

UCL GRADUATE SCHOOL RESEARCH STUDENT SURVEY JULY 2012

DATA PRESENTATION AND REPORT

Katharine Balolia

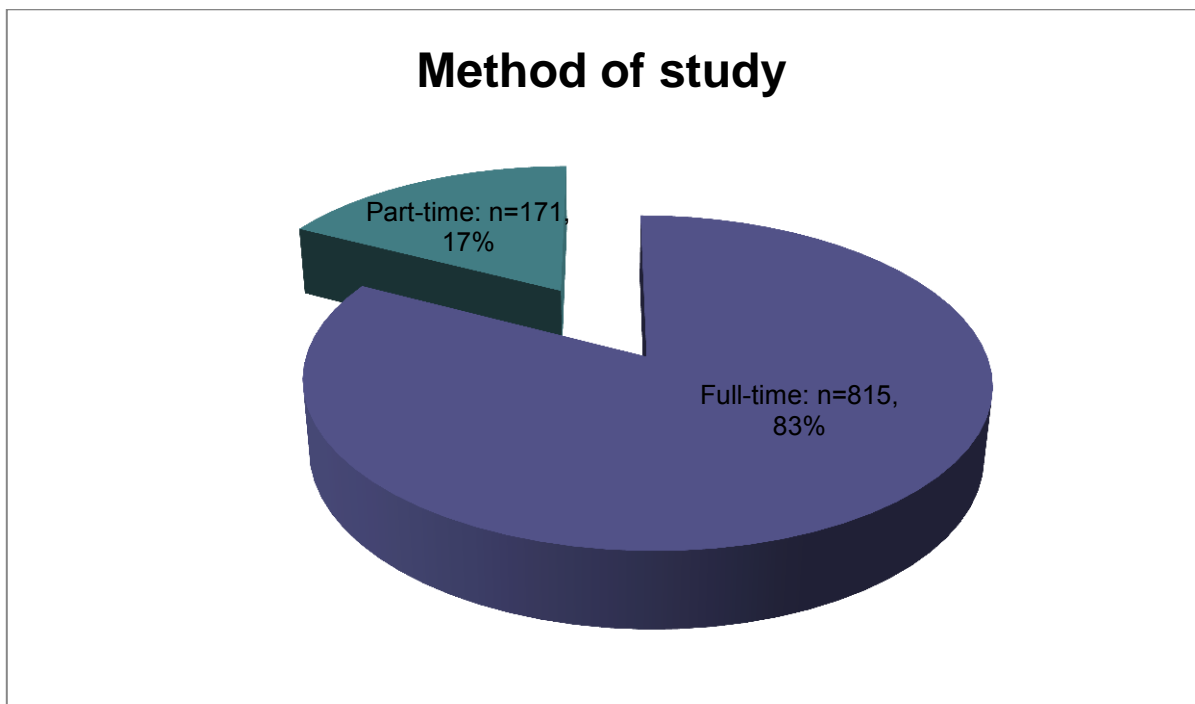
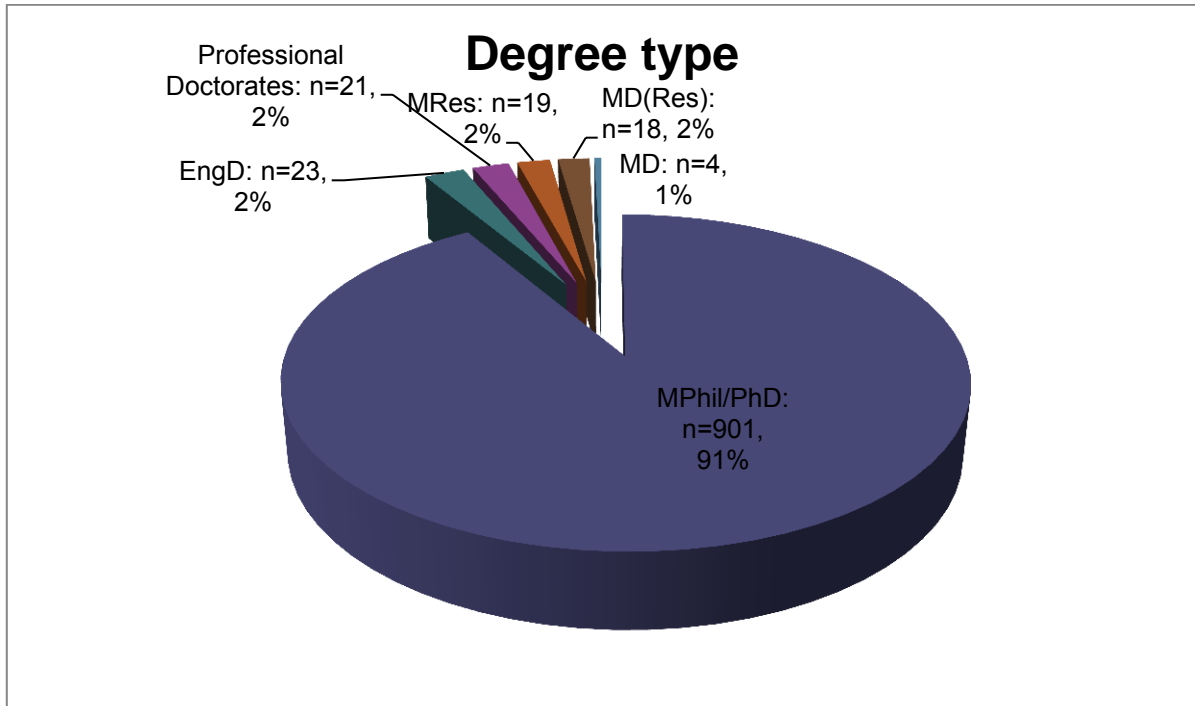
October 2012

A total of 986 out of 4138 people responded to a research student satisfaction survey, representing 23.8% of the registered research student cohort when the survey was commissioned in July 2012. The survey sampled the student body in order to assess levels of satisfaction regarding the following aspects of the research student experience at UCL: admissions, induction, the Graduate School, research, finances, skills development, the Research Student Log, ethics, libraries, computing, the Student Union, and the Careers Service.

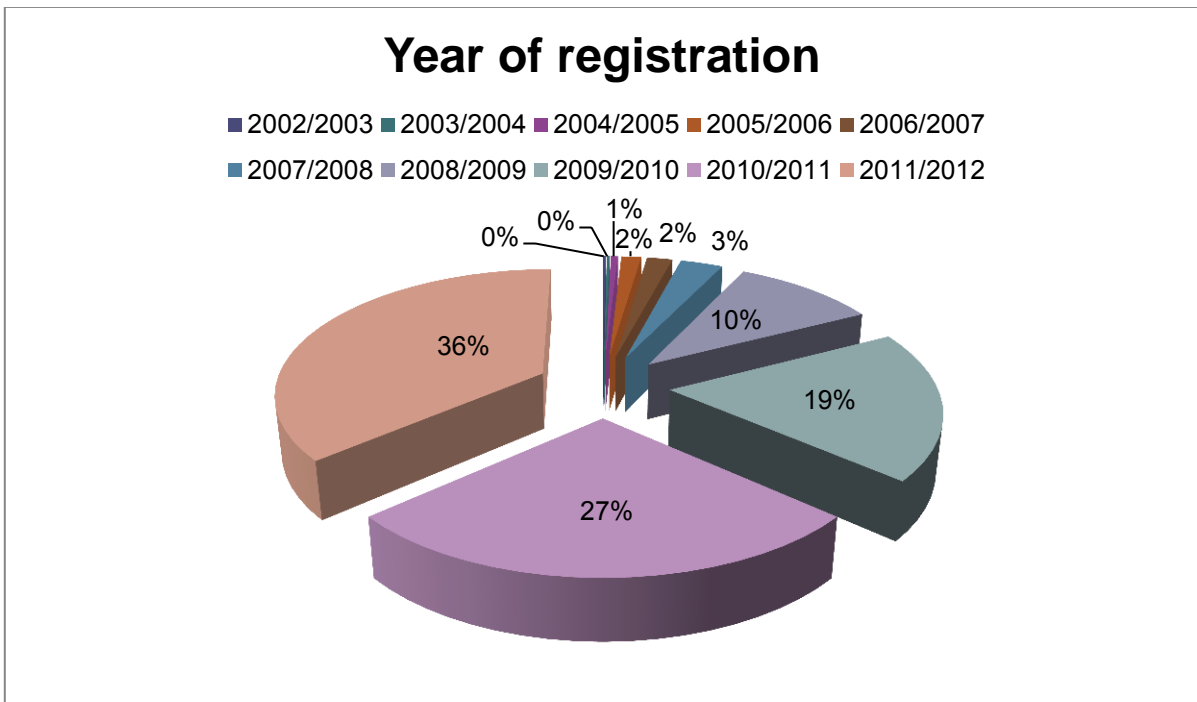
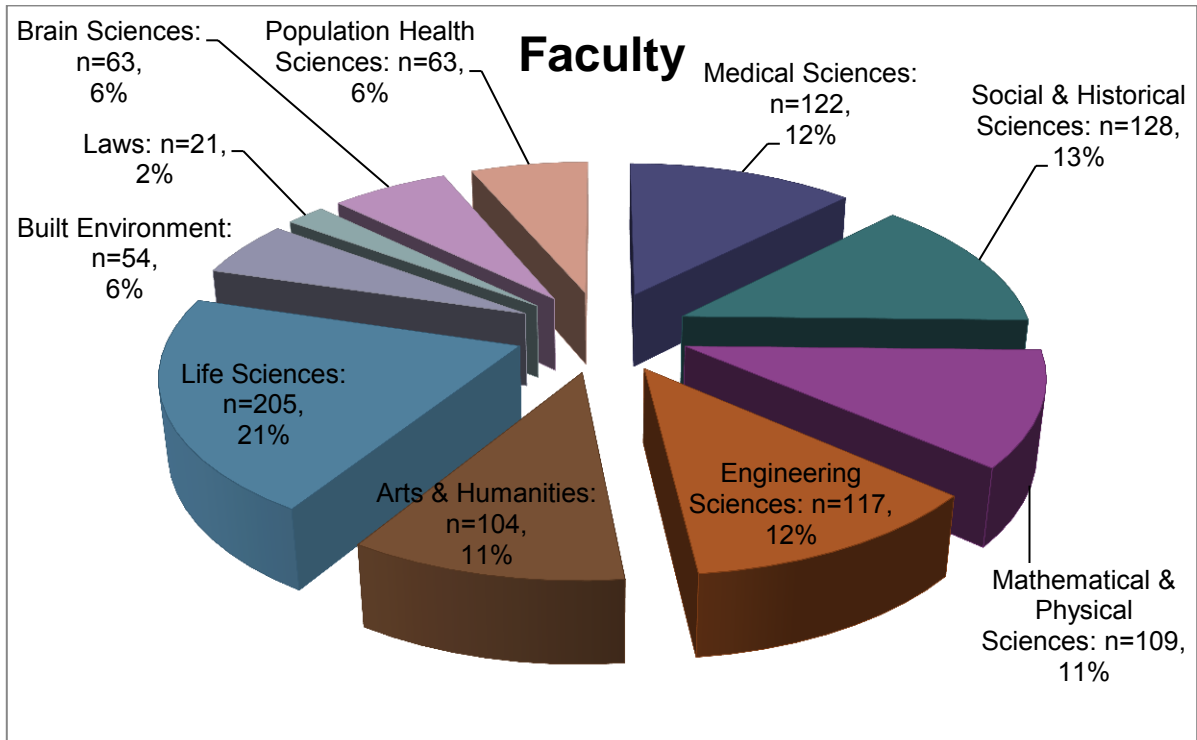
Summaries of the responses to each question are presented below, with the exception of questions that asked for additional comments on specific subjects. The total number of respondents is assumed to be 986 unless otherwise noted in individual charts and tables.

A. INFORMATION ABOUT YOUR DEGREE

The majority of research students who responded to the survey are MPhil/PhD students (91%) and the remaining 9% are registered for five other research degree programs. The majority of respondents are registered full-time (83%).

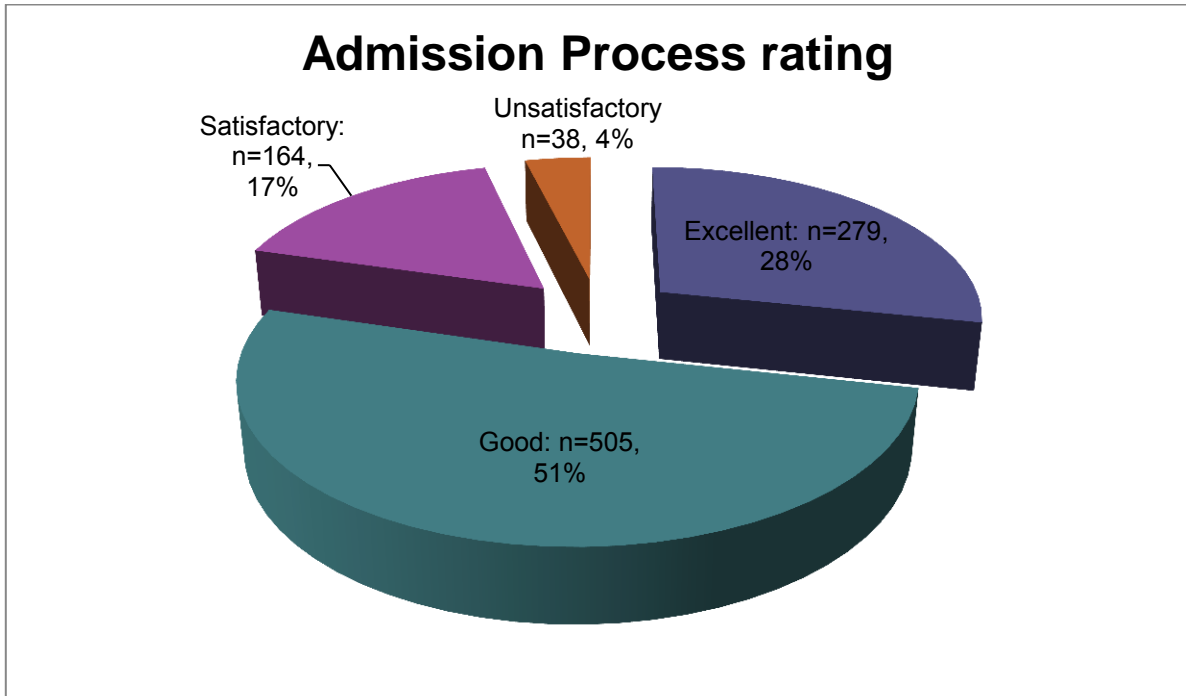


The respondents are registered in ten different faculties, and the majority (95%) began their studies between the 2008-2009 and 2011-2012 academic years.

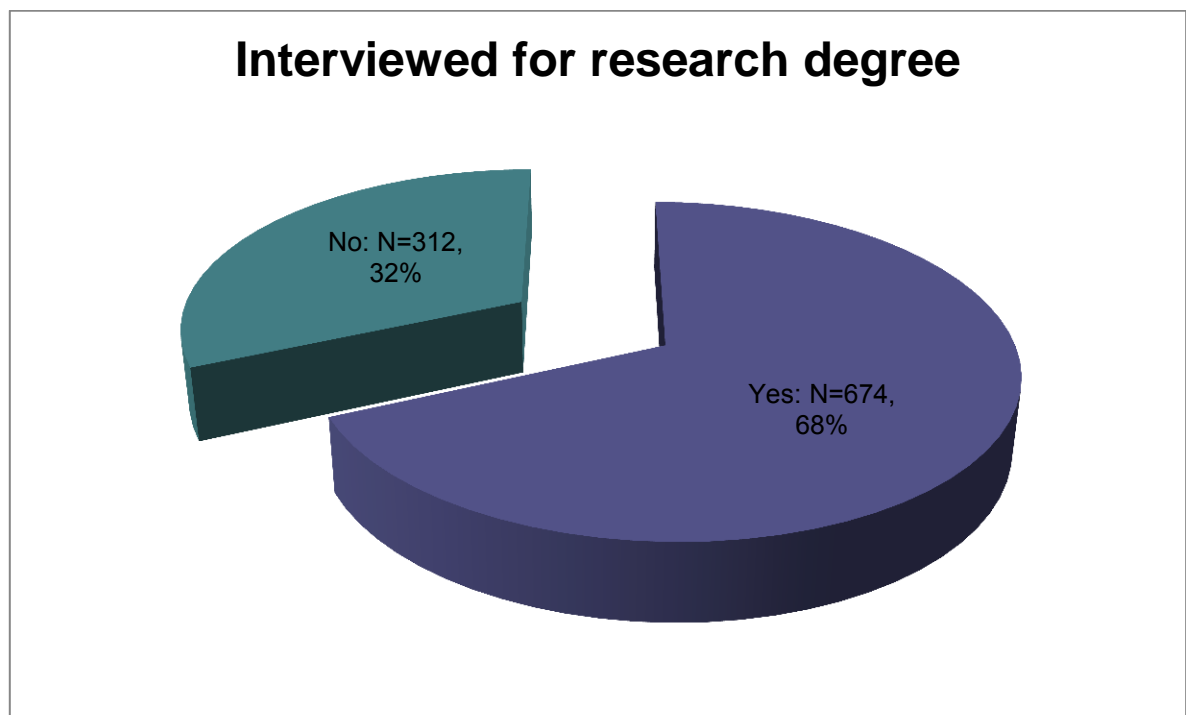


B. ADMISSIONS AND SELECTION

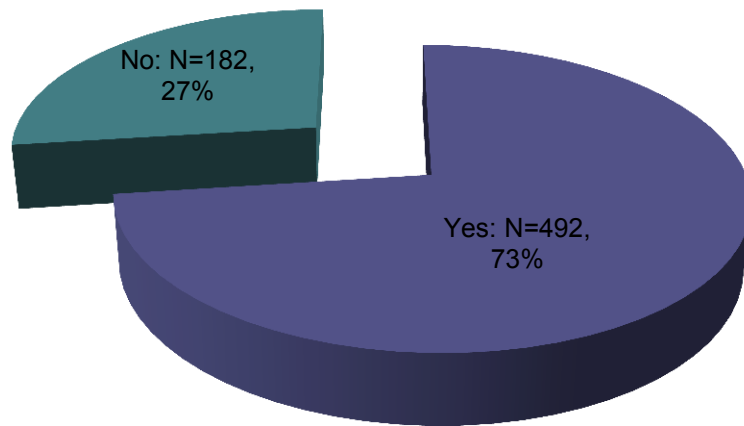
The majority of students (79%) rated the admissions process excellent (28%) or good (51%). Only 4% found that the process was unsatisfactory.



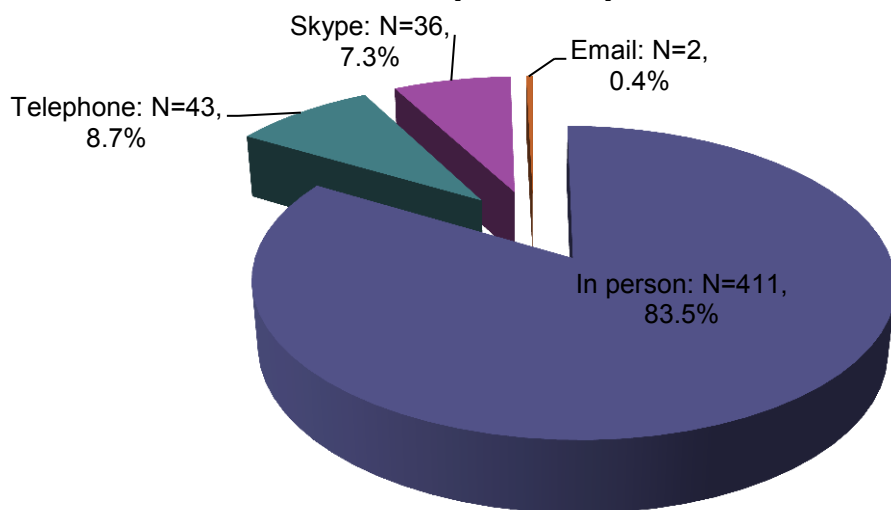
68% of students were interviewed during the admissions process. 73% of these students were interviewed by their supervisor. These interviews were mainly conducted in person (83.5%), with 8.7% of interviews being conducted by telephone and 7.3% being conducted by Skype.



Interview conducted by supervisor (N=674)



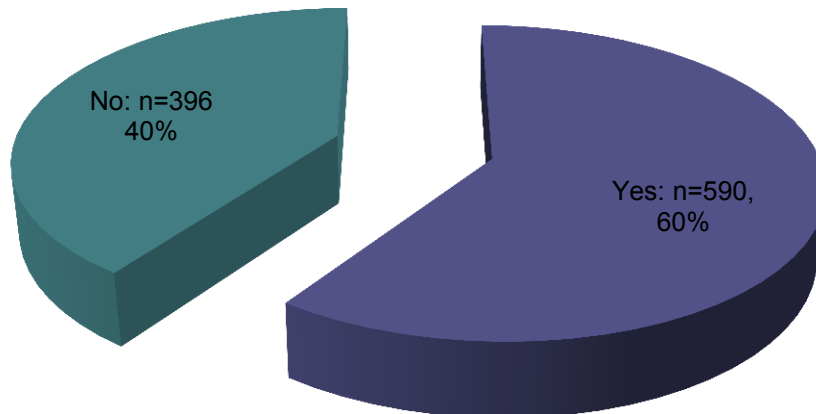
Format of interview with supervisor (N=492)



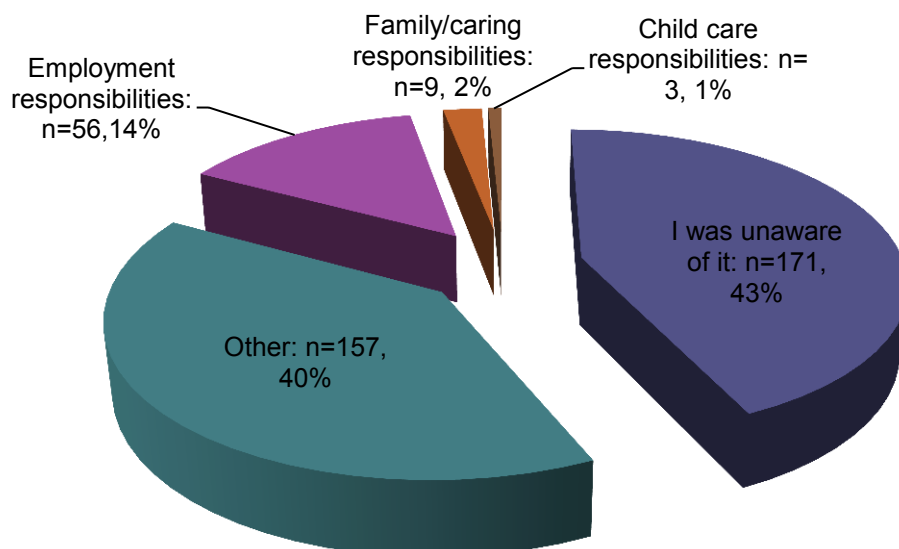
C. INDUCTION

60% of students who responded attended the Graduate School welcome/induction programmes. Those who did not attend were predominantly unaware of the Graduate School Induction (43%) or had other reasons for not attending (40%).

