

**LTC09D016**

**Title:** Postgraduate Research Experience Survey 2009 (PRES)  
**Author:** Assistant Registrar, Learning Teaching and Quality Office – M. Steele  
**Date:** October 2009  
**Circulation:** Learning and Teaching Committee – 28 October 2009  
**Agenda:** LTC09A002  
**Status:** Open  
**Version:** Final

---

This is the third year that the Postgraduate research Experience Survey (PRES) has run nationally and the second year that it has been run at UEA. It was designed by the Higher Education Academy to help institutions enhance the quality of postgraduate research degree provision by collecting feedback from current research students in a systematic and user-friendly way. PRES has been designed deliberately so that league tables cannot be produced from the results and only participating institutions know which other institutions are involved in the survey.

The HEA has decided that, following consultation with the sector, the survey will run every two years with the next survey being undertaken in 2011. In 2010 the Academy will focus on supporting institutions in sharing effective practice based on the survey results.

PRES 2009 was launched at UEA on 2nd March 2009 with a link to the Bristol Online Surveys website emailed to all research students. A series of reminders to students followed the first launch email at intervals and the survey closed on 30th April 2009.

This year 82 higher education institutions took part in PRES 2008 (compared to 73 in 2008) and there were a total of 18,644 responses, giving an overall response rate of 29% (the same response rate as in 2008). At UEA there were a total of 332 replies (compared to 224 in 2008), which is a response rate of 28% (cf 22% in 2008) (from a postgraduate research student population of 1191; Planning Office figures February 2009).

## **The Survey**

The PRES questionnaire includes a standard set of questions with some free text boxes. For the UEA questionnaire additional questions were added on interdisciplinary research, skills training and public engagement (questions 18 to 22). Questions 23 to 38 comprise a demographic section, allowing analysis of responses for different types of students. The first six sections of PRES 2009 consist of 28 questions relating to six different dimensions of the research student experience, which were used to form six scales:

- supervision
- skills development
- infrastructure
- intellectual climate
- goals and standards
- thesis examination.

Questions 7a to 7c form a new scale in 2009 – Professional development and career.

Students completing the survey were asked to provide a rating for questions 1 to 14 and 16 from 1 to 5 where the scale is as follows 1 = strongly disagree and 5 = strongly agree. Question 15 required students to rate a series of broad aspects of their research degree programme on a scale of -3 to +3 in terms of how their experience of them had met their expectations (-3 = much more negative, 0 = met their expectations and +3 = much more positive).

The following were circulated to Heads of School, Faculty Associate Deans, Faculty Managers and Chairs of Staff Student Liaison Committees in September 2009:

- Figures agreeing and strongly agreeing for each of the questions in Sections 1 to 10 analysed by Faculty (Appendix 1)
- Comparison of 2008 and 2009 UEA and national figures (Appendix 2)
- Comparison figures from the PRES benchmarking clubs for the 1994 group and pre-1992 institutions (Appendix 3)
- Comparison of Faculty 2008 and 2009 figures (Appendix 4)
- Demographic analysis (Appendix 5)
- Free comments.

Appendix 6 contains a list of institutions participating in the benchmarking clubs.

## **Key findings**

### **Overall experience**

Nearly four out of five UEA students (79%) rated their overall experience as having met or exceeded their expectations, a small increase on the number in 2008 (77%). However this is 5% less than the national figure of 84% (83% in 2008). There are differences at UEA between Faculties with students based in HUM and SCI rating their experience the most favourably (84%) and students in SSF the least favourably (72%).

### **2008 and 2009 comparison**

Nationally all of the questions, except for those on thesis examination, showed an increase in satisfaction compared to 2008. There were particular increases with regards to adequate opportunities to further develop research and transferable skills (up 9% and 7% respectively). UEA students similarly reported greater agreement regarding research skills development (a 10% increase on 2008).

UEA students reported greater agreement on 25 questions compared to 2008, less agreement on 26 questions and the same level of agreement on 7 questions. Students reported greater levels of satisfaction with supervision compared to 2008 (agreement for all six questions increased or remained the same), with research infrastructure (an increase in 5 out of 6 questions) and intellectual climate (an increase in 4 out of 5 questions). All questions in the goals and standards and professional development and career sections showed a decrease in agreement compared to 2008.

### **PRES Scales**

Supervision emerged with the highest mean scale score of the six PRES scales (see Table 1 below), showing that students were more positive overall about supervision than about the other scales. The mean score is in line with the national average. Students rated skills

development and thesis examination in joint second place out of the six PRES scales. Students were least positive about professional development and career (mean score 3.1 out of 5).

Table 1 Mean scale scores (out of 5)

Scale	UEA 2009	National 2009	UEA 2008
Supervision	4.0	4.03	4.0
Skills development	3.8	3.97	3.9
Infrastructure	3.7	3.75	3.6
Intellectual climate	3.5	3.5	3.4
Goals and standards	3.7	3.7	3.8
Thesis examination	3.8	3.92	3.5
Professional development and career	3.1	3.14	-

### Expectations

Students were most likely to report that opportunities to develop a range of research skills met or exceeded their expectations (84%) and least likely to report that the research environment did so. UEA figures increased terms of expectations being met from 2008 to 2009 in all areas except opportunities to develop a range of transferable skills. In particular more students reported that opportunities to develop a range of research skills (an increase of 5%) and access to appropriate facilities (an increase of 8%) had met or exceeded their expectations.

However all figures were less than the national average and markedly so with regards to opportunities to develop a range of transferable skills (UEA 79%, nationally 85%). Students also reported that supervisory support and guidance met or exceeded their expectations less than their counterparts at 1994 group institutions (UEA 76%, 94 Group 81%).

### Completion

Three out of five students (61%) expected to complete their research degree programme more or less on time; this is 8% less than the national average (69%) and 9% less than the 1994 benchmarking group. There are variations between Faculties with students in HUM being the most confident that they will complete on time 79% (a similar result to 2008 - 78%) and students in JIC/IFR being the least confident (54%).

### Supervision

Students rated supervisory support and guidance as the most important factor in successfully completing their degree programme. Students agreed more than the national average that their supervisors made a real effort to understand any difficulties they faced (a 6% increase on 2008) and were available when they needed them.

Students were most positive about their supervisors' skills and subject knowledge and least positive about guidance with the literature search. HUM and SCI students rated their supervision more highly than the national average on all factors; JIC/IFR students rated their supervision less favourably in five out of six questions.

## **Skills Development**

Students rated research skills as the second most important factor for successful completion. Students in SCI and JIC/IFR are most happy with opportunities to develop research skills (70%- but this is a decrease on the JIC/IFR figure for 2008 of 84%), those in SSF (64%, up from 60% in 2008) the least. Students were less confident about their ability to manage a research project, varying from 54% in JIC/IFR to 75% in SCI. Students felt less sure that their experience so far had helped them to develop a range of communication skills (6% below the national average and a decrease of 5% on 2008 figures), that they had improved their ability to learn independently (5% below the national average) or that they had adequate opportunities available to further develop their transferable skills (6% below the national average). The numbers of students reporting that there were adequate opportunities available to further develop their research skills showed an increase of 10% (2009: 66%, 2008: 56%).

## **Professional development and career**

There are low levels of satisfaction in this area both at UEA and nationally, and although the UEA figures are better than the national average in all Faculties except SSF less than half of students overall feel that they are encouraged to think about career opportunities and professional and career development needs.

## **Infrastructure**

UEA scored lower than the national average in five out of six questions in this area, although SCI and JIC/IFR scored well above the average for all areas, in particular for technical support, library provision and computing resources and facilities. The overall UEA figures compared to the 1994 group were higher for provision of library facilities (+8%) and computing resources (+5%). Students rated the research environment and provision of guidance on institutional standards and expectations for the research degree programme as the aspects of their research degree programme least meeting their expectations with a quarter of students reporting that these areas had not met their expectations.

