



What Matters to Built Environment Students: a cross-disciplinary view of expectations and quality issues as captured by KIS data

Jessica Lamond

David Proverbs and Teresa Wood



University of the
West of England

bettertogether



Reminder of NSS Questions

1. Teaching quality
2. Feedback & assessment
3. Academic support
4. Organisation & management
5. Learning resources
6. Personal development
7. Overall satisfaction (Q22)



University of the
West of England

bettertogether

Courses Used in the Study

(reference courses)



Building Surveying



Construction
Management



Quantity Surveying



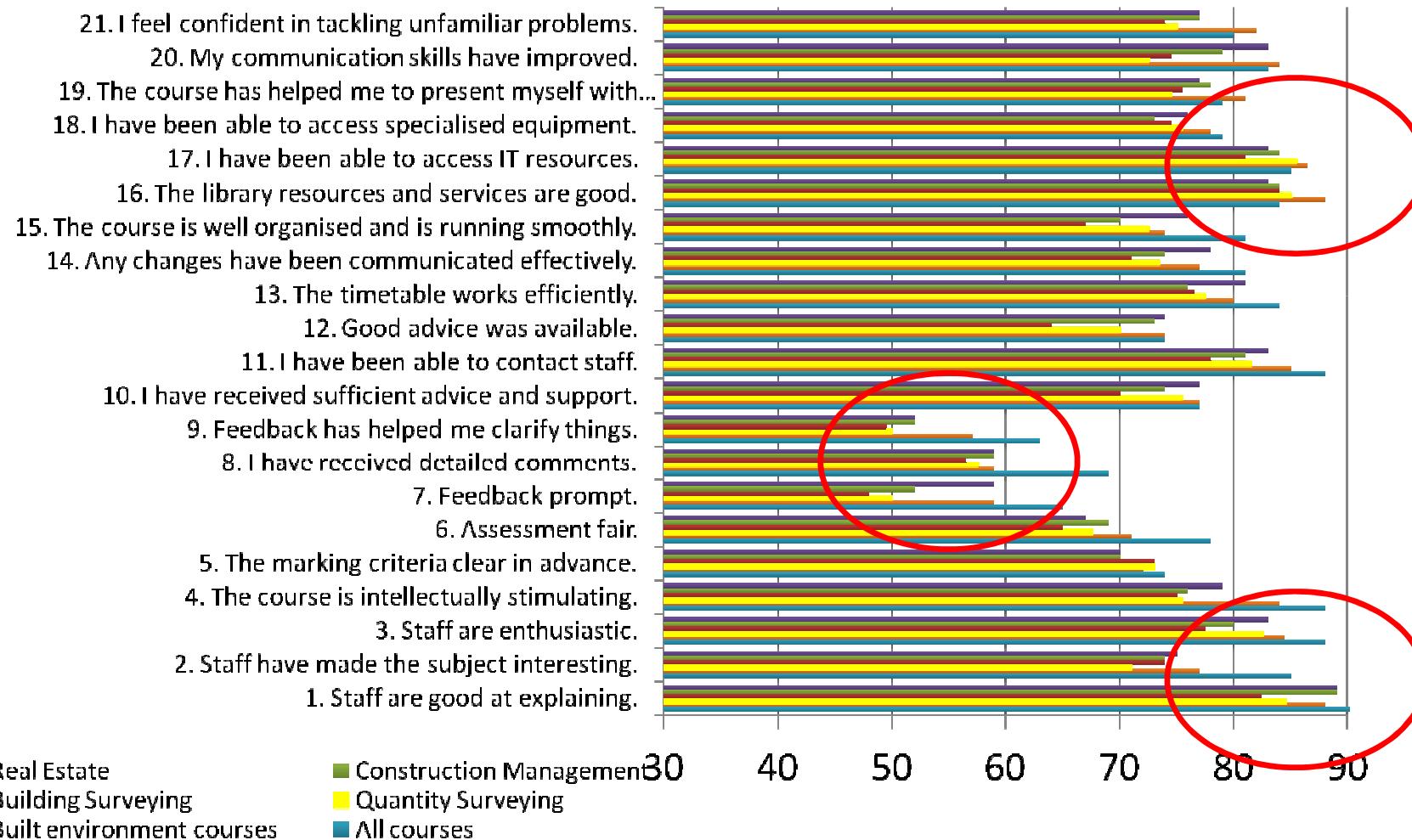
Real Estate

Comparison of Sector Scores for Overall NSS Satisfaction with the Course

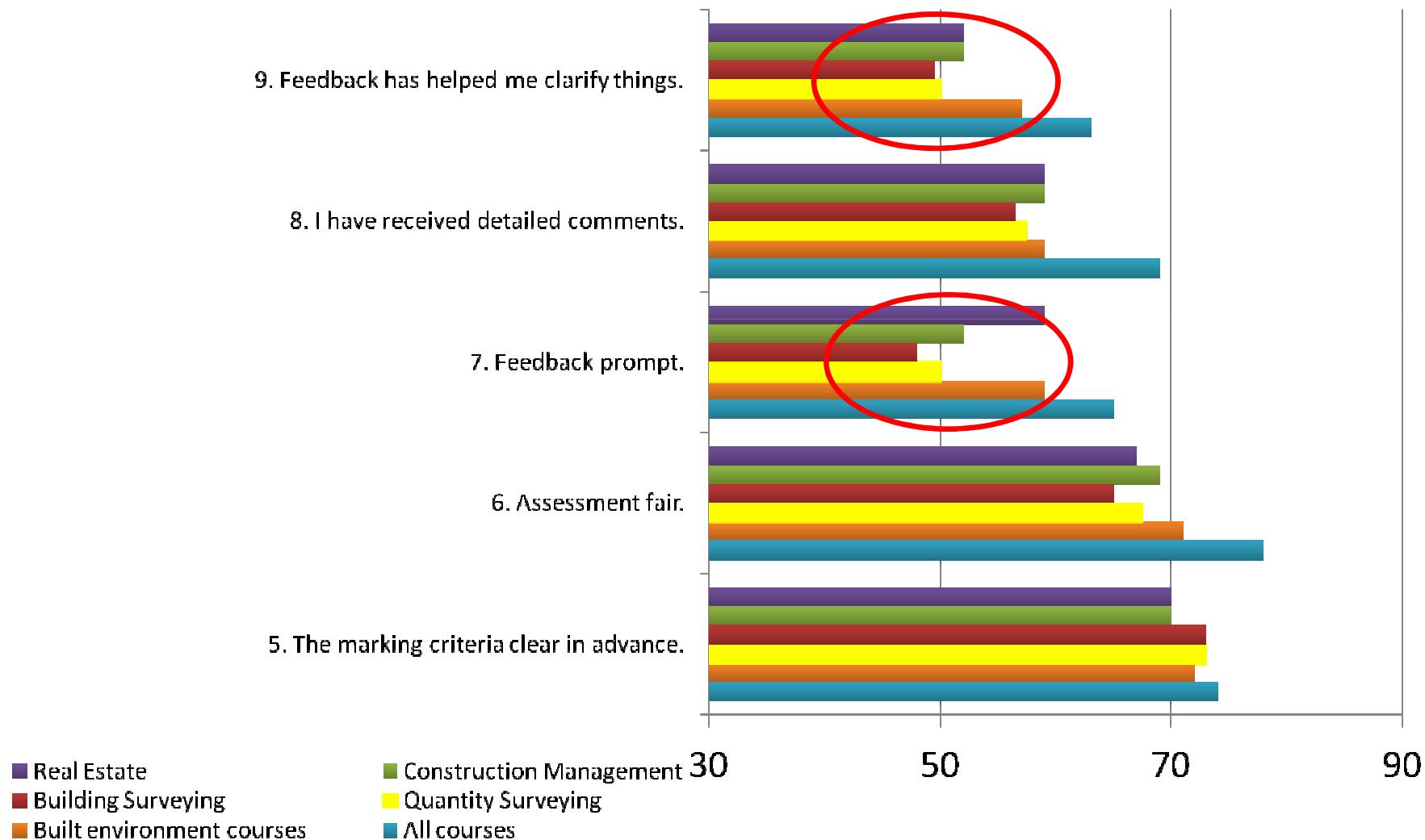
	Number of courses	Sector median %
All Courses	25,549	92
All Building Courses	560	85
Building Surveying	28	78
Construction Management	28	82
Quantity Surveying	28	80
Real Estate	32	83



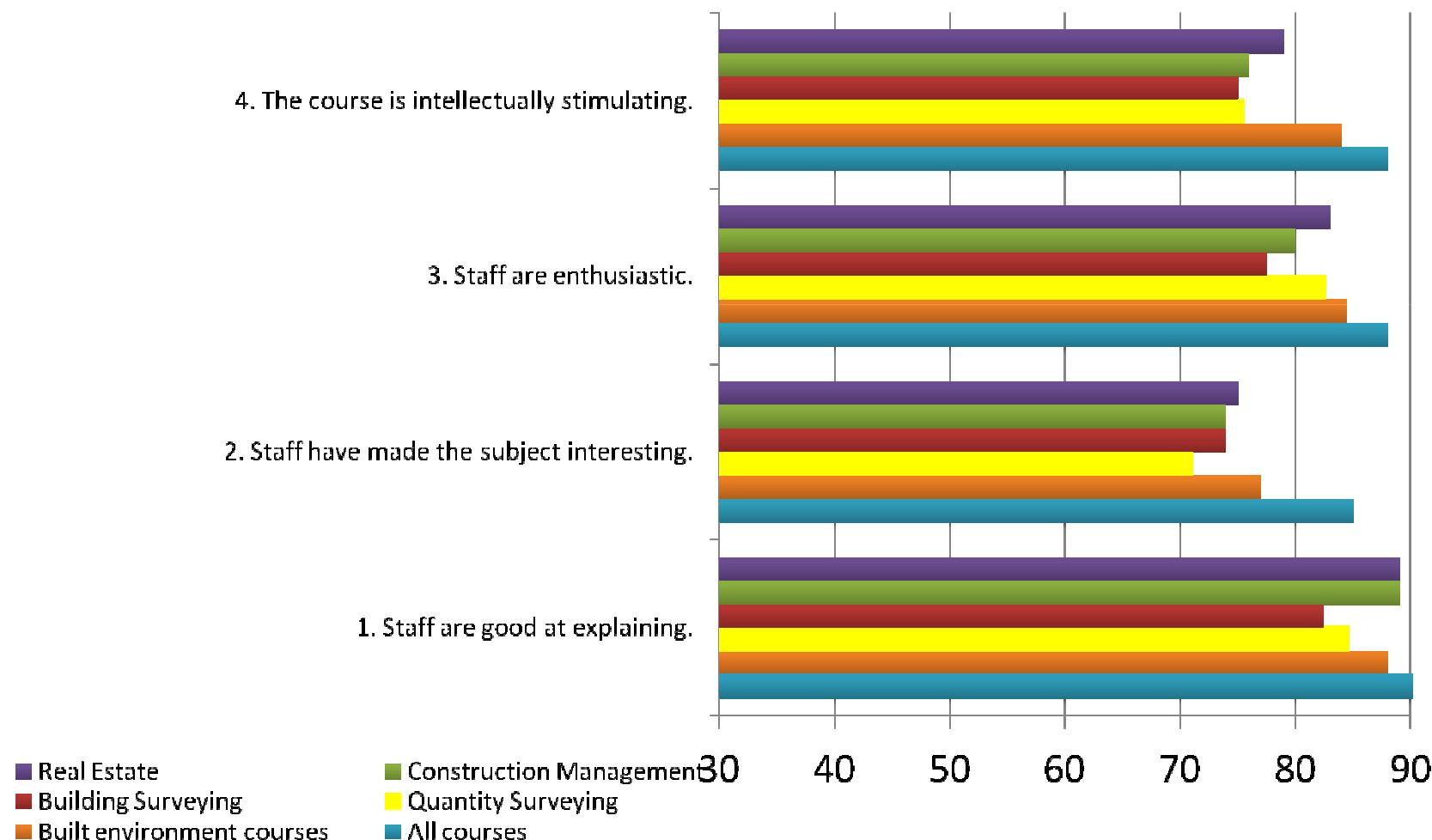
Cross Disciplinary Comparison of NSS Question Scores (sector median)



