



## **PRES 2009 – results and implications**

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### **Themes**

1. The PRES 2009 survey
2. Scales
3. Skills development
4. Professional development and career
5. Comparisons between institutions
6. Rugby Team Impact Framework
7. Summary and conclusions

## The PRES 2009 survey

|                   | PRES 2009 | PRES 2008 | PRES 2007 |
|-------------------|-----------|-----------|-----------|
| No of HEIs        | 82        | 73        | 58        |
| No of respondents | 18,644    | 16,524    | 10,544    |
| Response rate     | 28.6%     | 28.9%     | 25.2%     |

PRES2009 was open from 2 March to 30 April/31 May

- 108 HEIs took part in PRES at least once
- 31 HEIs participated in PRES three times
- 47 HEIs participated in PRES twice
- 15 HEIs took a break in 2008 but came back for 2009
- Only 9 HEIs did PRES in 2007 and did not repeat it in the following years (mostly very small HEIs)

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## Overall experience



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## Overall experience

- 84% of students said that the overall experience of their programme met or exceeded their expectations
- 82.5% in 2008
- 80.7 in 2007

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## Confidence about completing on schedule

|           | Mean | SD   | % Agree |
|-----------|------|------|---------|
| PRES 2009 | 3.83 | 1.11 | 68.6%   |
| PRES 2008 | 3.78 | 1.12 | 67%     |
| PRES 2007 | 3.74 | 1.16 | 65.2%   |

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## Scales

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## Scales - summary

|                                     | PRES 2009 |       | PRES 2008         | PRES 2007         |
|-------------------------------------|-----------|-------|-------------------|-------------------|
|                                     | Mean      | SD    | Difference (mean) | Difference (mean) |
| Supervision                         | 4.03      | 0.960 | 0.001             | 0.1               |
| Skills development                  | 3.97      | 0.798 | 0.001             | 0.11              |
| Infrastructure                      | 3.75      | 0.918 | 0.05              | 0.13              |
| Intellectual climate                | 3.50      | 1.020 | 0.05              | 0.1               |
| Goals and standards                 | 3.81      | 0.961 | 0.02              | 0.01              |
| Thesis examination                  | 3.92      | 1.079 | -0.09             | -0.04             |
| Professional development and career | 3.14      | 1.115 | 0.14              | ---               |

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## Supervision

|   | PRES 2009 |         | PRES 2008            | PRES 2007            |
|---|-----------|---------|----------------------|----------------------|
|   | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 1.a My supervisor/s have the skills and subject knowledge to adequately support my research | 4.33      | 84.4%   | 0.4%                 | 2.0%                 |
| 1.b My supervisor/s make a real effort to understand any difficulties I face                | 4.09      | 76.0%   | 1.0%                 | 3.0%                 |
| 1.c I have been given good guidance in topic selection and refinement by my supervisor/s    | 3.98      | 73.0%   | 1.0%                 | 5.0%                 |
| 1.d I have received good guidance in my literature search from my supervisor/s              | 3.78      | 64.8%   | 0.8%                 | 2.8%                 |
| 1.e My supervisor/s provide helpful feedback on my progress                                 | 4.01      | 73.8%   | 0.8%                 | 2.8%                 |
| 1.f My supervisor/s are available when I need them  | 4.05      | 74.7%   | 0.7%                 | 2.7%                 |

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## Infrastructure

|   | PRES 2009 |         | PRES 2008            | PRES 2007            |
|---|-----------|---------|----------------------|----------------------|
|   | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 3.a I have adequate access to the equipment necessary for my research | 3.87      | 69.4    | 1.4%                 | 1.4%                 |
| 3.b I have a suitable working space                                   | 3.77      | 66.0    | 1%                   | 2.0%                 |
| 3.c There is appropriate financial support for research activities    | 3.38      | 51.8    | 0.8%                 | 6.8%                 |
| 3.d There is adequate provision of computing resources and facilities | 3.83      | 67.8    | 1.8%                 | 1.8%                 |
| 3.e There is adequate provision of library facilities                 | 3.90      | 71.1    | 1.1%                 | 5.1%                 |
| 3.f I have the technical support I need                               | 3.75      | 63.9    | 1.9%                 | 4.9%                 |