## **Intellectual climate**

UEA scored higher than the national average in three out of five questions in this area, but 6% lower for the provision of opportunities to become involved in the broader research culture. Students feeling of being integrated in their department's community varied between Faculties from 52% of students agreeing with this in JIC/IFR (down from 68% in 2008) to 40% in SSF. Under a half of students overall report that they feel integrated into their department's community.

## **Goals and standards**

UEA scored lower than the national average and the 1994 and pre-1992 benchmarking groups in all four questions in this area, and in particular in their understanding of the requirements of thesis examination (UEA 53%, nationally 62%). This varied from 36% in JIC/IFR (37% in 2008) to 68% in FOH. 70% of students agreed that they understand the requirements for formal progress monitoring.

## **Thesis examination**

Only 16 students responding had sat their final viva examination so due to the small sample size any comparisons are not robust. The figures are however generally positive.

## **Roles and responsibilities**

UEA students agreed with this set of questions related to QAA precepts less highly than the national average in all areas. Three quarters of students understand their responsibilities as a research student (a decrease of 6% on 2008).

## **Teaching**

There was a sharp decrease between 2008 and 2009 in the numbers of students overall who felt that their teaching experience was a worthwhile part of their research degree programme (61% in 2009, 70% in 2008) and less than half of students (and only a third in JIC/IFR) felt that they had received adequate opportunity to teach or had received adequate support to do so. Students in SCI felt more that they have received adequate opportunities (63%) compared to only 29% in JIC/IFR.

## **Personal factors**

Whilst students were on the whole positive about the support they had received from friends and family this was less than in 2008 (-10%) and less than the national average. They were again less positive about the support received from their employers (6% less than nationally). Less students reported finding financing their programme a strain than nationally but there are large variations between Faculties with HUM students again reporting the greatest impact on their finances (60%) and JIC/IFR again the least (26%)..

## **Demographic analysis**

Appendix 5 contains details of the UEA survey respondents and sets out further analysis for the variables of gender, disability, fees status, ethnicity, fees status, method of study, year of study and age. Statistical analysis of these variables was undertaken using SPSS (with thanks to Jan Anderson in the Survey Office) and those which with statistically significant differences are highlighted. (Differences between categorical data were tested by the Chi-square test. A p-value of <0.050 was considered significant). It is important to note that the limitations of this analysis in that the whole sample size and category sizes are small.

### **Gender**

More male students than female students felt that they had been given good guidance in topic selection and refinement by their supervisors (76% male cf 69% female). The importance of opportunities to develop a range of transferable skills and the provision of guidance on institutional standards and expectations were ranked more highly by female students.

### **Disability**

Of those students (n=24) who considered themselves to have a disability lesser numbers, compared to those who did not consider themselves to have a disability, agreed that they had adequate opportunity to gain experience of teaching (30% compared to 50%). In terms of skills development students with disabilities are less likely to report that their experiences have improved their ability to learn independently compared to those students without a disability (54% compared to 78%) and that they have had opportunities to develop a range of research skills (67% compared to 86%). There were differences in the reporting of understanding of goals and standards – students with disabilities were less likely to report understanding the required standard for the thesis (33% compared to 67% for students without disabilities), the standard of work expected (42% compared to 71%) and the

requirements for formal progress monitoring (50% compared to 71%). Similarly they were less likely to be aware of the University's responsibilities towards them as research degree students (38% compared to 59%). Fewer students with disabilities (46%) reported that they had a suitable working space compared to those without disabilities (64%). There was also a very large difference in the numbers of students with a disability agreeing that their employer was supportive of their research degree programme (22%) compared to those without disabilities (72%).

### **Fees status**

Non-EU students placed significantly more importance on opportunities to develop a range of transferable skills (Home 54% Other EU 53%, Non-EU 82%), the research environment (Home 79%, Other EU 80%, Non-EU 93%) and provision of guidance on institutional standards and expectations (Home 67%, Other EU 73%, Non-EU 87%) in terms of successfully completing their research degree programme than Home or other EU students. They were more likely to state that the financing of their research degree programme placed a strain on their personal finances (Home 43%, Other EU 44%, Non-EU 61%).

### **Ethnicity**

Due to the small sample sizes the Black and Minority Ethnic (BME) categories have been combined. BME students were more likely to report that their expectations had been met or exceeded in terms of supervisory support and guidance (BME 89%, white 73%), opportunities to develop a range of research skills (BME 89%, white 84%) or transferable skills (BME 87%, white 78%) and access to appropriate facilities (BME 89%, white 75%). There were differences in the perceived importance to successful completion of opportunities to develop a range of transferable skills (white 55%, BME 78%) and the provision of guidance on institutional standards and expectations (white 67%, BME 86%). BME students were more satisfied that the University values and responds to feedback from research degree students (61% of BME students agreed compared to 44% of white students). Whilst indicating that the financing of their research degree programme placed a strain on their personal finances (80% of BME students agreed with this compared to 64% of white students), BME students reported more often that their employer was supportive of their research degree programme (BME 80%, white 64%).

### **Part time versus Full time**

Part-time students were considerably more likely to be confident that they would complete their research degree programme within the planned timescale (79%) than full-time students (58%). More full-time students than part-time students agreed that there was appropriate financial support (full-time 51%, part-time 26%) and that there were adequate opportunities available for them to further develop their research skills (full-time 68%, part-time 55%).

### **Age**

Due to the small numbers in each age range students were grouped into 30 and under and above 30 years of age. Younger students were more satisfied that there was appropriate financial support (56%) compared to those over 30 (39%) and that their supervisors had the skills and subject knowledge to adequately support their research (85% age >30 compared to 81% age <30). Students over 30 were more likely to agree that their supervisors made an effort to understand any difficulties they faced (82% of those aged over 30 agreed compared to 75% of the under 30 group), that they had been given good guidance in topic selection and refinement (76% compared to 69%), that their supervisor provided useful feedback (age >30 80%, age <30 66%), that their department provides opportunities for social contact with other research students (age >30 69%, age <30 57%). Older students also reported greater

understanding of the required standards for the thesis (72% compared to 57%) and of the work expected (75% compared to 63%) and of the requirements of thesis examination (62% compared to 44%) and for formal progress monitoring (79% compared to 61%). They were more likely to place greater importance on supervisory support and guidance (98% cf 91%), opportunities to develop a range of transferable skills (67% cf 53%), provision of guidance on institutional standards and expectations (79% cf 64%) as factors necessary for successful completion. Students over 30 were considerably more likely to report that financing their research degree programme placed a strain on their personal finances (54% cf 39%).

### **Year of study**

Due to the small numbers in each year above 3 these students were combined into year 4+. There is a downward trend in satisfaction for most factors as students progress through the years of study. Whilst 90% of students agreed that their overall experience of their research programme met or exceeded their expectations this fell to 71% in year 2, rose again to 81% in Year 3 and fell to 71% in year 4+.

The vast majority (94%) of students in year 1 feel that their supervisors have the skills and subject knowledge to adequately support their research this drops however to 78% by Year 3 and 72% in Year 4+. Similar decreases are found for supervisors' understanding of difficulties faced (Year 1 88%, Year 4+ 71%) and good guidance in topic selection and refinement (Year 1 86%, Year 4+ 63%).

In terms of skills development there is again a downward trend and fewer students in Year 4 feel that there are adequate opportunities available to further develop research skills (53%) and transferable skills (44%) than students in year 1 (72% and 66% respectively).

