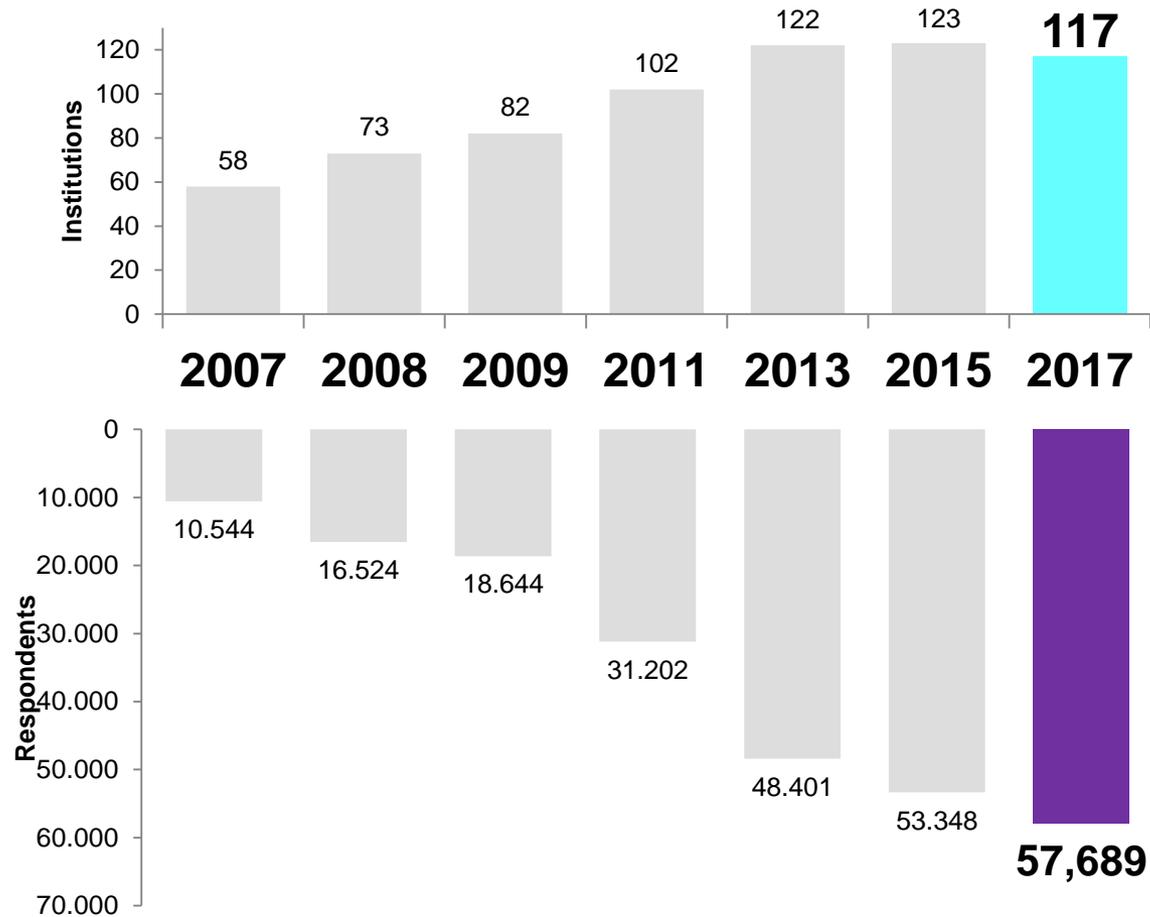


Understanding the postgraduate researcher experience

Exploring results from PRES 2017

Ewan Fairweather & Dr Claire Slight, Advance HE

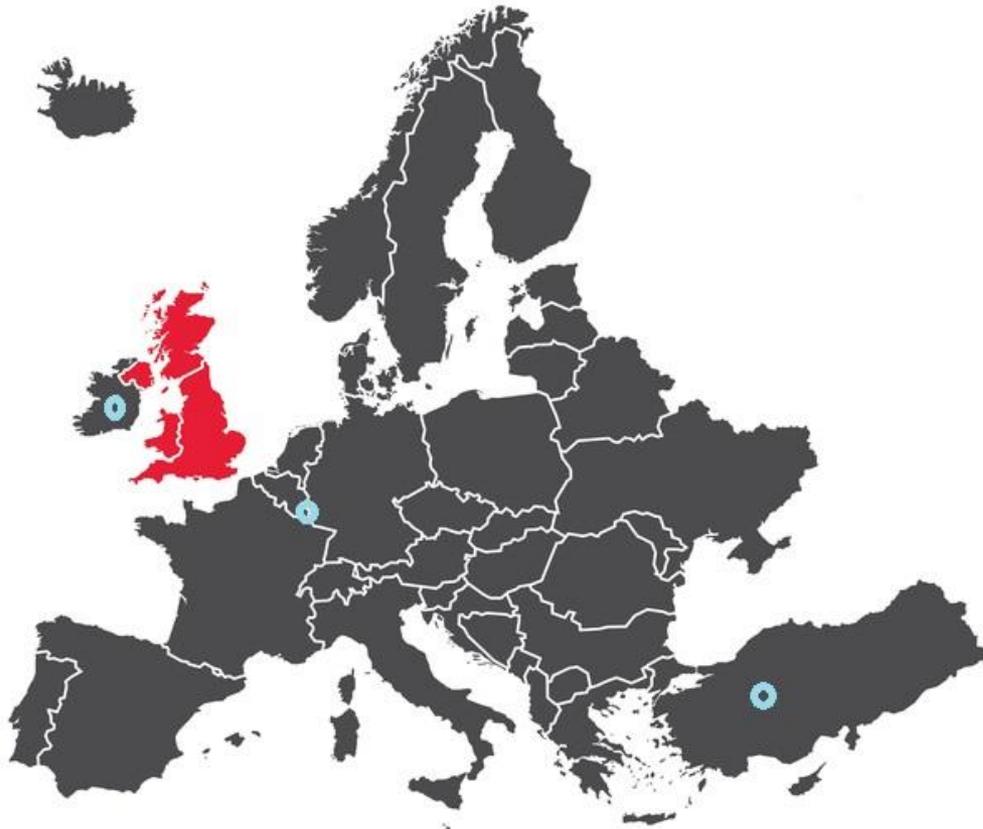
PRES 2017: 117 universities, 57,689 respondents



PRES 2017 respondent profile

	HESA 2015-16	PRES 2017
	113,175	57,689 (51%)
Male	52.2%	47.3%
Female	47.8%	49.5%
Other (prefer not to say)	-	3.2%
Full-time study	74.8%	80.6%
Permanent residence: UK	57.1%	64.9%
Other EU	13.3%	8.6%
Non-EU	29.6%	26.5%
Stated disability	6.9%	10%
White (<i>UK-domiciled only</i>)	80.3%	83.5%

Since 2017, HE providers worldwide can participate



- Ireland
- Luxembourg
- Turkey

- Qatar

- Australia
- New Zealand

Big changes, major challenges...globally

“Across the globe, doctoral education is in the throes of change. Diversification, regulation and proliferation are just a few of the developments that pose **major challenges for those supervising doctoral candidates.**”



A Handbook for Doctoral Supervisors
Taylor, Kiley & Humphrey (2017)

When it goes wrong...

“Little did I know that what I had signed up for would destroy not only my career plans but also my passion for the subject, my ambition and my self-confidence.”



‘[Of Monsters & Mentors](#)’, Times Higher Education, June 1 2017

Doctoral education is too important to be left to chance

“There is no quality university education without sufficient numbers of well-trained PhDs. PhD training is the engine room of the university system. If the engine splutters, universities will not meet expectations.”

