



## ACADEMIC SERVICES

# Report on the Student Satisfaction Survey 2004/05 and action plan

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## **1. EXECUTIVE SUMMARY**

For the past five years the survey results have shown a steady increase in satisfaction with the services provided. This year's report covers the last year when IT Services was part of Academic Services. The report highlights areas of satisfaction as well as dissatisfaction.

For the second year a significant amount of background data was also collected about the use of computers both within the University and from home and the significance of this use is clear with an increase from 76% to 83.6% of the respondents having access to the Internet from home and 71% to 80.6% of respondents accessing University resources from home.

It is pleasing to note that the question about Library self-service technologies received over 50% of feedback in the top two categories of satisfaction. In addition no aspect of the services surveyed receives levels of dissatisfaction where over a third of the responses were accorded to categories five and six.

Once again the interesting and varied free text comments were mostly constructive. A number did indicate that at peak times resources are stretched and the efforts will continue to be made to ensure that all resources are used effectively and efficiently within budget.

The variable response rate remains a problem, however gathering student feedback is important in order to inform service development. The survey will be restructured to complement the University-wide feedback programme.

Full report is available at I:\Academic Services\Public\Academic Services Student Satisfaction Survey\SSS 2004-5\Final 2004-05 report and will be published on a new Academic Services student feedback website.

## **2. THE SURVEY**

### **2.1 Background**

The tool used for the survey this year was developed by Bristol University and has the advantage of analysis being an integral part of the package so avoiding the need to export the data into another tool for analysis. The introduction of a six point satisfaction scale and the clarity of the presentation of the free text comments have enabled a greater granularity in the presentation of the results. A disadvantage is that direct comparison with the graphical presentation given in last year's survey is not possible.

Questions were selected to reflect issues that warrant monitoring over time, for example satisfaction with numbers of computers, study areas, library resources, access to study support and additional learning needs and facilities in the core learning and teaching environments.

### **2.2 Context of courses surveyed**

Seventeen courses were selected for inclusion in the 2004/05 Student Satisfaction Survey.

These were chosen as a result of liaison within each School between the Subject Librarian, course leaders and normally, the Head of Quality. In selecting courses attention was paid to achieving an appropriate mix of undergraduate and postgraduate students, to courses not surveyed the previous year, and to any specific quality issues.

The questionnaires were distributed to students during the spring term 2004 in three ways:

- by Schools distributing paper copies in tutorials; taught sessions or by post for those on placement;
- by Shân Edwards attending specific locations by appointment. Students then completed the questionnaires on-line or on paper. This took ten minutes per event.
- by Schools e-mailing the students on the course with the survey details for on-line completion.

Two courses completed results with either on-line or paper responses; seven course were completed on-line'; eight courses were surveyed with printed questionnaires only.

### **2.3 Results**

Appendix A gives the questionnaire.

Appendix B gives a complete breakdown of the background data collected, including courses surveyed and their response rates. There was a possible sample of 2,475 and the number of responses was 391. The response rate was a dramatic drop from 55% in 2003/04 to 15.8% in 2004/05. Only those questionnaires completed on paper gave a response rate comparable to last year and the average response rate for on-line only questionnaires was 6.6%. The School with the highest response rate was Bournemouth Media School with 38.6% of all responses, the other Schools ranged from 5.9% to 21% of all responses.

The variable response rate remains a problem, however gathering student feedback is important in order to inform service development. The survey will be restructured to complement the University-wide feedback programme.

Profile of respondents

Profile	2003/04	2004/05
Undergraduates	77%	85.1%
Male	49%	31.5%
Female	51%	68.3%
Full-time	85%	97.4%
Part-time	15%	1.3%
Declared Additional Learning Needs	Not recorded	11.3%
Predominant use of Lansdowne Campus	24%	18.6%
Predominant use of Talbot Campus	74%	80.7%
Using another campus	2%	3%
Number of free text comments	453	235
Comments giving praise	Not recorded	25

Despite the low response rate in 2004/05 useful background data was gathered about the IT profile of respondents, full details of which are given in appendix A, tables 9-19.

IT Profile	2003/04	2004/05
Home Internet access	71%	83.6%
Accessing the University web-based resources from home	71%	80.6%
Use of Open Access Centre, Talbot Campus	60%	63%
Use of Open Access Centre, Lansdowne Campus	28%	25%
Use of Library computing areas Talbot Campus	68%	78.8%
Use of Library computing areas Lansdowne Campus	23%	24%
Use of computers in social areas	Not recorded	41.7%

The importance of social computing at 41.7% when added to the two main uses of computers in the Libraries or OACs of e-mail and web resources gives an indicator of the need for more computing facilities to support informal learning.

Appendix C gives the free text answers given by area and topic.

Free text comments given in response to the last question "please add any other comments you may have" illustrate the value of continuing to survey student satisfaction.

"Thank you for asking our opinions – at least you aren't totally discounting students!"

"Thank you for constructing this questionnaire"

For the first time this year, in addition to asking direct questions about the quality of the Additional Learning Needs Service, respondents were invited to raise any issues with Academic Services that

related to needs arising from their nationality, racial group, religious belief, gender, sexual orientation, marital status, age or disability. 16 students (4.1% of respondents) indicated that they had an issue to raise. The free text comments gave some indication of what these needs were. Two comments raised the needs of mature students with child care responsibilities, one asked for a sick room to be available for resting when affected by migraine, and one asked for car parking to be available for students who do not live in the Bournemouth area. These comments will be passed to the Diversity, Dignity and Equality Steering Group for comment.

## 2.4 Evaluation of results

In 2004/05 comments on satisfaction were invited on a six point scale with 1 being defined as very satisfied and 6 very dissatisfied. There was also the option not to give an opinion.

