



## STFC ANNUAL STUDENT SURVEY 2024

In February 2024, the Office contacted all current students and their supervisors to request them to complete the survey. The deadline for completion of the survey was 12 April 2024. A total of 801 students responded out of the 1110 students who were contacted (72% response).

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

The main points are as follows:

87% of students met with their supervisor at least once a week.

94% of students rated their supervision that they received as 4 or 5 (i.e. good/excellent).

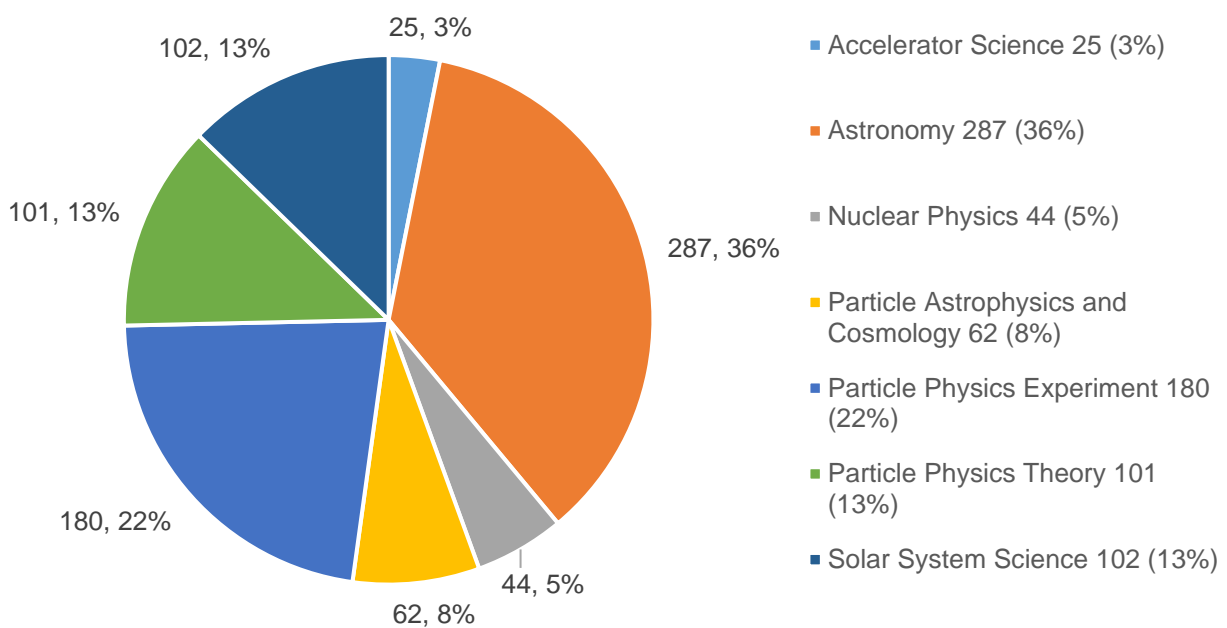
90% of students had received formal training in the first year.

63% of students wished to pursue a career in academia.

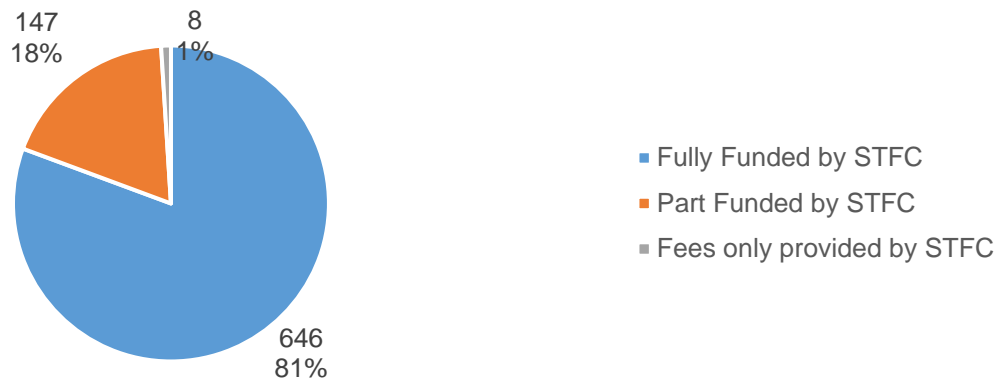
98% of students rated their overall training as good/adequate.

