## **FACT SHEET**

## **NATIONAL STUDENT SURVEY 2015**



UNIVERSITEIT VOOR HUMANISTIEK Compared to national average of universities and compared to last year.

Your study programme in general

2015 2014

4.29 4.26

The general atmosphere in your study programme

2015 2014

4.60 4.64

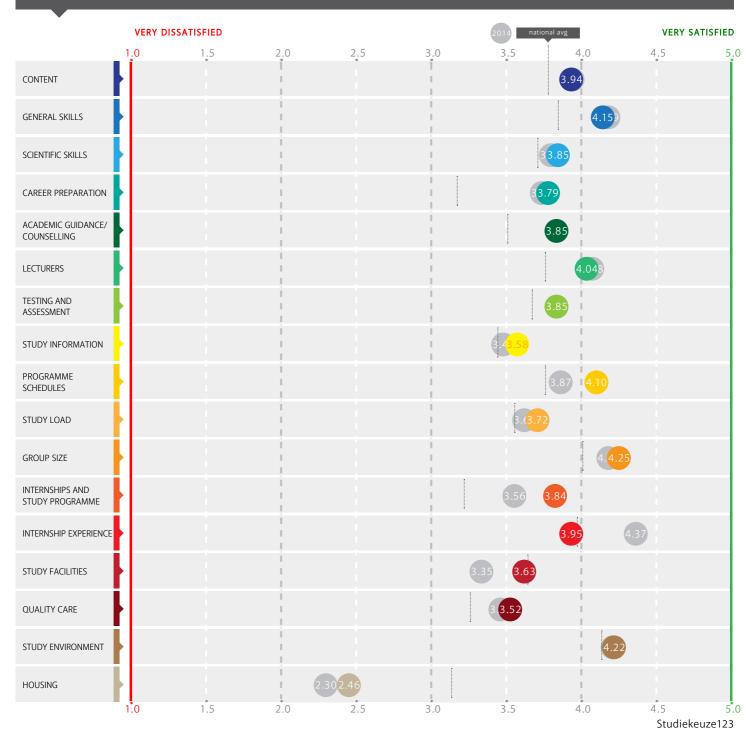
Would you recommend your programme to friends, family or colleagues?

2015 2014

4.48 4.46

response=33.1%, n=185

STUDENT SATISFACTION REGARDING THE 17 THEMES in comparison with last year and compared to national average of universities.