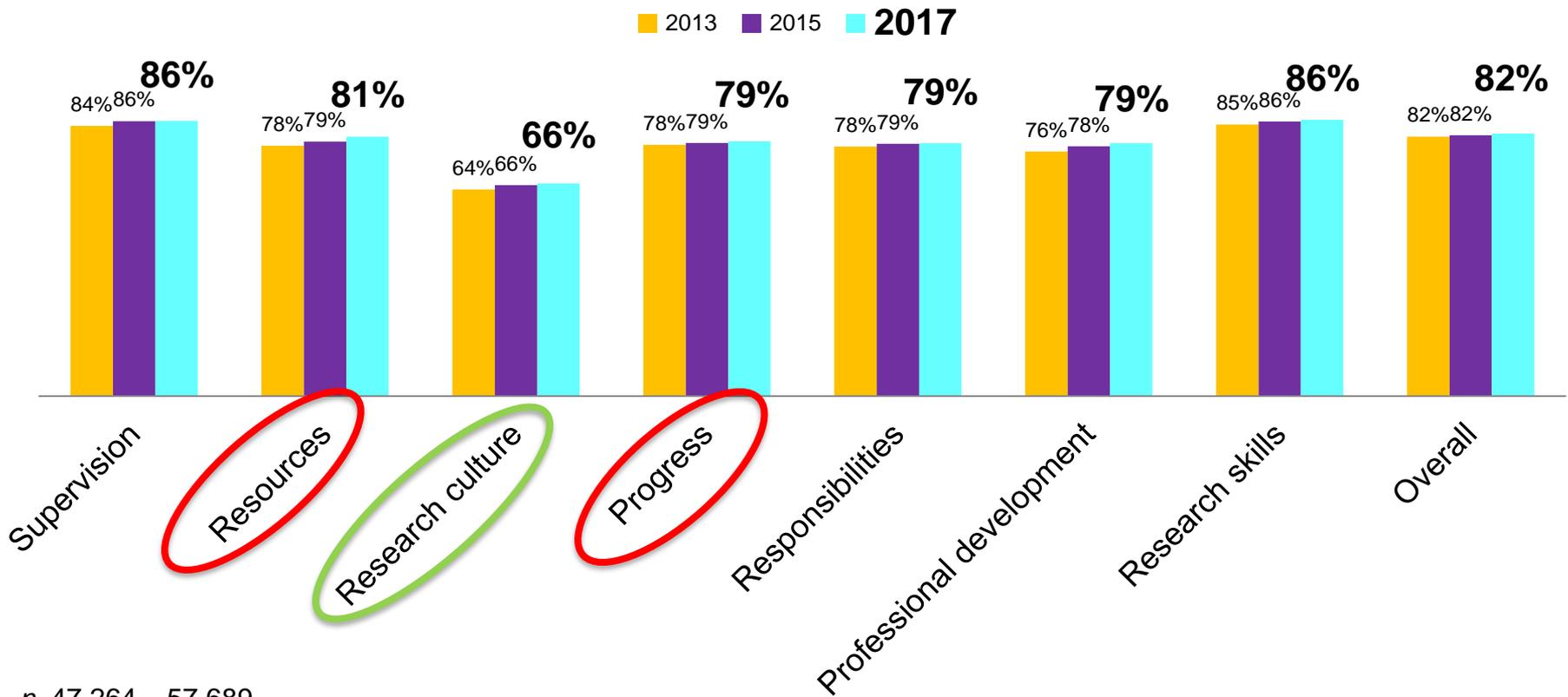


Helmut Blumbach,
Director DAAD (Africa)
The Pie, May 2018

A voice for candidates, A microscope for institutions

POSTGRADUATE
RESEARCH EXPERIENCE
SURVEY

PRES core scales 2013 - 2017 (% agree aggregate)