## PERSONAL INFORMATION

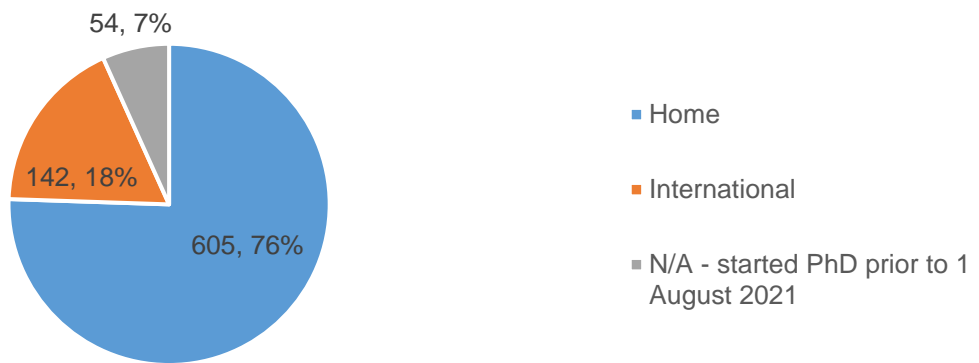
### General Field of Research



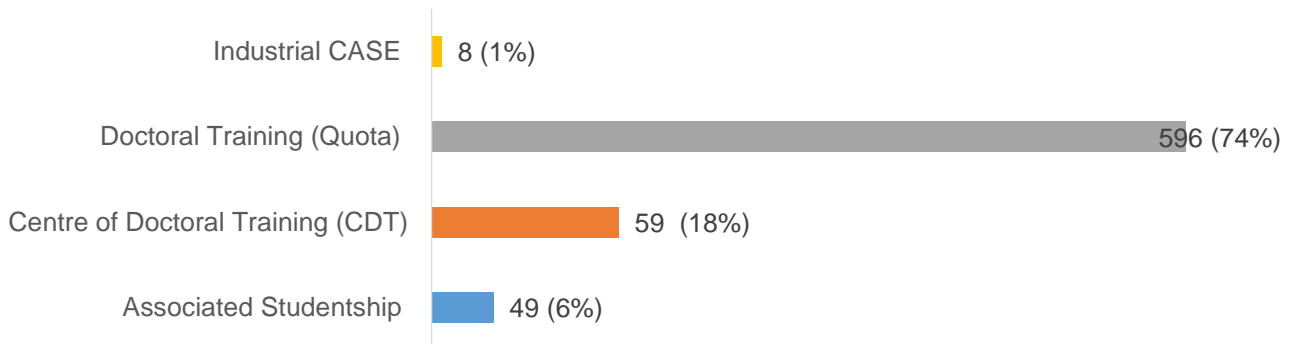
### Form of funding received



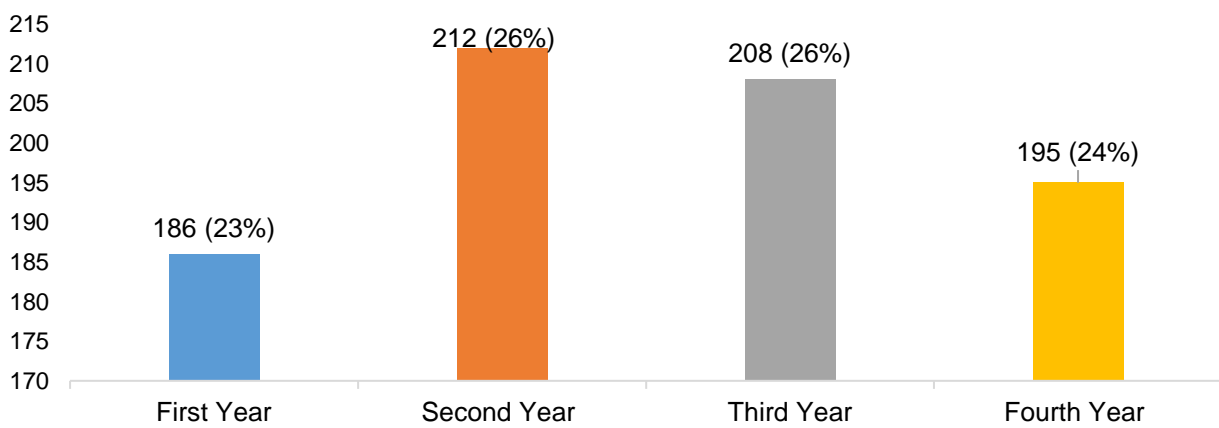
### Home / International Studentships



### Type of studentship

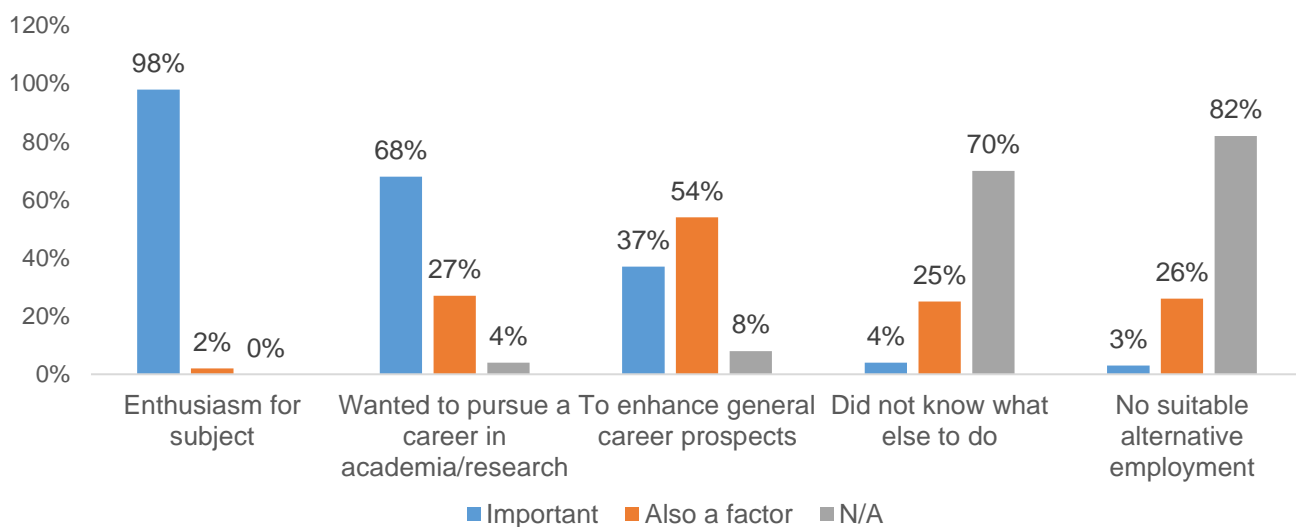


### Year of PhD



796 students were full time and 5 part time.

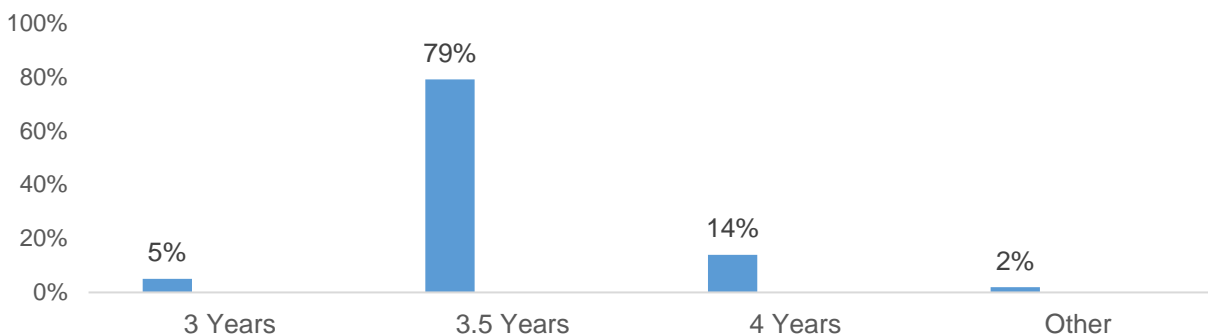
Reasons for undertaking a PhD (1<sup>st</sup> year students only – 186 responses)



### FUNDING PERIOD

94% of students confirmed their funding period was discussed and agreed with their supervisor at the beginning of their PhD.

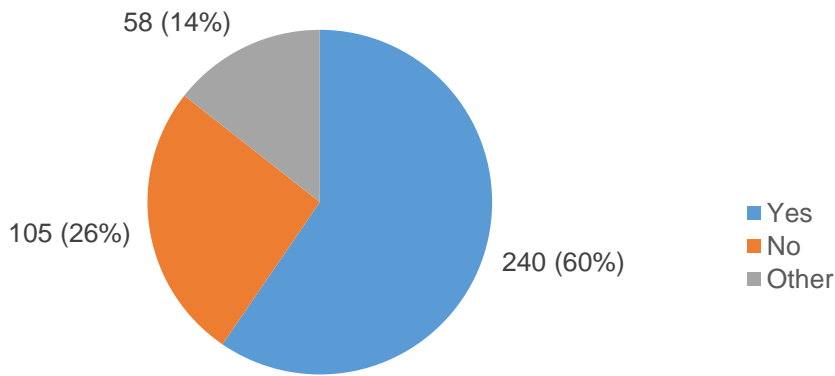
How long is funded period?



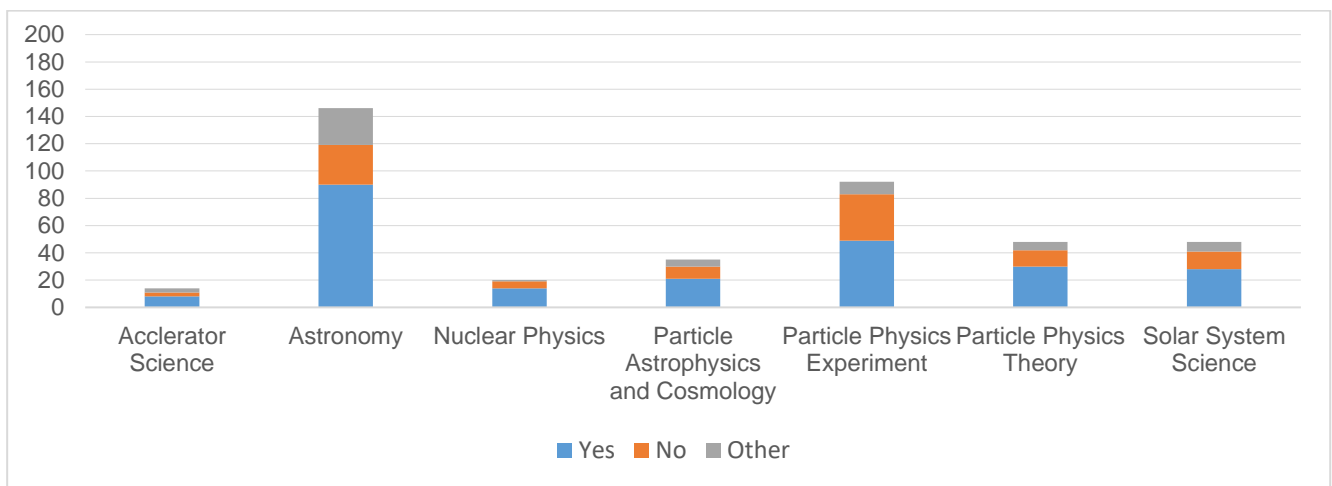
### PHD SUBMISSION - Questions asked of 3<sup>rd</sup> and 4<sup>th</sup> year students only

There were 403 third and fourth-year students who completed the questionnaire.

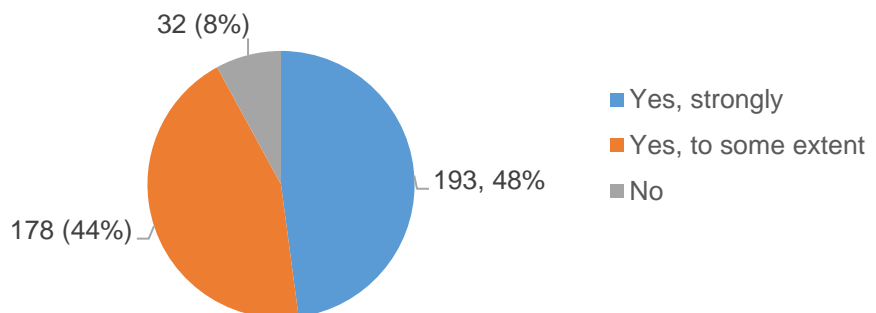
Do you think have sufficient time within the funded duration of your studentship to complete your PhD, including writing up?



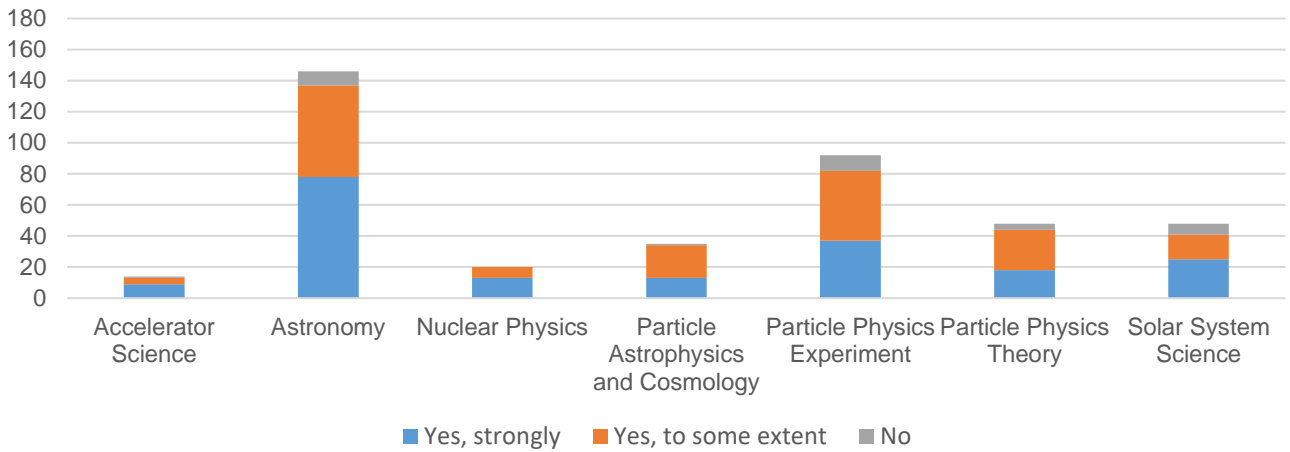
Breakdown of third- and fourth-year submission question “Do you think have sufficient time within the funded duration of your studentship to complete your PhD, including writing up?” by research area:-



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

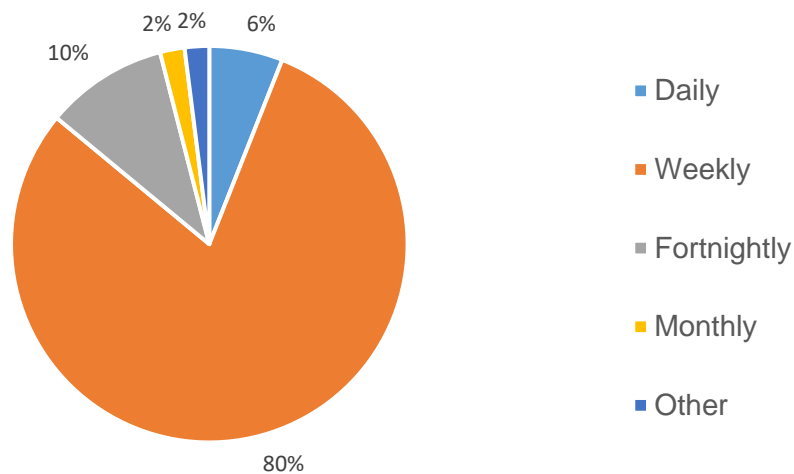


Breakdown of third and fourth-year submission question “STFC expects student projects to be planned and supported such that they may be completed within the funded duration of the studentship. Do you consider your institution actively encourages students to complete their PhD, including writing up, within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



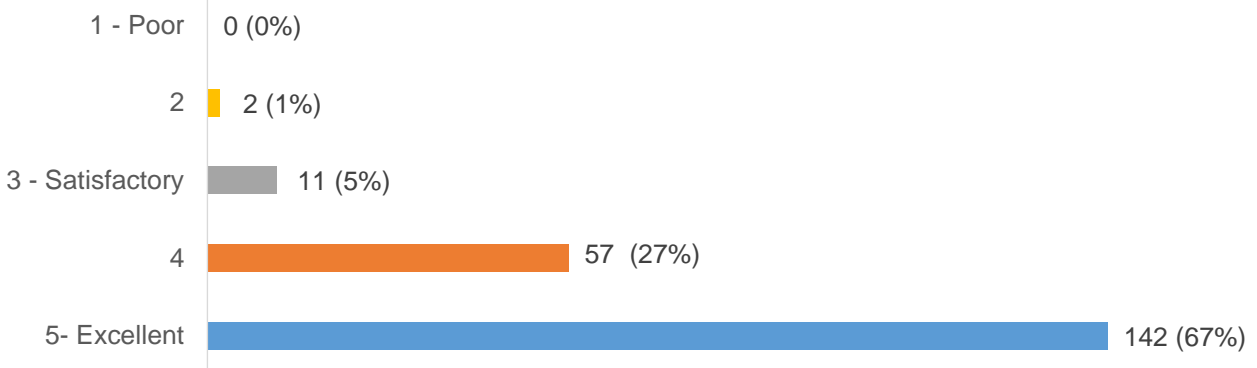
## SUPERVISORY ARRANGEMENTS

### Frequency of contact with supervisor

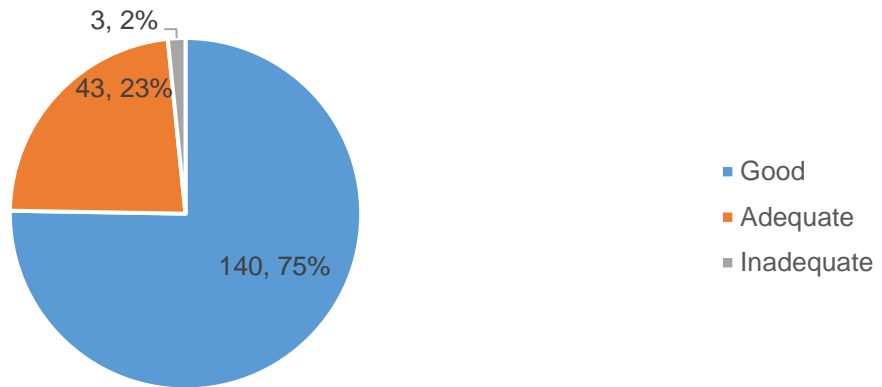


**90%** of students stated that they received help/advice from a second supervisor or other people in their department.

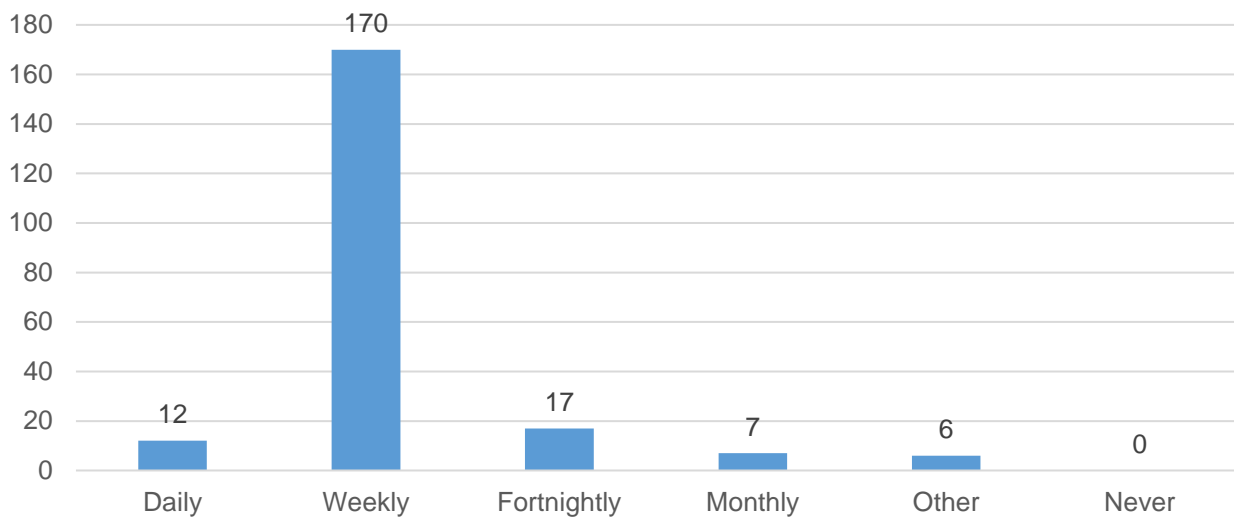
### Usefulness of Supervision



### Rating of Induction Programme (1<sup>st</sup> year students only – 186 responses)



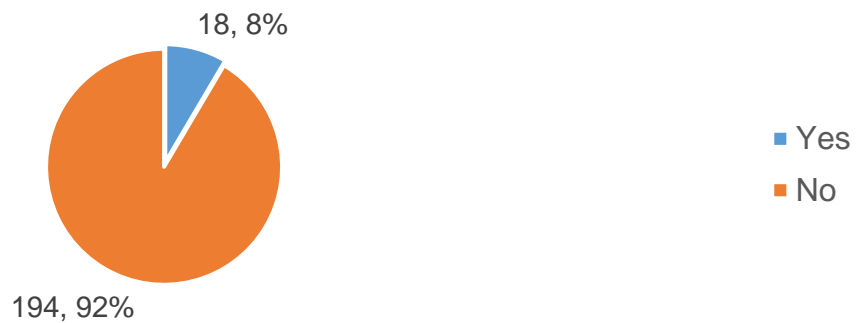
### Attendance at group/departmental seminars



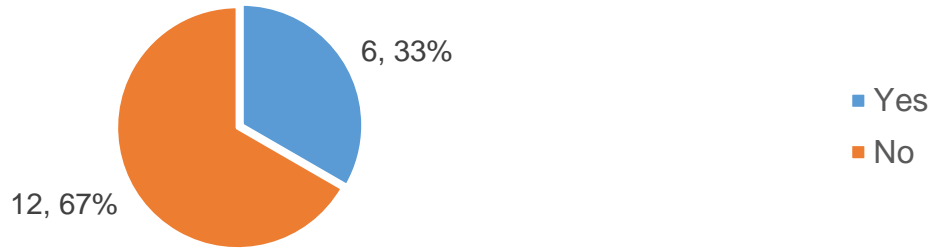
**89%** of students attended group/departmental seminars once a week or more.

