

**OFFICE OF STUDENT AFFAIRS
STUDENT AFFAIRS MEDIA TEAM**

**THE STUDENT SATISFACTION SURVEY
REPORT FOR 2003 - 2004**
the Student Experience of the University of Greenwich

AN EXECUTIVE SUMMARY



The 2004 Student Satisfaction report on the Student Experience of the University of Greenwich, an Executive Summary

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SUMMARY OF COMMENDATIONS AND PRIORITY AREAS FOR ACTION arising from the 2003-2004 SURVEY

In the present report items that students consider are very important and are satisfied or very satisfied with easily outnumber those where students report concerns. These satisfactory and very satisfactory findings are to be commended and will be summarised in tabular form below.

The Student Satisfaction approach integrates student views into management strategic decision-making by identifying clear areas for action. Those areas where students have responded that an item is very important but that the item is unsatisfactory or very unsatisfactory are areas for management intervention and where priority action is indicated. These too will be summarised below.

The Student Satisfaction approach provides indicative information about areas for action. It does not provide absolute proof. While it is incumbent on the appropriate managers to address concerns raised by students and propose action, proposed action may need to be informed by local evidence. The results of local level feedback can be integrated with the issues raised by the Student Satisfaction report and action then taken.

There were 188 Satisfaction & Importance items rated by 50% of students on the Avery Hill, Greenwich and Medway campuses. These items were grouped into 12 action categories. Table 1 details the number of items for each category with the number of commendation and priority action items

Table 4, 5 & 6 summarises the campus level commendations while Table 2 & 3, looking at Learning Facilitation items, summarises the School level data. The full report, which follows this section, should be referred to for more detailed analysis.

TABLE 1 SATISFACTION & IMPORTANCE ITEMS BY ACTION AREA WITH COMMENDATIONS & ACTION ITEMS BY CAMPUS

Category	N of Satisfaction & Importance Items	N of Commendation Items			N of Priority Action Items		
		A.H.	G.M.	Med.	A.H.	G.M.	Med.
Learning Facilitation:							
Teaching Staff	10	7	4	7	0	0	0
Prog. Organisation	18	6	5	7	1	0	0
Teaching & Learning Methods	28	15	8	16	0	1	1
Personal Tutoring	7	3	3	2	0	0	0
Assessment & Workload	9	1	0	0	0	1	0
Admin. Facilities							
Computing labs.	20	11	7	13	0	2	1
Student Affairs – Academic Services	22	9	8	8	0	0	0
Pastoral & Guidance	26	8	5	6	0	0	0
Refectories	16	4	3	7	0	0	0
Accommodation	15	4	1	3	3	2	4
Aspects of Student Costs	10	0	0	1	0	4	0
Self Development	7	7	6	6	0	0	0
TOTAL	188	75	50	76	4	10	6

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COMMENDATIONS:

TABLE 2 COMMENDATIONS FOR EXCELLENT STANDARDS IN LEARNING FACILITATION BY SCHOOL

	ARCH	EDU (AH)	HEAL	BUS	CMS	(GM) EDU	HUM	ENG	MES
Availability						A			
Enthusiasm	A	A	A			A	A		A
Amount of time spent talking to staff						A			
Approachability	A	A	A		A	A	A		A
Extent of sympathy and support			A			A	A		A
Treat students as mature individuals	A	A	A	A	A	A	A	A	A
Encourage effective learning		A	A			A	A		A
Punctuality	A	A	A	A	A	A	A	A	A
Reliability	A	A	A	A	A	A	A	A	A
Academic understanding of subject	A	A	A	A	A	A	A	A	A
Knowing what to expect from course/tutors			A			A			
Knowing what is expected of you			A		A	A	A		
Amount of curriculum/syllabus info			A		A	A			
Accessibility of info. about course			A		A	A			
Prior notification re course changes						A			
Ease of receiving messages/info					A	A			
Helpfulness of School office staff		A	A		A	A	A	A	A
Efficiency of School office staff		A	A		A	A		A	A
The length of your programme	A	A	A	A	A	A	A	A	
Way timetable is spread over day/week					A	A	A	A	A
Range of syllabus topics		A	A	A	A	A	A		A
Flexibility in option/elective choice						A			A
Logical progression of work through course		A	A		A	A	A		A
Amount of study periods		A				A	A	A	A
Waiting time between classes							A		
Recognition of commitments outside of UofG						A			
Amount of taught group sessions on course		A	A			A	A		A
The length of taught group sessions		A	A			A	A		A
The pace of teaching in sessions		A	A			A			A
The clarity of teaching in sessions		A	A			A			A
The content of taught group sessions		A	A			A	A		A
The use of OHP/Powerpoint by teaching staff			A	A	A			A	A
The usefulness of handouts		A	A	A	A	A	A	A	A
The availability of handouts		A	A		A	A	A	A	A
The amount of notetaking required		A	A		A	A	A		A
The amount of passive listening		A	A			A	A		A
The opportunity to work in groups		A	A			A		A	
Opportunities for discussion within	A	A	A	A		A	A		A
Size of taught groups		A	A			A	A		A
Amount of individual teaching						A			
The amount of practical sessions						A			A
The usefulness of practical sessions		A	A		A	A			A
Helpfulness of technical and support staff			A		A	A		A	A
Availability of equipment			A			A			
Maintenance level of equipment			A		A	A			A
Amount of additional required on your					A	A	A		A
Amount of project work you do on	A	A	A		A	A		A	A
The usefulness of doing project work	A	A	A	A	A	A	A	A	A
The suitability of placements		A				A			
Assessment of placements		A				A			
Amount of visits/trips on your prog						A			
The usefulness of visits/trips on your prog						A			A
TOTAL number of commendations	10	30	36	10	25	50	27	16	35

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Students from Schools on the Greenwich campus with four Schools made a total of 112 commendations; Avery Hill based students where there are three Schools commended 76 items and students from the two Schools on the Medway campus made 51 commendations.

There exist clear differences between schools in the number of commendations given by students of these schools with students from the School of Architecture and Construction and the School of Business giving ten commendations and students from the Greenwich based Education & Training making 50 commendations (Table 2 above). Similarly there are differences seen when students commend other academic facilities (Personal Tutoring and Assessment & Workload) with Business students commending no items and Education & Training students on the Greenwich campus commending fourteen items (Table 3 below)

TABLE 3 COMMENDATIONS FOR EXCELLENT STANDARDS IN OTHER ACADEMIC FACILITIES BY SCHOOL

	ARCH	EDU (AH)	HEAL	BUS	CMS	EDU (GM)	HUM	ENG	MES
Availability of Personal Tutor			A			A	A		
Approachability of Personal tutor	A	A	A		A	A	A		A
Ease of being contacted			A		A	A	A		
Usefulness of personal tutorials	A	A	A			A	A	A	A
The extent to which the P.T. helps			A			A	A		
The extent your PT monitors your progress			A			A			
The extent your PT helps with personal problems			A			A	A		
Balance between coursework & exams	A	A	A			A			A
Time-tabling of assignments						A			
Flexibility of dates for handing in assignments									
Clarity of info. re assessment criteria						A			
Consistency of application of these criteria						A			A
Usefulness of feedback						A	A		
Promptness of feedback						A			
Appeals procedure for assessment marks									
Timetabling of exams						A			A
Total number of commendations	3	3	8	0	2	14	7	1	5

- Medway students commended thirteen items relating to computing labs while students on the Avery Hill campus commended eleven and Greenwich campus students commended only seven. (Table 4 below)
- Student Affairs Academic Services were commended for excellent standards in very similar amounts items, suggesting a commonality of practice across campuses, when Avery Hill students commended nine items and Greenwich and Medway students both commended eight items. Overall, thirteen items were commended.
- Eleven items were commended for excellent standards concerning the Pastoral and Guidance Services of Student Affairs. Of these eight were commended by Avery Hill students, six by Medway students and five by Greenwich based students.
- Although eight items were commended for their excellent standards for refectories, we can see clear differences between the experience of students on different campuses. Where Medway students commend all eight of the items Avery Hill students commend only four and Greenwich students even less with three items commended.
- When we look at accommodation services we can see that, overall, five items were commended for their excellence and four of these by students from the Avery Hill campus, three by students from the Medway campus and only one by students from the Greenwich campus.

