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

Report of the StudentSurvey.ie. Postgraduate Research Survey 2018/19

Quality Office

February 2020

Contents

1. Introduction

The PGR StudentSurvey.ie (Irish Survey of Student Engagement for Postgraduate Research Students) 2019 invited responses from postgraduate research (PGR) students in 22 higher education institutions in Ireland. The pilot of the PGR survey instrument took place in 2017/18. 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). The PGR StudentSurvey.ie will be administered on a biennial basis from 2018/19.

For the purposes of PGR StudentSurvey.ie, student engagement reflects two key elements. The first is the amount of time and effort that students put into their studies and other educationally beneficial activities. The second is how higher education institutions deploy resources and organise curriculum and other learning opportunities to encourage students to participate in meaningful activities that are linked to learning.

Underpinning the quality of postgraduate research degree provision is Ireland's *National Framework for Doctoral Education*. A complementary *Framework of Good Practice for Research Degree Programmes* was launched by Quality and Qualifications Ireland (QQI) in July 2019 and is organised around the key principles in the *National Framework for Doctoral Education*.

An Overview of the Survey Instrument

The PGR StudentSurvey.ie addresses the following engagement aspects:

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

Each aspect employs a variety of question formats: predominantly six-point Likert scale; a multi-rank response option is used in the Motivations and Career aspects; and Yes/No responses in the Developmental Opportunities aspect. Each aspect has an 'open comment' response question, allowing for qualitative analysis.

Note the Personal Outlook aspect was added in 2018/19 following concerns around the mental health and wellbeing of this cohort, following analysis of the 2017/18 pilot.

Participation in the Survey

In keeping with the reporting for 2018, Trinity College Dublin's performance is benchmarked against a comparator group of seven institutions, (all Designated Awarding Bodies), with >250 research students (refer Table 1).

Table 1: Trinity's comparator group of institutions in the PGR StudentSurvey.ie

Comparator Group of HEIs with >250 PGR Student
Dublin City University
Maynooth University
National University of Ireland Galway
Trinity College Dublin
University College Cork
University College Dublin
University of Limerick
Technological University Dublin, Grangegorman and city

Table 2 below shows that Trinity's response rate has increased in the first full year of implementation. Trinity achieved a 27.9% response rate in the PGR Student Survey.ie in 2018/19, up from 26.5% in the 2017/18 pilot.

Table 2: Response rates in the PGR StudentSurvey.ie

	2018/19	***2017/18***
National population (all HEIs)	9,114	9,182
National response (all HEI's)	2,721 (29.9%)	2,336 (30.2%)
≥ 250 population	7, 853	7,160
≥ 250 response	2,254 (28.7%)	1,869 (28.9%)
Trinity population	1,382	1,430
Trinity response	385 (27.9%)	379 (26.5%)

A profile of respondents is outlined in Table 3 and 4 below. It can be seen that Trinity respondents are predominately enrolled in Doctoral studies (NFQ L10) rather than Research Masters (NFQ L9) programmes, continuing the pattern established in the 2017/18 pilot and in Trinity's PGR Student Survey of 2016/17 and 2015/16.

Table 3: Respondent characteristics 2019 (n-385)

Gender	**Domicile**	**Mode of study**	**Programme**
Male (n=147 or 38%)	Irish (n= 236 or 61%)	Full-time 358 (93%)	Master - 19
Female (n =238 or 62%)	Non-Irish (n=149 or 39%)	Part-time 27 (7%)	Doctoral - 366

Table 4 indicates that research degree programmes continue to attract students across all stages of life. The majority of respondents (92%) can be described as early - mid -career (20-40's), while 8% of respondents are in mid-late career or of retirement age (50-70's).

Table 4: Postgraduate education and Life-Long Learning - Profile of Trinity PGR Respondents by Year of Birth

Year of birth	**1948-1949 (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	2 (0.5%)	5 (1.3%)	22 (6%)	27 (7%)	109 (28%)	220 (57%)

PGR Student Survey.ie and Data Protection

Trinity is required to sign a Data Confidentiality Agreement to receive institutional level data that allows detailed analysis on a Faculty- School and Programme basis. As a consequence of this agreement Trinity cannot report on any aspect at a granular level, where the number of respondents is < 10. This is to protect the identity of PGR respondents' in Schools where the numbers of registered students are small. Schools with > 10 PGR respondents are outlined in Table 5 below. Each of these Schools has received a School and programme specific report on the 2018/19 PGR StudentSurvey.ie survey outcomes.

Table 5: PGR Response by Faculty and School where ≥ 10

AHSS (8/12 Schools)		FEMS (7/8 Schools)		Health Science (3/4 Schools)	
Business	13	Biochem & Immunol	16	Medicine	54
Education	14	Chemistry	24	Nursing & Mod	11
History & Humanities	32	Comp. Sc. & Stats	26	Pharmacy & Pharm .Sc.	12
Linguistics, Speech & Comm. Sc.	17	Engineering	23		
Psychology	14	Genetics& Micro	15		
Religion	11	Natural Science	26		
Social Work & Social Policy	14	Physics	19		
Total	*115*	*Total*	*149*	*Total*	*77*

Postgraduate Research Student Experience at a Glance

The following is a synopsis of the key findings of the 2018/19 PGR StudentSurvey .ie. For ease of visualisation a 'RAG' status is applied to the proportion of respondents who 'definitely agree or agree' to the 6-point likert -scale questions under each aspect: ≥ 80% = Green; between 70%-80% = Amber; and ≤ 70% = Red.

Further detail is provided in the body of the report and the figures that outline all response options (neither agree nor disagree, mostly disagree, definitely disagree) at Faculty level can be found in Appendix 2.

It is hoped that the outcomes of the 2018/10 PGR Survey can inform strategic initiatives under the Board approved Strategic Plan (*2020-2025*). It has a focus on postgraduate education, the postgraduate student experience and includes an objective to conduct a 'review of the Structured PhD programme' (Goal 3- 3.4-3.6)). The 2018/19 results can be used as a baseline to monitor the impact of these initiatives in future year administrations of the survey, next due in 2020/21.

Table 6: PGR Survey at a Glance

Fig	*Questions*	*(% of respondents who 'definitely agree' or 'agree')*				
		≥ 250 HEIs	**TCD**	**FEMS**	**HS**	**AHSS**
A1	Suitable working space	79%	76%	81%	79%	68%
A2	Adequate provision of computing resources /facilities	71%	66%	78%	73%	51%
A3	Library facilities	80%	79%	83%	86%	75%
A4	Access to specialist resources necessary for research	71%	71%	76%	71%	66%
B2	Supervisor support	84%	81%	82%	79%	82%
B3	Regular contact with Supervisor	86%	85%	86%	85%	85%
B4	Supervisor feedback helps direct research activities	84%	82%	83%	76%	84%
B5	Supervisor helps identify my training and development needs	72%	71%	69%	72%	72%
H2	Supervisor's responsibility towards the research degree student	83%	83%	83%	80%	85%
H3	Who to approach other than my Supervisor	66%	58%	62%	50%	60%
H1	Understand my responsibilities as a research degree student	90%	90%	91%	90%	88%
C1	Access to a relevant seminar programme	68%	68%	73%	69%	61%
C2	Research ambience at department level	59%	60%	64%	71%	50%
C3	Opportunities to discuss research with others	61%	61%	71%	66%	49%
C4	Opportunities to become involved in the wider research community	52%	51%	55%	52%	47%
G3	Opportunities to develop contacts or professional networks	72%	74%	74%	70%	77%
D1	Appropriate Induction/ Orientation	59%	43%	42%	35%	49%
D2	Understanding of requirements for formal monitoring of progress	77%	69%	69%	73%	69%
D3	Understand the required standard for my Thesis	73%	69%	68%	62%	74%
D4	Clarity of final assessment procedure	69%	67%	65%	56%	72%
F1	Applying appropriate research methodologies, tools, techniques	89%	90%	95%	92%	85%

Fig	*Questions*	*(% of respondents who 'definitely agree' or 'agree')*				
		≥ 250 HEIs	**TCD**	**FEMS**	**HS**	**AHSS**
F2	Attained critical analysis and research evaluations skills	87%	86%	89%	81%	85%
F3	Confidence to be creative or innovative	72%	69%	71%	68%	69%
F4	Understanding of 'research integrity'	86%	83%	83%	81%	83%
G1	Ability to manage projects	79%	77%	80%	81%	70%
G2	Ability to communicate information effectively to diverse audiences	76%	73%	78%	73%	68%
G3	Developed contacts or professional networks	72%	74%	77%	71%	74%
G4	Increasingly managed my own professional development	80%	75%	74%	74%	78%
I.1	Satisfied with their life nowadays	73%	68%	63%	66%	74%
I.2	Satisfied with work-life balance	55%	49%	46%	51%	52%
I.1	Satisfied with their life nowadays within my Institution nowadays	68%	61%	64%	61%	59%
I.4	There is someone in my institution I can talk to about my day-to-day problems	55%	53%	56%	52%	52%
L1	How would you evaluate your entire research experience at this institution?	75%	68%	71%	69%	65%
L4	I am confident that I will complete my research degree programme within my institution's expected timescale	74%	79%	75%	79%	83%

IMPORTANT: Table 6 above excludes questions on the following, the reader is referred to the body of the report:

- Funding refer §3.1.1, pg. 16;
- Development Opportunities refer §3.5, pg. 29;
- Motivations refer §3.9, pg.41;
- Careers refer § 3.10, pg. 42;
- Withdrawal refer§3.11, pg. 43.

2. Executive Summary

As we commence a journey in the new Strategic Plan (2020-2025) that focuses on postgraduate education, what can the results of the 2018/19 PGR Student Survey inform College on the key questions of:

1. What differentiates Trinity as a provider of research degree programmes compared with our comparator group?
2. Where can Trinity focus its efforts to enhance the experience of research degree students in Trinity?

Out of the twelve aspects, the two that Trinity performs well in are *Supervision* and *Research Skills*, both core elements to the provision of research degree programmes and to the success of students.

Trinity's differentiating factors compared with the ≥250 comparator group of universities include:

- the predominance of the single Supervisor model (70% TCD vs 53% ≥250);
- higher levels of receipt of external grant funding (27.5% TCD vs 17.5% ≥250);
- the availability of stipends as a form of funding (87% TCD vs 77% >250);
- confidence in completing their research degree programme (79% TCD vs 75% ≥250);
- opportunity to spend time abroad (31% TCD vs 26% ≥250).

Three aspects highlight key areas for enhancement in the research degree experience: these include *Research Culture*, *Progression and Assessment; and Personal Outlook.* The two common threads that underpin these three aspects are (i) communication and (ii) relatedness.

Starting at the beginning of the PGR student lifecycle with 'appropriate induction/orientation', only 43% of Trinity respondents responded that they had received an appropriate induction/orientation. This compares with 59% of respondents in the ≥ 250 universities and represents one of the lowest findings in the 2019 survey.

Progressing through the research degree programmes respondents continue to seek opportunities to engage with fellow PhD students, with research academics within Schools through School or departmental seminar programmes, and across College through networking events. Such events contribute to a sense of being integrated into the life of College and reduce the social isolation reported by PGR respondents (Figs C1.-C4).

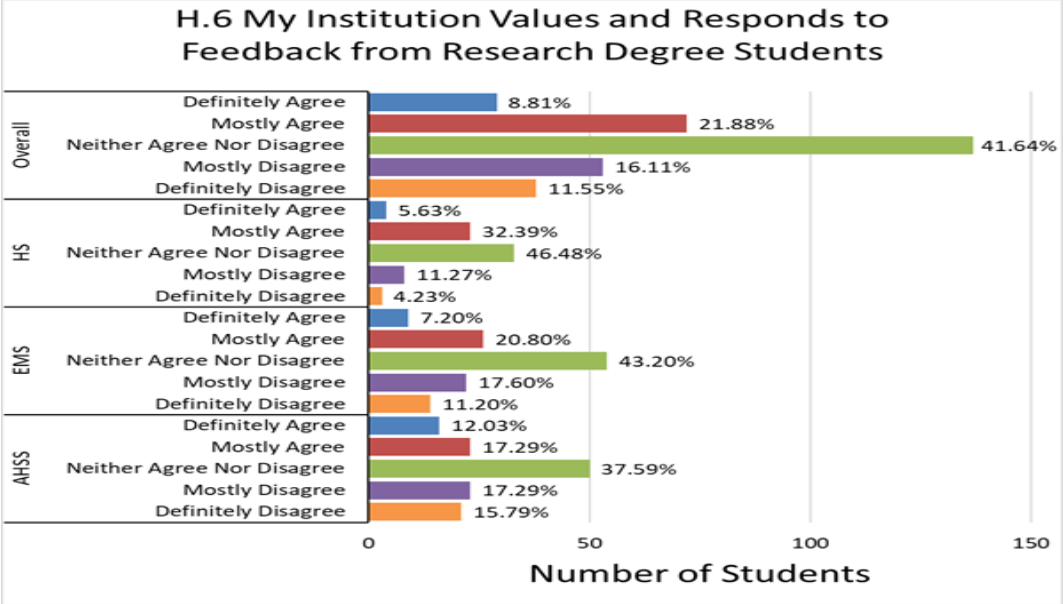
New to the survey in 2018/19 was the 'Personal Outlook' aspect (Figs I.1 -I.4). Trinity PGR respondents report lower levels of satisfaction on each statement under this aspect, than those in the >250 comparator group:

- 20% of respondents 'definitely, or 'mostly disagreed' that they were satisfied with their life (≥250-13%);
- 33% of respondents 'definitely, or 'mostly disagreed' that they were satisfied with their work-life balance (≥250-28%);

- 20% of respondents 'definitely, or 'mostly disagreed' that they were satisfied with life within their institution (≥250-16%);
- 30% of respondents 'definitely, or 'mostly disagreed' that there was someone they could talk to about their day-to day problems (≥250-25%).

Related to the final statement above is a statement under the Responsibilities and Supports aspect: '*Other than my Supervisor I know who to approach if I am concerned about any academic aspect of my research degree programme*'. This statement was included in the 2017/18 Pilot and in the bespoke Trinity PGR survey in 2015/16 and 2016/17. Trend data on this statement has shown little movement in that period: in 2018/19, approximately 28% of respondents 'definitely' or 'mostly' disagreed with that statement (Fig. H.3). In 2017/18, that proportion was 30%; in 2016/17 it was 28%.

The above findings speak to the individual experience of PGR students, however, the experience of PGR respondents as a collective is reflected in the statement '*My institution values and responds to feedback from research degree students*' (Fig. H.6) where 28% of respondents overall and 33% of AHSS respondents 'definitely' or 'mostly disagreed' with this statement. This compares with 42% of respondents in the ≥250 comparator group.



Efforts to address the mental health and wellbeing of PGR students are being led by the Office of the Dean of Graduate Studies; the Dean of Students, the Postgraduate Advisory Service and the Graduate Students' Union. They include the:

- Institution of weekly communications to all PGR students that offer academic advice in terms of key dates but also offer a calendar of social events (DGS);
- Facilitation of a special seminar on Mental Health and Wellbeing to 48 academics attending the Supervision Development Programme (DGS);

- The formation of a sub-group of the Student Life Committee led by the Dean of Students and Postgraduate Advisory Officer that resulted in the introduction of 'Gradchat' mentor groups in 2018/19.

Other initiatives include:

- Trinity's 'Transition to Trinity' programme implemented PGR specific orientation in 2018/19 and expanded the frequency of provision to include September, January and March sessions.
- In addition, the Dean of Health Science sponsored Mental Health First Aid training for academics supervising PGR students at risk. This training is now available College-wide through HR.

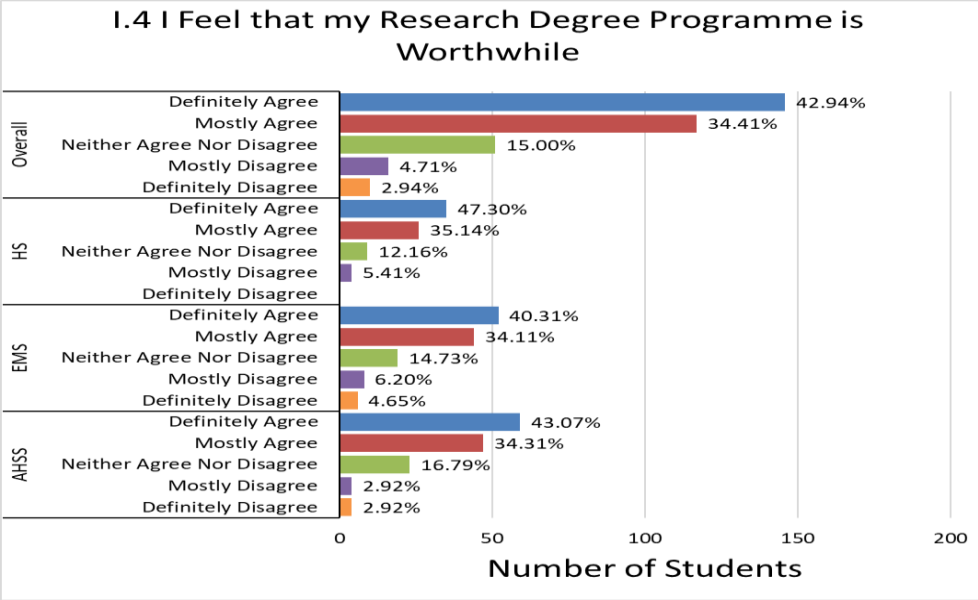
The 'Personal Outlook' aspect will be monitored longitudinally to demonstrate the effectiveness and impact of these interventions. Of note in Fig L5 (pg.12) on Withdrawal is that 11% of PGR respondents consider withdrawing because of 'health' reasons; 18% for personal or family reasons and 22% for financial reasons, all of which relate to the Personal Outlook aspect.

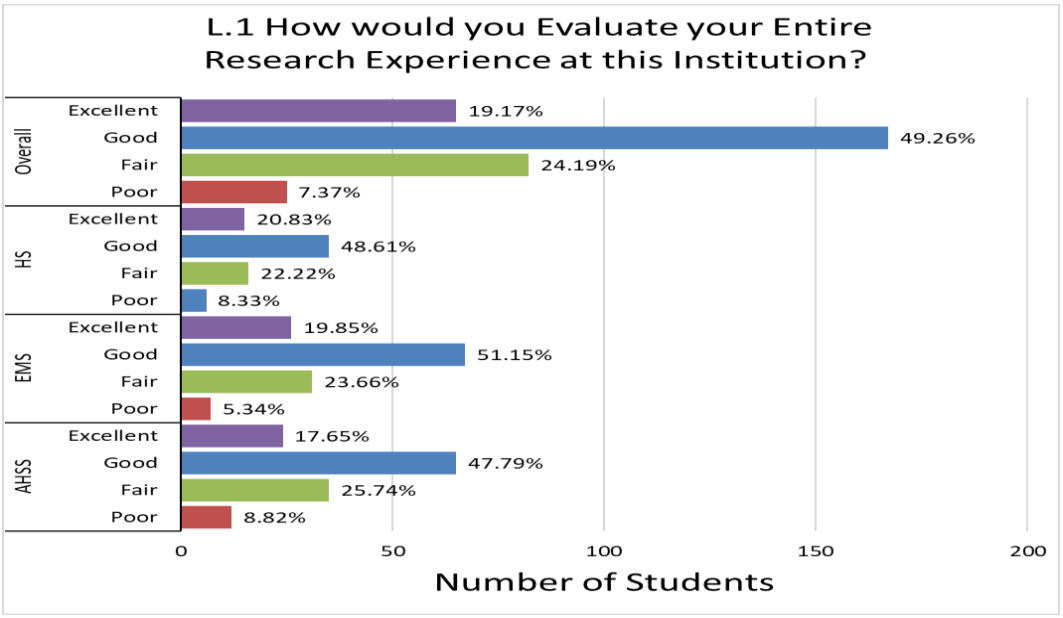
Three statements measure respondents' perception of overall satisfaction with their research degree programme. The first of these is the measure of overall perception by respondents whether their research degree programme is worthwhile (Fig I.4); second is their evaluation of their entire research degree programme (Fig.L1) and third is confidence in completing their research degree programme within the prescribed timeframe (FT-4years; PT- 6years) (Fig L4).

Responses for the first measure of overall satisfaction are the same across Trinity and the ≥ 250 comparator group – 77% of respondents - report their research degree programme to be worthwhile (≥250% -77%; TCD -77%; AHSS 77%; FEMS 74% and HS 82%). The proportion of respondents who 'definitely' or 'mostly disagree' that their programmes are worthwhile <10% (≥250 8% TCD 8%; HS 5%; AHSS 6%), however in FEMS it was 11%.

The second measure of overall satisfaction relates to respondent evaluation of their research experience in their home institution (Fig. L1). On this measure Trinity performs less well when compared with the ≥ 250 comparator group. In the ≥250 comparator group the breakdown between respondents who' definitely' or 'mostly agree' and those that definitely or mostly disagree is 75:25, whereas in Trinity it is 70:30 (highest in FEMS 71:29; lowest in AHSS 65:35).

The third measure is 'confidence in completing their research degree programme within timescale'. Trinity's respondents' report a higher degree of confidence in completing their research degree programme, 79% compared with 75% in the ≥250 comparator group. It is highest in AHSS -83%.


I.4 I Feel that my Research Degree Programme is Worthwhile
Overall
Definitely Agree 42.94%
Mostly Agree 34.41%
Neither Agree Nor Disagree 15.00%
Mostly Disagree 4.71%
Definitely Disagree 2.94%
HS
Definitely Agree 47.30%
Mostly Agree 35.14%
Neither Agree Nor Disagree 12.16%
Mostly Disagree 5.41%
Definitely Disagree
EMS
Definitely Agree 40.31%
Mostly Agree 34.11%
Neither Agree Nor Disagree 14.73%
Mostly Disagree 6.20%
Definitely Disagree 4.65%
AHSS
Definitely Agree 43.07%
Mostly Agree 34.31%
Neither Agree Nor Disagree 16.79%
Mostly Disagree 2.92%
Definitely Disagree 2.92%
0 50 100 150 200
Number of Students


L.1 How would you Evaluate your Entire Research Experience at this Institution?
Overall
Excellent 19.17%
Good 49.26%
Fair 24.19%
Poor 7.37%
HS
Excellent 20.83%
Good 48.61%
Fair 22.22%
Poor 8.33%
EMS
Excellent 19.85%
Good 51.15%
Fair 23.66%
Poor 5.34%
AHSS
Excellent 17.65%
Good 47.79%
Fair 25.74%
Poor 8.82%
0 50 100 150 200
Number of Students

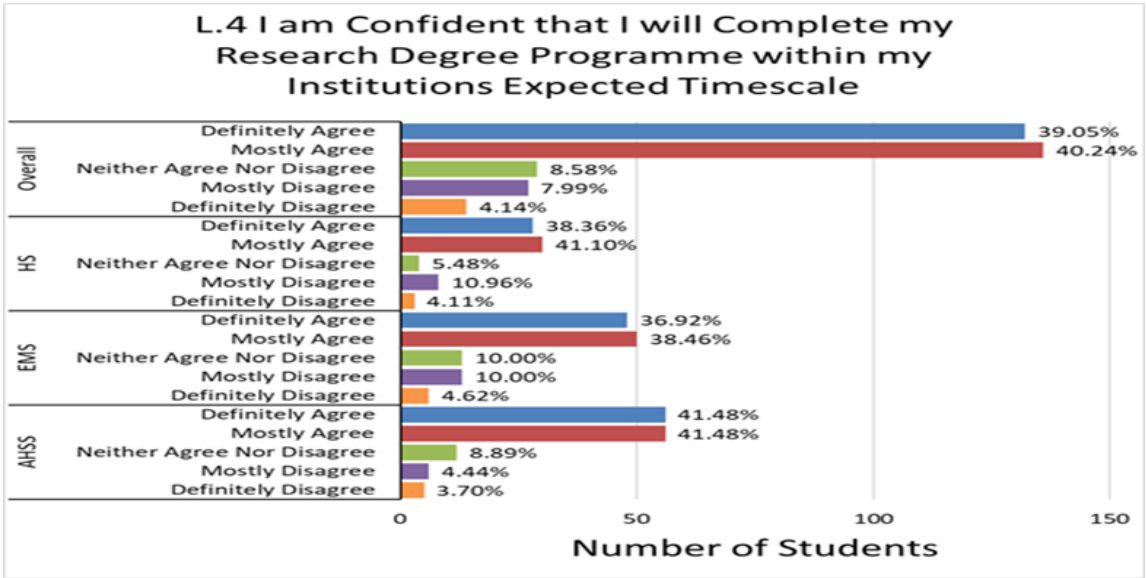
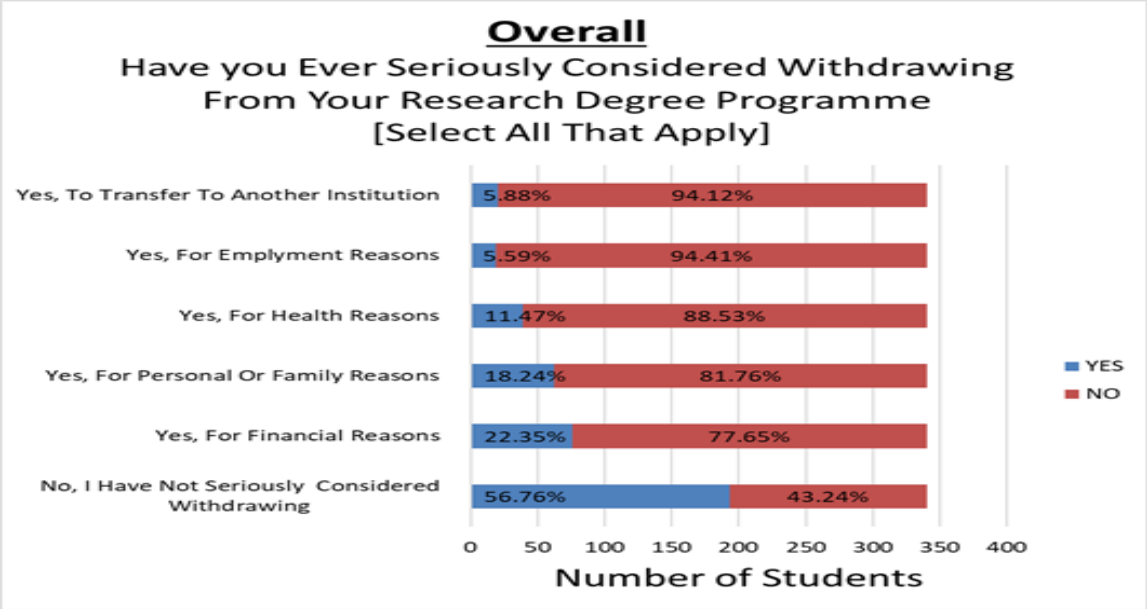

L.4 I am Confident that I will Complete my Research Degree Programme within my Institutions Expected Timescale
Overall
Definitely Agree 39.05%
Mostly Agree 40.24%
Neither Agree Nor Disagree 8.58%
Mostly Disagree 7.99%
Definitely Disagree 4.14%
HS
Definitely Agree 38.36%
Mostly Agree 41.10%
Neither Agree Nor Disagree 5.48%
Mostly Disagree 10.96%
Definitely Disagree 4.11%
EMS
Definitely Agree 36.92%
Mostly Agree 38.46%
Neither Agree Nor Disagree 10.00%
Mostly Disagree 10.00%
Definitely Disagree 4.62%
AHSS
Definitely Agree 41.48%
Mostly Agree 41.48%
Neither Agree Nor Disagree 8.89%
Mostly Disagree 4.44%
Definitely Disagree 3.70%
0 50 100 150
Number of Students

Fig. L5 below explores the reasons PGR respondents consider withdrawing from their PGR programme. First among these are financial reasons (22%); personal or family reasons account for a further 18% of responses, and 11% for health reasons. Differences across Faculties clearly relate to the availability of higher levels of grant and employer funding being available to FEMS and HS respondents respectively, as withdrawal in these cohorts is lower than it is for AHSS (AHSS 33%; FEMS 20%; HS 12%) (Appendix 2 Fig. L5 (i-iii)).

Fig L5: Withdrawal



It is hoped that the above findings will inform initiatives proposed under the new Strategic Plan (2020-2025). Initiatives already commenced are outlined above under Personal Outlook (above) and discussions continue on others e.g. providing a 1:1 tutorial service to PGR students in the same way as it is to undergraduate students.

