



QMUL Student Surveys – 2016 summary

Outcome requested:	Council is asked to consider the attached paper.
Executive Summary:	This paper summarises the results of the most recent NSS, QMSS and PTES.
QMUL Strategy: strategic aim reference and sub-strategies	Survey results serve as many Indicators of Progress for the QMUL Strategy (Aim 3) SETLA Strategy (Aims 1, 2 & 3), the International Strategy, and the Students' Union Strategy.
Internal/External regulatory/statutory reference points:	Supports Council in its key responsibility in holding the Executive to account.
Strategic Risks:	SETLA Risk Register Risk 5 - Failure to achieve target for student satisfaction with academic programme and university experience Risk 12 - Failure to design and deliver a portfolio of programmes that ensures a high quality learning experience for students
Equality Impact Assessment:	A formal assessment is not required.
Subject to prior and onward consideration by:	Approved by QMSE, 7 February 2017.
Confidential paper under FOIA/DPA	No
Timing:	
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Date:	3 February 2017
Senior Management/External Sponsor	Professor Rebeca Lingwood, VP SETL

QMUL Student Surveys – 2016 summary

1. Scope

This paper summarises results for the core QMUL surveys run in 2016: the National Student Survey (NSS); Postgraduate Taught Experience Surveys (PTES); and the internal Queen Mary Student Survey (QMSS), which is now in its third year. The Postgraduate Research Experience Survey (PRES) is run biennially, and did not take place in 2016.

Table 1: 2016 survey periods and target populations

Survey	Population	From	To	Survey period
NSS	Final year undergraduates	January	April	16 weeks
PTES	Taught postgraduate students	March	May	11 weeks
QMSS	Returning undergraduates	September	October	5 weeks
PRES	Doctoral research students	Did not run in 2016		

2. Strategies and impact

Student survey results are crucial indicators of progress for many QMUL-wide strategy stocktakes. They are the main means of quantifying and measuring student experience year-on-year and within the rest of the sector. A large proportion of QMSS questions were created to relate to areas identified in QMUL strategies as being of specific importance, in contrast to the national survey questions that ask questions intended for cross-institutional comparisons.

The QMUL Strategy uses satisfaction scores from questions regarding learning resources from the NSS, PTES and PRES as indicators of progress (IoPs). The majority of Student Experience, Teaching and Learning Strategy IoPs are taken from satisfaction and engagement scores from the four surveys; 23 QMSS questions are linked to the SETLA Strategy, as are several NSS questions and one question each from the PTES and PRES. The Students' Union Strategy and International Strategy also use the QMSS for progress metrics.

The NSS is the most important survey externally as its satisfaction scores are influential metrics in national university league tables, the Key Information Sets/Unistats data, and the Teaching Excellence Framework (TEF). In contrast, the Higher Education Academy does not encourage the use of PTES and PRES as cross-institutional comparators and only provide sector and Russell Group level benchmarks for comparison.

3. Response rates and changes for 2016

For the second year running, response rates increased in 2016 across all core surveys.

Table 2: 2016 student survey response rates

Survey	Responses (no.)	Responses (%)	Difference to 2015
NSS	2112	70%	+2%
PTES	1328	37%	+5%
QMSS	2467	30%	+8%

There was continued effort to increase student engagement with all core surveys in 2016. Improvements included:

- A small operational budget for survey business was established with PAR funding in 2016, and this funded incentives for the QMSS for the first time. All respondents were put into prize draws for one of 18 prizes, and one respondent per School won vouchers of between £30 and £50, depending on the overall response rate of their School. The new budget will also cover this model for the PTES beginning in 2017.
- Feedback from students and staff in 2015 resulted in the reduction in length of the QMSS. The 2016 QMSS was reduced by almost 1/3, or 25 questions, compared with 2015. In particular, a number of questions about areas of campus life and careers were reduced, and a large section mapped to Graduate Attributes was removed. Three new questions were introduced: two additional questions that could assess the impact of the QMUL Model in future years, and a question about the QMUL Music Programme (see Appendix C for a comparison of 2016 and 2015 questions).
- For the second year running, the QMSS had a 'soft launch' period to capture feedback from students before teaching began, using a promotional block on QMPlus. Increased early promotion was focussed on encouraging medical students to complete the survey before beginning placements. This had a positive impact on the engagement of SMD students, and response rates from this population improved.

There were no significant changes made to the questions or required methodology for external surveys this year.

4. Results

4.1 NSS

QMUL's performance in the NSS declined in 2016. The overall satisfaction score in the HEI sector was 86% in 2015 and 2016, and QMUL's overall satisfaction fell to 84% in 2016 compared with 88% in 2015.

There was a drop in satisfaction across most individual NSS questions and all question groups, with the largest decline in the Assessment & Feedback section (6% lower than in 2015; 72% to 66%). The 2016 data show that ten subjects at QMUL have overall satisfaction higher than the sector average, three the same, and nineteen below.

While QMUL's rank has fallen overall in comparison with other UK HEIs, QMUL is placed in fourth position in London, and is still ranked joint first for Russell Group universities in London. This year QMUL was 19th within the Russell Group overall (dropping 9 places from 2015).

4.2 PTES

Unlike the NSS, QMUL's performance in the PTES improved in 2016; QMUL's overall satisfaction score is now in the upper quartile for Russell Group and sector comparisons, and Teaching and Learning is just 1% behind both sector and Russell Group averages. However, QMUL continued to perform lower than sector averages and participating Russell Group HEIs across many categories, and averages for sections such as Resources and Skills Development were in the bottom quartiles for both comparison groups.

QMUL-wide satisfaction scores increased across 35 out of 36 questions when compared to 2015. The Science and Engineering Faculty, which scored lower levels of satisfaction in 2015 in many areas, improved across many areas. Respondents were most satisfied with elements of Teaching and Learning, which had an average satisfaction score of 82% over seven questions. The top five highest scoring questions are all from the Teaching and Learning section. Only one question, 'The workload on my course has been manageable', scored lower than in 2015 with a difference of 1%. However, the overall score of 71% is consistent with sector and Russell Group averages.

Responses to questions in the Dissertation and Major Project section, an area of concern in 2015, have returned to 2014 levels of satisfaction with an average increase of 6%. In 2015, the two questions with the biggest decreases in satisfaction were both from this section, and the same two questions have the most improved overall scores for 2016.

4.3 QMSS

Satisfaction and engagement increased for all but one of the 24 QMSS questions in which year-on-year comparison data were available. The question used for indicating overall satisfaction, 'Would you recommend QMUL to over students thinking of applying here?' remained at 90.1% for the second year running and was one of the highest scoring questions. Satisfaction for QMUL services and resources increased, and user satisfaction scores range from 82% to 94%. Only the Library saw a decrease in satisfaction in 2016. Engagement with employment opportunities increased by 8% in 2016. Overall satisfaction with QMSU increased by 14%, and scores for all QMSU activities were higher than in 2016.

There was a wide range of satisfaction between Schools for some questions - up to 31% higher and 33% lower than average scores. Respondents from SMD scored most questions more highly than students from other faculties, and respondents from S&E Schools seemed less satisfied with aspects of teaching, feedback and academic engagement.

4.4 Overall satisfaction

Students are asked to rate their overall satisfaction in each core survey. Responses to this question varied for each survey; the QMSS remained exactly the same compared with 2015 at 90.1%, the PTES showed a 2% improvement and the NSS a 4% decline.

Table 3: Overall Satisfaction questions

Survey	Satisfaction measure	2016 Score	Difference to 2015	Difference to sector
NSS	Overall, I am satisfied with the quality of the course	84%	-4%	-2%
PTES	Overall, I am satisfied with the quality of the course	80%	+2%	+1%
QMSS	Would you recommend the university to other students thinking of applying here?	90%	0%	N/A

The HEFCE benchmark takes into account the student population characteristics and provides a comparator figure based on the composition of the student body at each institution. In 2016 the HEFCE benchmark score for QMUL returned to 86% after an increase in 2015 to 87%. QMUL's overall satisfaction score is 2% below the benchmark.

Table 4: Overall Satisfaction (Q22) at QMUL against HEFCE Benchmark 2014-2016

Year	QMUL	HEFCE Benchmark	% above/below HEFCE benchmark
2014	86%	86%	0%
2015	88%	87%	1%
2016	84%	86%	-2%

5. Sharing survey results

5.1 Communicating results to students – ‘Tell Us, We Listen’

‘Tell Us, We Listen’ replaced ‘You Said, We Did’ as a new overarching campaign to increase awareness among students of the opportunities to provide feedback and to showcase how QMUL responds. The aim of the new campaign is to show a coordinated approach to how feedback is gathered, shared and used by utilising branding and promotional materials for both survey collection and the sharing of results. The ‘Tell Us’ branding and promotional materials will be used to promote surveys such as the NSS in both digital and physical form. In mid-January 2017, the Internal Engagement team launched a student campaign comprising of ‘We Listen’ statements drawing together results from core surveys and highlighting how results have been used over the last year to improve student experience. The Student Surveys Coordinator and Internal Engagement team gathered examples for this campaign from Professional Services, Schools, Institutes and QMSU.

5.2 Improved results delivery to staff

In 2016, QMSE approved a proposal to allow NSS results to be shared with staff during the HEFCE imposed embargo period (the first two weeks of August). In 2016 senior School staff received School results up to ten days earlier than in previous years, and were responsible for maintaining the embargo which does not allow external publication of results until an agreed date. This allows Schools more time to adjust recruitment strategies based on NSS results before the Clearing process begins. It was also agreed that PTES results were to be circulated at the same time as the NSS release in order to raise the profile of the survey. PTES results are not subject to embargo but have previously been shared between September and November, rather than August.

QMSS results were shared in early December, in time for Faculties’ Annual Programme Reviews. QMSS and PTES data for 2016 have been available in the QMUL Business Intelligence tool since January 2017, which all QMUL staff have access to.

6. Action plans from Schools and Professional Services

Results from the QMSS, NSS and PTES were considered and responded to in the following ways:

- Heads of Schools were asked to formulate and provide actions plans, with deadlines, on issues highlighted by the NSS, PTES and QMSS and circulate for discussion at Faculty Deans of Taught Programmes Advisory Groups (DTPAGs). Schools were advised to discuss action plans with final year students at the beginning of the academic year and engage in dialogues regarding students’ concerns in order to act on these where possible quickly, particularly ahead of the launch of the 2017 NSS.
- All three surveys were used as key evidence bases for the S&E and SMD Annual Programme Reviews (APRs) in December 2016, and will be used in HSS APRs in March 2017. APRs have been identified for ever greater use this year to work on problem areas – this will include better use of text comments from surveys alongside quantitative results. The S&E Faculty in particular uses QMSS results to identify weaknesses that could be addressed in time for the launch of the 2017 NSS.
- Current working groups and actions are being reviewed to ensure survey results are utilised as evidence. Timetabling is a common complaint noticeable in free text comments. A task and finish group has been established to tackle teaching space utilization and timetabling policy, including exam timetabling.
- Several Professional Services teams are using satisfaction scores and free-text comments from these surveys as key evidence in business cases for the 2017 Planning and Accountability Review (PAR).

6.1 Monitoring action plans – the NSS Action Matrix

Prompted by comments from Council in late 2016 about linking actions to appropriate NSS questions and monitoring the impact of those actions, an action matrix has been drafted. It aims to serve as a record of action plans pertaining to survey results in a standardised and reviewable format. This has been drafted by the Student Surveys Coordinator with feedback from the VP SETL, Heads of Strategic Planning and Student Engagement, colleagues in Schools and ARCS and members of the TEF Working Group.

The draft in Appendix D is a template for use by the School of Biological and Chemical Sciences (SBCS) for the NSS. SBCS was chosen as it is one of the most complex and largest Schools; feedback from staff in Schools has suggested that the most suitable format is one workbook per School, containing data for all JACS codes pertaining to it. SBCS has the most JACS codes with benchmarked NSS data. Each workbook has background data per JACS code, including subject ranking nationally, across London, and compared with other Russell Group institutions, as well as NSS results from the previous three years. These provide context and direction of travel. The template includes top-level comparison data alongside space to input actions attached to question areas of the NSS, as well as notes, deadline and simple monitoring section to track progress against deadlines. Arrows and traffic light systems reflect those used in the QMUL Risk Register.

Appendices:

Appendix A: NSS 2016 results
Appendix B: PTES 2016 results
Appendix C: QMSS 2016 results
Appendix D: Draft NSS Actions Matrix

Annexe:

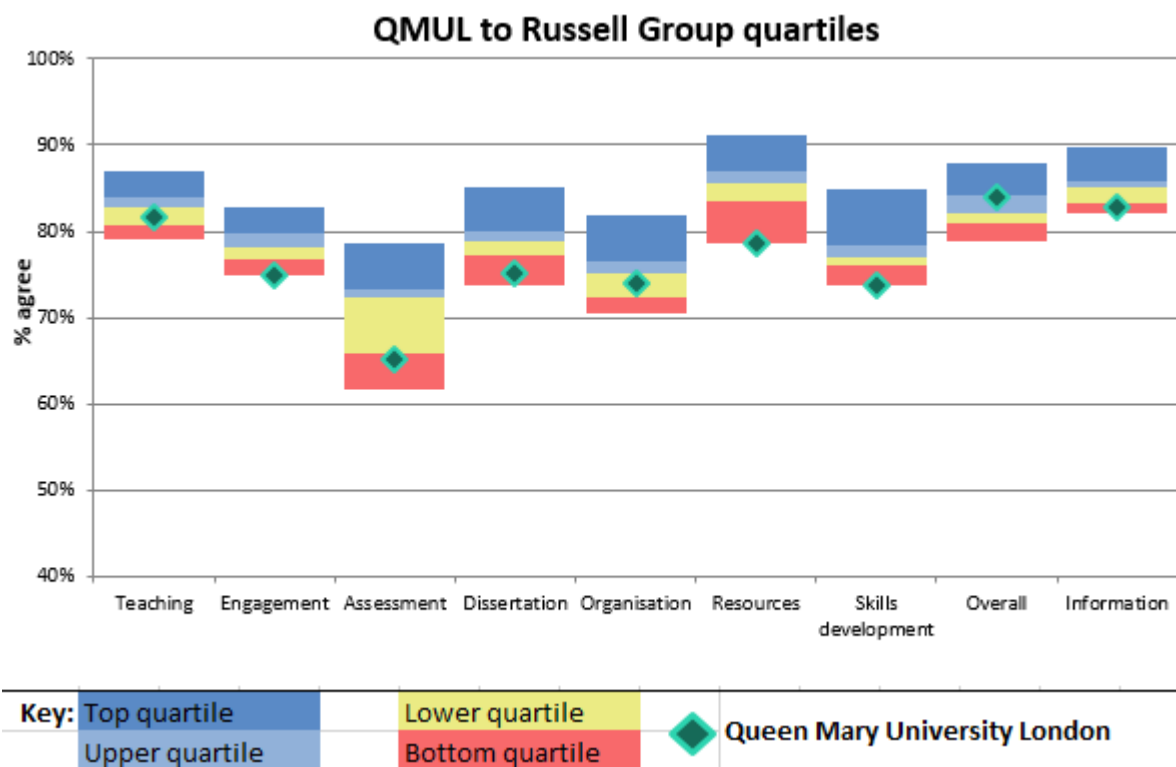
Table A : NSS Results by category

Category	QMUL 2016	QMUL 2015	Diff to 2015	Sector average
Teaching	85%	88%	-3%	87%
Assessment & Feedback	66%	72%	-6%	73%
Academic Support	79%	82%	-3%	82%
Organisation & Management	81%	82%	-1%	79%
Learning Resources	78%	80%	-2%	87%
Personal Development	79%	83%	-4%	83%
Overall Satisfaction	84%	88%	-4%	86%

Table B: PTES results by category

Category	QMUL 2016	QMUL 2015	Diff to 2015	Sector average	Russell Group average
Teaching	82%	79%	+3%	83%	83%
Engagement	75%	74%	+1%	79%	79%
Assessment	65%	64%	+1%	74%	74%
Dissertation	75%	70%	+5%	79%	79%
Organisation	74%	72%	+2%	74%	74%
Resources	79%	75%	+4%	84%	84%
Skills development	74%	72%	+2%	78%	78%
Overall satisfaction	84%	79%	+5%	83%	83%

Graph A & B: Higher Education Academy visualisations of QMUL PTES performance compared with RG and sector quartiles



QMUL to Sector quartiles



Key:	Top quartile	Lower quartile	Queen Mary University London
	Upper quartile	Bottom quartile	

2016 NSS results preview

Queen Mary - Overall results (All modes and type of study)

Note that only results with at least a 50% response rate and at least 10 students are shown.

Figures for "percentage agree" represent the percentage of respondents who 'definitely' or 'mostly' agreed with the question (i.e. those who answered with 4 or 5).

Figures have been rounded for publication. In some instances, totals for percentage who answered 1-5 may not sum to 100%.

Students in England are reported against the institution where the majority of their first year of teaching was provided, regardless of where they are registered.

	Percentage agree					Difference 2015 v 2016	Difference 2012 v 2016	Question Rank 2016
	2012	2013	2014	2015	2016			
The teaching on my course	86	88	86	88	85	-3	-1	
1. Staff are good at explaining things.	91	91	90	92	89	-3	-2	1
2. Staff have made the subject interesting.	81	83	81	84	80	-4	-1	11
3. Staff are enthusiastic about what they are teaching.	87	88	86	87	85	-2	-2	4
4. The course is intellectually stimulating.	87	89	87	88	86	-2	-1	3
Assessment and feedback	66	69	68	72	66	-6	0	
5. The criteria used in marking have been clear in advance.	71	75	73	78	76	-2	5	15
6. Assessment arrangements and marking have been fair.	78	78	78	81	76	-5	-2	15
7. Feedback on my work has been prompt.	63	64	63	68	58	-10	-5	23
8. I have received detailed comments on my work.	61	64	62	67	59	-8	-2	22
9. Feedback on my work has helped me clarify things I did not understand.	59	62	62	66	61	-5	2	21
Academic support	78	80	79	82	79	-3	1	
10. I have received sufficient advice and support with my studies.	75	78	77	79	74	-5	-1	18
11. I have been able to contact staff when I needed to.	87	87	86	89	88	-1	1	2
12. Good advice was available when I needed to make study choices.	72	75	73	77	75	-2	3	17
Organisation and management	81	82	80	82	81	-1	0	
13. The timetable works efficiently as far as my activities are concerned.	80	83	80	81	81	0	1	8
14. Any changes in the course or teaching have been communicated effectively.	80	81	79	82	82	0	2	6
15. The course is well organised and is running smoothly.	82	82	82	84	81	-3	-1	8
Learning resources	77	81	81	80	78	-2	1	
16. The library resources and services are good enough for my needs.	80	81	83	81	79	-2	-1	13
17. I have been able to access general IT resources when I needed to.	79	84	85	81	82	1	3	6
18. I have been able to access specialised equipment, facilities or rooms when I needed to.	72	78	76	78	73	-5	1	19
Personal development	81	81	80	83	79	-4	-2	
19. The course has helped me to present myself with confidence.	79	79	79	80	77	-3	-2	14
20. My communication skills have improved.	82	82	82	84	81	-3	-1	8
21. As a result of the course, I feel confident in tackling unfamiliar problems.	81	82	80	84	80	-4	-1	11
Overall Satisfaction (Qn 22)	87	89	86	88	84	-4	-3	5
23. I am satisfied with the Students' Union (Association or Guild) at my institution	69	68	71	74	71	-3	2	20
Average of Qn 1 - 21	77.5	79.3	78.3	80.5	77.3			
Qn 1 - 21 two-year average	77.8	78.4	78.8	79.4	78.9			
Average of Qn 1 - 22	77.9	79.8	78.6	80.9	77.6			
Qn 1 - 22 two-year average	78.3	78.8	79.2	79.8	79.2			
Average of Qn 1 - 23	77.5	79.3	78.3	80.6	77.3			
Qn 1 - 23 two-year average	78.1	78.4	78.8	79.4	78.9			

All NSS data is subject to strict embargo until 10th August.

2016 NSS results preview

Queen Mary - Overall satisfaction (question 22) vs the HEI sector as a whole

	Percentage agree														
	2014					2015					2016				
	QMUL	HEI Sector	Top Quartile	Difference QMUL vs HEI Sector	Difference QMUL vs Top Quartile	QMUL	HEI Sector	Top Quartile	Difference QMUL vs HEI Sector	Difference QMUL vs Top Quartile	QMUL	HEI Sector	Top Quartile	Difference QMUL vs HEI Sector	Difference QMUL vs Top Quartile
The teaching on my course	86	87	90	-1	-4	88	87	90	1	-2	85	87	90	-2	-5
Assessment and feedback	68	72	77	-4	-9	72	73	78	-1	-6	66	73	78	-7	-12
Academic support	79	81	84	-2	-5	82	82	84	0	-2	79	82	85	-3	-6
Organisation and management	80	79	84	1	-4	82	79	84	3	-2	81	79	84	2	-3
Learning resources	81	86	87	-5	-6	80	87	87	-7	-7	78	87	88	-9	-10
Personal development	80	82	82	-2	-2	83	83	83	0	0	79	83	83	-4	-4
Overall Satisfaction	86	86	91	0	-5	88	86	90	2	-2	84	86	90	-2	-6

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2016 NSS results preview
Overall satisfaction (question 22) by JACS Subject - results for 2016

Notes:

1. The data is at JACS Subject 3 level. JACS subjects have been mapped to QMUL schools.
2. Cohorts with fewer than 10 respondents are not included in this data.

Faculty	QMUL School	JACS Subject area	2012			2013			2014			2015			2016			Difference - QMUL 2015 vs 2016
			QMUL	Sector-wide	Difference	QMUL	Sector-wide	Difference	QMUL	Sector-wide	Difference	QMUL	Sector-wide	Difference	QMUL	Sector-wide	Difference	
H&SS	Business & Management	Business studies	80	84	-4	71	84	-13	74	84	-10	82	85	-3	75	84	-9	-7
	Business & Management	Management studies	-	-	-	-	-	-	-	-	-	-	-	-	100	84	16	-
	Economics & Finance	Economics	83	85	-2	97	86	11	84	85	-1	94	85	9	89	86	3	-5
	Economics & Finance	Finance	83	87	-4	98	88	10	91	89	2	96	89	7	92	88	4	-4
	English & Drama	Drama	87	82	5	97	83	14	97	83	14	93	83	10	96	85	11	3
	English & Drama	English studies	94	90	4	92	90	2	91	90	1	89	90	-1	91	91	0	2
	Geography	Human and Social Geography	94	88	6	95	90	5	88	88	0	93	88	5	89	89	0	-4
	Geography	Physical Geography and Environmental Science	80	88	-8	89	89	0	93	90	3	94	90	4	62	89	-27	-32
	History	History	87	91	-4	91	91	0	94	91	3	95	90	5	94	91	3	-1
	Law	Law	89	88	1	94	88	6	91	89	2	91	88	3	91	88	3	0
	Politics	Politics	86	87	-1	84	88	-4	90	88	2	97	88	9	86	89	-3	-11
	SLLF	Comparative Literary studies	83	91	-8	94	92	2	95	95	0	84	88	-4	82	90	-8	-2
	SLLF	French studies	87	85	2	80	88	-8	92	89	3	94	89	5	69	88	-19	-25
	SLLF	German and Scandinavian studies	60	88	-28	-	-	-	-	-	-	82	85	-3	67	87	-20	-15
	SLLF	Iberian studies	92	82	10	85	84	1	85	86	-1	86	85	1	85	87	-2	-1
SLLF	Linguistics	90	84	6	82	84	-2	54	86	-32	67	85	-18	81	86	-5	14	
SLLF	Media studies	90	77	13	88	79	9	90	79	11	95	80	15	96	79	17	1	
S&E	EECS	Computer Science	88	80	8	93	82	11	78	82	-4	77	82	-5	73	81	-8	-4
	EECS	Electronic and Electrical Engineering	74	84	-10	80	83	-3	66	84	-18	82	83	-1	68	82	-14	-14
	Mathematical Sciences	Mathematics and Statistics	83	88	-5	86	89	-3	78	89	-11	83	89	-6	79	89	-10	-4
	Physics	Physics and Astronomy	97	90	7	69	89	-20	94	90	4	95	90	5	85	89	-4	-10
	SBCS	Biology	80	89	-9	82	88	-6	77	88	-11	82	90	-8	79	88	-9	-3
	SBCS	Chemistry	93	90	3	89	92	-3	89	90	-1	81	91	-10	80	90	-10	-1
	SBCS	Genetics	78	90	-12	96	91	5	88	91	-3	86	92	-6	75	89	-14	-11
	SBCS	Molecular Biology, Biophysics and Biochemistry	91	90	1	87	88	-1	95	89	6	89	89	0	86	89	-3	-3
	SBCS	Psychology	88	87	1	82	88	-6	74	87	-13	68	87	-19	67	87	-20	-1
	SBCS	Zoology	-	-	-	-	-	-	85	87	-2	82	88	-6	90	87	3	8
	SEMS	Aerospace Engineering	92	83	9	90	82	8	89	82	7	85	81	4	74	80	-6	-11
SMD	SEMS	Materials and Minerals Technology	88	79	9	93	82	11	95	83	12	76	84	-8	84	84	0	8
	SEMS	Mechanical, Production, Manufacturing Eng.	84	84	0	88	84	4	86	84	2	86	84	2	76	83	-7	-10
	Medicine & Dentistry	Dentistry	97	93	4	93	92	1	93	92	1	97	97	0	95	91	4	-2
Medicine & Dentistry	Medicine	89	87	2	96	87	9	93	86	7	94	87	7	93	87	6	-1	
QMUL			87	85	2	89	85	4	86	86	0	88	86	2	84	86	-2	-4

Key

- QMUL figures are below sector-wide figures
- QMUL 2016 is at least 5% above QMUL 2015 figures
- QMUL 2016 is at least 5% below QMUL 2015 figures

All NSS data is subject to strict embargo until 10th August.

