

## STFC ANNUAL STUDENT SURVEY 2018

In July 2018, the Office contacted all current students and their supervisors to request them to complete the survey. The deadline for completion of the survey was 20 August 2018. A total of 802 students responded out of the 896 students who were contacted (89.5% response).

Percentages are based on the numbers of students that responded to the questions. Answers don't always add up to 100% due to rounding.

The main points are as follows:

77% of students met with their supervisor at least once a week.

89% of students rated their supervision that they received as 4 or 5 (i.e. good/excellent)

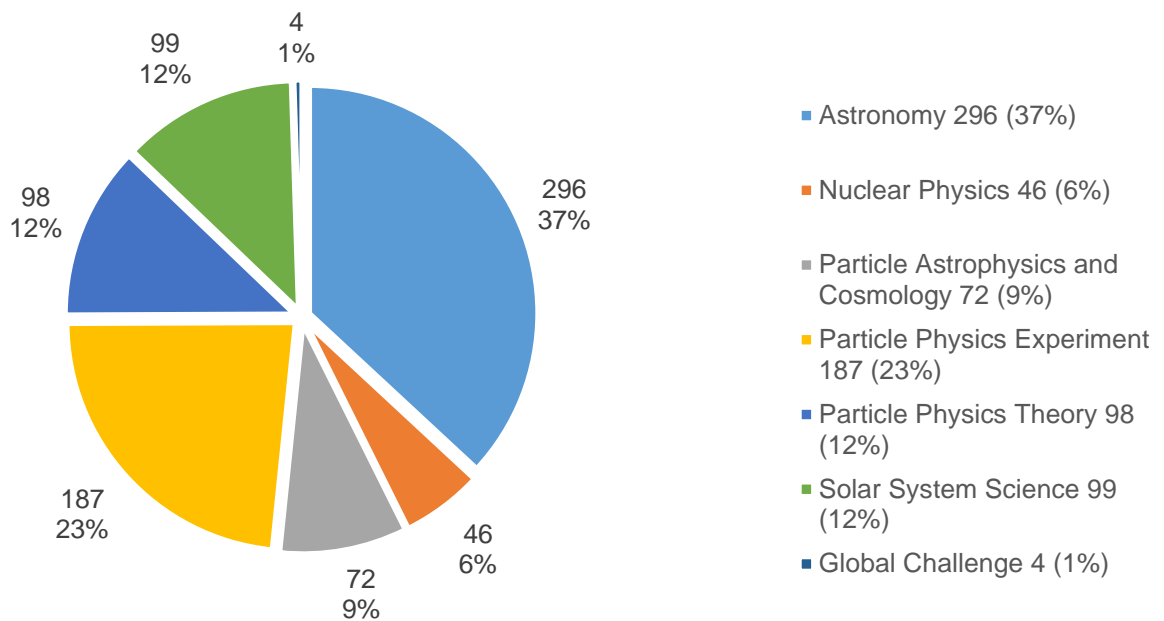
83% of students had received formal training in the first year

55% of students wished to pursue a career in academia.

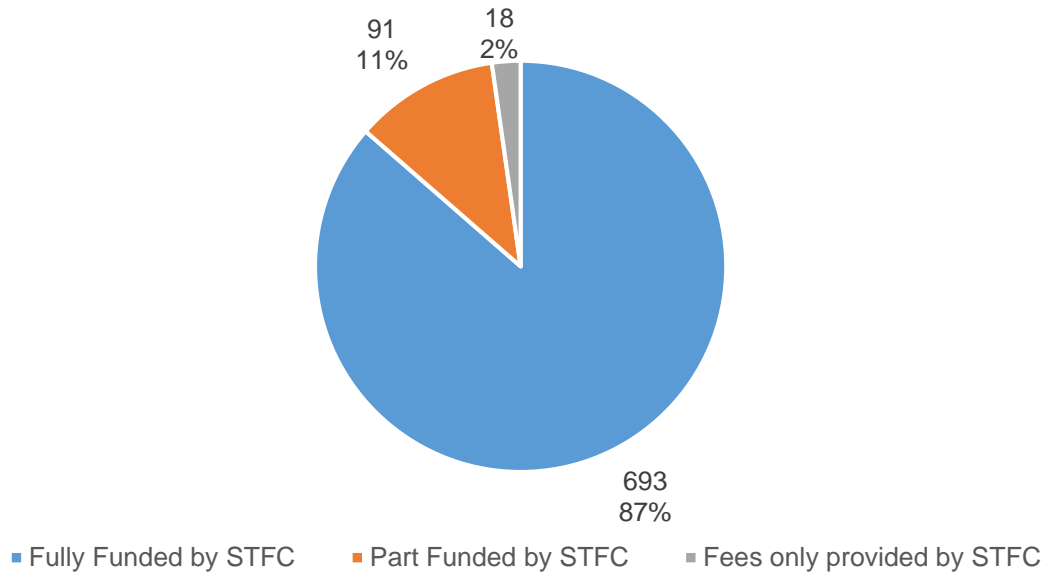
98% of students rated their overall training as good/adequate.

