Executive Committee
20 June 2013

Postgraduate Research Experience Survey Report

Introduction

It is a great pleasure to see the results of the Postgraduate Research Experience Survey 2013, and to note that both the participation and satisfaction of students in the survey have greatly increased since 2011. First and fore mostly, everyone involved in these achievements should be congratulated, and the Union would like to commend the College on the improvement.

Satisfaction is, nonetheless, not yet 100%, and so this report is written in the hope that – after speaking with postgraduate research students from across the College – the Union can help identify areas that would assist the College on improving further. Overall, BioEngineering, Earth Science & Engineering and Clinical Science PhD students are the most satisfied, with Business School and Mechanical Engineering PhDs satisfaction below the College average. Since the 2011 Survey, BioEngineering, the Centre for Environmental Policy and Clinical Sciences have improved the most, with satisfaction in Mechanical Engineering and Molecular Biosciences declining.

Throughout this response we have used the same methodology as in the NSS for determining the percentage of students who are 'satisfied'. Recommendations here hope to turn 'mostly agree' and 'neither agree or disagree' into 'definitely agree'.

The Union has completed the report based on conversations with the Graduate Students' Union (GSU) representatives, postgraduates not involved with the GSU, best practice from around the College and sector, and from PRES data 2011 and 2013.

Section 1: Supervision

Best Practice: Humanities & Clinical Science

79% Satisfaction

<u>Recommendation 1</u>

College to develop and offer a supervisor-student monitoring process like the planned UG personal tutor logging system.

Imperial College Union would only envisage a proportion of students wishing to use a system such as this – it very much depends on the relationship the student has with their supervisor. Some students have very formal relationships – in which a system such as this may be helpful – where as others enjoy a relaxed link for which this system would appear bureaucratic. If such a system were to assist a particular 'type' of student-supervisor relationship though, the Union still believes this is a worthwhile project for investigation. A logging system could track 6 and 9 month reviews and could reduce the amount of paperwork floating around. The system could flag to the supervisor when to start encouraging students to investigate careers advice, and other similar opportunities that occur at strategic points in a PhD students' course (i.e., when Literary Review workshops are being held, just prior to their own Literary Review is due). In the climate of strenuous visa requirements, a digital logging system may be beneficial for proving to the Home Office that the College does have regular contact with its PhD students.

More students than in 2011 are now "aware of…supervisors' responsibilities towards me as a research degree student", but we believe a monitoring process for those who don't may help.

The 'Website Portal' being currently considered by the Graduate School could potentially satisfy this recommendation.

Section 2: Resources

Best Practice: Clinical Science, BioEngineering, Mathematics & ESE

84.7% Satisfaction

<u>Recommendation 2</u>

Standardise the experience PhD, DTC and MRes students have when first starting their course.

For PhD students, there is no advertised 'start' point: it is left for the supervisor and student to mutually organise the first meeting, or to meet the group. We believe the departmental administrators could play a greater part in facilitating this initial meeting as some PhDs don't know 'what to do' to start with. DTC students really like that their DTC creates a 'cohort'. The DTC programme manager facilitates the initial meeting as described above – and we think that in this would be a nice mechanism to try replicate across all students.

MRes students have different needs to students on a 3 year course. Getting set-up, finding accommodation, finding their feet, finding results and then finishing up within a year is harder than over three years. Similar to PhD students, (but in different capacities), the more support available to MRes students to facilitate getting them started in their studies the better.

As PhD and DTC students progress on their course, PhD students feel that there is some disparity in the experience they receive. PhD students feel DTC students have a clear advantage in their research. DTC student supervisors anecdotally take risks as they have an 'extra year' to try new things, and will invest more time with their students, on cutting edge things, rather than PhD supervisors who feel as though they are given more laborious tasks to complete.

Interestingly and positively, most departments saw an increase in satisfaction between 2011 and 2013 with many students stating that they now have "suitable working space" overall. The Union is supportive of the initiative to introduce cohort leaders in Autumn 2013, and hopefully this will go some way to matching the programme manager facilitates interactions within the DTC.

Recommendation 3

Standardise the computing resources available to research group data storage

Some supervisors buy extra cloud data storage for backing up experimental data for their research group. This is fine for research groups that can afford to purchase this from College ICT, but a resource that we believe makes sense to be available 'as standard' to research groups, not an 'optional extra'. Access such as this would help in cases where students lose data and their work, as well as in case College needs access in the future (for investigations, etc.). Currently the service available from College ICT is cited as too expensive for most research groups.

Recommendation 4

More effective advertising of career opportunities and advice

Postgraduate students feel that the Careers Service has comprehensive information on their website, but that this resource requires better advertising to students, as many are unaware of its existence. Students did however feel that the number of careers service emails needs to reduce, they are not the optimum way of contacting students.

Whilst around 50% of our research students go on to become a postdoc researcher, the other 50% will appreciate the resources the Careers Advisory Service offers in order to gain employment.

Recommendation 5

For the College to consider a more central approach to purchasing, or equivalent procedures between departments.

Purchasing system and controls vary by department across the College. Whilst the purchasing department in the College are able to bulk buy and gain advantage of economies of scale, the procedures research students must follow to submit requests to purchasing mean inter-departmental buying isn't happening as often as it could be.

Currently, some students are encouraged to buy with their own money and reclaim the money purely because it's faster than following the centralised purchasing process. As well as resulting in less efficient buying, this also puts strains on students' short-term finances.

