

Exploring and enhancing the PGT experience: outcomes from the PEP

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University of West Scotland, Paisley

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11.00am, Room P114



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Session outline:

- The PGT context: sector and Government
- PEP: scholarships and research
- PEP @ Brighton: outcomes



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PGT context: the sector and the Government



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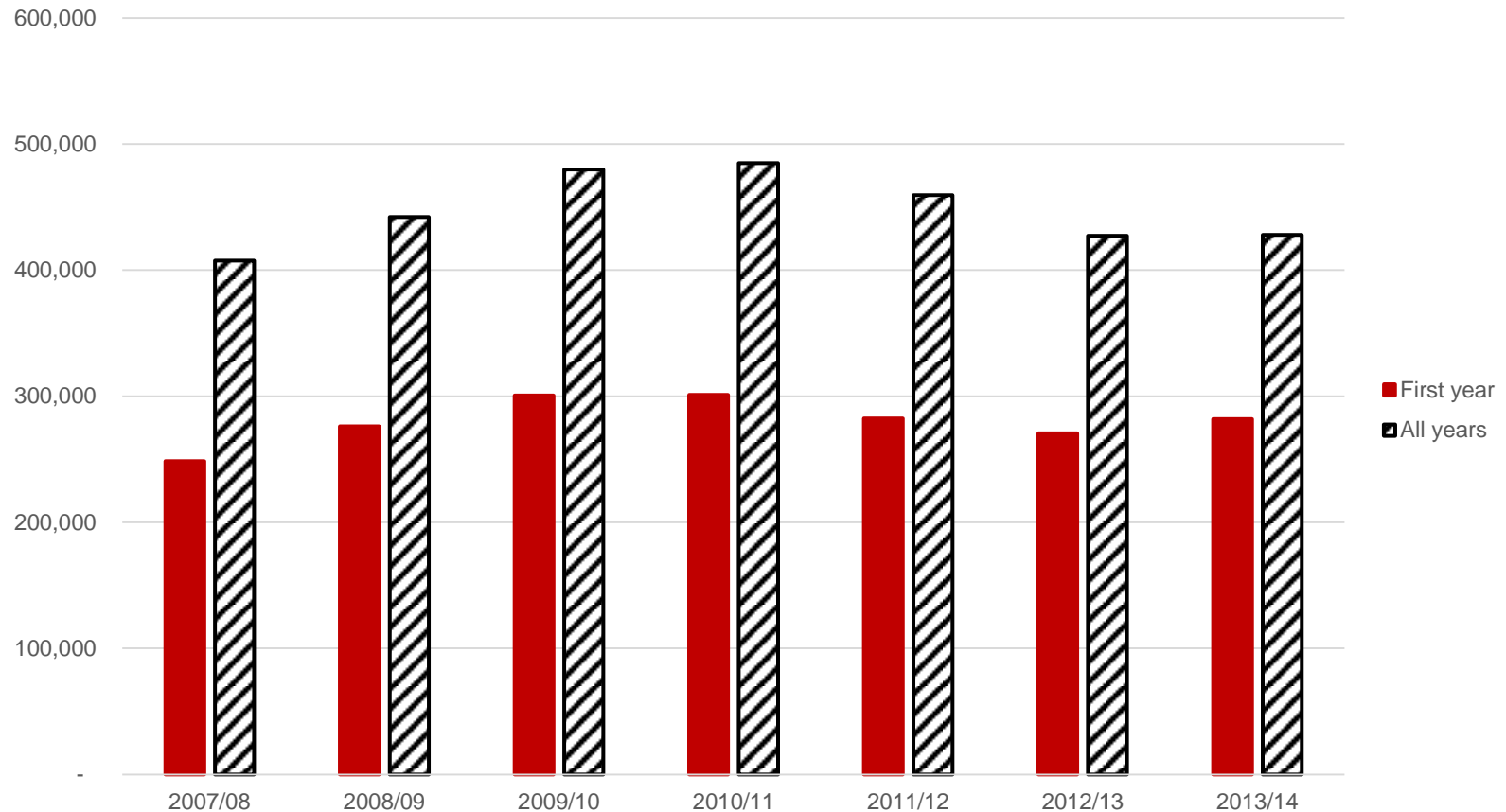
Postgraduate Support

Autumn statement: December 2014

- **2014-15** Postgraduate Support Scheme £25m for 20 pilot projects (PSS Phase 1) projects (inc. PEP)
- **2015-16** PSS Phase 2: £50m to HEIs for bursaries on a match-funded basis. “Bursaries will be £10,000 and will benefit 10,000 students”
- BIS consultation on Support for Postgraduate Study (Mar 2015, closed May 2015, response due Sept 2015)
- **Proposed 2016-17:** income-contingent loans for students under 30 years old for PGT masters in any subject