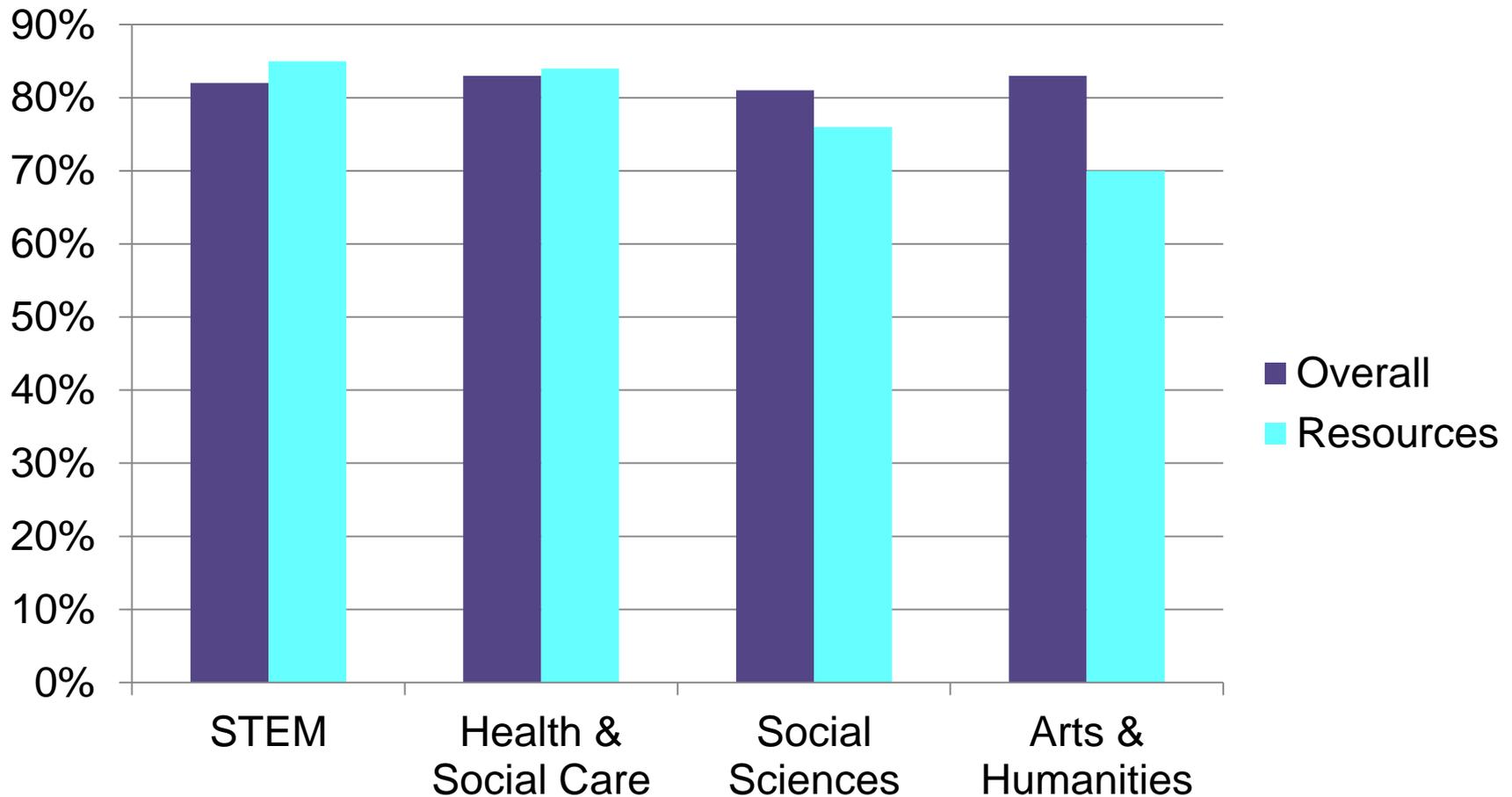


n. 47,264 – 57,689

Resources



