ULSTER UNIVERSITY

Postgraduate Research Experience Survey (PRES) 2017

The University participated in the biennial PRES for the seventh time this year, allowing the institution to compare results over a ten-year period. PRES is primarily a benchmarking tool and national results obtained from the 130 participating Higher Education institutions, incorporating over 57,500 individual responses, provide robust benchmarking data for individual institutions.

Aside from the benchmarking data and the statistical analysis, PRES also provides a high level of qualitative information via the open ended questions at the end of each section. As in previous years, a full list of all comments has been included in the appendices of this report as the comments will provide useful feedback on student perceptions of their research degree programmes at Ulster.

Participation:

All registered postgraduate research students were invited to complete the online survey, which was open from 10 March to 18 May 2017. Following on from the success in achieving high participation rates in the last survey, the incentive scheme was again implemented whereby two iPads were offered as part of a prize draw for participation. Research Student Administration sent out a number of targeted emails inviting participation and spikes in participation were noted following distribution of such emails.

The survey platform provided by BOS (Bristol Online Surveys) required students to access the survey by a unique survey URL, auto-generated by the system based on their unique user IDs, and students were assured of the anonymity of the survey.

The participation rate increased from 56% in 2015 to 58%, which is well above the national average of 46%. Individual Faculty participation rates, as shown in the table below, varied considerably.

	% Faculty Participation Rate
Faculty of Art, Design and the Built Environment:	67%
Faculty of Arts:	45%
Faculty of Computing and Engineering:	63%
Faculty of Life and Health Sciences:	56%
Faculty of Social Sciences:	59%
Ulster Business School:	56%
Total:	**58%**

Findings – Scaled Questions:

As with previous surveys, scaled questions have been used to provide more robust data on each particular area of interest. Groups of questions relating to similar subject areas have been combined to form seven scaled questions and the questions making up each scale have been reproduced in Annex 1.

The table below shows the mean scores for each scaled question, along with a comparison against the national averages and the historic data from Ulster's previous surveys.

Faculty Mean Scores by Scaled Question:

The table below provides further detail on the mean scores for each scale by Faculty.

Scale	Ulster Mean Rating PRES 2017	Ulster Mean Rating PRES 15	Ulster Mean Rating PRES 13	Ulster Mean Rating PRES 11	Ulster Mean Rating PRES 09	Ulster Mean Rating PRES 08	Ulster Mean Rating PRES 07	UK Mean Rating PRES 2017
Supervision	**4.26**	4.3	4.2	4.1	4.1	3.8	3.9	4.37
Research Skills	**4.38**	4.4	4.3	4.0	3.9	3.8	4.0	4.32
Resources	**4.22**	4.2	4.2	4.0	3.7	3.6	3.6	4.16
Research Culture	**3.63**	3.7	3.6	3.6	3.3	3.1	3.2	3.79
Progress and Assessment	**4.23**	4.2	4.1	4.0	3.8	3.8	3.8	4.08
Professional Development	**4.25**	4.3	4.2	3.5	3.1	n/a	n/a	4.13
Responsibilities	**4.18**	4.1	4.1	3.8	3.6	n/a	n/a	4.09

The table shows high levels of satisfaction across most of the scaled question areas across all faculties. The exception, as mentioned before and in line with national results, is the Research Culture scale, particularly within Arts and Art, Design and the Built Environment.

Scale	Arts	Art, Design and the Built Environment	Computing and Engineering	Life and Health Sciences	Social Sciences	Ulster Business School
Supervision	4.32	4.02	4.29	4.31	4.36	4.39
Research Skills	4.54	4.19	4.45	4.43	4.30	4.43
Resources	4.04	3.90	4.32	4.32	4.31	4.40
Research Culture	3.42	3.23	3.77	3.74	3.84	3.64
Progress and Assessment	4.47	4.13	4.24	4.17	4.27	4.47
Professional Development	4.36	4.15	4.28	4.33	4.08	4.26
Responsibilities	4.25	3.93	4.13	4.16	4.23	4.37

Average Means by Faculty:

Faculty	Average Mean across all scaled questions (PRES 2017)	Average Mean across all scaled questions (PRES 2015)
Arts	**4.20**	3.96
Art, Design and the Built Environment	**3.94**	3.84
Computing and Engineering	**4.21**	4.23
Life and Health Sciences	**4.21**	4.29
Social Sciences	**4.20**	4.21
Ulster Business School	**4.28**	4.33

Respondents were invited to rate their overall satisfaction levels with their experience at Ulster. It should be noted that the faculties of Arts and Art, Design and the Built Environment saw their overall satisfaction increase substantially when compared to results of the previous survey.