### WELLBEING

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

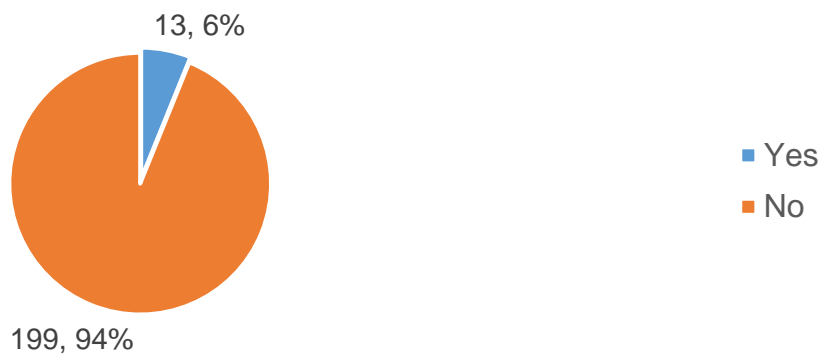


Did you report this to your institution?

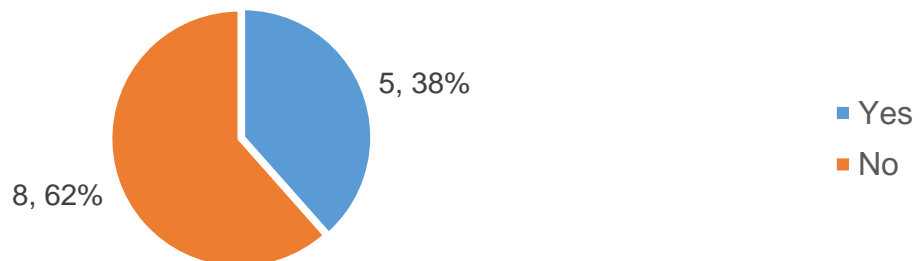


Of the **6** students that reported difficulties **5** students were satisfied with the way their problems were handled and **1** was not.

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



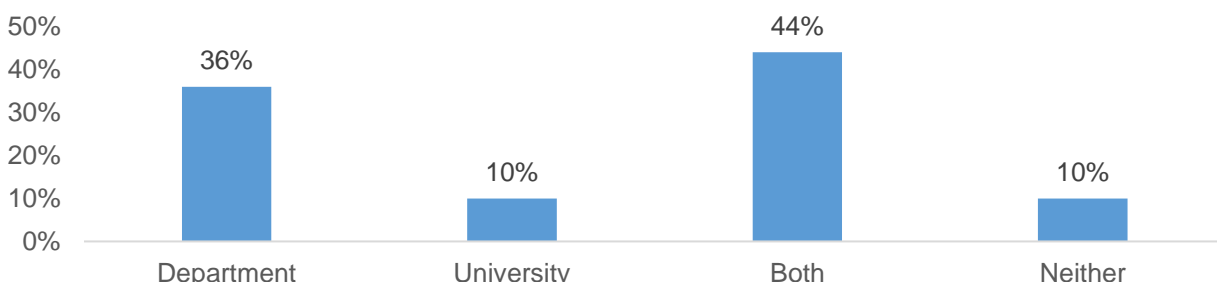
Did you report this to your institution?



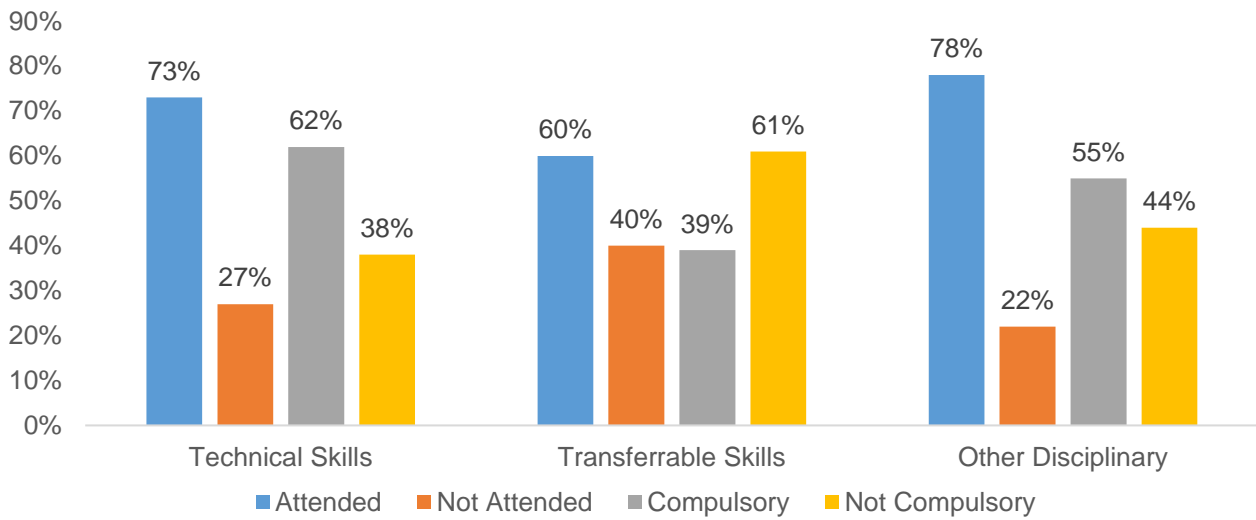
Of the **13** students that reported the problems to their institution **3** were satisfied with the way their problems were handled and **3** were not (the remaining 7 did not respond to this question).

## TRAINING PROGRAMME

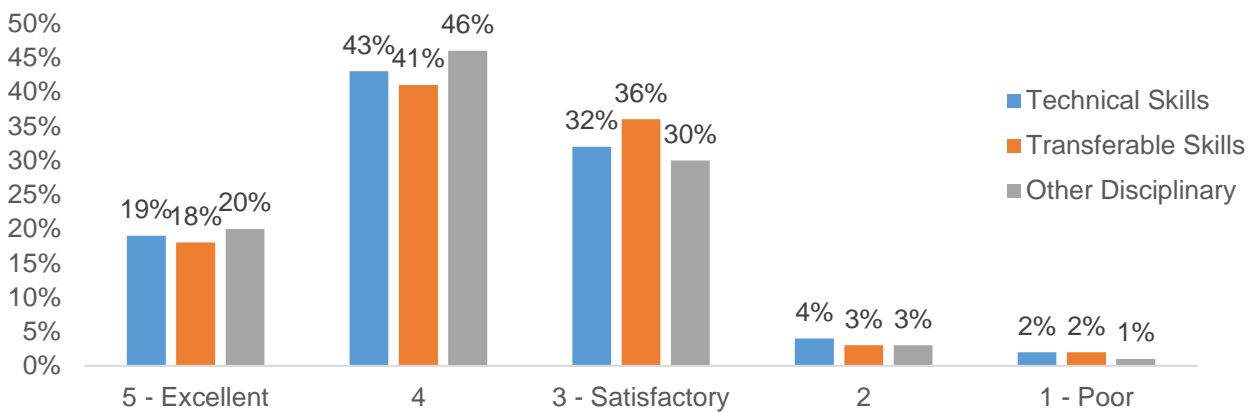
Formal training (e.g. lectures) provided during first year



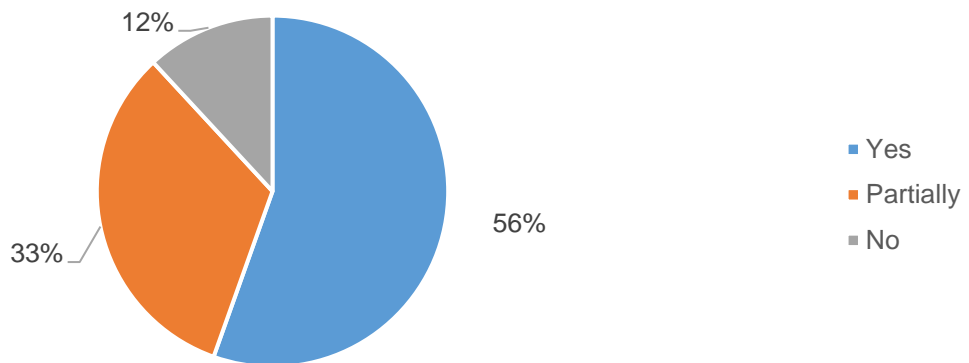
Take up of technical, transferable and other disciplinary skills



Usefulness of technical, transferable and other disciplinary skills training –



Were the broader transferrable skills training sufficient?



