

Executive summary

The Oxford Brookes Assessment Compact contains tenets and commitments for assessment practice for staff and students, and was introduced in September 2009. A survey was carried out on behalf of John Raftery, Pro-vice Chancellor Student Experience, to measure awareness of the Compact and its impact to date on student and teacher assessment practice. All students (20298) and all members of staff (4092) received an invitation via block email to participate.

A total of 1159 respondents completed the questionnaire. The main encouraging findings are that the majority of teaching staff respondents (78%) have heard of the Compact, with nearly a third stating that awareness of it has changed their assessment practice; disappointingly student awareness of the Compact is very low with just over 18% of student respondents stating they had heard of it. The existence of the Compact is communicated via a number of channels. Furthermore, the majority of staff respondents feel that they are already doing what the Compact advocates.

In addition, the main concerns expressed by staff respondents were a) a perception that implementing the compact required additional resources and b) that the compact wording is too complex for students.

Awareness of the Compact as a written document can only ever be the start. The real impact of the Compact, where its messages have become unrecognisably interwoven with practice, can only be measured long-term via a variety of measures and only indirectly evidenced by such indicators as changed practice at the modular and programme level, and increased student satisfaction in the national student survey.

Recommendations

We make the following interim recommendations:

- Faculties to *promote student awareness* of the Assessment Compact at programme level, aiming for at least 85% awareness by the time of the next survey in November 2011.
- Faculties to ensure that programmes *offer opportunities for dialogue* between staff and students about the Compact, e.g. discussing the Compact in early classes in core modules and subsequently when assessments are introduced and/or reviewed. These discussions should include opportunities to 'unpack' the language of the Compact, link module assessments with Compact clauses and emphasise the student responsibilities in the assessment process.
- *Broaden communication channels*, e.g. the Student Union to promote the Compact via the student reps system; faculties to engage key student support staff, including student support coordinators, academic advisers, and course administrators.
- Faculties to consider allocating resources to support the implementation of the Compact.

- OCSLD/ASKe to design and offer further staff development activities, including for key student support staff (already mentioned under student development recommendation).
- OCSLD/ASKe to develop and publish case studies, exemplars and staff ideas of how to implement Compact-related assessment practices with large classes.
- APQO to ensure all validation/revalidation panels interrogate how the tenets of the compact are enacted.
- APQO to foster programme level reflection on Compact implementation through documentation of changes to assessment practices in annual programme reviews; standardised annual programme review forms need to include a field on the evaluation and monitoring of the Compact for at least the next two years.
- OCSLD/ASKe to gather improved evidence of Compact implementation through analysis of annual programme reviews and audits of programme and module handbooks to check the Compact is included.
- The Pro-Vice Chancellor Student Experience to identify special project funding for academic year 2011-2012 to support the continued evaluation of the Compact.

MAIN REPORT

Key parameters of the survey

The survey (Appendix 1), administered via Survey Monkey, was carried out in week 4 of semester 1, academic year 2010/2011. Both staff and students were invited to respond, although in the survey set-up, each had two separate sets of questions in staff and student sections. For each, the sets contained questions on demographics in the first set and questions on the Compact in the second set.

The invitation email to participate in the survey was sent to 20298 student email addresses (Appendix 2) and to 4092 staff addresses (Appendix 3) via block email (see tables below). 804 students and 290 members of staff completed the questionnaire, which equates to response rates of 4% and 7% respectively. As it was not possible for email addresses to be separated into teaching staff and non-teaching staff, the recipients of the staff email included non-teaching staff. However, only teaching staff were encouraged to complete the questionnaire. The response rate for teaching staff only was 17% (194 respondents from a teaching population of 1162).

Student respondents:

Survey item	Proportion of the sample respondents	Proportion of the sample respondents
Undergrad/postgrad	71%	29%
Female/male	66%	34%
UK/international	70%	30%
English as 1 st language/English not as 1 st language	70%	30%
Aged ≤ 25/ ≥ 26	67%	33%
Had heard of Compact/had not heard of Compact	18%	82%

On the whole the various schools were adequately represented (when compared to their overall numbers at Brookes) with a slight under-representation for the Westminster Institute of Education and the School of the Built Environment, and an over-representation for the schools of Arts and Humanities, Technology and Life Sciences (Appendix 4). Age, English as a first language, gender, or study level were not found to have a significant bearing on the findings.

Staff respondents:

Survey item	Proportion of the sample respondents	Proportion of the sample respondents
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Teaching/non-teaching staff	66%	34%
Female/male	62%	38%
UK/international	90%	10%
English as 1 st language/English not as 1 st language	92%	8%
Permanent or fixed term contract/ Hourly paid, casual or associate	89%	11%
Working longer than 5 years for OBU/5 years or shorter	55%	45%
Had heard of Compact/had not heard of Compact (teaching staff)	67% (78%)	33% (22%)

78% of teaching staff respondents had heard of the Compact (for non-teaching staff respondents this was 43%). Of those who had heard of the Compact, about 170 respondents (it varied per question) completed further questions.

In terms of school representation, 28% of all respondents identified themselves as members of a 'Directorate', which made this group disproportionately represented. However, of all respondents who had heard of the Compact and who then completed further questions about it, the Directorate share dropped to 13%. Type of contract and time worked at Brookes had a significant impact on the findings (see below), as did to a lesser extent nationality and English as first language.

Respondents were invited to provide further comments on the Compact. Forty-eight members of staff made use of this opportunity; for students this number was seven. We give an overview of the common themes in the comments section below.

Key findings

Considering the low response rate for both staff and student respondent categories, the findings below are indicative without being generalisable to the whole population.

Students

- The vast majority of students have not heard of the Assessment Compact.

82% of student respondents had not heard of the Compact. Moreover, of those who are aware of its existence, a third had not actually *read* the Compact. There was some difference between student respondents who had heard of the Compact broken down per school (as a percentage of the total of survey respondents within their school), although numbers are possibly too small to draw meaningful conclusions from these (see table 1 in Appendix 5).

The school which had the highest percentage of student respondents who had heard of the Compact (24%), was shared by the School of Technology and the School of Health and Social Care. Appendix 5 shows the number of survey respondents broken down per school.

- The existence and contents of the Compact is communicated via multiple channels but many students only encounter the Compact once.

For student respondents, initial encounter with the Compact occurs via a number of channels: 'another student' is the largest category, followed by 'module guides', and then 'programme/module leaders'. The use of multiple sources is also important to subsequent contact although here 'via the module guide' is the biggest category. However, almost a third of student respondents who have heard of the Compact only came across the Compact once (see Appendix 6).

- 'Ensuring feedback is timely and constructive and students are required to engage with it' as one of the main ideas of the Compact gets the biggest endorsement.

The Compact represents a number of main ideas. Respondents were asked to rate the importance of each idea:

- Scheduling assessment to avoid assessment pressure on students and staff
- Developing programme-based approaches to assessment
- Ensuring feedback is timely and constructive and students are required to engage with it
- Shifting the balance towards formative assessment
- Creating a learning environment that fosters involvement & engagement
- Making clear student responsibility in the assessment process
- Developing the graduate skill of self assessment and assessing the work of others

82% of student respondents had not heard of the Compact and were not asked any further questions. Those who had heard of it, 147 in total, completed further questions about the Compact. The way this group of student respondents rated the main ideas behind the compact is presented in the table in Appendix 6. Nearly 70% of respondents rated 'scheduling assessment to avoid assessment pressure on students and staff' and 'Ensuring feedback is timely and constructive and students are required to engage with it' as very important. A similar pattern can be seen in the staff responses; heaviest weighting was given also to timely feedback, and to 'making clear student responsibility' but also to 'creating a learning environment that fosters involvement and engagement.

Staff

- The majority of staff respondents have heard of the Compact.

