

**To: Heads of higher education institutions
in Wales**

Reference: W04/30HE
Date: 14 May 2004
Response By: 25 June 2004
Response to: nss-consultation@hefce.ac.uk
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NATIONAL STUDENT SURVEY 2005

This circular sets out proposals for conducting the first full National Student Survey (NSS) in Wales from 2005 onwards, and invites responses on some specific issues from Higher Education Institutions (HEIs) in Wales. It has been released alongside a HEFCE NSS consultation circular, (available electronically at <http://www.hefce.ac.uk/pubs/hefce/2004>) to which institutions in Wales are invited to respond. HEFCW and HEFCE officers will consider the responses to both circulars, in advance of the HEFCE National Student Survey Pilot Steering Group (NSSPSG) making its final recommendations in Summer 2004 for the conduct of the 2005 survey. Final details of the survey including guidance about any implied actions for institutions will be published in Autumn 2004.

BACKGROUND

Throughout 2002/03, the Quality Assurance Agency (QAA), in partnership with the Council and the sector, developed a process of institutional review for Wales. Implemented from 2003/04 onwards for Welsh HEIs, institutional review is an evidence-based process carried out through peer review. It is part of a wider quality assurance and standards framework for Wales, developed by the HEFCW Quality Working Group (QWG), which has representatives from across the higher and further education sectors in Wales and NUS Cymru.

The purpose of institutional review is to meet the public interest in knowing that institutions in Wales are providing higher education awards and qualifications of an acceptable quality and appropriate academic standard. The process seeks to make available to a wide range of stakeholder groups accurate and timely data and reliable information about the quality of the

learning opportunities and academic standards across Wales. Most of the information to be made publicly available will be presented on the HERO Teaching Quality Information (TQI) web-site throughout 2004/05, as set out in Circular W04/05HE, *Teaching Quality Information for Higher Education in Wales*, published January 2004.

As part of its recommendations to HEFCW, the QWG reported that HEFCE had established a student feedback project, tasked to examine the need to include in the TQI package consistently gathered and published student feedback. In December 2002, in light of the extensive cross-border flows in students between England and Wales, the Council agreed to monitor HEFCE developments with a view to Wales potentially becoming formally involved in the NSS at a future date. HEFCW and Higher Education Wales (HEW) officers subsequently gained observer status on the HEFCE National Student Survey Pilot Steering Group established to oversee these developments.

In 2003, HEFCE commissioned the Open University to facilitate two rounds of NSS developmental pilots, both of which included Welsh institutions, firstly in summer 2003 with 23 HEIs (including UWIC), and then, with further refinements, in early 2004 with 11 HEIs (including a bilingual survey at UW Bangor). Details of these pilots can be found at <http://iet.open.ac.uk/nss/>. A copy of the bilingual questionnaire issued in the 2004 UW Bangor pilot is attached at **Annex A**.

THE PROPOSED APPROACH IN WALES

HEFCW now proposes that HEFCE be asked to expand its arrangements for the full NSS to cover HEIs in Wales. HEFCW recommends that the scope of the NSS in Wales should be the same as in England and Northern Ireland, including all full- and part-time undergraduate students, franchised students, international students, independently-funded students, and [depending on NHS/WAG decisions] students on courses funded by the NHS.

HEFCW will develop a Service Level Agreement (SLA) with HEFCE for the appointment and oversight of a professional survey agency to undertake the NSS. Through this SLA, HEFCW will ensure that the agency will have the capacity to operate the survey bilingually in Wales.