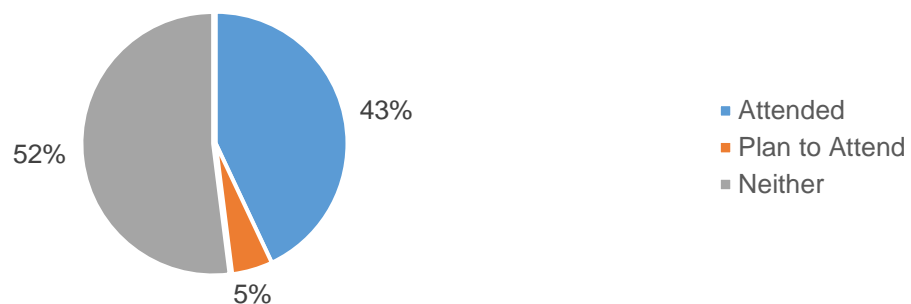
Students were asked what other training they would like to have received and the following were a range of the training students would like access to:



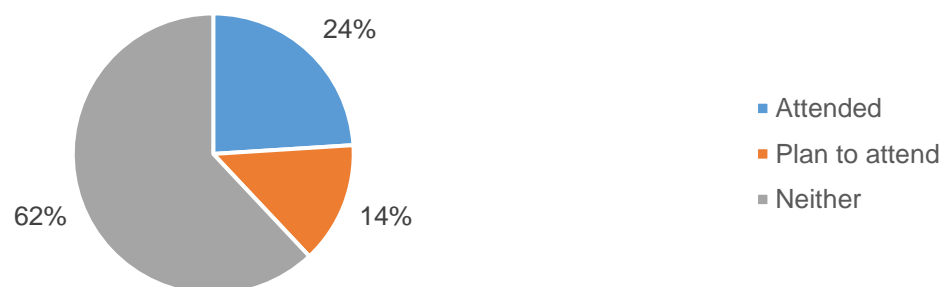
Writing – scientific writing, paper writing skills and publishing, thesis writing  
 CV writing including how to make skills applicable to industrial roles  
 Post PhD career advice - options outside of academia  
 Project management and organisational skills  
 Conferences – how to apply / how to organise / budgeting  
 Networking  
 Presentation skills – public speaking / presenting work  
 Time management  
 Equality and diversity  
 First aid training  
 Outreach training  
 Teacher training  
 Broader numerical modelling  
 Computational methods  
 Machine learning  
 Coding and statistical analysis  
 Data and code management  
 Computer training – how to write professional and efficient code  
 Direct training on equipment  
 Programming skills  
 Software development training  
 Lab skills training

**80%** of students cited that their department had a nominated Postgraduate tutor with overall responsibility for co-ordinating their research training.

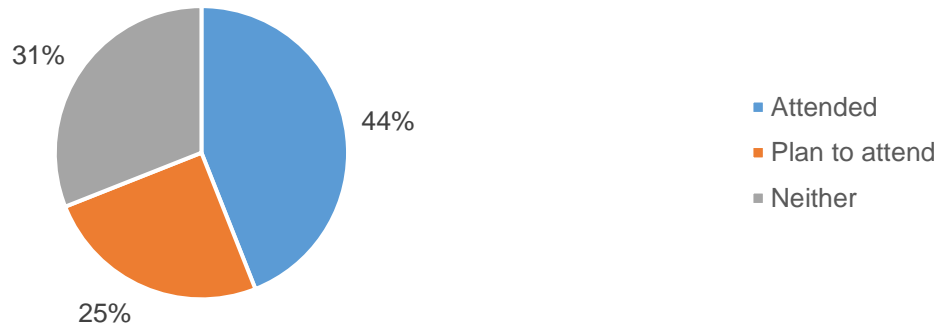
Astronomy students' attendance at the Introductory to Astronomy Summer School  
**275** Astronomy students responded to the question



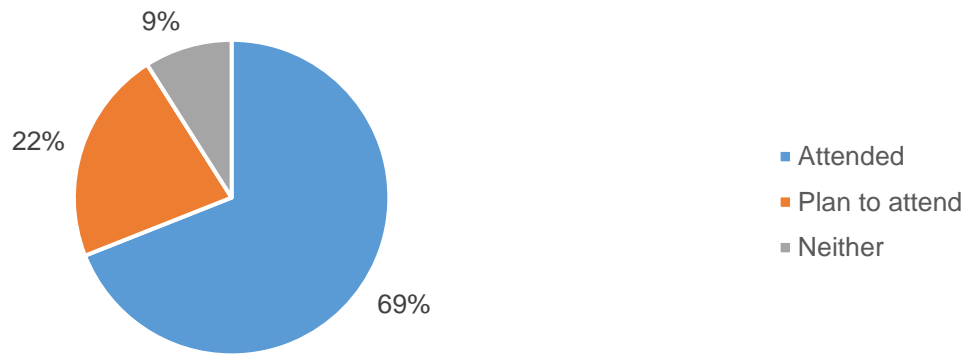
Solar students' attendance at Introductory to Solar System Science Summer School  
**85** Solar System students responded to the question



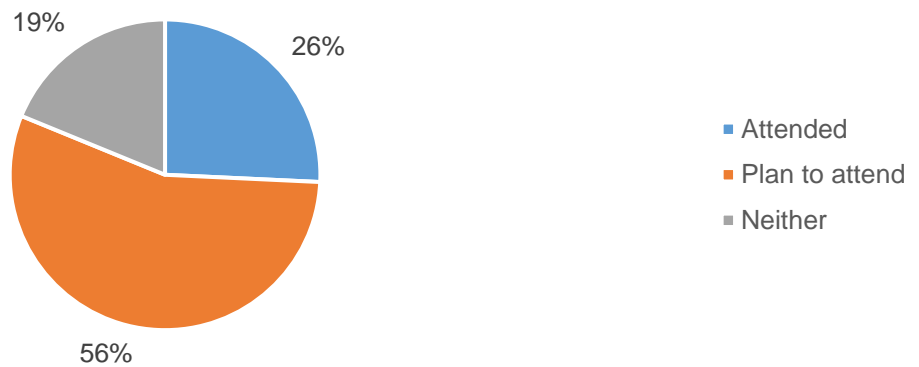
Particle Physics students' attendance at BUSSTEPP – British Universities Summer School in Theoretical Elementary Particle Physics  
**96** Particle Physics Theory students responded to the question



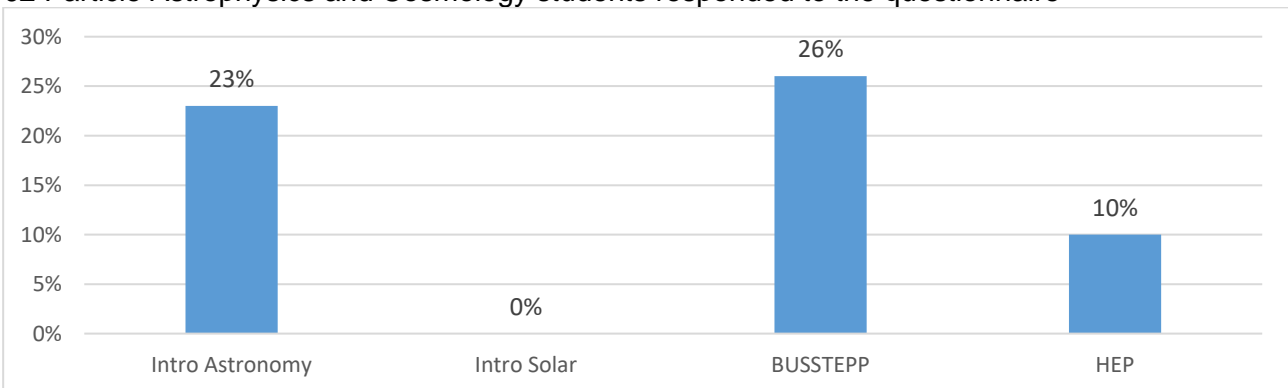
Particle Physics students' attendance at High Energy Physics Summer School (HEP)  
**179** Particle Physics Experimental students responded to the question



Nuclear Physics students' attendance at Nuclear Summer School  
**43** Nuclear Physics students responded to the question

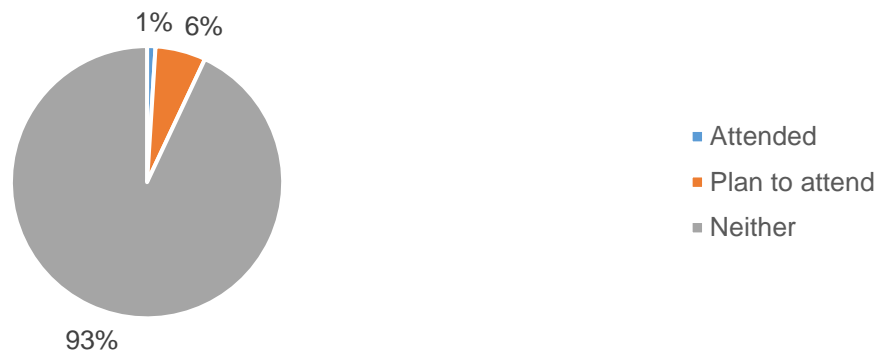


Particle Astrophysics and Cosmology students' attendance at summer schools  
**62** Particle Astrophysics and Cosmology students responded to the questionnaire

