



# The National Student Survey (NSS)

Our  
2017  
Analysis



This report presents findings from the 2017 National Student Survey, focusing on the OU Students Association's results for the student union question (Q26). The following sections consider the Students Association's results and offer a broad overview of the University's results for 2017.

### The Student Union Question: Changes between 2016 and 2017

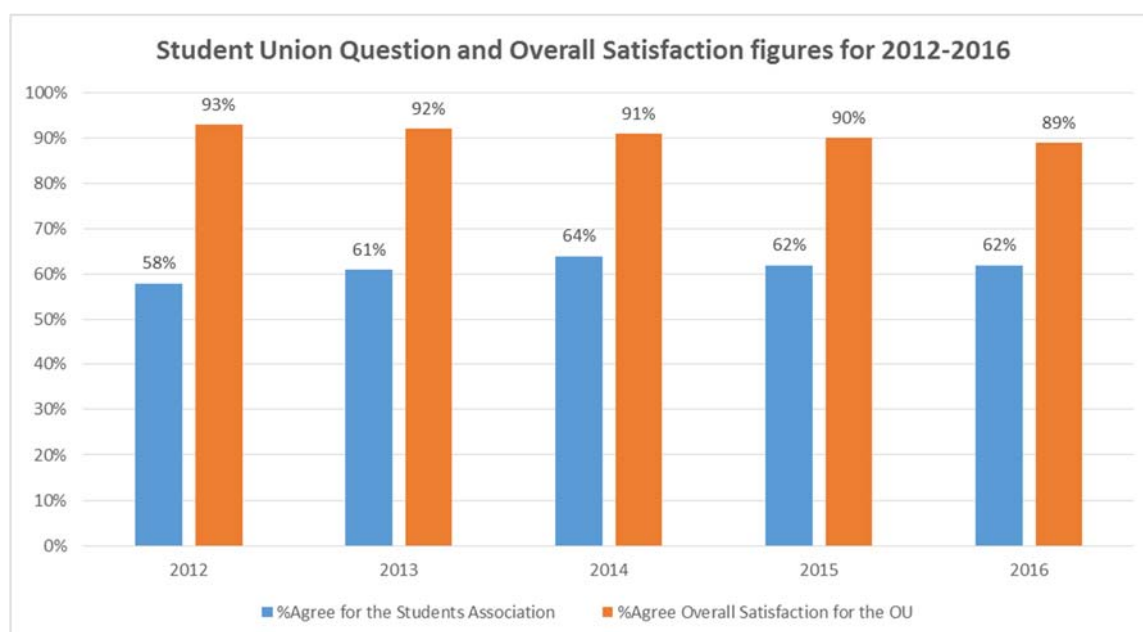
In 2017, the student union question was changed from its earlier wording, used during 2012-2016, to a renewed focus on academic representation.

- The earlier student union question was phrased as follows:  
'I am satisfied with the students' union (association or guild) at my institution'
- The new student union question (Q26) on the NSS is phrased as follows:  
'The students' union (association or guild) effectively represents students' academic interests.'

While the earlier statement asked for overall satisfaction, its focus was considered to be too broad. However, the focus on academic representation makes it a much more complex statement. Firstly, it assumes that students have a well-defined concept of academic representation and that are aware of which student union activities fall under academic representation. Secondly, any answers to the new question would be based on an explicit and shared method of measuring the effectiveness of academic representation.

With its change in focus from general satisfaction to students' rating of a specific aspect of the Association's work, the 2017 results cannot be compared directly to those from previous years (as also recommended by HEFCE). In that case of the student union question, cognitive testing has shown that respondents found it hard to interpret the new statement and understand how their student unions were involved in academic representation (this research is available [here](#), points 3.84 to 3.87 on pages 48-49).

This presents some challenges in terms of how we interpret the Q26 data for the Students Association. Before considering the findings for 2017, a brief overview of how the Association's scores for 2012-2016 are presented below. Figure 1 gives an overview of how OU students have responded to the earlier student union question between 2012, when the question was first introduced, and its last iteration in 2016. Also shown is the overall satisfaction %Agree for the Open University (OU).



