



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**20
25**



PGR Student Survey

Trinity College Dublin

StudentSurvey.ie Postgraduate Research Report

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Executive Summary

The 2025 PGR Survey results indicate generally favourable research degree experiences at Trinity College Dublin, with strong outcomes in supervision, research skill development, and students' confidence in programme completion. Similarly, overall improvements across different areas were noted, for example, in professional development opportunities and, in particular, student well-being, including work-life balance.

Students report adequate access to core research infrastructure, such as workspaces, library resources, and specialist facilities; however, computing resources require further enhancement. Funding patterns are consistent with previous years, with scholarships as the primary source of funding, followed by grants. A significant proportion of STEM Faculty students receive scholarships or grants. Notably, funding coverage for stipends has declined.

Supervision continues to be a key strength of the PGR experience, with frequent contact, constructive feedback, and appropriate research support reported across Faculties. However, support for identifying training and development needs varies, and students consistently report lower levels of supervisory assistance in this area.

Overall results in Research Culture have improved compared to the 2023 PGR Student Survey, in particular, in students' involvement in the wider research community. Over half of students reported that their department provided access to a relevant seminar programme.

Regarding progress and assessment, most students demonstrate an understanding of programme expectations, including monitoring requirements and thesis standards. However, induction and orientation processes remain consistently weak, especially for Level 9 students, indicating persistent gaps in early academic preparation. Agreement on the adequacy of induction and orientation processes is below 70% across all Faculties.

Engagement with development opportunities varies. Participation is highest in conference attendance and research skills training, whereas involvement in entrepreneurship, industry collaboration, international experiences, and placements remains low. Comparisons with the Universities >250 benchmark indicate that, although Trinity aligns with the sector in several areas, it underperforms in skill attainment. However, it is important to note that most areas within this section showed a notable increase when compared to the PGR Results in 2023.

Seventy six percent of respondents participated in teaching or demonstration activities as part of their research degree. Slightly more than half (53%) reported that these activities enhanced their research experience. However, only 44% agreed that they received adequate support for these responsibilities, indicating a need for improvement.

Overall, the research skills sections indicate positive outcomes, with respondents affirming that they have developed the necessary skills to apply research methodologies, tools, and techniques during their programme.

Students exhibit a strong understanding of their own responsibilities and those of their supervisors. However, awareness of broader support services is moderate, and perceptions of institutional valuing of student feedback are notably low.

Personal outlook indicators reveal a notable improvement when compared to 2023 results, especially in well-being and institutional belonging. Most students report overall life satisfaction and have significantly increased their work-life balance satisfaction. Additionally, the majority view their research programme as worthwhile and beneficial (84%).

Motivations for pursuing a research degree remain primarily academic, with subject interest and aspirations for academic or research careers identified as the strongest factors. Career intentions similarly favour academic pathways within and outside Higher Education.

Students generally view their research experience positively, with 73% of students expressing satisfaction. Notably, the share of students reporting an Excellent experience has risen from 16% in previous years to 27%, indicating a gradual improvement in overall satisfaction. Confidence in completing their degree on schedule remains high across all groups. Although most students have not seriously contemplated withdrawing, a notable minority have, citing financial pressures, personal or family circumstances, and health-related issues as the primary reasons.

1. Introduction

The 2025 PGR StudentSurvey.ie (Irish Survey of Student Engagement for Postgraduate Research Students) collected responses from postgraduate research students at 17 higher education institutions in Ireland. The survey focused on students in research master’s (NFQ Level 9) and doctoral (NFQ Level 10) programs. This report presents the results of the national fieldwork conducted in February and March 2025.

The StudentSurvey.ie Team introduced an enhanced data visualisation and dashboard platform, centralising access to results and enabling comparisons across student cohorts. While the PGR Survey DataHub does not provide explicit cohort sizes, the dashboard uses Institution Type to indicate cohort scale. As a result, Trinity College Dublin’s results are benchmarked against the Universities cohort in this report.

The survey instrument comprises 12 engagement aspects (outlined below), with the majority of questions being Likert-scale type and two open comment questions.

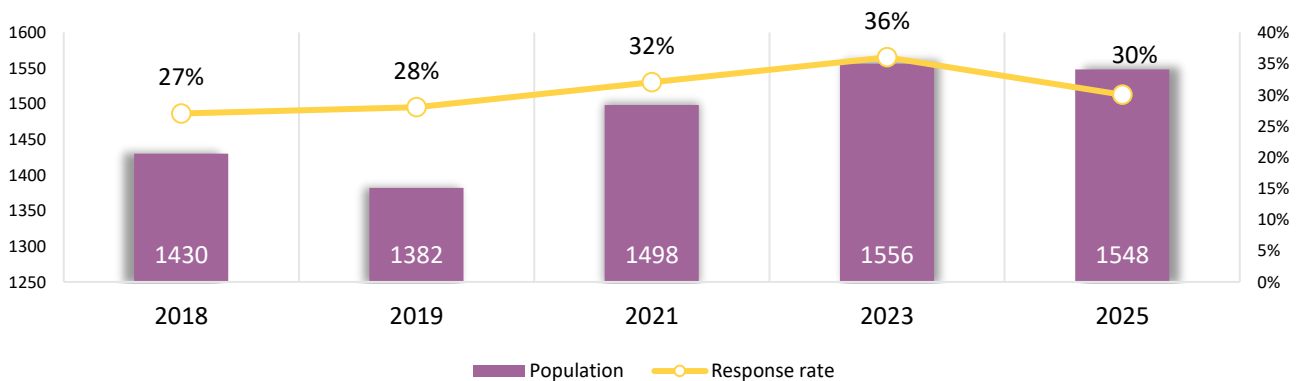
- I. Research Infrastructure and Facilities
- II. Supervision
- III. Research Culture
- IV. Progress and Assessment
- V. Development Opportunities
- VI. Research Skills
- VII. Other transferable skills
- VIII. Responsibilities and support
- IX. Personal Outlook
- X. Motivation
- XI. Career
- XII. Overall Experience

2. Participation in the 2025 Survey

An overview of the response data and cohort

In 2025, 469 (30%) Trinity PGR students responded to the survey, out of a total population of 1,548. This rate is slightly lower than the 36% recorded in the previous survey (2022/23). Figure 1 show the response rates since the survey began in 2017/18.

Figure 01 | Trinity Student Response Rate over time



Over the five-year period, response rates averaged **30.6%**, with moderate annual variation of approximately **±3.6 percentage points**. The rate peaked in 2023 before returning to the long-term average. Although response rates declined by 6 percentage points between 2023 and 2025, the 2025 rate aligns with the five-year average, suggesting 2023 represented a peak rather than a sustained increase.

The following table displays response rates disaggregated by characteristic.

Table 01 | Response rates by characteristic

Characteristic	Population	Responses	Response Rate
PGR cohort size			
PGR Survey (all HEIs)	/	/	37%
PGR cohort of greater than 250 (i.e., >250)	/	/	36%
Institution			
Trinity College Dublin	1,548	469	30%
Programme type			
NFQ Level 9 (i.e., Masters by research)	58	18	31%
NFQ Level 10 (i.e., Doctoral degree)	1,490	451	30%
Faculty			
AHSS	543	177	33%
STEM	701	213	30%
HS	304	79	26%

Demographic profile of participants¹

- Overall, **96%** of respondents were studying a Level 10 Doctoral Degree, while **4%** were enrolled in a Level 9 Master’s Research (Postgraduate).
- In addition, **92%** were undertaking a full-time programme, with the remaining **8%** studying part-time.
- Of the respondents, 273 (**58%**) identified as female, 193 (**41%**) as male, and fewer than **0.06%** identified as non-binary or preferred not to disclose their gender.
- Just over half of respondents (**52%**) were internationally domiciled. The largest international groups come from China (45), India (23), Italy (23), and the United States (21). Irish domiciled students accounted for **48%** of the total respondent group.
- Regarding accommodation, the largest proportion of students (**46%**) were renting. A further **17%** were living in a parental home, and **15%** did not specify their accommodation situation. Only **11%** reported living in their own home, with the remainder indicating other accommodation types, including college-provided (on or off-campus) options.
- Regarding **field of study**, 29% were studying Natural Sciences, Mathematics and Statistics, 22% were in Arts and Humanities, and 21% in Health and Welfare. The rest were spread across a range of other fields.

¹The demographic figures presented in this section reflect the distribution of survey respondents only. They are based on responses received and do not represent the demographic composition of the overall registered student population. Differences may reflect variations in response rates across groups.

Distribution of responses

Most students (**45%**) were enrolled in the Faculty of Science, Technology, Engineering and Mathematics, followed by the Faculty of Arts, Humanities and Social Sciences (**38%**), and the Faculty of Health Sciences (**17%**).

Table 02 | Distribution of responses by characteristic

Characteristic	Responses	Percentage
Trinity College Dublin	469	100%
Programme type		
NFQ Level 9 (i.e., Masters by research)	18	4%
NFQ Level 10 (i.e., Doctoral degree)	451	96%
Faculty		
AHSS	177	38%
STEM	213	45%
HS	79	17%
Study mode		
Full-Time	432	92%
Part-time/Remote	37	8%
Domicile group		
Internationally domiciled	246	52%
Irish domiciled	223	48%
Gender		
Female	273	58%
Male	193	41%
Other/Prefer not to say	3	1%

Key Findings

I. Research Infrastructure and Facilities

A total of 74% of Trinity PGR Students agreed they had access to a suitable workspace. With the Faculty of STEM reporting the highest agreement (81%) for this indicator.