It is proposed that the approach, as outlined in the HEFCE NSS consultation circular (available at http://www.hefce.ac.uk/pubs/hefce/2004/04_22/), be adopted for Wales, with the following key additions in relation to bilingualism:

- a. that the agency undertaking the questionnaire ensure that it is produced and processed bilingually for Wales (to include bilingual questionnaires, emails, covering letters, reminder postcards and telephone follow-ups, etc);
- b. that applicants and students will be able to access the NSS information relating to institutions in Wales through separate English and Welsh areas within the HERO TQI web-site. Welsh translations will not be available for provision or institutions in England and Northern Ireland. The facility to undertake institutional comparisons through the medium of Welsh will be restricted to information about HEIs in Wales;
- c. that HEIs in Wales will have the opportunity to publish, bilingually, on the TQI site an optional qualitative commentary on the results of the NSS. HEIs should link from this to their own site, as with other parts of TQI, to any further information that is relevant.

CONSULTATION AND FUTURE ACTION

HEIs in Wales are asked to respond specifically to the questions contained within the HEFCE consultation document. Additionally, HEIs in Wales are asked to consider the issues outlined below in relation to the Data Protection Act, and advise the Council how the institution will ensure that HEFCW and HEFCE can obtain the necessary statistical information for the NSS to operate in Wales:

- The HEFCW Financial Memorandum Part 2 2003/04 confirms that it is a condition of grant that HEIs in Wales provide the Council and the Higher Education Statistics Agency (HESA) with information on the numbers of students enrolled and the number of credit values associated with those students. Additionally, the institution should provide such other information as the Council may require at a time and in a form which the Council will specify.
- At present, HESA acts as an agent both for the institution and for the Council in collecting information required by the Council and passing that information to the Council and/or to the Welsh Assembly Government on behalf of the Council. These data will often contain personal details of students and/or staff. To ensure that institutions and the Council can fulfil their duties under the Data Protection Act 1998 (including advising data subjects about what data will be processed and the purpose), institutions should satisfy themselves when collecting data that students and/or staff are aware of the possible requirements and have given their consent. The institution will co-operate with the Council as reasonably necessary to ensure that the Council and HESA, or any other agents of the Council, are able to comply with the Data Protection Act 1998 in processing information supplied by the institution.
- Institutions are advised to ensure data protection notices are provided to inform students that the institution will be passing on their contact details for NSS purposes. It is for each institution to decide what they tell students and/or staff based on good practice and guidelines, such as HESA model collection notices. The survey questionnaire itself will be accompanied by further information about the handling and use of the data, in line with data protection legislation.
- Students' personal data will flow between HEFCW, HEFCE, institutions and the central NSS agency. HEFCW and HEFCE would act as joint data controllers under the terms of the Data Protection Act. The Councils will ensure proper handling of personal data by the agency through contractual and monitoring arrangements.
- In terms of the NSS process, HEFCW, in conjunction with HEFCE, will apply the finalised algorithm to HESA data relating to the 2003/04 academic year. When institutions finalise these returns in autumn 2004, they will be able to view the lists of students to be included in the survey, they will be able to view the lists of students to be included in the survey, via the HES03 recreation web-facility. HEFCE will confirm lists to institutions in December 2004. Institutions will be expected to return student contact details (including term-time postal addresses, e-mail addresses, telephone numbers, and mobile telephone numbers if available) within a relatively short time frame. Institutions are advised to consider in advance their systems for maintaining such data, and their ability to provide the required information during January 2005.

Institutional written responses should be made by e-mail, using the form attached as **Annex B**. Please e-mail the completed form as an attachment to nss-consultation@hefce.ac.uk by **Friday 25 June 2004**. All responses received by this deadline will be taken into account but it will not be possible to discuss individual responses. In the interests of transparency, we will make all responses publicly available unless specifically asked to keep them confidential.

The Council is pleased to announce that a representative from HEFCE will make a presentation on the consultation document at the forthcoming HERO/HEFCW TQI Dissemination and Training Event, held on **Friday 21 May 2004**, at the Marriott Hotel, Cardiff, circular W04/21HE refers. HEFCW officers will present the views of the Council on the expansion of the NSS to cover Wales at the event. Additionally, colleagues from across the sector will be encouraged to share views, ideas and logistical concerns about engagement with the NSS process. Representatives from the two Welsh HEIs involved in the NSS pilots will be present at the event, alongside colleagues from the Open University who administered both pilots. It is expected that their views will be particularly valuable in this discussion.