Recommendation 6

For the College to consider an online claims system similar to the Union uses for processing clubs and society claims.

Although responsibility should not fall to the students to pay for resources, in practice sometimes this does occur. The Union has invested heavily in a custom built finance system – eActivities – that all students involved in running a club or society at Imperial will be used to using to manage their society's finances and interactions with the Central Union. This largely automated process allows the Union's finance team to efficiently process claims uploaded to the system for students. This allows the Union to process claims in less than half the time the College is able to.

The Union is always happy to showcase to anyone interested all the features of the system – it is truly one of the most advanced systems in students' unions and the principles behind it readily adapted for other purposes. The College should either change its policies to what happens on the ground, and implement an online system for claims for students, or ensure that research groups have the necessary support to purchase resources without students spending their own money.

Section 3: Research Culture

66.8% Satisfaction

Recommendation 7

Better communications of procedures

A clear process for when 'things go wrong' or when issues develop with a supervisor *exists*, but is badly communicated or advertised to students. The supervisor-student relationship *defines* the experience a PGR student will have – the process for when things do, and inevitably will, occasionally go wrong - needs better communication. This could include the processes being covered during inductions, a greater web presence for the procedures (i.e. a requirement for them to be clearly linked on departmental websites), or a requirement for a link to be included in the footer of any departmental emails sent to postgraduates.

Section 4: Progress & Achievement

Best Practice: BioEngineering, Earth Science & Engineering, Clinical Science & Humanities

74.9% Satisfaction

<u>Recommendation 8</u>

Standardise rules and procedures across departments

The Union would like to see minimum expectations on rules and procedures set for everyone across the graduate school. Whilst it is important for departments to have a certain amount of autonomy, without minimum expectations or requirements some students can end up losing out or having a noticeably different student experience. Problems with satisfaction leading from differences between departments is a problem experienced by both undergraduate and postgraduate students.

For example, reports at 9 months differ across departments. Students in Physics have to submit a forty page report; Chemistry students submit a 2 page report and a poster. These things should be rationalised/normalised through setting a minimum and a maximum expectations (i.e. 5-10 pages).

Between 2011 and 2013, more students did state that they "understand the requirements and deadlines for formal monitoring of my progress", but better communication is still needed before this becomes embedded.

Section 5: Responsibilities

Best Practice: Humanities, BioEngineering, Clinical Science

73.8% Satisfaction

<u>Recommendation 9</u>

Mentor provision needs to be improved.

Mentors, someone a student should be able to talk to should any problem arise and they feel uncomfortable going to their supervisor, or are unable to for any reason, should be valued. Some students are not being allocated a mentor. Mentors should be external to the research group or centre, but probably not external to the department so that they can understand the dynamic of the department and can help the student. Some students are allocated mentors in their research centre, which can make students feel uneasy about contacting them, should the issue they wish to discuss be regarding their supervisor.

The Union supports the principle that mentors should be selected for their willingness to take on the role, leading to a smaller number of mentors who are responsible for a greater number of students – except with particularly engaged individuals in the roles.

Section 6: Research Skills

Best Practice: BioEngineering, Earth Science & Engineering, Clinical Science

82.9% Satisfaction

Recommendation 10

Clearer policy on group plagiarism

Students, specifically in the Business School, have noted confusion over the College's Group Plagiarism policy, or how it is being applied. We believe that this is currently being investigated but would support any policy that is clear for both students and staff to understand, abide by and apply.

Section 7: Professional Development

Best Practice: Surgery

74.7% Satisfaction

Recommendation 11

Increase advertising of Outreach programmes, and increase links with schools.

As with other recommendations, before they can fully achieve this the College will need to stop supervisors from discouraging their students from being involved with anything not to do with the PhD.

A 'help' scheme whereby PhD students assist school teachers exists, but is yet to become a College wide initiative. Any support the College can give, whether it be training students involved in participating alongside GTAs, giving students recognition (like GTAs) for the Outreach work, or by adding this scheme to the cohort building programme would be a positive initiative to undertake, for the College and the community.

Recommendation 12

Review the School of Professional Development course offerings at specific times of the year

The Union would like to see the School adopt a smarter marketing strategy that highlights relevant courses at specific points in a students' programme (i.e., a viva course when they are about to submit). Currently, some students go on a literary review course after submitting their first literary review, but we believe this could be avoided by a more personalised listing of the available courses, or, a potentially simpler, a clearer directory of when courses are relevant to what stages of a PhD.

Satisfaction with "opportunities to become involved in the wider research community, beyond my department" declined between 2011 and 2013 across most departments, and so we would propose this recommendation is treated as urgent.

Section 8: Opportunities

54.5% Satisfaction

Recommendation 13

Union and College to support the 'informal' groups of postgraduate students who engage in social activities.

As with other recommendations, before they can fully achieve this the College will need to stop supervisors from discouraging their students from being involved with anything not to do with the PhD.

The Union believes it should be providing support to a research group who play football or carry out any other extracurricular activities: by providing access to facilities, equipment or facilitating interactions with other, similar minded groups across the College. This could possibly be achieved by increasing the profile of the Graduate Students' Union and assisting the Constituent Union in applying for funding for more sports supplies.