Only 61% of students indicated the provision of computing resources and facilities provided was adequate.

> **79%**

Indicated adequate provision of library facilities, including physical and online resources.

The Faculty of HS reported the highest score in the Library Provision section, at 86%

II. Research Funding

The most common source of support reported by students is Scholarship (55%), followed by Grants (29%) and self-funded students (19%). Only 6% received funding from their employer. Among scholarships recipients, 55% were Internationally domiciled and 45% were Irish-domiciled.

Most scholarship recipients (50%) and grant recipients (63%) are from the Faculty of STEM. Most self-funded students are from the AHSS Faculty (75%). Students funded by employers and those with scholarships covering fees only are primarily enrolled in STEM and HS Faculties.

Top-three fields of study from Scholarship recipients

33%

Natural Sciences,
Mathematics, and
Statistics

21%

Arts and Humanities

15%

Health and Welfare

91%

Of students reported that their funding covers tuition fees. Only 78% reported their funding covers stipends and 54% that included travel to conferences.*

*This was a select-all-that-apply question; therefore, percentages represent the proportion of respondents who selected each option and may total more than 100%.

III. Supervision

Most Master's students are supervised by a single supervisor (**89%**), while Doctoral students exhibit a more varied supervisory structure, with **63%** reporting one supervisor and **29%** reporting two.

Overall, **88%** of respondents indicated regular contact with their supervisor.

Eighty-five percent of respondents agreed that their supervisor provides an appropriate level of support for research work.

All three faculties report **over 80% positive feedback** on the helpfulness of research feedback, with the Faculty of AHSS reaching the highest agreement at 90%.

IV. Research Culture

Opportunities for involvement in the **wider research community** increased by 12 percentage points compared to the previous survey, rising from 46% in 2023 to 58% in 2025. This represents the largest increase observed within this section.

Sixty-nine percent of respondents indicated that their **department provides access to a relevant seminar programme**, representing a slight increase from 67% in 2023.

Similarly, **63%** of respondents agreed that their department's **research ambience stimulates their work** and that they have frequent opportunities to discuss research with other students.

V. Progress and Assessment

The most positive outcome in this section is **understanding requirements and deadlines**, with 82% of respondents indicating comprehension of the formal monitoring process.

Notably, **92%** of part-time and remote students reported understanding the thesis expectations, compared with **74%** of full-time students.

Sixty percent of respondents agreed that they received an **appropriate induction** to their research degree programme, a notable increase from 48% in the 2023 survey results.

VI. Development Opportunities



Most students have attended an Academic Research Conference (**81%**) as part of their research degree.

Training to develop research skills is the second most common activity among students, with **73%** participating.





Faculty Highlights

80% of students from the Faculties of HS and STEM attended an Academic Research Conference, as did **79%** of students from AHSS.

The Faculty of STEM shows the highest engagement, with **82%** of students participating in teamwork activities.

Teaching or demonstrating during research programmes had the highest participation in the Faculty of STEM at **85%**.



Teaching and demonstration

Seventy-six percent of respondents reported involvement in teaching or demonstration activities as part of their research degree.

Slightly more than half (**53%**) said teaching or demonstrating enhanced their research experience.

However, only **44%** agreed they received adequate support for these responsibilities.

VII. Research and Other transferable skills

 **88%**

Agreed they developed the skills to apply research methodologies, tools and techniques during their research programmes.

- **85%** of students indicated an improved understanding of research integrity.
- **78%** of students indicated development in project management abilities
- **75%** agreed that their ability to communicate information effectively to diverse audiences had improved.

VIII. Responsibilities and Supports

Key findings highlight strong student awareness of their responsibilities as research degree students (**88%**) and their supervisors' responsibilities (**84%**).

Part-time students show greater awareness of their responsibilities as research degree students (**94%**) compared to full-time students (**87%**).

Only **70%** of students agreed that they know who to contact regarding academic aspects of their research degree beyond their supervisors.

Just **39%** of research students reported that the institution values and responds to their feedback.

IX. Personal Outlook

Work-life balance and overall life satisfaction have improved compared to the PGR 2023 results.

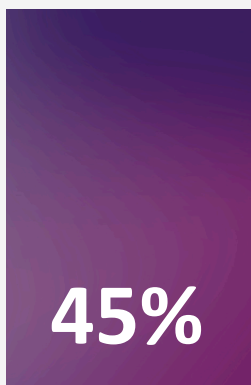
Seventy percent of students reported satisfaction with their current life, an increase from 62% previously. Similarly, **sixty percent of students** reported overall satisfaction with their work-life balance, a substantial increase from 49% in the previous survey.

> **84%**

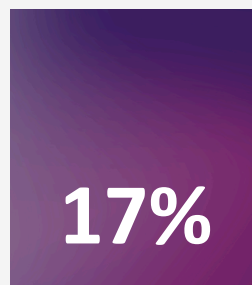
Of students regarded their research degree programme as worthwhile. This perception was notably stronger among Doctoral students (84%).

X. Motivations

The student's
interest in the
subject

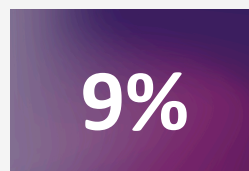


Improve career
prospects for an
academic or
research career



Students chose their **top-three motivations** for pursuing a Research degree.

It felt like a natural
step



XI. Careers

Students were asked to rank their top-three intended careers after completing their research degree.

Academic career
in Higher
Education

Priority 01

Research career
in Higher
Education

Priority 02

Research career
outside Higher
Education

Priority 03

Overall Experience

73%

Of students are happy with their research experience.



Research Experience

Student evaluations of their overall research experience indicated that **46%** rated it as Good, **27%** as Excellent, and 19% as Fair.



Completing a Research Degree

The majority of students (**83%**) feel confident in completing their research degree within the expected timeframe.



Withdrawing

Over half of respondents (**57%**) did not seriously consider withdrawing. Among those who did, 14% cited financial reasons, 13% personal or family circumstances, and 7% health-related issues.



4. Responses in detail

Research Infrastructure and Facilities

A total of 74% of respondents agreed they **had access to a suitable workspace**, while 15% disagreed. Irish-domiciled students reported the highest agreement, with 80% indicating access to an adequate workspace, compared to 69% among internationally domiciled students.

The **provision of computing resources and facilities** received the lowest agreement within this segment, with only 61% of students indicating adequacy. Regarding **library facilities**, including both physical and online resources, 79% of students agreed that provision was adequate. An age-related pattern was observed: students under 40 years old reported lower agreement (77%) than those aged 40 and above, who reported agreement levels exceeding 82%.

Overall, 70% of students agreed that they had **access to the specialist resources and facilities** necessary for their research.

The following table presents the breakdown of overall agreement at both the institutional and faculty levels. Trinity College Dublin’s 2025 results compare favourably with the sector, matching or exceeding sector benchmarks across all four indicators.

Table 03 | Research Infrastructure and Facilities (% of respondents who Definitely / Mostly Agree)

Questions	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
I have a suitable working space	74%	70%	78%	66%	81%	75%
There is adequate provision of computing resources / facilities	61%	63%	62%	45%	73%	66%
There is adequate provision of library facilities	79%	77%	80%	75%	79%	86%
I have access to the specialist resources and facilities necessary for my research	70%	69%	71%	65%	73%	73%

The Faculty of Science, Technology, Engineering and Mathematics (STEM) reported the highest agreement (81%) regarding the allocation of suitable working space for students, followed by the Faculty of Health Sciences (HS) at 75% and the Faculty of Arts, Humanities, and Social Sciences (AHSS) at 66%.

Regarding computing resources and facilities, students in the Faculty of STEM reported the highest agreement (73%), while those in the Faculty of AHSS reported the lowest (45%). Students in the Faculty of Health Sciences strongly agreed that library facilities were adequate (86%). For access to specialist research resources and facilities, respondents from the Faculty of STEM and the Faculty of Health Sciences reported comparable levels of agreement.

Research Funding

Students were asked to select all available funding sources supporting their research, with the option to choose multiple sources. According to the responses, 55% reported receiving a scholarship, making it the most common source of support. Grants accounted for 29%, while 19% of students were self-funded. Only 6% received funding from their employer, and 4% indicated that their funding covered programme fees only.

A strong concentration of students from the Faculty of STEM were in receipt of a scholarship (50%) or grant recipients (63%). In contrast, self-funded students are predominantly found within the AHSS Faculty (75%).

Finally, students funded by employers, as well as those receiving scholarships covering fees only, are primarily enrolled in the STEM and HS Faculties.

