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ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
22 October 2020   Agenda Item 10

POSTGRADUATE TAUGHT EXPERIENCE SURVEY 2020 RESULTS

COVER SHEET

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The Committee is asked to consider the results of the 2020 PTES.

UNIVERSITY OF ULSTER

ACADEMIC STANDARDS AND QUALITY ENHANCEMENT COMMITTEE
22 October 2020

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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 2019. 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 eight core sections (copy of questionnaire is provided at Appendix 1). The sections are:

1. Quality of Teaching and Learning
2. Engagement
3. Assessment and Feedback
4. Dissertation or Major Project
5. Organisation and Management
6. Resources and Services
7. Skills Development
8. Overview

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

In 2020 69 HEIs across the UK participated in the PTES (16 less than in 2019) and in total around 41185 students responded to the survey across the sector.

2. RESPONSE RATES

The University ran the survey from 29 April to 15 June 2020. At the commencement of the survey period students received a joint email from the Interim Dean of Learning Enhancement 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. Reminder emails were sent to students during this period encouraging participation. The target response rate set by the HEA for the survey was 15% and the University achieved an overall response rate of 14.6% which compares to a national response rate for all participating institutions of 19.6%. Table 1 below sets out the response rate for the University by Faculty.

By the mid-point of the survey period the response rate reached 7%. Three reminder emails were sent to all non-respondents during the final weeks of the survey, which raised the response rate to 14.6%. The survey sample and response rates are outlined in

Appendix 2. The University's overall response rate is reasonably close to the national average of 19.6%, compared to the national average in 2019 of 31.5%. Excluding small and specialist institutions, response rates ranged from 12.9% to 26.6% nationally.

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

Table 1: Response Rates by Faculty

Faculty	Sample Size	Respondents as % of Sample Size
Access, Digital and Distributed Learning	51	2%
Faculty of Arts, Humanities and Social Sciences	647	20%
Faculty of Computing, Engineering and the Built Environment	164	20%
Faculty of Life and Health Sciences	513	13%
Ulster University Business School	528	9%
Total	**1903**	**14.6%**

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 full-time courses (71%). This compares to the figure for participating HEIs of 73%. 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 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 – 39% compared to 52% nationally;
- A larger percentage of students who received external funding (43% compared to 32% nationally);
- A higher proportion of students studying towards Postgraduate Certificates and Diplomas – 26% 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 (11% compared to 38% nationally).

Of University of Ulster students responding, 71% were on full-time and 29% on part-time courses. This compares to the figure for participating HEIs of 73% full-time and 27% part-time. The age profile of Ulster students responding is set out below along with the overall profile for participating HEIs.

Table 2: Age Profile of Respondents

	25 or younger	26-30	31-35	36-40	41-45	46-50
Ulster University	39%	21%	13%	12%	7%	8%
All Participating HEIs	52%	21%	10%	7%	5%	5%

Other information on the student profile captured through the survey is summarised in Table 3 below.

Table 3: Overall Profile of Respondents Compared to Sector.

	Ulster University		All Participating HEIs	
Gender	M	36%	M	35%
	F	64%	F	65%
MOD	Face to Face	71%	Face to Face	86%
	Distance Learning	29%	Distance Learning	14%
Qualification Registered for	Taught Masers	74%	Taught Masers	84%
	Postgraduate Certificate	15%	Postgraduate Certificate	11%
	Postgraduate Diploma	11%	Postgraduate Diploma	5%
Domicile	Home	75%	Home	54%
	EU	14%	EU	8%
	Non-EU	11%	Non-EU	38%
Source of Funding	Self-funded	39%	Self-funded	57%
	Both	18%	Both	11%
	External	43%	External	32%
In paid Employment	Not in work	26%	Not in work	44%
	In paid work	37%	In paid work	28%
	Work 1-10 hours	2%	Work 1-10 hours	4%
	Work 11-20 hours	9%	Work 11-20 hours	6%
	Work 21-30 hours	5%	Work 21-30 hours	4%
	Work more than 30 hours	20%	Work more than 30 hours	15%

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.   Motivation

4.2. 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.

Table 4: Ulster University Respondents Overall Motivations

Motivation	Ulster	Sector
To enable me to progress to a higher-level qualification (e.g. PhD)	36%	38%
To progress in my current career path (i.e. a professional qualification)	67%	61%
To change my current career	22%	24%
To improve my employment prospects	57%	57%
As a requirement to enter a particular profession	32%	24%
To meet the requirements of my current job	8%	9%
For personal interest	50%	52%

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 (78% of part-time and 67% for both male and female respondents). A higher proportion of e-learning students chose to study at Ulster to progress to a higher-level qualification (74%) or for personal interest (48%).
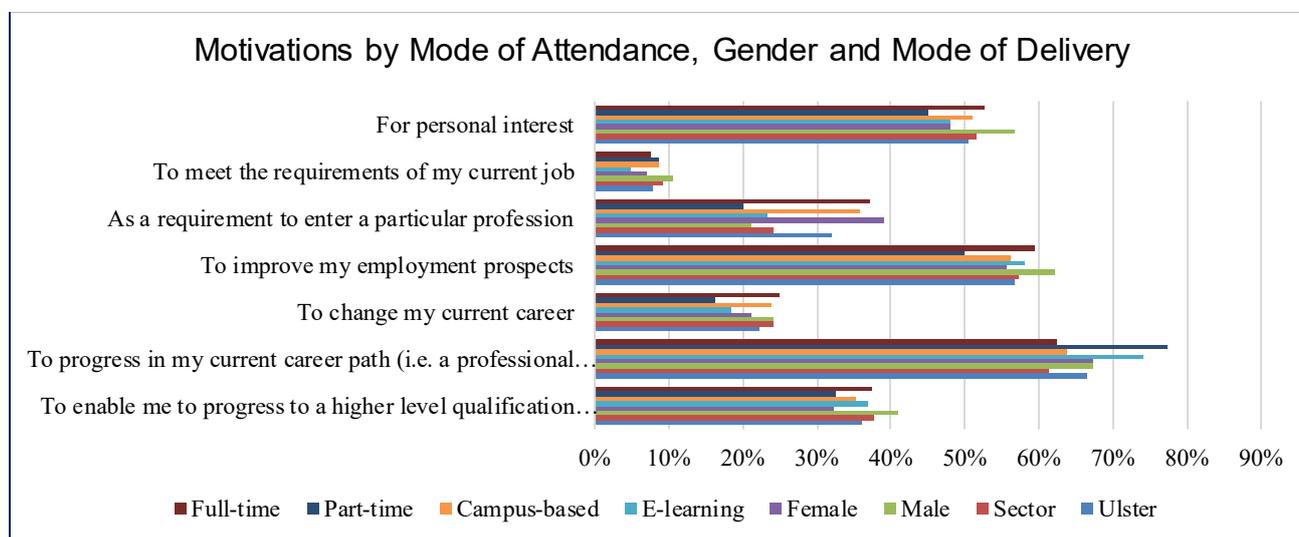

