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**Issues paper**

This report is for information

This report provides an overview of the results from the fifth annual National Student Survey in 2009 and a four-year time series of the overall scores for the higher education sector. We intend to publish these data annually, and provide details of the satisfaction scores split by student and course characteristics.

# National Student Survey

**Findings and trends 2006 to 2009**

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# National Student Survey

## Findings and trends 2006 to 2009

To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges Heads of universities in Northern Ireland
Of interest to those responsible for	Quality assurance and enhancement, Student services, Planning
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## Executive summary

### Purpose

1. This report provides an overview of the results from the fifth annual National Student Survey (NSS) in 2009 and a four-year time series, between 2006 and 2009, of the overall scores for the higher education sector. We intend to publish these data annually, providing details of the satisfaction scores split by student and course characteristics.
2. This report follows on from work carried out by Paula Surridge which considered the NSS results for the years 2005 to 2007. While this report considers many of the same characteristics as her reports, it does not attempt to analyse the interactions between characteristics, and presents descriptive analyses only.

### Key points

3. The NSS has been running annually since 2005, and during this time the coverage of the survey has widened and developed. This is the first analysis of NSS results to include substantial numbers of NHS-funded students. The report considers three main populations: the 'overall population', which contains all students invited to complete the NSS, the 'full-time core population' and the 'part-time core population', which contain only those groups of students who have been invited to complete the survey in each of the last four years. More detail on these populations is in paragraphs 25-28.

#### Overall population

4. For the 2009 NSS, we compared the satisfaction scores of various groups of students with those reported for the overall population (the 'global score'). Respondents studying in Northern

Ireland and Scotland, when compared with those in England and Wales, were significantly<sup>1</sup> more satisfied than the global score in the NSS categories of questions on Organisation and management, Learning resources, Personal development and Overall satisfaction, but were significantly less satisfied with Assessment and feedback.

5. Respondents studying at further education colleges (FECs) or on part-time courses showed significantly different satisfaction profiles to the global scores. Chiefly, they were more satisfied with Assessment and feedback and less satisfied with Learning resources.

6. NHS-funded students showed significantly different satisfaction profiles to non-NHS funded students. The two question categories with the largest differences were Organisation and management, where NHS-funded students were less satisfied, and Personal development, where NHS-funded students were more satisfied.

7. The overall population satisfaction scores were also considered by institution in order to get an idea of the variation in scores for each category of question within the sector. The category with the largest range in satisfaction scores was Learning resources, while the category with the smallest range was Teaching and learning.

#### Full-time and part-time core populations

8. The four-year time series, from 2006 to 2009, for respondents studying full-time showed that all question categories had seen an improvement in satisfaction. In comparison, respondents studying part-time were generally more satisfied than their full-time counterparts but saw smaller increases in satisfaction levels between 2006 and 2009. However, this was not the case for Learning resources, where the part-time satisfaction score was lower than the full-time score but saw a 5 per cent increase, compared to 2 per cent for full-time students.

9. To allow future year-on-year comparisons to be made of satisfaction scores split by course and student characteristics, the following results (paragraphs 10-16) relate to the full-time core population.

10. Significant differences were observed between female and male students, most notably for Academic support and Learning resources, where female students were less satisfied than male students.

11. Students in the age groups 21-24 and over 25 were significantly less satisfied than students aged under 21, in the categories of Academic support, Organisation and management, Learning resources and Overall satisfaction. However, students aged over 25 were significantly more satisfied than the global score in the question category Assessment and feedback.

12. Disabled students were significantly less satisfied than the global scores in five of the seven question categories; the categories with the lowest satisfaction scores were Organisation and management, and Overall satisfaction.

13. Satisfaction profiles varied significantly for students depending on their ethnic background. The only category where **all** the differences in satisfaction score were significant, however, was Teaching and learning: students from a White ethnic background were significantly more

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<sup>1</sup> The term 'significant' in this publication denotes statistical significance. Further details on when we consider a difference to be statistically significant can be found in paragraph 34.

satisfied than the global score, and students from all minority ethnic backgrounds were significantly less satisfied than the global score.

14. For Teaching and learning, students from the EU and international students were significantly less satisfied than the global score. For Assessment and feedback, students from the EU were significantly less satisfied than the global score; however international students were significantly more satisfied.

15. The students with the highest satisfaction score were those undertaking historical and philosophical studies or physical sciences; the Overall satisfaction (question 22) was 88 per cent. Those studying creative arts and design gave the lowest score at 72 per cent.

16. Respondents studying for qualifications other than a first degree were more satisfied with Assessment and feedback than those studying for a first degree, and less satisfied with Organisation and management.

## Introduction

17. This report provides an overview of the results from the fifth annual National Student Survey (NSS) in 2009 and a four-year time series, between 2006 and 2009, of the overall scores for the higher education sector. We intend to publish these data annually, providing details of the satisfaction scores split by student and course characteristics as well as looking at a time series of results.

18. This report follows on from work<sup>2</sup> carried out by Paula Surridge, who used descriptive and multivariate analysis to consider NSS results for the years 2005 to 2007. Her reports provide a comprehensive look at the complex effects that student, course and institutional characteristics have on the NSS results. While this report considers many of the same characteristics it does not attempt to account for the interactions between characteristics, and presents descriptive analyses only.

## Methodology

19. The NSS comprises 22 core questions (see Annex A) which can be grouped into seven categories<sup>3</sup> for the purposes of analysis:

- a. Teaching and learning (Q1 – Q4).
- b. Assessment and feedback (Q5 – Q9).
- c. Academic support (Q10 – Q12).
- d. Organisation and management (Q13 – Q15).
- e. Learning resources (Q16 – Q18).
- f. Personal development (Q19 – Q21).
- g. Overall satisfaction (Q22).

20. Respondents choose from six responses to each question:

- a. Definitely agree.
- b. Mostly agree.
- c. Neither agree nor disagree.
- d. Mostly disagree.
- e. Definitely disagree.
- f. Not applicable.

21. We report on the percentage of respondents that are satisfied; in other words the sum of Definitely agree and Mostly agree respondents, divided by the total number of respondents (defined as the sum of definitely agree to definitely disagree respondents) for that question or category of question.

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<sup>2</sup> HEFCE commissioned three reports from the University of Bristol, on the 2005 NSS results ([www.hefce.ac.uk/pubs/rdreports/2006/rd22\\_06/](http://www.hefce.ac.uk/pubs/rdreports/2006/rd22_06/)), the 2006 NSS results ([www.hefce.ac.uk/pubs/rdreports/2007/rd14\\_07/](http://www.hefce.ac.uk/pubs/rdreports/2007/rd14_07/)) and the 2007 NSS results: 'The National Student Survey 2005-2007: Findings and trends' ([www.hefce.ac.uk/pubs/rdreports/2008/rd12\\_08/](http://www.hefce.ac.uk/pubs/rdreports/2008/rd12_08/)). These were carried out by Paula Surridge.

<sup>3</sup> This grouping is consistent with previous publications and press releases, however statistical evidence suggests that Assessment (Q5-Q6) and Feedback (Q7-Q9) might be better split into two groups. See Marsh H W, Cheng J, 2008, 'National Student Survey of Teaching in UK Universities: Dimensionality, Multilevel Structure, and Differentiation at the Level of University and Discipline: Preliminary Results' for details ([www.heacademy.ac.uk/assets/York/documents/ourwork/nss/NSS\\_herb\\_marshall-28.08.08.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/nss/NSS_herb_marshall-28.08.08.pdf)).

22. In 2007 six questions were added to the survey, specifically for students on NHS-funded courses (see Annex A). Analysis of responses to these questions can be found in Annex B.

23. The NSS has been running annually since 2005. During this time the coverage of the survey has widened and developed. Initially the students surveyed comprised full-time and part-time undergraduate students who were expected to be in their final year of study<sup>4</sup>, and who were registered at publicly funded higher education institutions (HEIs) in England, Northern Ireland or Wales. It then widened to include students on initial teacher training (ITT) courses; NHS-funded courses; students registered at participating Scottish universities; the University of Buckingham; and students registered for higher education taught at further education colleges (FECs). A summary of the NSS population history can be found in Annex C.

24. The NSS has been carried out by an independent market research company on our behalf since 2005. In the first instance, the company contacts students by e-mail and asks them to complete the survey online; this is followed up with a reminder text. If students do not respond online they are sent a paper copy of the survey. If this is not returned they are contacted by phone. This mixed methodology approach has produced overall response rates consistently greater than 50 per cent, despite the changing NSS population of students discussed in paragraph 23.

## Population

25. To provide year-on-year comparisons, the report considers three populations: the 'overall population', the 'full-time core population' and the 'part-time core population'.

26. The overall population contains all students invited to complete the 2009 NSS. The full-time and part-time core populations contain only those groups of students who have been invited to complete the survey for each of the last four years<sup>5</sup>, which allows a four-year time series to be considered.

27. To enable a distinction between the satisfaction scores calculated from the total population and the satisfaction scores calculated from a subgroup of that population, the report uses the term 'global score' for the satisfaction score of the total population<sup>6</sup>.

28. Table 1 shows the number of respondents for each of the populations used in the report.

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<sup>4</sup> A small proportion of part-time students, on flexible courses, were included when they were expected to have completed more than one full-time equivalent, which may not have been during their final year of study.

<sup>5</sup> Students studying at English, Northern Irish and Welsh HEIs, excluding those with NHS funding.

<sup>6</sup> The total population could be the overall population, full-time core population or the part-time core population, in each case the global score refers to the satisfaction of all the respondents included in the relevant population.