To aid with this though, the Union needs a strong Graduate Students' Union, which requires postgraduate volunteers. Being involved in the Union does not take up that much time, and students having a social life isn't a bad thing. Students involved in Union activities currently feel as though they have to hide this from their supervisor. A supervisor anecdotally doesn't mind the group all socialising together, but the feeling of imbalance if someone is committed to a sport too, say, despite them working late at other times is inflexible. The same holds true for supervisors who say to their students that School of Professional Development courses are to be disregarded outside the first year.

The Union needs to do more to advertise the availability of minibuses to research groups so that they can benefit from these.

Recommendation 14

The Union and College should jointly undertake research into whether increased capacity on international summer schools is a good use of money

The College currently links with four international Universities – MIT, NTU, HKU and Tsinghua University – to offer summer schools to research students. Although this is an aspirational request that the Union doesn't believe should be prioritised at the risk of lowering resources on other aspects of a course, it would be nice to develop this scheme further. There is clearly demand as 100 students applied for the 20 places on the MIT summer school and 3 of the summer schools reached capacity.

Research should be undertaken to determine whether or not students who attend these summer schools benefit from the experience. This should then feed into a plan for how placement funding should proceed in the future.

Recommendation 15

Include external scholarships in the planned scholarships search engine

The Union was pleased to hear about the development of a scholarships search engine for the College: to increase usability and relevance, the Union believes it would be good to include externally available scholarships in this. This search engine would then act as a 'one-stop-shop' for students to research funding possibilities and should probably (to avoid confusion) additionally show whether funding for consumables was included. The functionality to submit scholarships to the system would increase the quantity of information available.

Recommendation 16

The Union encourages the College to do more to recognise the work of GTAs

PhD students in the Physics and Electrical and Electronic Engineering (EEE) Departments were praised in the recent Student Academic Choice Awards as GTA photos were taken and presented in departments, to raise the profile of their GTA students. Both the Faculty of Engineering and Faculty of Natural Sciences hold GTA awards to recognise the achievements and contribution of their students. The EEE department have a student-written 'rating' platform to increase feedback between undergraduates and postgraduates. This allows undergraduates to show their appreciation for the hard work their GTAs put in to their education and the College should consider implementing this across all departments.

Although this would be an improvement to only one aspect of 'feedback', it is important to note that between the 2011 and 2013 PRES Survey, participants satisfactory responses to "my institution values and responds to feedback from research degree students" on average declined.

Section 9: Overall Experience

Best Practice: BioEngineering, Clinical Science, Earth Sciences & Engineering

78.3% Satisfaction

Recommendation 17

For the College to extend the PhD writing up period to one year automatically

Both UCL and Kings College London now have writing up periods of one year automatically. Many of our students currently have to pay to keep their student status whilst they finish their qualification. The Union is keen to see a new standard writing up period across the whole Graduate School, to

ensure there is no disparity in experience between departments, and are supportive of the proposed paper to Senate making this change in the new academic year.

https://www.imperialcollegeunion.org/your-union/how-were-run/committees/12-13/Union_Council/file/1832

Recommendation 18

College to provide affordable, suitable accommodation for students

Imperial College Union's stance on GradPad is broadly that it too expensive and not satisfying the needs of all students: the portfolio and setup is not suitable for the diverse student body and their requirements. The Union would like the College to develop a Postgraduate Accommodation Strategy that incorporates the welfare needs faced by Postgraduate students, and provides a range of financially viable options.

Current students are being denied certain maintenance provisions because they are current not prospective students, we would like to see the College ensure that any financial assistance that is in place is available to all students, regardless of where they are in their studies. The Union is also bemused as to why international students are required to pay 12 months rent in advance. This is way beyond the sector norm, and renders GradPad inaccessible to some international students. The College needs to decide if it is running a commercial profiteering venture, or a service and to advertise truthfully on either of those.

https://www.imperialcollegeunion.org/your-union/how-were-run/committees/12-13/Union_Council/file/2015

Recommendation 19

College to work with the Health Centre to re-instate access for all postgraduate students

The Union believes the discriminatory decision - despite funding and free use of space from the College – to refuse to see postgraduate students is wholly unacceptable. Postgraduate students studying at neighbouring institutions that live outside the postcode catchment area are still eligible for treatment, despite the resources given to the Health Centre by the College. The Union believes the Health Centre should take greater responsibility for funding and student registration concerns they face, coupled with the poor satisfaction ratings received by the Health Centre in the recent Student Experience Survey. The Union supports and encourages urgent action by the College that could lead to provision for postgraduate students at the Health Centre being re-instated.

Recommendation 20

The Union should add more support for postgraduate students

The Union should review the weaknesses in its current provision, and the sabbatical officer oversight it affords to different student groups. The Union should consider adding support for postgraduates to its sabbatical structure through adding postgraduates specifically to one Deputy President remit.

Recommendation 21

The Union should review its communications with postgraduate students

The Union should change and improve the format of its mailing lists so that all postgraduate students may opt in/out from undergraduate mailing lists. Currently, an Earth Science & Engineering Student will receive emails from the Union centrally and from the GSU (who they are represented by), but also by the Royal School of Mines and City & Guilds College Unions.

Recommendation 22

Support PhD students through their first month

Anecdotally a proportion of new PhD students aren't paid their bursary/stipend (or an incorrect amount) in their first month of starting. They cite the problem as the correct forms aren't being signed/authorised in time *somewhere* in the College system. Supervisors sometimes end up loaning their personal money to students to help them pay for accommodation as College Finance won't re-process the correct payments until the next month. It would appear that a more joined up system between departments, registry and finance would alleviate this problem.

