Postgraduate Research Experience Survey (PRES) 2021/22 Report

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1. Introduction

Overall, this is a very encouraging result, and the responses were more positive and less negative than the previous two years. The trend here also demonstrates that there are fewer negative responses than last year. This possibly reflects improvements from the pandemic year, but that perhaps specific groups of students need to be better provisioned (Figure 1).

The Advance HE Postgraduate Research Experience Survey (PRES) launched on 4th April to the 13th of May which was a week longer than last year, but across Easter. The survey was hosted by JISC Surveys, responses and results were confidential and anonymised. This year 64 students responded with a response rate of 30% (85 or 33% of students participated in 20/21: and 75 or 26%, in 2019/20) providing a similar range of feedback with a slight drop in percentage response compared to last year.
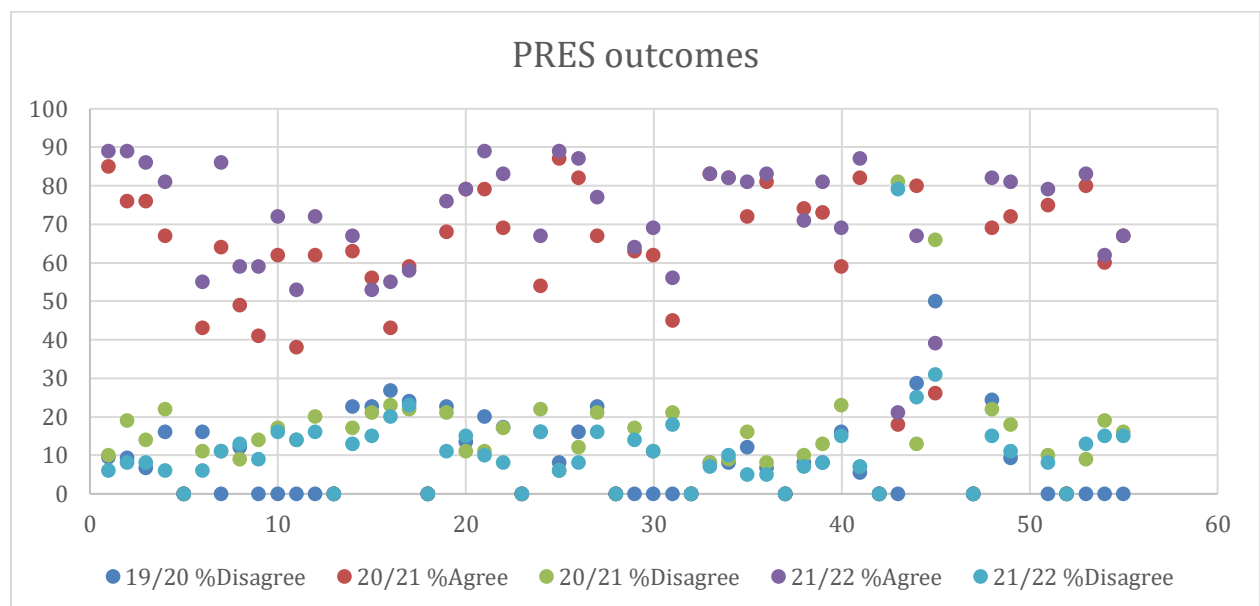

Figure 1.

Overall positive and negative responses, to positively framed questions displayed as a scatterplot. Evidence here shows that more purple spots, representing positive responses have been given to this year's survey compared with the last two years and with a trend to fewer negative responses than last year.

The section 40-50 where the trend is lost are questions regarding demographics which solicit a different kind of answer: for example, question 45 is about which school the student is in.

Successes

There is clear improvement in overall student experience looking at the proportion who are happy: 82% (69% 20/21 and 63.5% in 2019/20).
Supervision: The percentage of contented students is much better at in all categories.

"Inspirational mentoring from my supervisors" - student quote from PRES 2022

Progress and Achievement:

This category shows significantly improved results as well.
The reasons for the improvements can be attributed to better communication with students by the Graduate School team and with the notable action to improve the information flow with respect to deadlines.