Challenges around funding remain and are threefold in nature (i) the absence of funding as in the case of 41% of AHSS responses (ii) adequacy of funding levels in particular for the high proportion of Trinity respondents in receipt of stipends and (iii) the sustainability of funding across the full-term of the PGR lifecycle. Trinity has lobbied research grant bodies to allocate funding for the full term of the PGR lifecycle i.e. 4 years.

Across College greater efforts are required to integrate students into the life of College both in terms of academic life and social life. In planning such events efforts should be made to include the needs of part-time PGR respondents and those with outside commitments be that work that is necessary to sustain their participation in research programmes or caring commitments noting that 18% of students withdraw for personal and family reasons i.e. the inability to manage their work-life balance successfully.

3. The PGR StudentSurvey.ie 2018/19

This report presents qualitative and quantitative results from the first year of full implementation of PGR Student Survey.ie (Irish Survey of Student Engagement for Postgraduate Research Students).

3.1 Research Infrastructure and Facilities

The findings for the '*research infrastructure and facilities'* aspect point to a disparity in the experience of AHSS PGR respondents in relation to those from FEMS and HS; and of respondents in the ≥250 comparator group (Table 7; Figs A1-A4). This continues a pattern seen in the PGR Student Survey Pilot in 2017/18 and in the bespoke Trinity PGR Student Surveys of 2015/16 and 2016/17.

- 22% of AHSS respondents reported that they 'mostly disagree' (14%) or 'disagree' (8%) that they had a *suitable working space* compared with 13% of FEMS and 17% of HS respondents respectively (Fig. A1).
- 31% of AHSS respondets (31%) 'mostly disagreed' or 'definetly disagreed' that they had access *to Adequate Provision of Computing Resources /Facilities,* compared with 21% of respondents overall; 18% of HS respondents and 14% of FEMS respondents (Fig. A2)
- 15% of AHSS respondents reported lower levels of access to Library including physical and online resources, compared with 7.5% and 8% of HS respondents respectively (Fig A3).
- Approx 16% of PGR respondents across all Faculties 'definetly' or 'mostly disagree' that they had *Access to specialist resources necessary for research*' HS 16%; FEMS 15% and AHSS 16% (Fig A4).

Factors that may influence this include the disciplinary nature of research in FEMS and HS where PGR students may be allocated a 'bench space' as part of their PhD programme; and that respondents in FEMS and HS continue to attract higher levels of external funding, whereas respondents in AHSS continue to report the highest levels of self-funding (41%). In terms of Library facilities, AHSS disciplines are likely to be higher users of the Library's research archives and more heavily impacted by UK Legal deposit legislation that restricts access to certain online resources to computers in the Library. The Library has attempted to respond to this in recent years by widening the Library locations whereby students can access online resources and introducing a Patron Driven Acquisition Scheme to facilitate access.

Table 7: Research Infrastructure and Facilities

Questions	*(% of respondents who Definitely agree or agree)*				
	≥ 250	TCD	FEMS	HS	AHSS
Suitable working space	79%	76%	81%	79%	68%
Adequate provision of computing resources /facilities	71%	66%	78%	73%	51%
Library facilities	80%	79%	83%	86%	75%
Access to specialist resources necessary for research	71%	71%	76%	71%	66%

Space availability and security of space was evident in the open comments under this aspect where respondents highlighted that either they didn't have a workstation or that space in the library was inadequate and needed to be protected:

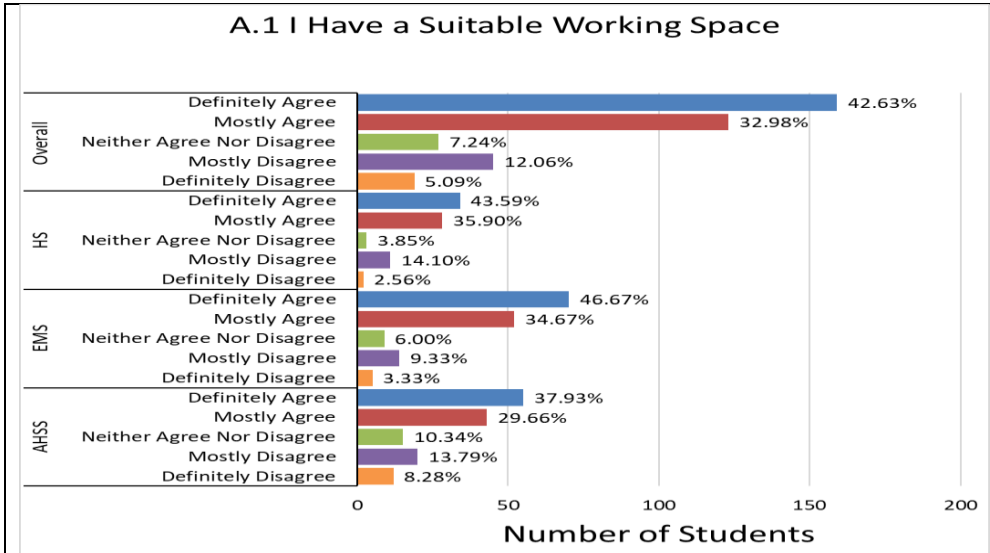
> *'We need more desk space and it needs to be suitable and accessible desk space and it needs to be secure for the full term of your studies (it's fine if you're asked to give it up if you don't use it or if you contravene rules, but you shouldn't be kicked out because it's only a one-year desk.'*

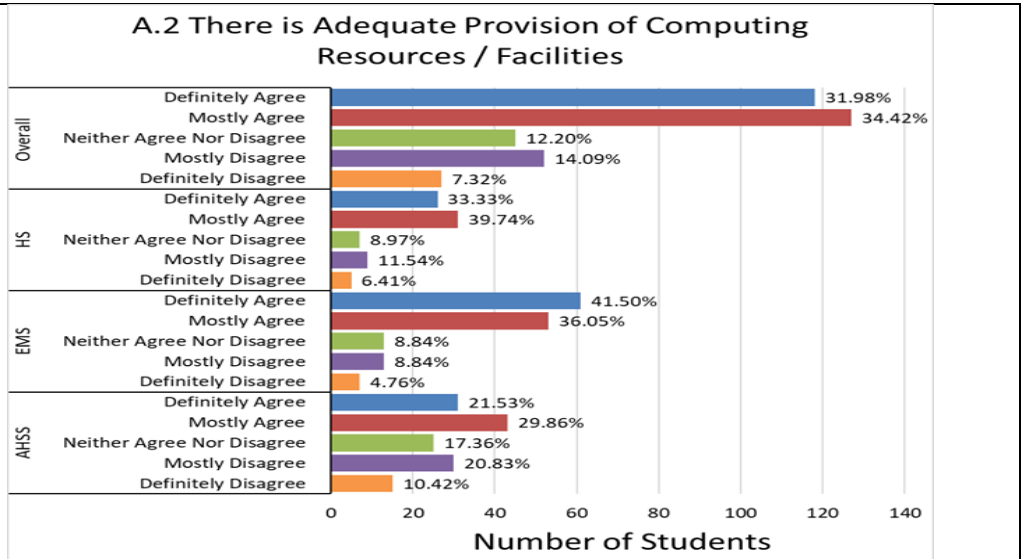
> *'But I know it was a hassle for them to find it and generally space seems to be a major issue and it is not ideal for PhD students in 3rd and 4th year when writing up not to have a work space guaranteed, especially since many houses in Dublin are cold which makes working from home difficult.'*

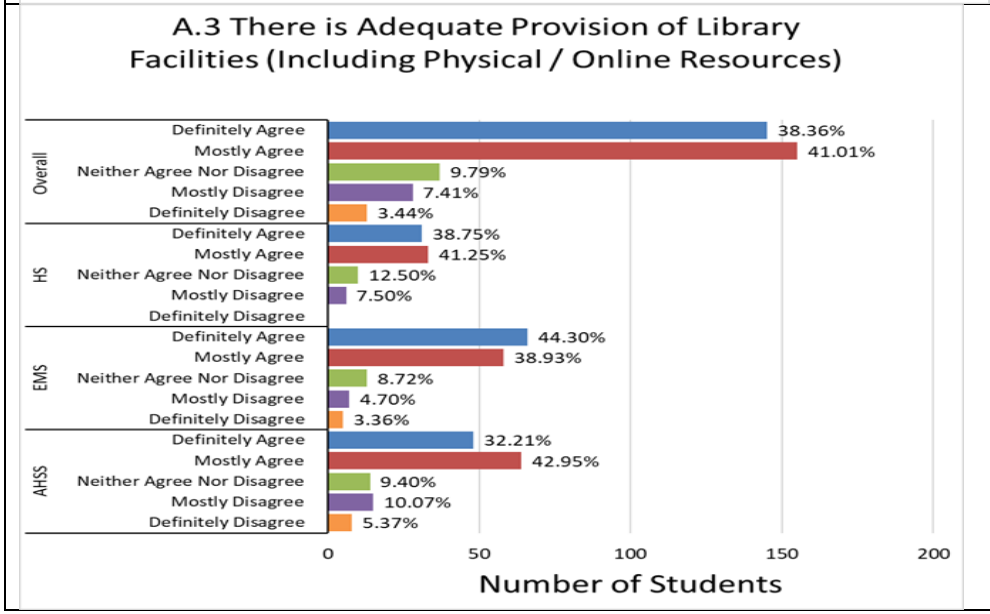
Qualitative comments in relation to the library related to library operation times making access for part-time students difficult, BLU being inadequate, lack of support systems for international students and internet availability. As may be expected, there was some cross-over on 'workspace' available in the library.

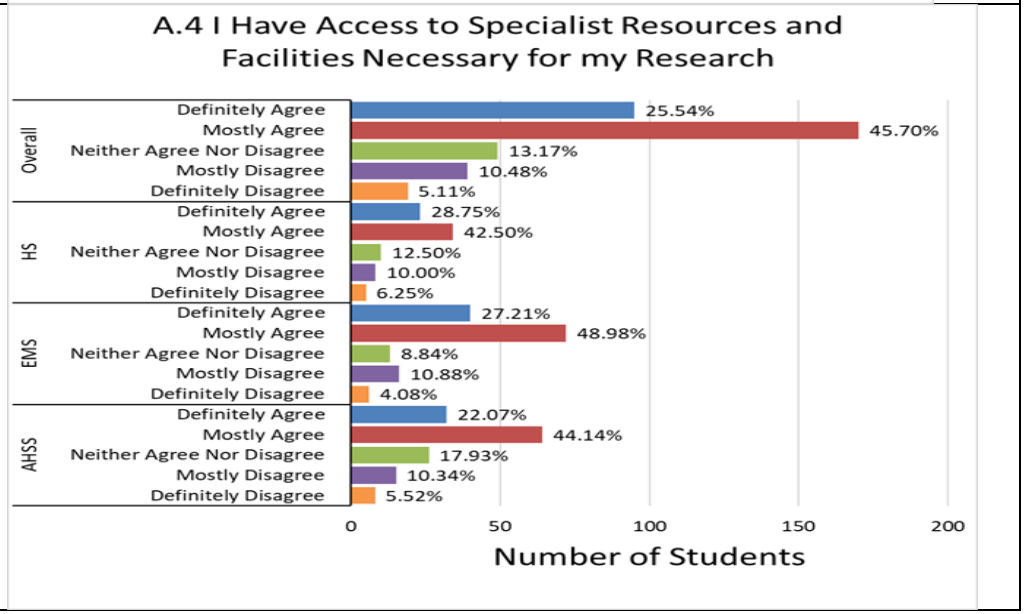
In terms of access to specialist resources necessary for research, one open comment points to a disparity across different locations in terms of access to equipment and facilities:

> *There is very little room in the Trinity lab in the Coombe, and there is little to no equipment in James' as compared to TTMI and other research facilities on Trinity campus.'*


A.1 I Have a Suitable Working Space
Overall
Definitely Agree 42.63%
Mostly Agree 32.98%
Neither Agree Nor Disagree 7.24%
Mostly Disagree 12.06%
Definitely Disagree 5.09%
HS
Definitely Agree 43.59%
Mostly Agree 35.90%
Neither Agree Nor Disagree 3.85%
Mostly Disagree 14.10%
Definitely Disagree 2.56%
EMS
Definitely Agree 46.67%
Mostly Agree 34.67%
Neither Agree Nor Disagree 6.00%
Mostly Disagree 9.33%
Definitely Disagree 3.33%
AHSS
Definitely Agree 37.93%
Mostly Agree 29.66%
Neither Agree Nor Disagree 10.34%
Mostly Disagree 13.79%
Definitely Disagree 8.28%
0 50 100 150 200
Number of Students


A.2 There is Adequate Provision of Computing Resources / Facilities
Overall
Definitely Agree 31.98%
Mostly Agree 34.42%
Neither Agree Nor Disagree 12.20%
Mostly Disagree 14.09%
Definitely Disagree 7.32%
HS
Definitely Agree 33.33%
Mostly Agree 39.74%
Neither Agree Nor Disagree 8.97%
Mostly Disagree 11.54%
Definitely Disagree 6.41%
EMS
Definitely Agree 41.50%
Mostly Agree 36.05%
Neither Agree Nor Disagree 8.84%
Mostly Disagree 8.84%
Definitely Disagree 4.76%
AHSS
Definitely Agree 21.53%
Mostly Agree 29.86%
Neither Agree Nor Disagree 17.36%
Mostly Disagree 20.83%
Definitely Disagree 10.42%
0 20 40 60 80 100 120 140
Number of Students


A.3 There is Adequate Provision of Library Facilities (Including Physical / Online Resources)
Overall
Definitely Agree 38.36%
Mostly Agree 41.01%
Neither Agree Nor Disagree 9.79%
Mostly Disagree 7.41%
Definitely Disagree 3.44%
HS
Definitely Agree 38.75%
Mostly Agree 41.25%
Neither Agree Nor Disagree 12.50%
Mostly Disagree 7.50%
Definitely Disagree
EMS
Definitely Agree 44.30%
Mostly Agree 38.93%
Neither Agree Nor Disagree 8.72%
Mostly Disagree 4.70%
Definitely Disagree 3.36%
AHSS
Definitely Agree 32.21%
Mostly Agree 42.95%
Neither Agree Nor Disagree 9.40%
Mostly Disagree 10.07%
Definitely Disagree 5.37%
0 50 100 150 200
Number of Students


A.4 I Have Access to Specialist Resources and Facilities Necessary for my Research
Overall
Definitely Agree 25.54%
Mostly Agree 45.70%
Neither Agree Nor Disagree 13.17%
Mostly Disagree 10.48%
Definitely Disagree 5.11%
HS
Definitely Agree 28.75%
Mostly Agree 42.50%
Neither Agree Nor Disagree 12.50%
Mostly Disagree 10.00%
Definitely Disagree 6.25%
EMS
Definitely Agree 27.21%
Mostly Agree 48.98%
Neither Agree Nor Disagree 8.84%
Mostly Disagree 10.88%
Definitely Disagree 4.08%
AHSS
Definitely Agree 22.07%
Mostly Agree 44.14%
Neither Agree Nor Disagree 17.93%
Mostly Disagree 10.34%
Definitely Disagree 5.52%
0 50 100 150 200
Number of Students

3.1.1. Funding

Access to and adequacy of *'funding'* over the term of the PGR lifecycle is one of the key indicators of completion in research degree programmes. Table 8 below indicates that receipt of 'grant funding' is the key diffentiator between Trinity PGR respondents (27.5%) and PGR respondents in the >250 comparator group (17%). It also outlines that 'scholarships' remains the main source of funding for PGR respondents in Trinity (56%); followed by 'grant funding' (28%) and 'self-funding' (20%). (Refer Appendix 2:figs A.5 (i)-(iii) for Funding sources by Faculty).

Table 8: Source of Funding- Trinity PGR respondents compared with >250 comparator group

Source of Funding (all students) ➢	250 group	Trinity	FEMS	HS	AHSS
Scholarship	59.2%	56.4%	60.5%	51%	55%
Scholarship (fees only)	6.4%	3.1%	3.3%	2.5%	3.3%
Self-funded	19.3%	19.5%	4%	9%	**41%**
Grant	17.1%	27.5%	**41.4%**	35%	10%
Employer-funded	8.5%	6.5%	4.6%	**17.5%**	3%

Clear distinctions on sources of funding emerge across the three faculties (refer Appendix 2: Figs A5 (i)-(iii)). As per the 2017/18 survey outcomes: HS respondents report the highest proportion of 'employer' funded (17.5%), the second highest level of 'grant' funding (35%) after FEMS, the lowest level of scholarship funding (51%); and the second lowest levels of 'self-funding' (9%) after FEMS. FEMS respondents enjoy the highest level of 'grant funding' (42%) and the highest level of 'scholarship' funding (61%).

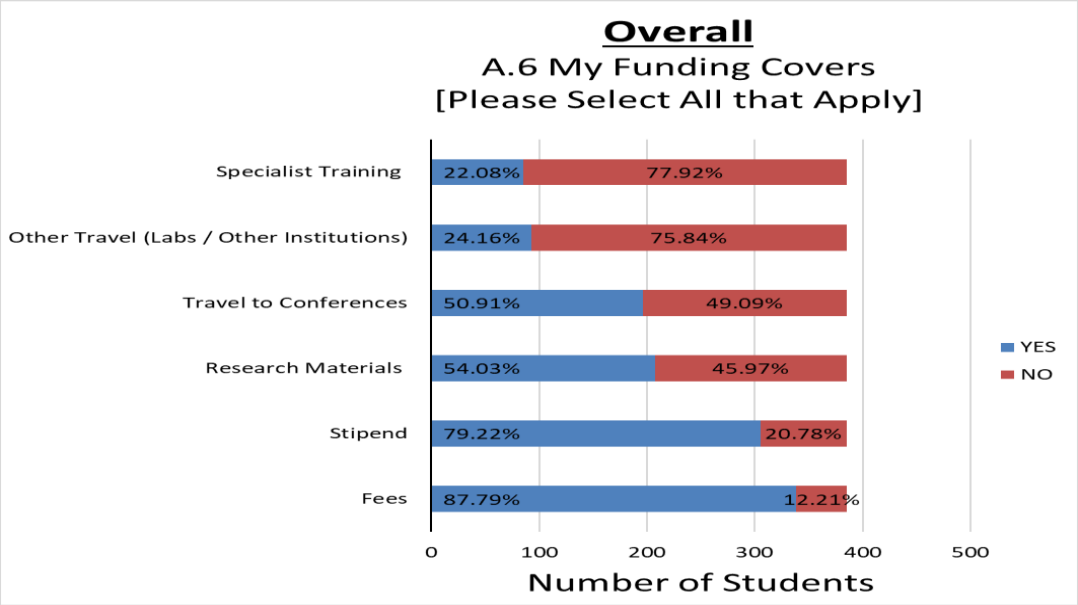
AHSS PGR respondents continue to report the highest level of 'self-funding' (41%) and the second highest level of 'scholarship' funding (55%). Of note is that less than 10% of AHSS respondents reported that they were in receipt of 'grant' funding and less than 3% were 'employer funded'.

Table 9 below outlines that the *scope of funding* (refer Appendix 2: Figs A.6 (i)-(iii) for Faculty detail).

Table 9: Scope of Funding Trinity PGR Respondents compared with >250 comparator group

Scope of Funding (all students) ➢	250 comparator group	Trinity	FEMS	HS	AHSS
Fees	96%	96%	97%	94%	97%
Stipend	77%	87%	96%	79.5%	79.5%
Research materials	57%	59%	75%	60%	38.5%
Travel to conferences	57%	56%	71%	46%	43%
Other travel (labs / other institutions)	25.5%	26%	37%	18%	19%
Specialist training	22.4%	24%	29%	23%	19%

88% of students in receipt of some form of funding (Fig.A6) report that the funding covers 'fees' for their research programmes, 79% report that their funding covers some level of stipend. Of note is the proportion reporting their fees cover a stipend is 10% higher for Trinity PGR respondents (87%) than PGR respondents in the >250 comparator group (77%).



Clear differences emerge in the breakdown by faculty (Appendix 2: Fig A6 (i)-(iii) with FEMS respondents enjoying the most favorable conditions: Funding for research materials is higher in laboratory-based disciplines FEMS (75%) and HS (60%) compared with a Trinity overall response (54%) and ≥ 250 comparator group (57%). Travel to conferences for FEMS respondents (71%) is higher than Trinity overall (56%) and the ≥ 250 comparator group (57%); as is access to specialist training and other forms of travel.

Funding emerged as a key issue in the open comments with insufficient research student funding noting concerns that ranged from competing with fellow students for funding; to the level of scholarship/stipend not fully covering their research and living expenses:

> *'My funding is insufficient to cover all travel necessary for my PhD, it also doesn't cover TCD postgraduate fees which means my school (School of Physics) must make up the difference. As a result, they don't pay for lab demonstrating by their research students, this has a serious impact on our financial situation, given that the cost of living in Dublin has risen substantially while our stipend remains unchanged.'*

> *'University scholarship funding for this area is very limited and while I am thankful that my tuition and fees are paid, the stipend does not even cover half of my rent or living expenses.'*

3.2 Supervision

Continuing the pattern established in the PGR Student Survey.ie pilot in 2017/18, and in the Trinity bespoke PGR Student Surveys of 2015/16 and 2016/17, the quality of supervision is reported as one of the most positive aspects of the PGR student experience in Trinity.

The *model of supervision* as experienced by the majority of Trinity PGR respondents continues to be 1:1 supervision. Thesis Committees were introduced for new doctoral research students commencing in 2019/20, so there is an expectation that the dominance of the single supervisor model will reduce in future years.

Table 10: Model of supervision Trinity vs >250 comparator group

			>250 (2019)	Trinity (2019)	>250 (2018)	Trinity 2018
I am being supervised by…	1	One supervisor	53%	70%	52%	69%
	2	Two supervisors	40%	26%	40%	29%
	3	Three or more supervisors	8%	4%	7%	2%

Fig B.1 below shows that the one supervisor model is the predominant model in FEMS (77%) and AHSS (79%). As per the findings from 2017/18, HS is the only faculty where a 'two-supervisor' (49%) or 'three-supervisor' (10%) model is evident as an alternative to the 1:1 supervisor model.

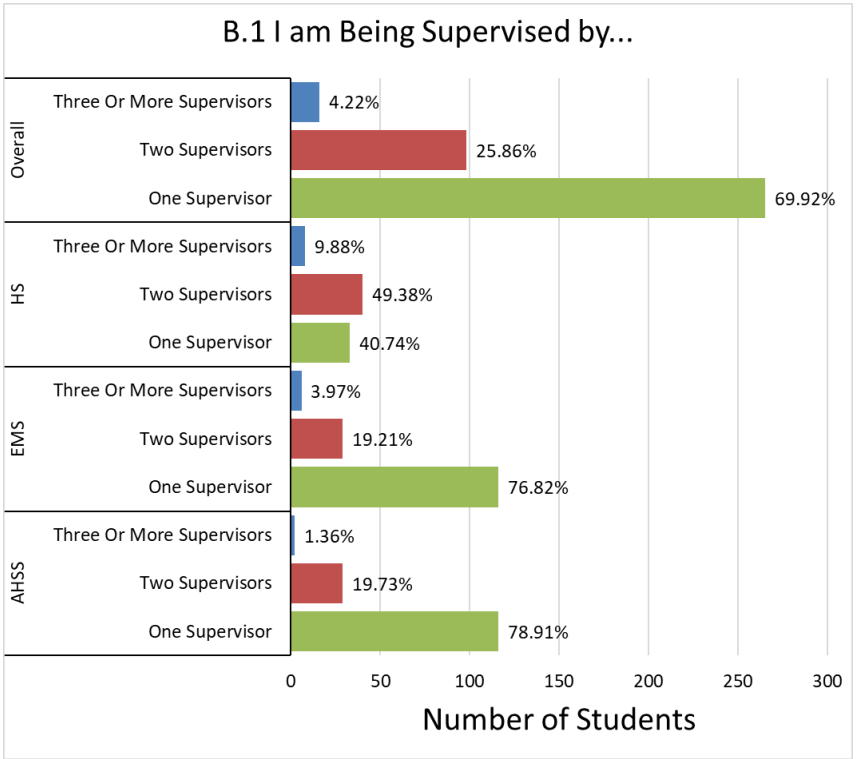


Table 11 Supervision

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Supervisor support	84%	81%	82%	79%	82%
Regular contact with Supervisor	86%	85%	86%	85%	85%
Supervisor feedback helps direct research activities	84%	82%	83%	76%	84%
Supervisor helps identify my training and development needs	72%	71%	69%	72%	72%
Supervisor's responsibility towards the research degree student	83%	83%	83%	80%	85%
Who to approach other than my Supervisor	66%	58%	62%	50%	60%

Key: ≥ 80% is Green; ≥ 70% but ≤ 80% is Amber; and ≤ 70% is Red

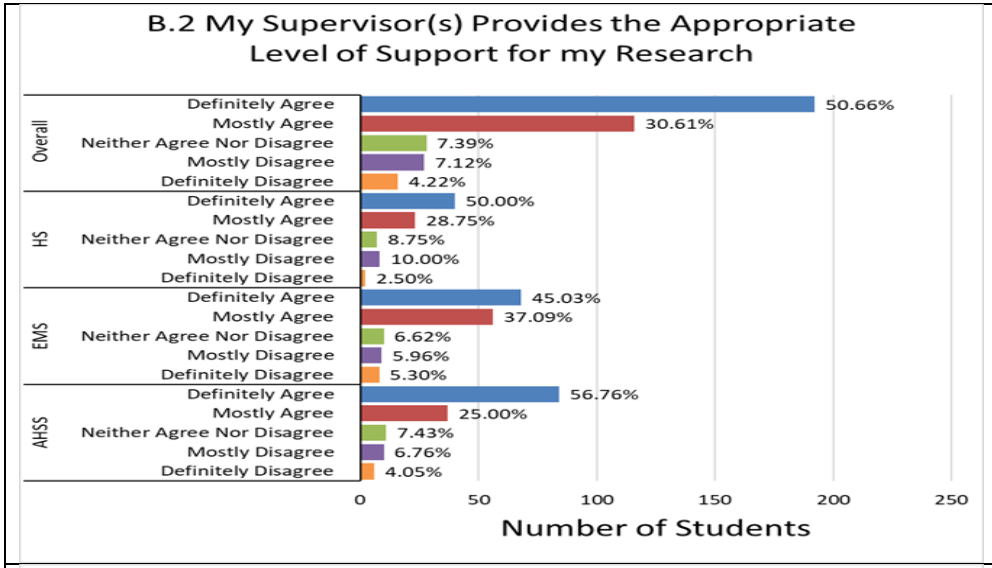
Respondents open comments under this aspect include both positive and negative experiences:

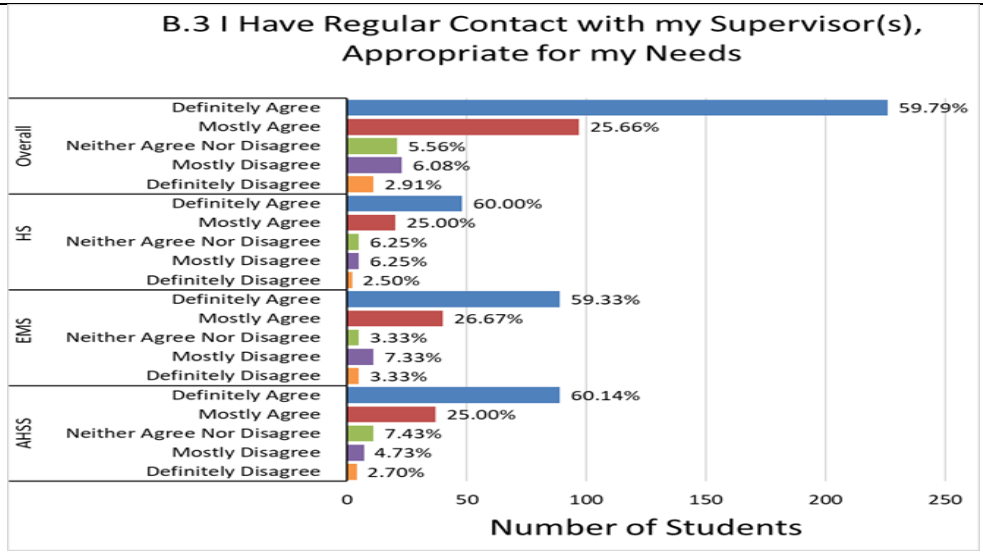
> *'My supervisor, <name removed>, provides invaluable support stemming from her experiences as a researcher and clinician and her skill in facilitating me to reflect and analyse key literature and my own data during our regular meetings.'*
>
> *'Supervisor engaged with my research only once in first 3 years. Gave no feedback on confirmation report. Only suggested meetings 3 months into 4th year. Far from ideal.'*
>
> *'Maybe a clearer guide to what to expect from your supervisor should be given to each research student to avoid confusion" would be of benefit to the student.'*

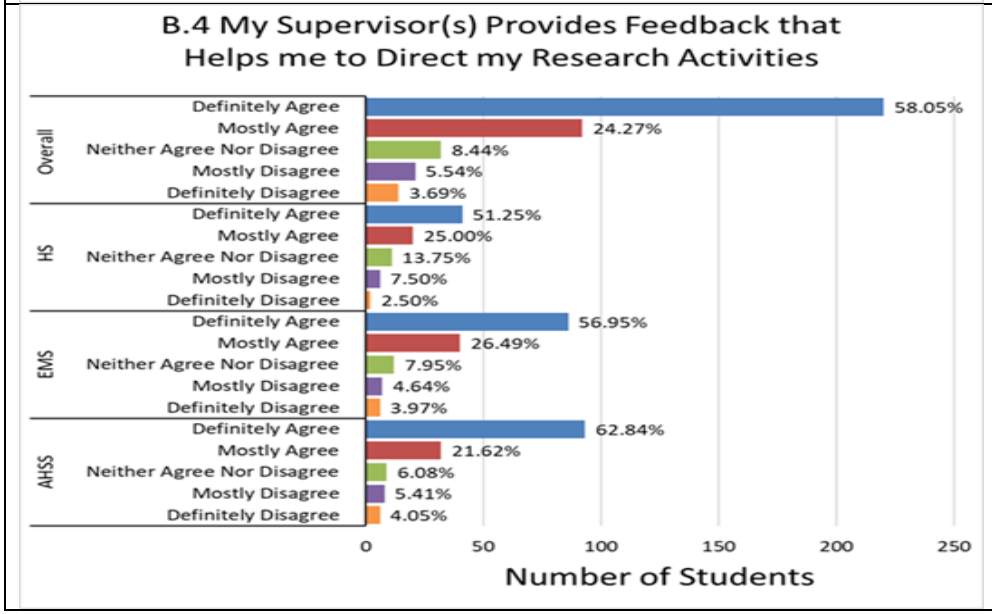
As in previous years responses to statement *'my supervisor helps identify my training and development needs as a researcher'*) are anomalous with responses to other statements under the Supervision aspect (Fig B5).

