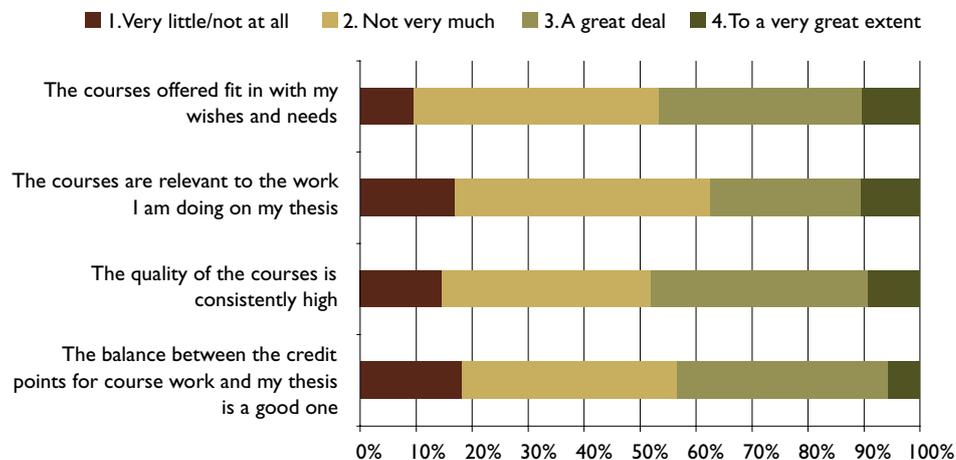


Relevance of taught courses

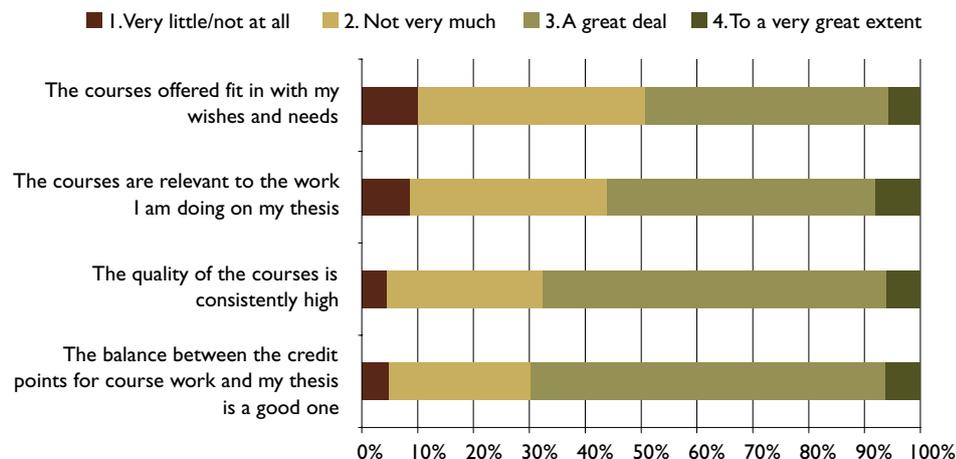
Postgraduate programmes in Catalonia, Finland and Sweden consist of both taught courses and thesis work. In Ireland postgraduate studies involve either a study programme leading to a taught Masters or a research project leading to a Research Masters or PhD. However, the introduction of a taught element for PhD degrees is being seriously considered. The proportion of time allocated to taught courses and to thesis work varies from subject field to subject field, and even within the same subject field in different higher education institutions and between countries. The aim of the taught courses in postgraduate programmes is both to provide the students with more advanced expertise in their subject and also to give them sufficient specialised knowledge to enable completion of their theses.

The questions included in this index deal with the extent to which the courses offered matched the desires and needs of the postgraduate students, whether the courses were relevant to their thesis work, whether they were of a good standard and also whether the distribution of credits for taught courses and the thesis was sound (figure 28).