Responsibilities:

There is improvement in each category with over 80% understanding their responsibilities.

Research Skills:

Students feel more confident about their research skills. The biggest improvement comes surrounding the students' confidence in their creativity. Confidence in creativity probably comes from the supervisory teams, first and foremost and also the centralised training provided.

COVID-19:

The response in this category has given us relatively positive results and are a testament to the Covid-19 response of the University a whole together with the response of the Graduate School and the Research & Postgraduate Office in particular.

Areas in need of improvement

On campus resources:

This year 55% think that they have a suitable working space on campus (which is an improvement of last year). Only 59% judge the provision of computing resources and facilities as adequate. Negative responses mainly from SSSP, SHSC and from AAD.

"There was some struggle with gaining access to some software on the university

computers” - SHSC PRES 2022

Research Culture:

The improvement in this category is encouraging but needs to go much further to help students bond with each other and feel part of a community. The poorer results may be attributed to the research community activities being damaged by COVID, changes in office facilities and weakening of the Post Graduate Society. Problems are evident across all schools.

“[We need] face-to-face mixing opportunities with fellow PhD students” – AAD PRES 2022

Professional development:

The answers about professional development show, in general a slight improvement from 20/21.
Credit for the recovery of confidence in professional development must go to supervisors and the research student training programme. Encouraging our students to integrate into professional networks remains a focus across all schools.

“[Student wants to develop] communication or presentation skills” - SCDM PRES 2022

Opportunities:

The responses in this category still demonstrates the comparative lack of teaching opportunities for our PGR students: We need to continue to increase teaching opportunities for our research students, in cooperation with Academic Schools and CPED. The new VC postgraduate research studentships now feature assured teaching hours.
We need to increase the number of PGR students who study for a PGCert in Learning and Teaching in HE. Every suitable PGR student who would like to do the PGCert should have the opportunity to gain the required teaching experience leveraging both paid or unpaid experience. This applies to all schools except GSBL.

“[We need] More information about conferences outside of London Met and networking opportunities.” SCDM PRES 2022

2. Age, Gender and Ethnicity of participants

The following tables detail age, gender, disability, and ethnicity of PRES participants in comparison with the overall London Met postgraduate research student (PGR) population that was eligible to participate in the survey. Please note that the categories for ethnicity are not very differentiated. This is to allow comparison

between PRES answers and our own data. The comparison shows that participants correlate well with the overall population, suggesting that the sample is representative.

The most notable differences are that more younger students participated (48% were 35 years old or younger vs. 36% in the overall population), that fewer students with a declared disability participated (11% vs. 17% in the overall population) and that approximately the same proportion of declared white students (44% vs 42% in the overall population) and declared Black, Asian and other ethnicity students (47% vs 44% in the overall population) participated compared to their proportion in the overall population*. This is different to last year where fewer Black and Asian students participated compared to their proportion in the population. However, 9% of participants did not declare their ethnicity compared to 1% in the population data, making the last comparison inconclusive (Figure 1a, b, c, d).

Age of participants in comparison with eligible PGR		
Age range	**PRES**	**Eligible PGR**
25 and younger	6%	4%
26-30	20%	17%
31-35	22%	15%
36-40	11%	13%
41-45	8%	12%
46-50	11%	12%
51-55	11%	13%
56 and older	11%	12%

Figure 1a. Age range

Gender of participants in comparison with eligible PGR		
Gender	**PRES**	**Eligible PGR**
Female	59%	62%
Male	38%	38%
Other / Information not disclosed	3%	0%

Figure 1b. Gender

Disability of participants in comparison with eligible PGR		
Disability	**PRES**	**Eligible PGR**
Disability disclosed	11%	17%
No disability	80%	82%
No information disclosed	9%	1%

Figure 1c. Disability

Ethnicity of participants in comparison with eligible PGR		
Ethnicity	**PRES**	**Eligible PGR**
White	44%	42%

Ethnicity of participants in comparison with eligible PGR		
Black	23%	23%
Asian	13%	17%
Mixed	7%	9%
Any other ethnic group	11%	4%
Information not disclosed	9.3%	1%

Figure 1d. Ethnicity *A 5% margin was considered for non-significance and the proportion of white to minoritized students as compared to the expected population respectively, differed less than 1%.