Overall satisfaction with experience of research degree programme at Ulster

Faculty	Mean Score
Arts	4.14
Art, Design and the Built Environment	3.90
Computing and Engineering	4.15
Life and Health Sciences	4.22
Social Sciences	4.25
Ulster Business School	4.16

Opportunities:

The PRES 2017 survey invites respondents to provide more detail on the opportunities that they had been offered throughout their research degree programme. The following table identifies the volume and type of opportunities on offer at Ulster by Faculty:

Opportunity	Faculty of Arts	Faculty of Art, Design and the Built Environment	Faculty of Computing and Engineering	Faculty of Life and Health Sciences	Faculty of Social Sciences	Ulster University Business School
Agreeing a personal training or development plan	17	27	36	80	18	12
Receiving training to develop my research skills	25	64	68	148	49	28
Receiving training to develop my transferable skills	20	38	46	96	25	19
Receiving advice on career options	13	21	33	50	13	7
Taking part in a placement or internship	3	2	7	13	3	0
Attending an academic research conference	28	70	69	131	42	20
Presenting a paper or poster at an academic research conference	22	60	59	107	36	14
Submitting a paper for publication in an academic journal or book	16	34	49	75	18	11
Communicating your research to a non-academic audience	16	44	32	66	19	16
No answer	3	2	1	5	2	1
Totals	**163**	**362**	**400**	**771**	**225**	**128**

Students were then asked whether or not they had had the opportunity to undertake teaching or demonstrating while carrying out their research degree programmes and, for those who had, whether they felt appropriately supported in their teaching.
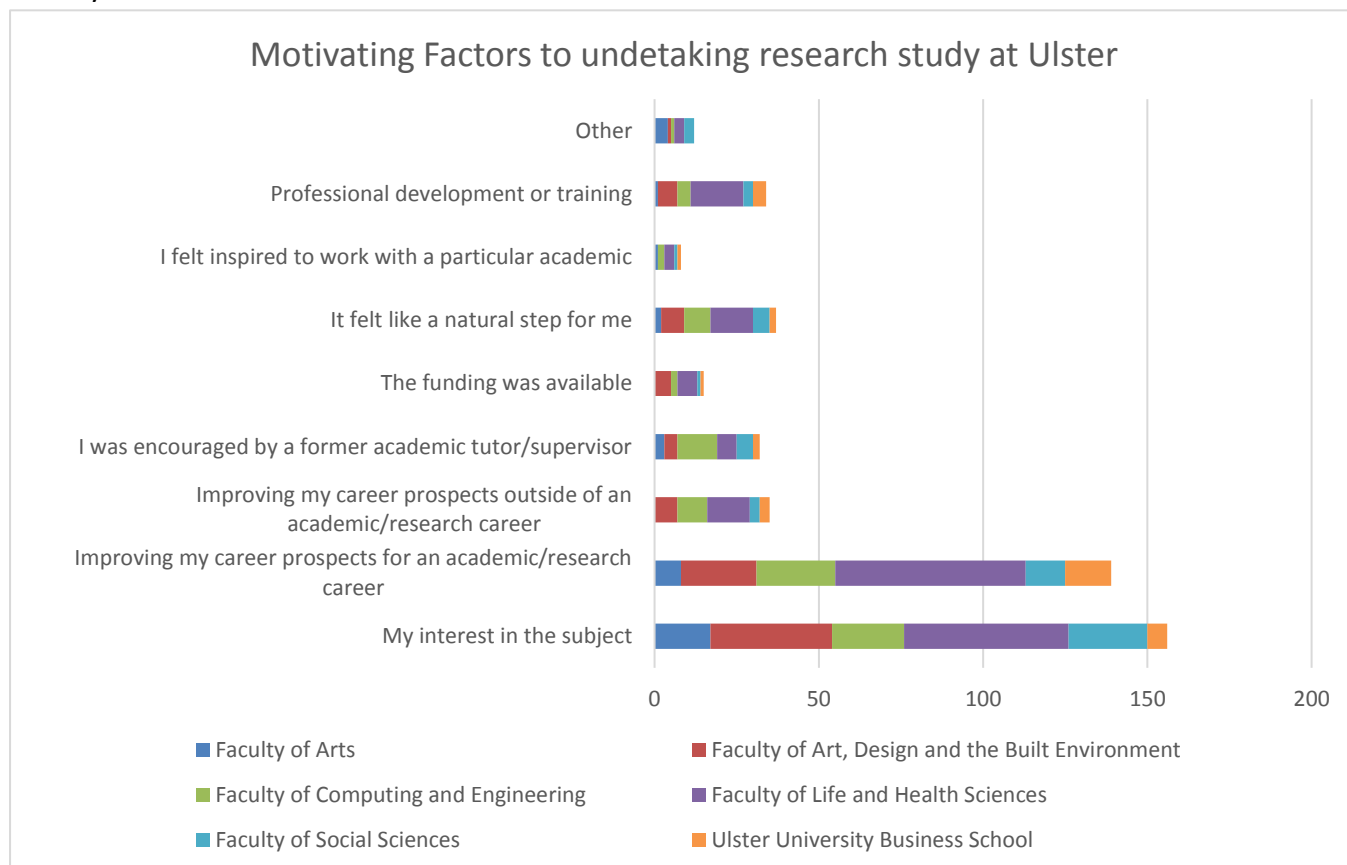
Faculty	% respondents who have availed of teaching or demonstrating opportunities	Satisfaction levels with support and guidance provided to undertake these duties (Mean Score)	Was formal training provided prior to teaching opportunity?
Arts	58%	2.81	75%
Art, Design and the Built Environment	51%	3.25	56%
Computing and Engineering	71%	3.65	67%
Life and Health Sciences	60%	3.80	75%
Social Sciences	65%	3.58	69%
Ulster Business School	58%	3.61	78%
Total	**60%**	**3.56**	**70%**

