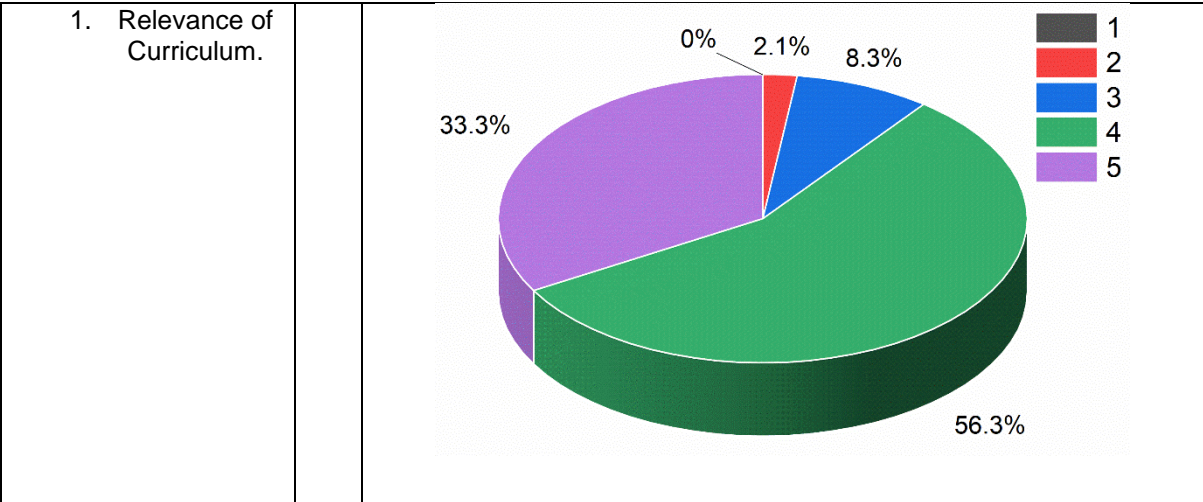


Structured Feedback from Alumni



<p>2. Relevance in continuation with previous degree course.</p>		<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>12.5%</td> </tr> <tr> <td>4</td> <td>47.9%</td> </tr> <tr> <td>5</td> <td>37.5%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.1%	3	12.5%	4	47.9%	5	37.5%
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<p>3. Relevance with "current 'State of the art' Research"</p>		<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>6.3%</td> </tr> <tr> <td>3</td> <td>14.6%</td> </tr> <tr> <td>4</td> <td>39.6%</td> </tr> <tr> <td>5</td> <td>37.5%</td> </tr> </tbody> </table>	Rating	Percentage	1	2.1%	2	6.3%	3	14.6%	4	39.6%	5	37.5%
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<p>4. Content (volume) of the syllabus.</p>		<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>41.7%</td> </tr> <tr> <td>3</td> <td>56.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	2.1%	2	41.7%	3	56.3%				
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<p>5. Does the curriculum build sufficient workplace (job) skills?</p>		<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>8.5%</td> </tr> <tr> <td>3</td> <td>29.8%</td> </tr> <tr> <td>4</td> <td>38.3%</td> </tr> <tr> <td>5</td> <td>21.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	2.1%	2	8.5%	3	29.8%	4	38.3%	5	21.3%
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<p>6. Does the curriculum build technical skills?</p>		<p>A 3D pie chart with three segments. The largest segment is red, representing 'Yes' at 66.7%. The second largest is blue, representing 'May be' at 20.8%. The smallest is dark grey, representing 'No' at 12.5%. A legend to the right shows a dark grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>12.5%</td> </tr> <tr> <td>Yes</td> <td>66.7%</td> </tr> <tr> <td>May be</td> <td>20.8%</td> </tr> </tbody> </table>	Response	Percentage	No	12.5%	Yes	66.7%	May be	20.8%
Response	Percentage									
No	12.5%									
Yes	66.7%									
May be	20.8%									
<p>7. Does the Curriculum inculcate workplace problem solving approach?</p>		<p>A 3D pie chart with three segments. The largest segment is red, representing 'Yes' at 54.2%. The second largest is blue, representing 'May be' at 29.2%. The smallest is dark grey, representing 'No' at 16.7%. A legend to the right shows a dark grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>16.7%</td> </tr> <tr> <td>Yes</td> <td>54.2%</td> </tr> <tr> <td>May be</td> <td>29.2%</td> </tr> </tbody> </table>	Response	Percentage	No	16.7%	Yes	54.2%	May be	29.2%
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<p>8. Whether the Curriculum has good balance between theory and application?</p>		<p>A 3D pie chart with three segments. The largest segment is red, representing 'Yes' at 77.1%. The second largest is blue, representing 'May be' at 16.7%. The smallest is dark grey, representing 'No' at 6.3%. A legend to the right shows a dark grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>6.3%</td> </tr> <tr> <td>Yes</td> <td>77.1%</td> </tr> <tr> <td>May be</td> <td>16.7%</td> </tr> </tbody> </table>	Response	Percentage	No	6.3%	Yes	77.1%	May be	16.7%
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<p>9. Does the Curriculum promote social orientation?</p>		<p>A 3D pie chart showing the distribution of responses to the question 'Does the Curriculum promote social orientation?'. The chart is divided into three segments: 'Yes' (red, 58.3%), 'May be' (blue, 22.9%), and 'No' (grey, 18.8%). A legend to the right identifies the categories: No (grey), Yes (red), and May be (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>18.8%</td> </tr> <tr> <td>Yes</td> <td>58.3%</td> </tr> <tr> <td>May be</td> <td>22.9%</td> </tr> </tbody> </table>	Response	Percentage	No	18.8%	Yes	58.3%	May be	22.9%				
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<p>10. How do you rate the quality of the syllabus?</p>		<p>A 3D pie chart showing the distribution of ratings for the question 'How do you rate the quality of the syllabus?'. The chart is divided into five segments: 5 (purple, 31.3%), 4 (green, 52.1%), 3 (blue, 14.6%), 2 (red, 2.1%), and 1 (grey, 0%). A legend to the left identifies the ratings: 1 (grey), 2 (red), 3 (blue), 4 (green), and 5 (purple).</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>14.6%</td> </tr> <tr> <td>4</td> <td>52.1%</td> </tr> <tr> <td>5</td> <td>31.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.1%	3	14.6%	4	52.1%	5	31.3%
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<p>11. How much you are satisfied with the overall curriculum?</p>		<p>A 3D pie chart showing the distribution of satisfaction levels for the question 'How much you are satisfied with the overall curriculum?'. The chart is divided into five segments: 5 (purple, 41.7%), 4 (green, 41.7%), 3 (blue, 12.5%), 2 (red, 2.1%), and 1 (grey, 2.1%). A legend to the left identifies the satisfaction levels: 1 (grey), 2 (red), 3 (blue), 4 (green), and 5 (purple).</p> <table border="1"> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>12.5%</td> </tr> <tr> <td>4</td> <td>41.7%</td> </tr> <tr> <td>5</td> <td>41.7%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	1	2.1%	2	2.1%	3	12.5%	4	41.7%	5	41.7%
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