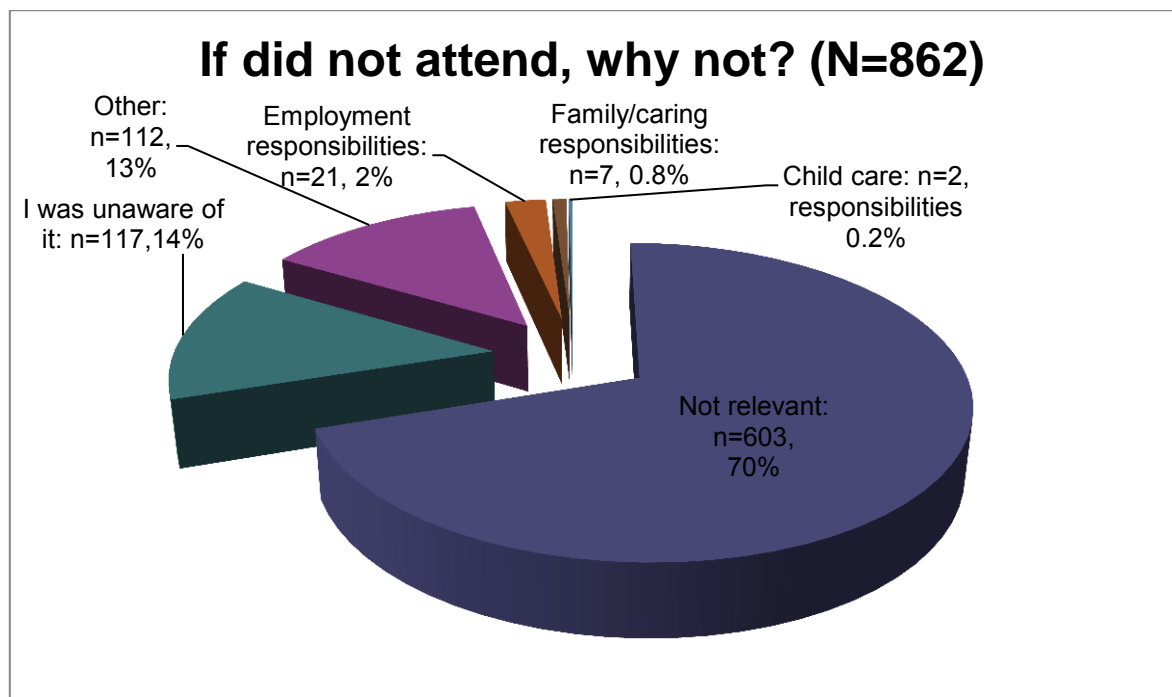
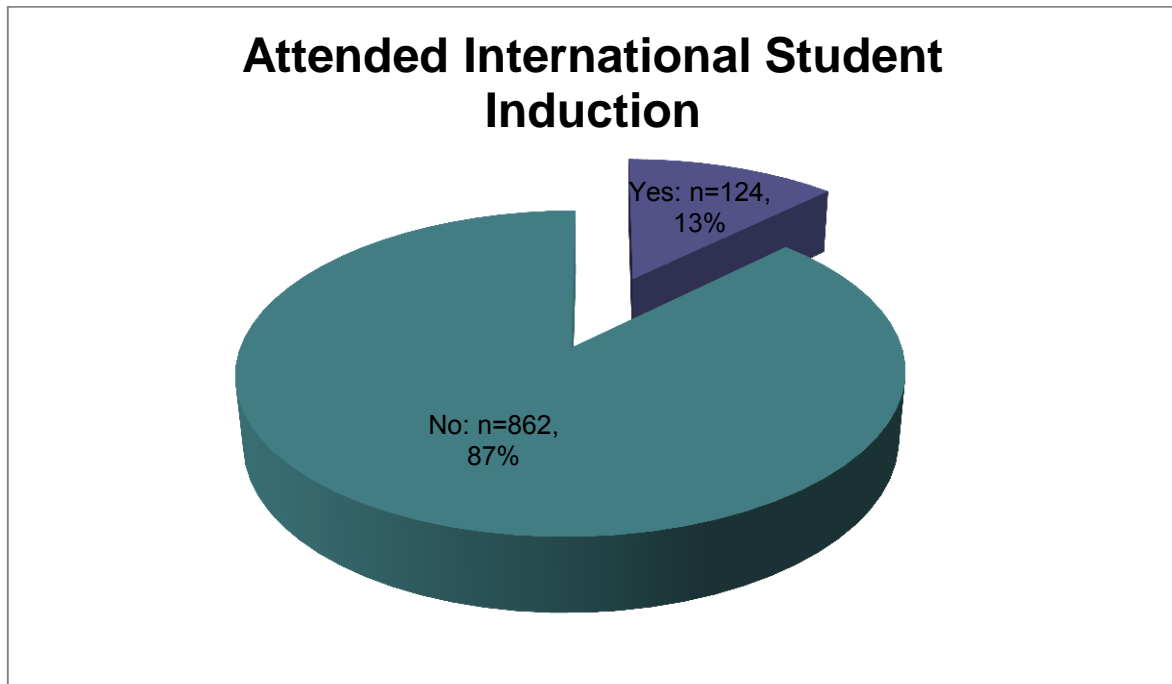
Attended Graduate School Induction



If did not attend, why not? (N=396)

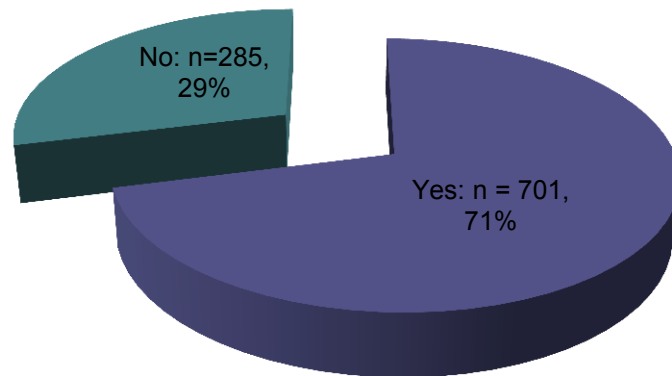


13% of those who responded attended the international students induction (however please note that only 170, i.e. 17% of the total respondents are registered as international or overseas students – see Section F later in this report for these data). For those for whom the International Student Induction was relevant, the students who did not attend were predominantly unaware of it (14%) or had other reasons for not attending (13%).

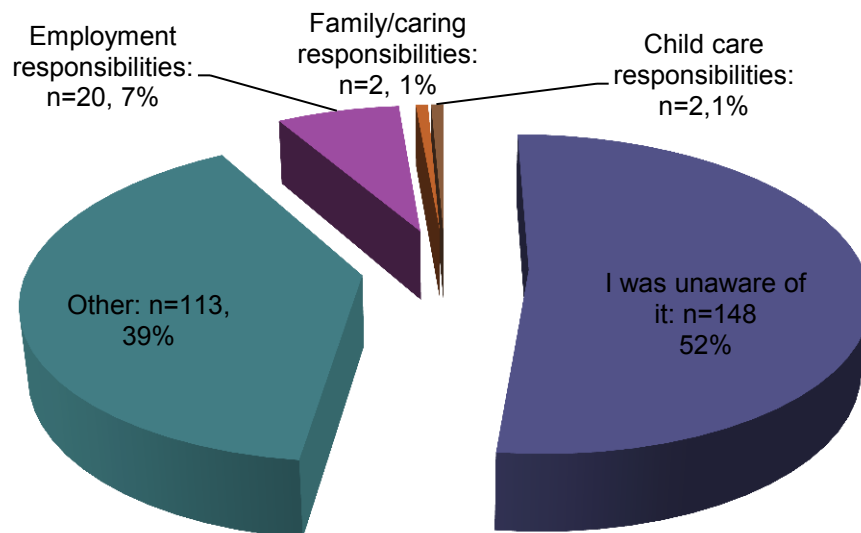


Departmental or Faculty induction programmes were attended by 71% of respondents. Those who did not attend were predominantly unaware of the Departmental/Faculty Induction (52%) or had other reasons for not attending (39%).

Attended departmental or Faculty induction



If did not attend, why not? (N=285)



D. UCL GRADUATE SCHOOL

The following table summarises the various ways in which the surveyed students had heard of the UCL Graduate School. Note that respondents could select every option that applied. Only 2.5% of the surveyed students had not heard of the UCL Graduate School.

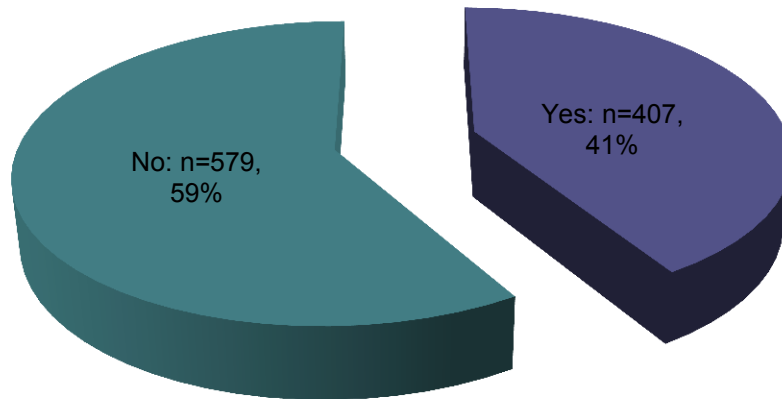
	N	% of 986
Website	393	39.9
Graduate School Handbook	262	26.6
Departmental Graduate Tutor	247	25.1
Some other way	230	23.3
UCL Prospectus	215	21.9
Friend	91	9.2
UCL Union Postgraduate Association	47	4.8
Never heard of it	25	2.5

The surveyed students have contacted the Graduate School for a number of reasons, which are summarised in the table below. Respondents could select all that applied. The most popular reason for contacting the Graduate School is for the skills courses and workshops offered (55.9%). 24.7% of students have never contacted the Graduate School.

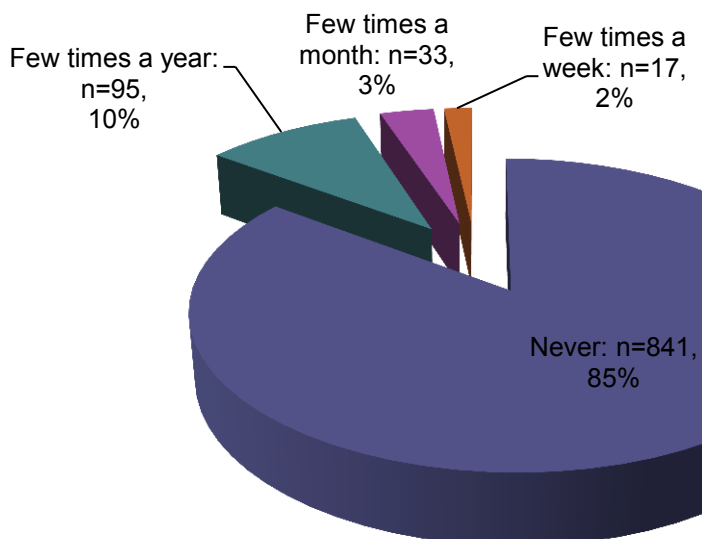
	N	% of 986
Skills Courses/Workshops	551	55.9
Funds	291	29.5
Never	244	24.7
Scholarships	234	23.7
Help/Advice	135	13.7
Poster Competition	121	12.3
Regulations/Code of Practice	88	8.9
Ethics	84	8.5
Research Images as Art Competition	42	4.3

The Graduate School supports a Graduate Common Room in the South Junction of the Wilkins Building at the central UCL campus on Gower Street. Over half of those who responded (59%) have heard of this room. 15% of students surveyed have made use of this room.

Awareness of Graduate Common Room

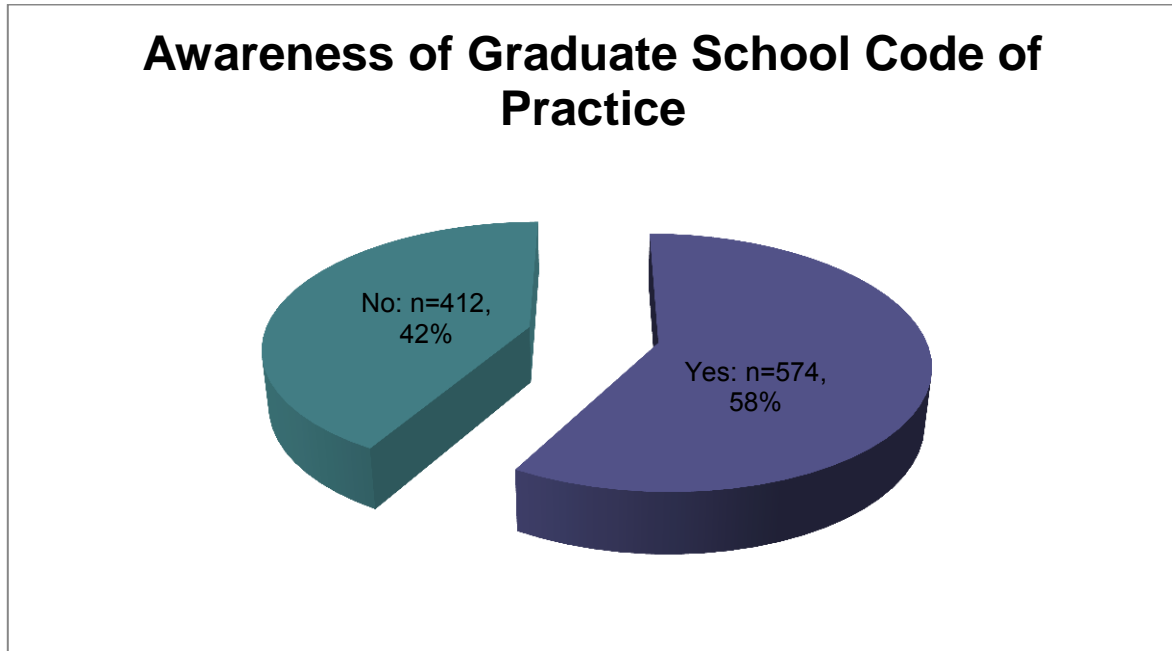


Use of Graduate Common Room



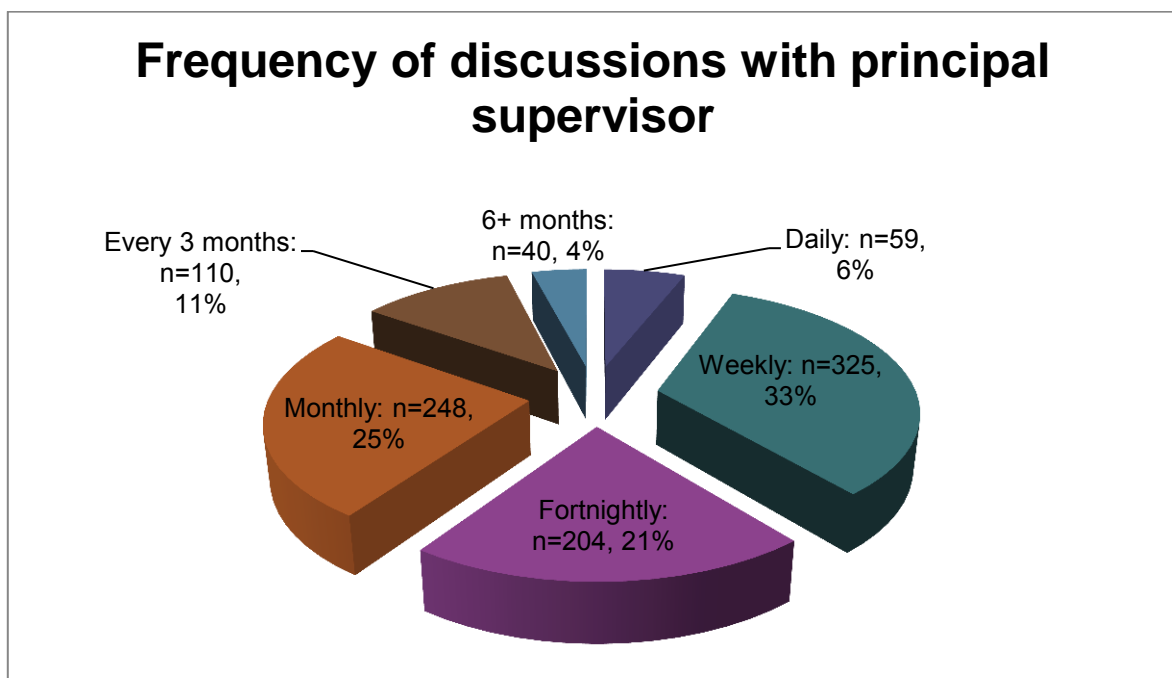
E. RESEARCH

Over half of the surveyed students (58%) who answered this question are aware of the UCL Graduate School Code of Practice for Graduate Research Degrees.



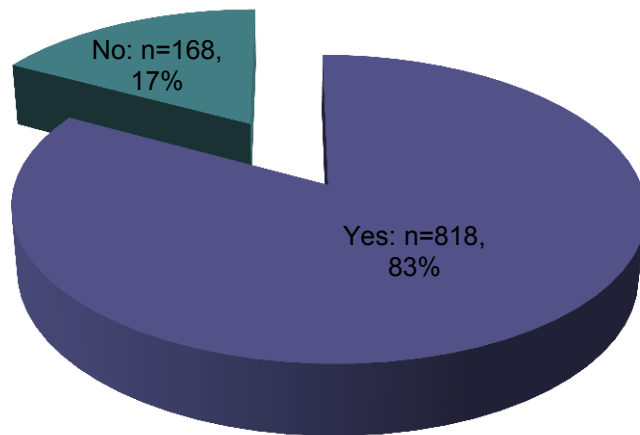
PRINCIPAL SUPERVISOR

The majority of research students meet with their principal supervisor *at least* once a month (daily, weekly, fortnightly, monthly), with only 15% meeting with him/her every three (11%) or six months (4%).

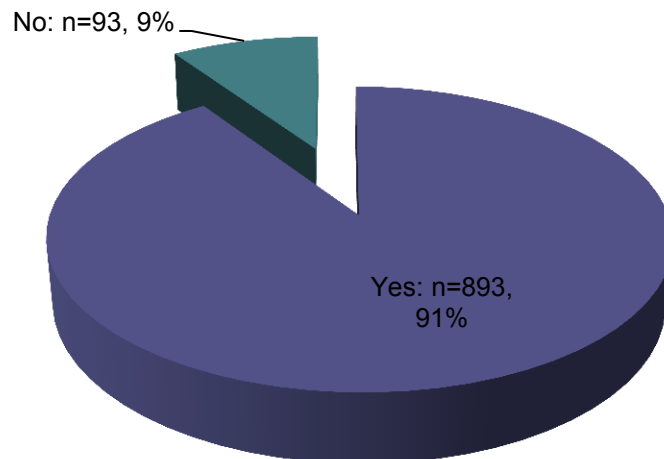


Feedback from the principal supervisor is described as frequent by 83% and constructive by 91% of respondents.

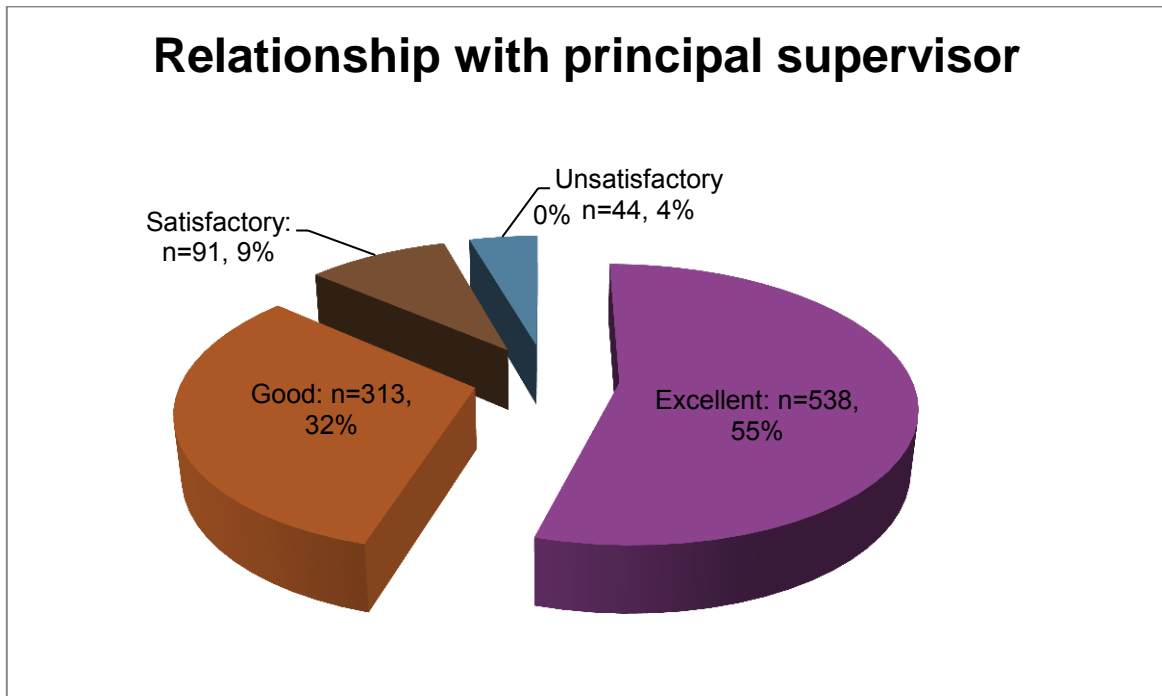
Frequent feedback from principal supervisor



Constructive feedback from principal supervisor

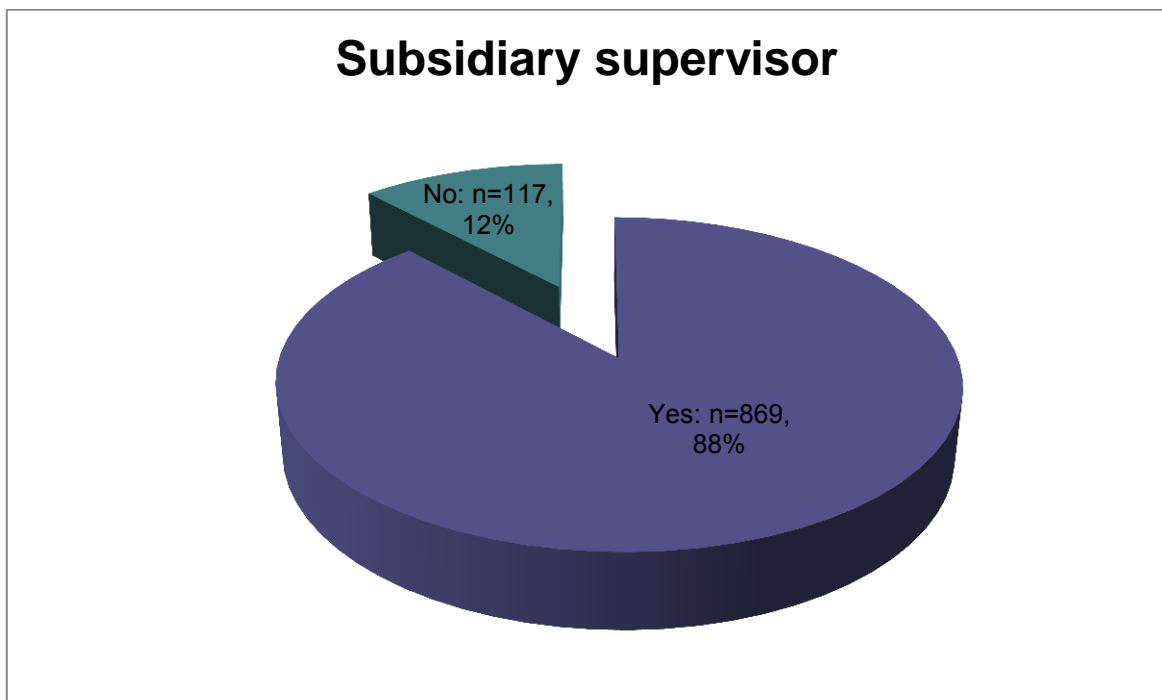


A total of 87% of students describe their relationship to their principal supervisor as either excellent or good and only 4% feel that the relationship is unsatisfactory.

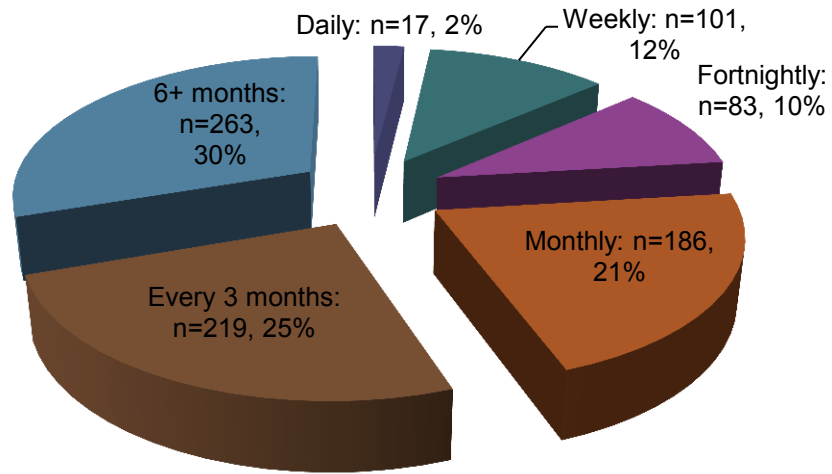


SUBSIDIARY SUPERVISOR

A total of 869 of the surveyed students have a subsidiary supervisor. They report that meetings occur less frequently than with the principal supervisor, with more than half (55%) meeting with him/her approximately every three (25%) or six (30%) months.