Nationally, only 51% of respondents to the PRES 2017 had been offered teaching or demonstrating opportunities (compared to 60% at Ulster) and the satisfaction with the

levels of support provided for doing so was slightly lower than the Ulster response (a mean of 3.52 nationally against a mean of 3.56 for Ulster). Nationally, 57% of respondents had received formal training for teaching, compared to 70% at Ulster.
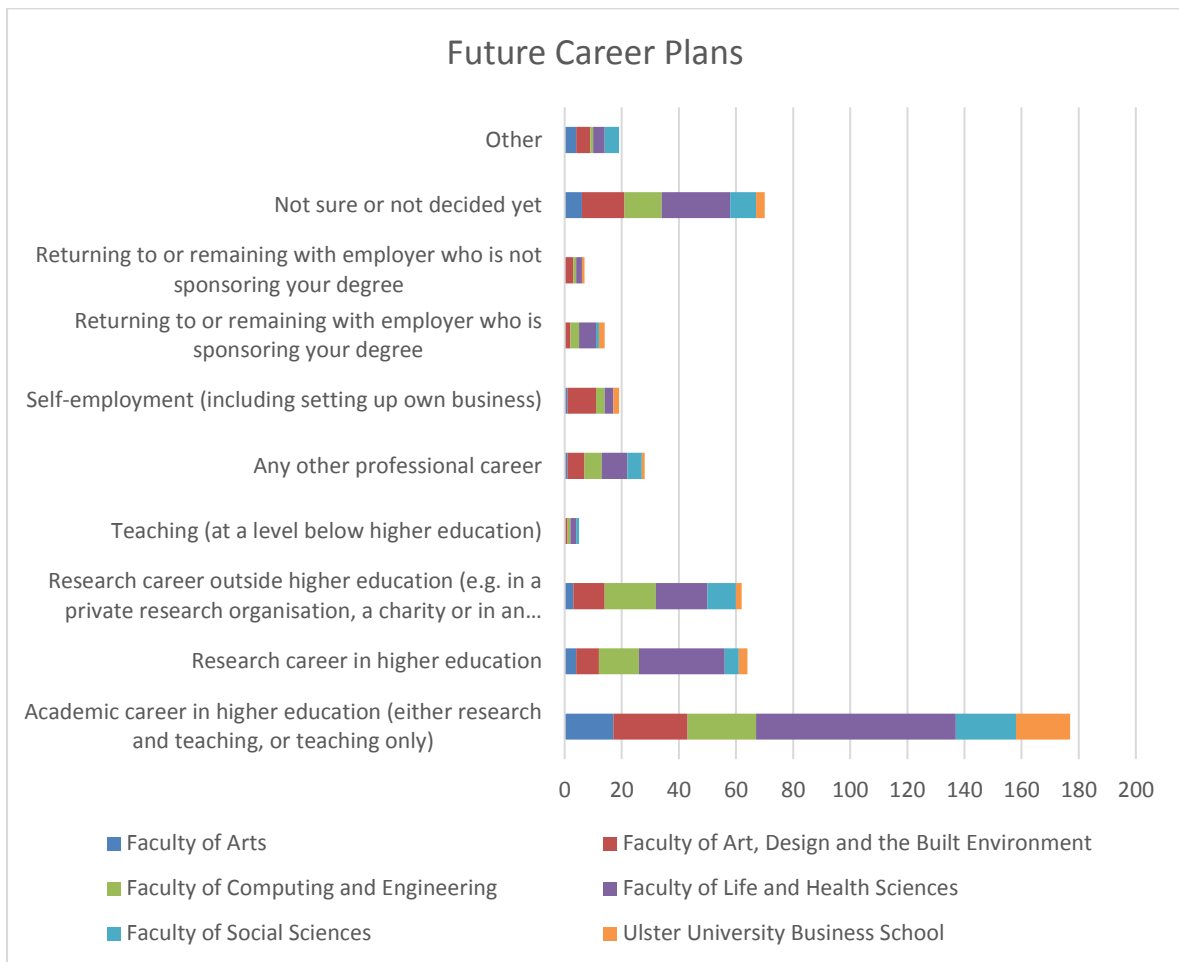
Expectations and motivations:

Respondents were asked to consider their motivations for undertaking research degree programme and their future career plans. The charts below show the motivating factors by Faculty.

Motivating Factors to undetaking research study at Ulster

Categories (top to bottom):
- Other
- Professional development or training
- I felt inspired to work with a particular academic
- It felt like a natural step for me
- The funding was available
- I was encouraged by a former academic tutor/supervisor
- Improving my career prospects outside of an academic/research career
- Improving my career prospects for an academic/research career
- My interest in the subject

Horizontal axis: 0, 50, 100, 150, 200

Legend:
- Faculty of Arts
- Faculty of Art, Design and the Built Environment
- Faculty of Computing and Engineering
- Faculty of Life and Health Sciences
- Faculty of Social Sciences
- Ulster University Business School

It is interesting to note that, as in previous years, the majority of respondents were still hoping to improve their career prospects for an academic or research career, rather than outside of academia.

Following on from this question, respondents were invited to indicate their career plans. The pie chart shows the findings in response to the question, 'What type of career do you have in mind for when you complete your research degree?'

Future Career Plans

Future Career Plans (horizontal stacked bar chart by category)

Categories (top to bottom):
- Other
- Not sure or not decided yet
- Returning to or remaining with employer who is not sponsoring your degree
- Returning to or remaining with employer who is sponsoring your degree
- Self-employment (including setting up own business)
- Any other professional career
- Teaching (at a level below higher education)
- Research career outside higher education (e.g. in a private research organisation, a charity or in an…
- Research career in higher education
- Academic career in higher education (either research and teaching, or teaching only)

X-axis: 0 to 200

Legend:
- Faculty of Arts
- Faculty of Art, Design and the Built Environment
- Faculty of Computing and Engineering
- Faculty of Life and Health Sciences
- Faculty of Social Sciences
- Ulster University Business School

Finally, students were invited to consider how likely it was that they would complete their research degree programme within the institution's timescales. The table below shows the results by Faculty. With an overall mean rating of 3.97, Ulster students are slightly less confident of completing within the institution's timescales than those from other UK institutions (mean 4.17.