		1.a. My supervisor/s have the skills and subject knowledge to support my research	1.b. I have regular contact with my supervisor/s, appropriate for my needs	1.c. My supervisor/s provide feedback that helps me direct my research activities	1.d. My supervisor/s help me to identify my training and development needs as a researcher	3.a. I have a suitable working space	3.b. There is adequate provision of computing resources and facilities	3.c. There is adequate provision of library facilities (including physical and online resources)	3.d. I have access to the specialist resources necessary for my research	5.a. My department provides a good seminar programme	5.b. I have frequent opportunities to discuss my research with other research students	5.c. The research ambience in my department or faculty stimulates my work	5.d. I have opportunities to become involved in the wider research community, beyond my department	7.a. I received an appropriate induction to my research degree programme	7.b. I understand the requirements and deadlines for formal monitoring of my progress	7.c. I understand the required standard for my thesis	7.d. The final assessment procedures for my degree are clear to me	9.a. My institution values and responds to feedback from research degree students
B	Business	4.258065	4.032258	3.935484	3.451613	3.903226	4.193548	4.033333	3.516129	3.387097	3.133333	3.032258	3	3.387097	3.741935	3.354839	3.096774	3.483871
C	History*	5	5	5	5	5	2	2	2	4	4	5	5	4	4	5	4	2
C	Humanities	4.9	4.7	4.7	4.4	3.9	4.2	3.8	3.8	4.4	3.6	3.9	3.7	4	4.5	4.666667	3
E	Aero	4.521739	4.347826	4.217391	3.695652	3.727273	4.130435	4.391304	4.26087	3.521739	3.173913	3	3.173913	3.173913	4	3.652174	3.608696	3.173913
E	BioEng	4.510204	4.428571	4.428571	4.102041	4.632653	4.326531	4.734694	4.469388	4.204082	4.061224	4.1875	3.755102	4.291667	4.520833	4.104167	4.104167	3.666667
E	ChemEng	4.425676	4.263514	4.186207	3.884354	4.182432	4.358108	4.506757	4.277027	4.150685	3.80137	3.835616	3.815068	3.938776	4.176871	4.060811	3.945578	3.795918
E	CivEng	4.430769	4.169231	4.092308	3.615385	4.15873	4.095238	4.238095	4.111111	3.421875	3.6875	3.698413	3.3125	3.876923	4.109375	3.984375	3.923077	3.396825
E	Computing	4.479452	4.424658	4.246575	4	4.323944	4.394366	4.43662	4.521127	3.972222	3.902778	3.847222	3.638889	3.780822	4.315068	3.972603	3.945205	3.794521
E	EEE	4.653846	4.141026	4.166667	3.886076	4.518987	4.518987	4.594937	4.670886	4.113924	3.696203	3.820513	3.405063	4.025316	4.455696	4.126582	4.012987	3.924051
E	ESE	4.46729	4.252336	4.280374	4.084112	4.401869	4.35514	4.570093	4.457944	4.380952	3.942857	3.980952	3.885714	4.228571	4.466667	4.201923	4.153846	4.018868
E	Materials	4.328571	4	4	3.757143	4.414286	4.642857	4.471429	4.3	4.014286	4.028571	3.8	3.8	3.942857	4.357143	3.971429	3.828571	3.771429
E	MechEng	4.304348	4.014493	3.838235	3.246377	4.231884	4.231884	4.323529	3.913043	3.608696	3.602941	3.588235	3.217391	3.434783	3.869565	3.594203	3.681159	3.434783
F	CEP	4.125	3.6875	3.8125	3.3125	4.75	4.6875	4.3125	3.75	4.375	3.875	3.6875	3.5625	3.4375	4.125	3.6875	3.6875	3.625
F	Cell	4.625	4.375	4.16129	3.65625	4.612903	4.225806	4.354839	4.433333	3.8125	3.375	3.46875	3.354839	4.1875	4.375	4	4.09375	3.4375
F	Chem	4.5	4.392405	4.164557	3.8375	4.225	4.230769	4.435897	4.2875	3.962025	3.911392	3.810127	3.721519	4.037975	4.177215	4.038961	4.025641	3.8625
F	Ecology	3.733333	3.8	3.733333	3	4.466667	4.5	4.533333	4.6	4.2	3.666667	3.666667	3.533333	3.785714	3.933333	4	4.2	3.066667
F	Maths	4.507463	4.151515	3.924242	3.78125	4.176471	4.298507	4.029412	4.223881	4.426471	3.676471	3.597015	3.735294	3.808824	3.985294	3.867647	3.720588	3.808824
F	Molecular Bio	4.6	4.36	4.2	3.96	4.28	4.52	4.583333	4.6	3.88	4	4	3.72	3.84	4.56	3.92	4.08	3.52
F	Physics	4.432099	4.142857	4.04321	3.703704	4.236025	4.36646	4.360248	4.289308	4.21118	4.006211	3.801242	3.652174	3.95679	4.068323	3.808642	3.728395	3.310559
M	Clinical Sci	4.833333	4.611111	4.388889	4	4.888889	4.555556	4.555556	4.722222	4.277778	3.888889	3.666667	3.666667	4.111111	4.555556	3.944444	3.777778	3.944444
M	Medicine	4.448529	4.316176	4.242647	3.880597	4.205882	4.022059	4.360294	4.294118	4.022059	3.75	3.779412	3.419118	3.583942	4.251852	3.852941	3.722628	3.686131
M	NHLI	4.534483	4.342105	4.2	3.938053	4.241379	4.051724	4.391304	4.286957	3.87931	3.921739	3.798246	3.5	3.922414	4.283186	3.921739	3.807018	3.626087
M	School of Public Health	4.519231	3.903846	4.019231	3.627451	4.307692	4.384615	4.269231	4.307692	4.176471	3.68	3.823529	3.607843	3.596154	4.211538	3.784314	3.803922	3.568627
M	Surgery	4.439024	4.074074	4.024691	3.864198	4.329268	4.333333	4.52439	4.243902	3.97561	3.950617	3.926829	3.792683	3.829268	4.195122	3.902439	3.804878	3.604938
	Average	4.461639	4.21659	4.131353	3.807921	4.288816	4.298813	4.408581	4.297493	4.033597	3.81692	3.78094	3.601187	3.868594	4.219657	3.932058	3.862706	3.650428