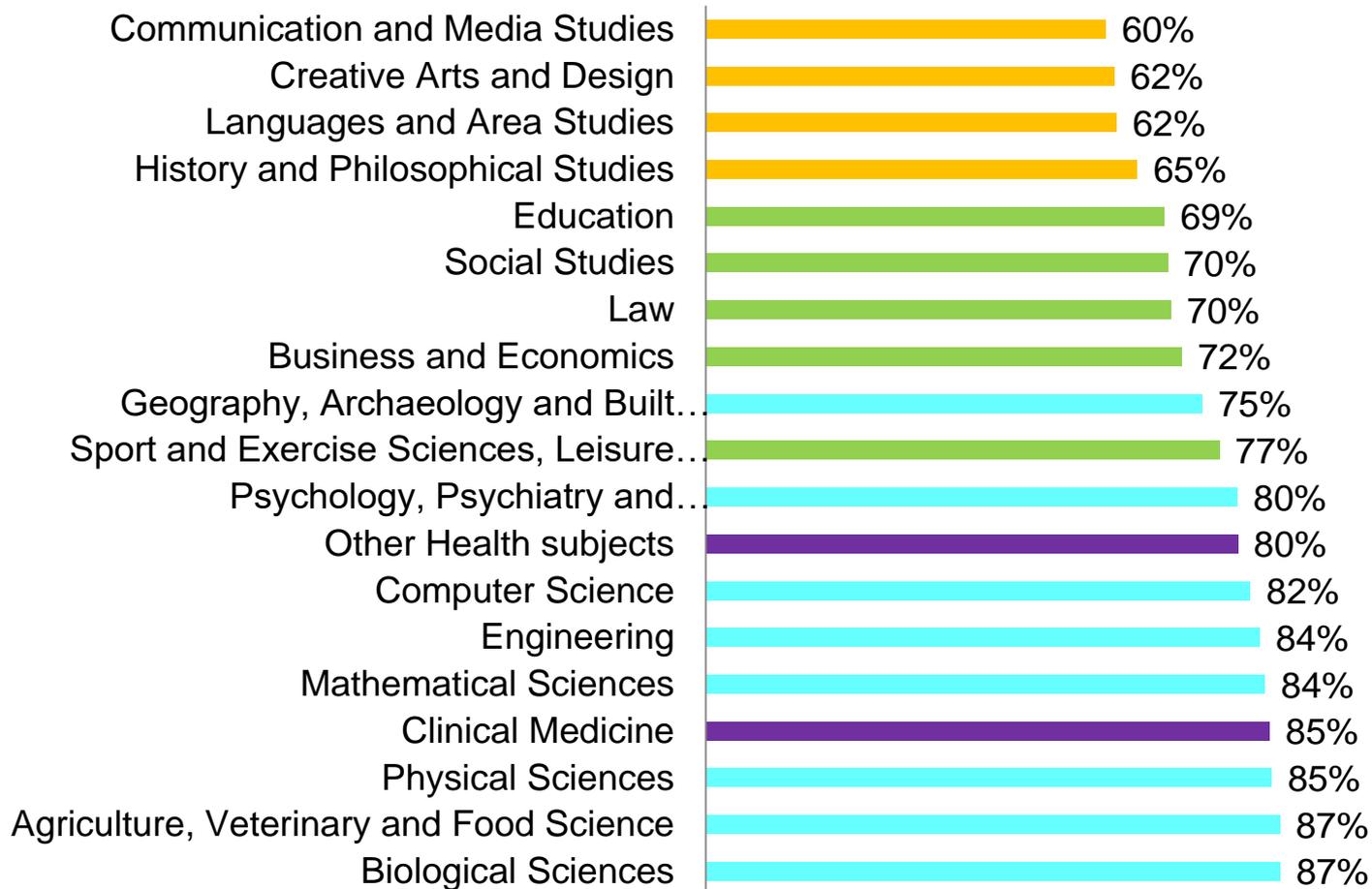
Satisfaction overall vs satisfaction per subject cluster



