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

Report of the Irish Survey of Student Engagement Postgraduate Research Survey Pilot 2017/18

Trinity Teaching & Learning

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1. Executive Summary

Trinity's reputation as a research intensive university with leading academics in their field does much to attract students to study at Trinity. Attracting promising research students is integral to the pipeline of future researchers in Trinity Schools and Research Institutes. With Trinity having experienced a downward trend in Doctoral enrolments in recent years[1] (18% between 2012/13-2016/17), a reflection on the experiences of research students, facilitated by this national survey, is warranted. As Trinity enters a new strategic planning phase it is timely to consider what, if anything, can be done to reverse the downward trend in Doctoral enrolments and to enhance that experience, where possible.

The ISSE PGR Survey provides the opportunity for the first time to benchmark the experience of research degree students in Trinity against that of the comparator group of institutions with >250 research students enrolled (Table 2.1).

This reports describes the structure of the ISSE PGR survey, the participation rates and the findings of the 2017/18 pilot survey. The breakdown of participation by year and by faculty is presented in Section 2. The findings are presented in detail in Section 3. The following are some of the notable findings relating to motivation, overall experience, differentiation and retention.

1.1. What Motivates PGR students to Study at Trinity and Why?

The top five reasons why students pursue a research degree in Trinity are identified in Table 1.1 below:

Table 1.1: Motivations to pursue a research degree programme

Rank	Motivation	% respondents selecting as one of their top three motivation	% respondents selecting as their top motivation
1	*Interest in my subject*	81%	51%
2	*Improving career prospects for an academic /research career'*	56%	19%.
3	*Natural progression*	52%	11%
4	*Improving my career prospects outside of an academic / research career*	30%	8%
5	*Professional development or training*	23%	3%

i. '*Availability of funding'* was ranked in sixth place which is of interest as outlined later in this report, financial considerations are cited as the top reason respondents consider withdrawing from their research degree programmes (Table 3.11 (a)).

ii. *Relationships with academics* (existing) was ranked in seventh place and the prospect of *working with a specific academic* was ranked in eighth place (Table 3.9 (b)).

[1] Dean of Graduate Studies Annual Report 2016-17

iii. Motivations linked to employment/career advancement/career change are evident in Table 1.1 above. PGR respondents' career aspirations are ranked in Table 1.2 below. As is seen in Table 2.8, 18% of PGR respondents are late career or retirees pursuing research degree programmes out of "*personal fulfilment*" and "*personal interest following retirement*"' and therefore do not have a career aspiration as an outcome of their research degree programme. Only 3% of respondents nominated 'self-employed' as their career option of choice upon completion of their research degree programme, with 14% choosing this option among their top three career choices. This is of particular interest in view of the findings on innovation and entrepreneurship, in this report (Table 3.5 (d)).

iv. There is significant difference between faculties in terms of motivations and career choices. While the overall, the highest career choice was an academic career in higher education, this was largely driven my AHSS respondents (50%) compared with FEMS (28.5%) and HS (32%) respondents. As the top career choice, FEMS and HS were 3 - 4 times more motivated than AHSS to seek a career outside of academia/research. While this may be expected, it demonstrates that the perceived relevance of issues like transferable skills, entrepreneurship, and teaching experience may be perceived very differently across the faculties.

Table 1.2 Career aspirations of research degree programme respondents

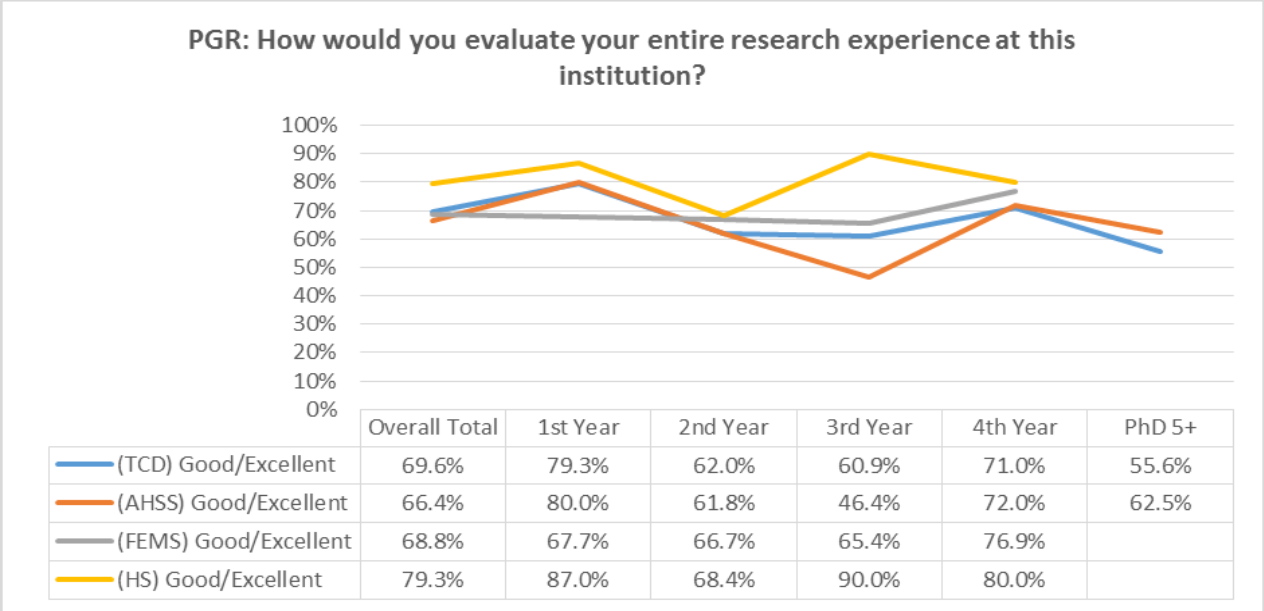
Rank	Career	% selecting in their top three	% selecting as their top
1	*Academic career in higher education*	68%	38%
2	*Research career outside higher education*	59%	18%
3	*Research career in higher education*	51%	15%
4	*Any other professional career*	29%	5%
5	*Not sure or not decided yet*	25%	10%

1.2. The Experience of Research Degree Programme Students in Trinity.

Approximately 70% of respondents reported their overall experience in Trinity as good (44.4%) or excellent (25.1%). Health Sciences' respondents reported the best overall research experience in Trinity (79%) followed by FEMS (69%) and AHSS (66%) respondents (Fig. 1. below).

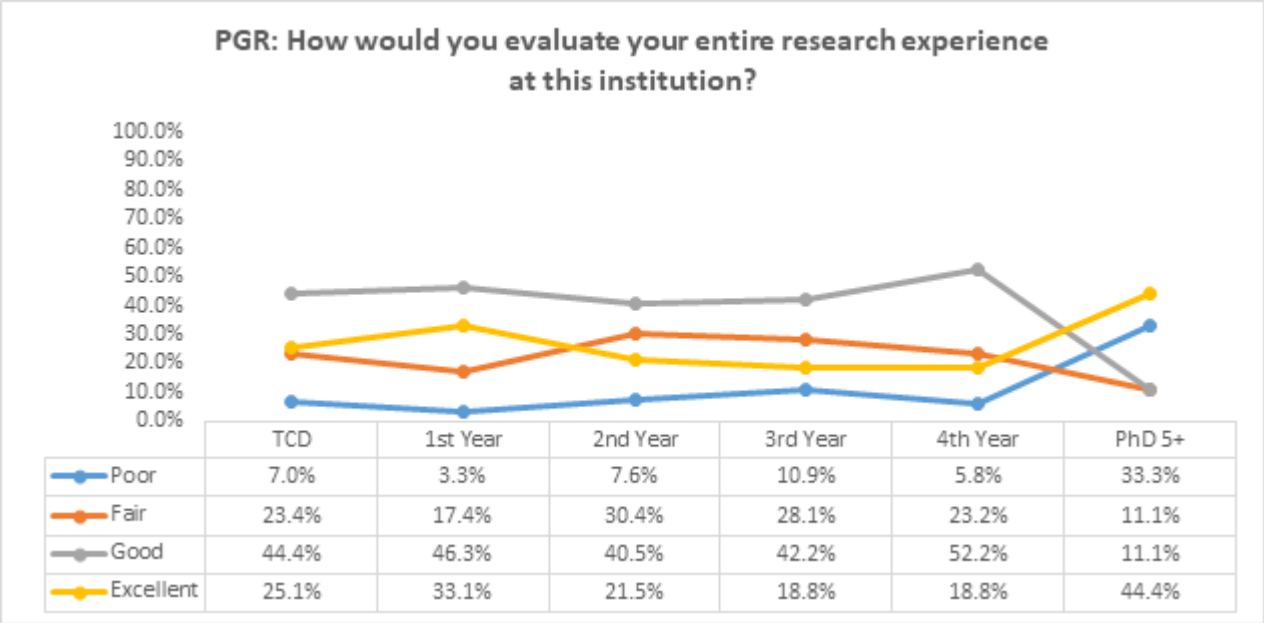
Fig 2. explores the overall experience by year of study. A recurring theme in this report is the divergent experiences of research degree students studying part-time or in the corrections stage (PhD 5+) of their research programme. This cohort reports both the poorest (33.3%) and the best experience (44.4%). They primarily study in AHSS which also reports the highest proportion of students who are self-funded (41%). The influence of time-bound external funding for respondents in FEMS and HS is evident, in that no respondents in these faculties fall into the PhD 5+ cohort (Fig. 1. below).

Fig 1: PGR respondents reporting a good/excellent overall experience in Trinity and by faculty



	Overall Total	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
(TCD) Good/Excellent	69.6%	79.3%	62.0%	60.9%	71.0%	55.6%
(AHSS) Good/Excellent	66.4%	80.0%	61.8%	46.4%	72.0%	62.5%
(FEMS) Good/Excellent	68.8%	67.7%	66.7%	65.4%	76.9%	
(HS) Good/Excellent	79.3%	87.0%	68.4%	90.0%	80.0%	

Fig 2: PGR respondent experience by year of study.



	TCD	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
Poor	7.0%	3.3%	7.6%	10.9%	5.8%	33.3%
Fair	23.4%	17.4%	30.4%	28.1%	23.2%	11.1%
Good	44.4%	46.3%	40.5%	42.2%	52.2%	11.1%
Excellent	25.1%	33.1%	21.5%	18.8%	18.8%	44.4%

A new question to the ISSE PGR Pilot Survey on which respondent opinion is sought is: '*My institution values and responds to feedback from research degree students*'. Results for this question were: 19% 'mostly agreed' and 7% 'definitely agreed'; 44.5% were neutral in their response, i.e. 'neither agreed nor disagreed'; 17.9% 'mostly disagreed' and 11.6% definitely disagreed. A prevailing theme in the open comments was that PhD students can sometimes feel undervalued within the College community. Responses suggested a need for more clarity of information, more proactive support and more organised feedback mechanisms to allow for timely responses to the identified needs of PhD students.

1.3. What Differentiates Trinity's Research Degree Programmes from Other Universities

Two aspects emerged that differentiate Trinity research degree programmes from those in other ISSE >250 institutions. They are:

i. Research supervision model: Trinity's Postgraduate Research Supervision Policy recognises that there is no such thing as a 'single supervision model' and 'does not seek to dictate how the relationship should operate'. The ISSE PGR Survey Pilot indicates that the single–supervisor relationship remains the dominant model within Trinity as the proportion of respondents reporting this arrangement was 69% compared with 52% of respondents in the ISSE> 250 group institutions (Table 3.2).

   29% of Trinity respondents reported having 'two supervisors' compared with 40% in the ISSE >250 group (Principal Supervisor and a Co-Supervisor) and this arrangement was more prevalent in the Faculty of Health Sciences (64%) compared with FEMS (24%) and AHSS (19%). Having 'three or more supervisors' is not common practice in Trinity (2.4%) or in the ISSE>250 group (7.4%).

   This finding may be linked to the responses about the Research Culture (where less the half of PGR students feel they have opportunities to become involved in the wider research community) and Responsibilities and Supports (where <60% of respondents indicate that, beyond their supervisor, they know who to approach with any academic concerns).

ii. Teaching and Demonstrating – the opportunity to teach or demonstrate is more available to research degree respondents in Trinity (70%) than to respondents among the ISSE > 250 group institutions (26%). The opportunity to teach and demonstrate in Trinity increases from approx. 50% in Year 1 to 86% in Year 4. FEMS respondents reported the highest availability of teaching and demonstrating opportunities (87%) and AHSS the lowest (55%). However, the level of guidance and support to prepare research students to undertake teaching and demonstration remains an area of concern where approximately one third of respondents in Trinity (33.2%) and across all Faculties (AHSS 32.3%; FEMS 33.5%; Health Sc. 34.3%) 'definitely or mostly disagreed' that they had had appropriate preparation or guidance in carrying out their teaching/demonstration role.

iii. Retention - The findings also reveal the Trinity responses depart from the ISSE (>250) average on matters relating to retention. Overall a higher percentage of Trinity students consider withdrawing from their research degree programme (TCD 43.4% vs ISS> 250 40%)). Again there are nuances to this finding when broken down. A significantly higher percentage of AHSS students cite financial reasons (AHSS 27%; FEMS 10%; HS 19%) whereas more FEMS respondents cite personal/family and health reasons (FEMS 22%; AHSS 11.4%; HS 16%). While this can be seen as common across the HEI sector, the results also indicate that Trinity is above the ISSE (>250) average for students considering transferring to another institution (TCD: 7%; ISSE>250: 5%).

1.4. Current Initiatives that Respond to Issues Identified by PGR Respondents

The issues raised by PGR students are not new, they have arisen through the Trinity PGR Survey, Annual Faculties' Quality Reports and Quality Reviews. Current strategies to address known issues are outlined in Table 1.3 below.

Table 1.3: Current initiatives that respond to known issues raised by PGR respondents.

No.	Item	Response
1	PGR workspaces	The Estates Strategy is the key vehicle to address the issue of space utilisation. The Strategy was approved by College Board in 2018. New redevelopment initiatives (TTEC, new Business and Law Schools) will address this issue in the long-term. In the short-term it is recommended where health and safety concerns have been identified, that these are escalated to the College Safety Officer, reviewed locally and local solutions proposed using a risk-based approach.
2	Library - access to online journals	The library introduced additional terminals in the 1937 Reading Room for postgraduate students and is expanding the number of terminals within the library on which e-legal deposit material can be accessed. The library introduced a Patron Driven Acquisition system, whereby readers can request that the library order a copy of a particular item in the eLD (UK) collection they believe is required at Trinity. Further expansion to students located off-campus (St. James) or remotely is constrained by eLegal Deposit (eLD) legislation in the UK.
3	Library – interlibrary loans and number of books allowed	An online interlibrary loan form is being trialled in an effort to streamline the process of requesting books. The library is benchmarking the borrowing limits for postgraduate readers against comparable institutions for consideration at the Library & Information Policy Committee.
4	PGR Orientation/ Induction	From 2018/19 the Transition to Trinity Programme will provide three separate orientation/induction sessions specific to the needs of PGR students. They have occurred in September and October 2018, a further session scheduled to meet the needs of the March intake in March 2019.
5	Preparation of Graduate Teaching Assistants	A new online module, 'Teaching and Supporting Learning as a Graduate Teaching Assistant' funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education, was launched in 2018. The module is designed to be flexible and is available for credit or for professional development purposes alone. It is to be made available through CAPSL for credit twice per academic year as a structured Ph.D. module. In October 2018, 74 students enrolled on the GTA module.
6	Innovation & Entrepreneurship Training	Trinity recently launched Tangent as the Trinity ideas workspace. Tangent coordinates the provision of undergraduate and postgraduate education in innovation and entrepreneurship as well as student accelerator programmes, e.g. Launchbox. The Undergraduate Certificate in Innovation and Entrepreneurship is projected to recruit up to 300 students. An elective has also been submitted as part of the Trinity Education Project. Both of these initiatives will enable students to engage in entrepreneurial activity such as business creation.
7	PGR Handbook	The Office of the Dean of Graduate Studies will publish and circulate an updated PGR Handbook in November 2018 that gives full particulars of the operation of the structured PhD including information on our available generic and transferrable skills modules.

1.5. Potential Areas for Intervention to Enhance the Experience of PGR Respondents.

i. PhD5+ cohort: throughout the report the needs of part-time students or those that are in the corrections phase have been identified as requiring consideration of specific strategies to address their needs.

   As a part-time PhD student, working full-time, I feel there is not enough information available specifically for part-time students - the information booklet for my department is very much focused on full-time students.

ii. A retention strategy specific to the needs of PhD students should be considered that includes the configuration within SITS of a 'completion rate' metric, and supported by a retention strategy targeting PGR Yr2 and PGR Yr3 students, that provides closer monitoring of progress and addresses confidence of completing within timeframe and the propensity of approx. 43% of students to consider withdrawing during their programme of study (Figs.21 and 22 p.41).

iii. PGR respondents continue to request learning opportunities that integrate PGR students into the research community in College e.g. enhanced provision of research seminars in Schools and Disciplines, opportunities to collaborate/share research with other PGR students and academics across Disciplines, Schools, and the wider community in College. Consideration of when events are held so that they can be inclusive of PGR students who study part–time, have work or family commitments was also requested.

iv. Communication of information on the requirements of the research degree programme in Trinity should be available and reinforced at multiple points throughout the PGR lifecycle e.g. orientation/induction sessions, at school/discipline/unit level, by Directors of Teaching and Learning Postgraduate and the Postgraduate Advisory Service, and in student handbooks or on websites. This would reduce the frustration expressed by students in determining accurate and complete information as it pertains to their research programme. The anticipated release of the updated PGR Handbook by the Office of the Dean of Graduate Studies is expected to address information requirements at the institutional level, but this information needs to be reinforced at all levels within Trinity to provide a consistency in information and improve the experience of students in their attempts to find out information on their research programme.

2. Introduction

The Irish Survey of Student Engagement (ISSE) was introduced in 2012/13 as a partnership between the Higher Education Authority (HEA), the Irish Universities Association (IUA), the Technological Higher Education Association (THEA) and the Union of Students in Ireland (USI). This report presents the findings of the ISSE Postgraduate Research (PGR) Pilot fieldwork conducted in 2018.

The ISSE-PGR Pilot Survey replaces the Trinity Postgraduate Research Survey administered in 2016 and 2017. The ISSE PGR Pilot survey was developed by the National Steering Committee in collaboration with representatives from the IUA Deans of Graduate Studies Group. The survey instrument (Appendix 1) is based on the UK Postgraduate Research Experience Survey (PRES). The survey is directed at students enrolled in research masters (NFQ-L9) and research doctorates (NFQ-L10).

Following evaluation of the 2018 ISSE PGR Pilot Survey, it is expected that a revised survey will be administered in 2019/20, after which the frequency of administration will be determined.

2.1 The ISSE PGR Pilot Survey Structure

The ISSE-PGR pilot survey instrument includes 11 domains each of which provides an opportunity to provide open comments (refer to Appendix 1 for survey instrument):

1. Research Infrastructure
2. Supervision
3. Research Culture
4. Progress
5. Development Opportunities
6. Research Skills
7. Transferable Skills
8. Responsibilities
9. Motivations
10. Career
11. Overall experience

The data delivered to institutions differentiates between higher education institutions that have < 250 PGR students and >250 PGR students enrolled in research programmes. Trinity's comparator institutions (> 250 research students) include all of the Irish universities and all Designated Awarding Bodies, with the exception of the Royal College of Surgeons (refer to Table 2.1 below).

Trinity has signed a data confidentiality agreement required by the National PGR Survey Group that commits College, when disaggregating institutional data to Faculty, School or Programme level, not to report numeric data or open comments' analysis where there are < 10 responses. This is to

mitigate against the identification of respondents where small numbers of students are enrolled in research degree programmes. Six of 24 Trinity Schools recorded respondent numbers <10 and their data is excluded from Tables 2.2-2.5 below.

Table 2.1: HEI's with >250 PGR students enrolled in Research Degree Programmes:

Dublin City University
Dublin Institute of Technology*
Maynooth University
National University of Ireland, Galway
Trinity College Dublin
University College Cork
University College Dublin
University of Limerick

Table 2.2 Profile of Trinity PGR respondents by Cohort, by Faculty and by School where n>10 respondents.

Faculty/School >10 respondents	Doctoral Degree/Higher Doctorate	Masters Degree/Postgraduate Diploma	Grand Total
AHSS, Business	12		12
AHSS, Education	19		19
AHSS, English	16		16
AHSS, Histories and Humanities	32		32
AHSS, Languages, Literatures and Cultural Studies	11		11
AHSS, Linguistic, Speech and Communication Sciences	12		12
AHSS, Psychology	12	2	14
AHSS, Social Sciences and Philosophy	11		11
AHSS, Social Work and Social Policy	11		11
EMS, Biochemistry and Immunology	27		27
EMS, Chemistry	26	3	29
EMS, Computer Science and Statistics	19		19
EMS, Engineering	21	1	22
EMS, Genetics and Microbiology	13	1	14
EMS, Natural Sciences	18	1	19
EMS, Physics	31		31
HS, Medicine	36	5	41
HS, Nursing and Midwifery	10	1	11
Total	**337/363***	**14/16***	**351/379***

*Note: *refers to School rows where data removed as the number of respondents in a School was < 10*

Table 2.3 AHSS Schools and Programmes where n>10 respondents

AHSS by Programme> 10 respondents	Masters Research (Postgraduate)	PhD (Postgraduate)	Grand Total
Doctor in Philosophy in School of History and Humanities, History		22	22
Doctor in Philosophy in School of Linguistics		12	12
Doctor in Philosophy in School of Business		12	12
Doctor in Philosophy in School of Education		19	19
Doctor in Philosophy in School of English		16	16
Doctor in Philosophy in School of Psychology		12	12
Doctor in Philosophy in School of Social Work and Social Policy		11	11
Total - AHSS	**0/3***	**104/152***	**104/155***

*Note: *refers to Programme rows where data removed as the number of respondents was < 10*

Table 2.4 FEMS Schools and Programmes where n>10

FEMS by Programme >10 respondents	Masters Research (Postgraduate)	PhD (Postgraduate)	Grand Total
Doctor in Philosophy in School of Biochemistry and Immunology, Biochemistry		14	14
Doctor in Philosophy in School of Biochemistry and Immunology, Immunology		13	13
Doctor in Philosophy in School of Computer Science and Statistics, Computer Science		15	15
Doctor in Philosophy in School of Engineering, Mechanical and Manufacturing Engineering		11	11
Doctor in Philosophy in School of Chemistry		26	26
Doctor in Philosophy in School of Physics		31	31
Total-FEMS	**0/7***	**110/156***	**110/163***

*Note: *refers to Programme rows where data removed as the number of respondents was < 10*

Table 2.5 HS Schools and Programmes where n>10

HS by Programme >10 respondents	Masters Research (Postgraduate)	PhD (Postgraduate)	Grand Total
Doctor in Philosophy in School of Medicine, Clinical Medicine		11	11
Total-HS	**0/6***	**11/55***	**11/61***

*Note: *refers to Programme rows where data removed as the number of respondents was < 10*

2.2 Participation profile in ISSE PGR Survey (Pilot)

The response rate to Trinity's first year of the ISSE PGR Survey (Pilot) was 26.5% (n=379/1,430). Nationally the response rate in the >250 cohort of institutions was 31%. For the first time the PGR Survey provides access to respondent 'Year of Birth' data that can inform Trinity's aspirations in terms of lifelong learning (refer to Table 2.8 below).

