

# PGR

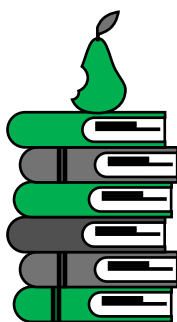
## Exit Survey Report

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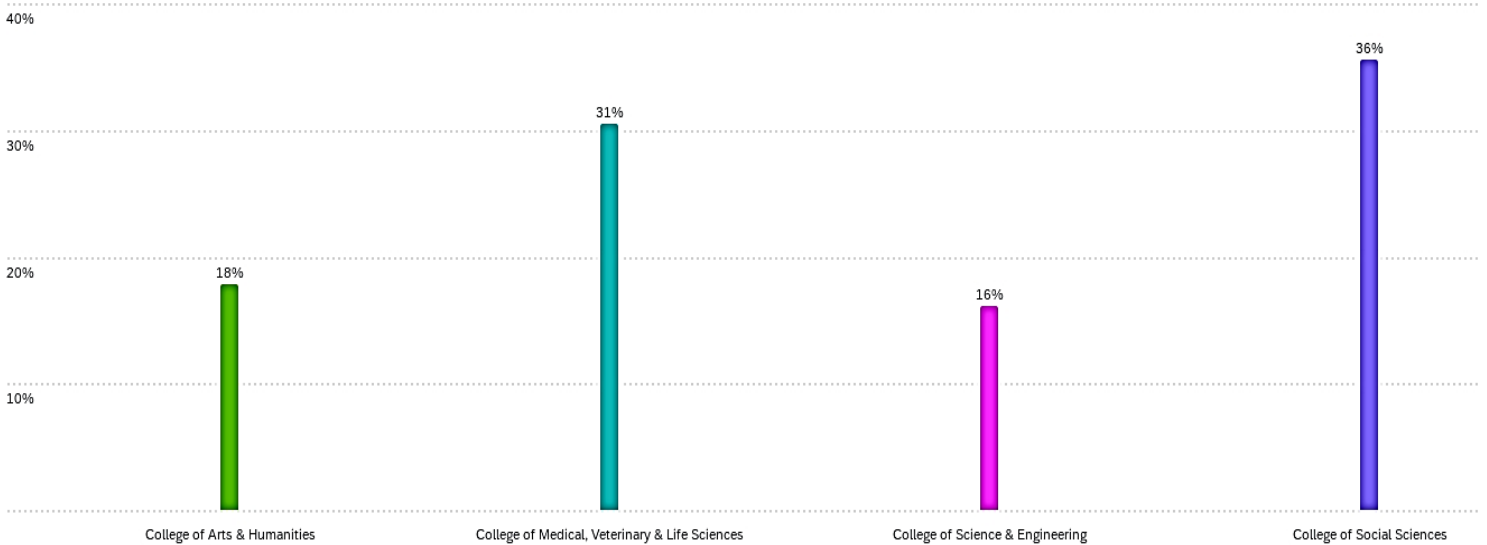
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## COMMENTS

- The PGR Exit Survey has been live since August 2023 with the link to the survey being assigned to PGRs post-viva
- The survey remains open however, when the data was collated, on 5 February 2025, there were a total of 118 respondents
- Of the 118 respondents, the highest number of respondents came from COSS at 42, followed by MVLS at 36, COAH returned 21 with COSE just behind at 19

College Responses 118



| College      | Award letters issued – College Total | % of respondents to College Total | Number of Survey Respondents |
|--------------|--------------------------------------|-----------------------------------|------------------------------|
| COAH         | 142                                  | 14.8%                             | 21                           |
| MVLS         | 303                                  | 12%                               | 36                           |
| COSE         | 376                                  | 5%                                | 19                           |
| COSS         | 223                                  | 19%                               | 42                           |
| <b>TOTAL</b> | <b>1,044</b>                         | <b>11.3%</b>                      | <b>118</b>                   |

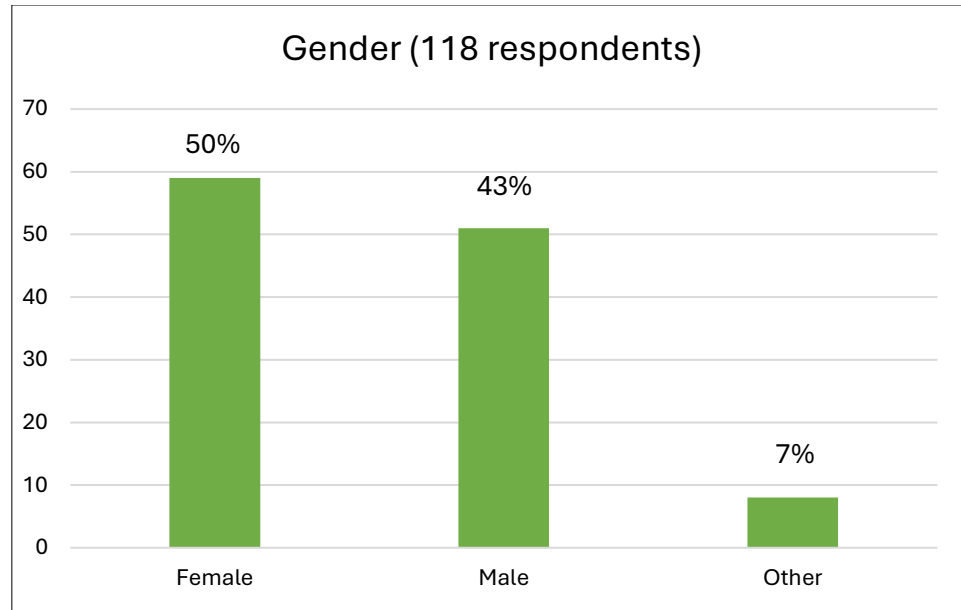
- By comparison, a search on MyCampus for all award letters issued between August 2023 and 5 February 2025, ascertained actual numbers of students, post viva, from each College. Of a total of 1,044 students, 118 responded to the Exit Survey by 5 February 2025. This is equivalent to 11.3% of the overall number of students in receipt of an award letter
- Rather than making assumptions on the reasons why the response rate is low, it is suggested that we review engagement with the survey with the PGR Operations Committee

