

PGR

Experience Survey

2024 Report

Mikaila Jayaweera Bandara (PGR Policy & Enhancement Adviser)

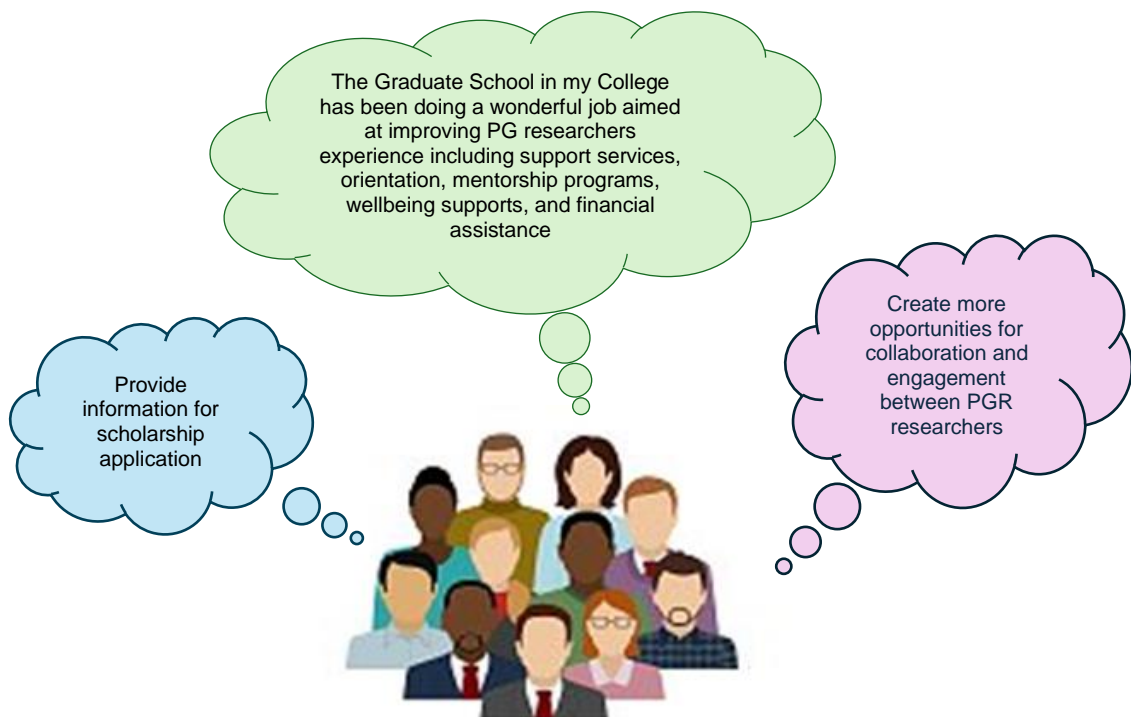
Elaine Cook (PGR Policy Adviser – Maternity Cover)

Contents:

COMMENTS	2
RESPONSE RATES	3
TIMELY COMPLETION.....	7
RESEARCH INTEGRITY	10
PGR COMMUNITY & INCLUSIVITY	12
IMPROVEMENT FEEDBACK.....	15
OVERALL STUDENT SATISFACTION	19

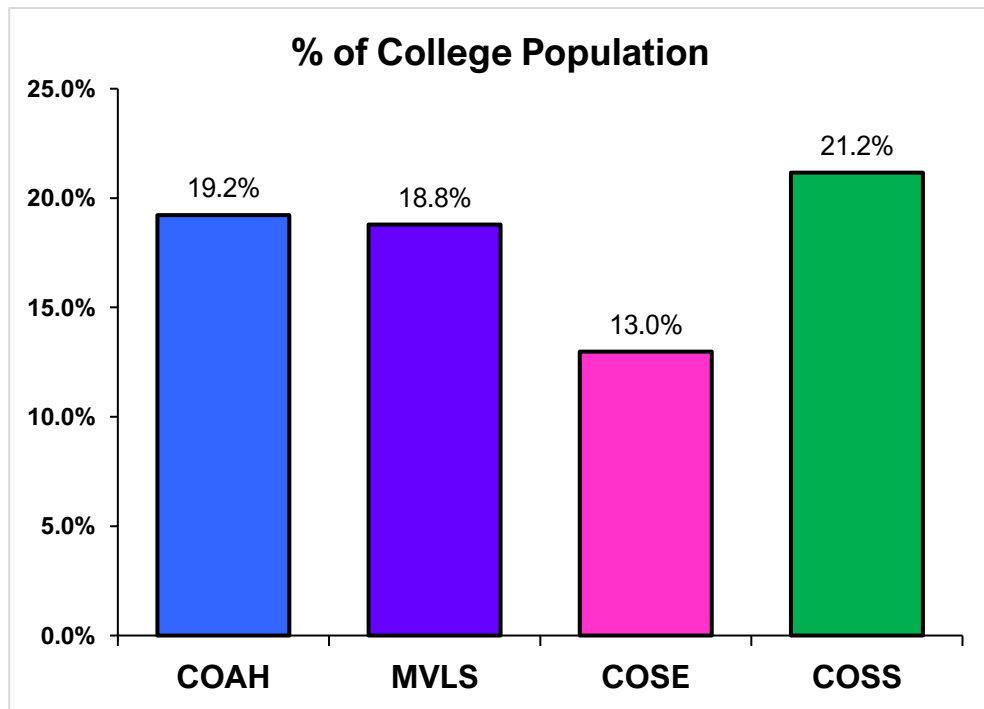
COMMENTS

- The PGR Experience Survey 2024 was launched on 13 May 2024 and closed on 10 June 2024. The response rate is slightly lower this year compared to last year, 736 respondents in 2024 compared to 908 in 2023.
- The overall satisfaction rate (80%) across the University is slightly less than 2023 (81%). However, the feedback about PGR's experience is still optimistic.
- More students in their first year replied to the survey (40%), which should be considered when reflecting how students responded. For example, confidence about submitting on time is quite high (86% agree and mostly agree) and might be lower if greater numbers of students closer to their submission date had responded. Only 15% of respondents were in year 4 or later.
- 76% of respondents were full-time students, which also may have impacted the replies to the survey. Increasing the diversity of those who respond should be a focus of future surveys.
- Responses to the questions about community and feeling a sense of belonging are fairly low with only 53% of respondents saying they feel part of the PGR community and only 61% feeling that there are sufficient opportunities to interact with PGRs. The survey doesn't define 'PGR community' so what this means to individuals may vary and be reflected in the 22% of students who were neutral and 25% who were negative. This should perhaps be a focus of further work to better understand these results.



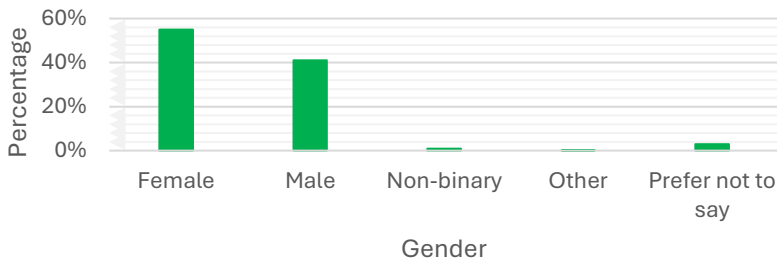
RESPONSE RATES

College	College Total	Survey Respondents	% of College Population
COAH	713	137	19.2%
MVLS	1123	211	18.8%
COSE	1587	206	13.0%
COSS	860	182	21.2%
TOTAL	4283	736	17.2%



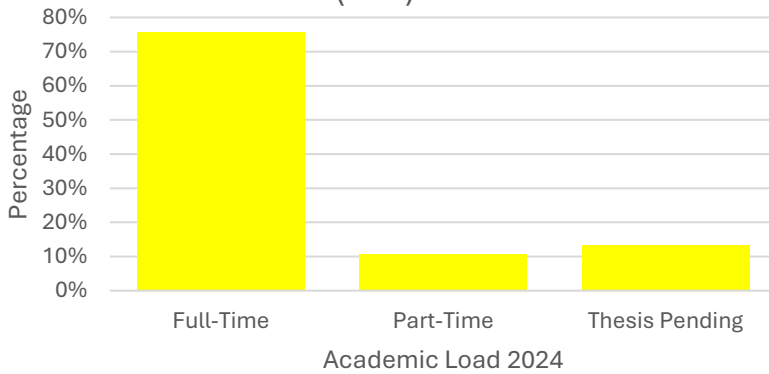
- The PGR Experience Survey 2024 had 736 respondents which equated to 17.2% in a total population of 4283 PGR students at the time the survey was distributed.
- This is slightly lower than 2023, which had a 21.4% response rate.
- Respondent's academic load was predominantly full time (76%).
- 55% of respondents were female and 41% male. Respondents that identified as other, non-binary or prefer not to say, collectively made up 4% of students.
- 48% of respondents were international, which is 1% less than in 2023.
- The James Watt School of Engineering (12.8% of total respondents) had the highest response rate at School level.
- 40% of respondents (296) were from Year 1 of the programme.

