



### QMUL Student Surveys 2015 –Demographic Summary

<b>Outcome requested:</b>	Council is asked to <b>note</b> the student surveys demographic summary 2015.
<b>Executive Summary:</b>	This paper summarises the results of the most recent NSS, QMSS, PTES and PRES using gender, disability (where possible) and ethnicity demographic data.
<b>QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]</b>	Survey results serve as many Indicators of Progress for the QMUL Strategy (Aim 3) SETLA Strategy (Aims 1, 2 & 3), the International Strategy, and the Students' Union Strategy.
<b>Internal/External regulatory/statutory reference points:</b>	SETLA Strategy Student Surveys Policy
<b>Strategic Risks:</b>	SETLA Risk Register Risk 5 - Failure to achieve target for student satisfaction with academic programme and university experience Risk 12 - Failure to design and deliver a portfolio of programmes that ensures a high quality learning experience for students
<b>Equality Impact Assessment:</b>	No equality and diversity impacts or issues have been identified by this paper.
<b>Subject to prior and onward consideration by:</b>	QMSE, 22 March 2016 Council, 05 April 2016
<b>Confidential paper under FOIA/DPA</b>	No
<b>Timing:</b>	N/A
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<b>Date:</b>	22 March 2016
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## QMUL Student Surveys 2015 - Demographic Summary

This paper summarises the 2015 results of the NSS, QMSS, PRES and PTES reviewed alongside demographic data. The primary indicators are gender and ethnicity, with disability data included where available. Socio-economic classifications are self-declared and as only 35% of undergraduate respondents and less than 5% of postgraduate respondents had assigned socio-economic classifications, there is insufficient data to include in this paper.

Any statuses that are unknown, not applicable or not given have been omitted from this analysis as it not possible to draw any conclusions from these groups. Differences between groups of 5% or over have been highlighted in the data annexe. Where comparisons are made within the groupings (eg, gender), this is in blue. Where comparisons are made to the QMUL average, this is in orange.

### Disability

NSS: Whilst students with learning disabilities often gave similar or higher satisfaction scores than the QMUL average, respondents with other disabilities were less satisfied across all questions (with the exception of question 13 regarding timetabling, which had the same level of satisfaction as the QMUL average). In particular, this group was far less satisfied with aspects of personal development. Scores for 'My communication skills have improved' and 'The Course has helped me to present myself with confidence' were 17% and 15% lower than the QMUL average scores respectively. Respondents with other disabilities also felt 10% less satisfied with their overall experience compared to the QMUL average.

QMSS: Respondents with learning disabilities scored aspects of outdoor campus environment far lower than the QMUL overall scores. Satisfaction with the eco-friendliness, environment, disabled accessibility shops, and reflection facilities was lower by between 12% and 16%. This group was also less satisfied with technology to support learning and IT services (13% & 17% lower than students with no disabilities and the QMUL average). Of responses from students with other disabilities, there was less satisfaction with facilities for taught lessons (12% lower at 67%), learning materials (11% lower at 70%), as well as opportunities for teamwork and for the discussion of ideas with teaching staff outside lessons, which were 11% and 13% lower than the QMUL average scores.

### Gender

NSS: While there were few differences between male and female respondents overall, there was a divide in satisfaction of 5% in two questions. Female respondents were 5% more satisfied with receiving detailed comments on their work, whilst male respondents were 5% more satisfied with access to IT resources.

QMSS: Unlike across other surveys, female respondents to the QMSS seemed more satisfied than male respondents across a large number of areas, albeit in small percentage differences. Female students were 9% more satisfied with QMSU, and 5% more felt that they had been challenged to do their best work, contributed to course discussions and developed evidence-based decision making. Male respondents felt happier with opportunities to meet friends from other countries (a 6% difference) and to discuss ideas with teaching staff outside lessons (7% higher than female respondents).

PTES: Male respondents were more satisfied across more areas covered by PTES questions. The largest difference in satisfaction for female respondents over male was regarding encouragement to make contributions in classes, which 86% of female students agreed with compared to 81% of male students. A larger portion of male respondents felt satisfied with marking criteria and assessment arrangements (5% and 6% higher than female respondents, respectively) and 7% felt better prepared for their career as a result of the course compared with female respondents.