## **RESPONSE RATES**

| <b>School Level Response Rate</b>              | <b>Count (Number)</b> | <b>Count (Percentage)</b> |
|--|-----------------------|---------------------------|
| Adam Smith Business School                     | 9                     | 8%                        |
| Biodiversity, One Health & Veterinary Medicine | 5                     | 4%                        |
| Cancer Sciences                                | 5                     | 4%                        |
| Cardiovascular & Metabolic Health              | 4                     | 3%                        |
| Chemistry                                      | 3                     | 3%                        |
| Computing Science                              | 2                     | 2%                        |
| Critical Studies                               | 8                     | 7%                        |
| Culture & Creative Arts                        | 4                     | 3%                        |
| Education                                      | 18                    | 15%                       |
| James Watt School of Engineering               | 4                     | 3%                        |
| Geographical & Earth Sciences                  | 3                     | 3%                        |
| Health & Wellbeing                             | 6                     | 5%                        |
| Humanities                                     | 8                     | 7%                        |
| Infection & Immunity                           | 3                     | 3%                        |
| Law  | 1                     | 1%                        |
| Mathematics & Statistics                       | 1                     | 1%                        |
| Medicine, Dentistry & Nursing                  | 4                     | 3%                        |
| Modern Languages & Culture                     | 1                     | 1%                        |
| Molecular Biosciences                          | 5                     | 4%                        |
| Physics & Astronomy                            | 5                     | 4%                        |
| Psychology & Neuroscience                      | 4                     | 3%                        |
| Social & Environmental Sustainability          | 2                     | 2%                        |
| Social & Political Sciences                    | 12                    | 10%                       |
| Prefer Not To Answer                           | 1                     | 1%                        |
|  |                       |                           |
| <b>Total:</b>                                  | <b>118</b>            | <b>100%</b>               |

- Looking at the breakdown of respondents who completed the survey at School level, Education returned the highest number at 15%, followed by Social & Political Sciences with 10% and the Adam Smith Business School at 8%. Critical Studies and Humanities both polled 7%.

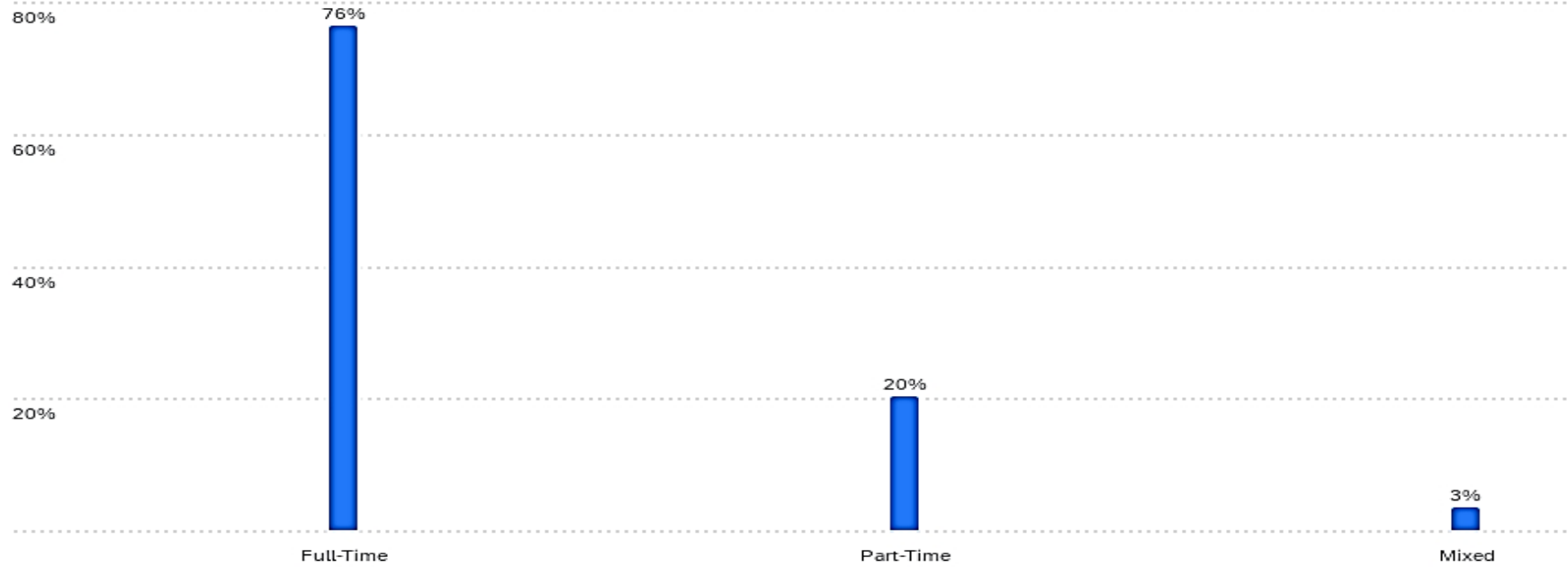
## GENDER



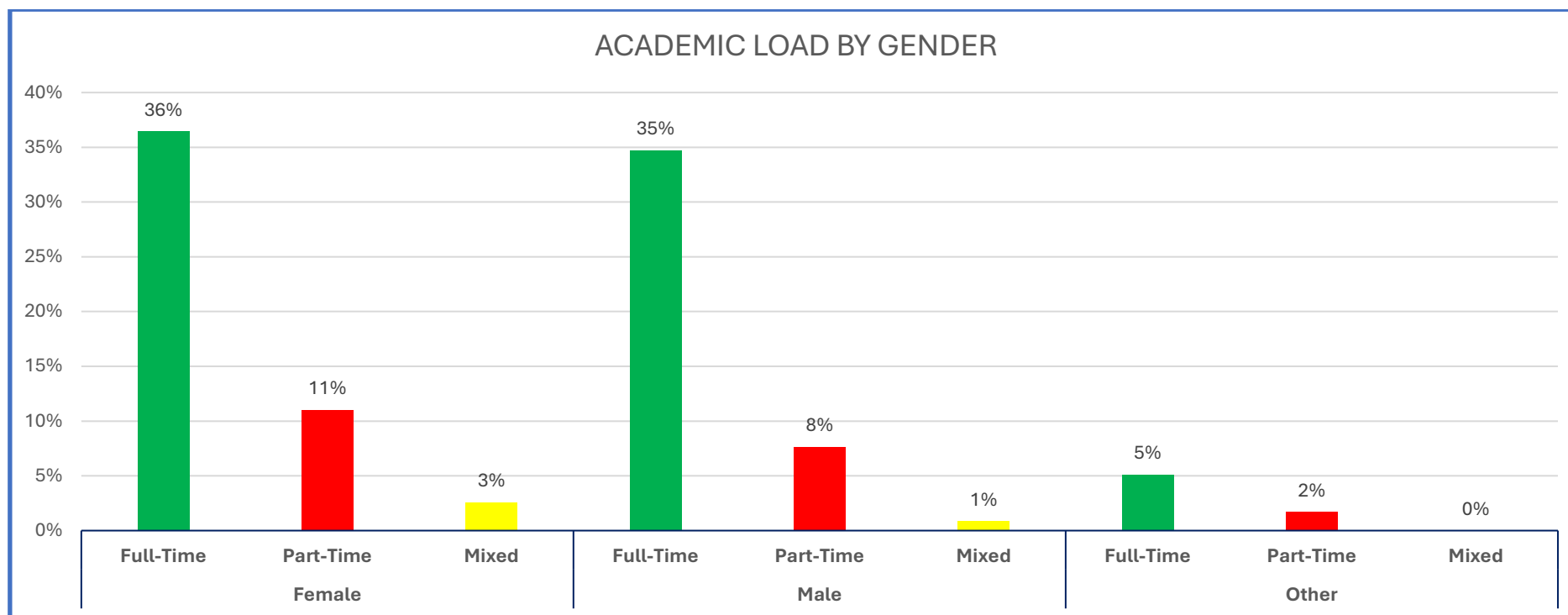
- From the 118 responses, the breakdown by gender is as follows: 50% (59) were female students closely followed by 43% (51) male students. For the purposes of this chart, all remaining responses have been grouped together and listed as Other, totaling 7% (8) respondents.

