

# **The academic experience of students in English universities**

Bahram Bekhradnia, Carolyn Whitnall and Tom Sastry

Higher Education Policy Institute  
October 2006

<b>INTRODUCTION.....</b>	<b>4</b>
<b>STUDENT WORKLOADS.....</b>	<b>5</b>
SCHEDULED HOURS.....	6
<i>Subject-level analysis</i> .....	6
<i>Institution-level analysis</i> .....	6
HOURS MISSED .....	8
<i>Subject-level analysis</i> .....	8
<i>Institution-level analysis</i> .....	9
PRIVATE STUDY .....	10
<i>Do those who are taught less do more private study?</i> .....	11
DOES GENDER AFFECT THE HOURS STUDENTS DEVOTE TO THEIR STUDIES? .....	12
TOTAL WORKLOAD .....	12
<i>Subject-level analysis</i> .....	12
<i>Institution-level analysis</i> .....	14
<i>Institution by subject analysis</i> .....	15
<b>GROUP SIZE .....</b>	<b>17</b>
SUBJECT-LEVEL ANALYSIS .....	17
INSTITUTION-LEVEL ANALYSIS .....	18
<b>USE OF LABORATORY AND OTHER SPECIALIST FACILITIES .....</b>	<b>19</b>
SUPERVISED USE OF FACILITIES .....	19
UNSUPERVISED USE OF FACILITIES .....	20
SUPERVISED AND UNSUPERVISED USE OF FACILITIES .....	21
<b>HOW MUCH TEACHING IS DONE BY NON-ACADEMIC MEMBERS OF STAFF?</b>	
<b>.....</b>	<b>22</b>
LECTURES.....	22
SEMINARS .....	22
TUTORIALS .....	23
FIELDWORK AND PRACTICALS .....	24
<b>PAID EMPLOYMENT .....</b>	<b>25</b>
PAID EMPLOYMENT AND SATISFACTION .....	25
EFFECT OF PAID EMPLOYMENT UPON STUDENTS' ACADEMIC ACTIVITY .....	25
<b>ACCESS TO STAFF .....</b>	<b>26</b>
FREQUENCY OF ACCESS .....	26
SATISFACTION WITH ACCESS TO STAFF .....	27
<b>PRIORITIES FOR FURTHER INVESTMENT .....</b>	<b>28</b>
<b>GENERAL SATISFACTION .....</b>	<b>31</b>
EXPECTATIONS AND REALITY .....	31
DOES MORE MEAN BETTER? THE RELATIONSHIP BETWEEN QUANTITY OF PROVISION AND SATISFACTION.....	32

*Hours of teaching* ..... 32  
*Support services* ..... 33  
VALUE FOR MONEY..... 34

# Introduction

1. The subject of this report is the academic experience of students in English universities, the work they do, the teaching they receive and their satisfaction with it.
2. In March 2006, with a grant generously provided by the Higher Education Academy, the Higher Education Policy Institute commissioned Opinion Panel Research to undertake a survey of first and second year students in English universities retained as panellists in their database. The survey focused on various aspects of the amount of teaching and private study undertaken by students and their levels of satisfaction and other attitudinal questions. The survey was web-based, so it is not possible precisely to reproduce it on paper, but Annex A does so as far as possible. Opinion Panel Research kindly undertook the survey at cost price.
3. More than 23,000 students were surveyed in all universities in England, covering all subjects. Around 15,000 replies were received and analysed (a response of over 60 per cent), and a discussion of the sample is at Annex B. This report discusses some of the main features of the findings.
4. Among the key motivations for undertaking the survey was to establish a benchmark of the provision that was made for students, to be able to monitor over time whether the provision increased or diminished, particularly following the introduction of higher fee levels. A limited number of benchmarks have been created, covering a number of basic features: number of hours of scheduled contact time, number of hours using specialist facilities, hours of private study, and so on. The benchmarks are analysed and listed in Annex C.
5. The survey provides the most detailed account yet of what students receive when they study at an English university. Inevitably, though there are limits to the conclusions which can be drawn on the basis of the survey. The paragraphs below set out the most important of these considerations.
  - a. The survey reports the responses students gave to the questions asked about the number of hours of teaching they received, their own academic effort and their own satisfaction with their experiences. It may not, therefore, provide a definitive quantification of the amount of teaching provided in English universities – the accounts students give may be unreliable.
  - b. The survey has produced a set of quantitative indicators which describe what is provided in English universities but there is no suggestion that these are indicators of the quality of education. That is

quite a different matter, and the formal teaching students receive – and the amount of private study they undertake – are just some of the inputs that go towards determining the quality of the experience.

c. The measures of satisfaction reported here are not intended to replicate or substitute for those provided by the National Student Survey (the latter provide a guide to overall levels of student satisfaction). They have been included to enable us to establish whether there is a link between the quantity of the different types of provision students report receiving and their satisfaction with it.

d. Whilst the sample is large, it is not large enough to provide reliable information on every subject offered in every institution. Because we required a minimum level of response before the results were treated as reliable there are many institutions where results are not shown. However, sufficient are shown to enable lessons to be drawn about provision across the sector as a whole. Annex B provides information about the sample.

e. Where students are asked to reply in terms of activity in a week, it should be born in mind that universities have different numbers of weeks in an academic year (and in particular Oxford and Cambridge have fewer than others). The responses to this survey (in these and in other respects) cannot therefore be taken as saying all there is to say about the amount of provision that students receive.

## **Student workloads**

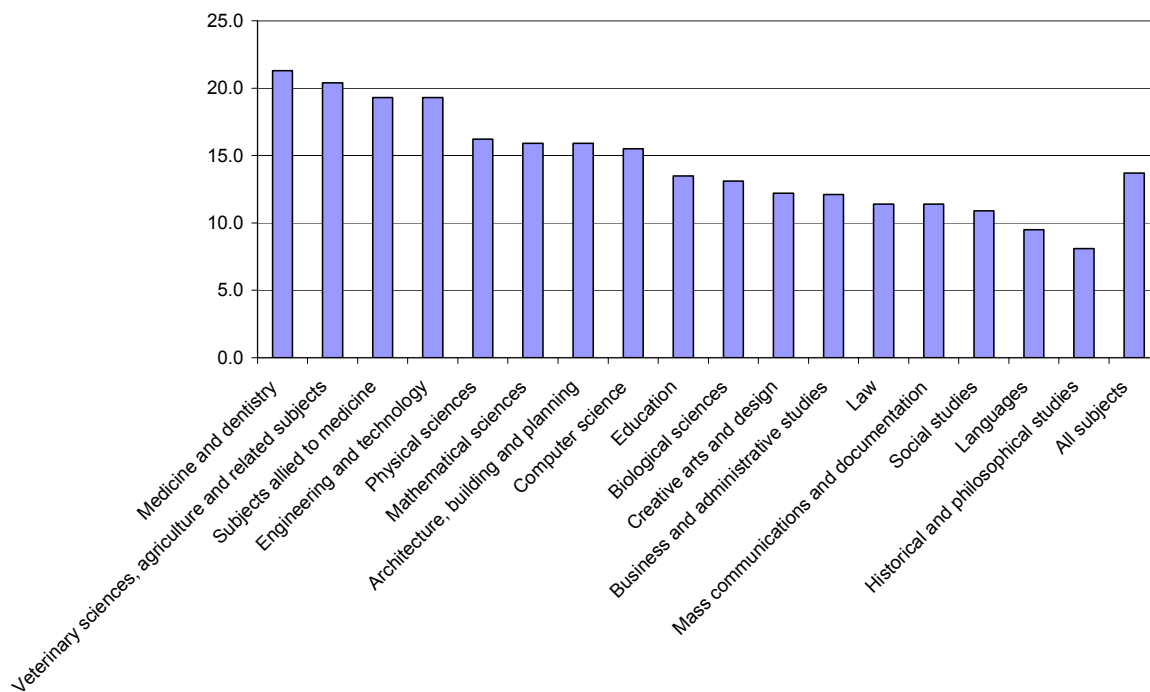
6. The survey asked both about the amount of teaching and of private study undertaken by students. Unsurprisingly, both vary considerably, according to the subject studied, but also according to the institution attended. What some may, perhaps, find surprising though is that the total workload (taking teaching and private study together) appears to vary so much both between subjects and institutions. Total workload has been calculated by adding together the total amount of teaching received and the private study undertaken. That is reported in paragraph 14, after the analysis of the teaching provided, lessons missed and private study undertaken, which are the elements that go towards the totality of the workload. The variation in workloads between subjects and, within subjects, between institutions, is perhaps one of the major findings of this survey, and one that requires reflection and investigation by policymakers and experts in learning and teaching.

## Scheduled hours

### Subject-level analysis

7. There is a wide variation in the amount of teaching timetabled in each subject as Figure 1 reveals. It is perhaps unsurprising that subjects like medicine timetable more formal classes than humanities, but the extent of the differences is striking, with engineering providing more than twice the number of taught hours than either languages or history.

Figure 1: Scheduled hours per week by subject area<sup>1</sup>



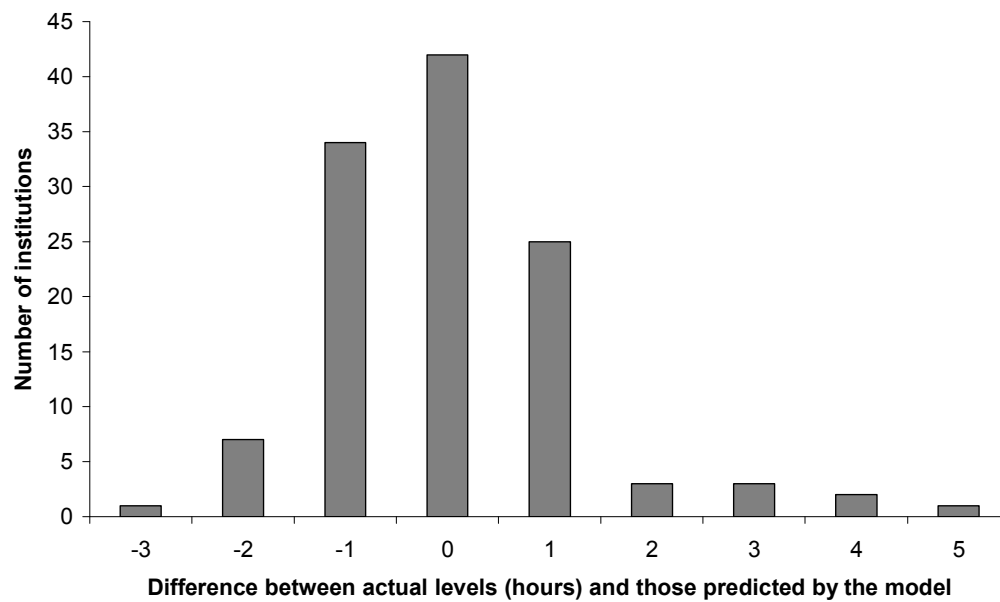
### Institution-level analysis

8. A model has been created that allows for the different subject profiles of different institutions, and, taking account of this, shows for each institution whether overall it provides fewer or more hours of teaching and whether students undertake fewer or more hours of private study, than are predicted by the model. There appears to be some variation between institutions in the number of hours of teaching they offer, taking the institution as a whole, but

<sup>1</sup> The subject areas analysed in this report are standard HESA classifications. Nevertheless these group a number of disciplines within a subject that might have different characteristics, though that is unlikely materially to affect the conclusions in this report. The figure for 'all subjects' is weighted to reflect the distribution of students between subjects in the HESA population. The same has been done for figures 3, 5 and 8.

it should not be overstated. Figure 2 (below) shows the differences between actual and predicted levels of scheduled teaching time.

Figure 2: Difference between observed scheduled hours and the level predicted by the model in each institution

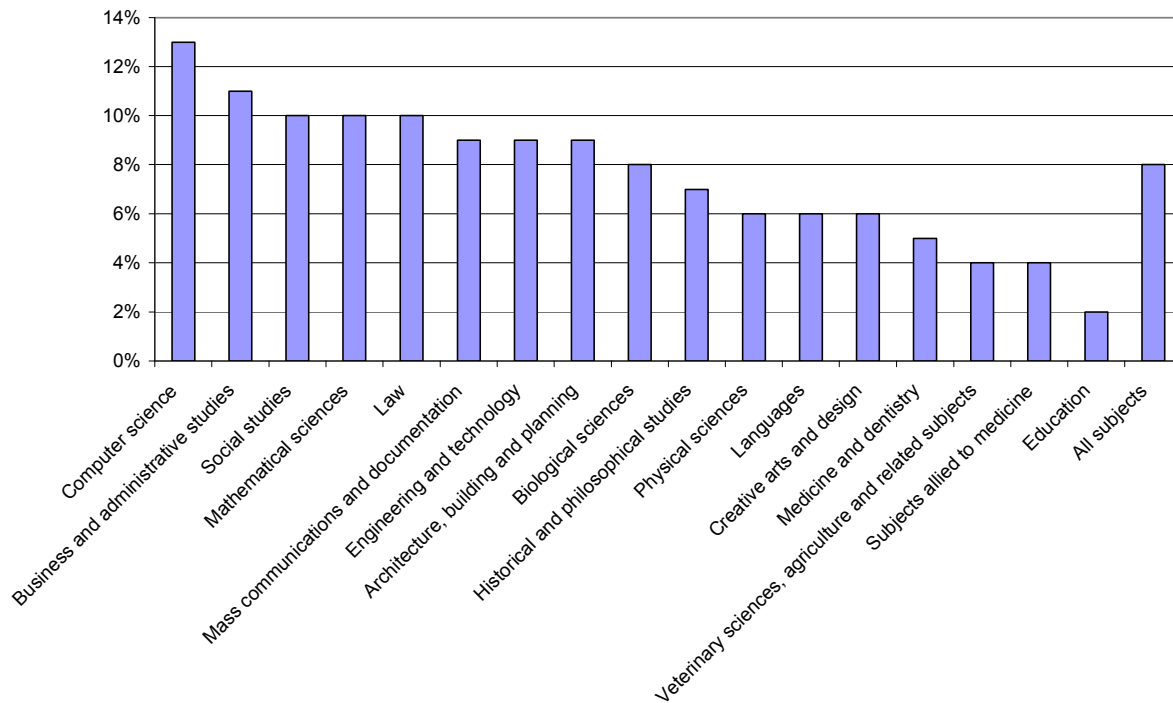


## Hours missed

### Subject-level analysis

9. The survey asked respondents about both the number of hours of teaching timetabled and the number of hours attended, making it possible to measure the proportion of scheduled hours attended. If their responses are to be believed students manage to attend the overwhelming majority of timetabled classes. Across the survey 92 per cent of timetabled sessions were attended (93 per cent in new universities and 92 per cent in old universities). In no subject grouping were more than 13 per cent of timetabled hours missed, although there are substantial differences between subjects. The breakdown by subject was as shown in Figure 3 below.

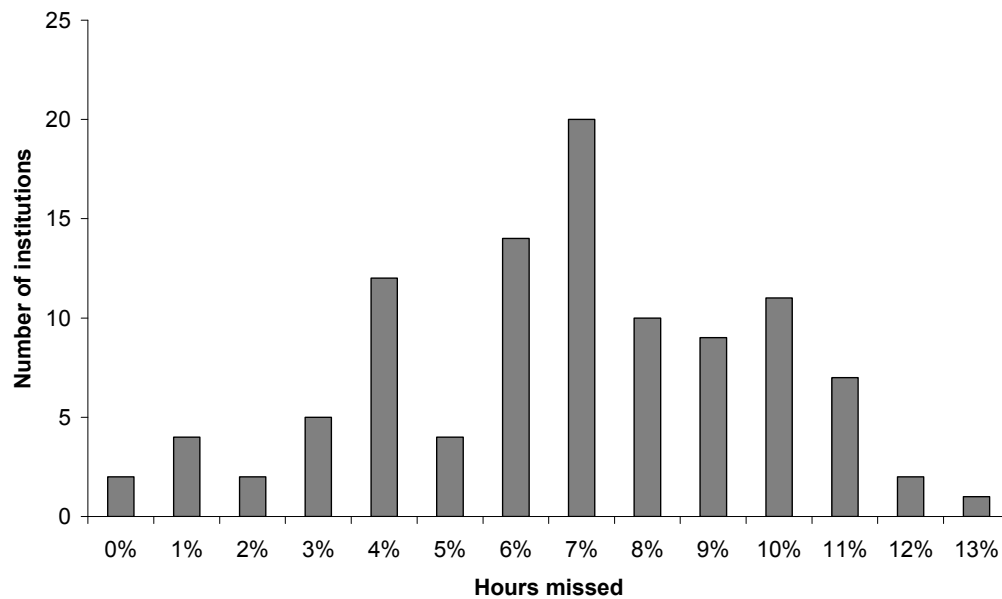
**Figure 3: Percentage of scheduled hours of teaching not attended - by subject area**



### **Institution-level analysis**

10. Neither the amount of missed teaching nor its departure from levels predicted by the model appears to be very great in any English university. In no institution do students on average miss more than one eighth of their scheduled teaching hours; in no institution does the hypothetical 'average' student miss more than 2.7 hours and in no institution does (s)he miss one hour more or less than the subject and year profile of its students would suggest. Figure 4 shows the distribution of institutions between percentage bands of unattended hours. It shows that the percentage of unattended teaching hours varied between 0 per cent (in two institutions) and 13 per cent (in one) with a modal value of 7 per cent.

Figure 4: Percentage of scheduled hours not attended<sup>2</sup> -by institution



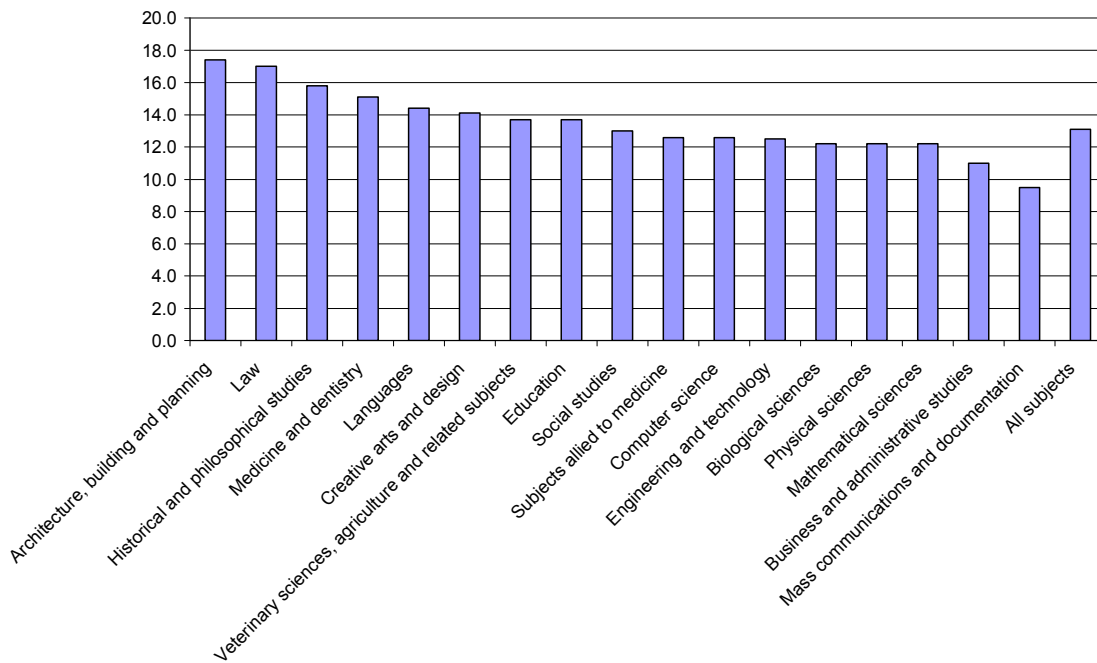
## Private Study

11. It might be expected that those subjects with the least teaching contact might require the most private study from students, and indeed to some extent this appears to be so. For example Languages, Law and History, where the least formal teaching is provided, require among the most private study. However, it is apparent from Figure 5 below, which shows the amount of private study undertaken in each subject, that this is not invariably so, and that the relationship is not straightforward: Mass Communication as well as Business and Administrative Studies provide some of the smallest amounts of scheduled teaching, and score least well in terms of private study too. And the section on Total Workload, which takes account of both private study and the number of lessons attended, shows that private study is a long way from compensating for the smaller amounts of teaching provided in the subjects concerned.