Table 2.6: Participation in the ISSE PGR Pilot

Cohort	TCD (n)	TCD (n) (pop)	TCD (%) response rate	ISSE (n) >250	ISSE >250 (n) (pop)	ISSE >250 (%)	TCD (n) as a % of ISSE> 250 (n)*
NFQ L9	16*	69	23.2%	190*	723	26.3%	8.4%
NFQ L10	363*	1,361	26.7%	2,301*	7,137	32.2%	16%
All Research	379	1,430	26.5%	2,491	7,860	31.7%	16%

(Key: n=number; pop=population)

Table 2.7: Demographic Profile of Trinity PGR Respondents' (n=379)

Gender	**Domicile**	**Mode of study**
Male (n=128 or 34%)	Irish (n= 233 or 62%)	Full-time 341 (90%)
Female (n =251 or 66%)	Non-Irish (n=146 or 38%)	Part-time 39 (10%)

*Note disaggregation at cohort level (NFQ 9 and 10) is not provided due to the small numbers enrolled in Masters by Research n=16.

Table 2.8 Profile of Trinity PGR Respondents by Year of Birth

Year of birth	**1945-1949 (70's)**	**1950-1959 (60's)**	**1960-1969 (50's)**	**1970-1979 (40's)**	**1980-1989 (30's)**	**1990-1996 (20's)**
Number of respondents	3 (0.8%)	6 (1.6%)	21 (5%)	40 (10%)	117 (31%)	192 (51%)

Table 2.9 Participation by Faculty

Faculty	**AHSS**	**FEMS**	**Health Sc.**
Total	155	163	61

2.3 Building on Participation in the Trinity PGR Survey 2016 and 2017

While this report is directed at the ISSE PGR Pilot Survey, readers are reminded that the Trinity PGR Survey administered in 2016 and 2017 shares many of the same questions as both surveys were based on the UK PRES Survey. Taken together they represent a longitudinal view of the PGR experience in Trinity which can be used to benchmark that experience internally from 2016-2018 and externally with the >250 group from 2018/19 forward. The Report of the Trinity PGR Survey (2016, 2017) raises many of the issues discussed in this report. This data and actions arising from it will inform Trinity's preparation for the institutional quality review scheduled for 2020/21.

Table 2.10 Longitudinal participation in PGR Surveys

Year	Survey	Number of Participants	Response Rate
2016	Trinity PGR Survey	445	26%
2017	Trinity PGR Survey	448	26%
2018	ISSE PGR Survey Pilot	379	26.5%
Total		**1,272**	

Table 2.11 Longitudinal participation by Faculty

Year	AHSS	FEMS	HS
2016	174	165	100
2017	172	135	85
2018	155	163	61
Totals	**501**	**463**	**246**

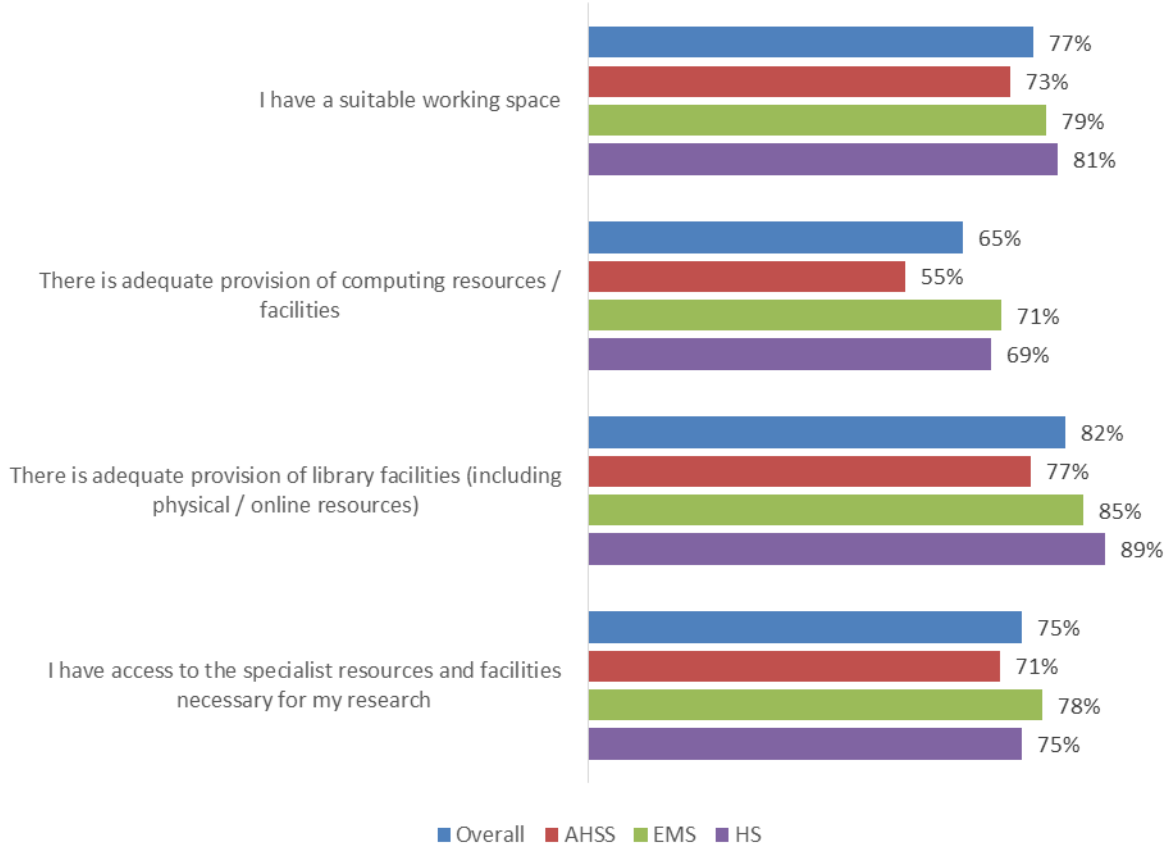
3. ISSE PGR Survey Pilot 2018

3.1. Research Infrastructure and Facilities

This domain addresses two key topics: research infrastructure and funding (refer to Appendix 1 for Survey Instrument).

It is notable that AHSS respondents (n=155) continue to report lower levels of agreement with statements in respect to research infrastructure than respondents in other Faculties. Computing resources and facilities attracted the lowest positive response with 24.4% of Trinity respondents and 33% of AHSS respondents choosing 'definitely disagree' or 'mostly disagree' after this statement (refer to Appendix 2; Table A3.1: Research Infrastructure and Facilities by NFQ Level and Table A3.2 for all responses by Faculty).

Fig 3.Percentage of respondents who mostly/definitely agreed with statements related to infrastructure and facilities (n = 364)



Respondents who provided additional comments on 'research infrastructure and facilities' reported that dedicated workspaces were highly valued. Some respondents shared concerns regarding having to go to great lengths to get a dedicated workspace. The conditions of work spaces were also raised as a concern by a small number of respondents reporting overcrowding, poor heating in winter and furniture not being ergonomically sound.

For those without a dedicated workspace, the issue was compounded by some experiencing the Library as overcrowded and an unsuitable work environment.

Having a dedicated workspace has improved my research experience as well as the quality and output of my work. An office space provides the necessary routine and structure lacking in a PhD as well as fostering communities to overcome issues of isolation. 4th year, AHSS

My inability to procure a desk as a PhD student has been frustrating, especially as the library is exceptionally crowded and busy most of the time, meaning I do not have space to plug in my laptop. 1st year, AHSS

Wi-Fi is crucial to research and academia and is very poor in the [my] building in St. James's Campus. 1st year, HS

We only have 2 desktop computers to share among about 20 PhD students . . . Also, I need other databases for my PhD research . . . for which the University has no subscription yet. 2nd year, AHSS

With regard to library services and access to resources, there were many positive comments and much praise for library services and available resources. However, for those who had concerns, the most common related to a need for better access to resources, e.g. a wider range of journals, an increase of the limit on the number of books that can be borrowed; an increase of library opening-hours during the day, and more flexible access to resources to allow students to work off-campus. Overcrowding and noise in the library were also seen as issues at times, making focused work a challenge.

As postgraduate researchers we should be allowed to borrow more books than the 10 allowed at a time. 2nd year, AHSS

I work full-time to fund my degree and neither the library nor Early Printed Books are open on Sundays, meaning the only time I can visit the library is during its limited Saturday opening hours. 3rd year, AHSS

Being physically isolated from the main campus is also detrimental in that certain resources can only be accessed from there e.g. library. 2nd year, HS

Funding

The ISSE PGR Survey contained two questions that address the source of funding and the scope of funding. Respondents could choose more than one response option for each of the questions. Tables 3.1 (a) and 3.1 (b) outline the responses to both questions at the overall Trinity level and at the faculty Level.

Table 3.1 (a): Source of funding

	TCD		AHSS		FEMS		HS	
	N	%	N	%	N	%	N	%
Scholarship	377	54%	153	53%	163	56%	61	51%
Scholarship (fees only)	377	2%	153	2%	163	2%	61	3%
Self-funded	377	21%	153	41%	163	5%	61	15%
Grant	377	26%	153	8%	163	41%	61	29%
Employer-funded	377	10%	153	7%	163	9%	61	20%

Of those respondents who answered the question on funding (377/379-99%) over 50% were in receipt of scholarship funding in College and across all faculties. The second highest source of funding was grant funding and this was predominantly in FEMS and Health Sciences. AHSS respondents report the highest levels of self-funding, 41%, as opposed to Health Sc.-15% and FEMS -5%. Health Sc. respondents report the highest level of Employer-funded sponsorship at 20%, as opposed to FEMS-9% and AHSS-7%. These results support the findings of the Trinity PGR Survey conducted in 2016 and 2017.

Of all respondents who answered the question on 'What funding covers' (343/379 or 90%) over 95% in College and across all faculties reported that their funding covered fees and over 75% that their funding covered a stipend. With

the exception of 'Specialist Training' in Health Sc., respondents in FEMS benefit the most in terms of what their funding covers and AHSS respondents the least.

Table 3.1 (b): What funding covers

	TCD		AHSS		FEMS		HS	
	N	%	N	%	N	%	N	%
Fees	343	95%	125	97%	162	93%	56	98%
Stipend	343	85%	125	75%	162	95%	56	80%
Research materials	343	57%	125	39%	162	72%	56	54%
Travel to conferences	343	56%	125	41%	162	70%	56	48%
Other travel (labs / other institutions)	343	27%	125	18%	162	34%	56	29%
Specialist training	343	27%	125	21%	162	28%	56	37%

Table 3.1 (c) below is an extract from the careers domain that reinforces the findings with regard to funding and employment for AHSS and Health Sc. respondents with sponsored Ph.Ds. and FEMS and Health Sc. respondents who are in employment but not receiving sponsorship for their Ph.D.

Table 3.1 (c) Employer sponsorship of research degree respondents

Career Aspirations		ISSE>250 %	Trinity total		AHSS		FEMS		Health Sciences	
			%	Count	%	Count	%	Count	%	Count
Returning to, or remaining with, employer who is sponsoring your degree	Highest priority	3.5	35.3%	12	45.5%	5	10.0%	1	46.2%	6
	2	6.6	23.5%	8	18.2%	2	30.0%	3	23.1%	3
	Lowest priority	3.5	41.2%	14	36.4%	4	60.0%	6	30.8%	4
Returning to, or remaining with, employer who is not sponsoring your degree	Highest priority	1.7	36.4%	8	10.0%	1	50.0%	3	66.7%	4
	2	2.1	36.4%	8	50.0%	5	16.7%	1	33.3%	2
	Lowest priority	2.1	27.3%	6	40.0%	4	33.3%	2	0.0%	0

It is worth noting that financial concerns were cited as the top reason that respondents considered for withdrawing from their research degree programme (Fig. 22) and was voiced in the open-ended responses across most survey questions. Such concerns generally centred on accommodation costs and the fees and expenses associated with doing research that are not covered by the university grant, such as dedicated research software or travel to conferences. The misalignment between the duration of research grant funding timeframes and the timeframe for completion of a PhD was also identified as a concern.

> *I love my institution and have nothing but lovely things to say regarding it but I must speak up about the financial crisis we are all facing. Many of us are facing decisions such as continuing our education or having a roof over our head.* 1st year, AHSS
>
> *I work part-time to support myself but feel this is very tiring, especially now going into my final year. My stipend is only €6500, so considering the high cost of living in Dublin this is really not adequate. Also, more travel expenses - it does restrict me from attending conferences because there is so little funding.* 2nd year, HS
>
> *My IRC scholarship is of a two-year duration. My programme lasts four years. Even in the years that I have funding, the scholarship does not cover all fees in Trinity College Dublin.* 3rd year, AHSS

3.2. Supervision

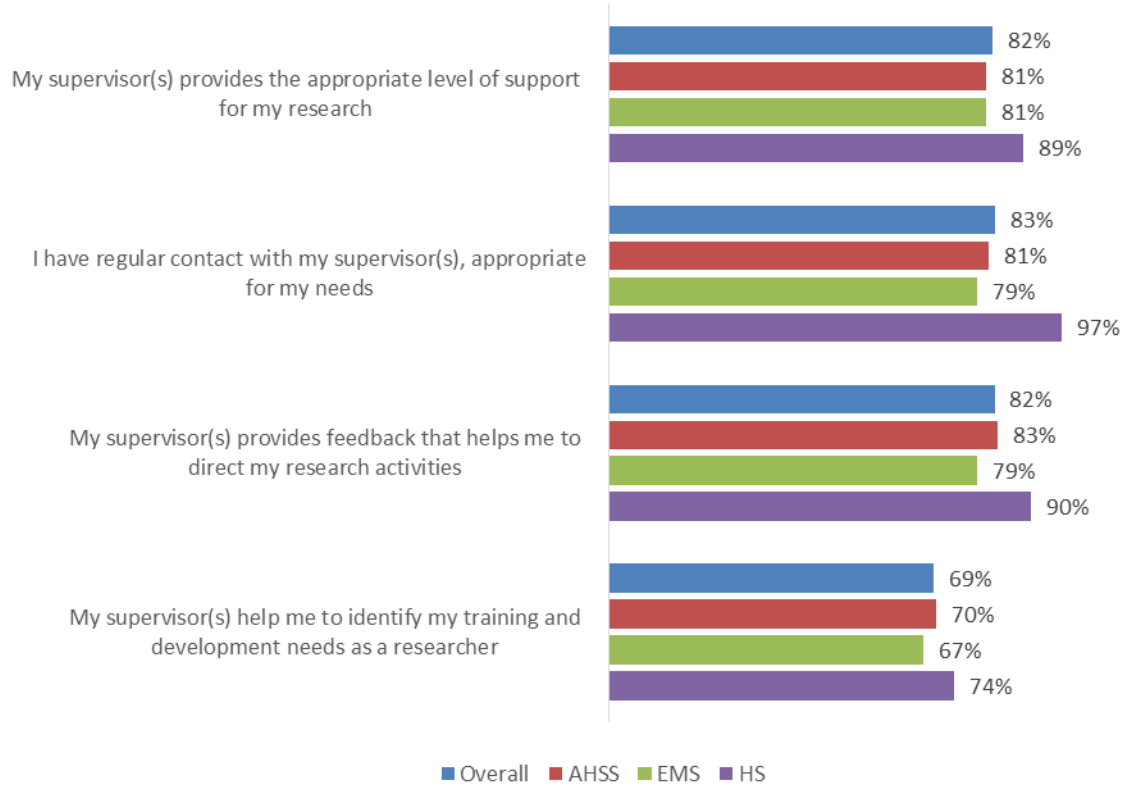
Supervision is one of the key points of differentiation domains between Trinity and the >250 group.

Key findings indicate that Trinity continues to favour the 'one supervisor' model of supervision (Table 3.2 below) with 69% of Trinity respondents reporting this arrangement compared with 52% of respondents in the ISSE >250 group. The Faculty of Health Sc. respondents reported a higher instance of 'two supervisors' arrangements compared with other Trinity faculties and the most positive experience of supervision in Trinity (Fig. 4) below.

Table 3.2 Supervision model Trinity and >250 group of Irish universities

		ISSE .250	TCD Total		Faculty of Arts, Humanities and Social Sciences		Faculty of Engineering, Maths and Science		Faculty of Health Sciences	
		%	*Column %*	*Count*	*Column %*	*Count*	*Column %*	*Count*	*Column %*	*Count*
I am being supervised by...	One supervisor	52.3%	69.0%	256	78.9%	120	74.1%	117	31.1%	19
	Two supervisors	40.35	28.6%	106	19.1%	29	24.1%	38	63.9%	39
	Three or more supervisors	7.4%	2.4%	9	2.0%	3	1.9%	3	4.9%	3
Total		**100%**	**100%**	**371**	**100%**	**152**	**100%**	**158**	**100%**	**61**

Fig. 4 Percentage of respondents who mostly/definitely agreed with statements related to supervision (n = 374)



On the experience of supervision, the quantitative and qualitative analysis of the ISSE PGR Survey support the Trinity PGR Survey of 2016 and 2017 whereby respondents regard the supervision experience as one of the most positive aspects of their time in Trinity and in each of the faculties. The only element of the experience of supervision that consistently receives <75% agreement is in the role of the Supervisor in helping identify a candidate's training and

development needs as a researcher. The Faculty of Health Sc. reported the most positive findings in this regard and the only Faculty which performed lower than the Trinity overall finding in this regard was the Faculty of FEMS.

> *My supervisor has been the best part of my experience. He truly wants me to succeed. I love having a one-on-one relationship with the top scholar in my field.* 1st year, AHSS

> *One supervisor is great, has time for me for about 30 min every 2 weeks, leaves me creative freedom for my research and guides me well in hands-on-things, whereas the other supervisor is very absent, does not answer messages, has unrealistic views of what is possible and does not have good chemistry with me.* 2nd year, EMS

When asked which aspects of their research degree programmes were most valuable, positive supervisory support was ranked first (n = 58) in the top five aspects by respondents, whereas when asked to rank the top five aspects regarding which aspects of their research degree experiences could benefit from improvement, supervisory support was ranked fourth (n = 25).

(Refer to Appendix 2: Table A3.2 (a) Supervision by NFQ level; and Table A3.2 (b) for all response options by Faculty).

3.3. Research Culture

The Research Culture domain addresses issues such as the integration of PGR students into the research community of College. Learning opportunities that integrate PGR students into the research community in College were raised in the Trinity PGR Surveys of 2016 and 2017, in particular activities that address the sense of isolation by PGR students who are located off-campus, in laboratory settings, do not have access to a study space or the study space is located at a distance from the School.

Fig. 5. Percentage of respondents who mostly/definitely agreed with statements related to research culture (n = 367)

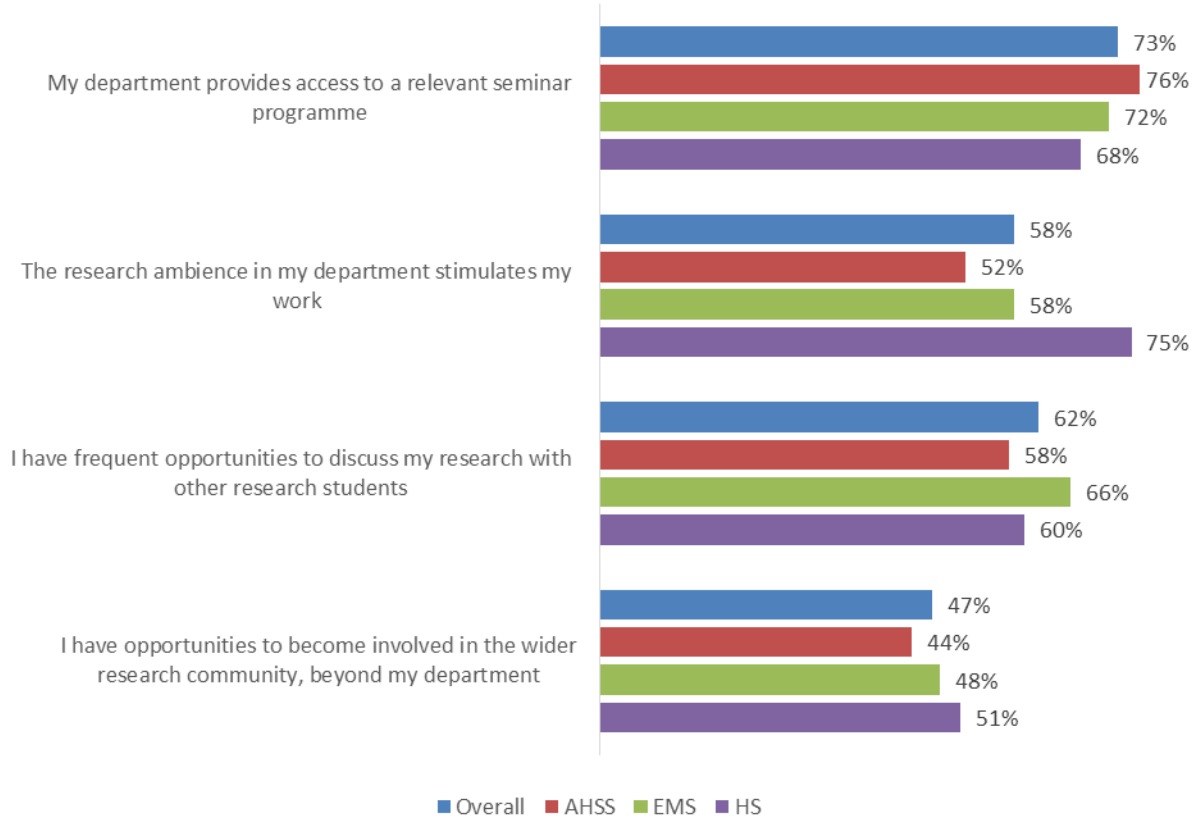


Table 3.3 below provides the full range of response options by faculty. Of interest, in addition, is the proportion of overall Trinity respondents who 'definitely or mostly disagree' with questions on research culture (Q1 18%; Q2 20%; Q3 23% and Q4 29%). When the proportion choosing the 'neither agree or disagree' response option is taken into

account approximately 53% of respondents report a sense of lack of engagement in the wider research community, beyond their department (Refer to Appendix 2: Table A3.3 for Research Culture by NFQ Level).

Open comments highlighted the importance of building a sense of community among researchers. Respondents pointed out that this can be difficult in the face of decentralised departments and events sometimes being scheduled at times unsuitable to those with jobs or other commitments. These findings support findings from the Trinity PGR Survey conducted in 2016 and 2017.

> *As a resident of the Long Room Hub, I have lots of opportunities to engage in research and discussions. I think for first year students who may not have a desk or contacts set up yet, the School needs to be conscious of reaching out to avoid isolation, especially in the early days of their research.* 4th year, AHSS

> *I would have liked more opportunities for intergroup collaboration and networking, particularly as my department is spread over several buildings.* 4th year, EMS

Some respondents also suggested a need to focus more on interdisciplinary research and community building.