Figure 1: Motivations by Mode of Attendance, Gender and Mode of Delivery

4.3. 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 (54%), content of the course (46%), and the location of the institution (43%).

Table 5: Reasons Given for Choosing Institution

Reasons Selected	Ulster	Sector
Overall reputation of institution	35%	54%
Reputation in chosen subject area/department	36%	41%
Reputation of the course tutors	25%	18%
It was recommended to me	27%	20%
Graduates from this institution have good career and employment prospects	14%	20%
Have studied at this institution before	32%	16%
Location of institution	42%	43%
The content of the course	45%	46%
The way the course is structured or assessed	32%	24%
My employer advised or encouraged me to do it	6%	6%
Delivery of the course is flexible enough to fit around my life	34%	23%
Funding was available to study this particular course	21%	15%
The cost of the course compared to other institutions	23%	14%
It is the only institution offering this course	19%	9%

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

- The content of the course (45%)
- Location of institution (42%)
- Reputation in chosen subject area/department (36%)
- Overall reputation of institution (35%)

4.4. 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 Teaching, Engagement, Assessment, Organisation, Skills Development and Information survey sections. With results in just two sections below both benchmarks (see Figure 2 below).
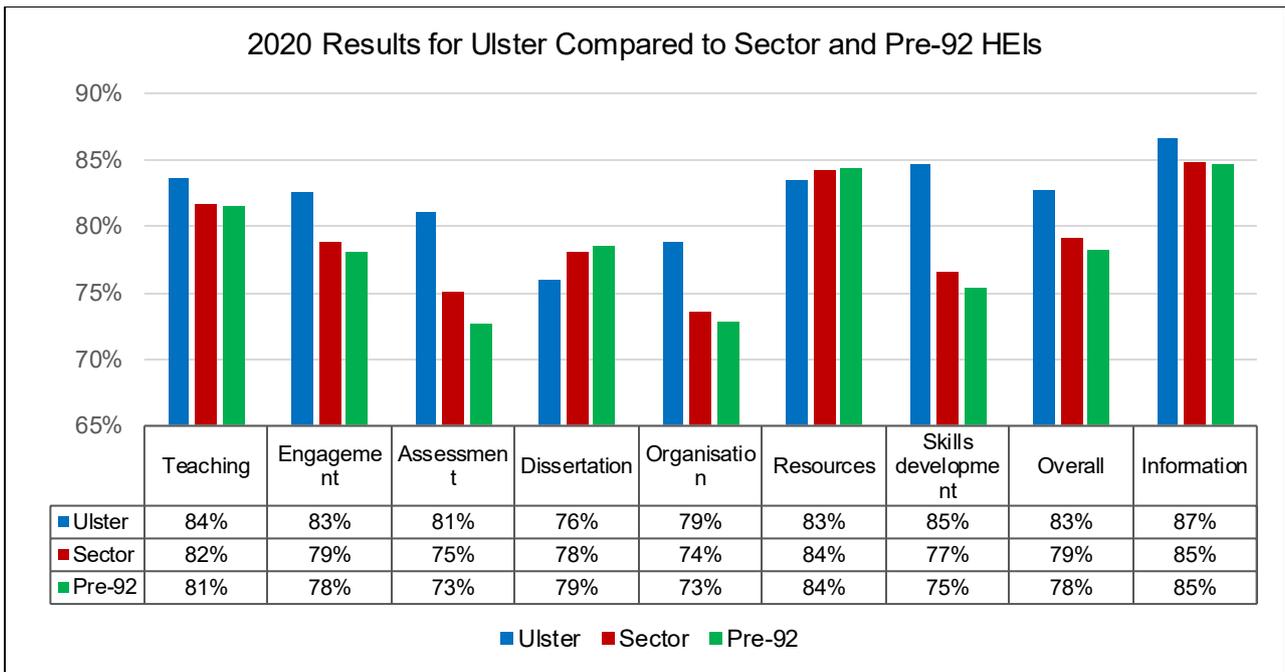
Figure 2: Survey Section 202 Results for Ulster Compared to Sector and Pre-92 HEIs

Figure 3 below plots the overall satisfaction for Ulster and the Sector from 2016-2020 and student overall satisfaction for the University fell below the sector in 2019 for the first time in the four-year period. However, the survey results for 2020 show an improvement, bringing overall satisfaction above the sector average.
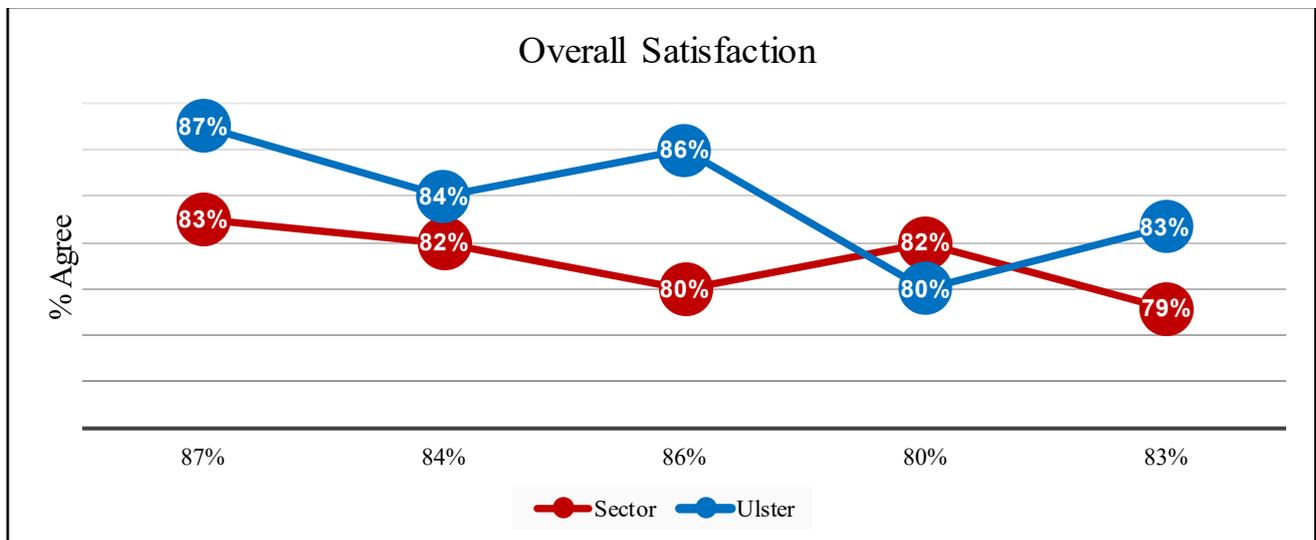
Figure 3: Performance against Sector for Overall Satisfaction 2016-2020

