

With support of:



For further information please visit our official web-site: www.tempusveritas.am and contact us via e-mail: veritas.mngt@gmail.com

YEREVAN 2016



INDEX

INTRODUCTION	3
ROYAL INSTITUTE OF TECHNOLOGY (KTH)	4
OVERVIEW	4
THE MAIN STRENGTHS OF PhD EDUCATION AT KTH	5
FEEDBACK FROM KTH	6
KTH BEST PRACTICE IN PRESENTATIONS	8
OUR VISIT TO KTH IN PHOTOS	14
BATH SPA UNIVERSITY (BSU)	15
OVERVIEW	15
THE MAIN STRENGTHS OF PhD EDUCATION AT BATH SPA,	16
FEEDBACK FROM BSU	19
BSU BEST PRACTICE IN PRESENTATIONS	20
OUR VISIT TO BSU IN PHOTOS	
UNIVERSITY OF GIRONA (UdG)	32
OVERVIEW	32
THE MAIN STRENGTHS OF PhD EDUCATION AT	
UNIVERSITAT DE GIRONA	33
FEEDBACK FROM UdG	34
UDG BEST PRACTICE IN PRESENTATIONS	34
OUR VISIT TO Udg IN PHOTOS	39
UNIVERSITY OF HEIDELBERG (UHMF)	40
OVERVIEW	40
THE MAIN STRENGTHS OF PHD EDUCATION AT	
HEIDELBERGUNIVERSITY	
FEEDBACK FROM UHMF	
UHMF BEST PRACTICE IN PRESENTATIONS	45
OUR VISIT TO UHMF IN PHOTOS	49
GENERAL RECOMMENDATIONS	<u>5</u> 0
STUDY VISIT IN PHOTOS	
SUMMARY	53
ACKNOWLEDGEMENT	54



INTRODUCTION

The study visit to European universities, Royal Institute of Technology (Sweden), Bath Spa University (UK), University of Girona (Spain) and University of Heidelberg (Germany), aimed to familiarize the Armenian partners of Tempus VERITAS project with PhD education in different countries. It is noteworthy that unlike Bachelor and Master programs, PhD education and its organization differs greatly from country to country depending on various factors such as the government regulations, recruitment and admission of PhD students, funding, university profile, etc.

The study visit proved to be informative and productive. The invited professors, PhD students and administrative staff shared detailed information with the Armenian participants enabling them to observe the process from various perspectives. The European partner universities have effective procedures and valuable practice of providing PhD education which can be tailor-made to suit the needs of Armenian HEIs.



Royal Institute of Technology (KTH) Stockholm, Sweden 14-18 November 2015



OVERVIEW

Royal Institute of Technology (KTH) is Sweden's largest technical research institution and has grown to become one of Europe's leading technical and engineering universities. The institution gathers researchers and faculty from around the world whose work encompasses a wide range of disciplines, including engineering, natural sciences, architecture, industrial management, urban planning, history and philosophy.

KTH is working with industry and society in the pursuit of sustainable solutions to some of humanity's greatest challenges: climate change, future energy supply, urbanisation and quality of life for the rapidly-growing elderly population. Close collaboration with society and industry creates a natural arena and better conditions for the practical implementation of research results and researchers have the opportunity to see their ideas make a tangible impact in society.

KTH offers the opportunity to complete a doctoral degree (PhD) in a dynamic, international research environment that features worldclass facilities, as well as close collaboration with industry and other prominent universities worldwide. Being the largest and highest ranked technical university in Sweden, KTH provides excellent conditions for its 2,000 doctoral students. KTH recruits only the best



candidates for doctoral studies and the selection process can be highly competitive. The example of KTH, in particular, proves that there is a direct relationship between the industry and the academia, which is an important factor for promoting research and providing employment for PhDs.

THE MAIN STRENGTHS OF PhD EDUCATION AT KTH

The following issues were presented and discussed at KTH: Swedish higher education system, Swedish system of PhD education and quality system, research schools and research education programs, research and innovation, PhD studies from a PhD student's perspective, research supervision and training courses for PhD students, organization of KTH research education at university and faculty levels.