> *I am the only PhD student working in my area of research at the moment, so I do not get many student-student interactions there. I do however get to discuss my work with other students in similar fields.* 2nd year, EMS

> *[I would like] further interdisciplinary work and collaboration between researchers in different departments, schools and faculties.* 1st year, AHSS

Table 3.3 Research Culture by Faculty

		ISSE >250 %	TCD Total		AHSS		FEMS		Health Sciences	
			%	Count	%	Count	%	Count	%	Count
My department provides access to a relevant seminar programme	Definitely disagree	5.2%	5.8%	21	7.9%	12	5.2%	8	1.7%	1
	Mostly disagree	11.4%	12.1%	44	9.3%	14	13.7%	21	15.3%	9
	Neither agree nor disagree	14.4%	9.1%	33	6.6%	10	9.2%	14	15.3%	9
	Mostly agree	37.8%	36.1%	131	35.8%	54	36.6%	56	35.6%	21
	Definitely agree	31.2%	36.9%	134	40.4%	61	35.3%	54	32.2%	19
The research ambience in my department stimulates my work	Definitely disagree	6.1%	6.6%	24	9.5%	14	5.8%	9	1.7%	1
	Mostly disagree	13.0%	13.9%	50	16.3%	24	13.0%	20	10.0%	6
	Neither agree nor disagree	21.8%	21.1%	76	22.4%	33	22.7%	35	13.3%	8
	Mostly agree	33.8%	30.2%	109	27.9%	41	29.9%	46	36.7%	22
	Definitely agree	25.3%	28.3%	102	23.8%	35	28.6%	44	38.3%	23
I have frequent opportunities to discuss my research with other research students	Definitely disagree	6.7%	6.9%	25	10.1%	15	4.5%	7	5.0%	3
	Mostly disagree	15.6%	16.5%	60	18.1%	27	13.5%	21	20.0%	12
	Neither agree nor disagree	16.6%	14.8%	54	14.1%	21	15.5%	24	15.0%	9
	Mostly agree	33.0%	31.0%	113	28.9%	43	36.1%	56	23.3%	14
	Definitely agree	28.1%	30.8%	112	28.9%	43	30.3%	47	36.7%	22
I have opportunities to become involved in the wider research community, beyond my department	Definitely disagree	6.7%	5.4%	20	6.6%	10	5.8%	9	1.6%	1
	Mostly disagree	18.1%	23.4%	86	26.3%	40	21.4%	33	21.3%	13
	Neither agree nor disagree	22.4%	24.3%	89	23.0%	35	24.7%	38	26.2%	16
	Mostly agree	31.5%	28.9%	106	25.7%	39	33.8%	52	24.6%	15
	Definitely agree	21.2%	18.0%	66	18.4%	28	14.3%	22	26.2%	16

3.4. Progress and Assessment

There are four questions in this domain that address knowledge and awareness of the regulations that govern research degree programmes.

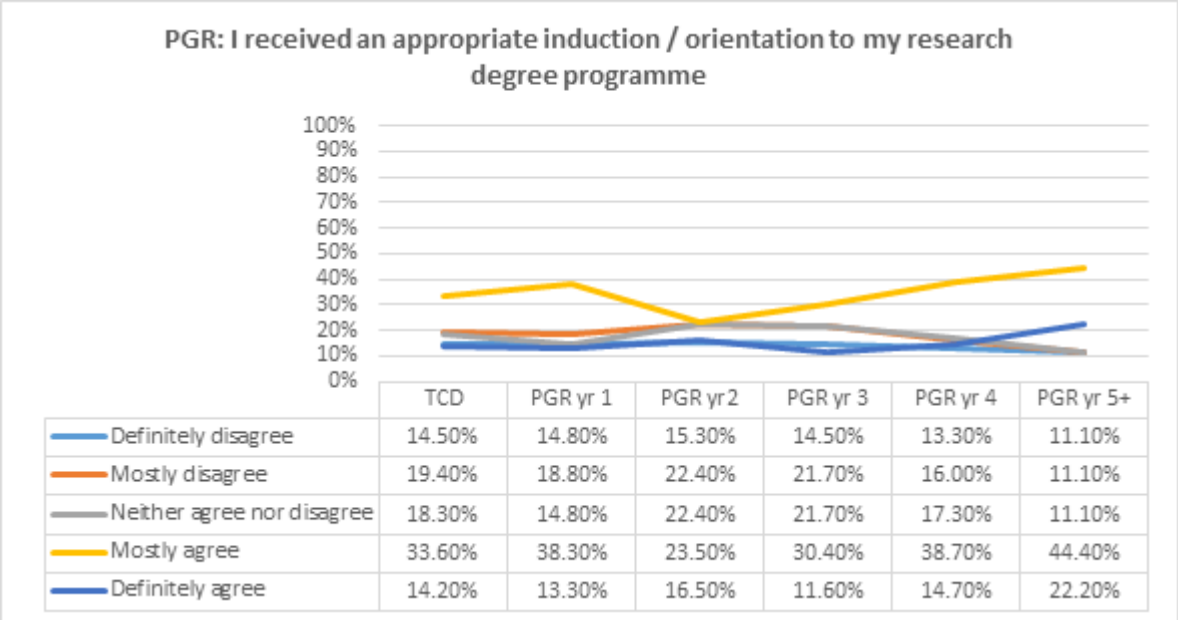
i. *Appropriate induction/orientation* attracted the lowest level of agreement in this domain. Approximately one-third of respondents 'definitely or mostly disagreed' that they had received an appropriate induction or orientation (TCD 34%; AHSS 32%; FEMS 36%; HS 34%).

Trinity PGR students have multiple opportunities to attend inductions/orientation (Graduate Students Union, Schools, disciplines and Research Institutes) yet they do not appear to be meeting their needs.

> *Quite an informal process. Most of what I know now was picked up from conversations with other students or supervisors.*1st year, EMS
>
> *[I would like] more clarity on PhD assessment and monitoring processes - an induction programme for new PhD students would be invaluable.*2nd year, HS
>
> *A formal structured introduction to research at the beginning of the four-year programme would have been helpful.* 3rd year, HS

Of note is that the respondents' perceptions in respect of the quality of induction or orientation appear to persist throughout their years of study as can be seen in Fig. 6 below.

Fig. 6. Progress and Assessment by year of study – Q1



	TCD	PGR yr 1	PGR yr 2	PGR yr 3	PGR yr 4	PGR yr 5+
Definitely disagree	14.50%	14.80%	15.30%	14.50%	13.30%	11.10%
Mostly disagree	19.40%	18.80%	22.40%	21.70%	16.00%	11.10%
Neither agree nor disagree	18.30%	14.80%	22.40%	21.70%	17.30%	11.10%
Mostly agree	33.60%	38.30%	23.50%	30.40%	38.70%	44.40%
Definitely agree	14.20%	13.30%	16.50%	11.60%	14.70%	22.20%

Readers of this report are asked to note from 2018/19 the frequency of inductions/ orientation specifically for PGR students are set to increase. The Transition to Trinity Programme reports that PGR orientations were provided in September and October 2018 and plans are in place to provide a PGR orientation/induction in March 2019. This is aimed at responding to the needs of respondents who miss an orientation/induction session e.g. part-time cohort, students who commence in March and international students who often start from a lower level of familiarity with the Irish higher education system.

> *I missed the induction, unintentional - small administrative details can be of assistance but not wholly accessible for me.* AHSS Year 5+
>
> *I was a March entrant and there was absolutely no introduction. In fact, Trinity have made everything difficult as a result, so I really don't understand why the College accepts March entrants seeing as there is NOTHING set up to facilitate March students.* 4th Year AHSS

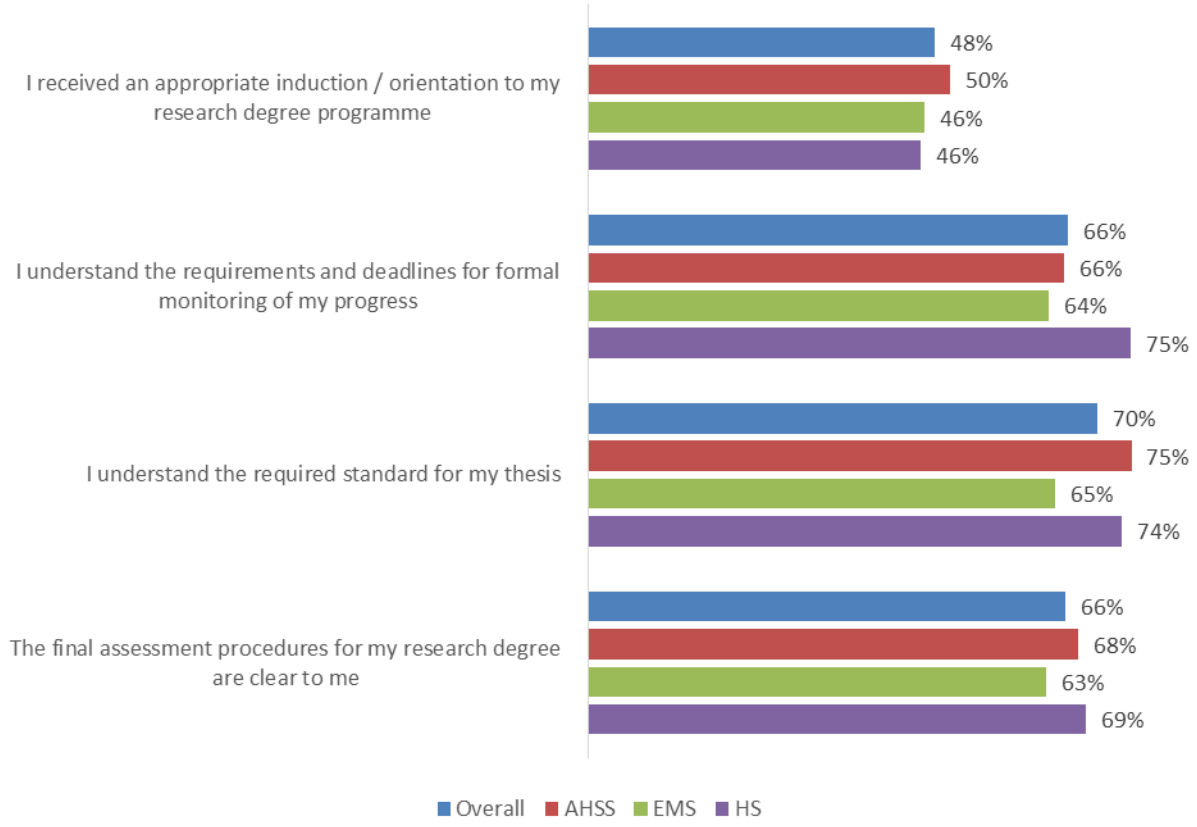
PhD orientation was not helpful. I wish there were a more complete introduction to the university as there is with undergraduates. I am an international student who came in with no knowledge of the credit system or European academic structure. There needs to be more than one PhD orientation meeting. I felt very lost my first few months. 1st year, AHSS

ii. *Regulations pertaining to research degree programmes* Fig. 7. below indicates that enhancing initial provision and subsequent reinforcement of information on progress and assessment requirements to research degree students could address the finding that ≥ 30% of respondents are unclear on the requirements for formal monitoring and the final assessment procedures for the research degree programme.

Figs. 8-10 below indicates that, as respondents move through the lifecycle of the research degree programme (with the exception of the PHD5+ cohort), their informational needs are increasingly met. The needs of students in the PhD5+ cohort (part-time or in the corrections phase) may require specific consideration as their percentage responses to questions diverge from PGR Yr4 respondents.

(Refer Appendix 2: Table A3.4 for Progress & Assessment by NFQ Level)

Fig. 7 Percent of respondents who mostly/definitely agreed with statements related to induction, progression arrangements and assessments (n = 369).



The most prominent theme in the open-ended responses was that of information and communications. 31 of 48 (65%) respondents referred to this issue in some way. Respondents expressed frustration at what they perceived as a lack of clarity regarding procedures for transfer/confirmation, progress reports, and requirements regarding modules to be taken and the standard and format expected for the thesis.

I read in the guide that I should submit a progress report after one year, so I did but nobody was expecting it and I suspect it may never even have been read! 2nd year, HS

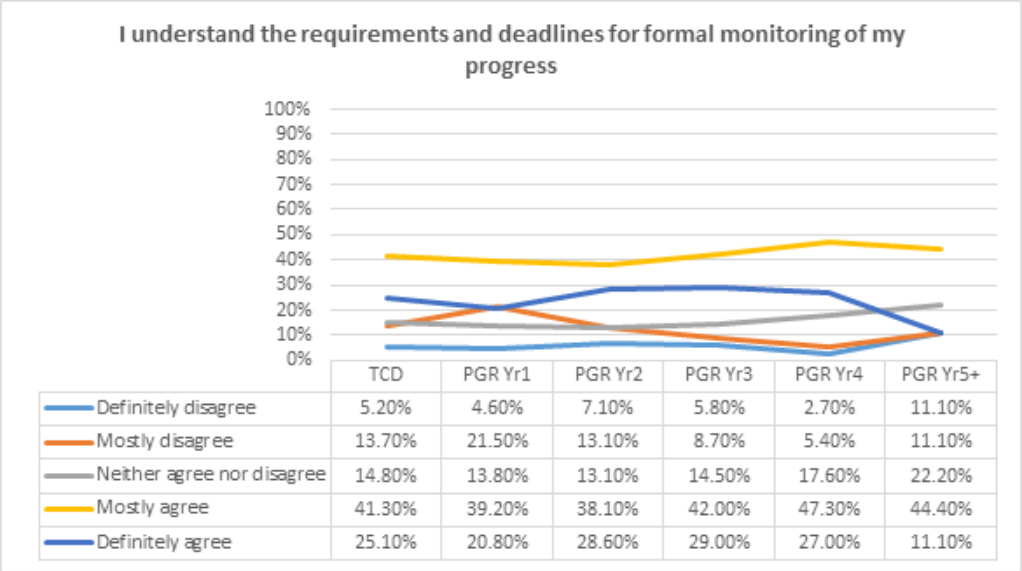
*We need better information and support on the administrative and financial aspects of the PhD (registration, requirements, deadlines, procedures, grant applications).*3rd year, EMS

I am still not quite sure how to officially register for classes, and have no idea how to check my current class schedule/roster/agenda online. I've worked entirely by emailing professors and showing up. 1st year, AHSS

Respondents expressed difficulty at finding the right person to ask, reported receiving incorrect or incomplete information or overreliance on the Handbook which further compounded their frustration.

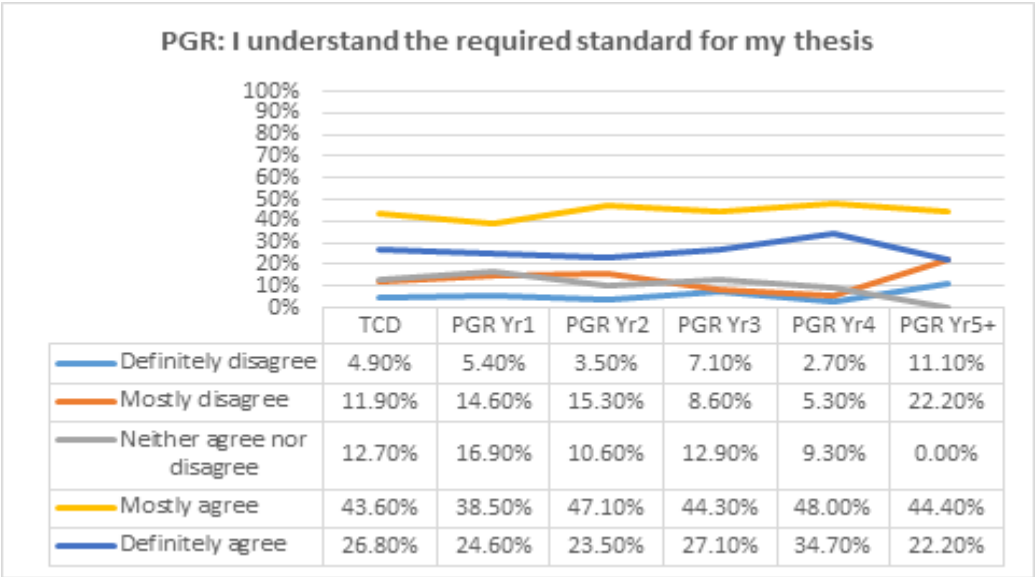
I was given a link to an online PDF by my supervisor when I signed up for the PhD. That is it. The standard of information supplied to us is appalling. Not only is the lack of information the issue, there is a general air of hierarchy, where IF we go looking for the information, someone will tell us the minimum required to satisfy that question. 3rd year FEMS.

Fig. 8. Progress and Assessment by Year of Study – Q2



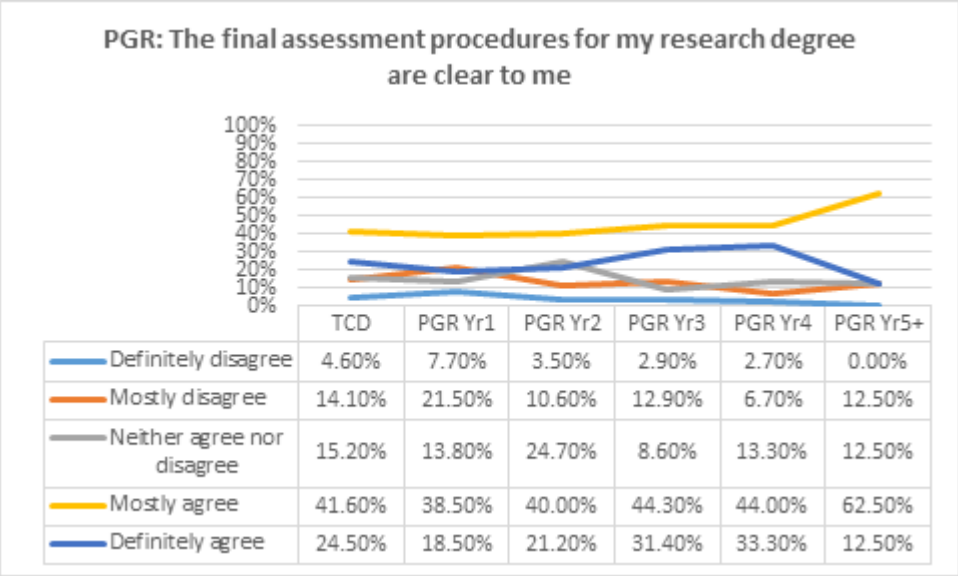
	TCD	PGR Yr1	PGR Yr2	PGR Yr3	PGR Yr4	PGR Yr5+
Definitely disagree	5.20%	4.60%	7.10%	5.80%	2.70%	11.10%
Mostly disagree	13.70%	21.50%	13.10%	8.70%	5.40%	11.10%
Neither agree nor disagree	14.80%	13.80%	13.10%	14.50%	17.60%	22.20%
Mostly agree	41.30%	39.20%	38.10%	42.00%	47.30%	44.40%
Definitely agree	25.10%	20.80%	28.60%	29.00%	27.00%	11.10%

Fig. 9. Progress and Assessment by Year of Study – Q3



	TCD	PGR Yr1	PGR Yr2	PGR Yr3	PGR Yr4	PGR Yr5+
Definitely disagree	4.90%	5.40%	3.50%	7.10%	2.70%	11.10%
Mostly disagree	11.90%	14.60%	15.30%	8.60%	5.30%	22.20%
Neither agree nor disagree	12.70%	16.90%	10.60%	12.90%	9.30%	0.00%
Mostly agree	43.60%	38.50%	47.10%	44.30%	48.00%	44.40%
Definitely agree	26.80%	24.60%	23.50%	27.10%	34.70%	22.20%

Fig.10 Progress and Assessment by Year of Study – Q4



	TCD	PGR Yr1	PGR Yr2	PGR Yr3	PGR Yr4	PGR Yr5+
Definitely disagree	4.60%	7.70%	3.50%	2.90%	2.70%	0.00%
Mostly disagree	14.10%	21.50%	10.60%	12.90%	6.70%	12.50%
Neither agree nor disagree	15.20%	13.80%	24.70%	8.60%	13.30%	12.50%
Mostly agree	41.60%	38.50%	40.00%	44.30%	44.00%	62.50%
Definitely agree	24.50%	18.50%	21.20%	31.40%	33.30%	12.50%

3.5. Development Opportunities

Due to the number of questions under the Development Opportunities section (Fig.11) of the survey they will be addressed in subsections and in related domains (Refer to Appendix 2: Table A3.5 (a) for Development Opportunities by NFQ Level).

i. Attention is drawn to the first element '*Agreeing a Personal Training or Development Plan'* as it pertains to the finding under the supervision domain that reported <75% agreement that the supervisor helped identify the respondent's training and development needs as a researcher.

The percentage of respondents in Trinity (33%) compared with the ISSE >250 group (41%) for whom this is a feature of their research degree experience is outlined in Table 3.5 (a) below. Across faculties the experience is most prevalent in AHSS and less prevalent in FEMS and HS. Of note is that 19% of respondents across Trinity reported that the opportunity to 'agree a personal training or development plan was 'not available' to them.

Table 3.5 (a) Agreeing a personal training or development plan Trinity vs ISSE > 250 group.

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Agreeing a personal training or development plan	Yes	41.2	33.4%	118	36.5%	54	32.0%	47	29.3%	17
	No	41.9	47.6%	168	44.6%	66	49.0%	72	51.7%	30
	Not avail.	16.8	19.0%	67	18.9%	28	19.0%	28	19.0%	11

An open comment by a PGR respondent under the Supervision domain points to differing perceptions as to whether 'agreeing a personal training or development plan' is an expectation among research degree students, for example:

> *I would not expect a supervisor to "identify my training and development needs as a researcher"*. 4th yr FEMS

Under the 'Other Transferable Skills' domain 76% of Trinity respondents 'agree' or 'definitely agree' that they increasingly manage their own professional development during their programme.

ii. Development opportunities that are associated with 'research outputs' e.g. attending a conference, presenting a paper or poster or submitting a paper for publication perform better than other development opportunities

(refer to Table 3.5 (b) below). This finding supports those from the Trinity PGR Survey conducted in 2016 and 2017. Of note is that the opportunities to attend conferences and present a paper or poster are consistent across Trinity Faculties. The difference is seen in the submission of a research paper for publication which is more likely for respondents in the Health Sc. Faculty.

iii. PGR respondents who study in disciplines that favour team/laboratory environments, e.g. FEMS and Health Sc., report stronger agreement on the opportunity to 'work as part of a team' and to 'work collaboratively with Industry' (refer to Table 3.5 (c) below). Of note is that the opportunity to work collaboratively with Industry is 9.4% higher for respondents in the ISSE >250 group than it is in Trinity. Also noteworthy is that the responses to the final question on working collaboratively with civil societies and public organisations are particularly high among HS respondents many of whom are enrolled in Professional Doctorates and thus this may indicate working across Trinity Health institutions such as public hospitals.

iv. Given Trinity's commitment to ' Innovation and Entrepreneurship' (Innovation & Entrepreneurship Strategy, the vision for the Grand Canal Innovation District; the newly launched Tangent and Undergraduate Certificate in Innovation and Entrepreneurship (2016/17)), Trinity PGR respondents report less access to training in entrepreneurship and innovation (12%) compared with the ISSE >250 group (17%) (Refer to Table 3.5 (d) below). Across Trinity Faculties FEMS and HS respondents' participation levels continue to exceed those of AHSS respondents by 50%. The findings reported in Table 3.5 (a) above, and under the Supervision domain, regarding whether, and with whom, research students agree their personal development plan, point to the continuance of the challenge identified in 2016 and 2017, i.e. how to advertise and promote access to training that sits outside the remit of the Supervisor, the discipline, School and Faculty structure, e.g. Tangent; CAPSL; Library and Careers Service?. The findings of the second question on submitting disclosure or patent applications should be of interest to both Tangent (Launchbox) and Trinity Innovation & Research (TR&I) in both promoting opportunities for, and successes by, student entrepreneurs.

