

Influencing Variable	Variable Influenced	As Evidence(See evidence document fig something)	Assumptions made
Availability of accommodation	Quality of living	1	Students are put at ease when they know they have a guaranteed place to live. The universities that can offer it widely advertise the fact in their material.
Price of accommodation	Quality of living	2	The quality/location of accommodation is taken as the primary factor when looking at quality of living.
Price of accommodation	Cost of living	N/A	Simple mathematics show if one cost goes up the total cost goes up, taking into consideration that newer house could be more efficient (i.e smaller bills) Throughout the study I will just be referring to the "rental cost"
Quality of living	% of students who would rate their University experience highly	3	Quality of living is different for different people and those requirements have to be met, if they are, students are happy to report positively.
Number of student support services	% of students who would rate their University experience highly	N/A	Students being helped through difficult stages/ decision are more likely to have a positive outlook
Cost of living	% of students who would rate their University experience highly	N/A	If asked about housing and cost of housing, if an individual had experienced good value for money it would be positive, if they had felt hort changed or over charged teh review could be negative
Perceived quality of facilities	% of students who would rate their University experience highly	N/A	This is a direct question in the NSS so if students felt the equipment was not to standard, they could mark the Uni down for it.
Social life built at University	% of students who would rate their University experience highly	4	The impact of a quality social life and availability of extra curricular groups has a positive impact on how students review their institutions
Perceived quality of night life	% of students who would rate their University experience highly	4	
Quality of night life	% of students who would rate their University experience highly	4	
Quality of facilities	% of students who would rate their University experience highly	4	
Perceived quality of staff	% of students who would rate their University experience highly	5	Quality of staff and perceived quality of staff leads to good review of student's experience
No of Extra-curricular activities to partake in	% of students who would rate their University experience highly	4	The impact of a quality social life and availability of extra curricular groups has a positive impact on how students review their institutions
No of Sports teams	No of Extra-curricular activities to partake in	N/A	As sports teams go up total number of groups go up
Student volunteer service	No of Extra-curricular activities to partake in	N/A	As student services go up go up total number of groups go up
Research interests	Quality of staff	6	Staff with interesting research interests are wanted by students for support/ teaching and guidance in projects
Quality of staff	Perceived quality of staff	N/A	As the quality of staff (support given to students,teaching ability, accolades in research) goes up the perceived quality of the staff member goes up
Quality of staff	Staff ability to explain subject matter	N/A	As the quality of staff (support given to students,teaching ability, accolades in research) goes up the perceived quality of the staff member goes up
Quality of staff	Quality of teaching	5	Staff with interesting research interests are wanted by students for support/ teaching and guidance in projects. Quality of staff and perceived quality of staff leads to good review of student's experience
Contemporary issues being taught within syllabus	Perceived quality of staff	5,6	
Contemporary issues being taught within syllabus	Perceived interest of content taught	6	
Staff ability to explain subject matter	Perceived interest of content taught	5,6	
Impact of contemporary content taught on perceived interest of content	Perceived interest of content taught	5,6	
Perceived interest of content taught	Staff enthusiasm about what they teach	6	
Quality of staff student relationship	Perceived interest of content taught	7	The study in the evidence doc outlines how a good relationship between staff and student is crucial in early stages of tuition.
Perceived interest of content taught	Quality of teaching	N/A	As the quality of staff (support given to students,teaching ability, accolades in research) goes up the perceived quality of the staff member goes up
Staff enthusiasm about what they teach	Quality of teaching	5	Quality of staff and perceived quality of staff leads to good review of student's experience
Quality of staff student relationship	Staff enthusiasm about what they teach	7	The study in the evidence doc outlines how a good relationship between staff and student is crucial in early stages of tuition.
Discrepancy between equipment needed and equipment available	Quality of teaching	N/A	If there is not the correct amount of equipment of facilitate teaching it will have a negative impact on the students experience/ ability to earn
Amount of teaching effort given by staff	Quality of teaching	7	The amount of effort, awareness and consideration staff put in has a positive link with the overall quality of teaching.
Impact of amount of teaching effort required on quality of teaching	Quality of teaching	N/A	Depending on quality of student, the impact of amount of teaching effort will vary, but it is assumed the more effort that goes in the more of a positive impact it has
Amount of teaching effort given by staff	Quality of staff student relationship	7	The amount of effort, awareness and consideration staff put in has a positive link with the overall quality of teaching.
Quality of teaching	Quality of staff student relationship	7	The amount of effort, awareness and consideration staff put in has a positive link with the overall quality of teaching.
Quality of teaching	Student quality	7	The amount of effort, awareness and consideration staff put in has a positive link with the overall quality of teaching.
