

UNIVERSITY OF ULSTER

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ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

22 October 2019

Agenda Item 10

POSTGRADUATE TAUGHT EXPERIENCE SURVEY 2019 RESULTS

COVER SHEET

Presenter: Ms J Clements

The Committee is asked to consider the results of the 2019 PTES.

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE

22 October 2019

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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 2018. 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), now part of AdvanceHE, 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 2019 85 HEIs across the UK participated in the PTES (20 less than in 2018) and in total around 71,000 students responded to the survey across the sector.

2 RESPONSE RATES

The survey was live for Ulster University students from 8 April to 3 May 2019. 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. Deans, Heads of School, and Directors of Faculty Operations were also informed of the commencement of the survey. Response rates reports were published online weekly to enable monitoring of response rates.

By the mid-point of the survey period the response rate reached 5%. Two reminder emails were sent to all non-respondents during the final weeks of the survey, which raised the response rate to 11.4%. The survey sample and response rates are outlined in Appendix 2. The University's overall response rate compares poorly with the national average of 31.5%. Excluding small and specialist institutions, response rates ranged from 5.8% to 81.6% 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	1047	13.4%
Faculty of Computing, Engineering and the Built Environment	234	18.8%
Faculty of Life and Health Sciences	1482	9.6%
Ulster University Business School	647	9.7%
Access, Digital and Distributed Learning	43	9.3%
Total for University	3,453	11.4%

Table 1: Response rates by Faculty

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 10 responses had been received for the course. The threshold of 10 responses was set to ensure student anonymity. A total of five courses met the threshold.
- Aggregated School data, and student qualitative comments for courses which met the threshold of 10 responses, were provided to 13 Heads of Schools/Departments.
- Associate Deans (Education) received School and Faculty level results.

3 PROFILE OF RESPONDENTS

The majority of Ulster University students who responded to the survey were registered on part-time courses (54%). This compares to the figure for participating HEIs of 26%. 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 – 27% compared to 49% nationally;
- a larger percentage of students who received external funding (52% compared to 32% nationally);
- a higher proportion of students studying towards Postgraduate Certificates and Diplomas – 32% compared to 17% nationally; and
- a significantly higher percentage of home students (79% compared to 53% nationally) and fewer students with a non-EU domicile (4% compared to 38% nationally).

25 or younger	26-30	31-35	36-40	41-45	46-50	51-55	56 and over
Ulster University respondents							
27%	17%	14%	16%	9%	8%	4%	5%
All Participating HEIs respondents							
49%	20%	9%	6%	5%	4%	3%	4%

Table 2: Age Profile of Ulster Respondents

Profile	Ulster Respondents	Respondents from Participating HEIs
Gender	36% M 64% F	37% M 63% F
Mode of delivery	83% Campus based 17% E-Learning	86% Campus based 14% E-Learning
Qualification Registered for	68% Taught Masters 15% Postgraduate Certificate 17% Postgraduate Diploma	83% Taught Masters 10% Postgraduate Certificate 7% Postgraduate Diploma
Domicile	79% Home 17% Other EU 4% Non-EU	53% Home 9% Other EU 38% Non-EU
Source of Funding	36% Self-funded 12% Part self, part external 52% External	57% Self-funded 11% Part self, part external 32% External
In paid Employment	Yes – 77%, of whom 59% stated they worked more than 30 hours per week No – 23%	Yes – 40%, of whom 52% stated they worked more than 30 hours per week No – 60%
Highest Qualification on Entry	73% Undergraduate degree or equivalent 23% Postgraduate degree	75% Undergraduate degree or equivalent 21% Postgraduate degree

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 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. 86% of respondents agreed that the information was easy to find, 85% agreed that it was useful and 81% 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.

Motivation	Ulster	Sector
To progress in my current career path	65%	61%
To improve my employment prospects	57%	58%
For personal interest	47%	51%
To enable me to progress to a higher level qualification	33%	35%
To change my current career	26%	24%
As a requirement to enter a particular profession	23%	24%
To meet the requirements of my current job	12%	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 (74% of part-time and 67% female respondents). A higher proportion of e-learning students chose to study at Ulster to 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, change their current career, or were studying for personal interest than female students.

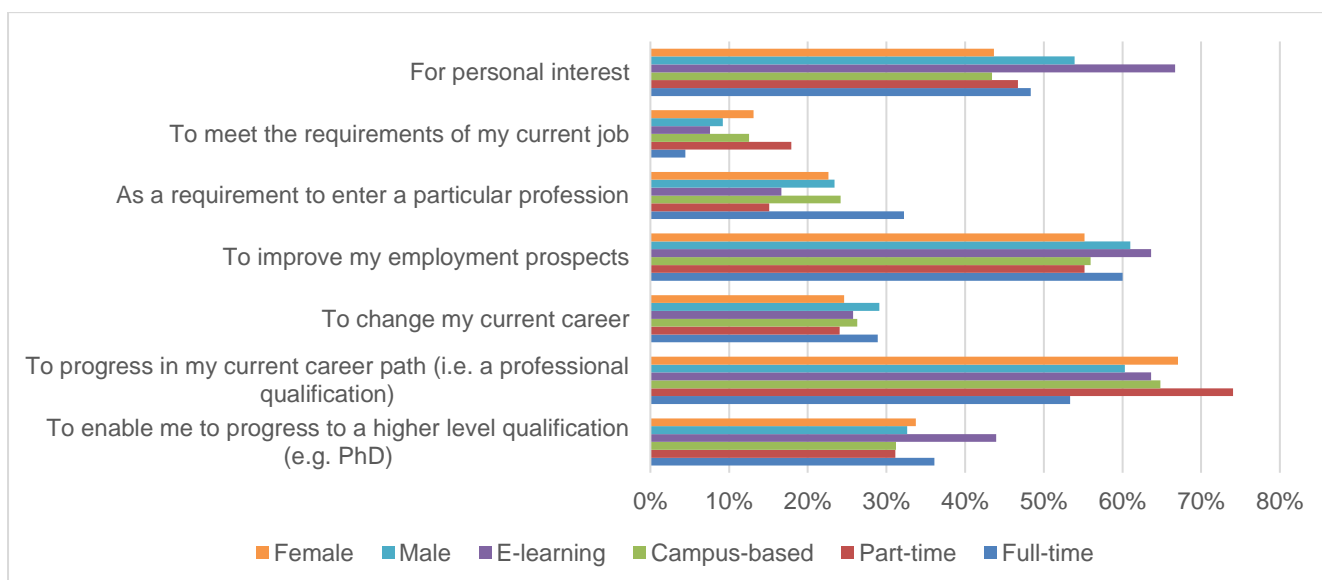


Figure 1: Motivations by Mode of Attendance, Gender and Mode of Delivery

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 (53%), content of the course (44%), and reputation in the chosen subject area (41%).

Reasons selected	Ulster	Sector
Overall reputation of institution	24%	53%
Reputation in chosen subject area / department	25%	41%
Reputation of the course tutors	18%	17%
It was recommended to me	27%	21%
Graduates from this institution have good career and employment prospects	12%	18%
I have studied at this institution before	27%	16%
Location of institution	33%	39%
The content of the course	42%	44%
The way the course is structured or assessed	21%	22%
My employer advised or encouraged me to do it	16%	6%
Delivery of the course is flexible enough to fit around my life	41%	21%
Funding was available to study this particular course	29%	16%
The cost of the course compared to other institutions	17%	14%
It is the only institution offering this course	20%	9%

Table 5: Reasons given for choosing institution

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

- The content of the course (42%)
- Delivery of the course is flexible enough to fit around my life (41%)
- Location of institution (33%)
- Funding was available to study this particular course (29%)

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. 80% 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 and results for pre-92 HEIs. Results for the University exceeded the sector average and the benchmark for Pre-92 HEIs in Assessment and Feedback survey section. However results in six sections were below both benchmarks (see Figure 2 below).