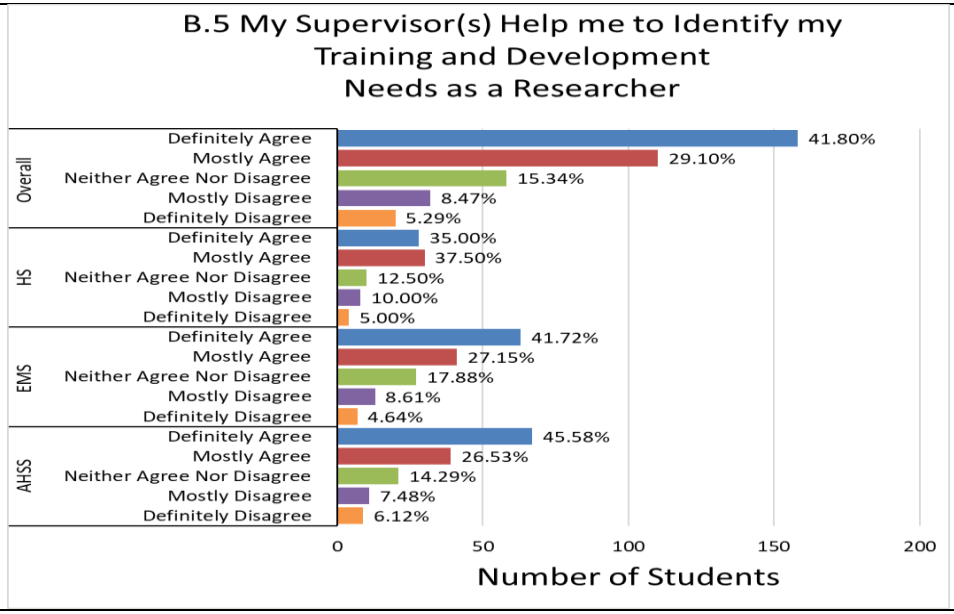
Two statements that are presented under the Responsibilities and Supports aspect but relate to Supervision are presented here: *'I am aware of my Supervisor's responsibilities towards me as a research degree student'* (Fig H.2) and *'Other than my supervisor, I know who to approach if I am concerned about any academic aspect of my research degree programme'* (Fig H.3).

There has been little movement in the proportion of PGR respondents who reported that they 'definitely ' or' mostly agree' that they knew *'who to approach other than their Supervisor'* if they had concerns about any academic aspect of their research degree programme since the inaugural Trinity PGR Survey (2016 -57%). There were 154 responses to Question H4 – that asked respondents to nominate who they would approach. They include formal positions such as: Director of Postgraduate Teaching and Learning (n=31); Head of Department/Head of School (n=5); Postgraduate Advisory Service (n=4); Dean of Graduate Studies/Dean of Research (as appropriate)(n=3) and the Graduate Students' Union (n=1).


B.2 My Supervisor(s) Provides the Appropriate Level of Support for my Research
Overall
Definitely Agree 50.66%
Mostly Agree 30.61%
Neither Agree Nor Disagree 7.39%
Mostly Disagree 7.12%
Definitely Disagree 4.22%
HS
Definitely Agree 50.00%
Mostly Agree 28.75%
Neither Agree Nor Disagree 8.75%
Mostly Disagree 10.00%
Definitely Disagree 2.50%
EMS
Definitely Agree 45.03%
Mostly Agree 37.09%
Neither Agree Nor Disagree 6.62%
Mostly Disagree 5.96%
Definitely Disagree 5.30%
AHSS
Definitely Agree 56.76%
Mostly Agree 25.00%
Neither Agree Nor Disagree 7.43%
Mostly Disagree 6.76%
Definitely Disagree 4.05%
0 50 100 150 200 250
Number of Students


B.3 I Have Regular Contact with my Supervisor(s), Appropriate for my Needs
Overall
Definitely Agree 59.79%
Mostly Agree 25.66%
Neither Agree Nor Disagree 5.56%
Mostly Disagree 6.08%
Definitely Disagree 2.91%
HS
Definitely Agree 60.00%
Mostly Agree 25.00%
Neither Agree Nor Disagree 6.25%
Mostly Disagree 6.25%
Definitely Disagree 2.50%
EMS
Definitely Agree 59.33%
Mostly Agree 26.67%
Neither Agree Nor Disagree 3.33%
Mostly Disagree 7.33%
Definitely Disagree 3.33%
AHSS
Definitely Agree 60.14%
Mostly Agree 25.00%
Neither Agree Nor Disagree 7.43%
Mostly Disagree 4.73%
Definitely Disagree 2.70%
0 50 100 150 200 250
Number of Students


B.4 My Supervisor(s) Provides Feedback that Helps me to Direct my Research Activities
Overall
Definitely Agree 58.05%
Mostly Agree 24.27%
Neither Agree Nor Disagree 8.44%
Mostly Disagree 5.54%
Definitely Disagree 3.69%
HS
Definitely Agree 51.25%
Mostly Agree 25.00%
Neither Agree Nor Disagree 13.75%
Mostly Disagree 7.50%
Definitely Disagree 2.50%
EMS
Definitely Agree 56.95%
Mostly Agree 26.49%
Neither Agree Nor Disagree 7.95%
Mostly Disagree 4.64%
Definitely Disagree 3.97%
AHSS
Definitely Agree 62.84%
Mostly Agree 21.62%
Neither Agree Nor Disagree 6.08%
Mostly Disagree 5.41%
Definitely Disagree 4.05%
0 50 100 150 200 250
Number of Students


B.5 My Supervisor(s) Help me to Identify my Training and Development Needs as a Researcher
Overall
Definitely Agree 41.80%
Mostly Agree 29.10%
Neither Agree Nor Disagree 15.34%
Mostly Disagree 8.47%
Definitely Disagree 5.29%
HS
Definitely Agree 35.00%
Mostly Agree 37.50%
Neither Agree Nor Disagree 12.50%
Mostly Disagree 10.00%
Definitely Disagree 5.00%
EMS
Definitely Agree 41.72%
Mostly Agree 27.15%
Neither Agree Nor Disagree 17.88%
Mostly Disagree 8.61%
Definitely Disagree 4.64%
AHSS
Definitely Agree 45.58%
Mostly Agree 26.53%
Neither Agree Nor Disagree 14.29%
Mostly Disagree 7.48%
Definitely Disagree 6.12%
0 50 100 150 200
Number of Students

In addition to formal position holders or designated postgraduate units or services, a number of PGR respondents in response to question H4, opted to contact other persons:

'the leader of my research group (not my supervisor)';

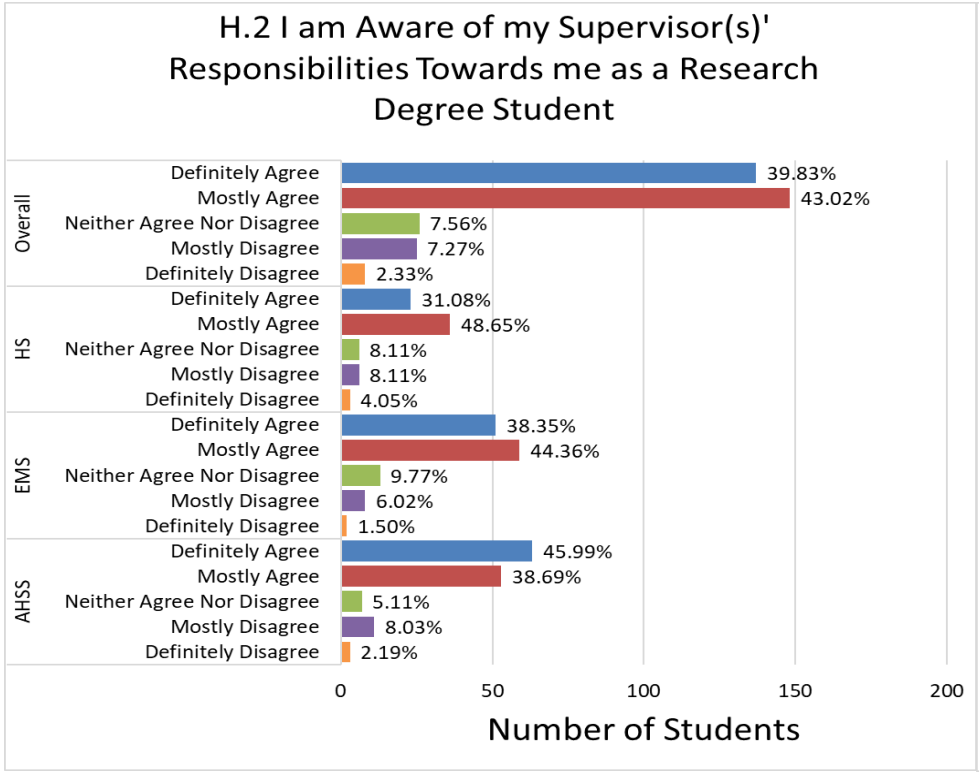
'a postdoctoral reseracher specialising in whatever area I need help in';

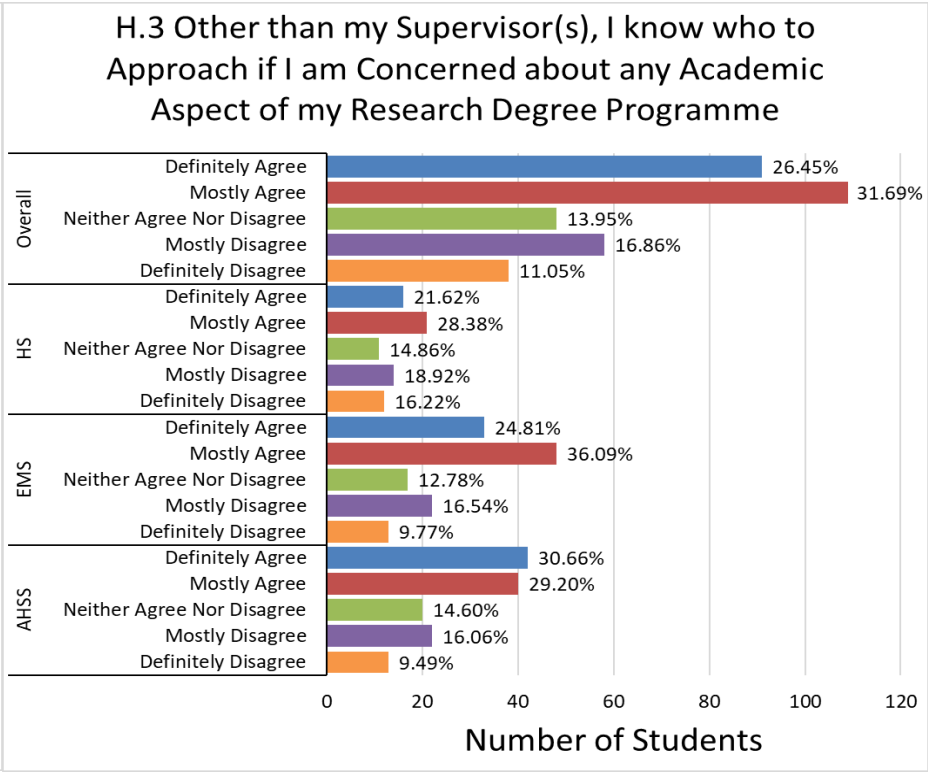
'a fellow research student in my group or another group';

'other departments in Trinity, other universities abroad with relevant research'.

One respondent acknowledged the support of Postdoctoral researchers on their research team as:

'Incredibly supportive, helpful and encouraging'.





3.3 Research Culture

The research culture aspect is characterised by opportunities to be exposed to the research of other PGR students and departmental staff through formal and informal seminars and networking that build a sense of identity and reduce what can be an isolating experience for PGR students. The Research Culture aspect is reported by Trinity PGR respondents as one of the least positive aspects of the PGR student experience and in the >250 comparator group. (Refer Table 12 and Figs C.1-C.4).

- 24% of HS respondents 'definitely' or 'mostly disagree' that they had access to a relevant *Seminar Programme* compared with 15% and 18% of FEMS and AHSS respondents (Fig C1);
- 25% of AHSS respondents 'definitely' or 'mostly disagree' that the *Research ambience at department level* stimulates their work' compared with 18% of HS and 15% of FEMS respondents (Fig. C2);
- 31% of AHSS respondents 'definitely' or 'mostly disagree' that they have frequent opportunities to discuss their research with other research students compared with 19% of HS and 16% of FEMS respondents (Fig C3);
- 27% of AHSS; 24% of HS and 23% of FEMS of 'definitely' or 'mostly disagree' that they have opportunities to become involved in the wider research community.

Table 12: Research Culture

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Access to a relevant seminar programme	68%	68%	73%	69%	61%
Research ambience at department level	59%	60%	64%	71%	50%
Opportunities to discuss research with others	61%	61%	71%	66%	49%
Opportunities to become involved in the wider research community	52%	51%	55%	52%	47%
Opportunities to develop contacts or professional networks	72%	74%	74%	70%	77%

Qualitative comments reported by respondents in respect of seminar programmes include:

'We have a research day watch month, and this is excellent for research culture, support and motivation'

'The seminar series are mostly timed to put catching the last train home at risk'

'The weekly research seminars are excellent, but most of the discussion happens after if we go for tea or coffee.'

'Our department lacks programmes for Postgraduates - colleagues have formed a postgrad seminar this year which has helped. '

Respondents' open comments on the research environment at departmental level show a variety of experiences:

'Created myself - no support around same within department but perhaps this is a skill to learn about networking and being self-directed.'

'As mentioned, opportunities to collaborate beyond even my own research group are rare.'

'There is no meet-and-greet new PhD students at the beginning of term, which means that we rarely know who is in the department, let alone chances to collaborate or socialize with other research students.'

Qualitative comments that relate to opportunities to discuss research with other research students include:

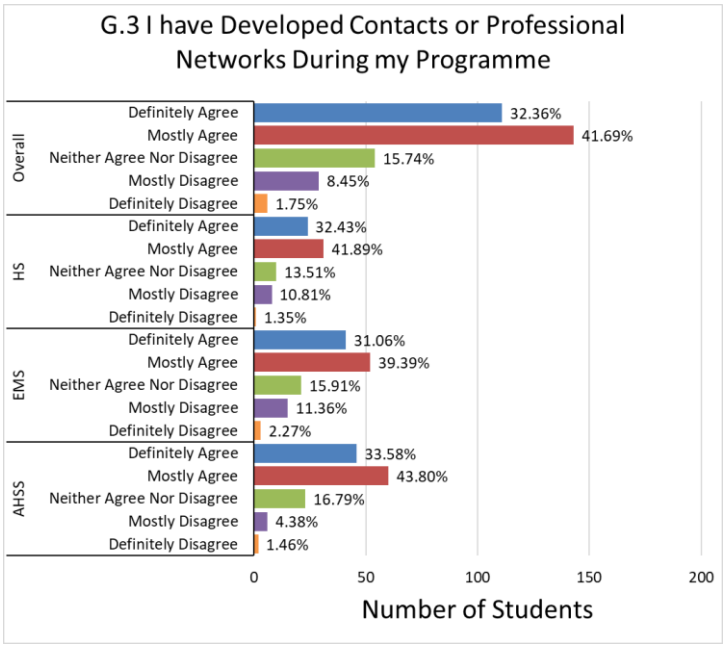
'Good seminars, plenty of colleagues enthusiastic about research, many opportunities for interdisciplinary collaboration.'

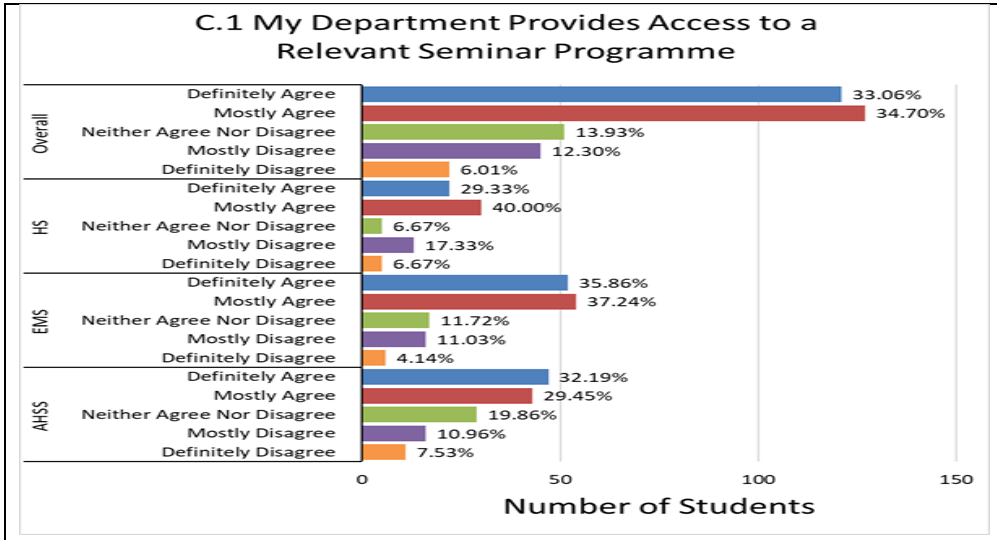
'I do not feel there are many organised opportunities for me to meet other students and discuss research.'

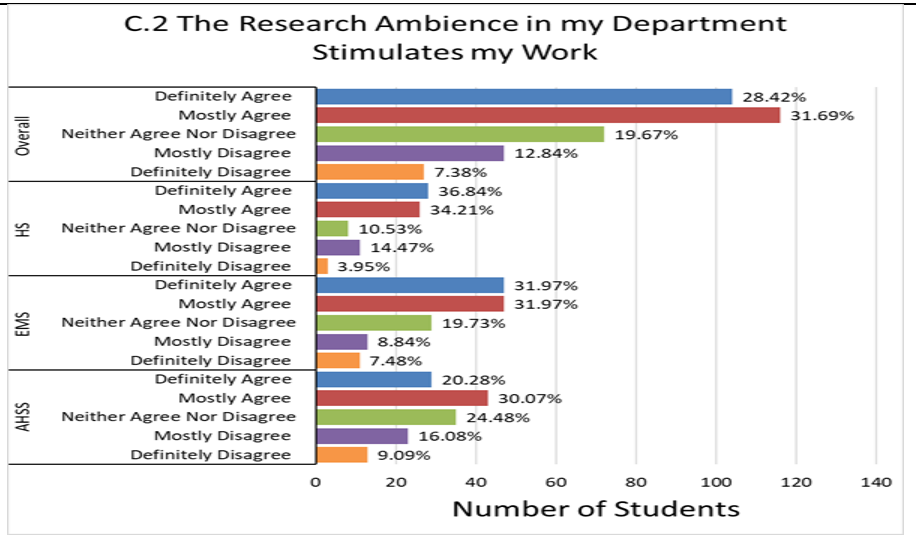
'As a part-time student it's difficult to be part of or take part in any additional activities.'

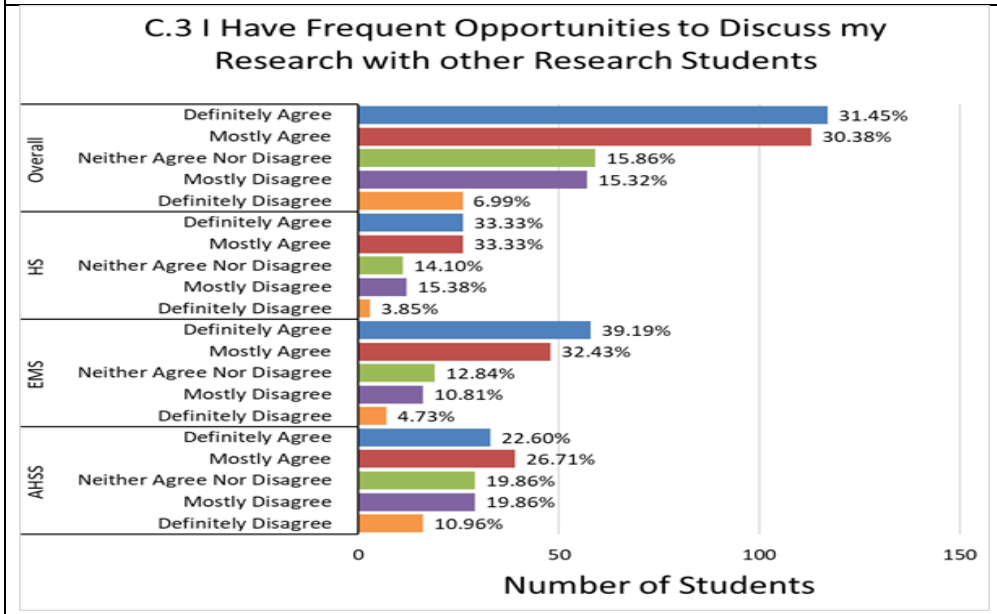
'I'd like to engage more with other research students outside my department but it's difficult to find opportunities to do so, partly because there aren't many and partly because of competing time commitments.'

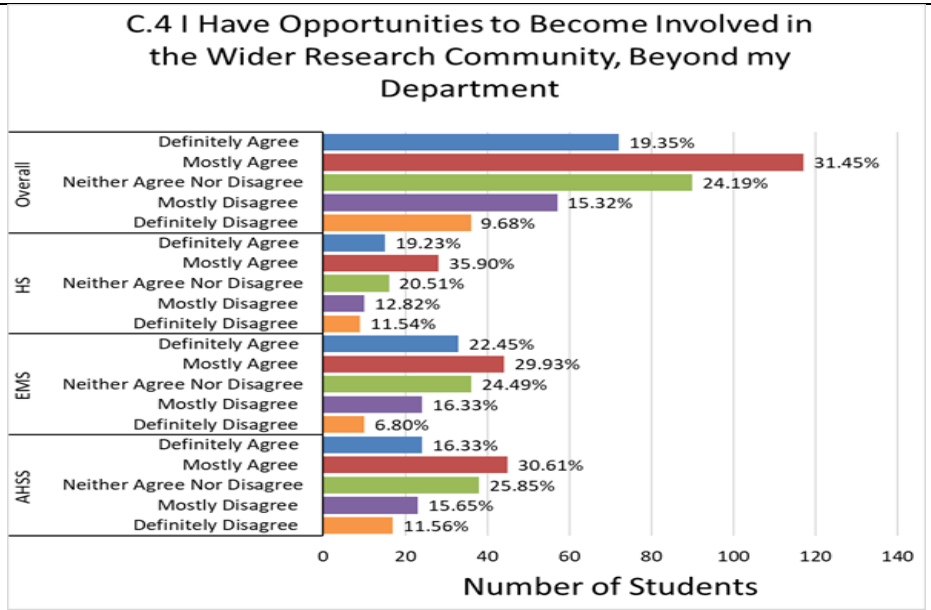
'Opportunities to develop contacts or professional networks' is a related skillset under the 'Other Transferable Skills' and is presented in Fig G.3 below. Responses under this aspect are more positive with <6% of AHSS respondents choosing the 'definitely' or 'mostly disagree' response rising to 12% of HS and 14% of EMS respondents.




C.1 My Department Provides Access to a Relevant Seminar Programme
Overall
Definitely Agree 33.06%
Mostly Agree 34.70%
Neither Agree Nor Disagree 13.93%
Mostly Disagree 12.30%
Definitely Disagree 6.01%
HS
Definitely Agree 29.33%
Mostly Agree 40.00%
Neither Agree Nor Disagree 6.67%
Mostly Disagree 17.33%
Definitely Disagree 6.67%
EMS
Definitely Agree 35.86%
Mostly Agree 37.24%
Neither Agree Nor Disagree 11.72%
Mostly Disagree 11.03%
Definitely Disagree 4.14%
AHSS
Definitely Agree 32.19%
Mostly Agree 29.45%
Neither Agree Nor Disagree 19.86%
Mostly Disagree 10.96%
Definitely Disagree 7.53%
0 50 100 150
Number of Students


C.2 The Research Ambience in my Department Stimulates my Work
Overall
Definitely Agree 28.42%
Mostly Agree 31.69%
Neither Agree Nor Disagree 19.67%
Mostly Disagree 12.84%
Definitely Disagree 7.38%
HS
Definitely Agree 36.84%
Mostly Agree 34.21%
Neither Agree Nor Disagree 10.53%
Mostly Disagree 14.47%
Definitely Disagree 3.95%
EMS
Definitely Agree 31.97%
Mostly Agree 31.97%
Neither Agree Nor Disagree 19.73%
Mostly Disagree 8.84%
Definitely Disagree 7.48%
AHSS
Definitely Agree 20.28%
Mostly Agree 30.07%
Neither Agree Nor Disagree 24.48%
Mostly Disagree 16.08%
Definitely Disagree 9.09%
0 20 40 60 80 100 120 140
Number of Students


C.3 I Have Frequent Opportunities to Discuss my Research with other Research Students
Overall
Definitely Agree 31.45%
Mostly Agree 30.38%
Neither Agree Nor Disagree 15.86%
Mostly Disagree 15.32%
Definitely Disagree 6.99%
HS
Definitely Agree 33.33%
Mostly Agree 33.33%
Neither Agree Nor Disagree 14.10%
Mostly Disagree 15.38%
Definitely Disagree 3.85%
EMS
Definitely Agree 39.19%
Mostly Agree 32.43%
Neither Agree Nor Disagree 12.84%
Mostly Disagree 10.81%
Definitely Disagree 4.73%
AHSS
Definitely Agree 22.60%
Mostly Agree 26.71%
Neither Agree Nor Disagree 19.86%
Mostly Disagree 19.86%
Definitely Disagree 10.96%
0 50 100 150
Number of Students


C.4 I Have Opportunities to Become Involved in the Wider Research Community, Beyond my Department
Overall
Definitely Agree 19.35%
Mostly Agree 31.45%
Neither Agree Nor Disagree 24.19%
Mostly Disagree 15.32%
Definitely Disagree 9.68%
HS
Definitely Agree 19.23%
Mostly Agree 35.90%
Neither Agree Nor Disagree 20.51%
Mostly Disagree 12.82%
Definitely Disagree 11.54%
EMS
Definitely Agree 22.45%
Mostly Agree 29.93%
Neither Agree Nor Disagree 24.49%
Mostly Disagree 16.33%
Definitely Disagree 6.80%
AHSS
Definitely Agree 16.33%
Mostly Agree 30.61%
Neither Agree Nor Disagree 25.85%
Mostly Disagree 15.65%
Definitely Disagree 11.56%
0 20 40 60 80 100 120 140
Number of Students

3.4 Progress and Assessment

The aspect on progression and assessment assesses PGR respondents' understanding of the formal requirement of their research degree programme. One of the essential elements of success in terms of progress and assessment is that PGR students *'understand their own responsibilities as a research student'*. This is addressed in the Responsibilities and Support aspect and is presented in Fig. H1 below to provide a contrast to the results in the Progress and Assessment aspect, outlined in Table 13 below.