The sector: PGT students 2007/08 to 2013/14

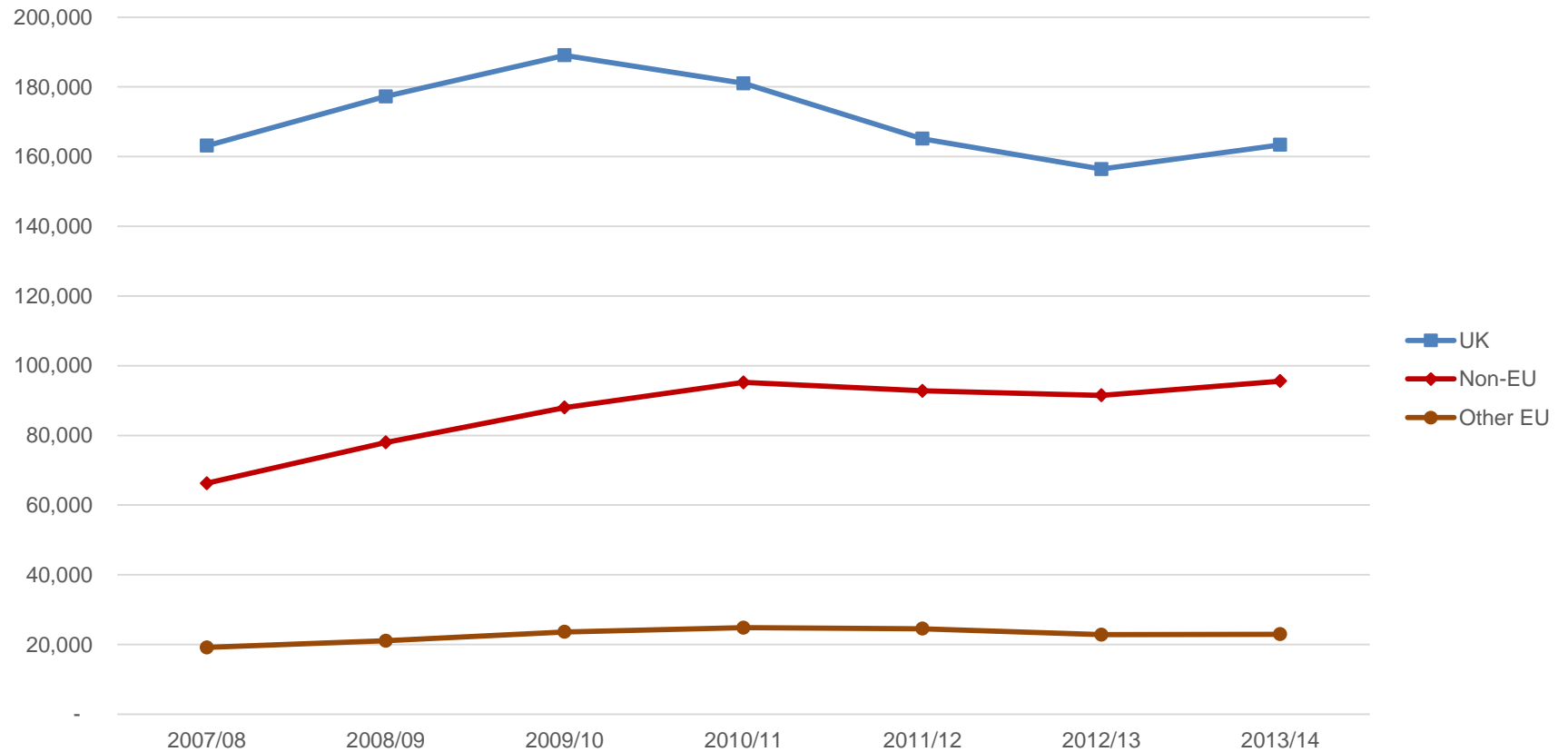


Source: HESA via HEIDI



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First-year PGT students, all HEIs, by domicile



Source: HESA via HEIDI



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Postgraduate Experience Project (PEP): what is it?

- HEFCE funded Postgraduate Support Scheme, collaborative research project led by Kingston University with 8 other HEIs.
- Aims: investigate the expectations and attitudes towards PGT in STEM subjects, and post study outcomes from the perspective of students', universities and employers to support and sustain PGT growth in the UK.
- Provided a range of fee scholarships for STEM Masters 2014-15 entrants
- Research activities into the PGT experience: student surveys (including: Entry to Study Survey and Finance Survey) and student focus groups.
- Identify the motivators, enablers and barriers of PGT applicants and students.



Understanding Today to Create Tomorrow



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Postgraduate Experience Project: what happened?