Gender response rates
(736)



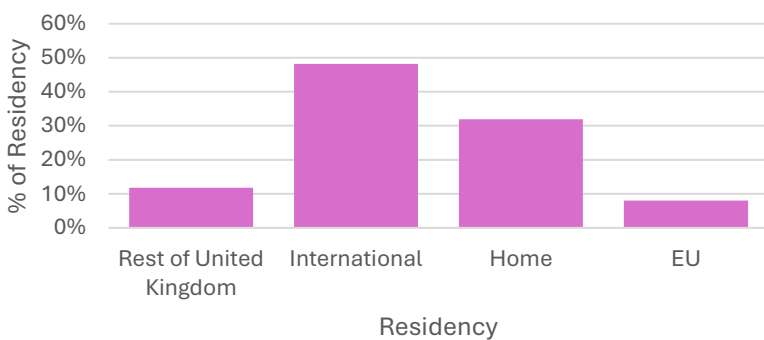
Gender	No:	%
Female	405	55%
Male	302	41%
Non-Binary	6	0.8%
Other	1	0.1%
Prefer not to say	22	3%
Total:	736	100%

Academic Load Response Rates
(736)

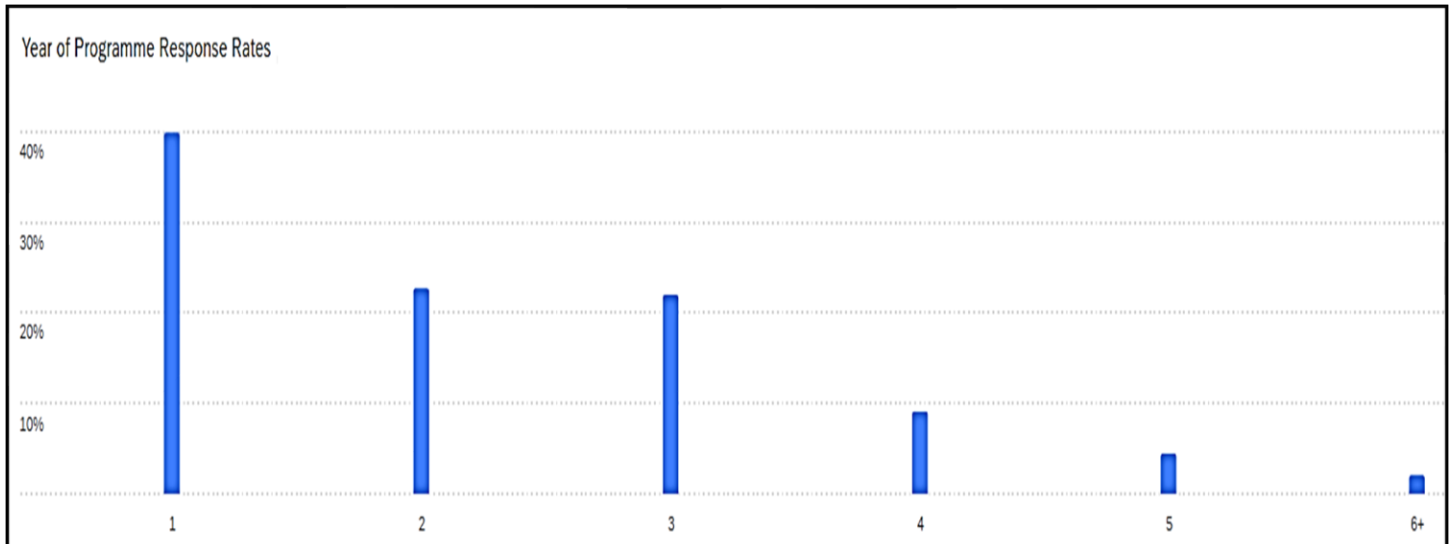


Academic Load	No:	%
Full-time	558	76%
Part-time	79	11%
Thesis Pending	99	13%
Total:	736	100%

Residency Response Rate
(736)



Residency Response Rate	No:	%
Rest of UK	87	12%
International	355	48%
Home	235	32%
EU	59	8%
Total:	736	100%



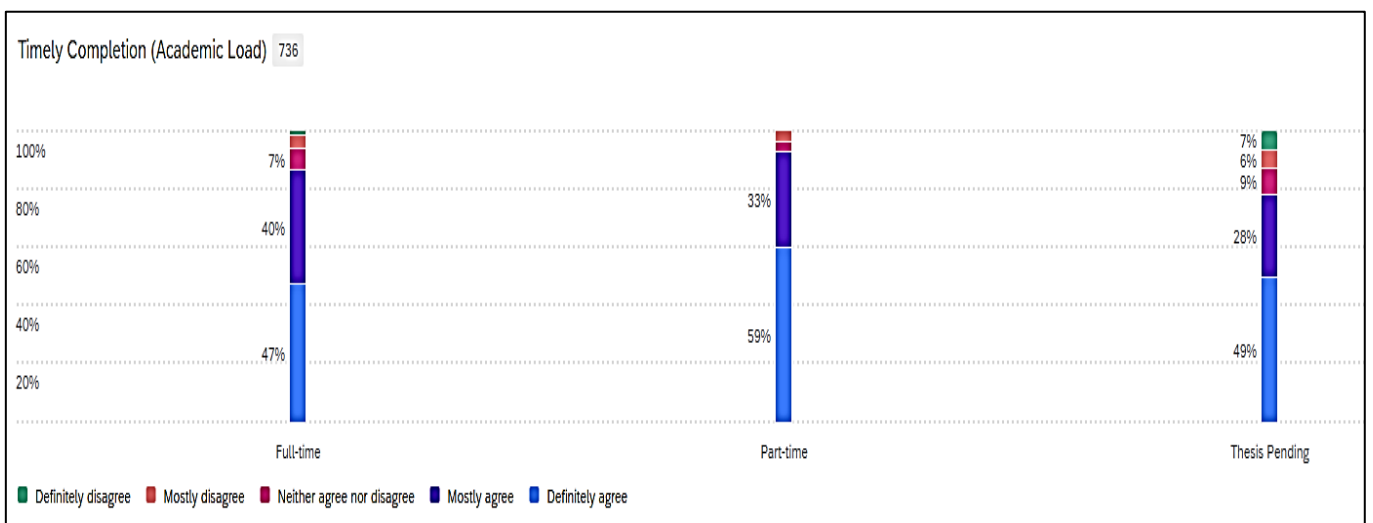
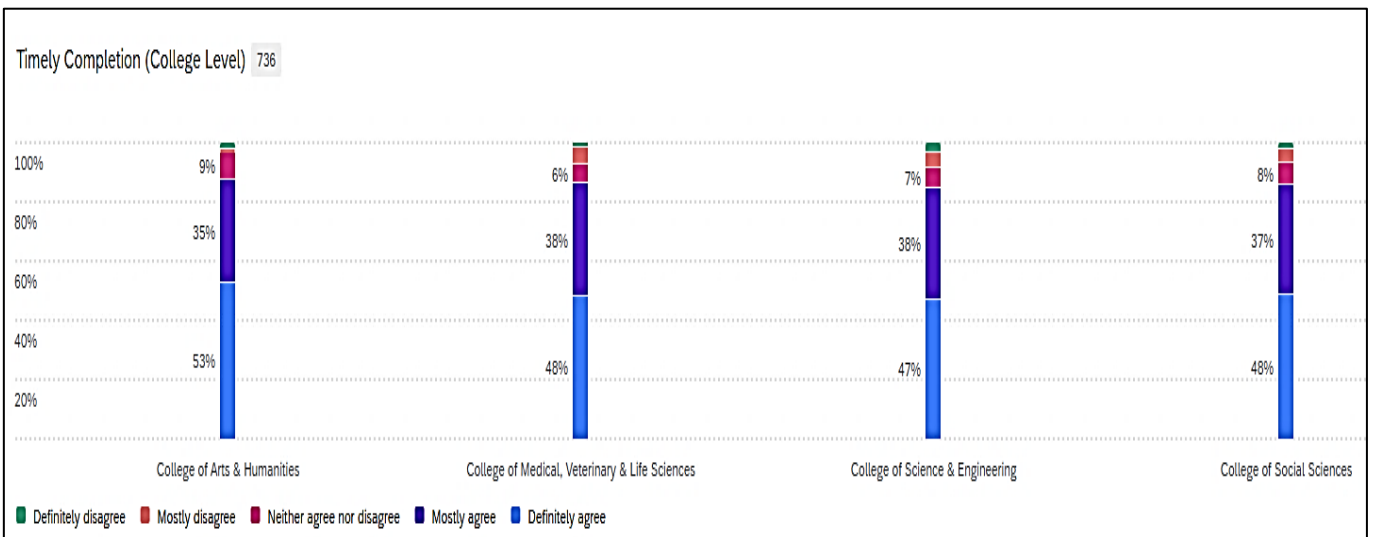
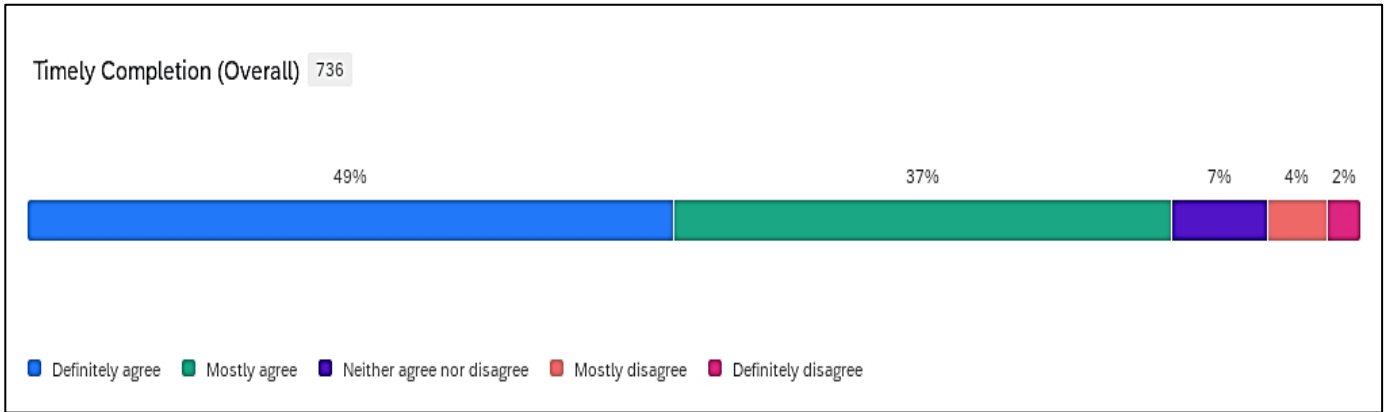
Year of Programme	No: of Respondents	Percentage of Respondents
1	296	40%
2	166	23%
3	161	22%
4	66	9%
5	32	4%
6	15	2%
Total:	736	100%

