

2012

# PTES

ANALYSIS OF THE POSTGRADUATE TAUGHT  
EXPERIENCE SURVEY FOR 2012



## EXECUTIVE SUMMARY

- This report presents findings from the 2012 Postgraduate Taught Experience Survey which received a 24% response rate for UEA as a whole; however the sample has above-average participation from students in SSF.
- Compared to its peers in the 1994 Group, UEA performs particularly well on teaching and learning resources.
- However its particular areas of challenges are: assessment and feedback, dissertation supports, skills, personal development and career development.
- The experience of EU students is less positive than either Home students or Non-EU overseas students.
- Substantial statistically significant differences exist across Faculties with regards to student assessment or satisfaction with the following:
  - Teaching: Sufficient contact time, overall quality of teaching programme, overall satisfaction with teaching
  - Assessment and Feedback: Detailed written and oral feedback, feedback helps clarify things misunderstood, overall satisfaction with feedback
  - Organization and Management: time-table fits with commitments, effective communication of changes, program is well organized and running smoothly, overall satisfaction with organization and management
  - Career and Professional Development: Development of transferable skills.
- Career, Employability and Skills
  - 93% of FMH students agreed that their program developed transferable skills in contrast to 76% in SCI and HUM and 84% in SSF.
  - Students had a number of recommendations to improve their employability. Although this list is not exhaustive and readers may find faculty-specific comments to be more comprehensive in its coverage of students' recommendations, below are some examples of student recommendations:
    - More practical modules as well as a practice-oriented modules should be developed (for e.g. those pursuing the field of policy should be taught how to write policy briefs and memos)
    - For students in creative writing programs, training for how to write for a specific audience such as writing for radio.
    - Students in NBS found the 'Masterclasses' useful as well as consultancy projects and have recommended that these be retained.
    - Students at UEA London feel they have an inferior experience due to inadequate access to resources and fewer socialization opportunities.
- This document also includes ARM relevant analysis. The parameters for which statistically significant differences were observed are as follows:
  - 54% of PGT students in SCI likely to pursue further studies in contrast to 29% of students overall.
  - 75% of students from HUM and 73% of students from SCI want to return to UEA for further studies.
  - The majority of those who want to return to UEA would do so based on primarily two factors: the reputation of Faculty members (88% in HUM and 90% in SCI) and Academic Support (84% each in HUM and SCI).
  - 16% of HUM students want to engage in part-time employment compared to 10% of students overall.
  - Majority of students did a PGT in order to progress in current career path while substantial minorities in FMH did so to change current career (34%) and as a requirement to enter a particular profession (29.5%).
  - Although this factor is not statistically significant, HUM students were most likely to undertake a PGT for personal interest.

## PURPOSES OF THE RESEARCH AND METHODOLOGY

The purpose of the Postgraduate Taught Experience Survey (PTES) an annual survey hosted by the HEA, but run by the Survey Office at UEA, is to gather data around the PGT experience including student perceptions of how well they are learning, the quality of teaching staff, assessment and feedback, course organization, quality of learning resources and the development of their skills associated with personal and professional development as well as transferable skills.

The survey was open from the end of January until the end of May to allow students with different course start and finish times to participate in the survey. After the initial invitation, only those students who did not complete the survey were initially sent monthly reminders which were tapered off to six-weekly reminders after the first two months. There were three prizes offered this year in a departure from previous years comprising Amazon vouchers of value ranging from £150-£50. The survey was advertised widely: on the UEA portal, through digital signage in communal areas, the Student Union as well as there were posters in many communal spaces especially where students are likely to see them, such as the canteen and the library. Perhaps a combination of these efforts led to a significant improvement in response rate compared to previous years. This year the institutional response rate was 24% which is the national average for PTES response rate just slightly above the 1994 Group average response rate of 23.5%. Last year, we secured a response rate of 19%. The 1994 Group comprises the following Universities: Goldsmiths, Lancaster University, Loughborough University, Queen Mary, University of London, University of Essex, University of Exeter, University of Leicester, University of Reading and University of York.<sup>1</sup>

In addition to figures for UEA, comparisons have been made at the Faculty level and with the 1994 Group- Club B. It is not possible to compare figures at the school-level because of the small sample sizes. However it is possible to make comparisons with  $\chi$ -square tests for statistical significance. In the 2012 survey we introduced a few additional questions for potentially useful data for the purposes of admissions and recruitment. Where this is the case, it has not been possible for us to compare UEA with the 1994 Group.

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<sup>1</sup> We know that Exeter, Queen Mary, and York are now in the Russell Group from 2012. However the group of the Universities included in the 1994 Group is pre-determined by HEA. The statistics for the rest of the Universities cannot be analysed separately because the data is released only at the group level.

**RESPONDENT CHARACTERISTICS****DEMOGRAPHIC CHARACTERISTICS***Table a – Sample Characteristics*

<b>Characteristic</b>	<b>Percentage</b>	<b>Total</b>
<b>Age</b>		
25 years old or younger	62%	329
26-30 years old	19%	100
31-35 years old	7%	38
36-40 years old	4%	22
41-45 years old	3%	14
46-50 years old	3%	15
51-55 years old	1.50%	8
56 years old or older	0.40%	2
<b>Gender</b>		
Male	32%	167
Female	68%	359
Transgender	0.20%	1
<b>Disability</b>		
Yes	4%	22
No	96%	505

The table above indicates that the majority of the respondents who took the survey were under 25 years, female and had no disabilities.

**STUDENT FEE STATUS - OVERALL SATISFACTION – HOME/EU/OVERSEAS ANALYSIS***Table b– Fee Status*

<b>FACULTY</b>	<b>NUMBERS</b>			<b>PERCENTAGE</b>		
	HOME	EU	OVERSEAS	HOME	EU	OVERSEAS
<b>SSF</b>	157	23	95	48%	70%	51%
<b>SCI</b>	49	3	48	15%	9%	26%
<b>HUM</b>	55	4	28	17%	12%	15%
<b>FMH</b>	46	1	0	14%	3%	0%
<b>TOTAL</b>	<b>327</b>	<b>33</b>	<b>185</b>			

The majority of the students were Home students and belonged to the Faculty of Social Sciences. I have undertaken further analysis on the experiences in contrast to the expectations of the three different groups of students based on their fee status. Past surveys have indicated that EU students tend to assess their experience less positively than non-EU overseas as well as Home Students. Figure 4 indicates that this is also true for the PTES.