Spring 2014	Fee scholarships 2014-15 entry STEM MSc students advertised (100%; 60% and £1K)
Summer 2014	Scholarships awarded: 332 offers made : 301 accepted 26 @ Brighton (100% & 60%)
September/October	Entry to Study Survey (all STEM MSc)
November	Feedback to students: advice sheet
March	Student Focus Groups
May	Finance survey (all STEM MSc)
July/August	Practical initiative
Future	PTES and DLHE outcomes

Entry to Study survey

- Aim to capture expectations and also a reflective tool to encourage students to think about how they expect to study at M level and what support they might need.
- 92 questions covering:
 1. previous study qualifications
 2. previous study experience
 3. your current study information
 4. motivations and challenges of postgraduate study, fees and funding
 5. postgraduate study expectations
 6. your current learning expectations
 7. attitudes towards postgraduate study
 8. biographical details
- 1200 responses across Project, 68 @ Brighton



Entry to study survey: key outcomes (1)

Survey theme	PEP all	Brighton
Useful	94%	
Benefit from completing it	87%	
Previous study qualifications:		
straight from University	40%	44%
straight from work	41%	40%
PG study expectations:		
Some anxieties	71%	68%
Coping with the level of study	44%	53%
Balancing work with study	24%	21%
Lack of sufficient funding	24%	19%
Lack of confidence about abilities	24%	31%
Committing more time to study	23%	22%
Getting into debt	21%	27%
Increasing existing levels of debt	17%	17%
Getting used to living in a new country	14%	22%

N= 1200 across
11 HEIs



Entry to study survey: key outcomes (2)

Survey theme	PEP all	Brighton
Motivation: (top 3)		
To improve employment prospects	70%	79%
Interested in subject	67%	74%
Develop a more specialist sets of skills and knowledge	61%	68%
Choice of institution: (top 3)		
Course content	51%	63%
Location of institution	49%	62%
Reputation in chosen subject area	42%	34%
Reasons for studying FT:		
Concentrate on subject	51%	58%
Complete quickly	50%	53%
Most appropriate way to study course	43%	44%
Only had funding for full-time	10%	
Reasons for studying PT:		
Wanted to carry on working	59%	11%
Couldn't afford full-time study	27%	33%
In FT work & allowed study release	26%	N/A
Other commitments (family/care)	20%	11%



Entry to study survey: key outcomes (3)

Survey theme	PEP all	Brighton
Fees:		
Fee levels very/important factor in choice	78%	78%
Funding the fees:		
Parents/guardians	35%	37%
Savings	32%	31%
PEP scholarship	25%	6%
Salary or personal income	17%	16%
Loan	16%	16%
Employer sponsorship	7%	7%
University scholarship (not PEP)	5%	26%
Funding living costs:		
Parents/guardians	38%	46%
Salary/personal income	38%	41%
Savings	35%	32%
Loan	14%	18%
Main source of funding :		
Parents/guardians	33%	34%
Savings	27%	25%
Salary	18%	22%
Loan	14%	15%
University Scholarship		12%



Entry to study survey: key outcomes (4)

Survey theme	PEP all	Brighton
Funding: what type of support would have been helpful? Cash via bursary/grant Help with transport costs Discounted university accommodation Discount on fees	 47% 32% 30% 28%	N/A
Most viable loan option? Mix of scholarship/loan/self-funding Government backed loan: combined with UG	 62% 14%	N/A
Withdrawals (94 withdrew) Primary reason in rank order: <ul style="list-style-type: none"> •Financial difficulties/living costs •Unhappy with content of course •Financial difficulties/fees 	 20% 20% 15%	N/A



Entry to study survey: key outcomes (5)

Survey theme	PEP all	Brighton
Current learning expectations:		
PG requires more indep. study than UG	93%	95%
A more personalised study exp.	88%	82%
Expect more value for money	75%	65%
I do not know what to expect at PG level	22%	30%
Expectations of how to study?	62%	62%
Do not have any expectations of how to study	38%	38%
Attitudes towards PG study:		
Skills development:		
Develop research skills	95%	
Improve employment prospects	93%	
Better prepare me for future employment	91%	
Most important skill to develop:		
knowledge of subject	54%	43%
Expected outcomes:		
Specialise knowledge	48%	54%
Widen knowledge	37%	31%
Completion expectations:		
job app to level of skills and knowledge	62%	76%
Progress to further study	19%	10%



Entry to study survey: key outcomes (6)

Survey theme	PEP all	Brighton
Use of support services:		
Academic support	65%	68%
Careers and employment	64%	66%
Sports facilities	42%	46%
Health and well-being	34%	41%
Financial advice	25%	23%
Housing advice	7%	3%

University communication	Study pack (set of all resources for PG course). Prior information on courses and modules. Visit to the university facilities. Library access. Timetables
Course	Sample coursework. Internships. Links and contacts with industry. Creative and independent learning. Online lectures
Support	Academic support. Financial support. Language courses. Accommodation
Career prospects	Career and employment support
Social/recreational	Greater engagement with the campus community/university life. Opportunities to meet fellow students before the course. Study groups



Focus Groups: Brighton

- **Reason for study**

Obtaining a better and/or more specialised job was a key motivator

- **Academic Studies**

International students in particular found the change in academic culture a challenge. Timetable clashes limited choice of modules.