2015-2014 national angle ALT Self The five of symmetric programms   ALT Self The five of symmetry programms   ALT Self The five of symmetry programms   ALT Self The self of symmetry programms   ALT	CONTENT		LECTURERS			DETAILED \s^\colon \colon \col	TUDIE
3.99 by	<b>2015</b> 2014 nation	nal avg	<b>2015</b> 2014	nationa	al avg	DLIAILLD	EUZE 123
3.99 by	<b>4.17</b> 4.15 The level of your study programme		<b>4.40 4.42</b> Your lecturers' e	xpertise	_	REPORT	
3.89 \$ 90 Percentable between the prigramminary of the company of the property	3.99 3.97 study programme meets your				<b>•</b>		
4.24 d. spill recognizes to be standard and spare cally and the restance of the calcular spare and calcular							
3.93 3.94 file the confirmation and control of control of confirmation and control of confirmation and control of contro	1 24 1 20 The degree to which you find your stud	y					in
3.2 3.38 The coloreme between the sample of the predicts of th	The match between the content of your	·				programme	<u> </u>
3.94 4.02 [structure indicatation of the field of operation of operation of the field of operation of operation of the fie	developments					3.60 3.38 received from your study programme	
3.48 3.36 Per experience you received any your problems of the study   4.11 4.68 Per experience you will be considered and your problems of the study   4.13 4.68 Per experience you will be considered and your problems of the study   4.14 4.88 Per experience   4.14 4.88 Per experience   4.15 2014   4.15 20		<b> </b> •	<b>4.21</b> 4.31 The degree to w inspiring	hich lecturers are			
TESTING AND ASSESSMENT  1.01 4.0.1 Floor from the chindry of the chindry  1.02 15 2014 (1997) and because the chindren quality of the chindry of the chindry of the assessment criteria  1.06 3.6.5 floor floor to your work experience  1.07 3.0.5 floor desiry of the assessment criteria  1.07 3.0.5 floor desiry of the assessment criteria  1.08 3.0.7 3.0.5 floor desiry of the assessment criteria  1.09 3.0.5 3.0.5 floor desiry of the assessment criteria  1.09 3.0.5 3.0.5 floor desired during your interrebility of your study programme  1.00 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.01 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.01 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.01 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.02 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.03 3.0.7 3.0.5 floor desired during your interrebility of your study programme  1.05 3.0.5 3.0.5 floor desired during your interrebility of your study programme  1.05 3.0.5 3.0.5 floor desired during your interrebility of your study programme  1.05 3.0.5 3.0.5 floor desired during your interrebility of your study programme  1.05 3.0.5 3.0.5 floor desired during your interrebility of your study programme  1.07 3.0.5 3.0.5 floor desired during your interrebility of your study your interrebility of your institution  1.00 3.0.9 floor criteria during excitations of the study lead over the programme shows indications of your study your interrebility of your institution  1.00 3.0.9 floor professional practice (or game)	3.97 4.03 The methods used in your study programme	_	3.94 4.02 Lecturers' under professional pra-	standing of the field of ctice	•		
4.01 5.0014 mational avg 3.76 3.63 The match to your work experience 4.73 3.63 The degree to which you can apply what 4.74 3.65 The degree to which you can apply what 4.75 3.65 The degree to which you can apply what 4.75 4.52 Learning to have a critical attitude 4.76 5.65 Learning to have a critical attitude 4.76 5.76 3.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of abstancement of the study 5.77 5.76 The quality of the classooms 5.77 5.76 The quality of the classooms 5.78 5.77 The quality of abstancement of the study 5.78 5.76 The suitability of the classooms 5.78 5.76 The suitability of workstations (e.g.) 5.79 5.76 The formation on roles and procedure 5.79 5.70 The description on the structure of the procedure of the classooms 5.70 5.70 The description on the structure of the procedure of the classooms 5.70 5.70 The description on the structure of the procedure of the classooms 5.70 5.70 The description on the structure of the procedure of the classooms 5.70 5.70 The description on the structure of the procedure of the classooms 5.70 5.70 The description on the structure of the procedure of the	3.48 3.36 The scope provided to you to tailor your own programme	r 🕕	TESTING AND ASSES	SSMENT			
3.77 3.63 The match to your work experience   3.78 3.69 The chartry of the accessment retrieval   4.79 3.69 The degree to which you can apply what   4.79 3.99 the degree to which you can apply what   4.79 3.99 the degree to which you can apply what   4.79 3.99 the degree to which you can apply what   4.79 3.99 the degree to which you can apply what   4.79 3.99 the degree to which you can apply what   4.79 3.99 the quality of assessment of the work of   4.70 3.99 the part of the degree to which you can apply what   4.70 3.99 the quality of addition and accessment of the work of   4.70 3.99 the part of the guidence of   4.70 3.99 the part of   4.70 3.99 the part of the guidence of   4.70 3.99 the part o	4.01 4.06 The intrinsic quality of the study				al avg		- 1
3.9.9 3.90 and the content of the study  GENERAL SKILLS  2015 2014  1.00 national and and the students of the study programme  3.76 3.78 the equality of sales assessment of knowledge and students and the studen			3.77 3.76 The clarity of the	e assessment criteria	<b></b>	3.76 3.96 The link between your internships and the rest of your study programme	•
Some compared to large and the processor of the quality of assessment of knowledge and understanding   \$3.65 3.55 flow suitability of the classrooms   \$4.54 4.52 Learning to have a critical attitude   \$3.75 3.77 five quality of skills assessment   \$4.54 4.56 21 Learning to have a critical attitude   \$3.87 3.94 Problem-solving skills   \$4.54 3.55 1.82 flow information on your study progress   \$4.54 4.65 (communication skills)   \$4.54 4.65 (communication)   \$4.54 4.65 (communication)   \$4.54 4.65 (communication)   \$4.54 4.65 (communication)   \$4.55 4.55 (total mational avg skills for professional package   \$4.54 4.65 (communication)   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (total mational avg skills for professional package   \$4.55 4.55 (	3.71 3.38 The degree to which you can apply wha	nt	<b>3.91</b> 3.90 and the content			STUDY FACILITIES	
2015 2014 national avg 3.87 \$3.97 Fine quality of skills assessment  4.54 4.52 Learning to have a critical attitude  3.87 \$3.94 Problem solving skills  4.89 \$4.95 Problem solving skills  4.40 \$4.65 Communication skills (e.g. oral presentations, conversation skills)  5.60 \$3.05 The information on rules and procedure    3.61 \$3.05 The information on rules and procedure    3.62 \$3.05 The information on rules and procedure    3.63 \$3.05 The information on rules and procedure    3.64 \$3.05 The information on rules and procedure    3.65 \$3.05 The information on rules and procedure    3.66 \$3.05 The information on rules and procedure    3.67 \$3.05 The information on rules and procedure    3.68 \$3.05 The information on rules and procedure    3.69 \$3.05 The information on rules and procedure    3.60 \$3.05 The information on				ant of limourlander	<u> </u>	<b>2015</b> 2014 natio	nal avg
4.54 4.52 Learning to have a critical attitude   3.87 3.94 Problem-solving skills   4.83 3.94 Problem-solving skills   4.84 4.64 Communication skills (e.g. ord   3.65 3.75 The information on your study progress   4.82 4.42 Collaboration with others   3.83 3.93 Argumentation / reasoning skills   4.83 4.52 Value Collaboration with others   3.89 3.93 Argumentation / reasoning skills   4.81 5.99 Analytical thinking   3.87 3.89 The information on rules and procedure   3.88 3.80 The critical assessment of scientific work   4.17 3.99 The timely publication of results and   3.93 3.83 Procedure   3.93 3.83 Procedure   3.93 3.83 Procedure   3.94 3.83 Research methods and techniques   4.10 3.74 The timely notification of schedule   3.90 3.93 The desirability of deadlines   3.90 3.93 The			3.98 3.98 and understand	ing		3.76 3.58 The suitability of the classrooms	•
3.83 3.94 Problem-solving skills  2015 2014 national avg 3.83 3.85 Writing scientific papers 4.17 3.99 The timely publication of results and problems of the study lead over the changes 3.83 3.85 The introduction of the study lead over the changes 3.86 3.86 The practical focus of your study programme 3.88 3.85 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme 3.88 3.86 The practical focus of your study programme without encountering a deportment of the guidance/counselling and offered 3.88 3.88 The practical focus of your study programme without encountering a deportment of the guidance/counselling and offered 3.89 3.80 The deportment of the guidance/counselling and offered 3.80 3.80 Some practical focus of your study programme without encountering a deportment of the guidance/counselling and offered 3.80 3.80 Some practical focus of your study programme without encountering a deportment of the guidance/counselling and offered 3.80 3.80 Some practical focus of your study programme without encountering and offered 3.80 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without encountering and offered 3.80 Some practical focus of your study programme without en		nal avg	3.75 3.77 The quality of sk	ills assessment	•	<b>3.51</b> 3.24 computers, study rooms of sufficient	•