Students who are more advanced in their studies are less satisfied with equipment for their research, that there is appropriate financial support, that there is adequate provision of computing resources and library facilities, and that they have the technical support they need. They are also less satisfied with the intellectual climate; students in Year 4+ agreeing considerably less than those in Year 1 that their School provides opportunities for social contact with other research students, for them to become involved in the broader research culture and that the research ambience in their School or Faculty stimulates their work. Students appear to be less aware of the University's responsibilities towards them as a research degree student as they progress (Y1 68%, Y2 58%, Y3 51%, Y4 48%).

Students in years 1 and 3 agreed more than those in years 2 and 4+ that they were encouraged to reflect on professional and career development needs.

### **Use of results**

Since the UEA PRES results are based on an overall institutional response rate below 30%, the PRES Code of Practice requires that they should not be disclosed publicly.

Consideration needs to be given to how to improve the response rate in 2011 to ensure greater robustness of data obtained and further analysis of the results to be undertaken.

**Postgraduate Research Experience Survey 2009**  
**Analysis by Faculty and against the national average**

<b>APPENDIX 1 Faculty</b>	<b>HUM</b>	<b>SSF</b>	<b>FOH</b>	<b>SCI</b>	<b>JIC/IFR</b>	<b>UEA</b>	<b>National (excluding UEA)</b>
<b>Section 1: Supervision</b>							
1.a. My supervisor/s have the skills and subject knowledge to adequately support my research	94%	77%	76%	88%	77%	83%	84%
1.b. My supervisor/s make a real effort to understand any difficulties I face	83%	82%	78%	81%	70%	78%	76%
1.c. I have been given good guidance in topic selection and refinement by my supervisor/s	78%	72%	64%	79%	63%	72%	73%
1.d. I have received good guidance in my literature search from my supervisor/s	76%	67%	68%	74%	45%	66%	65%
1.e. My supervisor/s provide helpful feedback on my progress	78%	77%	70%	78%	56%	73%	74%
1.f. My supervisor/s are available when I need them	84%	71%	65%	85%	79%	78%	75%
<b>Section 2: Skills development</b>							
2.a. As a result of my experience so far I feel confident about managing a research project	71%	68%	70%	75%	54%	68%	71%
2.b. My experience so far has improved my analytical skills	82%	79%	78%	79%	71%	78%	78%
2.c. My experience so far has helped me to develop a range of communication skills	63%	62%	65%	72%	55%	63%	69%
2.d. As a result of my experience so far I have improved my ability to learn independently	77%	78%	78%	82%	64%	76%	81%
2.e. There are adequate opportunities available for me to further develop my research skills	65%	64%	68%	70%	70%	66%	70%
2.f. There are adequate opportunities available for me to further develop my transferable skills	55%	56%	59%	64%	66%	59%	65%
<b>Section 3: Infrastructure</b>							
3.a. I have adequate access to the equipment necessary for my research	70%	62%	62%	68%	77%	67%	69%
3.b. I have a suitable working space	57%	57%	46%	72%	75%	63%	66%
3.c. There is appropriate financial support for research activities	30%	36%	43%	53%	77%	48%	52%
3.d. There is adequate provision of computing resources and facilities	58%	57%	64%	79%	79%	68%	68%
3.e. There is adequate provision of library facilities	59%	62%	68%	84%	80%	70%	71%
3.f. I have the technical support I need	48%	53%	58%	70%	77%	61%	64%
<b>Section 4: Intellectual climate</b>							
4.a. My department provides opportunities for social contact with other research students	65%	59%	65%	67%	61%	62%	59%
4.b. My department provides opportunities for me to become involved in the broader research culture	60%	48%	51%	50%	59%	51%	57%
4.c. The research ambience in my department or faculty stimulates my work	56%	45%	54%	56%	59%	53%	53%
4.d. I feel integrated into my department's community	47%	40%	46%	51%	52%	46%	49%
4.e. My department provides a good seminar programme for research students	61%	58%	59%	65%	70%	62%	60%



**Postgraduate Research Experience Survey 2009**  
**Analysis by Faculty and against the national average**

<b>APPENDIX 1 Faculty</b>	<b>HUM</b>	<b>SSF</b>	<b>FOH</b>	<b>SCI</b>	<b>JIC/IFR</b>	<b>UEA</b>	<b>National (excluding UEA)</b>
<b>Section 5: Goals and standards</b>							
5.a. I understand the required standard for the thesis	78%	70%	78%	65%	41%	64%	70%
5.b. I understand the standard of work expected	81%	71%	76%	73%	48%	69%	74%
5.c. I understand the requirements of thesis examination	60%	61%	68%	49%	36%	53%	62%
5.d. I understand the requirements and deadlines for formal monitoring of my progress	79%	70%	76%	68%	63%	70%	72%
<b>Section 6: Thesis examination</b>							
6. Have you sat your final viva examination?							
No	90%	92%	97%	97%	98%	95%	96%
Yes	10%	8%	3%	3%	2%	5%	4%
6.a.i. The thesis examination process was fair	100%	80%	0%	100%	100%	88%	76%
6.a.ii. The examination of my thesis was completed in a reasonable time scale	100%	80%	0%	67%	100%	81%	75%
6.a.iii. I was given adequate support and guidance in preparation for my viva voce	100%	40%	0%	33%	100%	63%	60%
6.a.iv. I was given adequate support and guidance to make any changes to my thesis following my viva voce	67%	40%	0%	100%	100%	62%	65%
<b>Section 7: Professional development and career</b>							
7.a. I am encouraged to think about the range of career opportunities that are available to me.	37%	32%	38%	37%	43%	36%	37%
7.b. I am encouraged to reflect on my professional development needs	46%	38%	62%	45%	48%	45%	43%
7.c. I am encouraged to reflect on my career development needs	41%	37%	46%	40%	46%	40%	40%
<b>Section 8: Roles and responsibilities</b>							
8.a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme	62%	64%	57%	53%	66%	59%	62%
8.b. My institution values and responds to feedback from research degree students	44%	50%	54%	44%	57%	48%	51%
8.c. I understand my responsibilities as a research degree student	78%	80%	73%	74%	66%	74%	76%
8.d. I am aware of my institution's responsibilities towards me as a research degree student	56%	61%	65%	55%	54%	57%	59%
<b>Section 9</b>							
9.a. Supervisory support and guidance -- Importance	97%	94%	100%	98%	88%	94%	96%
9.b. Opportunities to develop a range of research skills -- Importance	89%	92%	97%	89%	86%	89%	89%
9.c. Opportunities to develop a range of transferable skills -- Importance	65%	66%	73%	49%	63%	60%	70%
9.d. Access to appropriate facilities -- Importance	81%	84%	95%	94%	84%	87%	88%
9.e. The research environment -- Importance	81%	89%	92%	81%	77%	81%	84%
9.f. Provision of guidance on institutional standards and expectations for your research degree programme -- Importance	71%	80%	87%	70%	59%	72%	76%