Overall 90% of Trinity PGR and the >250 PGR respondents 'definitely' or 'mostly agreed' that they understood their responsibilities. Across the faculties: 90% of HS respondents; 91% of FEMS and 88% of AHSS respondents, reported that they understood their responsibilities as a research degree student.

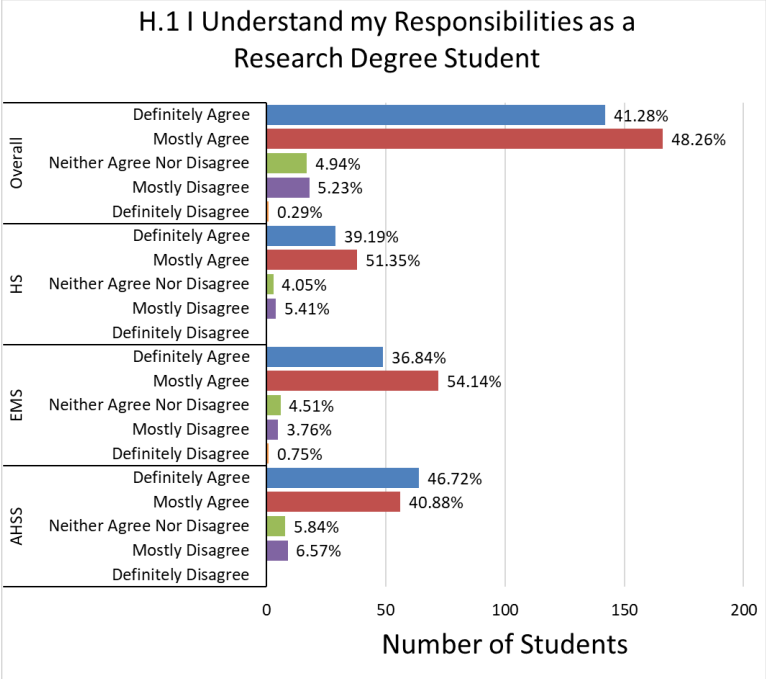


Table 13: Progress and Assessment

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Appropriate Induction/ Orientation	59%	43%	42%	35%	49%
Understanding of requirements for formal monitoring of progress	77%	69%	69%	73%	69%
Understand the required standard for my Thesis	73%	69%	68%	62%	74%
Clarity of final assessment procedure	69%	67%	65%	56%	72%

- The proportion of PGR respondents reporting that they 'definitely' or 'mostly agreed' (43%) that they had received an *appropriate induction/orientation to their research degree programme* was only marginally larger than the proportion who 'definitely' or 'mostly disagreed' (41%).
- 49% of AHSS; 42% of FEMS and 35% of HS respondents selected the 'definitely' or 'mostly disagree' response option to the statement on orientation/induction making this one of the lowest scoring aspects in the 2019 survey (Fig D1).

In the open comments under this aspect a small number of respondents noted that their department did not have a research handbook. Another student reported that:

> *'Each school should have its own induction process twice a year to accommodate students starting in the autumn and the spring as each school has its own requirements.'*

2018/19 saw the introduction of an extended orientation programme for PGR students with specific, targeted orientation provided for September, January and March intakes. It is expected that in future years this will improve student reporting on this statement.

Overall 70% of PGR respondents reported that they 'definitely' or 'mostly agreed' that they *understood the formal requirements for monitoring of progress*. This compares with 77% of PGR respondents in the >250 comparator group of institutions, 73% of HS respondents and 69% of both FEMS and AHSS respondents (Fig D2).

The Office of the Dean of Graduate Studies published a new Doctoral Student Research Handbook in 2018/19 to address doctoral students' understanding of the formal requirements for monitoring in the structured PhD programme. New progression requirements were also introduced that required Trinity Schools to provide to Academic Registry a report for each continuing student enrolling at the start of each new academic year.

Open comment responses indicated that communication on and understanding of the confirmation process remains unclear:

> *'The confirmation report was moved this year by academic registry - but my department had a different date - which caused panic and confusion.'*
>
> *'I received no less than four contradictory emails from the academic registry and the <jobtitle removed> asking me to take my continuation meeting either in February at the latest, or "around April but surely before June.'*
>
> *'I only know about the confirmation report because of my supervisor.'*
>
> *'Most of the information I gathered pertaining to the above was from research students that have gone before me, not from my school/department/institution.'*

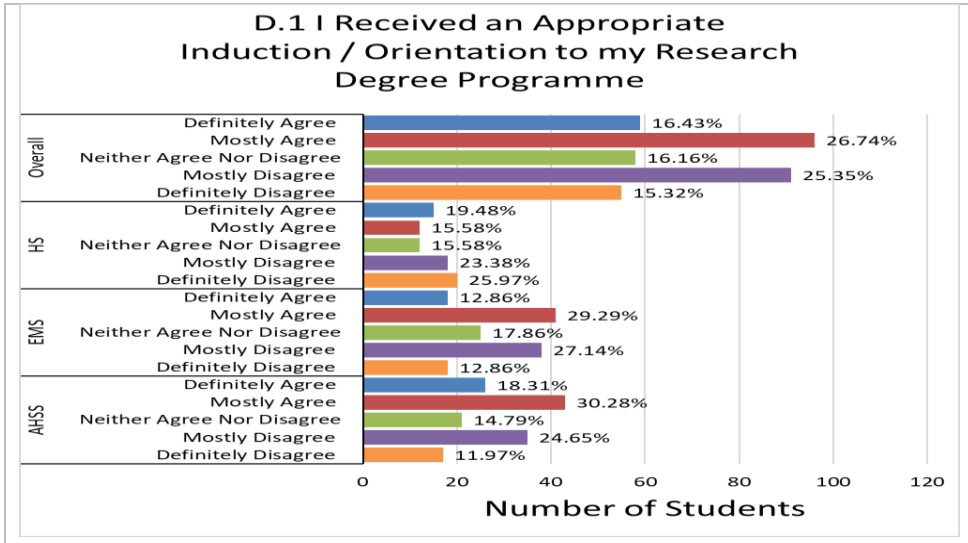
AHSS respondents reported the highest level of *Understanding of the required standard for their research thesis* (Fig D3) with 74% of respondents 'definitely' or 'mostly agreeing' with this statement. This compares with 73% of PGR

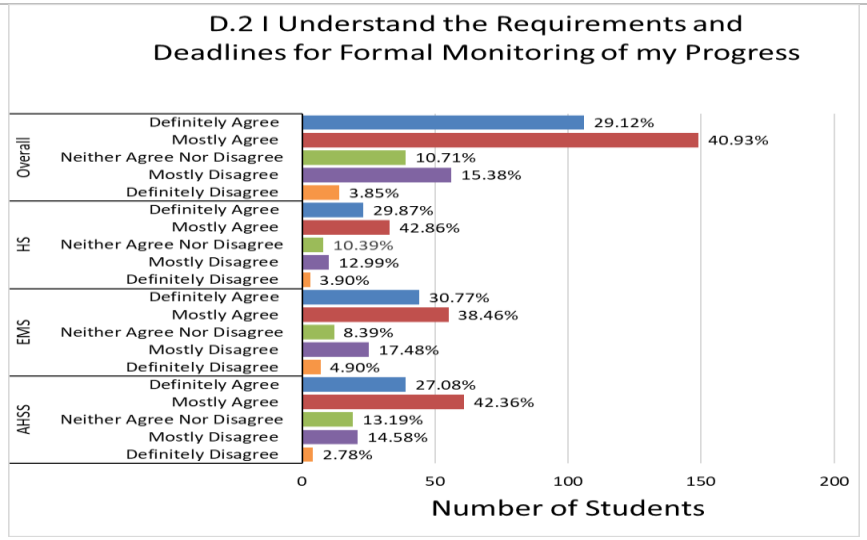
respondents in >250 comparator group institutions; 69% of Trinity PGR respondents overall; 68% of FEMS responsents and 62% of HS respondents.

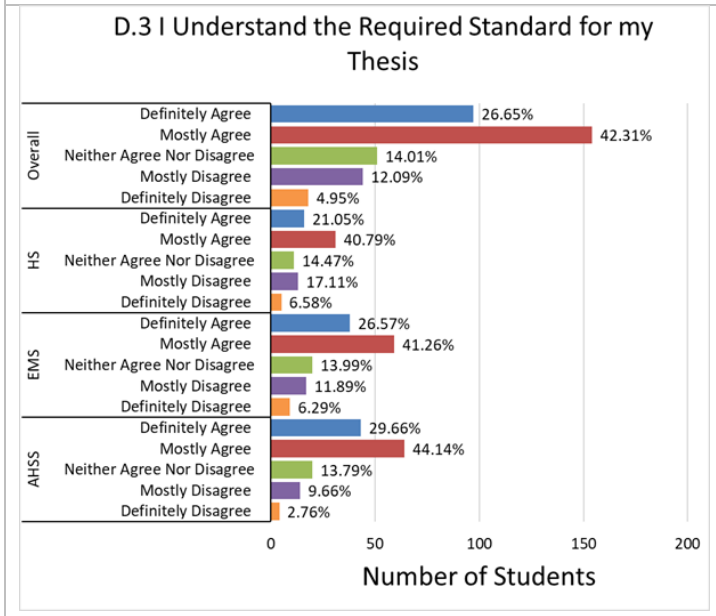
Overall 67% of Trinity PGR respondents compared with 69% of PGR respondents in the >250 comparator group of institutions reported they were clear on the *final assessment procedure for their research degree programme*. AHSS respondents reported the highest levels of clarity (72%) and HS the lowest (56%); with FEMS respondents midrange (65%).

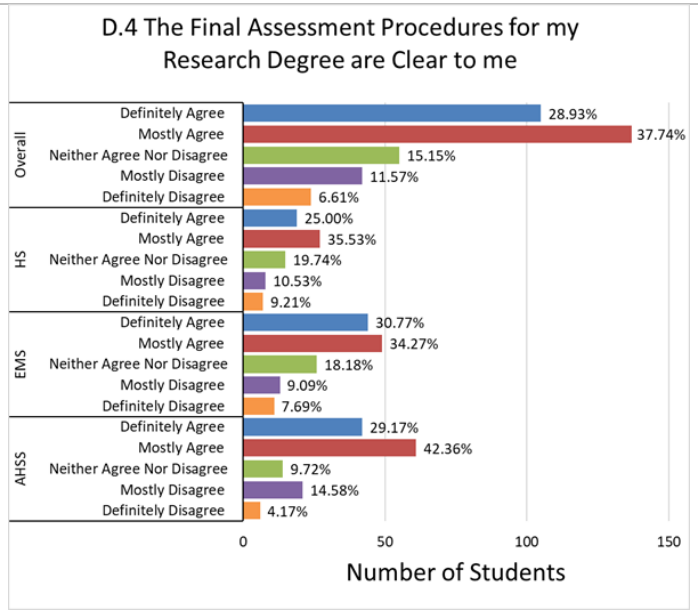
> *'The process for assessment, particularly for scheduling meetings and submitting finalized versions of the thesis, is overwhelmingly difficult to navigate and seems to vary significantly from person to person.'*

Of note is that 17% of Trinity PGR respondents overall reported that they 'definitely' or 'mostly disagree' that *'they understood the required standard for their thesis,* rising to 20% of HS respondents (Fig D.3).


D.1 I Received an Appropriate Induction / Orientation to my Research Degree Programme
Overall
Definitely Agree 16.43%
Mostly Agree 26.74%
Neither Agree Nor Disagree 16.16%
Mostly Disagree 25.35%
Definitely Disagree 15.32%
HS
Definitely Agree 19.48%
Mostly Agree 15.58%
Neither Agree Nor Disagree 15.58%
Mostly Disagree 23.38%
Definitely Disagree 25.97%
EMS
Definitely Agree 12.86%
Mostly Agree 29.29%
Neither Agree Nor Disagree 17.86%
Mostly Disagree 27.14%
Definitely Disagree 12.86%
AHSS
Definitely Agree 18.31%
Mostly Agree 30.28%
Neither Agree Nor Disagree 14.79%
Mostly Disagree 24.65%
Definitely Disagree 11.97%
0 20 40 60 80 100 120
Number of Students


D.2 I Understand the Requirements and Deadlines for Formal Monitoring of my Progress
Overall
Definitely Agree 29.12%
Mostly Agree 40.93%
Neither Agree Nor Disagree 10.71%
Mostly Disagree 15.38%
Definitely Disagree 3.85%
HS
Definitely Agree 29.87%
Mostly Agree 42.86%
Neither Agree Nor Disagree 10.39%
Mostly Disagree 12.99%
Definitely Disagree 3.90%
EMS
Definitely Agree 30.77%
Mostly Agree 38.46%
Neither Agree Nor Disagree 8.39%
Mostly Disagree 17.48%
Definitely Disagree 4.90%
AHSS
Definitely Agree 27.08%
Mostly Agree 42.36%
Neither Agree Nor Disagree 13.19%
Mostly Disagree 14.58%
Definitely Disagree 2.78%
0 50 100 150 200
Number of Students


D.3 I Understand the Required Standard for my Thesis
Overall
Definitely Agree 26.65%
Mostly Agree 42.31%
Neither Agree Nor Disagree 14.01%
Mostly Disagree 12.09%
Definitely Disagree 4.95%
HS
Definitely Agree 21.05%
Mostly Agree 40.79%
Neither Agree Nor Disagree 14.47%
Mostly Disagree 17.11%
Definitely Disagree 6.58%
EMS
Definitely Agree 26.57%
Mostly Agree 41.26%
Neither Agree Nor Disagree 13.99%
Mostly Disagree 11.89%
Definitely Disagree 6.29%
AHSS
Definitely Agree 29.66%
Mostly Agree 44.14%
Neither Agree Nor Disagree 13.79%
Mostly Disagree 9.66%
Definitely Disagree 2.76%
0 50 100 150 200
Number of Students


D.4 The Final Assessment Procedures for my Research Degree are Clear to me
Overall
Definitely Agree 28.93%
Mostly Agree 37.74%
Neither Agree Nor Disagree 15.15%
Mostly Disagree 11.57%
Definitely Disagree 6.61%
HS
Definitely Agree 25.00%
Mostly Agree 35.53%
Neither Agree Nor Disagree 19.74%
Mostly Disagree 10.53%
Definitely Disagree 9.21%
EMS
Definitely Agree 30.77%
Mostly Agree 34.27%
Neither Agree Nor Disagree 18.18%
Mostly Disagree 9.09%
Definitely Disagree 7.69%
AHSS
Definitely Agree 29.17%
Mostly Agree 42.36%
Neither Agree Nor Disagree 9.72%
Mostly Disagree 14.58%
Definitely Disagree 4.17%
0 50 100 150
Number of Students

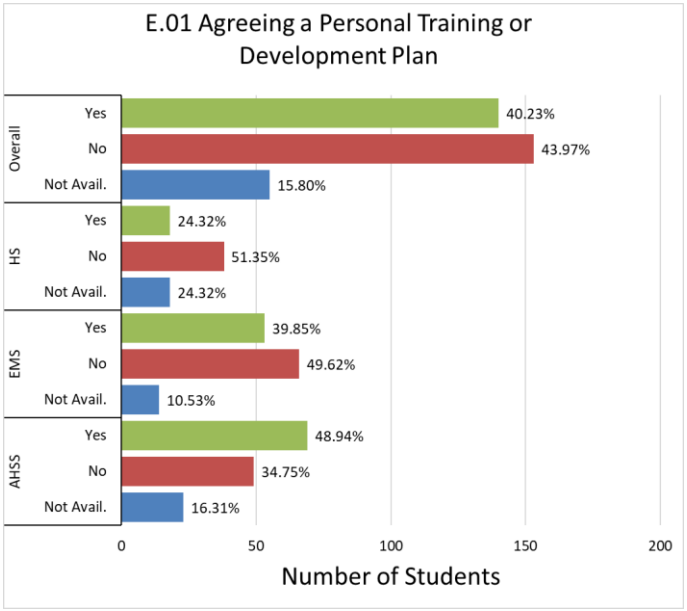
3.5 Development Opportunities

The Development Opportunities' aspect seeks to ensure that the core research and transferable skills, as outlined in the IUA PhD Skills Statement, the National Doctoral Education Framework and the newly released Ireland's Framework for Good Practice in Research Degree Programmes, are developed through participation in research degree programmes. There are fifteen statements addressing different areas of development. These will be addressed as they relate to/support each other, rather than in the order they appear e.g.:

- Skills Attainment – Appendix 2, E1; E2; E3; E10 and E11;
- Professional Development – Appendix 2, E.6; E7; E08, E.9 and E.15
- Career Development - Appendix 2, E.4; E.5; E12; E13 and E14.
- Teaching and Demonstrating – Appendix 2, E16, E17 and E18.

Note the change in response format for the Professional Development Aspect: Yes; No; not Avail. Please refer to Appendix 2., Figs E.02-E14 pg. 56-58, for development opportunities not presented in the body of the report.

In looking at skills development, it is recommended that *'Agreeing a Personal Training or Development Plan'* (Fig E.1) should be considered in light of responses to both (Fig. B.5) *'My Supervisor helps me to identify my training and development needs as a researcher'* and (A.5) *Scope of Funding that includes funding for Specialist Training* (HS 22.5%; FEMS 29%).



43% of PGR respondents in the >250 comparator group institutions reported that they agree a personal training or development plan' compared with 40% of Trinity PGR respondents overall; 40% of FEMS respondents; 49% of AHSS respondents and 24% of HS respondents. Of note is that a further 24% of HS respondents reported that this option was 'not available' to them, compared with 16% of AHSS and 11% of FEMS respondents.

Receive training to develop research skills is core to the PGR student experience (Appendix 2: E.2). 66% of Trinity PGR respondents report that they had availed of training to develop their research skills. This compares with 74% in the >250 comparator group of institutions. Of note is that 72% of HS respondents reported that they had availed of training to develop their research skills, the highest across all faculties (FEMS - 65%; AHSS -63%).

Approximately 50% of Trinity PGR respondents reported that they had availed of training to develop their *other transferable skills* (Appendix 2: E.3). This is consistent across all the faculties (HS 51%; FEMS 53%; and AHSS 48%) but compares unfavorably with the 60% of PGR respondents in the >250 comparator group of institutions.

Trinity has an Innovation & Entrepreneurship Strategy and in 2018/19 launched Tangent as an 'ideas work space'. Tangent offer programmes in entrepreneurship at undergraduate and postgraduate levels. It is anticipated that the higher visibility of Tangent will assist in communicating the availability of entrepreneurship training to PGR respondents. This remains a challenge with only 11% of overall respondents reporting that they had received training in this area (Appendix 2, E10), compared with 17% of PGR respondents in the >250 comparator group of institutions.

Respondents in HS (16%) and FEMS (14%) are more likely to avail of training in entreprenurship compared with AHSS respondents (7%). These results highlight a need to embed awareness of this training for PGR students and Supervisors who often recommend core training and development skills appropriate to the student and the research thesis. Training in Entrepreneurship has been included in the Doctoral Research Handbook as a College-wide programme available to students

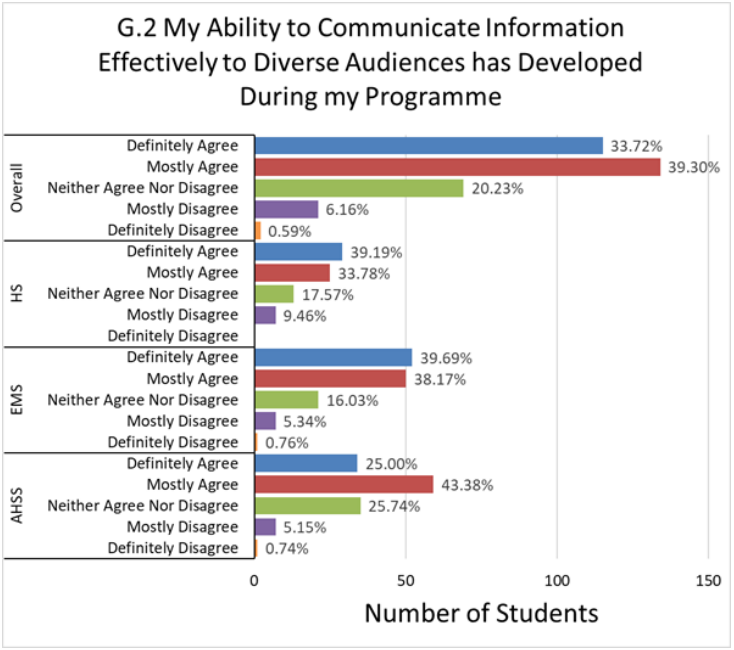
Following on in this section respondents were asked if 'they put their training *'into practice'* (Appendix 2: E.11). Only 4% of PGR respondents report that they had put their training in entrepreneurship and innovation into practice i.e. leverage the opportunity to submit an invention disclosure or file a patent related to their research. This is approximately half the level of PGR respondents in the >250 comparator group of institutions (7,6%). FEMS respondents were mostly likely to put their training in entrepreneurship and innovation into practice (5%), compared with AHSS and HS respondents (3%).

The *professional development* opportunities addressed in this section relate to opportunities to attend an academic research conference (Fig. E.6); present a paper at a research conference (Fig. E.7), submit a paper for publication (Fig. E.8) and communicate your research to a non-research audience (Fig. E.09). Added to this question set is *'the opportunity to spend time abroad'* (Fig E.15) and from the Other Transferable Skills aspect *'The ability to communicate information effectively to a diverse audience' (*Appendix 2, E9). The underlying theme is that each provides the opportunity to bring one's research or the experience of being a research student in Trinity into the public domain.

'Attendence at academic conferences' (Appendix 2: Fig. E.6) is uniformerly high >85% in Trinity overall and across all Trinity faculties (>82%). This compares with 82% of PGR respondents in the >250 comaprator group of institutions. *'Opportunities to present or submit a poster at an academic conference'* (Appendix 2: Fig. E.7), submit an article for publication in a journal or book (Appendix 2, Fig. E.8) are higher for respondents in FEMS and AHSS compared with HS respondents.

43% of PGR respondents reported having *'Opportunities to communicate research to a non-academic audience'* (Appendix 2, Fig. E.9) compared with 49% in 2018, a fall of 6%. This compares with 46% in the >250 comparator group of institutions. The proportion of research degree respondents agreeing that they had received the opportunity to communicate their research to a non-academic audience is similiarly low: AHSS (48%), FEMS (43%) and HS (35%).

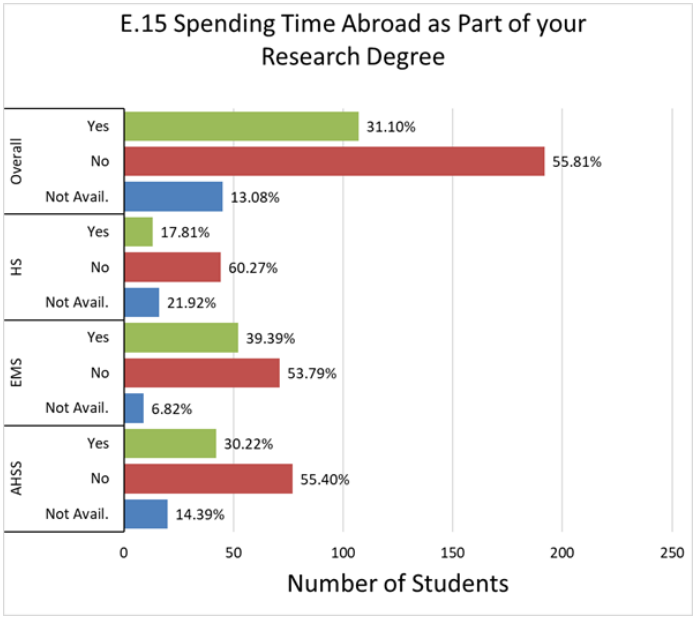
The above findings are contrasted with the results a\on PGR respondent ability to communicate information effectively to a diverse audience (Fig G2 below). Overall 73% of Trinity respondents 'definitely' or 'mostly agreed' that the ability to communicate information to a diverse audience had been developed (76% in the >250 group). The findings aross the faculties are higher than reported in Fig. E.9 in Appendix 2 with 73% of HS; 78% of FEMS and 68% of AHSS respondents reporting that they 'definitely' or 'mostly agreed' that they had developed the ability to communicate information to a diverse audience during their research programme.



The final questions to be explored under professional development address the *'opportunity to spend time abroad'* (outside the Republic of Ireland) e.g field work, working on an international collaboration project e.g. as part of a consortium *(*Fig. E.15 below*).* This offers the opportunity to PGR students to gain exposure to a different research

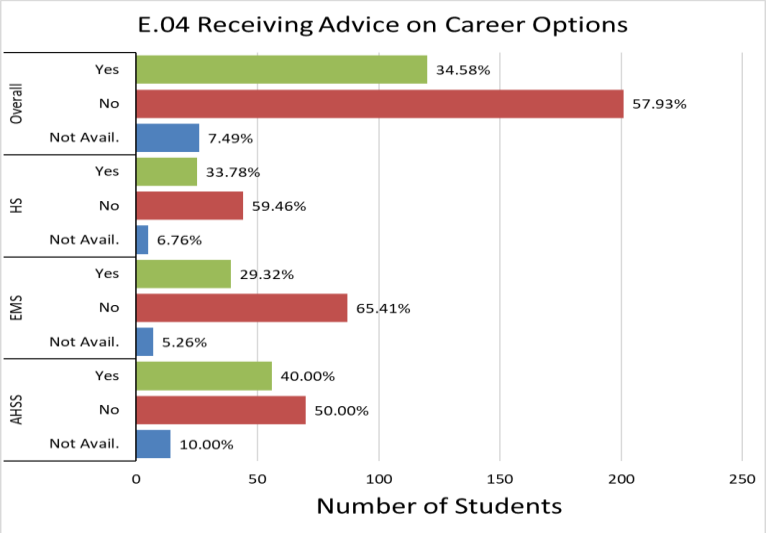
context from that available to respondents who remain on campus or in Trinity associated clinical sites or research institutes.

Overall 31% of PGR respondents reported that they had the opportunity to spend time abroad, this compares favorably with the proportion of PGR respondents in the > 250 comparator group (26%). FEMS respondents (39%) report the highest opportunity to spend time abroad, followed by AHSS (30%), with HS respondents reporting the least opportunity to spend time abroad (18%).



*Career development (*Appendix 2, Figs; E.5 ; E.13 and E.14*)* will be discussed as a set as they address seeking career advice, taking part in a placement or internship, working collaboratively with industry and/or a civil society or public organisation, all of which can be expected to assist in the post-research degree career transition for candidates who are not seeking to pursue an academic career in higher education or are seeking a research career outside of higher education.

In 2018/19 the Trinity Career Advisory Service published institutional guidelines on Employability Statements at disciplinary level (as required by the HEA System Performance Framework) and continue to enhance services specific to the needs of PGR students in their service profile. It is anticipated that these opportunities will increase the proportion of PGR students receiving career advice during their research degree programme, which in 2018/19 was 35% (Fig.E.4) and 33% for respondents in the >250 comparator group of institutions. Responses by AHSS PGR respondents were marginally higher at 40% and lower in FEMS at 29%.



The findings show that between 10-20% of PGR respondents have the *'opportunity to undertake a placement or internship'* (Appendix 2, E.5) as part of their research degree programme (15% in Trinity; 17.5% in >250 comparator group). These figures concur with those presented in Fig. E.13 that show that between 14-22% of PGR respondents have the *'opportunity to work collaboratively with industry'* (Appendix 2, E.13), slightly less than that of the >250 comparator group (24%); and Fig E.14 shows that a slightly higher proportion of PGR respondents (15-26%) has the opportunity to work collaboratively with a Civil Society or Public Service Organisation during their research degree programme (Trinity 21%; >250 comparator group 23%).