**ACADEMIC ENVIRONMENT AND LEARNING AND TEACHING RELEVANT ANALYSIS****QUALITY OF TEACHING AND LEARNING<sup>2</sup>**

- In the quality of teaching and learning metric, FMH scores the lowest among all the Faculties with regards to the following indicators: teaching and learning methods being effective, contact time and teaching support. It also scores the lowest for overall teaching quality.
- However FMH scores the highest on intellectual stimulation, staff is good at explaining things, staff make the subject interesting and staff are enthusiastic.
- SSF scores the lowest with regard to staff are good at explaining things, staff make the subject interesting and staff are enthusiastic.
- SCI scores the lowest on some of the indicators such as: intellectual stimulation, judge and evaluate information, arguments or methods.
- However SCI scores the highest on teaching learning methods being effective.
- HUM has the highest scores for sufficient contact time, teaching support, overall quality of teaching and also the highest overall satisfaction with teaching.
- Overall satisfaction with teaching indicates that greater than 1 in 10 students at UEA felt their expectations not met with a high of 20% of students in FMH and 18% of students in SSF reporting this to be the case.
- Compared to the 1994 Group, UEA's performance is less positive for: teaching and learning methods, intellectual stimulation, staff have made the subject interesting and overall quality of the teaching program.

*Please note of all the indicators, statistically significant differences exist for contact time, teaching quality, applying theories to practice in specific situations and, overall satisfaction with teaching.*

**Table 1a- Teaching and Learning**

<b>Metric (Percentage agreeing or definitely agreeing)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Teaching and Learning Methods	74%	81%	86%	80%	80%	82%
Sufficient contact time (**)	57%	78%	68%	71%	70%	67%
Teaching support	70.5%	84%	78%	77.5%	78%	75%
Intellectual Stimulation	88.5%	82%	78%	77%	80%	85%
Staff are good at explaining things	92%	91%	86%	82%	85%	83%
Staff have made the subject interesting	88.5%	88%	84%	73%	79%	77%
Staff are enthusiastic about what they teach	93%	91.5%	86%	82%	86%	82%
Overall Quality of the Teaching Program (Consistently good)*	30%	53.5%	35%	38%	40%	43%
Overall satisfaction with teaching (did not meet expectations)*	20%	5%	18%	10%	11%	11%
<b>Total</b>	<b>61</b>	<b>107</b>	<b>50</b>	<b>309</b>	<b>527</b>	<b>7513</b>

**Table 1b- Teaching and Learning**

<b>Metric (Percentage reporting Frequently or most of the time)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Analyse ideas or examine a particular case or situation in-depth	88.5%	79.4%	70%	67%	73%	73%
Synthesise information	80%	72%	64%	59.5%	65%	65%
Judge and evaluate information	92%	84%	72%	74.5%	78%	75%
Apply theories to practice in new situations(*)	82%	64%	46%	64%	64%	64%

<sup>2</sup> \* indicates statistically significant at 0.05 level, \*\* indicates statistically significant at 0.01 level and below.

*Table 1c - Workload*

Metric	FMH	HUM	SCI	SSF	UEA	1994
Much higher than expected	7%	5%	8%	8%	7%	10%
Higher than expected	32%	23%	36%	40%	35%	34%
More or less as expected	58%	61%	50%	46%	51%	49%
Lower than expected	3%	9%	4%	6%	6%	5.50%
Much lower than expected	0%	2%	2%	0%	1%	1.5%

- With regard to workload, more than 1 in 10 students HUM reported that it is either lower or much lower than expected. SSF students perceive the burden of workload to be the highest with 48% saying workload is higher or much higher than expected.
- When compared to our peers, there are slight differences between the 1994 Group and UEA, slightly fewer UEA students report the workload as higher as or much higher than expected while slightly more UEA students report the workload being more or less as they expected.

### Comments

Most of the comments around teaching **offered positive examples of teaching**. For instance see the comment below from a HUM student,

*The general attitude and disposition of my postgraduate lecturers. They are ever so eager to assist and impart the required knowledge. I particularly love the fact that they are willing to know if students are assimilating the teaching and linking it to practical terms. They are so respectful too.*

A SCI student commented on the **enthusiasm of his/her instructors**, typical of some of the positive comments

*Teaching staff is very helpful and always happy to assist with some issue. The way of teaching is very good, interaction between student and lecturer, discussions in the class with students and lecturer. Lecturers always give lots of advise on further reading, there are materials available on blackboard. Lecturer promptly respond on emails.*

Some of the comments highlighted **overreliance on technology, an issue that has also been raised by UG students in the SES**. Note the comment below from a student in SSF,

*One of the core modules was excellent (Econometrics). It is a methods course and was extremely well executed with an effective balance of theory and practicals. The content of two other core modules, Welfare and Evaluation and Applied Methods for Impact Evaluation has been excellent. My reservations are around assessment and some aspects of delivery. Many of the individual tutors are good but their delivery is driven by powerpoint presentations so the lectures become a race against the clock - can they finish their 25 slides in 50 minutes? And often the last 5 slides are rushed, yet that is where the interesting, more demanding, material is - so frustrating! Powerpoints are good for the transmission of material but can lead to very linear and closed approaches that do not fit well with Masters' level. Rethink the dependence on powerpoints - are you being driven by the language level of your audience instead of the academic standards you should be aiming at? I have a lot of experience as a learner and a trainer/tutor and I know how powerpoint-driven delivery becomes a presentation, not facilitating learning. Powerpoint has its place, but not when it lowers the expected entry level or undermines students' own independent reading and learning.*