**Postgraduate Research Experience Survey 2009**  
**Analysis by Faculty and against the national average**

APPENDIX 1 Faculty	HUM	SSF	FOH	SCI	JIC/IFR	UEA	National (excluding UEA)
<b>Section 10: Teaching opportunities</b>							
10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme	44%	49%	47%	63%	29%	48%	49%
11. I have been given adequate support and guidance for my teaching	39%	44%	46%	46%	32%	42%	46%
12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme	64%	61%	52%	76%	35%	61%	65%
<b>Section 11: Personal factors</b>							
14.a. My friends and family are supportive of my research degree programme	87%	79%	83%	85%	70%	80%	89%
14.b. My employer is supportive of my research degree programme	86%	67%	65%	72%	61%	68%	74%
14.c. The financing of my research degree programme places a strain on my personal finances.	60%	51%	33%	49%	26%	46%	51%
16. I am confident that I will complete my research degree programme more or less within the planned timescale	79%	64%	61%	55%	54%	61%	69%
<b>Section 12: The following met /exceeded expectations:</b>							
15.a. Supervisory support and guidance	78%	74%	73%	78%	77%	76%	80%
15.b. Opportunities to develop a range of research skills	92%	80%	84%	85%	86%	84%	86%
15.c. Opportunities to develop a range of transferable skills	86%	71%	86%	81%	84%	79%	85%
15.d. Access to appropriate facilities	78%	70%	81%	81%	89%	78%	81%
15.e. The research environment	68%	69%	73%	77%	80%	73%	77%
15.f. Provision of guidance on institutional standards and expectations for your research degree programme	73%	70%	81%	76%	71%	74%	77%
15.g. Overall experience of my research programme	84%	72%	78%	84%	79%	79%	84%
<b>Institutional questions</b>							
Section 14: Interdisciplinarity							
18. Does your research degree involve interdisciplinary research?							
Yes - my supervisors are both in my School of study:	49%	44%	46%	34%	31%	41%	n/a
Yes - my supervisors are in different Schools of study:	11%	10%	22%	22%	27%	18%	n/a
No:	40%	46%	32%	43%	42%	41%	n/a
Section 15: Training							
19. I have undertaken a training needs analysis (skills assessment)							
Yes - I did this at the beginning of my research project:	50%	57%	41%	61%	36%	51%	n/a
Yes - I did this at the beginning and review it regularly:	13%	10%	27%	24%	39%	22%	n/a
No:	37%	33%	32%	15%	25%	28%	n/a

**Postgraduate Research Experience Survey 2009  
Analysis by Faculty and against the national average**

<b>APPENDIX 1 Faculty</b>	<b>HUM</b>	<b>SSF</b>	<b>FOH</b>	<b>SCI</b>	<b>JIC/IFR</b>	<b>UEA</b>	<b>National (excluding UEA)</b>
20. Would you have valued the opportunity to gain a recognised accreditation for completing research related / transferable skills training as part of your research degree?							
Yes:	57%	57%	61%	68%	55%	60%	n/a
No:	39%	31%	33%	28%	40%	34%	n/a
Other (please specify):	5%	12%	6%	4%	6%	6%	n/a
21. Have you made use of any of the following on-line facilities associated with training?							
Transitions site on Blackboard:	49%	52%	43%	55%	32%	48%	n/a
PGR Portal - PGR Oracle:	46%	41%	38%	43%	23%	39%	n/a
CSED website:	49%	57%	59%	53%	48%	52%	n/a
School/Faculty training information:	32%	44%	54%	43%	45%	42%	n/a
Section 16: Public engagement							
22. Have you been involved in any public engagement or outreach activities since you started your postgraduate studies?							
Yes:	46%	28%	16%	28%	23%	30%	n/a
No:	54%	72%	84%	72%	77%	70%	n/a
Shaded areas represent areas below the national figure							

**Postgraduate Research Experience Survey 2009**  
**Comparison between UEA and national results 2008 and 2009**

APPENDIX 2 Faculty	UEA 2009		UEA 2008	National 2009	National 2008
<b>Section 1: Supervision</b>					
1.a. My supervisor/s have the skills and subject knowledge to adequately support my research	83%		83%	84%	84%
1.b. My supervisor/s make a real effort to understand any difficulties I face	78%	↑	72%	76%	75%
1.c. I have been given good guidance in topic selection and refinement by my supervisor/s	72%	↑	70%	73%	72%
1.d. I have received good guidance in my literature search from my supervisor/s	66%	↑	65%	65%	64%
1.e. My supervisor/s provide helpful feedback on my progress	73%		73%	74%	73%
1.f. My supervisor/s are available when I need them	78%	↑	74%	75%	74%
<b>Section 2: Skills development</b>					
2.a. As a result of my experience so far I feel confident about managing a research project	68%	↑	62%	71%	69%
2.b. My experience so far has improved my analytical skills	78%	↑	77%	78%	78%
2.c. My experience so far has helped me to develop a range of communication skills	63%	↓	68%	69%	69%
2.d. As a result of my experience so far I have improved my ability to learn independently	76%	↓	80%	81%	81%
2.e. There are adequate opportunities available for me to further develop my research skills	66%	↑	56%	70%	61%
2.f. There are adequate opportunities available for me to further develop my transferable skills	59%	↑	58%	65%	58%
<b>Section 3: Infrastructure</b>					
3.a. I have adequate access to the equipment necessary for my research	67%	↑	63%	69%	68%
3.b. I have a suitable working space	63%	↑	58%	66%	65%
3.c. There is appropriate financial support for research activities	48%	↓	49%	52%	51%
3.d. There is adequate provision of computing resources and facilities	68%	↑	65%	68%	66%
3.e. There is adequate provision of library facilities	70%	↑	69%	71%	70%
3.f. I have the technical support I need	61%	↑	57%	64%	62%
<b>Section 4: Intellectual climate</b>					
4.a. My department provides opportunities for social contact with other research students	62%	↑	57%	59%	57%
4.b. My department provides opportunities for me to become involved in the broader research culture	51%	↓	53%	57%	55%
4.c. The research ambience in my department or faculty stimulates my work	53%	↑	45%	53%	50%
4.d. I feel integrated into my department's community	46%	↑	45%	49%	47%
4.e. My department provides a good seminar programme for research students	62%	↑	60%	60%	59%
<b>Section 5: Goals and standards</b>					
5.a. I understand the required standard for the thesis	64%	↓	68%	70%	70%
5.b. I understand the standard of work expected	69%	↓	72%	74%	73%
5.c. I understand the requirements of thesis examination	53%	↓	58%	62%	61%
5.d. I understand the requirements and deadlines for formal monitoring of my progress	70%	↓	76%	72%	71%
<b>Section 6: Thesis examination</b>					
6. Have you sat your final viva examination?					
No	95%			96%	
Yes	5%			4%	
6.a.i. The thesis examination process was fair	88%	↑	75%	76%	81%
6.a.ii. The examination of my thesis was completed in a reasonable time scale	81%	↑	75%	75%	75%
6.a.iii. I was given adequate support and guidance in preparation for my viva voce	63%		63%	60%	64%
6.a.iv. I was given adequate support and guidance to make any changes to my thesis following my viva voce	62%	↑	50%	65%	74%
<b>Section 7: Professional development and career</b>					
7.a. I am encouraged to think about the range of career opportunities that are available to me.	36%	↓	38%	37%	35%
7.b. I am encouraged to reflect on my professional development needs	45%	↓	50%	43%	44%
7.c. I am encouraged to reflect on my career development needs	40%	↓	42%	40%	40%
<b>Section 8: Roles and responsibilities</b>					
8.a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme	59%	↑	58%	62%	54%
8.b. My institution values and responds to feedback from research degree students	48%		48%	51%	46%
8.c. I understand my responsibilities as a research degree student	74%	↓	80%	76%	77%
8.d. I am aware of my institution's responsibilities towards me as a research degree student	57%	↓	58%	59%	56%