Student quality	Quality of staff student relationship	7	The assumption is made if the student makes the same effort to be active, aware that the relationship will be mutually beneficial
Impact of cost of living on % of students who would rate their University experience highly	% of students who would rate their University experience highly	N/A	the assumption that cost of living is a given, student research costs before coming to university, usually entering student finance to pay for such aspect of university life
Level of research student undertook into Cardiff University	Student awareness of what degree scheme entails	8	from focus group the assumption was made that students who had researched COMSC were not as shocked when discovering what teh degree scheme entailed
level of research student undertook into COMSC	Student awareness of what degree scheme entails	8	Assumption made that students who made more effort to research their degree scheme new more about the course as a whole.
Student awareness of what degree scheme entails	Student quality	9	The students that new what they were going to be doing at university were far less shocked, the focus group talked about past students who had dropped out due to not successfully completing parts of course content which were core elements
Student awareness of what degree scheme entails	Degree scheme meeting student's expectation of course	8	Assumption made that as research of course goes up the degree scheme will have more chance of meeting students predefined needs from a UG course.
Degree scheme meeting student's expectation of course	Likely hood of rating degree programme highly (NSS)	9	Focus group (year2) outlined that if students were happy with progression of course content and speed of deliver they would be rating NSS highly
% of students who would rate their University experience highly	Likely hood of rating degree programme highly (NSS)	N/A	Positive correlation - as number of students willing to rate degree scheme highly goes up so does the actual possibility of NSS ratings
Impact of % of students who would rate their experience highly on the likely hood of rating the degree programme highly	Likely hood of rating degree programme highly (NSS)	N/A	
Impact of % of students who would rate their experience highly on the likely hood of rating the degree programme highly	Student experience NSS score	N/A	
Course difficulty	Likely hood of rating degree programme highly (NSS)	N/A	Assumption made if course difficulty is making student struggle they would not rate degree scheme highly
Student experience NSS score	COMSC position in league tables	10	As NSS makes up 25% of Guardian league table, if the NSS goes up it will have a positive affect on league table position
Student experience NSS score	Overall rating of degree programme	+	
Impact of students NSS score on position	COMSC position in league tables	+	
Russell group ranking	COMSC position in league tables	N/A	Although no evidence was found that Russell Group standing has impact on league tables it does have an impact that can be used for marketing particular institutes that hold the accolade, this leads to positive reinforcement
COMSC position on Times ranking	COMSC position in league tables	11	The Times is one of the UK's premier league table institutes, respected and thus having a positive impact on overall COMSC position.
COMSC position in Guardian ranking	COMSC position in league tables	11	The Guardian is the UK's premier league table institutes, respected and thus having a positive impact on overall COMSC position.
? Value added score	COMSC position in league tables	10	Deconstruction of league table showed VAS has a positive affect, being accountable for 15% of the total ranking points.
COMSC position in league tables	Overall rating of degree programme	11	League tables are a major point of contention for future students when making decisions of which course to choose.
Overall rating of degree programme	Perceived attractiveness of COMSC	11	League tables are a major point of contention for future students when making decisions of which course to choose.
Advertising effectiveness	Perceived attractiveness of COMSC	12	both google analytics for COMSC and head of budget show that advertising effectiveness is in place and boosting attractiveness of COMSC
Word of mouth	Perceived attractiveness of COMSC	13	word of mouth being hugely apparent in focus group, student being influence from siblings, parents and close family friends.
Word of mouth success	Perceived attractiveness of COMSC	N/A	Assumption made as the WOM success goes up the brand of COMSC is positively reinforced
Marketing through advertising	Perceived attractiveness of COMSC	12	both google analytics for COMSC and head of budget show that advertising effectiveness is in place and boosting attractiveness of COMSC
£ spent on marketing through advertising	Marketing through advertising	N/A	As spend of advertising goes up total advertising goes up
Perceived attractiveness of COMSC	Students applying	N/A	Assumption made that as COMSC becomes more attractive , more prospective students would choose Cardiff as their place of study
Total market per academic year	Students applying	14	Assumption made from research on bass diffusion/ market share. As the total market increases so does possible customers (students)
Number of Universities offering similar schemes	Perceived attractiveness of COMSC	15	Assumption made that if other universities are offering similar courses, COMSC loses it's unique element, students also choose institutions which are more geographically suitable.
Level of affiliation COMSC has with graduate employers	Perceived attractiveness of COMSC	N/A	Assumption made that students are eager to study at a institution that has potential for graduate employment
Attractiveness of other Universities	Perceived attractiveness of COMSC	15	competition can only be negative for Cardiff.
Perceived value for money	Perceived attractiveness of COMSC	16	Assumption made if COMSC can represent good value for money (high employability, transferable skills) in this current market of high tuition fees, it will have a positive impact on attractiveness of COMSC
Reputation of other Universities	Attractiveness of other Universities	N/A	Assumption made that if reputation of other universities goes up so will their attractiveness
Ranking of other Universities	Attractiveness of other Universities	-	
Graduate roles average salary	Perceived value for money	17	Information on graduate premium supports assumption that as potential salary rises perceived value for money also rises.