## ASSESSMENT AND FEEDBACK

- With regard to assessment and feedback FMH scores the lowest on 4 of the 6 indicators including feedback helps clarify things student misunderstood, students received detailed written/oral feedback, assessment and marking arrangements were fair and the criteria for assessments was made clear in advance.
- Overall satisfaction with assessment and feedback is also the lowest in FMH with less than 50% agreeing that it had exceeded their expectations.
- HUM has scored the highest on 4 of the 6 indicators feedback helps clarify things student misunderstood, students received detailed written/oral feedback, feedback is prompt and assessment and marking arrangements were fair.
- SCI scores the lowest on feedback criteria being made clear in advance, feedback was prompt and feedback was received in time to allow improvements to next assignment.
- SSF indicated no clear pattern but it received the highest overall satisfaction with Assessment and Feedback.
- The table below also highlights that UEA scores less well than the 1994 Group with regard to almost all of the feedback related indicators. **Although some of the differences are small, it is persistent across all the indicators and therefore need to be monitored over time to ensure that it does not widen.**

*Please note of all the indicators only 3 are statistically significant: detailed written or oral feedback received, feedback helped clarify things and overall satisfaction with assessment and feedback*

**Table 2- Assessment and Feedback**

<b>Metric (Percentage agreeing or definitely agreeing)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Criteria used in marking have been made clear in advance	68%	70.5%	68%	75.5%	72%	74%
Assessment arrangements and marking have been fair	62%	76%	68%	72%	70%	74%
Feedback has been prompt	63%	67%	56%	65%	63.5%	66%
Feedback is received in time to allow improvements to next assignment	71%	71%	44%	61.5%	61%	66%
Detailed written or oral feedback received(**)	59%	87%	70%	74%	73%	75%
Feedback has helped clarify things misunderstood(*)	53%	77%	60%	61%	61%	65%
Overall satisfaction with assessment and feedback (did not meet expectations)**	33%	12%	28%	17%	19%	18%

### Comments

Assessment and Feedback is an area of concern at UEA at both the UG and PG level. The percentage of students who reported that assessment and feedback did not meet their expectations is very high especially in SCI and FHM. The comments below from a student in FHM and HUM are typical of negative comments around assessment highlighting **the lack of connection between theory and practice.**

*Personally, I would completely change the way of assessment, by putting less emphasis on writing essays and more on oral & practical exams testing your theoretical and practical knowledge. The private study is not guide well at all. There are last minute changes in timetable, cancellation of important lectures. Student should get there timetable at the begining of the semester, so they can plan in advance. I`m not confident about my self-improvement and portfolio skills.*

*I think there is an imbalance between the view that we should extend ourselves into different mediums as writers and then the marks we get back. For instance, many on the course have been experimenting in writing for radio and have been encouraged to do so - however we have not received any guidance or instruction on how to do so. Then the marks and feedback tend to be focused on "this is not how you write for radio" when we have not been instructed on how to write for radio. I think if you are encouraging people to extend their writing you need to provide them with a skillset that supports that experimentation. Also in regards to the dissertation, I was unable to answer questions on this survey because I have not yet been allocated a supervisor. There needs to be more hands on writing from the beginning of the course.*

A number of comments pertained to the **slow return of work** and **insufficient feedback**. See the comment below from a student,

*Feedback on one of my assignments was very poor when I went to see the module organiser who had supposedly modulated it but had nothing to say in terms of feedback when I went to understand how I could have improved it - extremely unhelpful and useless meeting. Also, some feedback on assessments took far too long, e.g. operations assignment and the marketing team project - both of which took nearly 2 months to mark before being returned to us.*

Another issue that was highlighted in a comment was the **relationship between workload and assessment**. There were some comments about assessment not being evenly spread across the year as well as an example below from a student in SSF when peer to peer assessment added to their workload,

*I found the workload overwhelming at times and felt unable to ask for support from tutors when I saw them in the class because there are so many students there was always a queue! And this is not comfortable to ask for help in front of so many people. Also, we completed a second formative piece of work which was then marked by other students and I felt this was inappropriate. It only added to our demanding workload and many did not take any notice of the mark whether good or bad, as it was felt that since students do not know how to mark the feedback may have been different if these were marked by someone who actually knows how to do this, leaving many of us feeling the task was 'pointless'. I received feedback from an issue which was unclear and left me feeling very unsure of how to approach future essays, there was hardly any positive feedback and this is very difficult to take on board.*

When students did comment positively on feedback, they highlighted that **feedback was helpful when it was perceived to be constructive**. See the comment below from a student in SSF,

*Staff are committed and approachable. They are enthusiastic and are constructive in their feedback.*



There were no statistically significant differences between faculties with regards to support for dissertation as always supervisor related metrics. HUM has scored the highest on all but one of the questions.

However, there appear to be some areas of concern:

- SSF has scored the lowest on all but one of the indicators.
- In particular it deviates substantially from the UEA average on the questions: good guidance in topic selection and refinement by supervisor, and good guidance in literature search.
- When compared to the 1994 Group, with the exception of the question supervisor’s skills and subject knowledge are adequate to support dissertation, UEA lags behind its peers on the other metrics, most notably on whether students understand the required standards and whether good guidance is available with regard to topic selection and refinement.

