PGR Student Journey Mapping

WP#5 – Student Experience

To better understand the PGR student journey at Trinity: milestones, good practice and pain points
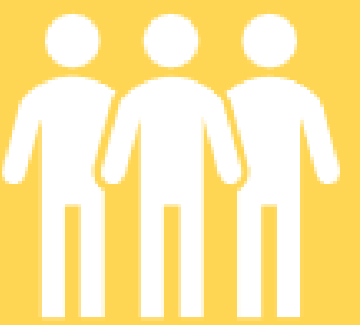
What you said (voice of the community):

- Multiple sources of information and "no single source of truth" is a significant barrier to a good student experience.
- PGR students want to be treated separately to PGT students with more bespoke guidance, training and events.
- Visa and immigration delays significantly impact international students at the start of their PGR journey and often result in them missing induction sessions and orientation events.
- A student's financial situation can define their experience.
- The career expectations of PhD students should be managed from the beginning.
- Disabled students would prefer complex or 'long' information or guidance available in different and more visual formats to aid their understanding.
- Earlier phases of the student journey (e.g. application, registration and arrival) as having scope for more improvement than others.

What we learned (analysis):

- Finding accurate information, where to go and who can help is the most common frustration for students and staff.
- Staff are often unclear on the remit of other teams or roles, resulting in poor communication and not knowing who to ask about specific issues.
- Siloed working impacts on central teams and faculties' ability to work together and provide a coherent experience for students and each other.
- Up until confirmation (usually the first 18 months of study), students described themselves as "settling in", "finding their feet" and focusing on compulsory modules.
- Most students feel they can "get stuck in" to their research following the confirmation stage.
- Students are not aware of the support available to them, or find it limited (e.g. financial support when unable to work due to caring commitments).
- Discrete student groups have needs that require tailored approaches.

Findings indicate opportunity to better define phases of the PGR student journey to create a shared language describing the key phases of the PGR student journey
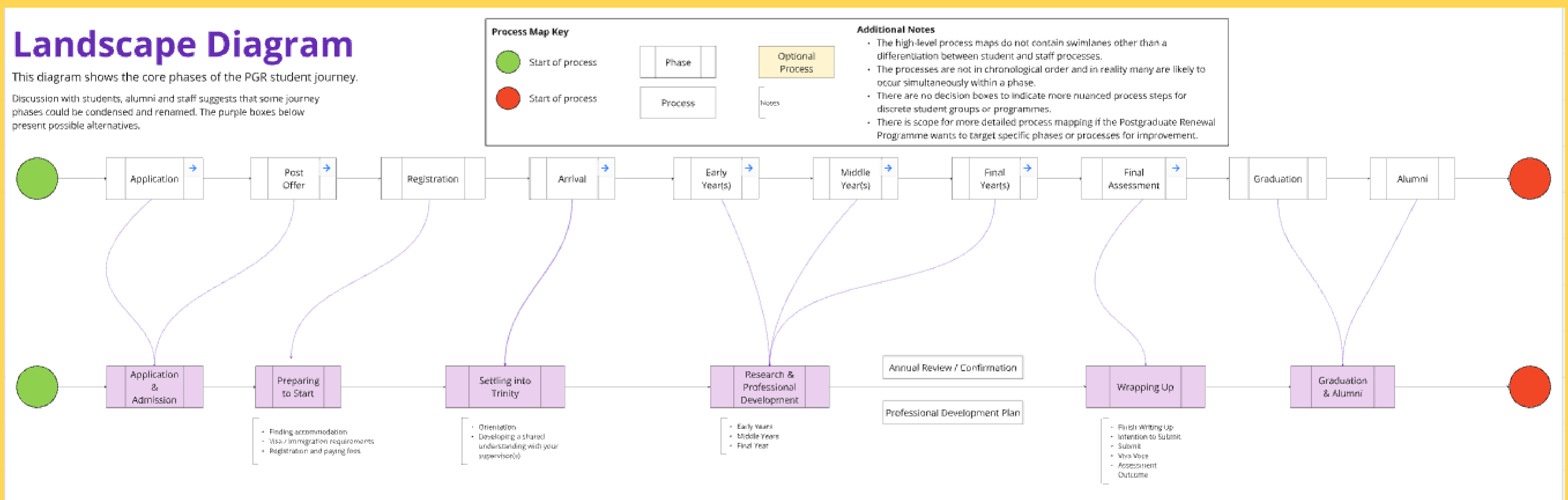
Other Outputs

High-level student journey maps developed identifying
- Core processes
- Areas of good practice
- Pain points for students and staff
- Ideas and suggestions

Still to do:

Horizon 2 (ending December 2025)

- Co-define phases of the PGR student journey based on a collective understanding and framing of the PGR journey across the university.
- Develop relevant information and guidance aligned to the defined phases.
- Co-design a single hub of information for PGR students.

Post December 2025

- Develop and implement a single hub of information for PGR students.
- Create feedback opportunities for different journey phases and academic disciplines.
- Map the roles and responsibilities for all staff involved in core aspects of the PGR student journey.
- Produce communications and resources tailored for discrete PGR cohorts.
- Produce communications and resources that help staff navigate systems and access data they require.

Impact (what would success look like):

- Developed a holistic and shared understanding of the PGR student journey(s) and stakeholder experiences.
- Ability to deliver improvement plans aligned to identified and prioritised areas for enhancement.
- Deliver services that align to PGR students.
- Position Trinity to customise processes and resources to better address the diverse needs and perspectives of students.
- Ensure a frictionless transition for students and staff throughout the entire lifecycle.