PRES: Male respondents had higher levels of satisfaction of over 6% compared with female respondents in six PRES questions. In particular, there was a 12% different response to the question, 'To what extent do you agree that you have been given appropriate support and guidance for your teaching?'. Male respondents also felt that they had a clearer understanding of final degree procedures by 7%, had access to necessary specialist resources, and felt more confident about the development of research methodologies, tools and techniques compared with female respondents (both 6% higher).

### **Ethnicity**

NSS: Final year undergraduate BME students tended to be less satisfied with many areas of university life compared with white students, something which is echoed nationally and in previous years of NSS results. BME students had higher levels of satisfaction with some learning resources and aspects of organisation and management, however the differences were small, at between 1% and 3%. BME students were 7% more satisfied with the Students' Union than those in the white group. White respondents were more satisfied with all aspects of teaching, assessment and feedback, support and personal development, in particular with receiving detailed comments on their work (73% satisfied, compared with 63% BME students and 67% overall), and that staff made the subject interesting (88%, where BME students had a satisfaction score of 80%).

QMSS: Differences in satisfaction, agreement and engagement between BME and white respondents to the QMSS were similar to those in the NSS. BME students gave lower scores across many questions, and were 4% less likely to recommend QMUL to other students thinking of applying to the university, and 3% less satisfied with QMSU (this is quite different to the response to the Students' Union shown in the NSS). White respondents were more satisfied with almost all aspects of their learning experience, in particular their programme was intellectually stimulating and the different ways in which teachers taught subjects (7% higher than the BME group). There were only three areas in which BME respondents were more satisfied than white respondents; with opportunities for teamwork, with which 75% of BME students felt encouraged to do compared with 70% of white respondents, the positive impact of academic societies (5% higher) and satisfaction with the Student Health Service, which was 9% higher than for the white respondent group.

PTES: There was less of a clear divide in satisfaction between white and BME grouped students at postgraduate level compared with undergraduates. In fact, across several questions, BME students were far more satisfied than white students; with the development of research skills (12% higher), thinking about careers skills (9%), and prompt feedback (11%). White students were 5-7% more satisfied with the workload, how intellectually stimulating the course was, dissertation supervision and timetabling.

PRES: Similarly to the PTES, BME grouped respondents were more positive than white grouped respondents in many questions. 10% more BME respondents felt that there was adequate provision of library facilities, and 14% more agreed that QMUL values and responds to feedback from research students.

QMSS results - ethnicity, gender & disability		College	Gender			Ethnicity			Disability		
		No. respondents	Male	Female	Diff: female - male	White	Non white	Diff: white - non	Learning disability	Other disability	No known disability
Survey respondents by group		1603	664	939	-	726	741	-	92	81	1430

1	In relation to your academic programme in the last academic year, about how often have you:										
a	Been challenged to do your best work	85%	82%	87%	-5%	87%	82%	5%	88%	89%	84%
b	Asked questions or contributed to course discussions in other ways	65%	62%	67%	-5%	68%	62%	6%	68%	73%	64%
c	Come to taught sessions prepared (e.g. completed assignments, readings, reports, etc.)	83%	81%	85%	-4%	86%	81%	5%	83%	84%	83%
d	Discussed your academic performance with teaching staff	39%	38%	39%	-1%	41%	36%	5%	36%	44%	39%
e	Talked about your career plans with teaching staff or advisors	28%	32%	25%	7%	27%	30%	-3%	33%	28%	27%
f	Discussed ideas from your course with teaching staff outside taught sessions	34%	35%	33%	2%	34%	34%	0%	36%	23%	35%
g	Discussed ideas from your course with other students	83%	84%	82%	2%	86%	86%	0%	86%	76%	83%
h	Made significant changes to your work based on feedback	59%	57%	60%	-3%	57%	61%	-4%	58%	57%	59%
i	Prepared for exams or assessments by discussing or working through course material with other students	74%	75%	73%	2%	72%	73%	-1%	75%	70%	74%