Fig. 11 Percentage of respondents who agreed with statements related to development opportunities (n = 271)

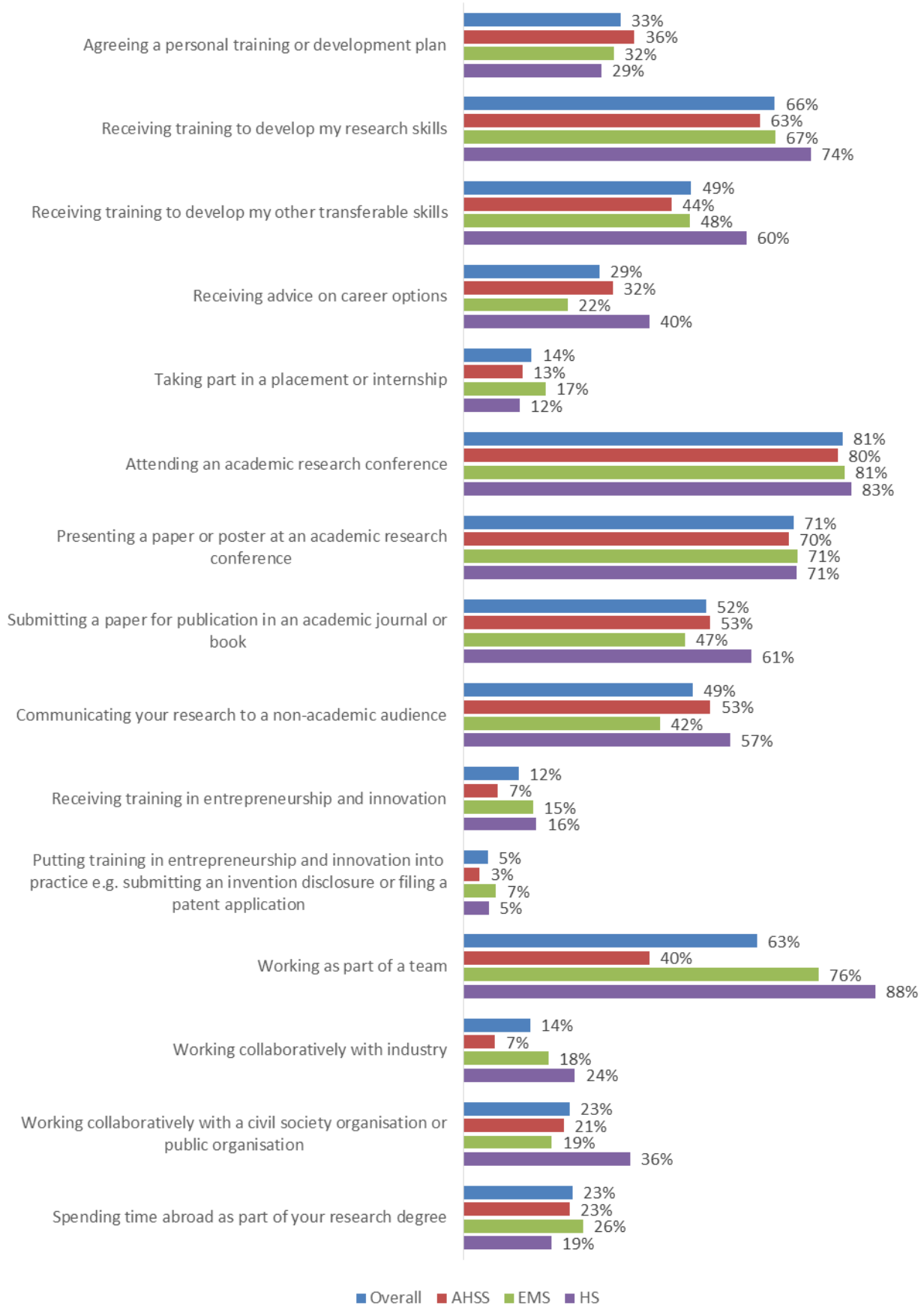


Table 3.5 (b) Development Opportunities associated with the Research Process

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Attending an academic research conference	Yes	80.6	81.0%	290	80.0%	120	81.3%	122	82.8%	48
	No	16.4	15.6%	56	16.7%	25	16.0%	24	12.1%	7
	Not avail.	3.0	3.4%	12	3.3%	5	2.7%	4	5.2%	3
Presenting a paper or poster at an academic research conference	Yes	70.4	70.6%	254	69.5%	105	71.3%	107	71.2%	42
	No	25.9	24.2%	87	25.2%	38	24.7%	37	20.3%	12
	Not avail.	3.6	5.3%	19	5.3%	8	4.0%	6	8.5%	5
Submitting a paper for publication in an academic journal or book	Yes	50.8	51.8%	185	52.7%	79	47.3%	71	61.4%	35
	No	45.1	44.3%	158	44.0%	66	48.0%	72	35.1%	20
	Not avail.	4.1	3.9%	14	3.3%	5	4.7%	7	3.5%	2

Table 3.5 (c) Opportunity to work collaboratively

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Working as part of a team	Yes	64.4	62.6%	223	39.6%	59	75.8%	113	87.9%	51
	No	28.6	28.1%	100	44.3%	66	19.5%	29	8.6%	5
	Not avail.	7.0	9.3%	33	16.1%	24	4.7%	7	3.4%	2
Working collaboratively with industry	Yes	23.6	14.2%	51	6.7%	10	18.1%	27	23.7%	14
	No	62.0	68.4%	245	69.3%	104	70.5%	105	61.0%	36
	Not avail.	14.4	17.3%	62	24.0%	36	11.4%	17	15.3%	9
Working collaboratively with a civil society organisation or public organisation	Yes	23.2	22.6%	81	21.3%	32	18.8%	28	35.6%	21
	No	62.7	62.3%	223	59.3%	89	70.5%	105	49.2%	29
	Not avail.	14.0	15.1%	54	19.3%	29	10.7%	16	15.3%	9

Table 3.5 (d) Opportunity to develop Innovation & Entrepreneurship skills

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Receiving training in entrepreneurship and innovation	Yes	17.3	11.7%	42	7.3%	11	14.8%	22	15.5%	9
	No	69.6	74.3%	266	77.5%	117	74.5%	111	65.5%	38
	Not avail.	13.1	14.0%	50	15.2%	23	10.7%	16	19.0%	11
Putting training in entrepreneurship and innovation into practice e.g. submitting an invention disclosure or filing a patent application	Yes	7.1	5.1%	18	3.4%	5	6.8%	10	5.3%	3
	No	76.9	79.5%	280	77.9%	116	82.2%	120	77.2%	44
	Not avail.	16.1	15.3%	54	18.8%	28	11.0%	16	17.5%	10

v. Following on from the innovation and entrepreneurship theme, two questions focus on access to career advice and placements or internships. Among Trinity respondents, Health Sc. respondents report the highest opportunities for receiving careers advice (40%). This cohort is more likely to be employer-sponsored (20%) and therefore motivated by professional training. FEMS respondents report the least amount of opportunities to receive careers advice (22%), lower than ISSE > 250 group (31%), Trinity overall (29%) and AHSS (32%). FEMS respondents are, however, the only cohort which has the same level of opportunity (17.4%) as respondents in the ISSE >250 group (18%) to avail of placements or internships. Of note is that only 3% of respondents nominated 'Self-employment' as their top career choice with 14% of respondents nominating this as a career choice in their top three ranked choices (refer Table 3.10 (b))

Table 3.5 (e) Career and Internships

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Receiving advice on career options	Yes	30.8	29.1%	104	31.8%	48	22.1%	33	39.7%	23
	No	58.7	60.3%	216	58.9%	89	65.8%	98	50.0%	29
	Not avail.	10.6	10.6%	38	9.3%	14	12.1%	18	10.3%	6
Taking part in a placement or internship	Yes	18.0	14.5%	52	12.6%	19	17.4%	26	11.9%	7
	No	61.2	58.8%	211	57.6%	87	57.0%	85	66.1%	39
	Not avail.	20.8	26.7%	96	29.8%	45	25.5%	38	22.0%	13

vi. The question on the opportunity to spend time abroad as part of the research programme is new, i.e. was not part of the Trinity PGR Survey. Trinity's policy on Remote Supervision of Postgraduate (Doctoral) Students Policy introduced in July 2016 addresses this opportunity. It is noted that this opportunity is generally associated with the need to do fieldwork and is not common in Trinity (23%) or across the ISSE >250 group (23%).

Table 3.5 (f) Opportunity to spend time abroad

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Spending time abroad as part of your research degree	Yes	23.1	23.2%	83	22.7%	34	25.5%	38	18.6%	11
	No	64.6	65.9%	236	64.7%	97	65.8%	98	69.5%	41
	Not avail.	12.3	10.9%	39	12.7%	19	8.7%	13	11.9%	7

vii. Teaching and Demonstrating is another point of differentiation between Trinity and other ISSE>250 institutions. Approximately 70% of Trinity respondents teach or demonstrate compared with 26% in the ISSE>250 group. The opportunity to teach and demonstrate increases from approx. 50% in Year 1 to 86% in Year 4. FEMS respondents report the highest availability of teaching and demonstrating (87%) and AHSS the lowest (55%).

Fig.12: Proportion of PGR respondents who teach and /or demonstrate by year of study

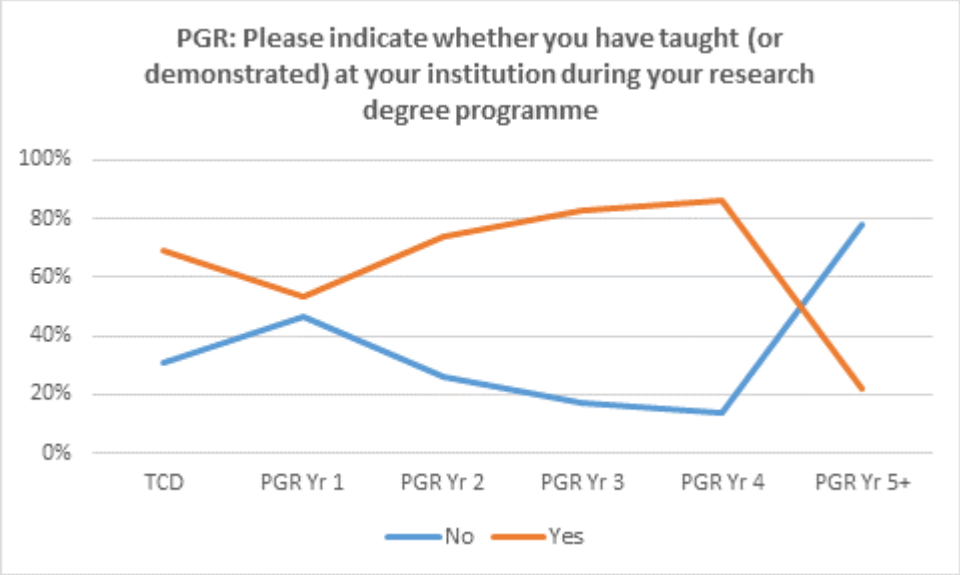


Table 3.5 (g) Proportion of respondents who teach or demonstrate by faculty

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme	No	74.0	30.7%	109	45.0%	67	12.8%	19	40.4%	23
	Yes	26.0	69.3%	246	55.0%	82	87.2%	130	59.6%	34

(refer to Appendix 2: Table A3.5(b) for Teaching and Demonstrating by NFQ level)

The experience of Teaching and Demonstrating is further explored in Fig. 13 and Table 3.5 (h) below. Of interest is that respondents in faculties where the opportunity to teach or demonstrate is less available, AHSS (55%) and HS (60%), report the most benefit to them in terms of enhancing their overall research experience, AHSS (73%) and HS (74%).

FEMS respondents who have the most opportunities to teach and demonstrate (87%) report the lowest benefit / enhancement to their overall research experience (65%). These findings are consistent with those of the 2016 and 2017 PGR Surveys and suggest that FEMS would benefit from conducting a faculty-level review of teaching and demonstrating both from the perspective of PGR students and also that of undergraduate students as recipients of teaching and learning from TAs and demonstrators.

Fig.13. Percentage of respondents who agreed with statements related to development opportunities (n = 271)

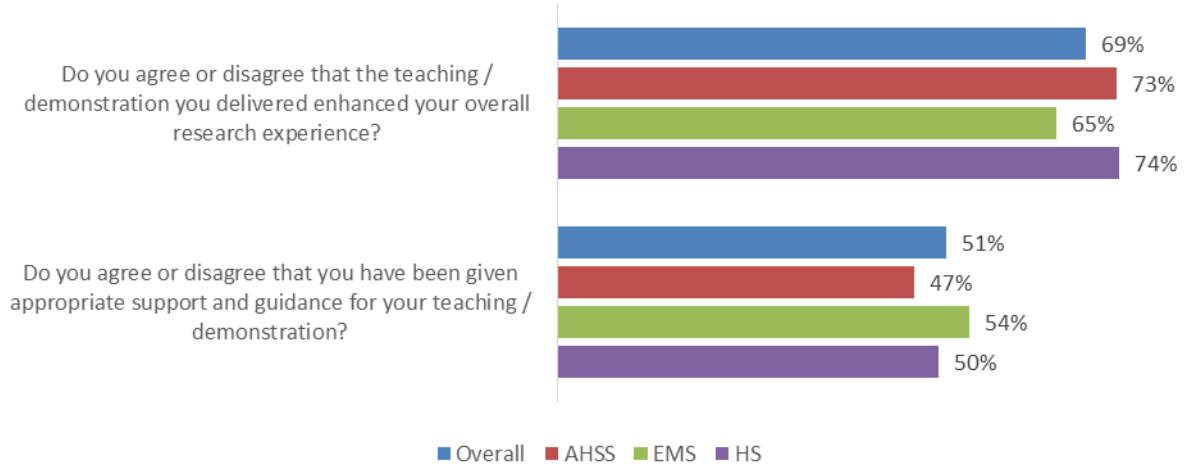


Table 3.5 (h). Experience of teaching and demonstrating by faculty

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Do you agree or disagree that the teaching / demonstration you delivered enhanced your overall research experience?	Definitely disagree	7.9	6.0%	16	7.4%	7	6.6%	9	0.0%	0
	Mostly disagree	12.8	10.1%	27	9.6%	9	9.6%	13	13.2%	5
	Neither agree nor disagree	14.0	14.6%	39	9.6%	9	18.4%	25	13.2%	5
	Mostly agree	26.8	29.1%	78	25.5%	24	31.6%	43	28.9%	11
	Definitely agree	38.5	40.3%	108	47.9%	45	33.8%	46	44.7%	17
Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration?	Definitely disagree	11.4	12.5%	34	14.6%	14	10.9%	15	13.2%	5
	Mostly disagree	21.0	20.7%	56	17.7%	17	22.6%	31	21.1%	8
	Neither agree nor disagree	18.8	15.9%	43	20.8%	20	12.4%	17	15.8%	6
	Mostly agree	30.4	34.3%	93	32.3%	31	35.8%	49	34.2%	13
	Definitely agree	18.4	16.6%	45	14.6%	14	18.2%	25	15.8%	6

The acquisition of teaching and demonstrating skills to equip PGR respondents in their roles in teaching and demonstrating continues to be an issue for respondents. Across all faculties approx. one-third (AHSS 32.3%; FEMS 33.5%; Health Sc. 34.3%) 'definitely or mostly disagreed' that they had had appropriate preparation or guidance in carrying out their role.

In terms of the qualitative analysis, respondents' open comments placed a high value on the opportunity to teach/demonstrate. There was a perceived lack of preparation or development opportunities prior to embarking on teaching or demonstration. This was considered to be detrimental both to postgraduate students and the undergraduate students to whose education they were contributing. The lack, or insufficiency, of payment for such teaching/demonstration was also considered an issue, framed by concerns regarding equity and the time such tasks take away from research work. It was suggested that the professional development opportunities currently available to academic staff, but not to postgraduate students, could be extended to postgraduate students.

Demonstrating is certainly helpful in getting experience in communication and management, however, there is little training in how to demonstrate/assess reports or in what standard is expected. 4th year, EMS

I didn't develop teaching skills or training, despite trying to get on courses a number of times. 4th year, HS

I think teaching/demonstrating is fantastic experience, that said we receive little or no guidance in what we are teaching which at the end of the day affects the undergrads we are demonstrating for the most. We also receive no payment for our work which I think is disgraceful considering how little we are paid anyway. 1st year, EMS

I think the most value I got from my research program was through teaching and assisting students. 4th year, EMS

3.6. Research Skills

Research skills training is core to the experience of research degree students and is discipline specific. As seen in Table 3.6 (a) below 66% of Trinity respondents report that they received research skills training compared with 75% of respondents in the ISSE >250 group (Refer to Appendix 2: Table A3.6 Research Skills by NFQ level).

Table 3.6 (a) Research Skills Training

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	N	%	N	%	N	%	N
Receiving training to develop my research skills	Yes	75.2	66.5%	238	63.3%	95	66.7%	100	74.1%	43
	No	19.4	26.0%	93	30.0%	45	25.3%	38	17.2%	10
	Not avail.	5.5	7.5%	27	6.7%	10	8.0%	12	8.6%	5

i. As noted in Fig.14 below respondents report high levels of agreement on training in research methodologies (80-91%) and critical evaluation skills (81-93%).

ii. An understanding of research integrity is reported by (73-93%) of respondents and is particularly high in HS. Trinity has a Policy on Good Research Practice that addresses Research Integrity and applies to all research students. Trinity has a Policy and calender regulations on Plagiarism that outline penalties for different levels of plagiarism. Plagiarism for a postgraduate research thesis or dissertation is always classed as a level 4.

iii. Confidence to be 'creative or innovative' is reported by approx. two-thirds of respondents (67%). The wording in this question infers 'confidence to be creative or innovative' and is interpreted differently from the availability of development opportunity in innovation and entrepreneurship reported previously (7-16%) or success in submitting an invention disclosure or patent application (3-7%) and thus should be reviewed as part of the evaluation of the pilot survey.

Fig.14 Percentage of respondents who mostly/definitely agreed with statements related to research skills (n = 346)

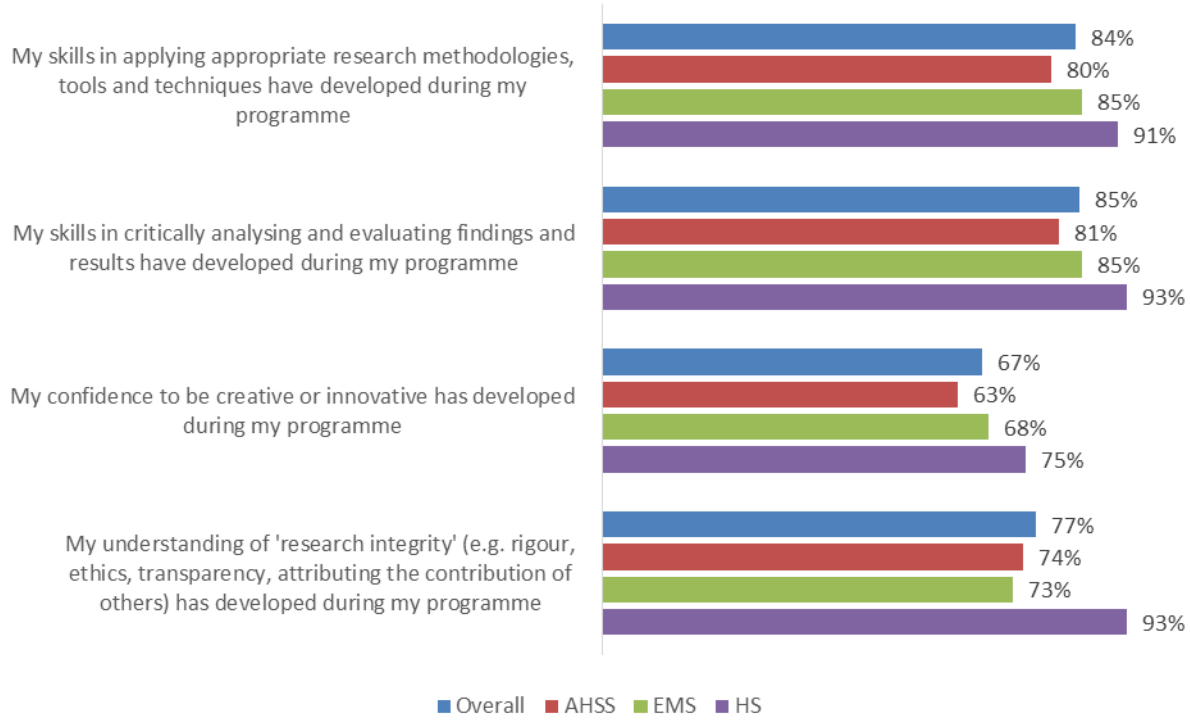


Table 3.6 (b) Research Skills by Faculty

		ISSE>250	Trinity Total		AHSS		FEMS		Health Sciences	
		%	%	Count	%	Count	%	Count	%	Count
My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	Definitely disagree	1.3%	2.0%	7	2.1%	3	2.0%	3	1.8%	1
	Mostly disagree	2.7%	2.6%	9	4.9%	7	1.4%	2	0.0%	0
	Neither agree nor disagree	8.6%	11.6%	40	13.4%	19	11.6%	17	7.0%	4
	Mostly agree	41.5%	39.3%	136	39.4%	56	40.8%	60	35.1%	20
	Definitely agree	45.59	44.5%	154	40.1%	57	44.2%	65	56.1%	32
My skills in critically analysing and evaluating findings and results have developed during my programme	Definitely disagree	1.1%	1.2%	4	0.7%	1	2.0%	3	0.0%	0
	Mostly disagree	3.0%	4.1%	14	5.7%	8	2.0%	3	5.4%	3
	Neither agree nor disagree	8.8%	10.2%	35	12.8%	18	10.9%	16	1.8%	1
	Mostly agree	41.6	38.1%	131	40.4%	57	36.1%	53	37.5%	21
	Definitely agree	45.4%	46.5%	160	40.4%	57	49.0%	72	55.4%	31
My confidence to be creative or innovative has developed during my programme	Definitely disagree	2.8%	3.5%	12	1.4%	2	4.8%	7	5.4%	3
	Mostly disagree	8.7%	10.4%	36	11.2%	16	9.6%	14	10.7%	6
	Neither agree nor disagree	17.5%	18.8%	65	24.5%	35	17.1%	25	8.9%	5
	Mostly agree	39.5%	37.4%	129	32.2%	46	42.5%	62	37.5%	21
	Definitely agree	31.4%	29.9%	103	30.8%	44	26.0%	38	37.5%	21
My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	Definitely disagree	1.5%	1.5%	5	2.1%	3	1.4%	2	0.0%	0
	Mostly disagree	3.0%	5.0%	17	5.0%	7	6.2%	9	1.8%	1
	Neither agree nor disagree	12.5%	16.9%	58	18.4%	26	19.9%	29	5.4%	3
	Mostly agree	38.3%	39.7%	136	39.0%	55	39.0%	57	42.9%	24
	Definitely agree	44.7%	37.0%	127	35.5%	50	33.6%	49	50.0%	28

Open-comments referred to research skills being gained through the initiative of the students themselves without as much formalisation of skills development as respondents would have liked to have seen. Research methods modules were seen as important and worthy of further development or expansion. The range of modules available to PhD students was also seen as an area where further consideration might be beneficial.

These are all skills I learned myself over the course of my PhD. 4th year, AHSS

I do everything myself with very little direction, so yes, I have definitely developed in terms of project management and networking. I have sought out opportunities to communicate my research to a lay audience, so I have improved there. 3rd year, AHSS

We require ECTS to graduate, however there are very, very few options for obtaining these. 2nd year, EMS

There is minimal statistical training outside of the postgrad course which is heavily math and engineering focused and not very applicable to other faculties. 4th year, HS

3.7. Transferable Skills

Transferable Skills are extracted as a separate skillset from research skills. This domain contains four quantitative questions and one open-response question.

i. Table 3.7 (a) below provides Trinity respondents with responses to related questions under the Development Opportunities domain. The findings indicate that 49% of Trinity respondents compared with 59% of ISSE > 250 respondents reported that they had received training to develop transferable skills.