**Table 1 Comparison of overall population and core populations for 2006 to 2009**

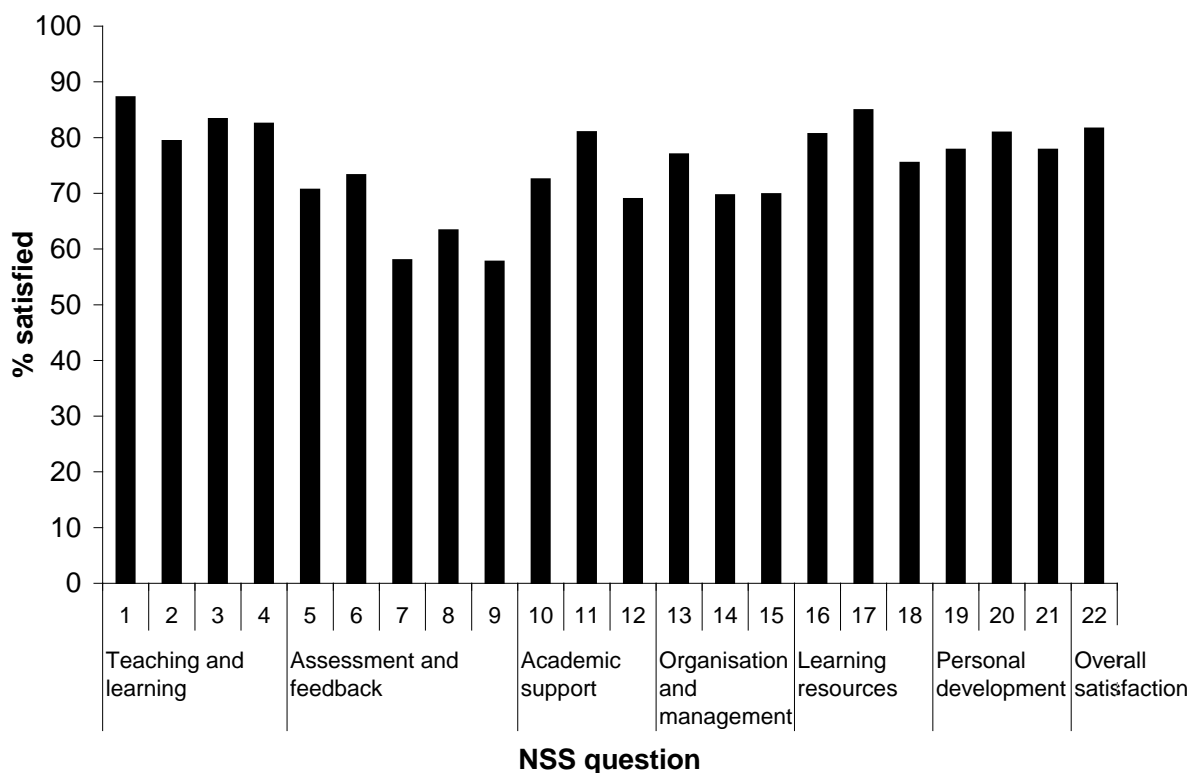
NSS year	Number of respondents		
	Overall population	Full-time core population	Part-time core population
2006	157,120	140,125	12,370
2007	187,935	152,755	13,655
2008	219,405	170,600	14,460
2009	223,530	165,030	14,130

Notes: All table entries are rounded to the nearest five for publication.

## Overview of results

29. Figure 1 shows the percentage of respondents who were ‘satisfied’ (see paragraph 21) for each of the 22 core questions in the NSS. From the 361,800 students surveyed there were 223,530 respondents, giving an overall response rate of 62 per cent.

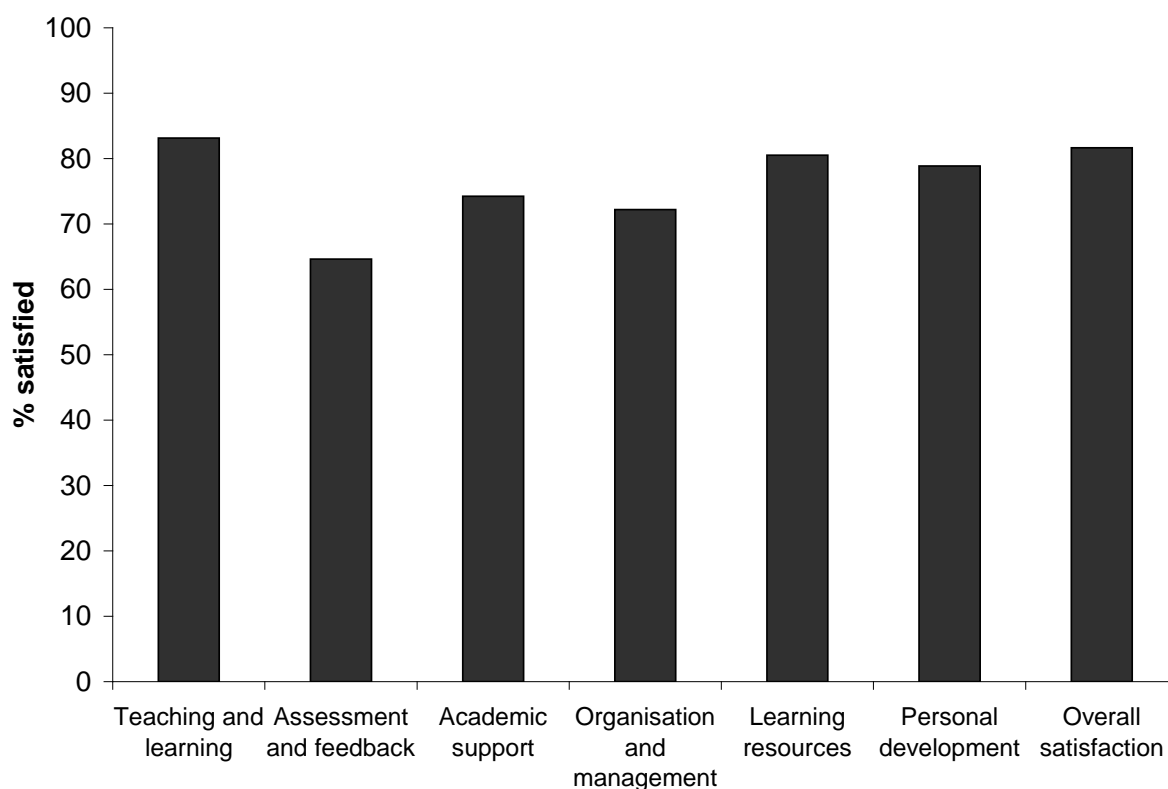
**Figure 1 Global scores for 2009 NSS by question**



30. Figure 2 gives the global scores with the questions grouped into the seven categories listed in paragraph 19.



**Figure 2 Global scores for 2009 NSS by question category**

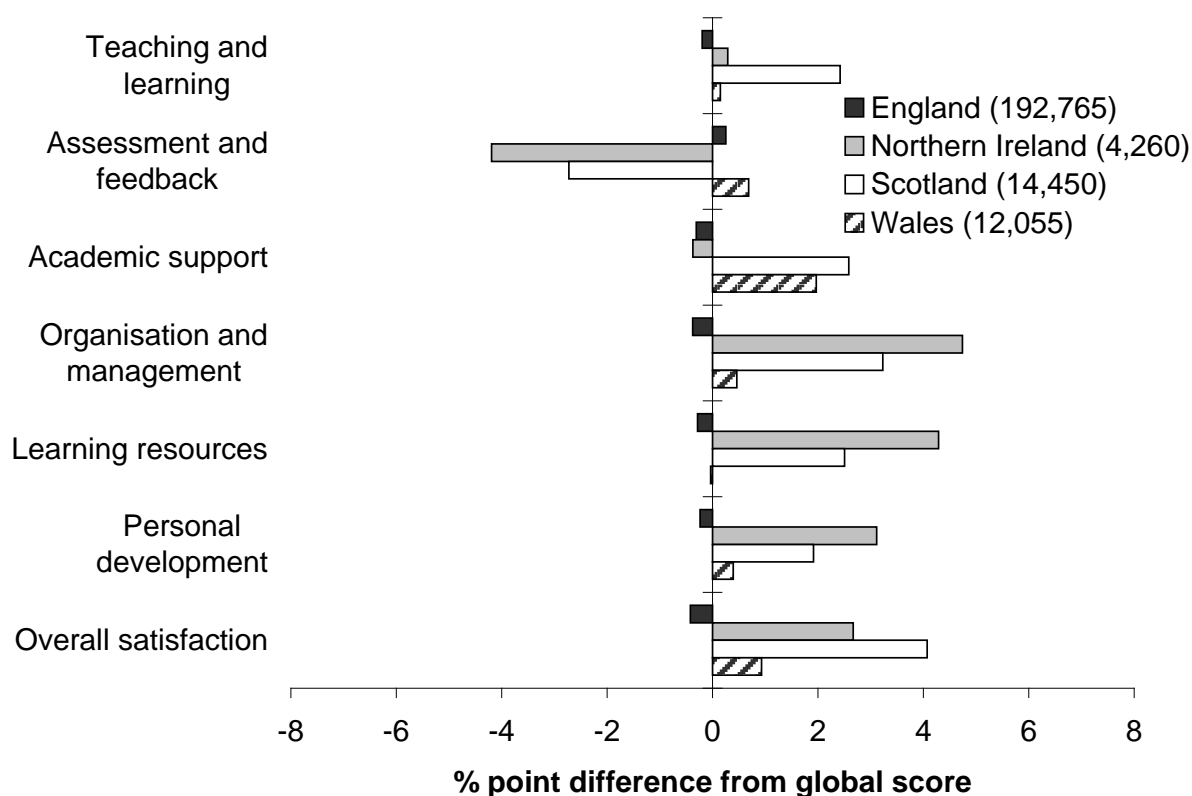


31. The analysis in this overview (paragraphs 32-39) uses the global scores given in Figures 1 and 2 as the baseline, and displays the difference from this by various characteristics. The number of respondents for each characteristic grouping is given in the legend of each figure in brackets.

32. Figure 3 compares satisfaction by country of teaching institution. For Teaching and learning, the global score was 83 per cent (see Figure 2). Figure 3 shows that for this question category respondents studying in England, Northern Ireland and Wales responded with a similar satisfaction score to the global score while those studying in Scotland<sup>7</sup> responded with a score over 2 percentage points higher, resulting in a satisfaction score of over 85 per cent.

<sup>7</sup> Only 12 of the 19 publicly funded Scottish HEIs opted to participate in the 2009 NSS.

**Figure 3 Difference in satisfaction from global score by country of teaching institution**



33. For these data it can be hard to interpret what a difference from the global score means. The approximate confidence intervals for statistically significant results are:

- a. If the number of respondents is greater than 10,000 then a 1 per cent or greater difference in satisfaction is a statistically significant result.
- b. If the number of respondents is between 2,000 and 10,000 then a 2 per cent or greater difference in satisfaction is a statistically significant result.
- c. If the number of respondents is between 1,000 and 2,000 then a 3 per cent or greater difference in satisfaction is a statistically significant result.
- d. If the number of respondents is between 600 and 1,000 then a 4 per cent or greater difference in satisfaction is a statistically significant result.