The main points of PhD education at KTH can be summed up as follows:

1. The duration of PhD education at KTH is 4 years. The first 1.5 years are designed for training courses; the other 2.5 years are intended for writing a PhD thesis and articles.

2. Two degrees may be awarded after Master's degree:

- a. Degree of Doctor (duration 4 years)
- b. Degree of Licentiate (duration 2 years)

1. Importance of the educational component: Aresearcher should be equipped with appropriate knowledge and skills. As far as many PhD students may not have gained these skills during the first and second cycles of their education, there is a requirement for additional courses. Specific courses conducted by invited or foreign professors may be organized based on special needs of PhD students.

3. PhD students at KTH are normally employed and earn a monthly salary.

4. A detailed research plan (not a research proposal) which is a part of the contract between researcher and supervisor is required.

5. Aproportion scheme of shared responsibilities for the research



with 90% vs.10% correlation for the supervisor and researcher accordingly at the beginning that changes to 10% - 90% correlation at the end of research work is observed. This demonstrates the growing independence of a researcher during his/her PhD education.

6. Each PhD student is appointed a minimum of two supervisors, one of them being the main supervisor who must be an Associate Professor, while the assistant supervisor must have at least Doctoral degree. Hereby, young professors have an opportunity to gain experience as beginner-supervisors.

7. Supervisors are responsible for ensuring that each PhD student takes necessary courses and research project proceeds at an appropriate pace.

8. The requirements for appointing a scientific supervisor include supervisors' assessment by the students, their administrative and organizational skills and the experience to raise funding for the research.

9. Meetings away from the academic environment, including oneday or two-day trips to the country are appreciated.

10. The number of specialized council members is fewer than it is in Armenia, consisting of 3-5 specialists, as a rule.

11. A monograph, a collection of articles, or a thesis equal in volume to four articles published in authoritative journals can be accepted as a dissertation.

FEEDBACK FROM KTH

The aim of the programme of the study-visit to KTH was to give an overview of Swedish PhD training system and how it is applied at KTH (Royal Institute of Technology). The main focus was the research school level, supervision and student opinions. In this way it was possible to show the course programme and what else is demanded from the university.

Under Swedish legislation PhD studies are adapted to a 4-year programme, and it can be prolonged to five years, if the student also



works at the university with other tasks. The training must contain a part for courses (1-2 years) and writing of thesis in the form of monograph or as articles with an "umbrella" part and with the articles in an appendix.

If a PhD student writes articles, it is required that the articles be published in international referee journals.

Another important aspect is the supervisor level as the supervisor is responsible for research funding applications and for checking the progress of the student. In addition to support his work, one or two co-supervisors are also appointed. It should be mentioned, that it is possible to change the supervisor. The supervisor and student sign a contract with dates of finalising courses, articles etc., and it is supposed to be updated each year and after that to be approved by the dean of research at the school/faculty level. The contract deadlines must be complied with and in case of a non-observance, the supervisor and the student have a discussion about the reasons for the failure to adhere to the terms of the contract. As a result, the contract can be revised when it is renewed each year.

There is a public defence of dissertation with an examination board of at least three persons from other universities in Sweden or from abroad. In addition, there is an opponent to review the PhD work. It is the examination board that decides if the thesis is approved or not (no other marking is allowed). If the thesis fails, it is not possible to defend it again.

It should also be noted that even if the Bologna process in principle is the same all over Europe, the application of the rules can be very different.

The recommendation to the Veritas group was to study the procedures for PhD training at different universities and then choose the type of training that suits not only the country but also a particular university best. This is especially relevant for the amount and content of supporting courses. If courses are included in the training, it is important that they support the research work in the given specialty.



