


npc  the national postgraduate committee

providing for the postgraduate market

an investigation into exclusive facilities for postgraduates

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Providing for the Postgraduate Market

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1 Foreword

All across the UK there is a growing awareness of the importance of postgraduate students. In a number of institutions many of the student services including social areas, representation, learning support and pastoral care do not address sufficiently the postgraduate agenda. Clearly this is inappropriate as the higher education sector has a responsibility to provide appropriately for the needs of postgraduate as well as undergraduate students.

Here in Manchester we are looking seriously at radical changes to reform our structures such that we can provide a distinctive postgraduate experience. I therefore commend the efforts made by the National Postgraduate Committee in publishing this research, which provides genuine views of contemporary postgraduates nationwide. Such information is sure to assist us in our plans, and I recommend it to other institutions who will find it an invaluable source of information to assist in the task of supporting postgraduates effectively.

Prof Sir Martin Harris

Vice Chancellor, University of Manchester

Honorary President, National Postgraduate Committee

2 Executive Summary

Over the past ten years, postgraduate numbers in the UK have increased in the order of thousands, such that they are now a significantly large community spread over a number of institutions. Despite the higher rates of tuition fee compared to undergraduate education, there appears to be little evidence of increased facilities and support in return, such that postgraduates are often disadvantaged. Some institutions have already recognised this and have introduced exclusive postgraduate facilities that appear to have many merits, although may cause or support the inherent segregation from undergraduates.

Given the varying ethos between institutions, this report has been produced to present some results having investigated postgraduate views from a national survey. Therefore it could be investigated what is expected in terms of how institutions are providing for their postgraduate market. Some of the overwhelming results include:

- A strong demand for central facilities to support a postgraduate community and identity.
- Over 80% of postgraduates would be comfortable living with other postgraduates rather than mixed with undergraduates.
- A vast majority of postgraduates considered segregation from undergraduates not to be an issue giving justified reasons. What was more an issue was that postgraduates are isolated from meeting other postgraduates who are in their peer group.
- A growing need for skills and personal development to be directed towards a postgraduate audience.
- Many university facilities, especially social, are considered by many postgraduates as geared towards undergraduates.
- Postgraduate associations/societies have reason to exist, although they are extremely difficult to run on a voluntary basis and may not have the importance or emphasis they require.

Following the national survey, an institutional survey was carried out on several institutions. From the responses gained it was seen that in larger institutions, the specific needs of postgraduates needed to be addressed and exclusive facilities provided a variety of necessary support in terms of inductions, social integration, sense of community, study support and learning support. All this is almost impossible to achieve while meeting undergraduate needs under the same umbrella.

As will be seen throughout this report, exclusive facilities either create a segregation or foster an inherent segregation from undergraduates. In a number of ways, the report investigates the reasons why facilities have proved beneficial to postgraduates and to what extent they may wish to be distanced from undergraduates. These key findings will be used as important evidence for the National Postgraduate Committee (NPC) to approve appropriate guidelines on creating exclusive facilities for postgraduates. The guidelines will particularly address what level of segregation is justified.

3 Acknowledgements

There are a number of people who have contributed invaluable support to this survey. Within the NPC, there has been helpful support from other members of the executive including James Groves, Chris Neville-Smith and Tim Roll-Pickering who have helped with peer reviewing the report and also drawing helpful information from people within the academic community.

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Finally the contributors to the institutional survey in section 13 are also acknowledged along with others in NPC who provided inspiration to undertake the research.

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5 Introduction

Over the past ten years there has been a significant rise in postgraduate numbers, along with an emerging emphasis on institutions providing exclusive support and facilities dedicated to postgraduates. This ranges from the basic social facilities through to study support and representation that are otherwise different for postgraduates. The needs and interests of postgraduates have been found to be significantly different to that of undergraduates resulting in difficulty with meeting them both under the same umbrella. Several institutions have already identified this and decided to go about providing such facilities. There is evidence that they help postgraduates have a significant experience and level of support distinctively different to that of undergraduates. This creates a sense of postgraduate community and identity. Many postgraduates in institutions without such facilities have sensed that their interests are not being addressed due to undergraduate interests taking priority.

While postgraduate needs may be identified as different to that of undergraduates, the question also arises as to whether the inherent segregation caused is justified. This report therefore seeks to investigate the advantages and disadvantages of this in terms of whether segregation is acceptable or whether it should be overcome. As will be shown there are arguments both for and against segregation. The report aims to provide information from which the National Postgraduate Committee (NPC) can decide where a line should be drawn in terms of where segregation becomes a problem.

This report begins with an investigation as to why the focus on postgraduates has grown in recent years and then considers ways in which it has been approached. Secondly it will consider the specific needs of postgraduates, along with the different causes of segregation and whether they are likely to be a problem. Following this the views of a large number of postgraduates are considered through results obtained in an online opinion survey. The other main aspect of research presents the results from an institutional survey, which investigated the different ethos amongst a collection of institutions, both large and small. Finally the report concludes with the next steps to undertake in light of the results obtained.

6 Why has Emphasis on Postgraduates Grown?

The issue of providing exclusive facilities for postgraduates has only become a subject of significant interest in recent years. Postgraduates have been in existence for significantly longer, so the question does arise as to why there was not such emphasis on a postgraduate experience many years ago. Analysis of appendices 1 to 4 may assist in answering this question.

In appendix 1 there is a bar chart showing a comparison of full time postgraduates in terms of their percentage of all the students. The different colours indicate how different institutions have changed their percentage values for years 1985, 1989, 1995 and 1999. The information was obtained by processing data from the Universities Statistical Records [1] [2] and the Higher Education Statistics Agency (HESA) [3]. Appendix 2 shows the same statistics with part time postgraduates included. Unfortunately, this analysis could only be carried out for pre 1992 Universities since appropriate data was not available before HESA was formed in 1995.

What can be seen from appendices 1 and 2, however, is that there is no consistent trend in terms of increasing or decreasing their postgraduate percentages. Some institutions have a significant increase in postgraduate percentage while others may have a significant decrease and others may not change significantly. Further to this, another useful point to note is that in some cases the percentages increase and then decrease again. This is illustrated in Figure 1 for full time only postgraduates and then in Figure 2 for all postgraduates. Those varying $\pm 10\%$ can be considered not to change considerably. Others change by as much as a 25% increase and also down to 15% decrease for full time postgraduates. For all postgraduates, however, there is not such a rapid change allowing some exceptions. Some institutions are generally decreasing the postgraduate percentage by as much as 20% while others are increasing by as much as 20%.

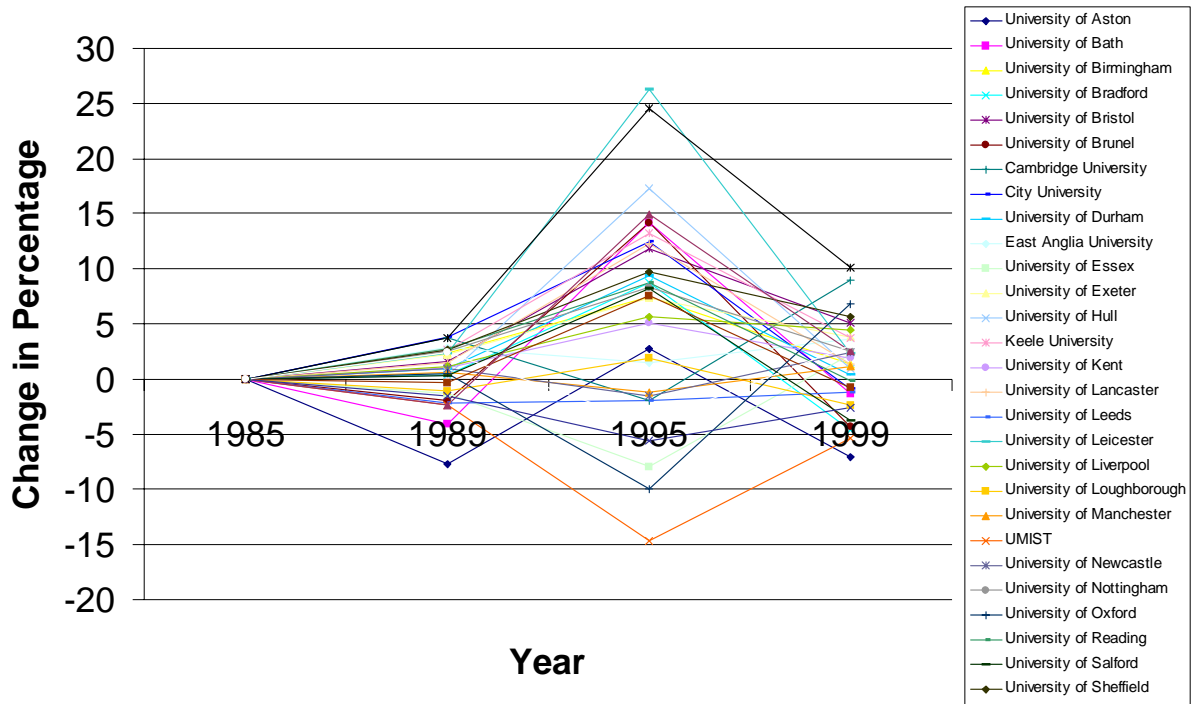


Figure 1 Graph showing the change in percentage of full time postgraduates from pre 1992 universities relative to 1985