It is pleasing to note that the question about Library self-service technologies received over 50% of feedback in the top two categories of satisfaction. In addition no aspect of the services surveyed received levels of dissatisfaction where over a third of the responses were accorded to categories 5 and 6.

In section 3 of this report is an analysis of the answers given to the questions about satisfaction with the resulting action plans. The analysis follows the order of the questionnaire: Open Access Computing; Library; Additional Learning Needs and Study Support; and finally Learning Environments.








All responses and actions will be monitored by the Executive of Academic Services and by Academic Services Committee.

The following model for evaluation of and reporting of results has been followed:

- Any significant not applicable/not used response to questions is taken into account;
- Those rated 1 and 2 are assumed to indicate high satisfaction and are noted where they comprise the highest response and are over one third of all responses;
- Those rated 3 and 4 are assumed to indicate either moderate satisfaction or dissatisfaction are noted where they comprise the highest response and are over one third of all responses. Where appropriate action plans are outlined;
- Those rated 5 and 6 are assumed to indicate significant dissatisfaction where they comprise the highest response and are over one third of all responses. All have responses and action plans;
- Free text comments are noted and where appropriate have responses and action plans.








## 3. RESPONSE AND ACTION PLAN: OPEN ACCESS CENTRE COMPUTING

### 3.1 Results indicating high satisfaction (one third or over, rated 1 and 2)








24. On-line resources?			
1:		13.7%	53
2:		32.1%	124
3:		26.7%	103
4:		14.0%	54
5:		6.2%	24
6:		2.3%	9
Not Used:		4.9%	19

The results indicate a high level of satisfaction. We have invested heavily over the past 3 years and the quality of computer equipment has improved significantly in the OAC areas. This has attracted increasing numbers of students making good use of the fast reliable hardware. We will continue to maintain quality equipment in these areas.

**3.2 Results indicating either moderate satisfaction or dissatisfaction (one third or over, rated 3 and 4)**








20. Availability of printers?			
1:		8.8%	34
2:		26.6%	103
3:		22.2%	86
4:		19.4%	75
5:		12.9%	50
6:		3.9%	15
Not Used:		6.2%	24








A perennial comment. We constantly review volumes printed in the areas and have adjusted the type of equipment to provide the correct level of resource. Users may experience difficulties if they leave printing to the last minute due to a number of users all trying to achieve a deadline. In inductions and contact with students we advise them to print in good time.

22. User advice from ICT team at helpdesks?			
1:		9.5%	37
2:		19.5%	76
3:		25.7%	100
4:		14.7%	57
5:		8.2%	32
6:		5.9%	23
Not Used:		16.5%	64

The trend is towards a greater level of satisfaction but more needs to be done to improve this.

**Action:** Log all enquiries to the helpdesks to enable us to analyse what we are being asked, then proactively provide information at inductions and information sheets. Identify Helpdesk staff training needs.

23. Information sheets?			
1:		3.9%	15
2:		18.1%	70
3:		24.5%	95
4:		16.5%	64
5:		6.5%	25
6:		3.1%	12
Not Used:		27.4%	106

25. Information on OAC available on the web?			
1:		5.0%	19
2:		16.1%	61
3:		23.5%	89
4:		19.3%	73
5:		7.9%	30
6:		2.1%	8
Not Used:		26.1%	99

The level of satisfaction is less than we would like for both information sheets and information available on the web, although the information sheets are updated annually. The analysis of

questions at the helpdesks may provide information on what additional information sheets students would find useful.

**Action:** Review information sheets against queries raised at the helpdesks.

**Action:** Review IT Services web pages.

**3.3 Results indicating dissatisfaction ( one third or over, rated 5 and 6)**

None.

**3.4 Free text comments and Actions**

132 free text comments were received.

**Resource levels:** 85 comments were about deficiencies with the perennial “more computers” accounting for 53. 10 comments asked for time limits on PCs and 10 for faster computers.

**Printers and photocopiers:** 10 comments were received.

**Environment in the OACs:** 12 comments were received commenting on the heat, décor and being too cramped.








**Miscellaneous individual comments:** 19 comments ranged from a request for refreshments to not the difficulty of someone without access to the internet in their home.








**Staff:** 7 comments asked for better staff help whilst one described the “helpdesk staff are excellent”. Reorganisation to IT Services should result in improved help desk services.

**4. RESPONSE AND ACTION PLAN: LIBRARY**

**4.1 Results indicating high satisfaction (one third or over, rated 1 and 2)**

The results indicating highest satisfaction include our newest service development. The availability of self service machines show 51% of the responses from users of the service were accorded either a score of 1 or 2. When coupled with the response of 43.7% satisfaction with electronic resources it would appear that our strategy for enabling self service and e-access is working.

37. The availability of self service machines for loans, returns and renewals?			
1:		16.4%	63
2:		33.2%	127
3:		21.7%	83
4:		10.4%	40
5:		6.3%	24
6:		5.7%	22
Not Used:		6.3%	24

30. Electronic resources in your subject area?			
1:		12.5%	48
2:		31.2%	120
3:		23.4%	90
4:		15.1%	58
5:		7.8%	30
6:		4.2%	16
Not Used:		6.0%	23

The traditional term time opening times are also receiving positive feedback.

44. The term time opening hours on Monday - Thursday?			
1:		21.3%	81
2:		30.2%	115
3:		24.9%	95
4:		11.3%	43
5:		6.6%	25
6:		4.2%	16
Not Used:		1.6%	6

45. The term time opening time on Friday?			
1:		11.5%	44
2:		26.8%	103
3:		22.7%	87
4:		15.4%	59
5:		10.4%	40
6:		4.7%	18
Not Used:		8.6%	33

**4.2 Results indicating either moderate satisfaction or dissatisfaction (one third or over, rated 3 and 4)**








The responses to the off peak opening hours show over 63% of all users of this services rate satisfaction in categories 1-3.