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TABLE 4 COMMENDATIONS FOR ADMINISTRATIVE FACILITIES BY CAMPUS

	Avery Hill	Greenwich	Medway
Computing Facilities			
1 Opening hours of computer rooms	A	A	A
2 Availability of computers	A		A
3 Ease of accessing a computer	A		A
4 Up-to-dateness of computers	A	A	A
5 Up-to-dateness of software	A	A	A
6 Relevance of software to your programme	A	A	A
9 Helpfulness of support staff/technicians			A
10 Availability of support staff/technicians			A
11 Maintenance level of computers	A		A
12 Availability of printers	A		A
13 Quality of printing	A	A	A
14 Maintenance of printers	A	A	A
19 Availability of internet/E-mail	A	A	A
Student Affairs – Academic Services			
2 University course info	A	A	
3 Timetable & rooming info			A
8 Access, loan & expenses collection			A
9 Coursework hand-in/receipt forms	A	A	A
10 Letters relating to student matters	A	A	A
11 Supply of forms for changes of personal details	A	A	A
13 Supply of forms for extenuating circumstances	A	A	A
15 Advice on fees & finance matters			A
16 Advice on procedures for viewing assessment results/student files		A	
18 Helpfulness of staff	A	A	A
19 Accessibility Services	A	A	
21 Efficiency of staff	A		
22 Adequacy of opening hours	A		
Student Affairs – Pastoral & Guidance Services			
2 Helpfulness of Pastoral reception staff	A	A	A
5 Comprehensiveness of guidance info.	A		
6 Helpfulness of Careers staff	A		
9 Usefulness of Counselling			A
10 Supportiveness of Counsellors	A	A	
11 Approachability of Counsellors	A	A	A
17 Supportiveness of healthcare staff	A		
18 Availability of financial advice	A		A
19 Usefulness of financial advice	A		A
22 Location of JobShop service		A	
23 Usefulness of JobShop service		A	A
Refectories			
1 Accessibility of your refectory	A	A	A
9 Helpfulness of staff	A	A	A
10 Speed of service			A
11 Cleanliness	A	A	A
12 Comfort			A
14 Availability of seats			A
15 Availability of vending machines			A
16 Adequacy of no- smoking arrangements	A		A
Accommodation			
1 Location of accommodation	A	A	A
3 Overall comfort of your accom.	A		
6 Security	A		A
9 Availability of U of G accommodation	A		
13 Helpfulness of halls office staff			A
Total number of commendations	36	24	38

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Only one item was commended as excellent concerning student costs and expenses and this was University car parking and that by students on the Medway campus (Table 5)

TABLE 5 COMMENDATIONS FOR EXCELLENT STANDARDS CONCERNING STUDENT FINANCES BY CAMPUS

	Avery Hill	Greenwich	Medway
University car parks			A

While students from the Avery Hill campus commended all seven areas for the excellent standards in opportunities for self development only one area was not commended by students from the Greenwich and Medway campuses and that was the opportunity to develop their creative skills. (Table 6)

TABLE 6 COMMENDATIONS FOR EXCELLENT STANDARDS IN OPPORTUNITIES FOR SELF-DEVELOPMENT BY CAMPUS

	Avery Hill	Greenwich	Medway
1 Develop a broader understanding of your subject	A	A	A
2 Discuss ideas with others	A	A	A
3 Explore other viewpoints	A	A	A
4 Increase self- confidence	A	A	A
5 Enhance self-awareness	A	A	A
6 Develop your practical skills	A	A	A
7 Develop your creative skills	A		
Total number of commendations	7	6	6

PRIORITY AREAS FOR ACTION:

Maritime Greenwich Campus Schools lead the way with the highest number of Priority Action Areas with students saying that nine areas needed priority action taken. Student on the Avery Hill and Medway campuses felt similarly about four and 6 areas respectively (Table 7). The Schools of Education & Training AH and Medway Sciences, with no priority action areas had the least areas identified by students as needing urgent action take to improve while the School of Engineering (6 items) and the School of Business (5 items) had most areas with ten items identified as requiring priority action.

TABLE 7 PRIORITY AREAS FOR ACTION BY CAMPUS & SCHOOL

	AVERY HILL			GREENWICH				MEDWAY	
	ARCH	EDU(AH)	HEAL	BUS	CMS	EDU(GM)	HUM	ENG	MES
PROGRAMME ORGANISATION									
Prior notification re course changes	D								
TEACHING & LEARNING METHODS									
Amount of individual teaching				D					
Amount of visits/trips on your prog								D	
ASSESSMENT AND WORKLOAD									
Promptness of feedback				D					
ASPECTS OF COMPUTING FACILITIES									
Availability of computers				D					
Cost of printing								D	
Noise levels					D				
ASPECTS OF ACCOMMODATION									
Cost	D		D	D				E	
Value for money			D					D	
Availability of Uof G accom.								D	
Effectiveness of response to complaints						D			
Sharing accommodation								D	
FINANCIAL CIRCUMSTANCES									
University car parks				E	E	E	E		
Total Priority Action Areas	2	0	2	5	2	2	1	6	0

Urgent (E) and Priority (D) action areas are, however, not the only areas which require action. As will be seen throughout the report a grid value indicating a 'C' implies that an area should be targeted for future improvement. These areas will be of major focus in moving ratings to a satisfactory outcome and will be focussed on by the Learning & Quality Office as part of the reporting and action process of the Student Satisfaction Report.

STUDENTS' OVERALL EVALUATION

TABLE 8 EVALUATION OF ASPECTS OF UNIVERSITY OF GREENWICH EDUCATIONAL EXPERIENCE BY CAMPUS & OVERALL

Item	Campus base						Overall	
	Avery Hill		Greenwich		Medway			
	Mean %	n	Mean %	n	Mean %	n	Mean %	n
U of G as a whole	74.78	740	70.31	874	69.14	183	72.03	1797
Your School	73.94	737	75.59	876	73.95	184	74.75	1797
U of G Management	63.87	711	63.65	860	63.73	181	63.75	1752
Your Programme	73.82	735	72.95	875	78.82	184	73.91	1794
Your Campus	69.75	720	76.78	869	63.29	182	72.54	1771
Your Career Prospects	75.29	705	68.27	857	75.04	182	71.81	1744

Students were asked to provide an overall rating of the University, its management and their campus, school and programme (Table 8). Students could provide a rating on any of these items, ranging from 0% to 100%. Students from the Medway Campus rate their Programme highest (78.82%) while students studying on the Greenwich Maritime Campus rate their campus highest (76.78%) and students on the Avery Hill campus their career prospects highest (75.29%). University of Greenwich Management is rated lowest by students on the Avery Hill and Greenwich campuses (63.87% and 63.65% respectively) with Medway students rating their campus lowest (63.29%).