Catalonia



Finland



Sweden

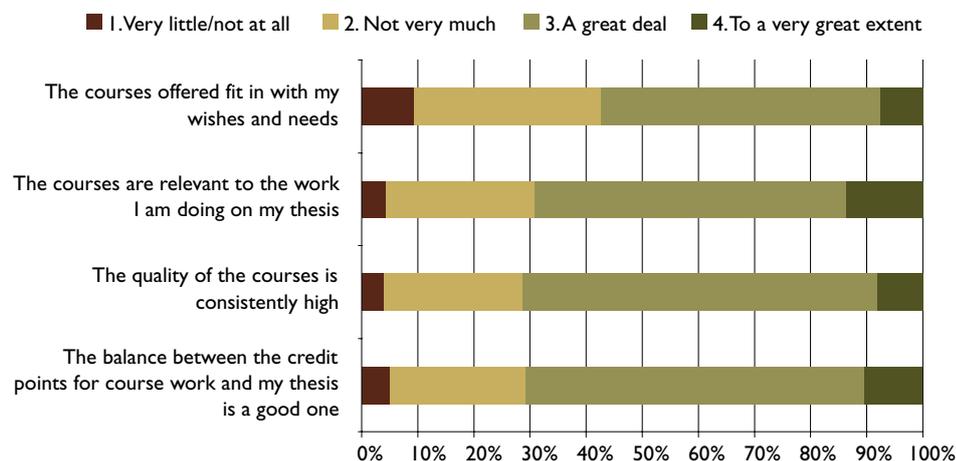


Figure 28. Relevance of taught courses. Index items and distribution of responses by country.

The responses of the postgraduate students in Finland and Sweden to the taught courses were overwhelmingly positive (figure 29). The students in Catalonia, especially from Health and Welfare and Science, Mathematics and Computing, expressed somewhat less satisfaction, mainly with the relevance of their courses to their thesis work.

The differences between the responses of the women and the men are insignificant.

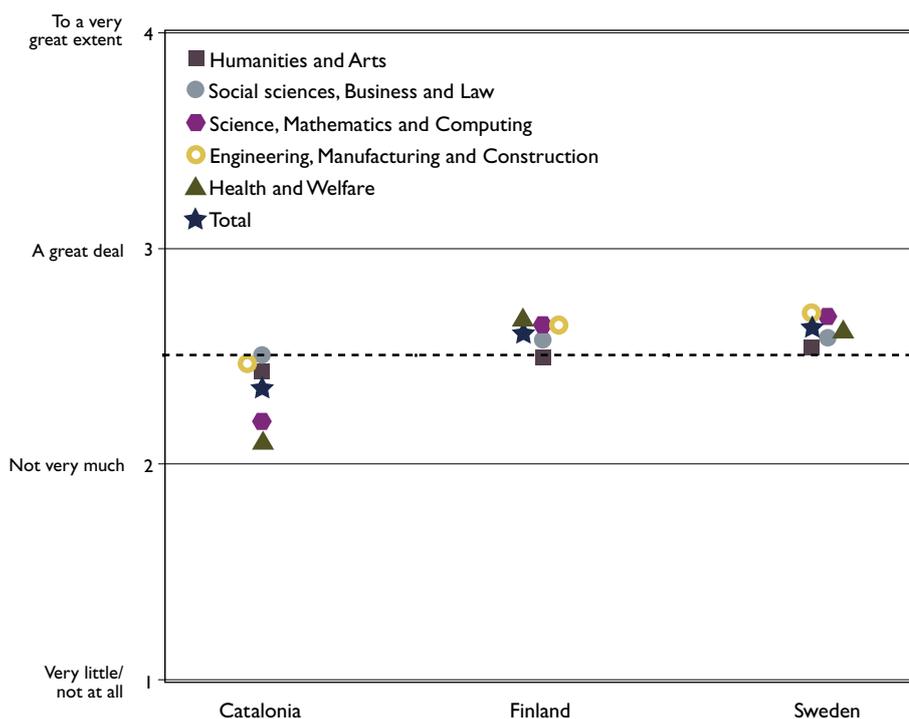


Figure 29. Relevance of taught courses. Index by country and subject field.

Comments

Even though many postgraduate students are satisfied, there are large proportions in all three countries who feel that the range of courses offered does not fit in with what they want and need. The solution to this problem may seem expensive as many research settings are small and it could appear unreasonable to provide a wide range of courses. More cooperation between different higher education institutions and different subjects, for instance on courses in methodology could be tested more extensively.