2	During the last academic year, how much have the activities of your programme encouraged you to:										
a	Develop effective spoken English	63%	62%	64%	-2%	65%	62%	3%	60%	57%	64%
b	Develop effective written English	72%	70%	73%	-3%	75%	69%	6%	68%	69%	72%
c	Work in in a team with other students	72%	73%	71%	2%	70%	75%	-5%	76%	59%	76%
d	Use quantitative data confidently and competently	70%	70%	70%	0%	69%	72%	-3%	71%	66%	70%
e	Use technology to access and interpret information effectively	77%	77%	78%	-1%	76%	79%	-3%	79%	78%	77%
f	Form a new idea or understanding from various pieces of information	79%	75%	81%	-6%	82%	76%	6%	83%	79%	78%
g	Identify information needs appropriate to different situations	77%	75%	79%	-4%	79%	75%	4%	80%	75%	77%
h	Apply analytical skills to investigate unfamiliar problems	80%	81%	79%	2%	80%	80%	0%	84%	82%	80%
i	Develop skills to influence, negotiate and lead	58%	58%	59%	-1%	58%	59%	-1%	63%	54%	58%
j	Develop evidence-based decision-making	75%	72%	77%	-5%	78%	72%	6%	82%	73%	74%
k	Reflect on and assess your own progress	72%	70%	74%	-4%	73%	71%	2%	71%	75%	72%

3	During the last academic year, how often have you engaged with Students' Union activities:										
a	Representation (e.g. running in or voting in elections)	46%	44%	47%	-3%	44%	47%	-3%	45%	44%	46%
b	Sports (e.g. club sport, Get Active, internal leagues)	44%	42%	46%	-4%	44%	44%	0%	44%	39%	45%
c	Societies	69%	71%	68%	3%	70%	68%	2%	68%	66%	69%
d	Volunteering	41%	40%	44%	-4%	42%	40%	2%	39%	39%	42%
e	Media (e.g. QMessenger, Cub, Quest, QMTV)	23%	22%	25%	-3%	20%	24%	-4%	24%	22%	23%

4	How much have you engaged with opportunities (inside and outside QMUL) to develop your employability by:										
a	Undertaking work and/or work experience that has developed your employability skills	72%	70%	73%	-3%	72%	72%	0%	72%	70%	71%
b	Building relationships with people who may be able to help you to get work or work experience in the future	76%	73%	77%	-4%	77%	75%	2%	77%	74%	76%

c	Gaining an understanding of a range of graduate job options	76%	74%	77%	-3%	78%	75%	3%	75%	71%	75%
d	Learning to write a persuasive job application, tailored to individual employer requirements	66%	66%	65%	1%	68%	66%	2%	69%	64%	67%
e	Accessing support or funding to start your own business	20%	22%	20%	2%	20%	20%	0%	19%	18%	22%

<b>6</b>	<b>To what extent do you agree with the following statements about your learning experience:</b>										
a	The programme was intellectually stimulating	88%	87%	88%	-1%	90%	83%	7%	89%	93%	87%
b	The modules created a well-balanced programme	81%	80%	82%	-2%	82%	80%	2%	84%	74%	81%
c	Overall, the different ways in which teachers taught the subjects worked well	74%	72%	76%	-4%	78%	71%	7%	77%	74%	74%
d	Overall, the learning materials within the school, in the library and online supported my learning well	81%	81%	81%	0%	82%	79%	3%	79%	70%	81%
e	I was happy with the quality of the technology designed to support learning	79%	78%	79%	-1%	79%	78%	1%	66%	75%	79%
f	The assessments were well designed to allow me to show what I have learned on the programme	74%	74%	75%	-1%	74%	75%	-1%	71%	73%	74%
g	The feedback I have received in my modules has helped my academic development on the programme as a whole	57%	58%	57%	1%	59%	56%	3%	58%	50%	58%
h	The amount of contact with academic staff was about right	60%	62%	59%	3%	63%	58%	5%	68%	57%	60%
i	The availability and support from administrative staff in schools was about right	69%	70%	68%	2%	70%	67%	3%	68%	68%	69%
j	I am confident that the programme is giving me skills that I need to progress and succeed as a graduate	76%	78%	79%	-1%	79%	74%	5%	80%	73%	76%
k	The facilities for the taught sessions were good	79%	78%	79%	-1%	82%	77%	5%	82%	67%	79%
l	I was happy with the size of the classes (ie number of students)	80%	78%	82%	-4%	81%	79%	2%	80%	72%	80%
m	The facilities for individual and group learning on campus were good	76%	77%	76%	1%	79%	74%	5%	81%	72%	76%
n	I benefitted from being in an environment where research clearly informed teaching	77%	74%	79%	-5%	81%	75%	6%	77%	76%	77%
o	I felt encouraged to become involved in research, either independently or with others	58%	58%	58%	0%	59%	58%	1%	54%	59%	59%