Table 04 | Source of Research Funding

Funding source	Institutional results			Faculty results		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Scholarship	55%	58%	56%	37%	50%	13%
Grant	29%	20%	27%	19%	63%	18%
Self-funded	19%	17%	18%	75%	11%	14%
Employer-funded	6%	6%	7%	19%	48%	33%
Scholarship (fees only)	4%	5%	5%	11%	50%	39%

Among scholarship recipients, 55% were internationally domiciled and 45% were Irish domiciled, indicating a relatively balanced distribution. The majority (97%) were enrolled in a Level 10 Doctoral Degree programme. Of those who reported receiving a scholarship, 32% were women and 23% were men. The top three fields of study among scholarship recipients were Natural Sciences, Mathematics, and Statistics (33%), Arts and Humanities (21%), and Health and Welfare (15%).

Among students who reported grants as a funding source, awards were distributed evenly between Irish domiciled and international students. Similar to scholarships, the vast majority of grants (98%) supported students pursuing a Level 10 Doctoral Degree. The top three fields of study among grant recipients were Natural Sciences, Mathematics, and Statistics (40%), Health and Welfare (23%), and Engineering, Manufacturing, and Construction (14%).

Table 05 | Funding Sources by Field of Study

Field of study	Scholarship	Grant	Self-funded	Employer-funded	Scholarship (fees only)
Natural sciences, mathematics, and statistics	●33%	●40%	7%	●15%	●39%
Arts and humanities	●21%	12%	●44%	11%	●11%
Health and welfare	●15%	●23%	●23%	●41%	●39%
Engineering, manufacturing, and construction	9%	●14%	2%	●15%	11%
Business, administration, and law	8%	1%	●15%	0%	0%
Information and Communication Technologies (ICTs)	7%	5%	2%	15%	0%
Social sciences, journalism, and information	5%	4%	2%	4%	0%
Education	3%	1%	5%	0%	0%
Grand Total	100%	100%	100%	100%	100%

● Top three fields of study per funding source

The funding scope section utilized a multi-select question format, enabling students to indicate multiple types of funding received. For instance, a student could select both a scholarship and a stipend, while another might choose a different combination. This approach reflects the receipt of various types of support rather than mutually exclusive funding pathways.

A high percentage of students (91%) reported that their funding covers tuition fees, consistent with the previous survey. Stipend coverage decreased to 78%, compared to 86% in the 2023 PGR Survey. Other funded areas included conference travel (54%), research materials (48%), travel for laboratory or partner institution visits (28%), and specialist training (22%).

Table 06 | Funding scope

Scope	Institutional results			Faculty results		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Fees	91%	84%	95%	33%	49%	18%
Stipend	78%	70%	86%	30%	55%	14%
Travel to conferences	54%	53%	53%	23%	61%	16%
Research materials	48%	49%	50%	20%	63%	16%
Other travel (labs / other institutions)	28%	29%	27%	23%	64%	14%
Specialist training	22%	25%	23%	19%	67%	15%

Supervision

Analysis of responses regarding supervisory structure reveals a clear distinction between levels of study. Most Master’s students are supervised by a single supervisor (89%), while Doctoral students exhibit a more varied supervisory structure, with 63% reporting one supervisor and 29% reporting two.

Distinct patterns are evident in the number of supervisors assigned based on study mode. Among full-time students, the most common arrangement is a single supervisor (66%). In contrast, part-time students are more likely to have two supervisors, with just over half (51%) reporting this arrangement.

Contact and Support

Overall, 88% of respondents indicated regular contact with their supervisor. Part-time students reported the highest agreement (92%), while full-time students showed slightly lower but still strong agreement, with 87% indicating regular contact.

Eighty five percent of respondents agreed that their supervisor provides an appropriate level of support for research work. Among Level 10 students (Doctoral Degree/Higher Doctorate), 85% reported receiving adequate support, compared to only 67% of Level 9 students (Master's Degree/Postgraduate Diploma).

Feedback and training needs

A total of 85% of respondents agreed that their supervisor provides feedback that guides their research activities. Part-time students reported the highest level of agreement, with 95% indicating they received helpful feedback. Full-time students also reported strong agreement, with 85% confirming this statement.

Only 77% of respondents indicated that their supervisor assisted them in identifying training and development needs as researchers.

Institutional and Faculty comparison of results

Results are relatively consistent across faculties regarding the appropriate level of support provided by supervisors, with agreement levels ranging from 82% to 87%. The Faculties of AHSS and HS report the highest agreement for maintaining regular contact with supervisors, reflecting a positive student experience in relation to research needs and progress.

Regarding the helpfulness of feedback for research activities, the Faculty of AHSS demonstrates the highest agreement at 90%. In contrast, the lowest agreement levels pertain to supervisors assisting students in identifying training and development needs, with the Faculty of HS reporting 71% and the Faculty of STEM 75%.

Table 07 | Supervision (% of respondents who Definitely / Mostly Agree)

Questions	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
My supervisor(s) provides the appropriate level of support for my research	84%	85%	82%	87%	82%	85%
I have regular contact with my supervisor(s), appropriate for my needs	88%	87%	86%	91%	84%	90%
My supervisor(s) provides feedback that helps me to direct my research activities	86%	87%	86%	90%	83%	85%
My supervisor(s) help me to identify my training and development needs as a researcher	77%	77%	74%	81%	75%	71%

Research Culture

Agreement levels within the Research Culture section are lower than those observed in other areas of the survey. However, overall results have improved compared with the 2023 PGR Student Survey. For example, 69% of respondents reported that their department provides access to a relevant seminar programme, a slight increase from 67% in the previous survey.

Additionally, only 63% of respondents agreed that the research ambience in their department stimulates their research work and that they have frequent opportunities to discuss research with other students. When analysed by study mode, 63% of full-time students agreed that the research ambience supports their work, compared with 57% of part-time and remote students.

The question with the greatest increase recorded in this section relates to the opportunities to get involved in the wider research community. In 2025, 58% of respondents reported having opportunities to engage with the wider research community beyond their department or subject area, representing an increase of 12 percentage points from the 46% reported in the previous survey. When reviewed by study mode, a clear disparity exists between full-time and part-time students, with 60% of full-time students agreeing they have such opportunities, compared to only 41% of part-time students.

Institutional and Faculty level comparison of results

The variation among Faculties regarding access to relevant seminar programmes and the extent to which departmental research ambience stimulates research work is minimal. The Faculty of AHSS reported the highest agreement for seminar access at 72%, while the Faculty of STEM achieved higher results in providing a supportive research ambience.

In contrast, a more pronounced disparity is evident regarding the frequency of opportunities for students to discuss their research with peers. The Faculty of HS leads with a 71% agreement rate, followed by the Faculty of STEM at 65% and the Faculty of AHSS at 58%.

Comparable results are observed among Faculties concerning opportunities for students to participate in the wider research community beyond their department.

Table 08 | Research Culture (% of respondents who Definitely / Mostly Agree)

Questions	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
My department provides access to a relevant seminar programme	69%	71%	67%	72%	69%	66%
The research ambience in my department stimulates my work	63%	63%	59%	60%	67%	57%
I have frequent opportunities to discuss my research with other research students	63%	63%	61%	58%	65%	71%
I have opportunities to become involved in the wider research community, beyond my department	58%	56%	46%	56%	60%	57%

Progress and Assessment

The most positive outcome in this section concerns **understanding of requirements and deadlines**, with 82% of respondents indicating comprehension of the formal monitoring process. Part-time and remote students demonstrated particularly high agreement at 89%, whereas full-time students reported a slightly lower rate of 81%.

Seventy six percent of respondents indicated understanding of the required thesis standard. Notably, 92% of part-time and remote students reported comprehension of thesis expectations, compared to 74% of full-time students.

Additionally, 74% of respondents stated that the final assessment procedures for the research degree were clear. Doctoral Degree students reported similar levels of agreement (74%).

Performance in the **programme induction and orientation** area has improved, with 60% of respondents agreeing that they received an appropriate induction to their research degree programme. This represents a meaningful increase from the 48% reported in 2023, reflecting a 12 percentage-point improvement.

The data reveal notable differences between degree levels. While 62% of Level 10 students agreed that they received adequate induction, only 39% of Level 9 students expressed satisfaction, with the majority (61%) indicating some level of dissatisfaction.

When analysed by study mode, 68% of part-time and remote students agreed that they received proper orientation, compared to 60% of full-time students.

Institutional and Faculty level comparison of results

Overall, results are broadly consistent with sector wide findings. By Faculty, the Faculty of AHSS reported the highest percentage of students (88%) understanding requirements and deadlines for progress monitoring, followed by the Faculty of HS at 84%. Similarly, 85% of AHSS students reported understanding thesis standards, compared to 73% in HS and 60% in STEM.

Regarding the clarity of final assessment procedures, all Faculties reported similar results, ranging from 70% to 79%. The Faculty of AHSS reports the highest level of agreement on the adequacy of induction and orientation with 67%.

Table 09 | Progress and Assessment (% of respondents who Definitely / Mostly Agree)

Questions	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
I received an appropriate induction / orientation to my research degree programme	60%	66%	48%	67%	56%	57%
I understand the requirements and deadlines for formal monitoring of my progress	82%	82%	76%	88%	76%	84%
I understand the required standard for my thesis	76%	76%	71%	85%	69%	73%
The final assessment procedures for my research degree are clear to me	74%	72%	64%	79%	70%	73%

Development Opportunities

This section of the survey evaluates the institutional support available for students' professional growth within their research pathways. It assesses students' active engagement across a range of activities. **Fifteen statements** address areas of development, including skills attainment, professional and career development, as well as teaching and demonstrating.