Cross Disciplinary Comparison of Feedback Question Scores (sector median)



Cross Disciplinary Comparison of *Teaching Quality* Question Scores (sector median)



Possible Discussion Points for Later

- Cause of mismatch between expectations and experience in Built Environment students re:

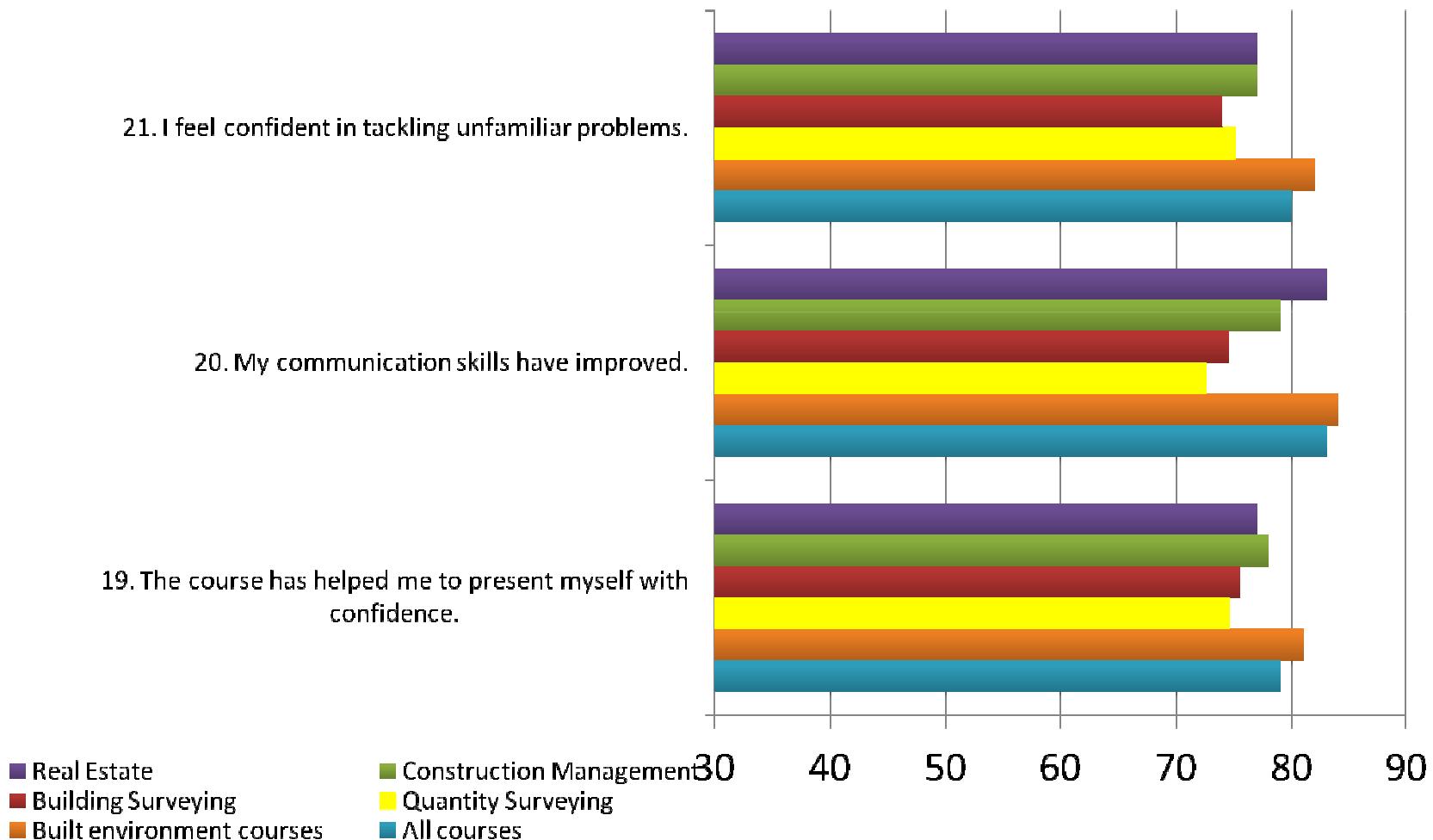


Teaching Quality



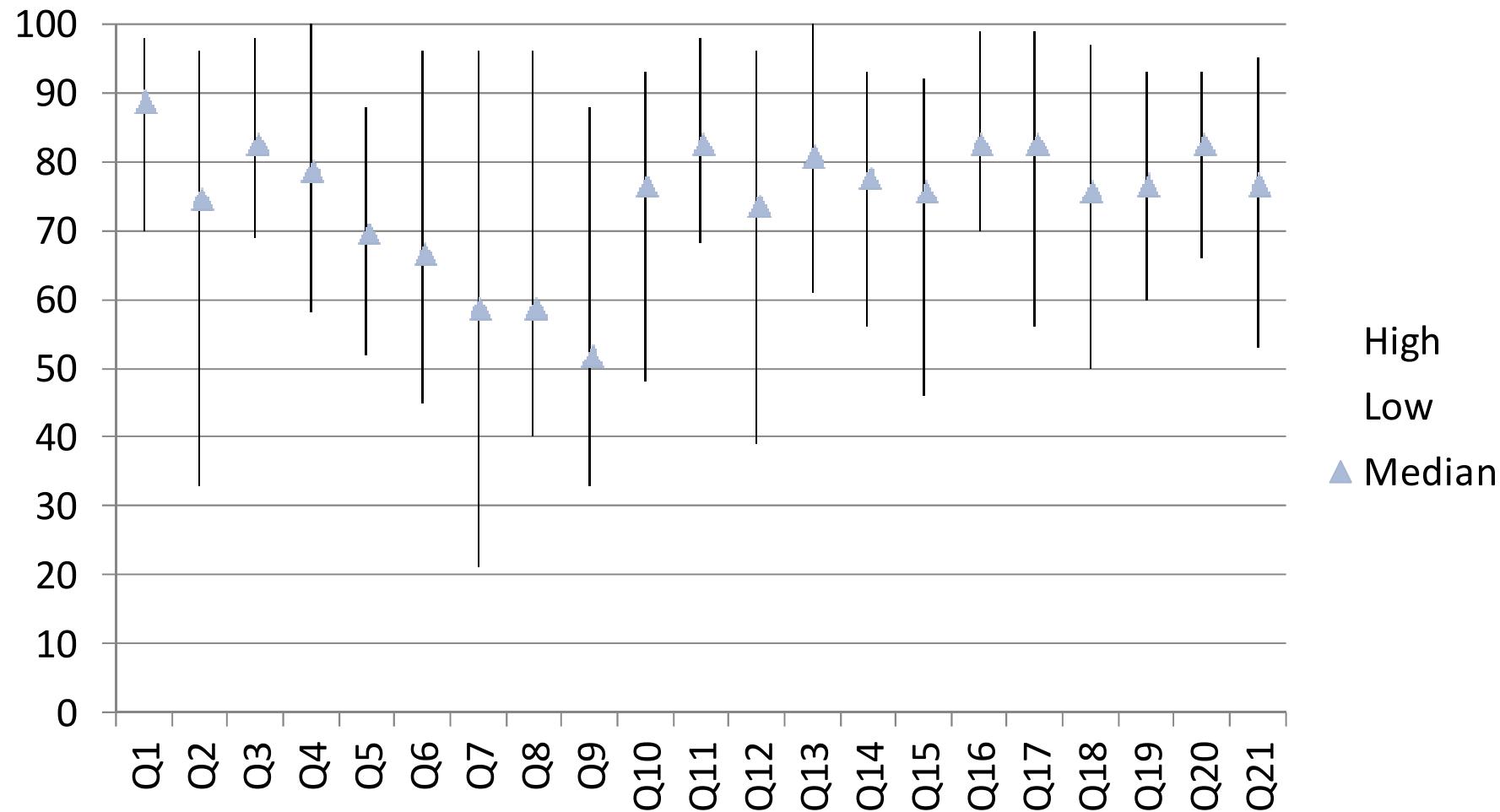
Feedback

Cross Disciplinary Comparison of *Personal Development Question Scores* (sector median)