School	Percentage of overall respondents
AAD	17%
GSBL	12.5%
SHSC	12.5%
SCDM	14%
SSSP	42%

Figure 1e. Respondents by School

3. Analysis

This analysis concentrates on the changes from last two years survey. For its purpose, 'strongly agree' and 'agree' have been merged into one 'agree' category, and 'strongly disagree' and 'disagree' was merged into one 'disagree' category.

The background for last two year's research student experience is the COVID-19 pandemic; the results have to be seen in this context.

4. Overall experience

There is clear improvement in overall student experience looking at the proportion who are happy: 82% (69% 20/21 and 63.5% in 2019/20). Also, overall dissatisfaction is down to 15% (22% 20/21 and 24.4% in 2019/20). More students feel confident that they will complete their degree on time 81% (72% 20/21 and 69.3% in 2019/20) and 79% (75% 20/21) feel better prepared for their future career as a result of their degree programme with only 8% (10% 20/21) disagreeing.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Overall experience	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
Overall, I am satisfied with the experience of my research degree programme	63.5	24.4	69	22	82	15	13	-7
I am confident that I will complete my research degree programme within my institution's expected	69.3	9.3	72	18	81	11	9	-7

timescale								
As a result of my research degree programme, I feel better prepared for my future career	N/A	N/A	75	10	79	8	4	-2

Table 4. Overall Experience

4a. Supervision

The percentage of contented students is much better at in all categories while dissatisfaction with supervisory contact is down to its lowest at 8% (19% 20/21 and 9.3% in 2019/20) and dissatisfaction supervisory feedback is back down to 8% (14% 20/21, 6.7% in 2019/20). We are delighted to have recovered from the effects of the pandemic here.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Supervision	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
My supervisor/s have the skills and subject knowledge to support my research	84	9.4	85	10	89	6	4	-4
I have regular contact with my supervisor/s, appropriate for my needs	74	9.3	76	19	89	8	13	-11
My supervisor/s provide feedback that helps me direct my research activities	80	6.7	76	14	86	8	10	-6
My supervisor/s help me to identify my training and development needs as a researcher	67	16	67	22	81	6	14	-16

Table 4a. Supervision

4b. Resources

Of the questions about resources, three are about remote working, show a significant improvement on last year, but we still could do better. This year 55% think that they have a suitable working space on campus which is an improvement of last year and the year before (43% 20/21 and 28% in 2019/20). Over half, 59% judge the provision of computing resources and facilities as adequate (up 10% from 2020/21) and 53% judge as adequate the access to the specialist resources necessary for their research while on Campus (up 15% from last year).
Although more students say they are happy with provision of resources, we also have more students who are not happy (4% points up for computing resources and facilities not being adequate). This indicates that there are a group of students who have become more dissatisfied whilst others are pleased. This appears to be mainly SSSP and SHSC with one from AAD.

Although we have better on campus results, we have the similar number of students, reporting that they struggle at home. This should be considered when the student has their writing up time.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Resources	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
I have a suitable working space on campus	72	16	43	11	55	6	12	-5
I have a suitable working space when I am studying remotely	N/A	N/A	64	11	86	11	22	0
There is adequate provision of computing resources and facilities	64	12	49	9	59	13	10	4
There is appropriate access to physical library resources and facilities	N/A	N/A	41	14	59	9	18	-5

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Resources	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
There is adequate provision of online library facilities	N/A	N/A	62	17	72	16	10	-1
I have access to the specialist resources necessary for my research while on Campus	N/A	N/A	38	14	53	14	15	0
I have access to the specialist resources necessary for my research while studying remotely	N/A	N/A	62	20	72	16	10	-4