**Postgraduate Research Experience Survey 2009**  
**Comparison between UEA and national results 2008 and 2009**

APPENDIX 2 Faculty	UEA 2009		UEA 2008	National 2009	National 2008
<b>Section 9</b>					
9.a. Supervisory support and guidance -- Importance	94%	↓	97%	96%	96%
9.b. Opportunities to develop a range of research skills -- Importance	89%	↓	92%	89%	91%
9.c. Opportunities to develop a range of transferable skills -- Importance	60%	↓	67%	70%	74%
9.d. Access to appropriate facilities -- Importance	87%	↓	91%	88%	90%
9.e. The research environment -- Importance	81%	↓	89%	84%	87%
9.f. Provision of guidance on institutional standards and expectations for your research degree programme -- Importance	72%	↓	75%	76%	78%
<b>Section 10: Teaching opportunities</b>					
10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme	48%	↓	50%	49%	47%
11. I have been given adequate support and guidance for my teaching	42%	↓	50%	46%	43%
12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme	61%	↓	70%	65%	62%
<b>Section 11: Personal factors</b>					
14.a. My friends and family are supportive of my research degree programme	80%	↓	88%	89%	87%
14.b. My employer is supportive of my research degree programme	68%		68%	74%	73%
14.c. The financing of my research degree programme places a strain on my personal finances.	46%	↓	48%	51%	50%
16. I am confident that I will complete my research degree programme more or less within the planned timescale	61%	↓	66%	69%	67%
<b>Section 12: The following met /exceeded expectations:</b>					
15.a. Supervisory support and guidance	76%		76%	80%	79%
15.b. Opportunities to develop a range of research skills	84%	↑	79%	86%	83%
15.c. Opportunities to develop a range of transferable skills	79%	↓	83%	85%	82%
15.d. Access to appropriate facilities	78%	↑	70%	81%	78%
15.e. The research environment	73%	↑	69%	77%	75%
15.f. Provision of guidance on institutional standards and expectations for your research degree programme	74%		74%	77%	76%
15.g. Overall experience of my research programme	79%	↑	77%	84%	83%
↑ ↓ Increase or decrease from 2008 to 2009					
Shaded areas represent areas below the national figure for 2009 or 2008 respectively					

APPENDIX 3	UEA	94 group	Pre-92	UEA	94 group	Pre-92
	2009			2008		
<b>Section 1: Supervision</b>						
1.a. My supervisor/s have the skills and subject knowledge to adequately support my research	83%	86%	84%	83%	84%	84%
1.b. My supervisor/s make a real effort to understand any difficulties I face	78%	77%	75%	72%	74%	75%
1.c. I have been given good guidance in topic selection and refinement by my supervisor/s	72%	73%	72%	70%	71%	72%
1.d. I have received good guidance in my literature search from my supervisor/s	66%	67%	64%	65%	65%	63%
1.e. My supervisor/s provide helpful feedback on my progress	73%	74%	72%	73%	73%	72%
1.f. My supervisor/s are available when I need them	78%	75%	75%	74%	74%	74%
<b>Section 2: Skills development</b>						
2.a. As a result of my experience so far I feel confident about managing a research project	68%	69%	71%	62%	68%	69%
2.b. My experience so far has improved my analytical skills	78%	77%	79%	77%	78%	77%
2.c. My experience so far has helped me to develop a range of communication skills	63%	68%	68%	68%	67%	68%
2.d. As a result of my experience so far I have improved my ability to learn independently	76%	81%	81%	80%	81%	81%
2.e. There are adequate opportunities available for me to further develop my research skills	66%	68%	70%	56%	58%	60%
2.f. There are adequate opportunities available for me to further develop my transferable skills	59%	63%	66%	58%	53%	58%
<b>Section 3: Infrastructure</b>						
3.a. I have adequate access to the equipment necessary for my research	67%	67%	71%	63%	64%	68%
3.b. I have a suitable working space	63%	62%	67%	58%	57%	66%
3.c. There is appropriate financial support for research activities	48%	48%	52%	49%	45%	52%
3.d. There is adequate provision of computing resources and facilities	68%	63%	69%	65%	58%	65%
3.e. There is adequate provision of library facilities	70%	62%	74%	69%	58%	69%
3.f. I have the technical support I need	61%	60%	67%	57%	54%	62%

<b>Section 4: Intellectual climate</b>						
4.a. My department provides opportunities for social contact with other research students	62%	59%	59%	57%	56%	57%
4.b. My department provides opportunities for me to become involved in the broader research culture	51%	58%	56%	53%	56%	55%
4.c. The research ambience in my department or faculty stimulates my work	53%	55%	51%	45%	50%	50%
4.d. I feel integrated into my department's community	46%	50%	48%	45%	45%	46%
4.e. My department provides a good seminar programme for research students	62%	62%	59%	60%	59%	57%
<b>Section 5: Goals and standards</b>						
5.a. I understand the required standard for the thesis	64%	71%	71%	68%	69%	68%
5.b. I understand the standard of work expected	69%	74%	73%	72%	72%	72%
5.c. I understand the requirements of thesis examination	53%	63%	62%	58%	61%	61%
5.d. I understand the requirements and deadlines for formal monitoring of my progress	70%	72%	71%	76%	70%	73%
<b>Section 6: Thesis examination</b>						
6. Have you sat your final viva examination?						
No	95%	96%	96%	96%	96%	90%
Yes (If Yes, please respond to the following statements:)	5%	4%	4%	4%	4%	4%
6.a.i. The thesis examination process was fair	88%	68%	78%	75%	75%	80%
6.a.ii. The examination of my thesis was completed in a reasonable time scale	81%	69%	76%	75%	70%	73%
6.a.iii. I was given adequate support and guidance in preparation for my viva voce	63%	58%	56%	63%	63%	62%
6.a.iv. I was given adequate support and guidance to make any changes to my thesis following my viva voce	62%	61%	66%	50%	72%	76%
<b>Section 7: Professional development and career</b>						
7.a. I am encouraged to think about the range of career opportunities that are available to me.	36%	37%	38%	38%	33%	34%
7.b. I am encouraged to reflect on my professional development needs	45%	42%	44%	50%	42%	45%
7.c. I am encouraged to reflect on my career development needs	40%	39%	40%	42%	37%	39%

<b>Section 8: Roles and responsibilities</b>						
8.a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme	59%	61%	60%	58%	53%	54%
8.b. My institution values and responds to feedback from research degree students	48%	52%	51%	48%	46%	45%
8.c. I understand my responsibilities as a research degree student	74%	76%	75%	80%	76%	77%
8.d. I am aware of my institution's responsibilities towards me as a research degree student	57%	59%	58%	58%	55%	56%
<b>Section 9 importance of factors</b>						
9.a. Supervisory support and guidance -- Importance	94%	96%	95%	97%	96%	96%
9.b. Opportunities to develop a range of research skills -- Importance	89%	89%	88%	92%	91%	91%
9.c. Opportunities to develop a range of transferable skills -- Importance	60%	68%	68%	67%	71%	74%
9.d. Access to appropriate facilities -- Importance	87%	87%	88%	91%	89%	90%
9.e. The research environment -- Importance	81%	85%	84%	89%	88%	87%
9.f. Provision of guidance on institutional standards and expectations for your research degree programme -- Importance	72%	77%	75%	75%	78%	77%
<b>Section 10: Teaching opportunities</b>						
10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme	48%	51%	49%	50%	51%	47%
11. I have been given adequate support and guidance for my teaching	42%	48%	47%	50%	45%	42%
12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme	61%	65%	65%	70%	63%	62%
<b>Section 11: Personal factors</b>						
14.a. My friends and family are supportive of my research degree programme	80%	89%	89%	88%	88%	87%
14.b. My employer is supportive of my research degree programme	68%	76%	74%	68%	71%	73%