---

<sup>2</sup> Institutions with more than 10 responses only.

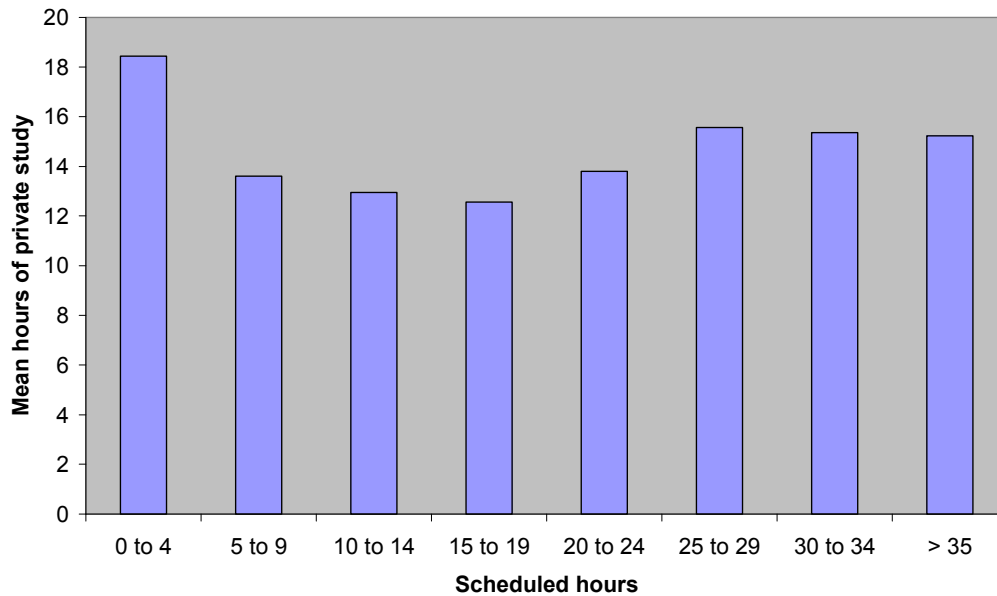
Figure 5: Hours of Private Study by subject



### Do those who are taught less do more private study?

12. At first glance, the relationship between scheduled hours of teaching and private study is a curious one. Students with very high or very low amounts of scheduled teaching appear to do more private study than those with moderate amounts of teaching. That finding is, however, less conclusive than it might at first appear in Figure 6 because the great majority (92 per cent) of students report receiving between 5 and 24 hours of scheduled teaching and the relationship between scheduled hours and private study for these students is very hard to discern. It may be that students receiving very high levels of teaching also put in high levels of private study but some caution is advisable owing to small numbers – and it is quite possible that the figures could be explained with reference to a few exceptionally demanding courses, in which case they would not indicate a causal link between very high teaching loads and high levels of private study.

Figure 6: Hours of private study by scheduled hours of teaching



## Does gender affect the hours students devote to their studies?

13. The survey results suggest that female students are more industrious than their male counterparts.

Table 7: Private study and unattended hours of teaching by gender

Sex	Private study	Hours unattended
Male	12.0	10%
Female	13.9	7%

## Total workload

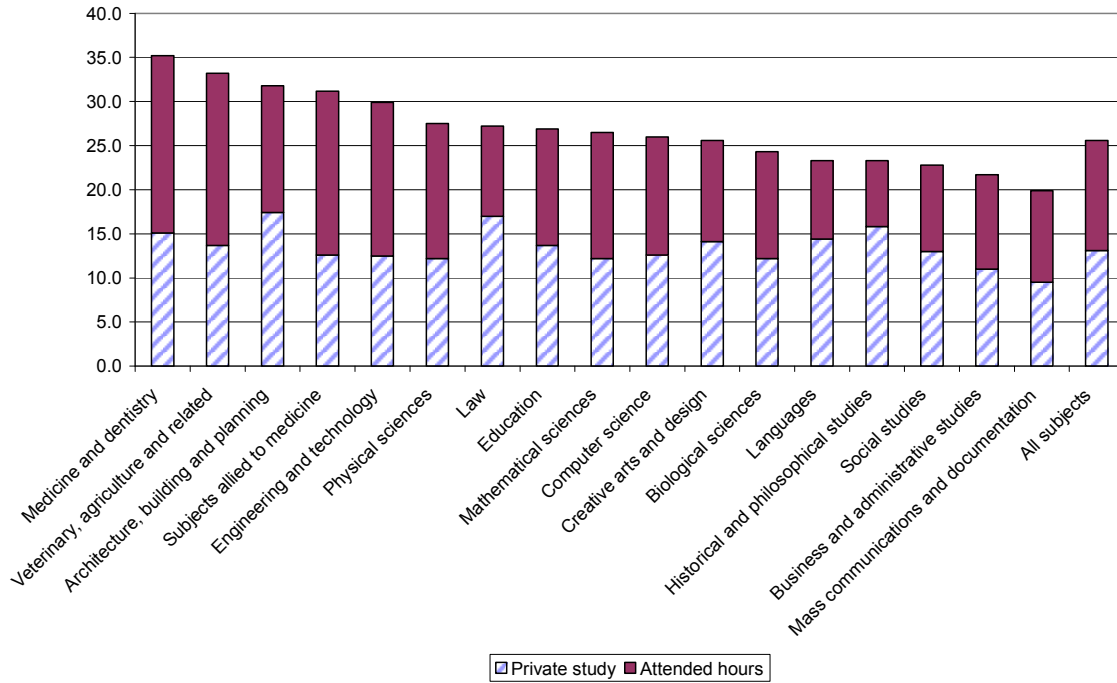
### Subject-level analysis

14. By summing the number of hours of teaching *attended*<sup>3</sup> with hours of private study, it is possible to create an indicator of student workload. The mean student workload for the entire sample was 25.7 hours. The mean for each subject grouping varied from 35.2 (medicine and dentistry) to 19.9 (mass communications and documentation). As Figure 8 shows, science

<sup>3</sup> As well as asking how many hours of teaching were scheduled, the study asked students how many of the scheduled hours of teaching they actually attended. It is the answers given to that question that are used in this section, to assess the hours of total effort, or student workload.

students tended to have the highest workloads, this being accounted for largely by the amount of large-group teaching attended by students in these subjects.

Figure 8: Student workloads: hours of teaching plus private study – by subject



15. Table 9 provides separate figures for old and new universities. It is very noticeable that the differences between old and new universities in each subject are relatively small, whereas the differences *between* subjects are much larger.

Table 9: Total workload (hours) by subject and type of institution

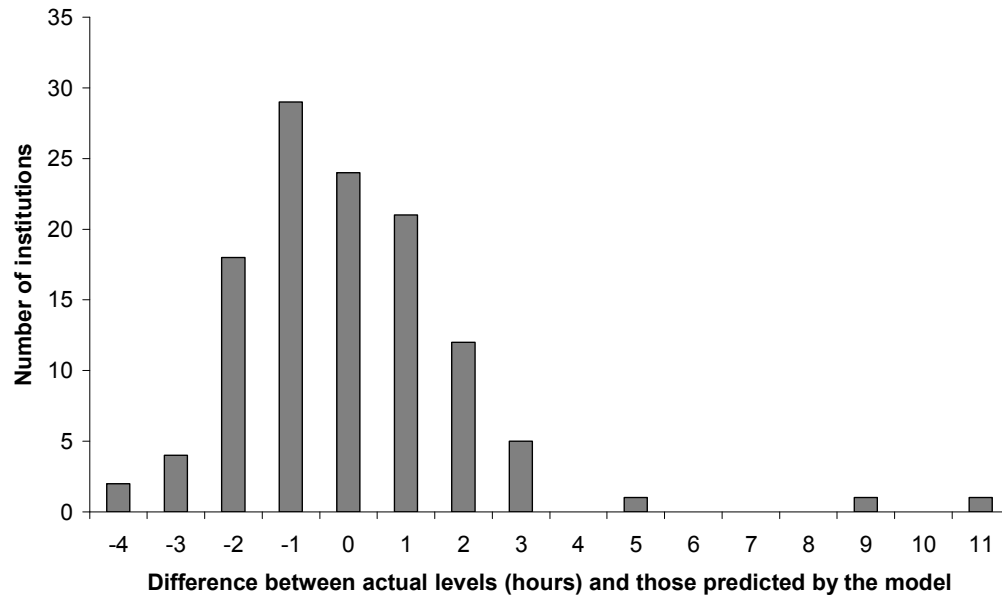
	Old universities	New universities	All universities
Medicine and dentistry	35.2	35.7	35.2
Subjects allied to medicine	30.5	31.9	31.2
Biological sciences	24.7	23.7	24.3
Veterinary sciences, agriculture & related subjects	33.9	32.6	33.2
Physical sciences	28.5	22.6	27.5
Mathematical sciences	26.7	25.5	26.5
Computer science	27.0	24.6	26.0
Engineering and technology	30.0	30.1	29.9
Architecture, building and planning	35.6	28.4	31.8
Social studies	23.0	22.0	22.8
Law	28.1	25.4	27.2
Business and administrative studies	22.7	20.7	21.7
Mass communications and documentation	17.5	20.6	19.9
Languages	23.8	20.9	23.3
Historical and philosophical studies	23.8	20.7	23.3
Creative arts and design	24.3	26.2	25.6
Education	27.9	26.9	26.9
<b>All subjects</b>	<b>25.9</b>	<b>24.8</b>	<b>25.6</b>

### Institution-level analysis

16. Even allowing for subject differences there appear to be some differences in the number of hours worked by students in different institutions.

17. Using the model described in paragraph 8 above, we calculated for each institution, and taking the institution as a whole, the mean student workload that the model predicted on the basis of its students' subject groupings and years of study. By comparing these predicted hours of study with observed hours it is possible to compare student workloads in each institution with sector norms. Figure 10 below shows the results, which were very similar to those described in paragraphs 7-8 above for the number of scheduled hours: with the exception of two outliers, no institution's students overall do either 20 per cent more or 20 per cent less work than the model predicts – a remarkable degree of clustering for such a large and diverse sector. However, as the following section shows, this overall finding conceals large differences in what institutions provide in different subjects.

Figure 10: Difference in hours between observed student workload and predicted level – by institution



### Institution by subject analysis

18. There was considerable variation between institutions active in similar subjects<sup>4</sup>, as is shown in Table 11 below. This is, on the face of it, surprising when the adjusted results for each institution's provision as a whole (Figure 10 above) are much more clustered. This indicates that institutions make very different provision internally in different subjects, which tend to even out across the range of an institution's activities.

<sup>4</sup> The results have been adjusted to allow for year effects (different proportions of first and second year students) so these ought not to affect the outcome.

Table 11: Student workload by subject – highest and lowest institutional mean hours per week<sup>5</sup>

<b>Subject</b>	<b>Highest institutional mean</b>	<b>Lowest institutional mean</b>	<b>Median</b>
Medicine & dentistry	45.1	29.0	36.5
Subjects allied to medicine	42.5	22.1	32.4
Biological sciences	43.7	19.1	25.4
Physical sciences	44.7	18.9	27.1
Mathematical sciences	35.2	19.9	25.2
Computer science	34.4	16.9	23.2
Engineering	41.6	24.7	31.8
Social studies	33.4	17.8	22.0
Law	39.4	19.2	26.6
Business & administrative studies	26.6	17.1	21.0
Mass communication & documentation	23.9	15.9	21.1
Languages	36.7	16.0	22.9
Historical & philosophical studies	32.2	17.4	22.8
Creative arts & design	37.6	16.7	24.9
Education	35.8	22.6	28.8

19. Annex D contains a complete analysis of student workload by subject and institution, from which Table 11 above is drawn. The extent of the differences is remarkable and raise important policy questions. In particular it raises questions about what it means to have a degree from an English university, if a degree can apparently be obtained with such very different levels of effort<sup>6</sup>. Annex D also provides some additional information – about the classification of degrees in different subjects at different universities, and about the UCAS tariff points of students on entry. It appears to show that some institutions award many more 2.1 and first-class degrees than others, and that there are subject differences too. Explanations for differences in degree classification might be that the students concerned are more able, or else that they work harder, but neither explanation is apparent from the data in Annex D. While these data certainly do not prove that the degree classification system is flawed, they nevertheless do raise questions that need to be addressed<sup>7</sup>.

<sup>5</sup>Two subjects - Veterinary sciences, agriculture and related subjects, and Architecture, building and planning - are omitted from this analysis because there was an insufficient response in these subjects to achieve the required level of significance.

<sup>6</sup>Putting on one side the effort required at Cambridge and Oxford, which dominate the tables for total student workload – it is remarkable how consistently those universities appear to require more effort of their students than other universities. On the other hand, they have fewer weeks in the academic year than other universities, so the extent to which this is so may be exaggerated by these results.

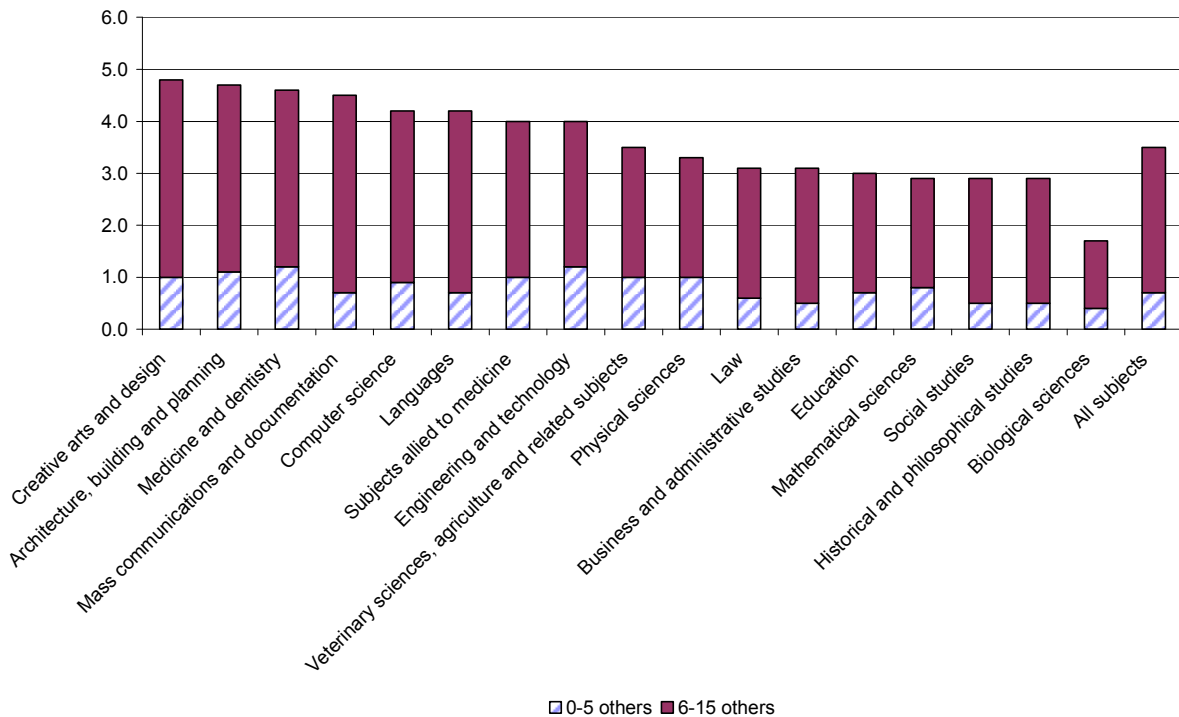
<sup>7</sup>It should be noted though that a model developed by HEFCE analysts indicates that the distribution of degree classes in different institutions is more or less what would be expected taking into account gender, entry qualifications and disciplines. See HEFCE 2003/32 *Schooling effects on higher education achievement* and HEFCE 2005/09 *Schooling effects on higher education achievement: further analysis - entry at 19* ([www.hefce.ac.uk](http://www.hefce.ac.uk)). It may be that a refinement of the HEFCE model to include data on student workload would reveal that some degrees require less work than others: the raw data shown in annex D does not in itself prove this but it suggests that the possibility is worthy of investigation. On the other hand, it should be noted also that a 1996 HEQC report "Inter-institutional variability of degree results: An analysis in selected subjects" appeared to show conclusively that differences in standard did exist between subjects and institutions.

# Group size

## Subject-level analysis

20. The analysis above provides information about total teaching time. As noted in paragraphs 40-45 below, students consistently rate reductions in group size as a higher priority for increased investment than more hours of study, and Figure 12 below provides more detailed information about the amount of teaching attended<sup>8</sup> in small groups in each subject. There seems no particular relationship between the size of teaching group and the intensity of teaching, and some of the subjects which have generally high levels of teaching are amongst those making the greatest use of small group teaching (e.g. medicine, architecture and computer science).

Figure 12: Amount of teaching in groups with 15 or fewer other students (in addition to the respondent) by subject area



21. Smaller groups tend to be more of a characteristic of new than old universities as Table 13 shows:

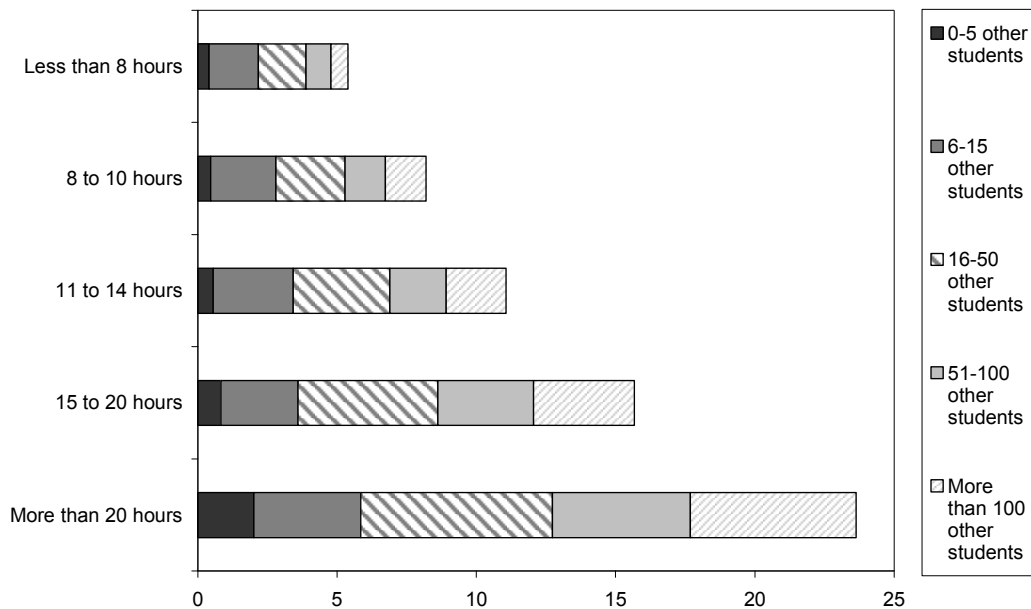
<sup>8</sup> Figures are for attended hours rather than scheduled hours as students cannot provide reliable information on the size of groups they did not attend.