9.b. I understand my responsibilities as a research degree student	9.c. I am aware of my supervisors' responsibilities towards me as a research degree student	9.d. Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	11.a. My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	11.b. My skills in critically analysing and evaluating findings and results have developed during my programme	11.c. My confidence to be creative or innovative has developed during my programme	11.d. My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	13.a. My ability to manage projects has developed during my programme	13.b. My ability to communicate information effectively to diverse audiences has developed during my programme	13.c. I have developed contacts or professional networks during my programme	13.d. I have increasingly managed my own professional development during my programme	Agreeing a personal training or development plan:	Receiving training to develop my research skills:	Receiving training to develop my transferable skills	Receiving advice on career options	Taking part in a placement or internship	Attending an academic research conference	Presenting a paper or poster at an academic research conference:	Submitting a paper for publication in an academic journal or book:	Communicating your research to a non-academic audience:	16. Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme - 1=Yes, 2=No, 3=Other
4.258065	4.16129	4	3.870968	4.258065	3.483871	3.870968	3.548387	3.833333	3.322581	3.677419	0.258065	0.483871	0.419355	0.16129	0.064516	0.419355	0.322581	0.129032	0.193548	1.6
3	4	4	4	5	4	4	4	4	5	5	0	0	1	1	1	1	1	1	1	1
4.4	4.4	4	4.6	4.6	4.3	4.6	4.1	4.5	4.6	4.111111	0.2	0.7	0.7	0.4	0.2	0.8	0.5	0.5	0.7	1.5
4.130435	4.173913	3.478261	4.304348	4.181818	3.73913	3.826087	4.043478	4.173913	3.695652	3.913043	0.26087	0.565217	0.869565	0.347826	0.130435	0.826087	0.521739	0.347826	0.26087	1.304348
4.375	4.333333	4.5	4.541667	4.530612	4.346939	4.510204	4.204082	4.208333	3.897959	4.208333	0.44898	0.734694	0.755102	0.367347	0.122449	0.632653	0.489796	0.346939	0.306122	1.285714
4.231293	4.183673	4.047619	4.360544	4.353741	4.09589	4.164384	4.094595	4.067568	3.75	3.938776	0.459459	0.783784	0.817568	0.385135	0.135135	0.702703	0.614865	0.425676	0.310811	1.402778
4	3.984375	3.828125	4.307692	4.338462	4.09375	4.123077	3.968254	4.145161	3.8125	4.111111	0.215385	0.553846	0.723077	0.353846	0.107692	0.692308	0.461538	0.446154	0.476923	1.369231
4.208333	4.150685	4.027397	4.479452	4.361111	4.027397	4.205479	3.876712	4.070423	3.863014	3.863014	0.260274	0.60274	0.69863	0.246575	0.246575	0.684932	0.534247	0.424658	0.369863	1.430556
4.392405	4.063291	4.189873	4.358974	4.392405	3.962025	4.294872	4.21519	4.164557	3.871795	4.025316	0.341772	0.620253	0.721519	0.329114	0.151899	0.620253	0.531646	0.455696	0.329114	1.486842