14.c. The financing of my research degree programme places a strain on my personal finances.	46%	53%	50%	48%	52%	48%
16. I am confident that I will complete my research degree programme more or less within the planned timescale	61%	70%	69%	66%	67%	65%
<b>Section 12 Expectations</b>						
<i>The following met or exceeded expectations:</i>						
15.a. Supervisory support and guidance	76%	81%	79%	76%	78%	78%
15.b. Opportunities to develop a range of research skills	84%	84%	86%	79%	80%	82%
15.c. Opportunities to develop a range of transferable skills	79%	83%	85%	83%	78%	81%
15.d. Access to appropriate facilities	78%	78%	81%	70%	74%	77%
15.e. The research environment	73%	78%	77%	69%	73%	75%
15.f. Provision of guidance on institutional standards and expectations for your research degree programme	74%	77%	77%	74%	75%	76%
15.g. Overall experience of my research programme	79%	83%	84%	77%	81%	81%

**Postgraduate Research Experience Survey 2009  
Comparison of 2008 and 2009 Faculty results**

<b>APPENDIX 4 Faculty</b>	<b>HUM 2009</b>	<b>HUM 2008</b>	<b>SSF 2009</b>	<b>SSF 2008</b>	<b>FOH 2009</b>	<b>FOH 2008</b>	<b>SCI 2009</b>	<b>SCI 2008</b>	<b>JIC/IFR 2009</b>	<b>JIC/IFR 2008</b>
<b>Section 1: Supervision</b>										
1.a. My supervisor/s have the skills and subject knowledge to adequately support my research	94%	82%	77%	75%	76%	86%	88%	86%	77%	89%
1.b. My supervisor/s make a real effort to understand any difficulties I face	83%	84%	82%	72%	78%	71%	81%	64%	70%	74%
1.c. I have been given good guidance in topic selection and refinement by my supervisor/s	78%	78%	72%	75%	64%	67%	79%	64%	63%	79%
1.d. I have received good guidance in my literature search from my supervisor/s	76%	80%	67%	67%	68%	60%	74%	55%	45%	74%
1.e. My supervisor/s provide helpful feedback on my progress	78%	84%	77%	72%	70%	86%	78%	64%	56%	68%
1.f. My supervisor/s are available when I need them	84%	78%	71%	61%	65%	76%	85%	75%	79%	79%
<b>Section 2: Skills development</b>										
2.a. As a result of my experience so far I feel confident about managing a research project	71%	73%	68%	40%	70%	67%	75%	61%	54%	68%
2.b. My experience so far has improved my analytical skills	82%	80%	79%	71%	78%	76%	79%	80%	71%	74%
2.c. My experience so far has helped me to develop a range of communication skills	63%	67%	62%	66%	65%	62%	72%	74%	55%	58%
2.d. As a result of my experience so far I have improved my ability to learn independently	77%	76%	78%	66%	78%	81%	82%	87%	64%	79%
2.e. There are adequate opportunities available for me to further develop my research skills	65%	55%	64%	47%	68%	71%	70%	53%	70%	78%
2.f. There are adequate opportunities available for me to further develop my transferable skills	55%	57%	56%	44%	59%	57%	64%	64%	66%	68%
<b>Section 3: Infrastructure</b>										
3.a. I have adequate access to the equipment necessary for my research	70%	63%	62%	56%	62%	67%	68%	65%	77%	68%
3.b. I have a suitable working space	57%	53%	57%	53%	46%	57%	72%	62%	75%	68%
3.c. There is appropriate financial support for research activities	30%	24%	36%	54%	43%	52%	53%	55%	77%	74%
3.d. There is adequate provision of computing resources and facilities	58%	67%	57%	58%	64%	57%	79%	69%	79%	68%
3.e. There is adequate provision of library facilities	59%	60%	62%	69%	68%	71%	84%	71%	80%	84%
3.f. I have the technical support I need	48%	55%	53%	51%	58%	57%	70%	58%	77%	79%

**Postgraduate Research Experience Survey 2009  
Comparison of 2008 and 2009 Faculty results**

<b>APPENDIX 4 Faculty</b>	<b>HUM 2009</b>	<b>HUM 2008</b>	<b>SSF 2009</b>	<b>SSF 2008</b>	<b>FOH 2009</b>	<b>FOH 2008</b>	<b>SCI 2009</b>	<b>SCI 2008</b>	<b>JIC/IFR 2009</b>	<b>JIC/IFR 2008</b>
<b>Section 4: Intellectual climate</b>										
4.a. My department provides opportunities for social contact with other research students	65%	51%	59%	67%	65%	67%	67%	56%	61%	47%
4.b. My department provides opportunities for me to become involved in the broader research culture	60%	50%	48%	61%	51%	48%	50%	53%	59%	53%
4.c. The research ambience in my department or faculty stimulates my work	56%	45%	45%	44%	54%	43%	56%	44%	59%	58%
4.d. I feel integrated into my department's community	47%	44%	40%	42%	46%	33%	51%	45%	52%	68%
4.e. My department provides a good seminar programme for research students	61%	51%	58%	61%	59%	52%	65%	65%	70%	79%
<b>Section 5: Goals and standards</b>										
5.a. I understand the required standard for the thesis	78%	80%	70%	72%	78%	76%	65%	61%	41%	53%
5.b. I understand the standard of work expected	81%	83%	71%	69%	76%	76%	73%	66%	48%	63%
5.c. I understand the requirements of thesis examination	60%	67%	61%	64%	68%	52%	49%	54%	36%	37%
5.d. I understand the requirements and deadlines for formal monitoring of my progress	79%	84%	70%	75%	76%	71%	68%	68%	63%	89%
<b>Section 7: Professional development and career</b>										
7.a. I am encouraged to think about the range of career opportunities that are available to me.	37%	38%	32%	28%	38%	57%	37%	35%	43%	47%
7.b. I am encouraged to reflect on my professional development needs	46%	44%	38%	43%	62%	57%	45%	52%	48%	68%
7.c. I am encouraged to reflect on my career development needs	41%	43%	37%	34%	46%	52%	40%	39%	46%	53%
<b>Section 8: Roles and responsibilities</b>										
8.a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme	62%	65%	64%	57%	57%	62%	53%	51%	66%	68%
8.b. My institution values and responds to feedback from research degree students	44%	54%	50%	54%	54%	57%	44%	36%	57%	63%
8.c. I understand my responsibilities as a research degree student	78%	84%	80%	78%	73%	76%	74%	79%	66%	84%
8.d. I am aware of my institution's responsibilities towards me as a research degree student	56%	65%	61%	60%	65%	67%	55%	50%	54%	68%

**Postgraduate Research Experience Survey 2009  
Comparison of 2008 and 2009 Faculty results**

<b>APPENDIX 4 Faculty</b>	<b>HUM 2009</b>	<b>HUM 2008</b>	<b>SSF 2009</b>	<b>SSF 2008</b>	<b>FOH 2009</b>	<b>FOH 2008</b>	<b>SCI 2009</b>	<b>SCI 2008</b>	<b>JIC/IFR 2009</b>	<b>JIC/IFR 2008</b>
<b>Section 9</b>										
9.a. Supervisory support and guidance -- Importance	97%	100%	94%	100%	100%	90%	98%	95%	88%	95%
9.b. Opportunities to develop a range of research skills -- Importance	89%	85%	92%	100%	97%	80%	89%	95%	86%	89%
9.c. Opportunities to develop a range of transferable skills -- Importance	65%	64%	66%	77%	73%	80%	49%	62%	63%	63%
9.d. Access to appropriate facilities -- Importance	81%	91%	84%	97%	95%	75%	94%	92%	84%	95%
9.e. The research environment -- Importance	81%	89%	89%	97%	92%	70%	81%	87%	77%	95%
9.f. Provision of guidance on institutional standards and expectations for your research degree programme -- Importance	71%	78%	80%	97%	87%	60%	70%	66%	59%	84%
<b>Section 10: Teaching opportunities</b>										
10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme	44%	44%	49%	31%	47%	48%	63%	64%	29%	47%
11. I have been given adequate support and guidance for my teaching	39%	60%	44%	23%	46%	41%	46%	59%	32%	38%
12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme	64%	70%	61%	52%	52%	56%	76%	82%	35%	64%
<b>Section 11: Personal factors</b>										
14.a. My friends and family are supportive of my research degree programme	87%	83%	79%	82%	83%	90%	85%	96%	70%	79%
14.b. My employer is supportive of my research degree programme	86%	58%	67%	67%	65%	79%	72%	82%	61%	40%
14.c. The financing of my research degree programme places a strain on my personal finances.	60%	73%	51%	48%	33%	63%	49%	35%	26%	18%
16. I am confident that I will complete my research degree programme more or less within the planned timescale	79%	78%	64%	58%	61%	67%	55%	63%	54%	72%