Table 4b.i. Resources

Schools/ Questions		4.2.a. I have a suitable working space when I am studying remotely	4.3.a. There is appropriate access to physical library resources and facilities	4.4.a. There is appropriate access to online library resources	4.5.a. There is appropriate access to IT resources and facilities when I am on-campus	4.6.a. I have access to the specialist resources necessary for my research (e.g., equipment, facilities, software, materials) when I am on campus	4.7.a. I have access to the specialist resources necessary for my research (e.g.: course materials, software, virtual learning environment) when I am studying remotely
AAD	+	4	11	7	9	6	5
	=	7	0	4	1	4	5
	-	0	0	0	1	1	1
GSBL	+	4	8	4	6	4	4
	=	4	0	4	1	4	3
	-	0	0	0	1	0	1
SCDM	+	7	7	7	9	8	6
	=	2	2	3	1	2	3
	-	1	1	0	0	0	1
SHSC	+	6	7	5	5	5	6
	=	1	0	1	0	1	0
	-	1	1	2	3	2	2
SSSP	+	14	24	14	17	15	13
	=	11	1	9	5	7	10
	-	2	2	4	5	5	4

Table 4b.ii. Resources Split by School

4c. Research Culture

The improvement in this category is encouraging: 67% agree that they have access to a good seminar programme in their research area (63% 20/21 and 49% in 2019/20). However only 53% 56% report that they have frequent opportunities to discuss their research with fellow researchers (down from 56% 20/21 but up from 49% in 2019/20) and the number of those who disagree has increased as well, across all schools.

The poorer results may be attributed to the research community activities being damaged by COVID, changes in office facilities and weakening of the Post Graduate Society. The figures indicate that this is an area that requires significant improvement.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Research culture	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
I have access to a good seminar programme in my research area	49.3	22.6	63	17	67	13	4	-4
I have frequent opportunities to discuss my research	41.4	22.7	56	21	53	15	-3	-6

with other researchers including research students								
The research community in my research area stimulates my work	38.7	26.7	43	23	55	20	12	-3
I am aware of opportunities to become involved in the wider research community, beyond my department	62.7	24	59	22	58	23	-1	1

Table 4c.i. Research Culture

Schools/ Questions		6. To what extent do you agree or disagree with the following statements about the research culture?	6.1.a. I have access to a good range of seminars in my research area	6.2.a. I have frequent opportunities to discuss my research with other researchers including research students	6.3.a. The research community in my research area influences my work	6.4.a. I am aware of opportunities to become involved in the wider research community, beyond my department
AAD	+		8	3	5	5
	=		2	5	4	3
	-		1	3	2	3
GSBL	+		7	4	4	3
	=		1	1	2	3
	-		0	3	2	2
SCDM	+		6	6	5	6
	=		1	1	2	1
	-		1	1	1	1
SHSC	+		8	8	7	9
	=		2	1	2	1
	-		0	1	1	0
SSSP	+		16	15	14	15
	=		5	6	6	4
	-		6	6	7	8

Table 4c.ii Research Culture Split by School

4d. Progress and achievement

This category shows significantly improved results as well; several notable improvements are: 89% of students confirm that they understand the required standard for their thesis (10% more than last year and 17% more than the previous year), 89% that they understand the requirements and deadlines for formal progress monitoring (improvement of 9% points 20/21). 76% agree that they received an appropriate induction (up by 8 on 20/21 and 13% on 2019/20). Also, the percentages of those who disagree have decreased with the exception of understanding deadlines. This was static for agree and an increase of 4% points for the negative answer.