## ACADEMIC LOAD

Academic Load 118



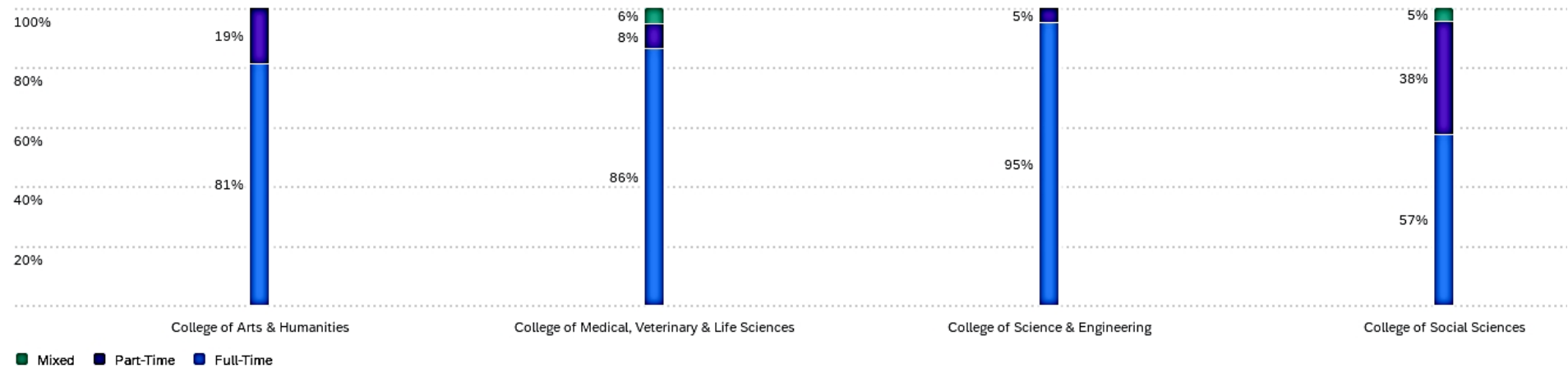
- Three quarters of the 118 respondents registered as full-time at 76% (90), 21% (24) part-time with the remainder, 3% (4) mixed



| GENDER        | STUDY LOAD | COUNT (%)   | COUNT (number) |
|---------------|------------|-------------|----------------|
| Female        | Full-time  | 36%         | 43             |
| Female        | Part-time  | 11%         | 13             |
| Female        | Mixed      | 3%          | 3              |
| Male          | Full-time  | 35%         | 41             |
| Male          | Part-time  | 8%          | 9              |
| Male          | Mixed      | 1%          | 1              |
| Other         | Full-time  | 5%          | 6              |
| Other         | Part-time  | 1%          | 2              |
| Other         | Mixed      | 0%          | 0              |
| <b>Total:</b> |            | <b>100%</b> | <b>118</b>     |

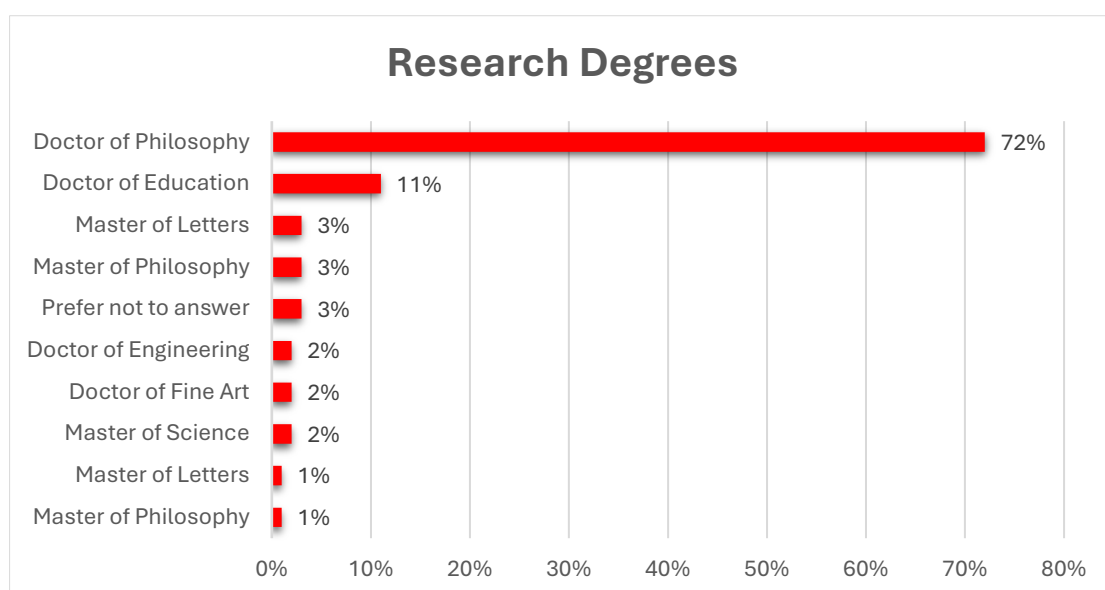
- Looking at the study load by gender we can see that female students comprise 36% (43) full-time students, 11% (13) are part-time with 3% (3) being mixed
- The male full-time student's breakdown is similar to female students at 35% (41), 8% (9) male students are part-time with the remaining 1% (1) mixed

Academic Load by College 118



- Taken as a whole, we can see that there is a large percentage of students from COAH, MVLS, COSE who attended on a full-time capacity at 81% (17), 86% (31), and 95% (18) respectively. COSS trailed behind in this area with 57% (24) responses at full-time
- Looking at part-time study load by College the figures are much less with COAH at 19% (4), MVLS at 8% (3) and COSE with 5% (1). COSS has a much higher rate of part-time study with 38% (16)
- MVLS and COSS both have mixed study loads at 6% (2) and 5% (2)