**Action:** We will continue to monitor this and ensure access at this time is maximised using a mixture of self-service and mediated support.

41. The weekday opening hours during the summer vacation?			
1:		4.5%	17
2:		13.1%	49
3:		17.9%	67
4:		12.0%	45
5:		6.7%	25
6:		2.1%	8
Not Used:		43.7%	164








42. The weekend opening hours during the summer vacation?			
1:		3.2%	12
2:		12.5%	47
3:		19.4%	73
4:		10.1%	38
5:		6.9%	26
6:		2.1%	8
Not Used:		45.9%	173








Weekend opening in term time also shows broad satisfaction from those who use the service.

43. The weekend opening hours during term time?			
1:		8.6%	33
2:		22.9%	88
3:		22.4%	86
4:		13.5%	52
5:		10.4%	40
6:		4.4%	17
Not used.:		17.7%	68

Two questions (q 27 & q 28) were asked about the information skills programme. One question looked at overall satisfaction, the other at the timing. Both questions received greater satisfaction than dissatisfaction.








**Action:** Further evaluation of the skills programmes is being undertaken and the note of caution introduced by the 16% scoring at 4 will be taken into account when changes are made.








27. Information skills sessions?			
1:		3.1%	12
2:		16.0%	61
3:		23.3%	89
4:		16.5%	63
5:		6.8%	26
6:		3.1%	12
Did not attend:		31.2%	119

28. Timing of sessions in relation to your study needs?			
1:		1.8%	7
2:		12.3%	47
3:		23.5%	90
4:		15.9%	61
5:		10.7%	41
6:		5.2%	20
Did not attend:		30.5%	117

Following the high satisfaction with self service and e-resources it is pleasing to note that q29 and q31 also have broad satisfaction. However it should be noted that 13% of respondents are not yet using these resources








**Action:** It is hoped that the continued purchase of e-resources will enable the satisfaction to increase in 2005/2006.








29. Information available on the Library web site?			
1:		7.6%	29
2:		29.2%	112
3:		26.6%	102
4:		16.4%	63
5:		4.2%	16
6:		2.9%	11
Not Used:		13.3%	51








31. Access to Library resources from off-campus?			
1:		10.4%	40
2:		24.9%	96
3:		23.8%	92
4:		15.3%	59
5:		9.3%	36
6:		3.4%	13
Not used:		13.0%	50








Although respondents to questions about reading lists (q32, q33 and q34) show a much greater level of dissatisfaction than for other questions this is recognised to be a perennial problem. Demand will always outstrip supply and the Subject Librarians will continue to tackle this in partnership with the Schools.

**Action:** We hope that e-books will provide some solutions especially for the access and availability of supplementary texts. The loan status associated with the printed books will continue to be monitored and for the last two summers we have changed the status of over 5,000 books as a result of analysing their loan histories. This will continue.

32. Availability of reading list material in the Library?			
1:		6.5%	25
2:		17.4%	67
3:		24.2%	93
4:		17.7%	68
5:		18.7%	72
6:		8.3%	32
Not Used:		7.3%	28

33. Appropriate status of reading list material e.g. shortloan, one week loan, ordinary loan?			
1:		4.6%	17
2:		19.3%	72
3:		25.7%	96
4:		18.8%	70
5:		15.3%	57
6:		8.3%	31
Not Used:		8.0%	30

34. Number of supplementary books in stock relevant to your programme?			
1:		1.8%	7
2:		14.1%	54
3:		22.9%	88
4:		22.7%	87
5:		20.6%	79
6:		12.2%	47
Not Used:		5.7%	22

35. Availability of your programme reading list checking facility on the Library website and catalogue?			
1:		5.5%	21
2:		17.1%	65
3:		24.1%	92
4:		19.7%	75
5:		13.9%	53
6:		3.4%	13
Not Used:		16.3%	62








The results shown for q35 are encouraging as it was the first time this question had been asked. When the survey was undertaken the service was not fully operational for all programmes.

**Action:** This question will be repeated and it is hoped that the greater coverage in all areas may result in improved satisfaction in the future.

Each year a general question has been asked about the environment (q36). Although the question is about the overall environment the free text comments are attributable to aspects of heat and noise.








**Action:** The specific issues raised about heating will be addressed with the Estates Group,

**Action:** Comments about appropriate noise levels will require the continued partnership between Academic Services, the students and the Schools. We appreciate the support we receive from the Students' Union in their inductions.

36. The study environment (heat, noise, lighting etc.) in the University Libraries?			
1:		7.0%	27
2:		27.1%	104
3:		22.4%	86
4:		19.8%	76
5:		15.4%	59
6:		7.6%	29
Not Used:		0.8%	3

During 2004-05 the number of study places came under pressure. (q38)








**Action:** Whilst we are limited by the space available, extra seats have been introduced wherever possible.








38. The number of individual study places in the University Libraries?			
1:		6.8%	26
2:		17.7%	68
3:		24.2%	93
4:		20.3%	78
5:		17.4%	67
6:		9.4%	36
Not Used:		4.4%	17

The number of group study spaces and group study rooms is clearly perceived as problematic. Without scope to add to the LLC footprint we will continue to endeavour to maximize the space available.

**Action:** New lightweight furniture was purchased during the summer 2005. This has added over 40 seats to the 8 group study rooms and made configuring the tables for different sized groups easier. The 163 seats are freely available on a first come first served basis to their maximum capacity.