KTH BEST PRACTICE IN PRESENTATIONS¹ (some of them)



¹For more presentations please visit: http://tempusveritas.am/?page_id=514



(KTH)	The PhD Programme
	 The Built Environment and Society: Management, Economics and Law
	 Two research subjects: Real Estate and Construction Management Business Studies
	"The PhD Programme <i>The Built Environment and Society: Management, Economics and Law</i> covers a wide range of social issues relating to planning and building processes and their connection to management, economics and law. The research in this area is based on fundamental economic and legal
	scientific disciplines, and utilizes these in order to analyze topics regarding influences on development of the society, and concequences e.g. on economic or legal development."
	Peter Ekbäck, Fastighetsvetenskap





(KTH)	The PhD Programme, general structure
	 Structure of studies
	 Degree of Doctor: Total of 4 years, of which 1,5 years PhD-courses and 2,5 years writing PhD thesis
	 Degree of Licentiate: Total of 2 years, of which 0,75 years PhD- courses and 1,25 years writing Licentiate thesis
	 Requirements for thesis Monography or compilation of scientific articles
	 PhD thesis: At least (equivalent to) 4 articles, publishable in reputable international scientific journals
	 Lic thesis: At least (equivalent to) 2 articles, publishable in reputable international scientific journals
	Supervisors
	- One main supervisor (minimum Ass. Professor)
	- One or more assistant supervisors (minimum Doctoral degree)
	Peter Ekbäck, Fastighetsvetenskap 5





Nordic PhD School	
 Participation universities Aalborg university (Denmark) Aalto university (Finland) KTH (Stockholm, Sweden) Norwegian university of life sciences (Norway) LTH (Lund, Sweden) 	
 Activites Conferences PhD courses 	
 Peter Ekbäck, Fastighetsvetenskap	7





Individual Study Plan (ISP)
 The individual study plan is an important document for planning and monitoring the PhD student's activities and progress
 The document is mandatory as a contract between main supervisor and the PhD student
 ISP is evaluated and updated at least once every year





(KTH)	A few examples of current PhD projects (1)
	 The Swedish planning and permission system (according to the Planning and Building Act) An analysis in the light of other systems within the countries of the European Union International comparisons and evaluations What can we learn from other countries?
	 Public control over the division of land into property units All measures regarding formation and re-formation of property units require a public assessment and decision on size, shape, location and other features What would the concequences to society be of liberalizing property formation? The project involves an international comparison
	Peter Ekbäck, Fastighetsvetenskap 11





٢	More information	
	Peter Ekbäck, Division of Real Estate Planning and Land Law, KTH peter.ekback@abe.kth.se	
	Peter Ekbäck, Faslighetsvetenskap	13

OUR VISIT TO KTH IN PHOTOS





Bath Spa University (BSU)

Bath, the United Kingdom of Great Britain and Northern Ireland 18-21 November 2015



OVERVIEW

Bath Spa is an ambitious, enterprising and supportive university community united through creativity. Its research strengths and expertise are focused around the University's themes of enterprise, culture and creativity.

Bath Spa University is committed to maintain an active research portfolio. This commitment extends to concentrating on its areas of strength while also fostering new research areas.

Bath Spa University was awarded the European Commission's HR Excellence in Research award in January 2012, and this was renewed as a result of a successful 2-year evaluation process in 2014. This award reflects the University's current and on-going commitments to maintaining an active research portfolio. This commitment obliges to enhance, develop and promote their research quality and reputation, to develop their Postgraduate Research opportunities and the public engagement profile and promote the impact of the research through knowledge exchange, media opportunities and active partnerships, both nationally and internationally.

The University has received research grants and/or doctoral bursaries from the Arts and Humanities Research Council (AHRC)



in History, English, Creative Writing, Art and Design, Study of Religions, Geography and Music. The University has also gained research grants from other major national funders, such as the Natural Environment Research Council (NERC), The Leverhulme Trust, British Academy, Arts Council, and many other charitable or commercial organisations.

Bath Spa University offers a range of post-graduate taught and research degrees across all its schools (Bath School of Art and Design, Institute for Education, School of Humanities and Cultural Industries, School of Society, Enterprise and Environment, School of Music and Performing Arts). The University has a lively postgraduate culture, which is both academically challenging and vocationally relevant, and students benefit from professional and academic expertise.