Resources scale: breakdown by subject cluster

	STEM	Health & Social Care	Social Sciences	Arts & Humanities
1. I have a suitable working space	82%	84%	71%	63%
2. There is adequate provision of computing resources & facilities	83%	83%	75%	68%
3. There is adequate provision of library facilities (incl. physical & online resources)	90%	89%	84%	79%
4. I have access to the specialist resources necessary for my research	83%	83%	75%	72%

1: 'I have a suitable working space' by subject % satisfaction



Arts & Humanities

Social Sciences

STEM

Health & Social Care

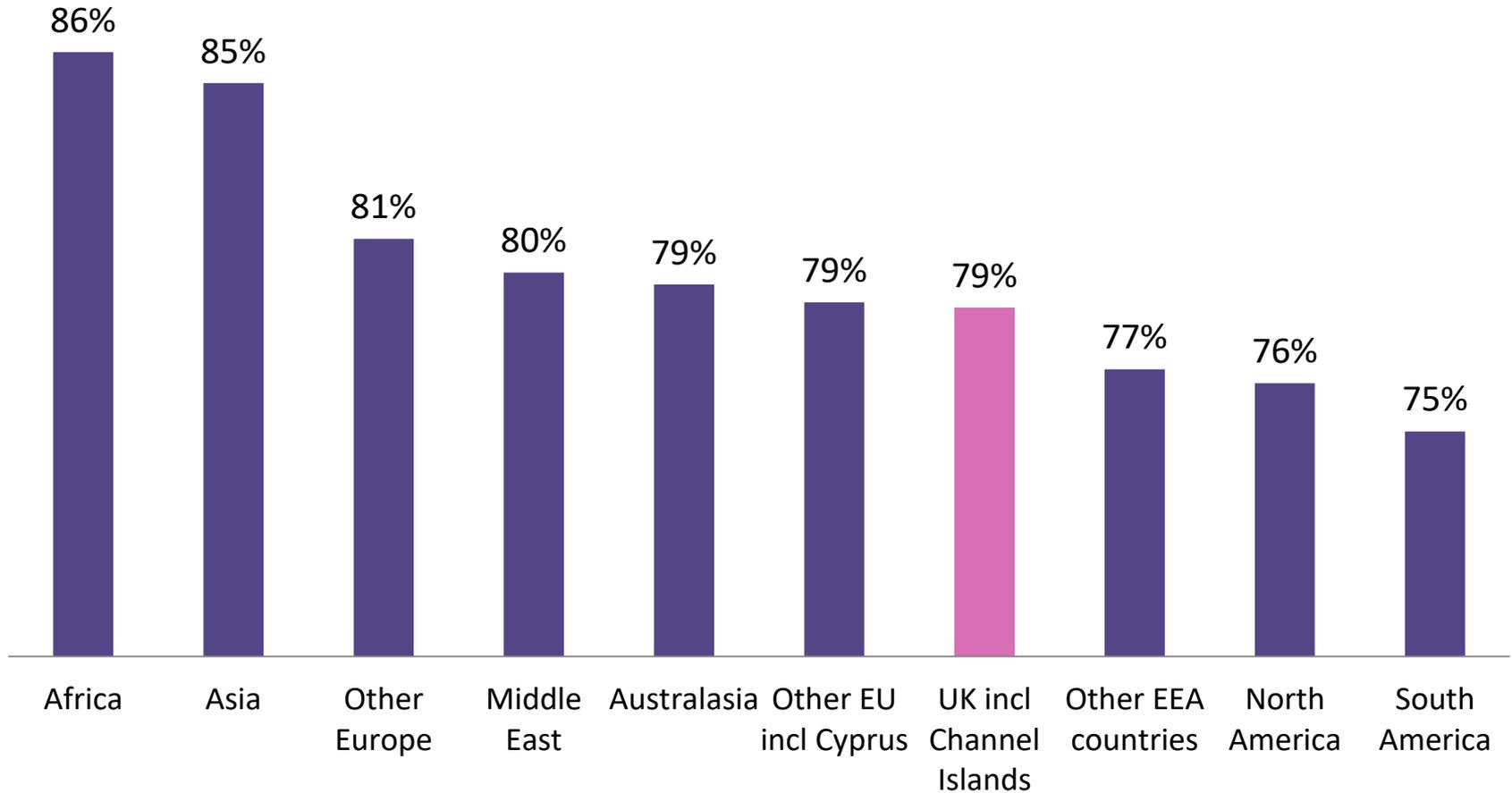
Progress