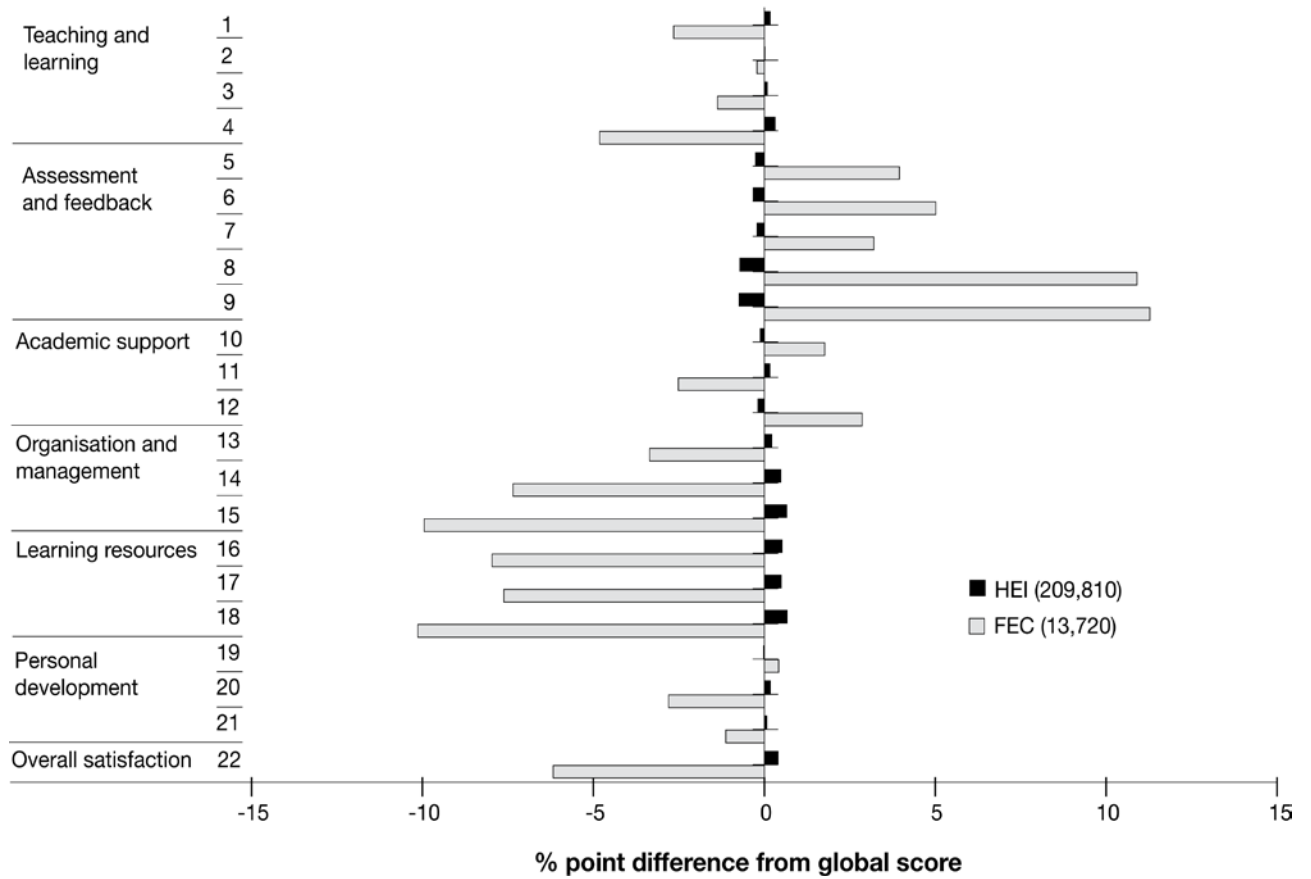
However, the practical significance of any differences are left to the reader to understand and interpret.

34. Therefore the result observed in paragraph 32 is statistically significant because more than 10,000 respondents studied in Scotland, and the difference in satisfaction for Teaching and learning was more than 1 per cent.

35. Figure 3 also shows that respondents studying in Northern Ireland or Scotland were significantly more satisfied than the global score in the question categories: Organisation and management; Learning resources; Personal development and Overall satisfaction, but were significantly less satisfied with Assessment and feedback.

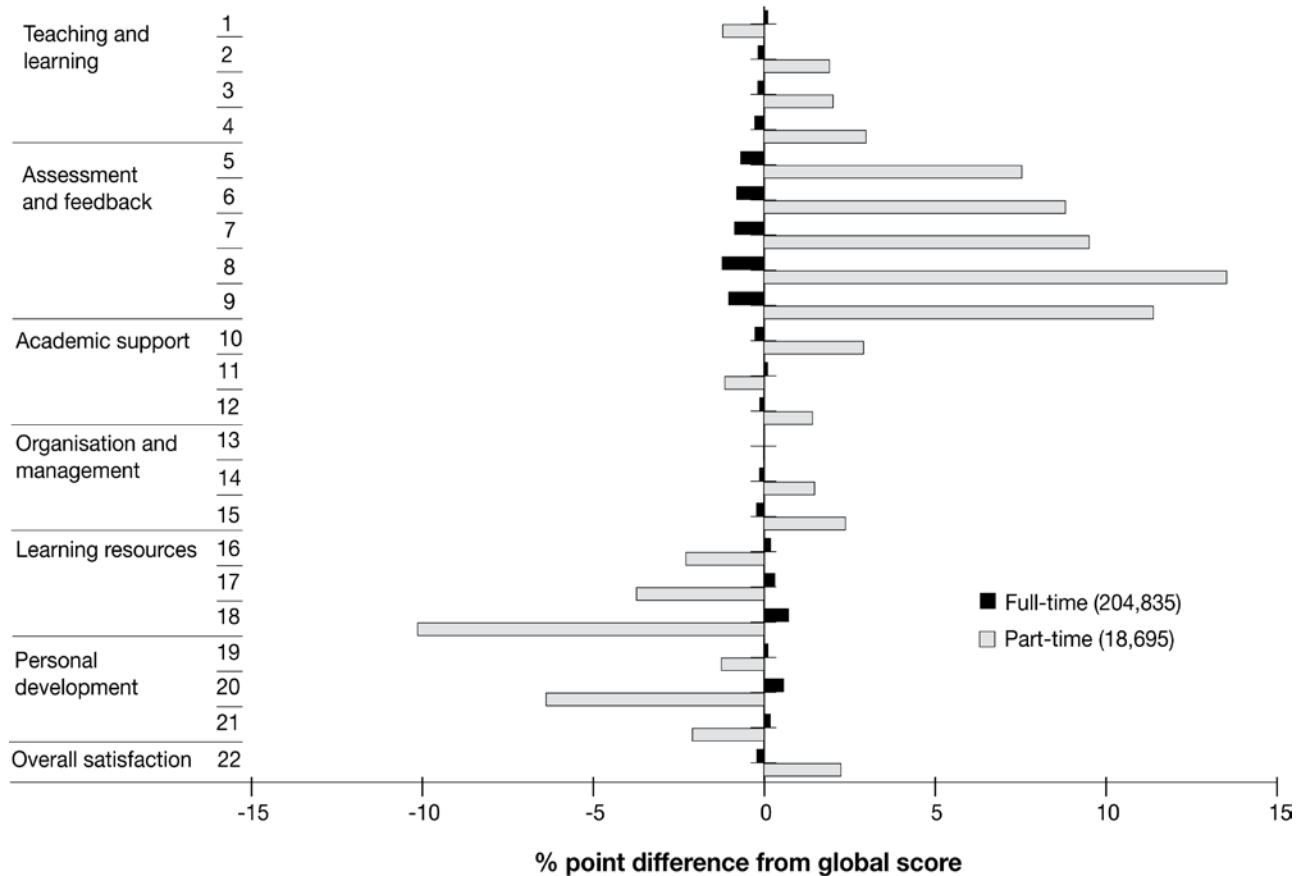
36. Figure 4 shows that the profile of satisfaction scores for respondents studying at FECs was significantly different to those studying at HEIs. The largest differences were observed for Assessment and feedback questions, where FEC students were more satisfied, and Learning resources and Personal development questions, where FEC students were less satisfied.

**Figure 4 Difference in satisfaction from global score by type of teaching institution**



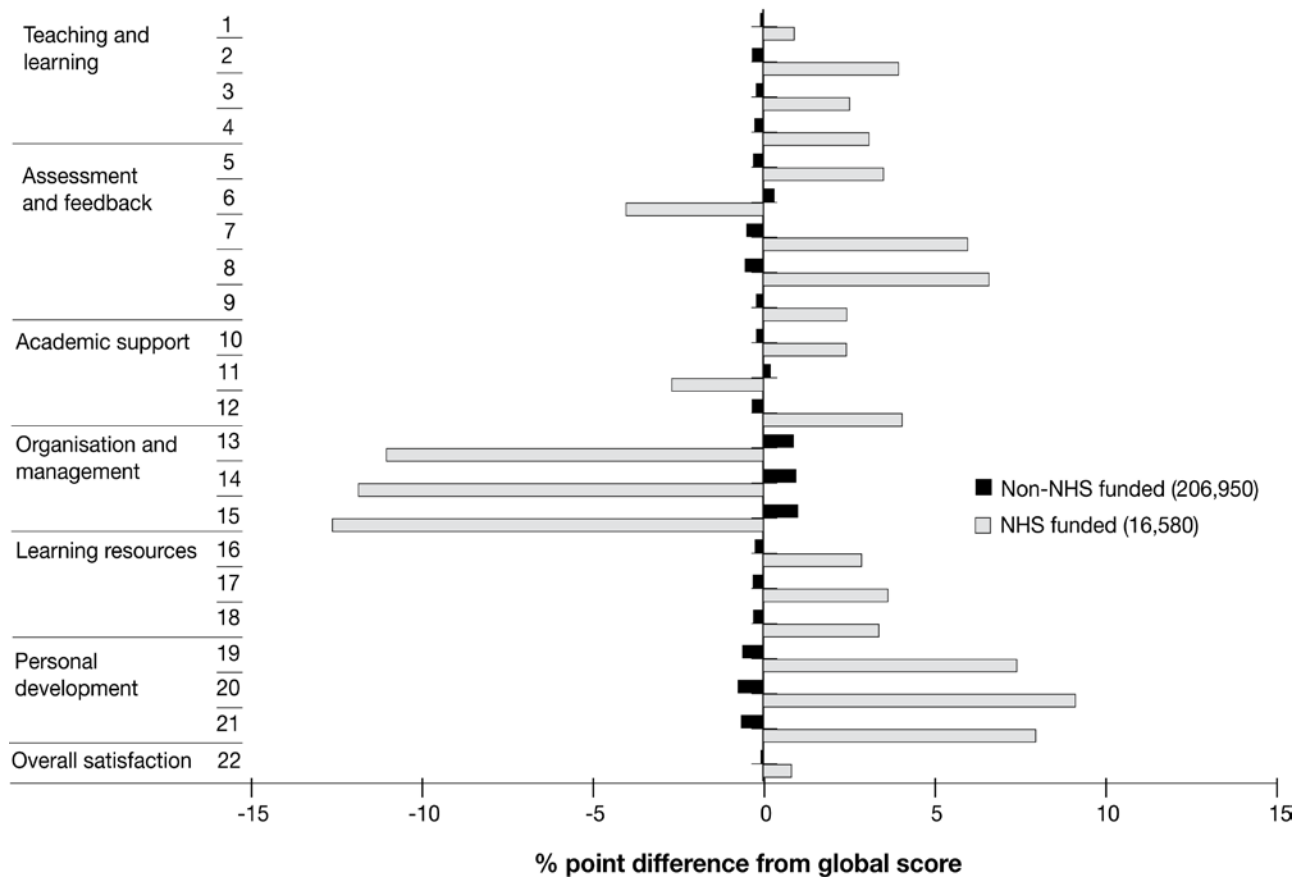
37. Figure 5 shows that the profile of satisfaction scores for those on part-time courses was significantly different to that of those studying on full-time courses. The question categories with the largest differences were Assessment and feedback, where part-time students were more satisfied, and Learning resources and Personal development, where part-time students were less satisfied.