**Figure 1.** The %Agree for the Students Association from 2012-2016, together with the overall satisfaction for the Open University (OU).

The Students Association's %Agree<sup>1</sup> has fluctuated over the years; it rose by 3% each year between 2012 and 2014, but declined and stabilised at 62% during 2015 and 2016. The overall satisfaction figures for the OU have shown registered a decline of 1% each year within the same period, from 93% in 2012 to 89% in 2016.

The Association's analysis of the student union question has been based on the recommendations of Teesside University Students' Union, where 'Awareness' and 'Fit' are calculated as:

- Awareness: the proportion of respondents who show a distinct preference (by selecting the 'definitely agree', 'mostly agree', 'mostly disagree' and 'definitely disagree' answer options).
- Fit: the proportion of respondents who are satisfied (those selecting 'definitely agree' and 'mostly agree') from among those showing awareness.

Over the years, our awareness and fit calculations have shown that for students who are aware of the Association, satisfaction levels are high (the median value for fit was 94% in 2016). However, overall awareness of the Association was low (the

<sup>1</sup> Respondents select a response option from 'definitely agree', 'mostly agree', 'neither', 'mostly disagree', 'definitely disagree', and 'not applicable. The key statistic from the NSS results that we focus on is the %Agree; that is, the combined percentage of students who chose the 'definitely agree' and 'mostly agree' answer options.

median value for awareness was 48% in 2016), indicated a need to raise general awareness of the Association and highlight the ways in which we can support OU students. These 'awareness' and 'fit' calculations have been adapted for analysing the new student union question (Q26).

### Students Association Results for NSS 2017

For the OU Students Association, the 2017 %Agree for the student union question 44%. This drop is seen across the sector; the 2017 sector average for the new student union question is 57%, whereas with the earlier phrasing this figure was at 68% in 2016.

Figure 2 lists the number of respondents by demographic groups, and the proportion that they make up of the total number of respondents. A few groups with under 10% of the total number of respondents are: Young students, Students with 'a specific learning disability'<sup>2</sup>, Asian students, Black students and student studying at 'other undergraduate level'. These groups have been highlighted because with low numbers, any changes in their response patterns register as higher percentages. This also means that students within these categories could be difficult to reach and may require more tailored support/communications.

Figure 3 lists the Association's %Agree for the student union question (Q26 on the NSS questionnaire) for each demographic category. Also listed are the corresponding sector averages and the difference between the Association's score and the sector average. Overall, the Association lags behind the sector average by 13% for Q26. The student groups with %Agree that is higher than the overall 44% by 5% or more are: Young, Asian and Black students. The %Agree for Young students also show the least difference between the Association and the sector average. The student groups with %Agree that is lower than the overall 44% by 5% or more are: students whose ethnicity is 'not known, and students with HE as their 'highest qualification on entry'.

Figure 4 lists the Association's %Agree for the student union question (Q26 on the NSS questionnaire) for different subjects. Also listed are the corresponding sector averages and the difference between the Association's score and the sector average. The subject level breakdown shows less variation than demographic groupings in terms of the satisfaction with the Association's academic representation work. The largest difference between the Association's %Agree and the sector average is seen for Biological Sciences, Education and for 'Subjects allied to medicine'. Notably, satisfaction levels are lowest for those studying 'Combined' programmes, both for the Association and for the wider sector.

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<sup>2</sup> 'Learning disability', rather than learning difficulty, is the phrasing currently used by the NSS.

<b>Demographic categories</b>	<b>Number of respondents</b>	<b>Proportion of respondents</b>
Mature students	13644	92.11%
Young students	1168	7.89%
A specific learning disability	442	2.98%
No known disability	11720	79.13%
Other disability	2650	17.89%
Asian	542	3.66%
Black	551	3.72%
Not known (ethnicity)	212	1.43%
Other (ethnicity)	407	2.75%
White	13100	88.44%
Female	9037	61.01%
Male	5775	38.99%
A Levels or Equivalent (Highest qualification on entry)	6064	40.94%
HE (Highest qualification on entry)	5063	34.18%
First degree (Level of study)	14113	95.28%
Other undergraduate (Level of study)	699	4.72%
EU, excluding the UK	18	0.12%
UK	14786	99.82%
Overall	14812	100.00%

**Figure 2.** This table lists the number of respondents under different demographic categories, and shows the proportion that they make up of the total number of respondents.