A majority of staff respondents had heard of the Compact: 67%. This percentage rose to 77% when non-teaching staff respondents were omitted. However, it was noticeable that 42% of non-teaching staff respondents had heard of the Compact; it may therefore be useful to consider including this category of members of staff as a channel to impart with the message of the Compact to students. As far as we are aware, this now happens to a minimal extent. Permanent/fixed term contract members of staff respondents were almost twice as likely to

have heard of the Compact (70%) than hourly paid/casual/associate members of staff respondents (41%). Perhaps unsurprisingly, the general trend is that the longer members of staff have worked for Brookes, the more likely they are to have heard of the Compact. For staff respondents who have worked at Brookes for less than a year 38% had heard of the Compact; this percentage rose to 76 for those respondents who had worked longer than 10 years at this University. The School of Technology came top: all members of staff respondents in this School had heard of the Compact (see Appendix 5). This is possibly attributable to the extraordinarily well-attended (65 staff members in one) Assessment Compact half day staff development event, organised by the Dean of Technology and facilitated by OCSLD.

- ‘We are already doing it’: the Assessment Compact has a mixed impact on changing assessment practice.

To 28% of staff respondents, awareness of the Compact led to a review of assessment practice and action. However, to 55% of staff respondents, reading and understanding the Compact did not lead to a changed practice because respondents felt they were already doing what the Compact advocates. This may explain to some extent the 17% of respondents, who chose option 3 in question 4 of the Staff section of the survey: “the Compact has not had an impact on my assessment practice”.

- ‘In conversations with colleagues’: source of Compact awareness

The majority of members of staff respondents (66%) first heard of the Compact about a year ago or longer. Appendix 7 lists the sources where staff respondents have encountered the Compact since. ‘In conversations with colleagues’ is the most chosen source (76%); ‘in conversations with students’ (20%) the least.

- ‘Timely and constructive feedback’: rating of main messages

As with students, staff rated as very important the message of ‘Ensuring feedback is timely and constructive and students are required to engage with it’. The next messages considered as very important were ‘creating a learning environment that fosters involvement and engagement’ and ‘making clear student responsibility in the assessment process’.

Comments themes open question (question 24 in student section/question 30 in staff section)

The contents of the comments have been useful and revealing in more ways than one. Not only do they provide further insights into how the Compact is perceived by staff and students; they also show that, in the case of staff in particular, it was not clear to respondents what is meant by ‘the Compact’. For instance, comments were made with regards to specific turn-around times, when in reality, the Compact stipulates no such guidelines. There may therefore be some confusion with other, school or department-specific, policies.

In total, 48 comments were made by members of staff. There were a few comments in which the Compact was praised outright:

“A good idea to drive quality of teaching and learning forward”

“I believe that the Assessment Compact will have a significant impact on student performance”

“I think this is a useful driver with sound educational intent”.

Then there were quite a few comments of members of staff who endorsed the ideas behind the Compact but who had practical issues with its execution. There were those who felt that the formative elements in the Compact were not given the resources that they felt are required:

“The shifting emphasis on formative assessment has significantly increased my workload.”

“...it is challenging trying to fit all the formative assessment into the semester before summative work starts being submitted.”

“This brings up issues of work-life balance, staff numbers, etc. that need to be sorted out *first*, and *then* we can start to look at improving the student compact, or applying it.[...]The *staff* experience is hugely unsatisfying for many of us at this time.”

Large student numbers and the ideals of the Compact were also seen as incompatible, because of the extent to which the formative element would increase workload:

“Staff time resources need to match the expectations of this kind of work, especially with large student numbers.”

“The principles of the compact are somewhat divorced from the reality of teaching very large groups.”

Quite a few comments regarded the text of the Compact as too complex and user-unfriendly for students, and sometimes for staff, too:

“I think the text involved is difficult for students to understand and some schools have had to 'translate' it into student friendly language.”

“‘compact’ is 'clever' for those who understand it but is confusing 'jargon' which excludes and confuses most people when they first encounter it, and may set up unnecessary resistance.”

Others worried about the Compact not being properly communicated to students who are also not made accountable enough for their side of the bargain:

“I am not convinced that all students fully appreciate the obligations on their part to submit work on time and in the format required”

This was also echoed by a comment made by a student respondent:

“A lot of the information of Assessment Compact was only really explained when I went to seek out the module leader to discuss it. Without that I would have had no

idea what Assessment Compact really is or how it affects me. I think there needs to be more direct information given to students”.