**Figure 5 Difference in satisfaction from global score by mode of study**



38. Figure 6 shows that the profile of satisfaction scores for NHS-funded<sup>8</sup> students was significantly different to that of non-NHS funded students. The question categories with the largest differences were Organisation and management, where NHS-funded students were less satisfied, and Personal development, where NHS-funded students were more satisfied.

**Figure 6 Difference in satisfaction from global score by NHS-funded or non-NHS funded**



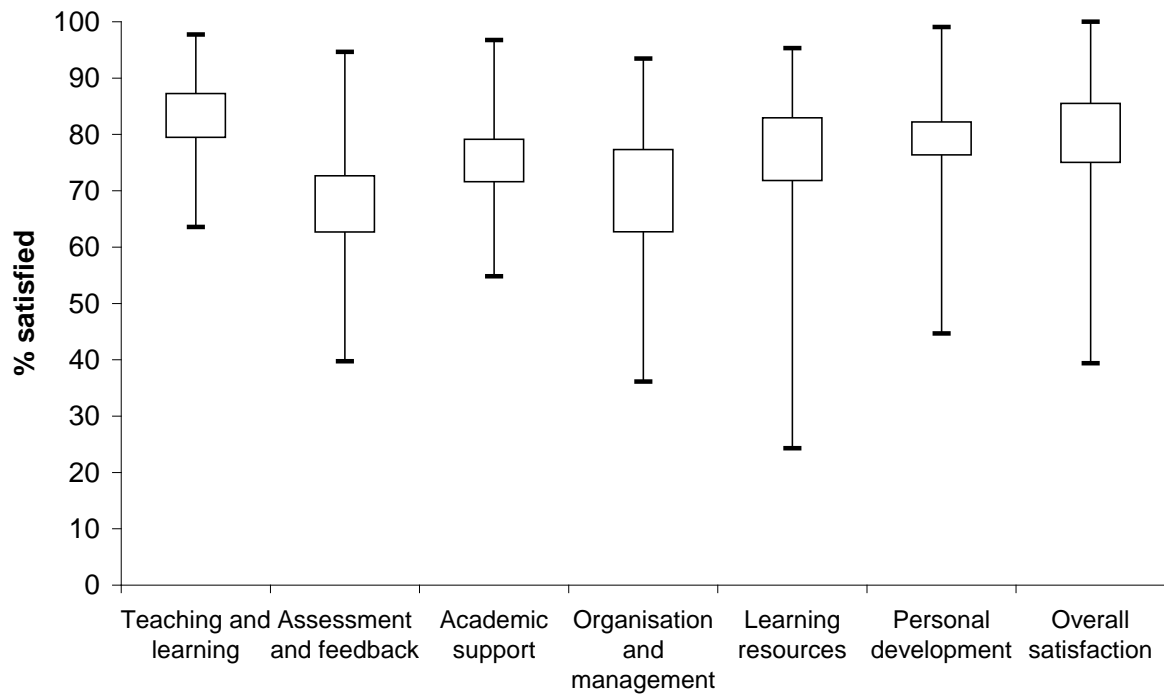
39. Figures 3 to 6 show much variation in the satisfaction score within the sector. Figure 7 shows the spread of institutional satisfaction scores (260 institutions met the publication threshold<sup>9</sup>) for each of the question categories. The box plots show the highest and lowest scores at its extremes; the box itself identifies the middle 50 per cent of institutional satisfaction scores.

40. Figure 7 shows that within the sector there were institutions for all question categories where satisfaction was greater than 90 per cent. The question category with the largest range in satisfaction scores was Learning resources, while the one with the smallest range was Teaching and learning.

<sup>8</sup> For the definition of NHS-funded students and further analysis by subject area see Annex B.

<sup>9</sup> The publication threshold for NSS results is at least 50 per cent response rate within an institution, with at least 23 students responding.

**Figure 7 Box plots of institutional satisfaction scores by question category**



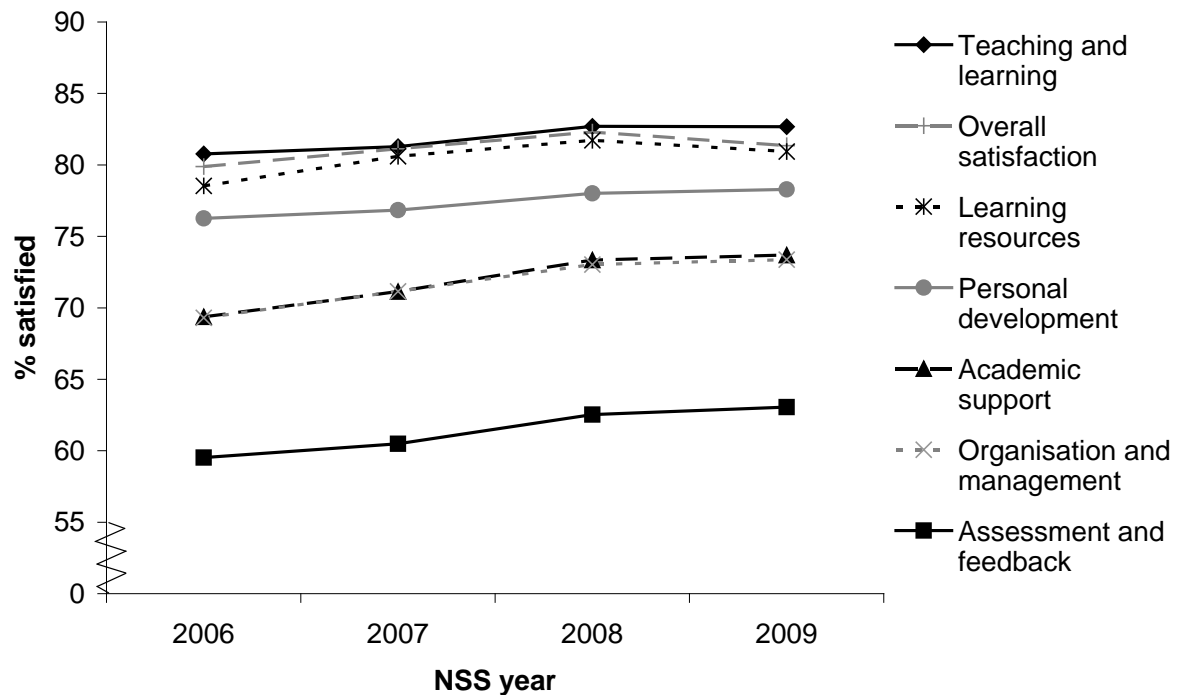
### **Time series of results using a core population**

41. To make like-for-like comparisons between satisfaction scores over the four-year period 2006 to 2009, it was necessary to consider the core student population that had been surveyed during that time. Such a population comprised respondents studying at English, Northern Irish and Welsh HEIs and excluded those with NHS funding<sup>10</sup>.

<sup>10</sup> For more information on the students included in the NSS population see Annex C.

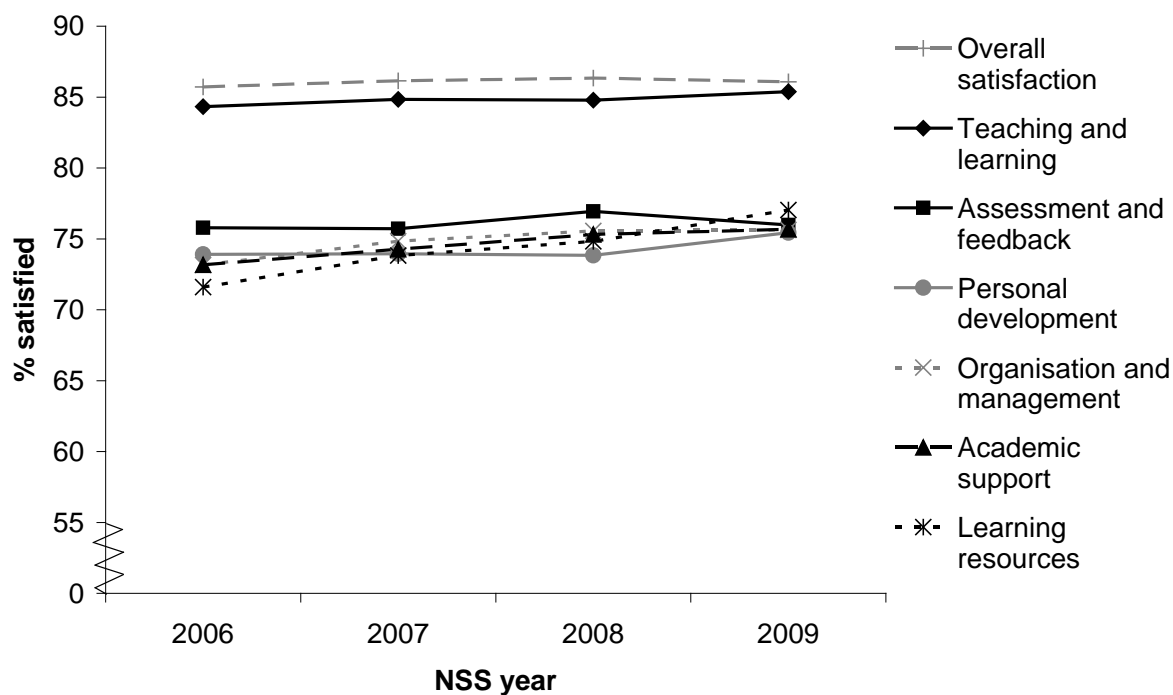
42. Figure 8 shows that, for full-time students, there was increased satisfaction between 2006 and 2009 for all categories of question. The biggest increases were in Academic support, Organisation and management and Assessment and feedback, while the smallest increase was in Overall satisfaction.