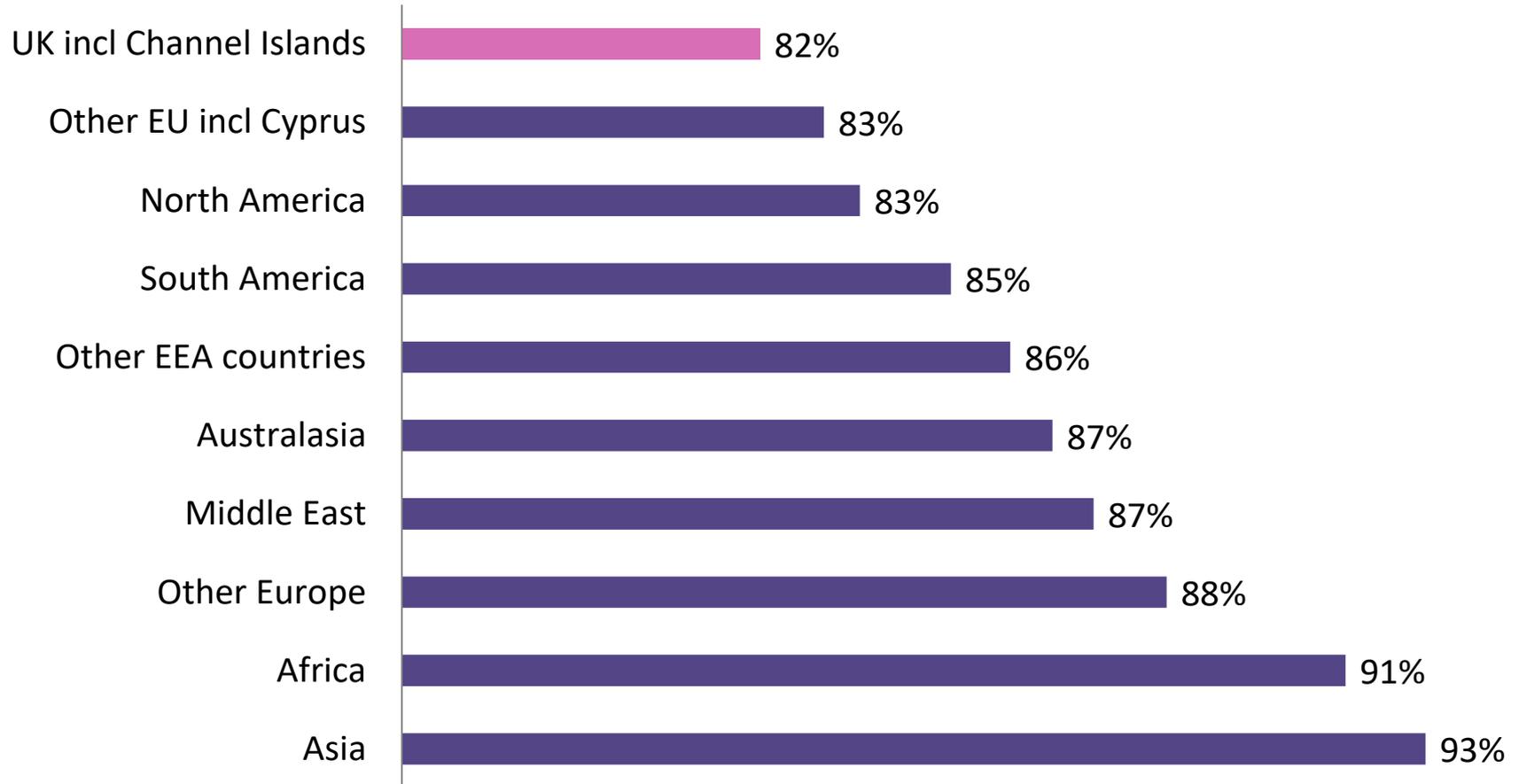
Survey core scales by residency

	Supervision	Resources	Research culture	Progress	Responsibilities	Research skills	Professional development	Overall
UK incl. Channel Islands	85%	81%	66%	79%	78%	86%	79%	82%
Other EU incl Cyprus	86%	83%	66%	79%	80%	85%	78%	81%
Other EEA countries	87%	82%	66%	77%	79%	86%	82%	86%
Other Europe	87%	81%	65%	81%	79%	83%	76%	81%
Africa	90%	84%	68%	86%	85%	92%	83%	86%
Asia	90%	82%	72%	85%	86%	89%	81%	85%
Australasia	84%	80%	70%	79%	79%	84%	80%	81%
Middle East	87%	81%	61%	80%	79%	87%	78%	81%
North America	85%	77%	65%	76%	78%	85%	78%	81%
South America	88%	81%	60%	75%	78%	83%	73%	84%