Results for the Overall Satisfaction for the current Faculty structure is provided in Table 6 below from 2017-2020.

Table 6: Percentage of Respondents Expressing Satisfaction with the Quality of the Course by Faculty

	2017	2018	2019	2020
Ulster University	84%	86%	80%	83%

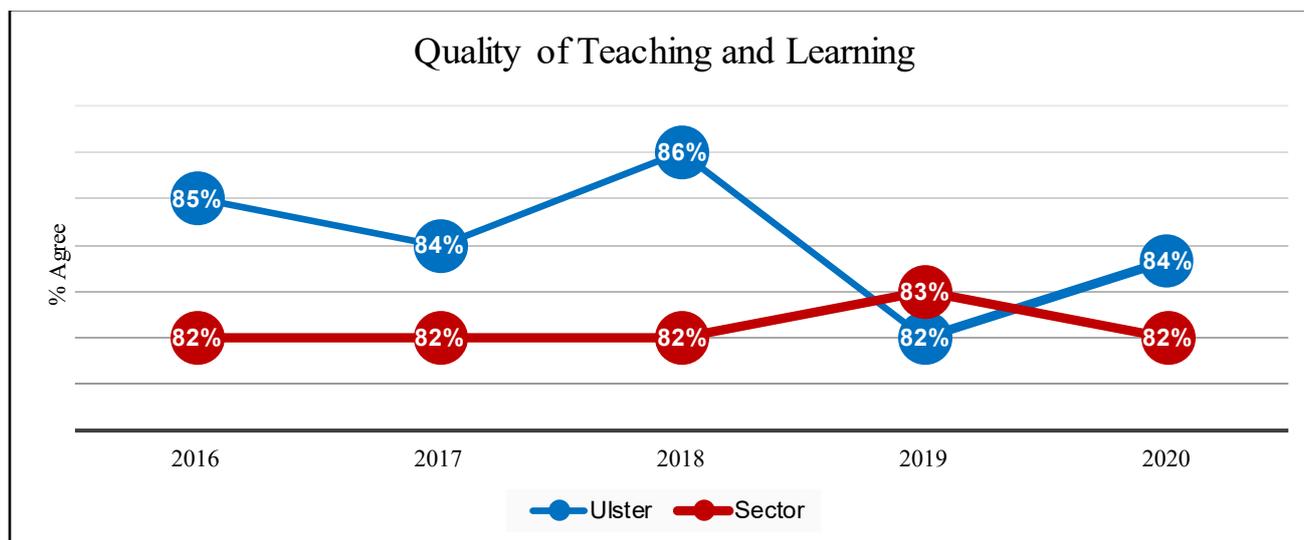|				
Faculty of Arts, Humanities and Social Sciences	82%	86%	80%	83%
Faculty of Computing, Engineering and the Built Environment	73%	81%	82%	84%
Faculty of Life and Health Sciences	87%	89%	77%	85%
Ulster University Business School	88%	85%	84%	76%

4.5. Quality of Teaching and Learning

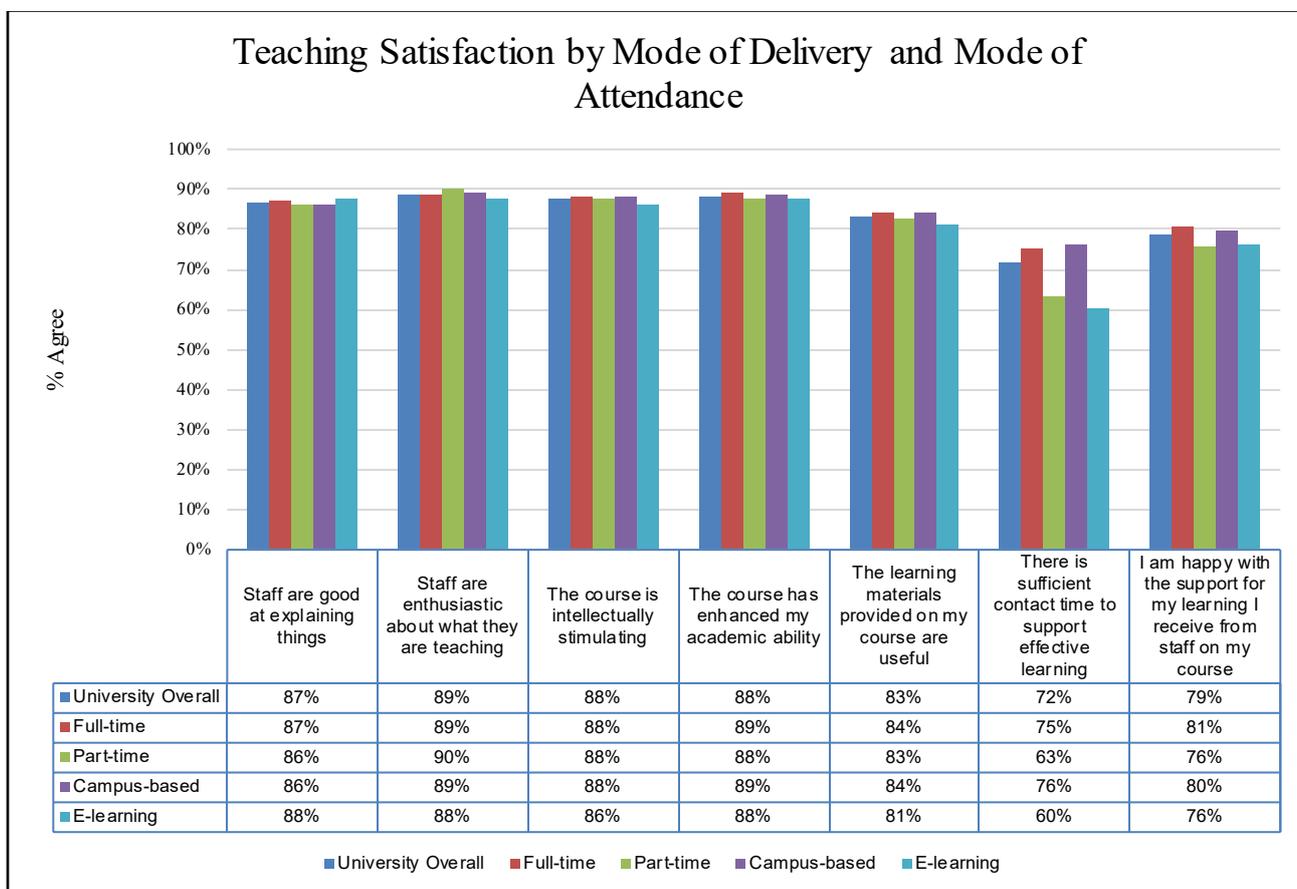*Figure 4: Performance against Sector for overall Quality of Teaching and Learning 2016-2020*