*Table 3- Assessment and Feedback*

<b>Metric (Percentage agreeing or definitely agreeing)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Understand required standards	71%	80%	70%	71%	73%	78%
Supervisor’s skills and subject knowledge are adequate to support dissertation	81%	89.5%	87%	80%	84%	82%
Supervisor makes a real effort to understand difficulties faced	69%	79%	71%	68%	72%	73%
Good guidance in topic selection and refinement by supervisor	66%	79%	67%	60%	67%	71%
Good guidance in literature search	64%	73%	67%	58%	64%	65%
Supervisor provides useful feedback	64%	73%	69%	69%	69%	71%

**Comments**

A number of positive comments surrounding dissertation related to **supervisors being helpful**. For instance see the comment below from a HUM student,

*Excellent supervision from my dissertation supervisor. Encouraging support from the members of staff I was in contact with regarding my PhD application.*

There were some negative comments associated with dissertation which was concerned with the **applicability of dissertation for those wanting to pursue a non-academic route after their Masters**. Note the comment below from a student in SSF,

*There needs to be much more emphasis on applying what is learnt to practice. Examples and case studies are more often than not on research work. Yes we need to be able to think critically but we need to apply that critical thinking to real world situations. For people who do not wish to undertake further academic study it would be great if there was an option to participate in a project and write a project report instead of a dissertation. This could be an extension of or linked to internships. This would open up the opportunity for more varied coursework in preparation for this as opposed to coursework now which is heavily weighted towards providing the skills to complete a dissertation not work in development. - If there was a core subject in which all the aspects of development were integrated and a framework for 'working' in development was proposed UEA could be sure that all graduates had an appreciation for the economic, social and environmental aspects of development and how they integrate. At present this is not the case so people can graduate from one of these masters without having any appreciation of the other critical elements.*

## ORGANIZATION AND MANAGEMENT

**All the metrics associated with organization and management are statistically significant at the 0.01 level or below.**

- The main area of concern around organization and managements is for FMH. This is not entirely unexpected since many students in FMH are perhaps combining their professional practice with their coursework.
- In particular it deviates substantially from the UEA mean on the indicator indicating overall satisfaction with organization exceeding expectations as well as effective communication of changes.
- Majority of students in HUM are satisfied with time-table, communication of changes and the organization of the programme.
- Compared to our peers in the 1994 Group, UEA performs less well on two of the questions relating to effective communication of changes and overall satisfaction with regard to organization and management.
- However it outperforms its peers on appropriate balance of modules and appropriate balance of scheduled contract time and private study with UEA students substantially satisfied on these two counts.

*Table 4- Organization and Management*

Metric (Percentage agreeing or definitely agreeing)	FMH	HUM	SCI	SSF	UEA	1994
Timetable fits with other commitments (**)	68%	92%	70%	73%	76%	75%
Effective communication of changes (**)	57%	81%	65%	73%	72%	79%
Programme is well organised and running smoothly (**)	63%	82%	72%	77%	76%	77%
Appropriate balance of scheduled contact time and private study (**)	67%	72%	71%	72%	71%	75%
Appropriate balance of modules	68%	80%	49%	74%	72%	72%
Overall satisfaction with organization and management [not met expectations] (**)	36%	11%	24%	10%	15%	14%

### Comments

Organisation and management is a **challenge for UEA**. Even students in HUM who mostly tend to be full-time non-mature students and had the highest ratings for organization and management made some negative comments about this indicator.

*Better organisation of module outlines/titles/tutors is needed prior to making our module choices. Certain modules were entirely changed with a new focus and a new tutor, sometimes from a different department, by the time we came to taking the classes. Modules need to be what we signed up for.*

**Poor organization in particular has a disproportionate impact on mature students** especially those with childcare responsibilities and who are doing the course part-time.

*Organisation of the course was variable, with frequent room changes and often lack of notice about these. Lectures were based over the entire campus rather than localised to school building.*

S.GHOSH, BIU, PLN

*This is purely pragmatic but some of the organisational aspects could be improved so easily to improve the student experience and therefore attract more people and more revenue to UEA. Exam timetabling - as executives with stressful, full time jobs to have exams just randomly allocated outside of NBS at such late notice is a real pain. For those with less flexible employers they may have to miss exams or take them with negative effects on business. This could be avoided by having more class tests or earlier scheduling of NBS exams.*

## LEARNING RESOURCES

*Table 5- Learning Resources*

Metric (Percentage agreeing or definitely agreeing)	FMH	HUM	SCI	SSF	UEA	1994
Library resources and services good enough for needs	83%	80%	64%	71%	74%	75%
Library resources and services are easily accessible	90%	89%	80%	80%	83%	77%
Access to general IT resources when required	83%	80%	74%	81%	80%	79%
Access to social learning space when required	75%	76%	74%	75.5%	75.5%	71%
Access to specialised equipment, facilities or rooms when required	79%	73%	67%	73%	73%	69%
Satisfied with quality of learning materials (Print, DVDs, Online Resources)	85%	88.5%	72%	77%	80%	79%
Learning Resources (It has not met my expectations)	7%	5%	16%	12%	10%	9%

- Although there are no statistically significant differences between the experiences of students in the different facilities, students from the Faculty of SCI have scored their experiences with Learning Resources markedly low on library resources are good enough for my needs and satisfaction with the quality of learning materials.
- SCI also scores the lowest on all the other parameters and 16% of SCI students report that their experience with library resources has not met their expectations in contrast to just 5% of HUM students.
- FMH students are the most satisfied and score highest for 4 of the indicators.
- Compared to the 1994 Group, we do substantially better on library resources and services being easily accessible, access to specialised equipment, facilities or rooms and access to social learning spaces.

### Comments

Some students have commented that they have **adequate space** for PG students while others have complained that they need to compete with other UGs and PGs for space. In particular, **international students who pay more fees than Home students have come to expect facilities of a certain standard and are upset when their experiences do not match their expectations**. Note the two comments below from a SCI student and a student in SSF.