The ability to 'work as part of a Team' (Appendix 2, E.12), is often described as a 'soft' or 'transferable' skill sought by employers. The opportunity is embedded in the Trinity PGR experience for HS (79%) and FEMS (76%) respondents, as per the disciplinary nature of work in these fields. It is available to 65% of PGR respondents in both Trinity and across the >250 comparator group of institutions.

3.5.1. Teaching and Demonstrating

The opportunity to teach and demonstrate was reported by 72% of PGR respondents in Trinity and across the >250 comparator group of institutions. As reported in previous years, FEMS PGR respondents report the highest level of opportunities to engage in teaching and demonstrating (88%), followed by HS (65%) and AHSS respondents (61%). 71% of respondents who engage in teaching and demonstrating report that the experience was beneficial to their research degree programme (HS -66%; FEMS - 69% and AHSS -74%). This compares with 66% of PGR respondents in the >250 comparator group of institutions. Refer Appendix 2 Figs E 16-E18, pg. 59.

43% of Trinity PGR respondents reported that they had been given appropriate support and guidance to teach and / or demonstrate. This is despite the launch of the Graduate Teaching Assistants online learning module: 'Teaching & Supporting Learning' which is available as a 5 ECTS module or in 'self-directed' (not for credit) mode. Refer to Appendix 2, Figs E.18 for more detail at Faculty level.

Table 14. Availability of appropriate support and guidance to PGR respondents to teach and demonstrate

			>250 (2019)	Trinity 2019	>250 (2018)	Trinity (2018)
Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration?	1	Definitely disagree	8.2%	5.7%	7.9%	6.0%
	2	Mostly disagree	12.2%	9.8 %	12.8%	10.1%
	3	Neither agree nor disagree	13.9%	14.0 %	14.0%	14.6%
	4	Mostly agree	30.4%	35.1%	26.8%	29.1%
	5	Definitely agree	35.2%	35.5%	38.5%	40.3%

FEMS PGR respondents reported the highest level of support at 47%, followed by AHSS (40%) and HS (39%). Of note is that the figures for those choosing the 'definitely' or 'mostly disagree' response option are almost on a par with those above, i.e. with 35% of AHSS, 36% of FEMs and 40% of HS respondents reporting sub-optimal levels of guidance for their teaching and demonstrating practice.

There were 69 responses to the *'open comment question under the Development Opportunities' (Appendix 2, E.19).* In respect of opportunities to teach or demonstrate, equity of access to opportunities to teach and demonstrate was reported as follows:

> *'As a part-time student, all supports are during my working hours so I cannot avail of these.'*
>
> *'No opportunities to gain teaching experience (i.e. tutorials, lectures*).'
>
> *'Other research students have been accorded more teaching than myself in the last two years which seems very unfair.'*
>
> *'Supervisor gave teaching duties way in excess of both quantity and type associated with my scholarship, none of this excess was ever paid*.'

Respondents also provided comments on the level of support and guidance they received, as follows:

> *'The teaching module new TAs are given amounts to about 6 hours of training which can't possibly be sufficient for a genuine understanding of how to teach.'*
>
> *'There is an absolute lack of any support for research students who take up teaching duties in my university.'*
>
> *'As well as being unpaid (which I think harms the overall standard of teaching) there is little to no guidance for teaching and demonstrating in labs, we have a teaching module which teaches good practices but as far as the actual course material we must figure that out for ourselves, which is fine if it's your area of expertise, but often it is far from it.'*
>
> *'My first time demonstrating undergrad students I had no training in a particular technique and had to ask another demonstrator to show me.'*

3.6 Research Skills

Discipline specific research skills are an expected competency to be attained by all PGR students engaged in research degree programmes. The Research Skills aspect is one of the best experiences reported by Trinity PGR respondents.

Table 15: Research Skills

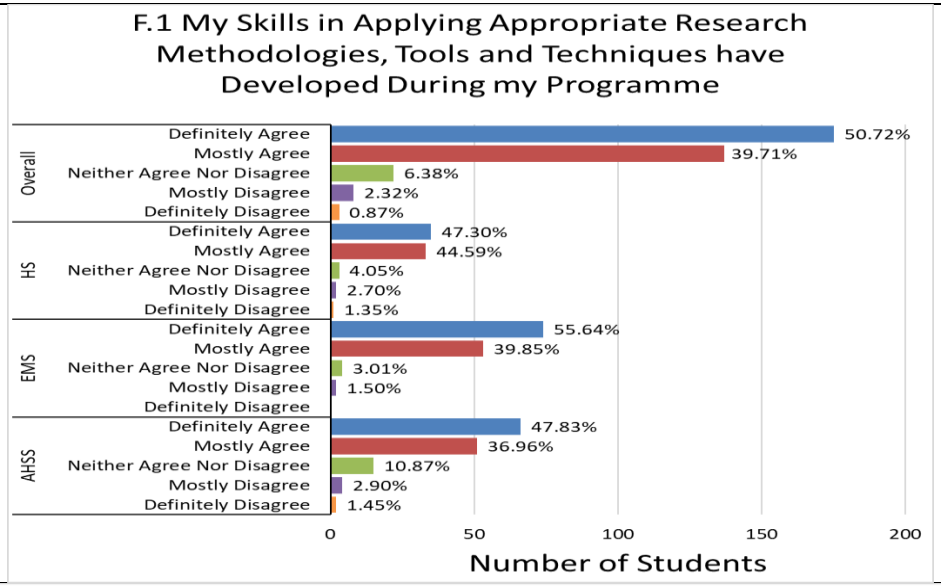
Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Applying appropriate research methodologies, tools, techniques	89%	90%	95%	92%	85%
Attained critical analysis and research evaluations skills	87%	86%	89%	81%	85%
Confidence to be creative or innovative	72%	69%	71%	68%	69%
Understanding of 'research integrity'	86%	83%	83%	81%	83%

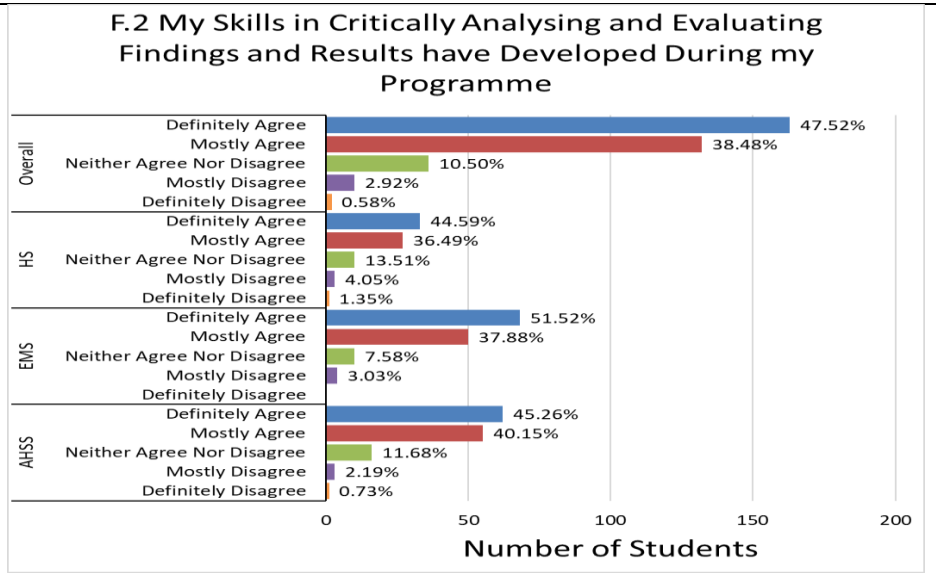
90% of Trinity PGR respondents 'definitely' or 'mostly agree' they had *'in applying appropriate research methodologies, tool and techniques during their time in Trinity'.* This was consistent across the faculties (HS-92%; FEMS -95% and AHSS- 85%) (Fig. F.1), Of note is the proportion of respondents reporting that they 'definitely' or 'mostly disagree' is <5% overall and across all faculties, with <3% in FEMS.

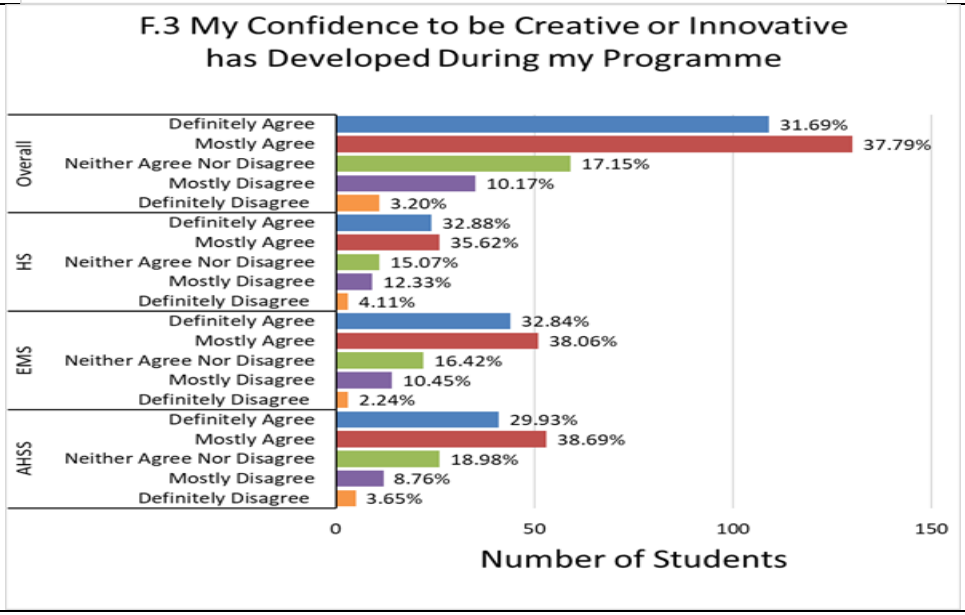
Similarly, high proportions of PGR respondents reported that they had '*attained critical analysis and research evaluations skills'* with 86% of Trinity overall; 89% of FEMS; 81% of HS and 85% of AHSS respondents attaining these skills during their research degree programme (Fig.F.2).

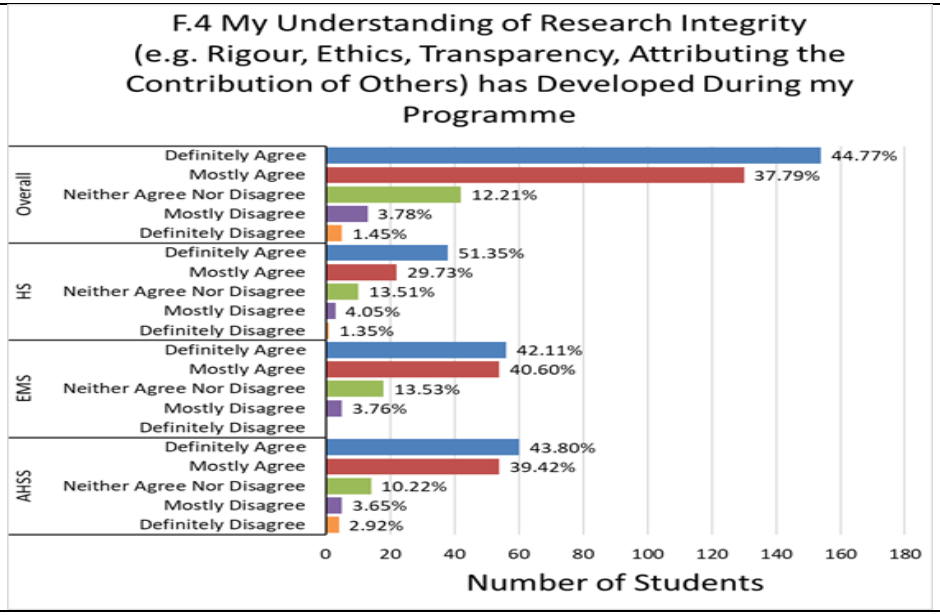
Core attributes expected from a research leader include understanding of research integrity, research ethics, and avoidance of plagiarism (Fig. F.4). 83% of Trinity respondents overall; 81% of HS; 83% of FEMS and AHSS reported that they 'definitely' or 'mostly agree' that they had developed an understanding of research integrity during their research degree programme.

Given the positive findings on the above statements PGR respondents self-report of confidence to be creative or innovative (Fig. F.3) is lower with Trinity (69%) compared with the ≥250 comparator group (77%). At Faculty level it is: 68% in HS; 69% in AHSS and 71% in FEMS.


F.1 My Skills in Applying Appropriate Research Methodologies, Tools and Techniques have Developed During my Programme
Overall
Definitely Agree 50.72%
Mostly Agree 39.71%
Neither Agree Nor Disagree 6.38%
Mostly Disagree 2.32%
Definitely Disagree 0.87%
HS
Definitely Agree 47.30%
Mostly Agree 44.59%
Neither Agree Nor Disagree 4.05%
Mostly Disagree 2.70%
Definitely Disagree 1.35%
EMS
Definitely Agree 55.64%
Mostly Agree 39.85%
Neither Agree Nor Disagree 3.01%
Mostly Disagree 1.50%
Definitely Disagree
AHSS
Definitely Agree 47.83%
Mostly Agree 36.96%
Neither Agree Nor Disagree 10.87%
Mostly Disagree 2.90%
Definitely Disagree 1.45%
0 50 100 150 200
Number of Students


F.2 My Skills in Critically Analysing and Evaluating Findings and Results have Developed During my Programme
Overall
Definitely Agree 47.52%
Mostly Agree 38.48%
Neither Agree Nor Disagree 10.50%
Mostly Disagree 2.92%
Definitely Disagree 0.58%
HS
Definitely Agree 44.59%
Mostly Agree 36.49%
Neither Agree Nor Disagree 13.51%
Mostly Disagree 4.05%
Definitely Disagree 1.35%
EMS
Definitely Agree 51.52%
Mostly Agree 37.88%
Neither Agree Nor Disagree 7.58%
Mostly Disagree 3.03%
Definitely Disagree
AHSS
Definitely Agree 45.26%
Mostly Agree 40.15%
Neither Agree Nor Disagree 11.68%
Mostly Disagree 2.19%
Definitely Disagree 0.73%
0 50 100 150 200
Number of Students


F.3 My Confidence to be Creative or Innovative has Developed During my Programme
Overall
Definitely Agree 31.69%
Mostly Agree 37.79%
Neither Agree Nor Disagree 17.15%
Mostly Disagree 10.17%
Definitely Disagree 3.20%
HS
Definitely Agree 32.88%
Mostly Agree 35.62%
Neither Agree Nor Disagree 15.07%
Mostly Disagree 12.33%
Definitely Disagree 4.11%
EMS
Definitely Agree 32.84%
Mostly Agree 38.06%
Neither Agree Nor Disagree 16.42%
Mostly Disagree 10.45%
Definitely Disagree 2.24%
AHSS
Definitely Agree 29.93%
Mostly Agree 38.69%
Neither Agree Nor Disagree 18.98%
Mostly Disagree 8.76%
Definitely Disagree 3.65%
0 50 100 150
Number of Students


F.4 My Understanding of Research Integrity (e.g. Rigour, Ethics, Transparency, Attributing the Contribution of Others) has Developed During my Programme
Overall
Definitely Agree 44.77%
Mostly Agree 37.79%
Neither Agree Nor Disagree 12.21%
Mostly Disagree 3.78%
Definitely Disagree 1.45%
HS
Definitely Agree 51.35%
Mostly Agree 29.73%
Neither Agree Nor Disagree 13.51%
Mostly Disagree 4.05%
Definitely Disagree 1.35%
EMS
Definitely Agree 42.11%
Mostly Agree 40.60%
Neither Agree Nor Disagree 13.53%
Mostly Disagree 3.76%
Definitely Disagree
AHSS
Definitely Agree 43.80%
Mostly Agree 39.42%
Neither Agree Nor Disagree 10.22%
Mostly Disagree 3.65%
Definitely Disagree 2.92%
0 20 40 60 80 100 120 140 160 180
Number of Students

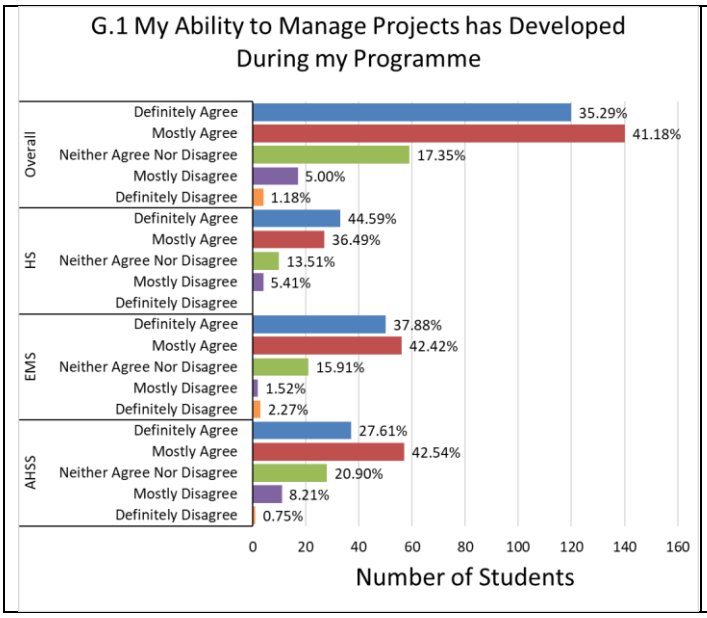
3.7 Other Transferable Skills

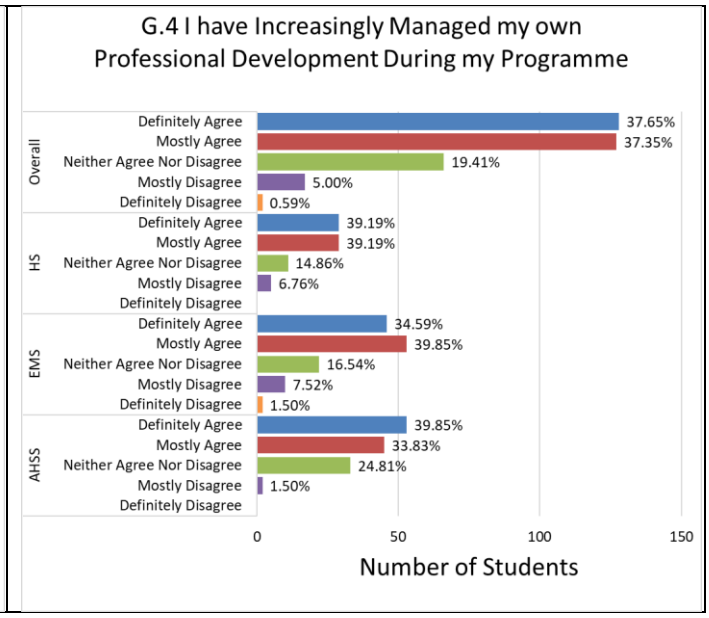
The '*Other Transferable Skills'* aspect contains four questions, two of which have been addressed in earlier sections of the report. 'Develop Contacts/Professional Networks' has been addressed in Research Culture (Fig G.3); and Communicate information to a diverse audience (Professional Development Opporunities above (Fig. G.2).

Table 16: Other Transferable Skills

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Ability to manage projects	79%	77%	80%	81%	70%
Ability to communicate information effectively to diverse audiences	76%	73%	78%	73%	68%
Developed contacts or professional networks	72%	74%	77%	71%	74%
Increasingly managed my own professional development	80%	75%	74%	74%	78%

The focus in this section will be on the Research Students' *'self-management skills'* i.e the ability to manage projects (Fig. G1) and manage their *'own professional development'* (Fig. G.4).





The ability to manage projects is the key to completion of research degree programmes. It relates to factors that impact on overall satisfaction e.g. 'confidence to finish witihin institutional defined timeframes' (Fig. L.4) . Results indicate that 76% of Trinity respondents overall; 81% of HS and 80% of FEMS respondents 'definitely' or 'mostly agree' with this statement. This may reflect the disciplinary nature of projects in HS and FEMS , higher levels of external grant (FEMS) and employer funding (HS) placing external pressure on the delivery of projects on time. In comparison 70% of AHSS respondents' report the ability to manage projects. This may also reflect the disciplinary

nature of projects in the AHSS disciplines and the fact that 41% of AHSS respondents are self-funded and therefore may have higher participation in outside paid/part-time work in order to sustain themselves in their programme.

The key observation in respondents who reported 'Ability to manage own professional development' is the proportion of responents that choose the response option 'neither agree or disagree' --15%-25% (Fig . G4).

3.8 Personal Outlook and Supports

Questions relating to *personal outlook* were introduced in 2019, following calls for their inclusion from PGR students who responded to the pilot survey in 2018. These questions are modelled on the questions included in the Postgraduate Research Experience Survey (PRES) and were pre-tested with PGR students in five participating higher education institutions before being included in the survey. Results for the Personal Outlook aspect were poor sectoral-wide and will need repeated administration in order to test the validity of results.

Table 17: Personal Outlook and Supports

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Satisfied with their life nowadays	73%	68%	63%	66%	74%
Satisfied with work-life balance	55%	49%	46%	51%	52%
Satisfied with their life nowadays within my Institution	68%	61%	64%	61%	59%
There is someone in my institution I can talk to about my day-to-day problems	55%	53%	56%	52%	52%

- AHSS respondents respondents report the highest levels of satisfaction (74%) compared with HS (66%) and FEMS (62%) respondents. At an instutional level approx. 20% of respondents 'definitely, or 'mostly disagreed' that they were satisfied with their life. (Fig.I.1a);
- When this question is tied to the institution in which they study i.e Trinity, levels of satisfaction are reported at 61% at institutional level, compared with 67.5% for the >250 cohort of institutions. At Faculty level levels of life satisfaction within their instutions were reported at 59% for AHSS respondents, 61% in HS and FEMS. As with the first statement 20% of respondents 'definitely, or 'mostly disagreed' that they were satisfied within their institution (Fig I.1 b)
- Overall 49% of respondents overall reported they were satisfied with their Work-Life Balance while 33% reported that they were dissatisfied. This compares with 52% of respondents reporting satisfaction with their Work-Life Balance and 28% dissatisfaction in the ≥ 250 (ig. I.2), recalling that 93% of respondents reported they were studying full-time and only 7% part-time (Table 4).
- At Faculty-level FEMS respondents reported the lowest levels of satisfaction with their Work-Life Blance (46%) and highest levels of dissatisfaction (37%).

- 30% of respondents 'definitely, or 'mostly disagreed' that there was someone they could talk to about their day-to-day problems.

'The pressure on students and work-life balance as a consequence of the time required to pursue a 'successful' research experience seems to lead to a significant strain on students' mental health, something I believe is known to the universities, but action to change is not pursued.'

'It has been hard trying to reach deadlines, conduct field research and work to earn an extremely modest living.'

'Sometimes I feel bad about taking time off for myself like taking a week for holidays which I think is very important.'

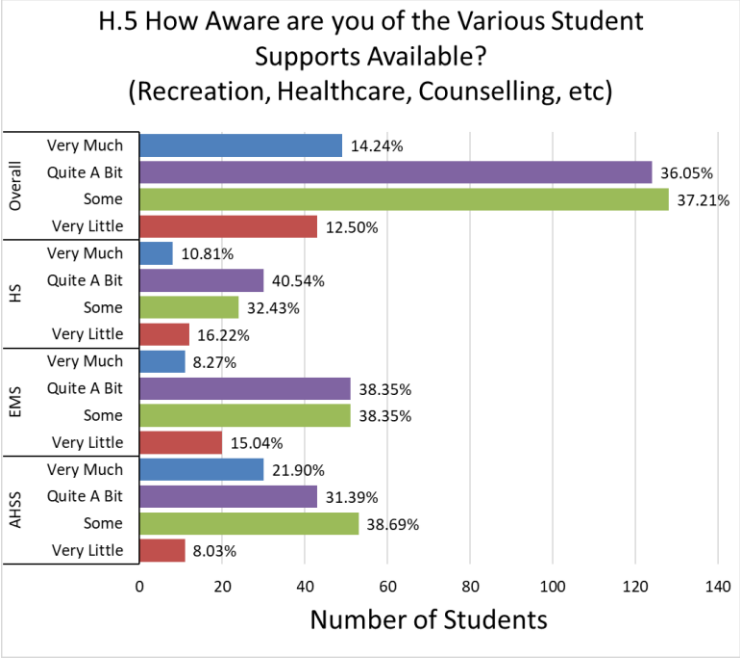


Fig. H5 above is a related statement from the Responsibilities and Supports aspect, that evaluates respondents' '*awareness of student support services in Trinity'.* At an institutional and Faculty level approximately 50% of PGR respondents report a good awareness of student support services in Trinity (TCD-50%; HS-51%; FEMS-47%; AHSS-53%). This compares with levels of awareness of 41% reported by the ≥250 cohort comparator group.

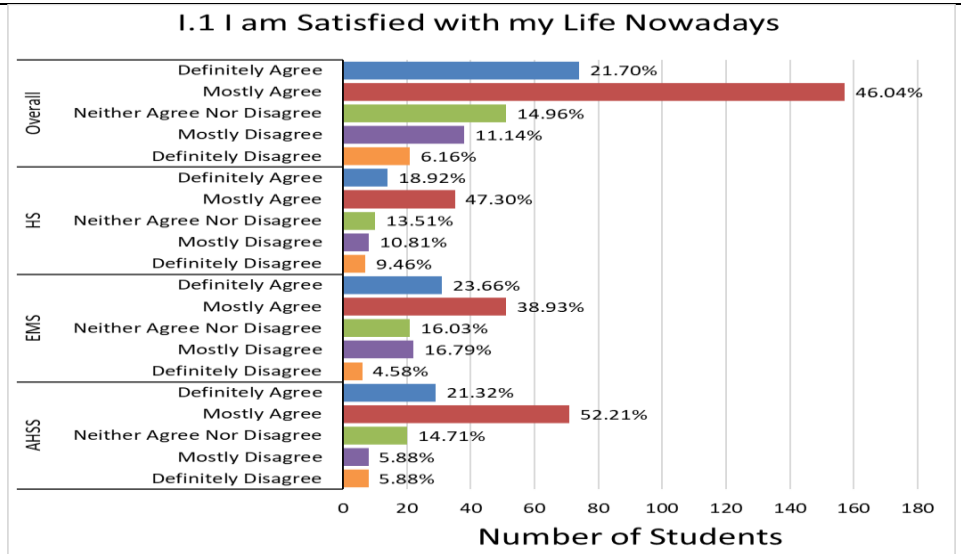
A sample of qualitative comments under the Personal Outlook aspect includes:

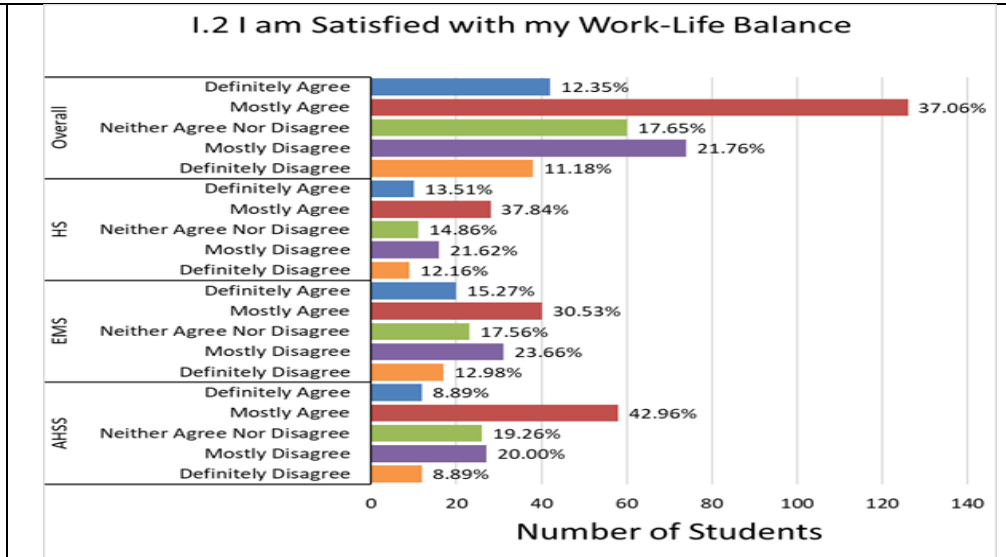
'Should be a better way at monitoring PhD students - I feel this group is particularly at risk of mental health issues.'