   The only Trinity Faculty to report similar levels of training was the Faculty of HS (60%), and HS respondents also report the highest level of opportunities to communicate their research to a non-academic audience (57%). This is higher than the Trinity overall response (49%) and the ISSE >250 group (46%). (Refer to Appendix 2: Table A3.7 Transferable Skills by NFQ level).

Table 3.7(a) Development opportunities that relate to Transferable Skills

		ISSE>250	Trinity Total		AHSS		FEMS		Health Sciences	
		%	%	Count	%	Count	%	Count	%	Count
Receiving training to develop my other transferable skills	Yes	59.4	48.6%	174	44.4%	67	48.3%	72	60.3%	35
	No	33.2	41.3%	148	45.7%	69	41.6%	62	29.3%	17
	Not avail.	7.4	10.1%	36	9.9%	15	10.1%	15	10.3%	6
Communicating your research to a non-academic audience	Yes	46.3	48.9%	174	52.7%	78	42.0%	63	56.9%	33
	No	47.6	46.1%	164	42.6%	63	51.3%	77	41.4%	24
	Not avail.	6.1	5.1%	18	4.7%	7	6.7%	10	1.7%	1

Fig. 15 Percentage of respondents who mostly/definitely agreed with statements related to transferrable skills (n = 341)

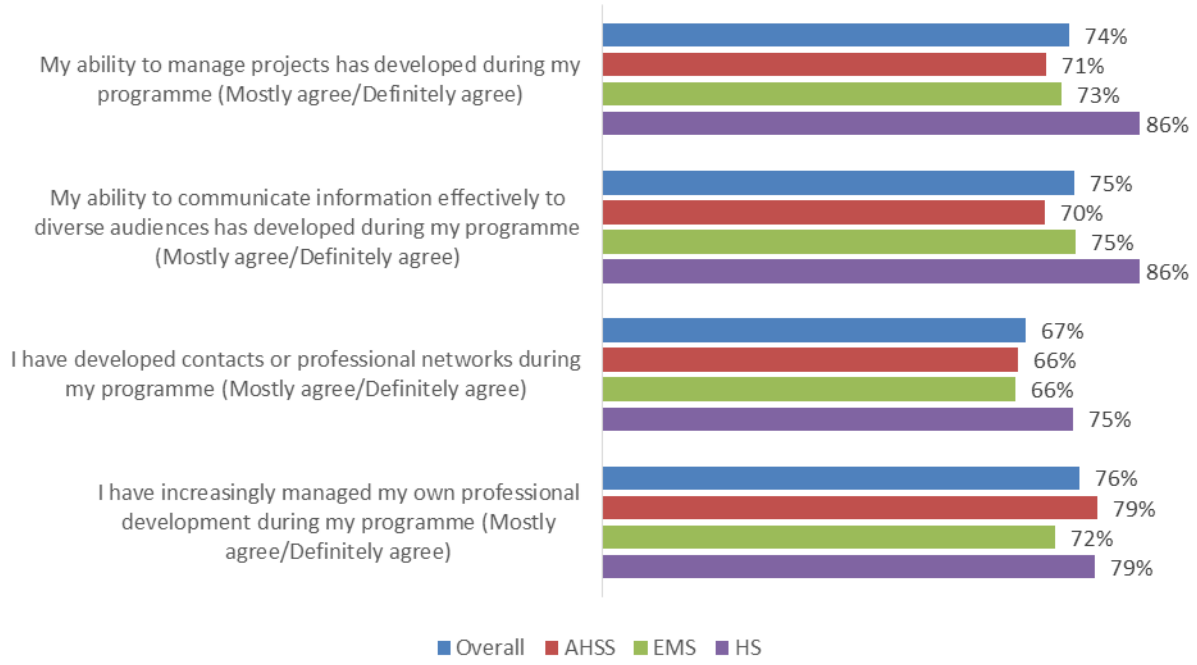


Table 3.7 (b) Transferable Skills by Faculty

		TCD Total		AHSS		FEMS		Health Sciences	
		Column N %	*Count*	*Column N %*	*Count*	*Column N %*	*Count*	*Column N %*	*Count*
My ability to manage projects has developed during my programme	Definitely disagree	2.4%	8	3.6%	5	2.1%	3	0.0%	0
	Mostly disagree	7.2%	24	8.8%	12	7.7%	11	1.8%	1
	Neither agree nor disagree	16.1%	54	16.8%	23	16.9%	24	12.5%	7
	Mostly agree	39.1%	131	43.8%	60	35.2%	50	37.5%	21
	Definitely agree	35.2%	118	27.0%	37	38.0%	54	48.2%	27
My ability to communicate information effectively to diverse audiences has developed during my programme	Definitely disagree	2.1%	7	3.8%	5	1.4%	2	0.0%	0
	Mostly disagree	7.0%	23	6.8%	9	8.5%	12	3.6%	2
	Neither agree nor disagree	15.8%	52	18.9%	25	14.8%	21	10.7%	6
	Mostly agree	43.6%	144	40.2%	53	47.2%	67	42.9%	24
	Definitely agree	31.5%	104	30.3%	40	28.2%	40	42.9%	24
I have developed contacts or professional networks during my programme	Definitely disagree	3.2%	11	4.3%	6	3.4%	5	0.0%	0
	Mostly disagree	9.1%	31	9.4%	13	9.6%	14	7.1%	4
	Neither agree nor disagree	20.2%	69	20.1%	28	21.2%	31	17.9%	10
	Mostly agree	37.2%	127	35.3%	49	39.7%	58	35.7%	20
	Definitely agree	30.2%	103	30.9%	43	26.0%	38	39.3%	22
I have increasingly managed my own professional development during my programme	Definitely disagree	1.5%	5	0.7%	1	2.8%	4	0.0%	0
	Mostly disagree	5.9%	20	5.1%	7	7.6%	11	3.6%	2
	Neither agree nor disagree	16.6%	56	15.2%	21	17.4%	25	17.9%	10
	Mostly agree	39.9%	135	32.6%	45	50.7%	73	30.4%	17
	Definitely agree	36.1%	122	46.4%	64	21.5%	31	48.2%	27

There were also some who voiced a desire for more support in becoming career-ready at the end of their research programmes.

> *Industry collaborations and internships should be prioritised, not for making money (and definitely not to the detriment of blue-skies research), but because the PhD is a training course - and the students need to be employable at the end of it.* 4th year, EMS

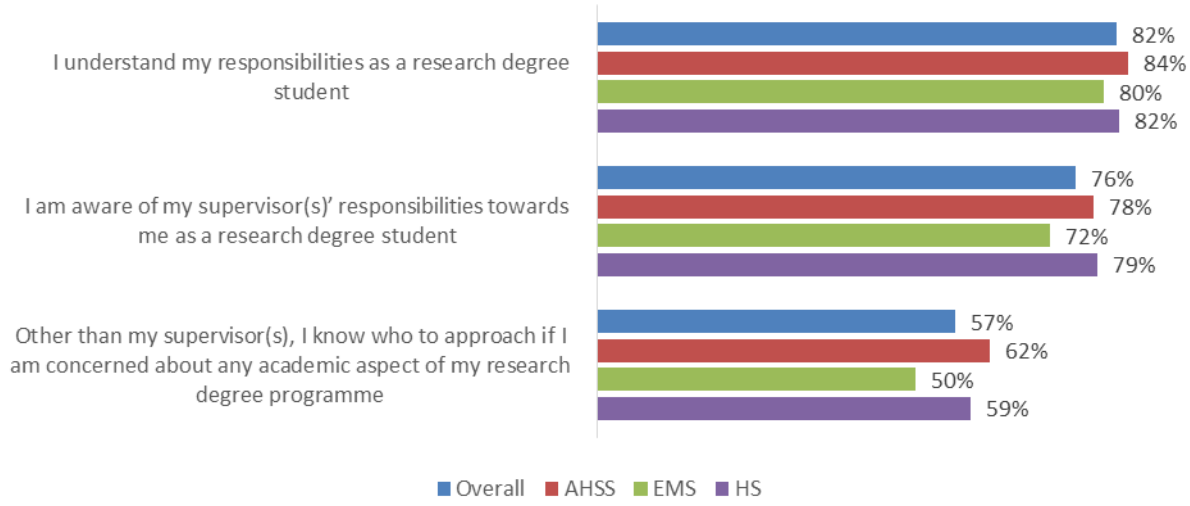
3.8. Responsibilities and Supports

The responsibilities and supports domain contains six questions and one open-comment question.

i. The first three questions replicate questions contained within the Trinity PGR Survey (2016, 2017) and are represented in Fig. 16 below. Of note is that ≥ 80% of respondents reported an understanding of their responsibilities as a research degree student, while < 80% of respondents reported an awareness of a supervisor's responsibilities towards them as a research degree student. This information and, 'other than their supervisor, who to approach about aspects of their research degree programme', is information that can be addressed through induction/orientation sessions as College, School or Discipline and as part of the GSU induction programmes (refer to section on Progress and Assessment above).

   As has been the case in 2016 and 2017, 57% of respondents reported they knew the most appropriate person to approach with concerns regarding academic aspects of their degree programmes. In response to this question the most commonly nominated were the Head of School (30)/Department or the Director of Postgraduate Teaching and Learning (n=56). Other (n=61) included other academics, PhD Coordinators, Academic Registry, Graduate Studies, GSU, Funders etc. (Refer to Appendix 2: Table A3.8(a) for Responsibilities and Supports by NFQ level; and Table A3.8 (b) for all responses by Faculty).

Fig. 16. Percentage of respondents who mostly/definitely agreed with statements related to responsibilities and supports (n = 345)



ii. Two new questions were introduced as part of the ISSE PGR Survey Pilot, these are:

- *How aware are you of the various student supports available (recreation, healthcare, counselling etc)*? Overall, 47% of respondents (n = 344) reported being quite or very aware of the various student supports available to them.

- *My institution values and responds to feedback from research degree students?* A prevailing theme was that of students feeling that PhD students can sometimes feel undervalued within the College community. Just 26% of respondents (n = 335) mostly or definitely agreed that their institution values and responds to

feedback from research degree students. Responses suggested a need for more clarity of information, more proactive support and more organised feedback mechanisms to allow for timely responses to the identified needs of PhD students.

PhD candidates are regarded as longer-term masters students, rather than as being qualitatively different. We are a resource in terms of funding or the ability to teach, but a responsibility to the community of PhD is lacking. 3rd year, AHSS

'I think the institution would like to respond to feedback but lacks funding/space to do so'. 4th year EMS

Although the institution values and does respond to feedback, the resolution of simple issues takes a disproportionate amount of time. 3rd year, EMS

Postgraduate research students are not given the support they need from the school/department and are not informed of who they can contact outside of the school for formal research/degree related issues. There is help available from Student Counselling and Student Learning and Development and they provide excellent services but there needs to be more institutional support from departments. 2nd year, AHSS

A biannual meeting with 2 different mentors/tutors would alleviate the considerable difficulty in approaching a person to make known issues with mental health, research direction, lack of adequate supervision etc. 3rd year, EMS

3.9. Motivations

The Motivations domain asked respondents to rank their top three motivations for pursuing a research degree. Nine response options were provided as outlined in Table 3.9 (a) below. (Refer to Appendices 2: Table A3.9 (a) Motivations by Rank and Table A3.9 (b) all responses by Faculty)

Table 3.9 (a) Motivations among Trinity respondents for pursuing a research degree programme.

		My interest in my subject	Improving my career prospects for an academic / research career	Improving my career prospects outside of an academic / research career	I was encouraged by a former academic tutor / supervisor	The funding was available	It felt like a natural step for me	I felt inspired to work with a particular academic	Professional development or training	Other (Please specify)
N=345	Valid	281	192	104	64	77	178	38	80	17
	Missing	64	153	241	281	268	167	307	265	328

Note: 345 respondents selected at least one item from the motivations question. The % responses are calculated with that as a base. Valid is the number who selected the item in question and Missing is the number who did not select that item.

Table 3.9 (b) Motivation by Rank Order

Rank	Motivation	Overall to 3 motivations	Top motivation	Faculty
1	*My interest in my subject*	81%	51% (20% as 2nd; 11% as 3rd)	57% AHSS; 48% FEMS; 43% HS.
2	*Improving career prospects for an academic/research career*	56%	19% (25% as 2nd; 11% as 3rd)	22% AHSS; 22% FEMS; 15% HS
3	*Natural progression*	52%	11% (17% as 2nd; 24% as 3rd)	8% AHSS;12% FEMS; 15%HS

In descending rank order by 'Overall' and 'Top Priority' the other response options are outlined below. Of interest is the low level of motivation linked to external influencers such as funding availability and personal relationships with academics etc.

i. *Improving my career prospects outside of an academic / research career* was ranked in fourth place. Overall it was selected by 30% of respondents, of whom 8% nominated it as their top motivation for pursuing a research degree. Across Faculties it was selected by 12% of FEMs; 10% HS; and 3% of AHSS respondents.

ii. *Professional development or training* was ranked in fifth place overall, with 23% of respondents nominating it as a motivation in pursuing a research degree programme. 3% of respondents selected it as their top motivation. 3% of respondents across all Trinity's Faculties included it as a motivation.

iii. The *funding was available* was ranked in sixth place. This was nominated by 22% of respondents but only 2% nominated it as their top motivation for pursuing a research degree programme. It was nominated by2% of AHSS and FEMS and 3% of HS respondents.

iv. *I was encouraged by a former academic tutor / supervisor* was ranked in seventh place. Overall it was represented in 18% of respondents' top three ranked motivations. Only 2% of respondents nominated it as their top motivation for pursuing a research degree programme. It was nominated by 3% of AHSS and FEMS respondents and by 7% of HS respondents.

v. *I felt inspired to work with a particular academic* was ranked in eight place. Overall it attracted 11% of responses. Only 1% of respondents nominated it as their top motivation for pursuing a research degree programme. It was selected by 3% of AHSS and FEMS respondents and 2% of HS respondents as a motivation factor.

vi. 5% of respondents selected an 'Other' motivation as a factor in pursuing a research degree programme. 2% of respondents' nominated it as their top motivation and 2% of respondents in all three faculties included it as a motivation.

A new lens on motivations is that of lifelong learning provided in Table 2.8 (replicated below) and supported by respondents' open comments indicating 30% of respondents are in the late career or post-career stage of life.

Table 2.8Profile of Trinity PGR Respondents by Year of Birth

Year of birth	1945-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1996
Number of respondents	3 (0.8%)	6 (1.6%)	21 (5%)	40 (10%)	117 (31%)	192 (51%)

Personal interest following retirement AHSS Yr1

Retirement (I am not young) AHSS Yr3

3.10. Career

The Career domain asked respondents to rank the top three career choices they wished to pursue after their research degree. There were eleven response options as outlined in Table 3.10 (a) below. The career option responses were more closely aligned in rank order, than motivations, outlined in 3.9 above. (Refer Appendix 2:Table A3.10 Career rank by Faculty)

Table 3.10 (a). Career options upon finishing research degree programme by rank

		Academic career in higher education (either research and teaching, or teaching only)	Research career in higher education	Other career in higher education	Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)	Teaching (at a level below higher education)	Returning to, or remaining with, employer who is sponsoring your degree	Returning to, or remaining with, employer who is not sponsoring your degree	Self-employment (including setting up your own business)	Any other professional career	Not sure or not decided yet	Other (Please specify):
N 338	Valid	231	171	33	199	30	34	22	47	97	86	23
	Missing	107	167	305	139	308	304	316	291	241	252	315

Note: 338 respondents selected at least one item from the careers question. The % responses are calculated with that as a base. Valid is the number who selected the item in question and Missing is the number who did not select that item

i. The top three ranked career options by overall and top career choice are outlined in Table 3.10 (b) below.

Table 3.10 (b) Career Options by Rank

Rank	Career Option	Overall top 3 careers	Top motivation	Faculty
1	*Academic Career in Higher Education*	68%	38% (20% as 2nd; 11% as 3rd)	50% AHSS; 28% FEMS; 32% HS
2	*Research career outside higher education*'	59%	18% (21% as 2nd; 19% as 3rd)	11% AHSS 26% FEMS; 16% HS
3	*Research Career in Higher Education*	51%	15% (28% as 2nd; 7% as 3rd)	12% AHSS; 16% FEMS 17% HS

ii. *Any other professional career* was ranked in fourth place and was nominated by 29% of overall respondents; 15 of whom nominated it as their first choice career option. Across Trinity Faculties it was nominated by 2% of AHSS; 7% of FEMS and 9% of HS respondents.

iii. In fifth place, 25% of overall respondents reported that they were *Not sure or not decided yet.* 10% of respondents selected this as their top ranked response; 8% of AHSS, 13% of FEMS and 5% of HS respondents were unsure or undecided as to their career path on completion of their research degree programme.

iv. *Self-employment (including setting up your own business)* was ranked in sixth place. It was nominated by 14% of respondents overall; by 3% as their top-ranked career choice and by 4% of AHSS, 3% of FEMS and 2% of HS respondents. Readers are referred back to Table 3.5 (d) where 12% of respondents reported they had receive training in entrepreneurship and innovation; 74% reported they had not received such training and 14% responded that it was unavailable. It will be of interest to monitor responses to this question in future years, as Tangent expands its delivery of education to both undergraduate and postgraduate students, e.g. the

Undergraduate Certificate in Innovation and Entrepreneurship is projected to recruit up to 300 students and Tangent has also submitted an elective as part of the Trinity Education Project. Both of these will enable students to engage in entrepreneurial activity such as business creation.

iv. *Returning to, or remaining with, employer who is sponsoring your degree* was ranked in seventh place. Overall it was nominated by 10% respondents; 4% as their top ranked career option. Of note is that 10% of HS of Health Sc. respondents selected this as a career option confirming the information provided in Table 3.1 (a) that 20% of HS respondents are sponsored by their employers to undertake their research degree programme. It was selected by 4% of AHSS and 1% of FEMS respondents.

v. *Other career in Higher Education* was ranked in eight place and was nominated by 10% of respondents overall and by 1% of respondents as their top career choice. It was selected by 1% of AHSS and FEMS respondents and 3% of HS respondents as a career option post completion of their research degree programme.

vi. *Teaching (at a level below Higher Education)* was ranked in ninth place. It was included as a career option post completion of a research degree by 9% of respondents overall; by 2% of respondents as their top career choice and by 3% of AHSS and HS respondents and 1% of FEMS respondents.

vii. 7% of respondents nominated an '*Other*' career option, resulting in this choice being ranked in tenth place. It featured as a career option in 7% of overall responses; as a top – ranked career choice in 3% of responses and in the responses of overall 4% of AHSS, 1% of FEMS and 3% of HS respondents.

viii. *Returning to, or remaining with, employer who is not sponsoring your degree* was ranked in eleventh place. It features as a response option in 6% of overall responses; as the top ranked career option in 2% of responses and by 1% of AHSS, 2% of FEMS and 7% of HS respondents.

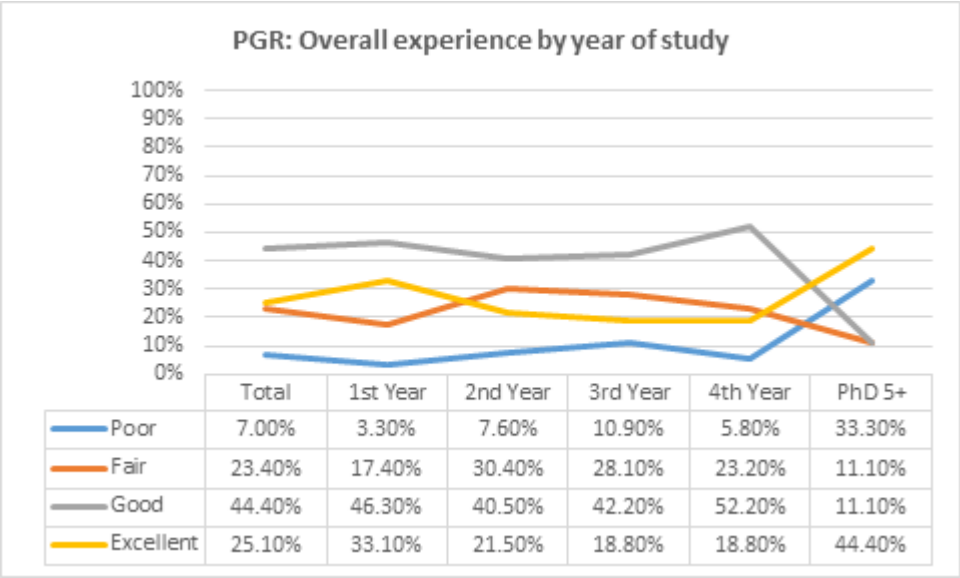
3.11. Overall experience

The final section of the ISSE PGR Survey addresses respondents' overall experience as a research degree student in Trinity (refer to Executive Summary Fig 1. and Fig 2.). It contains two new questions which provide value to higher education institutions in terms of progression and retention of research degree students:

- Confidence in completing their research degree within specified time period;
- Potential to withdraw from their research degree programme?

i. Overall experience by year of study in Trinity and in each faculty is outlined in Figs. 17-20 below.

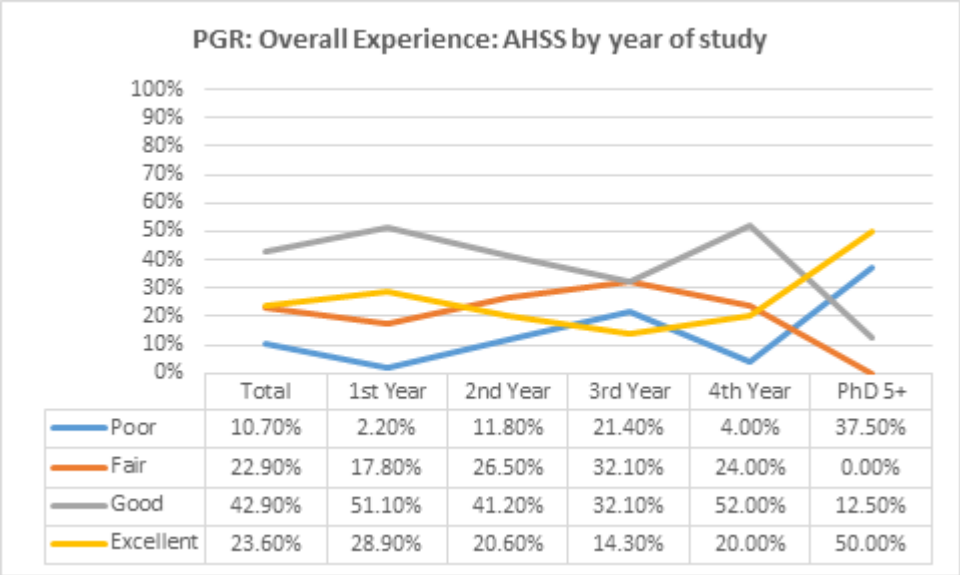
Fig.17. Overall experience by year of study



	Total	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
Poor	7.00%	3.30%	7.60%	10.90%	5.80%	33.30%
Fair	23.40%	17.40%	30.40%	28.10%	23.20%	11.10%
Good	44.40%	46.30%	40.50%	42.20%	52.20%	11.10%
Excellent	25.10%	33.10%	21.50%	18.80%	18.80%	44.40%

69.5% of respondents who answered this question (342) reported that they had a 'Good' or 'Excellent' overall experience as a research degree student in Trinity. 1st Year PGR respondents report the most positive overall experience at 79%; this drops to 62% in Year 2 and 61% in Year 3, rising again to 71% in Year 4 as full-time students near completion. The number of respondents in Year 5+ is small (n=9) and they report the lowest overall positive experience in Trinity at 55%, identifying once again that the needs of part-time and /or students in the corrections phase of their research degree programme may have distinct needs that require consideration.

