In July 2015, the Office contacted all current students and their supervisors to request them to complete the survey. The deadline for completion of the survey was 3rd August 2015. A total of 642 students responded out of the 773 students who were contacted (83% response).

The percentages do not always equate to 100% as some students did not respond to every question.

The main points are as follows:

79% of students meet with the supervisor at least once a week.

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

85% of students had received formal training in the first year.

64% of students wish to pursue a career in academia.

99% of students rated their overall training as good/adequate.

**Personal Information**

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**General field of research**

- Astronomy: 39%
- Nuclear Physics: 12%
- Particle Astrophysics & Cosmology: 15%
- Particle Physics Experiment: 6%
- Particle Physics Theory: 5%
- Solar System Science: 23%

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**Current Year of PhD**

- First: 36%
- Second: 29%
- Third: 32%
- Fourth: 3%

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**Type of STFC funding**

- Fully funded: 90%
- Part funded by STFC/other Organisation: 8%
- Fees only: 2%
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 are Post docs, other PhD students, collaborators, second supervisors, CASE Industrial Partner and other members of department.

81% of these students attended group/departmental seminars once a week or more.
78% of students cited that their department has a nominated Postgraduate tutor with overall responsibility for co-ordinating their research training.
86% of students were encouraged by their Supervisor to attend STFC funded courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Attended</th>
<th>Plan to attend</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy students at Introductory school in Astronomy</td>
<td>35%</td>
<td>10%</td>
<td>56%</td>
</tr>
<tr>
<td>Physics students at BUSSTEPP</td>
<td>21%</td>
<td>11%</td>
<td>68%</td>
</tr>
<tr>
<td>Solar students at Introductory school in Solar Physics</td>
<td>43%</td>
<td>8%</td>
<td>49%</td>
</tr>
<tr>
<td>Solar students at Advanced school in Solar Physics</td>
<td>18%</td>
<td>18%</td>
<td>64%</td>
</tr>
<tr>
<td>Nuclear students at Nuclear Physics summer school</td>
<td>26%</td>
<td>29%</td>
<td>45%</td>
</tr>
<tr>
<td>Experimental Physics students at HEP summer school</td>
<td>19%</td>
<td>31%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Public Engagement

10% of students had communicated their research to primary schools, 21% to secondary schools, 27% at science festivals, 12% to amateur societies, 14% by exhibits, 3% by podcasts & YouTube, 1% by Webcasts, 2% Radio, 2% Newspapers & 1% by TV.

9% had been involved with the RCUK STEM Ambassador public engagement scheme.

Types of conferences attend by these students include NAM, ATLAS, NExT and SEPnet.

Production of publications per year

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16%</td>
<td>5%</td>
<td>17%</td>
</tr>
<tr>
<td>1-2</td>
<td>60%</td>
<td>42%</td>
<td>0%</td>
</tr>
<tr>
<td>2-3</td>
<td>34%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentage of students who attended UK conferences by year

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>64%</td>
<td>36%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td>46%</td>
<td>54%</td>
<td>79%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Percentage of students who attended overseas conferences by year

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>53%</td>
<td>23%</td>
<td>1%</td>
</tr>
<tr>
<td>57%</td>
<td>43%</td>
<td>77%</td>
<td>99%</td>
</tr>
</tbody>
</table>
Percentage of talks to group per year

- Year 1: 50% (None), 26% (1-2), 13% (3-4), 12% (5)
- Year 2: 52% (None), 22% (1-2), 13% (3-4), 14% (5)
- Year 3: 48% (None), 30% (1-2), 11% (3-4), 11% (5)
- Year 4: 90% (None), 7% (1-2), 0% (3-4), 2% (5)

Percentage of talks to department per year

- Year 1: 52% (None), 44% (1-2), 2% (3-4), 1% (5)
- Year 2: 89% (None), 8% (1-2), 2% (3-4), 0% (5)
- Year 3: 88% (None), 9% (1-2), 3% (3-4), 0% (5)
- Year 4: 94% (None), 6% (1-2), 0% (3-4), 0% (5)

Percentage of talks to collaborators per year

- Year 1: 52% (None), 27% (1-2), 8% (3-4), 13% (5)
- Year 2: 40% (None), 40% (1-2), 10% (3-4), 19% (5)
- Year 3: 47% (None), 31% (1-2), 7% (3-4), 16% (5)
- Year 4: 88% (None), 4% (1-2), 0% (3-4), 8% (5)
Monitoring

46% of students stated that their training was assessed by coursework, 17% stated that examinations were used to assess their training. 77% of students are required to submit a written progress report on their PhD in 2015. 24% of students advised that their progress report is assessed by an interview with their supervisor, 62% were interviewed by other staff (including postgrad tutor, second supervisor, Dean and Head of Department). Other forms of assessments included; poster presentation, presentation with Q&A, talk to research group, observation by other staff.

Future Career

Rating of career guidance available during their studentship

<table>
<thead>
<tr>
<th>Rating</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>61%</td>
<td>12%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Adequate</td>
<td>36%</td>
<td>32%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Influences for accepting a job

- Most Significant
- Very Significant
- Significant
- Least Significant

Type of organisation students wish to work for

Sort of role students intend to work in

- Research
- One that requires a scientific background
- One for which a scientific background might be useful

Extent PhD considered to help get employment

- Essential
- Very helpful
- Some help
- Some help
- No use