The reasons for the improvements can be attributed to better communication with students by the Graduate school team and with the notable action to improve the information flow with respect to deadlines.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Progress and achievement	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
I received an appropriate induction to my research degree programme	62.6	22.6	68	21	76	11	8	-10

I understand the requirements and deadlines for formal monitoring of my progress	80	13.4	79	11	79	15	0	4
I understand the required standard for my thesis	73.3	20	79	11	89	10	10	-1
The final assessment procedures for my degree are clear to me	70.7	17.3	69	17	83	8	14	-9

Table 4d. Progress and Achievement

4e. Responsibilities

Again, there is improvement in each category and some high figures are to be noted: 89% state that they understand their responsibilities, 87% are aware of their supervisors' responsibilities.

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We are glad to see an increase this year in students who feel that the University values and responds to their feedback (67%, 13% more than in 20/21), sitting at the highest it has been.

Themes/ questions	19/20		20/21		21/22		%-points difference (a**gree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Responsibilities	**%Agree**	**%Disagree**	**%Agree**	**%Disagree**	**%Agree**	**%Disagree**		
My institution values and responds to feedback from research degree students	62.7	16	54	22	67	16	13	-6
I understand my responsibilities as a research degree student	85.4	8	87	6	89	6	2	0
I am aware of my supervisors' responsibilities towards me as a research	74.7	16	82	12	87	8	5	-4

Themes/ questions	19/20		20/21		21/22		%-points difference (a**gree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
degree student								
Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	66	22.6	67	21	77	16	10	-5

Table 4e. Responsibilities

4f. Research Skills

Students feel more confident about their research skills: 83% state that applying appropriate research methodologies, tools and techniques has developed during their programme (up by 1.3% compared to 2019/20), 82% that their skills in critical analysis and evaluation of findings have improved (up 4.7% from 2019/20) and 83% report a better understanding of research integrity (up 1% from 20/21 and 3% from 2019/20). The biggest improvement comes surrounding the students' confidence in their creativity which is up 9% points from last year and down 11% points where students have disagreed that their skills have developed.

Confidence in creativity probably comes from the supervisory teams, first and foremost and also the centralised training provided.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Research skills	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	82.7	8	83	8	83	7	0	-1
My skills in critically analysing and evaluating findings and results have developed during my programme	77.3	8	82	9	82	10	0	1
My confidence to be	72	12	72	16	81	5	9	-11

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	78.7	6.7	81	8	83	5	2	-3

Table 4f. Research Skills

4g. Professional development

The answers about professional development show, in general a slight improvement from 20/21. Except 71% say that they can manage projects better (minus 3%). 81% that their ability to communicate information effectively to diverse audiences has developed during their programme (8% better than 20/21 and 5% fewer disagree). Pleasingly, though perhaps not surprisingly, 10% more students state that they have developed contacts or professional networks with 8% fewer disagreeing (13%, up from 19/20). The results look to be evenly distributed across schools.

Credit for the recovery of confidence in professional development must go to supervisors and the research student training programme. Encouraging our students to integrate into professional networks remains a focus.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Professional Development	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
My ability to manage projects has developed during my programme	76	8	74	10	71	7	-3	-3
My ability to communicate information effectively to diverse audiences has developed during my programme	73	8	73	13	81	8	8	-5
I have developed contacts or	57.3	16	59	23	69	15	10	-8

professional networks during my programme								
I have increasingly managed my own professional development during my programme	81	5.4	82	7	87	7	5	0

Table 4g.i Professional Development

Schools/ Questions		16.1.a. My ability to manage projects has developed during my programme	16.2.a. My ability to communicate information effectively to diverse audiences has developed during my programme	16.3.a. I have developed contacts or professional networks during my programme	16.4.a. I have increasingly managed my own professional development during my programme
AAD	+	8	8	8	10
	=	2	2	2	0
	-	1	1	1	1
GSBL	+	8	7	5	6
	=	0	1	3	2
	-	0	0	0	0
SCDM	+	9	10	8	10
	=	1	0	1	0
	-	0	0	1	0