Finally, as supported elsewhere in the survey data, some members of staff said they were already doing what the Compact advocates and therefore felt that the Compact was ‘a waste of time’:

“While the Compact had little impact on me I believe this was because I already followed its precepts.”

“The compact did not offer much (if anything) that we were not already doing and the 'training' was not helpful”

Recommendations

Student development:

The findings show a need to increase awareness of the Compact among the student population. Even when there is awareness of the *existence* of the Compact, this does not necessarily mean that its content is understood. Staff rightly perceive that many students will not grasp the full meaning of the Compact given the complex language of its wording. Re-writing the document as some propose will not improve this problem significantly; understanding comes through application and discussion of practice rather than through reading alone. We regard it as significant that most students encounter the Compact through the multiple channels of module leaders and fellow students and propose that these channels are capitalised upon and further developed through the use of in-class activities to support understanding of the Compact.

Recommendations:

- Faculties to *promote student awareness* of the Assessment Compact at programme level, aiming for at least 85% awareness by the time of the next survey in November 2011.
- Faculties to ensure that programmes *offer opportunities for dialogue* between staff and students about the Compact, e.g. discussing the Compact in early classes in core modules and subsequently when assessments are introduced and/or reviewed. These discussions should include opportunities to ‘unpack’ the language of the Compact, link module assessments with Compact clauses and emphasise the student responsibilities in the assessment process.
- *Broaden communication channels*, e.g. the Student Union to promote the Compact via the student reps system; faculties to engage key student support staff, including student support coordinators, academic advisers, and course administrators.

Staff development:

Staff awareness of the Compact is quite good, given just one year of implementation. However, further awareness raising work among staff needs to be done, especially among teaching staff who are not module or programme leaders. There appears to be some confusion as to what the Compact requires staff to do. We acknowledge that good practice in assessment in parts of the University pre-dates the Compact, but are surprised by the high number of staff who believe they already do what the Compact advocates. The Compact represents a conceptual shift about assessment practice and we are anxious that staff appreciate the extent to which their assessment practices can be improved. Some staff also express concern that they do not have the resources to implement some of the assessment practices advocated by the Compact, especially, for example, with large classes.

Recommendations:

- Faculties to consider allocating resources to support the implementation of the Compact.
- OCSLD/ASKe to design and offer further staff development activities, including for key student support staff (already mentioned under student development recommendation).
- OCSLD/ASKe to develop and publish case studies, exemplars and staff ideas of how to implement Compact-related assessment practices with large classes.

- APQO to ensure all validation/revalidation panels interrogate how the tenets of the compact are enacted.
- APQO to foster programme level reflection on Compact implementation through documentation of changes to assessment practices in annual programme reviews; standardised annual programme review forms need to include a field on the evaluation and monitoring of the Compact for at least the next two years.

Continued evaluation:

Given the aforementioned recommendations and the acknowledgement that embedding the Compact is a long-term process, support for this process and evaluation of its effectiveness are essential.

Recommendations:

- OCSLD/ASKe to gather improved evidence of Compact implementation through analysis of annual programme reviews and audits of programme and module handbooks to check the Compact is included.
- The Pro-Vice Chancellor Student Experience to identify special project funding for academic year 2011-2012 to support the continued evaluation of the Compact.

Appendices

Appendix 1: Survey Monkey Survey containing staff and student sections

Appendix 2: Student invitation email

Appendix 3: Staff invitation email

Appendix 4: Student response broken down per school

Appendix 5: Table showing number of students and members of staff who had heard of the Compact as a percentage of the total number of respondents per school.

Appendix 6: Student rating of main Compact ideas.

Appendix 7: Sources where staff and students have encountered the Compact since.

SECTION II – Annual Reviews Collected Data

There were very few entries in the Annual Review documentation (including minutes of meetings) relating to the Compact. Next year, the templates will include a direct question on Compact implementation and therefore, hopefully, provide richer data.

APPENDIX 1 – Survey Monkey Survey containing staff and student sections

Take part and win £75, £50 or £25!

