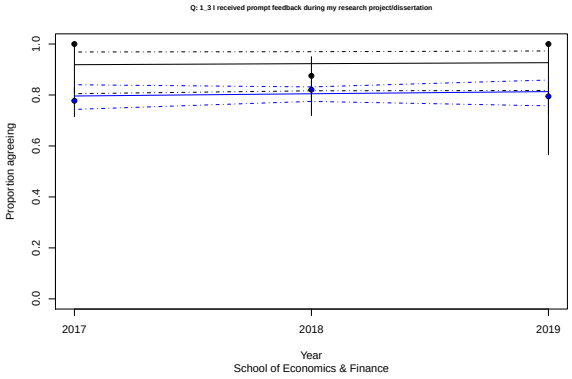
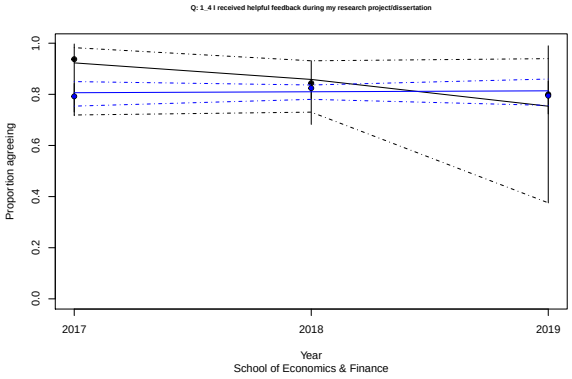
1_11	None	None	None	None

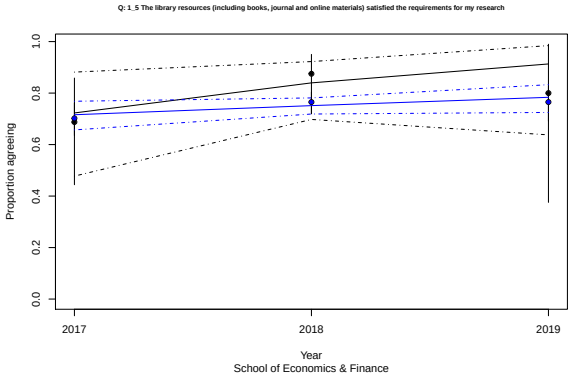
School of Economics & Finance

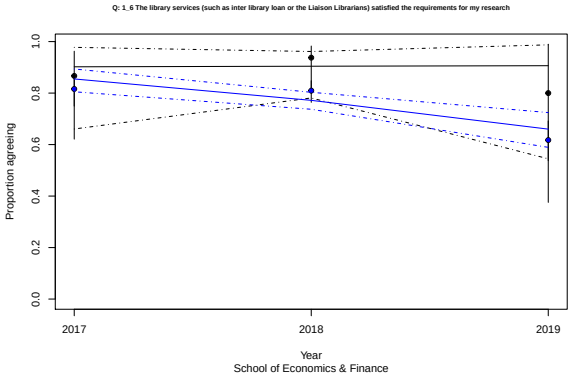


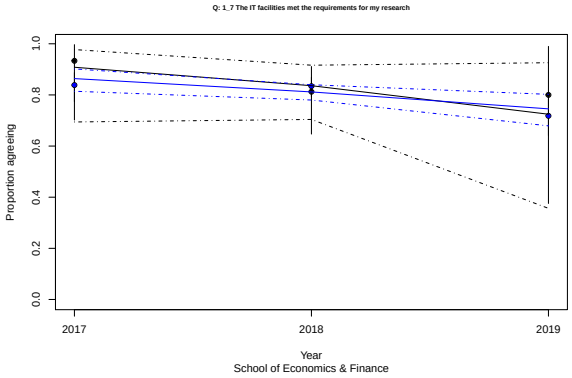


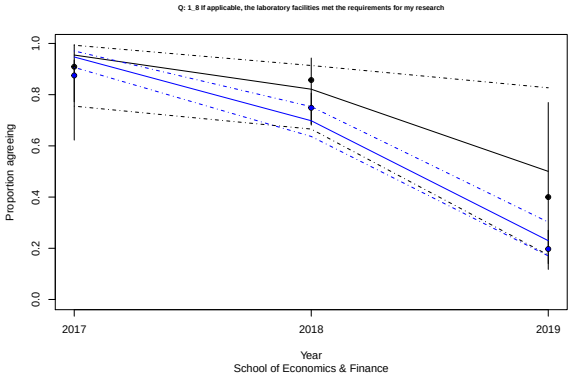









Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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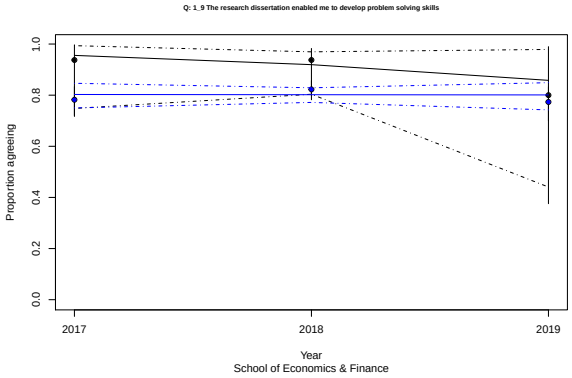
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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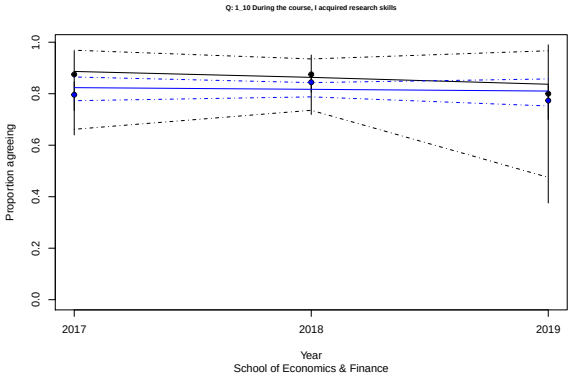
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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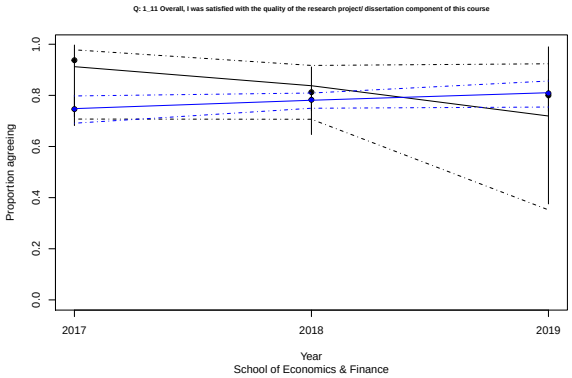
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
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0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Economics & Finance

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	Negative	None	None	None
1_2	None	None	None	None
1_3	None	None	None	Above
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	Above
1_7	None	Negative	None	None
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1_9	None	None	None	Above
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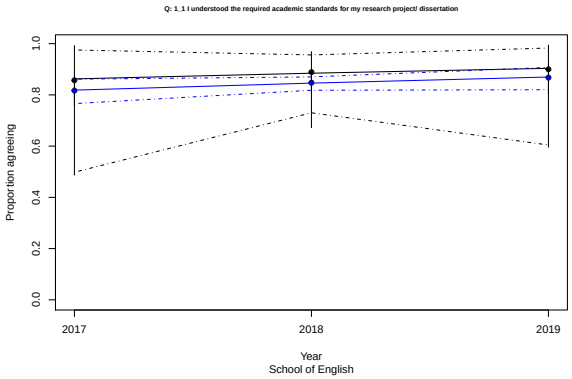
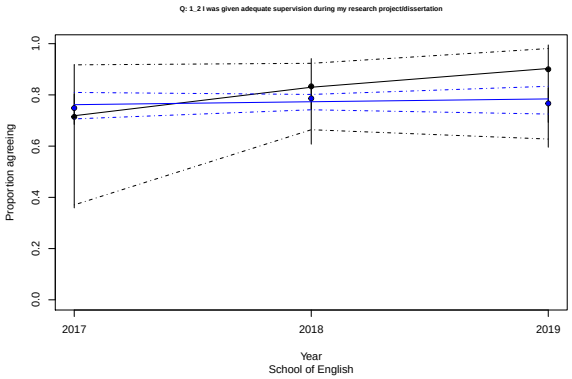
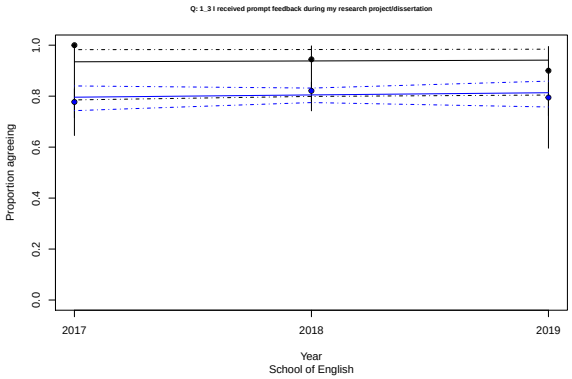
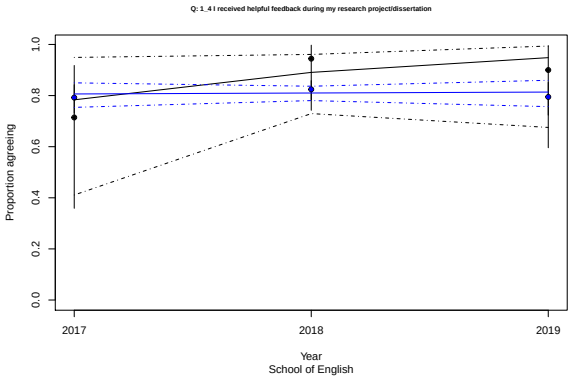
1_11	None	None	None	None

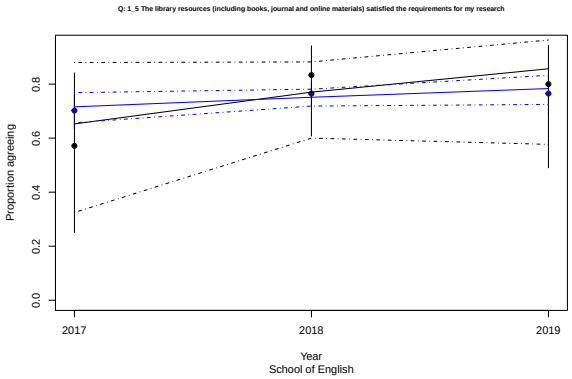
School of English

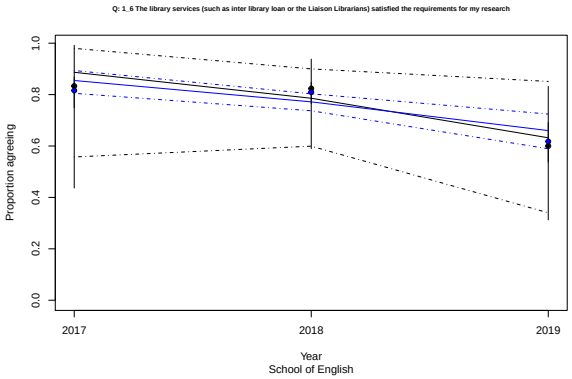


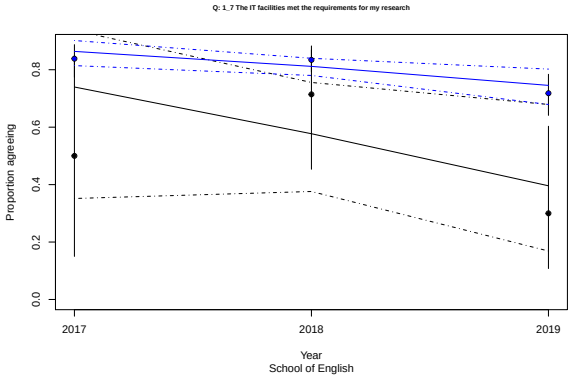


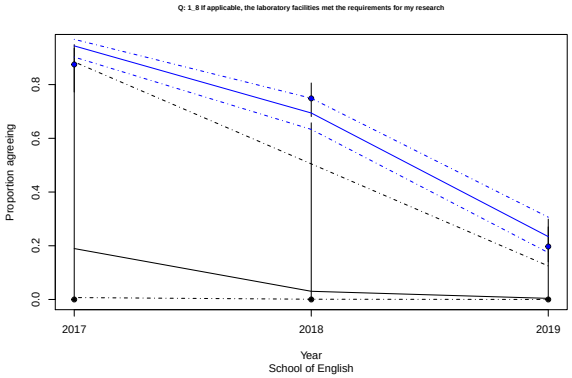









Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of English


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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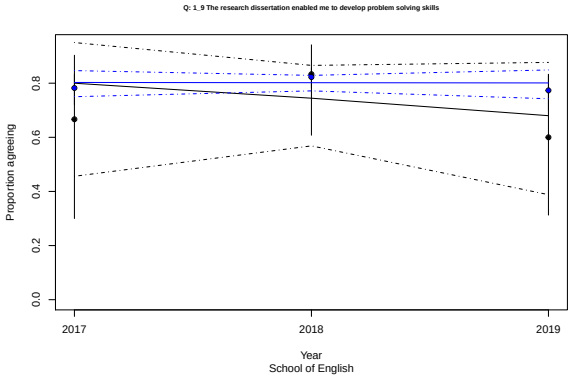
0.4
0.6
0.8
2017
2018
2019
Year
School of English


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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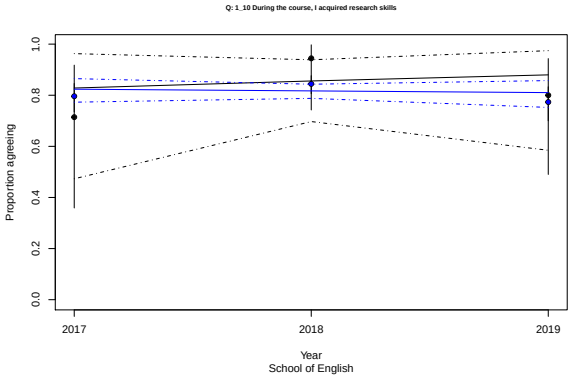
0.4
0.6
0.8
2017
2018
2019
Year
School of English


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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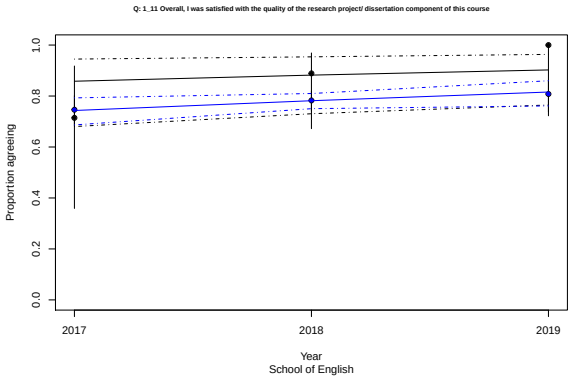
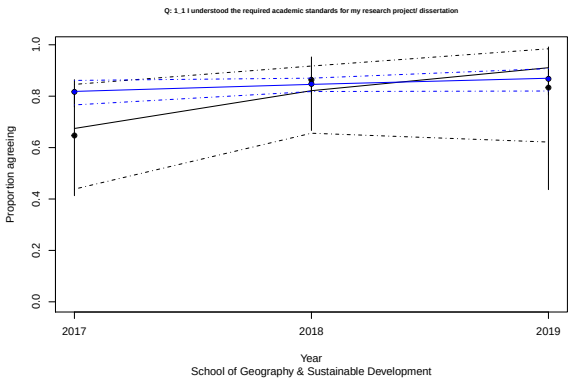
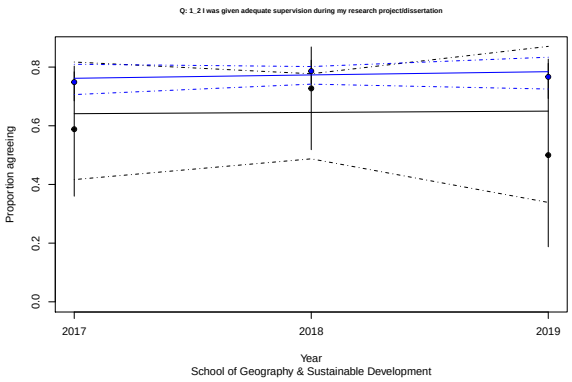
0.6
0.8
1.0
2017
2018
2019
Year
School of English

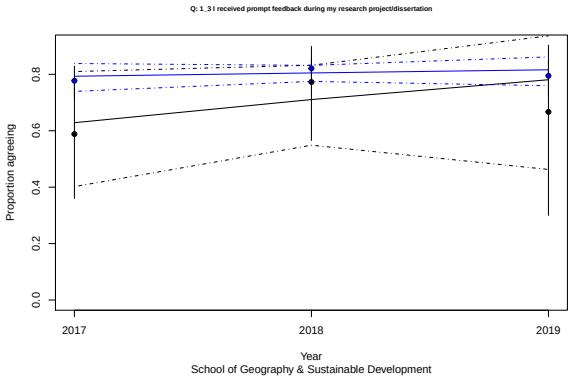

Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of English

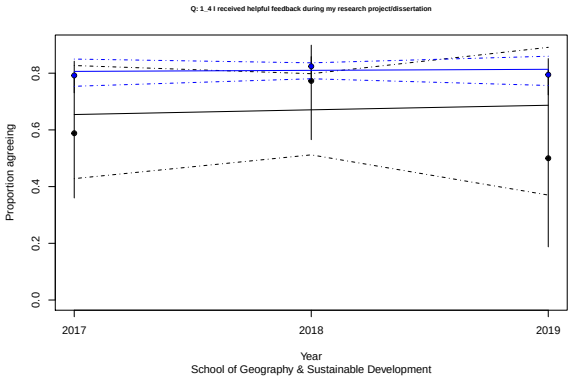
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	Below
1_8	None	Negative	None	Below
1_9	None	None	None	None
1_10	None	None	None	None
1_11	None	None	None	None

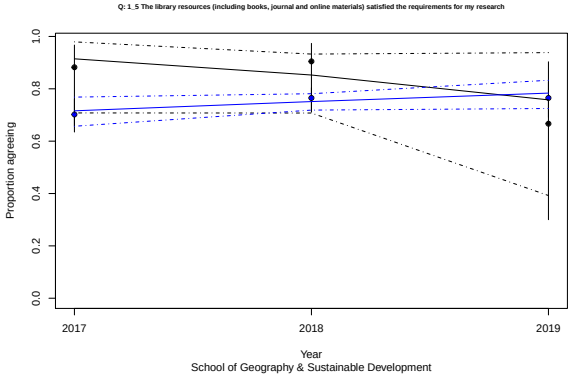
School of Geography & Sustainable Development

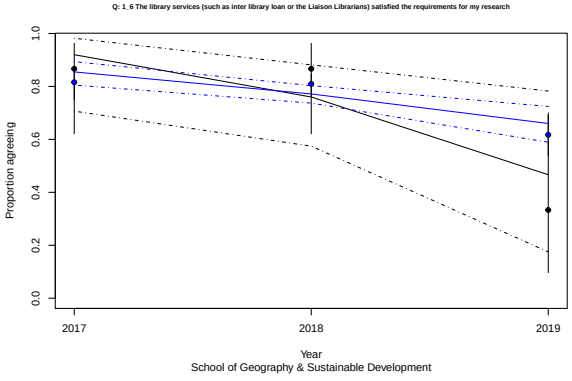


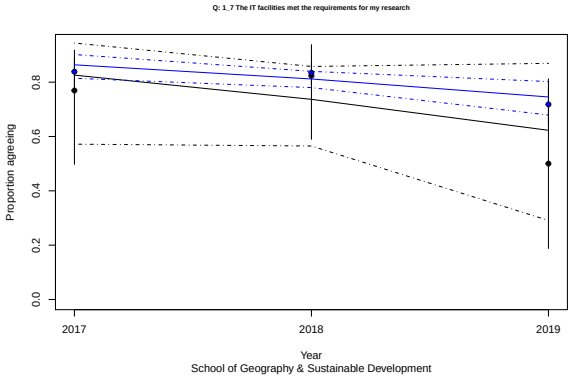











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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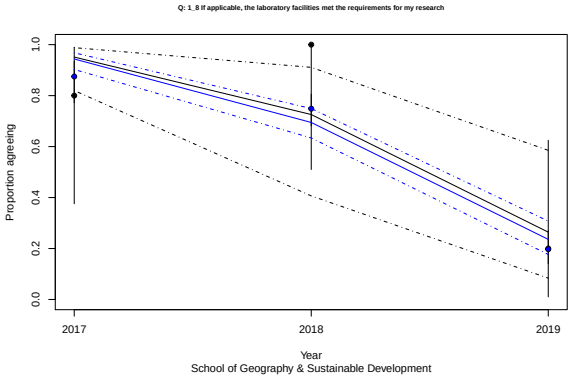
2017
2018
2019
Year
School of Geography & Sustainable Development


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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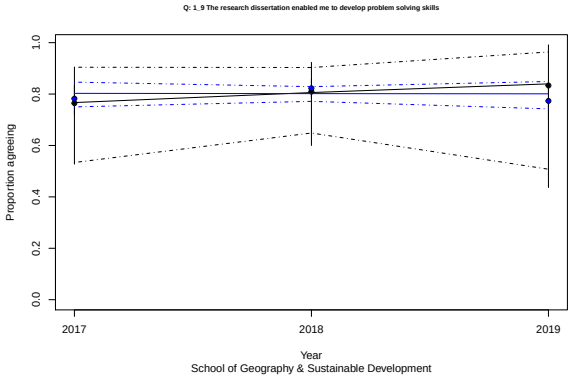
2018
2019
Year
School of Geography & Sustainable Development


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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0.8
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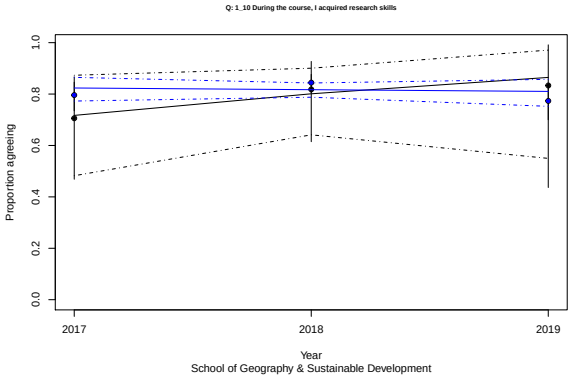
2017
2018
2019
Year
School of Geography & Sustainable Development


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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0.8
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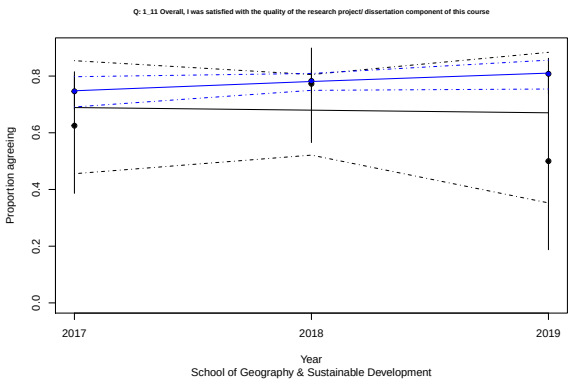
2017
2018
2019
Year
School of Geography & Sustainable Development


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Geography & Sustainable Development

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	Below
1_5	None	None	None	None
1_6	Negative	Negative	None	None
1_7	None	Negative	None	None
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1_9	None	None	None	None
1_10	None	None	None	None
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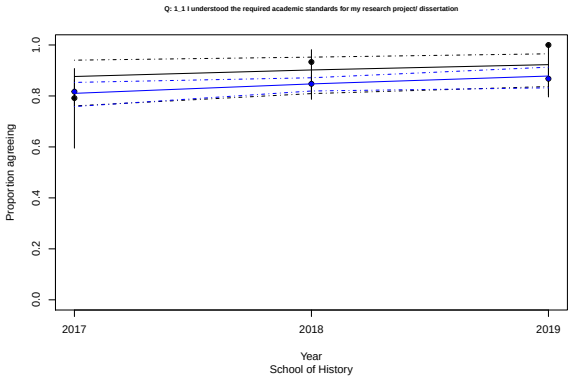
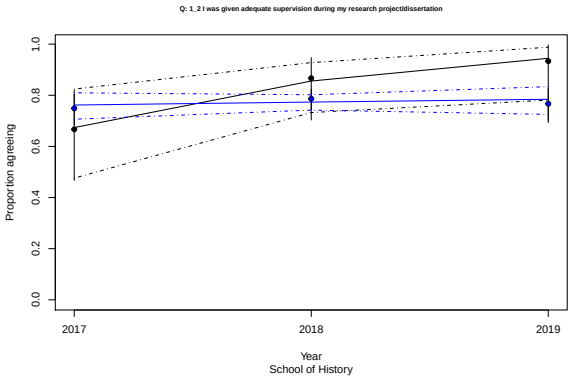
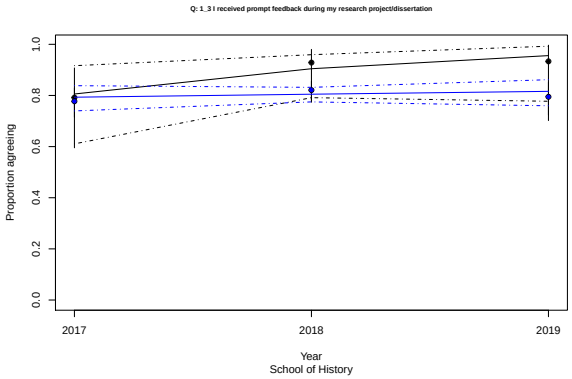
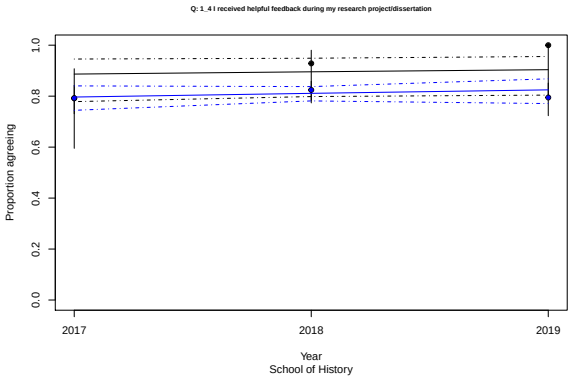
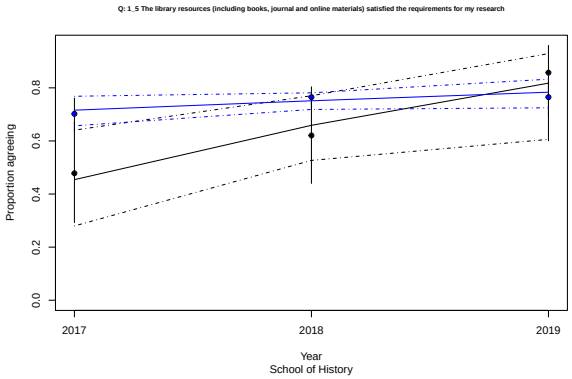
School of History

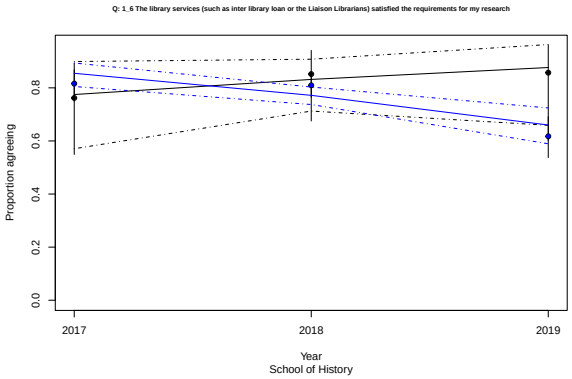


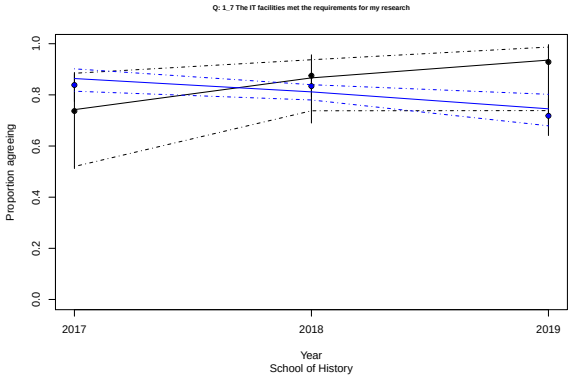











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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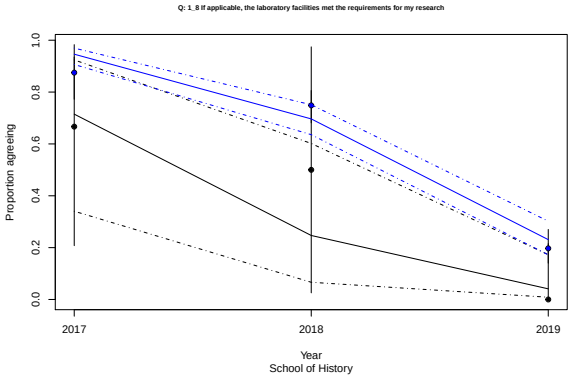
1.0
2017
2018
2019
Year
School of History


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
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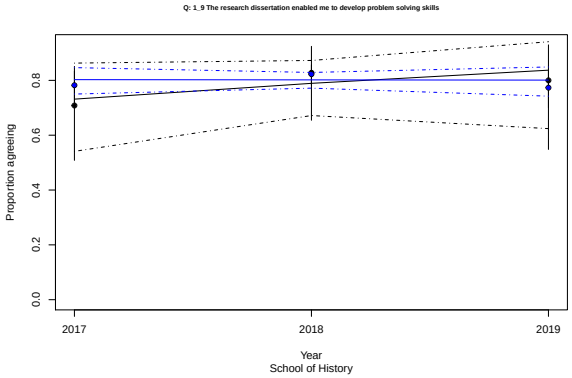
1.0
2017
2018
2019
Year
School of History


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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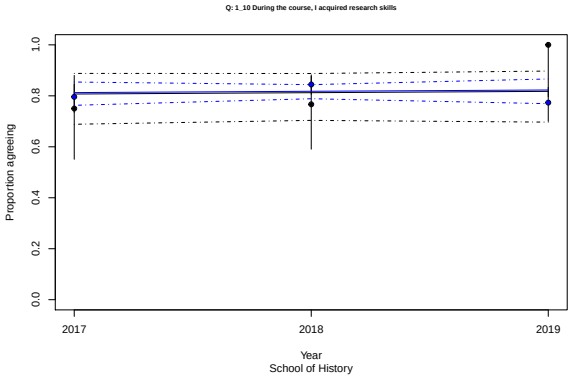
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of History


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
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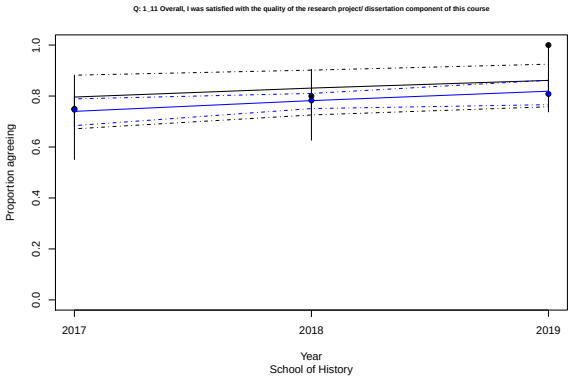
1.0
2017
2018
2019
Year
School of History


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of History

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	Positive	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	Positive	None	None	Below
1_6	None	Negative	None	None
1_7	None	Negative	Positive	None
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1_9	None	None	None	None
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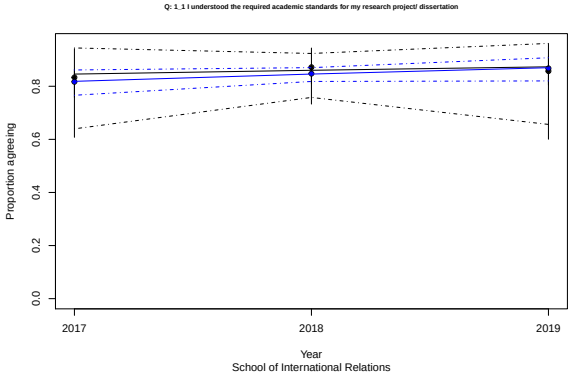
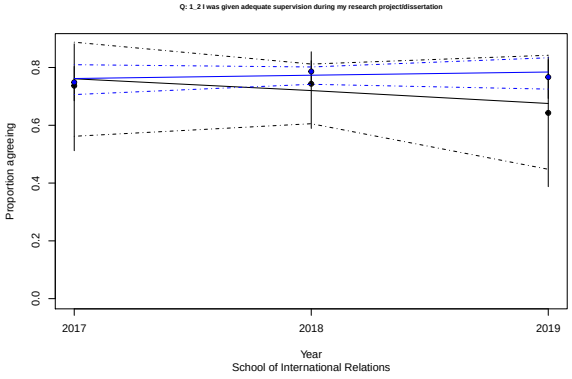
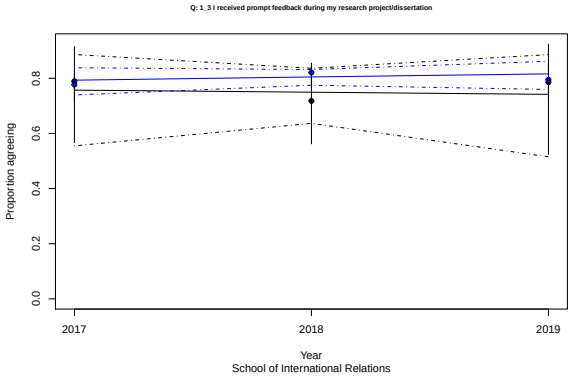
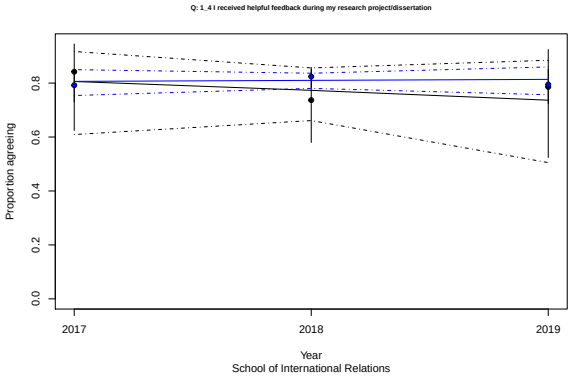
1_11	None	None	None	None

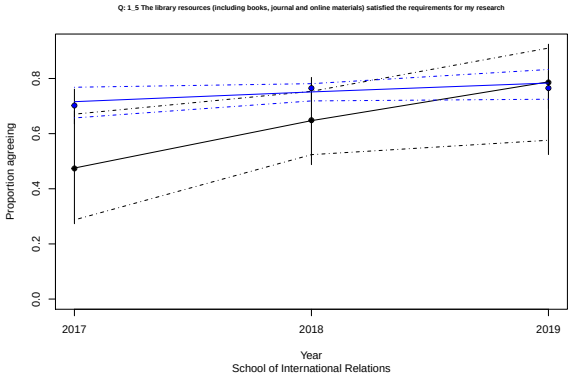
School of International Relations

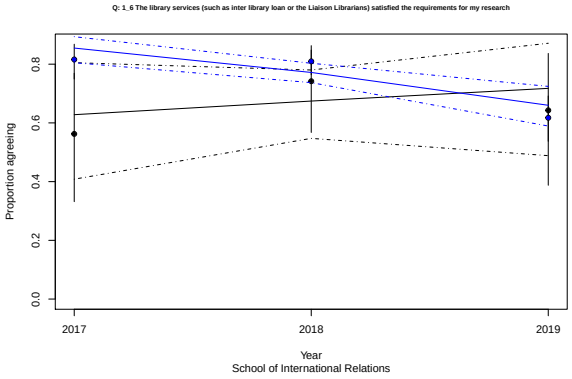


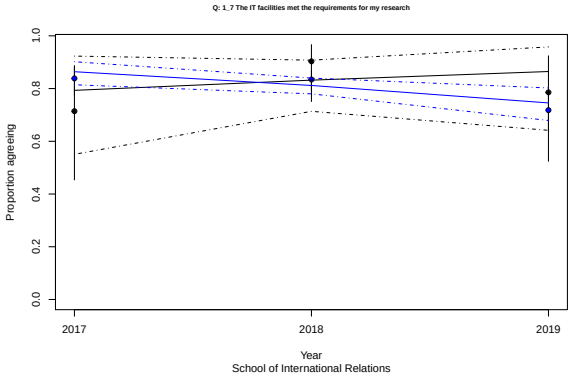


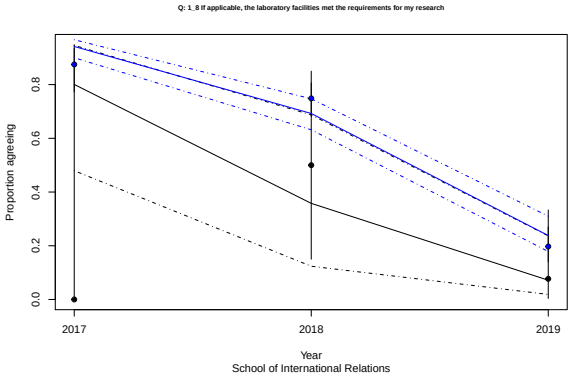


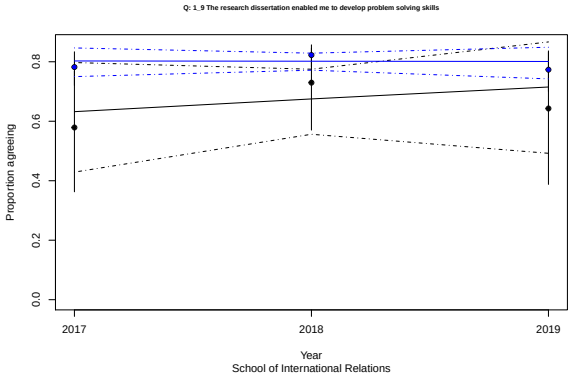







Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of International Relations


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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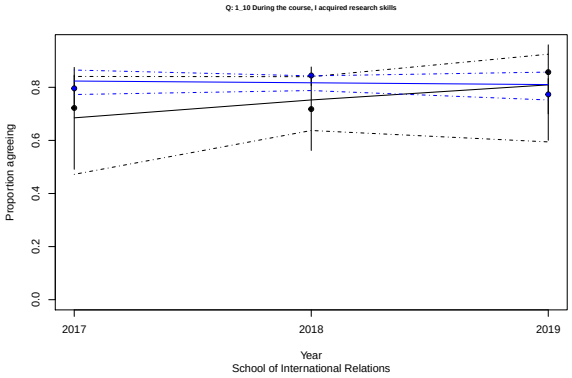
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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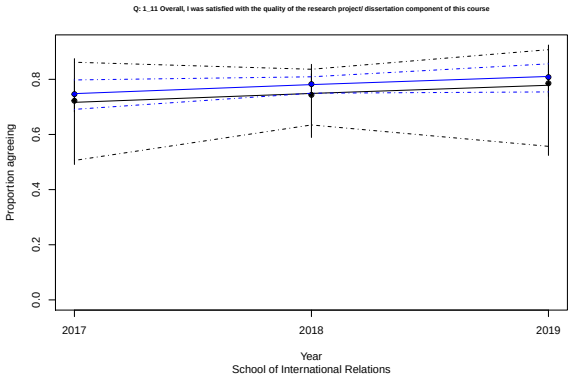
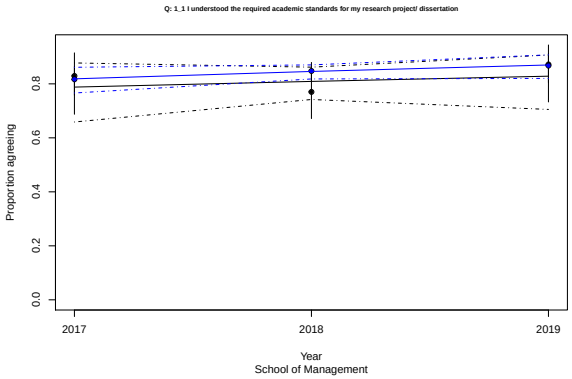
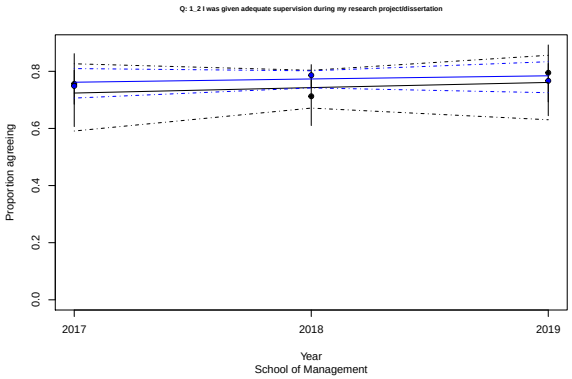
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

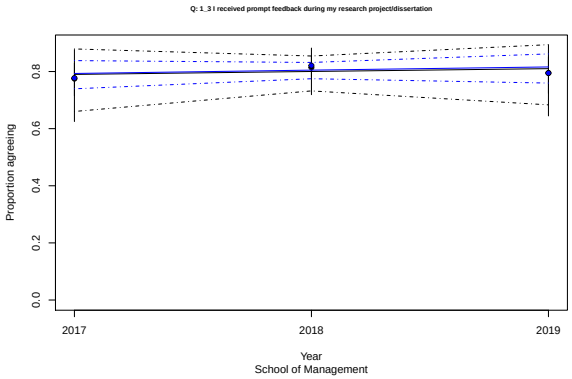

Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of International Relations

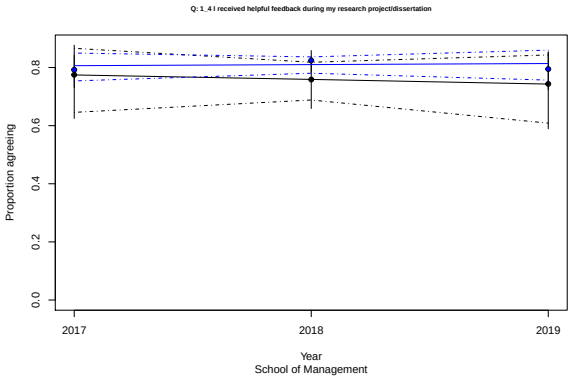
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	Below
1_6	None	Negative	None	None
1_7	None	Negative	None	None
1_8	None	Negative	None	Below
1_9	None	None	None	Below
1_10	None	None	None	None
1_11	None	None	None	None

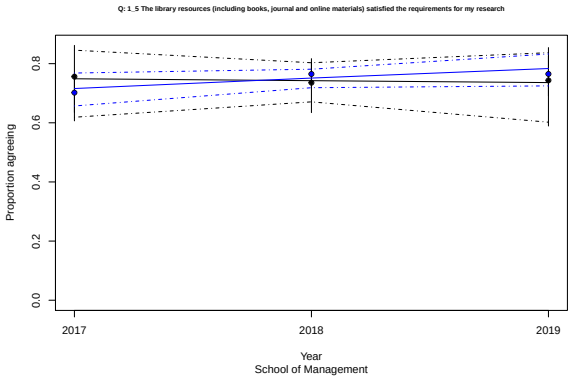
School of Management

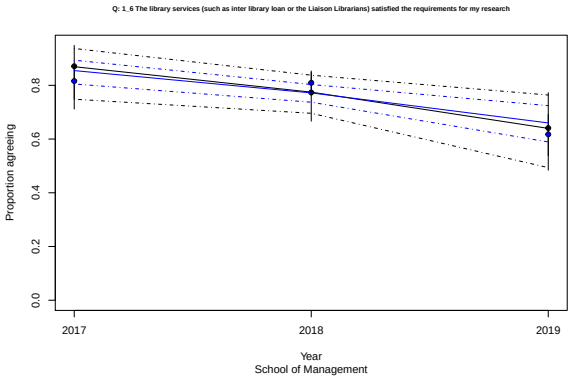


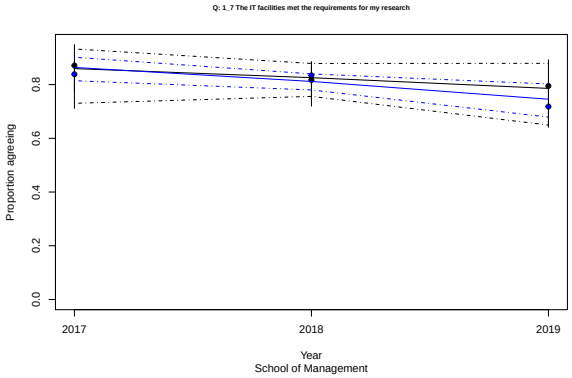


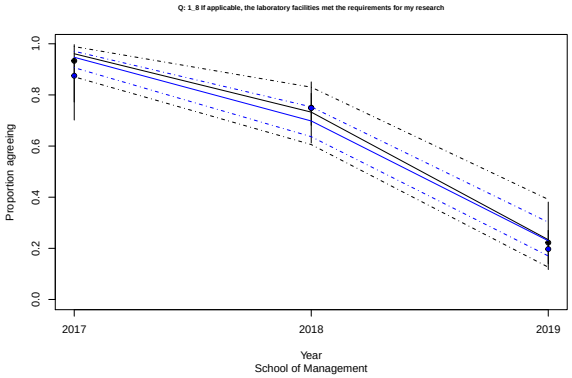


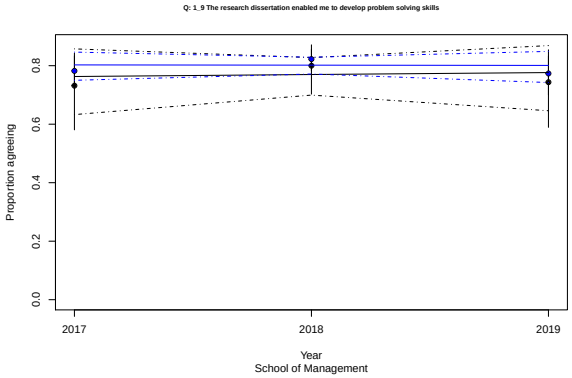


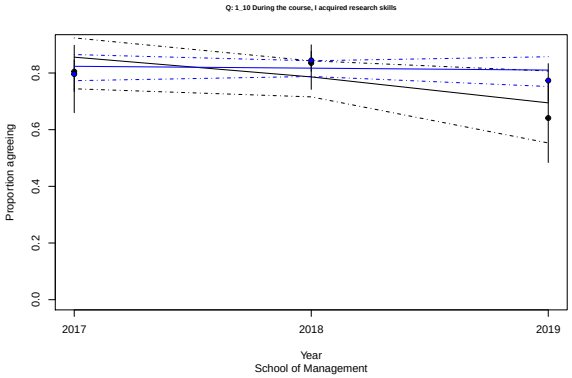


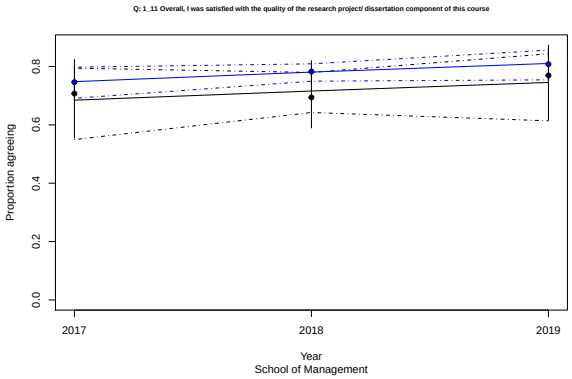



Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Management

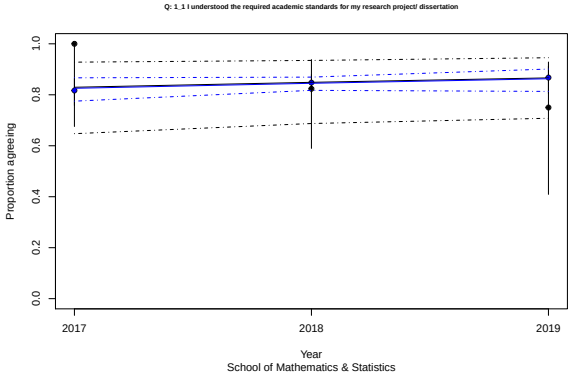

Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management

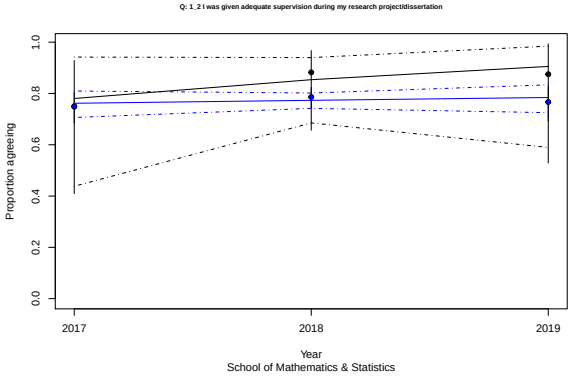

Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management

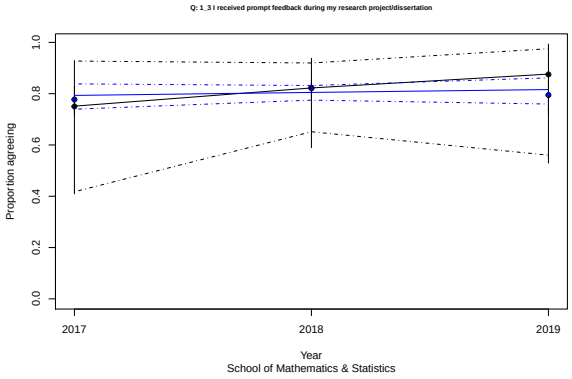

Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Management

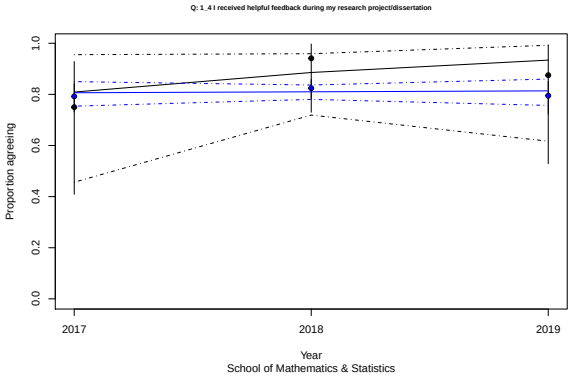
Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	Negative	Negative	None	None
1_7	None	Negative	None	None
1_8	Negative	Negative	None	None
1_9	None	None	None	None
1_10	None	None	None	None
1_11	None	None	None	None

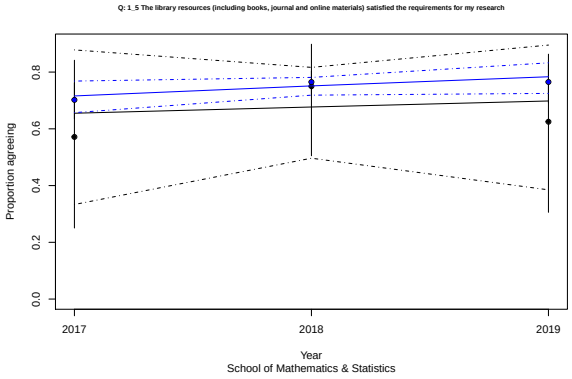
School of Mathematics & Statistics

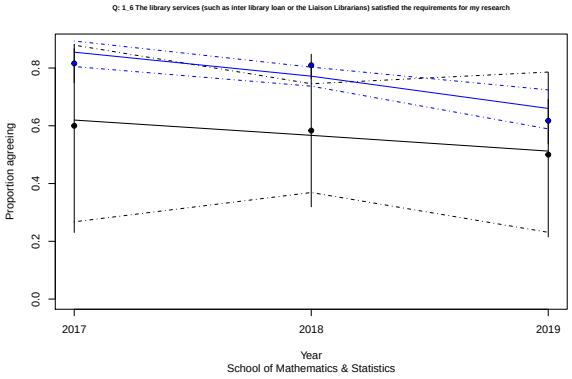


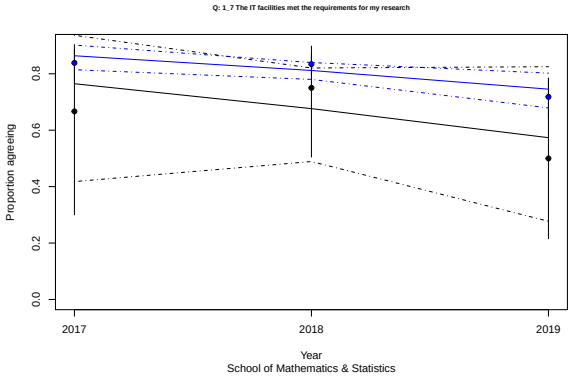











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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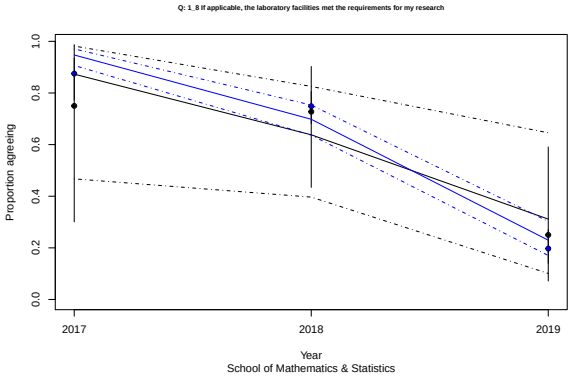
0.2
0.4
0.6
0.8
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
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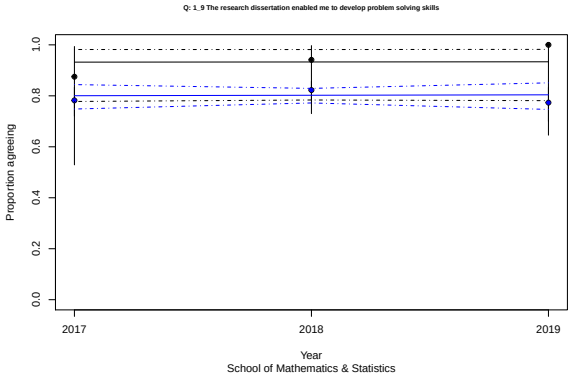
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
0.2
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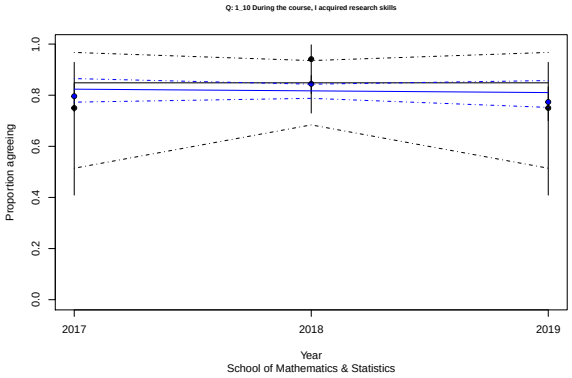
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
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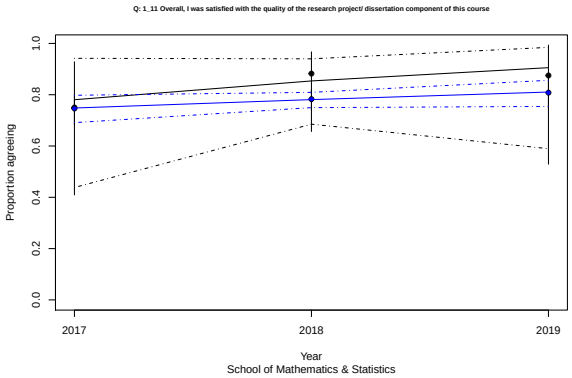
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Mathematics & Statistics

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	Below
1_7	None	Negative	None	None
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1_9	None	None	None	None
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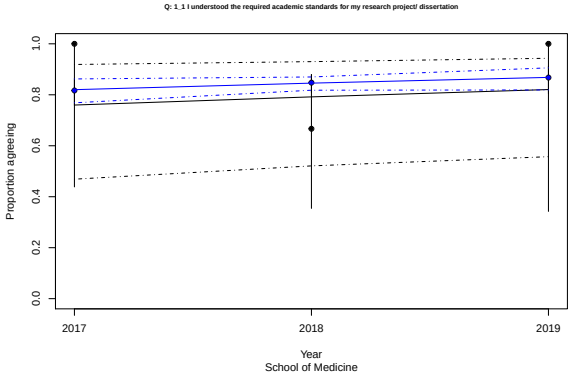
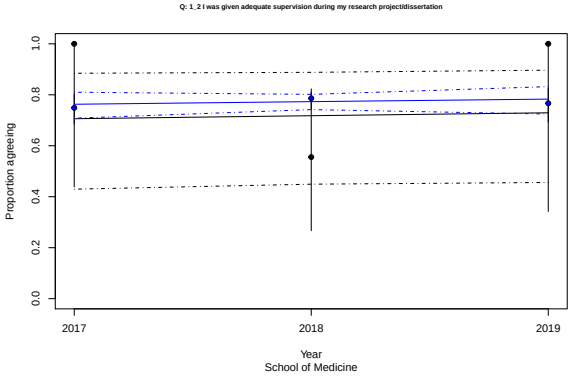
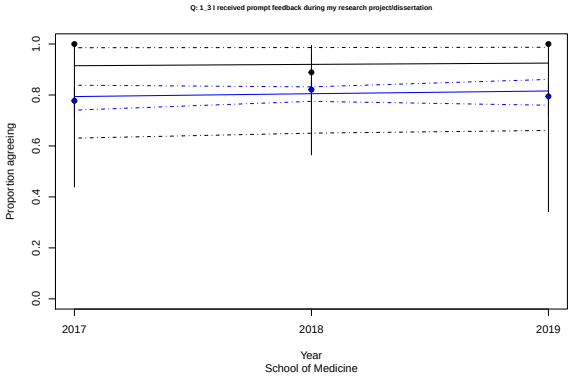
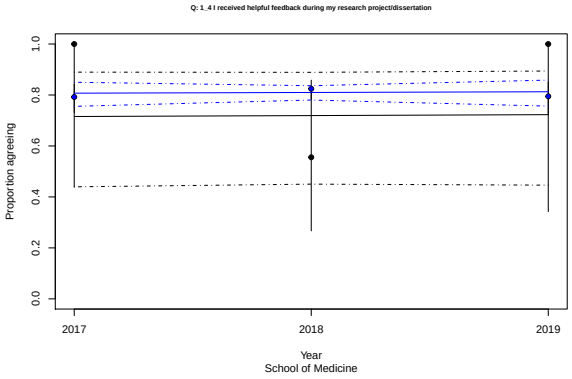
1_11	None	None	None	None

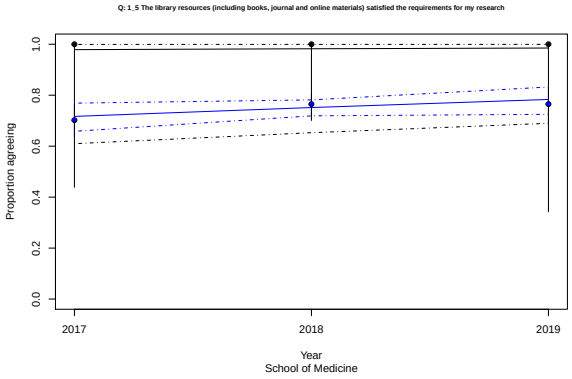
School of Medicine

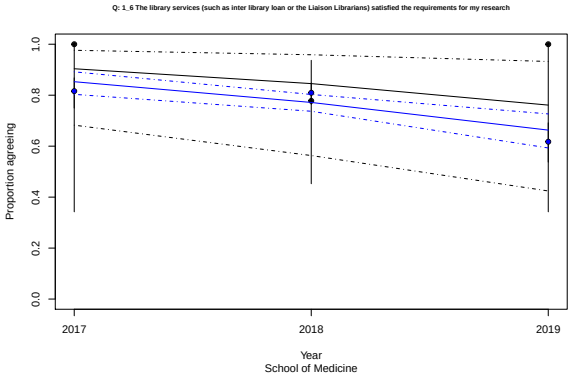


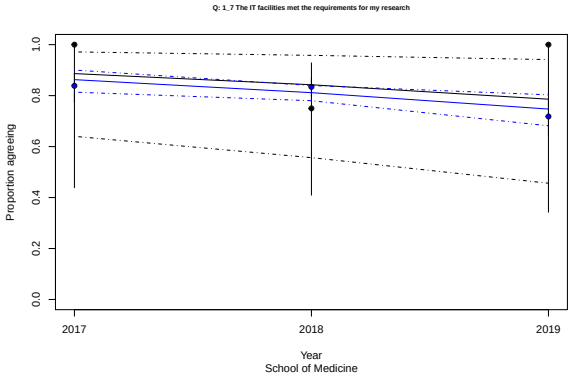


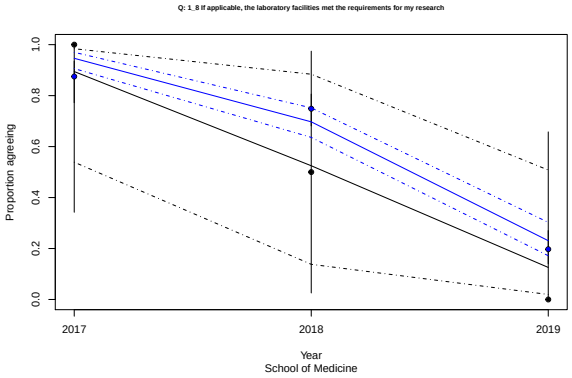









Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
0.0
0.2
0.4
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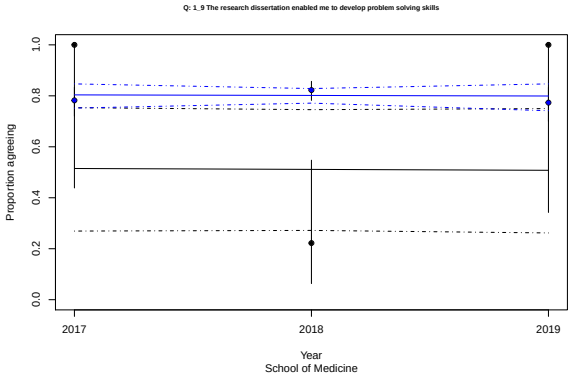
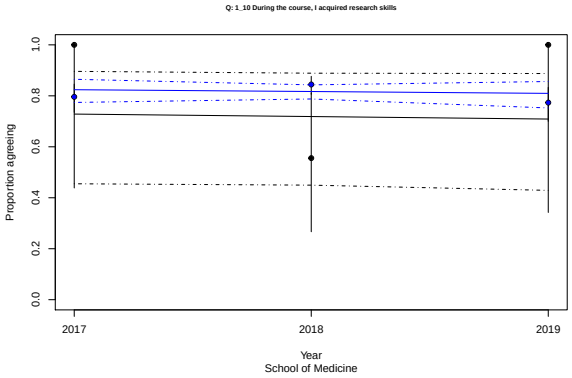
2017
2018
2019
Year
School of Medicine


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Medicine


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
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0.4
0.6
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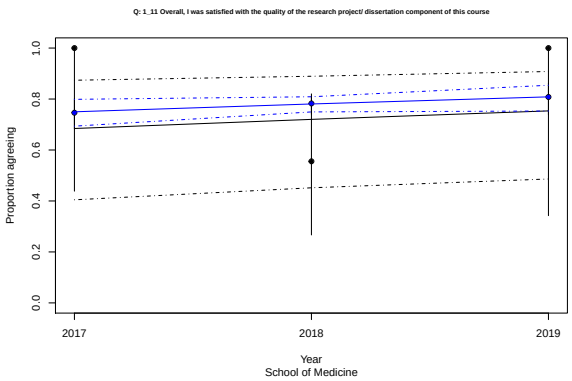
1.0
2017
2018
2019
Year
School of Medicine


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
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2017
2018
2019
Year
School of Medicine

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
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1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
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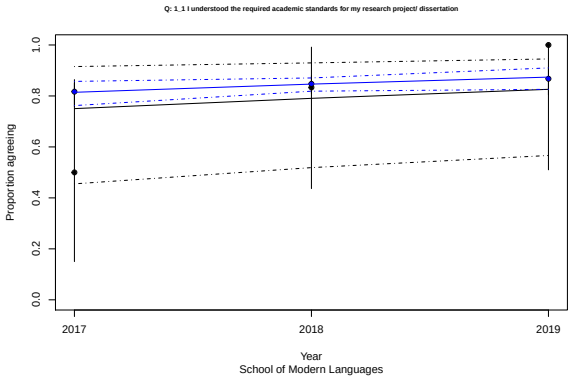
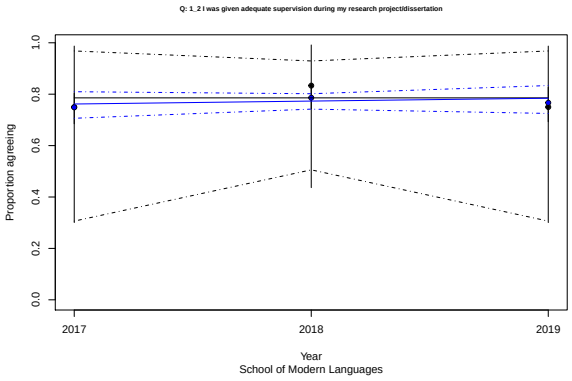
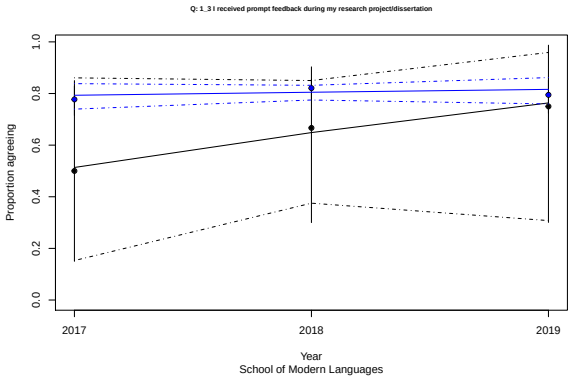
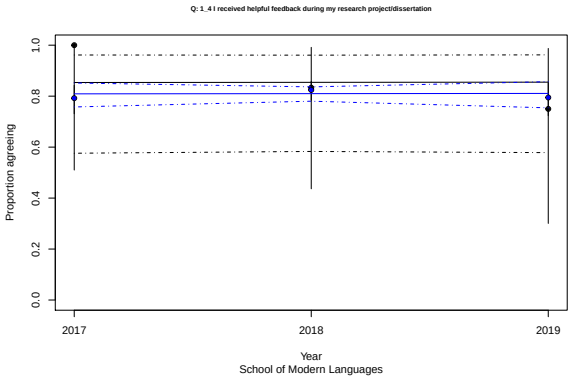
1_11	None	None	None	None

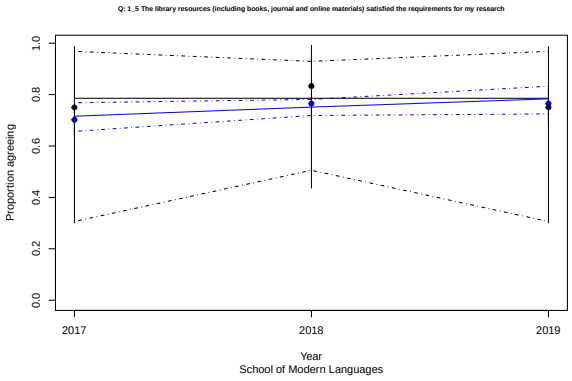
School of Modern Languages

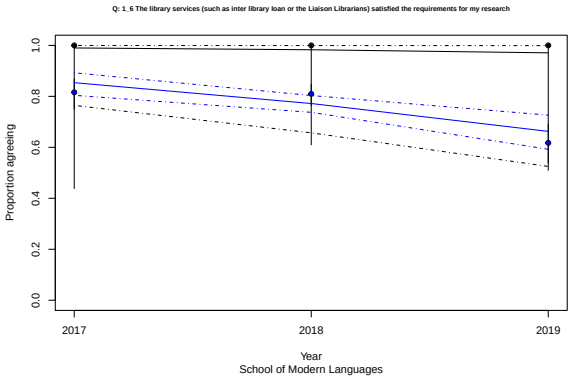


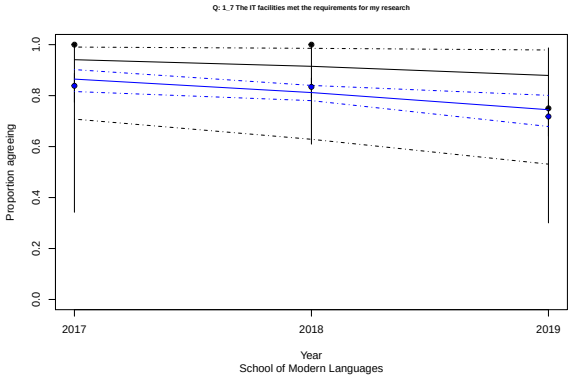











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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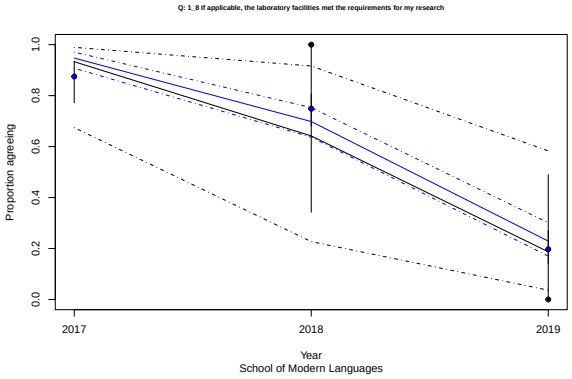
2017
2018
2019
Year
School of Modern Languages


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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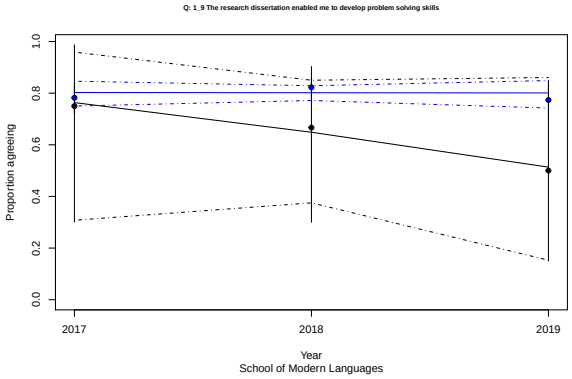
2019
Year
School of Modern Languages


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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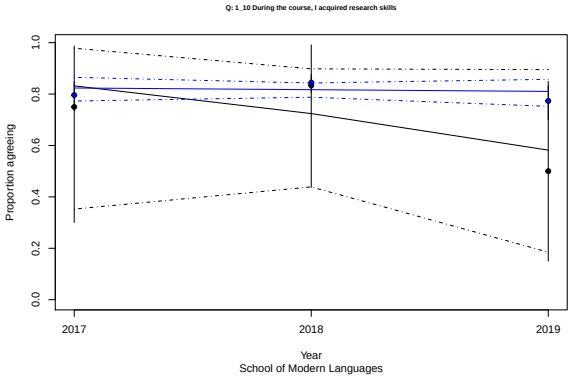
2019
Year
School of Modern Languages


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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2017
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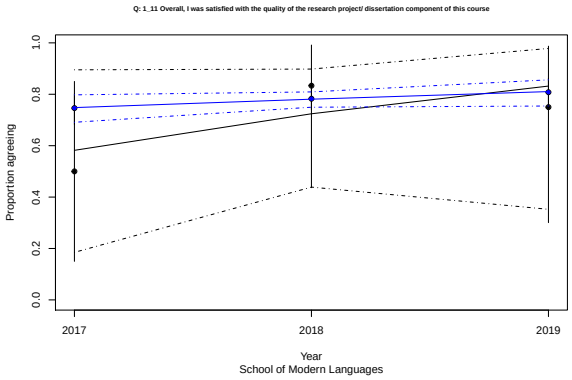
2019
Year
School of Modern Languages


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
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2017
2018
2019
Year
School of Modern Languages

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
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1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	None
1_6	None	Negative	None	None
1_7	None	Negative	None	None
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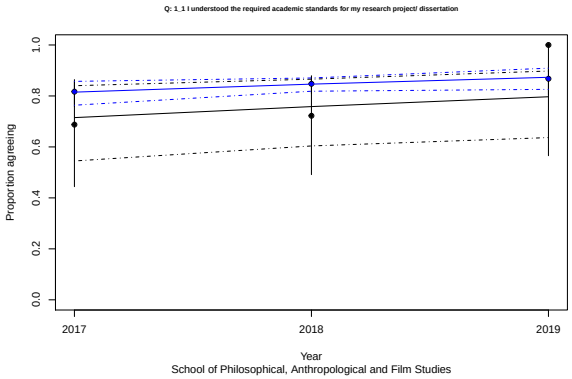
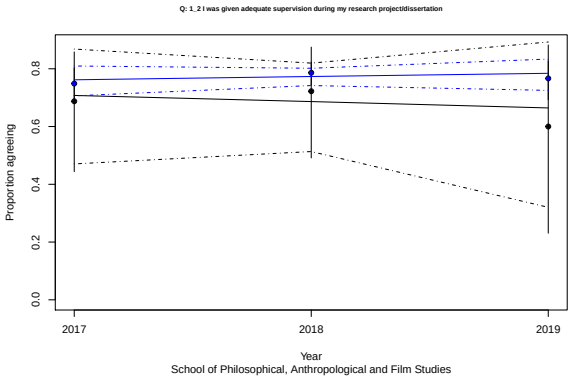
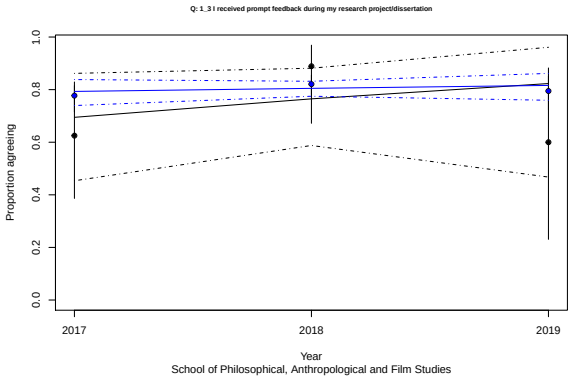
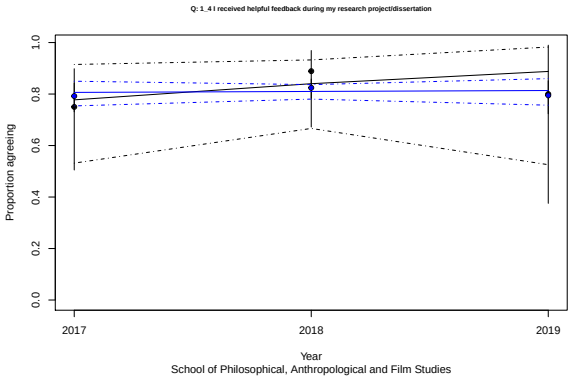
1_11	None	None	None	None

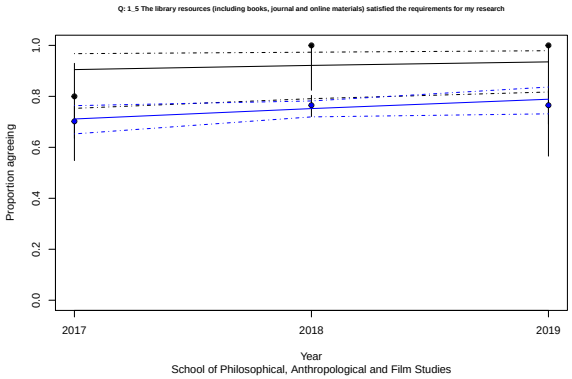
School of Philosophical, Anthropological and Film Studies

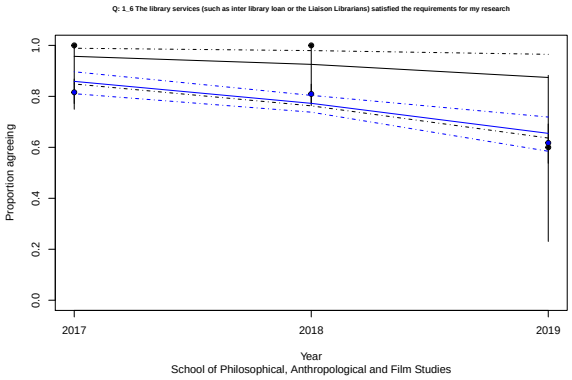


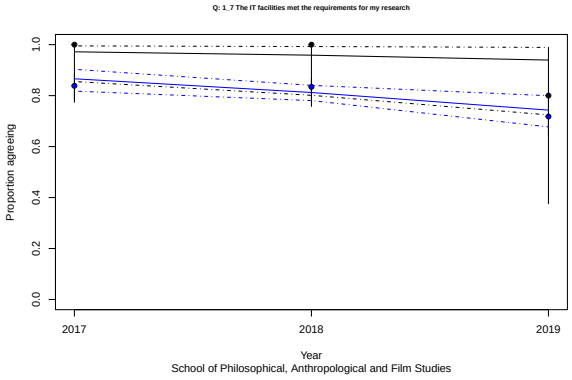











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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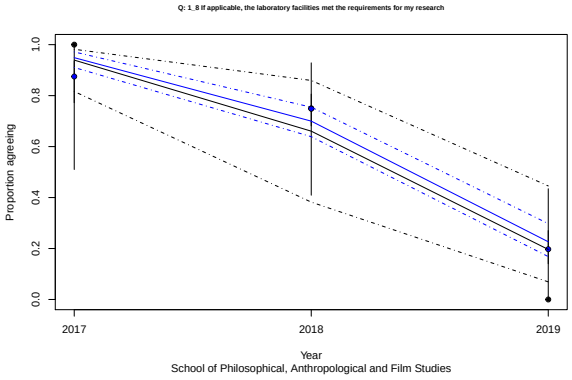
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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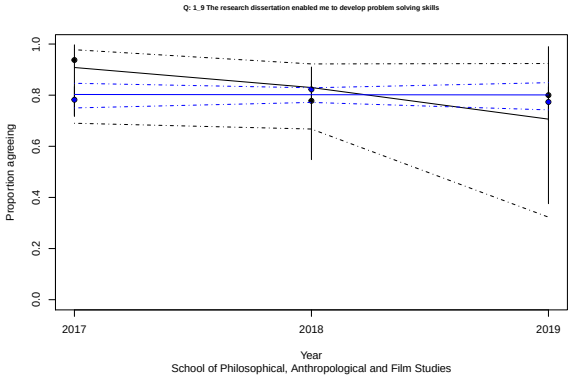
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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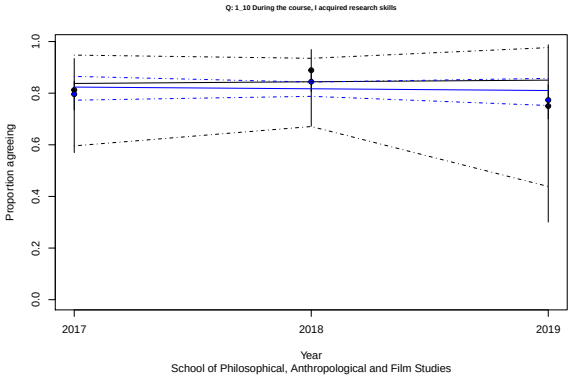
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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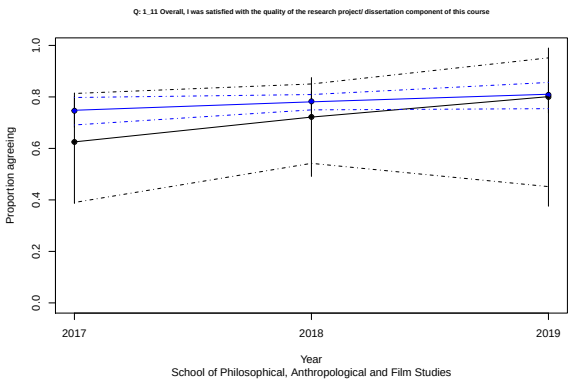
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
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0.8
1.0
2017
2018
2019
Year
School of Philosophical, Anthropological and Film Studies

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
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1_4	None	None	None	None
1_5	None	None	None	Above
1_6	Negative	Negative	None	Above
1_7	None	Negative	None	Above
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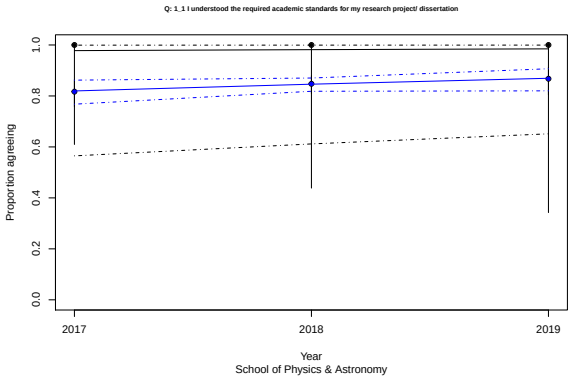
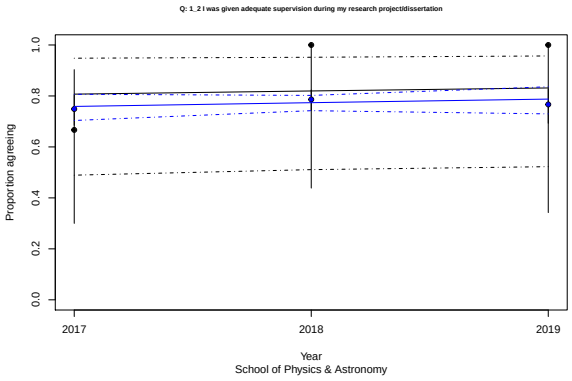
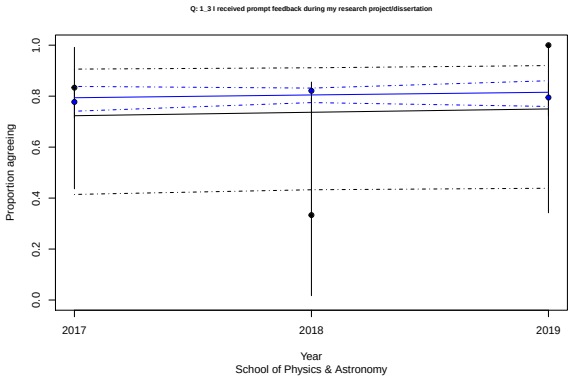
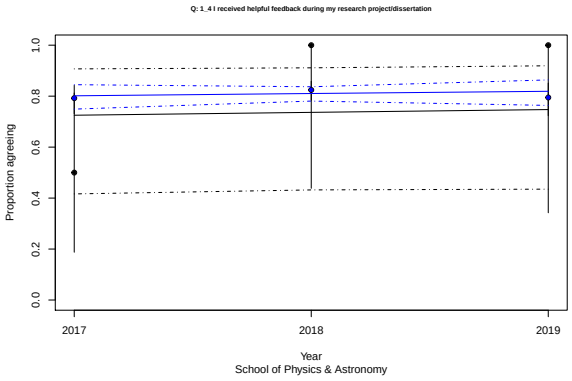
1_10	None	None	None	None
1_11	None	None	None	None

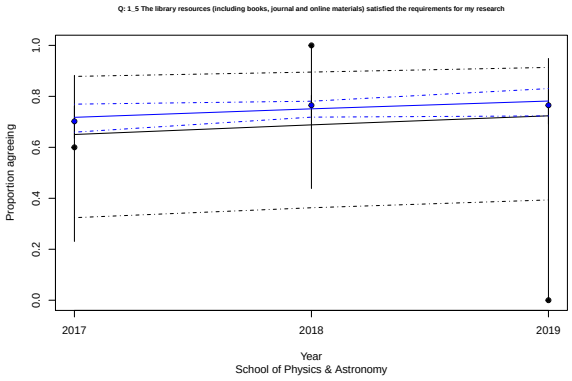
School of Physics & Astronomy

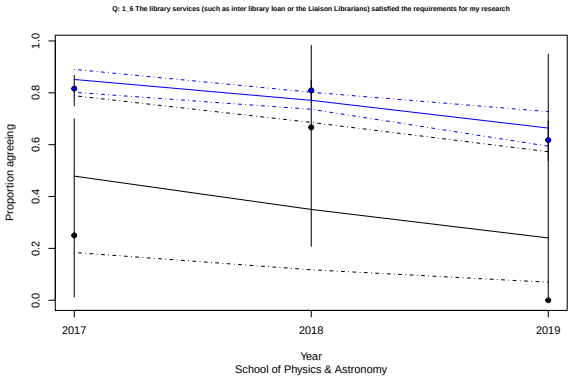


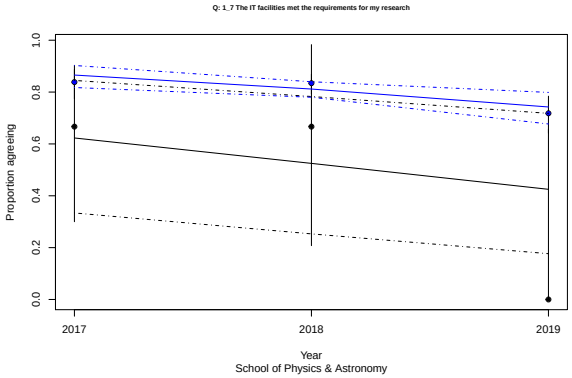











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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2017
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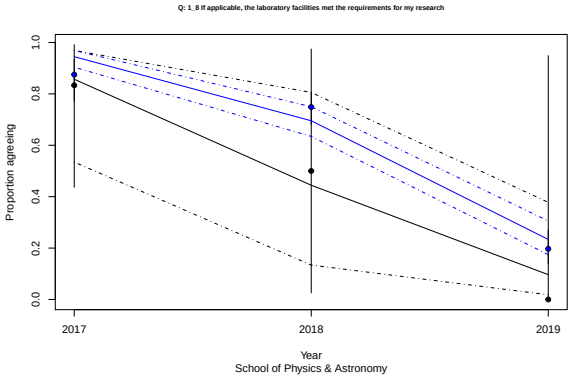
2019
Year
School of Physics & Astronomy


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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2018
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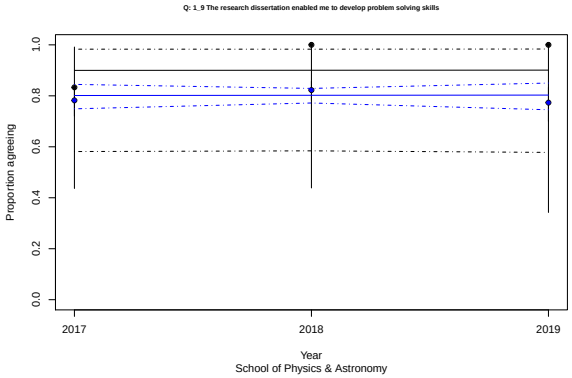
Year
School of Physics & Astronomy


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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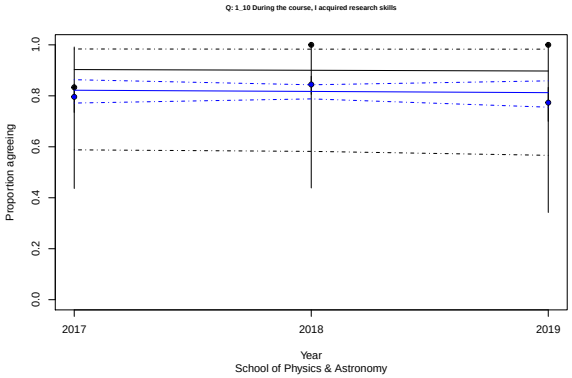
2018
2019
Year
School of Physics & Astronomy


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
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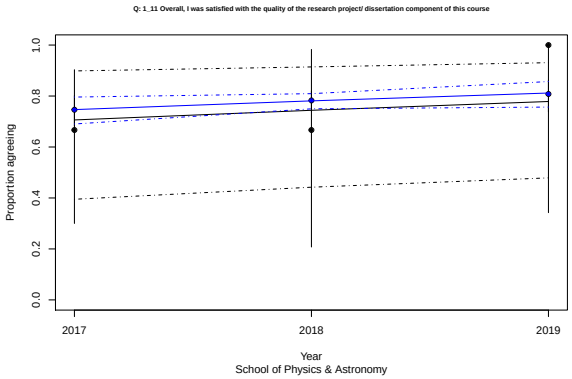
2019
Year
School of Physics & Astronomy


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
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0.8
1.0
2017
2018
2019
Year
School of Physics & Astronomy

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
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1_2	None	None	None	None
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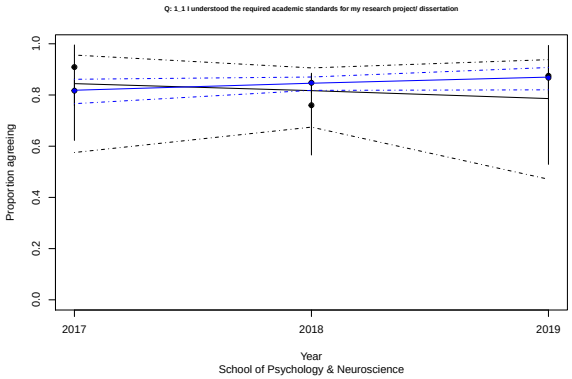
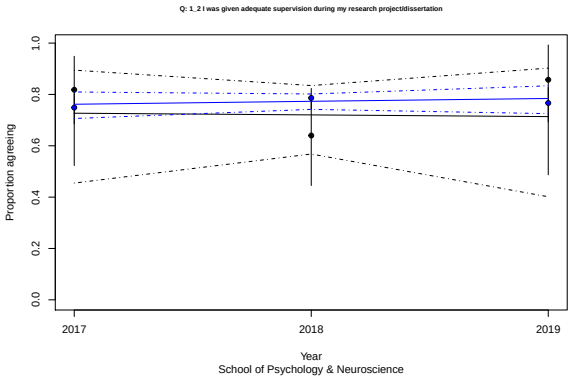
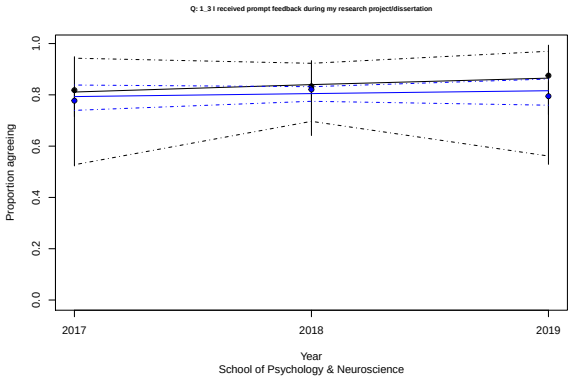
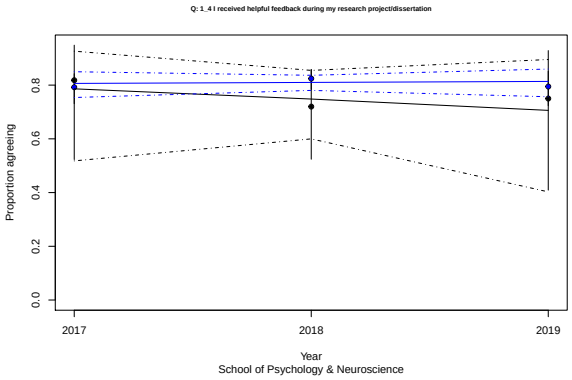
1_11	None	None	None	None

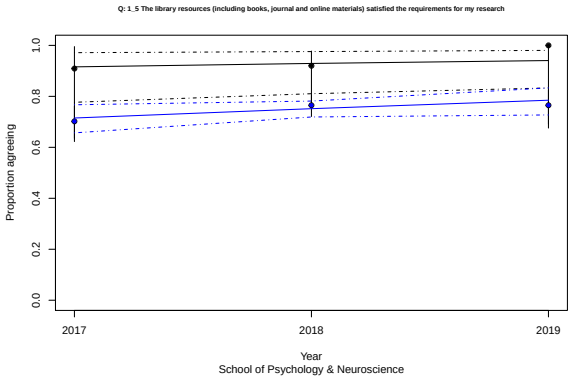
School of Psychology & Neuroscience

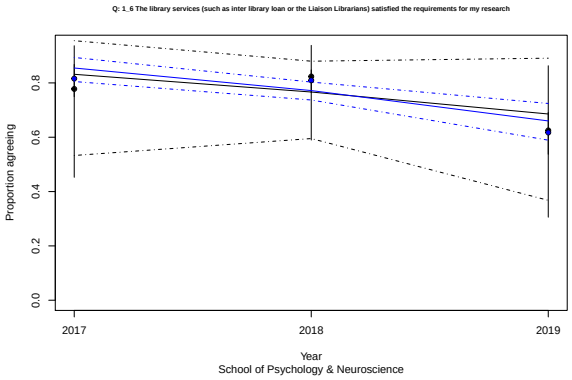


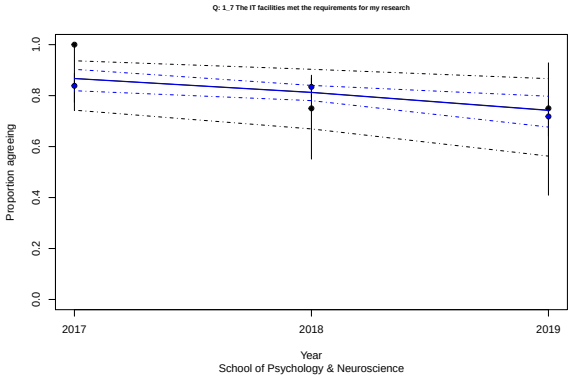











Q: 1_7 The IT facilities met the requirements for my research
Proportion agreeing
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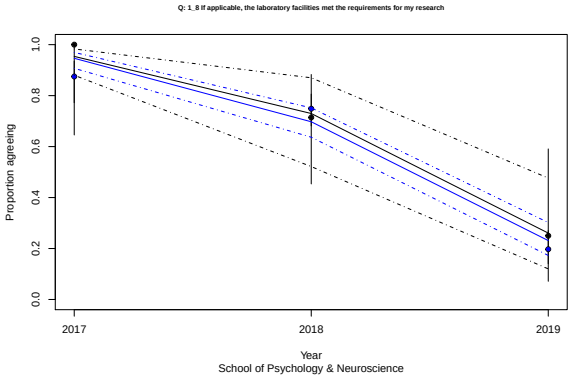
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 1_8 If applicable, the laboratory facilities met the requirements for my research
Proportion agreeing
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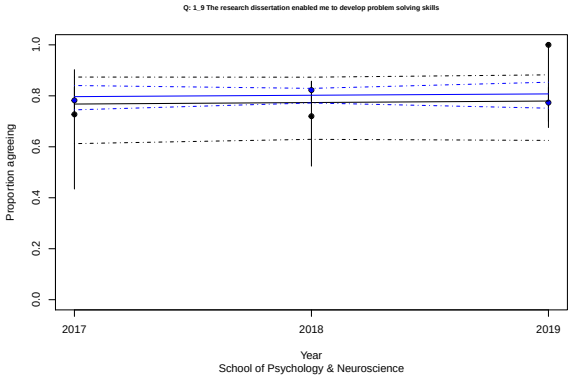
Year
School of Psychology & Neuroscience


Q: 1_9 The research dissertation enabled me to develop problem solving skills
Proportion agreeing
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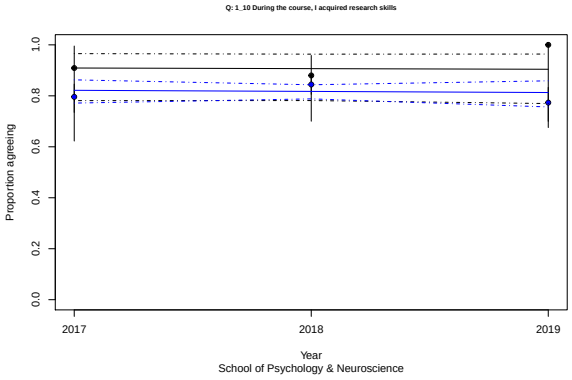
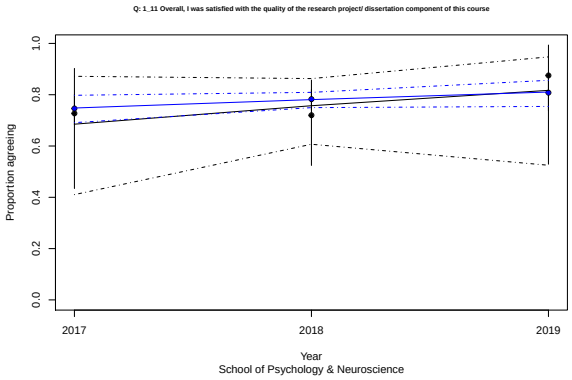
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 1_10 During the course, I acquired research skills
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience


Q: 1_11 Overall, I was satisfied with the quality of the research project/ dissertation component of this course
Proportion agreeing
0.0
0.2
0.4
0.6
0.8
1.0
2017
2018
2019
Year
School of Psychology & Neuroscience

Question	SchoolYearTrend	StAYearTrend	SchoolStATrendDiff	SchoolStAAverage
1_1	None	None	None	None
1_2	None	None	None	None
1_3	None	None	None	None
1_4	None	None	None	None
1_5	None	None	None	Above
1_6	None	Negative	None	None
1_7	None	Negative	None	None
1_8	Negative	Negative	None	None
1_9	None	None	None	None
1_10	None	None	None	None
1_11	None	None	None	None

Methodology

For each question the proportion of students, for a given School, who reported agreeing with the relevant statement (either Definitely Agree or Mostly Agree) was compared across Schools, and with the view for the institution as a whole (i.e. views pooled across Students).

To represent the uncertainty associated with these estimates, 95% confidence intervals for the proportion agreeing in the underlying population were also calculated using the estimate in each case. These intervals also respect the proportional nature of the School-specific estimates and ensures the boundaries at 0 and 1 are observed.

For each question a Binomial-based Generalized Linear Model with a logit link and School as a factor, was fitted. This enables the reader to identify any genuine differences across Schools and/or with reference to the average view for the institution (also displayed in each case).

In all cases, the level of evidence for a difference between each School and the average across the University was determined using p-values, based on the GLM-based coefficients which are referenced against the institutional average.

In cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

The postgraduate research survey contains additional questions in a different format to the Definitely Agree, Mostly Agree, Neither Agree nor Disagree, Mostly Disagree, Definitely Disagree responses followed by most of the questions. These questions were classified into proportion agreeing with the statement as follows:

- In question 16 the proportion agreeing are those selecting they have taken part in the activity out of all responses, blank responses are counted as negatives.
- Question 17 is a yes or no question, the proportion agreeing were those that answered yes out of all responses.
- For questions 17a, 17b and 17c those that selected they were not involved in teaching were excluded, the proportion agreeing were those that selected they had taken part in that form of training out of the remaining respones.
- For question 19a, 19b and 28a the question asks if you attended an event did you find it useful. Those that had answered Not Applicable or Did not attend were excluded, the proportion agreeing were then those answering yes out of the remaining responses.
- Question 24 asks "Have you considered, for any reason, withdrawing or taking a leave of absence from your postgraduate studies." All other graphs have higher being better and so to keep consistency in interpretation of the graphs, in this case the positive response was selected as No, with Yes or Prefer not to say counting as negative responses. The text of the question in the report is edited to match this meaning.

Question-level Results

The vertical **black** lines in each figure represent 95% confidence intervals for Schools which are statistically indistinct from the average view across the University as a whole. The proportion agreeing to each statement for the institution as a whole is also shown in each figure (labelled 'Whole Institution').

The vertical **amber** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **red** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.01.

The vertical **light blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **dark blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.01.

In cases where all students surveyed in a School agreed or disagreed with the statement presented, these are represented as circles on each figure without any vertical intervals. This illustrates a unanimous opinion across the surveyed cohort. To assess statistical significance (regarding differences from the institutional average) in these cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

School-level Results

Technical note: In this summary, the 'student view' refers to the proportion of students agreeing to each statement, and comparisons between each School and the institutional (or University average) are based on coefficient based comparisons between each School (for each question) with the equivalent based on the number of students agreeing to each statement, pooled across the University. These p-value based comparisons are routinely provided as part of a Binomial-based Generalized Linear Model (with logit link) and a proportional response. Additionally, the statement of 'significantly' better or worse student views is underpinned by either strong (p-value< 0.05), or very strong (p-value< 0.01) evidence for a difference from the University average.

The large coloured circles in each figure represent questions with a 'higher than average' student view, underpinned by a proportion of students agreeing to the statement which is higher than the proportion of the students agreeing to the statement when students are pooled across Schools.

The smaller coloured circles in each figure represent questions with a 'lower than average' student view, underpinned by a proportion of students agreeing to the statement which is lower than the proportion of the students agreeing to the statement when students are pooled across Schools.

The colour of the circles convey if the estimated difference from the University average (signalled by bigger or smaller circles) looks to be genuinely different from the average, or if these differences could simply be due to natural fluctuations that occur when taking samples from a bigger population.

Put simply, Schools would be delighted to see lots of large blue circles for all questions and disheartened to instead see a School-based plot dominated by lots of small red or orange circles. The grey circles (either large or small) do not represent compelling evidence for any real difference between the School responses and the University average.

Trend over time

- The School-based trends (or lack thereof) are represented by the black dots and black lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).
- The institutional average trends (or lack thereof) are represented by the blue dots and blue lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).

The table following the figure-based results for each School has the following columns:

- 'SchoolYearTrend' indicates if the student satisfaction scores for the School are increasing, static, or decreasing over time. Specifically:
  - whether there is compelling evidence for a trend over time within School: None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time.
- 'StAYearTrend' indicates if the student satisfaction scores for the institution generally are increasing, static, or decreasing over time. Specifically,
  - whether there is compelling evidence for a trend over time within St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time. Note, this is the same for each School (since it is pooled across Schools) but is provided in each case for reference with the School results.
- 'SchoolStATrendDiff' indicates if the student satisfaction scores for the School is 'bucking the trend' compared with the University generally. Specifically,
  - whether there is compelling evidence for a difference in the trend within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference between trends, 'Positive' indicates the School is increasing in satisfaction more rapidly than the institution as a whole, while 'Negative' indicates the School is increasing more slowly in satisfaction scores over time, compared with the University as a whole.
- 'SchoolStAAverage' indicates if the student satisfaction scores for the School are on average lower, the same, or higher than the University average, when the data are pooled over time. Specifically,
  - whether there is compelling evidence for a difference within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference, 'Above' indicates the School has on average higher satisfaction scores than the institution as a whole, while 'Below' indicates the School has on average lower satisfaction scores, compared with the University as a whole.

University of St Andrews

Postgraduate Research Committee

POSTGRADUATE RESEARCH STUDENT SATISFACTION SURVEY 2019 RESULTS

1. Introduction

1.1. This paper provides an overview of the results of the 2019 Postgraduate Research Student Satisfaction Survey.

2. Action requested

2.1. Members are asked to note the contents of this paper.

3. Consultation

3.1. The Director of Planning was consulted in the preparation of this paper.

4. Background/context

4.1. The PGR Student Satisfaction Survey was launched as a replacement for PRES. The survey was run internally between 29 April 2019 and 17 May 2019, and was open to all registered postgraduate research students yet to submit their thesis.

4.2. The survey consisted of 31 different questions, across 11 different areas. A full copy of the survey is provided in Appendix 1.

5. Summary of Results

5.1. The response rate to the survey was 33.2%. In total 335 students responded out of a possible population of 1008. A summary of response rates by School is included in Appendix 2

5.2. The majority of respondents, 93.7%, were PhD students, with the rest being research masters students. Of doctoral candidates who responded to the survey 19.1% were part of a doctoral training centre, and 53.4% were not, with the remainder unsure if they were or not.

5.3. 52.4% of respondents are considering an academic or research career in HE following the completion of their degree, with 14.7% considering a research or teaching degree outside of higher education.

5.4. Overall 83.2% of respondents to the survey were satisfied with their postgraduate research programme, and 77.8% of respondents were satisfied with their overall postgraduate research experience.

5.5. The Schools of Computer Science (100%), Economics & Finance (100%), and International Relations (100%) had the highest levels of satisfaction with the postgraduate research programme. Modern Languages (70.0%), and Earth & Environmental Sciences (76.9%) had the lowest levels of satisfaction with the postgraduate research programme.

5.6. The Schools of Economics & Finance (100%), and International Relations (91.7%) had the highest levels of satisfaction with their postgraduate research experience. Art History (50.0%), and Modern Languages (60.0%) had the lowest levels of satisfaction with their postgraduate research experience.

5.7. A summary of overall satisfaction by Academic School can be found in Appendix 2.

5.8. The questions with the highest level of agreement were question 19.3 'I understand the requirements and deadlines for my annual progress review' (93.4%), and question 5.1 'My supervisor(s) has/have the subject expertise and skills to support my research' (92.8%).

5.9. The questions with the lowest level of agreement were question 5.6 'My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs' (21.2%), and question 28.2 'I have attended at least one event organised by St Leonard's College this academic year' (21.3%).

5.10. A summary of the responses to the questions with answers on the Likert scale is available in Appendix 4.

6. Next steps

6.1. Data packs for each Academic School have been circulated to Heads of School and Directors of Postgraduate Research.

7. Further information

7.1. For further information please contact Planning at planningstats@st-andrews.ac.uk.

Author and Presenter
Dr Jonathan McDougall-Bagnall
Planning Officer
31 October 2019

Appendix 1: Copy of the 2019 Postgraduate Research Student Satisfaction Survey.
Appendix 2: Response rates by Academic School
Appendix 3: Overall satisfaction by Academic School
Appendix 4: Overall summary of responses to Likert scale questions.

Postgraduate Research Student Satisfaction Survey 2019

Page 1: Postgraduate Research Student Satisfaction Survey 2019

Welcome

Your responses to this survey help us improve the experience for postgraduate research students next year. The questionnaire should take around fifteen minutes to complete.

Notes for completion

Please complete all questions that apply to you. If a question does *not* apply to you, or you do not have an opinion on it, then leave it blank or mark it, "*Not applicable*". When you arrive at the final, '*Thank you*' page of the survey you will know that your responses have been recorded on our database.

After each section of the survey, you will be asked for any further comments on the issues covered. **Please do not identify yourself or other individuals (including staff) in your comments.** If you wish to discuss further any of the issues raised, please contact me (provost@st-andrews.ac.uk)

Technical issues with the survey or questionnaire should be directed to studentsurveys@st-andrews.ac.uk

If you have a complaint or need support with any of the issues raised within the survey, please contact studentsurveys@st-andrews.ac.uk.

Data Protection

All data collected in this survey will be held securely. Results are confidential to University of St Andrews, though we may choose to share or publish aggregated, anonymised results. However we will not identify any individual when reporting results, and will ensure that no individual can be identified by implication. All results will be

reported in an aggregated and anonymised form.

Once you click 'Next' you will be directed to the first section of the survey. Thank you in advance for completing this Satisfaction Survey. It is appreciated.

Page 2: About you as a postgraduate research student

1. I am currently registered for:

- PhD (including DLang)
- Professional Doctorate (including DEng/EngD, DPerf, DProf)
- MPhil
- MSc/MSt by Research
- MFA (Master of Fine Arts)

2. If you are a doctoral student, is your required training programme primarily proved through a Training Centre (e.g. Doctoral Training Centre, a Doctoral Training Partnership, or a Centre for Doctoral Training)?

- Yes
- No
- Don't Know
- Not Applicable/Not a doctoral student

Page 3: Motivation and Goals

3. What primarily motivated you to persue a postgraduate research degree?

- ○ Interest in the subject area
- ○ I was encouraged by an academic member of staff
- ○ I felt encouraged to work with a particular academic
- ○ There was funding available
- ○ It felt like a natural progression for me
- ○ Interest in a future academic or research career
- ○ Improve career prospects for a career outside academia or research
- ○ Professional development or training
- ○ Other

3.a. If you selected Other, please specify:

4. After you complete your degree, what type of career are you considering?

- ○ Academic or research career in HE
- ○ Research career outside of HE
- ○ Teaching outside of HE
- ○ Undecided
- ○ Other

4.a. If you selected Other, please specify:

Page 4: Supervision Experience

5. The following statements relate to your supervision. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
My supervisor(s) has/have the subject expertise and skills to support my research	☐	☐	☐	☐	☐	☐
I have regular contact with my supervisor(s),	☐	☐	☐	☐	☐	☐
The contact I have with my supervisor(s) is appropriate for my needs	☐	☐	☐	☐	☐	☐
My supervisor(s) feedback is helpful	☐	☐	☐	☐	☐	☐
My supervisor(s) help me identify my training and development needs	☐	☐	☐	☐	☐	☐

My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs	☐	☐	☐	☐	☐	☐

6. Any additional comments about your supervision experience?

Page 5: Staff and Student Responsibilities

7. The following statements relate to staff and student responsibilities. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
The University values feedback from postgraduate research students	☐	☐	☐	☐	☐	☐
The University responds appropriately to feedback from postgraduate research students	☐	☐	☐	☐	☐	☐
I am aware of my responsibilities as a postgraduate research student	☐	☐	☐	☐	☐	☐
I am aware of my supervisors' responsibilities to me	☐	☐	☐	☐	☐	☐

I know who to approach if I am concerned about any aspect of my programme (in addition to my supervisor)	☐	☐	☐	☐	☐	☐

8. Any additional comments about staff and student responsibilities?

Page 6: Research Environment and Facilities

9. The following statements relate to the research environment and culture within your School and in the wider university. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
The research environment in my School helps motivate my work	☐	☐	☐	☐	☐	☐
My School provides a valuable seminar programme	☐	☐	☐	☐	☐	☐
I regularly attend seminars and events put on by my School	☐	☐	☐	☐	☐	☐
I have sufficient opportunities to discuss my research with other research students	☐	☐	☐	☐	☐	☐

I have sufficient opportunities to become involved in the research community, beyond my School	☐	☐	☐	☐	☐	☐
I have sufficient opportunities to discuss my research with other research students	☐	☐	☐	☐	☐	☐
I have sufficient opportunities to share my research with the wider university	☐	☐	☐	☐	☐	☐

10. Any additional comments about the research environment in your School?

11. The following statements relate to the resources and facilities available to you. Please indicate to what extent you agree or disagree with each statement

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
I have an adequate space to work	☐	☐	☐	☐	☐	☐
There are adequate computing resources and facilities available to me	☐	☐	☐	☐	☐	☐
There are adequate library facilities (including physical and online resources) available to me	☐	☐	☐	☐	☐	☐
I have access to the necessary specialist resources required for my research	☐	☐	☐	☐	☐	☐

12. Any additional comments about the resources and facilities available to you?

Page 7: Skills and Professional Development

13. The following statements relate to the development of your research skills. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
During my studies, I have developed the confidence to be innovative	☐	☐	☐	☐	☐	☐
During my studies, I have developed skills to apply research methodologies, tools and techniques	☐	☐	☐	☐	☐	☐
During my studies, I have developed skills in critical analysis and evaluating results	☐	☐	☐	☐	☐	☐
During my studies, I have improved my understanding about 'research integrity'	☐	☐	☐	☐	☐	☐

14. The following statements are about professional development. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
During my studies, I have developed project management skills	☐	☐	☐	☐	☐	☐
During my studies, I have learned to identify my own professional development needs	☐	☐	☐	☐	☐	☐
During my studies, I have developed skills that can be applied in non-academic careers	☐	☐	☐	☐	☐	☐
During my studies, I have developed effective communication skills targeted to a wide range of audiences	☐	☐	☐	☐	☐	☐

During my studies, I have created research-related contacts or had interactions with professional networks	☐	☐	☐	☐	☐	☐

15. Any additional comments about the extent of skills development during the course of your studies?

Page 8: Opportunities and Experiences

16. Please indicate which of the following activities you have been engaged in during your postgraduate research degree (select all that apply)

- ☐ Agreeing a personal training/development plan
- ☐ Receiving training to develop my research skills from my School
- ☐ Receiving training to develop my research skills via the GRADskills programme in CAPOD
- ☐ Receiving training to develop my transferable skills from my School
- ☐ Receiving training to develop my transferrable skills via the GRADskills programme in CAPOD
- ☐ Receiving advice from my School on career options
- ☐ Receiving advice from the Careers Centre on career options
- ☐ Taking part in a placement or internship
- ☐ Attending an academic research conference
- ☐ Presenting a paper or poster at an academic research conference
- ☐ Submitting a paper for publication in an academic journal or book
- ☐ Communicating my research to a non-academic audience

17. Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree. This might include assisting with tutorials, examples classes and/or demonstrating in the laboratory. (Yes/No)

- ○ Yes
- ○ No

17.a. If yes:

- ☐ I have attended the two workshops for postgraduate teachers offer by CAPOD (Introduction to Tutoring/Demonstration and Assessment & Academic Misconduct).

- [ ] I received a School induction before I started teaching in my School
- [ ] I have a named teaching mentor within my School

18. Any additional comments about your opportunities and experiences?

Page 9: Induction, Progression and Assessment

19. The following statements relate to your induction into your programme and your progression and the assessment of your programme. Please indicate to what extent you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
I have attended the University Postgraduate Research Induction programme (organised by CAPOD)	☐	☐	☐	☐	☐	☐
I have attended a research student induction event within my School	☐	☐	☐	☐	☐	☐
I understand the requirements and deadlines for my annual progress review	☐	☐	☐	☐	☐	☐
I understand the standards required for my thesis to be successful	☐	☐	☐	☐	☐	☐

The process related to the final assessment of my degree is clear to me	☐	☐	☐	☐	☐	☐
I am confident that I will complete my postgraduate research degree within the University's expected timescale (maximum 4 years)	☐	☐	☐	☐	☐	☐

19.a. If you attended the University Postgraduate Research Induction programme (organised by CAPOD) was the induction useful?

- ○ Yes
- ○ No
- ○ Not applicable

19.b. If you have attended a research student induction event within your School was the induction useful?

- ○ Yes
- ○ No
- ○ Not applicable

20. Any additional comments about your induction, progression or assessment?

Page 10: Support Services and Personal Wellbeing

21. The following statements relate to support. Please indicate to what extent you agree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
Appropriate support for postgraduate research students, is available from the Advice and Support Centre (the ASC)/Student Services at the point of need	☐	☐	☐	☐	☐	☐
Appropriate support for postgraduate research students, is available from CAPOD	☐	☐	☐	☐	☐	☐

I am satisfied with the services provided for postgraduate research students by the Students' Association (including support, activities and academic representation)	☐	☐	☐	☐	☐	☐

22. The following statements relate to language support. Please indicate to what extent you agree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
I have received appropriate support for my English language needs	☐	☐	☐	☐	☐	☐
I have received appropriate support for my non-English language needs	☐	☐	☐	☐	☐	☐

23. The following statements relate to your personal wellbeing. Please indicate to what extent you agree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
I am satisfied with my life currently	☐	☐	☐	☐	☐	☐
I am satisfied with my work-life balance	☐	☐	☐	☐	☐	☐
There is someone I can talk to about my day-to-day problems	☐	☐	☐	☐	☐	☐
I feel my postgraduate research degree is worthwhile	☐	☐	☐	☐	☐	☐

24. Have you considered, for any reason, withdrawing or taking a leave of absence from your postgraduate course?

- ○ Yes
- ○ No
- ○ Prefer not to say

25. Any additional comments about support services or your personal wellbeing?

Page 11: Bullying, Discrimination or Harassment

The following questions may be challenging to answer for some so we would like to point you to some additional resources you may find useful now or in general.

- Student Advice pages - https://www.st-andrews.ac.uk/students/advice/
- HR Support and Advice pages - https://www.st-andrews.ac.uk/hr/supportandadvice/
- Chaplaincy - https://www.st-andrews.ac.uk/chaplaincy/
- Wellbeing pages - https://www.st-andrews.ac.uk/staff/wellbeing/
- Samaritans - https://www.samaritans.org/
- NHS 24 - http://www.nhs24.scot/

The University is committed to a zero-tolerance approach to bullying, harassment, discrimination or victimisation of any kind. Such behaviour is contrary to the values and ideals of our shared community which requires a commitment to treat everyone with dignity, courtesy and respect. Any allegation of bullying, harassment, discrimination or victimisation will be investigated promptly, efficiently and sensitively by Human Resources (HR) and, if there are grounds, disciplinary action will be taken, up to and including summary dismissal.

Definitions:

- Bullying is offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.
- Harassment is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual
- Victimisation is bad treatment directed towards someone who has made or is believed to have made or supported a complaint under the Equality Act

-- Advisory, Conciliation and Arbitration Service (ACAS)

26. The following statements relate to bullying, discrimination and harassment within your School. Please indicate to what extent you agree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment	☐	☐	☐	☐	☐	☐
I would be comfortable raising concerns about discrimination, bullying or harassment in the School	☐	☐	☐	☐	☐	☐
The School is an environment free from discrimination, bullying or harassment	☐	☐	☐	☐	☐	☐
I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	☐	☐	☐	☐	☐	☐

27. Any additional comments about bullying, discrimination or harassment?

Page 12: St Leonard's College

28. The following statements are about your experience of St Leonard’s College as a postgraduate research student. Please indicate the extent to which you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
I am aware of St Leonard’s College and what it has to offer me as a postgraduate research student	☐	☐	☐	☐	☐	☐
I have attended at least one event organised by St Leonard’s College this academic year	☐	☐	☐	☐	☐	☐

28.a. If you attended an event organised by St Leonard's College did you find it useful?

- ○ Yes
- ○ No
- ○ Did not attend an event

29. Any additional comments about St Leonard’s College?

Page 13: Overall Experience

30. The following statements are about your overall experience as a postgraduate research student. Please indicate the extent to which you agree or disagree with each statement:

Please don't select more than 1 answer(s) per row.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
Overall, I am satisfied with my postgraduate research programme	☐	☐	☐	☐	☐	☐
Overall, I am satisfied with my postgraduate research experience	☐	☐	☐	☐	☐	☐

31. Any additional comments about your experience as a postgraduate research student, including feedback on what would improve your experience?

When you click "Finish" your answers will be submitted.

Page 14: Thank you

Thank you very much for taking the time to complete this survey. If you have a complaint or need support with any of the issues raised within survey, please contact studentsurveys@st-andrews.ac.uk.