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## Intellectual climate

|  | PRES 2009 |         | PRES 2008            | PRES 2007            |
|--|-----------|---------|----------------------|----------------------|
|  | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 4.a My department provides opportunities for social contact with other research students           | 3.61      | 59.1%   | 2.1%                 | 5.1%                 |
| 4.b My department provides opportunities for me to become involved in the broader research culture | 3.54      | 56.7%   | 1.7%                 | 4.7%                 |
| 4.c The research ambience in my department or faculty stimulates my work                           | 3.43      | 52.6%   | 2.6%                 | 2.6%                 |
| 4.d I feel integrated into my department's community   | 3.32      | 49.1%   | 2.1%                 | 0.1%                 |
| 4.e My department provides a good seminar programme for research students                          | 3.63      | 59.9%   | 0.9%                 | 2.9%                 |

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## Goals and standards

|  | PRES 2009 |         | PRES 2008            | PRES 2007            |
|--|-----------|---------|----------------------|----------------------|
|  | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 5.a I understand the required standard for the thesis                                | 3.84      | 70.2%   | 0.1%                 | 0.9%                 |
| 5.b I understand the standard of work expected                                       | 3.91      | 73.6%   | 0.5%                 | -2.3%                |
| 5.c I understand the requirements of thesis examination                              | 3.68      | 61.9%   | 0.8%                 | 0.4%                 |
| 5.d I understand the requirements and deadlines for formal monitoring of my progress | 3.89      | 71.6%   | 0.6%                 | -2.3%                |

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## Roles and responsibilities

|  | PRES 2009 |         | PRES 2008            | PRES 2007            |
|--|-----------|---------|----------------------|----------------------|
|  | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 8.a I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme | 3.64      | 61.8%   | 7.7%                 | 2.8%                 |
| 8.b My institution values and responds to feedback from research degree students   | 3.45      | 51.3%   | 5.2%                 | 3.4%                 |
| 8.c I understand my responsibilities as a research degree student  | 3.95      | 75.5%   | 4.4%                 | -2.2%                |
| 8.d I am aware of my institution's responsibilities towards me as a research degree student                                  | 3.60      | 59.2%   | 3.1%                 | 11.8%                |

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## Skills development

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## Skills development

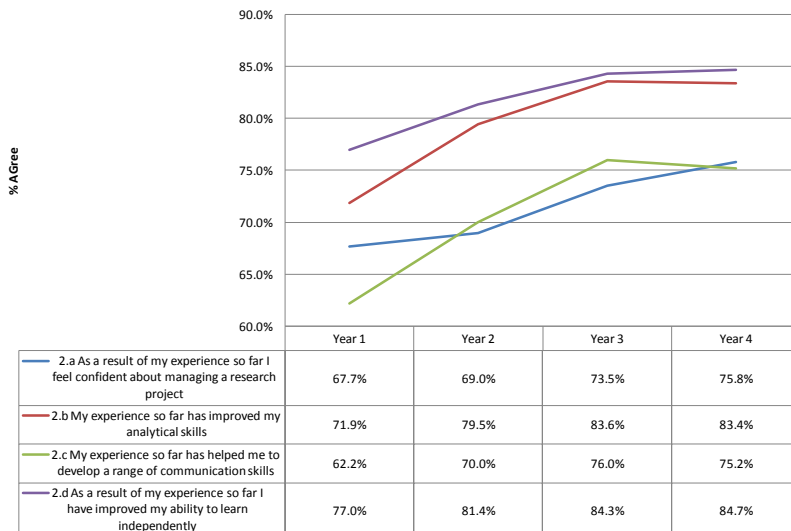
|   | PRES 2009 |         | PRES 2008            | PRES 2007            |
|---|-----------|---------|----------------------|----------------------|
|   | Mean      | % Agree | Difference (% Agree) | Difference (% Agree) |
| 2.a As a result of my experience so far I feel confident about managing a research project      | 3.86      | 70.5%   | 1.2%                 | 4%                   |
| 2.b My experience so far has improved my analytical skills                                      | 4.04      | 78.2%   | 0.3%                 | 4%                   |
| 2.c My experience so far has helped me to develop a range of communication skills               | 3.86      | 69.2%   | 0.3%                 | 5.4%                 |
| 2.d As a result of my experience so far I have improved my ability to learn independently       | 4.14      | 80.7%   | 0.2%                 | 0.6%                 |
| 2.e There are adequate opportunities available for me to further develop my research skills     | 3.86      | 69.9%   | 9.3%                 | 8.9%                 |
| 2.f There are adequate opportunities available for me to further develop my transferable skills | 3.77      | 64.9%   | 6.8%                 | 6.9%                 |

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## Skills development – by year of study

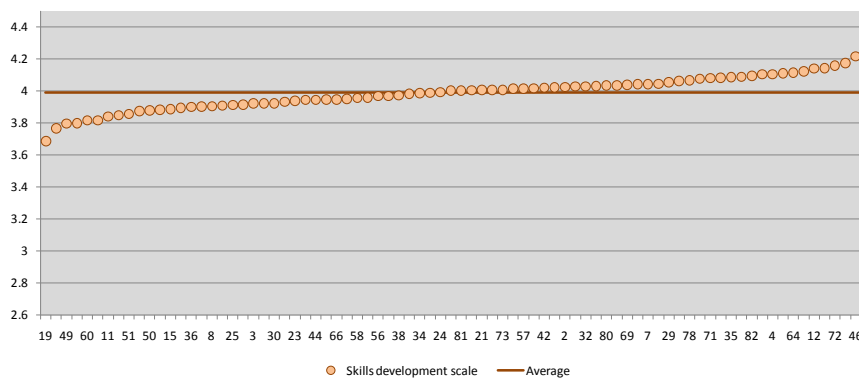


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## Skills development



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## Skills development

- % of Agree with items 2.e and 2.f increased considerably from 2008.
- Why?
  - Roberts funding is working
  - Institutional effect (different HEIs in 2008 and 2009)
  - ‘Order effect’ as questionnaire changed

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## Skills development

- Institutional effect
  - PRES data for 2008 and 2009 from 31 HEIs only
  - The same % increase noticed
- ‘Order effect’
  - Cannot be excluded completely
  - Increase varies by different groups of students
  - No similar effect on other items in the questionnaire that were moved around

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## Skills development – age

- Students who are 25 years old or younger agree the most that there were adequate opportunities to further develop research and transferable skills
  - 76% (research) and 71% (transferable)
- The biggest increase in % of agree (research skills) was noticed in 41-55 age groups (by 11.6% on average)
- The biggest increase in % of agree (transferable skills) was noticed in 36-40 and 46-55 age groups (by 10% on average)

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## Skills development – year before the programme

- Age correlated with 'year before the programme' activity ( $r=0.33$ )
- Those, who completed UG programmes agree the most – 74% (research) and 70% (transferable)
- The biggest increase in % of agree – those who completed PG studies – 10.1% (research) and 8.8% (transferable)

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## Skills development – year of study

- First year students agree the most that there were adequate opportunities to further develop research and transferable skills – 77% (research) and 70% (transferable)
- The later on the programme the less agreement with both items
- Increase in % of agree (between 2008 and 2009) constant for all 4 groups (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year) – 9% on average

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## Skills development – gender, domicile, ethnicity

- No difference between male and female
- No correlation between the two items and domicile nor ethnicity

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## Skills development – mode of study/mode of delivery

| 2.e There are adequate opportunities available for me to further develop my research skills     | %Agree    |       |
|---|-----------|-------|
|   | Full-time | 70.8% |
|   | Part-time | 67.2% |
| 2.f There are adequate opportunities available for me to further develop my transferable skills | %Agree    |       |
|   | Full-time | 66.4% |
|   | Part-time | 60.6% |

- Full-time students tend to agree more (than part-time students) on both statements
- The increase in % agree (research skills) is very similar for both groups (9.5% - full-time and 8.9% - part-time)
- The increase in % agree (transferable skills) is slightly bigger for **part-time** students (6.5% - full-time and 9.1% – part-time) than full-time students
- The exact same trend can be observed for face-to-face and distance learners.