School Level Response Rates

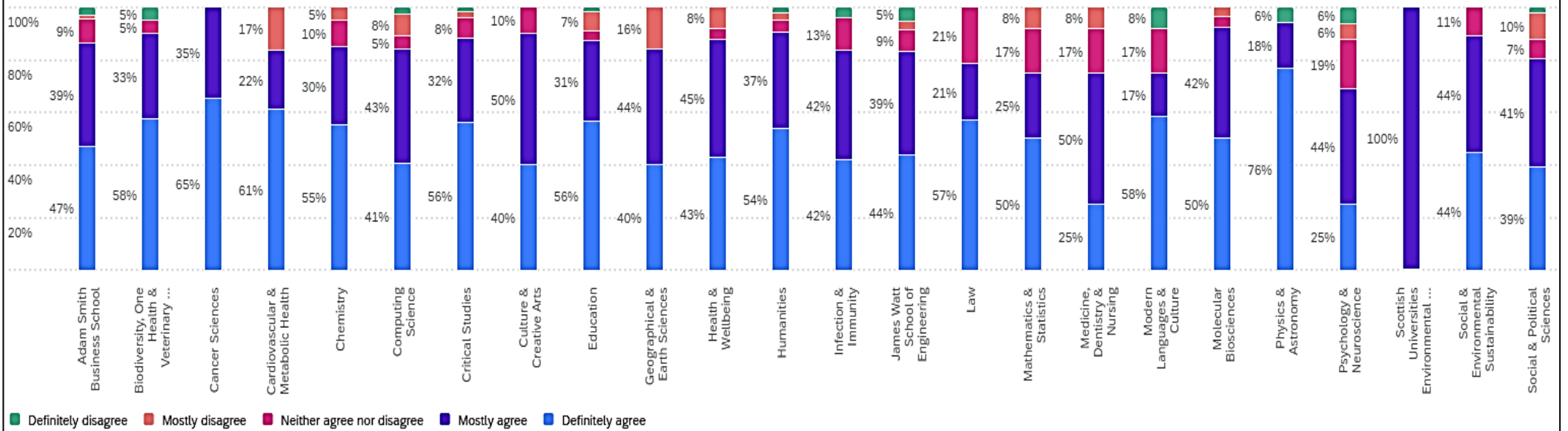
<u>School</u>	<u>Number of Students</u>	<u>Percentage</u>
James Watt School of Engineering	94	12.8%
Adam Smith Business School	66	9.0%
Education	55	7.5%
Critical Studies	50	6.8%
Health & Wellbeing	49	6.7%
Social & Political Sciences	41	5.6%
Humanities	41	5.6%
Biodiversity, One Health & Veterinary Medicine	40	5.4%
Computing Science	37	5.0%
Culture & Creative Arts	30	4.1%
Molecular Biosciences	26	3.5%
Cancer Sciences	26	3.5%
Geographical & Earth Sciences	25	3.4%
Infection & Immunity	24	3.3%
Chemistry	20	2.7%
Cardiovascular & Metabolic Health	18	2.4%
Physics & Astronomy	17	2.3%
Psychology & Neuroscience	16	2.2%
Law	14	1.9%
Modern Languages & Culture	12	1.6%
Medicine, Dentistry & Nursing	12	1.6%
Mathematics & Statistics	12	1.6%
Social & Environmental Sustainability	9	1.2%
Scottish Universities Environmental Research Centre	2	0.3%
Total:	736	100%

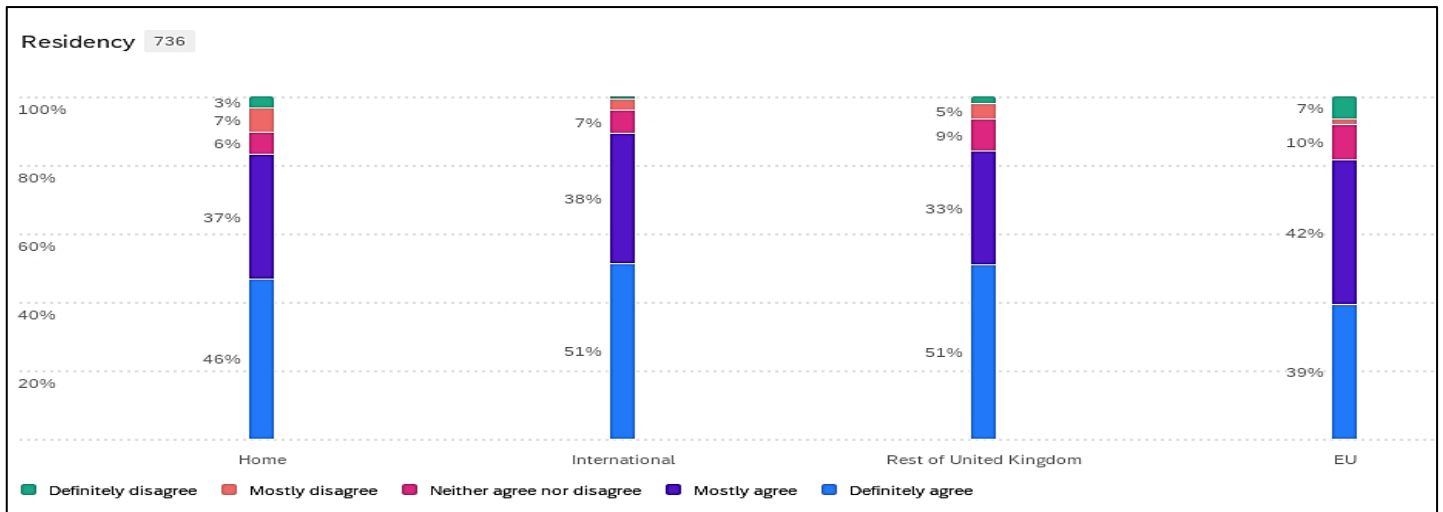
TIMELY COMPLETION

Q1. *I am confident that I will be able to complete my research degree programme within the agreed timescale, including any additional time for agreed periods of extension or suspension.*



Timely Completion (School Level)



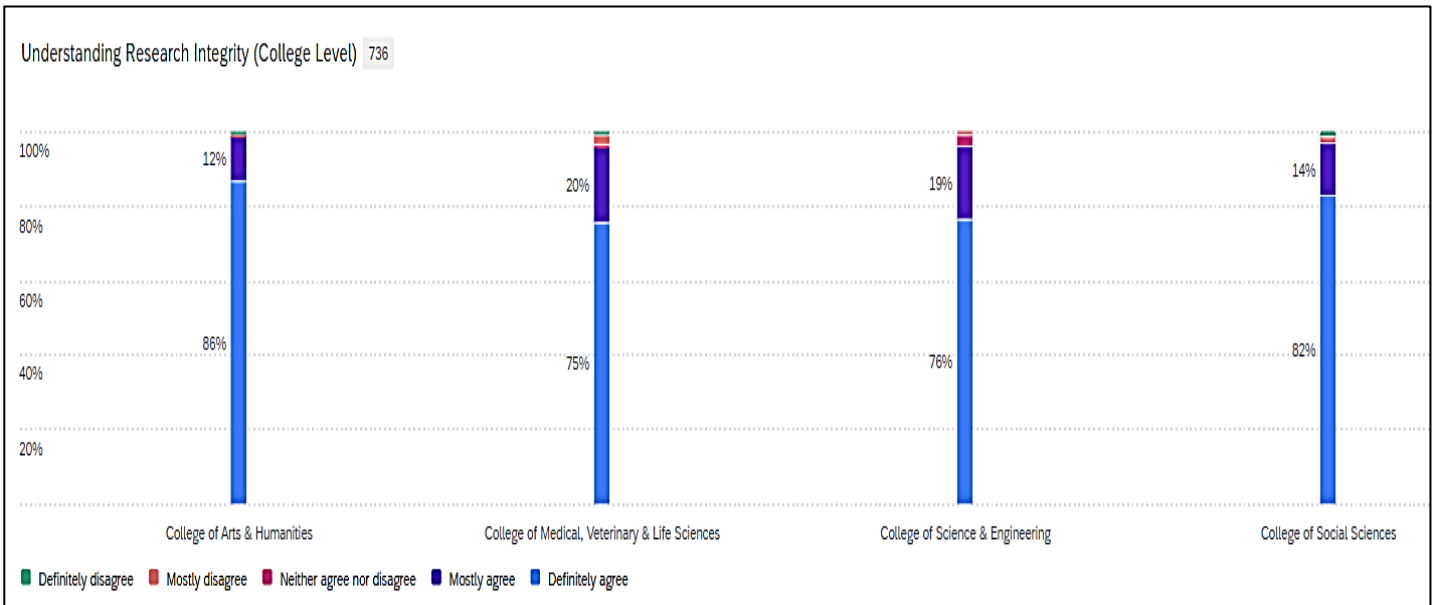


- Overall, 86% of respondents agreed they felt that they would complete their research degree within the agreed timescale.
- PGRs in COAH (88%) were most likely to feel they will complete in time, consistent with COSS, COSE AND MVLS, which were 85%, 85% and 86% respectively.
- Part-time students had the highest agreement (92%) followed this year by Full-time students at (87%). 77% of the thesis students who responded to the survey feel they will complete in time. By comparison, last year, part-time students had the highest agreement (84%) followed by full-time students (83%) and finally thesis pending (79%).
- Amongst the international PGRs who responded 89% agree they would complete their research degree within the agreed timescale. This is followed by Rest of the UK, Home and EU students at 84%, 83% and 81% respectively.

