

2015 PG Research Experience Survey Results

College of MVLS

University of Glasgow

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	IBAHCM	Cancer Sciences	Cardio-vascular & Medical Sci	IHWB	III	Molecular & Cell Systems Biology	INP	Life Sciences	Medicine	Veterinary medicine	College of MVLS	UofG All
No. of respondents	26	38	29	53	87	48	15	3	40	25	364	1090
Response rate (% of eligible respondents)	47%	63%	40%	39%	71%	80%	65%	33%	45%	50%	54%	53%
My supervisor/s have the skills and subject knowledge to support my research	88%	92%	93%	85%	93%	98%	100%	67%	92%	96%	92%	94%
I have regular contact with my supervisor/s, appropriate for my needs	88%	97%	89%	85%	93%	94%	100%	67%	87%	100%	91%	92%
My supervisor/s provide feedback that helps me direct my research activities	88%	92%	86%	85%	95%	94%	100%	67%	85%	88%	89%	90%
My supervisor/s help me to identify my training and development needs as a researcher	77%	84%	83%	68%	84%	70%	100%	100%	77%	61%	78%	77%
I have a suitable working space	76%	87%	86%	85%	94%	96%	100%	33%	74%	96%	88%	83%
I have access to the specialist resources necessary for my research	80%	95%	86%	86%	88%	93%	100%	67%	90%	92%	89%	85%
My department provides a good seminar programme	92%	82%	78%	71%	86%	85%	80%	50%	49%	64%	77%	78%
I have opportunities to become involved in the wider research community, beyond my department	65%	63%	62%	67%	69%	49%	87%	0%	64%	50%	63%	65%
I received an appropriate induction to my research degree programme	62%	81%	76%	70%	79%	78%	87%	33%	77%	71%	76%	76%
I understand the requirements and deadlines for formal monitoring of my progress	77%	79%	83%	81%	75%	76%	100%	33%	77%	76%	78%	84%
My institution values and responds to feedback from research degree students	62%	76%	62%	70%	63%	57%	73%	67%	74%	48%	65%	63%

I understand my responsibilities as a research degree student	81%	87%	90%	87%	91%	89%	87%	33%	97%	84%	89%	89%
I am aware of my supervisors' responsibilities towards me as a research degree student	81%	84%	83%	85%	87%	93%	87%	67%	90%	76%	86%	88%
Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	65%	76%	82%	77%	83%	93%	87%	33%	72%	56%	78%	78%
My skills in critically analysing and evaluating findings and results have developed during my programme	88%	92%	97%	81%	87%	89%	93%	67%	92%	78%	88%	88%
My confidence to be creative or innovative has developed during my programme	88%	82%	86%	70%	81%	83%	87%	67%	85%	74%	81%	81%
transparency, attributing the contribution of others) has developed during my programme	81%	89%	90%	79%	90%	91%	80%	67%	92%	82%	87%	87%
My ability to manage projects has developed during my programme	88%	86%	93%	70%	92%	87%	93%	67%	95%	83%	87%	84%
My ability to communicate information effectively to diverse audiences has developed during my programme	88%	84%	86%	85%	86%	84%	80%	67%	79%	87%	84%	81%
I have developed contacts or professional networks during my programme	77%	57%	57%	74%	71%	56%	67%	67%	77%	70%	68%	71%
I have increasingly managed my own professional development during my programme	92%	74%	83%	81%	80%	84%	80%	67%	90%	78%	82%	82%
If yes, to what extent do you agree that you have been given appropriate support and guidance for your teaching?	58%	63%	88%	64%	62%	50%	44%	n/a	57%	53%	59%	61%
Overall, I am satisfied with the experience of my research degree programme	88%	89%	86%	87%	86%	91%	100%	67%	87%	88%	88%	88%
I am confident that I will complete my research degree programme within my institution's expected timescale	92%	87%	83%	81%	88%	98%	100%	67%	74%	80%	86%	83%
I received an appropriate level of non-academic support on arrival	69%	49%	70%	77%	70%	56%	73%	67%	56%	60%	65%	60%
My institution facilitates useful inter-disciplinary activities and events	71%	61%	56%	50%	64%	57%	53%	33%	71%	38%	59%	59%
There is adequate provision made for postgraduate social space at my institution.	79%	55%	67%	67%	73%	63%	86%	67%	67%	48%	67%	63%
I know where to find institutional policies in relation to discrimination, bullying and harassment and how to report them).	60%	49%	50%	68%	45%	48%	50%	0%	51%	43%	52%	51%
School/University (e.g. both women and men are used as visible role models in Open Days, student inductions and networking events; visiting speakers and lecturers include both genders; both male and female staff act as mentors).	63%	68%	52%	65%	68%	66%	47%	0%	55%	45%	61%	61%