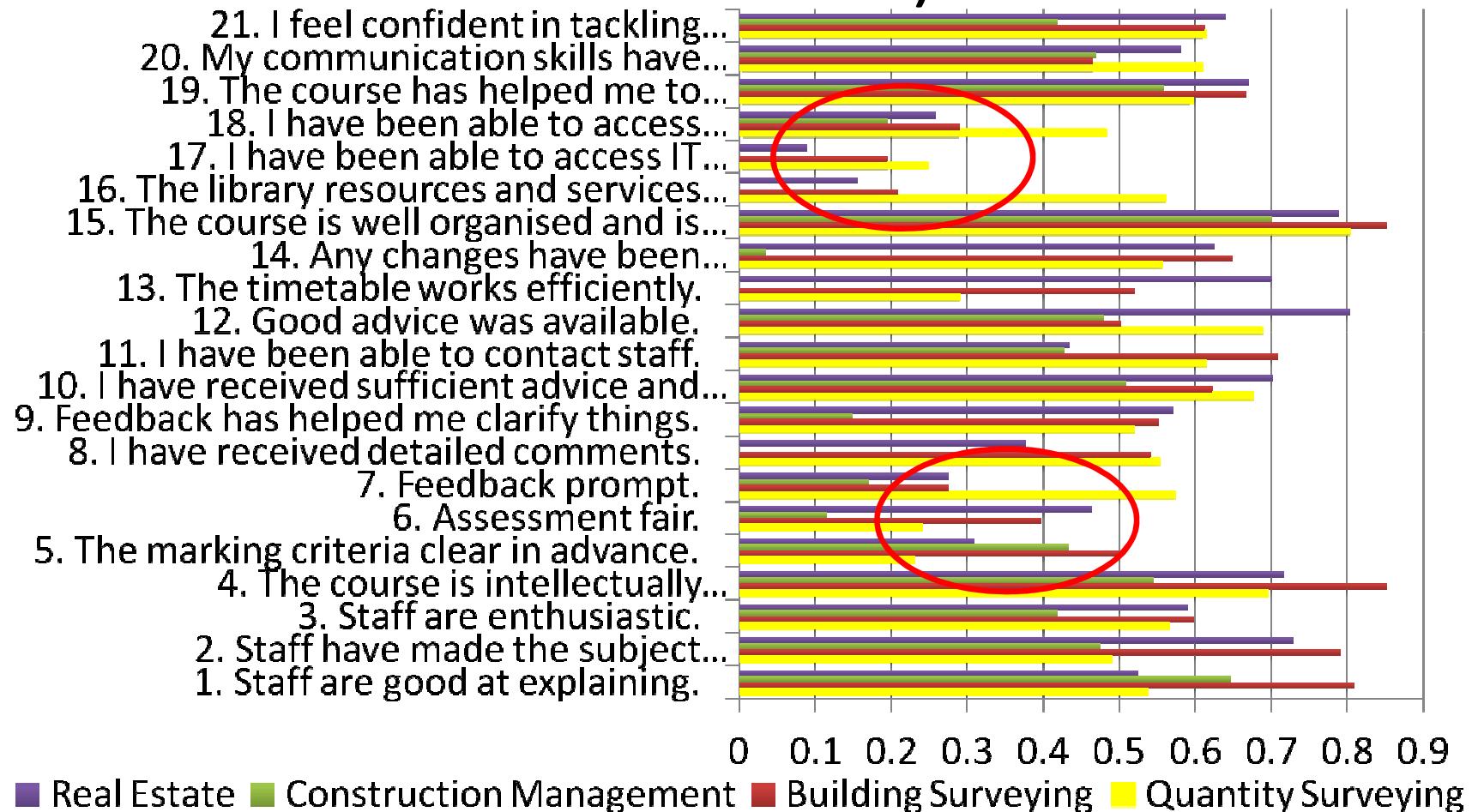


Range of Course Question Scores:

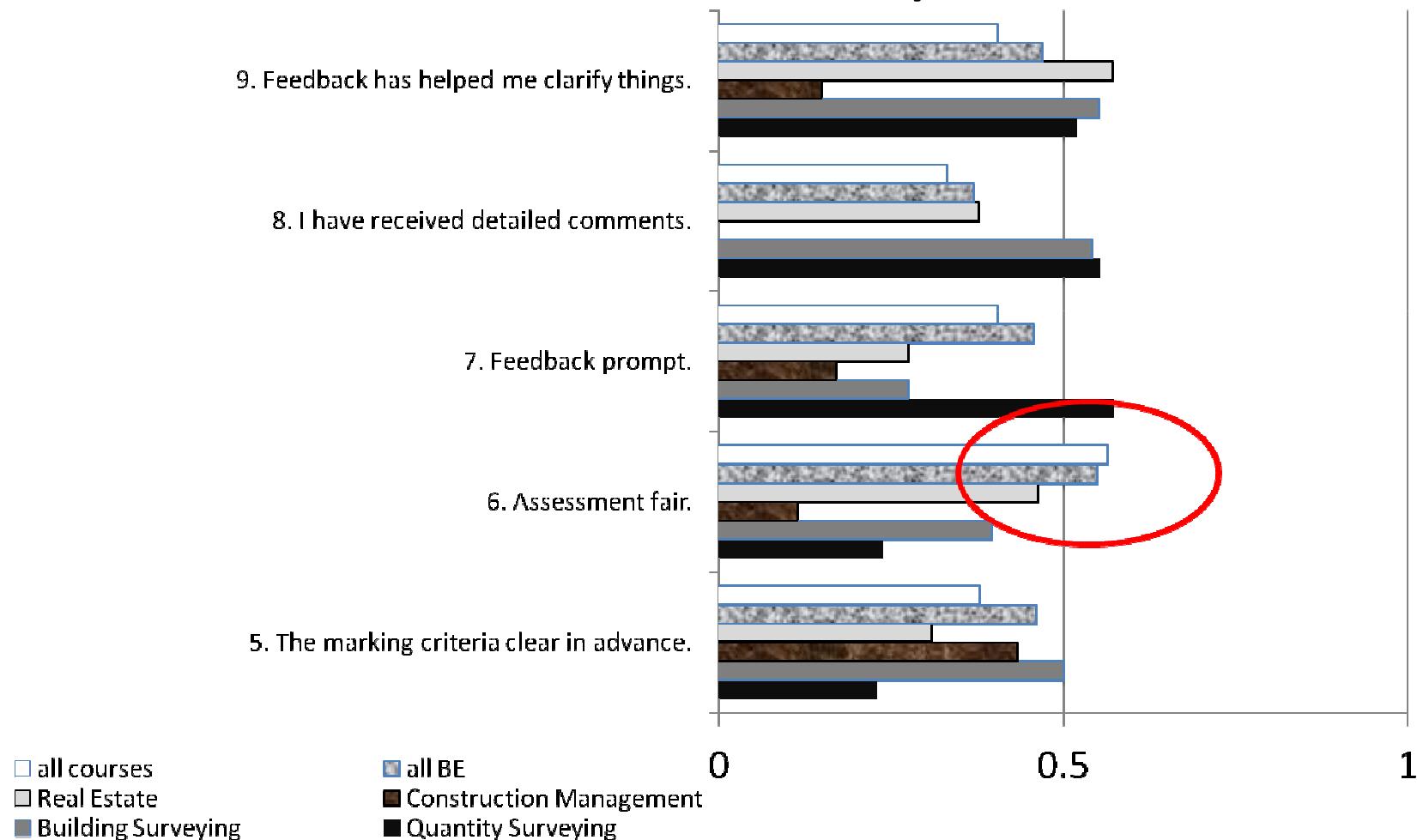
Real Estate



Cross disciplinary comparison of NSS questions (correlation with overall satisfaction)



Cross disciplinary comparison of NSS questions (correlation with overall satisfaction)