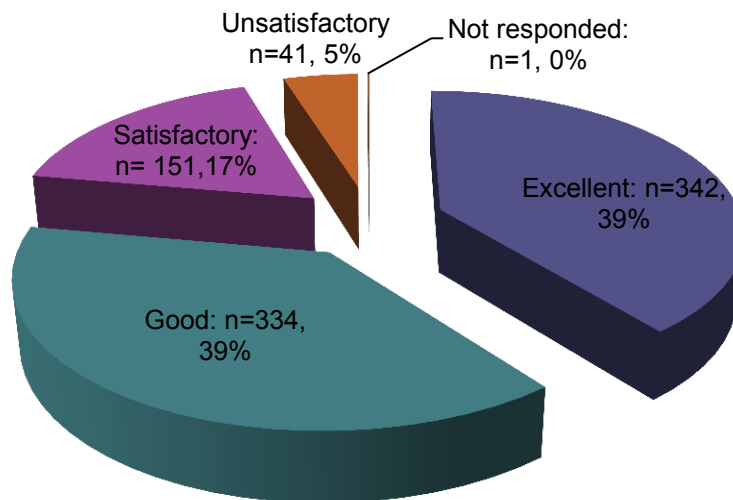


Frequency of discussions with subsidiary supervisor (N=869)



The relationship is described as either excellent or good by 78% of students. 17% feel the relationship is a satisfactory one, while only 5% feel it is not satisfactory.

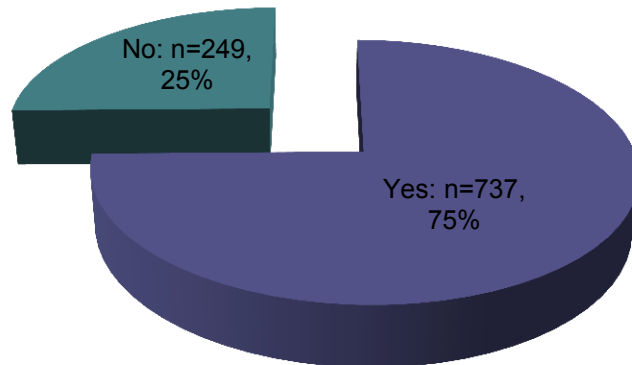
Relationship with subsidiary supervisor (N=869)



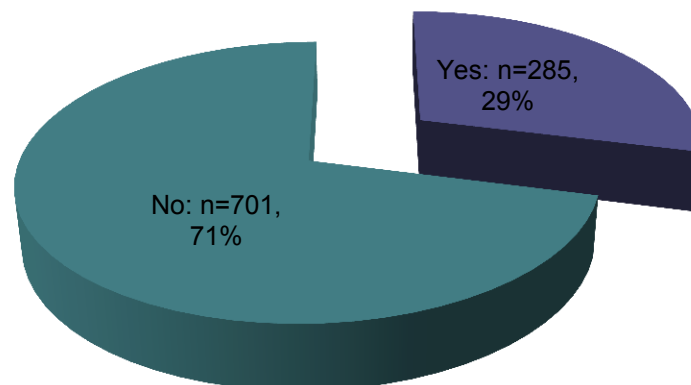
STUDENT REPRESENTATIVES

75% of respondents are aware of their Departmental Graduate Tutor, while only 29% are aware of their Student Academic Representative (STaR).

Awareness of Departmental Graduate Tutor



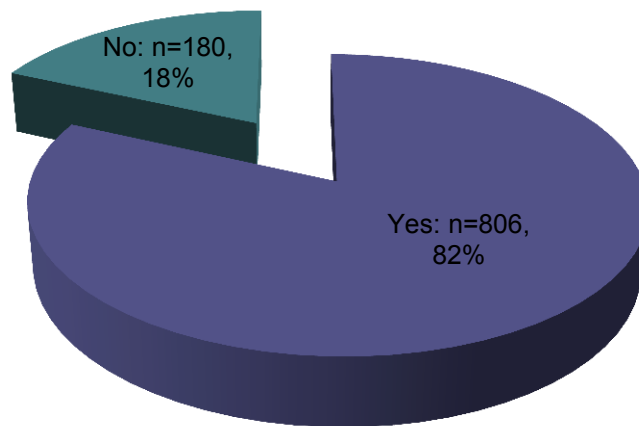
Awareness of Student Academic Representative (STaR)



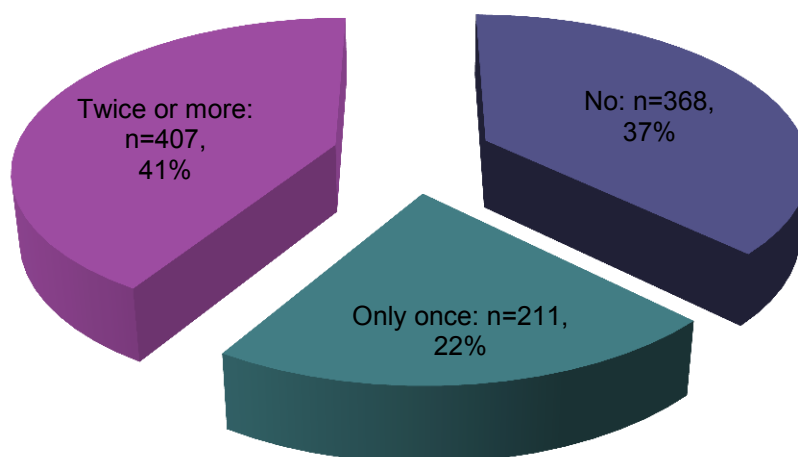
CONFERENCES

The majority of students (82%) feel that their supervisors encourage them to attend conferences. 37% of students have not presented at conferences, but 41% of students have done so on two or more occasions.

Encouraged to attend conferences

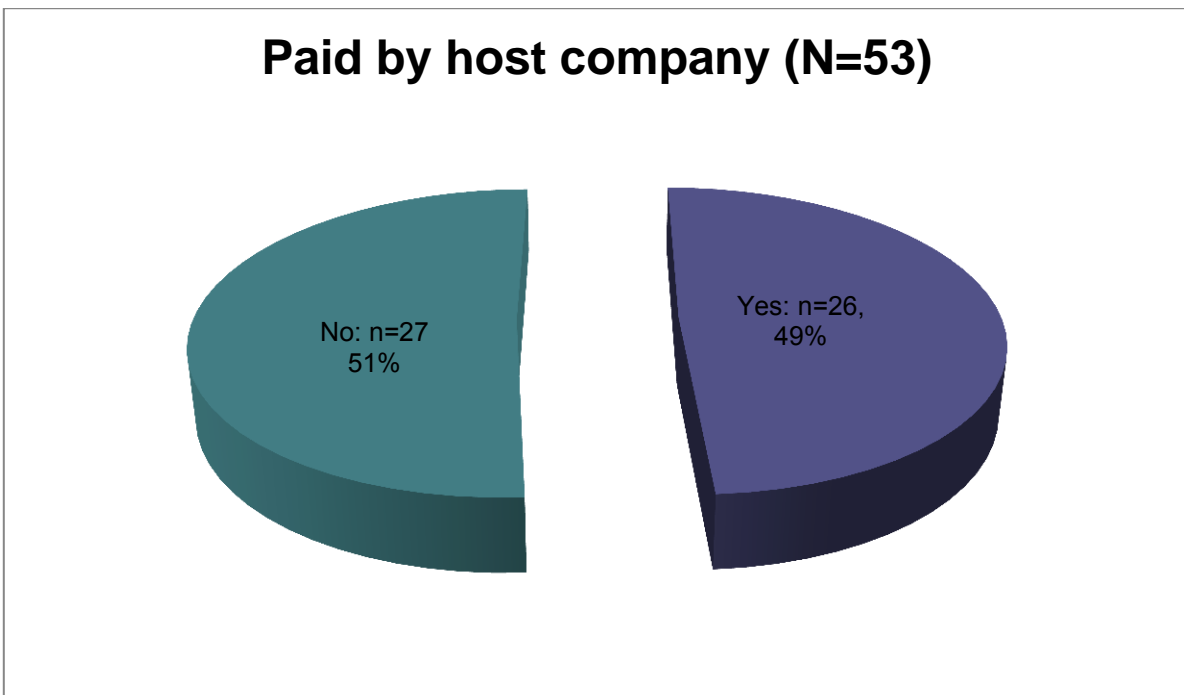
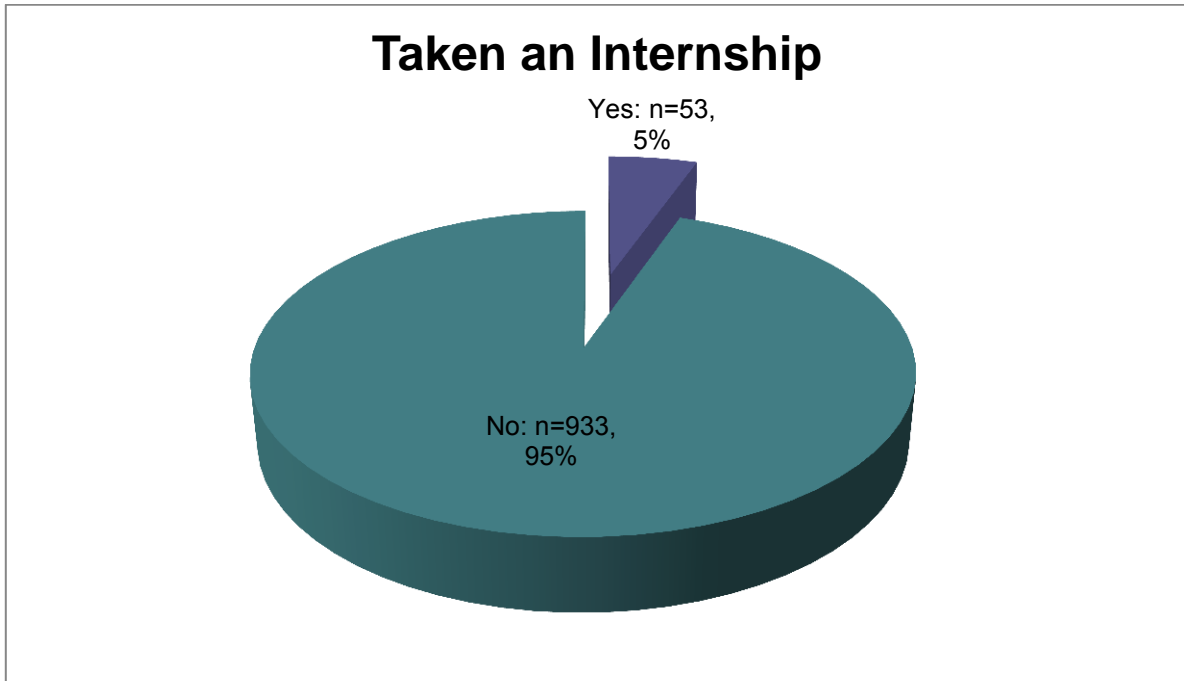


Presented at conferences



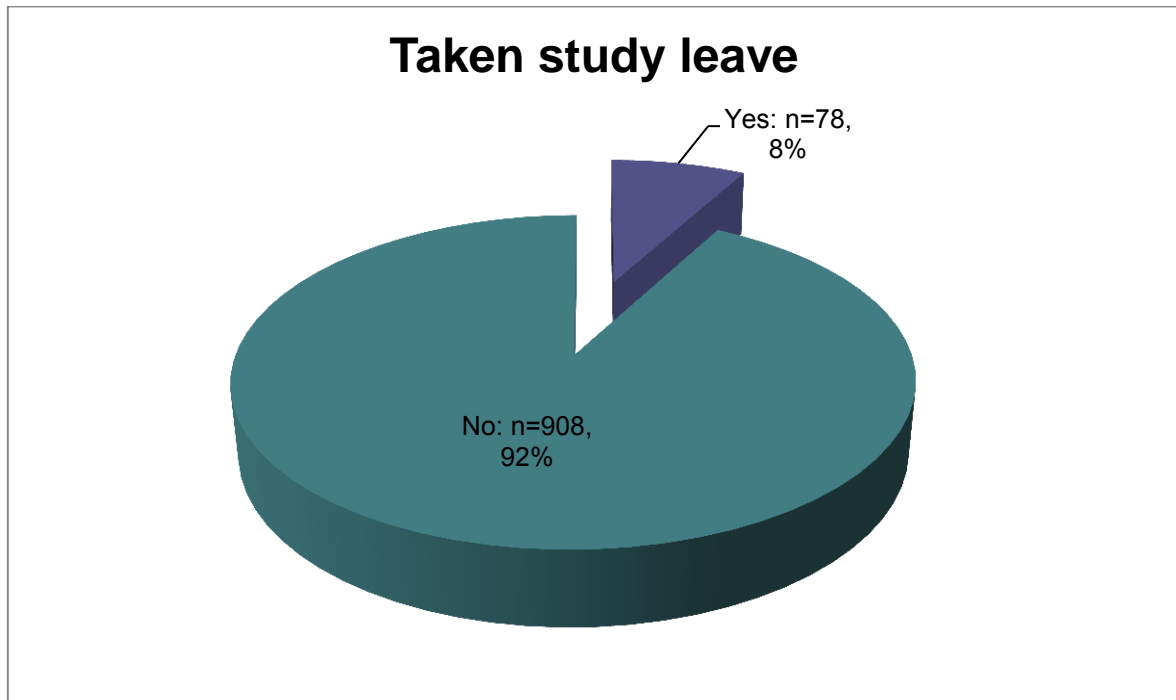
INTERNSHIPS

Only 5% of the respondents have taken an internship during the course of their research degree. Out of these 53 students, 49% of their internships were paid by the host company.

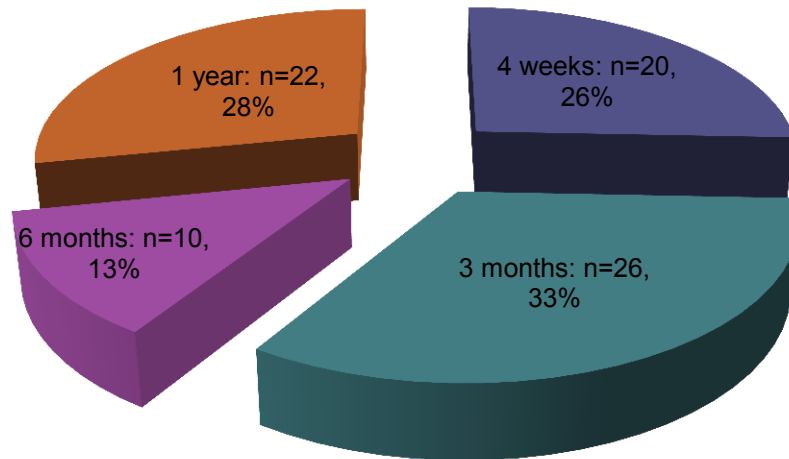


STUDY LEAVE

Only 8% of the respondents have taken study leave during the course of their research degree. Out of these 78 students, 24% of them have remained in the UK during this time. 46% of students have taken study leave that lasted more than one but less than six months. 28% of the students have taken study leave lasting one year.



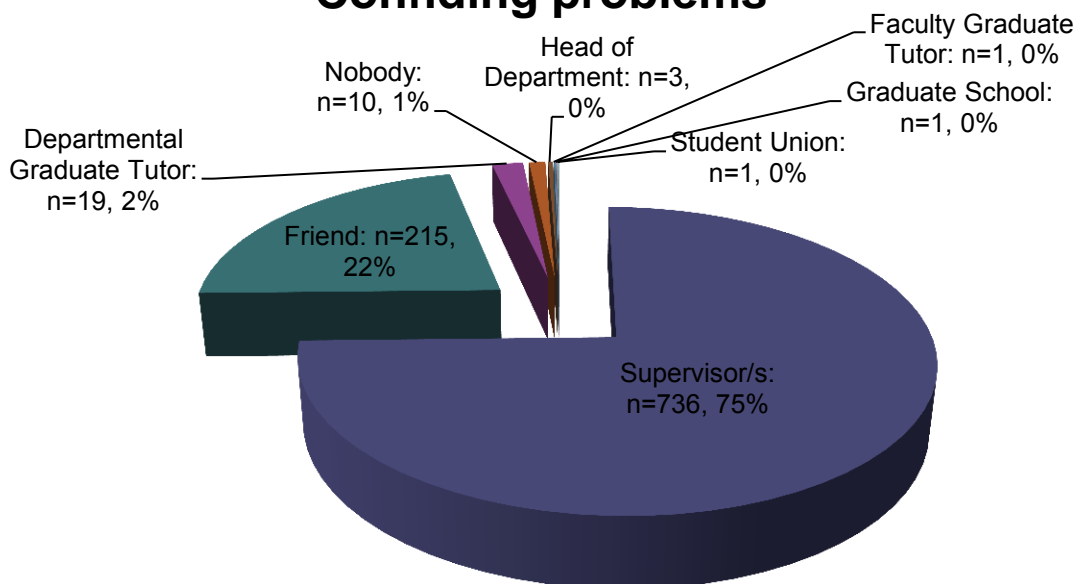
Duration of study leave



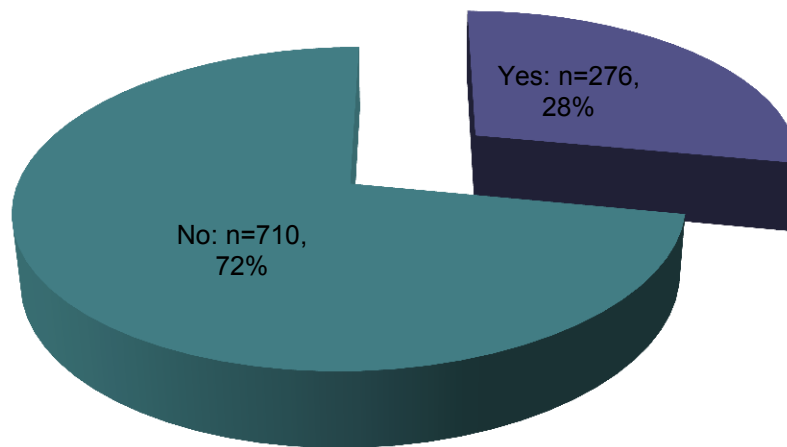
PROBLEMS WITH STUDY

The majority of students (75%) would confide in their supervisors if they encountered problems during their research degree. 22% would confide in a personal friend, while smaller numbers would seek help and advice elsewhere in the university. Just over a quarter of the students (28%) have considered leaving their course.

Confiding problems



Considered leaving

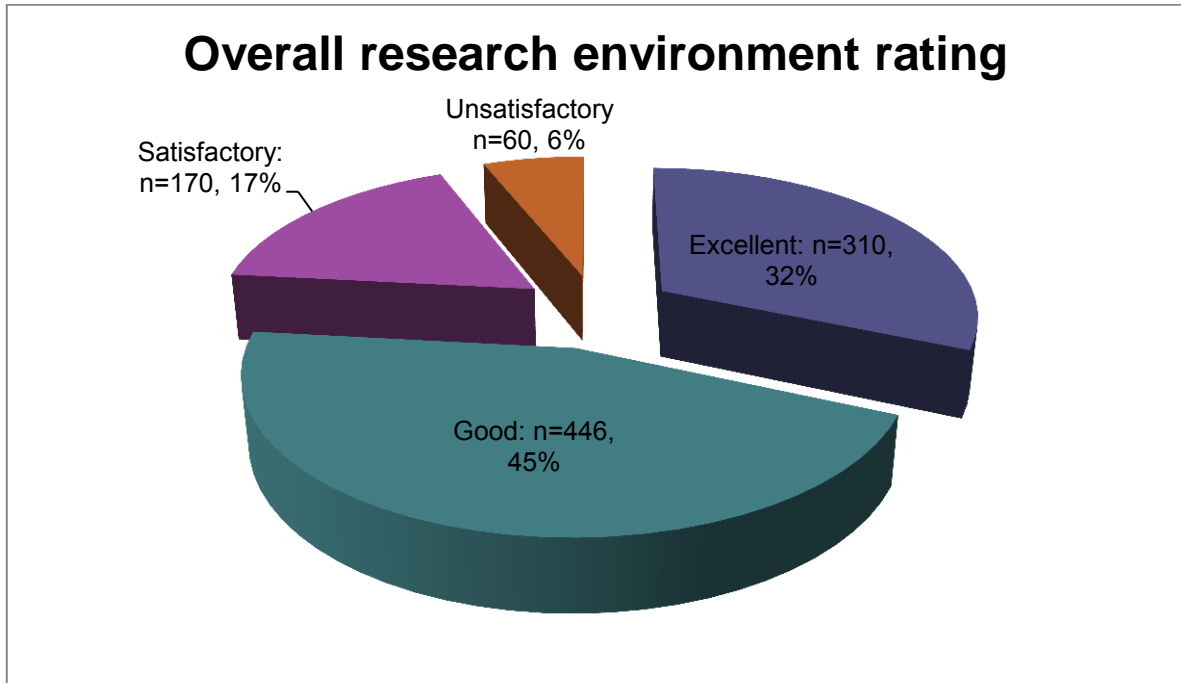


The table below summarises the problems that students feel have affected their research programme. Please note that respondents could select all options that applied. The most common difficulties experienced by 30.6% and 20.8% of the survey population, relate to personal circumstances and personal finances, respectively. Conflicts with supervisors have affected approximately 11% of the surveyed students.