**Figure 8 Time series of core population satisfaction scores for full-time students**



43. Figure 9 shows the equivalent data for part-time students. Comparing Figures 8 and 9 shows that part-time students were more satisfied than full-time students except for questions on Learning resources and Personal development. For part-time students all categories saw increased satisfaction; however increases were smaller than for full-time students except for one, Learning resources, which saw an increase of 5 per cent for part-time students between 2006 and 2009.

**Figure 9 Time series of core population satisfaction scores for part-time students**



### Satisfaction of full-time core population by characteristics

44. In order to allow future year-on-year comparisons to be made for satisfaction scores split by course and student characteristics this section of the report uses the full-time core population and analyses results from the 2009 NSS only.

45. Paragraphs 46 to 54 compare the global scores to that of groups of students with characteristics. The characteristics considered are:

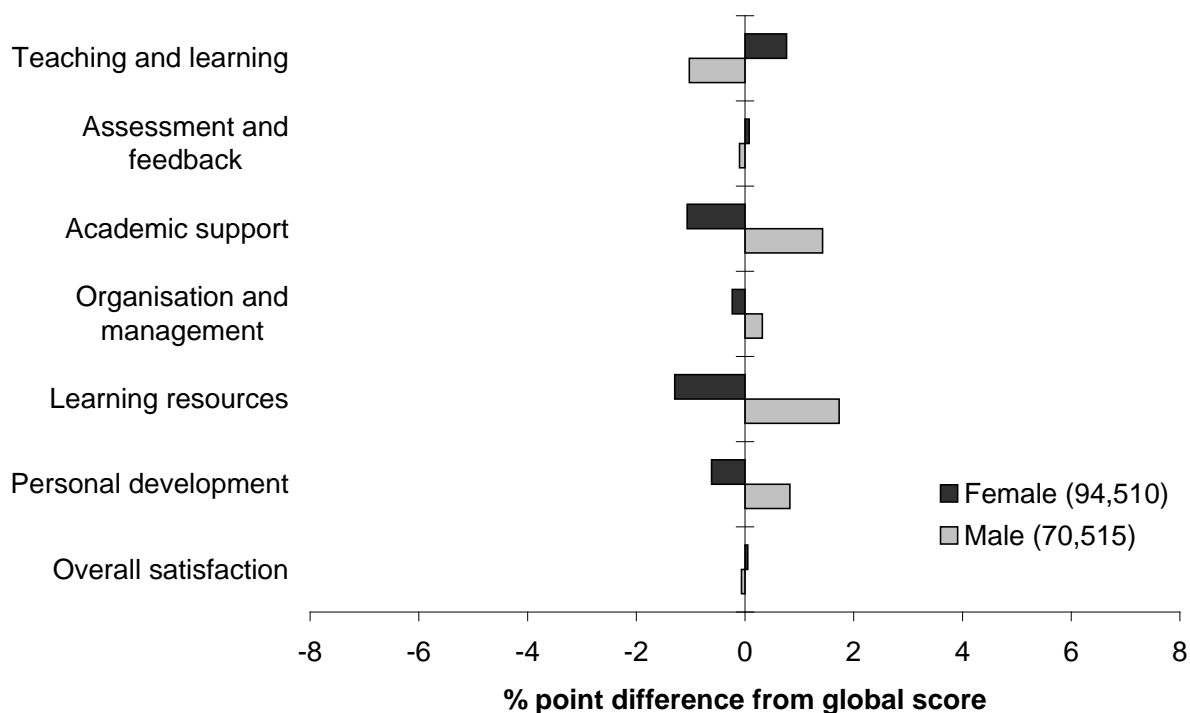
- a. Sex.
- b. Age group.
- c. Disability status.
- d. Ethnicity.
- e. Domicile.
- f. Subject area.
- g. Level of study.



## Sex

46. While Overall satisfaction of female and male students was similar to the global score significant differences were observed in other categories, most notably for Academic support and Learning resources (see Figure 10).

**Figure 10 Difference in satisfaction from global score by sex**

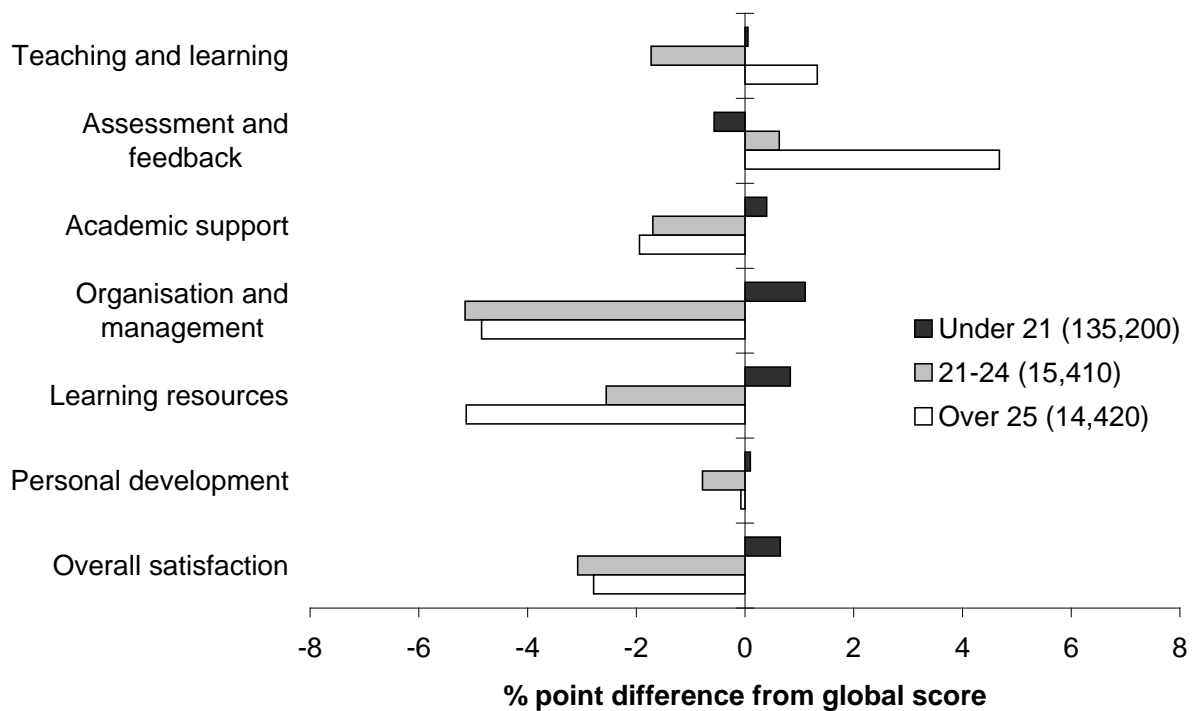


Note: Students recorded as indeterminate sex did not meet the NSS publication threshold of at least 50 per cent response rate and at least 23 students responding, therefore they are not included in this figure.

## Age group

47. Figure 11 shows that students in the age groups 21-24 and over 25 were significantly less satisfied than students aged under 21, in the questions on Academic support, Organisation and management, Learning resources and Overall satisfaction. However, students aged over 25 were significantly more satisfied than the global score for the category Assessment and feedback.

**Figure 11 Difference in satisfaction from global score by age group**

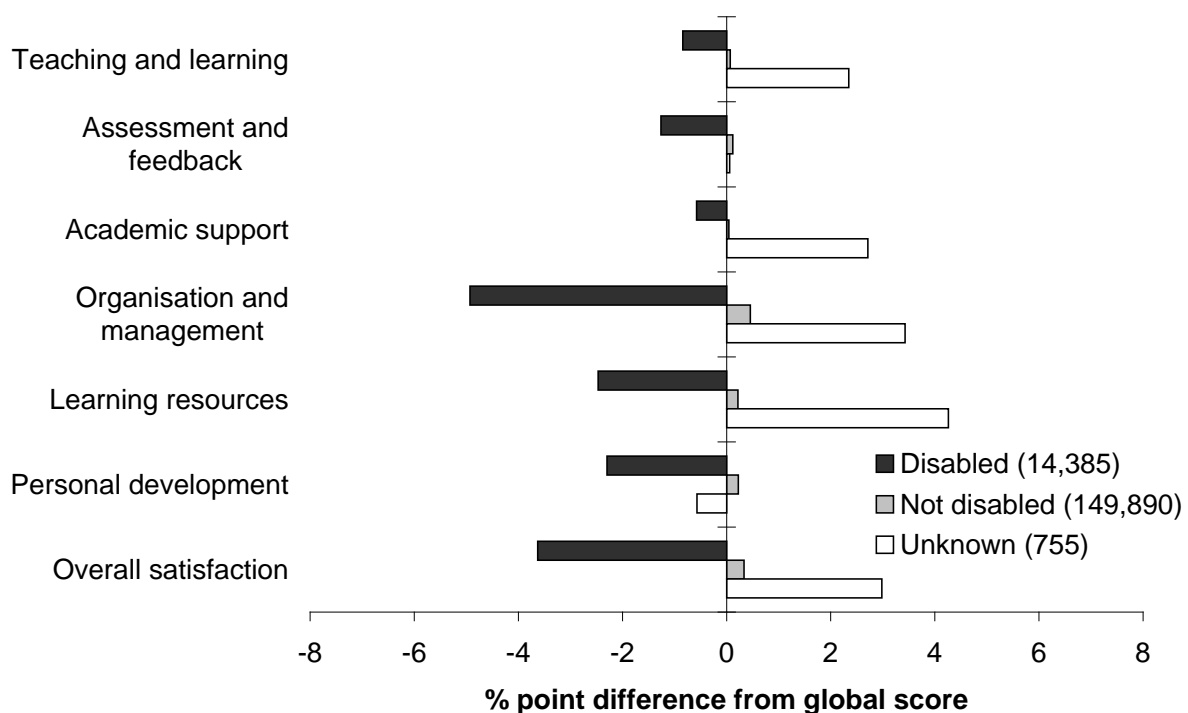


## Disability status

48. Disabled students were significantly less satisfied than the global scores in five of the seven question categories (see Figure 12). The question categories with the lowest satisfaction scores were Organisation and management and Overall satisfaction.

49. As this is a descriptive analysis (see paragraph 18), additional factors affecting satisfaction, such as institution, have not been accounted for. Since over 50 per cent of students with Unknown disability status were registered at just two institutions, it is likely that satisfaction associated with those institutions distorted the true differences related to being in this group.