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## Skills development – career in mind

- Those who would like to pursue a research career in higher education agree the most that there were adequate opportunities to further develop their research skills (73.5% agree); on the other end of spectrum are those, who would like to pursue 'any other professional career' (only 63% agree)
- The same trend applies to transferable skills item
- No comparison with PRES 2008

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## Skills development – agreement with career items

- Those, who agree (4+5 choices) with 3 career items (7.a-7.c) tend to agree the most that there were adequate opportunities to further develop research and transferable skills – on average 86% (research) and 84% (transferable)
- At the same time, those who disagree (or remain neutral) with 3 career items showed the substantial increase in % agree with the two skills items between 2008 and 2009 – on average 13.3% (research) and 9.4% (transferable)

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## Skills development – further analysis

- The relationship exists also for student's motivation to undertake PGR programme and current activity (stage of the programme)
- No discipline analysis were conducted
- No 'source of funding' analysis were conducted

## Professional development and career

## Professional development and career

|  | PRES 2009 |         | PRES 2008               | PRES 2007               |
|--|-----------|---------|-------------------------|-------------------------|
|  | Mean      | % Agree | Difference<br>(% Agree) | Difference<br>(% Agree) |
| 7.a I am encouraged to think about the range of career opportunities that are available to me. | 3.08      | 37%     | 2.2%                    | -0.6%                   |
| 7.b I am encouraged to reflect on my professional development needs                            | 3.21      | 43.2%   | -1.1%                   | -4.3%                   |
| 7.c I am encouraged to reflect on my career development needs                                  | 3.13      | 39.8%   | 0.2%                    | 1.5%                    |

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## Professional development and career – overall experience

- The better overall experience (met of exceeded expectations) the more agreement with professional development items

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## Professional development and career - age

- In general, the older the students the less they agree with professional development items
- Age groups who agree the most (on average 42% agree on all three items) are 26-40 years old (they are also the most motivated by improving their existing career)

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## Professional development and career - disability

|  | % Agree    |               |
|--|------------|---------------|
|  | Disability | No Disability |
| 7.a I am encouraged to think about the range of career opportunities that are available to me. | 31.4%      | 37.4%         |
| 7.b I am encouraged to reflect on my professional development needs                            | 36.3%      | 43.8%         |
| 7.c I am encouraged to reflect on my career development needs                                  | 33.0%      | 40.3%         |

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## Professional development and career - domicile

- Non UK students tend to agree considerably more with all professional development items (on average 7% more in agreement than home students)
- Non EU students agree particularly strong (49%) that they were encouraged to reflect on their professional development needs.

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## Professional development and career -mode

- Full-time students tend to agree a bit more with item 7.a and 7.c than part-time students.
- There is no significant relationship between these two groups of students on item 7.b (professional development needs)

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## Professional development and career – current activity

- Those, who are making amendments to their thesis following viva agree the least with all professional development items
- Students, who are in the first stage of their research agree the most, they are encouraged to reflect on their professional development needs (44.5% agree)
- Those, who are awaiting their award agree the most they were encouraged to think about the range of career opportunities available to them (39.6%) – but the difference to other groups is small

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## Professional development and career – discipline

- The national average % of agree for these three items is 40%
- Medicine and dentistry (47% on average) and agriculture (52% on average) students agree the most with professional development items (also engineering – 44% and business management – 45%)
- Creative arts and design (34% on average) and law (35%) students then to agree the least with professional development items

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## Comparisons between institutions

