



The Open
University

Equality and Diversity Annual Report 2016

Monitoring data

Student Feedback

Published: **June 2016**

Comments or queries about this report are welcomed and should be sent for the attention of the Head of Equality, Diversity and Information Rights.

The Equality, Diversity and Information Rights Office
Academic Policy and Governance
The Open University
Walton Hall
Milton Keynes
MK7 6AA

Tel 01908 652867 / 858883
Email strategy-equality@open.ac.uk
Web www.open.ac.uk/equality-diversity

About Student Feedback

The Student Experience on a Module (SEaM) Survey is sent to all students on all modules two to three weeks before the end of their module.

In the 14/15 academic year, we surveyed 175127 students and received 51711 responses, a response rate of 29.5%.

The questionnaire asks a mixture of closed and open questions. Its purpose is to evaluate the student experience of studying on a particular module and is focused on the teaching and learning experience. We ask students to evaluate:

- Their overall module experience using a set of ten key performance indicator questions
- Teaching materials and learning activities
- Assessment and feedback

For all questions, students are asked to respond on a five point scale. In reporting these results, 'definitely agree' and 'mostly agree' have been combined as 'agree' and 'definitely disagree' and 'mostly disagree' have been combined as 'disagree'. The difference between these will be the percentage of students who responded 'neither agree nor disagree'.

This report provides analysis of the overall findings by age (grouped data), disability, ethnicity (grouped data) and gender and also includes data tables for the ten performance indicators questions which asked for feedback on the overall module experience.

Results from the 2014/15 SEaM Survey

We received the following number of responses from students in each age band: 25 and under (4640), 26-35 (13764), 36-45 (14243), 46-55 (11366), 56 and over (7638)

Overall Module Experience – Key Performance Indicator Questions

Table 1: 14/15 SEaM Survey Results: Key Performance Indicator Questions by Age

	OU Overall Agree (%)	25 and under Agree (%)	26-35 Agree (%)	36-45 Agree (%)	46-55 Agree (%)	56 & over Agree (%)
Overall, I am satisfied with the quality of the module	85.3	83.3	83.6	85.0	87.0	87.4
Overall, I am satisfied with my study experience	84.0	82.3	82.4	83.5	85.5	86.5
The module provided good value for money	70.9	68.3	68.1	70.7	73.0	74.6
I was satisfied with the support provided by my tutor/study adviser on this module	86.5	84.5	85.9	86.3	87.0	88.6
Overall, I was satisfied with the teaching materials provided on the module	83.2	81.2	82.0	82.4	84.7	85.8
Overall, I was able to keep up with the workload on this module	79.1	79.8	77.1	77.3	79.7	85.1
The learning outcomes were clearly stated	89.9	86.8	89.1	90.1	90.9	91.6
I would recommend this module to other students	77.9	75.7	75.9	77.9	79.7	80.5
The module met my expectations	77.8	74.5	75.3	77.9	79.7	81.1
I enjoyed studying this module	79.3	76.1	76.7	78.6	81.4	84.2

In Table 1, satisfaction (% agree) that the module provided good value for money was lower for students aged 45 and under (range 68% to 71%).

Our younger students in the '25 and under' and '26-35' age groupings were the least likely to confirm (% agree) that the module met their expectations (both 75%) or they would recommend the module to other students (both 76%).

Students aged 45 and under (range 81%-82%) were less satisfied with the teaching materials provided on the module.

Our youngest students aged 25 and under and our oldest students aged 56 and over (both 80%) were more likely (% agree) to be able to keep up with the workload on the module.

Table 2: 14/15 SEaM Results: Teaching Materials, Learning Activities and Assessment

	25 and under Agree (%)	26-35 Agree (%)	36-45 Agree (%)	46-55 Agree (%)	56 & over Agree (%)
I was able to find clear information about what to study and when	94.1	94.0	93.9	94.5	94.5
It was easy to navigate my way around the module website to access the online teaching materials and related learning activities	86.6	86.8	86.7	87.3	86.2
I was satisfied with the advice and guidance provided for my studies on this module	83.0	84.1	85.3	86.7	87.4
I was able to work with the different teaching materials and learning activities at the times I was required to	85.3	85.2	85.9	87.0	87.6
The teaching materials and learning activities were well integrated and helped me to learn	81.9	82.9	83.8	84.9	85.0
I was satisfied with the method of delivery of the different teaching materials and learning activities on this module	80.6	81.3	81.6	82.3	82.9
The library's online resources enhanced my study	50.1	58.6	61.3	62.7	62.5
The instructions on how to complete the assignments were clear	84.5	86.0	86.8	89.4	90.6
Taking part in optional exercises or activities to test my understanding helped me to learn	72.9	74.4	75.7	76.8	76.6
Completing assignments on this module consolidated my learning	88.9	88.6	90.2	91.6	92.7
Taking part in collaborative activities with other students helped me to learn	56.8	60.8	62.7	61.5	58.8

In Table 2, there was minimal percentage point difference (≤ 0.7) in student satisfaction with being able to find clear information about what to study and ease of navigation around the module website to access the online teaching materials and related learning activities.