		TEACHING & LEARNING									ENGAGEMENT				
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	4.1	4.2	4.3	4.4	4.5		
PTES 2016	Year	No. of respondents	Response Rate	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 (face to face and/or virtual/online) between staff and students to support effective learning	I am happy with the teaching support I received from staff on my course	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	My course has challenged me to produce my best work	The workload on my course has been manageable	I have appropriate opportunities to give feedback on my experience
Queen Mary	2012	617	25%	79.7%	79.5%	81.4%	-	-	63.6%	70.9%	-	-	-	-	-
	2013	871	28%	72.7%	76.8%	76.2%	-	-	59.1%	63.9%	-	-	-	-	-
	2014	752	24%	80.9%	84.7%	82.3%	84.4%	77.9%	58.7%	66.0%	80.8%	65.0%	71.1%	70.5%	71.3%
	2015	1181	32%	84.5%	88.0%	83.3%	85.4%	79.1%	61.4%	71.3%	84.0%	67.5%	77.2%	72.3%	69.8%
	2016	1328	37%	86.5%	88.3%	86.1%	87.4%	85.0%	65.5%	73.1%	84.2%	68.4%	78.1%	71.0%	73.2%
	Diff 2015 vs 2016		5%	2.0%	0.4%	2.9%	2.0%	5.9%	4.0%	1.8%	0.2%	0.9%	1.0%	-1.3%	3.4%
HSS	2012	359	24%	79.1%	79.6%	79.5%	-	-	66.2%	71.5%	-	-	-	-	-
	2013	526	26%	71.9%	76.2%	75.9%	-	-	61.3%	64.7%	-	-	-	-	-
	2014	489	24%	81.6%	86.6%	81.4%	83.2%	78.3%	60.2%	66.9%	80.6%	64.3%	68.8%	73.5%	70.0%
	2015	774	31%	85.5%	89.7%	84.3%	85.6%	79.5%	62.6%	72.9%	85.0%	67.1%	76.6%	73.5%	68.4%
	2016	817	34%	87.2%	88.4%	86.1%	86.4%	86.3%	66.9%	73.5%	84.4%	65.8%	76.3%	72.4%	71.5%
	Diff 2015 vs 2016		33%	1.6%	-1.2%	1.8%	0.8%	6.7%	4.3%	0.6%	-0.6%	-1.4%	-0.3%	-1.1%	3.1%
Diff HSS and QMUL		-4%	0.7%	0.1%	0.0%	-1.0%	1.2%	1.4%	0.5%	0.2%	-2.6%	-1.9%	1.4%	-1.7%	
S&E	2012	92	34%	78.0%	73.6%	80.2%	-	-	63.7%	71.4%	-	-	-	-	-
	2013	117	30%	71.8%	74.4%	75.2%	-	-	52.6%	62.4%	-	-	-	-	-
	2014	90	28%	73.3%	78.9%	82.2%	85.4%	73.9%	58.9%	60.0%	79.1%	63.9%	78.4%	58.6%	67.0%
	2015	132	43%	75.0%	78.8%	70.5%	75.8%	64.9%	57.3%	63.4%	73.1%	65.6%	71.0%	61.1%	62.6%
	2016	157	51%	83.3%	85.9%	80.8%	88.5%	81.2%	67.9%	76.9%	83.4%	76.3%	85.3%	63.0%	76.9%
	Diff 2015 vs 2016		9%	8.3%	7.1%	10.3%	12.7%	16.3%	10.7%	13.6%	10.4%	10.6%	14.3%	1.9%	14.3%
Diff S&E and QMUL		15%	-3.2%	-2.4%	-5.4%	1.1%	-3.9%	2.5%	3.9%	-0.7%	7.9%	7.1%	-8.0%	3.7%	
SMD	2012	166	23%	81.7%	82.4%	85.9%	-	-	58.3%	68.8%	-	-	-	-	-
	2013	228	30%	75.0%	79.4%	77.6%	-	-	57.2%	62.9%	-	-	-	-	-
	2014	173	24%	83.1%	82.5%	84.9%	87.1%	79.0%	54.4%	66.7%	82.5%	67.6%	74.0%	67.8%	76.9%
	2015	275	31%	86.1%	87.5%	86.5%	89.4%	84.7%	60.1%	70.6%	86.3%	69.6%	81.8%	74.5%	77.2%
	2016	354	38%	86.4%	89.2%	88.6%	89.2%	83.9%	61.1%	70.3%	84.1%	71.1%	79.3%	71.4%	75.6%
	Diff 2015 vs 2016		7%	0.2%	1.7%	2.1%	-0.2%	-0.9%	0.9%	-0.3%	-2.3%	1.5%	-2.5%	-3.2%	-1.6%
Diff SMD and QMUL		1%	-0.1%	0.9%	2.5%	1.8%	-1.2%	-4.4%	-2.8%	-0.1%	2.7%	1.2%	0.4%	2.4%	
Russell Group	2013	-	37%	77.6%	82.2%	80.9%	-	-	65.0%	71.0%	-	-	-	-	-
	2014	26,346	36%	88.4%	89.9%	85.4%	86.1%	82.6%	66.9%	75.6%	86.7%	75.9%	79.9%	73.1%	75.0%
	2015	25,805	37%	88.8%	90.0%	85.4%	85.9%	82.3%	67.0%	75.2%	86.4%	76.4%	80.2%	72.0%	75.9%
	2016	33,990	38%	88.6%	90.1%	85.6%	86.3%	82.9%	67.6%	75.0%	86.2%	76.0%	80.6%	71.5%	76.3%
	Diff 2015 vs 2016		1%	-0.2%	0.1%	0.2%	0.4%	0.6%	0.6%	-0.2%	-0.2%	-0.4%	0.4%	-0.5%	0.4%
	Diff RG and QMUL		-1%	-2.1%	-1.8%	0.5%	1.1%	2.1%	-2.1%	-1.9%	-2.0%	-7.6%	-2.5%	-0.5%	-3.1%
Sector	2013	-	26%	77.9%	81.1%	80.3%	-	-	66.5%	71.6%	-	-	-	-	-
	2014	67,797	28%	87.5%	89.8%	85.7%	85.8%	82.0%	67.3%	75.3%	87.3%	76.9%	80.4%	72.7%	74.5%
	2015	72,297	29%	87.7%	89.3%	85.6%	85.9%	82.0%	67.6%	74.8%	86.8%	77.0%	80.9%	71.9%	75.1%
	2016	79,753	31%	87.8%	89.7%	85.4%	86.1%	82.4%	68.7%	75.4%	87.0%	77.3%	81.1%	71.5%	76.0%
	Diff 2015 vs 2016		2%	0.1%	0.4%	-0.2%	0.2%	0.4%	1.1%	0.6%	0.2%	0.3%	0.2%	-0.4%	0.9%
	Diff Sector and QMUL		5%	-1.3%	-1.4%	0.7%	1.3%	2.6%	-3.2%	-2.3%	-2.8%	-8.9%	-3.0%	-0.5%	-2.8%

Key

Risen by more than 5% compared to 2015 figures
 Fallen by more than 5% compared to 2015 figures

		ASSESSMENT & FEEDBACK				DISSERTATION / MAJOR PROJECT				ORGANISATION & MANAGEMENT					RESOURCES	
		6.1	6.2	6.3	6.4	10.1	10.2	10.3	10.4	12.1	12.2	12.3	12.4	12.5	14.1	14.2
PTES 2016	Year	The criteria used in marking have been made clear in advance	Assessment arrangements and marking have been fair	Feedback on my work has been prompt	Feedback on my work (written or oral) has been useful	I understand the required standards for the dissertation / major project	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	My supervisor has the skills and subject knowledge to adequately support my dissertation	My supervisor provides helpful feedback on my progress.	The timetable fits well with my other commitments	Any changes in the course or teaching have been communicated effectively	The course is well organised and is running smoothly	I was given appropriate guidance and support when I started my course	I am encouraged to be involved in decisions about how my course is run	The library resources and services are good enough for my needs (including physical and online)	I have been able to access general IT resources (including physical and online) when I needed to
Queen Mary	2012	64.4%	60.2%	49.6%	-	69.9%	-	72.7%	54.3%	75.9%	73.1%	74.3%	-	-	71.1%	73.1%
	2013	64.1%	62.8%	51.4%	-	72.7%	-	78.1%	63.3%	72.5%	69.1%	68.7%	-	-	70.8%	76.5%
	2014	68.0%	66.2%	51.8%	59.9%	76.3%	65.3%	79.7%	73.0%	76.9%	76.9%	74.5%	68.2%	52.3%	74.9%	78.4%
	2015	69.7%	68.9%	55.0%	62.7%	75.6%	61.7%	76.5%	63.7%	76.6%	77.8%	74.8%	73.8%	54.8%	72.1%	78.1%
	2016	71.6%	69.7%	56.2%	63.4%	79.7%	68.2%	79.8%	72.7%	78.3%	79.6%	77.5%	74.2%	60.2%	78.1%	83.1%
	Diff 2015 v 2016	2.0%	0.8%	1.2%	0.7%	4.2%	6.6%	3.3%	9.0%	1.7%	1.8%	2.6%	0.4%	5.5%	5.9%	5.1%
HSS	2012	61.7%	56.4%	51.8%	-	73.2%	-	72.4%	54.3%	74.6%	71.4%	74.7%	-	-	71.0%	74.6%
	2013	66.4%	64.9%	53.9%	-	74.4%	-	78.0%	64.3%	72.8%	71.7%	73.1%	-	-	66.1%	76.5%
	2014	70.6%	66.0%	50.5%	59.3%	77.9%	64.7%	77.6%	70.7%	80.5%	80.5%	78.6%	70.4%	52.5%	74.6%	80.8%
	2015	69.7%	68.3%	57.6%	63.5%	79.5%	62.5%	74.8%	63.6%	78.3%	80.9%	77.3%	76.3%	57.2%	71.5%	78.7%
	2016	73.1%	68.9%	57.3%	65.2%	81.0%	69.0%	78.2%	72.9%	81.2%	79.5%	80.0%	75.4%	59.4%	76.0%	82.5%
	Diff 2015 v 2016	3.4%	0.5%	-0.3%	1.7%	1.5%	6.5%	3.4%	9.2%	2.9%	-1.4%	2.8%	-0.9%	2.2%	4.6%	3.8%
Diff HSS	1.4%	-0.8%	1.1%	1.8%	1.3%	0.7%	-1.6%	0.2%	2.9%	-0.2%	2.6%	1.3%	-0.8%	-2.1%	-0.6%	
S&E	2012	74.7%	63.7%	55.1%	-	68.8%	-	81.3%	67.5%	68.9%	73.6%	77.8%	-	-	72.5%	73.6%
	2013	62.4%	55.8%	47.4%	-	70.5%	-	86.2%	73.2%	65.0%	65.5%	64.1%	-	-	77.4%	76.8%
	2014	64.4%	69.4%	51.7%	61.6%	66.7%	69.4%	84.9%	80.0%	69.7%	67.4%	67.4%	59.1%	51.2%	83.3%	80.0%
	2015	68.7%	66.2%	47.3%	58.1%	63.4%	60.7%	85.7%	68.3%	69.0%	66.9%	69.2%	63.8%	46.5%	69.5%	74.0%
	2016	73.7%	74.0%	56.1%	58.7%	78.2%	74.2%	90.8%	85.6%	66.7%	76.3%	66.7%	69.2%	60.6%	79.7%	81.0%
	Diff 2015 v 2016	5.0%	7.9%	8.8%	0.6%	14.8%	13.5%	5.1%	17.3%	-2.3%	9.4%	-2.6%	5.4%	14.1%	10.2%	7.0%
Diff S&E	2.1%	4.3%	-0.1%	-4.7%	-1.6%	6.0%	10.9%	12.9%	-11.6%	-3.3%	-10.8%	-4.9%	0.4%	1.7%	-2.1%	
SMD	2012	64.6%	66.3%	41.5%	-	62.0%	-	68.5%	46.5%	82.5%	76.4%	71.9%	-	-	71.4%	70.0%
	2013	59.6%	61.8%	47.9%	-	69.2%	-	73.3%	54.8%	75.8%	64.9%	60.9%	-	-	78.9%	76.4%
	2014	62.4%	65.1%	55.3%	60.7%	76.5%	64.6%	83.9%	76.4%	70.8%	71.5%	66.9%	66.5%	52.1%	71.3%	70.7%
	2015	70.1%	71.6%	51.8%	62.7%	68.2%	59.1%	76.6%	60.6%	75.6%	74.4%	70.5%	71.4%	51.8%	75.3%	78.2%
	2016	67.4%	69.5%	53.9%	61.5%	77.0%	62.6%	78.2%	64.0%	76.7%	81.5%	76.2%	73.4%	61.9%	82.1%	85.4%
	Diff 2015 v 2016	-2.6%	-2.1%	2.1%	-1.2%	8.8%	3.5%	1.6%	3.4%	1.1%	7.1%	5.7%	2.0%	10.1%	6.9%	7.2%
Diff SMD	-4.2%	-0.2%	-2.3%	-1.9%	-2.7%	-5.6%	-1.6%	-8.7%	-1.6%	1.9%	-1.2%	-0.7%	1.7%	4.1%	2.3%	
Russell Group	2013	70.0%	71.4%	61.3%	-	76.8%	-	81.2%	68.7%	75.3%	75.7%	73.1%	-	-	78.8%	82.3%
	2014	72.2%	71.6%	64.3%	71.2%	79.2%	70.0%	83.2%	76.4%	77.8%	78.8%	75.2%	76.7%	60.4%	84.6%	87.9%
	2015	72.9%	71.5%	64.4%	71.1%	79.5%	70.3%	82.6%	75.6%	77.6%	78.6%	75.2%	77.0%	61.7%	85.1%	88.4%
	2016	73.6%	72.2%	65.2%	71.7%	80.6%	72.3%	84.2%	77.1%	77.9%	79.4%	74.8%	77.1%	63.5%	85.7%	89.1%
	Diff 2015 v 2016	0.7%	0.7%	0.8%	0.6%	1.1%	2.0%	1.6%	1.5%	0.3%	0.8%	-0.4%	0.1%	1.8%	0.6%	0.7%
	Diff RG	-2.0%	-2.5%	-9.0%	-8.3%	-0.9%	-4.1%	-4.4%	-4.4%	0.4%	0.2%	2.7%	-2.9%	-3.3%	-7.6%	-6.0%
Sector	2013	73.4%	73.1%	64.4%	-	78.4%	-	81.6%	70.0%	75.2%	75.3%	72.5%	-	-	78.2%	81.2%
	2014	75.3%	73.4%	66.2%	73.6%	80.4%	70.6%	83.0%	76.2%	77.5%	77.5%	73.9%	76.4%	59.5%	82.8%	86.1%
	2015	75.9%	73.0%	66.3%	73.5%	80.6%	70.8%	82.8%	75.9%	77.4%	77.5%	74.0%	76.6%	60.9%	76.6%	83.8%
	2016	76.6%	73.7%	67.9%	74.3%	81.4%	72.5%	83.7%	77.2%	77.5%	78.1%	74.0%	76.9%	62.9%	85.0%	88.2%
	Diff 2015 v 2016	0.7%	0.7%	1.6%	0.8%	0.8%	1.7%	0.9%	1.3%	0.1%	0.6%	0.0%	0.3%	2.0%	8.4%	4.4%
	Diff Sector	-5.0%	-4.0%	-11.7%	-10.9%	-1.7%	-4.3%	-3.9%	-4.5%	0.8%	1.5%	3.5%	-2.7%	-2.7%	-6.9%	-5.1%

Key

Risen by more
Fallen by more

		& SERVICES		SKILLS DEVELOPMENT						OVERALL EXPERIENCE
		14.3	14.4	16.1	16.2	16.3	16.4	16.5	16.6	18.1
PTES 2016	Year	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	As a result of the course I am more confident about independent learning	My confidence to be innovative or creative has developed during my course	My research skills have developed during my course	My ability to communicate information effectively to diverse audiences has developed during my course	I have been encouraged to think about what skills I need to develop for my career	As a result of the course I feel better prepared for my future career	Overall, I am satisfied with the quality of the course The scale changed in 2014 moving from -3 to +3 to 1-5
Queen Mary	2012	45.5%	-	76.4%	-	77.9%	-	-	-	-
	2013	62.8%	-	76.4%	-	76.6%	-	-	-	-
	2014	77.4%	74.4%	77.3%	69.6%	77.0%	64.3%	66.3%	71.7%	77.6%
	2015	76.8%	73.6%	78.5%	67.6%	77.8%	65.8%	67.3%	73.2%	79.8%
	2016	79.1%	73.7%	80.7%	70.2%	78.5%	68.1%	69.9%	75.4%	83.8%
	Diff 2015 v 2014	2.3%	0.1%	2.2%	2.6%	0.6%	2.3%	2.6%	2.2%	4.0%
HSS	2012	48.6%	-	74.1%	-	77.8%	-	-	-	-
	2013	63.8%	-	78.2%	-	77.8%	-	-	-	-
	2014	82.1%	74.9%	77.6%	68.8%	77.7%	63.6%	65.6%	72.0%	78.9%
	2015	78.7%	74.0%	79.2%	67.3%	78.4%	67.5%	67.9%	74.6%	81.5%
	2016	81.3%	76.5%	79.9%	69.1%	77.3%	66.5%	70.2%	74.2%	84.6%
	Diff 2015 v 2014	2.6%	2.5%	0.7%	1.8%	-1.2%	-1.0%	2.3%	-0.4%	3.2%
	Diff HSS	2.2%	2.9%	-0.8%	-1.2%	-1.2%	-1.5%	0.3%	-1.2%	0.8%
S&E	2012	58.2%	-	79.1%	-	84.8%	-	-	-	-
	2013	65.6%	-	67.5%	-	70.2%	-	-	-	-
	2014	74.7%	79.5%	73.3%	72.4%	77.5%	57.8%	62.1%	71.8%	72.2%
	2015	70.5%	72.2%	70.8%	63.1%	69.8%	56.6%	58.6%	63.7%	71.2%
	2016	78.2%	67.5%	78.7%	72.4%	79.1%	71.4%	68.4%	77.4%	82.7%
	Diff 2015 v 2014	7.7%	-4.7%	7.9%	9.4%	9.3%	14.8%	9.8%	13.7%	11.5%
	Diff S&E	-0.9%	-6.1%	-2.0%	2.2%	0.6%	3.3%	-1.6%	2.0%	-1.1%
SMD	2012	32.3%	-	79.7%	-	73.6%	-	-	-	-
	2013	57.5%	-	76.9%	-	77.2%	-	-	-	-
	2014	65.1%	70.0%	78.5%	70.6%	74.7%	70.1%	70.7%	71.0%	76.6%
	2015	74.3%	72.9%	80.3%	70.8%	80.0%	65.3%	69.9%	73.6%	79.3%
	2016	74.3%	69.5%	83.3%	71.9%	81.0%	70.2%	70.0%	77.3%	82.5%
	Diff 2015 v 2014	0.0%	-3.4%	3.0%	1.0%	1.0%	4.9%	0.1%	3.7%	3.2%
	Diff SMD	-4.8%	-4.2%	2.7%	1.7%	2.5%	2.1%	0.1%	1.9%	-1.4%
Russell Group	2013	72.1%	-	78.0%	-	80.4%	-	-	-	-
	2014	84.2%	78.5%	82.0%	72.4%	81.6%	73.2%	73.6%	76.4%	82.7%
	2015	85.4%	78.5%	81.7%	72.6%	81.9%	73.5%	72.9%	76.2%	82.7%
	2016	85.9%	79.3%	81.8%	72.5%	82.0%	73.9%	73.4%	76.3%	82.6%
	Diff 2015 v 2014	0.5%	0.8%	0.1%	-0.1%	0.1%	0.4%	0.5%	0.1%	-0.1%
	Diff RG	-6.8%	-5.6%	-1.1%	-2.3%	-3.5%	-5.8%	-3.5%	-0.9%	1.2%
Sector	2013	70.9%	-	78.1%	-	81.1%	-	-	-	-
	2014	82.3%	77.4%	81.6%	73.8%	81.5%	74.1%	75.5%	77.9%	82.6%
	2015	86.6%	83.3%	81.6%	73.6%	82.0%	74.5%	75.3%	77.6%	82.5%
	2016	84.6%	78.8%	81.9%	73.9%	82.3%	75.1%	75.7%	77.6%	82.6%
	Diff 2015 v 2014	-2.0%	-4.5%	0.3%	0.3%	0.3%	0.6%	0.4%	0.0%	0.1%
	Diff Sector	-5.5%	-5.1%	-1.2%	-3.7%	-3.8%	-7.0%	-5.8%	-2.2%	1.2%

Key

Risen by more
Fallen by more

PTES 2016: Humanities & Social Sciences	Year	No. of respondents	Response Rate	TEACHING & LEARNING							ENGAGEMENT				
				2.1	2.2	2.3	2.4	2.5	2.6	2.7	4.1	4.2	4.3	4.4	4.5
				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 (face to face and/or virtual/online) between staff and students to support effective learning	I am happy with the teaching support I received from staff on my course	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	My course has challenged me to produce my best work	The workload on my course has been manageable	I have appropriate opportunities to give feedback on my experience
Business & Management	2012	50	24.4%	70.0%	66.0%	56.0%	-	-	52.0%	62.0%	-	-	-	-	-
	2013	82	28.3%	58.5%	58.5%	54.9%	-	-	55.6%	53.7%	-	-	-	-	-
	2014	88	32.8%	65.1%	73.9%	59.1%	69.4%	63.6%	47.1%	51.7%	68.2%	60.2%	70.1%	56.3%	60.5%
	2015	116	28.6%	79.3%	86.2%	73.0%	76.5%	68.1%	62.3%	69.9%	81.9%	67.8%	74.8%	61.9%	64.0%
	2016	111	26.7%	80.0%	81.8%	70.3%	82.9%	80.2%	62.7%	63.6%	75.7%	67.6%	68.2%	62.4%	68.8%
	Diff 2015 vs 2016				0.7%	-4.4%	-2.8%	6.4%	12.1%	0.4%	-6.3%	-6.2%	-0.3%	-6.6%	0.4%
CCLS Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	34	38.6%	85.3%	91.2%	97.1%	97.1%	94.1%	52.9%	84.4%	81.8%	60.6%	87.9%	70.6%	72.7%
	2016	36	31.9%	75.8%	82.4%	97.2%	94.4%	91.7%	60.0%	67.6%	84.8%	55.6%	88.6%	83.3%	66.7%
	Diff 2014 vs 2015				-	-	-	-	-	-	-	-	-	-	-
CCLS On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	265	26.3%	86.4%	91.7%	89.4%	85.6%	78.1%	62.0%	70.1%	86.4%	66.5%	70.6%	72.8%	66.4%
	2016	324	33.7%	88.9%	92.3%	89.8%	87.3%	85.7%	67.1%	76.3%	85.5%	64.1%	72.4%	69.7%	70.3%
	Diff 2014 vs 2015				-	-	-	-	-	-	-	-	-	-	-
CCLS	2012	174	24.4%	82.8%	86.8%	87.3%	-	-	65.5%	71.8%	-	-	-	-	-
	2013	255	26.5%	76.7%	82.2%	84.0%	-	-	59.5%	66.4%	-	-	-	-	-
	2014	212	20.8%	82.8%	90.0%	85.6%	86.2%	78.7%	58.5%	64.6%	83.7%	63.3%	60.6%	74.6%	68.9%
	2015	299	27.2%	86.3%	91.6%	90.3%	86.9%	79.9%	60.9%	71.6%	85.9%	65.9%	72.5%	72.5%	67.1%
	2016	360	33.5%	87.6%	91.3%	90.5%	88.1%	86.3%	66.4%	75.5%	85.4%	63.2%	74.0%	71.0%	69.9%
	Diff 2014 vs 2015				3.5%	1.7%	4.7%	0.7%	1.2%	2.5%	7.1%	2.2%	2.6%	12.0%	-2.1%
Economics & Finance	2012	73	23.5%	69.9%	68.5%	73.6%	-	-	69.9%	67.1%	-	-	-	-	-
	2013	98	20.7%	66.3%	71.4%	66.7%	-	-	67.0%	64.9%	-	-	-	-	-
	2014	103	20.7%	86.4%	88.2%	88.2%	86.4%	87.4%	67.6%	74.8%	77.5%	61.4%	76.7%	82.5%	73.8%
	2015	216	31.5%	81.0%	84.3%	77.7%	85.1%	81.4%	59.7%	72.7%	80.0%	66.8%	79.1%	74.8%	71.3%
	2016	206	32.6%	87.3%	83.0%	82.8%	83.9%	88.3%	67.5%	74.3%	80.1%	62.4%	78.0%	72.8%	73.3%
	Diff 2014 vs 2015				6.3%	-1.2%	5.2%	-1.2%	7.0%	7.8%	1.6%	0.1%	-4.4%	-1.0%	-2.0%
Drama	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	8	42.1%	87.5%	100.0%	87.5%	62.5%	50.0%	62.5%	87.5%	87.5%	75.0%	62.5%	87.5%	62.5%
	2016	10	50.0%	100.0%	100.0%	100.0%	90.0%	90.0%	70.0%	70.0%	100.0%	73.9%	95.7%	65.2%	82.6%
	Diff 2015 vs 2016				12.5%	0.0%	12.5%	27.5%	40.0%	7.5%	-17.5%	12.5%	-1.1%	33.2%	-22.3%
English	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	20	36.4%	100.0%	100.0%	100.0%	95.0%	85.0%	85.0%	85.0%	100.0%	65.0%	85.0%	95.0%	85.0%
	2016	23	51.1%	95.7%	100.0%	100.0%	100.0%	95.7%	73.9%	78.3%	100.0%	80.0%	80.0%	90.0%	40.0%
	Diff 2015 vs 2016				-4.3%	0.0%	0.0%	5.0%	10.7%	-11.1%	-6.7%	0.0%	15.0%	-5.0%	-5.0%
English & Drama	2012	14	22.6%	92.3%	92.3%	92.3%	-	-	92.3%	92.3%	-	-	-	-	-
	2013	27	48.2%	77.8%	81.5%	81.5%	-	-	63.0%	61.5%	-	-	-	-	-
	2014	23	40.4%	95.7%	95.7%	95.7%	90.9%	87.0%	82.6%	82.6%	91.3%	78.3%	91.3%	81.8%	82.6%
	2015	28	37.8%	96.4%	100.0%	96.4%	85.7%	75.0%	78.6%	85.7%	96.4%	67.9%	78.6%	92.9%	78.6%
	2016	33	50.8%	97.0%	100.0%	100.0%	97.0%	93.9%	72.7%	75.8%	100.0%	75.8%	90.9%	72.7%	69.7%
	Diff 2015 vs 2016				0.5%	0.0%	3.6%	11.3%	18.9%	-5.8%	-10.0%	3.6%	7.9%	12.3%	-20.1%
Geography	2012	9	20.5%	88.9%	77.8%	88.9%	-	-	88.9%	77.8%	-	-	-	-	-
	2013	15	36.6%	93.3%	92.9%	92.9%	-	-	85.7%	92.9%	-	-	-	-	-
	2014	9	19.1%	100.0%	100.0%	77.8%	88.9%	77.8%	100.0%	77.8%	88.9%	77.8%	77.8%	88.9%	100.0%
	2015	11	42.3%	100.0%	100.0%	90.9%	90.9%	100.0%	45.5%	81.8%	100.0%	81.8%	90.9%	72.7%	72.7%
	2016	13	35.1%	100.0%	100.0%	100.0%	100.0%	92.3%	61.5%	69.2%	92.3%	92.3%	92.3%	61.5%	75.0%
	Diff 2015 vs 2016				0.0%	0.0%	9.1%	9.1%	-7.7%	16.1%	-12.6%	-7.7%	10.5%	1.4%	-11.2%
History	2012	15	26.8%	80.0%	80.0%	86.7%	-	-	86.7%	86.7%	-	-	-	-	-
	2013	11	18.6%	63.6%	72.7%	90.9%	-	-	54.5%	45.5%	-	-	-	-	-
	2014	13	27.7%	84.6%	84.6%	69.2%	61.5%	61.5%	30.8%	66.7%	84.6%	69.2%	53.8%	69.2%	61.5%
	2015	39	67.2%	94.9%	89.7%	89.7%	87.2%	84.2%	53.8%	69.2%	89.7%	66.7%	76.9%	66.7%	63.2%
	2016	30	61.2%	96.7%	100.0%	96.7%	86.7%	90.0%	96.7%	86.2%	100.0%	76.7%	86.7%	93.3%	86.7%
	Diff 2015 vs 2016				1.8%	10.3%	6.9%	-0.5%	5.8%	42.8%	17.0%	10.3%	10.0%	9.7%	26.7%