## PERSONAL INFORMATION

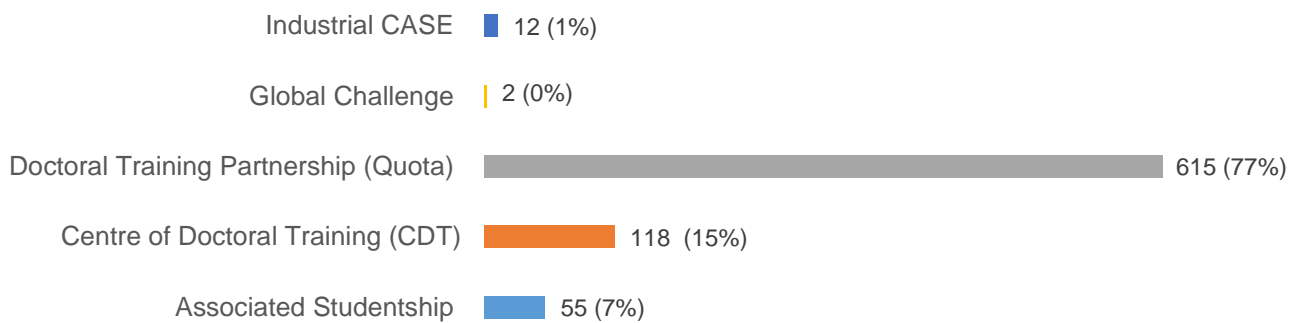
### General Field of Research



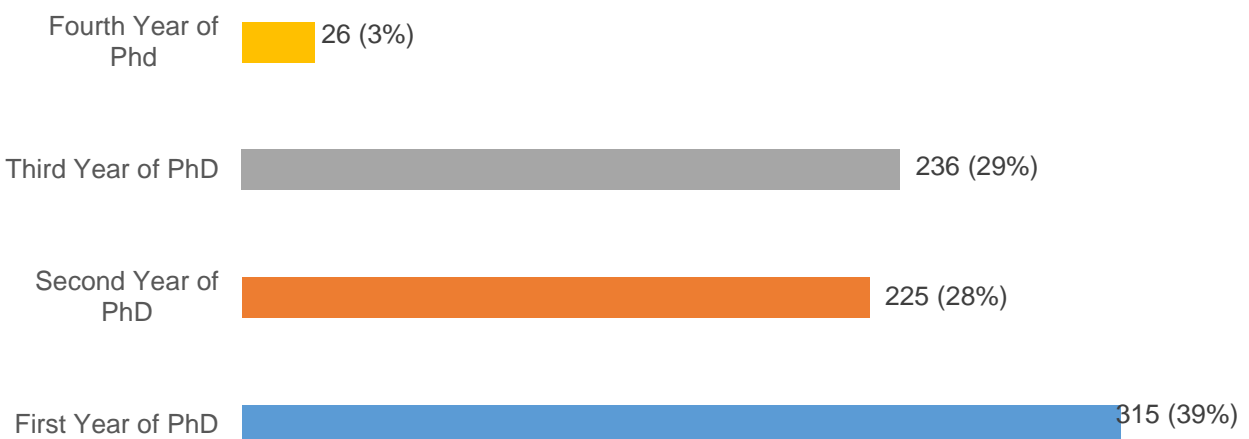
## Form of funding received



## Type of studentship

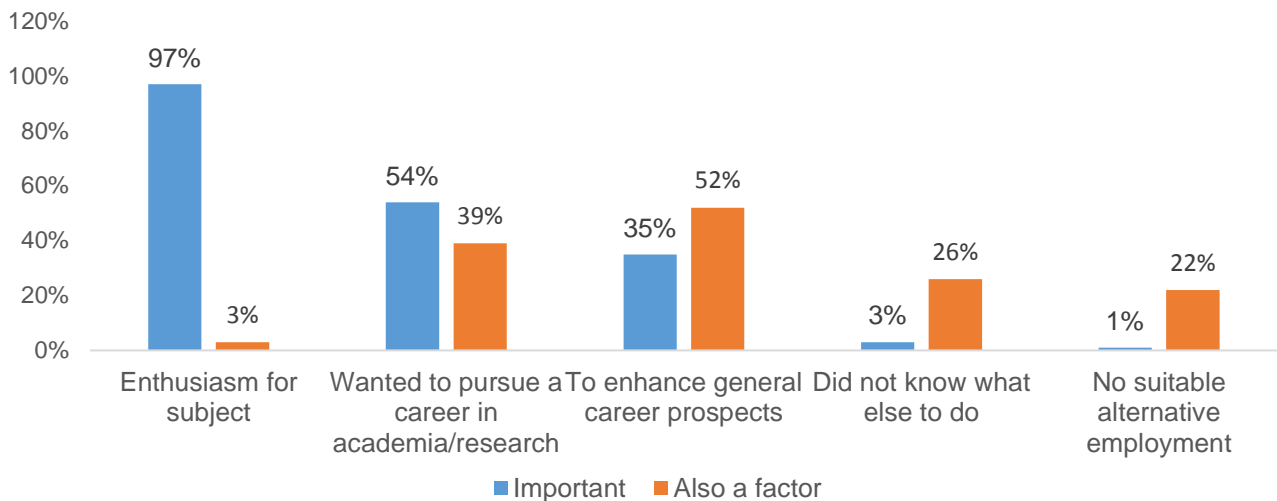


## Year of PhD



**797** students were full time and just **5** part time.

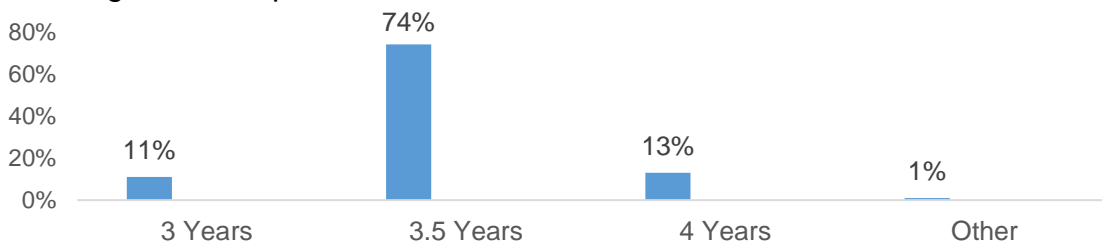
## Reasons for undertaking a PhD (1<sup>st</sup> year students only – 315 responses)



## FUNDING PERIOD

**92%** of students confirmed their funding period was discussed and agreed with their supervisor at the beginning of their PhD.

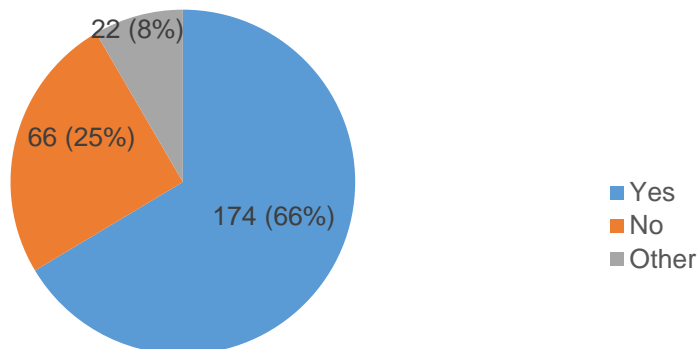
How long is funded period?



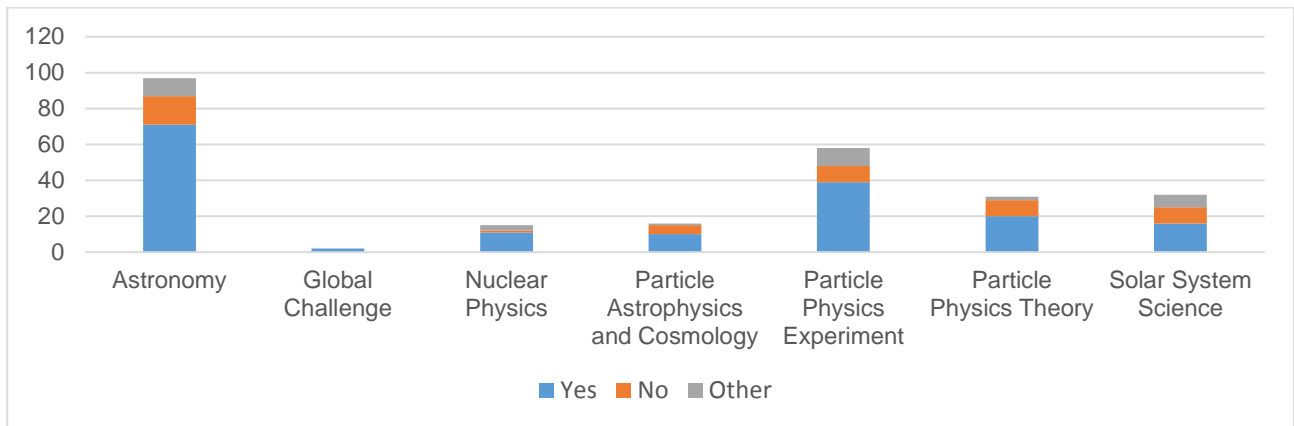
## PHD SUBMISSION - Questions asked of 3<sup>rd</sup> and 4<sup>th</sup> year students only

There were **262** third and fourth year students who completed the questionnaire.

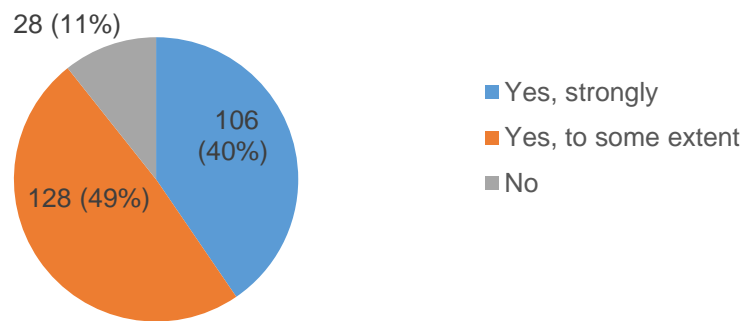
Do you think have sufficient time within the funded duration of your studentship to complete your PhD, including writing up?