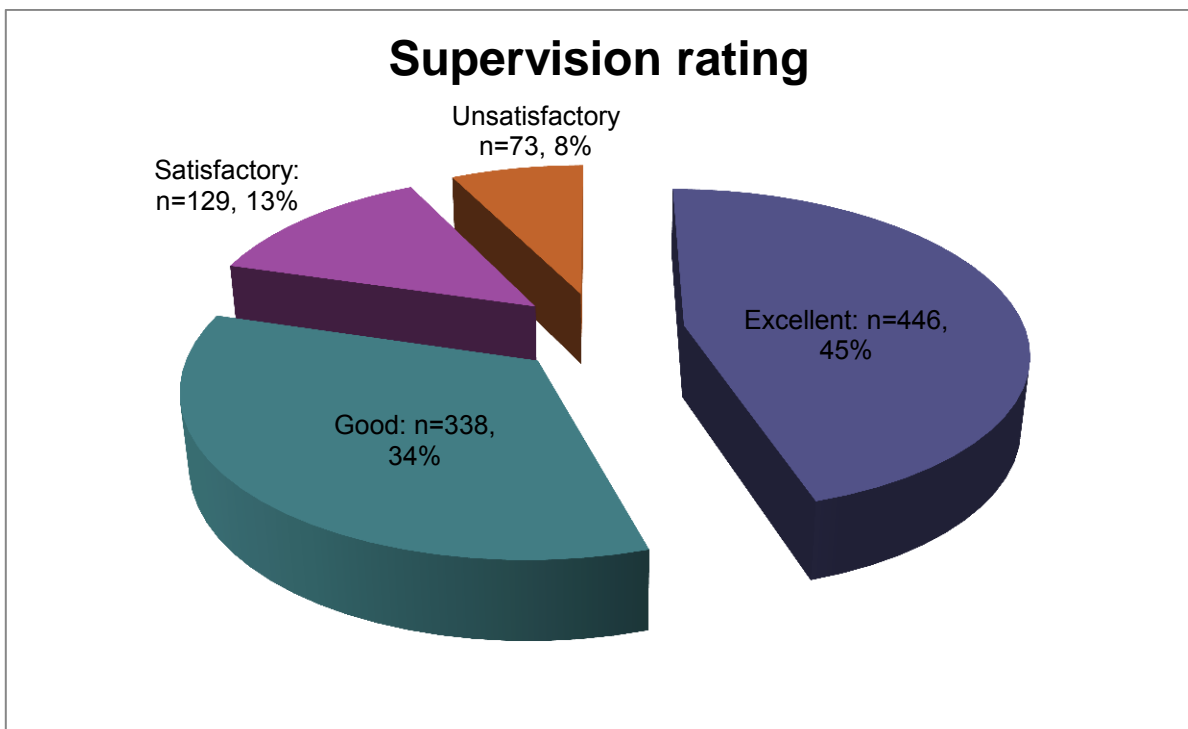
	N	% of 986
N/A	445	45.1
Personal circumstances	302	30.6
Personal finance	205	20.8
Lack of equipment/facilities	143	14.5
Conflict with supervisor	109	11.1
Project finance	108	11

OVERALL RATINGS

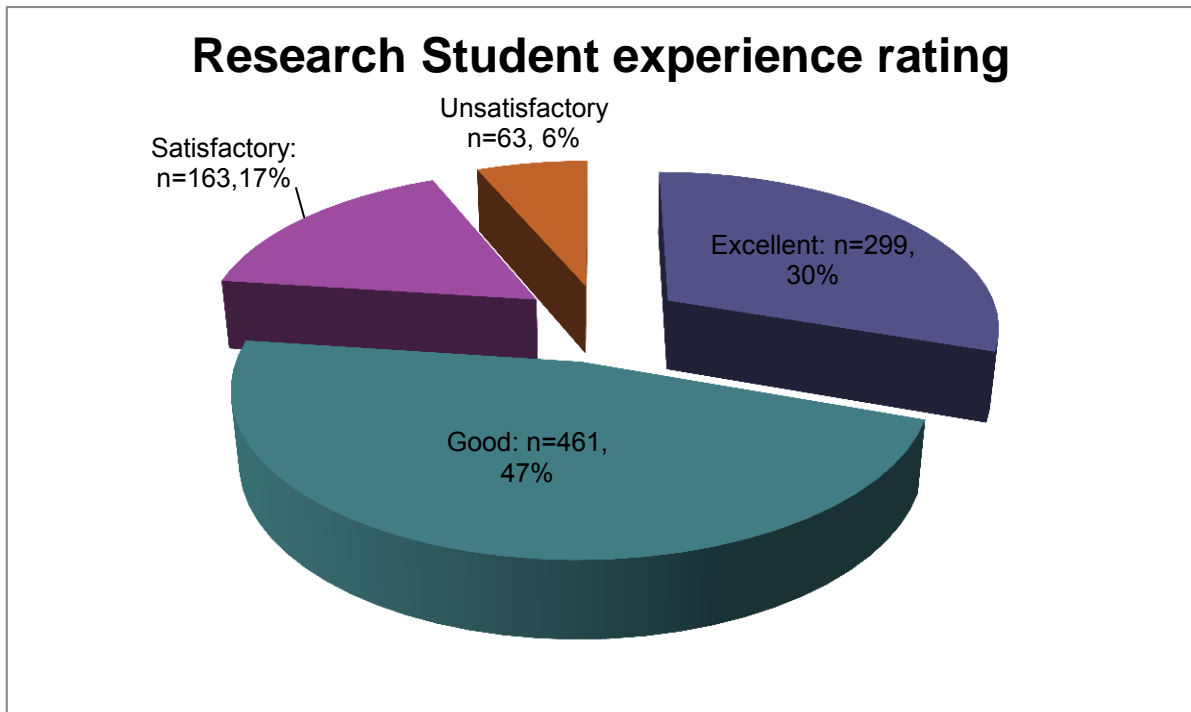
When considering the overall research environment at UCL the majority of the surveyed students feel that it is excellent (32%) or good (45%). Only 6% feel that it is an unsatisfactory experience.



13% of students would rate their supervision as satisfactory. 45% would rate their experience with supervision as excellent and 34% feel it has been good (see also the sub-section regarding supervision above).

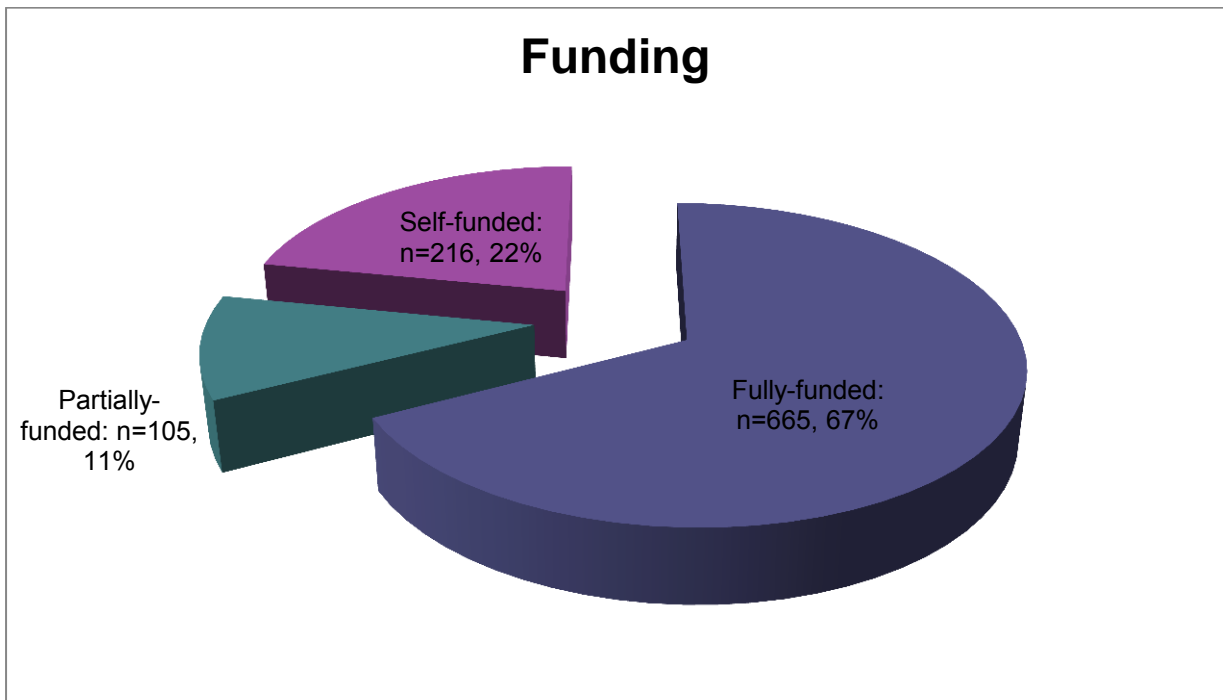
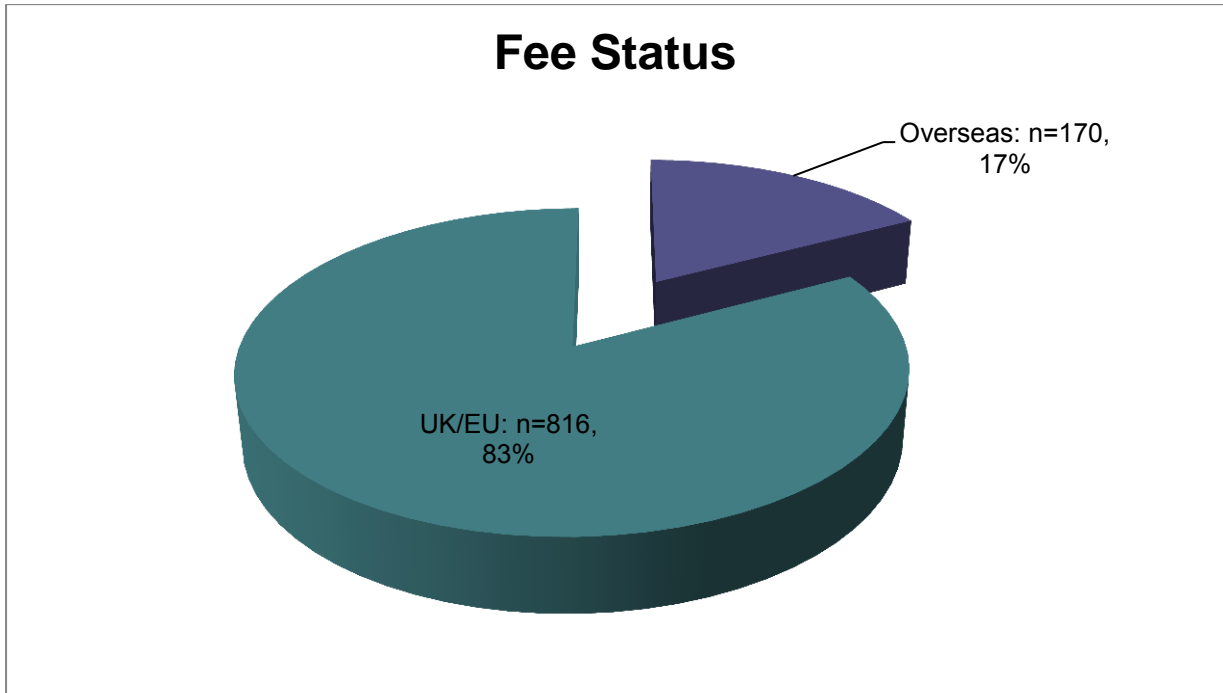


When asked to consider their overall experiences as a research student, the highest proportion of respondents report that it has been good (47%). Approximately one-third (30%) rate their overall experience as excellent. Only 6% feel that it has been unsatisfactory.

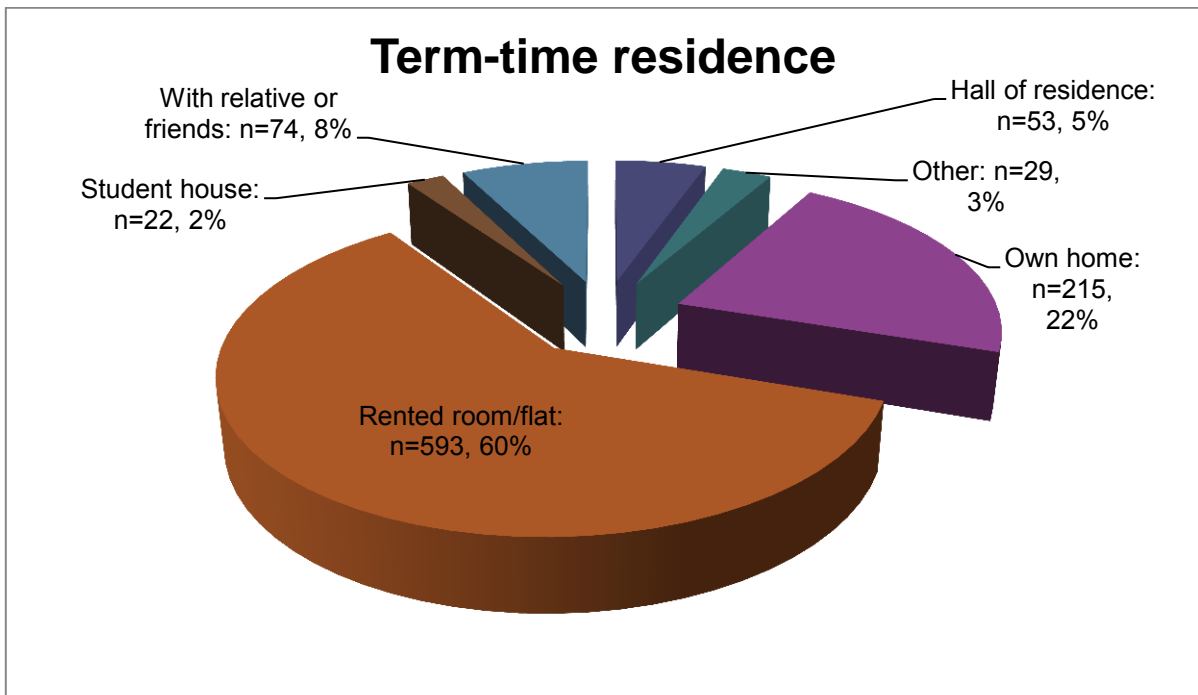


F. FINANCES

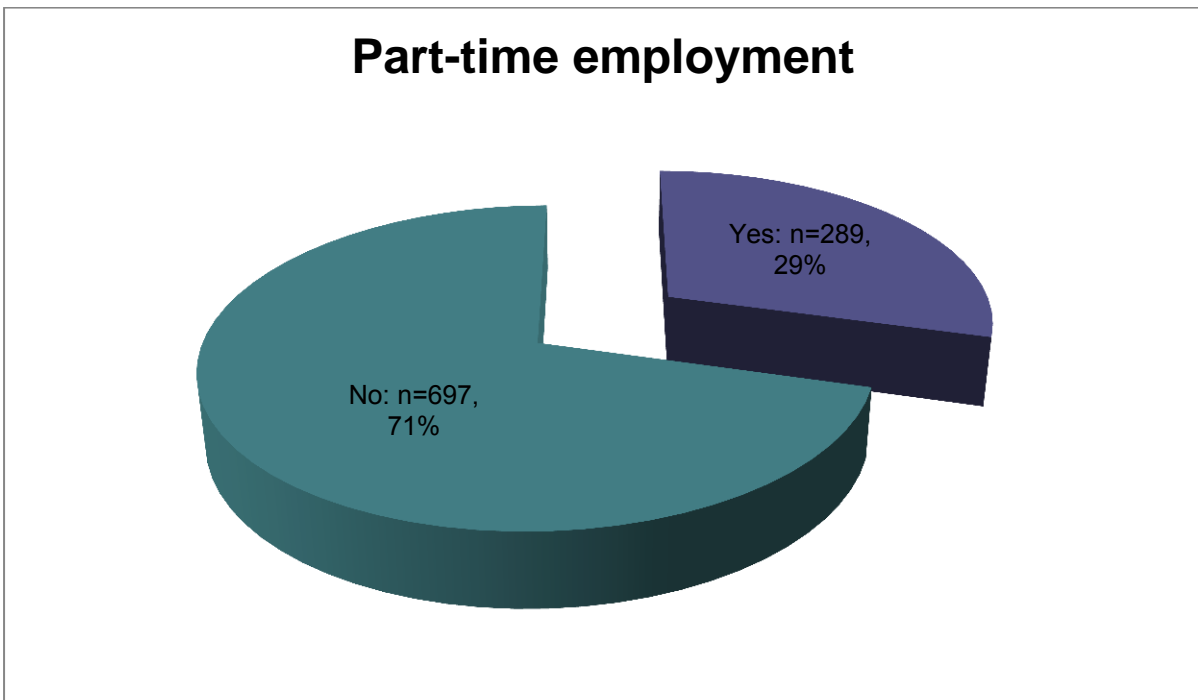
83% of the survey population are registered UK or EU students, while 17% are overseas students. The majority of students receive funding for their programmes, with 37% reporting that they are fully-funded and 11% partially-funded. 22% of the students are entirely self-funded.



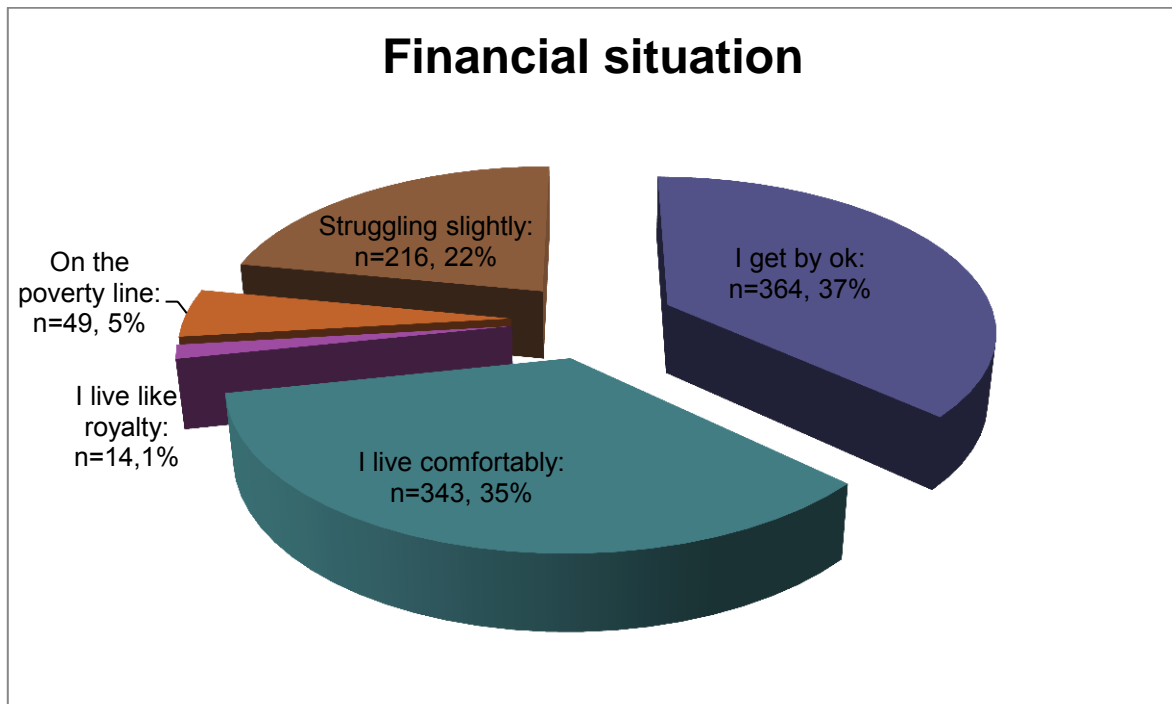
The majority of students live in a rented room or flat (60%) and nearly one-quarter live in their own homes (22%). Smaller numbers live in student houses (2%), halls of residence (5%) or with friends or relatives (8%).



Just under one-third (29%) of the surveyed students have undertaken part-time jobs during the course of their research degree.



The majority of respondents report a positive financial situation, with 35% living comfortably, 37% “getting by ok” and a very small 1% living like royalty! 22% feel that they are struggling slightly and 5% are living on the poverty line.

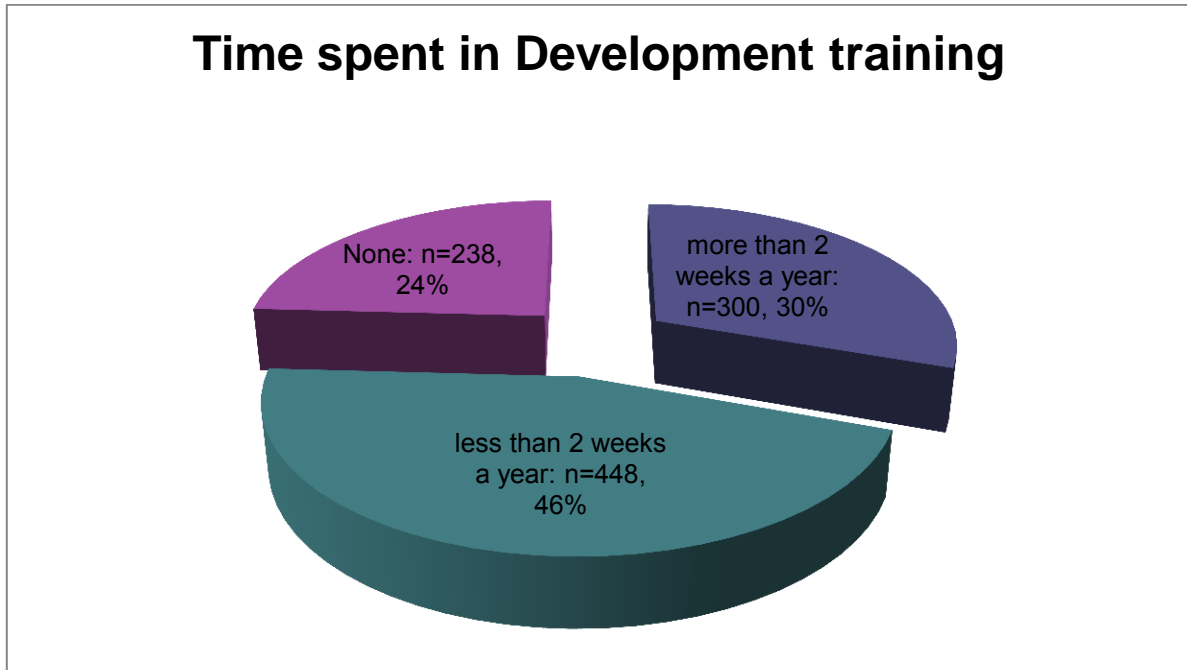


The following table summarises the financial problems that are faced by UCL’s research students. Note that respondents could select all options that applied. Although almost half of students report that they are not suffering any financial difficulties, approximately 33% are experiencing problems with the cost of living and paying rent. Around 15% have difficulties paying their fees and 20% in meeting the cost of travelling. Supporting dependents affects 5.6% of the students while other unspecified problems concern around 4% of respondents.

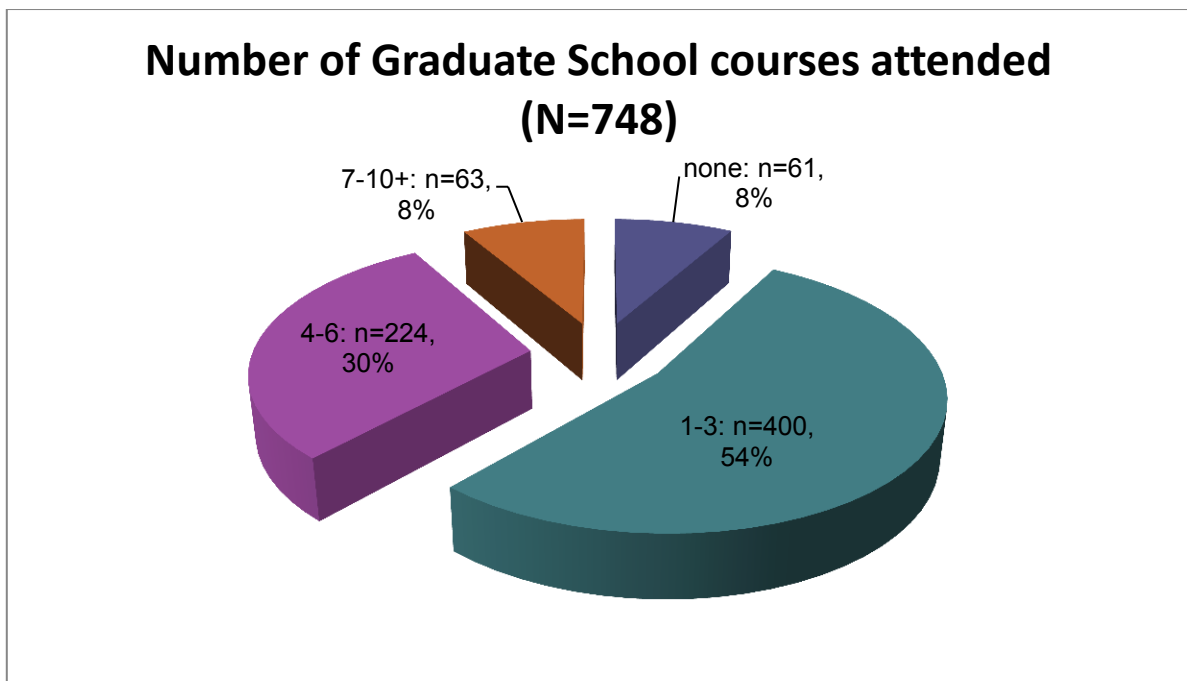
	N	% of 986
n/a	454	46
Cost of living	332	33.7
Rent	326	33.1
Travel costs	198	20.1
Fees	149	15.1
Dependents	55	5.6
Other	43	4.4

G. SKILLS DEVELOPMENT

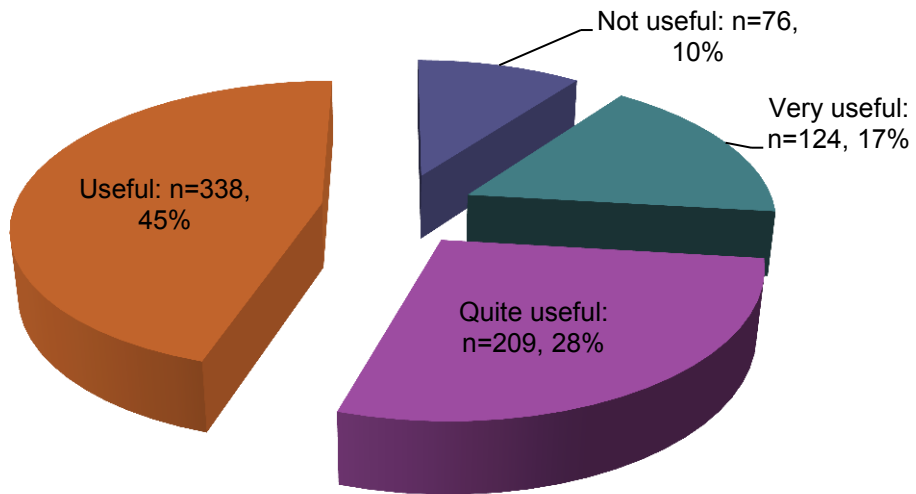
Around a quarter (24%) of the respondents have not spent any time engaged in skills development training. 46% have spent up to two weeks a year and 30% have spent more than two weeks a year participating in such training.



