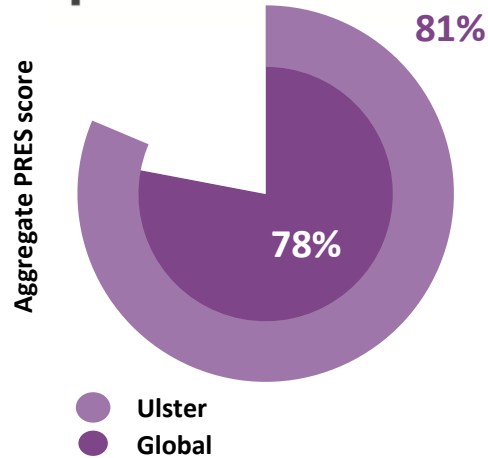
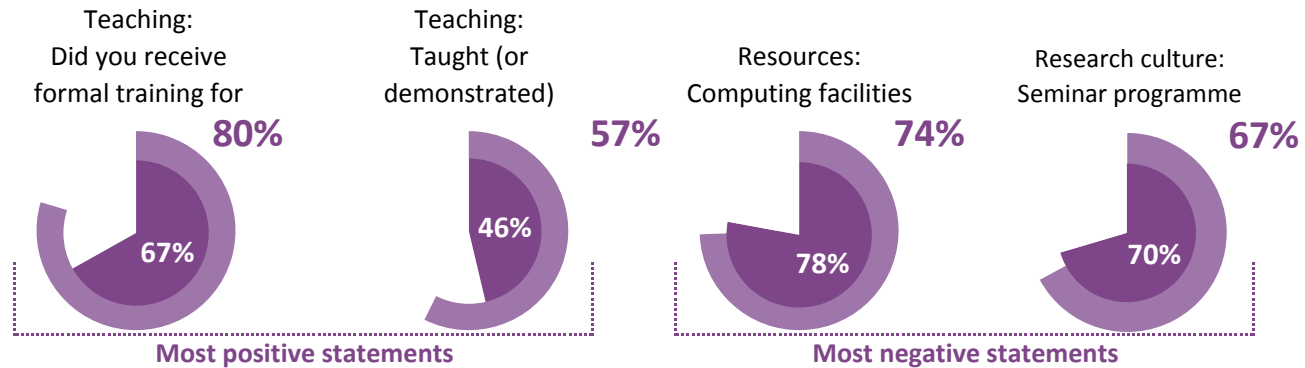


POSTGRADUATE
RESEARCH EXPERIENCE
SURVEY



Ulster University compared to the Global benchmark.

