



PTES 2010 – summary of findings

Chris Park

(Higher education consultant)

Engagement

	PTES 2009	PTES 2010
HEIs	30	76
Students	14,421	32,535
Response rate	17.7%	14.7%

Demographic profile of respondents is very similar to the HESA 2008-9 profile and almost identical in 2009 and 2010.

Motivation for taking PGT programme

Motivation	PTES 2009	PTES 2010
To improve my employment prospects	53%	53%
To progress in my current career path (i.e. a professional qualification)	50%	52%
For personal interest	45%	44%
To enable me to progress to a higher level qualification (e.g. PhD)	32%	33%
To change my current career	18%	18%
As a requirement to enter a particular profession	16%	17%
To meet the requirements of my current job	9%	8%
Other	3%	3%

Reason for choosing that HEI

Reason	PTES 2009	PTES 2010
The location of the institution	39%	39%
The overall reputation of the institution	36%	39%
The institution's reputation in my chosen subject area	33%	36%
The reputation of the department	26%	23%
Delivery of the programme is flexible enough to fit around my life	23%	23%
It was recommended to me	20%	20%
Funding was available to me to study this particular programme	17%	16%
I have studied at this institution before	15%	16%
Graduates from this institution have good career and employment prospects	13%	14%

Experience against expectation

	% agree met or exceeded expectation 2009	% agree met or exceeded expectation 2010
Skills and personal development	89%	90%
Career and professional development	86%	88%
Learning resources	86%	87%
Quality of learning and teaching	82%	83%
Organisation and management	76%	76%
Assessment and feedback	74%	75%

Teaching & learning and staff

	Question	% agree 2009	% agree 2010
3d	The course is intellectually stimulating	84%	83%
4c	Staff are enthusiastic about what they are teaching	83%	83%
4a	Staff are good at explaining things	83%	80%
3a	The teaching and learning methods are effective for this type of programme	81%	79%
4b	Staff made the subject interesting	77%	76%
3c	I am happy with the teaching support I received from staff on my course	71%	71%
3b	There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning	67%	68%

Assessment & feedback

Question		% agree 2009	% agree 2010
6b	Assessment arrangements and marking have been fair	74%	72%
6a	The criteria used in marking have been made clear in advance	74%	71%
6e	I have received detailed comments (written or oral) on my work	68%	66%
6f	Feedback on my work has helped me clarify things I did not understand	58%	58%
6c	Feedback on my work has been prompt	57%	57%
6d	I received feedback in time to allow me to improve my next assignment	57%	56%

Dissertation & supervision

	Question	% agree 2009	% agree 2010
7a.b	My supervisor has the skills and subject knowledge to adequately support my dissertation	80%	77%
7a.a	I understand the required standards for the dissertation	77%	73%
7a.c	My supervisor makes a real effort to understand any difficulties I face	70%	67%
7a.f	My supervisor provides helpful feedback on my progress	66%	63%
7a.d	I have been given good guidance in topic selection and refinement by my supervisor	65%	63%
7a.e	I have received good guidance in my literature search from my supervisor	60%	58%

Organisation & management

	Question	% agree 2009	% agree 2010
8a	The timetable fits well with my other commitments	80%	77%
8b	Any changes in the programme or teaching have been communicated effectively	74%	72%
8d	The balance of core modules and options is appropriate	70%	70%
8e	The balance between scheduled contact time and private study is appropriate	69%	70%
8c	The programme is well organised and is running smoothly	70%	69%

Learning resources

	Question	% agree 2009	% agree 2010
10c	I have been able to access general IT resources when I needed to	78%	78%
10b	The library resources and services are easily accessible	77%	77%
10a	The library resources and services are good enough for my needs	75%	72%
10f	I am satisfied with the quality of learning materials available to me (Print, online material, DVDs etc.)	n/a	74%
10d	I have been able to access social learning spaces (e.g. for group working) on campus when I needed to	n/a	69%
10e	I have been able to access specialised equipment, facilities, or rooms when I needed them	n/a	66%

Skills & personal development

Question		% agree 2009	% agree 2010
11a	The programme has developed my research skills	79%	78%
11b	The programme has developed my transferable skills	77%	78%
11c	As a result of the programme I am more confident about independent learning	75%	75%
11f	As a result of the programme, I feel confident in tackling unfamiliar problems	66%	68%
11d	The programme has helped me to present myself with confidence	65%	66%
11e	As a result of the programme my communication skills have improved	61%	64%

Career & professional development

	Question	% agree 2009	% agree 2010
12c	As a result of this programme, I believe my future employment prospects are better	78%	78%
12b	I feel better prepared for my future employment	72%	72%
12a	I am encouraged to reflect on my professional development needs	69%	68%

Scales

Scale	Mean 2009	Mean 2010
Staff *	3.98	4.05
Career and professional development	3.93	3.93
Skills and personal development	3.90	3.92
Teaching	3.88	3.92
Learning resources *	3.95	3.89
Dissertation *	3.63	3.84
Organisation and management	3.84	3.82
Assessment and feedback	3.65	3.63

* This scale is based on different questions in 2009 and 2010

Multiple regression model

Scale	Beta	Significant	Rank 2010	Rank 2009
Teaching	0.330	Yes (.000)	1	1
Skills and personal development	0.176	Yes (.000)	2	2
Career and professional development	0.133	Yes (.000)	3	4
Organisation and management	0.132	Yes (.000)	4	3
Assessment and feedback	0.078	Yes (.000)	5	5
Learning resources	-0.061	Yes (.000)	6	7
Dissertation	0.000	No (.078)	7	6

Dependent variable = rating of overall experience against expectation

Focus on employer engagement

“Making postgraduate provision more responsive to employer needs and encouraging more people to train to postgraduate level will ensure that the UK has the higher level skills needed to succeed in a global knowledge economy. This will be critical to securing the location of high-value business in the UK and to the creation of new employment opportunities in growth sectors.”

Adrian Smith (2010) One step beyond: making the most of postgraduate education. DBIS

Focus on employer engagement - 1

Skills and career scale scores

- Age: lowest = under 30 and 55+; highest = 30-40
- Mode of study/delivery: part-time/distance higher on both
- Domicile: UK highest on career, non-EU on skills
- Discipline:
 - Skills: highest = veterinary science, subjects allied to medicine, agriculture & related subjects.
 - Career: highest = subjects allied to medicine, medicine & dentistry, agriculture & related subjects
- Motivation: highest on both = to progress to higher level qualification, to progress in my current career path

Focus on employer engagement - 2

Experience against expectations, skills & career

Skills and personal development

- No marked differences by gender, mode of study/delivery, employment; weak relationship with age
- Domicile: highest = non EU, lowest = UK
- Discipline
 - Highest = education, veterinary science, subjects allied to medicine, medicine & dentistry
 - Lowest = physical sciences, languages, historical & philosophical studies

Career and professional development

- No marked differences by gender, mode of study, employed
- Mode of delivery: distance (70%) v face (63%)
- Discipline
 - Highest = education, subjects allied to medicine, veterinary sciences, engineering & technology
 - Lowest = historical & philosophical studies, languages, mass communications & documentation

Why take part in PTES?

1. User-friendly survey
2. Institutional results confidential to HEI
3. HE Academy support and guidance
4. Good value for money
5. Ability to benchmark against sector and mission groups
6. Results inform enhancement
7. HEI can add extra questions
8. No national league tables

Further details

<http://www.heacademy.ac.uk/ourwork/supportingresearch/postgraduatework>

Email: surveys@heacademy.ac.uk