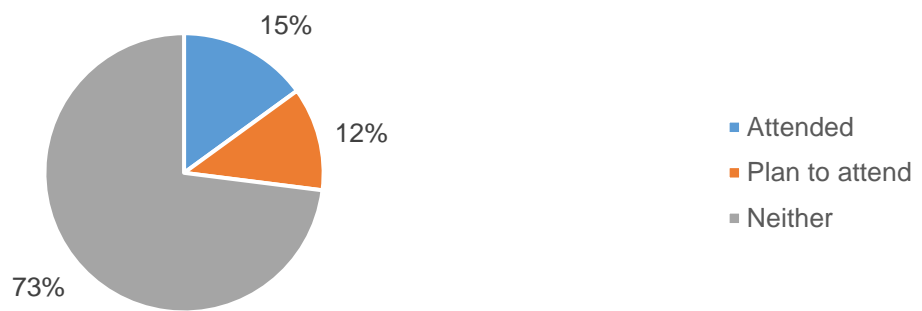


There were **25** Accelerator Science students that completed the questionnaire, and only one had attended the High Energy Physics fundamental summer school.

### Research Councils' Graduate Schools Programme



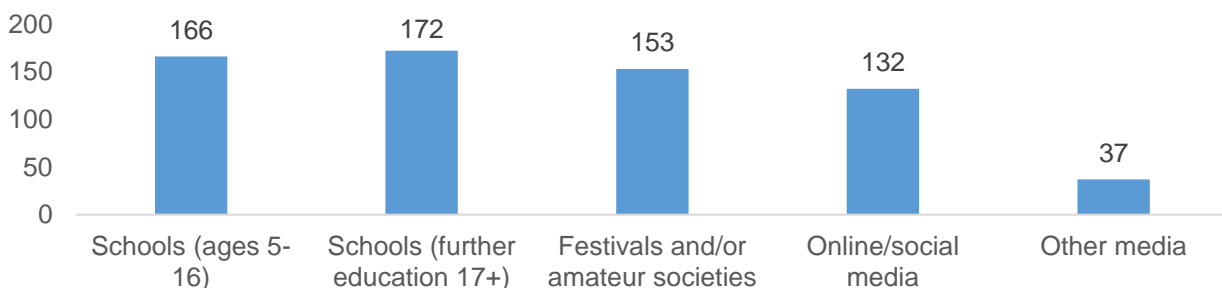
### Other STFC Funded Summer Schools or Short Courses



## PUBLIC ENGAGEMENT

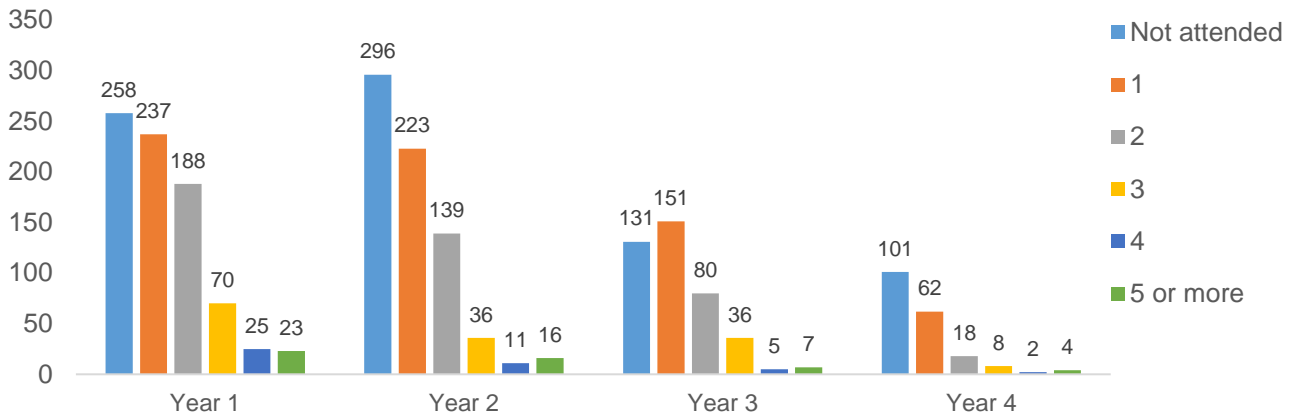
### Communicated research to wider public audience

**46%** of students had communicated research to a wider public audience and many communicated to more than one audience.

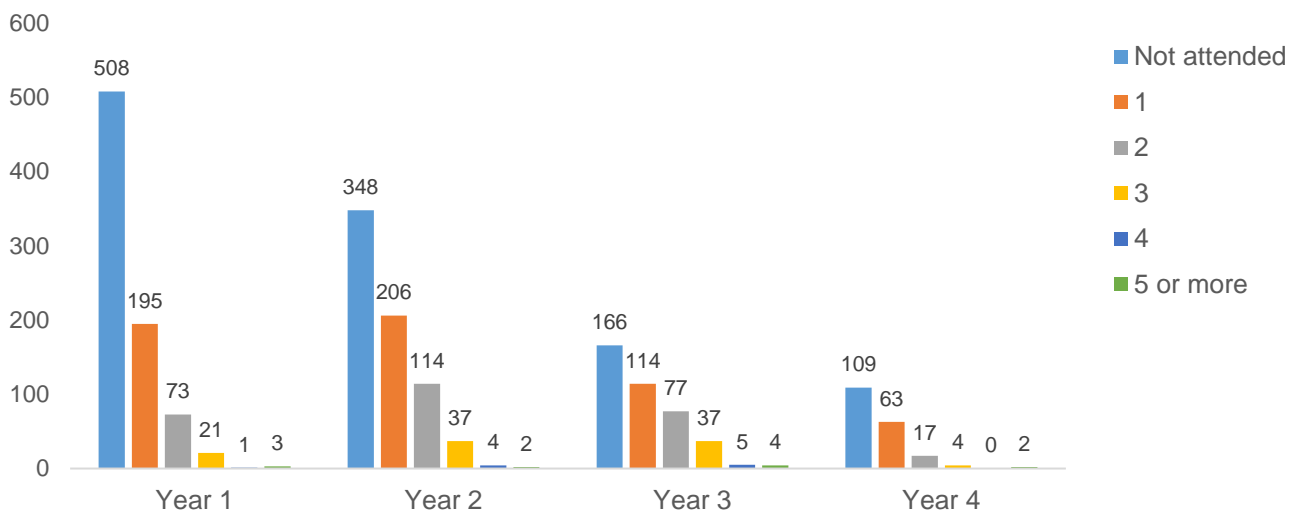


'Other' forms of public engagement students mentioned were radio interviews, pint of science, talk at NAM, CERN tour guide, Boulby visitor stall, mini documentary, science magazine articles, interview for TV, podcasts, blogs, newspaper interviews/articles, posters, public open evenings, book reviews, talks at youth groups, preschools, church groups and Zooniverse.

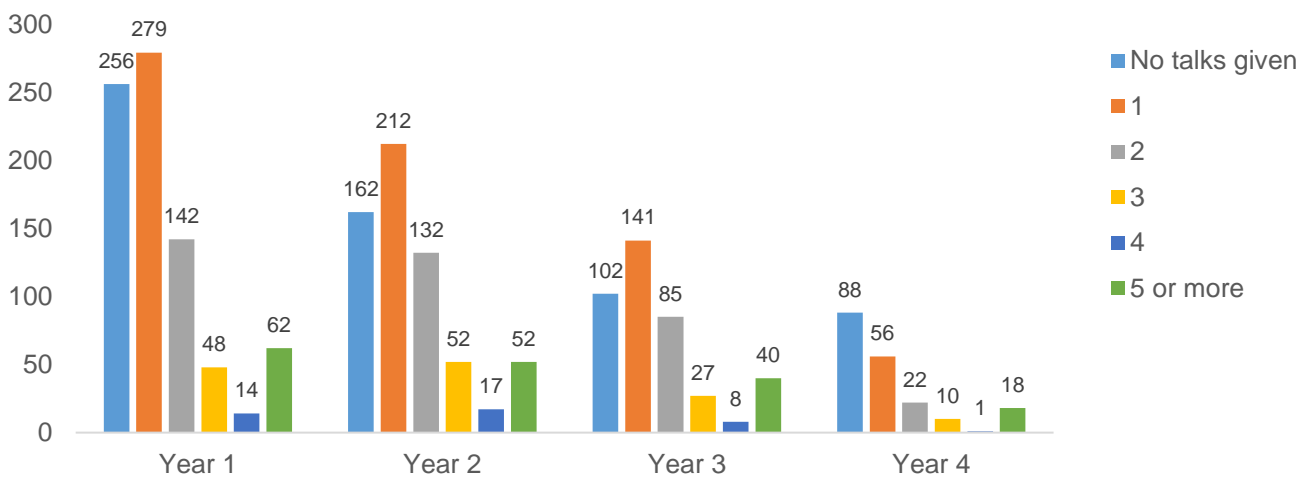
### Attendance at UK workshops or conferences by year