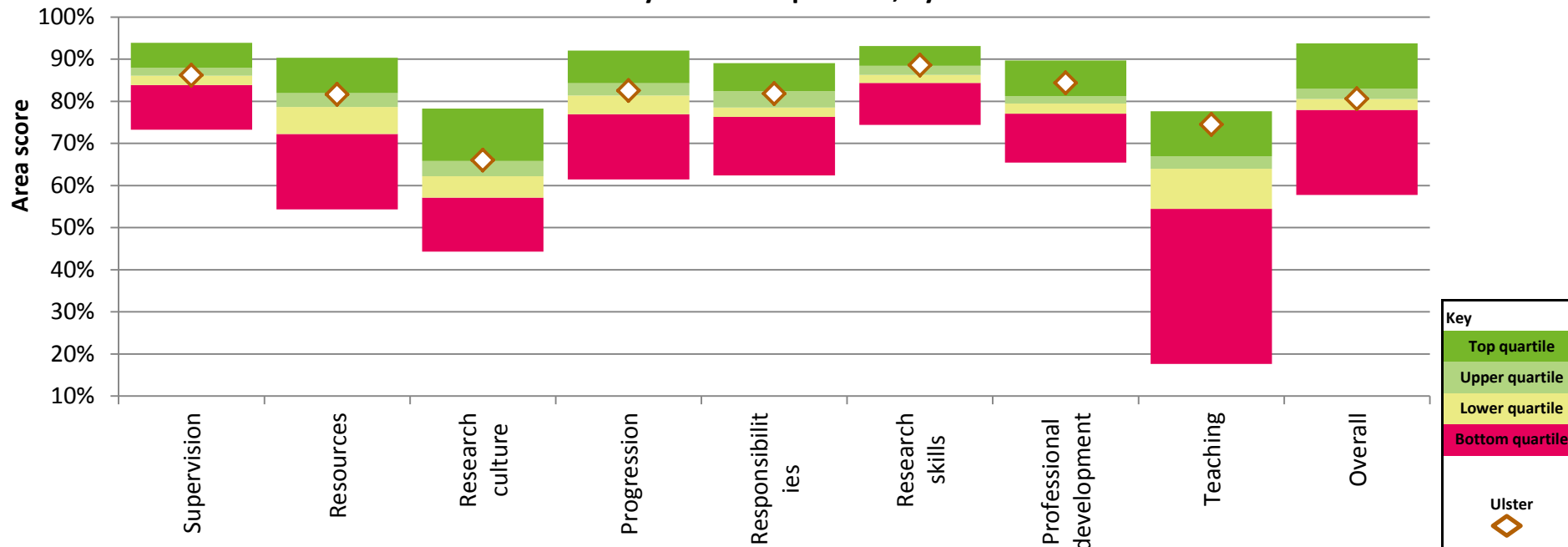
The aggregate score at Ulster was 81%. This was 3% higher than the Global benchmarking group. The most positive and negative statements compared to this benchmark are below. The score for 'Teaching: Did you receive formal training for your teaching?' was 80%, 13% above the Global benchmarking group. The score for 'Resources: Computing facilities' was 74%, 3% below the Global benchmarking group.



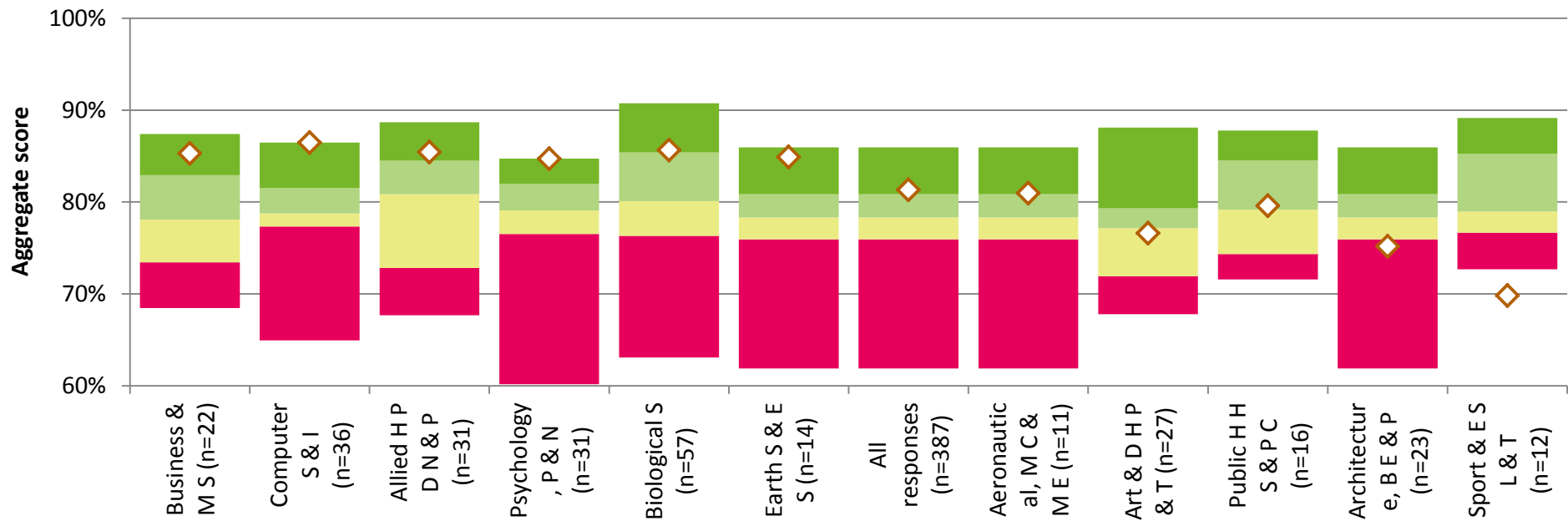
	Ulster	Global	Difference	Significance
Comparing Ulster to the Global benchmark, the most positive statements were:				
1: Received formal training for your teaching	80%	67%	12.7%	high
2: Taught (or demonstrated) during research degree programme.	57%	46%	11.1%	high
3: Given appropriate support and guidance for your teaching	70%	59%	10.5%	medium
Comparing Ulster to the Global benchmark, the most negative statements were:				
1: There is adequate provision of computing resources and facilities	74%	78%	-3.5%	
2: My department provides a good seminar programme	67%	70%	-3.3%	
3: I am confident that I will complete my research degree programme within my institution's expected timescale	79%	81%	-2.4%	