The University's results for the overall Quality of Teaching and Learning survey section were consistently above the sector average throughout 2016-2018, with 1% below the sector in 2019. However, 2020 results now demonstrate an improvement with a 2% increase above the sector average. 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.

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

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
Staff are good at explaining things	90%	94%	88%	74%	87%	87%
Staff are enthusiastic about what they are teaching	96%	97%	85%	70%	89%	90%
The course is intellectually stimulating	91%	94%	90%	74%	88%	85%
The course has enhanced my academic ability	90%	87%	94%	76%	88%	84%
The learning materials provided on my course are useful	82%	94%	90%	70%	83%	82%
There is sufficient contact time to support effective learning	74%	74%	74%	59%	72%	68%

I am happy with the support for my learning I receive from staff on my course	78%	90%	84%	65%	79%	75%

Teaching Satisfaction by Mode of Delivery and Mode of Attendance

	Staff are good at explaining things	Staff are enthusiastic about what they are teaching	The course is intellectually stimulating	The course has enhanced my academic ability	The learning materials provided on my course are useful	There is sufficient contact time to support effective learning	I am happy with the support for my learning I receive from staff on my course
University Overall	87%	89%	88%	88%	83%	72%	79%
Full-time	87%	89%	88%	89%	84%	75%	81%
Part-time	86%	90%	88%	88%	83%	63%	76%
Campus-based	86%	89%	88%	89%	84%	76%	80%
E-learning	88%	88%	86%	88%	81%	60%	76%

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

The University's results for this section were above 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 has improved since 2019 with Ulster 4% above (72%) the sector average (68%), with E-learning students being the least satisfied (60%).
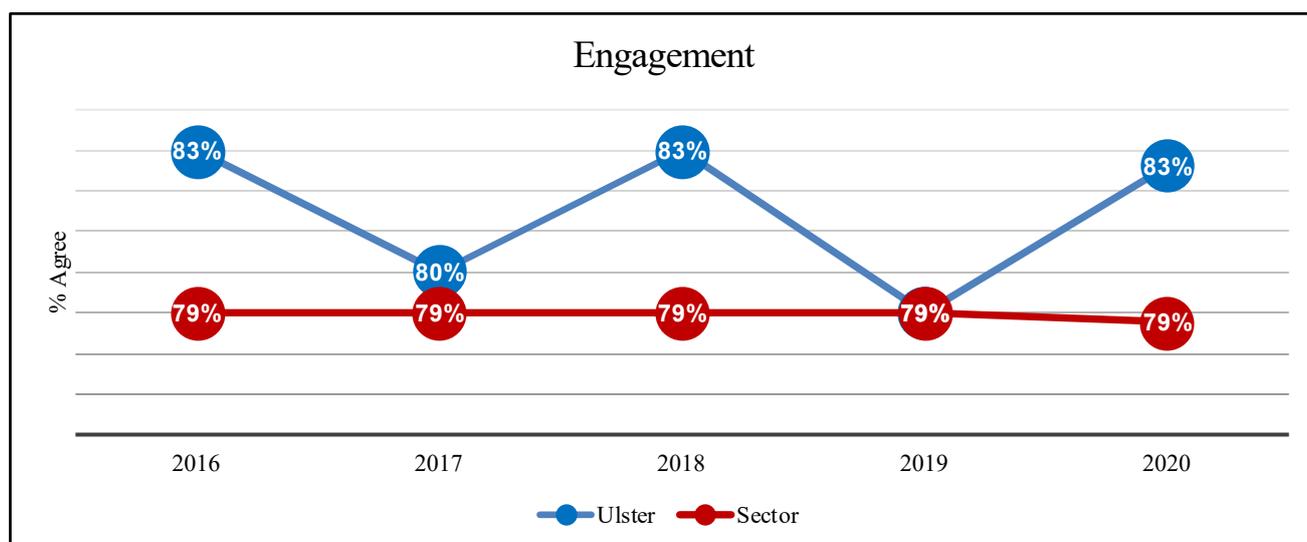
4.6.   Engagement

Figure 6: Performance against Sector for overall Engagement 2016-2020

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%). In 2020, the results have risen 4% above the sector average. (see Figure 6 above).

The engagement survey section consisted of the following five statements and the University was above the sector in all five statements. In particular Ulster students were satisfied that course workload was manageable, scoring 7% higher than the sector average.