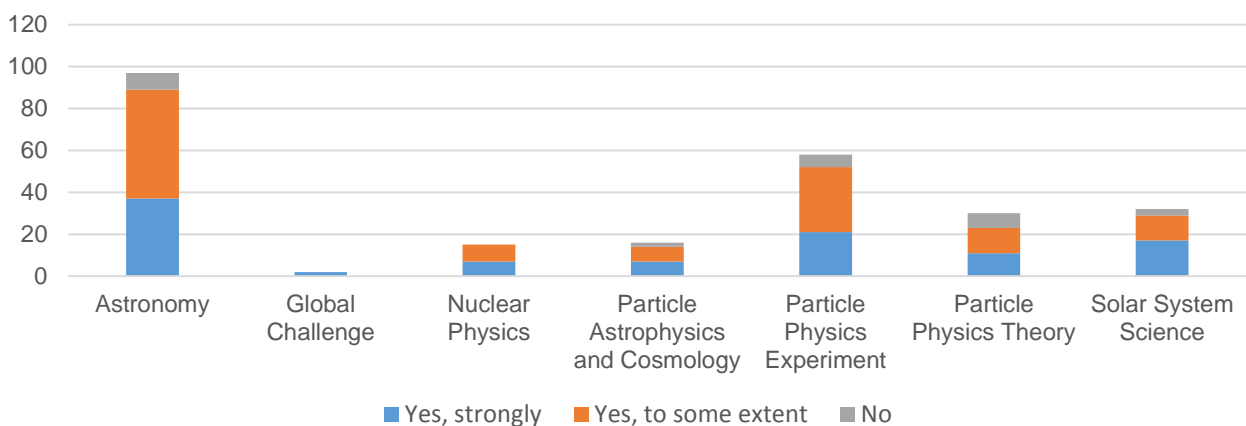
Breakdown of third and fourth year submission question “Do you think have sufficient time within the funded duration of your studentship to complete your PhD, including writing up?” by research area:-



STFC expects student projects to be planned and supported such that they may be completed within the funded duration of the studentship. Do you consider your institution actively encourages students to complete their PhD, including writing up, within the funded duration of the studentship?

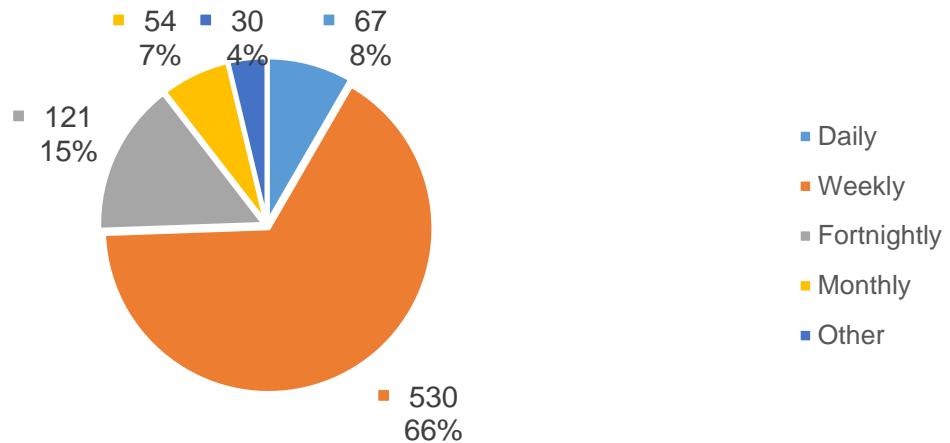


Breakdown of third and fourth year submission question “STFC expects student projects to be planned and supported such that they may be completed within the funded duration of the studentship. Do you consider your institution actively encourages students to complete their PhD, including writing up, within the funded duration of the studentship?” by research area:-



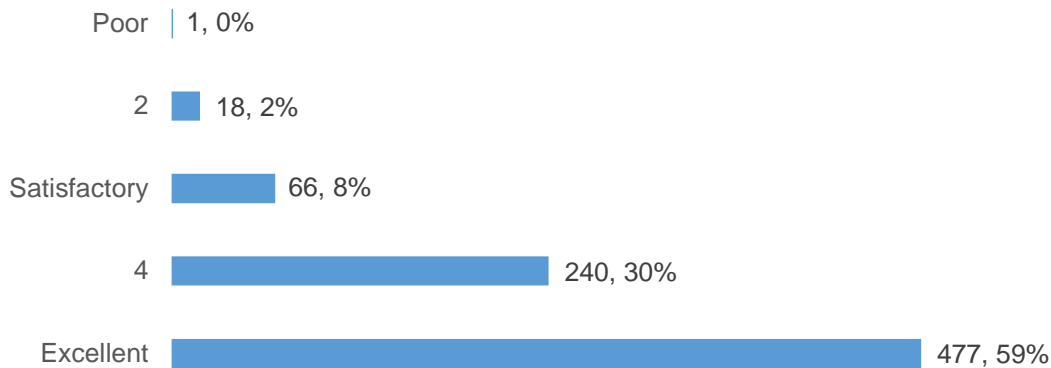
## SUPERVISORY ARRANGEMENTS

Frequency of contact with supervisor

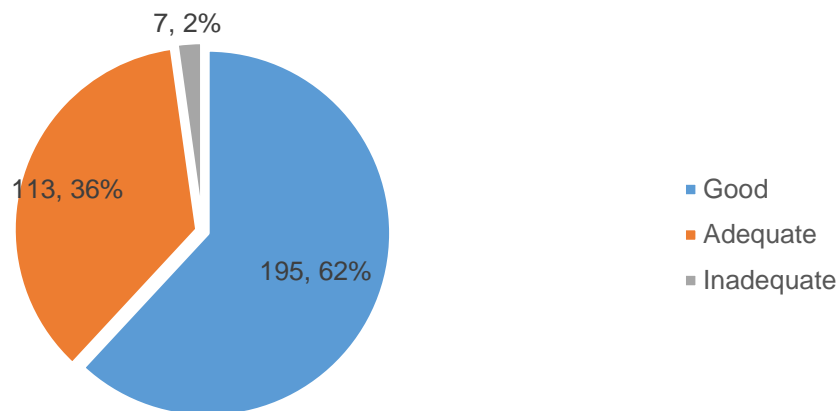


84% of students stated that they received help/advice from a second supervisor or other people in their department. Examples of those cited to be of help were Post Docs, other PhD students, collaborators and other members of the department.