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Demographic categories	OU Students Association %agree	Sector-wide %agree	Difference between the Association and the Sector
Overall	44	57	-13
Mature	43	55	-12
Young	52	57	-5
A specific learning disability	44	57	-13
No known disability	43	57	-14
Other disability	46	53	-7
EU, excluding the UK	42	56	-15
UK	44	56	-13
Asian	49	63	-13
Black	55	62	-7
Not known (ethnicity)	35	58	-23
Other (ethnicity)	45	57	-12
White	43	55	-12
Female	45	59	-14
Male	41	53	-12
A levels or equivalent (Highest qualification on entry)	45	57	-12
HE (Highest qualification on entry)	39	55	-16
Other/Not known (Highest qualification on entry)	48	57	-10
First degree (Level of study)	44	57	-13
Other undergraduate (Level of study)	43	59	-16



**Figure 3.** This table compares the %Agree for the Students Association with the sector average for Q26: 'The students' union (association or guild) effectively represents students' academic interests.' This is based on the demographic categorisation within the NSS results.



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<b>Subject Level Breakdown</b>	<b>OU Students Association %agree</b>	<b>Sector-wide %agree</b>	<b>Difference between Association and Sector</b>
Biological Sciences	43	59	-16
Business and administrative studies	47	61	-14
Combined	42	44	-2
Computer Science	47	54	-7
Creative arts and design	45	58	-13
Education	45	59	-15
Engineering and Technology	45	55	-10
Geographical studies	48	54	-6
Historical and philosophical studies	42	47	-5
Languages	42	54	-12
Law	42	55	-13
Mathematical sciences	44	55	-12
Physical sciences	43	52	-10
Social studies	45	55	-10
Subjects allied to medicine	43	60	-16
Overall response	44	57	-13

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**Figure 4.** This table compares the %Agree for the Students Association with the sector average for Q26: 'The students' union (association or guild) effectively represents students' academic interests.' This is based on Subject Level 1 breakdown of the NSS results.

Figure 5 lists the %Agree for the Association by demographic category, together with each category's overall satisfaction with the OU, and scores for the Student Voice and Learning Community scales on the NSS questionnaire. For each scale/question statement, median values of %Agree are calculated to explore which demographic groups show higher or lower satisfaction with these aspects of their learning experience. The groups showing higher satisfaction for each of these four scales/questions are: Young, Asian, Black, Female, A-levels, First degree and UK-domiciled students. Those groups with lower satisfaction for three or more of these scales/questions are students whose ethnicity is 'not known, White and Male students, and those with HE as their 'highest qualification on entry'.

Figure 6 lists the %Agree by broad subject level, together with each subject's results for overall satisfaction with the OU, and scores for the Student Voice and Learning Community scales on the NSS questionnaire. As with Figure 5, median values of %Agree are calculated to explore which subject areas show higher or lower satisfaction with these aspects of their learning experience. The subject areas showing higher satisfaction for each of these four scales/questions are: Business and administrative studies and Geographical studies. The subject areas showing lower satisfaction for three or more of these scales/questions are: those on 'Combined' courses, Creative arts and Design, Education, Historical and Philosophical Studies and Law.

Figure 7 lists the %Agree by the four UK Nations, together with each Nation's results for overall satisfaction with the OU, and scores for the Student Voice and Learning Community scales on the NSS questionnaire. Compared to the median values for the %Agree for each scale/question, Wales showed higher satisfaction across these areas. Students in the Wales and Wales Transitional groupings also showed a higher satisfaction with the Students Association's academic representation work. The UK Nation with lower satisfaction levels across the four scales/questions was England Transitional.