## RESEARCH DEGREES



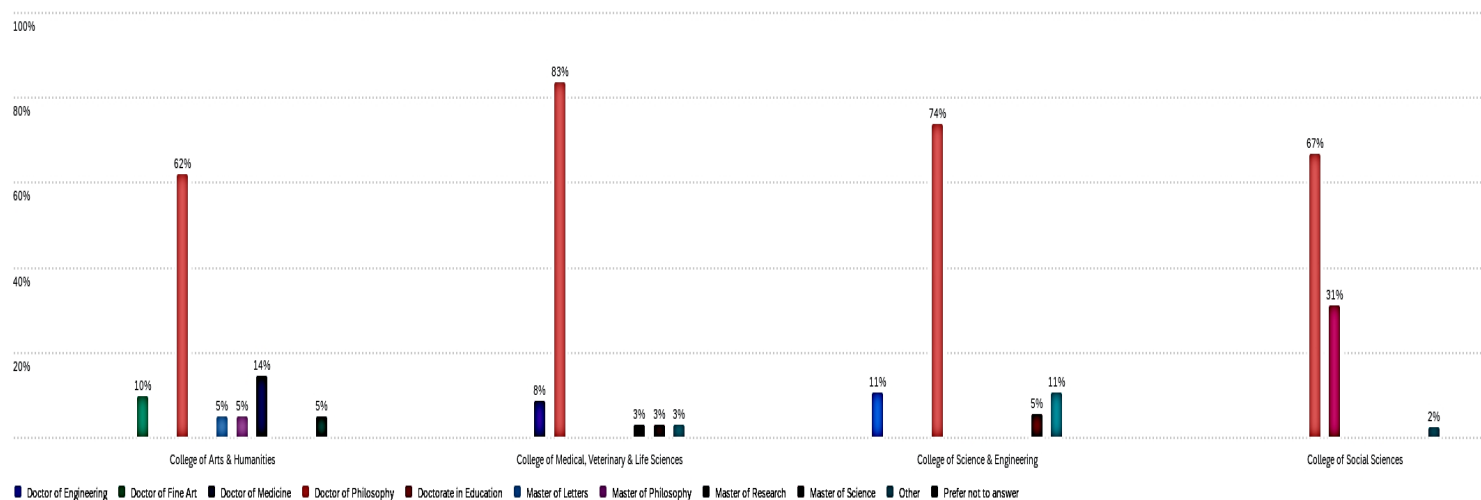
- The highest return came from students studying for a Doctor of Philosophy qualification at 72% (85)
- When we looked into the gender breakdown in this area, overall, 35% (41) of female students and 33% (39) of male students were studying for a Doctor of Philosophy Degree. A total of 68% of the 118 respondents who completed the survey responded from this area. The remaining 5% comprised “other” and “prefer not to say” students
- In breaking down the data by College for Doctor of Philosophy, MVLS contained the highest number of respondents at 30, closely followed by COSS at 28. COSE and COAH were also quite close in terms of the number of respondents returned, at 14 and 13 respectively
- 8% (8) of female students returned in the Doctorate in Education which was the second highest area of study
- All remaining areas of study comprised between 0% - 3% of students

### Research Degrees

| DEGREE                | COAH       | MVLS       | COSE       | COSS       | TOTAL NUMBER |
|-----------------------|------------|------------|------------|------------|--------------|
| Doctor of Engineering | 0          | 0          | 2 (11%)    | 0          | 2            |
| Doctor of Fine Art    | 2 (10%)    | 0          | 0          | 0          | 2            |
| Doctor of Medicine    | 0          | 3 (8%)     | 0          | 0          | 3            |
| Doctor of Philosophy  | 13 (61%)   | 30 (83%)   | 14 (73%)   | 28 (67%)   | 85           |
| Doctor of Education   | 0          | 0          | 0          | 13 (31%)   | 13           |
| Master of Letters     | 1 (5%)     | 0          | 0          | 0          | 1            |
| Master of Philosophy  | 1 (5%)     | 0          | 0          | 0          | 1            |
| Master of Research    | 3 (14%)    | 1 (3%)     | 0          | 0          | 4            |
| Master of Science     | 0          | 1 (3%)     | 1 (5%)     | 0          | 2            |
| Other                 | 0          | 1 (3%)     | 2 (11%)    | 1 (2%)     | 4            |
| Prefer not to answer  | 1 (5%)     | 0          | 0          | 0          | 1            |
| <b>TOTAL IN %</b>     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>118</b>   |

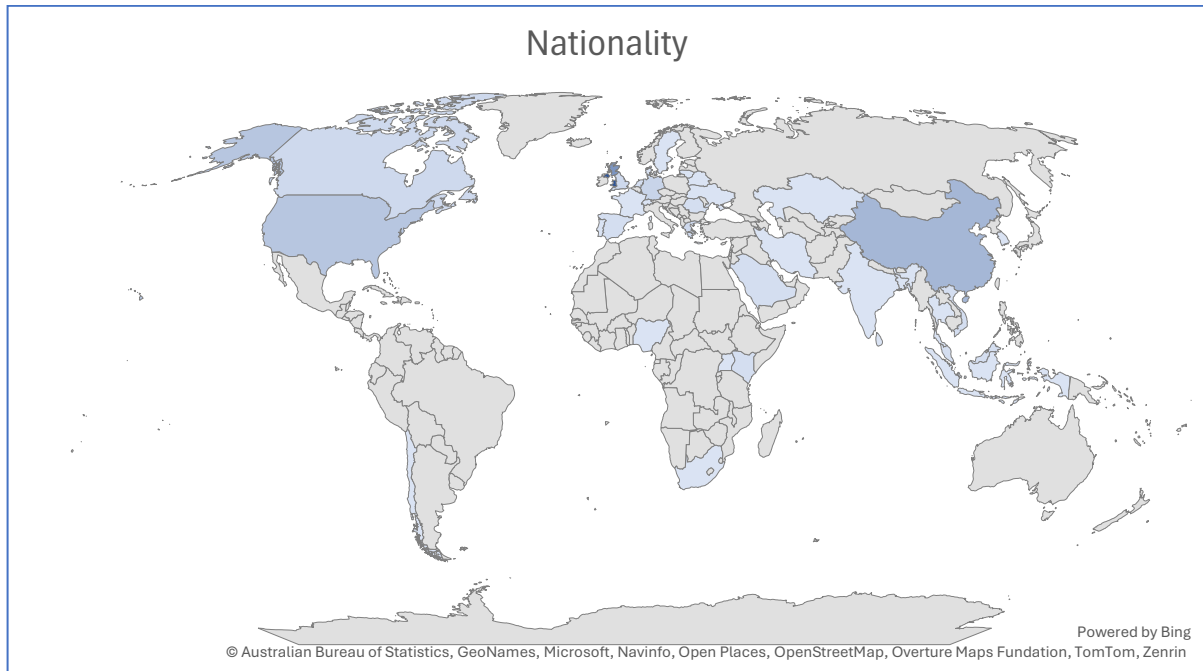
- As we saw previously, Doctor of Philosophy has the highest number of respondents at 85, broken down into the schools as emphasized above. The breakdown by College is shown as COAH, 13, COSE 14, COSS, 22 and finally MVLS, 30





- The graph above shows that MVLS has the highest number of respondents studying for their Doctor of Philosophy at 83% (or 30 respondents), closely followed by COSS at 67% (28)
- COSE and COAH have returned similar data for the Doctor of Philosophy qualification at 74% (14) and 62% (13) respectively
- COSS also returned the second highest number of responses at 31% (13) studying for a Doctorate in Education
- COAH returned 10% (2) in relation to a Doctor of Fine Art as well as 14% (3) in Master of Research
- MVLS's second highest return of students was for a Doctor of Medicine at 8% (3)
- COSE returned 11% (2) in both Doctor of Engineering and "Other"