<b>7</b>	<b>Please indicate how much the following activities offered by the Students' Union have had a positive impact on your academic experience:</b>										
a	Course Representatives	58%	58%	59%	-1%	56%	59%	-3%	58%	54%	59%
b	Academic Societies	64%	66%	62%	4%	61%	66%	-5%	65%	60%	64%
c	Students' Union Campaigns	51%	53%	49%	4%	50%	53%	-3%	53%	51%	51%
<b>g</b>	<b>Overall, I am satisfied with the Students' Union</b>	<b>67%</b>	<b>61%</b>	<b>70%</b>	<b>-9%</b>	<b>68%</b>	<b>65%</b>	<b>3%</b>	<b>72%</b>	<b>69%</b>	<b>66%</b>

<b>10</b>	<b>How satisfied you are with the following aspects of campus life?</b>										
a	Campus security	82%	82%	81%	1%	84%	79%	5%	80%	73%	82%
b	How eco-friendly the campus is (e.g.the level of energy conservation and recycling facilities)	72%	74%	72%	2%	72%	73%	-1%	60%	67%	74%
c	Outdoor campus environment	76%	76%	76%	0%	78%	70%	8%	63%	76%	78%
d	Accessibility for the disabled	82%	84%	81%	3%	82%	82%	0%	70%	73%	83%
e	Cafes and food outlets	65%	66%	63%	3%	66%	62%	4%	60%	66%	64%
f	Gym facilities	75%	73%	77%	-4%	79%	72%	7%	73%	80%	75%
g	Shops	67%	68%	67%	1%	66%	68%	-2%	51%	75%	68%
h	Bars	74%	74%	74%	0%	76%	72%	4%	73%	72%	74%
i	Reflection, prayer and contemplation facilities	80%	79%	81%	-2%	78%	81%	-3%	64%	77%	64%
j	Opportunities to make friends from other countries	77%	81%	75%	6%	81%	74%	7%	72%	80%	78%

<b>11</b>	<b>Please indicate whether you have received information or support from the following services and, if so, if you were satisfied with them:</b>										
a	Advice and Counselling Service	85%	83%	86%	-3%	86%	86%	0%	92%	78%	85%
b	Disability and Dyslexia Service	88%	88%	88%	0%	92%	85%	7%	93%	94%	83%
c	Student Health Service	81%	84%	79%	5%	77%	86%	-9%	80%	67%	82%
d	Student Enquiry Centre	91%	90%	92%	-2%	92%	91%	1%	93%	87%	92%
e	Library Service	92%	91%	92%	-1%	91%	92%	-1%	85%	93%	92%
f	Learning Development	87%	83%	88%	-5%	87%	88%	-1%	83%	72%	88%
g	IT services	85%	83%	86%	-3%	85%	85%	0%	68%	81%	86%
h	Careers and Enterprise Centre	82%	81%	83%	-2%	80%	84%	-4%	78%	82%	82%
i	The Language Centre	80%	80%	81%	-1%	83%	79%	4%	66%	71%	82%
j	The Fees Office	86%	86%	85%	1%	84%	88%	-4%	80%	71%	87%
k	The Chaplaincy	84%	82%	85%	-3%	84%	83%	1%	83%	63%	85%
l	Residential Services and Housing Support Services	76%	74%	77%	-3%	74%	78%	-4%	68%	64%	77%
<b>12</b>	<b>Would you recommend the university to other students thinking of applying here?</b>										
		90%	89%	91%	-2%	92%	88%	4%	90%	89%	90%