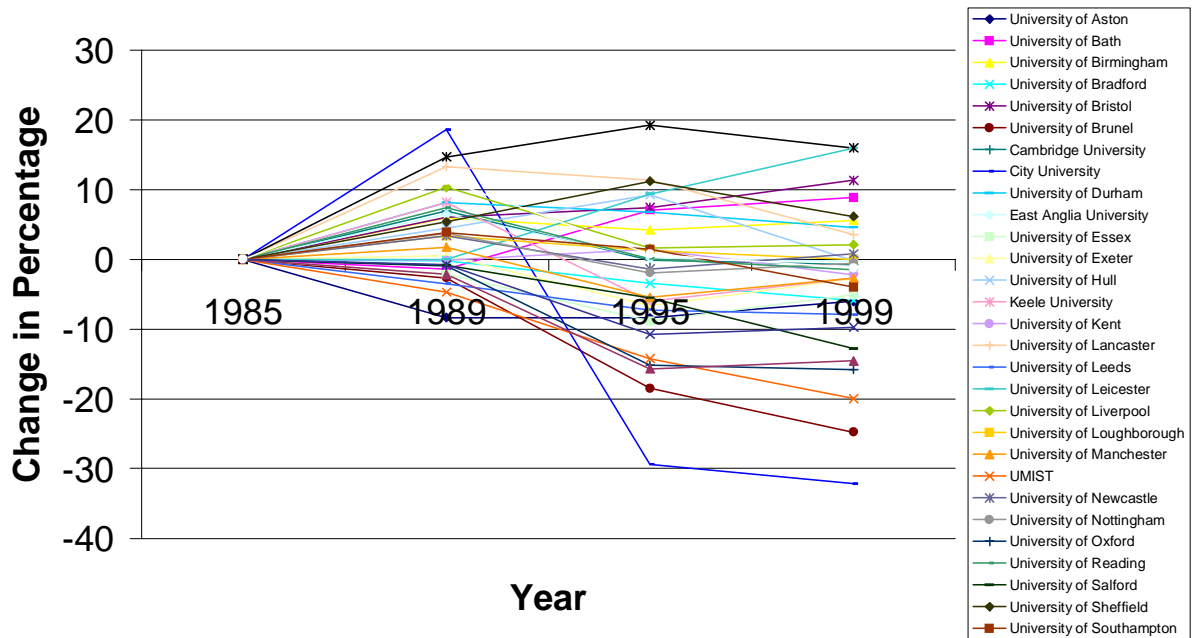


Figure 2 Graph showing the change in percentage of all postgraduates in pre 1992 institutions relative to 1985

Another useful data analysis is to observe the change in number of full time postgraduates and all postgraduates. Figure 3 shows the change in number of full time postgraduates relative to 1985 plotted in exactly the same way as for the change in percentage. It is clear here that numbers have not increased significantly between 1985 and 1989. There is either an increase of around 500 or a decrease of less than 200. Although the change in number is not significant, this could possibly have meant a two-fold increase for some institutions as appendix 3 shows that many institutions had well below 1000 full time postgraduates at the time. Only institutions in large cities had more than 1000 in number generally. In 1995 it can be seen that the change in number for many institutions is in the order of thousands compared to their numbers in 1985. However, in many cases the number has surprisingly dropped five years later by as much as 3000. Nonetheless, the resultant change in number compared to 1985 is still significantly higher; well over 1000 in many cases. Therefore, full time postgraduates are certainly not a minority group in comparison to the 1980s.

The decline in full time postgraduates overall is in many ways unexpected, when it would be considered that the number should rise as an institution grows in size. Figure 4 possibly helps to explain this where many institutions are generally rising in number when part time postgraduates are included. This possibly indicates a growing tendency over the years to prefer part time study at postgraduate level so that part time numbers increase as full time numbers decrease. It should be noted, however, that international students are increasing in number as well, who are largely full time. Another interesting fact to draw from this may be that the part time numbers were possibly lower in 1989 due to the fall in numbers of all postgraduates over that time, which appear to have risen again since then.

Analysing the growth/decline in part time and full time students is beyond the scope of this report and so this will not be discussed in depth. What is important to note, however, is that full time postgraduate numbers are considerably larger than they were in the 1980s, in the order of thousands. This therefore indicates that postgraduate numbers constitute a significant body of students in an institution and so appropriate provisions would therefore be necessary to consider. Similar growth in part time students is also identifiable and so provisions need to be extended to their interests as well.

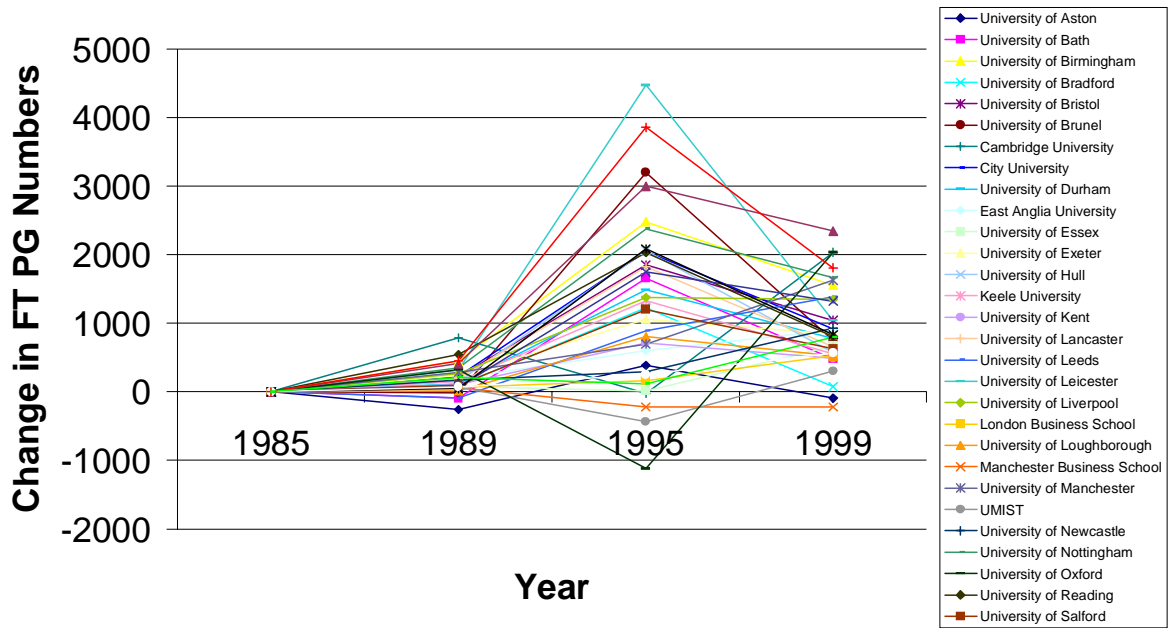


Figure 3 Graph showing the change in number of full time postgraduates from pre 1992 universities relative to 1985

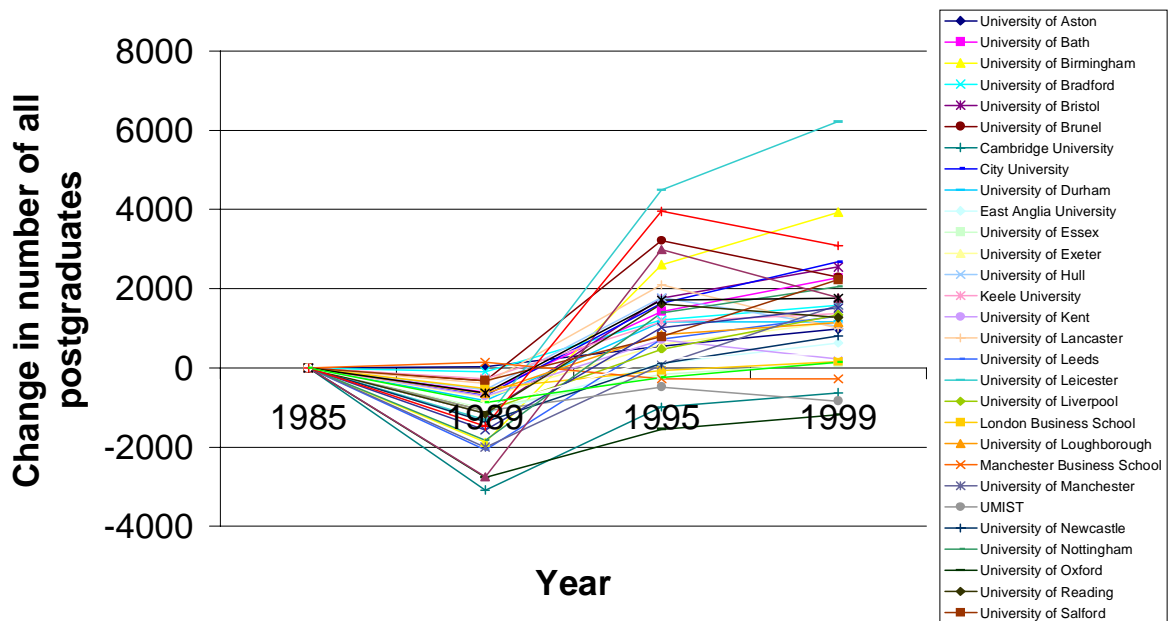


Figure 4 Graph showing the change in number of all postgraduates from pre 1992 universities relative to 1985

7 Research into Postgraduate Facilities

In light of the fact that institutions are identifying postgraduates as a different group to undergraduates and also large in number, some have taken steps to provide exclusive facilities which could range from social provisions through to study support. Since the postgraduate market is a significant international source of income for many institutions, and also a competitive one, such facilities are used as selling points to prospective students.