**Action:** Improving the air handling in the rooms should also lead to more effective use of these facilities. However two small rooms retain a bookable facility for final group presentation practice by groups of 6 or 8 students

39. The number of group study places in the University Libraries?			
1:		2.3%	9
2:		9.6%	37
3:		16.6%	64
4:		23.6%	91
5:		21.6%	83
6:		16.4%	63
Not Used:		9.9%	38








40. The number of study rooms in the University Libraries?			
1:		1.6%	6
2:		9.4%	36
3:		18.6%	71
4:		21.5%	82
5:		22.5%	86
6:		11.8%	45
Not Used:		14.7%	56








Finally there was broad satisfaction the service at the loans and returns counter and the service overall.

**Action:** Service will continue to evolve as the focus becomes more and more one of e-access with staff support available in person to individuals and groups, through help sheets and virtual enquiry services.

There are free text comments that also support the satisfaction with these services.

**Action:** We will continue to ensure staff have the skills and attributes to deliver a high quality service.

46. The service at the loans and returns counter?			
1:		11.5%	44
2:		26.8%	102
3:		26.0%	99
4:		17.3%	66
5:		9.2%	35
6:		3.9%	15
Not Used:		5.2%	20

47. The Library service overall?			
1:		8.4%	32
2:		30.6%	117
3:		33.0%	126
4:		19.1%	73
5:		5.8%	22
6:		1.8%	7
Not Used:		1.3%	5

#### 4.3 Results indicating dissatisfaction (one third or over, rated 5 and 6)

None.

#### 4.4 Free text comments and Actions

140 comments were received about the Library service and the study environment.

**Availability of resources:** [30 comments]. As mentioned above availability of books is a perennial comment which will never be eradicated completely.

**Action:** This year our emphasis has been on trying to find e-solutions that will increase access whether the library buildings are open or not. We have introduced additional e-book procurement options and are currently negotiating additional access in a number of subject areas. Not only are we looking at the purchase of more content for the Library but also at ways in which we might facilitate students being able to rent recommended e-books instead of buying a printed copy of their key textbook. It is hoped this will better meet the needs of over the 80% of students who tell us they now access resources from home.

**Fines:** [7 comments] 5 replies suggest fines were too high, 1 person wanted more penalty and another the ability to pay fines whenever the buildings are open. Fines are the principle way of ensuring popular texts are not kept by one individual and reducing levels of fines would limit their effect as a deterrent.

**Action:** With the support of the Students' Union the maximum fine that can be accrued per book has been raised from £20 to £25 to try and limit any tendency for students to rent-a-book for the year. This will be raised further each year.

**Action:** New equipment is about to be introduced to allow for self-service payment of fines.

**Service levels (self-service & opening hours):** [23 comments] There were requests for more self-service and praise for the telephone renewals. However these were matched by criticisms of those same services. 15 of the comments were about a desire to make library transactions outside of the staffed hours.

**Action:** This is now possible and hours have been extended in vacation evenings and weekends on a self-service basis.

**The environment and noise:** [18 comments]. Noise received 7 critical comments but also received 2 in praise of the efforts of staff to control noise and there was one counter comment asking for more of the floors not to be silent. 7 comments were made about the temperature either being too hot or too cold.

**Action:** Improvements were made to Bournemouth House during last year and improvements have been implemented during the summer to the air handling in the postgraduate, legal practice, LDS and the open floor areas. We are still working with Estates to improve the temperature control in the three ground floor study rooms and also expect to see alternative door closing mechanisms installed to the ground floor entry area. The latter should avoid the extremes of temperature but not disadvantage any students who would find it difficult if the automatic opening of the doors was not available.

**Study space:** [21 comments] 14 comments request more group space and there were also comments about difficulties with access to study space. One comment is typical “only problem with Talbot library is the lack of space, which means you have to fight for a pc and study areas.”

**Action:** Whilst we cannot expand the footprint of the LLC, this year the furniture in the 8 group study rooms was enhanced. As previously mentioned this has created over 40 more seats giving a total number of 163 seats in group rooms. Two of the small study rooms remain bookable for single groups to practice presentations and the furniture was chosen with this in mind.

**Action:** Once again mention was made in the Students' Union introductory presentation to encourage student awareness of the different facilities. Study space and noise was also a feature in the AS wide induction PowerPoint shown to all new students. We are keen to continue to work in partnership with the SU and Schools to promote the appropriate and flexible use of the limited space we have available for our annual footfall which now exceeds a million.

**Miscellaneous:** 4 comments were received ranging from a request to provide top-up information skills sessions in the second year to challenges of parking at the Lansdowne.

**Action:** The Subject Librarians are reviewing all their skills sessions and will take the comment about top-up sessions into account.








**Staff:** 9 comments of praise are encapsulated by this comment: “Staff have always been polite, cheerful, kind, helpful and friendly when I've needed them”. This mirrors the high % satisfaction recorded with 39% scoring 1 or 2 and 52.1% at 3 or 4. However both TCL and BH received some critical comments.

**Action:** We endeavour to make sure all students receive an excellent service at all times. All staff attend regular training and development sessions and these will continue.








**5. RESPONSE AND ACTION PLAN: ADDITIONAL LEARNING NEEDS AND STUDY SUPPORT**

The section that follows represents response from the 11.3% of respondents with a declared additional learning need and some responses from students who do not have a declared additional learning need. In future years alternative methods of obtaining feedback will be used for those students with additional learning needs.








**5.1 Results indicating high satisfaction (one third or over, rated 1 and 2)**

49. The helpfulness of the Learning Support reception staff?			
1:		9.5%	36
2:		13.8%	52
3:		13.0%	49
4:		8.8%	33
5:		3.7%	14
6:		0.5%	2
Not Applicable:		50.7%	191

Q49: 73.6% of students are broadly satisfied with this aspect.