Survey results indicate that the **highest levels of participation** were observed in attending academic research conferences (81%) and receiving training to develop research skills (73% previously 68%). Moderate engagement was reported for presenting a paper or poster at an academic research conference (69%) and working as part of a team (68%). In contrast, engagement with entrepreneurial activities, industry collaboration, and international experiences remains low. However, it is important to note these are exceptional activities that PhD are involved in and overall, all categories have shown an increase in participation compared with the 2023 results (see Table 10 below).

Table 10 | Participation levels in development opportunities by category

Category	Development opportunities	2025 Results			2023 Results
		Yes	No	Not available	Yes
Professional Development	Attending an academic research conference	↑ 81%	16%	3%	80%
	Presenting a paper or poster at an academic research conference	→ 69%	28%	3%	69%
	Communicating your research to a non-academic audience	↑ 51%	44%	5%	44%
	Submitting a paper for publication in an academic journal or book	↓ 50%	46%	3%	51%
Skills Attainment	Receiving training to develop my research skills	↑ 73%	22%	5%	68%
	Receiving training to develop my other transferable skills	↑ 56%	36%	7%	45%
	Agreeing a personal training or development plan	↑ 46%	39%	15%	33%
	Receiving training in entrepreneurship and innovation	↑ 11%	74%	15%	10%
	Putting training in entrepreneurship and innovation into practice	→ 6%	75%	20%	6%
Career development	Working as part of a team	↑ 68%	27%	5%	63%
	Receiving advice on career options	↑ 33%	59%	8%	32%
	Spending time abroad as part of your research degree	↑ 29%	61%	10%	NA
	Working collaboratively with a civil society organisation or public organisation	↑ 25%	63%	12%	18%
	Taking part in a placement or internship	↑ 16%	64%	20%	13%
	Working collaboratively with industry	→ 15%	69%	16%	15%

Comparison Indicator (2025 vs 2023): (↑) Increased participation, (→) No change and (↓) Decreased participation

Professional development

The results from Trinity and the Universities >250 group are highly comparable, with only minor differences identified. Overall student engagement remains moderate, with an increase in the opportunity of communicating the research to a non-academic audience from 44% to 51%.

The Faculty of Health Sciences (HS) demonstrates the highest levels of student engagement in this section. Approximately 80% of students from the Faculties of HS and STEM reported attending an academic research conference, while 79% of AHSS students participated. The disparity across the three Faculties is minimal.

Participation in presenting a paper or poster at an academic research conference is highest among students from the Faculty of HS (75%) and STEM (70%).

Table 11 | Professional development Institutional and Faculty comparison of results

Development opportunities	Responses	Institutional results			Faculty breakdown		
		2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Attending an academic research conference	Yes	81%	81%	80%	79%	82%	81%
	No / Not avail.	19%	19%	20%	21%	18%	19%
Presenting a paper or poster at an academic research conference	Yes	69%	73%	69%	65%	70%	75%
	No / Not avail.	31%	27%	31%	35%	30%	25%
Communicating your research to a non-academic audience	Yes	51%	49%	44%	49%	48%	61%
	No / Not avail.	49%	51%	56%	51%	52%	39%
Submitting a paper for publication in an academic journal or book	Yes	50%	54%	51%	45%	49%	67%
	No / Not avail.	50%	46%	49%	55%	51%	33%

Note: Percentages shown under each Faculty represent the proportion of respondents within that specific Faculty who reported accessing or engaging in the listed development opportunity. These values are calculated independently for AHSS, STEM, and HS and should not be compared as cumulative totals.

The lowest participation rates, each below 50%, are observed in the AHSS and STEM Faculties for opportunities to communicate research to a non-academic audience and to submit a paper for publication in an academic journal or book. These findings indicate limited engagement with external dissemination activities within these groups.

Skill Attainment

Overall, the College's results are consistently lower than the Universities >250 benchmark across all skill attainment opportunities. The largest disparities are found in agreeing on a personal training or development plan and in receiving training to develop other transferable skills.

The smallest gap between the College and the Universities >250 benchmark occurs in opportunities for students to apply entrepreneurship or innovation training in practice. Engagement levels in this area are very low across both groups, suggesting the outcome reflects broader market trends rather than institutional performance differences.

Training aimed at developing research skills has the highest engagement among College students in this section, aligning with the core focus of their degree programs.

Table 12 | Skill attainment Institutional and Faculty comparison of results

Development opportunities	Responses	Institutional results			Faculty breakdown		
		2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Receiving training to develop my research skills	Yes	73%	80%	68%	74%	70%	79%
	No / Not avail.	27%	20%	32%	26%	30%	21%
Receiving training to develop my other transferable skills	Yes	56%	65%	45%	55%	57%	56%
	No / Not avail.	44%	35%	55%	45%	43%	44%
Agreeing a personal training or development plan	Yes	46%	57%	33%	55%	41%	36%
	No / Not avail.	54%	43%	67%	45%	59%	64%
Receiving training in entrepreneurship and innovation	Yes	11%	18%	10%	9%	12%	14%
	No / Not avail.	89%	82%	90%	91%	88%	86%
Putting training in entrepreneurship and innovation into practice	Yes	6%	10%	6%	6%	6%	4%
	No / Not avail.	94%	90%	94%	94%	94%	96%

Note: Percentages shown under each Faculty represent the proportion of respondents within that specific Faculty who reported accessing or engaging in the listed development opportunity. These values are calculated independently for AHSS, STEM, and HS and should not be compared as cumulative totals.

Student engagement in training to develop research skills is similar across Faculties, with participation rates at or over 70%. Disparities among Faculties in undertaking training to develop other transferable skills are minimal, with results ranging from 55% to 57%, indicating moderate engagement in these areas.

Both areas show an overall increase compared to the 2023 results. For example, in *Receiving training to develop other transferable skills*, the Faculty of AHSS increased from 38% to 55%, STEM from 46% to 57%, and HS from 55% to 56%.

For agreeing on a personal training or development plan, results across Faculties increased significantly compared to the PGR 2023 Survey: with the Faculty of AHSS recording the highest level of engagement at 55% (previously 36%), followed by the Faculty of STEM at 41% (previously 30%).

The lowest levels of engagement across the Faculties are associated with opportunities for training in entrepreneurship and innovation, as well as applying this training, such as filing a patent application. On average, 75% of students reported not participating in entrepreneurial and innovation training, and 15% indicated that such training was not available.

Career Development

There are no substantial differences between the College and the Universities >250 group in this section. Trinity College's performance aligns with sector averages in the following indicators: working as part of a team, spending time abroad as part of a research degree, and collaborating with a civil society or public organisation. However, overall participation in these opportunities remains low, with less than 70% of students accessing or engaging in such activities.

Analysis by Faculty reveals that the Faculty of STEM demonstrates the highest engagement, with 82% of students participating in teamwork activities (previously 72%). This rate surpasses that of the Faculty of HS (71%) and the Faculty of AHSS at 49% (previously 42%).

Questions within this section that demonstrate overall increases in engagement include *Working as part of a team*, *Working collaboratively with a civil society or public organisation*, and *Taking part in a placement or internship*. Faculty level analysis reveals the most notable changes in the Faculty of AHSS (from 16% to 27%) and the Faculty of HS (from 28% to 36%) in *Working collaboratively with a civil society*. Opportunities to participate in placements have increased across all three Faculties compared to 2023.

Differences across the remaining indicators are minimal, indicating similar levels of student engagement across Faculties in activities such as receiving career advice, spending time abroad, collaborating with industry. Participation in these activities remains notably low, with rates below 40%.

Across most areas, only a small share of students (typically 15% or less) reported that these opportunities were not available within their Faculties. Placements or internships stand out as an exception, with higher proportions of students indicating limited availability: 26% in HS, 21% in AHSS, and 16% in STEM.

Table 13 | Career development Institutional and Faculty comparison of results

Development opportunities	Responses	Institutional results			Faculty breakdown		
		2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Working as part of a team	Yes	68%	69%	63%	49%	82%	71%
	No / Not avail.	32%	31%	37%	51%	18%	29%
Receiving advice on career options	Yes	33%	40%	32%	37%	32%	27%
	No / Not avail.	67%	60%	68%	63%	68%	73%
Spending time abroad as part of your research degree	Yes	29%	30%	N/A	28%	31%	26%
	No / Not avail.	71%	70%	N/A	72%	69%	74%
Working collaboratively with a civil society organisation or public organisation	Yes	25%	25%	18%	27%	19%	36%
	No / Not avail.	75%	75%	82%	73%	81%	64%
Taking part in a placement or internship	Yes	16%	19%	13%	13%	20%	16%
	No / Not avail.	84%	81%	87%	87%	80%	84%
Working collaboratively with industry	Yes	15%	24%	15%	12%	19%	12%
	No / Not avail.	85%	76%	85%	88%	81%	88%

Note: Percentages shown under each Faculty represent the proportion of respondents within that specific Faculty who reported accessing or engaging in the listed development opportunity. These values are calculated independently for AHSS, STEM, and HS and should not be compared as cumulative totals.