Schools/ Questions		16.1.a. My ability to manage projects has developed during my programme	16.2.a. My ability to communicate information effectively to diverse audiences has developed during my programme	16.3.a. I have developed contacts or professional networks during my programme	16.4.a. I have increasingly managed my own professional development during my programme
SHSC	+	7	7	7	7
	=	0	0	0	0
	-	1	1	1	1
SSSP	+	20	20	17	22
	=	5	4	4	2
	-	2	3	6	3

Table 4g.ii Professional Development Split by School

4h. Opportunities

The responses in this category still demonstrates the comparative lack of teaching opportunities for our PGR students: only 21% indicate that they have carried out paid teaching at the University (up 3% from last year). Unfortunately, of those, only 67% agree that they have been given appropriate support and guidance (down by 13% from 2020/21) but an increase in formal training for teaching at 39% (an increase of 13% from 2020/21, but still lower than 2019/20 by 4% points).

It is one of our priorities to bring the University to continue to increase teaching opportunities for our research students, in cooperation with Academic Schools and CPED. The new VC postgraduate research studentships now feature assured teaching hours.

We are also still looking to increase the number of PGR students who can take up our offer of studying for a PGCert in Learning and Teaching in HE. Every suitable PGR student who would like to do the PGCert should have the opportunity to gain the required teaching experience leveraging both paid or unpaid experience. This applies to all schools except GSBL.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
Opportunities	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
Please indicate whether you have undertaken paid (or equivalent) teaching work at your institution during your research degree programme (e.g., as a Graduate Teaching Assistant or Graduate Demonstrator)	n/a	n/a	18	81	21	79	3	-2
To what extent do you agree that you have been given appropriate support and guidance	50	28.6	80	13	67	25	-13	12

for your teaching?								
Did you receive formal training for your teaching? (e.g. teacher/lecturer training schemes or staff development classes run by your institutions; a PGCert course)	42.8	50	26	66	39	31	13	-35

Table 4h.i Opportunities

Schools/ Questions	18. Please indicate which of the following opportunities (including virtual and in-person opportunities) you have experienced during your research degree programme (select all that apply):	19. Please indicate whether you have undertaken paid (or equivalent) teaching work at your institution during your research degree programme (e.g. as a Graduate Teaching Assistant or Graduate Demonstrator)	19.a. To what extent do you agree that you have been given appropriate support and guidance for your teaching?	19.b. Did you receive formal training for your teaching? (e.g. teacher/lecturer training schemes or staff development classes run by your institution; a PGCert course)
AAD	5 - Agreeing	1		
	1- Communicating	0	1	1
	5 - Receiving	9		
GSBL	3- Agreeing	0	N/A	N/A

		0		
	5- Receiving	8		
SCDM	7 - Agreeing	4	4	1
		1	0	0
	1 - Receiving	3	0	3
SHSC	4- Agreeing	5	3	3
	2- Communicating	0	0	2
	4 - Receiving	5	1	0
SSSP	7 - agreeing	3	1	1
	2 - communications	0	0	1
	15 -Receiving	24	2	1

Table 4h.ii Opportunities Split by School

4i. COVID-19

The response in this category is good: 83% believe that they have received appropriate and clear communication from the University about Covid 19, 3% up from last year , but with 13% disagreeing. 62% state that they have received the support they need up 2%, with fewer disagreeing than last year, by 6%. With almost identical results to last year, 67% agree that the academic quality of their experience was preserved, with 15% disagreeing. These are relatively positive results and are a testament to the Covid-19 response of the University a whole together with the response of the Graduate School and the Research & Postgraduate Office in particular.

Themes/ questions	19/20		20/21		21/22		%-points difference (**Agree**) from 20/21 to 21/22	%-points difference (**disagree**) from 20/21 to 21/22
COVID-19	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree		
Communications from my institution in relation to the COVID-19 pandemic were appropriate and clear	N/A	N/A	80	9	83	13	3	4
I have received the support I need from my institution in relation to the COVID-19 pandemic	N/A	N/A	60	19	62	15	2	-4
My institution has worked to ensure the quality of my academic experience during the COVID-19	N/A	N/A	67	16	67	15	0	1

pandemic								

Table 4i. COVID-19

5. Key observations and action points

Successes

There is clear improvement in overall student experience looking at the proportion who are happy. In addition, we have done well in; Supervision, Progress and Achievement: Responsibilities, Research Skills and Covid 19 provision.