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Demographic categories	%Agree for the Learning Community category	%Agree for the Student Voice category	%Agree for the new Student Union question	%Agree for Overall satisfaction with the OU
Mature	54	56	43	86
Young	56	60	52	89
A specific learning disability	53	57	44	83
No known disability	54	56	43	87
Other disability	51	55	46	83
Asian	61	64	49	88
Black	62	64	55	90
Not known (ethnicity)	44	46	35	78
Other (ethnicity)	52	57	45	80
White	53	55	43	86
Female	54	56	45	86
Male	53	55	41	86
A levels or equivalent (Highest qualification on entry)	54	56	45	87
HE (Highest qualification on entry)	52	54	39	86
First degree (Level of study)	54	56	44	86
Other undergraduate (Level of study)	56	56	43	83
EU, excluding the UK (Domicile)	64	63	42	100
UK (Domicile)	54	56	44	86
<b>Median value</b>	<b>54</b>	<b>56</b>	<b>44</b>	<b>86</b>

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**Figure 5.** This table shows the breakdown by demographic variables of students' response to NSS 2017. %Agree is shown for the new student union question, the scales of Student Voice and Learning Community on the NSS questionnaire, and the Overall Satisfaction with the OU.

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<b>Subject Level Breakdown</b>	<b>%Agree for the Learning Community category</b>	<b>%Agree for the Student Voice category</b>	<b>%Agree for the new Student Union question</b>	<b>%Agree for Overall satisfaction with the OU</b>
Biological Sciences	51	52	43	82
Business and administrative studies	61	60	47	87
Combined	54	55	42	86
Computer Science	55	56	47	84
Creative arts and design	53	56	45	85
Education	50	56	45	83
Engineering and Technology	55	57	45	88
Geographical studies	61	59	48	91
Historical and philosophical studies	53	56	42	91
Languages	55	57	42	89
Law	46	52	42	80
Mathematical sciences	51	60	44	91
Physical sciences	58	58	43	90
Social studies	54	58	45	86
Subjects allied to medicine	60	60	43	87
<b>Median value</b>	<b>54</b>	<b>57</b>	<b>44</b>	<b>87</b>

**Figure 6.** This table shows the breakdown by subject level of students' response to NSS 2017. %Agree is shown for the new student union question, the scales of Student Voice and Learning Community on the NSS questionnaire, and the Overall Satisfaction with the OU.

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<b>UK Nations</b>	<b>%Agree for the Learning Community Category</b>	<b>%Agree for the Student Voice category</b>	<b>%Agree for the Student Union Question</b>	<b>Overall satisfaction</b>
England	54	57	46	86
England Transitional	53	54	39	86
Northern Ireland	57	58	44	88
Scotland	56	57	42	89
Wales	58	63	49	91
Wales Transitional	56	59	54	87
<b>Median value</b>	<b>56</b>	<b>57</b>	<b>45</b>	<b>88</b>

**Figure 7.** This table shows the breakdown by UK Nation of students' response to NSS 2017. %Agree is shown for the new student union question, the scales of Student Voice and Learning Community on the NSS questionnaire, and the Overall Satisfaction with the OU.

For 2017, we adapted the recommendations from Teesside SU regarding Awareness and Fit which we have been using for the student union question. Briefly, our earlier analysis has shown that students groups showed high satisfaction level with the Association, but overall awareness of the Association was poor. With the change in focus of this question, awareness and fit can be used to identify:

- Awareness: Calculated as the proportion of students showing a distinct preference, whether they agree or disagree with the question statement, this measure can help us identify the extent to which student groups display an awareness of the Students Association's academic representation work.
- Fit: Calculated as the proportion of students who are satisfied amongst those showing a distinct preference, this measure can help us identify the extent to which students groups are satisfied with the Students Association's academic representation work.

The overall values for awareness and fit for 2017 are similar to those in the past; however, the levels of awareness are much lower and remains low across demographic groupings and subject areas. While this points to the need for raising awareness of how the Association represents students' academic interests, it also raises question about what OU students think about the term 'academic representation' itself, the kind of activities that they associate with such representation, and what they see as effective academic representation.