THE MAIN STRENGTHS OF PhD EDUCATION AT BATH SPA

The following issues were presented and discussed at BSU: PhD assessment & examination, career development for PhD students, PhD supervision, quality assurance in UK higher education, research activities and policy at BSU, UK research funding, European opportunities and good practice across the sector, knowledge exchange and researcher development, research strategy and environment, research excellence framework, the role of the Graduate School in admissions, monitoring progress and examination arrangements for PhD students, and open access, research repository and library support for PhD Students.

The main points of PhD education at Bath Spa University can be summed up as follows:

1. Importance of viva voce (oral examination) at all stages: admission, pre-defense and defense. The ultimate product of PhD education is not the dissertation but the researcher itself, equipped with necessary knowledge and skills for further research activity. Therefore, the live communication is very important for an adequate evaluation of a candidate's research capabilities. In the admission



process the priority is given to a good research proposal rather than to high-grade transcripts.

2. The first three months of research work and training are considered to be very important for envisaging the subsequent advancement of the researcher, and most management and supervisory teams expect written results from the researcher already after the first three months.

3. Learning Needs Analysis (LNA). It enables PhD students and their supervisors to reflect on existing competencies and identify areas in need of development.

4. Research Plan. PhD students must submit a well-organized research plan or proposal which should answer several important questions, including the importance of the topic or area, the main research questions, what has been done in this area already, the proposed methodology, how the sample will be determined, the data to be analysed, etc.

5. Demand for more than one supervisor. This is an important component for post-graduate school indicating the collective responsibility of senior researchers for their junior colleagues.

Supervisor's responsibilities. A supervisor is supposed to 6. maintain contact through regular meeting with a PhD student and make notes about the issues discussed and his recommendations and instructions in a special form after each consultation. The special form that the supervisor fills in after his/her consultations includes the PhD student's name and surname, the topic of meeting, its purpose, the questions discussed, the conclusions and recommendations. Thus, it provides for the transparency and accountability of the PhD student and the supervisor's work during the year. Later the above mentioned information is included in their annual report as the supervisor must submit a report on the PhD student's work and progress, as well as the problems they have encountered. The supervisor is also responsible for carrying out an analysis of training and learning needs, ensuring that students participate in appropriate training events, arranging as appropriate for the student to talk about the work to staff or at graduate seminars, advising on appropriate dissemination activities



(including publication), networking, preparing students for their viva, and advising on any subsequent corrections they may have to undertake, etc. Supervisors are also required to undertake training and other development events to help undertake the role of the supervisor effectively.

7. Though having their own administrative and supervisory culture, both formal and informal, European universities, particularly BSU specialists, extensively use international research results in education sciences and up to date IT tools in organizing and monitoring their activities. A good time management of PhD students is an important component of supervisory culture.

8. Monitoring of progress. An annual review of progress of each student is conducted by agreed monitoring team (at least one of whom should not be involved in supervision). For each review, student and supervisors can produce separate reports which can then be considered by assessors who produce a joint report. A PhD student presents a summary of work completed, the written work and a plan for the following year, including plans for publications or other outputs, what research training has been undertaken, oral presentations have been made. Students can also complete annual evaluation of supervisory arrangements (using standard form).

9. Other activities to support PhD students in their research. PhD students may be asked to come up with a 3-minute or a 15-minute presentation of their thesis, which is followed by ask-and-answer session where a panel consisting of PhDs and PhD students ask questions concerning the research the given PhD student is doing. It may be helpful for them not only in preparing for their oral exam, but also may give them new ideas or make them view their research from different aspects.

10. Research ethics. Bath Spa University complies fully with the Universities UK Concordat to Support Research Integrity. A special course on Research Ethics is provided and there is a Guideline for Research ethics.

11. Career Centre. PhD students are involved in the Career Centre activities that organize workshops to teach CV writing and taking interviews. They support PhD students in their employment



problems.

12. Library support. Senior researchers have the experience, ties and resources to get the books and articles they need, but the beginners need a library support to save time and money in search of scholarly texts. BSU takes care of the visibility and accessibility of research results. Almost all the journals where the scholarly papers are published require the copyright to be transferred to the publisher. However, there are many ways to make the papers freely available in this or that form and network.