Life earning potential of graduate from this degree sector	Perceived value for money	+	
Contact hours	Perceived value for money	N/A	As contact hours increase spends per hour (student spend) is reduced so value for money increases
Cost of degree	Perceived value for money	-	
% chance of gaining graduate employment	Perceived value for money	17	Information on graduate premium supports assumption that as potential salary rises perceived value for money also rises.
Number of jobs relevant to degree sector	% chance of gaining graduate employment	N/A	If applicant per job is lower, likelihood of gaining that job is higher.
Level of transferable skills gained at University	% chance of gaining graduate employment	16	Assumption made if COMSC can represent good value for money (high employability, transferable skills) in this current market of high tuition fees, it will have a positive impact on attractiveness of COMSC
Impact of level of transferable skills gained at University on % chance of gaining graduate employment	% chance of gaining graduate employment	N/A	
Course content relevant to graduate employment	% chance of gaining graduate employment	18	As course content relevancy to graduate employment goes up % chance of gaining graduate employment goes up.
Impact of course content being relevant on % chance of gaining graduate employment	% chance of gaining graduate employment	+	
Contemporary issues being taught within syllabus	Course content relevant to graduate employment	+	
? Minimum entry requirements	Student quality	+/-	1) Deconstruction of Guardian ranking outlines higher entry requirements leads to higher quality of student 2 Alan Millburn outlines widening access can also lead to greater student quality, " student's do not necessarily have to possess large amounts of UCAS points to be a quality asset"
? Minimum entry requirements	Probability of success	+/-	first assumption was that if minimum entry requirements were raised probability of success was raised, this is not always the case as evidence 20 shows VAS can differ in % of success depending on student
Minimum entry requirements	Students meeting minimum entry requirements	-	Assumption made if minimum entry requirements are raised students are going to find it harder to meet these expectations
Probability of success	Value added score	20	VAS example outlines that as the probability of success if raised the VAS given is not necessarily higher due to that particular student being expected to meet the level of 2:1, 1st.
Students achieving a 2:1 or higher	Value added score	20	VAS examples outlines that 2:1,1st is the required level for a VAS to be applied, as the degree classification in that remit increase so does the possible VAS
Student quality	Amount of teaching effort required	-	Assumption made that if student quality is high the teaching effort needed is lower.
Impact of quality of students on amount of teaching effort required	Amount of teaching effort required	N/A	
Student quality	Students withdrawing early	-	Assumption made that if the student quality is high, the students are coping with the course content and thus drop outs are lower
Students meeting minimum entry requirements	Potential students	14	Assumption made from research on bass diffusion/ market share. As the total market increases so does possible customers (students)
Students meeting minimum entry requirements	Students offered places	+	
? Students offered places	Students enrolling	+	
Proportion accepting offer	Students enrolling	N/A	Assumption made from research on bass diffusion/ market share. As the total market increases so does possible customers (students)
Students enrolling	Students at University	N/A	Assumption made as no of students enrolling goes up so does total number of students at university
Students withdrawing early	Students at University	N/A	As students withdraw, number of students at university decreases
Students failing	Students at University	-	
Students graduating	Students at University	-	Assumption made that as students graduate, total number of students at university is reduced, until restocking.
Students at University	Staff/student ration	21	Figures from COMSC support the assumption that as student numbers rise, so do staff numbers to stay in line with teaching guidelines.
Students at University	Teaching staff	+	
Teaching staff	Staff/student ration	+	
Staff recruited	Teaching staff	+	
Teaching staff discrepancy	Staff recruited	+	
Target staff/student ratio	Teaching staff discrepancy	-	
Staff/student ratio	Teaching staff discrepancy	-	
Course difficulty	Students withdrawing early	+	evidence supports that as students struggle with course content a percentage leave university education entirely
Positive attitude of student at time of taking NSS	Likely hood of rating degree programme highly (NSS)	23	Student in focus group supported assumption that if yo already had a career path confirmed you were less worried about reviewing COMSC critically
% of students with secured job offer/future	Positive attitude of student at time of taking NSS	+	
Individuals recently received marks	Positive attitude of student at time of taking NSS	+	
Psychological behaviour to default to negative	Positive attitude of student at time of taking NSS	-	24
Psychological behaviour to default to positive	Positive attitude of student at time of taking NSS	+	Linked evidence supports that students can default to negative or positive dependent on current situation and individual personality
Discrepancy between expected and current classification	Positive attitude of student at time of taking NSS	+	
Classification student expected to gain	Discrepancy between expected and current classification	N/A	Assumption made that as student expectations increase, if the current grade does not increase, the discrepancy will become larger
Classification student is currently on	Discrepancy between expected and current classification	-	