For significance fields, 'high' significance indicates less than 1 in 1000 chance of occurring at random ($p < 0.001$), 'medium' less than 1 in 100 chance ($p < 0.01$) and 'low' less than 1 in 20 chance ($p < 0.05$). Where no significance is stated, there is over 1 in 20 chance of the difference occurring at random. The graphs in this report show the PRES scores for this institution compared to the benchmarking group. Please note that for the subject quartile graph there were not sufficient institutions within the benchmark to display quartiles for all subjects. For the subjects of Art & Design: History, Practice & Theor global quartile scores have been used.

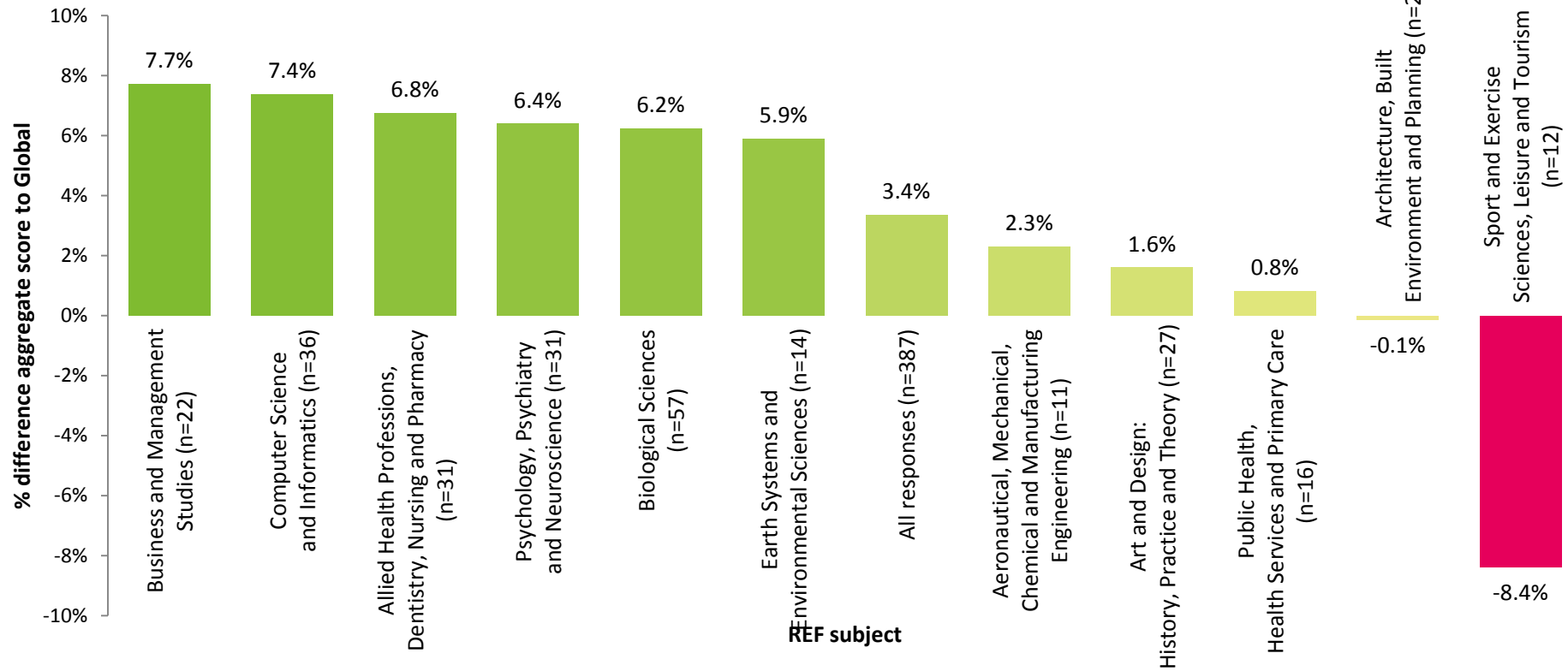
Ulster University to Global quartiles, by area