Appendix 2: Response rates for the 2019 Postgraduate Research Student Satisfaction Survey

Academic School	Responses	Population	Response Rate
School of Art History	6	19	31.6%
School of Biology	33	95	34.7%
School of Chemistry	66	144	45.8%
School of Classics	10	26	38.5%
School of Computer Science	6	40	15.0%
School of Divinity	22	75	29.3%
School of Earth & Environmental Sciences	13	19	68.4%
School of Economics & Finance	5	5	100.0%
School of English	9	38	23.7%
School of Geography & Sustainable Development	20	30	66.7%
School of History	16	88	18.2%
School of International Relations	12	66	18.2%
School of Management	9	24	37.5%
School of Mathematics & Statistics	21	42	50.0%
School of Medicine	13	31	41.9%
School of Modern Languages	10	26	38.5%
School of Philosophical, Anthropological & Film Studies	23	98	23.5%
School of Physics & Astronomy	25	87	28.7%
School of Psychology & Neuroscience	16	55	29.1%
Overall	**335**	**1008**	**33.2%**

Appendix 3: Overall Satisfaction levels for the 2019 Postgraduate Research Student Satisfaction Survey
Based on the percentage of students who agreed to questions 30.1 and 30.2 of the survey

Academic School	% Agree Question 30.1	% Agree Question 30.2
School of Art History	83.3%	50.0%
School of Biology	78.8%	72.7%
School of Chemistry	80.3%	75.4%
School of Classics	90.0%	80.0%
School of Computer Science	100.0%	83.3%
School of Divinity	86.4%	86.4%
School of Earth & Environmental Sciences	76.9%	69.2%
School of Economics & Finance	100.0%	100.0%
School of English	77.8%	77.8%
School of Geography & Sustainable Development	89.5%	78.9%
School of History	81.3%	75.0%
School of International Relations	100.0%	91.7%
School of Management	77.8%	77.8%
School of Mathematics & Statistics	81.0%	81.0%
School of Medicine	84.6%	84.6%
School of Modern Languages	70.0%	60.0%
School of Philosophical, Anthropological & Film Studies	78.3%	78.3%
School of Physics & Astronomy	88.0%	88.0%
School of Psychology & Neuroscience	87.5%	68.8%
Overall	**83.2%**	**77.8%**

Notes
Question 30.1: Overall, I am satisfied with my postgraduate research programme
Question 30.2: Overall, I am satisfied with my postgraduate research experience

Appendix 4: Overall summary of responses to Likert scale questions in the 2019 Postgraduate Research Student Satisfaction Survey

Only questions using the Likert scale a presented below. Summary of data to other questions is available in data packs supplied to the Academic Schools or on request from Planning (planningstats@)

Question	Percentage Agree
5.1. My supervisor(s) has/have the subject expertise and skills to support my research	92.8%
5.2. I have regular contact with my supervisor(s),	91.0%
5.3. The contact I have with my supervisor(s) is appropriate for my needs	87.7%
5.4. My supervisor(s) feedback is helpful	88.0%
5.5. My supervisor(s) help me identify my training and development needs	73.7%
5.6. My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs	21.2%
7.1. The University values feedback from postgraduate research students	58.9%
7.2. The University responds appropriately to feedback from postgraduate research students	44.3%
7.3. I am aware of my responsibilities as a postgraduate research student	91.6%
7.4. I am aware of my supervisors' responsibilities to me	88.9%
7.5. I know who to approach if I am concerned about any aspect of my programme (in addition to my supervisor)	84.1%
9.1. The research environment in my School helps motivate my work	69.5%
9.2. My School provides a valuable seminar programme	75.8%
9.3. I regularly attend seminars and events put on by my School	76.1%
9.4. I have sufficient opportunities to discuss my research with other research students	71.7%
9.5. I have sufficient opportunities to become involved in the research community, beyond my School	52.7%
9.6. I have sufficient opportunities to discuss my research with other research students	68.6%
9.7. I have sufficient opportunities to share my research with the wider university	45.1%
11.1. I have an adequate space to work	85.0%
11.2. There are adequate computing resources and facilities available to me	82.9%
11.3. There are adequate library facilities (including physical and online resources) available to me	83.1%
11.4. I have access to the necessary specialist resources required for my research	79.8%
13.1. During my studies, I have developed the confidence to be innovative	73.6%
13.2. During my studies, I have developed skills to apply research methodologies, tools and techniques	89.7%
13.3. During my studies, I have developed skills in critical analysis and evaluating results	89.6%
13.4. During my studies, I have improved my understanding about 'research integrity'	82.3%
14.1. During my studies, I have developed project management skills	78.8%
14.2. During my studies, I have learned to identify my own professional development needs	82.1%
14.3. During my studies, I have developed skills that can be applied in non-academic careers	75.5%
14.4. During my studies, I have developed effective communication skills targeted to a wide range of audiences	77.8%
14.5. During my studies, I have created research-related contacts or had interactions with professional networks	71.3%
19.1. I have attended the University Postgraduate Research Induction programme (organised by CAPOD)	87.9%
19.2. I have attended a research student induction event within my School	81.2%

Appendix 4: Overall summary of responses to Likert scale questions in the 2019 Postgraduate Research Student Satisfaction Survey

Only questions using the Likert scale a presented below. Summary of data to other questions is available in data packs supplied to the Academic Schools or on request from Planning (planningstats@)

Question	Percentage Agree
19.3. I understand the requirements and deadlines for my annual progress review	93.4%
19.4. I understand the standards required for my thesis to be successful	80.8%
19.5. The process related to the final assessment of my degree is clear to me	76.6%
19.6. I am confident that I will complete my postgraduate research degree within the University's expected timescale (maximum 4 years)	89.1%
21.1. Appropriate support for postgraduate research students, is available from the Advice and Support Centre (the ASC)/Student Services at the point of need	72.1%
21.2. Appropriate support for postgraduate research students, is available from CAPOD	76.9%
21.3. I am satisfied with the services provided for postgraduate research students by the Students' Association (including support, activities and academic representation)	63.0%
22.1. I have received appropriate support for my English language needs	65.7%
22.2. I have received appropriate support for my non-English language needs	47.0%
23.1. I am satisfied with my life currently	74.0%
23.2. I am satisfied with my work-life balance	62.7%
23.3. There is someone I can talk to about my day-to-day problems	71.2%
23.4. I feel my postgraduate research degree is worthwhile	78.7%
26.1. The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment	67.5%
26.2. I would be comfortable raising concerns about discrimination, bullying or harassment in the School	70.6%
26.3. The School is an environment free from discrimination, bullying or harassment	67.0%
26.4. I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	71.3%
28.1. I am aware of St Leonard's College and what it has to offer me as a postgraduate research student	46.0%
28.2. I have attended at least one event organised by St Leonard's College this academic year	21.3%
30.1. Overall, I am satisfied with my postgraduate research programme	83.2%
30.2. Overall, I am satisfied with my postgraduate research experience	77.8%

University of St Andrews

Postgraduate Research Committee

POSTGRADUATE RESEARCH STUDENT EXPERIENCE SURVEY 2019 ANAYLSIS

1. Introduction

1.1. This paper presents a summary of the St Andrews Postgraduate Research Experience survey. A detailed breakdown is available in Appendix 1, by question and by School (anonymised).

2. Action requested

2.1. Members are asked to note the content of the paper.

3. Consultation

3.1. The following summary and Appendix 1 have been distributed to Directors of Postgraduate Research and Heads of Schools. The Dean of Science, the Dean of Arts and Divinity, the Director of CAPOD, the Director of the Careers Centre, the Vice Principal of Research and Innovation and the Vice Principal of Education (Proctor) have also seen these results.

4. Summary of Analysis

4.1. A large majority of students (80-100%) reported that:

- they are satisfied with their PGR programme (83%);
- they understand the requirements and responsibilities of their annual review, and report understanding the standards and deadlines for their degree programme;
- they know who to approach if they are concerned about any aspect of their programme. They also report being confident they will complete in time;
- their supervisors have the expertise and skills, and their supervisors are providing regular contact at an appropriate frequency and supervisors are providing helpful feedback. Students also report being aware about their supervisor's responsibilities to them;
- they have developed the skills in critical analysis, research methodologies, tools and techniques;
- they have access to adequate space, library facilities and computing resources/facilities;
- they are attending the tutoring workshops, induction (within Schools and centrally) and research integrity training. They also found the induction in Schools useful;
- they have learned to identify their own professional development needs during their PGR programme.

4.2. Less often (60-80%), PGR students reported:

- they are satisfied with their PGR experience (78%);
- they have the necessary access to specialist resources or adequate support for PGR students from CAPOD;
- having developed: project management, communication skills (to varied audiences), skills for non-academic careers;
- their PGR degree is worthwhile and that they are satisfied with their work-life balance;
- that their final assessment is clear and that their research environment motivates their work;
- having presented a paper/poster at a conference;
- their School provides a valuable seminar programme and that they attend seminars/events in Schools;
- being involved in teaching delivery and receiving a School-level teaching induction;
- having sufficient opportunities to discuss research with other research students, having created research-related contacts/interactions with professional networks;
- Having someone they can talk to about their day-to-day problems and that they have appropriate support from the ASC/Student Services;
- being satisfied with the services provided by the Student's association;
- their School as an environment free from discrimination, bullying or harassment and that they are aware about how to get support in these cases. 71% of students surveyed report feeling comfortable raising concerns about these issues in the School and that they are confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School;
- finding a St Leonards College event useful.

4.3. Disappointing numbers (<60%) of PGR students reported:

- receiving training to develop research skills or transferable skills via GRADskills;
- feeling that the University values their feedback and that the university responds appropriately to their feedback;
- considered withdrawing from their programme;
- sufficient opportunities to become involved in the research community, beyond their School and share their research with the wider university;
- having opportunities to communicate their research to a non-academic audience;
- receiving training to develop research skills from their School;
- being aware of St Leonard's College and what it offers;
- submitting a journal paper;
- agreeing a personal training/development plan;
- receiving advice from Schools, or the Careers Centre about career options;
- attending a St Leonards College event;
- using Vitae's Researcher Development Framework;

- having a named teaching mentor in their School;
- receiving training to develop transferable skills in their School;
- taking part in a placement or internship.

5. Recommendation

5.1 Members are recommended to note the contents of the paper.

6. Further information

7.1 Further information is available from the author.

Author
Dr Monique Mackenzie
Assistant Vice-Principal (Provost)
5 November 2019

Statistical Analysis of the Student Survey results [DRAFT]

Dr M L Mackenzie, Christina Fell

18th Otober 2019

Table 1: Results for the whole institution for questions where a high percent of students agree and the schools for which there is evidence their results are different to the institution

no.	question	percent agree	extremely strong evidence school is higher than institution	strong evidence school is higher than institution	strong evidence school is lower than institution	extremely strong evidence school is lower than institution
17a	I have attended the two workshops for postgraduate teachers offer by CAPOD (Introduction to Tutoring Demonstration and Assessment, Academic Misconduct).	98.1				
19-3	I understand the requirements and deadlines for my annual progress review	93.4				
5-1	My supervisor(s) has/have the subject expertise and skills to support my research	92.8				
7-3	I am aware of my responsibilities as a postgraduate research student	91.6				
5-2	I have regular contact with my supervisor(s)	91.0				
13-2	During my studies, I have developed skills to apply research methodologies, tools and techniques	89.7			School E, School O	
13-3	During my studies, I have developed skills in critical analysis and evaluating results	89.6				
19-6	I am confident that I will complete my postgraduate research degree within the University's expected timescale (maximum 4 years)	89.1			School J	
7-4	I am aware of my supervisors' responsibilities to me	88.9				
5-4	My supervisor(s) feedback is helpful	88.0			School R	
19-1	I have attended the University Postgraduate Research Induction programme (organised by CAPOD)	87.9			School R	
5-3	The contact I have with my supervisor(s) is appropriate for my needs	87.7				
11-1	I have an adequate space to work	85.0			School M	School C
7-5	I know who to approach if I am concerned about any aspect of my programme (in addition to my supervisor)	84.1				
19b	If you have attended a research student induction event within your School was the induction useful?	83.8				
30-1	Overall, I am satisfied with my postgraduate research programme	83.2				
11-3	There are adequate library facilities (including physical and online resources) available to me	83.1			School H	
11-2	There are adequate computing resources and facilities available to me	82.9			School C, School S	
13-4	During my studies, I have improved my understanding about 'research integrity'	82.3				School O
14-2	During my studies, I have learned to identify my own professional development needs	82.1				
19-2	I have attended a research student induction event within my school	81.2			School S	School H
19-4	I understand the standards required for my thesis to be successful	80.8				
16a	During my postgraduate research degree I have attended an academic research conference	80.0				

Table 2: Results for the whole institution for questions where a medium percentage of students agree and the schools for which there is evidence their results are different to the institution

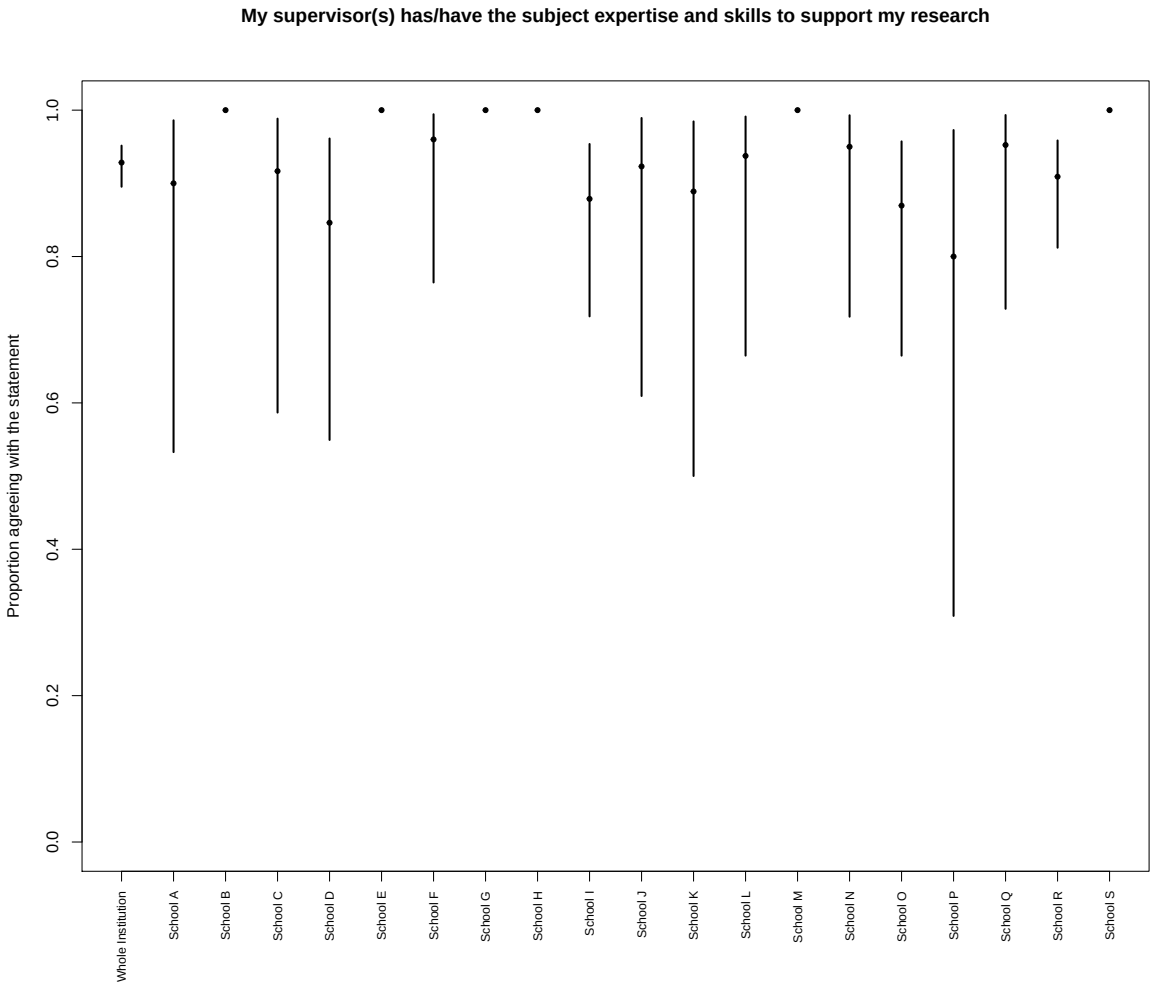
no.	question	percent agree	extremely strong evidence school is higher than institution	strong evidence school is higher than institution	strong evidence school is lower than institution	extremely strong evidence school is lower than institution
11-4	I have access to the necessary specialist resources required for my research	79.8			School G, School S	
14-1	During my studies, I have developed project management skills	78.8		School I		
23-4	I feel my postgraduate research degree is worthwhile	78.7				
14-4	During my studies, I have developed effective communication skills targeted to a wide range of audiences	77.8			School O	
30-2	Overall, I am satisfied with my postgraduate research experience	77.8				
21-2	Appropriate support for postgraduate research students, is available from CAPOD	76.9			School R	
19-5	The process related to the final assessment of my degree is clear to me	76.6				
9-3	I regularly attend seminars and events put on by my School	76.1		School Q	School A, School B	School E, School S
9-2	My School provides a valuable seminar programme	75.8		School Q	School A, School L	
14-3	During my studies, I have developed skills that can be applied in non-academic careers	75.5				
23-1	I am satisfied with my life currently	74.0				
5-5	My supervisor(s) help me identify my training and development needs	73.7				
13-1	During my studies, I have developed the confidence to be innovative	73.6				
19a	If you attended the University Postgraduate Research Induction programme (organised by CAPOD) was the induction useful?	72.6			School A	
21-1	Appropriate support for postgraduate research students, is available from the Advice and Support Centre (the ASC)/Student Services at the point of need	72.1				
9-4	I have sufficient opportunities to discuss my research with other research students	71.7				
14-5	During my studies, I have created research-related contacts or had interactions with professional networks	71.3				
26-4	I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	71.3		School G		School O
23-3	There is someone I can talk to about my day-to-day problems	71.2				
26-2	I would be comfortable raising concerns about discrimination, bullying or harassment in the School	70.6				
28a	If you attended an event organised by St Leonard's College did you find it useful?	70.0				
9-1	The research environment in my School helps motivate my work	69.5				
9-6	I have sufficient opportunities to discuss my research with other research students	68.6				
26-1	The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment	67.5		School F		
26-3	The School is an environment free from discrimination, bullying or harassment	67.0				
22-1	I have received appropriate support for my English language needs	65.7				
16b	During my postgraduate research degree I have presented a paper or poster at an academic research conference	65.4				
17b	I received a School induction before I started teaching in my School	64.2		School O	School K	
17	Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.	63.5		School F, School J, School Q	School B, School E, School S	School G
21-3	I am satisfied with the services provided for postgraduate research students by the Students' Association (including support, activities and academic representation)	63.0				
23-2	I am satisfied with my work-life balance	62.7				

Table 3: Results for the whole institution for questions where a low percent of students agree and the schools for which there is evidence their results are different to the institution

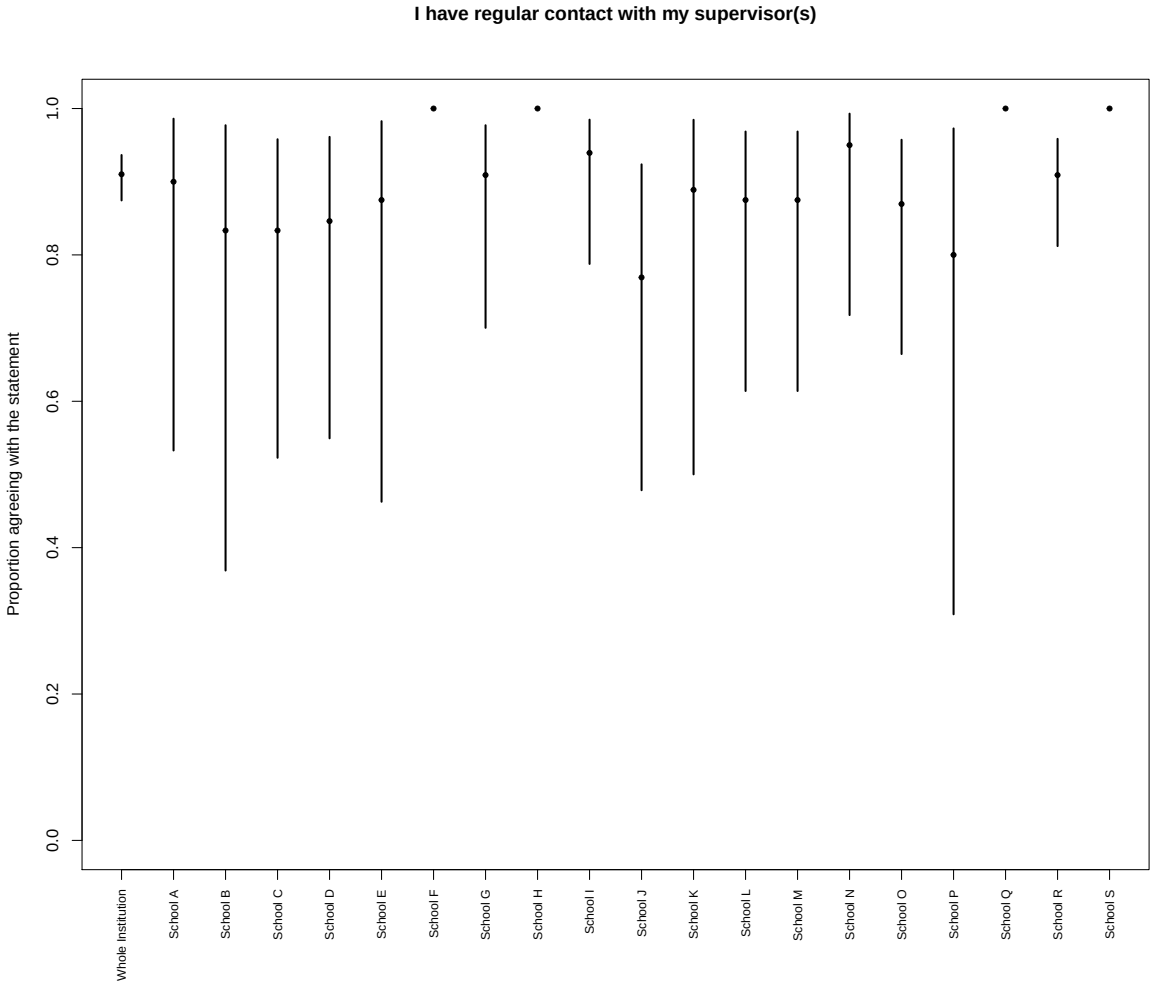
no.	question	percent agree	extremely strong evidence school is higher than institution	strong evidence school is higher than institution	strong evidence school is lower than institution	extremely strong evidence school is lower than institution
16j	During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD	59.9		School D, School M, School N	School O, School R	School Q
7-1	The University values feedback from postgraduate research students	58.9		School G		
24	I have not considered, for any reason, withdrawing or taking a leave of absence from my postgraduate course?	58.4			School J	
9-5	I have sufficient opportunities to become involved in the research community, beyond my School	52.7				
22-2	I have received appropriate support for my non-English language needs	47.0				
16d	During my postgraduate research degree I have received training to develop my research skills from my School	46.0				School I
28-1	I am aware of St Leonard's College and what it has to offer me as a postgraduate research student	46.0			School J	
9-7	I have sufficient opportunities to share my research with the wider university	45.1			School L	
7-2	The University responds appropriately to feedback from postgraduate research students	44.3				
16f	During my postgraduate research degree I have received training to develop my transferrable skills via the GRADskills programme in CAPOD	42.4	School F	School M	School R	
16h	During my postgraduate research degree I have communicated my research to a non-academic audience	36.7		School G		
16c	During my postgraduate research degree I have submitted a paper for publication in an academic journal or book	34.9				
16i	During my postgraduate research degree I have agreed a personal training/development plan	33.8		School N		
16g	During my postgraduate research degree I have received advice from my School on career options	28.4		School O		
28-2	I have attended at least one event organised by St Leonard's College this academic year	21.3				
5-6	My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs	21.2	School N			
17c	I have a named teaching mentor within my School	19.8	School H	School Q		
16e	During my postgraduate research degree I have received training to develop my transferable skills from my School	19.4				
16k	During my postgraduate research degree I have received advice from the Careers Centre on career options	11.9				
16l	During my postgraduate research degree I have took part in a placement or internship	8.7				

Question-level Results

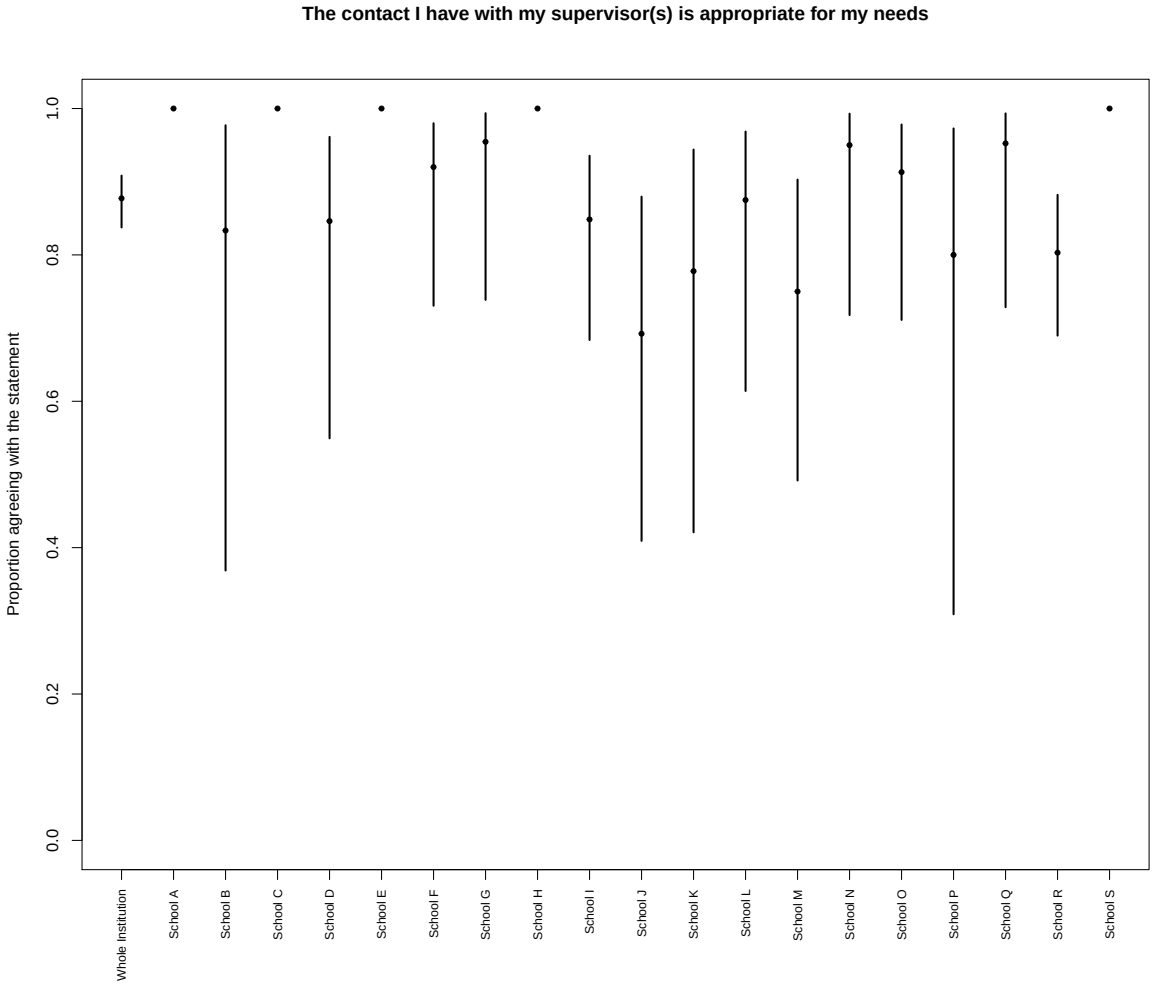
Question 5-1 ; Statement: **My supervisor(s) has/have the subject expertise and skills to support my research**



Question 5-2 ; Statement: **I have regular contact with my supervisor(s)**

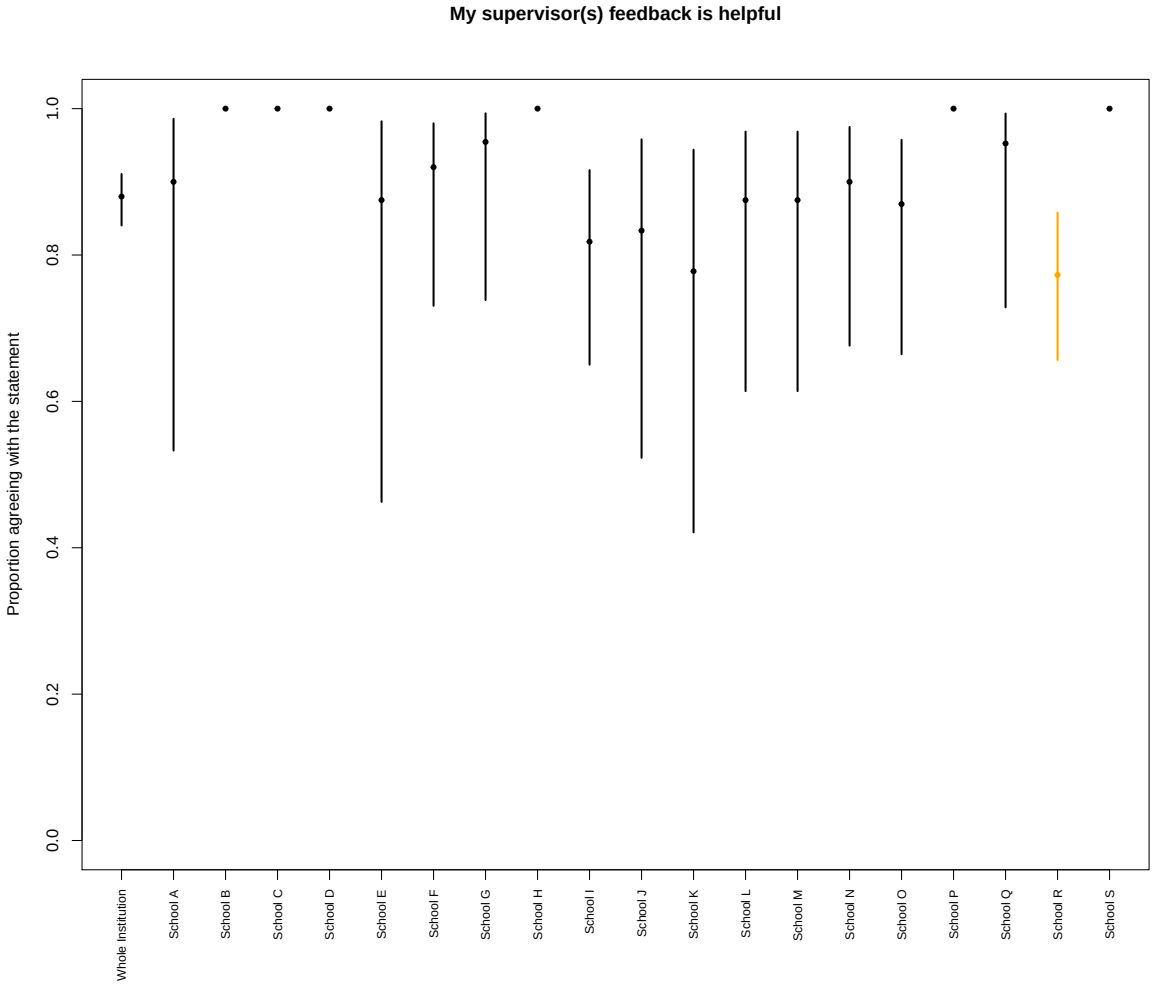


Question 5-3 ; Statement: **The contact I have with my supervisor(s) is appropriate for my needs**

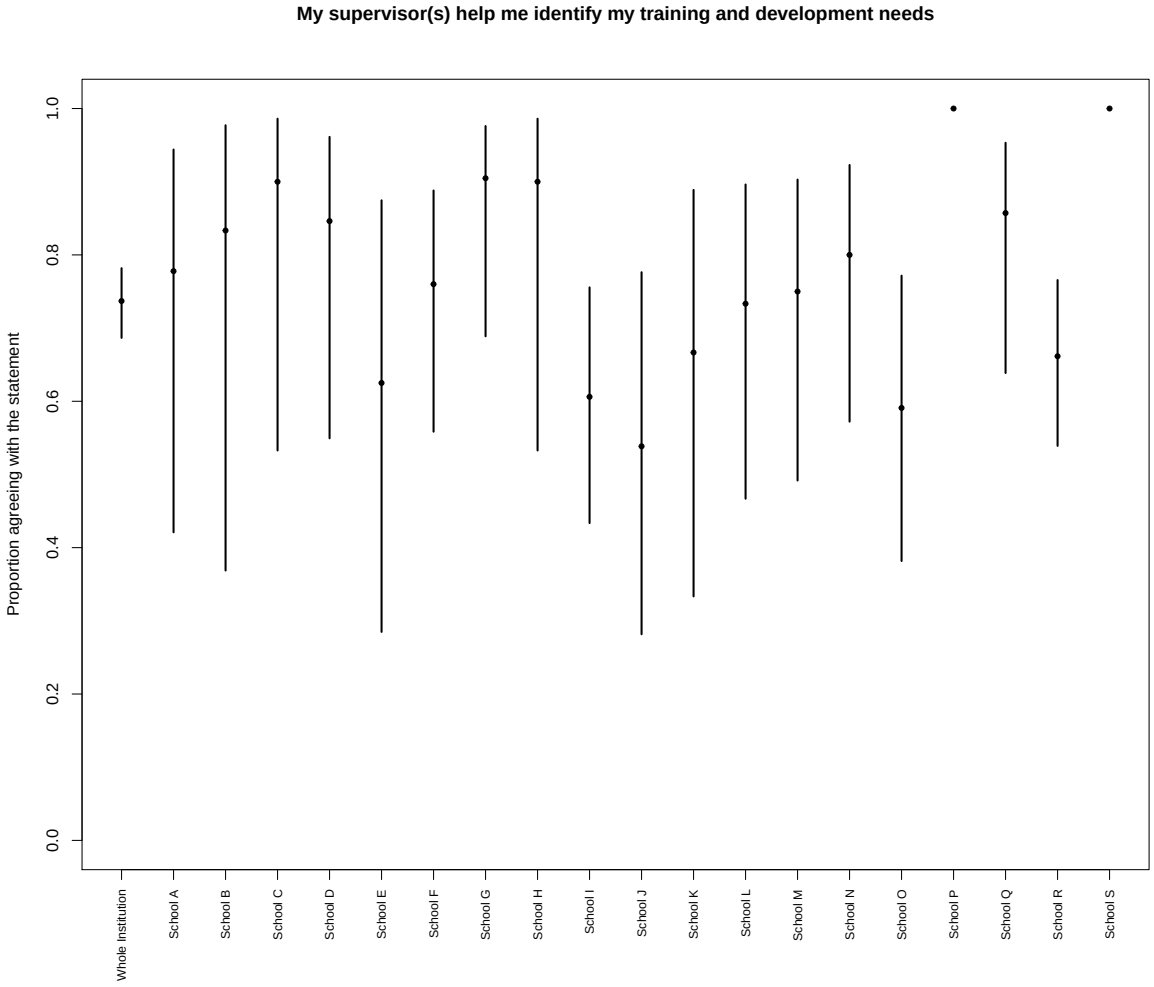


Question 5-4 ; Statement: **My supervisor(s) feedback is helpful**

There is strong evidence, that scores within
- School R
were lower than the institution, on average.

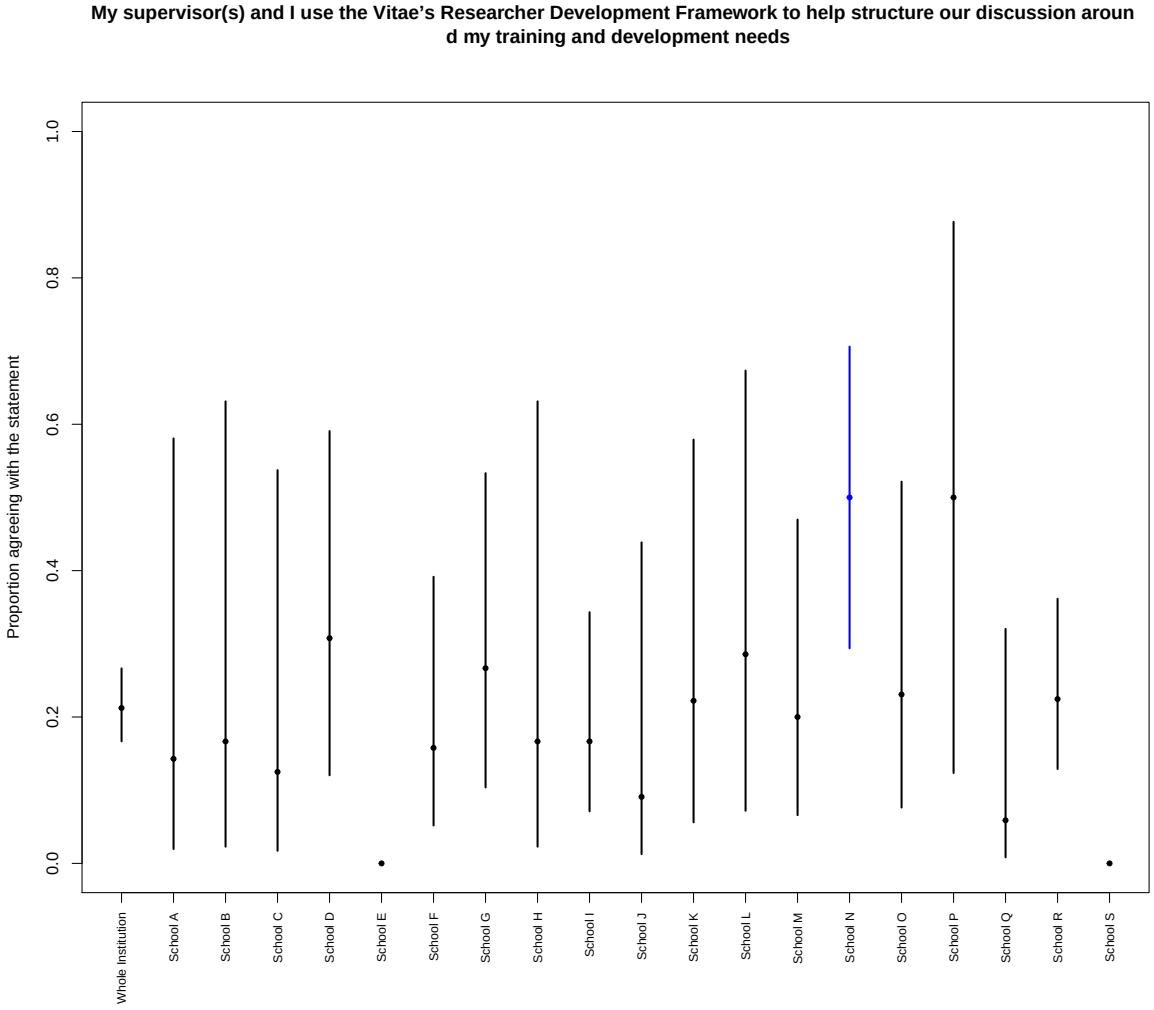


Question 5-5 ; Statement: **My supervisor(s) help me identify my training and development needs**



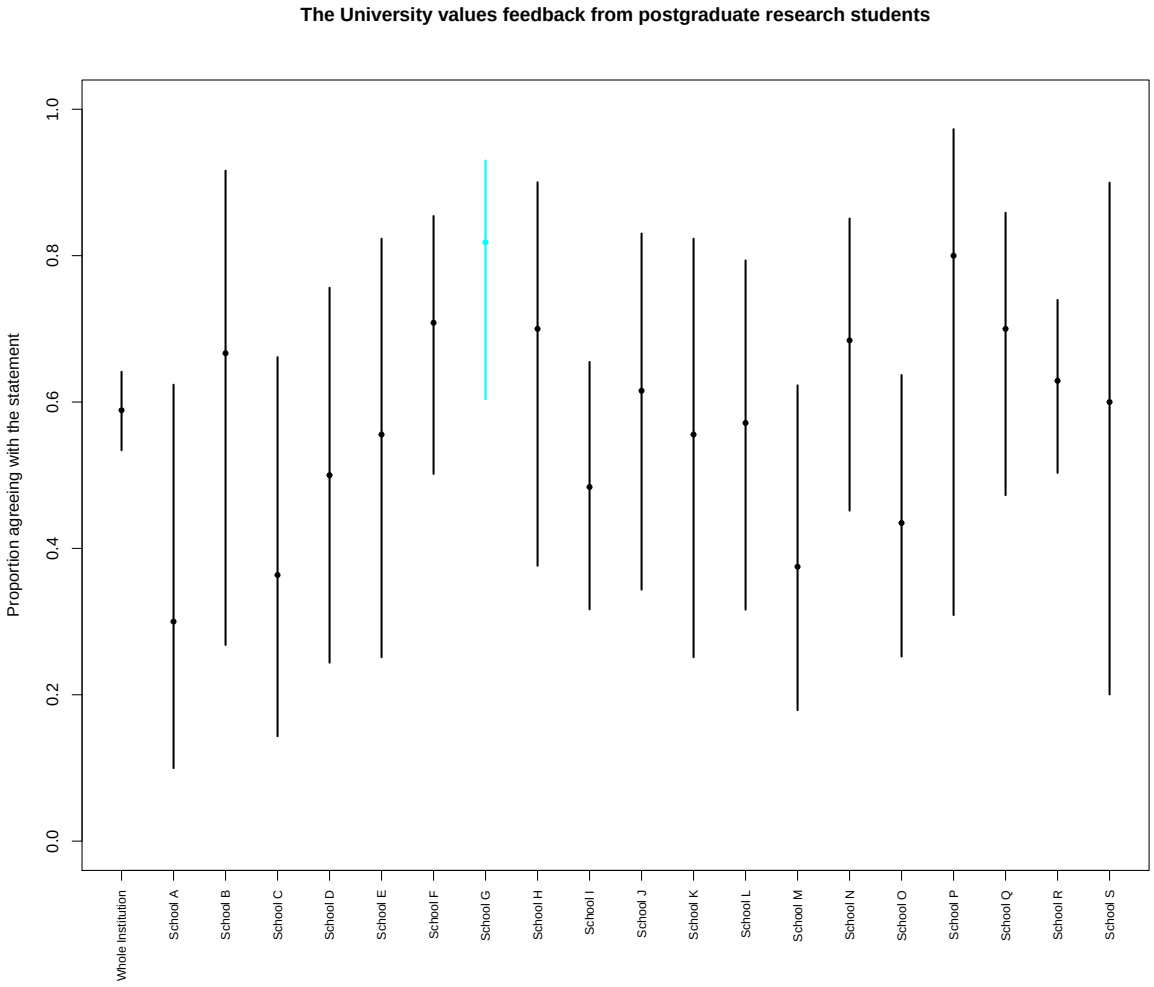
Question 5-6 ; Statement: **My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs**

There is extremely strong evidence, that scores levels within
- School N
exceeded the level of the institution, on average.

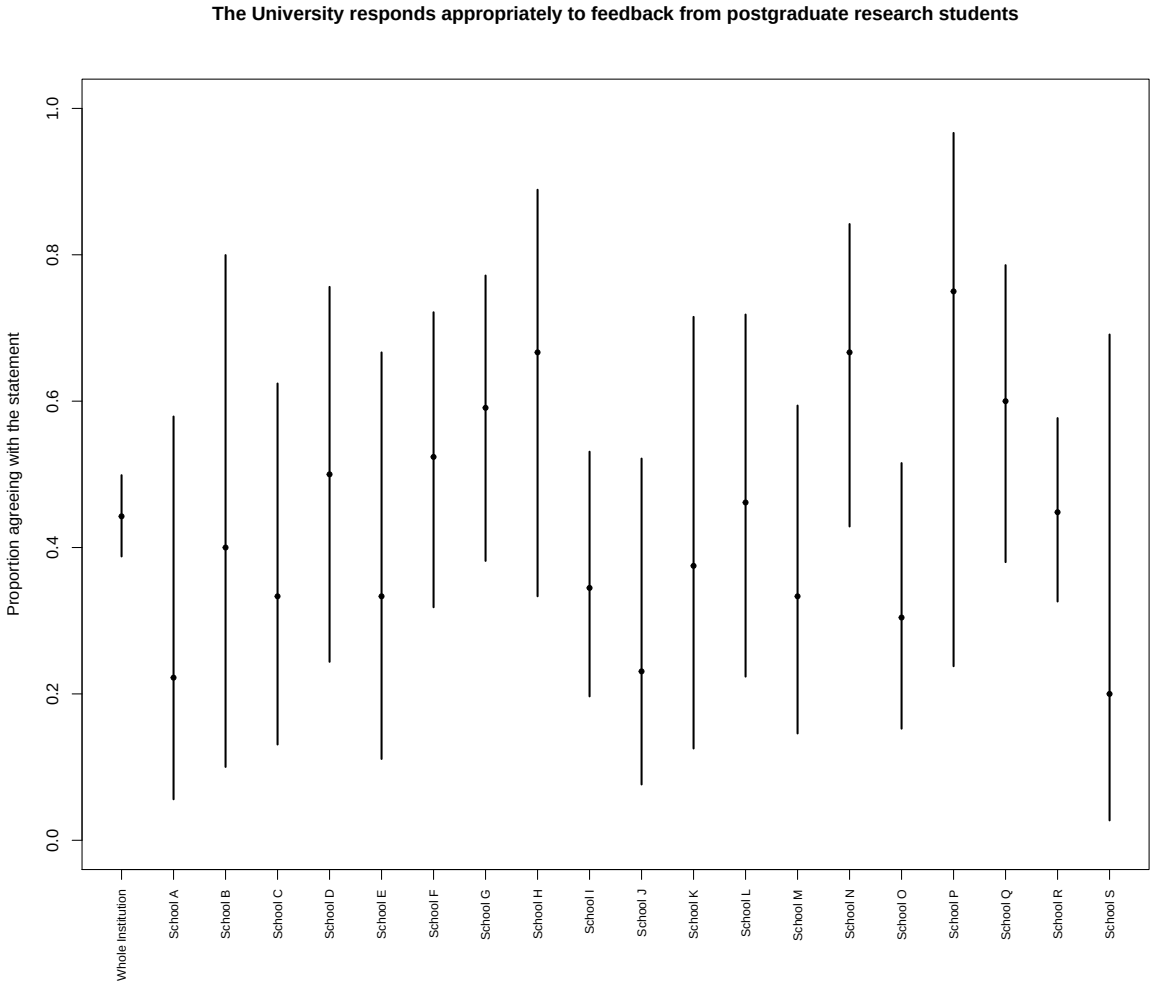


Question 7-1 ; Statement: **The University values feedback from postgraduate research students**

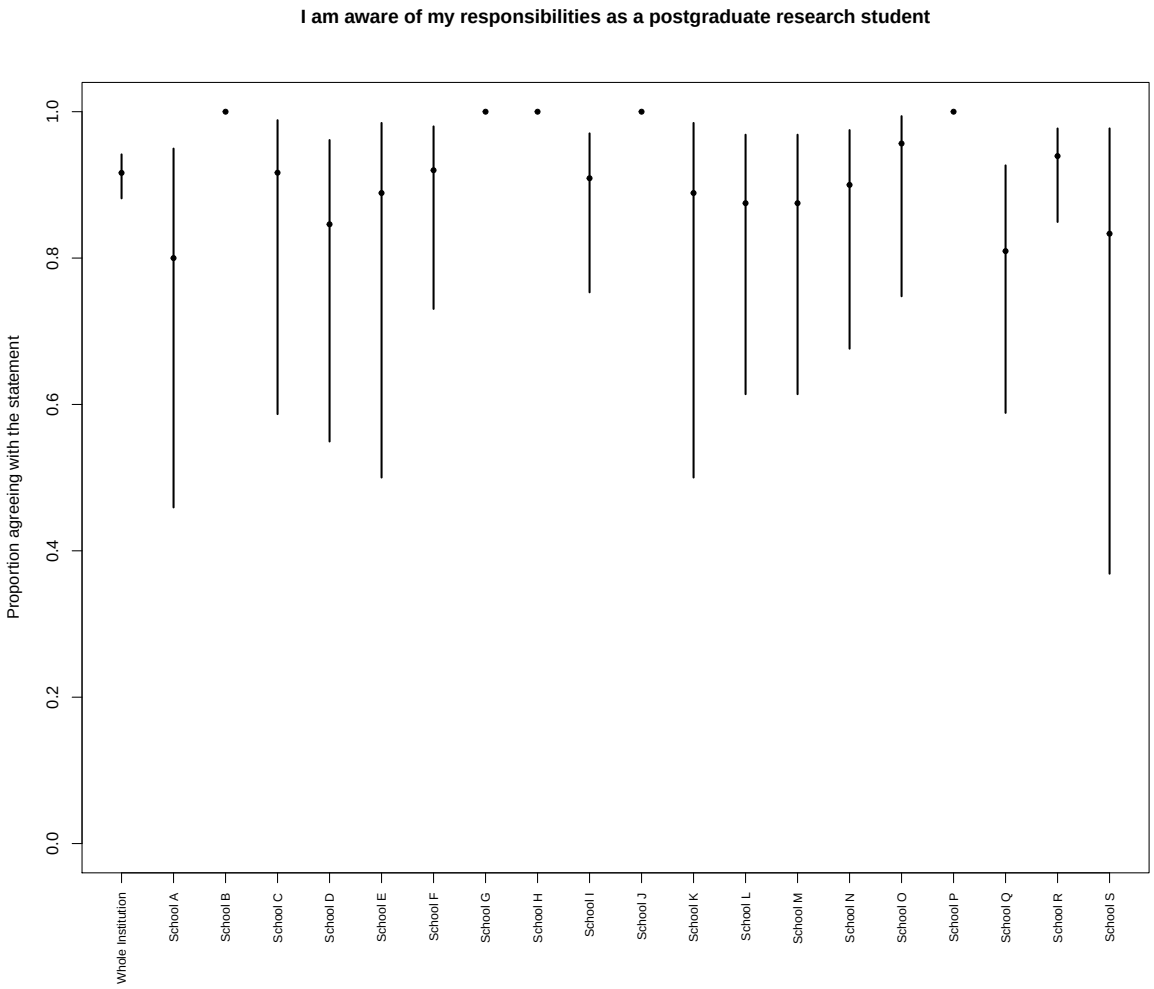
There is strong evidence, that scores levels within
- School G
exceeded the level of the institution, on average.



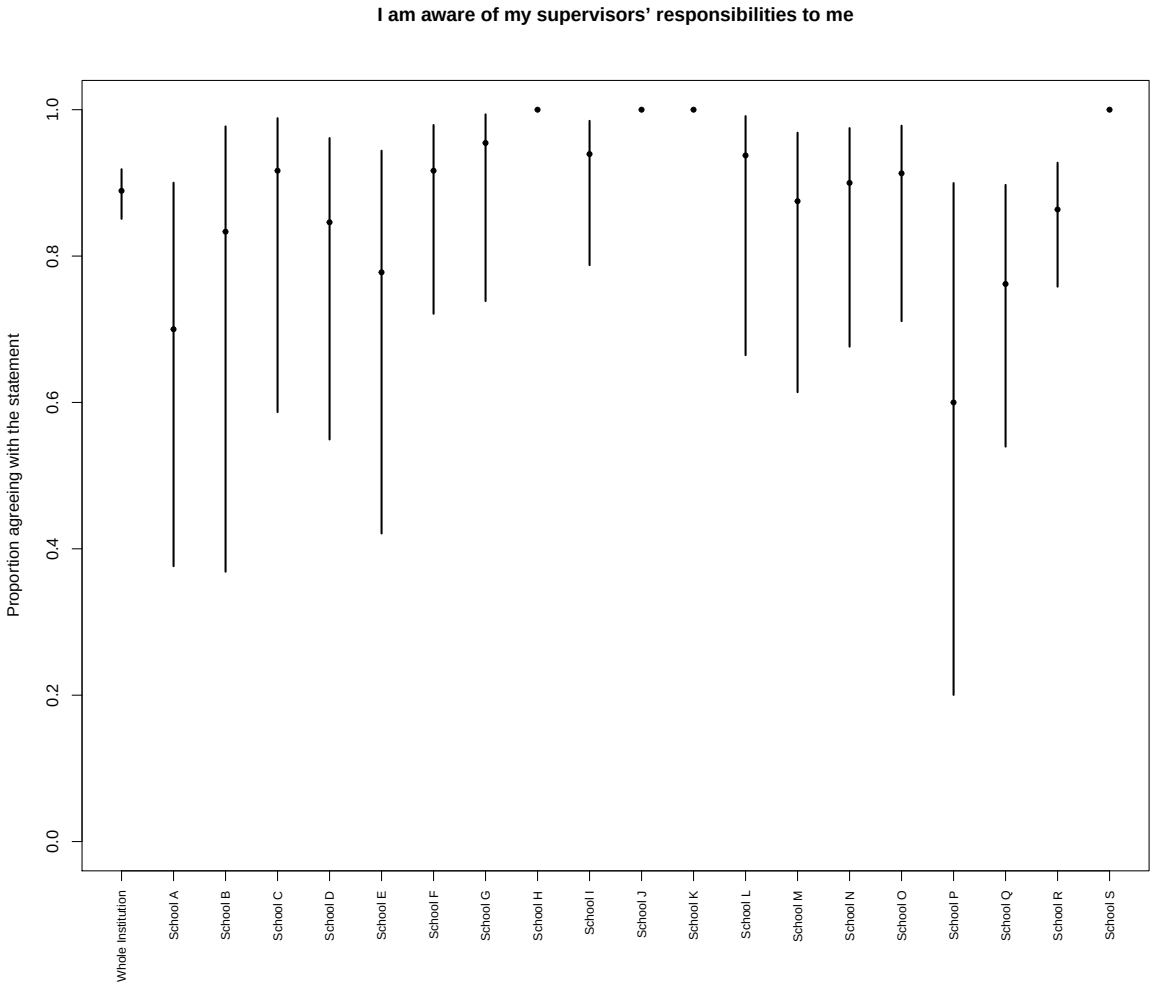
Question 7-2 ; Statement: **The University responds appropriately to feedback from postgraduate research students**



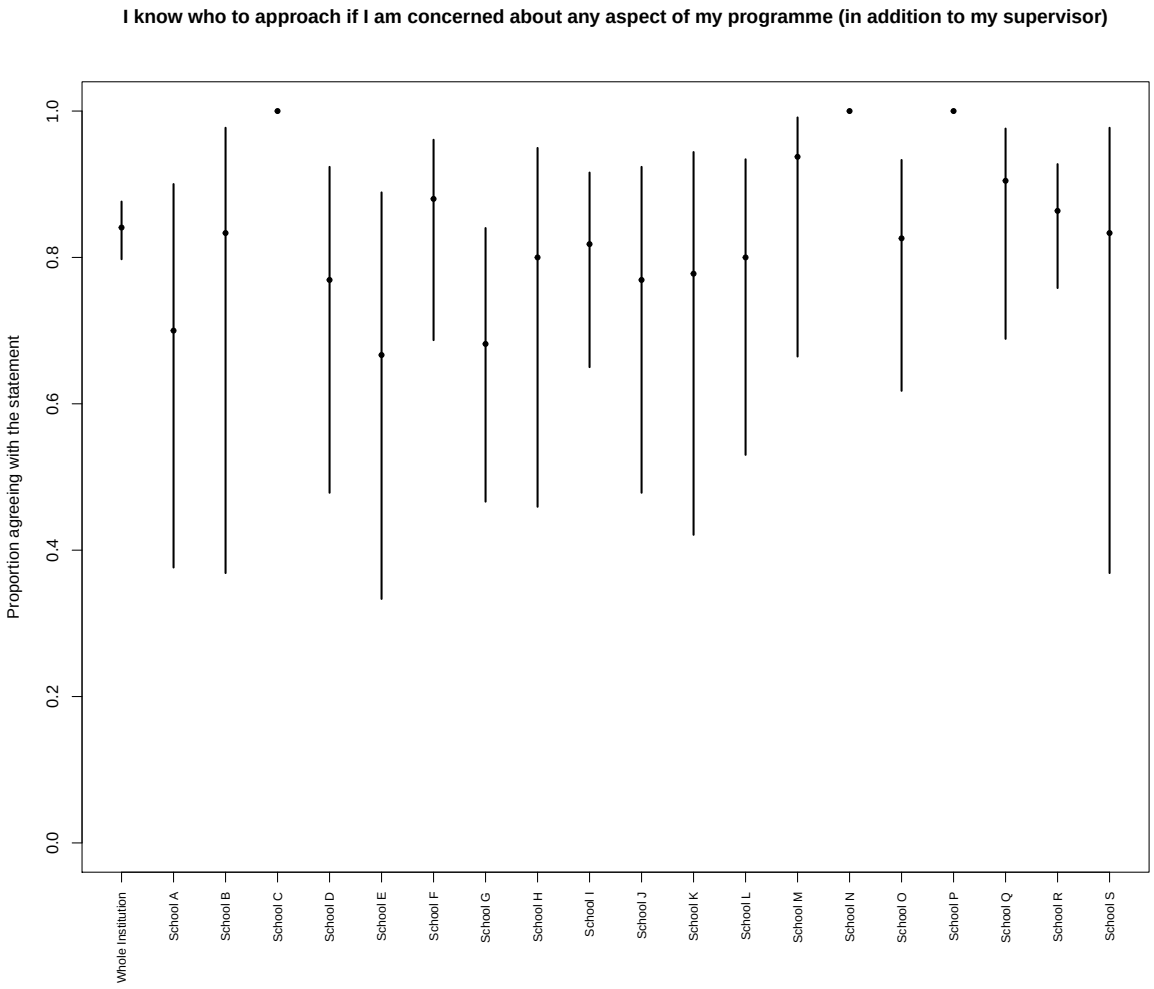
Question 7-3 ; Statement: **I am aware of my responsibilities as a postgraduate research student**



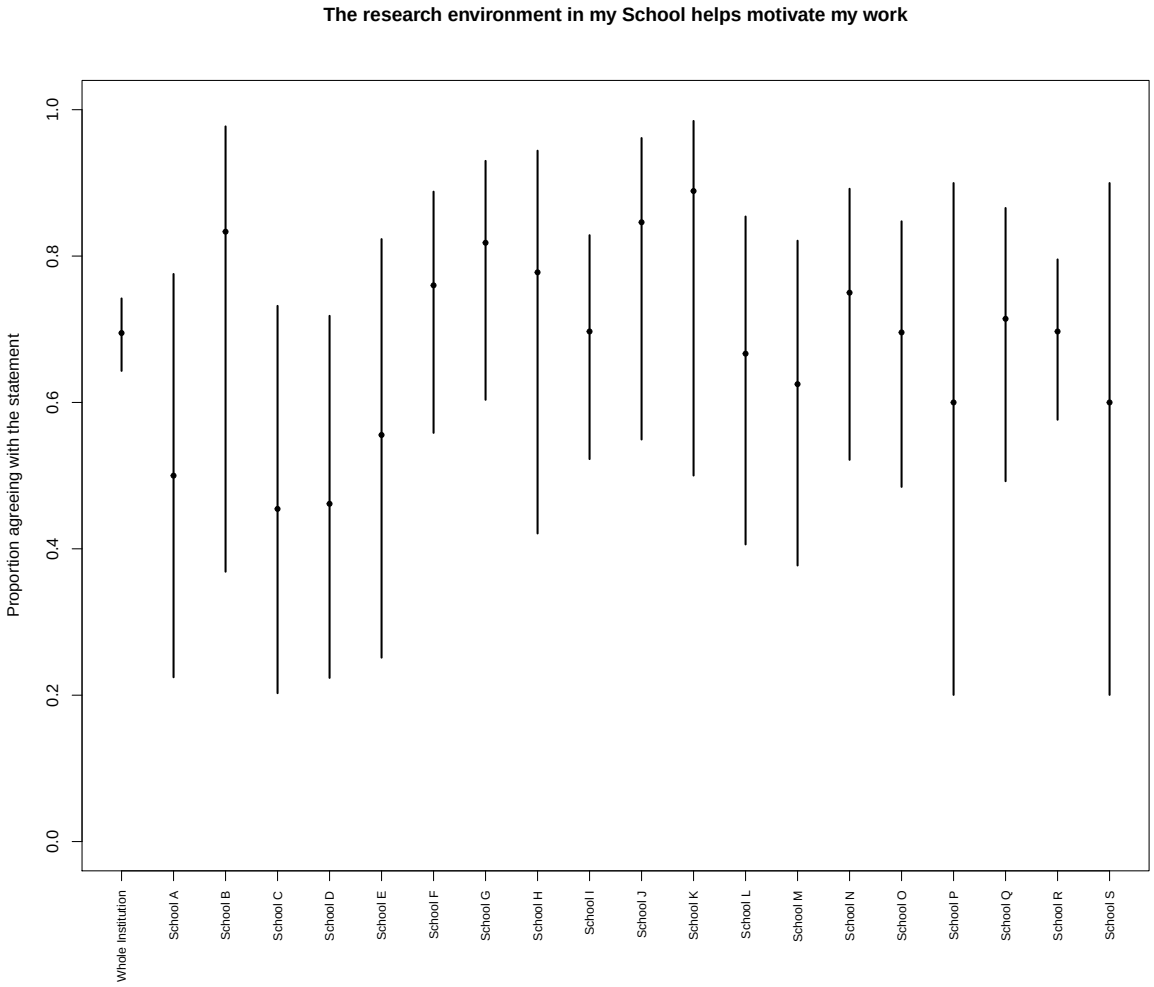
Question 7-4 ; Statement: **I am aware of my supervisors' responsibilities to me**



Question 7-5 ; Statement: **I know who to approach if I am concerned about any aspect of my programme (in addition to my supervisor)**



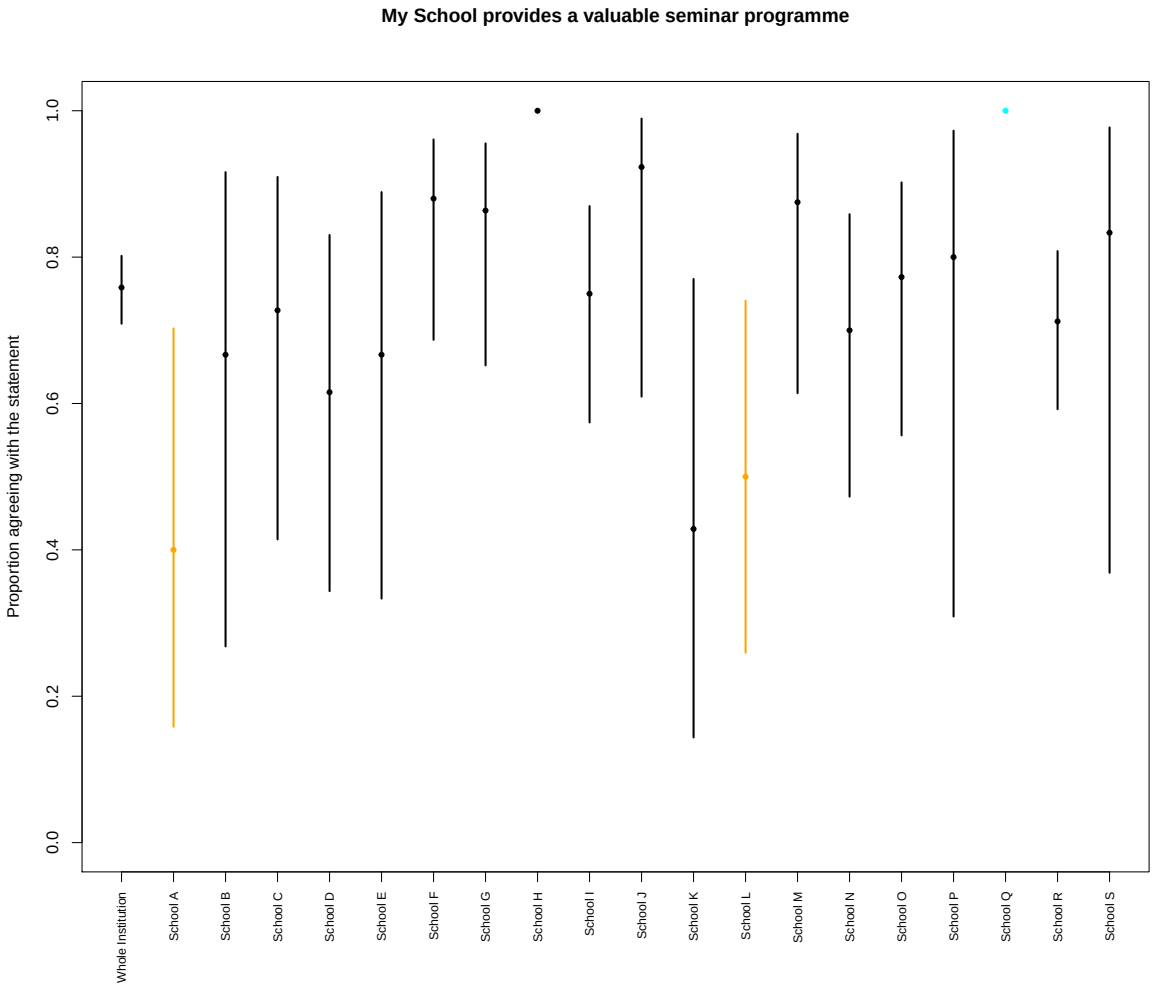
Question 9-1 ; Statement: **The research environment in my School helps motivate my work**



Question 9-2 ; Statement: **My School provides a valuable seminar programme**

There is strong evidence, that scores within
- School A
- School L
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School Q
exceeded the level of the institution, on average.

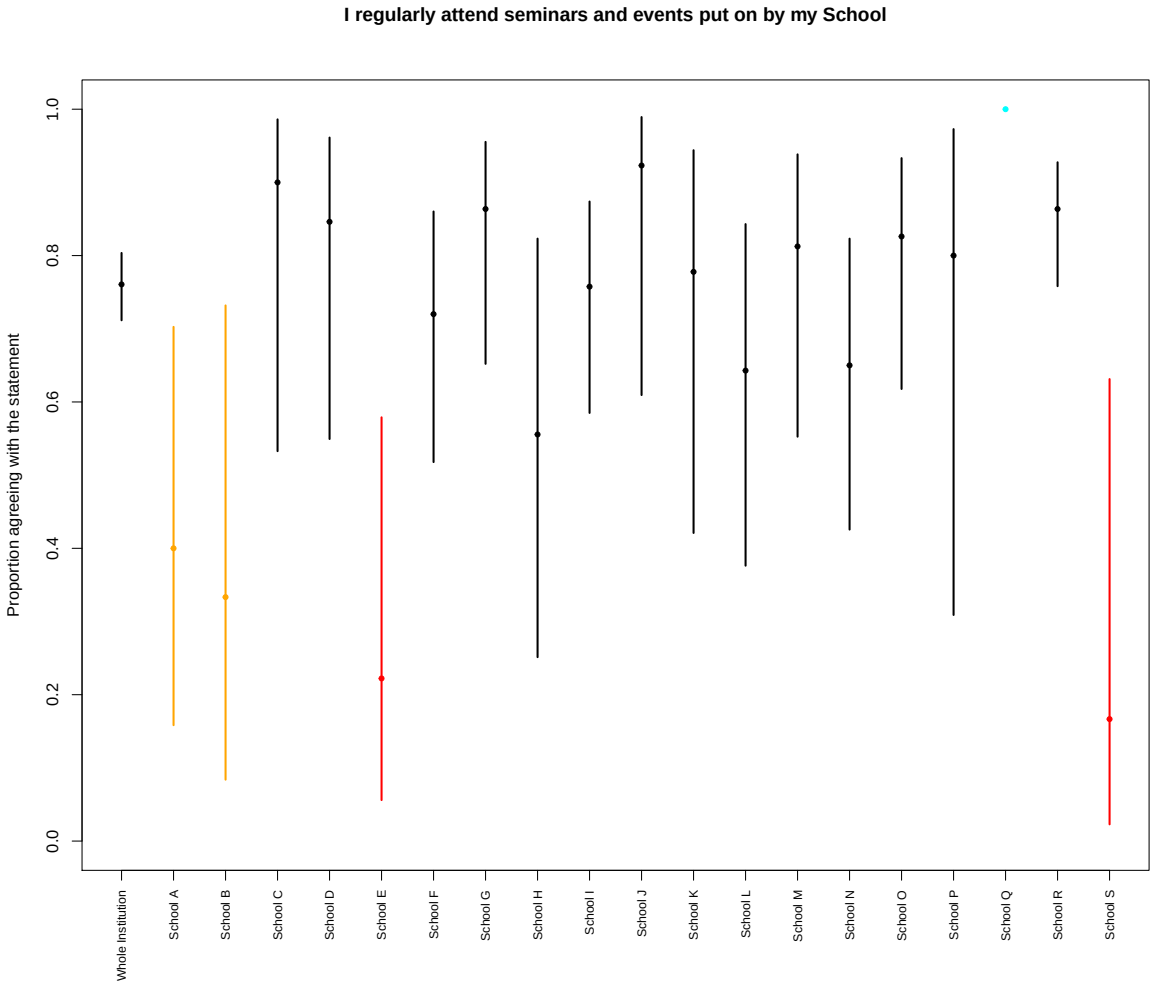


Question 9-3 ; Statement: **I regularly attend seminars and events put on by my School**

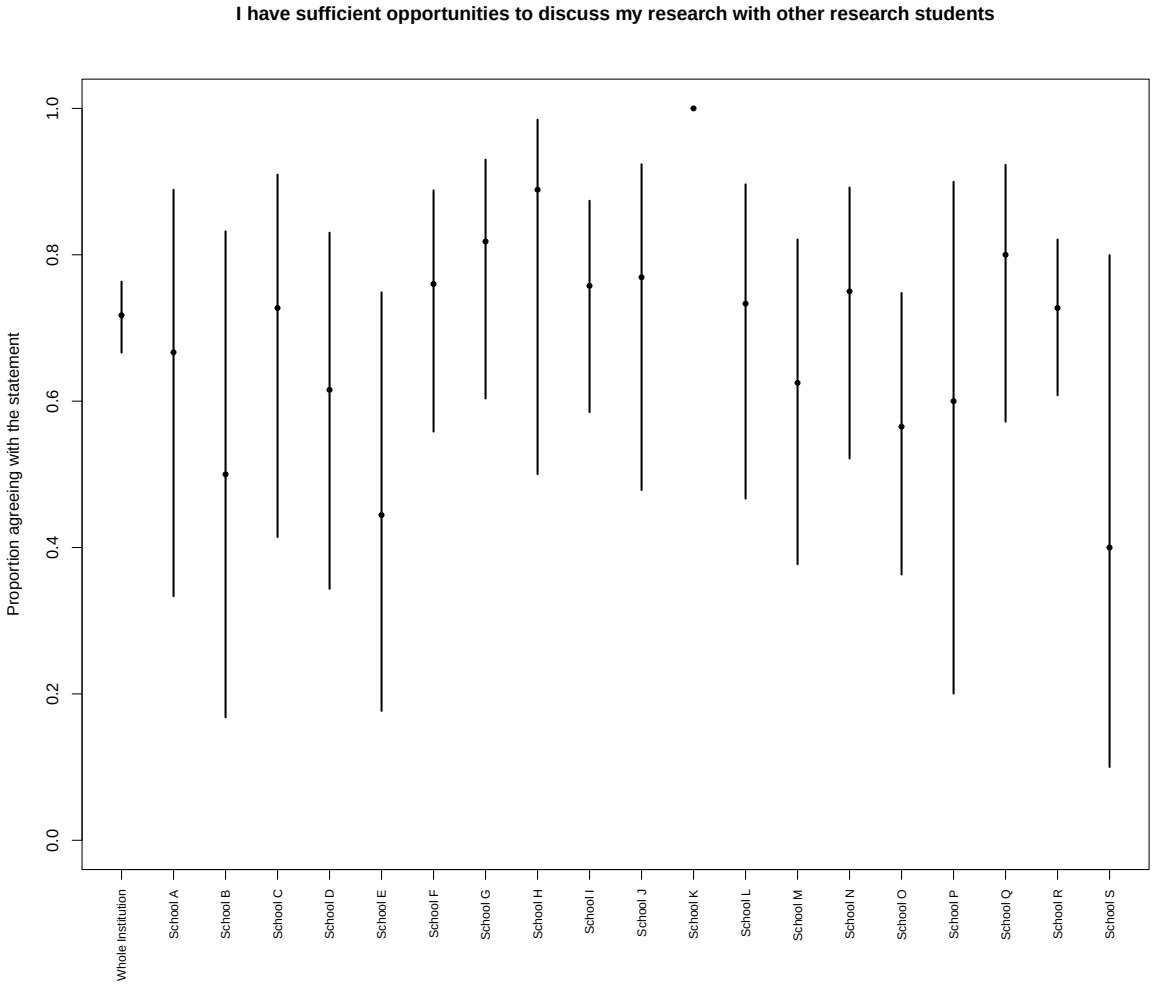
There is strong evidence, that scores within
- School A
- School B
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School E
- School S
were lower than the institution, on average.

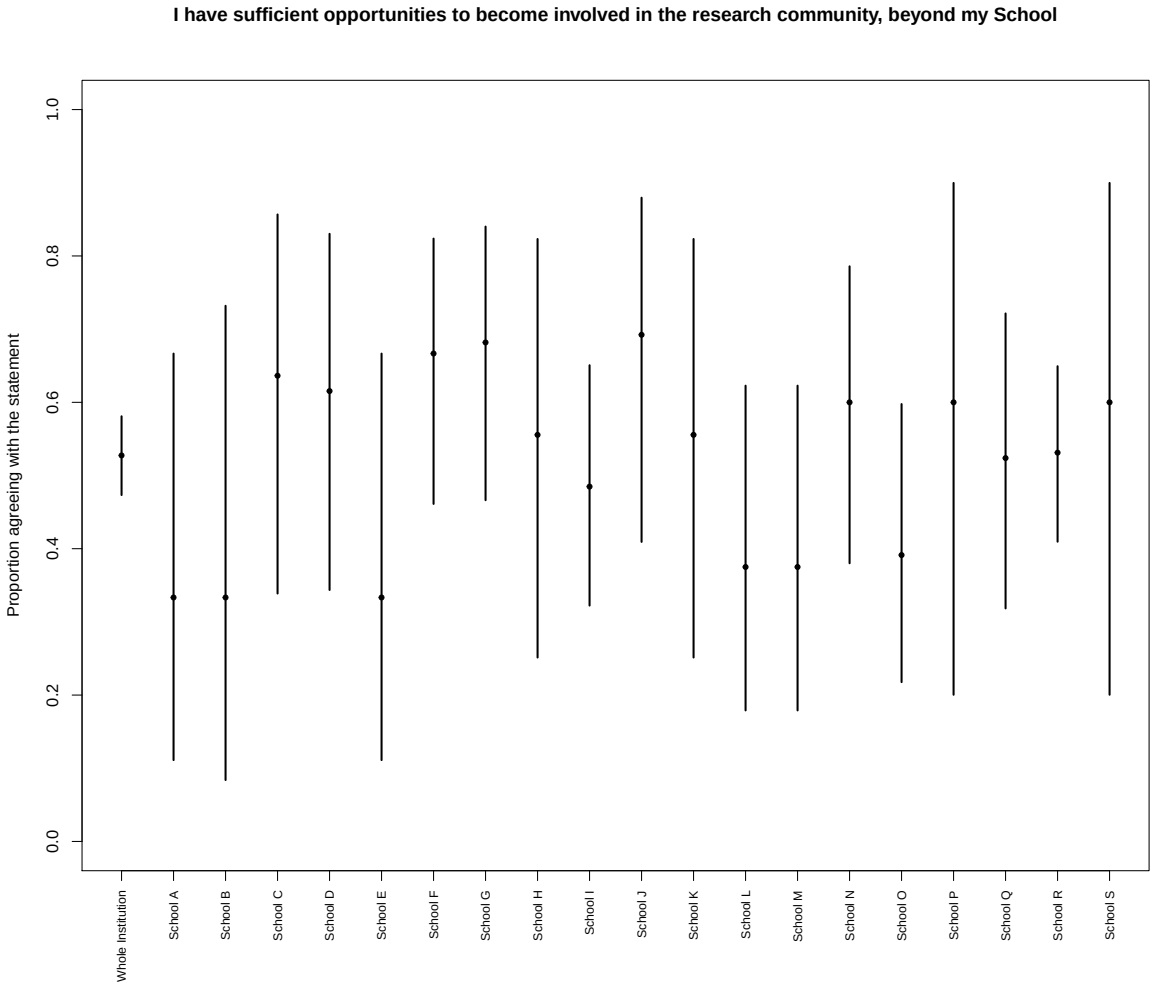
There is strong evidence, that scores levels within
- School Q
exceeded the level of the institution, on average.



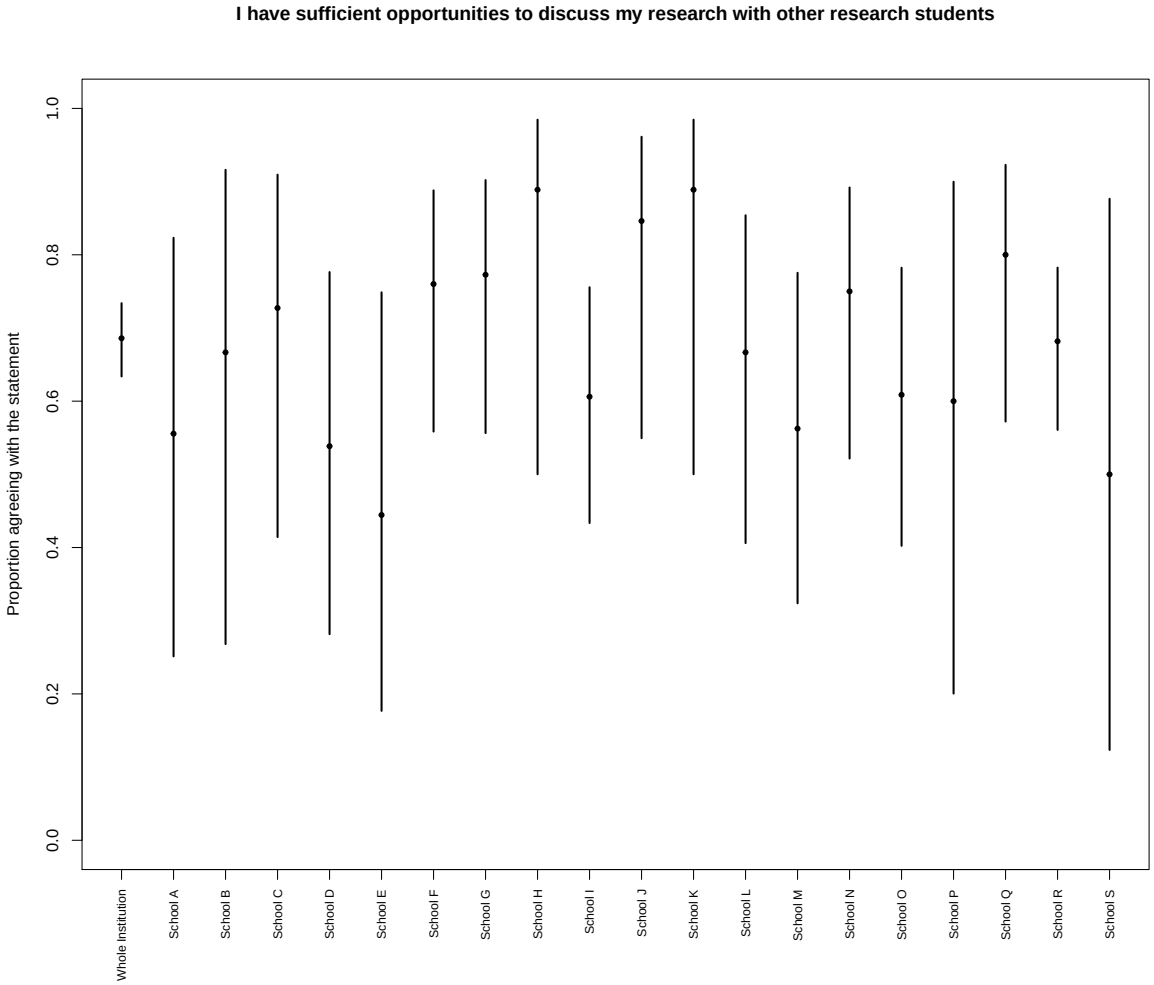
Question 9-4 ; Statement: **I have sufficient opportunities to discuss my research with other research students**



Question 9-5 ; Statement: **I have sufficient opportunities to become involved in the research community, beyond my School**

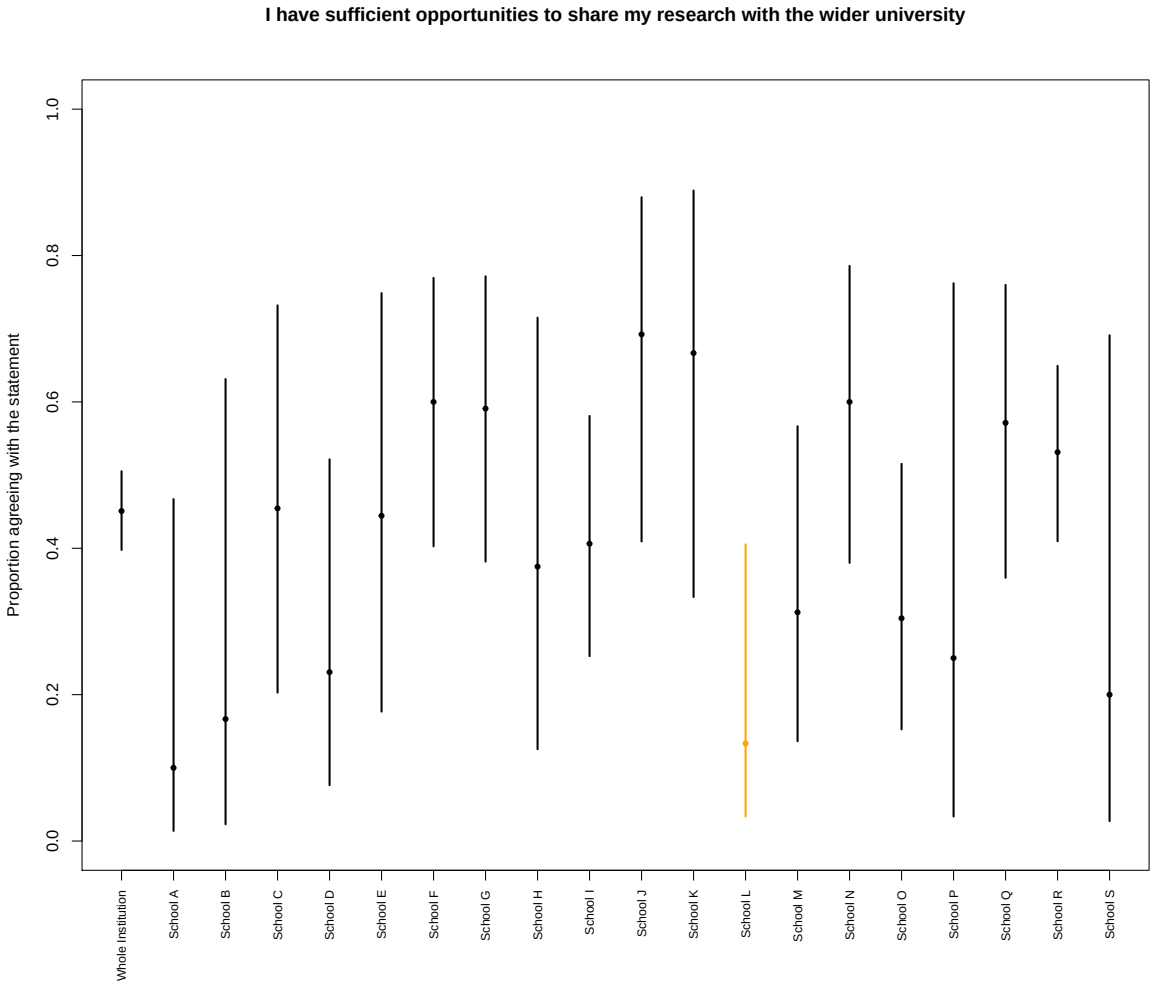


Question 9-6 ; Statement: **I have sufficient opportunities to discuss my research with other research students**



Question 9-7 ; Statement: **I have sufficient opportunities to share my research with the wider university**

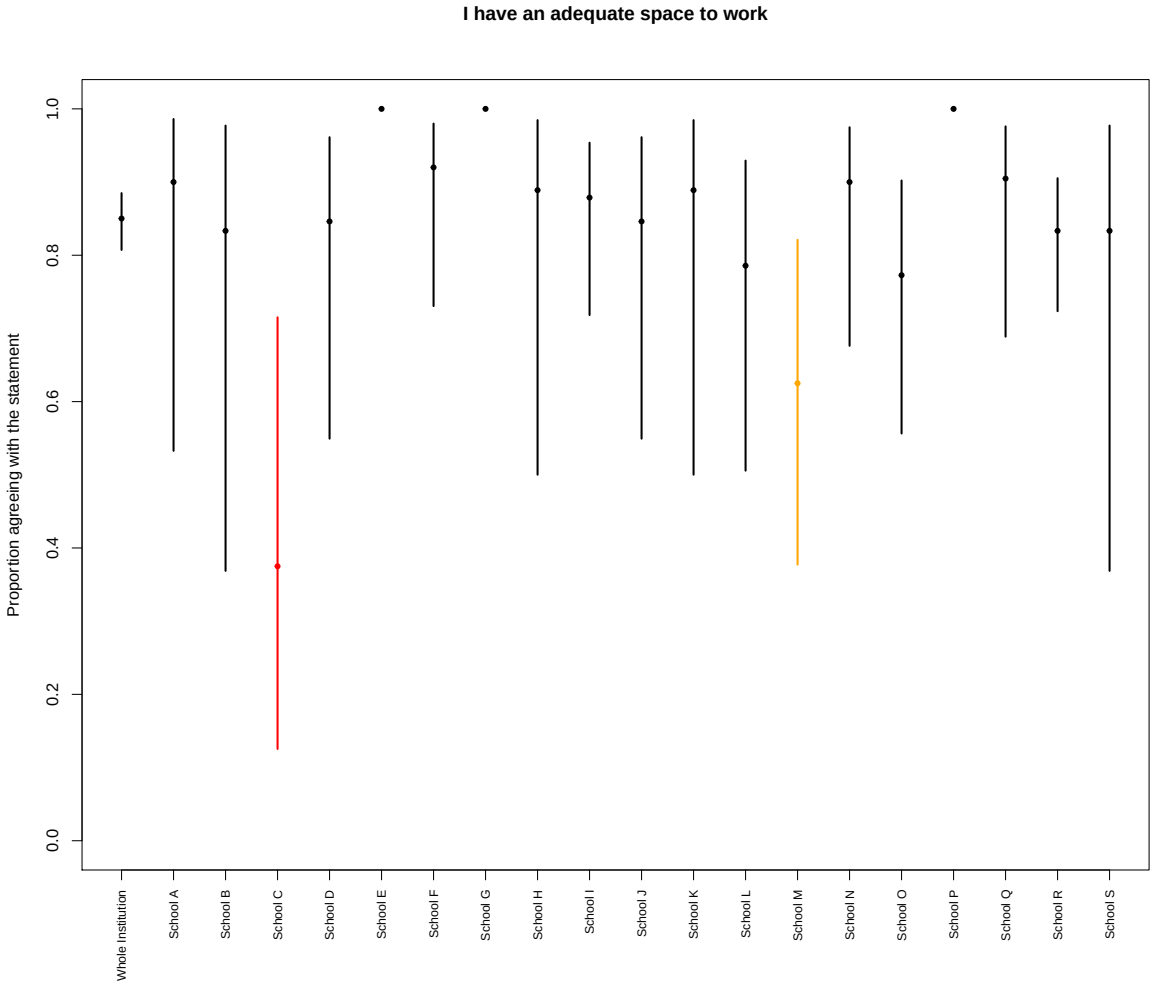
There is strong evidence, that scores within
- School L
were lower than the institution, on average.



Question 11-1 ; Statement: **I have an adequate space to work**

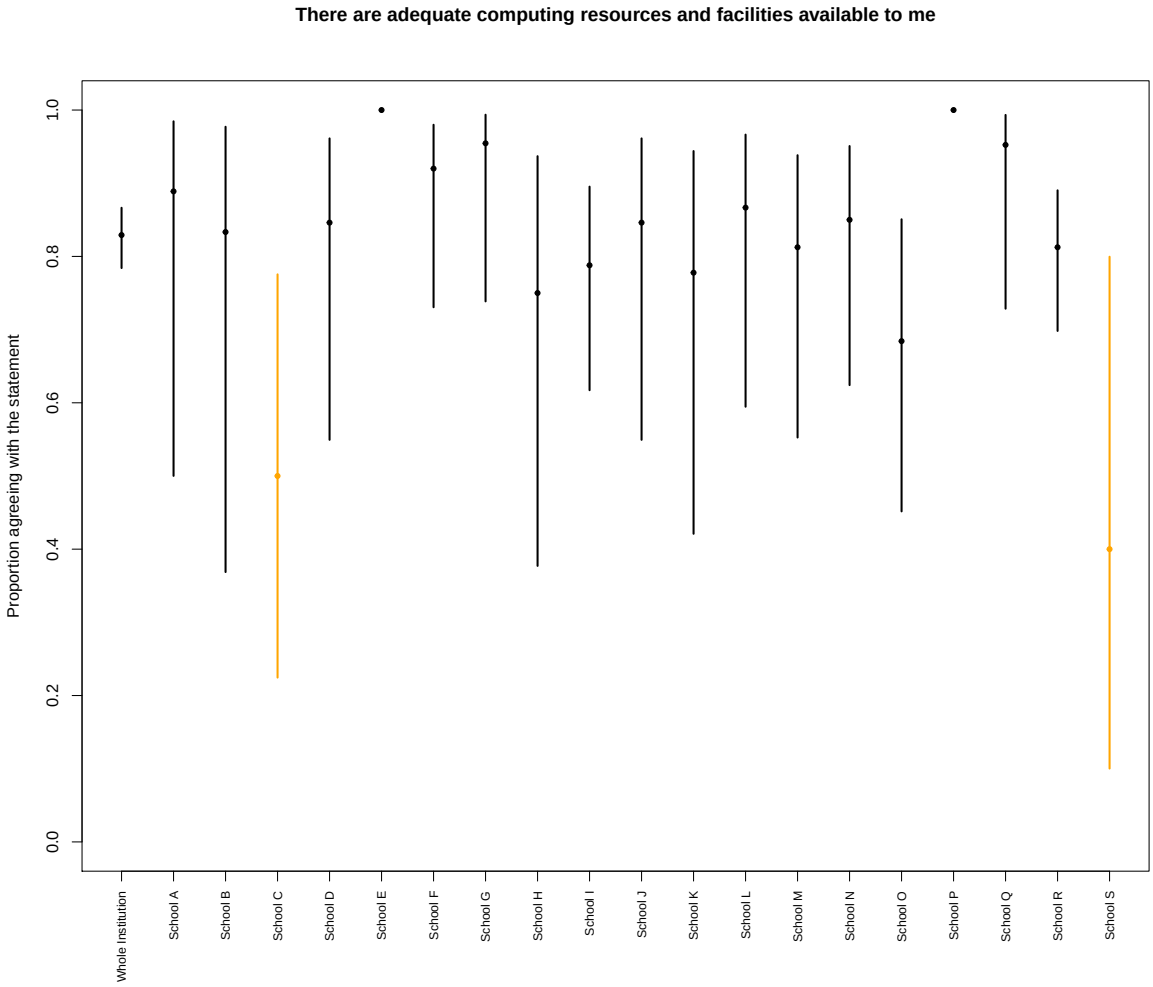
There is strong evidence, that scores within
- School M
were lower than the institution, on average.

There is extremely strong evidence, that scores within
- School C
were lower than the institution, on average.



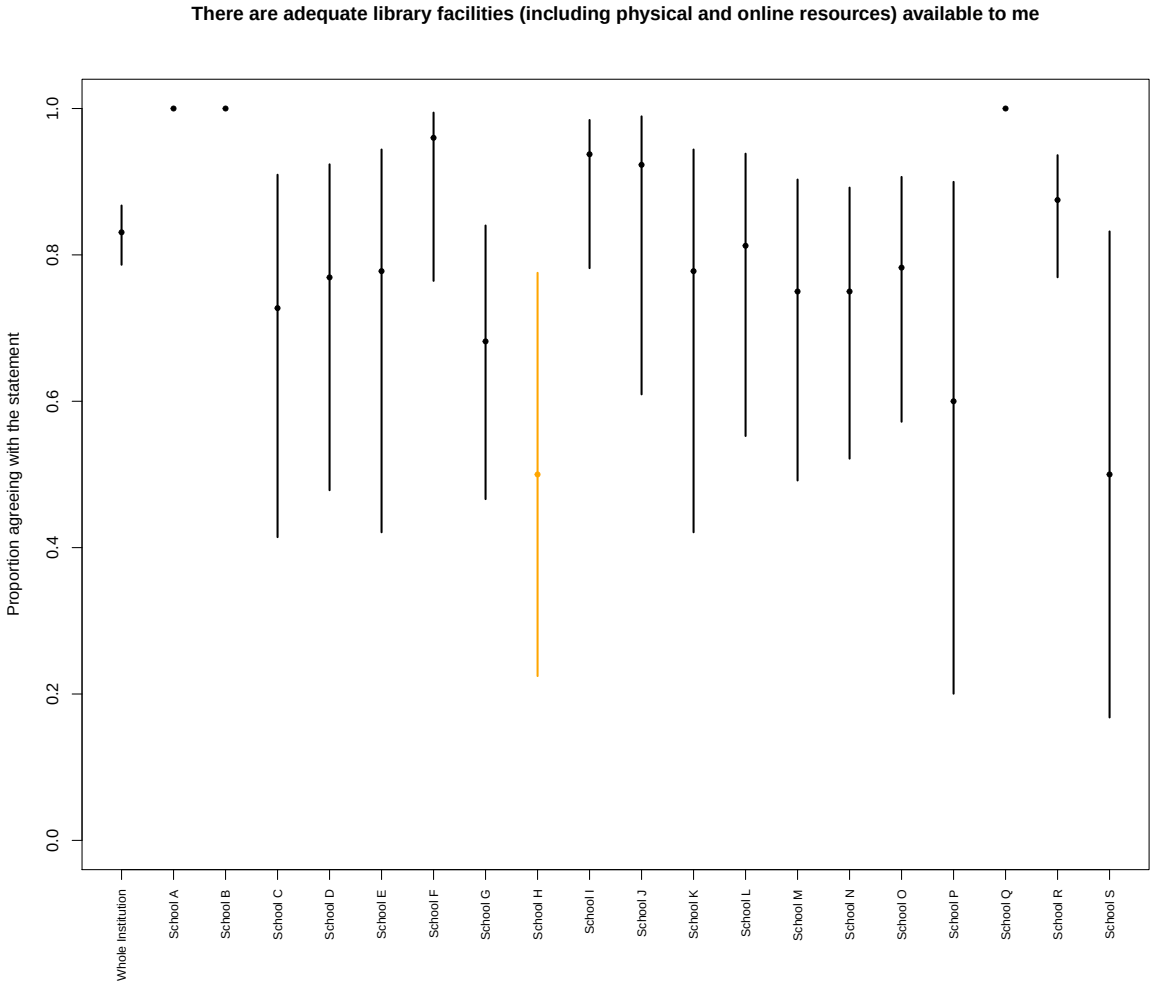
Question 11-2 ; Statement: **There are adequate computing resources and facilities available to me**

There is strong evidence, that scores within
- School C
- School S
were lower than the institution, on average.



Question 11-3 ; Statement: **There are adequate library facilities (including physical and online resources) available to me**

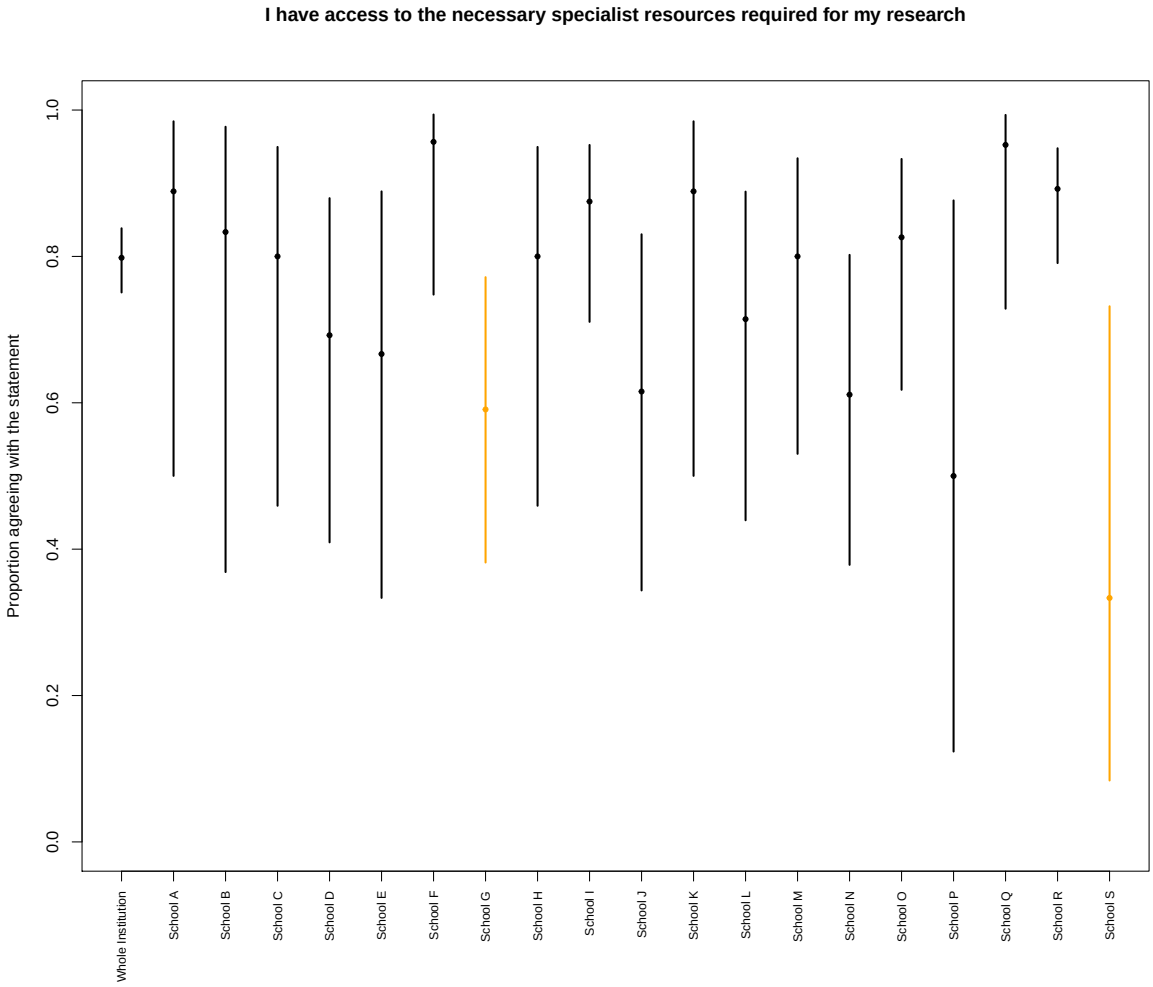
There is strong evidence, that scores within
- School H
were lower than the institution, on average.



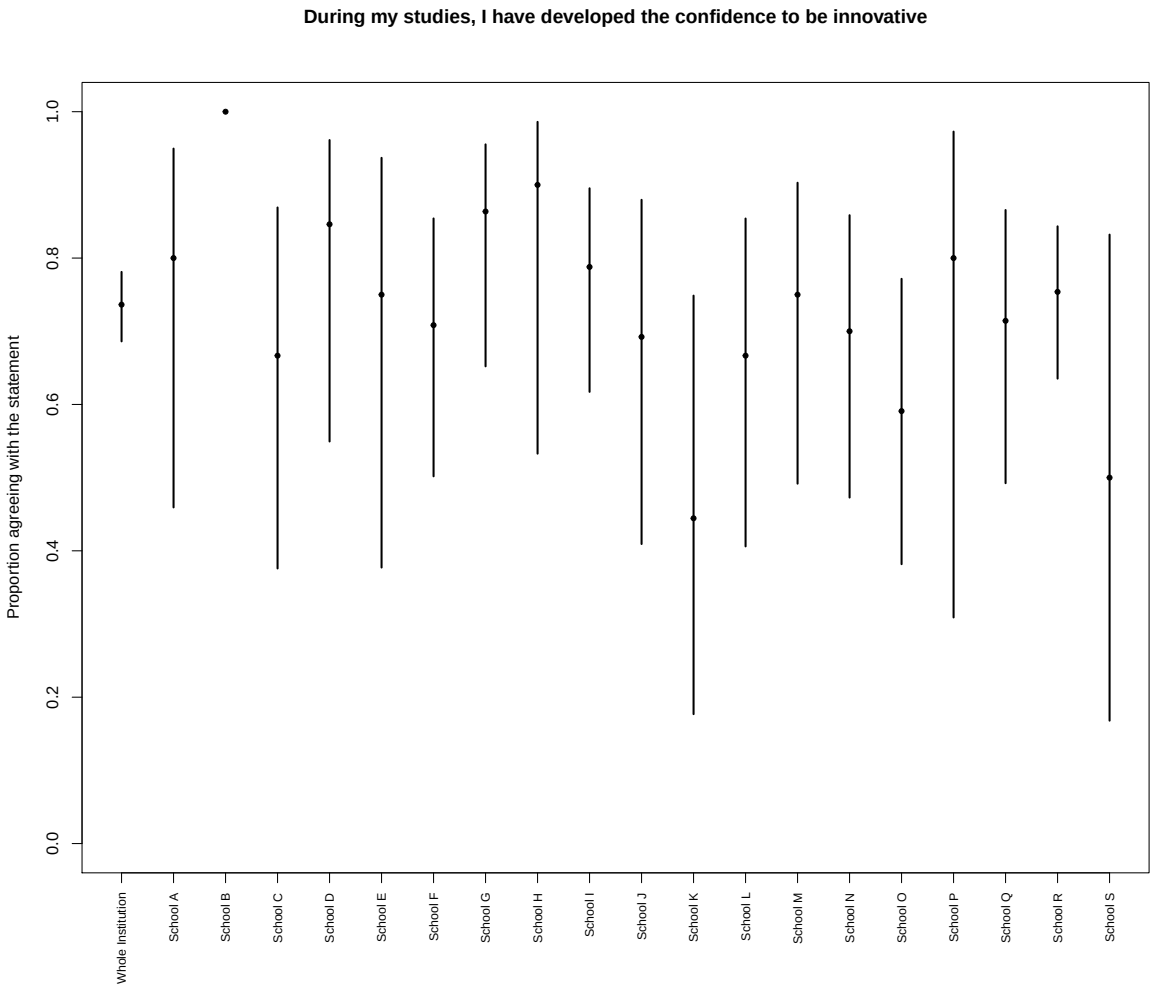
Question 11-4 ; Statement: **I have access to the necessary specialist resources required for my research**

There is strong evidence, that scores within
- School G
- School S

were lower than the institution, on average.



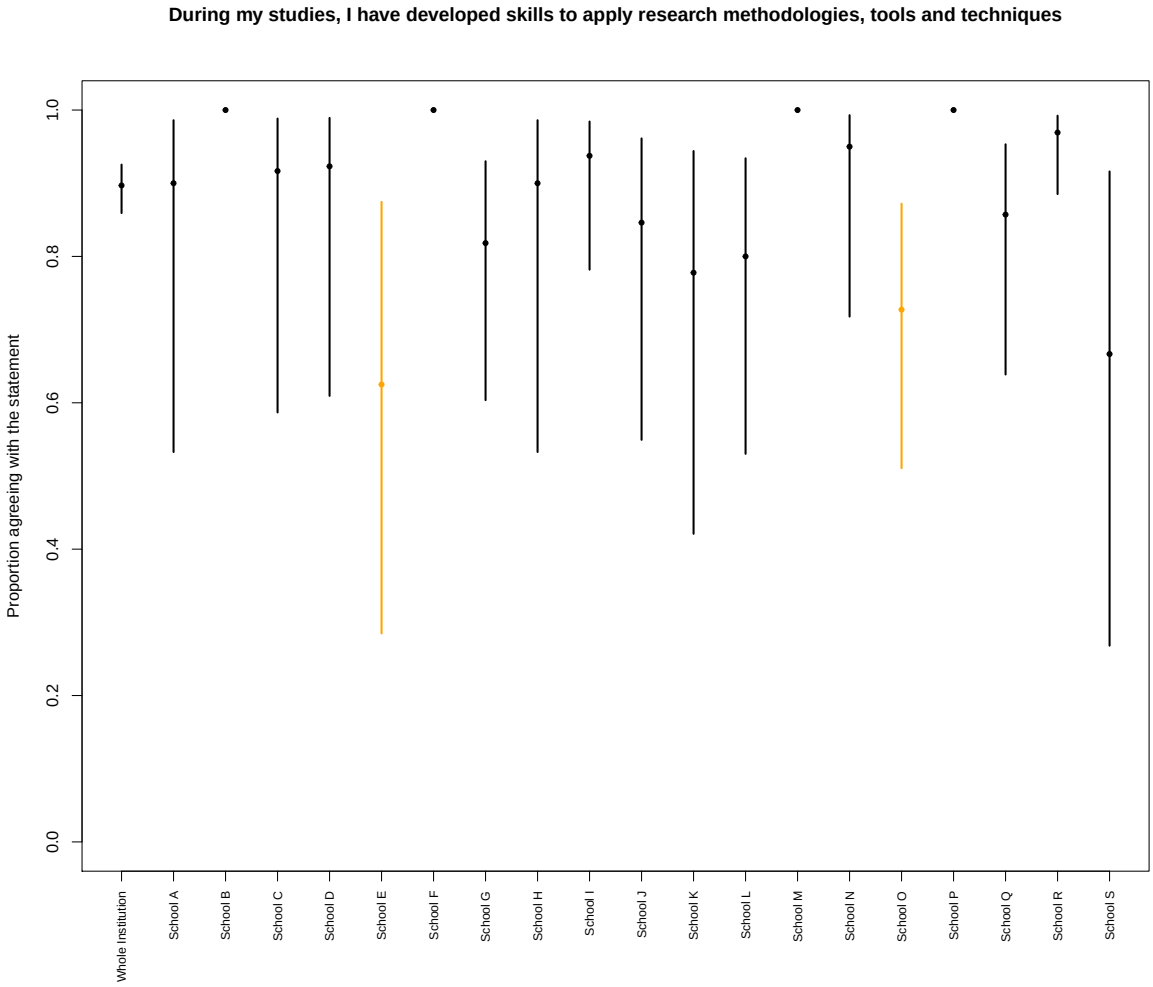
Question 13-1 ; Statement: **During my studies, I have developed the confidence to be innovative**



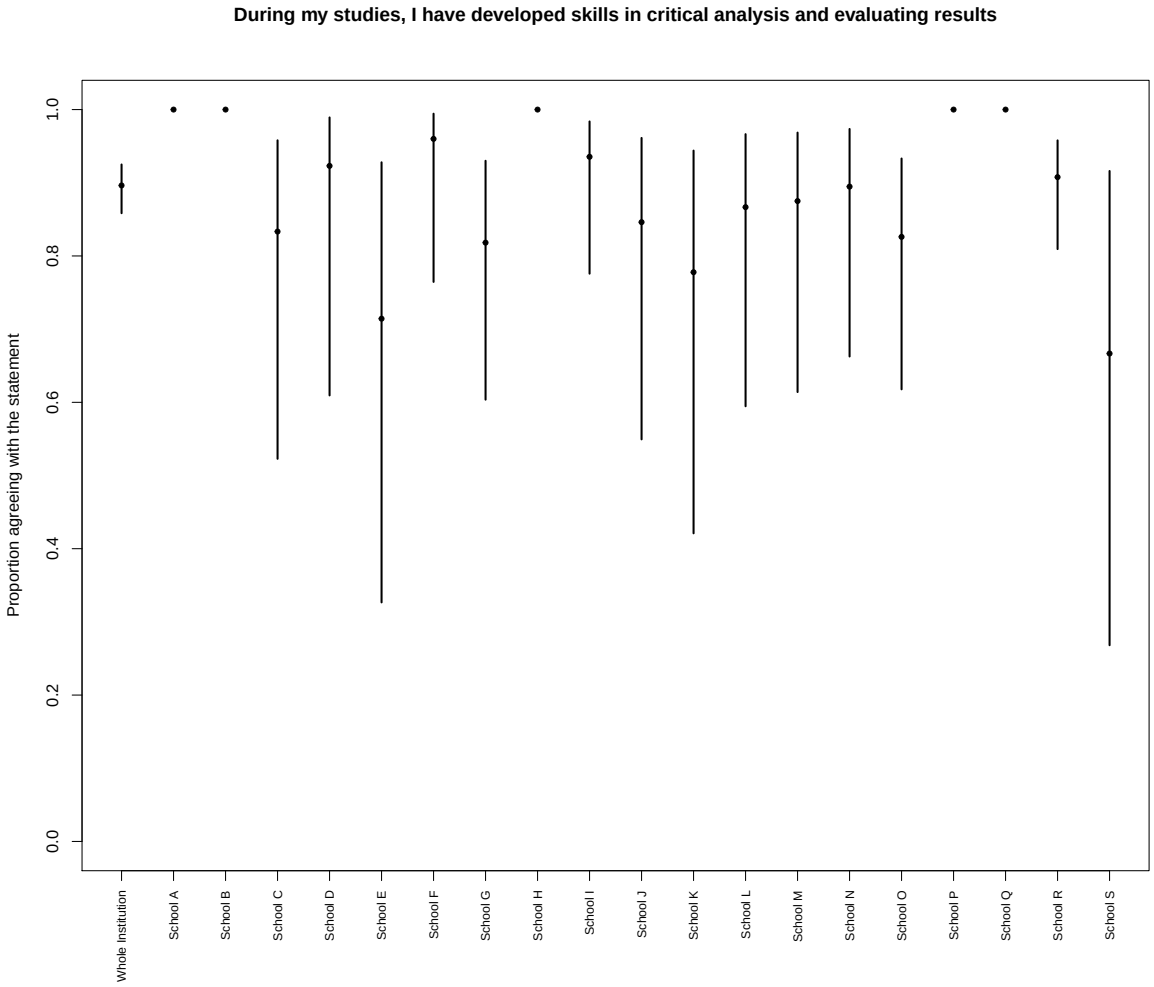
Question 13-2 ; Statement: **During my studies, I have developed skills to apply research methodologies, tools and techniques**

There is strong evidence, that scores within
- School E
- School O

were lower than the institution, on average.

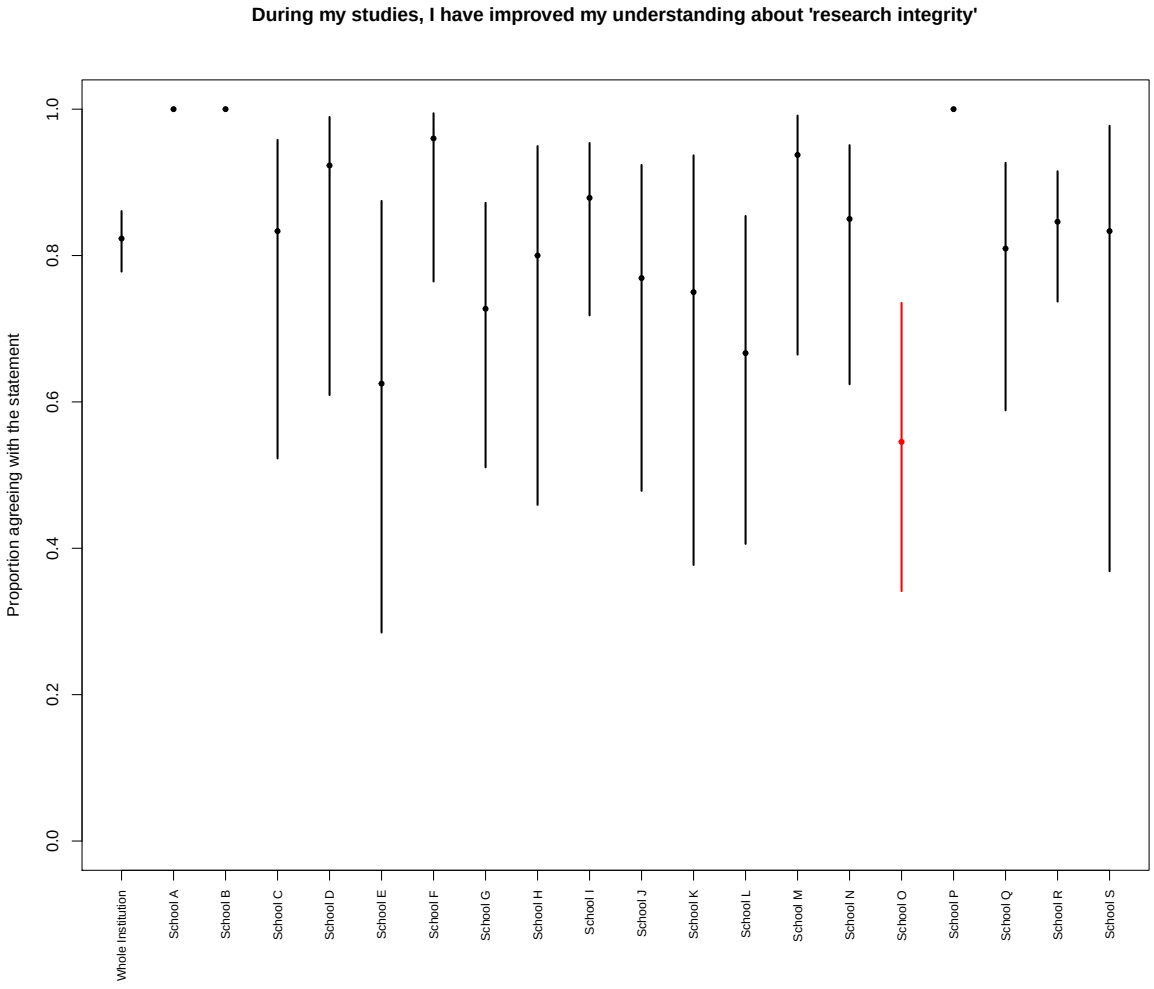


Question 13-3 ; Statement: **During my studies, I have developed skills in critical analysis and evaluating results**



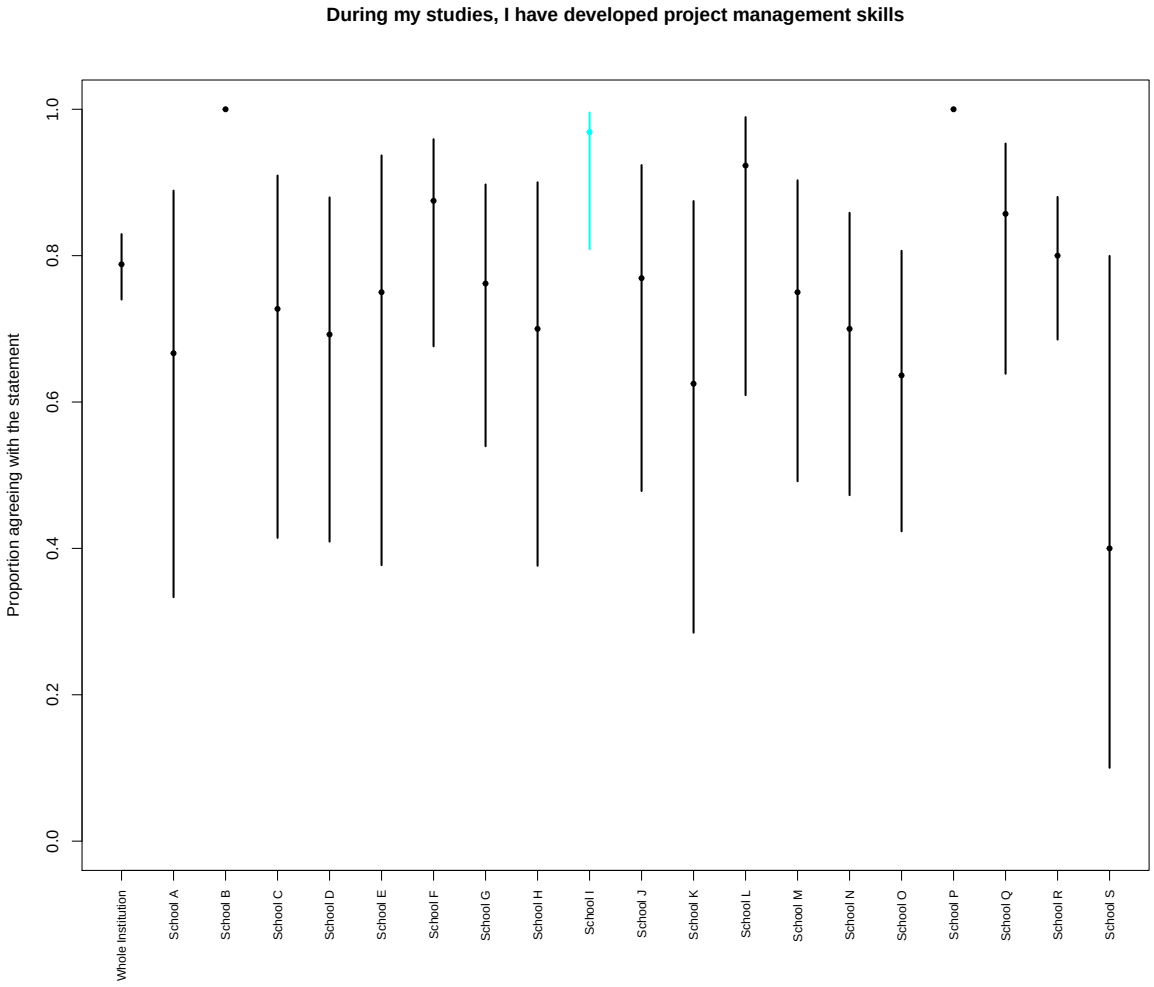
Question 13-4 ; Statement: **During my studies, I have improved my understanding about 'research integrity'**

There is extremely strong evidence, that scores within
- School O
were lower than the institution, on average.