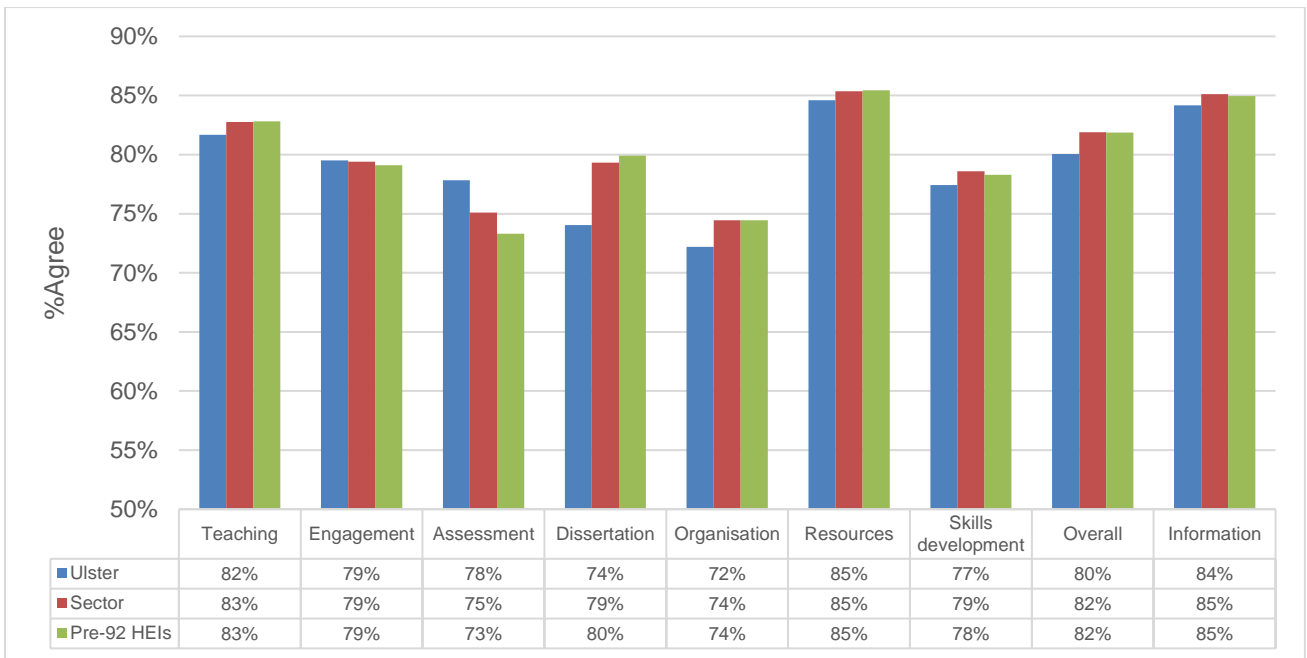


Figure 2: Survey section 2019 results for Ulster compared to Sector and Pre-92 HEIs

Figure 3 below plots the overall satisfaction for Ulster and the Sector from 2016-2019 and student overall satisfaction for the University fell below the sector in 2019 for the first time in the four-year period. Detailed results for each section of the survey are outlined in sections 4.3-4.9 below.

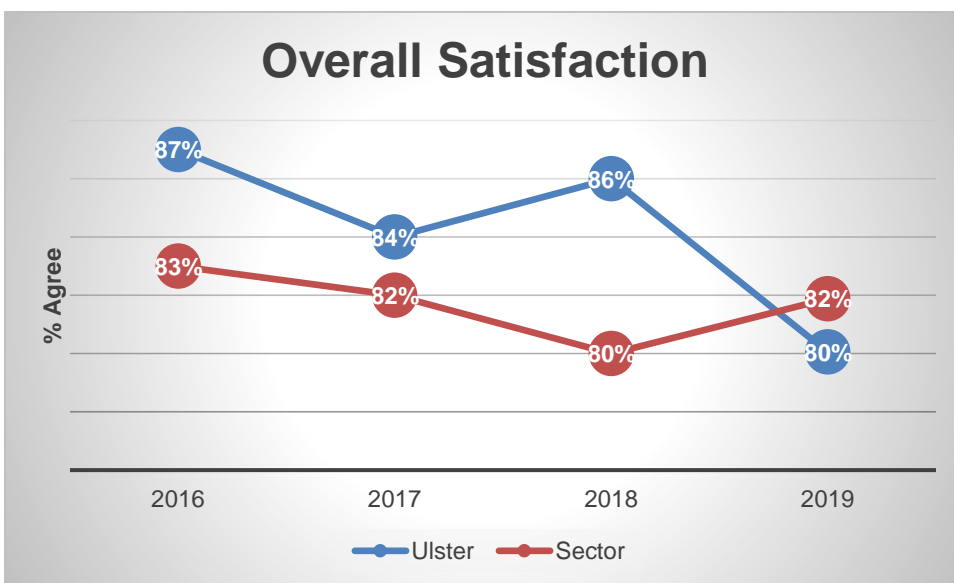


Figure 3: Performance against Sector for Overall Satisfaction 2016-2019

Results for the Overall Satisfaction for the current faculty structure is provided in Table 6 below from 2017-2019.

	2017	2018	2019
Ulster University	84%	86%	80%
Faculty of Arts, Humanities and Social Sciences	82%	86%	80%
Faculty of Computing, Engineering and the Built Environment	73%	81%	82%
Faculty of Life and Health Sciences	87%	89%	77%
Ulster University Business School	88%	85%	84%

Table 6: Percentage of Respondents Expressing Satisfaction with the quality of the course by Faculty

4.3

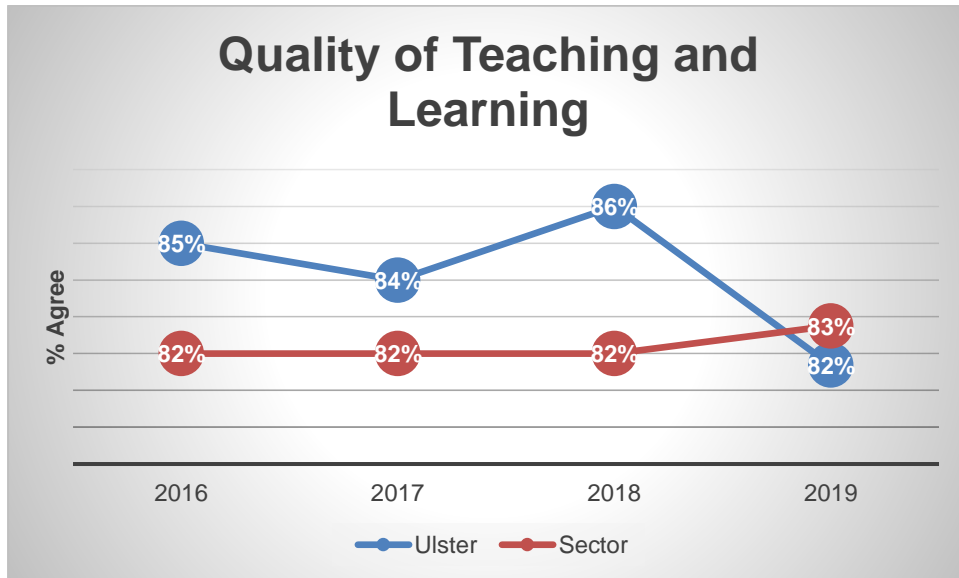


Figure 4: Performance against Sector for overall Quality of Teaching and Learning 2016-2019

The University's results for the overall Quality of Teaching and Learning survey section were consistently above the sector average throughout 2016-2018, but are 1% below the sector in 2019, see Figure 4 above.