Dear student or member of teaching staff,

In the last academic year (2009/10), Schools have been implementing the Assessment Compact. The University is now keen to find out what has been the impact so far on university-wide assessment practice, from both a student and staff perspective.

The survey is designed to find out where and when information on the Compact has been at its most effective and how guidelines within the Compact helped you look at assessments differently. Ultimately, your responses to this survey will help further improve assessment design so that students maximise their learning.

This survey is distributed to all students and all academic staff. It will take about five minutes to complete and all responses will be completely anonymous.

As a thank you for completing the survey, you can choose to be entered into a prize draw to win £75, £50, or £25. The winners will be selected at random during the first week of December. For more information on how to enter the prize draw, please see the final page of the survey.

Deadline for completion: Monday 6 December 2010.

Thank you.

John Raftery
Pro-Vice Chancellor Student Experience

2. Information about you

1. Are you a

- Student
- Member of staff

3. Student information

Before answering the questions of the survey, please complete the following information about you:

Q2

1. Are you

- Male Female

Q3

2. Are you

- an undergraduate student a postgraduate student

Q4

3. If you are an undergraduate student, which year are you in?

- foundation
 1st year
 2nd year
 3rd year

Q5

4. Are you

- an international student a UK student

Q6

5. Is English your first language?

- Yes No

Q7

6. Please select your age group.

Q8

7. To which school do you belong (if you are a combined honours degree student crossing two schools, please choose your major area of study)

Q9

8. Have you heard of the Assessment Compact?

Yes

No. If no, you do not need to answer any further questions; thank you for your time. Click on 'next' to go to the end of the survey.

4. Member of staff information

Q10

1. Are you

a member of teaching staff

a member of administrative/support staff

Q11

2. Are you

Male

Female

Q12

3. Are you

an international member of staff

a UK member of staff

Q13

4. Is English your first language

Yes

No

Q14

5. Are you

Hourly paid/casual/associate member of staff

Permanent/fixed term contract member of staff

Q15

6. How long have you been working for the university?

Q16

7. To which school do you belong?

Q17

8. Have you heard of the Assessment Compact?

Yes

No. If no, you do not need to answer any further questions; thank you for your time. Click on 'next' to go to the end of the survey.

5. Student version - Oxford Brookes Assessment Compact Survey

The following set of questions are about the Assessment Compact.

Q18

1. When did you first hear of the Assessment Compact? Choose one option only.

Q19

2. How did you first hear about the Assessment Compact? Choose one option only.

Q20

3. Where have you encountered the Compact since the first time? Tick all that apply.

- | | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> In the module guide | <input type="checkbox"/> Via a member of staff: university management |
| <input type="checkbox"/> Via Upgrade | <input type="checkbox"/> Via a member of staff: other |
| <input type="checkbox"/> Via a member of staff: a programme leader | <input type="checkbox"/> Via a student: a course rep |
| <input type="checkbox"/> Via a member of staff: a module leader | <input type="checkbox"/> Via a student: other |
| <input type="checkbox"/> Via a member of staff: a seminar leader | <input type="checkbox"/> Nowhere |

Q21

4. Tick the one statement that applies to you:

- I have not read the Assessment Compact
- I have read and understood it but can't really remember what it said
- I have read and understood it and can remember more or less what it said

Q22

5. Tick all statements that apply to you:

- Reading the Assessment Compact made me think about assessment differently than before
- Since reading the Assessment Compact I have reviewed my assessment practice and taken action
- Since reading the Assessment Compact I have reviewed my assessment practice but was

already doing most of what the Compact advocates

The Assessment Compact has had no impact on me

Q23

6. The following statements represent the main ideas in the Compact. Please rate their importance to you.

	Very important	Important	Fairly important	Not very important
Scheduling assessment to avoid assessment pressure on students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing programme-based approaches to assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring feedback is timely and constructive and students are required to engage with it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shifting the balance towards formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a learning environment that fosters involvement & engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making clear student responsibility in the assessment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the graduate skill of self assessment and assessing the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24

7. Do you have any further comments about the Brookes Assessment Compact?

Yes

No

If yes, make your comments here:



6. Staff version - Oxford Brookes Assessment Compact Survey

Q25

1. When did you first hear of the Assessment Compact? Choose one option only.

Q26

2. Where have you encountered the Compact since the first time? Tick all that apply:

- | | |
|--------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> In the course of module planning | <input type="checkbox"/> At committee meetings |
| <input type="checkbox"/> In the course of programme planning | <input type="checkbox"/> At staff development events |
| <input type="checkbox"/> In conversations with colleagues | <input type="checkbox"/> In University newsletters |
| <input type="checkbox"/> In conversations with students | |

Q27

3. Tick the one statement that applies to you:

- I have not read the Assessment Compact
- I have read and understood it but can't really remember what it said
- I have read and understood it and can remember more or less what it said

Q28

4. Tick all statements that apply to you:

- Reading the Assessment Compact made me think about assessment differently than before
- Since reading the Assessment Compact I have reviewed my assessment practice and taken action
- Since reading the Assessment Compact I have reviewed my assessment practice but was already doing most of what the Compact advocates
- The Assessment Compact has had no impact on me

Q29


5. The following statements represent the main ideas in the Compact. Please rate their importance to you.

	Very important	Important	Fairly important	Not very important
Scheduling assessment to avoid assessment pressure on students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing programme-based approaches to assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring feedback is timely and constructive and students are required to engage with it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shifting the balance towards formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a learning environment that fosters involvement & engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making clear student responsibility in the assessment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the graduate skill of self assessment and assessing the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30

6. Do you have any further comments about the Brookes Assessment Compact?

- Yes
- No

If yes, make your comments here: 

[Show this page only](#)

7. Prize draw

Thank you very much for completing this questionnaire.

After the deadline of 6 December 2010, there will be a prize draw from all submissions. Prizes are as follows: 1 x £75, 1 x £50, 2 x £25.

To be entered in the prize draw please send an email to: compactprizedraw@brookes.ac.uk. Put in the subject header: PRIZE DRAW. It will not be possible to link your email address to the responses you supplied to the survey.

APPENDIX 2 – Student invitation email

This email will only be sent to you once.

You are being invited to take part in a university-wide survey designed to improve the Student Experience. It is being sent to all staff and students in the university and has been authorised by the Pro Vice Chancellor Student Experience.

To take part and opt-in to the study, please click on the link below now:

<http://www.surveymonkey.com/s/SRD3NWD>

If however, you *do not* wish to take part, then please *do not* reply to this email. Under the Data Protection Act you will have opted-out of the survey and your grades (where this applies) will be unaffected, whether you choose to take part or not. You will *not* be contacted again.

Professor John Raftery
Pro Vice Chancellor Student Experience

APPENDIX 3 – Staff invitation email

In subject header: **Teaching staff only - Assessment Compact Evaluation request**

This message is from Professor John Raftery:

This email will only be sent to you once.

You are being invited to take part in a university-wide survey designed to improve the Student Experience. It is being sent to all staff and students in the university and has been authorised by the Pro Vice Chancellor Student Experience.

To take part and opt-in to the study, please click on the link below now:

<http://www.surveymonkey.com/s/SRD3NWD>

If however, you *do not* wish to take part, then please *do not* reply to this email. Under the Data Protection Act you will have opted-out of the survey and your grades (where this applies) will be unaffected, whether you choose to take part or not. You will *not* be contacted again.

Professor John Raftery
Pro Vice Chancellor Student Experience

APPENDIX 4 - Student response broken down per school

	<i>Percentage of total students at Brookes (actual numbers)*</i>	<i>Percentage of Survey Participants (actual numbers)</i>
School of Arts and Humanities	11 (1,833)	17 (140)
School of the Built Environment	10 (1553.9)	10 (78)
Business School	19 (3,117.4)	19 (151)
Westminster Institute of Education	13 (2,160.6)	10 (81)
School of Health and Social Care	16 (2,580.5)	13 (107)
School of Life Sciences	6 (894.6)	7 (54)
School of Social Sciences and Law	11 (1,769.4)	11 (92)
School of Technology	10 (1,661.4)	13 (101)
	96% (15,570.8)	100% (1173)

*Census date: 011210

NB The comparison of the two columns is not completely straightforward. For instance, total number of students per school is given per weighting, and not per actual students, whereas the survey includes both full-time and part-time students. Also, the percentages for the first column do not add up to a hundred because Brookes International and Modular or Short Programme student numbers have not been included; belonging in this category was not an option in the survey.