Likelihood of completing on time:

Faculty	Mean Score
Arts	4.03
Art, Design and the Built Environment	3.97
Computing and Engineering	4.12
Life and Health Sciences	3.90
Social Sciences	3.80
Ulster Business School	4.18

Faculty responses to survey:

Faculty of Arts

The Faculty welcomes the improvements in the results, as measured by the students' responses to the survey. There has been a concerted effort of the past two years to address student concerns.

Some issues raised will be easily addressed, and/or addressed within the new university structures. Resource issues praise the library services, and raise practical concerns about printing and about desk space and space to meet other PhD students from different disciplines. A new printer has been ordered for the RGS rooms at Coleraine and Magee and this should provide an interim solution until the new doctoral hubs are in place. The issues of working space will, I believe, be addressed by the Doctoral College. There is an issue with students making use of the facilities provided: for example, there have been complaints by two students who opt to work at Belfast that they have no office there, even though both are registered at Magee and there is space available to them on that campus. The question of students working off-campus, normally tolerated in Arts as long as the student's progress is satisfactory, might be addressed in the new structures.

The question of the research culture is raised in each PRES. This despite the fact that there is support (financial and administrative) made available for student conferences, each RI runs bi-weekly seminars, often with invited speakers, to which all students are invited, and students are invited to bespoke and general academic conferences and colloquia on the campuses. There is a low rate of take-up, however. One student notes that he/she only attends events relevant to his/her research project. This issue has been raised with students and supervisors by the current HRGS, as damaging to the students' career prospects. Interdisciplinary engagement is essential for anyone planning an academic career, but students are often so concerned about finishing on time that they prematurely eliminate any events they deem irrelevant to their theses.

One student notes that Ulster needs access to JSTOR: there is access to JSTOR so I'm not sure what this is about. The point about the webpage is well made and this is in progress, but lack of human resources makes this slower than it should be.

Teaching opportunities are available and should be offered to all PhD students as part of their professional development.

There is an odd comment about not washing supervisor's time with training needs: this is exactly an issue for supervisors in the Faculty, and should be addressed by them.

The problem with supervision should have been brought to me; I have office hours on both campuses, and am contactable by telephone and email. The student didn't raise this question. I do encourage students to bring these issues to me for discussion, and they are all reassured that they will be treated confidentially.

The Cost of extension more than QUB has been addressed at RDC. Payment for teaching is a problem but there needs to be greater clarity about what students do. This has been

addressed at RDC and with the Dean of the Doctoral College so I expect it to be covered more fully in the new structure.

Dr Lisa Fitzpatrick

Faculty of Art, Design and Built Environment

FADBE had the highest participation rates but once again was the lowest scores across the questions within the University, but once again has shown improvement. The lowest scores are in the Research Culture scale, particularly within Arts and Art, Design and the Built Environment, which is a national trend within the Arts. However, FADBE showed a significant improvement over PRES 2015 with a score of 3.7 improving to 3.9.

Teaching training was at the lowest level within the University as the RGS Head was never informed of teaching and assumed that the appropriate training was part of the RTC programme. Although there is also a contradiction in that there were not unreasonable satisfaction levels.

Motivating factors to undertake research study at Ulster was that of an interest in the subject and career prospects, both elements were well represented with FADBE.

Completion on Time showed improvement from 3.80 in 2015 to 3.97 in 2017. Greater numbers of student progression interviews performed by RGS were considered a positive move.

Regarding the Scaled Questions:

Supervision:

The majority were in agreement regarding the good quality of supervision although comments were also found regarding the availability of supervisors and the expertise of supervisors. Also some students stated that their opinion was not considered. As the supervisors are responsible for the delivery of the PhD, students need to take notice of supervisor comments.

Research Skills:
Skills training received a mixed review. It was interesting to read some comments that I was unaware of. Work load of supervising staff impinges of skills transfer.

Resources:
Regarding space, there are some challenges still in Belfast and financial resources are claimed to be limited. This is in part because the PhD proposals are not sufficiently funded. There is an expectation that RGS will fund significant resources. The academics when submitting a proposal are asked to confirm that there are sufficient resources to complete the research programme.