Politics & International Relations Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	4	50.0%	50.0%	100.0%	75.0%	75.0%	75.0%	25.0%	25.0%	50.0%	25.0%	75.0%	100.0%	50.0%
	2016	9	47.4%	75.0%	100.0%	100.0%	100.0%	100.0%	25.0%	44.4%	87.5%	66.7%	100.0%	88.9%	88.9%
Diff 2015 vs 2016			25.0%	0.0%	25.0%	25.0%	25.0%	0.0%	19.4%	37.5%	41.7%	25.0%	-11.1%	38.9%	
Politics & International Relations On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	38	42.7%	97.4%	97.4%	92.1%	100.0%	92.1%	84.2%	84.2%	94.7%	73.7%	89.5%	84.2%	73.7%
	2016	37	50.7%	86.5%	83.8%	81.1%	75.7%	78.4%	62.2%	75.0%	91.9%	73.0%	78.4%	89.2%	70.3%
Diff 2015 vs 2016			-10.9%	-13.6%	-11.0%	-24.3%	-13.7%	-22.0%	-9.2%	-2.8%	-0.7%	-11.1%	5.0%	-3.4%	
Politics & International Relations	2012	13	16.9%	76.9%	69.2%	61.5%	-	-	46.2%	69.2%	-	-	-	-	-
	2013	29	30.5%	75.9%	82.1%	75.9%	-	-	62.1%	69.0%	-	-	-	-	-
	2014	29	37.7%	82.8%	82.8%	89.7%	89.7%	85.7%	65.5%	79.3%	86.2%	79.3%	79.3%	82.8%	72.4%
	2015	42	43.3%	92.9%	97.6%	90.5%	97.6%	90.5%	78.6%	78.6%	90.5%	69.0%	88.1%	85.7%	71.4%
	2016	46	50.0%	84.4%	86.7%	84.8%	80.4%	82.6%	55.6%	68.9%	91.1%	71.7%	82.6%	89.1%	73.9%
Diff 2015 vs 2016			-8.4%	-11.0%	-5.7%	-17.2%	-7.9%	-23.0%	-9.7%	0.6%	2.7%	-5.5%	3.4%	2.5%	
Film	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	6	60.0%	100.0%	100.0%	83.3%	83.3%	83.3%	66.7%	66.7%	100.0%	50.0%	66.7%	100.0%	50.0%
	2016	6	42.9%	83.3%	100.0%	83.3%	100.0%	83.3%	50.0%	66.7%	83.3%	66.7%	66.7%	100.0%	83.3%
Diff 2015 vs 2016			-16.7%	0.0%	0.0%	0.0%	16.7%	0.0%	-16.7%	0.0%	-16.7%	16.7%	0.0%	0.0%	33.3%
Languages	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	3	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	2016	2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Diff 2015 vs 2016			0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Linguistics	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	14	38.9%	100.0%	100.0%	85.7%	92.9%	78.6%	100.0%	85.7%	92.9%	76.9%	85.7%	92.9%	69.2%
	2016	10	43.8%	80.0%	80.0%	80.0%	80.0%	80.0%	70.0%	80.0%	90.0%	70.0%	80.0%	70.0%	50.0%
Diff 2015 vs 2016			-20.0%	-20.0%	-5.7%	-12.9%	1.4%	-30.0%	-5.7%	-2.9%	-6.9%	-5.7%	-22.9%	-19.2%	
SLLF	2012	11	37.9%	100.0%	100.0%	90.9%	-	-	63.6%	90.9%	-	-	-	-	-
	2013	9	29.0%	66.7%	66.7%	77.8%	-	-	66.7%	88.9%	-	-	-	-	-
	2014	12	29.3%	91.7%	91.7%	83.3%	91.7%	83.3%	66.7%	83.3%	100.0%	58.3%	75.0%	58.3%	81.8%
	2015	23	46.9%	100.0%	100.0%	87.0%	91.3%	82.6%	87.0%	82.6%	95.7%	72.7%	82.6%	95.7%	68.2%
	2016	18	46.2%	83.3%	88.9%	83.3%	88.9%	83.3%	66.7%	77.8%	88.9%	72.2%	77.8%	83.3%	66.7%
Diff 2015 vs 2016			-16.7%	-11.1%	-3.6%	-2.4%	0.7%	-20.3%	-4.8%	-6.8%	-0.5%	-4.8%	-12.3%	-1.5%	
HSS	2012	359	24%	79.1%	79.6%	79.5%	-	-	66.2%	71.5%	-	-	-	-	-
	2013	526	26%	71.9%	76.2%	75.9%	-	-	61.3%	64.7%	-	-	-	-	-
	2014	489	24%	81.6%	86.6%	81.4%	83.2%	78.3%	60.2%	66.9%	80.6%	64.3%	68.8%	73.5%	70.0%
	2015	774	31%	85.5%	89.7%	84.3%	85.6%	79.5%	62.6%	72.9%	85.0%	67.1%	76.6%	73.5%	68.4%
	2016	817	34%	87.2%	88.4%	86.1%	86.4%	86.3%	66.9%	73.5%	84.4%	65.8%	76.3%	72.4%	71.5%
Diff 2015 vs 2016			1.6%	-1.2%	1.8%	0.8%	6.7%	4.3%	0.6%	-0.6%	-1.4%	-0.3%	-1.1%	3.1%	

Risen by more than 5% compared to 2015 figures

Fallen by more than 5% compared to 2015 figures

			ASSESSMENT & FEEDBACK				DISSERTATION / MAJOR PROJECT				ORGANISATION & MANAGEMENT				
			6.1	6.2	6.3	6.4	10.1	10.2	10.3	10.4	12.1	12.2	12.3	12.4	12.5
PTES 2016: Humanities & Social Sciences	Year	No. of respondents	The criteria used in marking have been made clear in advance	Assessment arrangements and marking have been fair	Feedback on my work has been prompt	Feedback on my work (written or oral) has been useful	I understand the required standards for the dissertation / major project	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search etc)	My supervisor has the skills and subject knowledge to adequately support my dissertation	My supervisor provides helpful feedback on my progress.	The timetable fits well with my other commitments	Any changes in the course or teaching have been communicated effectively	The course is well organised and is running smoothly	I was given appropriate guidance and support when I started my course	I am encouraged to be involved in decisions about how my course is run
Business & Management	2012	50	64.0%	56.0%	34.7%	-	54.0%	-	72.0%	52.0%	65.3%	61.2%	60.4%	-	-
	2013	82	65.4%	54.3%	43.2%	-	61.0%	-	53.7%	32.1%	67.9%	67.9%	59.8%	-	-
	2014	88	56.8%	52.3%	39.8%	38.6%	59.3%	59.5%	75.3%	71.6%	73.9%	67.0%	57.5%	51.7%	43.0%
	2015	116	73.9%	58.8%	53.9%	59.6%	75.0%	56.0%	71.3%	61.2%	56.1%	71.1%	56.1%	66.1%	54.9%
	2016	111	77.3%	65.1%	50.5%	62.4%	80.0%	70.2%	78.6%	70.6%	72.7%	60.9%	68.5%	68.5%	53.7%
		Diff 2015 vs 2016		3.4%	6.4%	-3.5%	2.7%	5.0%	14.2%	7.3%	9.4%	16.6%	-10.1%	12.3%	2.4%
CCLS Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	34	61.8%	79.4%	45.5%	77.4%	83.3%	50.0%	88.9%	44.4%	69.7%	72.7%	85.3%	91.2%	46.9%
	2016	36	75.8%	75.0%	52.9%	79.4%	60.0%	44.4%	62.5%	66.7%	77.8%	74.3%	75.0%	61.1%	47.2%
		Diff 2014 vs 2015		-	-	-	-	-	-	-	-	-	-	-	-
CCLS On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	265	63.4%	62.6%	55.6%	59.4%	81.4%	66.5%	81.9%	71.8%	87.5%	80.5%	79.1%	79.0%	54.1%
	2016	324	70.6%	68.7%	60.0%	64.9%	82.9%	70.3%	80.9%	75.0%	82.0%	80.2%	82.7%	75.8%	59.7%
		Diff 2014 vs 2015		-	-	-	-	-	-	-	-	-	-	-	-
CCLS	2012	174	58.0%	51.1%	52.3%	-	82.1%	-	76.8%	57.3%	80.7%	74.7%	80.1%	-	-
	2013	255	64.2%	60.9%	54.5%	-	74.2%	-	72.7%	51.4%	72.1%	69.0%	72.8%	-	-
	2014	212	68.3%	64.9%	50.3%	62.4%	85.0%	64.1%	81.4%	71.1%	81.3%	84.2%	82.5%	75.1%	50.3%
	2015	299	63.2%	64.9%	54.3%	61.6%	81.5%	65.8%	82.2%	70.7%	85.5%	79.6%	79.8%	80.4%	53.3%
	2016	360	71.1%	69.4%	59.2%	66.5%	82.2%	69.4%	80.4%	74.8%	81.6%	79.6%	81.9%	74.3%	58.5%
		Diff 2014 vs 2015		-5.1%	0.0%	4.0%	-0.9%	-3.5%	1.7%	0.8%	-0.4%	4.2%	-4.6%	-2.7%	5.3%
Economics & Finance	2012	73	65.8%	56.2%	51.4%	-	66.7%	-	74.6%	56.3%	57.5%	65.8%	72.2%	-	-
	2013	98	75.3%	72.2%	63.7%	-	73.2%	-	75.0%	62.5%	67.3%	82.3%	78.6%	-	-
	2014	103	77.7%	68.6%	59.4%	60.4%	83.3%	66.3%	68.4%	60.6%	77.2%	86.0%	87.3%	79.4%	63.4%
	2015	216	73.1%	67.9%	62.6%	59.0%	76.4%	55.0%	64.8%	51.9%	73.0%	84.3%	81.5%	79.5%	60.0%
	2016	206	70.9%	64.6%	55.4%	52.7%	79.6%	64.6%	72.6%	68.1%	80.6%	85.9%	80.1%	82.0%	66.3%
		Diff 2014 vs 2015		-2.3%	-3.3%	-7.2%	-6.3%	3.2%	9.6%	7.8%	16.2%	7.6%	1.7%	-1.4%	2.4%
Drama	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	8	50.0%	62.5%	57.1%	75.0%	75.0%	71.4%	62.5%	100.0%	100.0%	100.0%	62.5%	50.0%	71.4%
	2016	10	70.0%	90.0%	60.0%	90.0%	88.9%	100.0%	100.0%	100.0%	100.0%	77.8%	90.0%	80.0%	50.0%
		Diff 2015 vs 2016		20.0%	27.5%	2.9%	15.0%	13.9%	28.6%	37.5%	0.0%	0.0%	-22.2%	27.5%	30.0%
English	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	20	70.0%	75.0%	44.4%	90.0%	69.2%	58.3%	25.0%	33.3%	90.0%	75.0%	90.0%	75.0%	60.0%
	2016	23	60.9%	78.3%	63.6%	81.8%	86.4%	63.2%	87.5%	72.7%	91.3%	90.0%	91.3%	78.3%	60.9%
		Diff 2015 vs 2016		-9.1%	3.3%	19.2%	-8.2%	17.1%	4.8%	62.5%	39.4%	1.3%	15.0%	1.3%	3.3%
English & Drama	2012	14	92.3%	100.0%	83.3%	-	92.3%	-	53.8%	38.5%	92.3%	76.9%	84.6%	-	-
	2013	27	66.7%	76.9%	44.4%	-	63.0%	-	74.1%	33.3%	88.5%	80.8%	88.9%	-	-
	2014	23	77.3%	82.6%	50.0%	82.6%	68.2%	77.8%	87.5%	100.0%	95.7%	82.6%	87.0%	76.2%	56.5%
	2015	28	64.3%	71.4%	42.9%	85.7%	71.4%	63.2%	76.9%	60.0%	92.9%	81.5%	82.1%	67.9%	63.0%
	2016	33	63.6%	81.8%	62.5%	84.4%	87.1%	73.1%	91.3%	81.3%	93.9%	86.2%	90.9%	78.8%	57.6%
		Diff 2015 vs 2016		-0.6%	10.4%	19.6%	-1.3%	15.7%	9.9%	14.4%	21.3%	1.1%	4.7%	8.8%	10.9%
Geography	2012	9	66.7%	66.7%	55.6%	-	100.0%	-	75.0%	62.5%	88.9%	100.0%	77.8%	-	-
	2013	15	80.0%	93.3%	33.3%	-	80.0%	-	80.0%	66.7%	85.7%	78.6%	73.3%	-	-
	2014	9	100.0%	100.0%	33.3%	88.9%	100.0%	77.8%	77.8%	100.0%	100.0%	100.0%	88.9%	88.9%	77.8%
	2015	11	90.9%	100.0%	45.5%	63.6%	100.0%	100.0%	100.0%	100.0%	45.5%	100.0%	90.9%	81.8%	72.7%
	2016	13	92.3%	92.3%	53.8%	76.9%	100.0%	90.9%	90.9%	100.0%	84.6%	100.0%	92.3%	84.6%	58.3%
		Diff 2015 vs 2016		1.4%	-7.7%	8.4%	13.3%	0.0%	-9.1%	-9.1%	0.0%	39.2%	0.0%	1.4%	2.8%
History	2012	15	73.3%	80.0%	80.0%	-	85.7%	-	78.6%	57.1%	93.3%	66.7%	80.0%	-	-
	2013	11	45.5%	63.6%	63.6%	-	54.5%	-	27.3%	18.2%	80.0%	20.0%	54.5%	-	-
	2014	13	75.0%	66.7%	58.3%	66.7%	77.8%	83.3%	85.7%	80.0%	83.3%	84.6%	69.2%	53.8%	30.8%
	2015	39	76.9%	87.2%	63.2%	71.1%	81.8%	69.0%	80.0%	63.2%	94.9%	84.2%	76.9%	66.7%	61.5%
	2016	30	86.7%	83.3%	73.3%	86.7%	82.8%	88.5%	88.5%	91.7%	96.7%	93.3%	93.3%	80.0%	69.0%
		Diff 2015 vs 2016		9.7%	-3.8%	10.2%	15.6%	0.9%	19.5%	8.9%	28.5%	1.8%	9.1%	16.4%	13.3%

Politics & International Relations Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	4	25.0%	75.0%	0.0%	75.0%	66.7%	0.0%	100.0%	0.0%	100.0%	50.0%	50.0%	0.0%	25.0%
	2016	9	66.7%	77.8%	44.4%	77.8%	75.0%	100.0%	100.0%	100.0%	88.9%	50.0%	77.8%	55.6%	28.6%
	Diff 2015 vs 2016		41.7%	2.8%	44.4%	2.8%	8.3%	100.0%	0.0%	100.0%	-11.1%	0.0%	27.8%	55.6%	3.6%
Politics & International Relations On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	38	78.9%	81.6%	76.3%	76.3%	90.6%	74.1%	73.9%	73.7%	92.1%	89.5%	89.5%	83.8%	75.7%
	2016	37	75.7%	64.9%	64.9%	83.8%	77.8%	65.6%	67.7%	63.0%	83.8%	80.6%	83.8%	67.6%	54.1%
	Diff 2015 vs 2016		-3.3%	-16.7%	-11.5%	7.5%	-12.8%	-8.4%	-6.2%	-10.7%	-8.3%	-8.9%	-5.7%	-16.2%	-21.6%
Politics & International Relations	2012	13	38.5%	38.5%	30.8%	-	30.8%	-	30.8%	25.0%	69.2%	69.2%	46.2%	-	-
	2013	29	65.5%	69.0%	67.9%	-	75.0%	-	53.6%	32.1%	89.7%	75.0%	89.7%	-	-
	2014	29	86.2%	72.4%	65.5%	69.0%	76.0%	72.7%	90.0%	73.7%	85.7%	79.3%	79.3%	64.3%	55.2%
	2015	42	73.8%	81.0%	69.0%	76.2%	88.6%	71.4%	75.0%	70.0%	92.9%	85.7%	85.7%	75.6%	70.7%
	2016	46	73.9%	67.4%	60.9%	82.6%	77.5%	67.6%	69.7%	64.3%	84.8%	75.0%	82.6%	65.2%	50.0%
	Diff 2015 vs 2016		0.1%	-13.6%	-8.2%	6.4%	-11.1%	-3.8%	-5.3%	-5.7%	-8.1%	-10.7%	-3.1%	-10.4%	-20.7%
Film	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	6	66.7%	66.7%	33.3%	66.7%	66.7%	50.0%	66.7%	33.3%	83.3%	66.7%	33.3%	33.3%	40.0%
	2016	6	100.0%	66.7%	16.7%	83.3%	50.0%	50.0%	50.0%	50.0%	66.7%	50.0%	16.7%	50.0%	33.3%
	Diff 2015 vs 2016		33.3%	0.0%	-16.7%	16.7%	-16.7%	0.0%	-16.7%	16.7%	-16.7%	-16.7%	-16.7%	16.7%	-6.7%
Languages	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	3	33.3%	66.7%	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	2016	2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Diff 2015 vs 2016		66.7%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Linguistics	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2015	14	85.7%	92.9%	71.4%	92.9%	92.9%	85.7%	88.9%	64.3%	85.7%	100.0%	100.0%	78.6%	35.7%
	2016	10	80.0%	70.0%	50.0%	70.0%	70.0%	50.0%	75.0%	57.1%	66.7%	90.0%	70.0%	80.0%	40.0%
	Diff 2015 vs 2016		-5.7%	-22.9%	-21.4%	-22.9%	-22.9%	-35.7%	-13.9%	-7.1%	-19.0%	-10.0%	-30.0%	1.4%	4.3%
SLLF	2012	11	54.5%	72.7%	72.7%	-	72.7%	-	60.0%	50.0%	81.8%	81.8%	81.8%	-	-
	2013	9	44.4%	77.8%	44.4%	-	25.0%	-	50.0%	25.0%	66.7%	77.8%	66.7%	-	-
	2014	12	75.0%	83.3%	25.0%	58.3%	54.5%	40.0%	42.9%	50.0%	83.3%	50.0%	75.0%	58.3%	58.3%
	2015	23	73.9%	82.6%	60.9%	82.6%	90.9%	90.0%	86.7%	93.3%	87.0%	91.3%	82.6%	69.6%	45.5%
	2016	18	88.9%	72.2%	44.4%	77.8%	64.7%	52.9%	69.2%	58.3%	70.6%	77.8%	55.6%	72.2%	44.4%
	Diff 2015 vs 2016		15.0%	-10.4%	-16.4%	-4.8%	-26.2%	-37.1%	-17.4%	-35.0%	-16.4%	-13.5%	-27.1%	2.7%	-1.0%
HSS	2012	359	61.7%	56.4%	51.8%	-	73.2%	-	72.4%	54.3%	74.6%	71.4%	74.7%	-	-
	2013	526	66.4%	64.9%	53.9%	-	74.4%	-	78.0%	64.3%	72.8%	71.7%	73.1%	-	-
	2014	489	70.6%	66.0%	50.5%	59.3%	77.9%	64.7%	77.6%	70.7%	80.5%	80.5%	78.6%	70.4%	52.5%
	2015	774	69.7%	68.3%	57.6%	63.5%	79.5%	62.5%	74.8%	63.6%	78.3%	80.9%	77.3%	76.3%	57.2%
	2016	817	73.1%	68.9%	57.3%	65.2%	81.0%	69.0%	78.2%	72.9%	81.2%	79.5%	80.0%	75.4%	59.4%
	Diff 2015 vs 2016		3.4%	0.5%	-0.3%	1.7%	1.5%	6.5%	3.4%	9.2%	2.9%	-1.4%	2.8%	-0.9%	2.2%

