

POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES) 2017 RESULTS

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Appendix 1: PTES 2017 questionnaire

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1 BACKGROUND

The Postgraduate Taught Experience Survey (PTES) is a voluntary survey which institutions can opt to participate in. The University last participated in the survey in 2016. The survey results are confidential to the institution and are not published and no national league table of results is produced, although some aggregated results are compiled for benchmarking purposes. Survey results are designed to be used as part of overall quality enhancement information. The survey is available in on-line format only and all responses are anonymous.

The PTES is managed by the Higher Education Academy (HEA) and comprises a questionnaire with nine core sections (copy of questionnaire is provided at Appendix 1). The sections are:

- Teaching and Learning
- Engagement
- Assessment and Feedback
- Dissertation or Major Project
- Organisation and Management
- Resources and Services
- Skills Development
- Overall Satisfaction
- Motivations

Students were also given the opportunity to provide additional qualitative comments at the end of each survey section.

In 2017 112 HEIs across the UK participated in the PTES and in total around 84,400 students responded to the survey across the sector.

2 RESPONSE RATES

The survey was live for Ulster University students for the six-week period 8 May to 16 June 2017. At the commencement of the survey period students received a joint email from the Pro-Vice-Chancellor (Education) and the President of the Students' Union informing them of the survey and encouraging them to participate. This email also contained information on their unique username and password required to access the survey along with a direct link to the survey login page. Course Directors were also provided with this information and a list of students on their course(s) who were included in the survey. Deans, Heads of School, Faculty Teaching and Learning Co-ordinators and Heads of Faculty Administration were also informed of the commencement of the survey. Response rates were monitored on a weekly basis and published on the Quality Management and Audit Unit's (QMAU) webpage to enable monitoring of response rates.

By the mid-point of the survey period the response rate reached 7%. QMAU sent targeted emails to each course student group. This action, along with encouragement from Course Directors and a further targeted email to non-respondents in the final week, raised the response rate to 12% in the final half of the survey period. The survey sample and response rates are outlined in Appendix 2. The University's overall response rate

compares poorly with the national average of 32%. Excluding small and specialist institutions, response rates ranged from 3% to 77% nationally.

Table 1 below sets out the sample size and percentage response rate for the University by Faculty.

	Sample Size	Respondents as % of Sample Size
Faculty of Arts, Humanities and Social Sciences	937	13%
Faculty of Computing, Engineering and the Built Environment	228	20%
Faculty of Life and Health Sciences	1,346	11%
Ulster University Business School	582	9%
Access, Digital and Distributed Learning	57	9%
Total for University	3,150	12%

Table 1: Response rates by Faculty

A number of students experienced difficulty logging in to the survey. QMAU liaised with the students and resolved any access problems. However, despite efforts by Course Directors and QMAU to encourage students to participate in the survey, it was disappointing to note that over 850 students accessed the Welcome page of the survey but chose not to complete it. This high drop-out rate was reported to HEA but they had not received any feedback from across the sector regarding this issue and therefore could not comment whether this was specific to Ulster or whether the privacy statements required for the HEA's national longitudinal study, which were included in the Welcome page, were off-putting to students in general.

Distribution of Results

Results have been provided to Faculties as follows:

- Course Directors received results for their course for consideration by the Course Committee where at least five responses had been received for the course. The threshold of five responses was stipulated by HEA to ensure student anonymity. 28 courses/course groups met the threshold.
- Aggregated School data and student qualitative comments were provided to 19 Schools and Associate Deans (Education).

3 PROFILE OF RESPONDENTS

The majority of Ulster University students who responded to the survey were registered on part-time courses (65%). This compares to the figure for participating HEIs of 70% full-time, 30% part-time. The age profile of Ulster students responding is set out in Table 2 below and the overall profile of respondents is summarised in Table 3 and compared to the profile for participating HEIs.

It is interesting to note that, although the gender, mode of delivery and entry qualification profile is similar to that in other participating HEIs, the profile of the University's respondents has

- a significantly higher proportion of students who are in paid employment of more than 30 hours per week;
- a lower percentage of students in the 25 and younger age group – 26% compared to 49% nationally;
- a larger percentage of students who received external funding (42% compared to 33% nationally);
- a higher proportion of students studying towards Postgraduate Certificates and Diplomas – 48% compared to 16% nationally; and
- a significantly higher percentage of home students (75% compared to 54% nationally) and fewer students with a non-EU domicile (4% compared to 34% nationally).

25 or younger	26-30	31-35	36-40	41-45	46-50	51-55	56 and over
Ulster University respondents							
26%	17%	17%	14%	12%	10%	4%	1%
All Participating HEIs respondents							
49%	19%	10%	7%	5%	4%	3%	2%

Table 2: Age Profile of Ulster Respondents

Profile	Ulster Respondents	Respondents from Participating HEIs
Gender	35% M 65% F	39% M 61% F
Mode of delivery	81% Campus based 19% E-Learning	84% Campus based 16% E-Learning
Qualification Registered for	52% Taught Masters 18% Postgraduate Certificate 30% Postgraduate Diploma 0% Other	82% Taught Masters 10% Postgraduate Certificate 6% Postgraduate Diploma 2% Other
Domicile	75% Home 19% Other EU 4% Non-EU	54% Home 8% Other EU 34% Non-EU
Source of Funding	50% Self-funded 8% Part self, part external 42% External	56% Self-funded 11% Part self, part external 33% External
In paid Employment	Yes – 77%, of whom 69% stated they worked more than 30 hours per week No – 23%	Yes – 44%, of whom 53% stated they worked more than 30 hours per week No – 56%
Highest Qualification on Entry	2% Below undergraduate degree 71% Undergraduate degree 24% Postgraduate degree 1% No academic qualifications, but professional experience 2% Other	2% Below undergraduate degree 74% Undergraduate degree 21% Postgraduate degree 1% No academic qualifications, but professional experience 2% Other

Table 3: Profile of Ulster's respondents compared to sector

4 RESULTS

This part of the report reviews results for the University and provides comparisons with the sector and Ulster's benchmark group of HEIs¹ for each section of the survey.

4.1 Motivations

Prospectus material

Students were asked to assess the material, including course specific information, provided by the University to assist them in making their course choice. 88% of students agreed that the information was easy to find, 90% agreed that it was useful and 86% were satisfied that the information provided was accurate.

Choice of Course

Students were asked to select from a list of seven possible motivations for taking their course. Students could select more than one motivation and Table 4 below shows the preferences indicated. Preferences expressed by Ulster University students broadly match those expressed by respondents across the sector in five of the statements. Fewer students at Ulster chose to undertake postgraduate study for personal interest compared to the sector. Whilst 14% more students at Ulster wished to further their current career path than respondents at institutions in our benchmark group.