TABLE 9 EVALUATION OF ASPECTS OF UNIVERSITY OF GREENWICH EDUCATIONAL EXPERIENCE BY SCHOOL

School		U of G as a whole	Your School	U of G Manage.	Your Programme	Your Campus	Career Prospects
Architecture & Constr.	Mean	65.59	67.50	56.98	69.07	63.58	68.04
	n	145	145	143	144	144	142
Education & Train. (AH)	Mean	73.83	68.81	62.41	73.13	70.84	81.28
	n	267	268	265	268	265	260
Health & Social Care	Mean	79.63	81.07	68.41	76.52	71.69	73.55
	n	328	324	303	323	311	303
Business	Mean	67.41	67.54	61.51	66.85	72.68	64.62
	n	360	360	358	360	358	354
CMS	Mean	72.42	81.75	67.25	77.47	77.60	69.27
	n	178	179	175	179	178	175
Education & Train.(GM)	Mean	78.41	78.38	70.37	78.28	81.89	74.34
	N	69	71	65	71	70	68
Humanities	Mean	70.71	78.36	62.49	73.41	80.44	70.98
	n	267	266	262	265	263	260
Engineering	Mean	66.78	65.84	63.34	75.93	62.80	82.34
	n	83	83	82	83	83	82
Medway Sciences	Mean	71.10	80.61	64.06	81.19	63.71	69.05
	n	100	101	99	101	99	100
Total	N	1797	1797	1752	1794	1771	1744

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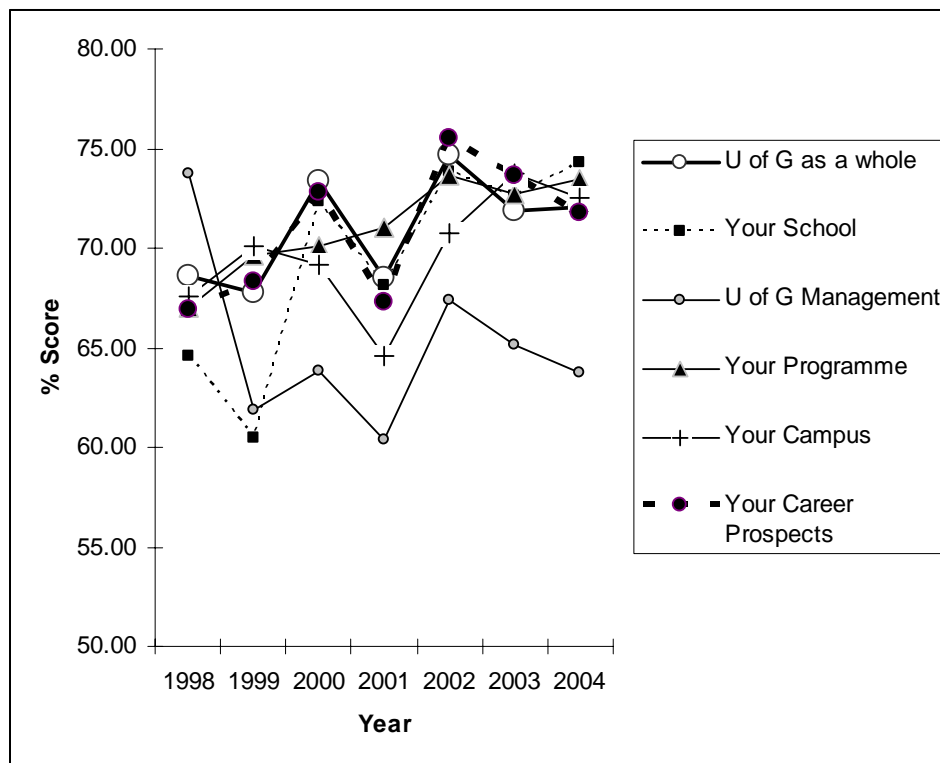
As can be seen from Table 9, students from the School of Health & Social rate half of all categories higher than do students from all other Schools (U of G as a whole, their programme, and U of G management). At the other end of the spectrum students from the School of Architecture and Construction rate half of all categories lower than students from other Schools (U of G as a whole, U of G Management, their Campus). However, this does represent a difference from last year when Architecture & Construction students rated all items lowest. Of all items, 'Your School' is rated highest by with students from three schools (Health & Social Care, C.M.S. and Medway Sciences) all rating these items with a satisfaction rating of over 80%

Figure 1 and the associated yearly figures shows that overall the trend is for students to have improved their ratings for most items since the first survey in 1998. The ratings for the University of Greenwich as a whole and for management shows a variable set of results from one year to the next, however, the 2003 results improves on those from the earliest surveys.

Campus ratings are the ones where students have shown a clear and maintained reduction in satisfaction over the six surveys. After a low score of 60.4% in 2001 the present rating has not significantly made gains to reach the higher rating of the 1998 and 99 surveys.

The ratings for School and Programme satisfaction show an overall increasing trend for greater satisfaction

FIGURE 1 OVERALL SATISFACTION WITH ITEMS BY YEAR (1998-2003)



	1998	1999	2000	2001	2002	2003	2004
U of G as a whole	68.64	67.73	73.39	68.46	74.64	71.90	72.03
Your School	64.62	60.47	72.32	68.15	73.84	72.60	74.27
U of G Management	73.72	61.84	63.82	60.40	67.41	65.15	63.75
Your Programme	66.97	69.65	70.06	71.06	73.66	72.69	73.42
Your Campus	67.55	70.06	69.12	64.60	70.77	73.73	72.54
Your Career Prospects	66.89	68.36	72.81	67.32	75.53	73.64	71.81

The 2003-2004 Student Satisfaction Survey

PREFACE

The Student Satisfaction Survey was piloted in 1997 and the first report produced in August 1998. It is now established as the primary method for gathering student feedback to inform strategic management planning & decision-making. In 2003, in its sixth year of production a major review was undertaken. This review was felt necessary mainly because of the almost yearly movement and change which had resulted in a difficulty of comparing like with like across the years of the survey. Similarly, continuing resource constraints also made it imperative to be sure that a model which was economical but also maintained the integrity of the data was employed for this important piece of feedback.

A number of recommendations were adopted. These recommendations saw the continuation of the principle of canvassing half of the student population in any given year and specifically the recommendation that a 50% (approximately 7,500) sample of students from all campuses be chosen to receive and complete the Student Satisfaction Survey in 2003 and subsequent years. The students would be sampled from a population based on Campus, School, Department and Year, and then a 50% sample selected. This change meant that every School would have the opportunity of receiving feedback every year from half of its students. Ongoing changes in the creation or amalgamation of Schools will test this model. This year the departments of the School of Social Science and Law have been amalgamated into the Schools of Health & Social Care (Psychology), Business (Economics) and Humanities (Sociology and Law). On the Medway Campus a new School of Medway Sciences now incorporates the School of Chemical & Life Sciences and Medway Sciences. However, clarification will always be given as to what is and what is not longitudinally comparable as each year's report is produced.

These changes also meant that resource stringency could be achieved within the 50% sample. Continuing resource considerations and negative feedback from students concerning the length of the questionnaire led to the acceptance that certain elements of the questionnaire retain their biannual feature while retaining all of the satisfaction and importance items that have been gathered from students since 1997. It was agreed that the questionnaire could be reduced to ten pages per year by surveying biannually those categories associated with the overall section Administrative Facilities to the following pattern as shown in Table 10 (over).

The processes involved in formulating and implementing action derived from Student Satisfaction Surveys have remained unchanged since these recommendations were adopted. That is, in order to feed into the management planning and decision making cycle, the present report, commissioned from the Student Information Office by the Learning and Quality Office will be submitted to the first Academic Council of the new academic year.