Table 13: Mean number of hours in small group sessions – old and new universities

	<b>0-5 others</b>	<b>6-15 others</b>	<b>0-15 others</b>
All universities	0.7	2.8	3.5
Old universities	0.7	2.5	3.2
New universities	0.7	3.4	4.1

22. As Figure 14 below shows there is little evidence that students on courses where the total amount of teaching is low are generally 'compensated' by being taught in smaller groups.

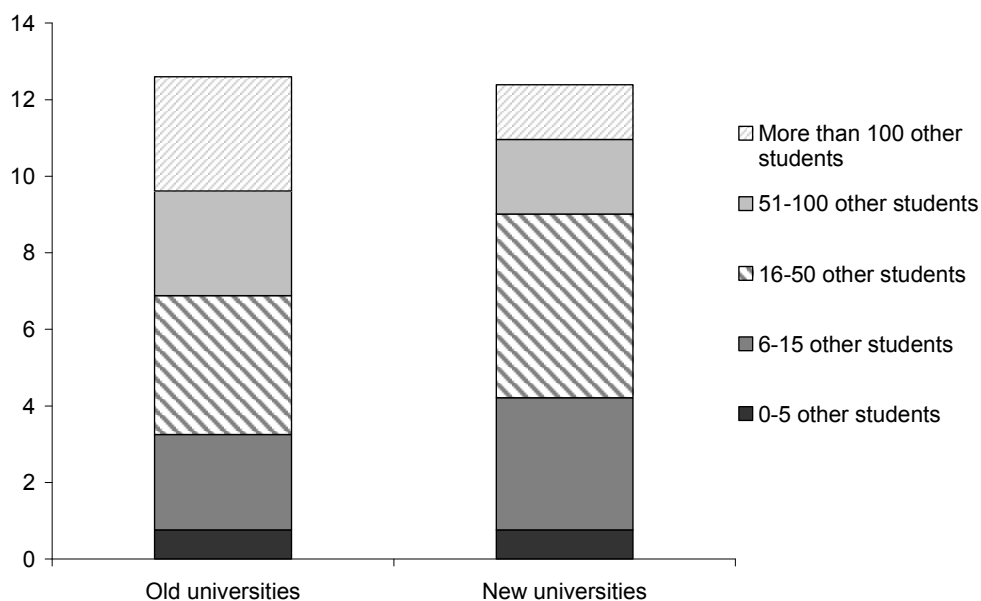
Figure 14: Hours of teaching in groups of various sizes by total scheduled hours of teaching



## **Institution-level analysis**

23. Such differences are not to be identified with institutional histories. The received image of old universities offering one-to-one tutorials whilst new universities offer large lectures is misleading. Indeed, as Figure 15 below shows, new universities tend to offer rather more by way of small groups, and the largest groups (over 51 students) are provided by old universities.

Figure 15: Hours of teaching in groups of various sizes by type of institution (weighted to take account of subject and year effects)



## Use of laboratory and other specialist facilities

24. The survey asked separate questions concerning the 'supervised' and 'unsupervised' use of specialist academic facilities<sup>9</sup> (the wording was designed to exclude the use of 'normal' IT facilities).

### Supervised use of facilities

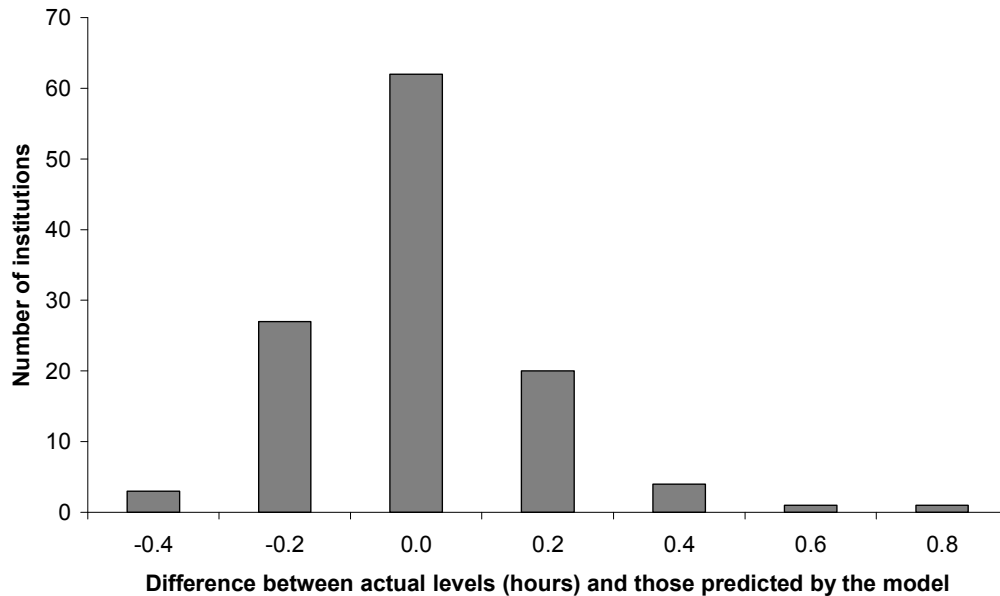
25. Once subject and year effects are allowed for there is very little difference between institutions in the amount of supervised use of specialist facilities. For each institution we calculated a level of supervised facilities use that the model predicted, based upon the profile of students in the institution (with the aim principally of preventing different subject mixes in different institutions from biasing the analysis). It was found that in 109 out of 118 institutions, the actual mean hours per week of supervised facilities use was within 0.4 hours of the predicted level. To put this figure into context, the average student in the survey received 2.6 hours per week of such access<sup>10</sup>.

<sup>9</sup> Students were not told explicitly to include supervised use of facilities as scheduled "teaching" time, and unsupervised use of facilities as "private study". To the extent that they did not, then the results in the preceding sections understate the differences between laboratory based and "practical" subjects on the one hand and other subjects on the other.

<sup>10</sup> When the figures are weighted to reflect the fact that the subject mix of the HESA population differs from that of the achieved sample, the average supervised use of facilities comes out slightly higher at 2.7. This is the figure reported in Annex C.

The difference between predicted and observed supervised facilities use (to the nearest 0.2 hours) is shown in figure 16.

Figure 16: Difference in hours between observed supervised use of specialist facilities and the level predicted by the model – by institution

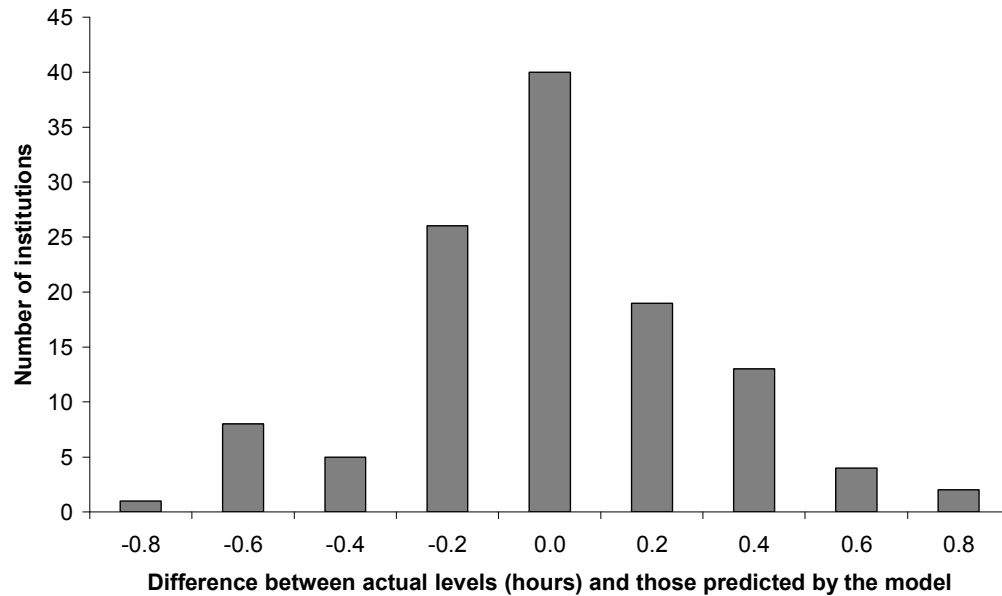


## Unsupervised use of facilities

26. The mean level of unsupervised use of specialist facilities, calculated on this basis, varies slightly more between institutions, as Figure 17 shows. It is not clear whether this reflects a greater variability in access to facilities or a variability in students' willingness to make use of them outside scheduled hours. To put these results into context the unadjusted mean for all respondents was 2.7 hours<sup>11</sup>.

<sup>11</sup> Annex C gives the adjusted figure of 3.0 hours which has been weighted to reflect the different characteristics of the HESA population and the survey population

Figure 17: : Difference in hours between observed unsupervised use of specialist facilities and the level predicted by the model – by institution



## **Supervised and unsupervised use of facilities**

27. As might be expected, the use of specialist facilities varies considerably by subject, and some of the variation in student workload can be attributed to this. As Table 18 shows, students of architecture, building and planning and computer science report ten hours of facilities usage per week whilst historians and linguists manage a little more than two hours.

Table 18: Students' reported use of specialist academic facilities by subject area (hours per week)

<b>Subject area</b>	<b>Supervised</b>	<b>Unsupervised</b>	<b>Total</b>
Medicine and dentistry	3.6	2.5	6.1
Subjects allied to medicine	4.5	2.6	7.1
Biological sciences	3.5	1.9	5.4
Veterinary sciences, agriculture and related	4.7	1.5	6.2
Physical sciences	5.0	1.9	6.9
Mathematical sciences	1.8	2.6	4.4
Computer science	4.3	5.7	10.0
Engineering and technology	4.9	3.8	8.7
Architecture, building and planning	3.9	6.4	10.3
Social studies	1.0	2.1	3.1
Law	0.4	2.4	2.8
Business and administrative studies	1.3	2.8	4.1
Mass communications and documentation	2.8	3.1	5.9
Languages	0.5	1.8	2.3
Historical and philosophical studies	0.4	1.7	2.1
Creative arts and design	4.0	4.9	8.9
Education	1.7	2.4	4.1
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>2.7</b>	<b>3.0</b>	<b>5.7</b>

## How much teaching is done by non-academic members of staff?

### Lectures

28. Students report that the vast majority of lectures (98 per cent in old universities and 99 per cent in new ones) are taught by academics. In no subject area does the proportion of lectures delivered by academics fall below 97 per cent.

### Seminars

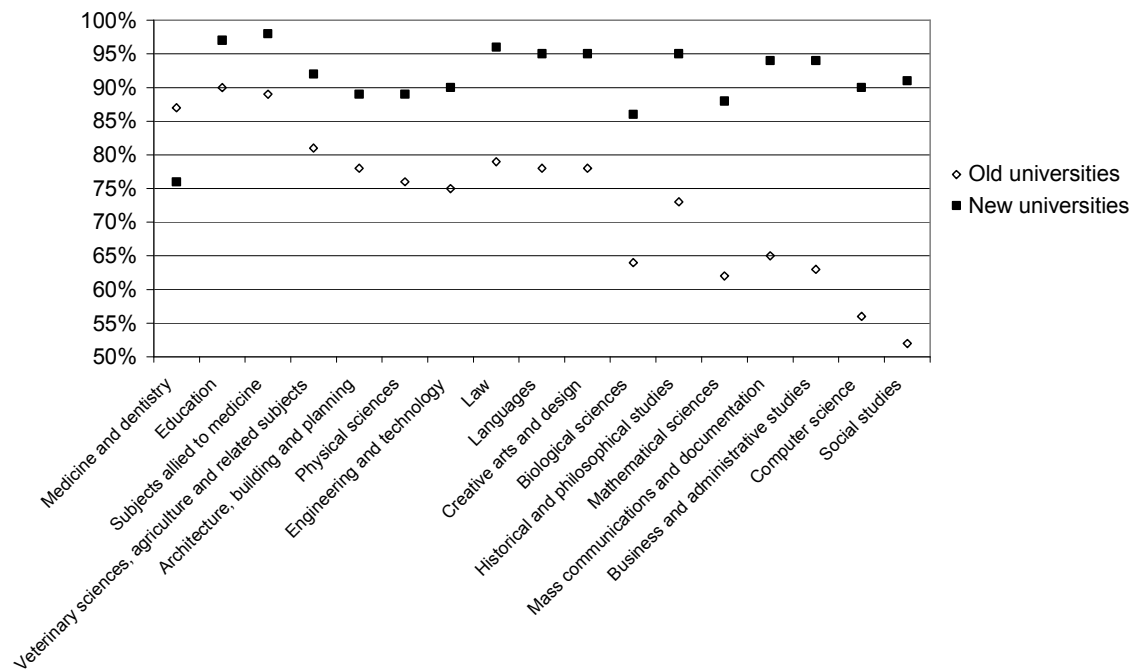
29. Close to a third (30 per cent) of seminars in old universities are taught by non-academics. The figure in new universities is much lower (8 per cent). With the exception of medicine and dentistry<sup>12</sup> this state of affairs is common to all subjects. The discrepancy reflects the greater availability of teaching cover from research assistants and research students and could be interpreted as a consequence of universities discharging their responsibility to

<sup>12</sup> Only 27 respondents (out of almost 15000 in the survey) were studying medicine and dentistry in new universities so this result needs to be approached cautiously.

provide future academics with experience of teaching. However, in the light of the very similar amounts of scheduled teaching provided in old and new universities (the weighted mean scheduled hours are 13.7 and 13.3 hours respectively) it suggests that the teaching provided by non-academics in old universities very often replaces - rather than supplements - teaching delivered by academics.

30. Figure 19 shows the gap between old and new universities in the proportion of seminars taught by academics in each subject area. Subject areas are shown in rank order of the gap between old and new universities: those subject areas where the gap is narrowest are shown on the left and those where it is greatest on the right.

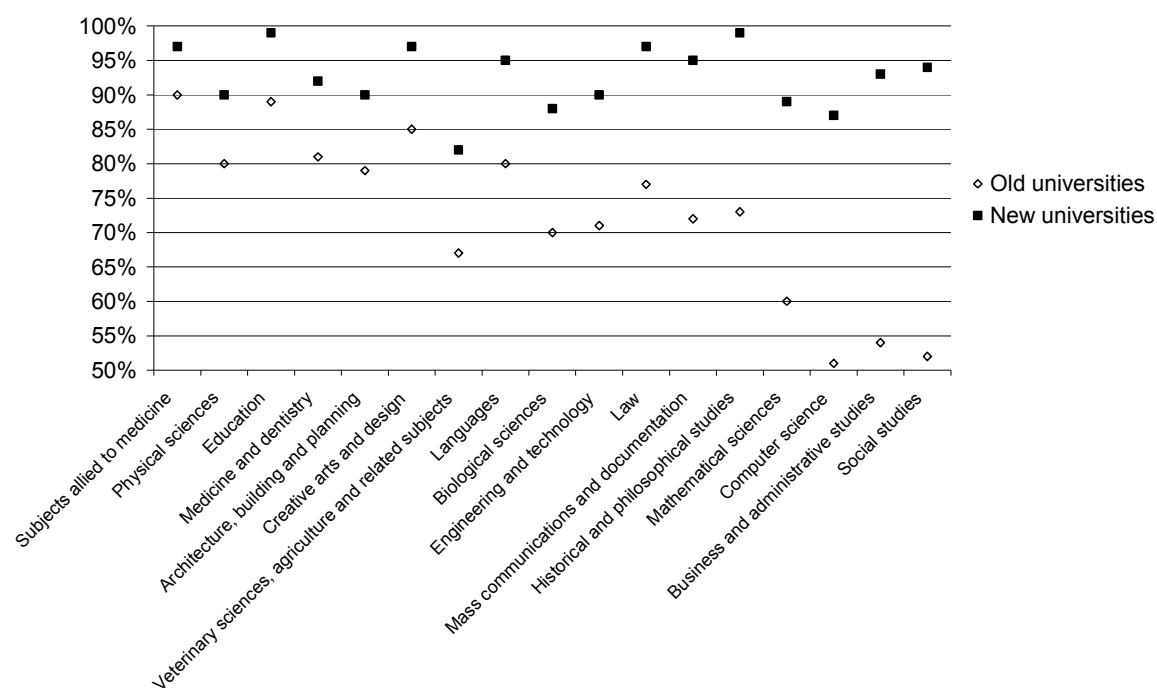
Figure 19: Percentage of seminars taught by academics in old and new universities by subject in ascending order of the extent to which that percentage is higher in new universities



## Tutorials

31. The same observations apply to tutorials – 93 per cent of which are taught by academics in new universities compared to 70 per cent in old. As a comparison of Figure 20 with Figure 19 (above) will show, the subjects where this gap is largest are the same in both cases: social studies, computer science and business.

Figure 20: Percentage of tutorials taught by academics in old and new universities by subject in ascending order of the extent to which that percentage is higher in new universities



## Fieldwork and practicals

32. Subject-level comparisons are less meaningful when considering practicals and fieldwork (because the amount of practical work in some subjects will be very small). It is also important to remember that the range of individuals who might be competent to lead fieldwork and practical sessions is broader than it is for seminars and tutorials. The same general pattern obtains however. In old universities, respondents reported that 64 per cent of practicals and 74 per cent of fieldwork were led by an academic, in new universities, the figures were 83 per cent and 85 per cent respectively.

33. Table 21 summarises the findings presented in this section.

Table 21: Summary table - teaching led by academics by type of teaching (per cent)

	Old universities	New universities
Lectures	98	99
Seminars	70	92
Tutorials	70	93
Practicals	64	83
Fieldwork	74	85

## Paid employment

34. The survey data provide an opportunity to assess the extent to which paid employment affects the student experience in English universities.

### Paid employment and satisfaction

35. Whilst paid employment is increasingly discussed as a 'normal' feature of the student experience it is worth noting that only 39 per cent of the HEPI sample (5,695 of 14,479) report experience of paid employment during term-time. This is rather fewer than those reported in a recent HEFCE report<sup>13</sup>, which showed an average of between 42 per cent and 48 per cent, but that surveyed second and final year students, whereas the present survey was of first and second years. As Table 22 shows, these students were slightly more likely to report that their course had provided poor value for money. This finding is open to two quite different interpretations: it could be taken to indicate an increased appreciation of the value of money amongst working students or a negative effect on the student experience caused by term-time working. What should not get lost, however, is that the effect is not a particularly strong one – the survey provides no evidence that term-time working has anything more than a minor effect upon students' overall level of satisfaction.