Research Culture:
This still appears disjointed and covers the full spectrum of positives to negatives. Staff workload is often cited as an issue and the split campus aspect is an issue. Training credits were deemed inappropriate by some.

Progress and Assessment:
Training, induction etc was generally not deemed appropriate despite meetings will all students and requests for supervisors to attend (a usually unfulfilled request). Therefore the

RGS to justify repeating events with poor attendance. Feedback to students is mixed and the role of the conference and annual interviews is positive.

Professional Development:
This was generally negative and was not noted by the RGS until now. Ideas will be incorporated into the next cohort development programme.

Responsibilities:
Access to supervisors is the perennial problem.

Professor Neil Hewitt

Faculty of Computing and Engineering

PRES was conducted across the Ulster University with a participation rate increase from 56% to 58%, with the UK average participation rate remaining at 46%. The Faculty of Computing and Engineering are pleased to report a participation rate of 63%, the second highest in the university and well above the Ulster (58%) and UK averages (46%).

The Faculty notes that overall the mean ratings for all categories within PRES are consistent with the responses from 2015. More specifically within Computing and Engineering, the responses for all factors are above the Ulster averages. In particular we see increased satisfaction in Professional Development. The professional development refers specifically to managing projects, effective communication, developing contacts and managing professional develop. PhD students have been strongly encouraged to present their research at national and international conferences, hence improving they communication skills and offering networking opportunities and therefore it is positive to see this rise above the Ulster average. However, the average mean score for C+E over all categories is 4.21, which is a slight decrease from 2015 (4.23) and increase from 2013 (4.2) and 2011 (4.04). These scores demonstrate an overall high level of satisfaction within the C+E PhD student cohort.

The mean score of the satisfaction with the research degree programme in C+E is 4.15, which is slightly above the university average of 4.14. The students have indicated a number of opportunities that they have received during they research programme which is very encouraging. Within C+E, PhD students are strongly encouraged to participate in teaching or demonstrating and 71% have availed of this opportunity, which is well above both the Ulster (60%) and UK average (51%), and in general the students are satisfied with the support provided for this. The response for the formal training has significnantly improved with an increase to 67% from 57% in 2015. This was identified as an issue in 2015 and the HoRGS briefed the student cohorts on the need to participate in the staff development training prior to participating in teaching and demonstrating. Again, we can note that the majority of the C+E students have embarked on PhD research primarily due to their interest in the subject and also with the aim of improving their career prospects with a large proportion of the students intending to continue with a research career (either inside or outside of HE).

The student response to the likelihood of completing on time for C+E has improved significantly since 2015. With a mean response of 3.85 in 2015, this increased to 4.12 which is above the Ulster average of 3.97 and now almost the highest in the university. This was another issue that the HoRGS discussed with the students during organized coffee mornings to understand why the stidents had this perception.

The qualitative responses provided by the students are limited. In the area of supervision, of the 10 responses, there is a suggestion that supervisors require training. The faculty provides supervisor training as does the university, and the RGS and RIs strongly encourage all supervisors to attend these sessions. Although Resources received a mean score of 4.32 (Ulster mean is 4.22), students have commented on the lack of necessary books and journals in the library, cramped work spaces, noisy working environments, broken equipment, limitations of software licenses etc. This is again disappointing, as students have never raised any such issues in any open forum such as the RGS school board and when such issues have been raised via Annual reports and followed up directly with the students, students note that the issues have been addressed. Under Research culture some issues have been raised

regarding seminars and conference, many seminars are organsied within each school and students are invited. Students are also strongly encouraged to particiate in conferences both internally and externally. Under responabilities, a student notes that issues on annual reports are not actions, this is disappointing as a progress board is held with RID and a specific action list created for issues to be addressed. Often when the RGS contacts the students concerned, them claim that the issues have been resolved or they decline to meet to discuss these. Students are also provide an opportunities to discuss issues via quarterly coffee mornings or with the HoRGS privately after these events.

Overall, the majority of PhD students within C+E are very satisfied with the research degree programme within Ulster.