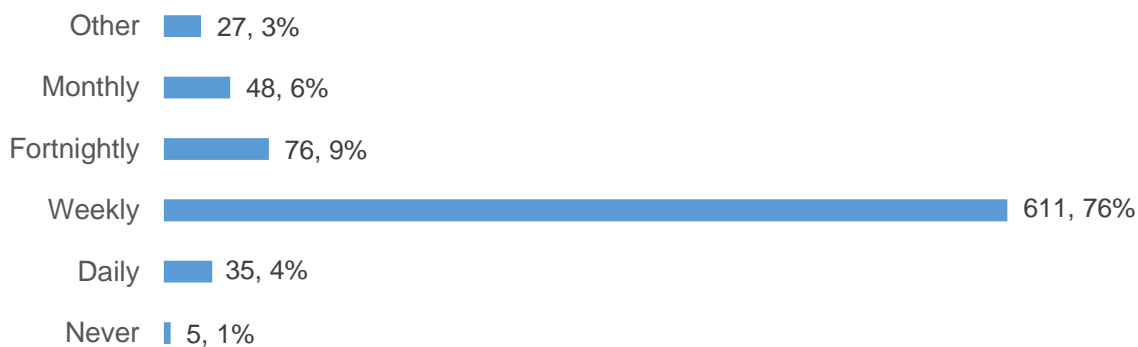
## Usefulness of Supervision



## Rating of Induction Programme (1<sup>st</sup> year students only – 315 responses)



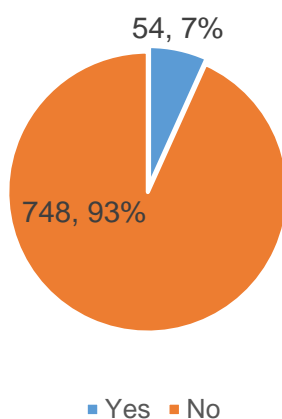
## Attendance at group/departmental seminars



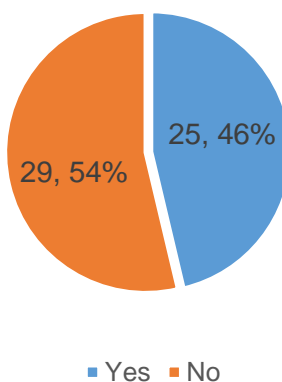
83% of students attended group/departmental seminars once a week or more.

## WELLBEING

Have you encountered problems or difficulties with your **supervisory team**, whether professional or personal?

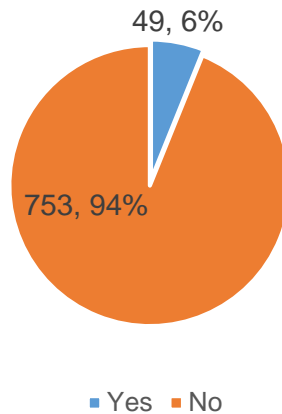


Did you report this to your institution?

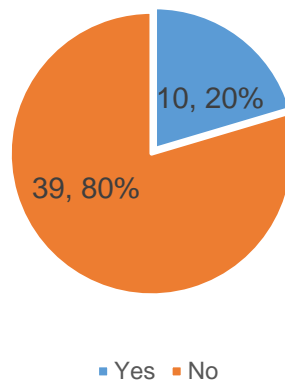


Of the 25 students that reported difficulties 19 students were satisfied with the way their problems were handled and 6 were not.

Have you encountered any problems or difficulties with **other members of your department**, whether professional or personal?



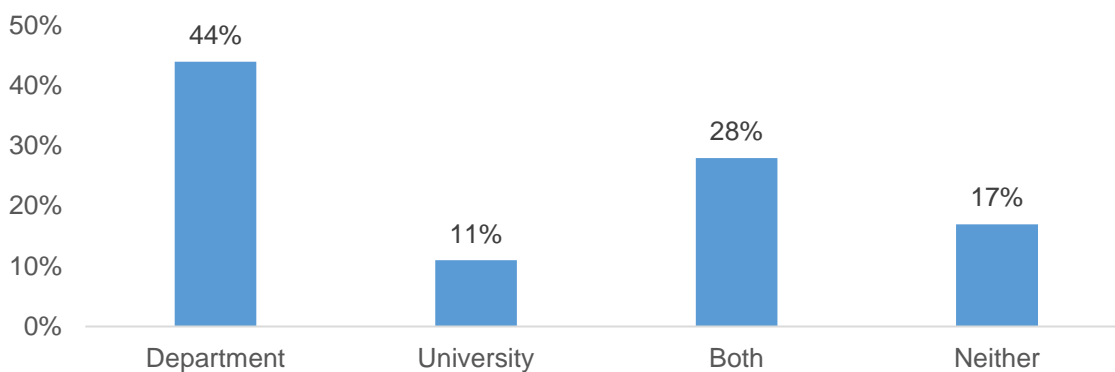
Did you report this to your institution?



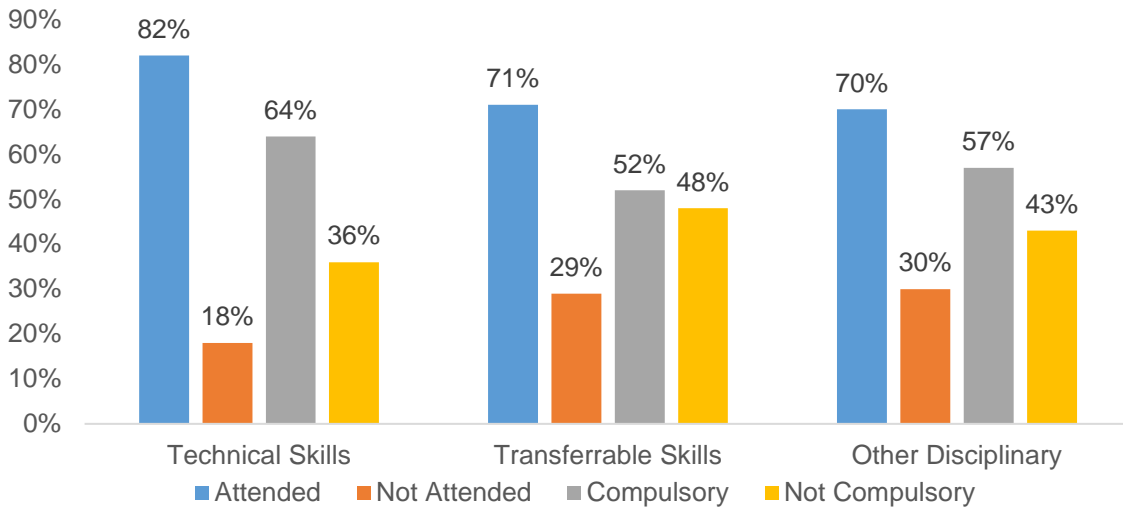
Of the 10 students that reported the problems to their institution 7 were satisfied with the way their problems were handled and 3 were not.

## TRAINING PROGRAMME

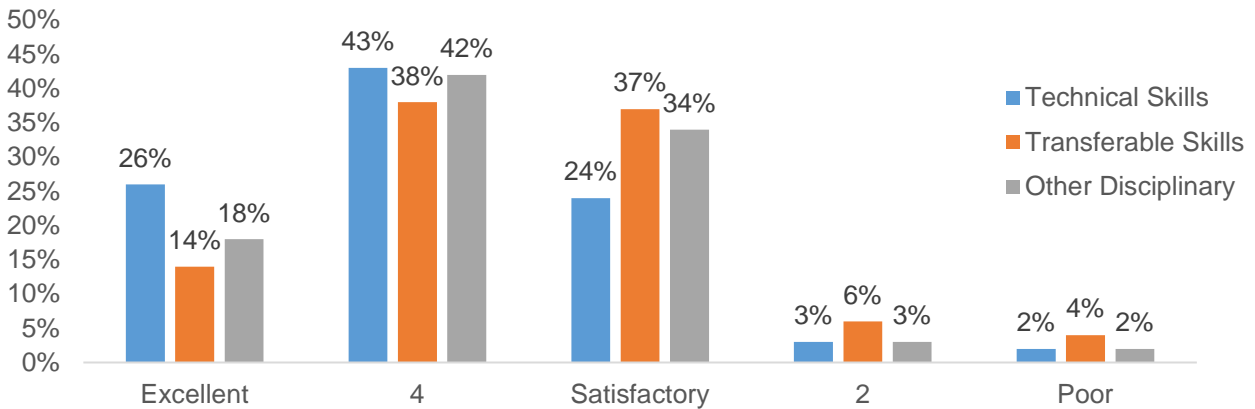
Formal training (e.g. lectures) provided during first year