Table 22: Students reporting that their course offered very poor or fairly poor value for money by hours of paid employment (results weighted to offset subjects of study)

<b>Hours per week</b>	<b>Poor value for money</b>
None	14%
1 to 5 hours	18%
6 to 10 hours	19%
11 to 20 hours	22%
21 hours and more	21%
<b>Total respondents</b>	<b>16%</b>

### Effect of paid employment upon students' academic activity

36. As Table 23 shows, higher levels of paid employment are associated with slightly lower levels of self-reported academic activity, but there is no

---

<sup>13</sup> "Survey of higher education students' attitudes to debt and term-time working and their impact on attainment:" A report to Universities UK and HEFCE by the Centre for Higher Education Research and Information (CHERI) and London South Bank University

impact upon reported attendance at scheduled teaching sessions except amongst those working for more than 20 hours (and it is worth being cautious here because the numbers are small). All in all, the survey provides some evidence to support the proposition that paid employment may have a negative effect upon students' academic experiences but suggests that any such effects are likely to be slight.

Table 23: Various indicators of students' academic activity by hours of paid employment (results weighted to offset subjects of study)

<b>Paid employment</b>	<b>Hours of private study</b>	<b>% of scheduled hours not attended</b>	<b>Number of assignments submitted</b>
None	13.5	8	10.4
1 to 5 hours	13.1	8	10.1
6 to 10 hours	12.8	8	9.9
11 to 20 hours	12.4	8	9.7
21 hours and more	11.6	10	9.8
<b>All respondents</b>	<b>13.1</b>	<b>8</b>	<b>10.2</b>

## **Access to staff**

### **Frequency of access**

37. There is considerable variation in the propensity of students to make contact with staff outside scheduled teaching hours. The survey asked respondents to report 'substantive discussions' with academic staff. As Table 24 shows, the differences between subjects are less marked than the differences between institutions active in the same subject which are very marked. There are at least two possible reasons for this: it could be that access to staff is better in those institutions where more students report contacts; equally it could be that institutions with low levels of contact go further in formalising individualised academic supervision giving students less reason to seek unscheduled contact.

Table 24: Percentage of students having substantive unscheduled discussions with teaching staff with a frequency of once a month or more - highest and lowest institutional means<sup>14</sup>

<b>Subject</b>	<b>Highest institutional mean</b>	<b>Lowest institutional mean</b>	<b>Median</b>
Medicine & dentistry	66	11	27
Subjects allied to medicine	66	23	42
Biological sciences	76	20	41
Physical sciences	80	23	50
Mathematical sciences	70	12	34
Computer science	71	8	47
Engineering	81	25	48
Social studies	72	23	44
Law	69	13	39
Business & administrative studies	68	12	37
Languages	73	31	51
Historical & philosophical studies	67	19	51
Creative arts & design	90	18	56
Education	57	20	39

38. Interestingly, institutions appear not to use access to staff outside teaching hours to offset the impact of large teaching groups. On the contrary, students who are taught in smaller groups are more likely to meet with staff outside scheduled hours than those taught in larger groups as Table 25 shows.

Table 25: Meeting with staff outside scheduled hours, by median class size

<b>Median class size</b>	<b>% who met with staff</b>
0 to 5 other students	56
6 to 15 other students	52
16 to 50 other students	48
51 to 100 other students	42
More than 100 other students	35
<b>Total responses</b>	<b>45</b>

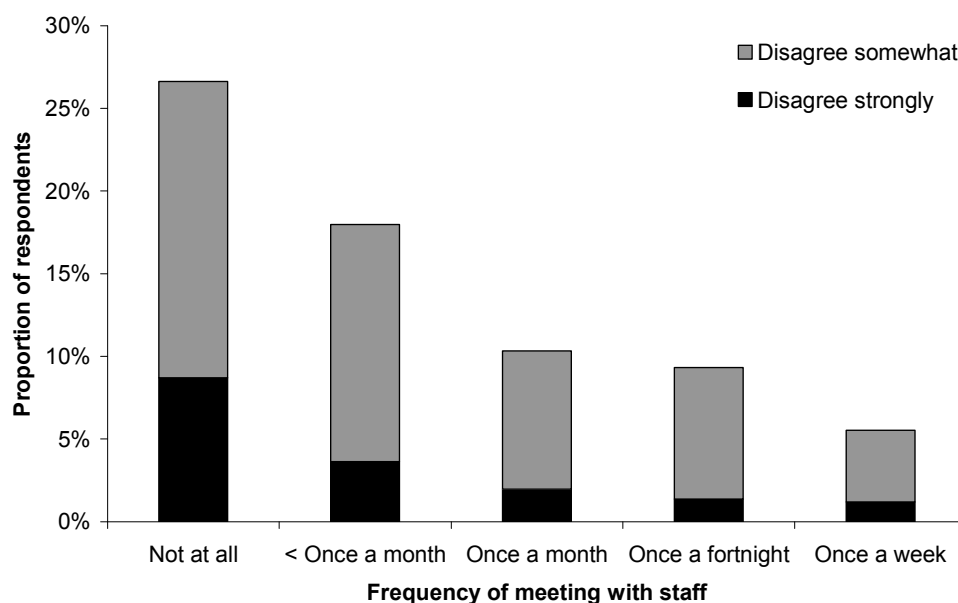
## **Satisfaction with access to staff**

39. Two things can be said about access to staff outside scheduled hours. The first is that the demand for such access is relatively low: even amongst students who get no such access only 27 per cent are dissatisfied. The second

<sup>14</sup> Three subjects - Veterinary sciences, agriculture and related subjects, Architecture, building and planning, and Mass communications and documentation - are omitted from this analysis because there was an insufficient response in these subjects to achieve the required level of significance.

is that students who have more contact with staff are less likely to be dissatisfied as Figure 26 clearly shows. This implies that ensuring that students have good access to staff is likely to have a modest but measurable effect upon dissatisfaction levels; it also implies that staff are generally successful at resolving whatever issues prompt students to seek unscheduled discussions.

Figure 26: Disagreement with proposition: "I feel I have sufficient access to an academic member of staff outside timetabled sessions in order to discuss aspects of my work" by frequency of unscheduled contacts



## Priorities for further investment

40. The study sought to establish what students thought were the priorities for the investment of the fees that they paid. Respondents were given a list of seven possible uses of additional income from higher fees and asked to rank them in priority order. The seven were:

- Reducing teaching group or lecture sizes
- Increased hours of timetabled classes
- Better social or sporting facilities
- Better library laboratory or specialist academic facilities
- Improved security on campus
- Better pay for staff
- Better e-learning and web-based facilities

41. Students gave much the highest priority to specialist academic facilities and small teaching groups, as Table 27 shows.

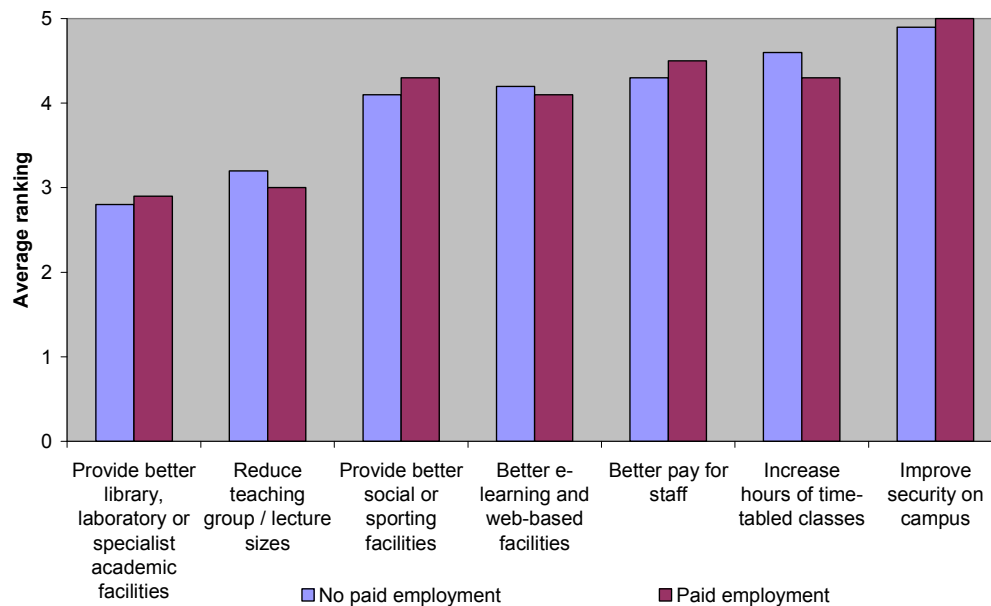
Table 27: Ranking of suggested priorities for investing additional fee income

Suggested priority	Top priority	Average ranking (lowest indicates highest priority)
Reduce teaching group/ lecture sizes	31%	3.1
Provide better library, laboratory or specialist academic facilities	26%	2.8
Increase hours of time-tabled classes	12%	4.5
Provide better social or sporting facilities	10%	4.2
Better pay for staff	9%	4.3
Better e-learning and web-based facilities	8%	4.1
Improve security on campus	4%	4.9
<b>Total</b>	<b>100%</b>	<b>4</b>

42. A clear message emerges from these data: students are more concerned with teaching quality (better facilities and class sizes) than quantity (contact hours) or the general environment (sports and social facilities, security).

43. This preference for quality over quantity is remarkably consistent: whereas one might expect that preference to be most marked amongst those in paid employment (whom it might be thought would lack time to study) there is little sign of such an effect in Figure 28 (below).

Figure 28: Mean rank given to investment priorities (low rank indicates high priority)



44. Table 29 shows these results in a little more detail. There was little indication that students who spend a large amount of time engaged in paid work have a stronger preference for quality over quantity than other students (although they clearly do have such a preference). The priorities of students engaged in paid work are strikingly similar to those of other students and surprisingly, 'working' students are marginally more likely to prioritise increases in hours of teaching than are other students.

Table 29: Priority given to reducing group sizes and increasing contact time

Hours per week of paid employment	Reduce class sizes		Increase contact time	
	Ranked 1st	Ranked 1st, 2nd or 3rd	Ranked 1st	Ranked 1st, 2nd or 3rd
None	30%	61%	11%	33%
1 to 5 hours	32%	63%	14%	40%
6 to 10 hours	33%	64%	13%	38%
11 to 20 hours	33%	64%	13%	38%
21 hours and more	33%	64%	13%	42%
<b>Total</b>	<b>31%</b>	<b>62%</b>	<b>12%</b>	<b>35%</b>

45. It is not only paid work which has a surprisingly small impact upon the priority given by students to reducing class sizes. That priority seems to be largely independent of the size of existing teaching groups. Table 30 shows how the likelihood of students ranking reduction in teaching groups size as one of their top priorities varies on the basis of the median size of the groups in which they are currently taught. It would be reasonable to expect that students taught in large groups might be most eager to see reductions in group size but, whilst that does indeed appear to be the case, it is surprisingly difficult to discern a pattern.

Table 30: Priority given to reducing teaching group sizes by current median group size

<b>Median size of respondent's teaching groups</b>	<b>Smaller groups ranked first</b>	<b>Smaller groups ranked in top 3</b>
0 to 5 other students	31%	54%
6 to 15 other students	27%	57%
16 to 50 other students	30%	62%
51 to 100 other students	32%	63%
More than 100 other students	36%	65%
<b>All responses</b>	<b>31%</b>	<b>62%</b>

## **General satisfaction**

### **Expectations and reality**

46. Annex E contains a full analysis of the responses to the questions concerning 'satisfaction'. In general, as Table 31 shows, students display high levels of general satisfaction with only 11 per cent reporting that their experience has been worse than they expected. However, when to this figure is added those whose experience has been "worse in some ways" (and "better in others"), the figure rises to 51%.

Table 31: Has the reality of your experience matched your expectations?

<b>Response</b>	<b>Proportion of known</b>
Yes, broadly	22%
It's been better	26%
It's been worse	11%
Better in some ways, worse in others	40%

47. These results are broadly consistent with the findings of the National Student Survey and provide an indication of the scope for further improvement. Whilst only one student in nine considered their overall experience to be worse than expected, just over half considered some aspects to be worse than expected. Amongst that group, disappointment with academic provision was much stronger than disappointment with other aspects of the university experience. This does not mean that academic experiences were generally poor – less than a quarter were dissatisfied with them – but it does suggest that investment in academic teaching remains critical to improving further what are very strong levels of satisfaction.

48. One strong feature of Table 32, below, is that nearly one in five of those students reporting some disappointment with their experience thought that their university's prospectus had been misleading in some ways. This mismatch between what universities claimed and the reality is something to which universities will need to pay attention. When this finding is combined with that reported in Annex E that overseas students report markedly less satisfaction than home students, and that misleading prospectuses are an important reason for this dissatisfaction, this suggests that universities may be mis-selling themselves in the eyes of significant numbers of students.

Table 32: If your experience has been worse than you expected, or worse in some ways, why do you feel this?

<b>Response</b>	<b>Proportion of known</b>
For academic reasons	41%
For personal reasons	28%
University facilities don't match prospectus	10%
Prospectus misleading in other ways	8%
Other	13%
<b>All respondents</b>	<b>100%</b>

## **Does more mean better? The relationship between quantity of provision and satisfaction**

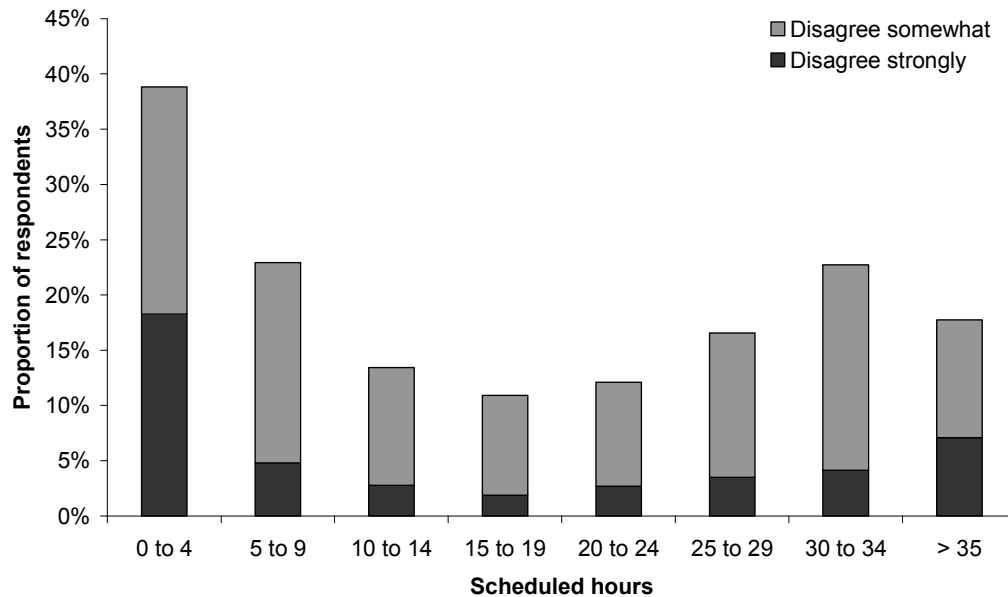
49. Several of the major quantitative indicators in the survey were paired with satisfaction questions to enable some basic analysis of the relationships between quantity of provision and satisfaction to be undertaken. On the basis of these rather simple analyses, these relationships appear to be quite complex and worthy of further investigation.

### **Hours of teaching**

50. As Figure 33 (below) shows, there is a clear link between very low levels of scheduled teaching and high levels of dissatisfaction with the quantity of teaching. Interestingly, however, the returns (in terms of student satisfaction) appear to be negative once teaching hours pass twenty hours per week. To put this into context, it is worth remembering that the mean number of scheduled hours is 13.7.

51. We do not know how many of the dissatisfied would have preferred fewer (rather than more) classes. Given that the most heavily taught were less satisfied than those receiving moderate to high levels of teaching, however, it could fairly be argued that there is probably a threshold beyond which students begin to regard the volume of teaching as excessive or inefficient. It would be a surprise, however, if that threshold did not vary substantially from one subject to the next.

Figure 33: Disagreement with proposition: 'I am satisfied with the number of time-tabled classes I have had during this term' by scheduled hours of teaching per week



## Support services

52. The point made in the previous paragraph may seem trivial but the contrast with support services should be noted. As Table 34 shows, in general students who have more than 2 contacts with a service are less satisfied than those who have 1-2 contacts<sup>15</sup>. This does not, of course, prove that frequent contact causes dissatisfaction – causality is as likely to be the other way round: if the issue about which the student takes advice is resolved after two visits, then perhaps students are more satisfied than if the issue requires more visits. It does indicate that the dynamics of the relationship between usage and satisfaction which seems relatively straightforward in the case of academic advice is more complicated where advice from other professionals are concerned.

<sup>15</sup> It is worth noting that the two analyses are subtly different. Students were asked about their satisfaction with their access to academic staff outside scheduled hours and about satisfaction with the *quality* of service from support services.

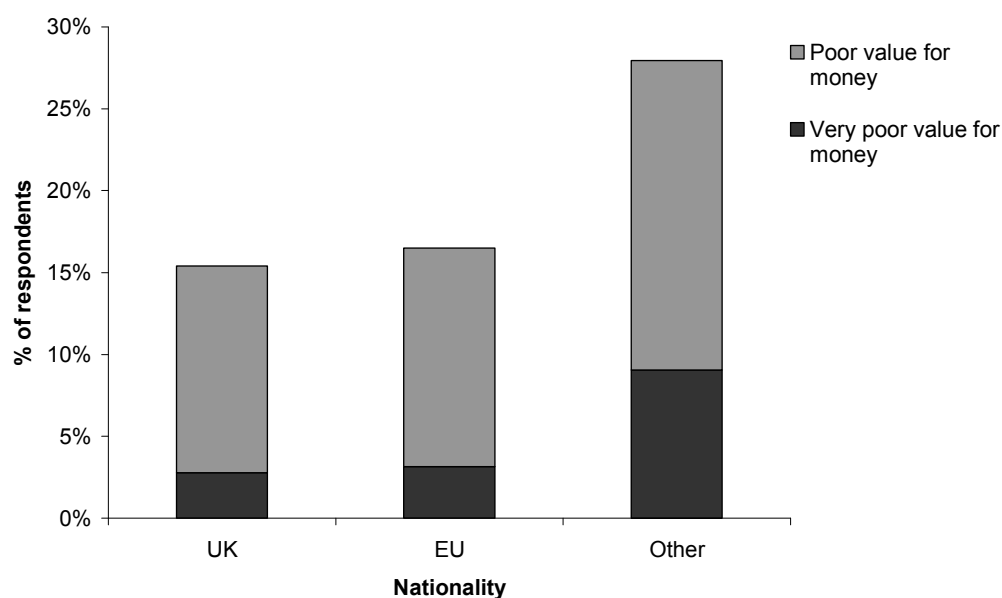
Table 34: Dissatisfaction with support services by frequency of use in previous term (students using services only)

Frequency of use	Careers	Welfare	Accommodation	Other services
1 or 2 times	13%	15%	15%	12%
3 or 4 times	17%	20%	21%	11%
5 or more times	14%	13%	26%	12%
<b>All who used service</b>	<b>14%</b>	<b>16%</b>	<b>17%</b>	<b>12%</b>

## Value for money

53. Sixteen per cent of students reported that they thought their course represented poor value or money, and non-EU overseas respondents were considerably less satisfied than others with the value for money received on their course. As Figure 35 shows, three times as many international students think that their course represented a very poor value for money than home and EU students, and nearly 30 per cent of all international students thought that their course was poor value (combining "poor value" and "very poor value"). This should set alarm bells ringing. Value for money could be improved by reducing cost or improving the product. If it is not, in due course we will kill the golden goose that international students represent, and this finding needs to be taken very seriously indeed.

Figure 35: Percentage of students perceiving poor value for money by nationality



## **Annex A**

### **Survey questionnaire**

The survey questionnaire is available on the HEPI website at the following URL:

<http://www.hepi.ac.uk/downloads/27AnnexA.htm>

**Characteristics of the sample**

1. Opinionpanel Research surveyed 22,334 first and second year members of their "Student Panel". Panel members comprise students who choose to sign up to participate in surveys, for which they receive a contribution to an Amazon Gift Certificate for each survey undertaken. No quota or other controls are set for membership of the panel, though quotas may be set subsequently by Opinionpanel Research for specific surveys. No quotas were set for this survey. As will be seen from the below, where appropriate, weightings have been used in the analysis in order to enable comparisons to be made.
  
2. The achieved sample contained 14,666 full-time first and second year undergraduate students in English universities. Some data was collected from part-time and postgraduate students and from students at Scottish, Welsh and Northern Irish institutions but this was not used.
  
3. Tables 1-5 set out the demographic characteristics of the achieved sample and the equivalent HESA student population.

Table 1: Subject breakdown

<b>Subject</b>	<b>Survey</b>	<b>HESA<sup>16</sup></b>
Medicine and dentistry	5%	4%
Subjects allied to medicine	5%	7%
Biological sciences	9%	9%
Veterinary sciences, agriculture and related subjects	1%	1%
Physical sciences	7%	5%
Mathematical sciences	4%	2%
Computer science	4%	7%
Engineering and technology	6%	7%
Architecture, building and planning	1%	2%
Social studies	13%	9%
Law	6%	5%
Business and administrative studies	9%	15%
Mass communications and documentation	2%	3%
Languages	10%	6%
Historical and philosophical studies	7%	4%
Creative arts and design	6%	12%
Education	3%	3%

---

<sup>16</sup> Excludes combined studies.

Table 2: Gender breakdown

<b>Sex</b>	<b>Survey</b>	<b>HESA</b>
Male	41%	47%
Female	59%	53%

Table 3: Type of institution breakdown

<b>Type of institution</b>	<b>Survey</b>	<b>HESA</b>
Russell group	37%	25%
Pre 1992	30%	21%
Post 1992	27%	49%
Other institutions	6%	6%

Table 4: Nationality breakdown

<b>Nationality</b>	<b>Survey</b>	<b>HESA</b>
UK	90%	87%
EU	5%	4%
Other	5%	9%

Table 5: Year of study

<b>Current year</b>	<b>Survey</b>	<b>HESA</b>
First	49%	36%
Second	51%	29%
Other	0%	35%

4. In the light of the differences between the composition of the survey population and the HESA population, it is important to bear in mind when reviewing the survey data that the sample is self-selecting and, whilst some figures in the analyses are weighted to reflect the characteristics of the HESA population (we have indicated where this has been done) there is the risk that respondents are atypical in way which have not been allowed for, and that this may affect some of the results.

### **Weighting procedure**

5. The remainder of this annex describes the weighting procedures used in the analysis to prevent subject biases from skewing the analysis.

### **Subject groups and weighting**

6. There are three (nested) subject groups relevant to the analysis.

## **JACS principal subjects**

7. This is the form of the subject field in the survey data and so is the lowest level of aggregation available. The numbers in many of these categories (of which there are 157) are too small for this to be used as the basis for analysis (see Appendix 1 to this Annex).

## **17 category grouping**

8. HESA groups the 157 principal subjects into a 19 category aggregation - the standard "JACS groupings". This is the grouping that has been used, with two alterations:

- The 'combined studies' category is not used - all students reporting themselves as studying "combined studies" were asked to identify a principal subject of study
- Because of the small number of responses in agriculture and related subjects, and also in veterinary sciences, these two have been grouped together<sup>17</sup>.

## **23 category grouping for weighing**

9. The analysis uses a slightly less aggregated grouping below the standard 17 subject as a basis for weighting, the idea being that, to some extent, it will deal with the problem of heterogeneity within the (17) subject categories. However, this is not a guarantee that comparisons will not be distorted by different subject profiles (even principal subjects may encompass different courses).

10. There are 23 categories, as shown in Appendix 1 to this Annex.

## **Weighting method**

11. Overall means and means for each of the 17 subjects are weighted by the sector (i.e. HESA) numbers in each (23) subject subset category. In addition, first and second year responses are given an equal weighting to avoid distorted results. Supposing we wished to look at contact hours, the method would be as follows:

- Obtain, for each (23) subject, numbers of full-time first degree students in English HEIs.
- Find the mean contact hours for each (23) subject, assuming an equal weighting of first and second years (this equates to ('1<sup>st</sup> year mean'+ '2<sup>nd</sup> year mean')/2).

---

<sup>17</sup> It is worth remembering, however, that the training of veterinarians has more affinities with medical and dental training than with other sciences and that results for the combined category need to be treated with a certain amount of care.

- Calculate the mean contact hours for each (17) subject as an average of the (23) subjects means within that group, weighted by the sector numbers of those (23) subjects.
- Calculate the overall mean as the average of all the (23) subjects means weighted by the sector (23) subject numbers.

12. Using the same weightings for both old and new universities (in the 'subject by institution type' tables for example) enables us to compare old and new without worrying about distortion caused by differing subject profiles. In 'engineering and technology', for example, much of engineering will be taught in old universities whilst much of technology will be in new, and unweighted means would reflect this difference rather than a real difference in course delivery.

## Appendix 1: Subject(17), Subject(23) and JACS principal subjects

Subject group (17)	Subject group (23) for weighting	JACS principal subjects
Medicine and dentistry	Medicine and dentistry	Pre-clinical Medicine Pre-clinical Dentistry Clinical Medicine Clinical Dentistry Others in Medicine and Dentistry
<b>All in medicine and dentistry</b>		
Subjects allied to medicine	Subjects allied to medicine	Anatomy, Physiology and Pathology Pharmacology, Toxicology and Pharmacy Complementary Medicine Nutrition Ophthalmics Aural and Oral Sciences Nursing Medical Technology Others in Subjects allied to Medicine
<b>All in subjects allied to medicine</b>		
Biological sciences	Biological sciences (A)	Biology Botany Zoology Genetics Microbiology Molecular Biology, Biophysics and Biochemistry Others in Biological Sciences
	Biological sciences (B)	Sports Science Psychology
<b>All in biological sciences</b>		

<b>Subject group (17)</b>	<b>Subject group (23) for weighting</b>	<b>JACS principal subjects</b>
Veterinary sciences, agriculture and related	Veterinary sciences	Pre-clinical Veterinary Medicine Clinical Veterinary Medicine and Dentistry Animal Science Agriculture Others in Veterinary Sciences, Agriculture and related subjects
		<b>All in veterinary sciences, agriculture and related subjects</b>
Physical sciences	Physical sciences (A)	Chemistry Materials Science Physics Forensic and Archaeological Science Astronomy Geology Ocean Sciences Others in Physical Sciences
	Physical sciences (B)	Physical and Terrestrial Geographical and Environmental Sciences
		<b>All in physical sciences</b>
Mathematical sciences	Mathematical sciences	Mathematics Operational Research Statistics Others in Mathematical and Computing Sciences
		<b>All in mathematical sciences</b>
Computer science	Computer science	Computer Science Information Systems Software Engineering Artificial Intelligence
		<b>All in computer science</b>

<b>Subject group (17)</b>	<b>Subject group (23) for weighting</b>	<b>JACS principal subjects</b>
Engineering and technology	Engineering and technology (A)	General Engineering Civil Engineering Mechanical Engineering Aerospace Engineering Naval Architecture Electronic and Electrical Engineering Production and Manufacturing Engineering Chemical, Process and Energy Engineering Others in Engineering
	Engineering and technology (B)	Polymers and Textiles Materials Technology not otherwise specified Maritime Technology Others in Technology
<b>All in engineering and technology</b>		
Architecture, building and planning	Architecture, building and planning	Architecture Building Landscape Design Planning (Urban, Rural and Regional) Others in Architecture, Building and Planning
<b>All in architecture, building and planning</b>		

<b>Subject group (17)</b>	<b>Subject group (23) for weighting</b>	<b>JACS principal subjects</b>
Social studies	Social studies (A)	Economics Social Work
	Social studies (B)	Politics Sociology Social Policy Anthropology Human and Social Geography Others in Social studies
		<b>All in social studies</b>
Law	Law	Law by area Law by Topic Other in Law
		<b>All in law</b>
Business and administrative studies	Business and administrative studies	Business studies Management studies Finance Accounting Marketing Human Resource Management Tourism, Transport and Travel Others in Business and Administrative studies
		<b>All in business and administrative studies</b>

**Subject group (17)**  
Mass communications and  
documentation

**Subject group (23)  
for weighting**  
Mass communications  
and documentation

**JACS principal subjects**

Information Services

Publicity studies

Media studies

Publishing

Journalism

Others in Mass Communications and Documentation

---

**All in mass communications and documentation**

---

**Subject group (17)**  
Languages

**Subject group (23)**  
**for weighting**  
Languages (A)

**JACS principal subjects**

Linguistics  
Comparative Literary studies  
English studies  
Ancient Language studies  
Latin studies  
Classical Greek studies  
Classical studies  
Others in Linguistics, Classics and related subjects

---

Languages (B)

French studies  
German studies  
Italian studies  
Spanish studies  
Portuguese studies  
Scandinavian studies  
Russian and East European studies  
Others in European Languages, Literature and related subjects  
Chinese studies  
Japanese studies  
South Asian studies  
Other Asian studies  
African studies  
Modern Middle Eastern studies  
American studies  
Others in Eastern, Asiatic, African, American and Australasian studies

---

**All in languages**

---

<b>Subject group (17)</b> Historical and philosophical studies	<b>Subject group (23) for weighting</b> Historical and philosophical studies	<b>JACS principal subjects</b> History by period History by area History by topic Archaeology Philosophy Theology and Religious studies Others in Historical and Philosophical studies
		<hr/> <b>All in historical and philosophical studies</b> <hr/>
Creative arts and design	Creative arts and design	Fine Art Design studies Music Drama Dance Cinematics and Photography Crafts Imaginative Writing Others in Creative Arts and Design
		<hr/> <b>All in creative arts and design</b> <hr/>
Education	Education (A) Education (B)	Training Teachers Research and Study Skills in Education Academic studies in Education Others in Education
		<hr/> <b>All in education</b> <hr/>

### Subject benchmark tables

1. This document contains information on sector norms in the 17 aggregated subject groups. The groups correspond to the standard 19 aggregated subjects used by HESA with two exceptions.
  - Combined studies are not shown (because all students in the HEPI survey were coded as belonging to a simple subject)
  - Veterinary sciences has been combined with agriculture and related studies (owing to small numbers in each category)
  
2. A series of benchmarks have been established. It is intended that the data set out in the eleven tables below will be used to ascertain whether the nature of HE provision changes over the next few years (if fee income is reinvested in teaching, it should). The limited nature of the survey means that it would be difficult to make much of changes of a few percentage points between these results and the results of any follow up survey – but any large changes will be noteworthy. It is worth remembering, however, that benchmarks 3, 4 and 5 relate to, or will be influenced by, student behaviour. If those who volunteer for the survey are by nature more forthcoming than the typical student, it is possible that these measures may be inflated.
  
3. The benchmark measures are:
  - Benchmark 1: Scheduled contact time
  - Benchmark 2i: Hours of use of specialist facilities (supervised)
  - Benchmark 2ii: Hours of use of specialist facilities (unsupervised)
  - Benchmark 3: Hours of private study
  - Benchmark 4: Number of assignments submitted for marking
  - Benchmark 5: Students having substantive discussions with staff outside scheduled hours with a frequency of once a month or more
  - Benchmark 6i: Lectures mostly taught by academics
  - Benchmark 6ii: Seminars mostly taught by academics
  - Benchmark 6iii: Tutorials mostly taught by academics
  - Benchmark 6iv: Practicals (where supervised) mostly taught by academics
  - Benchmark 6v: Fieldwork (where supervised) mostly taught by academics
  
4. Some of the subject groups are quite heterogeneous, being comprised of subjects with quite different characteristics. This is inevitable where standard subject groupings are used – subjects are not grouped together on the basis of observed similarity, and therefore it is inevitable that some subject groupings will contain subjects which, if displayed separately, would have very different benchmarks. To prevent subject biases from distorting the benchmark figures for the aggregated groups, some of the groups have been

weighted. The summary results for 'all subjects' have also been weighted to reflect the distribution of the HESA population between subjects (which is different from the profile of the achieved sample). A full account of the procedures used to maximise the reliability of the data is provided in Annex B.

## The benchmarks

### Benchmark 1: Scheduled contact time (Q2a)

Subject area	Old universities	New universities	All universities
Medicine and dentistry	21.4	20.2	21.3
Subjects allied to medicine	19.2	19.4	19.3
Biological sciences	12.9	13.1	13.1
Veterinary sciences, agriculture and related	21.3	19.8	20.4
Physical sciences	16.7	13.2	16.2
Mathematical sciences	16.1	14.8	15.9
Computer science	16.5	14.2	15.5
Engineering and technology	19.8	17.5	19.3
Architecture, building and planning	16.1	15.6	15.9
Social studies	10.7	11.3	10.9
Law	11.5	11.1	11.4
Business and administrative studies	12.5	11.7	12.1
Mass communications and documentation	10.9	11.5	11.4
Languages	9.5	9.6	9.5
Historical and philosophical studies	8.0	8.8	8.1
Creative arts and design	11.2	12.7	12.2
Education	14.2	13.4	13.5
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>13.7</b>	<b>13.3</b>	<b>13.7</b>

**Benchmark 2i: Hours of use of specialist facilities (supervised) (Q15)**

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	3.6	2.2	3.6
Subjects allied to medicine	5.2	3.5	4.5
Biological sciences	3.7	2.8	3.5
Veterinary sciences, agriculture and related	4.4	4.8	4.7
Physical sciences	5.1	4.0	5.0
Mathematical sciences	1.3	4.5	1.8
Computer science	3.7	4.9	4.3
Engineering and technology	4.7	6.3	4.9
Architecture, building and planning	4.3	3.4	3.9
Social studies	0.9	1.0	1.0
Law	0.4	0.6	0.4
Business and administrative studies	1.1	1.5	1.3
Mass communications and documentation	2.5	2.9	2.8
Languages	0.5	0.8	0.5
Historical and philosophical studies	0.4	0.4	0.4
Creative arts and design	3.5	4.2	4.0
Education	1.3	1.8	1.7
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>2.6</b>	<b>2.8</b>	<b>2.7</b>

**Benchmark 2ii Hours of use of specialist facilities (unsupervised)  
(Q15)**

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	2.4	3.7	2.5
Subjects allied to medicine	2.6	2.7	2.6
Biological sciences	2.0	1.7	1.9
Veterinary sciences, agriculture and related	1.4	1.5	1.5
Physical sciences	1.8	2.3	1.9
Mathematical sciences	2.1	5.0	2.6
Computer science	5.7	5.7	5.7
Engineering and technology	3.7	4.9	3.8
Architecture, building and planning	9.0	4.1	6.4
Social studies	1.9	2.3	2.1
Law	2.3	2.7	2.4
Business and administrative studies	2.4	3.1	2.8
Mass communications and documentation	2.4	3.3	3.1
Languages	1.7	2.2	1.8
Historical and philosophical studies	1.6	1.8	1.7
Creative arts and design	4.6	5.1	4.9
Education	2.3	2.5	2.4
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>2.9</b>	<b>3.3</b>	<b>3.0</b>

### Benchmark 3: Hours of private study (Q9)

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	15.0	16.4	15.1
Subjects allied to medicine	12.1	13.2	12.6
Biological sciences	12.7	11.7	12.2
Veterinary sciences, agriculture and related	13.4	13.7	13.7
Physical sciences	12.8	10.3	12.2
Mathematical sciences	12.2	12.3	12.2
Computer science	12.7	12.4	12.6
Engineering and technology	12.3	13.9	12.5
Architecture, building and planning	20.8	14.3	17.4
Social studies	13.4	11.5	13.0
Law	17.8	15.4	17.0
Business and administrative studies	11.7	10.2	11.0
Mass communications and documentation	7.6	10.1	9.5
Languages	15.0	11.8	14.4
Historical and philosophical studies	16.4	12.4	15.8
Creative arts and design	13.8	14.3	14.1
Education	13.9	13.7	13.7
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>13.3</b>	<b>12.4</b>	<b>13.1</b>

#### Benchmark 4: Number of assignments submitted for marking (Q13)

Subject area	Old universities	New universities	All universities
Medicine and dentistry	6.1	4.6	6.0
Subjects allied to medicine	9.9	7.8	9.0
Biological sciences	10.9	9.6	10.7
Veterinary sciences, agriculture and related	11.2	4.8	7.6
Physical sciences	18.2	12.8	17.5
Mathematical sciences	25.6	10.8	23.1
Computer science	15.4	9.8	12.9
Engineering and technology	14.6	13.7	14.4
Architecture, building and planning	8.6	10.5	9.5
Social studies	9.3	9.3	9.3
Law	6.8	7.8	7.2
Business and administrative studies	7.5	8.4	8.0
Mass communications and documentation	8.5	10.1	9.7
Languages	10.2	8.6	9.9
Historical and philosophical studies	8.6	8.8	8.6
Creative arts and design	8.9	8.2	8.5
Education	10.7	9.7	9.7
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>10.6</b>	<b>9.2</b>	<b>10.2</b>

**Benchmark 5: Students having substantive discussions with staff  
outside scheduled hours in previous month (Q7)**

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	29%	38%	30%
Subjects allied to medicine	42%	48%	44%
Biological sciences	39%	50%	42%
Veterinary sciences, agriculture and related	34%	50%	43%
Physical sciences	49%	56%	50%
Mathematical sciences	37%	49%	39%
Computer science	43%	44%	44%
Engineering and technology	45%	47%	45%
Architecture, building and planning	49%	48%	49%
Social studies	43%	49%	44%
Law	40%	39%	39%
Business and administrative studies	35%	45%	40%
Mass communications and documentation	42%	51%	49%
Languages	49%	47%	48%
Historical and philosophical studies	50%	52%	51%
Creative arts and design	55%	53%	54%
Education	51%	46%	47%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>43%</b>	<b>48%</b>	<b>45%</b>