The co-ordination and production for the 'intended action report' in respect of the present and future reports is to be undertaken by the Learning and Quality Office, who will co-ordinate with the School based Directors of Learning and Quality and Heads of Offices to determine the action that will be taken on the basis of the gathered data. Academic Council will receive an executive summary which will include an 'action report' detailing what action has taken place as a result of the previous report i.e. The 2003 Student Satisfaction Survey, and a 'commendation and priority action report', detailing the positive areas and areas where action is to be investigated and targeted in the present report. This will, later in the academic year, be followed by an 'intended action report' detailing what action is intended to be taken as a result of the current survey. This executive summary will also be received by the Executive and the Learning & Quality Committee in the autumn term.

In order to complete the feedback loop to our primary stakeholders, our students, the results of the present survey will be flagged in articles in Sarky Cutt and in Greenwich Line. The full report will be made available on the Student Satisfaction Web in downloadable Adobe Acrobat PDF format. Students, and staff, will be sent the URL to their e-mail address. The Student Affairs Media Team produces, in June each year, an annual Student Satisfaction Survey Newsletter. This newsletter

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outlines the improvements that have taken place, or are about to take place, as a result of the student concerns expressed in the previous year's survey. This newsletter is made available on the Web, and again all are informed.

TABLE 10 PROPOSED INCLUSION IN FUTURE STUDENT SATISFACTION SURVEYS

Section/Catergory		Year of Inclusion			
Learning Facilitation:					
	Teaching Staff			Every Year	
	Programme Organisation			Every Year	
	Teaching & Learning Methods			Every Year	
	Personal Tutoring			Every Year	
	Assessment & Workload			Every Year	
Administrative facilities		2003	2004	2005	2006
Information Services	Computing labs. & Information Services	Yes	No		
	Computing Facilities	No	Yes	Yes	No
Student Affairs	Academic Services	Yes			
	Student Services (Pastoral & Guidance Services)	No	Yes	No	Yes
Other Administrative services	Refectories	No	Yes	No	Yes
	Accommodation	No	Yes	No	Yes
	Campus Environment	Yes	No	Yes	No
	Students' Union	Yes	No	Yes	No
Financial Circumstances			Every Year		
Self Development			Every Year		

The above reiteration of the model adapted and employed by the University of Greenwich as its main method for the collection of student feedback has formed the bulk of the preface this year in the light of the commentary and commendation of the University's commitment to this method provided in the Q.A.A.'s Draft Report of the Institutional Audit. In that report it was noted that:

'...the audit team was able to verify the processes described in the SED for giving detailed consideration to SSS results, for instance, there were specific action points in school ARPDs regarding lower ratings. It was also able to establish that the University was completing 'feedback loops' to students and staff by providing summaries and analyses in addition to the full report. There is good practice in the comprehensive SSS, the thorough consideration of its findings and the well-publicised and timely feedback of its results to both staff and students' (para 95, p22).

INTRODUCTION

The Student Affairs Media Team has been tasked to conduct the Student Satisfaction Survey as a University wide information gathering and improvement exercise. The 2004 Avery Hill, Greenwich & Medway based survey utilised the questionnaire developed by UCE and adapted for use by the University of Greenwich since 1997-98 to obtain feedback from registered undergraduate, and since 2001, taught postgraduate students. The Student Satisfaction Approach (SSA) is clearly the market leader in enabling the obtaining, developing and reporting of students' views of their experience of post-school education. Developed by the Centre for Research into Quality at UCE, it has been emulated and adapted by a number of higher and further education institutions in Britain, New Zealand, Sweden, Australia, South Africa and Poland. The University of Greenwich in using the Student Satisfaction Survey as its main method of gaining feedback from students was commended for such in the recent 2004 institutional audit by the QAA.

The Student Satisfaction approach is about providing management information, based on student perspectives, which aids decision making and results in action, to improve continuously the student experience. The Student Satisfaction approach is unique in combining the following elements:

- Student determined questions;
- Satisfaction and importance ratings;
- Management information for action

Under both the present model and the previous model students have a chance of being consulted and contributing to the survey results every two years. Group Focus Sessions (GFS) have provided the majority of items contained in the questionnaire. Other items have been garnered each year from the qualitative data supplied by students who return questionnaires.

The research examines student **satisfaction** with aspects of provision and then identifies which of those areas are **important** for students. The areas that are felt to be important but where students are dissatisfied, become the priority areas for management intervention.

The approach requires senior institutional managers (Vice Chancellor, Pro-Vice Chancellors, as well as Heads of Schools, Departments and Offices) to ensure that action is taken to address areas of student concern.

SATISFACTION & IMPORTANCE ITEM GENERATION

Adaptation to the questionnaire can take place as a result of group feedback or by analysis of the previous survey's qualitative data. A fully functioning SSS is expected to derive a proportion of its items from:

1. the yearly group feedback sessions;
2. longitudinal items of interest; and,
3. the qualitative data gathered in previous surveys.

The questionnaire for the session 2003-2004 was reviewed utilising information from option three above and 10 questions were added were added (see Table 11)

TABLE 11 NEW ITEMS FOR THE 2004 STUDENT SATISFACTION SURVEY

Facility	Item
Computing Facilities:	
	Relevance of software to your programme
	Reliability of computers
	Noise levels
	Usability of facilities for disabled students
Student Affairs:	
	International Student Support
	Contactability of I.S. staff
	Availability of language support
Mentoring	
	Range of services
	Location of services
	Supportiveness of Mentoring staff
Refectories:	
	Adequacy of no-smoking arrangements

THE QUESTIONNAIRE

The structure of the questionnaire has altered in a number of ways this year. The questionnaire was reduced, in 2003, from sixteen pages to ten pages because of the decision to canvass the student experience of administrative offices on a biannual basis. This year Computing Facilities, both Academic and Pastoral & Guidance Services from Student Affairs, Refectories and Accommodation will be included and information presented for these facilities (see Table 10 for the pattern of inclusion/exclusion by year).

This year a total of 188 satisfaction and importance items were presented in the questionnaire (see Table 12).

The overall model employed continues to be the same as was commended by the Higher Education Quality Council auditors when they reviewed UCE, who developed the methodology, and whose continuing use and good practice by Greenwich was commended by the QAA in the recent Institutional Audit Report. The A-E grid provides a suitable gradation of satisfaction (combined with importance) from very satisfied (scored A), though satisfactory (B) to marginal (C) to unsatisfactory (D) and very unsatisfactory (E). The grid uses relative importance, with highly rated areas designated by an upper case letter, less important by a lower case letter and those relatively unimportant areas designated by a lower case letter in parentheses (p7 The 1997 Report on the Student Experience at UCE). The A-E tables (see Tables 20 and 21 on page 24) are again used for the satisfaction and importance grid.

TABLE 12 SATISFACTION & IMPORTANCE ITEMS BY CATEGORY

CATEGORY	No. of Items
Computing Facilities	20
Student Affairs - Academic	22
Student Affairs – Pastoral	26
Refectories	16
Accommodation	15
Financial Circumstances	10
Self development	7
Learning & Teaching	72
Total	188

The design of the questionnaire was achieved by use of the dedicated software package that allows scanning of the questionnaires. Continuing, but manageable, problems are experienced in the use of this software. The programme supports a limited amount of statistical analysis and the exporting of data into SPSS and EXCEL where most of the analyses and data preparation for presentation in the report takes place.

Due to operational delays the questionnaire had a late posting for both the initial and subsequent posting. All selected students receive a postal delivery of the questionnaire, a prepaid return envelope and instructions on completion and return of the questionnaire. Students who had failed to return their questionnaire after 3 weeks were sent a postcard reminder and this was followed up two weeks later with a repeat posting of the questionnaire, instructions, prepaid envelope and letter.