Figure 8 presents the awareness and fit percentages for students answering Q26, listed by demographic categories. The median value for awareness is low at 40%, while satisfaction is higher with a median value of 89%. The groupings showing higher awareness than the median value by 5% or more are: Young, Asian and Black students. The groupings showing lower awareness than the median value by 5% or more is of those students who are domiciled in the EU. Regarding the 'fit' or satisfaction levels displayed by these groupings, Black students display higher satisfaction while students whose ethnicity is 'not know' and those domiciled in the EU show lower satisfaction by 5% or more.

Figure 9 presents the awareness and fit percentages for students answering Q26, listed by the subject studied. The median values for awareness and fit for these broad subject areas remain the same as the demographic groupings at 40% and 89%, respectively. Awareness is higher for Computer Science and satisfaction levels are higher for Education. Satisfaction levels are considerably lower for students studying Law.



Demographic categories	Awareness (those showing a distinct preference)	Fit (the proportion satisfied amongst those showing a distinct preference)
Mature	39%	89%
Young	48%	90%
A specific learning disability	43%	82%
No known disability	39%	90%
Other disability	44%	85%
Asian	49%	88%
Black	50%	94%
Not known (ethnicity)	37%	78%
Other (ethnicity)	44%	86%
White	39%	89%
Female	40%	91%
Male	40%	85%
A levels or equivalent (Highest qualification on entry)	41%	90%
HE (Highest qualification on entry)	37%	86%
First degree (Level of study)	40%	89%
Other undergraduate (Level of study)	39%	90%
EU, excluding the UK (Domicile)	33%	83%
UK (Domicile)	40%	89%
<b>Median values for awareness and fit</b>	<b>40%</b>	<b>89%</b>

**Figure 8.** This table presents the awareness and fit percentages for students answering Q26, listed by demographic categories.

<b>Subject Level Breakdown</b>	<b>Awareness (those showing a distinct preference)</b>	<b>Fit (the proportion satisfied amongst those showing a distinct preference)</b>
Biological Sciences	40%	90%
Business and administrative studies	41%	89%
Combined	39%	88%
Computer Science	45%	88%
Creative arts and design	44%	87%
Education	39%	95%
Engineering and Technology	42%	89%
Geographical studies	42%	92%
Historical and philosophical studies	39%	89%
Languages	38%	90%
Law	42%	81%
Mathematical sciences	40%	89%
Physical sciences	39%	91%
Social studies	42%	90%
Subjects allied to medicine	39%	91%
<b>Median values for awareness and fit</b>	<b>40%</b>	<b>89%</b>

**Figure 9.** This table presents the awareness and fit percentages for students answering Q26, listed by the subject studied.

OU Students Association, Q26 in 2015 compared with Q23 in 2016	Student Union Q26 - 2017	Student Union Q23 - 2016	Difference between 2017 and 2016 responses
% Agree	44	62	-18
Sector-wide % Agree	57	68	-11
(5) Definitely Agree Count	2065	3302	-1237
(4) Mostly Agree Count	3210	3250	-40
(3) Neither Count	6189	3647	2542
(2) Mostly Disagree Count	397	201	196
(1) Definitely Disagree Count	260	191	69
(6) Not Applicable Count	2691	4150	-1459
Population (headcount)	27871	28315	-444
Number of Respondents (fpe)	14812	14741	71
Number of Respondents (headcount)	14812	14741	71
Response Rate	53	52	1

**Figure 10.** The response options chosen by OU students in 2017 for the student union question, in comparison to those chosen in 2016.

Figure 10 present the shifts in how students have responded to Q26 in 2017, compared to the answer options they chose for the earlier phrasing of the student union question in 2016. While remaining alert to HEFCE’s recommendation of not making direct comparisons between the 2016 and 2017 results, this table tries to understand *how* students have responded to the question (rather than comparing the %Agree or satisfaction numbers).

The 2017 results show a distinct change in the ‘neither/nor’ response category from 2016. While the ‘definitely agree’ and ‘not applicable’ counts have decreased, the ‘neither’ count has increased by 2542 responses in 2017. When thinking about the response options, the ‘not applicable’ option can be seen as students not being aware of the OU Students Association or feeling that its work is not relevant for them, while the ‘neither/nor’ responses could indicate that students are neutral about their satisfaction with the Association’s work or that they are unsure about the question statement itself. The 2017 ‘neither’ count could indicate that students are unsure about how the Association is involved in academic representation, which confirms the findings of the **IFF research**.