Teaching and demonstration

Seventy six percent of respondents reported involvement in teaching or demonstration activities as part of their research degree. Slightly more than half (53%) indicated that teaching or demonstrating enhanced their research experience. However, only 44% agreed that they received adequate support for these responsibilities, which highlights areas requiring improvement.

Among full-time students, 76% reported involvement in teaching or demonstration activities, compared to 67% of part-time students. These figures indicate moderate engagement in both cohorts.

Table 14 | Teaching demonstration Institutional and Faculty comparison of results

Teaching demonstration	Institutional results		Faculty breakdown			
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
Participation levels in teaching/demonstration at the institution during the research degree programme	76%	72%	73%	69%	85%	65%
Agreement levels on whether teaching/demonstration delivered enhanced the overall research experience	53%	56%	60%	55%	54%	48%
Agreement levels on appropriate support and guidance for teaching / demonstration	44%	47%	47%	39%	48%	42%

Note: Percentages shown under each Faculty represent the proportion of respondents who reported engaging in teaching and the agreement levels within the overall experience. These values are calculated independently for AHSS, STEM, and HS and should not be compared as cumulative totals.

The College's performance was comparable to the sector overall, with a slightly higher proportion of students (76% versus 72%) reporting opportunities to teach or demonstrate during their research programmes. Engagement levels varied across Faculties: The Faculty of STEM reported the highest participation at 85%, while the Faculty of Arts, Humanities and Social Sciences (AHSS) and the Faculty of Health Sciences (HS) reported 69% and 65% participation, respectively.

Approximately half of students in the Faculties of AHSS and STEM agreed or somewhat agreed that participation in teaching or demonstration activities enhanced their overall experience. In the Faculty of Health Sciences (HS), this proportion was slightly lower, with 48% of students expressing this view.

Fewer than half of respondents (below 50%) believed that students received adequate support and guidance for their teaching or demonstration responsibilities across all Faculties.

Research skills and Other transferable skills

Overall, the **research skills section** demonstrates positive outcomes across the survey questions. Eighty eight percent of respondents agreed that they developed the skills necessary to apply research methodologies, tools, and techniques during their programme. Similarly, 88% indicated improvement in their ability to critically analyse and evaluate findings.

However, 76% of respondents reported increased confidence in their creativity or innovation. Additionally, 85% indicated an improved understanding of research integrity.

Results across the Faculties do not reveal significant disparities between survey questions. The Faculties of STEM and HS reported the highest proportions of students identifying appropriate research methodologies, tools, and techniques. In contrast, the Faculties of AHSS and STEM lead in supporting students to develop skills and evaluate findings throughout their programmes.

All three Faculties reported similar outcomes, ranging from 71% to 76%, in developing students' confidence to be creative and innovative during their programmes.

Table 15 | Research Skills Institutional and Faculty comparison of results

Question	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	88%	89%	90%	86%	89%	88%
My skills in critically analysing and evaluating findings and results have developed during my programme	88%	87%	87%	89%	88%	86%
My confidence to be creative or innovative has developed during my programme	76%	74%	69%	76%	77%	71%
My understanding of research integrity has developed during my programme	85%	87%	85%	86%	84%	88%

Regarding **other transferable skills**, 78% of students indicated development in project management abilities. Seventy five percent agreed that their ability to communicate information effectively to diverse audiences had improved, as had their capacity to expand professional contacts through networking during the programme. Finally, 77% reported taking greater responsibility for their professional development.

Analysis by Faculty indicates minimal variation in indicators related to project management and effective communication with diverse audiences during the research programme, with results ranging from 74% to 79%.

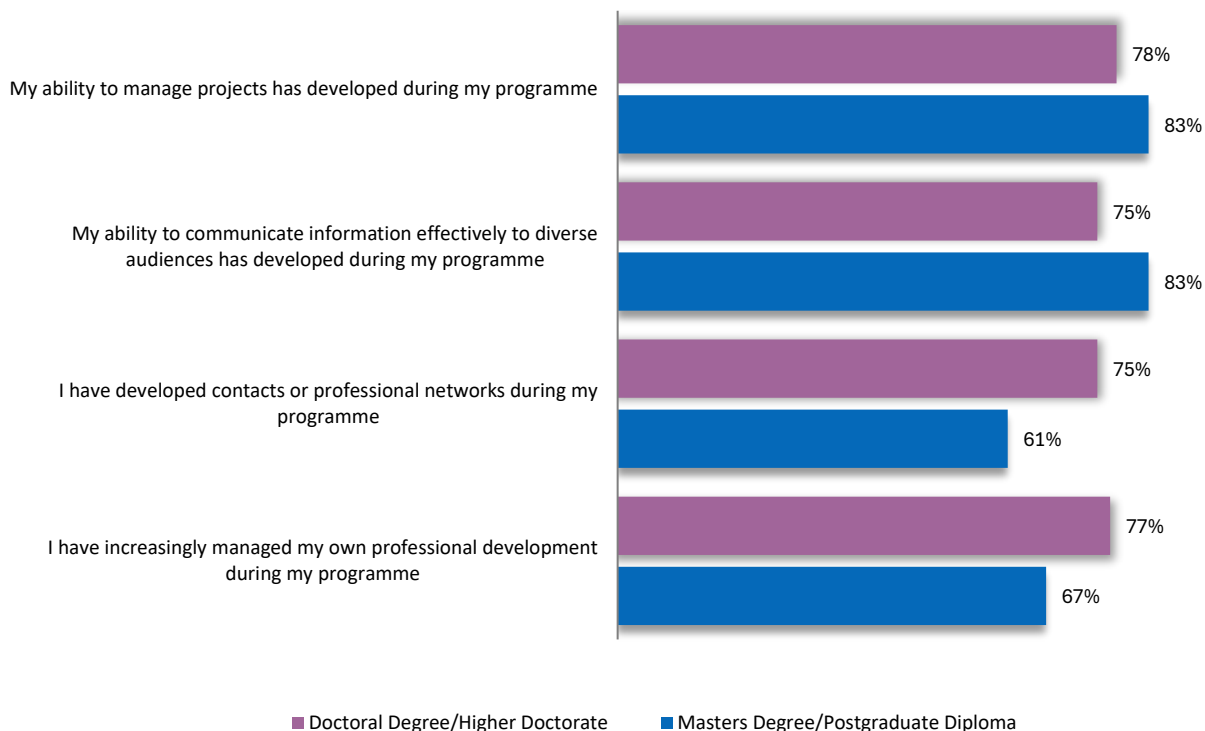
A more notable disparity is observed in students’ ability to build contacts and professional networks. The Faculties of AHSS and HS lead in this area, with 79% of their students reporting strengthened networking skills during their programme. For managing their own professional development, AHSS students reported the highest level of agreement at 81%.

Table 16 | Other transferable skills Institutional and Faculty comparison of results

Question	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
My ability to manage projects has developed during my programme	78%	80%	75%	77%	79%	79%
My ability to communicate information effectively to diverse audiences has developed during my programme	75%	78%	72%	74%	77%	74%
I have developed contacts or professional networks during my programme	75%	72%	67%	79%	69%	79%
I have increasingly managed my own professional development during my programme	77%	80%	79%	81%	73%	78%

Analysis by level of study reveals a more pronounced contrast. For example, 83% of Master’s or Postgraduate Diploma students reported development in project management abilities during their programme, compared with an average of 77% among Doctoral degree students. Although outcomes related to networking and managing professional development remain below 80% overall, PhD students reported higher levels of agreement on these transferable skills compared with the lower levels observed among Master’s students, as shown in the table below.

Figure 02 | Other transferable skills – Breakdown by level of study



Note: The distribution of responses for Master’s degree students (18 responses) are considerable low compared to the number of responses received for Doctoral degree students (451 responses)

Responsibilities and Supports

The most significant findings in this section pertain to students’ understanding of their responsibilities as research degree students (88%) and their awareness of their supervisors’ responsibilities towards them (84%).

Only 70% of students agreed that they know whom to contact regarding academic aspects of their research degree beyond their supervisors. Full-time students reported a higher level of awareness (71%) compared to part-time students (66%), although the overall figures are broadly similar.

Analysis by study mode indicates that part-time students demonstrate greater awareness of their responsibilities as research degree students (94%) compared to full-time students (87%). Comparable patterns are observed in students’ awareness of their supervisors’ responsibilities.

Additionally, only 39% of research students indicated that the institution values and responds to their feedback, while 27% disagreed and 31% remained neutral. Overall, part-time students reported greater confidence in institutional responsiveness compared to full-time students.

Faculty-level analysis indicates that the Faculty of Arts, Humanities, and Social Sciences (AHSS) demonstrate the highest agreement (93%) regarding the communication and explanation of research degree student responsibilities. In terms of awareness of supervisor responsibilities, students from AHSS (91%) and Health Sciences (HS) (88%) reported the highest levels of understanding. In contrast, only 79% of STEM students indicated awareness of these responsibilities.

Table 17 | Responsibilities and Support - Institutional and Faculty comparison of results

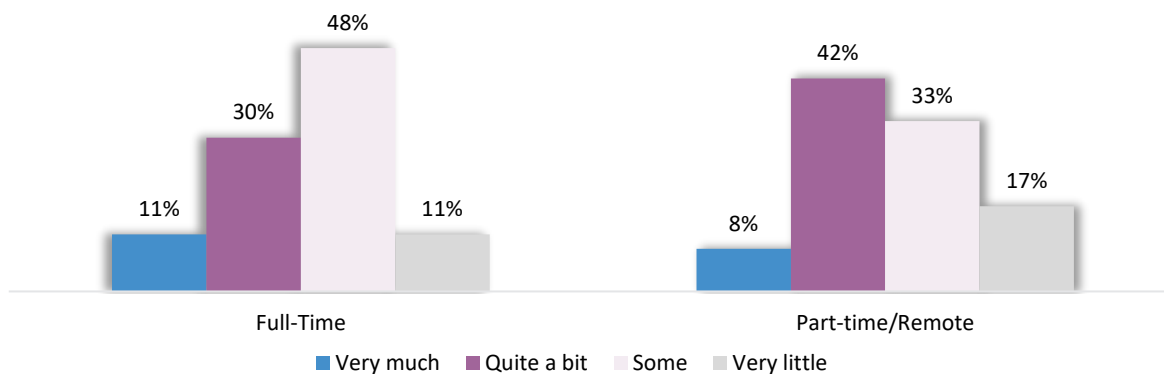
Question	Institutional results		Faculty breakdown		
	2025 TCD	Universities >250	AHSS	STEM	HS
I understand my responsibilities as a research degree student	88%	90%	93%	84%	88%
I am aware of my supervisor(s)' responsibilities towards me as a research degree student	85%	85%	91%	79%	88%
Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme	70%	72%	75%	68%	67%
My institution values and responds to feedback from research degree students	39%	45%	38%	39%	44%

Furthermore, only 75% of AHSS students reported knowing whom to contact about their research degree apart from their supervisor, while agreement levels in the other faculties remained below 70%. The lowest agreement was observed for the statement regarding the institution's valuing of and response to student feedback. In this context, the Faculty of Health Sciences reported the highest agreement, with only 44% of students concurring.

Survey results indicate that 46% of students reported being somewhat aware of available supports such as recreation, healthcare, and counselling, while 31% indicated they were quite aware. Among part-time or remote students, 42% reported being quite aware of these services. In comparison, 48% of full-time students selected "Some" to describe their awareness.

A comparable trend is observed when the data are analysed by Faculty. The majority of students in each Faculty are somewhat aware of the services available, while only a small proportion are very much aware.

Figure 03 | Awareness of available students supports by study mode



Personal outlook

Work-life balance and overall life satisfaction have increased notably compared to the PGR 2023 results. Seventy percent of students reported satisfaction with their current life, up from 62% previously. Students from the Faculty of Arts, Humanities, and Social Sciences (AHSS) reported the highest satisfaction rate at 73%, compared to those from the Faculties of Science, Technology, Engineering, and Mathematics (STEM) and Health Sciences (HS).

Satisfaction with life within the institution increased to 63%, compared to 56% in 2023. The Faculty of Health Sciences (HS) reports the highest score for this measure, with 68% of students agreeing with the statement.

Work-life balance demonstrated the greatest improvement in this section, with 60% of students expressing satisfaction compared to 49% in 2023, representing an 11 percentage point increase. Among faculties, 63% of STEM students and 62% of AHSS students reported satisfaction, while only 49% of HS students indicated satisfaction. By level of study, PhD students reported slightly higher levels of satisfaction with work-life balance (61%) compared to Master’s research students (50%).

Additionally, just over half of students (52%) reported having someone to talk to about day-to-day problems within their institution. The greatest improvements were observed in the STEM faculty, increasing from 47% in 2023 to 58% in 2025, and in the Faculty of Health Sciences, rising from 37% to 47%.

Table 18 | Personal outlook - Institutional and Faculty comparison of results

Question	Institutional results			Faculty breakdown		
	2025 TCD	Universities >250	2023 TCD	AHSS	STEM	HS
I am satisfied with my life nowadays	70%	68%	62%	73%	69%	67%
I am satisfied with my life within my institution nowadays	63%	66%	56%	64%	61%	68%
I am satisfied with my work-life balance	60%	58%	49%	62%	63%	49%
There is someone in my institution I can talk to about my day-to-day problems	52%	54%	47%	46%	58%	47%
I feel that my research degree programme is worthwhile	84%	82%	76%	87%	83%	78%

A high proportion of students (84%) considered their **research degree programme to be worthwhile**. Doctoral students demonstrated a higher level of agreement (84%) compared to Master’s research students (67%). Similar levels of agreement were observed across study modes, with 83% of full-time and 89% of part-time students indicating that their programme is worthwhile.

Analysis by domicile group reveals comparable levels of agreement. Specifically, 85% of internationally domiciled students consider their research degree programme worthwhile, while 82% of Irish domiciled students share this view.

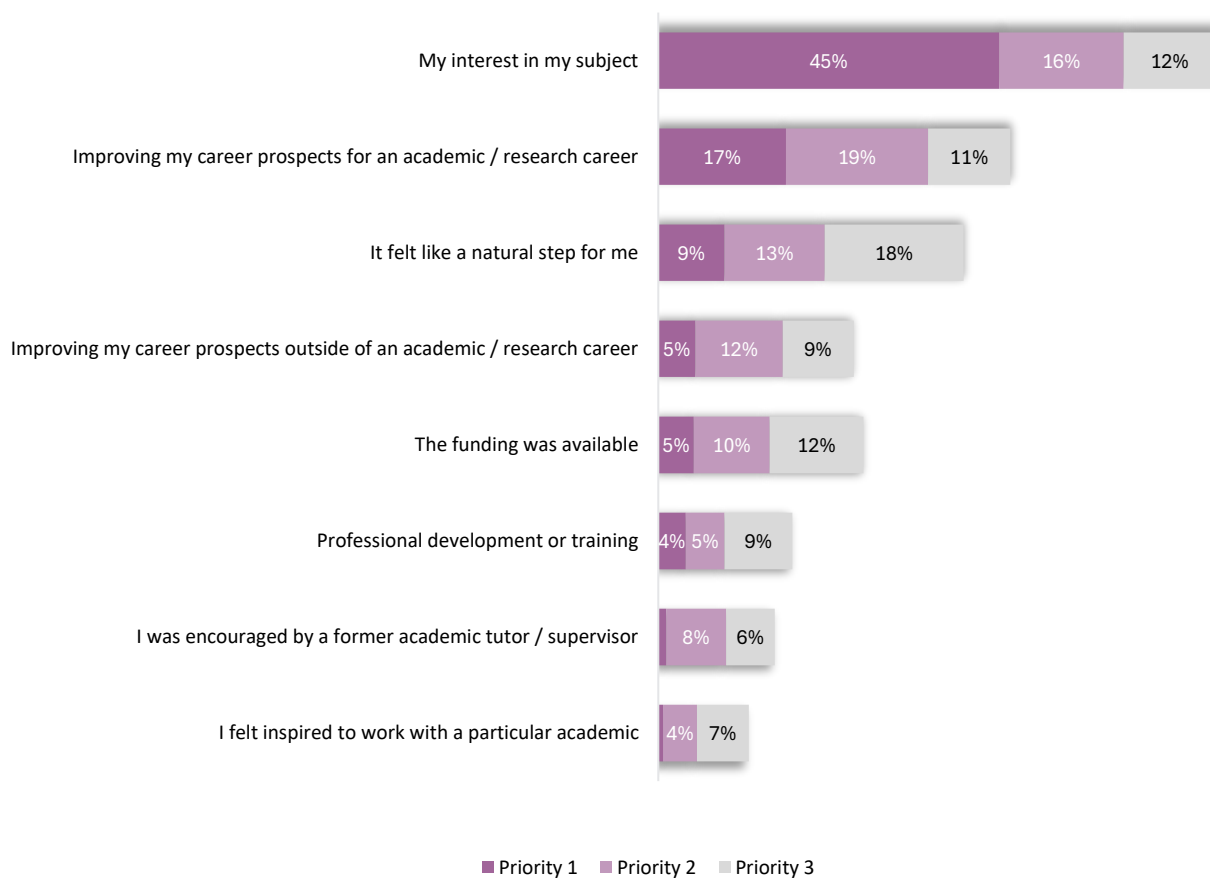
Lastly, when reviewing the data by Faculty level, AHSS students show the highest level of agreement, with 87% of students feeling the benefits of completing a research degree outweigh the temporal efforts required; STEM students follow with 83%, and the Faculty of HS with only 78%.

Motivations

Students were instructed to rank their top three motivations for pursuing a research degree programme from a predefined list, assigning each a priority of 1, 2, or 3. For each motivation, the percentages for Priority 1, Priority 2, and Priority 3 were calculated by dividing the number of students selecting each priority by the total selections for that specific statement. This approach yields a within-item distribution that illustrates how respondents ranked each motivation.

Interest in the subject emerged as the principal motivation, receiving the highest number of first-priority selections and the greatest overall importance score. **Career prospects for an academic or research career** constituted the next most influential factor, frequently ranked as either first or second priority. The motivation of **taking the degree as a natural step** was commonly selected, but predominantly as a third priority, suggesting a supportive rather than decisive influence. The figure below lists all the motivations, ranked from highest to lowest priority. From the 2025 PGR results, the only difference compared with Universities >250 is that students rank improving career prospects outside academia or research as their third priority.

Figure 04 | Top three motivations for pursuing a research degree



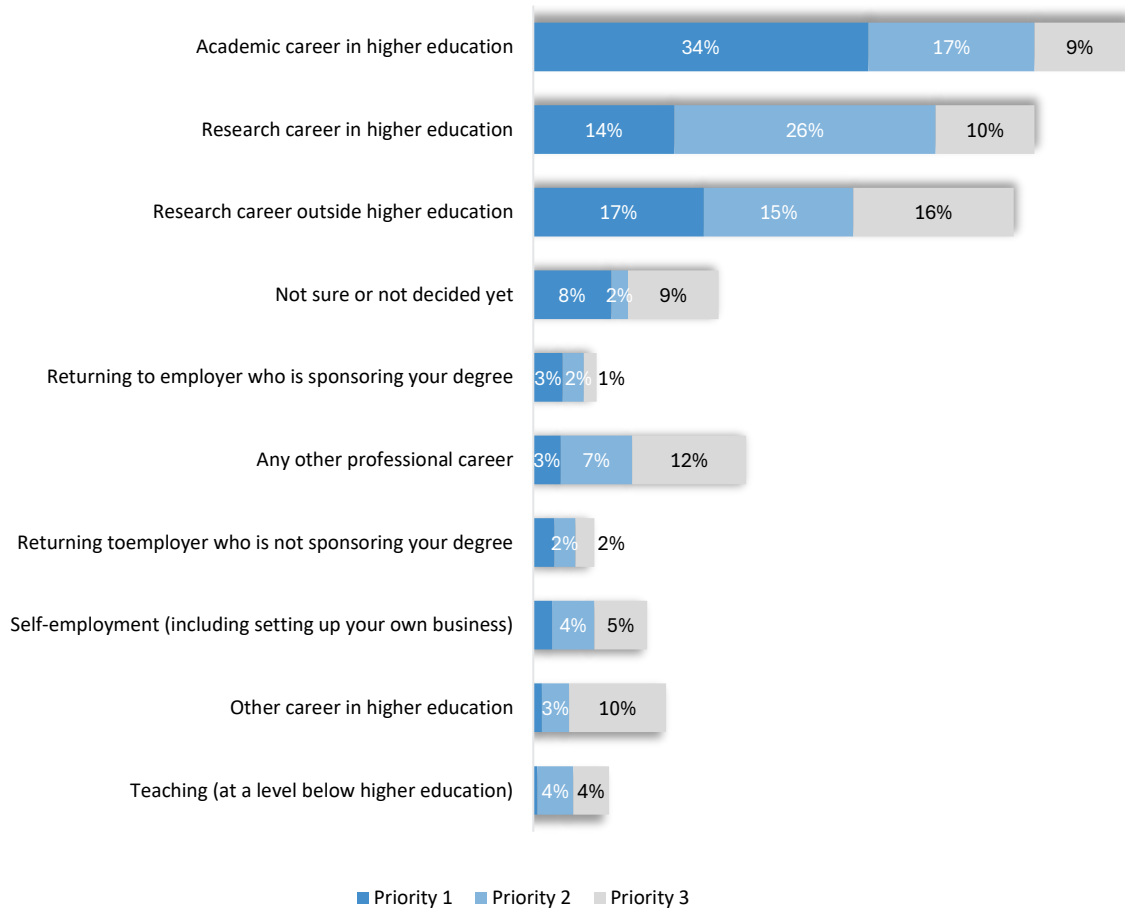
Careers

When respondents prioritised their top three intended careers after completing their research degree, an **academic career in Higher Education** emerged as the most selected outcome, registering the highest importance score and the largest number of first-priority selections.

A **research career in Higher Education** ranked second overall, driven by strong second priority selections and some first priority selections. A **research career outside Higher Education** followed in third place, showing a balanced mix of first, second, and third priority selections among the students.

When analysing the results for Universities >250, a slight shift in student priorities is observed: (1) Academic career in Higher Education (43%), (2) Other career in Higher Education (18%), and (3) Research career in Higher Education (11%).

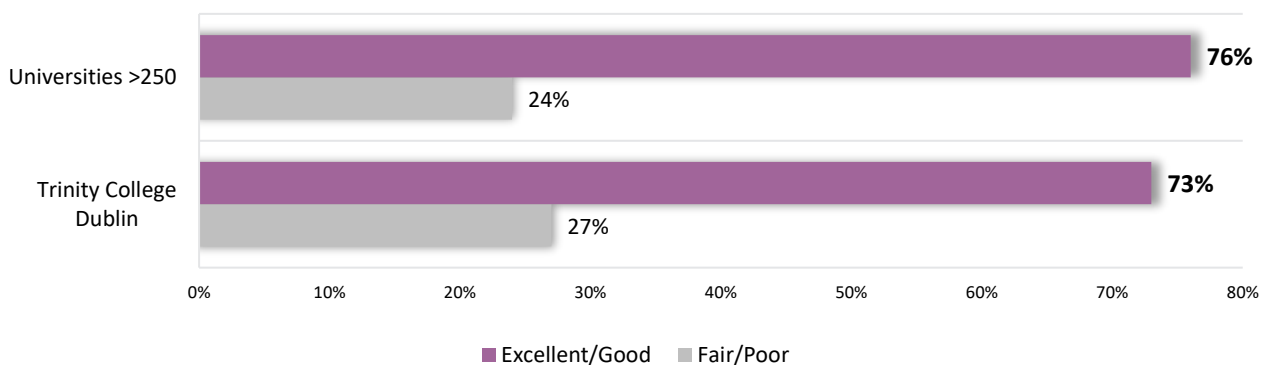
Figure 05 | Top three priorities - careers



Overall Experience

When students were asked to evaluate their overall research experience, nearly half rated it as Good (46%), followed by Excellent (27%) and Fair (19%). The College results perform in line with the wider Universities > 250 cohort, with **73% of students expressing satisfaction** with their research experience.

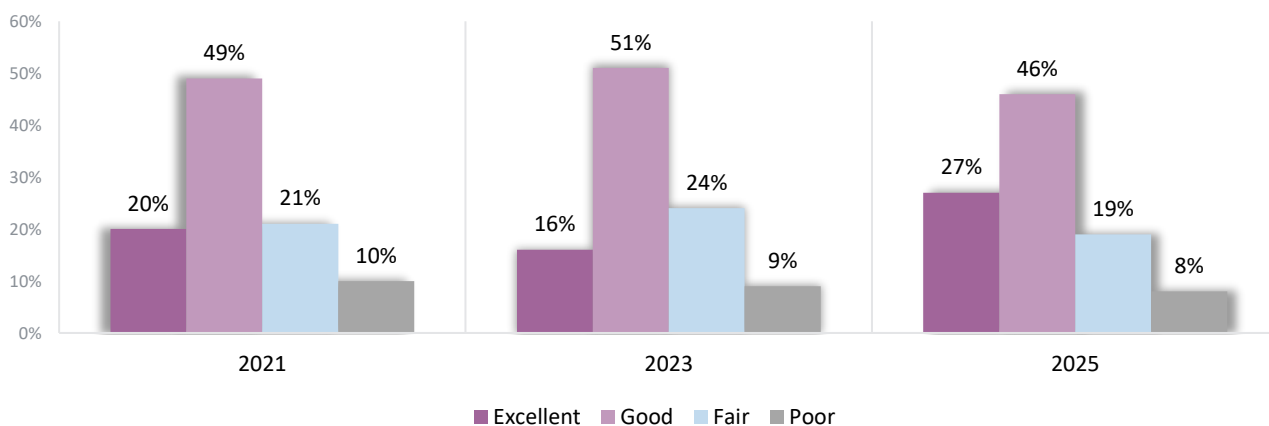
Figure 06 | Comparison of results between Trinity College and Universities cohort



Similar results are observed across all three Faculties, with most students rating their experience as Good. The STEM Faculty reported the highest proportion of Good ratings at 51%, followed by HS at 46% and AHSS at 42%. Furthermore, AHSS recorded the highest share of Excellent ratings at 33%, compared to 29% in HS and 21% in STEM.

It is important to note that, when reviewing Overall Experience results over recent years, the proportion of students selecting the Excellent rating increased from 16% in 2023 to 27% in 2025, reflecting the College's efforts to enhance the student experience. Additionally, the percentage of students rating their experience as Fair decreased from 24% in 2023 to 19% in 2025. The Poor rating also decreased from 10% in 2021 to 8% in 2025. These findings indicate an overall improvement compared to previous survey results.

Figure 07 | TCD Overall Experience 2021-2025



The majority of students (**83%**) indicated they feel confident in completing their research degree within the institution's expected timeframe, this number increased when compared to 2023 results (previously 76%). A slightly clearer contrast emerges between PhD and Master's degree students: PhD students reported higher confidence (84%) compared to 78% of Master's degree students. The data across Faculties show similar outcomes to the overall TCD result, with approximately 83% of students reporting confidence in completing their degree on time. Notably, **part-time/remote students** reported the **highest levels of confidence (89%)**, compared to 83% of full-time students.

Withdrawing

One of the final questions in the survey asks students about their consideration of withdrawing from their research degree. Over half of respondents (57%) reported not having seriously considered withdrawing, while 31% reported having done so. When comparing these results with the Universities > 250 group, the overall outcomes are broadly aligned. Within the Universities > 250 cohort, 54% of students reported not seriously considering withdrawal, compared with 31% who did, mirroring the pattern observed at Trinity.

Most respondents (92%) are full-time students, providing a solid basis for understanding their answers. Of these, 57% said they are not seriously thinking about leaving their research degree. However, it is important to note that the remaining proportion of full-time students did not necessarily report considering withdrawal; many simply did not select either option, and therefore, no assumptions should be drawn.

Looking at the results by gender, 60% of female students said they are not considering leaving, compared to 54% of male students. Similar results can be observed among International and Irish-domiciled students, with

an average of 58% not considering this option. Among Doctoral Degree/Higher Doctorate students, only 57% indicated not considering withdrawing.

Of the students who reported seriously considering leaving their research degree, 14% cited financial reasons, 13% cited personal or family circumstances, and 7% cited health-related issues. These responses came predominantly from Doctoral Degree/Higher Doctorate students enrolled in full-time programmes. The table below outlines all response options provided for this question.

Table 19 | Withdrawing – TCD Overall results

Select all that apply	Number	Percentage
No, I have not seriously considered withdrawing	272	58%
Yes, for financial reasons	68	14%
Yes, for personal or family reasons	59	13%
Yes, for health reasons	32	7%
Other	30	6%
Yes, for employment reasons	25	5%
Yes, to transfer to another institution	15	3%

Thank you for taking PGR StudentSurvey.ie in 2025. All postgraduate research students in participating institutions have been invited to take part in the 2025 national survey.

Responses to PGR StudentSurvey.ie are anonymised before being shared with your higher education institution. The StudentSurvey.ie management and your higher education institution take the anonymity of the students who respond to the survey very seriously.

Most of the questions are multiple choice. You will be invited to write a free-text response to two open-ended questions at the end of the survey if you want to.

Thank you for your time and effort in participating.

Section A: Research Infrastructure and Facilities

Do you agree or disagree with the following statements about research infrastructure and facilities?

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
A.1	I have a suitable working space						
A.2	There is adequate provision of computing resources / facilities						
A.3	There is adequate provision of library facilities (including physical / online resources)						
A.4	I have access to the specialist resources and facilities necessary for my research						
A.5	My research is funded by [Please select all that apply]						
	Scholarship			Grant			
	Scholarship (fees only)			Employer-funded			
	Self-funded						
A.6	My funding covers [Please select all that apply]						
	Fees			Travel to conferences			
	Stipend			Other travel (labs / other institutions)			
	Research materials			Specialist training			

Section B: Supervision

		One supervisor	Two supervisors	Three or more supervisors
B.1	I am being supervised by...			

Do you agree or disagree with the following statements about supervision?

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
B.2	My supervisor(s) provides the appropriate level of support for my research						
B.3	I have regular contact with my supervisor(s), appropriate for my needs						
B.4	My supervisor(s) provides feedback that helps me to direct my research activities						
B.5	My supervisor(s) help me to identify my training and development needs as a researcher						

Section C: Research Culture

Do you agree or disagree with the following statements about the research culture? [Note: Where we have used the term 'department' please answer with respect to your centre, school, institute, graduate school, or other unit where you are primarily based or attached for your research]

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
C.1	My department provides access to a relevant seminar programme						
C.2	The research ambience in my department stimulates my work						
C.3	I have frequent opportunities to discuss my research with other research students						
C.4	I have opportunities to become involved in the wider research community, beyond my department						

Section D: Progress and Assessment

Do you agree or disagree with the following statements about induction, progression arrangements and assessment?		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
D.1	I received an appropriate induction / orientation to my research degree programme						
D.2	I understand the requirements and deadlines for formal monitoring of my progress						
D.3	I understand the required standard for my thesis						
D.4	The final assessment procedures for my research degree are clear to me						

Section E: Development Opportunities

Have you availed of the following opportunities during your research degree programme? [select all that apply]		Yes	No	Not available
E.01	Agreeing a personal training or development plan			
E.02	Receiving training to develop my research skills			
E.03	Receiving training to develop my other transferable skills			
E.04	Receiving advice on career options			
E.05	Taking part in a placement or internship			
E.06	Attending an academic research conference			
E.07	Presenting a paper or poster at an academic research conference			
E.08	Submitting a paper for publication in an academic journal or book			
E.09	Communicating your research to a non-academic audience			
E.10	Receiving training in entrepreneurship and innovation			
E.11	Putting training in entrepreneurship and innovation into practice e.g., submitting an invention disclosure or filing a patent application			
E.12	Working as part of a team			
E.13	Working collaboratively with industry			
E.14	Working collaboratively with a civil society organisation or public organisation			
E.15	Spending time abroad (outside of the Republic of Ireland) as part of your research degree			

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		Yes	No				
E.16	Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme	<input type="checkbox"/>	<input type="checkbox"/>	Definitely disagree	Not applicable		
E.17	Do you agree or disagree that the teaching / demonstration you delivered enhanced your overall research experience?	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
E.18	Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration?	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable

Section F: Research Skills

Do you agree or disagree with the following statements about development of research skills?							
F.1	My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
F.2	My skills in critically analysing and evaluating findings and results have developed during my programme	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
F.3	My confidence to be creative or innovative has developed during my programme	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
F.4	My understanding of 'research integrity' (e.g., rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable

Section G: Other Transferable Skills

Do you agree or disagree with the following statements about development of other transferable skills?		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
G.1	My ability to manage projects has developed during my programme						
G.2	My ability to communicate information effectively to diverse audiences has developed during my programme						
G.3	I have developed contacts or professional networks during my programme						
G.4	I have increasingly managed my own professional development during my programme						

Section H: Responsibilities and Supports

Do you agree or disagree with the following statements about responsibilities and supports?		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
H.1	I understand my responsibilities as a research degree student						
H.2	I am aware of my supervisor(s)' responsibilities towards me as a research degree student						
H.3	Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme						
H.4	Who / what unit would you approach? (please provide the unit or role rather than an individual name)						
H.5	How aware are you of the various student supports available? (Recreation, healthcare, counselling, etc)			Very little	Some	Quite a bit	Very much
H.6	My institution values and responds to feedback from research degree students						

Section I: Personal outlook

Do you agree or disagree with the following statements about your personal outlook?		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
I.1	I am satisfied with my life nowadays						
I.2	I am satisfied with my life within my institution nowadays						
I.3	I am satisfied with my work-life balance						
I.4	There is someone in my institution I can talk to about my day-to-day problems						
I.5	I feel that my research degree programme is worthwhile						

If you have been affected by any of the issues raised by Section J, or elsewhere in the survey, please contact the student support service in your institution.

Sections J and K: Motivations and Career

Please select your top three motivations for pursuing a research degree from the following list, and prioritise these by writing 1, 2 or 3 (1=highest, 3=lowest priority)	
J.1	My interest in my subject
J.2	Improving my career prospects for an academic / research career
J.3	Improving my career prospects outside of an academic/research career
J.4	I was encouraged by a former academic tutor/supervisor
J.5	The funding was available
J.6	It felt like a natural step for me
J.7	I felt inspired to work with a particular academic
J.8	Professional development or training
J.9	Other (Please specify):

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Please select the top three types of career you have in mind for when you finish your research degree, and prioritise these by writing 1, 2 or 3 (1=highest, 3=lowest priority)		
K.1	Academic career in higher education (either research and teaching, or teaching only)	
K..2	Research career in higher education	
K.3	Other career in higher education	
K.4	Research career outside higher education (e.g., in a private research organisation, a charity or in an industrial environment)	
K..5	Teaching (at a level below higher education)	
K.6	Returning to, or remaining with, employer who is sponsoring your degree	
K.7	Returning to, or remaining with, employer who is not sponsoring your degree	
K..8	Self-employment (including setting up your own business)	
K.9	Any other professional career	
K.11	Not sure or not decided yet	
K.12	Other (Please specify):	

Section L: Overall Experience

L.1	How would you evaluate your entire research experience at this institution?	<table style="margin: auto;"> <tr> <td style="text-align: center; font-size: small;">Poor</td> <td style="text-align: center; font-size: small;">Fair</td> <td style="text-align: center; font-size: small;">Good</td> <td style="text-align: center; font-size: small;">Excellent</td> </tr> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>				Poor	Fair	Good	Excellent				
		Poor	Fair	Good	Excellent								

L.2	What aspects / elements of your research degree experience are most valuable?

L.3	What aspects of your research degree experience could be improved?

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		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
L.4	I am confident that I will complete my research degree programme within my institution's expected timescale						

Have you ever seriously considered withdrawing from your research degree programme? [select all that apply]		
L.5	No, I have not seriously considered withdrawing	
L.6	Yes, for financial reasons	
L.7	Yes, for personal or family reasons	
L.8	Yes, for health reasons	
L.9	Yes, for employment reasons	
L.10	Yes, to transfer to another institution	
L.11	Other (please state)	

Thank you for your time in completing this survey.

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