*Library is great (despite not enough resources) there are many places I could use PC or just go and study. Plenty of places to hide with a book! There is area for PG students, so this kind of places make difference. The books in library are always keep in order, despite so many people use them. The library staff is always happy to help even with trivial problems - the same IT helpdesk! Without IT helpdesk I couldn't use library resources at home. So many thanks to them, as they've been working on my issues many times and every time solved them!*

*Campus resources – primarily the lack of computer facilities – have been a disappointment and negatively affected my learning and working abilities. There are very limited facilities for post-grad taught students, there is one room in the library which we can use on a monthly basis but must compete with all other post-grad taught students for one of the ~40 spaces. Research students are provided computers and study space, while we must compete for the ~400 on-campus computers with all undergrads as well. Post-grad taught students are a revenue stream for the University and I have been quite unimpressed and felt unsupported with facilities made available to us. Especially in International*

S.GHOSH, BIU, PLN

*Development, where the majority of post grad taught students are international and paying international fees, I was very surprised at the lack of facilities specific to post grad taught in general, and to DEV post grads specifically. I have another MSc, and that experience in terms of student facility support was quite the opposite of this experience. Although that University structure is different from UEA, they were able to provide exceptional facilities to their taught post grads and much of the funding for those facilities came from student tuition and fees.*

There were also a number of comments about **inadequate resources in UEA, London,**

*It would be better if UEA could arrange more seminars instead of general lectures. We find it much more effective in terms of understanding theories in depth and apply it to theory in seminars. UEAL students do not have the access to City University electronic resources. It causes inconvenience sometimes.*

*I am taking Master Degree in UEA London campus. There is limited learning resource.*

Although ISD runs a User Survey annually, there appears to be **student demand for the assessment of Blackboard**. For example, note the following comment from a student in SSF.

*This degree could be improved by the following: - In relation to the other two Masters that I have completed UEA is behind in terms of how it uses technology to enhance learning. For example, module evaluation and this survey do not ask for feedback on the use of blackboard to support learning.*

**SKILLS AND PERSONAL DEVELOPMENT***Table 6- Skills and Personal Development*

<b>Metric (Percentage agreeing or definitely agreeing)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Development of research skills	88.5%	89%	80%	80%	83%	83%
Development of transferable skills (**)	93%	76%	76%	84%	83%	82%
More confident about independent learning due to the programme	73%	82%	76%	78.5%	78%	81%
Present self with confidence due to program	73%	74%	71%	72.5%	73%	72%
Communication skills improve due to program	71%	71%	71%	70%	70%	69%
Confident in tackling unfamiliar problems	70.5%	78%	66%	72%	70%	74%
Overall satisfaction with skills and personal development (did not meet expectations)	5%	6%	4%	8%	7%	8%

The scale to measure skills indicated mixed results with just a *single parameter (development of transferable skills)* demonstrating statistically significant differences across faculties.

- FMH scored the highest on transferable skills but the lowest on independent learning.
- SCI scored the lowest on research skills, transferable skills, presenting material with confidence, confident in tackling unfamiliar problems but the highest on communication skills. However fewer SCI students reported that their experience did not meet their expectations.
- SSF scored the lowest on communication skills but the highest on confident tackling unfamiliar problems. However SSF students were the most dissatisfied overall, with 8% reporting that their experience did not meet their expectations.
- HUM scored the highest on confident about independent learning and development of research skills but the lowest on transferable skills.
- UEA performs similar compared to the 1994 Group except on the questions: confident in tackling unfamiliar problems and more confident about independent learning due to the programme.

**Comments**

A number of comments pertained to **development of transferable skills**. For example, note the comments below from students in HUM and SSF

*I expected more encouragement to individual research and a requirement to engage in constant individual work, presentations, short pieces of work, throughout the term rather than just one major essay at the end. It would be more stimulating and could develop research skills.*

*This program is designed and marketed as a professional degree program, however I find that professional skills are not emphasized as much as academic ones. Although many of the professors/tutors in DEV also work as consultants and in other non-academic roles, there is very little emphasis on developing more real-world applicable skills over research skills. Many assignments are academic essay-type assignments, rather than memos, briefs, and other types of writing required in the non-academic work world. I would suggest a (even part-time) career development role in the DEV school, focused on maintaining and developing the alumni network, circulating job and internship opportunities (some are circulated now, but not to a wider job-specific listserve, only on the Portal which I think is only accessible to current students).*

There were also some positive comments with regards to the **program enhancing student interest in specific research areas**. For example note the comment from a student in SCI below,

*I have greatly increased my research capabilities as the course has inflamed my interest in current scientific research. I am much better at analysing papers and understanding their main strengths and weaknesses in their results and conclusion. Some modules in particular appeared very ground breaking and the information in them appeared to be at the top of current scientific understanding, which meant that studying them was very enjoyable.*