A total of 70% of students have attended at least one skills development training course offered by the UCL Graduate School. Of the 748 students who responded to this question, 45% felt that they were either very or quite useful and 45% found them useful.

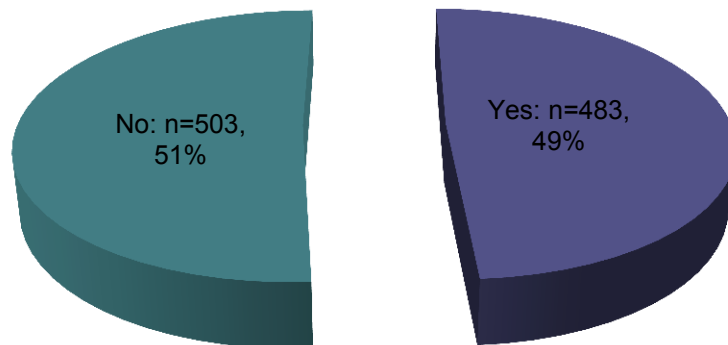


Usefulness of courses (N=748)



49% of students reported that their supervisors have encouraged them to attend the skills development courses offered by the Graduate School.

Engouraged by supervisors to attend Skills development courses



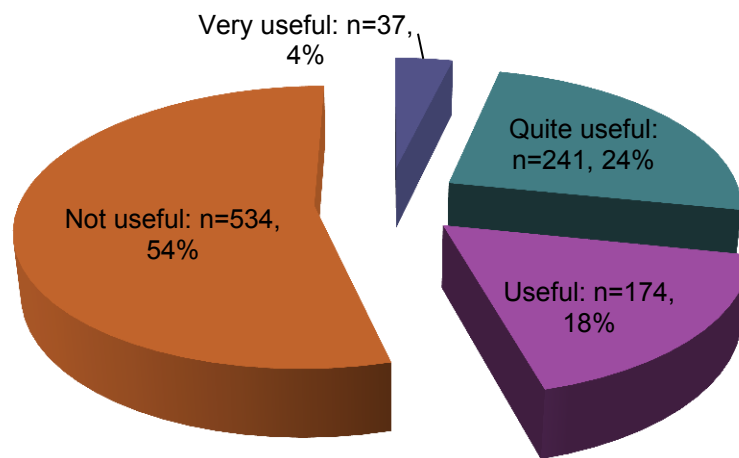
When asked whether there are any specific skills courses which respondents would like to see made available, students responded by saying they would like to attend the following types of session:

- More specialised statistics/programming courses
- Research methodology courses
- Teaching courses
- Organisational skills courses
- Funding/scholarship application courses
- Free languages courses
- More in depth presenting skills workshops
- Teamwork, conflict management, leadership courses
- End Note Training
- Academic writing courses
- Avoiding procrastination
- Networking with research community
- Publishing workshops
- Speed reading courses
- Writing and grammar for native English speakers
- Interpersonal and communication skills courses
- Management skills and web design

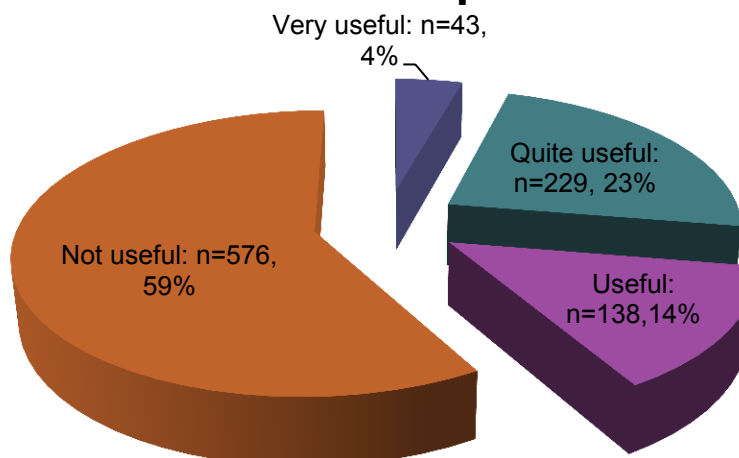
H. RESEARCH STUDENT LOG

Similar proportions of students report that they do not find the Research Student Log useful in making one aware of progress (54%) or in planning and tracking skills development training (59%). Only 4% find the Logs very useful for both. More than a third of respondents report that they are useful (18%) or quite useful (24%) in tracking progress. Similarly, they also report that they are useful (14%) or quite useful (23%) in planning and tracking skills development.

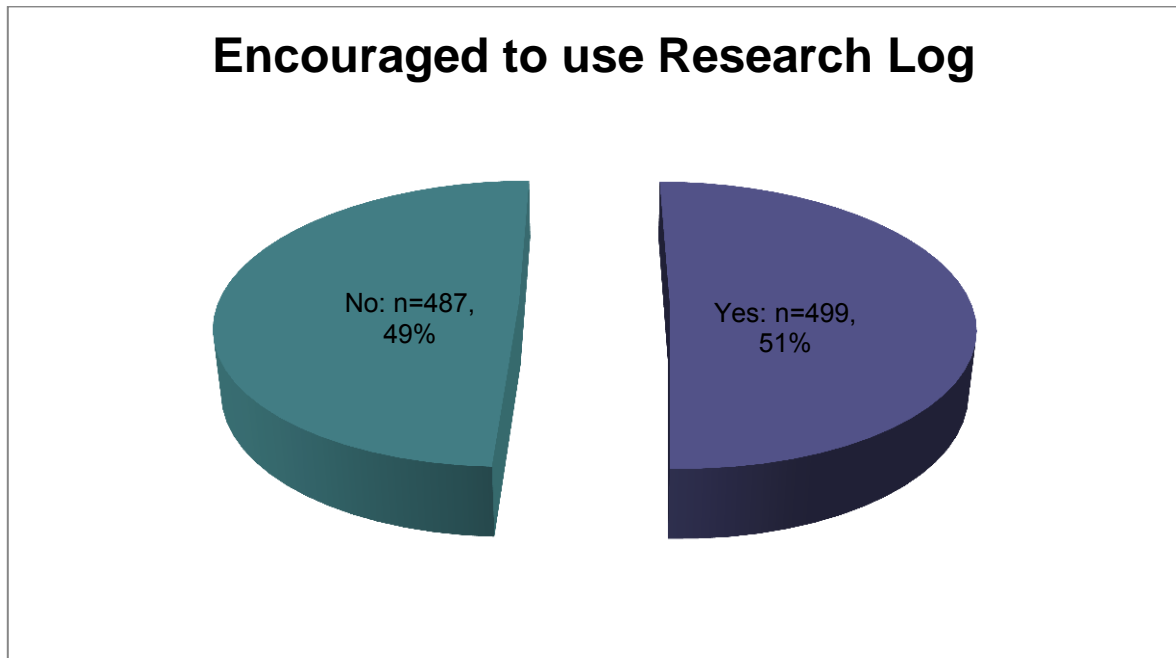
Research Log - helps with awareness of progress?



Research Log - helps with planning of skills development

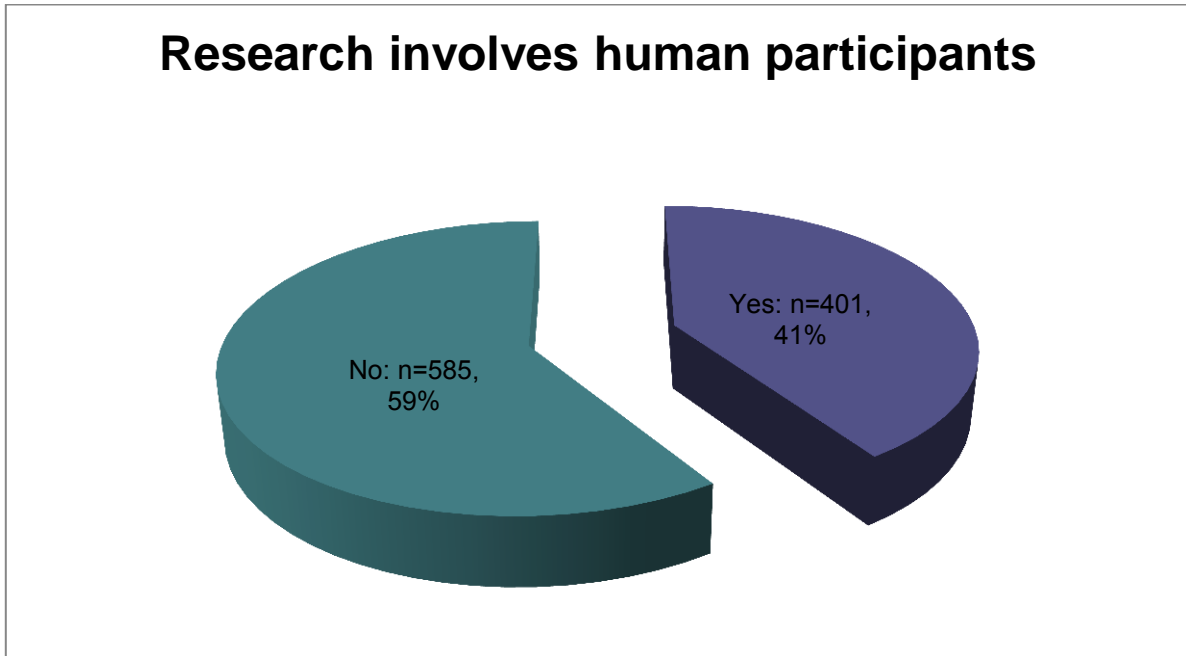


Just under half of the students surveyed indicate that they are not encouraged by their supervisors to use the Log.

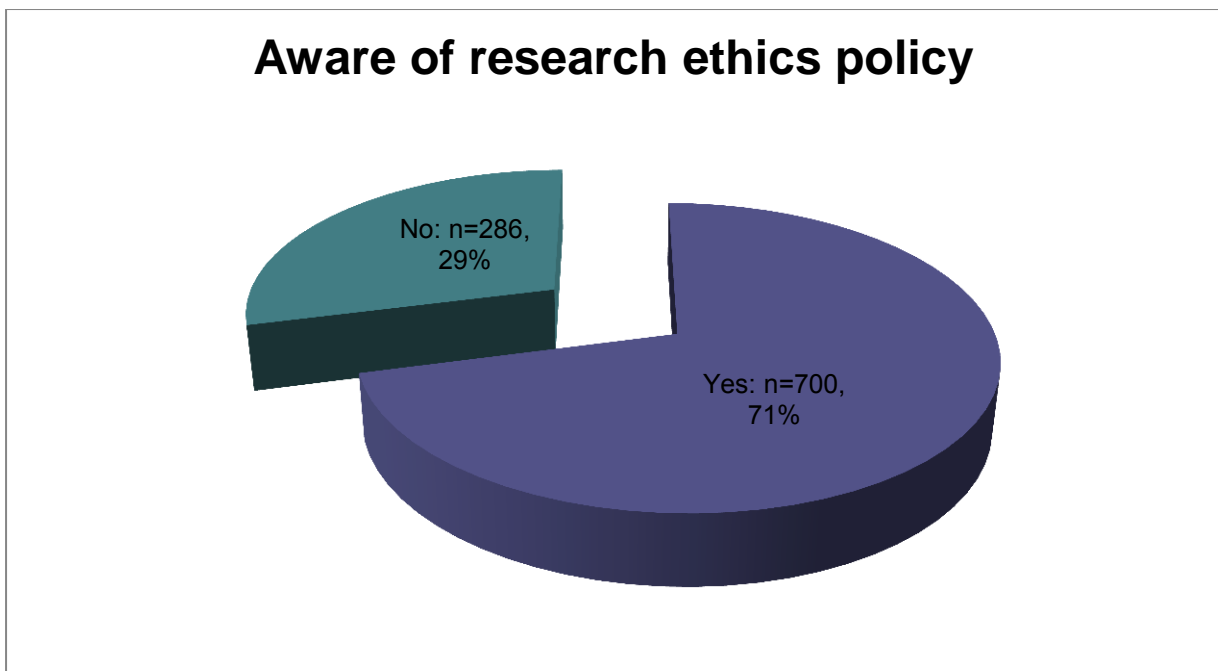


I. ETHICS

59% of UCL's research students involve human participants in their research projects.

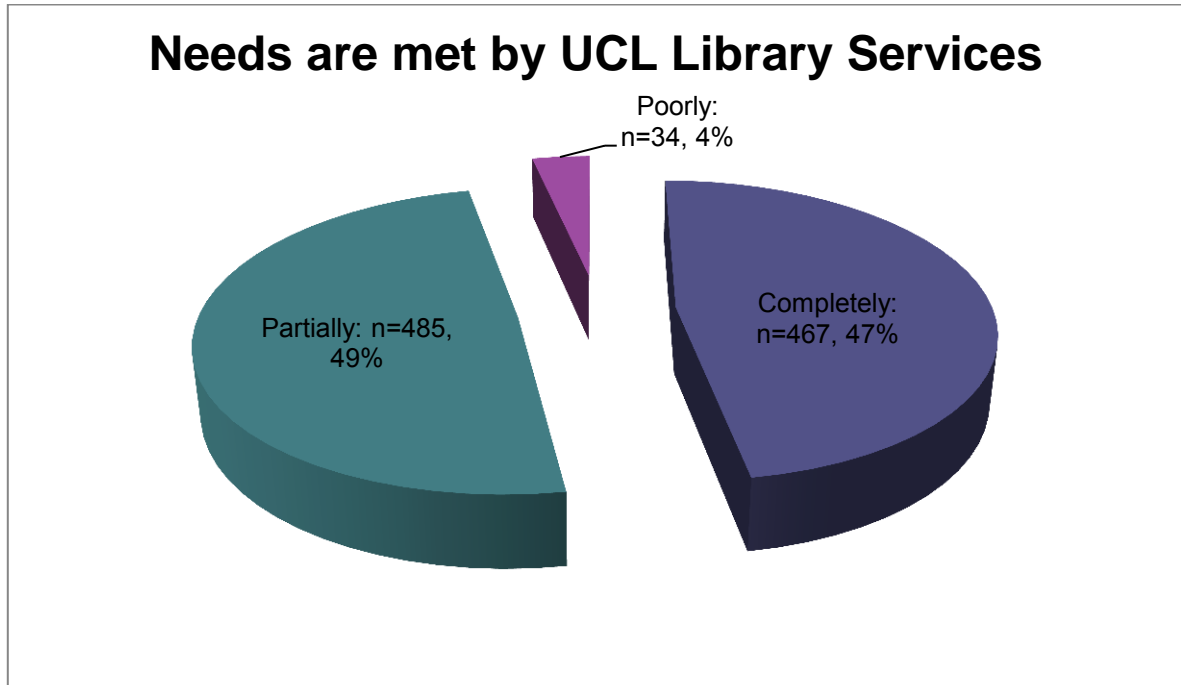


71% of the surveyed students report that they are aware of UCL's policy on Research Ethics.

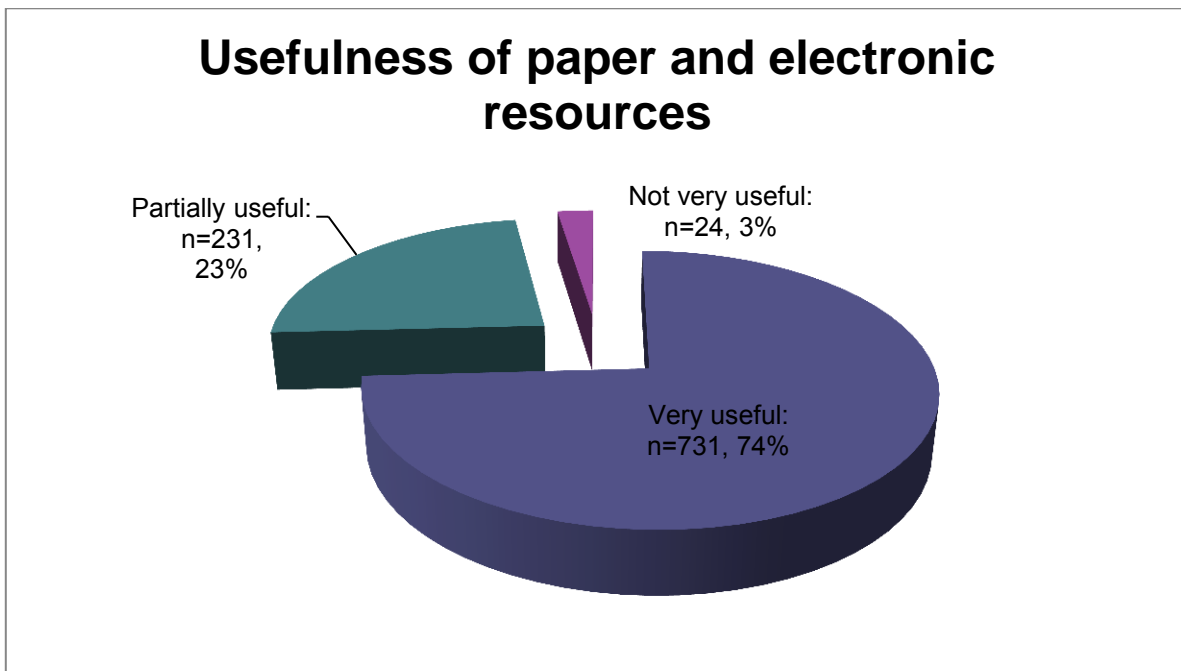


J. LIBRARY

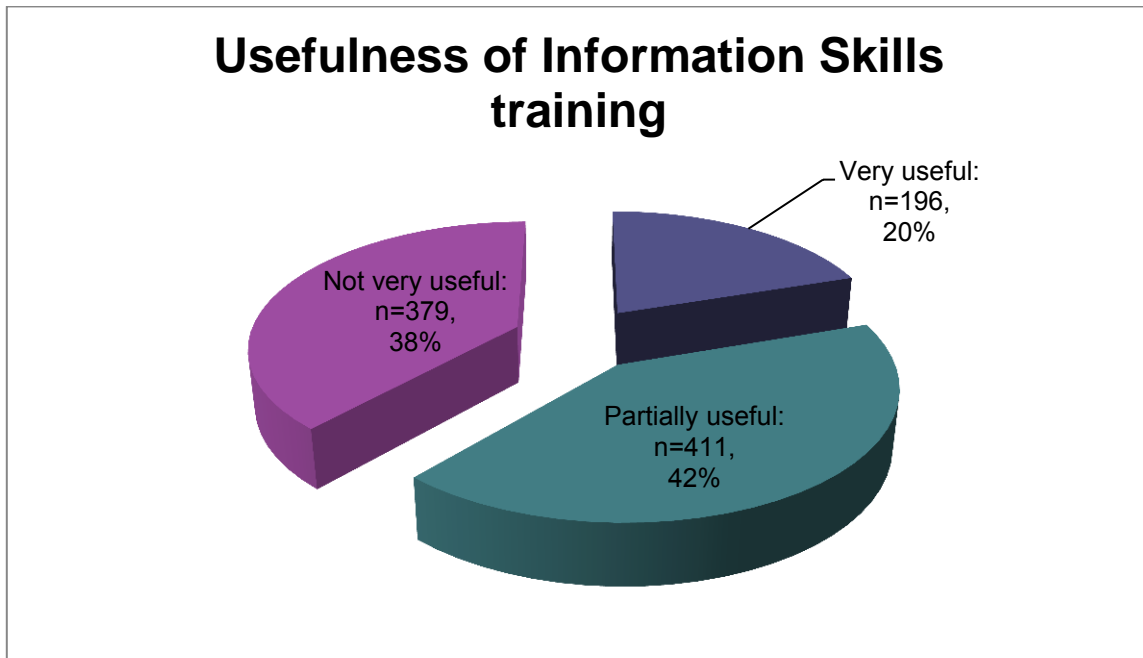
Almost all respondents feel that the UCL Library Services meets their research needs completely (47%) or partially (49%).



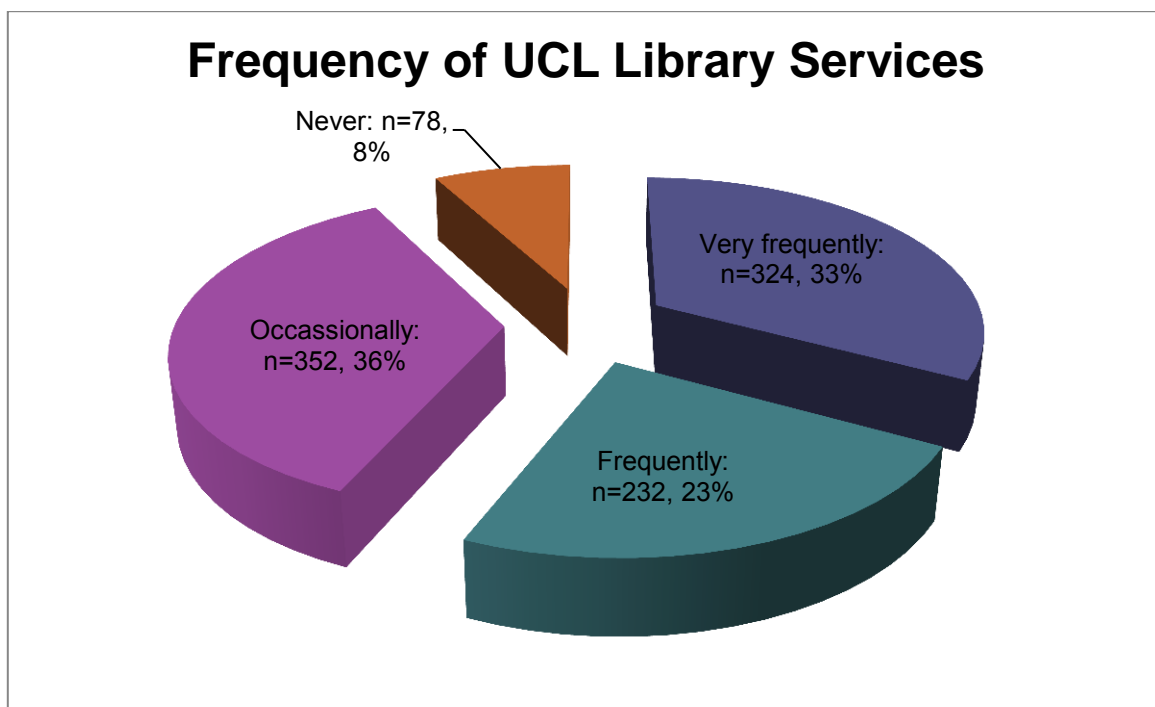
Most students also report that the paper and electronic resources are very useful (74%) and partially useful (23%).



38% of students find the Information Skills training offered by UCL Services not to be very useful, although 62% found the training at least partially useful

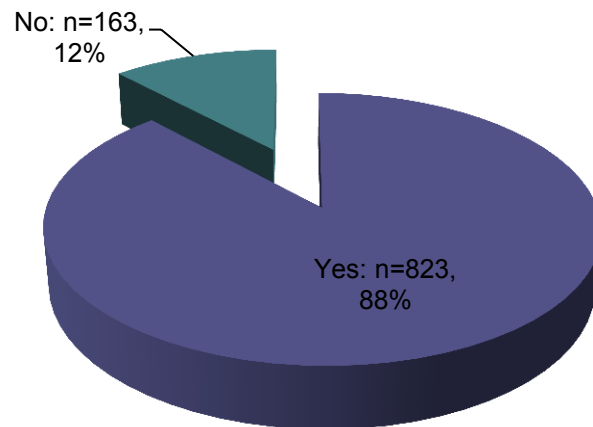


56% of research students utilise UCL Library Services resources very frequently (33%) and frequently (23%). Only 8% never make use of them.