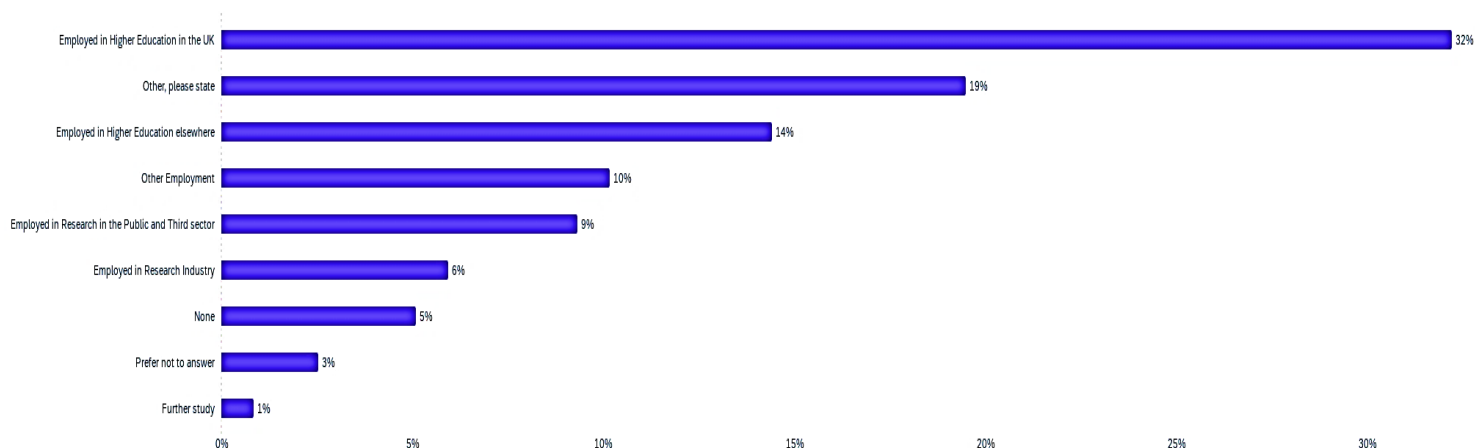
## NATIONALITY



- The above map indicates where our PGRs come from. To ensure that the students responses remained anonymous, their responses are listed by continent rather than country. As numbers were so few, there was a high probability candidates may be identified based on their nationality alone

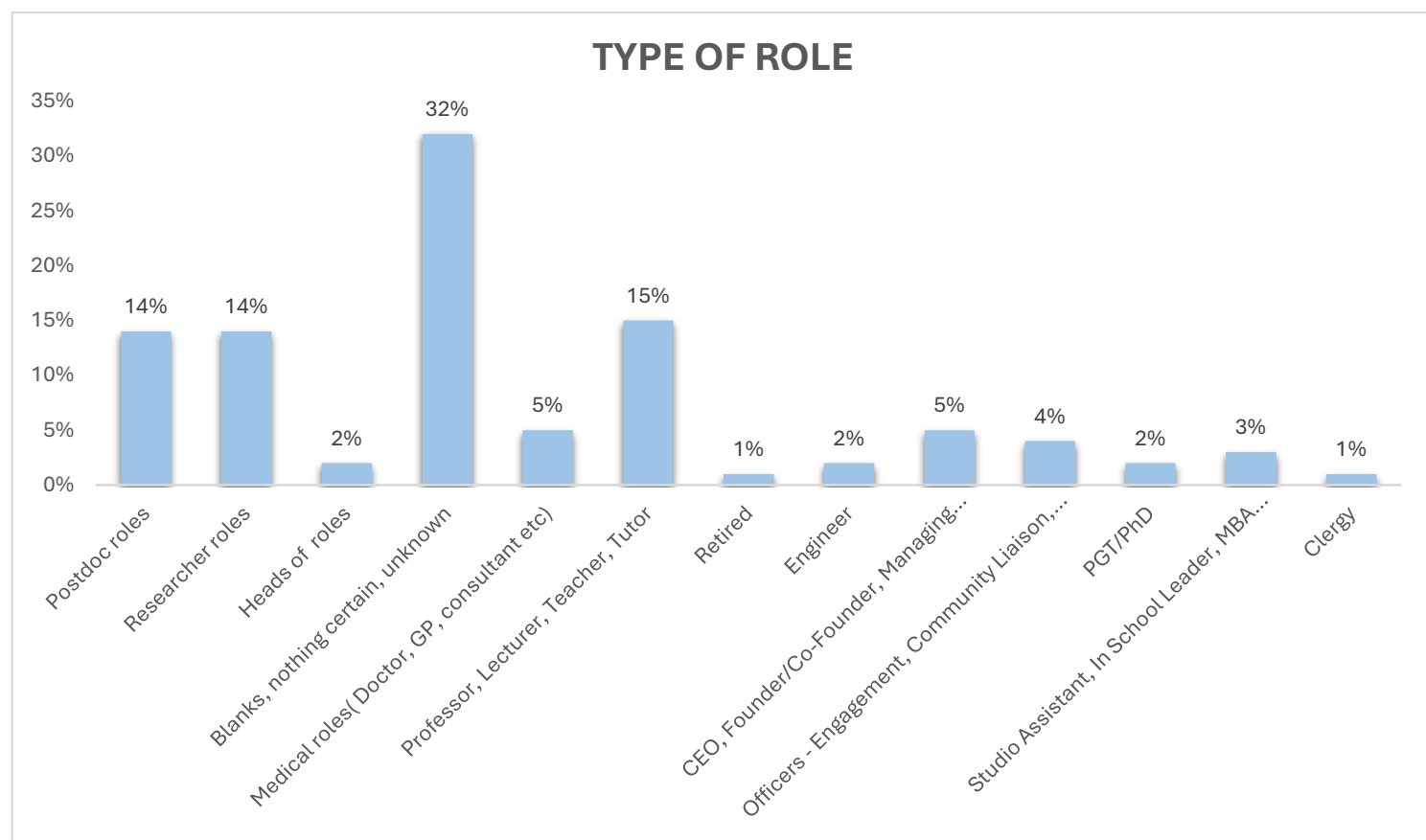
| Continent     | Number of respondents | Percentage of respondents |
|---------------|-----------------------|---------------------------|
| Africa        | 4                     | 4%                        |
| Antarctica    | 0                     | 0%                        |
| Asia          | 26                    | 22%                       |
| Europe        | 74                    | 62%                       |
| South America | 0                     | 0%                        |
| North America | 11                    | 9%                        |
| Oceania       | 0                     | 0%                        |
| Blank         | 3                     | 3%                        |

- Of the 118 who responded, the largest response came from Europe at 74 (62%). This continent also included UK
- The breakdown of numbers from the UK is as follows: British 30 (25.42%), English 3 (2.54%), Welsh 1 (1%) and Scottish 16 (13.55%). The remaining 24 (20.33%) respondents were from the rest of Europe (not including UK)
- Three respondents chose to omit details on their nationality



- The top horizontal bar from the graph highlights 32% (38) of respondents current or future career destination will be within the Higher Education sector in the United Kingdom
- It can be ascertained that most respondents hope to pursue a career in a HEI
- Just over one tenth of the respondents, 10% (12) of those who completed the survey are looking to work in “other employment”
- Those respondents who selected the “other, please state” category make up 19% (23) of the total number of respondents. However, there was no indication from their responses of what the “other” was/is

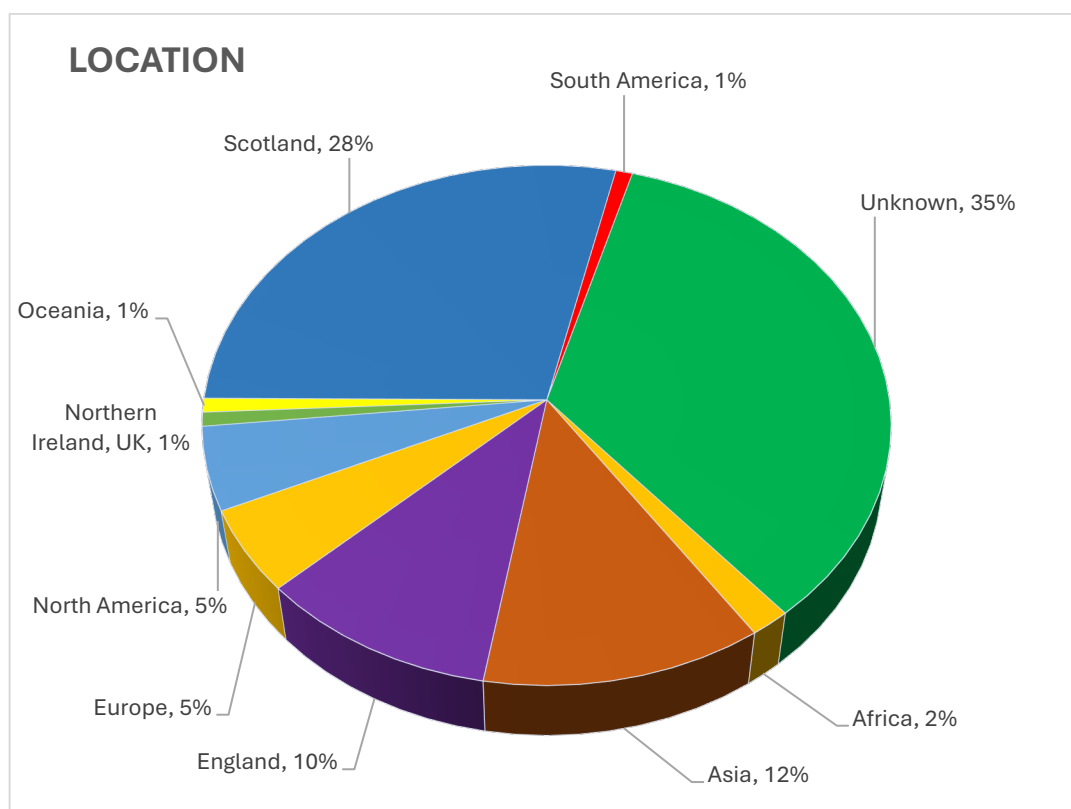
## TYPE OF ROLE



| Type of role   | Number     |
|--|------------|
| Postdoc roles  | 16         |
| Researcher roles   | 16         |
| Head roles   | 3          |
| Blanks, nothing certain, unknown                           | 37         |
| Medical roles (Doctor, GP, consultant etc)                 | 6          |
| Professor, Lecturer, Teacher, Tutor                        | 18         |
| Retired  | 1          |
| Engineer   | 2          |
| CEO, Founder/Co-Founder, Managing Director, Vice Principal | 6          |
| Officers - Engagement, Community Liaison, Volunteering etc | 5          |
| PGT/PhD  | 2          |
| Studio Assistant, In School Leader, MBA Career Adviser     | 3          |
| Clergy   | 1          |
| <b>Total:</b>  | <b>116</b> |

- As with Nationality, Job titles were grouped together to avoid identifying students. The highest response rate to this question was left blank or unknown at 32% (37)
- Both Postdoctoral roles and Research roles returned 14% or 16 respondents each, marginally behind teaching roles (Professor, Lecturer, Teacher, and tutor). 15%, 18 respondents gained employment in this area.
- The results highlight more than half the number of students who completed the survey, wish to remain in academia following completion of their studies at 63 out of the 118 respondents
- Only 116 of the 118 respondents replied to this question

## LOCATION



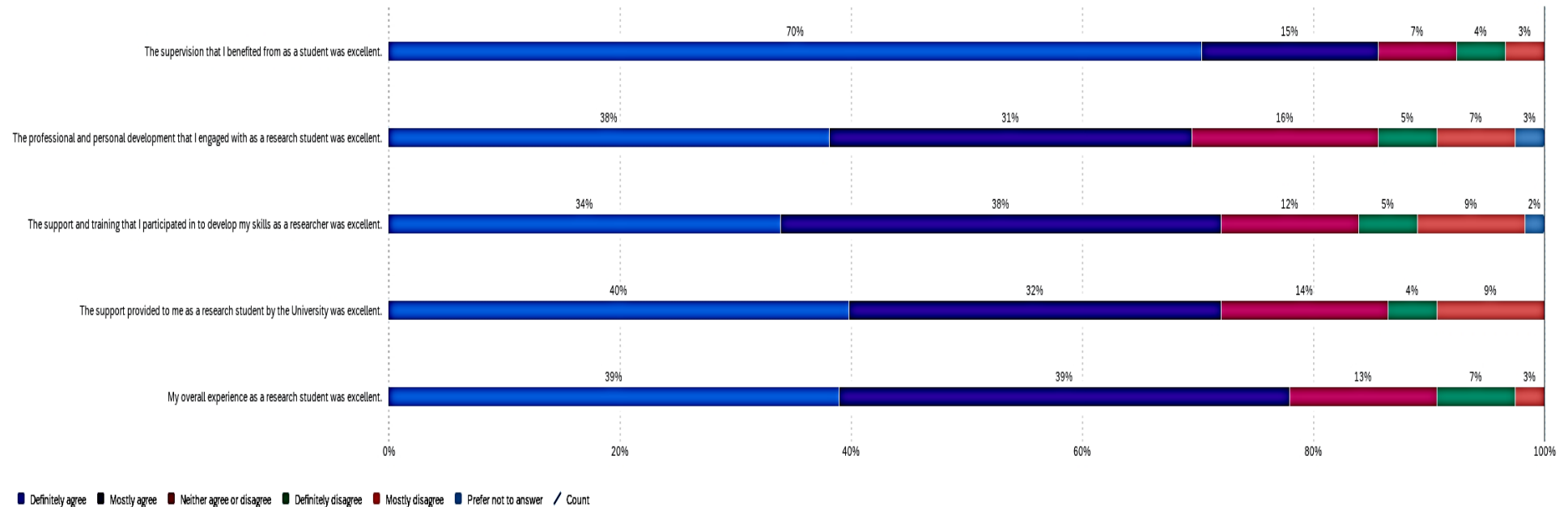
| Location             | Number of Respondents |
|----------------------|-----------------------|
| Africa               | 2                     |
| Asia                 | 14                    |
| England              | 12                    |
| Europe               | 6                     |
| North America        | 6                     |
| Northern Ireland, UK | 1                     |
| Oceania              | 1                     |
| Scotland             | 33                    |
| South America        | 1                     |
| Unknown              | 40                    |
| <b>Grand Total</b>   | <b>116</b>            |