Risen by more than 5% compared

Fallen by more than 5% compared

			RESOURCES & SERVICES				SKILLS DEVELOPMENT						OVERALL EXPERIENCE
			14.1	14.2	14.3	14.4	16.1	16.2	16.3	16.4	16.5	16.6	18.1
PTES 2016: Humanities & Social Sciences	Year	No. of respondents	The library resources and services are good enough for my needs (including physical and online)	I have been able to access general IT resources (including physical and online) when I needed to	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	As a result of the course I am more confident about independent learning	My confidence to be innovative or creative has developed during my course	My research skills have developed during my course	My ability to communicate information effectively to diverse audiences has developed during my course	I have been encouraged to think about what skills I need to develop for my career	As a result of the course I feel better prepared for my future career	Overall, I am satisfied with the quality of the course The scale changed in 2014 moving from -3 to +3 to 1-5
Business & Management	2012	50	72.0%	70.8%	44.0%	-	72.0%	-	76.0%	-	-	-	-
	2013	82	56.1%	70.0%	47.2%	-	65.9%	-	74.1%	-	-	-	-
	2014	88	71.6%	78.8%	84.1%	66.3%	75.0%	61.4%	84.1%	66.7%	52.3%	54.0%	60.5%
	2015	116	67.0%	77.0%	74.8%	67.0%	73.7%	65.5%	74.1%	71.1%	63.5%	65.2%	64.9%
	2016	111	80.9%	80.7%	80.4%	78.9%	78.2%	64.5%	79.8%	67.6%	64.8%	69.4%	71.3%
	Diff 2015 vs 2016			14.0%	3.7%	5.6%	11.9%	4.5%	-0.9%	5.7%	-3.5%	1.3%	4.2%
CCLS Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	34	67.7%	65.6%	56.0%	52.2%	88.2%	79.4%	85.3%	69.7%	67.7%	87.1%	91.2%
	2016	36	77.1%	76.5%	75.9%	46.4%	83.3%	75.0%	72.2%	69.4%	66.7%	75.0%	91.7%
	Diff 2014 vs 2015			-	-	-	-	-	-	-	-	-	-
CCLS On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	265	68.8%	79.8%	79.0%	73.6%	75.2%	62.2%	74.4%	63.5%	69.2%	76.1%	83.8%
	2016	324	79.8%	86.8%	82.9%	77.4%	74.5%	67.1%	74.0%	66.1%	73.5%	76.9%	87.0%
	Diff 2014 vs 2015			-	-	-	-	-	-	-	-	-	-
CCLS	2012	174	75.4%	80.0%	44.6%	-	71.5%	-	76.2%	-	-	-	-
	2013	255	67.9%	77.0%	63.8%	-	79.0%	-	74.0%	-	-	-	-
	2014	212	76.0%	82.0%	80.3%	72.0%	73.7%	68.1%	72.2%	60.9%	68.5%	79.5%	83.1%
	2015	299	68.7%	78.3%	76.9%	71.8%	76.7%	64.2%	75.7%	64.2%	69.1%	77.3%	84.6%
	2016	360	79.6%	85.8%	82.3%	74.9%	75.4%	67.9%	73.8%	66.5%	72.8%	76.7%	87.5%
	Diff 2014 vs 2015			-7.2%	-3.7%	-3.4%	-0.2%	3.0%	-3.9%	3.5%	3.3%	0.6%	-2.2%
Economics & Finance	2012	73	74.0%	75.0%	64.4%	-	75.3%	-	76.7%	-	-	-	-
	2013	98	81.1%	81.9%	79.3%	-	84.5%	-	79.2%	-	-	-	-
	2014	103	89.2%	90.1%	92.2%	83.3%	88.0%	72.0%	78.6%	66.3%	78.8%	80.2%	84.0%
	2015	216	87.5%	88.0%	88.9%	86.5%	82.3%	71.2%	80.9%	70.4%	77.2%	81.3%	82.4%
	2016	206	78.3%	84.3%	88.6%	80.6%	83.4%	72.7%	80.6%	70.6%	79.1%	81.6%	84.5%
	Diff 2014 vs 2015			-9.2%	-3.6%	-0.3%	-5.9%	1.1%	1.5%	-2.4%	0.2%	1.9%	0.2%
Drama	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	8	57.1%	87.5%	83.3%	33.3%	75.0%	75.0%	50.0%	28.6%	37.5%	50.0%	75.0%
	2016	10	40.0%	60.0%	62.5%	40.0%	70.0%	70.0%	70.0%	50.0%	60.0%	60.0%	80.0%
	Diff 2015 vs 2016			-17.1%	-27.5%	-20.8%	6.7%	-5.0%	-5.0%	20.0%	21.4%	22.5%	10.0%
English	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	20	60.0%	66.7%	61.1%	63.2%	80.0%	75.0%	90.0%	70.0%	30.0%	40.0%	90.0%
	2016	23	63.6%	77.3%	83.3%	76.2%	95.7%	69.6%	87.0%	60.9%	50.0%	50.0%	100.0%
	Diff 2015 vs 2016			3.6%	10.6%	22.2%	13.0%	15.7%	-5.4%	-3.0%	-9.1%	20.0%	10.0%
English & Drama	2012	14	53.8%	53.8%	38.5%	-	91.7%	-	92.3%	-	-	-	-
	2013	27	48.1%	76.0%	70.0%	-	77.8%	-	88.9%	-	-	-	-
	2014	23	52.2%	65.2%	63.2%	84.2%	91.3%	87.0%	95.5%	65.2%	54.5%	57.1%	91.3%
	2015	28	59.3%	73.1%	66.7%	56.0%	78.6%	75.0%	78.6%	59.3%	32.1%	42.9%	85.7%
	2016	33	56.3%	71.9%	76.9%	64.5%	87.9%	69.7%	81.8%	57.6%	53.1%	53.1%	93.9%
	Diff 2015 vs 2016			-3.0%	-1.2%	10.3%	8.5%	9.3%	-5.3%	3.2%	-1.7%	21.0%	10.3%
Geography	2012	9	77.8%	88.9%	77.8%	-	100.0%	-	88.9%	-	-	-	-
	2013	15	60.0%	73.3%	66.7%	-	80.0%	-	92.9%	-	-	-	-
	2014	9	55.6%	62.5%	62.5%	88.9%	77.8%	77.8%	77.8%	66.7%	25.0%	66.7%	88.9%
	2015	11	90.9%	63.6%	88.9%	72.7%	100.0%	63.6%	90.9%	70.0%	63.6%	63.6%	100.0%
	2016	13	76.9%	69.2%	83.3%	75.0%	91.7%	90.9%	92.3%	83.3%	75.0%	76.9%	92.3%
	Diff 2015 vs 2016			-14.0%	5.6%	-5.6%	2.3%	-8.3%	27.3%	1.4%	13.3%	11.4%	13.3%
History	2012	15	46.7%	46.7%	33.3%	-	86.7%	-	93.3%	-	-	-	-
	2013	11	36.4%	63.6%	25.0%	-	54.5%	-	81.8%	-	-	-	-
	2014	13	41.7%	25.0%	54.5%	80.0%	53.8%	46.2%	46.2%	46.2%	53.8%	41.7%	53.8%
	2015	39	56.4%	61.5%	62.9%	69.4%	76.9%	59.0%	78.9%	56.4%	47.4%	62.2%	84.6%
	2016	30	53.3%	73.3%	67.9%	92.6%	93.3%	80.0%	92.0%	69.0%	55.2%	55.2%	93.3%
	Diff 2015 vs 2016			-3.1%	11.8%	5.0%	23.1%	16.4%	21.0%	11.1%	12.6%	7.8%	-7.0%

Politics & International Relations Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	4	75.0%	75.0%	50.0%	100.0%	75.0%	75.0%	75.0%	75.0%	50.0%	75.0%	75.0%
	2016	9	77.8%	87.5%	71.4%	85.7%	100.0%	66.7%	88.9%	55.6%	50.0%	75.0%	100.0%
	Diff 2015 vs 2016		2.8%	12.5%	21.4%	-14.3%	25.0%	-8.3%	13.9%	-19.4%	0.0%	0.0%	25.0%
Politics & International Relations On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	38	57.9%	68.4%	77.8%	64.9%	94.7%	81.6%	89.5%	86.8%	63.2%	81.6%	86.8%
	2016	37	48.6%	63.9%	42.4%	64.9%	86.5%	62.2%	75.7%	50.0%	51.4%	62.2%	81.1%
	Diff 2015 vs 2016		-9.2%	-4.5%	-35.4%	0.0%	-8.3%	-19.4%	-13.8%	-36.8%	-11.8%	-19.4%	-5.8%
Politics & International Relations	2012	13	30.8%	53.8%	30.8%	-	61.5%	-	61.5%	-	-	-	-
	2013	29	58.6%	82.8%	57.1%	-	93.1%	-	96.6%	-	-	-	-
	2014	29	66.7%	81.5%	84.0%	79.2%	82.1%	67.9%	85.7%	71.4%	71.4%	75.0%	86.2%
	2015	42	59.5%	69.0%	75.0%	68.3%	92.9%	81.0%	88.1%	85.7%	61.9%	81.0%	85.7%
	2016	46	54.3%	68.2%	47.5%	68.2%	89.1%	63.0%	78.3%	51.1%	51.1%	64.4%	84.8%
	Diff 2015 vs 2016		-5.2%	-0.9%	-27.5%	-0.1%	-3.7%	-17.9%	-9.8%	-34.6%	-10.8%	-16.5%	-0.9%
Film	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	6	83.3%	100.0%	83.3%	33.3%	66.7%	66.7%	83.3%	50.0%	83.3%	50.0%	83.3%
	2016	6	83.3%	80.0%	83.3%	66.7%	66.7%	50.0%	66.7%	33.3%	20.0%	40.0%	66.7%
	Diff 2015 vs 2016		0.0%	-20.0%	0.0%	33.3%	0.0%	-16.7%	-16.7%	-16.7%	-63.3%	-10.0%	-16.7%
Languages	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	3	33.3%	66.7%	100.0%	33.3%	100.0%	66.7%	100.0%	100.0%	66.7%	100.0%	100.0%
	2016	2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Diff 2015 vs 2016		66.7%	33.3%	0.0%	66.7%	0.0%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%
Linguistics	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	-	-	-	-	-	-	-	-	-	-	-	-
	2015	14	7.1%	50.0%	41.7%	71.4%	78.6%	57.1%	85.7%	57.1%	78.6%	85.7%	85.7%
	2016	10	70.0%	90.0%	87.5%	60.0%	70.0%	60.0%	70.0%	60.0%	50.0%	60.0%	70.0%
	Diff 2015 vs 2016		62.9%	40.0%	45.8%	-11.4%	-8.6%	2.9%	-15.7%	2.9%	-28.6%	-25.7%	-15.7%
SLLF	2012	11	72.7%	81.8%	54.5%	-	72.7%	-	90.9%	-	-	-	-
	2013	9	77.8%	66.7%	71.4%	-	77.8%	-	77.8%	-	-	-	-
	2014	12	58.3%	91.7%	72.7%	75.0%	66.7%	91.7%	100.0%	58.3%	50.0%	58.3%	75.0%
	2015	23	30.4%	65.2%	61.9%	56.5%	78.3%	60.9%	87.0%	60.9%	78.3%	78.3%	87.0%
	2016	18	77.8%	88.2%	87.5%	66.7%	72.2%	61.1%	72.2%	55.6%	47.1%	58.8%	72.2%
	Diff 2015 vs 2016		47.3%	23.0%	25.6%	10.1%	-6.0%	0.2%	-14.7%	-5.3%	-31.2%	-19.4%	-14.7%
HSS	2012	359	71.0%	74.6%	48.6%	-	74.1%	-	77.8%	-	-	-	-
	2013	526	66.1%	76.5%	63.8%	-	78.2%	-	77.8%	-	-	-	-
	2014	489	74.6%	80.8%	82.1%	74.9%	77.6%	68.8%	77.7%	63.6%	65.6%	72.0%	78.9%
	2015	774	71.5%	78.7%	78.7%	74.0%	79.2%	67.3%	78.4%	67.5%	67.9%	74.6%	81.5%
	2016	817	76.0%	82.5%	81.3%	76.5%	79.9%	69.1%	77.3%	66.5%	70.2%	74.2%	84.6%
	Diff 2015 vs 2016		4.6%	3.8%	2.6%	2.5%	0.7%	1.8%	-1.2%	-1.0%	2.3%	-0.4%	3.2%

Risen by more than 5% compared

Fallen by more than 5% compared

				TEACHING & LEARNING							ENGAGEMENT				
				2.1	2.2	2.3	2.4	2.5	2.6	2.7	4.1	4.2	4.3	4.4	4.5
PTES 2016: Science & Engineering	Year	No. of respondents	Response Rate	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 (face to face and/or virtual/online) between staff and students to support effective learning	I am happy with the teaching support I received from staff on my course	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	My course has challenged me to produce my best work	The workload on my course has been manageable	I have appropriate opportunities to give feedback on my experience
EECS	2012	49	32.7%	73.5%	69.4%	75.5%	-	-	61.2%	69.4%	-	-	-	-	-
	2013	54	26.5%	70.4%	64.8%	74.1%	-	-	46.3%	59.3%	-	-	-	-	-
	2014	54	10.2%	72.2%	79.6%	83.3%	85.2%	72.2%	63.0%	61.1%	84.0%	66.7%	81.1%	51.9%	73.1%
	2015	49	35.3%	73.5%	79.6%	65.3%	79.6%	67.3%	54.2%	58.3%	70.8%	60.4%	64.6%	60.4%	64.6%
	2016	77	53.5%	81.6%	85.5%	73.7%	81.6%	80.0%	60.5%	67.1%	79.2%	76.3%	78.9%	59.5%	76.3%
	Diff 2015 vs 2016		18.2%	8.1%	5.9%	8.4%	2.0%	12.7%	6.4%	8.8%	8.4%	15.9%	14.4%	-1.0%	11.7%
Mathematical Sciences	2012	3	30.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-
	2013	10	33.3%	50.0%	70.0%	30.0%	-	-	60.0%	50.0%	-	-	-	-	-
	2014	5	36.4%	40.0%	40.0%	60.0%	60.0%	60.0%	60.0%	40.0%	40.0%	40.0%	40.0%	40.0%	20.0%
	2015	21	52.5%	71.4%	71.4%	71.4%	76.2%	65.0%	47.6%	61.9%	60.0%	52.4%	66.7%	57.1%	52.4%
	2016	31	62.0%	93.5%	90.3%	90.3%	100.0%	93.5%	80.6%	96.8%	90.3%	74.2%	96.8%	77.4%	80.6%
	Diff 2015 vs 2016		9.5%	22.1%	18.9%	18.9%	23.8%	28.5%	33.0%	34.9%	30.3%	21.8%	30.1%	20.3%	28.3%
Physics and Astronomy	2012	11	35.5%	81.8%	81.8%	72.7%	-	-	63.6%	63.6%	-	-	-	-	-
	2013	14	38.9%	78.6%	85.7%	92.9%	-	-	53.8%	64.3%	-	-	-	-	-
	2014	12	33.3%	75.0%	75.0%	100.0%	100.0%	100.0%	66.7%	58.3%	75.0%	66.7%	90.9%	50.0%	66.7%
	2015	14	51.9%	85.7%	78.6%	92.9%	85.7%	92.9%	64.3%	78.6%	85.7%	71.4%	78.6%	57.1%	78.6%
	2016	9	50.0%	77.8%	88.9%	77.8%	88.9%	77.8%	77.8%	77.8%	100.0%	66.7%	66.7%	44.4%	77.8%
	Diff 2015 vs 2016		-1.9%	-7.9%	10.3%	-15.1%	3.2%	-15.1%	13.5%	-0.8%	14.3%	-4.8%	-11.9%	-12.7%	-0.8%
SBCE	2012	7	31.8%	85.7%	100.0%	100.0%	-	-	85.7%	85.7%	-	-	-	-	-
	2013	6	30.0%	83.3%	66.7%	100.0%	-	-	33.3%	83.3%	-	-	-	-	-
	2014	4	17.4%	100.0%	100.0%	100.0%	100.0%	66.7%	25.0%	75.0%	75.0%	100.0%	100.0%	75.0%	100.0%
	2015	20	52.6%	90.0%	100.0%	80.0%	85.0%	65.0%	75.0%	80.0%	100.0%	90.0%	90.0%	85.0%	85.0%
	2016	19	44.2%	84.2%	94.7%	94.7%	100.0%	88.9%	94.7%	89.5%	89.5%	94.7%	100.0%	89.5%	84.2%
	Diff 2015 vs 2016		-8.4%	-5.8%	-5.3%	14.7%	15.0%	23.9%	-1.3%	9.5%	-10.5%	4.7%	10.0%	4.5%	-0.8%
SEMS	2012	22	40.0%	81.0%	66.7%	85.7%	-	-	57.1%	71.4%	-	-	-	-	-
	2013	33	35.1%	75.8%	87.9%	78.8%	-	-	63.6%	66.7%	-	-	-	-	-
	2014	15	27.4%	80.0%	86.7%	66.7%	80.0%	66.7%	46.7%	60.0%	80.0%	53.3%	66.7%	92.9%	53.3%
	2015	28	45.9%	64.3%	67.9%	60.7%	57.1%	46.4%	53.6%	53.6%	60.7%	64.3%	67.9%	50.0%	42.9%
	2016	21	40.4%	76.2%	71.4%	81.0%	85.7%	61.9%	66.7%	71.4%	76.2%	66.7%	85.7%	38.1%	66.7%
	Diff 2015 vs 2016		-5.5%	11.9%	3.6%	20.2%	28.6%	15.5%	13.1%	17.9%	15.5%	2.4%	17.9%	-11.9%	23.8%
S&E	2012	92	34%	78.0%	73.6%	80.2%	-	-	63.7%	71.4%	-	-	-	-	-
	2013	117	30%	71.8%	74.4%	75.2%	-	-	52.6%	62.4%	-	-	-	-	-
	2014	90	28%	73.3%	78.9%	82.2%	85.4%	73.9%	58.9%	60.0%	79.1%	63.9%	78.4%	58.6%	67.0%
	2015	132	43%	75.0%	78.8%	70.5%	75.8%	64.9%	57.3%	63.4%	73.1%	65.6%	71.0%	61.1%	62.6%
	2016	157	51%	83.3%	85.9%	80.8%	88.5%	81.2%	67.9%	76.9%	83.4%	76.3%	85.3%	63.0%	76.9%
	Diff 2015 vs 2016		7.9%	8.3%	7.1%	10.3%	12.7%	16.3%	10.7%	13.6%	10.4%	10.6%	14.3%	1.9%	14.3%

Key

Risen by more than 5% compared to 2015 figures

Fallen by more than 5% compared to 2015 figures

			ASSESSMENT & FEEDBACK				DISSERTATION / MAJOR PROJECT				ORGANISATION & MANAGEMENT				
			6.1	6.2	6.3	6.4	10.1	10.2	10.3	10.4	12.1	12.2	12.3	12.4	12.5
PTES 2016: Science & Engineering	Year	No. of respondents	The criteria used in marking have been made clear in advance	Assessment arrangements and marking have been fair	Feedback on my work has been prompt	Feedback on my work (written or oral) has been useful	I understand the required standards for the dissertation / major project	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	My supervisor has the skills and subject knowledge to adequately support my dissertation	My supervisor provides helpful feedback on my progress.	The timetable fits well with my other commitments	Any changes in the course or teaching have been communicated effectively	The course is well organised and is running smoothly	I was given appropriate guidance and support when I started my course	I am encouraged to be involved in decisions about how my course is run
EECS	2012	49	77.6%	59.2%	51.1%	-	63.4%	-	80.5%	65.9%	63.3%	65.3%	71.4%	-	-
	2013	54	61.1%	58.5%	53.7%	-	60.9%	-	68.9%	56.8%	55.6%	63.0%	59.3%	-	-
	2014	54	67.3%	71.2%	51.9%	54.9%	62.5%	67.4%	85.1%	81.8%	63.0%	68.6%	58.5%	57.7%	55.8%
	2015	49	69.4%	60.4%	46.9%	57.1%	56.4%	50.0%	77.5%	56.8%	63.8%	70.8%	77.6%	67.3%	39.6%
	2016	77	77.6%	72.0%	52.6%	60.5%	74.6%	68.9%	86.9%	83.1%	61.8%	69.7%	60.5%	59.2%	52.0%
	Diff 2015 vs 2016		8.2%	11.6%	5.7%	3.4%	18.2%	18.9%	9.4%	26.3%	-2.0%	-1.1%	-17.0%	-8.1%	12.4%
Mathematical Sciences	2012	3	66.7%	100.0%	100.0%	-	100.0%	-	100.0%	66.7%	100.0%	100.0%	100.0%	-	-
	2013	10	50.0%	40.0%	70.0%	-	50.0%	-	80.0%	30.0%	60.0%	60.0%	70.0%	-	-
	2014	5	40.0%	50.0%	60.0%	60.0%	75.0%	33.3%	33.3%	33.3%	40.0%	60.0%	60.0%	20.0%	40.0%
	2015	21	80.0%	66.7%	57.1%	65.0%	64.7%	76.5%	93.8%	84.6%	90.0%	85.0%	75.0%	57.1%	47.6%
	2016	31	77.4%	74.2%	67.7%	67.7%	82.1%	82.1%	88.9%	84.0%	67.7%	87.1%	87.1%	93.5%	77.4%
	Diff 2015 vs 2016		-2.6%	7.5%	10.6%	2.7%	17.4%	5.7%	-4.9%	-0.6%	-22.3%	2.1%	12.1%	36.4%	29.8%
Physics and Astronomy	2012	11	72.7%	63.6%	72.7%	-	66.7%	-	55.6%	55.6%	81.8%	100.0%	90.9%	-	-
	2013	14	78.6%	72.7%	63.6%	-	70.0%	-	70.0%	60.0%	100.0%	92.3%	92.9%	-	-
	2014	12	75.0%	66.7%	66.7%	100.0%	80.0%	100.0%	100.0%	100.0%	91.7%	83.3%	100.0%	83.3%	33.3%
	2015	14	85.7%	78.6%	50.0%	69.2%	83.3%	72.7%	100.0%	100.0%	85.7%	71.4%	85.7%	78.6%	78.6%
	2016	9	66.7%	87.5%	75.0%	50.0%	100.0%	66.7%	100.0%	80.0%	100.0%	88.9%	80.0%	66.7%	66.7%
	Diff 2015 vs 2016		-19.0%	8.9%	25.0%	-19.2%	16.7%	-6.1%	0.0%	-20.0%	14.3%	17.5%	-19.0%	-11.9%	-11.9%
SBCS	2012	7	57.1%	71.4%	42.9%	-	85.7%	-	100.0%	100.0%	57.1%	71.4%	71.4%	-	-
	2013	6	50.0%	33.3%	0.0%	-	100.0%	-	100.0%	50.0%	66.7%	50.0%	33.3%	-	-
	2014	4	50.0%	100.0%	66.7%	66.7%	100.0%	75.0%	75.0%	75.0%	100.0%	75.0%	100.0%	50.0%	50.0%
	2015	20	60.0%	84.2%	47.4%	78.9%	68.4%	73.7%	89.5%	73.7%	70.0%	55.6%	65.0%	89.5%	68.4%
	2016	19	52.6%	84.2%	57.9%	63.2%	70.6%	76.5%	100.0%	93.8%	73.7%	73.7%	63.2%	78.9%	84.2%
	Diff 2015 vs 2016		-7.4%	0.0%	10.5%	-15.8%	2.2%	2.8%	10.5%	20.1%	3.7%	18.1%	-1.8%	-10.5%	15.8%
SEMS	2012	22	76.2%	66.7%	52.4%	-	70.0%	-	85.0%	65.0%	75.0%	76.2%	85.7%	-	-
	2013	33	63.6%	54.5%	33.3%	-	63.6%	-	87.9%	69.7%	66.7%	63.6%	63.6%	-	-
	2014	15	57.1%	64.3%	33.3%	53.3%	64.3%	71.4%	92.9%	78.6%	78.6%	50.0%	66.7%	60.0%	53.8%
	2015	28	57.1%	57.1%	39.3%	35.7%	60.0%	52.0%	84.0%	57.1%	53.6%	51.9%	44.4%	37.0%	25.9%
	2016	21	76.2%	66.7%	42.9%	38.1%	85.0%	80.0%	95.0%	90.0%	61.9%	81.0%	61.9%	61.9%	42.9%
	Diff 2015 vs 2016		19.0%	9.5%	3.6%	2.4%	25.0%	28.0%	11.0%	32.9%	8.3%	29.1%	17.5%	24.9%	16.9%
S&E	2012	92	74.7%	63.7%	55.1%	-	68.8%	-	81.3%	67.5%	68.9%	73.6%	77.8%	-	-
	2013	117	62.4%	55.8%	47.4%	-	70.5%	-	86.2%	73.2%	65.0%	65.5%	64.1%	-	-
	2014	90	64.4%	69.4%	51.7%	61.6%	66.7%	69.4%	84.9%	80.0%	69.7%	67.4%	67.4%	59.1%	51.2%
	2015	132	68.7%	66.2%	47.3%	58.1%	63.4%	60.7%	85.7%	68.3%	69.0%	66.9%	69.2%	63.8%	46.5%
	2016	157	73.7%	74.0%	56.1%	58.7%	78.2%	74.2%	90.8%	85.6%	66.7%	76.3%	66.7%	69.2%	60.6%
	Diff 2015 vs 2016		5.0%	7.9%	8.8%	0.6%	14.8%	13.5%	5.1%	17.3%	-2.3%	9.4%	-2.6%	5.4%	14.1%

Key

Risen by more than 5% comp:

Fallen by more than 5% comp

			RESOURCES & SERVICES				SKILLS DEVELOPMENT						OVERALL EXPERIENCE
			14.1	14.2	14.3	14.4	16.1	16.2	16.3	16.4	16.5	16.6	18.1
PTES 2016: Science & Engineering	Year	No. of respondents	The library resources and services are good enough for my needs (including physical and online)	I have been able to access general IT resources (including physical and online) when I needed to	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	As a result of the course I am more confident about independent learning	My confidence to be innovative or creative has developed during my course	My research skills have developed during my course	My ability to communicate information effectively to diverse audiences has developed during my course	I have been encouraged to think about what skills I need to develop for my career	As a result of the course I feel better prepared for my future career	Overall, I am satisfied with the quality of the course The scale changed in 2014 moving from -3 to +3 to 1-5
EECS	2012	49	71.4%	69.4%	49.0%	-	85.7%	-	83.7%	-	-	-	-
	2013	54	70.8%	82.4%	66.7%	-	67.9%	-	66.0%	-	-	-	-
	2014	54	84.0%	79.6%	73.6%	75.5%	75.9%	71.7%	74.1%	55.6%	62.3%	75.0%	70.4%
	2015	49	74.5%	71.4%	72.9%	68.1%	70.8%	66.7%	51.1%	45.8%	53.1%	59.6%	73.5%
	2016	77	82.4%	88.2%	80.5%	65.8%	76.0%	72.4%	69.7%	66.7%	63.2%	73.7%	76.3%
	Diff 2015 vs 2016		8.0%	16.7%	7.6%	-2.3%	5.2%	5.7%	18.7%	20.8%	10.1%	14.1%	2.8%
Mathematical Sciences	2012	3	66.7%	100.0%	100.0%	-	66.7%	-	100.0%	-	-	-	-
	2013	10	66.7%	70.0%	57.1%	-	60.0%	-	50.0%	-	-	-	-
	2014	5	60.0%	60.0%	60.0%	60.0%	40.0%	60.0%	20.0%	20.0%	25.0%	50.0%	60.0%
	2015	21	66.7%	71.4%	90.5%	75.0%	61.9%	66.7%	75.0%	76.2%	65.0%	72.2%	76.2%
	2016	31	77.4%	80.6%	80.6%	76.7%	80.6%	80.6%	77.4%	82.8%	71.0%	74.2%	90.3%
	Diff 2015 vs 2016		10.8%	9.2%	-9.8%	1.7%	18.7%	10.8%	6.6%	-4.0%	9.2%	18.1%	20.6%
Physics and Astronomy	2012	11	81.8%	72.7%	45.5%	-	72.7%	-	72.7%	-	-	-	-
	2013	14	90.9%	91.7%	77.8%	-	66.7%	-	75.0%	-	-	-	-
	2014	12	100.0%	83.3%	90.9%	81.8%	58.3%	70.0%	100.0%	50.0%	45.5%	45.5%	75.0%
	2015	14	84.6%	78.6%	64.3%	78.6%	64.3%	57.1%	92.9%	64.3%	66.7%	66.7%	92.9%
	2016	9	50.0%	71.4%	75.0%	75.0%	66.7%	55.6%	87.5%	75.0%	75.0%	62.5%	77.8%
	Diff 2015 vs 2016		-34.6%	-7.1%	10.7%	-3.6%	2.4%	-1.6%	-5.4%	10.7%	8.3%	-4.2%	-15.1%
SBCS	2012	7	57.1%	71.4%	57.1%	-	71.4%	-	100.0%	-	-	-	-
	2013	6	80.0%	83.3%	60.0%	-	50.0%	-	66.7%	-	-	-	-
	2014	4	75.0%	75.0%	100.0%	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%	100.0%	100.0%
	2015	20	55.0%	70.0%	68.4%	63.2%	85.0%	75.0%	85.0%	70.0%	80.0%	80.0%	75.0%
	2016	19	89.5%	68.4%	94.7%	52.6%	89.5%	78.9%	89.5%	89.5%	68.4%	84.2%	89.5%
	Diff 2015 vs 2016		34.5%	-1.6%	26.3%	-10.5%	4.5%	3.9%	4.5%	19.5%	-11.6%	4.2%	14.5%
SEMS	2012	22	76.2%	81.0%	81.0%	-	71.4%	-	86.4%	-	-	-	-
	2013	33	84.8%	63.6%	63.3%	-	72.7%	-	81.8%	-	-	-	-
	2014	15	78.6%	86.7%	66.7%	93.3%	80.0%	73.3%	86.7%	80.0%	73.3%	78.6%	73.3%
	2015	28	66.7%	81.5%	55.6%	80.8%	70.4%	48.1%	74.1%	48.1%	44.4%	51.9%	50.0%
	2016	21	76.2%	70.0%	52.4%	71.4%	81.0%	66.7%	95.2%	71.4%	76.2%	71.4%	81.0%
	Diff 2015 vs 2016		9.5%	-11.5%	-3.2%	-9.3%	10.6%	18.5%	21.2%	23.3%	31.7%	19.6%	31.0%
S&E	2012	92	72.5%	73.6%	58.2%	-	79.1%	-	84.8%	-	-	-	-
	2013	117	77.4%	76.8%	65.6%	-	67.5%	-	70.2%	-	-	-	-
	2014	90	83.3%	80.0%	74.7%	79.5%	73.3%	72.4%	57.8%	62.1%	71.8%	72.2%	
	2015	132	69.5%	74.0%	70.5%	72.2%	70.8%	63.1%	69.8%	56.6%	58.6%	63.7%	71.2%
	2016	157	79.7%	81.0%	78.2%	67.5%	78.7%	72.4%	79.1%	71.4%	68.4%	77.4%	82.7%
	Diff 2015 vs 2016		10.2%	7.0%	7.7%	-4.7%	7.9%	9.4%	9.3%	14.8%	9.8%	13.7%	11.5%