4.264151	4.085714	3.877358	4.556604	4.54717	4.295238	4.304762	4.235849	4.194175	4.066667	4.257143	0.345794	0.663551	0.719626	0.299065	0.130841	0.728972	0.588785	0.28972	0.308411	1.238095
4.157143	4.1	3.911765	4.376812	4.289855	4.101449	4.231884	4.231884	4.376812	3.927536	4.220588	0.357143	0.814286	0.757143	0.257143	0.071429	0.585714	0.471429	0.328571	0.328571	1.362319
4	3.768116	3.550725	4.246377	4.289855	3.897059	4.044118	3.927536	3.797101	3.608696	3.956522	0.328571	0.714286	0.7	0.257143	0.071429	0.642857	0.5	0.4	0.314286	1.455882
4.1875	3.9375	3.75	4	4.25	4.125	4.25	4.333333	4.1875	4.125	4.25	0.4375	0.4375	0.8125	0.1875	0.25	0.625	0.5	0.375	0.375	1.25
4.125	4.129032	4.21875	4.59375	4.5	4.1875	4.375	4.4375	4.375	3.71875	4.125	0.25	0.75	0.8125	0.40625	0.125	0.59375	0.5	0.375	0.28125	1.21875
4.2625	4.2125	4.1875	4.525	4.4875	4.025	4.2	4.15	4.0875	3.675	4.1	0.3625	0.7125	0.8375	0.4625	0.075	0.7625	0.6125	0.4	0.225	1.3125
4.2	3.733333	3.733333	4.466667	4.266667	3.933333	3.933333	4.333333	4.066667	4.333333	4.6	0.066667	0.533333	0.8	0.133333	0.266667	0.733333	0.6	0.533333	0.466667	1.2
4.147059	3.941176	3.941176	4.279412	4.215385	3.787879	3.955224	3.735294	3.897059	3.794118	3.791045	0.294118	0.676471	0.794118	0.338235	0.102941	0.808824	0.602941	0.455882	0.205882	1.147059
4.04	4.08	4.24	4.56	4.36	4.04	4.28	4.28	4.2	3.92	3.64	0.36	0.8	0.88	0.32	0.12	0.6	0.52	0.4	0.4	1.32
4.04375	3.937888	4.11875	4.432099	4.339506	3.981366	3.981481	3.975155	4.092593	3.864198	3.968944	0.304878	0.676829	0.835366	0.268293	0.079268	0.75	0.567073	0.341463	0.420732	1.360248
4.333333	4.111111	4.555556	4.666667	4.444444	4.055556	4.277778	4.5	4	3.944444	4.277778	0.444444	0.944444	0.833333	0.333333	0	0.722222	0.5	0.388889	0.388889	1.777778
4.124088	4.117647	3.627737	4.364964	4.345588	3.927007	4.248175	4.266667	4.19708	3.882353	4.191176	0.357664	0.781022	0.788321	0.255474	0.058394	0.729927	0.591241	0.445255	0.372263	1.562963
4.12069	4.103448	4.077586	4.310345	4.330435	3.956897	4.241379	4.318966	4.165217	3.773913	4.189655	0.465517	0.724138	0.75	0.318966	0.077586	0.75	0.663793	0.474138	0.318966	1.443478
4.16	3.823529	3.647059	4.384615	4.365385	4.019231	4.176471	4.211538	3.980769	4	4.115385	0.807692	0.711538	0.884615	0.307692	0.153846	0.692308	0.576923	0.557692	0.384615	1.411765
4.170732	4.134146	3.95122	4.439024	4.390244	4.135802	4.390244	4.317073	4.280488	4.036585	4.219512	0.536585	0.780488	0.792683	0.256098	0.097561	0.719512	0.634146	0.512195	0.414634	1.625
4.170619	4.070441	3.971034	4.392646	4.368248	4.025709	4.186965	4.127632	4.123432	3.851316	4.067942	0.373612	0.702809	0.774004	0.308948	0.110385	0.700849	0.563684	0.40823	0.342913	1.399204