Fig. 18 Overall Experience: AHSS by year of study

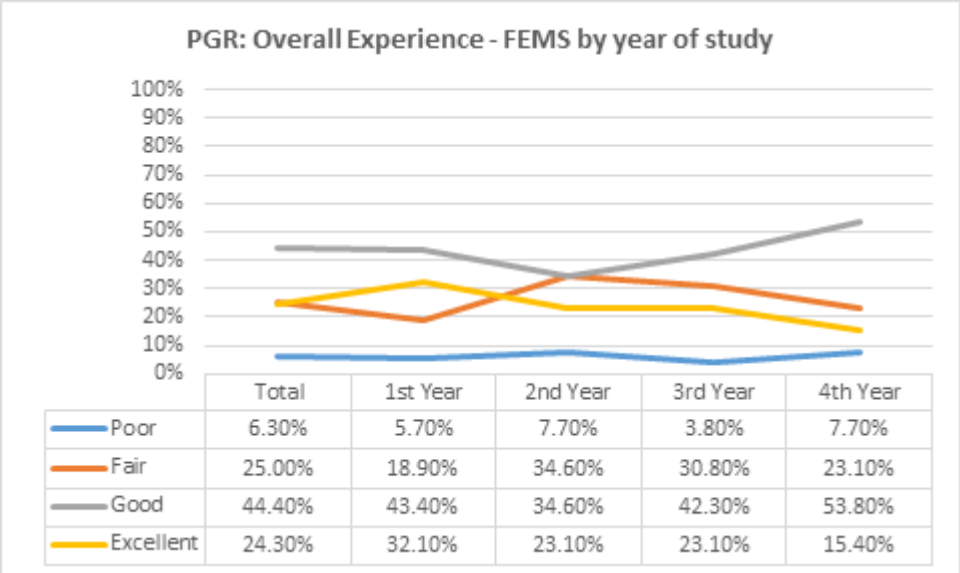


	Total	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
Poor	10.70%	2.20%	11.80%	21.40%	4.00%	37.50%
Fair	22.90%	17.80%	26.50%	32.10%	24.00%	0.00%
Good	42.90%	51.10%	41.20%	32.10%	52.00%	12.50%
Excellent	23.60%	28.90%	20.60%	14.30%	20.00%	50.00%

Of note in the 140 AHSS respondents is the sharp decline in reports of a 'Good' or 'Excellent ' experience from Year 1 (80%) to Year 2 (62%), again in Year 3 (46%) before rising again in Year 4 (72%). The needs of Year 5+ students (62.5%) have been highlighted throughout this report as their responses are seen to diverge from Year 4.

Of the 144 FEMS respondents (Fig. 19), first year respondents report the most positive experience (75.5%), declining for Year 2 respondents (58%), rising to 65% in Year 3 and 69% in Year 4 of their study programme.

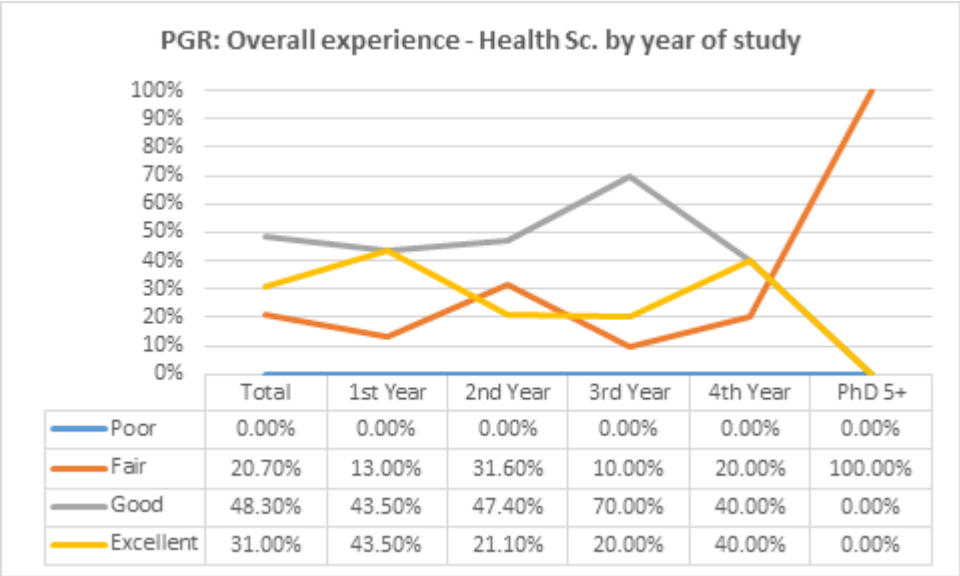
Fig. 19 Overall Experience - FEMS by year of study



	Total	1st Year	2nd Year	3rd Year	4th Year
Poor	6.30%	5.70%	7.70%	3.80%	7.70%
Fair	25.00%	18.90%	34.60%	30.80%	23.10%
Good	44.40%	43.40%	34.60%	42.30%	53.80%
Excellent	24.30%	32.10%	23.10%	23.10%	15.40%

The Faculty of Health Sc. had 58 respondents (Fig 20), they report the most positive overall experience (79%) with no (0%) respondents' reporting a 'Poor' overall experience. 87% of PGR Year 1, 68% of PGR Year 2, 90% of PGR Year 3 and 80% of PGR Year 4 respondents report a 'Good' or 'Excellent' research degree programme.

Fig.20. Overall experience - Health Sc. by year of study



	Total	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
Poor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Fair	20.70%	13.00%	31.60%	10.00%	20.00%	100.00%
Good	48.30%	43.50%	47.40%	70.00%	40.00%	0.00%
Excellent	31.00%	43.50%	21.10%	20.00%	40.00%	0.00%

ii. Progression and Retention of Research Degree Students: the final questions of the ISSE PGR Survey Pilot address the progression and retention of research degree students. An associated metric of 'completion rates' is often reported in the quality literature and is proposed as a metric by QQI in Ireland, however it is not currently collected in the SITS system in Trinity.

The College Calender Part III cites the institutional norms for completion of a PhD thesis in Trinity as four years for students enrolled on a full-time basis and six years for students enrolled on a part-time basis.

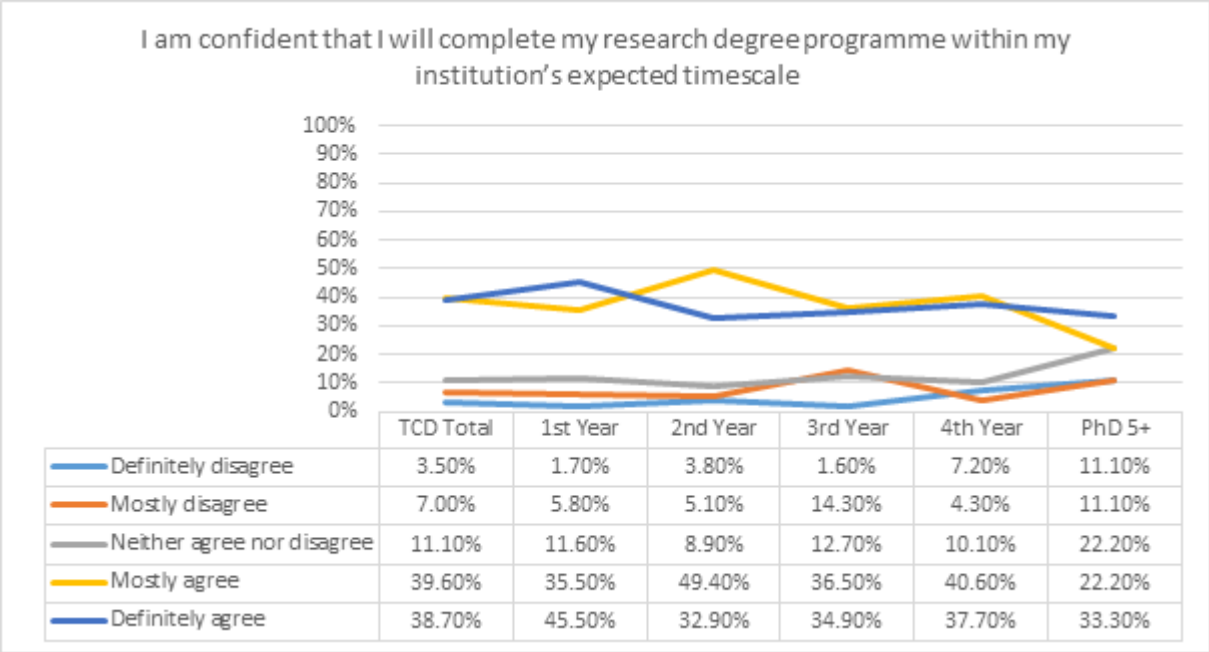
Table 3.11 (e) below outlines respondents' level of confidence in completing their research degree within the institutional norms in Trinity overall and by Faculty. Approximately 10.5% of PGR respondents report that they 'definitely disagree' or 'mostly disagree' they will complete their research programme within the specified timeframe, i.e. are at risk of late or non-completion. AHSS respondents report the lowest level of confidence (13.6%) and are the only Faculty above the institutional response rate (FEMS 9.8%; HS 5.2%). Of note is the proportion of respondents reporting that they 'Neither agree nor disagree', i.e. potentially at risk of late or non-completion is an additional 9-14%.

Fig 21. below outlines confidence in completion by Year of Study. It indicates that approx. 16% of Year 3, 11.5% of Year 4 and 22.2% of Year 5+ report a lack of confidence ('definitely' or 'mostly' disagree) that they will complete their research degree programme within the specified timeframe.

Table 3.11 (e) Confidence in completing research programme within my institution's expected timescale

		TCD Total		AHSS		FEMS		Health Sc.	
		Column N %	*Count*	*Column N %*	*Count*	*Column N %*	*Count*	*Column N %*	*Count*
I am confident that I will complete my research degree programme within my institutions expected timescale:	Definitely disagree	3.5%	12	5.0%	7	3.5%	5	0.0%	0
	Mostly disagree	7.0%	24	8.6%	12	6.3%	9	5.2%	3
	Neither agree nor disagree	11.1%	38	9.3%	13	14.0%	20	8.6%	5
	Mostly agree	39.6%	135	32.1%	45	43.4%	62	48.3%	28
	Definitely agree	38.7%	132	45.0%	63	32.9%	47	37.9%	22

Fig.21 Confidence in completion by year of study

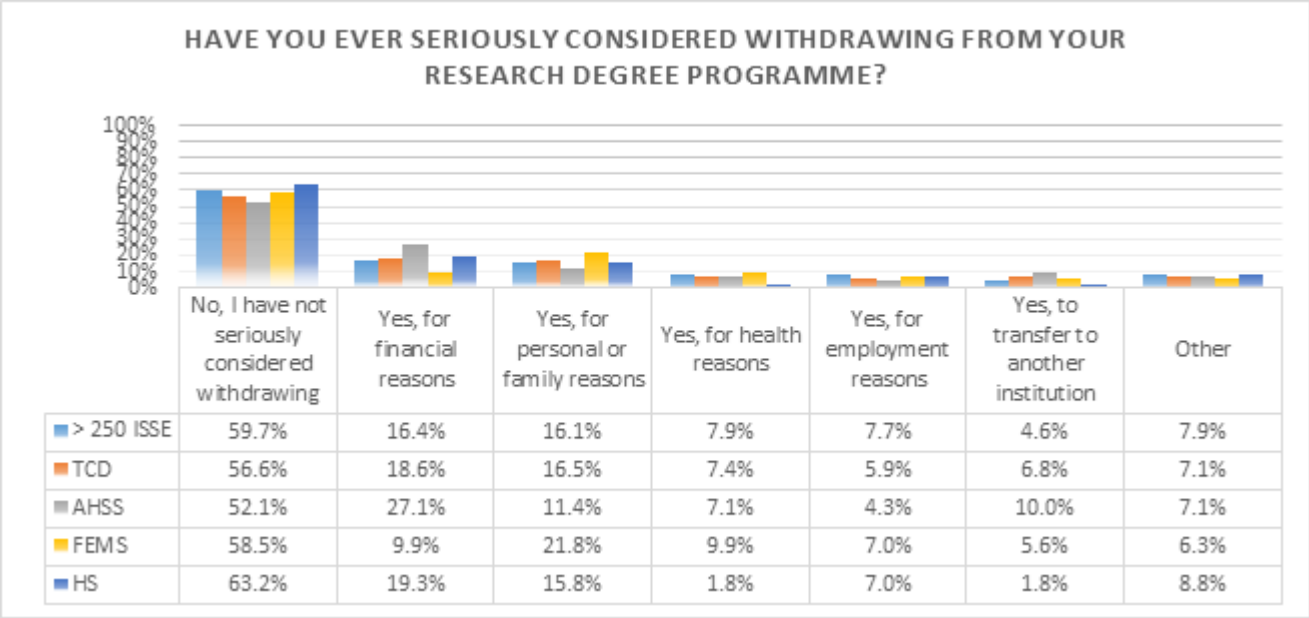


	TCD Total	1st Year	2nd Year	3rd Year	4th Year	PhD 5+
Definitely disagree	3.50%	1.70%	3.80%	1.60%	7.20%	11.10%
Mostly disagree	7.00%	5.80%	5.10%	14.30%	4.30%	11.10%
Neither agree nor disagree	11.10%	11.60%	8.90%	12.70%	10.10%	22.20%
Mostly agree	39.60%	35.50%	49.40%	36.50%	40.60%	22.20%
Definitely agree	38.70%	45.50%	32.90%	34.90%	37.70%	33.30%

Together these findings indicate that the most opportune time to intervene to support progression and retention is in Year 2 and Year 3 of the research degree programme with PhD5+ i.e. Part-time or students in the correction phase requiring special consideration/strategies. It also points to the need for tighter monitoring of progress by supervisors and disciplines and more prompt referral to student support services to address issues impeding progress against timeframes to avoid the prospect of withdrawal from the research degree programme.

Students withdraw from many reasons and the final question in the ISSE PGR Survey Pilot seeks to explore these reasons. Seven response options were provided and respondents' could select multiple response options. Of interest is that the response options for Trinity respondents closely mirror those for the ISSE > 250 group with 57% of Trinity respondents compared to 60 % of ISSE >250 group stating that they had 'not seriously considered withdrawing' (Fig. 22 below).

Fig. 22 Propensity to withdraw from research degree programmes



	No, I have not seriously considered withdrawing	Yes, for financial reasons	Yes, for personal or family reasons	Yes, for health reasons	Yes, for employment reasons	Yes, to transfer to another institution	Other
> 250 ISSE	59.7%	16.4%	16.1%	7.9%	7.7%	4.6%	7.9%
TCD	56.6%	18.6%	16.5%	7.4%	5.9%	6.8%	7.1%
AHSS	52.1%	27.1%	11.4%	7.1%	4.3%	10.0%	7.1%
FEMS	58.5%	9.9%	21.8%	9.9%	7.0%	5.6%	6.3%
HS	63.2%	19.3%	15.8%	1.8%	7.0%	1.8%	8.8%

The proportion of respondents affirming that they had considered withdrawing for financial reasons is higher in Trinity (19%) compared with the ISSE >250 group (16.4%), and higher in AHSS (27%) which may be expected as 41% of the AHSS respondents are 'self-funded' (Table 3.1(a)). The cost of accommodation for Dublin-based respondents versus other locations where research degree programmes are offered could be a contributing factor as outlined in Table 3.1 (b), which showed 75% of AHSS respondents' funding covered a stipend compared with 95% of FEMS and 80% of HS respondents.

The proportion of PGR respondents citing personal/family responsibilities as a factor in considering withdrawal is consistent across Trinity and the ISSE >250 group (TCD 16.5%; ISSE >250 group 16.1%). The Trinity Policy on supports for student parents, student carers and students experiencing pregnancy addresses the needs of research degree students in this regard.

General Health reasons was cited by 7.4% of Trinity respondents' as compared with 8% of the ISSE >250 group. Students' open comments identified the mental health needs of PGR students as a particular concern.

The university needs to be more proactive in terms of supporting PhD students and creating healthy work environments. The mental health of many PhD students is extremely poor. Year 3, EMS

It is of particular interest that Trinity is Ireland's leading University and the only Irish University in LERU, yet 7% of PGR respondents reported considering transferring to another institution to complete their research degree programme. The proportion of respondents citing this as a consideration is highest in AHSS (10%), dropping to 5.6% in FEMS and 1.8% in HS.

Appendix 1: ISSE for Postgraduate Research Students – pilot 2018

A: Research Infrastructure and Facilities

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *I have a suitable working space
- *There is adequate provision of computing resources / facilities
- *There is adequate provision of library facilities (including physical / online resources)
- *I have access to the specialist resources and facilities necessary for my research

My research is funded by [select all that apply]

- *Scholarship
- Scholarship (fees only)
- *Self-funded
- *Grant
- *Employer-funded

My funding covers [select all that apply] (new)

- Fees
- Stipend
- Research materials
- Travel to conferences
- Other travel (labs / other institutions)
- Specialist training

B: Supervision

I am being supervised by...(new)
Responses: One supervisor, Two supervisors, Three or more supervisors]

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *My supervisor(s) provides the appropriate level of support for my research
- *I have regular contact with my supervisor(s), appropriate for my needs
- *My supervisor(s) provides feedback that helps me to direct my research activities
- *My supervisor(s) help me to identify my training and development needs as a researcher

Research Culture

Do you agree or disagree with the following statements…? [Note: …please answer with respect to your centre, school, institute, graduate school or other unit…]
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *My department provides access to a relevant seminar programme
- *The research ambiance in my department stimulates my work
- *I have frequent opportunities to discuss my research with other research students
- *I have opportunities to become involved in the wider research community, beyond my department

Progress and Assessment

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- I received an appropriate induction / orientation to my research degree programme
- *I understand the requirements and deadlines for formal monitoring of my progress
- I understand the required standard for my thesis
- *The final assessment procedures for my research degree are clear to me

Development Opportunities (broader options than 2016, 2017)

Have you availed of the following opportunities during your research degree programme? [Select all that apply]
Responses: Yes, No, Not available

- Agreeing a personal training or development plan
- Receiving training to develop my research skills
- Receiving training to develop my other transferable skills
- Receiving advice on career options
- Taking part in a placement or internship
- *Attending an academic research conference
- *Presenting a paper or poster at an academic research conference
- *Submitting a paper for publication in an academic journal or book
- Communicating your research to a non-academic audience
- Receiving training in entrepreneurship and innovation
- *Putting training in entrepreneurship and innovation into practice e.g. submitting an invention disclosure or filing a patent applic
- *Working as part of a team
- Working collaboratively with industry
- Working collaboratively with a civil society organisation or public organisation
- Spending time abroad as part of your research degree

Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme:
Responses: Yes, No, Not available

- Do you agree or disagree that the teaching / demonstration you delivered enhanced your overall research experience? (new)
- Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration? (new)

Research Skills

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *My skills in applying appropriate research methodologies, tools and techniques have developed during my programme
- *My skills in critically analysing and evaluating findings and results have developed during my programme

- My confidence to be creative or innovative has developed during my programme
- My understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme

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Other Transferable Skills

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *My ability to manage projects has developed during my programme
- *My ability to communicate information effectively to diverse audiences has developed during my programme
- *I have developed contacts or professional networks during my programme
- I have increasingly managed my own professional development during my programme

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Responsibilities and Supports

Do you agree or disagree with the following statements…?
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree

- *I understand my responsibilities as a research degree student
- *I am aware of my supervisor(s)' responsibilities towards me as a research degree student
- *Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme
- Who or What Unit would you approach? (new)
- How aware are you of the various student supports available? (Recreation, healthcare, counselling, etc) (new)
- My institution values and responds to feedback from research degree students (new)

Motivations(new)

Please select your top three motivations for pursuing a research degree [1=highest, 3=lowest priority]

- My interest in my subject
- Improving my career prospects for an academic / research career
- Improving my career prospects outside of an academic / research career
- I was encouraged by a former academic tutor / supervisor
- The funding was available
- It felt like a natural step for me
- I felt inspired to work with a particular academic
- Professional development or training
- Other (Please specify)

Career (new)

Please select the top three types of career you have in mind when you finish your research degree [1=highest, 3=lowest priority]

- Academic career in higher education (either research and teaching, or teaching only)
- Research career in higher education
- Other career in higher education
- Research career outside higher education (e.g. in a private research organisation, a charity, or in an industrial environment)

- Teaching (at a level below higher education)
- Returning to, or remaining with, employer who is sponsoring your degree
- Returning to, or remaining with, employer who is not sponsoring your degree
- Self-employment (including setting up your own business)
- Any other professional career
- Not sure or not decided yet
- Other (Please specify):

Overall Experience

*How would you evaluate your entire research experience at this institution?
Responses: Poor, Fair, Good, Excellent

I am confident that I will complete my research degree programme within my institution's expected timescale:
Responses: Definitely disagree, Mostly disagree, Neither agree nor disagree, Mostly agree, Definitely agree(new)

Have you ever seriously considered withdrawing from your research degree programme? [Select all that apply] (new)

- No, I have not seriously considered withdrawing
- Yes, for financial reasons
- Yes, for personal or family reasons
- Yes, for health reasons
- Yes, for employment reasons
- Yes, to transfer to another institution
- Other (please state)

All sections of the questionnaire include a concluding question promoting additional comments in free text format.

[Note: Questions marked with an asterisk* in the survey instrument above are PRES Questions included in the Trinity PGR Survey in 2016, 2017. Therefore data on these questions is available for 2016, 2017 and 2018].