I hope this circular has been helpful, but if you require further information, please contact Karen Jones (02920 682283) karen.jones@hefcw.ac.uk or Rachael Tooth (0117 931 7066) r.tooth@hefce.ac.uk.

Yours sincerely

PROFESSOR PHIL GUMMETT
CHIEF EXECUTIVE

Annex A
Questionnaire used in the 2004 pilot in Wales

National Student Survey

Instructions: Please use a ball-point pen to complete the questionnaire. Do not use a fountain or felt tip pen as the ink may be visible on the other side of the page. The questionnaire will be read by a computer scanner, so please fill it in as follows. Place a 'X' in the appropriate box, keeping within the boundary, for example: . If you make a mistake and cross the wrong box, please block out your answer and then cross the correct box. For example:

<p>For each statement, show the extent of your agreement or disagreement by putting a cross in the one box which best reflects your current view about your perceptions of the course as a whole.</p>	<p>5 Means that you definitely agree 4 Means that you mostly agree 3 Means that you neither agree nor disagree; cannot give a definite answer, or that the question is not applicable. 2 Means that you mostly disagree 1 Means that you definitely disagree</p>
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	5	4	3	2	1
1. The teaching on my course					
Staff are good at explaining things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have made the subject interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are enthusiastic about what they are teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is intellectually stimulating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching staff have made an effort to understand our difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organisation and management					
Deadlines in the course are well spread out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The timetable works efficiently as far as my activities are concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any changes in the course or teaching have always been communicated effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course is well organised and is running smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Feedback on my submitted work					
Feedback on my work has been prompt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received detailed comments on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on my work has helped me clarify things I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The assessment on my course					
The criteria used in marking have been clear in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment arrangements and marking have been fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments have tested what we were supposed to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Personal development					
The course has helped me to present myself with confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My communication skills have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As a result of the course, I feel confident in tackling unfamiliar problems.

Through the course I have learnt to manage my work effectively.

6. Workload

The overall workload is too heavy.

The background workload suggested (for example reading lists and practice tasks) has been unrealistic.

I have had enough time to understand what I have to learn.

For each statement, show the extent of your agreement or disagreement by putting a cross in the **one** box which best reflects your current view about your perceptions of **the course as a whole**.

- 5** Means that you definitely agree
- 4** Means that you mostly agree
- 3** Means that you neither agree nor disagree; cannot give a definite answer, or that the question is not applicable.
- 2** Means that you mostly disagree
- 1** Means that you definitely disagree

7. Support and advice **5 4 3 2 1**

I have received sufficient advice and support with my studies.

I have been able to contact staff when I needed to.

Good advice was available when I needed to make choices in my studies.

8. Learning resources

The library resources are good enough for my needs.

I have always been able to access general IT resources when required.

When required, there is sufficient access to specialised equipment, facilities, or rooms.

9. Other

Good careers advice and information is available.

The elements of the course fit together well.

I can see how my studies will help me with my career.

I have enjoyed this course.

I can see myself working in this subject area.

The course is organised in ways that enable me to fit in my other commitments.

It has been difficult to answer many of the questions because of the variability of my experience.

10. Overall, I am satisfied with the quality of the course.

11. Overall, I feel the course is a good investment.

Looking back on the experience, are there any particularly good or bad aspects of the course you would like to draw to our attention? (Please use the appropriate space/s below.)

Good

Bad

Please return this form in the reply paid envelope provided. Alternatively you can visit the website which can be found at www.nss.mimas.ac.uk

The following items were included on questionnaires sent to NHS-funded students:

Practice placements – answer these questions only in relation to your placement experience

I received sufficient preparative information prior to my placement.

I received adequate supervision on placements.

I was offered placements suitable for my course.

I was given opportunities to meet my practice outcomes/competencies.

My contribution as part of the placement team was valued.