Take up of technical, transferable and other disciplinary skills

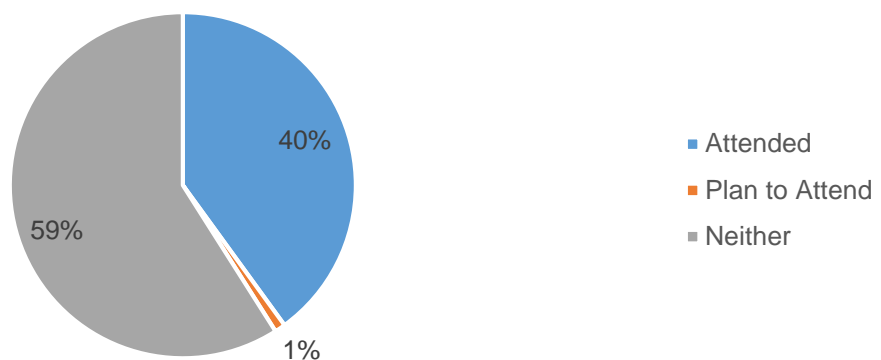


Usefulness of technical, transferable and other disciplinary skills training –



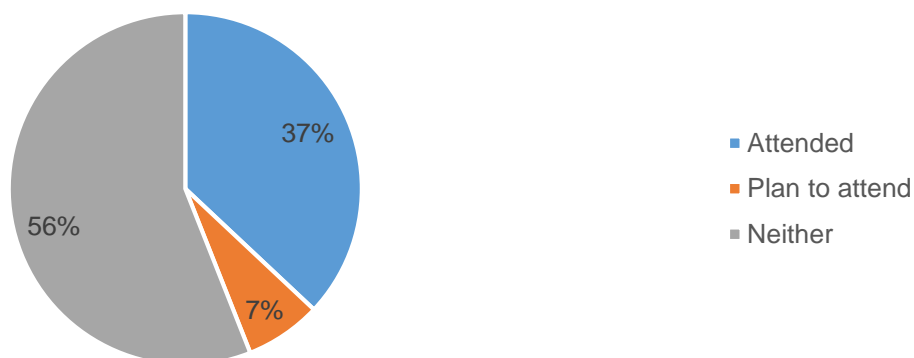
81% of students cited that their department had a nominated Postgraduate tutor with overall responsibility for co-ordinating their research training.

Astronomy students' attendance at the Introductory to Astronomy Summer School  
 296 Astronomy students responded to questionnaire

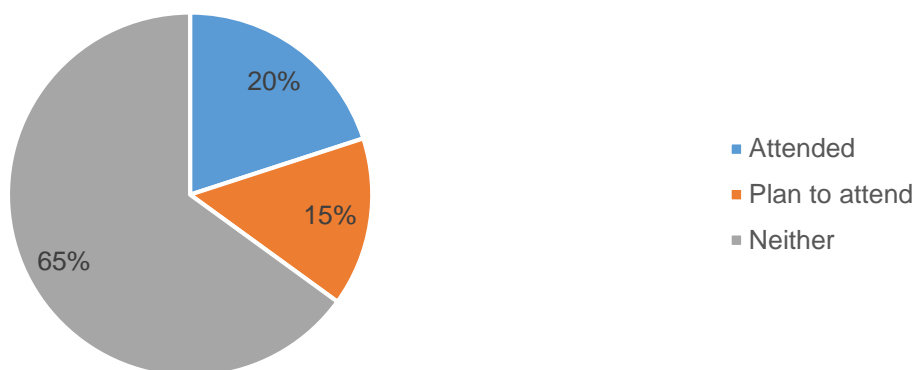




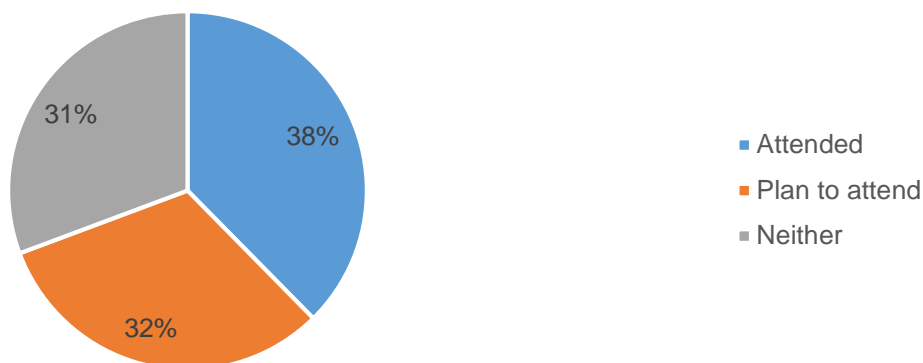
Solar students' attendance at Introductory to Solar System Science Summer School  
99 Solar System students responded to questionnaire



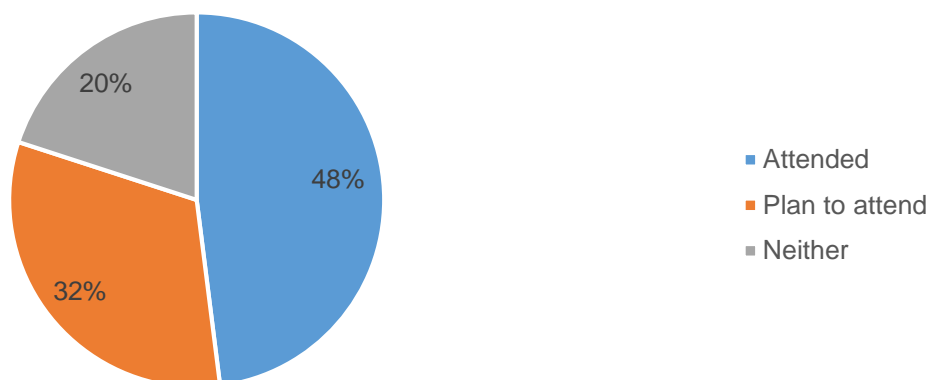
Solar students' attendance at the Advanced Solar System Science Summer School  
99 Solar System students responded to questionnaire



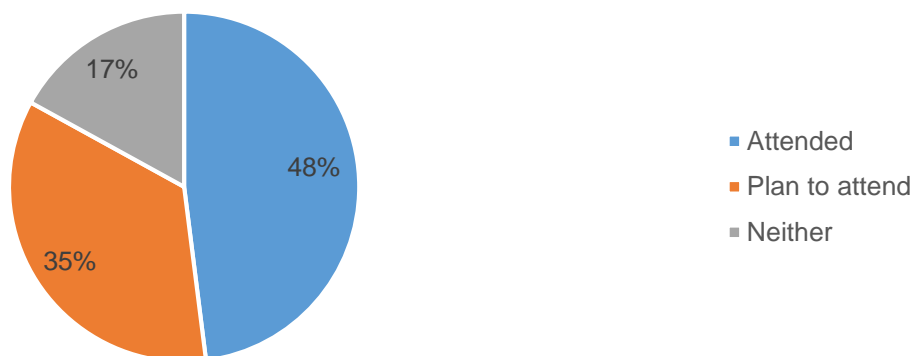
Particle Physics students' attendance at BUSSTEPP – British Universities Summer School  
in Theoretical Elementary Particle Physics  
98 Particle Physics Theory students responded to questionnaire