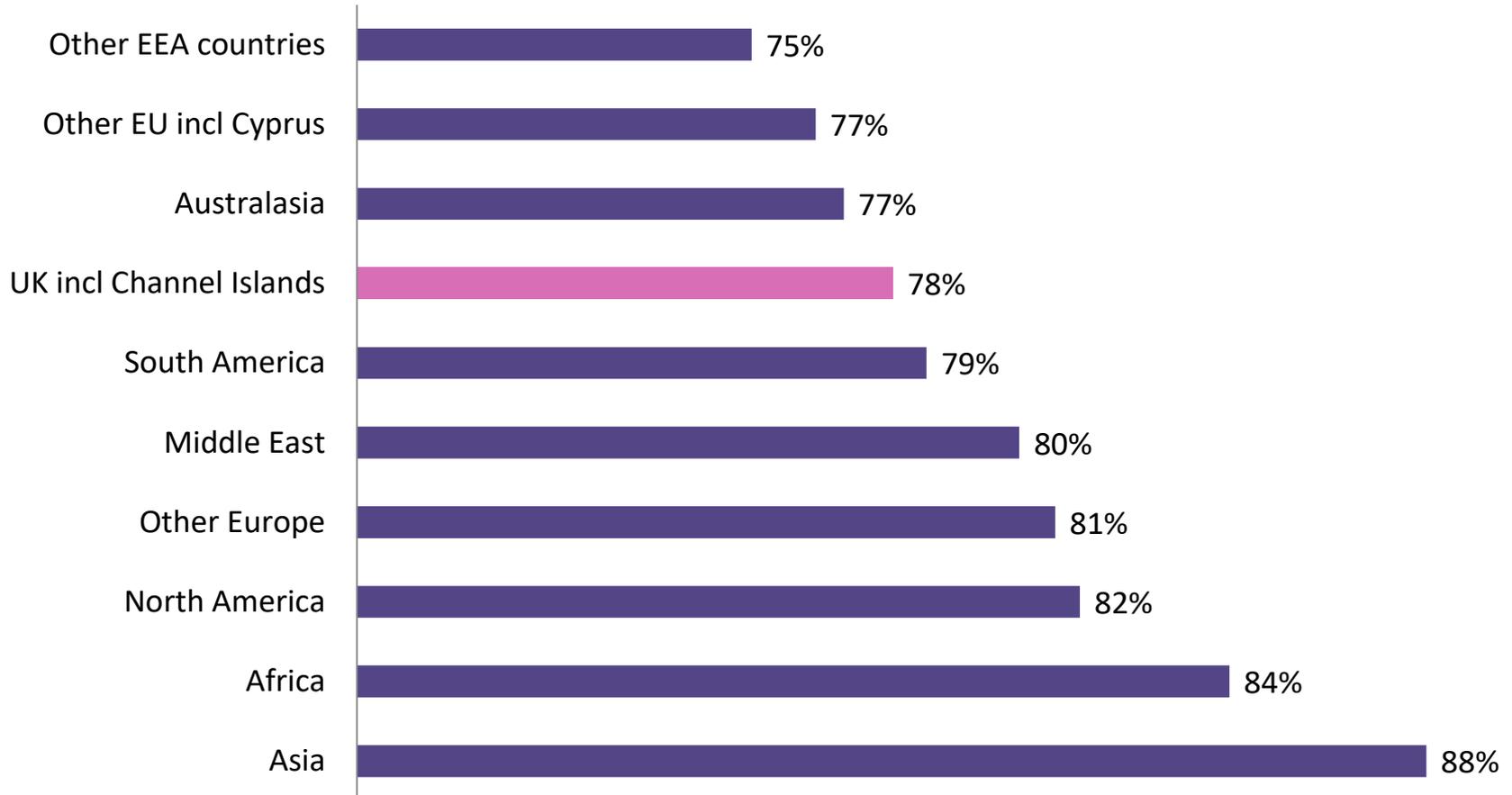
Progression core scale (by permanent residency)