Previous experience here and elsewhere suggests that a return rate of 10% on postal questionnaires may be increased to a return rate of about 30% with the inclusion of an inducement to return the questionnaire. Two tickets on Eurostar (to Paris or Brussels) and ten £10.00s per campus were offered as 'prizes' from a draw that the students were entered for by returning their questionnaire by a specified date. The Learning & Quality Office financed and organised all matters concerning the prizes. The questionnaire was sent out mid to late March with a return date of 21st May at the latest.

THE SAMPLE

The questionnaire was sent to 50% (7,571) of students registered on the Avery Hill, Greenwich and Medway campuses. Of the 7,571 questionnaires distributed, 2,581 (34.09%) were sent to students studying on the Avery Hill Campus, 3,969 (52.42%) to Greenwich students and 1,021 (13.49%) to Medway students. Table 13 details the amount of questionnaires sent by School with the corresponding response rate. Please note that in this summative table the split of the Schools of Education & Training across campuses.

A number (36) of potential subjects had moved from their last known address, and a few questionnaires (27) were received after the cut-off date; 46 were 'returned to sender' and a further 47 were not useable. This left 7,415 students who could be counted towards completing and returning the questionnaire. Students returned 1,847 useable questionnaires before the stated deadline, representing a return rate of 24.9%.

TABLE 13 QUESTIONNAIRE DISTRIBUTION AND RETURN BY SCHOOL (INDEPENDENT OF CAMPUS)

SCHOOL	N of Questionnaires Distributed	% of Total Distribution	N of Questionnaires Returned	% of Total Returned
Arch. & Construction	734	9.70	152	8.22
Educ. & Training (AH)	804	10.62	277	14.99
Health & Social Care	1043	13.78	345	18.67
Business	1680	22.18	364	19.70
Educ. & Training (MG)	211	2.79	74	4.06
CMS	1022	13.5	179	9.69
GMI	20	0.27	13	0.70
Humanities	1038	13.71	257	13.91
Engineering	554	7.31	84	4.54
Medway Sciences	465	6.14	102	5.52
TOTAL	7571	100.00	1847	100.00

For analytic purposes this sample will be subdivided based on Campus, School, level and mode of course, year of course, fee status, as well as gender, age and ethnicity. It will include, where appropriate, analysis based on the new variable of Department which supersedes subject group as the analytic category used in previous years.

Students returned a total of 1,847 questionnaires. 41.9% (774) were returned from students on the Avery Hill Campus, 48.0% (887) from students on the Greenwich Campus and 10.1% (186) from students on the Medway Campus. Proportionally, 29.98% of questionnaires were returned from Avery Hill's initial 2,581 sent, 22.34% of Greenwich students returned questionnaires from the 3,969 sent to students from that campus and 18.21% Medway students returned questionnaires from the initial 1,021 sent to them.

364 (19.71% overall) of respondents were part-time students, while the rest were full-time or sandwich (Table 14). The majority of respondents were undergraduates (UG) (1,503, 81.4%), with 344, or 18.6% being taught postgraduates (TPG). Overall, first year students predominate (877, or 47.5%) (Table 15).

TABLE 14 MODE AND LEVEL OF STUDENT

Mode:	n	%
Full time	1393	75.4
Sandwich	90	4.9
Part-time	364	19.7
<i>Total</i>	<i>1847</i>	<i>100.0</i>
Level	n	%
UG.	1503	81.4
TPG	344	18.6
<i>Total</i>	<i>1847</i>	<i>100.0</i>

TABLE 15 FEE STATUS AND YEAR OF STUDENT

Fee Status	n	%
Home	1666	90.2
Overseas	180	9.7
<i>Total</i>	<i>1846</i>	<i>99.9</i>
Year	n	%
Extended year	14	0.8
1st	877	47.5
2nd	517	28.0
3rd	362	19.6
4th or more	77	4.2
<i>Total</i>	<i>1847</i>	<i>100.0</i>

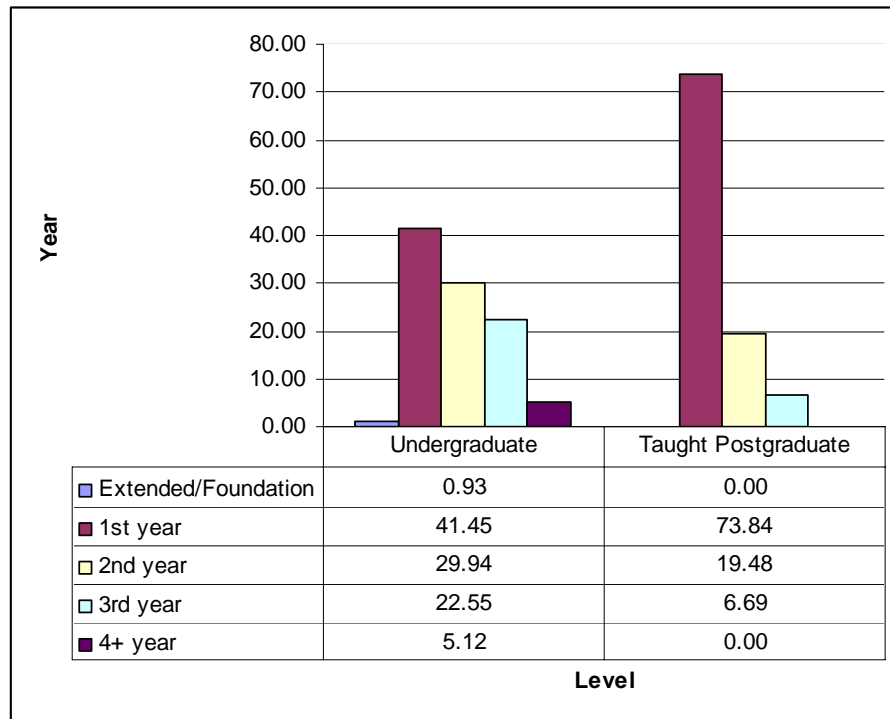
180 or 9.7% of students are overseas students while 90.2% of the sample are students who pay 'Home Fees' (see Table 14 above).

41.45% (623) of the undergraduate respondents were 1st year, while the 73.83% (254) of taught postgraduate students who returned their questionnaires were 1st year. 77 undergraduate students

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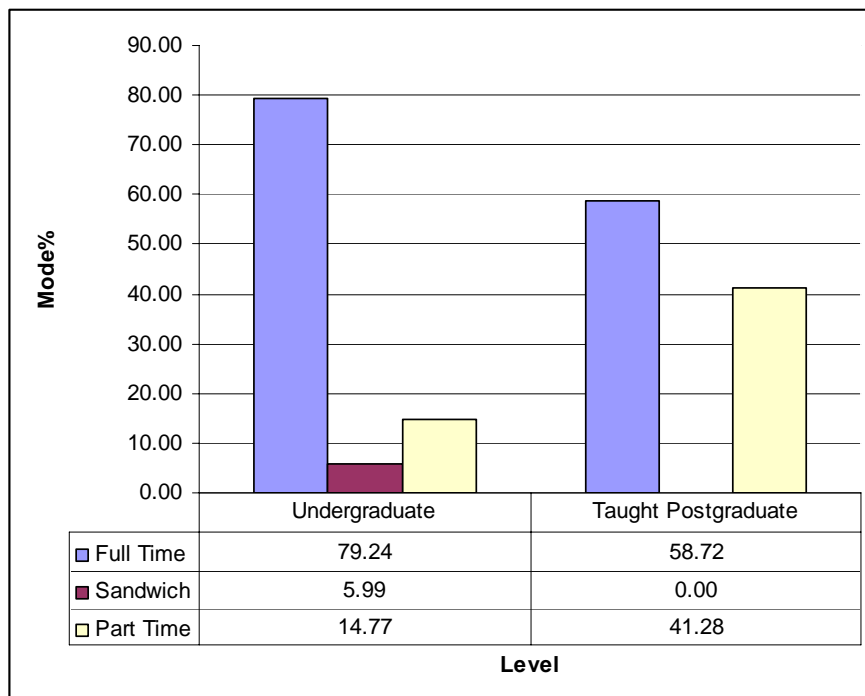
(5.120%) were 4th year while there was no equivalent 4th year taught postgraduates. (see Figure 2 below) (see Table 16 for breakdown of Mode and Level of student by Campus)

FIGURE 2 YEAR OF STUDENT BY LEVEL OF STUDENT



As can be seen in Figure 3 while 79.24% (1,191) of undergraduates were full-time students only 58.72% (202) of taught postgraduates are full-time and on the other hand, where 41.29% (142) of taught postgraduates are part-time, only 14.77% (222) of undergraduates in this sample are part-time.