Table 8: Satisfaction with Engagement by Faculty

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	94%	90%	96%	80%	92%	88%
The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	83%	90%	76%	67%	80%	76%
My course has challenged me to produce my best work	85%	90%	87%	72%	84%	81%
The workload on my course has been manageable	85%	77%	78%	72%	80%	73%
I have appropriate opportunities to give feedback on my experience	80%	81%	79%	65%	78%	76%

4.7.   Assessment and Feedback
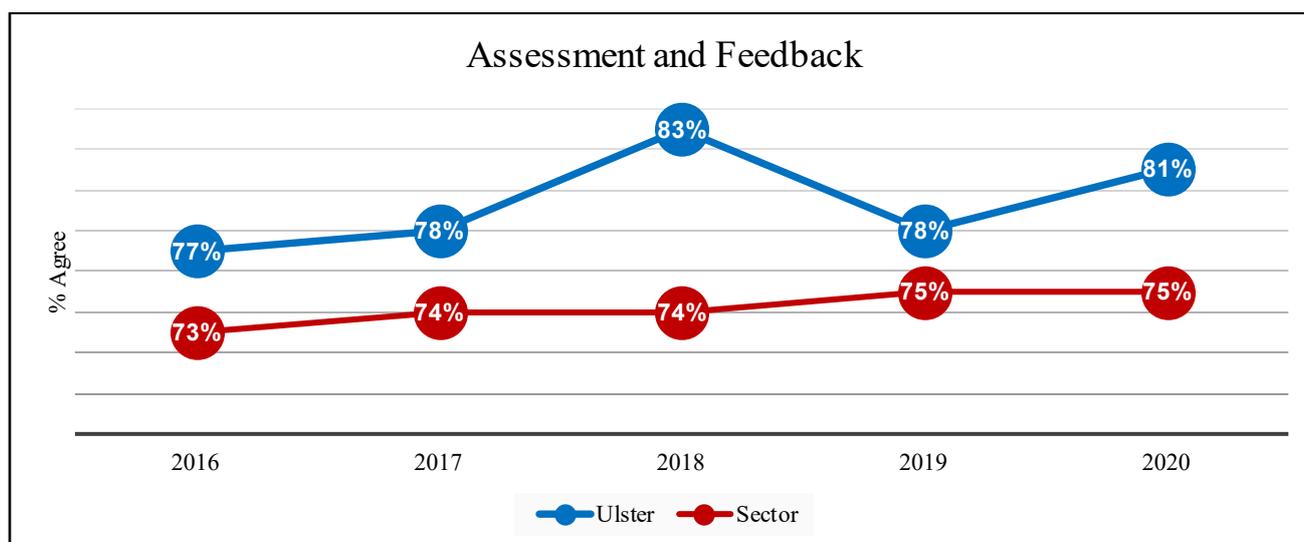
Figure 7: Performance Against Sector for Overall Assessment and Feedback Results 2016-2020

The University outperformed the sector by 9% in 2018 with the lead over the sector dipping by 5% in 2019. The survey results for 2020, demonstrate that student satisfaction with feedback and assessment has improved once again, with Ulster leading the sector by 6%. Thus, Ulster's results have consistently remained above the sector for the five-year period.

Table 9: Satisfaction with Assessment and Feedback by Faculty

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
The criteria used in marking have been made clear in advance	86%	94%	84%	80%	85%	79%
Assessment arrangements and marking have been fair	88%	81%	84%	65%	82%	76%
Feedback on my work has been prompt	81%	87%	79%	57%	77%	70%
Feedback on my work (written or oral) has been useful	85%	84%	82%	63%	80%	76%

The results for Assessment and Feedback outperformed the sector across the four statements by between 4% and 7%. A positive feature of responses were the high ratings accorded to the clarity and fairness of assessment and marking criteria, with both statements 6% above the sector respectively. Three Faculties recorded satisfaction with these aspects and are all above sector averages.

The results set out in Table 10 below show that in general Ulster students are satisfied with Assessment and Feedback, scoring between 4% and 8% above the sector average in all statements.

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

Statement	E-learning	Campus-based	Part-time	Full-time	Ulster
The criteria used in marking have been made clear in advance	81%	86%	86%	84%	85%
Assessment arrangements and marking have been fair	80%	83%	83%	83%	82%
Feedback on my work has been prompt	75%	77%	80%	76%	77%
Feedback on my work has been useful	81%	80%	76%	82%	80%

4.8. Dissertation
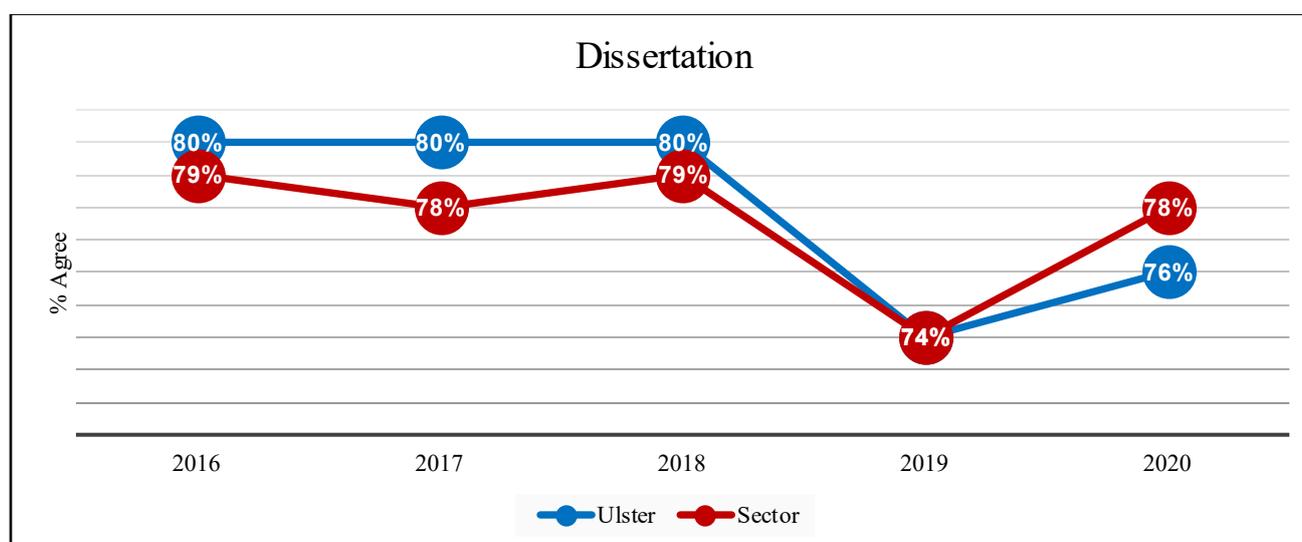
Figure 8: Performance against Sector for overall Dissertation Results 2016-2020