### Benchmark 6i: Lectures taught by academics (Q6)

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	98%	98%	98%
Subjects allied to medicine	99%	99%	99%
Biological sciences	99%	98%	99%
Veterinary sciences, agriculture and related	100%	100%	100%
Physical sciences	100%	99%	100%
Mathematical sciences	99%	99%	99%
Computer science	99%	98%	99%
Engineering and technology	97%	98%	97%
Architecture, building and planning	99%	98%	99%
Social studies	99%	99%	99%
Law	100%	100%	100%
Business and administrative studies	98%	98%	98%
Mass communications and documentation	98%	99%	99%
Languages	99%	99%	99%
Historical and philosophical studies	99%	100%	99%
Creative arts and design	98%	97%	97%
Education	98%	100%	99%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>98%</b>	<b>99%</b>	<b>99%</b>

### Benchmark 6ii: Seminars taught by academics (Q6)

Subject area	Old universities	New universities	All universities
Medicine and dentistry	87%	76%	87%
Subjects allied to medicine	89%	98%	93%
Biological sciences	64%	86%	73%
Veterinary sciences, agriculture and related	81%	92%	87%
Physical sciences	76%	89%	79%
Mathematical sciences	62%	88%	68%
Computer science	56%	90%	71%
Engineering and technology	75%	90%	79%
Architecture, building and planning	78%	89%	84%
Social studies	52%	91%	62%
Law	79%	96%	85%
Business and administrative studies	63%	94%	80%
Mass communications and documentation	65%	94%	88%
Languages	78%	95%	82%
Historical and philosophical studies	73%	95%	77%
Creative arts and design	78%	95%	89%
Education	90%	97%	97%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>70%</b>	<b>92%</b>	<b>80%</b>

### Benchmark 6iii: Tutorials taught by academics (Q6)

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	81%	92%	81%
Subjects allied to medicine	90%	97%	93%
Biological sciences	70%	88%	77%
Veterinary sciences, agriculture and related	67%	82%	76%
Physical sciences	80%	90%	82%
Mathematical sciences	60%	89%	65%
Computer science	51%	87%	67%
Engineering and technology	71%	90%	76%
Architecture, building and planning	79%	90%	84%
Social studies	52%	94%	62%
Law	77%	97%	83%
Business and administrative studies	54%	93%	73%
Mass communications and documentation	72%	95%	91%
Languages	80%	95%	83%
Historical and philosophical studies	73%	99%	77%
Creative arts and design	85%	97%	93%
Education	89%	99%	98%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>70%</b>	<b>93%</b>	<b>79%</b>

**Benchmark 6iv: Practicals (where supervised) taught by academics  
(Q6)**

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	71%	81%	71%
Subjects allied to medicine	81%	90%	85%
Biological sciences	67%	70%	68%
Veterinary sciences, agriculture and related	72%	91%	84%
Physical sciences	54%	75%	57%
Mathematical sciences	50%	84%	60%
Computer science	32%	84%	56%
Engineering and technology	30%	65%	38%
Architecture, building and planning	66%	77%	71%
Social studies	65%	83%	70%
Law	64%	92%	79%
Business and administrative studies	56%	88%	75%
Mass communications and documentation	80%	89%	87%
Languages	78%	93%	82%
Historical and philosophical studies	75%	87%	77%
Creative arts and design	80%	78%	79%
Education	83%	94%	93%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>64%</b>	<b>83%</b>	<b>72%</b>

**Benchmark 6v: Fieldwork (where supervised) taught by academics  
(Q6)**

<b>Subject area</b>	<b>Old universities</b>	<b>New universities</b>	<b>All universities</b>
Medicine and dentistry	86%	69%	84%
Subjects allied to medicine	86%	91%	88%
Biological sciences	72%	81%	76%
Veterinary sciences, agriculture and related	73%	89%	82%
Physical sciences	77%	87%	79%
Mathematical sciences	58%	86%	68%
Computer science	47%	85%	69%
Engineering and technology	58%	73%	63%
Architecture, building and planning	83%	90%	87%
Social studies	76%	84%	79%
Law	70%	92%	82%
Business and administrative studies	66%	85%	78%
Mass communications and documentation	90%	89%	89%
Languages	86%	89%	87%
Historical and philosophical studies	79%	94%	82%
Creative arts and design	84%	88%	87%
Education	89%	94%	94%
<b>All subjects (weighted to reflect subject breakdown of HESA population)</b>	<b>74%</b>	<b>85%</b>	<b>80%</b>

### **Detailed analysis of total workload (teaching and private study) by institution and subject**

1. A minimum level of response has been enforced at both subject and institution levels for the results to be treated as reliable and therefore used in the analyses. This has been necessary because students studying the same subject at the same institution do not generally return the same number of hours, either because of errors in their reporting, or because of variations in provision, with different options or programmes within the same subject.
2. In detail, for an institution to be identified in the subject-level analysis, we required at least 5 responses each from first and second year students (though in fact the mean number of responses across all subjects and all institutions was 26). It should be noted therefore, that even with 20 respondents a mean value of, say 14 hours, should be thought of as lying between something like 11.5 and 16.5 using the conventional 95% confidence intervals. However, it should also be noted that other than in the case of some outliers, in almost all cases the majority of responses are clustered around the mean.
3. For a subject to be reported at all, we required at least 5 institutions to meet those requirements in that subject. So although we carried out analysis of 17 subject groupings, only 15 are reported on (at institution level - there are other reports at higher levels); and the number of universities for which data are reported ranges from 5 to 51. Two subjects - architecture, building and planning as well as veterinary sciences, agriculture and related subjects - did not meet the thresholds required for reporting.
4. Figures are also given for UCAS tariff points of entrants and for the proportion of first class and upper second class honours. In principle student effort and prior attainment ought to be two of the main determinants of degree class; in practice, there will be a large number of other factors. It is also worth remembering that UCAS tariff points as recorded by HESA do not adequately pick up the prior attainments of mature students and, as a result, are a guide to prior attainment only for courses which recruit exclusively or almost exclusively amongst young students.

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Medicine and dentistry</b>	The University of East Anglia	45.1	-	405.6
	University of Durham	43.2	-	469.5
	The University of Oxford	41.2	99.3	543.3
	The University of Cambridge	41.2	81.2	559.4
	The University of Southampton	40.1	-	455.3
	The University of Birmingham	40.1	-	473.7
	Imperial College	37.8	88.1	477.3
	The University of Bristol	36.8	-	455.1
	St George's Hospital Medical School	36.8	90.9	446.9
	The University of Leicester	36.2	-	486.6
	University of Manchester	34.0	-	477.0
	University College London	33.5	91.3	482.1
	The University of Liverpool	32.4	-	470.4
	The University of Newcastle-upon-Tyne	32.1	-	459.2
	The University of Nottingham	31.0	88.6	492.2
	King's College London	30.6	-	441.7
	The University of Sheffield	29.5	-	452.8
	Queen Mary and Westfield College	29.0	92.7	421.6

<b>Subjects allied to medicine</b>	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
	Liverpool John Moores University	42.5	55.9	288.7
	The University of Surrey	38.5	57.1	313.6
	Sheffield Hallam University	37.2	64.2	300.4
	The University of Birmingham	36.3	73.1	370.6
	The University of Plymouth	36.0	65.2	197.1
	The University of East Anglia	34.5	70.5	359.2
	The University of Leeds	34.4	63.3	346.4
	Coventry University	34.3	68.2	276.4
	The University of Southampton	34.3	71.5	358.3
	The University of Northumbria at Newcastle	34.2	61.6	302.5
	The University of Liverpool	32.8	56.6	343.3
	University of Hertfordshire	31.9	54.5	248.8
	The University of Bradford	31.7	54.5	317.5
	The University of Nottingham	31.6	78.9	397.2
	City University	31.0	52.4	309.8
	The University of Bath	29.9	83.7	438.9
	University of Manchester	28.4	60.8	389.9
	King's College London	27.5	62.0	357.4
	Aston University	25.7	67.1	380.3
	Oxford Brookes University	25.6	60.9	291.0
	The University of Newcastle-upon-Tyne	23.6	69.5	376.4
	The University of Sheffield	22.1	68.1	365.2

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Biological sciences</b>	The University of Cambridge	43.7	85.0	560.9
	The University of Oxford	35.0	88.2	523.6
	The University of Kent	31.5	72.9	343.9
	The University of York	30.6	74.4	453.3
	The University of Leeds	29.5	67.1	364.0
	The University of Westminster	29.5	71.1	237.3
	Imperial College	29.2	80.2	460.2
	The University of Leicester	28.9	70.7	377.3
	The University of Essex	28.7	57.3	305.7
	The University of Surrey	28.6	75.1	346.3
	Sheffield Hallam University	28.4	55.0	302.6
	The University of Bath	27.8	84.2	420.0
	The University of Bristol	27.0	87.1	439.0
	The University of Reading	26.7	79.1	368.2
	University College London	26.6	83.2	405.0
	The University of Keele	26.1	57.9	312.6
	The University of East Anglia	25.9	66.1	337.6
	The University of Warwick	25.7	79.1	420.9
	The University of Newcastle-upon-Tyne	25.7	69.9	372.0
	University of Durham	25.5	67.9	450.1
	The University of Lancaster	25.4	65.4	375.7
	The Nottingham Trent University	25.3	48.2	276.6
	Queen Mary and Westfield College	25.3	55.9	292.8
	The University of Sussex	25.2	67.8	380.5
	The University of Nottingham	24.5	83.3	421.4
	The University of Southampton	23.9	71.9	392.1
	Loughborough University	23.9	74.4	392.5
	The University of Sheffield	23.6	84.2	417.8
	The University of Lincoln	23.6	54.5	254.5
	The University of Plymouth	23.5	58.5	252.3
	King's College London	22.9	52.4	350.4
	The University of Birmingham	22.9	68.9	386.2
	The University of Exeter	22.8	78.9	355.4
	Aston University	22.8	70.1	331.0
	The University of Portsmouth	22.7	58.7	269.6
	University of Manchester	22.4	73.2	408.1
	The University of Hull	22.4	60.7	382.0
	The University of Liverpool	22.4	73.7	357.3
	University of Hertfordshire	22.3	57.2	253.5
	Liverpool John Moores University	22.2	42.2	267.0
The University of Central Lancashire	19.1	44.9	252.0	

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Physical sciences</b>	The University of Cambridge	44.7	84.7	564.6
	The University of Oxford	38.9	79.6	542.5
	The University of Warwick	32.1	66.0	455.5
	The University of Surrey	31.8	69.3	329.9
	University College London	31.0	69.3	395.1
	University of Durham	30.6	70.0	481.5
	The University of Hull	30.0	52.7	370.7
	The University of Newcastle-upon-Tyne	29.4	57.8	345.3
	The University of Bath	28.6	52.1	419.8
	Imperial College	28.5	69.0	455.4
	Coventry University	28.5	-	221.9
	The University of Leicester	28.4	48.9	337.6
	The University of Reading	27.9	66.4	355.9
	The University of Sheffield	27.5	64.8	394.4
	The University of Nottingham	27.3	74.3	433.3
	The University of Keele	26.9	-	278.4
	The University of Lancaster	26.8	46.2	331.3
	The University of Leeds	26.7	68.4	368.8
	The University of Liverpool	26.5	69.2	329.9
	The University of Birmingham	26.4	60.6	342.2
	The University of Bristol	25.8	73.4	422.7
	The University of Southampton	25.6	67.7	391.2
	The University of Exeter	25.0	70.3	345.8
	The University of East Anglia	24.9	66.2	330.3
	Staffordshire University	23.7	52.2	266.2
	University of Manchester	23.4	59.7	394.2
	Loughborough University	22.7	51.7	342.1
	The Manchester Metropolitan University	20.6	54.8	236.0
	The University of Plymouth	19.9	60.9	221.7
	The University of Central Lancashire	18.9	50.9	247.4

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Mathematical sciences</b>	The University of Cambridge	35.2	75.8	-
	The University of Oxford	31.8	84.8	-
	University of Durham	31.7	70.4	-
	The University of Warwick	30.4	69.2	-
	Imperial College	29.8	56.0	-
	The University of Exeter	29.1	63.1	-
	The University of Bath	28.3	68.4	-
	The University of Birmingham	27.6	59.1	-
	University College London	25.9	61.4	-
	The University of Sheffield	25.2	64.4	-
	Loughborough University	24.8	53.5	-
	The University of Southampton	24.7	62.5	-
	The University of Newcastle-upon-Tyne	22.9	44.1	-
	The University of Nottingham	22.6	65.9	-
	The University of Bristol	22.1	64.1	-
	University of Manchester	22.0	50.4	-
	The University of Reading	21.8	50.5	-
	London School of Economics	20.9	62.7	-
	The University of Lancaster	19.9	61.1	-

	<b>University</b>	<b>Total hours invest ed</b>	<b>% obtainin g 1st or 2.1</b>	<b>Averag e UCAS Tariff of Entran ts</b>
<b>Computer science</b>	The University of Hull	34.4	56.0	-
	Staffordshire University	28.6	48.8	-
	University of Manchester	28.2	60.0	-
	The University of Bath	27.6	49.6	-
	University of Hertfordshire	23.7	37.2	-
	The University of Kent	22.7	64.2	-
	The University of Warwick	22.4	70.7	-
	Sheffield Hallam University	18.8	53.6	-
	Loughborough University	18.6	56.7	-
	The University of Portsmouth	16.9	39.7	-

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Engineering</b>	The University of Cambridge	41.6	73.4	552.0
	The University of Surrey	37.0	58.7	343.0
	Kingston University	36.0	71.7	228.1
	University of Staffordshire	35.9	56.3	252.6
	University College London	35.5	46.7	366.6
	The University of Oxford	34.0	73.9	557.6
	The University of Liverpool	33.5	64.1	326.0
	The University of Bristol	33.3	71.5	451.3
	University of Durham	32.9	68.7	484.7
	Imperial College	32.8	75.2	449.1
	Brunel University	31.1	63.7	319.0
	The University of Nottingham	30.6	65.2	396.6
	Loughborough University	29.9	61.6	377.0
	The University of Birmingham	29.6	61.4	362.7
	The University of Newcastle-upon-Tyne	29.6	62.9	356.7
	Coventry University	28.9	65.4	229.9
	The University of Southampton	28.1	71.0	429.8
	The University of Bath	27.8	69.0	428.9
	The University of Portsmouth	25.6	58.0	222.1
	The University of Sheffield	25.1	68.4	398.7
The University of Warwick	24.7	61.8	389.6	

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Social studies</b>	The University of Cambridge	33.4	84.5	513.5
	The University of Oxford	31.8	92.6	525.4
	University College London	30.0	74.9	457.2
	Coventry University	29.1	50.9	224.6
	The University of Westminster	26.3	60.7	196.3
	King's College London	25.4	71.5	373.2
	The University of Leeds	25.4	76.7	376.3
	The University of Keele	25.2	56.3	307.7
	London School of Economics	24.9	75.0	465.5
	The University of Surrey	24.7	58.0	311.3
	The School of Oriental and African	24.6	67.3	358.4
	The University of Kent	24.3	55.1	284.7
	The University of Huddersfield	24.2	41.3	206.1
	The University of Bristol	24.2	83.3	421.6
	University of Durham	24.1	78.1	428.9
	The University of Bradford	23.7	43.4	217.1
	The University of Bath	23.6	74.1	413.9
	University of Manchester	23.3	69.2	402.5
	The University of Southampton	23.1	61.9	384.5
	The University of York	22.9	67.0	427.4
	The University of Warwick	22.7	82.7	451.3
	The University of Plymouth	22.7	49.7	212.2
	The University of Birmingham	22.6	75.1	373.7
	The University of Exeter	22.6	72.0	386.9
	The University of Lincoln	22.1	56.0	198.0
	The Manchester Metropolitan	22.0	41.8	244.0
	The University of Sussex	21.8	72.3	360.8
	Anglia Ruskin University	21.3	65.8	184.0
	The University of Northumbria at	21.3	54.6	255.4
	The University of Reading	21.3	67.4	331.8
	The University of Hull	21.1	53.0	348.6
	The University of Lancaster	21.0	55.9	336.0
	The University of Nottingham	20.9	77.6	439.6
	Royal Holloway and Bedford New	20.8	54.1	334.7
	Loughborough University	20.8	52.8	342.7
	Kingston University	20.6	36.6	197.6
	The Nottingham Trent University	20.6	44.9	247.7
	The University of Central Lancashire	20.5	50.6	241.6
	The University of Essex	20.5	55.9	329.5
	Middlesex University	20.3	39.4	179.8
	City University	20.2	55.4	307.9
	The University of Liverpool	20.1	58.3	328.5
Goldsmiths College	20.1	50.7	249.0	
The University of Leicester	19.9	55.7	339.8	
Oxford Brookes University	19.8	53.4	278.8	
The University of Newcastle-upon-Tyne	19.5	64.9	363.6	
The University of Sheffield	19.5	69.8	386.6	
The University of Portsmouth	19.4	42.0	262.2	
Sheffield Hallam University	19.0	55.3	264.5	
Liverpool John Moores University	18.0	41.5	227.1	
The University of East Anglia	17.8	48.7	341.7	

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Law</b>	The University of Cambridge	39.4	81.2	531.1
	The University of Oxford	35.1	91.9	522.1
	The University of Southampton	34.6	65.5	435.3
	The University of Bristol	31.7	70.8	430.9
	University of Durham	31.6	72.8	460.8
	The University of Lancaster	30.1	46.3	407.4
	The University of Birmingham	29.7	56.7	432.2
	The University of Nottingham	29.6	55.3	471.6
	The University of Newcastle-upon-Tyne	28.9	79.2	446.1
	The University of East Anglia	28.9	62.4	422.0
	The University of Kent	28.1	50.2	361.2
	The University of Leicester	27.9	61.7	409.0
	The University of Exeter	27.6	67.4	437.8
	The University of Northumbria at Newcastle	26.6	43.6	387.7
	The University of Sheffield	26.5	66.2	438.8
	University of Manchester	26.4	82.0	460.8
	The University of Westminster	26.1	50.3	280.1
	London School of Economics	25.8	83.4	478.9
	Kingston University	25.7	41.0	269.5
	King's College London	24.5	84.6	456.5
	University of the West of England, Bristol	24.5	47.5	291.2
	The University of Liverpool	23.0	44.9	412.2
	The University of Keele	22.8	43.3	334.6
	Oxford Brookes University	22.7	48.7	346.7
	The University of Central Lancashire	22.3	32.9	252.0
	University of Hertfordshire	21.2	26.2	247.5
	Leeds Metropolitan University	20.1	60.9	308.0
	The University of Surrey	19.2	46.2	356.8