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 7 and Figure 5 below.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector
Staff are good at explaining things	90%	80%	86%	90%	88%	88%
Staff are enthusiastic about what they are teaching	91%	82%	89%	89%	89%	90%
The course is intellectually stimulating	86%	93%	89%	81%	87%	86%
The course has enhanced my academic ability	84%	91%	85%	78%	83%	86%
The learning materials provided on my course are useful	83%	82%	80%	86%	82%	83%
There is sufficient contact time between staff and students to support effective learning	74%	64%	63%	71%	68%	70%
I am happy with the support for my learning I receive from staff on my course	82%	66%	71%	79%	75%	76%

Table 7: Percentage of Respondents Expressing Satisfaction with teaching by Faculty

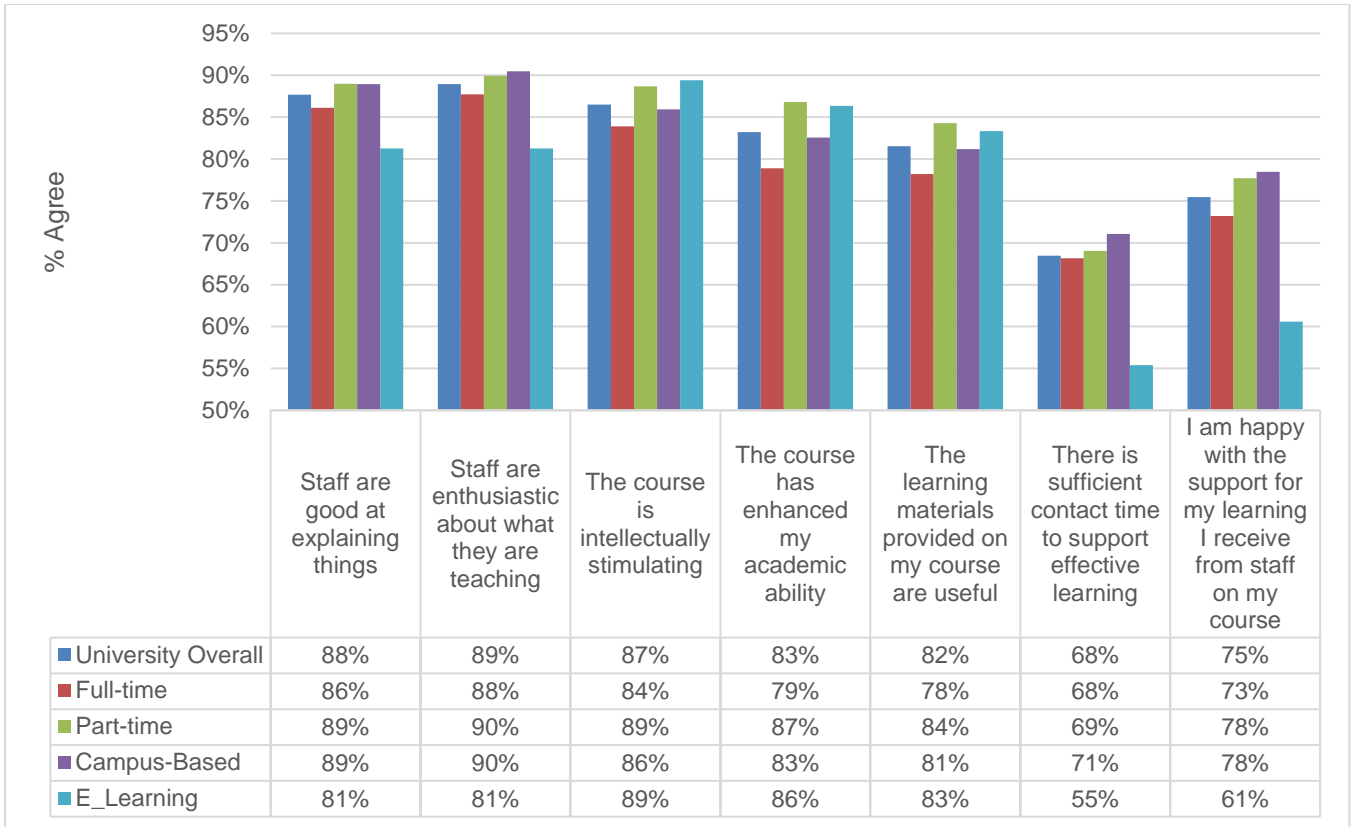


Figure 5: Teaching Satisfaction by Mode of Delivery and Mode of Attendance

The University's results for this section were between 1% and 3% below the sector in five of the seven statements. Ulster students were marginally more satisfied that their course was intellectually stimulating than those across the sector. The statement relating to staff contact time attracted generally lower scores at Ulster (68%) and across the sector (70%), with E-Learning students being the least satisfied (55%).

4.4

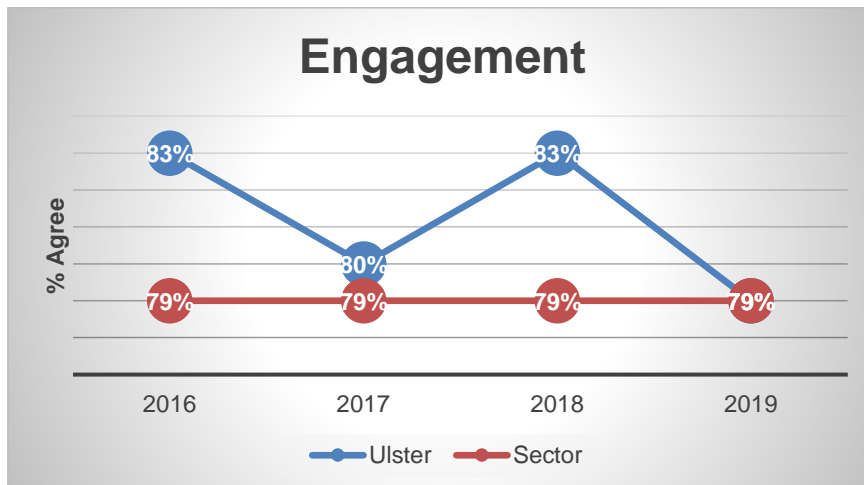


Figure 6: Performance against Sector for overall Engagement 2016-2019

The results for this section of the survey have tended to fluctuate each year and in 2019 the University's results were equal to the sector (79%) (see Figure 6 above).