Particle Physics students' attendance at High Energy Physics Summer School (HEP)  
**187** Particle Physics Experimental students responded to questionnaire



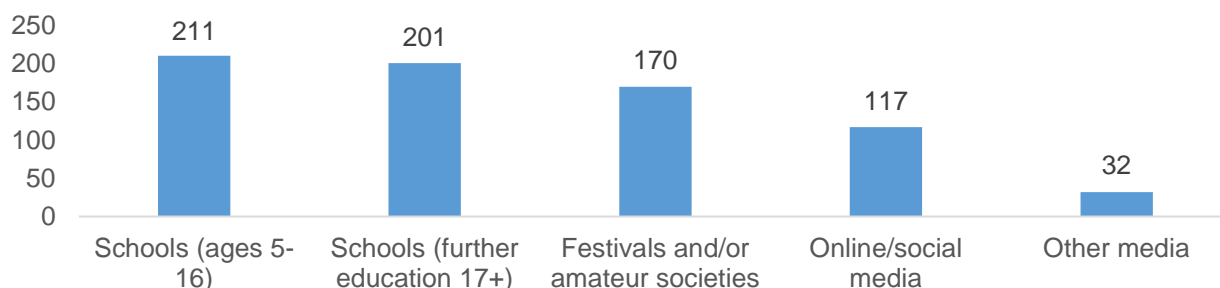
Nuclear Physics students' attendance at Nuclear Summer School  
**46** Nuclear Physics students responded to questionnaire



**PUBLIC ENGAGEMENT**

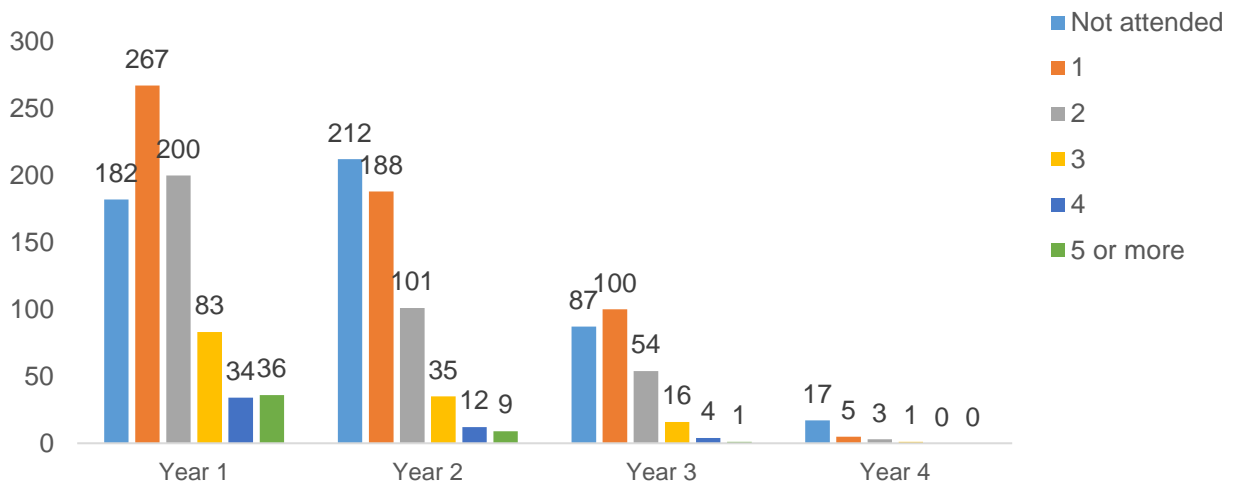
Communicated research to wider public audience

**45%** of students had communicated research to a wider public audience and many communicated to more than one audience.

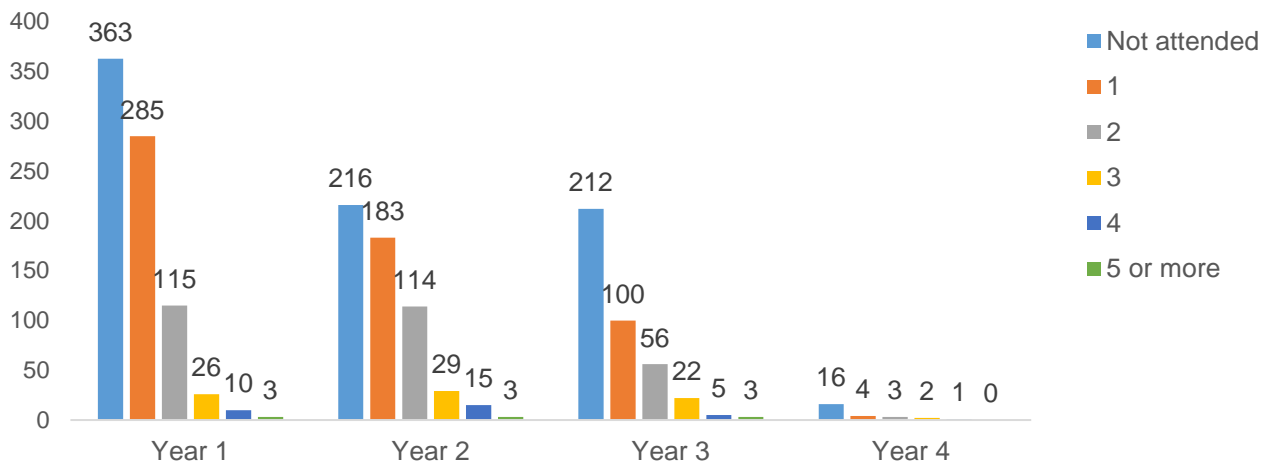


'Other' forms of public engagement students mentioned were blogs, talks, debates, guided tours, written articles, press releases, radio, television and personal interactions.

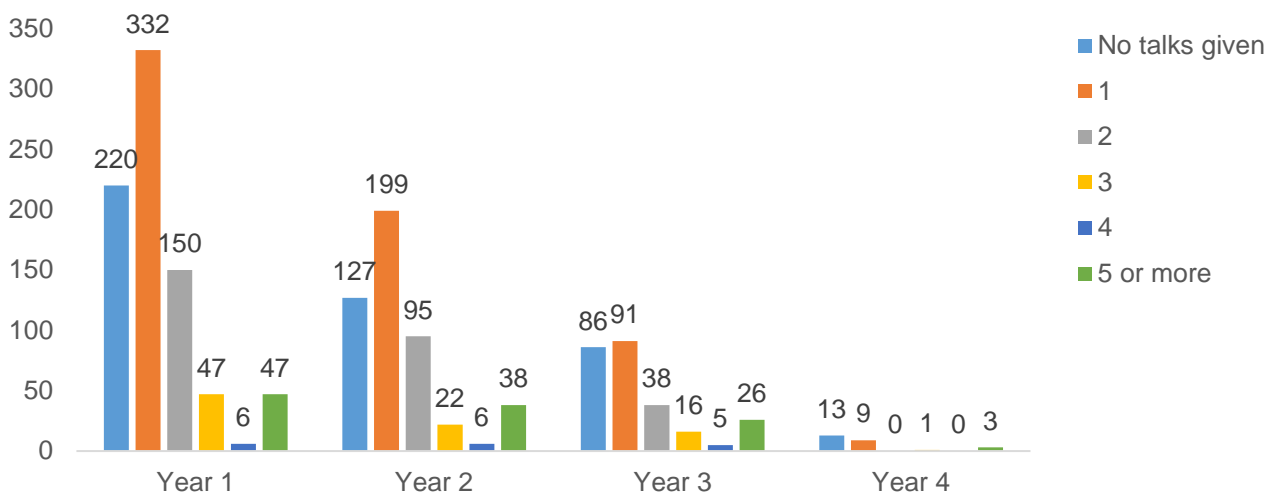
### Attendance at UK workshops or conferences by year