13. Diversity of funding. To survive and develop in the modern world research centres make use of all funding opportunities to the extent possible. UK institutions receive funding from Research Councils, State bodies, Charities, EU structures, and the private sector. Gradually the amount of small grants decreases, as the priority is given to financing prospective big projects.

14. Universities in UK have autonomy, however their rates and indices are collected and studied by state agencies, e.g. PRES. The immediate consequence of this monitoring for universities may affect the amounts of state funding. Each research program should prove its competitiveness in terms of national and international impact. Every program cares for its reputation and visibility, that's why external evaluations are welcome.

FEEDBACK FROM BSU

The Armenian visitors seemed lively, interested and engaged with the sessions and asked relevant and interesting questions throughout.

Our PhD students especially appreciated the attention and questions in response to their presentations. It's always useful to receive feedback from people from another discipline or from a lay audience.

It was a very pleasant experience having the group here for the visit. We all enjoyed their friendly company.



BSU BEST PRACTICE IN PRESENTATIONS² (some of them)

An introduction to research policy Professor John Strachan VERITAS Visit, 20 November 2015	Objectives
RATH STA PARTIES	R-NIH SPA
Research at BSU	 Research strategy Enhance, develop and promote our research quality and reputation Develop our Postgraduate Research opportunities Develop our public engagement profile and promote the impact of our research through knowledge exchange, media opportunities and active partnerships, both nationally and internationally
	BATH SPA
 Research strategy Enhance, develop and promote our research quality and reputation Develop our Postgraduate Research opportunities Develop our public engagement profile and promote the impact of our research through knowledge exchange, media opportunities and active partnerships, both nationally and internationally 	UK Dual support system
BATH BATH Avvisor	BATH University

²For more presentations please visit: http://tempusveritas.am/?page_id=514



QR Funding

- Quality-Related Research Funding
- Managed by the Higher Education Funding **Council England**
- Research Excellence Framework used to allocate research funding.

RFF

BATH

- Evaluated from three perspectives: Research Quality (65%), Research Environment (15%), and Research İmpact (20%).
- · Research assessed in terms of originality, significance and rigour.
- · Impact assessed in terms of reach and significance.
- · Environment assessed in terms of infrastructure, income, sustainability, growth.
- Provides accountability for public funding of research and demonstrates public benefits.





How was the quality of each of the UoA submissions judged?

- An expert sub-panel for each of the 35 UDAs contained a detailed sessment of sub-mice UDA. The issues are invoked under the industrips of angulance of four notin panels that UDA. The issues are invoked under the industrips of angulance of the notin panels methods, for ensuring adherence to the uplicitied proceedings. Of the assessment of the overall assessment standards, and for signing off the outcomes of the assessment of the overall assessment standards, and for signing off the outcomes of the assessment. For each submission the sub-panels developed a 'sub-profit for each of the three elements of the assessment as set out below. The sub-profits show the proportions of activity judged to meet each of the starked levels.
- To make that or non-aditive leves. **Outputs:** The sub-panels assessed the quality of submitted research outputs in terms of their originality, significance and rigour', with reference to international research quality standards. This element carried a weighting of **65 per cent** in the overall outcome awarded to each submission.
- each submission. Impact: The sub-panels assessed the 'reach and significance' of impacts on the economy, society and/or culture that were underplaned by excellent research conducted in the submitted und, as well as the submitted und's approach to exabling impact from its research. Environment: The sub-panels will assess the research environment in terms of its 'vitality and substainability', including its contribution to the vitality and assistanability', including its contribution to the vitality and assistanability. Including its contribution to the vitality and assistanability', including its contribution to the vitality and assistanability', including its contribution to the vitality and submitted its vitality and discipline or research base. This element carried a weighting of **15 per cent**.

What does a UoA submission look like?