**Figure 12 Difference in satisfaction from global score by disability status**

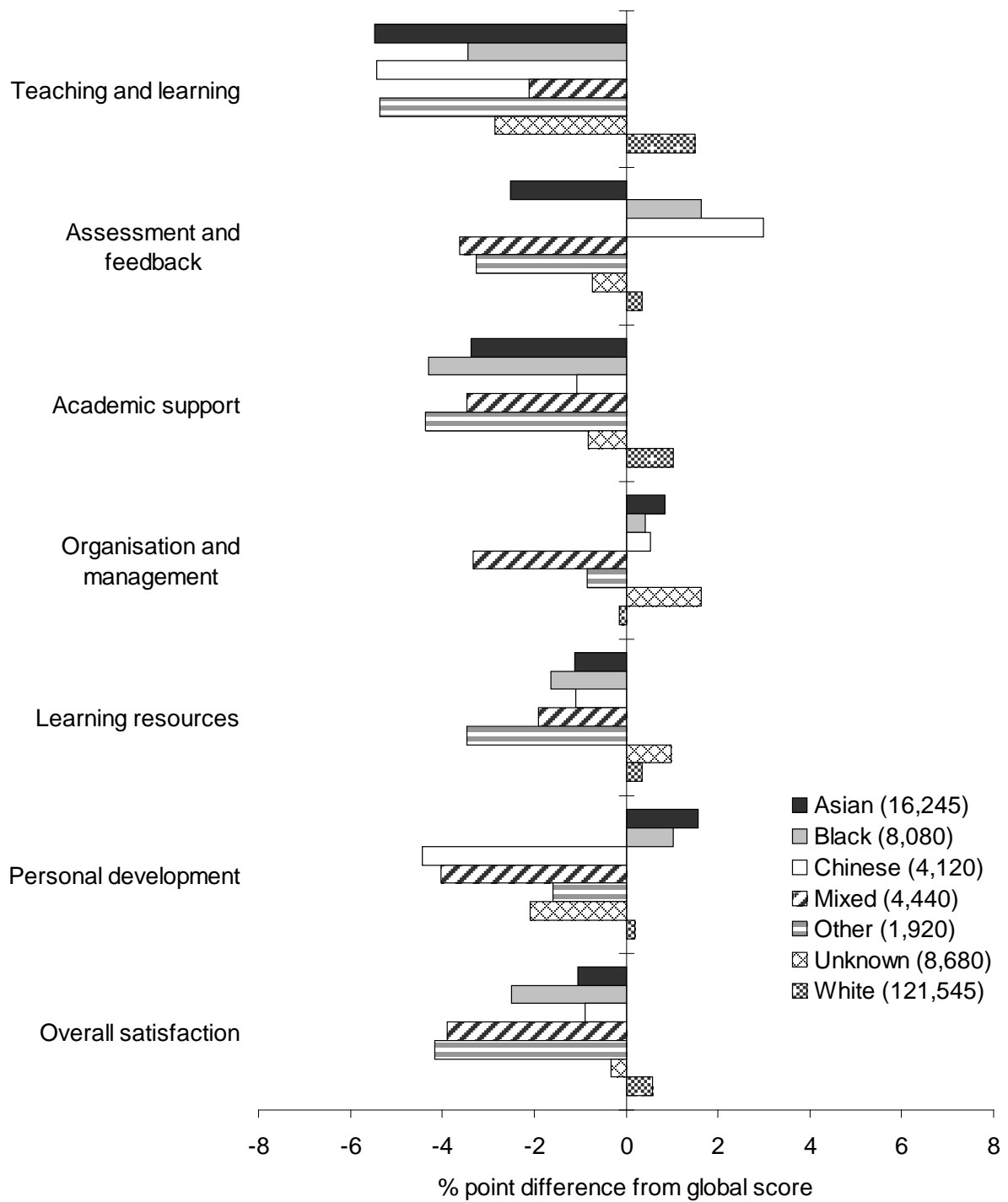


## Ethnicity

50. Figure 13 shows that the satisfaction profiles varied significantly depending on students' ethnic background. However, the only question category where **all** the differences in satisfaction score were significant was Teaching and learning; where students from a White ethnic background were more satisfied than the global score and students from all minority ethnic<sup>11</sup> backgrounds were significantly less satisfied than the global score. Similar trends were seen in the question categories Academic support, Learning resources and Overall satisfaction. However, the results were not all of statistical significance, and the analysis does not take into account additional factors such as subject area or institution which may also affect scores.

<sup>11</sup> Minority ethnic groups in this context are defined to be students from Asian, Black, Chinese, Mixed or Other ethnic backgrounds.

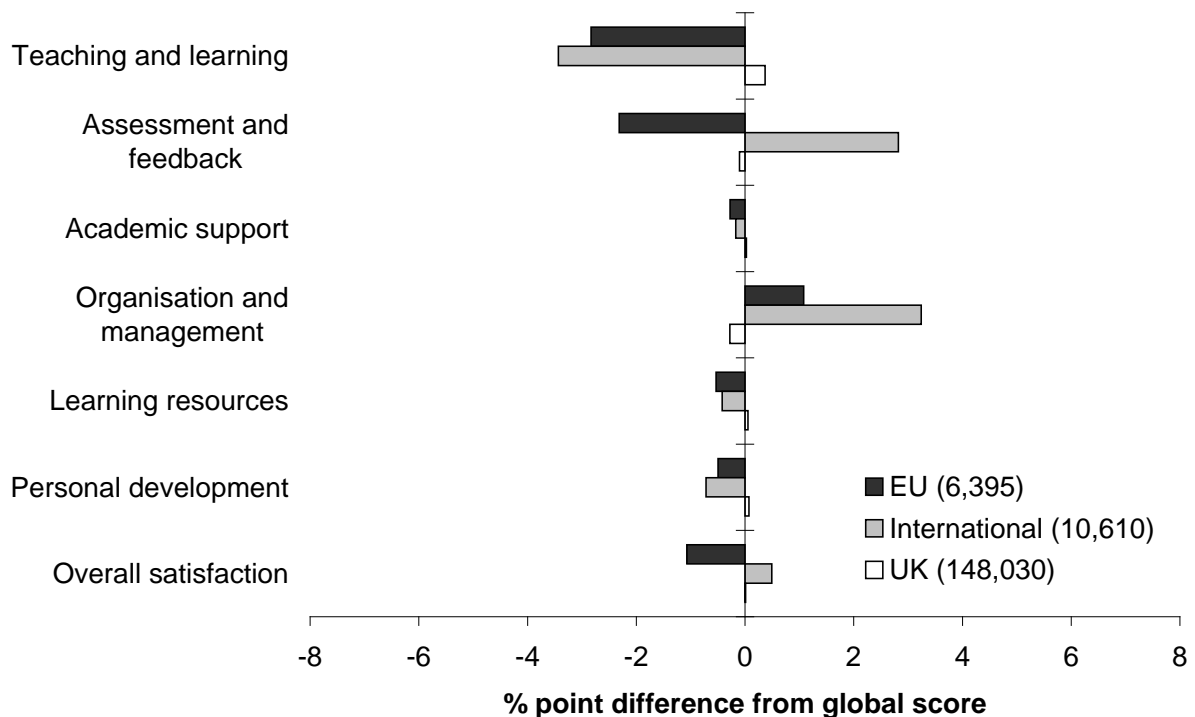
**Figure 13 Difference in satisfaction from global score by ethnicity**



## Domicile

51. Students from the EU and international students were significantly less satisfied with Teaching and learning than students from the UK (see Figure 14). For Assessment and feedback, students from the EU were significantly less satisfied and international students were significantly more satisfied than the global score.

**Figure 14 Difference in satisfaction from global score by domicile**



## Subject area

52. Table 3 shows the results for Overall satisfaction (question 22) split by subject area; results for all 22 questions split by subject area can be found in Annex D. As explained in paragraph 18, differences in satisfaction score can be affected by interactions with other characteristics, so the differences between subject areas are likely to be affected by the varying student demographic profiles and course delivery methods present in each subject area.

53. Respondents studying in the subject areas historical and philosophical studies and physical sciences gave the highest satisfaction score for this question (88 per cent), while those studying creative arts and design gave the lowest score (72 per cent).

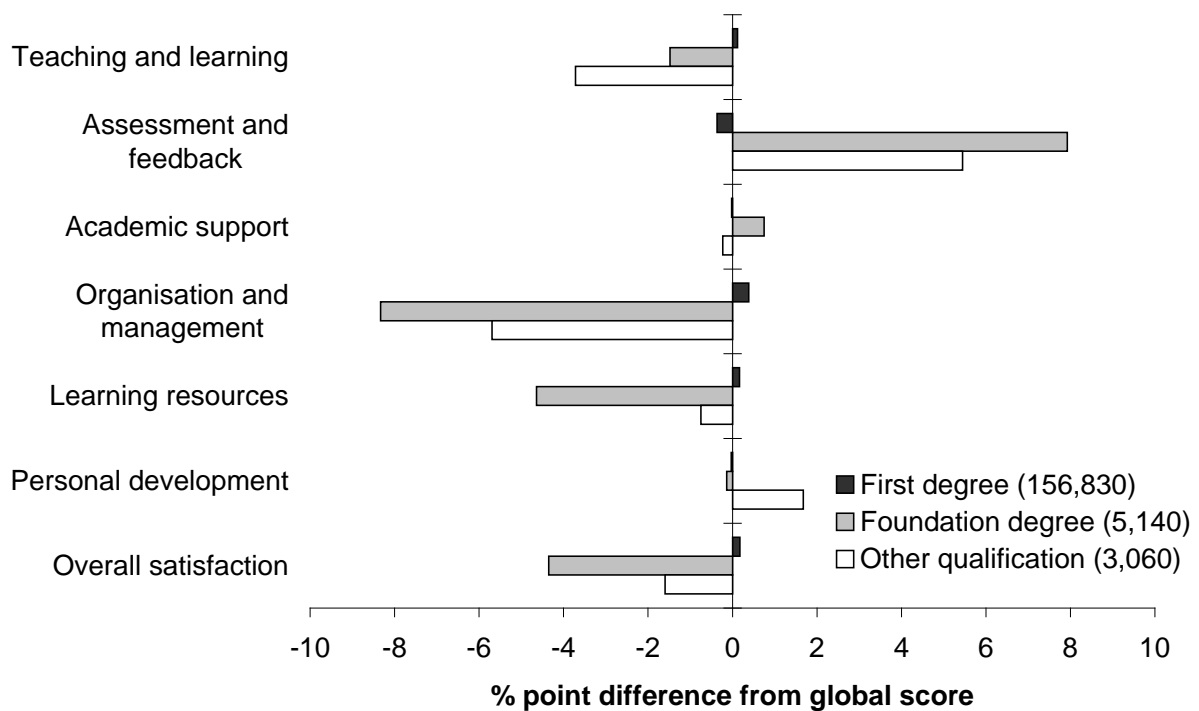
**Table 3 Satisfaction scores for Overall satisfaction by subject area**

	<b>Number of respondents</b>	<b>Q22 – Overall satisfaction (%)</b>	<b>% point difference from global score</b>
Agriculture and related subjects	1,255	80	-2
Architecture, building and planning	4,370	77	-4
Biological sciences	17,675	85	4
Business and administrative studies	20,590	80	-1
Combined	470	79	-3
Computer science	6,780	77	-4
Creative arts and design	21,185	72	-9
Education	3,410	81	-1
Engineering and technology	9,425	80	-1
Geographical studies	4,115	88	6
Historical and philosophical studies	8,675	88	7
Initial teacher training	5,425	79	-2
Languages	11,735	87	5
Law	8,195	85	4
Mass communications and documentation	5,830	75	-7
Mathematical sciences	3,005	87	5
Medicine and dentistry	4,785	83	1
Physical sciences	4,930	88	7
Social studies	15,960	81	0
Subjects allied to medicine	6,810	85	4
Veterinary sciences	410	84	3
<b>Global score</b>	<b>165,030</b>	<b>81</b>	<b>0</b>

## Level of study

54. Respondents studying for foundation degrees and other qualifications (including Diplomas in Higher Education and Higher National Diplomas) have significantly different satisfaction profiles to those studying for first degrees (see Figure 15). The largest differences from the global score for respondents studying for foundation degrees and other qualifications are for question categories Assessment and feedback, where they are more satisfied than first degree students, and Organisation and management, where they are less satisfied.