16.a. If yes, to what extent do you agree that you have been given appropriate support and guidance for your teaching?	16.b. Did you receive formal training for your teaching?- 1=Yes, 2=No, 3=Not Applicable, 4=Other	17.a. Overall, I am satisfied with the experience of my research degree programme	17.b. I am confident that I will complete my research degree programme within my institution's expected timescale	25. I am registered as doing a:	25.a. Note: PhD includes DPhil courses. (Doctoral students only) Is your doctoral training programme provided through a Doctoral Training Centre or Doctoral Training Partnership?	26. The main motivation for me pursuing a research degree programme was:	27. What type of career do you have in mind for when you complete your research degree?	28. I am:	29. I am: - 1=Male, 2=Female, 3=Prefer not to say, 4=Other	30. Do you consider yourself to have a disability? - 1=Yes, 2=No, 3=Other	33. I am currently registered as studying: - 1=Full Time, 2=Part Time, 3=Other	34. I currently:	35. What year of your research degree programme are you in? (Stated in Year)	36. I am: - 1 = Primarily a face to face learner [e.g., based at my institution], 2= Primarily a distance learner, 3=Other	37. For fees purposes, is your normal place of residence registered as: - 1=Home, 2=EU, 3=Non EU, 4=Other	40. Are you currently in paid employment? - 1=Yes, 2=No, 3=Other	40.a. If yes, how many hours of paid employment do you undertake in a typical week (term time)?	42. In the year before starting my research degree programme I:
3.25	1.333333	3.451613	3.483871	1	2.481481	3.064516	3.1	2.258065	1.451613	1.935484	1	1.516129	2.193548	1.064516	2.096774	1.709677	1.666667	3.419355
2	2	5	5	1	3	3	5	3	1	2	1	2	4	1	1	1	1	2
4	1.6	3.8	4.1	1.4	2.625	2.7	2.3	3.4	1.9	1.9	1.3	1.3	2.8	1.3	2.1	1.7	2.333333	4.5
3.3125	1.375	3.956522	4.130435	1.173913	2.352941	3.304348	3	1.695652	1.181818	1.913043	1	1.391304	2.652174	1.086957	1.636364	1.913043	2.5	3.043478
3.571429	1.457143	4.326531	4.25	1.653061	2.324324	2.714286	3.020833	1.897959	1.408163	1.979167	1.040816	1.142857	2.061224	1.020408	2.06383	1.770833	2.454545	3.020408
3.430233	1.581395	4.013514	4.060811	1.251701	2.309278	2.885135	3.02069	1.891156	1.438356	1.97931	1.082192	1.292517	2.639456	1.075342	2.129252	1.836735	2.958333	2.687075
3.365854	1.243902	3.984615	3.953846	1.15625	2.404255	3.184615	2.796875	2.153846	1.353846	1.953846	1.03125	1.40625	2.578125	1.09375	1.936508	1.857143	2.444444	3.52381
3.609756	1.243902	4.09589	4.041096	1.111111	2.474576	2.319444	3.291667	2.027778	1.166667	1.972222	1.097222	1.263889	2.25	1.069444	1.916667	1.768116	3.0625	3.169014
3.717949	1.435897	4.088608	4.113924	1.443038	2.375	2.910256	3.384615	1.884615	1.227848	2	1.050633	1.291139	2.282051	1.064103	2.265823	1.797468	2.8125	2.797468
3.625	1.4375	4.264151	4.259615	1.150943	2.4625	2.886792	3.150943	2.009434	1.320755	1.962264	1.037736	1.292453	2.179245	1.048077	2.029412	1.882353	2.166667	3.413462
3.409091	1.340909	4.044118	4	1	2.28	2.782609	3.362319	1.42029	1.405797	1.942029	1.044118	1.115942	1.782609	1.028986	1.941176	1.850746	2.3	2.470588
3.405405	1.324324	3.764706	3.753623	1.362319	2.267857	3.246377	3.42029	1.985507	1.231884	1.971014	1.057971	1.304348	2.449275	1.072464	1.764706	1.811594	2.769231	2.855072
3.333333	2	3.9375	3.875	1.75	2.384615	2.25	3.9375	2.75	1.6875	2	1.25	1.4375	2.875	1.066667	1.625	1.5625	3.428571	4.4375
3.32	1.32	4.354839	4.34375	1.21875	2.166667	2.96875	2.8125	1.65625	1.6875	1.90625	1.03125	1.3125	2.53125	1.0625	1.71875	1.903226	3	2.59375
3.490909	1.309091	4.125	4.1625	1.075	1.766667	2.9375	3.4875	1.5625	1.443038	1.975	1	1.2875	2.3375	1.05	1.45	1.848101	2.416667	1.975
3.416667	1.5	3.733333	4.2	1	2.363636	1.866667	2.4	2.2	1.733333	1.866667	1.066667	1.4	2.666667	1.333333	1.4	1.857143	2.5	3.733333
3.482759	1.431034	3.970588	4.044776	1.352941	2.403509	2.647059	2.791045	1.5	1.294118	1.970588	1	1.208955	2.179104	1.044776	1.647059	1.823529	1.333333	2.313433
3.235294	1.647059	4.08	4.2	1.44	2.409091	2.916667	3.416667	1.6	1.291667	1.88	1	1	2.12	1	1.84	1.96	4	2.44
3.378641	1.631068	3.944444	3.925466	1.191358	1.839695	2.345679	3.197531	1.574074	1.254658	1.91875	1.030864	1.216049	2.2375	1.055901	1.259259	1.808642	1.419355	2.228395
3	1.5	4.277778	4.277778	1.611111	2.5	3.277778	3.388889	2.444444	1.611111	2	1.166667	1.333333	2.666667	1.055556	1.5	1.647059	4	3.222222
3.423729	1.949153	3.977941	4.073529	1.335766	2.382353	2.693431	3.264706	2.321168	1.647059	1.970588	1.189781	1.364964	2.404412	1.058394	1.419118	1.671756	3.372093	3.688889
3.265625	1.640625	4.017241	4.149123	1.715517	2.463768	2.586207	3.2	2.224138	1.508621	1.974138	1.189655	1.327586	2.275862	1.026316	1.224138	1.631579	3.595238	3.756522
2.933333	2.033333	4.038462	4	1.134615	2.302326	2.903846	2.44	2.333333	1.72549	1.960784	1.153846	1.269231	2.45098	1.098039	1.557692	1.730769	2.785714	3.557692
3.533333	1.766667	3.987805	4.134146	2.085366	2.634615	2.731707	4.012195	2.317073	1.487805	1.97561	1.109756	1.268293	2.182927	1.049383	1.47561	1.493671	2.925	4.17284
3.431567	1.525386	4.025624	4.061265	1.327201	2.295475	2.763624	3.19709	1.957293	1.411338	1.960396	1.078895	1.283837	2.328279	1.060847	1.703042	1.773547	2.755162	3.046927