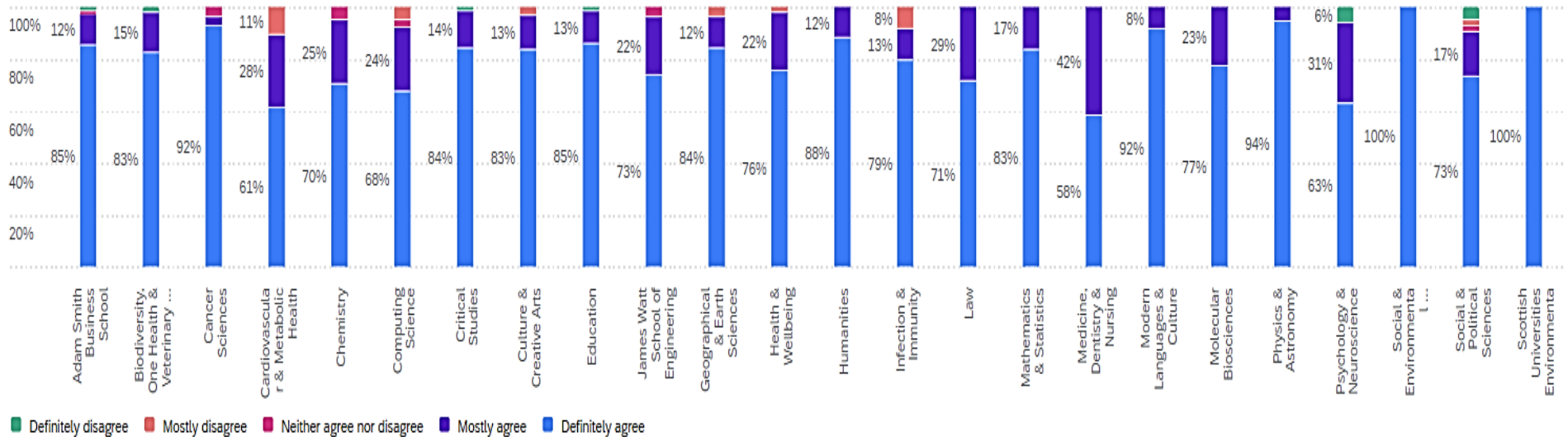
RESEARCH INTEGRITY

Q2. *I understand my responsibilities as a research student to adhere to the principles of good practice in research and research integrity.*

[\(https://www.gla.ac.uk/research/strategy/ourpolicies/codeofgoodpracticeinresearch/\)](https://www.gla.ac.uk/research/strategy/ourpolicies/codeofgoodpracticeinresearch/)



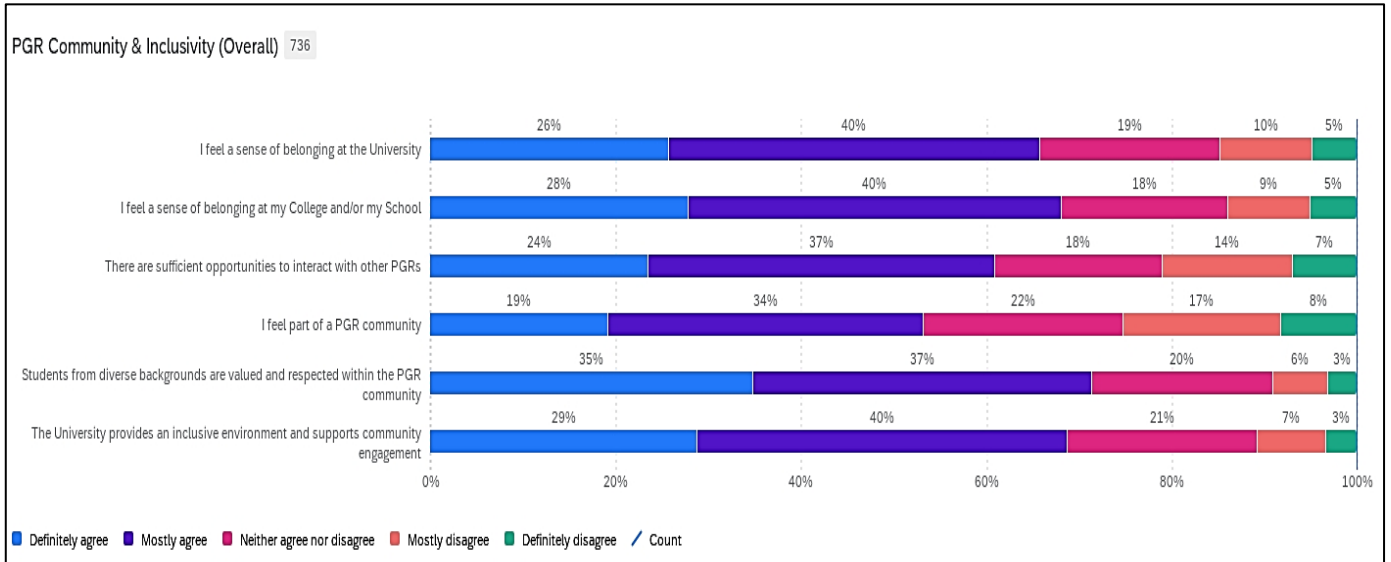
Understanding Research Integrity (School Level)



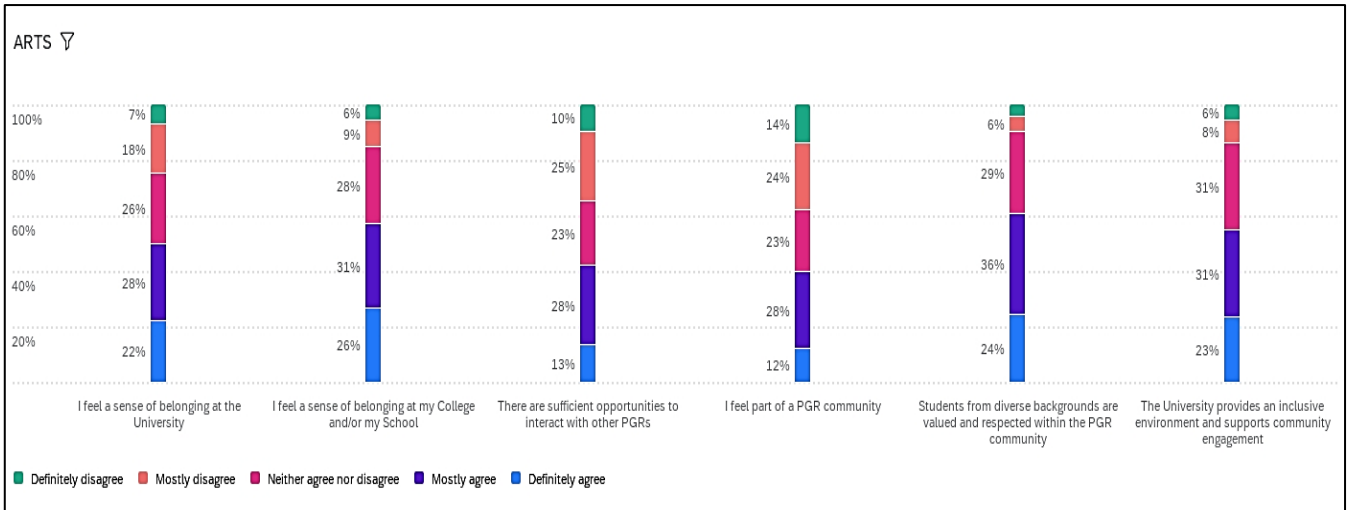
- Understanding of research integrity was very high across all four of the Colleges, with agreement ranging from 95 – 98%.
- There were slight variations at School level. Only a minute number of respondents showed disagreement, but these were largely concentrated in MVLS. It might be useful to compare research integrity course completions in relevant schools to look for explanatory evidence.

PGR Community & Inclusivity

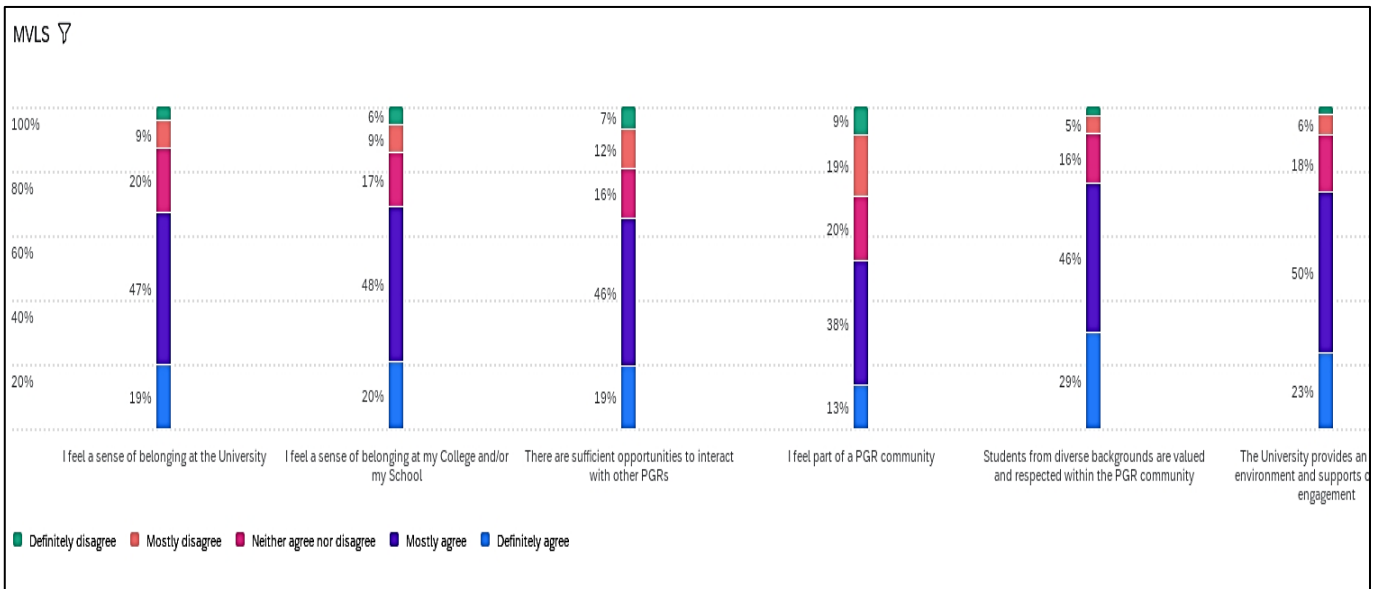
Q3. To what extent do you agree or disagree with the following statements regarding PGR community and inclusivity:



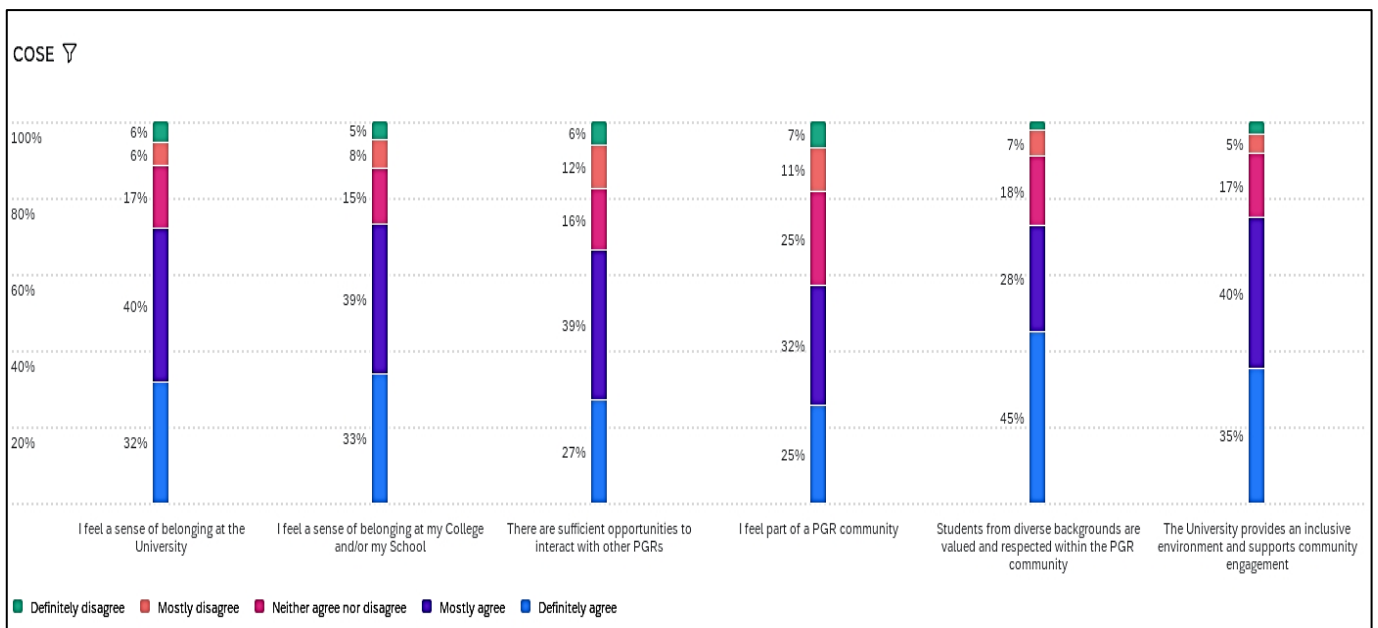
- Overall, 484 respondents agreed that they felt a sense of belonging at the University, equating to 66%. Similarly, 68% of respondents felt the sense of belonging at their College and/or their School.
- Just over half of respondents, 53%, feel part of a PGR community while only 61% of students feel that there are sufficient opportunities to interact with other PGRs. 72% of respondents believe that students from diverse backgrounds are valued and respected within the PGR community. This is the area of most positivity but arguably still lower than desirable. 69% of students agreed the University provides an inclusive environment and supports community engagement.
- In general, these responses are lower in positivity than expected. There is no agreed benchmark for inclusivity and belonging but arguably the level of neutral feelings in the responses (around 20%) and negative (around 15%) are higher than desirable.



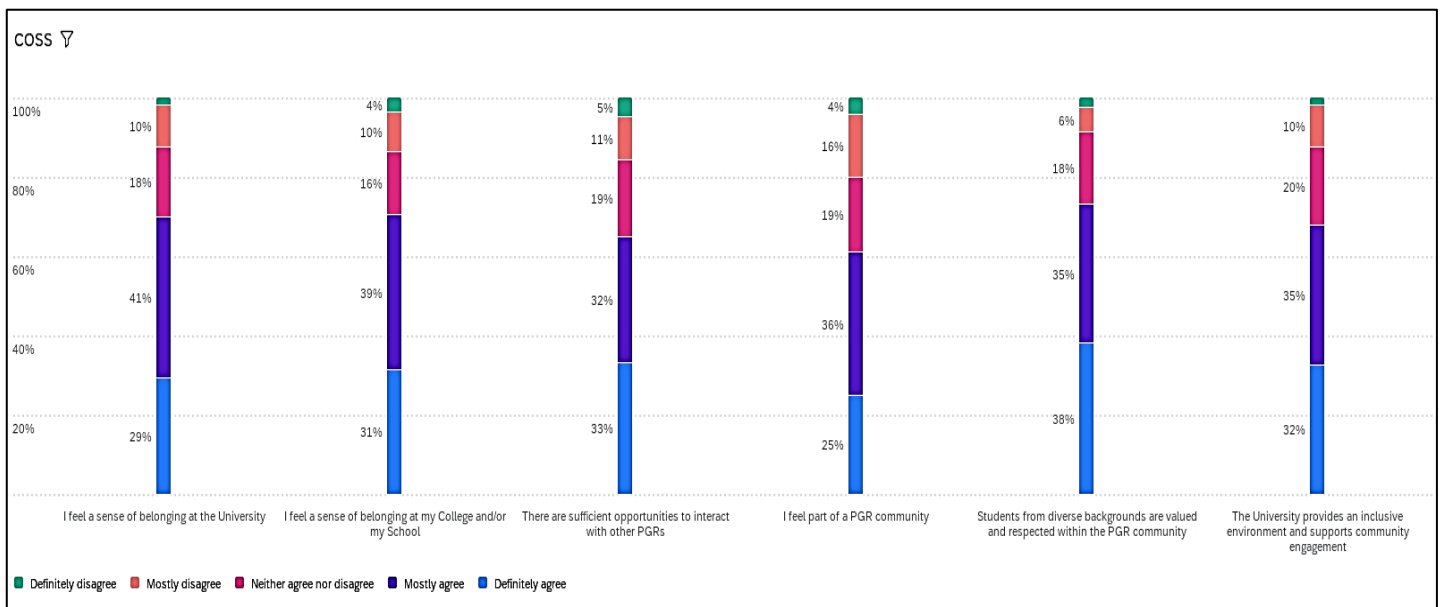
- Over half of respondents from COAH, 60%, agreed that students from diverse backgrounds are valued and respected within the PGR community (notably lower than the 72% population response). This was, however, the highest percentage response from COAH in relation to the statements regarding PGR community and inclusivity. The positive responses from COAH ranged from 40% - 60, neutral responses from 23-31%, and two questions with negative responses in excess of 30%.



- In MVLS, just short of three quarters respondents (73%), agreed that the University provides an inclusive environment and supports community engagement.
- 75% agreed that students from diverse backgrounds are valued and respected within the PGR community.
- 51% of MVLS respondents feel part of a PGR community and this was the lowest positive response rate as well as the highest negative response rate at 28%.



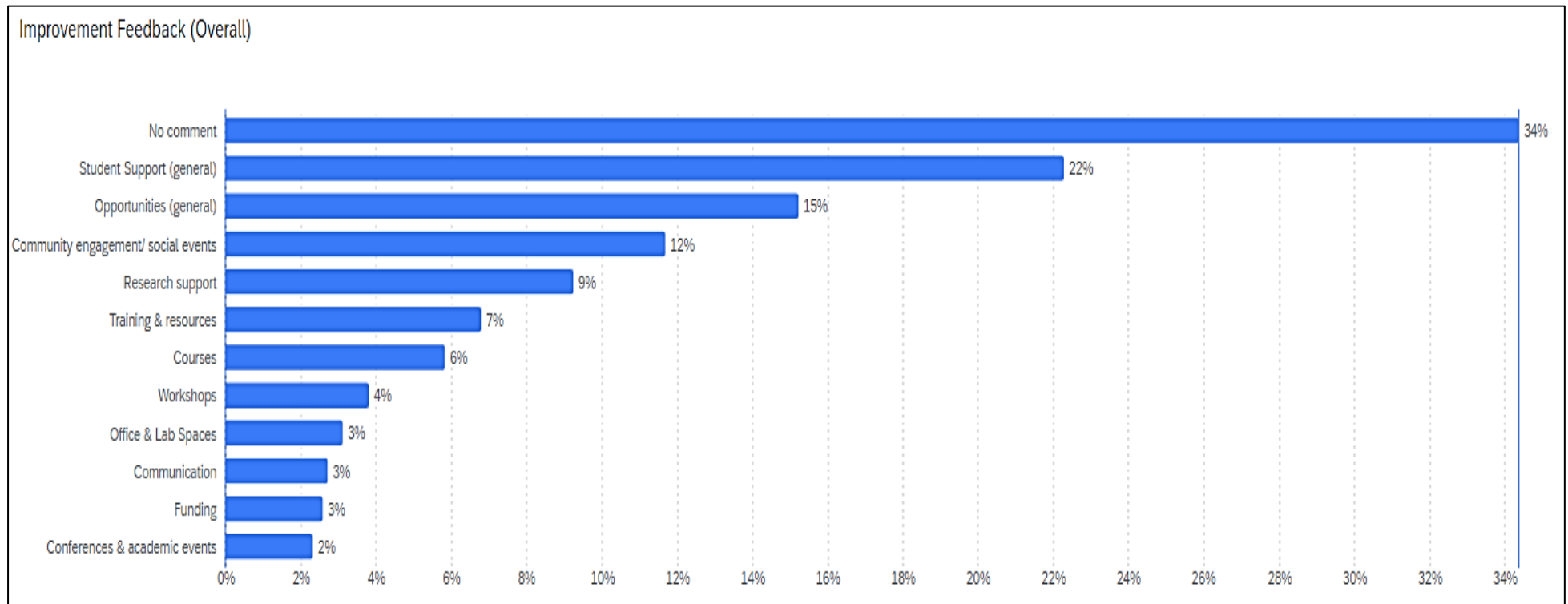
- Of the 206 COSE students who responded, positive responses ranged from 57% for feeling part of the PGR community to 75% for statement that the University provides an inclusive environment and support community engagement.
- Feeling part of a PGR community was the lowest positive response, had a 25% neutral response rate, and was one of two questions with an 18% negative response rate. The other was having sufficient opportunity to interact with other PGRs.