Key

Risen by more than 5% comp:

Fallen by more than 5% comp

				TEACHING & LEARNING							ENGAGEMENT					ASSESSMENT	
				2.1	2.2	2.3	2.4	2.5	2.6	2.7	4.1	4.2	4.3	4.4	4.5	6.1	6.2
PTES 2016: Medicine & Dentistry	Year	No. of respondents	Response Rate	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 (face to face and/or virtual/online) between staff and students to support effective learning	I am happy with the teaching support I received from staff on my course	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	My course has challenged me to produce my best work	The workload on my course has been manageable	I have appropriate opportunities to give feedback on my experience	The criteria used in marking have been made clear in advance	Assessment arrangements and marking have been fair
Barts Cancer Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	5	29.4%	100.0%	100.0%	100.0%	80.0%	80.0%	20.0%	80.0%	40.0%	0.0%	80.0%	20.0%	40.0%	20.0%	60.0%
	2015	12	50.0%	83.3%	100.0%	100.0%	100.0%	75.0%	50.0%	66.7%	58.3%	33.3%	91.7%	58.3%	66.7%	66.7%	75.0%
	2016	12	50.0%	83.3%	91.7%	83.3%	83.3%	75.0%	50.0%	58.3%	54.5%	50.0%	66.7%	75.0%	58.3%	66.7%	83.3%
	Diff 2015 vs 2016		0%	0.0%	-8.3%	-16.7%	-16.7%	0.0%	0.0%	-8.3%	-3.8%	16.7%	-25.0%	16.7%	-8.3%	0.0%	8.3%
Barts Cancer On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	12	26.7%	66.7%	66.7%	83.3%	83.3%	75.0%	58.3%	80.0%	100.0%	66.7%	75.0%	36.4%	66.7%	41.7%	50.0%
	2015	29	40.8%	82.8%	93.1%	72.4%	89.3%	75.9%	64.3%	53.6%	79.3%	75.9%	93.1%	51.7%	72.4%	41.4%	51.7%
	2016	36	56.3%	91.7%	91.7%	88.6%	91.7%	86.1%	75.0%	69.4%	80.6%	82.9%	77.8%	47.2%	69.4%	45.7%	60.0%
	Diff 2015 vs 2016		15.4%	8.9%	-1.4%	16.2%	2.4%	10.2%	10.7%	15.9%	1.2%	7.0%	-15.3%	-4.5%	-3.0%	4.3%	8.3%
Barts Cancer Total	2012	29	44.6%	82.8%	85.2%	89.7%	-	-	55.2%	65.5%	-	-	-	-	-	55.2%	55.2%
	2013	16	21.3%	75.0%	75.0%	75.0%	-	-	60.0%	56.3%	-	-	-	-	-	56.3%	50.0%
	2014	17	27.4%	76.5%	76.5%	88.2%	82.4%	76.5%	47.1%	70.6%	82.4%	47.1%	76.5%	31.3%	58.8%	35.3%	52.9%
	2015	41	43.2%	82.9%	95.1%	80.5%	92.5%	75.6%	60.0%	57.5%	73.2%	63.4%	92.7%	53.7%	70.7%	48.8%	58.5%
	2016	48	54.5%	89.6%	91.7%	87.2%	83.3%	91.7%	68.8%	66.7%	74.5%	64.5%	75.0%	54.2%	66.7%	51.1%	66.0%
	Diff 2015 vs 2016		11.4%	6.7%	-3.5%	6.7%	-2.9%	7.7%	8.8%	9.2%	1.3%	11.1%	-17.7%	0.5%	-4.1%	2.3%	7.4%
Blizard Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	11.3%	81.3%	84.4%	90.6%	96.9%	80.6%	50.0%	62.5%	67.7%	51.7%	78.1%	81.3%	68.8%	63.3%	72.4%
	2015	63	22.8%	82.3%	87.1%	88.9%	93.7%	92.1%	62.9%	71.0%	85.0%	60.7%	71.4%	84.1%	74.2%	81.0%	76.7%
	2016	115	34.7%	81.4%	85.8%	93.0%	92.1%	90.4%	54.4%	69.6%	77.8%	63.7%	79.1%	80.9%	77.4%	65.8%	67.9%
	Diff 2015 vs 2016		11.9%	-0.8%	-1.3%	4.1%	-1.5%	-1.6%	-8.5%	-1.4%	-7.2%	3.1%	7.7%	-3.3%	3.2%	-15.2%	-8.8%
Blizard On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	36.0%	84.4%	84.4%	84.4%	93.5%	77.4%	59.4%	64.5%	84.4%	71.9%	68.8%	68.8%	75.0%	68.8%	59.4%
	2015	39	32.8%	89.7%	89.7%	94.9%	87.2%	89.7%	69.2%	71.8%	92.3%	76.9%	69.2%	76.9%	76.3%	82.1%	71.8%
	2016	54	51.4%	90.7%	94.4%	96.3%	94.4%	85.2%	71.7%	71.7%	92.5%	84.9%	83.0%	58.5%	78.8%	70.4%	64.2%
	Diff 2015 vs 2016		18.7%	1.0%	4.7%	1.4%	7.3%	-4.6%	2.5%	-0.1%	0.1%	8.0%	13.8%	-18.4%	2.5%	-11.7%	-7.6%
Blizard Total	2012	70	23.6%	79.7%	76.5%	77.9%	-	-	61.8%	71.6%	-	-	-	-	-	72.5%	69.6%
	2013	107	32.2%	79.2%	86.7%	84.9%	-	-	66.4%	72.6%	-	-	-	-	-	67.0%	68.3%
	2014	64	17.2%	82.8%	84.4%	87.5%	95.2%	79.0%	54.7%	63.5%	76.2%	62.3%	73.4%	75.0%	71.9%	66.1%	65.6%
	2015	102	25.6%	85.1%	88.1%	91.2%	91.2%	91.2%	65.3%	71.3%	87.9%	67.0%	79.4%	81.4%	75.0%	81.4%	74.7%
	2016	169	38.8%	84.4%	88.6%	94.0%	92.9%	88.8%	59.9%	70.2%	82.6%	70.5%	80.4%	73.8%	77.8%	67.3%	66.7%
	Diff 2015 vs 2016		13.1%	-0.7%	0.5%	2.9%	1.7%	-2.4%	-5.5%	-1.0%	-5.3%	3.5%	0.9%	-7.6%	2.8%	-14.1%	-8.1%
Dentistry	2012	12	14.5%	75.0%	83.3%	83.3%	-	-	75.0%	66.7%	-	-	-	-	-	50.0%	66.7%
	2013	37	36.3%	74.3%	80.0%	70.6%	-	-	51.4%	57.1%	-	-	-	-	-	57.1%	57.6%
	2014	27	26.2%	81.5%	77.8%	77.8%	74.1%	77.8%	66.7%	70.4%	77.8%	74.1%	66.7%	66.7%	81.5%	53.8%	61.5%
	2015	26	28.0%	88.5%	84.6%	84.0%	88.5%	76.9%	65.4%	80.8%	88.5%	73.1%	80.8%	69.2%	76.9%	60.0%	80.0%
	2016	25	32.1%	76.0%	72.0%	68.0%	84.0%	68.0%	48.0%	68.0%	80.0%	60.0%	68.0%	52.0%	56.0%	58.3%	70.8%
	Diff 2015 vs 2016		4.1%	-12.5%	-12.6%	-16.0%	-4.5%	-8.9%	-17.4%	-12.8%	-8.5%	-13.1%	-12.8%	-17.2%	-20.9%	-1.7%	-9.2%
William Harvey Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	31	36.9%	93.3%	89.7%	96.7%	96.7%	100.0%	62.1%	86.7%	93.5%	77.4%	90.3%	73.3%	87.1%	87.1%	87.1%
	2015	55	57.9%	98.2%	94.4%	96.4%	94.5%	94.5%	63.0%	92.7%	94.4%	78.2%	90.9%	78.2%	96.4%	89.1%	90.9%
	2016	43	34.1%	93.0%	97.7%	95.3%	100.0%	88.4%	74.4%	86.0%	95.3%	79.1%	97.7%	81.4%	86.0%	81.4%	85.7%
	Diff 2015 vs 2016		-23.8%	-5.2%	3.2%	-1.0%	5.5%	-6.2%	11.5%	-6.7%	0.9%	0.9%	6.8%	3.2%	-10.3%	-7.7%	-5.2%
William Harvey On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	14	11.6%	85.7%	92.9%	71.4%	85.7%	64.3%	42.9%	64.3%	92.9%	85.7%	71.4%	78.6%	85.7%	57.1%	64.3%
	2015	29	20.6%	82.8%	79.3%	86.2%	86.2%	75.9%	57.1%	60.7%	89.7%	62.1%	75.9%	79.3%	64.3%	48.3%	58.6%
	2016	44	28.6%	88.6%	88.6%	83.7%	84.1%	76.7%	56.8%	61.4%	90.9%	74.4%	75.0%	77.3%	72.7%	81.4%	75.6%
	Diff 2015 vs 2016		8.0%	5.9%	9.3%	-5.9%	-2.1%	0.9%	-0.3%	0.6%	1.3%	12.3%	-0.9%	-2.0%	8.4%	33.1%	17.0%
William Harvey Total	2012	36	22.6%	91.4%	90.9%	94.3%	-	-	57.1%	75.8%	-	-	-	-	-	65.7%	76.5%
	2013	47	28.1%	69.6%	69.6%	69.6%	-	-	38.6%	52.2%	-	-	-	-	-	53.3%	58.1%
	2014	45	22.0%	90.9%	90.7%	88.6%	93.2%	88.4%	55.8%	79.5%	93.3%	80.0%	84.4%	75.0%	86.7%	77.8%	80.0%
	2015	84	35.6%	92.9%	89.2%	94.0%	91.7%	88.1%	61.0%	81.9%	92.8%	72.6%	85.7%	78.6%	85.5%	75.0%	79.8%
	2016	87	31.1%	90.8%	93.1%	89.5%	92.0%	82.6%	65.5%	73.6%	93.1%	76.7%	86.2%	79.3%	79.3%	81.4%	80.7%

	Diff 2015 vs 2016	-4.5%	-2.1%	3.9%	-4.5%	0.3%	-5.5%	4.5%	-8.4%	0.3%	4.1%	0.5%	0.7%	-6.2%	6.4%	1.0%	
Wolfson Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2014	6	30.0%	50.0%	83.3%	100.0%	100.0%	66.7%	50.0%	50.0%	80.0%	50.0%	83.3%	50.0%	100.0%	66.7%	83.3%
	2015	3	25.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	2016	10	62.5%	90.0%	80.0%	80.0%	70.0%	70.0%	60.0%	80.0%	90.0%	80.0%	80.0%	100.0%	100.0%	100.0%	70.0%
	Diff 2015 vs 2016	37.5%	-10.0%	-20.0%	-20.0%	-30.0%	-30.0%	-6.7%	-20.0%	-10.0%	-20.0%	-20.0%	-20.0%	0.0%	0.0%	-30.0%	-10.0%
Wolfson On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2014	14	33.3%	85.7%	64.3%	64.3%	57.1%	58.3%	35.7%	35.7%	85.7%	71.4%	50.0%	64.3%	71.4%	42.9%	28.6%
	2015	19	46.3%	63.2%	63.2%	42.1%	63.2%	63.2%	21.1%	26.3%	73.7%	73.7%	52.6%	68.4%	63.2%	42.1%	31.6%
	2016	15	68.2%	86.7%	100.0%	66.7%	53.3%	73.3%	46.7%	60.0%	80.0%	46.7%	60.0%	66.7%	73.3%	53.3%	33.3%
	Diff 2015 vs 2016	21.8%	23.5%	36.8%	24.6%	-9.8%	10.2%	25.6%	33.7%	6.3%	-27.0%	7.4%	-1.8%	10.2%	11.2%	1.8%	
Wolfson	2012	17	18.7%	70.6%	82.4%	94.1%	-	-	41.2%	52.9%	-	-	-	-	-	52.9%	47.1%
	2013	21	29.2%	66.7%	66.7%	71.4%	-	-	57.1%	52.4%	-	-	-	-	-	42.9%	52.4%
	2014	20	32.3%	75.0%	70.0%	75.0%	70.0%	61.1%	40.0%	40.0%	84.2%	65.0%	60.0%	60.0%	80.0%	50.0%	45.0%
	2015	22	41.5%	68.2%	68.2%	50.0%	68.2%	68.2%	27.3%	36.4%	77.3%	77.3%	59.1%	72.7%	68.2%	50.0%	40.9%
	2016	25	65.8%	88.0%	92.0%	72.0%	60.0%	72.0%	52.0%	68.0%	84.0%	60.0%	68.0%	80.0%	84.0%	60.0%	56.0%
	Diff 2015 vs 2016	24.3%	19.8%	23.8%	22.0%	-8.2%	3.8%	24.7%	31.6%	6.7%	-17.3%	8.9%	7.3%	15.8%	10.0%	15.1%	
SMD	2012	166	23.0%	81.7%	82.4%	85.9%	-	-	58.3%	68.8%	-	-	-	-	-	64.6%	66.3%
	2013	228	30.5%	75.0%	79.4%	77.6%	-	-	57.2%	62.9%	-	-	-	-	-	59.6%	61.8%
	2014	173	23.8%	83.1%	82.5%	84.9%	87.1%	79.0%	54.4%	66.7%	82.5%	67.6%	74.0%	67.8%	76.9%	62.4%	65.1%
	2015	275	31.4%	86.1%	87.5%	86.5%	89.4%	84.7%	60.1%	70.6%	86.3%	69.6%	81.8%	74.5%	77.2%	70.1%	71.6%
	2016	354	38.5%	86.4%	89.2%	88.6%	89.2%	83.9%	61.1%	70.3%	84.1%	71.1%	79.3%	71.4%	75.6%	67.4%	69.5%
	Diff 2015 vs 2016	7%	0.2%	1.7%	2.1%	-0.2%	-0.9%	0.9%	-0.3%	-2.3%	1.5%	-2.5%	-3.2%	-1.6%	-2.6%	-2.1%	

Key

Risen by more than 5% compared to 2015 figures

Fallen by more than 5% compared to 2015 figures

				& FEEDBACK		DISSERTATION / MAJOR PROJECT				ORGANISATION & MANAGEMENT				
				6.3	6.4	10.1	10.2	10.3	10.4	12.1	12.2	12.3	12.4	12.5
PTES 2016: Medicine & Dentistry	Year	No. of respondents	Response Rate	Feedback on my work has been prompt	Feedback on my work (written or oral) has been useful	I understand the required standards for the dissertation / major project	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	My supervisor has the skills and subject knowledge to adequately support my dissertation	My supervisor provides helpful feedback on my progress.	The timetable fits well with my other commitments	Any changes in the course or teaching have been communicated effectively	The course is well organised and is running smoothly	I was given appropriate guidance and support when I started my course	I am encouraged to be involved in decisions about how my course is run
Barts Cancer Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	5	29.4%	40.0%	20.0%	100.0%	100.0%	100.0%	100.0%	60.0%	60.0%	60.0%	60.0%	20.0%
	2015	12	50.0%	33.3%	50.0%	37.5%	50.0%	87.5%	42.9%	66.7%	58.3%	75.0%	58.3%	45.5%
	2016	12	50.0%	75.0%	75.0%	55.6%	33.3%	66.7%	50.0%	58.3%	83.3%	75.0%	66.7%	50.0%
	Diff 2015 vs 2016		0%	41.7%	25.0%	18.1%	-16.7%	-20.8%	7.1%	-8.3%	25.0%	0.0%	8.3%	4.5%
Barts Cancer On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	12	26.7%	41.7%	54.5%	75.0%	62.5%	75.0%	62.5%	58.3%	66.7%	45.5%	58.3%	33.3%
	2015	29	40.8%	24.1%	35.7%	78.3%	77.3%	73.7%	50.0%	82.8%	41.4%	48.3%	75.9%	58.6%
	2016	36	56.3%	27.3%	44.1%	82.1%	79.2%	83.3%	61.9%	77.8%	94.4%	83.3%	88.9%	66.7%
	Diff 2015 vs 2016		15.4%	3.1%	8.4%	3.9%	1.9%	9.6%	11.9%	-5.0%	53.1%	35.1%	13.0%	8.0%
Barts Cancer Total	2012	29	44.6%	20.7%	-	66.7%	-	63.0%	40.7%	89.3%	75.9%	85.7%	-	-
	2013	16	21.3%	18.8%	-	80.0%	-	75.0%	56.3%	78.6%	56.3%	50.0%	-	-
	2014	17	27.4%	41.2%	43.8%	80.0%	66.7%	77.8%	66.7%	58.8%	64.7%	50.0%	58.8%	29.4%
	2015	41	43.2%	26.8%	40.0%	67.7%	70.0%	77.8%	47.8%	78.0%	46.3%	56.1%	70.7%	55.0%
	2016	48	54.5%	40.0%	52.2%	75.7%	66.7%	80.0%	60.0%	72.9%	91.7%	81.3%	83.3%	63.0%
	Diff 2015 vs 2016		11.4%	13.2%	12.2%	7.9%	-3.3%	2.2%	12.2%	-5.1%	45.3%	25.2%	12.6%	8.0%
Blizard Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	11.3%	40.0%	70.0%	68.4%	50.0%	66.7%	47.4%	78.1%	74.2%	78.1%	68.8%	56.3%
	2015	63	22.8%	50.8%	62.7%	42.9%	33.3%	58.8%	52.9%	79.4%	83.9%	85.7%	69.8%	46.8%
	2016	115	34.7%	45.0%	50.0%	69.1%	49.2%	56.6%	45.1%	79.1%	85.2%	77.4%	68.7%	56.6%
	Diff 2015 vs 2016		11.9%	-5.7%	-12.7%	26.3%	15.8%	-2.2%	-7.8%	-0.2%	1.3%	-8.3%	-1.1%	9.9%
Blizard On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	36.0%	46.9%	40.6%	66.7%	66.7%	88.0%	90.9%	68.8%	59.4%	50.0%	59.4%	40.6%
	2015	39	32.8%	38.5%	56.4%	77.4%	69.2%	88.5%	76.0%	69.2%	76.9%	64.1%	71.8%	64.1%
	2016	54	51.4%	50.0%	58.5%	88.4%	72.5%	90.0%	81.3%	77.8%	74.1%	75.9%	74.1%	65.4%
	Diff 2015 vs 2016		18.7%	11.5%	2.1%	11.0%	3.3%	1.5%	5.3%	8.5%	-2.8%	11.8%	2.3%	1.3%
Blizard Total	2012	70	23.6%	43.5%	-	58.0%	-	68.8%	43.8%	80.3%	81.8%	75.8%	-	-
	2013	107	32.2%	53.5%	-	63.4%	-	62.0%	39.4%	79.8%	72.6%	73.8%	-	-
	2014	64	17.2%	43.5%	54.8%	67.4%	59.0%	79.1%	70.7%	73.4%	66.7%	64.1%	64.1%	48.4%
	2015	102	25.6%	46.1%	60.2%	63.5%	54.5%	76.7%	66.7%	75.5%	81.2%	77.5%	70.6%	53.5%
	2016	169	38.8%	46.7%	52.8%	76.6%	58.4%	71.0%	59.0%	78.7%	81.7%	76.9%	70.4%	59.4%
	Diff 2015 vs 2016		13.1%	0.6%	-7.4%	13.1%	3.9%	-5.8%	-7.6%	3.2%	0.5%	-0.5%	-0.2%	5.9%
Dentistry	2012	12	14.5%	66.7%	-	83.3%	-	75.0%	75.0%	75.0%	50.0%	58.3%	-	-
	2013	37	36.3%	47.1%	-	67.6%	-	75.8%	52.9%	74.3%	57.1%	31.4%	-	-
	2014	27	26.2%	69.2%	68.0%	78.3%	73.9%	82.6%	91.3%	66.7%	70.4%	63.0%	77.8%	65.4%
	2015	26	28.0%	73.1%	76.9%	66.7%	73.9%	87.5%	78.3%	76.9%	76.0%	73.1%	88.0%	61.5%
	2016	25	32.1%	68.0%	80.0%	86.4%	66.7%	95.2%	85.0%	60.0%	58.3%	48.0%	68.0%	64.0%
	Diff 2015 vs 2016		4.1%	-5.1%	3.1%	19.7%	-7.2%	7.7%	6.7%	-16.9%	-17.7%	-25.1%	-20.0%	2.5%
William Harvey Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	31	36.9%	77.4%	87.1%	100.0%	91.7%	100.0%	100.0%	64.5%	90.3%	93.5%	80.6%	58.6%
	2015	55	57.9%	81.8%	96.4%	83.3%	60.0%	60.0%	55.6%	74.5%	94.5%	96.4%	96.4%	63.0%
	2016	43	34.1%	79.1%	95.1%	72.0%	71.4%	80.0%	78.9%	74.4%	88.1%	95.3%	90.7%	68.3%
	Diff 2015 vs 2016		-23.8%	-2.7%	-1.2%	-11.3%	11.4%	20.0%	23.4%	-0.1%	-6.5%	-1.0%	-5.7%	5.3%
William Harvey On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	14	11.6%	28.6%	35.7%	69.2%	58.3%	100.0%	40.0%	84.6%	57.1%	57.1%	71.4%	64.3%
	2015	29	20.6%	31.0%	42.9%	73.1%	60.0%	73.9%	57.1%	65.5%	55.2%	31.0%	25.0%	27.6%
	2016	44	28.6%	52.4%	62.5%	78.4%	63.3%	77.4%	65.5%	83.3%	74.4%	76.7%	72.7%	65.1%
	Diff 2015 vs 2016		8.0%	21.3%	19.6%	5.3%	3.3%	3.5%	8.4%	17.8%	19.2%	45.7%	47.7%	37.5%
William Harvey Total	2012	36	22.6%	54.3%	-	52.4%	-	61.9%	38.1%	82.9%	82.9%	77.1%	-	-
	2013	47	28.1%	42.2%	-	48.7%	-	41.0%	23.1%	71.1%	72.3%	68.1%	-	-
	2014	45	22.0%	62.2%	71.1%	84.0%	75.0%	100.0%	66.7%	70.5%	80.0%	82.2%	77.8%	60.5%
	2015	84	35.6%	64.3%	78.3%	77.3%	60.0%	69.7%	56.7%	71.4%	81.0%	73.8%	72.3%	50.6%
	2016	87	31.1%	65.9%	79.0%	75.8%	66.7%	78.4%	70.8%	78.8%	81.2%	86.0%	81.6%	66.7%