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Business and administrative studies</b>	The University of Huddersfield	26.6	37.9	226.2
	The University of Warwick	26.2	84.1	460.6
	Loughborough University	25.7	76.2	403.5
	City University	25.1	74.7	380.4
	The University of Central Lancashire	24.8	41.5	235.7
	University of Manchester	24.8	70.1	402.9
	The University of Bath	24.3	97.0	435.8
	The University of Central England in Birmingham	24.2	50.3	218.2
	The University of Southampton	24.1	77.2	409.5
	The University of Birmingham	23.9	72.0	377.3
	Leeds Metropolitan University	23.0	35.0	255.9
	Kingston University	22.6	34.8	216.0
	Bournemouth University	22.2	58.0	261.3
	Aston University	21.8	77.3	376.0
	The University of Lancaster	21.5	71.4	397.8
	The Manchester Metropolitan University	21.5	42.3	252.5
	The University of Surrey	21.3	57.5	339.5
	London Metropolitan University	21.0	-	-
	The University of Kent	21.0	42.2	306.6
	University of Hertfordshire	20.9	60.9	226.0
	Brunel University	20.1	72.1	292.8
	The Nottingham Trent University	20.1	53.3	288.2
	The University of Westminster	20.0	50.0	224.2
	The University of Newcastle-upon-Tyne	20.0	76.8	395.0
	Middlesex University	20.0	39.2	153.7
	The University of Lincoln	19.9	43.8	221.4
	University of Gloucestershire	19.5	38.7	224.1
	Oxford Brookes University	19.5	55.2	286.9
	The University of Nottingham	19.2	78.1	425.9
	The University of Portsmouth	19.2	40.8	242.0
	Sheffield Hallam University	19.1	53.4	251.0
	The University of Sheffield	19.1	67.1	372.6
	University of the West of England, Bristol	18.3	55.3	255.1
	The University of Liverpool	18.2	52.6	358.1
The University of Plymouth	17.9	41.3	216.2	
De Montfort University	17.1	41.7	243.9	

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Languages</b>	The University of Oxford	36.7	92.9	490.1
	The University of Cambridge	36.2	93.1	497.6
	The University of Bath	29.0	82.7	403.4
	The University of Leeds	27.9	81.4	401.0
	University of Durham	27.3	86.4	465.7
	The School of Oriental and African Studies	26.8	73.8	341.8
	The University of Warwick	26.4	86.4	444.5
	The University of Exeter	25.2	82.9	407.2
	Loughborough University	25.1	78.0	363.1
	University College London	24.7	82.1	425.8
	The University of Reading	24.2	75.9	355.9
	The University of Birmingham	24.1	78.6	402.4
	The University of Hull	24.1	64.3	379.1
	The University of Bristol	24.0	93.3	433.0
	The University of Sussex	23.6	84.0	386.7
	Royal Holloway and Bedford New College	23.3	78.8	354.4
	The University of Kent	23.2	74.2	328.4
	The University of Central Lancashire	22.9	30.9	237.3
	The University of York	22.8	79.6	455.2
	The University of Sheffield	22.7	83.8	402.1
	The University of Newcastle-upon-Tyne	22.6	71.6	406.8
	The University of Liverpool	22.6	81.6	371.8
	University of Manchester	22.4	80.1	395.8
	Oxford Brookes University	22.0	58.7	306.8
	King's College London	21.9	76.9	395.5
	The University of Essex	21.9	79.1	311.2
	University of Hertfordshire	21.7	60.5	236.1
	Liverpool John Moores University	21.5	61.4	255.7
	The University of Leicester	21.3	73.3	371.9
	The University of Nottingham	20.7	84.5	419.3
	The University of Keele	20.6	61.9	321.7
	The University of Lancaster	20.0	76.6	375.2
	The University of Southampton	20.0	86.8	393.5
The University of East Anglia	17.9	79.5	381.5	
The Nottingham Trent University	16.0	57.2	267.3	

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Historical and philosophical studies</b>	The University of Cambridge	32.2	92.5	488.0
	The University of Oxford	32.1	93.4	503.6
	The University of Keele	29.4	54.8	316.7
	University of Durham	28.1	89.0	454.7
	King's College London	25.3	76.4	404.7
	The University of Southampton	25.0	76.9	377.9
	The University of Warwick	25.0	93.5	445.2
	The University of Bristol	24.7	90.4	416.8
	The University of Leicester	24.6	67.9	349.0
	The University of Essex	23.8	63.9	316.1
	The University of Lancaster	23.5	65.9	356.5
	The University of Birmingham	23.4	75.7	388.1
	The University of Exeter	23.3	83.1	407.3
	The University of Liverpool	23.3	73.2	359.8
	The University of Newcastle-upon-Tyne	22.3	77.8	382.4
	Royal Holloway and Bedford New College	22.2	86.7	370.3
	The University of Sussex	22.1	86.3	359.5
	The University of Kent	21.8	72.5	298.4
	The University of Leeds	21.8	77.4	393.0
	University of Manchester	21.4	79.7	385.5
	The University of York	21.4	82.0	449.8
	The University of East Anglia	21.3	73.6	359.0
	The University of Nottingham	21.1	86.1	422.0
	University College London	21.1	85.6	420.3
	The University of Sheffield	21.1	84.3	422.2
	The University of Hull	19.0	67.4	407.8
	The University of Reading	18.4	70.3	343.3
	Oxford Brookes University	17.4	59.1	308.3

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Creative arts &amp; design</b>	The Surrey Institute of Art and Design	37.6	55.3	350.5
	The University of Leeds	36.0	71.9	361.3
	The University of Northumbria at Newcastle	35.2	64.0	281.5
	Central School of Speech and Drama	32.6	79.7	285.7
	Coventry University	29.6	65.4	274.6
	London Metropolitan University	29.2	-	-
	Middlesex University	29.0	56.6	231.7
	The University of Central Lancashire	28.8	59.1	231.2
	The Nottingham Trent University	28.4	61.8	308.1
	The Manchester Metropolitan University	27.6	59.4	253.8
	The University of Sunderland	27.5	61.0	232.2
	The University of Teesside	27.4	51.0	254.3
	The University of Bristol	27.1	88.5	391.5
	The University of Exeter	26.6	92.8	373.1
	University College Falmouth	26.3	59.1	299.1
	De Montfort University	26.1	52.5	239.8
	Staffordshire University	24.9	54.7	228.4
	University of the Arts, London	24.8	60.0	390.7
	Kingston University	24.6	53.8	268.0
	Southampton Solent University	24.4	52.0	235.1
	Leeds Metropolitan University	24.3	59.8	285.7
	Brunel University	24.1	67.0	305.9
	University of Manchester	23.8	90.5	417.7
	The University of Winchester	23.5	59.9	260.7
	The University of Surrey	22.3	70.7	345.6
	Bath Spa University	22.0	73.7	259.1
	The University of Lancaster	20.9	72.9	375.2
	The University of Chichester	20.4	42.6	249.2
	The University of Nottingham	20.2	-	418.0
	The University of Salford	19.9	62.4	250.7
	The University of Kent	18.9	70.1	349.1
	The University of Plymouth	18.6	59.2	201.2
	York St John College	16.7	58.9	263.3

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Education</b>	University of Durham	35.8	53.9	329.0
	Edge Hill College of Higher Education	34.7	39.4	245.3
	Sheffield Hallam University	32.1	55.0	263.1
	The University of Sunderland	31.1	53.2	256.5
	Canterbury Christ Church University	28.8	48.4	279.2
	St Martin's College	28.8	39.7	246.5
	Roehampton University	28.8	47.3	241.6
	The University of Greenwich	25.0	-	-
	The University of Winchester	24.7	54.3	273.2
	The Nottingham Trent University	24.5	53.1	293.6
	Liverpool Hope University	24.3	55.8	225.6
	The University of Plymouth	22.6	68.2	220.6

	<b>University</b>	<b>Total hours invested</b>	<b>% obtaining 1st or 2.1</b>	<b>Average UCAS Tariff of Entrants</b>
<b>Mass communications and documentation</b>	Bournemouth University	23.9	64.6	331.5
	The University of Lincoln	22.5	59.7	275.2
	The University of Central Lancashire	21.1	52.1	253.0
	Southampton Solent University	19.4	58.1	258.7
	The University of Sunderland	15.9	60.2	264.0

## Annex E

### Analysis of responses to questions about "Satisfaction"

#### Experience compared with expectations of university

1. 26 per cent of students reported that their experience of university had been better than expected, compared to 11 per cent who reported that it had been worse, and 40 per cent reported that it had been better in some ways and worse than others. This suggests a fairly strong general degree of satisfaction with their experience, though heavily qualified.

Table 1: Has the reality of your experiences matched your expectations?

<b>Response</b>	<b>Proportion of known</b>
Yes, broadly	22%
It's been better	26%
It's been worse	11%
Better in some ways, worse in others	40%
<b>Total known</b>	<b>100%</b>

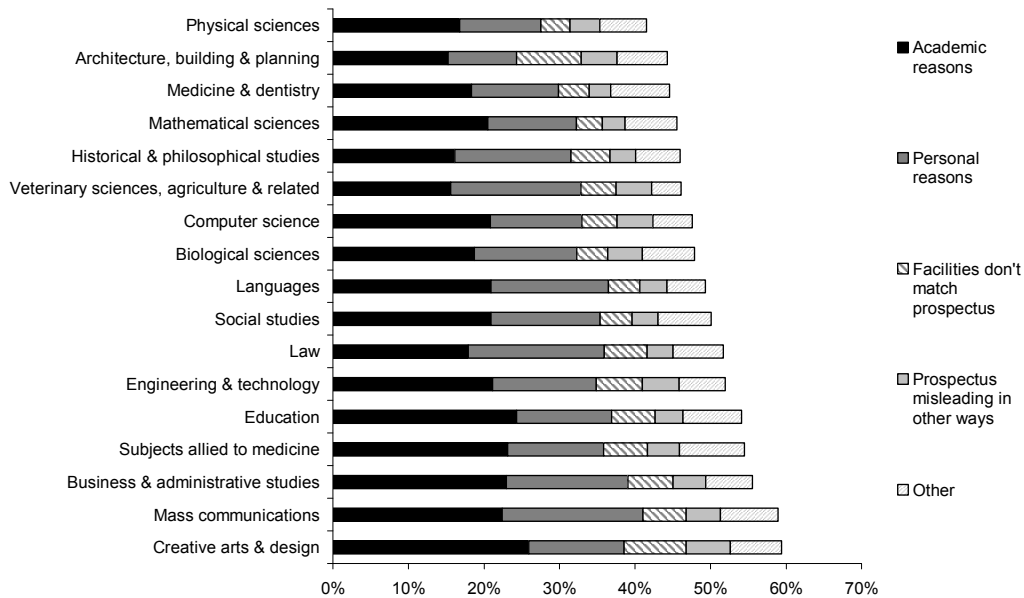
2. These results are broadly consistent with the findings of the National Student Survey and provide a strong indication of the scope for further improvement. Whilst only one student in nine considered their overall experience to be worse than expected, just over half considered some aspects to be worse than expected. Amongst that group, disappointment with academic provision was much stronger than disappointment with other aspects of the university experience. This does not mean that academic experiences were generally poor – less than a quarter were dissatisfied with them – but it does suggest that investment in academic teaching remains critical to improving further what are generally strong levels of satisfaction.

Table 2: If your experience has been worse than you expected, or worse in some ways, why do you feel this?

	<b>% of responses</b>
For academic reasons	41%
For personal reasons	28%
University facilities don't match prospectus claims	10%
Prospectus misleading in other ways	8%
Other	13%
<b>Total</b>	<b>100%</b>

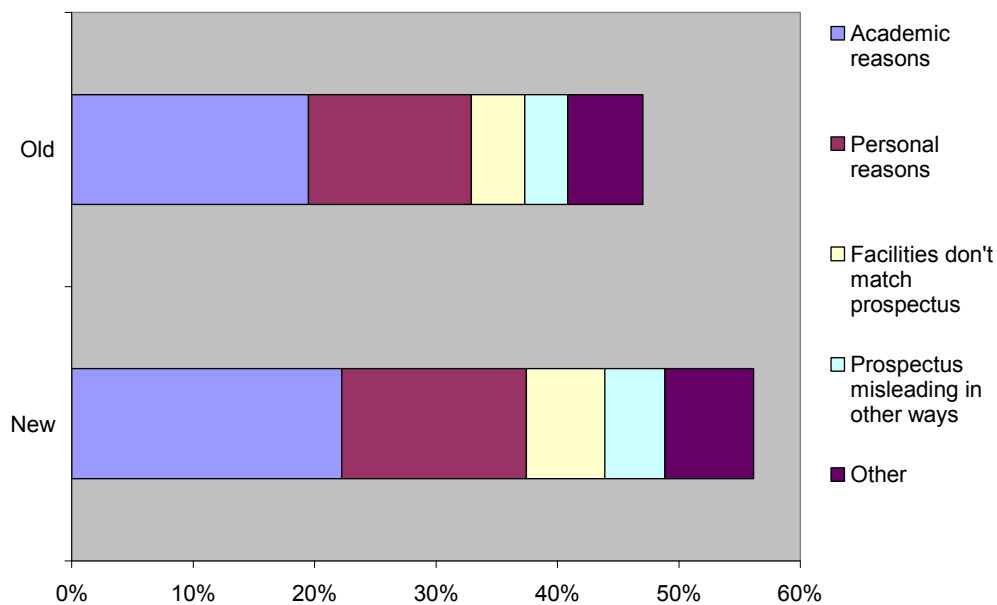
3. We now look at other factors which potentially have an effect on student experience. Overall disappointment was highest in 'creative arts and design' and lowest in 'physical sciences'. Reasons for disappointment vary across subjects.

Figure 3: Reasons why experience was worse, or worse in some ways, by subject



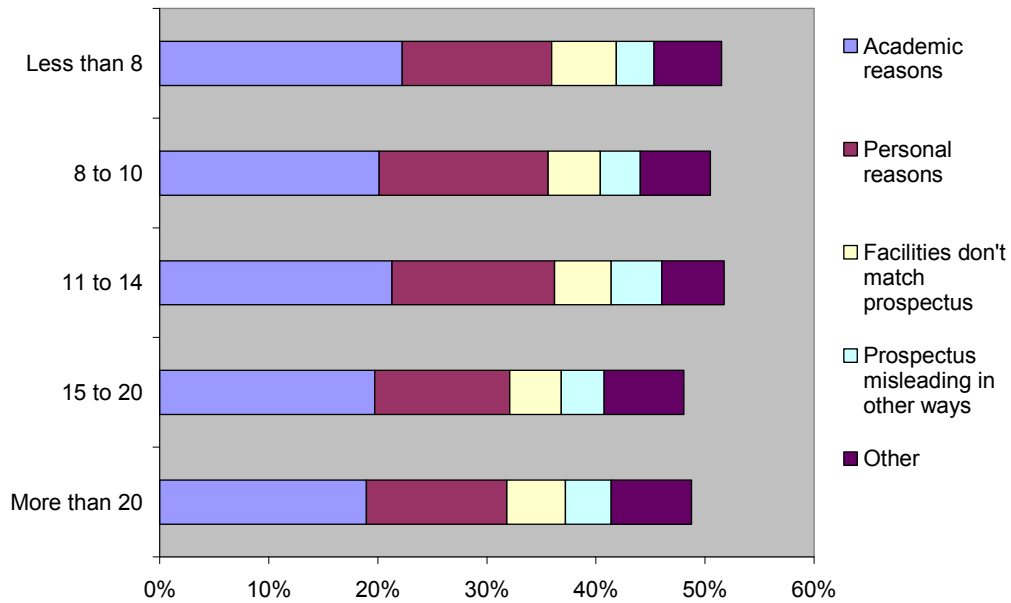
4. Levels of disappointment amongst respondents from new universities were much higher than amongst those from old universities. This seems to have little to do with academic reasons.

Figure 4: Reasons why experience was worse, or worse in some ways, by type of university



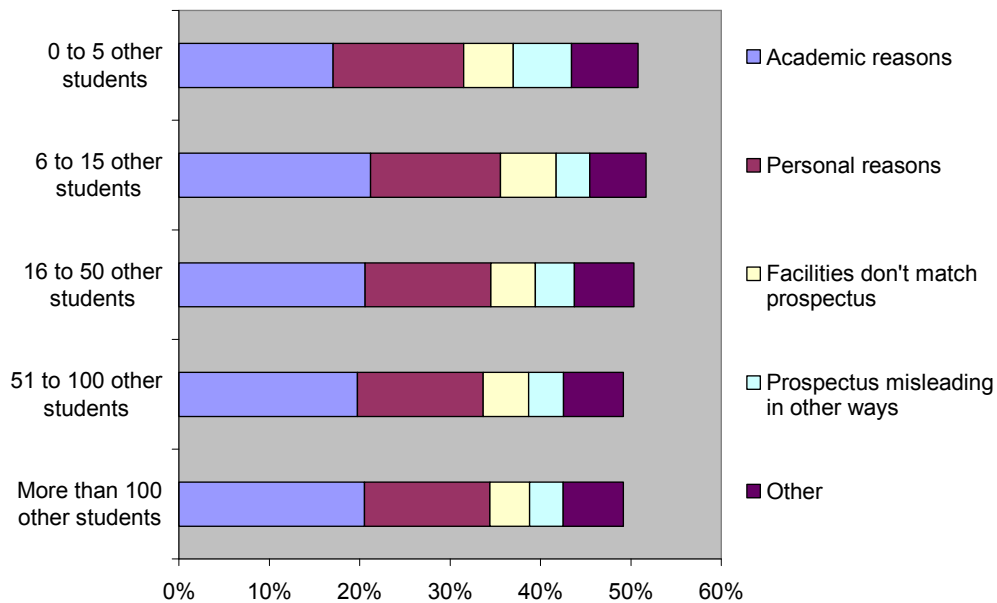
5. Experiences of respondents with low scheduled hours fell slightly shorter of expectations than of those with higher hours, but the difference is not marked.

Figure 5: Reasons why experience was worse, or worse in some ways, by scheduled hours



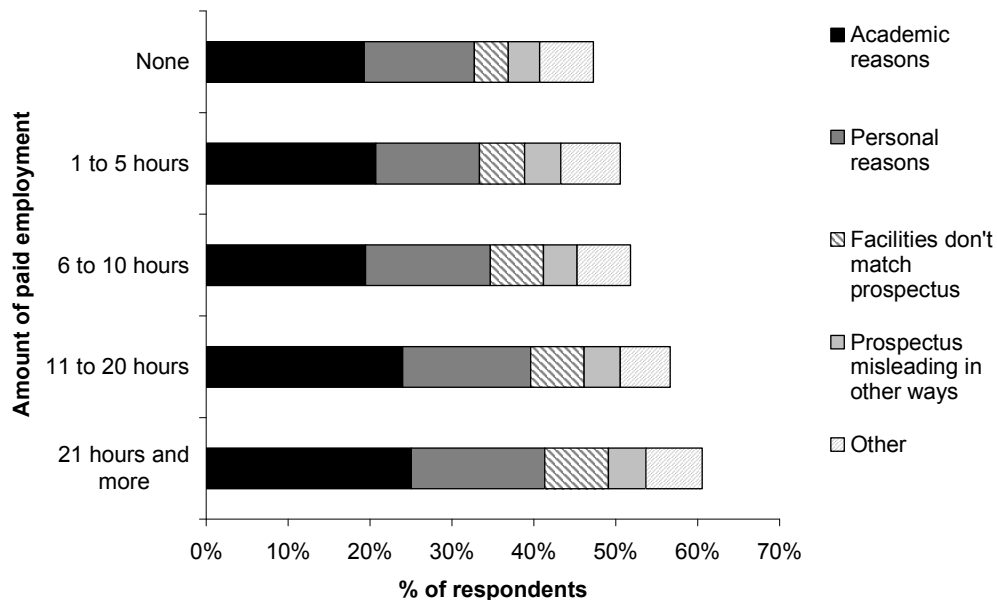
6. Any possible relationship between median class size and student experience is unclear.