54. The support provided by the Additional Learning Needs Advisers?			
1:		6.0%	22
2:		6.8%	25
3:		6.0%	22
4:		5.7%	21
5:		3.5%	13
6:		0.5%	2
Not Applicable:		71.5%	264

Q54: The majority of students were satisfied or neutral. 105 students responded but only 44 registered as ALN.








56. The support provided by the dyslexia tutors?			
1:		4.1%	15
2:		4.4%	16
3:		3.3%	12
4:		4.7%	17
5:		1.1%	4
6:		1.1%	4
Not Applicable:		81.3%	296

Q56: The majority of students were satisfied or neutral. 68 students responded but only 44 registered as ALN.

**5.2 Results indicating either moderate satisfaction or dissatisfaction (one third or over, rated 3 and 4)**

50. The accessibility of the Additional Learning Needs Service at Talbot campus?			
1:		4.6%	17
2:		8.9%	33
3:		8.1%	30
4:		8.1%	30
5:		2.2%	8
6:		0.8%	3
Not Applicable:		67.5%	251








Q50: More students were neutral on this question. 121 students responded, but only 44 registered as ALN.

51. The accessibility of the Additional Learning Needs Service at the Lansdowne campus?			
1:		2.2%	8
2:		2.7%	10
3:		4.8%	18
4:		5.4%	20
5:		1.9%	7
6:		0.5%	2
Not Applicable:		82.5%	307








Q51: More students were neutral on this question. The majority of students with a registered ALN based at Lansdowne Campus were Adv Dip Nursing.

**Action:** Review location of the service in relation to IHCS Student Office and proposed LearnHigher Centre at the Lansdowne.

**Action:** ALN Partnerships post to be appointed will provide more support to ALN IHCS students. 65 students responded, but only 44 registered as an ALN.








52. The service provided by the Additional Learning Needs Administration team?			
1:		5.1%	19
2:		7.5%	28
3:		6.5%	24
4:		8.1%	30
5:		1.6%	6
6:		0.5%	2
Not Applicable:		70.6%	262

Q52: the majority of students were satisfied or neutral. 109 students responded, but only 44 registered as an ALN.

53. The length of time between first approaching the service and actually seeing an Additional Learning Needs Adviser?			
1:		3.5%	13
2:		5.4%	20
3:		8.1%	30
4:		7.5%	28
5:		3.0%	11
6:		0.8%	3
Not Applicable:		71.7%	266

More students were moderately dissatisfied with this aspect. 105 students responded, but only 44 registered as ALN.








**Action:** Identify ways of reducing waiting time.

55. The waiting time between being referred for dyslexia tuition and receiving your first tutorial?			
1:		2.7%	10
2:		4.3%	16
3:		4.3%	16
4:		4.9%	18
5:		1.9%	7
6:		1.1%	4
Not Applicable:		80.7%	297








Q55: More students were moderately dissatisfied with this aspect.

**Action:** Identify ways of reducing waiting time.








71 students responded, but only 44 registered as ALN.

57. The support provided by the Educational Access Assistance Service?			
1:		2.7%	10
2:		4.1%	15
3:		3.5%	13
4:		4.9%	18
5:		1.9%	7
6:		0.8%	3
Not Applicable:		82.0%	301








Q57: Students were broadly satisfied or neutral on this aspect. 66 students responded, but only 44 registered as ALN.

58. The support provided by School staff to you in respect of your Additional Learning Needs?			
1:		2.5%	9
2:		5.7%	21
3:		6.8%	25
4:		6.3%	23
5:		2.7%	10
6:		2.5%	9
Not Applicable:		73.6%	270








Q58: More students were moderately or very dissatisfied with this aspect. 97 students responded, but only 44 registered as ALN.

59. The timing of the study skills workshops?			
1:		2.7%	10
2:		8.2%	30
3:		9.3%	34
4:		8.5%	31
5:		4.4%	16
6:		1.6%	6
Not Applicable:		65.1%	237

Q59: Students were broadly satisfied or neutral on this aspect.

60. The Content of the study skills workshops?			
1:		3.3%	12
2:		5.4%	20
3:		10.9%	40
4:		7.9%	29
5:		3.5%	13
6:		1.4%	5
Not Applicable:		67.6%	248

Q60: Students were broadly satisfied or neutral on this aspect.

61. Individual support provided by Study Skills Support tutor?			
1:		5.2%	19
2:		5.2%	19
3:		9.5%	35
4:		6.5%	24
5:		2.2%	8
6:		1.4%	5
Not Applicable:		70.1%	258

Q61: Students were broadly satisfied or neutral on this aspect.

### 5.3 Results indicating dissatisfaction (one third or over, rated 5 and 6)

None

### 5.4 Free text comments and Action

20 free text comments were received about Additional Learning Needs and Study Support.

#### Dyslexia

“Availability of dyslexia support tutors could be better – we could do with more of them.

Just been diagnosed with dyslexia and are in the process to get help, haven’t had any help as yet. Just assessments”

“They do run late, not enough time when I need to have work proof-read, I don’t much bother any more, too much hassle.”

**Action:** The number of dyslexia tutors is constantly under review and more appoints will be made as the need arises. Provision for IHCS students will be enhanced on the appointment of a full time ALN co-ordinator who will also support ALN students in practice placements in health care settings.

#### DSA Support

“Need more information on the DSA process. I wasn’t given any information...my application was delayed.”

Information on the DSA process is available on the ALN website at <http://www.bournemouth.ac.uk/disabilities/funding.html>.

**Action:** The Service will continue to strive to ensure students receive appropriate and timely responses.

#### Staff

Five comments were made about the positive help provided by staff, which is very welcome. One comment indicated that the subject knowledge of the tutors was perceived to be insufficient, but their aim is to support the development of study and learning skills, not subject skills.