Appendix 2: ISSE PGR –Pilot Supplementary Tables

Table A3.1 (a) Research Infrastructure and Facilities by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
I have a suitable working space (n=364)	Definitely disagree	20	0	20
	Mostly disagree	46	1	45
	Neither agree nor disagree	18	0	18
	Mostly agree	126	6	120
	Definitely agree	154	8	146
There is adequate provision of computing resources / facilities (n=357)	Definitely disagree	21	0	21
	Mostly disagree	66	4	62
	Neither agree nor disagree	39	2	37
	Mostly agree	132	4	128
	Definitely agree	99	6	93
There is adequate provision of library facilities (including physical / online resources) (n= 363)	Definitely disagree	15	0	15
	Mostly disagree	19	2	17
	Neither agree nor disagree	30	1	29
	Mostly agree	158	8	150
	Definitely agree	141	5	136
I have access to the specialist resources and facilities necessary for my research (n=364)	Definitely disagree	17	0	17
	Mostly disagree	37	0	37
	Neither agree nor disagree	37	4	33
	Mostly agree	165	8	157
	Definitely agree	108	4	104

Table A3.1 (b) Research Infrastructure and Facilities by Faculties

		ISSE >250	TCD Total		Faculty of Arts, Humanities and Social Sciences		Faculty of Engineering, Maths and Science		Faculty of Health Sciences	
		Column N %	*Column N %*	*Count*	*Column N %*	*Count*	*Column N %*	*Count*	*Column N %*	*Count*
I have a suitable working space	Definitely disagree	4.2%	5.5%	20	6.3%	9	4.9%	8	5.2%	3
	Mostly disagree	8.8%	12.6%	46	11.8%	17	13.6%	22	12.1%	7
	Neither agree nor disagree	5.7%	4.9%	18	9.0%	13	2.5%	4	1.7%	1
	Mostly agree	34.6%	34.6%	126	29.9%	43	38.3%	62	36.2%	21
	Definitely agree	46.7%	42.3%	154	43.1%	62	40.7%	66	44.8%	26
There is adequate provision of computing resources / facilities	Definitely disagree	4.75	5.9%	21	8.0%	11	4.3%	7	5.1%	3
	Mostly disagree	12.0%	18.5%	66	24.8%	34	12.4%	20	20.3%	12
	Neither agree nor disagree	10.5%	10.9%	39	12.4%	17	11.8%	19	5.1%	3
	Mostly agree	35.1%	37.0%	132	36.5%	50	34.2%	55	45.8%	27
	Definitely agree	37.7%	27.7%	99	18.2%	25	37.3%	60	23.7%	14
There is adequate provision of library facilities (including physical / online resources)	Definitely disagree	3.4%	4.1%	15	6.0%	9	3.2%	5	1.8%	1
	Mostly disagree	7.2%	5.2%	19	7.4%	11	4.4%	7	1.8%	1
	Neither agree nor disagree	7.5%	8.3%	30	10.1%	15	7.0%	11	7.1%	4
	Mostly agree	38.7%	43.5%	158	39.6%	59	44.3%	70	51.8%	29
	Definitely agree	43.2%	38.8%	141	36.9%	55	41.1%	65	37.5%	21
I have access to the specialist resources and facilities necessary for my research	Definitely disagree	3.9%	4.7%	17	6.2%	9	4.4%	7	1.7%	1
	Mostly disagree	9.5%	10.2%	37	8.9%	13	10.8%	17	11.7%	7
	Neither agree nor disagree	13.3%	10.2%	37	13.7%	20	6.3%	10	11.7%	7
	Mostly agree	43.8%	45.3%	165	46.6%	68	43.7%	69	46.7%	28
	Definitely agree	29.5%	29.7%	108	24.7%	36	34.8%	55	28.3%	17
	Total	100%	100.0%	364	100.0%	146	100.0%	158	100.0%	60

Table A3.2 (a) Supervision experience by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
I am being supervised by...	One supervisor	256	11	245
	Two supervisors	106	3	103
	Three or more supervisors	9	1	8
Total		**371**	**15**	**356**

Table A3.2 (b) Supervision experience by Faculty

		ISSE >250	TCD Total		AHSS		FEMS		Health Sciences	
		%	%	Count	%	Count	%	Count	%	Count
My supervisor(s) provides the appropriate level of support for my research	Definitely disagree	3.2%	2.9%	11	2.6%	4	4.4%	7	0.0%	0
	Mostly disagree	6.8%	7.2%	27	8.4%	13	7.5%	12	3.3%	2
	Neither agree nor disagree	7.3%	8.0%	30	8.4%	13	7.5%	12	8.2%	5
	Mostly agree	29.0%	33.2%	124	29.2%	45	36.5%	58	34.4%	21
	Definitely agree	53.7%	48.7%	182	51.3%	79	44.0%	70	54.1%	33
I have regular contact with my supervisor(s), appropriate for my needs	Definitely disagree	2.6%	2.7%	10	2.0%	3	3.8%	6	1.6%	1
	Mostly disagree	6.4%	6.2%	23	8.5%	13	6.3%	10	0.0%	0
	Neither agree nor disagree	7.6%	8.6%	32	8.5%	13	11.3%	18	1.6%	1
	Mostly agree	24.5%	27.1%	101	22.9%	35	25.8%	41	41.0%	25
	Definitely agree	58.9%	55.5%	207	58.2%	89	52.8%	84	55.7%	34
My supervisor(s) provides feedback that helps me to direct my research activities	Definitely disagree	2.9%	2.4%	9	1.9%	3	3.8%	6	0.0%	0
	Mostly disagree	5.7%	5.6%	21	7.8%	12	5.0%	8	1.6%	1
	Neither agree nor disagree	7.8%	9.6%	36	7.1%	11	12.6%	20	8.2%	5
	Mostly agree	28.8%	29.7%	111	26.0%	40	30.2%	48	37.7%	23
	Definitely agree	54.8%	52.7%	197	57.1%	88	48.4%	77	52.5%	32
My supervisor(s) help me to identify my training and development needs as a researcher	Definitely disagree	4.8%	4.6%	17	5.2%	8	5.7%	9	0.0%	0
	Mostly disagree	10.2%	10.2%	38	13.1%	20	8.2%	13	8.2%	5
	Neither agree nor disagree	14.0%	15.9%	59	11.8%	18	19.0%	30	18.0%	11
	Mostly agree	29.1%	29.6%	110	30.1%	46	31.0%	49	24.6%	15
	Definitely agree	42.0%	39.8%	148	39.9%	61	36.1%	57	49.2%	30

Table A3.3 Research Culture by NFQ level.

		TCD TOTAL	Masters Degree/Postgraduate Diploma	Doctoral Degree/Higher Doctorate
		Count	Count	Count
My department provides access to a relevant seminar programme	Definitely disagree	21	0	21
	Mostly disagree	44	3	41
	Neither agree nor disagree	33	1	32
	Mostly agree	131	3	128
	Definitely agree	134	8	126
The research ambience in my department stimulates my work	Definitely disagree	24	1	23
	Mostly disagree	50	4	46
	Neither agree nor disagree	76	1	75
	Mostly agree	109	2	107
	Definitely agree	102	6	96
I have frequent opportunities to discuss my research with other research students	Definitely disagree	25	2	23
	Mostly disagree	60	4	56
	Neither agree nor disagree	54	1	53
	Mostly agree	113	2	111
	Definitely agree	112	5	107
I have opportunities to become involved in the wider research community, beyond my department	Definitely disagree	20	1	19
	Mostly disagree	86	1	85
	Neither agree nor disagree	89	4	85
	Mostly agree	106	7	99
	Definitely agree	66	2	64

Table A3.4 Progress and Assessment by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
I received an appropriate induction / orientation to my research degree programme	Definitely disagree	53	3	50
	Mostly disagree	71	1	70
	Neither agree nor disagree	67	2	65
	Mostly agree	123	5	118
	Definitely agree	52	3	49
I understand the requirements and deadlines for formal monitoring of my progress	Definitely disagree	19	3	16
	Mostly disagree	50	4	46
	Neither agree nor disagree	54	0	54
	Mostly agree	151	1	150
	Definitely agree	92	6	86
I understand the required standard for my thesis	Definitely disagree	18	1	17
	Mostly disagree	44	3	41
	Neither agree nor disagree	47	1	46
	Mostly agree	161	6	155
	Definitely agree	99	4	95
The final assessment procedures for my research degree are clear to me	Definitely disagree	17	3	14
	Mostly disagree	52	3	49
	Neither agree nor disagree	56	3	53
	Mostly agree	153	5	148
	Definitely agree	90	1	89

Table A3.5 (a). Development Opportunities by NFQ Level

		TCD TOTAL	Masters Degree/Postgraduate Diploma	Doctoral Degree/Higher Doctorate
		Count	Count	Count
Agreeing a personal training or development plan	Yes	118	2	116
	No	168	10	158
	Not avail.	67	3	64
Receiving training to develop my research skills	Yes	238	9	229
	No	93	5	88
	Not avail.	27	1	26
Receiving training to develop my other transferable skills	Yes	174	6	168
	No	148	8	140
	Not avail.	36	1	35
Receiving advice on career options	Yes	104	4	100
	No	216	8	208
	Not avail.	38	3	35
Taking part in a placement or internship	Yes	52	1	51
	No	211	10	201
	Not avail.	96	4	92
Attending an academic research conference	Yes	290	11	279
	No	56	2	54
	Not avail.	12	2	10
Presenting a paper or poster at an academic research conference	Yes	254	11	243
	No	87	3	84
	Not avail.	19	1	18
Submitting a paper for publication in an academic journal or book	Yes	185	6	179
	No	158	8	150
	Not avail.	14	1	13

		TCD TOTAL	Masters Degree/Postgraduate Diploma	Doctoral Degree/Higher Doctorate
		Count	Count	Count
Communicating your research to a non-academic audience	Yes	174	4	170
	No	164	10	154
	Not avail.	18	1	17
Receiving training in entrepreneurship and innovation	Yes	42	2	40
	No	266	9	257
	Not avail.	50	4	46
Putting training in entrepreneurship and innovation into practice e.g. submitting an invention disclosure or filing a patent application	Yes	18	1	17
	No	280	11	269
	Not avail.	54	3	51
Working as part of a team	Yes	223	10	213
	No	100	4	96
	Not avail.	33	1	32
Working collaboratively with industry	Yes	51	5	46
	No	245	7	238
	Not avail.	62	3	59
Working collaboratively with a civil society organisation or public organisation	Yes	81	4	77
	No	223	8	215
	Not avail.	54	3	51
Spending time abroad as part of your research degree	Yes	83	3	80
	No	236	10	226
	Not avail.	39	2	37

Table A3.5 (b): Teaching and Demonstrating by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme:	No	109	6	103
	Yes	246	9	237
Do you agree or disagree that the teaching / demonstration you delivered enhanced your overall research experience?	Definitely disagree	16	2	14
	Mostly disagree	27	3	24
	Neither agree nor disagree	39	1	38
	Mostly agree	78	1	77
	Definitely agree	108	4	104
Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration?	Definitely disagree	34	1	33
	Mostly disagree	56	6	50
	Neither agree nor disagree	43	1	42
	Mostly agree	93	2	91
	Definitely agree	45	1	44

Table A3.6 Research Skills by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	Definitely disagree	7	0	7
	Mostly disagree	9	0	9
	Neither agree nor disagree	40	3	37
	Mostly agree	136	3	133
	Definitely agree	154	9	145
My skills in critically analysing and evaluating findings and results have developed during my programme	Definitely disagree	4	0	4
	Mostly disagree	14	2	12
	Neither agree nor disagree	35	1	34
	Mostly agree	131	4	127
	Definitely agree	160	8	152
My confidence to be creative or innovative has developed during my programme	Definitely disagree	12	1	11
	Mostly disagree	36	3	33
	Neither agree nor disagree	65	1	64
	Mostly agree	129	3	126
	Definitely agree	103	7	96
My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	Definitely disagree	5	0	5
	Mostly disagree	17	2	15
	Neither agree nor disagree	58	1	57
	Mostly agree	136	7	129
	Definitely agree	127	5	122

Table A3.7 Transferable Skills by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
My ability to manage projects has developed during my programme	Definitely disagree	8	1	7
	Mostly disagree	24	0	24
	Neither agree nor disagree	54	2	52
	Mostly agree	131	5	126
	Definitely agree	118	7	111
My ability to communicate information effectively to diverse audiences has developed during my programme	Definitely disagree	7	0	7
	Mostly disagree	23	3	20
	Neither agree nor disagree	52	3	49
	Mostly agree	144	4	140
	Definitely agree	104	4	100
I have developed contacts or professional networks during my programme	Definitely disagree	11	1	10
	Mostly disagree	31	1	30
	Neither agree nor disagree	69	3	66
	Mostly agree	127	4	123
	Definitely agree	103	6	97
I have increasingly managed my own professional development during my programme	Definitely disagree	5	0	5
	Mostly disagree	20	2	18
	Neither agree nor disagree	56	2	54
	Mostly agree	135	4	131
	Definitely agree	122	7	115

Table A3.8 (a) Responsibilities and Supports by NFQ Level

		TCD TOTAL Count	Masters Degree/Postgraduate Diploma Count	Doctoral Degree/Higher Doctorate Count
I understand my responsibilities as a research degree student	Definitely disagree	5	0	5
	Mostly disagree	25	1	24
	Neither agree nor disagree	32	2	30
	Mostly agree	151	5	146
	Definitely agree	132	7	125
I am aware of my supervisor(s)' responsibilities towards me as a research degree student	Definitely disagree	7	0	7
	Mostly disagree	35	3	32
	Neither agree nor disagree	42	2	40
	Mostly agree	135	5	130
	Definitely agree	125	5	120
Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme	Definitely disagree	30	2	28
	Mostly disagree	72	4	68
	Neither agree nor disagree	47	2	45
	Mostly agree	119	2	117
	Definitely agree	75	5	70
How aware are you of the various student supports available? (Recreation, healthcare, counselling, etc)	Very little	48	2	46
	Some	135	3	132
	Quite a bit	118	7	111
	Very much	43	3	40
My institution values and responds to feedback from research degree students	Definitely disagree	39	2	37
	Mostly disagree	60	2	58
	Neither agree nor disagree	149	6	143
	Mostly agree	64	1	63
	Definitely agree	23	4	19

A3.8 (b) Responsibilities and Supports by Faculty		ISSE>250	Trinity Total		AHSS		FEMS		Health Sciences	
		%	%	Count	%	Count	%	Count	%	Count
I understand my responsibilities as a research degree student	Definitely disagree	1.2%	1.4%	5	0.0%	0	3.4%	5	0.0%	0
	Mostly disagree	4.5%	7.2%	25	7.7%	11	6.2%	9	8.8%	5
	Neither agree nor disagree	6.7%	9.3%	32	8.4%	12	10.3%	15	8.8%	5
	Mostly agree	43.1%	43.8%	151	42.0%	60	46.9%	68	40.4%	23
	Definitely agree	44.6%	38.3%	132	42.0%	60	33.1%	48	42.1%	24
I am aware of my supervisor(s)' responsibilities towards me as a research degree student	Definitely disagree	1.9%	2.0%	7	1.4%	2	3.5%	5	0.0%	0
	Mostly disagree	7.4%	10.2%	35	7.7%	11	11.8%	17	12.3%	7
	Neither agree nor disagree	10.0%	12.2%	42	12.6%	18	13.2%	19	8.8%	5
	Mostly agree	40.4%	39.2%	135	35.7%	51	41.7%	60	42.1%	24
	Definitely agree	40.4%	36.3%	125	42.7%	61	29.9%	43	36.8%	21
Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme	Definitely disagree	7.4%	8.7%	30	9.2%	13	9.0%	13	7.1%	4
	Mostly disagree	15.7%	21.0%	72	15.5%	22	27.6%	40	17.9%	10
	Neither agree nor disagree	14.3%	13.7%	47	13.4%	19	13.1%	19	16.1%	9
	Mostly agree	31.9%	34.7%	119	35.9%	51	34.5%	50	32.1%	18
	Definitely agree	30.8%	21.9%	75	26.1%	37	15.9%	23	26.8%	15
How aware are you of the various student supports available? (Recreation, healthcare, counselling, etc)	Very little	19.4%	14.0%	48	11.3%	16	16.0%	23	15.5%	9
	Some	41.9%	39.2%	135	38.7%	55	41.0%	59	36.2%	21
	Quite a bit	28.3%	34.3%	118	33.1%	47	34.0%	49	37.9%	22
	Very much	10.4%	12.5%	43	16.9%	24	9.0%	13	10.3%	6
My institution values and responds to feedback from research degree students	Definitely disagree	8.0%	11.6%	39	13.6%	19	13.0%	18	3.5%	2
	Mostly disagree	14.4%	17.9%	60	17.1%	24	20.3%	28	14.0%	8
	Neither agree nor disagree	40.2%	44.5%	149	40.0%	56	44.9%	62	54.4%	31
	Mostly agree	26.6%	19.1%	64	20.0%	28	18.1%	25	19.3%	11
	Definitely agree	10.8%	6.9%	23	9.3%	13	3.6%	5	8.8%	5

Table A3.9 (a).Motivations by Rank		ISSE>250	Trinity total		AHSS		FEMS		Health Sciences	
		%	%	Count	%	Count	%	Count	%	Count
My interest in my subject	Highest priority	47.7	62.3%	175	66.9%	81	60.0%	69	55.6%	25
	2	17.9	24.6%	69	24.0%	29	24.3%	28	26.7%	12
	Lowest priority	11.0	13.2%	37	9.1%	11	15.7%	18	17.8%	8
Improving my career prospects for an academic / research career	Highest priority	18.4	34.4%	66	35.2%	31	30.6%	22	40.6%	13
	2	22.9	45.3%	87	43.2%	38	48.6%	35	43.8%	14
	Lowest priority	12.4	20.3%	39	21.6%	19	20.8%	15	15.6%	5
Improving my career prospects outside of an academic / research career	Highest priority	11.5	26.9%	28	13.5%	5	35.4%	17	31.6%	6
	2	12.7	30.8%	32	29.7%	11	33.3%	16	26.3%	5
	Lowest priority	9.0	42.3%	44	56.8%	21	31.3%	15	42.1%	8
I was encouraged by a former academic tutor / supervisor	Highest priority	3.6	12.5%	8	14.8%	4	14.8%	4	0.0%	0
	2	8.6	43.8%	28	33.3%	9	55.6%	15	40.0%	4
	Lowest priority	10.0	43.8%	28	51.9%	14	29.6%	8	60.0%	6
The funding was available	Highest priority	3.2	10.4%	8	10.7%	3	8.8%	3	13.3%	2
	2	9.3	41.6%	32	39.3%	11	47.1%	16	33.3%	5
	Lowest priority	14.9	48.1%	37	50.0%	14	44.1%	15	53.3%	8
It felt like a natural step for me	Highest priority	8.1	21.3%	38	14.9%	11	23.4%	18	33.3%	9
	2	14.3	32.6%	58	41.9%	31	27.3%	21	22.2%	6
	Lowest priority	18.4	46.1%	82	43.2%	32	49.4%	38	44.4%	12
I felt inspired to work with a particular academic	Highest priority	1.3	13.2%	5	0.0%	0	23.5%	4	14.3%	1
	2	3.9	23.7%	9	35.7%	5	5.9%	1	42.9%	3
	Lowest priority	6.8	63.2%	24	64.3%	9	70.6%	12	42.9%	3
Professional development or training	Highest priority	5.0	13.8%	11	16.0%	4	13.2%	5	11.8%	2
	2	8.7	32.5%	26	20.0%	5	31.6%	12	52.9%	9
	Lowest priority	14.5	53.8%	43	64.0%	16	55.3%	21	35.3%	6
Other (Please specify)	Highest priority	1.3	35.3%	6	33.3%	3	42.9%	3	0.0%	0
	2	1.1	17.6%	3	22.2%	2	14.3%	1	0.0%	0
	Lowest priority	1.6	47.1%	8	44.4%	4	42.9%	3	100.0%	1

My interest in my subject 1st

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	175	50.7	62.3	62.3
	2.0	69	20.0	24.6	86.8
	Lowest priority	37	10.7	13.2	100.0
	Total	281	81.4	100.0	
Missing	System	64	18.6		
Total		345	100.0		

Improving my career prospects for an academic / research career -2nd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	66	19.1	34.4	34.4
	2.0	87	25.2	45.3	79.7
	Lowest priority	39	11.3	20.3	100.0
	Total	192	55.7	100.0	
Missing	System	153	44.3		
Total		345	100.0		

Improving my career prospects outside of an academic / research career-4th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	28	8.1	26.9	26.9
	2.0	32	9.3	30.8	57.7
	Lowest priority	44	12.8	42.3	100.0
	Total	104	30.1	100.0	
Missing	System	241	69.9		

Total		345	100.0		

I was encouraged by a former academic tutor / supervisor 7th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	8	2.3	12.5	12.5
	2.0	28	8.1	43.8	56.3
	Lowest priority	28	8.1	43.8	100.0
	Total	64	18.6	100.0	
Missing	System	281	81.4		
Total		345	100.0		

The funding was available-6th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	8	2.3	10.4	10.4
	2.0	32	9.3	41.6	51.9
	Lowest priority	37	10.7	48.1	100.0
	Total	77	22.3	100.0	
Missing	System	268	77.7		
Total		345	100.0		

It felt like a natural step for me-3rd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	38	11.0	21.3	21.3
	2.0	58	16.8	32.6	53.9
	Lowest priority	82	23.8	46.1	100.0
	Total	178	51.6	100.0	
Missing	System	167	48.4		
Total		345	100.0		

I felt inspired to work with a particular academic 7th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	5	1.4	13.2	13.2
	2.0	9	2.6	23.7	36.8
	Lowest priority	24	7.0	63.2	100.0
	Total	38	11.0	100.0	
Missing	System	307	89.0		
Total		345	100.0		

Professional development or training-5th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	11	3.2	13.8	13.8
	2.0	26	7.5	32.5	46.3
	Lowest priority	43	12.5	53.8	100.0
	Total	80	23.2	100.0	
Missing	System	265	76.8		
Total		345	100.0		

Other (Please specify) 8th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	6	1.7	35.3	35.3
	2.0	3	0.9	17.6	52.9
	Lowest priority	8	2.3	47.1	100.0
	Total	17	4.9	100.0	

Table A3.9 (b) Motivations ranked by Faculty

My interest in my subject

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	81	57.0	66.9	66.9
		2.0	29	20.4	24.0	90.9
		Lowest priority	11	7.7	9.1	100.0
		Total	121	85.2	100.0	
	Missing	System	21	14.8		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	69	47.6	60.0	60.0
		2.0	28	19.3	24.3	84.3
		Lowest priority	18	12.4	15.7	100.0
		Total	115	79.3	100.0	
	Missing	System	30	20.7		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	25	43.1	55.6	55.6
		2.0	12	20.7	26.7	82.2
		Lowest priority	8	13.8	17.8	100.0
		Total	45	77.6	100.0	
	Missing	System	13	22.4		
	Total		58	100.0		

Improving my career prospects for an academic / research career

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	31	21.8	35.2	35.2
		2.0	38	26.8	43.2	78.4
		Lowest priority	19	13.4	21.6	100.0
		Total	88	62.0	100.0	
	Missing	System	54	38.0		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	22	15.2	30.6	30.6
		2.0	35	24.1	48.6	79.2
		Lowest priority	15	10.3	20.8	100.0
		Total	72	49.7	100.0	
	Missing	System	73	50.3		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	13	22.4	40.6	40.6
		2.0	14	24.1	43.8	84.4
		Lowest priority	5	8.6	15.6	100.0
		Total	32	55.2	100.0	
	Missing	System	26	44.8		
	Total		58	100.0		

Improving my career prospects outside of an academic / research career

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	5	3.5	13.5	13.5
		2.0	11	7.7	29.7	43.2
		Lowest priority	21	14.8	56.8	100.0
		Total	37	26.1	100.0	
	Missing	System	105	73.9		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	17	11.7	35.4	35.4
		2.0	16	11.0	33.3	68.8
		Lowest priority	15	10.3	31.3	100.0
		Total	48	33.1	100.0	
	Missing	System	97	66.9		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	6	10.3	31.6	31.6
		2.0	5	8.6	26.3	57.9
		Lowest priority	8	13.8	42.1	100.0
		Total	19	32.8	100.0	
	Missing	System	39	67.2		
	Total		58	100.0		

I was encouraged by a former academic tutor / supervisor

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	4	2.8	14.8	14.8
		2.0	9	6.3	33.3	48.1
		Lowest priority	14	9.9	51.9	100.0
		Total	27	19.0	100.0	
	Missing	System	115	81.0		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	4	2.8	14.8	14.8
		2.0	15	10.3	55.6	70.4
		Lowest priority	8	5.5	29.6	100.0
		Total	27	18.6	100.0	
	Missing	System	118	81.4		
	Total		145	100.0		
Faculty of Health Sciences	Valid	2.0	4	6.9	40.0	40.0
		Lowest priority	6	10.3	60.0	100.0
		Total	10	17.2	100.0	
	Missing	System	48	82.8		
	Total		58	100.0		

The funding was available

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	3	2.1	10.7	10.7
		2.0	11	7.7	39.3	50.0
		Lowest priority	14	9.9	50.0	100.0
		Total	28	19.7	100.0	
	Missing	System	114	80.3		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	3	2.1	8.8	8.8
		2.0	16	11.0	47.1	55.9
		Lowest priority	15	10.3	44.1	100.0
		Total	34	23.4	100.0	
	Missing	System	111	76.6		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	2	3.4	13.3	13.3
		2.0	5	8.6	33.3	46.7
		Lowest priority	8	13.8	53.3	100.0
		Total	15	25.9	100.0	
	Missing	System	43	74.1		
	Total		58	100.0		