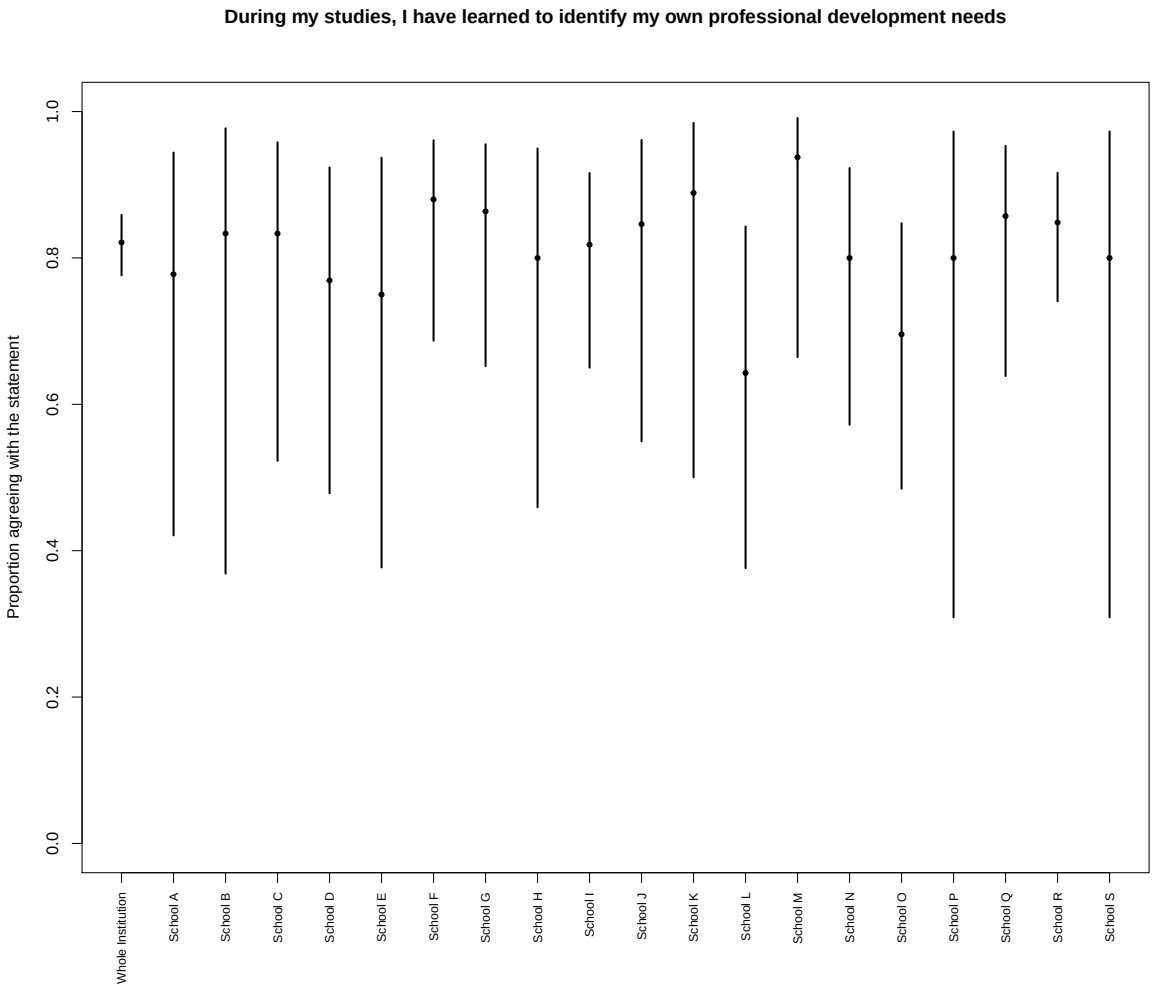


Question 14-1 ; Statement: **During my studies, I have developed project management skills**

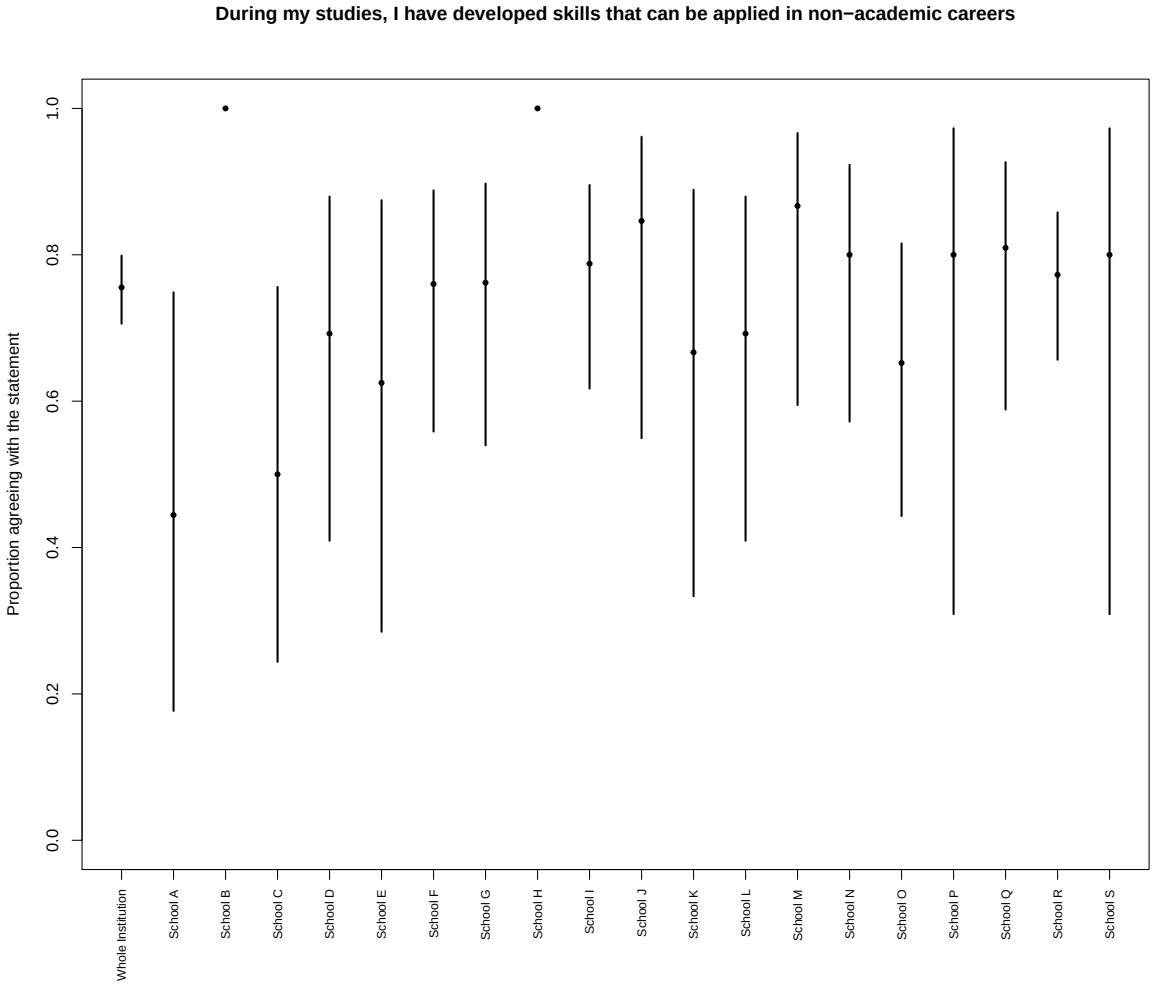
There is strong evidence, that scores levels within
- School I
exceeded the level of the institution, on average.



Question 14-2 ; Statement: **During my studies, I have learned to identify my own professional development needs**

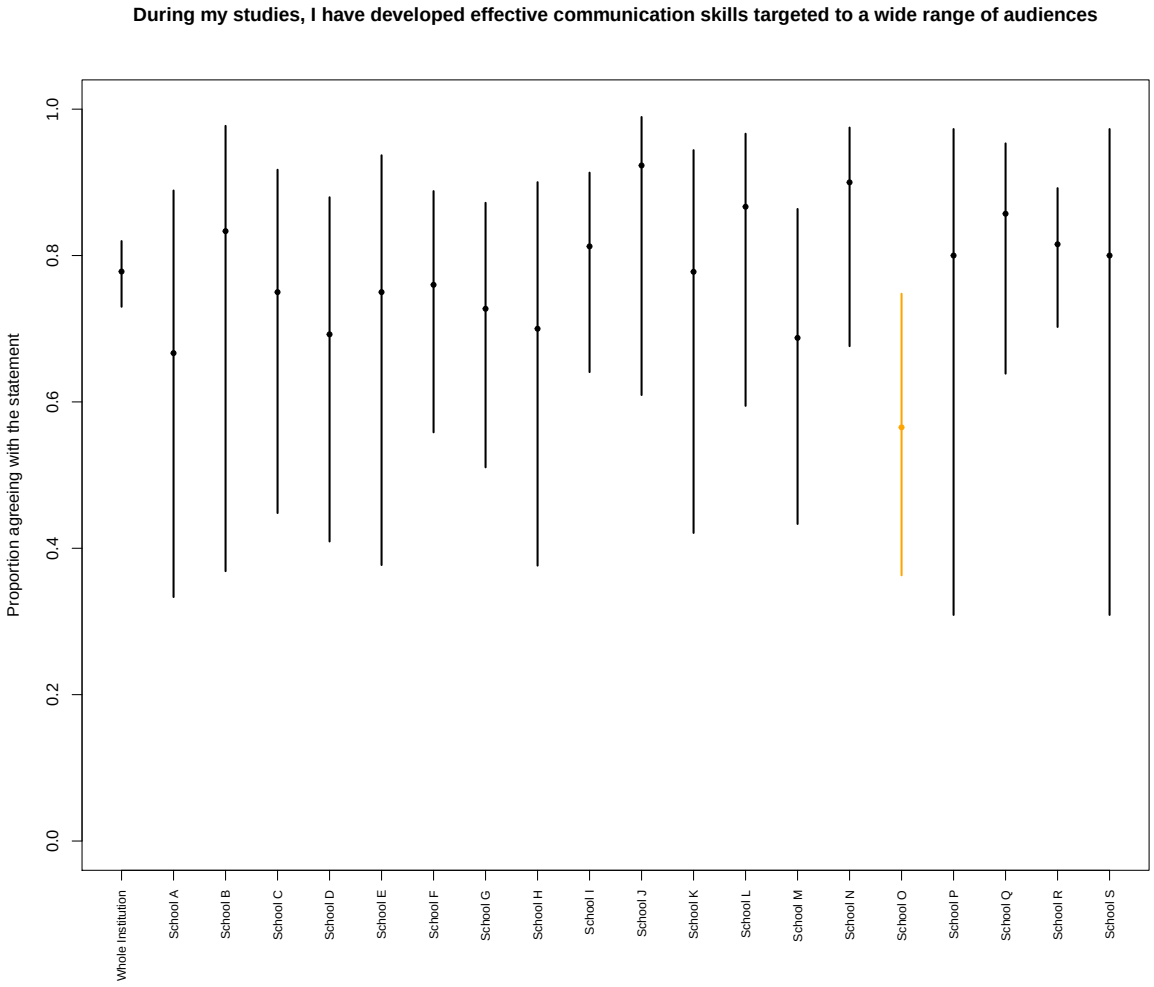


Question 14-3 ; Statement: **During my studies, I have developed skills that can be applied in non-academic careers**

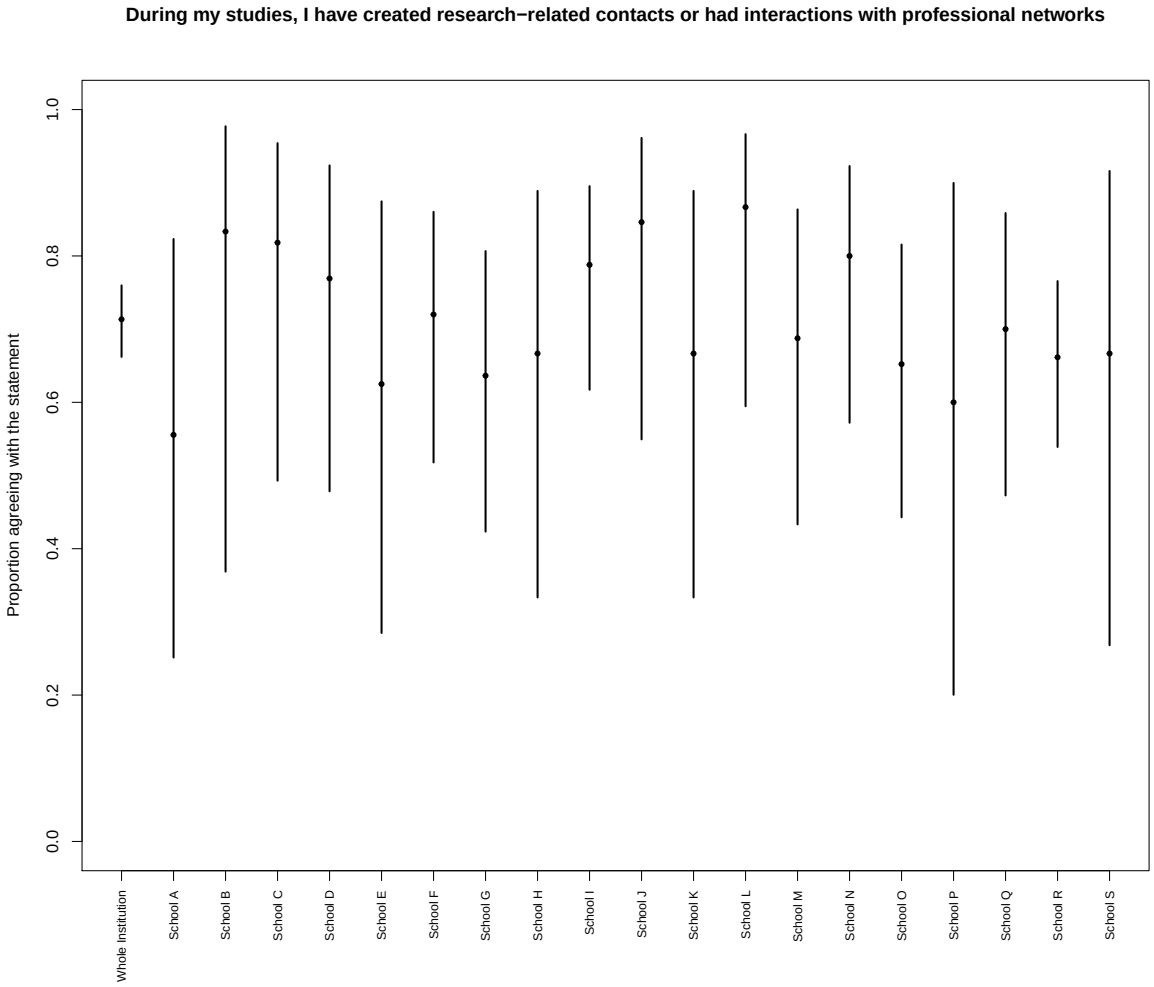


Question 14-4 ; Statement: **During my studies, I have developed effective communication skills targeted to a wide range of audiences**

There is strong evidence, that scores within
- School O
were lower than the institution, on average.

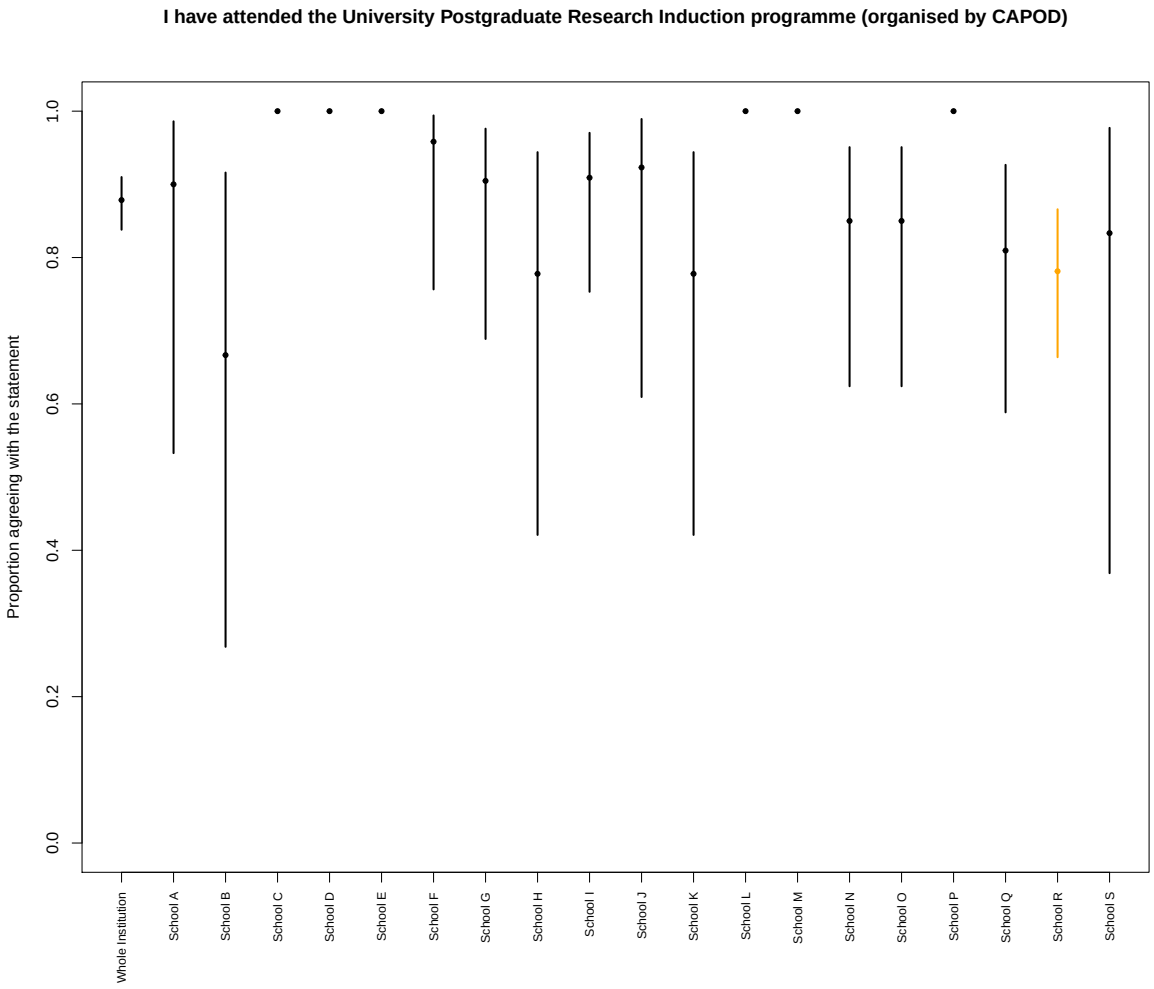


Question 14-5 ; Statement: **During my studies, I have created research-related contacts or had interactions with professional networks**



Question 19-1 ; Statement: **I have attended the University Postgraduate Research Induction programme (organised by CAPOD)**

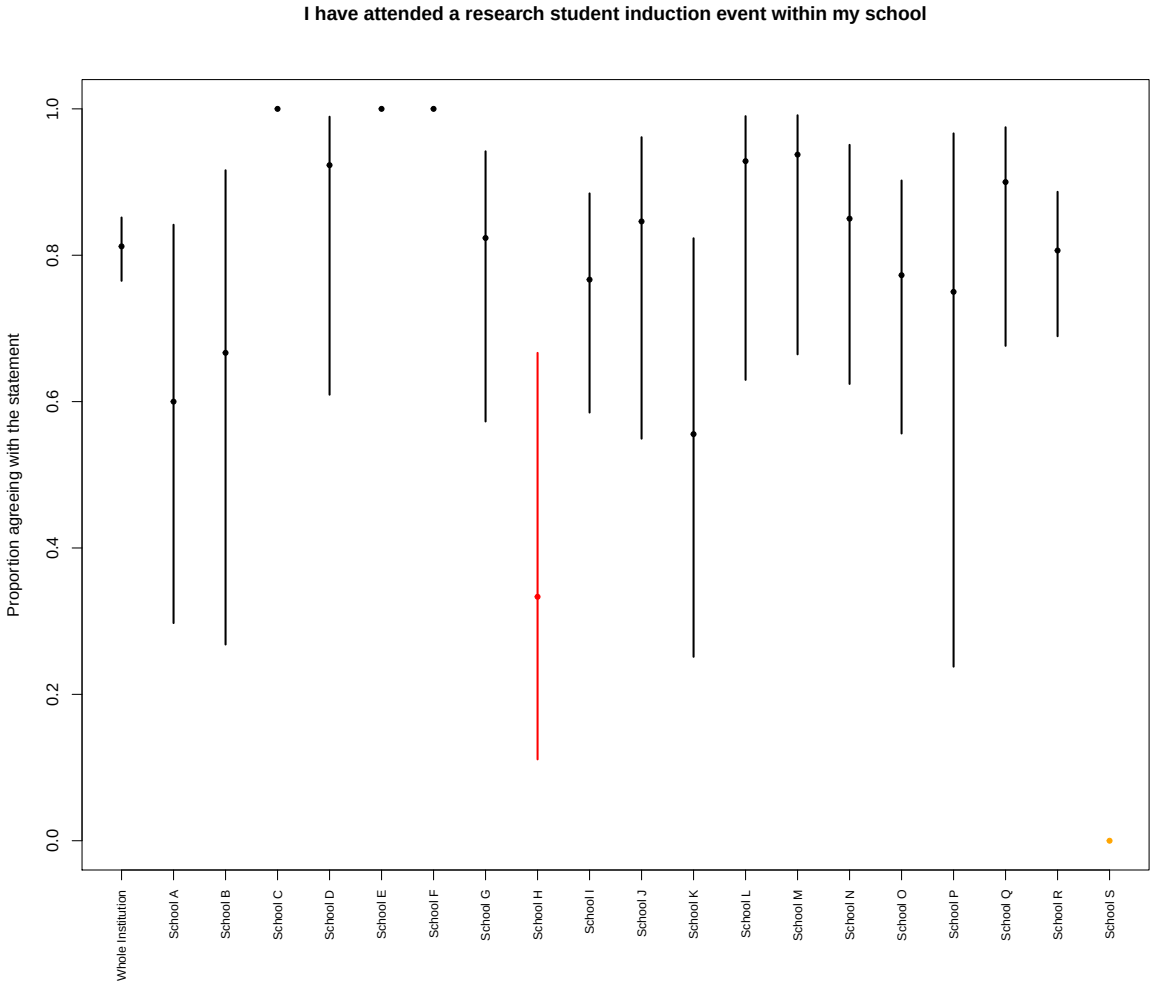
There is strong evidence, that scores within
- School R
were lower than the institution, on average.



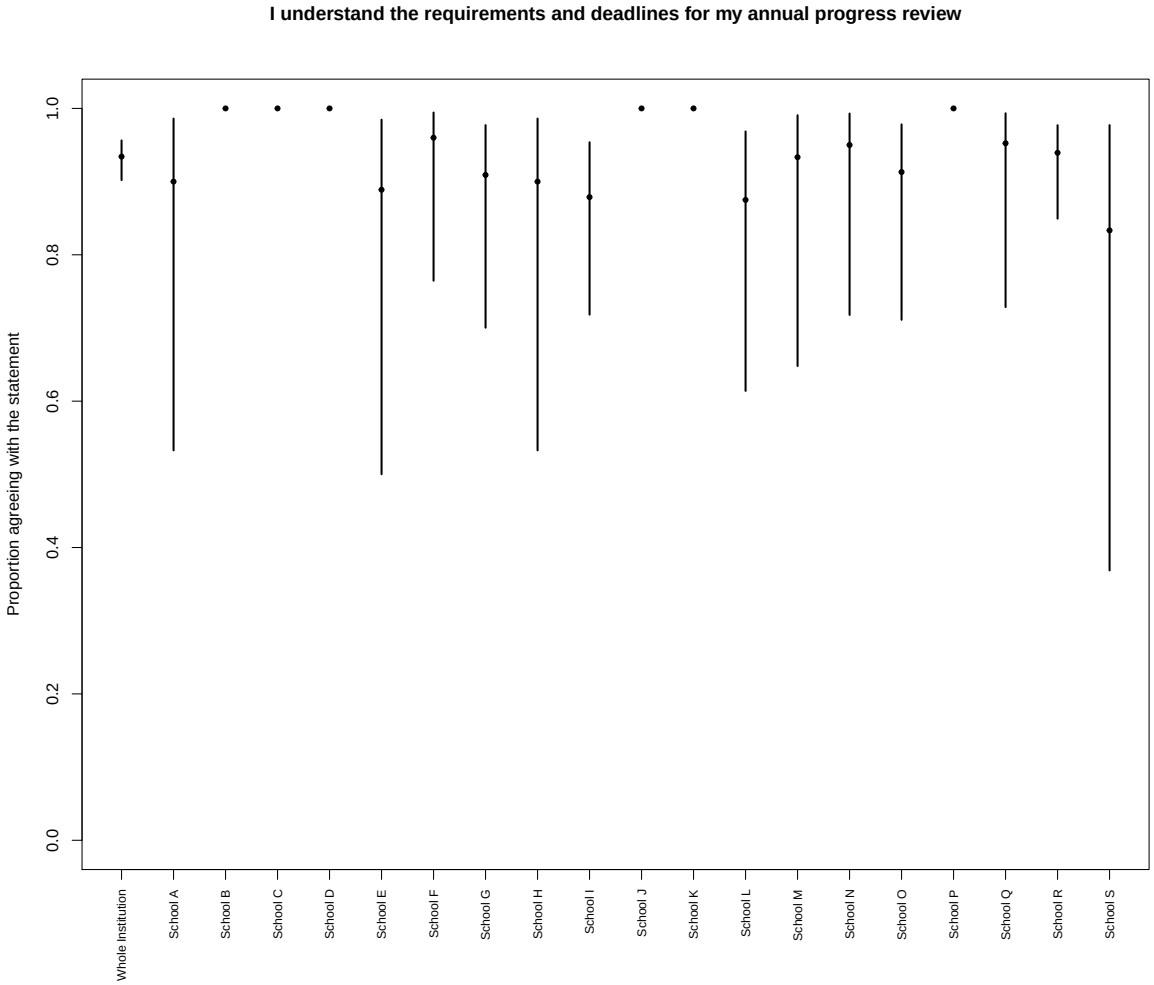
Question 19-2 ; Statement: **I have attended a research student induction event within my school**

There is strong evidence, that scores within
- School S
were lower than the institution, on average.

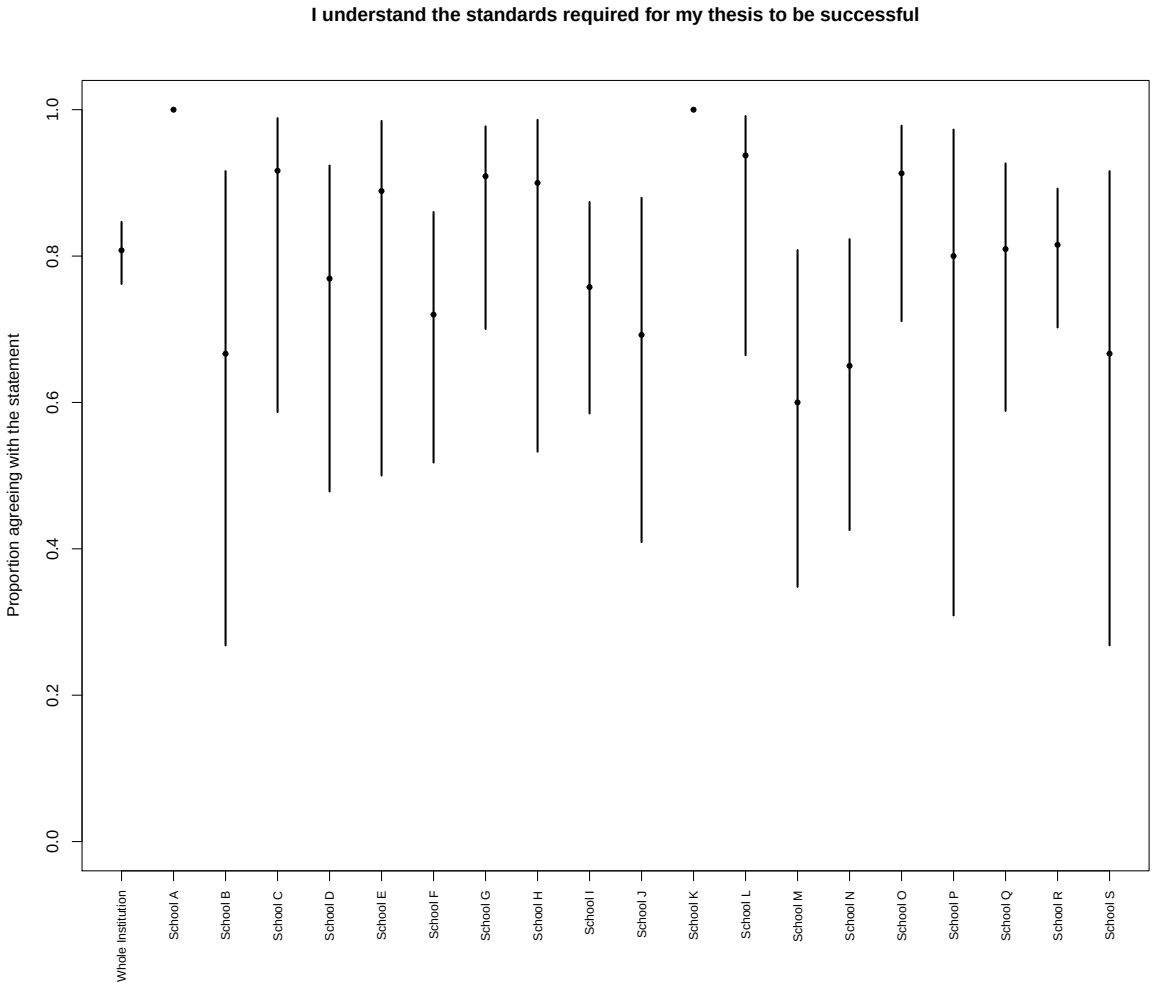
There is extremely strong evidence, that scores within
- School H
were lower than the institution, on average.



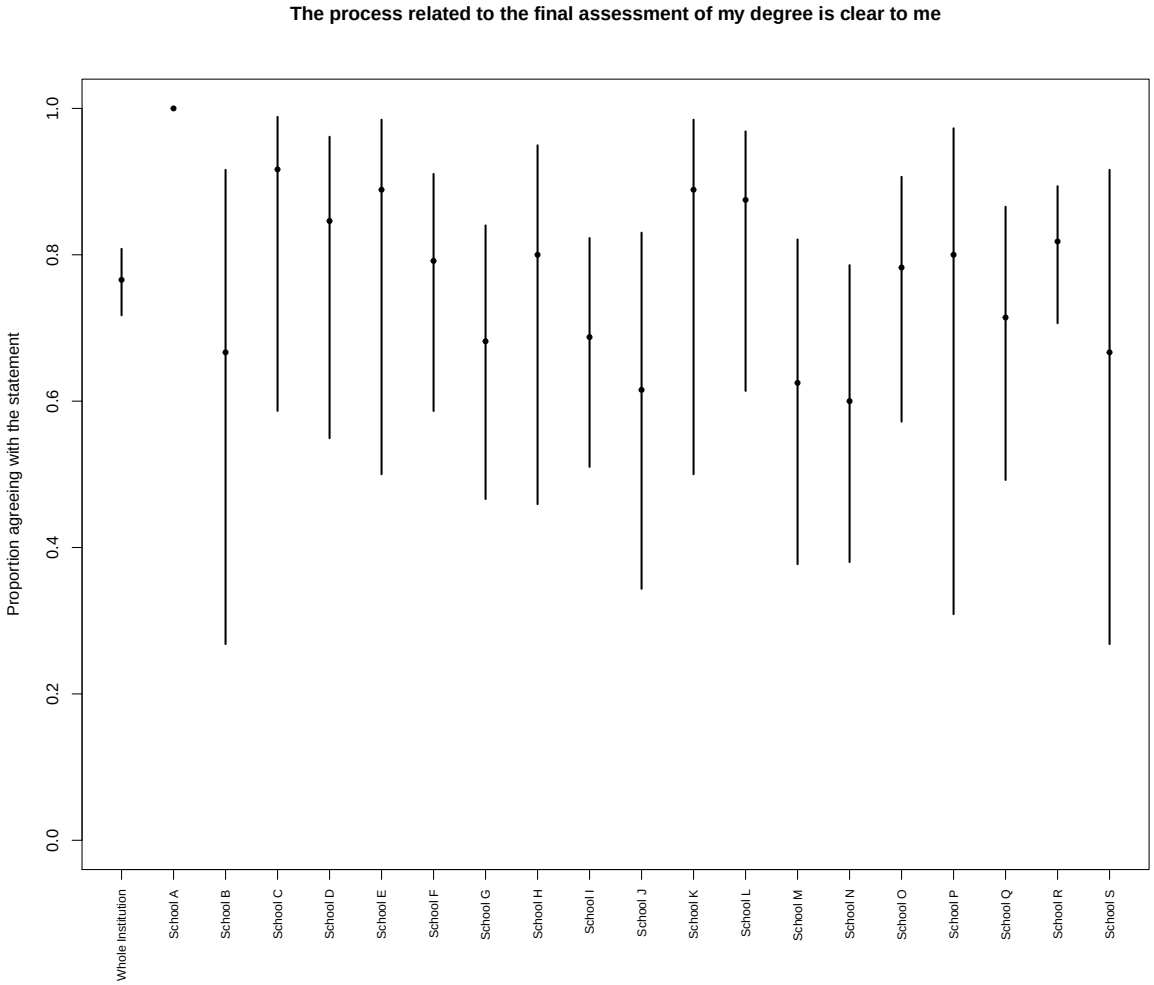
Question 19-3 ; Statement: **I understand the requirements and deadlines for my annual progress review**



Question 19-4 ; Statement: **I understand the standards required for my thesis to be successful**

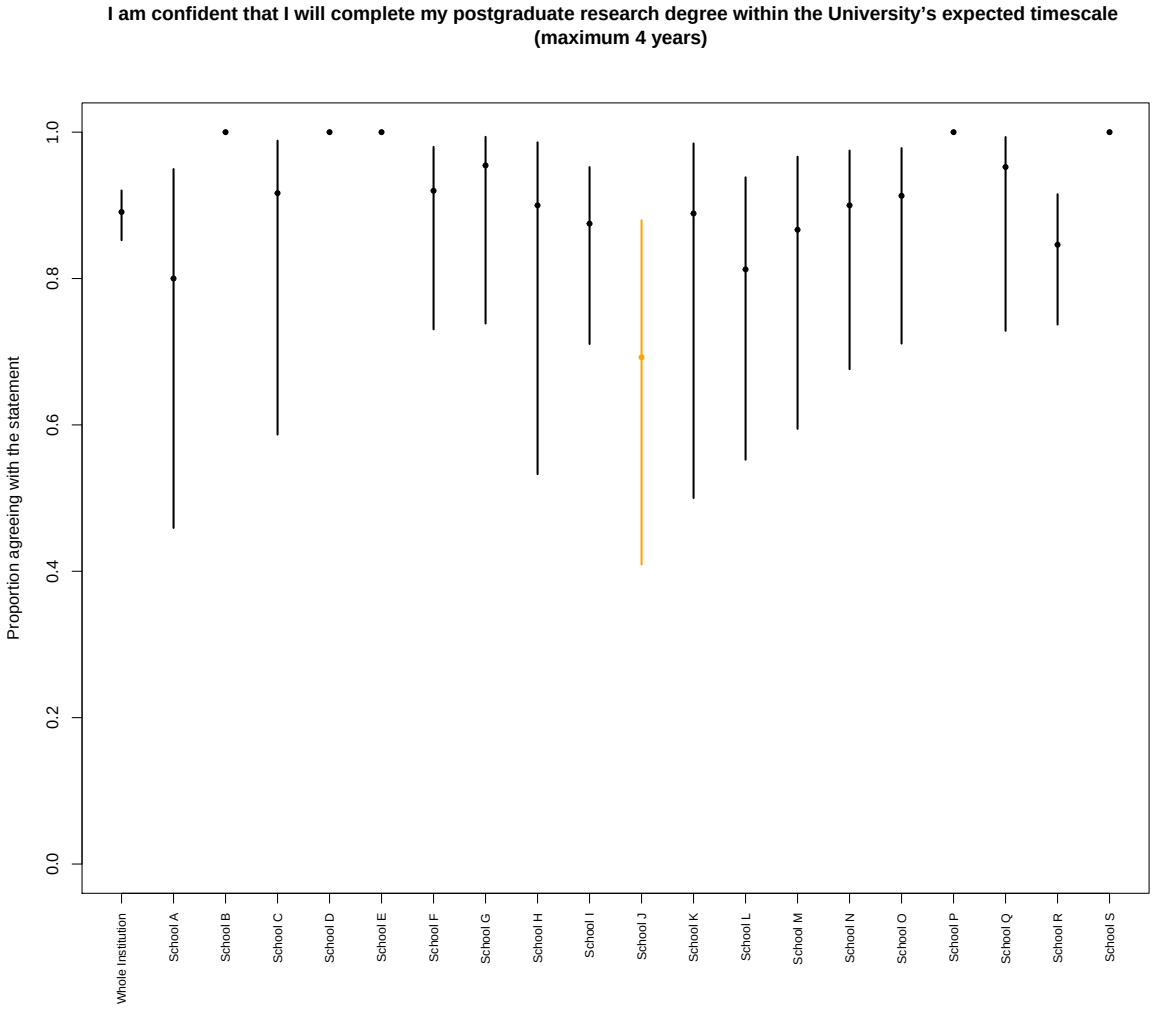


Question 19-5 ; Statement: **The process related to the final assessment of my degree is clear to me**

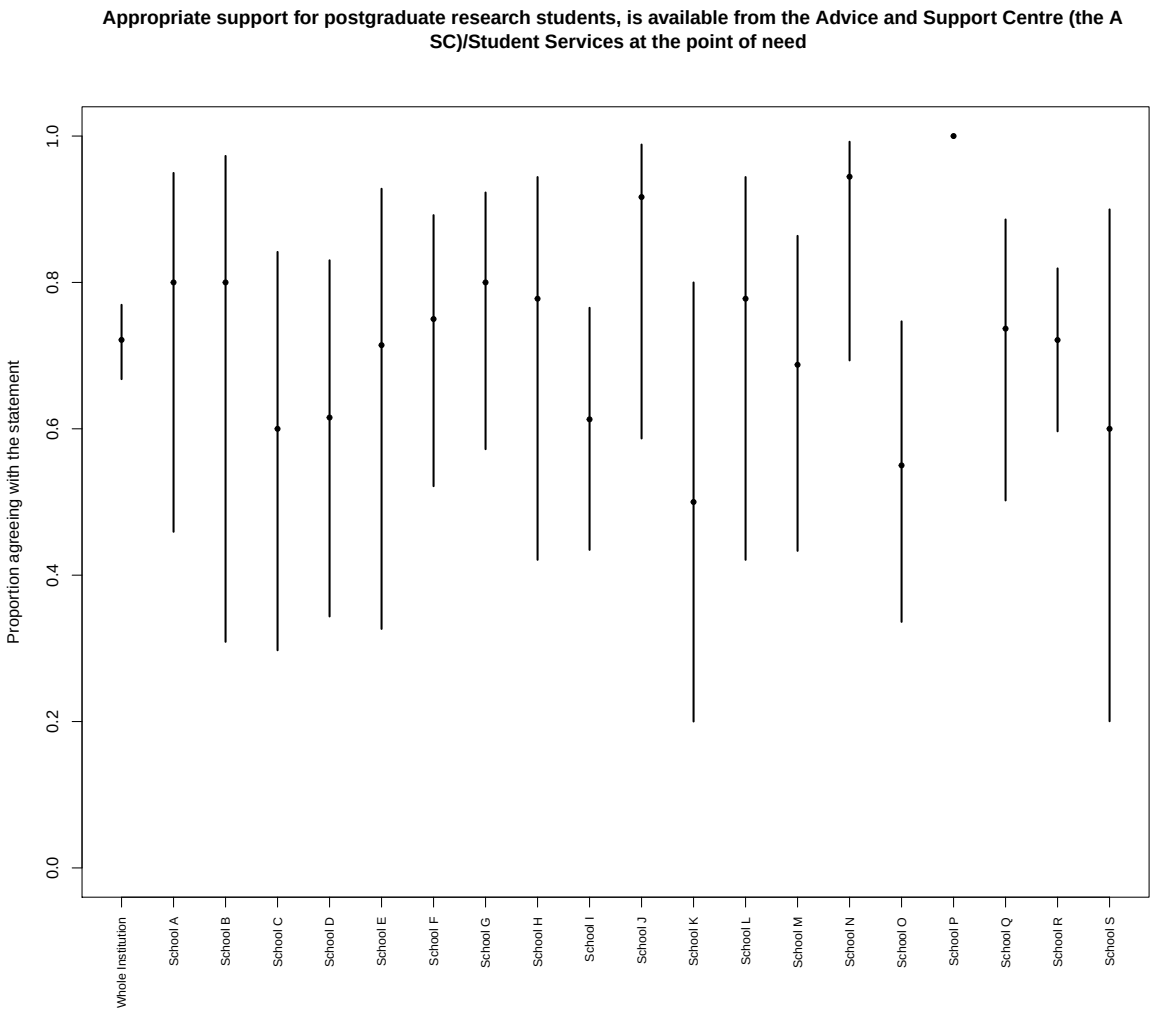


Question 19-6 ; Statement: **I am confident that I will complete my postgraduate research degree within the University's expected timescale (maximum 4 years)**

There is strong evidence, that scores within
- School J
were lower than the institution, on average.

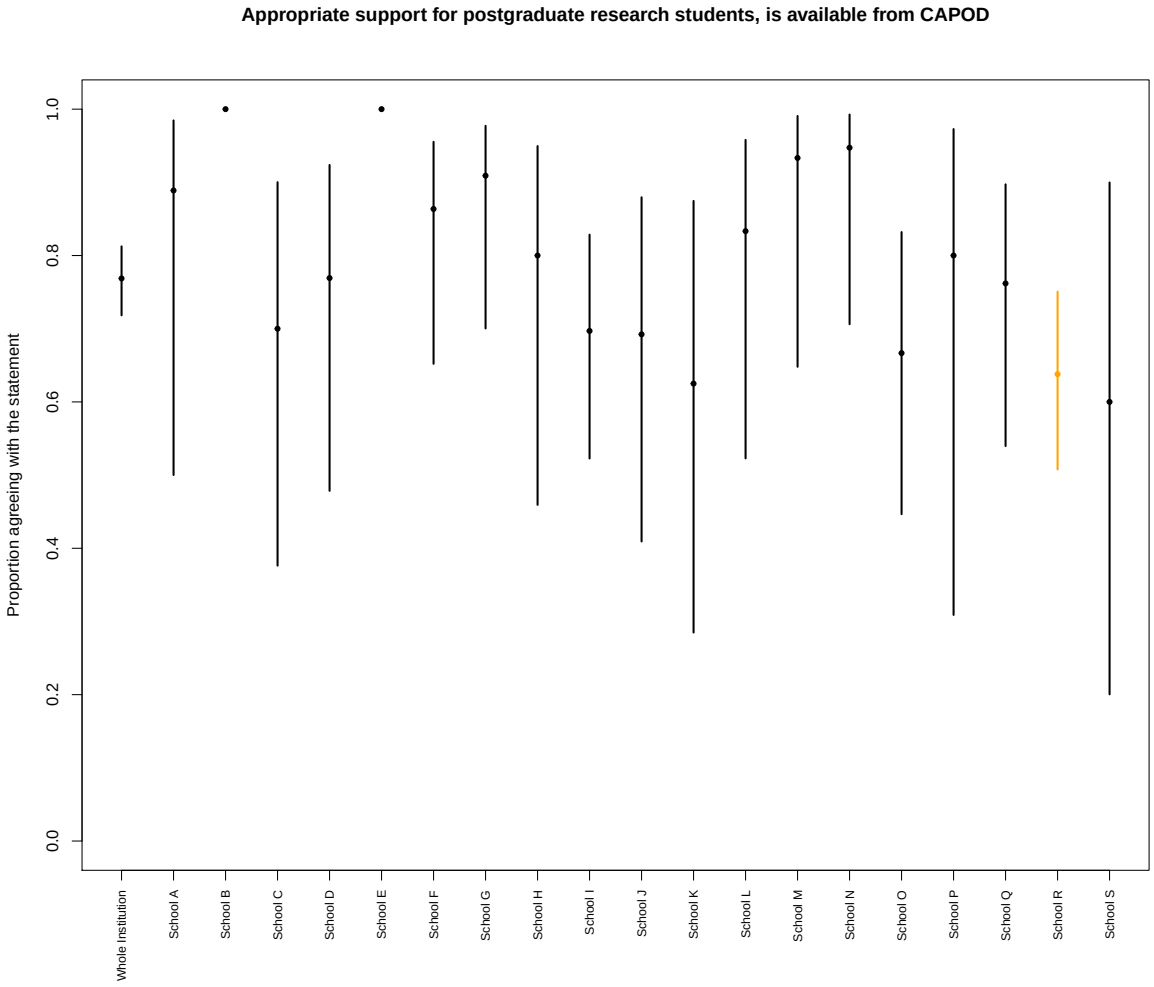


Question 21-1 ; Statement: **Appropriate support for postgraduate research students, is available from the Advice and Support Centre (the ASC)/Student Services at the point of need**

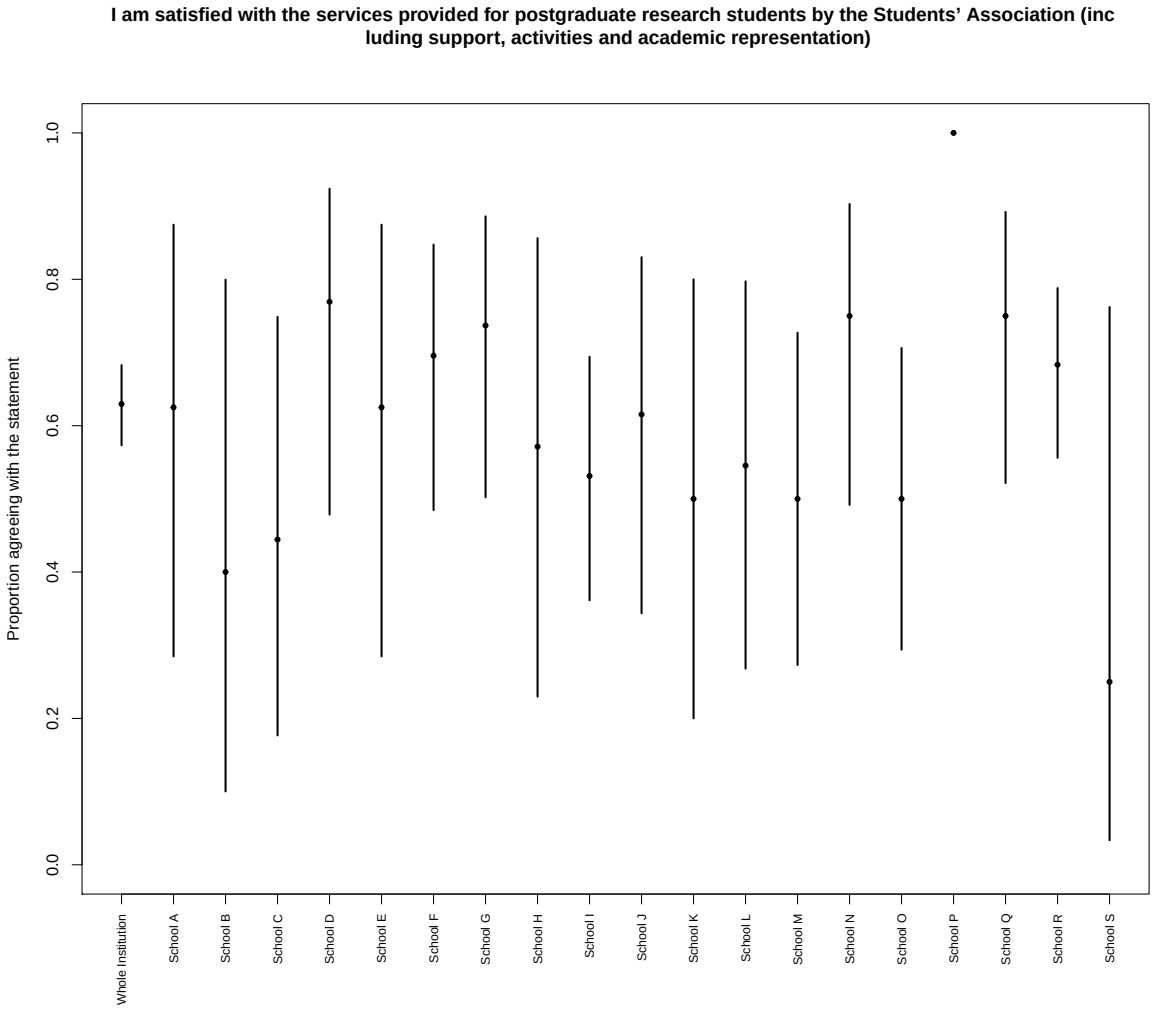


Question 21-2 ; Statement: **Appropriate support for postgraduate research students, is available from CAPOD**

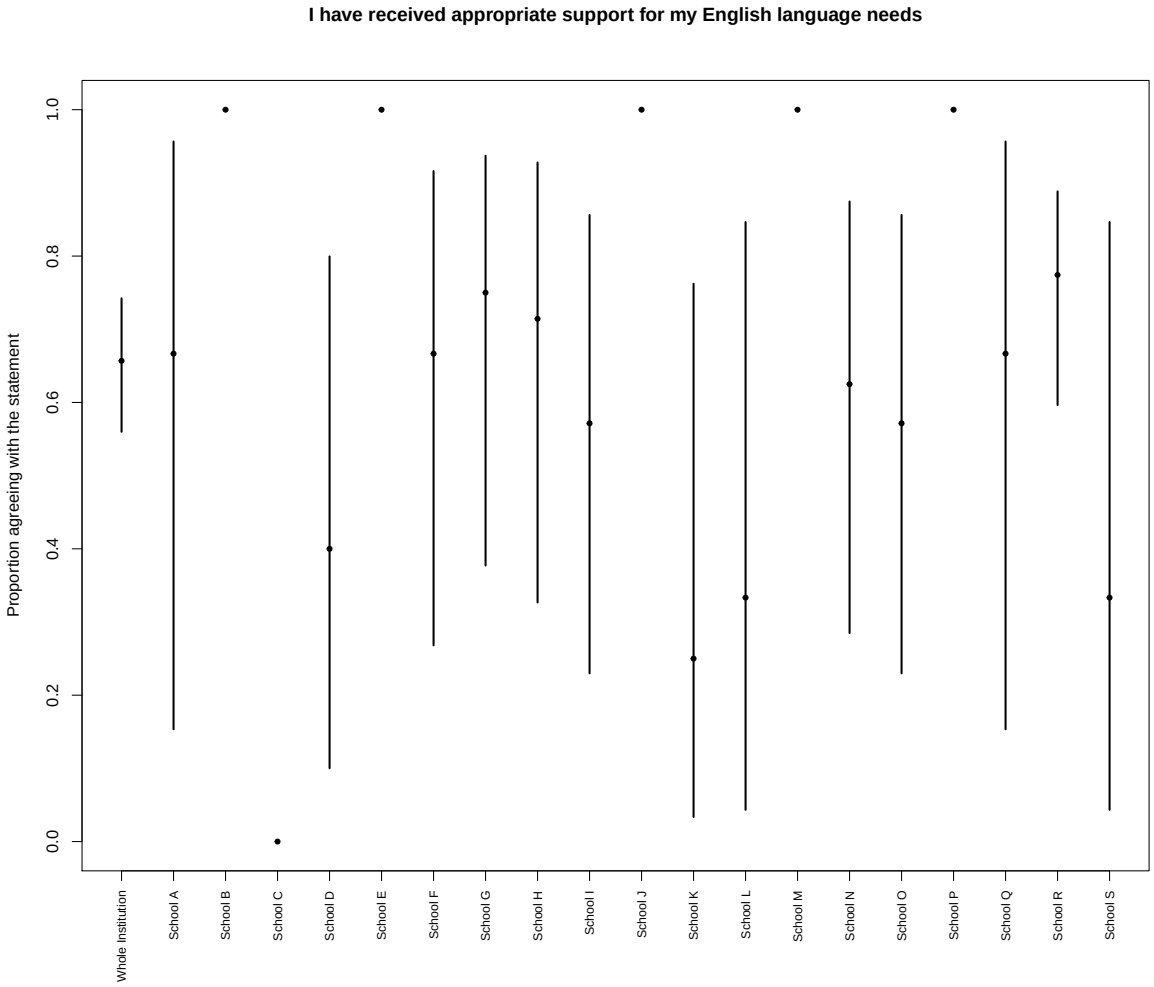
There is strong evidence, that scores within
- School R
were lower than the institution, on average.



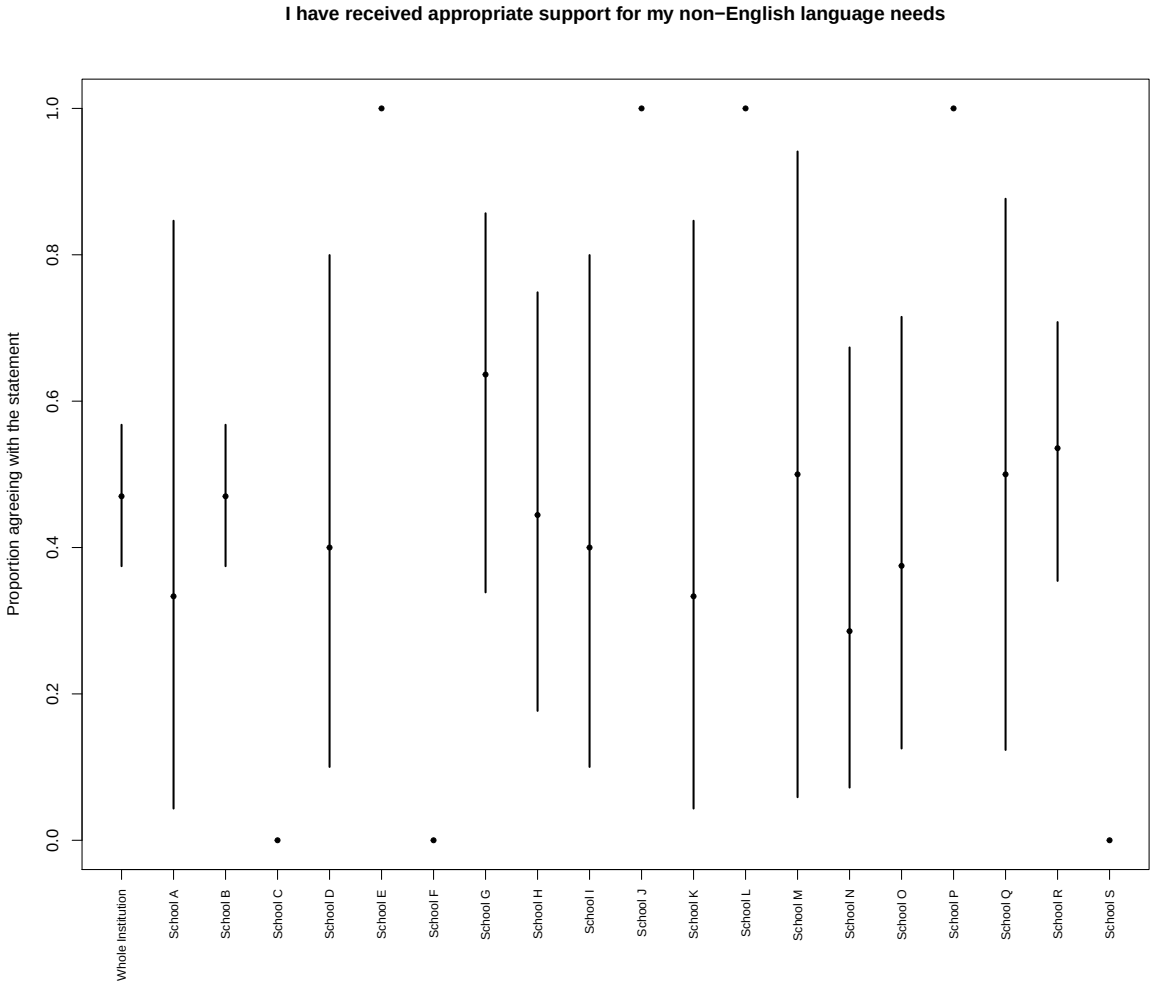
Question 21-3 ; Statement: **I am satisfied with the services provided for postgraduate research students by the Students' Association (including support, activities and academic representation)**



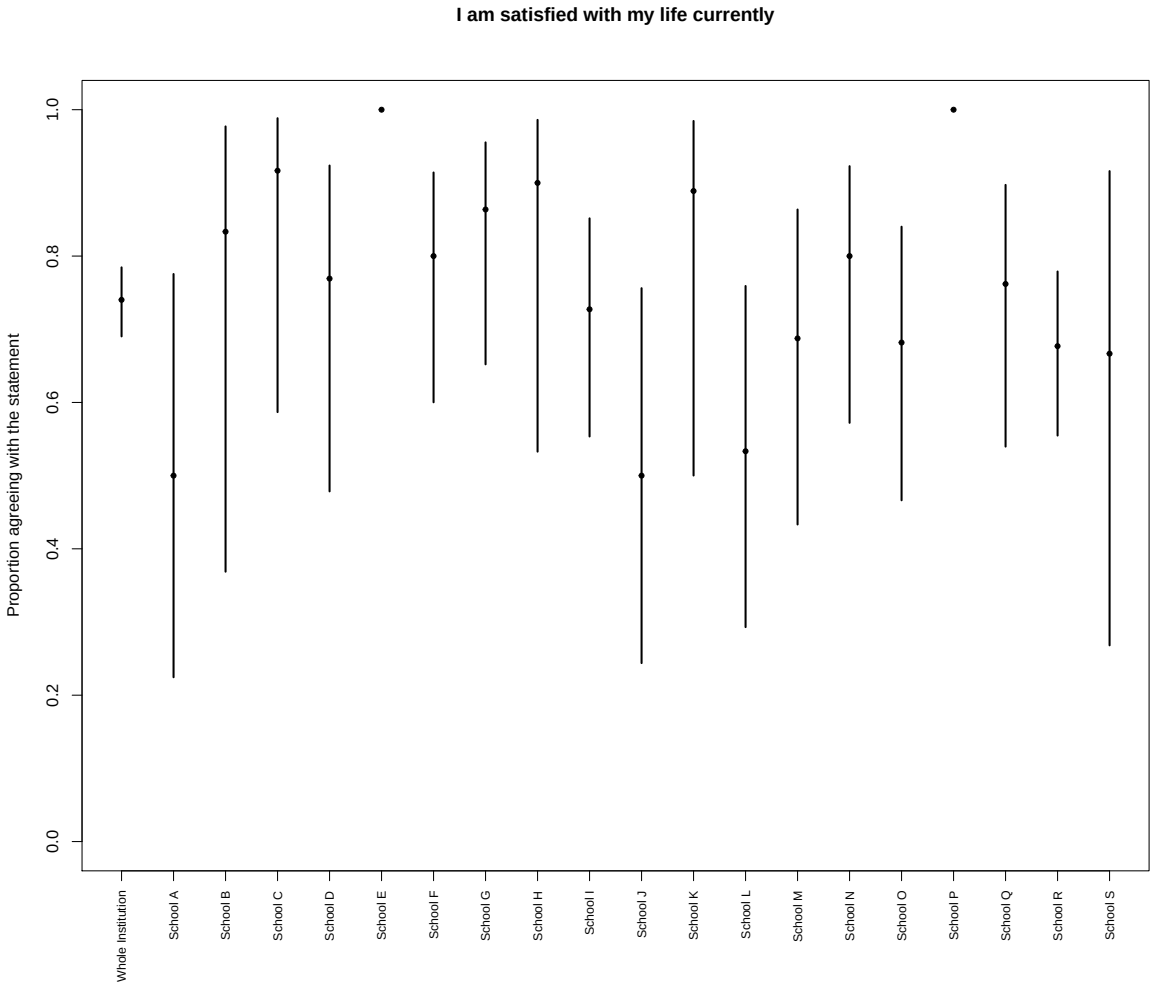
Question 22-1 ; Statement: **I have received appropriate support for my English language needs**



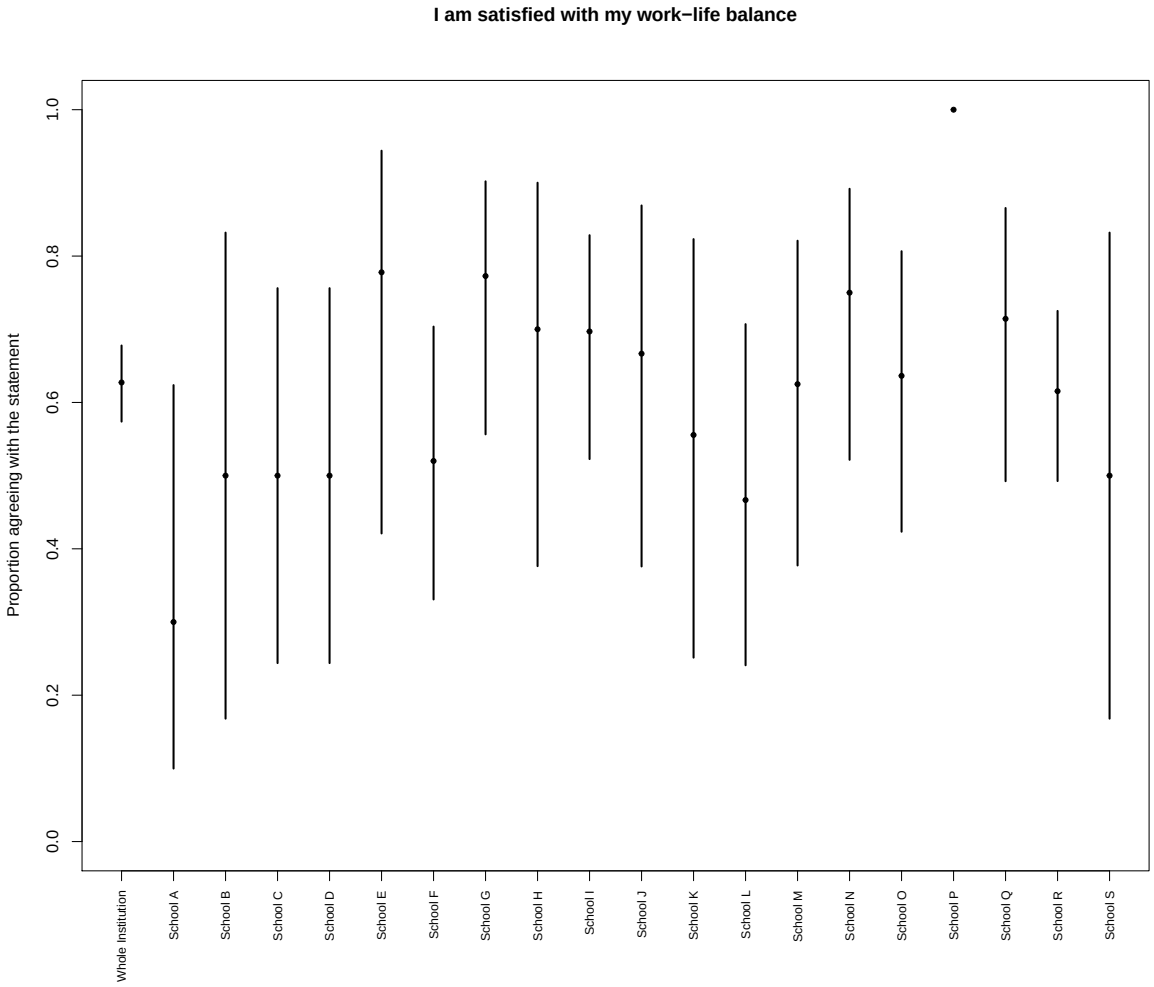
Question 22-2 ; Statement: **I have received appropriate support for my non-English language needs**



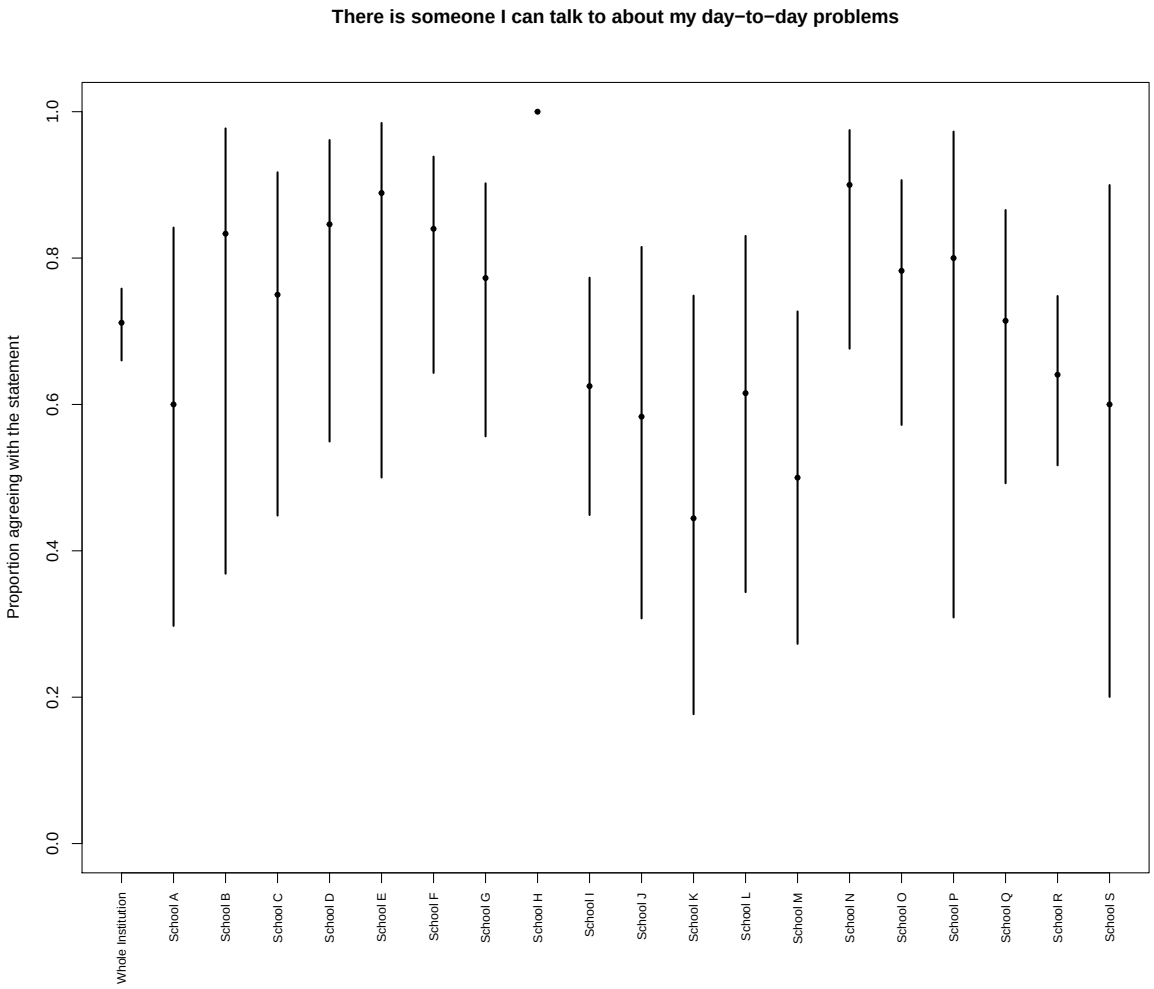
Question 23-1 ; Statement: **I am satisfied with my life currently**



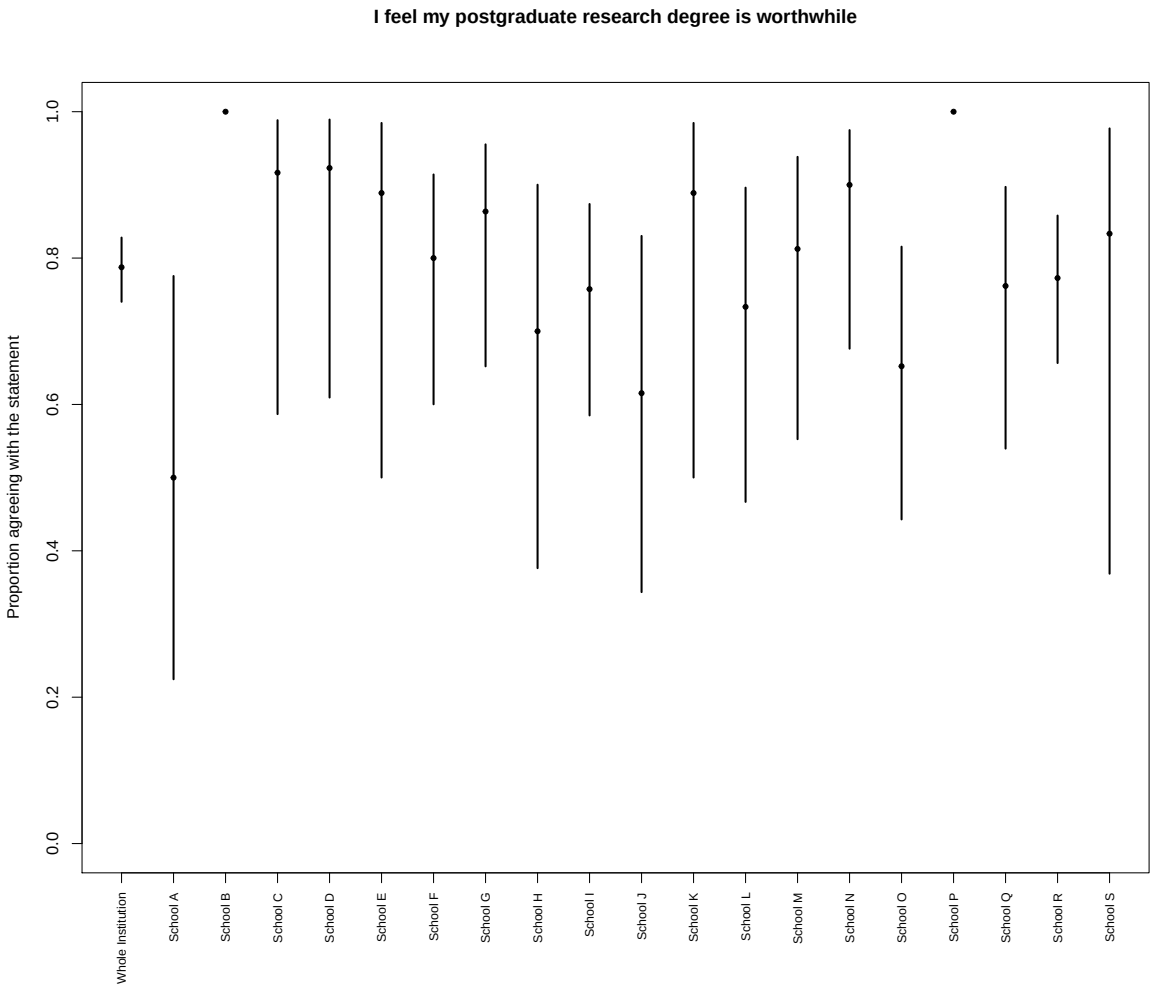
Question 23-2 ; Statement: **I am satisfied with my work-life balance**



Question 23-3 ; Statement: **There is someone I can talk to about my day-to-day problems**

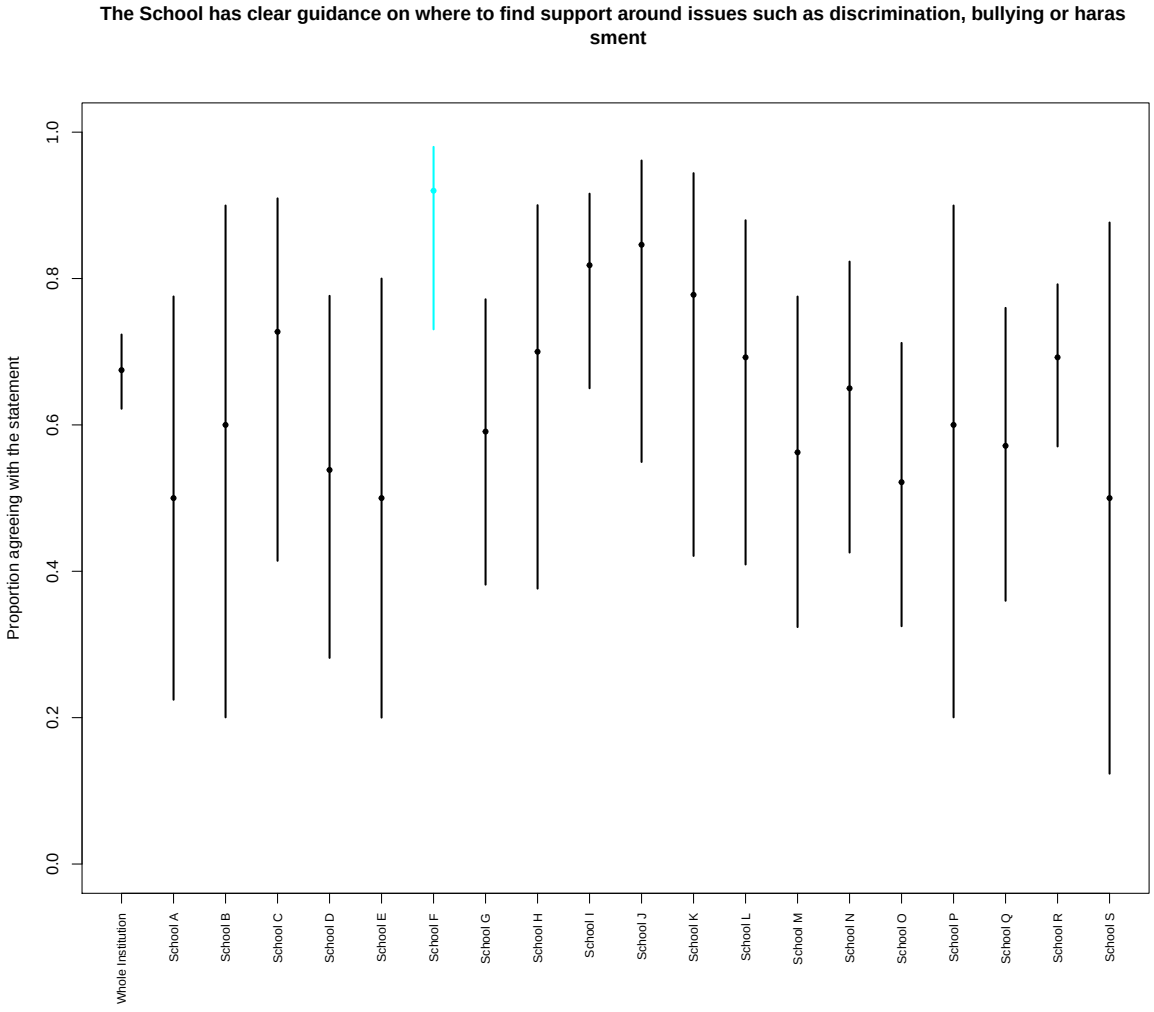


Question 23-4 ; Statement: **I feel my postgraduate research degree is worthwhile**

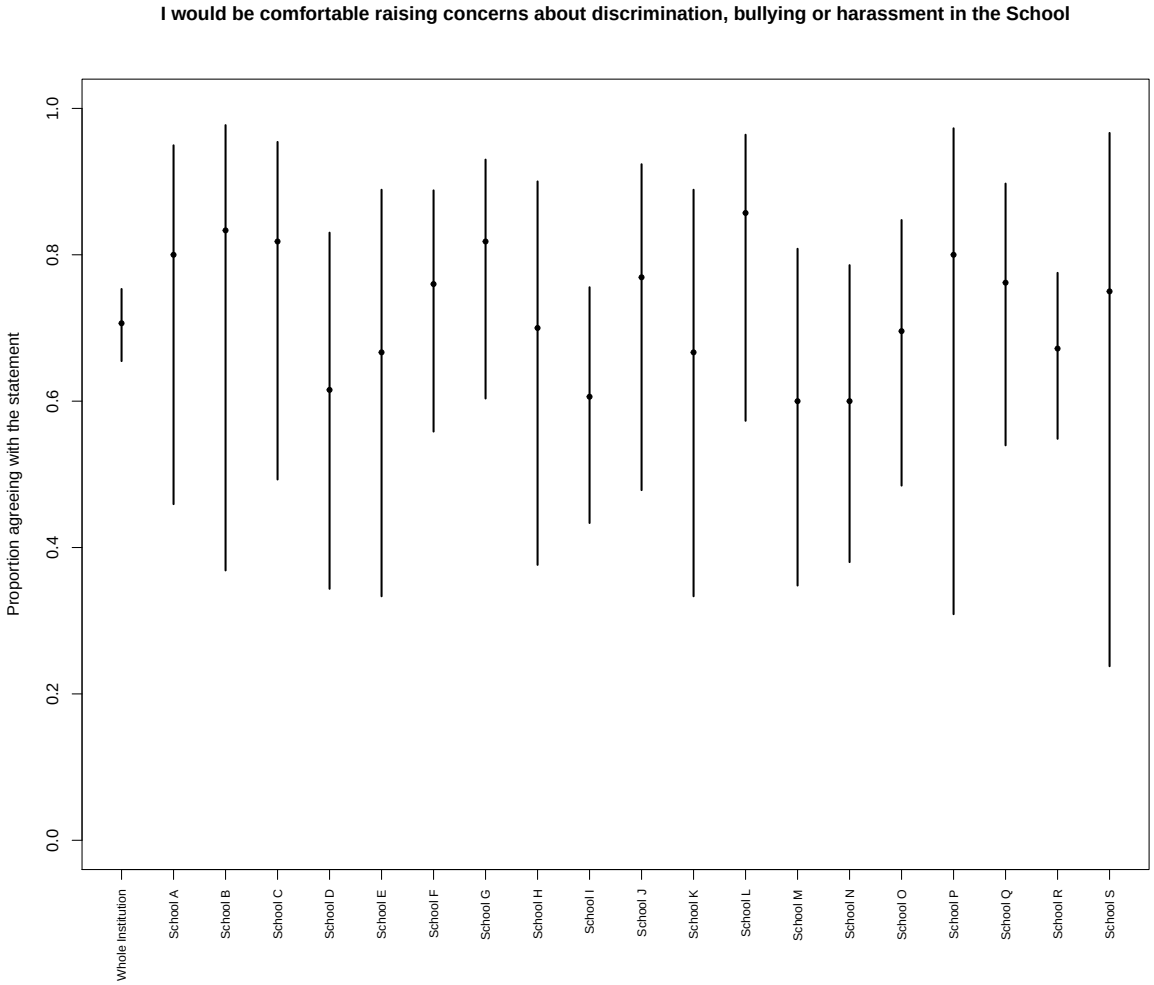


Question 26-1 ; Statement: **The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment**

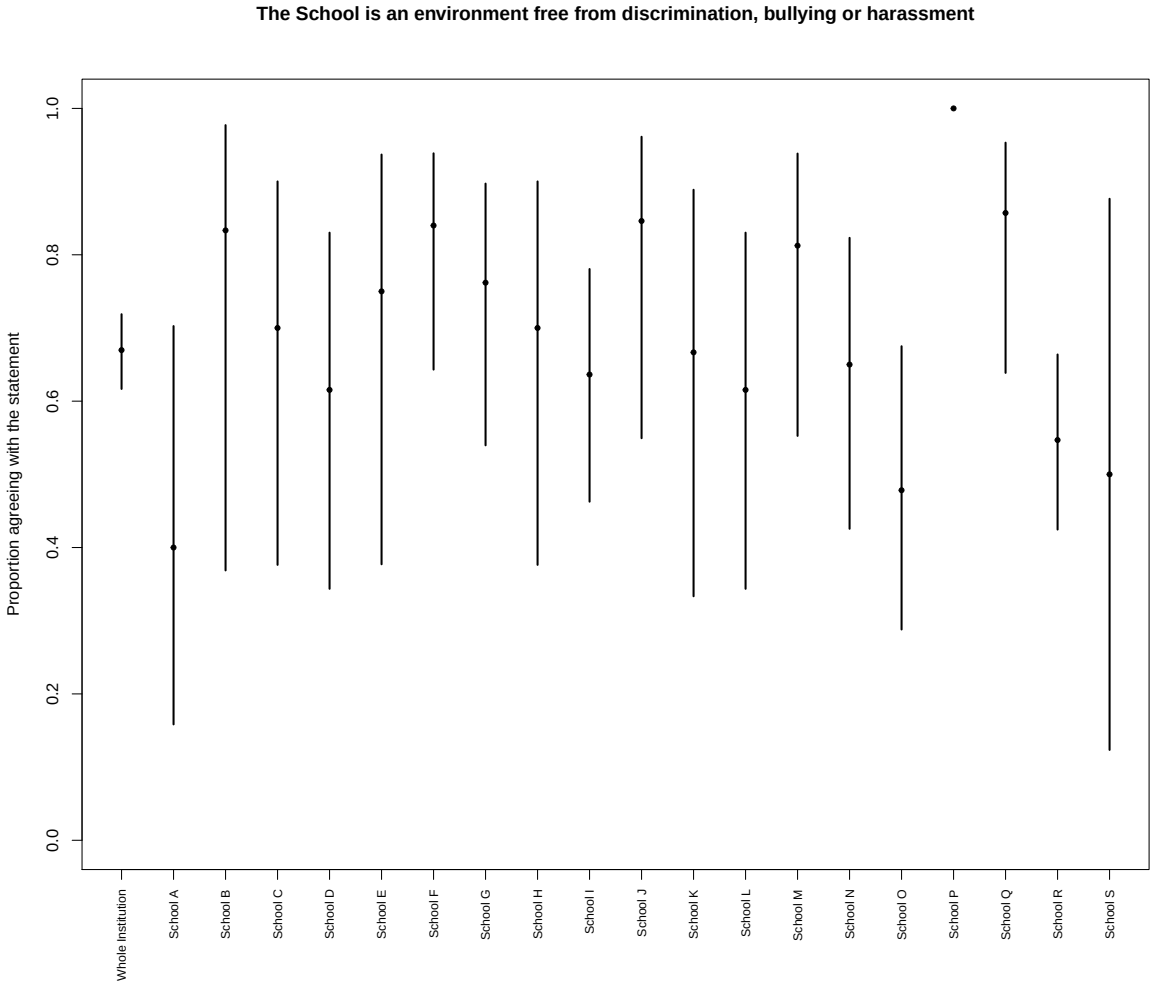
There is strong evidence, that scores levels within
- School F
exceeded the level of the institution, on average.



Question 26-2 ; Statement: **I would be comfortable raising concerns about discrimination, bullying or harassment in the School**



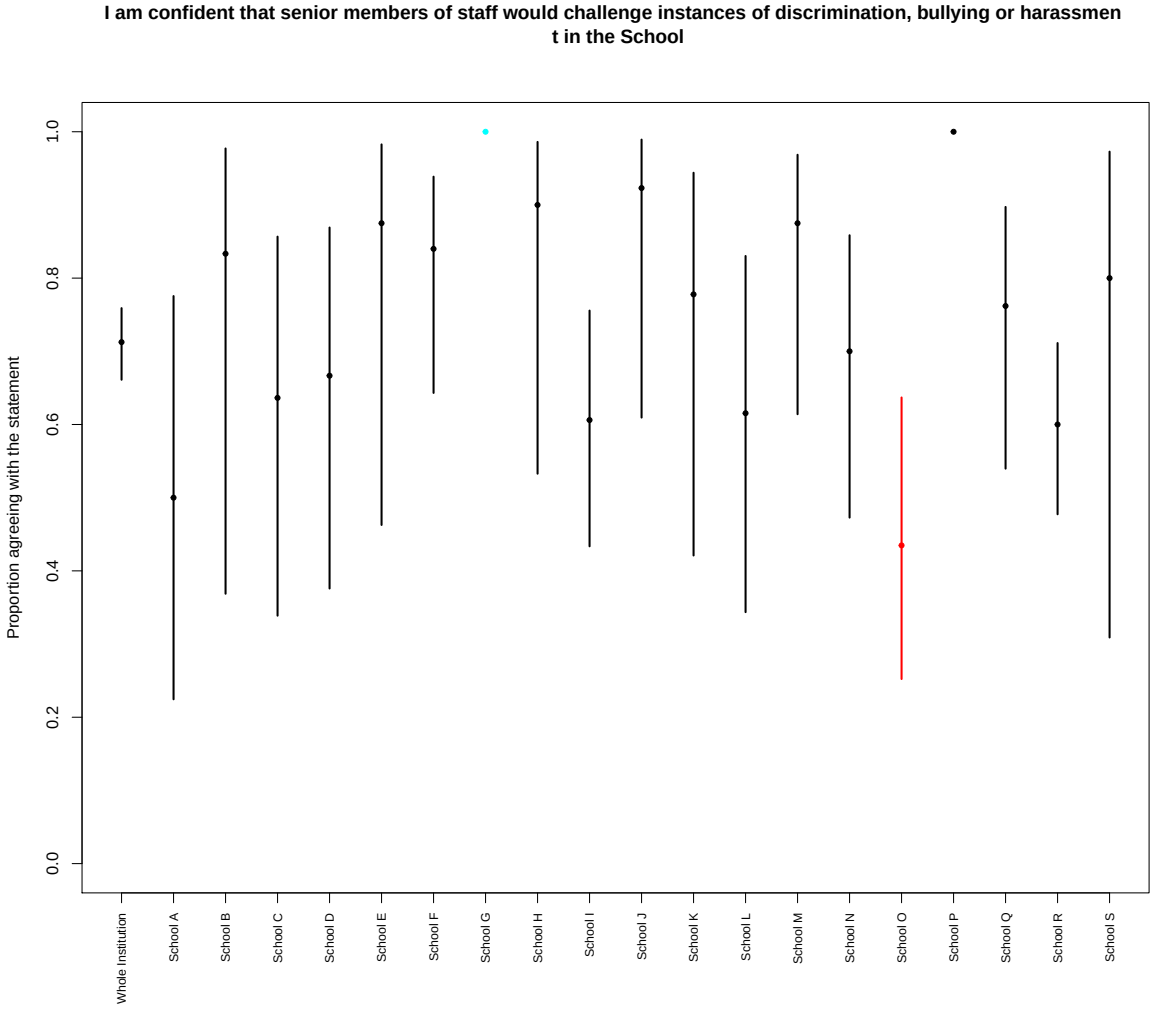
Question 26-3 ; Statement: **The School is an environment free from discrimination, bullying or harassment**



Question 26-4 ; Statement: **I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School**

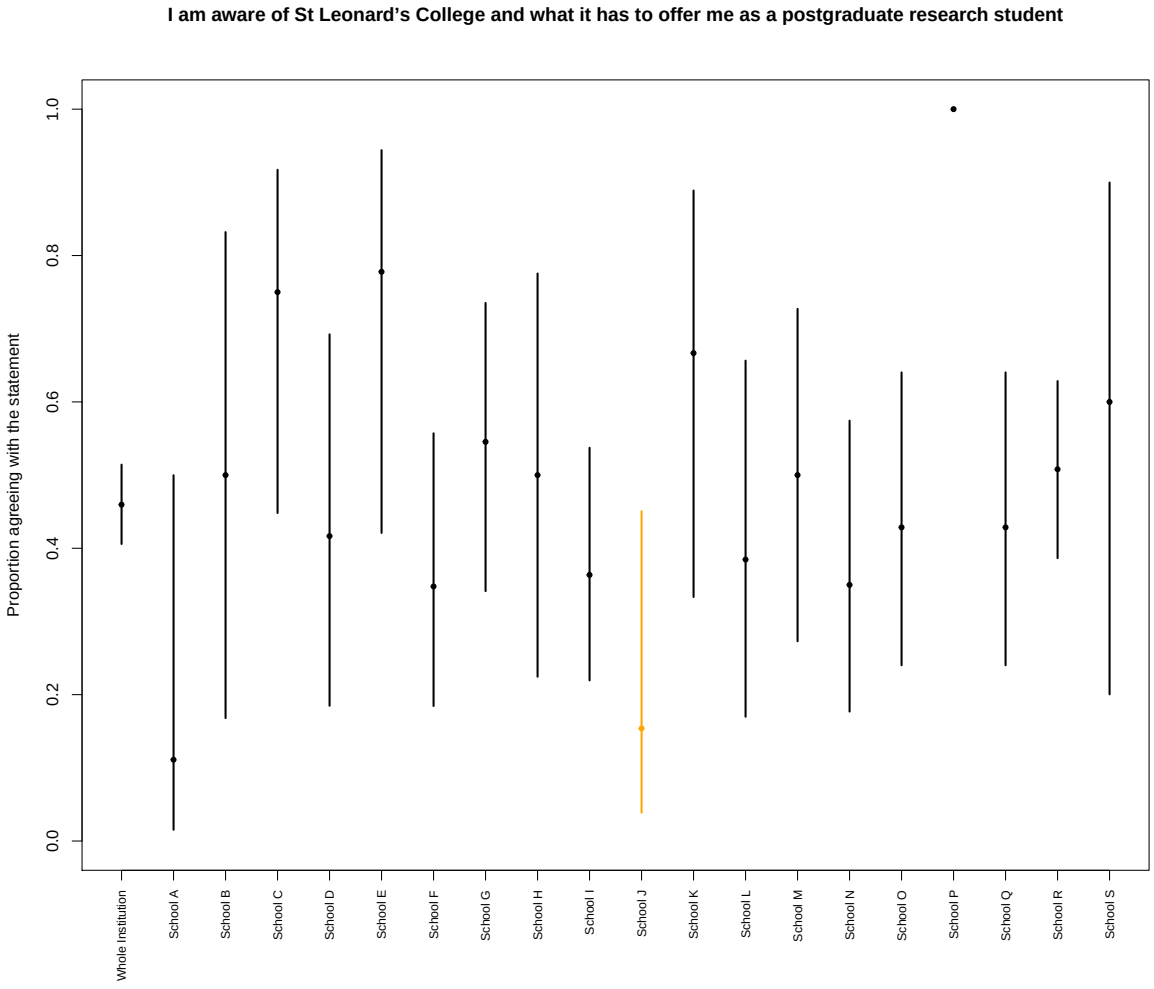
There is extremely strong evidence, that scores within
- School O
were lower than the institution, on average.

There is strong evidence, that scores levels within
- School G
exceeded the level of the institution, on average.

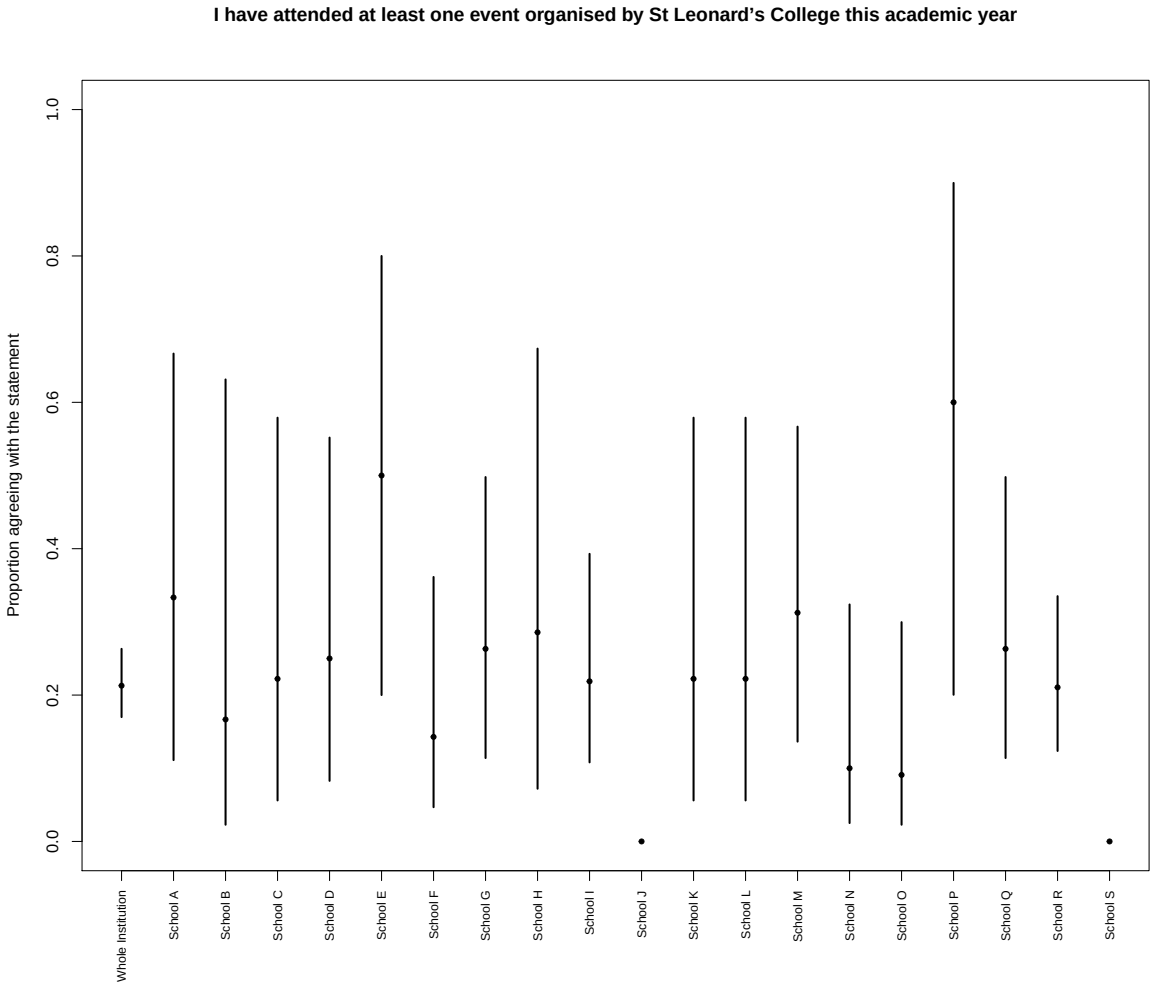


Question 28-1 ; Statement: **I am aware of St Leonard's College and what it has to offer me as a postgraduate research student**

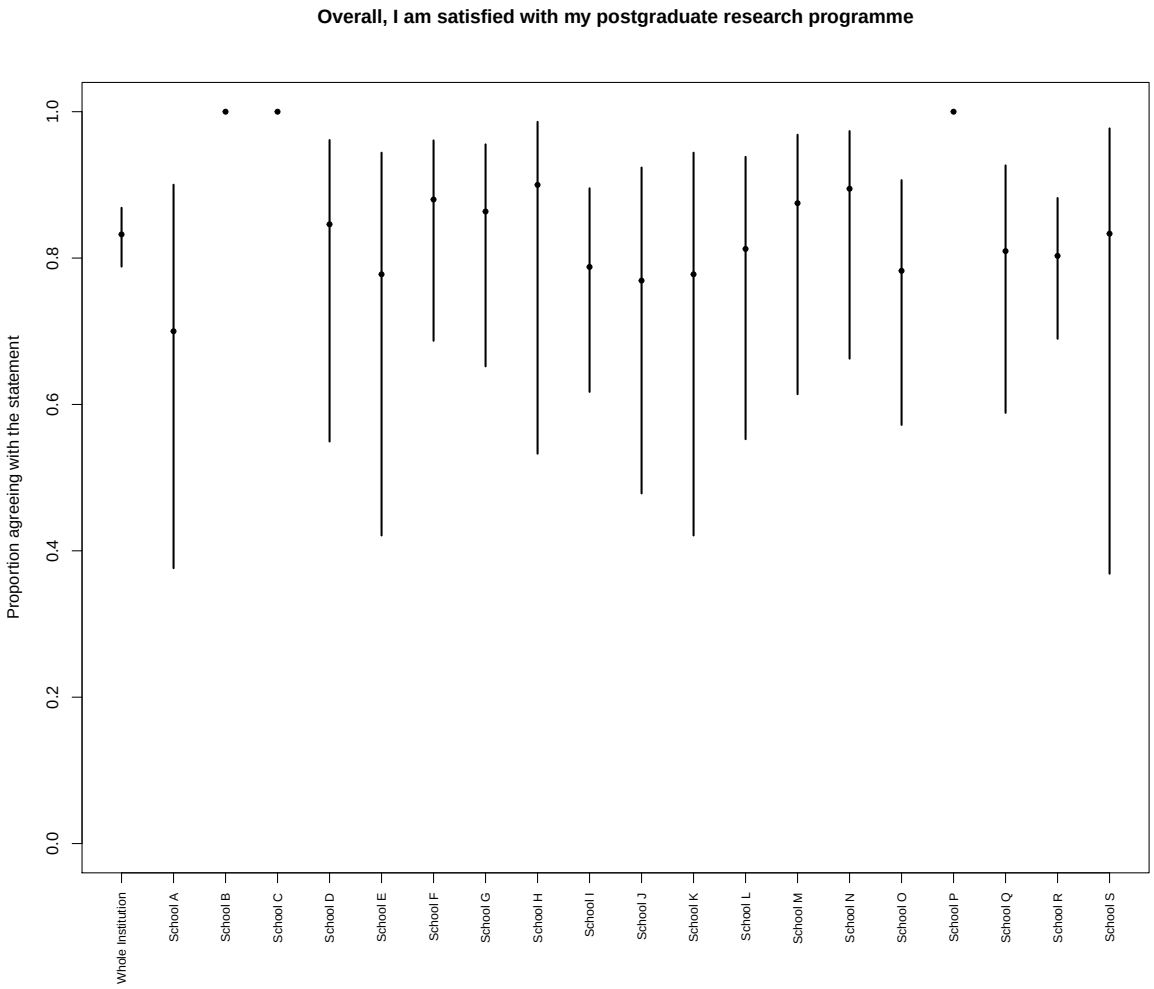
There is strong evidence, that scores within
- School J
were lower than the institution, on average.



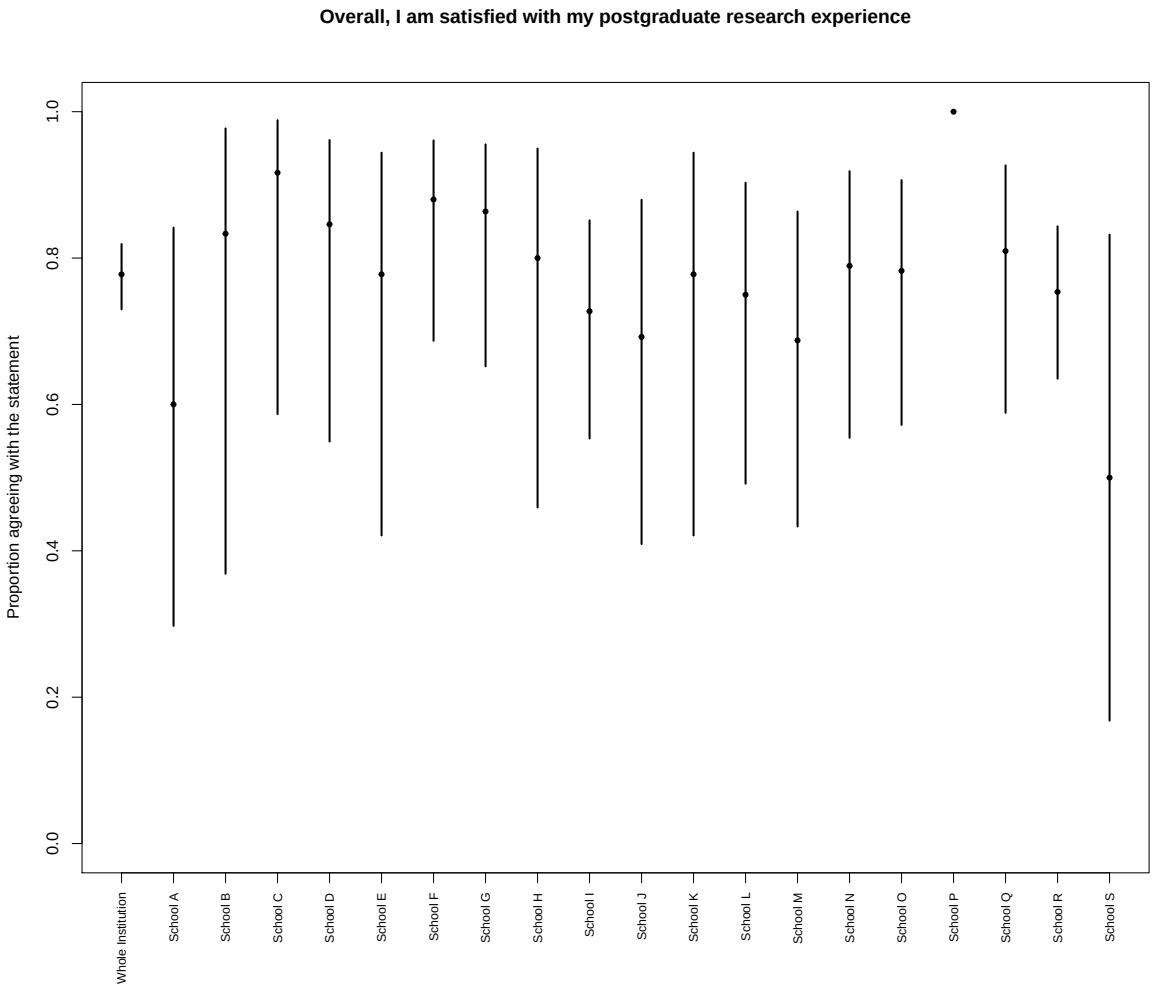
Question 28-2 ; Statement: **I have attended at least one event organised by St Leonard's College this academic year**



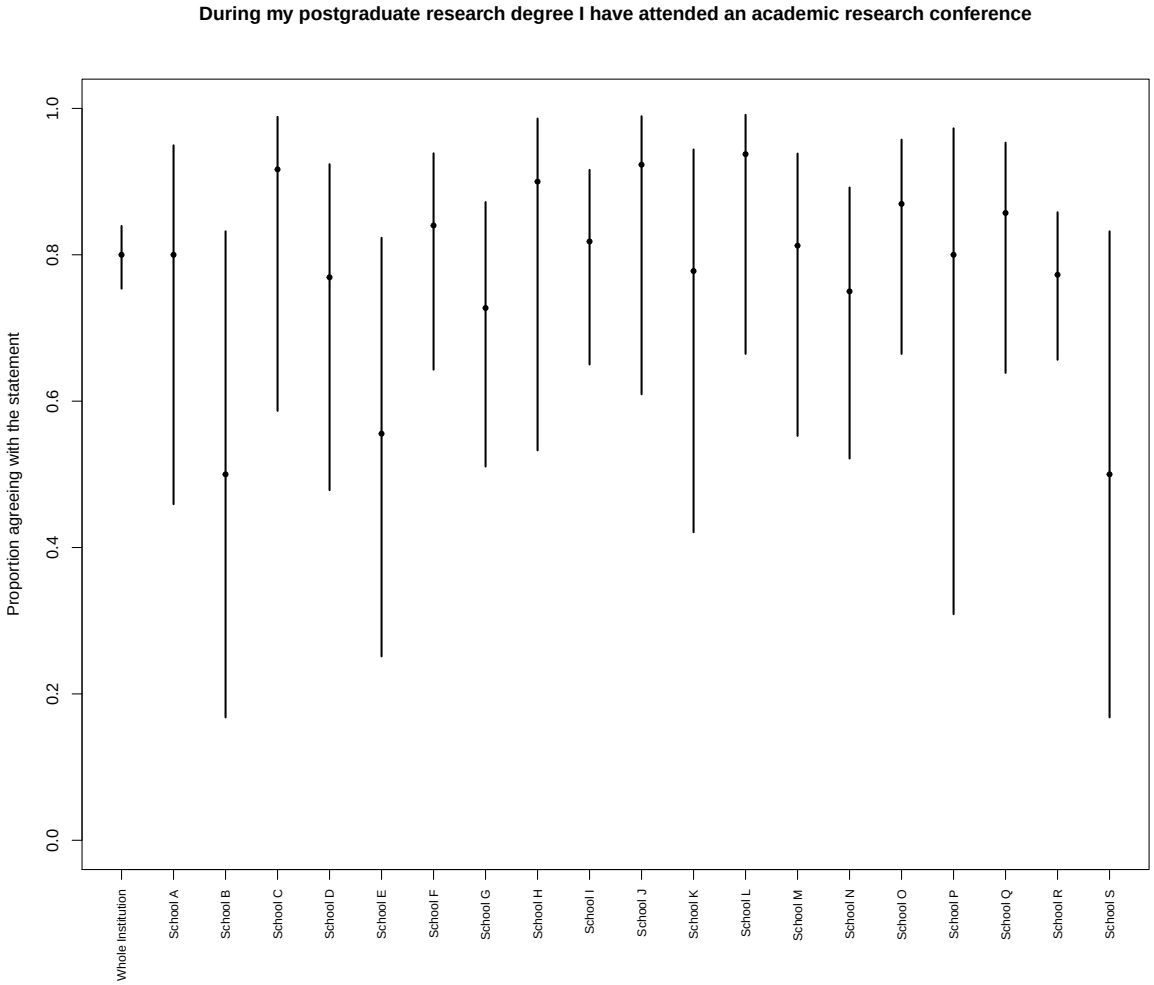
Question 30-1 ; Statement: **Overall, I am satisfied with my postgraduate research programme**



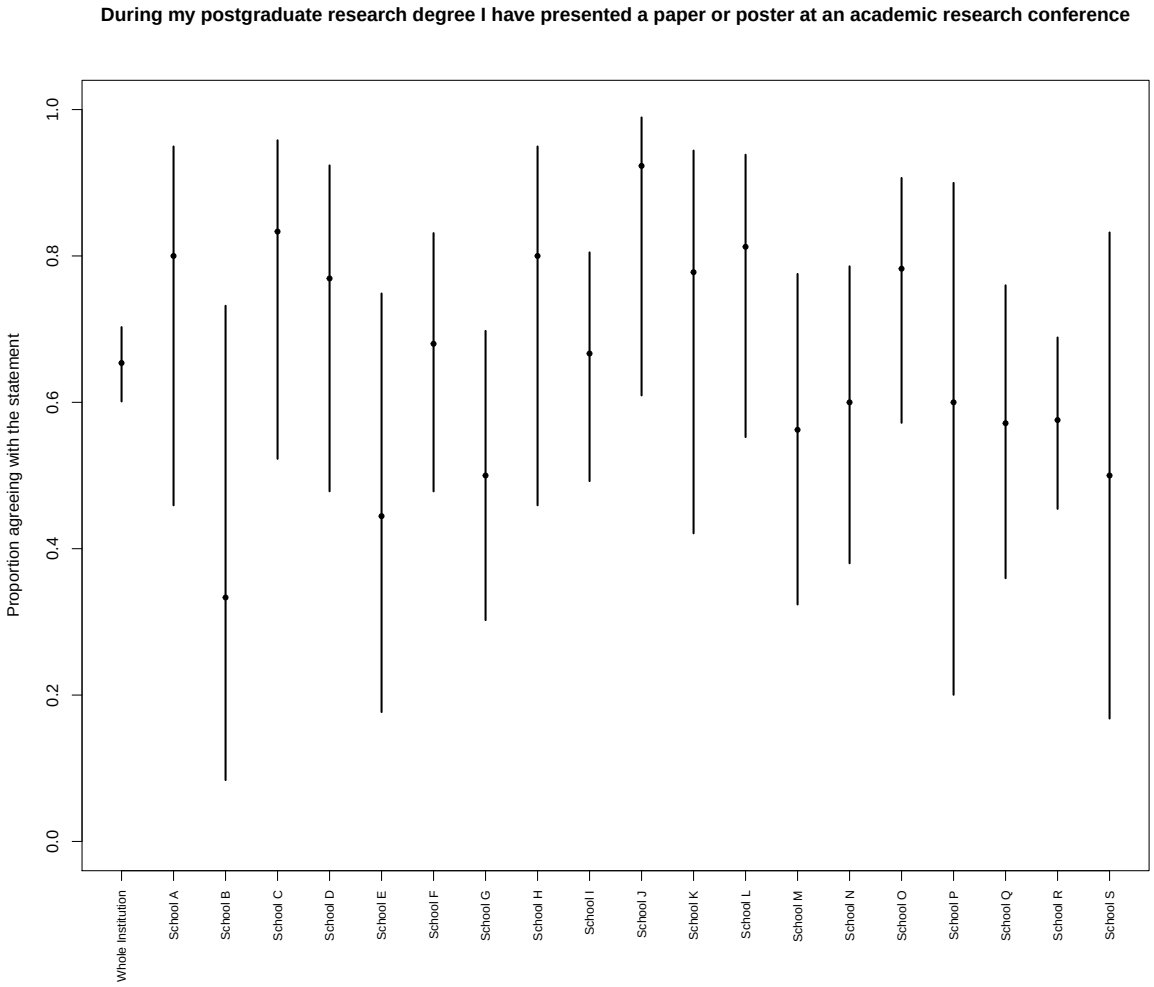
Question 30-2 ; Statement: **Overall, I am satisfied with my postgraduate research experience**



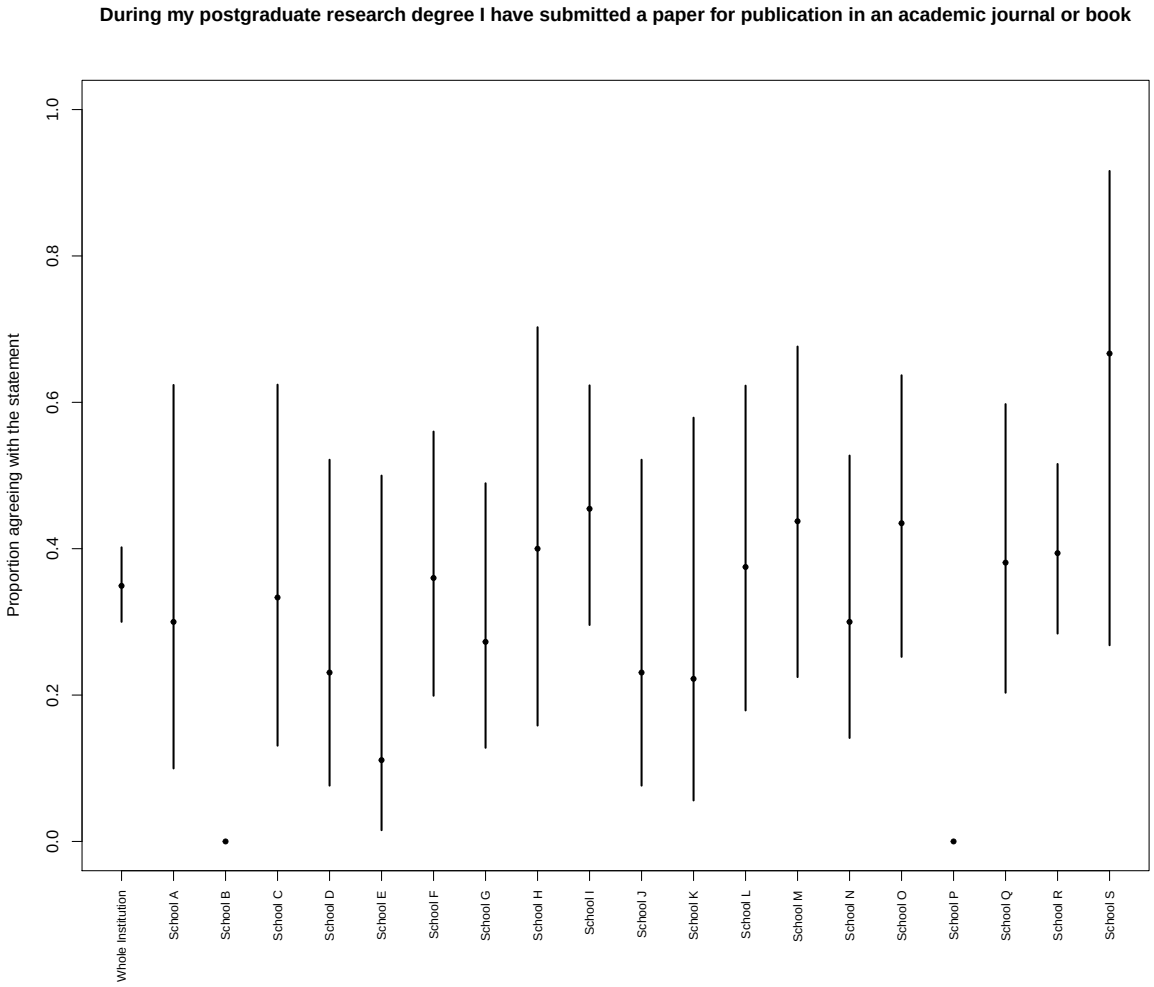
Question 16a ; Statement: **During my postgraduate research degree I have attended an academic research conference**



Question 16b ; Statement: **During my postgraduate research degree I have presented a paper or poster at an academic research conference**

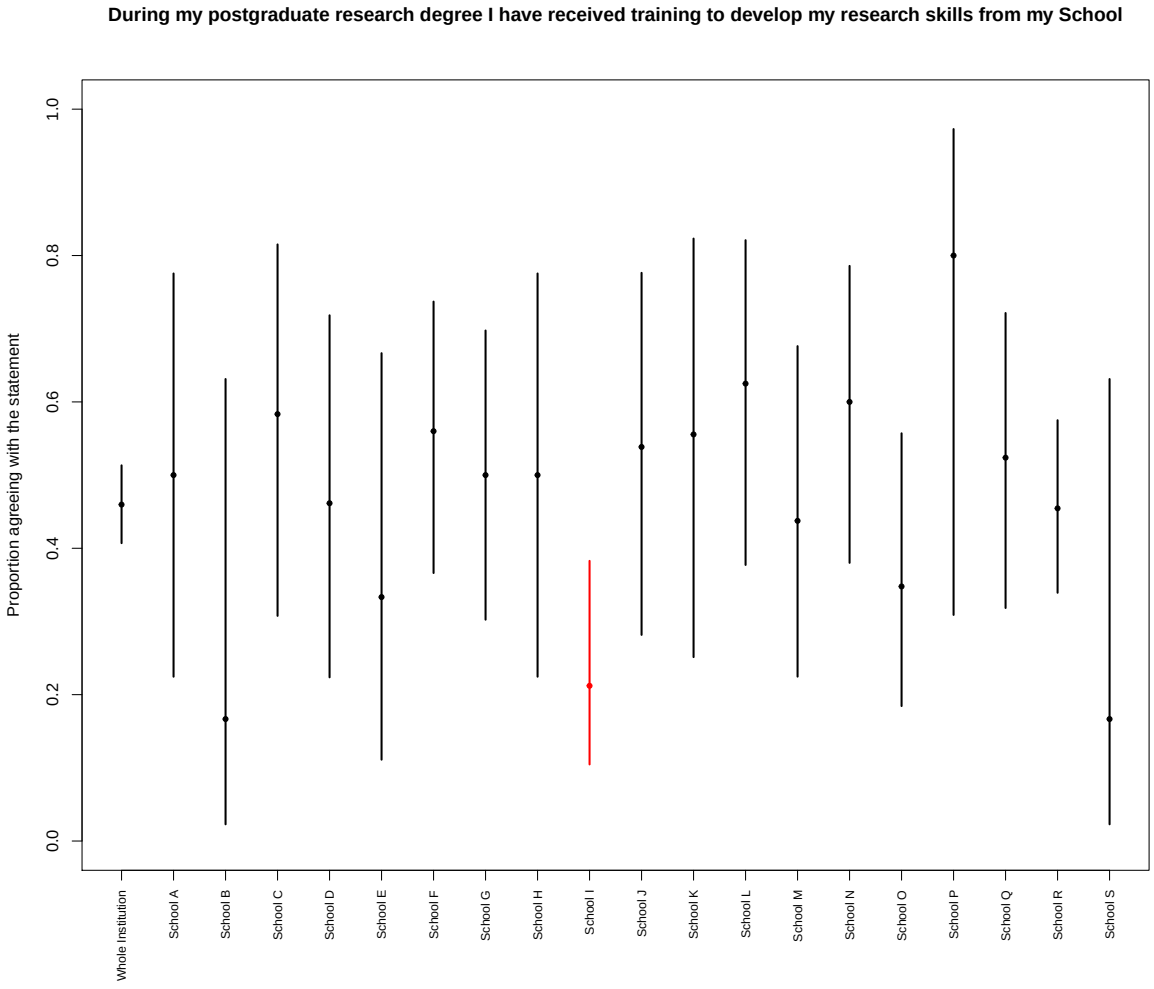


Question 16c ; Statement: **During my postgraduate research degree I have submitted a paper for publication in an academic journal or book**

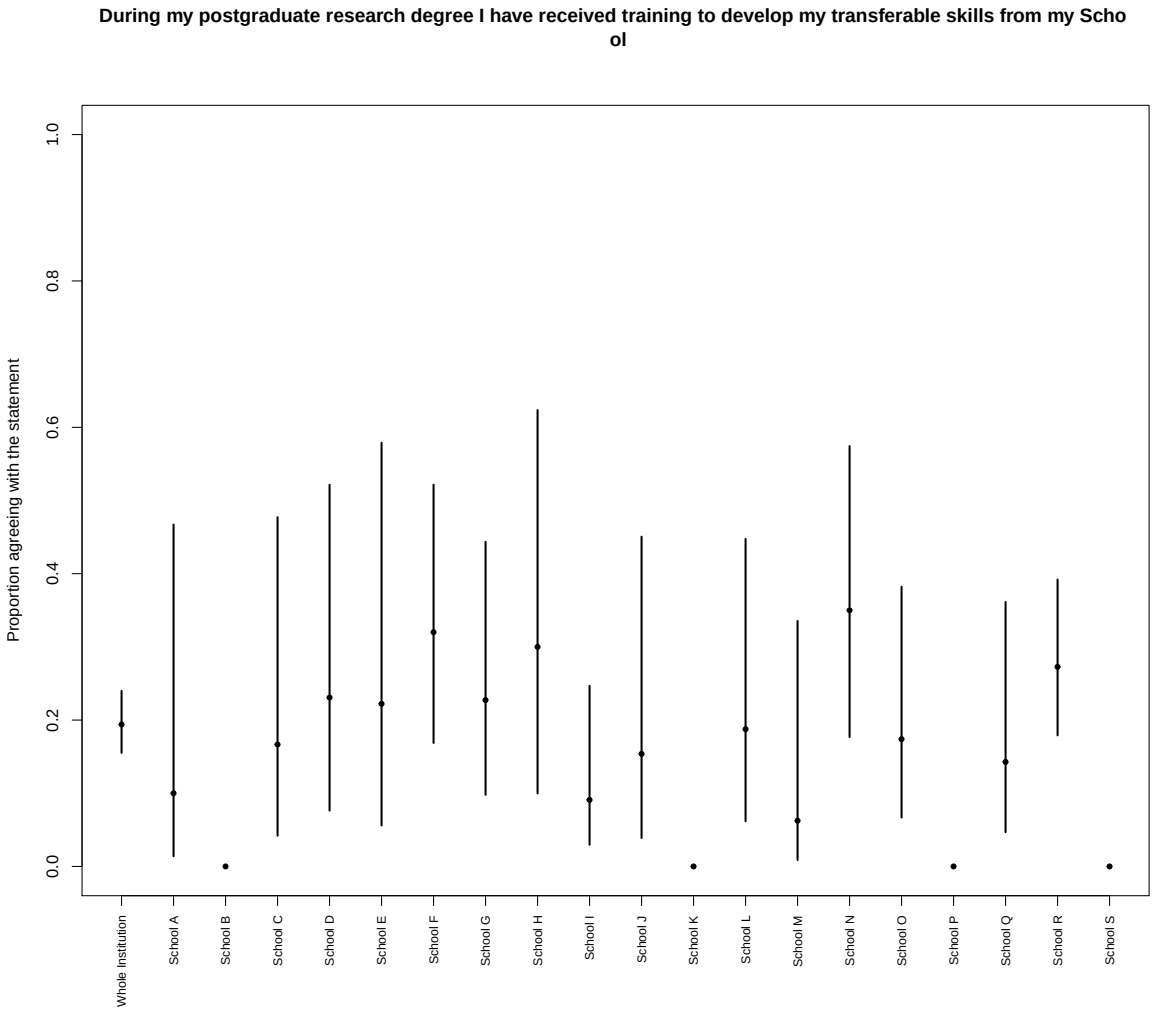


Question 16d ; Statement: **During my postgraduate research degree I have received training to develop my research skills from my School**

There is extremely strong evidence, that scores within
- School I
were lower than the institution, on average.