**Action:** Responses about support provided in Schools indicated that ongoing staff development is still required.

#### Study Support

Comments on Study Support related to access and timing of workshops.








**Action:** Study Support is provided by one tutor, therefore a significant amount of independent learning resources have been made available to facilitate access to support from off campus and out of office hours.

**6. RESPONSE AND ACTION PLAN: LEARNING ENVIRONMENTS**

**6.1 Results indicating high satisfaction (one third or over, rated 1 and 2)**

None.








**6.2 Results indicating either moderate satisfaction or dissatisfaction (one third or over, rated 3 and 4)**








63. Suitability of equipment in lecture theatres?			
1:		8.9%	34
2:		27.5%	105
3:		28.0%	107
4:		18.1%	69
5:		9.9%	38
6:		2.9%	11
Not Used:		4.7%	18








We have provided identical hardware throughout the presentation and lecture theatre environments to make it as user friendly as possible. Comments regarding comfort of seating, writing surfaces, heating and lighting need to be passed on to Estates. There were 6 comments on microphones not working, this area needs further investigation to identify the cause of problems.

**Action:** Notify Estates of the comments particularly with the Lees Lecture Theatre.

**Action:** Review maintenance of equipment in LTs.

64. Range of loan equipment available from Helpdesks?			
1:		4.0%	15
2:		15.3%	58
3:		22.4%	85
4:		12.4%	47
5:		6.6%	25
6:		0.5%	2
Not Used:		38.8%	147

65. Availability of loan equipment from Helpdesks?			
1:		3.4%	13
2:		14.9%	56
3:		17.0%	64
4:		17.2%	65
5:		5.6%	21
6:		1.1%	4
Not Used:		40.8%	154

66. User advice available from ICT Helpdesks?			
1:		8.5%	32
2:		20.9%	79
3:		19.0%	72
4:		13.2%	50
5:		7.7%	29
6:		2.6%	10
Not Used:		28.0%	106

The general level of dissatisfaction with the range of equipment, availability and helpdesk advice on media equipment and support will be addressed by IT Services reorganisation.

### 6.3 Results indicating dissatisfaction (one third or over, rated 5 and 6)

None.

### 6.4 Free text comments and Action

43 comments were received about improving the learning environments. All covered some aspects of the facilities found in lecture theatres.

**Action:** With the revised staffing structure within IT Services there is now clear focus by a specific group on media support. This will allow staff to focus on the service provision for lecture theatres, loan equipment and helpdesk support.

Jill Beard

Academic Services

January 2006

**APPENDIX A THE SURVEY QUESTIONNAIRE**

**Section 1: About you**

1	Which is your School?	BMS / CS / DEC / IBAL / IHCS / SM
2	Are you?	Full time / Part time
3	Which Programme are you following?	Advanced Diploma in Nursing / BA Communication and Media / BA Interior Design / BA Leisure Marketing / BA Marketing / BSc Midwifery / BSc Multimedia/Internet Communications Systems / Combined Masters (IBAL) / HND International Food & Hospitality / LLB / MA Design / MA Museums & Collections Management / MA Post Production / MSc Environmental Production / MSc Public Health
4	Type of Programme?	Postgraduate / Undergraduate / Other (please specify)
5	Gender?	Male / Female
6	Which Campus do you mainly use?	Lansdowne / Talbot / Other
7	Do you have an Additional Learning Need (disability, specific learning difficulty, mental health issue or medical condition)?	Yes/No

**Section 2: Open Access Computing Centres (OACs). This section applies to DHOAC, SHOAC and Libraries, ie not School facilities or facilities in partner colleges, sub campuses or hospitals.**

8	Do you use 24 hour Open Access computing areas at Talbot Campus?	Yes / No
9	Do you use 24 hour Open Access computer areas at Lansdowne Campus?	Yes / No
10	Do you use Library computing areas at Talbot Campus?	Yes / No
11	Do you use Library computing areas at Lansdowne Campus?	Yes / No
12	How often do you use the Library/Open Access computers?	Never / Daily / Weekly / Monthly
13	Select all your main uses of the Library/Open Access computers from the list below	E-mail / Web / Word Processing / Accessing On-Line Resources / Multimedia / Printing/ Student Portal / Other
14	How do you access on-line resources on campus?	Fixed PC / Wireless network / Blue socket network / Other (please specify)
15	Do you have access to the Internet at home?	Yes / No
16	Do you use the Internet at home to access the University web resources?	Yes / No
17	Do you use the Internet at home to access the student portal?	Yes / No
18	Do you use the computers in the social areas eg refectories?	Yes / No

**Section 3: How satisfied are you with the following aspects of the Open Access Centres? (1 = Very Satisfied – 6 = Very Dissatisfied)**

19	Access to Computers?	1 / 2 / 3 / 4 / 5 / 6 / Not used
20	Availability of printers?	1 / 2 / 3 / 4 / 5 / 6 / Not used
21	Environment in the OACs?	1 / 2 / 3 / 4 / 5 / 6 / Not used
22	User advice from ICT team at helpdesks?	1 / 2 / 3 / 4 / 5 / 6 / Not used
23	Information sheets?	1 / 2 / 3 / 4 / 5 / 6 / Not used
24	On-line resources	1 / 2 / 3 / 4 / 5 / 6 / Not used
25	Information on OAC available on the web?	1 / 2 / 3 / 4 / 5 / 6 / Not used
26	If you wish to make further comments or have suggestions for improvements in OACs, please add them here:	

**Section 4: The University Library Service would like to find out how satisfied you are with the services provided by the University. This section applies to Library Services available on the Talbot Campus & Lansdowne Campus and to all electronic resources. Please answer the questions by clicking in the appropriate box. (1 = Very Satisfied - 6 = Very Dissatisfied)**