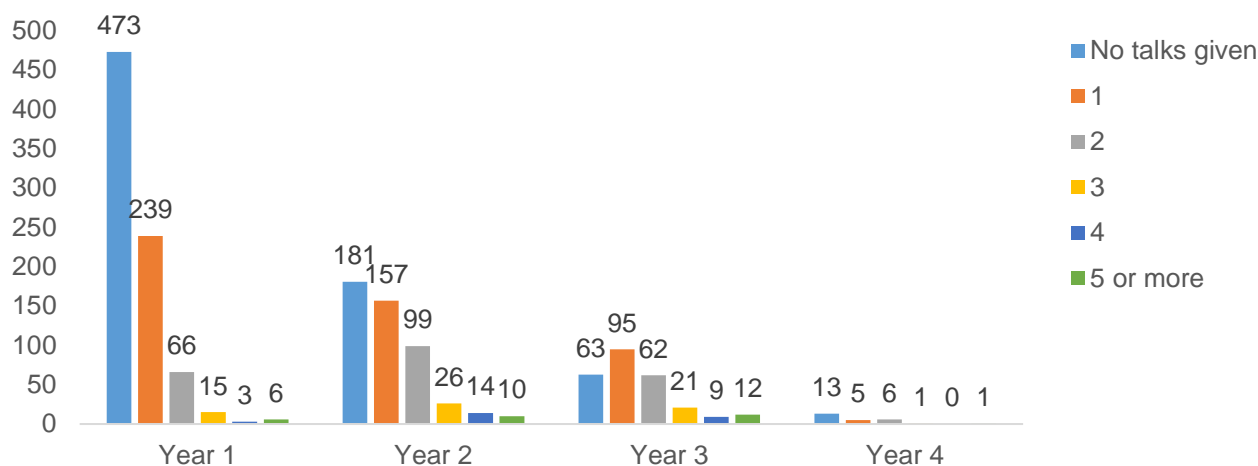
### Attendance at overseas workshops or conferences by year



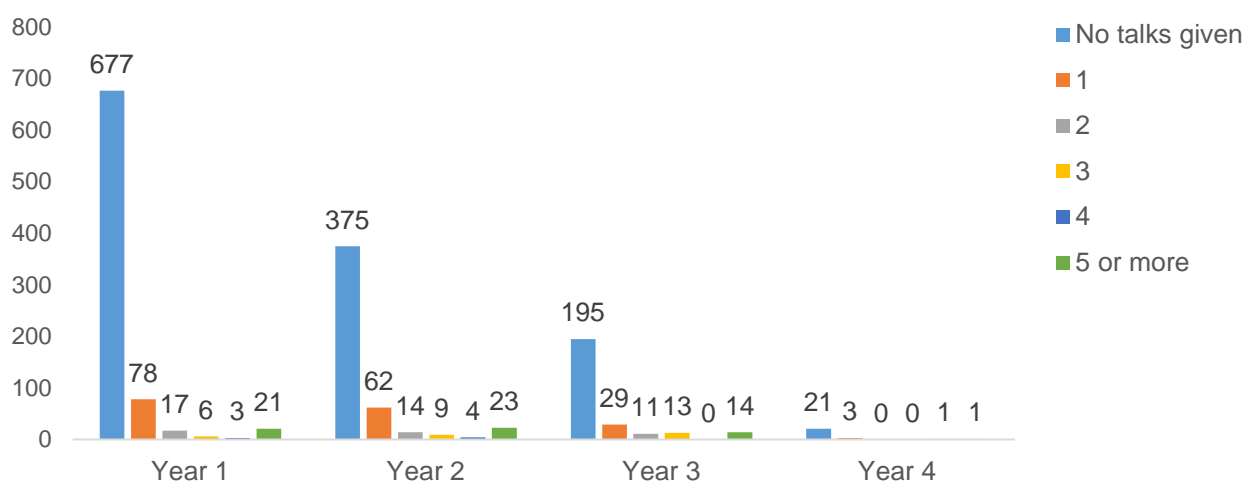
### Research talks given within institution per year



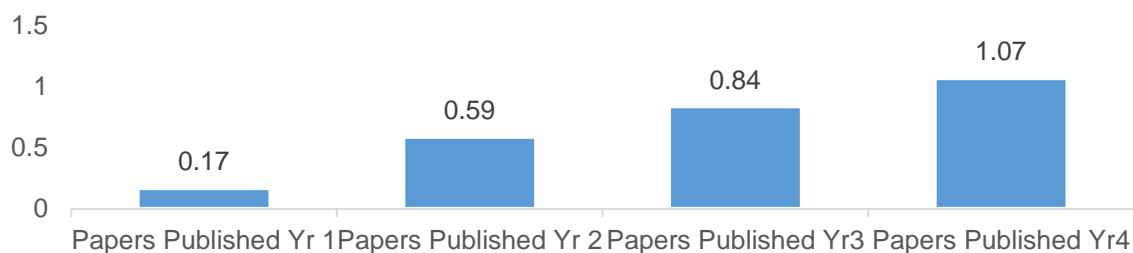
### Research talks given at conferences and or workshops per year



### Research talks given at other external events



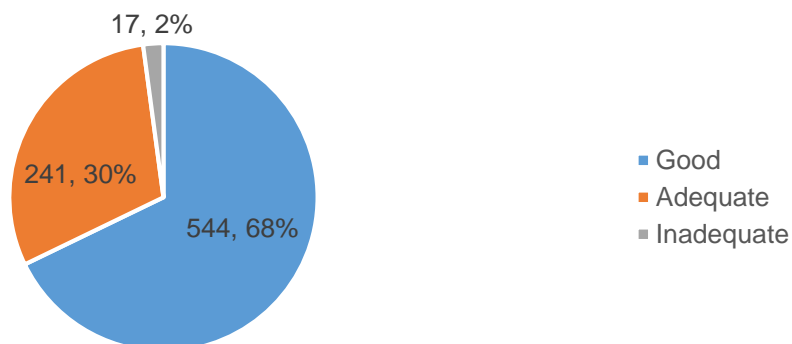
### Average Number of Papers Published per student so far



Year	No of Students	No of Papers Published	Average per student per year
1	802	143	0.17
2	487	292	0.59
3	262	221	0.84
4	26	28	1.07