Ulster to Global quartiles by REF subject



Difference between Ulster and the Global benchmark, by REF subject



Business and Management Studies (n=22) had the most positive results at Ulster relative to the Global benchmarking group. Within this subject, Ulster had an aggregate score 7.7% higher than the Global benchmark. The subject most negative relative to the Global benchmarking group was Sport and Exercise Sciences, Leisure and Tourism (n=12), with a score 8.4% lower than the Global benchmark.

Within Business and Management Studies (n=22), comparing Ulster to the Global benchmark, the most positive statements were:

	Ulster	Global	Difference	Significance
1: I have opportunities to become involved in the wider research community, beyond my department	81%	56%	25.3%	
2: The final assessment procedures for my degree are clear to me	96%	78%	18.0%	

Within Sport and Exercise Sciences, Leisure and Tourism (n=12), comparing Ulster to the Global benchmark, the most negative statements were:

1: There is adequate provision of computing resources and facilities	45%	84%	-38.6%	medium
2: I have a suitable working space	50%	84%	-34.2%	low

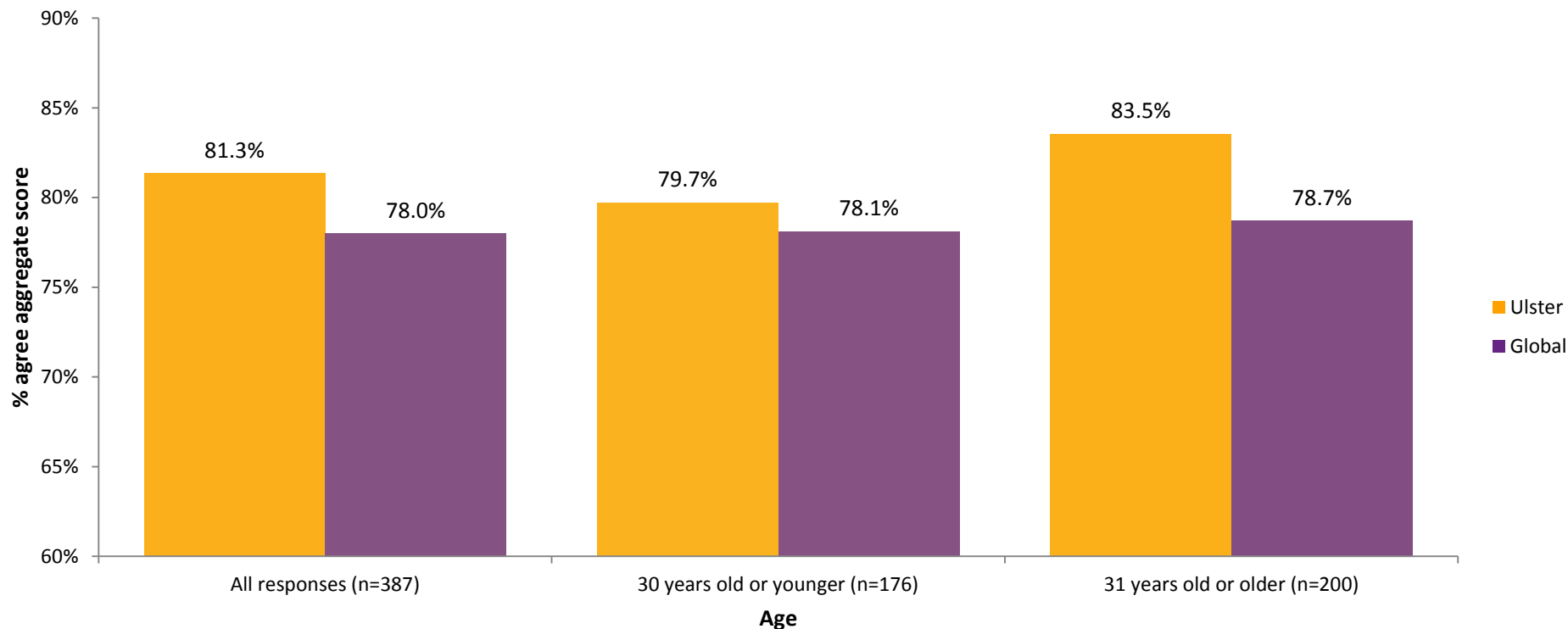
Difference between Ulster and the Global benchmark, by area



Relative to the Global benchmarking group, Teaching was most positive, with a score 11.6% higher than this benchmark - this was a highly significant difference. The area at Ulster least positive relative to the Global benchmarking group was Overall, with a score 0.3% higher than this benchmark. .

	Ulster	Global	Difference	Significance
Within Teaching, comparing Ulster to the Global benchmark, the most positive statements were:				
1: Received formal training for your teaching	80%	67%	12.7%	high
2: Taught (or demonstrated) during research degree programme.	57%	46%	11.1%	high
Within Overall, comparing Ulster to the Global benchmark, the most negative statements were:				
1: I am confident that I will complete my research degree programme within my institution's expected timescale	79%	81%	-2.4%	
2: Overall, I am satisfied with the experience of my research degree programme	82%	80%	2.8%	

