

**Royal Holloway Students' Union
Department Rep Briefing**

Department: Physics

For the Academic year: 2024-25

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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 second year of study as well as disruptions from UCU strike action during their first and second year of study.

| Key Themes | Commentary | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| | Things working well | Areas for improvement |
| Community | <ul style="list-style-type: none"> Women in Physics group renamed as Women and Non-binary in Physics group (SSAM) Although it is unclear if this is an official SU group or just an Instagram account. It doesn't appear on the SU webpage as of 07/2024. There is a Women in Stem Group on the SU webpage. New group created called Social Economic Equality and Inclusion Group (SSAM) This is not an SU group so unclear if it is within University / Department. | <ul style="list-style-type: none"> More representation for minority students |

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|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities | <ul style="list-style-type: none"> ▪ Study spaces within department ▪ Summer placements easy to apply for | <ul style="list-style-type: none"> ▪ Some classrooms unsuitable for teaching and not large enough for students in class (SSAM) ▪ Sometimes library does not have enough texts. Was resolved (SSAM) |
| Teaching | <ul style="list-style-type: none"> ▪ Lectures are engaged ▪ Modules well run ▪ Teachers promote speaking in class | <ul style="list-style-type: none"> ▪ Some modules are disorganised ▪ Enrolment issues ▪ Timetable clashes for joint honours students ▪ Would like more detailed explanation for some slides (SSAM) ▪ Low attendance for Years 1 and 2 in Term 2 (SSAM) |
| Assessment | <ul style="list-style-type: none"> ▪ | <ul style="list-style-type: none"> ▪ Feedback delayed ▪ Marking criteria not clear (SSAM) |
| Communication | <ul style="list-style-type: none"> ▪ Professors promote speaking in class | <ul style="list-style-type: none"> ▪ Would like earlier communications for staff absences ▪ School and department communications could be improved ▪ Poor communication between departments for joint honours students |
| Support | <ul style="list-style-type: none"> ▪ Good experiences with personal tutor ▪ Staff are friendly | <ul style="list-style-type: none"> ▪ More wellbeing support ▪ Lack of support for trans students within the department ▪ Not enough support for joint honours students |

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 2024 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 2024 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.

| | | 2024 | 2023 |
|----------------------------------|----------------------------------------------------------------------------------------------------------------|-------|-------|
| Response Rate (%) | | 82 | 70 |
| Questions (% Positivity Measure) | | | |
| 1 | How good are teaching staff at explaining things? | 96.43 | 92.86 |
| 2 | How often do teaching staff make the subject engaging? | 89.29 | 78.57 |
| 3 | How often is the course intellectually stimulating? | 100 | 95.24 |
| 4 | How often does your course challenge you to achieve your best work? | 92.86 | 92.86 |
| 5 | To what extent have you had the chance to explore ideas and concepts in depth? | 92.89 | 90.48 |
| 6 | How well does your course introduce subjects and skills in a way that builds on what you have already learned? | 100 | 88.10 |
| 7 | To what extent have you had the chance to bring together information and ideas from different topics? | 77.78 | 95.24 |
| 8 | To what extent does your course have the right balance of directed and independent study? | 89.29 | 80.95 |
| 9 | How well has your course developed your knowledge and skills that you think you will need for your future? | 92.86 | 92.86 |
| 10 | How clear were the marking criteria used to assess your work? | 85.71 | 85.71 |
| 11 | How fair has the marking and assessment been on your course? | 85.71 | 92.86 |
| 12 | How well have assessments allowed you to demonstrate what you have learned? | 85.71 | 78.57 |
| 13 | How often have you received assessment feedback on time? | 81.48 | 73.81 |
| 14 | How often does feedback help you to improve your work? | 82.14 | 59.52 |
| 15 | How easy was it to contact teaching staff when you needed to? | 89.29 | 83.33 |
| 16 | How well have teaching staff supported your learning? | 92.86 | 85.71 |
| 17 | How well organised is your course? | 71.43 | 80.95 |
| 18 | How well were any changes to teaching on your course communicated? | 92.59 | 78.05 |

| | | | |
|----|-----------------------------------------------------------------------------------------------------------------|-------|-------|
| 19 | How well have the IT resources and facilities supported your learning? | 92.59 | 80.95 |
| 20 | How well have the library resources (e.g., books, online services and learning spaces) supported your learning? | 88.46 | 82.93 |
| 21 | How easy is it to access subject specific resources (e.g., equipment, facilities, software) when you need them? | 100 | 92.68 |
| 22 | To what extent do you get the right opportunities to give feedback on your course? | 88.46 | 95.12 |
| 23 | To what extent are students' opinions about the course valued by staff? | 84.62 | 80 |
| 24 | How clear is it that students' feedback on the course is acted on? | 73.08 | 65 |
| 25 | How well does the students' union (association or guild) represent students' academic interests? | 65.22 | 66.67 |
| 26 | How well communicated was information about your university/college's mental wellbeing support services? | 84.62 | 74.36 |
| 27 | During your studies, how free did you feel to express your ideas, opinions, and beliefs? | 88 | 92.5 |

| NSS Categories (% Positivity Measure) | | 2024 | 2023 |
|------------------------------------------|-----------------------------|-------|-------|
| 1 | The teaching on my course | 94.64 | 89.88 |
| 2 | Learning opportunities | 90.71 | 89.52 |
| 3 | Assessment and feedback | 84.29 | 78.1 |
| 4 | Academic support | 91.07 | 84.52 |
| 5 | Organisation and management | 82.14 | 79.76 |
| 6 | Learning resources | 94.05 | 85.71 |
| 7 | Student Voice | 82.05 | 80.08 |
| 8 | Students' Union | 65.22 | 66.67 |
| 9 | Mental wellbeing services | 84.62 | 74.36 |
| 10 | Freedom of expression | 88 | 92.5 |