PRES 2017

Section:	Recommendations:	2015 score:	2017 score:
Overall	-	79%	81%
Supervision: • Supervisors have skills and knowledge to support my research • Regular contact with supervisors • Supervisors provide adequate feedback • Supervisors help to identify training and development needs as researcher	1: College should continue to engage students in developing its policy on *Research Degree Supervision*, ensuring that all students receive supervision that enables them to fulfil their potential. 2: At the start of the programme, supervisors and students should agree upon mutual expectations, including weekly meetings, as per the *Mutual Expectations for the Research Degree Student Supervisor Partnership* document. Alongside this, supervisors should answer work-related emails within 5 working days, and produce a biannual student progress report, ensuring students are adequately guided and supported.	80%	83%
Resources: • Students have suitable working space • Provision of computing resources • Provision of library resources • Access to specialist resources	3: College should ensure that the *Task and Finish Group for Research Culture and Community* identifies and addresses issues with space provision, particularly: storage, group-work, conference calls, and social interaction. 4: College should invest further in its IT provision, equipping research students with the latest software and hardware to complete their research to the best of their potential.	86%	88%
Research Culture: • Dept. seminar programme provision • Opportunities to discuss research with other research students • Research ambience stimulates work • Opportunities for wider research community beyond Dept.	5: Departments should host regular seminars and continue to publicise these through the Graduate School's College-wide Open Research Seminar Listings website and the Graduate Students' Union. Alongside this, the Graduate School and Graduate Students' Union should promote College-wide	66%	68%

	events that cover a broad range of topics. 6: Departments should facilitate opportunities for students to communicate and collaborate, fostering a positive and healthy research environment. Alongside this, the Graduate School and Graduate Students' Union should signpost and promote cohort building initiatives.		
Progress and Assessment: • Quality of degree induction • Understand requirements and deadlines of formal progress monitoring • Understand required standard of thesis • Understand final assessment procedures	7: Departments should continue to work alongside the Graduate School and Graduate Students' Union to run multiple induction sessions per year, including social activities to facilitate cohort building. 8: Departments should provide clear, easily accessible instructions and expectations for all assessed work. In particular, students should receive detailed guidance on what is expected from their thesis. Where possible, model examples should be provided.	76%	79%
Responsibilities: • Institution values and responds to student feedback • Student understands their responsibilities • Students is aware of supervisors' responsibilities towards them • Students know who to approach (other than supervisor) if they have concerns	9: Departments should ensure they close the feedback loop, informing students of steps taken (or not) following their feedback. 10: Departments should establish feedback mechanisms that enable students to raise concerns regarding their supervision without fearing any repercussions.	75%	78%
Research Skills: • Students' skills have developed during the programme • Critical analysis skills have developed during the programme • Creative/innovative confidence has developed • Understanding of	11: Supervisors should actively encourage students to be creative and innovative in their research, supporting them to develop these skills throughout the supervision process. 12: Departments should work with the Graduate School to promote and encourage	85%	87%

'research integrity' has developed	enrolment to short courses for postgraduate research students covering specific topics such as: ethics, coding, lab skills and statistics.		
Professional Development: • Student ability to manage projects has developed • Ability to communication to diverse audiences has developed • Student has developed contacts and networks during programme • Managed professional development during programme	13: Following a successful launch to Undergraduates, College should extend the Imperial Award programme to postgraduate research students, thereby encouraging reflection of personal development. 14: Students should be given opportunities to communicate their research creatively to different audiences, utilising existing schemes like *Imperial Festival* and the *Graduate School Annual PhD Summer Showcase.*	76%	79%
Opportunities: • General opportunities (career, presentation etc.) • Whether students have taught/demonstrated during their programme • If so, whether they have received sufficient guidance or formal training	15: College should review and signpost existing funding provisions, enabling students to attend and present at conferences, thereby furthering their personal and professional development. 16: Supervisors should encourage students to access career guidance, signposting services from the Careers Service and Graduate School Workshops.	N/A	63%
Completion: • Confident they will finish programme within expected timeframe	17: College should review existing funding provisions for students who do not finish their programme within the expected timeframe. 18: Supervisors across College should be required to take the *Supporting the Mental Health and Wellbeing of Imperial College's Doctoral Students* course in order to improve mental awareness and support provision.	81%	84%