In appendix 8, a table has been drawn up with appropriate internet links of postgraduate facilities that are being provided by institutions. This information was found mainly through online promotional material that will be viewed by prospective postgraduates. This therefore helps to determine institutions that specifically promote an ethos of supporting postgraduates.

From the list of postgraduate facilities, it has been possible to draw out five different models of postgraduate provisions, even though the facilities do vary widely. The models can be described as follows:

Graduate Centre/College/School

Many institutions may have a graduate college/school that deals with the admissions, administration and many other behind the scenes aspects of postgraduates at an institution. Little of this is ever seen by the postgraduates other than newsletters and other literature. There is no physical area they can use although their work does place a distinctively different emphasis on postgraduates. Some institutions may name their graduate school/college with a different meaning in that there is a physical area that is used for social activities and also study activities. This may otherwise be called a graduate centre. Such facilities give postgraduates an environment to suit their interests that would not otherwise be met by providing facilities joint with undergraduates.

Graduate Student Body

One or two cases of this have been identified, although they are far less common than graduate centres/schools/colleges. This model is distinctively different in that there is an autonomous student body specifically for postgraduates. Therefore postgraduates are primarily members of the graduate body, although they also have membership of the student representative body, so that they can join clubs and societies and use other facilities available to undergraduates at their leisure. Also a graduate body may employ sabbatical officers specifically dedicated to supporting postgraduates so that other matters do not take priority. Therefore time can be invested in supporting postgraduates and so the wider community is aware that postgraduate interests are being voiced through the graduate body. As well as this, postgraduates have a more accessible opportunity to be involved in postgraduate representational issues as well social facilities, support facilities and the like that are provided through the services offered.

Facilities within a student body

Again this is rare and often only found to work in certain cases, due to the possible exclusion in a students' body this could cause if postgraduates are seen to have privileges, raising them to a higher tier than undergraduates. It is therefore necessary that such facilities are appropriately arranged so as to avoid this circumstance.

Graduate Campus

For institutions that are not based on one single campus, there is a possibility that they will allocate many of their postgraduates and postgraduate facilities to one campus. Therefore postgraduates will be on a single campus within a postgraduate community by default.

Graduate Social Club

Such facilities are strictly for postgraduate social activity only. No representation or study support takes place in such a setting. It is entirely a social club where non-members would have to be signed in.

All the above facilities may be promoted as helpful to postgraduates and have proven to be helping in meeting some specific needs. It is inevitable that exclusive facilities will cause some degree of segregation and possibly add to an inherent segregation between postgraduates and undergraduates. However, institutions trying to keep postgraduates under the same umbrella as undergraduates have also shown that they may tend to be disadvantaged in their studies/research and in their social life. Therefore it has to be considered whether the specific needs of postgraduates are better met by providing exclusive facilities or whether too much segregation is not desired and should not be promoted in such a way.

8 Postgraduate Sabbaticals

In some cases, dedicated facilities have extended to the provision of a full time postgraduate sabbatical officer to be employed as a representative in the same way as any other sabbatical officer. At the time of publishing, there are only four postgraduate sabbaticals in existence in the UK; one of which is national, two are within a postgraduate representative body and one is within a student representative body. Also at the time of publishing, a number of institutions are considering the appointment of a postgraduate sabbatical so it is therefore likely that this number will increase significantly over the coming decade. There are a number of reasons as to why there is a growing need for postgraduate sabbaticals as follows:

- The academic affairs of postgraduates are significantly different to that of undergraduates (for example breakdown of relationship between the student and the supervisor, higher course expectations). Therefore, a postgraduate in such difficulty may be more comfortable speaking to a postgraduate sabbatical who is in their peer group which must be respected.
- Inductions for postgraduates are extremely difficult to manage when the postgraduate agenda bears little relation to the undergraduate agenda. Normally the "Freshers week" is run for undergraduates as they arrive which is not normally the same time as postgraduates. A full time sabbatical would therefore have the resources available to manage the intake of postgraduates as they arrive.
- The welfare interests of postgraduates are significantly different both due to the study/research they undertake along with the tendency to find a larger number of mature, part time and international postgraduates having different social interests.
- Social activities are often geared towards undergraduates, normally due to the background of the people involved. It may be that a postgraduate sabbatical has some control of the commercial activities of a postgraduate representative body and can therefore suitably arrange the social events.
- The term of office for many sabbatical officer positions normally begins around May/June time. This is not welcoming for postgraduates since they do not normally end their academic year of study around this point in order to move into a sabbatical term of office. Postgraduate sabbatical posts normally begin a term of office around October which is suited to the postgraduate academic year.
- For a number of reasons (including the term of office arrangements being unsuitable) postgraduates rarely stand for election as a student sabbatical officer or have the opportunity. A more suitably compatible postgraduate sabbatical position therefore opens up opportunity to take part.
- A postgraduate sabbatical position is elected by postgraduates in the interests of postgraduates.
- Where students are represented, there is a guarantee that postgraduates will be included as many other aspects can easily take priority.

- Postgraduates may form a significant part of the student body and could justify the need to have a sabbatical officer representing them.

Although the above reasons are only but a few to support the case for a postgraduate sabbatical, there are a number of cases where this may be a conflict of interest with internal policies of student representative bodies. To begin with, some student representative bodies appoint full time sabbatical officers to positions that are applicable to all students, and then part time officers are normally allocated to student groups including postgraduates. This creates difficulties in implementing a postgraduate sabbatical within student representative bodies. At present, there is little evidence in order to consider the pros and cons of having a postgraduate sabbatical within a student representative body rather than a postgraduate representative body, as there is only one such example in existence. It is therefore very important that the institution carefully takes into account the logistics of a postgraduate sabbatical working amongst other sabbaticals within a student representative body should their position be created.

A postgraduate sabbatical working within a student representative body will find that other sabbaticals will be working on a different agenda and possibly with a different term of office. This will therefore create obstacles in terms of working in a sabbatical team, which can go against effective postgraduate representation. Such factors give cause to consider whether it would be more appropriate to place a postgraduate sabbatical within an exclusive representative body. The main argument against having a postgraduate sabbatical within a postgraduate representative body would be that they may not be suitably structured to compliment each other and may compete with each other causing unnecessary conflict. It is inevitable that a postgraduate representative body and student representative body will be in disagreement on certain issues due to their different interests. However, if the two bodies were in agreement, there would be no value in postgraduate representation, as it exists to speak for the interests of postgraduates that are different to that of other students. Although their interests may be different between the two bodies, there are also a number of cases where they will need to collaborate on projects that have common interest. Therefore it is of paramount interest that they both recognise each other in such a capacity so that they are in a position where they can compliment each other. Another major point to note, which has in the past caused postgraduate sabbatical positions not to be created, is the issue of salary being not suitable enough to attract interest from postgraduates who have significantly higher earning power. A separate postgraduate body would, however, have the autonomy to set a higher salary than that of other sabbaticals if this were necessary.

Whichever choice is made as to whether a graduate sabbatical is based inside or outside of a student representative body, more emphasis is placed on postgraduate representation. At present representation may only be in the form of a society set up for postgraduates, which is often not sufficient to meet the demands that are now upon postgraduate education. Some student representative bodies have already recognised this and created other structures for postgraduates.

9 Other Aspects of Postgraduate Support

There are some other aspects of postgraduate support as well as the exclusive facilities that should be noted in this section where it considers the institutional arrangements for postgraduates and any other facilities working on a smaller scale.

- **Postgraduate based skills courses** have or are being developed in a number of institutions to extend their scope for postgraduates and have them suitably fitted into the postgraduate agenda. Such courses include research skills, writing skills, literature reviewing and other new skills that research students will encounter. Taught students also may have specific courses for skills they may not have encountered in the past including statistical analysis, dissertation writing and others. Many postgraduates may have come back to education after some work experience so that the approach of skills courses may need to be different to that of undergraduates as they will see a different perspective.
- **Induction programmes** are difficult to maintain, especially when they rely heavily on the voluntary support of postgraduates while at the same time new postgraduates are arriving at many different times. In some cases the arrangements are very ad-hoc and carried out at school/department level without any significant opportunity to welcome new postgraduates. Many institutions have recognised this problem and are undertaking measures to overcome it. Some institutions have introduced an introduction week for postgraduates, where major events will be held to give postgraduates a formal welcome and orientation.
- **Opening hours** may need to be extended such that they are suitable for both postgraduates and undergraduates especially during vacation. In particular this will apply to the library, computing services, catering services and care/support services which both postgraduates and undergraduates will use regularly.
- **Library arrangements** may provide other privileges to postgraduates aside from the opening hours. These arrangements include extended book loans, inter library loans and easier access to some facilities.
- **Postgraduate committees** may run at departmental/school level and also at institutional level, either within or outside a student representative body. Such arrangements are often informal so that people can easily be appointed to take part in an environment that is suited to them.
- **Postgraduate based societies/clubs** may operate also informally run by postgraduates for postgraduates. Examples of such societies/clubs are listed in appendix 9. In many cases, these have been set up with the aim of having a group of people that postgraduates can join within their own group of peers should they be more comfortable or focused in such an environment.
- **The approach to postgraduates** in many different sections and at all levels of an institution may be different. The expectations of postgraduates are normally higher due to their tendency to be older and at a different level academically, which can lead to them expecting to be treated in a more respectable manner than that of undergraduates. Therefore services may be

arranged to address postgraduates differently or otherwise separate services (such as a departmental administration office) may have been set up so they can adopt the right approach.