3.93 4.04 Substandating conclusions 4.42 4.46 Communication skills (e.g. oral presentations, conversation skills) 4.21 4.24 Collaboration with others 3.91 3.93 Argumentation / reasoning skills 4.21 4.24 Collaboration with others 3.91 3.93 Argumentation / reasoning skills 4.22 4.24 Collaboration with others 3.93 3.93 Argumentation / reasoning skills 4.25 3.99 Analytical thinking 3.26 3.20 The timely publication of results and procedures 4.15 3.99 Analytical thinking 3.87 3.80 the critical assessment of scientific work 4.17 3.99 The timely publication of programme 4.17 3.99 The timely publication of programme 5.53 3.55 Writing scientific papers 5.78 3.81 Research methods and techniques 5.78 3.81 Research methods and techniques 5.79 3.82 Sondoucting research 5.70 3.83 The timely publication of schedule 5.70 3.92 The timely publication of schedule 5.70 3.93 The timely			STUDY INFORMATION	NC			
4.2 4. 4.4 Grommunication skills (e.g. oral 4.21 4.24 Collaboration skills (e.g. oral 4.21 4.24 Collaboration skills (e.g. oral 4.21 4.24 Collaboration with others 3.39 3.93 Argumentation / reasoning skills 4.39 3.93 Argumentation / reasoning skills 4.50 3.99 3.93 Argumentation / reasoning skills 4.50 3.99 Analytical thinking 3.69 3.60 The digital learning environment 4.71 3.99 Analytical thinking 3.87 3.80 The critical assessment of scientific work 4.15 3.99 Analytical thinking 3.87 3.85 Whiting scientific papers 4.10 3.78 3.81 Research methods and techniques 3.78 3.81 Research methods and techniques 3.78 3.82 Feedback of the skingly of the skingly publication of programme was the changes 3.79 3.83 Research methods and techniques 3.80 3.97 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the change or the study load over the academic year 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme uses the change or the study load over the academic year 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70 3.43 The way your study programme and problems 3.70	3.93 4.04 Substantiating conclusions						
4.21 4.24 Collaboration with others  3.91 3.93 Argumentation / reasoning skills  3.63 3.01 The information on the structure of the passessments  3.69 3.61 The digital learning environment  3.69 3.61 The digital learning environment  4.15 3.99 Analytical thinking  4.15 3.99 Analytical thinking  3.87 3.80 The critical assessment of scientific work  4.17 3.99 The timely publication of results and assessments of scientific work  4.17 3.99 The timely publication of programme  5.53 3.55 Writing scientific papers  4.01 3.74 The timely notification of schedule  5.78 3.81 Research methods and techniques  3.82 3.71 Acquiring skills for professional practice  5.79 3.83 The academic year  5.70 3.43 The way your study programme uses the exact and problems  5.70 3.43 The way your study programme  5.70 3.43 Th	4.42 Communication skills (e.g. oral presentations conversation skills)						
SCIENTIFIC SKILLS  2015 2014					<u>.                                    </u>		
2015 2014 national avg 4.15 3.99 Analytical thinking 4.17 3.99 The timely publication of programme chedules 4.17 3.99 The timely publication of programme chedules 4.18 3.99 Analytical thinking 4.19 3.99 The timely publication of programme chedules 4.19 3.99 The timely publication of programme chedules 4.19 3.99 The timely publication of programme chedules 4.10 3.74 The timely notification of schedule 4.10 3.75 The timely notification of schedule 4.10 3.76 The timely notification of schedule 4.10 3.77 The timely notification of schedule 4.10 3.78 The timely notificatio	3.91 3.93 Argumentation / reasoning skills	•			<u> </u>	OHALITY CARE	1
PROGRAMME SCHEDULES  3.80 The critical assessment of scientific work   1.7 3.99 The timely publication of programme   2.8 3.86 3.97 Teaching evaluations held among   3.87 3.80 The critical assessment of scientific work   4.17 3.99 The timely publication of programme   2.8 3.66 3.21 Information on the results of teaching evaluations   3.06 3.21	SCIENTIFIC SKILLS		3.56 3.20 assessments	cation of results and			nal avø
4.15 3.99 Analytical thinking 3.87 3.80 The critical assessment of scientific work 4.17 3.99 The timely publication of programme 3.78 3.81 Research methods and techniques 4.01 3.74 The timely notification of schedule 3.78 3.82 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes 3.70 3.43 The way your study programme uses the changes was the changes way to programme uses the changes was the change was the changes was the chan		nal avg	PROGRAMME SCHE	DULES			———