Aggregate score for Ulster and the Global benchmark, by Age

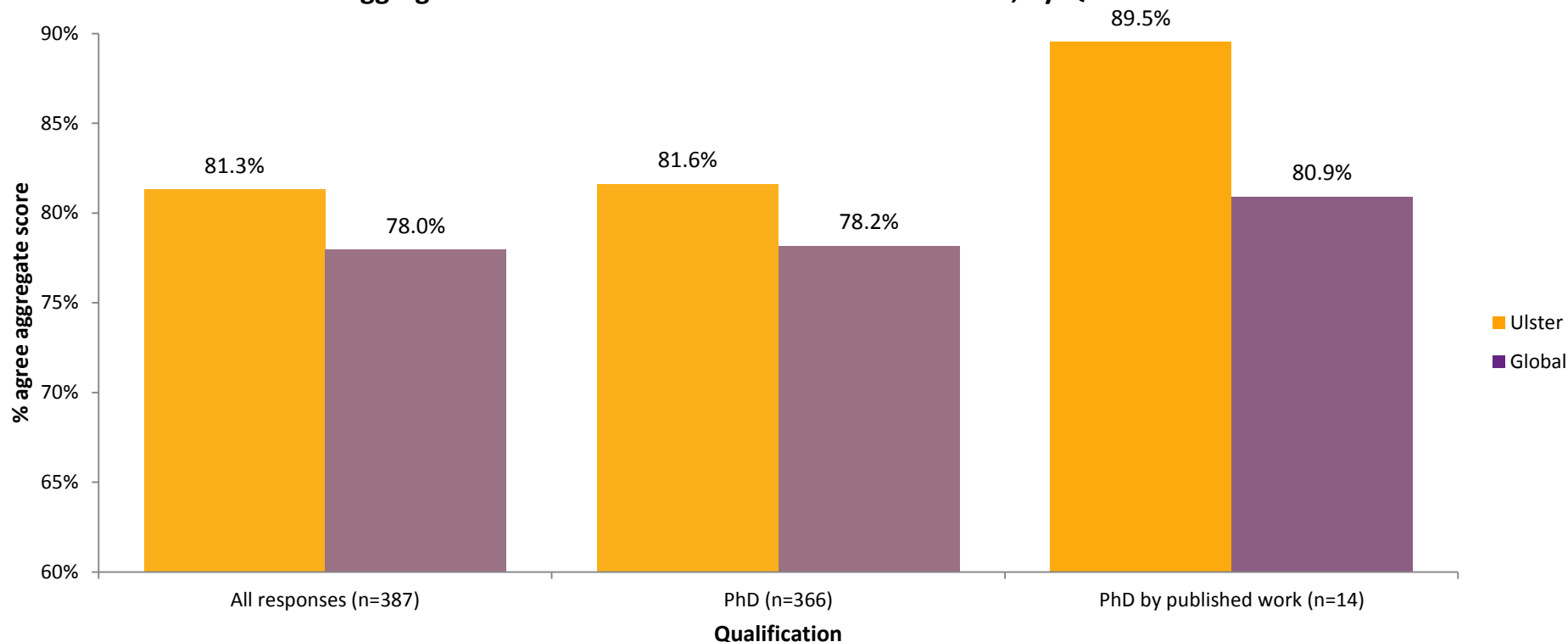


There were relatively large differences within age for Ulster compared to the Global benchmarking group. Students who are 31 years old or older had the most positive results at Ulster relative to the benchmark, with an aggregate score 4.8% higher than the Global benchmark. Students who are 30 years old or younger had the least positive results, with a score 1.6% higher than the benchmark. These students had strongly differing perceptions of progression.

For students who are 31 years old or older, exploring responses within the area of Progression, the most positive statements for Ulster relative to the benchmark were:

	Ulster	Global	Difference	Significance
1: I understand the required standard for my thesis	90%	84%	5.8%	
2: The final assessment procedures for my degree are clear to me	84%	79%	4.7%	
For students who are 30 years old or younger, exploring responses within the area of Progression, the most negative statements for Ulster relative to the benchmark were:				
1: I understand the requirements and deadlines for formal monitoring of my progress	83%	84%	-1.1%	
2: The final assessment procedures for my degree are clear to me	76%	73%	2.3%	

Aggregate score for Ulster and the Global benchmark, by Qualification



There were relatively large differences within qualification for Ulster compared to the Global benchmarking group. Students who are studying for a PhD by published work had the most positive results at Ulster relative to the benchmark, with an aggregate score 8.6% higher than the Global benchmark. Students who are studying for a PhD had the least positive results, with a score 3.5% higher than the benchmark. These students had strongly differing perceptions of supervision.

For Students who are studying for a PhD by published work, exploring responses within the area of Supervision, the most positive statements for Ulster relative to the benchmark were:

	Ulster	Global	Difference	Significance
1: My supervisor/s help me to identify my training and development needs as a researcher	100%	81%	19.0%	
2: I have regular contact with my supervisor/s, appropriate for my needs	100%	90%	10.4%	

For Students who are studying for a PhD, exploring responses within the area of Supervision, the most negative statements for Ulster relative to the benchmark were:

1: I have regular contact with my supervisor/s, appropriate for my needs	87%	88%	-1.1%	
2: My supervisor/s have the skills and subject knowledge to support my research	91%	91%	-0.3%	