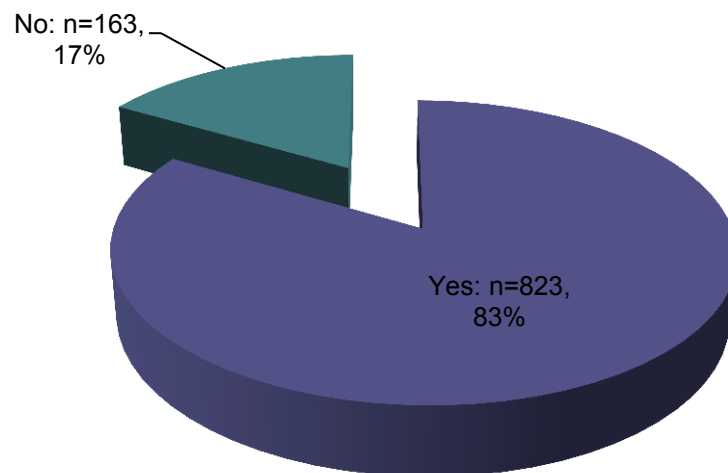


88% of students find term-time and pre-exam extended library opening hours convenient. However, the number of students that find the library's vacation opening hours convenient is lower at 83%.

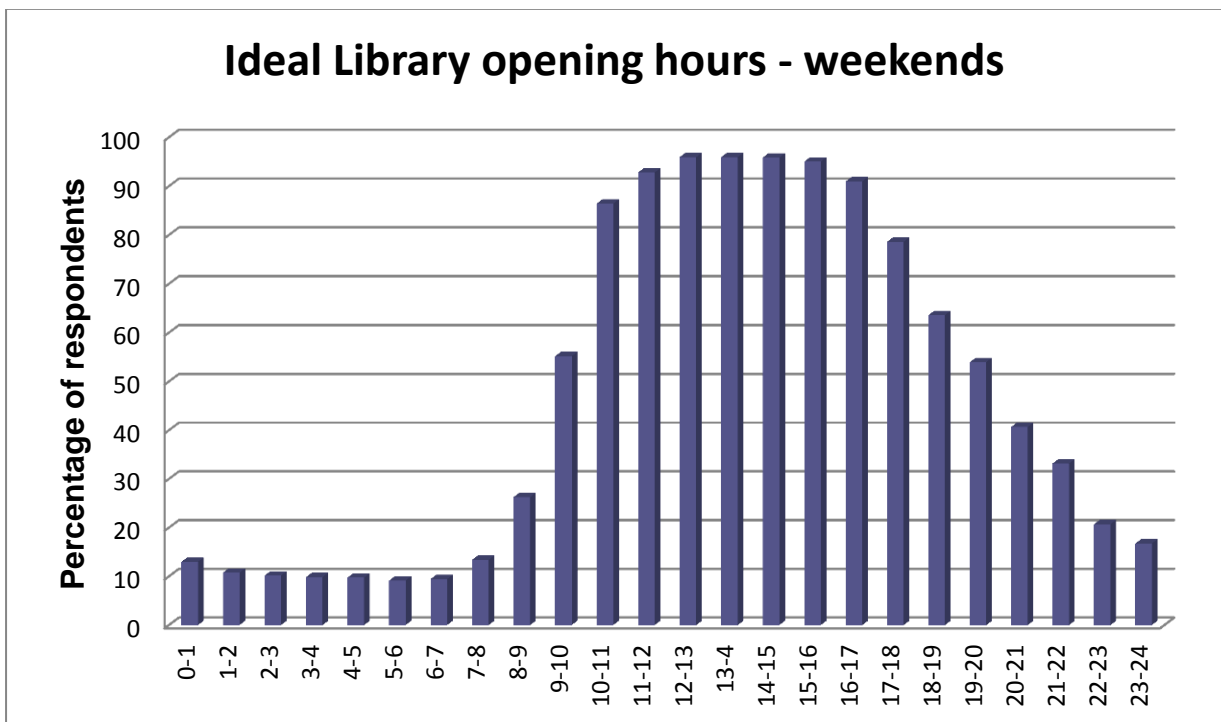
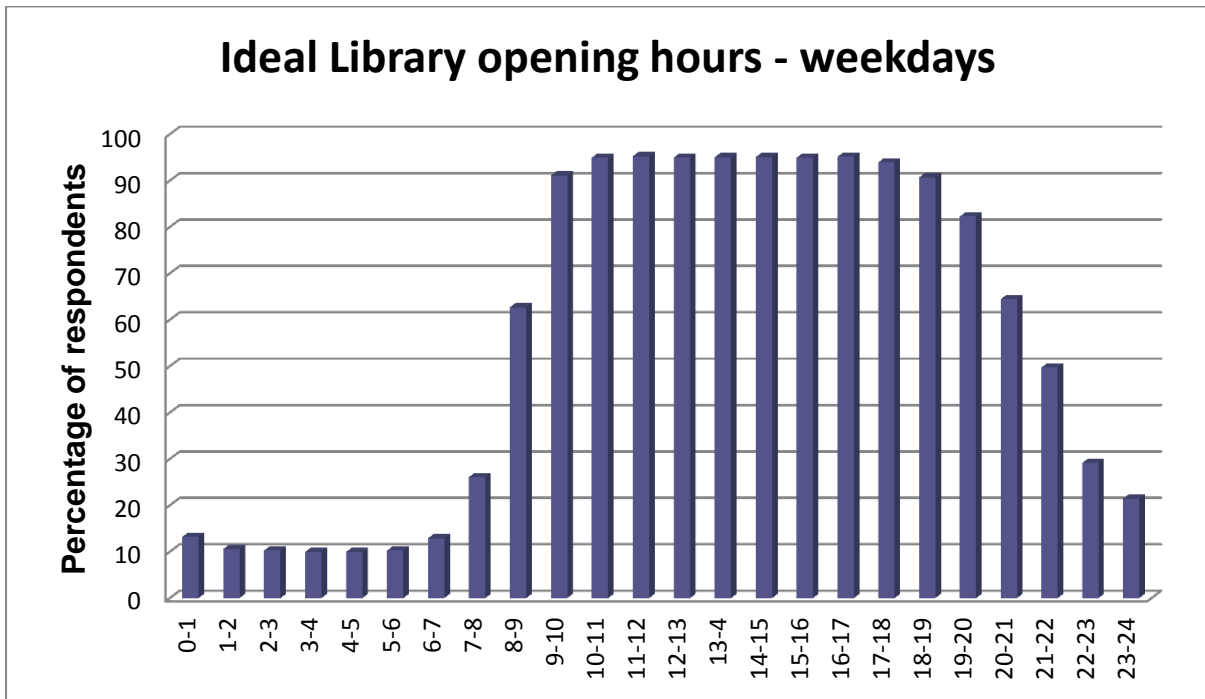
Convenience of extended library opening hours



Convenience of summer vacation library opening hours

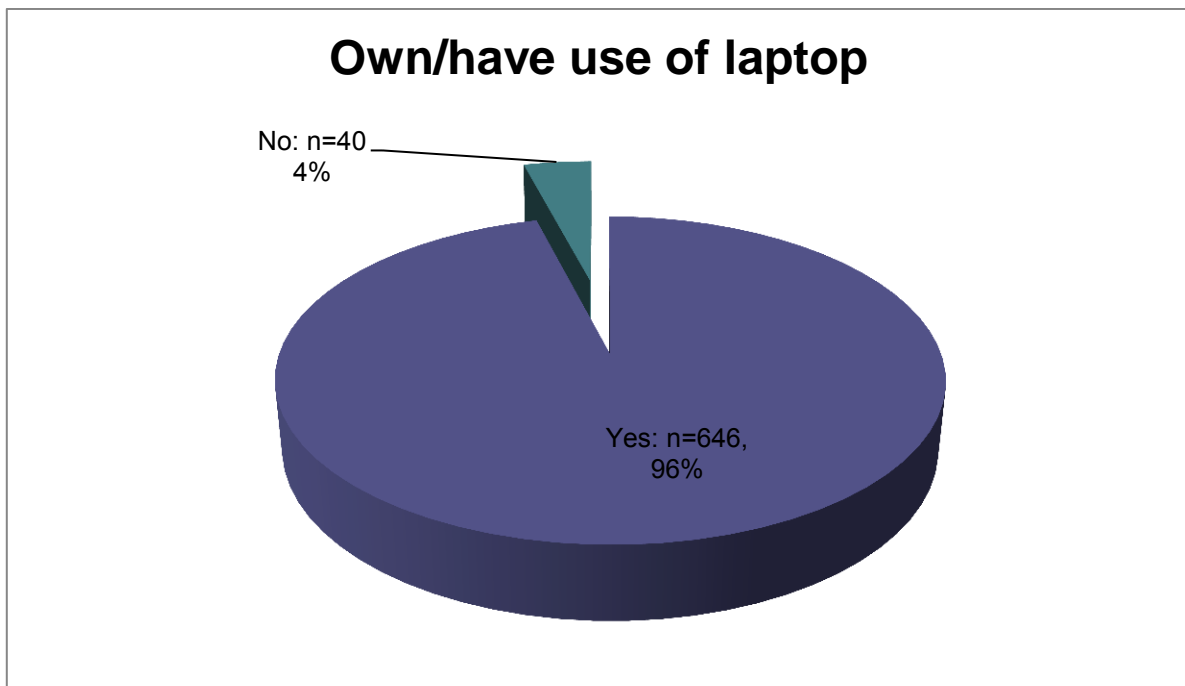
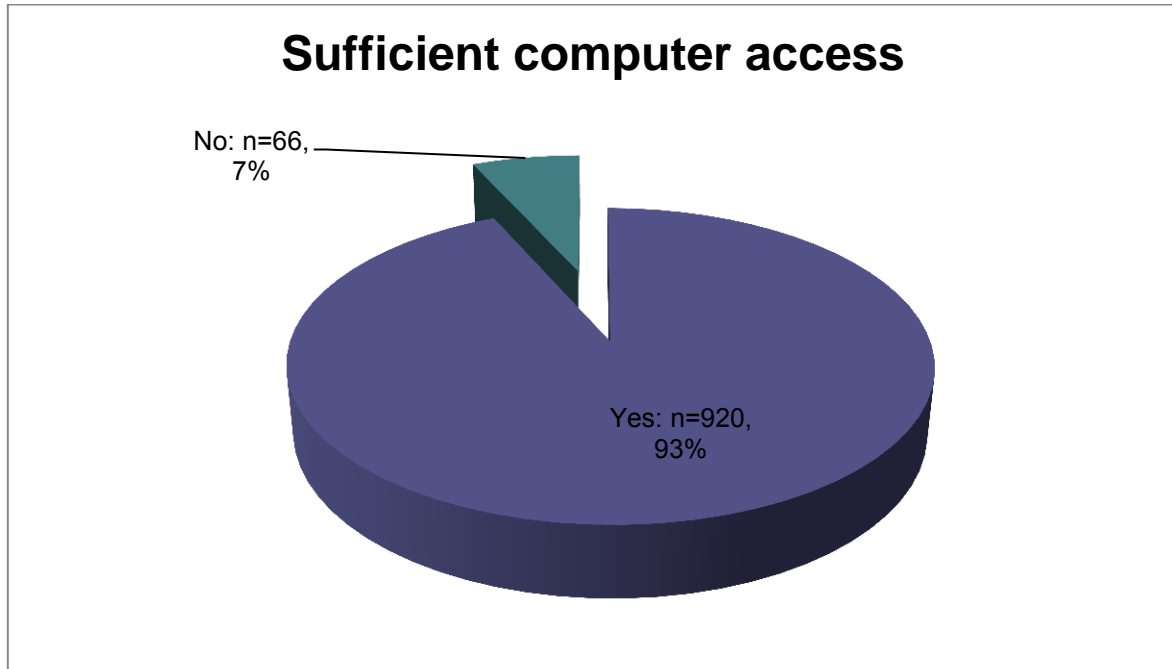


The following two charts summarise the hours during which research students wish to see the library opened on both weekdays and weekends. Nearly all (in excess of 80%) students would like the library to open between 09:00 and 20:00 during the week and between 10:00 and 17:00 on the weekend. For every hour of the day *at least 9%* of the respondents would like to see the library open (i.e. 24-hour access).



K. COMPUTING

Of the students who answered the questions, 93% report that they have sufficient computer access for their studies. 96% own or have the use of a laptop.



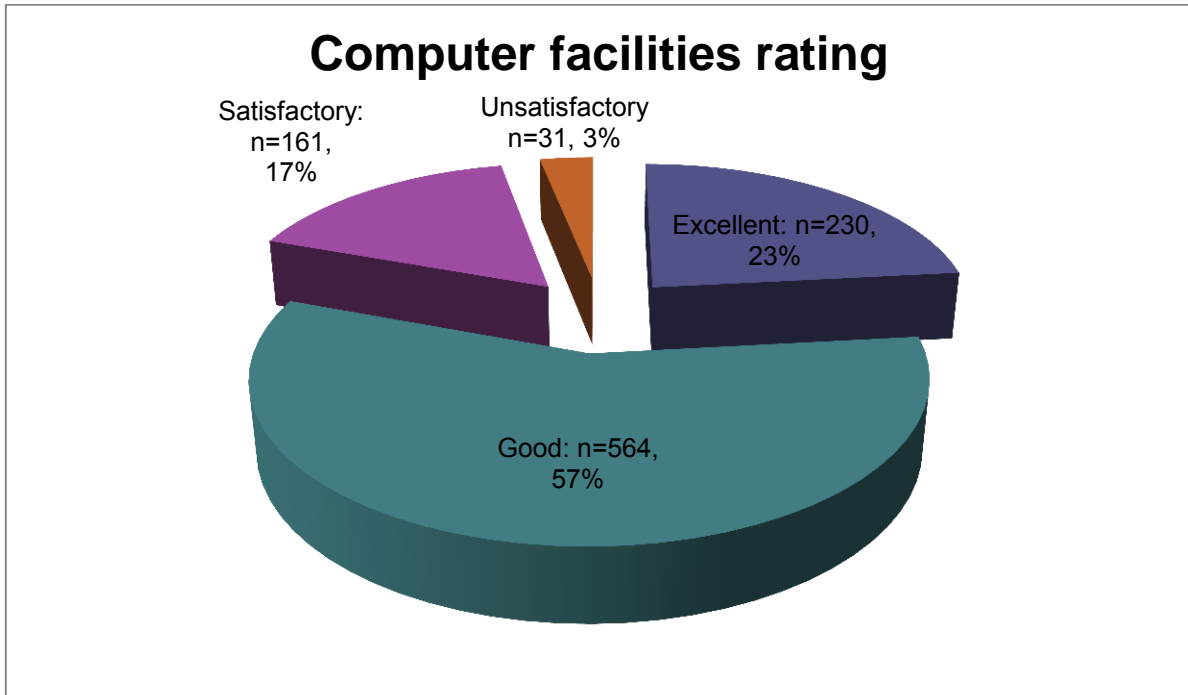
The following table summarises the computing facilities available to the surveyed students at home during term-time. Note that respondents could select all that applied. Nearly all students have access to a computer and the internet, however only approximately half (52.4%) have access to a printer.

	N	% of 986
Computer	971	98.5
Printer	517	52.4
Internet	930	94.3

The following table summarises the various computing facilities used by the students. Note that respondents could select all that applied. By far the most popular facility is a UCL email account (95.7%).

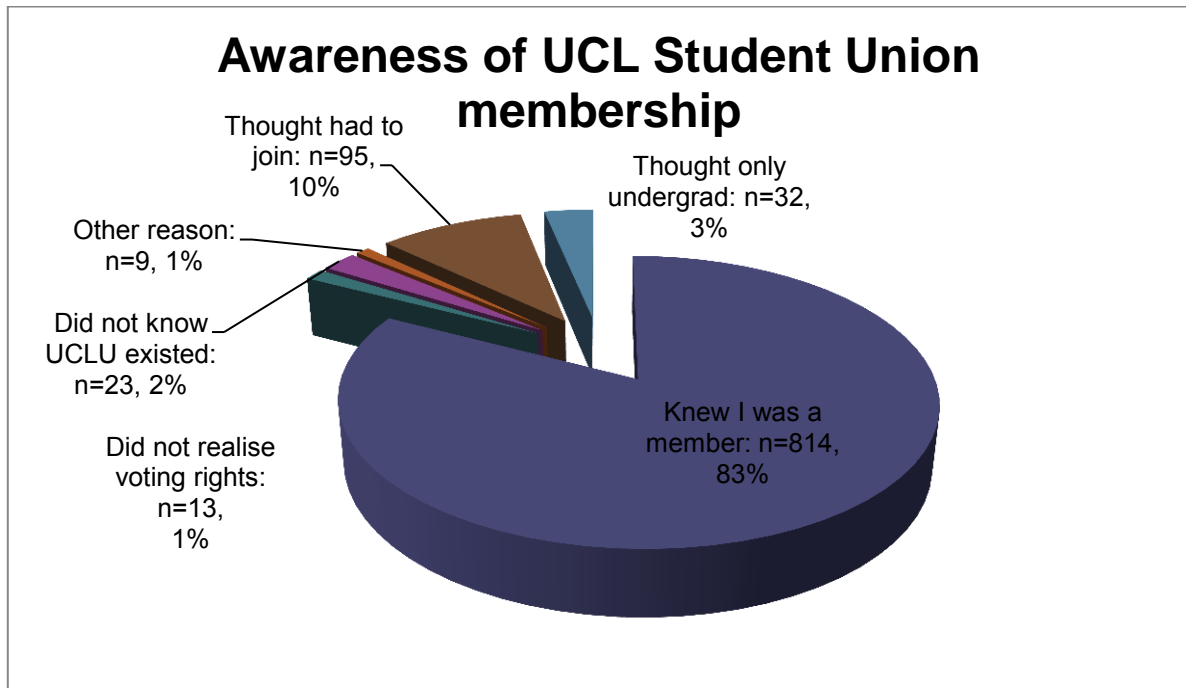
	N	% of 986
UCL email account	944	95.7
RoamNet network connection	624	63.3
Departmental computers	584	59.2
IS IT Training	523	53
IS Helpdesk	506	51.3
Cluster printers	493	50
Cluster computers	485	49.2
Remote cluster (WTS) student service	394	40
Graduate cluster computers	217	22
Hall of residence network connection	63	6.9

Overall, a total of 23% of the respondents rate the computing facilities as excellent. Over half of students (57%) report that they are good and 17% rate them as satisfactory. Only 3% feel they are unsatisfactory.

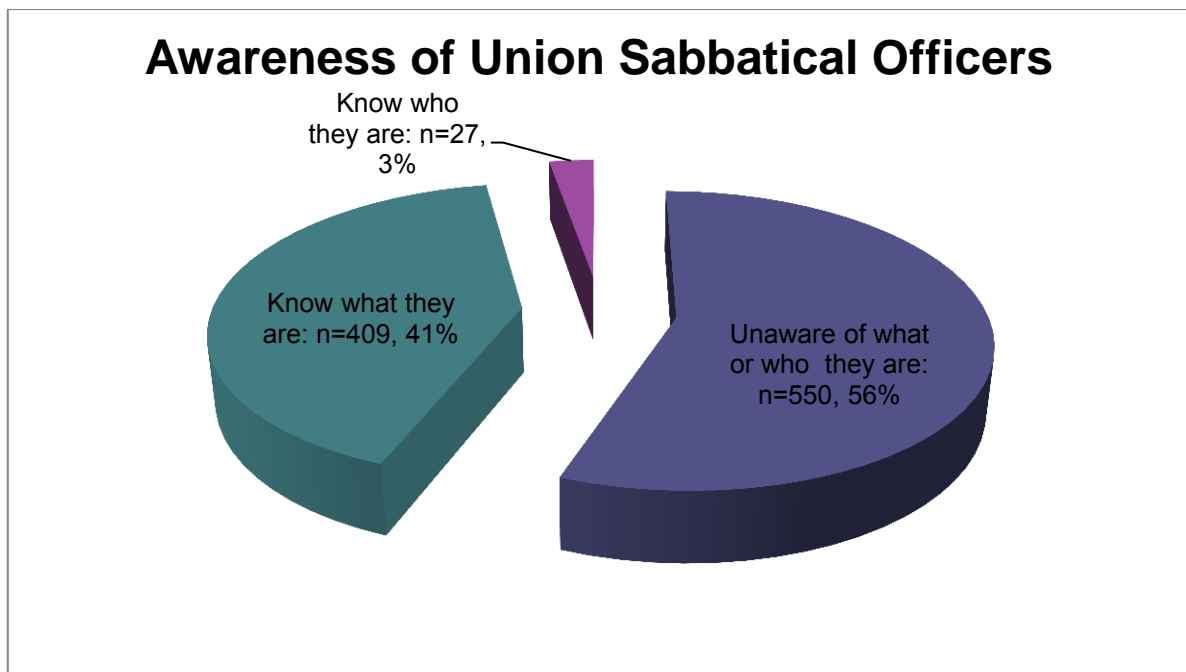


L. STUDENT UNION

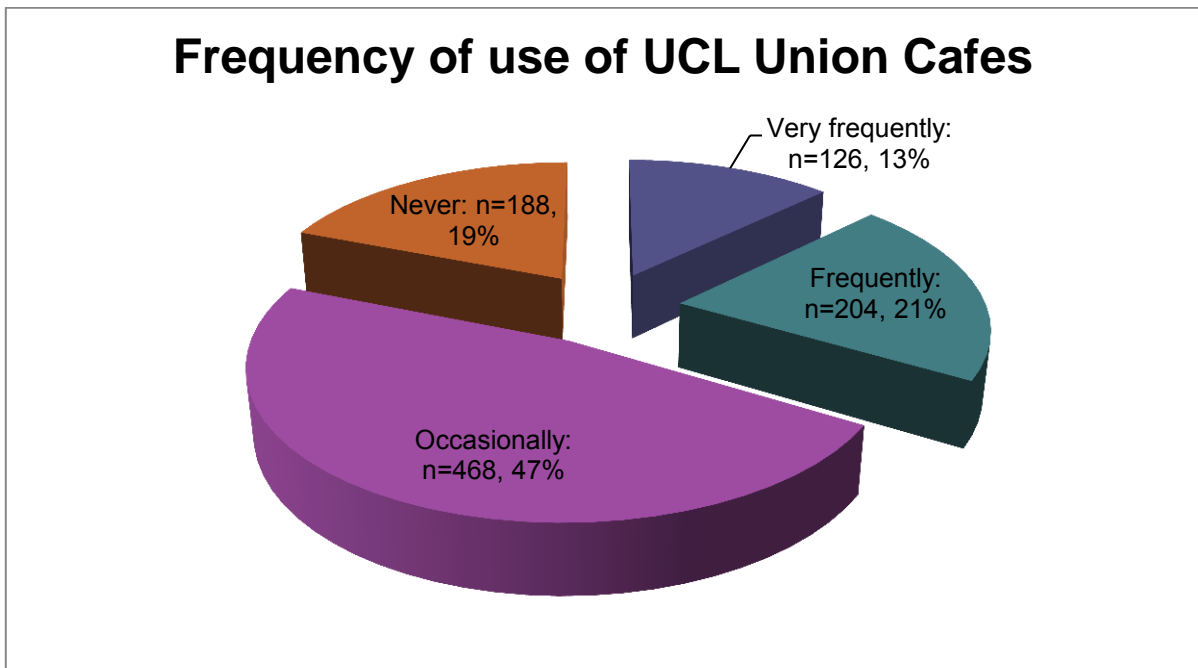
83% of research students are aware that they are automatically a member of UCL Student Union. 10% thought they had to join and a few students thought that UCL Student Union was only for undergraduates (3%), did not know that it existed (2%) or were unaware that they had voting rights (2%). 1% of students gave other reasons, which included that they hadn't taken time to check or had not looked into it.