The engagement survey section consisted of the following five statements and the University was equal to or above the sector in four of the five statements. Ulster students were less content that they had appropriate opportunities to provide feedback on their experience than those across the sector.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector
I am encouraged to ask questions or make contributions in taught sessions	95%	86%	85%	92%	90%	88%
The course has created sufficient opportunities to discuss my work with other students	84%	80%	75%	81%	80%	79%
My course has challenged me to produce my best work	84%	84%	81%	83%	82%	82%
The workload on my course has been manageable	74%	73%	70%	76%	73%	71%
I have appropriate opportunities to give feedback on my experience	74%	70%	73%	73%	73%	78%

Table 8: Satisfaction with Engagement by Faculty

4.5

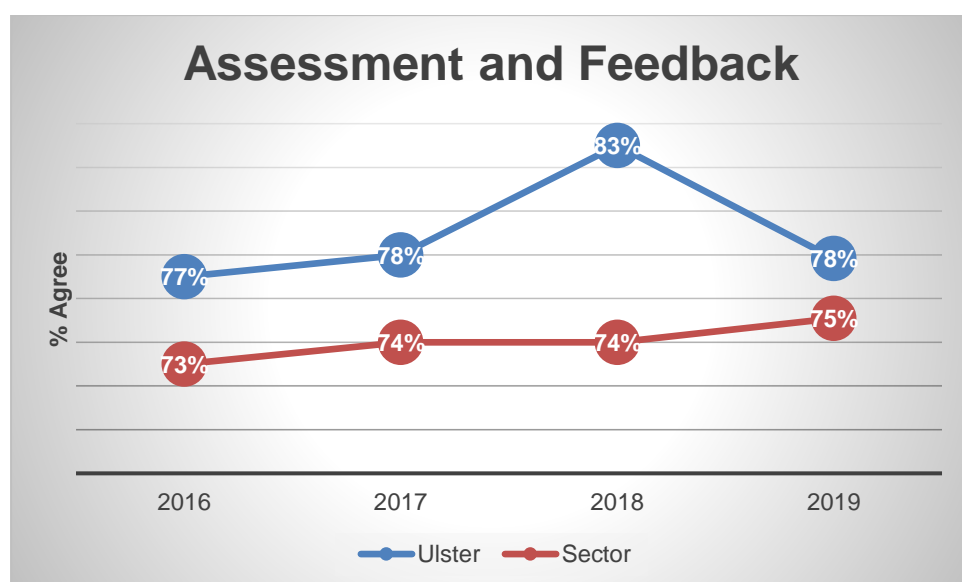


Figure 7: Performance against sector for overall Assessment and Feedback results 2016-2019

The University out-performed the sector by 9% in 2018 but the lead over the sector for the overall Assessment and Feedback result has decreased to 3% in 2019. However, Ulster's results have remained above the sector for the four year period.

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector
The criteria used in marking have been made clear in advance	80%	84%	82%	89%	83%	79%
Assessment arrangements and marking have been fair	84%	86%	79%	75%	81%	75%
Feedback on my work has been prompt	71%	61%	74%	71%	72%	71%
Feedback on my work has been useful	76%	70%	81%	74%	76%	75%

Table 9: Satisfaction with Assessment and Feedback by Faculty

The results for Assessment and Feedback out-performed the sector across the four statements by between 1% and 6%. A positive feature of responses were the high ratings accorded to the clarity and fairness of assessment and marking criteria, 4% and 6% above the sector respectively. Three Faculties recorded satisfaction with these aspects well above sector averages.

The results set out in Table 10 below show a divergence in opinion between full-time and part-time students. In general, part-time students were more satisfied with all aspects of assessment and feedback by between 4% and 11% more than full-time students. Campus-based students were less satisfied with assessment arrangements and fairness of marking and also with usefulness of feedback received than e-learning students.

	E-Learning	Campus-Based	Full-time	Part-time	University Overall
The criteria used in marking have been made clear in advance	83%	83%	80%	84%	83%
Assessment arrangements and marking have been fair	85%	80%	77%	83%	81%
Feedback on my work has been prompt	70%	72%	67%	76%	72%
Feedback on my work has been useful	80%	76%	71%	82%	76%

Table 10: Satisfaction with Assessment and Feedback by Mode of Delivery and Mode of Attendance

4.6

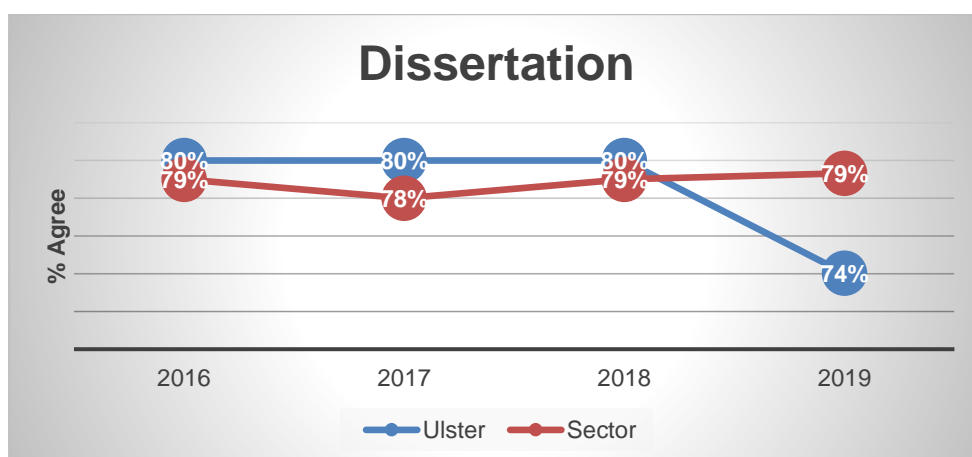


Figure 8: Performance against Sector for overall Dissertation results 2016-2019

The University's overall result for the Dissertation section of the survey had remained constant at 80% over the three-year period 2016-2018 but student satisfaction declined in 2019 to 74%. 58% 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 77% of respondents across the sector. Table 11 below shows this profile by Faculty.

Faculty of Arts, Humanities and Social Sciences	61%
Faculty of Computing, Engineering and the Built Environment	68%
Faculty of Life and Health Sciences	49%
Ulster University Business School	62%

Table 11: Percentage of Respondents on Courses which include a Dissertation

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector
I understand the required standards for the dissertation / major project	75%	79%	75%	70%	75%	82%
I am happy with the support I received for planning my dissertation / major project	70%	79%	68%	67%	69%	73%
My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	81%	83%	78%	75%	78%	84%
My supervisor provides helpful feedback on my progress	75%	82%	76%	60%	74%	78%

Table 12: Percentage Satisfaction with Dissertation by Faculty

The results at University level for all of the four statements relating to the Dissertation were between 4% and 7% below the sector average (see Table 12). Respondents were least satisfied with the support provided for planning their dissertation (69%).