**Figure 15 Difference in satisfaction from global score by level of study**



## Annex A

### 2009 NSS questions

#### Core questions

- 1 Staff are good at explaining things.
- 2 Staff have made the subject interesting.
- 3 Staff are enthusiastic about what they are teaching.
- 4 The course is intellectually stimulating.
- 5 The criteria used in marking have been clear in advance.
- 6 Assessment arrangements and marking have been fair.
- 7 Feedback on my work has been prompt.
- 8 I have received detailed comments on my work.
- 9 Feedback on my work has helped me clarify things I did not understand.
- 10 I have received sufficient advice and support with my studies.
- 11 I have been able to contact staff when I needed to.
- 12 Good advice was available when I needed to make study choices.
- 13 The timetable works efficiently as far as my activities are concerned.
- 14 Any changes in the course or teaching have been communicated effectively.
- 15 The course is well organised and is running smoothly.
- 16 The library resources and services are good enough for my needs.
- 17 I have been able to access general IT resources when I needed to.
- 18 I have been able to access specialised equipment, facilities or rooms when I needed to.
- 19 The course has helped me present myself with confidence.
- 20 My communication skills have improved.
- 21 As a result of the course, I feel confident in tackling unfamiliar problems.
- 22 Overall, I am satisfied with the quality of the course.

#### Questions for NHS-funded students

- 23 I received sufficient preparatory information prior to my placement(s).
- 24 I was allocated placement(s) suitable for my course.
- 25 I received appropriate supervision on my placement(s).
- 26 I was given opportunities to meet my required practice learning outcomes/competences.
- 27 My contribution during placement(s) as part of the clinical team was valued.
- 28 My practice supervisor(s) understood how my placement(s) related to the broader requirements of my course.



## Annex B

### NHS-funded<sup>12</sup> and healthcare students

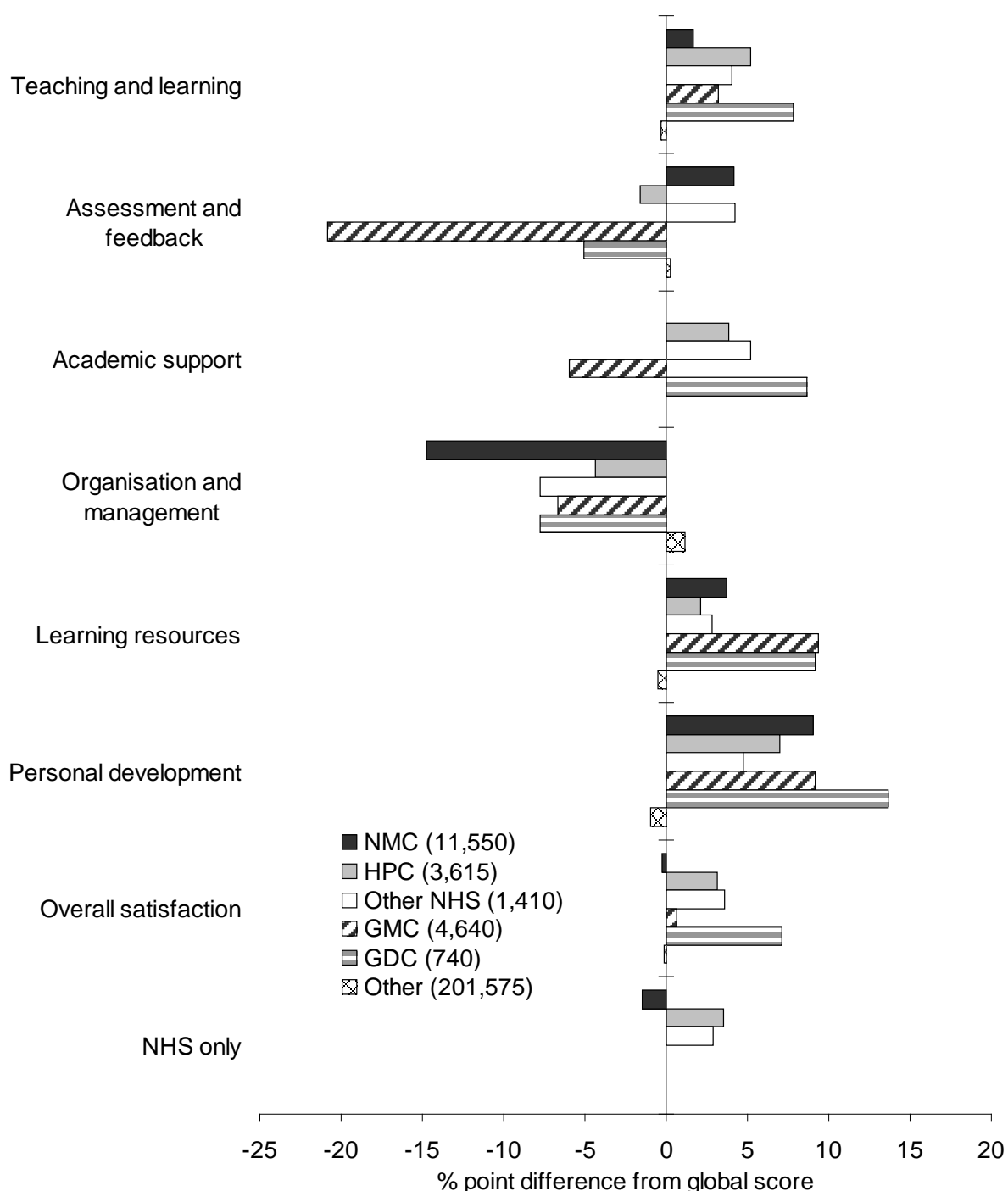
1. Figure B1 shows a further split to Figure 6 in the main report by regulatory body:
  - a. NHS-funded students are split into the groups: Nursing and Midwifery Council (NMC), Health Professions Council (HPC) and other NHS.
  - b. Non-NHS funded students are split into the groups: General Medical Council (GMC), General Dental Council (GDC) and other.

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<sup>12</sup> Students are defined as being NHS-funded if:

- a. They attend an English, Northern Irish or Scottish institution and
  - i. They are on a course funded by the Departments of Health or Social Care or NHS and are not eligible for funding by the funding councils.
  - ii. They are funded by the Department of Health.
- b. They attend a Welsh institution and are on a course funded by the Departments of Health or Social Care or NHS or Welsh Assembly Government and are not eligible for funding by the funding councils.

**Figure B1 Difference in satisfaction from global score by NHS funding and regulatory body**



2. For the question categories Teaching and learning, Organisation and management, Learning resources, Personal development and Overall satisfaction, Figure B1 shows that for the significant differences the regulatory bodies are either all more satisfied or all less satisfied than the global score. The categories Assessment and feedback and Academic support show more variation in satisfaction from the global score.

3. Table B1 gives a more in-depth look at the results from the NHS-funded students by subject area for all 28 questions.

**Table B1 Global score for overall population and NHS-funded students with NHS-funded score by regulatory body and subject area**