My practice supervisor understood how my placement related to the broader requirements of the course.

Arolwg Myfyrwyr Cenedlaethol

Cyfarwyddiadau Byddwch cystal â defnyddio beiro i lenwi'r holiadur: Peidiwch â defnyddio ysgrifbin na phen blaen ffelt oherwydd y gall yr inc dreiddio i ochr arall y dudalen. Caiff yr holiadur ei ddarllen gan sganiwr cyfrifiadurol, felly mae'n bwysig ei lenwi fel a ganlyn. Rhwch 'X' yn y blwch priodol, gan gadw o fewn y blwch, er enghraifft: . Os rhoddwch groes yn y blwch anghywir, byddwch cystal â dileu eich ateb yn gyfan gwbl a rhoi croes yn y blwch cywir. Er enghraifft:

Ar gyfer pob gosodiad, dangoswch i ba raddau yr ydych chi'n cytuno neu'n anghytuno drwy roi croes yn y blwch (**un** yn unig) sy'n adlewyrchu orau eich barn bresennol am y **cwrs yn ei gyfanwydd**.

- 5** Rydych chi'n cytuno'n llwyr
- 4** Rydych chi'n cytuno ar y cyfan
- 3** Nid ydych yn cytuno nac yn anghytuno; ni allwch roi ateb pendant, neu nid yw'r cwestiwn yn berthnasol
- 2** Rydych chi'n anghytuno ar y cyfan
- 1** Rydych chi'n anghytuno'n llwyr

1. Y dysgu ar fy nghwrs	5	4	3	2	1
Mae'r staff yn esbonio pethau'n dda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r staff wedi gwneud y pwnc yn ddiddorol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r staff yn frwd am yr hyn y maent hwy'n ei ddysgu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r cwrs yn ysgogi'r deall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r staff dysgu wedi gwneud ymdrech i ddeall ein hanawsterau.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Trefniadaeth a rheolaeth					
Mae cyfnod rhesymol rhwng dyddiadau cyflwyno gwaith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r amserlen yn gweithio'n effeithlon o safbwynt fy ngweithgareddau i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae unrhyw newidiadau yn y cwrs neu'r dysgu wedi cael eu cyfleu'n effeithiol bob amser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r cwrs wedi'i drefnu'n dda ac yn rhedeg yn esmwyth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adborth ar y gwaith a gyflwynaf					
Mae'r adborth ar fy ngwaith wedi bod yn brydlon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rydw i wedi derbyn sylwadau manwl ar fy ngwaith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r adborth ar fy ngwaith wedu egluro pethau i mi nad oeddwn yn eu deall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Yr asesu ar fy nghwrs					
Mae'r meini prawf ar gyfer marcio wedi cael eu hegluro ymlaen llaw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r trefniadau asesu a marcio wedi bod yn deg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r asesiadau wedi profi'r hyn yr oeddem ni i fod i'w ddysgu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Datblygiad personol					
Mae'r cwrs wedi fy helpu i'm cyflwyno fy hun yn hyderus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae fy sgiliau cyfathrebu wedi gwella.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O ganlyniad i'r cwrs, teimlaf yn hyderus ynghylch mynd i'r afael â phroblemau anghyfarwydd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diolch i'r cwrs, rydw i wedi dysgu sut i reoli fy ngwaith yn effeithiol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Baich gwaith

Mae'r baich gwaith cyffredinol yn rhy drwm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r baich gwaith cefndirol a awgrymwyd (er enghraifft, rhestrau darllen a thasgau ymarferol) wedi bod yn afrealistig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rydw i wedi cael digon o amser i ddeall yr hyn y mae'n rhaid i mi ei ddysgu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ar gyfer pob gosodiad, dangoswch i ba raddau yr ydych chi'n cytuno neu'n anghytuno drwy roi croes yn y blwch (un yn unig) sy'n adlewyrchu orau eich barn bresennol am y cwrs yn ei gyfarwydd .	5	Rydych chi'n cytuno'n llwyr
	4	Rydych chi'n cytuno ar y cyfan
	3	Nid ydych yn cytuno nac yn anghytuno; ni allwch roi ateb pendant, neu nid yw'r cwestiwn yn berthnasol
	2	Rydych chi'n anghytuno ar y cyfan
	1	Rydych chi'n anghytuno'n llwyr

