

PTES 2018: Our results

The Postgraduate Taught Experience Survey 2018 (PTES 2018) took place between April and June. The Department had a response rate of 59%, which is a huge improvement on last year's 34% and exceeds our target rate of 50%.

Overall student satisfaction is 85% this year which is an improvement on last year's 72% overall satisfaction.

Teaching and Learning

The summary score for Teaching is 85% (Warwick overall scores 84% for teaching). The sub-category scores range from 92% to 72%.

Students are most satisfied with the way the course has enhanced their academic ability. Students were also most satisfied with this aspect last year, but this year the score has risen to 92%, compared to last year's 86%. Student satisfaction is also particularly high in relation to the intellectually stimulating nature of the course (91%) and the ability of staff to explain things and the usefulness of the materials provided on the course (both at 88%). We are delighted that students continue to find the course has enhanced their academic ability and that they find the courses intellectually stimulating.

The lowest teaching-related score is for 'There is sufficient contact time to support effective learning' (72%), although the related 'I am happy with the support for my learning I receive from staff on my course' received a substantially higher 80% satisfaction score.

We will continue to look at improving how we teach by creating forums in which staff can share innovative, good practice in teaching and by reviewing the content and cohesiveness of the curriculum. As part of this we are developing plans to redesign the MSc to be implemented for the 2020/21 intake, which will include important changes to the Economic Analysis and Econometrics modules. The SSLC will be consulted during the redesign process. In response to requests for more support in STATA we set up a drop in helpdesk which will run in the autumn and spring terms.

Engagement

The Department score of 76% is again an improvement on last year (71%) but still only compares to the Warwick score of 82%. Scores across this set of questions are rather mixed, ranging from 81% for 'I have appropriate opportunities to give feedback on my experience' down to 69% for 'The workload on my course has been manageable'.

The scores and response rate to the PTES this year have reflected that students feel that they have more opportunity to provide feedback to the department and that it is worthwhile to do so. We will work to continue improving on these scores and expect that the SSLC will support our efforts in this as they have done previously.

Assessment

Economics has a PTES score of 69% (c.f. 75% Warwick) which again shows an improvement on last year's score of 64%. Sub-category scores range from 71% to 64%. The scores in all sub-categories have improved on last year with a marked increase of 9 pts to 71% in 'Feedback on my work has been prompt'.

As in previous years, it is clear that there is more work to be done to address the student concerns regarding assessment and feedback. This is an area that we are continuously striving to improve year on year.

Dissertation

Dissertation receives a score of 83% which is now above the university score of 78% and shows a significant increase on last year's 74%. The highest score of 88% for 'My supervisor has the skills and subject knowledge to adequately support my dissertation/major project has markedly improved from last year's 76%. The lowest score of 79% was for 'I am happy with the support I received for planning my dissertation/major project'.

Last year we redesigned the dissertation research methods training and added a new information session in the summer term. The improvements that we have made are reflected in the increased scores this year, however we cannot be complacent and will work to improve upon these scores. One further improvement will be creating a dissertation FAQs resource area.

Organisation

Students give Organisation a score of 76%, this is an increase of 5 pts from 2017. The sub-category scores range from 84% for 'Any changes in the course or teaching have been communicated effectively' to 66% for 'I am encouraged to be involved in decisions about how my course is run'.

Our Postgraduate Office is seen as a valuable, accessible resource and from your feedback to us, we know how much you appreciate the work they do. Our aim is to communicate clearly and in a targeted way and we continue to make improvements to our website to make it informative and easy to navigate.

Resources and Services

Economics score is 88% (c.f. 85% Warwick) which is 1 pt down from the 2017 results but is still a higher score than the Warwick result. The lowest result for a sub-category was 83% for 'The library and services are good enough for my needs' with the highest score being 93% for 'I have been able to access general IT resources when I needed to'.

This year we have allocated a new room to MSc students S2.86, furthermore S2.82 has now been designated a quiet study space when it is not pre-booked.

Skills development

For the category of Skills Development, whilst there has been an improvement from last year, 75% compared to 70%, the department is still behind Warwick's score of 80%. One of the lowest scores (70%) was for 'My confidence to be innovative or creative has developed during my course', however this score has increased 13 pts on last year from 57%. Students feel confident in the development of their research skills and this is reflected in the score of 82%.

In response to feedback from students requesting more opportunities to develop presentation skills, we have introduced group presentations to the core modules EC902 and EC910. Presentations have also been added to the optional module EC991. We have also recently introduced a session on the PhD application process. Students also asked for more information on early UK job application deadlines – this was added to our pre arrival communications and start of term careers sessions.