Each UOA submission contains a common set of data comprising:

- Information on staff in post on the census date, 31 October 2013, selected by the institution to be included in the submission
- Details of publications and other forms of assessable output that selected staff have produced during the publication period (1 January 2008 to 31 December 2013)
- December 2013) A completed template describing the submitted unit's approach during the assessment period (1 January 2008 to 31 July 2013) to enabling impact from its research, and case vuldes describing specific examples of impacts achieved during the assessment period, underpinned by excellent particular to the second degree sware and the second second Data about research douting degrees swared and research income related to the period 1 August 2008 to 31 July 2013. A convolved themlate Agestion the assess the Audio and the second the second second second second second second second second the second second second second second second second the second second second second second second second the second second second second second second second second the second second second second second second second second the second second second second second second second second the second second second second second second second second the second the second second second second second second second second second the second second second second second second second second second the second second second second second second second second second the second sec
- A completed template describing the research environment, related to the period 1 January 2008 to 31 July 2013.

Definitions of starred levels

- · 4* Four star Quality that is world-leading in terms of originality, significance and rigour.
- 3* Three star Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of ex-
- 2* Two star Quality that is recognised internationally in terms of originality, significance and rigour
- 1* One star Quality that is recognised nationally in terms of originality, significance and rigour.
- · U/C Unclassified Quality that falls below the standard of nationally recognised vork. Or work which does not meet the published definition of research for the nurnoses of this assessment.



Results for Bath Spa University

Bath Spa University Summary	Cat A FTE	4*	3*	2*	1*	u/c	4*/3*	Grade Point Average
Overall	74	12%	39%	35%	12%	1%	51%	2.49
UoA	Cat A FTE	4*	3*	2*	1*	u/c	4*/3*	GPA
25: Education	13.2	5	30	43	19	3	35	2.15
29: English Language and Literature	21.05	15	52	26	- 4	3	67	2.72
30: History	6.2	2	34	44	20	0	36	2.18
34: Art and Design: History, Practice and Theory	14.17	12	35	44	8	1	47	2.49
35: Music, Drama, Dance and Performing Arts	12	26	32	27	15	0	58	2.69
36: Communication, Cultural and Media Studies, Library and Information Management	7.4	13	51	28	8	0	64	2.69

Resources available

 All UoA submissions are published on the REF2014 website at:

http://results.ref.ac.uk/

 This includes details of all staff publications and other outputs, impact case studies, and impact and environment narratives. We need to learn from these to develop our future REF strategy.

Research project funding

- RCUK (Seven Councils)
- Support Excellent Research
- · Peer-Reviewed

BAIH

- Government Ring-Fenced Budget
- Impact of research now embedded into funding models.

RCUK - demand management

- Success Rates Falling (due to fEC, demand, REF)
- Universities asked to investigate internal peer review processes.
- Council's monitoring bids submitted and grades awarded.
- Strict Resubmission processes.







Emerging areas in policy

Lo-La

- Move to funding longer and larger projects
- To solve bigger, global challenges
- · Increased flexibility of outcomes
- Efficiency
- Small grants and pilot-project funding is increasingly hard to find

BATH SPA UNIVERSITY

Research Themes and priorities

Funders across all councils allocating some funds to strategically important, priority areas.

- · British Council: Quantitative Skills and Languages
- AHRC
 - Themes: Care for the Future, Digital Transformations, Science in Culture, Translating Cultures, Connected Communities
 - Priorities: Modern Foreign Languages, Heritage, Design.



Research Themes and priorities

ESRC

BAIH

- Themes: Economic Performance and Sustainable Growth, Influencing Behaviour and Informing Interventions, A Vibrant and Fair Society.
- Other schemes: Transformative Research, Urgency Grants
- Emerging Calls: Urban Transformations, Higher Education, New Dynamics of Working

NERC

- Themes: Benefitting from Natural Resources, Resilience to Environmental Hazards, Managing Environmental Change.
- Strategic Joint Responses: Driven by requirements of external organisation.
- Strategic Programme Areas and Highlight Topics driven by changing needs to the community.