FIGURE 3 LEVEL BY MODE OF STUDENT



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Table 16 show that the proportional difference between full-time and part-time return of questionnaires varies across campuses with returns from full-time and part-time students (70.80% vs. 28.94%) being more than double from students on the Avery Hill campus; Medway campus (75.72% full-time vs. 21.51% part-time) being almost four times as much; but that there are almost seven times more full time returns (79.48%) from Greenwich students as part time students (11.28%). With only 4.06% (36) of undergraduate students studying part-time on the Greenwich Campus this is the lowest amount of the three campuses. 20.67% (160) of returned questionnaires were from part-time undergraduates on the Avery Hill Campus, while 13.98% (26) of those students on the Medway Campus who returned questionnaires were part-time undergraduates.

TABLE 16 MODE & LEVEL BY CAMPUS

Mode	Level	Campus					
		Avery Hill		Greenwich		Medway	
		n	%	n	%	n	%
Full Time	Undergraduate	490	63.31	584	65.84	117	62.90
	Taught Postgraduate	58	7.49	121	13.64	23	12.37
Sandwich	Undergraduate	2	0.26	82	9.24	6	3.23
Part Time	Undergraduate	160	20.67	36	4.06	26	13.98
	Taught Postgraduate	64	8.27	64	7.22	14	7.53
Total		774	100.00	887	100.00	186	100.00

TABLE 17 GENDER & AGE, AND ETHNIC ORIGIN OF SAMPLE

Gender & Age		n	%
Female	Under 25	691	37.41
	Over 25	523	28.32
Male	Under 25	344	18.62
	Over 25	289	15.65
Total		1847	100.0
Ethnic Origin		n	%
1. White		948	51.3
2. Black		366	19.8
3. Asian		330	17.9
4. Mixed		28	1.5
5. Other		61	3.3
6. Sub-total		1733	93.8
Missing		114	6.2
Total		1847	100.0

The sample has been analysed in terms of Gender, Age & Ethnic Origin (Table 17). Females returned more questions than males (65.73% from females; 34.27% from males). 12.08% more of the sample was 25 and under than was older (56.04% was 25 and under; 43.96% 26 and over). Both gender and age data will be presented separately in the remainder of the report.

BANNER data has been re-coded into the categories of White, Black, Asian, Mixed and Other. Data was missing for only one student. 42.5% of students returning questionnaires identify themselves as Black, Asian, Mixed or Other.

TABLE 18 SAMPLE BREAKDOWN BY DISABILITY

	n	%
No known disability	1747	94.6
Dyslexia	34	1.8
Blind/partially sighted	3	.2
Deaf/hearing impairment	5	.3
Wheelchair user/not mobile	6	.3
Personal care support	4	.2
Mental health difficulty	31	1.7
Unseen disability	3	.2
Multiple disabilities	13	.7
A disability not listed above	1846	99.9
Missing	1	.1
Total	1847	100.00

A higher number of students report no disability (94.6%) this year as opposed to 2003 (77.2%). Dyslexia and Mental Health Difficulties with 1.8% (34) and 1.7% (31) reporting respectively are the items most frequently cited. This is followed by 'multiple disabilities' who with 13 respondents (0.7%) account for the next largest group. (see Table 18 above).

School/Department data was obtained from BANNER. Subject groups identified as having return rates of less than 10 will be excluded from any analysis, and these are Education, Leadership & Development (GM) with 7 possible returns and Civil Engineering with 9 respondents. Traditionally, the Student Satisfaction Report has omitted all data where the cell return has less than 30 responding subjects. In the case of Departments who have less than 30 respondents (see below **), results will be omitted if the rate of response fell below 75% of the total possible for that subject group. It will be noted that the Departments of Urbanism, Education Leadership and Development (AH), Economics, Corporate & Executive Development, Mathematical Sciences, GMI, Language & International Studies, Sociology and Computers & Communications Engineering all have less than 30 (but more than ten) subjects returning questionnaires. (see Table 19 below)

TABLE 19 SAMPLE BREAKDOWN BY SCHOOL AND DEPARTMENT

School	Key¹	Department	n	%
Architecture & Construction	1	Building Economics & Management	46	2.49
	2	Design	77	4.17
	**3	Urbanism	29	1.57
Education & Training (AH)	4	Primary Education	104	5.63
	5	Secondary Education	33	1.79
	6	Education & Community Studies	124	6.71
	**7	Educ., Leadership & Development (AH)	16	0.87
Health & Social Care	8	Acute & Continuing Healthcare	109	5.90
	9	Family Care & Mental Health	60	3.25
	10	Health Development	113	6.12
	11	Psychology & Counselling	63	3.41
Business	**12	Economics	21	1.14
	13	Accounting & Finance	89	4.82
	**14	Corporate & Executive Development	18	0.97
	15	Management	138	7.47
Computing & Maths Sciences	16	Marketing & Operations Management	98	5.31
	17	Computer Science	92	4.98
	18	Information Systems	74	4.01
Education & Training (GM)	**19	Mathematical Sciences	13	0.70
	20	Post Compulsory Education & Training	67	3.63
Humanities	*21	Educ., Leadership & Development (GM)	7	0.38
	**22	Greenwich Maritime Institute	13	0.70
	23	English & Performance Studies	58	3.14
	**24	Languages & International Studies	16	0.87
	25	Creative, Critical & Communic. Studies	65	3.52
	26	Historical & Cultural Studies	30	1.62
	27	Law	63	3.41
Engineering	**28	Sociology	25	1.35
	29	Engineering Systems	54	2.92
	*30	Civil Engineering	9	0.49
Medway Sciences	**31	Computer & Communications Eng.	21	1.14
	32	Life Sciences	36	1.95
	33	Chemical Sciences	33	1.79
	34	Earth & Environmental Sciences	33	1.79
Total			1847	100.00