NSS 2015 Diversity analysis

Questions	College	Gender			Ethnic Group			Disability		
	Respondents	Male	Female	% Diff Male vs Female	White	BME	% Diff White vs BME	Learning disability	Other disability	No known disability
	1901	858	1043	-	791	1018	-	120	69	1712
<b>The teaching on my course</b>	<b>88%</b>	<b>87%</b>	<b>88%</b>	-1%	<b>91%</b>	<b>85%</b>	<b>6%</b>	<b>89%</b>	<b>83%</b>	<b>88%</b>
1. Staff are good at explaining things.	92%	91%	92%	-1%	94%	90%	4%	91%	87%	92%
2. Staff have made the subject interesting.	84%	83%	84%	-1%	88%	80%	8%	87%	78%	84%
3. Staff are enthusiastic about what they are teaching.	87%	86%	88%	-2%	90%	85%	5%	91%	84%	87%
4. The course is intellectually stimulating.	88%	86%	89%	-3%	91%	85%	6%	88%	81%	88%
<b>Assessment and feedback</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>	-2%	<b>75%</b>	<b>70%</b>	<b>5%</b>	<b>70%</b>	<b>66%</b>	<b>73%</b>
5. The criteria used in marking have been clear in advance.	78%	78%	78%	0%	80%	76%	4%	77%	74%	78%
6. Assessment arrangements and marking have been fair.	81%	80%	82%	-2%	84%	80%	4%	81%	77%	82%
7. Feedback on my work has been prompt.	68%	66%	68%	-2%	68%	67%	1%	69%	59%	68%
8. I have received detailed comments on my work.	67%	65%	70%	-5%	73%	63%	10%	61%	59%	68%
9. Feedback on my work has helped me clarify things I did not understand.	66%	67%	66%	1%	68%	64%	4%	61%	58%	67%
<b>Academic support</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>	2%	<b>84%</b>	<b>80%</b>	4%	<b>85%</b>	<b>74%</b>	<b>82%</b>
10. I have received sufficient advice and support with my studies.	79%	81%	78%	3%	82%	77%	5%	83%	71%	80%
11. I have been able to contact staff when I needed to.	89%	89%	89%	0%	90%	88%	2%	88%	83%	89%
12. Good advice was available when I needed to make study choices.	77%	78%	76%	2%	79%	75%	4%	82%	70%	77%
<b>Organisation and management</b>	<b>82%</b>	<b>81%</b>	<b>83%</b>	-2%	<b>83%</b>	<b>82%</b>	1%	<b>80%</b>	<b>78%</b>	<b>83%</b>
13. The timetable works efficiently as far as my activities are concerned.	81%	81%	82%	-1%	83%	80%	3%	82%	81%	81%
14. Any changes in the course or teaching have been communicated effectively.	82%	80%	83%	-3%	81%	82%	-1%	78%	77%	82%
15. The course is well organised and is running smoothly.	84%	84%	84%	0%	83%	84%	-1%	80%	77%	84%
<b>Learning resources</b>	<b>80%</b>	<b>82%</b>	<b>79%</b>	3%	<b>80%</b>	<b>81%</b>	-1%	<b>84%</b>	<b>77%</b>	<b>80%</b>
16. The library resources and services are good enough for my needs.	81%	83%	79%	4%	80%	82%	-2%	84%	77%	81%
17. I have been able to access general IT resources when I needed to.	81%	84%	79%	5%	80%	83%	-3%	83%	80%	81%
18. I have been able to access specialised equipment, facilities or rooms when I needed to.	78%	79%	78%	1%	79%	78%	1%	86%	76%	78%



<b>Personal development</b>	<b>83%</b>
19. The course has helped me to present myself with confidence.	80%
20. My communication skills have improved.	84%
21. As a result of the course, I feel confident in tackling unfamiliar problems.	84%
<b>Overall Satisfaction (Qn 22)</b>	<b>88%</b>
23. I am satisfied with the Students' Union (Association or Guild) at my institution	74%

<b>83%</b>	<b>82%</b>	1%
80%	80%	0%
83%	84%	-1%
86%	83%	3%
<b>88%</b>	<b>88%</b>	0%
72%	76%	-4%

<b>85%</b>	<b>81%</b>	4%
82%	79%	3%
86%	82%	4%
85%	84%	1%
<b>89%</b>	<b>87%</b>	2%
71%	78%	-7%

<b>84%</b>	<b>70%</b>	<b>83%</b>
81%	<b>65%</b>	81%
87%	<b>67%</b>	84%
84%	<b>77%</b>	85%
<b>88%</b>	<b>78%</b>	<b>89%</b>
78%	72%	74%

PTES 2015 Diversity analysis - "To what extent do you agree with the following statements regarding..."