		1.a. My supervisor/s have the skills and subject knowledge to support my research	1.b. I have regular contact with my supervisor/s, appropriate for my needs	1.c. My supervisor/s provide feedback that helps me direct my research activities	3.a. I have a suitable working space	3.b. There is adequate provision of computing resources and facilities	3.c. There is adequate provision of library facilities (including physical and online resources)	3.d. I have access to the specialist resources necessary for my research	5.a. My department provides a good seminar programme	5.c. The research ambience in my department or faculty stimulates my work	5.d. I have opportunities to become involved in the wider research community, beyond my department	7.b. I understand the requirements and deadlines for formal monitoring of my progress	7.c. I understand the required standard for my thesis	7.d. The final assessment procedures for my degree are clear to me	9.a. My institution values and responds to feedback from research degree students	9.b. I understand my responsibilities as a research degree student	9.c. I am aware of my supervisors' responsibilities towards me as a research degree student	Average
B	Business	0.225806	-0.06774	-0.06452	0.603226	0.426882	0.233333	-0.05054	0.032258	-0.20108	-0.41935	0.258065	-0.22581	-0.25806	0.517204	0.624731	1.06129	0.168481
C	Humanities	0.4	-0.175	0.2	0.775	1.2	0.55	0.3	1.15	1.025	0.7	0.75	0.75	0.916667	-1.375	0.4	0.65	0.513542
E	Aero 2013	-0.15826	0.267826	0.217391	-0.11273	0.290435	0.307971	0.06087	-0.51826	-0.2	-0.02609	0.4	0.012174	0.088696	-0.02609	0.250435	0.613913	0.091768
E	BioEng	-0.13496	0.105991	0.041475	0.439105	0.229756	0.301361	0.404872	0.333114	0.542339	-0.14812	0.424059	0.200941	0.459005	-0.07527	0.245968	0.946237	0.269742
E	ChemEng	-0.11718	0.263514	0.186207	0.039575	-0.09903	0.115452	0.291313	0.036399	0.092759	-0.0135	0.134014	-0.05347	-0.02585	0.095918	0.117007	0.459036	0.095134
E	CivEng	-0.06046	0.046424	-0.01296	-0.1746	0.025063	-0.25313	0.040936	-0.06935	0.084378	-0.14364	0.234375	-0.06826	-0.00675	-0.23475	-0.01754	0.510691	-0.00622
E	Computing	0.130615	0.215355	0.269831	-0.00164	-0.18703	-0.07501	-0.07411	0.065245	0.219315	-0.19444	0.454603	0.391207	0.480089	-0.11246	0.11531	0.383243	0.130008
E	EEE	-0.01282	0.095571	0.012821	0.04929	0.064442	0.200997	0.246644	0.283155	-0.01282	-0.35251	0.273878	0.065976	0.103896	-0.27292	0.130867	0.290564	0.072939
E	ESE	-0.0008	0.018294	0.195267	0.14655	-0.13422	-0.01686	0.096242	0.08308	0.044782	-0.24195	0.50922	0.329583	0.515548	0.423123	0.264151	0.511246	0.171454
E	Materials	-0.05007	0.019417	0.106796	0.355462	0.505602	0.177311	0.398039	0.24958	0.113725	0.103922	0.288515	0.059664	-0.1028	0.104762	0.098319	0.394118	0.176398
E	MechEng	-0.21838	-0.21278	-0.25267	0.348163	0.069093	0.137483	0.145602	0.15415	0.179144	-0.10079	-0.15316	-0.47398	-0.27339	-0.33266	-0.25	-0.02258	-0.07855
F	CEP	0.066176	0.099265	0.125	1.338235	0.569853	-0.04044	-0.25	1.139706	0.6875	0.738971	0.830882	-0.07721	0.040441	0.448529	0.363971	0.643382	0.420267
F	Cell	0.14881	0.232143	0.066052	0.27957	0.082949	-0.02611	0.57619	0.0625	0.11875	0.204839	0.089286	-0.09524	0.09375	-0.18155	0.363095	0.509985	0.157814
F	Chemistry	-0.07471	0.32344	0.164557	0.236494	0.06985	0.022104	0.344971	0.19191	0.228731	0.031864	0.224274	0.084938	0.083112	0.161351	0.285489	0.67227	0.190665
F	Ecology	-0.69524	-0.24762	-0.1	0.076423	0.475	0.338211	0.502439	-0.0381	0	-0.0381	-0.18571	0.071429	0.395122	-0.57619	0.247619	0.066667	0.018247
F	Maths	-0.05254	-0.14848	0.16914	0.116471	-0.04149	0.029412	-0.10265	0.366471	-0.06299	0.095294	0.597539	0.207647	0.220588	0.248824	0.447059	0.681176	0.173217
F	Molecular Bio	-0.05217	-0.37913	-0.14783	-0.28522	0.128696	0.148551	-0.0087	-0.12	-0.21739	-0.06261	0.212174	0.137391	0.297391	-0.52348	-0.13391	0.123478	-0.05517
F	Physics	-0.19156	0.046083	0.118479	0.193014	0.269685	0.04842	0.278555	0.232686	0.102318	-0.11127	0.294129	0.066706	0.14775	-0.19482	0.151277	0.30348	0.109684
M	Clinical Sci	0.392157	0.405229	0.388889	0.683007	0.496732	0.526144	0.486928	0.429293	0.151515	0.242424	0.525253	0.247475	0.171717	0.267974	0.039216	0.199346	0.353331
M	Medicine	0.092974	0.038399	0.298827	0.216993	-0.08905	0.068159	0.160784	0.460261	0.240086	-0.06403	0.330504	0.14183	0.122628	0.152798	0.067908	0.583556	0.176414
M	NHLI	0.060799	0.184211	0.342857	0.346642	0.016636	0.250953	0.181693	0.200739	0.201754	-0.2193	0.405993	0.272616	0.279745	0.04714	0.190865	0.639163	0.212657
M	School of Public Health	0.104597	0.078846	-0.05394	0.107692	0.159615	0.119231	0.157692	0.054519	-0.3472	-0.46533	0.235929	0.174558	0.316117	0.153993	0.330732	0.335725	0.091423
M	Surgery	0.00799	-0.0811	0.197105	0.399444	0.298851	0.231287	0.140454	0.212898	0.271657	0.131666	0.076478	0.021083	-0.00868	0.333752	0.153783	0.540926	0.182975
	Average	-0.00823	0.04905	0.107338	0.268529	0.209927	0.147601	0.188184	0.217055	0.141838	-0.01531	0.313491	0.097446	0.17638	-0.0413	0.195058	0.482474	0.158096