- **Marketing to postgraduates** is also beginning to have a significantly different approach with separate internet areas, different prospectuses and a range of other marketing tools aimed specifically at prospective postgraduates.

10 Specific Needs of Postgraduates

Postgraduates have a number of specific needs, which are extremely difficult to make provisions for centrally whilst making provisions for the undergraduate agenda at the same time. Some of these key issues are listed in Table 1. Key issues giving rise to the need for some more specific support at first include:

- Many postgraduates arrive outside the "Freshers' Week" for undergraduates. Further to this, they may not actually have an induction programme at all similar to that of undergraduates if they do arrive in the Freshers' Week so. Therefore when they do arrive, there is little provision in the way of helping them to settle down as soon as possible and make friends easily as they would otherwise do as an undergraduate. Postgraduate facilities with more exclusivity would be able to facilitate a better induction programme and work together with the institution to make it a success. This would therefore encourage postgraduates to get involved in activities outside of their study/research as a result of settling in more easily. Therefore postgraduates would be better integrated into the life of the institution so that they have opportunity to gain more from their experience than just an academic qualification.
- If postgraduate facilities are available throughout the year, the sense of dead atmosphere during vacation times is relieved. The facilities can create an environment that does not alter or get affected by other activities happening in the institution. To maintain such an environment, the accommodation, social and study facilities need to be arranged in a suitable way so that other activities can take place elsewhere in an institution to avoid huge disruption.
- Lack of provision for social and study support facilities can often lead many postgraduates into extreme isolation. Many cases have occurred where it has led to failure to complete work or even depression. Such cases would otherwise not have occurred so readily if there was a more inclusive environment.

Such needs do give reason to say that postgraduates seek representation and support that they can take ownership of. Any postgraduate is not only paying fees for their tuition but also their development while being at an institution; this therefore considers a more holistic approach to supporting postgraduates. It should therefore be considered whether aspects of postgraduate support are possible or successful, without widening the exclusive provisions made to postgraduates.

Research	Both	Taught
Often restricted to getting to know only those in their office environment	Limited facilities during the vacation	Often hard to meet colleagues beyond those on the same course.
Accommodation needs highly different to that of others	No Freshers' week or useful induction plans to welcome postgraduates in properly	Often accommodation and central meeting places are not running consistently for postgraduates all year round, so the community they are based within often falls apart during the vacation times
Few to share personal experiences with	Student social facilities have less appeal	Course duration is short, preventing time to get to know the institution properly
Teaching responsibilities and other pressures exist outside of their own research	No community identity, the feeling is set that the institution functions in the interests of the undergraduates	With limited duration, much of the work is intensive
Nobody necessarily is working on the same/similar work to integrate with	Lack of opportunity to meet other postgraduates other than those on their course or research programme, because there is no central facility where postgraduates naturally meet	Postgraduates are more likely to be mature, part time or international students, which can sometimes make it hard to overcome social and cultural differences without the means to do so easily.
Limited holiday periods	Limited support exists for the different aspects of the postgraduate's personal and social development	Students coming to study with greater experience and wishing to build on that at a more advanced level
The working day has a different agenda	Wide generation gaps	
Restrictions from many social activities and other functions due to the working hours	Students' union often geared towards undergraduates	
Little support to get started on a research programme		

Table 1 Summary of postgraduate needs specific to taught and research students

11 Should Segregation be Avoided?

While considering the need for providing specific postgraduate facilities, the question arises as to whether the segregation caused is actually desirable or not. It may be the case that it is not, or otherwise it may be considered a good principle. This section will explore this in greater depth.

The causes of segregation might be considered from the diagram shown in Figure 5. At the top of the triangle is one of the greatest causes of segregation being that of time barriers. This is placed here such that part time or block release postgraduates will rarely see undergraduates because they are not at the institution so often or only in vacation times. Therefore this causes a great deal of segregation and can't necessarily be avoided. The bottom end of the triangle notes the limits on accessibility. In this case, the postgraduates and undergraduates will be based in the same area, although certain limitations may cause postgraduates to be segregated, possibly due to the way facilities are arranged, or due to the inherent social gaps.

This triangle can be used as a helpful scale to consider in which cases segregation might be appropriate and cases where it may not be so appropriate and so measures should then be taken to avoid it. At the top end, if part time and block release students are heavily segregated from undergraduates, this may not be a problem since they spend considerably more time out of the institution and so this is less of a problem. Moving down the scale, it comes to circumstances including living arrangements and possible family commitments. This will prevent certain postgraduates from spending significant amounts of time in the same environment as many other students.

Below this point on the triangle are circumstances that may actually involve consideration of the institution and the support facilities involved. Cases of where postgraduates are different socially are considered here, including age gaps, possible student/teacher interactions and differing levels of interest/expertise. There are definitely cases here where postgraduates might find it easy to mix with undergraduates but others where they would not. Further to this there may be cases where they should keep a distance from each other for the benefit of both sides. Such an example might be where postgraduates teach undergraduates they may want to limit the social activity so that a professional teacher to student relationship is maintained and they can have their own space when required. It would be a matter of personality on both sides as to whether postgraduates and undergraduates could mix easily under these circumstances.

While postgraduates may have certain interests that mean they do need to distance themselves from undergraduates, they do need to be still identified as students. Therefore any postgraduate has the open right to be involved with clubs, societies and any other open student union activity. Bearing this in mind, the institution needs to consider whether a postgraduate finds it harder to get involved in student activities if they are interested in doing so. For example, a postgraduate may have a special interest or sport and may wish to join the appropriate club or society. Such measures

may need to be taken to find why this is the case and what can be done to overcome. It may also be that there are communication problems with reaching postgraduates to make them aware of such activities.

The question therefore has to be asked as to where the line is drawn in terms of where segregation is beneficial and where it is not. It can be seen that there are cases where postgraduates benefit from having their own space, but often have little opportunity to gain much pleasure from it. However, there are also cases where they need to have opportunity to get involved with many aspects of student life that they may otherwise be excluded from.

If an appropriate guideline was set as to where the line is drawn, then it would be possible for an institution to tailor postgraduate provisions in such a way that it meet those aims. This report will consider the opinions of postgraduates in terms of how this might be implemented. The case studies of institutions are considered later in the report to analyse how the different methods of implementation are approached by institutions.