## CAREER AND PROFESSIONAL DEVELOPMENT

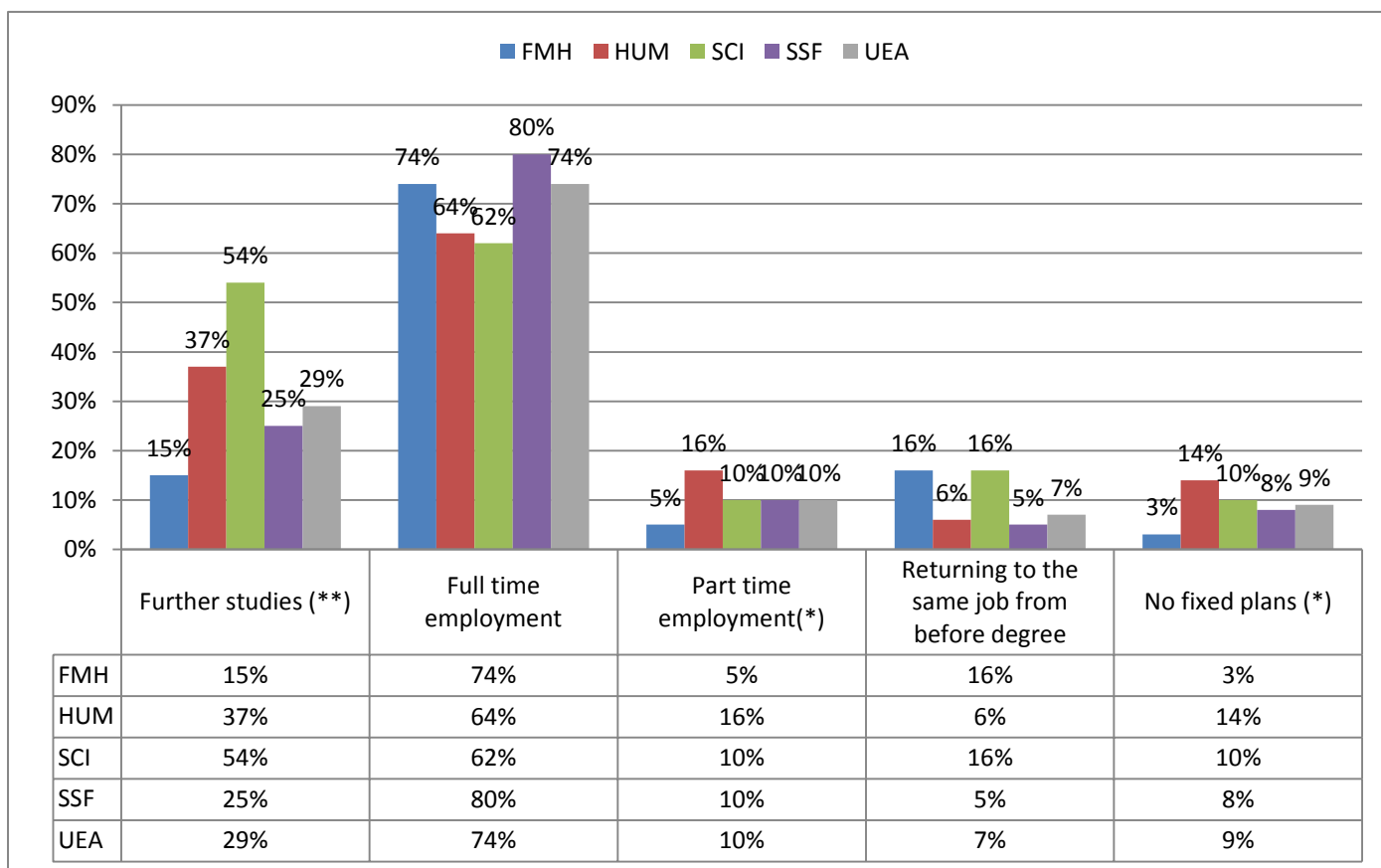
*Table 7- Career and Professional Development*

<b>Metric (Percentage agreeing or definitely agreeing)</b>	<b>FMH</b>	<b>HUM</b>	<b>SCI</b>	<b>SSF</b>	<b>UEA</b>	<b>1994</b>
Encouraged to reflect on professional development skills	90%	71%	64%	73%	74%	73%
Feel better prepared for future employment	72%	65%	71%	71%	70%	74%
Improvement of future employment prospects due to programme	82%	78%	78%	77%	78%	79%
Overall satisfaction with career and professional development (did not meet expectations)	8%	9%	12%	11%	10%	11%

- Although none of the parameters are statistically significant, students from FMH are the most satisfied with their career and personal development and are more encouraged to reflect on personal development skills.
- Students from SCI are least satisfied with their career and professional development.
- UEA performs similar to the 1994 Group except for the question on whether students feel better prepared for future employment. UEA students seem to be less well-prepared than their peers in the 1994 Group.

## ADMISSIONS RELEVANT ANALYSIS

### PLANS AFTER GRADUATION



**Figure 1: Plans after Graduation**

The figure above indicates that the majority of students want to engage in full-time employment after they graduate. The percentages do not add up to 100 because respondents were allowed to select multiple options. It is interesting to note that a large percentage of SCI students want to engage in further studies while a significant minority from HUM want to engage in part-time employment. Also more HUM students are likely to report they have no fixed plans compared to students from other Faculties. Please note that these differences across Faculties are statistically significant at the 0.05 level or below.