- 73% of the 182 respondents from COSS agreed that students from diverse backgrounds are valued and respected within the PGR community. Overall, the positive response rates from COSS ranged from 61% to 73%.
- Neutral responses were between 16% and 20% and negative responses between 9% and 20%. The question with the most negative response rate was about feeling part of a PGR Community.

IMPROVEMENT FEEDBACK

Q4. *How could the Graduate School in your College improve your experience as a postgraduate researcher at Glasgow?*



- The top improvement feedback topic (34%) from respondents was “no comment”, students have either left this section blank or submitted N/A. This was evident at College level too, MVLS (24%), COSE (43%) and COSS (30%). However, in COAH this was the third topic of importance at (21%).
- The above graph shows the topics highlighted in the analysis, however, in some cases a respondent would have given feedback for more than one topic.

Sample Improvement feedback from the respondents

"We could have some synergy on how events are organized with the college. I have personally found myself having competing priorities between college and school activities, for instance, the induction"

"Mentor system with older PhD students"

"More funding for travel and conferences"

"More in person events in the middle of the day, allowing time to commute"

"I am studying remotely and as a single parent my opportunities to visit the university in person are limited, however my supervisory team are brilliant and very supportive. The only thing I think could possibly be improved is giving an online option for some courses. There are a few I have been unable to attend in person and feel I've missed some key skill developments".

"More courses on mental health related issues (currently only the SRC runs a couple of courses on this"

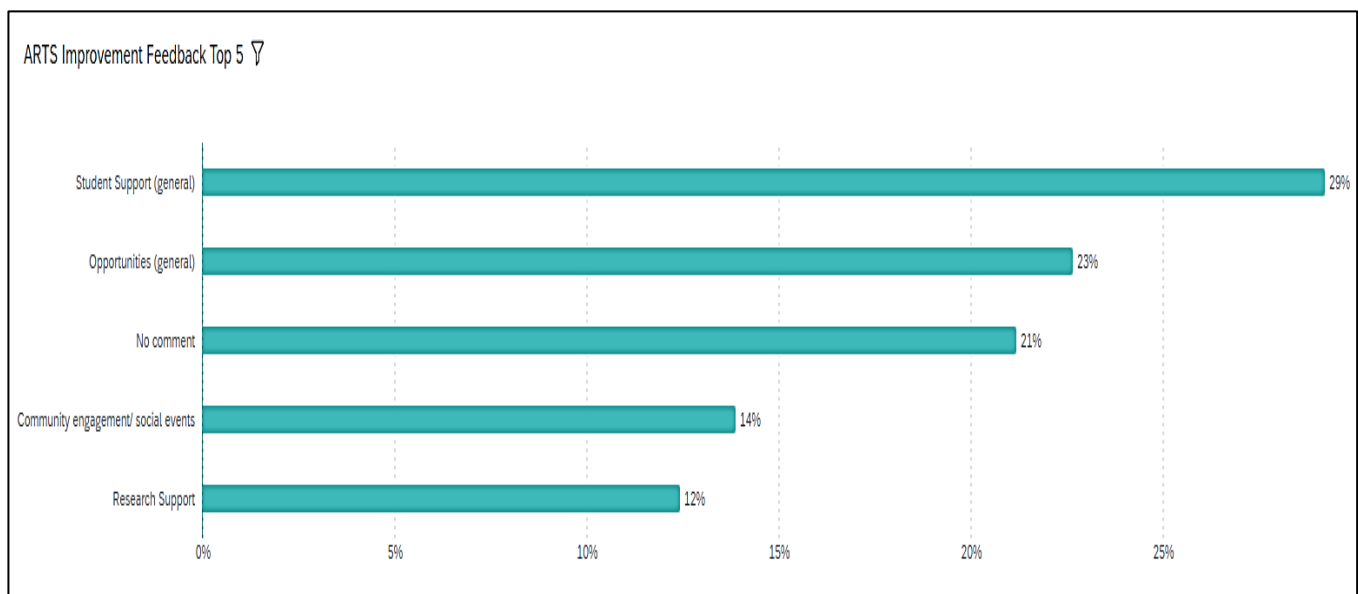
"Single point of contact for advice and support."

"More opportunities for cross-course learning and sharing of research / experiences"

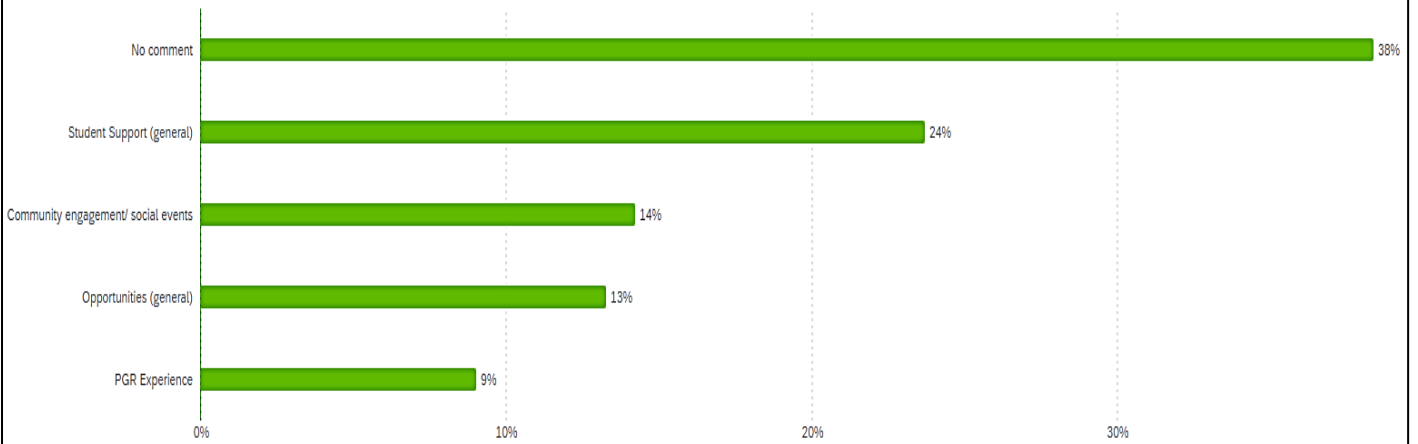
"Unsure ...maybe befriending scheme? For short term support? I like the idea of walks for PGRs to mix, so maybe some more opportunities for that, across schools or wider areas too"

"Would be valuable to have more multicultural events where people from varying backgrounds get to share about their culture and experiences"

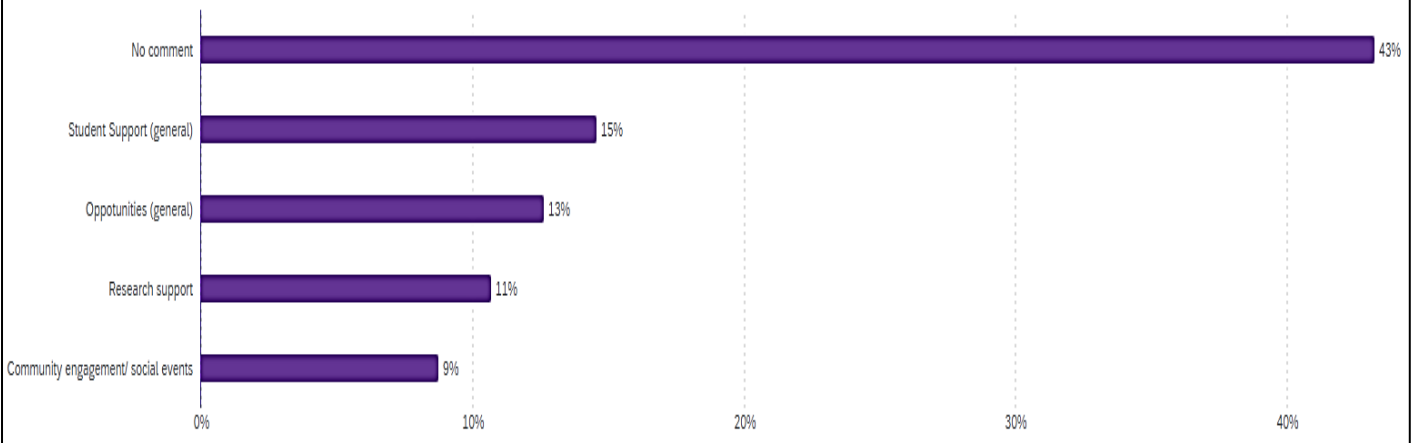
- PGR Student support holds the highest percentage in COAH. To highlight a few, this included support for students transitioning from a taught to PGR degree, diversity and culture awareness, clarification about university processes and systems, mental health & well-being support, etc.
- In MVLS 38% of the respondents did not share any feedback. However, 24% of the respondents commented on student support. This included clear explanation and understanding of PGR student commitment and responsibilities, hybrid sessions for skill development, supporting supervisor – supervisee relationship etc.
- Similar to MVLS, in COSE the highest percentage of respondents, 43%, did not give any feedback. 15% of respondents commented on student support such as enhancing mentorship and career services, fostering community engagement, mental health support, expanding training and resource access etc.
- Majority of respondents in COSS also did not give feedback (30%). 24% of respondents commented in relation to student support on topics, mental and physical wellbeing, enhanced access to research resources, mentoring system. This overlapped personal development and training such as offering improved Researcher Development Programs, a more diverse range of workshops and seminars focused on both hard and soft skills.



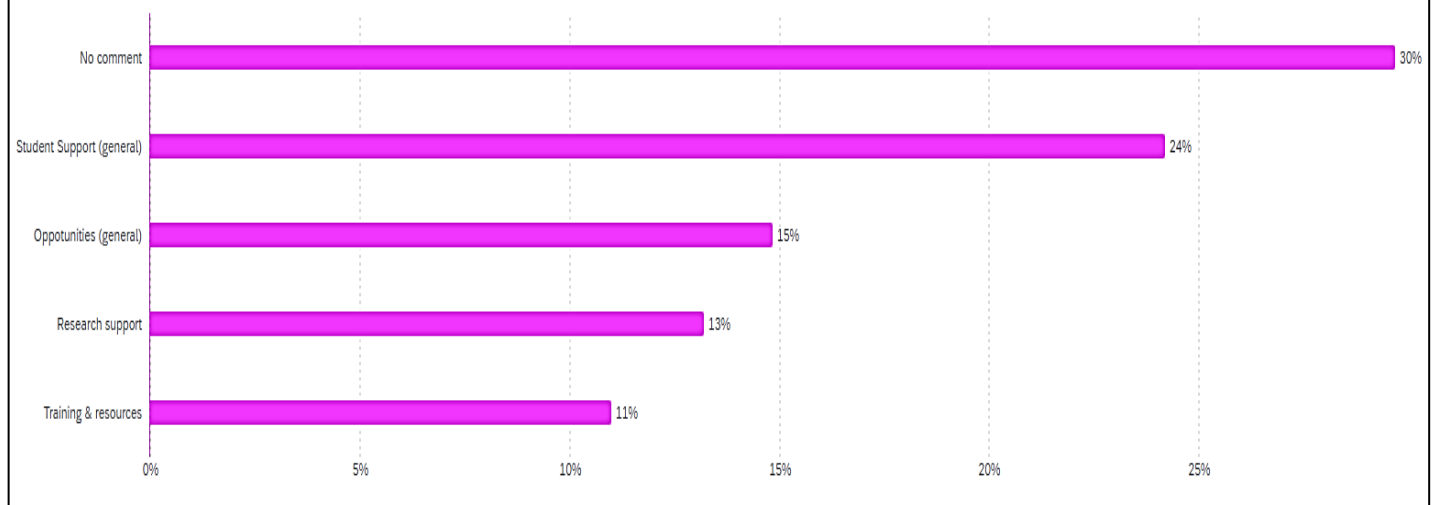
MVLS Improvement Feedback Top 5



COSE Improvement Feedback Top 5

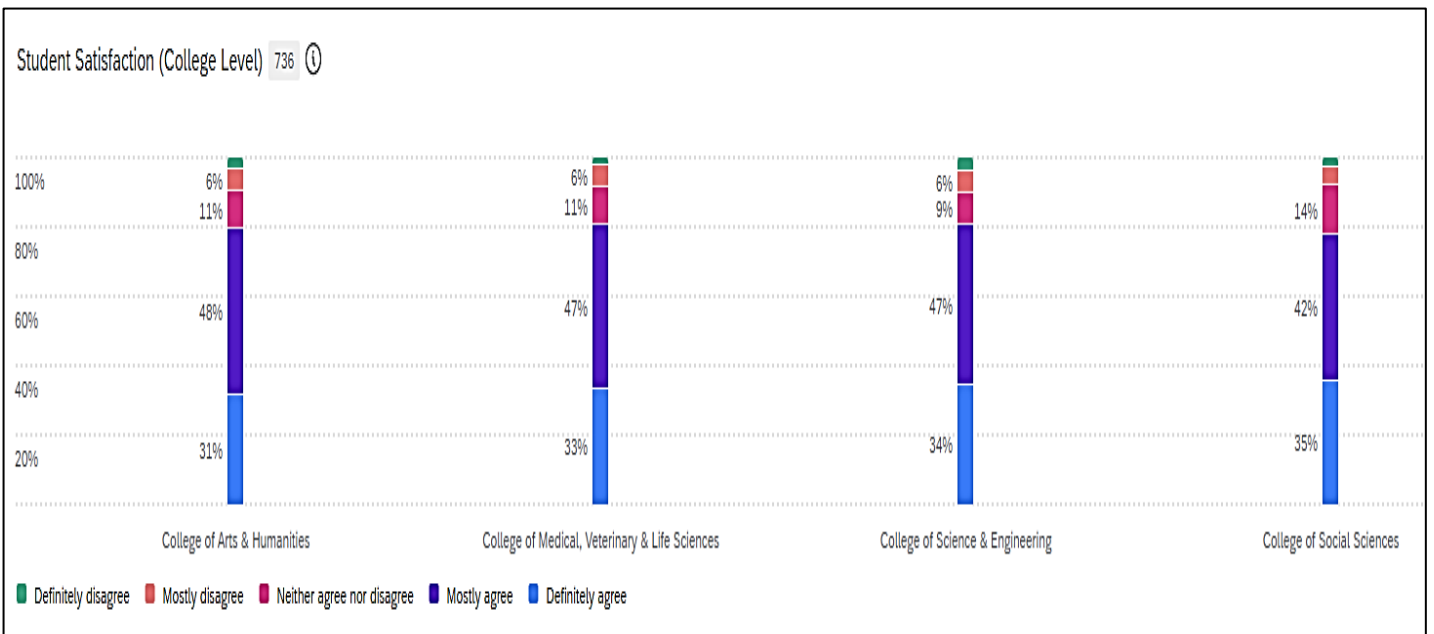
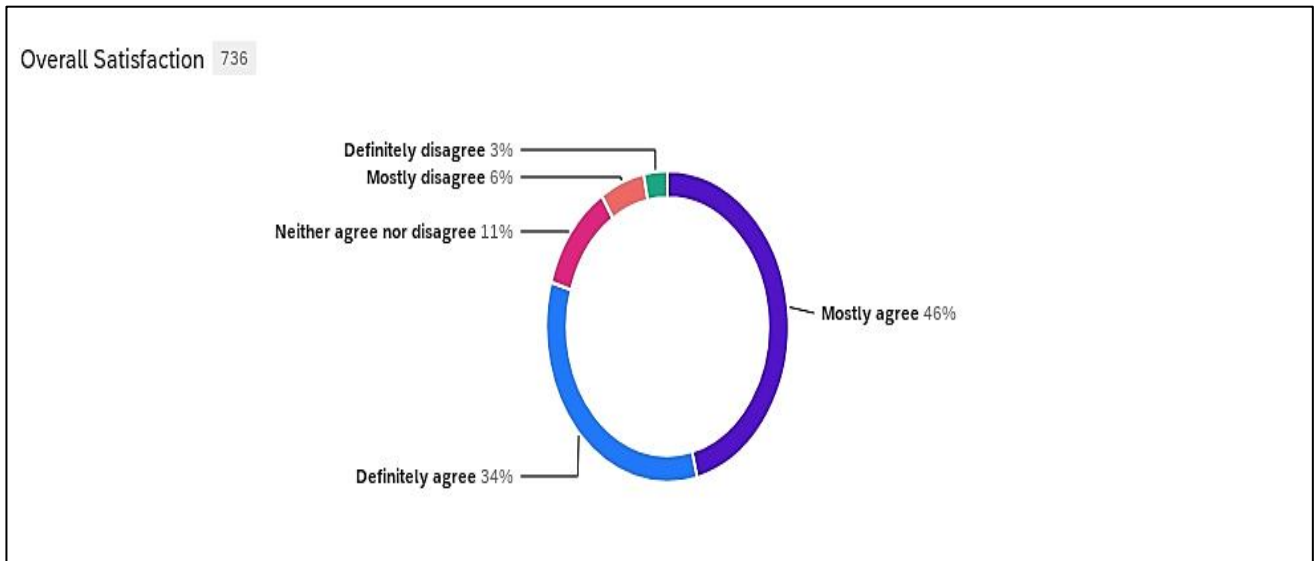


COSS Improvement Feedback Top 5

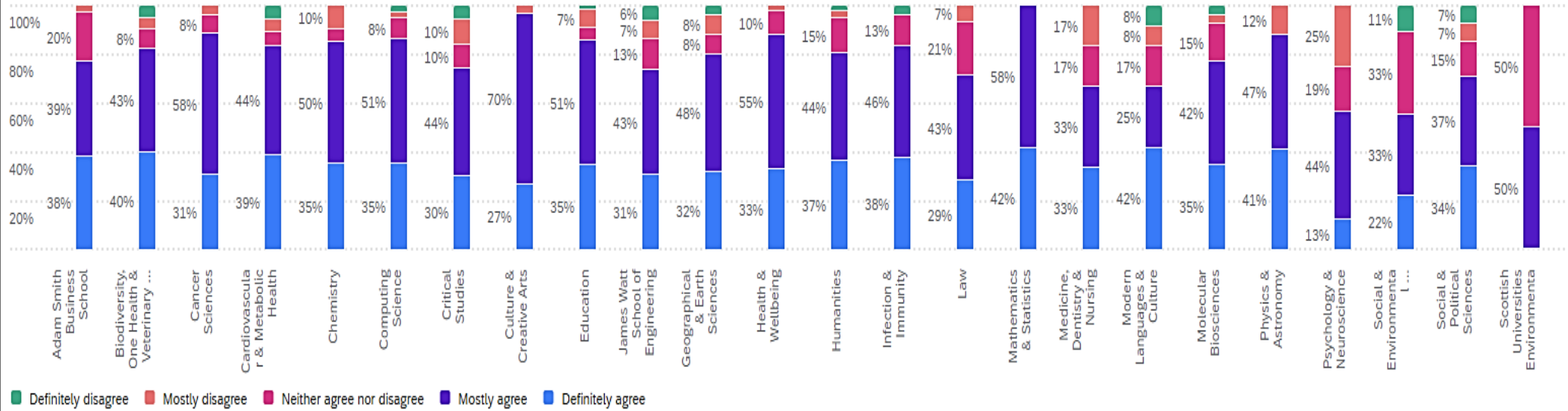


OVERALL STUDENT SATISFACTION

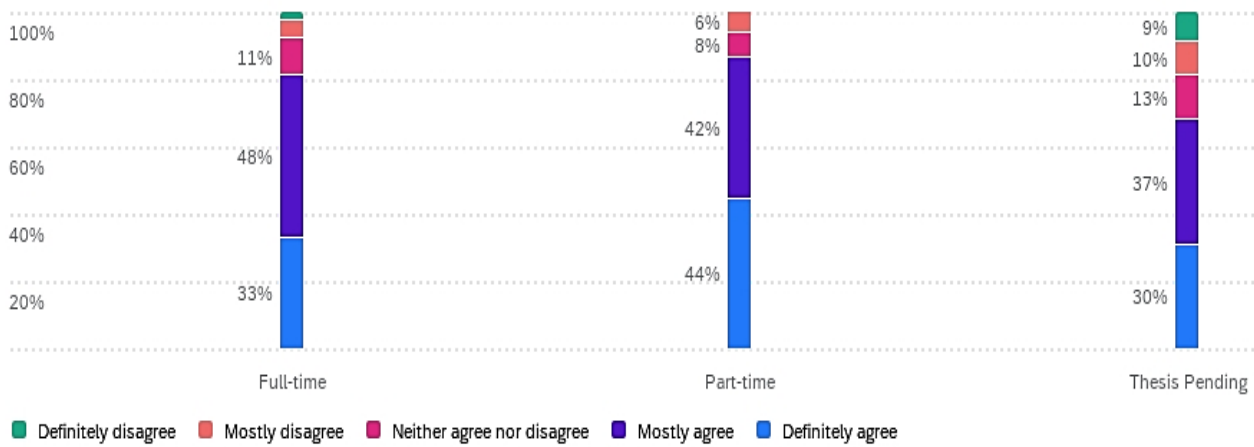
Q5. Overall, I am satisfied with the experience of my research degree programme.



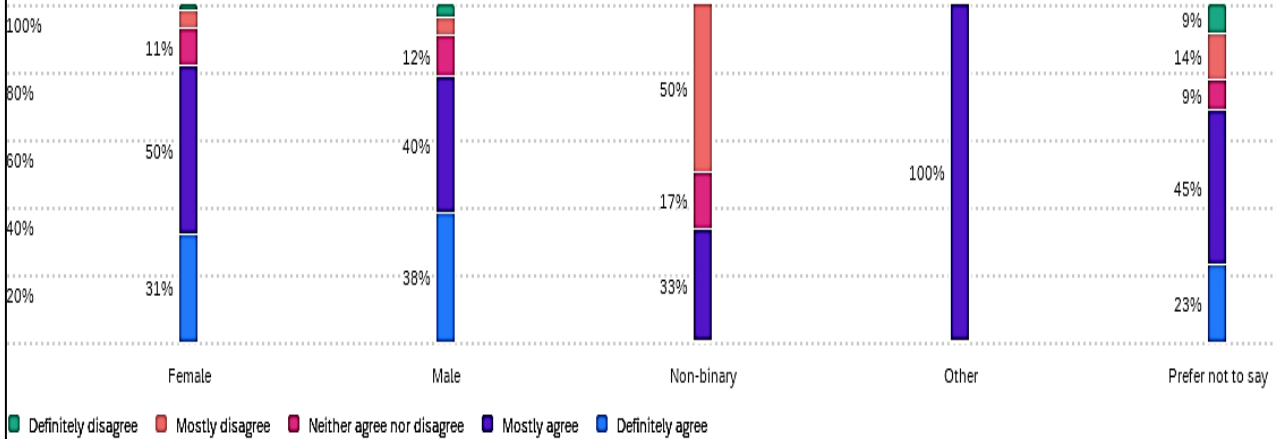
Student Satisfaction (School Level) 736 ⓘ



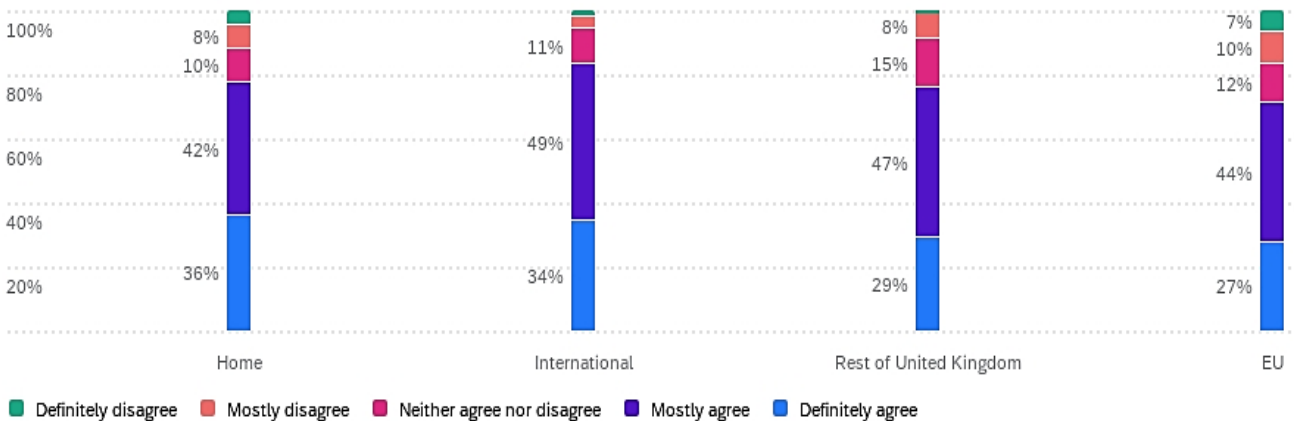
Student Satisfaction (Academic Load) 736

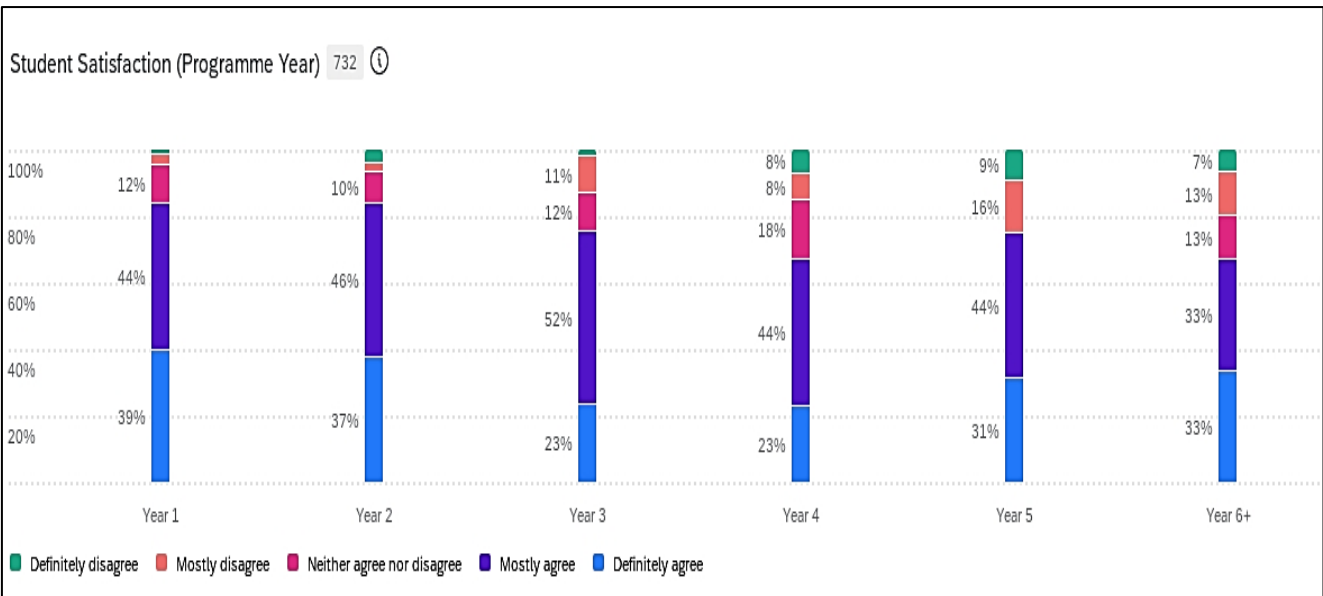


Student Satisfaction (Gender) 736



Student Satisfaction (Residency) 736 ⓘ





- Overall, 80% (586) of respondents agreed that they were satisfied with their PGR experience. This outcome is 1% lower than last year's student satisfaction rate.
- At College level, COSE, MVLS and COAH had the highest agreement percentages with 80.58%, 80.56% and 80% respectively. COSS was just slightly lower at 77%.
- At School level, in James Watt School of Engineering, out of 94 respondents 74% were satisfied with the experience of their research degree programme. Comparing all schools, 100% of respondents from the School of Mathematics & Statistics were satisfied. However, their number of respondents made 1.6% (12 respondents) of the 736 respondents. School of Culture & Creative Arts and Cancer Sciences followed with 97% and 89% satisfaction rate with population of 30 and 26 from 736 respondents respectively.
- Like last year, part-time students had the highest satisfaction rate (86%), full-time students' satisfaction rate was 81% with thesis pending students trailing at 67%.
- This year, female students (81%) who responded were more satisfied with their PGR experience than male students (78%).
- In general, in relation to student satisfaction in the programme year, students were most satisfied in years 1 and 2 at 83%. The lowest satisfaction level was in year 6 and above at 66%.