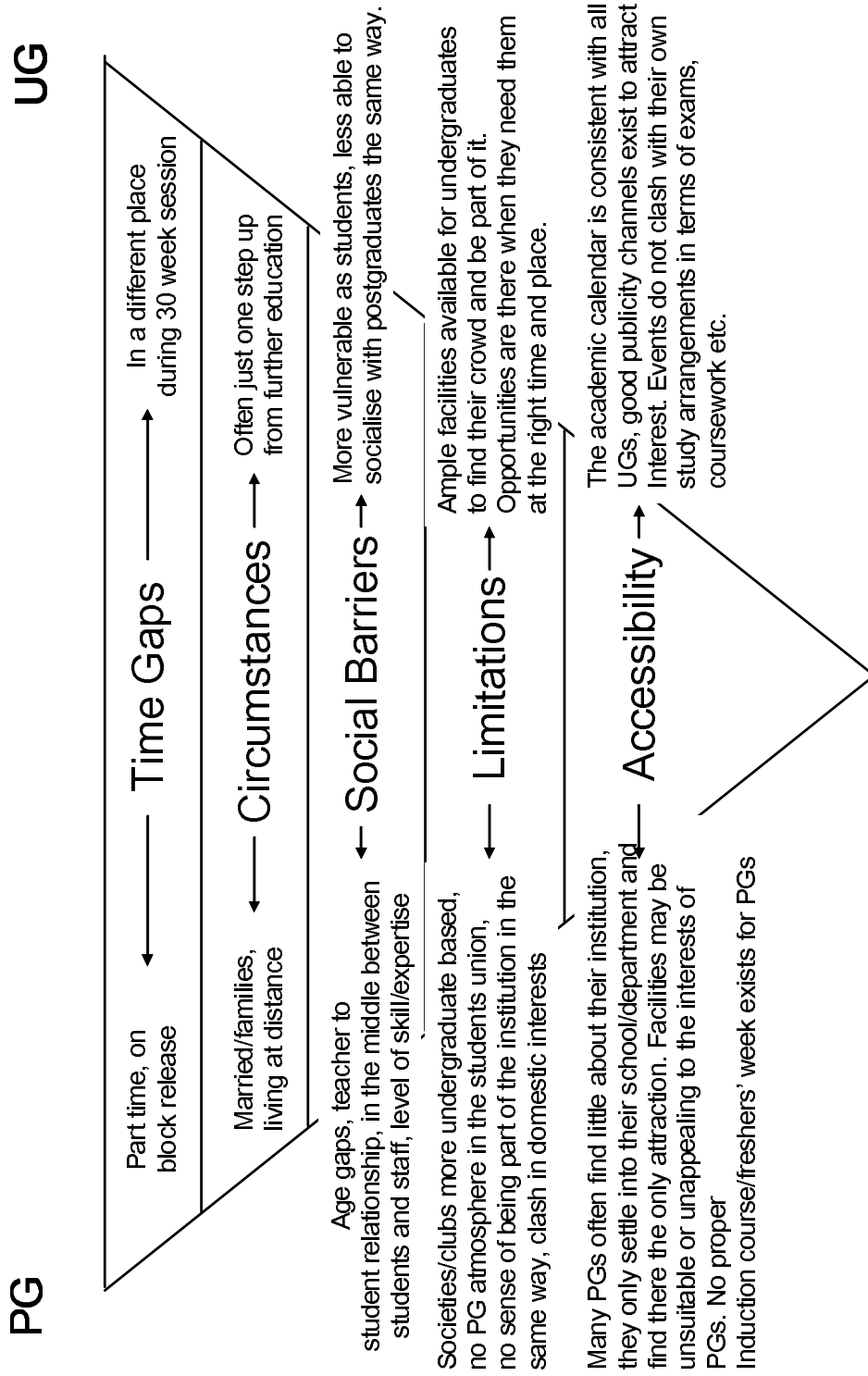


Figure 5 Diagram showing a scale of thresholds that can cause a segregation between postgraduates and undergraduates

12 Survey on the Postgraduate Opinion

A major component of the research was to seek the views on how individual postgraduates felt as postgraduates within their institution and whether that was in any way inferior to the undergraduate experience. To gain a sufficiently large enough response, the questions were mainly set up online with multiple choice (or tick box) answers. A box was also left available for students to add any further comments and raise any issues that the survey did not address. These comments were useful and revealed further vital information that would have not been found from the other questions. This section presents the results of the individual questions with appropriate supporting notes. Over 900 responses were received and web tracking was also used to ensure that the responses were from a wide range of institutions, which would provide a national (and not institutional) level perspective. Tables of the questionnaire results are presented in appendix 5.

12.1 Status of the respondents

Before seeking questions on the opinion, each postgraduate was asked to state whether they were taught or research, full time or part time and also what level of postgraduate facilities their institution provided.

Out of the students surveyed, 21% were taught, 78% were research and 1% did not answer the question. Although there were not as many responses from taught postgraduates as would have been desired, it was possible to filter out the statistics from taught postgraduates and research postgraduates to see if opinions differed in any way. As will be seen later, this was the case in some circumstances due to the different nature of taught and research programmes.

The second question students were asked was whether they were from either a small institution, a large institution with less than 30% postgraduates or a large institution with more than 30% postgraduates. Out of this 42% claimed to be from small institutions, 6% claimed to have less than 30% postgraduates in a large institution and 50% with more than 30% postgraduates with only 2% not answering. It may be the case that students were not aware of whether they were answering the question correctly as intended. It was considered more reliable to use the web tracks to ensure a wide enough spread amongst institutions. In any instance, it was not found that opinions were differing significantly between larger and smaller institutions.

Out of the full time and part time students surveyed, 89% claimed to be full time, 10% claimed to be part time and only 1% did not answer. Therefore the responses reflect full time student views as the survey was initially directed more towards them. Feedback did come through part time students, however, as the questionnaire was considered too subjective towards full time students.

Students were asked whether their institution had a graduate school/college, a postgraduate centre, any other modest postgraduate facilities or little facilities of any kind. 31% claimed that they had a graduate school, 20% claimed they had a

postgraduate centre, 28% claimed to have some modest facilities and 19% claimed to have little or no facilities. Only 2% therefore did not answer the question.

12.2 Demand for increased postgraduate facilities

The first question students were asked was whether they thought that there should be a significant increase in the resources provided to them. Out of the students surveyed, 57% considered there was a need to increase facilities, while 42% said there was not. Further analysis found that for those from institutions with little or no postgraduate facilities, 77% claimed there should be an increase in facilities.

12.3 Integrating with postgraduates and undergraduates

It was asked whether postgraduates found it easier to integrate with undergraduates or other postgraduates, or whether they identified no difference. A majority of 54% claimed they found it harder to integrate with other postgraduates, where as only 18% found it easier. 28% did not see any difference. This therefore gives some indication that there is not such a great problem meeting undergraduates through the usual means, but the possible scope to meet other postgraduates could be hindered by the lack of postgraduate community. For institutions with little or no postgraduate facility, 60% found it harder to integrate with other postgraduates.

12.4 Accommodation

One of the most significant issues concerns accommodation, which obviously plays a central role in the student experience, especially if they are living in the residences. There was an overwhelming majority favouring postgraduate only accommodation, being 55% overall and 27% having no preference. Taking this further, for taught postgraduates, an overwhelming 70% favoured postgraduate only accommodation with a further 12% expressing no preference. There was little difference as far as research postgraduates were concerned. Therefore, around 85% of postgraduates would be happily accommodated without undergraduates, leaving a small number that could easily have accommodation provided with undergraduates if they required it.

12.5 All year round study facilities

Postgraduates were asked whether they thought that there were sufficient study facilities provided all year round such as computing, library facilities and common rooms since they would possibly be used less frequently during the vacation. 48% claimed there were insufficient facilities while 51% said not. There was no difference of opinion either between taught or research postgraduates or between different types of institutions.

12.6 Vacation life

The next question asked whether vacation life was a disadvantage due to facilities in general being geared towards undergraduates. 45% claimed this was the case, while 53% claimed this was not the case. Therefore again mixed feelings were expressed on this. However, taught postgraduates felt slightly more strongly with 57% claiming there was a lack of facilities.

12.7 Segregation

The issue of segregation has certainly been identified among many postgraduates. The question was put to the postgraduates as to whether they sensed this. A majority of 67% claimed they did while only 31% claimed they did not. The case is less so for taught students with only 57% claiming that there was segregation.

12.8 Overcoming segregation

There is also the question of whether postgraduates would encourage an institution to overcome the segregation that there is. 60% claimed that they would do while 36% claimed they would not. This issue will be revisited later since many subsequent comments raised the issue of whether segregation is inherent and appropriate.

12.9 Integration with undergraduate based activities

The question was next asked as to whether postgraduates could integrate with undergraduate based activities such as clubs, societies and the student representative body if they were encouraged. 85% claimed this was the case while 12% said it was not.

12.10 Opportunities as a postgraduate

The opportunities open to a postgraduate in terms of social life and personal development were next discussed, in comparison to being an undergraduate. They were asked to indicate whether there were far less, less, little difference, more or many more opportunities than as an undergraduate. The majority, 42%, claimed there were less opportunities, with a further 18% saying there were far less. 30% claimed there was no difference and only 10% thought there were greater opportunities. There is clearly an evident perception that opportunities are limited at postgraduate level so there is little chance for students to continue building on previous development.

12.11 Skills support

Students were next asked whether they felt there were sufficient support skills available to them to assist their taught or research programme. 38% said there were while 60% claimed there were not. This was slightly less for taught students of whom 50% said not.

12.12 Comments in response to the survey

The final comments box attracted a large number of responses, which has helped to gain further pertinent information. A huge number of negative comments came back on postgraduate issues along with some suggestions for how the survey could have a better approach. Some positive comments were also made that are highlighted and quoted where necessary.

12.12.1 Positive comments

The positive comments to begin with were giving praise towards the benefits of full time staff and facilities for postgraduates. Some people also mentioned that they had been at an institution with a graduate union or graduate school and found it highly beneficial. There were no cases brought forward that such graduate facilities were unnecessary. Praise was also given to the need for such a survey.

12.12.2 Negative comments

As for negative comments, these are classified into categories, including quotes where appropriate. The categories are presented below in order of frequency of response.

Segregation amongst postgraduates was mentioned as by far the most concerning issue. The questionnaire originally set out to see whether segregation from undergraduates was a problem and how it might be overcome. Many gave a response indicating that segregation from undergraduates was not an issue and was in many ways appropriate. The issue was more that postgraduates are a different peer group and need to be brought together within that setting. The following anonymous comments indicate this:

The postgraduates I know are happily excluded from undergraduates.

Personally there is a need for some sort of segregation - especially when postgrads teach undergrads.

I think interaction of postgrads is more important.

I don't think postgrads want to integrate with undergrads, we have different priorities and interests.

Postgrads are interested in other social activity so naturally there is segregation.

There are many differences between an 18 year old undergraduate and a 24 year old postgraduate.

Teaching load increases on postgraduates so they don't fit in with students or staff.

I think segregation isn't an issue.

No offence, but I don't think that I could mix with undergraduates that are not my age.

I feel awkward socialising with people who's work I might have to assess.

Segregation of PGs is more of a concern.

PGs with UGs would be a regressive step. This is a separate issue to PG identity within an institution.