				College	Gender			Ethnic Group		
Category	Question Number	Question	1181	Male	Female	% Diff Male vs Female	White	BME	% Diff White vs BME	
				486	693	-	517	630	-	
Teaching & Learning	2.1	Staff are good at explaining things	85%	83%	85%	-2%	86%	83%	4%	
	2.2	Staff are enthusiastic about what they are teaching	88%	86%	89%	-3%	90%	87%	3%	
	2.3	The course is intellectually stimulating	83%	82%	84%	-2%	87%	80%	7%	
	2.4	The course has enhanced my academic ability	85%	85%	86%	-1%	85%	86%	-1%	
	2.5	The learning materials provided on my course are useful	79%	76%	81%	-4%	79%	79%	-1%	
	2.6	There is sufficient contact time (face to face and/or virtual/online) between staff and students to support effective learning	61%	61%	62%	0%	62%	61%	1%	
	2.7	I am happy with the teaching support I received from staff on my course	71%	72%	71%	1%	69%	74%	-4%	
Engagement	4.1	I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online)	84%	81%	86%	-5%	85%	83%	2%	
	4.2	The course has created sufficient opportunities to discuss my work with other students (face to face and/or online)	68%	68%	67%	1%	68%	67%	1%	
	4.3	My course has challenged me to produce my best work	77%	75%	79%	-3%	76%	79%	-3%	
	4.4	The workload on my course has been manageable	72%	73%	72%	2%	75%	71%	5%	
	4.5	I have appropriate opportunities to give feedback on my experience	70%	71%	69%	1%	70%	70%	0%	
Assessment & Feedback	6.1	The criteria used in marking have been made clear in advance	70%	72%	68%	5%	67%	72%	-6%	
	6.2	Assessment arrangements and marking have been fair	69%	73%	66%	6%	68%	69%	0%	
	6.3	Feedback on my work has been prompt	55%	56%	55%	1%	49%	60%	-11%	
	6.4	Feedback on my work (written or oral) has been useful	63%	63%	63%	0%	60%	65%	-5%	
Dissertation/Major Project	10.1	I understand the required standards for the dissertation / major project	76%	78%	74%	4%	75%	75%	0%	
	10.2	I am happy with the support I received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	62%	64%	60%	4%	63%	60%	3%	
	10.3	My supervisor has the skills and subject knowledge to adequately support my dissertation	77%	77%	77%	0%	79%	75%	5%	
	10.4	My supervisor provides helpful feedback on my progress.	64%	66%	62%	4%	66%	62%	4%	
Organisation & Management	12.1	The timetable fits well with my other commitments	77%	78%	76%	3%	79%	75%	5%	
	12.2	Any changes in the course or teaching have been communicated effectively	78%	80%	76%	4%	76%	80%	-4%	
	12.3	The course is well organised and is running smoothly	75%	77%	74%	3%	72%	78%	-5%	
	12.4	I was given appropriate guidance and support when I started my course	74%	75%	74%	1%	73%	76%	-3%	
	12.5	I am encouraged to be involved in decisions about how my course is run	55%	54%	56%	-2%	51%	58%	-7%	
Resources & Services	14.1	The library resources and services are good enough for my needs (including physical and online)	72%	73%	72%	2%	70%	74%	-3%	
	14.2	I have been able to access general IT resources (including physical and online) when I needed to	78%	77%	79%	-2%	77%	80%	-3%	
	14.3	I have been able to access subject specific resources (e.g. equipment, facilities, software) necessary for my studies	77%	77%	77%	0%	76%	78%	-2%	
	14.4	As a result of the course I am more confident about independent learning	74%	76%	72%	4%	72%	75%	-4%	
Skills Development	16.1	As a result of the course I am more confident about independent learning	79%	78%	79%	-1%	76%	81%	-5%	
	16.2	My research skills have developed during my course	68%	69%	67%	3%	61%	73%	-12%	
	16.3	My research skills have developed during my course	78%	79%	78%	1%	77%	79%	-1%	
	16.4	My ability to communicate information effectively to diverse audiences has developed during my course	66%	69%	64%	5%	64%	68%	-4%	
	16.5	I have been encouraged to think about what skills I need to develop for my career	67%	69%	67%	2%	63%	72%	-9%	
	16.6	As a result of the course I feel better prepared for my future career	73%	78%	71%	7%	73%	74%	-2%	
Overall Experience	18.1	Overall, I am satisfied with the quality of the course	80%	81%	79%	1%	81%	80%	1%	

PRES 2015 Diversity analysis - "To what extent do you agree with the following statements regarding..."