3.53 3.55 Writing scientific papers 3.78 3.81 Research methods and techniques 3.92 3.85 Conducting research 3.92 3.85 Conducting research 3.92 3.85 Conducting research 3.93 3.84 The way your study programme uses the anatomal avg and study programme and problems 3.85 3.70 Acquiring skills for professional practice 3.80 3.71 Acquiring skills for professional practice and anatomal avg anatomal a	4.15 3.99 Analytical thinking				al avg		
3.81 Research methods and techniques 3.92 3.85 Conducting research  2015 2014  2015 2014  2015 2014  3.65 3.59 The distribution of the study load over the academic year 3.80 3.93 The feasibility of deadlines 3.81 3.82 The practical focus of your study programme 3.82 3.71 Acquiring skills for professional practice (e.g. and the practical focus of your study programme 3.88 3.85 work placements/internships, guest speakers)  3.86 3.65 Work placements/internships, guest speakers)  3.87 3.77 The ability to take the desired course and delay of the actual study load over the actual study l	3.87 3.80 The critical assessment of scientific wor	k	4.17 3.99 The timely publischedules	ication of programme			<u> </u>
3.92 3.85 Conducting research  CAREER PREPARATION  2015 2014  3.65 3.59 The distribution of the study load over the academic year  3.83 3.84 The practical focus of your study programme  3.68 3.65 Sowich placements/internships, guest speakers)  ACADEMIC GUIDANCE/ COUNSELLING  2015 2014  3.88 3.89 The opportunity for receiving guidance/counselling  3.88 3.89 The opportunity for receiving guidance/counselling  3.89 The academic year  3.70 The ability to take the desired course delay correspond to the actual study load  4.61 4.53 The accessibility of your institution  4.65 4.58 The bars, pubs, restaurants etc. in the city where you're studying  4.66 4.59 The cultural scene in the city where you're studying  3.80 The opportunity for receiving guidance/counselling  3.81 The apportunity for receiving guidance/counselling  3.82 3.71 The degree to which your study  3.85 The quality of the guidance/counselling  3.86 The quality of the guidance/counselling  3.87 The degree to which your study programme shows initiative in providing support or guidance  4.32 4.37 The apportunity for receiving activities in your study programme  4.32 4.37 The apportunity in programme shows initiative in providing acceptance of the programme sho	3.53 Writing scientific papers		<b>4.01</b> 3.74 The timely notified changes	ication of schedule		3.41 The way your study programme uses t results of teaching evaluations	ne
CAREER PREPARATION  2015 2014  national avg  3.82 3.71 Acquiring skills for professional practice  3.83 3.84 The practical focus of your study  3.85 3.77 Components without encountering a delay programme  3.86 3.65 Work placements/internships, guest speakers)  ACADEMIC GUIDANCE/ COUNSELLING  2015 2014  national avg  4.03 3.99 The opportunity for receiving guidance/counselling offered  3.88 3.86 The quality of the guidance/counselling offered  3.88 3.80 The degree to which your study programme  4.32 4.37 The atom of small-scale to large-scale support or guidance  1.00 Compared to last year  2015 2014  national avg  2015 2014  national avg  3.65 3.59 The distribution of the study load over the academic year  3.90 3.93 The feasibility of deadlines  3.87 3.77 Components without encountering a delay of the programme shows initiative in providing and the actual study load  3.88 3.86 The quality of the guidance/counselling and programme shows initiative in providing and programme sh			STUDY LOAD			3.70 3.43 The way your study programme responds to complaints and problems	
2015 2014	3.92 3.85 Conducting research			nationa	al avg	STUDY ENVIDONMENT	
3.82 3.71 Acquiring skills for professional practice   3.83 3.84 The practical focus of your study programme   3.87 3.77 Components without encountering a delay   3.87 3.77 Components without encountering a delay   3.86 3.65 work placements/internships, guest speakers)   3.86 3.65 Work placements/internships, guest speakers   3.87 3.77 The ability to take the desired course   3.87 3.77 Components without encountering a delay   3.86 3.65 Work placements/internships, guest speakers   3.87 3.77 Components without encountering a delay   3.88 3.66 The link to professional practice (e.g. and below the actual study load   3.89 The opportunity for receiving guidance/counselling officered   3.88 3.86 The opportunity for receiving guidance/counselling officered   3.88 3.86 The quality of the guidance/counselling officered   3.80 The degree to which your study programme shows initiative in providing support or guidance   3.80 No significantly HIGHER compared to last year   3.80 Score significantly HIGHER compared to national avg   3.80 Significantly LOWER compared to national avg   3.80 No significant difference compared to national avg   3.80 No significant difference compared to national avg   3.80 No significant difference compared to national avg   3.80 Significantly LOWER compared to national avg   3.80	CAREER PREPARATION						nal avg