BAIL

RCUK Cross-council initiatives

Partnerships between funding bodies to solve pressing global challenges

- Digital Economy
- Energy
- Global Food Security
- Global Uncertainties
- Lifelong Health and Wellbeing
- Living With Environmental Change

The impact agenda: RCUK

The demonstrable contribution that excellent research makes to society and the economy. Economic and societal impacts embrace all the extremely diverse ways in which researchrelated knowledge and skills benefit individuals, organisations and nations by:

- fostering global economic performance, and specifically the economic competitiveness of the United Kingdom,
- increasing the effectiveness of public services and policy,
- enhancing quality of life, health and creative output.







The impact agenda: HEFCE

For the purposes of the REF, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

Impact includes, but is not limited to, an effect on, change or benefit to: the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding of an audience, beneficiary, community, constituency, organisation or individuals in any geographic location whether locally, regionally, nationally or internationally.

Impact includes the reduction or prevention of harm, risk, cost or other negative effects.



The open access movement

- · Linked to the impact agenda.
- To increase dissemination of research internationally.
- A UK-led imitative to make government funded (both streams) available without charge to the reader.
- Increase public understanding of research.
- · All RCUK projects to have OA publications.



Open Access & REF2020

- REF Outputs will need to have been deposited in an institutional or subject repository on acceptance for publication, and made open-access within a specified time period.
- This requirement applies to journal articles and conference proceedings only; monographs and other long-form publications, research data and creative and practice-based research outputs are out of scope.
- Only articles and proceedings accepted for publication after 1 April 2016 will need to fulfil these requirements, but institutions are strongly urged to implement the policy now



Skills agenda

- Move to funding best individuals (not simply best projects)
- · Increase in funding for Fellowships and Grants
- Training of researchers to be factored into proposals (particularly for EC projects)
- Doctorates to become more structured, with professional skills embedded.
- Allows RCUK to take greater risks?





Postgraduate Research Experience Survey (PRES)

> John Edwards Graduate Affairs Manager



PRES was launched by the HEA in 2007 and takes

The only sector-wide survey to gather insight from postgraduate research students about their learning and supervision experience.

about the experience of any research student on a doctoral or research Master's course.

BATH SPA

13 March 2016

PRES is run by the UK's Higher Education Academy.

The HEA is a national body which aims to

'improve learning outcomes by raising the quality and status of teaching in higher education as an essential driver for student success.'





The HEA designed this survey in conjunction with **EXPETS** from across the HE sector. It was robustly **tested** the survey across many disciplines, in several institutions and students to ensure it produces valid results.

The number of participating organisations an students has grown every year.

In 2015, 53, 348 students responded from 123 institutions.

The survey focuses on students' experience

supervision

- resources
- research community
- progress and assessment
- It also considers students' motivations for taking their programme.



5



BATH SPA

3

6

.4



PRES allows institutions to

compare postgraduate provision against others in the sector at a national, institution and department level.

identify areas of strength

address how changes may be made to impr student outcomes

prospective students.

BATH SPA

PRES allows institutions to:

gain valuable data to inform enhancements to the experience of postgraduate researchers

benchmark their provision against others, while their own results remain confidentia

tallor the survey by adding their own questions



H SPA .



	Dutte data	Plasty desgree	States and States	11	Defension of	104
a. Hy supervisor is have the skills and subset knowledge to support my	0	0	0	0	0	.0
b. There regular contact with my-	0	0	D.	0	0	0
e. Hy supervisor's provide feedback that	0	0	0	0	0	0
 Phy supervision's help may to identify my transmig and development metals as a restarcher. 		0	0	0	D.	0
1 If you have any additional communit of Resources If You also cover do you agree to deage	-	Colorenty of		tion here	wited	
2 If you have any solidional connects of Resources 2 Ty what course do you agree of design	-	nen piece Giovana a Paulo	and a second sec	dest res	Aurices ⁴	N/A
2 P per loca ary soldional connects of Resources 2 Ty olda context do you great or drog o 4 There e soldade working space	and agent of	offering to	Netter der Australien		Defressi grae	NA
2 If you have not additional community do Research 1 Try solution of your great or design 1 Thine is addition working sport 1. There is addition working sport 1. There is addition additional sports		Harry phone Colorence of Phone Colorence of Colorence of Colorence of Colorence of Colorence of Colorence of Colorence of Colorence of		dowt res 0 0	Auronal Defension Igne ID ID	NA 0
2 If you have any solitional connected at Researces 1 Toy have context the youngets the design 1 these a solutions ending spaces 1 These a solutions grounds of the solution of the solution of the solution 1 These associations and design at the solution 1 These associations and the solution of the solution 1 These associations and design at the solution of the solution 1 The solution of the solution o					Defension ignee D C	NA 0 0