Our youngest students aged 25 and under were the least satisfied (% agree) that the library's online resources enhanced their study (50%) compared to older students.

Student Feedback

Age

Younger students aged 25 and under (73%) and aged 26-35 (74%) were slightly less likely to confirm (% agree) that taking part in optional exercises or activities helped them to learn.

Our youngest students aged 25 and under (57%) were the least likely to confirm that taking part in collaborative activities helped them to learn.

Confirmation that both instructions on how to complete assignments were clear and that completing assignments on the module consolidated their learning increased with age.

Table 3: 14/15 SEaM Results: Qualification Aim & Skills Development

	25 and under	26-35	36-45	46-55	56 & over
	Agreed (%)	Agreed (%)	Agreed (%)	Agreed (%)	Agreed (%)
The module contributed to the achievement of my wider qualification aim	87.5	88.4	90.2	90.3	87.7
The knowledge and skills developed on this module are relevant to my work or career	74.2	74.4	74.6	71.2	63.5

In Table 3, there was minimal percentage difference (≤ 0.4) in the ratings for students aged 45 and under that the knowledge and skills developed on the module were relevant to their work or career.

Results from the 2014/2015 SEaM Survey

We received the following number of responses from students:

Disabled students with Disabled Student Allowance (DSA) (1499), Disabled students with no DSA (3558), Students with no disclosed disabilities (46595).

Overall Module Experience – Key Performance Indicator Questions

Table 4: 14/15 SEaM Survey: Key Performance Indicator Questions by Disability

	OU Overall Agree (%)	Disabled With no DSA Agree (%)	Disabled With DSA Agree (%)	No Disabilities Agree (%)
Overall, I am satisfied with the quality of the module	85.3	83.1	82.2	85.5
Overall, I am satisfied with my study experience	84.0	80.6	80.4	84.4
The module provided good value for money	70.9	69.2	70.5	71.0
I was satisfied with the support provided by my tutor/study adviser on this module	86.5	84.7	83.1	86.8
Overall, I was satisfied with the teaching materials provided on the module	83.2	80.5	77.8	83.5
Overall, I was able to keep up with the workload on this module	79.1	76.5	73.2	79.5
The learning outcomes were clearly stated	89.9	87.8	86.5	90.2
I would recommend this module to other students	77.9	75.4	76.8	78.2
The module met my expectations	77.8	75.4	73.6	78.1
I enjoyed studying this module	79.3	77.3	75.7	79.6

In Table 4, students with no disabilities were more much likely than disabled students with either DSA or no DSA to be satisfied (% agree) with these two aspects of their overall module experience:

- I am satisfied with my study experience
Students with no disabilities (84%), disabled students with DSA (80%), disabled students with no DSA (81%)
- Overall, I was satisfied with the teaching materials provided on this module
Students with no disabilities (84%), disabled students with DSA (78%), disabled students with no DSA (81%).

Students with DSA (73%) were less satisfied than disabled students with no DSA (77%) that they were able to keep up with the workload on the module.

Disabled students with no DSA (75%) were the least likely to recommend the module to other students

Table 5: 14/15 SEaM Survey: Teaching Materials and Learning Activities

	Disabled With no DSA Agree (%)	Disabled With DSA Agree (%)	No Disabilities Agree (%)
I was able to find clear information about what to study and when	91.6	91.0	94.5
It was easy to navigate my way around the module website to access the online teaching materials and related learning activities	82.5	80.0	85.8
I was satisfied with the advice and guidance provided for my studies on this module	82.9	80.6	85.8
I was able to work with the different teaching materials and learning activities at the times I was required to	83.1	78.8	86.6
The teaching materials and learning activities were well integrated and helped me to learn	81.0	78.0	84.2
I was satisfied with the method of delivery of the different teaching materials and learning activities on this module	79.4	76.1	82.1

In Table 5, disabled students with or without DSA were much less satisfied (% agree) than disabled students with no disabilities with the aspects of the teaching materials and learning activities on their module we asked about.