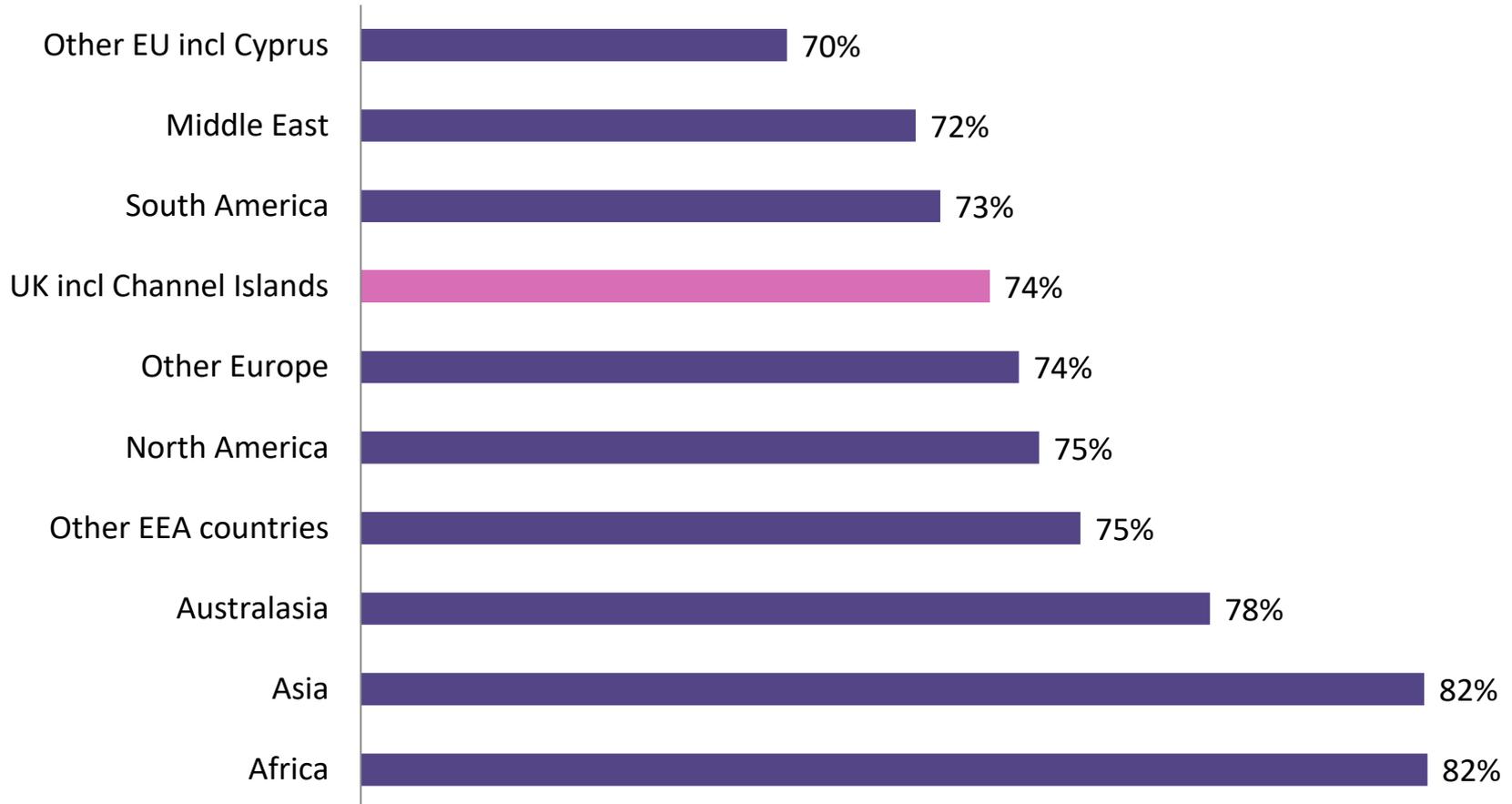
'I understand the requirements and deadlines for formal monitoring of my progress'



'I understand the required standard for my thesis'



'The final assessment procedures for my degree are clear to me'



Too precious to be left to chance!

“Doctoral education is central to the mission of universities. It provides the academic community and wider society with researchers capable of producing original knowledge and develops an environment critical to the knowledge society.”

‘Doctoral Education -Taking Salzburg forward’ (2016), European University Association
<http://eua-cde.org/who-we-are.html>

The logo for AdvanceHE, featuring a small teal circle with a white dot inside, followed by the text "AdvanceHE" in a bold, black, sans-serif font.

For more information

www.advance-he.ac.uk

 @AdvanceHE

**Request the PRES reports and
survey data for 2017 and previous
years**

Email: ewan.fairweather@advance-he.ac.uk

Appendices

Lower scores for disabled students highlight the challenges in delivering a consistent experience for all