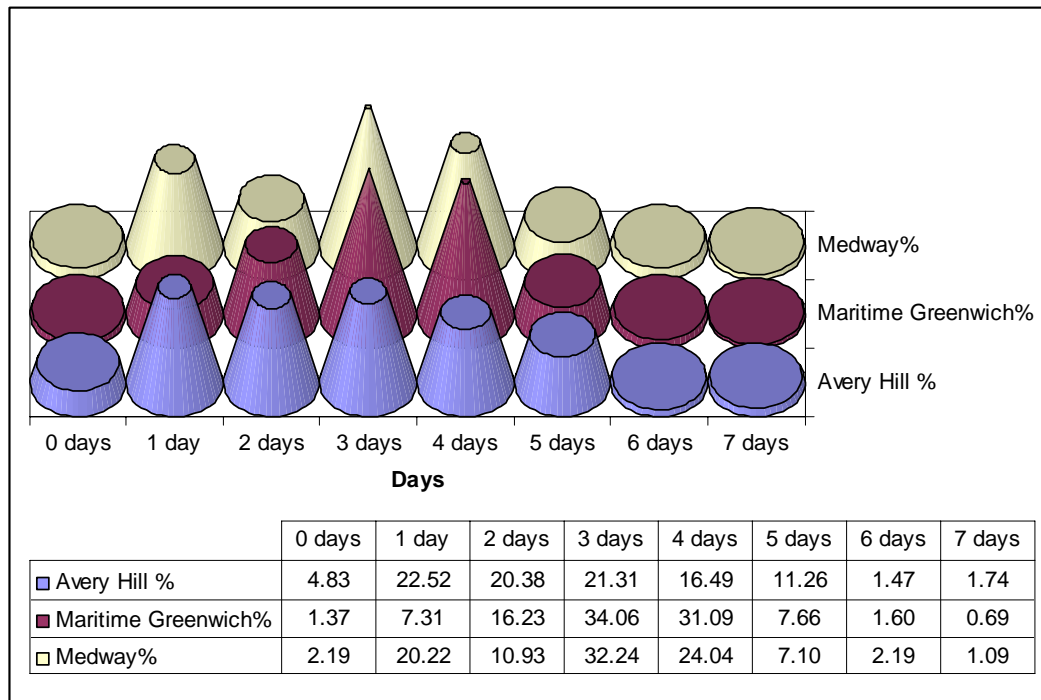
¹ The key number above refers to a Departments place in the tables that appear later in this report

* Omitted from study

** Data only presented if respondents number 75% of the possible total for that Department

Almost two thirds (64.15%) of students on the Greenwich Maritime campus say they come to campus 3 or 4 days per week (Figure 4 over). This compares with just over one third (37.80%) of students on the Avery Hill Campus and 56.28% of students on the Medway campus who say they come to campus 3 or 4 days per week. Less students on the Maritime Greenwich campus say they come to campus either zero days (1.37%) or seven days (0.69%) than do students on either of the other two campuses (4.83% Avery Hill students and 2.19% Medway students come to campus zero days; 1.74% and 1.09% students from Avery Hill and Medway respectively say they come to campus seven days per week). These results are in line with those from last years survey which was the first survey to canvas 50% of students on each campus.

FIGURE 4 % DAYS OF STUDENT ATTENDANCE BY CAMPUS



THE REPORT

As in previous years, and in line with the University’s Strategic Framework for Learning² the presentation of the results reflects the broad categories (with associated sub-categories) of that paper.

As distinctive feature of the Student Satisfaction report is the A-E tables that clearly identify areas of satisfaction and those in need of improvement (see Table 20 & 21). The grid uses *relative* importance, with highly rated areas designated by an upper case letter, less important by a lower case letter and those relatively unimportant areas designated by a lower case letter in parentheses (p7 The 1997 Report on the Student Experience at UCE). The A-E grid provides a subtle gradation of satisfaction (combined with importance) from *very satisfied* (scored A), through *satisfactory* (B) to *marginal* (C) to *unsatisfactory* (D) and *very unsatisfactory* (E). It has been found that this plan ‘realigns the importance ratings with the skewed distribution of ratings in practice’. Basically, it was discovered that while nearly all items were related to most respondents, the ‘unimportant’ ratings were almost never used.

It is clear that Schools find summary data of the type included in the Executive summary, which is submitted to Council, most useful when considering what action should be taken on the basis of the survey results. For this reason a separate summary section entitled Commendations and Priority Areas of Action has again been included. This summary will provide the basis for the Executive Summary Report . A further summary is prepared by the Learning & Quality Office for use with Schools and Departments which details all commendations, priority actions and items to be targeted for future improvement

TABLE 20 A-E GRID FOR SATISFACTION & IMPORTANCE SCORES

	Very Unsatisfactory	Unsatisfactory	OK	Satisfactory	Very satisfactory	
Very Important	E	D	C	B	A	7
Important	e	d	c	b	a	5.5
Not so important	(e)	(d)	(c)	(b)	(a)	5.0
	1	3	3.75	4.25	5 7	

The 'action' messages implied by each lettered outcome in the new grid are outlined in Table 21.

TABLE 21 GRID VALUES & ACTION IMPLICATIONS

	Very Unsatisfactory	Unsatisfactory	OK	Satisfactory	Very satisfactory	
	E	D	C	B	A	
Very Important	Urgent Need for Immediate Action	Action in this area has priority	This area to Be targeted for future improvement	Ensure no slippage, improve where possible	Maintain excellent standards	7
Important	Action to substantially improve this area	Target this area for improvement	Ensure no slippage	Maintain standards	Avoid overkill	5.5
Not so important	Improve where resources permit	Ensure no further slippage	Restrict attention	Maintain standards where possible	No need for action here	5.0
	1	3	3.75	4.25	5 7	

One benefit of the ongoing collection of data is the ability to compare results on a longitudinal basis. School data is now available which allows comparisons between the present data and data collected since 1998 with the first pilot survey report at Avery Hill. In the interim, however, a number of changes have taken place that may limit the extent and interpretability of any such comparison.

The major change to be noted this year is that for the second year all Schools will have data presented relating to their students' evaluation. This will aid longitudinal comparison especially where Schools have remained unchanged. It should be noted that data from the School of Humanities, and to a lesser extent the Schools of Business and Health & Social Care, will be less reliably comparable with School data from last year or with data from previous surveys. The incorporation of students from Sociology and Law, Economics and Psychology to these schools has taken place since the last survey. Departmental data however will, as with that from other Schools, be presented for all relevant Departments of these Schools for those categories dealing with Learning Facilitation, Personal Tutoring and Assessment & Workload.

In addition the new School of Medway Sciences incorporates the former School of Chemical & Life Sciences and the Department of Earth & Environmental Sciences, following the dissolution of NRI/EES.

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Again, all relevant Departments will have their data presented in the main report. However, when presenting the longitudinal data which compares the performance of a School over time, the data from the School of Chemical and Life Sciences from previous studies will be used as the comparator for this year. It should be kept in mind that CLS moved in 2002 to the Medway campus. Clearly, baring more changes, more reliable comparisons will become available as this new school experiences more Student Satisfaction Surveys.

The 2002-2003 Student Satisfaction Survey

REPORT ON ACTIONS taken in 2002-2003

Summary of School Actions

All Schools are required to respond to the issues raised by the Survey in the Quality and Standards section of the Annual Reporting and Planning Document (ARPD). All Schools completed the relevant section and the final versions were considered by the University Learning and Quality Committee in its meeting in February 2004 and subsequently at its March 2004 meeting.

The LQC noted that student satisfaction with programmes of study is at its highest since 1998. It was also noted that a large number of the areas for priority action arose from facilities not directly the responsibility of individual Schools, and that actions would be best directed towards the management of student expectation in areas where the University has limited control over external factors, such as car parking facilities at Greenwich Campus.

Two key factors were identified in poor ratings for two specific Schools: the restructuring process involving the change of campus for the School of Architecture, and the loss of a significant proportion of staff in the (then) School of Earth & Environmental Sciences. In the former it was noted that the negative comments resulting from the students of Architecture will almost certainly be ameliorated during 2003/04 as the School settles into its new base. Regarding the school of EES, the LQC requested that these concerns form part of the School Review of the newly formed School of Science at Medway for the 2003/04 session.

Each School has identified actions to take in response to the issues raised by students and these are summarised below.