Motivation	Ulster	Sector	Ulster's Benchmark Group of HEIs
To progress in my current career path	70%	58%	56%
To improve my employment prospects	57%	54%	58%
For personal interest	39%	46%	43%
To enable me to progress to a higher level qualification	31%	32%	33%
To change my current career	22%	21%	20%
As a requirement to enter a particular profession	17%	21%	22%
To meet the requirements of my current job	11%	9%	9%

Table 4: Ulster University Respondents' Overall Motivations

Figure 1 below disaggregates student motivations by gender, mode of delivery and mode of attendance. The results indicate that the main motivation for students undertaking postgraduate study was to progress in their current career path. A higher proportion of e-learning students chose to study at Ulster to improve their employment prospects, progress to a higher level qualification, or for personal interest. A higher number of male students responded that they were seeking to improve their employment prospects or change their current career than female students. 27% of full-time students undertook postgraduate study as a requirement to enter a particular profession compared to 11% of part-time students.

¹ Ulster's Benchmark Group of HEIs for 2017 PTES consisted of Coventry University, University of Exeter, University of Glasgow, The University of Lancaster, University of Newcastle-upon-Tyne, Queen's University of Belfast, The University of Surrey, and the University of East Anglia

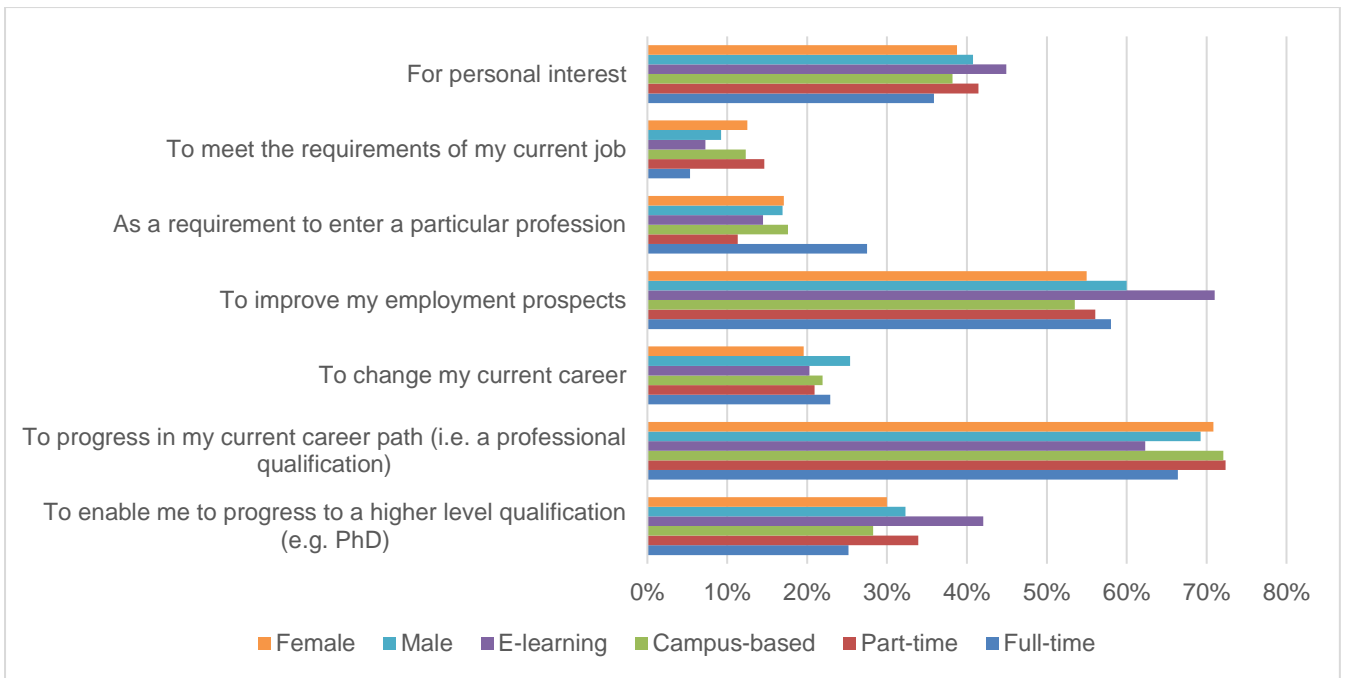


Figure 1: Motivations by Mode of Attendance, Gender and Mode of Delivery

Institution Selected

Students were invited to identify why they had chosen to undertake their postgraduate study at a particular institution. They were offered a list of 14 variables and could select any number from this list (see Table 5 below). The top three reasons for choice of institution across participating HEIs were overall reputation of the institution, content of the course, and reputation in the chosen subject area. Ulster’s Benchmark Group results were in line with the sector.

Reasons selected	Ulster	Sector	Ulster’s Benchmark Group of HEIs
Overall reputation of institution	25%	51%	54%
Reputation in chosen subject area / department	26%	39%	38%
Reputation of the course tutors	16%	15%	14%
It was recommended to me	21%	19%	20%
Graduates from this institution have good career and employment prospects	12%	17%	17%
I have studied at this institution before	30%	16%	18%
Location of institution	29%	36%	35%
The content of the course	36%	40%	39%
The way the course is structured or assessed	20%	18%	17%
My employer advised or encouraged me to do it	12%	6%	5%
Delivery of the course is flexible enough to fit around my life	32%	19%	13%
Funding was available to study this particular course	19%	16%	16%
The cost of the course compared to other institutions	14%	13%	15%
It is the only institution offering this course	18%	7%	7%

Table 5: Reasons given for choosing institution

The top five reasons for students choosing to study at Ulster University were:

- The content of the course
- Delivery of the course is flexible enough to fit around my life

- I have studied at this institution before
- Location of institution
- Reputation in chosen subject area/department

4.2 Overall satisfaction

Students were asked to rate their experience of the course overall. They could rate their experience on a five-point scale ranging from definitely agree to definitely disagree. 84% of Ulster students were satisfied with the quality of their course compared to 82% nationally. Overall University results for each survey section are summarised below and considered against benchmark sector data, pre-92 HEIs and Ulster’s Benchmark Group of HEIs.

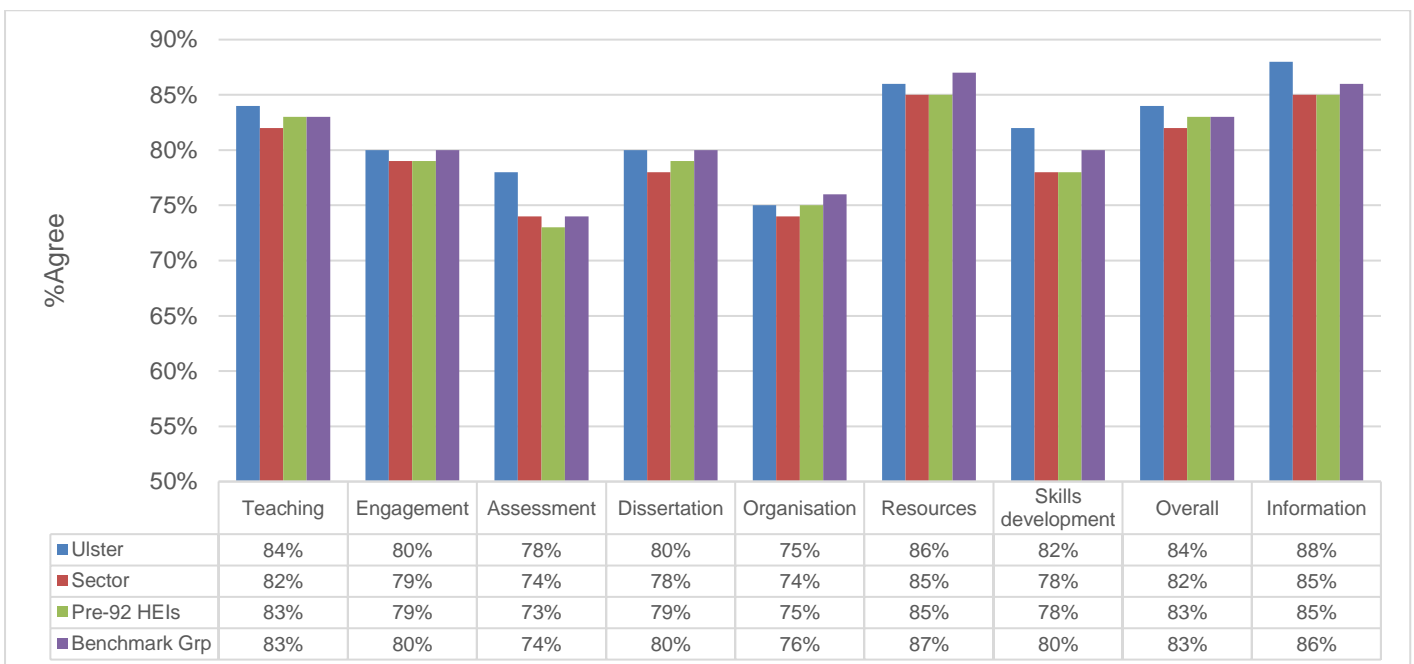


Figure 2: Survey section results for Ulster compared to Sector, Pre-92 HEIs and Ulster’s Benchmark Group of HEIs

Results for the University exceed sector average in all survey sections. Detailed results for each section of the survey are outlined in sections 4.3-4.9 below.

4.3 Quality of Teaching and Learning

This section consisted of seven statements. Percentage satisfaction in relation to each statement has been aggregated by Faculty, mode of delivery and mode of attendance and is set out in Table 6 and Figure 3 below. Faculty results in bold text indicate that they are equal to or above the University average.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster’s Benchmark Group of HEIs
Staff are good at explaining things	86%	82%	86%	94%	87%	88%	90%
Staff are enthusiastic about what they are teaching	91%	87%	88%	87%	89%	90%	90%
The course is intellectually stimulating	87%	84%	89%	94%	88%	86%	85%

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
The course has enhanced my academic ability	88%	84%	93%	96%	90%	86%	86%
The learning materials provided on my course are useful	85%	73%	87%	92%	85%	83%	83%
There is sufficient contact time between staff and students to support effective learning	72%	67%	72%	85%	73%	69%	72%
I am happy with the support for my learning I receive from staff on my course	71%	60%	79%	87%	76%	76%	79%

Table 6: Percentage of Respondents Expressing Satisfaction with teaching by Faculty

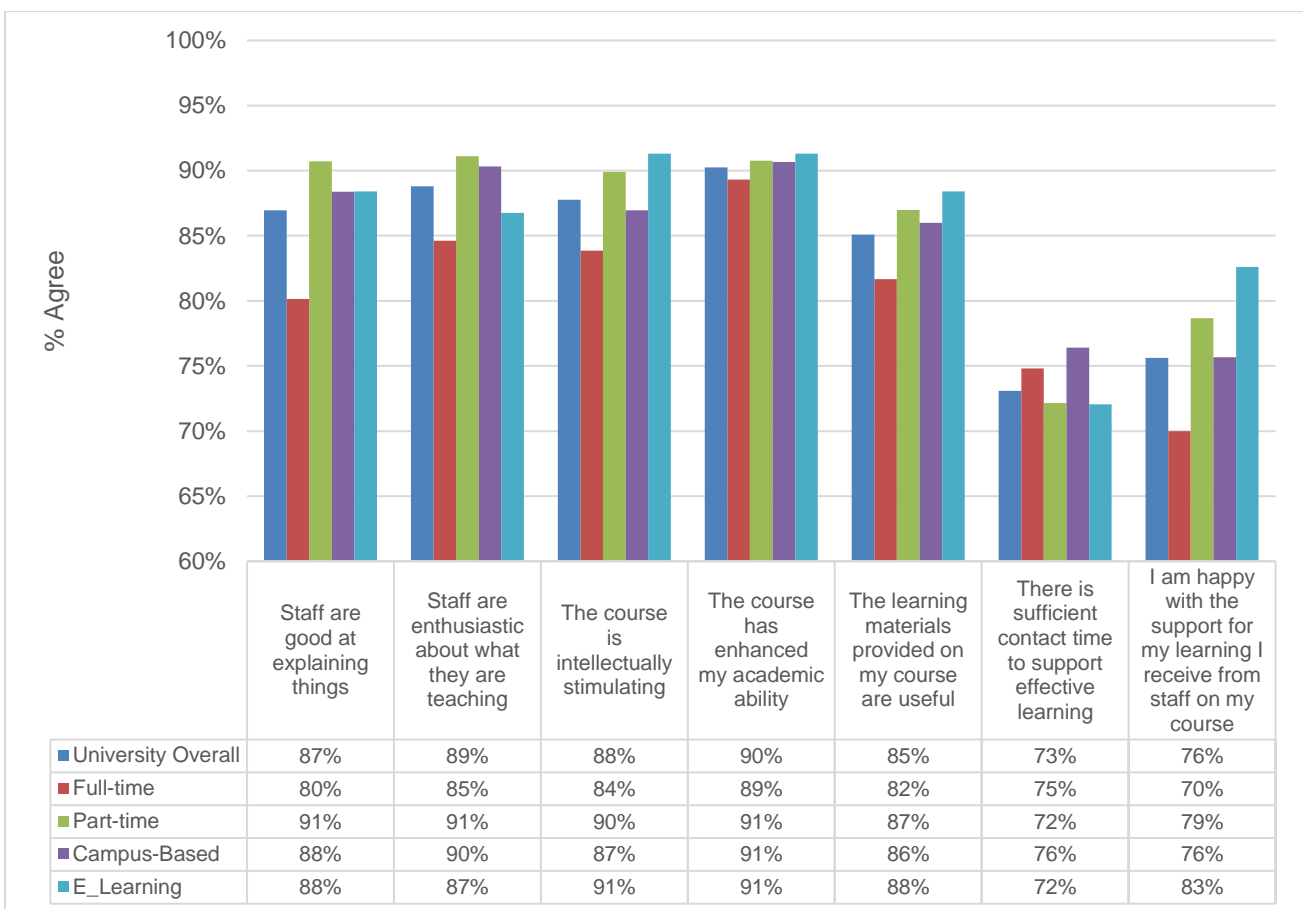


Figure 3: Teaching Satisfaction by Mode of Delivery and Mode of Attendance

The University's overall results for this section were between 2% and 4% above the sector for the statements relating to the course, learning materials and contact time. Ulster also out-performed its benchmark group in these areas. Respondents from the benchmark group of institutions were 3% more satisfied with the learning support they received than Ulster students were. The statements relating to staff attracted generally lower scores, with full-time students being the least satisfied. Full-time students were less satisfied with 6 of the 7 statements relating to teaching but they were in agreement that there was sufficient contact time.

4.4 Engagement

The engagement survey section consisted of the following five statements and the University out-performed the sector in three of the five statements by 4%. Students across all Faculties were less content with the manageability of their course workload, resulting in Ulster's satisfaction level for this statement being 4% below the sector and 6% below the benchmark group.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
I am encouraged to ask questions or make contributions in taught sessions	94%	84%	92%	87%	91%	87%	88%
The course has created sufficient opportunities to discuss my work with other students	86%	76%	79%	87%	82%	78%	80%
My course has challenged me to produce my best work	88%	76%	86%	90%	85%	81%	82%
The workload on my course has been manageable	66%	60%	72%	62%	67%	71%	73%
I have appropriate opportunities to give feedback on my experience	74%	71%	78%	85%	77%	77%	79%

Table 7: Satisfaction with Engagement by Faculty

4.5 Assessment and Feedback

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
The criteria used in marking have been made clear in advance	76%	84%	82%	96%	82%	77%	77%
Assessment arrangements and marking have been fair	80%	80%	80%	92%	82%	75%	75%
Feedback on my work has been prompt	64%	53%	72%	75%	68%	69%	70%
Feedback on my work has been useful	79%	64%	83%	92%	80%	75%	76%

Table 8: Satisfaction with Assessment and Feedback by Faculty

The results for Assessment and Feedback out-performed the sector and our benchmark group in three of the four statements. However, the result for promptness of feedback received a low score of 68%, 1% below the sector and 2% below our benchmark group. A positive feature of responses were the high ratings accorded to the clarity and fairness of assessment and marking criteria, 5% and 7% above the sector respectively. Most Faculties recorded satisfaction with these aspects well above sector averages.

The results set out in Table 9 below show a divergence in opinion between E-learning students and campus-based students, and also between the two modes of attendance. Part-time and campus-based students were significantly more satisfied with assessment and feedback than full-time and e-learning students.

	E-Learning	Campus-Based	Full-time	Part-time	University Overall
The criteria used in marking have been made clear in advance	80%	83%	74%	87%	82%
Assessment arrangements and marking have been fair	77%	83%	76%	85%	82%
Feedback on my work has been prompt	62%	69%	64%	70%	68%
Feedback on my work has been useful	81%	80%	74%	84%	80%

Table 9: Satisfaction with Assessment and Feedback by Mode of Delivery and Mode of Attendance

4.6 Dissertation

59% of Ulster's respondents confirmed that they were currently planning, undertaking or have completed, a dissertation or major project as part of their course. This compares to 74% of respondents across the sector and 79% in our benchmark group. Table 10 below shows this profile by Faculty.

Faculty of Arts, Humanities and Social Sciences	53%
Faculty of Computing, Engineering and the Built Environment	62%
Faculty of Life and Health Sciences	59%
Ulster University Business School	69%

Table 10: Percentage of Respondents on Courses which include a Dissertation

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
I understand the required standards for the dissertation / major project	80%	91%	81%	84%	82%	81%	82%
I am happy with the support I received for planning my dissertation / major project	68%	80%	76%	74%	72%	72%	75%
My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	87%	90%	90%	84%	87%	84%	85%
My supervisor provides helpful feedback on my progress	77%	83%	78%	76%	77%	77%	80%

Table 11: Percentage Satisfaction with Dissertation by Faculty

The results at University level for the four statements relating to the Dissertation were equal to or between 1% and 3% above the sector average (see Table 11), although below our benchmark group by 3% for support with planning the dissertation/project and feedback from the dissertation/project supervisor. Students from the Faculty of Computing, Engineering and the Built Environment were the most satisfied with this aspect of the survey with satisfaction levels for statements recorded between 3% and 9% above the University average.

4.7 Organisation and Management

Satisfaction rates in relation to course organisation and management were generally good with students responding to a number of statements (see Table 12 below for results by

Faculty compared to the sector and benchmark group and Table 13 for results by mode of delivery and mode of attendance). Ulster's results were mainly equal to or above the sector average for all statements, but 4% below our benchmark group in relation to timetabling and involvement in decisions about how the course is run. Students from the Faculty of Life and Health Sciences, and Ulster University Business School were the most satisfied with the organisation and management of their courses. However, with the exception of timetabling, students from the Faculty of Computing, Engineering and the Built Environment were significantly less satisfied with results between 8% and 13% less than the University average recorded.

	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
The timetable fits well with my other commitments	69%	84%	79%	75%	76%	77%	80%
Any changes in the course or teaching have been communicated effectively	80%	67%	81%	84%	80%	78%	79%
The course is well organised and is running smoothly	78%	62%	78%	79%	76%	74%	76%
I was given appropriate guidance and support when I started my course	78%	71%	84%	87%	81%	77%	78%
I am encouraged to be involved in decisions about how my course is run	60%	52%	68%	69%	64%	64%	68%

Table 12: Satisfaction with Organisation and Management by Faculty

Students following e-learning courses were more satisfied with how changes to the course or teaching were communicated (8% above the University average) but the same student group recorded less satisfaction in relation to how they were involved in decisions about how their course was run (8% below the University average). Full-time students were significantly less satisfied with timetabling (9% below), communication of changes in the course or teaching (9% below) and course organisation (10% below the University average).

	E-Learning	Campus-Based	Full-time	Part-time	Ulster	Sector	Ulster's Benchmark Group of HEIs
The timetable fits well with my other commitments	74%	76%	67%	80%	76%	77%	80%
Any changes in the course or teaching have been communicated effectively	88%	78%	71%	85%	80%	78%	79%

The course is well organised and is running smoothly	80%	75%	66%	82%	76%	74%	76%
I was given appropriate guidance and support when I started my course	80%	81%	76%	83%	81%	77%	78%
I am encouraged to be involved in decisions about how my course is run	56%	65%	65%	63%	64%	64%	68%

Table 13: Satisfaction with Organisation and Management by Mode of Delivery and Mode of Attendance

4.8 Resources and Services

In this section students were asked to respond to four statements and Tables 14 and 15 below summarise satisfaction levels with each area. The overall University results were above the sector in three of the four statements.

	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
The library resources and services are good enough for my needs	83%	96%	87%	90%	87%	85%	87%
I have been able to access general IT resources when I needed to	88%	95%	94%	90%	92%	88%	90%
I have been able to access subject specific resources necessary for my studies	84%	88%	90%	89%	88%	85%	88%
I am aware of how to access the support services at my institution	72%	70%	82%	77%	76%	80%	83%

Table 14: Satisfaction with Resources and Services by Faculty

The results indicate that not all students are aware of how to access support services. Responses from students following e-learning courses indicate satisfaction levels with resources and services of between 2% and 7% below the University average across the four statements.

	E-Learning	Campus-Based	Full-time	Part-time	Ulster	Sector	Ulster's Benchmark Group of HEIs
The library resources and services are good enough for my needs	81%	89%	82%	90%	87%	85%	87%
I have been able to access general IT resources when I needed to	88%	92%	90%	92%	92%	88%	90%

I have been able to access subject specific resources necessary for my studies	81%	89%	87%	88%	88%	85%	88%
I am aware of how to access the support services at my institution	74%	77%	80%	74%	76%	80%	83%

Table 15: Satisfaction with Resources and Services by Mode of Delivery

4.9 Skills Development

The overall University results for this section indicate that levels of satisfaction in this area were generally high and compare positively with sector average scores for this area (see Table 16). Ulster satisfaction ratings out-performed the benchmark group and were between 3% and 7% above the sector. Respondents from the Faculty of Computing, Engineering and the Built Environment were the least satisfied with skills development.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector	Ulster's Benchmark Group of HEIs
As a result of the course I am more confident about independent learning	88%	71%	86%	90%	85%	82%	83%
My confidence to be innovative or creative has developed during my course	86%	60%	77%	77%	78%	74%	76%
My research skills have developed during my course	87%	71%	88%	92%	86%	82%	84%
My ability to communicate information effectively to diverse audiences has developed during my course	79%	62%	80%	83%	78%	75%	78%
I have been encouraged to think about what skills I need to develop for my career	86%	77%	84%	75%	83%	76%	78%
As a result of the course I feel better prepared for my future career	86%	76%	83%	82%	83%	78%	78%

Table 16: Percentage Satisfaction with Skills Development by Faculty

5 FUTURE SURVEYS

The PTES is a potentially useful tool for obtaining feedback from taught postgraduate students although on the four occasions the University has participated in the survey the poor response rates achieved on each occasion has limited its usefulness and has meant that only broad conclusions could be drawn. Despite the Higher Education Academy revising the PTES, the survey has remained lengthy and is time-consuming for students to complete.

Following a Review of Information consultation in 2016 which indicated sector support for a postgraduate survey similar to the NSS, HEFCE and the other UK funding bodies have started work developing a new national survey for taught postgraduate students. Changes in funding for postgraduate students, in particular the introduction of master's loans, have

increased the need to give taught postgraduate students the same opportunity as undergraduates to feed back on their experience.

The work of developing the new survey will be overseen by the Postgraduate Information Steering Group (PGISG). The steering group is currently considering:

- proposed content for the survey;
- when in the academic year the survey will be run; and
- how the survey will be delivered.

This will be informed by previous research and input from a range of stakeholders. The UK funding bodies have commenced initial consultation with the sector and anticipates that a formal consultation exercise will commence in January 2018, with a view to finalising the survey content and structure to enable testing and piloting of the survey in 2018/19. After the pilot exercise there will be a second stage consultation process with full national roll-out of the finalised survey in 2019/20.

Postgraduate Taught Experience Survey (PTES) 2017

Section A: Teaching and Learning

1. Overall, to what extent do you agree or disagree with the following statements regarding teaching and learning on your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. Staff are good at explaining things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Staff are enthusiastic about what they are teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The course is intellectually stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The course has enhanced my academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The learning materials provided on my course are useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am happy with the support for my learning I receive from staff on my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section B: Engagement

3. Overall, to what extent do you agree or disagree with the following statements regarding engagement on your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable

a. I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My course has challenged me to produce my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The workload on my course has been manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have appropriate opportunities to give feedback on my experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section C: Assessment and feedback

5. To what extent do you agree or disagree with the following statements regarding assessment and feedback on your course? (Feedback includes oral and written feedback given in both formal and informal contexts)

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. The criteria used in marking have been made clear in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assessment arrangements and marking have been fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feedback on my work has been prompt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feedback on my work (written or oral) has been useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section D: Dissertation or major project

If you are unsure what Dissertation or Major Project refers to, it could include a long-essay, independent research project, laboratory project, or other major supervised assessment task that forms an important part of your overall course.

7. Are you currently planning, undertaking, or have completed, a dissertation or major project as part of your course?

- Yes (Please answer the questions below)
- No (Please skip the questions below and click 'continue' at the bottom of the page)

8. If 'yes', what stage of your dissertation or major project are you currently at?

- Planning
- Currently doing
- Completed

9. To what extent do you agree or disagree with the following statements regarding your dissertation / major project? (If you have not had experience of an item then please select 'Not applicable or Too soon to say')

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable or Too soon to say
a. I understand the required standards for the dissertation / major project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My supervisor provides helpful feedback on my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section E: Organisation and management

11. To what extent do you agree or disagree with the following statements regarding the organisation and management of your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. The timetable fits well with my other commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Any changes in the course or teaching have been communicated effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The course is well organised and is running smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was given appropriate guidance and support when I started my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am encouraged to be involved in decisions about how my course is run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section F: Resources and services

13. To what extent do you agree or disagree with the following statements regarding the learning resources and support services at your institution?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. The library resources and services are good enough for my needs (including physical and online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have been able to access general IT resources (including physical and online) when I needed to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section G: Skills development

15. To what extent do you agree or disagree with the following statements regarding the development of skills on your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. As a result of the course I am more confident about independent learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My confidence to be innovative or creative has developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My research skills have developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My ability to communicate information effectively to diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

audiences has developed during my course						
e. I have been encouraged to think about what skills I need to develop for my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. As a result of the course I feel better prepared for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. If you have any further comments on these issues then please provide them here. Please be as specific as possible:

Section H: Overview

17. To what extent do you agree or disagree with the following statement about your overall experience of your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
Overall, I am satisfied with the quality of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please comment on one thing that has been most enjoyable or interesting on your course:

.....

19. Please comment on one thing that would most improve your experience of your course:

.....

Motivations

20. My main motivations for taking this postgraduate course were: (please select all that apply)

- To enable me to progress to a higher level qualification (e.g. PhD)
- To progress in my current career path (i.e. a professional qualification)
- To change my current career
- To improve my employment prospects
- As a requirement to enter a particular profession
- To meet the requirements of my current job
- For personal interest
- Other (Please specify).....

21. I am studying for this qualification at this particular institution because of: (please select all that apply)

- Overall reputation of institution
- Reputation in chosen subject area / department
- Reputation of the course tutors
- It was recommended to me
- Graduates from this institution have good career and employment prospects
- I have studied at this institution before
- Location of institution
- The content of the course
- The way the course is structured or assessed
- My employer advised or encouraged me to do it
- Delivery of the course is flexible enough to fit around my life
- Funding was available to study this particular course
- The cost of the course compared to other institutions
- It is the only institution offering this course
- Other (Please specify).....

22. Would you agree or disagree that the information provided by your institution (including course specific information) to help you choose your course was...

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
a. easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. If you have any further comments on the information provided by your institution, please provide them here. Please be as specific as possible:

Course Code	Course Title	Campus	Count of Students per course		Count of students per group	Number of responses received
Faculty of Arts, Humanities and Social Sciences						
6333	MRes Arts FT	R	1	]	5	0
6755	MRes Arts PT	R	4			
School of Arts and Humanities						
7358	MA History FT	CE	4	]	6	0
4167	MA History PT	CE	2			
6972	MA Irish History & Politics FT	CE	3	]	7	3
6974	MA Irish History & Politics PT	CE	4			
7147	MA English Literature FT	CE	5	]	8	2
7148	MA English Literature PT	CE	3			
6194	MA Modern Irish PT	BT	2		2	0
7653	MA Irish Lang Trans Interp PT	MG	10		10	2
1371	MMus Music FT	MG	9	]	10	2
3605	MMus Music PT	MG	1			
3392	MA Cult Heritage& Museum St FT	BT	10	]	15	0
4107	MA Cult Heritage& Museum St PT	BT	5			
4163	PG Dip Museum Pract& Mgt DL PT	MG	13	]	16	1
4164	MA Museum Pract & Mgmt DL PT	MG	3			
6999	MDes Design for Creat Pract PT	MG	2		2	0
7435	MA Contemporary Perf Pract FT	MG	2		2	0
School of Media and Communications						
4581	MA Journalism FT	CE	14	]	15	2
4580	MA Journalism PT	CE	1			
5205	MA Documentary Practice PT	CE	2		2	0
6817	MA Media Management &Policy FT	CE	1	]	4	0
6818	MA Media Management &Policy PT	CE	3			
3745	MSc Counsell & Therap Comm PT	JN	1		1	0
7004	PG Dip Eng Lang & Linguist FT	JN	2	]	4	0
7005	PG Dip Eng Lang & Linguist PT	JN	1			
7006	MSc Eng Lang & Linguist FT	JN	1			
7218	PG Dip Digital Media Comm PT	BT	16	]	19	4

Course Code	Course Title	Campus	Count of Students per course	Count of students per group	Number of responses received
7219	MSc Digital Media Comm PT	BT	3		
7220	PG Cert Comm Mangt in Hcare PT	JN	2	2	0
7229	PG Dip Communic & PR w Opt FT	JN	7	12	2
7230	PG Dip Communic & PR w Opt PT	JN	4		
7232	MSc Communication & PR w OptPT	JN	1		
7236	PG Dip Digital Media Comm FT	BT	4	5	0
7237	MSc Digital Media Comm FT	BT	1		
7427	PG Dip Coun&Therap ComwProf PrPT	JN	8	11	1
7429	PG Cert Coun&Therap ComwProf PrPT	JN	3		
7430	PG Dip Couns Stds&Therap CommFT	JN	8	18	4
7432	PG Dip Couns Stds&Therap CommPT	JN	8		
7433	MSc Couns Stds&Therap Comm FT	JN	1		
7434	MSc Couns Stds&Therap Comm PT	JN	1		
Belfast School of Art					
1018	Master of Fine Art FT	BT	20	26	2
1062	Master of Fine Art PT	BT	6		
6398	MFA Photography FT	BT	21	25	1
7647	MFA Photography DL FT	BT	4		
7045	MFA Multidisciplin Design FT	BT	1	1	0
School of Education					
1686	PGCE Engl Drama Media Stds FT	CE	12	83	6
1697	PGCE History FT	CE	14		
1707	PGCE Geography FT	CE	11		
2860	PGCE Art and Design FT	CE	11		
2862	PGCE Music FT	CE	10		
2864	PGCE Home Economics FT	CE	11		
7058	PGCE Physical Education FT	CE	13		
7059	PGCE Technology and Design FT	CE	1		
1713	PGCE Primary FT	CE	35	35	30
6709	PGCE (FE) FE JN PT	JN	36	68	3
6710	PGCE (FE) FE MG PT	MG	21		
6940	PGCE (FE)WBL PT	JN	9		
6941	PGCE (FE)WBL PT	MG	2		
2960	MA T.E.S.O.L FT	CE	8	17	1
2375	MA T.E.S.O.L PT	CE	9		
6378	PG Dip Educ w Spec Monaghan PT	JN	17	17	0
6249	PG Dip Educ w Spec NI Apps PT	JN	42	42	7
6250	MEd Education +SpecialismsPT	JN	63	63	4

Course Code	Course Title	Campus	Count of Students per course		Count of students per group	Number of responses received
6254	PG Dip Library & Info Mangt PT	JN	19	□	24	14
6255	MSc Library & Info Mangt PT	JN	5			
7286	PG Dip in Headship PT	JN	15		15	1
7288	PG Cert in Middle LeadershipPT	CE	22	□	29	2
7289	PG Cert in Middle LeadershipPT	JN	7			
School of Law						
6596	LLM H Rights Law &Trans JustFT	JN	5	□	11	2
6599	LLM H Rights Law &Trans JustPT	JN	6			
6961	LLM Gend Confl & Hum Rights FT	JN	6	□	17	2
7032	LLM Gend Confl & Hum Rights PT	JN	11			
7012	LLM Clinical Legal Educ FT	JN	6	□	8	1
7013	LLM Clinical Legal Educ PT	JN	2			
7023	LLM Commercial Law FT	MG	7	□	15	5
7154	LLM Commercial Law PT	MG	8			
School of Social Sciences						
3643	MPA Publ Sect Exec Dev PT	JN	40		40	7
3659	MSc Soc Research Skills DL PT	MG	16		16	1
2332	MSc Restorativ Pract s PROP PT	JN	13		13	0
6092	PG Dip ProDev in Social Wrk PT	JN	157	□	169	1
5855	MSc Prof Dev in Social Work PT	JN	12			
7519	PG Dip Community Youth Work PT	MG	9		9	2
International Conflict Research Institute						
6987	PG Dip App Peace &Conf Stds PT	MG	1	□	18	6
6985	MSc App Peace &Confl Stds FT	MG	16			
6989	MSc Appl Peace &Confl Stds PT	MG	1			
Faculty of Computing, Engineering and the Built Environment						
School of Computing and Engineering						
7067	MSc Computational Intellig PT	MG	1		1	1
7673	MSc Prof Software Develment FT	MG	23		23	7
School of the Built Environment						
1235	PG Dip Renew Ene&Ene Mgt DL PT	JN	26	□	39	5
1236	MSc Renewable Ene&Ene Mg DL PT	JN	13			
6464	MSc Infrastructure Engin FT	JN	15	□	24	2

Course Code	Course Title	Campus	Count of Students per course	Count of students per group	Number of responses received
1273	MSc Infrastructure Eng. PT	JN	9		
3180	PG Dip Fire Safety Eng. FT	JN	5	17	3
1284	PG Dip Fire Safety Eng. PT	JN	4		
1285	PG Dip FireSafe Eng BlkRel PT	JN	5		
1286	MSc Fire Safety Engineering PT	JN	3		
1328	PG Dip Housing Studies PT	JN	31	31	8
3177	MSc Real Estate FT	JN	7	12	1
7207	MSc Real Estate PT	JN	5		
6935	PG Dip Const Bus & Proj Mgt PT	JN	13	13	2
7404	PG Cert Comm Plan & Govern FT	JN	1	10	5
7240	PG Cert Comm Planning & Gov PT	JN	5		
7241	PG Dip Commu Planning & Gov PT	JN	1		
7242	MSc Commun Planning & Gov PT	JN	3		
7681	MSc Constr Bus & Leadship FT	JN	3	19	4
7682	MSc Constr Bus & Leadship PT	JN	16		
School of Engineering at Jordanstown					
6650	PG Dip Biomedical Engin FT	JN	2	11	2
6659	MSc Biomedical Engineering FT	JN	7		
6660	MSc Biomedical Engineering PT	JN	2		
6667	PG Dip Adv Compos & PolymersPT	JN	4	10	0
6669	MSc Adv Composites & PolymersPT	JN	6		
6796	PG Dip Manufacturing Mangt PT	JN	5	18	5
6792	MSc Manufacturing Mangt FT	JN	1		
6794	MSc Manufacturing Mangt PT	JN	12		
Faculty of Life and Health Sciences					
6923	MRes Life & Health Sciences FT	CE	4	4	0
School of Biomedical Sciences					
3825	MSc Human Nutrition FT	CE	13	14	4
1542	MSc Human Nutrition PT	CE	1		
7106	MSc Biomedical Science DL FT	CE	7	233	16
1675	MSc Biomedical Science DL PT	CE	226		
5786	MSc Dietetics FT	CE	10	10	6
6201	PG Cert Vet Public Heal DL PT	CE	15	15	0
6337	PG Dip Cata&Refrat Surg DL PT	CE	21	25	0
6338	MSc Cata & Refrat Surg DL PT	CE	4		
6372	PG Cert Food Reg Affairs DL PT	CE	2	29	0

Course Code	Course Title	Campus	Count of Students per course	Count of students per group	Number of responses received
6373	PG Dip Food Reg Affairs DL PT	CE	27		
6828	PG Cert Stem Cell Biolog DL PT	CE	1	2	0
7061	PG Dip Stem Cell Biology DL PT	CE	1		
7145	MSc Food and Nutrition DL FT	CE	2	8	0
7357	MSc Food and Nutrition DL PT	CE	6		
7144	PG Cert Nutra FFood&Supp DL PT	CE	1	6	0
7170	MSc Nutraceut FF & Suppl DL FT	CE	1		
7171	MSc Nutraceut FF & Suppl DL PT	CE	4		
7184	PG Cert Biomed ProfPract DL PT	CE	7	7	0
7234	PG Cert Diabetes DL PT	CE	2	2	0
7246	MSc Stratified Medicine DL FT	MG	6	13	1
7247	MSc Stratified Medicine DL PT	MG	7		
7608	MSc Clinical Visual Scl DL PT	CE	6	6	1
7643	MSc Biotechnology Research FT	CE	9	9	9
School of Geography and Environmental Sciences					
1557	PG Dip Environ Mangt DL PT	CE	6	15	1
1558	MSc Environ Mangt DL PT	CE	9		
6858	PG Dip Env Mgmt with GIS DL PT	CE	9	21	3
6859	PG Dip Env Mgmt and GIS DL PT	CE	5		
6860	MSc Env Mgmt with GIS DL PT	CE	7		
4023	PG Dip Geog Info Sys (GIS) FT	CE	10	49	10
6370	PG Dip Geog Info Systems DL FT	CE	5		
1598	PG Dip Geog Info Sys (GIS) PT	CE	2		
1604	PG Dip Geog Info Sys(GIS)DL PT	CE	23		
1599	MSc Geog Info Sys (GIS) PT	CE	2		
1605	MSc Geog Info Sys (GIS) DL PT	CE	7		
1636	PG Dip Coastal Zone Mngt DL PT	CE	6	9	1
1637	MSc Coastal Zone Mngt DL PT	CE	3		
1647	PG Dip Env Tox& Poll Mon DL PT	CE	19	28	6
1648	MSc Env Toxic&Pollut Mon DL PT	CE	9		
6866	PG Dip Mar Spatial Plan DL PT	CE	7	10	1
6867	MSc Marine Spatial Plan DL PT	CE	3		
School of Health Sciences					
6470	PG Cert Advancing Practice PT	JN	100	141	6
6471	PG Dip Advancing Practice PT	JN	31		
6472	MSc Advancing Practice PT	JN	10		
6925	PG Cert Sensory Integration PT	JN	99	175	6

Course Code	Course Title	Campus	Count of Students per course	Count of students per group	Number of responses received
6926	PG Dip Sensory Integration PT	JN	65		
6927	MSc Sensory Integration PT	JN	11		
7399	MSc LowLimb Pres Diabet DL PT	JN	11	11	3
7409	PG Cert Medicines Managemnt PT	JN	10	10	2
7617	MSc Prof Dev in Occ Ther DL FT	JN	3		
7618	MSc Prof Dev in Occ Ther DL PT	JN	1	4	0
7619	MSc Prof Dev in Physioth DL FT	JN	1		
7620	MSc Prof Dev in Physioth DL PT	JN	1	2	1
School of Nursing					
2361	MSc Nursing PT	JN	5	5	2
2568	PG Dip in Palliative Care PT	JN	2	2	0
3635	PG Dip Spec. Nursing Pract PT	JN	2	2	0
5843	PG Dip Dev Pract Hlthcare PT	JN	31		
5844	MSc Dev Pract Hlthcare PT	JN	6	37	2
6283	PG Dip Spec ComPubl Hth Nur FT	JN	46	46	7
6719	PG Dip Health & Wellbeing PT	JN	18		
6720	MSc Health & Wellbeing PT	JN	1	19	1
7002	PG Cert Ed for Nurse & Midw PT	JN	13	13	5
7026	PG Cert Non-Med Prescribing PT	JN	16	16	6
7048	PG Dip Hlth Prom & Pub Hlth FT	JN	8		
7050	PG Dip Hlth Prom & Pub Hlth PT	JN	9		
7049	MSc Hlth Prom & Pub Hlth FT	JN	1	21	3
7051	MSc Hlth Prom & Pub Hlth PT	JN	3		
7513	PG Cert Appl HealthStds DL PT	MG	15		
7514	PG Dip Appl HealthStds DL PT	MG	3	35	3
7515	MSc Applied HealthStds DL PT	MG	17		
7534	PG Dip Specialist Nursing FT	JN	38		
7535	PG Dip Specialist Nursing PT	JN	39	77	15
School of Pharmacy and Pharmaceutical Sciences					
6642	PG Dip Pharmacy Mgmt DL PT	CE	8	8	1
7509	MSc Pharma Sciences DL FT	CE	3		
7510	MSc Pharma Sciences DL PT	CE	4	7	1
School of Psychology					
1580	MSc Applied Behaviour Analy PT	CE	37	37	3

Course Code	Course Title	Campus	Count of Students per course		Count of students per group	Number of responses received
6355	MSc Health Psychology DL FT	CE	11	]	43	12
6356	MSc Health Psychology DL PT	CE	32			
6856	MSc Applied Psy (MH & PT) FT	MG	37	]	48	4
6857	MSc Applied Psy (MH & PT) PT	MG	11			
7364	PG Cert FamilyThe & SysPrac PT	MG	4		4	0
School of Sport						
6633	MSc Sports Devel & Coaching FT	JN	7	]	8	1
6634	MSc Sports Devel & Coaching PT	JN	1			
6890	PG Dip Sport & Exerc Nutri PT	JN	1	]	15	1
6892	PG Dip Sport & Exerc Nutri FT	JN	1			
6891	MSc Sport & Exerc Nutrition PT	JN	9			
6893	MSc Sport & Exerc Nutrition FT	JN	4			
7110	MSc Phy Act & Public Health FT	JN	3	]	5	1
7111	MSc Phy Act & Public Health PT	JN	2			
7113	MSc Sport & Exercise Psy FT	JN	14	]	18	1
7114	MSc Sport & Exercise Psy PT	JN	4			
7115	MSc Sport & Exer Medicine FT	JN	11	]	22	1
7116	MSc Sport & Exer Medicine PT	JN	11			
Ulster University Business School						
School of Management, Marketing and Strategy						
1087	MSc Mgmt and Corp Gov FT	JN	33	]	108	4
1919	MSc Mgmt and Corp Gov PT	JN	12			
6764	MSc Mgmt & Corp Gov Dublin PT	JN	63			
3796	MSc Business Improvement PT	JN	15		15	1
7692	MSc Business Improvment HSC PT	JN	26		26	2
6189	MSc Sport Management FT	JN	5	]	11	0
7162	MSc Sport Management PT	JN	6			
6246	MSc Human Resource Managemt PT	JN	52		52	5
7158	MSc Management FT	JN	9	]	13	0
7159	MSc Management PT	JN	4			
2679	MBA FT	JN	6	]	42	5
1955	MBA PT	JN	36			
7686	MBA QAHE LN FT	LON	7		7	1
7703	MBA (Executive) FT	JN	2		2	0

Course Code	Course Title	Campus	Count of Students per course		Count of students per group	Number of responses received
6450	MSc Busin Devt & Innovation FT	JN	8	]	40	3
6176	MSc Busin Devt & Innovation PT	JN	32			
6226	MSc Marketing FT	JN	15	]	22	1
6227	MSc Marketing PT	JN	7			
7137	MSc Marketing QABS LN FT	LON	6	]	7	0
7689	MSc Marketing QAHE LN FT	LON	1			
Department of Accounting, Finance and Economics						
2604	PG Dip Advanced Accounting FT	JN	18		18	6
7174	MSc Applied Finance FT	JN	7		7	1
School of Hospitality and Tourism Management						
7457	MSc Intern Tourism Mngt FT	BT	3	]	5	3
7458	MSc Intern Tourism Mngt PT	BT	2			
7547	MSc International Event Mgt FT	BT	3	]	13	6
7548	MSc International Event Mgt PT	BT	10			
School of Business and Enterprise						
6344	MSc Applied Management PT	CE	1		1	0
7369	MSc Strategic Management PT	CE	1		1	0
1863	MSc Inno Mgt in the PubServ PT	MG	18		18	0
1918	MSc International Business PT	MG	2	]	24	2
1927	MSc International Bus DL PT	MG	17			
6591	MSc International Bus DL FT	MG	5			
1956	MBA PT	MG	20		20	3
7160	MSc Management FT	MG	4	]	19	7
7161	MSc Management PT	MG	15			
6956	MSc Intl Business QABS BM FT	BIR	9	]	64	0
7688	MSc Intl Business QAHE BM FT	BIR	3			
6957	MSc Intl Business QABS LN FT	LON	43			
7687	MSc Intl Business QAHE LN FT	LON	9			
Business Institute						
3775	MSc Executive Leadership PT	JN	47		47	2
Access, Digital and Distributed Learning						
3680	PG Cert Higher Ed Pract PT	JN	30		30	2

Course Code	Course Title	Campus	Count of Students per course	Count of students per group	Number of responses received
7250	PG Cert Professional Pract PT	JN	27	27	3