	Diff 2015 vs 2016	-4.5%	1.6%	0.7%	-1.5%	6.7%	8.7%	14.2%	7.4%	0.2%	12.2%	9.3%	16.1%
Wolfson Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	6	30.0%	100.0%	100.0%	100.0%	60.0%	100.0%	100.0%	80.0%	83.3%	66.7%	33.3%
	2015	3	25.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%
	2016	10	62.5%	90.0%	80.0%	80.0%	77.8%	90.0%	66.7%	80.0%	100.0%	80.0%	80.0%
	Diff 2015 vs 2016		37.5%	-10.0%	-20.0%	-20.0%	-22.2%	-10.0%	-33.3%	-20.0%	0.0%	-20.0%	13.3%
Wolfson On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	14	33.3%	57.1%	42.9%	76.9%	46.2%	78.6%	81.8%	78.6%	71.4%	57.1%	42.9%
	2015	19	46.3%	44.4%	27.8%	57.9%	26.3%	66.7%	37.5%	84.2%	63.2%	42.1%	52.6%
	2016	15	68.2%	60.0%	46.7%	73.3%	53.3%	86.7%	46.7%	80.0%	73.3%	40.0%	33.3%
	Diff 2015 vs 2016		21.8%	15.6%	18.9%	15.4%	27.0%	11.3%	9.2%	-4.2%	10.2%	-2.1%	-19.3%
Wolfson	2012	17	18.7%	29.4%	-	64.7%	-	76.5%	47.1%	94.1%	70.6%	41.2%	-
	2013	21	29.2%	57.1%	-	55.0%	-	50.0%	50.0%	66.7%	28.6%	35.0%	-
	2014	20	32.3%	70.0%	60.0%	83.3%	50.0%	84.2%	86.7%	78.9%	75.0%	60.0%	40.0%
	2015	22	41.5%	52.4%	38.1%	63.6%	36.4%	72.2%	47.4%	86.4%	68.2%	50.0%	54.5%
	2016	25	65.8%	72.0%	60.0%	76.0%	62.5%	88.0%	54.2%	80.0%	84.0%	56.0%	52.0%
	Diff 2015 vs 2016		24.3%	19.6%	21.9%	12.4%	26.1%	15.8%	6.8%	-6.4%	15.8%	6.0%	-2.5%
SMD	2012	166	23.0%	41.5%	-	62.0%	-	68.5%	46.5%	82.5%	76.4%	71.9%	-
	2013	228	30.5%	47.9%	-	69.2%	-	73.3%	54.8%	75.8%	64.9%	60.9%	-
	2014	173	23.8%	55.3%	60.7%	76.5%	64.6%	83.9%	76.4%	70.8%	71.5%	66.9%	66.5%
	2015	275	31.4%	51.8%	62.7%	68.2%	59.1%	76.6%	60.6%	75.6%	74.4%	70.5%	71.4%
	2016	354	38.5%	53.9%	61.5%	77.0%	62.6%	78.2%	64.0%	76.7%	81.5%	76.2%	73.4%
	Diff 2015 vs 2016		7%	2.1%	-1.2%	8.8%	3.5%	1.6%	3.4%	1.1%	7.1%	5.7%	2.0%

Key

Risen by more than 5% compared to 2015 figures

Fallen by more than 5% compared to 2015 figures

				RESOURCES & SERVICES				SKILLS DEVELOPMENT						OVERALL EXPERIENCE
	Year	No. of respondents	Response Rate	14.1	14.2	14.3	14.4	16.1	16.2	16.3	16.4	16.5	16.6	18.1
PTES 2016: Medicine & Dentistry				The library resources and services are good enough for my needs (including physical and online)	I have been able to access general IT resources (including physical and online) when I needed to	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	As a result of the course I am more confident about independent learning	My confidence to be innovative or creative has developed during my course	My research skills have developed during my course	My ability to communicate effectively to diverse audiences has developed during my course	I have been encouraged to think about what skills I need to develop for my career	As a result of the course I feel better prepared for my future career	Overall, I am satisfied with the quality of the course The scale changed in 2014 moving from -3 to +3 to 1-5
Barts Cancer Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	5	29.4%	60.0%	75.0%	66.7%	33.3%	60.0%	60.0%	60.0%	60.0%	50.0%	100.0%	100.0%
	2015	12	50.0%	75.0%	81.8%	60.0%	44.4%	91.7%	75.0%	83.3%	80.0%	80.0%	72.7%	83.3%
	2016	12	50.0%	66.7%	63.6%	70.0%	66.7%	66.7%	66.7%	66.7%	66.7%	58.3%	66.7%	66.7%
	Diff 2015 vs 2016		0%	-8.3%	-18.2%	10.0%	22.2%	-25.0%	-8.3%	-16.7%	-13.3%	-21.7%	-6.1%	-16.7%
Barts Cancer On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	12	26.7%	81.8%	63.6%	72.7%	72.7%	83.3%	75.0%	83.3%	75.0%	58.3%	58.3%	63.6%
	2015	29	40.8%	86.2%	75.9%	89.7%	85.7%	75.9%	65.5%	89.7%	75.9%	75.9%	79.3%	75.9%
	2016	36	56.3%	91.7%	91.7%	88.9%	72.2%	86.1%	72.2%	91.4%	83.3%	69.4%	77.8%	88.9%
	Diff 2015 vs 2016		15.4%	5.5%	15.8%	-0.8%	-13.5%	10.2%	6.7%	1.8%	7.5%	-6.4%	-1.5%	13.0%
Barts Cancer Total	2012	29	44.6%	69.0%	79.3%	44.8%	-	79.3%	-	82.8%	-	-	-	-
	2013	16	21.3%	56.3%	57.1%	58.3%	-	81.3%	-	87.5%	-	-	-	-
	2014	17	27.4%	75.0%	66.7%	71.4%	64.3%	82.4%	64.7%	76.5%	70.6%	56.3%	68.8%	73.3%
	2015	41	43.2%	82.9%	77.5%	82.1%	75.7%	80.5%	68.3%	87.8%	76.9%	76.9%	77.5%	78.0%
	2016	48	54.5%	85.4%	85.1%	84.8%	84.8%	81.3%	70.8%	85.1%	79.2%	66.7%	75.0%	83.3%
	Diff 2015 vs 2016		11.4%	2.5%	7.6%	2.7%	-4.8%	0.8%	2.5%	-2.7%	2.2%	-10.3%	-2.5%	5.3%
Blizard Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	11.3%	61.3%	65.5%	53.8%	58.3%	80.6%	77.4%	74.2%	60.7%	76.7%	82.8%	81.3%
	2015	63	22.8%	63.9%	69.5%	63.2%	68.6%	85.5%	68.9%	74.6%	56.9%	72.1%	75.4%	88.9%
	2016	115	34.7%	75.9%	80.9%	57.7%	56.7%	85.2%	71.7%	72.9%	56.3%	67.3%	78.9%	82.6%
	Diff 2015 vs 2016		11.9%	12.0%	11.4%	-5.4%	-12.0%	-0.3%	2.8%	-1.7%	-0.6%	-4.9%	3.5%	-6.3%
Blizard On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	32	36.0%	75.0%	71.9%	69.0%	60.0%	65.6%	53.1%	68.8%	75.0%	48.4%	46.9%	78.1%
	2015	39	32.8%	74.4%	84.6%	79.5%	82.1%	76.9%	73.7%	81.6%	71.8%	60.5%	69.2%	82.1%
	2016	54	51.4%	98.1%	98.1%	90.2%	82.7%	88.9%	74.1%	83.0%	70.4%	74.1%	79.6%	87.0%
	Diff 2015 vs 2016		18.7%	23.8%	13.5%	10.7%	0.6%	12.0%	0.4%	1.4%	-1.4%	13.5%	10.4%	5.0%
Blizard Total	2012	70	23.6%	71.2%	63.1%	22.7%	-	80.0%	-	67.7%	-	-	-	-
	2013	107	32.2%	83.1%	77.9%	47.8%	-	77.9%	-	77.0%	-	-	-	-
	2014	64	17.2%	68.3%	68.9%	61.8%	59.3%	73.0%	65.1%	71.4%	68.3%	62.3%	63.9%	79.7%
	2015	102	25.6%	68.0%	75.5%	69.8%	74.4%	82.2%	70.7%	77.3%	62.9%	67.7%	73.0%	86.3%
	2016	169	38.8%	83.0%	86.6%	68.9%	66.2%	86.4%	72.5%	76.3%	61.1%	69.5%	79.2%	84.0%
	Diff 2015 vs 2016		13.1%	15.0%	11.1%	-0.9%	-8.2%	4.2%	1.7%	-1.1%	-1.7%	1.8%	6.2%	-2.3%
Dentistry	2012	12	14.5%	75.0%	91.7%	66.7%	-	75.0%	-	66.7%	-	-	-	-
	2013	37	36.3%	82.9%	82.9%	72.7%	-	82.4%	-	78.8%	-	-	-	-
	2014	27	26.2%	84.6%	80.8%	73.1%	80.0%	74.1%	66.7%	74.1%	77.8%	81.5%	70.4%	70.4%
	2015	26	28.0%	96.2%	92.3%	88.5%	76.9%	88.5%	80.8%	88.5%	61.5%	76.0%	76.0%	73.1%
	2016	25	32.1%	96.0%	95.8%	92.0%	88.0%	80.0%	72.0%	88.0%	76.0%	58.3%	60.0%	60.0%
	Diff 2015 vs 2016		4.1%	-0.2%	3.5%	3.5%	11.1%	-8.5%	-8.8%	-0.5%	14.5%	-17.7%	-16.0%	-13.1%
William Harvey Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	31	36.9%	80.0%	75.9%	66.7%	83.3%	93.5%	96.6%	79.3%	69.2%	89.7%	90.3%	100.0%
	2015	55	57.9%	75.9%	74.1%	70.2%	66.7%	90.9%	87.3%	90.2%	76.9%	84.9%	92.6%	96.4%
	2016	43	34.1%	75.6%	73.2%	63.2%	65.6%	86.0%	83.7%	87.8%	87.8%	83.7%	90.7%	97.7%
	Diff 2015 vs 2016		-23.8%	-0.3%	-0.9%	-7.1%	-1.0%	-4.9%	-3.6%	-2.4%	10.9%	-1.2%	-1.9%	1.3%
William Harvey On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-	-
	2014	14	11.6%	46.2%	61.5%	61.5%	76.9%	85.7%	71.4%	92.9%	64.3%	85.7%	92.9%	63.6%
	2015	29	20.6%	65.5%	82.8%	66.7%	65.5%	65.5%	48.3%	67.9%	58.6%	51.7%	51.7%	58.6%
	2016	44	28.6%	76.7%	88.1%	80.0%	72.5%	81.8%	68.2%	77.3%	75.0%	74.4%	84.1%	79.5%
	Diff 2015 vs 2016		8.0%	11.2%	5.3%	13.3%	7.0%	16.3%	19.9%	9.4%	16.4%	22.7%	32.4%	20.9%
William Harvey Total	2012	36	22.6%	80.0%	65.7%	40.0%	-	82.4%	-	82.4%	-	-	-	-
	2013	47	28.1%	77.8%	81.8%	59.3%	-	71.7%	-	73.3%	-	-	-	-
	2014	45	22.0%	69.8%	71.4%	65.0%	81.1%	91.1%	88.4%	83.7%	67.5%	88.4%	91.1%	84.4%
	2015	84	35.6%	72.3%	77.1%	68.9%	66.2%	82.1%	73.8%	82.3%	70.4%	73.2%	78.3%	83.3%
	2016	87	31.1%	76.2%	80.7%	71.8%	69.4%	83.9%	75.9%	82.4%	81.2%	79.1%	87.4%	88.5%

	Diff 2015 vs 2016	-4.5%	3.9%	3.6%	2.9%	3.2%	1.8%	2.1%	0.1%	10.8%	5.9%	9.0%	5.2%
Wolfson Distance Learning	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	6	30.0%	100.0%	66.7%	75.0%	100.0%	66.7%	66.7%	66.7%	83.3%	83.3%	83.3%
	2015	3	25.0%	66.7%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	66.7%	66.7%
	2016	10	62.5%	90.0%	90.0%	71.4%	88.9%	70.0%	60.0%	90.0%	66.7%	70.0%	50.0%
	Diff 2015 vs 2016		37.5%	23.3%	90.0%	-28.6%	-11.1%	-30.0%	-40.0%	-10.0%	0.0%	3.3%	-16.7%
Wolfson On Campus	2012	-	-	-	-	-	-	-	-	-	-	-	-
	2013	-	-	-	-	-	-	-	-	-	-	-	-
	2014	14	33.3%	46.2%	64.3%	53.8%	57.1%	71.4%	57.1%	64.3%	64.3%	42.9%	35.7%
	2015	19	46.3%	83.3%	88.2%	81.3%	77.8%	47.4%	44.4%	52.6%	36.8%	44.4%	31.6%
	2016	15	68.2%	66.7%	80.0%	80.0%	53.3%	66.7%	53.3%	93.3%	66.7%	53.3%	50.0%
	Diff 2015 vs 2016		21.8%	-16.7%	-8.2%	-1.3%	-24.4%	19.3%	8.9%	40.7%	29.8%	8.9%	5.6%
Wolfson	2012	17	18.7%	52.9%	70.6%	11.8%	-	75.0%	-	64.7%	-	-	-
	2013	21	29.2%	73.7%	60.0%	44.4%	-	71.4%	-	76.2%	-	-	-
	2014	20	32.3%	63.2%	65.0%	58.8%	70.0%	70.0%	60.0%	65.0%	70.0%	55.0%	50.0%
	2015	22	41.5%	81.0%	78.9%	83.3%	80.0%	54.5%	52.4%	59.1%	40.9%	47.6%	47.6%
	2016	25	65.8%	76.0%	84.0%	77.3%	66.7%	68.0%	56.0%	92.0%	66.7%	60.0%	50.0%
	Diff 2015 vs 2016		24.3%	-5.0%	5.1%	-6.1%	-13.3%	13.5%	3.6%	32.9%	25.8%	12.4%	2.4%
SMD	2012	166	23.0%	71.4%	70.0%	32.3%	-	79.7%	-	73.6%	-	-	-
	2013	228	30.5%	78.9%	76.4%	57.5%	-	76.9%	-	77.2%	-	-	-
	2014	173	23.8%	71.3%	70.7%	65.1%	70.0%	78.5%	70.6%	74.7%	70.1%	70.7%	71.0%
	2015	275	31.4%	75.3%	78.2%	74.3%	72.9%	80.3%	70.8%	80.0%	65.3%	69.9%	73.6%
	2016	354	38.5%	82.1%	85.4%	74.3%	69.5%	83.3%	71.9%	81.0%	70.2%	70.0%	77.3%
	Diff 2015 vs 2016		7%	6.9%	7.2%	0.0%	-3.4%	3.0%	1.0%	1.0%	4.9%	0.1%	3.7%

Key

Risen by more than 5% compared to 2015 figures

Fallen by more than 5% compared to 2015 figures

PTES 2016: QMUL results by question compared to the Russell Group

Question number	Question	2015	2016	QMUL % agree
2.1	Staff are good at explaining things	2015	27% 57% 8% 5% 2%	84.5%
		2016	33% 54% 9% 3% 1%	86.5%
2.2	Staff are enthusiastic about what they are teaching	2015	44% 44% 8% 2% 1%	88.0%
		2016	45% 44% 8% 3% 1%	88.3%
2.3	The course is intellectually stimulating	2015	43% 40% 11% 4% 2%	83.3%
		2016	45% 41% 9% 3% 1%	86.1%
2.4	The course has enhanced my academic ability	2015	47% 39% 9% 4% 2%	85.4%
		2016	48% 39% 9% 2% 1%	87.4%
2.5	The learning materials provided on my course are useful	2015	32% 48% 13% 6% 2%	79.1%
		2016	38% 48% 11% 3% 1%	85.0%
2.6	There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning	2015	23% 38% 22% 10% 7%	61.4%
		2016	27% 39% 19% 10% 6%	65.5%
2.7	I am happy with the teaching support I received from staff on my course	2015	26% 45% 17% 7% 5%	71.3%
		2016	30% 43% 16% 7% 4%	73.1%
4.1	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	2015	39% 45% 10% 4% 2%	84.0%
		2016	41% 43% 11% 3% 2%	84.2%
4.2	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	2015	27% 40% 20% 8% 4%	67.5%
		2016	30% 39% 21% 8% 3%	68.4%
4.3	My course has challenged me to produce my best work	2015	35% 43% 15% 5% 2%	77.2%
		2016	36% 42% 16% 4% 2%	78.1%
4.4	The workload on my course has been manageable	2015	23% 50% 16% 8% 4%	72.3%
		2016	25% 46% 18% 8% 3%	71.0%
4.5	I have appropriate opportunities to give feedback on my experience	2015	28% 42% 19% 7% 4%	69.8%
		2016	33% 40% 18% 6% 3%	73.2%
6.1	The criteria used in marking have been made clear in advance	2015	30% 40% 15% 10% 5%	69.7%
		2016	29% 42% 15% 8% 5%	71.6%
6.2	Assessment arrangements and marking have been fair	2015	26% 42% 21% 7% 3%	68.9%
		2016	27% 43% 21% 6% 3%	69.7%






Question number	Question
6.3	Feedback on my work has been prompt
2015	
2016	
6.4	Feedback on my work (written or oral) has been useful
2015	
2016	
10.1	I understand the required standards for the dissertation / major project
2015	
2016	
10.2	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)
2015	
2016	
10.3	My supervisor has the skills and subject knowledge to adequately support my dissertation
2015	
2016	
10.4	My supervisor provides helpful feedback on my progress.
2015	
2016	
12.1	The timetable fits well with my other commitments
2015	
2016	
12.2	Any changes in the course or teaching have been communicated effectively
2015	
2016	
12.3	The course is well organised and is running smoothly
2015	
2016	
12.4	I was given appropriate guidance and support when I started my course
2015	
2016	
12.5	I am encouraged to be involved in decisions about how my course is run
2015	
2016	
14.1	The library resources and services are good enough for my needs (including physical and online)
2015	
2016	
14.2	I have been able to access general IT resources (including physical and online) when I needed to
2015	
2016	
14.3	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies
2015	
2016	
14.4	I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)
2015	
2016	

QMUL % agree
55.0%
56.2%
62.7%
63.4%
75.6%
79.7%
61.7%
68.2%
76.5%
79.8%
63.7%
72.7%
76.6%
78.3%
77.8%
79.6%
74.8%
77.5%
73.8%
74.2%
54.8%
60.2%
72.1%
78.1%
78.1%
83.1%
76.8%
79.1%
73.6%
73.7%

Question number	Question											
16.1	As a result of the course I am more confident about independent learning											
	<table border="1"> <tr> <td>2015</td> <td>36%</td> <td>42%</td> <td>16%</td> <td>3%</td> <td>2%</td> </tr> <tr> <td>2016</td> <td>36%</td> <td>45%</td> <td>14%</td> <td>3%</td> <td>2%</td> </tr> </table>	2015	36%	42%	16%	3%	2%	2016	36%	45%	14%	3%
2015	36%	42%	16%	3%	2%							
2016	36%	45%	14%	3%	2%							
16.2	My confidence to be innovative or creative has developed during my course											
	<table border="1"> <tr> <td>2015</td> <td>29%</td> <td>39%</td> <td>23%</td> <td>7%</td> <td>3%</td> </tr> <tr> <td>2016</td> <td>30%</td> <td>40%</td> <td>22%</td> <td>5%</td> <td>3%</td> </tr> </table>	2015	29%	39%	23%	7%	3%	2016	30%	40%	22%	5%
2015	29%	39%	23%	7%	3%							
2016	30%	40%	22%	5%	3%							
16.3	My research skills have developed during my course											
	<table border="1"> <tr> <td>2015</td> <td>36%</td> <td>42%</td> <td>15%</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>2016</td> <td>39%</td> <td>40%</td> <td>16%</td> <td>4%</td> <td>2%</td> </tr> </table>	2015	36%	42%	15%	4%	3%	2016	39%	40%	16%	4%
2015	36%	42%	15%	4%	3%							
2016	39%	40%	16%	4%	2%							
16.4	My ability to communicate information effectively to diverse audiences has developed during my course											
	<table border="1"> <tr> <td>2015</td> <td>26%</td> <td>40%</td> <td>24%</td> <td>6%</td> <td>4%</td> </tr> <tr> <td>2016</td> <td>29%</td> <td>39%</td> <td>24%</td> <td>6%</td> <td>2%</td> </tr> </table>	2015	26%	40%	24%	6%	4%	2016	29%	39%	24%	6%
2015	26%	40%	24%	6%	4%							
2016	29%	39%	24%	6%	2%							
16.5	I have been encouraged to think about what skills I need to develop for my career											
	<table border="1"> <tr> <td>2015</td> <td>29%</td> <td>39%</td> <td>21%</td> <td>7%</td> <td>4%</td> </tr> <tr> <td>2016</td> <td>31%</td> <td>39%</td> <td>21%</td> <td>7%</td> <td>3%</td> </tr> </table>	2015	29%	39%	21%	7%	4%	2016	31%	39%	21%	7%
2015	29%	39%	21%	7%	4%							
2016	31%	39%	21%	7%	3%							
16.6	As a result of the course I feel better prepared for my future career											
	<table border="1"> <tr> <td>2015</td> <td>32%</td> <td>41%</td> <td>17%</td> <td>6%</td> <td>4%</td> </tr> <tr> <td>2016</td> <td>34%</td> <td>41%</td> <td>18%</td> <td>4%</td> <td>3%</td> </tr> </table>	2015	32%	41%	17%	6%	4%	2016	34%	41%	18%	4%
2015	32%	41%	17%	6%	4%							
2016	34%	41%	18%	4%	3%							
18.1	Overall, I am satisfied with the quality of the course											
	<table border="1"> <tr> <td>2015</td> <td>33%</td> <td>47%</td> <td>11%</td> <td>6%</td> <td>3%</td> </tr> <tr> <td>2016</td> <td>35%</td> <td>49%</td> <td>9%</td> <td>5%</td> <td>3%</td> </tr> </table>	2015	33%	47%	11%	6%	3%	2016	35%	49%	9%	5%
2015	33%	47%	11%	6%	3%							
2016	35%	49%	9%	5%	3%							

QMUL % agree
78.5%
80.7%
67.6%
70.2%
77.8%
78.5%
65.8%
68.1%
67.3%
69.9%
73.2%
75.4%
79.8%
83.8%

Key

 Definitely Agree	 Mostly Agree	 Neither Agree or Disagree	 Mostly disagree	 Definitely Disagree
--	--	---	---	---

PTES 2016 Diversity analysis - "To what extent do you agree with the following statements regarding..."

Number of Respondents

Gender		
Male	Female	% Diff Male vs Female
560	765	-

Ethnic Group		
White	BME	% Diff White vs BME
558	752	-

Full-time/Part time		
FT	PT	% Diff FT vs PT
1003	325	-

Fee Status		
Home/EU	Non-EU	% Diff Home/EU vs Non-EU
653	675	-

Category	Question Number	Question
Teaching & Learning	2.1	Staff are good at explaining things
	2.2	Staff are enthusiastic about what they are teaching
	2.3	The course is intellectually stimulating
	2.4	The course has enhanced my academic ability
	2.5	The learning materials provided on my course are useful
	2.6	There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning
	2.7	I am happy with the teaching support I received from staff on my course
Engagement	4.1	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)
	4.2	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)
	4.3	My course has challenged me to produce my best work
	4.4	The workload on my course has been manageable
	4.5	I have appropriate opportunities to give feedback on my experience
Assessment & Feedback	6.1	The criteria used in marking have been made clear in advance
	6.2	Assessment arrangements and marking have been fair
	6.3	Feedback on my work has been prompt
	6.4	Feedback on my work (written or oral) has been useful
Dissertation/Major Project	10.1	I understand the required standards for the dissertation / major project
	10.2	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)
	10.3	My supervisor has the skills and subject knowledge to adequately support my dissertation
	10.4	My supervisor provides helpful feedback on my progress.
Organisation & Management	12.1	The timetable fits well with my other commitments
	12.2	Any changes in the course or teaching have been communicated effectively
	12.3	The course is well organised and is running smoothly
	12.4	I was given appropriate guidance and support when I started my course
	12.5	I am encouraged to be involved in decisions about how my course is run
Resources & Services	14.1	The library resources and services are good enough for my needs (including physical and online)
	14.2	I have been able to access general IT resources (including physical and online) when I needed to
	14.3	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies
	14.4	As a result of the course I am more confident about independent learning
Skills Development	16.1	As a result of the course I am more confident about independent learning
	16.2	My research skills have developed during my course
	16.3	My research skills have developed during my course
	16.4	My ability to communicate information effectively to diverse audiences has developed during my course
	16.5	I have been encouraged to think about what skills I need to develop for my career
	16.6	As a result of the course I feel better prepared for my future career
Overall Experience	18.1	Overall, I am satisfied with the quality of the course

Gender		
Male	Female	% Diff Male vs Female
86.9%	86.3%	0.6%
88.7%	88.2%	0.6%
86.7%	85.7%	1.0%
87.5%	87.4%	0.1%
84.4%	85.4%	-1.1%
68.3%	63.4%	4.9%
76.6%	70.6%	6.0%
84.5%	83.9%	0.7%
68.8%	68.2%	0.6%
82.0%	75.5%	6.6%
74.9%	68.3%	6.6%
75.3%	71.7%	3.6%
71.8%	71.5%	0.3%
70.7%	68.9%	1.8%
58.1%	54.8%	3.4%
63.6%	63.1%	0.5%
80.9%	79.0%	1.9%
71.7%	65.7%	6.0%
80.7%	79.0%	1.7%
77.6%	68.8%	8.9%
76.6%	79.4%	-2.9%
79.7%	79.6%	0.1%
77.9%	77.2%	0.7%
75.0%	73.6%	1.3%
62.3%	58.8%	3.6%
78.7%	77.8%	0.9%
84.2%	82.6%	1.6%
81.3%	77.5%	3.8%
74.1%	73.4%	0.7%
82.8%	79.3%	3.5%
73.2%	68.1%	5.1%
79.7%	77.7%	2.1%
71.0%	66.2%	4.8%
72.9%	67.8%	5.2%
81.1%	71.3%	9.8%
86.4%	82.1%	4.3%

Ethnic Group		
White	BME	% Diff White vs BME
86.4%	86.7%	-0.3%
89.2%	87.7%	1.5%
89.4%	83.7%	5.7%
87.3%	87.6%	-0.3%
83.8%	86.3%	-2.5%
65.6%	65.3%	0.3%
69.9%	75.9%	-6.0%
84.6%	84.1%	0.5%
69.5%	67.7%	1.8%
77.3%	79.3%	-1.9%
71.2%	71.0%	0.2%
71.7%	74.5%	-2.8%
68.9%	73.8%	-5.0%
68.6%	70.7%	-2.1%
49.2%	61.3%	-12.1%
59.9%	66.2%	-6.3%
78.1%	81.2%	-3.1%
64.6%	70.9%	-6.2%
79.8%	80.0%	-0.2%
69.8%	74.4%	-4.5%
78.7%	77.8%	0.9%
76.9%	81.8%	-5.0%
74.3%	80.0%	-5.7%
70.2%	77.2%	-7.0%
52.5%	66.1%	-13.6%
74.4%	81.3%	-6.9%
83.5%	83.1%	0.4%
79.4%	79.2%	0.2%
71.0%	75.7%	-4.7%
76.8%	83.7%	-6.9%
63.7%	75.3%	-11.6%
75.9%	80.8%	-4.9%
66.0%	70.0%	-4.0%
66.2%	72.7%	-6.5%
72.9%	77.3%	-4.4%
84.6%	83.4%	1.2%

Full-time/Part time		
FT	PT	% Diff FT vs PT
87%	86%	1.3%
87%	92%	-4.7%
83.6%	94.1%	-10.6%
85.5%	93.2%	-7.7%
83.9%	88.6%	-4.8%
66.1%	63.5%	2.6%
73.4%	72.0%	1.3%
83.7%	85.7%	-2.0%
68.8%	67.2%	1.6%
76.4%	83.6%	-7.3%
68.0%	80.3%	-12.3%
71.7%	77.8%	-6.1%
72.4%	69.3%	3.1%
69.3%	70.7%	-1.4%
57.3%	53.1%	4.2%
62.6%	66.0%	-3.5%
80.7%	75.4%	5.3%
69.4%	62.4%	7.0%
81.1%	73.0%	8.1%
73.9%	66.2%	7.7%
79.0%	76.0%	3.0%
79.3%	80.7%	-1.4%
76.9%	79.1%	-2.2%
74.9%	72.0%	2.9%
61.5%	56.2%	5.3%
78.4%	77.0%	1.4%
83.8%	80.9%	2.9%
81.8%	70.0%	11.8%
76.8%	62.3%	14.4%
80.1%	82.4%	-2.2%
70.0%	70.9%	-1.0%
79.1%	76.5%	2.5%
69.0%	65.3%	3.7%
70.4%	68.5%	2.0%
74.9%	76.8%	-1.9%
82.9%	86.8%	-3.9%

Fee Status		
Home/EU	Non-EU	% Diff Home/EU vs Non-EU
86%	87%	-1.9%
90%	87%	2.4%
90.3%	82.1%	8.2%
89.6%	85.3%	4.3%
83.4%	86.6%	-3.3%
65.4%	65.5%	-0.1%
70.8%	75.3%	-4.4%
84.9%	83.5%	1.3%
71.0%	65.9%	5.2%
78.6%	77.6%	1.0%
69.9%	72.1%	-2.2%
72.6%	73.8%	-1.2%
66.0%	77.2%	-11.2%
67.8%	71.4%	-3.6%
48.8%	63.3%	-14.5%
59.7%	66.8%	-7.1%
80.3%	79.3%	1.0%
65.4%	70.8%	-5.3%
81.4%	78.4%	3.0%
70.2%	74.8%	-4.5%
77.0%	79.6%	-2.6%
78.1%	81.1%	-3.0%
76.1%	78.8%	-2.7%
72.7%	75.6%	-2.9%
57.2%	63.1%	-5.9%
76.6%	79.4%	-2.8%
83.2%	83.0%	0.2%
78.5%	79.7%	-1.2%
71.5%	75.7%	-4.2%
78.9%	82.4%	-3.6%
67.5%	72.8%	-5.2%
77.4%	79.5%	-2.1%
65.9%	70.2%	-4.3%
67.8%	72.0%	-4.2%
75.0%	75.8%	-0.8%
84.5%	83.2%	1.3%

QMSS 2016 - teaching and learning	No. of respondents	%	In relation to your academic programme in the last academic year, about how much have you:								To what extent do you agree with the following statements about your learning experience:											How much have you engaged with opportunities to develop your employability by undertaking work and/or work experience?	Would you recommend the university to other students thinking of applying here?					
			Been challenged to do your best work	Asked questions or contributed to course discussions in other ways	Come to taught sessions prepared	Discussed your academic performance with teaching staff	Discussed ideas from your course with other students	Used feedback to make improvements to subsequent work	Developed the skills to influence, negotiate and lead	Adapted your understanding to new and unfamiliar settings	The programme was intellectually stimulating	The modules created a well balanced programme	Overall, the different ways in which teachers taught the subjects worked well	Overall, the learning materials within the school, in the library and online supported my learning well	I was happy with the quality of the technology designed to support learning	The assessments were well designed to allow me to show what I have learned on the programme	The feedback I have received in my modules has helped my academic development on the programme	The amount of contact with academic staff was about right	The availability and support from administrative staff in schools was about right	The programme is giving me skills that I need to progress and succeed as a graduate	The facilities for the taught sessions were good			I was happy with the size of the classes (ie number of students)	The facilities for individual and group learning on campus were good	I benefited from being in an environment where research clearly informed teaching		
QMUL	2467	29.7%	86.3%	65.6%	83.2%	42.6%	77.1%	75.3%	62.1%	82.2%	#	90.3%	83.8%	76.5%	80.9%	81.9%	77.5%	64.1%	63.0%	72.2%	79.3%	82.6%	82.6%	75.9%	80.3%	#	80.3%	90.1%
2nd year	1167	30.1%	84.7%	62.9%	82.8%	40.1%	75.3%	75.2%	58.1%	80.8%	#	88.4%	82.1%	73.4%	80.1%	84.6%	79.8%	63.6%	61.2%	69.8%	78.1%	82.7%	80.1%	75.4%	80.4%	#	76.1%	89.2%
3rd year	987	28.6%	86.8%	64.4%	81.8%	43.0%	77.2%	74.5%	61.8%	81.8%	#	90.8%	84.0%	77.4%	80.0%	79.1%	75.2%	63.3%	61.5%	73.1%	78.8%	80.4%	83.3%	73.3%	79.4%	#	83.7%	90.4%
4th year	194	28.5%	90.6%	75.0%	89.2%	48.1%	82.4%	76.5%	75.8%	92.0%	#	98.0%	93.3%	91.1%	94.4%	78.9%	79.6%	66.3%	79.8%	76.1%	86.5%	96.6%	94.4%	93.3%	86.4%	#	88.5%	93.3%
5th year	119	36.4%	91.5%	86.3%	89.7%	56.0%	85.5%	82.6%	81.3%	92.3%	#	98.2%	93.3%	89.0%	87.2%	83.6%	75.0%	74.1%	81.7%	84.1%	90.9%	91.7%	93.5%	91.7%	83.2%	#	93.1%	92.4%
QMUL 2014	841	11.5%	87.6%	66.9%	83.4%	38.0%	83.7%				#	89.0%	83.6%	75.5%	80.8%	73.0%	74.1%	55.4%	58.3%	66.2%	76.5%	78.2%	82.7%	74.6%	72.6%	#	71.2%	87.6%
QMUL 2015	1605	21.3%	84.8%	64.7%	83.0%	38.7%	82.6%	Altered question for 2016	New question for 2016	New question for 2016	#	87.5%	81.1%	74.2%	80.6%	78.5%	74.2%	57.3%	60.3%	69.0%	76.2%	79.0%	79.9%	76.4%	76.8%	#	72.0%	90.1%
Difference 2015-2016	1626	8.4%	1.5%	0.9%	0.2%	3.9%	-5.5%				#	2.8%	2.7%	2.3%	0.3%	3.4%	3.3%	6.8%	2.7%	3.2%	3.1%	3.6%	2.7%	-0.5%	3.5%	#	8.3%	0.0%
HSS	1089	30.1%	85.4%	75.9%	84.1%	45.9%	73.3%	78.9%	62.0%	81.3%	#	89.2%	83.6%	80.6%	80.0%	70.5%	79.9%	70.5%	63.3%	70.6%	78.0%	81.2%	84.9%	73.0%	81.9%	#	81.2%	91.5%
2nd year	613	31.3%	84.0%	75.5%	83.0%	42.9%	72.6%	79.3%	60.1%	81.1%	#	87.6%	81.9%	78.0%	81.2%	69.0%	80.5%	69.0%	62.8%	70.4%	77.8%	81.9%	84.4%	76.1%	82.7%	#	77.7%	89.9%
3rd & 4th year	470	28.3%	87.2%	76.2%	85.5%	49.7%	74.1%	78.4%	64.6%	81.7%	#	91.3%	85.8%	83.8%	78.4%	72.4%	79.1%	72.4%	64.1%	71.0%	78.2%	80.2%	85.7%	68.8%	80.9%	#	85.6%	93.5%
School of Business and Management	117	23.1%	80.9%	72.8%	81.4%	28.7%	75.7%	61.8%	68.4%	77.0%	#	76.8%	78.4%	60.7%	76.8%	85.8%	71.4%	46.9%	46.9%	64.0%	69.6%	75.7%	86.6%	73.0%	71.6%	#	81.6%	87.2%
2nd year	65	21.5%	83.1%	83.1%	79.4%	24.6%	72.3%	58.1%	61.5%	71.9%	#	78.1%	71.9%	50.0%	70.3%	86.2%	67.2%	41.5%	44.6%	64.1%	67.2%	75.0%	87.5%	75.0%	73.0%	#	82.3%	86.2%
3rd year	52	25.5%	78.0%	78.0%	84.0%	34.0%	80.0%	66.7%	77.6%	83.7%	#	75.0%	87.2%	75.0%	85.4%	85.4%	77.1%	54.2%	50.0%	63.8%	72.9%	76.6%	85.4%	70.2%	69.6%	#	81.3%	88.5%
School of Economics and Finance	116	26.2%	83.8%	66.4%	78.0%	32.4%	74.5%	72.7%	65.1%	78.9%	#	89.0%	89.9%	79.8%	77.1%	72.2%	84.1%	59.6%	68.5%	79.6%	78.7%	88.5%	89.7%	80.6%	75.2%	#	87.0%	91.4%
2nd year	69	30.3%	83.6%	83.6%	84.8%	25.4%	76.1%	75.8%	63.1%	80.3%	#	88.1%	91.0%	80.6%	80.6%	77.3%	84.8%	59.7%	70.1%	81.0%	79.1%	89.1%	87.9%	82.1%	81.3%	#	83.1%	89.9%
3rd year	47	22.0%	84.1%	84.1%	67.4%	43.2%	72.1%	68.2%	68.2%	76.7%	#	90.5%	88.1%	78.6%	71.4%	64.3%	82.9%	59.5%	65.9%	77.5%	78.0%	87.5%	92.7%	78.0%	65.9%	#	93.0%	93.6%
School of English and Drama	155	27.4%	88.9%	84.4%	89.0%	57.8%	77.8%	85.5%	61.8%	85.4%	#	93.5%	87.7%	85.1%	79.7%	86.3%	80.4%	77.0%	60.1%	68.7%	79.6%	81.2%	85.4%	73.2%	83.0%	#	75.7%	93.5%
2nd year	81	27.8%	87.5%	87.5%	87.5%	53.8%	81.3%	86.1%	60.8%	87.3%	#	96.3%	88.8%	88.8%	79.7%	87.5%	82.5%	79.5%	65.0%	69.2%	82.5%	84.8%	87.5%	79.5%	81.8%	#	65.8%	95.1%
3rd year	74	26.9%	90.4%	90.4%	90.5%	62.2%	74.0%	84.9%	63.0%	83.3%	#	90.5%	86.5%	81.1%	79.7%	84.9%	78.1%	74.3%	54.8%	68.1%	76.4%	77.1%	83.1%	66.2%	84.3%	#	86.3%	91.8%
School of Geography	100	39.5%	85.0%	68.4%	76.0%	73.7%	77.3%	81.4%	67.7%	81.3%	#	86.0%	81.0%	86.0%	88.0%	90.0%	84.8%	70.0%	70.7%	82.8%	79.8%	84.8%	72.7%	71.7%	89.0%	#	91.9%	87.0%
2nd year	59	40.1%	81.4%	81.4%	74.6%	64.4%	70.2%	84.2%	63.8%	82.5%	#	81.4%	76.3%	81.4%	88.1%	91.5%	84.5%	71.2%	69.0%	81.0%	77.6%	87.9%	64.4%	76.3%	86.4%	#	89.8%	81.4%
3rd year	41	38.7%	90.2%	90.2%	78.0%	87.5%	87.5%	77.5%	73.7%	79.5%	#	92.7%	87.8%	92.7%	87.8%	87.8%	85.4%	68.3%	73.2%	85.4%	82.9%	80.5%	85.0%	65.0%	92.7%	#	95.0%	95.1%
School of History	164	39.2%	90.2%	85.3%	90.1%	58.6%	65.6%	84.5%	68.3%	84.7%	#	92.7%	85.4%	86.6%	82.9%	82.8%	84.0%	82.7%	73.3%	71.1%	84.0%	77.6%	84.8%	68.3%	88.8%	#	75.5%	93.3%
2nd year	92	41.4%	87.0%	87.0%	90.1%	58.7%	69.6%	84.4%	63.0%	82.6%	#	87.0%	84.8%	80.4%	85.9%	89.0%	81.3%	77.8%	71.1%	68.9%	82.4%	76.7%	81.5%	68.1%	91.1%	#	71.9%	93.5%
3rd year	72	38.1%	94.4%	94.4%	90.1%	58.6%	60.6%	84.5%	75.4%	87.3%	#	100.0%	86.1%	94.4%	79.2%	75.0%	87.5%	88.9%	76.1%	73.9%	85.9%	78.9%	88.9%	68.6%	85.9%	#	80.0%	93.1%
School of Languages Linguistics and Film	162	32.0%	78.3%	78.5%	88.5%	42.8%	75.9%	84.0%	46.8%	79.6%	#	88.7%	82.3%	83.3%	80.4%	80.9%	81.1%	77.8%	67.1%	68.0%	71.2%	82.1%	89.6%	78.9%	81.2%	#	80.0%	92.0%
2nd year	89	36.2%	74.2%	74.2%	87.4%	37.5%	75.9%	85.2%	39.8%	78.2%	#	86.4%	80.7%	87.4%	80.7%	86.2%	85.2%	77.3%	60.0%	64.4%	68.2%	79.5%	88.4%	82.6%	81.9%	#	76.7%	88.8%
3rd & 4th year	73	26.4%	83.3%	83.3%	89.9%	49.3%	76.1%	82.4%	55.7%	81.4%	#	91.5%	84.3%	78.3%	80.0%	74.3%	76.1%	78.6%	75.7%	72.7%	75.0%	85.3%	91.2%	74.2%	80.3%	#	85.2%	95.9%
School of Law	143	28.6%	90.1%	68.6%	82.1%	22.7%	72.3%	76.3%	62.8%	87.4%	#	93.5%	82.6%	76.1%	79.6%	89.1%	73.2%	64.0%	51.1%	64.9%	82.6%	79.3%	85.4%	70.7%	78.9%	#	88.4%	89.5%
2nd year	71	27.7%	92.9%	92.9%	78.6%	22.9%	65.7%	78.3%	68.6%	89.9%	#	94.2%	81.2%	71.0%	81.2%	89.9%	79.7%	67.2%	57.4%	68.7%	88.4%	77.6%	89.7%	74.2%	79.7%	#	88.4%	85.9%
3rd & 4th year	72	29.3%	87.3%	87.3%	85.7%	22.5%	78.9%	74.3%	56.7%	84.8%	#	92.8%	84.1%	81.2%	77.9%	88.4%	66.7%	60.9%	44.9%	61.2%	76.8%	80.9%	81.2%	67.2%	78.1%	#	88.0%	93.1%
School of Politics and International Relations	132	32.3%	84.6%	74.8%	81.4%	50.0%	69.2%	79.1%	59.8%	73.8%	#	89.0%	80.5%	82.5%	75.6%	80.0%	79.5%	75.4%	67.7%	70.7%	77.2%	82.4%	82.3%	68.3%	85.0%	#	75.0%	95.5%
2nd year	87	33.6%	83.5%	83.5%	77.4%	50.6%	69.4%	77.4%	64.6%	75.9%	#	86.9%	78.6%	78.3%	81.9%	81.5%	77.1%	69.5%	62.7%	70.0%	77.1%	86.4%	85.0%	72.5%	83.5%	#	70.9%	94.3%
3rd year	45	30.0%	86.7%	86.7%	88.9%	48.9%	68.9%	82.2%	51.1%	69.8%	#	93.0%	84.1%	90.7%	63.6%	77.3%	84.1%	86.4%	77.3%	72.1%	77.3%	75.0%	77.3%	60.5%	87.8%	#	82.2%	97.8%
SMD	455	27.4%	93.8%	78.3%	89.1%	50.3%	84.2%	77.2%	76.6%	91.7%	#	97.1%	92.3%	85.4%	90.1%	64.7%	79.2%	64.7%	76.1%	80.2%	91.5%	93.4%	90.3%	91.2%	86.5%	#	85.6%	94.3%
2nd year	129	28.0%	96.1%	71.9%	86.6%	46.0%	82.9%	73.6%	73.4%	87.9%	#	95.3%	89.7%	79.4%	90.5%	63.0%	83.3%	63.0%	75.2%	77.4%	92.1%	94.4%	86.5%	89.6%	84.8%	#	80.3%	95.4%
3rd year	124	24.3%	91.1%	72.1%	87.8%	45.5%	85.7%	73.3%	74.2%	95.0%	#	97.5%	93.4%	84.0%	89.2%	57.0%	78.3%	57.0%	69.2%	82.5%	95.0%	91.6%	88.3%	90.8%	91.3%	#	84.4%	94.4%
4th year	90	24.0%	95.6%	86.7%	93.3%	54.6%	80.9%	79.6%	78.2%	92.0%	#	97.8%	93.3%	91.1%	94.4%	66.3%	80.0%	66.3%	79.8%	76.1%	86.5%	96.6%	94.4%	93.3%	86.4%	#	87.4%	95.6%
5th year	112	35.6%	92.8%	85.6%	90.1%	57.3%	86.5%	83.5%	81.9%	92.3%	#	98.2%	93.3%	89.0%	87.2%	74.1%	75.0%	74.1%	81.7%	84.1%	90.9%	91.7%	93.5%	91.7%	83.2%	#	92.6%	92.0%
Medicine Students (MBBS etc)	304	22.4%	93.1%	78.6%	90.8%	47.2%	85.6%	74.8%	76.5%	92.6%	#	96.7%	93.0%	87.0%	90.7%	85.8%	85.8%	64.9%	77.4%	80.6%	92.7%	93.3%	87.6%	90.6%	87.5%	#	84.6%	94.1%
2nd year	90	23.4%	94.5%	72.5%	91.2%	48																						




S&E	923	30.2%	83.8%	47.3%	79.3%	35.2%	78.1%	70.3%	54.9%	78.4%	#	88.1%	80.0%	67.3%	77.5%	78.8%	73.9%	56.4%	56.0%	66.5%	74.8%	78.9%	76.1%	71.7%	75.2%	#	78.1%	86.6%
2nd year	425	29.1%	82.3%	41.8%	81.4%	34.2%	76.9%	69.7%	50.6%	78.2%	#	87.5%	80.1%	64.2%	75.2%	81.6%	77.6%	55.9%	54.8%	66.5%	74.2%	80.2%	71.7%	69.9%	75.5%	#	72.9%	86.4%
3rd & 4th year	498	31.1%	85.0%	51.6%	77.4%	35.7%	79.2%	70.7%	58.7%	78.7%	#	88.6%	79.8%	69.6%	79.1%	76.5%	70.7%	56.7%	57.1%	72.7%	75.7%	77.9%	79.8%	73.2%	75.0%	#	81.5%	86.8%
School of Biological and Chemical Sciences	324	29.4%	83.4%	49.8%	87.0%	40.1%	75.2%	74.4%	48.1%	77.1%	#	90.5%	81.1%	75.2%	76.0%	76.6%	72.2%	57.6%	51.6%	64.1%	76.0%	79.6%	77.0%	72.3%	86.0%	#	77.0%	86.1%
2nd year	174	31.2%	80.9%	47.6%	89.5%	39.1%	75.7%	72.5%	43.9%	77.1%	#	88.9%	83.1%	73.1%	74.1%	79.5%	76.6%	55.2%	50.6%	61.4%	73.8%	84.2%	76.2%	69.1%	86.1%	#	73.9%	90.2%
3rd & 4th year	150	27.6%	86.3%	52.1%	84.1%	41.4%	74.7%	76.6%	53.2%	77.2%	#	92.4%	78.6%	77.8%	78.3%	73.1%	66.9%	60.8%	52.7%	67.1%	79.2%	74.3%	77.9%	76.1%	85.7%	#	80.0%	81.3%
School of Electronic Engineering and Computer Science	152	28.0%	83.6%	47.4%	76.0%	35.1%	79.9%	72.0%	73.0%	79.7%	#	85.8%	75.8%	59.5%	77.0%	82.1%	74.0%	60.3%	59.7%	67.8%	81.4%	78.8%	74.7%	71.7%	70.4%	#	88.1%	86.2%
2nd year	63	22.0%	77.8%	41.3%	75.8%	27.0%	69.4%	69.4%	66.1%	75.0%	#	84.1%	73.0%	58.1%	74.6%	85.2%	82.3%	68.9%	61.3%	67.2%	83.6%	75.8%	66.1%	71.0%	69.6%	#	83.3%	84.1%
3rd & 4th year	89	30.5%	87.6%	51.7%	76.1%	40.9%	87.4%	73.9%	77.9%	83.0%	#	87.1%	77.9%	60.5%	78.8%	79.8%	67.9%	54.1%	58.5%	68.2%	79.8%	81.0%	81.0%	72.3%	70.9%	#	90.1%	87.6%
School of Engineering and Materials Science	218	34.5%	81.6%	52.6%	74.2%	35.4%	78.8%	59.2%	69.5%	83.3%	#	84.9%	76.1%	62.7%	75.5%	76.9%	70.6%	47.8%	54.8%	71.6%	65.7%	76.7%	76.2%	73.3%	66.2%	#	86.6%	85.8%
2nd year	82	32.3%	85.9%	42.9%	72.7%	39.7%	81.3%	62.8%	68.8%	84.6%	#	83.1%	74.0%	55.8%	70.1%	77.6%	72.0%	53.2%	56.0%	64.9%	62.7%	75.3%	72.4%	70.7%	64.9%	#	79.2%	81.7%
3rd & 4th year	136	35.5%	79.1%	58.2%	75.0%	32.8%	77.4%	57.1%	69.9%	82.4%	#	85.9%	77.2%	66.7%	78.5%	76.5%	69.9%	44.7%	54.1%	75.6%	67.4%	77.4%	78.4%	74.8%	66.9%	#	90.0%	88.2%
School of Mathematical Sciences	122	24.8%	83.5%	43.8%	72.0%	24.4%	72.9%	73.1%	34.5%	71.7%	#	85.5%	82.9%	66.4%	77.9%	80.2%	75.0%	59.0%	60.3%	72.5%	73.9%	78.4%	72.6%	68.1%	67.0%	#	63.6%	82.8%
2nd year	57	23.6%	82.1%	40.4%	75.0%	26.3%	73.7%	70.2%	40.0%	77.8%	#	89.3%	80.4%	64.3%	83.3%	83.6%	74.1%	49.1%	56.6%	70.0%	79.6%	74.5%	64.2%	66.0%	68.6%	#	59.3%	78.9%
3rd & 4th year	65	27.1%	84.6%	46.9%	69.4%	22.6%	72.1%	75.8%	29.3%	66.1%	#	82.0%	85.2%	68.3%	72.9%	77.0%	75.8%	67.7%	63.5%	74.6%	68.9%	82.0%	80.0%	70.0%	65.5%	#	68.3%	86.2%
School of Physics and Astronomy	106	40.2%	90.6%	31.7%	79.6%	30.2%	88.6%	75.0%	43.3%	79.0%	#	94.3%	87.7%	65.7%	85.6%	83.0%	84.0%	61.9%	62.5%	83.7%	81.7%	82.1%	78.8%	69.9%	76.0%	#	67.0%	94.3%
2nd year	48	39.7%	89.6%	21.3%	83.0%	25.0%	87.2%	72.3%	38.3%	77.1%	#	93.8%	89.6%	59.6%	80.9%	87.5%	87.5%	55.3%	58.3%	83.0%	78.7%	85.4%	70.2%	73.9%	68.8%	#	57.4%	91.7%
3rd & 4th year	58	41.4%	91.4%	40.4%	76.8%	34.5%	89.7%	77.2%	47.4%	80.7%	#	94.8%	86.2%	70.7%	89.5%	79.3%	81.0%	67.2%	66.1%	84.2%	84.2%	79.3%	86.0%	66.7%	82.1%	#	77.6%	96.6%