It felt like a natural step for me

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	11	7.7	14.9	14.9
		2.0	31	21.8	41.9	56.8
		Lowest priority	32	22.5	43.2	100.0
		Total	74	52.1	100.0	
	Missing	System	68	47.9		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	18	12.4	23.4	23.4
		2.0	21	14.5	27.3	50.6
		Lowest priority	38	26.2	49.4	100.0
		Total	77	53.1	100.0	
	Missing	System	68	46.9		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	9	15.5	33.3	33.3
		2.0	6	10.3	22.2	55.6
		Lowest priority	12	20.7	44.4	100.0
		Total	27	46.6	100.0	
	Missing	System	31	53.4		
	Total		58	100.0		

I felt inspired to work with a particular academic

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	2.0	5	3.5	35.7	35.7
		Lowest priority	9	6.3	64.3	100.0
		Total	14	9.9	100.0	
	Missing	System	128	90.1		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	4	2.8	23.5	23.5
		2.0	1	0.7	5.9	29.4
		Lowest priority	12	8.3	70.6	100.0
		Total	17	11.7	100.0	
	Missing	System	128	88.3		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	1	1.7	14.3	14.3
		2.0	3	5.2	42.9	57.1
		Lowest priority	3	5.2	42.9	100.0
		Total	7	12.1	100.0	
	Missing	System	51	87.9		
	Total		58	100.0		

Professional development or training

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	4	2.8	16.0	16.0
		2.0	5	3.5	20.0	36.0
		Lowest priority	16	11.3	64.0	100.0
		Total	25	17.6	100.0	
	Missing	System	117	82.4		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	5	3.4	13.2	13.2
		2.0	12	8.3	31.6	44.7
		Lowest priority	21	14.5	55.3	100.0
		Total	38	26.2	100.0	
	Missing	System	107	73.8		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Highest priority	2	3.4	11.8	11.8
		2.0	9	15.5	52.9	64.7
		Lowest priority	6	10.3	35.3	100.0
		Total	17	29.3	100.0	
	Missing	System	41	70.7		
	Total		58	100.0		

Other (Please specify)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	3	2.1	33.3	33.3
		2.0	2	1.4	22.2	55.6
		Lowest priority	4	2.8	44.4	100.0
		Total	9	6.3	100.0	
	Missing	System	133	93.7		
	Total		142	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	3	2.1	42.9	42.9
		2.0	1	0.7	14.3	57.1
		Lowest priority	3	2.1	42.9	100.0
		Total	7	4.8	100.0	
	Missing	System	138	95.2		
	Total		145	100.0		
Faculty of Health Sciences	Valid	Lowest priority	1	1.7	100.0	100.0
	Missing	System	57	98.3		
	Total		58	100.0		

Table A3.10 Career		ISSE>250 %	Trinity total		AHSS		FEMS		Health Sciences	
			%	Count	%	Count	%	Count	%	Count
Academic career in higher education (either research and teaching, or teaching only)	Highest priority	38.7	55.4%	128	65.4%	68	50.6%	42	40.9%	18
	2	16.7	29.0%	67	21.2%	22	36.1%	30	34.1%	15
	Lowest priority	10.8	15.6%	36	13.5%	14	13.3%	11	25.0%	11
Research career in higher education	Highest priority	12.0	29.2%	50	25.8%	17	30.7%	23	33.3%	10
	2	27.6	56.1%	96	63.6%	42	53.3%	40	46.7%	14
	Lowest priority	9.4	14.6%	25	10.6%	7	16.0%	12	20.0%	6
Other career in higher education	Highest priority	1.0	9.1%	3	9.5%	2	10.0%	1	0.0%	0
	2	3.0	18.2%	6	28.6%	6	0.0%	0	0.0%	0
	Lowest priority	7.0	72.7%	24	61.9%	13	90.0%	9	100.0%	2
Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)	Highest priority	23.2	30.7%	61	22.4%	15	35.9%	37	31.0%	9
	2	20.1	36.2%	72	31.3%	21	37.9%	39	41.4%	12
	Lowest priority	15.5	33.2%	66	46.3%	31	26.2%	27	27.6%	8
Teaching (at a level below higher education)	Highest priority	1.0	20.0%	6	23.5%	4	20.0%	2	0.0%	0
	2	3.0	30.0%	9	29.4%	5	20.0%	2	66.7%	2
	Lowest priority	5.9	50.0%	15	47.1%	8	60.0%	6	33.3%	1
Returning to, or remaining with, employer who is sponsoring your degree	Highest priority	3.5	35.3%	12	45.5%	5	10.0%	1	46.2%	6
	2	6.6	23.5%	8	18.2%	2	30.0%	3	23.1%	3
	Lowest priority	3.5	41.2%	14	36.4%	4	60.0%	6	30.8%	4
Returning to, or remaining with, employer who is not sponsoring your degree	Highest priority	1.7	36.4%	8	10.0%	1	50.0%	3	66.7%	4
	2	2.1	36.4%	8	50.0%	5	16.7%	1	33.3%	2
	Lowest priority	2.1	27.3%	6	40.0%	4	33.3%	2	0.0%	0
Self-employment (including setting up your own business)	Highest priority	3.8	21.3%	10	25.0%	5	21.7%	5	0.0%	0
	2	6.5	36.2%	17	55.0%	11	21.7%	5	25.0%	1
	Lowest priority	10.2	42.6%	20	20.0%	4	56.5%	13	75.0%	3

Any other professional career	Highest priority	5.2	18.6%	18	10.3%	3	19.2%	10	31.3%	5
	2	9.4	23.7%	23	27.6%	8	25.0%	13	12.5%	2
	Lowest priority	14.1	57.7%	56	62.1%	18	55.8%	29	56.3%	9
Not sure or not decided yet	Highest priority	7.3	38.4%	33	35.5%	11	42.2%	19	30.0%	3
	2	2.2	9.3%	8	6.5%	2	11.1%	5	10.0%	1
	Lowest priority	11.8	52.3%	45	58.1%	18	46.7%	21	60.0%	6
Other (Please specify):	Highest priority	2.7	39.1%	9	54.5%	6	12.5%	1	50.0%	2
	2	1.3	39.1%	9	18.2%	2	62.5%	5	50.0%	2
	Lowest priority	1.3	21.7%	5	27.3%	3	25.0%	2	0.0%	0

Academic career in higher education (either research and teaching, or teaching only) -1st

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	128	37.9	55.4	55.4
	2.0	67	19.8	29.0	84.4
	Lowest priority	36	10.7	15.6	100.0
	Total	231	68.3	100.0	
Missing	System	107	31.7		
Total		338	100.0		

Research career in higher education-3rd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	50	14.8	29.2	29.2
	2.0	96	28.4	56.1	85.4
	Lowest priority	25	7.4	14.6	100.0
	Total	171	50.6	100.0	
Missing	System	167	49.4		
Total		338	100.0		

Other career in higher education-8th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	3	0.9	9.1	9.1
	2.0	6	1.8	18.2	27.3
	Lowest priority	24	7.1	72.7	100.0
	Total	33	9.8	100.0	
Missing	System	305	90.2		
Total		338	100.0		

Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)-2nd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	61	18.0	30.7	30.7
	2.0	72	21.3	36.2	66.8
	Lowest priority	66	19.5	33.2	100.0
	Total	199	58.9	100.0	
Missing	System	139	41.1		
Total		338	100.0		

Teaching (at a level below higher education)-9th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	6	1.8	20.0	20.0
	2.0	9	2.7	30.0	50.0
	Lowest priority	15	4.4	50.0	100.0
	Total	30	8.9	100.0	
Missing	System	308	91.1		
Total		338	100.0		

Returning to, or remaining with, employer who is sponsoring your degree-7th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	12	3.6	35.3	35.3
	2.0	8	2.4	23.5	58.8
	Lowest priority	14	4.1	41.2	100.0
	Total	34	10.1	100.0	
Missing	System	304	89.9		
Total		338	100.0		

Returning to, or remaining with, employer who is not sponsoring your degree -11th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	8	2.4	36.4	36.4
	2.0	8	2.4	36.4	72.7
	Lowest priority	6	1.8	27.3	100.0
	Total	22	6.5	100.0	
Missing	System	316	93.5		
Total		338	100.0		

Self-employment (including setting up your own business)-6th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	10	3.0	21.3	21.3
	2.0	17	5.0	36.2	57.4
	Lowest priority	20	5.9	42.6	100.0
	Total	47	13.9	100.0	
Missing	System	291	86.1		
Total		338	100.0		

Any other professional career-4th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	18	5.3	18.6	18.6
	2.0	23	6.8	23.7	42.3
	Lowest priority	56	16.6	57.7	100.0
	Total	97	28.7	100.0	
Missing	System	241	71.3		
Total		338	100.0		

Not sure or not decided yet-5th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	33	9.8	38.4	38.4
	2.0	8	2.4	9.3	47.7
	Lowest priority	45	13.3	52.3	100.0
	Total	86	25.4	100.0	
Missing	System	252	74.6		
Total		338	100.0		

Other (Please specify): 10th

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highest priority	9	2.7	39.1	39.1
	2.0	9	2.7	39.1	78.3
	Lowest priority	5	1.5	21.7	100.0
	Total	23	6.8	100.0	
Missing	System	315	93.2		
Total		338	100.0		

Academic career in higher education (either research and teaching, or teaching only)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	68	49.6	65.4	65.4
		2.0	22	16.1	21.2	86.5
		Lowest priority	14	10.2	13.5	100.0
		Total	104	75.9	100.0	
	Missing	System	33	24.1		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	42	29.2	50.6	50.6
		2.0	30	20.8	36.1	86.7
		Lowest priority	11	7.6	13.3	100.0
		Total	83	57.6	100.0	
	Missing	System	61	42.4		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	18	31.6	40.9	40.9
		2.0	15	26.3	34.1	75.0
		Lowest priority	11	19.3	25.0	100.0
		Total	44	77.2	100.0	
	Missing	System	13	22.8		
	Total		57	100.0		

Research career in higher education

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	17	12.4	25.8	25.8
		2.0	42	30.7	63.6	89.4
		Lowest priority	7	5.1	10.6	100.0
		Total	66	48.2	100.0	
	Missing	System	71	51.8		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	23	16.0	30.7	30.7
		2.0	40	27.8	53.3	84.0
		Lowest priority	12	8.3	16.0	100.0
		Total	75	52.1	100.0	
	Missing	System	69	47.9		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	10	17.5	33.3	33.3
		2.0	14	24.6	46.7	80.0
		Lowest priority	6	10.5	20.0	100.0
		Total	30	52.6	100.0	
	Missing	System	27	47.4		
	Total		57	100.0		

Other career in higher education

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	2	1.5	9.5	9.5
		2.0	6	4.4	28.6	38.1
		Lowest priority	13	9.5	61.9	100.0
		Total	21	15.3	100.0	
	Missing	System	116	84.7		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	10.0	10.0
		Lowest priority	9	6.3	90.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Lowest priority	2	3.5	100.0	100.0
	Missing	System	55	96.5		
	Total		57	100.0		

Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	15	10.9	22.4	22.4
		2.0	21	15.3	31.3	53.7
		Lowest priority	31	22.6	46.3	100.0
		Total	67	48.9	100.0	
	Missing	System	70	51.1		
	Total		137	100.0		

Faculty of Engineering, Maths and Science	Valid	Highest priority	37	25.7	35.9	35.9
		2.0	39	27.1	37.9	73.8
		Lowest priority	27	18.8	26.2	100.0
		Total	103	71.5	100.0	
	Missing	System	41	28.5		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	9	15.8	31.0	31.0
		2.0	12	21.1	41.4	72.4
		Lowest priority	8	14.0	27.6	100.0
		Total	29	50.9	100.0	
	Missing	System	28	49.1		
	Total		57	100.0		

Teaching (at a level below higher education)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	4	2.9	23.5	23.5
		2.0	5	3.6	29.4	52.9
		Lowest priority	8	5.8	47.1	100.0
		Total	17	12.4	100.0	
	Missing	System	120	87.6		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	2	1.4	20.0	20.0
		2.0	2	1.4	20.0	40.0
		Lowest priority	6	4.2	60.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		
Faculty of Health Sciences	Valid	2.0	2	3.5	66.7	66.7
		Lowest priority	1	1.8	33.3	100.0
		Total	3	5.3	100.0	
	Missing	System	54	94.7		
	Total		57	100.0		

Returning to, or remaining with, employer who is sponsoring your degree

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	5	3.6	45.5	45.5
		2.0	2	1.5	18.2	63.6
		Lowest priority	4	2.9	36.4	100.0
		Total	11	8.0	100.0	
	Missing	System	126	92.0		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	10.0	10.0
		2.0	3	2.1	30.0	40.0
		Lowest priority	6	4.2	60.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	6	10.5	46.2	46.2
		2.0	3	5.3	23.1	69.2
		Lowest priority	4	7.0	30.8	100.0
		Total	13	22.8	100.0	
	Missing	System	44	77.2		
	Total		57	100.0		

Returning to, or remaining with, employer who is not sponsoring your degree

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	1	0.7	10.0	10.0
		2.0	5	3.6	50.0	60.0
		Lowest priority	4	2.9	40.0	100.0
		Total	10	7.3	100.0	
	Missing	System	127	92.7		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	3	2.1	50.0	50.0
		2.0	1	0.7	16.7	66.7
		Lowest priority	2	1.4	33.3	100.0
		Total	6	4.2	100.0	
	Missing	System	138	95.8		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	4	7.0	66.7	66.7
		2.0	2	3.5	33.3	100.0
		Total	6	10.5	100.0	
	Missing	System	51	89.5		
	Total		57	100.0		

Self-employment (including setting up your own business)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	5	3.6	25.0	25.0
		2.0	11	8.0	55.0	80.0
		Lowest priority	4	2.9	20.0	100.0
		Total	20	14.6	100.0	
	Missing	System	117	85.4		

	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	5	3.5	21.7	21.7
		2.0	5	3.5	21.7	43.5
		Lowest priority	13	9.0	56.5	100.0
		Total	23	16.0	100.0	
	Missing	System	121	84.0		
	Total		144	100.0		
Faculty of Health Sciences	Valid	2.0	1	1.8	25.0	25.0
		Lowest priority	3	5.3	75.0	100.0
		Total	4	7.0	100.0	
	Missing	System	53	93.0		
	Total		57	100.0		

Any other professional career

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	3	2.2	10.3	10.3
		2.0	8	5.8	27.6	37.9
		Lowest priority	18	13.1	62.1	100.0
		Total	29	21.2	100.0	
	Missing	System	108	78.8		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	10	6.9	19.2	19.2
		2.0	13	9.0	25.0	44.2
		Lowest priority	29	20.1	55.8	100.0
		Total	52	36.1	100.0	
	Missing	System	92	63.9		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	5	8.8	31.3	31.3

		2.0	2	3.5	12.5	43.8
		Lowest priority	9	15.8	56.3	100.0
		Total	16	28.1	100.0	
	Missing	System	41	71.9		
	Total		57	100.0		

Not sure or not decided yet

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	11	8.0	35.5	35.5
		2.0	2	1.5	6.5	41.9
		Lowest priority	18	13.1	58.1	100.0
		Total	31	22.6	100.0	
	Missing	System	106	77.4		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	19	13.2	42.2	42.2
		2.0	5	3.5	11.1	53.3
		Lowest priority	21	14.6	46.7	100.0
		Total	45	31.3	100.0	
	Missing	System	99	68.8		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	3	5.3	30.0	30.0
		2.0	1	1.8	10.0	40.0
		Lowest priority	6	10.5	60.0	100.0
		Total	10	17.5	100.0	
	Missing	System	47	82.5		
	Total		57	100.0		

Other (Please specify):

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	6	4.4	54.5	54.5
		2.0	2	1.5	18.2	72.7
		Lowest priority	3	2.2	27.3	100.0
		Total	11	8.0	100.0	
	Missing	System	126	92.0		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	12.5	12.5
		2.0	5	3.5	62.5	75.0
		Lowest priority	2	1.4	25.0	100.0
		Total	8	5.6	100.0	
	Missing	System	136	94.4		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	2	3.5	50.0	50.0
		2.0	2	3.5	50.0	100.0
		Total	4	7.0	100.0	
	Missing	System	53	93.0		
	Total		57	100.0		

Academic career in higher education (either research and teaching, or teaching only)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	68	49.6	65.4	65.4
		2.0	22	16.1	21.2	86.5
		Lowest priority	14	10.2	13.5	100.0
		Total	104	75.9	100.0	
	Missing	System	33	24.1		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	42	29.2	50.6	50.6
		2.0	30	20.8	36.1	86.7
		Lowest priority	11	7.6	13.3	100.0
		Total	83	57.6	100.0	
	Missing	System	61	42.4		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	18	31.6	40.9	40.9
		2.0	15	26.3	34.1	75.0
		Lowest priority	11	19.3	25.0	100.0
		Total	44	77.2	100.0	
	Missing	System	13	22.8		
	Total		57	100.0		

Research career in higher education

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	17	12.4	25.8	25.8
		2.0	42	30.7	63.6	89.4
		Lowest priority	7	5.1	10.6	100.0
		Total	66	48.2	100.0	

	Missing	System	71	51.8		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	23	16.0	30.7	30.7
		2.0	40	27.8	53.3	84.0
		Lowest priority	12	8.3	16.0	100.0
		Total	75	52.1	100.0	
	Missing	System	69	47.9		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	10	17.5	33.3	33.3
		2.0	14	24.6	46.7	80.0
		Lowest priority	6	10.5	20.0	100.0
		Total	30	52.6	100.0	
	Missing	System	27	47.4		
	Total		57	100.0		

Other career in higher education

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	2	1.5	9.5	9.5
		2.0	6	4.4	28.6	38.1
		Lowest priority	13	9.5	61.9	100.0
		Total	21	15.3	100.0	
	Missing	System	116	84.7		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	10.0	10.0
		Lowest priority	9	6.3	90.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		

Faculty of Health Sciences	Valid	Lowest priority	2	3.5	100.0	100.0
	Missing	System	55	96.5		
	Total		57	100.0		

Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	15	10.9	22.4	22.4
		2.0	21	15.3	31.3	53.7
		Lowest priority	31	22.6	46.3	100.0
		Total	67	48.9	100.0	
	Missing	System	70	51.1		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	37	25.7	35.9	35.9
		2.0	39	27.1	37.9	73.8
		Lowest priority	27	18.8	26.2	100.0
		Total	103	71.5	100.0	
	Missing	System	41	28.5		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	9	15.8	31.0	31.0
		2.0	12	21.1	41.4	72.4
		Lowest priority	8	14.0	27.6	100.0
		Total	29	50.9	100.0	
	Missing	System	28	49.1		
	Total		57	100.0		

Teaching (at a level below higher education)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	4	2.9	23.5	23.5
		2.0	5	3.6	29.4	52.9
		Lowest priority	8	5.8	47.1	100.0
		Total	17	12.4	100.0	
	Missing	System	120	87.6		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	2	1.4	20.0	20.0
		2.0	2	1.4	20.0	40.0
		Lowest priority	6	4.2	60.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		
Faculty of Health Sciences	Valid	2.0	2	3.5	66.7	66.7
		Lowest priority	1	1.8	33.3	100.0
		Total	3	5.3	100.0	
	Missing	System	54	94.7		
	Total		57	100.0		

Returning to, or remaining with, employer who is sponsoring your degree

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	5	3.6	45.5	45.5
		2.0	2	1.5	18.2	63.6
		Lowest priority	4	2.9	36.4	100.0
		Total	11	8.0	100.0	
	Missing	System	126	92.0		

	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	10.0	10.0
		2.0	3	2.1	30.0	40.0
		Lowest priority	6	4.2	60.0	100.0
		Total	10	6.9	100.0	
	Missing	System	134	93.1		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	6	10.5	46.2	46.2
		2.0	3	5.3	23.1	69.2
		Lowest priority	4	7.0	30.8	100.0
		Total	13	22.8	100.0	
	Missing	System	44	77.2		
	Total		57	100.0		

Returning to, or remaining with, employer who is not sponsoring your degree

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	1	0.7	10.0	10.0
		2.0	5	3.6	50.0	60.0
		Lowest priority	4	2.9	40.0	100.0
		Total	10	7.3	100.0	
	Missing	System	127	92.7		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	3	2.1	50.0	50.0
		2.0	1	0.7	16.7	66.7
		Lowest priority	2	1.4	33.3	100.0
		Total	6	4.2	100.0	
	Missing	System	138	95.8		
	Total		144	100.0		

Faculty of Health Sciences	Valid	Highest priority	4	7.0	66.7	66.7
		2.0	2	3.5	33.3	100.0
		Total	6	10.5	100.0	
	Missing	System	51	89.5		
	Total		57	100.0		

Self-employment (including setting up your own business)

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	5	3.6	25.0	25.0
		2.0	11	8.0	55.0	80.0
		Lowest priority	4	2.9	20.0	100.0
		Total	20	14.6	100.0	
	Missing	System	117	85.4		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	5	3.5	21.7	21.7
		2.0	5	3.5	21.7	43.5
		Lowest priority	13	9.0	56.5	100.0
		Total	23	16.0	100.0	
	Missing	System	121	84.0		
	Total		144	100.0		
Faculty of Health Sciences	Valid	2.0	1	1.8	25.0	25.0
		Lowest priority	3	5.3	75.0	100.0
		Total	4	7.0	100.0	
	Missing	System	53	93.0		
	Total		57	100.0		

Any other professional career

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	3	2.2	10.3	10.3
		2.0	8	5.8	27.6	37.9
		Lowest priority	18	13.1	62.1	100.0
		Total	29	21.2	100.0	
	Missing	System	108	78.8		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	10	6.9	19.2	19.2
		2.0	13	9.0	25.0	44.2
		Lowest priority	29	20.1	55.8	100.0
		Total	52	36.1	100.0	
	Missing	System	92	63.9		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	5	8.8	31.3	31.3
		2.0	2	3.5	12.5	43.8
		Lowest priority	9	15.8	56.3	100.0
		Total	16	28.1	100.0	
	Missing	System	41	71.9		
	Total		57	100.0		

Not sure or not decided yet

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	11	8.0	35.5	35.5
		2.0	2	1.5	6.5	41.9
		Lowest priority	18	13.1	58.1	100.0
		Total	31	22.6	100.0	

	Missing	System	106	77.4		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	19	13.2	42.2	42.2
		2.0	5	3.5	11.1	53.3
		Lowest priority	21	14.6	46.7	100.0
		Total	45	31.3	100.0	
	Missing	System	99	68.8		
	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	3	5.3	30.0	30.0
		2.0	1	1.8	10.0	40.0
		Lowest priority	6	10.5	60.0	100.0
		Total	10	17.5	100.0	
	Missing	System	47	82.5		
	Total		57	100.0		

Other (Please specify):

Larger unit such as school, college or equivalent			Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Arts, Humanities and Social Sciences	Valid	Highest priority	6	4.4	54.5	54.5
		2.0	2	1.5	18.2	72.7
		Lowest priority	3	2.2	27.3	100.0
		Total	11	8.0	100.0	
	Missing	System	126	92.0		
	Total		137	100.0		
Faculty of Engineering, Maths and Science	Valid	Highest priority	1	0.7	12.5	12.5
		2.0	5	3.5	62.5	75.0
		Lowest priority	2	1.4	25.0	100.0
		Total	8	5.6	100.0	
	Missing	System	136	94.4		

	Total		144	100.0		
Faculty of Health Sciences	Valid	Highest priority	2	3.5	50.0	50.0
		2.0	2	3.5	50.0	100.0
		Total	4	7.0	100.0	
	Missing	System	53	93.0		
	Total		57	100.0		