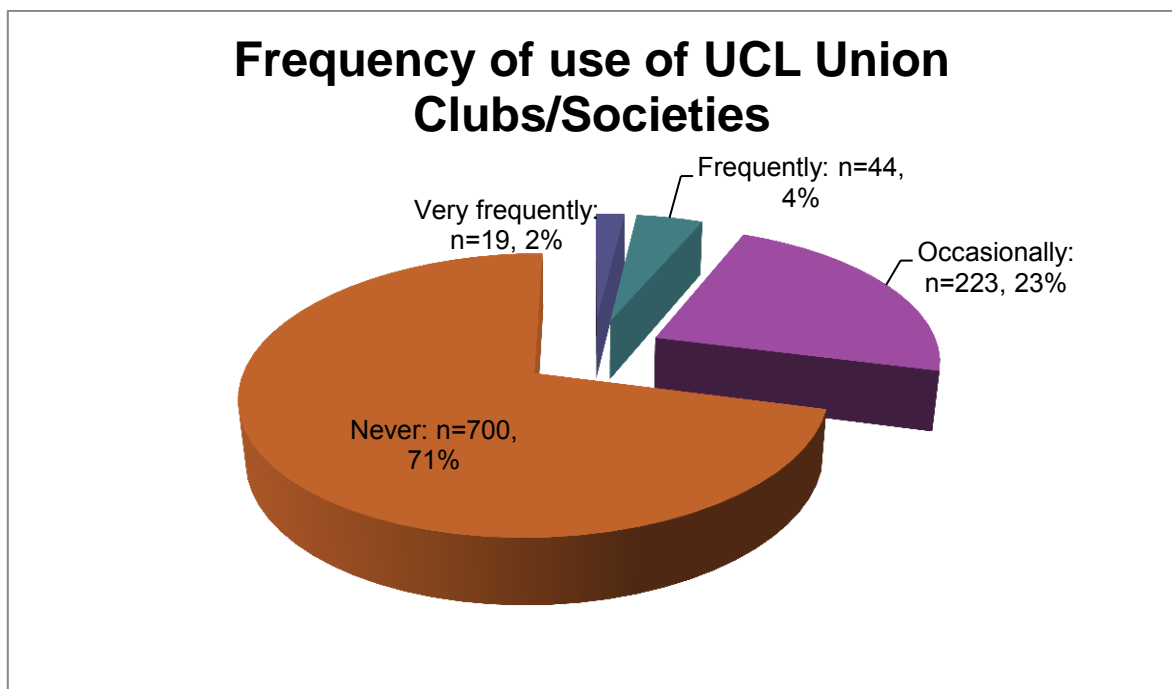
Less than 50% of the students surveyed know what Union Sabbatical Officers (41%) are or who the current Union Sabbatical Officers are (3%).



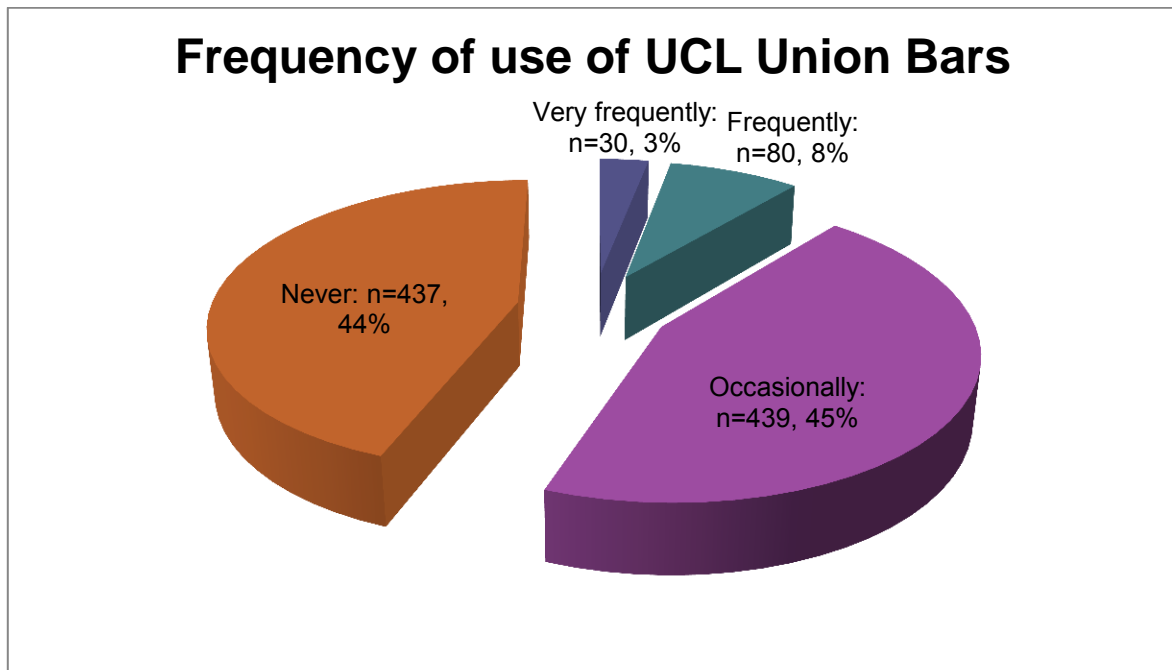
Around a third of students use UCL Union cafes frequently (21%) or very frequently (13%). 47% of students use them occasionally and 19% of students report that they never use UCL Union cafes.



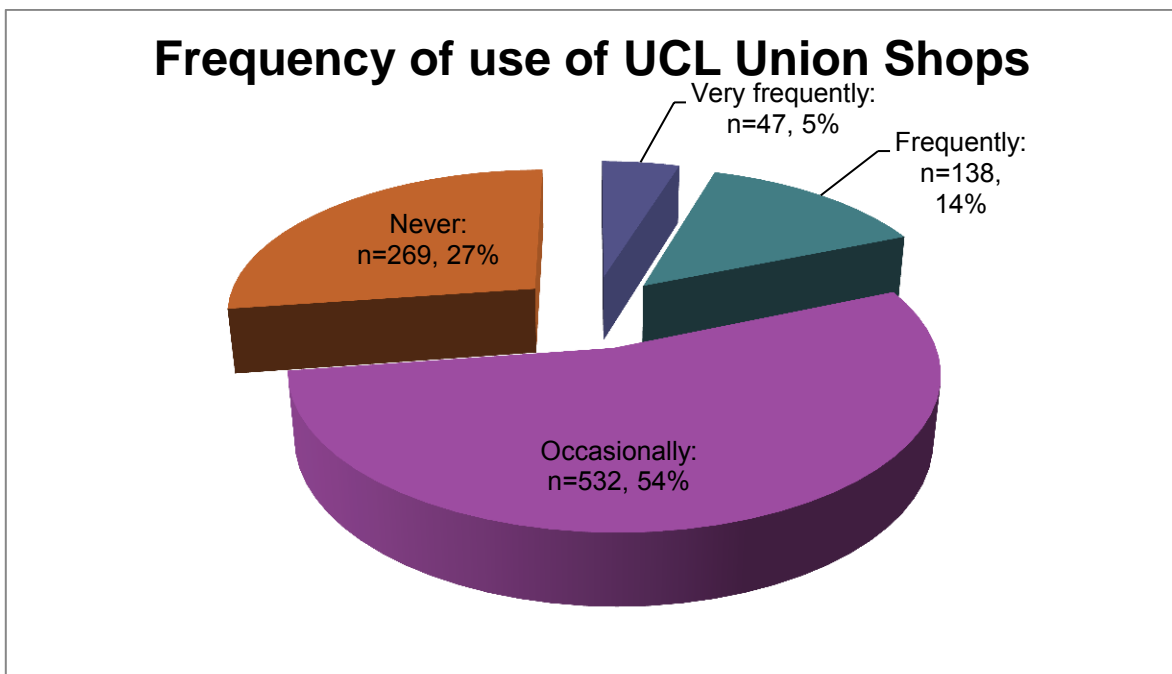
Only a few students use UCL Union clubs/societies frequently (4%) or very frequently (2%). 23% of students use them occasionally and 71% of students report that they never use UCL Union clubs/societies.



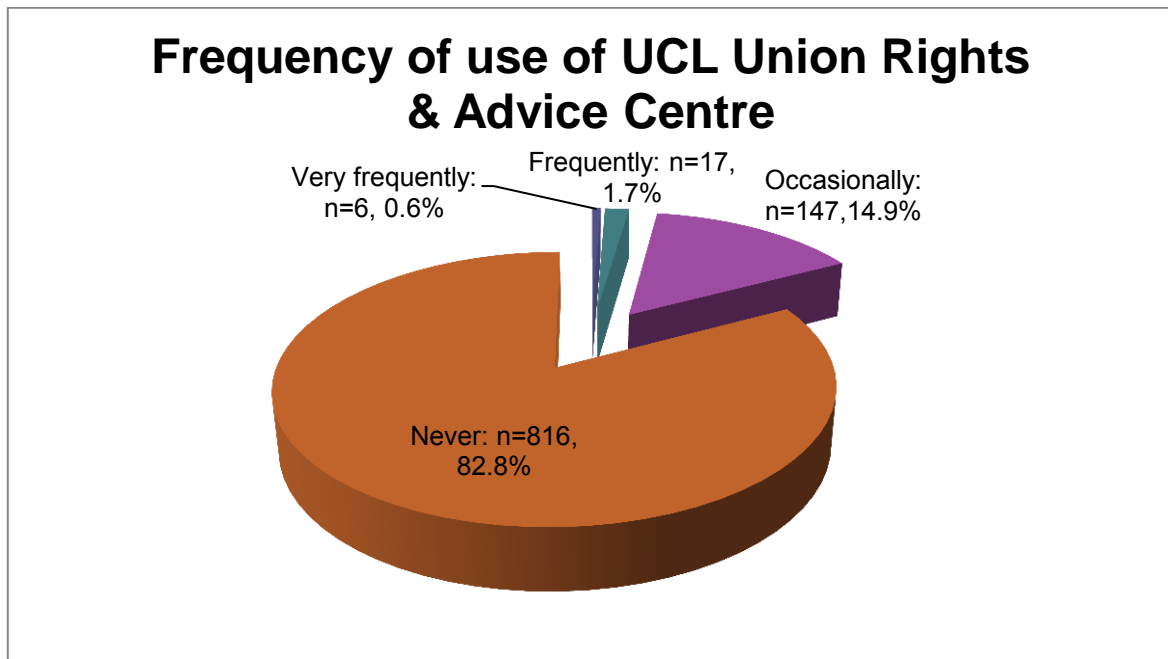
Around a tenth of students use UCL Union bars frequently (8%) or very frequently (3%). 45% of students use them occasionally and 44% of students report that they never use UCL Union bars.



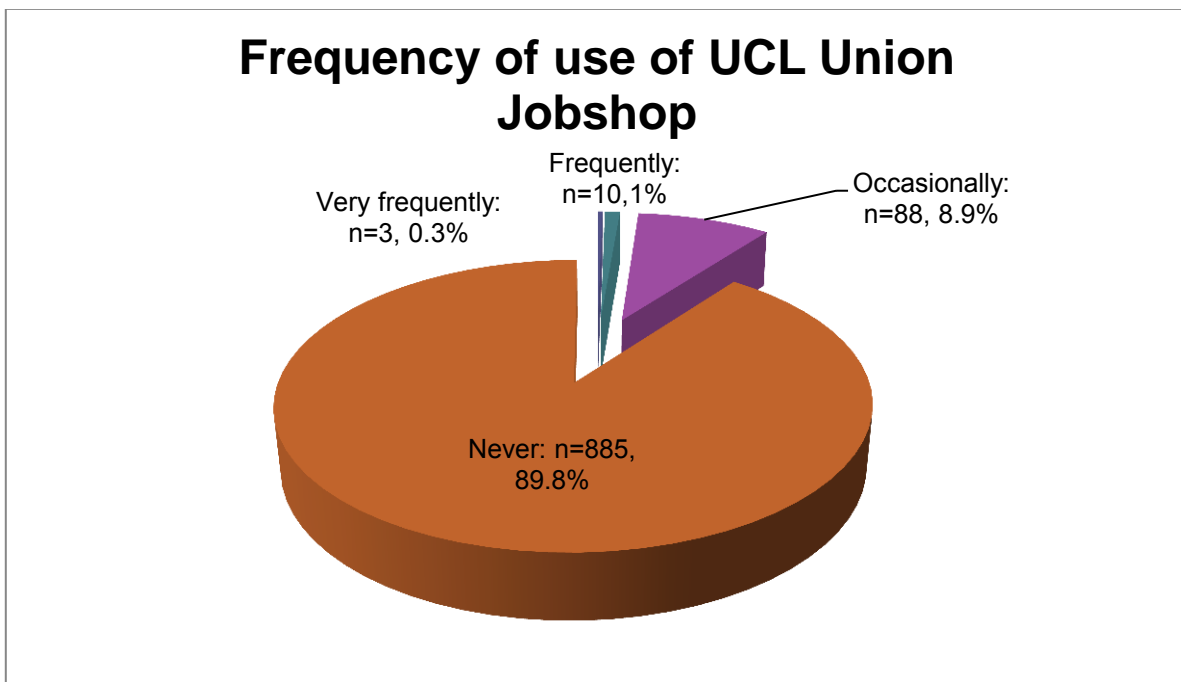
Around a fifth of students use UCL Union shops frequently (14%) or very frequently (5%). 54% of students use them occasionally and 27% of students report that they never use UCL Union shops.



Very few students use the UCL Union Rights and Advice Centre frequently (1.7%) or very frequently (0.6%). 15% of students use it occasionally and 83% of students report that they never use the UCL Union Rights and Advice Centre.

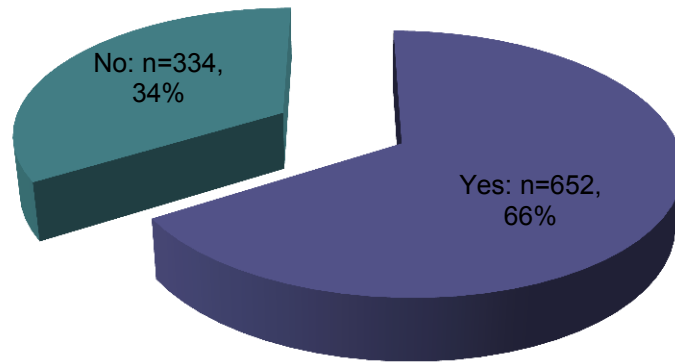


Very few students use the UCL Union Jobshop frequently (1%) or very frequently (0.3%). 9% of students use it occasionally and 90% of students report that they never use the UCL Union Jobshop.

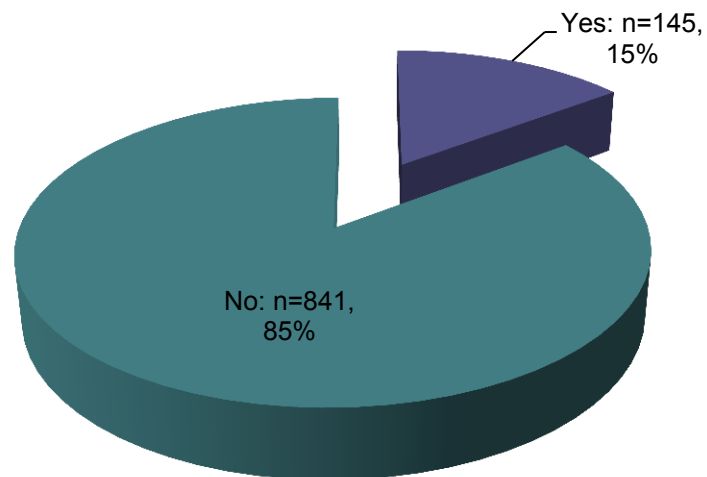


66% of research students are aware of the Postgraduate Association (PGA) and 15% have attended at least one PGA event.

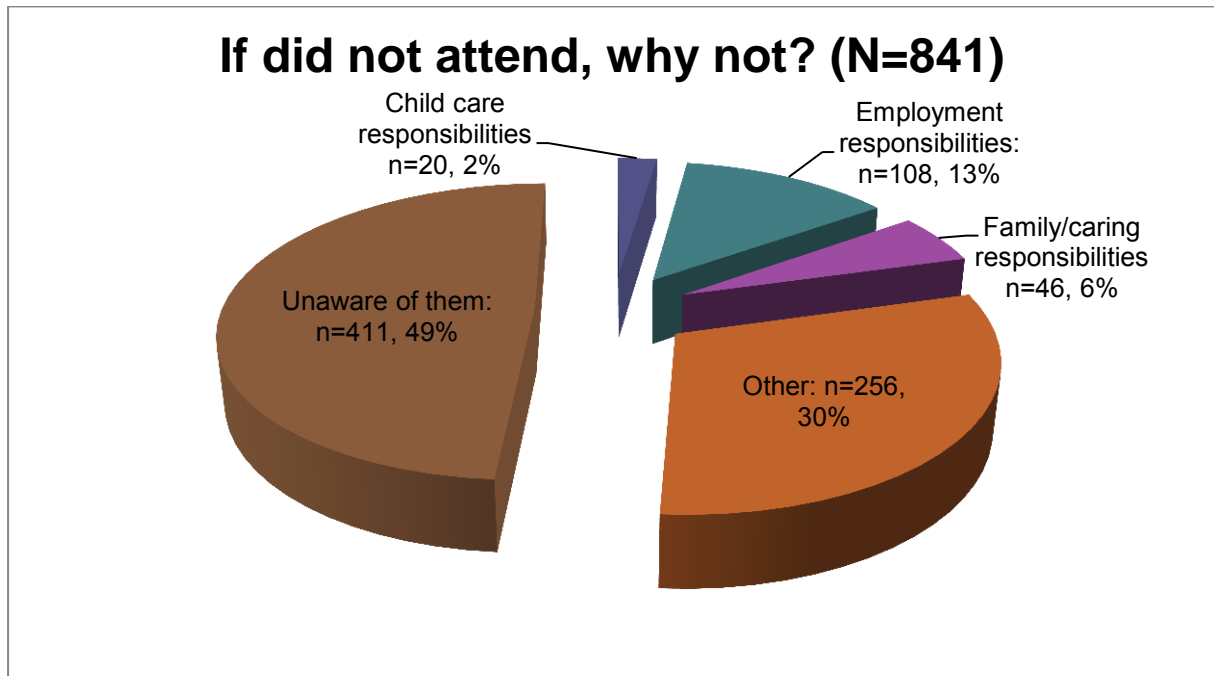
Awareness of Postgraduate Association at UCL Union



Attendance of PGA events

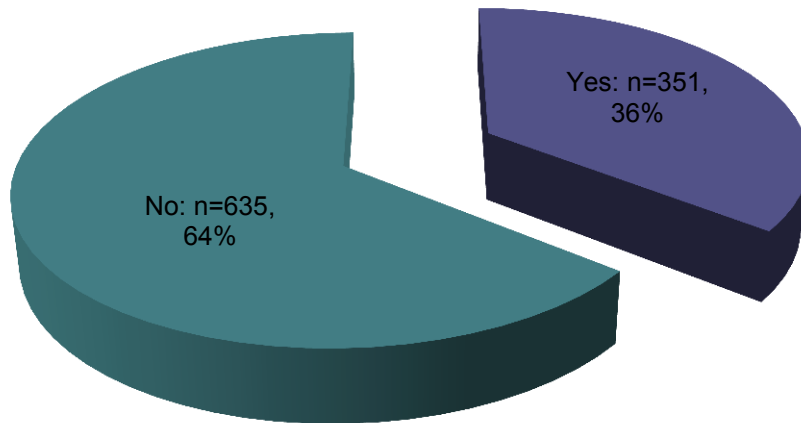


For those who did not attend any PGA events, the main reason for not attending was that students were unaware of them. For students who selected 'Other' reasons for not attending, reasons given were that they were too busy doing research or working, did not attend due to time constraints or did not feel that they were relevant to them.

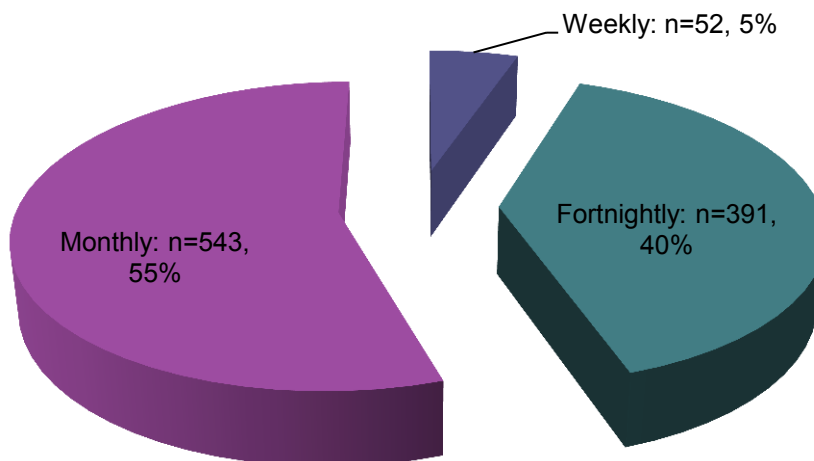


36% of students read the PGA fortnightly bulletin. The majority of students (55%) would like to see it published on a monthly basis, and 40% of students are happy with the current fortnightly publication frequency.

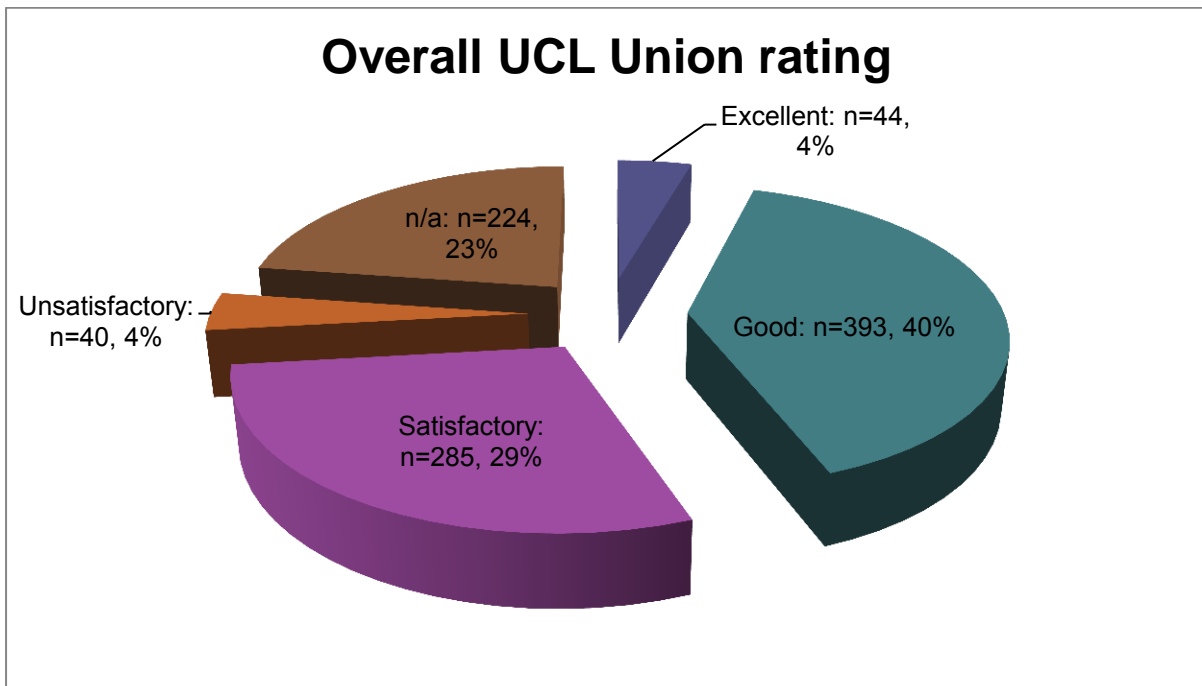
Reads PGA fortnightly bulletin



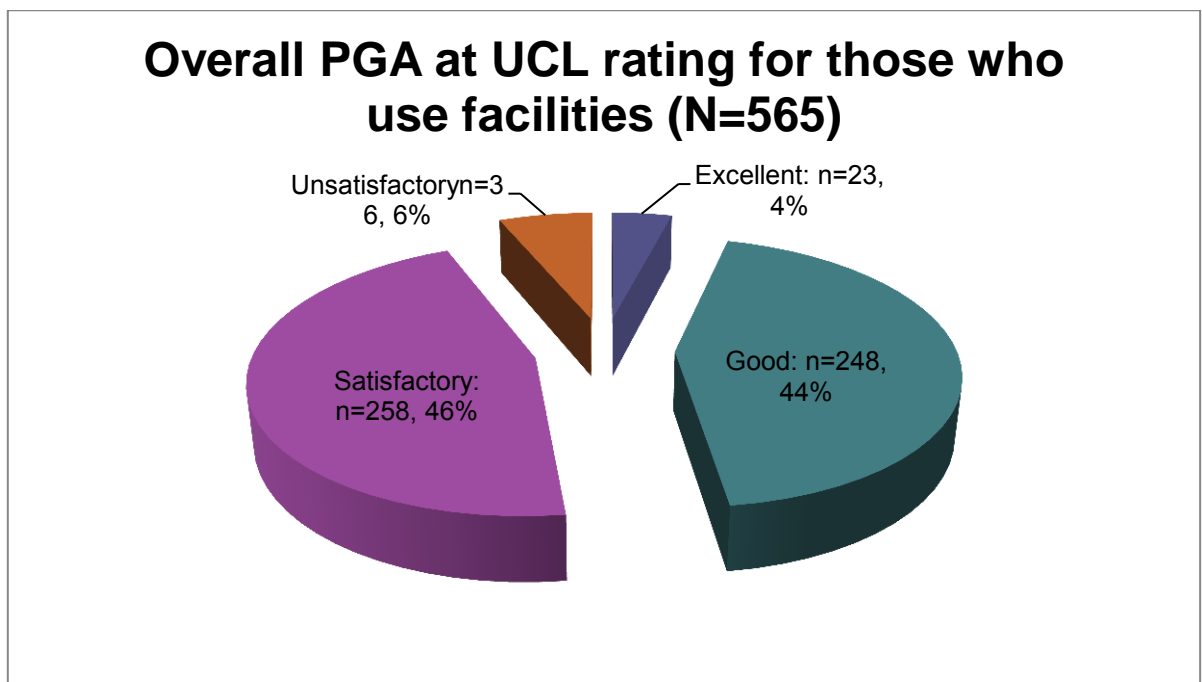
Preferred frequency of PGA bulletin



Just over two-thirds of research students would rate the UCL Student Union as either good (40%) or satisfactory (29%). However, only 4% rate it as excellent, while 4% feel it is unsatisfactory.