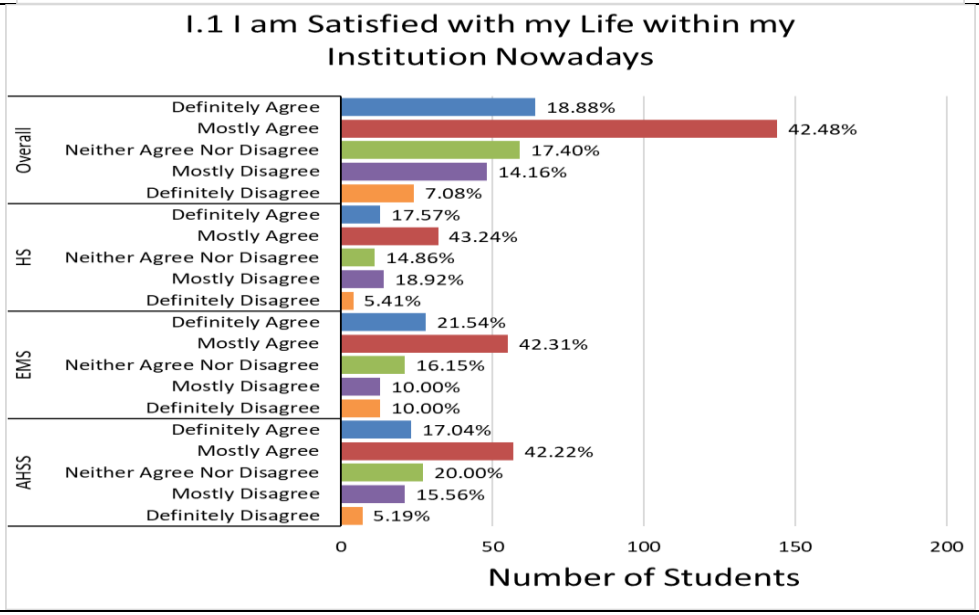
'The first year or two of a Ph.D. can be a lonely experience when doing solo research so any opportunity to touch base with other research students is very beneficial.'

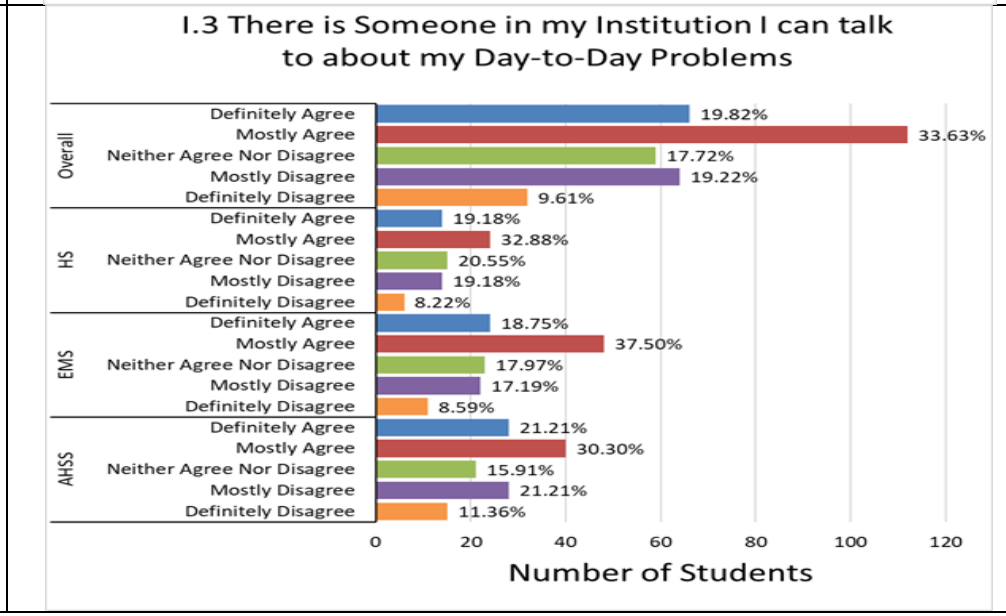
'My fellow PhD students have been a massive support to me without whom I'm not sure I'd still be in the programme.'

'There is someone in my institution I can talk to about my day-to-day problems: I can only talk to fellow PhD students, there is absolutely no one else available'


I.1 I am Satisfied with my Life Nowadays
Overall
Definitely Agree 21.70%
Mostly Agree 46.04%
Neither Agree Nor Disagree 14.96%
Mostly Disagree 11.14%
Definitely Disagree 6.16%
HS
Definitely Agree 18.92%
Mostly Agree 47.30%
Neither Agree Nor Disagree 13.51%
Mostly Disagree 10.81%
Definitely Disagree 9.46%
EMS
Definitely Agree 23.66%
Mostly Agree 38.93%
Neither Agree Nor Disagree 16.03%
Mostly Disagree 16.79%
Definitely Disagree 4.58%
AHSS
Definitely Agree 21.32%
Mostly Agree 52.21%
Neither Agree Nor Disagree 14.71%
Mostly Disagree 5.88%
Definitely Disagree 5.88%
0 20 40 60 80 100 120 140 160 180
Number of Students


I.2 I am Satisfied with my Work-Life Balance
Overall
Definitely Agree 12.35%
Mostly Agree 37.06%
Neither Agree Nor Disagree 17.65%
Mostly Disagree 21.76%
Definitely Disagree 11.18%
HS
Definitely Agree 13.51%
Mostly Agree 37.84%
Neither Agree Nor Disagree 14.86%
Mostly Disagree 21.62%
Definitely Disagree 12.16%
EMS
Definitely Agree 15.27%
Mostly Agree 30.53%
Neither Agree Nor Disagree 17.56%
Mostly Disagree 23.66%
Definitely Disagree 12.98%
AHSS
Definitely Agree 8.89%
Mostly Agree 42.96%
Neither Agree Nor Disagree 19.26%
Mostly Disagree 20.00%
Definitely Disagree 8.89%
0 20 40 60 80 100 120 140
Number of Students


I.1 I am Satisfied with my Life within my Institution Nowadays
Overall
Definitely Agree 18.88%
Mostly Agree 42.48%
Neither Agree Nor Disagree 17.40%
Mostly Disagree 14.16%
Definitely Disagree 7.08%
HS
Definitely Agree 17.57%
Mostly Agree 43.24%
Neither Agree Nor Disagree 14.86%
Mostly Disagree 18.92%
Definitely Disagree 5.41%
EMS
Definitely Agree 21.54%
Mostly Agree 42.31%
Neither Agree Nor Disagree 16.15%
Mostly Disagree 10.00%
Definitely Disagree 10.00%
AHSS
Definitely Agree 17.04%
Mostly Agree 42.22%
Neither Agree Nor Disagree 20.00%
Mostly Disagree 15.56%
Definitely Disagree 5.19%
0 50 100 150 200
Number of Students

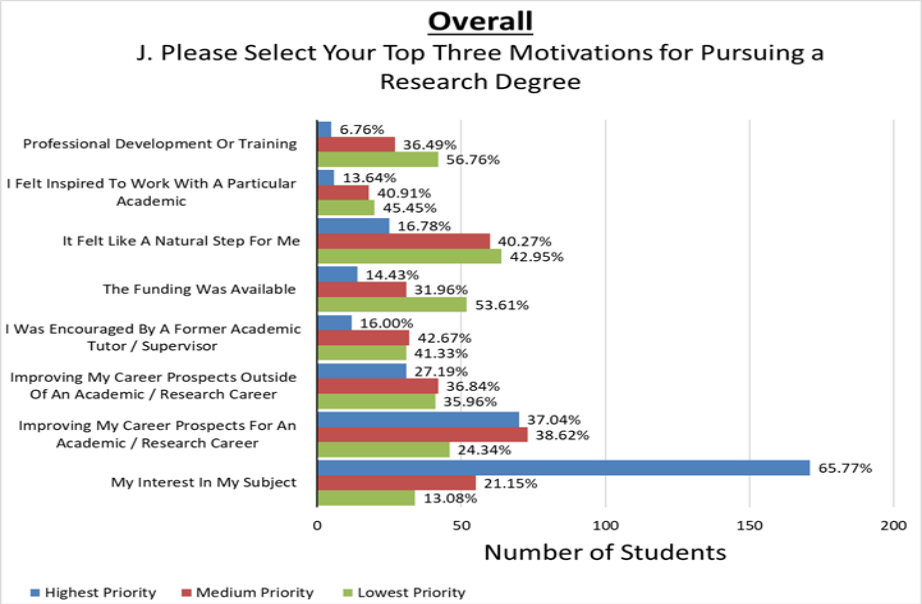

I.3 There is Someone in my Institution I can talk to about my Day-to-Day Problems
Overall
Definitely Agree 19.82%
Mostly Agree 33.63%
Neither Agree Nor Disagree 17.72%
Mostly Disagree 19.22%
Definitely Disagree 9.61%
HS
Definitely Agree 19.18%
Mostly Agree 32.88%
Neither Agree Nor Disagree 20.55%
Mostly Disagree 19.18%
Definitely Disagree 8.22%
EMS
Definitely Agree 18.75%
Mostly Agree 37.50%
Neither Agree Nor Disagree 17.97%
Mostly Disagree 17.19%
Definitely Disagree 8.59%
AHSS
Definitely Agree 21.21%
Mostly Agree 30.30%
Neither Agree Nor Disagree 15.91%
Mostly Disagree 21.21%
Definitely Disagree 11.36%
0 20 40 60 80 100 120
Number of Students

3.9 Motivations

Respondents were asked to rank their top three motivations for pursuing a research degree programme from the list of options and prioritise these by designating them as priority 1, 2 or 3. The top five ranked motivations are outlined in Table 18 and Fig. J, below

Table 18 Motivation to pursue a research degree programme

Rank 2019	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%



The highest ranked motivation in 2018 and 2019 was *'Interest in the research subject.* This was ranked first by 81% of AHSS, 53% of FEMS and 56% of HS respondents. This was followed in second place by *'Improving career prospects for an academic/research career'* selected by 44% of AHSS, 31% of FEMS and 38% of HS respondents. In third place was '*improving my career prospects outside of an academic /research career*' selected by 50% of AHSS 38% of FEMS and 30% of HS respondents. For further detail on Faculty outcomes refer to Appendix 2 Figs J (i-iii) pg. 60.

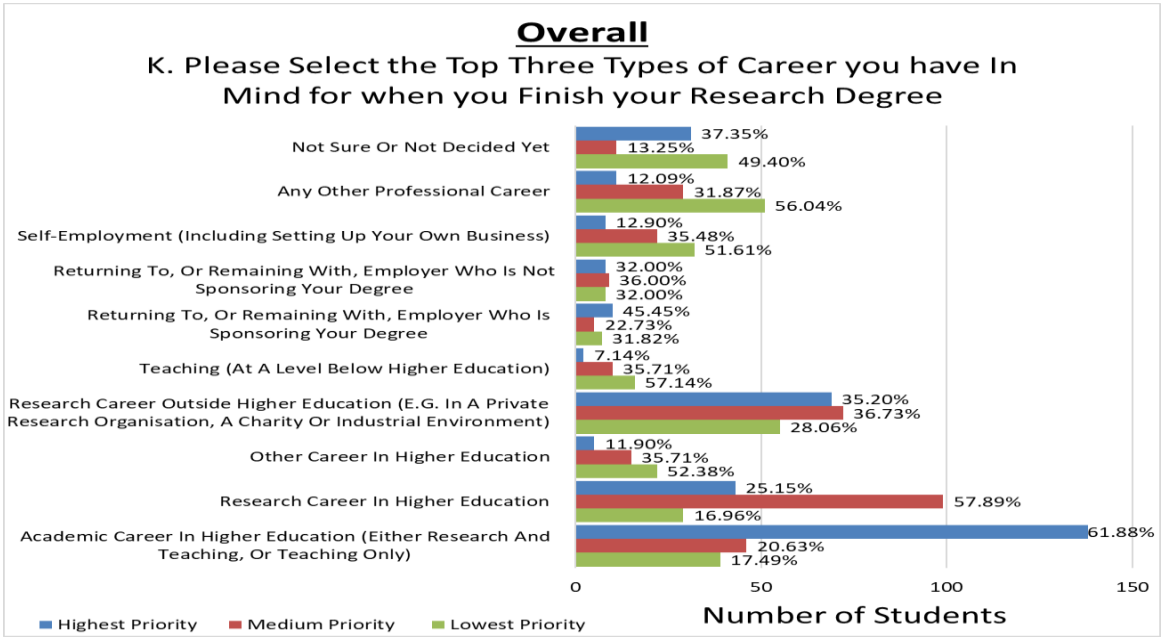
A sample of the open comments provided by respondents under this aspect is outlined below and reflects personal and professional motivations:

'I want to challenge myself' 'Personal challenge to work towards' 'A personal ambition' 'Long-held personal goal' 'Personal Achievement. It's something I had wanted to do when I left college but wasn't in a position then.'

'Improving my career prospects generally', 'To make change in my topic area', 'Develop the knowledge and capacity to advocate for my sector', 'I was working as a secondary school teacher and felt quite restricted in my scope and wanted to do more.'

3.10 Career Aspirations

Respondents were asked to select their top three Career Aspirations from the list of options and rank them in order of preference 1-3 (Fig. K below). Refer Appendix 2 Fig K(i-iii) pg. 61 for Faculty specific responses.



An *'academic career in higher education'* was the highest priority for all respondents (62%) and those respondents in AHSS (74%) and HS (48%). *'Research career outside higher Education'* was the top priority for FEMS (43%). Of note is the proportion of PGR respondents who report that they are 'not sure or not decided yet' was 37.35% overall and 50% in AHSS, 37.50 % in FEMs and 13.33% in HS. A sample of the comments is outlined below:

'Overall when asked by undergraduate students, I generally advise not to pursue a postgraduate degree unless a career in academia is your long-term goal, and caution that there is a huge attrition rate, as the number of permanent academic positions vs number of qualified postgraduates makes it a very tough career path.'

'I feel that there is a focus within academia to value and promote academic positions over that outside academia, as a consequence of those in academia not appreciating that a large proportion of postgraduate students will not go on to further academic roles.'

3.11 Overall Experience

The percentage of respondents who rated their *'Overall Experience'* in their institution as good or excellent was approximately 75% for *≥ 250* respondents and 68% in TCD. This continues a pattern in recent years where the expereince in Trinity lags behind that in our comparator group. It is hoped that initiatives outlined in the new Strategic Plan (2020-2025) will go some way to reverse this trend in future years.

Table 19: Overall Experience

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
How would you evaluate your entire research experience at this institution?	75%	68%	71%	69%	65%
I am confident that I will complete my research degree programme within my institution's expected timescale	74%	79%	75%	79%	83%

AHSS respondents were the most confident in terms of '*completing my research degree programme within the institution's expected timescale'*, (AHSS 83%; HS 79%; FEMS 75%). AHSS respondents responses to previous statement '*understanding the required standard of their thesis'* (AHSS 74%, FEMS 68% and HS 62%), '*clarity of final assessment procedures'* (AHSS 72%, FEMS 65% and HS 61%) align with this result.

Almost 62% *≥ 250* respondents and 57% in TCD have not seriously considered withdrawing from their research degree programme. Where students have, it has been mainly for financial reasons in AHSS (33%) and in HS (21%) while in FEMS, 22% of respondents considered withdrawing for personal or family reasons. Refer to Appendix 2, Figs L. 5 (i-iii) pg. 62, for more detail at Faculty level. **(L.4 on page 62, no L.5)**.

Table 20: Withdrawal

Questions	*(% of respondents who Definitely agree or Agree)*				
	≥ 250	*TCD*	*FEMS*	*HS*	*AHSS*
Have you ever seriously considered withdrawing from your research degree programme? **No**.	62%	57%	57%	67%	52%
Yes, for financial reasons	*16%*	*23%*	*13%*	*21%*	*33%*
Yes, for personal or family reasons	*17%*	*18%*	*22%*	*12%*	*18%*
Yes for health reasons	*10%*	*11%*	*14%*	*4%*	*13%*
Yes for employment reasons	*6%*	*6%*	*5%*	*4%5*	*6%*
Yes to transfer to another institutions	*5%*	*6%*	*8%*	*4%*	*5%*

A sample of the comments related to withdrawing for financial and personal reasons is outlined below:

> *I have seriously considered quitting my PhD multiple times due to stress, work-life imbalance, more stress, job dissatisfaction.'*

'The cost of living in Ireland, especially Dublin, is outrageous for low quality services/accommodation. I have forced myself to stay just to get the title, which I am praying will make it all feel worth it in the end.'

'The financial burden also has an immensely adverse effect on my performance. '

'Struggling with debt to fund the PhD.'

'It hard to find a good work/life balance.'

' Yes, for mental health reasons.'

Appendix 1 – The PGR StudentSurvey.ie instrument

During fieldwork, survey questions will be presented and answered online. Some question blocks may be presented in randomised sequences. All postgraduate research students in participating institutions will be invited to take part in the 2019 national survey. Responses will be anonymised before data will be returned to institutions.

Section A: Research Infrastructure and Facilities

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

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
A.1	I have a suitable working space						
A.2	There is adequate provision of computing resources / facilities						
A.3	There is adequate provision of library facilities (including physical / online resources)						
A.4	I have access to the specialist resources and facilities necessary for my research						

A.5	My research is funded by [Please select all that apply]			
	Scholarship		Grant	
	Scholarship (fees only)		Employer-funded	
	Self-funded			

A.6	My funding covers [Please select all that apply]			
	Fees		Travel to conferences	
	Stipend		Other travel (labs / other institutions)	
	Research materials		Specialist training	

A.7	If you have any additional comments about research infrastructure and facilities, please write them in here

Section B: Supervision

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

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

B.6	If you have any additional comments about supervision, please write them in here

Section C: Research Culture

Do you agree or disagree with the following statements about the research culture? [Note: Where we have used the term 'department' please answer with respect to your centre, school, institute, graduate school, or other unit where you are primarily based or attached for your research]							
		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
C.1	My department provides access to a relevant seminar programme						
C.2	The research ambience in my department stimulates my work						
C.3	I have frequent opportunities to discuss my research with other research students						
C.4	I have opportunities to become involved in the wider research community, beyond my department						

C.5	If you have any additional comments about research culture, please write them in here

Section D: Progress and Assessment

Do you agree or disagree with the following statements about induction, progression arrangements and assessment?

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

D.5	If you have any additional comments about induction, progression arrangements and assessment, please write them in here

Section E: Development Opportunities

Have you availed of the following opportunities during your research degree programme? [select all that apply]

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

		Yes	No
E.16	Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme		

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
E.17	Do you agree or disagree that the teaching / demonstration you delivered enhanced your overall research experience?						
E.18	Do you agree or disagree that you have been given appropriate support and guidance for your teaching / demonstration?						

E.19	If you have any additional comments about development opportunities (including teaching / demonstrating), please write them in here

Section F: Research Skills

Do you agree or disagree with the following statements about development of research skills?

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

F.5	If you have any additional comments about research skills development, please write them in here

Section G: Other Transferable Skills

Do you agree or disagree with the following statements about development of other transferable skills?

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
G.1	My ability to manage projects has developed during my programme						
G.2	My ability to communicate information effectively to diverse audiences has developed during my programme						
G.3	I have developed contacts or professional networks during my programme						
G.4	I have increasingly managed my own professional development during my programme						

G.5	If you have any additional comments about development of other transferable skills, please write them in here

Section H: Responsibilities and Supports

Do you agree or disagree with the following statements about responsibilities and supports?

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
H.1	I understand my responsibilities as a research degree student						
H.2	I am aware of my supervisor(s)' responsibilities towards me as a research degree student						
H.3	Other than my supervisor(s), I know who to approach if I am concerned about any academic aspect of my research degree programme						

H.4	Who / what unit would you approach? (please provide the unit or role rather than an individual name)	

		Very little	Some	Quite a bit	Very much
H.5	How aware are you of the various student supports available? (Recreation, healthcare, counselling, etc)				

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
H.6	My institution values and responds to feedback from research degree students						

H.7	If you have any additional comments about student / staff responsibilities and supports, please write them in here

Section I: Personal outlook

Do you agree or disagree with the following statements about your personal outlook?

		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
I.1	I am satisfied with my life nowadays						
I.1	I am satisfied with my life within my institution nowadays						
I.2	I am satisfied with my work-life balance						
I.3	There is someone in my institution I can talk to about my day-to-day problems						
I.4	I feel that my research degree programme is worthwhile						

I.5	If you have any additional comments about your personal outlook, please write them in here

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

Sections J and K: Motivations and Career

Please select your top three motivations for pursuing a research degree from the following list, and prioritise these by writing 1, 2 or 3 (1=highest, 3=lowest priority)

J.1	My interest in my subject	
J.2	Improving my career prospects for an academic / research career	
J.3	Improving my career prospects outside of an academic/research career	
J.4	I was encouraged by a former academic tutor/supervisor	
J.5	The funding was available	
J.6	It felt like a natural step for me	
J.7	I felt inspired to work with a particular academic	
J.8	Professional development or training	
J.9	Other (Please specify):	

Please select the top three types of career you have in mind for when you finish your research degree, and prioritise these by writing 1, 2 or 3 (1=highest, 3=lowest priority)

K.1	Academic career in higher education (either research and teaching, or teaching only)	
K.2	Research career in higher education	
K.3	Other career in higher education	
K.4	Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)	
K.5	Teaching (at a level below higher education)	
K.6	Returning to, or remaining with, employer who is sponsoring your degree	
K.7	Returning to, or remaining with, employer who is not sponsoring your degree	
K.8	Self-employment (including setting up your own business)	
K.9	Any other professional career	
K.10	Not sure or not decided yet	
K.11	Other (Please specify):	

Section L: Overall Experience

		Poor	Fair	Good	Excellent
L.1	How would you evaluate your entire research experience at this institution?				

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

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

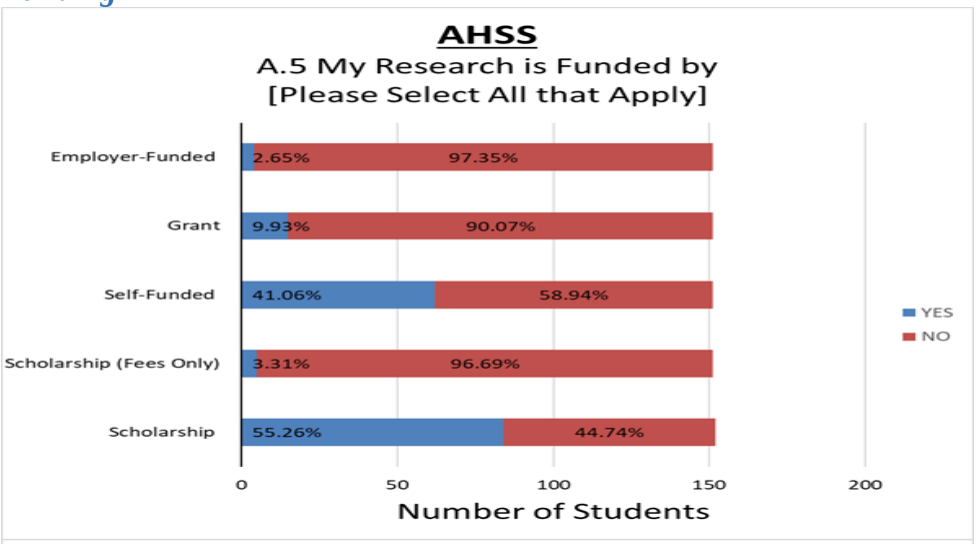
		Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree	Not applicable
L.4	I am confident that I will complete my research degree programme within my institution's expected timescale						

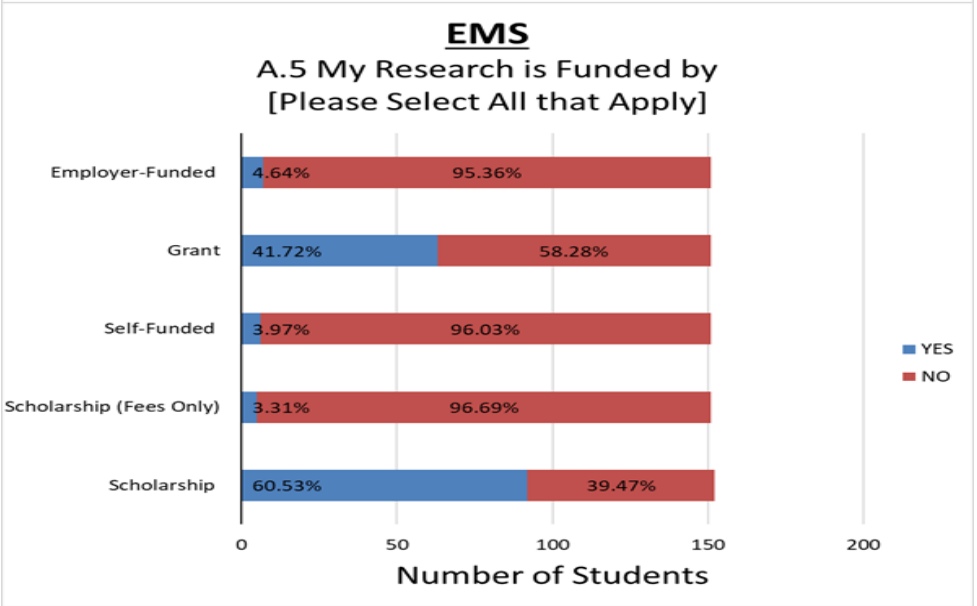
Have you ever seriously considered withdrawing from your research degree programme? [select all that apply]		
L.5	No, I have not seriously considered withdrawing	
L.6	Yes, for financial reasons	
L.7	Yes, for personal or family reasons	
L.8	Yes, for health reasons	
L.9	Yes, for employment reasons	
L.10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

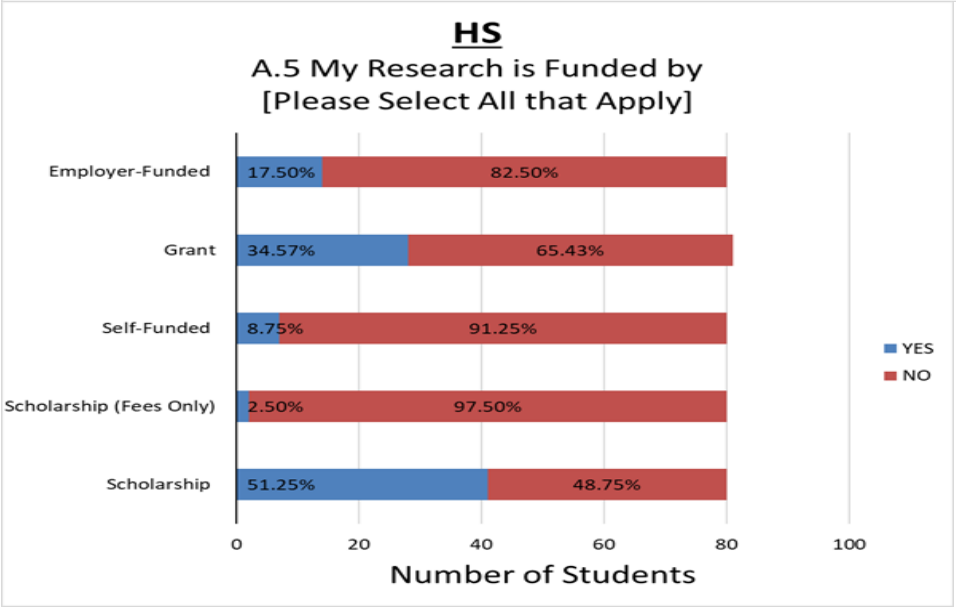
Thank you for your time in completing this survey.