## LIKELIHOOD OF RETURNING TO UEA

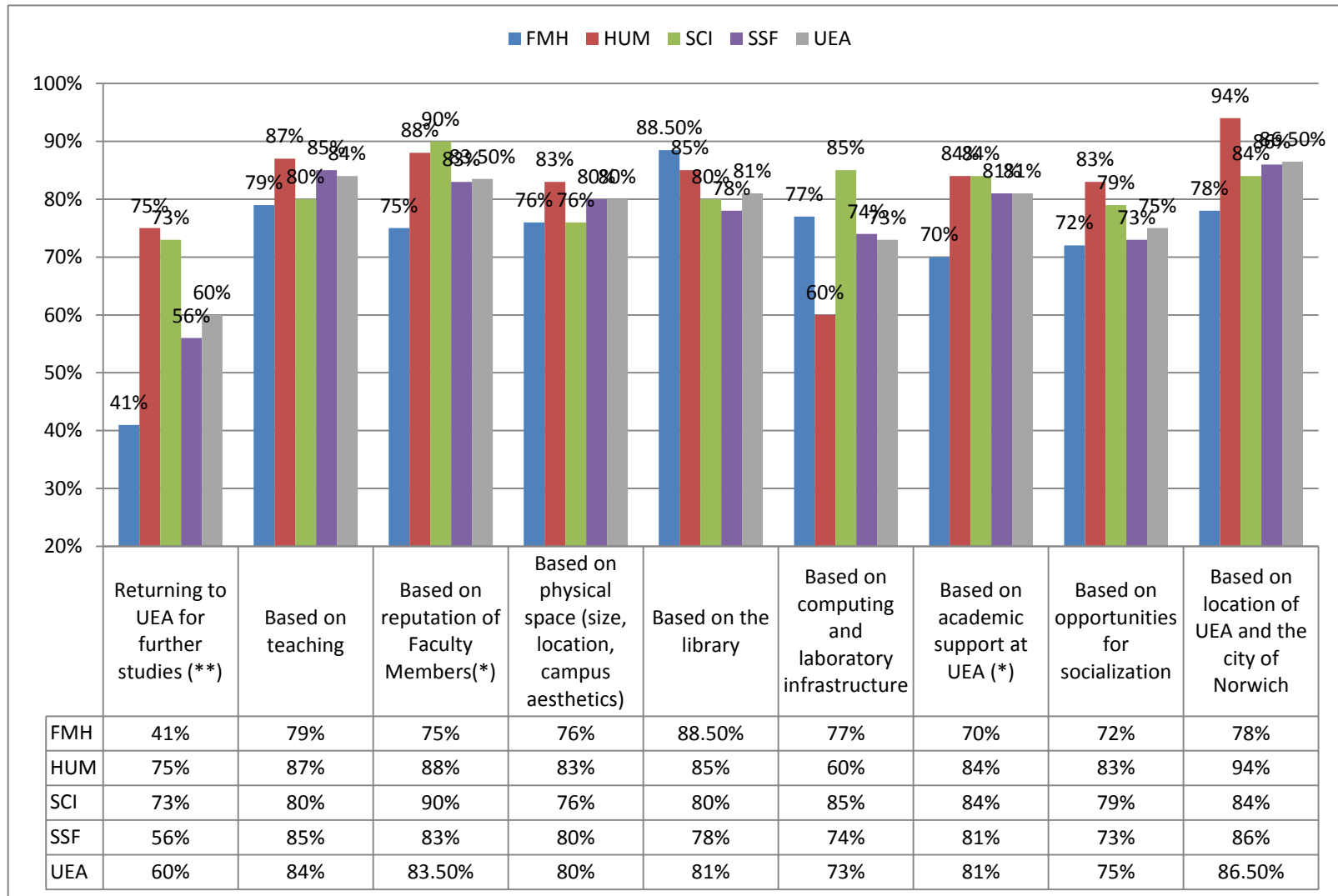


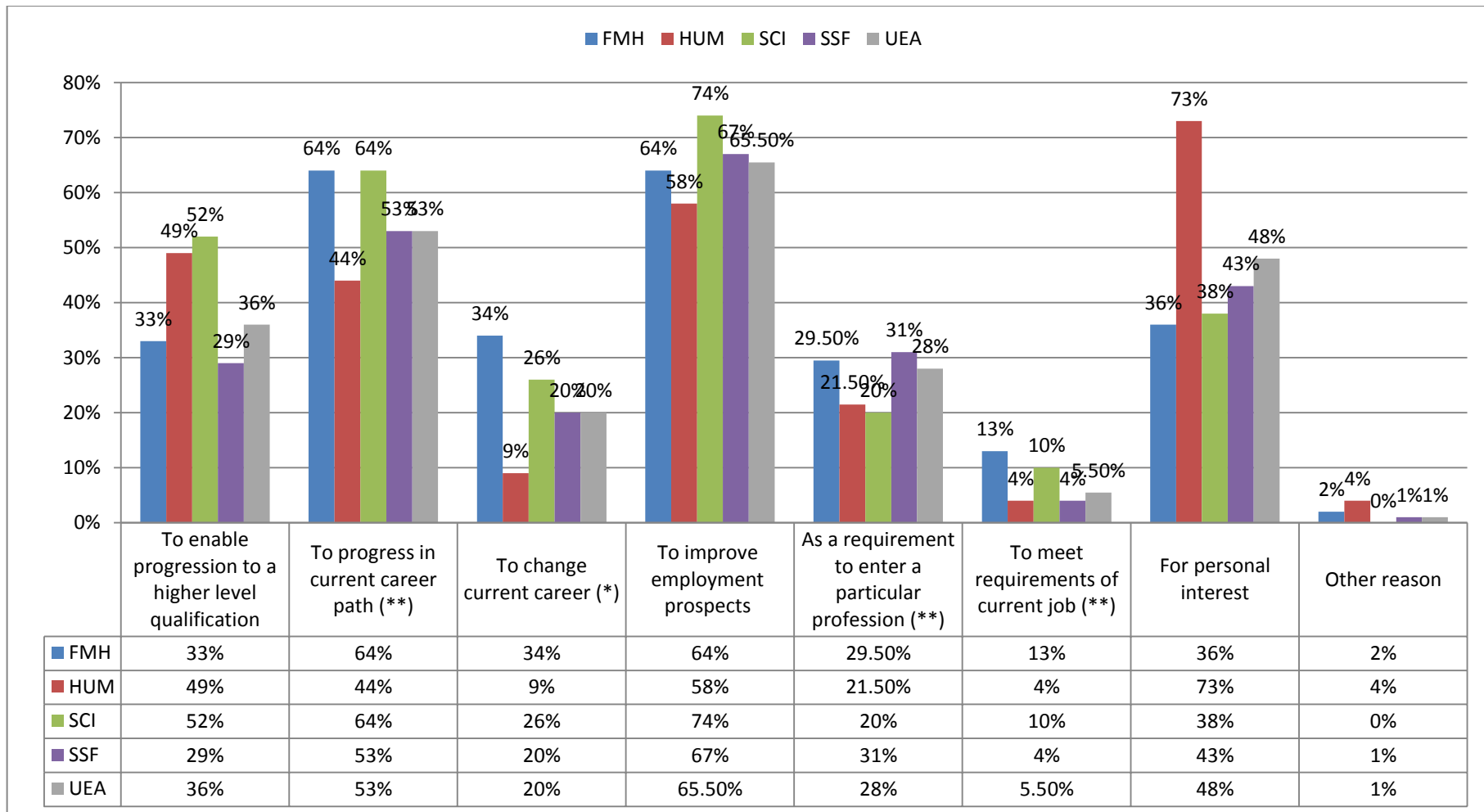
Figure 2- Returning to UEA based on key factors

Students were asked how likely they are to return to UEA for further studies based on a number of key factors. Students from SCI were more likely to return to UEA and also more likely to return based on research reputation of faculty members.