 To what extent its you agree or disagree subured Note: Where we have used the term 'dep school, outstate or other unit where you a 	with the reference of a principal	fallowing o riskse arter r housed or	eer with re antiched 1	alanut ihe specif he y or your re	measurch mar contro mearch.)			
Service and the service of the	Datasati desgree	-	Aboter opiniter disease	-	Defaulty aprel	NA		
 Hy department provides a good science programme 	0	0	0	0	0	0		
b. I have frequent opportunities to discass my research with other research atudents	0	0	0	0	0	0		
. The research and ence in my leps tenent or faculty stimulates my work	.0	0	0	0	:0	0		
() have apportunities to become mailed in the wider research	0	0	0	0	0	0		
unneaning, beyond my department A. Fyrm here any additional commence also	a de tes	weth cub		-	e an harrer			
sevenating, heyport my adjustment It P per here any additional comments also Progress and Assessment 1 To also return the projection of despendence of the solution of the projection of despendence and resources and assessments and assessment		urch cada	17. picer		e in here:			
unmang, beyon ny aktional comments dio Rygenes and Americanes Tregress and Americanes The solar common program or stagers regression or suggesters and americanes	er dhe rese with the Defauity	arth rafe	er, piccur i	and the state	etion.	NA		
Annually, Depute of physician A Free here any additional converses do Progress and Americanses 7. So what eater day you goes or degree or go more or magnetic add anternet 1. Increased a suppresent add anternet 1. Increased a suppresent induction in mericandia days any programmer.	e die res with the Defende degree	and other state of	er, please i Marten and Marten are Marten are Marten are		etion.	NA O		
Anomalia, Report of dispersion Fragment and Annexament Progress and Annexament The software constrained on proceedings of disper- ing waters and any of the proceeding of the software representation approximate inductions to a constrained for reparameters and research dispersions and research dispersions and research dispersions and research dispersions and research dispersions and research dispersions and respects and the respective and the respec	e de ree esti de Detenio degree O				etion Defection 0	NA 0		
A provide programmer and the second s	e de ree est de Desert depes			10 0 0 0 0 0	Detection Detection Detection O	NA 0 0		





PRES Final Reports present the national findings, aggregating results from all participating institutions –

providing the most COMPRENSIVE picture of the postgraduate research experience in the UK.

The Final Report from 2015 has not yet been published, so we have to look back to $2013\,$



The 2013 survey was redesigned with a much stronger focus on research skills and professional development.

Continues to maintain an emphasis on the quality of supervision and research community.

41.9% is a high response rate for an onlin survey.

Profile of respondents is broadly comparable with demographic of PGR across the UK.



BATH

84% of students agreed with positive statements about their experience of supervision, making this one of the most positive scales in the survey.

But only 73% for 'My supervisor/s help me to identify my training and development needs as a researcher'.

Average agreement was 78%, but positivity was notably higher in the SCIENCES than in the humanities and social sciences.

BATH

12

15

13



BATH SPA Supervision has the strongest influence on overall satisfaction, closely followed by Research Skills and Professional Development.

All aspects of experience are substantially important, apart from Resources.

Therefore investment in enhancing learning and teaching is likely to have a much bigger pay-off than investment in new facilities.

15

Research culture

Average agreement: 64%,

73% agreed their department provides a good seminar programme.

Only 58% agreed they had opportunities to become involved in the wider research community, beyond their department.

Only 53% of part-time students agreed they had frequent opportunities to discuss their research with other research students, compared with 67% of full-time students.