3.83 3.84 The practical focus of your study programme  3.87 3.77 The ability to take the desired course companents without encountering a delay  3.88 3.65 Work placements/internships, guest speakers)  3.89 The link to professional practice (e.g. and all study load and avg speakers)  3.80 The link to professional practice (e.g. and all study load and avg speakers)  3.80 The link to professional practice (e.g. and all study load and avg speakers)  3.80 The link to professional practice (e.g. and all study load and avg speakers)  3.81 The link to professional practice (e.g. and all study load and a	<b>2015</b> 2014 nation	nal avg					
3.87 3.77 components without encountering a delay delay delay 3.68 3.65 The link to professional practice (e.g. 3.68 3.65 work placements/internships, guest speakers)  ACADEMIC GUIDANCE/ COUNSELLING  2015 2014 national avg  4.03 3.99 The opportunity for receiving guidance/counselling and 3.88 3.86 The quality of the guidance/counselling and 3.88 3.86 The quality of the guidance/counselling and 3.72 The degree to which your study programme shows initiative in providing support or guidance  1.00 Score significantly HIGHER compared to last year  3.87 3.77 components without encountering and delay delay  4.65 4.58 The bars, pubs, restaurants etc. in the actival study load  4.65 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58 The bars, pubs, restaurants etc. in the actival study load  4.56 4.58						3.74 3.76 The restaurant/catering facilities at you	r
3.68 3.65 work placements/internships, guest speakers)  ACADEMIC GUIDANCE/ COUNSELLING  2015 2014 national avg  4.03 3.99 The opportunity for receiving guidance/counselling  3.88 3.86 The quality of the guidance/counselling offered  4.35 The degree to which your study  3.88 The quality of the guidance/counselling offered  4.37 The degree to which your study  3.72 The degree to which your study  3.72 programme shows initiative in providing support or guidance  3.88 Score significantly HIGHER compared to last year  3.80 Score significantly HIGHER compared to last year  3.80 Score significantly HIGHER compared to national avg  3.80 Score significantly LOWER compared to national avg  3.80 Score significantly LOWER compared to national avg  4.56 4.55 The cultural scene in the city where you're studying  3.10 3.00 The sports/exercise facilities offered by your institution  4.56 4.55 The cultural scene in the city where you're studying  3.10 3.00 The sports/exercise facilities offered by your institution  4.56 4.55 The cultural scene in the city where you're studying  3.10 3.00 The sports/exercise facilities offered by your institution  4.10 4.05 The group size for lectures  4.32 4.18 The group size for lectures  4.32 4.37 The ratio of small-scale to large-scale to large-scale teaching activities in your study  2.61 2.41 The availability of housing in the city where you're studying  2.31 2.18 The affordability of housing in the city where you're studying  4.00 Score significantly HIGHER compared to national avg  4.10 4.05 The group size for lectures  4.32 4.37 The ratio of small-scale to large-scale to large-scale  4.32 4.37 The affordability of housing in the city where you're studying  4.33 2.18 The affordability of housing in the city where you're studying  4.34 3.75 The cultural scene in the city where you're studying  4.10 4.05 The group size for lectures  4.32 4.37 The affordability of housing in the city where you're studying  4.35 4.18 The group size for lectures  4.36 4.55 The cultural scene in the city where			3.87 3.77 components wit				
ACADEMIC GUIDANCE/ COUNSELLING  2015 2014	3.68 3.65 work placements/internships, guest	_	3.46 The degree to w correspond to the	hich credits (ECs) ne actual study load	•	The cultural scene in the city where	
2015 2014 national avg  4.03 3.99 The opportunity for receiving guidance/counselling  3.88 3.86 The quality of the guidance/counselling  3.81 3.72 The degree to which your study programme shows initiative in providing support or guidance  3.88 3.86 The degree to which your study programme shows initiative in providing approgramme  3.88 3.80 The degree to which your study programme shows initiative in providing approgramme  3.88 3.80 The degree to which your study programme shows initiative in providing approgramme  3.88 3.80 The degree to which your study programme shows initiative in providing approgramme  3.88 3.80 The degree to which your study programme  4.30 4.37 The ratio of small-scale to large-scale to large-		NG	GROUP SIZE			, ,	