- The above pie chart reveals many respondents left the location section unknown or blank, accounting for 34.48% or 40 respondents. Also in this area, students chose not to log a response at all. There is no indication as to the reasoning behind this selection but perhaps respondents had not yet finalised a future career path following completion of their PhD and responding to the survey
- 39.65%, 46 of the 116 students will be based in the United Kingdom
- We can see from the responses that many students continue their journey in the field of education and academia
- Students stated occupying positions in the following areas: Postdoctoral researchers (6) Research Associates (5) Lecturers (6)
- 13 respondents, listed under Scotland, are currently working at University of Glasgow which has the highest location return in the survey. Many of our students are also working at other universities both in the UK and abroad, although in much lower numbers

## ABOUT YOUR EXPERIENCE

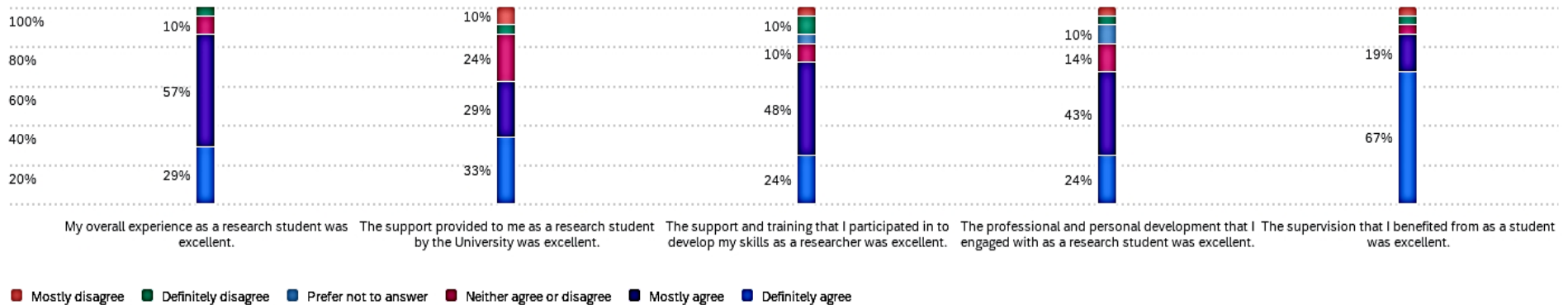
7) To what extent do you agree or disagree with the following statements regarding your experience as a research student at Glasgow?

Your Experience 118



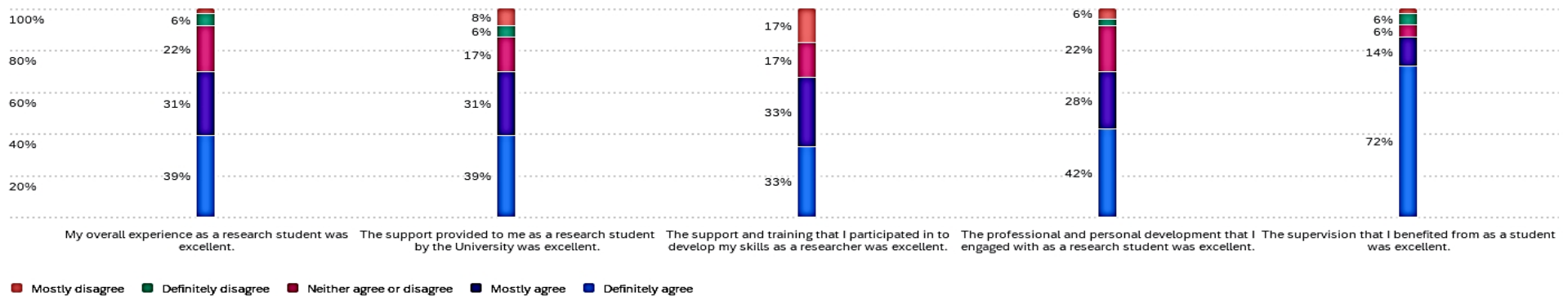
- Overall, the experience the respondents were exposed to during their journey at University of Glasgow was very encouraging with the responses ranging from 85% (101) at the highest level to 69% (82) at its lowest level
- Conversely, only 14% (16) felt they had a poor experience and 3% (3) preferred not to provide details on their feelings regarding their experience at UofG

## COAH - Experience 21



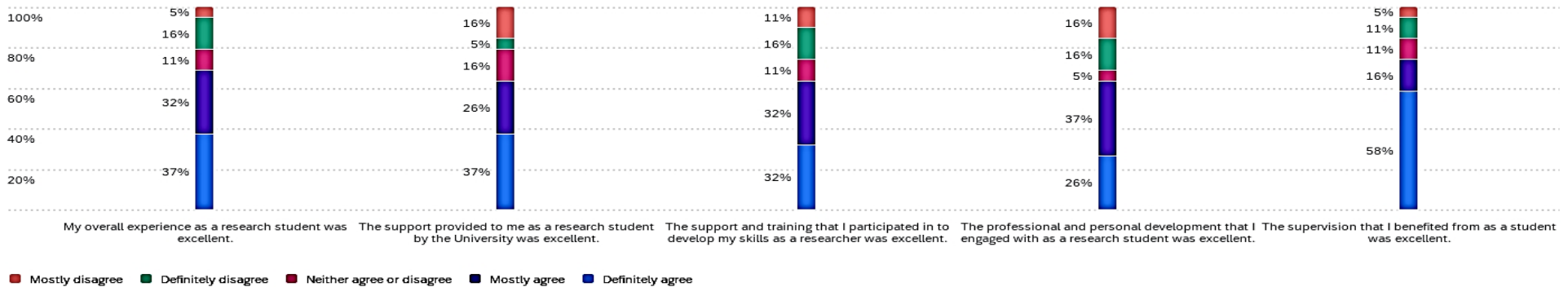
- In COAH, overall, the student's experience was positive ranging from 86% at its highest to 62% at the lowest
- 24% of COAH students were neutral when it came to responding to support provided to them as a research student. 10% disagreed with the level of support offered to them
- 10% of students disagreed with the support and training provided, with another 10% again, feeling neutral