The biggest difference in the ratings (% agree) between disabled students with DSA (78%) and disabled students with no DSA (81%) was where we asked students whether they found the teaching materials and learning activities well integrated and helpful to their learning.

Table 6: 14/15 SEaM Results: Assessment by Disability

	Disabled With no DSA Agree (%)	Disabled With DSA Agree (%)	No Disabilities Agree (%)
The instructions on how to complete the assignments were clear	85.6	82.3	87.8
Taking part in optional exercises or activities to test my understanding helped me to learn	75.2	73.0	75.6
Completing assignments on this module consolidated my learning	87.4	86.1	90.7
Taking part in collaborative activities with other students helped me to learn	57.3	57.7	61.2

In Table 6, disabled students with DSA (82%) were much less likely to perceive (% agree) that instructions on how to complete the assignments were clear than disabled students with no DSA (86%) and disabled students with no disabilities (88%).

Disabled students with no DSA (57%) and with DSA (58%) were less certain (% agree) that taking part in collaborative activities helped them to learn than students with no disabilities (61%).

Table 7: 14/15 SEaM Results: Qualification Aim & Skills Development by Disability

	Disabled With no DSA Agree (%)	Disabled With DSA Agree (%)	No Disabilities Agree (%)
The module contributed to the achievement of my wider qualification aim	87.0	87.9	89.3
The knowledge and skills developed on this module are relevant to my work or career	71.3	73.5	72.9

In Table 7, knowledge and skills developed on the module had slightly less relevance to the work or career for disabled students with no DSA (71%).

Results from the 2014/2015 SEaM Survey

We received the following number of responses from students in each ethnic grouping: Asian students (1649), Black students (1942), Other students (409), Mixed students (940), White students (45542), Unknown (80)

Overall Module Experience – Key Performance Indicator Questions

Table 8: 14/15 SEaM Survey: Key Performance Indicator Questions by Ethnicity

	OU Overall	Asian	Black	Mixed	White	Other	Unknown
	Agree (%)	Agree (%)	Agree (%)	Agree (%)	Agree (%)	Agree (%)	Agree (%)
Overall, I am satisfied with the quality of the module	85.3	85.4	91.5	86.0	85.1	84.3	80.8
Overall, I am satisfied with my study experience	84.0	85.5	89.5	84.2	83.8	84.5	70.5
The module provided good value for money	70.9	72.4	81.0	69.4	70.7	67.6	64.9
I was satisfied with the support provided by my tutor/study adviser on this module	86.5	87.5	88.8	86.2	86.5	84.4	57.3
Overall, I was satisfied with the teaching materials provided on the module	83.2	83.4	89.9	82.7	83.1	81.2	79.5
Overall, I was able to keep up with the workload on this module	79.1	74.5	73.2	76.2	79.8	75.4	59.7
The learning outcomes were clearly stated	89.9	88.2	93.2	88.1	90.0	86.8	87.2
I would recommend this module to other students	77.9	80.0	87.9	77.7	77.5	78.7	64.9
The module met my expectations	77.8	78.3	84.3	75.8	77.6	79.7	70.1
I enjoyed studying this module	79.3	81.1	86.5	78.9	79.1	79.3	62.3

In Table 8, Black students were the most satisfied (% agree) with all aspects of the overall module experience we asked about apart from being able to keep up with the workload where Black students (73%) recorded the lowest rating for this item.

Black (90%) students were much more likely to be satisfied with the teaching materials on the module than students in the other ethnic groupings.

Mixed (69%) students and those of 'Other' ethnic origin (68%) were the least satisfied that the module provided good value for money.

White students were the most likely to be able to keep up with the workload on the module (80%).

Table 9: 14/15 SEaM Survey: Teaching Materials and Learning Activities by Ethnicity

	Asian Agree (%)	Black Agree (%)	Mixed Agree (%)	White Agree (%)	Other Agree (%)	Unknown Agree (%)
I was able to find clear information about what to study and when	93.4	93.8	93.9	94.3	92.6	88.5
It was easy to navigate my way around the module website to access the online teaching materials and related learning activities	88.2	89.0	87.9	86.8	84.3	79.5
I was satisfied with the advice and guidance provided for my studies on this module	85.4	89.3	85.2	85.4	84.7	62.0
I was able to work with the different teaching materials and learning activities at the times I was required to	83.8	85.3	85.1	86.4	82.0	73.8
The teaching materials and learning activities were well integrated and helped me to learn	83.4	89.0	83.5	83.8	83.1	76.3
I was satisfied with the method of delivery of the different teaching materials and learning activities on this module	82.4	86.3	80.4	81.8	81.2	66.3
The library's online resources enhanced my study	59.5	64.4	60.9	60.0	60.9	51.3

In Table 9, Black students were the most satisfied (% agree) with the advice and guidance provided for their studies on this module (89%), the method of delivery of the different teaching materials and learning activities on the module (86%) and that the library's online resources enhanced their study (64%).