4.7

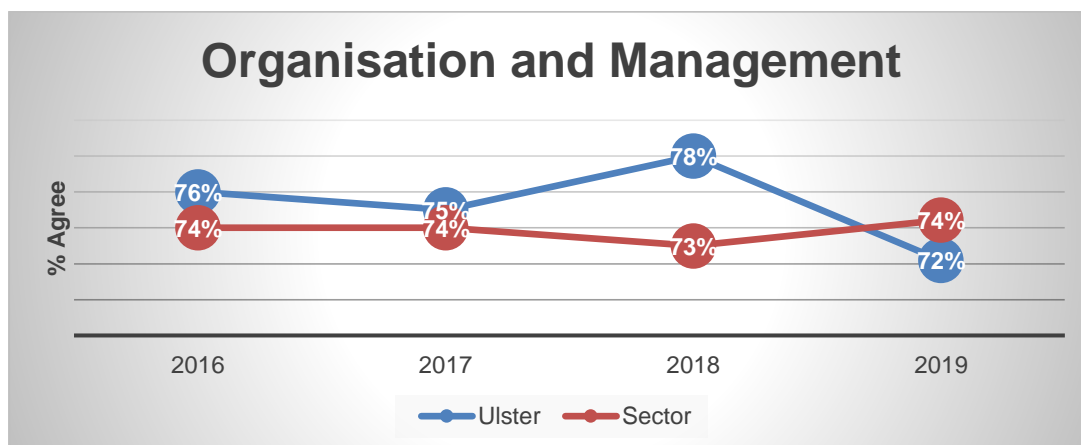


Figure 9: Performance against Sector for overall Organisation and Management results 2016-2019

The University's results for the overall Organisation and Management survey section had been above the sector during the period 2016-2018. However in 2019 the overall result decreased by 6% from 2018 to place Ulster University below the sector for the first time in the four year period 2016-2019 (see Figure 9 above).

Satisfaction rates in relation to course organisation and management were below the sector in four of the five statements. Ulster students were 5% less satisfied than those across the sector with the running of the course and also with their involvement in decisions about how

the course is run (see Table 13 below for results by Faculty compared to the sector). Students from the Faculty of Computing, Engineering and the Built Environment were the most satisfied with timetabling but the least satisfied with their involvement in decisions about how their course has been run.

	AHSS	CEBE	LHS	UUBS	Ulster	Sector
The timetable fits well with my other commitments	79%	91%	74%	83%	79%	78%
Any changes in the course or teaching have been communicated effectively	73%	79%	73%	83%	76%	78%
The course is well organised and is running smoothly	69%	68%	65%	73%	69%	74%
I was given appropriate guidance and support when I started my course	78%	75%	71%	79%	76%	77%
I am encouraged to be involved in decisions about how my course is run	63%	57%	59%	66%	61%	66%

Table 13: Satisfaction with Organisation and Management by Faculty

Students registered for e-learning courses were 7% more satisfied than campus-based students that their course was well organised and running smoothly. In all other statements relating to organisation and management, campus-based students were between 1% and 11% more satisfied than students registered on e-learning courses. Full-time students were 14% less satisfied than part-time students with the effective communication of changes to the course, and the organisation and smooth running of the course (see Table 14 for results by mode of delivery and mode of attendance).

	E-Learning	Campus-Based	Full-time	Part-time	Ulster	Sector
The timetable fits well with my other commitments	74%	80%	79%	80%	79%	78%
Any changes in the course or teaching have been communicated effectively	75%	76%	68%	82%	76%	78%
The course is well organised and is running smoothly	74%	67%	61%	75%	69%	74%
I was given appropriate guidance and support when I started my course	70%	77%	77%	75%	76%	77%
I am encouraged to be involved in decisions about how my course is run	52%	63%	66%	58%	61%	66%

Table 14: Satisfaction with Organisation and Management by Mode of Delivery and Mode of Attendance

4.8

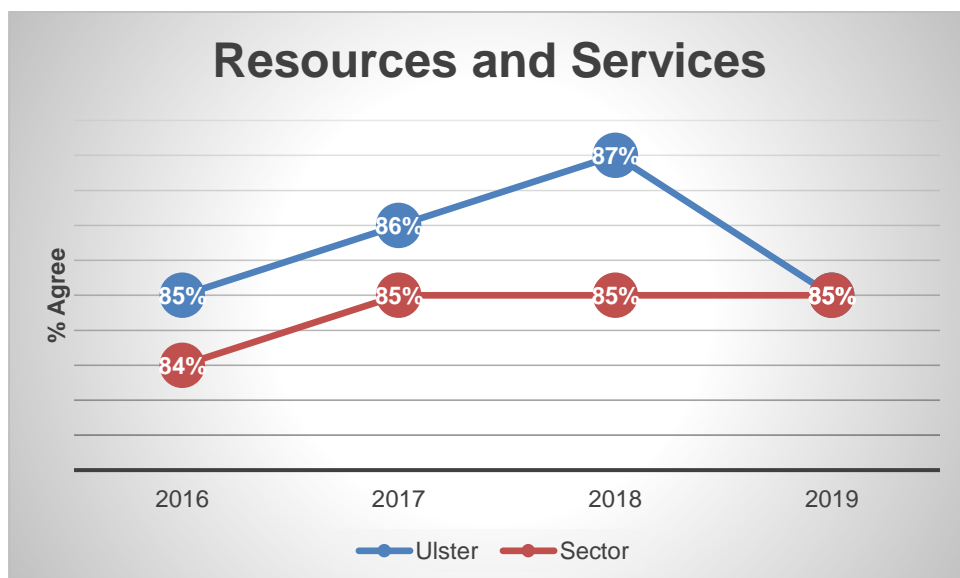


Figure 10: Performance against Sector for overall Resources and Services results 2016-2019

Overall student satisfaction with Resources and Services declined by 2% over 2018 results, putting the University equal to the sector for the first time in four years as outlined in Figure 10 above. In this section students were asked to respond to four statements and Tables 15 and 16 below summarise satisfaction levels with each area. The overall University results were 1% above the sector in relation to accessing general IT resources and access to subject specific resources but students rated library resources and services 2% below the sector average. Students in the Faculties of Arts, Humanities and Social Sciences, and Computing, Engineering and the Built Environment were less certain of how to access support services.

	AHSS	CEBE	LHS	UUBS	Ulster	Sector
The library resources and services are good enough for my needs	79%	81%	88%	82%	84%	86%
I have been able to access general IT resources when I needed to	86%	93%	93%	84%	90%	89%
I have been able to access subject specific resources necessary for my studies	83%	84%	93%	86%	87%	86%
I am aware of how to access the support services at my institution	72%	68%	82%	85%	78%	80%

Table 15: Satisfaction with Resources and Services by Faculty

The results indicate that e-learning students are less confident about how to access support services (11% below the University average). Responses from students following e-learning courses indicate poorer satisfaction levels with library resources and services (7% below the University average).

	E-Learning	Campus-Based	Full-time	Part-time	Ulster	Sector
The library resources and services are good enough for my needs	77%	85%	81%	86%	84%	86%
I have been able to access general IT resources when I needed to	86%	90%	88%	91%	90%	89%
I have been able to access subject specific resources necessary for my studies	87%	87%	84%	90%	87%	86%
I am aware of how to access the support services at my institution	67%	80%	80%	76%	78%	80%