The University's overall result for the Dissertation section of the survey had remained constant at 80% over the three-year period 2016-2018 however, student satisfaction declined in 2019 to 74% equalling the sector. Survey results for 2020 show a small improvement of 2%, bringing Ulster above the sector average once again. 71% 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 76% of respondents across the sector. Table 11 below shows this profile by Faculty.

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

Faculty	% of Respondents
Faculty of Arts, Humanities and Social Sciences	74%
Faculty of Computing, Engineering and the Built Environment	81%
Faculty of Life and Health Sciences	65%
Ulster University Business School	67%

Table 12: Percentage Satisfaction with Dissertation by Faculty

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
I understand the required standards for the dissertation / major project	52%	74%	53%	37%	78%	79%
I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	45%	61%	51%	26%	70%	71%
My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	54%	71%	54%	28%	81%	84%
My supervisor provides helpful feedback on my progress	45%	61%	54%	24%	75%	78%

The results at University level for all of the four statements relating to the Dissertation were between 1% and 3% below the sector average (see Table 12). Respondents were least satisfied with the support provided for planning their dissertation (70%).

4.9.   Organisation and Management
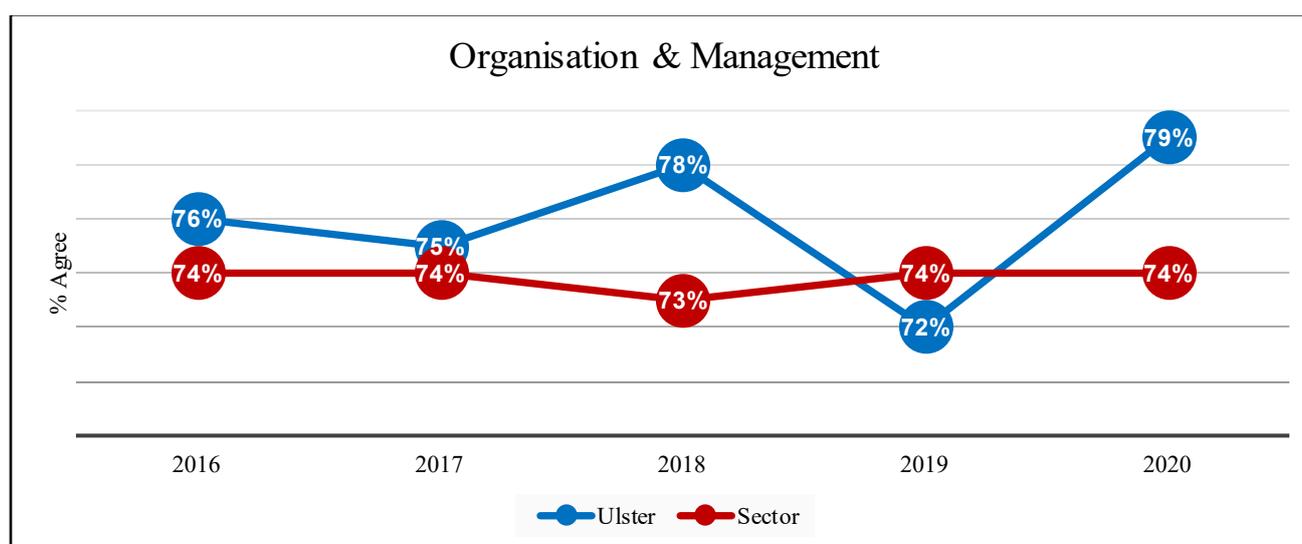
Figure 9: Performance against Sector for overall Organisation and Management results 2016-2020

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. 2020 results show a 7% improvement, bringing Ulster above the sector average to 79% (see Figure 9 above).

In 2019, satisfaction rates in relation to course organisation and management were below the sector in four of the five statements. In contrast to 2020 survey results which show satisfaction rates above the sector in all five statements. In particular, Ulster students were 8% more satisfied than those across the sector with how the timetable fits with their other commitments and 7% more satisfied that they were given appropriate guidance and support when they started their course. 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.

Table 13: Satisfaction with Organisation and Management by Faculty

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
The timetable fits well with my other commitments	88%	90%	82%	80%	86%	78%
Any changes in the course or teaching have been communicated effectively	86%	87%	87%	70%	84%	78%
The course is well organised and is running smoothly	73%	74%	79%	65%	74%	71%
I was given appropriate guidance and support when I started my course	85%	90%	87%	72%	84%	77%
I am encouraged to be involved in decisions about how my course is run	72%	65%	66%	54%	67%	64%

Table 14 below demonstrates that students registered for e-learning courses were 6% more satisfied than campus-based students that the timetable fitted their other commitments, but the least satisfied that they were encouraged to be involved in decisions about how their course is run (59%), in contrast to 70% satisfaction rate for campus-based students. Campus-based students were also 8% more satisfied than e-learning students I they were encouraged to be involved in decisions about how their course is run.

