1   **Figure 1**. Thematic analysis of NSS comments from the 2011/12 survey in Area A's four
2 subject groupings. Frequencies of comments that were positive (shaded; □) and negative
3 (unshaded; □) are shown. Thematic areas were chosen to reflect the quantitative dimensions
4 of the survey, with the exception of 'Teaching' that was divided into comments about
5 members of teaching staff ('L&T staff') and those covering other aspects of the curriculum
6 ('L&T curriculum'). The difference in frequencies of positive/negative comments for
7 comments about staff (L&T staff) and about organisational issues (Org & Man) is highlighted
8 with arrows. Subject area A1 performed well in a national context, A2 and A3 were
9 approximately equivalent to national means and A4 performed lower than national means.

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13   **Figure 2**. Thematic analysis of NSS comments from the 2011/12 survey in Area B's
14   three subject groupings. Frequencies of comments that were positive (shaded; □) and
15   negative (unshaded; □) are shown. Thematic areas were chosen to reflect the
16   quantitative dimensions of the survey, with the exception of 'Teaching' that was
17   divided into comments about members of teaching staff ('L&T staff') and those
18   covering other aspects of the curriculum (L&T curriculum). The difference in
19   frequencies of positive/negative comments for comments about staff (L&T staff) and
20   about organisational issues (Org & Man) is highlighted with arrows. Subject areas B1
21   and B2 performed at roughly equivalent to national means and B3 performed lower
22   than national means.

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27   **Figure 3**. Ratios of frequency of text comments from the 2011/12 survey in Area C for
28   seven subject areas compared to their national subject averages of 'Overall
29   Satisfaction' metrics. Ratios were calculated using the ratios of positive and negative
30   comments about both teaching staff (not including comments about curriculum
31   design) and organisational issues.

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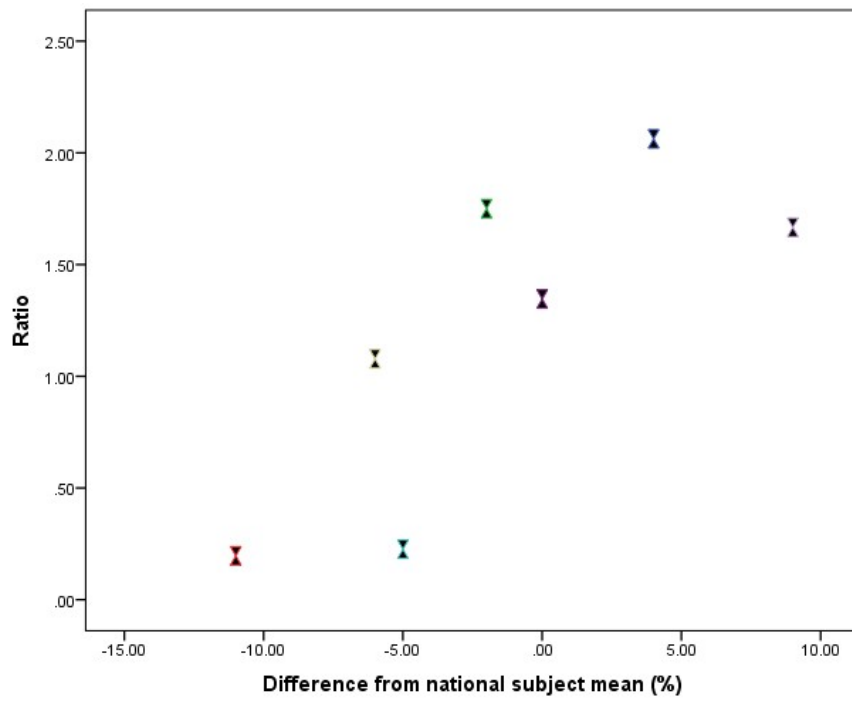
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37 **Table 1**. Ratios of positive and negative comments (shown to one decimal place) for
38 academic Areas and their subject groupings (numbered). Data are presented in order of the
39 performance of the subject areas in comparison to their national counterparts. Comments
40 about staff (L&T staff) were mostly positive and thus the ratios were greater than 1:1,
41 whereas comments about course organisation (Org & Man) were mostly negative. The final
42 ratios were calculated by multiplying the ratios of the two dimensions, giving them equal
43 weighting. All totals had one added (+1 in all cases) to avoid zeroes being required for ratio
44 calculations. The terms 'average' indicate the network (Areas A and B) or course (Area C)
45 averages were within 3% of the national mean. If means were within 3-5% of the national
46 mean they are described as 'Above' or 'Below' average. When the means were greater than
47 5% different from national means, they are described as 'Significantly Above or Below'
48 average. *Please note that final ratios used all significant figures for calculations but original
49 ratios are only shown to one decimal place and the final ratio is shown to two decimal
50 places (thus calculations based only on the data shown in the table will have rounding
51 errors).

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Area/ subject	NSS profile national level	Total number of comments	Ratio (positive:negative) for L&T (staff)	Ratio (positive:negative) for Org & Man	Final ratio*
A / 1	Significantly above average	189	4.1:1	0.6:1	2.36
A / 2	Above average	152	3.5:1	0.4:1	1.34
A / 3	Below average	142	1.3:1	0.3:1	0.46
A / 4	Significantly below average	113	1.7:1	0.1:1	0.28
B / 1	Average	278	1.5:1	0.5:1	0.76
B / 2	Average	466	1.7:1	0.3:1	0.50
B / 3	Significantly below average	150	1.3:1	0.1:1	0.21
C/1	Significantly above average	18	5:1	0.3:1	1.65
C/2	Significantly above average	102	2.6:1	0.8:1	2.06
C/3	Average	39	1.1:1	1.2:1	1.35
C/4	Average	19	7:1	0.2:1	1.75
C/5	Significantly below average	88	1.7:1	0.1:1	0.22
C/6	Significantly below average	105	1.4:1	0.7:1	1.05
C/7	Significantly below average	43	1.4:1	0.1:1	0.19

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