Table 16: Satisfaction with Resources and Services by Mode of Delivery

4.9

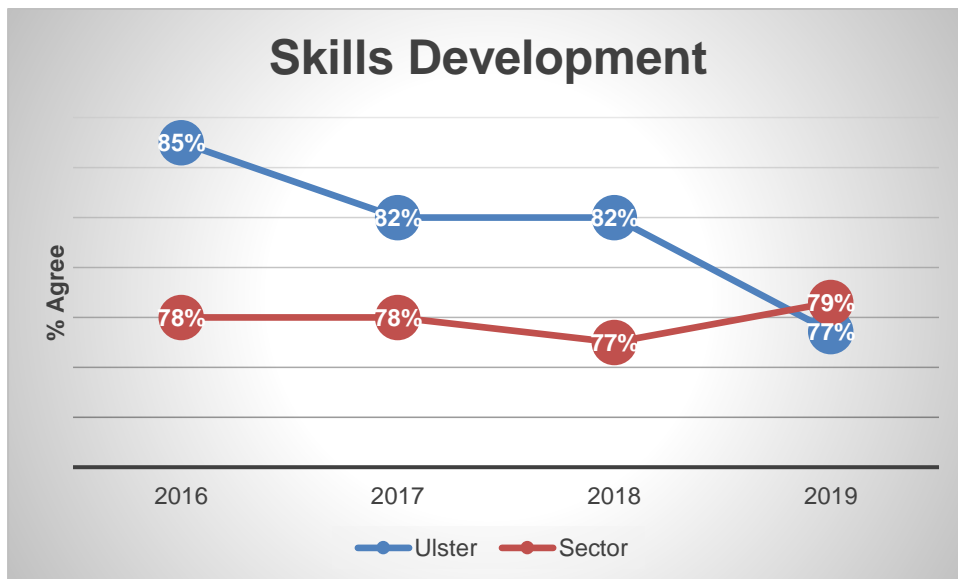


Figure 11: Performance against Sector for overall Skills Development results 2016-2019

Performance against the sector for the overall Skills Development results declined in 2019 (2% below the sector) (Figure 11 above). Ulster students were less confident that their research skills had developed, and with the development of their ability to communicate effectively to diverse audiences (5% below the sector) (see Table 17). Respondents from the Faculty of Arts, Humanities and Social Sciences were positive in relation to the statement “My confidence to be innovative or creative has developed during my course” (7% above the University average).

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Sector
As a result of the course I am more confident about independent learning	87%	86%	77%	83%	82%	82%
My confidence to be innovative or creative has developed during my course	81%	75%	68%	74%	74%	76%
My research skills have developed during my course	83%	75%	76%	78%	78%	83%
My ability to communicate information effectively to diverse audiences has developed during my course	76%	74%	68%	73%	72%	77%
I have been encouraged to think about what skills I need to develop for my career	83%	73%	80%	81%	81%	77%
As a result of the course I feel better prepared for my future career	80%	91%	74%	76%	78%	77%

Table 17: 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 six 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 revising the PTES in 2016, the survey has remained lengthy and is time-consuming for students to complete.

In 2018 the Office for Students (OfS) announced it was considering the development of a replacement survey, in partnership with the Department for the Economy Northern Ireland, the Higher Education Funding Council for Wales and the Scottish funding Council. It envisaged that all providers would participate in the new survey and that the results would be published (OfS consultation document: [Developing a Survey of PGT Students](#), May 2018). They are exploring options for a future resource that can:

- provide information that contributes to the quality assurance and public accountability of higher education;
- provide information to help fulfil the OfS's regulatory duties under the Higher Education and Research Act 2017;
- provide data that supports higher education providers in improving the student experience.

In November 2018 the OfS invited all providers of taught postgraduate courses across England to participate in the pilot survey which was open to students from April to mid-August 2019 and 70 providers participated in the survey. The OfS is currently evaluating the pilot survey, including the question set used, and will publish their overall findings in Spring 2020. The timescale for national roll-out of the new survey has yet to be released.

Postgraduate Taught Experience Survey (PTES) 2019

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"/>

Section B: Engagement

2. 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"/>

Section C: Assessment and feedback

3. 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"/>

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.

4. 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)

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

- Planning
- Currently doing
- Completed

6. 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"/>

Section E: Organisation and management

7. 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"/>

Section F: Resources and services

8. 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"/>

Section G: Skills development

9. 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 audiences has developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

Section H: Overview

10. 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"/>

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

.....

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

.....

Motivations

13. 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)*.....

14. 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*).....

15. 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"/>

POSTGRADUATE TAUGHT EXPERIENCE SURVEY 2019				07-May-19	
Total number of students in sample:		3453			
Total number of responses received to date:		393			
Course Code	Course Title	Campus	Students in Sample	Number of responses received	
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES			1047	140	
School of Arts and Humanities					
3392	MA Cult Heritage& Museum St FT	BT	13	4	
4107	MA Cult Heritage& Museum St PT	BT	9	*	
4167	MA History PT	CE	2	*	
6972	MA Irish History & Politics FT	CE	3	*	
7147	MA English Literature FT	CE	13	1	
7148	MA English Literature PT	CE	8	*	
7358	MA History FT	CE	7	*	
4163	PG Dip Museum Pract& Mgt DL PT	MG	5	0	
4164	MA Museum Pract & Mgmt DL PT	MG	2	*	
7435	MA Contemporary Perf Pract FT	MG	2	*	
7436	MA Contemporary Perf Pract PT	MG	4	*	
7650	MA Irish Lang Trans Interp FT	MG	11	1	
7653	MA Irish Lang Trans Interp PT	MG	7	*	
7766	MMus Creat Musicianship FT	MG	16	3	
7767	MMus Creat Musicianship PT	MG	1	*	
School of Applied Social and Policy Sciences					
2332	MSc Restorativ Pract s PROP PT	JN	2	*	
3643	MPA Publ Sect Exec Dev PT	JN	57	7	
5855	MSc Prof Dev in Social Work PT	JN	5	*	
6092	PG Dip ProDev in Social Wrk PT	JN	189	0	
7725	MSc Peace & Conf Studies FT	JN	6	*	
7798	MSc Dev & Co-Pro of SCarRes PT	JN	6	*	
3659	MSc Soc Research Skills DL PT	MG	5	*	
7519	PG Dip Community Youth Work PT	MG	14	2	
Belfast School of Art					
1018	Master of Fine Art FT	BT	21	16	
1062	Master of Fine Art PT	BT	3	*	
6398	MFA Photography FT	BT	18	2	
7647	MFA Photography DL FT	BT	16	6	

7651	MFA Design FT	BT	15	6
7776	MA Product Design FT	BT	4	*
7779	MSc Art Therapy FT	BT	5	*
7780	MSc Art Therapy PT	BT	14	4
7781	MSc Fash and TexRetailManag FT	BT	7	*
7782	MSc Fash and TexRetailManag PT	BT	1	*
7796	MA Animation FT	BT	13	3
School of Communication and Media				
7218	PG Dip Digital Media Comm PT	BT	4	*
7219	MSc Digital Media Comm PT	BT	5	*
7236	PG Dip Digital Media Comm FT	BT	1	*
7237	MSc Digital Media Comm FT	BT	5	*
4581	MA Journalism FT	CE	11	0
7805	MA Intl JournHostile EnvRep FT	CE	3	*
7808	MA Intl JournHostile EnvRep PT	CE	1	*
7006	MSc Eng Lang & Linguist FT	JN	5	*
7229	PG Dip Communic & PR w Opt FT	JN	1	*
7231	MSc Communication & PR w OPT FT	JN	22	0
7232	MSc Communication & PR w OptPT	JN	1	*
7427	PG DipCoun&TherapComwProf PrPT	JN	10	0
7428	MSc Coun&TherapComm wProf PrPT	JN	4	*
7432	PG DipCouns Stds&Therap CommPT	JN	1	*
7433	MSc Couns Stds&Therap Comm FT	JN	4	*
7434	MSc Couns Stds&Therap Comm PT	JN	6	*
School of Education				
1686	PGCE Engl Drama Media Stds FT	CE	10	1
1697	PGCE History FT	CE	9	*
1707	PGCE Geography FT	CE	10	2
1713	PGCE Primary FT	CE	34	5
2375	MA T.E.S.O.L PT	CE	3	*
2860	PGCE Art and Design FT	CE	10	0
2862	PGCE Music FT	CE	11	2
2864	PGCE Home Economics FT	CE	10	1
2960	MA T.E.S.O.L FT	CE	5	*
7058	PGCE Physical Education FT	CE	13	0
7059	PGCE Technology and Design FT	CE	5	*
7285	PG Dip in Headship PT	CE	2	*
6249	PG Dip Educ w Spec NI Apps PT	JN	2	*
6250	MEd Education + Specialisms PT	JN	60	12
6254	PG Dip Library&Info Mgt DL PT	JN	21	3
6255	MSc Library & Info Mangt DL PT	JN	21	1
6378	PG Dip Educ w Spec Monaghan PT	JN	1	*