## Students Comments

Student comments are helpful in identifying aspects of the Association's work that students feel positively about, and areas which require further improvement. In the past, raising overall awareness of the Association's work had been identified as a key concern, together with specific concerns such as exam papers being made available free of charge (which has since been implemented).

The comments received as part of NSS 2017 show that raising awareness of the Association is still a concern, as some students did not know that they were members of the Students Association. Positive comments touch on the benefits of visiting the Milton Keynes campus, and the impact of face-to-face events on students' sense of belonging to a learning community. Highlighting such opportunities and having an Association presence at more face-to-face events could address some of the issues around low awareness and feelings of isolation amongst students.

*"Supportive tutors. OUSA have become more available."*

*"I feel that with diminishing opportunities for students to meet up face-to-face, there is a lack of contact for those who struggle with the online approach to studying. If there could be additional resources towards the OUSA; for example, students would have a greater sense of connection & a stronger identity of being with the OU."*

*"Newsletters from OU and OUSA are good, but too generalised and not much in the way of academic events/projects you can get involved in. I have very little sense of subject-specific, or other subject, academic community events or projects I could follow progress of, so this makes what I'm studying feel more isolated and artificial."*

*"I also had no knowledge who the Student Union were."*

*"The community spirit of the OU and the students association has been very supportive."*

*"Attending campus was very helpful as part of the Student Union. The support when deferring was helpful."*

*"I believe that having student association meeting in regional areas more often will benefit us. These meetings could be focus in different subjects such as study techniques, etc., so if interested on the subject anyone can attend them freely."*

## Open University Scores

The overall satisfaction for the OU fell to 86% in 2017 (the sector average was 84%), a drop of 3% compared to 2016. This is part of a continuing decline in the overall satisfaction measure. Figure 11 presents the Open University's %Agree across the core categories in 2017, compared with the corresponding scores for the sector average. While the University is leading the sector for the scales of 'The teaching on my course' (+1%), 'Organisation and Management' (+1%) and 'Assessment and Feedback' (+12%), the biggest gaps can be seen for 'Learning Community' (-23%) and 'Student Voice' (-13%).

Figure 12 presents the %Agree across the core categories in 2017 by different demographic groupings. Median values for the %Agree for each category have been calculated, so as to enable identification of groups showing higher or lower scores. . The students groups showing higher %Agree than the median value for more than four of these scales are: Young and Black students and those domiciled in the EU. The groups showing lower %Agree than the median value across all the scales are: Mature, White, Male and First degree students, and those students with 'other disability' or whose ethnicity is 'not known'.

Figure 13 presents the Open University's %Agree across the core categories in 2017 by different subject areas. The subject areas showing higher %Agree than the median value for more than four of these scales are: Geographical studies, Historical and philosophical studies, Languages, Mathematical sciences, Physical sciences and Subjects allied to medicine. The subject areas showing lower %Agree than the median value across all the scales are: Combined, Creative arts and design and Law.

With the changes to the NSS questionnaire, the 2017 results have been seen as distinct from that of previous years. However, NSS 2018 will offer the opportunity to spot any trends in how students are responding to these new scales and whether particular demographic groups and/or subject areas show consistent feedback. The open comments and the data for the Bank category, which are not published for institutions, are provided as Appendix B.