APPENDIX 5 - Table showing number of students and members of staff who had heard of the Compact as a percentage of the total number of respondents per school.

Members of staff who have heard of the Compact, per school (as a percentage of the total number of respondents per school):

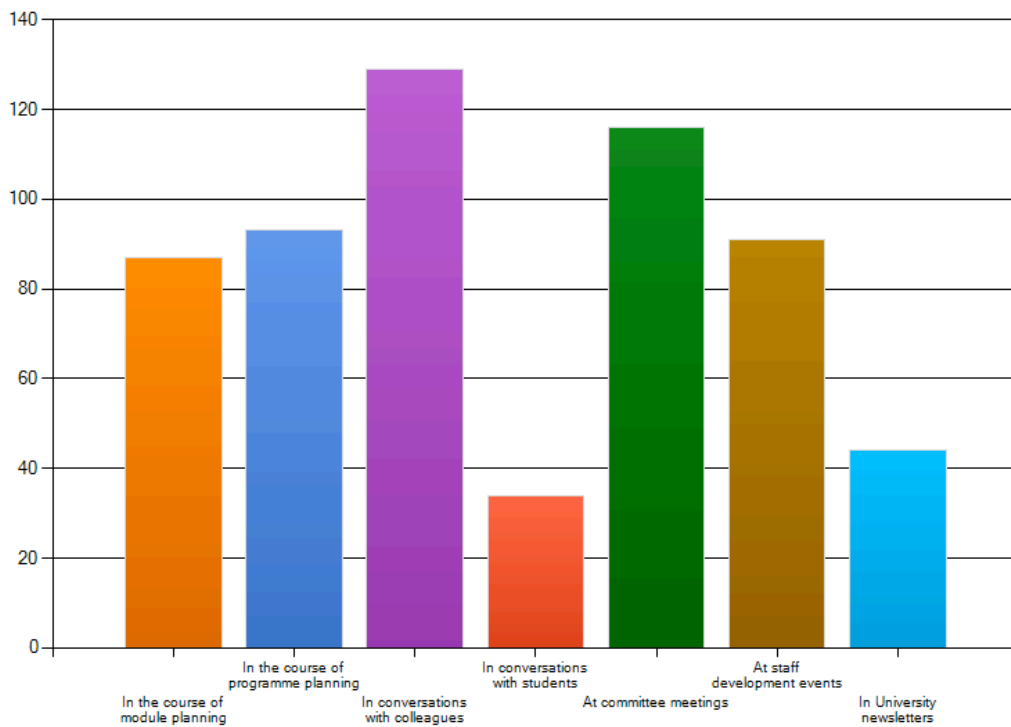
1. School of Technology (15 respondents): 100%
2. Westminster Institute of Education (22 respondents): 85%
3. School of Health and Social Care (32 respondents): 84%
4. School of Social Sciences and Law (20 respondents): 80%
5. School of the Built Environment (19 respondents): 79%.
6. School of Arts and Humanities (16 respondents): 64%
6. Business School (27 respondents): 64%.
7. School of Life Sciences (7 respondents): 50%
8. Directorate (35 respondents): 43%

Students who have heard of the Compact, per school (as a percentage of the total number of respondents per school):

1. School of Technology (101 respondents): 24%
1. School of Health and Social Care (107 respondents): 24%
2. Business School (151 respondents): 23%.
3. School of the Built Environment (78 respondents): 19%.
4. School of Social Sciences and Law (92 respondents): 16%
5. School of Arts and Humanities (140 respondents): 14%
6. Westminster Institute of Education (81 respondents): 11%
7. School of Life Sciences (54 respondents): 6%

APPENDIX 6 - Sources where staff (above) and students (below) have encountered the Compact since.

Where have you encountered the Compact since the first time? Tick all that apply:



Where have you encountered the Compact since the first time?