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

| Statement	E-Learning	Campus-Based	Full-time	Part-time	Ulster	Participating HEI'S
The timetable fits well with my other commitments	90%	84%	86%	85%	86%	78%
Any changes in the course or teaching have been communicated effectively	84%	84%	84%	84%	84%	78%
The course is well organised and is running smoothly	74%	74%	75%	71%	74%	71%
I was given appropriate guidance and support when I started my course	78%	86%	85%	82%	84%	77%
I am encouraged to be involved in decisions about how my course is run	59%	70%	69%	62%	67%	64%

4.10. Resources and Services
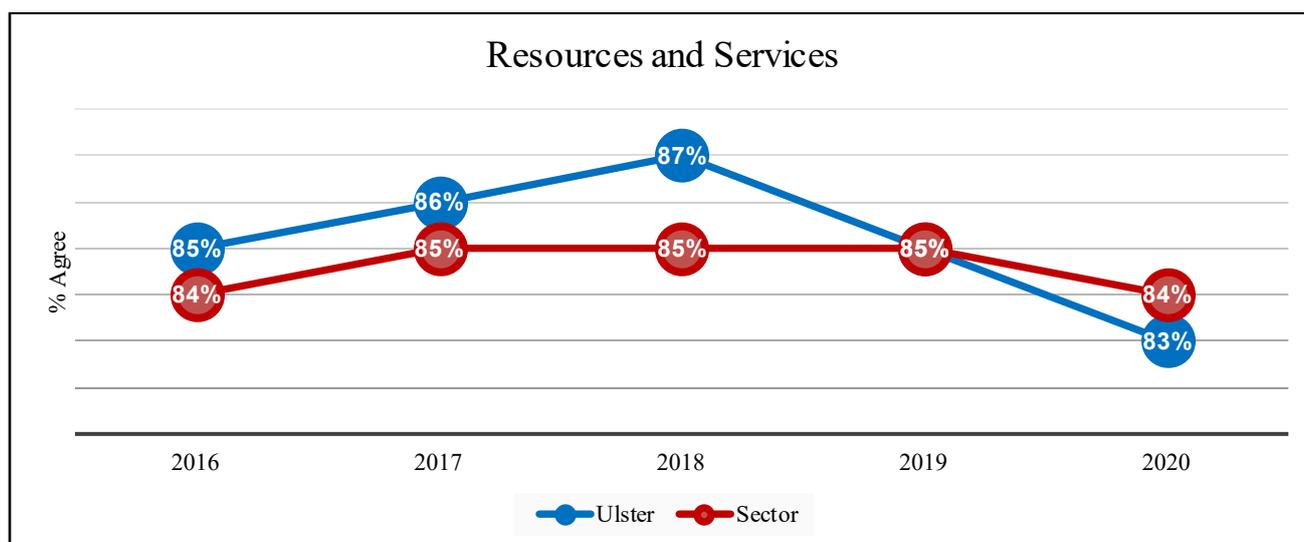
Figure 10: Performance against Sector for overall Resources and Services results 2016-2020

Overall student satisfaction with Resources and Services has declined further since 2018 by 4%, placing the University below to the sector for the first time in five years as outlined in Table 14 above. In this section students were asked to respond to four statements and Tables 15 and 15 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 1% below the sector average. Students in the Faculties of Arts, Humanities and Social Sciences, and Ulster University Business School were less certain of how to access support services.

Table 15: Satisfaction with Resources and Services by Faculty

|	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
The library resources and services are good enough for my needs	78%	87%	93%	85%	84%	85%
I have been able to access general IT resources when I needed to	83%	87%	91%	85%	86%	87%
I have been able to access subject specific resources necessary for my studies	74%	77%	91%	76%	82%	83%
I am aware of how to access the support services at my institution	78%	97%	82%	74%	81%	81%

Survey results reported in 2019, showed that e-learning students were less confident about how to access support services with 11% below the University average satisfaction recorded. In 2020, e-learning students have responded more positively to this statement with a 82% satisfaction rate, 1% above University average.

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

E-Learning	Campus-Based	Full-time	Part-time	Ulster	Participating HEI'S

The library resources and services are good enough for my needs	88%	82%	85%	81%	84%	85%
I have been able to access general IT resources when I needed to	88%	86%	86%	87%	86%	87%
I have been able to access subject specific resources necessary for my studies	86%	81%	85%	76%	82%	83%
I am aware of how to access the support services at my institution	82%	81%	81%	81%	81%	81%

4.11. Skills Development
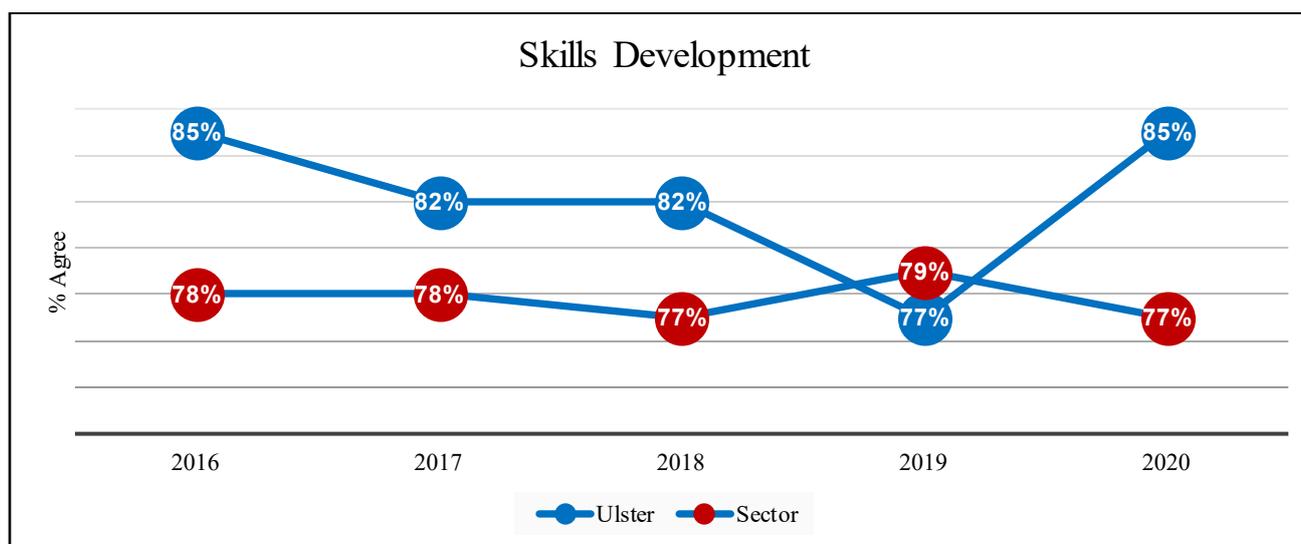
Figure 11: Performance against Sector for overall Skills Development results 2016-2020

Performance against the sector for the overall Skills Development results declined in 2019 (2% below the sector) (Figure 11 above). Conversely, survey results for 2020, now show an 8% improvement upon 2019 results, putting Ulster 8% above the sector.