27	Information skills sessions?	1 / 2 / 3 / 4 / 5 / 6 / Did not attend
28	Timing of sessions in relation to your study needs?	1 / 2 / 3 / 4 / 5 / 6 / Did not attend
29	Information available in your subject area?	1 / 2 / 3 / 4 / 5 / 6 / Not used
30	Electronic resources in your subject area?	1 / 2 / 3 / 4 / 5 / 6 / Not used
31	Access to the Library resources from off campus	1 / 2 / 3 / 4 / 5 / 6 / Not used
32	Availability of reading list material in the Library?	1 / 2 / 3 / 4 / 5 / 6 / Not used
33	Appropriate status of reading list material eg shortloan, one week loan, ordinary loan	1 / 2 / 3 / 4 / 5 / 6 / Not used
34	Number of supplementary books in stock relevant to your programme	1 / 2 / 3 / 4 / 5 / 6 / Not used
35	Availability of your programme reading list checking facility on the Library website and catalogue?	1 / 2 / 3 / 4 / 5 / 6 / Not used
36	The study environment (heat, noise, lighting etc) in the University Libraries?	1 / 2 / 3 / 4 / 5 / 6 / Not used
37	The availability of self service machines for loans, returns and renewals?	1 / 2 / 3 / 4 / 5 / 6 / Not used
38	The number of individual study places in the University Libraries?	1 / 2 / 3 / 4 / 5 / 6 / Not used
39	The number of group study places in the University Libraries	1 / 2 / 3 / 4 / 5 / 6 / Not used
40	The number of study rooms in the University Libraries?	1 / 2 / 3 / 4 / 5 / 6 / Not used
41	The weekday opening hours during the summer vacation?	1 / 2 / 3 / 4 / 5 / 6 / Not used
42	The weekend opening hours during the summer vacation?	1 / 2 / 3 / 4 / 5 / 6 / Not used
43	The weekend opening hours during term time?	1 / 2 / 3 / 4 / 5 / 6 / Not used
44	The term time opening hours on Monday – Thursday?	1 / 2 / 3 / 4 / 5 / 6 / Not used
45	The term time opening time on Friday?	1 / 2 / 3 / 4 / 5 / 6 / Not used
46	The service at the loans and returns counter?	1 / 2 / 3 / 4 / 5 / 6 / Not used
47	The Library service overall?	1 / 2 / 3 / 4 / 5 / 6 / Not used
48	If you have any additional comments about the Library service please add them here:	

**Section 5: Additional Learning Needs and Study Support: How satisfied are you with the following? (1 = Very Satisfied – 6 = Very Dissatisfied)**

49	The helpfulness of the Learning Support reception staff?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
50	The accessibility of the Additional Learning Needs Service at Talbot Campus?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
51	The accessibility of the Additional Learning Needs Service at the Lansdowne Campus?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
52	The service provided by the Additional Learning Needs Administration team?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
53	The length of time between first approaching the service and actually seeing an Additional Learning Needs Adviser?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
54	The support provided by the Additional Learning Needs Advisers?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
55	The waiting time between being referred for dyslexia tuition and receiving your first tutorial?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
56	The support provided by the dyslexia tutors?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
57	The support provided by the Educational Access Assistance Service?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
58	The support provided by School staff to you in respect of your Additional Learning Needs?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
59	The timing of the study skills workshops?	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
60	The content of the study skills workshops	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
61	Individual support provided by the Study Skills Support tutor	1 / 2 / 3 / 4 / 5 / 6 / Not applicable
62	If you have any additional comments about Additional Learning Needs or Study Support, please add them here:	

**Section 6: Learning Environments (Presentation Rooms, Lecture Theatres etc). How satisfied are you with the following? (1 = Very Satisfied – 6 = Very Dissatisfied)**

63	Suitability of equipment in lecture theatres?	1 / 2 / 3 / 4 / 5 / 6 / Not used
64	Range of loan equipment available from Helpdesks?	1 / 2 / 3 / 4 / 5 / 6 / Not used
65	Availability of loan equipment from Helpdesks?	1 / 2 / 3 / 4 / 5 / 6 / Not used
66	User advice available from ICT Helpdesks?	1 / 2 / 3 / 4 / 5 / 6 / Not used
67	Which of the following upgrades to technologies in lecture theatres and presentation rooms would you like to be installed next? Select one from this list, or add your suggestions in the box below.	Interactive whiteboards / Touchscreen control panels for operating video projector/DVD/VHS etc / Ability to make audio or video recordings of lectures/presentations / Ability to share lectures with other interactive spaces eg using videoconferencing or webcam / Interactive audience participation/voting devices / Speaker telephone with 2 way communication / Data and power points by each student seat / Other (please specify)
68	If you wish to make further comments, or have suggestions for improvements in Learning Environments, please add them here:	

**Section 7: Do you have any needs resulting from your nationality, racial group, religious belief, gender, sexual orientation, marital status, age or disability that Academic Services should be more aware of?**

69		Yes / No
70	Please provide more information in the box below if you wish.	

**Section 8: Thank you for completing this survey, please add any other comments you have in the box below.**

71		
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**APPENDIX B: STUDENT SATISFACTION SURVEY BACKGROUND DATA 2004-05**