UGs don't understand us and anyway, segregation is not a problem.

PGs have the opportunity to socialise with UGs but choose not to.

Clearly reasons including age difference, academic level and teaching responsibilities provides good evidence as to why postgraduates require their own space, should they need it. Indications have also shown that postgraduates can integrate with undergraduates should they have the desire to do so. Whether they are encouraged to and find it accessible, however, is another matter.

Lack of central facility for postgraduates came up as the next major issue. Many had pointed out that at postgraduate level there is no central facility from which friendships and connections can be made. Such lack of resource causes undesirable isolation. Comments that were given to that effect are presented below:

No place for postgrads to meet.

There is virtually no sense of postgrad community and I do feel this is due to having no venue.

I think postgrad integration to one-another is more important to overcome isolation.

There are not many social opportunities and I think a physical space and organised social activities might help.

Extremely solitary life as a postgraduate.

There is a feeling of being a second class citizen as a postgraduate.

There are no facilities so we are stuck in the middle of nowhere!

Without a friendship basis it is very lonely, you start to feel a PhD is not for you.

No research student interaction is alarming.

Very little effort to mix postgraduates.

The comments provide evidence that research students in particular experience isolation, which has an effect on their progress. Loneliness in a research programme has been picked up on in the past and such consequences do need to be overcome. Further, isolation has an effect on their ability to network and share research ideas.

Gearing towards undergraduates was the next item, where some felt there was more university life, particularly social activity, directed at undergraduates. Postgraduates express alienation from such environments as shown from the following samples:

There is a common feeling amongst postgrads that they don't want to attend the same events as 18 year olds.

I'd agree that social facilities are geared towards undergraduates more than postgraduates.

I was struck by how everything is so geared to undergraduates.

I am not attracted to clubs who promote drunkenness, is this cultural?

The whole students' union is geared to undergraduates.

The above points mentioned raise the question as to whether the facilities, especially student representative bodies, can be geared towards postgraduates also, or whether catering for both groups is beyond the scope of any such organisation.

Skills and personal development was expressed as lacking in respect of postgraduates. Comments indicate that further skills development in both research and other specific areas more applicable to postgraduates requires more support.

No skills training provided across the University.

Research can be one of the most demoralising jobs, not enough support.

I feel postgraduates need more support when they start.

Very little to facilitate learning.

We need better training.

Pastoral Support came up as a concern, particularly isolation and a lack of help towards research students, which in some cases can have disastrous consequences. The creation of community and identity could possibly be an important antidote to such circumstances.

I feel there is insufficient pastoral support... some sort of mentoring system would be good.

When you are on your own it is very isolated, and you feel a PhD isn't for you.

The returns not reflecting the cost of tuition concerned some postgraduates. In light of the extensively higher costs of postgraduate education, some had the feeling that they were not getting value for money services directed at undergraduates, who would pay lower fees.

What we get in return is below expectations.

The University recognising vacations are not just conferences but postgraduates would be nice.

Universities recognise us as "cash cows"... they even compromise the standard normally required for intake.

Postgraduate associations/societies that run on a voluntary basis for postgraduates in institutions were also highlighted. The work pressure of postgraduates can make it extremely hard to contribute significant efforts into a voluntary based organisation and also make it difficult to recruit and retain more members. When the running of such organisations is weak, this creates a vicious circle that prevents such organisations from growing possibly leading to them folding despite their importance to exist.

Unfortunately most PhD students appreciate a postgraduate society but don't carry on running it.

Other comments of interest included the following:

No catering late in the day.

After one semester I would not recommend this University to anyone.

Few people understand the nature of a research degree.

No library support exists.

There should be more email communication about postgraduate committees.

The computing is medieval.

No Freshers' fairs or welcome events exist for postgraduates.

I get the impression we are the lowest of the low.

12.12.3 Suggestions for the survey

Some comments did come back about the nature of the survey and other suggested points for inclusion and improvement. These points are summarised below:

- Some part time and distance learning students expressed that the questions were not so relevant to them and their interests. Other questions more appropriate to their interests would have been appreciated. The questionnaire did originally focus on the experience of full time postgraduates more than part time postgraduates so it has since been identified.
- Mature students also expressed the point that the issues raised were not of direct relevance to them. In their situations particularly, they were more de-facto separate from undergraduates and may have different priorities having families etc. to be part of.

12.12.4 Counter active arguments

Finally it should be noted that some comments were forwarded that were counter active to the issues raised. Such comments were in a minority, however, but are noted here for the purposes of fairness. The main points raised are summarised below:

Work as a priority first came up with opinions expressed that postgraduates are otherwise working in such a way that other extra curricular activities should not be for them. Comments included are summarised:

The problem is probably because postgraduates have more work.

Work prevents integration.

Postgraduates can join clubs and societies but time limits this.

Integration with undergraduates and their activities was not thought to be a problem for some. This was mentioned by some, however, who had already been within their own institution as an undergraduate and knew the environment well. Others may have been more pro-active.

I have no problems since I was an undergraduate and can mix with undergraduates.

I make use of my union, I find no barrier.

I do enjoy my undergraduate society but prefer to mix with people my own age, which is harder.

*I find it as easy to meet both undergraduates and postgraduates.
I can integrate into societies OK.*

Social life outside the university was expressed by some as the default way of living.

Postgraduate facilities were expressed by some to encourage postgraduates to integrate but they were not used to their full potential.

Academic development was considered by some as paramount importance, social life had little relevance.

One or two others expressed postgraduate life to be generally boring/tiring and that it could not be overcome.

12.12.5 Conclusions

In summary, the questionnaire has caused a number of postgraduates to take on active interest in their experience or lack of experience in an institution. A number of strong opinions have been shown by the survey, that are not otherwise spoken voiced loudly. The main findings were that while the questionnaire was indicating that segregation from undergraduates might be an issue, the opposite view was expressed strongly by postgraduates. Exclusive facilities for postgraduates were praised, as well as the need for central facilities. There were no strong negative indications towards this position as such. Concerns were raised from part time and mature students that the questionnaire did not provide an adequate opportunity for their concerns to be raised.

13 Institutional Survey on Postgraduate Facilities

The second main part of the research was to undertake a survey whereby institutions were asked a variety of questions to compare the different ethos adopted, which vary across the UK. A total of 16 institutions responded, of which the following 10 were large institutions:

Bournemouth University
University of Wales, Bangor
University of Cardiff
University of Durham
Keele University
Kings College London
University of Leeds
University of Surrey
University of Teeside
University of Warwick

and the following were smaller:

University College Chichester
Edinburgh College of Arts
Falmouth College of Arts
St Martins College, Lancaster
Surrey Institute of Art and Design
University College Worcester

This section will go through the individual questions that were asked (presented in appendix 7) to try and find general comparisons between the answers. Following this, appropriate conclusions drawn from the information are presented. The first set of questions concerned information about the institution and the second set of questions sought opinion

13.1 Information about the institution

Question 1 — Please give a brief description of any social and/or central facilities you provide specifically for postgraduates [e.g. a graduate school/college, postgraduate social/study centre, staff and postgraduate social club].

Those with any physical student facilities included Cardiff and Leeds which both have a Graduate Centre. Some colleges at the University of Durham are postgraduate. Keele Postgraduate Association has a social bar for postgraduates only. Worcester Graduate School has an open common area, while Edinburgh College of Art and Bangor have a postgraduate common room.

Question 2 - Please give a brief description also of any specific learning and teaching or study facilities that you provide specifically for postgraduates [e.g. computing facilities, study rooms, skills and personal development courses in the interest of postgraduates]

Study rooms or study areas were present at Cardiff, Leeds and Surrey Institute. Some institutions contained exclusive computing facilities for postgraduates, including Leeds, Durham and Falmouth. Postgraduate based development courses also exist at Kings College and Bangor.

Question 3 - Does the town, city or local area around your institution provide any social facilities for students such that it is not as necessary for the institution itself to provide facilities for postgraduates and other students? Do postgraduates tend to use external facilities more than undergraduates?

Institutions in large cities, including Leeds, Kings College and Edinburgh College of Art, have a wealth of outside facilities open to students. Others including Falmouth and Bangor are holiday towns that have attractions available to postgraduates, especially in the summer.

Question 4 - Are there any specific facilities your institution provides during the vacation time in the interests of postgraduates working all year round? [e.g. students union, catering facilities, library and computing facilities etc.]

In the majority of cases, facilities do generally run down with some restrictions on library opening and other important facilities. In some cases the student representative body/union extends its opening during the vacation although opening hours are reduced. Graduate centres and graduate social facilities, however, continue to run during the vacation and so operate consistently throughout the year.

Question 5 - Are departments/schools within your institution often left to provide social and study facilities for postgraduates in any way? Do facilities tend to be provided for students at this level rather than centrally?

The departmental facilities in most cases appeared to provide partial support to postgraduates, where as others were provided centrally. In some cases though there was a high level of support and in others a low level of support, due to different levels of funding and need for specialist provision. In some cases though, there was no set minimum as to what departments should provide, so the use of central facilities by students in different departments would be different. In all cases though, students evidently used central facilities.