## MONITORING

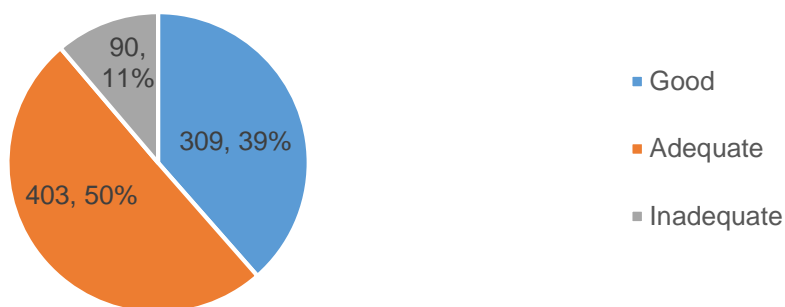
### Rating of overall training



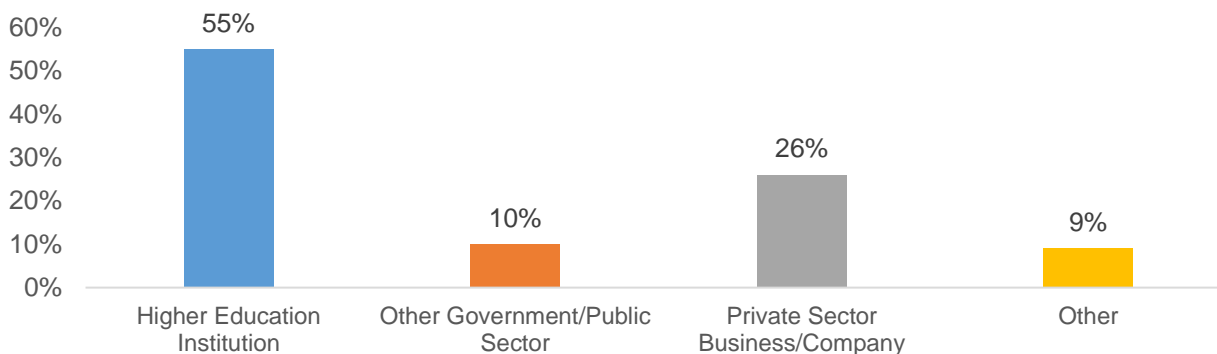
**79%** of students were required to submit a written progress report on their PhD in 2018. **24%** of students stated that their progress report was assessed by an interview with their supervisor, **73%** stated that the assessment was by interview with other staff, **20%** of which were with more than one person. Other forms of assessments included; progression panel, poster presentation, presentation/seminar with Q&A, completion of thesis and viva.

## FUTURE CAREER

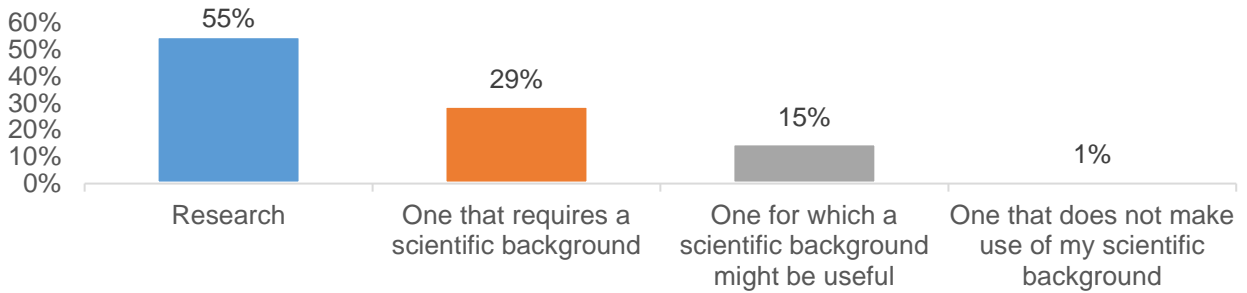
### Rating of career guidance available during PhD



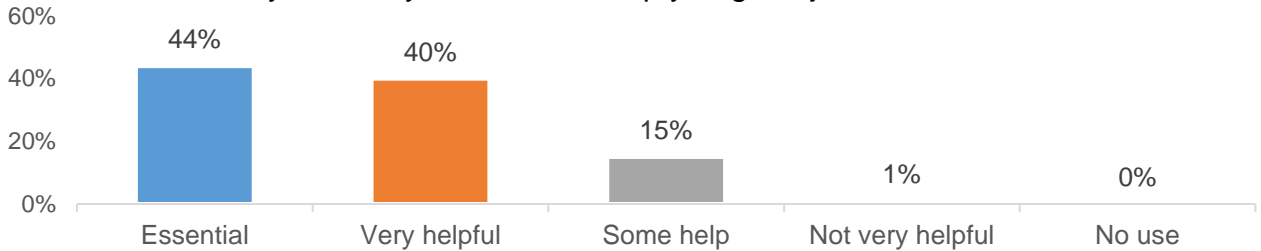
### Organisation wish to work for upon completion of PhD



**Sort of role intend to work in upon completion of PhD**

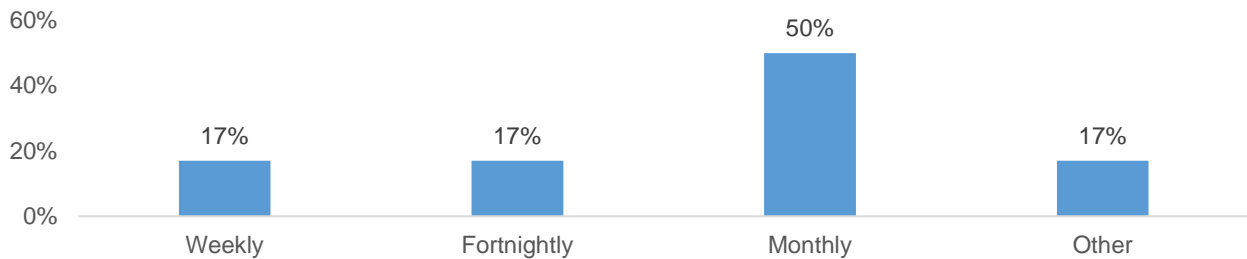


**To what extent do you think your PhD will help you get a job?**



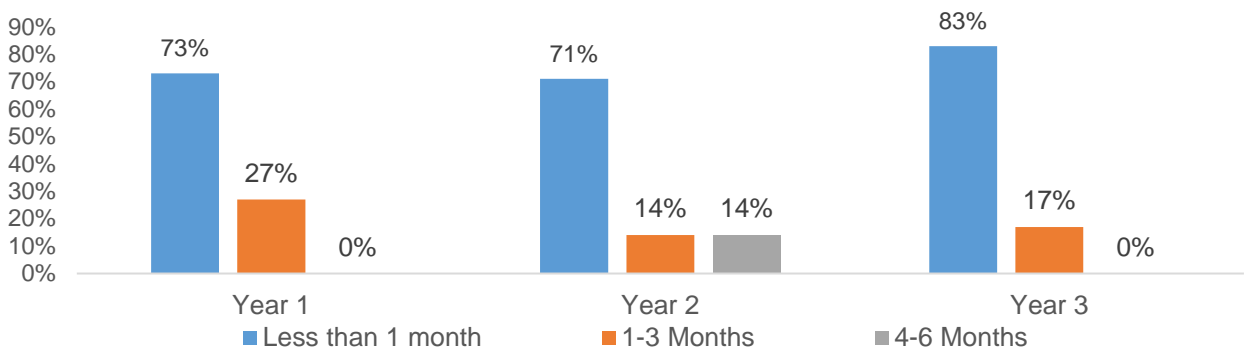
**INDUSTRIAL CASE STUDENTSHIPS**

**Frequency of contact with Industrial partner**  
**12 Industrial CASE students responded to the survey**



The CASE industrial students had varying amounts of contact with their CASE partner from a weekly contact to infrequent contact.

**Time spent on premises of Industrial partner per year**  
**11 Industrial CASE students responded to this question on the survey; 5 in their first year and 6 in their third year.**



Students are expected to spend 3 months a year on average at their CASE Industrial Partner premises.