

PRES 2011: Update on actions taken since the last survey

85% of you said that your overall research degree experience met or exceeded your expectations. The University has a target of 90% so we'd like to see this number increase in future and that's why we've decided to run PRES 2012, to find out how we're doing and what we still need to improve.

What you told us	What we have done (so far) in response
<p>Supervision</p> <ul style="list-style-type: none"> Satisfaction with supervision at Glasgow is higher than the average results from comparable UK universities <p>Personal, professional and career development</p> <ul style="list-style-type: none"> Satisfaction with opportunities for transferable skills development has increased by 3% since 2009, though a few of you were finding it difficult to get places on the most popular training courses 	<ul style="list-style-type: none"> A new supervisor training policy is being developed, to ensure we share our approaches across the university, keep our supervisors updated and maintain our high standards Graduate Schools are reviewing how they match prospective students with an appropriate supervisory team. The Researcher Development Committee reviews the number of places available on each courses and how we ensure everyone gets access to the right training. Additional dates were put on for the most popular courses – we trebled the number of places available on Presenting with Impact for 2011/12, compared to 2010/11. Each Graduate School has introduced a portfolio tool, based on the Vitae Researcher Development Framework for use as part of the annual review process. This aims to help students reflect on their professional development. We have employed two current research students to develop materials and events that will help us to communicate these opportunities more clearly. Graduate Schools are reviewing how they communicate training opportunities and have redesigned their websites and training booklets as well as introducing a Graduate School facebook page in Social Sciences.

Research Culture

- Improvements have been seen with integration into the research environment and broader research culture although many of you expressed a need for a postgraduate social space, which would foster collaborative working and opportunities to develop interdisciplinary research. There were also calls for a better seminar programme in some schools.

Infrastructure

- Researchers in Arts subjects would like better access to office space

Knowledge of expectations, standards and feedback

- In 2009, you told us that we could be doing more to explain what is expected of students, required standards for the thesis and the various roles and responsibilities during a PhD. We put significant effort into improving this and have seen an increase in satisfaction in all of these areas.
- There has been a 10% increase in satisfaction with the institution's response to student feedback. However, we'd like to see a continued improvement in this area.

- A University working group, chaired by the SRC and the Deputy Principal, is working towards the creation of a dedicated PG social space, planned for mid 2012, in the main university building.
- New Initiatives funding was awarded to the newly formed PG society, allowing them to host an interdisciplinary conference: *Changing the World*. We have continued to run several [making an impact events](#) throughout the year, to improve networking opportunities across the Colleges. Each College is also reviewing their local seminar programmes and we have designed new workshops to promote interdisciplinary collaborations (Frontier Conversations, Feb 2012 and Sustainability and Impact, April 2012)
- Office space is still an issue, particularly for researchers from the College of Arts and we will continue to work on this. In the meantime, 135 additional lockers have been provided for researchers in Arts.
- Graduate Schools are working to improve induction, based on local student feedback. We have introduced an [online course](#) (towards the finish line) which leads final year students through the writing up, submission and viva process. New viva preparation workshops will be introduced in the Colleges for 2011/12. We are now running our '*strategies for a successful start*' course twice a year, to make sure it is available for students who start mid-way through the year.
- We will continue to run PRES, as well as focus groups to ensure that we are aware of student feedback and can respond to it quickly. A year long project with the Students' Representative Council resulted in the updating of the University's student representation policies, to

<p>PGRs who teach</p> <ul style="list-style-type: none">Experiences of teaching during the PhD have been mixed. While many students rate this as one of the most enjoyable aspects of their PhD, others feel there could be more support for teachers and a greater number of opportunities for teaching	<p>ensure there is sufficient focus on PGRs. We hope that by the end of this academic year, PGR reps will be involved in shaping policy and practice across all the Graduate Schools, as well as through central committees and links to the SRC.</p> <ul style="list-style-type: none">In May 2011, the Learning and Teaching Centre ran a workshop for university staff in roles supporting postgraduates who teach. This helped to share some of the ideas and good practice from around the university and they also ran a GTA survey to get a more in-depth understanding of what our GTAs are looking for. They are working with the Higher Education Academy to learn from what others are doing in this area and have provided funding to support a student demonstrator network.For 2011/12, the LTC has introduced a GTA workshop series (in addition to the statutory training) and is encouraging researchers to apply for accreditation through the Higher Education Academy.The Deans of Graduate Studies are working on a code of practice for the College for the employment of GTAs, to make expectations and terms and conditions of teaching clearer to students and staff.
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