13.2 Questions seeking opinion

Question 1 - Do you sense whether or not it has been identified in your institution that there are insufficient facilities for postgraduates or whether the facilities

currently provided are sufficient and have proved successful? Please consider this with respect to postgraduate's needs including vacation facilities, identity of postgraduate community, differing accommodation needs and the like. Has any work been undertaken to address and possibly rectify these issues?

Larger institutions with a significant postgraduate cohort have expressed the lack of emphasis and support towards postgraduates, who do not appear to make any use of the facilities in general since they may not be targeted at them as postgraduates. Lack of funding in some cases has prevented the opportunity to expand facilities and support for postgraduates. Some responses did indicate that exclusive facilities had been set up and they proved highly beneficial in meeting the interests of postgraduates. Such facilities provide a base where postgraduates have an identity, sense of community and access to specific support that they require. As well as social and welfare support, academic support was raised in that the development and skills requirements of postgraduates were significantly different. More of this will be addressed in question 6.

Contrary to the above, smaller institutions did not identify with the issue of requiring further facilities for postgraduates where the community of students were closely knit by default. As a result of this, there was not found to be any evidence where postgraduates were disadvantaged compared to undergraduates.

Question 2 - Do you have accommodation specifically for postgraduates provided by your institution that works successfully or is there more emphasis on mixed accommodation? Please give reasons if known.

In cases where such accommodation was provided it was certainly praised and necessary; no opposition to this was indicated.

Question 3 - Are there specific postgraduate induction programmes in place throughout the year not just organised by the department/school? Whichever system is used, do postgraduates gain a formal introduction to the institution comparable to that of undergraduates when they would not normally arrive during the introduction week?

In the majority of cases, particularly for large institutions, inductions were carried out mainly at local level within schools or departments. Compared to undergraduate inductions, however, the system is often more ad-hoc. It was felt generally that these provisions were not sufficient to provide the most appropriate welcome to new postgraduates, thus creating bad impressions. Those with exclusive facilities were able to provide more appropriate central induction programmes, since they had the resources with which to do so. Such programmes have proved successful.

Again, smaller institutions did not see this as much of an issue, since orientation for any student in this case is far less complex. Therefore an appropriate welcome can be provided for students as necessary.

Question 4 - Do postgraduates in your institution appear to be as integrated as undergraduates within their Students Union, sports clubs, societies and other student culture activities? Would you say postgraduates need to be encouraged more to take part? Please give details of specific differences identified with.

Many responses expressed a great difficulty in attracting the interest of postgraduates into students' unions or student representative bodies. Postgraduates appeared to be deterred from getting involved in any of the activities including postgraduate representation.

Registration as a part time student was raised in many cases as another barrier. In such cases there was little reason for them to get involved in such student activity, as they had commitments outside the institution.

Work pressure was raised as another factor which postgraduates were perceived to be too occupied with. It was also raised that running a society for postgraduates because of this was difficult to maintain with little support otherwise. Another issue around this was communication, which is harder to maintain compared to undergraduates.

Some societies were postgraduate based (not actual postgraduate societies, for example an MBA society) that would hold functions and discussions where appropriate to such peer groups. Undergraduates would be welcome to such places although would not generally be interested in such societies.

Smaller institutions, which likewise have smaller student organisations, were found to not have such serious difficulties due to the smaller communities. The only cases where postgraduates would be seen to be excluded in these circumstances, were where there was a greater number in part time study.

Question 5 - Do many postgraduates often have their friendships and contacts limited to their department/school? Is there opportunity for them to meet other postgraduates within the wider community?

In larger institutions this was identified as extremely difficult when there was no central point to interact and meet. Where there were facilities, they did help create community. A number of events and functions also helped to integrate postgraduates. Examples included social events, training classes, forums, research exhibitions, graduate clubs and societies.

In smaller institutions this was not so much of a problem as all students integrate by default.

Question 6 - Has your institution identified an increasing need for postgraduates enhance their personal development profile while studying/researching? Is there a need for more training in research and other learning developments a postgraduate would benefit from?

It was commented here that many students, in a wide range of disciplines, had different interests in the skills development they required. The emphasis, however, is ever growing for skills and personal development for postgraduates including generic skills, training relevant to a particular discipline such as statistical analysis, English speaking and writing, information technology and research methodology.

Gaining interest from the student to take part in such programmes, compared to undergraduates, was in some cases difficult. Part time students were not as interested in this since they were otherwise in part time work and possibly gain such development outside of the institution.

Question 7 - If your institution does provide sufficient facilities for postgraduates, do you identify with any segregation that might be existent between postgraduates and undergraduates? Do you see a need to encourage more opportunity for postgraduates to integrate with undergraduates at their leisure?

The issue of segregation was found to be different depending on the size of institution and the mode of study the students were undertaking. Part time students were noted as largely separate from undergraduates, simply because of the limited time they are within the institution's environment.

In all instances, open access is normally available, in most cases with all facilities open to postgraduates that are open to undergraduates, although their uptake is not always the same. Separate facilities may cause postgraduates to move towards their own area and be more hidden from undergraduates, although evidence has shown that there are cases where this may be necessary and not an issue. Such cases include the cases of postgraduates teaching undergraduates, age differences and different interests that otherwise do not make integration viable. Therefore support and facilities for postgraduates in these circumstances are beneficial. Some societies and clubs are postgraduate based so as to meet the interests of the postgraduates in this way.

Small institutions do not have any clear evidence that postgraduates and undergraduates are grouped separately. Therefore providing any separate facility would only involve grouping a small number of people.

Question 8 - If you do not provide specific facilities for postgraduates on a large scale, do you identify whether your institution would be reluctant to remove postgraduates from the same umbrella as undergraduates in many instances? Do postgraduates appear comfortable in this state at present? Please give reasons

Those seeking better support for their postgraduates in this case emphasised consistently the point of postgraduates being left out. Such facilities for community and identity were desirable. The lack of facilities would otherwise continue to see postgraduates disadvantaged. There was little reason to see why separate facilities would promote any bad practise. Again smaller institutions did not see a need for this to be exercised; for a smaller group of students, they were all happy under the same umbrella.

Question 9 - In your present situation at your institution, do you feel that postgraduates are left out from being active or are they generally happy to find they can have the opportunity to mix with postgraduates and undergraduates as they see fit? On the other hand, are postgraduates too isolated and segregated from undergraduates more than they would like to be? Please rate this on a scale of 1-10 (1 too segregated, 5 = fair balance to integrate with all students, 10 = postgraduates excluded too much since facilities too biased to undergraduates?)

In many cases, the question was slightly misinterpreted since the aim was to see if people felt 1 meant that they felt postgraduates were too segregated because of the separate facilities, or that postgraduates were excluded/disadvantaged due to lack of facilities moving to 10. The majority of answers ended up at being 5, due to the confusion in understanding the question, so it cannot really be used as a measure of how postgraduate support rates.

Question 10 - Please feel free to comment on any further cases you feel the above questions have not covered.

An interesting comment added here, was that government possibly ought to be brought into the issue to stress the importance and value of postgraduate education. This would then lead to identifying the professional standards of postgraduates, for which appropriate standards would be expected, contrasting to undergraduates. Such support is vital to widening access and participation for those requiring it.

13.3 Conclusions

From the analysis above, it can be seen there is a considerable difference between postgraduate support in larger and smaller institutions. For larger institutions there is a high demand for greater support to postgraduates who appear inherently segregated in many circumstances, but which in some cases may be necessary. Therefore efforts have been made to provide support to postgraduates in the environment they are comfortable in, which has shown merits in providing induction, social integration and sense of community. It is also noted in a number of cases that the exclusion and circumstances for part time students is another issue. In the case of smaller institutions, there does not appear to be such a problem with segregation, due to the more closely knit community inherent in such environments.

14 The Next Stages, Policy and Guidelines

The main purpose of carrying out this research is for the NPC to consider the issues raised and form appropriate guidelines to assist those considering the introduction of postgraduate facilities. The guidelines will consider the interests postgraduates have and how segregation may be, or may not, be a problem. Such guidelines, when formulated, may include the following sections:

- A guide note on how size of institution affects postgraduate segregation, as evidently there has been indication from the institutional surveys that there is a considerably different environment in smaller institutions compared to larger institutions.
- Outline of the distinctive postgraduate needs and why they give reason for appropriate support mechanisms to be in place.
- Valid reasons as to why postgraduates would want to have the opportunity to be in a closed off environment when necessary. Research has shown reasons for this which can be included.
- Cases that show where segregation is inherent and necessary.
- Indications as to how postgraduate provisions are well facilitated though separate from undergraduates.
- Examples of good practise of providing a central facility including the following areas:
 - Accommodation
 - Social facility
 - Study support
 - Representation and pastoral support
 - Inductions
 - Generic Skills Training
 - Vacation facilities
- Graduate sabbaticals, indicating the reasons and the benefits of having such a person.
- Induction and orientation programmes for postgraduates that are necessary.
- Part time students and how such facilities may be required to accommodate them.

Such guidelines, when approved by the NPC, will be released in due course as a publication.