## Conclusion

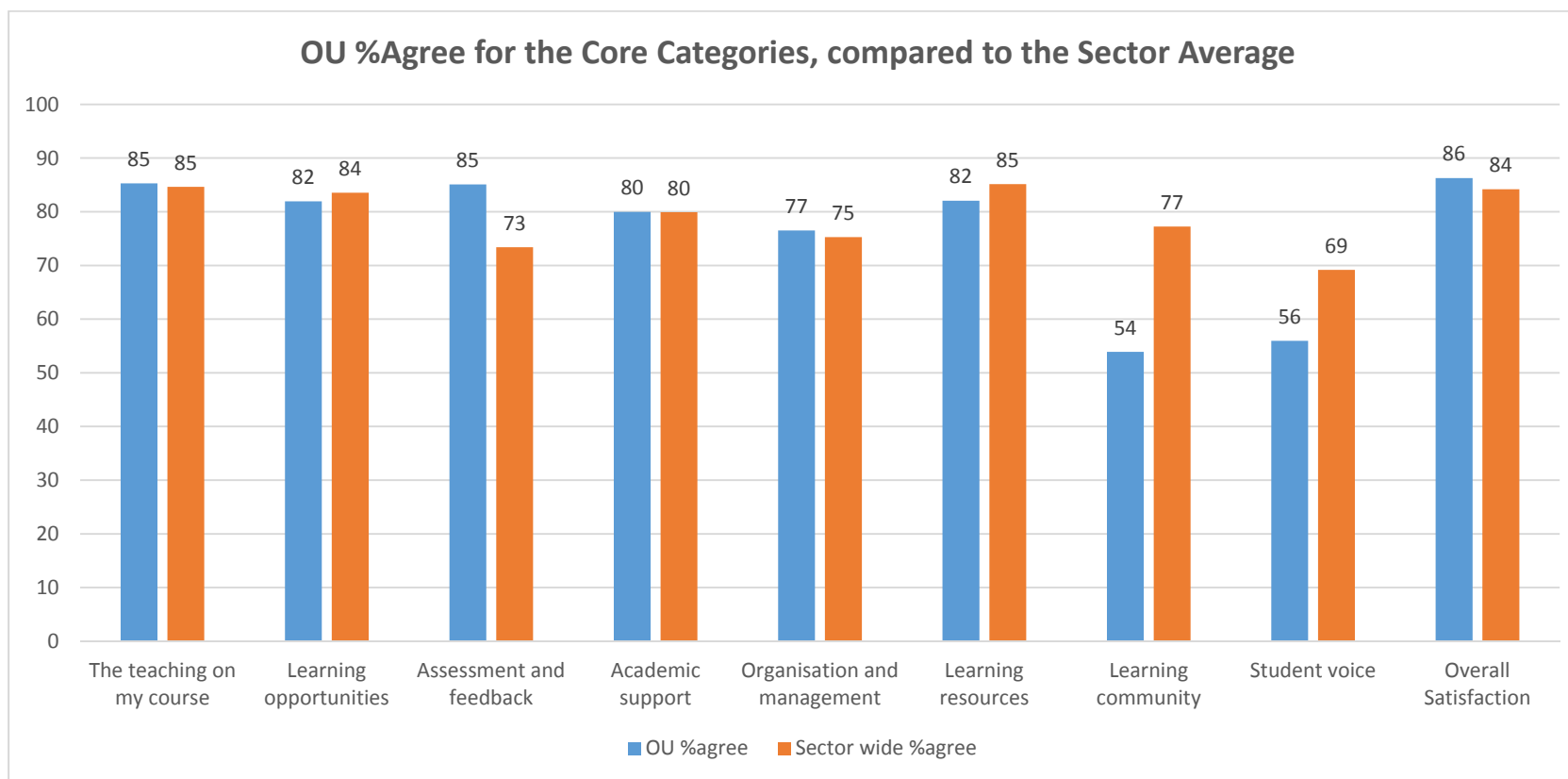
In the past, when thinking about the Association's NSS results, we have touched on why each demographic group may engage differently with the Students Association, which might influence how they answer any student union question on the NSS. Students with prior HE experience could be comparing their experience with a brick university, or students with a disability could potentially identify better with the Disabled Students Group (DSG) instead of the wider Association. With the newly introduced student union question, these trends will become clearer with the results we get for Q26 in 2018 and the following years.

At this point, we could start identifying students groups that we could potentially target, whether in terms of raising awareness or improving their satisfaction with our academic representation work. This would involve further exploration of why certain students groups, such as students domiciled in the EU and those studying Law, show lower levels of awareness and satisfaction.

The CEC are requested to discuss:

- How can we best highlighting our academic representation work?
- How can we develop our communication so that students are aware of how the Students Association takes their academic interest forward within the University?
- How can we liaise better with the university to understand NSS feedback (for example, with the analyses the Boards of Studies might be undertaking or the feedback gathered through the Student Experience on a Module (SEaM) survey)?