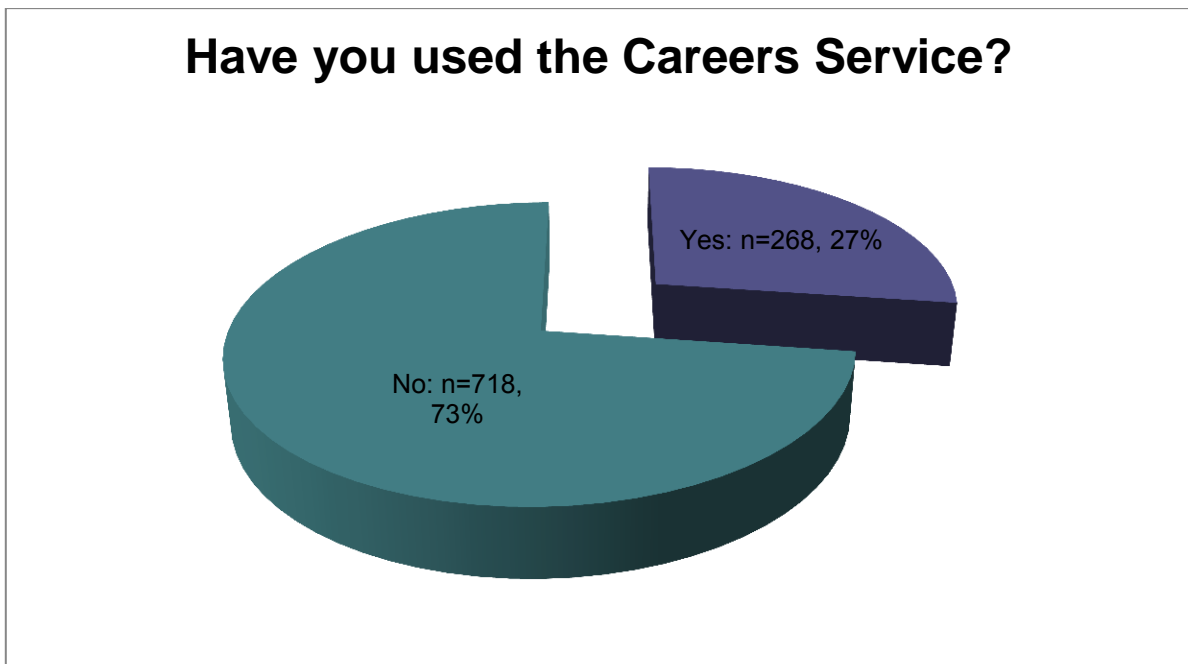


Considering only those research students who use the Postgraduate Association at UCL facilities and answered this question, the overall rating of the PGA at UCL was reported as either good (44%) or satisfactory (46%) by a combined total of 90% of respondents. 6% rate it as excellent and 4% as unsatisfactory.

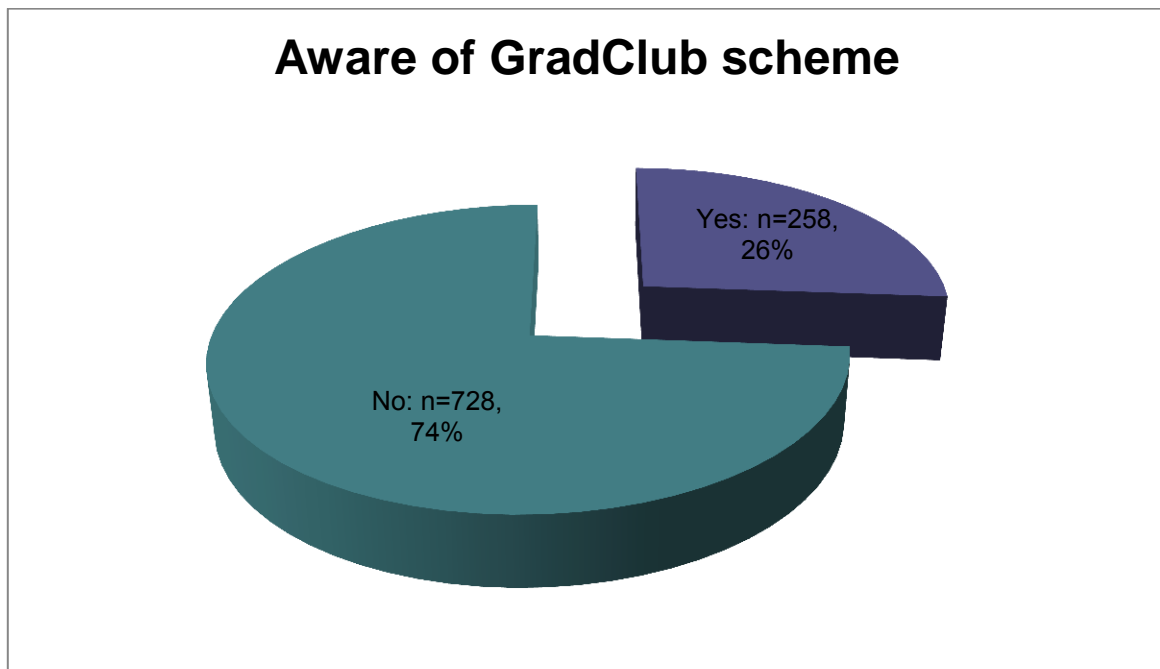


M. CAREERS SERVICE

Just over a quarter of research students have used the UCL Careers Service (27%).



26% of respondents are aware of the Careers Service GradClub Scheme.



The table below summarises the percentage of respondents who have made use of particular Careers Service facilities and events. Note that respondents could select all that applied. No more than 8% of students have participated in or utilised any one event or facility.

	N	% of 986
N/A	718	72.8
PhD Employer-led skills workshop	79	8.0
PhD Careers consultant-led skills workshop	69	7.0
Careers fair / event (open to all students)	68	6.9
Careers forum for PhD students	66	6.7
Use of careers information library	63	6.4
30-minute PhD specific careers consultation	58	5.9
15-minute 'short guidance' careers appointment with careers consultant (open to all students)	46	4.7
Use of Researchers Careers Webpages	44	4.5
Hour-long careers discussion with careers consultant	18	1.8
Mock interview with careers adviser	18	1.8
Focus on Management Course	13	1.3
Recruiter in Residence drop-in session	7	0.7

Other events/services that respondents participated in include:

- Receiving CV advice
- CV writing and job applications workshop
- Lecture on job opportunities
- Talk about visas by career service
- work placement through the Careers Service

When asked whether there are any additional careers events and activities students feel that UCL Careers Service should be providing for PhD students, respondents gave the following answers:

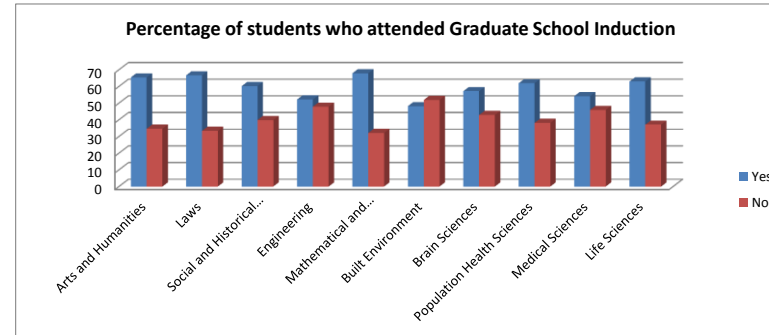
- Yes, more about jobs for people with science/math PhDs
- More careers forums
- More career talks about opportunities abroad
- Specific career workshops by department/discipline
- Networking events
- Alternative careers for Scientists in academia
- More career events for scientists.
- The teaching experience required for post-doctoral positions
- Advice/training for pursuing careers in academia, science policy, science journalism
- Internship opportunities related to research
- More information on the possibility of starting a business
- Better direct links with industry
- Training on publishing research
- Careers in NGOs and charities

When asked whether there is any other online information students feel UCL Careers service should be providing for PhD students, respondents gave the following answers:

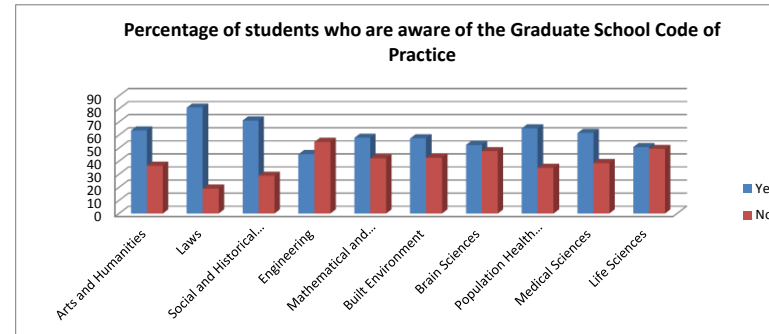
- Websites to look for jobs, lists of companies who are hiring
- Newsletter with job announcements specifically applicable to PhD students
- Information on ways of progressing through academia, getting your first jobs, etc.
- Opportunities available for internships in industry
- Job adverts
- CV/Cover letter writing guidance
- Funding information
- Job opportunities by sector
- Regular updates of career events from different departments
- An ask-a-careers-advisor service by email
- More advice on careers in research within universities in the UK or abroad

Analysis by Faculty of key questions

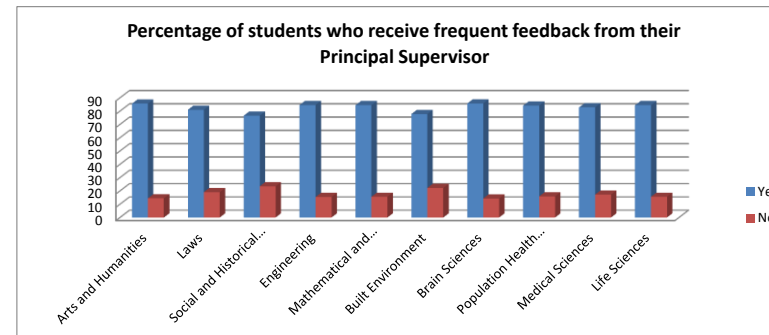
C.1 Attended Graduate School Induction	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Arts and Humanities (n=104)	68	65.38	36	34.62
Laws (n=21)	14	66.67	7	33.33
Social and Historical Sciences (n=128)	77	60.16	51	39.84
Engineering (n=117)	61	52.14	56	47.86
Mathematical and Physical Sciences (n=109)	74	67.89	35	32.11
Built Environment (n=54)	26	48.15	28	51.85
Brain Sciences (n=63)	36	57.14	27	42.86
Population Health Sciences (n=63)	39	61.90	24	38.10
Medical Sciences (n=122)	66	54.10	56	45.90
Life Sciences (n=205)	129	62.93	76	37.07



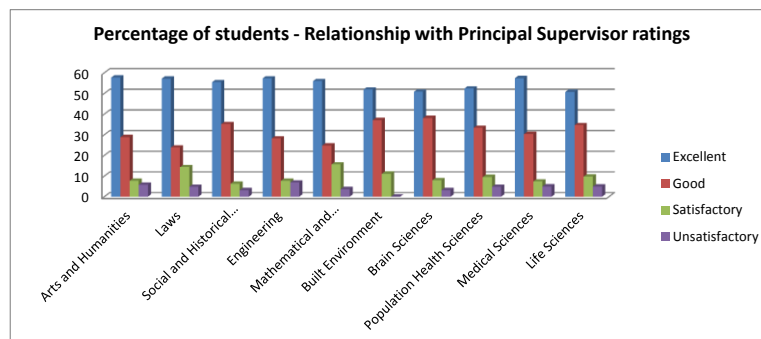
E.1 Awareness of Graduate School Code of Practice	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Arts and Humanities (n=104)	66	63.46	38	36.54
Laws (n=21)	17	80.95	4	19.05
Social and Historical Sciences (n=128)	91	71.09	37	28.91
Engineering (n=117)	53	45.30	64	54.70
Mathematical and Physical Sciences (n=109)	63	57.80	46	42.20
Built Environment (n=54)	31	57.41	23	42.59
Brain Sciences (n=63)	33	52.38	30	47.62
Population Health Sciences (n=63)	41	65.08	22	34.92
Medical Sciences (n=122)	75	61.48	47	38.52
Life Sciences (n=205)	104	50.73	101	49.27



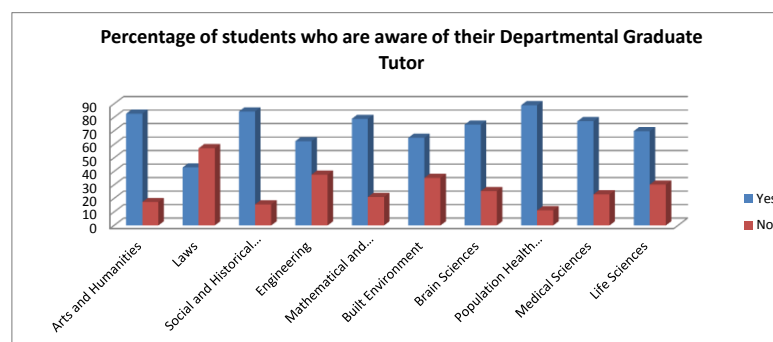
E.3 Frequent feedback from principal supervisor	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Arts and Humanities (n=104)	89	85.58	15	14.42
Laws (n=21)	17	80.95	4	19.05
Social and Historical Sciences (n=128)	98	76.56	30	23.44
Engineering (n=117)	99	84.62	18	15.38
Mathematical and Physical Sciences (n=109)	92	84.40	17	15.60
Built Environment (n=54)	42	77.78	12	22.22
Brain Sciences (n=63)	54	85.71	9	14.29
Population Health Sciences (n=63)	53	84.13	10	15.87
Medical Sciences (n=122)	101	82.79	21	17.21
Life Sciences (n=205)	173	84.39	32	15.61



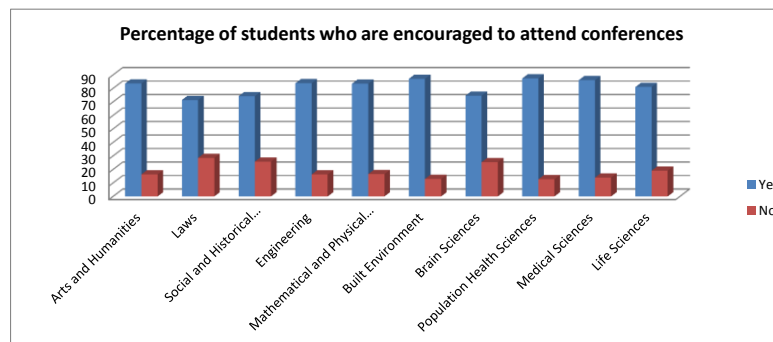
E.5 Relationship with Principal Supervisor	EXCELLENT		GOOD		SATISFACTORY	UNSATISFACTORY	
	Frequency	Percentage	Frequency	Percentage		Frequency	Percentage
Arts and Humanities (n=104)	60	57.69	30	28.85	8	6	5.77
Laws (n=21)	12	57.14	5	23.81	3	1	4.76
Social and Historical Sciences (n=128)	71	55.47	45	35.16	8	4	3.13
Engineering (n=117)	67	57.26	33	28.21	9	8	6.84
Mathematical and Physical Sciences (n=109)	61	55.96	27	24.77	17	4	3.67
Built Environment (n=54)	28	51.85	20	37.04	6	0	0.00
Brain Sciences (n=63)	32	50.79	24	38.10	5	2	3.17
Population Health Sciences (n=63)	33	52.38	21	33.33	6	3	4.76
Medical Sciences (n=122)	70	57.38	37	30.33	9	6	4.92
Life Sciences (n=205)	104	50.73	71	34.63	20	10	4.88



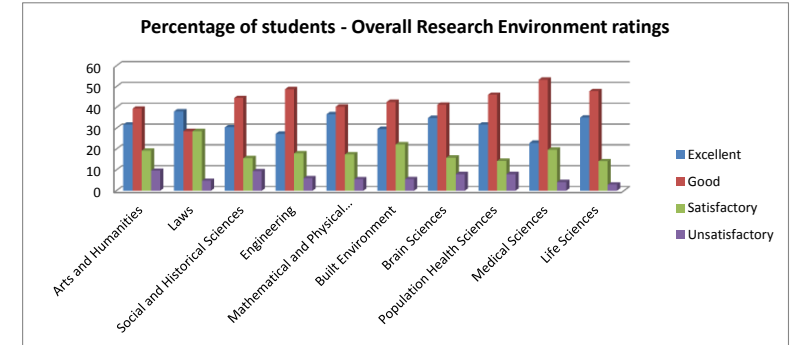
E.7 Awareness of Departmental Graduate Tutor	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Arts and Humanities (n=104)	86	82.69	18	17.31
Laws (n=21)	9	42.86	12	57.14
Social and Historical Sciences (n=128)	108	84.38	20	15.63
Engineering (n=117)	73	62.39	44	37.61
Mathematical and Physical Sciences (n=109)	86	78.90	23	21.10
Built Environment (n=54)	35	64.81	19	35.19
Brain Sciences (n=63)	47	74.60	16	25.40
Population Health Sciences (n=63)	56	88.89	7	11.11
Medical Sciences (n=122)	94	77.05	28	22.95
Life Sciences (n=205)	143	69.76	62	30.24



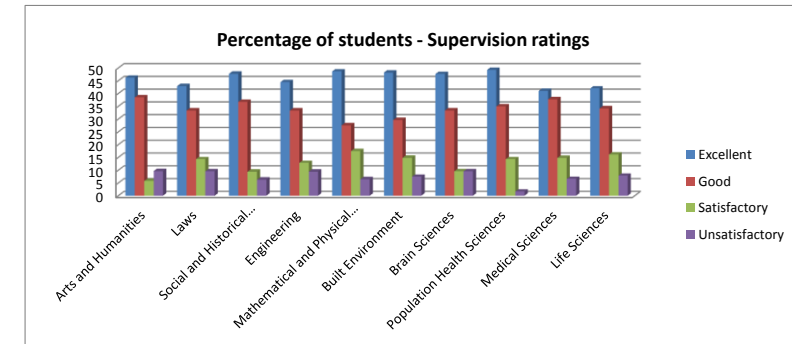
E.9 Encouraged to attend Conferences	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Arts and Humanities (n=104)	87	83.65	17	16.35
Laws (n=21)	15	71.43	6	28.57
Social and Historical Sciences (n=128)	95	74.22	33	25.78
Engineering (n=117)	98	83.76	19	16.24
Mathematical and Physical Sciences (n=109)	91	83.49	18	16.51
Built Environment (n=54)	47	87.04	7	12.96
Brain Sciences (n=63)	47	74.60	16	25.40
Population Health Sciences (n=63)	55	87.30	8	12.70
Medical Sciences (n=122)	105	86.07	17	13.93
Life Sciences (n=205)	166	80.98	39	19.02



E.16 Overall Research Environment Rating	EXCELLENT		GOOD		SATISFACTORY		UNSATISFACTORY	
	Frequency	Percentage	Frequency	Percentage	Frequency	Frequency	Percentage	
Arts and Humanities (n=104)	33	31.73	41	39.42	20	10	9.62	
Laws (n=21)	8	38.10	6	28.57	6	1	4.76	
Social and Historical Sciences (n=128)	39	30.47	57	44.53	20	12	9.38	
Engineering (n=117)	32	27.35	57	48.72	21	7	5.98	
Mathematical and Physical Sciences (n=109)	40	36.70	44	40.37	19	6	5.50	
Built Environment (n=54)	16	29.63	23	42.59	12	3	5.56	
Brain Sciences (n=63)	22	34.92	26	41.27	10	5	7.94	
Population Health Sciences (n=63)	20	31.75	29	46.03	9	5	7.94	
Medical Sciences (n=122)	28	22.95	65	53.28	24	5	4.10	
Life Sciences (n=205)	72	35.12	98	47.80	29	6	2.93	



E.17 Supervision Rating	EXCELLENT		GOOD		SATISFACTORY		UNSATISFACTORY	
	Frequency	Percentage	Frequency	Percentage	Frequency	Frequency	Percentage	
Arts and Humanities (n=104)	48	46.15	40	38.46	6	10	9.62	
Laws (n=21)	9	42.86	7	33.33	3	2	9.52	
Social and Historical Sciences (n=128)	61	47.66	47	36.72	12	8	6.25	
Engineering (n=117)	52	44.44	39	33.33	15	11	9.40	
Mathematical and Physical Sciences (n=109)	53	48.62	30	27.52	19	7	6.42	
Built Environment (n=54)	26	48.15	16	29.63	8	4	7.41	
Brain Sciences (n=63)	30	47.62	21	33.33	6	6	9.52	
Population Health Sciences (n=63)	31	49.21	22	34.92	9	1	1.59	
Medical Sciences (n=122)	50	40.98	46	37.70	18	8	6.56	
Life Sciences (n=205)	86	41.95	70	34.15	33	16	7.80	



E.18 Research Student Experience Rating	EXCELLENT		GOOD		SATISFACTORY		UNSATISFACTORY	
	Frequency	Percentage	Frequency	Percentage	Frequency	Frequency	Percentage	
Arts and Humanities (n=104)	32	30.77	42	40.38	19	11	10.58	
Laws (n=21)	6	28.57	11	52.38	2	2	9.52	
Social and Historical Sciences (n=128)	36	28.13	60	46.88	22	10	7.81	
Engineering (n=117)	35	29.91	51	43.59	22	9	7.69	
Mathematical and Physical Sciences (n=109)	37	33.94	48	44.04	19	5	4.59	
Built Environment (n=54)	18	33.33	24	44.44	9	3	5.56	
Brain Sciences (n=63)	21	33.33	28	44.44	8	6	9.52	
Population Health Sciences (n=63)	21	33.33	31	49.21	7	4	6.35	
Medical Sciences (n=122)	31	25.41	68	55.74	20	3	2.46	
Life Sciences (n=205)	62	30.24	98	47.80	35	10	4.88	