Areas in need of improvement are:

On campus resources, Research Culture, Professional development and other opportunities.

Action for 20/21 PRES October 2021	Outcome of action	Action for 21/22 PRES May 2022	Anticipated outcomes
Disseminate effective supervisory techniques through staff development (Schools, HRD)	**Success:** The percentage of contented students is much better in all categories. **New sessions delivered in 20/21:** Supervising a Professional Doctorate, Supervising a Creative Practice PhD. **Existing Session:** Being a Good Research Supervisor	**Professional Development**: To build on our success we will have 3 mandatory sessions: 1. Being a good supervisor (existing) 2. One out of the specialist sessions: Supervising a Professional Doctorate (existing), Supervising a Creative Practice PhD (existing), Supervising a laboratory-based project (new) Which could be substituted for an agreed in School Session. 3. Developing Student Career and wellbeing (new)	More successful supervisory relationships and better outcomes for students.

Develop PGR Training Programme further to address the concerns voiced in the survey: including developing contacts and professional networking, on mindfulness and personal effectivity. Encourage and support PGR students' participation in internal and external research events (Supervisors, Academic Schools).	**Improvement needed:** The improvement in this category is encouraging but not sufficient.	**Opportunities:** We will encourage our students to integrate into professional networks strengthening training for staff and students and continuing to improve supervisory practices and encouraging uptake of opportunities like internal and external conference presentations.	Better job prospects and satisfaction for students.
Drive greater attendance of sessions (Head of Graduate School and Academic Schools)	**Success:** Students feel more confident about their research skills. This likely comes from the supervisory teams and the centralised training provided	**Professional Development:** We will continue to drive for higher uptake of training.	Better professional skills and feeling of community.

Liaise with relevant service areas about PGR student requests and complaints to ensure that there is swift resolution and that effective measures are put in place (Head of Graduate School, Heads of Departments and Research & Postgraduate Office)	**Needs Improvement:** This process is ongoing	**Research Culture:** Regulations are being redrafted to enable better articulation of the processes surrounding the PhD Viva and expected student behaviour.	Better student conduct and more timely completions.
Ensure that vivas take place within 6 months of submission (Supervisors, Research & Postgraduate Office) Ensure PGR webpages are relevant, up to date and informative (Head of Graduate School and Research & Postgraduate Office)	**Success:** Progress and achievement was significantly improved. Probably communication with students by the Graduate school team and with the notable action to improve the information flow with respect to deadlines.	**Overall Success:** We will continue to keep this momentum with progression and communication.	Better progression and student satisfaction.

Expand PGR student teaching opportunities (Academic Schools) and prepare for more PGR students taking PGCert in Learning and Teaching in HE (CPED)	**Needs Improvement:** comparative lack of teaching opportunities for our PGR students: Low number of PGR students who do PGCert	**Opportunities:** We need to continue to increase teaching opportunities for our research students, in cooperation with Academic Schools and CPED. The new VC postgraduate research studentships now feature assured teaching hours. We need to increase the number of PGR students who study for a PGCert in Learning and Teaching in HE. Every suitable PGR student who would like to do the PGCert should have the opportunity to gain the required teaching experience leveraging both paid or unpaid experience.	Better sense of community, better job prospects and satisfaction for students.
		On campus resources: Students need to be canvassed, particularly in SHSC, SSSP and AAD, to determine their needs and these need to be invested in by the University and actioned in a timely way.	Better progress and completion rates.

		Research Culture: research community activities need to be increased, office facilities improved and Postgraduate Society revitalised.	

Table 5. Evaluations of actions based 20/21 PRES together with actions based on 21/22 PRES