Question 16e ; Statement: **During my postgraduate research degree I have received training to develop my transferable skills from my School**

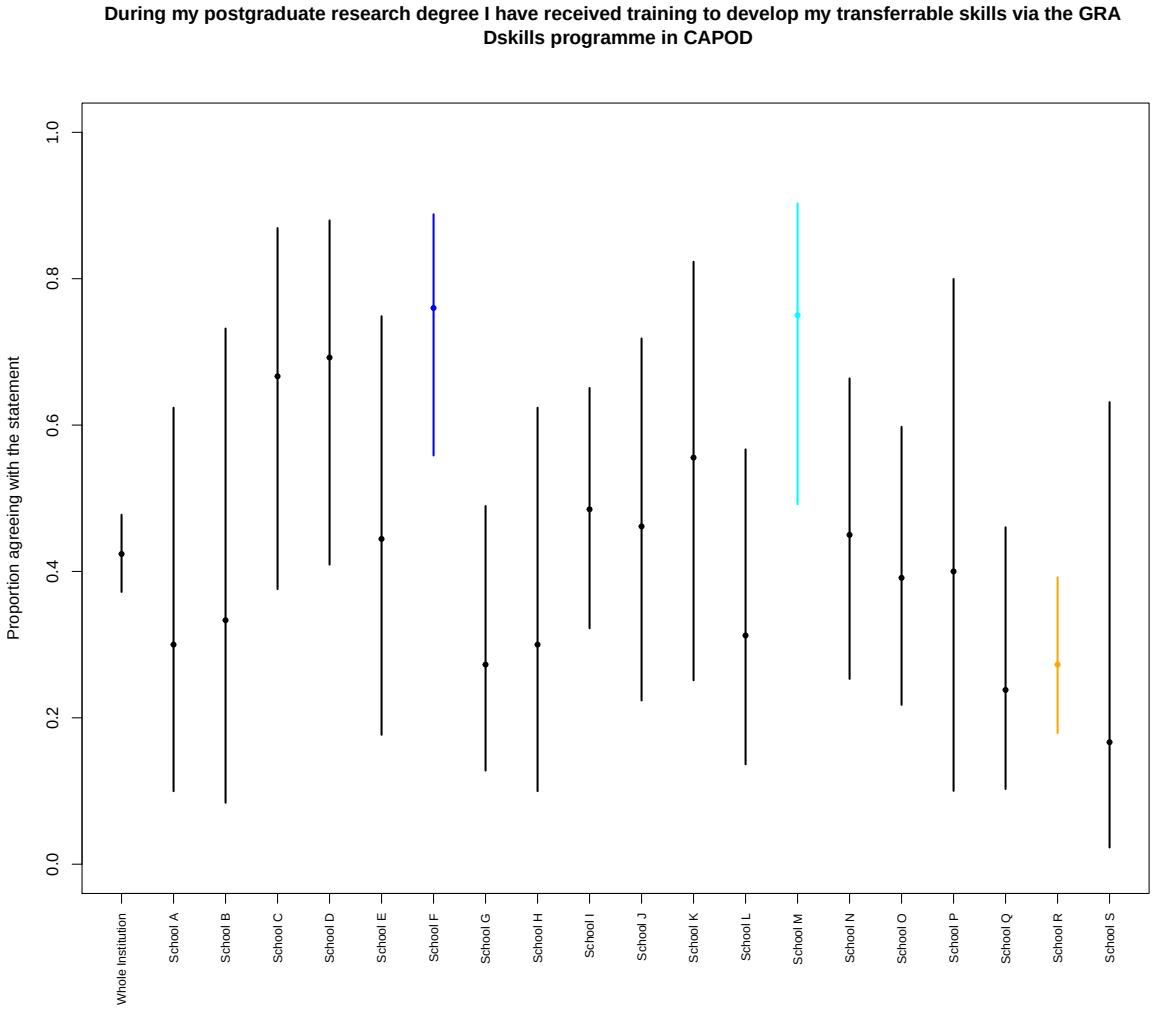


Question 16f ; Statement: **During my postgraduate research degree I have received training to develop my transferrable skills via the GRADskills programme in CAPOD**

There is strong evidence, that scores within
- School R
were lower than the institution, on average.

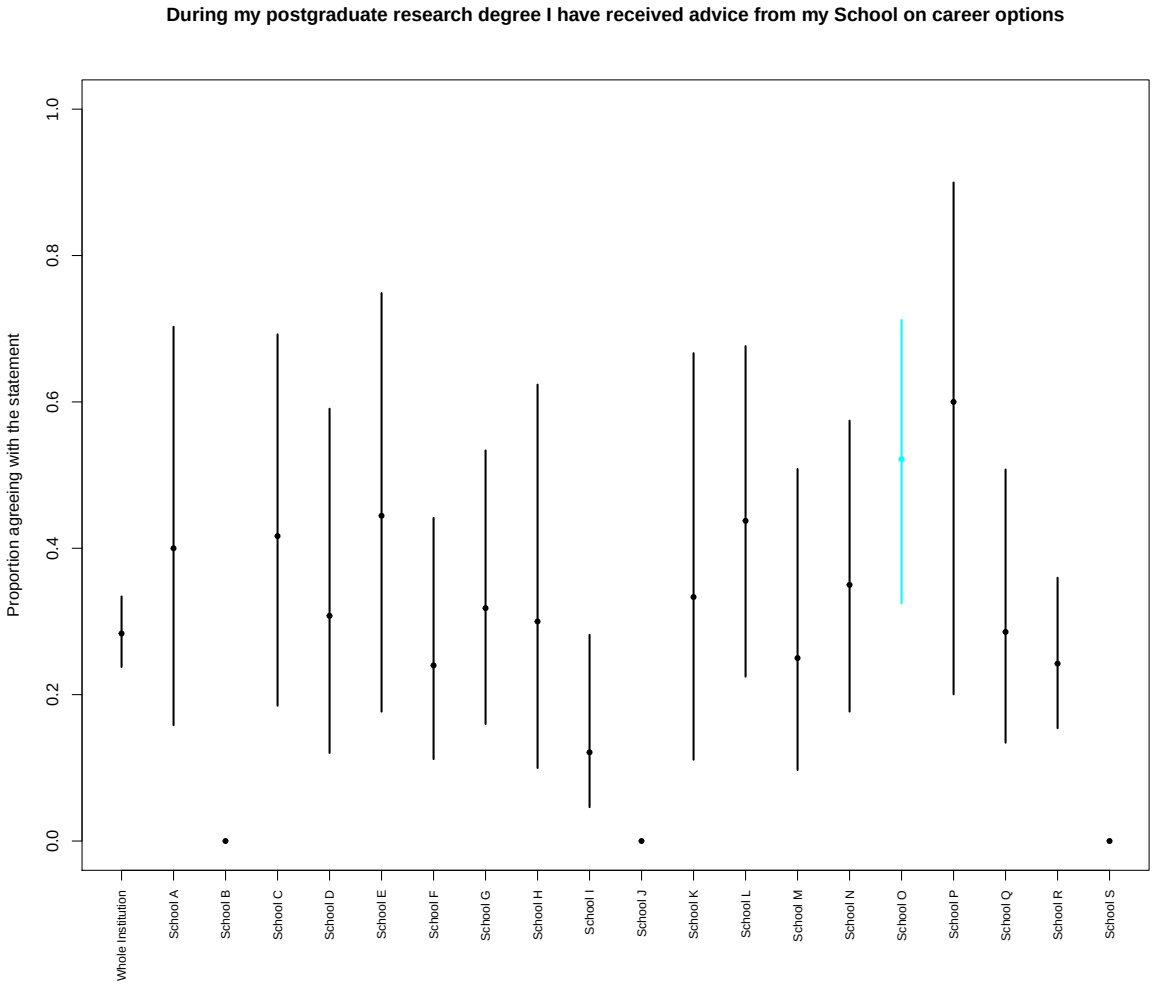
There is strong evidence, that scores levels within
- School M
exceeded the level of the institution, on average.

There is extremely strong evidence, that scores levels within
- School F
exceeded the level of the institution, on average.



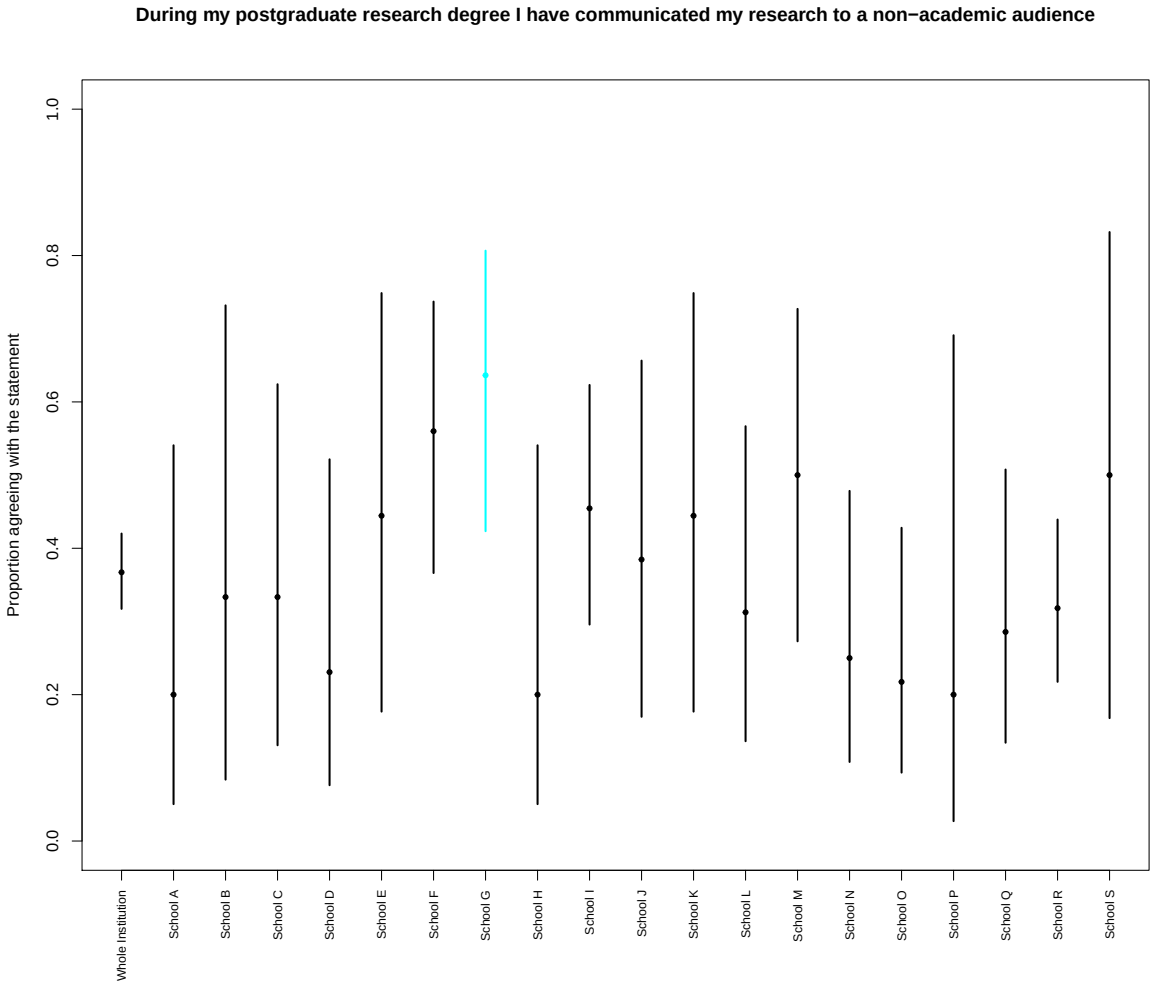
Question 16g ; Statement: **During my postgraduate research degree I have received advice from my School on career options**

There is strong evidence, that scores levels within
- School O
exceeded the level of the institution, on average.



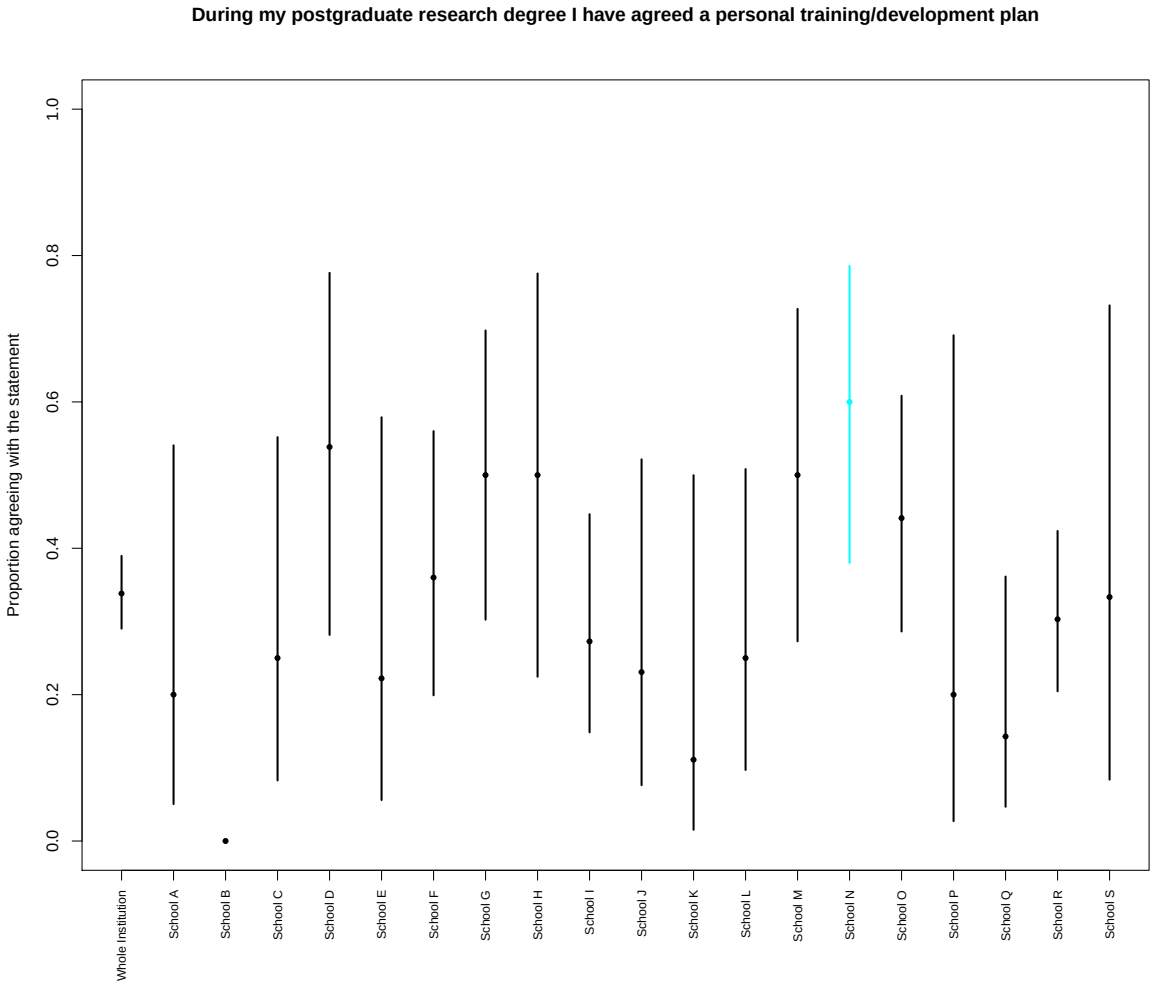
Question 16h ; Statement: **During my postgraduate research degree I have communicated my research to a non-academic audience**

There is strong evidence, that scores levels within
- School G
exceeded the level of the institution, on average.



Question 16i ; Statement: **During my postgraduate research degree I have agreed a personal training/development plan**

There is strong evidence, that scores levels within
- School N
exceeded the level of the institution, on average.



Question 16j ; Statement: **During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD**

There is strong evidence, that scores within
- School O
- School R

were lower than the institution, on average.

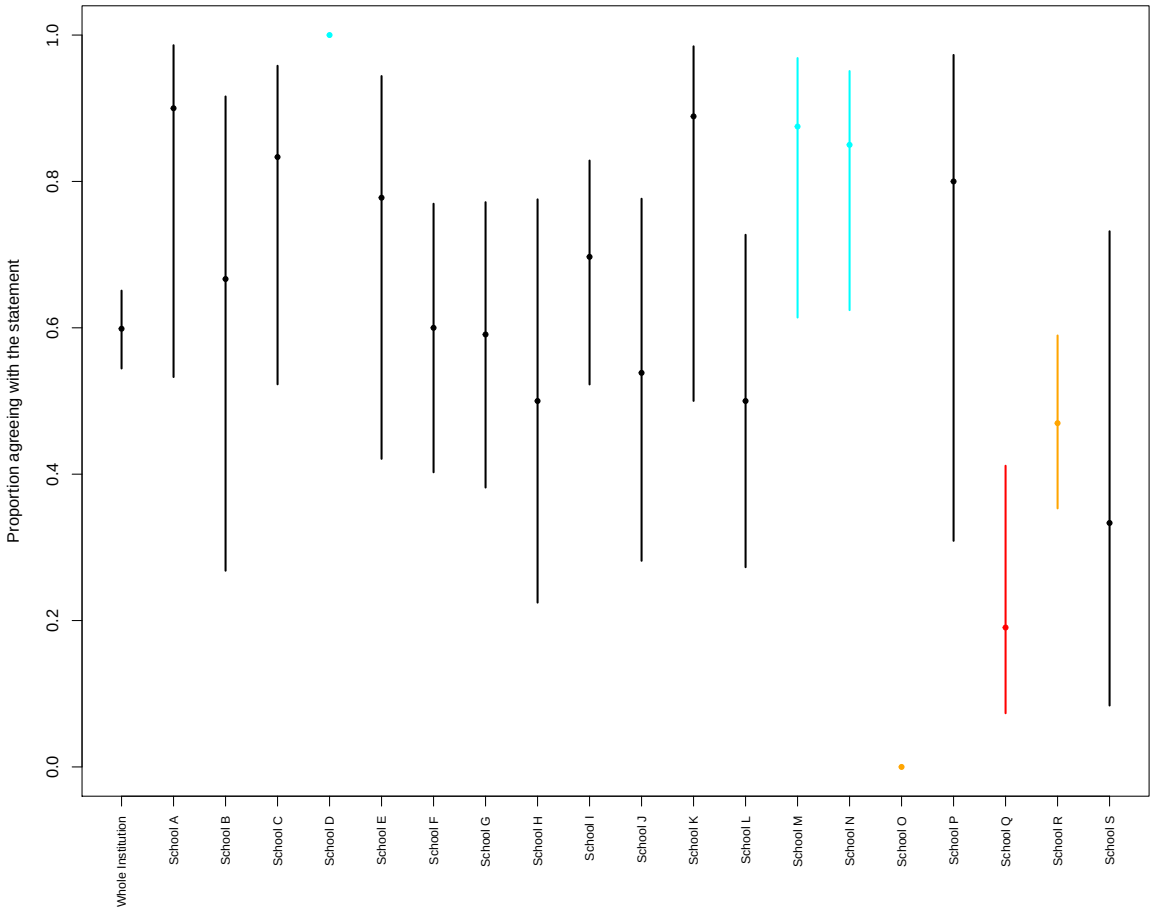
There is extremely strong evidence, that scores within
- School Q

were lower than the institution, on average.

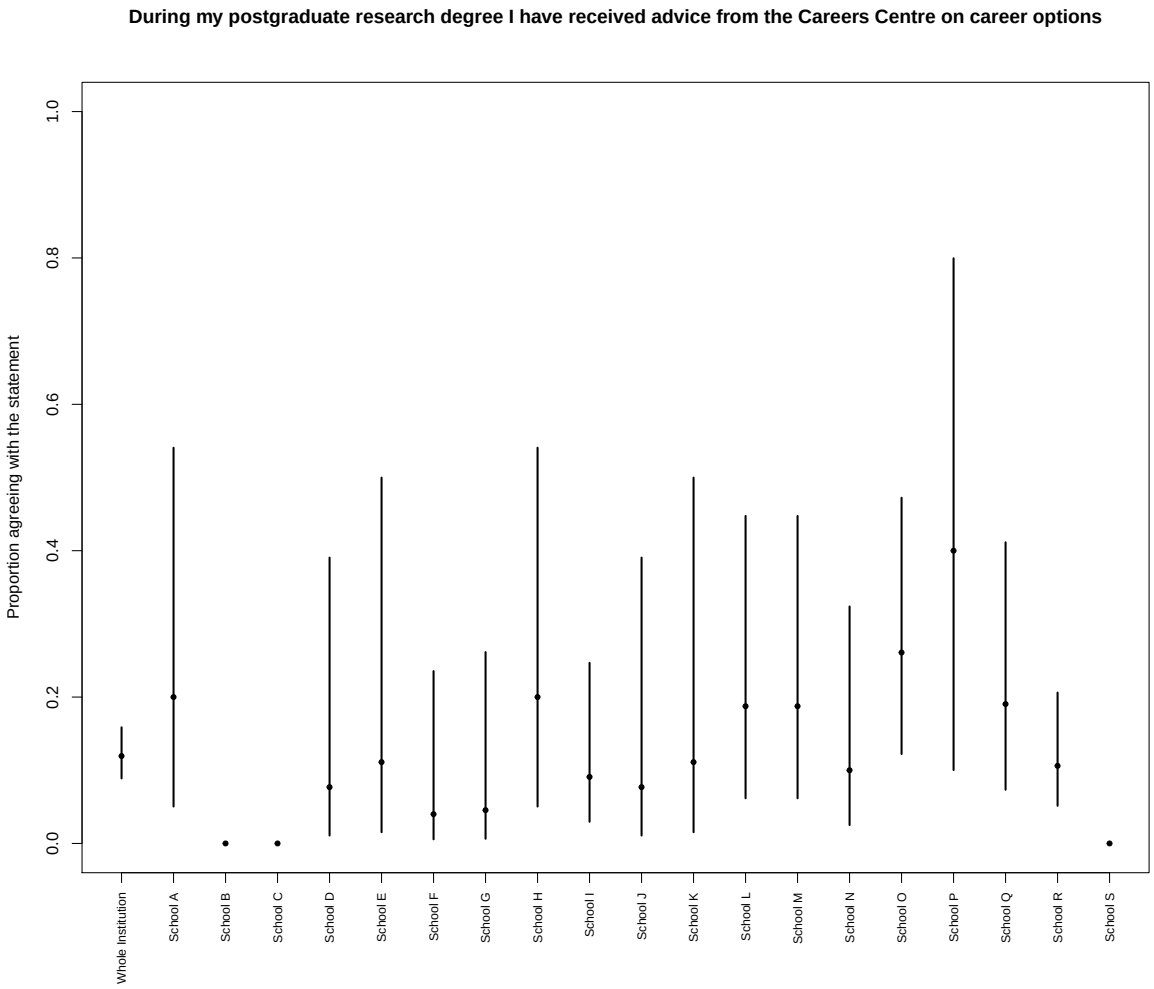
There is strong evidence, that scores levels within
- School D
- School M
- School N

exceeded the level of the institution, on average.

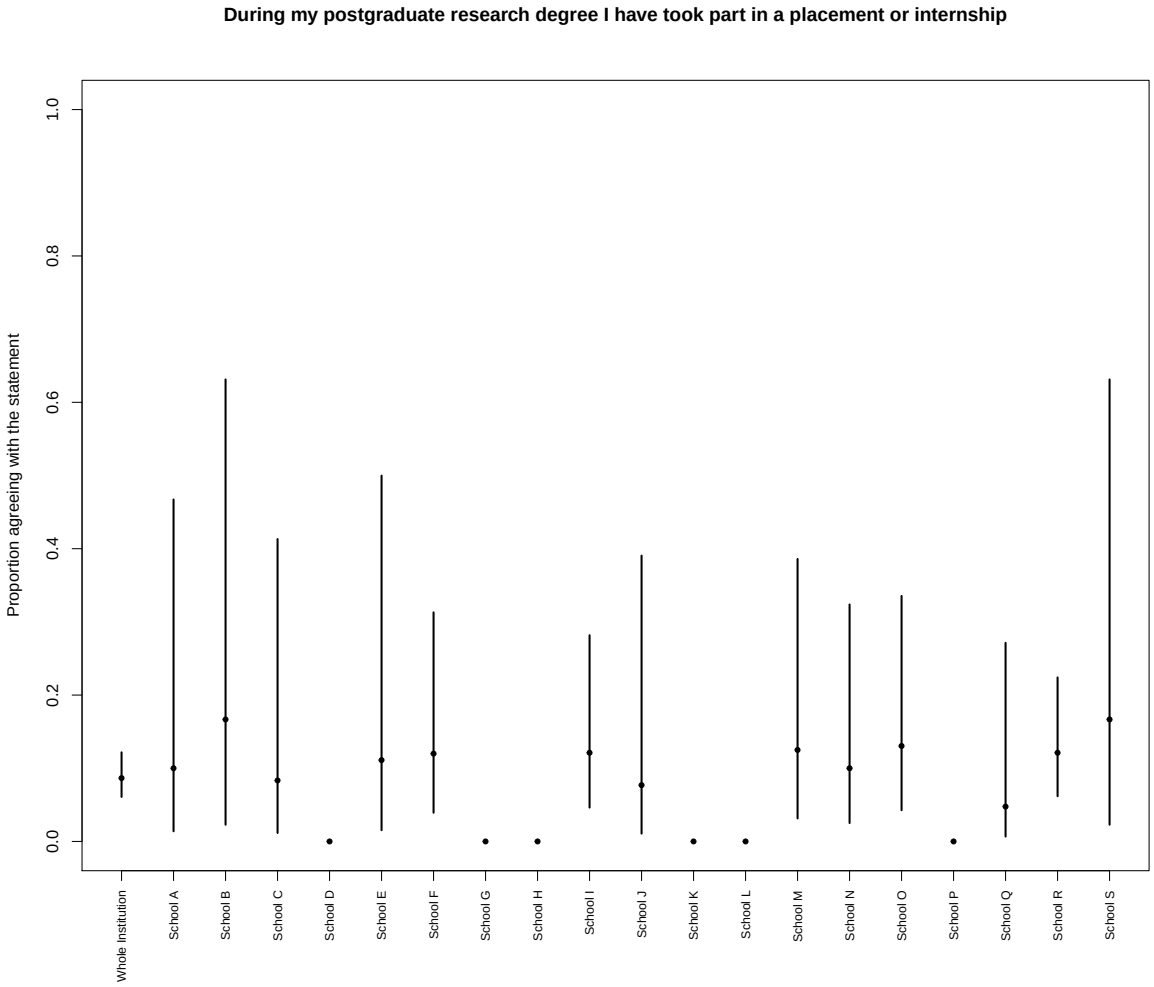
During my postgraduate research degree I have received training to develop my research skills via the GRADskil ls programme in CAPOD



Question 16k ; Statement: **During my postgraduate research degree I have received advice from the Careers Centre on career options**



Question 16l ; Statement: **During my postgraduate research degree I have took part in a placement or internship**



Question 17 ; Statement: **Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.**

There is strong evidence, that scores within
- School B
- School E
- School S

were lower than the institution, on average.

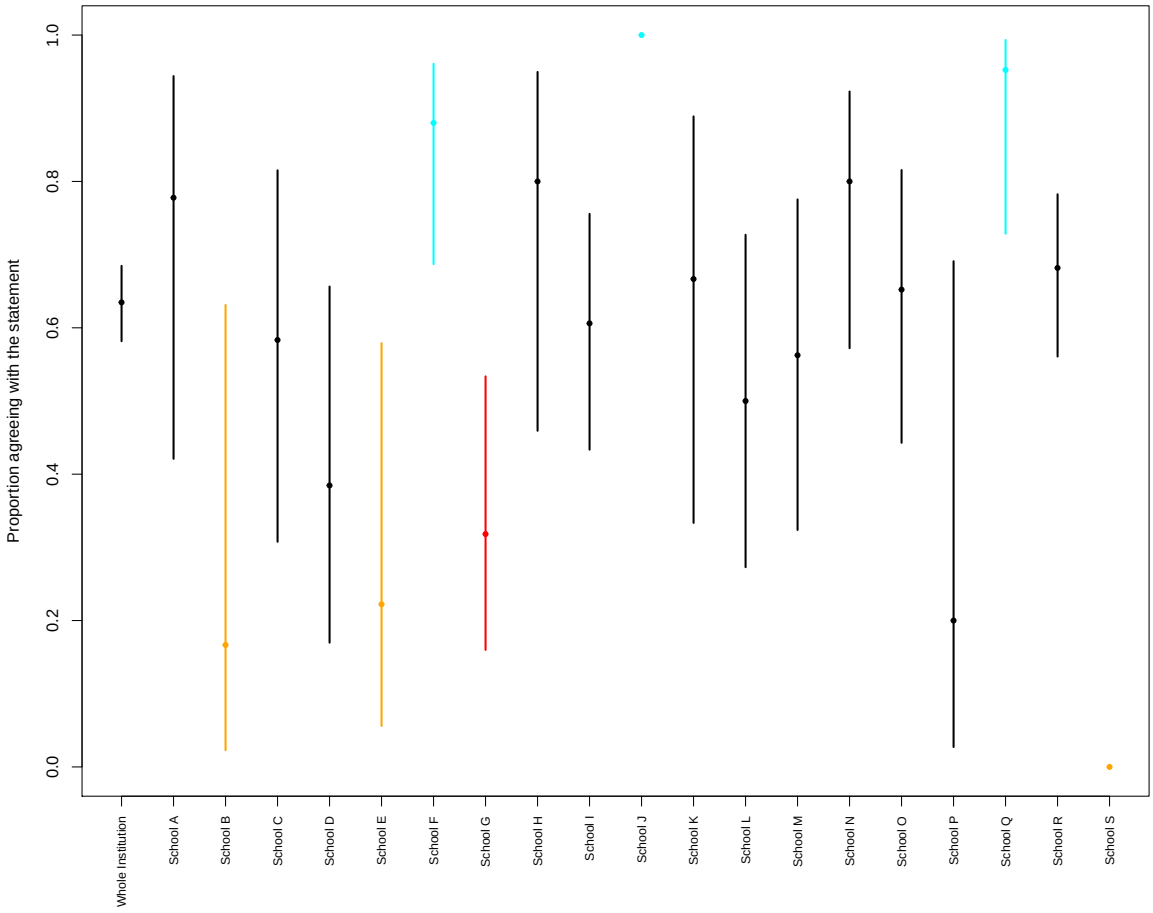
There is extremely strong evidence, that scores within
- School G

were lower than the institution, on average.

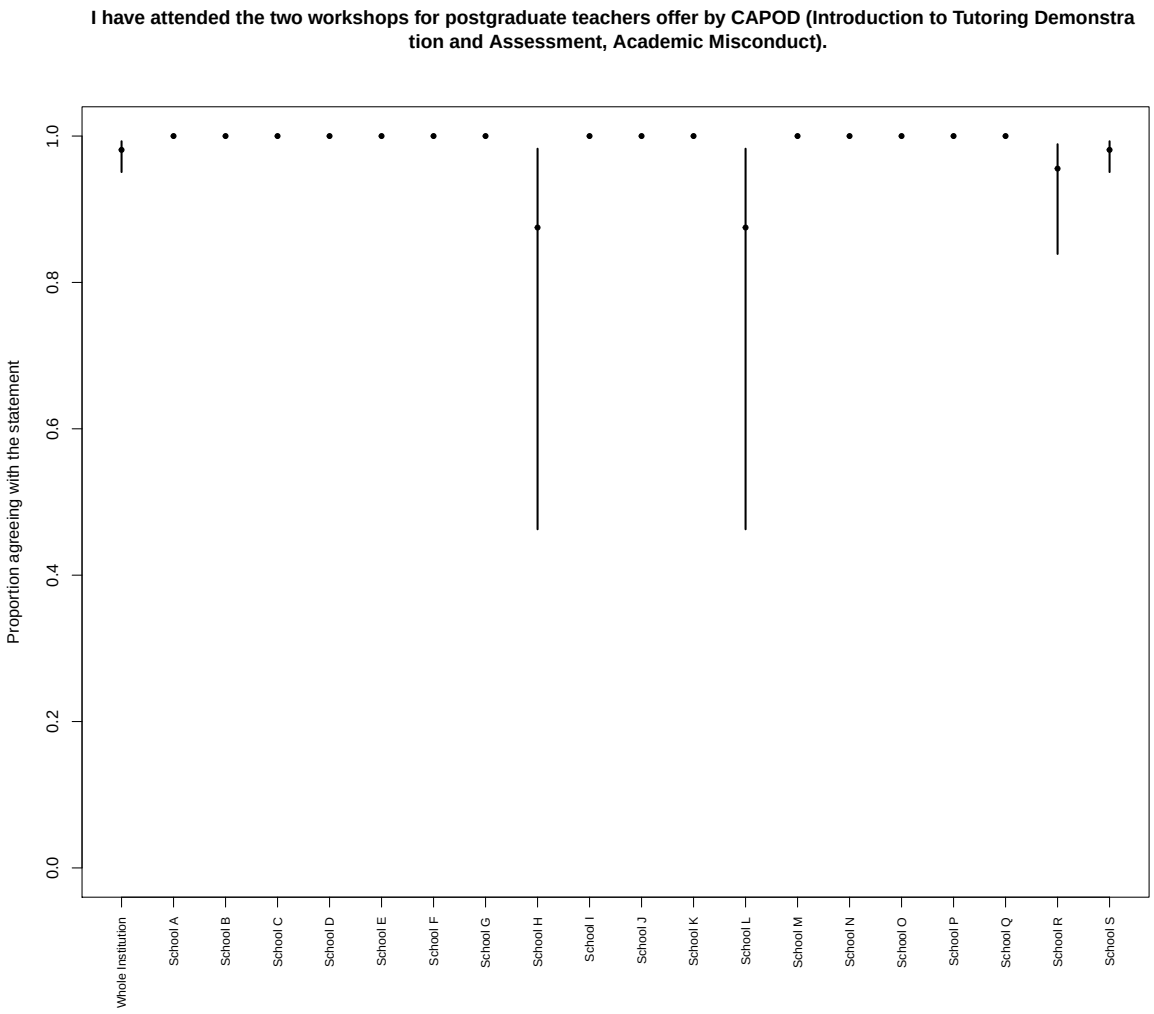
There is strong evidence, that scores levels within
- School F
- School J
- School Q

exceeded the level of the institution, on average.

Please indicate whether you have been involved in the delivery of teaching in your School during your postgrad uate research degree.



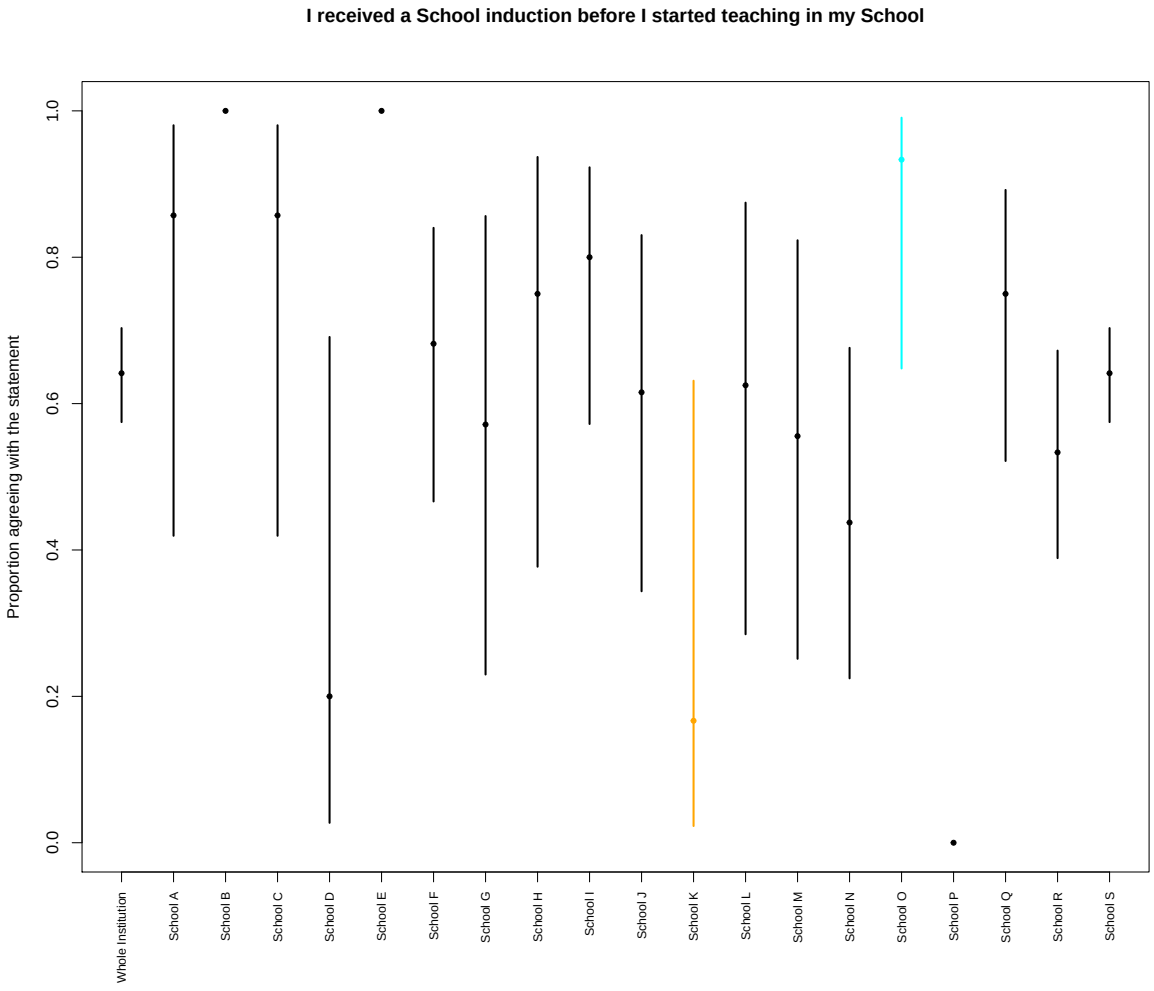
Question 17a ; Statement: **I have attended the two workshops for postgraduate teachers offer by CAPOD (Introduction to Tutoring Demonstration and Assessment, Academic Misconduct).**



Question 17b ; Statement: **I received a School induction before I started teaching in my School**

There is strong evidence, that scores within
- School K
were lower than the institution, on average.

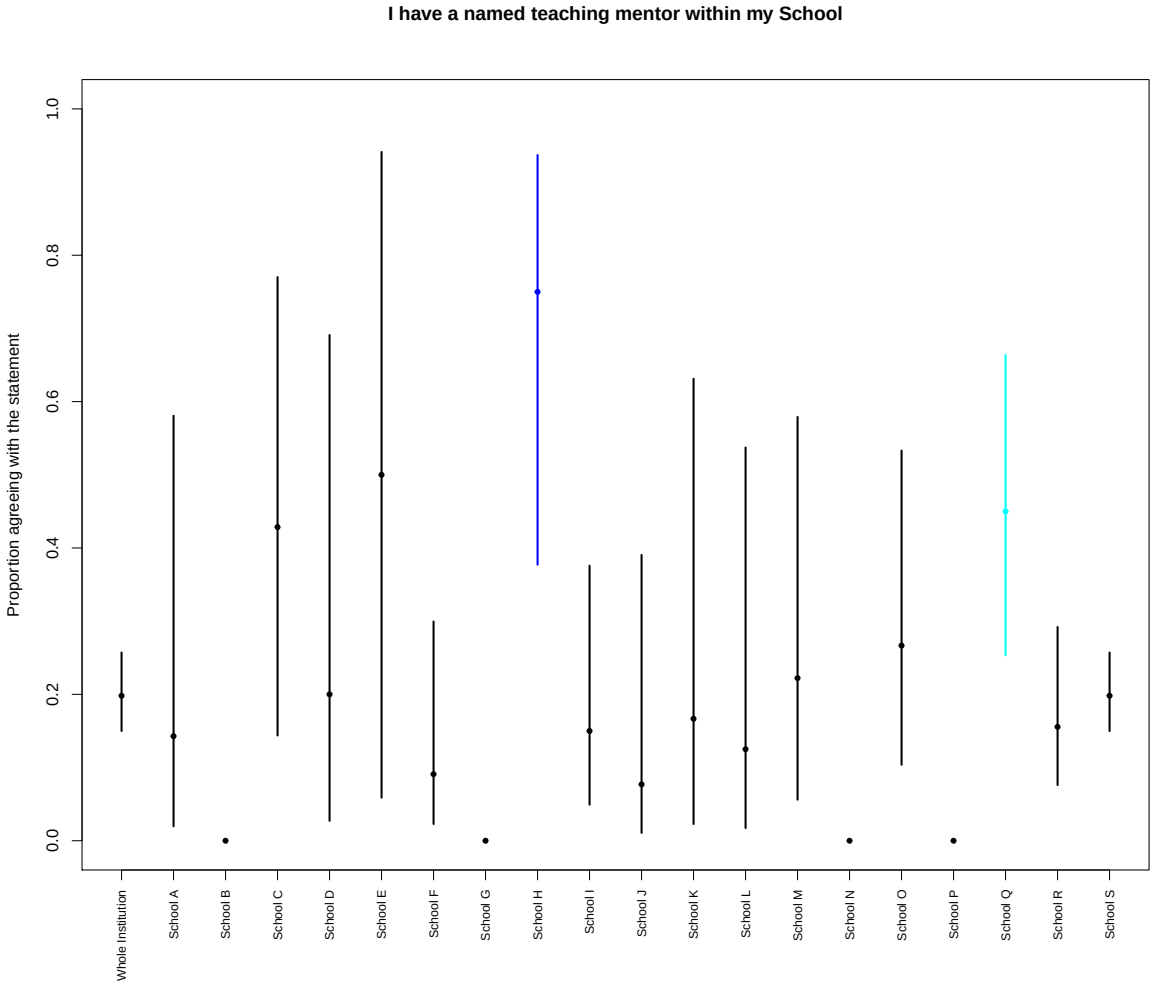
There is strong evidence, that scores levels within
- School O
exceeded the level of the institution, on average.



Question 17c ; Statement: **I have a named teaching mentor within my School**

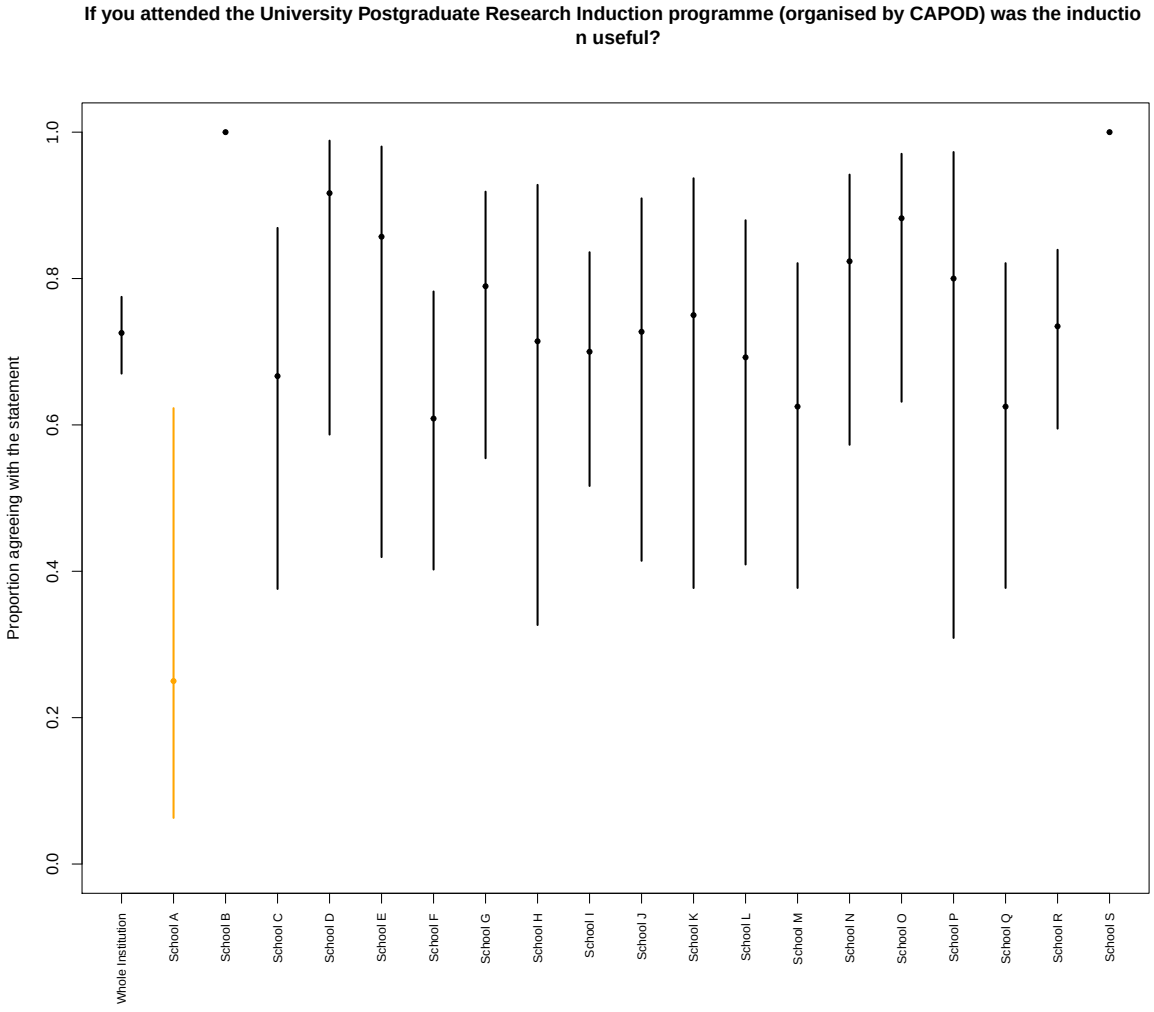
There is strong evidence, that scores levels within
- School Q
exceeded the level of the institution, on average.

There is extremely strong evidence, that scores levels within
- School H
exceeded the level of the institution, on average.

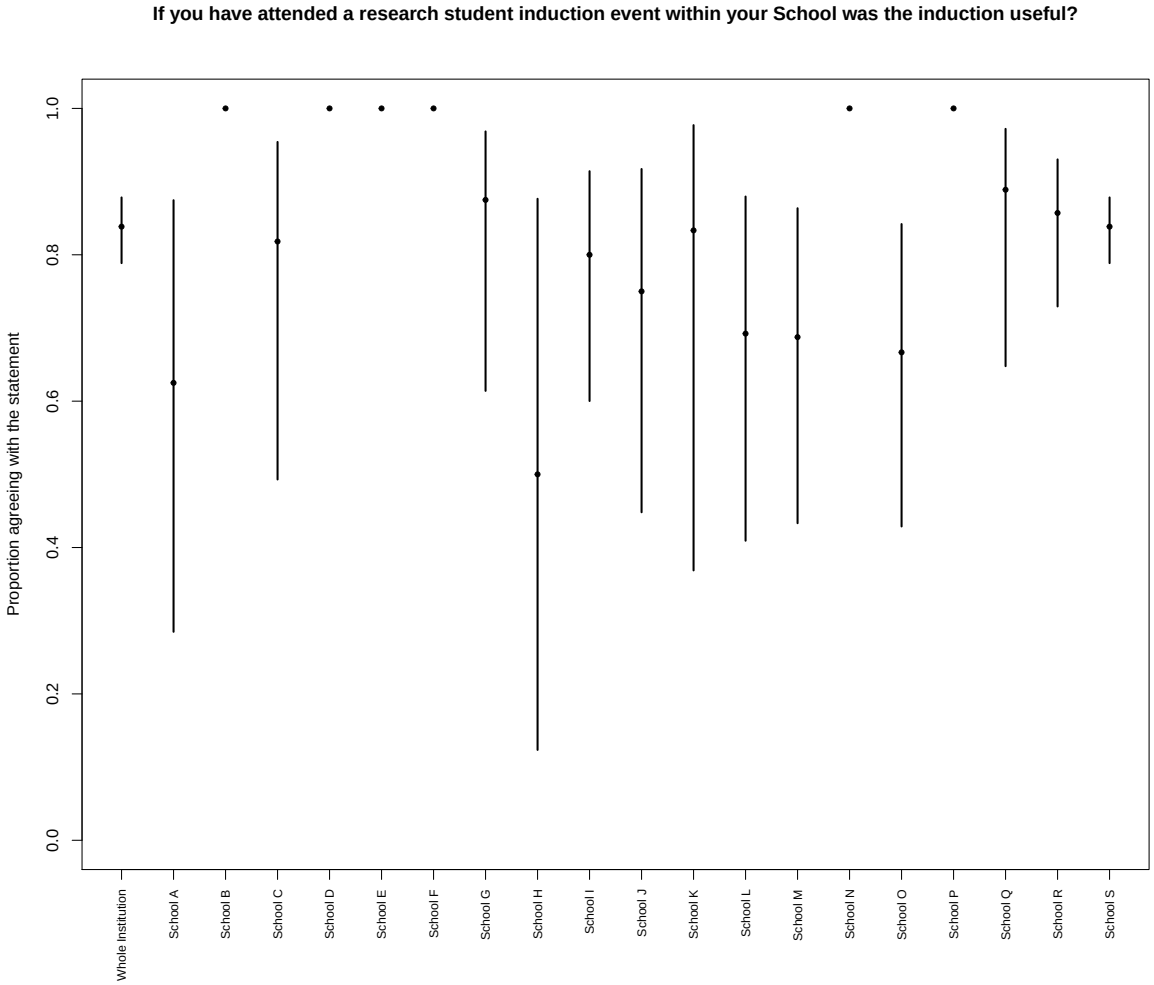


Question 19a ; Statement: **If you attended the University Postgraduate Research Induction programme (organised by CAPOD) was the induction useful?**

There is strong evidence, that scores within
- School A
were lower than the institution, on average.

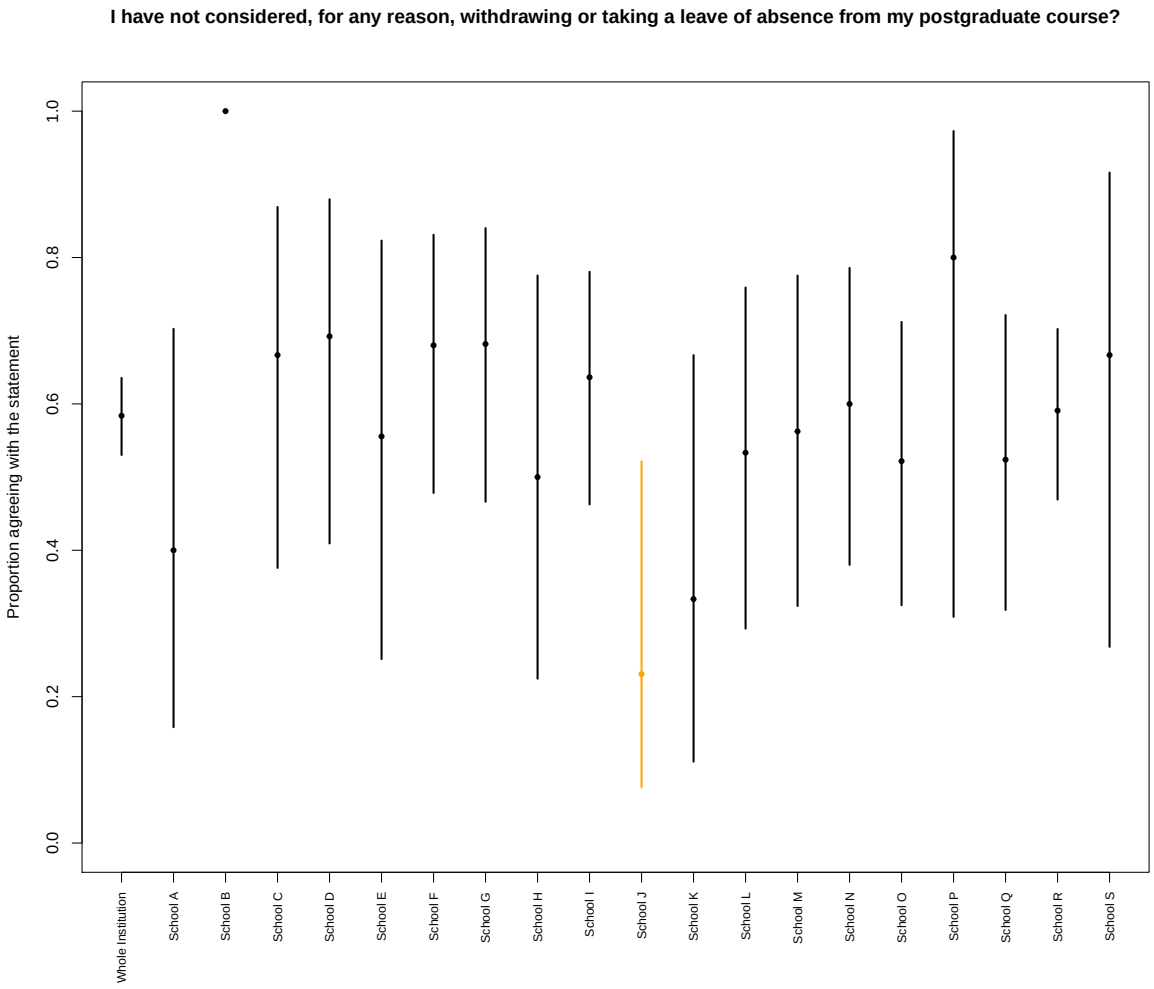


Question 19b ; Statement: **If you have attended a research student induction event within your School was the induction useful?**

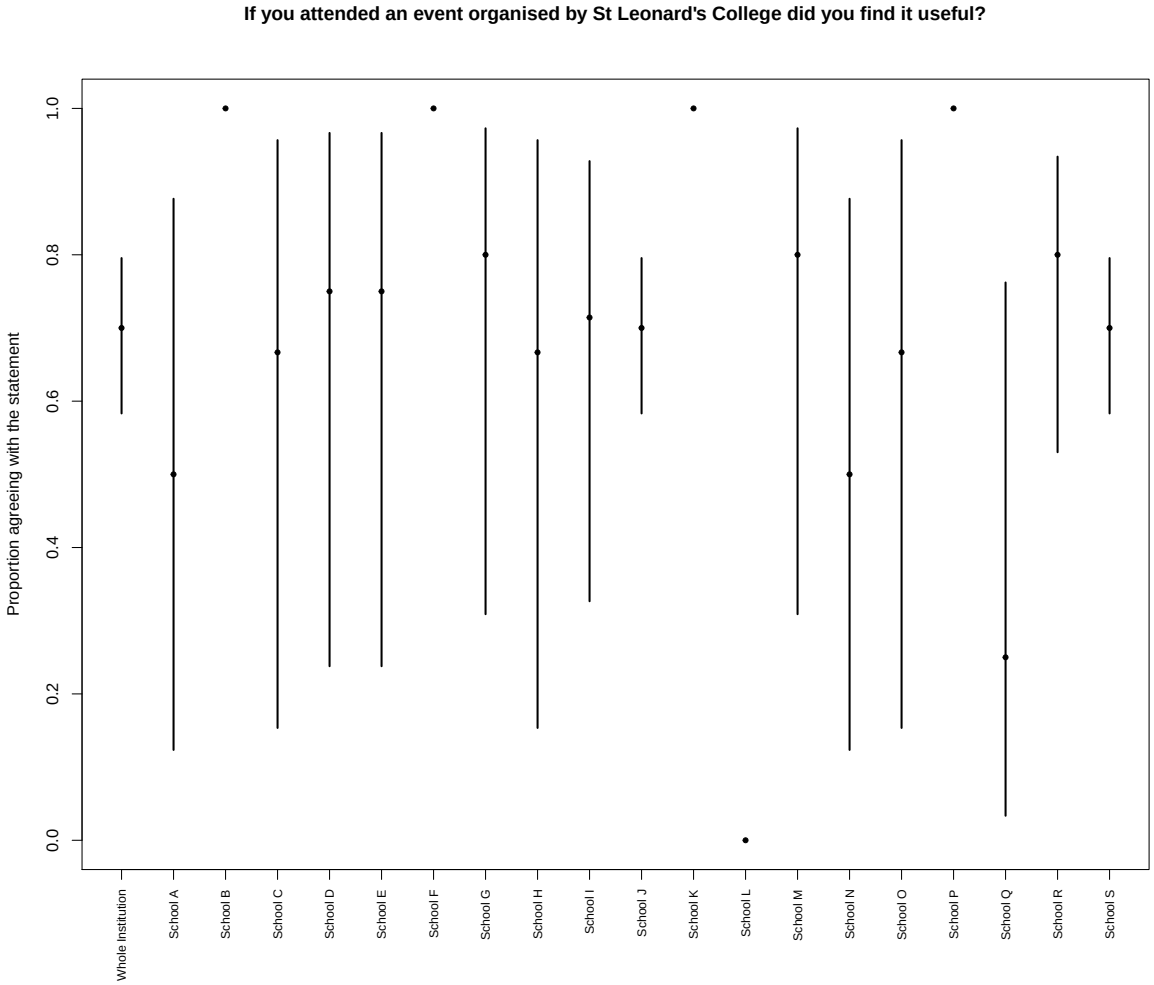


Question 24 ; Statement: **I have not considered, for any reason, withdrawing or taking a leave of absence from my postgraduate course?**

There is strong evidence, that scores within
- School J
were lower than the institution, on average.



Question 28a ; Statement: **If you attended an event organised by St Leonard's College did you find it useful?**



School-level Results

Students in School A returned a higher score than the institutional average for 39% of the questions and a lower score than the institutional average for 61% of the questions

There is strong evidence that student views in School A were lower than the average view for students across the University for the questions:
- 9-2 , My School provides a valuable seminar programme
- 9-3 , I regularly attend seminars and events put on by my School
- 19a , If you attended the University Postgraduate Research Induction programme (organised by CAPOD) was the induction useful?

Students in School B returned a higher score than the institutional average for 54% of the questions and a lower score than the institutional average for 46% of the questions

There is strong evidence that student views in School B were lower than the average view for students across the University for the questions:
- 9-3 , I regularly attend seminars and events put on by my School
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

Students in School C returned a higher score than the institutional average for 57% of the questions and a lower score than the institutional average for 43% of the questions

There is strong evidence that student views in School C were lower than the average view for students across the University for the questions:
- 11-2 , There are adequate computing resources and facilities available to me

There is extremely strong evidence that student views in School C were lower than the average view for students across the University for the questions:
- 11-1 , I have an adequate space to work

Students in School D returned a higher score than the institutional average for 53% of the questions and a lower score than the institutional average for 47% of the questions

There is strong evidence that student views in School D were higher than the average view for students across the University for the questions:
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

Students in School E returned a higher score than the institutional average for 43% of the questions and a lower score than the institutional average for 57% of the questions

There is strong evidence that student views in School E were lower than the average view for students across the University for the questions:
- 13-2 , During my studies, I have developed skills to apply research methodologies, tools and techniques
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

There is extremely strong evidence that student views in School E were lower than the average view for students across the University for the questions:
- 9-3 , I regularly attend seminars and events put on by my School

---

Students in School F returned a higher score than the institutional average for 84% of the questions and a lower score than the institutional average for 16% of the questions

There is strong evidence that student views in School F were higher than the average view for students across the University for the questions:
- 26-1 , The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

There is extremely strong evidence that student views in School F were higher than the average view for students across the University for the questions:
- 16f , During my postgraduate research degree I have received training to develop my transferrable skills via the GRADskills programme in CAPOD

Students in School G returned a higher score than the institutional average for 68% of the questions and a lower score than the institutional average for 32% of the questions

There is strong evidence that student views in School G were lower than the average view for students across the University for the questions:
- 11-4 , I have access to the necessary specialist resources required for my research

There is extremely strong evidence that student views in School G were lower than the average view for students across the University for the questions:
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

There is strong evidence that student views in School G were higher than the average view for students across the University for the questions:
- 7-1 , The University values feedback from postgraduate research students
- 26-4 , I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School
- 16h , During my postgraduate research degree I have communicated my research to a non-academic audience

---

Students in School H returned a higher score than the institutional average for 64% of the questions and a lower score than the institutional average for 36% of the questions

There is strong evidence that student views in School H were lower than the average view for students across the University for the questions:
- 11-3 , There are adequate library facilities (including physical and online resources) available to me

There is extremely strong evidence that student views in School H were lower than the average view for students across the University for the questions:
- 19-2 , I have attended a research student induction event within my school

There is extremely strong evidence that student views in School H were higher than the average view for students across the University for the questions:
- 17c , I have a named teaching mentor within my School

Students in School I returned a higher score than the institutional average for 42% of the questions and a lower score than the institutional average for 58% of the questions

There is extremely strong evidence that student views in School I were lower than the average view for students across the University for the questions:
- 16d , During my postgraduate research degree I have received training to develop my research skills from my School

There is strong evidence that student views in School I were higher than the average view for students across the University for the questions:
- 14-1 , During my studies, I have developed project management skills

---

Students in School J returned a higher score than the institutional average for 47% of the questions and a lower score than the institutional average for 53% of the questions

There is strong evidence that student views in School J were lower than the average view for students across the University for the questions:
- 19-6 , I am confident that I will complete my postgraduate research degree within the University's expected timescale (maximum 4 years)
- 28-1 , I am aware of St Leonard's College and what it has to offer me as a postgraduate research student
- 24 , I have not considered, for any reason, withdrawing or taking a leave of absence from my postgraduate course?

There is strong evidence that student views in School J were higher than the average view for students across the University for the questions:
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

Students in School K returned a higher score than the institutional average for 41% of the questions and a lower score than the institutional average for 59% of the questions

There is strong evidence that student views in School K were lower than the average view for students across the University for the questions:
- 17b , I received a School induction before I started teaching in my School

---

Students in School L returned a higher score than the institutional average for 35% of the questions and a lower score than the institutional average for 65% of the questions

There is strong evidence that student views in School L were lower than the average view for students across the University for the questions:
- 9-2 , My School provides a valuable seminar programme
- 9-7 , I have sufficient opportunities to share my research with the wider university

---

Students in School M returned a higher score than the institutional average for 42% of the questions and a lower score than the institutional average for 58% of the questions

There is strong evidence that student views in School M were lower than the average view for students across the University for the questions:

- 11-1 , I have an adequate space to work

There is strong evidence that student views in School M were higher than the average view for students across the University for the questions:
- 16f , During my postgraduate research degree I have received training to develop my transferrable skills via the GRADskills programme in CAPOD
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

Students in School N returned a higher score than the institutional average for 62% of the questions and a lower score than the institutional average for 38% of the questions

There is strong evidence that student views in School N were higher than the average view for students across the University for the questions:
- 16i , During my postgraduate research degree I have agreed a personal training/development plan
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

There is extremely strong evidence that student views in School N were higher than the average view for students across the University for the questions:
- 5-6 , My supervisor(s) and I use the Vitae's Researcher Development Framework to help structure our discussion around my training and development needs

---

Students in School O returned a higher score than the institutional average for 38% of the questions and a lower score than the institutional average for 62% of the questions

There is strong evidence that student views in School O were lower than the average view for students across the University for the questions:
- 13-2 , During my studies, I have developed skills to apply research methodologies, tools and techniques
- 14-4 , During my studies, I have developed effective communication skills targeted to a wide range of audiences
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

There is extremely strong evidence that student views in School O were lower than the average view for students across the University for the questions:
- 13-4 , During my studies, I have improved my understanding about 'research integrity'
- 26-4 , I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School

There is strong evidence that student views in School O were higher than the average view for students across the University for the questions:
- 16g , During my postgraduate research degree I have received advice from my School on career options
- 17b , I received a School induction before I started teaching in my School

---

Students in School P returned a higher score than the institutional average for 65% of the questions and a lower score than the institutional average for 35% of the questions

There is no evidence that student views in School P were different to the average view for students across the University.

Students in School Q returned a higher score than the institutional average for 67% of the questions and a lower score than the institutional average for 33% of the questions

There is extremely strong evidence that student views in School Q were lower than the average view for students across the University for the questions:
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

There is strong evidence that student views in School Q were higher than the average view for students across the University for the questions:
- 9-2 , My School provides a valuable seminar programme
- 9-3 , I regularly attend seminars and events put on by my School
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.
- 17c , I have a named teaching mentor within my School

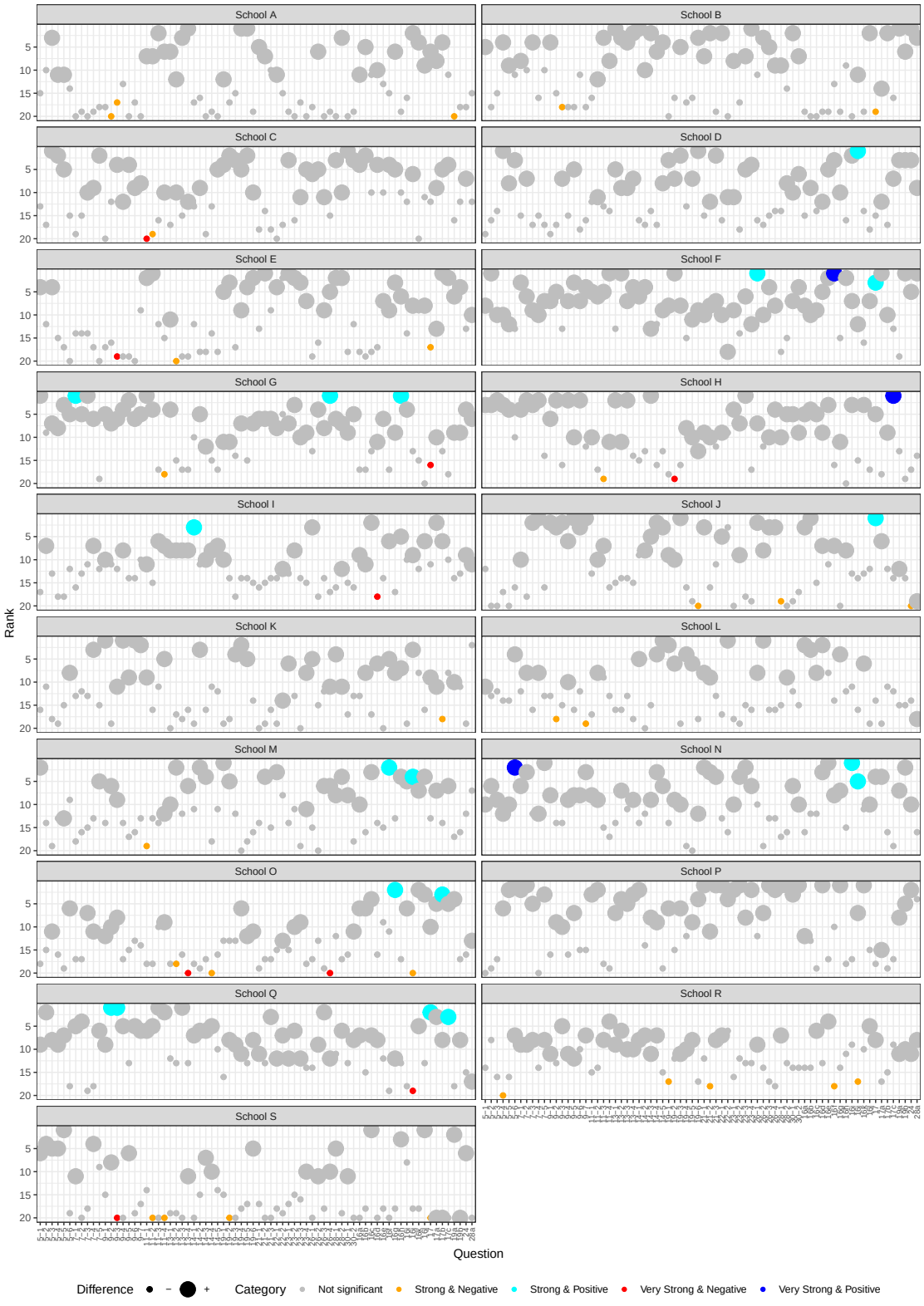
Students in School R returned a higher score than the institutional average for 47% of the questions and a lower score than the institutional average for 53% of the questions

There is strong evidence that student views in School R were lower than the average view for students across the University for the questions:
- 5-4 , My supervisor(s) feedback is helpful
- 19-1 , I have attended the University Postgraduate Research Induction programme (organised by CAPOD)
- 21-2 , Appropriate support for postgraduate research students, is available from CAPOD
- 16f , During my postgraduate research degree I have received training to develop my transferrable skills via the GRADskills programme in CAPOD
- 16j , During my postgraduate research degree I have received training to develop my research skills via the GRADskills programme in CAPOD

Students in School S returned a higher score than the institutional average for 35% of the questions and a lower score than the institutional average for 65% of the questions

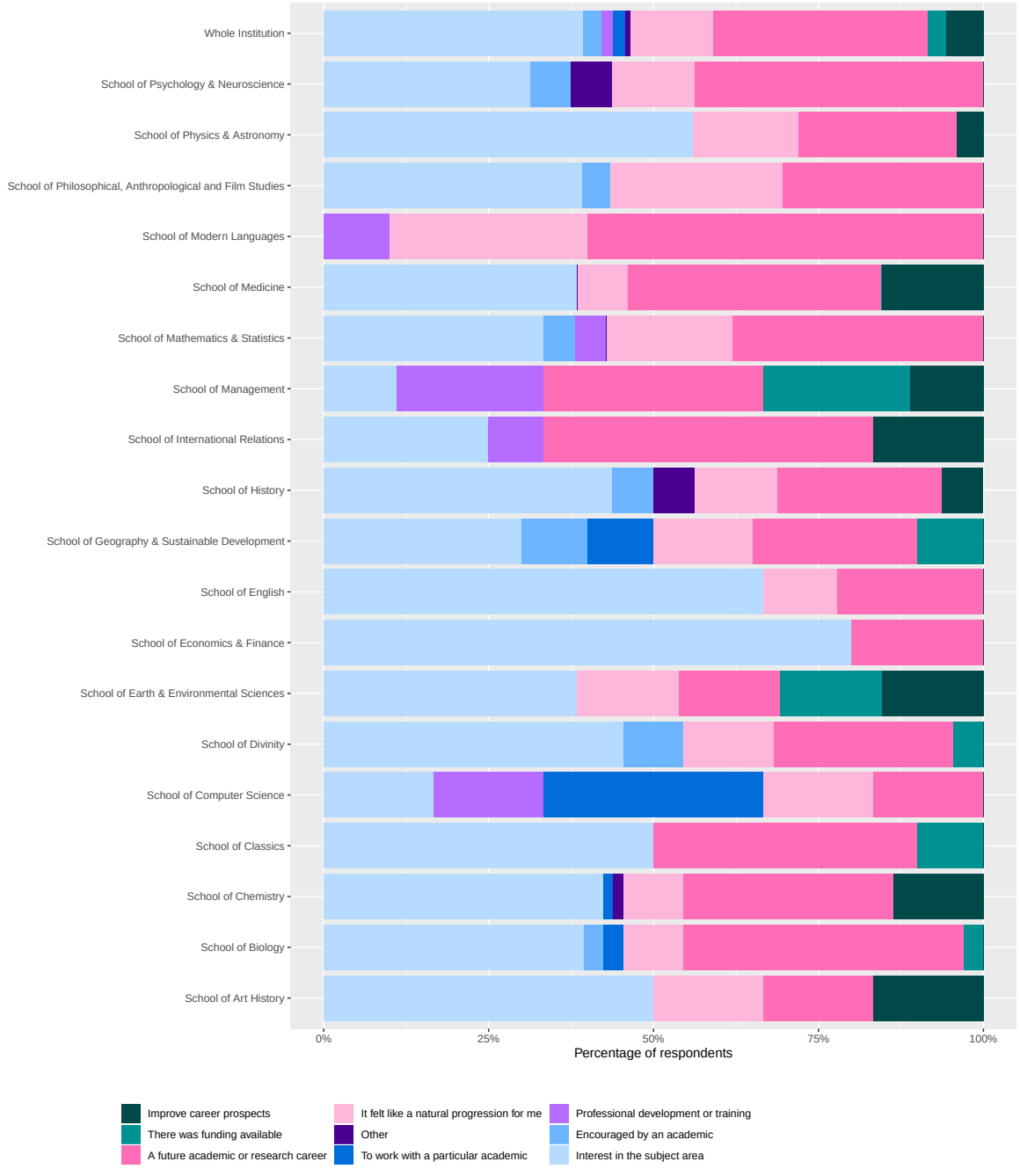
There is strong evidence that student views in School S were lower than the average view for students across the University for the questions:
- 11-2 , There are adequate computing resources and facilities available to me
- 11-4 , I have access to the necessary specialist resources required for my research
- 19-2 , I have attended a research student induction event within my school
- 17 , Please indicate whether you have been involved in the delivery of teaching in your School during your postgraduate research degree.

There is extremely strong evidence that student views in School S were lower than the average view for students across the University for the questions:
- 9-3 , I regularly attend seminars and events put on by my School

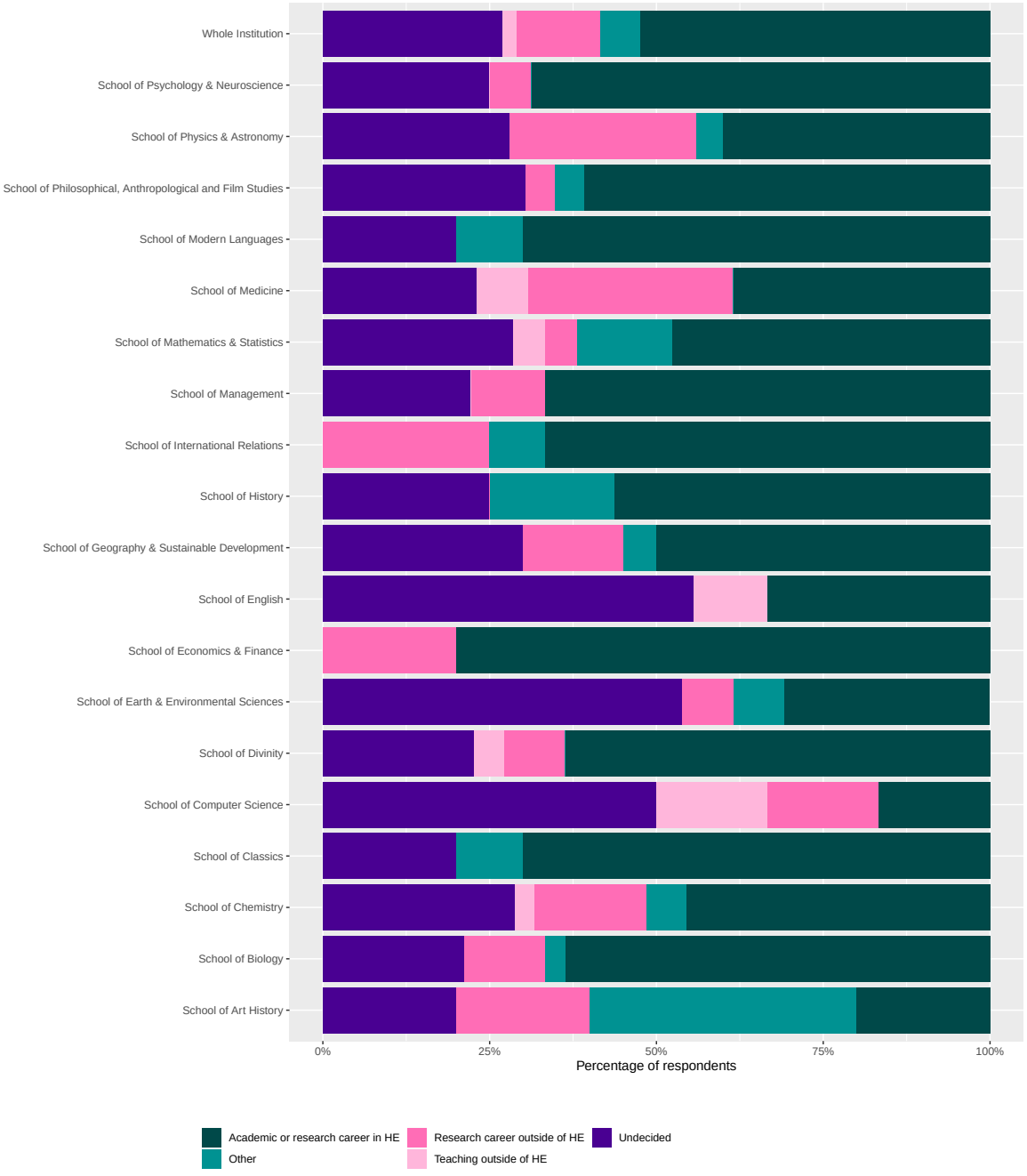

School A
School B
School C
School D
School E
School F
School G
School H
School I
School J
School K
School L
School M
School N
School O
School P
School Q
School R
School S
Rank
5
10
15
20
Question
Difference
Category
Not significant
Strong & Negative
Strong & Positive
Very Strong & Negative
Very Strong & Positive

Categorical questions

Q3 - What primarily motivated you to pursue a postgraduate research degree?



Q4 - After you complete your degree, what type of career are you considering?



Methodology

For each question the proportion of students, for a given School, who reported agreeing with the relevant statement (either Definitely Agree or Mostly Agree) was compared across Schools, and with the view for the institution as a whole (i.e. views pooled across Students).

To represent the uncertainty associated with these estimates, 95% confidence intervals for the proportion agreeing in the underlying population were also calculated using the estimate in each case. These intervals also respect the proportional nature of the School-specific estimates and ensures the boundaries at 0 and 1 are observed.

For each question a Binomial-based Generalized Linear Model with a logit link and School as a factor, was fitted. This enables the reader to identify any genuine differences across Schools and/or with reference to the average view for the institution (also displayed in each case).

In all cases, the level of evidence for a difference between each School and the average across the University was determined using p-values, based on the GLM-based coefficients which are referenced against the institutional average.

In cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

The postgraduate research survey contains additional questions in a different format to the Definitely Agree, Mostly Agree, Neither Agree nor Disagree, Mostly Disagree, Definitely Disagree responses followed by most of the questions. These questions were classified into proportion agreeing with the statement as follows:

- In question 16 the proportion agreeing are those selecting they have taken part in the activity out of all responses, blank responses are counted as negatives.
- Question 17 is a yes or no question, the proportion agreeing were those that answered yes out of all responses.
- For questions 17a, 17b and 17c those that selected they were not involved in teaching were excluded, the proportion agreeing were those that selected they had taken part in that form of training out of the remaining respones.
- For question 19a, 19b and 28a the question asks if you attended an event did you find it useful. Those that had answered Not Applicable or Did not attend were excluded, the proportion agreeing were then those answering yes out of the remaining responses.
- Question 24 asks "Have you considered, for any reason, withdrawing or taking a leave of absence from your postgraduate studies." All other graphs have higher being better and so to keep consistency in interpretation of the graphs, in this case the positive response was selected as No, with Yes or Prefer not to say counting as negative responses. The text of the question in the report is edited to match this meaning.

Question-level Results

The vertical **black** lines in each figure represent 95% confidence intervals for Schools which are statistically indistinct from the average view across the University as a whole. The proportion agreeing to each statement for the institution as a whole is also shown in each figure (labelled 'Whole Institution').

The vertical **amber** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **red** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **lower** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this negative difference between the School and the University as a whole was based on a p-value<0.01.

The vertical **light blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A high tariff was used to identify these Schools, and 'strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.05.

The vertical **dark blue** lines in each figure represent 95% confidence intervals for Schools in which the proportion of students agreeing with the statement is significantly **higher** than the average view across the University as a whole. A very high tariff was used to identify these Schools, and 'extremely strong evidence' for this positive difference between the School and the University as a whole was based on a p-value<0.01.

In cases where all students surveyed in a School agreed or disagreed with the statement presented, these are represented as circles on each figure without any vertical intervals. This illustrates a unanimous opinion across the surveyed cohort. To assess statistical significance (regarding differences from the institutional average) in these cases where there was 'complete separation' (and therefore a variance is not estimable) a Bayesian GLM was used to estimate significance instead. Specifically, the function uses an approximate EM algorithm to update the coefficients at each step using an augmented regression to represent the prior information. Student-t distributions were used as priors for the coefficients and the prior distribution for the constant term was set so it applies to the value when all predictors are set to their mean values.

School-level Results

Technical note: In this summary, the 'student view' refers to the proportion of students agreeing to each statement, and comparisons between each School and the institutional (or University average) are based on coefficient based comparisons between each School (for each question) with the equivalent based on the number of students agreeing to each statement, pooled across the University. These p-value based comparisons are routinely provided as part of a Binomial-based Generalized Linear Model (with logit link) and a proportional response. Additionally, the statement of 'significantly' better or worse student views is underpinned by either strong (p-value< 0.05), or very strong (p-value< 0.01) evidence for a difference from the University average.

The large coloured circles in each figure represent questions with a 'higher than average' student view, underpinned by a proportion of students agreeing to the statement which is higher than the proportion of the students agreeing to the statement when students are pooled across Schools.

The smaller coloured circles in each figure represent questions with a 'lower than average' student view, underpinned by a proportion of students agreeing to the statement which is lower than the proportion of the students agreeing to the statement when students are pooled across Schools.

The colour of the circles convey if the estimated difference from the University average (signalled by bigger or smaller circles) looks to be genuinely different from the average, or if these differences could simply be due to natural fluctuations that occur when taking samples from a bigger population.

Put simply, Schools would be delighted to see lots of large blue circles for all questions and disheartened to instead see a School-based plot dominated by lots of small red or orange circles. The grey circles (either large or small) do not represent compelling evidence for any real difference between the School responses and the University average.

Trend over time

- The School-based trends (or lack thereof) are represented by the black dots and black lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).
- The institutional average trends (or lack thereof) are represented by the blue dots and blue lines (the solid line is the estimated trend and the dotted lines represent the upper and lower 95% confidence intervals about the trend).

The table following the figure-based results for each School has the following columns:

- 'SchoolYearTrend' indicates if the student satisfaction scores for the School are increasing, static, or decreasing over time. Specifically:
  - whether there is compelling evidence for a trend over time within School: None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time.
- 'StAYearTrend' indicates if the student satisfaction scores for the institution generally are increasing, static, or decreasing over time. Specifically,
  - whether there is compelling evidence for a trend over time within St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for any trend, 'Positive' indicates a genuinely positive trend over time, while 'Negative' indicates the trend is sadly negative over time. Note, this is the same for each School (since it is pooled across Schools) but is provided in each case for reference with the School results.
- 'SchoolStATrendDiff' indicates if the student satisfaction scores for the School is 'bucking the trend' compared with the University generally. Specifically,
  - whether there is compelling evidence for a difference in the trend within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference between trends, 'Positive' indicates the School is increasing in satisfaction more rapidly than the institution as a whole, while 'Negative' indicates the School is increasing more slowly in satisfaction scores over time, compared with the University as a whole.
- 'SchoolStAAverage' indicates if the student satisfaction scores for the School are on average lower, the same, or higher than the University average, when the data are pooled over time. Specifically,
  - whether there is compelling evidence for a difference within Schools over time compared with St Andrews generally (for all Schools combined): None indicates there is no compelling evidence for a difference, 'Positive' indicates the School has on average higher satisfaction scores than the institution as a whole, while 'Negative' indicates the School has on average lower satisfaction scores, compared with the University as a whole.

University of St Andrews

Student Experience Committee

iGraduate Autumn 2018 – Initial Results

1. Introduction

1.1. This paper presents a high-level overview of the iGraduate Student Barometer 2018 survey.

2. Action requested

2.1. The group are asked to note the content of the paper and appendices.

3. Consultation

3.1. The Director of Planning was consulted in the development of this paper.

4. Background / context

4.1. Survey overview

4.1.1. The iGraduate Barometer is a student satisfaction survey open to students from participating institutions across the globe.

4.1.2. All registered students, including Foundation, UG (including incoming visiting students), PGT and PGR are invited to participate.

4.1.3. For St Andrews, 2036 responses were received overall. This is a 21% response rate, which is down 7 percentage points compared with last year (28%).

4.1.4. Three versions of the survey are available (international students (ISB), home students (SB), and all students (ISBSB)).

4.1.5. Some institutions will opt to participate in both the ISB and SB, whereas others will participate in one of the home or international surveys only. We participated in both.

4.1.6. Due to the detailed and granular information available, appendix one focusses on the results of the ISBSB to give an indicative overall picture. This enables benchmarking compared with institutions who participated in both the home and international versions of the survey.

4.1.7. The survey covers 4 main categories (Arrival, Learning, Living, and Support).

4.1.8. Results for St Andrews can be benchmarked against the aggregated results for participating institutions at the following levels:
- Global
- UK
- Scotland

4.2. Overall Satisfaction

4.2.1. 92.5% of our students are satisfied with their overall experiences at St Andrews. This is down by 0.2 points compared with last year (92.7%) and not considered statistically significant.

4.2.2. UG students are most satisfied (94.0%), and PGR students have similar high levels of satisfaction (91.5%). PGT students are notably less satisfied with their overall experience (84.9%). Compared with last year, this is a decline in PGT satisfaction (down 1.1 points).

4.2.3. 14 of our 21 Schools (including ELT and the Graduate School) achieved a satisfaction rating of over 90%. The Graduate School and the School of Psychology & Neuroscience both achieved 100% satisfaction.

4.3. Arrival Experience

4.3.1. 90% of students are satisfied with their arrival experience, up by 0.4 points from last year.

4.3.2. We rank 9 out of 13 UK institutions and 16 out of 53 global institutions for arrival experience.

4.3.3. The highest levels of satisfaction for arrival elements are for: finance enquiries (92%); formal welcome at institution (91%); First night - getting to where I would stay (91%).

4.3.4. Elements with lower levels of satisfaction include setting up a bank account (69%), Welcome/pickup at airport, railway, and coach station (72%), Internet access at my accommodation (80%).

4.3.5. The largest improvement on last year is the formal welcome (up 3.1 points to 92%). The largest decline is Welcome/pickup at airport, railway, and coach station (down 8.9 points to 72%).

4.4. Learning Experience

4.4.1. Overall, 90% of students are satisfied with their learning experience. This is down from 91% in 2016 (not statistically significant).

4.4.2. For learning experience overall, this places us 4 of 53 globally and 2 of 13 in the UK.

4.4.3. PGRs are the most satisfied with the learning experience (92.8%), followed by UGs (91.3%), with PGT satisfaction noticeably lower at 77.4%.

4.4.4. Some of the highest levels of satisfaction within the learning experience are the expertise of lecturers (97%); academic staff whose English I can understand (96%); and confidence about managing a research project as a result of my experience so far (PG only 95%)

4.4.5. Lower levels of satisfaction are found in learning that will help me to get a good job (79%); careers advice from academics (68%); and opportunities for work experience (64%).

4.4.6. The largest improvement in satisfaction compared with last year is in the physical library (up 5.7 points to 81%). The largest decline in satisfaction is with guidance in topic selection and refinement by my supervisor for PG students (down 1.8 points to 90%).

4.5. Living Experience

4.5.1. Overall satisfaction with living experience is 88%, which is up 1.1 percentage points compared with 2017 (not statistically significant).

4.5.2. In our University halls, the rates of satisfaction are very different depending on the hall. Gregory Place all polled 100% satisfaction, and 7 further halls polling over 90% satisfaction, compared with 71.4% of students satisfied with their living experience in Angus and Stanley Smith Houses.

4.5.3. High levels of satisfaction are found in the surroundings outside the institution (97%); in feeling safe and secure (96%); and the quality of the external institutional environment (94%).

4.5.4. Low levels of satisfaction were displayed with opportunities to earn money (62%); the availability of financial support (60%); the cost of living (59%); and the cost of accommodation (40%).

4.5.5. The biggest increases in satisfaction compared with 2017 are in the availability of financial support (up 5 points to 60%). The biggest decline in satisfaction was with the facilities for religious worship (down 4.5 points to 89%).

4.6. Support Services

4.6.1. Satisfaction with support services is at 90% overall. This is down 0.2 percentage point compared with 2017 (this is not statistically significant).

4.6.2. Students are first asked whether they have used each service before being allowed to rate their satisfaction with services they have used.

4.6.3. Services with high levels of satisfaction include faith provision (99%); the Graduate School (98%) and clubs and societies (97%).

4.6.4. Lower levels of satisfaction were found with the local health centre (83%); counsellors (83%); and the Careers Centre (78%).

4.6.5. The biggest increase in satisfaction was with student accommodation services (up 3.4 points to 86%). The largest decrease in satisfaction was with disability support (down 1.6 points to 88%).

5. Next steps

5.1. **Distribution of the results at institutional, School, and Unit level:** In April, each school and unit will be issued with a full data pack, and a more detailed institutional datapack will be shared with the group.

6. Further information

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3 April 2019

7. Appendices

Appendix 1: iGraduate 2018 results overview with comparison to 2017 (Excel)
Appendix 2: St Andrews ISBSB Autumn 2018 Ranking Sheet (re: institutions who participated in both the home and international versions of the survey)
Appendix 3: St Andrews ISB Autumn 2018 Ranking Sheet (re: institutions who participated in the international version of the survey only)
Appendix 4: St Andrews SB Autumn 2018 Ranking Sheet (re: institutions who participated in the home version of the survey only)

iGraduate Student Barometer Autumn 2018 Overview

OVERALL SATISFACTION	Change between 2017 and 2018 (St Andrews)	2018			2017		
		% Would recommend			% Would recommend		
		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Total Number of Respondents		2036	182693	46831	2695	114926	48107
Recommendation	0.5	88%	77%	84%	87%	79%	86%
Overall Satisfaction	-0.2	93%	90%	92%	93%	90%	92%
Arrival Overall	0.6	90%	91%	91%	89%	91%	91%
Learning Overall	0.4	90%	88%	89%	90%	87%	89%
Living Overall	1.1	88%	88%	89%	86%	87%	89%
Support Overall	0.2	90%	88%	90%	90%	88%	90%
Happiness	1.8	91%	90%	92%	89%	91%	91%

APPLICATION	Change between 2017 and 2018 (St Andrews)	2018			2017		
		% Would recommend			% Would recommend		
Application Methods		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Application to offer (satisfaction)	-6	74%	87%	85%	80%	86%	86%

ARRIVAL SATISFACTION	Change between 2017 and 2018 (St Andrews)	2018			2017		
		% Would recommend			% Would recommend		
Arrival Elements		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Finance Enquiries	0.2	92%	92%	90%	92%	91%	90%
Formal welcome	3.1	91%	91%	91%	88%	90%	89%
First night	-0.9	91%	89%	91%	92%	88%	91%
Other friends	-0.8	90%	85%	87%	91%	85%	88%
Accommodation condition	1.2	90%	84%	86%	89%	84%	86%
Local orientation	1.7	89%	84%	86%	87%	84%	85%
Meeting staff	0.3	89%	90%	92%	88%	91%	92%
Social activities	-0.8	88%	85%	85%	89%	86%	83%
Institution orientation	-1.5	86%	87%	88%	87%	86%	86%
Host friends	-1.3	85%	88%	85%	87%	89%	86%
Registration	-1.6	85%	91%	90%	86%	91%	90%
Study sense	1.9	84%	86%	86%	82%	86%	85%
Home friends	-3.2	84%	86%	84%	87%	85%	84%
Internet access	-7	81%	80%	80%	88%	76%	79%
Welcome	-8.9	72%	79%	75%	80%	78%	80%
Bank account	-6.8	69%	80%	73%	76%	80%	75%
Living orientation		86%	86%	87%			
Accomodation office		85%	88%	87%			
Social orientation		83%	85%	85%			
Clubs and societies intro		83%	81%	81%			
Pre-arrival information		82%	89%	86%			
Campus and facilities intro		81%	86%	85%			

LEARNING SATISFACTION	Change between 2017 and 2018 (St Andrews)	2018			2017		
		% Would recommend			% Would recommend		
Learning elements		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Expert lecturers	0.3	97%	94%	96%	97%	94%	96%
Academics' English	0.9	96%	92%	94%	95%	91%	93%
Managing research**	2.3	95%	91%	90%	92%	91%	90%
Laboratories	-1.3	94%	90%	93%	95%	89%	93%
Technology	0.0	93%	86%	91%	93%	84%	91%
Language support	-0.3	92%	90%	92%	93%	89%	92%
Multicultural	-1.4	92%	89%	91%	93%	88%	91%
Course content	-0.4	91%	90%	91%	92%	90%	91%
Good teachers	0.6	91%	88%	90%	91%	88%	90%
Learning spaces	0.8	91%	86%	87%	90%	85%	87%
Virtual learning	0.0	91%	89%	91%	91%	88%	90%
Class size	-0.7	91%	89%	91%	92%	88%	89%
Research	-0.2	91%	89%	92%	91%	88%	81%
Quality lectures	-0.8	91%	89%	89%	91%	88%	90%
Learning support	-1.8	90%	89%	90%	92%	89%	90%
Assessment	0.8	90%	88%	91%	89%	88%	91%
Online library	0.2	90%	89%	92%	90%	88%	92%
Opportunities to teach**	1.3	90%	78%	77%	88%	80%	80%
Course organisation	0.7	89%	84%	84%	89%	83%	83%
Topic selection**	-1.8	89%	90%	90%	91%	90%	90%
Performance feedback	2.2	85%	83%	84%	83%	84%	84%
Physical library	5.7	81%	87%	90%	75%	86%	89%
Marking criteria	2.5	80%	82%	81%	78%	82%	80%
Employability	2.3	79%	83%	84%	77%	83%	83%
Careers advice	3.7	68%	75%	85%	64%	75%	75%
Work experience	3.8	64%	76%	75%	60%	76%	74%

LIVING SATISFACTION	Change between 2017 and 2018 (St Andrews)	2018	2017

iGraduate Student Barometer Autumn 2018 Overview

Living elements		% Would recommend			% Would recommend		
		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Good place to be	-0.2	97%	90%	92%	97%	88%	92%
Safety	-1.8	96%	93%	93%	98%	92%	93%
Campus environment	-1	94%	89%	93%	95%	88%	93%
Other friends	-0.2	92%	84%	87%	92%	82%	88%
Worship facilities	-4.5	89%	87%	88%	93%	86%	88%
Host friends	-0.6	89%	89%	88%	89%	90%	88%
Host culture	0.7	89%	86%	87%	88%	86%	88%
Social activities	-0.1	88%	82%	82%	88%	83%	82%
Campus buildings	0.5	88%	87%	88%	87%	87%	89%
Internet access	-3.2	86%	81%	84%	89%	77%	83%
Eco-friendly attitude	-4.8	85%	85%	86%	90%	86%	88%
Sport facilities	-0.1	85%	77%	81%	85%	76%	79%
Accommodation quality	-1	85%	84%	84%	86%	83%	85%
Social facilities	3.3	84%	79%	79%	81%	77%	78%
Home friends	-2.9	84%	85%	82%	87%	84%	82%
Visa advice	-3.5	83%	82%	86%	87%	81%	87%
Good contacts	0.1	81%	80%	80%	81%	80%	79%
Transport links uni	-0.9	80%	81%	80%	81%	79%	80%
Transport links	0.2	69%	80%	82%	69%	78%	82%
Earning money	0.7	62%	56%	63%	61%	54%	63%
Financial support	5	60%	62%	64%	55%	63%	63%
Living cost	-2.7	59%	67%	68%	61%	66%	68%
Accommodation cost	-3.2	40%	62%	57%	44%	60%	56%
Accomodation access		77%	86%	86%			

SUPPORT SATISFACTION	Change between 2017 and 2018 (St Andrews)	2018			2017		
		% Would recommend			% Would recommend		
Support elements		St Andrews	Global ISBSB	UK ISBSB	St Andrews	Global ISBSB	UK ISBSB
Faith Provision	1.6	99%	94%	95%	97%	93%	95%
Graduate School**	1.8	98%	92%	92%	96%	93%	95%
Societies/Clubs	0.2	97%	93%	94%	97%	93%	94%
Students' Association	0.4	96%	92%	93%	95%	90%	92%
IT Services Support	0.6	95%	92%	93%	95%	91%	93%
Personal Tutors	0.4	94%	93%	93%	94%	92%	93%
International Advisers	2.3	93%	91%	93%	91%	90%	93%
Wardens & Assistant Wardens	-0.3	93%	91%	91%	93%	91%	91%
General Advice - The ASC	-1	92%	92%	91%	93%	92%	91%
Finance Enquiries	0.5	90%	89%	87%	90%	89%	88%
University eating places	1.7	89%	78%	86%	88%	78%	86%
Disability Support	-1.6	88%	91%	88%	90%	90%	87%
Student Accommodation Servs	3.4	86%	86%	86%	82%	85%	86%
Local Health Centre	-0.3	83%	90%	87%	83%	88%	86%
Counsellors	0.3	83%	88%	81%	82%	88%	82%
Careers Centre	1.7	78%	89%	90%	76%	91%	90%
Library service		97%	94%	96%			

i-graduate

ISBSB Ranking Sheet - Autumn 2018
St Andrews

							Ranking based on mean scores		
Base	2036	182693	46831				53	13	
	St Andrews	Global ISBSB	UK ISBSB	Global ISBSB +/-	UK ISBSB +/-	p %	Global ISBSB	UK ISBSB	
LEARNING AVERAGE	**88.1%**	**86.8%**	**88.0%**	**1.3%**	**0.1%**		**3**	**1**	
* **LEARNING OVERALL**	**90.0%**	**87.5%**	**89.1%**	**2.5%**	**1.0%**	**0.00**	**4**	**2**	
TEACHING									
* Expert lecturers	97.3%	94.1%	96.2%	3.1%	1.1%	0.00	3	3	
* Academics' English	95.5%	91.8%	93.7%	3.7%	1.8%	0.00	3	3	
* Good teachers	91.4%	87.7%	89.7%	3.7%	1.7%	0.00	3	2	
* Course content	91.4%	90.2%	91.3%	1.1%	0.0%	0.00	3	2	
* Research	90.8%	88.5%	91.5%	2.2%	-0.7%	0.00	4	3	
* Quality lectures	90.5%	88.5%	89.2%	2.0%	1.3%	0.00	6	2	
* Learning support	90.1%	89.3%	89.6%	0.8%	0.6%	0.00	3	1	
* Assessment	90.1%	87.6%	90.7%	2.5%	-0.6%	0.00	2	1	
* Course organisation	89.3%	83.6%	83.9%	5.7%	5.4%	0.00	1	1	
* Performance feedback	84.7%	82.7%	84.0%	2.0%	0.6%	0.00	2	1	
* Marking criteria	80.3%	81.8%	80.6%	-1.5%	-0.3%	0.00	7	4	
STUDIES									
* Managing research**	94.7%	90.7%	90.4%	4.1%	4.3%	0.00	2	1	35/10
* Language support	92.4%	89.8%	91.6%	2.6%	0.8%	0.00	2	2	52/13
* Multicultural	92.0%	89.1%	90.8%	2.9%	1.1%	0.00	2	1	
* Class size	90.9%	89.1%	88.9%	1.8%	2.0%	0.00	5	3	
* Opportunities to teach**	89.7%	77.7%	77.1%	12.0%	12.6%	0.00	1	1	35/10
* Topic selection**	88.7%	90.1%	89.6%	-1.4%	-0.9%	0.00	3	2	48/13
Employability	79.4%	82.6%	83.6%	-3.2%	-4.3%	0.38	25	9	
* Careers advice	67.8%	74.9%	75.3%	-7.1%	-7.6%	0.03	36	12	
* Work experience	64.0%	75.7%	75.2%	-11.6%	-11.2%	0.00	39	12	
FACILITIES									
* Laboratories	93.9%	89.9%	92.9%	3.9%	1.0%	0.00	2	1	
* Technology	93.4%	86.4%	91.4%	7.0%	1.9%	0.00	3	1	
* Learning spaces	91.2%	86.4%	86.9%	4.8%	4.3%	0.00	6	1	
* Virtual learning	90.9%	89.2%	90.9%	1.6%	-0.1%	0.00	13	7	
* Online library	90.1%	89.3%	92.1%	0.8%	-2.0%	0.00	12	6	
Physical library	80.6%	86.8%	89.7%	-6.2%	-9.1%	0.15	34	12	

	St Andrews	Global ISBSB	UK ISBSB	Global ISBSB +/-	UK ISBSB +/-	p %	Global ISBSB	UK ISBSB	
LIVING AVERAGE	**80.9%**	**79.6%**	**81.7%**	**1.3%**	**-0.8%**		**7**	**4**	
* **LIVING OVERALL**	**87.5%**	**88.4%**	**88.5%**	**-0.9%**	**-1.0%**	**0.00**	**4**	**2**	
ACCOMMODATION and LIVING COSTS									
* Internet access	85.7%	81.1%	83.6%	4.6%	2.1%	0.00	11	2	
* Accommodation quality	85.0%	83.8%	83.9%	1.2%	1.1%	0.00	6	3	52/13
* Accommodation Access	77.0%	85.9%	86.2%	-9.0%	-9.2%	0.00	31	9	40/9
* Earning money	61.6%	56.4%	62.7%	5.2%	-1.1%	0.00	19	8	52/13
Financial support	60.1%	62.4%	63.9%	-2.3%	-3.8%	0.85	25	8	
* Living cost	58.6%	67.1%	68.0%	-8.5%	-9.4%	0.00	44	12	
* Accommodation cost	40.4%	61.6%	56.5%	-21.2%	-16.1%	0.00	51	13	52/13
SOCIAL									
* Other friends	91.7%	83.6%	87.3%	8.0%	4.4%	0.00	1	1	
* Host friends	88.7%	88.7%	88.0%	0.0%	0.7%	0.00	4	3	
* Host culture	88.6%	86.4%	87.2%	2.2%	1.4%	0.00	6	3	49/13
* Social activities	88.2%	81.6%	82.4%	6.6%	5.8%	0.00	4	2	
* Sport facilities	85.1%	77.3%	80.6%	7.9%	4.5%	0.00	5	2	
* Social facilities	84.2%	78.9%	78.8%	5.3%	5.4%	0.00	5	2	
Home friends	83.8%	85.2%	81.7%	-1.3%	2.1%	0.18	22	5	49/13
* Good contacts	80.8%	79.5%	79.6%	1.3%	1.2%	0.00	10	3	
DAY TO DAY LIFE									
* Good place to be	96.5%	89.7%	91.5%	6.8%	5.0%	0.00	1	1	
* Safety	96.0%	92.8%	92.7%	3.1%	3.2%	0.00	1	1	
* Campus environment	94.3%	88.5%	93.2%	5.8%	1.1%	0.00	4	2	
* Worship facilities	88.8%	86.6%	88.1%	2.1%	0.6%	0.00	4	3	
* Campus buildings	87.7%	86.7%	89.6%	1.0%	-1.9%	0.00	25	10	
* Eco-friendly attitude	85.3%	85.1%	86.2%	0.3%	-0.9%	0.00	18	6	
* Visa advice	83.1%	81.8%	86.3%	1.4%	-3.2%	0.03	21	10	49/13
* Transport links uni	80.4%	80.7%	80.1%	-0.3%	0.3%	0.00	19	6	
* Transport links	69.3%	80.0%	81.9%	-10.8%	-12.6%	0.00	39	12	

	St Andrews	Global ISBSB	UK ISBSB	Global ISBSB +/-	UK ISBSB +/-	p %	Global ISBSB	UK ISBSB	
SUPPORT AVERAGE	**91.2%**	**89.9%**	**90.3%**	**1.4%**	**1.0%**		**2**	**2**	
* **SUPPORT OVERALL**	**90.4%**	**88.4%**	**89.9%**	**2.0%**	**0.5%**	**0.00**	**3**	**2**	
* Faith Provision	98.6%	94.0%	94.5%	4.7%	4.1%	0.00	3	2	36/10
Graduate School**	97.8%	92.1%	92.4%	5.7%	5.3%	0.07	9	4	30/8
* Library Service	97.4%	94.3%	95.5%	3.0%	1.9%	0.00	2	2	23/9
* Societies/Clubs	97.2%	92.5%	94.3%	4.7%	2.9%	0.00	1	1	51/13
* Students' Association	95.6%	91.5%	92.6%	4.1%	3.0%	0.00	1	1	48/13
* IT Services Support	95.4%	91.8%	93.3%	3.6%	2.1%	0.00	1	1	
* Personal Tutors	94.4%	93.2%	92.9%	1.2%	1.5%	0.00	1	1	37/12
* International Advisers	93.4%	91.2%	93.0%	2.2%	0.3%	0.01	4	2	36/8
* Wardens & Assistant Wardens	92.8%	91.3%	91.2%	1.4%	1.6%	0.00	3	2	37/12
* General Advice - The ASC	92.4%	92.3%	91.2%	0.1%	1.2%	0.00	1	1	47/12
* Finance Enquiries	90.0%	89.4%	87.4%	0.6%	2.6%	0.01	7	4	51/13
* University eating places	89.4%	78.4%	86.0%	11.1%	3.4%	0.00	6	4	50/13
Disability Support	88.2%	91.3%	87.5%	-3.0%	0.7%	0.40	18	4	45/13
Student Accommodation Servs	85.5%	85.7%	85.8%	-0.2%	-0.3%	0.08	18	9	42/13
* Local Health Centre	83.0%	89.5%	86.5%	-6.5%	-3.4%	0.03	28	8	41/9
Counselling Team	82.5%	87.8%	80.8%	-5.4%	1.7%	0.15	19	3	50/13
* Careers Centre	77.5%	89.1%	89.7%	-11.6%	-12.2%	0.00	44	13	50/13

	St Andrews	Global ISBSB	UK ISBSB	Global ISBSB +/-	UK ISBSB +/-	p %	Global ISBSB	UK ISBSB	
ARRIVAL AVERAGE	**84.7%**	**86.2%**	**85.4%**	**-1.5%**	**-0.7%**		**19**	**7**	
* **ARRIVAL OVERALL**	**90.0%**	**91.4%**	**90.7%**	**-1.3%**	**-0.7%**	**0.01**	**16**	**7**	52/13
ARRIVAL									
* First night	90.8%	89.1%	90.7%	1.7%	0.0%	0.00	14	10	50/13
* Accommodation condition	89.7%	84.3%	85.5%	5.4%	4.2%	0.00	3	2	50/13
* Pre-arrival info	82.4%	88.6%	85.9%	-6.3%	-3.6%	0.04	17	8	21/9
Welcome	71.5%	78.9%	75.2%	-7.5%	-3.7%	0.06	29	7	42/10
ORIENTATION									
Finance Enquiries	92.1%	92.1%	89.6%	0.0%	2.5%	0.11	6	4	48/13
* Formal welcome	91.2%	90.7%	91.3%	0.5%	0.0%	0.00	11	5	52/13
* Other friends	89.9%	85.3%	87.4%	4.6%	2.4%	0.00	4	3	52/13
* Local orientation	88.7%	83.5%	86.3%	5.2%	2.4%	0.00	9	3	52/13
Meeting staff	88.5%	90.4%	92.2%	-1.9%	-3.7%	0.06	16	9	52/13
* Social activities	88.0%	84.6%	84.5%	3.4%	3.5%	0.00	7	3	52/13
* Living orientation	86.2%	86.2%	86.5%	0.0%	-0.3%	0.05	8	6	21/9
Institution orientation	85.6%	87.2%	87.6%	-1.6%	-2.0%	0.60	19	6	47/13
* Host friends	85.2%	88.0%	85.4%	-2.9%	-0.2%	0.03	14	4	52/13
Accommodation Office	84.9%	87.6%	87.3%	-2.7%	-2.5%	0.26	30	10	41/13
* Registration	84.6%	90.9%	89.9%	-6.2%	-5.2%	0.03	40	12	52/13
Study sense	84.3%	86.3%	86.0%	-2.1%	-1.7%	0.78	28	11	52/13
Home friends	84.1%	86.1%	83.5%	-1.9%	0.7%	0.75	24	6	44/12
Social orientation	83.2%	84.8%	84.8%	-1.6%	-1.6%	0.32	8	4	22/9
* Clubs and societies intro	82.9%	80.8%	81.4%	2.1%	1.5%	0.00	5	2	22/9
Campus and facilities intro	80.6%	86.1%	84.7%	-5.5%	-4.1%	0.22	16	8	22/9
* Internet access	80.6%	79.7%	80.4%	0.9%	0.2%	0.01	23	6	51/13
* Bank account	68.9%	79.6%	73.1%	-10.7%	-4.2%	0.00	46	12	52/13
* Application to offer (satisfaction)	74.0%	86.9%	85.0%	-12.9%	-11.0%	0.00	50	13	52/13

	St Andrews	Global ISBSB	UK ISBSB	Global ISBSB +/-	UK ISBSB +/-	p %	Global ISBSB	UK ISBSB	
OVERALL AVERAGE	**86.2%**	**85.6%**	**86.3%**	**0.6%**	**-0.1%**		**3**	**2**	
* **OVERALL**	**92.5%**	**89.7%**	**91.9%**	**2.8%**	**0.6%**	**0.00**	**4**	**2**	
* **Recommendation**	**87.6%**	**77.0%**	**84.3%**	**10.5%**	**3.3%**	**0.00**	**4**	**2**	
* **Happiness**	**91.2%**	**90.1%**	**91.5%**	**1.1%**	**-0.3%**	**0.00**	**2**	**1**	50/13

Where the number of participants in a ranking group varies, it is noted in the last column on the ranking sheet
significance values calculated using two-tailed, heteroscedastic, two-sample t-tests
* = significant difference between Institution and Global ISBSB Index values, p<0.05
% p = likelihood the difference is due to chance, e.g. 0.05 means a 5% likelihood the result is due to chance
** Postgraduate students only
Arrival section asked to all 1st year students
Elements with <30 responses are not displayed
Rankings based on mean of means

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ISB Ranking Sheet - Autumn 2018
St Andrews

Ranking based on mean scores

Base	980	194223	43428	4231	21232						199	44	6	10	
	St Andrews	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	Global ISB +/-	UK ISB +/-	Scotland ISB +/-	Spec Rivals (St Andrews ISB) +/-	p %	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	
LEARNING AVERAGE	**86.8%**	**86.4%**	**88.6%**	**87.3%**	**88.6%**	**0.4%**	**-1.8%**	**-0.5%**	**-1.8%**		**33**	**12**	**2**	**3**	
* **LEARNING OVERALL**	**87.1%**	**87.2%**	**88.2%**	**87.2%**	**88.8%**	**-0.2%**	**-1.2%**	**-0.1%**	**-1.7%**	**0.00**	**42**	**12**	**2**	**3**	
TEACHING															
* Expert lecturers	95.9%	93.4%	94.5%	94.3%	95.8%	2.5%	1.4%	1.6%	0.1%	0.00	3	3	1	2	
* Academics' English	95.4%	92.2%	93.6%	93.1%	93.6%	3.2%	1.8%	2.2%	1.7%	0.00	5	3	1	3	
* Good teachers	90.5%	87.5%	90.1%	89.8%	89.7%	2.9%	0.3%	0.7%	0.7%	0.00	32	13	2	4	
* Assessment	89.5%	88.9%	91.0%	89.8%	90.7%	0.6%	-1.5%	-0.3%	-1.2%	0.00	45	12	2	4	
* Course content	88.9%	89.2%	89.7%	87.9%	90.2%	-0.2%	-0.8%	1.0%	-1.3%	0.00	15	5	1	2	
* Learning support	88.2%	89.8%	91.6%	90.6%	91.2%	-1.6%	-3.4%	-2.4%	-3.0%	0.00	22	10	2	3	
* Course organisation	88.1%	85.1%	85.9%	85.0%	87.3%	3.1%	2.2%	3.1%	0.8%	0.00	50	11	2	4	
* Research	87.9%	88.0%	89.7%	88.7%	90.3%	-0.1%	-1.8%	-0.8%	-2.4%	0.00	21	4	1	4	
Quality lectures	87.7%	88.3%	89.6%	88.3%	89.2%	-0.7%	-1.9%	-0.6%	-1.6%	0.36	84	28	3	5	
* Performance feedback	84.0%	84.7%	87.3%	84.5%	86.7%	-0.7%	-3.3%	-0.5%	-2.6%	0.00	54	20	2	5	
Marking criteria	81.0%	84.4%	86.3%	84.5%	84.4%	-3.4%	-5.2%	-3.5%	-3.3%	0.71	98	35	4	6	
STUDIES															
* Managing research**	95.1%	89.7%	90.2%	89.1%	91.4%	5.4%	4.9%	6.0%	3.7%	0.00	1	1	1	1	116/30/6/9
* Language support	92.4%	89.8%	91.9%	92.1%	90.5%	2.5%	0.5%	0.3%	1.9%	0.00	20	4	1	1	
* Multicultural	91.9%	91.2%	91.5%	92.8%	90.7%	0.7%	0.4%	-0.9%	1.3%	0.00	27	4	1	3	
* Class size	89.1%	90.0%	89.5%	89.7%	87.2%	-0.9%	-0.4%	-0.6%	2.0%	0.02	64	16	3	3	
* Opportunities to teach**	88.2%	73.0%	74.0%	73.9%	79.4%	15.3%	14.2%	14.3%	8.8%	0.00	1	1	1	1	112/30/6/9
* Topic selection**	87.1%	88.3%	89.9%	88.9%	89.9%	-1.2%	-2.8%	-1.8%	-2.8%	0.02	31	8	1	2	183/43/6/10
Employability	76.5%	79.4%	84.2%	82.0%	82.2%	-2.9%	-7.7%	-5.5%	-5.8%	0.83	107	41	5	9	
Careers advice	66.2%	71.6%	79.2%	74.5%	77.1%	-5.5%	-13.0%	-8.3%	-10.9%	0.37	116	41	5	9	
* Work experience	61.4%	70.4%	76.1%	69.0%	74.4%	-9.0%	-14.7%	-7.6%	-12.9%	0.00	150	43	6	10	
FACILITIES															
* Laboratories	93.8%	91.2%	91.8%	90.1%	93.3%	2.6%	2.0%	3.6%	0.5%	0.00	18	2	1	1	
Technology	92.4%	90.2%	91.8%	90.9%	92.7%	2.1%	0.6%	1.5%	-0.4%	0.07	89	24	3	6	
Virtual learning	89.3%	91.1%	91.8%	92.6%	91.4%	-1.8%	-2.5%	-3.3%	-2.1%	0.09	139	36	5	8	
Learning spaces	89.2%	90.1%	89.6%	88.0%	89.9%	-0.9%	-0.4%	1.2%	-0.7%	0.07	80	15	2	3	
Online library	88.5%	90.9%	92.0%	91.6%	92.3%	-2.4%	-3.4%	-3.0%	-3.7%	0.25	96	26	4	8	
* Physical library	78.7%	89.4%	91.5%	88.7%	91.3%	-10.8%	-12.8%	-10.1%	-12.6%	0.00	172	42	6	10	

	St Andrews	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	Global ISB +/-	UK ISB +/-	Scotland ISB +/-	Spec Rivals (St Andrews ISB) +/-	p %	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	
LIVING AVERAGE	**79.9%**	**79.8%**	**82.3%**	**82.3%**	**82.6%**	**0.1%**	**-2.4%**	**-2.4%**	**-2.7%**		**55**	**20**	**4**	**7**	
* **LIVING OVERALL**	**87.5%**	**87.1%**	**88.7%**	**89.7%**	**89.4%**	**0.4%**	**-1.2%**	**-2.2%**	**-1.9%**	**0.00**	**24**	**8**	**3**	**3**	
ACCOMMODATION and LIVING COSTS															
* Accommodation quality	85.8%	83.7%	84.0%	83.9%	86.3%	2.1%	1.8%	1.9%	-0.5%	0.00	40	10	2	5	
* Internet access	84.4%	82.5%	85.2%	83.6%	85.2%	1.9%	-0.8%	0.8%	-0.8%	0.01	67	23	3	5	
Accommodation Access	80.3%	81.8%	86.9%	85.7%	86.7%	-1.6%	-6.6%	-5.4%	-6.4%	0.82	95	29	6	10	139/32/6/10
* Earning money	58.9%	54.0%	63.1%	61.6%	57.9%	4.9%	-4.2%	-2.7%	1.0%	0.01	91	35	5	5	198/44/6/10
* Living cost	57.8%	68.7%	72.5%	73.5%	71.8%	-10.8%	-14.7%	-15.6%	-14.0%	0.00	152	40	6	10	
* Financial support	49.5%	56.7%	59.6%	57.9%	58.2%	-7.2%	-10.1%	-8.4%	-8.7%	0.01	145	38	6	9	
* Accommodation cost	45.3%	61.3%	61.1%	57.5%	62.3%	-16.1%	-15.8%	-12.2%	-17.0%	0.00	177	41	6	10	
SOCIAL															
* Other friends	90.4%	88.1%	88.3%	89.7%	87.2%	2.3%	2.1%	0.7%	3.2%	0.00	22	3	1	3	
* Host culture	88.6%	85.5%	86.5%	88.0%	85.9%	3.1%	2.0%	0.5%	2.7%	0.00	24	4	1	1	
* Social activities	88.2%	82.7%	84.1%	83.9%	88.0%	5.5%	4.1%	4.3%	0.2%	0.00	29	5	2	3	
* Social facilities	84.6%	82.1%	84.1%	83.5%	86.7%	2.5%	0.5%	1.0%	-2.2%	0.00	47	17	3	8	
* Host friends	83.9%	72.5%	77.6%	78.9%	75.5%	11.4%	6.3%	5.0%	8.4%	0.00	5	3	1	1	
Home friends	83.8%	84.8%	80.5%	83.3%	85.1%	-1.0%	3.3%	0.5%	-1.2%	0.23	73	8	1	4	
* Sport facilities	82.5%	81.5%	82.1%	85.5%	85.1%	1.0%	0.4%	-3.0%	-2.6%	0.00	58	12	4	3	
* Good contacts	80.8%	78.1%	80.9%	81.7%	82.7%	2.8%	-0.1%	-0.9%	-1.9%	0.00	27	10	3	4	
DAY TO DAY LIFE															
* Safety	96.2%	93.0%	91.3%	94.1%	93.4%	3.2%	4.9%	2.1%	2.7%	0.00	19	1	1	1	
* Good place to be	95.6%	91.3%	90.7%	93.5%	93.7%	4.2%	4.8%	2.0%	1.9%	0.00	11	1	1	1	
* Campus environment	94.5%	91.5%	91.9%	92.4%	94.5%	3.0%	2.5%	2.0%	0.0%	0.00	17	3	2	1	
Campus buildings	87.1%	88.4%	89.2%	86.9%	90.1%	-1.2%	-2.1%	0.3%	-2.9%	0.06	129	30	3	9	
* Worship facilities	86.7%	85.8%	89.5%	89.5%	88.6%	0.9%	-2.8%	-2.9%	-1.9%	0.02	47	20	4	6	196/43/6/10
Eco-friendly attitude	85.7%	89.0%	89.0%	87.8%	88.8%	-3.3%	-3.3%	-2.1%	-3.1%	0.62	120	28	5	7	
Visa advice	83.1%	82.1%	86.7%	86.0%	87.9%	1.1%	-3.6%	-2.9%	-4.8%	0.16	82	33	4	9	
* Transport links uni	75.8%	84.2%	84.9%	83.0%	81.1%	-8.4%	-9.1%	-7.2%	-5.2%	0.00	155	37	4	8	
* Transport links	68.1%	81.7%	85.6%	82.5%	80.8%	-13.6%	-17.4%	-14.3%	-12.6%	0.00	168	43	6	9	

	St Andrews	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	Global ISB +/-	UK ISB +/-	Scotland ISB +/-	Spec Rivals (St Andrews ISB) +/-	p %	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	
SUPPORT AVERAGE	**90.3%**	**91.4%**	**91.2%**	**90.8%**	**91.7%**	**-1.2%**	**-1.0%**	**-0.6%**	**-1.4%**		**46**	**10**	**2**	**4**	
* **SUPPORT OVERALL**	**89.4%**	**88.9%**	**90.4%**	**90.2%**	**91.8%**	**0.6%**	**-0.9%**	**-0.7%**	**-2.3%**	**0.00**	**38**	**13**	**2**	**4**	
* Faith Provision	98.6%	94.4%	93.8%	95.5%	94.0%	4.2%	4.8%	3.1%	4.6%	0.00	4	2	1	2	99/28/5/8
Graduate School**	97.8%	94.1%	94.4%	93.8%	96.1%	3.8%	3.4%	4.1%	1.7%	0.61	45	11		4	112/24/3/7
* Library Service	97.6%	95.4%	96.4%	96.5%	96.6%	2.2%	1.2%	1.2%	1.0%	0.00	7	5	3	2	92/32/6/10
* Societies/Clubs	96.3%	92.8%	93.5%	94.4%	96.0%	3.4%	2.8%	1.9%	0.3%	0.00	3	2	1	1	185/42/6/9
* IT Services Support	95.6%	93.7%	93.1%	93.3%	94.2%	1.9%	2.5%	2.4%	1.4%	0.00	4	2	1	1	195/44/6/10
* Students' Association	95.4%	93.7%	94.4%	94.9%	94.9%	1.6%	1.0%	0.5%	0.5%	0.00	30	8	2	3	178/43/6/10
* General Advice - The ASC	94.0%	92.8%	92.7%	90.1%	93.5%	1.2%	1.3%	3.9%	0.5%	0.00	6	5	2	1	145/41/6/8
International Advisers	93.4%	92.3%	91.6%	92.0%	93.3%	1.1%	1.8%	1.4%	0.0%	0.16	57	9	2	2	177/33/5/7
* Personal Tutors	93.3%	93.2%	94.0%	92.3%	93.3%	0.1%	-0.7%	1.0%	0.0%	0.05	23	5	2	1	157/40/5/8
* Wardens & Assistant Wardens	92.0%	91.3%	91.7%	92.0%	93.6%	0.7%	0.3%	0.0%	-1.6%	0.00	16	6	1	3	116/33/5/9
Finance Enquiries	89.6%	89.7%	87.5%	87.0%	89.4%	-0.1%	2.0%	2.6%	0.2%	0.11	40	8	3	3	167/43/6/10
* University eating places	85.9%	82.9%	83.8%	82.6%	84.0%	3.0%	2.0%	3.3%	1.8%	0.04	67	12	3	3	196/43/6/10
Student Accommodation Servs	85.5%	84.0%	87.0%	87.4%	87.9%	1.5%	-1.6%	-1.9%	-2.5%	0.31	77	26	3	7	170/43/6/10
Disability Support	84.3%	93.6%	92.7%	89.5%	89.7%	-9.3%	-8.3%	-5.2%	-5.4%	0.41	20	20		8	87/22/4/9
Counselling Team	81.3%	89.6%	87.7%	86.4%	86.6%	-8.4%	-6.4%	-5.1%	-5.3%	0.31	112	28	5	8	160/41/6/10
* Local Health Centre	80.1%	89.9%	87.9%	89.5%	86.7%	-9.8%	-7.8%	-9.4%	-6.5%	0.00	132	27		8	146/32/4/9
* Careers Centre	74.1%	87.3%	88.9%	87.1%	89.3%	-13.2%	-14.8%	-13.0%	-15.2%	0.00	144	40	6	10	162/40/6/10

	St Andrews	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	Global ISB +/-	UK ISB +/-	Scotland ISB +/-	Spec Rivals (St Andrews ISB) +/-	p %	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	
ARRIVAL AVERAGE	**83.3%**	**84.1%**	**85.0%**	**84.2%**	**85.4%**	**-0.8%**	**-1.7%**	**-0.9%**	**-2.1%**		**99**	**25**	**4**	**8**	
ARRIVAL OVERALL	**89.3%**	**89.0%**	**88.6%**	**87.5%**	**89.3%**	**0.3%**	**0.7%**	**1.8%**	**0.0%**	**0.22**	**68**	**11**	**2**	**4**	198/44/6/10
ARRIVAL															
* First night	89.2%	83.3%	86.2%	87.1%	86.0%	5.9%	3.0%	2.1%	3.2%	0.00	53	11	2	3	192/44/6/10
* Accommodation condition	87.5%	81.2%	84.0%	82.0%	85.7%	6.3%	3.5%	5.5%	1.8%	0.00	16	5	1	1	192/44/6/10
* Pre-arrival info	81.4%	86.9%	87.8%	86.7%	86.3%	-5.5%	-6.4%	-5.3%	-4.9%	0.01	76	29	5	8	91/32/6/10
Welcome	71.5%	77.8%	78.2%	71.6%	74.5%	-6.3%	-6.7%	-0.1%	-3.0%	0.06	131	31	4	7	182/41/6/9
ORIENTATION															
Financial Services	91.1%	90.9%	89.9%	90.6%	90.7%	0.2%	1.2%	0.5%	0.4%	0.08	13	4	2	1	135/39/5/10
Formal welcome	89.5%	90.1%	90.8%	89.8%	91.7%	-0.6%	-1.3%	-0.3%	-2.3%	0.22	66	16	2	6	195/44/6/10
* Social activities	88.3%	84.6%	85.8%	86.8%	89.1%	3.7%	2.5%	1.5%	-0.8%	0.00	21	7	2	4	192/43/6/10
* Other friends	88.3%	88.0%	87.9%	89.2%	85.9%	0.2%	0.3%	-1.0%	2.3%	0.02	16	10	4	3	195/44/6/10
Meeting staff	86.7%	90.2%	92.7%	90.7%	92.4%	-3.5%	-6.0%	-4.0%	-5.7%	0.70	118	38	4	9	196/44/6/10
Accommodation Office	86.7%	85.0%	87.5%	88.0%	88.7%	1.7%	-0.8%	-1.3%	-2.1%	0.77	86	27	6	9	136/36/6/10
Local orientation	85.7%	85.2%	87.2%	86.3%	87.6%	0.5%	-1.5%	-0.6%	-1.9%	0.06	54	13	3	3	196/44/6/10
Registration	84.8%	88.7%	88.9%	87.7%	89.3%	-3.8%	-4.1%	-2.9%	-4.5%	0.08	142	34	5	8	197/44/6/10
Home friends	84.1%	84.9%	81.6%	85.0%	85.9%	-0.7%	2.5%	-0.8%	-1.7%	0.88	92	14	3	8	190/43/6/10
Social orientation	83.9%	83.3%	84.7%	83.6%	86.8%	0.6%	-0.8%	0.3%	-2.9%	0.43	24	12	3	7	93/32/6/10
Study sense	83.3%	84.2%	86.0%	83.2%	86.9%	-0.8%	-2.6%	0.1%	-3.6%	0.58	114	37	4	10	197/44/6/10
* Living orientation	83.3%	77.7%	84.3%	82.4%	86.0%	5.6%	-1.0%	0.9%	-2.7%	0.00	27	17	3	9	94/32/6/10
Institution orientation	82.6%	88.5%	89.3%	87.9%	89.5%	-5.9%	-6.7%	-5.3%	-6.9%	0.18	138	34	4	8	175/44/6/10
* Clubs and societies intro	81.5%	74.7%	78.9%	79.0%	83.3%	6.8%	2.7%	2.5%	-1.7%	0.00	11	4	2	2	94/32/6/10
* Host friends	79.9%	73.2%	76.6%	77.6%	74.0%	6.8%	3.3%	2.4%	5.9%	0.00	21	9	3	3	194/44/6/10
Internet access	79.6%	82.6%	84.6%	80.2%	84.0%	-3.0%	-4.9%	-0.6%	-4.4%	0.90	108	28	3	6	191/43/6/10
Campus and facilities intro	78.6%	84.0%	84.9%	84.7%	84.4%	-5.4%	-6.4%	-6.1%	-5.8%	0.05	70	25	3	8	94/32/6/10
* Bank account	65.0%	78.0%	73.3%	72.3%	70.6%	-12.9%	-8.2%	-7.2%	-5.6%	0.00	160	38	5	9	188/43/6/10
Application to offer (satisfaction)	80.9%	83.1%	84.0%	81.2%	80.6%	-2.1%	-3.1%	-0.3%	0.4%	0.44	133	37	4	7	198/44/6/10

	St Andrews	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	Global ISB +/-	UK ISB +/-	Scotland ISB +/-	Spec Rivals (St Andrews ISB) +/-	p %	Global ISB	UK ISB	Scotland ISB	Spec Rivals (St Andrews ISB)	
OVERALL AVERAGE	**85.1%**	**85.5%**	**86.8%**	**86.1%**	**87.1%**	**-0.4%**	**-1.7%**	**-1.1%**	**-2.0%**		**47**	**14**	**3**	**5**	
* **OVERALL**	**90.5%**	**88.7%**	**89.0%**	**89.5%**	**89.9%**	**1.8%**	**1.5%**	**1.1%**	**0.6%**	**0.00**	**12**	**2**	**1**	**1**	
* **Recommendation**	**85.3%**	**79.9%**	**81.5%**	**82.3%**	**84.9%**	**5.4%**	**3.8%**	**3.0%**	**0.4%**	**0.00**	**37**	**8**	**1**	**3**	
* **Happiness**	**91.7%**	**90.8%**	**92.1%**	**92.2%**	**92.9%**	**0.9%**	**-0.4%**	**-0.5%**	**-1.2%**	**0.00**	**9**	**1**	**1**	**1**	191/44/6/10

Where the number of participants in a ranking group varies, it is noted in the last column on the ranking sheet
significance values calculated using two-tailed, heteroscedastic, two-sample t-tests
* = significant difference between Institution and Global ISB Index values, p<0.05
% p = likelihood the difference is due to chance, e.g. 0.05 means a 5% likelihood the result is due to chance
** Postgraduate students only
Arrival section asked to all 1st year students
Elements with <30 responses are not displayed
Rankings based on mean of means

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SB Ranking Sheet - Autumn 2018
St Andrews

Base	1056	130669	28629	14942					Ranking based on mean scores 50	14	5	
	St Andrews	Global SB	UK SB	Spec Rivals (St Andrews SB)	Global SB +/-	UK SB +/-	Spec Rivals (St Andrews SB) +/-	p %	Global SB	UK SB	Spec Rivals (St Andrews SB)	
LEARNING AVERAGE	**89.2%**	**86.9%**	**88.1%**	**87.8%**	**2.4%**	**1.1%**	**1.4%**		**2**	**1**	**1**	
* **LEARNING OVERALL**	**92.6%**	**88.0%**	**89.6%**	**90.6%**	**4.6%**	**3.1%**	**2.0%**	**0.00**	**2**	**1**	**1**	
TEACHING												
* Expert lecturers	98.5%	94.9%	96.7%	97.9%	3.7%	1.8%	0.6%	0.00	3	3	2	
* Academics' English	95.7%	92.4%	94.0%	95.2%	3.3%	1.6%	0.4%	0.00	3	3	3	
* Course content	93.5%	90.6%	92.2%	92.9%	3.0%	1.3%	0.6%	0.00	1	1	1	
* Research	93.3%	89.5%	92.4%	94.2%	3.9%	1.0%	-0.9%	0.00	3	3	3	
* Quality lectures	92.9%	89.0%	89.6%	89.5%	4.0%	3.3%	3.5%	0.00	2	1	1	
* Good teachers	92.2%	88.2%	90.4%	90.6%	4.0%	1.8%	1.6%	0.00	2	1	1	
* Learning support	91.9%	89.0%	89.3%	90.0%	2.9%	2.5%	1.9%	0.00	2	1	1	
* Assessment	90.7%	88.0%	91.3%	89.8%	2.8%	-0.6%	0.9%	0.00	2	1	1	
* Course organisation	90.2%	82.6%	82.7%	85.0%	7.6%	7.5%	5.3%	0.00	1	1	1	
* Performance feedback	85.2%	82.2%	83.9%	82.1%	3.1%	1.4%	3.1%	0.00	3	2	1	
* Marking criteria	79.6%	81.2%	79.9%	76.0%	-1.5%	-0.3%	3.6%	0.00	6	4	1	
STUDIES												
* Managing research**	94.3%	91.2%	90.7%	90.6%	3.1%	3.5%	3.7%	0.00	1	1		31/9/4
* Class size	92.3%	89.4%	90.1%	92.4%	2.9%	2.2%	-0.1%	0.00	5	3	3	
* Multicultural	92.0%	88.4%	89.5%	90.3%	3.6%	2.5%	1.7%	0.00	3	1	1	
* Topic selection**	92.0%	89.8%	89.9%	88.8%	2.2%	2.1%	3.2%	0.00	2	2	1	41/12/5
* Opportunities to teach**	91.8%	79.7%	78.7%	79.1%	12.0%	13.1%	12.7%	0.00	1	1		27/9/4
* Employability	81.9%	83.3%	84.6%	82.3%	-1.4%	-2.7%	-0.4%	0.05	18	7	2	
Careers advice	69.1%	74.7%	74.5%	70.0%	-5.6%	-5.4%	-0.9%	0.19	34	12	4	
* Work experience	66.3%	76.7%	76.4%	68.7%	-10.4%	-10.0%	-2.4%	0.00	36	12	4	
FACILITIES												
* Technology	94.2%	86.6%	91.9%	92.8%	7.6%	2.3%	1.4%	0.00	3	1	1	
* Laboratories	94.0%	90.6%	93.9%	93.4%	3.4%	0.1%	0.5%	0.00	4	2	1	
* Learning spaces	92.9%	85.8%	86.8%	88.7%	7.1%	6.1%	4.2%	0.00	3	1	1	
* Virtual learning	92.3%	88.7%	90.7%	90.7%	3.6%	1.5%	1.6%	0.00	7	4	2	
* Online library	91.5%	89.6%	92.3%	94.0%	2.0%	-0.8%	-2.4%	0.00	10	6	5	
Physical library	82.4%	87.4%	90.4%	90.1%	-5.0%	-8.0%	-7.7%	0.82	29	12	4	

	St Andrews	Global SB	UK SB	Spec Rivals (St Andrews SB)	Global SB +/-	UK SB +/-	Spec Rivals (St Andrews SB) +/-	p %	Global SB	UK SB	Spec Rivals (St Andrews SB)	
LIVING AVERAGE	**81.3%**	**80.3%**	**81.9%**	**82.9%**	**1.0%**	**-0.7%**	**-1.7%**		**6**	**4**	**4**	
* **LIVING OVERALL**	**87.6%**	**88.9%**	**88.9%**	**89.8%**	**-1.3%**	**-1.3%**	**-2.3%**	**0.00**	**3**	**2**	**2**	
ACCOMMODATION and LIVING COSTS												
* Internet access	86.9%	81.8%	84.3%	82.4%	5.2%	2.6%	4.5%	0.00	12	2	1	
* Accommodation quality	84.3%	84.1%	84.9%	87.8%	0.2%	-0.7%	-3.5%	0.00	13	7	5	46/14/5
* Accommodation Access	73.8%	86.6%	87.9%	88.2%	-12.8%	-14.2%	-14.4%	0.00	30	9	5	36/9/5
* Financial support	69.4%	64.2%	67.4%	70.4%	5.2%	2.0%	-1.0%	0.00	12	8	4	
* Earning money	63.8%	60.4%	64.1%	58.2%	3.4%	-0.4%	5.6%	0.01	24	10	3	
* Living cost	59.4%	66.9%	69.6%	71.0%	-7.5%	-10.2%	-11.6%	0.00	41	13	5	
* Accommodation cost	35.7%	60.8%	57.8%	63.2%	-25.1%	-22.1%	-27.5%	0.00	44	13	5	46/14/5
SOCIAL												
* Host friends	93.2%	93.3%	93.5%	93.4%	-0.1%	-0.3%	-0.2%	0.00	3	2		49/13/4
* Other friends	92.9%	82.2%	86.1%	88.4%	10.7%	6.8%	4.5%	0.00	1	1	1	
* Social activities	88.2%	80.9%	80.1%	85.8%	7.4%	8.1%	2.4%	0.00	6	3	2	
* Sport facilities	87.7%	78.1%	82.5%	86.6%	9.6%	5.2%	1.0%	0.00	5	2	2	
* Social facilities	83.8%	77.9%	76.4%	77.9%	5.9%	7.5%	5.9%	0.00	5	2	2	
* Good contacts	80.8%	79.2%	78.6%	80.8%	1.6%	2.2%	0.0%	0.00	10	4	3	
DAY TO DAY LIFE												
* Good place to be	97.3%	90.1%	91.9%	93.9%	7.2%	5.3%	3.4%	0.00	1	1	1	
* Safety	95.8%	93.4%	93.1%	93.9%	2.4%	2.6%	1.9%	0.00	1	1	1	
* Campus environment	94.2%	88.7%	93.6%	95.0%	5.4%	0.6%	-0.8%	0.00	5	3	2	
* Worship facilities	91.3%	86.6%	89.0%	91.4%	4.7%	2.3%	-0.1%	0.00	2	1	1	
* Campus buildings	88.1%	87.0%	90.1%	89.3%	1.1%	-2.0%	-1.2%	0.00	22	10	4	
* Eco-friendly attitude	85.0%	84.0%	85.0%	80.8%	1.0%	0.0%	4.2%	0.00	15	6	2	
* Transport links uni	84.8%	80.4%	82.0%	83.1%	4.4%	2.8%	1.7%	0.00	8	2	2	
* Transport links	70.3%	79.6%	82.7%	79.9%	-9.3%	-12.5%	-9.6%	0.00	38	13	4	

	St Andrews	Global SB	UK SB	Spec Rivals (St Andrews SB)	Global SB +/-	UK SB +/-	Spec Rivals (St Andrews SB) +/-	p %	Global SB	UK SB	Spec Rivals (St Andrews SB)	
SUPPORT AVERAGE	**91.9%**	**90.0%**	**89.9%**	**90.7%**	**1.9%**	**2.0%**	**1.2%**		**2**	**2**	**2**	
* **SUPPORT OVERALL**	**91.2%**	**88.3%**	**89.8%**	**90.0%**	**2.8%**	**1.4%**	**1.2%**	**0.00**	**4**	**3**	**1**	
* Faith Provision	98.6%	94.3%	95.2%	96.6%	4.3%	3.4%	2.0%	0.02	5	3		30/9/4
* Societies/Clubs	97.9%	93.0%	94.4%	96.8%	5.0%	3.6%	1.1%	0.00	1	1	1	48/14/5
Graduate School**	97.7%	90.8%	92.3%	96.1%	6.9%	5.5%	1.6%	0.07	6	3		24/5/2
* Library Service	97.2%	94.5%	95.4%	95.7%	2.7%	1.8%	1.4%	0.00	3	3	3	21/9/5
* Students' Association	95.8%	91.0%	90.8%	93.3%	4.8%	5.0%	2.5%	0.00	2	1	1	45/14/5
* IT Services Support	95.1%	91.1%	92.9%	93.7%	4.0%	2.2%	1.4%	0.00	1	1	1	
* Personal Tutors	95.0%	93.2%	93.1%	92.7%	1.8%	1.9%	2.3%	0.00	1	1		35/13/4
* Wardens & Assistant Wardens	93.5%	91.6%	90.7%	91.0%	2.0%	2.8%	2.5%	0.00	4	2	2	34/12/5
* University eating places	92.3%	79.5%	87.1%	87.3%	12.8%	5.2%	5.0%	0.00	5	5	3	48/14/5
Disability Support	90.6%	91.2%	87.1%	88.2%	-0.6%	3.5%	2.4%	0.23	15	3	2	43/13/5
* General Advice - The ASC	90.5%	91.4%	90.0%	88.2%	-0.9%	0.5%	2.3%	0.00	3	2	1	45/13/5
Finance Enquiries	90.4%	89.3%	87.2%	88.9%	1.1%	3.2%	1.5%	0.11	10	5	3	48/14/5
Student Accommodation Servs	85.6%	86.2%	86.3%	86.6%	-0.6%	-0.7%	-1.0%	0.19	13	6	2	40/14/5
Local Health Centre	85.2%	89.9%	87.5%	91.0%	-4.6%	-2.3%	-5.8%	0.93	19	5	4	39/9/5
* Counselling Team	83.3%	86.5%	79.0%	76.7%	-3.2%	4.3%	6.7%	0.03	14	2	1	47/14/5
* Careers Centre	81.7%	89.7%	90.1%	88.9%	-8.1%	-8.5%	-7.3%	0.03	38	13	5	46/13/5

	St Andrews	Global SB	UK SB	Spec Rivals (St Andrews SB)	Global SB +/-	UK SB +/-	Spec Rivals (St Andrews SB) +/-	p %	Global SB	UK SB	Spec Rivals (St Andrews SB)	
ARRIVAL AVERAGE	**87.9%**	**87.1%**	**87.3%**	**87.6%**	**0.9%**	**0.6%**	**0.3%**		**10**	**5**	**3**	
* **ARRIVAL OVERALL**	**91.0%**	**92.0%**	**91.8%**	**91.5%**	**-1.0%**	**-0.8%**	**-0.5%**	**0.01**	**11**	**5**	**3**	48/13/5
ARRIVAL												
* First night	92.8%	92.3%	94.5%	94.6%	0.5%	-1.7%	-1.8%	0.01	15	9	4	44/13/5
* Accommodation condition	92.7%	86.4%	87.4%	90.7%	6.3%	5.3%	2.0%	0.00	1	1	1	44/13/5
Pre-arrival info	83.6%	88.6%	85.5%	82.5%	-5.1%	-1.9%	1.1%	0.35	13	7	3	19/9/5
ORIENTATION												
* Formal welcome	93.4%	90.8%	91.6%	92.4%	2.5%	1.7%	1.0%	0.00	8	3	2	48/13/5
Finance Enquiries	93.3%	92.4%	90.2%	89.5%	1.0%	3.2%	3.8%	0.74	17	7	3	42/11/5
* Local orientation	92.4%	83.1%	86.3%	87.8%	9.4%	6.2%	4.6%	0.00	6	2	2	47/13/5
* Other friends	91.9%	84.6%	87.3%	89.0%	7.4%	4.7%	3.0%	0.00	2	1	1	48/13/5
* Host friends	91.9%	93.6%	93.2%	92.7%	-1.6%	-1.3%	-0.8%	0.00	8	4		46/12/4
* Meeting staff	90.8%	90.1%	92.1%	92.1%	0.7%	-1.3%	-1.3%	0.03	14	8	3	48/13/5
Living orientation	89.9%	89.0%	88.9%	90.7%	0.9%	0.9%	-0.8%	0.08	5	2	2	17/9/5
Institution orientation	89.4%	87.3%	88.7%	89.6%	2.1%	0.7%	-0.2%	0.17	13	3		43/12/4
* Social activities	87.6%	84.1%	82.0%	85.9%	3.5%	5.6%	1.7%	0.00	8	3	2	47/13/5
Study sense	85.5%	86.0%	86.7%	86.0%	-0.5%	-1.2%	-0.5%	0.09	8	5	2	48/13/5
* Clubs and societies intro	84.6%	81.9%	82.0%	85.3%	2.7%	2.6%	-0.7%	0.01	5	3	3	20/9/5
Registration	84.5%	91.0%	90.8%	89.1%	-6.6%	-6.4%	-4.7%	0.10	39	12	4	48/13/5
Campus and facilities intro	83.1%	86.1%	85.0%	84.2%	-3.0%	-1.9%	-1.1%	0.94	11	6	3	20/9/5
Social orientation	82.4%	84.6%	83.8%	85.6%	-2.2%	-1.4%	-3.2%	0.62	5	3		17/8/4
Internet access	81.9%	79.9%	80.8%	78.2%	2.0%	1.1%	3.6%	0.05	19	6	2	46/13/5
Bank account	79.2%	80.6%	81.0%	78.5%	-1.3%	-1.8%	0.8%	0.40	13	5	1	46/13/5
* Application to offer (satisfaction)	65.1%	88.3%	86.9%	82.4%	-23.2%	-21.8%	-17.4%	0.00	48	13	5	48/13/5

	St Andrews	Global SB	UK SB	Spec Rivals (St Andrews SB)	Global SB +/-	UK SB +/-	Spec Rivals (St Andrews SB) +/-	p %	Global SB	UK SB	Spec Rivals (St Andrews SB)	
OVERALL AVERAGE	**87.6%**	**86.1%**	**86.8%**	**87.3%**	**1.5%**	**0.8%**	**0.3%**		**2**	**1**	**1**	
* **OVERALL**	**94.3%**	**90.5%**	**92.7%**	**93.7%**	**3.8%**	**1.6%**	**0.6%**	**0.00**	**2**	**1**	**1**	
* **Recommendation**	**89.6%**	**78.0%**	**84.9%**	**86.2%**	**11.6%**	**4.7%**	**3.4%**	**0.00**	**5**	**3**	**1**	
* **Happiness**	**90.8%**	**90.4%**	**91.4%**	**91.5%**	**0.4%**	**-0.6%**	**-0.7%**	**0.00**	**5**	**2**	**1**	47/14/5

Where the number of participants in a ranking group varies, it is noted in the last column on the ranking sheet
significance values calculated using two-tailed, heteroscedastic, two-sample t-tests
* = significant difference between Institution and Global SB Index values, p<0.05
% p = likelihood the difference is due to chance, e.g. 0.05 means a 5% likelihood the result is due to chance
** Postgraduate students only
Arrival section asked to all 1st year students
Elements with <30 responses are not displayed
Rankings based on mean of means

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Active Learning Spaces Pilot 2018-19: Student Feedback

A. Executive Summary

In September 2017, the University appointed external consultants, HLM Architects, to undertake a review and analysis of the University's existing learning and teaching spaces. This review was concluded in February 2018 with a final outcome report. Following publication of the report, it was agreed that some of the recommendations should be implemented and tested with a refurbishment pilot project during the summer of 2018. Three teaching rooms and associated learning spaces were identified in the Arts Building, and these were re-developed and became operational in September 2018. We evaluated these developments with both staff and students during Semesters 1 and 2 of academic year 2018-19.

Throughout this paper, the designs and finished rooms for each of the rooms and informal learning spaces can be viewed in the Appendices as follows:

Room	Designs (Appendix 1)	Finished room (Appendix 2)
Seminar Room 4	pp1-2	p1
Seminar Room 5	pp3-4	p2
Seminar Room 6	pp5-6	p3
2nd Floor lobby	pp7-8	p4
Ground floor lobby	pp9-10	p5

B. Semester 1 Feedback

Staff and students were surveyed electronically and on paper from the end of Week 2 of Semester 1. The questions can be seen at Appendix 3. 23 students in total responded to the survey, from Economics, Classics, Geography and International Relations. 80% of those students were experiencing the rooms for first time, ie could not compare a room to its previous configuration.

(a) Environmental Aspects

Respondents were asked to rate five features of the room: decoration, comfort, flexibility, whiteboard provision and technology provision on a scale of 1= low, 5=high. For all these features, at least 70% of students rated them as either a 4 or 5, with decoration and whiteboards scoring lowest. Comfort and flexibility scored highest with over 90% of students rating them as a 4 or 5.

These scores were borne out by the associated free text comments, e.g. “The white board is in a terrible state, full of writings that are permanent and cannot be erased.”; “I loved that the tables on the chairs could be changed to suit a left-hander.”; “Wheeled furniture good for groupwork.”

Obtaining this feedback at an early stage in semester allowed us to make some early interventions to address some of these concerns.

(b) Interaction in the room

We also asked students whether they felt the new room layout had facilitated interaction with the lecturer, and with other students. Just over 76% of students felt that it had.

C. Semester 2 Feedback

Students were again surveyed online in Week 8 of Semester 2. The questions can be viewed in Appendix 4. This time were were less interested in the environmental aspects of the room, and the questions were concentrated on the learning experience itself. There were 62 respondents. 27 answered about Seminar Room 4, 16 about Seminar Room 5 and 28 about Seminar Room 6 (some students answered in relation to more than one room). Schools represented were Classics, Earth & Environmental Sciences, Geography & Sustainable Development, History, International Relations, Modern Languages, Philosophy, Maths, Economics and evening classes.

(a) Seminar Rooms

Results across the three rooms can be summarised as follows. Students were again asked to score using a 1=low, 5=high rating. The table indicates which score was given by the majority of students for each room.

Effect on learning	SR4	SR5	SR6
Any positive change in interaction with other students	3 (33%)	3 (50%)	3 & 5 (both 27%)
Any positive change in interaction with the lecturer	3 (33%)	3 & 4 (both 31%)	3 & 4 (both 27%)
Any positive changes to engagement in group activities	3 (23%)	4 (38%)	5 (34%)
Whether the furniture supported the class activities	3 & 5 (both 26%)	3 (35%)	5 (41%)
How motivated to learn they felt in the new room	3 & 5 (both 28%)	4 (45%)	4 (44%)
Whether they would like more classes taught in such teaching spaces	5 (33%)	3 (52%)	5 (37%)

Overall SR4 and SR6 proved most popular. This was again borne out in the free text comments where only 1 of the 24 comments related to SR5. Interestingly, although SR6 received high scores in the furniture question, there were 8 negative comments about the rolling chairs as compared with the initial feedback from Semester 1. These included:

“The chairs in seminar 6 are really hard to work at.”; “More informal and comfortable, but the wheelie chairs were so awkward: hard to get into, hardly any writing space.”.

Other comments relating to the learning experience in the room included: “I like the "round-table" discussion set ups like in Seminar Room 6 much more as they facilitate conversation rather than front-led teaching.”; “I like that there is an interactive board and a normal whiteboard available in the room. However, my tutor does not use it effectively.”

Students also suggested changes to the rooms that would help their lecturer: “Difficult for lecturer to do anything other than stand in front of class. A chair, perhaps taller or larger than others would enable her/ him to engage more at the level of students.”; “The classroom setup does not allow the lecturer to easily teach from the front because all the IT systems are away in the corner.”; “Lecturer could do with a portable lectern in order not to teach from one spot.”

(b) Informal Learning Spaces

We also asked students about the newly created informal learning spaces. These were universally popular. Almost 97% of students said they would like to see more of these spaces on campus. The ground floor lobby space was less popular than the 2nd floor lobby area on the grounds of it being cold. Both the tall table and stools, and the soft seating area in the 2nd floor lobby were very popular, as can be seen from these selected comments:

Soft seating: “They are nice! Great for sitting and a nice chat with a colleague. The USB outlets are a nice touch.”; “My absolute favourite spot to sit. The best thing about the changes!”;

Tall table: “The space has been brilliant for reading and working”; “I really enjoyed studying at the benches here as it was a very quiet and calm environment.”

D. Next Steps

Because the classes that were taught in the new rooms in 2018-19 were centrally allocated, and not allocated based on lecturers requesting the rooms based on what kind of class they facilitated, in Semester 1 2019-20 we plan to supplement these findings with some observations and interviews. We will also publicise the rooms to academics more in relation to the types of teaching they are suited for, and share these findings with them. The findings will also continue to inform the new catalogue of standard room layouts produced by Estates.

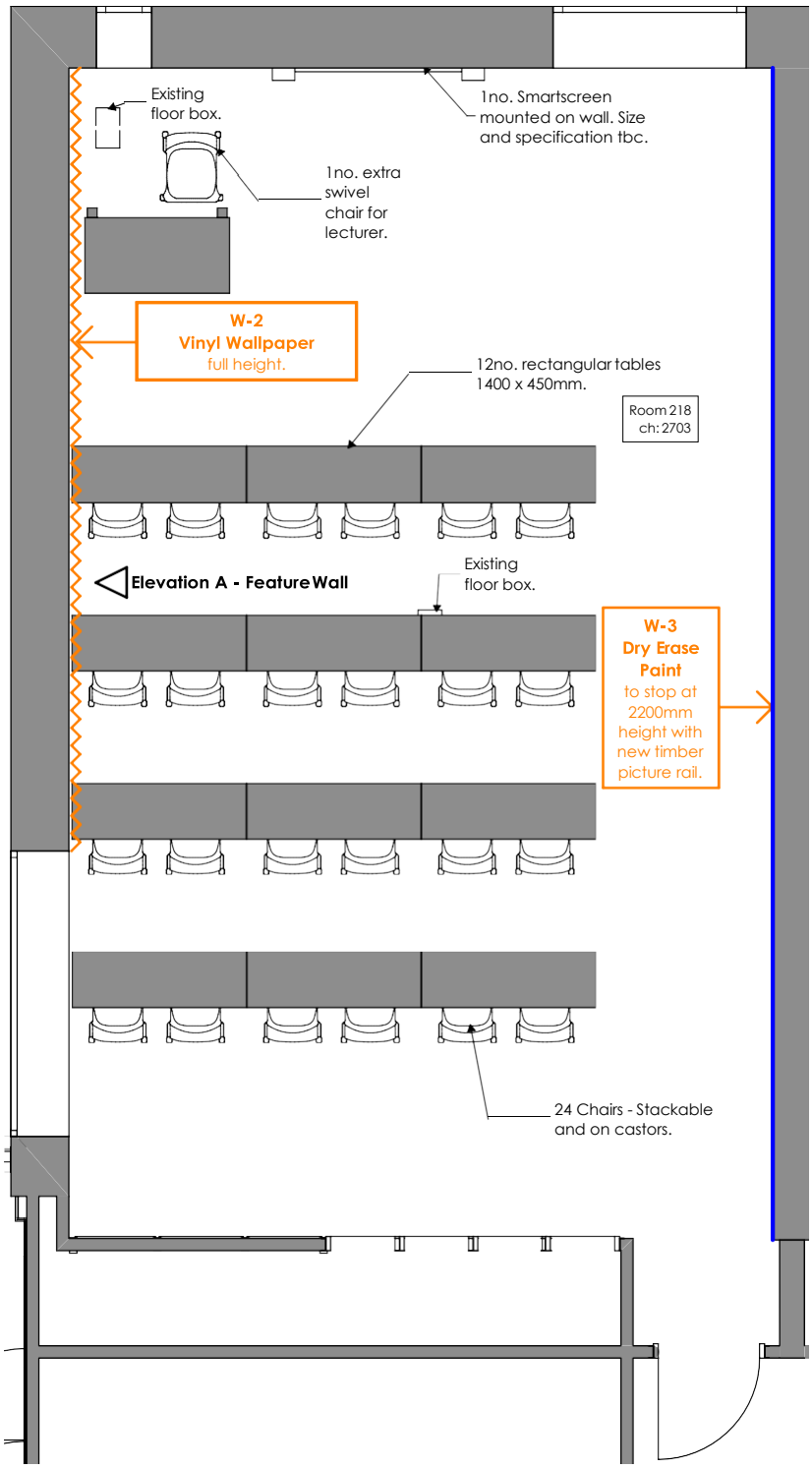
Margaret Adamson
Head of Technology Enhanced Learning

October 2019

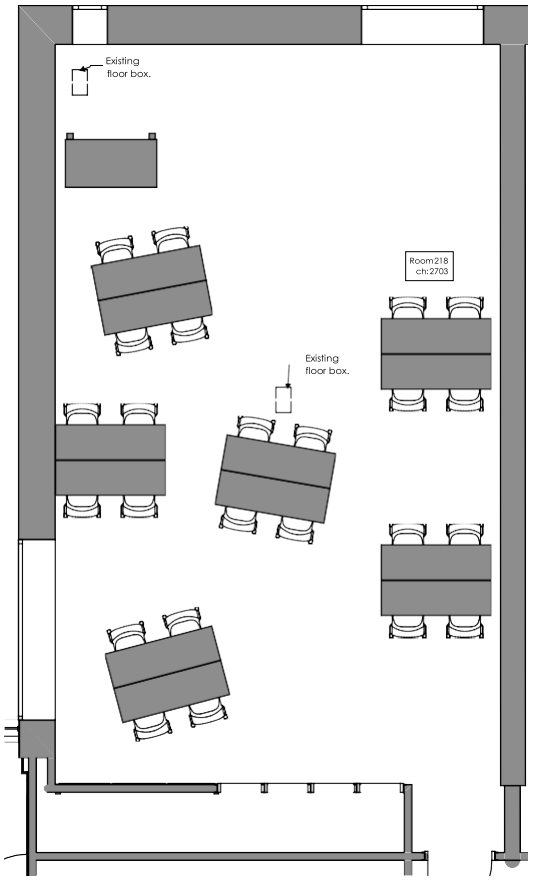
APPENDIX 1

ACTIVE LEARNING SPACES
SEMINAR ROOM 4

PROPOSED LAYOUT - LECTURE MODE



GROUP MODE



ACTIVE LEARNING SPACES
SEMINAR ROOM 4

PROPOSED FINISHES + COLOURS

WALL COLOUR
Dulux 50YY 63/049

TABLE TOPS
Winter Oak MFC

UPHOLSTERY
Camira, Halycon Aspen
Col. Lake HPA09

FEATURE WALLPAPER
Tekura Heritage

CARPET
Desso, Desert Col. 5011

Col. Lake HPA11

PROPOSED FURNITUR

Senator Ad-Lib
Swivel base for lecturer

Senator Axis
Foldable table on castors

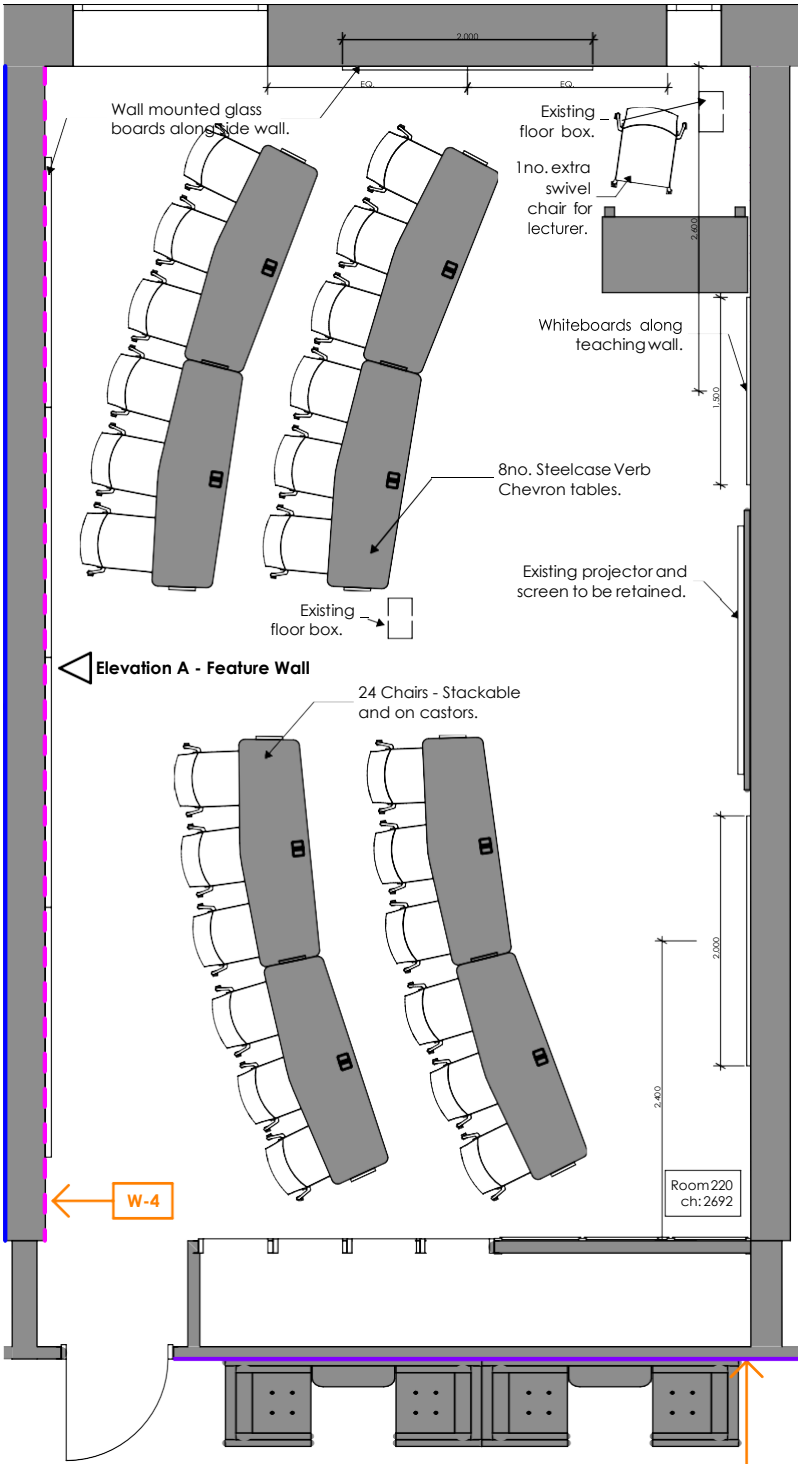
Senator Ad-Lib
4 legs + castors

Top Tec
Height adjustable lectern

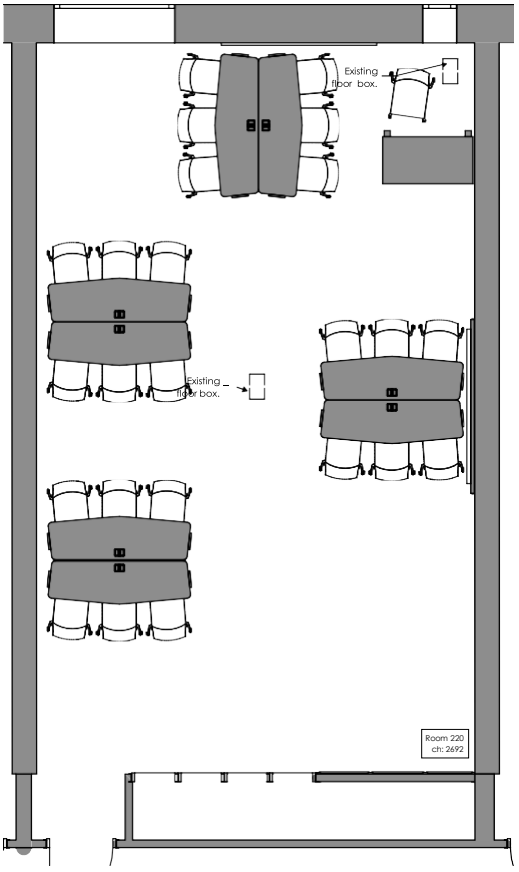
PROPOSED FEATURE WALL

ACTIVE LEARNING SPACES
SEMINAR ROOM 5

PROPOSED LAYOUT - LECTURE MODE



GROUP MODE



ACTIVE LEARNING SPACES
SEMINAR ROOM 5

PROPOSED FINISHES + COLOURS

Wall colour
Dulux 30BG 72/071

Table Tops
Ash Wenge

Legs
Merle

Upholstery
Gabriel, Step Melange, Col. 63075

Feature paint
Dulux 50YR 15/377

Carpet
Desso, Desert Col. 5011

Col. 6072

PROPOSED FURNITURE

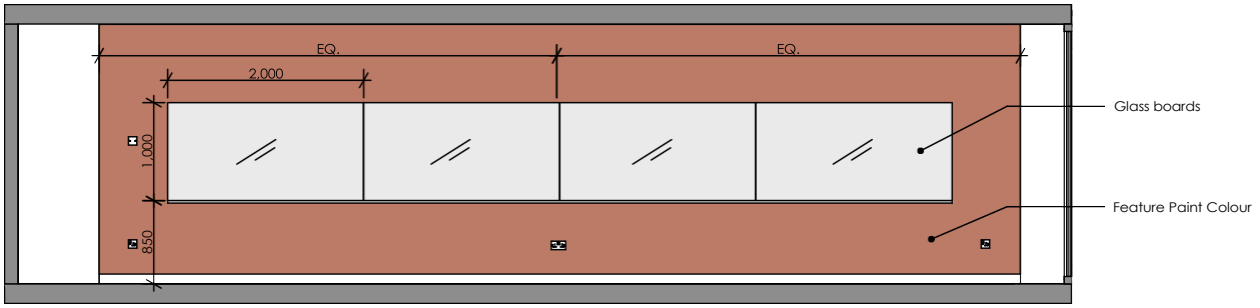
Steelcase Eastside

4-legged on castors

Steelcase Verb
Chevron shaped table on castors

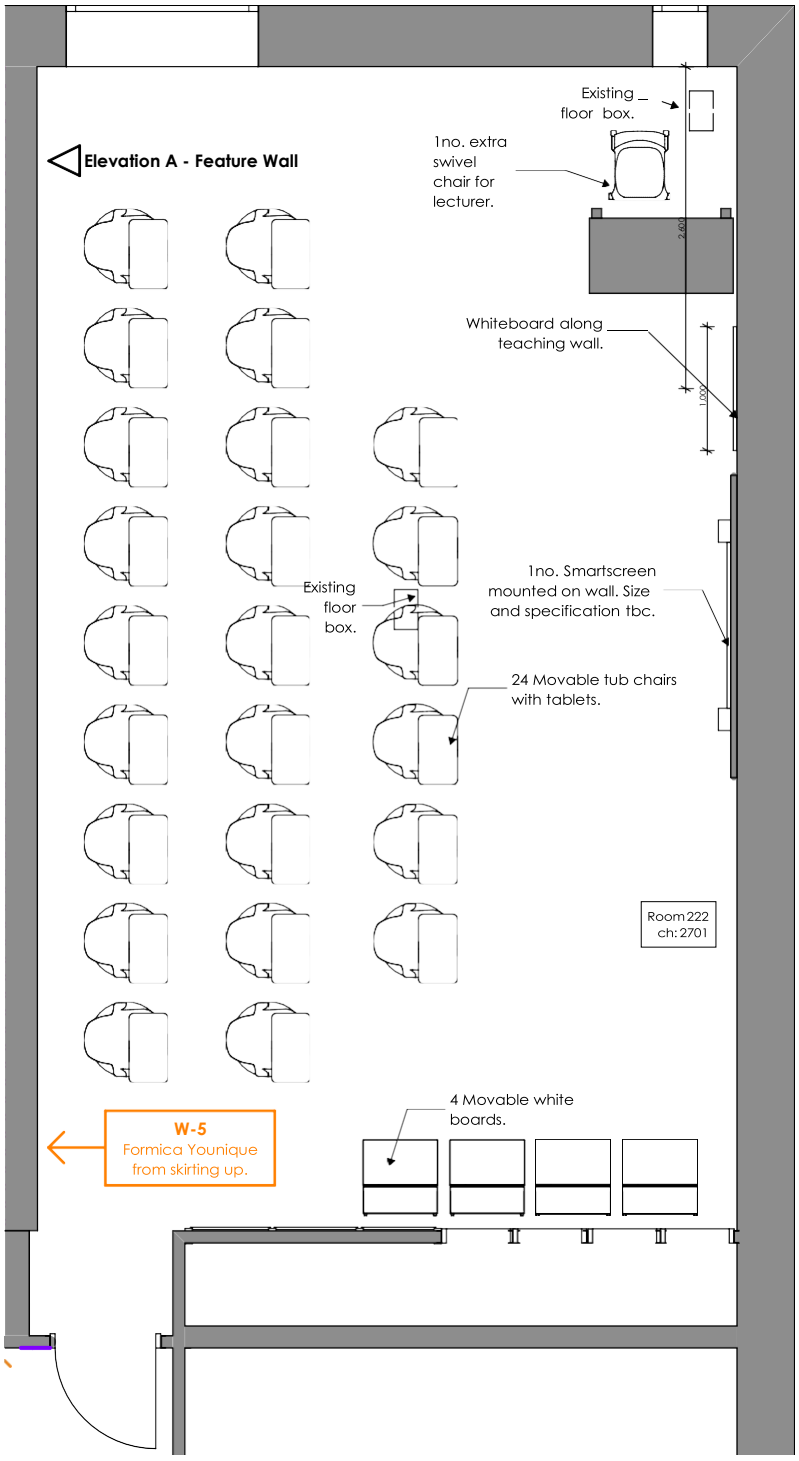
Top Tec
Height adjustable lectern

PROPOSED FEATURE WALL

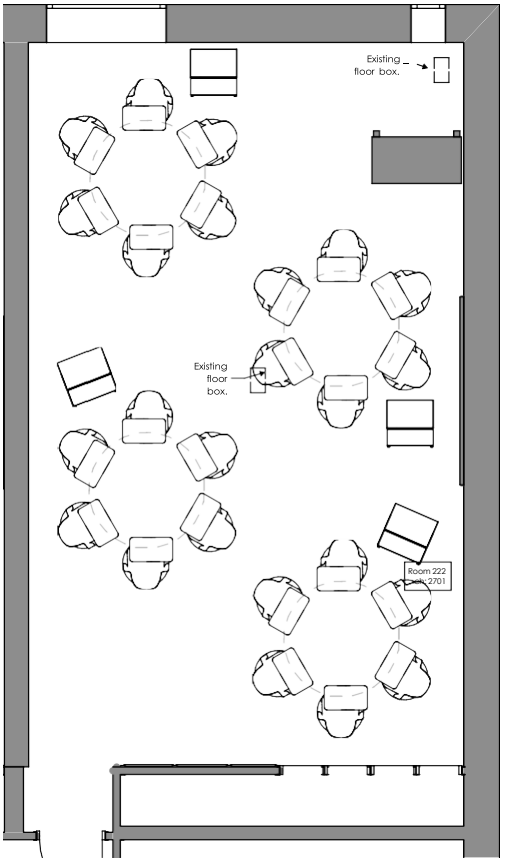


ACTIVE LEARNING SPACES
SEMINAR ROOM 6

PROPOSED LAYOUT - LECTURE MODE



GROUP MODE



ACTIVE LEARNING SPACES
SEMINAR ROOM 6

PROPOSED FINISHES + COLOURS

Wall colour
Dulux

Glass Boards
Lavender

Upholstery
Gabriel, Step Melange, Col. 63075

Col. 66018

Feature Wall
Formica Younique with bespoke print

Carpet
Desso, Desert Col. 5011

Col. 65011

PROPOSED FURNITURE

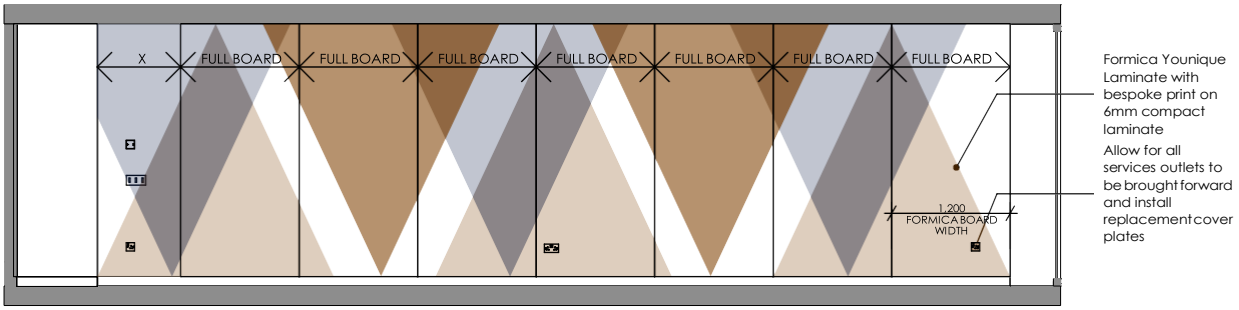
Senator Ad-Lib Scholar
Integrated writing tablet

Senator Ad-Lib
Swivel base for lecturer

Chatboard
Movable glass board

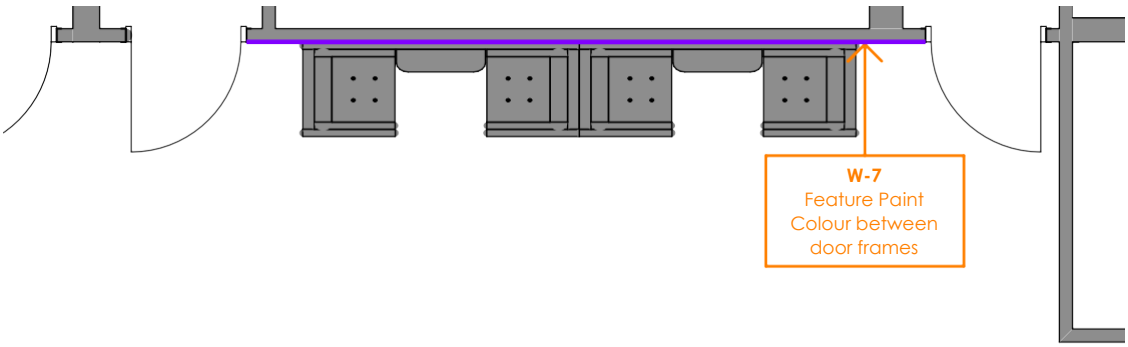
Top Tec
Height adjustable lectern

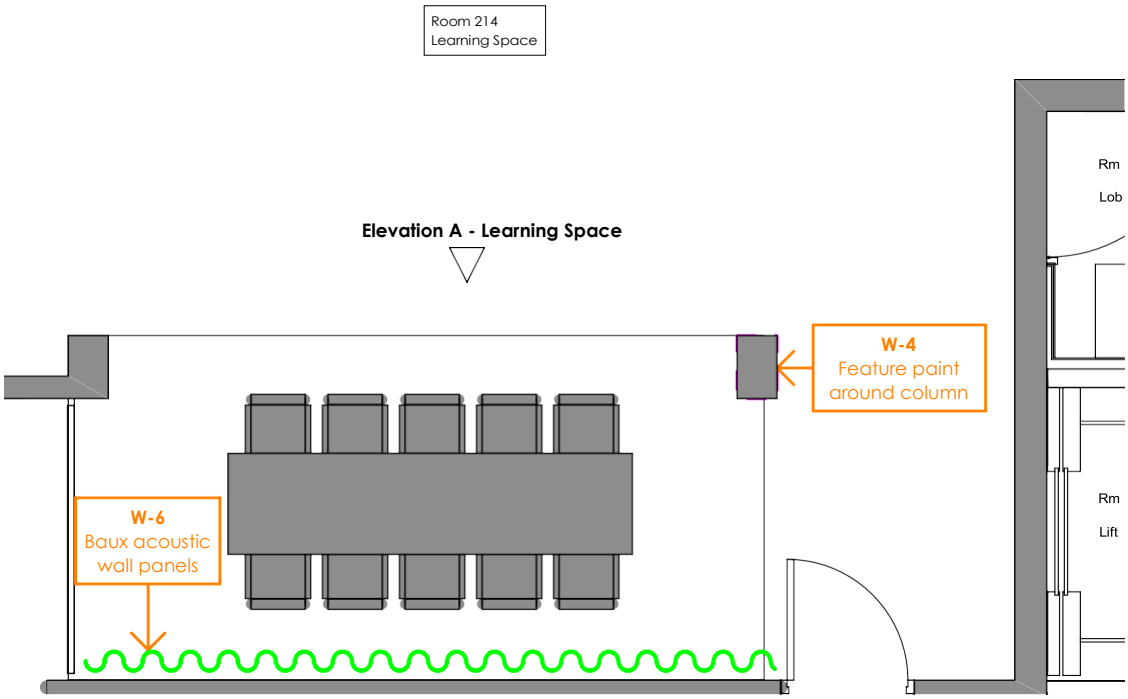
PROPOSED FEATURE WALL



INFORMAL LEARNING SPACES
LEVEL 2 LOBBY

PROPOSED LAYOUT





PROPOSED FURNITURE

Agilita
TOOaPicninc 2-person booth

Naughtone
Viv bar stool

James Burleigh
Osprey table

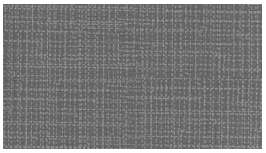
INFORMAL LEARNING SPACES
LEVEL 2 LOBBY

FINISHES

Feature Paint Colour 01

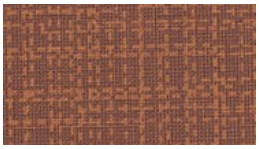
Feature Paint Colour 02

Back



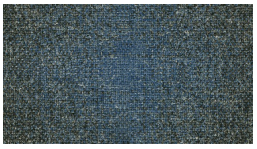
Vescom Vinyl
Scott, grey

Seats



Vescom Vinyl
Scott, orange

Stools

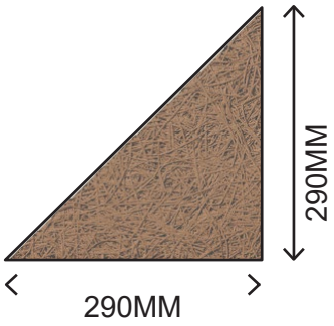


Camira
Hebden Hornby

Table

Top:F7846 Grotto
Legs: Oak

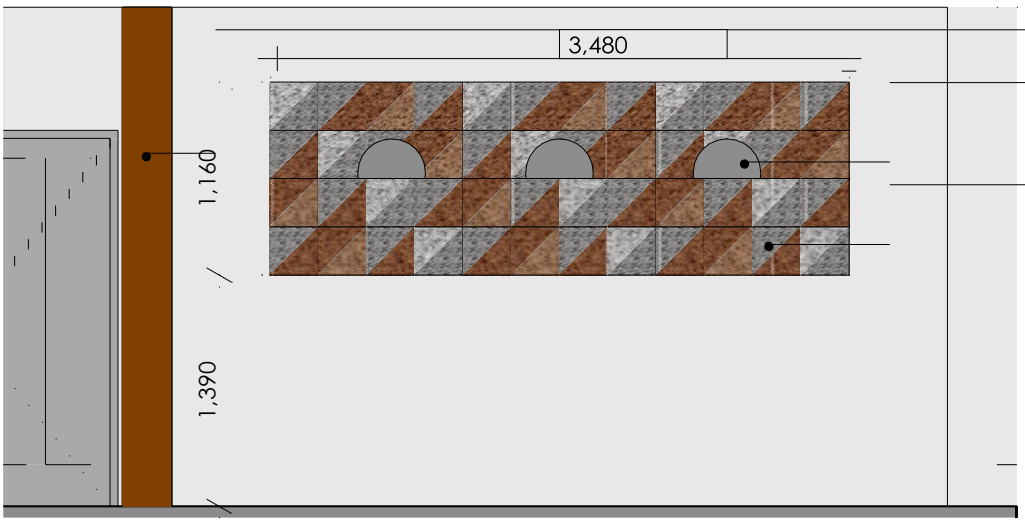
ACOUSTIC WALL TILES



NCS 7502-B

NCS 050 - Y40R

PROPOSED FEATURE WALL



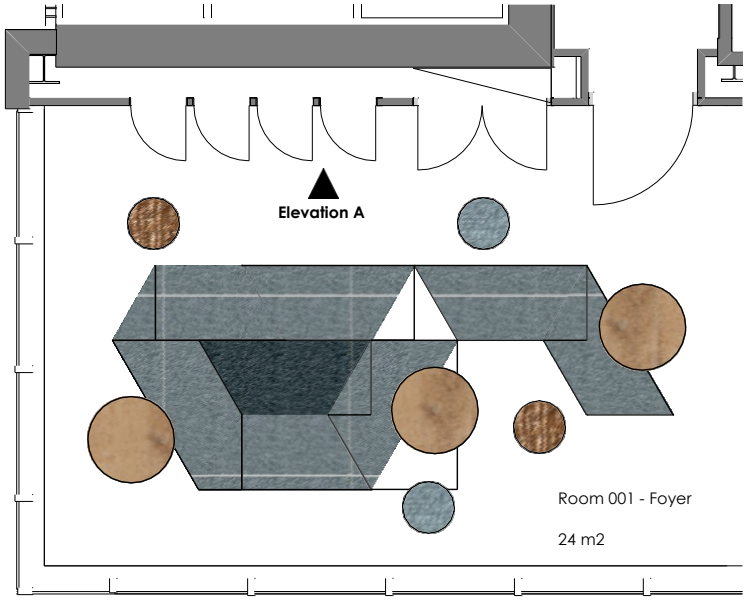
Feature paint colour

3no. new pendant fittings

96no. Baux Triangle Acoustic Tiles to be installed as per pattern

INFORMAL LEARNING SPACES
GROUND FLOOR LOBBY

PROPOSED LAYOUT



PROPOSED FURNITURE

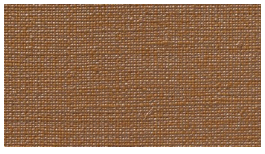
Hitch Mylius
hm42 soft seating modules

Hitch Mylius
hm51 stools

Hitch Mylius
hm20 tables

FINISHES

Seats

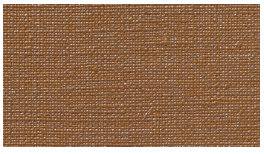


Vescom Vinyl
Jemo, orange

Back

Vescom Vinyl
Jemo, light grey

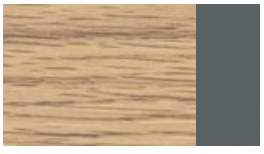
Pouffes



Vescom Vinyl
Jemo, orange

Vescom Vinyl
Jemo, turquoise

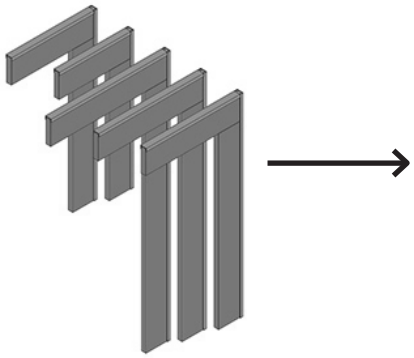
Tables

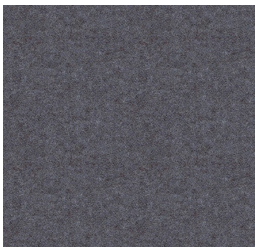


Tops: Oak
Legs: RAL 7012

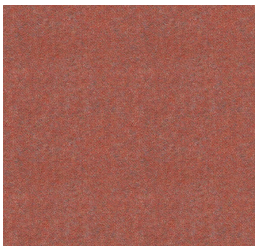
INFORMAL LEARNING SPACES
GROUND FLOOR LOBBY

ACOUSTIC WALL & CEILING SLATS

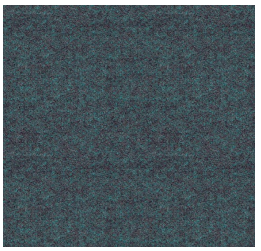




Camira Synergy
Chemistry

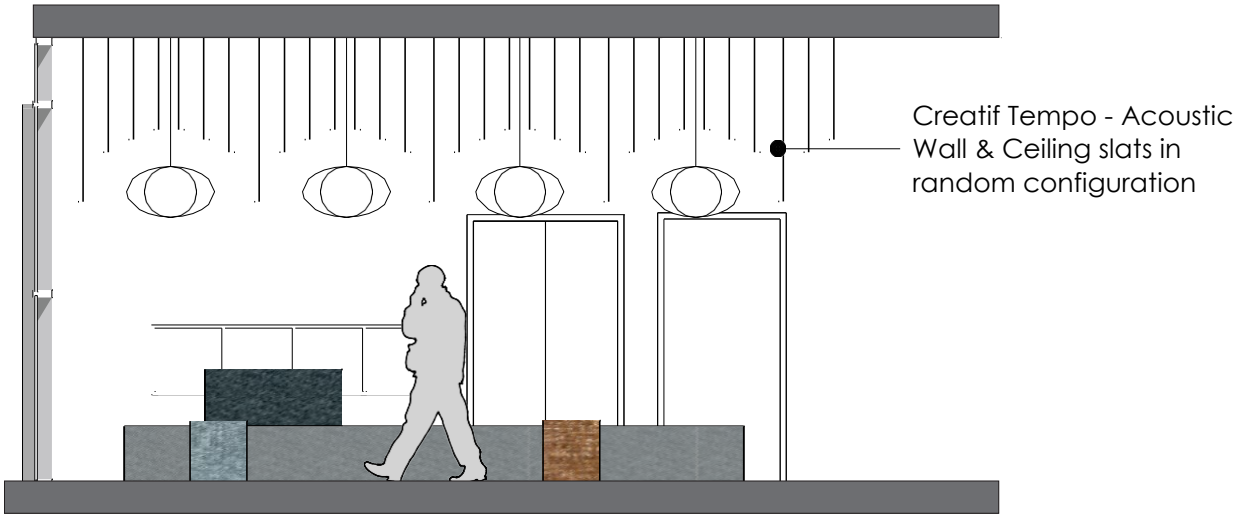


Camira Synergy
Work



Camira Synergy
Family

PROPOSED ELEVATION



PRECEDENT IMAGES

APPENDIX 2

ACTIVE LEARNING SPACES

SEMINAR ROOM 4

APPENDIX 2

ACTIVE LEARNING SPACES

SEMINAR ROOM 5

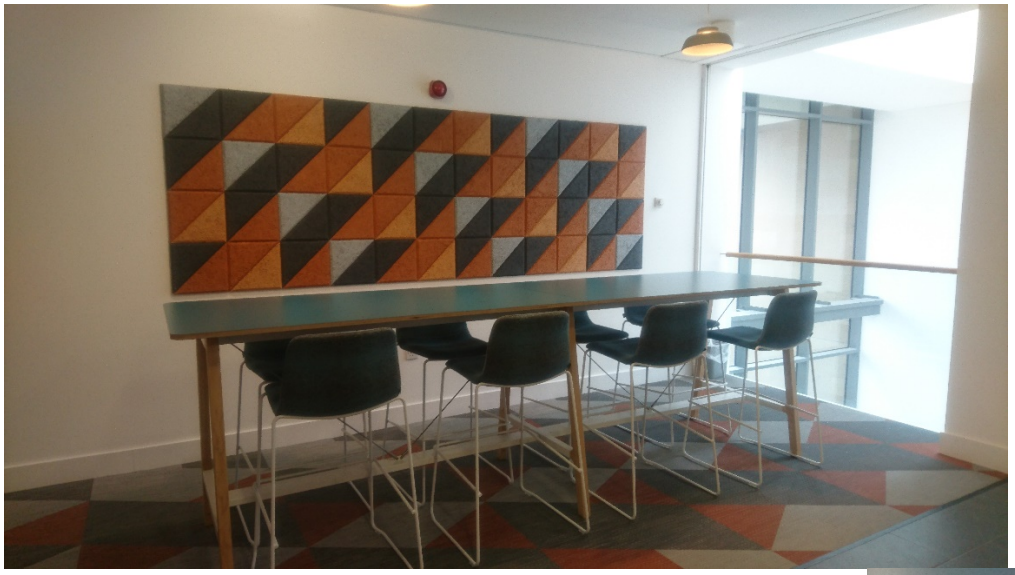
APPENDIX 2

ACTIVE LEARNING SPACES

SEMINAR ROOM 6

APPENDIX 2

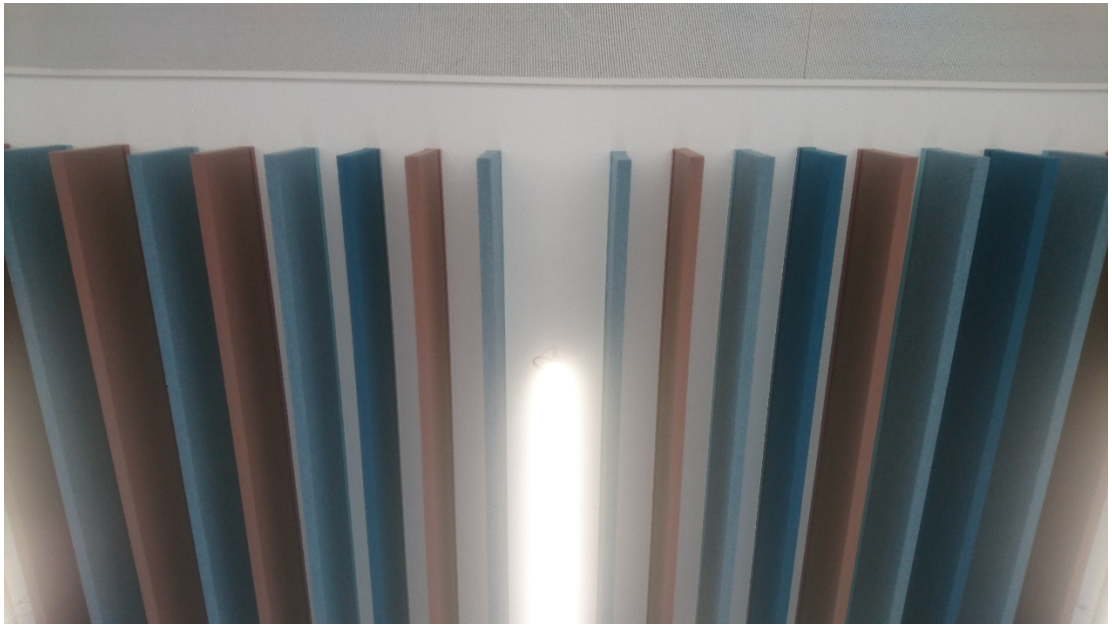
INFORMAL LEARNING SPACES
2ND FLOOR LOBBY



INFORMAL LEARNING SPACES

APPENDIX 2

GROUND FLOOR LOBBY



APPENDIX 3

Technology Enhanced Active Learning Spaces

Tell us about your experience!

University of St Andrews

TELStA
Technology Enhanced Learning

Which room does your response relate to?

- Room 218 (Seminar Room 4)?
- Room 220 (Seminar Room 5)?
- Room 222 (Seminar Room 6)?

Are you

- a student?
- a member of staff?

Which module are you studying/teaching?

Is this the first time you have taught/been taught in this room?

- ○ Yes
- ○ No

How would you rate the various aspects of this room compared to a standard teaching room? (1 is low, 5 is high)

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
Decoration	☐	☐	☐	☐	☐
Comfort of furniture	☐	☐	☐	☐	☐
Flexibility of furniture	☐	☐	☐	☐	☐
Whiteboard provision	☐	☐	☐	☐	☐
Technology provision	☐	☐	☐	☐	☐

If you are a student, did this space facilitate interaction with the lecturer/tutor and other students?

- ○ Yes
- ○ No

If you are a member of staff, did this space facilitate students' interaction with you and with each other?

- ○ Yes
- ○ No

Please give us your comments on the space and how you used it.

Final page

Thank you for taking the time to complete this short survey. Your feedback is really important - we need to know how the space works for you!

For any further questions about the rooms, please contact learningtechnology@st-andrews.ac.uk.

APPENDIX 4

Active Learning Spaces - Student Survey

University of St Andrews

TELStA
Technology Enhanced Learning

Enhancement Themes

Evidence for Enhancement:
Improving the Student Experience

In September 2017, the University appointed external consultants, HLM Architects, to undertake a review and analysis of the University's existing learning and teaching spaces. This review was concluded in February 2018 with a final outcome report. Following publication of the report, it was agreed that some of the recommendations should be implemented and tested with a refurbishment pilot project during the summer of 2018. Teaching rooms and associated learning spaces were identified in the Arts Building, and these were re-developed and became operational in September 2018. We are now taking the opportunity to evaluate these developments with both staff and students. As well as informing future development at St Andrews, this work forms part of the University's contribution to the QAA Enhancement Theme: *Evidence for Enhancement*.

This survey is anonymous and collects no personal data. Please contact learningtechnology@st-andrews.ac.uk for more information about this survey.

About you

1. Which School were you taught by? If more than one, please indicate using the Other option.

1.a. Other, please describe:

Seminar Room 4 (Room 218)

Seminar Room 5 (Room 220)

Seminar Room 6 (Room 222)

2. For the room(s) to which your responses will relate, have you been taught there prior to this academic year?

	Yes	No
Arts Seminar 4 (Room 218)	○	○
Arts Seminar 5 (Room 220)	○	○
Arts Seminar 6 (Room 222)	○	○

3. What is your year of study?

○ 1 ○ 2 ○ 3
○ 4 ○ 5

Arts Seminar Room 4 (Room 218)

4. In comparison to other teaching spaces:

	1 is low, 5 is high				
	1	2	3	4	5
Have you noticed any positive change in the way you interacted with other students?	○	○	○	○	○
Did you notice a positive change to the way you engaged in small group activities?	○	○	○	○	○
Have you noticed any positive change in the way you interacted with your lecturer?	○	○	○	○	○
How easy was it to switch between group work and front-led mode during the class?	○	○	○	○	○
Did the furniture support the activities in the classroom?	○	○	○	○	○
How motivated do you feel learning in the new classroom?	○	○	○	○	○
Would you like more classes being taught in this space?	○	○	○	○	○

Arts Seminar Room 5 (Room 220)

5. In comparison to other teaching spaces:

	1 is low, 5 is high				
	1	2	3	4	5
Have you noticed any positive change in the way you interacted with other students?	○	○	○	○	○
Did you notice a positive change to the way you engaged in small group activities?	○	○	○	○	○
Have you noticed any positive change in the way you interacted with your lecturer?	○	○	○	○	○
How easy was it to switch between group work and front-led mode during the class?	○	○	○	○	○
Did the furniture support the activities in the classroom?	○	○	○	○	○
How motivated do you feel learning in the new classroom?	○	○	○	○	○
Would you like more classes being taught in this space?	○	○	○	○	○

Arts Seminar Room 6 (Room 222)

6. In comparison to other teaching spaces:

	1 is low, 5 is high				
	1	2	3	4	5
Have you noticed any positive change in the way you interacted with other students?	○	○	○	○	○
Did you notice a positive change to the way you engaged in small group activities?	○	○	○	○	○
Have you noticed any positive change in the way you interacted with your lecturer?	○	○	○	○	○
How easy was it to switch between group work and front-led mode during the class?	○	○	○	○	○
Did the furniture support the activities in the classroom?	○	○	○	○	○
How motivated do you feel learning in the new classroom?	○	○	○	○	○
Would you like more classes being taught in this space?	○	○	○	○	○

Your reactions to the newly-developed rooms

7. Overall, would you like to see more of these types of room(s) across campus? (1 is low, 5 is high)

	1	2	3	4	5
Arts Seminar 4 (Room 218)	○	○	○	○	○
Arts Seminar 5 (Room 220)	○	○	○	○	○
Arts Seminar 6 (Room 222)	○	○	○	○	○

8. Overall, how happy are you with the new design(s) of the room(s)? (1 is low, 5 is high)

	1	2	3	4	5
Arts Seminar 4 (Room 218)	○	○	○	○	○
Arts Seminar 5 (Room 220)	○	○	○	○	○
Arts Seminar 6 (Room 222)	○	○	○	○	○

9. Would you add, change or remove anything from the room(s) and why?

10. In addition to the rooms, did you also use the independent learning spaces?

	Yes	No	Comments
Bench table & stools on level 2	○	○	
Soft seating areas on level 2	○	○	

Informal seating area on ground floor	○	○	

10.a. Would you like to see more of these kinds of spaces on campus?

- ○ Yes
- ○ No

Thank you!

Thank you for taking the time to complete this short survey. Your responses will be used to inform the further development of these and other spaces on campus.

For any further questions about the rooms, or this survey, please contact learningtechnology@st-andrews.ac.uk.

Key for selection options

1 - Which School were you taught by? If more than one, please indicate using the Other option.

- Art History
- Biology
- Chemistry
- Classics
- Computer Science
- Divinity
- Earth & Environmental Sciences
- Economics & Finance
- English
- English Language Teaching
- Geography & Sustainable Development
- Graduate School
- History
- International Relations
- Management
- Mathematics & Statistics
- Medicine
- Modern Languages
- Music
- Philosophical, Anthropological and Film Studies
- Physics & Astronomy
- Psychology & Neuroscience

LTC/19/11

University of St Andrews

Learning and Teaching Committee

STUDENT-LED TEACHING AWARDS

1. Introduction

1.1 This paper sets out a report on the work undertaken on the student-led Teaching Awards in 2018/19, which focused on analysing the nomination statements to get a better understanding of student identified good practise.

2. Action Requested

2.1 LTC is asked to note the proposed report.

3. Consultation

3.1 The Institutional Enhancement Theme Team have discussed this report and their recommendations have been incorporated.

4. Background & Context

4.1 The Student-led Teaching Awards have been running every year since their initiation in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching that occurs at the University of St Andrews.

5. Recommendation

5.1 LTC is asked to note this report and consider any recommendations that could be made for next year's awards.

6. Next Steps

6.1 Any recommendations from LTC will be incorporated into the final version of this report, before it is circulated to the Students' Association Board and uploaded on to the Students' Association website.

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June 2019

STUDENT-LED TEACHING AWARDS

Background

The Student-led Teaching Awards have been running every year since their initiation in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching that occurs at the University of St Andrews. This report outlines how the Teaching Awards were organised, as well as their results and initial analysis of nomination statements.

Publicity

The Teaching Awards where publicised through the Sabbatical Officers' all student-email and School Presidents' emails during the nomination period (11th February-15th March). Graphics were designed by the Students' Association's Design Team which was included in FB advertising, Twitter, Instagram, posters, and email communications. School Presidents also shared graphics on their various School pages. School Presidents were briefed at the end of semester one, in order that they would be prepared for advertising the awards early in semester two.

A live dashboard was also created through CAPOD to track nominations as they were submitted (which the Director of Education, the Faculty Presidents, School Presidents, Language Convenors, and the PG Academic Convenor all had access to). The dashboard split nominations by category, schools, unique vs total nominations, date submitted, and year of study. This live tracking of nominations was very helpful for generating publicity based on these live updates (predominantly for nudging specific schools/School Presidents if they had a particularly low numbers of nominations). This dashboard also allowed for real-time examination of which year groups were submitting nominations for which category, and in which school. A recommendation will be made for future Directors of Education to look at what additional action they could take as a result of this live data.

Detailed information about the winners and shortlisted candidates which is included in this report will be provided on the Students' Association website for the public to view. This report will also be published on the Students' Association website.

Analysis

The following awards, alongside the number of nominees, were presented for the Teaching Awards in 2017/18 and 2018/19:

Table 1: List of awards and number of nominations for 2017/18.

Award	**Nominations 2017/18**
Outstanding Teacher Award	93
Dissertation/Project Supervisor	10
Excellent Module (Arts/Divinity)	11
Excellent Module (Science/Medicine)	5
Academic Mentorship	3
Postgraduate Student Who Tutors	7
Innovative Teaching	8
Commitment by a Support Staff Member	6
Total number of nominations	**143**
Number of individuals nominated	**85**

Table 2: List of awards and number of nominations for 2018/19.

Award	**Nominations 2018/19**
Outstanding Teacher (Art/Divinity)	142
Outstanding Teacher (Science/Medicine)	94
Dissertation/Project Supervisor	22
Academic Mentorship	14
Postgraduate Student Who Tutors	27
Innovative Teaching	17
Commitment by a Support Staff Member	6
Invalid Nominations	**11**
Total number of nominations	**333**
Number of individuals nominated	**181**

The award categories were changed as a result of discussion with the Enhancement Theme Team, as well as feedback from staff and students. The consensus was that there were too many categories and that these categories tended to overlap. The 'Outstanding Teacher' award, 'Excellent Module (Arts/Divinity)' award, and 'Excellent Module (Science/Medicine)' award were combined – 'Outstanding Teacher (Arts/Divinity)' and 'Outstanding Teacher (Science/Medicine)' cover all of the criteria from the original three categories, whilst maintaining enough breadth across the awards.

The amount of nominations received for 2018/19 is more than double the total received during the 2017/18 awards. This could be due to several factors. Strike action was affecting the University during the 2017/18 nominations period and this might have meant that there was more negative feeling towards staff and the University during this time. This also could have contributed to students being distracted and not paying as much attention to the awards. Another factor could be the increased publicity for the 2018/19 awards – including prepping School Presidents in advance, the introduction of the live dashboard, and more widespread use of social media channels.

It is difficult to reach a concrete conclusion as to why this increase in nominations occurred. A further examination will be necessary after the 2019/20 awards, to determine whether this trend continues and why.

Table 3: Breakdown of nominations per School/Unit. Number in brackets represents number of individuals – individuals who were nominated for multiple categories count as a new individual in each new category.

School/Unit	**Total Nominations**	**Outstanding Teacher (Arts/Divinity)**	**Outstanding Teacher (Science/Medicine)**	**Dissertation/ Project Supervisor**	**Academic Mentorship**	**PG Student Who Tutors**	**Innovative Teaching**	**Professional Staff**
Art History	13 (9)	12 (8)	0	1 (1)	0	0	0	0
Biology	13 (9)	0	10 (7)	1 (1)	1 (1)	1 (1)	0	0

Chemistry	10 (5)	0	9 (4)	0	0	0	1 (1)	0
Classics	12 (9)	9 (7)	0	3 (3)	0	0	0	0
Computer Science	9 (8)	0	4 (4)	1 (1)	2 (2)	0	2 (2)	0
Divinity	7 (5)	4 (3)	0	0	0	3 (2)	0	0
Earth and Environmental Sciences	7 (5)	0	3 (2)	2 (2)	1 (1)	0	0	1 (1)
Economics and Finance	9 (6)	8 (6)	0	0	1 (1)	0	0	0
English	13 (8)	10 (8)	0	0	0	0	3 (2)	0
Geography and SD	16 (5)	0	14 (4)	0	0	0	2 (2)	0
Graduate School	0	0	0	0	0	0	0	0
History	17 (10)	13 (7)	0	1 (1)	1 (1)	2 (2)	0	0
IR	26 (22)	16 (14)	0	1 (1)	1 (1)	5 (4)	2 (2)	1 (1)
Management	13 (8)	5 (4)	0	1 (1)	3 (3)	2 (1)	2 (2)	0
Mathematics and Statistics	20 (8)	0	16 (7)	0	0	1 (1)	3 (3)	0
Medicine	5 (2)	0	3 (1)	1 (1)	0	0	1 (1)	0
Modern Languages	32 (15)	30 (14)	0	1 (1)	0	0	1 (1)	0
Philosophical, Anthropological and Film Studies	51 (23)	35 (13)	0	2 (2)	1 (1)	11 (8)	0	2 (2)
Physics and Astronomy	24 (12)	0	19 (7)	1 (1)	1 (1)	2 (2)	0	1 (1)
Psychology and Neuroscience	24 (11)	0	16 (8)	6 (5)	2 (2)	0	0	0
Student Services	1 (1)	0	0	0	0	0	0	1 (1)
Invalid Nominations	**11**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Faculties of Arts and Divinity	**193**	**142**	**0**	**10**	**7**	**23**	**8**	**3**
Faculties of Science and Medicine	**128**	**0**	**94**	**12**	**7**	**4**	**9**	**2**
Units	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**1**

The breakdown of nominations by School show more total nominations (and individuals) being nominated in the Faculties of Arts and Divinity compared with Science and Medicine. The most popular category overall was 'Outstanding Teacher in Arts/Divinity' (receiving 142 nominations) with 'Outstanding Teacher in Science/Medicine' second (with 94 nominations). The 'PG Student Who Tutors' category also received more nominations in Arts/Divinity than Science/Medicine (23 compared with 4). Otherwise the faculties received roughly equal numbers of nominations for each award. The only Unit nomination was in the 'Commitment by a Support Staff Member' category.

Table 4: Number of nominations broken down by year group

Year Group	Number of Nominations
UG 1st	103
UG 2nd	64
UG 3rd	44
UG 4th	84
UG 5th	11
PGT	19
N/A	7
PGR	1

More nominations were received by Sub-Honours students (50%) compared with Honours (42%), and 1st year undergraduate students were the largest nominating group. This is a change from last year's awards where the total was 48% Honours to 36% Sub-Honours, and 4th year undergraduates were the largest group. PGTs made up 6% of the total nominations received – 9% less than last year.

Shortlisting for the Teaching Awards took place between the 22nd and 30th March by the Director of Education, the two Faculty Presidents, and the PG Academic Convenor. Criteria was decided upon by the group and each member had to explain their rationale for each candidate. During the shortlisting process all nominations were organised into one or more of the following themes (see table 5 below) and an example nomination statement for each is given below.

These themes have been identified by other Students' Associations (particularly Edinburgh: https://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/research/) as the common themes in nomination statements in teaching awards across the sector. For clarity the nominations have each been categorised into the one theme that they predominantly cover.

Table 5: Number of nominations in each theme.

Category	Nominations	Percentage
Encouraging personal and professional development	39	12%
Predictable, consistent support	64	20%
Charisma, personality, and/or approachability	16	5%
Knowledge and expertise	14	4%
Engaging teaching	99	31%
Encouraging academic development	57	18%
Encouraging student engagement	33	10%

From the above table, it appears that 'engaging teaching' is the most valued trait by students, identified in 31% of nominations for 2018/19. This is followed by 'predictable, consistent Support' at 20% and 'encouraging academic development' at 18%. This is a slight variation

from 2017/18, where 'predictable, consistent support' was most popular (at 51%) followed by 'engaging teaching' (at 48%) and 'charisma, personality, and/or approachability' (at 43%).

Outlined below is an example quote for each of these categories and their breakdown by award. Also included for each theme is the percentage of nominations in each award category that fall under that theme.

Encouraging personal and professional development

- **Dr Javier Letrán –** "Outside of my modules with Javier, he has also inspired me to pursue translation. I am currently translating my first poems for a published author which Javier put me in contact with, and I am looking forward to reciting my translations at an organised event with the Spanish department later this month."

Table 6: Breakdown of "encouraging personal and professional development" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	20	14%
Outstanding Teacher (Science/Medicine)	9	9%
Dissertation/Project Supervisor	2	9%
Academic Mentorship	4	29%
Postgraduate Student Who Tutors	3	11%
Innovative Teaching	1	5.9%
Commitment by a Support Staff Member	0	0%

Predictable, consistent support

- **Dr Jonathan Keeling –** "No matter how busy he is, he will always take time to answer any questions, give explanations of the concepts and resolve any instances of confusion. He is always working very hard, I am amazed at how many things he can get done and yet he puts so much time and effort in helping his students."

Table 7: Breakdown of "predictable, consistent support" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	20	14%
Outstanding Teacher (Science/Medicine)	15	16%
Dissertation/Project Supervisor	14	64%
Academic Mentorship	4	29%
Postgraduate Student Who Tutors	4	15%
Innovative Teaching	2	11.8%
Commitment by a Support Staff Member	5	83%

Charisma, personality, and/or approachability

- **Gail Reid –** "During the first few weeks of transitioning into the program I practically lived in the IR PG office and she always greeted me with a welcoming smile and magically always knew the answer to every question."

Table 8: Breakdown of "charisma, personality, and/or approachability" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	4	3%
Outstanding Teacher (Science/Medicine)	8	9%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	2	7%
Innovative Teaching	1	5.9%
Commitment by a Support Staff Member	0	0%

Knowledge and expertise

- **Dr Chris Hooley –** "He presents concepts with enthusiasm and in such a way as for all to understand. In addition, he is immensely knowledgeable in the field and was able to answer any questions with a deep knowledge."

Table 9: Breakdown of "knowledge and expertise" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	8	6%
Outstanding Teacher (Science/Medicine)	3	3%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	2	7%
Innovative Teaching	0	0%
Commitment by a Support Staff Member	0	0%

Engaging Teaching

- **Dr Lori Leigh Davis –** "Dr Lori Leigh Davis would always find innovative ways to develop the tutorial material in to a more effective and engaging learning experience. Whether this take the form of a quiz of the reading completed or simply just adding real-life and up-to-date case examples to the materials, I always looked forward to my tutorials with Dr Lori Leigh Davis."

Table 10: Breakdown of "engaging teaching" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	49	34%
Outstanding Teacher (Science/Medicine)	34	36%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	5	19%
Innovative Teaching	10	58.7%
Commitment by a Support Staff Member	0	0%

Encouraging academic development

- **Ravi Thakral –** "Along with another tutor, he ran a logic surgery for two hours every week for students who were in any way struggling with the material. This was always a positive and informative environment. Ravi excellently explained and broke down logic material which is complex, and could easily feel intimidating, and made it very accessible."

Table 11: Breakdown of "encouraging academic development" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	24	17%
Outstanding Teacher (Science/Medicine)	15	16%
Dissertation/Project Supervisor	6	27%
Academic Mentorship	2	14%
Postgraduate Student Who Tutors	8	30%
Innovative Teaching	2	11.8%
Commitment by a Support Staff Member	0	0%

Encouraging student engagement

- **Dr Nick Brooke –** "Nick also goes to great efforts to make the course better, actively asking us in our online seminars for feedback so that it is evolving. In short, on a course format that means we far from St Andrews, and do not have the benefits of face-to-face contact, Nick goes above and beyond to fight against this."

Table 12: Breakdown of "encouraging student engagement" nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	17	12%
Outstanding Teacher (Science/Medicine)	10	11%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	3	11%
Innovative Teaching	1	5.9%
Commitment by a Support Staff Member	1	17%

From the breakdown of categories by awards, we can assess what qualities are most important to students when nominating a staff member.

- 34% of Outstanding Teacher (Arts/Divinity) nominations and 36% of Outstanding Teacher (Science/Medicine) nominations were based on engaging teaching.
- Innovative Teaching nominations also focused on engaging teaching, with 59% of nominations fitting into this theme. This was also the case in 2017/18, where 75% of nominations focused on this.
- Dissertation/Project Supervisor nominations focused predominantly on predictable, consistent support, with 64% of nominations featuring this theme. This is consistent with 2017/18 results, where 70% featured this theme.
- Also focusing on predictable, consistent support were the Academic Mentorship nominations, with 29% of them covering this theme. The theme of encouraging personal and professional development also came in at 29% for this award category.
- For the PG Who Tutors category, students focused more heavily on the encouragement of academic development, and 30% of the nominations in this awards category mentioned this theme.
- Finally, nominations for Commitment by a Support Staff Member featured predictable, consistent support (83%) and encouraging student engagement (17%).
- None of the awards categories featured charisma, personality, and/or approachability; or knowledge and expertise as their main theme. This is consistent with the overall percentages for these themes (seen in table 5 above).

The shortlisted candidates for each award are outlined in the tables below, alongside the panel's reasoning for shortlisting and the themes in which their nominations fit.

Table 13: Outstanding Teacher (Arts/Divinity) shortlist

Name	Reasoning	Categories
Walter Pedriali	Engaging lecturer. Provides excellent revision materials. Genuinely cares and dedicates vast amounts of time to class preparation. Provides prompt, detailed and helpful feedback provided. Supportive and encouraging.	• Engaging teaching • Encouraging student engagement • Encouraging academic development • Predictable, consistent support • Encouraging personal and professional development • Knowledge and expertise
Stephanie O'Rourke	Engaging and diverse modules. Comprehensive lectures that cover a lot of information. Introduced a lot of key, varied modules which have been very popular. Introduced popular mini-lecture series.	• Engaging teaching • Predictable, consistent support
Javier Letrán	Made their module engaging, interesting and rewarding. A balance between lecturing and student participation in tutorials. Animated and passionate, with an obvious desire to see all students excel. Well-run and organised modules. Innovative teaching methods. Inspired students to go above and beyond module restrictions.	• Engaging teaching • Encouraging personal and professional development • Encouraging academic development
Claire Whitehead	Prompt with marking. Always open and approachable for student questions. Excellent communication skills and dedicated to helping students. Encouraging and enthusiastic. Engaging lectures for a difficult subject.	• Encouraging academic development • Engaging teaching • Predictable, consistent support • Encouraging personal and professional development

Table 14: Outstanding Teacher (Science/Medicine) shortlist

Name	Reasoning	Categories
Katherine Keenan	Inspiring, innovative, communicative, encouraging and present. Good, detailed explanation of difficult or key concepts – with patience. Passionate and caring teacher. Comprehensive and engaging teaching.	• Encouraging academic development • Knowledge and expertise • Encouraging personal and professional development • Predictable, consistent support
Chris Hooley	Engaging lectures. Garners enthusiasm and excitement. Gives detailed feedback. Made the effort to get to know everyone in a large class. Frequently available for student queries. Encourages students to go beyond module content. Innovative methods of keeping students engaged.	• Engaging teaching • Encouraging academic development

Table 15: Dissertation/Project Supervisor shortlist

Name	Reasoning	Categories
Nikoletta Manioti	Thoughtful, supportive, and inspiring. Clearly motivated, invested in student's work, and interested.	• Encouraging academic development

Martin Campbell	Organised, quick to respond to emails, and available to support supervisees. Supportive, positive, encouraging, and clearly committed to the student experience.	• Predictable, consistent support
Jonathan Keeling	Committed, patient, hard-working, and organised. Provides detailed responses to questions and motivates students to work harder. Supportive and encouraging.	• Predictable, consistent support
Julie Harris	Patient, considerate, approachable, encouraging, and consistent. Always available to help students. Obviously committed to ensuring students excel. Encourages students to learn skills outside of their degree (organisation, time-management) and to take an interest in the academic field more generally.	• Predictable, consistent support

Table 16: Academic Mentorship Award shortlist

Name	Reasoning	Categories
Nick Brooke	Has done vast amounts of work on ensuring distance students feels part of the community. Gets to know every student and responds quickly to queries. Continuously gathers feedback to how to improve course.	• Predictable, consistent support
Malinda Carpenter	Clear advice given to students. Encouraging, adaptable, and inspiring.	• Encouraging academic development
Kasim Terzic	Attentive and dedicated. Always willing to chat with students. High quality of teaching: knowledgeable and engaging. Invested, approachable, organised, and responsive.	• Encouraging student engagement

Table 17: Postgraduate Student Who Tutors shortlist

Name	Reasoning	Categories
Ravi Thakral	Well-structured tutorials and detailed feedback. Helpful, supportive, positive, informative, and approachable. Willing to go above and beyond core teaching hours, and always happy to provide extra examples and notes. Entertaining tutorials.	• Encouraging academic development
Amy Westwell	Takes time to help every student whilst keeping tutorials fun and engaging. Looks beyond the core reading lists for innovative and interesting sources. Approachable.	• Encouraging student engagement

Table 18: Innovative Teaching shortlist

Name	Reasoning	Categories
Lori Leigh Davis	Enthusiastic, encouraging, and prepared. Energetic tutorials where she ensures everyone is comfortable with materials. Quizzes and real up-to-date case studies. Approachable and clearly loves teaching.	• Engaging teaching
Thomas Coleman	Breaks down difficult concepts into manageable steps. Provides detailed explanations to questions. Uploads lecture material in advance. Accommodating and enthusiastic.	• Encouraging academic development
Antje Brown	Patient, caring, passionate and engaging. Extremely knowledgeable in her field. Positive environment in tutorials and continuously gathering feedback on her teaching style and tutorial set-up.	• Predictable, consistent support

Table 19: Commitment by a Support Staff Member shortlist

Name	Reasoning	Categories
Gail Reid	Create a welcoming environment within the school, particularly for PGT students. Positive attitude and constant willingness to help. Encouraging, organised, communicative, and thoughtful.	• Predictable, consistent support
Lisa Neilson	Supportive of academic reps. Compassionate and dedicated to her school. Excellent problem solving skills and a supportive presence for all those in the school.	• Predictable, consistent support
Lesley-Anne Harrison	Excellent communication skills. Supportive of academic reps (organising events, advertising). Always helpful and efficient in replying to students.	• Predictable, consistent support

The deciding panel for the Teaching Awards met on the 27th of March to finalise the winners of each category. The panel consisted of the Director of Education, the Students' Association President, Dr Bruce Sinclair (Director of Teaching in Physics & Astronomy), and the incoming Science/Medicine Faculty President (2019/20). The following staff members where recognised for their contributions to excellent learning and teaching, and were ultimately picked as the winner of the Teaching Awards:

Table 20: Winners of the 2018/19 Teaching Awards.

Award	Winner	School/Unit
Outstanding Teacher (Arts/Divinity)	Dr Javier Letrán	Modern Languages
Outstanding Teacher (Science/Medicine)	Dr Chris Hooley	Physics & Astronomy
Dissertation/Project Supervisor	Dr Jonathan Keeling	Physics & Astronomy
Academic Mentorship Award	Dr Nick Brooke	International Relations
Postgraduate Student Who Tutors	Ravi Thakral	Philosophical, Anthropological and Film Studies
Innovative Teaching	Dr Lori Leigh Davis	Management
Commitment by a Support Staff Member	Gail Reid	International Relations

Figure 1 - Photo of the 2018/19 Teaching Award winners at the Teaching Excellence Award Ceremony.

Reflective Reports

Winners of each of the Teaching Awards were asked to provide a brief reflective piece outlining the good practice identified in their nomination statement. These pieces have been included in this report to share with the wider academic community with the aim to highlight good practice throughout the institution.

Dr Javier Letrán - Outstanding Teacher (Arts/Divinity)

I should start this short reflective piece by expressing again how grateful and honoured I am for having been the recipient of this year's award for Outstanding Teacher in Arts & Divinity. I am very touched by the statements written by the students who nominated me, and it was great to see so many of them who decided to come to the award ceremony.

For someone like me for whom academia is a vocation, reading such strong statements from your students appreciating and valuing what you do for them on a day-to-day, year-after-year basis goes beyond the meaning of the adjective 'rewarding'. I am especially pleased to see that their comments refer to the wide range of modules that I teach in the School of Modern Languages: at Sub-honours and Honours level, language and literature, small-group and lecture-group teaching, core and optional, programme-led and research-led modules.

Perhaps the most important ingredient in the mix of what I do teaching-wise is the already-mentioned, vocational dimension of my profession. The teacher's enthusiasm, dedication and strong sense of responsibility towards his students are derived, I believe, from that vocational matrix. If you enjoy what you do, if you believe in what you do, your students will no doubt notice it (we, teachers, have been there before; we've been students in the past; in fact, I am

of the opinion that good teachers are perennial students who get paid for it). As a result of that genuine enthusiasm, they will pay more attention to what you say, they will become more engaged with your subject, they will be more willing to go beyond what has been covered in class, and, as a corollary, they will learn more (and better). Along the way, they will also learn something very important in these market-driven, for-profit, pragmatic, and individually-oriented times: for a truly successful educational experience to take place, generosity is a must: what you get out of a specific course will, in all likelihood, reflect what you have contributed to that course.

To complement these general remarks, I have decided to give one practical example of what I do in one of my research-led, optional Honours modules. I have selected this module because it seems to be a module to which the majority of the students who have nominated me have referred to in their statements.

SP3147 (The Art of Subversion in Post-War Spain, 1939-1975) is an optional, research-led Honours module designed to introduce students to the complex and fascinating relations between culture and history within the context of General Francisco Franco's dictatorship, providing them with an interdisciplinary knowledge of a crucial period in the modern history of Spain.

In particular, the module aims at exploring the value of film and poetry as modes of cultural resistance to dominant political and ideological discourses. In order to do so, we focus on the work of a number of key authors in the history of twentieth-century Spanish poetry (such as Ángel González, Gloria Fuertes, José Agustín Goytisolo, or Jaime Gil de Biedma, amongst others) and cinema (such as Juan Antonio Bardem, Luis García Berlanga, Luis Buñuel, Carlos Saura, or Víctor Erice).

A central aspect of the module is its interdisciplinarity, bringing together history and politics, cinema and poetry. Perhaps one of its most ground-breaking features is the examination, under the same lens, of two artistic manifestations that are normally set apart by their intrinsic qualities and their target audiences: mass-oriented in the case of cinema, minority-oriented in the case of poetry. In this sense, an important objective of the module is to convey the idea that, though apparently very different, film and poetry share significant common ground when it comes to what I label the art of subversion: the ability to articulate creative and imaginative strategies designed to express freedom within a political context that systematically represses it.

Throughout the eleven weeks of the semester, we cover the whole dictatorship, studying film and poetry produced during the four decades that it lasted. The module is student-oriented, and its success depends very much on the fact that student numbers are capped at 12 (giving us the possibility of going up to a maximum of 14). The tutor provides general and contextual explanations, especially during the first two weeks and when introducing a new text/film, but then he mainly acts as a (very busy) orchestra conductor, actively facilitating and moderating the lively debates sparked by the students' summatively-assessed presentations (there is usually one 15-minute presentation per class; with some weeks having 2 presentations when we have the maximum number of 14 students enrolled in the module).

There is a wealth of copyright-free primary and complementary material (film clips from documentary reels, censorship reports, excerpts from Francoist laws, newspaper articles, film and book reviews, songs, adverts, etc.) provided through Moodle, which allows me to enhance the students' learning experience by inserting the topics that we are studying within the 'reality' of the Spain of the time, as well as to generate interest and inspire research beyond what is covered in the classroom. I find Moodle –and so do students– particularly useful to help me structure the teaching effectively in a clear week-by-week basis. Apart from the classes as

such, there are 5 film-viewing sessions that take place every other week. Students are always happy to volunteer and take charge of each of these sessions.

The assessment of the module, which operates on a 100%-coursework basis, comprises the following: one oral presentation (25%), one 1,500-word essay (25%), and one 3,000-word essay (50%). Students are given the freedom to choose when they would like to submit their short or long essay, that is, they can decide whether to write their long essay for deadline 1, around week 6, or deadline 2, around week 13, leaving the other deadline for the short essay). This gives them an always welcome flexibility to work around their particular timetables and hence have a chance to produce work to the best of their abilities.

Here in St Andrews we are really lucky to have students of tremendous talent. If you nourish that talent, the results are outstanding. These results have been corroborated by our external examiners, who have consistently praised the quality of this module, and the excellence of the assessed work produced by the students. Students have also been extremely generous with their feedback in end-of-year module evaluation questionnaires. I would like to finish this short report on that note of gratitude, a gratitude that is reciprocal on my part.

Dr Chris Hooley - Outstanding Teacher (Science/Medicine)

I've been lecturing at St Andrews for almost 13 years now, but every year I learn more about our students and how to teach them effectively. Building and maintaining student enthusiasm is, in my view, both key to their success and something that their lecturer is uniquely positioned to do. I was delighted to read in my nominations that I had managed to achieve this – at least for some students in the class – for a subject like condensed matter physics, which is sometimes (entirely wrongly!) considered a little dry compared to 'headline-grabbers' like particle physics and cosmology.

Enthusiasm is closely related to confidence, which – even through the imperfect medium of a full-theatre lecture – I try to take opportunities to build. Often this simply involves not underestimating people: our students are an intelligent bunch, so if one of them gives an answer that seems wrong to me I always try and invest some time in finding out why the student thought about the problem the way they did. Usually their thought process is actually perfectly plausible, and often quite ingenious! – so I try to make sure that I get that across in the subsequent discussion.

Several of the students also complimented me on the organisation of the course. This is indeed the result of conscious choice. I remember what I liked as an undergraduate: well prepared and self-contained notes, made available as early in the course as possible, so that I could work at my own pace and prioritise my time.

Mid-lecture poems, by now something of an institution, provide – in addition to their obvious cultural value – a break in the lecture during which we can take stock, and any students who have lost the thread can try to pick it up again. I'm glad to see that they were appreciated!

Ravi Thakral – Postgraduate Student Who Tutors

Every seminar room should be one which is collaborative and supportive yet also one which encourages us to challenge one another. When I see that students engage with one another in this spirit, I consider it to be amongst the most important benchmarks from the perspective of a teacher. In order to support an environment like this, I believe it is important to recognize the great diversity of our students—not only in terms of their academic backgrounds and experiences but also in terms of their personal characteristics and attitude toward study. In these remarks, I wish to highlight two approaches to meeting the diverse needs of our students which I believe help create a productive learning environment: one emphasizes the

importance of maintaining an egalitarian strategy when distributing attention to students while the other emphasizes the importance of delivering course material in such a way that encourages participation and engagement.

First, I feel it is important to pay attention to the needs of every student—from the ones struggling with the material to the ones performing ahead of the rest. In my own recent experience teaching logic, I made sure to cover problems of varying difficulties while highlighting different lessons from them, each which are helpful to different groups of students. When covering an easier problem, for example, I might mention potential lessons which are relevant to those who are able to complete the more difficult problems. In this way, while I may be speaking to the whole class, there are situations where, in some sense, I am really speaking to different groups of students at different times as different remarks are directed at different students.

Second, in order to connect to a diverse range of students in this way, I believe that one role that teachers must serve is to strive to remove the auras of complexity, inaccessibility, and exclusivity that appear to initially discourage many students when encountering new material. This can be achieved in a number of ways, but I think that sometimes even just reminding students that they are capable of handling the material can go a long way. In my own recent experience, I made sure to break down complex ideas in my own way, but, importantly, I made sure to give the students ample opportunities to explain the core concepts to each other. By creating such opportunities, students are able to utilize a wider range of conceptual resources to learn the material as they together learn different ways to explain the main concepts.

I believe that these approaches support a positive and inclusive learning environment where students can develop and make real improvements. I also believe that when we empower our students in this way, this can hopefully allow our course material to make a meaningful difference in their future endeavours.

Dr Lori Leigh Davis - Innovative Teaching

The American businesswomen and entrepreneur May Kay Ash once said “Everyone has an invisible sign hanging from their neck saying, 'Make me feel important.' Never forget this message when working with people.” This is something I adhere to in and out of the classroom. I want to ensure the students, whether first year or masters level, know how special they are. At the beginning of each semester I think it is important to learn who the students are: their names (and remember them!), where are they from and what do they hope to achieve with their degree (what is their ‘dream job?’). I try to celebrate everyone’s unique backgrounds and diversities. This provides the opportunity to later bring in case studies and current affairs, in line with the academic material, that is specific to them. Additionally, students feel valued when teachers strive to fully answer questions in class and ensure the time for office hours to help students one-one if needed. Making students feel important is the first, and most important step, for the learning process.

Secondly, learning material needs to be memorable. To do so, classes should be dynamic and engaging. Here, enthusiasm is needed! In tutorials (and even in lectures) I have incorporated team debates, card games, quiz shows, pop quizzes, songs, storytelling, small group and individual presentations. If I see students with excitement in their eyes or a smile on their lips, then I know I am continuing the robust attainment of knowledge.

Lastly, I seek to instil in each and every student a quest for knowledge and also an inherent desire to challenge prescribed views and mind-sets. Challenging the status quo requires high levels of interest and an open and frank environment in which the students are keen to question and engage. It is not just about remembering each detail of an idea, theory, model or framework. Instead; critical analysis challenges one to query the underlying assumptions,

biases and inconsistencies of the topics being taught. At the heart of my teaching ethos lies a desire to make the students feel special, provide exciting learning experiences and inspire and build the capacity to think critically.

Dr Nick Brooke - Academic Mentorship

Adapting to a new teaching environment is a challenge for any academic. E-Learning is no exception and in the last three years through my involvement in the distance learning MLitt in Terrorism and Political Violence I have attempted to adapt my teaching style to account for the unique calibrations of distance learning – both the physical distance between the student and St Andrews, and the absence of a formal classroom setting. Distance learning can be daunting for all – especially for the non-traditional student who might be taking their first steps in a university setting. It was daunting for me too, dealing with students with decades of first-hand career experience on topics I was supposedly the expert in, in an oddly formal tutorial environment which restricts the opportunities for different types of teaching. I realised that I would be forced to adapt.

In the last few years my approach to distance learning has been to try to create an environment where every student on our distance-learning programmes received the same St Andrews experience as our residential students. When distinguished speakers came to share their latest research I pushed to ensure that recordings were made available for distance learning students to engage with later. Where possible I tried to ensure every new student on our programme met me prior to the start of teaching, and that they knew the whole university was open to them, even if that required a little adaptation in some cases. Where possible I tried to learn from student experiences and change my modules, and our approach, to ensure we were constantly improving. Some of the best practices I have developed in my teaching came from dealing with the challenges faced by students engaging with our courses through distance learning. As educators we learn through experience and through adaptation.

Dr Jonathan Keeling – Dissertation/Project Supervisor

Instructors are always only facilitators of learning, but in project supervision, like supervision of postgraduate students, this is clearer than in other modules. While there are elements of direct instruction (on techniques, aspects of writing, or presenting), much of what is involved is closer to coaching than to teaching. In theoretical physics, most of project work is either in pen-and-paper calculations or in coding to solve problems numerically. Unlike content in taught courses, the answers to the questions being asked are not already known, so there is a key question of how to have confidence that answers are correct. My approach has been to support students in developing this skill without myself repeating the calculations, instead focusing on helping students develop techniques to check and correct their work themselves. That is, my aim is to encourage students to interrogate their own work, and thus be able to have confidence in their results from the basis of what they have done, rather than from comparing to external feedback. While this form of interaction is likely something of wider benefit to students, it is well suited to the context of project supervision. This differs from standard modules, where most formative feedback comes in the form of identifying what is right and wrong with a set of answers, and less directly about evaluating the thought processes that led to those answers.

Identifying appropriate projects is another key component of supervision. A good project has several requirements. It should be a real research problem, to which the answer is not known. It should then contain several elements: Part of the project should be straightforward to achieve, to give security to the student that they will obtain some presentable results. Part of the project should though allow in-depth extended exploration of an open question.

Gail Reid – Commitment by a Support Staff Member

I see my job as Postgraduate taught secretary as both administrative and front facing. It's a role where I deal predominately with young adults who come from around the globe to study here for a PG Masters. Adjustment to studying in a new country, and for some, also a different culture can be daunting. I try to ensure that they are made to feel welcome and supported in the School. I do this by having an open door policy whereby the students can drop by the PG Office anytime to ask questions. No matter what admin deadlines are going on, it's important to greet them with a smile and stay 'present' when dealing with their enquiries. It is also important to process admin tasks in a timely manner, so students do not experience any undue anxiety waiting to receive their marks, feedback or required documents.

When I see our students around the school, I try to make a point of asking them how they are getting on – I care about how they are settling in and want the department to feel like a home from home.

If it wasn't for the students, I wouldn't have a job – something that's important not to forget. It's also nice for me as I get to meet so many lovely and interesting students; some of whom I have kept in touch with after they have left St Andrews.

Recommendations and Next Steps

Following the analysis of this years Teaching Award data, several recommendations have been made to further this work and improve the Teaching Awards overall. These are listed below:

- Provide guidance to students on how to write a high-quality nomination.
- Look at refining criteria for award categories and adjusting publicity plan accordingly (could include pushing themes rather than award categories and specific publicity for each category).
- Change the name of the 'Commitment by a Support Staff Member' award category to 'Commitment by a Member of Professional Services Staff'. Investigate ways of highlighting this category more (currently low numbers of nominations).
- Look at what further action could be taken as a result of the data generated by the live dashboard (in real-time and afterwards).
- Analyse the 2019/20 nomination totals in comparison with those of 2018/19 to determine whether there is an uphill trend in nominations (and why this may be).

Further Information

Further information can be supplied by the Director of Education on doed@.

Alice Foulis
Director of Education
June 2019

Appendix A: Contextual school information

Table 1: Number of registered students (by FTE) by School and degree level in 2018/19.

School	Postgraduate - Research	Postgraduate - Taught	Undergraduate
School of Art History	15	40	237
School of Biology	76	19	411
School of Chemistry	138	5	309
School of Classics	18	22	171
School of Computer Science	42	105	362
School of Divinity	62	33	53
School of Earth & Environmental Sciences	19	19	123
School of Economics & Finance	4	54	398
School of English	35	47	380
School of Geography & Sustainable Development	24	26	363
School of History	71	66	543
School of International Relations	54	63	684
School of Management	19	217	385
School of Mathematics & Statistics	38	32	425
School of Medicine	29	7	515
School of Modern Languages	20	17	408
School of Philosophical, Anthropological and Film Studies	77	60	487
School of Physics & Astronomy	76	5	378
School of Psychology & Neuroscience	46	38	481
English Language Teaching		7	
Gradaute School		22	
General Science Programmes			38
General Arts Programmes			70
Grand Total	**860**	**903**	**7221**

Table 2: Academic and Academic Teaching Staff as at 31 May 2019

School	FTE
School of Art History	24
School of Biology	54
School of Chemistry	35
School of Classics	21
School of Computer Science	34
School of Divinity	22
School of Earth and Environmental Sciences	17
School of Economics and Finance	36
School of English	33
School of Geography and Sustainable Development	29
School of History	54
School of International Relations	49
School of Management	47
School of Mathematics and Statistics	36
School of Medicine	51
School of Modern Languages	62
School of Philosophical, Anthropological, and Film Studies	50
School of Physics and Astronomy	42
School of Psychology and Neuroscience	38

School of Computer Science

Exit Interviews 2016/17

Interviewees: Graduating students on BSc Hons (single & joint) and MSci programmes

Interviewers: IanG, Mark-Jan & Dharini

Numbers: attended (out of total)

Programme	*Male*	*Female*	*Total*
MSci	2 (2)	1 (1)	3 (3)
BSc Hons single	20 (22)	9 (10)	29 (32)
BSc Hons joint	0 (2)	1 (1)	1 (3)
			33 (38)

Questions and summary answers

Q1: Do you have any suggestions for improvements of school facilities such as labs and common areas or the general school environment?

Overall very positive on facilities provided. Coffee area / machine, general lab set up and access to tutorial rooms for individual / group work were picked out as particularly good. The creaking floor of the quiet lab, labs becoming noisier, students being kicked out of JH lab during classes and temperature fluctuations in JH lab were mentioned as issues to be addressed. There were requests for a separate fridge for students, a microwave in JC, more whiteboards in labs, standing places for computer work in labs and upgrade to projectors in JC 1.33 a & b.

Q2: How useful did you find the different aspects of teaching in the school, such as lectures, small group tutorials, exercise classes and projects?

Opinion was divided on this.

Overall, the combination of delivery methods and required transition through the years are seen as appropriate. Small group tutorials at sub-honours were considered very useful and there was demand for tutorials (albeit in not so small groups) to continue into honours. There were mixed feelings about exercise classes but generally positive. Practicals and projects were useful but a lot of work (see Q5).

There were a number of comments regarding quality of lectures varying a lot, especially at honours. There were positive comments about interesting lectures but also feedback that lecturers reading off slides is not useful. Students would prefer more problem-based or discussion-based delivery at honours. Lectures didn't always help prepare for assignments. Peer instruction is too soon for first year modules.

Q3: What are your career plans (job in industry, PhD, teaching, etc)? Do you feel your experience of studying Computer Science at St Andrews has prepared you well for these plans?

Majority heading to industry. A few planning startups or doing own projects or taking time out. One intending PhD and a couple of others pursuing MSc. One considering teaching abroad. Quite a few said they would consider further studies after they have worked for a while.

All but one said that they feel their studies here have prepared them very well for what they want to do; one, quite reasonably, said they didn't know yet. Most cited project work, internships and hackathons as being particularly useful. CS2001 and CS2002 were also mentioned as good preparation for interviews.

Q4: Have you perceived any bias towards you or anyone you know on the basis of gender, race, religion, disability, sexual orientation or any other factor in the School of Computer Science? If so, did this influence your further career plans, and if it did, how?

Answered overwhelmingly in the negative, which is encouraging. Some students were surprised that we had to ask. A few students remembered an incident affecting one student in the School a year or so ago. A couple of students said they had experienced one or two 'minor incidents' outside the School but nothing that affected their career plans. Another couple commented that, had anything happened, they would have known whom to approach, which was a good thing. Gender is just one aspect of the issue but there was a general feeling that women are in demand for CS and we are doing the right sort of thing to promote this.

Q5: What was the best part of your time in the school and what aspect needs the most improvement?

Best:

School community, interaction with staff and other students, caring, knowledgeable & accessible staff, small size, atmosphere in labs, good fellow students, learning & discovering own potential, project modules especially early ones like CS1006, practicals, small group tutorials, reading party, flexibility & choice of modules in 4th & 5th years, first year modules ("learned a lot of new things") and JH group project ("hated it at the time but with hindsight very useful").

Needing improvement:

The main concern is about coursework load, general perception that working 10 hours per credit as suggested on assignments will get them a bare pass, students like working hard on assignments and trying extensions because they find it useful for internships & job interviews but feel they don't get rewarded in terms of credits, assignments take up a lot of time leading to students missing lectures, as a result they learned some material for the first time during the revision period.

Other issues included: unbalanced work load over semester (2 peak periods – weeks 6/7 & 10/11), uncertainty over marking criteria (not sure what aspects will be valued over others), variability in quality of feedback, making sure module content is updated regularly, assignments should be designed to assess relevant concepts & not create busy work, more feedback on code style, SH project work load, first year can be intimidating ("streaming by experience for tutorials is a good idea"), more encouragement for joint honours programmes, would like slower introduction to Python etc in 2nd year ("more like Java in first year").

Q6: Do you have any other feedback?

Students were pleased that we were doing exit interviews. They mostly reiterated the positive comments at this point and said they had enjoyed their time here and appreciated the School community and the accessibility of staff. Some said they were sorry to leave!

Specific requests (typically from 1 student each):

A robotics module + lab, need to maintain Maths throughout rather than suddenly requiring a lot of it in SH, a module based on attending and reporting on hackathons, an alternative assessment strategy whereby regular class tests are conducted and at the end of the semester, students can choose not to sit the exam if they do sufficiently well in class tests (for eg, coursework 40%, exam 40% / 0% and class tests 20% / 60%).

Summary

Exit interviews seem worth the effort. Students really engaged with it. We emailed them the questions in advance and some students had even made notes in preparation for the interview. Turnout was better than expected.

Positive aspects:

All of them said they had enjoyed and benefitted from their time here and most said their programme prepared them well for what they want to do next. IanG pointed out that the aspects that we spend time, effort and resources on to maintain / improve are often seen as the best or most positive by students so we are generally doing the right sort of thing.

Aspects requiring improvement:

- Workload associated with coursework
- Managing deadlines
- Marking criteria and feedback
- Variability in quality of lecture delivery at honours

Dharini Balasubramaniam
June 2017

Update as at October 2019

Actions taken in response to feedback from exit interviews

School facilities

- We have added more computers to labs where possible to address increased demand.
- We have attempted to minimise scheduling teaching in labs so that students have as much access as possible at times that suit their working practices.
- More mobile whiteboards and Bring-Your-Own-Device stations have been provided in labs.
- Issues with temperature control and building infrastructure are immediately reported to University Estates department and equipment such as data projectors are upgraded as needed.

Teaching delivery

- Our student numbers have increased significantly over the last few years and we have had to review our teaching delivery for that reason as well.
- Staff are encouraged to try innovative teaching and assessment methods. We now have a wider variety of delivery (including flipped classes and seminar-based teaching) and assessment (including peer assessment).
- More lecturers now offer tutorials for Honours and PGT modules and get students to work though exercise / problem sheets.
- Staff who attend relevant academic fora, conferences, etc disseminate potentially interesting / useful information to the rest of the School.

Curricula, assessment load and marking criteria

- The School regularly conducts reviews of modules and programmes offered.
- Since the exit interviews in 2017, we have introduced new modules in response to student demand and trends in industry. These include 5th level modules in Machine Learning and Data Ethics & Privacy.
- More lecturers organise guest lectures from industrial practitioners so that students associate their learning with real world applications.
- The first core module in first year has been revised to cater for the wider variety in prior knowledge and experience that our students now have.
- The undergraduate curriculum has been revised to maintain the core theoretical and mathematical knowledge needed for modules in 4th and 5th levels. Lecturers are advised to offer brief refresher sessions on necessary Maths as required.
- Many of our students worked harder and longer on assignments than we wanted them to, and this was exacerbated by the coursework model we often used, which required extensional elements to achieve high first class marks. We have been revising this model to reduce the reliance on extensional elements and emphasise the importance of quality over quantity. Sample coursework specifications reducing the emphasis on extensions have been circulated to staff. We have already begun implementing this change.

- Templates for coursework specifications are made available to staff. These contain specific sections for marking criteria that can be customised for each assignment. Similarly, we produce feedback templates to improve the quality and consistency of feedback given to students.

Dissemination of information on actions taken

- Broader changes made in response to student feedback are outlined in the report by the Director of Teaching at the Staff Student Consultative Committee meeting each semester. These meetings are attended by staff and student reps, and the minutes of the meetings are circulated to all students.
- Changes made at each level are also communicated to students during orientation events at the start of the academic year.
- Staff are encouraged to summarise student feedback from the previous edition and changes made in response to this feedback during the first lecture of each module.

Feedback on actions

- Student feedback has been generally positive on the actions taken in response to their comments.
- The new optional modules we introduced have been very well-received and in high demand.
- Students are acutely aware of the increase in their numbers and the consequent increase in demand for space and other resources. Some of the actions we took as a result of the 2017 exit interviews have since been overtaken by increased demand. We continue to work with students in optimising the use of the resources we have.
- We have received good feedback on the quality of lab provisions available. Students would just like more of them!
- Given the large number of students on many modules, returning marks and useful feedback in a timely manner is an ongoing challenge and we are continuously exploring strategies for meeting this challenge.

Dharini Balasubramaniam
Director of Teaching
October 2019

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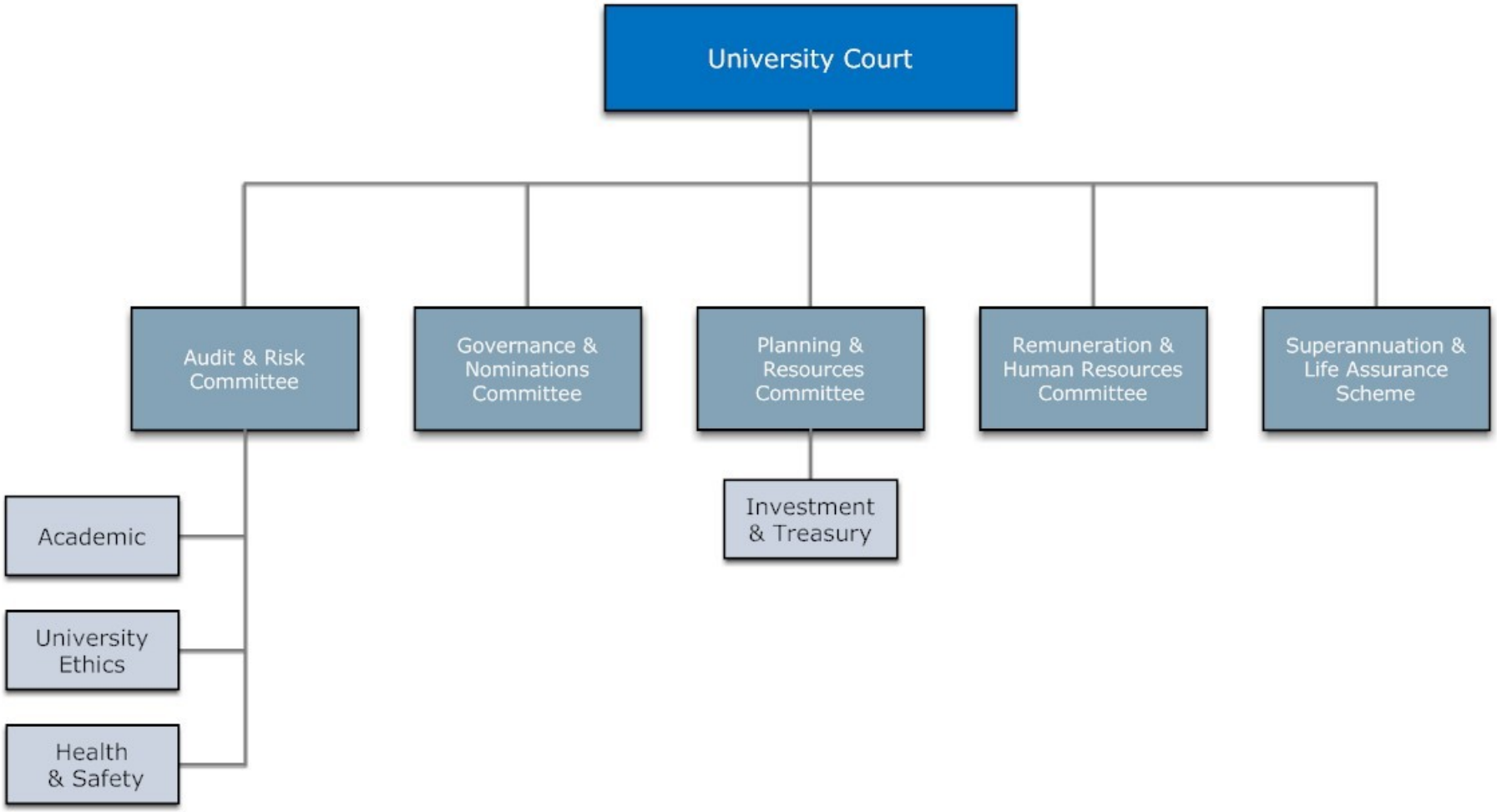
ELIR 2020
Advance Information Set
Section 7

Additional information

This section of the AIS contains the following documentation:

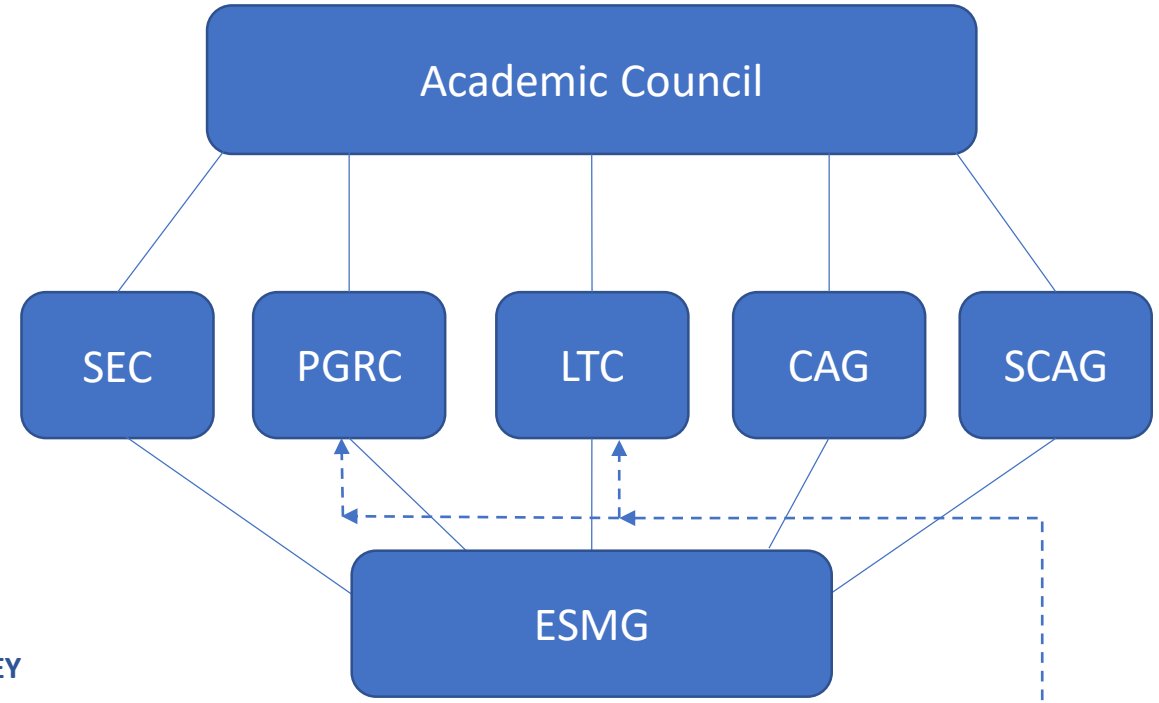
7.1 Court committee structure
7.2 Education development/quality monitoring committee structure
7.3 AMG schedule of business (2018-19)
7.4 Tartan rug summary and MEQ response rates (S2 2018-19)
7.5 Teaching factsheet: Art History (2017-18)
7.6 Academic events (2019-20)
7.7 Student data: population; retention and projected outcome; and graduate outcomes
7.8 Outcome agreement (2019-20)
7.9 List of exchanges and study abroad
7.10 Key contacts
7.11 Annual summary of themes arising from quality monitoring processes

University Court Committee Structure

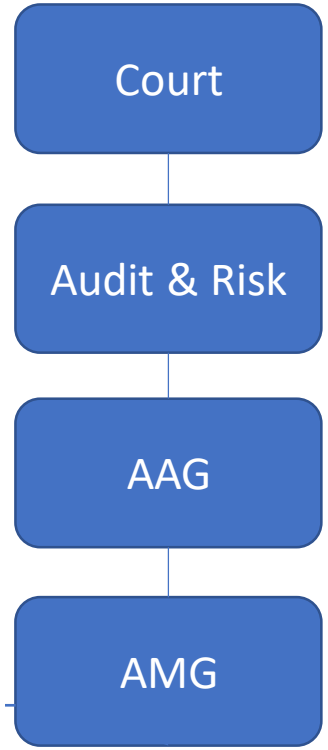


Education Development and Quality Monitoring Committees

Education development



Quality monitoring



Sharing of good practice and opportunities for enhancement

KEY

AAG	Academic Assurance Group
AMG	Academic Monitoring Group
CAG	Curriculum Approvals Group
ESMG	Education Strategic Management Group
LTC	Learning and Teaching Committee
PGRC	Postgraduate Research Committee
SCAG	Strategic Curriculum Approvals Group
SEC	Student Experience Committee

AMG schedule of business
AY 2018-19

24 September 2018 – *deadline 10 September*

Agenda item
Update paper on degree classifications for those with a declared disability with adjustments in place
Remit/committee membership
Schedule of business for 2018-19
URLT action plans: Library and Philosophy
Summary of External Examiner feedback (UG)
Papers for information: TEF; Annual Reports for SFC and Audit & Risk (2017-18); and Minutes of annual meeting with RCS

1 November 2018 – *deadline 16 October*

Agenda item
ELIR update
NSS analysis
PGT survey analysis
Annual Academic Monitoring: Actions from 2017 AAM dialogues; AAM reports; PGR pilot; MEQ tartan rug (S2); AAM dialogue schedule

15 November 2018 – AAM dialogues

26 November 2018 – *deadline 12 November*

Agenda item
URLTs: P&A international reviewer report and ELT action plan update
Annual report: Senate-level student academic appeals
Annual report: Complaints related to academic provision
Annual report: Fitness to practice
Annual summary: PGT External Examiner feedback
ELIR
Enhancement Theme: Plan for year two

28 January 2019 – *deadline 14 January 2019*

Agenda item
Annual Report: Student retention and completion
URLTs: Management evaluative report and EES action plan update
Annual Report: Study abroad, placements & exchanges
Annual Report: Academic misconduct
MEQ 'Tartan Rug' Reports: S1 2018-19 and year-long modules in 2017-18
Quality monitoring arrangements for ScotGEM
Paper for information: Action list from appeals annual report

25 February 2019 – *deadline 11 February 2019*

Agenda item
MEQ usage report from Equality, diversity and inclusion working group
Additional data on student retention and completion
Teaching factsheets
Exams working groups
Module results and the approval process (S1, 2018-19)
URLTs: Physics & Astronomy evaluative and IOP reports; Geog & SD evaluative report; Management Action Plan
ELIR update

25 March 2019 – *deadline 11 March 2019*

Agenda item
UG Awards by School and gender
URLTs: Geog & SD action plan; Physics & Astronomy action plan; Computer Science International reviewer report
Enhancement Theme update
Annual report: Careers Centre
Medical School annual returns
ELIR update

29 April 2019 – *deadline 15 April 2019*

Agenda item
Schedule for university-led reviews of learning and teaching (AY 2019-20)
Arrangements for the next cycle of annual academic monitoring
Progression: 3000 versus 4000 level modules

27 May 2019 – *deadline 13 May 2019*

Agenda item
Annual report: Collaborative programmes
S2 tartan rug reports and MEQ response rates
URLTs: Management action plan (resubmission)
Annual letter to External Examiners
QAA event: Exploring student surveys
ScotGEM feedback
GMC feedback on Medicine's annual returns

1 July 2019 – *deadline 18 June 2019*

Agenda item
Guideline for First Review of collaborative programmes
Review of Great Ideas modules
URLTs: Computer Science evaluative report; CAPOD evaluative report and EES update
PGT Classification paper
Rebranding of annual academic monitoring
ELIR update

University of St Andrews

Academic Monitoring Group

MEQ 'TARTAN RUG' REPORTS: SEMESTER 2 (AY 2018-19) AND YEAR-LONG MODULES (AY 2018-19)

1. Introduction

MEQ results for the year-long modules held in AY 2018-19 and in S2, AY 2018-19 have been collated and published in the semesterly 'Tartan Rug' report.

Response rates per module are now available at the bottom of each 'stripe'. This data should be taken into consideration when evaluating whether a module really is a red or blue stripe.

2. Action requested

The Deans will review the reports and share key outcomes by Faculty. This will include the identification of high-performing 'blue stripe' modules to facilitate the sharing of good practice, as well as highlighting any problematic modules.

Academic Monitoring Group is asked to note the contents of the report, as well as make any recommendations in response to the results.

Margaret Adamson
Head of Learning Technology & IT Skills Development
May 2019

MEQ 'Tartan Rug' Reports – S2Y1 2018-19

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Key

The numbers shown are the arithmetic mean of for that question/module. The colour represents how that particular mean relates to some established norm - at present that norm is the University wide mean, across all modules that were evaluated in the same semester and academic year. Where a module exactly matches the norm, the background is pure green - below the norm (which is most, but not always, 'better') it goes blue, and above the norm the colour drifts red. The degree of colour depends on how far away from the mean - at 2 standard deviations away, the background colour is capped at pure blue, or pure red. If the results followed a normal distribution (they don't quite) then that would mean that around 5% would be capped at pure blue or red, with the red shown as some shade. In the following example the numbers relate to a mean of 2.2, with a standard deviation of 0.5:

Value	Description
1.0	Leftmost score - usually labeled as 'excellent' or 'strongly agree'
1.2	2 std deviations below the mean
1.45	1.5 std devation below the mean
1.7	1 std devation below the mean
1.95	0.5 std devation below the mean
2.0	Second leftmost box
2.2	Equal to the mean
2.45	0.5 std devation above the mean
2.7	1 std devation above the mean
2.95	1.5 std devation above the mean
3.0	Middle box
3.2	2 std devations above the mean
4.0	Second righmost
5.0	Rightmost box usually labeled as 'poor' or 'strongly disagree'

MEQ Response Rates Summary, S2Y1 2018-19

School	S2Y1 2018-19	S1 2018-19
Art History	70.7%	57.1%
Biology	43.2%	40.7%
CAPOD	90.9%	91.7%
Chemistry	42.0%	51.8%
Classics	48.2%	54.4%
Computer Science	36.2%	34.6%
Divinity	52.1%	49.1%
Earth & Environmental Science	46.0%	63.2%
Economics & Finance	66.0%	58.3%
English Language Teaching	80.0%	72.6%
English	42.8%	48.6%
Geography & Sustainable Development	48.0%	54.3%
Graduate School	65.2%	74.1%
History	58.1%	65.2%
International Relations	54.8%	57.1%
Management	47.3%	38.7%
Mathematics & Statistics	41.8%	49.9%
Medicine	42.6%	51.8%
Modern Languages	51.7%	60.6%
Music	59.5%	70.8%
Philosophical & Anthropological Studies	53.4%	58.2%
Physics & Astronomy	51.3%	63.6%
Psychology & Neuroscience	36.6%	44.9%
Overall	49.1%	52.5%

Overall Satisfaction, Time Spent and Learning beyond minimum scores S2Y1 2018-19

University Averages

Overall Satisfaction
1-5, excellent-poor

S2Y1 2018-19	S1 2018-19	S1 2017-18	S1 2016-17	SI 2015-16
1.84	1.83	1.81	1.83	1.89

Time Spent
1 - 0-5 hours
2 - 6-10 hours
3 - 11-15 hours
4 - 16-20 hours
5 - more than 20 hours

S2Y1 2018-19	S1 2018-19	S1 2017-18	S1 2016-17	SI 2015-16
2.59	2.64	2.73	2.74	2.72

Learning beyond minimum
1-5, strongly agree-strongly disagree

S2Y1 2018-19	S1 2018-19	S1 2017-18	S1 2016-17	SI 2015-16
2.50	2.48	2.17	2.18	2.19

Arts

	Overall Satisfaction lower than average is better		Time Spent higher than average is better		Learning beyond minimum lower than average is better	
	Score	Difference	Score	Difference	Score	Difference
Art History	1.59	-0.25	2.82	0.23	2.46	-0.04
Classics	1.77	-0.07	2.73	0.14	2.49	-0.01
CAPOD	1.10	-0.74	1.90	-0.69	3.30	0.80
Divinity	1.53	-0.31	2.74	0.15	2.46	-0.04
Economics & Finance	2.16	0.32	2.40	-0.19	2.73	0.23
English	1.68	-0.16	2.90	0.31	2.37	-0.13
English Language Teaching	1.50	-0.34	2.83	0.24	2.04	-0.46
History	1.66	-0.18	2.77	0.18	2.33	-0.17
International Relations	1.52	-0.32	2.94	0.35	2.27	-0.23
Management	2.07	0.23	2.32	-0.27	2.49	-0.01
Modern Languages	1.83	-0.01	2.30	-0.29	2.55	0.05
Music Centre	1.73	-0.11	2.16	-0.43	2.45	-0.05
Philosophy, Anthropology & Film Studies	1.72	-0.12	3.33	0.74	1.33	-1.17

Science

	Overall Satisfaction lower than average is better		Time Spent higher than average is better		Learning beyond minimum lower than average is better	
	Score	Difference	Score	Difference	Score	Difference
Biology	1.83	-0.01	4.22	1.63	1.56	-0.94
Chemistry	2.01	0.17	2.02	-0.57	2.83	0.33
Computer Science	2.15	0.31	2.50	-0.09	1.33	-1.17
Earth & Environmental Sciences	2.29	0.45	2.69	0.10	2.38	-0.12
Geography & Sustainable Development	2.20	0.36	2.56	-0.03	2.55	0.05
Graduate School	3.10	1.26	2.87	0.28	2.06	-0.44
Mathematics & Statistics	1.90	0.06	2.35	-0.24	3.02	0.52
Medicine	2.04	0.20	3.78	1.19	2.81	0.31
Physics & Astronomy	2.16	0.32	2.37	-0.22	3.02	0.52
Psychology & Neuroscience	1.96	0.12	2.38	-0.21	2.35	-0.15

Section	Q Text	S2 2018/9																				
		AH 1003	AH 2002	AH 2901	AH 3104	AH 3196	AH 4078	AH 4147	AH 4184	AH 4185	AH 4191	AH 4209	AH 4216	AH 4236	AH 4246	AH 5111	AH 5140	AH 5164	AH 5166	AH 5167	AH 5505	Art History	Uni
core	Well organised	1.6	1.71	1.25	2.11	1.38	1.83	1.25	1.33	1.31	1.25	3.25	2.0	1.79	1.5	1.0	1.0	1.0	1.56	1.8	2.9	1.6	1.76 0.61
core	Online resources	1.69	1.86	1.5	1.78	2.0	1.33	1.33	1.44	1.5	1.25	2.33		1.93	1.67	1.0	1.0	1.0	1.75	1.75	2.89	1.62	1.83 0.6
core	Assessment: fair	1.64	1.74	1.0	1.67	1.23	1.83	1.38	1.67	1.88	1.75	2.33	1.0	1.57	1.5	1.0	1.33	1.5	2.11	1.8	3.1	1.63	1.86 0.58
core	Assessment: demonstrate learning	1.78	1.95	1.0	1.56	1.46	2.0	1.86	1.44	1.75	1.92	1.83	2.0	1.64	1.53	1.0	1.33	1.0	1.89	1.6	3.19	1.67	1.9 0.59
core	Marking criteria	1.83	1.94	1.5	2.22	1.31	2.0	1.5	1.67	1.38	1.5	2.08	1.0	1.79	1.72	1.0	1.0	2.5	2.56	2.2	3.38	1.76	1.93 0.62
core	Feedback: punctual	1.36	1.49	1.25	1.22	1.69	1.17	1.5	1.39	1.44	2.17	3.0	1.0	2.85	1.67	1.0	1.0	1.5	2.0	1.8	1.67	1.62	1.79 0.77
core	Feedback: helpful	1.64	1.61	1.0	1.78	1.31	2.0	1.44	1.61	1.6	1.75	2.17	1.0	1.77	1.17	1.0	1.33	1.0	2.0	1.8	3.24	1.65	1.94 0.64
core	Overall	1.6	1.66	1.25	2.0	1.62	1.5	1.31	1.5	1.5	1.33	2.42	1.0	1.86	1.39	1.0	1.0	1.0	2.0	2.2	3.0	1.59	1.84 0.62
lecturer	Material organised	1.63	1.7	1.03	2.11	1.38	1.67	1.25	1.5	1.31	1.08	2.42	3.0	1.64	1.44						2.02	1.61	1.7 0.56
lecturer	Explanation	1.69	1.69	1.1	2.33	1.38	1.5	1.31	1.33	1.56	1.25	2.17	1.0	1.43	1.28						2.19	1.52	1.67 0.54
lecturer	Engaging	1.81	1.74	1.1	2.44	1.31	1.5	1.56	1.44	1.63	1.33	2.33	1.0	1.5	1.28						2.4	1.59	1.78 0.6
lecturer	Contactable	1.67	1.55	1.0	1.44	1.0	1.0	1.06	1.33	1.63	1.25	2.08	3.0	1.14	1.06						1.71	1.41	1.45 0.38
engagement	Total time spent	2.08	2.38	3.25	2.56	2.69	3.17	2.56	3.0	2.69	2.58	2.25	2.0	3.21	2.78	3.0	3.0	3.0	3.56	3.0	2.43	2.82	2.59 0.68
engagement	Learning beyond minimum	2.9	2.71	2.75	2.33	2.46	3.17	2.31	2.44	2.19	2.33	2.17	3.0	2.86	1.94	1.0	2.67	2.0	3.11	3.2	2.62	2.46	2.5 0.6
staff	Explanation	1.18	1.19	1.0	2.0	1.31	1.5	1.25	1.28	1.5	1.25	2.0	1.0	1.5	1.22	1.0	1.0	1.25	1.59	1.53	2.1	1.35	1.52 0.45
staff	Well organised	1.32	1.28	1.25	2.11	1.54	1.5	1.25	1.33	1.44	1.25	2.17	2.0	1.5	1.61	1.0	1.0	1.17	1.59	1.33	2.0	1.42	1.62 0.47
staff	Contactable	1.21	1.06	1.0	1.22	1.0	1.0	1.0	1.28	1.56	1.25	2.08	2.0	1.07	1.06	1.0	1.0	1.17	1.27	1.2	1.66	1.24	1.35 0.34

Section	Q Text	S2 2018/9																				
		AH 1003	AH 2002	AH 2901	AH 3104	AH 3196	AH 4078	AH 4147	AH 4184	AH 4185	AH 4191	AH 4209	AH 4216	AH 4236	AH 4246	AH 5111	AH 5140	AH 5164	AH 5166	AH 5167	AH 5505	Art History	Uni
response	rate	76% (138/181)	69% (101/146)	50% (4/8)	43% (9/21)	54% (13/24)	50% (6/12)	76% (16/21)	86% (18/21)	89% (16/18)	63% (12/19)	67% (12/18)	17% (1/6)	93% (14/15)	82% (18/22)	25% (1/4)	60% (3/5)	50% (2/4)	90% (9/10)	42% (5/12)	105% (21/20)		50.0 22.98

Section	Q Text	S2 2018/9					
		AH 3901	AH 4050	AH 4167	AH 5163	Art History	Uni
core	Well organised	1.2	2.1	1.09	1.25	1.6	1.76 0.61
core	Online resources	1.4	1.4	1.38	2.0	1.62	1.83 0.6
core	Assessment: fair	1.4	1.6	1.57	1.5	1.63	1.86 0.58
core	Assessment: demonstrate learning	1.2	2.0	1.38	1.75	1.67	1.9 0.59
core	Marking criteria	1.4	2.2	1.33	1.25	1.76	1.93 0.62
core	Feedback: punctual	2.4	1.8	1.14	1.5	1.62	1.79 0.77
core	Feedback: helpful	2.4	2.1	1.29	1.5	1.65	1.94 0.64
core	Overall	1.6	2.1	1.14	1.25	1.59	1.84 0.62
lecturer	Material organised	1.0	1.7	1.09		1.61	1.7 0.56
lecturer	Explanation	1.0	2.0	1.18		1.52	1.67 0.54
lecturer	Engaging	1.0	1.9	1.27		1.59	1.78 0.6
lecturer	Contactable	1.0	1.4	1.09		1.41	1.45 0.38
engagement	Total time spent	3.4	3.0	2.86	3.25	2.82	2.59 0.68
engagement	Learning beyond minimum	1.8	1.7	2.32	3.0	2.46	2.5 0.6
staff	Explanation	1.0	1.7	1.09	1.0	1.35	1.52 0.45
staff	Well organised	1.0	1.4	1.05	1.08	1.42	1.62 0.47
staff	Contactable	1.0	1.4	1.09	1.08	1.24	1.35 0.34
response	rate	71% (5/7)	77% (10/13)	95% (21/22)	50% (4/8)		50.0 22.98

Section	Q Text	Y1 2018/9
		Uni
core	Well organised	1.79 0.84
core	Online resources	2.09 0.88
core	Assessment: fair	1.95 0.85
core	Assessment: demonstrate learning	1.79 0.67
core	Marking criteria	1.89 0.71
core	Feedback: punctual	1.64 0.9
core	Feedback: helpful	1.75 0.67
core	Overall	1.85 0.72
lecturer	Material organised	1.87 0.64
lecturer	Explanation	1.84 0.57
lecturer	Engaging	1.99 0.64
lecturer	Contactable	1.73 0.56
engagement	Total time spent	3.33 1.04
engagement	Learning beyond minimum	2.11 0.75
staff	Explanation	1.31 0.56
staff	Well organised	1.51 0.66
staff	Contactable	1.27 0.61
response	rate	38.0 27.05

Section	Q Text	S2 2018/9																				
		AA 4002	AA 4130	AN 2003	AN 4141	CL 2003	CL 4433	CL 4455	CL 4464	CL 5002	CL 5022	CL 5112	CL 5122	GK 1002	GK 4110	GK 4117	LT 2002	LT 2004	LT 4203	LT 4220	LT 4999	Classics	Uni
core	Well organised	1.22	1.33	2.06	1.5	1.57	2.78	1.4	1.73	1.89	1.5	1.0	2.0	2.45	1.0	1.0	1.75	2.4	2.67	2.29		1.74	1.76 0.61
core	Online resources	1.33	1.33	2.0	1.0	2.0	1.78	1.2	2.69	1.53	1.0	1.0	1.0	3.13	2.0	1.0	2.25	2.0	3.5	2.4		1.8	1.83 0.6
core	Assessment: fair	1.22	1.0	2.22	1.5	1.93	2.13	1.2	1.73	2.06	1.33	1.0	1.0	1.91	1.5	1.0	2.0	2.4	3.17	2.57		1.71	1.86 0.58
core	Assessment: demonstrate learning	1.33	1.0	2.5	1.5	2.14	2.11	1.2	2.0	1.72	2.33	2.0	1.0	2.36	1.0	1.33	2.43	2.8	2.5	2.57		1.79	1.9 0.59
core	Marking criteria	1.67	1.33	2.94	1.5	2.14	2.5	1.2	2.07	1.67	1.67	3.0	1.0	2.45	2.0	1.67	2.29	2.2	3.5	2.57		2.0	1.93 0.62
core	Feedback: punctual	1.11	1.17	3.5	1.5	1.43	4.33	1.2	1.47	1.61	1.0	3.0	1.0	1.27	1.0	1.0	1.29	1.2	1.83	2.14		1.63	1.79 0.77
core	Feedback: helpful	1.44	1.17	2.39	1.5	1.93	2.25	1.0	2.07	1.67	1.33	1.0	2.0	2.45	1.5	1.33	2.14	2.4	3.83	3.0		1.86	1.94 0.64
core	Overall	1.67	1.17	2.56	1.5	2.0	1.78	1.4	2.0	1.72	2.0	1.0	1.0	2.45	1.5	1.33	1.75	2.4	2.83	2.29		1.77	1.84 0.62
lecturer	Material organised	1.22	1.33	1.57	1.5	1.36		1.4	1.87	1.21	1.11	1.0	1.0	2.18	1.0	1.0	1.41	1.4	2.33	2.14	1.0	1.44	1.7 0.56
lecturer	Explanation	1.11	1.0	1.65	1.5	1.54		1.0	1.93	1.23	1.21	1.0	1.0	2.55	1.0	1.0	1.69	1.35	3.0	1.79	1.0	1.48	1.67 0.54
lecturer	Engaging	1.33	1.0	1.87	1.5	1.68		1.0	2.0	1.32	1.05	1.0	1.5	2.55	1.0	1.67	1.76	1.85	2.67	1.86	1.0	1.57	1.78 0.6
lecturer	Contactable	1.33	1.0	1.52	1.5	1.67		1.0	1.2	1.18	1.0	1.0	1.17	1.64	1.0	1.0	1.36	1.31	2.0	1.64	1.0	1.31	1.45 0.38
engagement	Total time spent	2.89	3.33	2.61	1.5	2.08	2.78	2.4	2.14	3.0	2.0	4.0	2.0	2.45	2.5	3.0	2.71	3.6	2.17	3.29		2.73	2.59 0.68
engagement	Learning beyond minimum	2.44	1.83	2.94	4.5	2.79	2.44	2.8	3.13	1.82	2.0	2.0	2.0	2.55	2.0	3.33	2.0	2.4	3.17	2.86		2.49	2.5 0.6
staff	Explanation			1.42		1.71											2.43	2.0				1.77	1.52 0.45
staff	Well organised			1.43		1.5											2.43	2.0				1.84	1.62 0.47
staff	Contactable			1.43		1.29											1.67	1.25				1.48	1.35 0.34
response	rate	82% (9/11)	46% (6/13)	33% (18/54)	18% (2/11)	35% (14/40)	64% (9/14)	63% (5/8)	100% (15/15)	78% (18/23)	44% (4/9)	100% (1/1)	50% (1/2)	55% (11/20)	33% (2/6)	50% (3/6)	38% (8/21)	56% (5/9)	50% (6/12)	64% (7/11)			50.0 22.98

Section	Q Text	S2 2018/9													
		AN 1002	AN 4430	CL 1005	CL 5012	GK 1006	GK 2002	GK 2004	GK 4126	GK 4999	LT 1002	LT 1004	LT 4207	Classics Uni	
core	Well organised	2.0	1.57	2.18	1.75	1.55	1.5	1.88	1.0		1.33	2.46	1.43	1.74	1.76 0.61
core	Online resources	1.97	1.43	2.18	1.63	1.82	1.0	2.0	1.0		2.5	2.62	1.86	1.8	1.83 0.6
core	Assessment: fair	1.9	1.86	2.03	1.86	1.64	1.0	2.13	1.0		1.5	2.0	1.64	1.71	1.86 0.58
core	Assessment: demonstrate learning	1.8	1.86	2.18	2.13	1.73	1.0	1.75	1.0		1.17	2.07	1.31	1.79	1.9 0.59
core	Marking criteria	1.9	2.14	1.95	1.75	1.91	1.5	2.13	1.0		2.0	2.21	2.07	2.0	1.93 0.62
core	Feedback: punctual	1.84	1.86	1.49	1.86	1.55	1.0	1.57	1.0		1.0	2.21	1.57	1.63	1.79 0.77
core	Feedback: helpful Overall	1.74	1.43	2.1	1.43	2.27	2.0	2.0	1.0		1.33	2.14	1.86	1.86	1.94 0.64
core	Material organised	2.13	1.57	2.31	1.75	1.64	1.5	1.63	1.0		1.33	2.29	1.5	1.77	1.84 0.62
lecturer	Explanation	1.72	1.57	1.89	1.44	1.52	1.3	1.35	1.0	1.0	1.33	1.98	1.43	1.44	1.7 0.56
lecturer	Engaging	1.66	1.71	1.9	1.41	1.61	1.6	1.4	1.0	1.0	1.83	1.92	1.43	1.48	1.67 0.54
lecturer	Contactable	1.76	1.43	2.02	1.49	1.7	1.7	1.58	1.0	1.0	1.83	1.96	1.5	1.57	1.78 0.6
lecturer	Total time spent Learning	1.72	1.14	1.91	1.41	1.6	1.0	1.29	1.0	1.0	1.17	1.66	1.07	1.31	1.45 0.38
engagement	beyond minimum	2.5	3.43	2.08	3.13	3.0	3.0	2.75	3.57		2.67	2.57	2.86	2.73	2.59 0.68
engagement	Explanation	2.97	1.67	3.03	1.63	3.0	2.0	2.25	2.0		2.5	3.0	1.71	2.49	2.5 0.6
staff	Well organised Contactable	1.41		1.85				1.63				1.71		1.77	1.52 0.45
staff		1.38		2.17				2.0				1.86		1.84	1.62 0.47
staff		1.41		1.4				1.38				2.0		1.48	1.35 0.34
response	rate	29% (31/107)	54% (7/13)	49% (39/80)	57% (8/14)	100% (11/11)	20% (2/10)	53% (8/15)	117% (7/6)		46% (6/13)	54% (14/26)	93% (14/15)		50.0 22.98

Section	Q Text	Y1 2018/9
		Uni
core	Well organised	1.79 0.84
core	Online resources	2.09 0.88
core	Assessment: fair	1.95 0.85
core	Assessment: demonstrate learning	1.79 0.67
core	Marking criteria	1.89 0.71
core	Feedback: punctual	1.64 0.9
core	Feedback: helpful	1.75 0.67
core	Overall	1.85 0.72
lecturer	Material organised	1.87 0.64
lecturer	Explanation	1.84 0.57
lecturer	Engaging	1.99 0.64
lecturer	Contactable	1.73 0.56
engagement	Total time spent	3.33 1.04
engagement	Learning beyond minimum	2.11 0.75
staff	Explanation	1.31 0.56
staff	Well organised	1.51 0.66
staff	Contactable	1.27 0.61
response	rate	38.0 27.05

Section	Q Text	S2 2018/9			Y1 2018/9
		ID 5102	CAPOD	Uni	Uni
core	Well organised	1.1	1.1	1.76 0.61	1.79 0.84
core	Online resources	1.1	1.1	1.83 0.6	2.09 0.88
core	Assessment: fair	1.0	1.0	1.86 0.58	1.95 0.85
core	Assessment: demonstrate learning	1.2	1.2	1.9 0.59	1.79 0.67
core	Marking criteria	1.3	1.3	1.93 0.62	1.89 0.71
core	Feedback: punctual	1.1	1.1	1.79 0.77	1.64 0.9
core	Feedback: helpful	1.11	1.11	1.94 0.64	1.75 0.67
core	Overall	1.1	1.1	1.84 0.62	1.85 0.72
lecturer	Material organised	1.2	1.2	1.7 0.56	1.87 0.64
lecturer	Explanation	1.0	1.0	1.67 0.54	1.84 0.57
lecturer	Engaging	1.05	1.05	1.78 0.6	1.99 0.64
lecturer	Contactable	1.2	1.2	1.45 0.38	1.73 0.56
engagement	Total time spent	1.9	1.9	2.59 0.68	3.33 1.04
engagement	Learning beyond minimum	3.3	3.3	2.5 0.6	2.11 0.75
staff	Explanation	2.0	2.0	1.52 0.45	1.31 0.56
staff	Well organised	2.0	2.0	1.62 0.47	1.51 0.66
staff	Contactable	1.88	1.88	1.35 0.34	1.27 0.61
response	rate	91% (10/11)		50.0 22.98	38.0 27.05

Section	Q Text	S2 2018/9																				
		DI 1006	DI 1201	DI 2001	DI 2002	DI 2006	DI 4498	DI 4551	DI 4552	DI 4604	DI 4605	DI 4700	DI 4731	DI 4800	DI 4827	DI 5352	DI 5429	DI 5453	DI 5521	DI 5526	DI 5901	Divinity	Uni
core	Well organised	1.88	1.28	2.75	1.25	1.31	1.0	1.0	1.5	1.33	1.25	1.5	1.67	1.78	1.3	1.0	1.0	2.33	1.09	1.0	1.44	1.46	1.76 0.61
core	Online resources	1.92	1.58	1.4	1.67	2.13	2.0	1.0	1.5	1.5	2.0	3.0	3.5	1.38	1.2	2.0	1.0	2.33	1.09	1.0	1.44	1.74	1.83 0.6
core	Assessment: fair	1.84	1.7	2.38	1.25	1.81	1.0	1.0	1.5	1.33	1.0	2.0	2.33	2.0	1.78	2.0	1.0	2.33	1.3	1.0	1.78	1.59	1.86 0.58
core	Assessment: demonstrate learning	2.04	1.98	2.13	1.25	1.81	1.25	1.0	1.5	1.33	1.5	2.0	2.67	2.11	1.56	1.0	1.0	2.67	1.36	1.0	1.67	1.62	1.9 0.59
core	Marking criteria	1.76	1.94	2.13	1.5	1.75	1.0	1.0	2.0	1.5	1.5	2.0	2.0	2.11	1.5	1.0	1.0	2.67	1.2	1.2	1.56	1.61	1.93 0.62
core	Feedback: punctual	2.16	2.25	2.5	1.25	1.5	1.0	1.0	1.5	1.33	1.0	3.0	1.33	1.44	1.63	1.0	1.0	2.0	1.33	1.2	1.44	1.63	1.79 0.77
core	Feedback: helpful	2.0	2.1	1.88	2.0	1.63	1.25	1.0	2.0	1.42	1.25	2.0	2.0	1.56	1.67	2.0	1.0	2.33	1.44	1.0	1.78	1.65	1.94 0.64
core	Overall	2.16	1.55	2.13	1.25	1.5	1.0	1.0	1.5	1.25	1.25	1.5	2.0	1.78	1.3	1.0	1.0	2.33	1.18	1.6	1.56	1.53	1.84 0.62
lecturer	Material organised	1.84	1.53	2.13	1.25	1.38	1.25	1.0	1.5	1.25	1.25	1.5	2.33	1.67	1.2	1.0	1.0	2.33	1.27	1.0	1.37	1.46	1.7 0.56
lecturer	Explanation	1.92	1.44	1.63	1.5	1.25	1.25	1.0	1.5	1.17	1.25	1.5	2.0	1.89	1.15	1.0	1.0	2.0	1.0	1.2	1.49	1.41	1.67 0.54
lecturer	Engaging	2.44	1.45	1.38	1.25	1.47	1.5	1.0	2.0	1.08	1.0	2.0	2.67	2.5	1.1	1.0	1.0	3.33	1.09	1.6	1.43	1.59	1.78 0.6
lecturer	Contactable	1.88	1.43	1.25	1.0	1.31	1.25	1.0	1.0	1.17	1.0	1.5	1.0	1.44	1.05	1.86	1.0	1.0	1.09	1.0	1.14	1.24	1.45 0.38
engagement	Total time spent	2.24	2.38	2.5	2.0	2.25	4.25	3.0	1.5	3.17	3.25	2.5	2.33	3.22	2.4	3.0	5.0	2.0	2.36	2.2	3.89	2.74	2.59 0.68
engagement	Learning beyond minimum	2.76	3.0	3.0	2.5	2.75	1.75	2.0	2.5	1.91	2.5	3.5	3.0	1.89	2.0	3.0	1.0	3.33	2.18	2.4	2.33	2.46	2.5 0.6
staff	Explanation	1.1	1.32	1.25	1.25	1.6	1.0															1.4	1.52 0.45
staff	Well organised	1.16	1.31	1.25	1.0	1.87	1.25															1.46	1.62 0.47
staff	Contactable	1.13	1.23	1.0	1.0	1.2	1.0															1.13	1.35 0.34
response	rate	56% (25/45)	50% (53/105)	50% (8/16)	44% (4/9)	36% (16/44)	40% (4/10)	11% (1/9)	18% (2/11)	86% (12/14)	100% (4/4)	100% (2/2)	75% (3/4)	64% (9/14)	50% (10/20)	6% (1/17)	100% (1/1)	60% (3/5)	122% (11/9)	100% (5/5)	64% (9/14)		50.0 22.98

Section	Q Text	S2 2018/9								
		DI 1005	DI 1012	DI 4936	DI 4940	DI 5107	DI 5451	DI 5525	Divinity	Uni
core	Well organised	1.67	2.05	1.25	1.0	1.0	2.6	1.17	1.46	1.76 0.61
core	Online resources	1.5	2.68	1.33	1.25		2.5	1.33	1.74	1.83 0.6
core	Assessment: fair	1.58	1.95	1.75	1.25	1.0	2.0	1.0	1.59	1.86 0.58
core	Assessment: demonstrate learning	1.5	2.16	1.75	1.0	1.0	2.5	1.0	1.62	1.9 0.59
core	Marking criteria	1.42	2.0	1.25	1.5	1.0	2.8	1.2	1.61	1.93 0.62
core	Feedback: punctual	1.45	1.37	2.25	2.5	1.0	3.1	1.4	1.63	1.79 0.77
core	Feedback: helpful	1.5	2.42	1.5	1.0	1.0	2.8	1.0	1.65	1.94 0.64
core	Overall	1.25	2.42	1.25	1.25	1.0	3.1	1.33	1.53	1.84 0.62
lecturer	Material organised	1.5	1.74	1.0	1.0	1.0	2.8	1.33	1.46	1.7 0.56
lecturer	Explanation	1.5	1.37	1.0	1.0	1.0	2.8	1.17	1.41	1.67 0.54
lecturer	Engaging	1.5	1.84	1.0	1.0	1.0	3.1	1.17	1.59	1.78 0.6
lecturer	Contactable	1.25	2.21	1.0	1.0	1.0	1.7	1.0	1.24	1.45 0.38
engagement	Total time spent engagement	2.45	2.0	2.75	2.75	4.0	1.8	2.83	2.74	2.59 0.68
Learning beyond minimum		3.27	3.42	2.25	2.0	1.0	3.1	2.17	2.46	2.5 0.6
staff	Explanation		2.25						1.4	1.52 0.45
staff	Well organised		2.38						1.46	1.62 0.47
staff	Contactable		1.38						1.13	1.35 0.34
response	rate	92% (12/13)	36% (19/53)	67% (4/6)	67% (4/6)	100% (1/1)	111% (10/9)	67% (6/9)		50.0 22.98

Section	Q Text	Y1 2018/9
		Uni
core	Well organised	1.79 0.84
core	Online resources	2.09 0.88
core	Assessment: fair	1.95 0.85
core	Assessment: demonstrate learning	1.79 0.67
core	Marking criteria	1.89 0.71
core	Feedback: punctual	1.64 0.9
core	Feedback: helpful	1.75 0.67
core	Overall	1.85 0.72
lecturer	Material organised	1.87 0.64
lecturer	Explanation	1.84 0.57
lecturer	Engaging	1.99 0.64
lecturer	Contactable	1.73 0.56
engagement	Total time spent	3.33 1.04
engagement	Learning beyond minimum	2.11 0.75
staff	Explanation	1.31 0.56
staff	Well organised	1.51 0.66
staff	Contactable	1.27 0.61
response	rate	38.0 27.05

Section	Q Text	S2 2018/9																				
		EC 1008	EC 2203	EC 3305	EC 4401	EC 4407	EC 4408	EC 4410	EC 4413	EC 4414	EC 4418	EC 4425	EC 4426	EC 5220	EC 5221	EC 5227	EC 5604	EC 5605	EC 5608	EC 5611	EC 5722	Economics and Finance	Uni
core	Well organised	1.95	2.43	2.57	3.4	1.51	2.38	1.7	1.9	1.68	1.77	1.25	2.05	1.14	2.5	2.0	2.92	2.44	2.0	1.93	1.54	1.97	1.76 0.61
core	Online resources	2.03	2.17	2.34	2.62	1.9	2.43	1.78	2.24	1.68	1.86	1.56	1.41	1.29	2.0	2.0	2.42	2.33	2.0	1.71	1.38	1.96	1.83 0.6
core	Assessment: fair	1.54	2.4	3.38	2.13	1.84	2.95	1.76	2.57	1.96	2.37	1.88	2.37	1.0	3.0	1.56	3.78	2.89	2.44	1.59	1.38	2.17	1.86 0.58
core	Assessment: demonstrate learning	2.18	2.31	3.24	2.47	2.21	2.95	1.78	2.57	1.88	2.22	1.75	2.42	1.14	2.5	1.67	3.42	2.56	2.44	1.83	1.54	2.21	1.9 0.59
core	Marking criteria	1.8	2.3	3.03	2.67	1.67	2.76	1.96	2.57	2.4	2.51	1.81	2.16	1.14	2.5	2.13	3.47	3.0	2.44	1.83	1.46	2.21	1.93 0.62
core	Feedback: punctual	1.57	1.71	1.66	1.47	1.27	2.43	1.43	1.43	3.72	1.6	1.06	1.26	1.0	2.5	1.44	1.97	2.44	2.33	1.52	1.31	1.72	1.79 0.77
core	Feedback: helpful	2.35	2.7	2.62	2.4	2.18	2.9	2.13	2.57	2.2	2.58	1.6	2.26	1.14	3.0	1.81	2.86	3.0	2.56	1.86	1.46	2.28	1.94 0.64
core	Overall	2.27	2.72	2.83	3.13	1.88	2.52	1.87	2.67	1.8	2.22	1.38	2.05	1.14	2.5	1.75	3.44	2.78	2.44	1.86	1.23	2.16	1.84 0.62
lecturer	Material organised	2.15	2.22	3.03	3.87	1.45	2.43	1.76	2.38	1.64	1.82	1.38	2.0	1.29	1.5	2.23	3.19	2.25	2.22	1.86	1.15	2.03	1.7 0.56
lecturer	Explanation	2.61	2.62	2.14	3.33	1.78	2.29	2.04	2.67	1.76	1.82	1.38	1.74	1.14	1.75	2.06	2.67	2.63	2.56	1.93	1.31	2.04	1.67 0.54
lecturer	Engaging	2.68	2.8	2.45	2.8	2.33	2.1	2.39	2.9	2.0	1.92	1.75	1.32	1.29	1.75	2.13	2.69	2.75	2.67	1.97	1.31	2.1	1.78 0.6
lecturer	Contactable	1.67	1.63	1.59	1.73	1.54	1.81	1.39	1.33	1.44	2.09	1.31	1.21	1.0	1.5	1.9	2.08	1.75	1.89	1.31	1.0	1.54	1.45 0.38
engagement	Total time spent	2.09	2.5	2.39	3.0	2.35	2.38	2.24	2.19	2.12	2.05	2.44	3.16	2.57	3.5	1.88	2.19	2.67	2.89	1.76	1.92	2.4	2.59 0.68
engagement	Learning beyond minimum	3.08	3.1	3.07	1.93	2.96	2.86	2.78	2.95	2.8	3.03	2.88	1.78	3.0	2.5	2.56	2.86	3.0	2.67	2.59	2.0	2.73	2.5 0.6
staff	Explanation	1.57	2.39	2.17	3.0	1.69	2.0	1.93	2.43	1.68	1.72	1.47	1.74	1.14	2.5	1.88	2.69	2.89	2.33	1.86	1.15	1.93	1.52 0.45
staff	Well organised	1.75	2.45	2.28	3.43	1.49	2.1	1.87	2.29	1.92	1.82	1.4	1.74	1.29	2.25	1.97	3.11	2.89	2.22	1.83	1.08	1.95	1.62 0.47
staff	Contactable	1.52	1.89	1.66	1.69	1.43	1.9	1.46	1.48	1.36	1.97	1.38	1.16	1.0	1.5	1.84	1.94	2.11	1.89	1.38	1.0	1.56	1.35 0.34

Section	Q Text	S2 2018/9																				
		EC 1008	EC 2203	EC 3305	EC 4401	EC 4407	EC 4408	EC 4410	EC 4413	EC 4414	EC 4418	EC 4425	EC 4426	EC 5220	EC 5221	EC 5227	EC 5604	EC 5605	EC 5608	EC 5611	EC 5722	Economics and Finance	Uni
response	rate	74% (130/175)	41% (60/146)	57% (29/51)	79% (15/19)	83% (49/59)	72% (21/29)	63% (46/73)	72% (21/29)	69% (25/36)	87% (65/75)	94% (16/17)	56% (19/34)	78% (7/9)	67% (2/3)	89% (16/18)	86% (36/42)	90% (9/10)	75% (9/12)	85% (29/34)	59% (13/22)		50.0 22.98

Section	Q Text	S2 2018/9								
		EC 1002	EC 2001	EC 3306	EC 4415	EC 4424	EC 5225	EC 5606	Economics and Finance	Uni
core	Well organised	2.33	1.88	1.27	1.9	1.39	1.33	2.0	1.97	1.76 0.61
core	Online resources	2.44	2.13	1.57	1.95	1.47	2.0	2.14	1.96	1.83 0.6
core	Assessment: fair	1.95	2.28	1.87	2.3	1.72	1.5	2.14	2.17	1.86 0.58
core	Assessment: demonstrate learning	2.31	2.62	1.6	2.45	2.33	1.33	2.0	2.21	1.9 0.59
core	Marking criteria	2.08	2.19	1.73	1.89	2.06	1.83	2.29	2.21	1.93 0.62
core	Feedback: punctual	1.95	1.66	1.53	2.0	1.44	1.5	1.14	1.72	1.79 0.77
core	Feedback: helpful	2.59	2.64	1.8	2.42	2.22	1.4	2.33	2.28	1.94 0.64
core	Overall	2.59	2.18	1.6	2.1	1.72	1.5	2.14	2.16	1.84 0.62
lecturer	Material organised	2.45	1.89	1.4	2.13	1.28	2.17	1.71	2.03	1.7 0.56
lecturer	Explanation	2.62	1.96	1.2	1.83	1.28	1.33	2.71	2.04	1.67 0.54
lecturer	Engaging	2.99	1.88	1.4	1.8	1.72	1.33	1.57	2.1	1.78 0.6
lecturer	Contactable	1.84	1.57	1.27	1.34	1.61	1.67	1.14	1.54	1.45 0.38
engagement	Total time spent	2.21	2.42	2.67	2.65	2.39	2.17	2.14	2.4	2.59 0.68
engagement	Learning beyond minimum	2.96	3.05	2.27	2.7	2.83	3.17	2.43	2.73	2.5 0.6
staff	Explanation	2.15	1.82	1.2	1.73	1.39	1.4	2.17	1.93	1.52 0.45
staff	Well organised	2.13	1.91	1.27	1.55	1.44	1.2	2.0	1.95	1.62 0.47
staff	Contactable	1.85	1.65	1.27	1.29	1.33	1.5	1.57	1.56	1.35 0.34
response	rate	48% (133/275)	78% (132/170)	65% (15/23)	51% (20/39)	58% (18/31)	120% (6/5)	78% (7/9)		50.0 22.98

Section	Q Text	Y1 2018/9		
		EC 4499	Economics and Finance	Uni
core	Well organised	2.0	2.0	1.79 0.84
core	Online resources	2.0	2.0	2.09 0.88
core	Assessment: fair	2.75	2.75	1.95 0.85
core	Assessment: demonstrate learning	1.75	1.75	1.79 0.67
core	Marking criteria	2.25	2.25	1.89 0.71
core	Feedback: punctual	2.75	2.75	1.64 0.9
core	Feedback: helpful	2.5	2.5	1.75 0.67
core	Overall	2.0	2.0	1.85 0.72
lecturer	Material organised	2.0	2.0	1.87 0.64
lecturer	Explanation	2.0	2.0	1.84 0.57
lecturer	Engaging	2.5	2.5	1.99 0.64
lecturer	Contactable	2.0	2.0	1.73 0.56
engagement	Total time spent	4.25	4.25	3.33 1.04
engagement	Learning beyond minimum	1.0	1.0	2.11 0.75
staff	Explanation			1.31 0.56
staff	Well organised Contactable			1.51 0.66
staff	rate			1.27 0.61
response		44% (4/9)		38.0 27.05

Section	Q Text	S2 2018/9																				
		EN 1004	EN 2004	EN 3141	EN 3202	EN 3217	EN 4316	EN 4341	EN 4367	EN 4406	EN 4407	EN 4419	EN 4420	EN 4423	EN 4426	EN 4433	EN 5005	EN 5007	EN 5204	EN 5301	EN 5602	Englis h	Uni
core	Well organised	1.89	1.63	1.29	2.5	2.67	1.54	1.0	1.1	1.33	1.17	1.45	1.6	1.29	1.0	2.0	1.5	2.67	2.5	1.25	1.0	1.64	1.76 0.61
core	Online resources	2.21	2.02	1.29	2.71	2.33	1.54	1.67	1.2	1.78	1.45	2.36	1.44	1.29	1.83	2.0	3.0		2.0	1.33	1.0	1.86	1.83 0.6
core	Assessment: fair	1.85	1.8	2.0	1.38	2.0	1.69	1.0	1.3	1.78	1.55	1.55	1.5	1.29	1.13	2.0	1.5	2.5	2.25	1.33	1.5	1.61	1.86 0.58
core	Assessment: demonstrate learning	1.91	1.76	2.0	1.88	1.67	1.54	1.29	1.4	1.78	1.55	1.55	1.6	1.14	1.38	2.33	2.0	2.83	2.25	2.0	1.5	1.68	1.9 0.59
core	Marking criteria	2.11	2.0	2.14	2.38	2.5	1.69	1.71	1.3	2.0	1.73	1.36	1.5	1.86	1.88	2.0	2.0	2.5	1.75	1.75	2.0	1.77	1.93 0.62
core	Feedback: punctual	1.55	1.61	2.43	1.63	3.33	1.54	3.14	1.4	2.0	1.09	1.3	1.0	1.57	1.0	1.22	1.0	2.0	1.25	2.0	1.0	1.52	1.79 0.77
core	Feedback: helpful	2.06	1.87	1.57	2.13	2.33	1.62	1.29	1.3	1.78	1.45	1.27	1.2	1.14	1.13	2.11	1.0	2.5	2.25	2.0	1.5	1.74	1.94 0.64
core	Overall	1.98	1.67	1.71	2.25	2.33	1.69	1.14	1.1	1.44	1.27	1.45	1.4	1.71	1.0	2.44	1.5	3.0	2.0	1.5	1.0	1.68	1.84 0.62
lecturer	Material organised	1.96	1.76	1.29	2.63	2.67	1.54	1.0	1.2	1.39	1.21	1.53	1.2	1.43	1.13	2.44	1.17	2.58	1.19	1.35	1.58	1.58	1.7 0.56
lecturer	Explanation	1.95	1.78	1.57	2.0	2.33	1.42	1.0	1.2	1.61	1.21	1.5	1.3	1.43	1.0	2.44	1.33	2.67	1.08	1.25	1.25	1.51	1.67 0.54
lecturer	Engaging	2.17	1.91	1.86	2.13	2.33	1.46	1.29	1.4	1.67	1.25	1.53	1.4	2.29	1.0	3.22	1.33	2.33	1.17	1.4	1.42	1.65	1.78 0.6
lecturer	Contactable	2.0	1.77	1.14	1.38	2.0	1.5	1.14	1.2	1.47	1.46	1.47	1.0	1.0	1.0	2.22	1.0	1.75	1.14	1.3	1.17	1.34	1.45 0.38
engagement	Total time spent	2.55	2.46	3.14	3.13	4.0	3.0	3.14	2.5	3.33	3.33	3.3	2.0	3.0	3.0	2.89	2.0	2.17	4.75	3.75	2.0	2.9	2.59 0.68
engagement	Learning beyond minimum	2.87	2.44	1.86	2.14	1.33	2.0	2.0	2.3	2.89	2.36	2.0	2.2	2.57	2.38	2.78	3.0	3.0	1.75	2.75	2.0	2.37	2.5 0.6
staff	Explanation	1.31	1.36																			1.32	1.52 0.45
staff	Well organised	1.42	1.5																			1.38	1.62 0.47
staff	Contactable	1.28	1.28																			1.14	1.35 0.34
response	rate	36% (53/148)	30% (46/152)	33% (7/21)	67% (8/12)	30% (3/10)	65% (13/20)	35% (7/20)	45% (10/22)	47% (9/19)	52% (11/21)	61% (11/18)	53% (10/19)	37% (7/19)	73% (8/11)	45% (9/20)	50% (2/4)	86% (6/7)	67% (4/6)	80% (4/5)	40% (2/5)		50.0 22.98

Section	Q Text	S2 2018/9																			
		EN 2901	EN 3112	EN 3142	EN 3163	EN 3165	EN 3214	EN 3216	EN 3905	EN 4314	EN 4346	EN 4405	EN 4418	EN 4422	EN 4430	EN 5116	EN 5303	EN 5511	EN 5512	EN 5604	Englis h	Uni
core	Well organised	1.33	2.0	1.33	1.22	1.5	1.22	1.83	2.0	1.5	1.4	1.5	2.5	1.67	1.57	2.0	1.67	2.0	1.67	1.5	1.64	1.76 0.61
core	Online resources	1.33	2.33	1.71	1.75	1.78	1.22	1.75	2.67	1.33	1.2	3.0	3.25	1.33	1.83	1.71	2.33	2.33	2.0	1.5	1.86	1.83 0.6
core	Assessment: fair	1.17	1.73	1.22	1.11	2.1	1.22	1.5	1.8	1.7	1.2	1.25	1.5	1.33	1.57	1.67	1.33	3.0	2.0	1.5	1.61	1.86 0.58
core	Assessment: demonstrate learning	1.17	1.82	1.33	1.11	2.3	1.33	1.83	1.8	1.9	1.4	2.0	1.5	1.0	1.29	1.67	1.33	2.5	2.0	1.0	1.68	1.9 0.59
core	Marking criteria	1.17	1.73	1.22	1.44	2.1	1.33	2.67	1.4	1.67	2.2	1.25	1.5	1.0	1.43	1.57	2.0	1.67	2.0	1.5	1.77	1.93 0.62
core	Feedback: punctual	1.17	1.45	1.0	1.0	1.3	1.11	1.5	1.4	1.33	1.0	1.25	2.5	1.0	1.29	1.33	2.0	1.67	2.0	1.0	1.52	1.79 0.77
core	Feedback: helpful	1.17	1.82	1.22	1.33	2.5	1.33	2.0	1.6	1.33	1.6	2.5	2.75	1.33	1.43	1.83	2.0	2.0	2.0	2.5	1.74	1.94 0.64
core	Overall	1.17	1.91	1.44	1.38	2.1	1.33	1.83	2.0	1.7	1.6	2.5	2.0	1.33	1.0	1.86	1.33	2.0	2.0	1.5	1.68	1.84 0.62
lecturer	Material organised	1.0	2.03	1.38	1.56	1.6	1.22	1.67	1.93	1.4	1.4	2.14	2.5	1.0	1.29	1.6	1.64	1.28	1.67	1.08	1.58	1.7 0.56
lecturer	Explanation	1.0	1.68	1.25	1.22	1.5	1.22	1.5	1.67	1.1	1.0	2.57	1.75	1.33	1.14	1.51	1.64	1.38	1.52	1.42	1.51	1.67 0.54
lecturer	Engaging	1.15	1.94	1.38	1.44	2.0	1.11	1.67	1.69	1.3	1.0	2.71	2.0	1.67	1.0	1.54	1.64	1.34	1.57	1.5	1.65	1.78 0.6
lecturer	Contactable	1.09	1.94	1.13	1.0	1.7	1.22	1.33	1.74	1.1	1.0	1.0	1.0	1.0	1.14	1.31	1.6	1.25	1.33	1.25	1.34	1.45 0.38
engagement	Total time spent	3.67	2.55	2.67	2.89	3.2	3.44	2.5	1.8	2.5	2.6	1.75	2.0	2.33	3.43	3.29	3.0	3.5	4.0	2.5	2.9	2.59 0.68
engagement	Learning beyond minimum	2.33	2.18	2.22	2.5	2.2	2.44	2.83	2.8	1.8	2.8	2.75	3.5	2.0	2.71	1.57	3.0	2.5	1.67	2.0	2.37	2.5 0.6
staff	Explanation	1.0							1.6												1.32	1.52 0.45
staff	Well organised	1.0							1.6												1.38	1.62 0.47
staff	Contactable	1.0							1.0												1.14	1.35 0.34
response	rate	67% (6/9)	55% (11/20)	43% (9/21)	50% (8/16)	56% (10/18)	45% (9/20)	67% (6/9)	83% (5/6)	53% (10/19)	36% (5/14)	29% (4/14)	29% (4/14)	50% (3/6)	35% (7/20)	64% (7/11)	50% (3/6)	33% (4/12)	25% (3/12)	40% (2/5)		50.0 22.98

Section	Q Text	Y1 2018/9					
		EN 5017	EN 5018	EN 5112	EN 5801	English	Uni
core	Well organised	1.33	2.0	1.5	4.25	2.27	1.79 0.84
core	Online resources	1.33	2.0	1.33	3.0	1.92	2.09 0.88
core	Assessment: fair	1.0	2.0	2.0	2.75	1.94	1.95 0.85
core	Assessment: demonstrate learning	1.33	1.0	2.0	3.0	1.83	1.79 0.67
core	Marking criteria	2.0	3.0	2.67	3.5	2.79	1.89 0.71
core	Feedback: punctual	1.0	1.0	1.33	3.0	1.58	1.64 0.9
core	Feedback: helpful	2.0	3.0	1.83	2.5	2.33	1.75 0.67
core	Overall	2.0	2.0	1.83	3.5	2.33	1.85 0.72
lecturer	Material organised	1.6	1.0	1.42	1.96	1.49	1.87 0.64
lecturer	Explanation	1.6	1.0	1.35	1.75	1.43	1.84 0.57
lecturer	Engaging	1.0	1.0	1.3	1.88	1.29	1.99 0.64
lecturer	Contactable	1.0	1.0	1.25	1.83	1.27	1.73 0.56
engagement	Total time spent	2.0	1.0	2.4	2.25	1.91	3.33 1.04
engagement	Learning beyond minimum	2.67	4.0	1.83	2.5	2.75	2.11 0.75
staff	Explanation						1.31 0.56
staff	Well organised						1.51 0.66
staff	Contactable						1.27 0.61
response	rate	50% (3/6)	20% (1/5)	60% (6/10)	50% (4/8)		38.0 27.05

Section	Q Text	S2 2018/9											Y1 2018/9
		ET 1002	ET 2002	ET 5107	ET 5124	ET 5125	ET 5126	ET 5127	ET 5400	ET 5401	LI 1002	English Language Teaching	Uni	Uni
core	Well organised	1.5	1.5	1.88	1.75	1.13	1.13	2.0	1.0	1.0	2.5	1.54	1.76 0.61	1.79 0.84
core	Online resources	2.0	2.0	1.5	1.25	1.25	1.0	1.38	1.0	1.0	2.7	1.51	1.83 0.6	2.09 0.88
core	Assessment: fair	1.0	2.0	1.63	1.38	1.25	1.13	1.63	1.0	1.0	2.82	1.48	1.86 0.58	1.95 0.85
core	Assessment: demonstrate learning	1.5	2.5	1.38	1.13	1.63	1.13	1.5	1.0	1.0	2.71	1.55	1.9 0.59	1.79 0.67
core	Marking criteria	1.5	1.75	1.25	1.13	1.38	1.0	1.38	1.0	1.0	2.61	1.4	1.93 0.62	1.89 0.71
core	Feedback: punctual	1.5	2.0	1.25	1.0	1.25	1.13	1.25	1.0	1.0	1.82	1.32	1.79 0.77	1.64 0.9
core	Feedback: helpful Overall	1.5	1.75	1.25	1.25	1.38	1.0	1.38	1.0	1.0	3.11	1.46	1.94 0.64	1.75 0.67
core	Material organised	1.5	1.5	1.63	1.25	1.38	1.13	1.88	1.0	1.0	2.71	1.5	1.84 0.62	1.85 0.72
lecturer	Explanation	1.5	1.64	1.43	1.63	1.13	1.25	1.69	1.0	1.0	2.22	1.45	1.7 0.56	1.87 0.64
lecturer	Engaging	1.5	1.75	1.09	1.63	1.13	1.13	1.81	1.0	1.0	2.19	1.42	1.67 0.54	1.84 0.57
lecturer	Contactable	1.5	1.33	1.04	1.0	1.0	1.5	1.63	1.0	1.0	2.32	1.33	1.78 0.6	1.99 0.64
lecturer	Total time spent Learning	1.0	1.42	1.0	1.13	1.0	1.0	1.06	1.0	1.0	2.01	1.16	1.45 0.38	1.73 0.56
engagement	beyond minimum	2.0	2.75	3.13	2.38	2.63	2.63	3.0	4.0	4.0	1.78	2.83	2.59 0.68	3.33 1.04
engagement	Explanation	4.0	2.5	1.75	1.75	1.88	1.75	1.75	1.0	1.0	3.0	2.04	2.5 0.6	2.11 0.75
staff	Well organised Contactable	1.5			1.38	1.0		2.0			1.8	1.54	1.52 0.45	1.31 0.56
staff		2.0			1.63	1.5		1.88			1.94	1.79	1.62 0.47	1.51 0.66
staff		1.0			1.13	1.0		1.13			2.13	1.28	1.35 0.34	1.27 0.61
response	rate	100% (2/2)	50% (4/8)	114% (8/7)	114% (8/7)	114% (8/7)	114% (8/7)	114% (8/7)	100% (1/1)	100% (1/1)	58% (28/48)		50.0 22.98	38.0 27.05

Section	Q Text	S2 2018/9																				
		HI 4997	HI 4998	LC 5002	ME 1006	ME 3162	ME 3232	ME 3423	ME 5204	MO 1008	MO 3110	MO 3113	MO 3263	MO 3320	MO 3385	MO 3406	MO 3502	MO 5622	MS 5027	MS 5102	MS 5122	History	Uni
core	Well organised	1.2	3.2	2.33	1.72	1.5	1.29	1.2	1.8	2.19	1.2	1.7	1.29	2.0	1.8	2.0	1.91	2.5	1.8	2.67	1.5	1.63	1.76 0.61
core	Online resources	1.25	3.0	1.67	2.0	1.5	1.29	2.0	2.0	2.53	1.4	1.7	2.0	3.5	2.2	2.75	2.73		1.5	2.33	1.5	1.85	1.83 0.6
core	Assessment: fair	1.2	2.8	2.0	1.7	2.0	1.5	1.6	1.4	2.0	1.8	2.5	1.71	1.75	1.8	2.25	1.73	2.25	3.25	3.0	1.5	1.66	1.86 0.58
core	Assessment: demonstrate learning	1.4	2.2	2.33	1.86	2.0	1.57	1.8	1.2	1.99	1.8	2.4	2.43	2.0	1.6	2.25	1.64	1.75	2.5	3.0	1.5	1.7	1.9 0.59
core	Marking criteria	1.4	2.25	1.33	1.62	1.5	1.64	2.6	1.0	2.06	1.4	1.8	1.71	2.0	1.6	2.5	1.55	2.75	3.0	2.67	2.0	1.79	1.93 0.62
core	Feedback: punctual	1.2	4.0	1.67	1.38	2.33	1.43	4.0	1.2	1.54	1.1	1.3	1.14	2.75	1.0	1.0	1.18	4.5	3.75	3.33	1.75	1.7	1.79 0.77
core	Feedback: helpful	1.2	4.25	1.67	1.48	2.33	1.5	1.6	1.2	1.77	1.7	2.5	1.86	2.0	2.0	2.5	1.91	2.0	3.0	3.0	1.5	1.72	1.94 0.64
core	Overall	1.0	3.75	2.33	1.82	1.5	1.36	1.4	1.6	2.05	1.3	2.3	1.86	2.0	2.2	2.25	2.09	2.25	1.4	2.0	1.75	1.66	1.84 0.62
lecturer	Material organised				1.59					2.12												2.0	1.7 0.56
lecturer	Explanation				1.62					2.16												1.41	1.67 0.54
lecturer	Engaging				1.8					2.25												1.97	1.78 0.6
lecturer	Contactable				1.69					2.01												1.45	1.45 0.38
engagement	Total time spent	3.8	4.6	2.0	2.25	2.5	2.43	2.6	3.4	2.29	2.7	3.4	3.43	3.0	2.4	3.75	2.45	3.75	1.8	2.0	1.75	2.77	2.59 0.68
engagement	Learning beyond minimum	1.0	1.25	3.33	3.03	2.67	2.64	2.8	1.6	2.93	2.4	2.6	2.43	2.75	2.6	2.25	3.0	1.5	2.2	2.67	2.75	2.33	2.5 0.6
staff	Explanation	1.0	3.2	1.33	1.36	1.33	1.29	1.0		1.49	1.2	2.0	1.14	1.75	1.4	1.5	1.64	1.92	1.0	1.69	1.38	1.32	1.52 0.45
staff	Well organised	1.0	3.5	2.33	1.46	1.5	1.43	1.4		1.61	1.1	1.7	1.71	1.25	2.4	2.75	1.73	2.17	1.8	1.92	1.38	1.55	1.62 0.47
staff	Contactable	1.0	2.83	1.0	1.25	1.17	1.07	1.0		1.49	1.1	1.4	1.17	2.0	1.6	2.75	1.64	1.67	1.7	2.13	1.38	1.28	1.35 0.34
response	rate	56% (5/9)	22% (4/18)	25% (3/12)	70% (96/138)	46% (6/13)	100% (14/14)	100% (5/5)	63% (5/8)	49% (150/306)	71% (10/14)	71% (10/14)	50% (7/14)	31% (4/13)	38% (5/13)	29% (4/14)	85% (11/13)	50% (4/8)	71% (5/7)	43% (3/7)	57% (4/7)		50.0 22.98

Section	Q Text	S2 2018/9																				
		EH 5102	HI 2001	HI 5105	LC 5025	LC 5026	ME 3105	ME 3313	ME 3314	ME 3616	ME 5202	MH 5111	MH 5201	MO 3005	MO 3329	MO 3334	MO 3419	MO 3508	MO 3524	MO 3581	MO 5052	History	Uni
core	Well organised	1.0	1.68	1.0	1.67	2.0	1.22	1.67	1.38	1.4	1.4	4.0	1.0	1.2	1.42	1.25	1.2	1.0	1.54	1.57	1.0	1.63	1.76 0.61
core	Online resources		1.72	2.0	1.67	2.0	1.78	1.67	1.63	2.5	1.0	2.0		2.75	1.25	1.5	1.8	1.0	1.23	1.57	1.0	1.85	1.83 0.6
core	Assessment: fair	2.0	1.78	1.0	1.67	2.0	1.33	1.0	1.25	1.2	1.0	2.0	1.0	1.2	1.5	2.0	1.8	1.0	1.23	1.86	1.0	1.66	1.86 0.58
core	Assessment: demonstrate learning	3.0	2.01	1.0	1.33	3.0	1.11	1.33	1.25	1.2	1.2	2.0	1.0	1.4	1.58	2.0	1.8	1.0	2.08	1.71	1.25	1.7	1.9 0.59
core	Marking criteria	2.0	1.8	1.0	3.33	1.0	2.33	1.5	1.38	1.4	1.25	3.0	2.0	2.0	1.75	2.5	1.4	1.33	1.69	2.29	1.0	1.79	1.93 0.62
core	Feedback: punctual	1.0	1.54	1.0	1.67	1.0	2.11	2.67	1.38	1.2	1.0	5.0	1.0	2.6	1.25	1.0	1.0	1.0	1.0	1.71	1.0	1.7	1.79 0.77
core	Feedback: helpful	3.0	1.75	1.0	2.33	3.0	1.44	1.33	1.63	1.6	1.0	2.0	1.0	1.2	1.75	2.0	1.6	1.33	1.46	2.14	1.0	1.72	1.94 0.64
core	Overall	2.0	1.86	1.0	1.67	3.0	1.44	1.5	1.38	1.0	1.2	3.0	1.0	1.6	1.42	1.75	1.4	1.0	1.46	1.71	1.0	1.66	1.84 0.62
lecturer	Material organised		1.81									4.0	1.0									2.0	1.7 0.56
lecturer	Explanation		1.85									1.0	1.0									1.41	1.67 0.54
lecturer	Engaging		1.93									3.0	2.0									1.97	1.78 0.6
lecturer	Contactable		1.89									1.0	1.0									1.45	1.45 0.38
engagement	Total time spent	3.0	2.59	1.67	2.33	1.0	2.44	3.33	3.25	2.4	4.6	3.0	1.0	3.6	2.92	2.75	3.0	3.0	2.31	3.29	3.5	2.77	2.59 0.68
engagement	Learning beyond minimum	2.0	2.84	2.0	2.0	3.0	2.22	2.0	2.63	2.4	1.8	2.0	1.0	3.4	2.0	2.25	2.8	1.67	2.15	2.14	2.0	2.33	2.5 0.6
staff	Explanation	1.0	1.23	1.0	1.33	1.0	1.13	1.33	1.13	1.0	1.0			1.0	1.33	1.25	1.2	1.0	1.31	1.57	1.0	1.32	1.52 0.45
staff	Well organised	1.0	1.29	1.0	1.67	2.0	1.33	1.83	1.38	1.0	1.25			1.2	1.42	1.5	1.8	1.33	1.42	1.57	1.0	1.55	1.62 0.47
staff	Contactable	1.0	1.15	1.0	1.0	1.5	1.08	1.33	1.13	1.0	1.14			1.0	1.25	1.5	1.2	1.0	1.08	1.29	1.03	1.28	1.35 0.34
response	rate	100% (1/1)	70% (156/223)	38% (3/8)	30% (3/10)	8% (1/12)	82% (9/11)	55% (6/11)	57% (8/14)	71% (5/7)	63% (5/8)	50% (1/2)	50% (1/2)	63% (5/8)	86% (12/14)	67% (4/6)	83% (5/6)	25% (3/12)	93% (13/14)	58% (7/12)	50% (4/8)		50.0 22.98

Section	Q Text	S2 2018/9																				
		HI 5010	HI 5011	ME 3425	ME 3608	ME 5106	MH 2002	MH 5302	MH 5411	MO 3026	MO 3038	MO 3080	MO 3338	MO 3351	MO 3354	MO 3365	MO 5023	MO 5030	MO 5152	MO 5602	MS 5124	History	Uni
core	Well organised	1.0	1.0	1.0	2.25	1.5	2.35	2.0	2.0	1.0	1.43	1.75	1.18	1.8	1.67	1.2	2.0	1.2	3.5	1.22	1.0	1.63	1.76 0.61
core	Online resources		1.0	1.1	2.0	1.5	2.68		2.5	2.5	1.86	2.25	1.09	1.5	1.67	1.2	1.0	1.2	5.0	1.25	2.0	1.85	1.83 0.6
core	Assessment: fair	1.0	1.0	1.2	2.25	1.33	2.03	2.0	1.0	1.5	1.43	1.75	1.55	2.0	1.33	1.2	2.0	1.0	3.25	1.44	1.0	1.66	1.86 0.58
core	Assessment: demonstrate learning	1.0	1.0	1.5	1.5	1.5	2.19	1.0	2.0	1.25	1.29	1.5	1.55	1.5	1.33	1.6	2.0	1.2	3.5	1.33	1.5	1.7	1.9 0.59
core	Marking criteria	1.0	2.5	1.3	2.0	1.17	2.53	2.0	2.0	1.5	1.57	1.25	1.18	2.1	1.0	1.2	2.0	1.0	3.5	1.56	1.5	1.79	1.93 0.62
core	Feedback: punctual	1.0	2.5	1.1	2.0	1.5	1.7	1.0	1.0	1.5	1.14	1.25	1.0	1.2	1.0	1.0	3.0	1.0	3.0	1.56	1.5	1.7	1.79 0.77
core	Feedback: helpful	1.0	1.0	1.3	2.25	1.17	2.12	1.0	1.5	1.25	1.14	1.75	1.55	1.5	1.0	1.6	1.0	1.0	3.0	1.33	2.0	1.72	1.94 0.64
core	Overall	1.0	1.0	1.1	2.0	1.17	2.45	1.0	2.0	1.5	1.29	1.75	1.27	1.8	1.33	1.2	2.0	1.0	3.5	1.22	1.0	1.66	1.84 0.62
lecturer	Material organised	1.0					2.03	2.0	2.5													2.0	1.7 0.56
lecturer	Explanation	1.0					2.03	1.0	1.0													1.41	1.67 0.54
lecturer	Engaging	1.0					2.28	2.0	1.5													1.97	1.78 0.6
lecturer	Contactable	1.0					1.93	1.0	1.5													1.45	1.45 0.38
engagement	Total time spent	3.0	2.0	3.0	2.5	2.17	2.32	3.0	3.0	3.0	3.0	2.5	2.45	2.8	3.33	3.4	3.0	2.4	1.75	4.33	2.0	2.77	2.59 0.68
engagement	Learning beyond minimum	3.0	1.0	2.4	3.25	2.83	3.19	1.0	3.0	1.75	2.71	2.25	2.45	2.0	2.33	2.6	2.0	2.0	3.0	1.44	2.5	2.33	2.5 0.6
staff	Explanation	1.0	1.0	1.1	1.0	1.08	1.61		2.0	1.0	1.14	1.75	1.0	1.75	1.33	1.2	1.0	1.05	2.29	1.44	1.0	1.32	1.52 0.45
staff	Well organised	1.0	1.0	1.2	1.0	1.17	1.62		2.0	1.25	1.57	2.0	1.64	1.7	1.67	1.4	2.0	1.1	2.53	1.44	1.0	1.55	1.62 0.47
staff	Contactable	1.0	1.0	1.1	1.0	1.0	1.23		1.5	1.0	1.29	1.25	1.18	1.15	1.0	1.0	1.0	1.05	2.0	1.44	1.0	1.28	1.35 0.34
response	rate	20% (1/5)	67% (2/3)	83% (10/12)	100% (4/4)	75% (6/8)	49% (67/137)	50% (1/2)	29% (2/7)	80% (4/5)	58% (7/12)	100% (4/4)	92% (11/12)	100% (10/10)	75% (3/4)	36% (5/14)	100% (1/1)	56% (5/9)	40% (4/10)	39% (9/23)	25% (2/8)		50.0 22.98

Section	Q Text	S2 2018/9		
		ME 2901	History	Uni
core	Well organised	1.11	1.63	1.76 0.61
core	Online resources	1.33	1.85	1.83 0.6
core	Assessment: fair	1.22	1.66	1.86 0.58
core	Assessment: demonstrate learning	1.11	1.7	1.9 0.59
core	Marking criteria	1.11	1.79	1.93 0.62
core	Feedback: punctual	1.0	1.7	1.79 0.77
core	Feedback: helpful	1.11	1.72	1.94 0.64
core	Overall	1.11	1.66	1.84 0.62
lecturer	Material organised		2.0	1.7 0.56
lecturer	Explanation		1.41	1.67 0.54
lecturer	Engaging		1.97	1.78 0.6
lecturer	Contactable		1.45	1.45 0.38
engagement	Total time spent	3.0	2.77	2.59 0.68
engagement	Learning beyond minimum	2.56	2.33	2.5 0.6
staff	Explanation	1.11	1.32	1.52 0.45
staff	Well organised	1.17	1.55	1.62 0.47
staff	Contactable	1.0	1.28	1.35 0.34
response	rate	113% (9/8)		50.0 22.98

Section	Q Text	Y1 2018/9																				
		HI 4999	ME 4815	ME 4852	ME 4855	MO 4805	MO 4853	MO 4910	MO 4932	MO 4936	MO 4937	MO 4938	MO 4939	MO 4940	MO 4949	MO 4952	MO 4959	MO 4962	MO 4970	MO 4974	MO 5031	History	Uni
core	Well organised	2.14	1.43	1.14	1.0	1.0	3.5	1.0	1.0	1.17	3.5	1.14	1.0	1.25	2.5	1.0	1.6	1.2	2.0	1.33	1.0	1.49	1.79 0.84
core	Online resources	2.69	1.43	1.14	1.25	1.0	3.0	1.0	4.0	1.4	3.5	1.71	1.0	2.5	3.0	1.6	2.0	1.2	1.33	1.0		1.91	2.09 0.88
core	Assessment: fair	1.95	1.43	1.0	1.25	1.0	1.5	1.4	1.0	1.0	4.5	1.43	1.33	2.5	2.0	1.6	1.8	1.8	2.5	1.67	2.0	1.66	1.95 0.85
core	Assessment: demonstrate learning	1.8	1.71	1.14	1.25	1.0	1.5	1.2	1.0	1.17	3.0	1.29	1.67	2.25	1.5	1.2	1.4	1.4	1.83	1.0	2.0	1.55	1.79 0.67
core	Marking criteria	1.86	2.0	1.14	1.25	1.0	2.5	1.2	1.0	1.33	3.0	1.71	2.0	1.5	2.5	1.4	1.4	1.8	1.83	1.0	2.0	1.69	1.89 0.71
core	Feedback: punctual	1.55	1.71	1.43	1.25	1.0	1.5	1.2	1.0	1.67	2.0	1.14	1.0	1.0	1.5	1.0	2.0	1.0	1.0	1.33	1.0	1.4	1.64 0.9
core	Feedback: helpful	1.57	1.71	1.14	1.25	1.0	1.5	1.4	1.0	1.33	4.0	1.0	1.33	1.5	1.5	1.0	1.2	1.8	2.17	1.33	2.0	1.54	1.75 0.67
core	Overall	2.0	1.57	1.0	1.0	1.0	2.0	1.2	1.0	1.17	4.0	1.0	1.33	1.5	2.5	1.0	1.8	1.4	1.67	1.33	1.0	1.52	1.85 0.72
lecturer	Material organised																						1.87 0.64
lecturer	Explanation																						1.84 0.57
lecturer	Engaging																						1.99 0.64
lecturer	Contactable																						1.73 0.56
engagement	Total time spent	3.81	3.86	2.86	2.75	4.0	3.5	4.4	3.0	4.33	3.0	2.71	4.0	3.0	3.0	2.6	3.2	3.6	3.0	4.0	4.0	3.52	3.33 1.04
engagement	Learning beyond minimum	1.29	1.86	2.29	1.25	2.0	2.5	2.2	1.0	2.17	3.5	2.29	2.0	3.0	2.0	1.4	2.2	2.4	2.33	2.0		2.19	2.11 0.75
staff	Explanation	1.29	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.33	3.0	1.0	1.0	1.0	3.0	1.0	1.2	1.2	1.5	1.0	1.0	1.31	1.31 0.56
staff	Well organised	1.52	1.29	1.0	1.25	1.0	3.0	1.0	1.0	1.0	3.0	1.0	1.0	2.0	3.0	1.0	1.8	1.4	1.67	1.33	1.0	1.51	1.51 0.66
staff	Contactable	1.52	1.29	1.0	1.0	1.0	2.5	1.0	1.0	1.0	3.5	1.0	1.0	1.0	2.5	1.0	1.6	1.4	1.0	1.0	1.0	1.27	1.27 0.61
response	rate	26% (21/81)	100% (7/7)	100% (7/7)	133% (4/3)	100% (2/2)	40% (2/5)	100% (5/5)	33% (1/3)	100% (6/6)	50% (2/4)	100% (7/7)	50% (3/6)	50% (4/8)	40% (2/5)	71% (5/7)	71% (5/7)	71% (5/7)	86% (6/7)	75% (3/4)	20% (1/5)		38.0 27.05

Section	Q Text	Y1 2018/9								
		ME 4750	ME 4752	MO 4850	MO 4912	MO 4967	MO 4971	MO 4975	History	Uni
core	Well organised	2.0	1.0	1.67	1.0	1.0	1.33	1.25	1.49	1.79 0.84
core	Online resources	3.0	1.75	2.33	2.0	2.29	1.0	1.5	1.91	2.09 0.88
core	Assessment: fair	2.0	1.75	1.0	1.0	1.25	2.0	1.25	1.66	1.95 0.85
core	Assessment: demonstrate learning	2.5	1.75	1.67	1.0	1.63	2.0	1.13	1.55	1.79 0.67
core	Marking criteria	2.5	1.75	1.67	1.67	1.13	2.33	1.25	1.69	1.89 0.71
core	Feedback: punctual	4.5	1.0	2.0	1.0	1.0	1.0	1.13	1.4	1.64 0.9
core	Feedback: helpful	3.0	1.5	1.67	1.0	1.25	1.33	1.13	1.54	1.75 0.67
core	Overall	2.0	1.5	1.33	1.33	1.88	1.33	1.13	1.52	1.85 0.72
lecturer	Material organised									1.87 0.64
lecturer	Explanation									1.84 0.57
lecturer	Engaging									1.99 0.64
lecturer	Contactable									1.73 0.56
engagement	Total time spent	4.0	3.75	2.33	4.67	3.38	4.67	3.63	3.52	3.33 1.04
engagement	Learning beyond minimum	2.0	2.25	2.67	2.0	3.38	3.33	1.63	2.19	2.11 0.75
staff	Explanation	2.0	1.0	1.0	1.33	1.38	1.0	1.08	1.31	1.31 0.56
staff	Well organised	2.5	1.0	2.0	1.33	1.38	1.33	1.08	1.51	1.51 0.66
staff	Contactable	1.0	1.0	1.0	1.0	1.0	1.0	1.04	1.27	1.27 0.61
response	rate	40% (2/5)	80% (4/5)	43% (3/7)	50% (3/6)	100% (8/8)	75% (3/4)	100% (8/8)		38.0 27.05

Section	Q Text	S2 2018/9																				
		IR 3021	IR 3055	IR 3303	IR 4516	IR 4571	IR 4572	IR 4573	IR 4600	IR 4601	IR 5007	IR 5029	IR 5040	IR 5042	IR 5055	IR 5063	IR 5067	IR 5408	IR 5411	IR 5413	IR 5921	International Relations	Uni
core	Well organised	1.38	2.57	1.06	2.0	1.06	1.8	1.5	1.07	1.71	1.67	2.78	1.14	1.2	2.0	1.0	1.6	1.33	1.0	1.0	1.0	1.52	1.76 0.61
core	Online resources	1.6	2.43	1.18	2.78	1.25	1.2	1.4	1.43	1.43	1.67	2.25	1.0	1.0	2.0	1.0	1.0	1.67	1.0	1.0	1.0	1.54	1.83 0.6
core	Assessment: fair	1.63	2.14	1.44	2.44	1.56	1.0	1.7	1.93	1.86	2.0	2.22	1.43	1.4	2.0	1.0	1.6	1.67	1.0	1.33	1.33	1.59	1.86 0.58
core	Assessment: demonstrate learning	1.31	2.43	1.39	2.22	1.56	1.0	1.6	1.29	1.86	2.67	2.44	1.67	1.8	2.0	1.0	1.2	2.0	1.0	1.0	1.0	1.63	1.9 0.59
core	Marking criteria	1.63	2.57	1.56	2.56	1.5	1.2	1.8	1.36	2.29	2.0	1.75	1.43	1.6	2.0	1.0	1.6	3.67	1.0	1.0	1.33	1.64	1.93 0.62
core	Feedback: punctual	1.5	1.83	2.72	1.11	1.0	3.8	1.2	1.93	1.71	1.33	1.67	1.0	1.4	1.0	1.0	1.4	1.33	1.0	1.0	1.0	1.52	1.79 0.77
core	Feedback: helpful	1.5	2.8	1.33	3.11	1.25	2.0	1.56	1.29	1.57	2.33	2.11	1.71	1.8	2.0	1.0	1.4	2.0	1.0	1.0	1.33	1.68	1.94 0.64
core	Overall	1.31	2.57	1.33	2.0	1.31	1.4	1.6	1.07	1.71	1.67	2.11	1.43	1.0	1.0	1.0	1.8	1.0	1.0	1.0	1.0	1.52	1.84 0.62
lecturer	Material organised	1.19	2.71	1.22	1.7	1.25	1.4	1.5	1.14	1.86		2.33	1.14	1.2	3.0	1.0	1.4	1.0	1.0	1.0		1.55	1.7 0.56
lecturer	Explanation	1.13	2.86	1.17	1.2	1.19	1.4	1.56	1.0	2.0		2.11	1.29	1.2	2.0	1.0	1.2	1.0	1.0	1.17		1.47	1.67 0.54
lecturer	Engaging	1.56	3.43	1.17	1.3	1.31	1.2	1.5	1.07	2.0		2.0	1.29	1.0	2.0	1.0	1.2	1.0	1.0	1.17		1.5	1.78 0.6
lecturer	Contactable	1.13	2.57	1.17	1.6	1.19	1.6	1.1	1.14	1.14		2.11	1.14	1.0	2.0	1.0	2.0	1.0	1.0	1.0		1.35	1.45 0.38
engagement	Total time spent	3.0	2.86	2.89	2.5	2.81	3.4	3.4	3.29	3.29	3.33	2.89	3.29	2.4	3.0	3.25	3.6	3.33	3.5	4.0	4.0	2.94	2.59 0.68
engagement	Learning beyond minimum	2.31	2.29	2.47	2.3	2.25	2.2	2.0	2.86	2.43	2.0	2.11	2.14	2.4	2.0	1.5	2.0	2.0	2.25	2.33	1.0	2.27	2.5 0.6
staff	Explanation																					1.51	1.52 0.45
staff	Well organised																					1.6	1.62 0.47
staff	Contactable																					1.31	1.35 0.34

Section	Q Text	S2 2018/9																				
		IR 3021	IR 3055	IR 3303	IR 4516	IR 4571	IR 4572	IR 4573	IR 4600	IR 4601	IR 5007	IR 5029	IR 5040	IR 5042	IR 5055	IR 5063	IR 5067	IR 5408	IR 5411	IR 5413	IR 5921	International Relations	Uni
response	rate	73% (16/22)	32% (7/22)	82% (18/22)	50% (10/20)	89% (16/18)	25% (5/20)	100% (10/10)	74% (14/19)	47% (7/15)	60% (3/5)	64% (9/14)	117% (7/6)	56% (5/9)	33% (1/3)	100% (4/4)	100% (5/5)	75% (3/4)	67% (4/6)	50% (3/6)	75% (3/4)		50.0 22.98

Section	Q Text	S2 2018/9																				
		IR 2006	IR 3004	IR 3025	IR 3042	IR 3044	IR 3053	IR 3073	IR 3074	IR 3075	IR 3078	IR 4543	IR 4544	IR 4545	IR 4552	IR 4553	IR 4561	IR 5061	IR 5904	IR 5923	IR 5924	International Relations	Uni
core	Well organised	1.62	1.37	1.24	1.5	1.55	1.3	1.4	1.67	1.56	1.94	3.63	1.25	1.1	1.33	1.12	1.25	1.0	1.33	1.44	3.0	1.52	1.76 0.61
core	Online resources	1.59	1.61	1.5	1.36	1.27	1.91	1.5	1.4	1.33	2.06	2.5	1.25	1.2	1.67	1.24	1.63	1.17	1.67	2.11	2.75	1.54	1.83 0.6
core	Assessment: fair	1.77	1.26	1.52	1.86	2.09	2.0	1.8	1.27	1.67	1.94	1.88	2.0	1.5	1.33	1.56	1.5	1.17	1.67	1.78	1.25	1.59	1.86 0.58
core	Assessment: demonstrate learning	1.75	1.53	1.48	1.71	1.55	2.45	2.07	1.4	1.67	2.13	2.13	1.25	1.7	1.33	1.29	1.38	1.33	2.0	2.0	2.0	1.63	1.9 0.59
core	Marking criteria	1.78	1.32	1.43	1.43	2.27	2.09	1.6	1.87	1.22	2.06	3.13	1.0	1.33	1.58	1.24	1.38	1.0	1.67	1.78	1.0	1.64	1.93 0.62
core	Feedback: punctual	1.49	1.16	1.43	1.5	3.82	1.36	1.4	1.53	1.0	1.5	3.5	1.0	1.0	1.25	1.41	1.25	1.0	1.67	1.78	1.0	1.52	1.79 0.77
core	Feedback: helpful	1.9	1.42	1.62	1.64	2.4	1.82	1.6	1.47	1.78	2.06	3.63	1.25	1.2	1.83	1.47	1.75	1.0	1.33	1.89	1.5	1.68	1.94 0.64
core	Overall	1.84	1.42	1.43	1.64	1.27	1.64	1.33	1.27	1.56	2.19	3.25	1.0	1.1	1.58	1.24	1.38	1.0	2.0	1.11	2.5	1.52	1.84 0.62
lecturer	Material organised	1.92	1.37	1.29	1.71	1.09	1.91	1.2	1.73	1.22	2.19	3.38	1.0	1.0	1.5	1.18	1.38	1.0				1.55	1.7 0.56
lecturer	Explanation	1.94	1.32	1.19	1.57	1.09	1.18	1.2	1.6	1.56	2.0	3.13	1.0	1.0	1.67	1.18	1.75	1.0				1.47	1.67 0.54
lecturer	Engaging	2.09	1.47	1.29	1.43	1.18	1.27	1.4	1.73	1.11	2.19	3.5	1.0	1.0	1.75	1.06	2.0	1.17				1.5	1.78 0.6
lecturer	Contactable	1.81	1.16	1.05	1.36	1.09	1.55	1.0	1.33	1.11	1.75	2.63	1.0	1.0	1.17	1.06	1.0	1.17				1.35	1.45 0.38
engagement	Total time spent	2.49	2.26	2.52	2.71	3.0	3.09	2.93	2.6	3.22	2.13	2.13	2.75	3.2	2.17	2.59	2.63	2.33	3.0	2.67	2.25	2.94	2.59 0.68
engagement	Learning beyond minimum	2.53	2.47	2.67	2.21	2.45	3.18	2.47	2.2	2.44	2.0	2.75	1.25	2.44	2.33	2.41	2.63	2.17	1.33	1.78	3.5	2.27	2.5 0.6
staff	Explanation	1.45																				1.51	1.52 0.45
staff	Well organised	1.59																				1.6	1.62 0.47
staff	Contactable	1.34																				1.31	1.35 0.34

Section	Q Text	S2 2018/9																				
		IR 2006	IR 3004	IR 3025	IR 3042	IR 3044	IR 3053	IR 3073	IR 3074	IR 3075	IR 3078	IR 4543	IR 4544	IR 4545	IR 4552	IR 4553	IR 4561	IR 5061	IR 5904	IR 5923	IR 5924	International Relations	Uni
response	rate	46% (144/312)	86% (19/22)	100% (21/21)	64% (14/22)	50% (11/22)	50% (11/22)	94% (15/16)	83% (15/18)	41% (9/22)	73% (16/22)	47% (8/17)	33% (4/12)	91% (10/11)	63% (12/19)	89% (17/19)	44% (8/18)	67% (6/9)	75% (3/4)	69% (9/13)	50% (4/8)		50.0 22.98

Section	Q Text	S2 2018/9												
		IR 1006	IR 3032	IR 3056	IR 3064	IR 3068	IR 3077	IR 4569	IR 4570	IR 5030	IR 5406	IR 5821	International Relations	Uni
core	Well organised	1.55	2.22	1.0	1.23	2.0	1.5	1.53	1.08	1.0	1.5	1.5	1.52	1.76 0.61
core	Online resources	1.75	2.22	1.33	1.62	1.82	1.56	1.13	1.08	1.0	1.5	1.33	1.54	1.83 0.6
core	Assessment: fair	1.92	1.44	1.33	1.69	1.73	1.1	1.47	1.33	1.0	1.25	1.5	1.59	1.86 0.58
core	Assessment: demonstrate learning	1.98	1.33	1.17	2.08	1.91	1.4	1.41	1.5	1.0	1.5	1.5	1.63	1.9 0.59
core	Marking criteria	2.04	1.22	1.33	1.85	1.45	1.2	1.82	1.42	1.0	1.25	2.0	1.64	1.93 0.62
core	Feedback: punctual	1.48	1.22	1.33	1.85	1.55	1.0	3.41	1.33	1.0	1.0	1.25	1.52	1.79 0.77
core	Feedback: helpful Overall	1.89	1.13	1.67	1.69	2.18	1.5	1.88	1.17	1.0	1.25	1.5	1.68	1.94 0.64
core	Material organised	1.81	1.78	1.83	1.69	2.0	1.3	1.18	1.25	2.0	1.25	1.5	1.52	1.84 0.62
lecturer	Explanation	1.78	1.89	2.33	1.62	2.09	1.5	1.75	1.08	1.0	1.5	1.5	1.55	1.7 0.56
lecturer	Engaging	1.83	1.44	1.5	1.62	2.27	1.1	1.25	1.08	2.0	1.25	1.25	1.47	1.67 0.54
lecturer	Contactable	1.92	1.0	2.0	1.31	2.64	1.7	1.13	1.08	1.0	1.25	1.25	1.5	1.78 0.6
lecturer	Total time spent	1.73	2.0	1.17	1.08	1.36	1.0	1.94	1.08	1.0	1.25	1.25	1.35	1.45 0.38
engagement	Learning beyond minimum	2.39	3.78	2.83	2.85	2.82	3.0	2.94	3.33	4.0	3.0	2.25	2.94	2.59 0.68
engagement	Explanation	2.95	2.0	2.17	2.23	2.82	2.0	2.06	1.58	3.0	2.0	2.75	2.27	2.5 0.6
staff	Well organised	1.57											1.51	1.52 0.45
staff	Contactable	1.61											1.6	1.62 0.47
staff		1.29											1.31	1.35 0.34
response	rate	44% (158/363)	50% (9/18)	30% (6/20)	59% (13/22)	50% (11/22)	77% (10/13)	106% (17/16)	57% (12/21)	25% (1/4)	67% (4/6)	100% (4/4)		50.0 22.98

Section	Q Text	Y1 2018/9					
		IR 4099	IR 5951	IR 5952	IR 5955	International Relations	Uni
core	Well organised		1.0	1.5	1.33	1.28	1.79 0.84
core	Online resources		1.67	2.0	1.47	1.71	2.09 0.88
core	Assessment: fair		1.22	1.75	1.4	1.46	1.95 0.85
core	Assessment: demonstrate learning		1.33	2.0	1.4	1.58	1.79 0.67
core	Marking criteria		1.44	2.25	1.2	1.63	1.89 0.71
core	Feedback: punctual		1.22	1.25	1.07	1.18	1.64 0.9
core	Feedback: helpful		1.22	1.75	1.47	1.48	1.75 0.67
core	Overall		1.33	2.25	1.33	1.64	1.85 0.72
lecturer	Material organised	1.67				1.67	1.87 0.64
lecturer	Explanation	1.64				1.64	1.84 0.57
lecturer	Engaging	1.74				1.74	1.99 0.64
lecturer	Contactable	1.73				1.73	1.73 0.56
engagement	Total time spent		2.0	2.25	2.2	2.15	3.33 1.04
engagement	Learning beyond minimum		2.11	3.0	2.47	2.53	2.11 0.75
staff	Explanation						1.31 0.56
staff	Well organised						1.51 0.66
staff	Contactable						1.27 0.61
response	rate		75% (9/12)	36% (4/11)	79% (15/19)		38.0 27.05

Section	Q Text	S2 2018/9																				
		MN 2002	MN 3116	MN 3126	MN 4100	MN 4214	MN 4223	MN 4238	MN 4241	MN 4301	MN 4310	MN 4311	MN 5311	MN 5320	MN 5444	MN 5473	MN 5513	MN 5515	MN 5554	MN 5608	MN 5612	Management	Uni
core	Well organised	2.13	2.38	2.0	2.95	1.18	1.29	2.36	1.36		1.29	1.13	1.63	2.0	2.0	1.62	1.5	2.94	1.77	1.69	2.65	1.95	1.76 0.61
core	Online resources	2.22	2.08	2.27	2.66	1.35	2.29	1.68	1.64		1.54	1.26	1.74	1.7	1.92	1.46	1.63	2.71	2.08	1.63	2.4	2.0	1.83 0.6
core	Assessment: fair	2.1	2.31	2.07	2.87	1.24	1.43	2.12	2.27		1.71	1.32	1.84	2.0	2.3	1.77	1.63	2.33	2.08	1.56	2.4	1.97	1.86 0.58
core	Assessment: demonstrate learning	2.4	2.15	2.07	3.08	1.65	1.86	2.0	2.09		1.43	1.35	1.56	1.82	2.37	1.75	1.5	2.39	1.77	1.44	2.65	2.01	1.9 0.59
core	Marking criteria	2.31	2.58	2.47	2.53	1.24	1.43	1.96	2.18		1.21	1.16	1.79	2.09	2.22	1.46	2.13	2.33	2.54	1.5	2.35	1.98	1.93 0.62
core	Feedback: punctual	1.79	2.5	2.21	2.84	1.06	1.14	1.48	1.09		1.21	1.03	1.26	1.73	1.78	1.38	1.29	1.72	1.77	1.2	1.63	1.74	1.79 0.77
core	Feedback: helpful	2.67	2.75	2.73	3.32	1.41	1.71	2.0	2.0		1.36	1.65	1.89	2.0	2.26	1.5	1.86	2.33	2.08	1.38	2.65	2.12	1.94 0.64
core	Overall	2.46	2.31	2.27	3.42	1.12	2.0	2.16	1.64		1.36	1.23	1.58	1.82	2.26	1.69	1.38	2.33	2.15	1.56	2.8	2.07	1.84 0.62
lecturer	Material organised	2.15		1.87	2.97	1.24	1.57	2.09	1.36	1.5	1.29	1.16	1.92	1.36	1.89	1.54	1.5	3.0	1.54	1.81	2.6	1.93	1.7 0.56
lecturer	Explanation	2.29		2.8	2.89	1.24	1.71	2.29	1.18	1.5	1.39	1.23	1.67	1.62	2.41	1.69	1.88	2.78	1.49	1.44	3.25	1.99	1.67 0.54
lecturer	Engaging	2.38		2.93	2.91	1.12	3.29	2.38	1.18	1.5	1.25	1.06	1.64	1.67	2.44	2.31	1.25	1.78	1.49	1.56	3.37	2.06	1.78 0.6
lecturer	Contactable	1.89		2.07	2.26	1.0	1.14	1.41	1.09	1.0	1.25	1.13	1.58	1.33	1.48	1.15	1.0	1.44	1.41	1.25	1.7	1.58	1.45 0.38
engagement	Total time spent	2.31	2.15	2.14	1.97	2.06	3.0	2.2	2.09		2.5	2.1	2.89	2.18	2.26	2.31	2.63	3.89	2.58	2.44	2.45	2.32	2.59 0.68
engagement	Learning beyond minimum	2.59	2.23	3.0	3.03	2.71	2.29	2.44	2.45		1.79	2.61	1.74	2.0	2.56	2.67	1.63	1.83	2.92	2.25	2.4	2.49	2.5 0.6
staff	Explanation																					1.99	1.52 0.45
staff	Well organised																					1.83	1.62 0.47
staff	Contactable																					1.55	1.35 0.34

Section	Q Text	S2 2018/9																				
		MN 2002	MN 3116	MN 3126	MN 4100	MN 4214	MN 4223	MN 4238	MN 4241	MN 4301	MN 4310	MN 4311	MN 5311	MN 5320	MN 5444	MN 5473	MN 5513	MN 5515	MN 5554	MN 5608	MN 5612	Management	Uni
response	rate	42% (72/170)	38% (13/34)	23% (15/65)	24% (38/161)	49% (17/35)	23% (7/30)	71% (25/35)	92% (11/12)		93% (14/15)	48% (30/63)	83% (19/23)	85% (11/13)	43% (27/63)	54% (13/24)	62% (8/13)	90% (18/20)	59% (13/22)	39% (16/41)	40% (20/50)		50.0 22.98

Section	Q Text	S2 2018/9																	
		ID 1004	MN 1002	MN 2901	MN 3202	MN 4211	MN 4266	MN 4268	MN 5002	MN 5405	MN 5424	MN 5425	MN 5470	MN 5481	MN 5511	MN 5560	MN 5821	Management	Uni
core	Well organised	2.41	2.14	1.33		1.38	3.0	1.5	2.27	1.64	1.61	2.38	2.24	1.29	3.18	1.65	2.43	1.95	1.76 0.61
core	Online resources	2.13	2.02	1.78		1.56	2.75	1.43	2.44	1.73	1.75	2.82	2.29	1.5	3.45	1.57	2.57	2.0	1.83 0.6
core	Assessment: fair	2.22	2.05	1.33		1.62	3.08	1.57	2.33	1.64	1.76	2.15	1.93	1.36	2.0	1.7	3.0	1.97	1.86 0.58
core	Assessment: demonstrate learning	2.41	2.29	1.25		1.59	3.23	1.5	2.51	1.64	1.76	2.27	2.17	1.29	2.14	1.7	3.14	2.01	1.9 0.59
core	Marking criteria	2.28	2.1	1.56		1.42	3.38	1.57	2.42	1.82	1.79	2.27	1.75	1.29	2.0	1.35	2.79	1.98	1.93 0.62
core	Feedback: punctual	2.78	2.01	1.11		1.31	3.46	1.71	1.71	2.0	1.56	1.85	1.61	1.0	2.68	1.61	2.64	1.74	1.79 0.77
core	Feedback: helpful	2.53	2.72	1.33		1.78	3.15	1.77	2.63	1.64	2.03	2.12	2.23	1.43	2.43	1.74	3.0	2.12	1.94 0.64
core	Overall	2.72	2.27	1.11		1.49	3.38	1.86	2.48	1.64	1.97	2.56	2.76	1.43	2.73	1.61	3.0	2.07	1.84 0.62
lecturer	Material organised	1.92	2.03	1.47	2.18	1.63	3.58	1.5	2.1	1.45	1.36	2.46	2.32	1.39	3.5	1.57	2.64	1.93	1.7 0.56
lecturer	Explanation	1.92	2.26	1.51	2.2	1.69	3.58	1.89	1.94	1.45	1.55	2.27	2.29	1.43	2.41	1.61	2.86	1.99	1.67 0.54
lecturer	Engaging	1.99	2.48	1.53	2.19	1.74	3.42	2.04	2.5	1.45	1.58	2.54	2.68	1.61	1.86	1.85	3.14	2.06	1.78 0.6
lecturer	Contactable	1.98	1.91	1.41	2.13	1.56	2.92	1.79	1.6	1.45	1.36	2.08	1.8	1.07	2.05	1.46	2.31	1.58	1.45 0.38
engagement	Total time spent	2.06	1.97	1.89		2.24	2.0	2.43	2.08	2.45	2.48	2.0	1.95	2.21	2.5	2.17	2.21	2.32	2.59 0.68
engagement	Learning beyond minimum	3.22	3.17	3.44		2.54	2.54	2.5	2.89	2.09	2.19	2.73	2.83	2.07	2.59	2.26	2.57	2.49	2.5 0.6
staff	Explanation	1.56							1.89		2.5							1.99	1.52 0.45
staff	Well organised	1.57							1.9		2.03							1.83	1.62 0.47
staff	Contactable	1.41							1.68		1.56							1.55	1.35 0.34
response	rate	34% (32/94)	60% (155/259)	69% (9/13)		45% (37/83)	36% (13/36)	30% (14/46)	62% (48/77)	44% (11/25)	56% (33/59)	48% (25/52)	72% (41/57)	58% (14/24)	55% (22/40)	61% (23/38)	44% (14/32)		50.0 22.98

Section	Q Text	Y1 2018/9
		Uni
core	Well organised	1.79 0.84
core	Online resources	2.09 0.88
core	Assessment: fair	1.95 0.85
core	Assessment: demonstrate learning	1.79 0.67
core	Marking criteria	1.89 0.71
core	Feedback: punctual	1.64 0.9
core	Feedback: helpful	1.75 0.67
core	Overall	1.85 0.72
lecturer	Material organised	1.87 0.64
lecturer	Explanation	1.84 0.57
lecturer	Engaging	1.99 0.64
lecturer	Contactable	1.73 0.56
engagement	Total time spent	3.33 1.04
engagement	Learning beyond minimum	2.11 0.75
staff	Explanation	1.31 0.56
staff	Well organised	1.51 0.66
staff	Contactable	1.27 0.61
response	rate	38.0 27.05

Section	Q Text	S2 2018/9																				
		AR 3402	AR 3411	CO 4002	CO 5002	FR 2202	FR 3021	GM 1002	GM 3091	IT 1014	IT 4004	PR 3002	PR 3020	RU 2204	RU 2206	RU 3002	RU 4104	SP 1002	SP 1004	SP 3006	SP 3163	Modern Languages	Uni
core	Well organised	2.4	2.0	1.83	1.8	1.37	2.0	1.5	1.69	3.0	1.75	2.0	1.5	1.0	2.0	2.0	1.38	3.19	3.0	1.33	1.14	1.72	1.76 0.61
core	Online resources	1.89	1.75	1.5	1.4	1.63	1.75	1.83	1.5	2.0	1.75	1.5	1.5	1.0	3.0	1.0	1.23	2.82	2.42	1.56	1.71	1.74	1.83 0.6
core	Assessment: fair	2.3	2.75	1.83	3.0	1.87	2.0	1.58	2.23	2.0	1.75	1.67	2.0	1.0	1.67	3.0	1.31	2.24	2.42	2.0	1.43	1.84	1.86 0.58
core	Assessment: demonstrate learning	2.7	2.0	2.17	2.25	1.83	1.6	1.83	1.85	3.0	2.0	1.67	2.5	1.0	1.67	2.0	1.62	2.94	2.37	1.67	1.29	1.88	1.9 0.59
core	Marking criteria	2.5	3.0	1.83	2.6	1.83	1.6	1.33	2.54	2.0	1.5	1.67	2.5	1.0	1.67	3.0	1.69	2.68	2.63	1.33	1.57	1.85	1.93 0.62
core	Feedback: punctual	1.6	2.5	2.0	2.0	2.0	1.8	1.25	3.23	2.0	1.5	1.0	1.5	1.0	2.67	5.0	1.38	3.19	3.26	2.78	1.86	1.83	1.79 0.77
core	Feedback: helpful	2.3	2.5	2.0	3.25	1.67	2.2	1.5	2.42	3.0	1.5	1.67	1.5	1.0	1.33	3.0	1.62	2.89	2.68	2.0	1.29	1.88	1.94 0.64
core	Overall	2.6	3.0	2.0	2.6	1.63	1.4	1.25	1.92	4.0	1.75	1.67	2.0	1.0	1.67	2.0	1.46	3.32	2.84	1.67	1.14	1.83	1.84 0.62
lecturer	Material organised			1.5					1.38			1.33	1.5		1.11			2.25	1.91	1.33		1.51	1.7 0.56
lecturer	Explanation			1.67					1.23			1.5	1.0		1.11			2.15	1.92	1.44		1.53	1.67 0.54
lecturer	Engaging			1.87					1.15			1.5	1.5		1.11			2.47	2.05	1.33		1.62	1.78 0.6
lecturer	Contactable			1.23					1.31			1.33	1.0		1.22			1.71	1.8	1.22		1.38	1.45 0.38
engagement	Total time spent	1.9	2.25	2.33	3.2	2.2	2.2	2.25	2.31	1.0	2.5	1.67	1.0	4.0	1.0	4.0	2.31	2.3	2.47	1.67	2.29	2.3	2.59 0.68
engagement	Learning beyond minimum	3.0	2.75	2.83	2.8	2.79	2.2	3.0	2.92	4.0	2.25	3.0	3.5	2.0	3.0	3.0	1.62	2.89	2.68	3.0	2.71	2.55	2.5 0.6
staff	Explanation	2.9	2.75		1.69	1.35	1.0	1.32		2.0	1.5			1.0		1.67	1.08	1.53	1.17		1.14	1.48	1.52 0.45
staff	Well organised	2.8	2.75		1.77	1.52	1.2	1.18		3.0	1.5			1.0		1.67	1.23	1.66	1.17		1.14	1.56	1.62 0.47
staff	Contactable	2.17	1.25		1.57	1.26	1.0	1.14		1.0	1.25			1.0		2.33	1.15	1.36	1.31		1.0	1.3	1.35 0.34

Section	Q Text	S2 2018/9																				
		AR 3402	AR 3411	CO 4002	CO 5002	FR 2202	FR 3021	GM 1002	GM 3091	IT 1014	IT 4004	PR 3002	PR 3020	RU 2204	RU 2206	RU 3002	RU 4104	SP 1002	SP 1004	SP 3006	SP 3163	Modern Languages	Uni
response	rate	50% (10/20)	80% (4/5)	30% (6/20)	63% (5/8)	48% (30/63)	71% (5/7)	75% (12/16)	68% (13/19)	14% (1/7)	67% (4/6)	43% (3/7)	33% (2/6)	33% (1/3)	43% (3/7)	33% (1/3)	46% (13/28)	54% (37/68)	39% (19/49)	75% (9/12)	58% (7/12)		50.0 22.98

Section	Q Text	S2 2018/9																				
		AR 3422	AR 3462	CO 4024	FR 2204	FR 4160	FR 4183	FR 4198	GM 3006	IT 1004	IT 2002	IT 3002	IT 4012	PR 4002	PR 4020	PR 4098	RU 4144	RU 4151	SP 3122	SP 3145	SP 4012	Modern Languages	Uni
core	Well organised	1.43	2.0	1.45	2.05	2.33	1.0		2.1	2.0	3.14	1.2	2.0	2.0	2.0		1.0	2.0	1.8	1.0	2.6	1.72	1.76 0.61
core	Online resources	1.8	2.0	1.45	2.47	2.33	1.33		2.5	2.0	2.17	1.4	1.0	1.0	2.0		1.2	2.33	2.2	1.29	2.5	1.74	1.83 0.6
core	Assessment: fair	1.29	2.0	2.0	2.29	1.67	1.22		2.4	3.0	2.57	2.4	2.0	1.67	2.0		1.2	2.0	2.1	1.63	2.6	1.84	1.86 0.58
core	Assessment: demonstrate learning	1.43	3.5	1.91	2.48	1.67	1.67		2.9	2.0	2.43	2.0	2.0	2.0	1.0		1.4	2.33	2.1	1.38	2.4	1.88	1.9 0.59
core	Marking criteria	1.86	3.5	1.45	2.76	2.67	1.44		1.9	2.0	2.57	2.0	2.0	1.67	2.0		1.2	2.0	2.0	1.57	2.8	1.85	1.93 0.62
core	Feedback: punctual	1.14	1.5	1.45	2.4	2.0	1.11		1.5	3.0	2.71	2.0	2.0	1.33	1.0		1.0	2.67	1.4	1.88	2.4	1.83	1.79 0.77
core	Feedback: helpful	1.43	2.0	2.0	2.81	2.0	1.22		2.3	2.0	2.43	1.6	2.0	2.0	2.0		1.0	2.33	2.1	1.25	2.6	1.88	1.94 0.64
core	Overall	1.43	3.0	1.55	2.38	3.0	1.11		2.5	2.0	2.86	1.6	1.0	1.33	2.0		1.4	2.33	1.9	1.13	2.8	1.83	1.84 0.62
lecturer	Material organised	1.29		1.45	1.43			1.0			2.14			1.33	1.0	3.0	1.2					1.51	1.7 0.56
lecturer	Explanation	1.14		1.3	1.29			1.0			2.14			1.0	2.0	3.0	1.0					1.53	1.67 0.54
lecturer	Engaging	1.29		1.42	1.25			1.0			2.29			1.17	2.0	3.0	1.4					1.62	1.78 0.6
lecturer	Contactable	1.14		1.3	1.3			1.0			1.86			1.0	1.0	3.0	1.2					1.38	1.45 0.38
engagement	Total time spent	2.43	1.5	2.91	1.76	1.33	2.22		2.4	2.0	2.57	2.0	3.0	1.67	1.0		3.4	2.0	1.7	2.0	1.4	2.3	2.59 0.68
engagement	Learning beyond minimum	3.67	3.0	2.36	3.1	3.33	2.67		2.4	2.0	3.14	2.4	2.0	3.0	3.0		2.0	3.33	3.1	1.88	2.6	2.55	2.5 0.6
staff	Explanation		2.0		1.92	2.0	1.22		1.68	2.0	1.54	1.2	1.0		2.0			1.33	1.89	1.0	3.0	1.48	1.52 0.45
staff	Well organised		2.0		1.87	2.67	1.44		1.75	1.0	1.56	1.2	2.0		2.0			1.33	2.11	1.0	3.0	1.56	1.62 0.47
staff	Contactable		1.5		1.83	1.67	1.22		1.35	2.0	1.33	1.2	1.0		1.0			1.0	1.56	1.0	1.8	1.3	1.35 0.34

Section	Q Text	S2 2018/9																			
		AR 3422	AR 3462	CO 4024	FR 2204	FR 4160	FR 4183	FR 4198	GM 3006	IT 1004	IT 2002	IT 3002	IT 4012	PR 4002	PR 4020	PR 4098	RU 4144	RU 4151	SP 3122	SP 3145	SP 4012	Modern Languages	Uni
response	rate	64% (7/11)	40% (2/5)	48% (11/23)	51% (21/41)	23% (3/13)	69% (9/13)		77% (10/13)	25% (1/4)	44% (7/16)	63% (5/8)	33% (1/3)	38% (3/8)	25% (1/4)		71% (5/7)	30% (3/10)	83% (10/12)	67% (8/12)	42% (5/12)		50.0 22.98

Section	Q Text	S2 2018/9																				
		CO 1002	FR 2206	FR 3080	FR 4110	FR 5014	GM 2008	GM 2012	GM 4046	GM 4094	GM 4098	GM 4106	IT 4024	IT 4025	ML 5006	RU 1006	RU 2202	RU 5014	SP 2006	SP 4013	SP 4098	Modern Languages	Uni
core	Well organised	1.89	1.36	1.2	1.25	1.0	2.33	1.91	2.0	1.2		1.93	2.0	1.5	2.57	1.5	1.56	1.5	1.56	1.2		1.72	1.76 0.61
core	Online resources	1.95	1.6	1.0	1.33	2.0	2.33	3.0	2.33	2.33		1.85	2.0	1.5	2.0	1.5	1.57	2.0	2.0	1.0		1.74	1.83 0.6
core	Assessment: fair	2.0	2.36	1.4	1.25	1.0	1.33	2.6	2.67	1.75		2.53	1.0	2.0	1.86	1.0	1.44	2.0	1.94	1.8		1.84	1.86 0.58
core	Assessment: demonstrate learning	2.14	2.55	1.6	1.0	1.0	2.0	2.36	3.0	1.8		2.53	1.0	1.0	2.29	1.0	1.44	2.0	1.94	1.4		1.88	1.9 0.59
core	Marking criteria	2.3	2.18	1.2	1.75	1.0	2.0	2.27	2.0	2.5		1.8	1.0	1.0	1.71	1.0	2.11	2.0	1.75	1.8		1.85	1.93 0.62
core	Feedback: punctual	2.18	2.8	1.2	1.25	1.0	1.33	2.0	1.0	2.0		1.92	1.0	1.0	1.14	1.0	1.56	2.0	1.56	2.0		1.83	1.79 0.77
core	Feedback: helpful	2.28	2.18	1.2	1.75	1.0	2.67	2.4	2.0	2.33		2.0	1.0	1.0	2.57	1.0	1.56	2.0	1.73	1.6		1.88	1.94 0.64
core	Overall	2.09	1.82	1.2	1.25	1.0	2.0	2.82	2.33	1.8		2.33	1.0	1.5	3.0	1.0	1.67	1.5	1.69	1.4		1.83	1.84 0.62
lecturer	Material organised	1.99	1.73								1.0				1.71	1.5					1.0	1.51	1.7 0.56
lecturer	Explanation	2.01	1.82								1.0				2.38	1.5					1.0	1.53	1.67 0.54
lecturer	Engaging	2.03	1.88								1.0				2.9	1.0					1.0	1.62	1.78 0.6
lecturer	Contactable	1.91	1.63								2.0				1.19	1.0					1.0	1.38	1.45 0.38
engagement	Total time spent	2.07	2.82	2.4	2.5	2.0	3.0	2.18	1.67	2.2		2.27	3.0	2.5	2.57	3.0	2.78	2.5	1.88	2.0		2.3	2.59 0.68
engagement	Learning beyond minimum	2.93	2.27	2.2	1.5	1.0	2.33	2.73	4.0	3.4		2.4	3.0	2.5	2.33	1.5	1.89	2.0	3.07	2.2		2.55	2.5 0.6
staff	Explanation	1.32	1.75	1.0	1.5	1.0	1.17	2.14	2.67	1.4		1.47	1.0	1.0		1.0	1.22	1.0	1.47	1.2		1.48	1.52 0.45
staff	Well organised	1.53	2.0	1.2	1.25	1.0	1.5	2.05	2.0	1.0		1.44	1.0	1.0		1.17	1.22	1.0	1.38	1.4		1.56	1.62 0.47
staff	Contactable	1.27	1.73	1.0	1.0	1.0	1.17	1.86	1.0	1.0		1.19	1.0	1.5		1.0	1.28	1.0	1.31	1.2		1.3	1.35 0.34

Section	Q Text	S2 2018/9																			
		CO 1002	FR 2206	FR 3080	FR 4110	FR 5014	GM 2008	GM 2012	GM 4046	GM 4094	GM 4098	GM 4106	IT 4024	IT 4025	ML 5006	RU 1006	RU 2202	RU 5014	SP 2006	SP 4013	SP 4098	Modern Languages	Uni
response	rate	36% (44/123)	35% (11/31)	71% (5/7)	29% (4/14)	100% (1/1)	30% (3/10)	50% (11/22)	33% (3/9)	45% (5/11)		52% (15/29)	50% (1/2)	50% (2/4)	70% (7/10)	50% (2/4)	35% (9/26)	67% (2/3)	73% (16/22)	38% (5/13)			50.0 22.98

Section	Q Text	S2 2018/9																				
		AR 1002	AR 4402	AR 4422	AR 4462	CO 3003	CO 3021	FR 3002	FR 4104	FR 4106	FR 4118	FR 4125	GM 1004	GM 2004	GM 2014	IT 5014	ML 5004	PR 1002	RU 1002	RU 3110	SP 2002	Modern Languages	Uni
core	Well organised	1.3	1.15	1.0	1.67	1.4	2.08	2.3	1.0	1.48	1.5	1.38	1.53	1.67	1.71	1.0	1.4	1.0	1.23	2.5	3.11	1.72	1.76 0.61
core	Online resources	1.67	1.58	1.0	1.67	1.2	1.67	2.86	1.0	1.62	1.5	1.13	1.35	2.0	1.6	1.0	1.4	1.5	1.35	2.0	2.79	1.74	1.83 0.6
core	Assessment: fair	1.45	1.46	1.0	1.67	1.6	2.25	2.5	1.0	1.83	2.0	1.5	1.41	1.5	1.83		1.6	1.0	1.27	1.0	2.84	1.84	1.86 0.58
core	Assessment: demonstrate learning	1.58	1.54	1.0	1.67	1.2	2.25	2.6	1.25	1.98	1.67	1.38	1.59	2.08	1.71		1.8	1.0	1.31	2.5	3.21	1.88	1.9 0.59
core	Marking criteria	1.58	1.46	1.0	1.33	1.8	2.33	2.0	1.75	1.57	1.17	1.25	1.41	2.0	1.71	1.0	2.3	1.33	1.23	2.5	2.42	1.85	1.93 0.62
core	Feedback: punctual	1.58	1.0	1.0	1.67	3.0	1.67	2.4	1.5	2.34	1.33	1.25	1.18	2.25	2.67		1.3	1.5	1.0	2.5	2.79	1.83	1.79 0.77
core	Feedback: helpful	1.55	1.69	1.0	2.33	1.8	2.08	1.9	1.25	1.87	1.33	1.5	1.35	1.58	2.33		1.44	1.0	1.27	2.0	3.0	1.88	1.94 0.64
core	Overall	1.24	1.54	1.0	1.67	1.8	1.92	2.5	1.25	1.74	1.67	1.25	1.41	1.92	1.29	1.0	1.6	1.0	1.15	2.0	3.53	1.83	1.84 0.62
lecturer	Material organised	1.27	1.69	1.0	1.67		1.75								1.54	1.0		1.0			1.99	1.51	1.7 0.56
lecturer	Explanation	1.15	1.77	1.0	2.0		1.57								1.71	1.0		1.08			1.86	1.53	1.67 0.54
lecturer	Engaging	1.21	1.97	1.0	1.67		1.62								2.13	1.0		1.08			2.2	1.62	1.78 0.6
lecturer	Contactable	1.27	1.33	1.0	1.0		1.42								1.71	1.0		1.0			1.63	1.38	1.45 0.38
engagement	Total time spent	2.33	2.08	1.5	2.33	2.4	2.25	1.7	2.0	2.02	2.0	2.63	2.71	2.0	2.0	5.0	2.2	2.67	2.54	3.0	2.21	2.3	2.59 0.68
engagement	Learning beyond minimum	2.85	2.83	4.0	2.0	2.4	2.33	2.9	2.75	2.44	2.83	2.13	2.47	2.67	2.14	1.0	2.6	1.33	2.38	1.5	2.39	2.55	2.5 0.6
staff	Explanation	1.66	1.46			1.2		1.44	1.0	1.3	1.17	1.0	1.14	1.36	1.5		1.57	1.17	1.62	1.67	1.72	1.48	1.52 0.45
staff	Well organised	1.63	1.15			1.15		1.44	1.25	1.4	1.83	1.13	1.27	1.58	1.86		1.55	1.17	1.56	1.83	1.79	1.56	1.62 0.47
staff	Contactable	1.55	1.58			1.3		1.44	1.25	1.13	1.0	1.0	1.08	1.23	1.57		1.25	1.0	1.25	1.17	1.6	1.3	1.35 0.34

Section	Q Text	S2 2018/9																			
		AR 1002	AR 4402	AR 4422	AR 4462	CO 3003	CO 3021	FR 3002	FR 4104	FR 4106	FR 4118	FR 4125	GM 1004	GM 2004	GM 2014	IT 5014	ML 5004	PR 1002	RU 1002	RU 3110	SP 2002	Modern Languages	Uni
response	rate	59% (33/56)	50% (13/26)	22% (2/9)	38% (3/8)	29% (5/17)	55% (12/22)	42% (10/24)	25% (4/16)	79% (54/68)	60% (6/10)	53% (8/15)	55% (17/31)	44% (12/27)	28% (7/25)	100% (1/1)	83% (10/12)	67% (6/9)	57% (26/46)	33% (2/6)	41% (19/46)		50.0 22.98

Section	Q Text	S2 2018/9													
		AR 2002	CO 2002	FR 1002	GM 5014	IT 1002	ML 5002	PR 2002	RU 3021	SP 3002	SP 3157	SP 4004	SP 4224	Modern Languages	Uni
core	Well organised	1.53	1.95	2.0	1.0	1.95	1.29	1.5	1.0	1.7	1.0	2.07	2.4	1.72	1.76 0.61
core	Online resources	1.5	2.39	2.05	1.0	1.97	1.33	1.5	1.0	1.81	1.4	2.18	2.25	1.74	1.83 0.6
core	Assessment: fair	1.6	2.33	2.0	1.0	1.74	1.33	1.5	1.0	2.26	1.2	2.59	2.8	1.84	1.86 0.58
core	Assessment: demonstrate learning	1.76	2.68	2.38	1.0	1.7	1.57	1.0	1.0	2.11	1.0	2.95	2.4	1.88	1.9 0.59
core	Marking criteria	2.1	2.53	2.06	1.0	1.76	1.43	1.0	1.0	1.78	1.8	2.12	2.2	1.85	1.93 0.62
core	Feedback: punctual	1.63	2.94	3.72	1.0	1.41	1.43	1.5	1.0	2.52	1.0	1.83	1.6	1.83	1.79 0.77
core	Feedback: helpful Overall	1.87	2.78	2.26	1.0	1.65	2.0	1.0	1.0	2.26	1.2	2.24	3.2	1.88	1.94 0.64
core	Material organised	1.6	2.32	2.17	1.0	1.95	1.43	1.5	1.0	2.11	1.0	2.41	2.8	1.83	1.84 0.62
lecturer	Explanation	1.3	1.79	1.46		1.82		1.0			1.0		2.5	1.51	1.7 0.56
lecturer	Engaging	1.23	1.76	1.45		1.82		1.0			1.0		2.7	1.53	1.67 0.54
lecturer	Contactable	1.2	1.86	1.46		1.97		1.0			1.2		3.0	1.62	1.78 0.6
lecturer	Total time spent	1.1	1.71	1.44		1.67		1.0			1.2		1.8	1.38	1.45 0.38
engagement	Learning beyond minimum	2.72	2.47	2.19	1.67	2.32	2.71	3.5	2.0	2.04	2.8	1.73	2.8	2.3	2.59 0.68
engagement	Explanation	2.79	2.84	2.7	2.67	2.76	2.14	1.0	2.0	2.7	2.0	2.76	2.0	2.55	2.5 0.6
staff	Well organised	1.71	1.21	1.4	1.0	1.59	1.36	2.0	1.0	1.27		1.42		1.48	1.52 0.45
staff	Contactable	2.0	1.89	1.5	1.0	1.61	1.39	2.0	1.0	1.31		1.52		1.56	1.62 0.47
staff		1.86	1.26	1.34	1.0	1.46	1.11	1.5	1.0	1.12		1.38		1.3	1.35 0.34
response	rate	65% (30/46)	40% (19/48)	54% (47/87)	100% (3/3)	57% (38/67)	100% (7/7)	29% (2/7)	14% (1/7)	71% (27/38)	42% (5/12)	89% (41/46)	63% (5/8)		50.0 22.98

Section	Q Text	Y1 2018/9			
		CO 4099	RU 4199	Modern Languages	Uni
core	Well organised				1.79 0.84
core	Online resources				2.09 0.88
core	Assessment: fair				1.95 0.85
core	Assessment: demonstrate learning				1.79 0.67
core	Marking criteria				1.89 0.71
core	Feedback: punctual				1.64 0.9
core	Feedback: helpful				1.75 0.67
core	Overall				1.85 0.72
lecturer	Material organised	2.0	1.0	1.5	1.87 0.64
lecturer	Explanation	2.0	1.0	1.5	1.84 0.57
lecturer	Engaging	2.0	1.0	1.5	1.99 0.64
lecturer	Contactable	2.0	1.0	1.5	1.73 0.56
engagement	Total time spent				3.33 1.04
engagement	Learning beyond minimum				2.11 0.75
staff	Explanation				1.31 0.56
staff	Well organised Contactable				1.51 0.66
staff	rate				1.27 0.61
response					38.0 27.05

Section	Q Text	S2 2018/9							Y1 2018/9		
		MU 1004	MU 1006	MU 2002	MU 2004	MU 3001	Music Centre	Uni	MU 2001	Music Centre	Uni
core	Well organised	1.78	2.15	1.42	2.12	1.5	1.79	1.76 0.61	3.5	3.5	1.79 0.84
core	Online resources	2.24	1.8	1.58	1.88	1.5	1.8	1.83 0.6	3.25	3.25	2.09 0.88
core	Assessment: fair	1.47	2.1	1.67	1.71	1.5	1.69	1.86 0.58	3.5	3.5	1.95 0.85
core	Assessment: demonstrate learning	1.28	2.2	1.92	1.76	1.5	1.73	1.9 0.59	2.5	2.5	1.79 0.67
core	Marking criteria	1.83	2.3	1.42	1.41	1.0	1.59	1.93 0.62	4.25	4.25	1.89 0.71
core	Feedback: punctual	1.17	1.35	1.25	1.35	1.0	1.22	1.79 0.77	4.75	4.75	1.64 0.9
core	Feedback: helpful	1.89	2.0	1.67	2.0	1.5	1.81	1.94 0.64	3.25	3.25	1.75 0.67
core	Overall	1.44	2.3	1.75	1.65	1.5	1.73	1.84 0.62	4.0	4.0	1.85 0.72
lecturer	Material organised	1.33	1.78	1.76	1.61	1.67	1.63	1.7 0.56	2.57	2.57	1.87 0.64
lecturer	Explanation	1.44	1.85	1.71	1.76	1.67	1.69	1.67 0.54	2.0	2.0	1.84 0.57
lecturer	Engaging	1.33	1.94	1.91	2.09	1.67	1.79	1.78 0.6	2.43	2.43	1.99 0.64
lecturer	Contactable	1.41	1.83	1.48	1.3	1.67	1.54	1.45 0.38	2.71	2.71	1.73 0.56
engagement	Total time spent	2.22	1.65	2.33	2.12	2.5	2.16	2.59 0.68	2.25	2.25	3.33 1.04
engagement	Learning beyond minimum	2.0	3.1	2.67	2.47	2.0	2.45	2.5 0.6	2.75	2.75	2.11 0.75
staff	Explanation	1.36	1.95	1.63	1.21	1.0	1.43	1.52 0.45			1.31 0.56
staff	Well organised	1.4	1.95	1.67	1.65	1.0	1.53	1.62 0.47			1.51 0.66
staff	Contactable	1.4	1.2	1.25	1.0	1.0	1.17	1.35 0.34			1.27 0.61
response	rate	69% (18/26)	63% (20/32)	67% (12/18)	46% (17/37)	50% (2/4)		50.0 22.98	67% (4/6)		38.0 27.05

Section	Q Text	S2 2018/9																				
		FM 1002	FM 4107	FM 4113	FM 4308	PY 1013	PY 3200	PY 4614	PY 5213	PY 5214	PY 5318	PY 5325	SA 2901	SA 3057	SA 3059	SA 3506	SA 3903	SA 4062	SA 4864	SA 5010	SA 5021	Philosophical and Anthro Studies	Uni
core	Well organised	2.14	1.1	1.38	1.27	1.67	1.42	1.14	1.0	2.0	2.2	1.3	1.57	1.25	1.69	3.45	1.0	2.06	2.75	1.8	2.67	1.7	1.76 0.61
core	Online resources	2.09	1.1	1.88	1.27	1.86	1.63	1.18	1.0	2.0	1.9	1.5	1.57	1.19	1.2	3.27	1.11	1.76	2.38	2.2	2.33	1.74	1.83 0.6
core	Assessment: fair	2.17	1.3	1.88	1.45	1.97	1.63	1.46	1.0	2.25	2.0	1.71	1.57	1.69	1.73	2.45	1.0	1.83	2.63	1.4	2.33	1.78	1.86 0.58
core	Assessment: demonstrate learning	2.08	1.6	1.38	1.91	2.03	1.63	1.54	1.0	1.75	1.7	1.63	1.86	1.31	1.8	2.64	1.0	1.47	2.88	1.8	2.0	1.77	1.9 0.59
core	Marking criteria	2.06	1.1	1.88	1.64	2.15	1.63	1.5	1.0	2.25	2.1	2.38	1.57	1.81	2.07	2.64	1.0	1.83	2.88	1.8	2.67	1.85	1.93 0.62
core	Feedback: punctual	1.37	1.0	1.25	1.18	1.55	1.44	1.11	1.0	2.0	1.9	1.4	1.57	1.25	3.07	2.27	1.0	1.83	3.88	2.6	2.33	1.76	1.79 0.77
core	Feedback: helpful	2.44	1.6	1.88	1.55	1.97	1.72	1.71	1.0	2.5	2.1	1.4	1.57	1.31	1.6	2.27	1.0	2.22	3.29	1.6	2.5	1.83	1.94 0.64
core	Overall	2.57	1.2	1.63	1.64	1.73	1.94	1.41	1.0	1.6	2.1	1.7	1.0	1.19	1.27	3.27	1.0	1.88	2.63	1.6	2.33	1.72	1.84 0.62
lecturer	Material organised	1.97	1.4	1.29	1.09	1.49	1.61	1.04	1.0	2.4	2.3	1.3	1.0	1.19	1.38	2.86	1.0	1.59	2.5	1.6	1.83	1.58	1.7 0.56
lecturer	Explanation	2.11	1.3	1.21	1.09	1.52	1.43	1.07	1.0	1.6	2.6	1.3	1.0	1.06	1.19	2.18	1.0	1.78	2.13	1.4	1.67	1.5	1.67 0.54
lecturer	Engaging	2.51	1.1	1.38	1.27	1.76	1.52	1.43	1.0	2.0	2.9	1.5	1.0	1.19	1.19	2.59	1.0	1.56	2.5	1.8	1.67	1.64	1.78 0.6
lecturer	Contactable	1.91	1.0	1.13	1.09	1.5	1.57	1.18	1.0	2.2	1.6	1.1	1.0	1.19	1.25	1.86	1.0	1.61	1.38	1.6	1.6	1.36	1.45 0.38
engagement	Total time spent	1.84	2.1	2.0	2.09	2.0	2.91	2.36	3.0	2.6	2.7	2.4	2.43	2.94	3.31	2.18	2.8	2.5	2.25	3.6	3.33	2.59	2.59 0.68
engagement	Learning beyond minimum	3.05	2.3	2.25	2.18	3.34	2.7	2.79	1.8	1.8	2.1	2.7	3.14	1.69	2.13	2.36	2.2	2.56	3.38	2.0	1.33	2.4	2.5 0.6
staff	Explanation	2.05				1.79																1.68	1.52 0.45
staff	Well organised	1.97				1.81																1.7	1.62 0.47
staff	Contactable	1.74				1.43																1.43	1.35 0.34

Section	Q Text	S2 2018/9																				
		FM 1002	FM 4107	FM 4113	FM 4308	PY 1013	PY 3200	PY 4614	PY 5213	PY 5214	PY 5318	PY 5325	SA 2901	SA 3057	SA 3059	SA 3506	SA 3903	SA 4062	SA 4864	SA 5010	SA 5021	Philosophical and Anthro Studies	Uni
response	rate	31% (37/120)	71% (10/14)	47% (8/17)	65% (11/17)	61% (60/98)	65% (32/49)	82% (27/33)	63% (5/8)	38% (5/13)	83% (10/12)	50% (10/20)	117% (7/6)	57% (16/28)	48% (15/31)	50% (11/22)	125% (10/8)	59% (17/29)	47% (8/17)	63% (5/8)	43% (3/7)		50.0 22.98

Section	Q Text	S2 2018/9																				
		FM 4118	FM 4206	FM 5103	PY 1012	PY 2013	PY 2903	PY 4607	PY 4611	PY 4624	PY 4634	PY 4643	PY 4658	PY 4699	PY 5102	PY 5204	PY 5310	PY 5312	SA 1002	SA 2002	SA 4857	Philosophical and Anthro Studies	Uni
core	Well organised	2.6	1.15	1.71	2.43	1.55	1.29	1.4	1.25	1.0	1.75	1.11	1.35	2.0	3.21	1.33	1.14	1.0	2.04	1.87	1.4	1.7	1.76 0.61
core	Online resources	2.4	1.38	1.71	2.64	1.48	1.43	1.8	1.58	1.33	1.65	1.16	1.08	3.0	2.18	2.0	1.0	1.25	2.07	1.96	1.6	1.74	1.83 0.6
core	Assessment: fair	2.4	1.38	1.57	2.02	1.66	1.71	1.4	1.33	1.33	2.2	1.26	1.85	3.0	2.26	1.33	1.4	1.63	2.01	1.93	1.4	1.78	1.86 0.58
core	Assessment: demonstrate learning	2.2	1.23	1.57	2.21	1.66	1.86	1.2	1.42	1.33	2.15	1.32	1.96	3.0	2.29	1.0	1.4	1.25	2.25	2.17	1.4	1.77	1.9 0.59
core	Marking criteria	2.4	1.54	1.43	2.75	2.0	1.43	1.8	1.42	1.0	2.4	1.53	1.62	2.0	2.25	1.33	2.0	1.25	2.33	2.35	1.2	1.85	1.93 0.62
core	Feedback: punctual	2.4	1.92	2.0	3.34	1.39	1.57	1.8	1.25	1.17	2.45	1.16	1.38	3.0	2.25	1.0	1.5	1.0	1.68	1.91	2.0	1.76	1.79 0.77
core	Feedback: helpful	2.4	1.42	1.57	2.53	1.68	2.0	1.8	1.42	1.25	2.0	1.17	1.58	1.0	2.42	1.0	1.57	1.13	2.08	1.96	2.0	1.83	1.94 0.64
core	Overall	2.2	1.23	1.43	2.6	1.82	1.57	1.2	1.5	1.08	1.95	1.11	1.31	1.0	2.58	1.33	1.43	1.25	2.19	1.87	1.6	1.72	1.84 0.62
lecturer	Material organised	2.4	1.31	1.52	2.01	1.41	1.43	1.2	1.5	1.17	1.83	1.0	1.5		2.11	1.33	1.14	1.38	2.11	1.73	1.4	1.58	1.7 0.56
lecturer	Explanation	1.8	1.23	1.57	2.11	1.49	1.57	1.2	1.33	1.0	1.7	1.11	1.23		1.79	1.0	1.14	1.25	2.11	1.77	1.4	1.5	1.67 0.54
lecturer	Engaging	1.8	1.38	1.67	2.13	1.74	1.57	1.4	1.75	1.17	1.65	1.11	1.08		1.87	1.0	1.14	1.38	2.3	1.94	2.0	1.64	1.78 0.6
lecturer	Contactable	1.6	1.42	1.29	1.88	1.48	1.21	1.0	1.17	1.0	1.38	1.05	1.31		1.8	1.0	1.14	1.0	1.98	1.68	1.0	1.36	1.45 0.38
engagement	Total time spent	2.2	2.46	3.14	2.21	2.09	2.29	2.4	2.0	2.92	3.2	3.42	3.12	5.0	2.13	3.0	3.0	2.75	2.08	2.28	2.0	2.59	2.59 0.68
engagement	Learning beyond minimum	1.6	2.0	1.86	3.06	3.11	2.29	2.2	3.5	1.75	2.15	2.42	2.27	1.0	2.67	2.0	1.83	1.88	3.48	2.71	2.4	2.4	2.5 0.6
staff	Explanation				1.63	1.55													1.64	1.37		1.68	1.52 0.45
staff	Well organised				1.73	1.52													1.69	1.44		1.7	1.62 0.47
staff	Contactable				1.55	1.22													1.39	1.16		1.43	1.35 0.34

Section	Q Text	S2 2018/9																				
		FM 4118	FM 4206	FM 5103	PY 1012	PY 2013	PY 2903	PY 4607	PY 4611	PY 4624	PY 4634	PY 4643	PY 4658	PY 4699	PY 5102	PY 5204	PY 5310	PY 5312	SA 1002	SA 2002	SA 4857	Philosophical and Anthro Studies	Uni
response	rate	33% (5/15)	81% (13/16)	78% (7/9)	54% (127/236)	52% (56/108)	100% (7/7)	45% (5/11)	80% (12/15)	75% (12/16)	65% (20/31)	60% (18/30)	65% (26/40)	33% (1/3)	62% (24/39)	100% (3/3)	64% (7/11)	100% (8/8)	48% (139/292)	48% (46/96)	31% (5/16)		50.0 22.98

Section	Q Text	S2 2018/9						
		FM 2002	FM 4114	PY 2012	PY 5212	SA 3033	Philosophical and Anthro Studies	Uni
core	Well organised	2.0	1.67	1.61	1.6	2.28	1.7	1.76 0.61
core	Online resources	1.92	1.83	1.91	1.4	2.22	1.74	1.83 0.6
core	Assessment: fair	2.08	1.33	1.75	2.0	2.44	1.78	1.86 0.58
core	Assessment: demonstrate learning	2.54	1.83	1.89	1.2	2.39	1.77	1.9 0.59
core	Marking criteria	2.0	1.33	1.95	1.6	2.56	1.85	1.93 0.62
core	Feedback: punctual	2.31	1.0	1.39	1.75	1.72	1.76	1.79 0.77
core	Feedback: helpful	2.23	1.67	1.95	2.5	2.83	1.83	1.94 0.64
core	Overall	2.31	2.33	1.77	1.6	2.39	1.72	1.84 0.62
lecturer	Material organised	1.75	1.33	1.63	1.4	2.0	1.58	1.7 0.56
lecturer	Explanation	1.79	1.67	1.54	1.4	2.28	1.5	1.67 0.54
lecturer	Engaging	1.94	2.17	1.71	1.6	2.0	1.64	1.78 0.6
lecturer	Contactable	1.54	1.0	1.55	1.3	1.5	1.36	1.45 0.38
engagement	Total time spent	1.77	2.33	1.98	3.0	2.22	2.59	2.59 0.68
engagement	Learning beyond minimum	3.33	3.17	3.32	1.6	2.61	2.4	2.5 0.6
staff	Explanation	1.39		1.98			1.68	1.52 0.45
staff	Well organised	1.42		2.0			1.7	1.62 0.47
staff	Contactable	1.38		1.6			1.43	1.35 0.34
response	rate	22% (13/60)	35% (6/17)	52% (44/84)	42% (5/12)	72% (18/25)		50.0 22.98

Section	Q Text	Y1 2018/9			
		FM 5001	PY 4698	Philosophical and Anthro Studies	Uni
core	Well organised	1.5	1.0	1.58	1.79 0.84
core	Online resources	1.75		1.38	2.09 0.88
core	Assessment: fair	1.25		1.75	1.95 0.85
core	Assessment: demonstrate learning	1.75		1.75	1.79 0.67
core	Marking criteria	1.25	3.0	2.08	1.89 0.71
core	Feedback: punctual	1.0	1.0	1.08	1.64 0.9
core	Feedback: helpful	1.5	1.0	1.25	1.75 0.67
core	Overall	1.5	2.0	1.75	1.85 0.72
lecturer	Material organised	1.58		1.58	1.87 0.64
lecturer	Explanation	1.63		1.63	1.84 0.57
lecturer	Engaging	1.79		1.79	1.99 0.64
lecturer	Contactable	1.29		1.29	1.73 0.56
engagement	Total time spent	3.0	4.0	3.83	3.33 1.04
engagement	Learning beyond minimum	1.5	1.0	1.5	2.11 0.75
staff	Explanation				1.31 0.56
staff	Well organised Contactable				1.51 0.66
staff	rate				1.27 0.61
response		57% (4/7)	100% (1/1)		38.0 27.05

Section	Q Text	S2 2018/9																				
		BL 2305	BL 2307	BL 2309	BL 3303	BL 3309	BL 3310	BL 3316	BL 3318	BL 3902	BL 4224	BL 4254	BL 4259	BL 4268	BL 4270	BL 4282	BL 4286	BL 5103	BL 5104	BL 5121	BL 5125	Biology	Uni
core	Well organised	1.31	1.8	1.86	2.05	1.5	2.25	1.58	1.56	3.0	2.0	1.25	1.25	2.71	1.33	1.29	1.43	2.13	2.2	1.0	1.33	1.73	1.76 0.61
core	Online resources	1.43	2.19	2.0	2.31	1.72	2.2	1.45	1.75	2.0	1.5	1.67	1.83	2.08	1.33	1.83	2.0	1.86	1.9	1.14	1.11	1.8	1.83 0.6
core	Assessment: fair	1.65	2.44	1.86	2.05	1.35	3.08	1.58	1.63	2.0	1.5	1.25	1.38	2.29	1.33	2.67	1.71	1.88	2.6	1.14	1.33	1.89	1.86 0.58
core	Assessment: demonstrate learning	1.92	1.84	2.23	2.45	2.55	2.75	1.58	1.81	2.0	1.5	1.75	1.38	2.12	1.0	1.57	1.57	2.0	2.0	1.14	1.22	1.9	1.9 0.59
core	Marking criteria	2.08	2.32	2.18	2.9	1.6	2.92	1.67	1.94	1.5	2.5	3.25	1.25	2.59	2.33	1.57	2.29	2.25	2.4	1.29	1.56	2.11	1.93 0.62
core	Feedback: punctual	1.29	2.72	1.32	3.25	1.25	1.42	1.33	1.25	1.5	1.0	4.25	1.25	1.71	2.0	3.86	1.57	1.25	1.56	1.0	1.78	1.74	1.79 0.77
core	Feedback: helpful	2.02	2.48	2.1	2.65	1.35	2.92	1.75	1.69	2.0	2.0	1.75	1.63	1.94	2.67	3.57	1.57	2.0	2.3	1.14	1.44	2.05	1.94 0.64
core	Overall	1.54	2.2	2.0	2.4	1.5	2.75	1.58	1.63	3.5	2.0	1.5	1.25	2.29	1.33	1.86	1.71	1.75	2.1	1.0	1.33	1.83	1.84 0.62
lecturer	Material organised	1.23	1.75	1.61	2.2	1.87	1.75	1.38	1.61	1.67	1.0	1.38	1.63	2.12	1.0		1.14	1.91	1.22	1.14	1.39	1.56	1.7 0.56
lecturer	Explanation	1.2	2.06	1.71	2.2	1.78	1.93	1.28	1.47	1.67	1.0	1.5	1.65	1.65	1.0		1.14	1.87	1.3	1.0	1.37	1.57	1.67 0.54
lecturer	Engaging	1.28	2.2	1.77	2.35	1.95	2.1	1.34	1.75	1.67	1.25	1.38	1.63	1.29	1.33		1.14	1.95	1.4	1.0	1.42	1.61	1.78 0.6
lecturer	Contactable	1.09	1.51	1.3	2.17	1.48	1.98	1.34	1.6	1.67	1.25	1.83	1.58	1.53	1.0		1.14	1.92	1.25	1.0	1.4	1.5	1.45 0.38
engagement	Total time spent	2.33	2.24	2.41	2.45	2.4	2.83	2.25	2.19	4.0	2.0	1.0	2.88	1.94	2.0	2.57	2.0	3.13	3.7	3.57	4.22	2.69	2.59 0.68
engagement	Learning beyond minimum	3.13	3.2	3.0	2.9	2.65	2.5	2.33	2.87	3.0	1.0	2.0	2.0	2.25	2.33	2.14	2.43	2.88	1.8	2.0	1.56	2.4	2.5 0.6
staff	Explanation			1.14										2.0								1.57	1.52 0.45
staff	Well organised			1.4										2.33								1.87	1.62 0.47
staff	Contactable			1.86										2.2								2.03	1.35 0.34

Section	Q Text	S2 2018/9																				
		BL 2305	BL 2307	BL 2309	BL 3303	BL 3309	BL 3310	BL 3316	BL 3318	BL 3902	BL 4224	BL 4254	BL 4259	BL 4268	BL 4270	BL 4282	BL 4286	BL 5103	BL 5104	BL 5121	BL 5125	Biology	Uni
response	rate	45% (48/106)	32% (25/77)	29% (22/77)	34% (20/59)	49% (20/41)	32% (12/37)	71% (12/17)	57% (16/28)	100% (2/2)	40% (2/5)	44% (4/9)	53% (8/15)	71% (17/24)	33% (3/9)	54% (7/13)	58% (7/12)	57% (8/14)	67% (10/15)	78% (7/9)	64% (9/14)		50.0 22.98

Section	Q Text	S2 2018/9														
		BL 1102	BL 2306	BL 2308	BL 2310	BL 3311	BL 3315	BL 3319	BL 4226	BL 4249	BL 4263	BL 4285	BL 5122	BL 5304	Biology	Uni
core	Well organised	2.36	1.94	1.56	1.48	1.26	1.22	1.57	1.33	1.25	1.25	1.38	2.55	3.2	1.73	1.76 0.61
core	Online resources	2.39	2.45	1.5	1.65	1.56	1.75	1.39	3.0	1.25	1.5	1.29	2.1	2.4	1.8	1.83 0.6
core	Assessment: fair	2.25	2.65	1.48	1.48	1.89	1.33	2.05	1.5	1.25	2.25	1.63	3.0	3.0	1.89	1.86 0.58
core	Assessment: demonstrate learning	2.49	2.58	1.88	1.75	1.74	1.56	2.05	1.5	1.0	2.75	1.88	3.27	2.0	1.9	1.9 0.59
core	Marking criteria	2.6	3.06	1.52	1.72	2.16	1.56	2.1	1.0	1.0	2.5	2.38	2.3	3.2	2.11	1.93 0.62
core	Feedback: punctual	1.78	2.16	1.52	1.32	1.42	1.0	2.0	2.0	1.0	2.25	1.0	1.55	1.8	1.74	1.79 0.77
core	Feedback: helpful Overall	2.54	2.77	1.56	1.76	2.16	1.78	2.05	1.33	1.25	2.0	2.0	2.45	3.0	2.05	1.94 0.64
core	Material organised	2.23	2.42	1.6	1.56	1.53	1.33	1.62	1.33	1.0	2.25	1.63	2.82	2.0	1.83	1.84 0.62
lecturer	Explanation	1.99	1.95	1.58	1.41	1.84	1.81	1.4	1.0	1.21	1.63	1.25	1.58	2.15	1.56	1.7 0.56
lecturer	Engaging	1.99	2.22	1.65	1.48	1.76	1.94	1.43	1.0	1.0	1.63	1.5	1.67	2.19	1.57	1.67 0.54
lecturer	Contactable	2.04	2.49	1.65	1.59	1.87	1.72	1.45	1.0	1.0	1.5	1.5	1.58	1.89	1.61	1.78 0.6
lecturer	Total time spent	1.95	1.71	1.3	1.35	1.7	1.53	1.37	1.67	1.07	1.75	1.0	1.39	2.07	1.5	1.45 0.38
engagement	Learning beyond minimum	2.51	2.68	2.52	2.52	2.79	2.56	2.43	3.0	5.0	2.5	2.13	3.64	2.4	2.69	2.59 0.68
engagement	Explanation	3.14	2.7	2.76	2.64	2.58	2.33	2.62	2.5	1.5	1.75	2.88	2.3	1.6	2.4	2.5 0.6
staff	Well organised														1.57	1.52 0.45
staff	Contactable														1.87	1.62 0.47
staff															2.03	1.35 0.34
response	rate	43% (96/225)	37% (31/83)	36% (25/70)	28% (25/88)	36% (19/53)	100% (9/9)	51% (21/41)	75% (3/4)	100% (4/4)	31% (4/13)	53% (8/15)	79% (11/14)	100% (5/5)		50.0 22.98

Section	Q Text	Y1 2018/9							
		BL 4200	BL 4201	BL 4301	BL 4603	BL 5000	BL 5124	Biology	Uni
core	Well organised			2.0	4.0	4.5		3.5	1.79 0.84
core	Online resources			1.0	3.5	4.0		2.83	2.09 0.88
core	Assessment: fair			5.0	2.0	1.0		2.67	1.95 0.85
core	Assessment: demonstrate learning			4.0	2.0	2.0		2.67	1.79 0.67
core	Marking criteria			3.0	2.0	2.0		2.33	1.89 0.71
core	Feedback: punctual			1.0	3.5	4.5		3.0	1.64 0.9
core	Feedback: helpful			3.0	2.0	1.5		2.17	1.75 0.67
core	Overall			2.0	3.0	3.5		2.83	1.85 0.72
lecturer	Material organised	2.54	2.23	1.0		1.0	1.08	1.57	1.87 0.64
lecturer	Explanation	2.46	2.16	2.0	1.0	1.0	1.17	1.63	1.84 0.57
lecturer	Engaging	2.46	2.16	2.5			1.17	2.07	1.99 0.64
lecturer	Contactable	2.33	2.24	1.0	1.0	1.0	1.33	1.48	1.73 0.56
engagement	Total time spent			2.0	5.0	2.0		3.0	3.33 1.04
engagement	Learning beyond minimum			1.0	1.0	2.0		1.33	2.11 0.75
staff	Explanation								1.31 0.56
staff	Well organised								1.51 0.66
staff	Contactable								1.27 0.61
response	rate			33% (1/3)	33% (2/6)	33% (2/6)			38.0 27.05

Section	Q Text	S2 2018/9																				
		CH 1402	CH 1601	CH 2601	CH 2701	CH 3512	CH 3513	CH 3521	CH 3612	CH 3712	CH 3715	CH 4515	CH 4612	CH 4717	CH 5517	CH 5518	CH 5612	CH 5613	CH 5713	CH 5714	CH 5715	Chemistry	Uni
core	Well organised	1.97	1.68	1.95	1.82	1.73	1.83	1.56	1.62	1.64	2.0	1.67	1.82	1.28	1.75	1.42	3.14	1.76	2.0	1.0	2.11	1.74	1.76 0.61
core	Online resources	2.36	1.5	1.98	2.2	1.73	2.17	1.22	2.07	2.47	3.0	1.73	2.6	1.44	1.5	1.42	3.83	2.14	1.25	1.2	1.56	1.96	1.83 0.6
core	Assessment: fair	1.97	1.79	2.26	2.4	2.55	2.2	1.83	2.31	2.69	2.6	3.0	2.55	2.47	2.0	2.25	2.83	2.33	1.75	2.0	2.67	2.27	1.86 0.58
core	Assessment: demonstrate learning	1.92	1.73	2.23	2.39	2.73	2.2	1.89	2.38	2.69	2.67	3.09	2.45	2.53	2.25	2.67	2.83	2.44	2.25	2.75	3.0	2.45	1.9 0.59
core	Marking criteria	2.39	2.26	2.72	2.89	2.73	2.4	1.94	2.43	2.54	2.5	3.2	2.7	2.46	2.0	2.2	3.17	2.47	2.0	2.0	2.5	2.42	1.93 0.62
core	Feedback: punctual	1.56	1.46	2.98	1.77	2.45	2.0	1.94	2.62	2.69	2.17	3.11	2.38	2.31	3.0	2.75	3.0	2.71	2.5	2.0	3.0	2.42	1.79 0.77
core	Feedback: helpful	1.81	1.83	2.1	2.11	2.73	2.0	2.0	2.54	2.93	2.5	3.36	3.0	2.57	3.0	2.67	3.33	2.44	2.5	1.75	3.0	2.5	1.94 0.64
core	Overall	1.97	1.77	2.07	2.0	2.0	2.0	1.67	1.86	2.4	2.57	2.25	1.91	1.78	2.25	1.83	3.25	2.19	1.75	1.2	2.33	2.01	1.84 0.62
lecturer	Material organised	1.8	1.78	1.98	1.67	1.79	1.5		1.79	1.84	1.93	2.13	2.1	1.28	2.25	1.58	2.29	1.95	1.63	1.3	2.22	1.81	1.7 0.56
lecturer	Explanation	1.89	1.81	2.1	1.86	2.27	1.75		1.44	2.16	2.14	2.08	1.6	1.47	1.75	1.42	2.09	1.83	1.25	1.2	2.22	1.79	1.67 0.54
lecturer	Engaging	2.13	1.84	2.46	2.09	2.05	2.25		1.52	2.48	2.79	2.42	1.3	1.56	1.88	1.58	2.08	2.19	1.13	1.2	2.67	1.96	1.78 0.6
lecturer	Contactable	1.77	1.56	1.82	1.59	1.68	1.67		1.35	1.6	1.79	1.5	1.3	1.22	1.38	1.35	1.63	1.59	1.5	1.0	1.69	1.51	1.45 0.38
engagement	Total time spent	2.72	2.92	3.65	3.5	1.75	1.33	4.17	2.0	1.67	1.57	1.5	1.82	1.78	1.5	1.5	1.71	1.57	1.25	1.6	1.67	2.02	2.59 0.68
engagement	Learning beyond minimum	3.19	2.91	3.09	3.11	2.92	3.17	2.67	2.71	2.88	3.14	3.0	2.64	2.67	2.75	2.75	2.86	2.95	2.5	2.8	2.63	2.83	2.5 0.6
staff	Explanation	1.33	1.56	1.53	2.14			1.91														1.69	1.52 0.45
staff	Well organised	1.5	1.78	1.75	1.86			1.81														1.74	1.62 0.47
staff	Contactable	1.5	1.55	1.5	1.62			1.64														1.56	1.35 0.34

Section	Q Text	S2 2018/9																				
		CH 1402	CH 1601	CH 2601	CH 2701	CH 3512	CH 3513	CH 3521	CH 3612	CH 3712	CH 3715	CH 4515	CH 4612	CH 4717	CH 5517	CH 5518	CH 5612	CH 5613	CH 5713	CH 5714	CH 5715	Chemistry	Uni
response	rate	44% (36/81)	40% (66/165)	43% (43/101)	54% (45/84)	21% (11/53)	55% (6/11)	31% (18/59)	28% (14/50)	29% (15/52)	54% (7/13)	44% (12/27)	41% (11/27)	51% (18/35)	57% (4/7)	57% (12/21)	53% (8/15)	66% (21/32)	40% (4/10)	63% (5/8)	69% (9/13)		50.0 22.98

Section	Q Text	S2 2018/9							
		CH 3441	CH 3613	CH 4615	CH 4715	CH 5614	CH 5616	Chemistry	Uni
core	Well organised		1.4	1.5	1.7	1.2	1.91	1.74	1.76 0.61
core	Online resources		1.6	2.25	2.0	2.22	1.56	1.96	1.83 0.6
core	Assessment: fair		1.8	2.62	2.29	2.14	1.57	2.27	1.86 0.58
core	Assessment: demonstrate learning		2.0	3.0	2.29	2.5	2.5	2.45	1.9 0.59
core	Marking criteria		2.0	2.62	2.43	2.11	1.89	2.42	1.93 0.62
core	Feedback: punctual		2.0	2.67	2.29	3.0	2.14	2.42	1.79 0.77
core	Feedback: helpful		1.8	2.93	2.13	3.0	2.43	2.5	1.94 0.64
core	Overall		1.6	2.0	1.9	1.4	2.2	2.01	1.84 0.62
lecturer	Material organised	2.36	1.2	2.08	1.6	1.4	1.91	1.81	1.7 0.56
lecturer	Explanation	1.93	1.5	1.92	1.85	1.2	2.09	1.79	1.67 0.54
lecturer	Engaging	1.93	1.7	2.17	2.05	1.1	2.55	1.96	1.78 0.6
lecturer	Contactable	1.5	1.5	1.54	1.4	1.3	1.55	1.51	1.45 0.38
engagement	Total time spent		2.0	1.82	1.9	1.8	1.73	2.02	2.59 0.68
engagement	Learning beyond minimum		2.6	2.53	3.22	2.2	2.82	2.83	2.5 0.6
staff	Explanation							1.69	1.52 0.45
staff	Well organised							1.74	1.62 0.47
staff	Contactable							1.56	1.35 0.34
response	rate		63% (5/8)	47% (18/38)	40% (10/25)	45% (10/22)	37% (10/27)		50.0 22.98

Section	Q Text	Y1 2018/9								
		CH 3431	CH 4421	CH 4431	CH 4453	CH 4455	CH 4456	CH 4458	Chemistry	Uni
core	Well organised	1.54			1.67	2.14	2.25	2.67	2.05	1.79 0.84
core	Online resources	1.38			1.33	2.86	2.25	3.5	2.27	2.09 0.88
core	Assessment: fair	1.77			1.67	2.71	2.25	3.33	2.35	1.95 0.85
core	Assessment: demonstrate learning	1.54			1.33	2.86	2.75	4.0	2.5	1.79 0.67
core	Marking criteria	2.15			2.33	2.57	2.5	3.0	2.51	1.89 0.71
core	Feedback: punctual	2.38			2.33	2.57	2.25	3.33	2.57	1.64 0.9
core	Feedback: helpful	1.62			2.0	2.71	2.75	3.17	2.45	1.75 0.67
core	Overall	1.62			1.67	2.86	2.5	3.33	2.39	1.85 0.72
lecturer	Material organised	1.63	2.22	1.98	1.0	2.57	1.88	2.42	1.96	1.87 0.64
lecturer	Explanation	1.8	2.13	1.91	1.33	2.64	2.25	2.83	2.13	1.84 0.57
lecturer	Engaging	2.18	2.3	1.87	1.5	2.57	2.38	2.92	2.24	1.99 0.64
lecturer	Contactable	1.61	1.6	1.61	1.67	2.0	2.0	2.33	1.83	1.73 0.56
engagement	Total time spent	1.85			2.67	3.43	3.25	3.17	2.87	3.33 1.04
engagement	Learning beyond minimum	2.69			2.0	2.71	3.33	2.4	2.63	2.11 0.75
staff	Explanation									1.31 0.56
staff	Well organised									1.51 0.66
staff	Contactable									1.27 0.61
response	rate	21% (13/63)			43% (3/7)	35% (7/20)	24% (4/17)	30% (6/20)		38.0 27.05

Section	Q Text	S2 2018/9																				
		CS 1006	CS 2006	CS 3052	CS 3102	CS 3105	CS 4102	CS 4103	CS 4204	CS 4402	CS 5001	CS 5014	CS 5031	CS 5033	CS 5042	CS 5044	CS 5055	IS 2901	IS 5104	IS 5106	IS 5110	Computer Science	Uni
core	Well organised	2.88	2.18	3.2	1.56	3.06	2.73	1.33	3.38	1.68	1.0	1.25	1.89	1.71	1.71	1.21	1.47	2.0	1.85	2.0	1.08	2.04	1.76 0.61
core	Online resources	2.75	2.35	2.78	1.87	3.76	2.44	1.5	2.6	2.12	1.0	1.25	2.25	2.57	1.21	1.47	1.65	1.0	1.85	2.43	1.17	2.04	1.83 0.6
core	Assessment: fair	2.21	2.23	3.41	2.06	3.39	3.36	1.5	2.13	1.95	1.0	1.75	2.28	2.0	2.0	1.68	1.71	1.0	1.46	2.0	1.0	2.04	1.86 0.58
core	Assessment: demonstrate learning	1.96	1.91	3.04	1.75	3.42	3.0	1.67	2.38	1.95	1.0	1.85	2.56	2.29	1.64	1.5	2.0	2.0	1.77	2.0	1.08	2.05	1.9 0.59
core	Marking criteria	1.96	1.82	2.54	2.19	3.45	3.09	1.33	2.13	1.37	1.0	1.65	2.28	1.43	1.93	1.53	1.82	1.0	1.85	2.14	1.08	1.91	1.93 0.62
core	Feedback: punctual	3.17	2.05	3.28	2.0	3.59	1.73	1.17	1.5	1.26	1.0	2.3	3.72	1.71	1.71	1.5	2.41	1.0	2.62	2.29	1.0	2.16	1.79 0.77
core	Feedback: helpful	2.42	2.0	3.04	2.38	3.19	3.45	1.67	2.5	1.74	1.0	2.1	2.33	1.86	1.64	1.53	1.88	1.0	1.77	1.86	1.0	2.06	1.94 0.64
core	Overall	2.54	2.33	3.33	1.75	3.36	3.0	1.5	2.5	1.79	1.0	1.6	2.44	2.14	1.85	1.44	1.71	2.0	1.92	2.14	1.33	2.15	1.84 0.62
lecturer	Material organised	2.75	2.09		1.71	3.11	2.64	1.33		1.84	1.0	1.36	2.22	2.43		1.51	1.47	2.0	1.77	2.0	1.33	1.94	1.7 0.56
lecturer	Explanation	2.67	2.3		1.64	2.81	3.36	1.33		1.58	1.0	1.23	1.72	1.57		1.43	1.18	2.0	1.54	2.14	1.33	1.89	1.67 0.54
lecturer	Engaging	2.25	2.3		1.5	2.69	2.55	1.5		2.32	1.0	1.28	2.06	2.14		1.49	1.35	2.33	1.77	1.71	1.5	1.98	1.78 0.6
lecturer	Contactable	1.87	1.53		1.79	2.16	2.5	1.33		1.32	1.0	1.32	1.56	1.29		1.36	1.24	1.33	1.23	1.14	1.08	1.47	1.45 0.38
engagement	Total time spent	3.79	3.55	2.87	3.0	2.7	2.55	2.33	2.29	2.53	4.0	2.6	3.06	2.29	3.36	2.82	2.88	2.0	2.15	2.14	2.5	2.88	2.59 0.68
engagement	Learning beyond minimum	2.04	2.55	3.07	2.44	3.09	3.0	2.5	3.25	3.21	1.0	2.0	2.11	3.29	1.79	2.39	2.12	4.0	2.62	2.29	1.33	2.42	2.5 0.6
response	rate	32% (24/75)	35% (21/60)	37% (46/123)	23% (16/71)	35% (33/94)	34% (11/32)	26% (6/23)	31% (8/26)	30% (19/63)	100% (1/1)	27% (20/74)	36% (18/50)	39% (7/18)	65% (13/20)	41% (34/82)	29% (17/59)	33% (1/3)	42% (13/31)	39% (7/18)	57% (12/21)		50.0 22.98

Section	Q Text	S2 2018/9								
		CS 1003	CS 2002	CS 3301	CS 5003	CS 5012	CS 5052	IS 5108	Computer Science	Uni
core	Well organised	1.79	1.89	3.08	3.17	1.62	2.81	1.5	2.04	1.76 0.61
core	Online resources	1.77	1.81	2.75	3.2	2.0	2.5	1.0	2.04	1.83 0.6
core	Assessment: fair	2.28	2.06	2.85	2.5	1.54	2.75	1.0	2.04	1.86 0.58
core	Assessment: demonstrate learning	1.93	1.83	2.92	2.5	1.46	2.93	1.0	2.05	1.9 0.59
core	Marking criteria	2.1	1.77	3.35	1.5	1.38	2.75	1.0	1.91	1.93 0.62
core	Feedback: punctual	3.2	2.77	4.31	2.0	1.54	2.44	1.0	2.16	1.79 0.77
core	Feedback: helpful	2.11	1.83	3.38	2.5	1.77	2.63	1.0	2.06	1.94 0.64
core	Overall	1.95	1.91	3.31	3.5	1.54	2.81	1.25	2.15	1.84 0.62
lecturer	Material organised	1.87	1.71	2.69		1.69	3.0	1.0	1.94	1.7 0.56
lecturer	Explanation	1.75	1.9	3.15		2.15	2.06	1.5	1.89	1.67 0.54
lecturer	Engaging	2.01	2.13	3.19		2.31	2.69	1.5	1.98	1.78 0.6
lecturer	Contactable	1.65	1.34	1.46		1.54	1.81	1.0	1.47	1.45 0.38
engagement	Total time spent	3.05	3.76	3.38	3.17	3.0	3.25	2.75	2.88	2.59 0.68
engagement	Learning beyond minimum	2.6	2.59	2.58	1.83	2.15	2.63	1.0	2.42	2.5 0.6
response	rate	44% (61/138)	35% (35/100)	40% (26/65)	35% (6/17)	22% (13/58)	57% (16/28)	133% (4/3)		50.0 22.98

Section	Q Text	Y1 2018/9		
		CS 3099	Computer Science	Uni
core	Well organised			1.79 0.84
core	Online resources			2.09 0.88
core	Assessment: fair			1.95 0.85
core	Assessment: demonstrate learning			1.79 0.67
core	Marking criteria			1.89 0.71
core	Feedback: punctual			1.64 0.9
core	Feedback: helpful			1.75 0.67
core	Overall			1.85 0.72
lecturer	Material organised	2.79	2.79	1.87 0.64
lecturer	Explanation	2.65	2.65	1.84 0.57
lecturer	Engaging	3.03	3.03	1.99 0.64
lecturer	Contactable	2.21	2.21	1.73 0.56
engagement	Total time spent			3.33 1.04
engagement	Learning beyond minimum			2.11 0.75
response	rate			38.0 27.05

Section	Q Text	S2 2018/9																				
		ES 1002	ES 1901	ES 2002	ES 2003	ES 3003	ES 3006	ES 3007	ES 3010	ES 3012	ES 4011	ES 4012	ES 5009	ES 5010	ES 5012	ES 5050	ES 5051	ES 5301	ES 5302	ES 5304	ID 1006	Earth and Environmental Sciences	Uni
core	Well organised	2.37	1.82	1.87	2.91	1.64	3.2	1.63	1.67	2.75	3.0	5.0	2.45	1.64	1.2	1.83	1.25	4.0	3.17	1.5	2.21	2.31	1.76 0.61
core	Online resources	2.13	2.5	1.73	2.41	1.7	3.8	1.38	1.33	3.5	4.0	4.5	2.89	1.7	1.2	1.42	1.0	3.5	2.5	1.0	1.96	2.25	1.83 0.6
core	Assessment: fair	2.57	2.55	1.71	2.91	2.5	3.2	2.5	1.67	3.75	2.0	4.0	3.25	2.18	2.0	2.5	1.25	3.5	3.83	1.0	2.02	2.52	1.86 0.58
core	Assessment: demonstrate learning	2.37	2.55	1.64	3.05	2.29	2.0	2.0	1.67	3.0	1.0	4.5	3.6	2.27	1.6	2.25	1.25	3.0	2.83	1.0	2.54	2.35	1.9 0.59
core	Marking criteria	3.26	2.45	2.54	2.81	3.43	3.2	2.25	2.0	4.0	1.0	4.0	3.11	2.27	1.2	1.75	1.25	2.0	3.6	1.0	2.92	2.44	1.93 0.62
core	Feedback: punctual	3.51	1.64	2.75	1.85	2.14	2.8	3.13	2.67	3.75	1.0	5.0	3.13	1.0	1.8	1.67	1.67	1.5	3.2	1.0	2.6	2.36	1.79 0.77
core	Feedback: helpful	3.0	2.73	2.09	2.7	2.43	3.2	2.57	1.67	3.75	1.0	5.0	3.5	1.82	1.2	2.08	1.67	2.5	3.67	1.0	2.94	2.51	1.94 0.64
core	Overall	2.34	2.0	1.53	2.95	2.14	3.0	2.13	1.67	3.0	2.0	4.5	3.2	1.64	1.6	1.75	1.0	3.5	3.0	1.0	2.35	2.29	1.84 0.62
lecturer	Material organised	1.85	1.64	1.65	1.98	2.21	1.9	1.63	1.73	2.31	2.0	5.0	2.43	1.56	1.33	1.46	1.0	3.5	2.33	1.5	1.82	2.03	1.7 0.56
lecturer	Explanation	1.69	1.61	1.61	2.2	1.71	1.7	1.13	1.64	1.5	2.0	5.0	1.76	1.71	1.13	1.4	1.17	3.5	2.27	1.5	1.84	1.89	1.67 0.54
lecturer	Engaging	1.83	1.64	1.59	2.36	2.07	1.9	1.13	1.73	1.56	2.0	5.0	2.1	1.75	1.13	1.41	1.08	3.83	2.53	1.5	1.91	1.98	1.78 0.6
lecturer	Contactable	1.73	1.68	1.26	1.62	2.5	2.1	1.38	1.4	2.11	2.0	2.0	2.19	1.53	1.07	1.37	1.08	3.17	2.85	1.0	1.74	1.76	1.45 0.38
engagement	Total time spent	2.51	2.0	2.6	2.55	3.64	1.4	3.75	1.33	2.67	4.0	3.0	2.0	2.27	3.8	3.0	3.75	2.0	1.33	5.0	1.75	2.69	2.59 0.68
engagement	Learning beyond minimum	2.6	2.09	2.33	2.55	3.08	4.2	2.75	2.67	2.25	1.0	2.0	2.4	2.18	1.8	2.0	1.25	1.5	3.17	2.0	3.25	2.38	2.5 0.6
response	rate	50% (35/70)	85% (11/13)	56% (15/27)	71% (22/31)	50% (14/28)	36% (5/14)	36% (8/22)	50% (3/6)	40% (4/10)	33% (1/3)	67% (2/3)	40% (10/25)	42% (11/26)	45% (5/11)	44% (12/27)	29% (4/14)	25% (2/8)	33% (6/18)	22% (2/9)	37% (48/129)		50.0 22.98

Section	Q Text	S2 2018/9			
		ES 3004	ES 3011	Earth and Environmental Sciences	Uni
core	Well organised	2.33	1.38	2.31	1.76 0.61
core	Online resources	2.14	1.13	2.25	1.83 0.6
core	Assessment: fair	3.0	1.63	2.52	1.86 0.58
core	Assessment: demonstrate learning	3.19	2.13	2.35	1.9 0.59
core	Marking criteria	2.0	1.63	2.44	1.93 0.62
core	Feedback: punctual	2.48	1.75	2.36	1.79 0.77
core	Feedback: helpful	2.8	1.88	2.51	1.94 0.64
core	Overall	2.57	1.5	2.29	1.84 0.62
lecturer	Material organised	1.81	1.92	2.03	1.7 0.56
lecturer	Explanation	1.58	1.83	1.89	1.67 0.54
lecturer	Engaging	1.79	1.63	1.98	1.78 0.6
lecturer	Contactable	1.55	1.29	1.76	1.45 0.38
engagement	Total time spent	2.86	2.0	2.69	2.59 0.68
engagement	Learning beyond minimum	2.86	2.5	2.38	2.5 0.6
response	rate	64% (21/33)	50% (8/16)		50.0 22.98

Section	Q Text	Y1 2018/9			
		ES 4003	ES 5003	Earth and Environmental Sciences	Uni
core	Well organised				1.79 0.84
core	Online resources				2.09 0.88
core	Assessment: fair				1.95 0.85
core	Assessment: demonstrate learning				1.79 0.67
core	Marking criteria				1.89 0.71
core	Feedback: punctual				1.64 0.9
core	Feedback: helpful				1.75 0.67
core	Overall				1.85 0.72
lecturer	Material organised	2.03	1.0	1.52	1.87 0.64
lecturer	Explanation	1.95	1.0	1.48	1.84 0.57
lecturer	Engaging	1.98	1.0	1.49	1.99 0.64
lecturer	Contactable	2.06	1.0	1.53	1.73 0.56
engagement	Total time spent				3.33 1.04
engagement	Learning beyond minimum				2.11 0.75
response	rate				38.0 27.05

Section	Q Text	S2 2018/9																
		GG 1002	GG 2012	GG 3201	GG 3202	GG 4201	SD 1004	SD 2002	SD 3100	SD 4114	SD 4297	SD 5004	SD 5005	SD 5024	SD 5104	SS 5102	SS 5103	Geography and Sustainable Development	Uni
core	Well organised	1.72	2.35	2.34	2.5	1.8	1.98	2.42	3.33	2.33	1.8	1.55	2.33	2.2	2.0	1.43	1.2	2.08	1.76 0.61
core	Online resources	1.91	2.13	2.0	2.29	2.07	1.61	2.29	3.0	2.0	2.0	1.53	2.33	1.93	2.18	1.5	1.3	2.0	1.83 0.6
core	Assessment: fair	1.99	2.41	2.58	2.79	2.5	1.64	2.07	2.45	2.33	2.0	1.8	3.0	2.07	2.45	1.67	1.4	2.2	1.86 0.58
core	Assessment: demonstrate learning	2.13	2.61	2.34	3.0	2.29	1.81	2.71	2.58	2.33	2.2	2.0	2.24	2.6	2.09	1.5	1.6	2.25	1.9 0.59
core	Marking criteria	2.35	2.7	2.32	2.29	2.08	1.64	2.19	2.42	2.48	1.0	2.05	2.31	2.4	1.82	1.67	1.3	2.06	1.93 0.62
core	Feedback: punctual	1.5	1.96	2.81	2.23	2.36	1.38	1.88	2.0	1.14	1.2	1.4	2.38	1.93	1.18	1.17	1.2	1.73	1.79 0.77
core	Feedback: helpful	2.12	2.37	2.35	2.46	2.42	2.08	2.51	3.0	2.1	1.6	2.05	2.38	2.47	1.91	1.83	1.6	2.2	1.94 0.64
core	Overall	1.78	2.22	2.59	3.0	2.33	1.92	2.58	3.0	2.38	1.4	1.6	2.39	2.6	2.18	1.86	1.3	2.2	1.84 0.62
lecturer	Material organised	1.62	1.84	1.72	2.0	1.71	1.75	1.89	1.76	1.86	1.6	1.6	2.08	1.97	1.82	1.83	1.1	1.76	1.7 0.56
lecturer	Explanation	1.79	1.88	1.71	2.01	1.68	1.77	2.06	1.7	1.95	1.3	1.55	2.05	1.97	1.79	2.22	1.2	1.79	1.67 0.54
lecturer	Engaging	2.01	1.94	1.89	2.19	1.63	1.95	2.31	1.74	1.81	1.2	1.84	2.06	2.1	1.82	2.11	1.5	1.88	1.78 0.6
lecturer	Contactable	1.64	1.73	1.72	1.83	1.76	1.66	1.79	1.62	1.57	1.4	1.49	1.6	1.52	1.36	1.72	1.5	1.62	1.45 0.38
engagement	Total time spent	2.17	2.35	4.25	3.57	1.4	1.92	2.0	3.42	2.38	4.2	1.7	2.39	2.27	2.64	1.86	2.4	2.56	2.59 0.68
engagement	Learning beyond minimum	2.94	3.05	2.38	2.79	2.73	3.07	2.84	1.75	2.71	1.2	2.8	2.17	2.67	2.27	3.0	2.4	2.55	2.5 0.6
response	rate	55% (101/183)	58% (54/93)	50% (32/64)	56% (14/25)	28% (15/53)	30% (59/194)	46% (43/93)	65% (11/17)	81% (21/26)	36% (5/14)	95% (20/21)	72% (18/25)	60% (15/25)	85% (11/13)	50% (7/14)	42% (10/24)		50.0 22.98

Section	Q Text	Y1 2018/9
		Uni
core	Well organised	1.79 0.84
core	Online resources	2.09 0.88
core	Assessment: fair	1.95 0.85
core	Assessment: demonstrate learning	1.79 0.67
core	Marking criteria	1.89 0.71
core	Feedback: punctual	1.64 0.9
core	Feedback: helpful	1.75 0.67
core	Overall	1.85 0.72
lecturer	Material organised	1.87 0.64
lecturer	Explanation	1.84 0.57
lecturer	Engaging	1.99 0.64
lecturer	Contactable	1.73 0.56
engagement	Total time spent	3.33 1.04
engagement	Learning beyond minimum	2.11 0.75
response	rate	38.0 27.05

Section	Q Text	S2 2018/9					Y1 2018/9
		GD 5002	GD 5102	GD 5202	Graduate School	Uni	Uni
core	Well organised	3.67	2.0	4.71	3.46	1.76 0.61	1.79 0.84
core	Online resources	1.8	2.0	4.0	2.6	1.83 0.6	2.09 0.88
core	Assessment: fair	2.67	3.0	3.71	3.13	1.86 0.58	1.95 0.85
core	Assessment: demonstrate learning	2.67	3.0	3.0	2.89	1.9 0.59	1.79 0.67
core	Marking criteria	2.67	2.5	4.29	3.15	1.93 0.62	1.89 0.71
core	Feedback: punctual	2.83	2.0	4.86	3.23	1.79 0.77	1.64 0.9
core	Feedback: helpful	2.33	2.0	3.43	2.59	1.94 0.64	1.75 0.67
core	Overall	3.0	2.0	4.29	3.1	1.84 0.62	1.85 0.72
lecturer	Material organised	2.22	1.75	2.43	2.13	1.7 0.56	1.87 0.64
lecturer	Explanation	2.13	1.75	2.14	2.01	1.67 0.54	1.84 0.57
lecturer	Engaging	2.39	2.0	2.29	2.23	1.78 0.6	1.99 0.64
lecturer	Contactable	1.93	1.5	1.86	1.76	1.45 0.38	1.73 0.56
engagement	Total time spent	2.67	3.5	2.43	2.87	2.59 0.68	3.33 1.04
engagement	Learning beyond minimum	2.83	1.5	1.86	2.06	2.5 0.6	2.11 0.75
response	rate	75% (6/8)	40% (2/5)	70% (7/10)		50.0 22.98	38.0 27.05

Section	Q Text	S2 2018/9																				
		MT 1003	MT 1007	MT 2506	MT 2508	MT 3505	MT 3506	MT 3508	MT 4004	MT 4111	MT 4515	MT 4527	MT 4539	MT 4552	MT 4614	MT 5611	MT 5758	MT 5764	MT 5765	MT 5802	MT 5806	Mathematics and Statistics	Uni
core	Well organised	1.69	2.19	1.49	1.66	1.56	1.48	3.47	1.45	2.36	1.38	1.4	1.3	1.14	1.0	2.33	2.33	2.71	1.86	1.36	1.0	1.73	1.76 0.61
core	Online resources	1.9	1.98	1.71	1.82	1.89	1.52	2.44	2.36	1.85	1.38	1.7	1.15	1.15	2.25	1.67	2.25	2.29	2.29	1.36	1.0	1.8	1.83 0.6
core	Assessment: fair	1.73	1.54	1.38	1.75	1.5	1.33	2.24	1.89	2.18	1.43	1.8	2.5	1.1	1.75	1.87	2.17	2.86	1.86	1.27	1.0	1.79	1.86 0.58
core	Assessment: demonstrate learning	1.95	1.83	1.49	1.82	1.72	1.59	2.76	2.11	1.96	1.57	2.2	2.05	1.19	1.25	1.53	2.5	3.14	1.86	1.18	1.5	1.91	1.9 0.59
core	Marking criteria	2.24	2.1	1.79	1.93	1.78	1.52	2.0	1.9	2.0	1.57	2.1	1.15	1.29	2.75	1.93	1.67	1.93	2.71	1.27	1.0	1.89	1.93 0.62
core	Feedback: punctual	2.08	1.79	1.41	1.45	1.67	1.56	2.41	2.22	2.14	1.43	2.44	1.1	1.1	1.75	2.0	2.33	1.79	2.0	1.18	1.5	1.75	1.79 0.77
core	Feedback: helpful	1.97	2.52	1.57	1.8	2.28	1.63	2.29	2.11	2.54	1.71	2.11	2.05	1.24	2.0	2.47	2.33	2.43	2.57	1.45	1.0	1.97	1.94 0.64
core	Overall	2.04	2.46	1.46	2.14	1.83	1.67	2.65	1.55	2.32	1.88	1.6	1.55	1.19	1.75	2.07	2.67	3.0	2.29	1.36	1.5	1.9	1.84 0.62
lecturer	Material organised	1.86	1.94	1.62	1.7	1.61	1.42	1.94	1.6	2.07	1.13	1.5	1.1	1.07	1.25	2.07	2.5	2.39	2.0	1.18	1.5	1.68	1.7 0.56
lecturer	Explanation	2.06	2.44	1.6	2.16	2.0	1.5	1.41	1.3	2.68	1.63	1.5	1.55	1.1	1.25	2.53	2.67	2.54	2.0	1.82	1.0	1.81	1.67 0.54
lecturer	Engaging	2.16	2.8	2.11	2.77	2.56	1.73	1.88	1.6	2.71	2.0	1.6	1.65	1.14	1.0	3.07	3.0	2.66	2.14	1.64	1.5	1.98	1.78 0.6
lecturer	Contactable	1.56	1.82	1.36	1.41	1.78	1.31	2.12	1.56	1.36	1.63	1.0	1.25	1.12	1.0	1.2	1.67	2.0	1.71	1.18	1.0	1.46	1.45 0.38
engagement	Total time spent	2.68	1.92	2.21	2.59	1.89	2.26	2.0	2.36	3.07	2.63	1.8	2.3	1.9	1.75	2.93	2.33	2.71	2.29	2.64	2.5	2.35	2.59 0.68
engagement	Learning beyond minimum	3.14	3.71	3.19	3.33	3.44	3.11	2.82	3.27	2.61	2.88	3.33	2.8	3.57	3.0	2.13	3.17	2.71	2.71	2.9	2.0	3.02	2.5 0.6
staff	Explanation	1.64	2.38	1.71	1.53	2.0																1.81	1.52 0.45
staff	Well organised	1.72	2.57	1.71	1.63	1.75																1.84	1.62 0.47
staff	Contactable	1.56	2.2	1.5	1.6	1.88																1.65	1.35 0.34

Section	Q Text	S2 2018/9																				
		MT 1003	MT 1007	MT 2506	MT 2508	MT 3505	MT 3506	MT 3508	MT 4004	MT 4111	MT 4515	MT 4527	MT 4539	MT 4552	MT 4614	MT 5611	MT 5758	MT 5764	MT 5765	MT 5802	MT 5806	Mathematics and Statistics	Uni
response	rate	47% (74/156)	42% (48/115)	38% (63/166)	33% (44/133)	29% (18/62)	43% (27/63)	41% (17/41)	35% (11/31)	43% (28/65)	28% (8/29)	34% (10/29)	41% (20/49)	39% (21/54)	36% (4/11)	56% (15/27)	38% (6/16)	37% (14/38)	58% (7/12)	58% (11/19)	67% (2/3)		50.0 22.98

Section	Q Text	S2 2018/9																
		ID 5059	MT 1002	MT 2501	MT 2505	MT 2507	MT 3852	MT 4003	MT 4507	MT 4509	MT 4510	MT 4553	MT 4609	MT 5751	MT 5821	MT 5830	MT 5836	Mathematics and Statistics	Uni
core	Well organised	2.13	1.76	1.23	2.05	1.31	2.95	1.09	2.52	2.32	1.11	1.07	1.8	1.2	2.1	1.28	1.12	1.73	1.76 0.61
core	Online resources	2.13	2.11	1.4	2.02	1.19	3.0	1.31	2.59	2.1	1.37	1.21	2.0	1.5	2.2	1.38	1.29	1.8	1.83 0.6
core	Assessment: fair	2.22	1.61	1.53	1.68	1.31	2.1	1.78	2.19	1.55	2.0	1.21	2.6	2.2	2.33	1.38	1.57	1.79	1.86 0.58
core	Assessment: demonstrate learning	2.08	1.71	1.63	1.95	1.42	2.2	2.16	2.62	1.9	2.06	1.36	2.6	2.0	2.56	1.5	1.67	1.91	1.9 0.59
core	Marking criteria	2.38	2.0	1.77	2.37	1.71	2.0	1.6	2.4	1.9	1.88	1.43	2.6	1.4	2.67	1.69	1.46	1.89	1.93 0.62
core	Feedback: punctual	1.83	1.5	2.03	1.87	1.24	1.6	1.48	2.35	1.53	2.18	1.14	2.4	1.8	1.56	1.4	1.67	1.75	1.79 0.77
core	Feedback: helpful	2.42	1.76	1.7	2.06	1.34	2.1	1.43	2.55	2.16	2.29	1.38	2.4	1.4	1.89	1.88	1.93	1.97	1.94 0.64
core	Overall	2.33	1.95	1.5	1.92	1.49	2.75	1.22	2.91	2.55	1.37	1.21	1.8	1.8	2.3	1.39	1.12	1.9	1.84 0.62
lecturer	Material organised	2.31	1.58	1.23	1.95	1.17	2.67	1.09	2.74	2.52	1.29	1.07	1.6	1.2	2.5	1.28	1.0	1.68	1.7 0.56
lecturer	Explanation	2.46	1.68	1.43	1.46	1.2	2.6	1.03	2.74	2.94	1.55	1.29	1.8	1.6	2.5	1.17	1.06	1.81	1.67 0.54
lecturer	Engaging	2.5	2.06	1.6	1.25	1.32	2.62	1.03	3.26	3.13	1.68	1.43	2.2	1.4	1.9	1.17	1.06	1.98	1.78 0.6
lecturer	Contactable	1.74	1.49	1.43	1.49	1.08	1.97	1.22	2.09	1.8	1.45	1.21	1.8	1.2	1.2	1.22	1.12	1.46	1.45 0.38
engagement	Total time spent	2.75	2.16	2.13	2.24	2.34	2.35	2.22	2.0	2.26	2.0	2.29	2.2	3.6	2.8	2.22	2.24	2.35	2.59 0.68
engagement	Learning beyond minimum	2.29	3.62	3.37	3.11	3.1	2.74	2.81	3.7	3.13	3.67	3.25	3.6	2.25	2.6	2.94	2.76	3.02	2.5 0.6
staff	Explanation		1.39	1.76	1.95	1.54	2.2											1.81	1.52 0.45
staff	Well organised		1.59	1.76	1.92	1.53	2.23											1.84	1.62 0.47
staff	Contactable		1.2	1.48	1.67	1.51	1.9											1.65	1.35 0.34
response	rate	42% (24/57)	36% (38/106)	38% (30/79)	46% (63/136)	38% (59/154)	45% (20/44)	44% (32/72)	47% (23/49)	54% (31/57)	40% (19/47)	56% (14/25)	29% (5/17)	83% (5/6)	50% (10/20)	62% (18/29)	52% (17/33)		50.0 22.98

Section	Q Text	Y1 2018/9		
		MT 4796	Mathematics and Statistics	Uni
core	Well organised			1.79 0.84
core	Online resources			2.09 0.88
core	Assessment: fair			1.95 0.85
core	Assessment: demonstrate learning			1.79 0.67
core	Marking criteria			1.89 0.71
core	Feedback: punctual			1.64 0.9
core	Feedback: helpful			1.75 0.67
core	Overall			1.85 0.72
lecturer	Material organised	1.5	1.5	1.87 0.64
lecturer	Explanation	1.0	1.0	1.84 0.57
lecturer	Engaging	1.0	1.0	1.99 0.64
lecturer	Contactable	2.0	2.0	1.73 0.56
engagement	Total time spent			3.33 1.04
engagement	Learning beyond minimum			2.11 0.75
staff	Explanation			1.31 0.56
staff	Well organised			1.51 0.66
staff	Contactable			1.27 0.61
response	rate			38.0 27.05

Section	Q Text	S2 2018/9							Y1 2018/9
		MD 2002	MD 3002	MD 4003	MD 5003	MD 5004	Medicine	Uni	Uni
core	Well organised	1.68	1.97	1.49	1.8	1.75	1.74	1.76 0.61	1.79 0.84
core	Online resources	2.0	1.97	1.68	1.6	1.75	1.8	1.83 0.6	2.09 0.88
core	Assessment: fair	1.95	2.18	1.84	2.6	2.75	2.26	1.86 0.58	1.95 0.85
core	Assessment: demonstrate learning	2.37	2.59	1.8	2.4	2.5	2.33	1.9 0.59	1.79 0.67
core	Marking criteria	2.53	2.34	1.86	1.8	3.0	2.31	1.93 0.62	1.89 0.71
core	Feedback: punctual	2.31	2.83	1.92	3.6	2.75	2.68	1.79 0.77	1.64 0.9
core	Feedback: helpful	2.72	2.72	1.76	3.6	3.0	2.76	1.94 0.64	1.75 0.67
core	Overall	1.84	2.1	1.6	2.4	2.25	2.04	1.84 0.62	1.85 0.72
lecturer	Material organised	1.62	2.01		1.2	1.42	1.56	1.7 0.56	1.87 0.64
lecturer	Explanation	1.67	1.86		1.4	1.67	1.65	1.67 0.54	1.84 0.57
lecturer	Engaging	1.93	2.17		1.8	1.83	1.93	1.78 0.6	1.99 0.64
lecturer	Contactable	1.68	1.8		1.4	1.5	1.59	1.45 0.38	1.73 0.56
engagement	Total time spent	4.41	4.53	2.37	3.6	4.0	3.78	2.59 0.68	3.33 1.04
engagement	Learning beyond minimum	2.68	2.59	2.78	3.0	3.0	2.81	2.5 0.6	2.11 0.75
staff	Explanation	1.36	1.47	1.5			1.44	1.52 0.45	1.31 0.56
staff	Well organised	1.44	1.49	1.5			1.48	1.62 0.47	1.51 0.66
staff	Contactable	1.74	1.7	1.58			1.67	1.35 0.34	1.27 0.61
response	rate	26% (44/170)	41% (59/144)	68% (100/147)	50% (5/10)	40% (4/10)		50.0 22.98	38.0 27.05

Section	Q Text	S2 2018/9																				
		AS 2001	AS 2101	AS 3013	AS 4012	AS 4015	AS 5522	AS 5523	PH 1012	PH 1503	PH 3007	PH 3012	PH 3062	PH 4026	PH 4028	PH 4031	PH 4038	PH 4042	PH 4043	PH 4044	PH 4045	Physics and Astronomy	Uni
core	Well organised	2.1	2.58	2.44	2.14	1.33	3.0	2.0	1.83	1.5	2.13	2.06	1.09	1.5	1.43	3.0	1.3	3.0	1.0	1.75	1.67	1.96	1.76 0.61
core	Online resources	2.05	2.75	2.44	2.57	2.0	2.0	4.0	1.9	1.5	2.73	2.19	1.28	1.0	1.35	3.0	1.52	3.78	2.0	1.75	2.33	2.23	1.83 0.6
core	Assessment: fair	2.6	2.67	4.22	1.29	2.33	2.5	2.0	1.73	1.0	2.63	1.81	1.21	2.0	1.83	2.64	1.3	2.78	2.0	1.63	1.67	2.13	1.86 0.58
core	Assessment: demonstrate learning	2.53	2.58	3.56	2.29	2.67	3.5	2.5	1.85	1.0	2.76	2.03	1.49	1.0	2.3	3.55	1.26	2.88	2.0	1.75	2.0	2.31	1.9 0.59
core	Marking criteria	2.95	2.08	4.44	1.71	2.0	4.0	4.0	2.05	1.5	2.02	1.94	1.56	3.0	1.96	2.64	1.39	3.44	1.0	2.25	2.0	2.39	1.93 0.62
core	Feedback: punctual	2.0	1.5	3.22	1.71	1.83	2.5	2.5	1.68	1.5	1.5	1.35	1.16	3.0	1.22	2.64	1.17	3.78	2.0	1.88	3.0	2.08	1.79 0.77
core	Feedback: helpful	1.95	1.42	3.0	2.14	1.67	3.5	2.5	1.83	1.0	2.37	2.61	1.47	2.5	1.74	3.18	1.32	3.44	2.0	2.38	1.33	2.17	1.94 0.64
core	Overall	2.13	2.5	2.78	2.57	1.67	2.5	2.5	1.76	1.0	2.74	2.35	1.18	2.0	1.74	3.27	1.26	3.11	2.0	1.63	2.33	2.16	1.84 0.62
lecturer	Material organised	1.92	2.29	2.62	1.86	2.17	3.0	3.5	1.79	2.0	2.33	2.32	1.09	1.5	1.3	3.18	1.26	2.3		2.06	2.0	2.12	1.7 0.56
lecturer	Explanation	2.08	2.45	2.71	2.71	1.17	3.5	1.5	1.92	1.0	2.8	2.63	1.04	1.75	1.7	3.0	1.3	2.26		1.91	1.83	2.08	1.67 0.54
lecturer	Engaging	2.34	2.53	2.76	2.71	1.0	3.0	1.5	1.94	1.0	3.28	2.79	1.19	1.75	2.22	3.55	1.26	2.22		1.84	1.83	2.2	1.78 0.6
lecturer	Contactable	1.68	1.73	2.24	1.29	1.0	2.5	2.0	1.48	1.0	1.93	1.48	1.14	1.5	1.39	1.82	1.13	1.74		1.09	1.5	1.59	1.45 0.38
engagement	Total time spent	3.08	2.17	3.33	2.43	2.33	2.0	2.0	2.78	3.0	2.63	2.1	2.11	2.0	1.65	1.9	2.91	1.78	1.0	2.63	2.33	2.37	2.59 0.68
engagement	Learning beyond minimum	3.03	3.0	2.11	3.14	3.33	3.5	3.0	2.43	3.5	3.04	3.3	3.26	4.0	3.74	2.91	3.0	3.11	2.0	2.25	2.33	3.02	2.5 0.6
response	rate	74% (40/54)	92% (12/13)	45% (9/20)	47% (7/15)	38% (6/16)	100% (2/2)	100% (2/2)	38% (41/107)	67% (2/3)	48% (46/96)	34% (31/90)	61% (57/94)	20% (2/10)	70% (23/33)	46% (11/24)	51% (23/45)	60% (9/15)	50% (1/2)	44% (8/18)	38% (3/8)		50.0 22.98

Section	Q Text	S2 2018/9					
		AS 1002	PH 2012	PH 3101	PH 4035	Physics and Astronomy	Uni
core	Well organised	2.42	1.65	2.1	2.0	1.96	1.76 0.61
core	Online resources	2.25	1.91	2.4	2.75	2.23	1.83 0.6
core	Assessment: fair	1.67	1.66	2.5	3.5	2.13	1.86 0.58
core	Assessment: demonstrate learning	2.17	1.88	2.6	3.25	2.31	1.9 0.59
core	Marking criteria	3.09	2.34	2.8	1.25	2.39	1.93 0.62
core	Feedback: punctual	2.0	1.9	2.6	2.25	2.08	1.79 0.77
core	Feedback: helpful	2.64	1.96	2.2	2.0	2.17	1.94 0.64
core	Overall	2.58	1.73	1.7	2.75	2.16	1.84 0.62
lecturer	Material organised	2.21	1.79		2.25	2.12	1.7 0.56
lecturer	Explanation	2.83	1.77		2.0	2.08	1.67 0.54
lecturer	Engaging	2.92	1.86		3.0	2.2	1.78 0.6
lecturer	Contactable	2.0	1.52		1.75	1.59	1.45 0.38
engagement	Total time spent	1.67	3.46	3.3	2.25	2.37	2.59 0.68
engagement	Learning beyond minimum	3.58	2.93	2.33	3.67	3.02	2.5 0.6
response	rate	50% (12/24)	68% (89/131)	23% (10/44)	31% (4/13)		50.0 22.98

Section	Q Text	Y1 2018/9										
		AS 4103	AS 5101	AS 5500	AS 5521	PH 3014	PH 4111	PH 5101	PH 5103	PH 5104	Physics and Astronomy	Uni
core	Well organised	1.33	2.0	1.0	2.0	2.04	2.33	1.63	1.0	2.0	1.7	1.79 0.84
core	Online resources	1.33	3.0	1.0	2.0	2.67	2.33	2.29	2.0	3.0	2.18	2.09 0.88
core	Assessment: fair	1.67	2.0	2.0	2.0	2.88	2.67	1.88	2.0	4.0	2.34	1.95 0.85
core	Assessment: demonstrate learning	1.0	2.0	2.0	2.0	2.44	1.33	2.0	2.0	2.0	1.86	1.79 0.67
core	Marking criteria Feedback:	1.0	1.0	1.0	2.0	2.11	1.67	1.5	1.5	1.0	1.42	1.89 0.71
core	punctual Feedback: helpful	1.33	1.0	2.0	2.0	1.78	1.33	1.14	1.0	1.0	1.4	1.64 0.9
core	Overall	1.0	2.0	2.0	2.0	2.07	1.67	2.38	2.0	1.0	1.79	1.75 0.67
core	Material organised	1.33	2.0	2.0	2.0	2.37	1.67	1.75	2.0	1.0	1.79	1.85 0.72
lecturer	Explanation			2.0	2.0	2.37					2.12	1.87 0.64
lecturer	Engaging			2.0	2.0	2.15					2.05	1.84 0.57
lecturer	Contactable			2.0	3.0	1.93					2.31	1.99 0.64
lecturer	Total time spent			1.0	3.0	1.44					1.81	1.73 0.56
engagement	Learning beyond minimum	4.33	5.0	2.0	3.0	2.37	5.0	5.0	5.0	5.0	4.08	3.33 1.04
engagement		1.33	1.0	3.0	2.0	2.33	1.0	2.0	3.0	1.0	1.85	2.11 0.75
response	rate	43% (3/7)	17% (1/6)	50% (1/2)	50% (1/2)	39% (27/70)	25% (3/12)	47% (8/17)	33% (2/6)	50% (1/2)		38.0 27.05

Section	Q Text	S2 2018/9																				
		PN 4231	PN 4234	PS 1002	PS 2901	PS 3022	PS 3032	PS 3033	PS 3034	PS 3036	PS 3902	PS 4069	PS 4084	PS 4090	PS 4094	PS 4095	PS 4096	PS 4097	PS 5005	PS 5012	PS 5233	Psychology	Uni
core	Well organised	2.11	1.0	1.56	3.5	1.71	1.98	1.61	2.15	1.05	1.0	2.56	2.33	1.17	1.33	3.48	1.6	2.0	2.0	1.0	1.4	1.78	1.76 0.61
core	Online resources	1.78	1.0	1.5	2.5	2.0	2.28	1.63	1.78	1.24	1.0	2.44	2.0	1.17	1.33	2.57	1.6	2.25	2.44	1.17	1.6	1.72	1.83 0.6
core	Assessment: fair	2.0	1.0	1.66	3.0	1.93	2.67	2.1	3.19	1.8	1.0	2.44	2.89	1.83	1.0	2.9	1.4	3.0	2.78	1.67	1.2	1.98	1.86 0.58
core	Assessment: demonstrate learning	2.0	1.0	1.93	2.5	2.16	2.82	2.22	3.12	1.76	1.0	2.33	2.33	1.67	1.0	2.9	1.6	2.5	2.67	1.5	1.8	2.01	1.9 0.59
core	Marking criteria	2.0	1.33	1.47	1.5	2.23	2.62	1.63	2.85	1.94	3.0	3.22	3.22	1.33	1.0	3.65	1.4	2.25	2.39	2.5	1.4	2.0	1.93 0.62
core	Feedback: punctual	2.78	1.0	1.44	5.0	2.03	2.55	2.1	4.45	1.92	3.0	2.22	2.22	1.17	1.0	2.5	2.8	2.5	1.28	1.17	1.2	1.99	1.79 0.77
core	Feedback: helpful	1.78	1.0	1.65	4.5	2.53	2.79	1.95	3.52	2.23	1.0	3.17	2.67	1.67	1.0	3.38	1.2	2.33	2.33	1.67	1.4	2.06	1.94 0.64
core	Overall	2.0	1.0	1.63	3.5	2.0	2.51	1.85	2.82	1.37	1.0	2.89	2.56	1.33	1.0	3.14	1.4	2.5	2.67	1.33	1.6	1.96	1.84 0.62
lecturer	Material organised	1.37	1.5	1.63	2.75	1.57	2.17	1.59	1.71	1.06	1.0	3.22	2.11	1.17	2.0	3.48	1.2	2.06	2.29	1.33	1.2	1.8	1.7 0.56
lecturer	Explanation	1.51	1.33	1.79	1.75	1.67	2.4	1.32	1.82	1.11	1.0	2.11	2.78	1.5	2.0	2.76	1.0	2.25	2.03	1.17	1.2	1.7	1.67 0.54
lecturer	Engaging	1.55	1.5	2.0	2.75	1.87	2.64	1.44	2.35	1.22	1.0	2.11	2.56	1.67	2.0	2.9	1.2	2.47	2.11	1.0	1.0	1.91	1.78 0.6
lecturer	Contactable	1.33	1.0	1.6	2.25	1.55	2.13	1.54	1.97	1.22	1.0	1.78	1.56	1.33	2.0	2.05	1.6	2.13	1.17	1.0	1.0	1.53	1.45 0.38
engagement	Total time spent	2.0	2.33	2.27	2.0	2.52	1.9	2.17	2.0	1.74	2.0	2.33	2.11	2.33	3.67	1.71	2.0	2.25	3.89	2.8	3.0	2.38	2.59 0.68
engagement	Learning beyond minimum	2.11	2.0	3.26	1.5	2.94	3.05	2.37	2.41	2.53	4.0	2.89	2.44	2.0	1.33	2.48	2.8	2.0	1.5	1.67	2.4	2.35	2.5 0.6
response	rate	53% (9/17)	50% (3/6)	33% (110/329)	40% (2/5)	43% (31/72)	34% (41/120)	33% (41/126)	37% (34/91)	28% (19/67)	33% (1/3)	47% (9/19)	45% (9/20)	21% (6/28)	27% (3/11)	44% (21/48)	38% (5/13)	50% (4/8)	51% (18/35)	55% (6/11)	42% (5/12)		50.0 22.98

Section	Q Text	S2 2018/9								
		PN 3312	PS 2002	PS 4079	PS 4086	PS 5232	PS 5234	PS 5501	Psychology	Uni
core	Well organised	2.23	1.69	1.5	1.5	1.25	2.33	1.0	1.78	1.76 0.61
core	Online resources	2.0	1.79	1.5	1.25	1.5	2.0	1.0	1.72	1.83 0.6
core	Assessment: fair	2.19	2.1	1.58	2.0	1.67	1.33	1.0	1.98	1.86 0.58
core	Assessment: demonstrate learning	2.42	2.17	2.0	2.25	1.75	2.0	1.0	2.01	1.9 0.59
core	Marking criteria	2.46	1.76	1.33	1.5	1.25	1.67	1.0	2.0	1.93 0.62
core	Feedback: punctual	1.62	1.64	1.27	1.33	1.67	1.0	1.0	1.99	1.79 0.77
core	Feedback: helpful	2.27	2.11	1.83	1.33	1.33	2.0	1.0	2.06	1.94 0.64
core	Overall	2.19	1.81	1.67	2.0	1.75	2.33	1.0	1.96	1.84 0.62
lecturer	Material organised	1.67	1.62	1.17	1.5	1.0	3.33		1.8	1.7 0.56
lecturer	Explanation	1.93	1.71	1.17	1.25	1.25	2.33		1.7	1.67 0.54
lecturer	Engaging	2.0	1.99	1.67	2.0	1.75	3.0		1.91	1.78 0.6
lecturer	Contactable	1.77	1.51	1.25	1.0	1.75	1.33		1.53	1.45 0.38
engagement	Total time spent	2.36	2.51	2.33	1.5	2.25	3.33	3.0	2.38	2.59 0.68
engagement	Learning beyond minimum	2.44	2.79	2.67	2.75	2.25	2.0	1.0	2.35	2.5 0.6
response	rate	35% (26/75)	39% (72/186)	43% (12/28)	50% (4/8)	33% (4/12)	25% (3/12)	100% (1/1)		50.0 22.98

Section	Q Text	Y1 2018/9							
		PS 4040	PS 4060	PS 5003	PS 5021	PS 5031	PS 5240	Psychology	Uni
core	Well organised	2.55	2.0	2.5	1.0	2.0	2.33	2.06	1.79 0.84
core	Online resources	2.88	2.0	3.5	1.0	3.0	4.0	2.73	2.09 0.88
core	Assessment: fair	2.59	2.0	2.5	1.0	2.0	1.0	1.85	1.95 0.85
core	Assessment: demonstrate learning	2.32	2.0	2.5	1.0	1.0	1.0	1.64	1.79 0.67
core	Marking criteria	2.27	2.0	2.0	1.0	1.0	1.67	1.66	1.89 0.71
core	Feedback: punctual	2.23	2.0	1.5	1.0	1.0	1.0	1.45	1.64 0.9
core	Feedback: helpful	2.55	2.0	1.5	1.0	2.0	1.33	1.73	1.75 0.67
core	Overall	2.41	2.0	2.5	1.0	2.0	2.0	1.98	1.85 0.72
lecturer	Material organised		2.0	1.55	2.14	2.0	4.0	2.34	1.87 0.64
lecturer	Explanation		2.0	1.45	2.14	2.0	3.33	2.19	1.84 0.57
lecturer	Engaging		2.0	1.5	2.14	2.0	3.33	2.2	1.99 0.64
lecturer	Contactable		2.0	1.4	2.14	2.0	2.67	2.04	1.73 0.56
engagement	Total time spent	2.73	1.0	4.0	3.5	2.0	3.33	2.76	3.33 1.04
engagement	Learning beyond minimum	1.77	3.0	3.5	1.0	2.0	1.67	2.16	2.11 0.75
response	rate	31% (22/72)	25% (1/4)	11% (2/18)	67% (2/3)	100% (1/1)	25% (3/12)		38.0 27.05

Teaching Factsheet

School of Art History

Teaching Quality

1.1 University-led Reviews of Learning & Teaching	
1.2 External Examiners Reports	
1.3 Annual Monitoring Outcomes	

1.1 Key	1.2 Key	1.3 Key
Confidence	No issues	No issues
Limited Confidence	1 -2 serious issues	1 -2 serious issues
No Confidence	3+ serious issues	3+ serious issues

1.4 National Student Survey 2018 (NSS)

The teaching on my course	92%
Learning opportunities	82%
Assessment and feedback	77%
Academic support	82%
Organisation and management	90%
Learning resources	86%
Learning community	77%
Student voice	80%
Overall satisfaction	97%

1.5 League Table Rank

Complete University Guide (2019)	2
Guardian University Guide (2019)	5
The Times & Sunday Times Uni Guide (2019)	3
QS History of Art (2018)	-
Times Higher Arts & Humanities (2018)	54

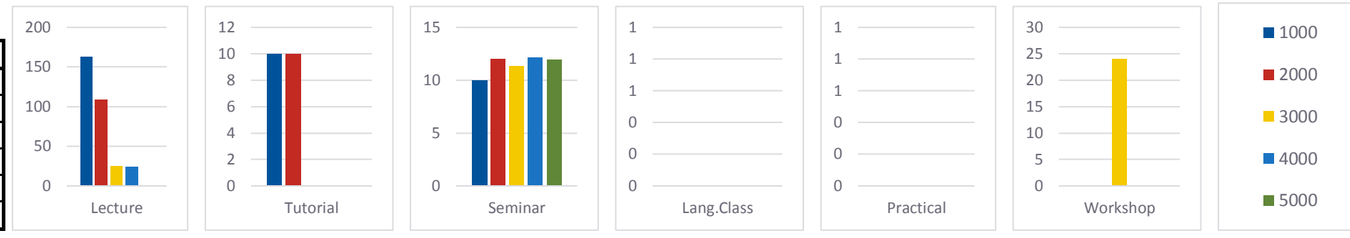
1.6 Postgraduate Student Satisfaction

PGT Satisfaction Survey (2018)	65%
PRES Survey (2017)	89%

Teaching

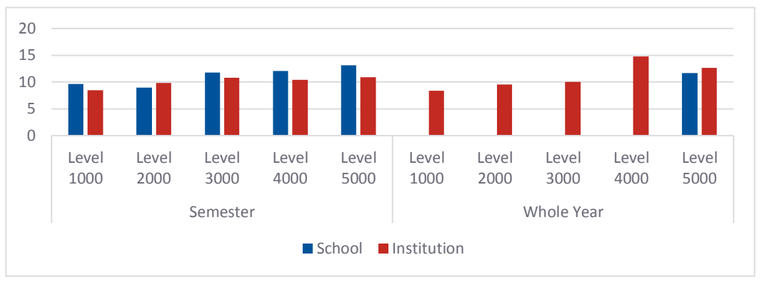
2.0 Average Class Size (planned) 2017-18

	1000	2000	3000	4000	5000
Lecture	162.7	108.4	25.1	24.0	
Tutorial	10.0	10.0			
Seminar	10.0	12.0	11.3	12.1	11.9
Lang.Class					
Practical					
Workshop			24.0		



2.1 Student Engagement (hours per week) 2017-18

	School		Institution	
Level	Semester	Whole Year	Semester	Whole Year
Level 1000	9.6		8.5	8.3
Level 2000	9.0		9.9	9.5
Level 3000	11.8		10.8	10.0
Level 4000	12.1		10.4	14.7
Level 5000	13.1	11.7	10.9	12.7



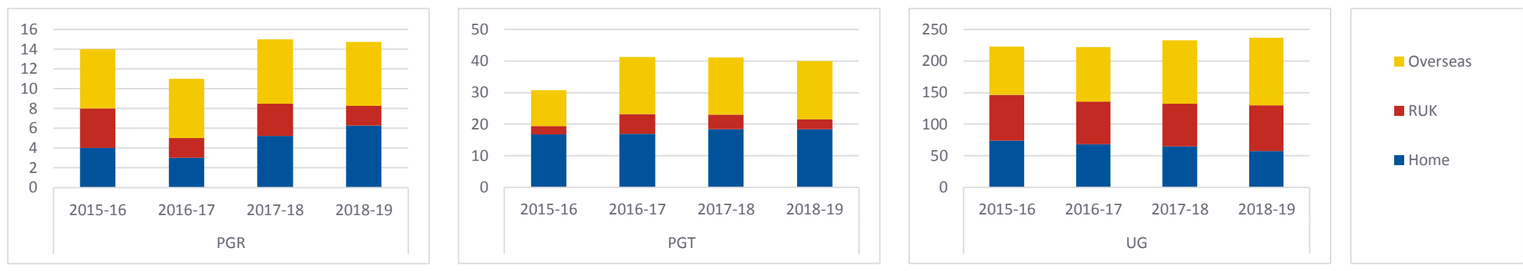
2.2 Staff Student Ratio (SSR) - HESA (2016-17)

History (inc Art History)	13.6
Russell Group Lower Quartile for History (inc Art History)	14.5
Russell Group Median for History (inc Art History)	16.9
Russell Group Upper Quartile for History (inc Art History)	19.9

Students

3.0 Student FTE by Level & Fee Status (as of week 4 semester 1)

	Home				RUK				Overseas				Total			
Level	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
PGR	4.0	3.0	5.3	6.3	4.0	2.0	3.3	2.0	6.0	6.0	6.5	6.5	14.0	11.0	15.0	14.8
PGT	16.8	17.0	18.5	18.5	2.7	6.2	4.5	3.1	11.3	18.1	18.1	18.3	30.8	41.3	41.1	39.9
UG	73.8	68.0	65.0	57.3	73.0	67.5	67.3	73.0	76.0	86.6	100.8	107.0	222.8	222.1	233.0	237.3
Total	**94.6**	**88.0**	**88.7**	**82.0**	**79.7**	**75.7**	**75.0**	**78.1**	**93.3**	**110.6**	**125.3**	**131.8**	**267.6**	**274.3**	**289.1**	**291.9**

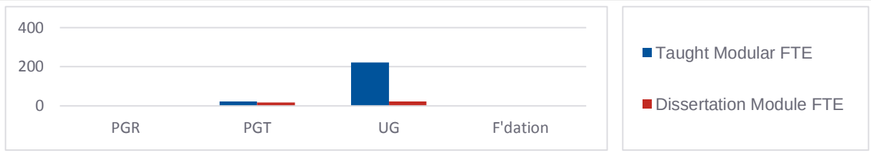


3.1 Average Tariff on Entry

	St Andrews	Russell Group
2015-16	483.9	456.5
2016-17	484.1	455.7
2017-18	193.4	-
2018-19	187.9	-

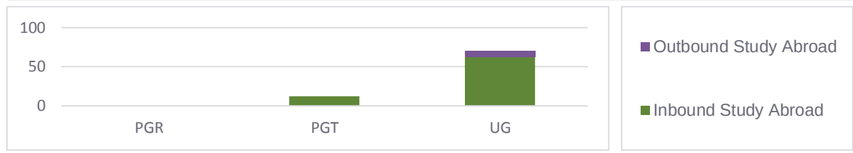
3.2 Taught Modular FTEs

	PGR	PGT	UG	F'dation	Total
Taught Modular FTE	-	23.0	222.2	-	**245.2**
Dissertation Module FTE	-	17.0	23.0	-	**40.0**



3.3 Study Abroad Module Enrolments (Headcount)

	PGR	PGT	UG	Total
Inbound Study Abroad	-	12.0	63.0	**75.0**
Outbound Study Abroad	-	-	7.0	**7.0**



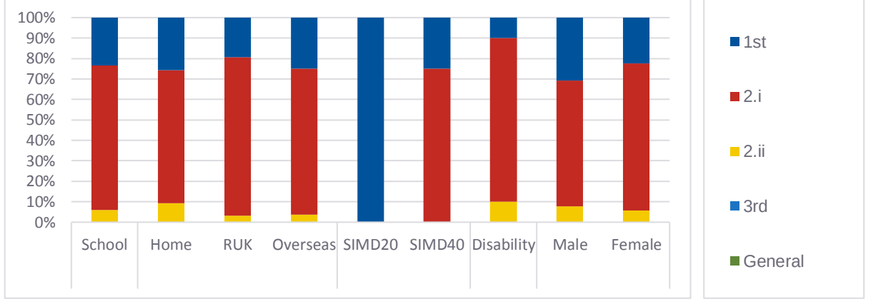
Outcomes

4.0 Retention 2017-18 (Based on year end HESA data)

		All	Level			Fee Status (UG)			Fee Status (PGT)		Fee Status (PGR)		Retention by Demographic (UG only)			
			PGR	PGT	UG	Home	RUK	Overseas	Home	Overseas	Home	Overseas	SIMD40	Disability	Male	Female
Successful Completion/Continuation	#	359.5	27.0	87.5	245.0	70.0	71.5	103.5	55.4	32.1	15.3	11.8	5.0	50.0	26.0	219.0
	%	98.3%	92.3%	97.8%	99.2%	100.0%	100.0%	98.1%	98.2%	97.0%	98.4%	85.5%	100.0%	99.0%	100.0%	99.1%
Transfer to Another Institution	#	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No Longer in HE	#	6.25	2.3	2.0	2.0	0.0	0.0	2.0	1.0	1.0	0.3	2.0	0.0	0.5	0.0	2.0
	%	1.7%	7.7%	2.2%	0.8%	0.0%	0.0%	1.9%	1.8%	3.0%	1.6%	14.5%	0.0%	1.0%	0.0%	0.9%

4.1 Degree Classification (2017-18 Graduates)

		1st	2.i	2.ii	3rd	General
School	#	24	72	6	0	0
	%	24%	71%	6%	0%	0%
Home		26%	65%	9%	0%	0%
RUK		19%	77%	3%	0%	0%
Overseas		25%	71%	4%	0%	0%
SIMD20		100%	0%	0%	0%	0%
SIMD40		25%	75%	0%	0%	0%
Disability		10%	80%	10%	0%	0%
Male		31%	62%	8%	0%	0%
Female		22%	72%	6%	0%	0%



Academic events scheduled for 2019/20

Week	Day	Date	Time	Event	Venue	Event coordinator	Audience	Booking mechanism	Purpose/notes
1	Wednesday	18/09/2019	1400-1600	Theories of Learning	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
3	Tuesday	01/10/2019	1230-1400	TEL briefing	UCH	Margaret Adamson (CEED)	All staff	PDMS	Discussion about use of MMS and Moodle
3	Wednesday	02/10/2019	1430-1630	Small Group Teaching	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
3	Friday	04/102019	1300-1600	Scottish Moodle Users Group	TELStA	Margaret Adamson (CEED)	Academic Staff	SMUG Eventbrite	Moodle news from the HE & FE sectors
4	Wednesday	09/10/2019	TBC	TEL workshop	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	TEL topics
4	Wednesday	09/10/2019	1400-1630	Assessment & Feedback	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
5	Wednesday	16/10/2019	1400-1630	Module Design	TBC	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
6	Wednesday	23/10/2019	0900-1700	L&T conference: Innovative Assessment in HE	Parliament Hall	Blair Matthews (IE) Jon Issberner (SALTI)	All staff and PGs	?	Sharing ideas about innovative forms of assessment
6	Friday	25/10/2019	1300-1530	Learning Analytics Seminar	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	Learning Analytics - Niall Sclater
6	Wednesday	23/10/2019	0930-1300	Recruitment and Selection		Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
7	Wednesday	30/10/2019	1230-1600	PGRC Awayday	Parliament Hall	Emmy Feamster (Policy)	PGRC only	?	Share examples of PG good practice via AAM reports
8	Wednesday	06/11/2019	1230-1600	Academic Forum	Parliament Hall	Ian Smith (Dean's office)	All staff	PDMS	Vertically integrated projects
8	Wednesday	06/11/2019	1400-1630	Voice Awareness for Professional Voice Users	C5	Rikard Jalkebro (ASDP)	All staff	PDMS	
9	Wednesday	13/11/2019	1400-1630	Effective Lecturing		Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
10	Wednesday	20/11/2019	1330-1630	PhD Viva Examinations: best practice	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
10	Thursday	21/11/2019	TBC	Royal Conservatoire Interdisciplinary Mini Symposium	TBC	Innes Jentsch/ Emily Doolittle	Academic Staff and PGR	?	Interdisciplinary collaborations
11	Tuesday	26/11/2019	1400-1700	Managing People in Research Teams	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
11	Wednesday	27/11/2019	TBC	AAM dissemination event	TBC	Ros Campbell (Policy)	DoTs plus one	PDMS	Disseminating best practice in L&T
11	Wednesday	27/11/2019	1430-1615	Convening a Module	TBC	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
11	Wednesday	27/11/2019	1400-1700	Time Management: strategies for busy teachers and researchers	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
0	Wednesday	22/01/2020	TBC	TEL workshop	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	TEL topics
1	Wednesday	29/01/2020	1400-1600	Theories of Learning	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
1	Wednesday	29/01/2020	TBC	LTC Awayday	TBC	Kevin McNamara (Policy)	LTC members	PDMS	ELIR related/ Education strategy
2	Wednesday	05/02/2020	1400-1630	Effective Lecturing	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
3	Wednesday	12/02/2020	1430-1630	Small Group Teaching	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
3	Friday	14/02/2020	0930-1300	Recruitment and Selection	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
4	Wednesday	19/02/2020	1400-1630	Assessment & Feedback	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
5	Wednesday	26/02/2020	1330-1630	PhD Viva Examinations: best practice	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
5	Wednesday	26/02/2020	TBC	Academic Forum	Parliament Hall	Ros Campbell (Policy)	All staff	PDMS	Mental Health strategy
6	Wednesday	04/03/2020	1300-1530	Learning Analytics Seminar	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	Learning Analytics - Liz Bennett
6	Wednesday	04/03/2020	1400-1630	Voice Awareness for Professional Voice Users	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
7	Wednesday	11/03/2020	1430-1615	Convening a Module	TBC	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
9	Wednesday	08/04/2020	1400-1700	Using Simulations as an Innovative Teaching Tool	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
10	Wednesday	15/04/2020	1400-1700	Time Management: strategies for busy teachers and researchers	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
11	Wednesday	22/04/2020	1400-1700	Managing People in Research Teams	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
12	Wednesday	29/04/2019	1300-1530	Learning Analytics Seminar	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	Learning Analytics - Bart Rienties
12	Friday	01/05/2020	TBC	TEL workshop	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	TEL topics
13	Wednesday	06/05/2020	1400-1630	Module Design	C5	Rikard Jalkebro (ASDP)	Academic Staff	PDMS	
13	Friday	08/05/2020	TBC	TEL workshop	TBC	Margaret Adamson (CEED)	Academic Staff	PDMS	TEL topics
			TBC	Dean's Masterclass	TBC	Dean's office	Academic Staff	PDMS	Teaching award winners (on topics not covered by ASDP)
			TBC	Dean's Masterclass	TBC	Dean's office	Academic Staff	PDMS	Teaching award winners (on topics not covered by ASDP)

Table: Degree seeking student population (FTE) by level and fee status - 2017-18

	Home (Scotland)		Home (EU)		RUK		Overseas		Grand Total	
Degree Level	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Postgraduate - Research	157	6.3%	190	17.1%	218	8.5%	322	10.6%	886	9.7%
Postgraduate - Taught	91	3.7%	282	25.3%	191	7.5%	397	13.1%	961	10.5%
Undergraduate	2,221	90.0%	642	57.6%	2,139	84.0%	2,310	76.3%	7,314	79.8%
Grand Total	**2,469**	**100.0%**	**1,114**	**100.0%**	**2,548**	**100.0%**	**3,029**	**100.0%**	**9,160**	**100.0%**

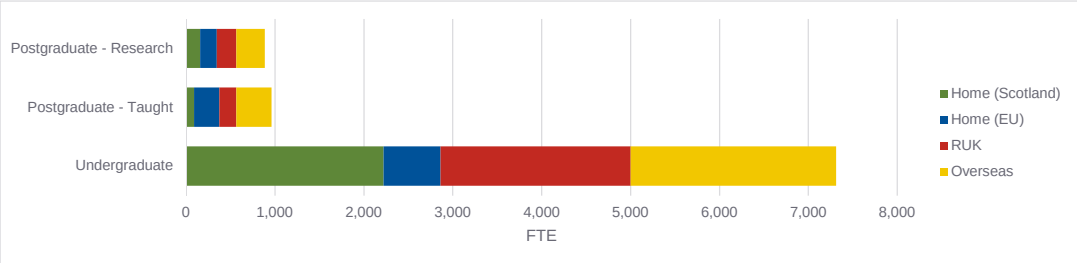


Table: Degree seeking student population (FTE) by level and mode - 2017-18

	Full Time		Part Time		Grand Total	
Degree Level	FTE	%	FTE	%	FTE	%
Postgraduate - Research	857	96.8%	29	3.2%	886	100.0%
Postgraduate - Taught	953	99.1%	9	0.9%	961	100.0%
Undergraduate	7,281	99.6%	32	0.4%	7,314	100.0%
Grand Total	**9,091**	**99.2%**	**69**	**0.8%**	**9,160**	**100.0%**

Academic Year		**Postgraduate - Research**	**Postgraduate - Taught**	**Undergraduate**	**Grand Total**
2013-14	FTE	858	818	6,278	7,954
	% Change from 2013-14				
2014-15	FTE	852	747	6,704	8,304
	% Change from 2013-14	-0.7%	-8.7%	6.8%	4.4%
2015-16	FTE	879	779	6,799	8,457
	% Change from 2013-14	2.4%	-4.8%	8.3%	6.3%
2016-17	FTE	851	888	7,077	8,816
	% Change from 2013-14	-0.8%	8.6%	12.7%	10.8%
2017-18	FTE	886	961	7,314	9,160
	% Change from 2013-14	3.2%	17.5%	16.5%	15.2%

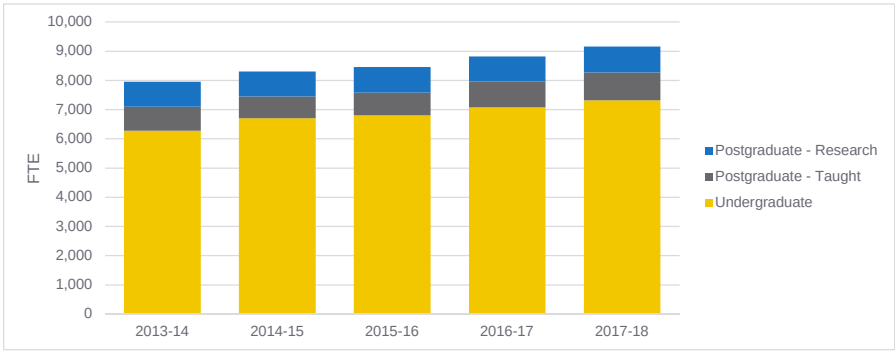


Table: Degree seeking student population (FTE) by level and gender - 2017-18

	Female		Male		Other	
Degree Level	FTE	%	FTE	%	FTE	%
Postgraduate - Research	408	46.1%	477	53.8%	1	0.1%
Postgraduate - Taught	515	53.6%	445	46.3%	1	0.1%
Undergraduate	4,395	60.1%	2,918	39.9%	1	0.0%
Grand Total	**5,318**	**58.1%**	**3,839**	**41.9%**	**3**	**0.0%**

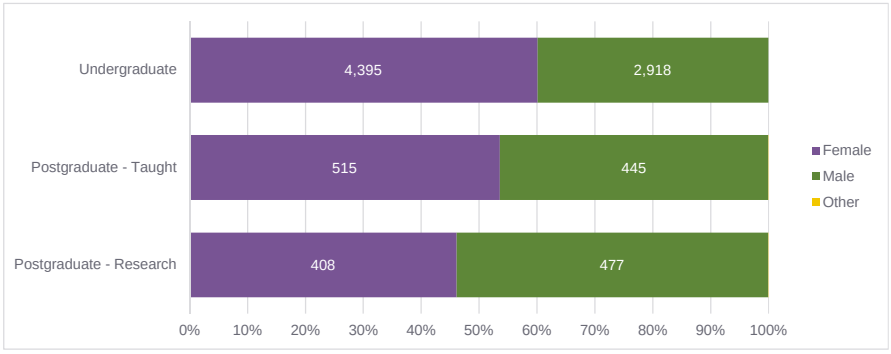


Table: Degree seeking student population (FTE) by level and disability - 2017-18

	Declared Disability		No Disability Declared	
Degree Level	FTE	%	FTE	%
Postgraduate - Research	81	9.1%	805	90.9%
Postgraduate - Taught	98	10.2%	863	89.8%
Undergraduate	1,127	15.4%	6,186	84.6%
Grand Total	**1,306**	**14.3%**	**7,854**	**85.7%**

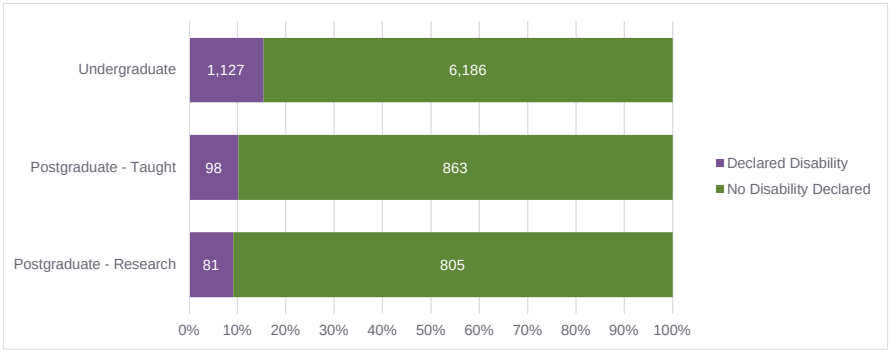


Table: Degree seeking student population (FTE) by level and ethnicity (UK domiciled only) - 2017-18

	BAME		White		Not known	
Degree Level	FTE	%	FTE	%	FTE	%
Postgraduate - Research	40	10.5%	324	84.9%	18	4.6%
Postgraduate - Taught	36	12.4%	247	85.2%	7	2.4%
Undergraduate	387	8.6%	4,047	90.3%	49	1.1%
Grand Total	**463**	**9.0%**	**4,619**	**89.6%**	**73**	**1.4%**

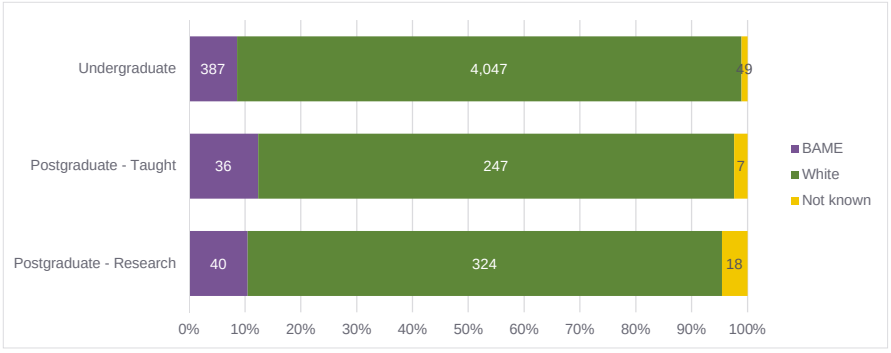


Table: Number of countries and territories represented in the student population (plus top 10)

Number of countries and territories	138

Country/Territory	FTE
Scotland	2,485
England	2,412
United States	1,472
China	356
Germany	245
Canada	164
N. Ireland	159
India	100
Italy	98
France	81

Table: Distance learning registrations by programme 2017-18

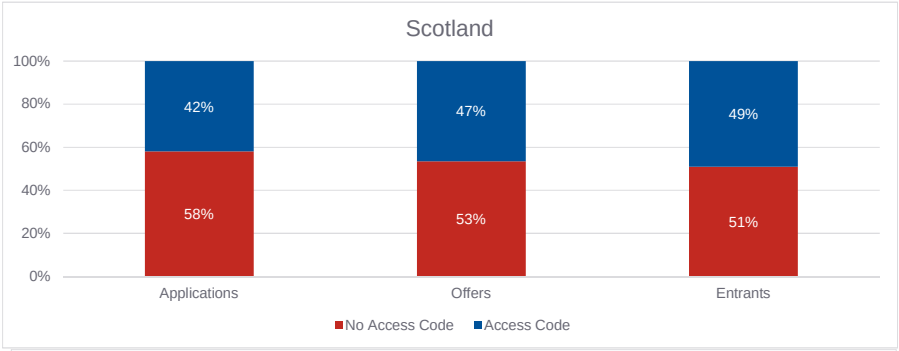
Degree Programme	Degree Title	FTE	Headcount
Postgraduate Credit	Postgraduate Credit Bible and Contemporary World (PG Non-Graduating)	1	3
	Postgraduate Credit Sustainable Aquaculture (PG Non-Graduating)	0	1
Postgraduate Certificate	Postgraduate Certificate Adult Support, Protection and Safeguarding	1	1
	Postgraduate Certificate Psychology of Dementia Care	1	5
	Postgraduate Certificate Sustainable Aquaculture (Vertebrates)	0	1
Postgraduate Diploma	Postgraduate Diploma Adults with Learning Disabilities who have Significant and Complex Needs	2	4
	Postgraduate Diploma Bible and Contemporary World	1	3
	Postgraduate Diploma Sustainable Aquaculture	0	1
	Postgraduate Diploma Terrorism and Political Violence	6	22
	Postgraduate Diploma Terrorism Studies	6	19
Master of Letters	Master of Letters Bible and Contemporary World	16	23
	Master of Letters Terrorism and Political Violence	5	14
	Master of Letters Terrorism Studies	7	14
Master of Science	Master of Science Sustainable Aquaculture	32	45
Undergraduate Credit	Certificate in Sustainable Aquaculture	1	3
	Philosophy Undergraduate (Non-Graduating)	1	3
Grand Total		**79**	**162**

Table: Postgraduate taught population by School (Masters programmes only) 2017-18

School	FTE	%
School of Art History	40	4.2%
School of Biology	29	3.1%
School of Chemistry	3	0.4%
School of Classics	12	1.3%
School of Computer Science	119	12.5%
School of Divinity	30	3.2%
School of Earth & Environmental Sciences	19	2.0%
School of Economics & Finance	75	7.9%
School of English	42	4.4%
School of Geography & Sustainable Development	36	3.8%
School of History	70	7.4%
School of International Relations	82	8.6%
School of Management	227	23.9%
School of Mathematics & Statistics	29	3.0%
School of Medicine	14	1.5%
School of Modern Languages (ML)	21	2.2%
School of Philosophical, Anthropological, and Film Studies	41	4.3%
School of Physics & Astronomy	13	1.4%
School of Psychology & Neuroscience	47	4.9%
Grand Total	949	1

Table: Number of applications, offers, and entrants for 2017-18 entry showing whether they were access coded or not

Fee Status	Access	Applications	Offers	Entrants
Scotland	Access Code	1,553	780	279
	No Access Code	2,143	897	289
	Total	3,697	1,677	568
RUK	Access Code	1,046	643	103
	No Access Code	3,940	2,709	440
	Total	4,986	3,352	543



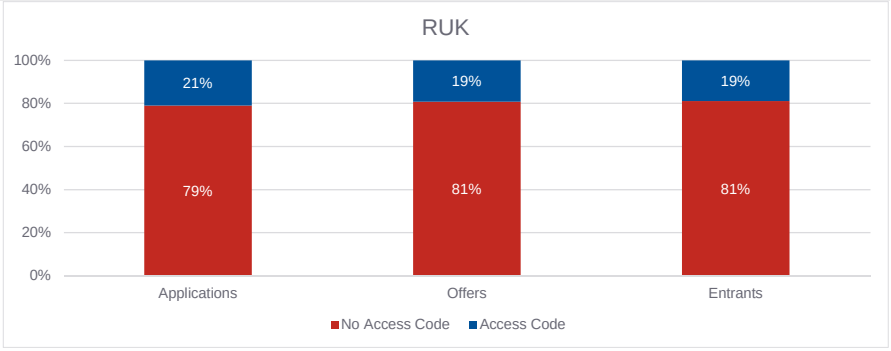


Table: Number of students enrolled on collaborative degree programmes 2017-18

Degree Level	Degree Title	Headcount
Postgraduate - Research	Doctor of Engineering Photonics	5
	Doctor of Performing Arts	4
	Doctor of Philosophy Drama	4
	Doctor of Philosophy Music	13
	Doctor of Philosophy Philosophy	65
	Doctor of Philosophy Social Dimensions of Health (Medicine)	2
	Eng.D. Photonics (in collaboration with Heriot-Watt)	8
	Master of Philosophy Music	1
	Master of Philosophy Philosophy	12
Postgraduate - Taught	Erasmus Mundus Master of Science in Dependable Software Systems	23
	European Master of Science Dependable Software Systems	2
	Master of Letters (International) Crossways in Cultural Narratives	3
	Master of Letters Epistemology, Mind and Language	2
	Master of Letters Erasmus Master Mundus Crossways in Cultural Narratives	14
	Master of Letters German and Comparative Literature	18
	Master of Letters International Business and Strategy	5
	Master of Letters Logic and Metaphysics	3
	Master of Letters Moral, Political and Legal Philosophy	7
	Master of Letters Philosophy	11
	Master of Science Photonics and Optoelectronic Devices	9
	Master of Science Sustainable Development and Energy	7
Undergraduate	Bachelor of Arts (International Honours) Economics	28
	Bachelor of Arts (International Honours) English	20
	Bachelor of Arts (International Honours) History	16
	Bachelor of Arts (International Honours) International Relations	51
Grand Total		331

Table: Non-continuation following year of entry - full time first degree entrants

Entry Year	Number of entrants	Number who continue or qualify at same HEP	% who continue or qualify at same HEP	Number who transfer to other UK HEP	% who transfer to other UK HEP	Number no longer in HE	% no longer in HE	Benchmark for no longer in HE (%)
2016-17	1,155	1120	96.9	10	0.8	25	2.3	2.3
2015-16	1,035	995	96.1	5	0.7	35	3.2	2.5
2014-15	1,330	1285	96.3	15	1.1	35	2.6	2.6

Table: Non-continuation following year of entry – young full time first degree entrants

Entry Year	Number of entrants	Number who continue or qualify at same HEP	% who continue or qualify at same HEP	Number who transfer to other UK HEP	Percentage who transfer to other UK HEP (%)	Number no longer in HE	Percentage no longer in HE (%)	Benchmark for no longer in HE (%)
2016-17	1,135	1100	97.1	10	0.8	25	2.1	2.1
2015-16	1,000	965	96.5	5	0.7	30	2.8	2.2
2014-15	1,290	1245	96.6	15	1.1	30	2.3	2.3

Table: Non-continuation following year of entry – mature full time first degree entrants

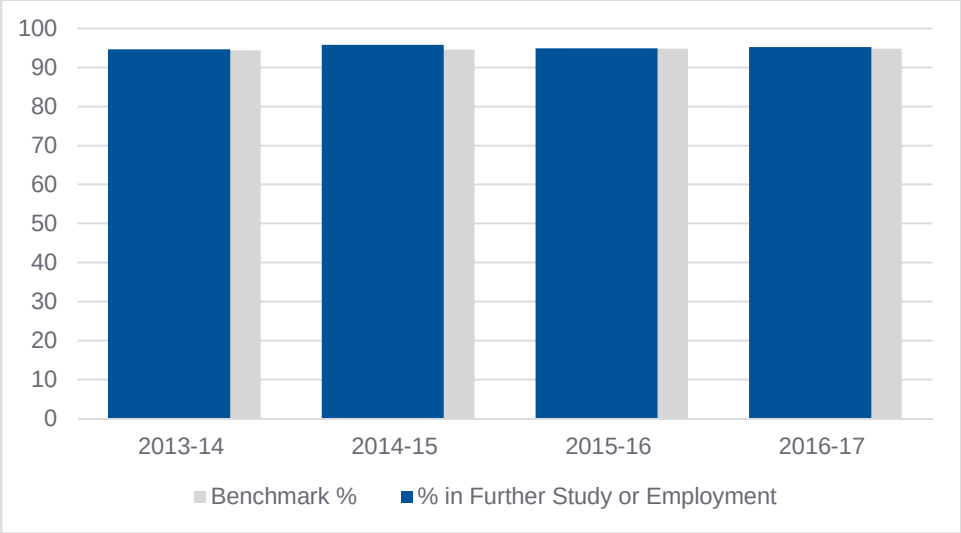
Entry Year	Number of entrants	Number who continue or qualify at same HEP	% who continue or qualify at same HEP	Number who transfer to other UK HEP	Percentage who transfer to other UK HEP (%)	Number no longer in HE	Percentage no longer in HE (%)	Benchmark for no longer in HE (%)
2016-17	25	20	87.5	0	0	5	12.5	9.6
2015-16	35	30	86.1	0	0	5	13.9	9.4
2014-15	45	40	88.6	0	0	5	11.4	10

Table: Projected learning outcomes - UK domiciled full-time first degree entrants

			Projected outcomes								
			Degree		Neither award nor transfer		Other award		Transfer		Not known
Entry Year	Number of starters	Percentage who are mature (%)	Projected (%)	Benchmark (%)	Projected (%)	Benchmark (%)	Projected (%)	Benchmark (%)	Projected (%)	Benchmark (%)	Projected (%)
2016-17	1,160	2.2	93.2	92.5	2.4	2.9	1.3	1.3	3.1	3.3	0
2015-16	1,040	3.5	92.8	92	3.4	3.2	0.6	1.3	3.2	3.4	0
2014-15	1,340	3.4	92.8	92.5	3.1	3.1	0.5	1.2	3.5	3.2	0.1

Table: Percent of full-time first degree leavers who were employed, studying or both 6 months after graduation

Leave Year	% in Further Study or Employment	Benchmark %
2016-17	95.2	94.8
2015-16	94.9	94.8
2014-15	95.8	94.6
2013-14	94.7	94.4



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University of St Andrews
Outcome Agreement 2019

1. Introduction

1.1. The University of St Andrews as Scotland's first university stands for research and teaching of the highest quality and the pursuit of knowledge for the common good.