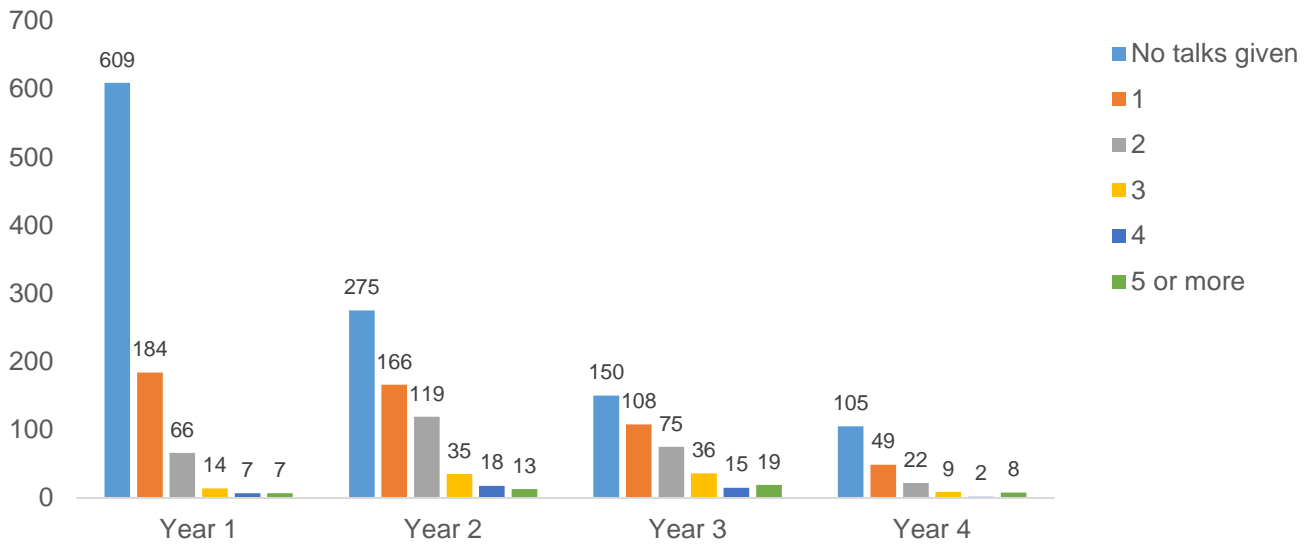
### Attendance at overseas workshops or conferences by year



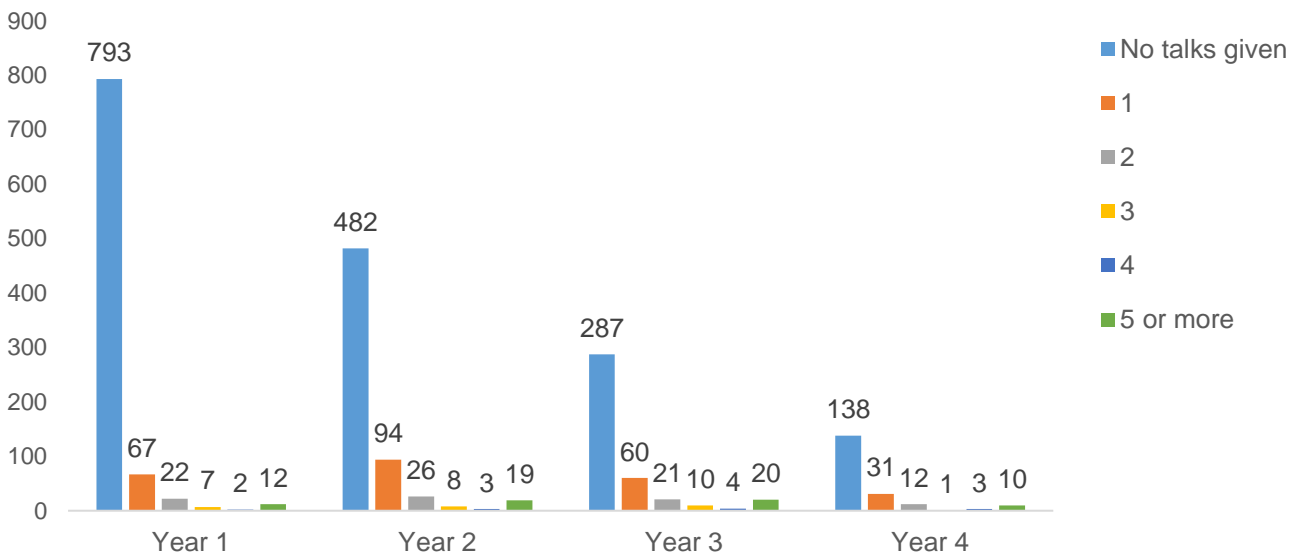
### Research talks given within institution per year



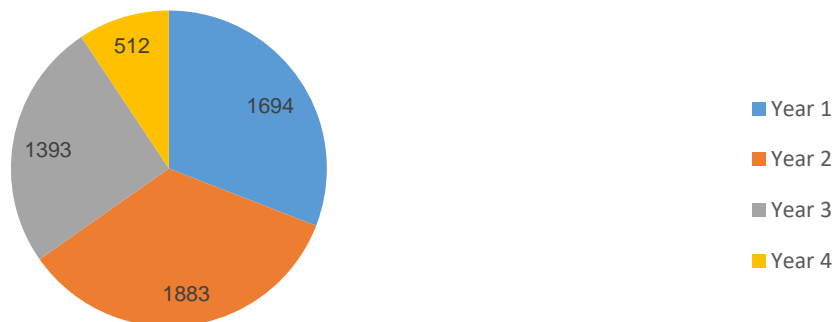
### Research talks given at conferences and or workshops per year



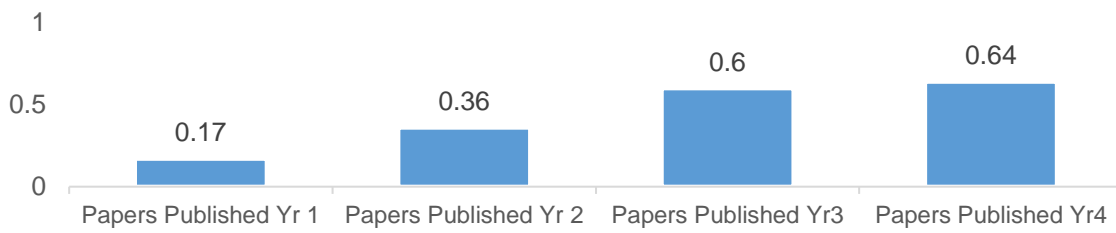
### Research talks given at other external events



### Total number of Research talks given



Average number of papers published per student in each year

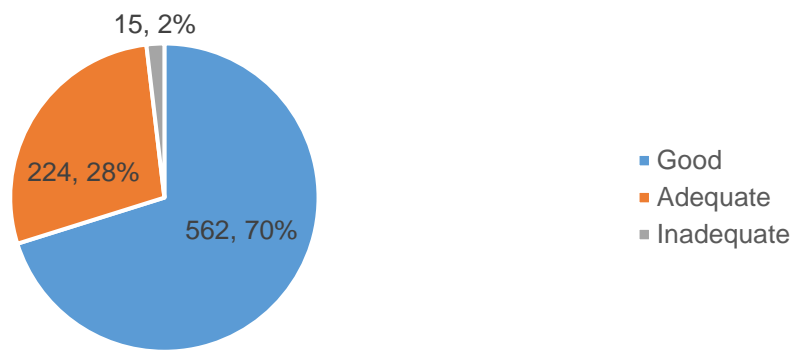


Year	No of Students	No of Papers Published in year	Average per student per year
1	801	135	0.17
2	615	223	0.36
3	403	242	0.60
4	195	125	0.64

In total the current 4<sup>th</sup> year students have published **406** papers during their awards. This equates to an average of **2.08** papers each during their studentship.