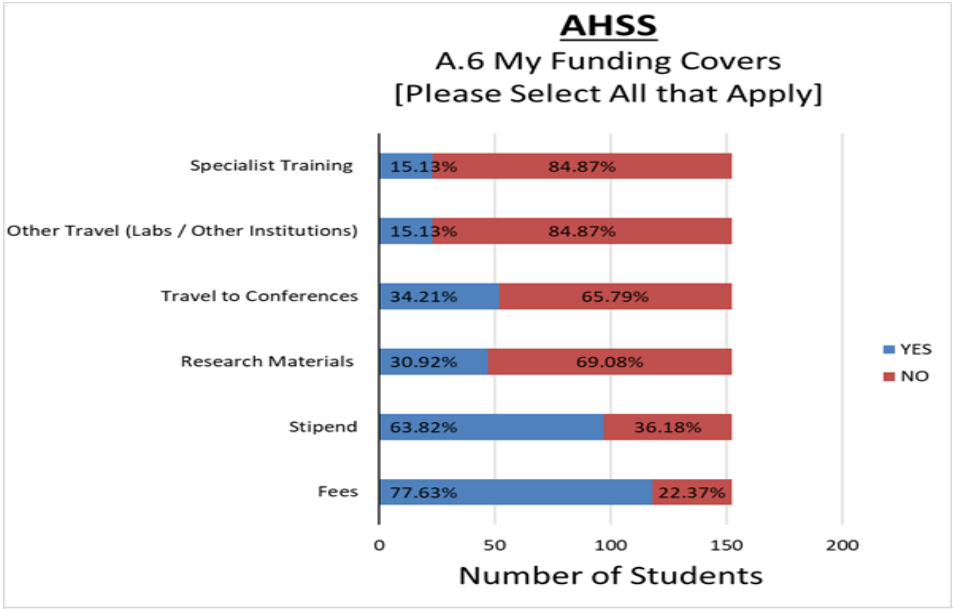
Appendix 2 – Faculty specific responses

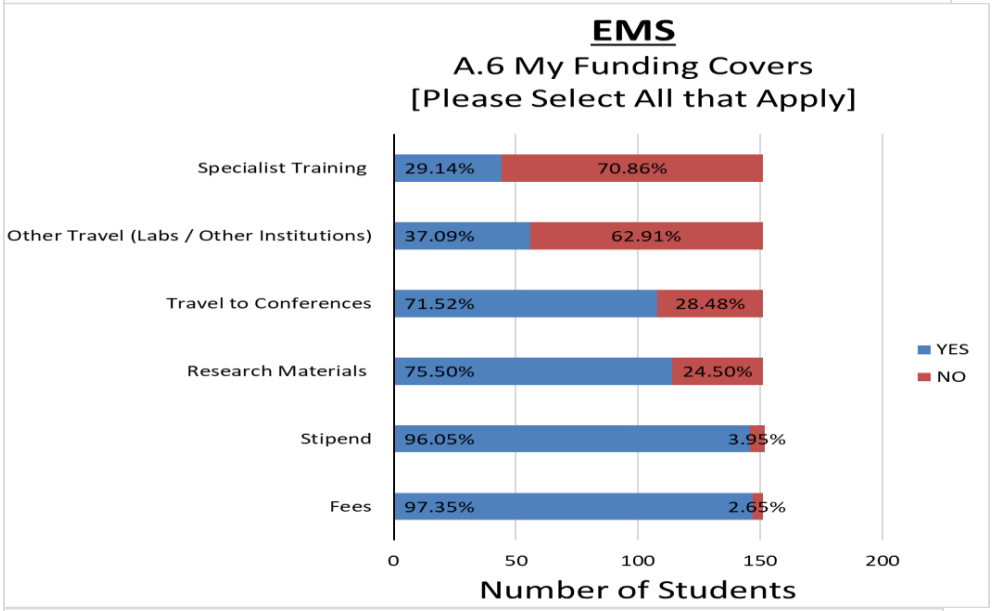
Funding

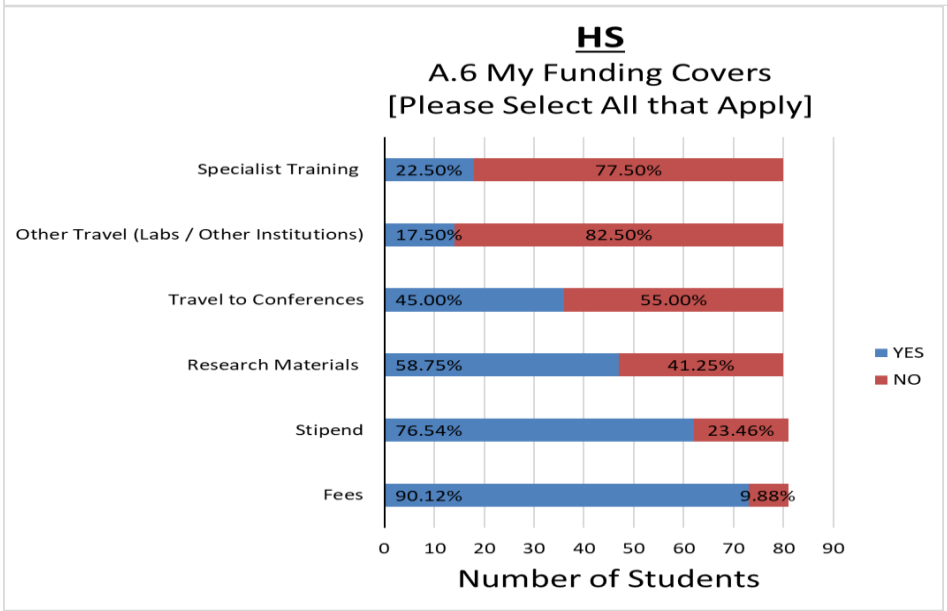




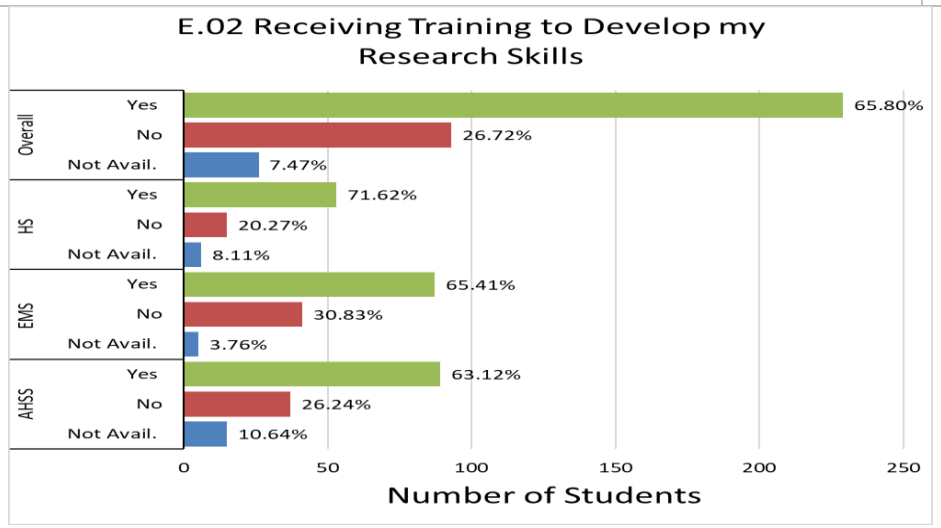


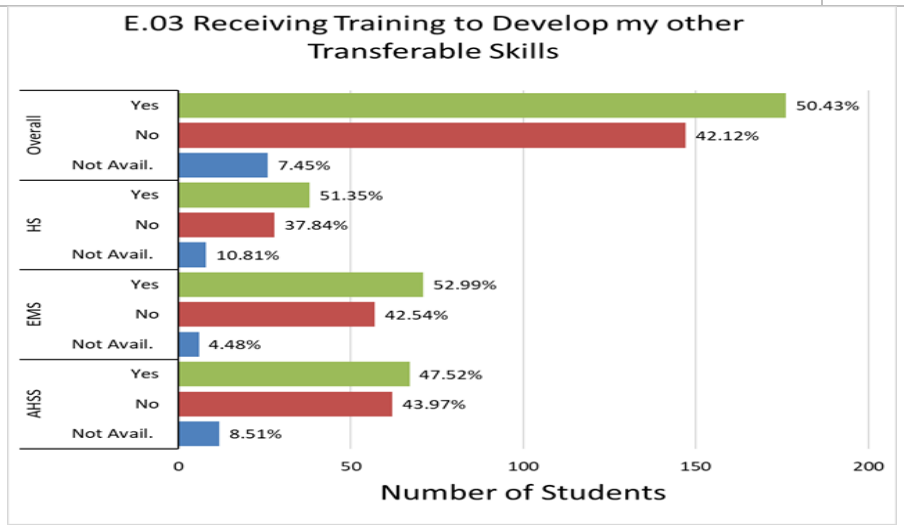

AHSS
A.6 My Funding Covers
[Please Select All that Apply]
Specialist Training
Other Travel (Labs / Other Institutions)
Travel to Conferences
Research Materials
Stipend
Fees
15.13%
84.87%
15.13%
84.87%
34.21%
65.79%
30.92%
69.08%
63.82%
36.18%
77.63%
22.37%
YES
NO
0
50
100
150
200
Number of Students

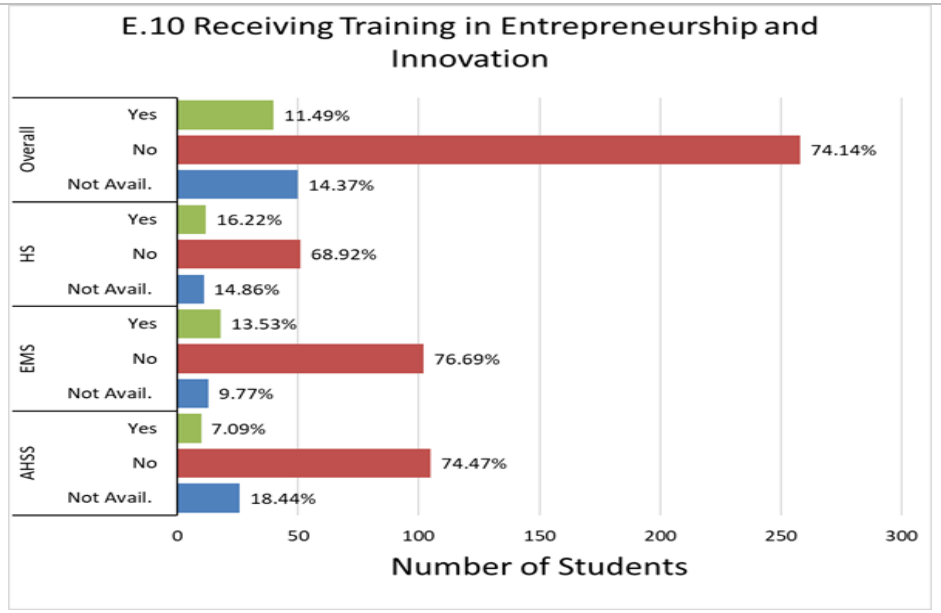

EMS
A.6 My Funding Covers
[Please Select All that Apply]
Specialist Training
Other Travel (Labs / Other Institutions)
Travel to Conferences
Research Materials
Stipend
Fees
29.14%
70.86%
37.09%
62.91%
71.52%
28.48%
75.50%
24.50%
96.05%
3.95%
97.35%
2.65%
YES
NO
0
50
100
150
200
Number of Students

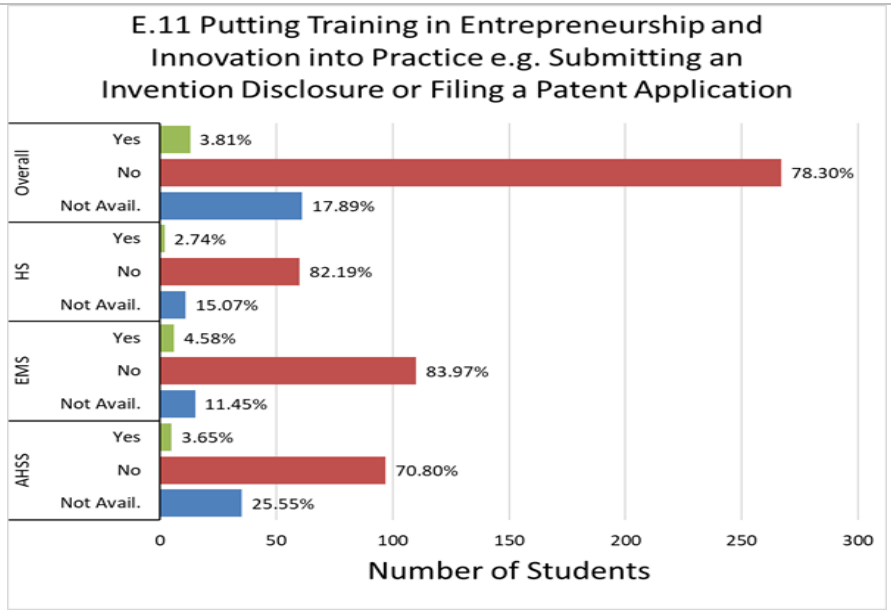

HS
A.6 My Funding Covers
[Please Select All that Apply]
Specialist Training
Other Travel (Labs / Other Institutions)
Travel to Conferences
Research Materials
Stipend
Fees
22.50%
77.50%
17.50%
82.50%
45.00%
55.00%
58.75%
41.25%
76.54%
23.46%
90.12%
9.88%
YES
NO
0
10
20
30
40
50
60
70
80
90
Number of Students