APPENDIX 5	Male	Female	Age <30	Age >30	Disability		Home	Other EU	Non EU	White	BME	Full-time	Part-time	Year 1	Year 2	Year 3	Year 4+
	n=142	n=185	n=169	n=159	declared n=24	No Disability n=304	n=215	n=40	n=68	n=248	n=56	n=278	n=48	n=99	n=62	n=75	n=82
Section 1: Supervision																	
1.a. My supervisor/s have the skills and subject knowledge to adequately support my research	87%	79%	85%	81%	79%	83%	84%	85%	82%	83%	85%	83%	81%	94%	86%	78%	72%
1.b. My supervisor/s make a real effort to understand any difficulties I face	80%	77%	75%	82%	75%	79%	78%	85%	78%	78%	81%	78%	83%	88%	73%	80%	71%
1.c. I have been given good guidance in topic selection and refinement by my supervisor/s	76%	69%	69%	76%	71%	73%	71%	74%	75%	71%	76%	73%	69%	86%	66%	68%	63%
1.d. I have received good guidance in my literature search from my supervisor/s	72%	62%	60%	73%	71%	66%	62%	77%	77%	64%	75%	67%	67%	79%	56%	63%	61%
1.e. My supervisor/s provide helpful feedback on my progress	76%	70%	66%	80%	83%	72%	73%	75%	72%	72%	75%	72%	79%	76%	71%	69%	74%
1.f. My supervisor/s are available when I need them	77%	78%	76%	79%	75%	78%	76%	80%	84%	77%	82%	79%	71%	82%	81%	75%	72%
Section 2: Skills development																	
2.a. As a result of my experience so far I feel confident about managing a research project	70%	66%	62%	74%	67%	68%	67%	75%	71%	66%	73%	68%	69%	70%	65%	72%	65%
2.b. My experience so far has improved my analytical skills	80%	75%	76%	79%	58%	79%	76%	80%	84%	76%	81%	77%	81%	71%	81%	80%	82%
2.c. My experience so far has helped me to develop a range of communication skills	66%	61%	63%	64%	50%	65%	62%	67%	67%	62%	66%	64%	58%	59%	65%	68%	61%
2.d. As a result of my experience so far I have improved my ability to learn independently	77%	75%	73%	80%	54%	78%	73%	74%	89%	74%	85%	77%	71%	68%	76%	82%	80%
2.e. There are adequate opportunities available for me to further develop my research skills	62%	68%	69%	63%	54%	67%	65%	70%	69%	66%	67%	68%	55%	72%	68%	70%	53%
2.f. There are adequate opportunities available for me to further develop my transferable skills	60%	58%	60%	58%	42%	60%	58%	63%	62%	58%	63%	60%	53%	66%	65%	63%	44%
Section 3: Infrastructure																	
3.a. I have adequate access to the equipment necessary for my research	70%	65%	66%	68%	58%	68%	66%	75%	69%	65%	74%	67%	72%	75%	69%	67%	59%
3.b. I have a suitable working space	67%	59%	63%	63%	46%	64%	63%	73%	59%	62%	68%	64%	55%	70%	66%	64%	54%
3.c. There is appropriate financial support for research activities	50%	47%	56%	39%	42%	48%	50%	46%	44%	49%	46%	51%	26%	58%	55%	47%	33%
3.d. There is adequate provision of computing resources and facilities	73%	65%	70%	67%	58%	69%	67%	73%	72%	65%	77%	70%	59%	80%	74%	65%	55%
3.e. There is adequate provision of library facilities	73%	69%	73%	68%	67%	71%	72%	78%	66%	70%	76%	71%	64%	82%	76%	64%	60%
3.f. I have the technical support I need	65%	58%	63%	60%	63%	61%	59%	70%	64%	60%	71%	63%	48%	72%	67%	62%	46%
Section 4: Intellectual climate																	

4.a. My department provides opportunities for social contact with other research students	65%	60%	57%	69%	70%	62%	61%	78%	61%	62%	67%	62%	62%	74%	60%	61%	54%
4.b. My department provides opportunities for me to become involved in the broader research culture	53%	50%	49%	54%	57%	51%	51%	63%	49%	53%	51%	52%	47%	57%	48%	59%	41%
4.c. The research ambience in my department or faculty stimulates my work	54%	52%	50%	56%	61%	52%	54%	60%	49%	57%	46%	54%	49%	61%	53%	55%	44%
4.d. I feel integrated into my department's community	47%	45%	47%	45%	52%	46%	45%	53%	46%	47%	45%	48%	34%	50%	48%	44%	42%
4.e. My department provides a good seminar programme for research students	68%	57%	64%	60%	39%	64%	65%	68%	53%	63%	63%	64%	51%	69%	65%	61%	52%
Section 5: Goals and standards																	
5.a. I understand the required standard for the thesis	64%	64%	57%	72%	33%	67%	63%	70%	69%	62%	68%	63%	75%	64%	60%	60%	70%
5.b. I understand the standard of work expected	68%	70%	63%	75%	42%	71%	66%	75%	79%	67%	75%	68%	79%	71%	65%	65%	73%
5.c. I understand the requirements of thesis examination	49%	55%	44%	62%	46%	54%	49%	60%	63%	50%	59%	51%	62%	41%	53%	53%	65%
5.d. I understand the requirements and deadlines for formal monitoring of my progress	68%	71%	61%	79%	50%	71%	69%	70%	76%	69%	70%	70%	72%	62%	66%	75%	75%
Section 6: Thesis examination																	
6. Have you sat your final viva examination? No (If No, please go to section 7): Yes (If Yes, please respond to the following statements):	93%	96%	96%	94%	100%	95%	96%	89%	96%	95%	97%	95%	96%	100%	100%	100%	83%
6.a.i. The thesis examination process was fair	7%	4%	4%	6%	0%	6%	4%	11%	4%	6%	3%	5%	4%	0%	0%	0%	17%
6.a.ii. The examination of my thesis was completed in a reasonable time scale	78%	100%	100%	78%		88%	88%	100%	100%	85%	100%	100%	0%				85%
6.a.iii. I was given adequate support and guidance in preparation for my viva voce	67%	100%	100%	67%		81%	75%	100%	100%	77%	100%	93%	0%				85%
6.a.iv. I was given adequate support and guidance to make any changes to my thesis following my viva voce	56%	71%	72%	56%		63%	63%	75%	67%	62%	50%	72%	0%				69%
	67%	57%	72%	56%		62%	63%	100%	33%	69%	0%	71%	0%				62%
Section 7: Professional development and career																	
7.a. I am encouraged to think about the range of career opportunities that are available to me.	34%	38%	38%	34%	29%	37%	35%	43%	39%	38%	31%	37%	32%	32%	29%	47%	35%
7.b. I am encouraged to reflect on my professional development needs	46%	44%	46%	45%	46%	45%	44%	48%	51%	46%	45%	46%	42%	55%	39%	54%	31%
7.c. I am encouraged to reflect on my career development needs	43%	38%	43%	38%	38%	41%	39%	45%	46%	41%	41%	41%	35%	44%	36%	50%	31%
Section 8: Roles and responsibilities																	

