

2017/18 Personal Academic Tutoring Student Survey Report

Philippa Hinks

Business Intelligence and Management Information Unit

June 2018

For Internal Use Only

## Contents

[Contents 2](#_Toc517188285)

[1. Introduction 3](#_Toc517188286)

[2. Key Findings 4](#_Toc517188287)

[Appendices 6](#_Toc517188288)

[APPENDIX 1: Response Rates 7](#_Toc517188289)

[APPENDIX 2: I met with my PAT at the very beginning of the year 7](#_Toc517188290)

[APPENDIX 3: Frequency of students meetings with their PATs 7](#_Toc517188291)

[APPENDIX 4: PAT meetings were initiated and arranged by 7](#_Toc517188293)

[APPENDIX 5: % agreement with statements (UoN) 7](#_Toc517188294)

[APPENDIX 6: % agreement by gender 7](#_Toc517188295)

[APPENDIX 7: % agreement by domicile 8](#_Toc517188296)

[APPENDIX 8: % agreement by mode 8](#_Toc517188297)

[APPENDIX 9: % agreement by level 8](#_Toc517188298)

[APPENDIX 10: % agreement by Faculty 8](#_Toc517188299)

[APPENDIX 11: % agreement with statements (FAST) 8](#_Toc517188301)

[APPENDIX 12: % agreement with statements (FBL) 8](#_Toc517188302)

[APPENDIX 13: % agreement with statements (FEH) 9](#_Toc517188303)

[APPENDIX 14: % agreement with statements (FHS) 9](#_Toc517188304)

[APPENDIX 15: % agreement with statements (JH) 9](#_Toc517188305)

## Introduction

The Personal Academic Tutoring scheme at the University of Northampton is a core component of the University’s approach to supporting student success. The annual PAT survey is conducted during April of each year to provide a sense of how the scheme is working and being received from both staff and student perspectives. The findings from the surveys provide a mandate for action-oriented approaches to quality enhancement of the PAT scheme.

This is the 5th year in which the PAT staff and student surveys have been conducted. The results of the 2017-2018 PAT Student Survey are presented in this report.

Students in their final year of their undergraduate programme of study are not included in the PAT survey as their opportunity to provide feedback on the support received while at University is via the National Student Survey. Likewise students studying a PhD would take the PRES survey and are therefore not included in this report.

Only students studying at the University of Northampton Campuses were included in the survey

**Response Rates**

In line with previous surveys, the PAT Student Survey 2017-2018 was conducted using an online survey tool. The survey was sent via personal email to 7,219 students on Levels 4, 5 and 7 of UoN academic programmes. 1395 students responded – a response rate of 19.3%. This means that 819 more students responded to the survey this year, and the response rate is much higher than that seen in previous years (2016-17 – 7%). (Appendix 1)

## Key Findings

* 67.6% of students had met with their tutor at the beginning of the year. This is an increase of 10% points over the previous year. The three year trend shows a 4% points increase (Appendix 2)
* Of the students who had met with their tutor, 819 (58.7%) had met with them at least once in the first term, 293 (21%) had met at least once per term and 283 (20.3%) had met with their PAT more than three times. There is an increase in the initial contact for the last 3 years (50.6% for 2017 and 42.5% for 2016) and a decrease in the number of sessions overall (once per term 24.2% in 2017 and 32.4% in 2016 and more than 3 times was 25.3% in 2017 and 25.0% in 2016). (Appendix 3)
* 48.4% of the respondents stated that PAT meetings were initiated and arranged by both student and PAT; 29.0% by the PAT and 22.7% by the student. These figures are similar to the last 2 years. (Appendix 4)
* 51.2% students agreed that their sessions with their PAT have made a difference to their university experience (2016/17 – 60.7%, 2015/16 – 36.2%) (Appendix 5)
* During the sessions with their PAT, 51.1% students agreed that they had reviewed progress towards their own goals (2016/17 – 62.7%, 2015/16 – 43.2%)
* 76.1% of students agreed that it is really important for them to have a personal development plan (2016/17 – 69.1%, 2015/16 – 54.0%)
* 70.9% of students agreed that they actively engaged with other members of University staff for support (2016/17 – 73.1%, 2015/16 – 55.2%)
* 86.7% of students thought that it was really important to have a personal academic tutor (2016/17 – 85.4%, 2015/16 – 72.0%)
* 48.4% of students agreed that they had been effectively supported in personal/pastoral issues by their PAT (2016/17 – 60.1%, 2015/16 – 35.8%)
* 54.4% of students agreed that they had been effectively supported in academic matters by their PAT (2016/17 – 65.7%, 2015/16 – 38.4%)
* Finally 29.8% of student respondents agreed that they have had some group meetings with their PAT and other students (2016/17 – 40.3%, 2015/16 -25.8%) however 55.9% did not agree that they have had some group meetings with their PAT and other students.
* Further work is needed with regards to Survey Respondent Characteristics (ethnicity and age). Characteristics that have been considered include gender, domicile and mode and there are some differences in satisfaction rates of at least 10% (Appendix 6)

There are no differences of at least 10% points by gender

There are differences of at least 10% points by domicile for:

* I actively engage with other members of University staff (e.g. my module tutor) for support (UK > EU/Overseas 12.4%)
* I have had some group meetings with my PAT and other students (EU/Overseas > UK 10.6%)

There are differences of at least 10% points by mode for:

* My sessions with my PAT have made a difference to my University Experience (DL > FT 10%)
* During the sessions with my PAT, we review my progress towards my own goals (PT > FT and DL 10%)
* I have had some group meetings with my PAT and other students (DL > DL 12%)
* Faculty of Education & Humanities had the highest percentage agreement in all categories except “it is really important for me to have a personal development plan” (2nd highest) and “I have had some group meetings with my PAT and other students” (2nd lowest). Faculty of Business & Law and Faculty of Health & Society had the highest level of agreement for “it is really important for me to have a personal development plan.” Faculty of Arts, Science & Technology had the highest level of agreement for “I have had some group meetings with my PAT and other students”. (Appendix 8)

## Appendices

## APPENDIX 1: Response Rates

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty**  | **Population** | **No of responses** | **PAT student 2018** | **PAT student 2017**  | **PAT student 2016** |
| Faculty of Arts Science & Technology | 1429 | 208 | 14.6% | 12.3% |  |
| Faculty of Business & Law | 1912 | 258 | 13.5% | 20% |  |
| Faculty of Education & Humanities |  865 | 238 | 27.5% | 19.1% |  |
| Faculty of Health & Society  | 2430 | 594 | 24.4% | 40.1% |  |
| Joint Honours |  583 |  97 | 16.6% |  6.9% |  |
| The Graduate School | n/a | n/a | n/a |  1.6% |  |
| UN only | 7219 | 1395 | 19.3% |  7% | 6% |

## APPENDIX 2: I met with my PAT at the very beginning of the year



## APPENDIX 3: Frequency of students meetings with their PATs

##

## APPENDIX 4: PAT meetings were initiated and arranged by



## APPENDIX 5: % agreement with statements (UoN)



## APPENDIX 6: % agreement by gender



## APPENDIX 7: % agreement by domicile



## APPENDIX 8: % agreement by mode



## APPENDIX 9: % agreement by level



## APPENDIX 10: % agreement by Faculty

##

## APPENDIX 11: % agreement with statements (FAST)



## APPENDIX 12: % agreement with statements (FBL)



## APPENDIX 13: % agreement with statements (FEH)



## APPENDIX 14: % agreement with statements (FHS)



## APPENDIX 15: % agreement with statements (JH)