Development Opportunities

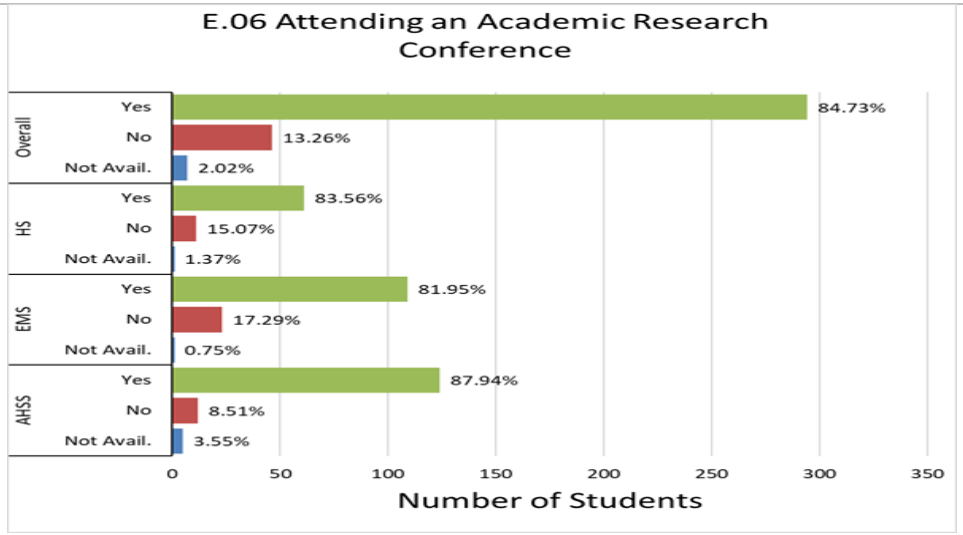


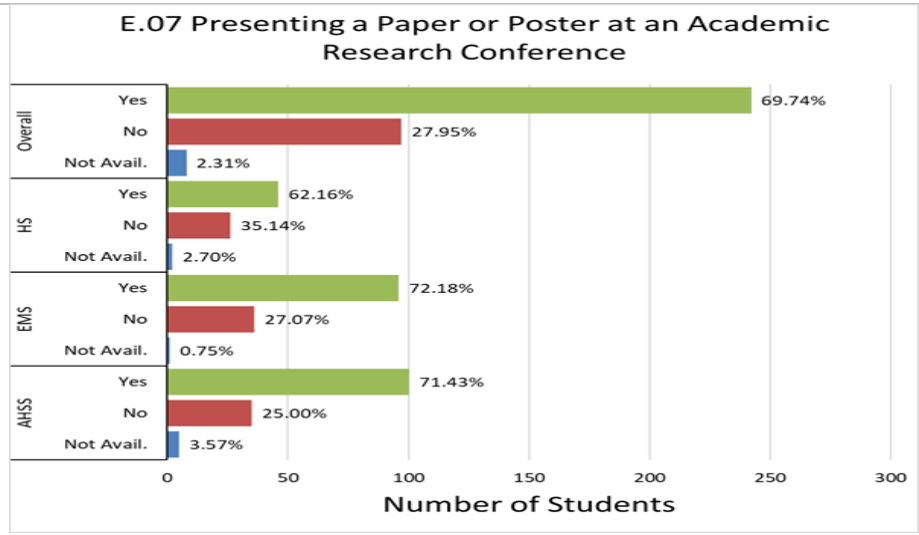


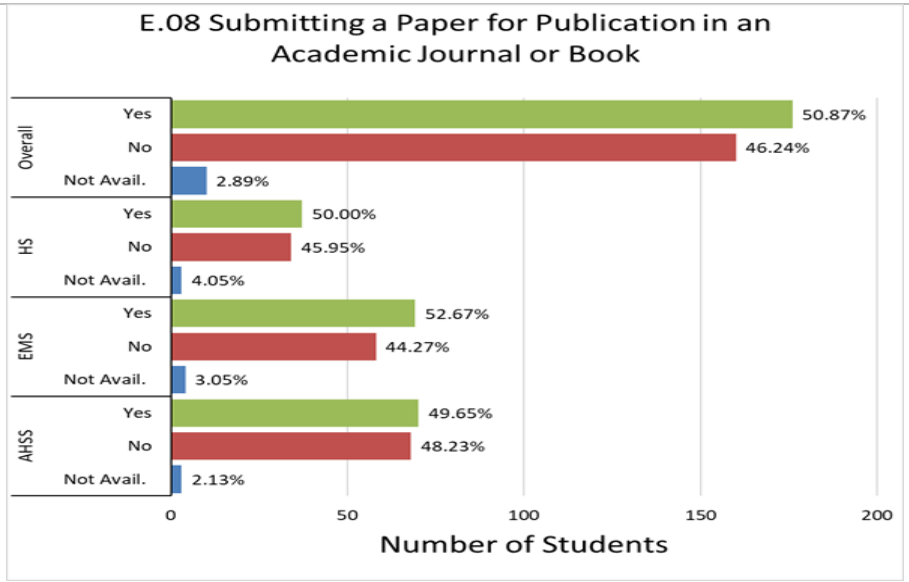


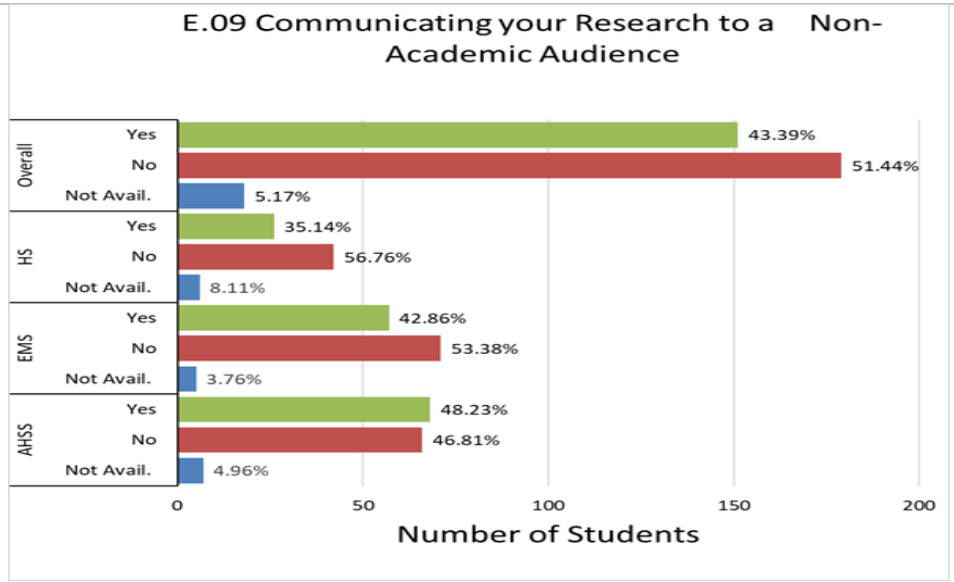


Development Opportunities

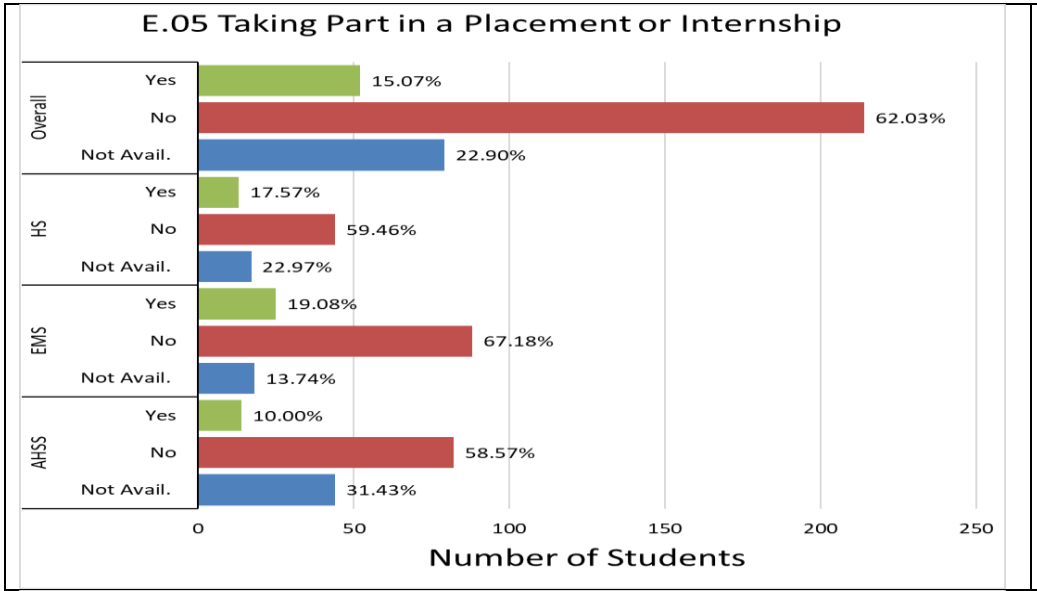


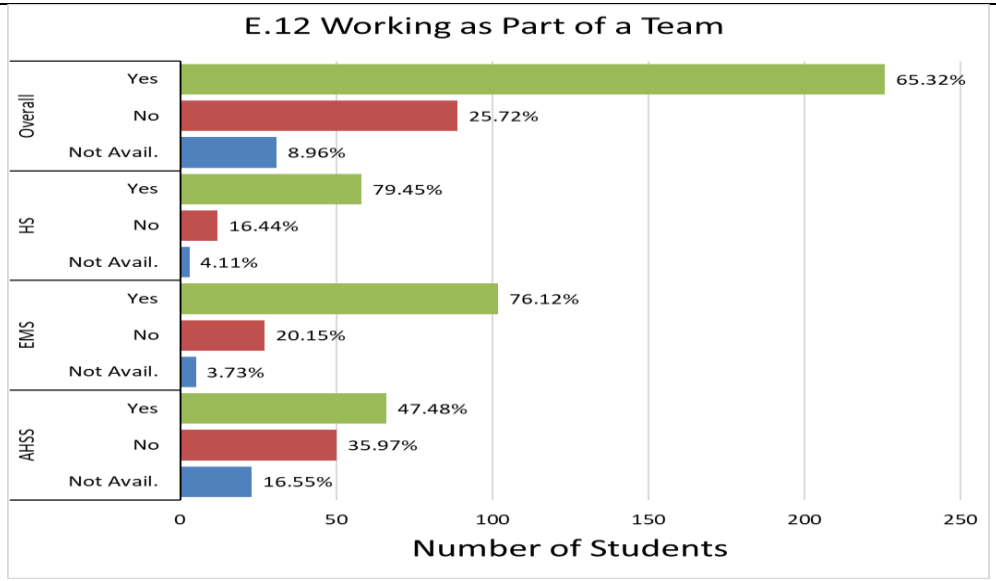


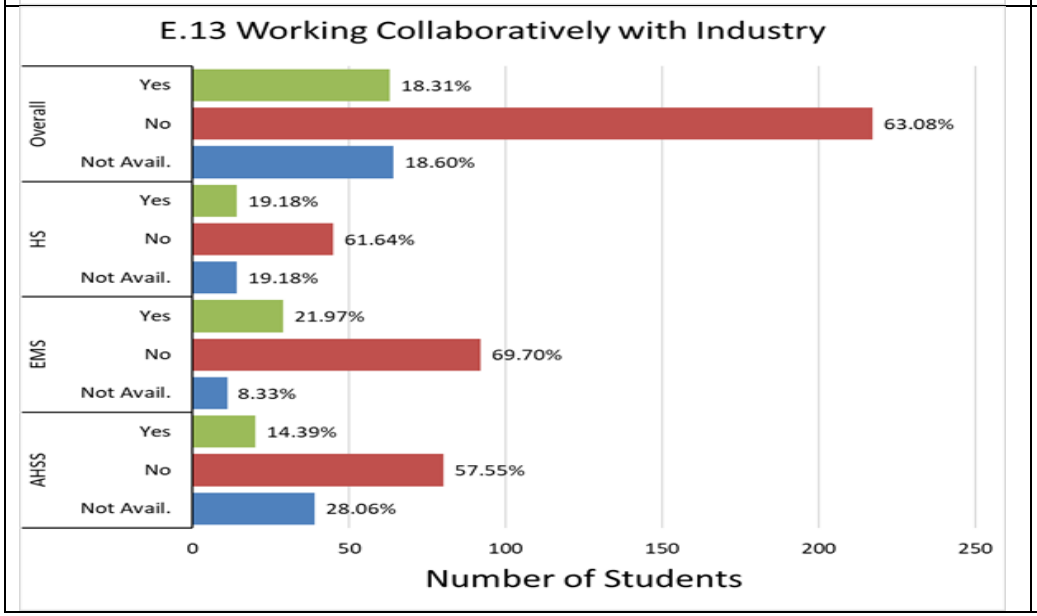


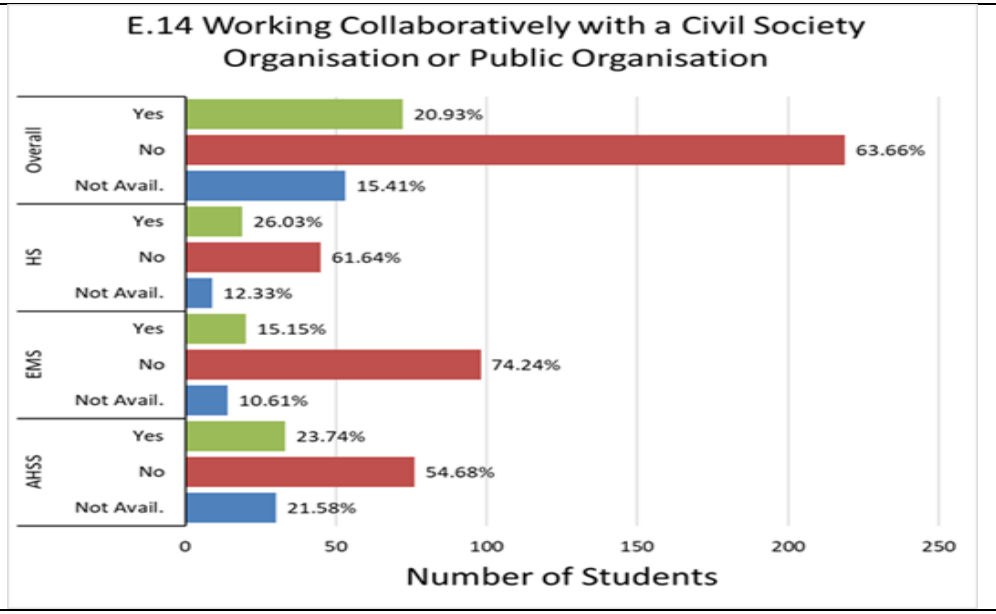


Development Opportunities

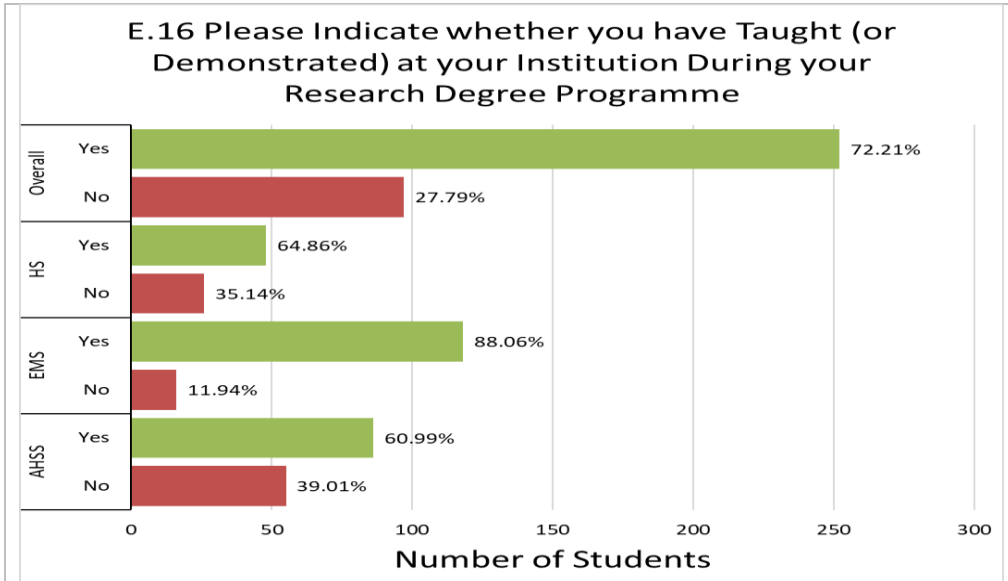


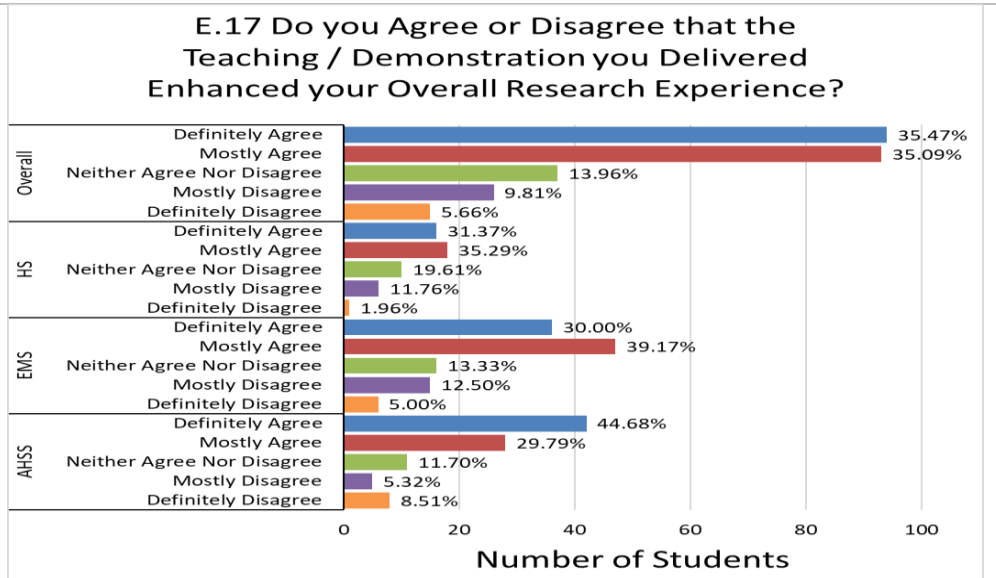


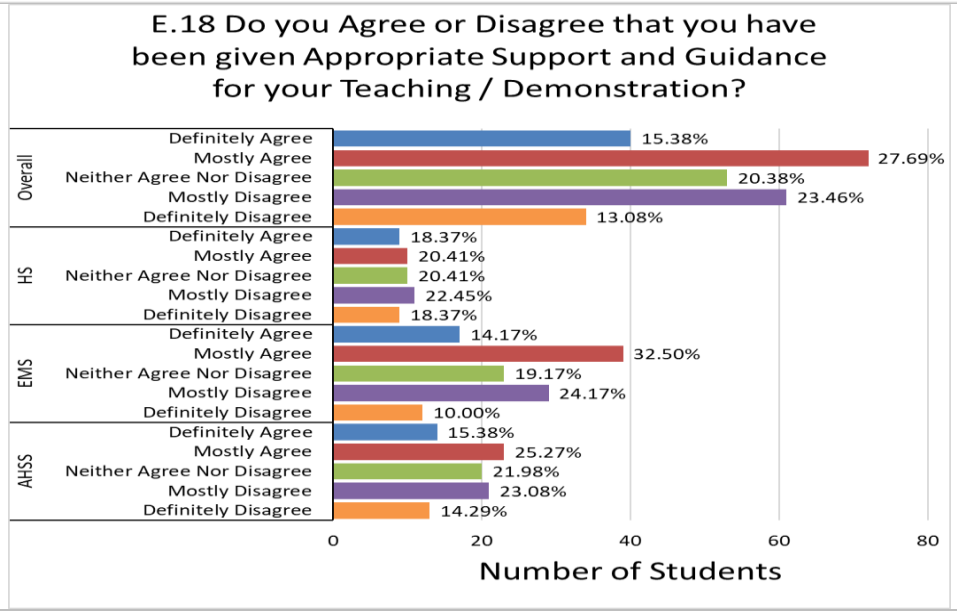




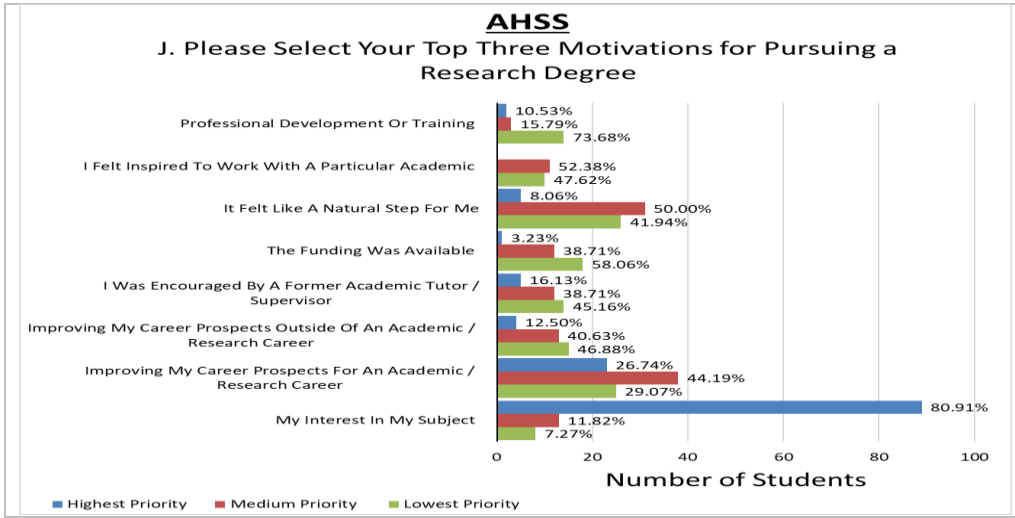
Development Opportunities-Teaching and Demonstrating

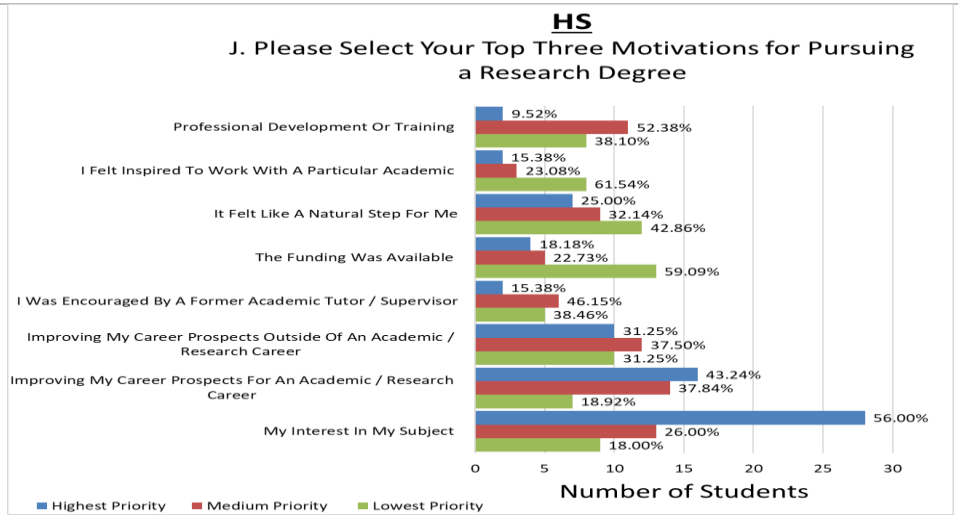

E.16 Please Indicate whether you have Taught (or Demonstrated) at your Institution During your Research Degree Programme
Overall
Yes
72.21%
No
27.79%
HS
Yes
64.86%
No
35.14%
EMS
Yes
88.06%
No
11.94%
AHSS
Yes
60.99%
No
39.01%
0
50
100
150
200
250
300
Number of Students

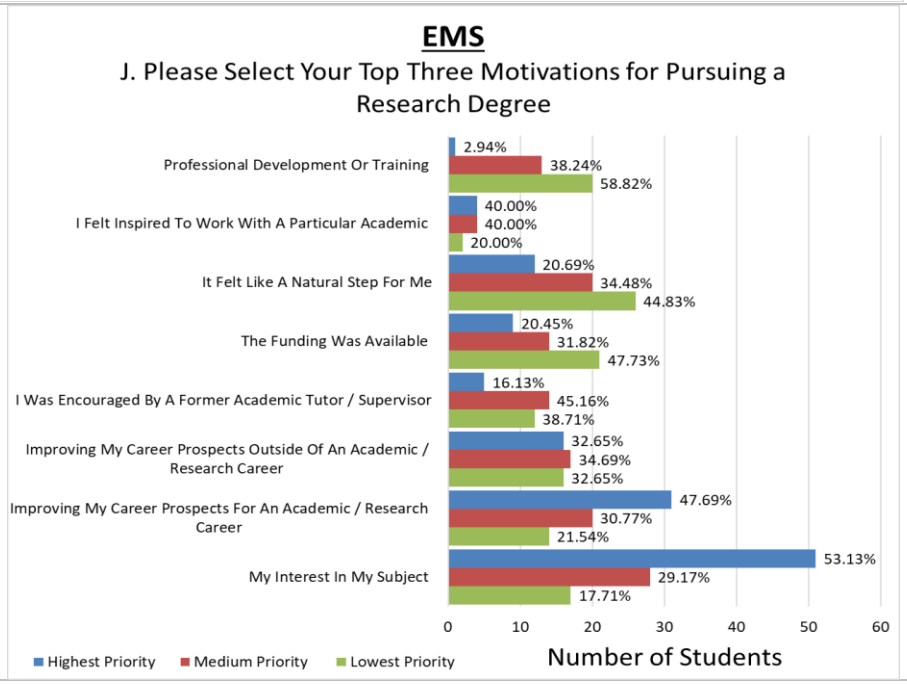

E.17 Do you Agree or Disagree that the Teaching / Demonstration you Delivered Enhanced your Overall Research Experience?
Overall
Definitely Agree
35.47%
Mostly Agree
35.09%
Neither Agree Nor Disagree
13.96%
Mostly Disagree
9.81%
Definitely Disagree
5.66%
HS
Definitely Agree
31.37%
Mostly Agree
35.29%
Neither Agree Nor Disagree
19.61%
Mostly Disagree
11.76%
Definitely Disagree
1.96%
EMS
Definitely Agree
30.00%
Mostly Agree
39.17%
Neither Agree Nor Disagree
13.33%
Mostly Disagree
12.50%
Definitely Disagree
5.00%
AHSS
Definitely Agree
44.68%
Mostly Agree
29.79%
Neither Agree Nor Disagree
11.70%
Mostly Disagree
5.32%
Definitely Disagree
8.51%
0
20
40
60
80
100
Number of Students


E.18 Do you Agree or Disagree that you have been given Appropriate Support and Guidance for your Teaching / Demonstration?
Overall
Definitely Agree
15.38%
Mostly Agree
27.69%
Neither Agree Nor Disagree
20.38%
Mostly Disagree
23.46%
Definitely Disagree
13.08%
HS
Definitely Agree
18.37%
Mostly Agree
20.41%
Neither Agree Nor Disagree
20.41%
Mostly Disagree
22.45%
Definitely Disagree
18.37%
EMS
Definitely Agree
14.17%
Mostly Agree
32.50%
Neither Agree Nor Disagree
19.17%
Mostly Disagree
24.17%
Definitely Disagree
10.00%
AHSS
Definitely Agree
15.38%
Mostly Agree
25.27%
Neither Agree Nor Disagree
21.98%
Mostly Disagree
23.08%
Definitely Disagree
14.29%
0
20
40
60
80
Number of Students

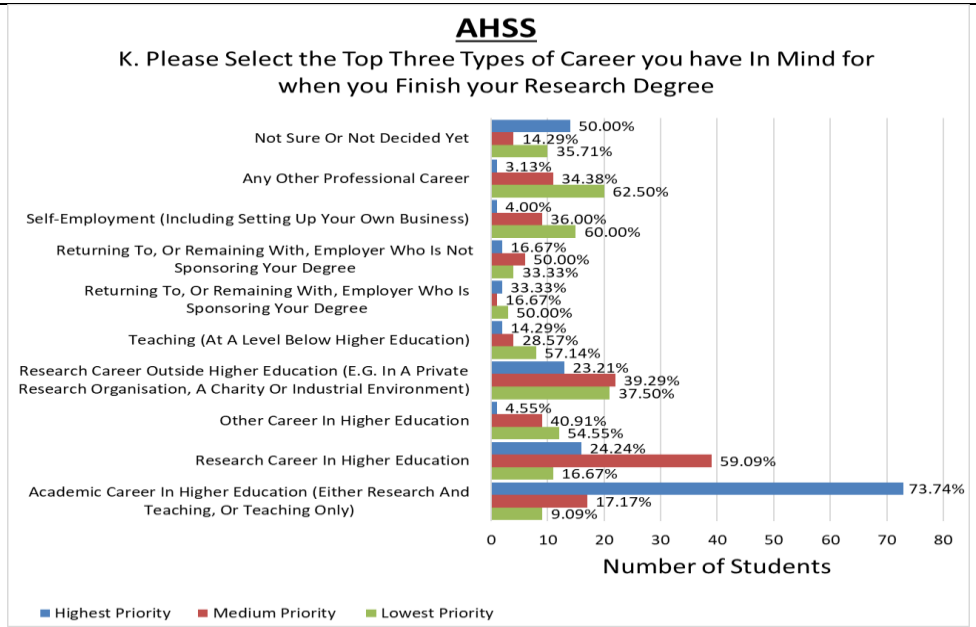
Motivation

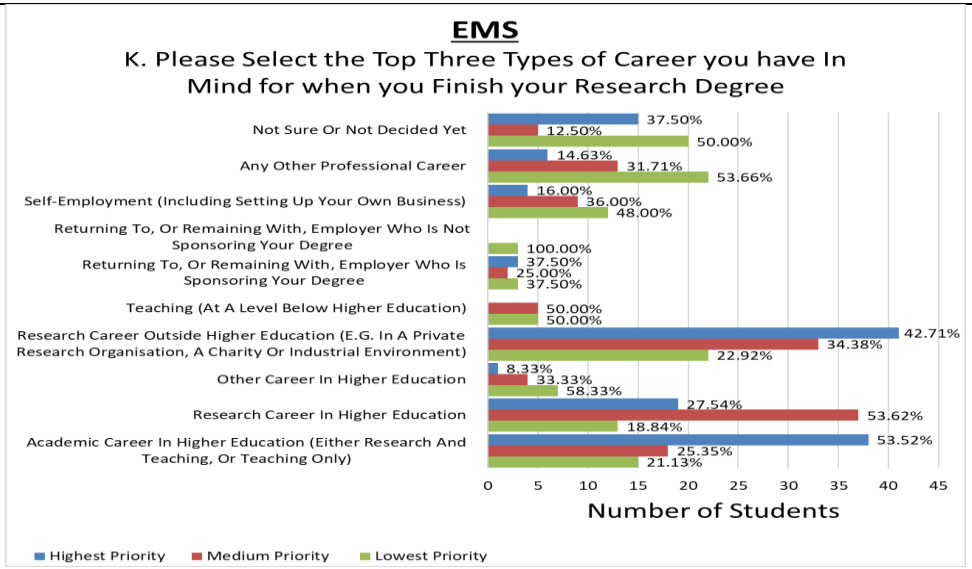

AHSS
J. Please Select Your Top Three Motivations for Pursuing a Research Degree
Professional Development Or Training
10.53%
15.79%
73.68%
I Felt Inspired To Work With A Particular Academic
52.38%
47.62%
It Felt Like A Natural Step For Me
8.06%
50.00%
41.94%
The Funding Was Available
3.23%
38.71%
58.06%
I Was Encouraged By A Former Academic Tutor / Supervisor
16.13%
38.71%
45.16%
Improving My Career Prospects Outside Of An Academic / Research Career
12.50%
40.63%
46.88%
Improving My Career Prospects For An Academic / Research Career
26.74%
44.19%
29.07%
My Interest In My Subject
80.91%
11.82%
7.27%
0
20
40
60
80
100
Number of Students
Highest Priority
Medium Priority
Lowest Priority

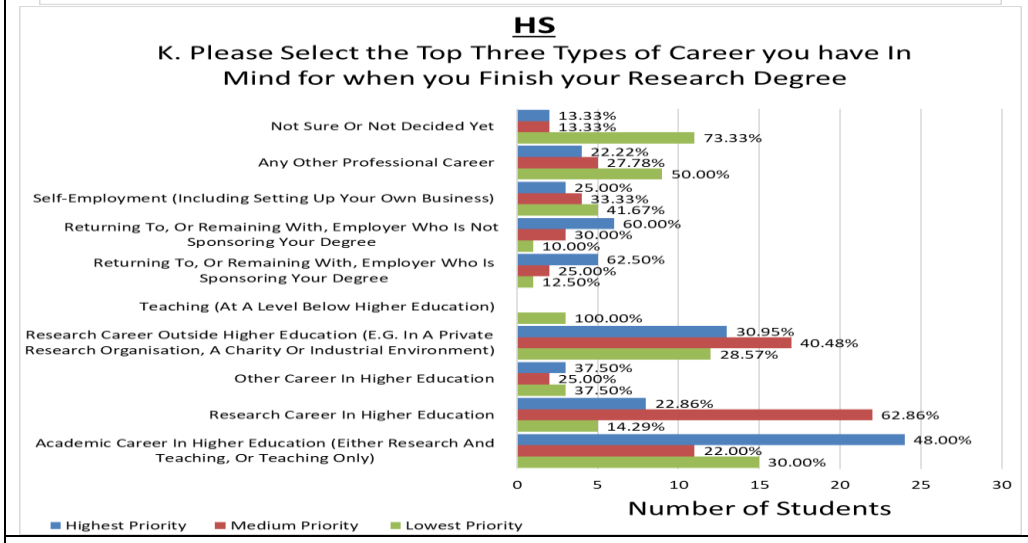

HS
J. Please Select Your Top Three Motivations for Pursuing a Research Degree
Professional Development Or Training
9.52%
52.38%
38.10%
I Felt Inspired To Work With A Particular Academic
15.38%
23.08%
61.54%
It Felt Like A Natural Step For Me
25.00%
32.14%
42.86%
The Funding Was Available
18.18%
22.73%
59.09%
I Was Encouraged By A Former Academic Tutor / Supervisor
15.38%
46.15%
38.46%
Improving My Career Prospects Outside Of An Academic / Research Career
31.25%
37.50%
31.25%
Improving My Career Prospects For An Academic / Research Career
43.24%
37.84%
18.92%
My Interest In My Subject
56.00%
26.00%
18.00%
0
5
10
15
20
25
30
Number of Students
Highest Priority
Medium Priority
Lowest Priority


EMS
J. Please Select Your Top Three Motivations for Pursuing a Research Degree
Professional Development Or Training
2.94%
38.24%
58.82%
I Felt Inspired To Work With A Particular Academic
40.00%
40.00%
20.00%
It Felt Like A Natural Step For Me
20.69%
34.48%
44.83%
The Funding Was Available
20.45%
31.82%
47.73%
I Was Encouraged By A Former Academic Tutor / Supervisor
16.13%
45.16%
38.71%
Improving My Career Prospects Outside Of An Academic / Research Career
32.65%
34.69%
32.65%
Improving My Career Prospects For An Academic / Research Career
47.69%
30.77%
21.54%
My Interest In My Subject
53.13%
29.17%
17.71%
0
10
20
30
40
50
60
Number of Students
Highest Priority
Medium Priority
Lowest Priority

Careers


AHSS
K. Please Select the Top Three Types of Career you have In Mind for when you Finish your Research Degree
Not Sure Or Not Decided Yet
50.00%
14.29%
35.71%
Any Other Professional Career
3.13%
34.38%
62.50%
Self-Employment (Including Setting Up Your Own Business)
4.00%
36.00%
60.00%
Returning To, Or Remaining With, Employer Who Is Not Sponsoring Your Degree
16.67%
50.00%
33.33%
Returning To, Or Remaining With, Employer Who Is Sponsoring Your Degree
33.33%
16.67%
50.00%
Teaching (At A Level Below Higher Education)
14.29%
28.57%
57.14%
Research Career Outside Higher Education (E.G. In A Private Research Organisation, A Charity Or Industrial Environment)
23.21%
39.29%
37.50%
Other Career In Higher Education
4.55%
40.91%
54.55%
Research Career In Higher Education
24.24%
59.09%
16.67%
Academic Career In Higher Education (Either Research And Teaching, Or Teaching Only)
73.74%
17.17%
9.09%
0 10 20 30 40 50 60 70 80
Number of Students
Highest Priority
Medium Priority
Lowest Priority


EMS
K. Please Select the Top Three Types of Career you have In Mind for when you Finish your Research Degree
Not Sure Or Not Decided Yet
37.50%
12.50%
50.00%
Any Other Professional Career
14.63%
31.71%
53.66%
Self-Employment (Including Setting Up Your Own Business)
16.00%
36.00%
48.00%
Returning To, Or Remaining With, Employer Who Is Not Sponsoring Your Degree
100.00%
Returning To, Or Remaining With, Employer Who Is Sponsoring Your Degree
37.50%
25.00%
37.50%
Teaching (At A Level Below Higher Education)
50.00%
50.00%
Research Career Outside Higher Education (E.G. In A Private Research Organisation, A Charity Or Industrial Environment)
42.71%
34.38%
22.92%
Other Career In Higher Education
8.33%
33.33%
58.33%
Research Career In Higher Education
27.54%
53.62%
18.84%
Academic Career In Higher Education (Either Research And Teaching, Or Teaching Only)
53.52%
25.35%
21.13%
0 5 10 15 20 25 30 35 40 45
Number of Students
Highest Priority
Medium Priority
Lowest Priority


HS
K. Please Select the Top Three Types of Career you have In Mind for when you Finish your Research Degree
Not Sure Or Not Decided Yet
13.33%
13.33%
73.33%
Any Other Professional Career
22.22%
27.78%
50.00%
Self-Employment (Including Setting Up Your Own Business)
25.00%
33.33%
41.67%
Returning To, Or Remaining With, Employer Who Is Not Sponsoring Your Degree
60.00%
30.00%
10.00%
Returning To, Or Remaining With, Employer Who Is Sponsoring Your Degree
62.50%
25.00%
12.50%
Teaching (At A Level Below Higher Education)
100.00%
Research Career Outside Higher Education (E.G. In A Private Research Organisation, A Charity Or Industrial Environment)
30.95%
40.48%
28.57%
Other Career In Higher Education
37.50%
25.00%
37.50%
Research Career In Higher Education
22.86%
62.86%
14.29%
Academic Career In Higher Education (Either Research And Teaching, Or Teaching Only)
48.00%
22.00%
30.00%
0 5 10 15 20 25 30
Number of Students
Highest Priority
Medium Priority
Lowest Priority

Withdrawal

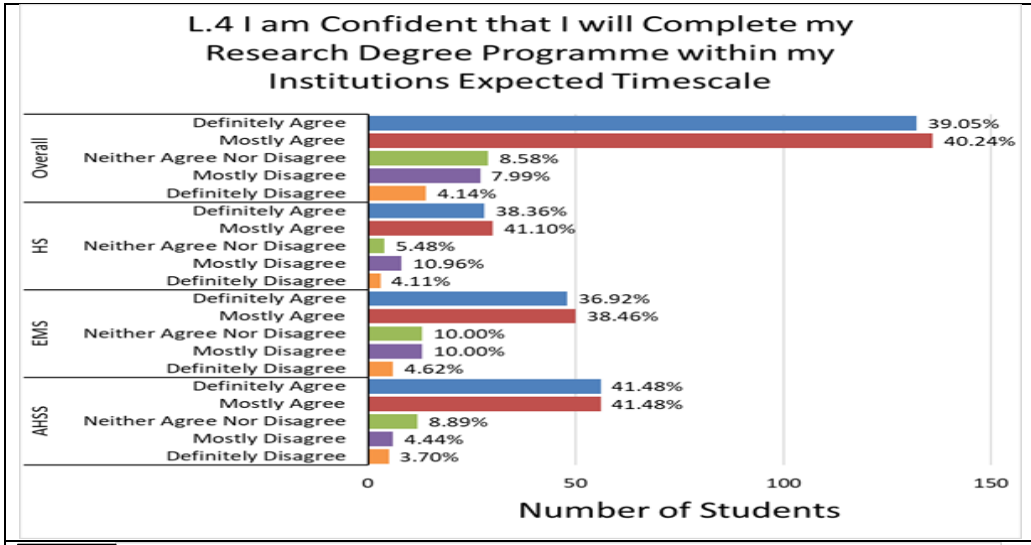


Fig L5 i

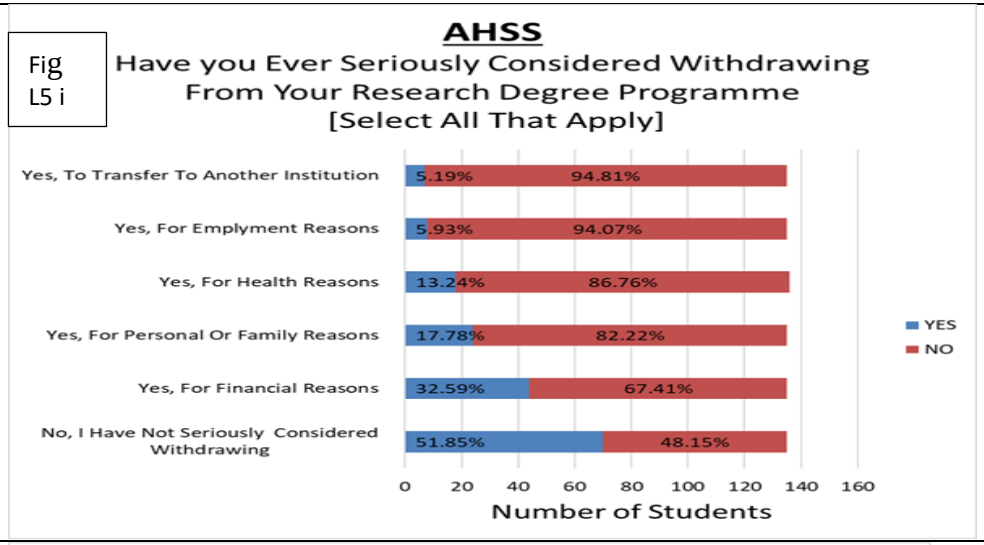


Fig L5 ii

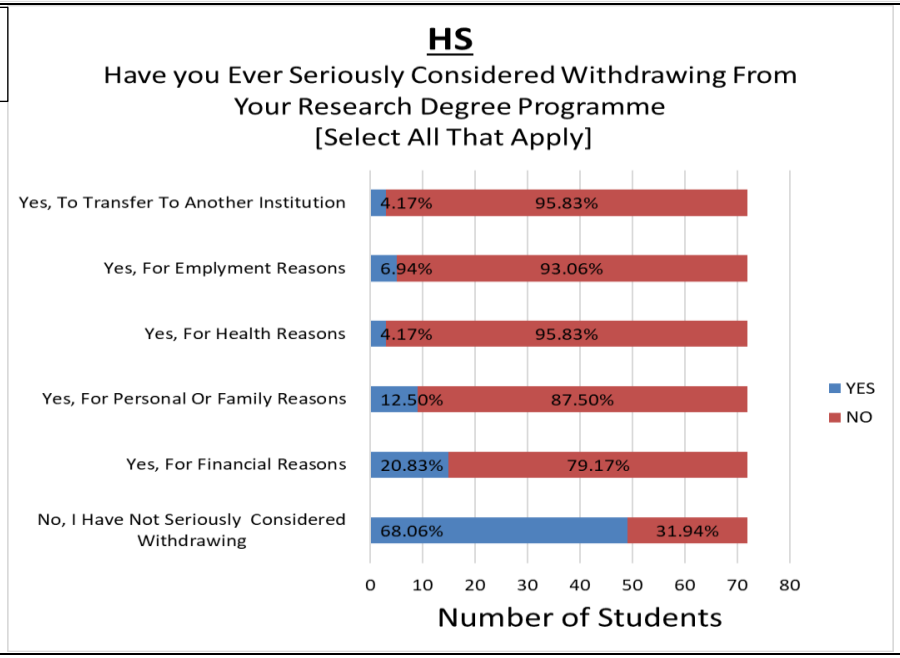


Fig. L5 iii