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## Benchmarking clubs

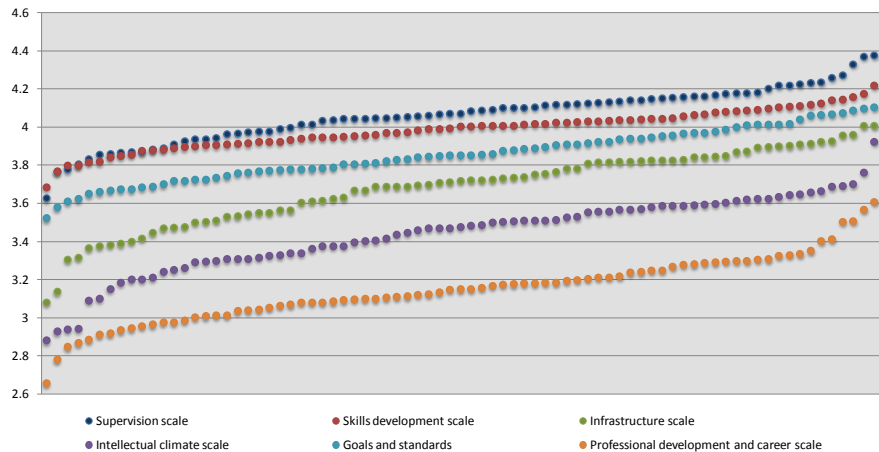
- Each PRES HEI can access the national aggregate
- There has been 6 B-clubs created (Russell Group, 1994 Group, Pre-92, Post-92, Small and specialist and Scotland)
- Institution that participates in one B-club can access all B-clubs

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## Variations between HEIs



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## Individual HEI performance

- 10 top and 10 bottom scores for each scale
- Top
  - 1 HEI all scale scores are in top 10
  - 3 HEIs 4 scale scores in top 10
- Bottom
  - 1 HEI all scales scores are in bottom 10
  - 4 HEIs 4 scales scores in bottom 10

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# Rugby Team Impact Framework

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# Rugby Team Impact Framework

## Aim

- to “encourage further engagement in the evaluation agenda by higher education institutions (HEIs) and aid the HE sector in building a more comprehensive evidence base”
- To “foster, support and potentially guide existing and new ways of effectively evaluating researcher training and development”

## Impact levels

- 0 Foundations
- 1 Reaction
- 2 Learning
- 3 Behaviour
- 4 Outcomes

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## Rugby Team Impact Framework

| Impact level     | PRES question   | Impact benefit   |
|------------------|---|--|
| 0<br>Foundations | 1m. There are adequate opportunities available for me to further develop my research skills                           | Capacity of training and development programme   |
| 0                | 4. I have had adequate opportunity to gain experience of teaching   | Capacity of training and development programme   |
| 1<br>Reaction    | 9c. How has your experience met your expectations in terms of opportunities to develop a range of transferable skills | Gauge reaction to training programme   |
| 2<br>Learning    | 1d. I am encouraged to think about the range of career opportunities that are available to me                         | Researchers more able to identify appropriate employment opportunities                           |
| 2                | 1i. I am encouraged to reflect on my professional development needs   | More self-aware and reflective researchers and more likely to engage in professional development |

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## Rugby Team Impact Framework

| Impact level   | PRES question  | Impact benefit   |
|----------------|--|--|
| 2              | 2h. My experience so far has helped me to develop a range of communication skills          | Researchers more aware of, and have improved, their communication skills |
| 3<br>Behaviour | 1r. As a result of my experience so far I feel confident about managing a research project | More confident researchers, aware of their own abilities and potential   |
| 3              | 2h. As a result of my experience so far I have improved my ability to learn independently  | More confident researchers, aware of their own abilities and potential   |

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## Summary and conclusions

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## Summary and conclusions

- Small variation between HEIs
- Consistency between years
  - In general very small changes between 09 and 08
  - Visible growing trend (no institutional effect)
- Skills development – items 2.e and 2.f ('massive growth') gap between full-time and part-time students is smaller
- Students who are more career focused agree they are encouraged to think about their career and professional development

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## Further details

<http://www.heacademy.ac.uk/ourwork/research/surveys/pres>

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