4.03 3.99 The opportunity for receiving guidance/counselling  3.88 3.86 The quality of the guidance/counselling  3.81 The quality of the guidance/counselling  3.82 4.18 The group size for lectures  4.35 4.18 The group size for lectures  4.35 4.18 The group size for lectures  4.36 4.18 The group size for lectures  4.37 The ratio of small-scale to large-scale teaching activities in your study programme shows initiative in providing support or guidance  4.36 4.18 The group size for tutorials  4.37 The ratio of small-scale to large-scale teaching activities in your study programme  4.38 4.18 The group size for tutorials  4.39 The ratio of small-scale to large-scale teaching activities in your study programme  4.30 4.37 The availability of housing in the city where you're studying  4.31 2.18 The affordability of housing in the city where you're studying  4.30 5.00 Score significantly HIGHER compared to last year  4.30 6.10 4.05 The group size for tutorials  4.31 6.10 6.10 5.00 Small-scale to large-scale teaching activities in your study programme  4.32 4.37 The availability of housing in the city where you're studying  4.31 6.10 6.10 5.10 Score significantly LOWER compared to last year  4.32 4.37 The ratio of small-scale to large-scale teaching activities in your study programme  4.32 4.37 The availability of housing in the city where you're studying  4.35 4.18 The group size for lectures  4.36 4.18 The group size for lectures  4.37 The ratio of small-scale to large-scale to large-scale teaching activities in your study  4.38 4.39 The affordability of housing in the city where you're studying  4.39 The affordability of housing in the city where you're studying  4.30 6.10 6.10 6.10 6.10 6.10 6.10 6.10 6.1				nationa	al avg	3.10 your institution	
3.88 3.86 The quality of the guidance/counselling offered  4.35 4.18 The group size for lectures  4.36 1.18 The group size for lectures  4.37 The ratio of small-scale to large-scale teaching activities in your study programme  2.61 2.41 The availability of housing in the city where you're studying  2.31 2.18 The affordability of housing in the city where you're studying  4.35 4.18 The group size for lectures  4.35 4.18 The group size for lectures  4.36 1.18 The availability of housing in the city where you're studying  4.37 The availability of housing in the city where you're studying  4.38 1.18 The group size for lectures  4.39 The ratio of small-scale to large-scale activities in your study  5.60 2.41 The availability of housing in the city where you're studying  4.39 The affordability of housing in the city where you're studying  4.30 2.41 The availability of housing in the city where you're studying  4.30 2.41 The availability of housing in the city where you're studying  4.31 2.18 The affordability of housing in the city where you're studying  4.30 2.41 The availability of housing in the city where you're studying  4.31 2.18 The affordability of housing in the city where you're studying  4.31 2.18 The affordability of housing in the city where you're studying  4.32 4.37 The ratio of small-scale to large-scale activities in your study  5.60 2.41 The availability of housing in the city where you're studying  4.32 4.37 The availability of housing in the city where you're studying  4.35 4.18 The group studying			<b>4.10</b> 4.05 The group size for	or tutorials	•	HOUSING	
3.61 3.72 The degree to which your study programme shows initiative in providing support or guidance  4.32 4.37 teaching activities in your study programme  2.31 2.18 The affordability of housing in the city where you're studying  1.00 Score significantly HIGHER compared to last year  1.00 Score significantly HIGHER compared to last year  1.00 Score significantly LOWER compared to last year  1.00 Score significantly LOWER compared to national avg		<u> </u>	<b>4.35</b> 4.18 The group size for	or lectures	_	<b>2015</b> 2014 natio	nal avg
3.61 3.72 programme shows initiative in providing support or guidance  2.31 2.18 The affordability of housing in the city where you're studying  2.31 2.18 The affordability of housing in the city where you're studying  1.00 Score significantly HIGHER compared to last year  1.00 Score significantly HIGHER compared to last year  1.00 Score significantly LOWER compared to national avg			<b>4.32</b> 4.37 teaching activities		_	2.61 2.41 The availability of housing in the city where you're studying	_
compared to last year compared to last year compared to national avg compared to national avg	3.61 3.72 programme shows initiative in providin	g	programme			2.31 2.18 The affordability of housing in the city where you're studying	-
					al avg	compared to national avg compared to nation	onal avg