7. Cymorth a chyngor

	5	4	3	2	1
Rydw i wedi cael digon o gyngor a chymorth gyda'm hastudiaethau.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rydw i wedi gallu cysylltu â'r staff pan oedd angen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roedd cyngor da ar gael pan oedd angen i mi wneud dewisiadau ar fy nghwrs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Adnoddau dysgu

Mae'r adnoddau llyfrgell yn ddigon da i'm hanghenion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rydw i bob amser wedi gallu cyrchu adnoddau TG cyffredinol pan oedd angen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pan oedd angen, mae cyfarpar, cyfleusterau neu ystafelloedd arbenigol wedi bod ar gael i mi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Eraill

Mae cyngor a gwybodaeth dda am yrfaedd ar gael.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae elfennau'r cwrs yn cyd-fynd â'i gilydd yn dda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gallaf weld sut y bydd fy astudiaethau yn fy helpu gyda'm gyrfa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rydw i wedi mwynhau'r cwrs hwn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gallaf fy ngweld fy hun yn gweithio yn y maes pwnc hwn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae'r cwrs wedi'i drefnu mewn ffyrdd sy'n fy ngalluogi i gwrdd â'm hymrwymiaadau eraill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bu'n anodd i mi ateb llawer o'r cwestiynau gan i mi gael profiadau mor amrywiol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. At ei gilydd, rydw i'n fodlon ar ansawdd y cwrs.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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11. At ei gilydd, teimlaf fod y cwrs yn fuddsoddiad da.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Gan edrych yn ôl ar eich profiad, a oes unrhyw agweddau arbennig o dda neu wael ar y cwrs yr hoffech dynnu ein sylw atynt? (Defnyddiwch y lleoedd gwag priodol isod.)

Da

Gwael



Annex B

National Student Survey consultation response form

In the interests of transparency we will make all responses publicly available unless specifically asked to keep them confidential, or unless we consider there is a risk of defamation.

This form can be found on our web-site, www.hefce.ac.uk, with this document under Publications. **Responses are due by Friday 25 June 2004.** Please e-mail the completed form as an attachment to nss-consultation@hefce.ac.uk, or post it to:

Rachael Tooth
HEFCE
Northavon House
Coldharbour Lane
BRISTOL, BS16 1QD

Response by (name of person)

Please select **one** of the following:

- Private response on behalf of one or more individuals
- Institutional response on behalf of (name of university or college)
- Student union response on behalf of (name of union)
- Other corporate response on behalf of (name of group/organisation).....

Please select one of the following:

Geographic location of the respondent:

- England
- Wales
- Northern Ireland
- Other (please specify).....

Contact in case of queries

Name:

Tel:

e-mail:

Question 1: Does the proposed definition of the survey population include appropriate categories of students and exclude those not appropriate? Any suggested changes to the criteria for including or excluding students should be clear and if possible applicable to the HESA record.

Question 2: Please tick one of the following to identify when, during the window 17 January to 11 February 2005 you would envisage the start date for collection at your institution:

- During the week commencing 17 January
- During the week commencing 24 January
- During the week commencing 31 January
- During the week commencing 7 February

Please also state whether this is to avoid exams, or for other considerations.

Question 3: Does your institution conduct internal surveys with final year students during this period? If so, how many and what kind of surveys are they?

Question 4: Do you have any suggestions about the type of local promotional activities that could be effective in encouraging responses, and about the type of support that the national survey agency could usefully offer?

Question 5: Do you have any comments about the proposed principles for reporting, or the broad content of, published results?

Question 6: Do you have any other comments about the proposals set out in this document?