Category	Question Number	Question	College	Gender			Ethnic Group		
				Male	Female	% Diff Male vs Female	White	BME	% Diff White vs BME
			600	300	299	-	364	232	-
Supervision	2.1	My supervisor/s have the skills and subject knowledge to support my research	90%	90%	90%	0%	91%	89%	2%
	2.2	I have regular contact with my supervisor/s, appropriate for my needs	87%	87%	86%	2%	85%	90%	-5%
	2.3	My supervisor/s provide feedback that helps me direct my research activities	85%	86%	85%	1%	86%	86%	-1%
	2.4	My supervisor/s help me to identify my training and development needs as a researcher	73%	74%	73%	1%	72%	75%	-4%
Resources	4.1	I have a suitable working space	71%	72%	71%	1%	68%	75%	-7%
	4.2	There is adequate provision of computing resources and facilities	68%	72%	65%	7%	66%	72%	-6%
	4.3	There is adequate provision of library facilities (including physical and online resources)	73%	75%	72%	3%	70%	80%	-10%
	4.4	I have access to the specialist resources necessary for my research	70%	73%	67%	6%	69%	73%	-4%
Research Culture	6.1	My department provides a good seminar programme	74%	73%	74%	-1%	73%	76%	-3%
	6.2	I have frequent opportunities to discuss my research with other research students	69%	69%	68%	1%	68%	69%	-1%
	6.3	The research ambience in my department or faculty stimulates my work	62%	61%	63%	-2%	60%	65%	-5%
	6.4	I have opportunities to become involved in the wider research community, beyond my department	63%	61%	64%	-2%	61%	65%	-3%
Induction, progression, arrangements and assessment	8.1	I received an appropriate induction to my research degree programme	77%	79%	75%	4%	78%	75%	3%
	8.2	I understand the requirements and deadlines for formal monitoring of my progress	88%	89%	87%	2%	89%	88%	1%
	8.3	I understand the required standard for my thesis	80%	79%	82%	-3%	79%	82%	-3%
	8.4	The final assessment procedures for my degree are clear to me	73%	77%	69%	7%	72%	75%	-2%
Research Skills & Development	10.1	My institution values and responds to feedback from research degree students	53%	51%	55%	-4%	48%	62%	-14%
	10.2	I understand my responsibilities as a research degree student	88%	87%	89%	-3%	87%	90%	-3%
	10.3	I am aware of my supervisors' responsibilities towards me as a research degree student	85%	84%	86%	-3%	84%	87%	-3%
	10.4	Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	76%	74%	77%	-3%	74%	78%	-4%
Research Skills & Development	12.1	My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	89%	92%	86%	6%	89%	89%	-6%
	12.2	My skills in critically analysing and evaluating findings and results have developed during my programme	89%	90%	88%	2%	91%	88%	1%
	12.3	My confidence to be creative or innovative has developed during my programme	75%	76%	74%	2%	71%	81%	3%
	12.4	My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	83%	81%	84%	-2%	80%	88%	-1%
Professional Development	14.1	My ability to manage projects has developed during my programme	81%	82%	81%	1%	79%	85%	-6%
	14.2	My ability to communicate information effectively to diverse audiences has developed during my programme	81%	82%	80%	2%	82%	81%	1%
	14.3	I have developed contacts or professional networks during my programme	72%	71%	73%	-2%	74%	70%	3%
	14.4	I have increasingly managed my own professional development during my programme	82%	80%	83%	-3%	82%	82%	-1%
Opportunities	17	To what extent do you agree that you have been given appropriate support and guidance for your teaching?	54%	60%	48%	12%	52%	58%	-7%
Overall Experience	18.1	Overall, I am satisfied with the experience of my research degree programme	77%	78%	77%	0%	79%	75%	4%
	18.2	I am confident that I will complete my research degree programme within my institution's expected timescale	81%	82%	81%	1%	83%	79%	5%