School	Course	PG/ UG	No. of Students	Qtres ret'd	Fre- quency	% of all respon- ses	% ret'd per course
IBAL	LLB, year 1	UG	180	Paper	25	6.4	13.9
IBAL	BSc BISM, all years	UG	258	On-line	22	5.6	8.5
IBAL	Combined Masters (Talbot Campus)	PG	65	Paper	36	9.2	55.6
CS	BSc Archaeology	UG	150	On-line	18	4.6	12
CS	MA Museums and Collections Management	PG	5	Paper	5	1.3	100
CS	MSc Environmental Protection and Management	PG	12	Paper	0	0	0
DEC	BSc Multimedia Communication Systems/Internet Communications Systems	UG	53	Paper	25	6.4	47.2
DEC	BA Interior Design	UG	109	Paper & On-line	27	6.9	24.7
DEC	MA Design	PG	14	On-line	1	0.3	7.1
IHCS	Advanced Diploma in Nursing	UG	780	On-line	37	9.5	4.74
IHCS	BSc Midwifery (west)	UG	200	On-line	4	1	2
IHCS	MSc Public Health	PG	8	Paper	6	1.5	75
BMS	BA Marketing	UG	108	Paper	76	19.4	70.4
BMS	BA Communication and Media	UG	201	Paper	68	17.4	33.8
BMS	MA Post Production	PG	22	On-line	8	2	3
SM	BA Leisure Marketing	UG	265	On-line	8	2	3
SM	HND International Food and Hospitality Management all years	PG	45	Paper & On-line	31	7.9	68.9
<b>Total</b>	<b>Possible 722 paper, 1753 on-line</b>		<b>2475</b>		<b>391</b>	<b>15.8</b>	<b>n/a</b>

**Table 2 Questionnaires returned, by School**

	<b>Frequency</b>	<b>% of responses received</b>
Bournemouth Media School	151	38.6
Conservation Sciences	23	5.9
Design Engineering and Computing	51	13
Institute of Business and Law	82	21
Institute of Health and Community Studies	46	11.8
Services Management	38	9.7
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 3 Questionnaires returned, by level**

	<b>Frequency</b>	<b>% of responses received</b>
Postgraduate	55	14.1
Undergraduate	333	85.1
No data	3	0.8
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 4 Questionnaires returned, by mode of study**

	<b>Frequency</b>	<b>% of responses received</b>
Full-time	381	97.4
Part-time	5	1.3
No data	5	1.3
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 5 Questionnaires returned, by gender**

	<b>Frequency</b>	<b>% of responses received</b>
Male	123	31.5
Female	267	68.3
No data	1	0.3
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 6 Questionnaires, returned, by principle campus**

	Frequency	% of responses received
Lansdowne Campus	72	18.4
Talbot Campus	313	80
Other	3	0.8
No data	3	0.8
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 7 Questionnaires returned, with an Additional Learning Need**

	Frequency	% of responses received
Yes	44	11.3
No	342	87.4
No data	5	1.3
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 8 Questionnaires returned, with any needs resulting from your nationality, racial group, religious belief, gender, sexual orientation, marital status, age or disability that Academic Services should be more aware of?**

	Frequency	% of responses received
Yes	16	4.1
No	345	88.23
No data	30	7.7
<b>Total</b>	<b>391</b>	<b>100</b>

**Tables 9 – 19 Open Access Computing Centres (OACs)**

**Table 9 Do you use 24 hour Open Access computing areas at Talbot Campus?**

	Frequency	% of responses received
Yes	246	63
No	143	36.6
No data	2	0.5
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 10 Do you use 24 hour Open Access computing areas at Lansdowne Campus?**

	Frequency	% of responses received
Yes	96	25
No	288	73.7
No data	6	1.5
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 11 Do you use Library computing areas at Talbot Campus?**

	Frequency	% of responses received
Yes	308	78.8
No	79	20.2
No data	4	1
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 12 Do you use Library computing areas at Lansdowne Campus?**

	Frequency	% of responses received
Yes	94	24
No	286	73.1
No data	11	2.8
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 13 How often do you use the Library/Open Access Computers?**

	Frequency	% of responses received
Never	19	4.9
Daily	155	40
Weekly	160	41
Monthly	53	13.6
No data	4	1
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 14 Select all your main uses of the Library/Open Access computers from the list below.**

	Frequency	% of responses received
E-mail	318	n/a
Web	312	n/a
Word Processing	222	n/a
Accessing On-Line Resources	261	n/a
Multimedia	52	n/a
Printing	261	n/a
Student Portal	253	n/a
Other (please specify)	16	n/a

**Table 15 How do you access on-line resources on campus?**

	Frequency	% of responses received
Fixed PC	344	n/a
Wireless network	62	n/a
Blue socket network	29	n/a
Other (please specify)	6	n/a

**Table 16 Do you have access to the Internet at home?**

	Frequency	% of responses received
Yes	315	80.6
No	59	15.1
No data	5	1.3
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 17 Do you use the Internet at home to access University web resources?**

	Frequency	% of responses received
Yes	315	80.6
No	59	15.1
No data	5	1.3
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 18 Do you use the Internet at home to access the student portal?**

	Frequency	% of responses received
Yes	295	75.4
No	82	21
No data	14	3.6
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 19 Do you use the computers in social areas eg refectories?**

	Frequency	% of responses received
Yes	163	41.7
No	222	56.8
No data	6	1.5
<b>Total</b>	<b>391</b>	<b>100</b>

**Table 20 Learning Environments: which of the following upgrades to technologies in lecture theatres and presentation rooms would you like to be installed next?**

	<b>Frequency</b>	<b>% of responses received</b>
Interactive whiteboards	84	20.8
Touchscreen control panels for operating video projector/DVD/VHS etc	42	10.4
Ability to make audio or video recordings of lectures/presentations	54	13.4
Ability to share lectures with other interactive spaces eg using videoconferencing or webcam	25	6.2
Interactive audience participation/voting devices	11	2.7
Speaker telephone with 2 way communication	2	0.5
Data and power points by each student seat	61	15.1
Other (please specify)	124	30.8
<b>Total</b>	<b>403</b>	<b>99.9</b>