1.2. Our fundamental goal is to attract and nurture the best staff and the most promising students to Scotland from around the world, and provide an environment in which they can produce their best work for maximum societal benefit.

1.3. We aim to make the St Andrews experience unique, to be a beacon for diversity and social responsibility, and to pursue the most effective ways to make a St Andrews education accessible to all who may benefit from it.

1.4. We are one of the world's most ancient universities, but we strive to be amongst the most modern and innovative. We have survived and flourished over six centuries because we are outward looking, international, and European; we will go on being so.

1.5. As a Scottish university, we are proud to be a substantial contributor to the economic, intellectual, cultural, and social wealth of our country; we recognise the benefits derived from being part of Scotland's knowledge and innovation economy and embrace our role in forging Scotland's future. As an institution, we will always be independent, ask challenging questions and speak truth to power as we see fit; this is how we have been part of Scotland's growth for over six centuries and how we are best placed to support the nation's future prosperity.

1.6. In 2016-17, for every £1 of public money received from the Scottish Funding Council, the University was able to leverage almost another £5 from other sources and have an impact of £12 on the economy overall. For every one person employed directly by the University, almost 3 further Scottish jobs were supported. The economic impact of the University on the Scottish economy increased by over £50 million between 2014/15 and 2016/17, an increase of 12%.

1.7. The geo-political context in which we now operate – the dismantling of traditional alliances, Brexit, the pace and scale of growth in international competition in higher education, the advancement of technology, and the increasing compliance burden, require successful global institutions to focus on quality, sustainability, and partnerships.

1.8. Brexit remains a significant concern for current and future access to research influence, funding and EU students. Uncertainty is created over immediate issues such as tuition fees, Erasmus funding, Horizon 2020 participation and medium to longer-term impacts of divergence between the UK and EU in key policy areas, which may lead to the exclusion of the UK from important frameworks and positions of influence. That uncertainty presents risks, both short and medium term: to the stability of institutions and courses in Scotland; to the opportunities for Scottish domiciled students; to the flow of skills and investment into the Scottish economy; to the enhancement of 'international outlook'; to Scotland's 'soft power'

relationships; and to efforts to address Scotland's demographic challenges. Decisions by Scottish Ministers within areas of devolved competence will be required to provide the sector with as much certainty and stability as possible given the cycles of student recruitment and study, and clarity on Scottish Government policy on key issues over the next five years will help the sector to plan effectively for significant change.

1.9. To catalyse plans, the University signed off its Strategy 2018-2023[1] at the start of this academic year. The Strategy addresses how we will act on our core qualities and key ambitions to grow in size, scale, and impact, and to consolidate our strengths in ways which respect and support our people, our values, the communities with which we engage and our environment. It expresses our ambitions across four distinct but equally important themes: World-Leading St Andrews, Diverse St Andrews, Global St Andrews, and Entrepreneurial St Andrews.

1.10. For the first time in six centuries the University of St Andrews has visibly placed social responsibility at the heart of its strategic plan. Social responsibility is a deep-woven thread which already runs through much of what we do. Within the Strategy we commit to acting ethically, transparently, sustainably, and for the wider public benefit at all times. This broad commitment will shape our policies, practices, and mind-set. We will involve our students, staff, trade unions, alumni, partners, suppliers, and our wider communities in developing and delivering the actions and strategies required to embed this in our day to day activities.

1.11. We encourage in our students and staff a culture of civic engagement and volunteering. Of the 160+ student societies affiliated with our Students' Association, most partake in fundraising events or activities throughout the year. We also have over 600 student volunteers volunteering locally and internationally. Of particular note is the role of our students alongside our researchers in supporting Dementia Friendly St Andrews: together as Town and Gown we are becoming a case study for community-based innovation in this vital area.

1.12. The University is a responsible civic partner and has long acted to ensure that the students who come to St Andrews do not change the character of the town beyond what is reasonable and positive for all. Almost half of current students are accommodated in University Halls of Residence, so not in private rentals or Houses in Multiple Occupation (HMOs), and the proportion of our students that the University takes responsibility for housing is one of the highest in the UK. We are working to maintain this proportion, even as student numbers gradually increase. We are actively engaged with local partners to manage the supply and use of housing in St Andrews and the wider region. By 2025 we plan to provide almost 5,000 units of student accommodation. We are also developing affordable housing offers for our staff and are supporting plans for more housing in St Andrews, 300 units of which will be affordable housing. In the light of our commitment to ensuring that our students are securely and affordably housed and that the town's growth is well-managed, the lack of progress on the zero growth policy on HMOs by Fife Council has been disappointing. For our students, a limited housing stock means higher rents. For the University, higher rents make it challenging to make a convincing competitive offer with the view to affordability to all students, especially those who come from disadvantaged backgrounds.

[1] https://www.st-andrews.ac.uk/about/governance/university-strategy/

1.13. Last year our students' charities campaign raised £87,000, with Save the Children, the Scottish Refugee Council, and Families First all benefitting from the proceeds, and we were nominated for the National Student Fundraising Group of the Year for 2018.

1.14. To enable our plans and those of our staff, students, and partners, over the next 10 years the University of St Andrews will catalyse the investment of over £300 million in our estate. We are already delivering a new home for the world-leading Scottish Oceans Institute and will address the requirements of STEM research and education at our campus. A collaboration with the local secondary school, which will see us provide them with a site for a new school in return for their current central St Andrews site, will provide a once-in-a-generation opportunity to establish a new international hub for teaching and research in management and the social sciences, as well as ensuring that our town's young people are served by new school facilities. To build economic resilience in our region the University is investing £24 million in the Eden Campus at Guardbridge to establish a regional focus for innovation. This is in addition to the £26 million allocated to infrastructure works through the Tay Cities deal supported by the UK and Scottish Governments. We are also investing locally in more accommodation for our students and staff, as well as cultural facilities including a new music centre and sports complex. The Scottish Oceans Institute will have a dedicated facility for engaging the public with its research and our university museum, MUSA, is being redeveloped to enable further public engagement with research and knowledge.

1.15. To support inter-generational prosperity in Scotland and beyond, we aim to build the best small university town in the world, and acknowledge the support of Scottish tax-payers and the SFC in realising this vision.

1.16. This Outcome Agreement summarises our contributions in line with the SFC Guidance for the Development of University Outcome Agreements (2019-20 to 2021-22)[2]. Commitments in this document and the projections in the National Measures table supplied separately to the SFC are subject to the continuation of funding levels from Scottish Government and Scottish Funding Council. Should these change or once the consequences of the settlement on the UK's departure from the European Union are known, these commitments may have to be reviewed.

2. World-leading St Andrews

2.1. St Andrews is one of three Scottish universities ranked in the World Top 100, and UK rankings show us ahead of leading London universities and closing the gap on Oxbridge. Our student academic experience, already recognised by a Gold TEF award, was ranked top in the UK again this year and we continue to punch above our weight on the world stage, attracting highly skilled students and staff from over 140 countries to Scotland. Our staff lecture across the world and build research and teaching partnerships that expand Scotland's reach and reputation for excellence in every continent. In addition to the American Foundation we now have a Hong Kong Foundation and a German Foundation through which we link up with alumni, businesses and organise events world-wide.

[2] http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2018/SFCGD212018.aspx

2.2. World Leading St Andrews places emphasis on quality and excellence, which are hallmarks of our University and essential to delivering economic and social impact. We cannot be complacent, however; expanding knowledge frontiers and increased international competition require that over the next five years the University build the number of areas in which we are unequivocally identified as world-leading.

2.3. Despite our relatively small size, we have the scale to make significant contributions to national priorities in areas such as the blue economy, advanced materials and photonics, health and the digital economy, and policy development. We recognise too the importance of investing in our ability to utilise information derived from data, where we are building notable expertise. Our great strength as a university also lies in our contributions to the humanities and to cultural understanding, where the work of our staff and our students has the capacity to shape values and ways of seeing across the world. We believe as abidingly in the importance to societies of – for example - philosophy, literature, history, and music as we do in the importance of the social, physical, and life sciences and of medicine. We also believe in the interactions that are possible across all these subjects.

2.4. Many of our academic Schools are already at the forefront of their disciplines, and we will grow the capacity and academic leadership that can shape the future of their subjects. We will support choices that strategically strengthen Schools and their position in important exercises such as the Research Excellence Framework. Where they demonstrably speak to our identity, we will also encourage the development of new areas of research activity, study, and impact.

2.5. Beyond our core subjects, we will engage in six priority areas for collaborative working across disciplines. These areas will enable us to create platforms for our research strengths and directly address challenges in a changing world: Peace, Conflict and Security; Cultural Understanding; Evolution, Behaviour, and Environment; Materials for the Modern World; Health, Infectious Disease, and Wellbeing; and Sustainability.

3. Diverse St Andrews

3.1. Also essential to excellence is the diversity of people, students and staff that we are able to attract to the University. The Diverse St Andrews theme in the Strategy sets out a clear commitment and agenda for enhancing our diversity further. As a truly international and world-class university, our ambition is to be a beacon of inclusivity. We will achieve this through an approach that empowers our whole community – through a combination of deliberate steps sponsored by the University's leadership and a determined shift in culture that makes sure everyone is embraced, from students, academic and professional staff, to our alumni. Inclusivity informs and affect policy and practice across the piece and we will drive a data-based, transparent approach to change. An important step to assuring leadership and focus has been the appointment of an Assistant Vice-Principal for Diversity early in 2019.

3.2. As a resolutely outward-looking institution, we believe in the benefits of a diverse student and staff body to stimulate and enrich the academic environment. With students and staff from over 140 countries, and a third of our student body from outside the European Union, the national backgrounds of our students are strikingly diverse. We also aspire to ensure gender

equality and to increase the socio-economic and ethnic diversity of our student body. We are proud of the depth and breadth of our outreach and access programmes, and our ambition is to see equity of access to HE across the country regardless of socio-economic background. St Andrews celebrates and promotes the benefits that diversity of ethnicity, faith, gender and orientation brings to our community.

3.3. To support a fairer as well as more diverse Scotland, the University is actively engaged in national inclusion agendas, including Scottish Government initiatives on widening access. The Principal of the University chairs the Universities Scotland working group on widening access across the HE sector delivering on CoWA[3], and the University has consistently delivered and exceeded widening access targets set for us. The University contributed to the work of the Access Data Group recommending additional markers of socio-economic disadvantage as part of CoWA commitments. Alongside this, maintaining a pipeline of suitably qualified applicants is critical to ensuring fair representation in HE. Unless there is continued targeted focus and investment into a growing pipeline, HE institutions alone will not be able to deliver on the CoWA target of 20% SIMD20 by 2031.

3.4. We believe that equality and excellence are entirely compatible and we aim to attract those who can flourish at St Andrews from Scotland and around the world regardless of their background. To facilitate social mobility we will work, including with our partners in Scotland as appropriate, to ensure that the experience of students from challenged circumstances who study at St Andrews match those typical of our student body.

3.5. We take an active approach to gender, in particular ensuring that more women come through in leadership positions across the University, gaining skills of use outwith academia as well as within. This work will continue and we will also engage with parents, carers, and part-time staff to ensure that their career paths are treated with fairness and flexibility.

3.6. We acknowledge as an institution that a priority for us in the next phase must be greater racial and ethnic diversity. While we already attract a greater diversity of students than reflects Scottish society, we will seek to address the experience of people from black and ethnic minority communities at all levels of the University, in order to make meaningful interventions in respect of recruitment, representation, curriculum reform and outcomes.

3.7. The University's support of LGBTQ+ is gaining recognition. We are the only Scottish university to have achieved LGBT charter recognition, and were shortlisted in the Public Sector Equality category for the 2018 Pink News awards. Pink News is the main site for news for the LGBTQ+ community.

4. Global St Andrews

4.1. St Andrews is a Scottish university with a global orientation rooted in European traditions. Our demographic profile is highly distinctive with over 45% of our students and staff coming from outside the UK. We are proud that the University is ranked among the top universities in the world for its international outlook; we are determined to maintain and extend this element

[3] Commission on Widening Access

of our identity, contributing to Scotland's soft power through presence and partnerships around the world as part of Scotland is Now[4] strategies.

4.2. Competition is increasing, with universities around the world making substantial investments in their global activities. As a sector leader in international engagement, we will develop strategic partnerships, as we consolidate our own position to achieve still more. This work will enable our Scottish students to build their international profile through establishing study abroad and internship opportunities that are global in orientation, as well as bringing the best international staff and students to St Andrews. We will also strengthen alumni networks and link them more effectively with supporting current students, our research and industry engagement, thus increasing impact and influence.

4.3. In line with our academic priorities, the University plans to develop further high-quality and innovative short programmes and summer schools in St Andrews. These programmes will draw on academic expertise from across the University and will enable us to strengthen our international links. We will also explore how innovative technologies and on-line learning platforms can enhance activities. While some short courses will have an important role to play in student recruitment, others, reflecting the changing times in which we live, will address the needs of established professionals, helping them to update and refresh their skills.

4.4. **UK's Departure from the European Union**

4.5. We are engaged with the Scottish and UK Governments on the implications of and potential mitigations for Brexit. Our Brexit Preparedness Group coordinates business continuity and contingency plans. Our key areas of concern relate to maintaining our reputation as a collaborator of choice for research and teaching partnerships; ensuring continued access to key EU sourced funding mechanisms (such as Horizon2020, ERASMUS+ and other infrastructure grants); retaining and attracting academic and professional services staff from the EU; and retaining and attracting EU students once the fee status position is clarified for academic year 2021 onwards.

4.6. In relation to research, we are concerned about the lack of clarity on Horizon Europe funding. Particularly troubling is the potential loss of ERC funding where St Andrews is very successful. If no alternative stream becomes available, external research grant funding will be significantly lost (estimated to be in the region of 15%) with concomitant longer term effects on research quality and volume.

4.7. We continue to identify priority partnerships in Europe and to strengthen key links. In addition, the University joined the Europaeum[5] network of universities and work is underway to build relationships with members of the group.

4.8. Visiting European students and staff enrich our campuses, classrooms, and local communities. International students help to provide an enriched learning experience and international outlook amongst home students and graduates, and the development of an international network of alumni. That 'international outlook' has recently also been cited[6] by the Strategic

[4] https://www.scotland.org/study
[5] https://europaeum.org/
[6] https://www.gov.scot/publications/working-collaboratively-better-scotland/

Board for Enterprise and Skills as a strategic objective for Scotland as part of the development of its 'soft power'.

4.9. The Enterprise and Skills Strategy 'Working Collaboratively for a Better Scotland[6]', identifies Exports as one of its key drivers and within that a reliance on a global mind-set. It notes that such a mind-set requires encouragement through the appreciation of the value of learning a foreign language, and significantly increasing the number of Scottish students who gain international experience. The Erasmus+ programme is a well-established mechanism which facilities key aspects of the delivery effectively.

4.10. The absence of the critical financial support which Erasmus+ provides to students in the UK to undertake a Study or Work placement abroad, would undermine national efforts to widen participation to international opportunities. Social mobility, widening participation, and encouraging social inclusion are among the overarching aims of the Erasmus+ programme and funding can be used to support disadvantaged students to undertake international placement.

4.11. Almost all of our European academic partnerships (except Joint PhD agreements) exist within an Erasmus+ framework. We currently have 67 Erasmus+ partnerships, of which 36 involve Undergraduate exchange. This represents 52% of our total Undergraduate Exchange and Outbound Study Abroad partnerships internationally.

4.12. Our Erasmus+ Charter enables us to participate in European funded joint degree programmes and consortia activity, for example the current programmes in Dependable Software Systems and Crossways in Cultural Narratives and additional funding to provide relevant support for all initiatives.

5. Entrepreneurial St Andrews

5.1. The high quality of the research carried out at the University means that we see further opportunities for our work to have impact in society and the economy and the Entrepreneurial St Andrews theme in the Strategy will drive a culture shift to strengthen our engagement with industry, business, and Government by increasing our capacity for innovation and value creation.

5.2. Work skills and the transferable skills of our students will be brought into focus through learning and internship opportunities so that graduates are prepared to play a productive role in the economy and society. The new Scottish Graduate Entry to Medicine programme (ScotGEM), devised as a response by the universities of Dundee and St Andrews to current pressures on the Health Service in Scotland, provides an example of this in practice. We will also seek fresh approaches to education that re-engage workers across their professional lifetimes with new ideas, skills and research results, so that they can enhance their productivity and competitive edge.

5.3. Financially all Scottish universities are under pressure. Because domestic student numbers are capped, unlike in England, and because the cost of tuition is funded (but not covered) by the Scottish Government rather than the student, teaching funding is dramatically constrained. In addition, there has been an increase in match funding frameworks requiring institutions to

find additional funds. This places Scotland's HE providers at a disadvantage compared with institutions in England, where the HE funding system creates conditions for offering matched funding more readily. In addition, the recent funding settlement from the Scottish Government means that there is little additional resource for assisting with additional projects to support Government priorities as well as meet increased demands in relation to inflationary pressures and essential capital spending. This imposes constraints on the 15% of our income we receive from the Scottish Government.

5.4. To secure Scotland's sustainable prosperity, at the Eden Campus in Guardbridge we have a great opportunity to develop a new model and facility to bring together expertise, both internal and external, in an environment for experimentation with the aim of promoting the development of new approaches and ideas. On this brownfield site, the University is championing the creation of a resource of significant long-term value to the Tay Cities region that will build the foundations for a sustainable economic future in this area, as well as providing a biomass plant that delivers a sustainable source of energy. The Tay Cities Deal will enable the creation of a fairer and smarter region and establish resilience through building a visible local capacity for starting innovative companies and engaging with the region's world-leading knowledge infrastructure.

5.5. Across the University, and where it is right, we will enable investors, industry, and policy makers to work alongside researchers and students to deliver the kind of innovative thinking required to assemble disruptive ideas to overcome major challenges. Opportunities will be created for these ideas to be realised not only with existing private and public partners, but also through the formation of new companies; and we want more of our students to develop skills in entrepreneurship. Entrepreneurial St Andrews will share the approach catalysed at Eden Campus to embed an innovative model of engagement across the University.

5.6. **The Eden Campus**

5.6.1. The Scottish and UK Governments have confirmed that the University is to receive over £26 million for transformative infrastructure works at our Eden Campus project at Guardbridge. This will be the single largest investment ever secured by St Andrews, and is a fundamental step to the realisation of our broader plans to create hundreds of new, high-value jobs and bring smart, sustainable industry to this part of Scotland, founded on a low carbon future.

5.6.2. The announcement recognises that Eden Campus has 'untapped capacity to co-locate industry alongside academic expertise from across Scotland and open up the University's activities to the business community, wider public and entrepreneurs'[7].

5.6.3. It is our aim that up to 75% of the Eden Campus site will host a mix of science and technology-based industry and commerce activity underpinned by skills training services and mentoring programmes, access to high-speed network for research (Janet) and reliable upgraded power and renewable heating supplies.

[7] https://www.parliament.scot/S5_EconomyJobsFairWork/General%20Documents/20181129-Tay_Cities_Region_Deal.pdf

5.6.4. The investment breaks down as follows:

- Up to £7 million to develop a dedicated infrastructure Primary Substation power upgrade providing all required power for Eden Campus at Guardbridge with full supply security, reliability and no risk of constraint;
- Up to £13.5 million for the Scottish Centre for Clean Energy Storage and Conversion which will address one of the world's most important technology challenges, whilst presenting a unique opportunity for this region and Scotland to build on strengths in low-carbon innovation; and
- Up to £4 million for the Eden Enterprise Hub which will be developed as an innovation hub, diversifying the regional economy by developing sectoral specialisms and capitalising on the region's universities by providing space for their spin-outs and start-ups. It will provide a range of business facilities as well as coaching, expertise and industry-specific guidance, and a dedicated Knowledge Transfer Centre.
- Of the total investment, the Scottish Government is committing £2.5 million. This contribution will be used to establish a commercially viable business incubator that caters for spin out and start-up companies from the region's Universities.

5.6.5. We are working closely with our partners at Fife Council and the Scottish and UK Governments to ensure we can move as quickly as possible to realise the benefits of this investment.

5.6.6. As the Campus becomes further populated, the University will be working closely with the local college network to develop apprenticeship and work experience schemes that are already successful within the Estates Department in St Andrews.

5.6.7. Eden Campus is a deep, long-sighted investment in the region.

Further detail addressing Scottish Government and SFC Policy Priorities 2019/20

6. Research and Innovation

6.1.1. World-leading research is at the heart of what St Andrews does, as evidenced by our performance in REF 2014 and our University Strategy 2018-2023. We continue to promote areas of world-leading research that provide international leadership and engage with big societal questions.

6.1.2. Our application of research to create substantial global impact was evidenced in the Impact element of REF2014, in which five of our Schools ranked in the UK top five. Of the 72 University of St Andrews impact case studies submitted, 80% were interdisciplinary, 30% benefited ODA countries and, overall, 59 named countries were beneficiaries.

6.2. Interdisciplinarity

6.2.1. Supporting collaborative and interdisciplinary work is key to achieving our goals. Research at the University of St Andrews takes place within and across our academic schools, with the University supporting a large number of cross-discipline or cross-institutional research Centres

and Institutes[8] where collective endeavours are delivering added value. Our commitment to interdisciplinarity and collaborative research is enshrined in our Strategy.

6.2.2. We also promote and support cross-disciplinary research impact projects through mechanisms such as UKRI Impact Acceleration Accounts, Global Challenges funding and the University's internal KE & Impact Fund. We particularly welcome the SFC Global Challenges Research Fund award (GCRF). For example, since 2016, under the GCRF Official Development Assistance (ODA) remit alone, we have had more than 40 different projects that have benefited at least 58 countries, with more than half the projects involving at least one country on the Least Developed Countries (LDC) list.

6.2.3. The success of the joint submissions to REF 2014 by St Andrews with the University of Edinburgh in Chemistry and in Physics and Astronomy is a direct result of the Scottish research pooling initiatives. The Chemistry pooling initiative continues to benefit the training and development of postgraduate and post-doctoral researchers. We continue to investigate new and innovative ways to engage with researchers on a global platform.

6.2.4. The redevelopment of the leading Gatty Marine Laboratory[9], a key facility for the Scottish Oceans Institute and the School of Biology will be completed in summer 2019. A world-class marine biology facility, a permanent base of the Scottish Oceans Institute, the Gatty Marine Lab will include the Sea Mammal Research Unit and the executive office of the Marine Alliance for Science and Technology for Scotland (MASTS)[10]. It will contribute to cementing Scotland's reputation as a leader in oceanic research and species protection.

6.2.5. Our commitment to research excellence is demonstrated by the establishment of a number of new, often interdisciplinary, research centres, including: the Centre for Minorities Research[11], the Centre for Poetic Innovation[12], the Centre for Anatolian and East Mediterranean Studies[13], the Centre for Philanthropy and the Public Good[14], the Centre for Exoplanet Science[15], and the Centre for Landscape Studies[16].

6.3. Open Research

6.3.1. The University of St Andrews is strongly committed to ensuring the widest possible access to its research and to supporting the opportunities that the move to open scholarship provides. We have had an open access policy[17] in place since 2013 and a research data management policy[18] since 2014, which has recently been reviewed and updated. The new University Strategy 2018-2023 has a commitment to making our research results as openly available as possible for the benefit of all.

[8] https://www.st-andrews.ac.uk/research/university/centres/
[9] https://www.st-andrews.ac.uk/news/archive/2016/title,344202,en.php
[10] http://www.masts.ac.uk/
[11] http://cmr.wp.st-andrews.ac.uk/
[12] http://poeticinnovation.wp.st-andrews.ac.uk/
[13] http://caems.wp.st-andrews.ac.uk/
[14] https://www.philanthropy.scot/
[15] https://www.st-andrews.ac.uk/exoplanets/index.html
[16] http://landscape-studies.wp.st-andrews.ac.uk/
[17] https://www.st-andrews.ac.uk/library/services/researchsupport/openaccess/oapolicy/
[18] https://www.st-andrews.ac.uk/staff/policy/research/researchdata/

6.3.2. Our Open Research Working Group oversees the University's alignment with the evolving open research policy and cultural environment. The University's Research Committee[19] has tasked this Working Group to develop and implement our open research roadmap. Priority areas for 2019 include engagement with principles on the responsible use of research metrics, e.g. DORA[20] or Leiden Manifesto[21], working with the national and international community in response to Plans S[22] and exploring options for OA monograph publishing.

6.3.3. The institution is closely monitoring compliance with the 'REF2021: Decisions on staff and outputs'. Our levels of compliance in Nov 2018 with both REF2021 and RCUK policies exceeded 90% and we continue to encourage open access for publications outside the scope of these policies.

6.3.4. As of October 2018, 15,000 open access outputs (articles, conference proceedings, theses, and datasets) have been logged in our institutional repository and are available from our public research portal[23]. We will continue to support our authors in making their outputs as widely available as possible.

6.3.5. We provide 0.5TB of secure, resilient, centrally-managed data storage for all Principal Investigators with additional storage available at a highly competitive rate. We are a pilot institution in the £ 1m JISC Research Data Shared Service project[24], which aims to provide cost-effective research data management and digital preservation for the sector.

6.3.6. We monitor compliance with funder open data policies and have seen a steady increase in compliance for, particularly, EPSRC funded researchers from 42% in 2015 to 66% in 2018. Figures for open data compliance across all funders has also risen steadily from 40% in 2016 to 50% in 2018.

6.4. Research culture

6.4.1. The University is fully committed to ensuring that the highest standards of research integrity are adopted by our institution and by our researchers.

6.4.2. We are supportive of, and compliant with, the principles laid out in the 'Concordat to support research integrity', which provides a framework for continuing reflection and improvement[25]. We will build on the significant improvements to our support for research integrity (new policies, webpages, mandatory initial training, optional additional training, and awareness-raising activities) that were delivered in 2018-19 by engaging with Directors of Research across all of our Schools to embed these improvements at ground level.

6.4.3. Our alignment with the principles of the Concordat has been recognised through our HR Excellence in Research Award[26], which was retained in 2018 following a 6-year progress review. Our development themes (based on data drawn from the 2015 and 2017 CROS[27] and

[19] https://www.st-andrews.ac.uk/research/environment/committees/
[20] https://sfdora.org/
[21] http://www.leidenmanifesto.org/
[22] https://www.coalition-s.org/
[23] https://risweb.st-andrews.ac.uk/portal/
[24] https://www.jisc.ac.uk/rd/projects/research-data-shared-service
[25] https://www.st-andrews.ac.uk/staff/research/policies/researchintegrity/
[26] https://www.st-andrews.ac.uk/staff/research/professionaldevelopment/hrexcellence/
[27] Careers in Research Online Survey

PIRLS[28] surveys) will remain Induction, Principal Investigator development, Mentoring and Coaching, and Career Paths & Planning. Two emerging themes are Researcher Wellbeing and Community and Engagement.

6.4.4. The University recognises the need for greater understanding of research involving animals: we are committed signatories of the 'Concordat on openness on animal research', maintaining a website that contains a video for the public explaining the research involving animals carried out at the University and data for the public on the number of animals involved[29].

6.4.5. As a signatory of the National Co-Ordinating Centre for Public Engagement (NCCPE)[30] manifesto for public engagement, the University recognises the importance of public engagement with research (PER) as a key aspect of research endeavour. All academic staff are supported by our PER team. The PER team also collaborates with the Centre for Academic, Professional and Organisational Development (CAPOD) to deliver a programme of training (the Public Engagement Portfolio) and holds significant grant funding for delivery opportunities and PER embedding activities such as the UKRI SEE-PER award.

6.4.6. The St Andrews research environment provides our postgraduate researchers with access to a comprehensive suite of development opportunities, which are regularly refreshed based on feedback from participants and supervisors, changes in the research environment, and strategic drivers. These include: face-to-face workshops and online courses (GRADskills[31]); tailored careers support via a postgraduate advisor in the Careers Centre; a single point of contact for postgraduate researcher development; a Research Student Development Fund[32] for attending external or online events; a portfolio of public engagement training[33] which raises awareness and encourages practice of transferrable skills; and an Innovation Grant[34] to which students and staff can bid to develop their own transferable skills activities or resources.

6.4.7. The needs of continuing professional development of research staff are recognised by providing tailored and open programmes, which are reviewed regularly to ensure they reflect feedback, best practice, and changes in research environment. The Contract Research (CoRe) Skills[35] stream of support is specifically designed to improve the research and employability capabilities of our researcher staff, broadening their skill sets for careers both inside and outside of higher education. A wide range of workshops (mapped against Vitae's Researcher Development Framework), including a research staff version of the PE portfolio, events and activities is offered alongside online resources, mentoring and coaching programmes, funding opportunities, and the opportunity to gain a Development Award recognised by the Institute of Leadership and Management[36].

6.4.8. We are also a signatory of the Technician Commitment[37]. The Commitment aims to ensure visibility, recognition, career development, and sustainability for technicians working in higher education and research, across all disciplines.

[28] Principal Investigators & Research Leaders Survey
[29] https://www.st-andrews.ac.uk/about/animal-research/
[30] https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/manifesto-public-engagement
[31] https://www.st-andrews.ac.uk/capod/students/pgresearch/gradskills/
[32] https://www.st-andrews.ac.uk/capod/funding/student_funding/researchstudentdevelopment/
[33] https://www.st-andrews.ac.uk/research/support/public-engagement/support/public-engagement-portfolio
[34] https://www.st-andrews.ac.uk/capod/funding/innovation/
[35] https://www.st-andrews.ac.uk/capod/staff/researchstaff/
[36] https://www.st-andrews.ac.uk/capod/staff/researchstaff/rfpassport/
[37] http://technicians.org.uk/techniciancommitment/

6.5. **Funding**

6.5.1. Research funding is important to our success. We welcome the announcement in the 2018 Autumn Budget of the aspiration to increase UK R&D spending over the coming years to 2.4% of GDP. Delivering on the promise of this increase will require strong support from the Scottish Government, including facilitating interactions with industry and ensuring that funders in the devolved nations receive an appropriate proportion of such funding. We will build on our existing excellence around our strategic priority areas, leveraging our collaborations and multi and inter-disciplinary research, to take full advantage of new funding opportunities, as we have done with GCRF[38]. Securing increased research funding is likely to remain a challenge, with influencing factors including Brexit, the growth in the university sector, and the bedding-in of UKRI. Nonetheless, we hope to take advantage of any increased Government R&D spending to grow our UKRI income in absolute terms over the next 3 years.

6.5.2. Academic year 2017/18 has been a successful year for research grant awards which were up by 50% compared with the previous 3-year averages, against a challenging external context and operating environment. We also saw a 3.5% increase in underlying research income compared with last year.

6.6. **Research Excellence Grant (REG)**

6.6.1. REG funding is an essential part of core research funding underpinning our high quality research. Its recurring nature allows us to make significant capital investment decisions into research facilities, such as the world leading Scottish Oceans Institute facilities, and to maintain the level of high quality research activity despite the uneven nature of research income generated through competitive grants. A case study about our use of REG and the Scottish Ocean Institute is attached to this Outcome Agreement. We also use REG funding to ensure our research students are in receipt of the best possible facilities and experience. For example, the tuition fee that we receive for UK and EU PGR students, particularly for STEM subjects, is insufficient to cover laboratory costs. REG funding is used to supplement that.

6.7. **Research Excellence Framework (REF)**

6.7.1. The University is committed to participating in REF2021, recognising the value in terms of providing a standardised national-level comparative assessment of research outcomes spanning all disciplines.

6.7.2. Although the guidance on submissions, the criteria, and working methods for REF 2021 have only become available at the beginning of 2019, preparations for the next REF are already well underway at St Andrews. Establishing a Research Excellence Board, which oversees all issues of strategic research importance and also preparations for REF 2021, has put the University in a strong position to enhance our performance in this exercise. The University has established a specific institutional committee to oversee Equality and Diversity in the REF chaired by the Assistant Vice-Principal (Diversity).

[38] https://www.ukri.org/research/global-challenges-research-fund/

6.7.3. The University has taken on board the recommendations of the REF 2014 Equality and Diversity Advisory Panel. Our internal Equality, Diversity & Inclusion / Athena SWAN Committee is devising an institutional action plan to support the advancement of the careers of female academic and research staff. St Andrews has recently taken on the role of chair of the Scottish REF Manager group.

6.7.4. Our ambition is that, by 2025, all of our Schools will perform at or above the level of their peers in the Russell Group in terms of research indicators including REF performance.

6.8. **Effective knowledge exchange and innovation**

6.8.1. The St Andrews Knowledge Exchange Strategy[39] aims to deliver objectives under four themes:

- development and transfer for economic benefit from user-led 'pull' and university research 'push';
- translation into public policy and societal benefit;
- entrepreneurship;
- public engagement.

6.8.2. The University has implemented a number of policies to support these objectives. In addition, to support the creation and recognition of research impact across all disciplines, the following has been introduced: a 'research and impact' leave scheme[40]; inclusion of research impact and Knowledge Exchange (KE) in promotion criteria for academic staff; an internal KE & Impact Fund[41]; a central Public Engagement team[42] and Research Impact Team; and Directors of Impact in each of the academic schools through the nomination of existing academic staff.

6.8.3. We are embedding a culture of public engagement in our research lifecycle and in the University through coordinated flagship projects and removing barriers to engagement. The key aims are to collaborate, consult, inspire, and inform a range of stakeholders in relation to our research. An example is Cell Block Science, a Wellcome funded multi-institutional project including 4 core university partners, Fife College, and the Scottish Prison Service and recognised with a Herald Education Award for partnership. A further project, StAndEngaged has received a funding extension to work on embedding a culture of PER at School as well as at institutional and individual level. We are also influencing policy through collaboration with the National Coordinating Centre for Public Engagement and the Young Academy of Scotland to produce a guide and publications on best practice in the area of ethical considerations of public engagement with research.

6.8.4. The University's Strategy is aligned with the Scottish Government's Economic Strategy[43] as evidenced by the outcome of the Enterprise and Skills Review and its recommendations on innovation, regional partnerships, enterprise, business support, and international activities.

6.8.5. We adopt best practice in business-university engagement, through links across Scotland and the UK. We ensure research and KE support staff are well trained and attend courses from

[39] https://www.st-andrews.ac.uk/media/principals-office/planning/strategicplanning/universityoperationalstrategies/KE%20Strategy%202012-17_public.pdf
[40] https://www.st-andrews.ac.uk/staff/ppd/leave/
[41] http://impact.wp.st-andrews.ac.uk/research-impact/ke-impact-fund/
[42] https://www.st-andrews.ac.uk/research/support/public-engagement/
[43] https://www.gov.scot/publications/scotlands-economic-strategy/

PraxisAuril and ARMA to improve their skills. We have simplified business access to the University. This includes postings on University Technology Scotland, offering easy access IP, and, funded by the University Innovation Fund (UIF), providing a single point of entry for business and SME enquiries including supported access for SMEs through our Business Innovation Manager.

6.8.6. **University Innovation Fund (UIF)**

6.8.7. We have in the past year conducted an external review of our Knowledge Transfer Centre and are in the process of restructuring to deliver a more focused operation with a clear vision. Over the next year we will:

- review our patent portfolio to streamline the pathway to commercialisation;
- develop revised external work practices;
- consider carefully the University position on IP sharing with staff with a view to increasing activity;
- develop an industry engagement strategy.

6.8.8. St Andrews is engaged with each of the seven Outcome groups established through the Universities Scotland Research and Commercialisation Directors Group (RCDG) and is participating in discussions to implement collaborative, sector-wide initiatives. We are working with the other Scottish HEIs through representation on four sector groups (Innovation, Internationalisation, Entrepreneurship & Investment, and Inclusive Growth) to deliver the SFC UIF priorities. In addition, these sector groups contribute to the work of the cross-cutting group delivering on the objectives in relation to Equality & Diversity.

6.8.9. Entrepreneurialism: Entrepreneurial St Andrews is one of 5 key themes in our Strategy. All of our recent high technology companies have been founded on technology development funding from the research councils, UKRI, or Scottish Enterprise. Within the University, we have enhanced enterprise support to develop technologies closer to market, found spin-out companies, and promote a number of entrepreneurship programmes ranging from our own Ideas Explosion Competition to national schemes (Scottish Institute for Enterprise, Converge Challenge, and Enterprise Campus). The University will continue to expand an enhanced range of personal development courses providing enterprise, entrepreneurship, commercialisation, and impact skills training to research staff through CAPOD. Through the UIF sector group, we will offer to make these courses available to staff of other universities (both research and support staff) thus providing learning opportunities where none may exist, and promoting and supporting future best practice in enterprise and entrepreneurial support. To embed entrepreneurial behaviour, faculty Associate Deans have run academic fora and learning and teaching events across the University promoting the adoption and inclusion of the 5 principles of enterprise and entrepreneurship into undergraduate taught modules.

6.8.10. Promoting Scotland internationally: St Andrews as a global university contributes significantly in this area. We continue discussion with the Jiangsu Industrial Technology Research Institute (JITRI) to provide a collaborative innovation link between St Andrews and Jiangsu province (China) through the Eden Campus. The University of St Andrews is already working closely with and benefitting ODA countries. Of the 72 impact case studies submitted to REF 2014, 30% benefited ODA countries. We have recently launched the St Andrews Global Challenges

Forum, which will engage with three cross-cutting themes: Energy and innovation; Global health and inequality; and Sustainability and environmental change.

6.8.11. Supporting inclusive growth: this remains deeply embedded in the ethos at St Andrews. We will continue to work across the sector to determine how St Andrews might usefully contribute to and participate in collaborative activities under UIF for the benefit of St Andrews, the sector, and Scotland. We have nominated a St Andrews representative to the UIF sector group considering inclusive growth to ensure we promote and support best practice in relation to inclusion, equality and diversity.

6.8.12. Ensuring equality and diversity: through a new Equality and Diversity Steering Group, research will have strong links to the new Assistant Vice-Principal for Diversity. A key area for action is to develop processes around REF2021 that ensure that the diversity of our research and researchers is captured by the exercise, through our 'Code of Practice for REF' and initiatives to build (and promote) our research environment. From January 2019, the University will be putting in place significant enhancements to research integrity (good research conduct) provision in support of our researchers from all cultures and backgrounds, embracing our standards of excellence, honesty, rigour, openness, care, and respect.

7. Widening Access and Participation

7.1. In line with the University's long-term strategy and the recommendations set out in the Commission for Widening Access (CoWA) report, we seek to improve access to the University for those with a background of social and economic disadvantage, whether this is related to their place of education, family background, or home location.

7.2. **Our Widening Access Commitments**

- Maintain our outreach programme and the spending commitment at its current level;
- Carry out planned expansion of the First Chances Programme to enable greater impact and reach;
- Maintain our financial aid at the current levels of over £2,000,000 per annum along with the guarantee of £1500 per annum for all UK entrants with a household income of £34,000 or less;
- Maintain the guaranteed offer as stated in our pledge (see 7.3.9 below). We aim to ensure that no less than 2% of our Scottish domiciled entrant population will be students who meet the criteria for a guaranteed offer;
- Work to ensure that there is growth in socio-economic disadvantaged entrants, as defined by the percentage of full time undergraduate SIMD20 students, and meet recommendation 34 of the CoWA report with a strong sense of duty of care to the applicant at all times;
- We will embed the achievement of 10% of Scottish entrants who come from SIMD20 areas, and through our extensive programme and engagement across the sector, work steadily towards a fairer system in Scotland;
- Aim to have no less than 25% SIMD40 Scottish entrants, including 10% from SIMD20;

- Work to ensure that no less than 40% of entrants have at least one contextual admissions flag, using the current contextual indicators[44];
- Offer a full transition programme with taster days along with a first-year mentoring programme, for all students with access criteria;
- In line with recommendation 5 and 7 of CoWA, allocate a minimum of 15% of SFC funded places taken up by entrants with access indicators and domiciled in Scotland to the following programmes:
  - Gateway to Physics
  - Gateway to Computer Science
  - Gateway to Arts and Humanities
  - Gateway to Medicine
  - Access for Rural Communities
  - College to University Pathways
- Work to ensure that no less than 95% of students with access codes continue from each year of study to the next;
- Allocate a minimum of 20 places for students coming through FE routes and continue the work with our regional partners on articulation.

7.3. **Progress with objectives**

7.3.1. Over the past 7 years, the proportion of full-time undergraduate entrants from SIMD20 areas has risen from 2.8% (2012/13) to 10.3% (2018/19) as a direct result of our institution-wide strategy and targeted initiatives.

7.3.2. Our intake of access flagged entrants, as part of contextual admissions, for 2018/19 reached 50%, well above the 40% target we set for 2018.

7.3.3. We are engaged with and supportive of the Scottish Government's aim to close the attainment gap, which we see as the main barrier to accessing the University for those from areas of disadvantage.

7.3.4. We operate a whole programme of access and outreach work[45] that we see as critical to progressing with the delivery of our CoWA obligations post 2021. The main source of funding for our outreach programme comes from the University and its partners. Over £300,000, excluding staff costs, is committed on an annual basis. The staffing commitment with specific responsibilities for outreach within the Admissions Department is 5 FTE.

7.3.5. All our programmes of outreach contain aspects of attainment raising, in line with recommendation 16 of CoWA, and we work closely with the involved schools to ensure activities are aligned to the curriculum. An example is the successful and ambitious First Chances programme in Fife, where the University engages with pupils at the P7 stage (CoWA recommendation 15), working with them, their parents and the schools throughout their educational journey.

[44] https://www.st-andrews.ac.uk/study/policy/contextual-data/
[45] https://www.st-andrews.ac.uk/study/access/

7.3.6. Through the use of University core funds, partnership, financial support, and donations, we have expanded The First Chances Programme to include 5 Cluster Groups (Primary and Secondary Schools P7-S6) along with a further 7 Secondary schools (S3-S6) . This has increased the impact and reach resulting in an increase in pupils involved in the programme from 422 in 2017/18 to 806 in 2018/19. Our partnership with the Robertson Trust also allows students involved in First Chances to access bursaries, internships and mentoring support whilst at university or college. The programme has formally welcomed Fife College to ensure the alignment of resources. Through this planned expansion, all secondary school pupils in Fife and an increased number of primary school pupils with an access background, will have full access to the project regardless of the school they attend. This will also meet recommendation 4 of CoWA on outreach programmes.

7.3.7. We put in place relevant support, including a student mentoring programme, to ensure that the risk of failing for students entering under our contextual admission system is minimised and continuation rates remain similar to our non-access cohort of students.

7.3.8. We maintained our commitment to provide financial aid each year with a guaranteed minimum bursary. In 2017/18, 72 entrants were in receipt of the St Andrews Entrant bursary. This increased to 157 entrants in 2018/19.

7.3.9. Our admissions policy offers a variety of flexible entry options and alternative entry routes for applicants with different circumstances. Our process continues to contextualise applications using access markers, and also includes a guarantee of an offer for certain qualified applicants - SIMD20 from low progression schools and those with in care experience - who meet the requirements for the course.

7.3.10. The embedded additional places for widening access have helped us to meet our guaranteed offer commitment. In 2018/19, a total of 24 Scottish domiciled students were enrolled on our Gateway programmes and 31 students followed a College to University pathway. In addition, 28 students were eligible for Access to Rural Communities funding.

7.3.11. We have an established dedicated route for those coming through local colleges. In 2018/19, 41 places were allocated for those coming with HNC, HND, and SWAP. We have set up an Articulation Group, chaired by the Vice-Principal Education to explore how we maximise existing articulation routes and explore new ones in order to increase the numbers (CoWA recommendation 9). Along with our part-time evening study programme we have found that age is less of a barrier for those wishing to study at a later stage in their life. We have also relaunched our MA Combined Studies[46] degree, which is designed specifically for those returning to education after a significant break. Delivered on a part-time basis in the evening, this course is ideal for those who may have other commitments which prevent them from undertaking full-time study.

[46] https://www.st-andrews.ac.uk/subjects/combined-studies-ma/

7.4. **Working together across the sector**

7.4.1. In line with recommendations 11 and 12 of CoWA and the recommendations within Working to Widen Access[47] report, the University now has three stated academic entry requirements, Standard, Minimum, and Gateway, which are clearly explained using a common language framework agreed across the sector in promotional materials and publications for 2020 entry. A new Entry Qualification Indicator tool[48] has been developed to assist prospective applicants from 2019 in identifying which of the three category of entry requirements they will be expected to meet. Future developments will see the results of the tool linking directly to the undergraduate decision-making and the advising systems.

7.4.2. We will work with the sector to create a consistency of core set of contextual indicators while being mindful of access issues specific to St Andrews. Within our contextual admissions process, we will put in place further contextual indicators to address these issues (CoWA recommendations 29, 30 and 31).

7.4.3. The University remains committed to a range of activities to support pupils, applicants and students with a background of being in care. In 2018-19, the University has 22 students registered with a declared care-experienced background. We are committed to the same high retention rate for all our students. In partnership with our Local Authority, we have embarked on a programme of student mentoring and support solely focused on looked-after children and the need to raise attainment. The University is a member of the Local Authority Corporate Parenting Group and contributes to its strategic plan. Further information on our Corporate Parenting plan and support for care experienced students is available on our website[49].

7.4.4. We support estranged students (where they are known to us) by prioritising 12-month University accommodation, discretionary funding, and other bursaries to support the students financially. We are aware and supportive of the Stand Alone Pledge[50].

7.4.5. We are committed to at least 20 places per year for students coming from FE. We work with regional colleges on curricular fit and have some concern about the effective portability of skills and knowledge across the same levels within the SCQ Framework between FE and HE. This is in particular evident in relation to transitions to research-led teaching environments. Through our close working relationship with our local colleges, we have created learning pathways which involve articulation where this is possible and where it is sought by the students involved. Such arrangements require careful development and our aim is to develop 1-2 partnerships per year over the next three years. We are in discussion with Forth Valley College in regard to a partnership agreement for Chemistry. While recognising that differences in curricula and process mean that 'one size does not fit all', we are also committed to working more intensively with regional HE and FE partners in Edinburgh and Lothian on plans for a 'Regional Learner Passport' that provides as much flexibility as possible.

[47] https://www.universities-scotland.ac.uk/publications/working-to-widen-access/
[48] https://www.st-andrews.ac.uk/subjects/entry/academic-entry-explained/
[49] Care experienced students and Corporate Parenting
[50] http://www.thestandalonepledge.org.uk/

7.4.6. Given our bridging position between two regions, we will also continue to work on collaborative arrangements with our partners on Tayside and with the Scottish Wider Access Programme[51] (SWAP).

7.5. **Medicine – Health Outcomes**

7.5.1. In order to simplify the admissions process across all the medical schools in Scotland, the University of St Andrews and the members of the Scottish Medical Schools Admissions Group (SMSAG) have been working together to bring greater clarity and consistency to entry requirements. The following has been agreed and will be implemented for 2020/21 entry:

- A standard template for presenting entry requirements for SIMD20/care experienced candidates and the types of reductions made for publication for all Medical Schools;
- The approach to S5 grade requirements (AAABB) and/or a 10% increase to the UKCAT score, with St Andrews opting for both;
- To confirm S6 requirements for SIMD20 and for care experienced applicants and see whether these can be standardised. Due to subjects on offer in schools and the need to ensure candidates have the right subject mix for entry into medical school, conditions may be placed on achieving certain Highers in S6 (e.g. achieving a certain grade in specific science subject at Higher level). Medical schools will offer grades based on a mix of Highers and Advanced Highers depending on what the candidate's secondary school can offer. St Andrews will ask for 3 Cs at Higher and/or Advanced Higher. This represents a reduction from the standard requirements for A100 entry.
- To discuss the S5 and S6 requirements for Gateway programmes, and whether there is scope for alignment. The direct entry from S5 requirement for St Andrews will be ABBB over one year. Medical schools offer slightly different Gateway entry requirements but these are a significant reduction on the standard A100 requirements.

7.5.2. To increase the number of Scottish-domiciled applicants to medicine, the University of St Andrews is running a number of outreach programmes aimed at attracting students to medicine, including applicants from SIMD20 postcodes. Some of these programmes, such as the REACH initiatives, are delivered in collaboration with institutions across Scotland. The number of applications to medicine programmes at St Andrews doubled for 2018 entry compared with 2017.

7.5.3. 55 entrant students were welcomed onto the inaugural year of the ScotGEM programme, meeting the allocated target. Over 65% of the intake in 2018 were Scottish-domiciled students.

7.5.4. SCOTGEM should become a significant vehicle for the retention of more graduates of Scottish medical schools in Scotland and working for the NHS Scotland throughout their careers. Students on the ScotGEM programme are offered a 'return of service' bursary, a grant worth up to £16,000, in exchange for working in NHS Scotland for up to four years. We will report on the graduate outcomes for ScotGEM students from academic year 2022/2023 onwards, following the first cohort of graduating students. Most of the enrolled students on the Programme in 2018/19 took up the bursary and committed to staying in Scotland after graduation.

[51] http://www.scottishwideraccess.org/

7.5.5. A core aim and benefit of the new ScotGEM programme is the relocalisation and advanced training of skilled individuals to Scotland, and potential to reverse the paucity of General Practitioners in remote and rural Scotland. We expect to encourage more of our young doctors to enter GP and other shortage specialities as a result.

8. Teaching, the Learner Journey, and Developing the Young Workforce

8.1. This section focusses on our high quality, research led and innovative teaching, the Learner Journey and our focus on Employability and Enterprise in the context of developing the young workforce.

8.2. World class teaching delivered by a research led community of experts lies at the heart of the St Andrews approach to pedagogy. We continue to recruit the most academically able students from a diverse array of backgrounds, and support them in fulfilling their potential as independent, analytical, productive and thoughtful contributors to society. Our taught curriculum is continually developed to reflect the high quality of our students, adopting advances in research evidenced teaching and pedagogical research methodologies. Our STEM provision is notably strong and supports the Scottish Government's objectives in this area, as outlined in the Scottish Government's STEM Education and Training Strategy[52]. We aim to have a least 45% of our Scottish Domiciled Undergraduate entrants enrolled on STEM programmes in line with the distribution of our funded places.

8.3. Growing our international reputation is a priority for the University of St Andrews as overseas income from teaching strongly underpins our teaching activity (see 5.3 for context). Development in this area also provides enhancement of the student experience through increased diversity, in both staff and student composition, as well as supporting sustainability both within and outwith the University.

8.4. Curriculum innovation development

8.4.1. We have invested major resource into developing the Gateway programmes to provide additional widening participation routes and places for students across the Arts, Social Sciences and Humanities; there are now available alternative entry routes to degree study for every discipline at St Andrews. These programmes have been very successful in aiding students who have lower than the standard minimum academic grade requirement, to progress from first year into second year of study. We will enhance this general provision by developing bridging material and credit accumulation possibilities, especially through evening study and distance learning, in specific subjects. Our initial plans focus on the most popular Arts and Social Science subjects (English, History and Management). SFC developments to provide more flexible student funding for mixed mode and variable intensity study would be helpful in facilitating student engagement with such approaches.

8.4.2. We have well-established policy and procedures for entry with advanced standing (for example, through entry with appropriate Advanced Highers or A-Levels) and for the

[52] https://www.gov.scot/publications/science-technology-engineering-mathematics-education-training-strategy-scotland/

recognition of prior formal or experiential learning. We will enhance the visibility of these opportunities. We will also continue to support credit transfer to alternative institutions where this is requested by students, supplementing the formal exit qualifications we make available following each successfully completed year of undergraduate study.

8.4.3. While much of our extensive work focusses on the learner journey to the completion of a first degree, we are attending to the need to consider lifelong learning and adaptability in employment contexts where skills need to be continually adapted and enhanced. This means considering the postgraduate learner journey in new ways. Over the next three years, we will develop and grow structures and content to provide 'micro masters' qualifications – that is, smaller-scale short courses which can be studied as standalone entities, but can optionally be used to accumulate credit towards postgraduate certificates, diplomas and degrees. We will also respond to emerging Scottish Government initiatives to support specific sectoral needs in the postgraduate area, building on our successful experience with the ScotGEM programme.

8.4.4. Innovation at St Andrews is driven by a commitment to pedagogical excellence and imbued with a tradition of small group teaching which allows high quality classroom exchanges. For larger class sizes, technological innovation in teaching has allowed a more student-centred balance between scheduled teaching and guided learning, such that students learn to structure their study habits and to become independent and self-motivated learners.

8.4.5. The breadth of curriculum as a portfolio of subject disciplines and the modes and scheduling of teaching at St Andrews are monitored and adjusted as appropriate to the University's needs so that we respond to societal changes as well as reflecting the aspirations and abilities of our students.

8.4.6. We also seek to continue to expand internship opportunities within our degree programs, and to embed employability attributes such as entrepreneurship and enterprise capabilities into the curriculum wherever possible without compromising academic ambition. In addition, we also offer an outstanding suite of extracurricular avenues for the development of high-level professional skills.

8.4.7. In addition, we are implementing new ventures such as face-to-face teaching outwith traditional semesters, and delivery of learning by digital means particularly within the ScotGEM medical degree in which students will be based in remote and rural locations after their second year of study.

8.4.8. The high levels of National and International acclaim we enjoy, and our standing as regards student satisfaction are, in part, due to the University's willingness to embrace new teaching methods and technology. We operate a regime of academic monitoring linked to a range of opportunities for staff to enhance their teaching skills, and excellent teaching is encouraged and rewarded (see below).

8.4.9. The University's current teaching and learning strategy includes plans to refurbish and re-purpose teaching and other spaces throughout the University's estate. This review will be integrated into our developing strategy on Technology Enhanced Learning.

8.5. **Teaching Priorities**

8.5.1. The University sets priorities[53] for the approach to, and review of, teaching each year to ensure that our performance and processes are constantly challenged.

8.5.2. The emphasis we place on the post graduate experience is reflected in the recent creation of our Graduate School for Interdisciplinary Studies[54], which currently has three specific cross-disciplinary programs, and we are actively recruiting to a further two programmes for 2019 entry. Each of these and subsequent programmes will have a practical component; in some cases this will involve a tie-in with, e.g., an NGO such as Save the Children, providing vital social enterprise and leadership experience.

8.6. **Teaching Quality enhancement**

8.6.1. Our rolling programme of University-led Reviews of Learning and Teaching, together with our Academic Monitoring scheme and the activities of the Centre for Higher Education Research (CHER), ensure that all subjects have an opportunity to learn from most promising practice, as well as accounting for the ways in which they are assuring and enhancing the quality of Learning and Teaching. We also run a variety of events to enable discussion around good teaching, such as the Academic Open Forum, workshops, CPD courses for academic staff, a teaching development fund and the University's Teaching Excellence Awards. A renewed strategic emphasis on the recognition of teaching is now part of the University's approach to appointments and promotions with the implementation of a full career path for teaching focussed staff.

8.6.2. We rely on continued levels of investment in teaching excellence in Scotland, through the various funding streams, including the number of funded student places and levels at which funding price groups are set, to enable us to continue investing for the longer term into the development and quality of the learning, teaching and research environment and the student experience. This needs to be kept in line with requirements and is essential for maintaining our ability to compete effectively.

8.6.3. As a result of our institutional ethos and focused research-led initiatives, student satisfaction with their courses is the highest in the country, as demonstrated by our scores in NSS.

8.6.4. We aspire to maintain our position as the top university for student experience, so to ensure our teachers and students are performing to the highest possible standards we provide a very wide range of specialised teaching training both online and in person – for example, we now train all students in Good Academic Practice through CAPOD. In 2017-18, CAPOD trained 223 students to enable them to gain valuable teaching experience, and 267 members of academic staff attended one or more academic-related training events provided by CAPOD.

[53] https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/priorities/
[54] https://www.st-andrews.ac.uk/graduate-school/

8.7. **Innovative Approaches – ScotGEM**

8.7.1. The University of St Andrews and University of Dundee established the joint ScotGEM programme in partnership with the University of the Highlands and Islands and relevant health boards NHS Fife and NHS Tayside, NHS Highland and NHS Dumfries and Galloway.

8.7.2. This is an entirely new approach with a move away from traditional hospital-based education, which fits with Scotland's commitment to the fusion of Health and Social care: throughout their time on the four-year ScotGEM course, students will gain experience of primary care, social care, and rural care.

8.8. **Employability, Enterprise and Graduate Apprenticeships**

8.8.1. The University, in partnership with PricewaterhouseCoopers LLP[55] (PwC) offers a Graduate Apprenticeship in Data Science[54]. The programme offers study for an Honours degree while gaining significant industry experience through working with PwC technology teams during multiple work placements, get fully funded tuition, gain a degree in Data Science, and receive a salary over the four-year course. At the end of the course, subject to performance, students will have the opportunity to join PwC full-time, with the potential to specialise in a chosen technology-related area. Six students enrolled on the programme for 2018/19, and we seek to recruit a further 10 for 2019 entry. In November 2018, we still did not have clarity on the availability of funding for 2019 entry, and this is likely to impact on our ability to recruit to the programme widely and support candidates from different backgrounds. Recruitment and impact of these opportunities could be enhanced further with an at least 4-year commitment to funding. This is relevant particularly for new programmes, as marketing and outreach need time to become established. The current application processes and timelines could be greatly simplified to make the introduction of such initiatives more viable and attractive.

8.8.2. At the University, enterprise skills and capabilities are both taught directly and developed through the encouragement of engagement with enterprise activities. The Students' Association boasts 150+ student societies, including an Entrepreneurs Society that nurtures the growth and refinement of students' entrepreneurship capabilities. Over 600 students engaged with the University's Professional Skills Curriculum in 2017/18 delivered through CAPOD, with 83 achieving the PSC Award, endorsed by the ILM.

8.8.3. The Enterprise Champions network has been launched and a new suite of enterprise skills workshops has been incorporated into the Professional Skills Curriculum[56] for 2018/19. The needs for staff and students to develop and display enterprise skills is a key part of the Strategy. We have also introduced the 'Enterprising Mind of the Year Award'[57], a joint collaboration between the Students' Association and the Proctor's Office, to recognise a student who has shown significant enterprise in and throughout their studies.

8.8.4. St Andrews Careers Service provides active support to find placements, summer jobs and internships, both within the UK and internationally and provides access to networking

[55] https://www.pwc.co.uk/careers/school-jobs/jobs/flying-start-degrees/technology.html
[56] https://www.st-andrews.ac.uk/students/careermatters/professionalskills/
[57] https://www.st-andrews.ac.uk/staff/teaching/enterprise-entrepreneurship-education/enterprisingmindoftheyearaward2018/#d.en.2505841

databases to connect students with alumni. Over 55% of students have internship experience during the time of their studies, one of the highest proportions in the UK.

8.8.5. To develop the University's career support network further, the University ensures that each School has a School-based Careers Link officer, whose remit is to enhance the existing links between the careers centre and the students, disseminate good practice between Schools, and ensure all Schools provide an equal opportunity for careers advice and support. This provision strengthens our student voice in the sector and enhances employability for our graduates.

8.8.6. **Graduate Outcomes**

8.8.7. Our exemplary retention rates are evident across multiple demographic cohorts (such as WP, gender-based, or mature students). The University is committed to maintaining this success. We maintain engagement and support throughout the student journey for applicants who have attended outreach programmes and those who have come through our contextualised admissions process. This allows for a proactive and effective approach.

8.8.8. St Andrews graduates are amongst the most active in their use of their university careers service of any of the top 30 UK universities according to the reputable third-party High Fliers survey. A high proportion of St Andrews students go on to further study (typically about 35%) and are well prepared to do so by their undergraduate years here. The unemployment rate for our full- time UK undergraduate students upon completion of their studies in summer 2017 was 3.8% (compared to 4.1% for all UK institutions). Of those who entered full-time employment, 79% were in graduate level positions (compared with 77% the previous year). St Andrews does not offer professional qualifications leading to direct employment such as teacher training, nursing, clinical medicine etc. At the same time, we have one of highest proportions of students who go onto further study at postgraduate level.

8.8.9. Through our Saints Leaders programme[58], we ensure we nurture and support an exceptional team of Saints Volunteers, who are committed to delivering both student sport and Community Engagement programmes. The Programme provides opportunities for our students to develop life skills, support the running of our sports clubs by upscaling committees, and to gain coaching and officiating qualifications during their time at University.

8.8.10. At an international level, in addition to the vast array of volunteering opportunities locally, our sector-leading projects take students from St Andrews to Lusaka - as part of the Wallace Group Volunteer Zambia[59] project and Volunteer Zambia Tennis programme[60] - and to Stellenbosch near Cape Town - with the Volunteer South Africa[61] project. In preparation for their placements, students gain invaluable coaching experience working with young people in the local St Andrews area.

[58] https://www.st-andrews.ac.uk/sport/volunteering/
[59] https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/wallacegroupzambia/
[60] https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/volunteerzambia-tennis/
[61] https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/volunteersouthafrica/

9. Equality and Diversity

9.1. Gender Balance

9.1.1. St Andrews has made important progress in equality in the last few years, for example through the development of inclusive recruitment practices; sponsoring 23 future female leaders on the Aurora programme, including 10 professional services staff; gaining Established Carer Positive Employer status; and achieving and renewing LGBT charter recognition (the only Scottish HEI to have that recognition). We have set ambitious aspirations[62] for the future through our action plans on Gender, Equalities Outcomes, and Athena SWAN.

9.1.2. We published our Gender Action Plan (GAP)[63] in July 2017, which also outlined our commitments in support of the Scottish Government's ambition that by 2030 the proportion of male students studying at undergraduate level at university will be at least 47.5% and that no university subject will have a gender imbalance of greater than 75% of one gender. Whilst the University's Equalities Action Plan involves every school, in accordance with the SFC GAP criteria, the GAP focuses on the schools of Computer Science and Psychology and Neuroscience, both of which have an imbalance of greater than 75% for one gender for undergraduate Scottish domiciled students.

9.1.3. There are no overall imbalances in retention rates by gender, with 95% of both male and female Scottish domiciled undergraduate entrants being retained into year two. Analysis at subject level involves small cohort sizes, therefore differences in percentage retention rates by gender are often not meaningful. The University is absolutely committed to maintaining this success through support for individual students and through its policy of admitting students who have real potential to succeed. Working across Admissions, Student Services, the Scholarships team, and our Student Development Team, at St Andrews we maintain engagement and support throughout the student journey for applicants who have attended outreach programmes and those who have come through our contextualised admissions process. This allows for a strategic, proactive, and highly effective approach to supporting students, both financially and with study skills, leading to excellent retention rates for those most vulnerable to dropping out.

9.1.4. Our commitment to the Athena SWAN accreditation process led to the successful institutional application for Bronze renewal, awarded in May 2018, and has been central to our promise to ensure and enhance equal opportunity in all University activities. This includes (inter alia): enhancing diversity on committees across the University; working to remove gender pay gaps; and seeking to redress the gender imbalance at professorial level. We particularly welcome the emphasis on diversity in the new Scottish Code of Good HE Governance. We continue to support our Academic Schools in applying for Athena SWAN awards, with four successful applications to date in 2018. We shall continue to develop family friendly policies, building on achievements such as the opening of a Nursery early in 2017, and the implementation of our core hours policy across all Schools.

[62] https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/
[63] https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/reports/St-Andrews-Gender-Action-Plan-Report-final.pdf

9.1.5. We shall maintain our commitment to pay at least the 'real Living Wage' to all our staff and maintain close co-operation with the recognised trade unions on diversity and health and safety matters through the local consultative committee. The principles of fair work – effective voice, opportunity, security, fulfilment, and respect – will inform the development of the University's People Strategy as a key enabler of our Strategy 2018-23.

9.1.6. St Andrews is committed to effectively addressing the gender pay gap. As part of this commitment we have published a comprehensive data and information[64] in line with the UK Government requirements (from which Scottish universities are exempt). We have done this as a statement of our intent to confront inequalities wherever they exist and to be as transparent as we can be about the progress we are making. We have established a Gender Pay Gap Working Group with the local trade unions to deepen our understanding of this issue and contribute to the development of proposals for practical and positive change.

9.1.7. We have revised our promotion process[65] to provide better recognition of teaching, impact, research, and service, to the advantage of women leading in these areas, including our first professor promoted on the basis of teaching. The process also makes allowances for personal circumstances and, if applications do not reflect the gender profile of schools, the policy includes a mandatory requirement for an action plan to address the issue.

9.1.8. A new in-house mentoring programme for senior women, the Elizabeth Garrett programme[66], has been launched. It aims to support women in, or aspiring to, academic leadership roles, and to develop leadership capability. The programme is sponsored by the Principal. During the pilot of the Programme, a total of 20 partnerships were formed. During the second cycle, in line with plans to increase the capacity of the scheme, a total of 30 partnerships are being supported.

9.1.9. In addition to pedagogical training, St Andrews actively promotes awareness of Equality and Diversity issues and has provided extensive training to date for at least 2567 staff and 848 students in diversity (including modules on Recruitment, Unconscious Bias, Diversity in the Workplace and Student Diversity).

9.1.10. The University Court comprises 23 members, including representatives from senior management, academic staff, students, alumni, Fife Council, and non-executive members. There are currently 12 male court members, and 11 female members including the Senior Governor. Court has seen an increase in female representation from 26% in 2015-16 to 48% in 2018/19.

9.1.11. The University policy and guidance for supporting trans and gender diverse people[67] is reviewed regularly by the Gender Equality Working Group. The University recognises that there can be differences between physical/anatomical sex and gender identity/expression and, therefore, undertakes not to discriminate against transgender, transsexual or transvestite staff or students. The University will treat all trans staff and students with dignity

[64] https://www.st-andrews.ac.uk/about/gender-pay-gap-report-2017/
[65] https://www.st-andrews.ac.uk/media/human-resources/grading-reward-and-conditions/Academic%20Promotion%20Procedures%202018.pdf
[66] https://www.st-andrews.ac.uk/staff/ppd/elizabethgarrettmentoring/
[67] https://www.st-andrews.ac.uk/staff/policy/hr/policyandguidanceontransstaffandstudents/

and respect, and seek to provide a work and learning environment free from discrimination, harassment, or victimisation.

9.2. **Equally Safe in Higher Education**

9.2.1. We have established an Equally Safe in Higher Education (ESHE) working group to oversee the implementation of the ESHE toolkit and the University's commitment to a zero tolerance approach to sexual and gender-based violence. Membership includes representatives from Human Resources, CAPOD, Student Services, and the Students' Association.

9.2.2. The Working Group has developed an initial action plan which will provide the necessary framework to support the Equally Safe principles.

9.2.3. The University already has in place policy, guidance, support, and well-publicised contact points for reporting Sexual Misconduct for Students. We are developing similar guidance and support for Staff to underpin our whole University approach to Sexual Misconduct.

9.2.4. As part of our student orientation programme there is a range of information and events publicising our approach and points of support. This includes consent workshops for all new students which are run in conjunction with our Students' Association.

9.2.5. In October 2018, the University established a Gender-Based Violence Student Roundtable co-chaired by the Students' Association Director of Well-being and an Assistant Director from Student Services. The Roundtable includes representatives from a variety of student groups, including the Feminist Society, HeForShe, Saints Sports, StAnd Together, Wellbeing, among others. The group meets regularly to discuss relevant initiatives and draft recommendations to present to the Students' Association and the University.

9.2.6. The StAnd Together: Got Consent Committee – a joint University-Students' Association initiative to tackle gender-based violence (GBV) within the student community - runs workshops (Conversations about Consent) in the University's residences, as well as for Student Association, Society and Sports Club leaders, and any other student group on request.

9.2.7. Our Student Services team regularly meet with local organisations including Fife Rape & Sexual Assault Centre[68], and Fife Violence Against Women Partnership[69] to develop a collaborative approach to preventing and responding to gender-based violence. This is being expanded to include staff to ensure a university-wide approach is supported.

9.2.8. We currently have visible and accessible reporting systems for students who have or are experiencing GBV[70]. GBV is addressed under the University's Non-Academic Misconduct Policy (Students)[71] or the HR Discipline Policy (Staff)[72]. Work is underway to include specific wording on GBV and Sexual Assault.

[68]]http://www.frasac.org.uk/
[69] https://girfec.fife.scot/services/fife-violence-against-women-partnership-fvawp/
[70] https://www.st-andrews.ac.uk/students/advice/personal/sexual-misconduct/how-to-report/
[71] https://www.st-andrews.ac.uk/media/student-services/documents/Non-Academic%20Misconduct%20Policy.pdf
[72] https://www.st-andrews.ac.uk/staff/policy/hr/disciplinaryprocedures/

9.2.9. Student Services currently use a case management system to record reports of GBV. The University's ESHE working group is exploring options for improving data capture, quality, and enhancing anonymous reporting options.

9.2.10. The University is developing a communication strategy to signpost the support for individuals experiencing GBV as well as ensuring that its zero tolerance stance is clearly communicated to all.

9.2.11. Training will be developed to ensure that adequate support is available across the University and that those involved in investigating Sexual Misconduct matters have appropriate guidance to support their decision making.

9.3. Disability

9.3.1. We are supportive of the objectives outlined in the recent Scottish Parliament report on Disabilities and Universities[73]. St Andrews is committed to helping people realise their academic potential, and we are clear that disabilities, long-term physical or mental health conditions, or learning disabilities should not stand in the way of students being offered a place to study at St Andrews. We encourage applicants to make their needs known during the application process so that the University can best respond in terms of appropriate support and advice. The success of our approach is evidenced by 13% of our Scottish Domiciled Undergraduate Entrants in 2018-19 declaring a disability.

9.3.2. Our Student Services team actively engages with students who declare a disability in order to provide a personal support plan tailored to the individual needs of the student. Recent analysis of outcomes shows that students who have engaged with a personal support plan perform better than those who do not. Our Academic Monitoring Group receives an annual report detailing progression, retention, and outcomes for students with disabilities. Retention rates for students with disabilities are already in excess of the SFC aspiration, with 94% of SDUE with disabilities returning to study in year two.

9.3.3. We are working with the local trade unions to refresh and review our policies to support staff who declare a disability.

9.4. Ethnicity

9.4.1. The University is fully engaged with the Scottish Race Equality Network[74] forum, supporting its Head of Equality & Diversity in chairing the network, and actively championing good practice. We are members of the AdvanceHE Race Equality Charter[75], and are currently undertaking work to prepare an application for an institutional level award.

9.4.2. Student progression and outcomes across ethnic groups are monitored by the Academic Monitoring Group[76], and we are in the process of developing a statistical model to further enhance our understanding of the attainment gap for certain ethnic groups.

[73] https://www.parliament.scot/S5_Equal_Opps/Reports/EHRiCS052017R01.pdf
[74] https://www.ecu.ac.uk/get-involved/your-equality-networks/
[75] https://www.ecu.ac.uk/equality-charters/race-equality-charter/
[76] https://www.st-andrews.ac.uk/staff/teaching/committees/

9.4.3. The University is engaged with UUK's project[77] led by Baroness Amos to improve the attainment and university experience of black and minority ethnic students across the UK. This work aims to:

- Increase understanding of the barriers to BME student success;
- Identify initiatives that have been successful in addressing this;
- Share experiences and best practice of what works in narrowing the BME attainment gap.

9.4.4. The outcome of the UUK work was published in December to help inform policy and decision making within universities, as well as Government officials and parliamentarians. The University is considering approaches to enhancing the monitoring of outcomes, progression and the experience of our students from BME backgrounds. We expect to report back on any revised approaches in the summer of 2019.

9.5. British Sign Language

9.5.1. The University's British Sign Language Plan[78] has been developed in consultation with DeafAction, staff, and students, which was published on our website in October 2018. Specifically, the University is committed to:

- Promoting and supporting the use of BSL, including in its tactile form;
- Improving access to services for Deaf and Deafblind people;
- Involving BSL users in developing and providing feedback on our BSL plans;
- Implementing actions and providing updates on our progress;
- Contributing to the National Progress Report in 2020;
- Reviewing this plan, including identifying additional 'local' actions where relevant, following publication of the National Progress Report.

10. Mental Health and Wellbeing

10.1. Our mental health strategy[79] sits within the context of complex and increasing demands and a deficit in NHS support in the region. The national target for patients starting mental health therapy within 18 weeks is 90%, but the performance in Fife is 70.9%. Addressing this shortfall means that we have to prioritise care and support for students with the most complex needs and at highest risk including implementing additional measures identified in the Suicide Safer Universities[80] report. Access to services and working in collaboration with the local Community hospital in St Andrews is of vital importance to mental wellbeing of our staff and students.

10.2. Our broader mental health strategy needs to provide more support for those members of staff and students with mental health issues that are not in high risk categories, but whose lives are seriously affected. This strategy and focus will be enabled by the additional resources for counsellors that are indicated in the Minister's letter[81]. We would welcome early discussion on the implementation of these resources, so that we can implement a strategy. We will base this on the UUK framework, which includes (inter alia):

[77] https://www.universitiesuk.ac.uk/news/Pages/tackling-gaps-in-bme-students-achievements.aspx
[78] https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/disability/BSL-Plan-2018-Final.pdf
[79] https://www.st-andrews.ac.uk/students/advice/disabilities/mentalhealth/
[80] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/guidance-for-universities-on-preventing-student-suicides.pdf
[81] http://www.sfc.ac.uk/web/FILES/AboutUs/Letter_guidance_Outcome_Agreement_Guidance_14_Nov_2018.pdf

- an expansion of counselling capacity, using the additional resources allocated through SFC;
- a continued expansion of mental health first aid training, including supporting more staff and student leaders to be accredited as trainers;
- and raising awareness and reducing stigma, including openness among senior management (such as the Vice-Principal Education) to sharing their own experience of mental health problems.

10.3. Although the University of St Andrews does not have an in-house medical facility, we have formed a close alliance with the two NHS medical practices locally who have many years of experience dealing with the student body and who now provide exclusive student clinic services, funded by the University. These include a new Student Health Hub at the Community hospital, Nurse Triage Clinics, Specialist Clinics, a Student Health App for downloading free through Android or iOS, and a telephone Student Health Helpline number.

10.4. **Healthy Working Lives**

10.4.1. The University of St Andrews has been recognised for good practice in its approaches to staff health and wellbeing. The NHS Scotland Healthy Working Lives initiative is designed to increase the health and wellbeing of employees across Scotland. Organisations are encouraged to work towards three levels of Healthy Working Lives awards Bronze, Silver, and Gold. In December 2013, the University began working towards the Healthy Working Lives Bronze award, which was achieved in December 2014. In November 2016, we achieved the Silver award and during 2018, we achieved Gold.

10.4.2. Work on the Healthy Working Lives award is coordinated by the University's Wellbeing and Engagement Group which includes members from CAPOD, Human Resources, Sports and Exercise, Occupational Health, Chaplaincy, Corporate Communications, Trades Unions, Estates, the Students' Association and other staff representatives. Overall, the Wellbeing and Engagement Group is a focal point for:

- Overseeing the Wellbeing & Engagement Group Strategy 2018-2021[82];
- Coordinating a programme of health and wellbeing initiatives throughout the year[83];
- Coordinating the dissemination of information about health and wellbeing;
- Coordinating a network of local Healthy Working Lives champions.

10.4.3. CAPOD also delivers the Passport to Health and Wellbeing Excellence[84] programme, which encourages staff to explore different aspect of wellbeing, including physical, mental, nutritional, and workplace wellbeing. This programme was shortlisted for a CIPD award and has been cited by NHS Scotland as an example of good practice.

10.4.4. The University participates in the Scottish Regional Wellbeing & Engagement Forum, an organisation supported by UHR[85] and UCEA[86].

[82] https://www.st-andrews.ac.uk/media/capod/staff/wellbeing/documents/Wellbeing%20&%20Engagement%20Group%20HWL%20Strategy%202018-21%20-%20signed%2031.01.18.pdf
[83] HWL Action Plan 2017-20
[84] https://www.st-andrews.ac.uk/staff/wellbeing/healthandwellbeingpassport/
[85] https://www.uhr.ac.uk/
[86] http://www.ucea.org/

11. Cyber Security

11.1. The University is engaged with the Scottish Government's Cyber Resilience Strategy[87] and is one of the Cyber Catalyst organisations[88] implementing the recommendations of the strategy and developing a roadmap for other organisations. The University has achieved Cyber Essentials accreditation and is currently developing an approach to achieve Cyber Essentials Plus in 2019. Balancing our academic needs with the requirements of Cyber Essentials Plus will require the University to change established ways of working. Protecting our students, staff, and data assets from the variety of new threats that emerge daily and the continually increasing volume of activity remain a challenge.

12. Leadership in environmental and social sustainability

12.1. Sustainability and Climate Change

12.1.1. Sustainability is at the heart of our Strategy and several of our core activities at St Andrews. The University is working hard to take advantage of low carbon energy and undertakes world-leading research in fuel cells, batteries, energy and gas storage.

12.1.2. In addition to research into new solutions and the spread of this knowledge through teaching, the University believes that it should also act to influence a significant change in its own behaviours and performance. Our Sustainable Investment Policy[89] sets clear sustainability criteria for our endowment investments, and the University is a signatory member of the United Nations Principles of Responsible Investment (UNPRI)[90] initiative and to the Universities and Colleges Climate Change Commitment for Scotland[91].

12.1.3. The University's Sustainable Development Strategy 2012 to 2022[92] and its supporting Carbon Management Plan 2017 - 2022[93] define a range of commitments intended to make significant reductions in the University's own carbon emissions.

12.1.4. **Carbon Targets**

12.1.5. Our carbon targets are included within the University's Carbon Management Plan, and a summary of the three-year targets and performance are outlined below.

Table 1: Carbon Targets and Performance (2015/16 – 2020/21)

	Performance			Targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Gross carbon footprint (tCO2e)	30,598	25,854	22,778	21,907	21,055	19,717

[87] https://www.gov.scot/publications/safe-secure-prosperous-cyber-resilience-strategy-scotland/
[88] https://www.gov.scot/publications/cyber-resilience-strategy-scotland-public-sector-action-plan-2017-18/pages/9/
[89] https://www.st-andrews.ac.uk/environment/importantinfo/sustainabledevelopmentpolicies/
[90] https://www.unpri.org/
[91] http://www.eauc.org.uk/universities_and_colleges_climate_commitment_fo2
[92] https://www.st-andrews.ac.uk/media/estates/SD%20Policy%202012-22.pdf
[93] http://www.st-andrews.ac.uk/environment/importantinfo/sdstrategy/

Table 2: Carbon Performance by Scope (2015/16 – 2017/18)

Greenhouse Gas (GHG) Emissions CO2e tonnes		2015/16	2016/17	2017/18
Scope 1	Fossil fuels: Non-residential (tCO2e)	6,498	4,667	3,243
	Residential (tCO2e)	4,213	3,140	2,445
	Fleet Vehicles (tCO2e)	129	132	127
Scope 2	Non-Residential Electricity Purchased (tCO2e)	8,636	7,616	6,135
	Residential Electricity Purchased (tCO2e)	2,341	2,160	1,709
	Non-Residential Heat Purchased (tCO2e)		295	348
	Residential Heat Purchased (tCO2e)		225	304
Scope 3	Water & Sewerage (tCO2e)	282	319	268
	Waste sent to landfill (tCO2e)	320	411	388
	Waste recycled (tCO2e)	36	41	42
	Non-Residential Electricity Transmission	781	712	523
	Residential Electricity Transmission	212	202	146
	Business Travel (tCO2e)	7,150	5,933	7,104
	Total Scope 1 to 3 Emissions (excl Procurement)	**30,598**	**25,854**	**22,788**

12.1.6. The Scottish Government University Carbon Reduction Fund and Salix funding is being invested in an ambitious £4.9m program of energy demand reduction technologies, being delivered during 2019 via the Non Domestic Energy Efficiency Framework[94] and an Energy Performance contract[95]. Amongst a variety of sub-projects being delivered via the Energy Performance contract, we are using smart and innovative building control and sensor technologies to detect occupancy and manage our energy use better. This will form the initial phase of a broader 'Smart Campus' initiative, which will exploit technology (sensors and controls) to improve energy use and space utilisation and reduce carbon. These initiatives will form part of our developing Estate Strategy.

Notes:

- Key constituencies or representatives across the relevant University functions have been consulted prior to the finalisation of this Outcome Agreement. The University of St Andrews embeds consultation with key stakeholders as a matter of course through all of its governance and committee structures. In addition to this regular engagement, both the Students' Association and the Trade Unions through our local Joint Negotiating Committee were consulted directly on the development of this Outcome Agreement.

[94] https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE
[95] https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE/Energy-Performance-Contracts

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The Scottish Oceans Institute (SOI)

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The Scottish Oceans Institute (SOI) at the University of St Andrews is an interdisciplinary research base combining expertise from the Schools of Biology, Mathematics & Statistics, Geography & Sustainable Development, and Earth & Environmental Sciences. Its new £16.5m building stands on the shores of the North Sea. It forms a key focus for research excellence in marine-related science, building on over 100 years of marine science excellence in St Andrews (*Nature*, 1896).

The SOI hosts the Directorate of the Marine Alliance for Science and Technology for Scotland (MASTS), a pooling initiative of the Scottish Funding Council with £18m funding (2010-2017), and the Sea Mammal Research Unit (SMRU), the largest marine mammal science group in the world. SMRU received the Queen's Anniversary Prize for Higher and Further Education in 2011 in recognition of the world-leading role played by its researchers in furthering our understanding and protection of the Oceans.

SOI is a founding partner in the European Marine Biology Resource Centre (EMBRC), a European Research Infrastructure comprising almost 30 of Europe's leading marine science organisations and the European Molecular Biology Laboratory (EMBL). The SOI marine instrumentation group pioneers developments in acoustic and animal-borne tag technology and provides these marine sensors for the international scientific community.

SOI's research interests range from the deep oceans to the coasts, and from the people who use and interact with the sea to the biological and physical processes that make the oceans function. Its members work in marine ecosystems worldwide from the polar regions to the tropics. Since 2017,[1] SOI has attracted a further £11m in funding from NERC, the European Union, the Ministry of Defence (UK) and the USA Office of Naval Research, as well as a private donation of US$850,000.

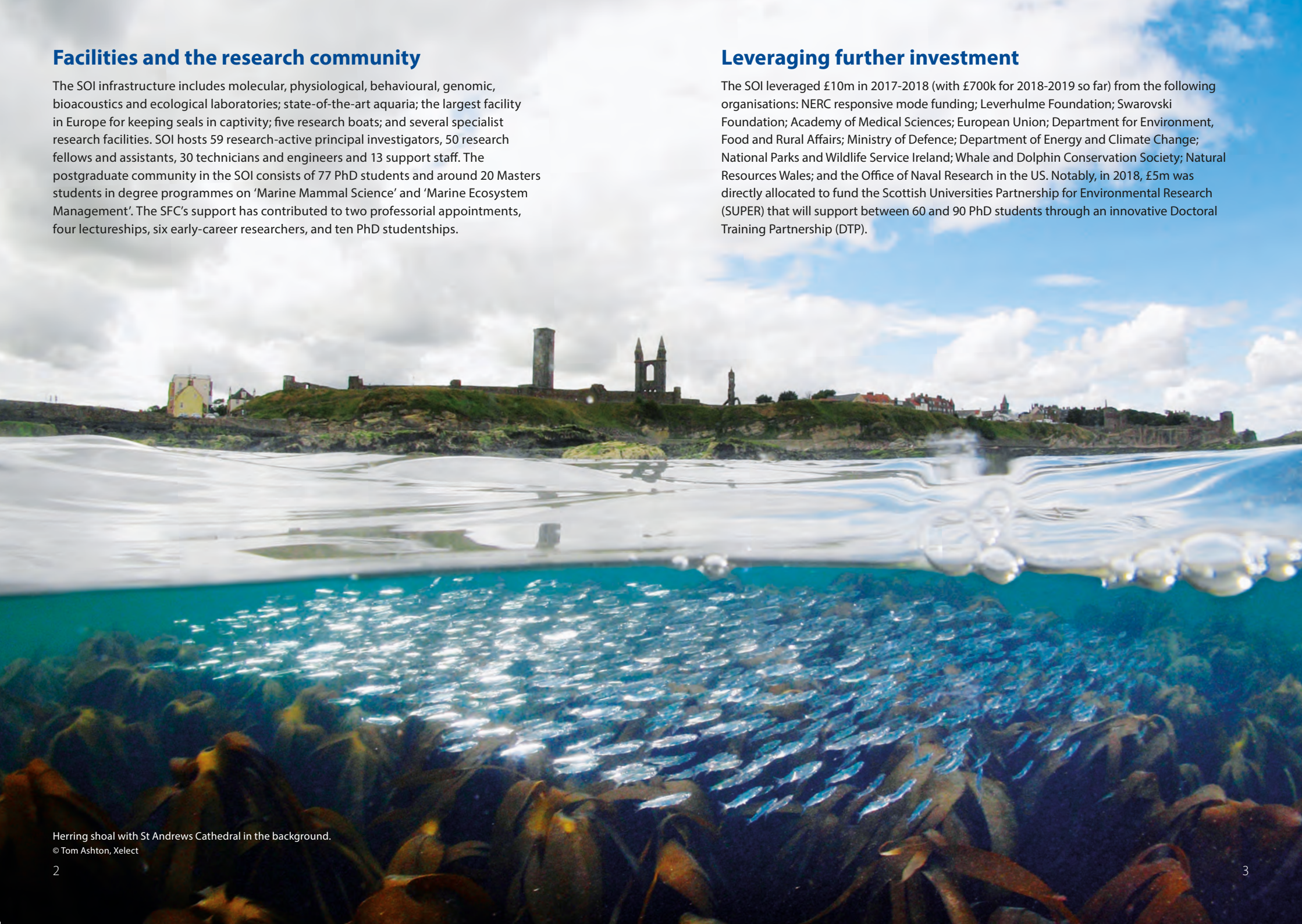
[1] In 2018-2019 the University of St Andrews received REG funding of £17,450,000. This case study describes one example of how REG funding contributed to our strategic support at the University of St Andrews.

Facilities and the research community

The SOI infrastructure includes molecular, physiological, behavioural, genomic, bioacoustics and ecological laboratories; state-of-the-art aquaria; the largest facility in Europe for keeping seals in captivity; five research boats; and several specialist research facilities. SOI hosts 59 research-active principal investigators, 50 research fellows and assistants, 30 technicians and engineers and 13 support staff. The postgraduate community in the SOI consists of 77 PhD students and around 20 Masters students in degree programmes on 'Marine Mammal Science' and 'Marine Ecosystem Management'. The SFC's support has contributed to two professorial appointments, four lectureships, six early-career researchers, and ten PhD studentships.

Leveraging further investment

The SOI leveraged £10m in 2017-2018 (with £700k for 2018-2019 so far) from the following organisations: NERC responsive mode funding; Leverhulme Foundation; Swarovski Foundation; Academy of Medical Sciences; European Union; Department for Environment, Food and Rural Affairs; Ministry of Defence; Department of Energy and Climate Change; National Parks and Wildlife Service Ireland; Whale and Dolphin Conservation Society; Natural Resources Wales; and the Office of Naval Research in the US. Notably, in 2018, £5m was directly allocated to fund the Scottish Universities Partnership for Environmental Research (SUPER) that will support between 60 and 90 PhD students through an innovative Doctoral Training Partnership (DTP).



Herring shoal with St Andrews Cathedral in the background.
© Tom Ashton, Xelect

Impact highlights

The SOI comprises researchers from several disciplines to promote excellence in marine research around general research themes and acts as the conduit through which research at St Andrews continues to contribute towards understanding and managing the future of our oceans. The following are examples of these themes:

Developmental and Evolutionary Genomics

This theme concentrates on understanding the molecular processes that underpin development, physiology and evolution. It includes work on teleost fish and how internal and external factors influence muscle growth and physiology, with direct applications to economically important farmed and wild-caught species.

The SOI also uses marine model species to understand biological processes such as regeneration and embryogenesis, to inform and influence biomedical advances, and to understand the processes involved with the evolution of morphologies and biodiversity.

The research has led to a spinout company, Xelect, which was funded in part from Innovate UK and a Scottish Enterprise SMART award to develop genetic markers for muscle fibre numbers in Atlantic salmon. The company, which employs 12 people, has since developed genetic markers to increase yields in both farmed salmon and tilapia. The financial value of the improved fish is £600 per tonne added for salmon, and £85 per tonne for tilapia. These improvements could add £100m to the value of farmed salmon in Scotland alone. The financial value of improving global production of tilapia for filets would be £76.5m and £609m for salmon filets.

Ecology, Fisheries and Resource management

By customising statistical methods for digital survey devices, SOI can exploit the new kinds of data that these devices generate, to survey previously inaccessible sea life populations and to greatly extend the range of surveys. This provides a stronger evidence base for conservation policy and actions. A recent example is SOI researchers' participation in the EU Life, project SAMBH (Static Acoustic Monitoring of Baltic Harbour porpoise), for which they designed the passive acoustic survey. The results, published in an EU report, led to Sweden proposing the country's largest marine conservation site, Natura 2000, with over one million hectares to protect porpoise populations. Natura 2000, the largest coordinated network of protected areas in the world, stretches over almost 6% of the EU's marine territory, offering a haven to Europe's most valuable and threatened species and habitats.

Global Change and Planetary Evolution

There is ever more pressure on providing solutions for the world's oceans. The SOI is investigating the crucial Earth materials necessary for manufacturing environmentally safe technologies and environmentally responsible exploitation of the marine Earth resources around which these technologies are being developed.

Loud underwater noise is produced by several industries, including the world's navies (where powerful sonar is used to hunt submarines), the oil and gas industry during seismic exploration (where 'air guns' set off mini-explosions underwater to allow mapping of undersea structures), and the marine renewables industry during wind-farm construction. Underwater noise may cause disturbance to marine mammals and other animals, resulting in changes in behaviour that may have chronic long-term consequences. In marine renewables, SOI methods for estimating spatial and temporal patterns of animal exclusion have been recommended to industry by Natural England and Marine Scotland. For the US Navy, SOI methods for estimating behavioural response to sonar were an integral part of the most recent US Navy environmental impact submissions. In addition, SOI work was an important component of the Deepwater Horizon marine mammal natural resources damage assessment.

Sea Mammal Research Unit (SMRU)

SMRU is one of the foremost institutions in the world carrying out research on marine mammals. The mission of SMRU is to carry out fundamental research into the biology and ecology of upper trophic level predators in the oceans and to provide advice to government in the UK and overseas about the management of seal and cetacean populations. For example, research and technology development being carried out at SMRU at St Andrews is providing an understanding of marine mammal interactions with tidal turbines, wind farms and other marine installations, which provides regulators with the evidence base upon which to make informed decisions during the consenting process for such projects. SMRU research is also providing important basic biological information about marine mammal biology, describing and monitoring marine mammal population sizes and identifying threats to these top predators.

Research excellence

World-leading research is at the heart of SOI and drives its excellence and outward-looking ethos. In the period 2017-2018 alone, SOI researchers produced 119 outputs, of which 74 were published with international collaborating institutions. SOI researchers publish in the leading publications, such as *Nature*, *Nature Communications*, *Science*, *Current Biology*, *PLoS Biology*, *PNAS* and the *Proceedings of the Royal Society B*. SOI's commitment to interdisciplinary research is represented by the diverse subject areas within which SOI publishes, for example Environmental Sciences, Physics and Astronomy, Social Sciences, Arts and Humanities, Medicine, Biochemistry and Molecular Science, Genetics, Earth and Planetary Sciences, and Agriculture.

Dolphins in the Tay © Monica Arso

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Produced by Print & Design, University of St Andrews, April 2019.
The University of St Andrews is a charity registered in Scotland, No: SC013532.

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

***** **denotes priority measure**
****** **denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change**

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	25.0%	10%	10%	10%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	7.6%	10.0%	10.0%	11.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	19.8%	15.0%	15.0%	15.0%	
2c: **Additional CoWA target**: proportion of **full-time first degree** SDUEs entrants from the 20% most deprived data zones	7.5%	10.0%	10.0%	11.0%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	5.1%	5.0%	5.0%	5.0%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	41.1%	40.0%	40.0%	40.0%	
Female Proportion	58.9%	60.0%	60.0%	60.0%	
Under 21 Proportion	93.3%	95.0%	95.0%	95.0%	
21 and over Proportion	6.7%	5.0%	5.0%	5.0%	
Proportion – BME	7.7%	7.3%	7.3%	7.3%	
Proportion – Disability	19.2%	15.0%	15.0%	15.0%	
Proportion - Care Experience	0.7%	0.8%	0.8%	0.8%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	96.8%	95.0%	95.0%	95.0%	*
Proportion MD20/40 retained	97.8%	95.0%	95.0%	95.0%	
Proportion of Males retained	96.7%	95.0%	95.0%	95.0%	
Proportion of Females retained	96.7%	95.0%	95.0%	95.0%	
Proportion of Under 21s retained	96.9%	95.0%	95.0%	95.0%	
Proportion of 21 and over retained	88.2%	95.0%	95.0%	95.0%	
Proportion retained – BME	93.3%	95.0%	95.0%	95.0%	
Proportion retained – Disability	94.7%	95.0%	95.0%	95.0%	
Proportion retained - Care Experience	100.0%	95.0%	95.0%	95.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy					
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two					
Proportion retained	96.7%	95.0%	95.0%	95.0%	
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey					
% Satisfaction	94%	90	90	90	*
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses					
Proportion of SDUE to STEM courses	49.0%	49.0%	49.0%	49.0%	
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations					
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A	
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations					
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A	
Scottish government priority: internationally competitive and impactful research					
Measure 10: The number of research postgraduate students					
RPG students	886	885	890	895	
Measure 11: Total income from the UK Research Councils					
RCUK income	£17,495,000	£19,500,000	£20,200,000	£21,000,000	
Measure 12: Total research income from all sources					
Research income	£41,274,000	£41,600,000	£43,100,000	£44,600,000	
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry					
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs					
Innovation Vouchers (IVs)	3	6	7	10	
Follow-on IVs	0	1	2	2	
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance					
Measure 14: Carbon - Gross carbon footprint					
Tonnes CO2e	22,784	21,907.00	21,055.00	19,717.00	

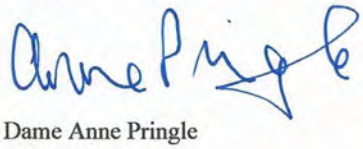
On behalf of the University of St Andrews:

Signed:

Print name: Professor Sally Mapstone

Position: Principal and Vice-Chancellor

Date: 6 August 2019

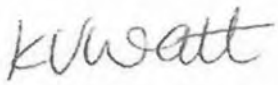
Signed: 

Print name: Dame Anne Pringle

Position: Chair

Date: 6th August 2019

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 2 August 2019

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Exchanges and study abroad opportunities

Region	Country	Partner	Programme	Subject/s
Africa	Morocco	Qalam wa Lawh Center	Undergraduate study abroad (School Abroad)	Arabic
Asia	China	Zhôngguó Rénmín Dàxué	Undergraduate study abroad (School Abroad)	International Relations
Asia	Hong Kong	University of Hong Kong	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Chemistry; Comparative Literature; Computer Science; Economics and Finance; Geography and Sustainable Development; Physics and Astronomy; International Relations
Asia	Japan	Keio University	Undergraduate exchange (School Abroad)	History
Asia	Japan	Waseda University	Undergraduate exchange / PGR exchange (St Andrews Abroad)	Arts, Science
Asia	Singapore	National University of Singapore	Undergraduate exchange (St Andrews Abroad)	Biology; Chemistry; Geography and Sustainable Development; History; International Relations; Physics and Astronomy
Asia	Singapore	National University of Singapore (and Queen's)	Multilateral exchange (undergraduate)	Biology; Geography and Sustainable Development
Europe	Austria	Universität Wien	Undergraduate exchange (School Abroad)	German; Art History
Europe	Belgium	Katholieke Universiteit Leuven	PGR exchange (School Abroad)	Divinity
Europe	Czech Republic	Univerzita Karlova	Undergraduate exchange / PGR exchange (School Abroad)	International Relations
Europe	Denmark	Aarhus Universitet	Undergraduate exchange (School Abroad)	Philosophy
Europe	Denmark	Københavns Universitet	Undergraduate exchange (School Abroad)	Social Anthropology; International Relations
Europe	Finland	Helsingin Yliopisto / Helsingfors Universitet	Undergraduate exchange (School Abroad)	Biology
Europe	France	Ecole Nationale Supérieure de Chimie de Lille	Undergraduate exchange (School Abroad)	Chemistry
Europe	France	Institut d'Études Politiques de Paris	Undergraduate exchange (School Abroad)	French; International Relations

Europe	France	Institut d'Études Politiques, Université de Strasbourg	Undergraduate exchange (School Abroad)	History
Europe	France	Sorbonne Université	Undergraduate exchange (School Abroad)	French; Biology
Europe	France	Université de Perpignan	PGT exchange (School Abroad)	French
Europe	France	Université de Toulouse II - Le Mirail	Undergraduate exchange (School Abroad)	French
Europe	France	L'École du Louvre	PGT summer placements	Art History
Europe	France	Montpellier SupAgro	PGT exchange (School Abroad)	Sustainable Development
Europe	France	Université Paul-Valéry Montpellier III	PGR exchange (School Abroad)	History
Europe	Germany	Eberhard Karls Universität Tübingen	Undergraduate exchange (School Abroad)	International Relations
Europe	Germany	Eberhard Karls Universität Tübingen	PGR exchange (School Abroad)	Divinity
Europe	Germany	Friedrich Schiller Universität Jena	Undergraduate exchange (School Abroad)	Astrophysics
Europe	Germany	Rheinische Friedrich-Wilhelms-Universität Bonn	Undergraduate exchange (School Abroad)	German; History; Chemistry
Europe	Germany	Ruprecht-Karls-Universität Heidelberg	Undergraduate exchange (School Abroad)	Ancient History
Europe	Germany	Ruprecht-Karls-Universität Heidelberg	PGR exchange (School Abroad)	Classics
Europe	Germany	Universität Hamburg	Undergraduate exchange (School Abroad)	International Relations
Europe	Germany	Universität zu Köln	PGR exchange (School Abroad)	History
Europe	Germany	Humboldt Universität	PGR exchange (School Abroad)	Philosophy
Europe	Iceland	Háskóli Íslands	Undergraduate exchange (School Abroad)	International Relations
Europe	Ireland	Trinity College, University of Dublin	Undergraduate exchange (School Abroad)	English; History
Europe	Ireland	Trinity College, University of Dublin	PGR exchange (School Abroad)	History
Europe	Italy	Sapienza Università di Roma	Undergraduate exchange / PGR exchange (School Abroad)	Classics

Europe	Italy	Università Bocconi	Undergraduate exchange (School Abroad)	Economics and Finance; Management
Europe	Italy	Università Ca' Foscari Venezia	Undergraduate exchange (School Abroad)	Arabic; Italian
Europe	Italy	Università Ca' Foscari Venezia	PGR exchange (School Abroad)	Italian
Europe	Italy	Università degli Studi di Padova	Undergraduate exchange (School Abroad)	Art History; Italian
Europe	Italy	Università degli Studi di Torino	Undergraduate exchange (School Abroad)	Italian
Europe	Italy	Università degli Studi di Verona	Undergraduate exchange (School Abroad)	Italian
Europe	Italy	European University Institute	PGR exchange (School Abroad)	History
Europe	Italy	Università degli Studi di Milano	PGR exchange (School Abroad)	History
Europe	Italy	Università degli Studi Roma Tre	PGR exchange (School Abroad)	History
Europe	Italy	Università degli Studi de Siena	PGR exchange (School Abroad)	History
Europe	Malta	University of Malta	Undergraduate exchange / PGR exchange (School Abroad)	History
Europe	Netherlands	Universiteit Leiden	Undergraduate exchange (School Abroad)	Art History; Classics; Divinity; History
Europe	Netherlands	Universiteit Leiden	PGR exchange (School Abroad)	Art History; History
Europe	Netherlands	Vrije Universiteit (VU) Amsterdam	Undergraduate exchange / PGR exchange (School Abroad)	Divinity
Europe	Netherlands	Universiteit Utrecht	PGR exchange (School Abroad)	History
Europe	Netherlands	Rijksuniversiteit Groningen	PGR exchange (School Abroad)	Philosophy
Europe	Norway	Universitetet i Bergen	Undergraduate exchange / PGR exchange (School Abroad)	Geography and Sustainable Development
Europe	Norway	Universitetet i Oslo	Undergraduate exchange / PGR exchange (School Abroad)	History
Europe	Poland	Uniwersytet Wrocławski	Undergraduate exchange (School Abroad)	International Relations

Europe	Russia	Russian Language Undergraduate Studies Ltd‡	Undergraduate exchange (School Abroad)	Russian
Europe	Spain	Universidad de Alcalá	Undergraduate exchange (School Abroad)	Spanish
Europe	Spain	Universidad de Granada	Undergraduate exchange (School Abroad)	Spanish
Europe	Spain	Universidad de Valladolid	Undergraduate exchange (School Abroad)	Spanish
Europe	Spain	Universidade de Santiago de Compostela	Undergraduate exchange (School Abroad)	Spanish
Europe	Spain	Universitat Pompeu Fabra	Undergraduate exchange (School Abroad)	Spanish
Europe	Sweden	Lunds Universitet	Undergraduate exchange (School Abroad)	International Relations
Europe	Sweden	Universitet Stockholms	Undergraduate exchange (School Abroad)	Social Anthropology
Europe	Switzerland	Universität Freiburg / Université de Fribourg	PGR exchange (School Abroad)	Philosophy
Europe	Switzerland	Université de Lausanne	Undergraduate exchange / PGR exchange (School Abroad)	Art History
Europe	Switzerland	University of Zurich	PGR exchange (School Abroad)	Divinity
Middle East	Jordan	Qasid Arabic Institute	Undergraduate study abroad (School Abroad)	Arabic
Middle East	Qatar	Qatar University	Undergraduate study abroad (School Abroad)	Arabic
North America	Canada	Queen's University	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Chemistry; Classics; Comparative Literature; Computer Science; Earth and Environmental Sciences; Economics and Finance; English; French; Geography and Sustainable Development; History; International Relations; Italian; Mathematics and Statistics; Neuroscience; Physics and Astronomy; Philosophy; Psychology
North America	Canada	Queen's University (with National University of Singapore)	Multilateral exchange (undergraduate)	Biology; Geography and Sustainable Development

North America	Canada	University of Toronto	Undergraduate exchange (St Andrews Abroad)	Arabic; Art History; Biology; Chemistry; Classics; Comparative Literature; Divinity; Earth and Environmental Sciences; Economics and Finance; English; Film Studies; French; German; Geography and Sustainable Development; History; International Relations; Italian; Neuroscience; Persian; Physics and Astronomy; Philosophy; Psychology; Russian; Social Anthropology; Spanish
North America	Canada	Western University	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Chemistry; Classics; Comparative Literature; Computer Science; Earth and Environmental Sciences; Economics and Finance; English; French; Geography and Sustainable Development; History; International Relations; Management; Mathematics and Statistics; Neuroscience; Physics and Astronomy; Philosophy; Psychology; Spanish
North America	Canada	University of British Columbia	Undergraduate exchange (School Abroad)	Biology
North America	USA	College of William and Mary	Undergraduate exchange (St Andrews Abroad)	Arabic; Art History; Biology; Classics; Earth and Environmental Sciences; Economics and Finance; English; Film Studies; French; German; History; International Relations; Italian; Management; Mathematics and Statistics; Neuroscience; Physics and Astronomy; Philosophy; Psychology; Social Anthropology; Spanish
North America	USA	Purdue University	Undergraduate exchange (St Andrews Abroad)	Biology; Chemistry; Classics; Computer Science; Economics and Finance; English; History; International Relations; Management; Mathematics and Statistics; Neuroscience; Physics and Astronomy; Philosophy; Psychology

North America	USA	University of California	Undergraduate exchange (St Andrews Abroad)	Arabic; Art History; Biology; Classics; Comparative Literature; Divinity; Earth and Environmental Sciences; Economics and Finance; English; Film Studies; French; German; Geography and Sustainable Development; History; International Relations; Italian; Management; Mathematics and Statistics; Neuroscience; Persian; Physics and Astronomy; Philosophy; Psychology; Russian; Social Anthropology; Spanish
North America	USA	University of North Carolina at Chapel Hill	Undergraduate exchange (St Andrews Abroad)	Biology; Chemistry; Classics; Comparative Literature; English; Film Studies; Geography and Sustainable Development; History; International Relations; Mathematics and Statistics; Philosophy
North America	USA	University of Pennsylvania	Undergraduate exchange (St Andrews Abroad)	Arabic; Art History; Biology; Chemistry; Classics; Divinity; Economics and Finance; English; Film Studies; French; German; History; International Relations; Mathematics and Statistics; Neuroscience; Persian; Physics and Astronomy; Philosophy; Psychology; Spanish
North America	USA	University of Richmond	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Classics; Econimics and Finance; English; French; History; International Relations; Management
North America	USA	University of Virginia	Undergraduate exchange (St Andrews Abroad)	Arabic; Art History; Biology; Classics; Computer Science; Divinity; Economics and Finance; English; Film Studies; German; History; International Relations; Mathematics and Statistics; Persian; Physics and Astronomy; Philosophy; Russian; Social Anthropology; Spanish
North America	USA	Washington College	Undergraduate exchange (St Andrews Abroad)	Econimics and Finance; English; History; International Relations; Management; Neuroscience; Psychology
North America	USA	Georgetown University	PGT exchange (School Abroad)	International Relations
Oceania	Australia	James Cook University	Undergraduate exchange (St Andrews Abroad)	Biology

Oceania	Australia	Macquarie University	Undergraduate exchange (St Andrews Abroad)	Biology; Chemistry; Classics; Computer Science; Earth and Environmental Sciences; Economics and Finance; English; History; Italian; Neuroscience; Physics and Astronomy
Oceania	Australia	University of Melbourne	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Chemistry; Classics; Computer Science; Earth and Environmental Sciences; Economics and Finance; English; Geography and Sustainable Development; History; International Relations; Management; Neuroscience; Physics and Astronomy; Psychology
Oceania	New Zealand	University of Auckland	Undergraduate exchange (St Andrews Abroad)	Art History; Biology; Chemistry; Classics; Comparative Literature; Computer Science; Earth and Environmental Sciences; Economics and Finance; English; Geography and Sustainable Development; History; International Relations; Management; Mathematics and Statistics; Philosophy; Social Anthropology
South America	Uruguay	Universidad de Montevideo	Undergraduate exchange (School Abroad)	Spanish

University of St Andrews

Key Contacts

Principal's Office

Principal & Vice-Chancellor	Professor Sally Mapstone
Deputy Principal & Master of the United College	Professor Lorna Milne
Vice-Principal (Research & Innovation)	Professor Tom Brown
Quaestor & Factor	Mr Derek Watson
Vice-Principal (Governance)	Mr Alistair Merrill
Vice-Principal Education (Proctor)	Professor Clare Peddie
Vice-Principal (International Strategy & External Relations)	Professor Brad MacKay
Vice-Principal (Collections, Music & Digital Content)	Dr Katie Stevenson
Assistant Vice-Principal (Provost & Director of the Graduate School for Interdisciplinary Studies)	Dr Monique MacKenzie
Assistant Vice-Principal (Diversity)	Professor Ruth Woodfield

Deans

Dean of Arts & Divinity	Professor Frank Lorenz Müller
Dean of Medicine	Professor David Crossman
Acting Dean of Science	Dr Jonathan Issberner
Acting Dean of Science	Dr Graham Kirby

Associate Deans

Students (Arts & Divinity)	Dr Stephen Tyre
Students (Science)	Dr Morven Shearer
Education (Arts & Divinity)	Dr Ian Smith
Education (Science)	Dr Lucy Hadfield

Pro Deans

Curriculum (Arts & Divinity)	Dr David Evans
Curriculum (Science)	Dr Sharon Leahy
Taught Postgraduate & Research Postgraduate	Professor Sibylle Scheipers

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Biology	Professor Frank Gunn-Moore
Chemistry	Professor Russell Morris
Classics	Professor Rebecca Sweetman
Computer Science	Professor Simon Dobson
Divinity	Dr Stephen Holmes
Earth and Environmental Sciences	Professor Tony Prave

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History	Professor Simon MacLean
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Medicine	Professor David Crossman
Modern Languages	Professor Sean Allan
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Physics and Astronomy	Professor Ian Bonnell
Psychology and Neuroscience	Professor Gareth Miles

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Art History	Dr Laura Moretti
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Chemistry	Professor Philip Lightfoot
Classics	Dr Ralph Anderson
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Film Studies	Dr Lucy Donaldson
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Graduate School	Dr Emma Bond
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International Relations	Dr William Vleck
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Mathematics and Statistics	Dr Antonia Wilmot-Smith
Medicine	Dr Alun Hughes
Modern Languages	Dr Claire Whitehead
Philosophy	Dr Walter Pedriali
Physics and Astronomy	Dr Bruce Sinclair
Psychology and Neuroscience	Dr Mike Oram

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Business Transformation	Mr Finlay Miller
Byre Theatre	Ms Jessica Richards and Ms Kally Lloyd-Jones
Centre for Educational Enhancement and Development	Ms Catriona Wilson
Careers Centre	Dr Lorna Dargan
Chaplaincy	Rev Dr Donald MacEwan
Corporate Communications	Mr Niall Scott

Development	Mr Robert Fleming
Environmental, Health & Safety Services	Mr Hugh Graham
Estates	Mr Mark Simpson
Finance	Mr Andy Goor
Global Office	Ms Samantha Lister
Human Resources	Ms Mairi Stewart
IT Services	Mr Steve Watt
Library	Mr John MacColl
Museums and Collections	Ms Jessica Burdge
Laidlaw Music Centre	Dr Michael Downes
Planning	Mrs Laura Knox
Procurement	Mr Adrian Wood
Registry	Mrs Marie-Noël Earley
Research and Innovation Services	Dr Helen Reddy
Residential and Business Services	Mr Ben Stuart
Department of Sport and Exercise	Mr Stephen Stewart
Student Services	Ms Ailsa Ritchie

Student Sabbatical Officers

Association President	Jamie Rodney
Director of Events and Services	Mika Schmeling
Director of Education	Amy Bretherton
Director of Wellbeing	Flora Smith
Director of Student Development and Activities	Shaina Sullivan

Postgraduate Convenor	Vacant

Faculty Presidents

Arts and Divinity	Sophia Rommel
Science & Medicine	Dennis Goodtzov

School Presidents

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Biology	Morganne Wilbourne
Chemistry	Charlotte Crowe
Classics	Joel Moore
Computer Science	Seamus Bonner
Divinity	Anna Haynes
Earth & Environmental Sciences	Lot Koopmans
Economics & Finance	Valeriya Ryabchina
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Film Studies	Elisa Roithmann
Geography & Sustainable Development	Rhiannon Potts
Graduate School	Eva Scheiwe
History	Madeline DeFillippis
International Education Institute	tbc

International Relations	Joe Horsnell
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Modern Languages	Olle Mjengwa
Music	Ross McArthur & Iona Baillie
Philosophy	Kyle Van Oosterum
Physics and Astronomy	Amy Gallacher
Psychology & Neuroscience	Natalia Zdorovtsova
Social Anthropology	Katie Walker

University of St Andrews

Learning and Teaching Committee

ANNUAL SUMMARY OF THEMES ARISING FROM QUALITY MONITORING PROCESSES

1. Introduction

1.1 This paper outlines key themes arising from some of the quality monitoring processes undertaken in academic year 2018/19.

2. Action requested

2.1 Learning and Teaching Committee is asked to note the report.

3. Further information

3.1 Further information is available from the author.

Author

Nicola Milton
Head of Education Policy and Quality

11 December 2019

University of St Andrews

Learning and Teaching Committee

ANNUAL SUMMARY OF THEMES ARISING FROM QUALITY MONITORING PROCESSES

1. Introduction

1.1. This paper provides a summary of themes and feedback from some of the University's quality monitoring processes (Annual Academic Monitoring, University-led Reviews of Learning and Teaching, and External Examiner reports) for academic year 2018/19.

2. University-Led Reviews of Learning and Teaching

2.1 In 2018/19 University-Led Reviews of Learning and Teaching were undertaken for the Schools of Computer Science, Geography and Sustainable Development, Management, and Physics and Astronomy.

2.2 Common commendations

- Excellent NSS scores reflecting a strong sense of student satisfaction with teaching quality.
- Excellent sense of community between staff and students with staff being approachable, welcoming and supportive.
- Commitment to the diversity and equality agenda as evidenced by Athena SWAN awards and local practices within Schools.
- Commitment to student representation and feedback not just through the formal student staff consultative committees but through other means such as mid semester questionnaires and exit interviews.
- Links with industry through provision of placements.
- Dedicated and enthusiastic members of academic and administrative staff.

2.3 Common recommendations

- Review the arrangements for recruiting research postgraduate tutors; the consistency in tutor marking and feedback; and ensure that research postgraduate students are clearly signposted to key University policies and handbooks.
- Consider the introduction of School Wellbeing Officers.
- Review the current arrangements for giving assessment feedback in light of increased student numbers.
- Ensure new academic staff are aware of conditions and duration of probation.

2.4 The commendations stated have, in the main, been common to our reviews for a number of years now, with the recommendations above being in our plan of work at an institutional and School level.

3. External Examiner Reports

3.1 A number of common themes were identified from External Examiner reports for academic year 2018/19.

3.2 Range of Modules, New Courses and Diversity of Assessment
Many External Examiners commended the range of modules, new course innovations, and the diversity of assessments within modules. Examples of

innovative assessments included written and video blog posts, logbooks, mock grant applications, producing an online tutorial, critical reviews and presentations among many others.

3.3 Feedback

In response to a question on the assessment process, External Examiners regularly commented on the detail and quality of feedback provided to students. Schools were frequently praised for feedback which was described by a range of desirable adjectives such as comprehensive, commendable, rigorous and exemplary. It is notable that Schools use a healthy variety of mechanisms to feedback to students including marking proformas, feedback sheets, marking grids as well as individual detailed comments on pieces of assessment. Only very occasionally did Externals query consistency in the extent of feedback or the consistency in assessment processes across modules within Schools.

3.4 Academic Standards and Module Grade Distributions

Grade related comments were typically included in the Academic Standards section of the report, particularly in response to the questions: *Is the University maintaining appropriate academic standards set for its awards?* or *Are the academic standards and achievements of students comparable with those in other HEIs of which you have experience?* Externals consistently noted that our standards are either equal to or better than the highest they have seen. Except for a couple of Schools (Physics and Mathematics & Statistics), there were very few comments from External Examiners regarding grade distributions at the module level, possibly because there is no specific field or question in the report that directs them to do so. In a few cases, Externals did reflect on grade distributions at the programme level in terms of the pattern of degree classifications. Some Externals also encouraged greater use of the top end of the marking scale.

3.5 Extent of External Examiners' Comments and School Responses

Most External Examiners gave very thorough and detailed feedback on the standards, processes and procedures they have reviewed. In only a small minority of cases either little feedback was provided or only very generic commentary. The level of detail included in the School responses to the Externals' comments also differed across Schools. The overwhelming majority responded by explicitly addressing concerns or gave specific actions to be taken forward based on recommendations. There was, however, a very small minority of Schools who offered no comments or provided only cursory responses or vague promises to address concerns raised by an External Examiner.

3.6 Skill Development /Skills Audit

It was noted that, in the Science Schools in particular, External Examiners were extremely complimentary about how students developed the skills needed to successfully complete their final year project/dissertation. The Level 3 GG3201 Research Design and Methodology module and Level 4 Chemistry CH4431 (Scientific Writing) and Research Skills Lab CH4421 were cited as being excellent and innovative training modules for students. The School of Psychology & Neuroscience was also highly commended for the developing core skills at sub-honours in preparation for honours study. External Examiners felt that, for some Schools, the investment in training prior to the final year project is a worthwhile investment that is evidenced by a *"excellent"* and *"outstanding"* project work.

3.7 On occasion, additional comments from the External Examiners were only indirectly related to the examining process. Comments on University policies and the academic calendar or requests for resources seemed to go beyond the remit of the External and partly reflected the concerns of the School.

4. Annual Academic Monitoring

4.1 A number of themes arose from the 2018/19 annual academic monitoring forms and dialogues.

4.2 Workload
Several Schools expressed concerns about the levels of staff workload and related worries about stress and wellbeing. While this would be considered within the University's wider wellbeing and mental health strategy, Schools were asked to contact the Deans with suggestions about reducing the number and/or scope of duties that are not mission-critical, and also consider if their workload allocation systems are fair and effective in distributing work equitably and sustainably.

4.3 Coursework Specifications and Marking Criteria
Several Schools raised questions relating to managing student expectations of increasingly prescriptive coursework specifications and marking criteria. There was concern that this could impede students in getting the most learning benefit from coursework, and limit experimentation with innovative types of assessment. Much of these fears are rooted in student unfamiliarity with new methods of assessment, something which can, in part, be allayed with the use of formative assessment and formative peer marking.

4.4 PGR Tutor Pay
The issue of tutor pay was mentioned several times – especially of the fair application of the agreed tutor pay policy. Schools were encouraged to apply the tutor pay policy consistently and transparently, and to take any issues around School budgets to the Strategic Planning meetings.

4.5 Space
There is a continuing problem of insufficient space – office space, teaching spaces (both labs and seminar/lecture rooms). Action on this issue is dependent on the completion of several building projects (BMS, Younger Hall, Butts Wynd, Music Centre, the freeing up of St Kats West, beyond that Madras and a reconfiguration /refurbishment of buildings on the North Haugh). Schools were encouraged bring particular pinch points and especially disability access-related issues to the attention of the Deans so that solutions could be implemented wherever possible.

4.6 Mental Health and Wellbeing
Many Schools commented on growing demands on wellbeing support provided within Schools and by Student Services. Since last year, additional occupational health staff resource has been put in place. Student Services have recruited a clinical supervisor, with whom School staff will be able to discuss individual cases and reflect on practice. More University staff have trained with the Mental Health Toolkit (now over 700 staff in total), and Schools are encouraged to contact Student Services to arrange this training for School staff. Student Services have been given additional resource in the areas of Counselling, Mental Health and Wellbeing, as well as Disability and Money Advising. Student Services staff have delivered brief wellbeing tutorials to particular classes on request and will continue to develop material for such sessions.

Author
Nicola Milton
Head of Education Policy and Quality
11 December 2019