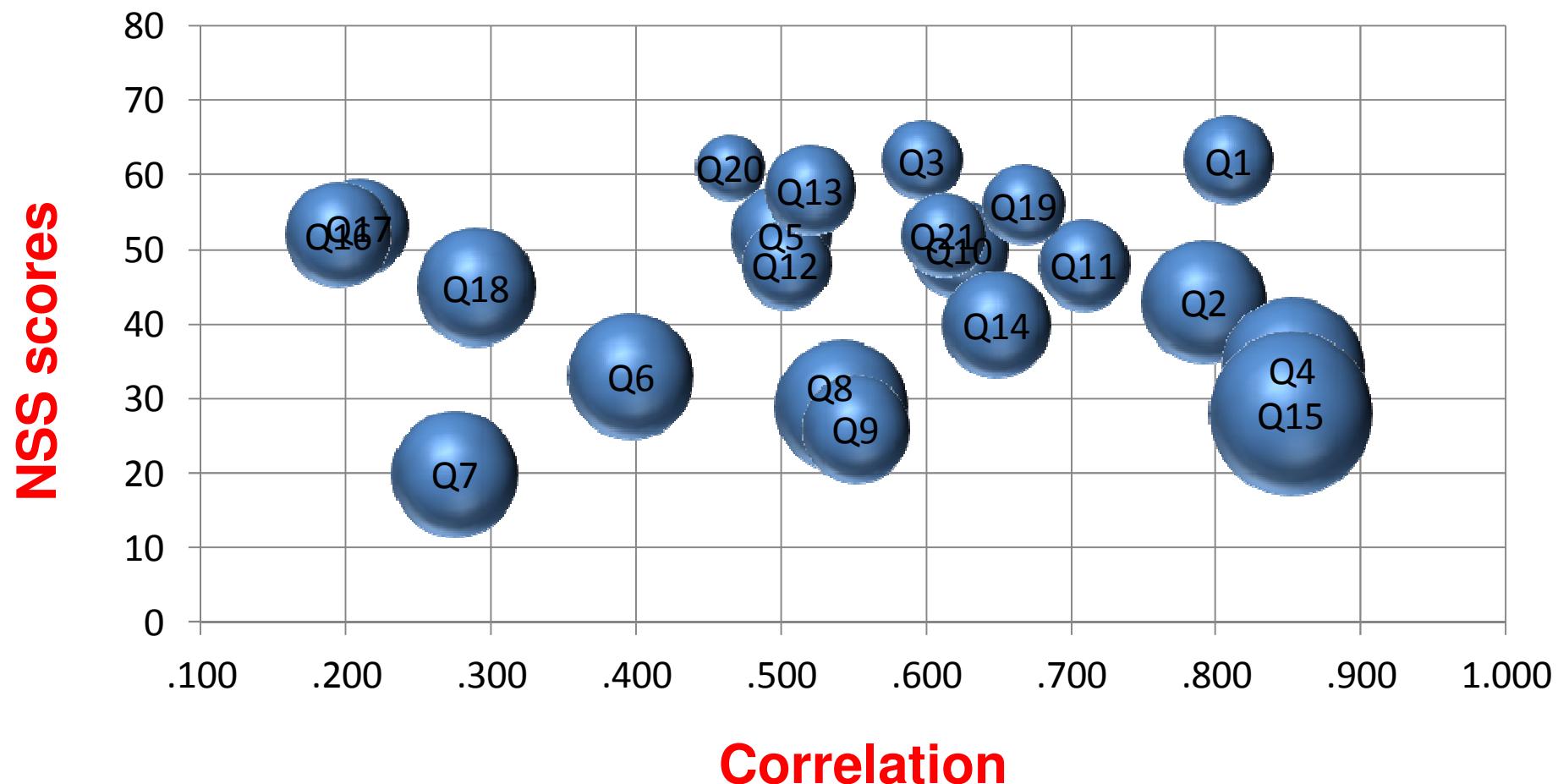


Correlation between NSS questions and overall satisfaction question

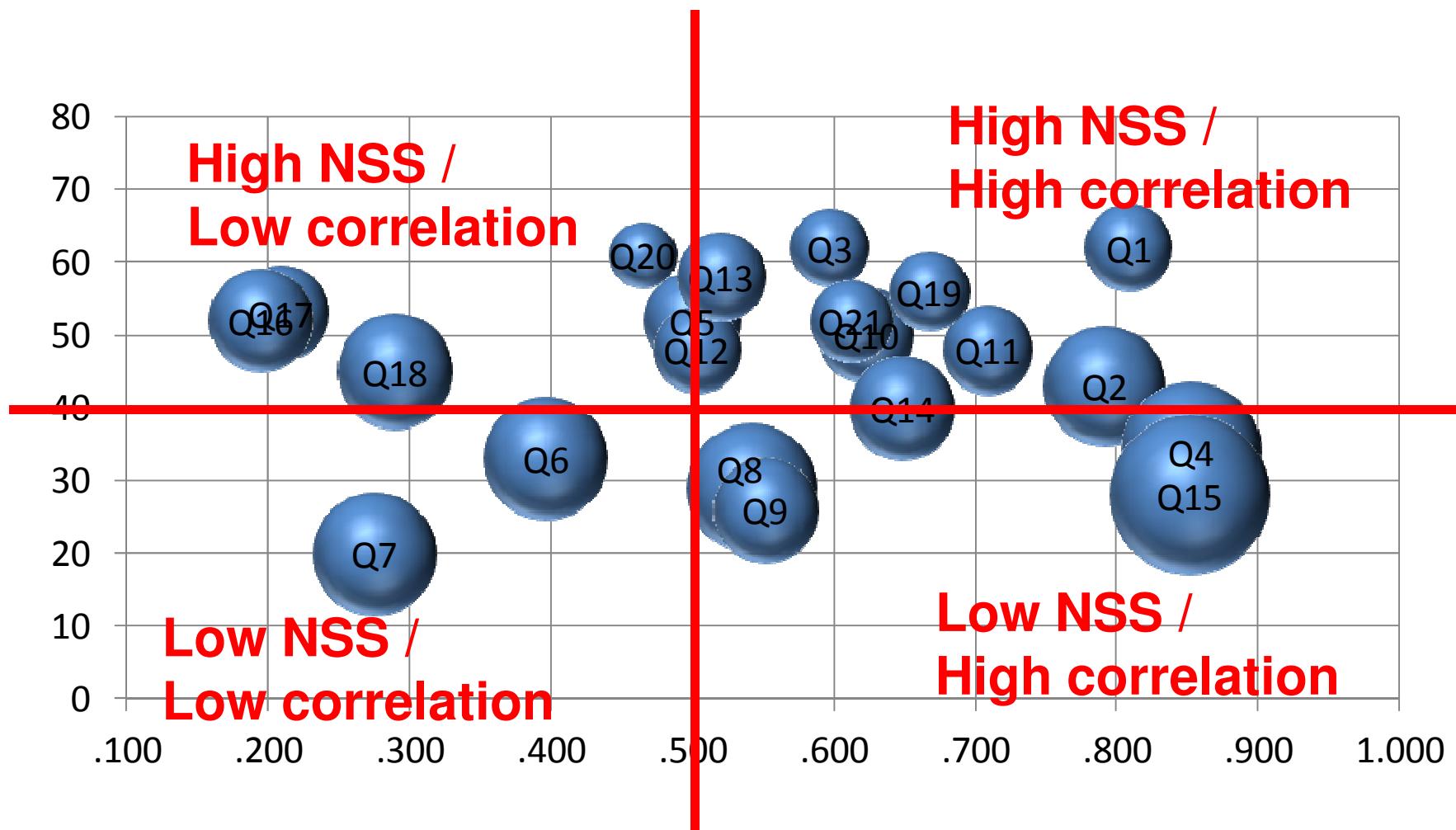
Findings



Strategic Analysis

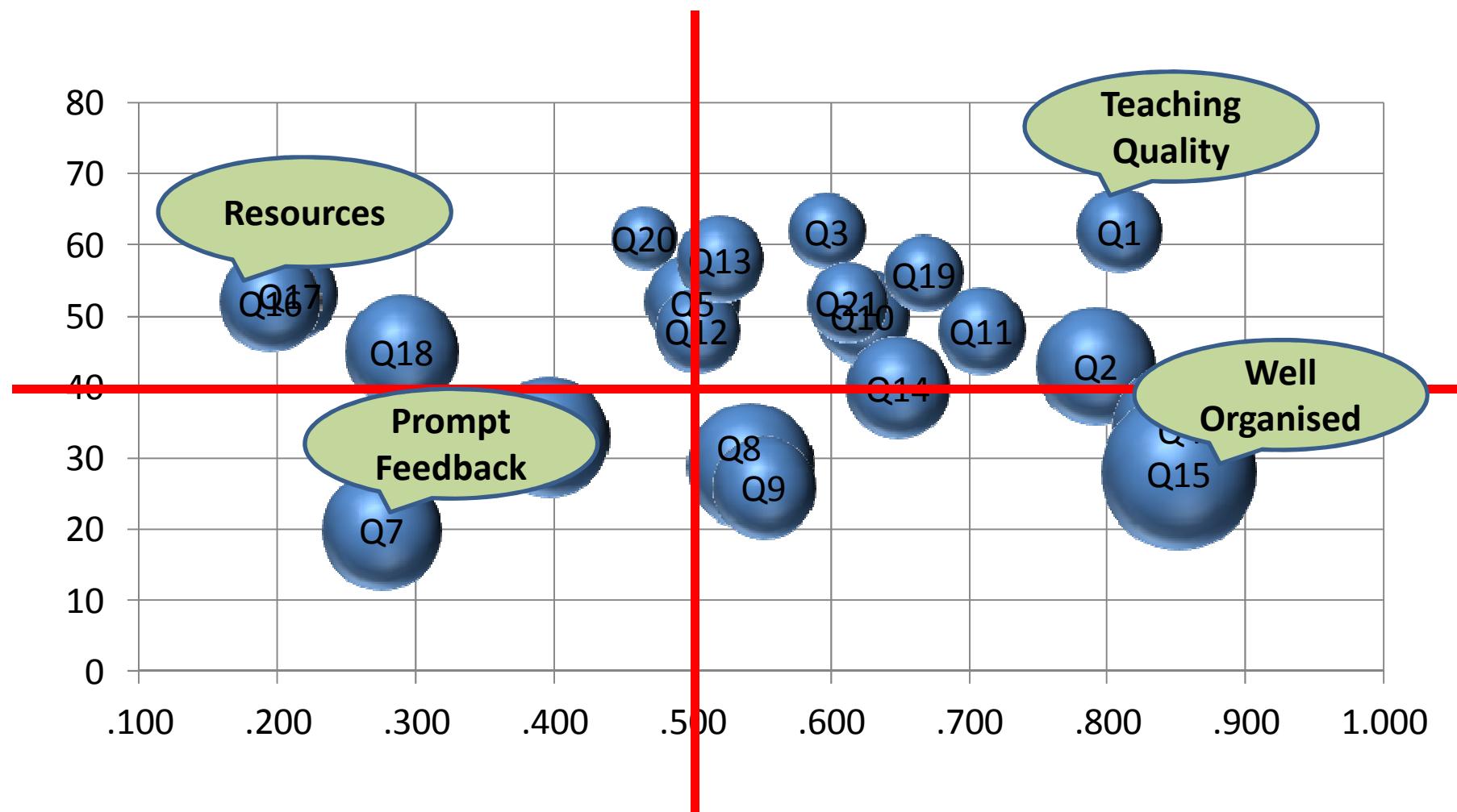


Strategic Analysis



Strategic Analysis

eg Building Surveying



Summary

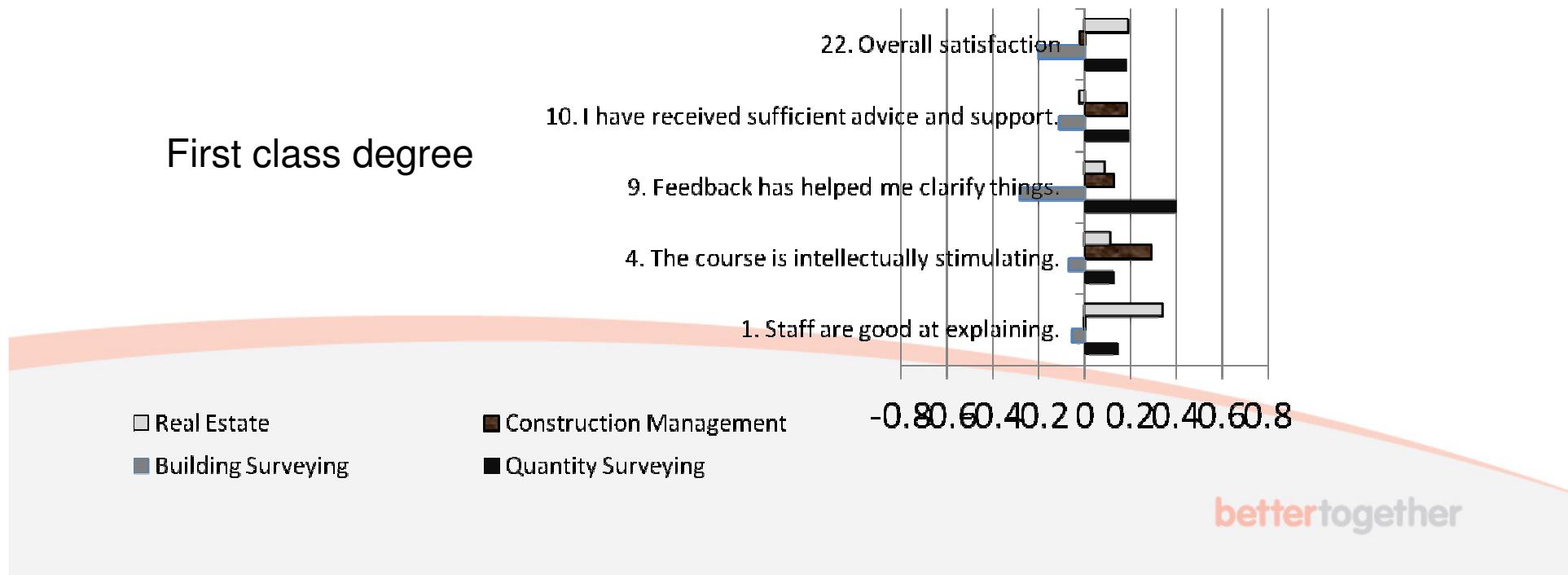
- A low number of dissatisfied students on built environment courses
- But, built environment scores lower than other HE courses
- Real Estate students were most satisfied
- Building Surveying students were least satisfied

Summary

- Highest correlations reveals organisation and teaching to be strongly linked to overall satisfaction
- Lowest correlations suggest prompt feedback and learning resources are not as important
- Opportunity for sharing best practices across institutions

Correlation with other KIS data

- Looked at Assessment type, Entry qualification, Degree Class, Destination.
- Low correlations throughout



Discussion Points

- How do we explain the lack of correlation between feedback and overall satisfaction levels?
- How can we support the cross fertilisation of good practice in the context of heightened competition?
- What more research could be done to improve our understanding of what matters to our students?



What Matters to Built Environment Students: a cross-disciplinary view of expectations and quality issues as captured by KIS data

Thank you for listening!



University of the
West of England

bettertogether