QMS 2016 - Campus, services and QMSU	No. of respondents	%	How satisfied you are with the following aspects of campus life?					Please indicate whether you have received information or support from the following services and, if so, if you were satisfied with them:													During the last academic year, how often have you engaged with Students' Union activities:					Please indicate how much the following activities offered by the Students' Union have had a positive impact on your academic experience:			
			Cafes and food outlets & shops*	Gym facilities	Bars	Reflection, prayer and contemplation facilities	Opportunities to meet people from other countries	Library Service	IT services	Student Enquiry Centre	Residential Services and Housing Support Services	The Fees Office	Careers and Enterprise Centre	Student Health Service	Learning Development	The Language Centre	Advice and Counselling Service	Disability and Dyslexia Service	The Chaplaincy	The Music Programme	Representation	Sports	Societies	Volunteering	Media	Course Representatives	Academic Societies	Students' Union Campaigns	Overall, I am satisfied with the Students' Union
QMUL	2467	29.7%	66.3%	77.9%	73.4%	79.9%	81.2%	89.3%	92.0%	94.0%	86.4%	87.6%	87.1%	81.6%	89.7%	84.8%	86.3%	92.8%	90.7%	87.0%	53.0%	51.8%	75.9%	48.8%	31.7%	63.8%	70.9%	63.8%	80.2%
2nd year	1167	30.1%	66.7%	77.9%	72.0%	81.4%	80.5%	90.3%	94.1%	94.6%	84.8%	90.1%	87.9%	81.6%	87.4%	82.0%	85.9%	92.1%	89.9%	86.8%	49.8%	47.9%	73.6%	43.9%	28.8%	58.5%	67.2%	58.5%	79.5%
3rd year	987	28.6%	67.1%	79.7%	75.2%	79.8%	83.3%	87.8%	90.0%	93.5%	87.9%	86.6%	85.8%	79.6%	91.0%	85.0%	85.5%	93.5%	91.3%	85.8%	53.1%	53.2%	77.9%	49.5%	35.2%	63.8%	71.2%	63.8%	80.0%
4th year	194	28.5%	63.3%	66.7%	68.8%	70.0%	69.4%	90.6%	88.2%	93.4%	92.9%	82.1%	95.0%	91.8%	95.7%	100.0%	92.6%	85.7%	90.9%	90.9%	71.3%	68.7%	80.7%	69.5%	27.4%	84.8%	88.0%	84.8%	81.4%
5th year	119	36.4%	56.1%	70.1%	75.9%	71.1%	77.0%	92.5%	91.4%	94.4%	85.7%	81.9%	96.9%	87.5%	100.0%	96.7%	91.3%	97.6%	91.3%	95.0%	67.9%	62.3%	76.8%	70.9%	32.2%	93.2%	86.7%	93.2%	86.9%
QMUL 2014	841	11.5%	63.9%	80.4%	73.5%	76.5%	No data	93.2%	81.8%	89.7%	81.1%	85.2%	80.7%	75.9%	88.3%	79.7%	82.3%	93.5%	83.5%	New question for 2016	43.0%	37.7%	67.2%	38.9%	20.0%	57.2%	61.7%	46.7%	No data
QMUL 2015	1605	21.3%	65.5%	74.9%	74.0%	80.0%	77.4%	91.6%	84.9%	91.3%	75.9%	85.5%	82.1%	80.8%	87.2%	80.4%	85.1%	88.2%	84.2%		45.6%	43.5%	69.2%	41.3%	22.6%	57.8%	64.2%	51.2%	66.5%
Difference 2015-2016	1626	8.4%	0.8%	3.0%	-0.6%	-0.1%	3.8%	-2.3%	7.1%	2.7%	10.5%	2.1%	5.0%	0.8%	2.5%	4.4%	1.2%	4.6%	6.5%		7.4%	8.3%	6.7%	7.5%	9.1%	6.0%	6.7%	12.6%	13.7%
HSS	1089	30.1%	66.6%	78.6%	73.2%	79.1%	82.1%	87.9%	93.7%	93.7%	8620.0%	89.0%	87.0%	79.5%	90.8%	81.5%	85.8%	93.6%	90.3%	86.2%	50.4%	47.0%	75.3%	46.2%	35.8%	55.0%	67.0%	55.0%	78.9%
2nd year	613	31.3%	69.0%	79.5%	72.2%	79.8%	82.1%	89.3%	94.8%	94.7%	87.2%	90.6%	87.7%	80.4%	92.1%	80.9%	85.0%	93.2%	91.5%	86.3%	51.2%	47.2%	74.3%	43.8%	32.4%	53.8%	64.8%	58.4%	79.9%
3rd & 4th year	470	28.3%	64.1%	77.4%	74.4%	78.2%	83.3%	86.0%	92.2%	92.5%	84.7%	87.0%	86.2%	78.4%	89.1%	82.1%	86.9%	94.0%	88.9%	86.2%	49.5%	46.8%	76.6%	49.4%	40.3%	56.3%	69.8%	60.1%	77.5%
School of Business and Management	117	23.1%	67.5%	77.4%	70.7%	67.9%	83.8%	90.5%	96.9%	97.0%	77.5%	87.1%	81.1%	80.9%	96.6%	78.8%	87.8%	94.1%	100.0%	100.0%	56.3%	57.7%	78.2%	47.4%	40.9%	57.5%	67.9%	67.1%	81.1%
2nd year	65	21.5%	73.0%	76.7%	68.0%	73.3%	85.2%	91.7%	94.6%	96.3%	77.8%	85.3%	84.8%	76.2%	100.0%	80.0%	85.7%	100.0%	100.0%	100.0%	52.7%	52.7%	75.4%	45.3%	33.3%	51.2%	64.3%	63.9%	82.8%
3rd year	52	25.5%	60.8%	78.0%	73.8%	60.9%	82.0%	88.9%	100.0%	97.9%	77.3%	88.9%	77.3%	84.6%	91.7%	76.9%	90.0%	88.9%	100.0%	100.0%	61.0%	64.3%	81.8%	50.0%	50.0%	64.1%	71.8%	70.3%	79.2%
School of Economics and Finance	116	26.2%	64.7%	81.8%	72.3%	87.3%	87.5%	90.8%	93.3%	95.6%	87.8%	91.4%	83.9%	89.7%	96.2%	91.3%	96.3%	95.7%	95.0%	90.9%	58.2%	60.4%	83.2%	66.0%	43.2%	67.0%	75.3%	67.5%	81.4%
2nd year	69	30.3%	68.3%	82.9%	67.4%	86.1%	93.2%	93.1%	96.2%	96.3%	81.8%	93.1%	88.5%	86.4%	100.0%	90.9%	100.0%	100.0%	100.0%	92.9%	55.6%	58.6%	82.0%	66.7%	43.6%	68.5%	71.2%	65.3%	85.5%
3rd year	47	22.0%	59.5%	80.6%	78.4%	88.9%	78.4%	87.5%	88.9%	94.4%	94.7%	89.7%	77.1%	94.1%	90.0%	91.7%	93.8%	90.9%	90.0%	87.5%	62.2%	63.2%	85.0%	64.9%	42.4%	64.9%	81.1%	70.6%	75.0%
School of English and Drama	155	27.4%	70.5%	81.3%	75.0%	76.4%	79.0%	85.5%	90.8%	92.8%	85.9%	87.5%	94.1%	85.5%	89.4%	85.7%	82.0%	95.5%	88.2%	87.5%	51.1%	37.4%	77.1%	40.3%	39.4%	53.8%	65.2%	58.1%	80.1%
2nd year	81	27.8%	66.7%	83.6%	72.9%	82.4%	77.8%	91.4%	91.5%	92.0%	87.5%	90.9%	90.0%	88.6%	92.0%	90.9%	86.2%	96.0%	100.0%	92.3%	47.8%	29.9%	74.0%	26.5%	23.5%	44.8%	56.1%	52.5%	78.1%
3rd year	74	26.9%	74.6%	78.0%	77.2%	66.7%	80.3%	79.4%	90.0%	93.6%	83.3%	82.6%	97.4%	82.4%	86.4%	82.4%	78.1%	94.7%	80.0%	81.8%	54.7%	45.3%	80.6%	55.7%	56.3%	62.7%	74.1%	63.8%	82.4%
School of Geography	100	39.5%	68.4%	68.8%	71.4%	73.2%	83.1%	90.7%	92.5%	94.1%	88.9%	89.1%	90.8%	85.4%	91.7%	87.5%	83.8%	92.6%	83.3%	84.6%	54.1%	51.8%	70.9%	61.6%	32.5%	75.3%	69.7%	70.1%	82.4%
2nd year	59	40.1%	77.8%	72.2%	74.5%	72.0%	77.6%	91.7%	93.5%	92.3%	90.9%	81.5%	91.2%	88.9%	95.2%	81.3%	75.0%	88.9%	81.8%	80.0%	57.7%	54.9%	69.8%	61.5%	32.0%	79.2%	72.3%	68.1%	83.6%
3rd year	41	38.7%	56.1%	64.3%	66.7%	75.0%	91.2%	89.5%	91.2%	96.6%	83.3%	100.0%	90.3%	81.0%	86.7%	100.0%	94.1%	100.0%	85.7%	100.0%	48.5%	46.9%	72.7%	61.8%	33.3%	69.0%	65.5%	73.3%	80.6%
School of History	164	39.2%	15.3%	76.5%	72.6%	86.2%	81.6%	85.8%	91.5%	92.7%	92.1%	90.9%	90.2%	78.7%	97.0%	86.1%	87.0%	91.2%	100.0%	86.7%	45.6%	42.3%	69.2%	31.1%	31.8%	50.4%	71.2%	52.5%	78.3%
2nd year	92	41.4%	68.2%	82.0%	71.4%	87.2%	81.5%	88.2%	93.9%	93.6%	94.4%	93.5%	88.6%	76.5%	100.0%	80.0%	80.0%	83.3%	100.0%	85.7%	44.2%	44.9%	71.3%	32.4%	30.6%	52.9%	71.4%	54.9%	79.0%
3rd year	72	38.1%	62.9%	67.6%	74.5%	84.2%	81.8%	82.5%	88.5%	91.8%	88.9%	87.5%	91.5%	81.5%	94.3%	93.8%	95.8%	100.0%	87.5%	87.5%	47.5%	39.0%	66.7%	29.3%	33.3%	47.2%	70.9%	49.0%	77.4%
School of Languages Linguistics and Film	162	32.0%	66.2%	83.3%	80.2%	88.5%	77.1%	91.3%	95.2%	93.6%	84.7%	87.5%	87.8%	76.0%	92.3%	84.8%	83.1%	97.1%	88.2%	80.0%	46.1%	33.9%	62.8%	29.0%	31.5%	54.7%	49.6%	55.5%	85.0%
2nd year	89	36.2%	64.0%	78.4%	73.8%	82.8%	75.0%	87.3%	96.6%	96.3%	85.3%	97.1%	82.4%	81.0%	90.7%	92.3%	81.4%	100.0%	87.5%	84.6%	45.9%	34.7%	64.2%	26.9%	27.0%	47.6%	48.5%	53.3%	84.4%
3rd & 4th year	73	26.4%	69.1%	89.7%	87.5%	95.7%	79.7%	96.6%	93.3%	91.1%	84.0%	75.9%	92.5%	69.7%	95.5%	74.1%	86.4%	92.9%	88.9%	71.4%	46.3%	32.7%	60.7%	32.1%	37.7%	63.0%	51.1%	58.0%	85.7%
School of Law	143	28.6%	63.7%	80.4%	67.5%	71.4%	84.5%	87.5%	94.2%	90.7%	89.9%	87.2%	91.7%	77.8%	79.3%	63.0%	84.8%	92.8%	92.9%	80.0%	47.0%	56.1%	88.0%	63.7%	37.7%	41.9%	78.2%	61.2%	70.9%
2nd year	71	27.7%	61.5%	79.2%	73.6%	72.0%	82.5%	87.9%	94.1%	93.8%	90.0%	89.2%	97.4%	80.0%	90.9%	58.3%	85.0%	80.0%	83.3%	50.0%	58.6%	64.4%	89.6%	65.5%	41.8%	51.8%	84.2%	68.4%	73.5%
3rd & 4th year	72	29.3%	65.7%	81.5%	62.5%	71.0%	86.4%	87.1%	94.3%	88.1%	89.7%	85.4%	87.0%	75.7%	72.2%	66.7%	84.6%	100.0%	100.0%	100.0%	35.6%	48.4%	86.4%	62.1%	33.9%	32.8%	72.6%	54.2%	68.2%
School of Politics and International Relations	132	32.3%	65.9%	76.5%	74.2%	79.4%	86.8%	82.5%	95.1%	93.3%	76.9%	91.5%	75.4%	65.4%	80.0%	73.7%	88.0%	86.4%	77.8%	81.3%	50.0%	44.4%	74.8%	41.7%	31.4%	49.1%	60.4%	49.0%	72.9%
2nd year	87	33.6%	75.3%	78.1%	74.6%	77.6%	85.1%	85.1%	97.1%	95.5%	80.8%	92.7%	78.8%	67.6%	74.1%	65.2%	93.8%	90.9%	83.3%	88.9%	52.1%	45.7%	71.2%	40.3%	31.8%	41.8%	55.2%	48.5%	74.7%
3rd year	45	30.0%	48.9%	73.5%	73.5%	85.7%	90.0%	77.5%	91.2%	89.5%	69.2%	90.0%	70.8%	61.1%	92.3%	86.7%	77.8%	81.8%	66.7%	71.4%	46.2%	42.1%	81.0%	44.4%	30.6%	61.5%	70.6%	50.0%	69.2%

S&E	923	30.2%	67.9%	80.4%	73.2%	82.2%	77.2%	88.6%	90.4%	94.2%	85.4%	88.3%	85.6%	79.0%	86.0%	83.9%	86.3%	91.0%	90.6%	85.1%	48.0%	50.7%	72.6%	40.8%	27.2%	61.4%	66.2%	61.4%	78.4%
2nd year	425	29.1%	63.5%	75.8%	70.6%	83.9%	77.2%	89.7%	92.8%	94.2%	80.3%	88.7%	86.2%	80.0%	79.7%	81.0%	85.1%	87.3%	86.0%	86.0%	43.4%	46.4%	70.5%	38.1%	24.0%	56.3%	65.1%	57.5%	75.7%
3rd & 4th year	498	31.1%	71.1%	84.4%	75.4%	80.7%	85.2%	87.7%	88.3%	94.2%	90.1%	88.0%	85.3%	78.3%	92.0%	86.3%	87.2%	93.6%	93.8%	84.5%	52.2%	54.2%	74.7%	42.9%	29.9%	65.5%	67.1%	57.8%	80.6%
School of Biological and Chemical Sciences	324	29.4%	68.1%	81.2%	74.4%	82.6%	83.1%	88.2%	91.3%	94.9%	85.3%	91.7%	85.5%	78.6%	90.0%	82.1%	86.6%	88.1%	88.0%	82.5%	34.7%	34.7%	34.6%	35.8%	35.3%	64.4%	67.6%	57.3%	81.0%
2nd year	174	31.2%	63.0%	76.7%	70.9%	82.4%	80.1%	88.4%	92.1%	94.3%	79.7%	90.1%	87.5%	78.2%	87.8%	83.8%	87.8%	84.4%	78.3%	78.9%	47.2%	43.0%	72.8%	46.3%	20.3%	61.6%	69.2%	57.7%	80.7%
3rd & 4th year	150	27.6%	74.0%	86.4%	79.2%	83.3%	86.7%	87.9%	90.3%	95.6%	93.3%	93.5%	83.9%	79.0%	92.7%	80.0%	85.4%	91.4%	96.3%	85.7%	56.6%	49.6%	72.1%	47.6%	28.9%	67.5%	65.8%	56.8%	81.4%
School of Electronic Engineering and Computer Science	152	28.0%	65.5%	88.6%	76.4%	85.7%	84.7%	87.9%	90.8%	94.8%	88.4%	84.6%	93.5%	80.0%	85.0%	87.5%	83.3%	92.0%	87.0%	82.6%	43.8%	52.5%	73.1%	38.0%	31.3%	63.6%	66.7%	63.6%	80.9%
2nd year	63	22.0%	60.3%	93.0%	78.6%	86.1%	75.0%	84.3%	92.3%	95.1%	87.5%	80.0%	97.4%	78.9%	80.0%	72.7%	82.6%	90.9%	87.5%	87.5%	32.0%	42.0%	64.8%	22.4%	26.9%	51.2%	55.8%	55.6%	79.2%
3rd & 4th year	89	30.5%	69.0%	85.5%	75.0%	85.4%	91.1%	90.1%	89.7%	94.7%	88.9%	86.9%	91.3%	80.6%	88.0%	95.2%	84.0%	92.9%	86.7%	80.0%	52.1%	60.0%	78.9%	48.6%	34.9%	71.9%	73.8%	69.4%	81.9%
School of Engineering and Materials Science	218	34.5%	68.6%	77.7%	72.3%	78.9%	81.1%	91.2%	88.4%	92.5%	82.4%	86.6%	83.1%	79.7%	84.1%	84.6%	85.7%	91.1%	92.6%	84.0%	48.3%	61.3%	77.0%	42.1%	31.4%	63.5%	61.8%	60.9%	78.2%
2nd year	82	32.3%	62.7%	64.5%	66.1%	80.4%	77.0%	92.2%	90.3%	91.5%	73.1%	91.9%	77.6%	82.1%	69.0%	73.3%	75.0%	81.3%	90.9%	88.9%	49.2%	60.0%	76.4%	39.7%	35.5%	60.9%	66.1%	67.2%	68.5%
3rd & 4th year	136	35.5%	72.0%	85.6%	76.0%	77.9%	83.6%	90.6%	87.4%	93.0%	88.1%	84.1%	85.7%	78.3%	95.0%	91.7%	90.7%	96.6%	93.8%	81.3%	48.6%	61.8%	78.8%	42.6%	28.8%	64.6%	58.6%	57.3%	83.9%
School of Mathematical Sciences	122	24.8%	69.6%	70.4%	70.1%	86.2%	77.4%	85.0%	90.4%	92.5%	91.4%	88.9%	81.8%	81.6%	79.5%	86.2%	84.2%	92.3%	91.7%	85.0%	52.3%	48.0%	69.0%	41.2%	30.3%	61.9%	70.1%	56.8%	75.0%
2nd year	57	23.6%	71.4%	65.7%	67.6%	90.9%	70.0%	88.9%	93.0%	92.9%	92.9%	91.7%	81.3%	82.4%	70.8%	90.9%	82.4%	90.0%	88.9%	87.5%	47.8%	43.2%	68.6%	42.2%	28.6%	57.1%	62.8%	51.4%	73.1%
3rd & 4th year	65	27.1%	67.8%	73.9%	73.3%	81.3%	83.9%	81.8%	87.5%	92.2%	90.5%	86.7%	82.4%	81.0%	90.0%	83.3%	85.7%	93.8%	93.3%	83.3%	55.7%	51.7%	69.4%	40.4%	31.6%	65.5%	75.9%	60.8%	76.8%
School of Physics and Astronomy	106	40.2%	67.7%	85.1%	68.6%	75.7%	77.5%	89.9%	91.5%	97.3%	84.4%	89.5%	82.5%	76.9%	90.9%	78.9%	93.5%	96.0%	100.0%	100.0%	37.6%	43.5%	68.4%	23.6%	19.1%	43.0%	66.7%	46.2%	70.9%
2nd year	48	39.7%	67.4%	83.8%	69.7%	84.2%	79.5%	100.0%	100.0%	100.0%	81.3%	86.7%	89.5%	86.7%	90.9%	80.0%	100.0%	100.0%	100.0%	100.0%	29.5%	44.4%	63.6%	22.7%	11.6%	32.4%	63.9%	51.4%	69.2%
3rd & 4th year	58	41.4%	68.0%	86.7%	67.6%	66.7%	75.6%	82.2%	82.9%	95.5%	87.5%	91.3%	78.9%	70.8%	90.9%	77.8%	89.5%	93.3%	100.0%	100.0%	44.9%	42.6%	72.5%	24.4%	26.1%	52.4%	68.8%	41.9%	72.3%

Traffic lights used in this report

Traffic light status against specified action	
In place and effective	GREEN
In place and not yet operating	AMBER
Not yet in place	RED

Direction of NSS result between latest year and previous year	
Improving	
Little or no change (within +/- 2%)	
Worsening	

Category	QMUL data						National data								
	2013 score	2014 score	2015 score	3 year average (2013-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	84	78	82	81	77	↓	80/82	21/21	5/7	80/82	21/21	5/7	80/82	21/21	5/7
Assessment & Feedback	57	47	54	53	47	↓	79/82	21/21	5/7	79/82	21/21	5/7	79/82	21/21	5/7
Academic Support	68	67	68	68	65	↓	79/82	21/21	5/7	79/82	21/21	5/7	79/82	21/21	5/7
Management & Organisation	79	75	77	77	74	↓	62-64/82	17-19/21	5/7	62-64/82	17-19/21	5/7	62-64/82	17-19/21	5/7
Learning resources	80	70	78	76	76	↔	79/82	21/21	6/7	79/82	21/21	6/7	79/82	21/21	6/7
Personal Development	79	79	73	77	73	↓	74-76/82	21/21	6/7	74-76/82	21/21	6/7	74-76/82	21/21	6/7
Overall satisfaction	82	77	82	80	79	↔	73-75/82	20/21	5/7	73-75/82	20/21	5/7	73-75/82	20/21	5/7

QMUL data							National data								
Category	2013 score	2014 score	2015 score	3 year average (2013-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	90	83	81	85	86	↔	40-41/55	15/21	4/6	40-41/55	15/21	4/6	40-41/55	15/21	4/6
Assessment & Feedback	71	65	63	66	57	↓	49/55	19/21	4/6	49/55	19/21	4/6	49/55	19/21	4/6
Academic Support	81	82	73	79	75	↓	50-52/55	21/21	6/6	50-52/55	21/21	6/6	50-52/55	21/21	6/6
Management & Organisation	86	87	73	82	80	↔	38-39/55	17/21	2/6	38-39/55	17/21	2/6	38-39/55	17/21	2/6
Learning resources	80	80	69	76	72	↑	54/55	21/21	5/6	54/55	21/21	5/6	54/55	21/21	5/6
Personal Development	80	76	70	75	77	↔	41-43/55	12/13-21	3/6	41-43/55	12/13-21	3/6	41-43/55	12/13-21	3/6
Overall satisfaction	89	89	81	86	80	↓	47-48/55	19/21	4/6	47-48/55	19/21	4/6	47-48/55	19/21	4/6

QMUL data							National data								
Category	2013 score	2014 score	2015 score	3 year average (2013-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	96	88	88	91	83	↓	15/18	10/12	3/3	15/18	10/12	3/3	15/18	10/12	3/3
Assessment & Feedback	60	62	59	60	64	↑	11/18	7/12	2/3	11/18	7/12	2/3	11/18	7/12	2/3
Academic Support	76	76	83	78	69	↓	17-18/18	12/12	3/3	17-18/18	12/12	3/3	17-18/18	12/12	3/3
Management & Organisation	91	83	77	84	73	↓	14-17/18	11-12/12	3/3	14-17/18	11-12/12	3/3	14-17/18	11-12/12	3/3
Learning resources	86	83	84	84	76	↓	15-16/18	10/12	2/3	15-16/18	10/12	2/3	15-16/18	10/12	2/3
Personal Development	88	80	83	84	68	↓	16-17/18	12/12	3/3	16-17/18	12/12	3/3	16-17/18	12/12	3/3
Overall satisfaction	96	88	86	90	75	↓	18/30	12/12	3/3	18/30	12/12	3/3	18/30	12/12	3/3

QMUL data							National data								
Category	2013 score	2014 score	2015 score	3 year average (2013-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	83	93	91	89	89	↔	31-37/59	10-15/20	5/11	31-37/59	10-15/20	5/11	31-37/59	10-15/20	5/11
Assessment & Feedback	56	68	67	64	63	↔	46-57/59	15-16/20	8/11	46-57/59	15-16/20	8/11	46-57/59	15-16/20	8/11
Academic Support	68	81	82	77	71	↓	53/59	19/20	8/11	53/59	19/20	8/11	53/59	19/20	8/11
Management & Organisation	89	95	87	90	79	↓	37-40/59	14-15/20	8/11	37-40/59	14-15/20	8/11	37-40/59	14-15/20	8/11
Learning resources	76	84	74	78	71	↓	57/59	20/20	11/11	57/59	20/20	11/11	57/59	20/20	11/11
Personal Development	59	85	87	77	77	↔	41-44/59	13-15/20	2-4/11	41-44/59	13-15/20	2-4/11	41-44/59	13-15/20	2-4/11
Overall satisfaction	87	95	89	90	86	↓	41-43/59	14-16/20	7/11	41-43/59	14-16/20	7/11	41-43/59	14-16/20	7/11

QMUL data							National data								
Category	2013 score	2014 score	2015 score	3 year average (2013-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	80	80	80	80	76	↓	115/116	21/21	10/10	115/116	21/21	10/10	115/116	21/21	10/10
Assessment & Feedback	69	59	52	60	49	↓	115/116	21/21	10/10	115/116	21/21	10/10	115/116	21/21	10/10
Academic Support	76	70	70	72	68	↓	114-5/116	21/21	10/10	114-5/116	21/21	10/10	114-5/116	21/21	10/10
Management & Organisation	70	74	81	75	78	↑	90-94/116	19/21	10/10	90-94/116	19/21	10/10	90-94/116	19/21	10/10
Learning resources	74	78	65	72	72	↔	113/116	21/21	10/10	113/116	21/21	10/10	113/116	21/21	10/10
Personal Development	67	66	67	67	63	↓	116/116	21/21	10/10	116/116	21/21	10/10	116/116	21/21	10/10
Overall satisfaction	82	74	68	75	67	↓	115/116	21/21	10/10	115/116	21/21	10/10	115/116	21/21	10/10

QMUL data							National data								
Category	2013 score	2014 score	2015 score	2 year average (2014-2015)	2016 score	Direction of travel 2014-5 vs. 2016	2016			2015			2014		
							UK	RG	London	UK	RG	London	UK	RG	London
Teaching	-	96	95	96	88	↓	25-27/30	14/15	3/3	25-27/30	14/15	3/3	25-27/30	14/15	3/3
Assessment & Feedback	-	63	76	70	47	↓	29/30	14/15	3/3	29/30	14/15	3/3	29/30	14/15	3/3
Academic Support	-	77	70	74	67	↓	29/30	14/15	3/3	29/30	14/15	3/3	29/30	14/15	3/3
Management & Organisation	-	80	73	77	77	↔	25/30	14/15	3/3	25/30	14/15	3/3	25/30	14/15	3/3
Learning resources	-	78	88	83	67	↓	30/30	15/15	3/3	30/30	15/15	3/3	30/30	15/15	3/3
Personal Development	-	76	73	75	67	↓	29/30	14/15	3/3	29/30	14/15	3/3	29/30	14/15	3/3
Overall satisfaction	-	85	82	84	90	↑	19/30	10/15	3/3	19/30	10/15	3/3	19/30	10/15	3/3