

Royal Holloway Students' Union Department Rep Briefing

Department: Management

For the Academic year: 2026-27

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Background

Department briefings are prepared annually, collating the data from the Staff-Student Action Meeting (SSAM) and the outcomes of the National Student Survey (NSS). The briefing aims to give an understanding of the student opinions of the activities within the department.

Commentary

The following data is a summary of some of the key themes discussed in the 'Negative' and 'Positive' student responses to the NSS survey open-text question, 'Looking back on your experience, are there any particularly positive or negative aspects you would like to highlight?' Comments have been cross-referenced with minutes from the SSAMs which ran during the same academic year. Any topic solely discussed during SSAMs and not in the NSS have been clearly identified in the table as (SSAM).

Students from this cohort experienced a marking and assessment boycott in their first year of study as well as disruptions from UCU strike action that year. These incidents could have an impact on the NSS scores for this cohort of students.

Key Themes	Commentary	
	Things working well	Areas for improvement
Community	Staff welcoming	- More inclusion for BGM students - Not commuter friendly (issues with being late / missing material, timetables) - Desire for more Networking events (SSAMs).
Facilities	- Good opportunities for year in business students - Good access to resources - Organised moodle pages - Good study spaces	- Some lecture halls / teaching spaces not suitable (cold, loud fans) - Want more extracurricular opportunities like field trips / events - IT issues when submitting assignments and received penalties - Want more study space - Issues with accessing online textbooks and links when not on campus. More

		communication needed around the University VPN (SSAMs).
Teaching	• Good module variety • Lecturers engaging • Modules organised • Content intellectually challenging • Small class size • Students can share opinions in class • Lots of independent learning	• Include more engaging lecture content (not just slides) • Some courses not organised • Lecturers read off slides • Some content is relevant to career / wants more practical opportunities • Want hybrid / online learning opportunities • Too much independent learning • Lectures are long • Inappropriate attitudes from academic staff (SSAMs). • Students finding Lectures unengaging (SSAMs). • Increased requests for lecture recordings due to lack of attendance (SSAMs). • Timetabling is not accommodating of commuting students (SSAMs).
Assessment	• Feedback on time	• Delayed feedback • Clearer assessment guidelines • Consistent marking criteria • Heavily weighted grading on group assignments • Feedback not always clear • Deadline stacking • Group assignments not equal in workload • Want more assessment variety • Students felt that there were some misleading exam briefs (SSAMs).
Communication	• Academic staff respond to emails in a timely manner • Listen to student feedback	• Staff does not always take on student feedback • Some academic staff slow to email • Late communication about assessment changes

		• Timetables released last-minute / late
Support	• Lots of networking / careers events • Academic staff provide support	• More personal tutor support • More international student support • More EC support • More support for year in industry students • Want more careers support

NSS

The National Student Survey (NSS) is a nation-wide survey of all final year undergraduate students studying at institutions across the UK and is managed by the Office for Students (OfS). The survey has run on annual basis since 2005. In 2020 the OfS undertook a significant review of the survey questions with an aim to refresh the NSS with questions that are more direct using positivity measure with a four-point scale to gain more accurate insight into the undergraduate student experience at UK universities.

The NSS 2025 questionnaire had 25 core questions which were grouped into six categories, or scale questions around themes like teaching, resources, academic support and there is a specific question about Students' Unions which is a part of the Student Voice category. Each of the six scale questions are composed of multiple questions which explore various elements of this theme in more detail. There were two additional questions included around mental health and freedom of speech, of which the second was offered only to students in England, and Royal Holloway included these questions in 2024.

Below is a table of the scores the Department received following the 2026 NSS. This can help you inform areas that may working on and monitoring. This data can also inform the comments provided above. The term 'positivity measure' means the proportion of respondents who gave a positive answer.

		2026	2025
Response Rate (%)		77	67
Questions (% Positivity Measure)			
1	How good are teaching staff at explaining things?	92.60	91.30
2	How often do teaching staff make the subject engaging?	77.70	76.70
3	How often is the course intellectually stimulating?	81.90	77
4	How often does your course challenge you to achieve your best work?	83.50	84.60
5	To what extent have you had the chance to explore ideas and concepts in depth?	86	85.10
6	How well does your course introduce subjects and skills in a way that builds on what you have already learned?	86.20	86.80

7	To what extent have you had the chance to bring together information and ideas from different topics?	84.50	82.40
8	To what extent does your course have the right balance of directed and independent study?	84.80	81.60
9	How well has your course developed your knowledge and skills that you think you will need for your future?	83.10	80.60
10	How clear were the marking criteria used to assess your work?	81.40	77.40
11	How fair has the marking and assessment been on your course?	83.50	81
12	How well have assessments allowed you to demonstrate what you have learned?	83.80	84.40
13	How often have you received assessment feedback on time?	81.70	82.80
14	How often does feedback help you to improve your work?	71	66.40
15	How easy was it to contact teaching staff when you needed to?	87.40	87.60
16	How well have teaching staff supported your learning?	86.50	89.30
17	How well organised is your course?	88	89.30
18	How well were any changes to teaching on your course communicated?	83	87.30
19	How well have the IT resources and facilities supported your learning?	84.90	87.50
20	How well have the library resources (e.g., books, online services and learning spaces) supported your learning?	88.30	88.70
21	How easy is it to access subject specific resources (e.g., equipment, facilities, software) when you need them?	85.40	88.30
22	To what extent do you get the right opportunities to give feedback on your course?	82.80	82.60
23	To what extent are students' opinions about the course valued by staff?	80.10	81
24	How clear is it that students' feedback on the course is acted on?	73.80	76.60

25	How well does the students' union (association or guild) represent students' academic interests?	79.40	83.60
26	How well communicated was information about your university/college's mental wellbeing support services?	84	85.80
27	During your studies, how free did you feel to express your ideas, opinions, and beliefs?	86.90	90.80

NSS Categories (% Positivity Measure)		2026	2025
1	The teaching on my course	83.90	82.40
2	Learning opportunities	84.90	83.30
3	Assessment and feedback	80.30	78.40
4	Academic support	87	88.60
5	Organisation and management	85.40	88.20
6	Learning resources	86	87.90
7	Student Voice	78.80	79.70
8	Students' Union	79.40	83.60
9	Mental wellbeing services	84	85.80
10	Freedom of expression	86.90	90.80