- **Non-academic issues**

Many students undertook paid work which reduced the time available to them for studying and reduced the flexibility of that time

- **Scholarship**

A Scholarship had a range of impacts on students, from allowing study at all to reducing anxiety and allowing discretionary spending. Their allocation should be means-tested

- **Preparation for the Future**

Students wanted their courses to provide practical skills and experience to help them find work, and wanted more work placements.



Outcomes: University of Brighton

Using institutional research to inform institutional change and develop the practical initiatives



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Brighton outcomes: completed and in development

- PGT Strategy Group
- UoB PGT Scholarships
- PGT/PEP event
- Advice Note
- Contact Strategy/Communications
- PGT accommodation
- Academic Study Skills: (PG) ASK
- Employability and Employment
- Employer Engagement
- Transitions into postgraduate study
- International students: EMA roll-out



Advice Note

Dear Matthew

The feedback from the PEP 'Entry to Study' survey

Below is the feedback you and other STEM MSc students gave us when you completed the PEP 'Entry to Study' survey.

The survey has given us a very useful insight into the expectations and anxieties students experience as they start their new course. We have tried to address these areas of concern by providing you with some useful contacts and the support networks available to you.

Four out of five of you expect your postgraduate course to provide a **more personalised study experience than at undergraduate level.**

Over half of you are hoping that **postgraduate study will specialise your knowledge.**

Your Studies

What you told us

31% of STEM MSc students lacked confidence in their ability to study.

38% were not confident about coping with the standard of work.

68% said you thought you would use Academic Support Services.

Who you can talk to about this

Check out the [Study Support section](#) of the current student pages on our website for information on **study support tools** and study advice.

To help with **your confidence**, why not try our [Study Skills workshops](#), held throughout the year or check out the [Study Advice for Postgraduates](#) page on our website.

You can talk to your personal tutor, staff on your course, a [Student Support & Guidance Tutor](#) or [Student Services](#) on your campus can always point you in the right direction.



Practical initiatives: Brighton

- PGT Academic Study Skills
- PGT Employability/Careers Information
- Employer Engagement





Home

- New Students
- Undergraduates
- Postgraduates
- Internationals
- Videos
- Workshops
- PASS
- About ASK
- Information for staff

Welcome to the Academic Study Kit

The ASK website is designed in partnership with students to familiarise you with the skills you will need to achieve study success at university, and the study methods which will help you to get the most out of your learning experience. This site is always updated with new resources to help you develop effective study techniques, whether you are a new student, a current undergraduate, or a postgraduate.



New Students



Undergraduates



Postgraduates



Workshops



Peer Assisted Study Sessions



Videos

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 U'll need ur Bton Uni Careers login 2 view the advert. 2 search, reference is: BR150528/1276 @SUBrighton @brightonstudent @uniofbrightons

ASK Brighton @BrightonASK 16 Jun
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ASK Brighton @BrightonASK 30 May
 Advice for after your #exams! goo.gl/UFCj4Q #exams2015 #exams_week pic.twitter.com/HhfzRSNnFJ

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Practical initiatives

- PGT Academic Study Skills
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- decide what to do
- identify what skills to develop
- prepare for an interview
- write a CV
- develop a business idea
- find a full-time job

I want to...

- find a part-time job
- get work experience
- change my course
- join a mentoring scheme
- research different careers

Contact us

Careers Service
University of Brighton
Manor House
Moulsecoomb Place
Lewes Road
Brighton
BN2 4GA

Tel: 01273 64 2855
careers@brighton.ac.uk

Support for you and your career

The Careers Service is here to support you from your first day at the University of Brighton. We can help you find a career path, develop the skills you will need to follow it, and get a job when you finish your studies. Come in and talk to us.



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InFX Solutions Ltd: Junior Design and Production Executive
Salary : Competitive (plus benefits)
Location: Central Brighton
Closing Date: 25.09.15

We are looking for someone to join our expanding team who wishes to build a career in digital design and marketing. Responsible for the production and maintenance of new and present client websites using InFX Solutions' technologies.

For full details and to apply, visit our **Vacancy Service** and search for vacancy ref: BRI150821/1586432.

Need some tips on creative applications? Take a look at our page on **portfolios and creative applications** or call us to book an appointment with a Career Development Adviser.

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UoB Careers Service website



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Practical initiatives

- PGT Academic Study Skills
- PGT Employability/Careers Information
- Employer Engagement



Questions?

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