8.a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme	58%	60%	55%	63%	58%	59%	59%	65%	57%	59%	58%	58%	65%	66%	58%	57%	54%
8.b. My institution values and responds to feedback from research degree students	49%	46%	46%	49%	33%	49%	44%	50%	59%	44%	61%	47%	49%	52%	50%	51%	38%
8.c. I understand my responsibilities as a research degree student	75%	73%	69%	78%	63%	75%	72%	73%	81%	72%	78%	74%	73%	80%	68%	72%	72%
8.d. I am aware of my institution's responsibilities towards me as a research degree student	58%	56%	55%	58%	38%	59%	56%	58%	60%	55%	58%	56%	60%	68%	58%	51%	48%
Section 9: Importance of factors																	
9.a. Supervisory support and guidance -- Importance	94%	95%	91%	98%	96%	94%	96%	90%	93%	94%	96%	94%	96%	99%	92%	93%	91%
9.b. Opportunities to develop a range of research skills -- Importance	85%	92%	87%	92%	88%	90%	89%	85%	93%	90%	89%	91%	81%	95%	87%	91%	84%
9.c. Opportunities to develop a range of transferable skills -- Importance	50%	68%	53%	67%	58%	61%	54%	53%	82%	55%	78%	61%	54%	56%	61%	61%	63%
9.d. Access to appropriate facilities -- Importance	84%	89%	88%	86%	78%	88%	86%	85%	93%	85%	94%	90%	71%	91%	92%	88%	79%
9.e. The research environment -- Importance	77%	85%	79%	84%	71%	83%	79%	80%	93%	79%	88%	83%	73%	89%	80%	80%	76%
9.f. Provision of guidance on institutional standards and expectations for your research degree programme -- Importance	67%	75%	64%	79%	54%	73%	67%	73%	87%	67%	86%	71%	75%	83%	72%	61%	71%
Section 10: Teaching opportunities																	
10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme	47%	49%	51%	45%	30%	50%	52%	51%	36%	52%	38%	50%	36%	48%	42%	51%	53%
11. I have been given adequate support and guidance for my teaching	40%	42%	40%	43%	30%	43%	42%	50%	38%	43%	38%	42%	41%	43%	35%	37%	49%
12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme	55%	66%	68%	53%	42%	64%	64%	58%	58%	65%	52%	63%	52%	60%	56%	64%	63%
Section 11: Personal factors																	
14. Please state to what extent you agree with the following statements																	
14.a. My friends and family are supportive of my research degree programme	81%	79%	79%	82%	67%	82%	82%	78%	81%	80%	79%	80%	81%	83%	77%	76%	81%
14.b. My employer is supportive of my research degree programme	77%	63%	70%	67%	22%	72%	65%	63%	84%	64%	80%	72%	62%	79%	61%	66%	64%
14.c. The financing of my research degree programme places a strain on my personal finances.	47%	45%	39%	54%	48%	46%	43%	44%	61%	43%	57%	46%	51%	37%	42%	48%	59%



16. I am confident that I will complete my research degree programme more or less within the planned timescale	65%	58%	57%	66%	52%	62%	60%	70%	64%	60%	66%	58%	79%	71%	61%	55%	56%
Section 12: Expectations																	
<b>Met or exceeded expectations</b>																	
15.a. Supervisory support and guidance	79%	74%	73%	78%	83%	75%	75%	75%	81%	73%	89%	75%	79%	81%	76%	79%	67%
15.b. Opportunities to develop a range of research skills	87%	82%	85%	84%	67%	86%	86%	85%	82%	84%	89%	84%	85%	86%	82%	88%	82%
15.c. Opportunities to develop a range of transferable skills	85%	75%	77%	82%	75%	80%	80%	78%	81%	78%	87%	79%	79%	83%	73%	83%	77%
15.d. Access to appropriate facilities	81%	77%	76%	81%	79%	78%	79%	75%	82%	75%	89%	78%	79%	83%	87%	72%	73%
15.e. The research environment	76%	70%	73%	73%	75%	73%	73%	75%	72%	73%	77%	74%	67%	82%	72%	72%	65%
15.f. Provision of guidance on institutional standards and expectations for your research degree programme	80%	68%	69%	78%	61%	75%	73%	77%	76%	72%	81%	74%	73%	80%	66%	73%	71%
15.g. Overall experience of my research programme	82%	76%	76%	82%	79%	79%	77%	90%	81%	78%	86%	80%	73%	90%	71%	81%	71%
	No answer n=5		No answer n=4		No answer n=4		No answer n=9			No answer = 5		Other n=8 No answer=6					

Shaded areas indicate statistically significant differences (  $p < 0.05$  )

## **Appendix 6 - List of institutions participating in PRES 2009**

Anglia Ruskin University  
Aston University  
Birkbeck, University of London  
Birmingham City University  
Bournemouth University  
Brunel University  
Buckinghamshire New University  
Canterbury Christ Church University  
Central School of Speech and Drama  
City University  
Cranfield University  
De Montfort University  
Edge Hill University  
Glasgow Caledonian University  
Glyndwr University  
Harper Adams University College  
Heriot-Watt University  
Institute for Learning and Research Technology  
Lancaster University  
Leeds Metropolitan University  
Liverpool Hope University  
Liverpool John Moores University  
London Metropolitan University  
London School of Economics  
London School of Hygiene & Tropical Medicine  
Manchester Metropolitan University  
Napier University Edinburgh  
Northumbria University  
Nottingham Trent University  
Open University  
Queen Mary, University of London  
Queens University Belfast  
Roehampton University  
Royal College of Art  
Royal Holloway, University of London  
Thames Valley University  
The Royal Veterinary College  
The University of Northampton  
UWIC

University of Bath  
University of Birmingham  
University of Bolton  
University of Bradford  
University of Brighton  
University of Bristol: Education Support Unit  
University of Cambridge  
University of Central Lancashire  
University of Chester  
University of Dundee  
University of East London  
University of Edinburgh  
University of Essex  
University of Exeter  
University of Glamorgan  
University of Glasgow  
University of Gloucestershire  
University of Hertfordshire  
University of Huddersfield  
University of Kent  
University of Leicester  
University of Lincoln  
University of Newcastle  
University of Nottingham  
University of Oxford  
University of Plymouth  
University of Portsmouth  
University of Reading  
University of Southampton  
University of St Andrews  
University of Stirling  
University of Strathclyde  
University of Sunderland  
University of Teesside  
University of Ulster  
University of Wales Swansea  
University of Wales, Newport  
University of Warwick  
University of Wolverhampton  
University of Worcester

University of York  
University of the Arts London  
University of the West of England

**1994 Benchmarking Group**

Lancaster University  
Queen Mary, University of London  
Royal Holloway, University of London  
University of Essex  
University of Leicester  
University of Reading  
University of St Andrews  
University of York

**Pre 1992 Benchmarking Group**

Aston University  
Brunel University  
City University)  
Cranfield University  
Heriot-Watt University  
London School of Economics  
London School of Hygiene & Tropical Medicine  
Open University  
University of Bradford  
University of Cambridge  
University of Dundee  
University of Kent  
University of Newcastle  
University of Stirling  
University of Ulster  
    University of Wales Swansea  
    University of Warwick