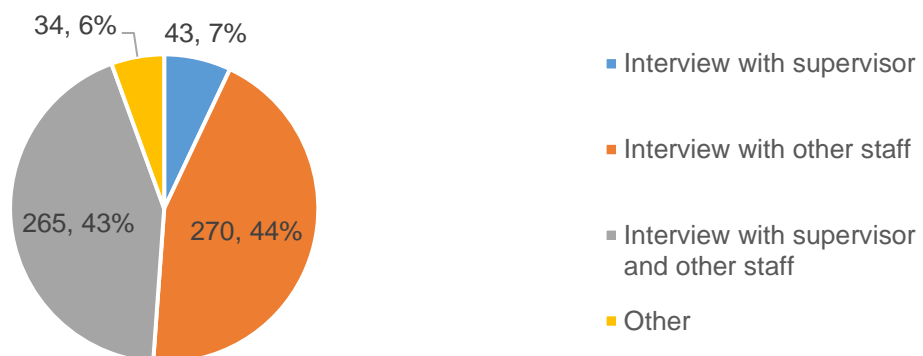
## MONITORING

Rating of overall training



**78%** of students were required to submit a written progress report on their PhD in 2023/24.

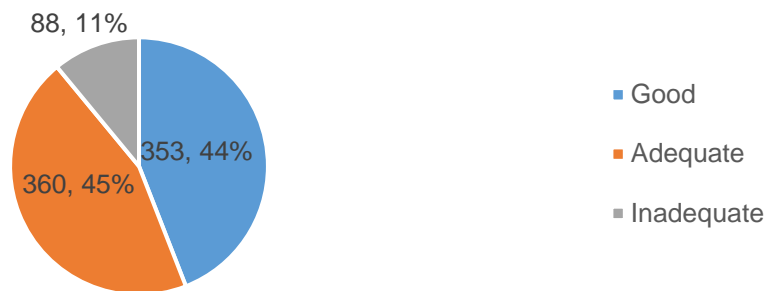
Assessment of progress report



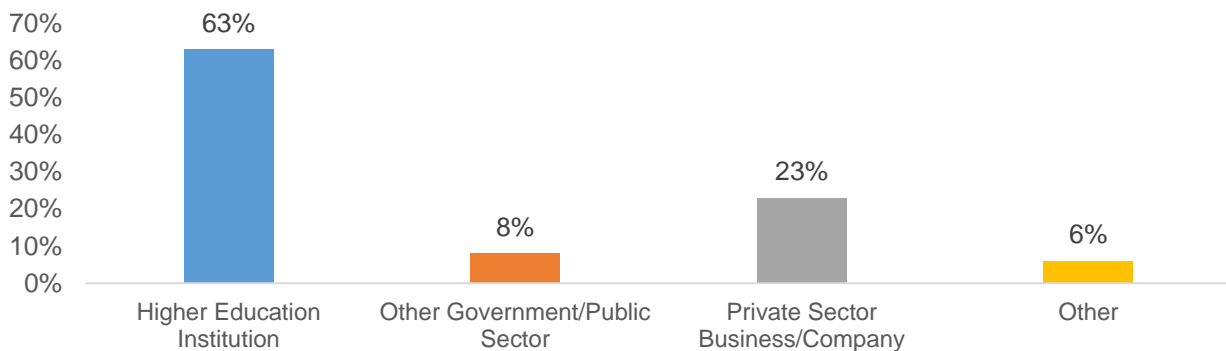
Other forms of assessments included online written report, research plan, research log, presentation, completion of thesis and viva.

## FUTURE CAREER

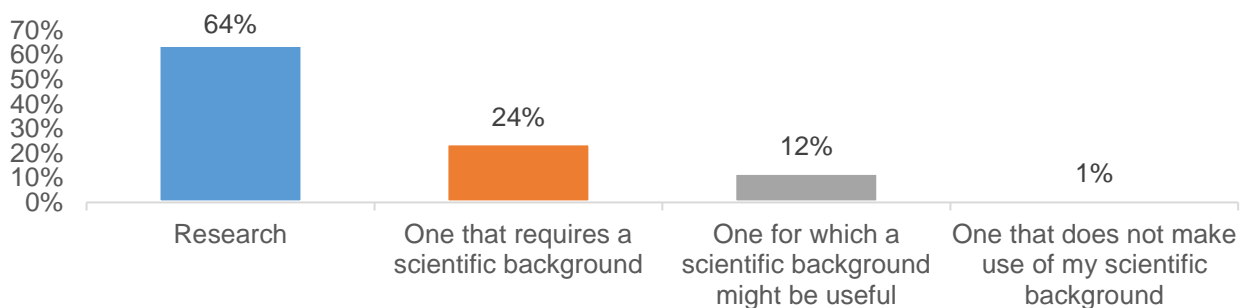
Rating of career guidance available during PhD



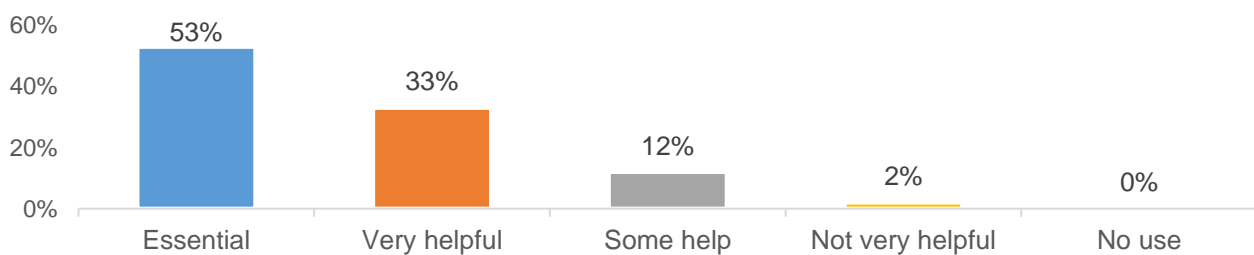
Type of organisation wish to work for upon completion of PhD



Sort of role intend to work in upon completion of PhD



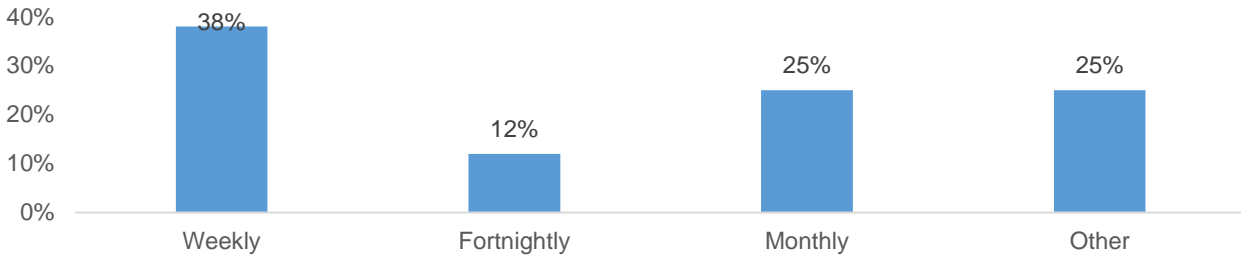
To what extent do you think your PhD will help you get a job?



## INDUSTRIAL CASE STUDENTSHIPS

Frequency of contact with Industrial partner

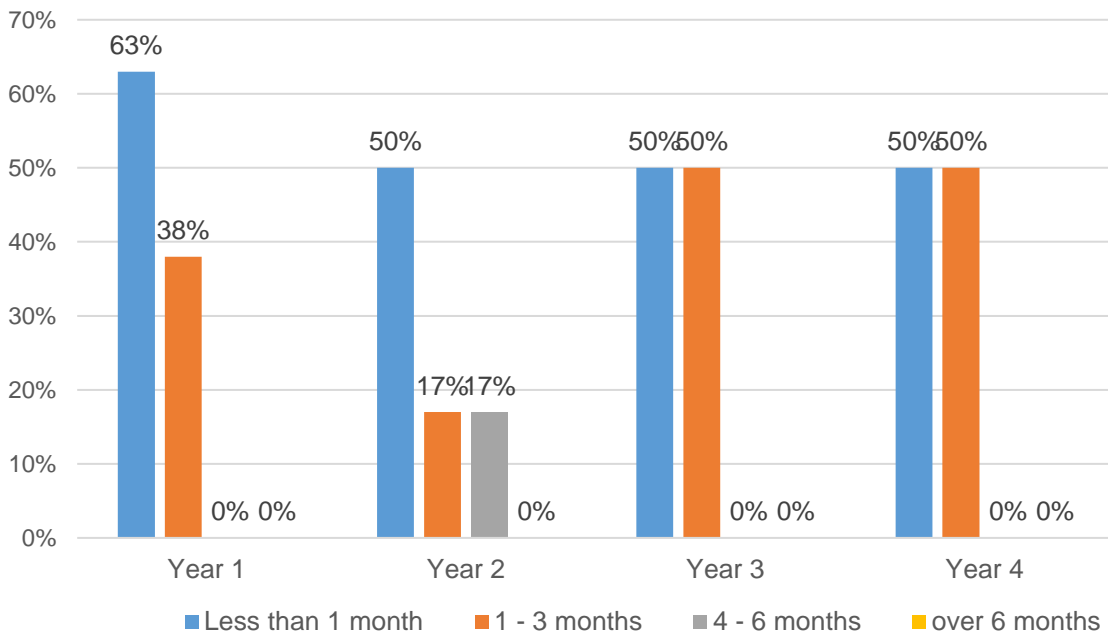
8 Industrial CASE students responded to the survey



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

Time spent on premises of Industrial partner per year

8 Industrial CASE students responded to this question on the survey; 2 in their first year, 2 in their second year, 2 in their third year and 2 in the fourth year.



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

END OF REPORT

May 2024