Students of 'Other' ethnic origin were the least likely to confirm that they were able to work with the different teaching materials and learning activities on this module (82%) and that it was easy to navigate their way around the module website to access the online teaching materials and related learning activities (84%).

Table 10: 14/15 SEaM Survey: Assessment by Ethnicity

	Asian Agree (%)	Black Agree (%)	Mixed Agree (%)	White Agree (%)	Other Agree (%)	Unknown Agree (%)
The instructions on how to complete the assignments were clear	86.9	89.2	85.9	87.7	85.4	75.9
Taking part in optional exercises or activities to test my understanding helped me to learn	76.3	80.7	77.9	75.3	73.4	81.3
Completing assignments on this module consolidated my learning	91.1	92.5	90.7	90.3	88.9	80.3
Taking part in collaborative activities with other students helped me to learn	70.1	70.3	59.0	60.1	62.1	58.1

In Table 10, Black (81%) and Mixed (78%) students were the most positive (% agree) and those of 'Other' ethnic origin (73%) the least positive that taking part in optional exercises or activities to test their understanding helped them to learn.

Asian and Black students (both 70%) were much more likely to confirm that taking part in collaborative activities with other students helped them to learn.

Table 11: 14/15 SEaM Results: Qualification Aim & Skills Development by Disability

	Asian Agree (%)	Black Agree (%)	Mixed Agree (%)	White Agree (%)	Other Agree (%)	Unknown Agree (%)
The module contributed to the achievement of my wider qualification aim	88.2	92.6	88.5	89.1	88.7	75.8
The knowledge and skills developed on this module are relevant to my work or career	82.2	87.1	77.5	71.7	78.7	72.9

Black students (93%) were the most likely to be satisfied (% agree) that the module contributed to the achievement of their wider qualification aim.

White students (72%) were the least likely to confirm that knowledge and skills developed on the module were relevant to their work or career.

Results from the 2014/2015 SEaM Survey

We received the following number of responses from students: Men (20233), Women (31419).

Overall Module Experience – Key Performance Indicator Questions

Table 12: 14/15 SEaM Survey: Key Performance Indicator Questions by Gender

Aut10 Modules Survey: Key Performance Indicator Questions	OU Overall Agree (%)	Men Agree (%)	Women Agree (%)
Overall, I am satisfied with the quality of the module	85.3	85.4	85.1
Overall, I am satisfied with my study experience	84.0	84.5	83.7
The module provided good value for money	70.9	70.4	71.2
I was satisfied with the support provided by my tutor/study adviser on this module	86.5	88.7	85.1
Overall, I was satisfied with the teaching materials provided on the module	83.2	83.0	83.3
Overall, I was able to keep up with the workload on this module	79.1	80.6	78.2
The learning outcomes were clearly stated	89.9	90.1	89.8
I would recommend this module to other students	77.9	78.9	77.3
The module met my expectations	77.8	79.3	76.8
I enjoyed studying this module	79.3	80.8	78.4

In Table 12, the highest percentage point difference in the ratings (% agree) between men and women with aspects of the overall module experience was with satisfaction with the support provided by the tutor / study adviser on the module; 89% of men in contrast to 85% of women were satisfied with the support provided by their tutor / study adviser on the module.

Men were more likely to agree than women that:

- The module met their expectations (Men 79%, Women 77%)
- I enjoyed studying the module (Men 81%, Women 78%)
- Overall, I was able to keep up with the workload on this module (Men 81%, Women 78%)

Women (88%) found it slightly easier (% agree) than men (85%) to navigate their way around the module website to access the online teaching materials and learning activities while men (87%) were slightly more satisfied (% agree) than women (85%) with the advice and guidance provided on the module.

Women (62%) were more likely to agree than men (59%) that taking part in collaborative activities helped them to learn.

Knowledge and skills developed on this module were slightly more relevant to the work or career of women (74%) than men (71%).