Figure 6: Reasons why experience was worse, or worse in some ways, by median class size



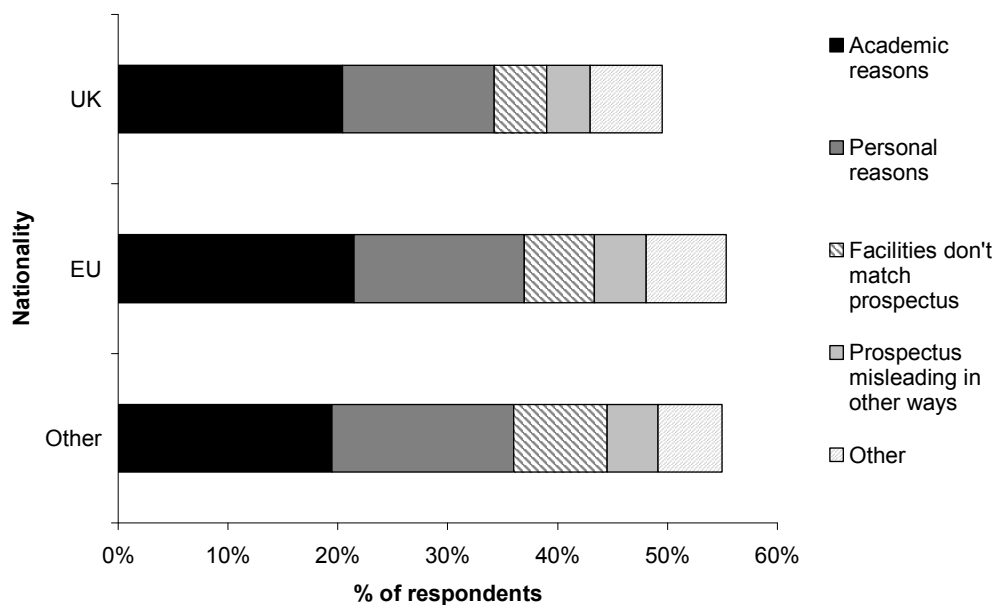
7. There is some evidence that respondents who engaged in paid employment experienced more disappointment than those who did not. Academic reasons account for most of the increased disappointment levels for students who work 11 hours or more.

**Figure 7: Reasons why experience was worse, or worse in some ways, by amount of paid employment**



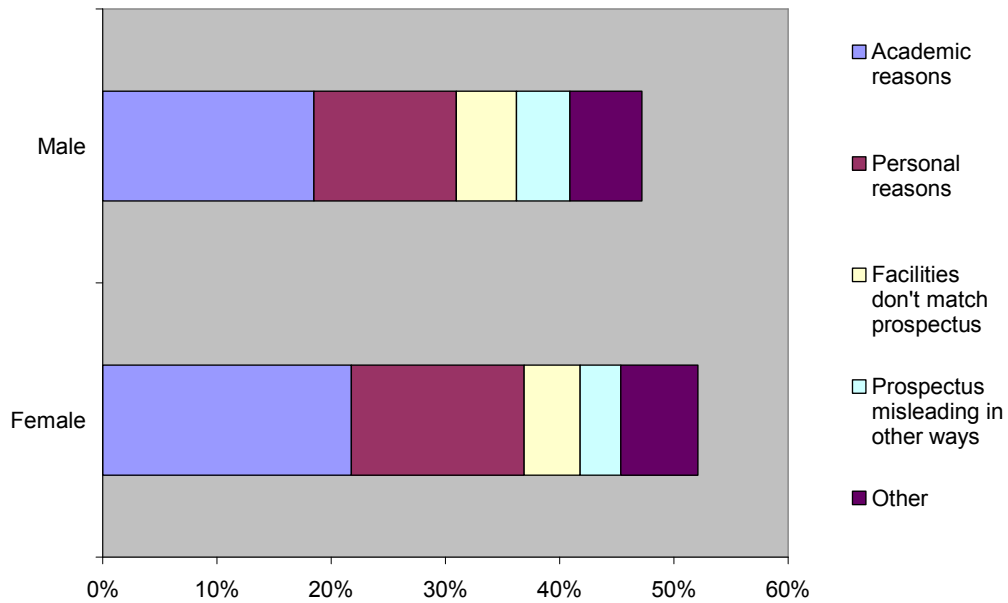
8. The experiences of overseas respondents fell further short of expectation than those of home respondents. Interestingly, this appears to be not so much due to academic reasons as to other reasons such as facilities not matching the university prospectus.

**Figure 8: Reasons why experience was worse, or worse in some ways, by nationality**



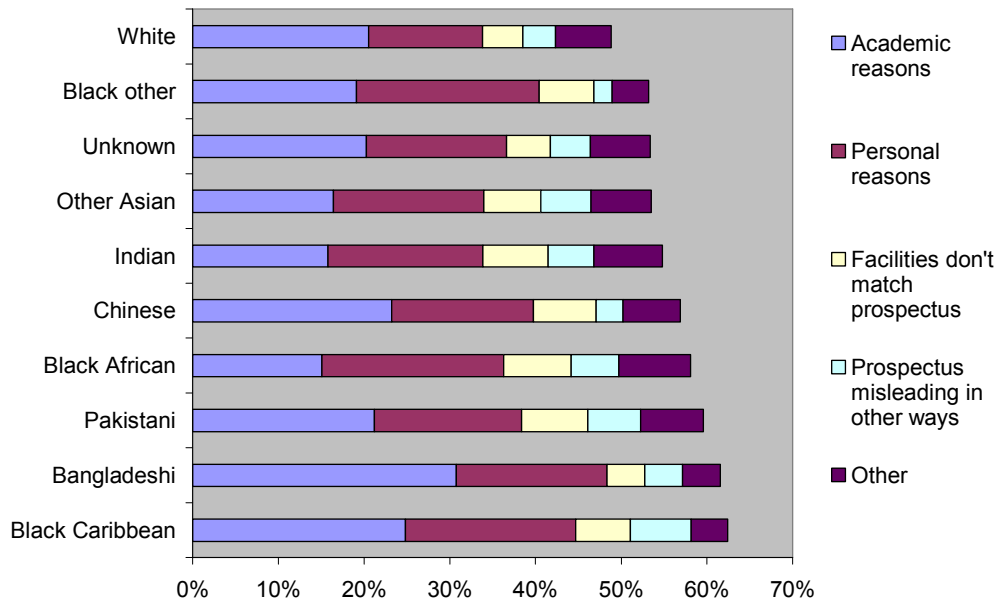
9. Female respondents appear slightly more disappointed with their experiences of university, largely for academic reasons.

Figure 9: Reasons why experience was worse, or worse in some ways, by gender



10. Respondent experience of university seems to differ by ethnicity. It is not clear whether this is predominantly due to academic or other reasons.

Figure 10: Reasons why experience was worse, or worse in some ways, by ethnicity



**Student perception of value for money**

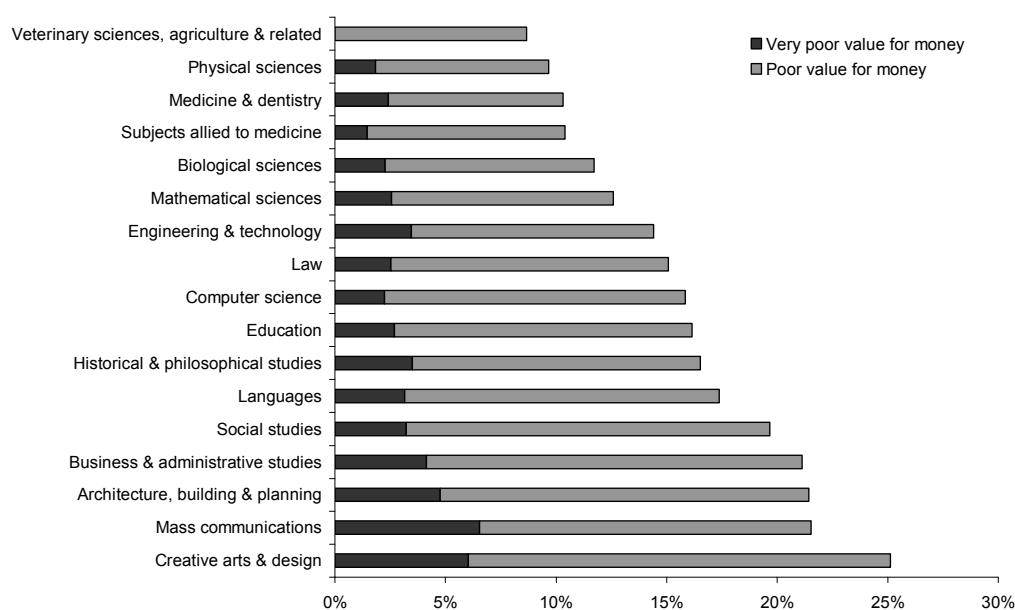
11. 16 per cent of respondents felt they received poor value for money (it should be noted that this was under the "old" fee regime).

Table 11: To what extent do you feel you have received value for money on your present course?

<b>Response to question 21</b>	<b>% of known</b>
I have received very poor value for money	3%
I have received fairly poor value for money	13%
Neutral	21%
I have received fairly good value for money	47%
I have received excellent value for money	16%
<b>Total known</b>	<b>100%</b>
I do not know	NA
<b>Total respondents</b>	<b>NA</b>

12. Figure 12 shows that the respondents in creative arts and design were the most dissatisfied with the value for money received on their course.

Figure 12: Value for money by subject



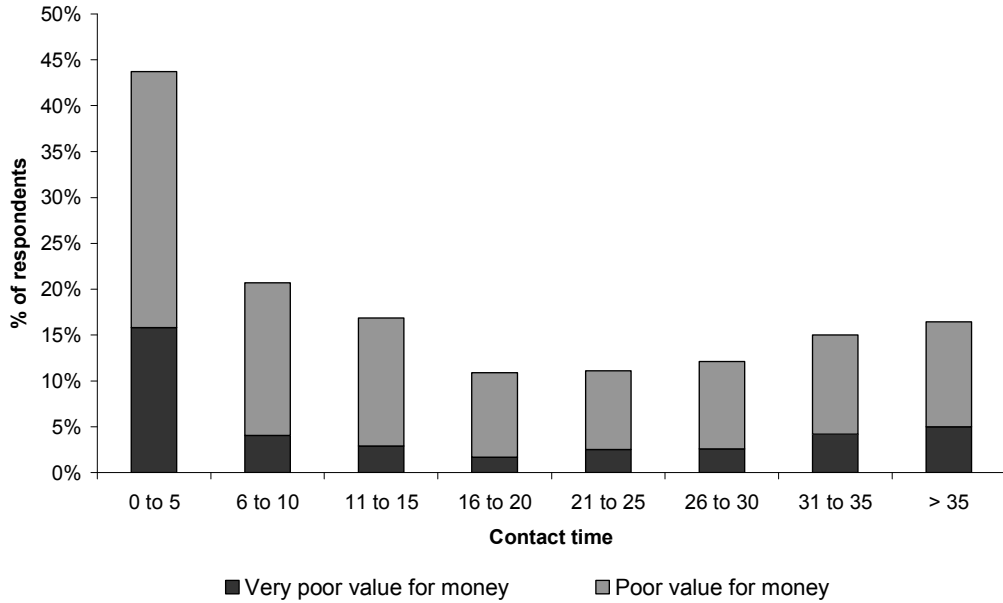
13. Table 13 shows that more respondents from new universities felt they had received poor value for money than those from old universities. Note that many of the subjects popular in new universities are also the subjects in which respondents felt they received poor value for money. This is an example of where modelling, in future work, may be useful in identifying factors which are associated with student satisfaction.

Table 13: Value for money by university type

<b>University type</b>	<b>% who felt they received poor VFM</b>
Old	15%
New	19%
<b>All respondents</b>	<b>16%</b>

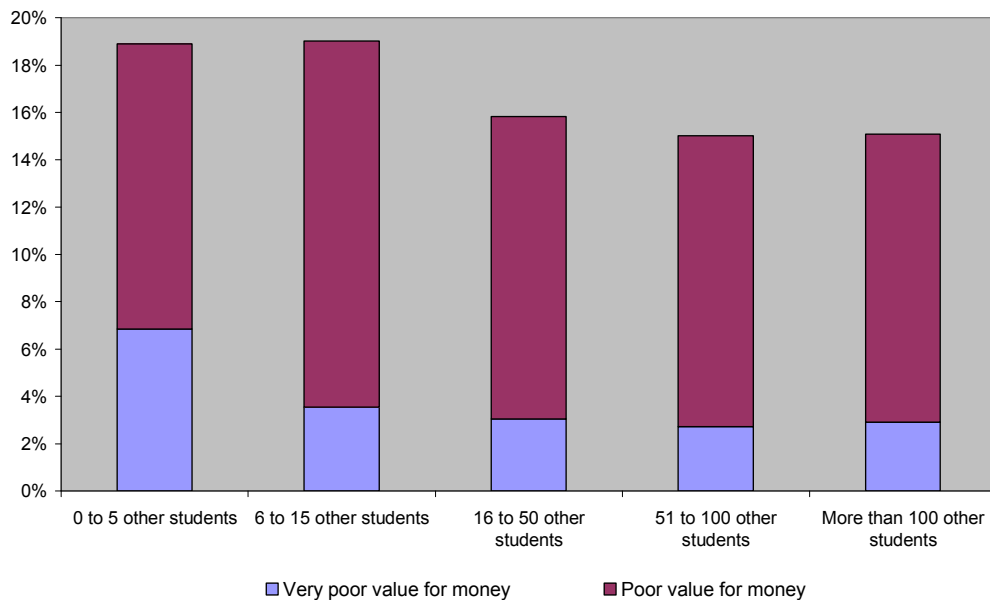
14. As might be expected, the percentage of respondents who felt they had received poor value for money was particularly high for those with very low scheduled hours.

Figure 14: Value for money by scheduled hours



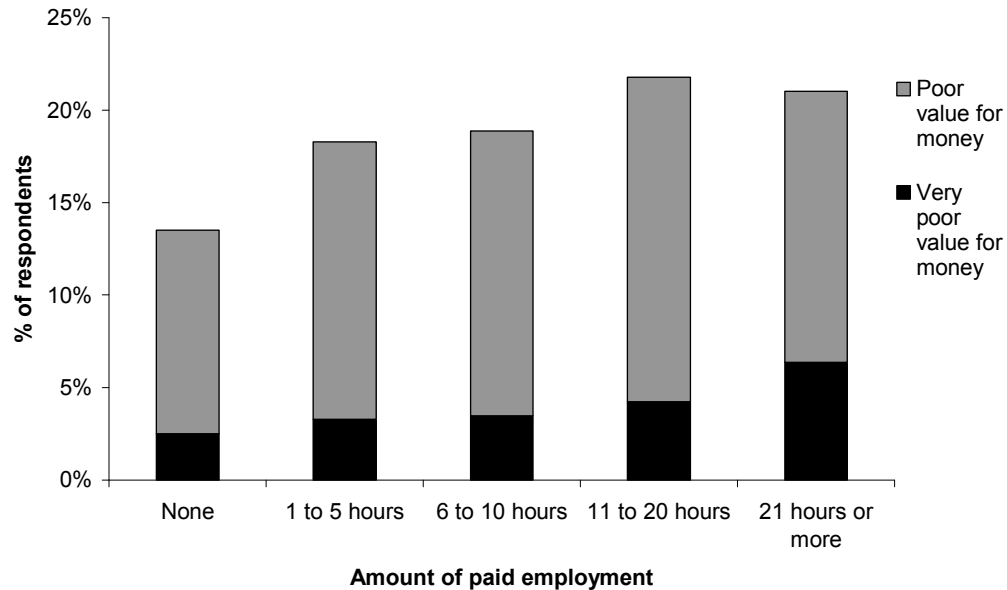
15. More surprisingly, the percentage of respondents who felt they had received poor value for money was slightly higher for those with a median class size of less than 16.

Figure 15: Value for money by median class size



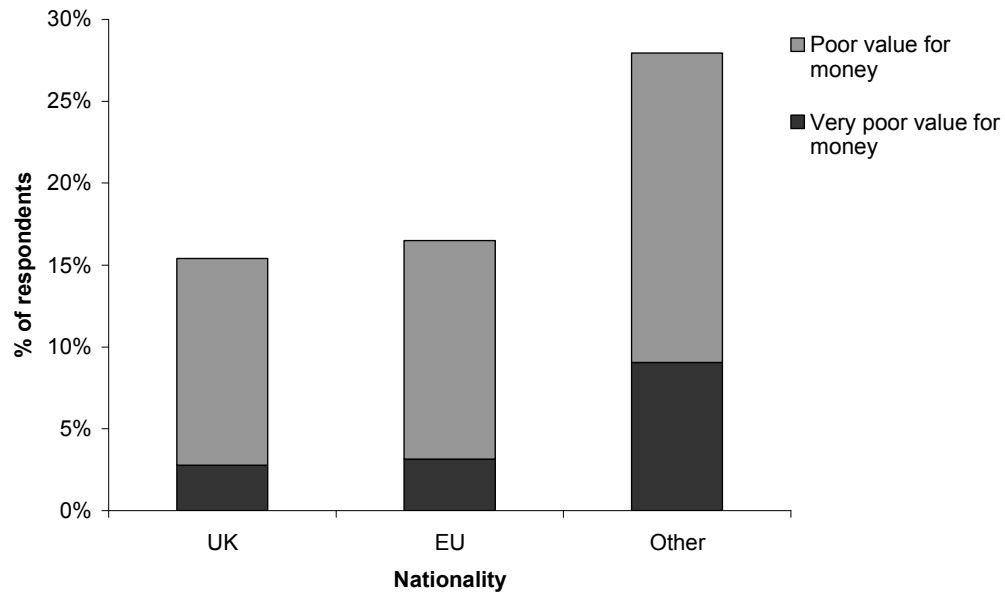
16. As with student experience, respondents who had paid employment were less satisfied with the value for money of their course than those who did not.

Figure 16: Value for money by amount of paid employment



17. Non-EU overseas respondents were considerably less satisfied with the value for money received on their course. This is as is to be expected. The question about value for money is an economic one, and for any outcome, the more that is paid the higher the threshold will be to achieve value. Non-EU students pay a much higher cost for attending the same courses as home and the EU students, so it is inevitable that more of them will think their course does not represent good value for money. Nevertheless, it is striking that more than three times as many international students think that their courses represented very poor value for money than home and EU students, and nearly 30 per cent of all international students thought that their course was poor value (combining "poor value" and "very poor value"). This should set alarm bells ringing. Value for money could be improved by reducing cost or improving the product. If it is not, in due course we will kill the golden goose that international students represent, and this finding needs to be taken very seriously indeed.

Figure 17: Value for money by nationality



18. Although males rated their student experience higher than females, a slightly higher percentage felt that they had received poor value for money.

Table 18: Value for money by sex

Sex	% who felt they received poor VFM
Male	17%
Female	15%
<b>All respondents</b>	<b>16%</b>

19. The percentage, by ethnicity, of respondents who felt they received poor value for money ranges from 11 per cent of black (other) respondents to 25 per cent of Pakistani respondents.

Figure 19: Value for money by ethnicity