- A minority of students from FMH (41%) wanted to return to UEA for further studies in contrast to 75% of students from SSF and 73% of students from SCI.
- Based on reputation of Faculty members, a 90% of SCI students are likely to return to UEA in contrast to 75% of students from FMH.
- Based on academic support at UEA, 84% of students from HUM and SCI are likely to return in contrast to 70% from FMH.
  - All of the three factors above represent statistically significant differences across Faculties.
-

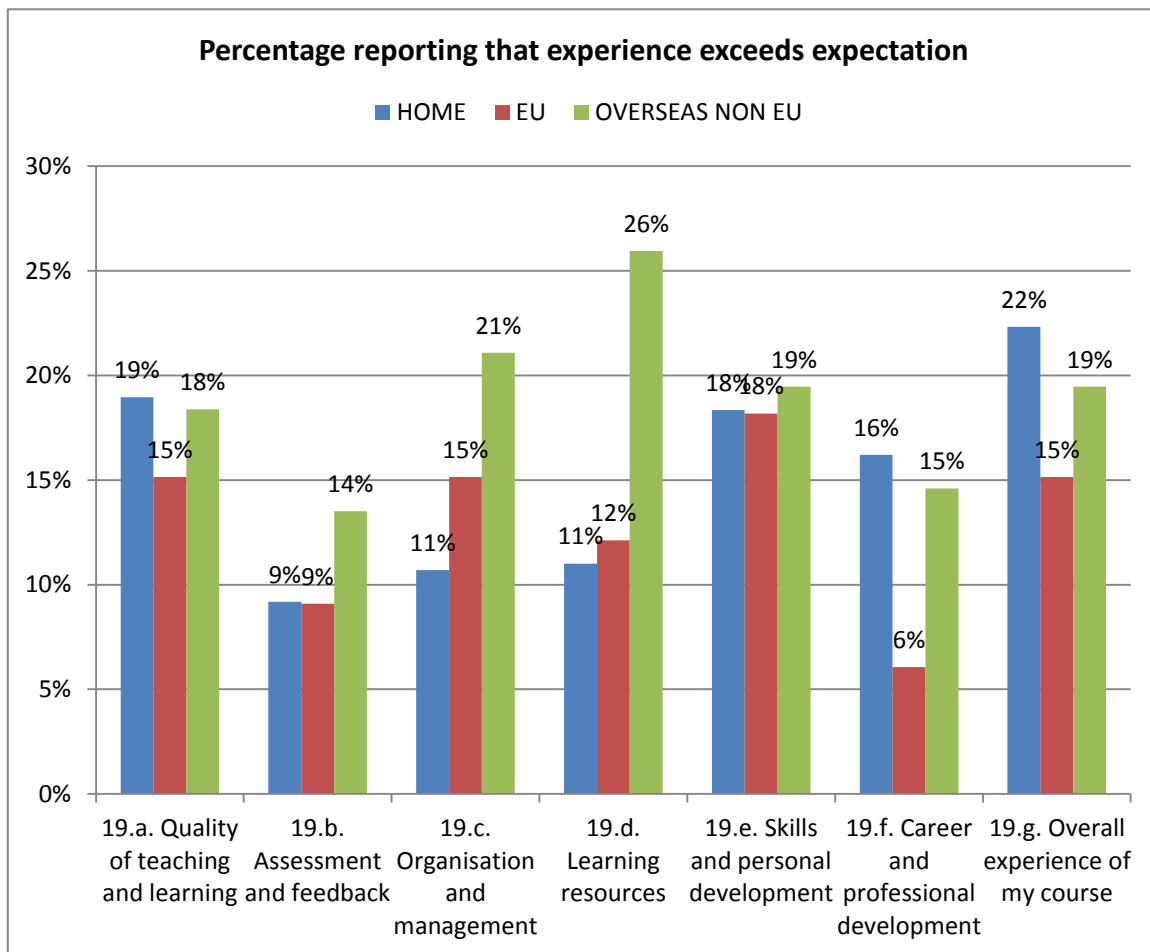
## MOTIVATIONS FOR DEGREE

Figure 3- Reasons for doing the program



- As the figure above indicates the reasons for doing a PGT was different for different faculties. For instance, for the majority of students in SCI, it was to improve employment prospects or to progress in a current career path while the majority of those who said they were doing the degree for personal interest were from HUM.
- Please note as with the previous question, because respondents were able to choose multiple options, the percentages do not add up to 100%.
- It should be noted that statistically significant differences across Faculties are only observed for the following: to progress in current career path, to change current career, as a requirement to enter a particular profession and to meet requirements of the current jobs.

## WHETHER PROGRAM EXCEEDS EXPECTATIONS



**Figure 4 Whether program has exceeded expectations**

The figure above indicates that the group for which the program exceeds expectations for all the questions is overseas students. Far fewer EU students report that the program exceeds their expectations. Due to the small number of EU students who completed the survey and who are indeed enrolled for PGT courses, it is not possible to test for statistically significant differences between the groups. Therefore these figures should be read as indicative of trends. However it should also be noted that the higher rates of dissatisfaction for EU students at UEA has been found in previous surveys such as the PTES from 2011 as well as in PRES 2011, suggesting a mismatch between expectations and experience of EU students.

- The profile of EU students is markedly different from Home Students:

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- A very large number of them are self-funded, although the largest group of self-funded students are from overseas; 64% of EU students in contrast to 55% of Home students.
- 79% are female in contrast to 64% of Home Students and 69% of Overseas students.
- 36% are older (between 26-30 years) compared to 17% of Home students.
- A significant minority also have institutional bursaries/scholarship; 24% of EU students, 12% of Home Students and 11% of Overseas students.
- A third has a previous postgraduate qualification ; 30% in contrast to 14% of Home Students.
- 38% of EU students plan to be engaged in further studies (Ph.D. or PG by Research) in contrast to 20% of Home and Overseas students.
- 30% are in a single school (DEV) and 70% in a single Faculty (SSF) in contrast to 48% of Home and 51% of Overseas students in SSF.
- It should also be noted that twice as many EU students as Overseas students and thrice as many EU students as Home students report that that the work-load is either lower or much lower than they expected it to be (2% Home versus 6% EU students)
- They are also less likely to rate the teaching quality as being consistently good, compared to Overseas or Home students (47% of Home in contrast to 30% of EU students)
- They are also more likely to disagree that the balance between contact time and scheduled time is appropriate (10% of Home, 12% of Overseas and 24% of EU students).