Sonya Coleman
Head of Research Graduate School

Faculty of Life and Health Sciences

- The Faculty (LHS) welcomes the publication of the PRES 2017 results, which again confirms the overwhelmingly positive experience of research students within Life and Health Sciences. That said we are mindful of areas where we can demonstrate further improvement in the future, specifically around certain resourcing issues and the request by some students for a more structured experience overall, but, in an overarching sense, the results of this survey demonstrate that colleagues within LHS are doing a very good job as supervisors within the PhD realm.

- We note a particularly strong response from students around the development of their research skills (4.31/ 5) and again within the field of professional development (4.33/5) which is pleasing for a Faculty that places particular emphasis in these areas. We realise, in contrast, that we have some more work to do around developing a better research culture for some students (3.74/ 5) and, albeit to a lesser extent, the progress and assessment piece (4.17/5). All other scores, from the role of supervisors to the availability (in the main) of suitable resources to support Doctoral research, received a positive response from students. We read these results as a further endorsement of the importance of Doctoral researchers within LHS, mindful that the overwhelming majority of students at Ulster are located within the Faculty.

- We note that the average mean score across all measured metrics within the PRES report is 4.21, which places the Faculty second (joint) across all Faculties at this institution, which is again pleasing in terms of the overall quantum of students within LHS, relative to other faculties. We note, in line with earlier comments, the relatively high number of students who avail of teaching and demonstrating opportunities within the Faculty, which is again very positive as we seek to broaden the PhD experience across LHS. This point, in fact, is made within the qualitative section of the results, which again offers a typical blend of extremely positive and complimentary comments on the experiences of PhD students with the level of constructive criticism that we value.

- Overall, however, it is clear from both the quantitative and qualitative comments put forward by students within the PRES survey of 2017 that Doctoral researchers within LHS enjoy a positive experience and we continue to value their input into the activities of the Faculty as a whole. We would wish to see a slightly higher level of participation with the PRES survey in 2018, as at 56% participation rate we are slightly below the University's average of 58%. However with even greater levels of encouragement over the next 12 months we are confident we can achieve this outcome.

    David Hassan

    (Head of RGS, LHS)

Faculty of Social Sciences

Across the Faculty, mean scores on the questions indicate high levels of satisfaction among research students. Mean scores for Social Sciences were higher than the University mean on performance indicators for *supervision, resources, research culture* and *progress and assessment* and slightly below the overall mean on performance indicators for *research skills* and *professional development*. In terms of overall satisfaction with experience of the research degree programme at Ulster, Social Sciences had the highest Faculty mean score. Detail on opportunities accrued indicated greatest opportunity in *training to develop research skills, attending academic research conferences* and *presenting a paper/poster at an academic research conference*. *Placement or internship* opportunities scored lowest. Almost two thirds (65%) of respondents reported availing of *teaching and training* opportunities and satisfaction levels (3.58) with the support to undertake this was slightly higher than the University mean. In social sciences, the majority of students who responded indicated their motivations were based on *interest in the subject* or as a means to *improve career options for an academic/research career*, with most also citing this as a future career plan. The likelihood of Social Sciences completing their research degree programme on time was the lowest of the Faculties (3.80).

Qualitative comments by students did not reveal any unexpected issues. Overall, students commented very favourably on supervisory arrangements, although there were a few requests for more regular meetings and more timely feedback. In terms of resources, library facilities were highly rated, with a few requests for updated editions, subscription to specific journals and less restrictive opening hours. Faculty provision was less satisfactory, particularly in relation to office facilities, desk space for part-time students and lack of a dedicated social area. Overall comments on research culture were positive, with students identifying access to a range of events and acknowledging the support given to student-led initiatives. There were, however, requests for fuller integration of students into the research environment of Schools, Faculties and wider University environment and greater access opportunities for part-time students. In terms of responsibilities, student responses focused mainly on dissatisfaction with remuneration for teaching and the charges for extension fees. This is an on-going issue at University level and has been raised at RDC. There was some concern that research training did not fully meet individual student needs. Some students considered aspect of the training programme irrelevant and there were requests for more specialised training, particularly in software such as SPSS and NViVO and in specific methodologies.