## MVLS - Experience 36



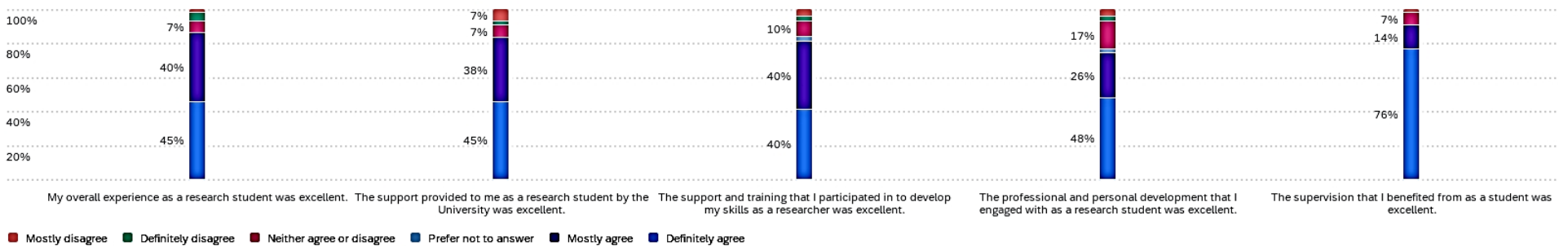
- MVLS fared similarly with a high positive experience ranging from 86% down to 70%. 22% were neutral when asked about their overall experience as well as their personal and professional development

### COSE - Experience 19



- COSE students' highest positive response was 74% regarding excellent supervision whilst a student. Their overall experience ranged from 74% to 63% in the areas of support and professional and personal development
- However, they also scored the highest rate of disagreement, 32%, in professional and personal development
- They responded neutral in overall experience at 11%, 16% neutral regarding support provided as a research student and neutral again at 11% for supervision

### COSS - Experience 42



- COSS students rated the experience slightly better with positive experiences ranging from 74% at the lowest end of the scale for professional and personal development to 90% in relation to supervision that they benefitted from
- Their highest neutral response was 17% which was also in relation to professional and personal development
- Any negative responses COSS students provided were so low that they did not register on the system, which in theory, could be taken as a positive response!



## FEEDBACK

*8) Do you have any suggestions on how to improve the postgraduate researcher experience within the University or the way your programme prepared you for your chosen career path?*

"My supervisor Professor S was excellent, and I cannot speak highly enough of all his help over my studies. My internal examiner Professor M was excellent. All the University staff that I came into contact with were very helpful."

"Improve support for distance part time students "

"Excellent and life changing experience"

"PhD Researchers will benefit from having desk space. This has recently been more difficult for PhDs. Research courses should also be designed with a compulsory component in them, meaning that every student should attend at least 1 course on Research Design or other research methods."

"It would be better to add classes about career guidance."

"It was by far the best academic experience I have ever had, and I had experience from really well-known institutions such as University of Bristol in England and KU Leuven in Belgium. It was by far the most organized and best experience. All because of people. People make Glasgow and Indeed people also make University of Glasgow."

"Have more tailored personal and professional development training programmes rather than the generic corporate-like trainings that are being conducted more and more."

"I wasn't very happy about how the interdisciplinary factor of my research was dealt with. I required supervision from both areas of study to conduct empirical research. During my first and second year, I dealt with a lot of issues from my secondary supervisor who wasn't providing me with the support I needed. I raised these issues, and it resulted in the person leaving the University. I wasn't provided with a new supervisor, which I really needed at that stage to analyse my data. My primary supervisor tried to address it by locating a new secondary supervisor in the School, who was able to provide some help, but despite their efforts, given the different field, this supervisor was unable to help me with other aspects of the research. I found all the situation very stressful and difficult to navigate and I wasn't offered a lot of help from the Graduate School when I reached out to find a solution."

“EdD students are distance learning students for the most part so there are challenges inherent in the structure of the programme - however, it would be nice if they were explicitly welcomed into the broader doctoral community within the School, especially with more options for online engagement. It was a positive communal experience that ended abruptly in the dissertation phase, just at a moment where students could benefit from that extra community support.”

“No - it was an amazing experience, and I was particularly well supported through the Covid pandemic.”

“No suggestions. It was a truly excellent experience.”

“The cancellation of multiple courses during Covid, the lack of information about online tutorials and the very clunky class enrolment system meant that it was very difficult to access courses and gain credits, particularly for members of staff like me who were offsite for the majority of our time in research (MD). This was made up for by the excellent support provided by my supervisor and lab colleagues but overall felt like a big let down from the university itself due to the poor information provision, including regarding induction at the very start.”

“I was admitted mid-term in January 2023. After arriving I found myself a little adrift for more than a week with no idea what courses I would be taking. I was also somewhat lost as to the expectations and form of my research, which would have been mitigated if I had been allowed to take the research methodology course offered in September.

My supervisors were excellent, and I would have welcomed more time to discuss my thesis with them. Perhaps a regular meeting time could have been set up.

In conversation with my primary supervisor, he suggested that in the future MRes students would only be accepted in September at the beginning of the term. I agree this would likely provide easier ingress for future students.”

"The seminars and training provided by the College of Social Sciences, Adam Smith Business School and the research development team have been vital in moulding my research, career and personal skills."

"I think I would have liked more open conversations, talks, workshops, etc. about navigating the post-PhD landscape in terms of what pathways are available and how PhD candidates can start putting some things in place. Hearing from people who have actually done this themselves is more valuable than a 'how-to' session."

I did a collaborative doctoral award PhD, but it was only towards the end of my study that I realised I had really needed some stronger grounding in what that might entail and what partnership work could look like in a research context."

"Both were really quite good - I think office space was really important for my research experience as it was not only a reliable place to work but it allows for networking and socialising in an otherwise often lonely research role. I think that a few more 'careers outside of academia' sessions would have been useful, though there were some organised by SGSAH (as I was funded by them) that were useful."

"Holding more specialized seminars.  
Supporting the first-year international students in finding a place to live."

"Professional development could be a higher priority, GTA marking and preparation could be more fairly compensated, it is difficult to shake the impression that professional and academic 'trust' disproportionately falls to a small number of PhDs. This hurts the cohort's overall employability. I would create a small Arts and Humanities Professional Development team, whose mission is to provide support for job searches in Arts and Humanities contexts, build relationships with local industries where A and H alumni could be employed, and champions the University of Glasgow A and H PGT and PGR communities for their internships, graduate schemes, and other positions."

"I also witnessed bad behaviour from other candidate's supervisors (non-engagement with students' work, e.g. not ever reading anything the student had written; overloading a student with extra work such as writing multiple journal articles; making students cry in front of others; harassment and inappropriate chat). It is clear that supervisors need more training/check-ins to ensure that they are supporting their students through the PhD journey."

"No, I thoroughly enjoyed and benefitted a great deal from the support the School of Education and the Doctorate in Education programme provided."