Satisfaction rates in relation to skills development were above the sector in all six statements. Ulster students were 10% more confident with both how they have been encouraged to think about what skills they needed to develop for their career and also how the course has better prepared them in their future career. (See Table 17 below)

Table 17: Percentage Satisfaction with Skills Development by Faculty

Statement	AHSS	CEBE	LHS	UUBS	Ulster	Participating HEI'S
As a result of the course I am more confident about independent learning	88%	87%	90%	83%	87%	81%
My confidence to be innovative or creative has developed during my course	84%	81%	88%	74%	83%	74%

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My research skills have developed during my course	88%	94%	91%	80%	88%	81%
My ability to communicate information effectively to diverse audiences has developed during my course	80%	81%	85%	70%	80%	74%
I have been encouraged to think about what skills I need to develop for my career	85%	84%	90%	80%	85%	75%
As a result of the course I feel better prepared for my future career	82%	81%	93%	83%	84%	74%

5. FUTURE SURVEYS

The PTES is a potentially useful tool for obtaining feedback from taught postgraduate students although on the seven 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 was due to publish their overall findings in Spring 2020. However, COVID-19 has delayed the publication.

6. Appendix 1

Postgraduate Taught Experience Survey (PTES) 2020

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	O	O	O	O	O	O
b. Staff are enthusiastic about what they are teaching	O	O	O	O	O	O
c. The course is intellectually stimulating	O	O	O	O	O	O
d. The course has enhanced my academic ability	O	O	O	O	O	O
e. The learning materials provided on my course are useful	O	O	O	O	O	O
f. There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning	O	O	O	O	O	O
g. I am happy with the support for my learning I receive from staff on my course	O	O	O	O	O	O

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)	O	O	O	O	O	O
b. The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	O	O	O	O	O	O
c. My course has challenged me to produce my best work	O	O	O	O	O	O
d. The workload on my course has been manageable	O	O	O	O	O	O
e. I have appropriate opportunities to give feedback on my experience	O	O	O	O	O	O

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	○	○	○	○	○	○
b. Assessment arrangements and marking have been fair	○	○	○	○	○	○
c. Feedback on my work has been prompt	○	○	○	○	○	○
d. Feedback on my work (written or oral) has been useful	○	○	○	○	○	○

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	O	O	O	O	O	O
b. I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	O	O	O	O	O	O
c. My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	O	O	O	O	O	O
d. My supervisor provides helpful feedback on my progress	O	O	O	O	O	O

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	O	O	O	O	O	O
b. Any changes in the course or teaching have been communicated effectively	O	O	O	O	O	O
c. The course is well organised and is running smoothly	O	O	O	O	O	O
d. I was given appropriate guidance and support when I started my course	O	O	O	O	O	O
e. I am encouraged to be involved in decisions about how my course is run	O	O	O	O	O	O

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)	O	O	O	O	O	O
b. I have been able to access general IT resources (including physical and online) when I needed to	O	O	O	O	O	O
c. I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	O	O	O	O	O	O
d. I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	O	O	O	O	O	O

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	O	O	O	O	O	O
b. My confidence to be innovative or creative has developed during my course	O	O	O	O	O	O
c. My research skills have developed during my course	O	O	O	O	O	O
d. My ability to communicate information effectively to diverse audiences has developed during my course	O	O	O	O	O	O
e. I have been encouraged to think about what skills I need to develop for my career	O	O	O	O	O	O
f. As a result of the course I feel better prepared for my future career	O	O	O	O	O	O

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	○	○	○	○	○	○

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	○	○	○	○	○	○
b. useful	○	○	○	○	○	○
c. accurate	○	○	○	○	○	○

7. Appendix 2

POSTGRADUATE TAUGHT EXPERIENCE SURVEY 2019	Sept-20
Total number of students in sample:	1903
Total number of responses received to date:	278

	Sample by Faculty & School	Faculty & School Responses	Response Rate by Faculty & School	% Respondents by Faculty Sample	Overall Response Rate by Faculty & School
ADDL					
Access, Digital & Distr Learn	51	1	2%	100%	0.4%
Faculty Total	**51**	**1**	**2%**	**100%**	**0.4%**
AHSS					
Belfast School of Art	124	29	23%	22%	10.4%
Sch of Appl Soc & Policy Scis	93	7	8%	5%	2.5%
Sch of Arts and Humanities	61	13	21%	10%	4.7%
Sch of Communication and Media	60	9	15%	7%	3.2%
Sch of Education	220	63	29%	48%	22.7%
Sch of Law	89	10	11%	8%	3.6%
Faculty Total	**647**	**131**	**20%**	**100%**	**47.1%**
CEBE					
Belfast Sch of Arch & Built En	53	9	17%	28%	3.2%
Sch of Comp Engin & Intell Sys	83	15	18%	47%	5.4%
Sch of Computing	10	5	50%	16%	1.8%
Sch of Engineering	18	3	17%	9%	1.1%
Faculty Total	**164**	**32**	**20%**	**100%**	**11.5%**
LHS					
Pharmacy & Pharmaceutical Sci	10	2	20%	3%	0.7%
Sch of Biomedical Sciences	86	12	14%	18%	4.3%
Sch of Geography and Env Sci	32	6	19%	9%	2.2%
Sch of Health Sciences	18	2	11%	3%	0.7%
Sch of Nursing	170	19	11%	28%	6.8%
Sch of Psychology	88	13	15%	19%	4.7%
School of Applied Social and Policy Sc.	3	3	100%	4%	1.1%
School of Sport	106	14	13%	21%	5.0%
Faculty Total	**513**	**68**	**13%**	**100%**	**24.5%**
UUBS					
Department of Hospitality & Tourism Mgmt	21	8	38%	17%	2.9%
Dept of Acctg Finance & Econom	27	4	15%	9%	1.4%
Dept of Global Business & Ente	211	20	10%	44%	7.2%

Dept of Mang Leadship & Marktg	269	14	5%	30%	5.0%
Faculty Total	**528**	**46**	**9%**	**100%**	**16.5%**
GRAND TOTAL	1903	278			

*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.