6709	PGCE (FE) FE JN PT	JN	55	10
6940	PGCE (FE)WBL PT	JN	5	*
7286	PG Dip in Headship PT	JN	40	5
7289	PG Cert in Middle LeadershipPT	JN	14	4
7729	MEd Education+SpecialismsDL PT	JN	34	4
6710	PGCE (FE) FE MG PT	MG	17	3
6941	PGCE (FE)WBL PT	MG	1	*
7290	PG Cert in Middle LeadershipPT	MG	1	*
School of Law				
7712	PG Cert Employm Law & Pract FT	BT	16	3
7713	PG Cert Employ Law & Pract PT	BT	4	*
7772	LLM Access to Justice FT	BT	4	*
7773	LLM Access to Justice PT	BT	2	*
7838	LLM Intern Commer Law & ADR FT	BT	10	0
7839	LLM Intern Commer Law & ADR PT	BT	4	*
6596	LLM H Rights Law &Trans JustFT	JN	6	*
6599	LLM H Rights Law &Trans JustPT	JN	9	*
6961	LLM Gend Confl & Hum Rights FT	JN	5	*
7032	LLM Gend Confl & Hum Rights PT	JN	5	*
FACULTY OF COMPUTING, ENGINEERING AND THE BUILT ENVIRONMENT			234	44
The Belfast School of Architecture and the Built Environment				
1235	PG Dip Renew Ene&Ene Mgt DL PT	JN	24	4
1236	MSc Renewable Ene&Ene Mg DL PT	JN	5	*
1273	MSc Infrastructure Eng. PT	JN	6	*
1284	PG Dip Fire Safety Eng. PT	JN	4	*
1285	PG Dip FireSafe Eng BlkRel PT	JN	10	1
1286	MSc Fire Safety Engineering PT	JN	3	*
1287	MSc Fire Safety Eng Blk Rel PT	JN	5	*
1328	PG Dip Housing Studies PT	JN	22	2
3145	MSc Fire Safety Engineering FT	JN	2	*
3176	PG Dip Real Estate FT	JN	1	*
3177	MSc Real Estate FT	JN	7	*
3180	PG Dip Fire Safety Eng. FT	JN	9	*
7207	MSc Real Estate PT	JN	3	*
7238	PG Dip Commu Planning & Gov FT	JN	1	*
7241	PG Dip Commu Planning & Gov PT	JN	3	*
7242	MSc Commun Planning & Gov PT	JN	2	*
7681	MSc Constr Bus & Leadship FT	JN	4	*
7682	MSc Constr Bus & Leadship PT	JN	17	1

7793	MSc Civil and InfrastrEng FT	JN	3	*
7794	MSc Civil and InfrastrEng PT	JN	2	*
School of Computing, Engineering and Intelligent Systems				
7746	MSc Data Science PT	JN	10	1
7740	MSc ProfSoftwareDev QAHE LN FT	LON	6	*
7673	MSc Prof Software Develment FT	MG	34	10
7735	MSc Prof Software Develment PT	MG	1	*
7747	MSc Data Science PT	MG	17	7
7748	MSc Data Science FT	MG	10	1
School of Computing				
7816	MSc Internet of Things FT	JN	2	*
7817	MSc Internet of Things PT	JN	4	*
School of Engineering				
6659	MSc Biomedical Engineering FT	JN	4	*
6660	MSc Biomedical Engineering PT	JN	2	*
6667	PG Dip Adv Compos & PolymersPT	JN	1	*
6668	MSc Adv Composites & PolymersFT	JN	1	*
6669	MSc Adv Composites & PolymersPT	JN	4	*
6794	MSc Manufacturing Mangt PT	JN	4	*
6796	PG Dip Manufacturing Mangt PT	JN	1	*
FACULTY OF LIFE AND HEALTH SCIENCES			1482	142
6923	MRes Life & Health Sciences FT	CE	2	*
School of Health Sciences				
6470	PG Cert Advancing Practice PT	JN	91	1
6471	PG Dip Advancing Practice PT	JN	18	1
6472	MSc Advancing Practice PT	JN	12	1
6925	PG Cert Sensory Integrat DL PT	JN	152	4
6926	PG Dip Sensory Integrat DL PT	JN	53	0
6927	MSc Sensory Integrat DL PT	JN	8	*
7399	MSc LowLimb Pres Diabet DL PT	JN	14	1
7409	PG Cert Medicines Managemnt PT	JN	19	1
7617	MSc Prof Dev in Occ Ther DL FT	JN	1	*
7618	MSc Prof Dev in Occ Ther DL PT	JN	7	*
7619	MSc Prof Dev in Physioth DL FT	JN	1	*
School of Geography and Environmental Sciences				
1557	PG Dip Environ Mangt DL PT	CE	10	1
1558	MSc Environ Mangt DL PT	CE	3	*

1604	PG Dip Geog Info Sys(GIS)DL PT	CE	33	4
1605	MSc Geog Info Sys (GIS) DL PT	CE	16	2
1636	PG Dip Coastal Zone Mngt DL PT	CE	4	*
1637	MSc Coastal Zone Mngt DL PT	CE	2	*
1647	PG Dip Env Tox& Poll Mon DL PT	CE	19	1
1648	MSc Env Toxic&Pollut Mon DL PT	CE	5	*
6370	PG Dip Geog Info Systems DL FT	CE	12	1
6371	MSc Geog Info Systems DL FT	CE	1	*
6858	PG Dip Env Mgmt with GIS DL PT	CE	6	*
6859	PG Dip Env Mgmt and GIS DL PT	CE	1	*
6860	MSc Env Mgmt with GIS DL PT	CE	1	*
6867	MSc Marine Spatial Plan DL PT	CE	1	*
School of Biomedical Sciences				
1542	MSc Human Nutrition PT	CE	6	*
1675	MSc Biomedical Science DL PT	CE	178	6
3825	MSc Human Nutrition FT	CE	8	*
5786	MSc Dietetics FT	CE	11	2
6201	PG Cert Vet Public Heal DL PT	CE	16	3
6337	PG Dip Cata&Refrat Surg DL PT	CE	32	0
6372	PG Cert Food Reg Affairs DL PT	CE	2	*
6373	PG Dip Food Reg Affairs DL PT	CE	11	0
6374	MSc Food Reg Affairs DL PT	CE	3	*
6828	PG Cert Stem Cell Biolog DL PT	CE	1	*
7104	PG Dip Food Reg Affairs DL FT	CE	1	*
7145	MSc Food and Nutrition DL FT	CE	5	*
7171	MSc Nutraceut FF & Suppl DL PT	CE	3	*
7184	PG Cert Biomed ProfPract DL PT	CE	2	*
7234	PG Cert Diabetes DL PT	CE	1	*
7357	MSc Food and Nutrition DL PT	CE	11	3
7643	MSc Biotechnology Research FT	CE	13	3
7649	PG Dip PAS FT	CE	35	14
7741	MSc AdvanClinical OptometDL PT	CE	9	*
7246	MSc Stratified Medicine DL FT	MG	1	*
7247	MSc Stratified Medicine DL PT	MG	9	*
School of Nursing				
2361	MSc Nursing PT	JN	39	4
2568	PG Dip in Palliative Care PT	JN	3	*
2983	MSc Nursing FT	JN	4	*
5843	PG Dip Dev Pract Hlthcare PT	JN	13	4
5844	MSc Dev Pract Hlthcare PT	JN	2	*
6283	PG Dip Spec ComPubl Hth Nur FT	JN	44	0

6284	PG Dip Spec ComPubl Hth Nur PT	JN	8	*
6719	PG Dip Health & Wellbeing PT	JN	24	2
7026	PG Cert Non-Med Prescribing PT	JN	28	7
7048	PG Dip Hlth Prom & Pub Hlth FT	JN	6	*
7049	MSc Hlth Prom & Pub Hlth FT	JN	1	*
7050	PG Dip Hlth Prom & Pub Hlth PT	JN	9	*
7051	MSc Hlth Prom & Pub Hlth PT	JN	1	*
7396	PG Cert HlthProm & PubHlth FT	JN	1	*
7402	PG Cert Nursing PT	JN	1	*
7534	PG Dip Specialist Nursing FT	JN	33	7
7535	PG Dip Specialist Nursing PT	JN	83	6
7865	PG Cert Ed for Hlthcare Pro PT	JN	35	5
7513	PG Cert Appl HealthStds DL PT	MG	19	1
7514	PG Dip Appl HealthStds DL PT	MG	3	*
7515	MSc Applied HealthStds DL PT	MG	28	1
School of Pharmacy and Pharmaceutical Sciences				
7509	MSc Pharma Sciences DL FT	CE	3	*
7510	MSc Pharma Sciences DL PT	CE	6	*
7769	MSc Pharm Mangt DL PT	CE	3	*
School of Psychology				
1580	MSc Applied Behaviour Analy PT	CE	24	0
6355	MSc Health Psychology DL FT	CE	15	1
6356	MSc Health Psychology DL PT	CE	19	4
7734	PgCert Quant Meth Beh&SS PT	CE	3	*
7737	PgCert Quant Meth Beh&SS FT	CE	1	*
7835	PG Cert FamilyThe & SysPrac PT	CE	6	*
7836	MSc Applied Psy (MH & PT) FT	CE	41	5
7837	MSc Applied Psy (MH & PT) PT	CE	11	4
School of Sport				
6891	MSc Sport & Exerc Nutrit DL PT	JN	15	1
6892	PG Dip Sport & Exerc Nut DL FT	JN	2	*
6893	MSc Sport & Exerc Nutrit DL FT	JN	18	1
7111	MSc Phy Act & Public Health PT	JN	1	*
7113	MSc Sport & Exercise Psy FT	JN	19	3
7114	MSc Sport & Exercise Psy PT	JN	1	*
7115	MSc Sport & Exer Medicine FT	JN	16	6
7116	MSc Sport & Exer Medicine PT	JN	13	2
7626	MSc Sports Coaching PT	JN	2	*
7801	MSc Sports Coach&Perf PT	JN	6	*
7802	MSc Sports Coach&Perf FT	JN	10	2
7814	MSc Strength and Condition FT	JN	10	2

7821	MSc Strength and Condition PT	JN	2	*
ULSTER UNIVERSITY BUSINESS SCHOOL			647	63
Department of Accounting, Finance and Economics				
2604	PG Dip Advanced Accounting FT	JN	5	*
2606	MSc Advanced Accounting FT	JN	8	*
7174	MSc Applied Finance FT	JN	2	*
7840	MSc Global Investment Mgmt FT	JN	17	3
7881	PG Cert Global Capital Mkts PT	JN	12	1
7882	PG Cert Global Cap Mkts ITT PT	JN	30	0
The Business Institute				
3775	MSc Executive Leadership PT	JN	19	1
Department of Global Business and Enterprise				
6956	MSc Intl Business QABS BM FT	BIR	20	1
7688	MSc Intl Business QAHE BM FT	BIR	4	*
7853	MSc Intl Bus w AdPr QAHE BM FT	BIR	1	*
6957	MSc Intl Business QABS LN FT	LON	48	3
7687	MSc Intl Business QAHE LN FT	LON	19	0
1918	MSc International Business PT	MG	1	*
1927	MSc International Bus DL PT	MG	16	2
1956	MBA (Executive) PT	MG	20	2
2706	MSc International Business FT	MG	7	*
6591	MSc International Bus DL FT	MG	3	*
7161	MSc Management PT	MG	3	*
7815	MSc L'ship & Inno in Public PT	MG	15	0
7851	MSc Intl Business w AdvPrac FT	MG	1	*
Department of Hospitality and Tourism Management				
7457	MSc Intern Tourism Mngt FT	BT	4	*
7458	MSc Intern Tourism Mngt PT	BT	1	*
7547	MSc International Event Mgt FT	BT	2	*
7548	MSc International Event Mgt PT	BT	3	*
Department of Management, Leadership and Marketing				
1087	MSc Mgmt and Corp Gov FT	JN	15	2
1919	MSc Mgmt and Corp Gov PT	JN	11	1
1955	MBA (Executive) PT	JN	30	4
2679	MBA FT	JN	32	2
3796	MSc Business Improvement PT	JN	21	2
6176	MSc Busin Devt & Innovation PT	JN	31	3
6189	MSc Sport Management FT	JN	8	*

6226	MSc Marketing FT	JN	24	3
6227	MSc Marketing PT	JN	3	*
6246	MSc Human Resource Managemt PT	JN	34	3
6450	MSc Busin Devt & Innovation FT	JN	4	*
6764	MSc Mgmt & Corp Gov Dublin PT	JN	67	5
7158	MSc Management FT	JN	10	4
7159	MSc Management PT	JN	2	*
7162	MSc Sport Management PT	JN	4	*
7692	MSc Business Improvment HSC PT	JN	50	1
7703	MBA (Executive) FT	JN	5	*
7859	MBA with Advanced Practice FT	JN	3	*
7867	MSc Mgmt & Corp Gov Marino FT	JN	1	*
7137	MSc Marketing QABS LN FT	LON	8	*
7686	MBA QAHE LN FT	LON	12	1
7689	MSc Marketing QAHE LN FT	LON	10	2
7858	MBA w Adv Prac QAHE LN FT	LON	1	*
ACCESS, DIGITAL AND DISTRIBUTED LEARNING			43	4
3680	PG Cert Higher Ed Pract PT	JN	20	0
7250	PG Cert Professional Pract PT	JN	23	4
*The sample size for the course is below the threshold of a minimum of 10 responses for publication of results. Any responses from this cohort of students will contribute to the aggregated Faculty data.				