Dr Una O'Connor Bones, Head of RGS
July 2017

Ulster University Business School

In overall terms the results from the 2017 Postgraduate Research Experience Survey (PRES) for the Business School are strong, with our students highlighting very high satisfaction levels. The average mean of 4.28 is the highest recorded for the University and is in line with the previous PRES results in 2015. This indicates a consistent level of achievement and student satisfaction. The Faculty response rate for the survey is 56%, which is above the national average (46%) but down from a response rate of 78% two years ago. This is despite numerous efforts to increase the response rate this year, including various reminders to students and supervisors and a Faculty level offer of a prize draw (an Ipad), in addition to the University's prize draw.

The one area which rates lower is research culture, at a mean of 3.64. This is in line with responses across the faculties though (University average score of 3.63). It should be noted that several initiatives have been set up over the years to foster a stronger research culture and PhD community. I organised an initiative on the Jordanstown campus called a 'PhD drop-in', whereby on the first Wednesday of each month PhD students would meet up for a coffee and take the opportunity to discuss their progress with other PhD students. I felt that this would foster a stronger PhD community feel on the campus. Jordanstown students are spread across a number of rooms and blocks and compared to Coleraine and Magee may not have the same opportunities to develop a sense of community and peer support. A further initiative was the setting up of LinkedIn groups for part-time students. Many of our part-time students are located in the Republic of Ireland, England and further abroad, so it is difficult for them to meet other students face-to-face. This type of initiative is designed to alleviate any feelings of isolation. I organised a research seminar series on the Jordanstown campus and invited all full-time and part-time PhD students to present at this, and to attend staff presentations. These activities have had mixed engagement levels from students over time and I have tried to encourage the students to take more ownership. The new Doctoral College may help stimulate more student engagement in both Faculty and cross-Faculty events.

The number of students availing of teaching opportunities within the Faculty is 58% (slightly up from 54% in 2015). This is slightly above the national average (51%). This figure could be improved upon and ideally all PhD students in the Faculty should have the opportunity to gain teaching experience. The majority of those who had taught were formally trained prior to teaching (78%). This indicates a strong engagement by our students in the University's teaching development courses, such as First Steps to Teaching. All of our students are given the opportunity each year to record their areas of expertise for teaching and I circulate these details to Heads of School and ask them to give consideration to PhD students in their teaching allocations. Ultimately teaching allocation is a Head of School decision but they are continually reminded to be as fair and equitable as possible in their allocations in order to give as many of our students as possible some teaching experience.

Some of the qualitative responses indicate that part-time students would benefit from better timing of training and support around their work schedules. This has traditionally been highlighted and is a challenge for the Faculty/University as much of this training is organised centrally. Moreover, training and events require the attendance of full-time students to make them viable and effective in terms of participant numbers. The dispersed locations of our part-time students makes face to face events difficult to organise. Perhaps greater use of

online connections or an annual evening event specifically aimed at part-time students may be tried.

Barry Quinn
Head of the Graduate Research Centre
Business School

Scaled Questions:

Supervision:

My supervisor/s have the skills and subject knowledge to support my research
I have regular contact with my supervisor/s, appropriate for my needs
My supervisor/s provide feedback that helps me direct my research activities
My supervisor/s help me to identify my training and development needs as a researcher

Research Skills:

My skills in applying appropriate research methodologies, tools and techniques have developed during my programme
My skills in critically analysing and evaluating findings and results have developed during my programme
My confidence to be creative or innovative has developed during my programme
My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme

Resources:

I have a suitable working space
There is adequate provision of computing resources and facilities
There is adequate provision of library facilities (including physical and online resources)
I have access to the specialist resources necessary for my research

Research Culture:

My department provides a good seminar programme
I have frequent opportunities to discuss my research with other research students
The research ambience in my department or faculty stimulates my work
I have opportunities to become involved in the wider research community, beyond my department

Progress and Assessment:

I received an appropriate induction to my research degree programme
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

Professional Development:

My ability to manage projects has developed during my programme
My ability to communicate information effectively to diverse audiences has developed during my programme
I have developed contacts or professional networks during my programme
I have increasingly managed my own professional development during my programme

Responsibilities:

My institution values and responds to feedback from research degree students
I understand my responsibilities as a research degree student
I am aware of my supervisors' responsibilities towards me as a research degree student
Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme