

POSTGRADUATE  
TAUGHT EXPERIENCE  
SURVEY

# PTES 2017 Insight Report

## University of Poppleton

# Executive Summary

## Strengths

- The results were extremely positive and this is reflected in the **overall student satisfaction score** (87%).
- Particularly prominent findings were the improvement on last year's results, as well as Poppleton's positive comparison to the sector as a whole.
- Satisfaction with access to **Resources** (90%) and **Teaching** (89%) were the most positive scoring areas.
- There were some clear areas of strength throughout the University, with **'Other EU'** students being consistently above the University average, 2016 results and sector benchmark.

## Areas for development

- Satisfaction with course Assessment and feedback (68%) was the least positive scoring area. However, satisfaction in this area showed an improvement on last year and was more positive compared to the sector.
- With regards to Assessment and feedback, the lowest scoring item was around the promptness of feedback (68%).
- It is evident from the report that there are pockets of students whose experience of studying at the University may not be as positive as others.

## Risks

- Whilst the results are positive, some students do not feel as positively as others, which has the potential to impact on student recruitment and retention.
- Students may have unrealistic expectations of what they can expect from their course, especially with regards to contact time and the promptness of assessment feedback, which may affect their satisfaction.
- Students who do not feel they have a voice in how their course is run may feel a sense of disengagement and disempowerment.

## Opportunities

- Recognise and celebrate the positive results across the University.
- Explore and interpret the results within the local context – do the results resonate with people 'on the ground'? Try and understand the reasons why such improvements have been made.
- Use in conjunction with detailed data available from the standard benchmarking report, and other sources of data available locally.
- Share good practice across the University through, for example, developing Communities of Practice in key areas.
- Where the results are less positive, explore the reasons why, problem solve with colleagues and action plan.
- Promote the results externally through marketing materials.

# Methodology

This report presents a summary of the 2017 Postgraduate Taught Experience Survey (PTES) for the University of Poppleton. It also makes comparisons with the overall sector results and with Poppleton’s 2016 results

In total **1000** students out of 3000 completed the survey from Poppleton, making a response rate of **33%**. The breakdown of the sample by demographic and subject area is detailed in the tables on this page. Each number shown represents the maximum number of respondents within that category.

Demographics	Abbreviation	N	% of total sample
<b>All responses</b>	<b>All</b>	1000	100%
Female	Female	468	47%
Male	Male	499	50%
30 years old or younger	30 and under	433	43%
31 years old or older	31 and over	522	52%
Disabled	Disabled	83	8%
No known disability	No disability	900	90%
Non-BME	Non-BME	643	64%
BME	BME	322	32%
UK	UK	695	70%
Other EU	Other EU	35	4%
Non-EU	Non-EU	204	20%
Taught Masters	Taught Masters	623	62%
Postgraduate Certificate	Postgrad. Cert.	217	22%
Postgraduate Diploma	Postgrad. Dip.	84	8%
Full-time	Full-time	551	55%
Part-time	Part-time	432	43%
Face-to-face	Face-to-face	578	58%
Distance learner	Distance learner	392	39%

Subject area	Abbreviation	N	% of total sample
Education Studies	Education	80	8%
Subjects allied to medicine	Allied to Med.	122	12%
Psychology, Psychiatry and Neuroscience	Psychology	105	11%
Biological Sciences	Bio. Science	55	6%
Chemistry	Chemistry	60	6%
Physical Sciences	Physical Science	37	4%
Computer Science	Comp. Science	90	9%
Engineering	Engineering	130	13%
Business and Economics	Bus. & Econ.	92	9%
Education	Education	20	2%
Sociology, Social Policy & Anthropology	Sociology et al	16	2%
Languages and Area Studies	Langs. and area studies	40	4%
History and Philosophical Studies	History & Phil.	90	9%
Creative Arts and Design	Arts and Design	40	4%

The results are reported for demographic and subject areas that had a response from five or more participants. Where the number of participants are low, it is important to treat the results with caution.

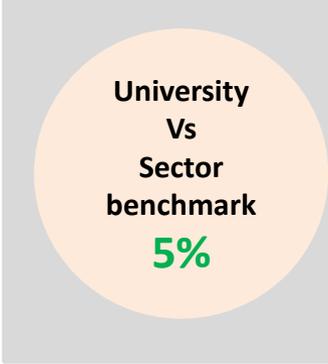
**Unless otherwise stated, the % cited in the report represents the % of respondents that had a positive score (either ‘agree’ or ‘definitely agree’).**

# Overall satisfaction with quality of course



### Insight

- PTES asks students to rate their overall satisfaction with the quality of their course. This page presents the results (the proportion of students that responded positively) for the University as a whole, how the University compares to the sector benchmark, and how Poppleton's 2017 and 2016 results compare.
- Analysis was also undertaken to identify the groups that were most above or below the comparison in these areas. The results of the four most and least positive areas are detailed in the green and red boxes.
- It can be seen that, with 87% of students responding positively to this question, satisfaction is very positive. Overall satisfaction is more positive than both the sector benchmark and Poppleton's 2016 results.
- The trend graph illustrates that over the last three years overall satisfaction has improved.



**4 areas most above Sector benchmark**

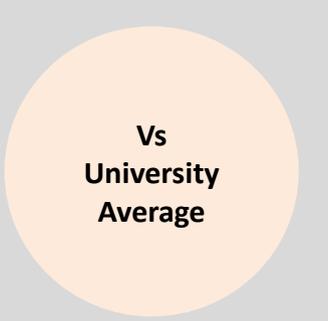
Other EU	+12%
Post Grad. Cert.	+8%
Physical Sciences	+8%
Psychology	+6%

**4 areas most below sector benchmark**

Chemistry	-24%
Sociology et al.	-20%
Comp. Science	-13%
Bio. Sciences	-7%

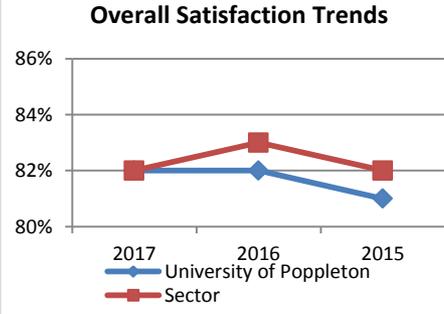
**4 areas most above University average**

Other EU	+12%
Post Grad. Cert.	+9%
Physical Sciences	+8%
Education	+7%



**4 areas most below University average**

Chemistry	-24%
Sport et al.	-20%
Comp. Science	-14%
Disabled	-12%



**4 areas most above 2016 results**

Arts and Design	+21%
Business	+13%
Post Grad. Dip.	+13%
Other EU	+11%

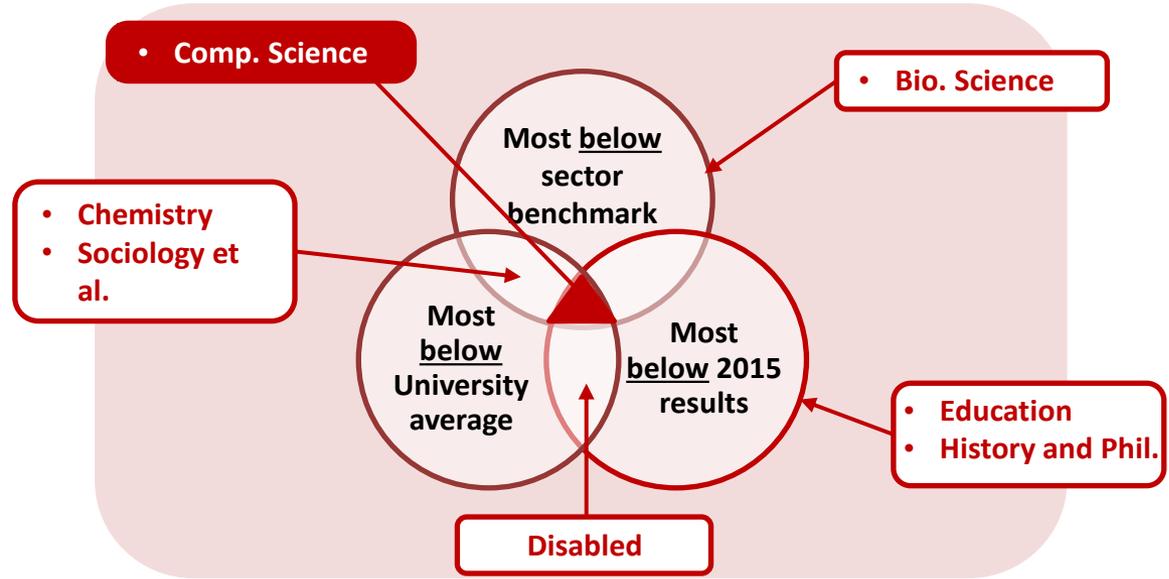
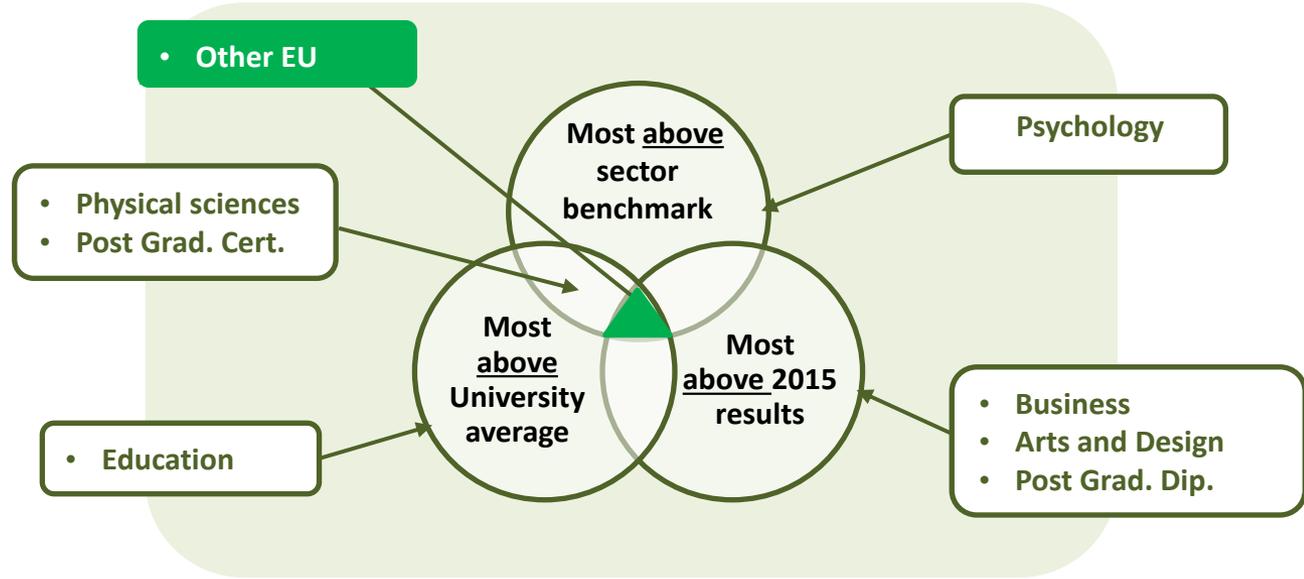
**4 areas most below 2016 results**

Comp. Science	-24%
Education	-15%
History and Phil.	-10%
Disabled	-4%

# Overall Satisfaction Hotspots

## Insight

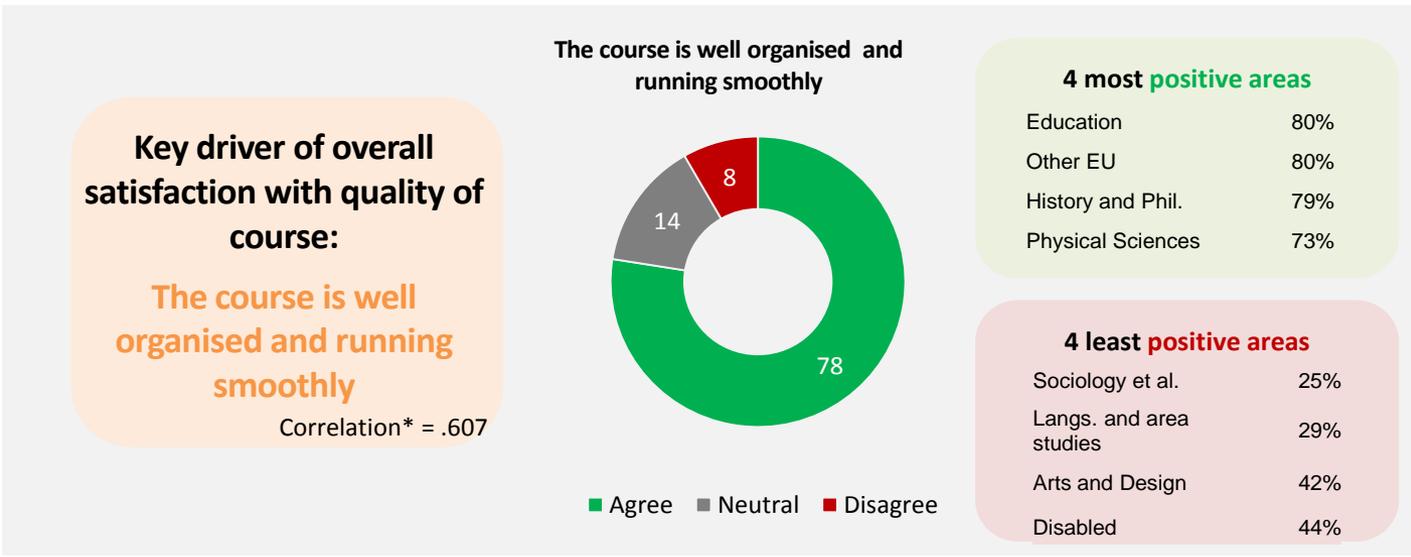
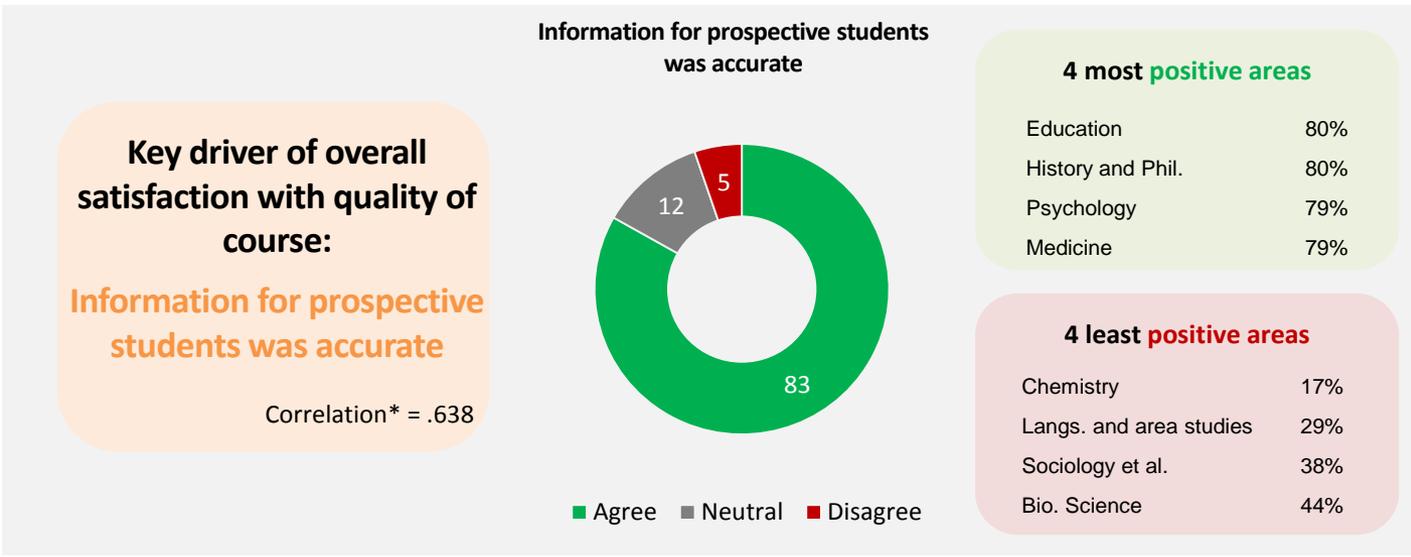
- The Venn diagrams on this page illustrate the groups that are amongst the highest (green) and lowest (red) scoring areas in the University as a whole, how the University compares to the sector benchmark, and how the 2017 results compare to those of 2015 with regard to overall satisfaction with course.
- It is an advancement on the previous page as it indicates visually where the strength and developmental 'hotspots' are, particularly where groups fall into the overlapping circles.
- It can be seen from the **green diagram** that 'Other EU' results were in the top four across all the comparisons, whilst it is evident from the **red diagram** that the results for 'Comp. Science' were consistently lower across the comparisons.



# What links to overall satisfaction the most?

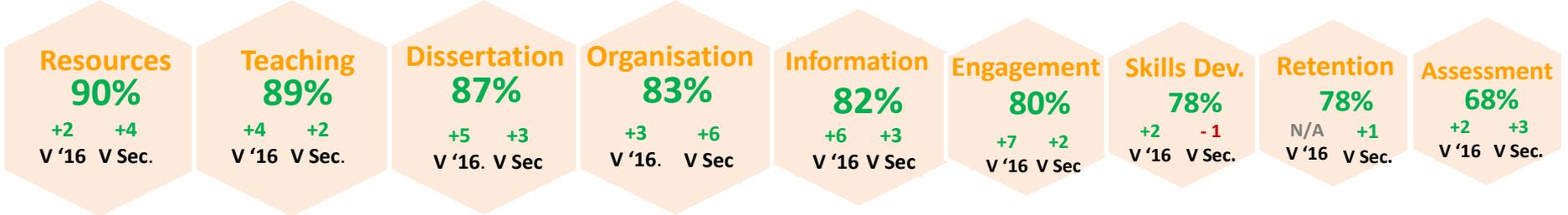
## Insight

- Correlation analysis was undertaken to identify the strongest relationships with overall satisfaction with the course. Correlations are scored on a scale of -1 to 1, with 1 being the strongest possible positive relationship.
- Feeling **information for prospective students was accurate** (.638) and that the course was **well organised and running smoothly** (.607) were most highly correlated with overall satisfaction with the course.
- Reassuringly, as seen in the doughnut charts, the results for these two items were positive.
- However, as seen from the green and red boxes there is variance across the University, which would benefit from further exploration.

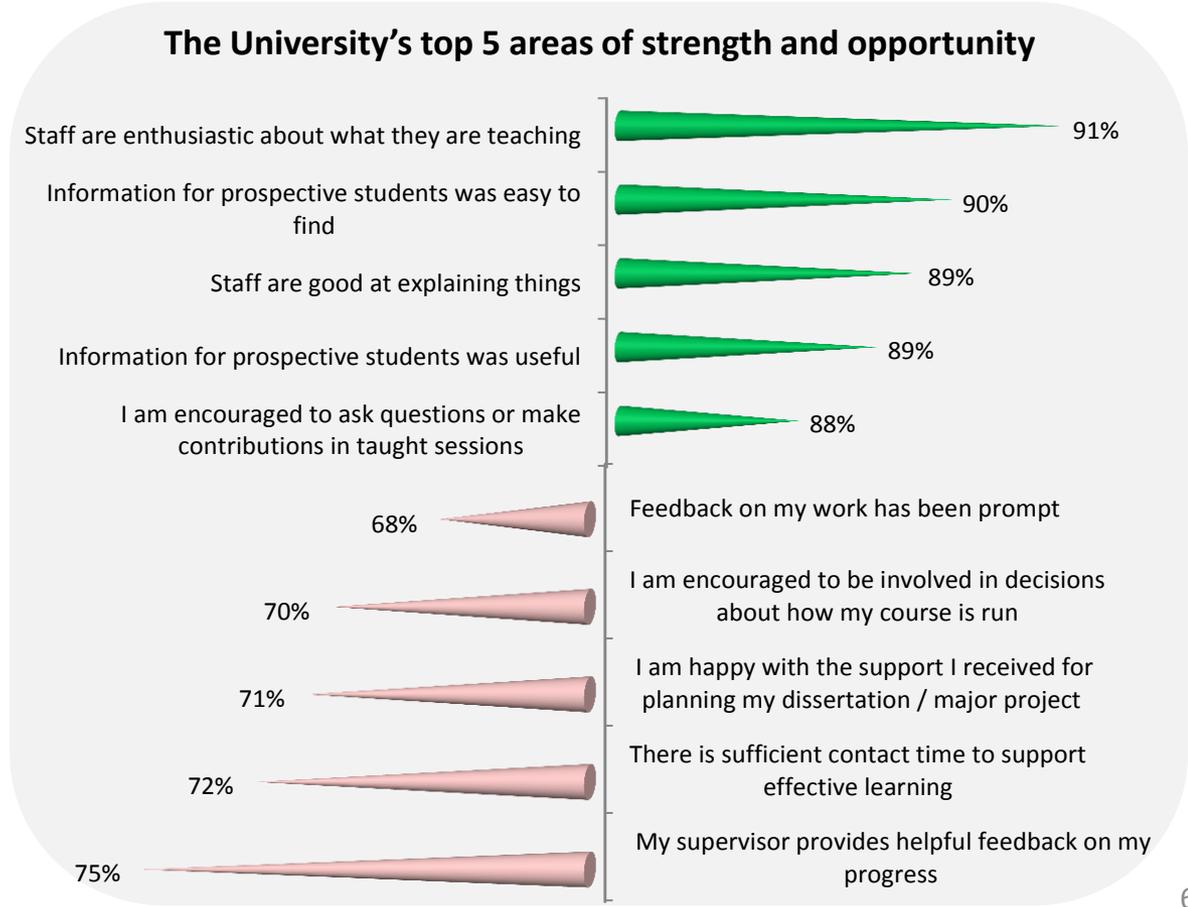


\* A correlation of greater than .5 is classed as a strong correlation

# At a glance



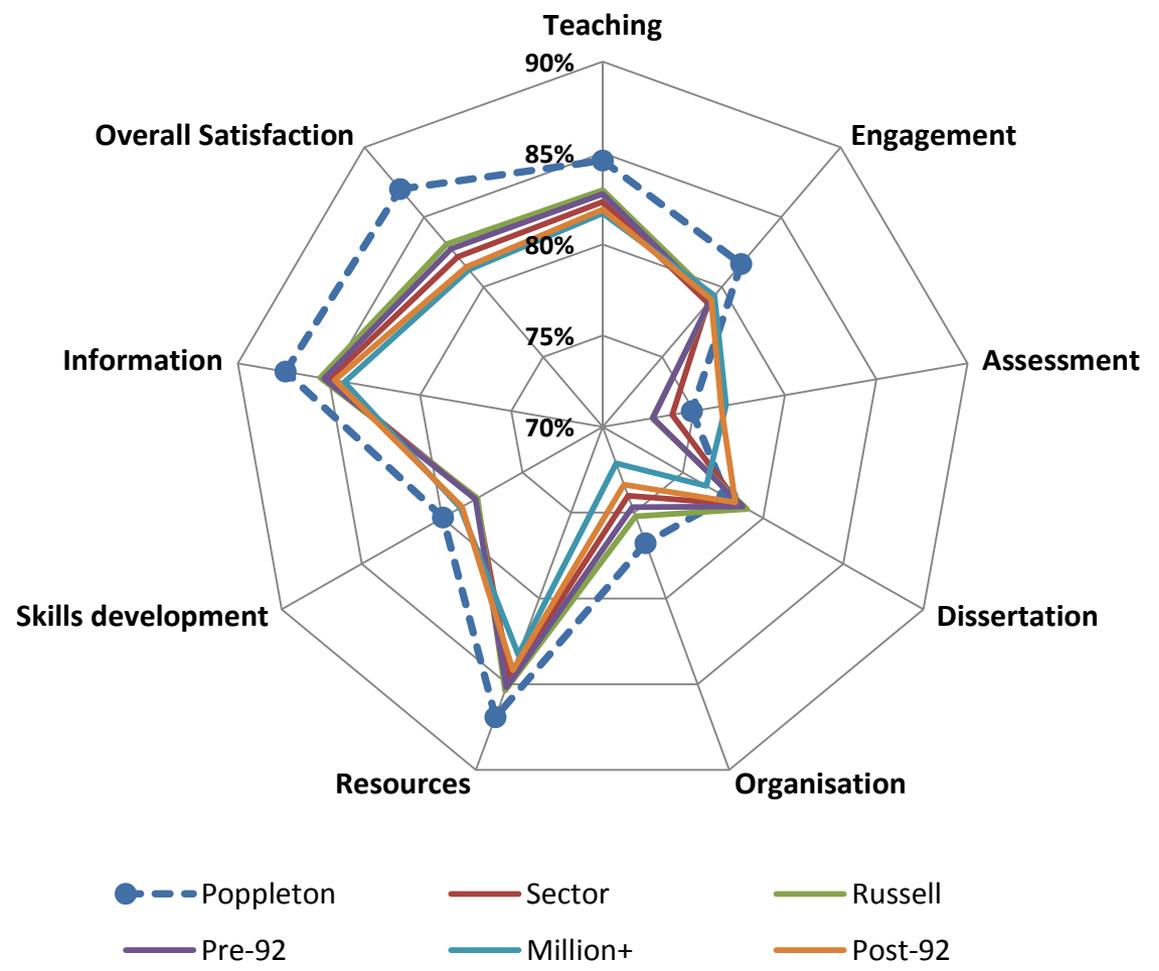
- Insight**
- This page illustrates the results for the 9 core areas within PTES (see above).
  - Results were positive, with access to **Resources** and **Teaching** being the most positive.
  - Satisfaction with **Assessment** and feedback was the least positive.
  - Retention was a new question to the 2017 survey asking whether students had considered leaving or suspending their studies. The result showed that 78% of students at Poppleton had NOT which, whilst being one of the lowest scoring areas, was more positive than the sector average.
  - Compared to the 2016 results and the sector benchmarks the results were generally more positive, with some especially positive movements occurring since 2016.
  - This page also contains the 5 most positive and least positive scoring items. These reinforce positive perceptions of **Teaching** and access to **Information**.
  - They also highlight areas of opportunity around **Assessment** and feedback, **Teaching**, and **Dissertation**.



# Benchmark comparison

## Insight

- The data collected nationally through PTES provides the opportunity to benchmark the University against the sector as a whole, and certain groups within the sector. The graph on this page illustrates the results.
- On the whole, the University's results were more positive than the other benchmarking groups. Only in the areas of **Assessment** and **Dissertation** did the University score less positively than some benchmarks.



# Heatmap

The scores for each theme are presented below for subject areas and key demographics

● Over 3% above Uni. average    ● Up to +/- 3% of Uni. Average    ● More than 3% below Uni. Average

	Over-all	Female	Male	30 and under	31 and over	Disabled	No disability	Non-BME	BME	UK	Other EU	Non-EU	Taught Masters	Postgrad. Cert.	Postgrad. Dip.	Full-time	Part-time	Face-to-face	Distance learner
<b>Numbers</b>	1000	468	499	433	522	83	900	643	322	695	35	204	623	217	84	551	432	578	392
Teaching	85%	● 88%	● 89%	● 90%	● 88%	● 78%	● 90%	● 88%	● 91%	● 87%	● 98%	● 93%	● 88%	● 91%	● 87%	● 89%	● 89%	● 89%	● 89%
Engagement	80%	● 81%	● 80%	● 77%	● 82%	● 66%	● 82%	● 82%	● 81%	● 80%	● 88%	● 80%	● 77%	● 89%	● 74%	● 78%	● 83%	● 80%	● 80%
Assessment	68%	● 68%	● 69%	● 67%	● 68%	● 51%	● 70%	● 69%	● 69%	● 67%	● 81%	● 67%	● 64%	● 76%	● 66%	● 67%	● 68%	● 68%	● 68%
Dissertation	87%	● 90%	● 87%	● 86%	● 88%	● 82%	● 88%	● 88%	● 90%	● 86%	● 92%	● 91%	● 85%	● 93%	● 82%	● 87%	● 87%	● 86%	● 89%
Organisation	83%	● 85%	● 83%	● 82%	● 84%	● 80%	● 84%	● 84%	● 86%	● 83%	● 84%	● 85%	● 81%	● 90%	● 80%	● 82%	● 85%	● 82%	● 85%
Resources	90%	● 89%	● 92%	● 86%	● 92%	● 88%	● 90%	● 90%	● 92%	● 89%	● 91%	● 92%	● 89%	● 94%	● 82%	● 88%	● 92%	● 89%	● 91%
Skills development	79%	● 80%	● 80%	● 80%	● 79%	● 70%	● 81%	● 80%	● 82%	● 78%	● 84%	● 83%	● 79%	● 81%	● 75%	● 78%	● 80%	● 81%	● 77%
Information	82%	● 84%	● 83%	● 83%	● 81%	● 70%	● 84%	● 87%	● 81%	● 82%	● 94%	● 81%	● 77%	● 91%	● 88%	● 81%	● 84%	● 82%	● 84%
Retention	78%	● 78%	● 77%	● 77%	● 75%	● 70%	● 77%	● 75%	● 79%	● 77%	● 80%	● 77%	● 74%	● 82%	● 78%	● 77%	● 78%	● 78%	● 78%
Overall	87%	● 90%	● 87%	● 86%	● 88%	● 82%	● 88%	● 88%	● 90%	● 86%	● 92%	● 91%	● 85%	● 93%	● 82%	● 87%	● 87%	● 86%	● 89%

## JACS Subject

	Over-all	Education	Allied to Med	Psychology	Bio. Science	Chemistry	Physical Science	Comp. Science	Engineering	Bus. & Econ.	Geography	Sociology et al.	Langs. and area studies	History & Phil.	Arts and Design
<b>Numbers</b>	1000	80	122	105	55	60	37	90	130	92	20	16	40	90	40
Teaching	89%	● 95%	● 90%	● 83%	● 80%	● 79%	● 90%	● 88%	● 94%	● 93%	● 91%	● 80%	● 88%	● 90%	● 82%
Engagement	80%	● 78%	● 89%	● 83%	● 70%	● 46%	● 91%	● 85%	● 82%	● 83%	● 80%	● 31%	● 63%	● 73%	● 77%
Assessment	68%	● 73%	● 71%	● 70%	● 56%	● 75%	● 71%	● 64%	● 62%	● 80%	● 68%	● 47%	● 37%	● 77%	● 65%
Dissertation	87%	● 91%	● 91%	● 91%	● 79%	● 96%	● 89%	● 83%	● 87%	● 95%	● 88%	● 63%	● 88%	● 73%	● 80%
Organisation	83%	● 84%	● 88%	● 92%	● 75%	● 75%	● 82%	● 81%	● 83%	● 86%	● 86%	● 69%	● 65%	● 78%	● 75%
Resources	90%	● 89%	● 93%	● 94%	● 79%	● 79%	● 92%	● 85%	● 97%	● 93%	● 86%	● 75%	● 84%	● 87%	● 91%
Skills development	79%	● 93%	● 84%	● 82%	● 74%	● 96%	● 76%	● 69%	● 87%	● 78%	● 76%	● 66%	● 59%	● 76%	● 70%
Information	82%	● 89%	● 88%	● 89%	● 73%	● 58%	● 91%	● 68%	● 83%	● 87%	● 80%	● 63%	● 88%	● 80%	● 79%
Retention	78%	● 83%	● 82%	● 76%	● 72%	● 83%	● 82%	● 68%	● 62%	● 82%	● 78%	● 67%	● 67%	● 82%	● 74%
Overall	87%	● 91%	● 91%	● 91%	● 79%	● 96%	● 89%	● 83%	● 87%	● 95%	● 88%	● 63%	● 88%	● 73%	● 80%