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**Student Voice Team**  
**Open University Students Association**



**Figure 11.** The OU's %Agree for different 'Core' categories of the NSS questionnaire are shown with the corresponding sector averages.

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Demographic Categories	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student Voice	Overall satisfaction
Overall	85%	82%	85%	80%	77%	82%	54%	56%	86%
Mature	85%	82%	85%	80%	76%	82%	54%	56%	86%
Young	85%	83%	82%	82%	79%	83%	56%	60%	89%
A specific learning disability	83%	80%	81%	79%	71%	78%	53%	57%	83%
No known disability	86%	82%	86%	81%	77%	83%	54%	56%	87%
Other disability	83%	81%	82%	78%	73%	79%	51%	55%	83%
EU, excluding the UK	94%	87%	93%	78%	83%	93%	64%	63%	100%
UK	85%	82%	85%	80%	76%	82%	54%	56%	86%
Asian	84%	83%	84%	80%	78%	80%	61%	64%	88%
Black	87%	89%	85%	83%	79%	83%	62%	64%	90%
Not known (ethnicity)	81%	74%	82%	75%	72%	72%	44%	46%	78%
Other (ethnicity)	82%	80%	82%	75%	74%	79%	52%	57%	80%
White	85%	82%	85%	80%	76%	82%	53%	55%	86%
Female	85%	83%	85%	80%	76%	82%	54%	56%	86%
Male	85%	80%	85%	80%	77%	82%	53%	55%	86%
A levels or equivalent (Highest qualification on entry)	85%	82%	85%	80%	77%	83%	54%	56%	87%
HE (Highest qualification on entry)	86%	81%	86%	80%	77%	82%	52%	54%	86%
First degree (Level of study)	85%	82%	85%	80%	77%	82%	54%	56%	86%
Other undergraduate (Level of study)	82%	82%	86%	77%	76%	80%	56%	56%	83%
<b>Median values</b>	<b>85%</b>	<b>82%</b>	<b>85%</b>	<b>80%</b>	<b>77%</b>	<b>82%</b>	<b>54%</b>	<b>56%</b>	<b>86%</b>

**Figure 12.** The OU's %Agree for different 'Core' categories of the NSS questionnaire are shown for different demographic variables.



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Subject Level Breakdown	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student Voice	Overall satisfaction
Biological Sciences	83%	80%	79%	77%	71%	84%	51%	52%	82%
Business and administrative studies	83%	85%	84%	81%	76%	81%	61%	60%	87%
Combined	85%	80%	86%	79%	77%	80%	54%	55%	86%
Computer Science	81%	78%	87%	80%	75%	84%	55%	56%	84%
Creative arts and design	85%	79%	85%	79%	76%	78%	53%	56%	85%
Education	80%	85%	83%	77%	74%	84%	50%	56%	83%
Engineering and Technology	85%	81%	86%	79%	78%	82%	55%	57%	88%
Geographical studies	89%	86%	89%	81%	79%	82%	61%	59%	91%
Historical and philosophical studies	90%	84%	88%	84%	81%	83%	53%	56%	91%
Languages	89%	85%	88%	83%	79%	83%	55%	57%	89%
Law	84%	80%	80%	76%	68%	80%	46%	52%	80%
Mathematical sciences	89%	77%	92%	85%	83%	79%	51%	60%	91%
Physical sciences	89%	80%	90%	83%	79%	82%	58%	58%	90%
Social studies	84%	86%	85%	80%	78%	82%	54%	58%	86%
Subjects allied to medicine	87%	83%	90%	83%	78%	84%	60%	60%	87%
Overall response	85%	82%	85%	80%	77%	82%	54%	56%	86%
<b>Median Values</b>	<b>85%</b>	<b>81%</b>	<b>86%</b>	<b>80%</b>	<b>78%</b>	<b>82%</b>	<b>54%</b>	<b>57%</b>	<b>87%</b>

**Figure 13.** The OU's %Agree for different 'Core' categories of the NSS questionnaire are shown for different subject areas.