SCHOOL OF ARCHITECTURE AND CONSTRUCTION

Organised notice boards are now available with a board to notify students of day-to-day changes affecting all aspects of their programme and courses. Communications channels have been highlighted in the current student handbook. The School publicised its assessment criteria widely in 2003/04 and has completed a School assessment policy. The School has decided to keep a group tutorial rather than a year tutorial system and academic tutorials in the Construction subjects has been introduced to enhance student/staff contact. A tutorial appointment system has been clarified. The School noted that the computing labs. budget has been substantially reduced over the past few years. However, computing labs. staff have been gradually transferring back to the shelves book stock that was not available during the Campus move. A School/Computing labs. working group has been initiated to work on solutions and priorities to improve access and practice in relation to reference materials. The LQC noted that Campus Facilities Management Groups have been set up since the publication of the survey, and that the Space Management Group now provides a more central overview of room allocation and usage. As a result it is believed that unfavourable comments as appearing in the survey will be lessened considerably this session.

SCHOOL OF HEALTH AND SOCIAL CARE

The School received the most positive response from students in the University and no issues were raised that were within the sole remit of the School. Students commented adversely upon parking arrangements at the Avery Hill campus. The School notes that there is an apparent improvement this session with an increased input from campus security staff.

SCHOOL OF EDUCATION AND TRAINING

The lowest grading for Education and Training surrounded availability of recommended texts and quality of core books at the Avery Hill campus, registration and car parking issues at the Greenwich campus. The School has agreed to enhance its communications with computing labs. staff. Registration procedures at Greenwich Maritime are under review and the problems are expected to be resolved. The School has made a number of proposals to streamline the process that the Student Affairs Office will consider. The School noted that timetabling appeared as a priority area for Primary Education students. Steps have been taken to ensure that students have one “free” day per week in 2003/04.

SCHOOL OF BUSINESS

Students of the Business School expressed concern over the amount of individual teaching and the promptness of feedback on their work. The School will address the former through improvements to its personal tutoring by introduction of a formal appointments system. For the latter it has introduced a coursework tracking system in 2003/04 which will enable the School to identify the location of work and take action where feedback deadlines are not being met – particularly for large courses of 500+ students that are team taught.

SCHOOL OF COMPUTING AND MATHEMATICAL SCIENCES

We achieved mostly A and B grades, a few C grades and the only D and E grades specific to the School related to the issue of car parking which is not something the School alone can take action over.

In the section on 'Student perception of teaching staff' the School has performed fairly consistently in the past three surveys however there was a slight improvement this year which was pleasing. On 'Programme organisation' we received all As and Bs which is an improvement. In 'Teaching and Learning Methods' we were criticised for the amount of visits / trips on the programme and the usefulness of them. Visits or trips are rarely used in computing and the students did not rate these as very important, so we do not feel any new action is appropriate. Whilst we will strive to improve all our grades to A, no specific action plan was felt necessary and overall the School was delighted with its performance.'

SCHOOL OF HUMANITIES

Priority areas for action are confined to non-School provision such as car parking for both Humanities and the former School of Social Sciences and Law (aspects of which are now located in a new Department of the School). The sole exception is 'amount of individual teaching' for the latter, which relates particularly to aspects of Sociology. The Sociology department identified two major issues contributing to the student perception: namely a deteriorating staff base and delivery of programmes on two sites. The School has addressed these by locating all teaching on the Greenwich Maritime Campus and is rebuilding the staff base through a series of external appointments and internal transfers.

SCHOOL OF ENGINEERING

The 2003 Student Satisfaction Survey overall demonstrated very positive results for the School of Engineering with longitudinal comparisons showing an improving trend with just one or two exceptions. For example in relation to Programme Organisation, the survey noted 'a very impressive set of recent results for the School of Engineering'. The School Quality Office produced a summary of the reports findings in respect of the School and its Departments and this was distributed to all academic staff as well as being posted on the School's Learning and Quality intranet. Areas for enhancement relate primarily to lack of awareness of personal tutors by students, organisation and management of placements, opportunities for site visits and promptness of coursework feedback. The School has conducted a pilot distribution of proposed coursework briefs linked to outcomes. Departments are now feeding back their own perspectives into the procedure. The School has moved to a year tutor system

and has put in place over the past year an electronic appointments system with links to tutors. The School has also made a formal appointment of a single member of staff with overall responsibility for the co-ordination of placements and site visits.

SCHOOL OF MEDWAY SCIENCES

Student facilities on campus were highlighted as a problem. There are no café, common rooms or student meeting points on site, no cash facility and no bookshop. New facilities are currently being created in Lower Pembroke, and Medway council are again being approached about the cash machine. Students had noted poor performance for the (then) Department of Earth and Environmental Sciences in the areas of the timeliness and quality of student feedback and concerning the amount of individual teaching time. The newly created merged School of Medway Science, these issues will be covered in the forthcoming School Review.

Other Issues

THE OFFICE OF STUDENT AFFAIRS

Timetabling & Rooming Information (Avery Hill Student Centre):

A new, enhanced centralised system has been put in place (within Facilities Management) to undertake the timetabling & rooming functions across the University,

Registration (Maritime Greenwich Student Centre):

A stronger, cross-university planning model has been put in place which includes representatives from the Schools at Greenwich. A tighter, weekly implementation structure for weeks 1-10 will be undertaken. These will be a major focus on postal registration.

Adequacy of Opening Hours (Medway Student Centre):

These will be agreed on a campus-wide basis by the Facilities Management Group. As a general rule no Student Centre will be closed during the lunch hour.

COMPUTING LABS. SERVICES

In the Autumn of 2003, the Academic Services librarians, whose Schools were among those for which unsatisfactory scores were recorded in respect of the numbers and ranges of computing labs. books, were asked to work with their teaching staff colleagues to propose actions to address the perceived problems, and to do so in time for proposals to be included in the planning sections of School ARPDs.

The number of photocopiers was considered unsatisfactory by students in the Schools of Business and Humanities at Maritime Greenwich, and in Social Sciences at both Greenwich and Avery Hill. After the reorganisation of the School of Social Sciences in the summer of 2003, the problem became entirely centred on the provision of copiers in the Dreadnought computing labs.. An additional copier was "reclaimed" from the Registry offices where it was little used and moved to Dreadnought.

In fact the copiers in Dreadnought are not all used to the same extent. Those on the first and second floors are lightly used, while the ground floor machines operate well above their design capacity. There is at the moment nowhere on the ground floor where more machines could be located.

Students at Medway want to have a campus bookshop, but the University bookshop contractor does not believe that there is at present a sufficiently large potential market there to justify a retail shop on the campus. Internet sales with local delivery are possible from the Bookshop web pages which can be accessed from the University website. This is reviewed each year with the contractor, but the terms of the contract do not allow the University to override the commercial judgements of the company. Increasing numbers and a wider range of students now in prospect may make the case stronger.

Students express dissatisfaction with the cost of photocopying and computer printouts. The cost per page at 5p per A4 page has remained unchanged for over 20 years, and is the average price set by most British universities. The income has to cover purchase and rental of equipment and control systems, and paper and toner. The University does not seek to recover indirect costs such as staffing or energy.

THE STUDENTS' UNION

The Students' Union undertook to complete a Student Written Submission to the Quality Assurance Agency (QAA) for the Institutional Audit which will take place in 2004. The Written submission provided a commentary upon aspects of the perceptions of student experiences by the students of the University and contained short reports on items such as programme information and quality, the student learning experience and academic information and quality. The Union collated student opinion through meetings with student representatives, the Students' Union Advice and Information Service, the Student Satisfaction Survey, the Student Information Office and a questionnaire. The University has taken account of the issues raised in the Student Written submission, albeit in some cases that the summary was based upon a very low response rate and the Submission itself has been presented in full to Academic Council, and in part to the Learning and Quality Committee. In view of the fact that many Institution's Students' Unions have not made a response to QAA for Institutional Audit, GUSU is congratulated for undertaking and completing a complex report