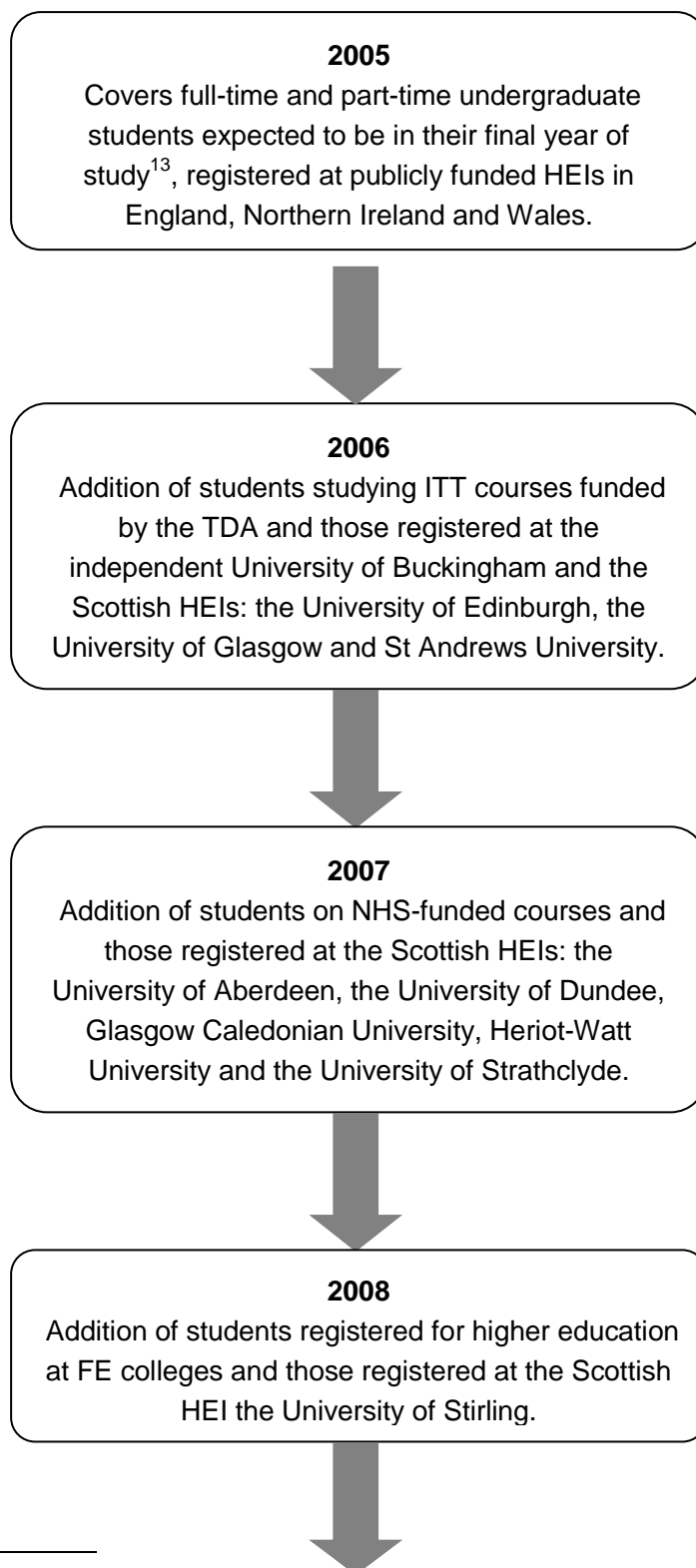
	Global score – overall pop’n	Global score – NHS-funded	Nursing and Midwifery Council						Health Professions Council				Other regul’y bodies
			Nursing	Midwifery	Paediatric nursing	Adult nursing	Mental health nursing	Other subjects	Physio-therapy	Radiology	Occupational therapy	Other subjects	
<b>% response rate</b>	<b>62</b>	<b>64</b>	59	67	66	62	57	64	70	71	69	72	66
<b>No of respondents</b>	<b>223,530</b>	<b>16,580</b>	2,070	925	880	5,810	1,430	435	935	550	830	1,295	1,410
<b>Question</b>	<b>% satisfied</b>		<b>% point difference from the global score for NHS-funded</b>										
1	<b>87</b>	<b>88</b>	2	-1	1	-1	-1	0	7	0	-2	0	2
2	<b>79</b>	<b>83</b>	0	3	4	-2	1	3	11	-6	1	1	2
3	<b>83</b>	<b>86</b>	1	1	1	-2	-1	0	6	-2	3	2	1
4	<b>83</b>	<b>86</b>	-2	3	0	-3	-3	-1	9	0	0	4	1
5	<b>71</b>	<b>74</b>	0	0	4	0	1	-3	6	2	-5	-5	4
6	<b>73</b>	<b>69</b>	1	2	6	-1	4	0	0	0	-3	-2	2
7	<b>58</b>	<b>64</b>	5	-6	4	3	3	-13	1	-8	-5	-10	-1
8	<b>63</b>	<b>70</b>	5	3	4	1	2	-2	-3	-13	-6	-7	1
9	<b>58</b>	<b>60</b>	5	0	2	1	5	-4	0	-7	-9	-9	2
10	<b>73</b>	<b>75</b>	0	-2	1	-3	2	1	9	-2	-1	0	6
11	<b>81</b>	<b>78</b>	-1	2	1	-3	-1	-3	9	3	2	6	4
12	<b>69</b>	<b>73</b>	1	1	3	-2	1	1	7	-3	-2	0	3
13	<b>77</b>	<b>66</b>	-3	-1	2	-2	-3	-5	9	-2	6	5	5
14	<b>70</b>	<b>58</b>	-2	-3	-3	-4	-4	-2	16	2	5	9	3
15	<b>70</b>	<b>57</b>	-1	-4	-2	-4	-2	-1	19	3	5	6	5

	Global score – overall pop'n	Global score – NHS-funded	Nursing and Midwifery Council						Health Professions Council				Other regul'y bodies
			Nursing	Midwifery	Paediatric nursing	Adult nursing	Mental health nursing	Other subjects	Physio-therapy	Radiology	Occupational therapy	Other subjects	
<b>% response rate</b>	<b>62</b>	<b>64</b>	59	67	66	62	57	64	70	71	69	72	66
<b>No of respondents</b>	<b>223,530</b>	<b>16,580</b>	2,070	925	880	5,810	1,430	435	935	550	830	1,295	1,410
<b>Question</b>	<b>% satisfied</b>		<b>% point difference from the global score for NHS-funded</b>										
16	<b>81</b>	<b>84</b>	0	1	4	2	2	-20	4	3	-11	-9	-2
17	<b>85</b>	<b>89</b>	0	2	1	0	0	-6	3	1	-6	-2	-1
18	<b>75</b>	<b>79</b>	0	-2	0	0	-1	-11	9	-4	0	-1	1
19	<b>78</b>	<b>85</b>	1	0	3	1	2	1	3	-4	-2	-3	-3
20	<b>81</b>	<b>90</b>	-1	-4	3	2	1	-2	3	-4	-1	0	-3
21	<b>78</b>	<b>86</b>	0	-2	2	2	0	-2	3	-5	-3	-3	-4
22	<b>82</b>	<b>82</b>	1	-1	0	-1	0	0	10	0	-1	2	3
23	<b>70</b>	<b>70</b>	-3	-2	3	-2	-4	1	11	6	3	3	6
24	<b>89</b>	<b>89</b>	-1	6	1	-4	-3	-5	5	5	0	2	4
25	<b>81</b>	<b>81</b>	-3	-1	2	-3	-5	-4	8	-1	8	4	6
26	<b>88</b>	<b>88</b>	-2	-1	2	-2	1	-2	6	-2	4	-1	0
27	<b>88</b>	<b>88</b>	0	-1	2	0	2	-1	5	-4	3	-3	-1
28	<b>80</b>	<b>80</b>	-1	0	2	-3	2	-3	9	6	5	1	2

## Annex C

### History of the National Student Survey population

Below is a summary of the population history of the National Student Survey.



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<sup>13</sup> A small proportion of part-time students, on flexible courses, were included when they were expected to have completed more than one full-time equivalent, which may not have been during their final year of study.



**2009**

Additional methods of response (phone and post) for students on NHS-funded courses and addition of students registered at the Scottish HEIs: Edinburgh Napier University, Glasgow School of Art and Robert Gordon University.

## Annex D

### NSS question results split by subject area

	No of respon- dents	% response rate	Question number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
<b>Global score for full-time core population</b>	<b>165,030</b>	<b>63</b>	<b>% satisfied</b>	<b>87</b>	<b>79</b>	<b>83</b>	<b>82</b>	<b>69</b>	<b>72</b>	<b>57</b>	<b>61</b>	<b>56</b>	<b>72</b>	<b>81</b>	<b>68</b>	<b>78</b>	<b>71</b>	<b>71</b>	<b>81</b>	<b>85</b>	<b>76</b>	<b>77</b>	<b>81</b>	<b>77</b>	<b>81</b>	
<b>Medicine and dentistry</b>	4,785	66	<b>% point difference from the global score</b>	-1	6	1	10	-13	-8	-17	-31	-19	-7	0	-6	-7	-11	-8	8	9	8	8	12	10	1	
<b>Subjects allied to medicine</b>	6,810	65		3	2	1	5	1	0	-1	-5	0	3	3	5	-1	2	1	2	0	3	6	5	5	4	4
<b>Biological sciences</b>	17,675	66		4	3	3	4	1	1	-1	-2	-2	2	3	2	6	7	9	1	0	5	-1	-1	-1	4	4
<b>Veterinary sciences</b>	410	67		6	8	7	14	-16	0	-15	-33	-22	-6	2	-7	-7	-15	-9	9	8	7	4	8	3	3	3
<b>Agriculture and related subjects</b>	1,255	65		2	1	0	-2	3	2	-6	1	-1	4	1	2	-2	-2	-2	-2	0	2	1	1	-1	-2	-2
<b>Physical sciences</b>	4,930	65		4	3	5	8	-2	6	2	-4	5	8	8	7	1	7	9	6	5	10	0	-2	4	7	7
<b>Mathematical sciences</b>	3,005	62		-1	-10	0	5	1	10	14	-11	1	2	8	0	0	13	15	7	6	6	-14	-20	-2	5	5
<b>Computer science</b>	6,780	60		-4	-9	-8	-7	4	2	-2	-6	-2	0	-1	0	-2	-1	-1	3	4	3	-2	-5	0	-4	-4
<b>Engineering and technology</b>	9,425	61		-3	-5	-5	-1	-1	0	-5	-10	-3	2	0	2	-2	1	-1	6	3	3	0	0	2	-1	-1
<b>Architecture, building and planning</b>	4,370	61		-6	-2	-3	-2	-7	-7	-6	-3	-1	-2	-4	-2	-5	-7	-10	2	-3	-5	0	1	0	-4	-4

	No of respondents	% response rate	Question number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
<b>Global score for full-time core population</b>	<b>165,030</b>	<b>63</b>	<b>% satisfied</b>	<b>87</b>	<b>79</b>	<b>83</b>	<b>82</b>	<b>69</b>	<b>72</b>	<b>57</b>	<b>61</b>	<b>56</b>	<b>72</b>	<b>81</b>	<b>68</b>	<b>78</b>	<b>71</b>	<b>71</b>	<b>81</b>	<b>85</b>	<b>76</b>	<b>77</b>	<b>81</b>	<b>77</b>	<b>81</b>	
<b>Social studies</b>	15,960	61	<b>% difference from the global score</b>	0	0	0	2	-1	0	1	1	-2	-2	-1	-3	2	2	2	-7	-2	-4	-2	-1	-2	0	
<b>Mass communications and documentation</b>	5,830	62		-3	-1	-3	-9	1	-3	-5	4	0	0	-2	-3	-2	-2	-9	-10	-1	-3	-2	-2	-1	-4	-7
<b>Languages</b>	11,735	65		5	9	7	7	0	4	7	11	8	8	3	6	1	5	7	8	-3	-1	-2	0	1	-1	5
<b>Historical and philosophical studies</b>	8,675	63		6	10	8	9	2	8	8	13	10	10	4	6	2	8	8	11	-7	-1	-4	0	-1	0	7
<b>Creative arts and design</b>	21,185	64		-6	0	-1	-7	-5	-6	1	7	6	6	-3	-7	-1	-7	-13	-17	0	-2	-7	-3	-3	-5	-9
<b>Education</b>	3,410	64		0	1	2	-2	8	4	4	12	7	7	2	-3	-1	2	-3	-4	-7	-6	-5	5	4	2	-1
<b>Combined</b>	470	59		1	2	0	0	-1	-1	-8	-5	-5	-5	-7	-2	-6	-5	1	0	-4	-1	-1	-7	-8	-8	-3
<b>Initial teacher training</b>	5,425	68		1	2	3	-3	5	-1	-6	8	-3	-3	4	-1	5	-11	-14	-19	-5	-1	1	8	5	4	-2
<b>Geographical studies</b>	4,115	70		5	7	8	5	5	5	2	3	-2	-2	7	5	6	7	10	13	3	1	6	2	3	3	6