15 Conclusion

The increase in postgraduate numbers has been summarised in the order of as many as 6000 per institution in some cases, with around 2000-3000 in general. Therefore, as a result of this, there has been a rising awareness and interest in supporting postgraduates, as they are currently disadvantaged in many instances. Some measures have already been taken to overcome this by the provision of exclusive postgraduate facilities that may cause, or add, to segregation from undergraduates. Contrary to this, however, many postgraduate needs and interests were also noted that are difficult to meet under the same umbrella as undergraduates. It was therefore established that while such exclusive support may cause some degree of segregation it should be investigated from the postgraduate perspective to what degree segregation should arise and how much of a problem it is.

Results from a postgraduate opinion survey with nearly 1000 responses asked postgraduates to express their feelings and comment on how they integrate with undergraduates. A vast majority indicated a lack of support for their social, academic and welfare needs, while also indicating that segregation from undergraduates was not an issue, with justified reasons. A small number of responses indicated, however, that integration with undergraduates and use of facilities was satisfactory for them.

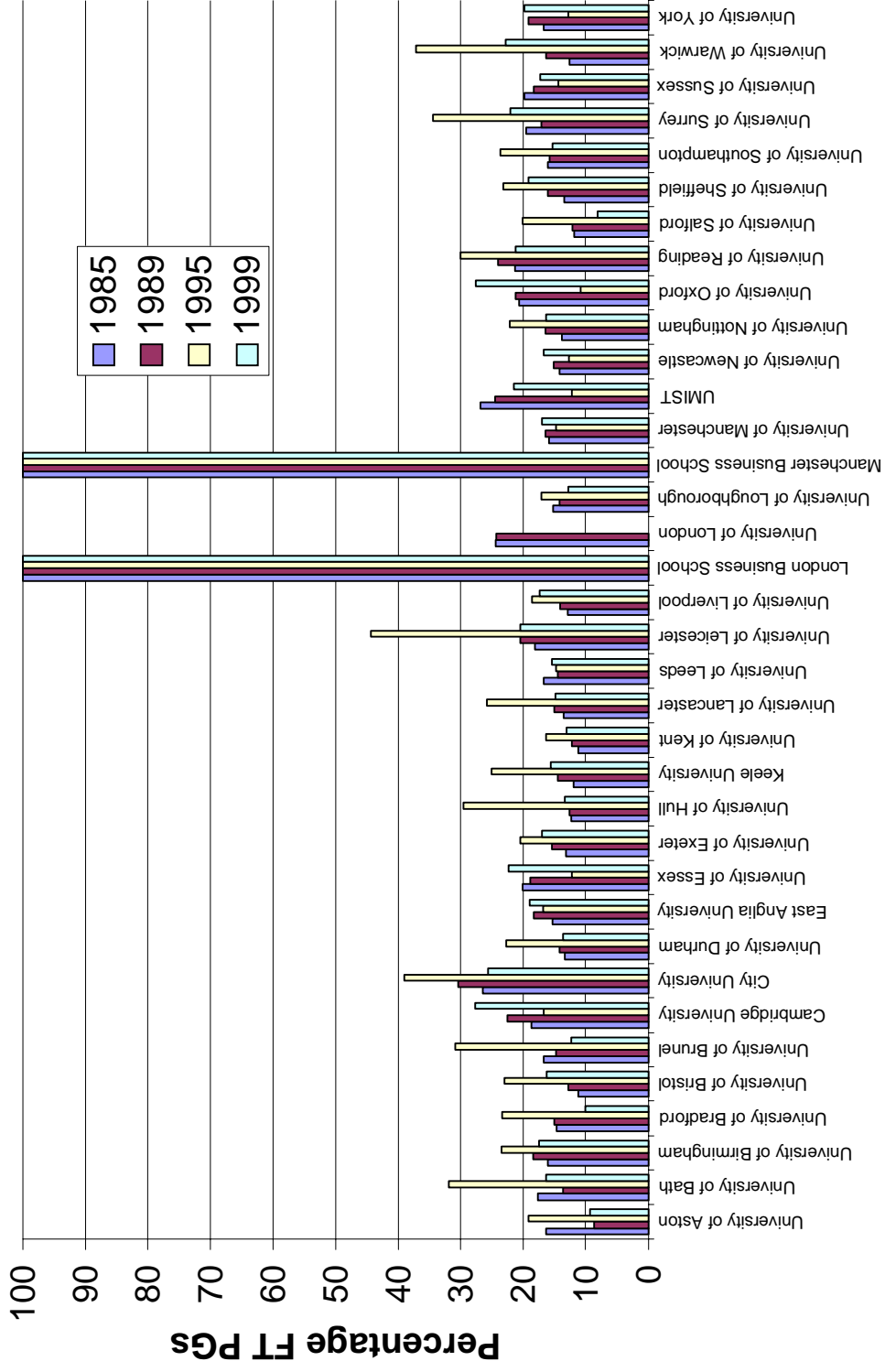
An institutional survey was also carried out that highlighted the need for facilities to support postgraduates in larger institutions. Such facilities help in supporting induction programmes, skills and personal development, social integration with postgraduates, academic and welfare support amongst peers. Smaller institutions were highlighted, as not having such an issue regarding segregation and need for support, since there is a closely knit community for all students.

The information gathered will be used by the NPC to assist in making recommendations of best practise that can be published as part of the NPC's *Guidelines Series*. These guidelines could then be used by institutions when considering the provision of facilities for their postgraduates.

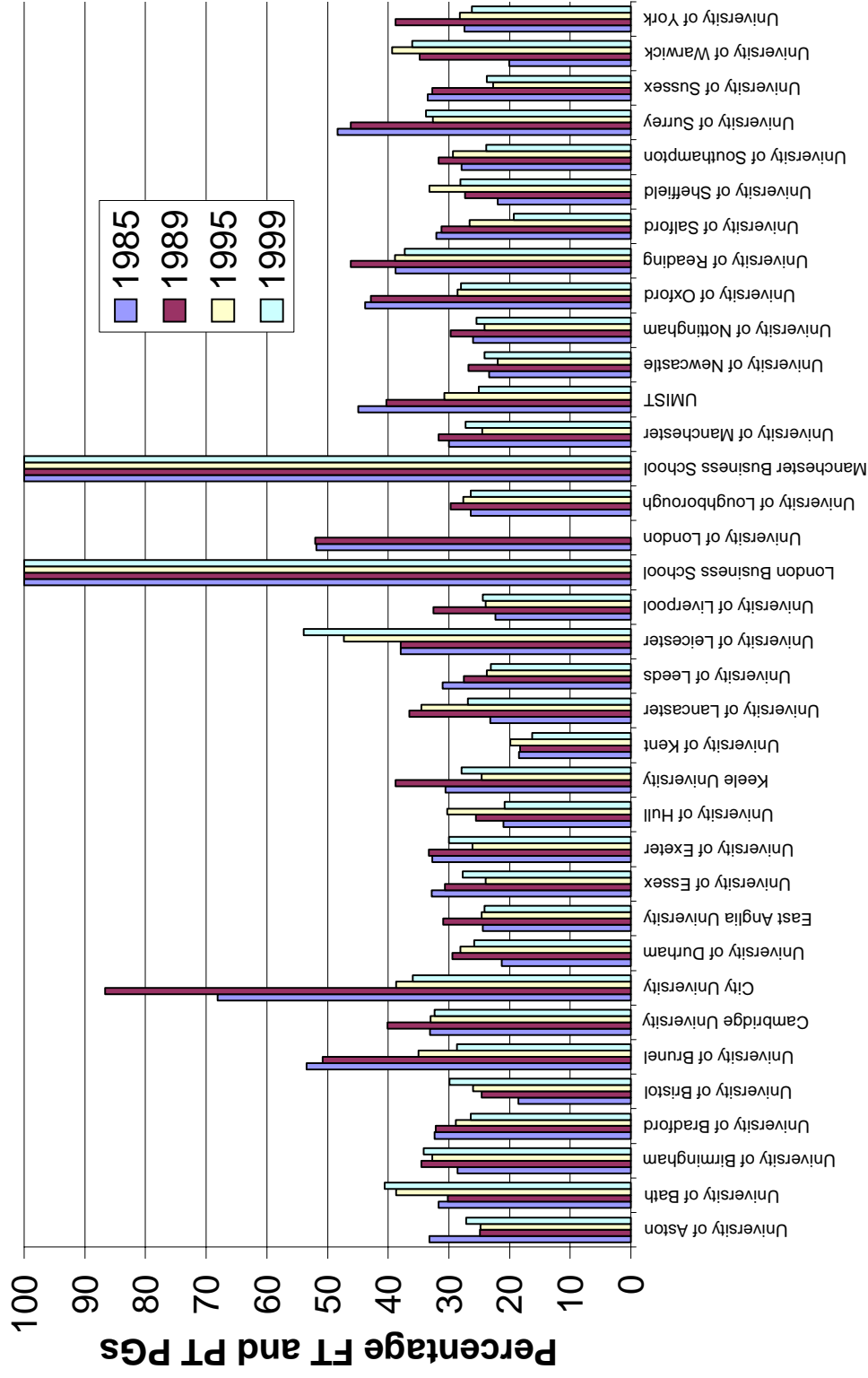
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2. Students, Table 14, *Universities Statistical Records (USR)*, 1989-1990, published February 1991, pp50-51.
3. Institution Levels, Students, 1995-1996, 1999-2000, *Higher Education Statistics Agency (HESA)*, available online at <http://www.hesa.ac.uk>.

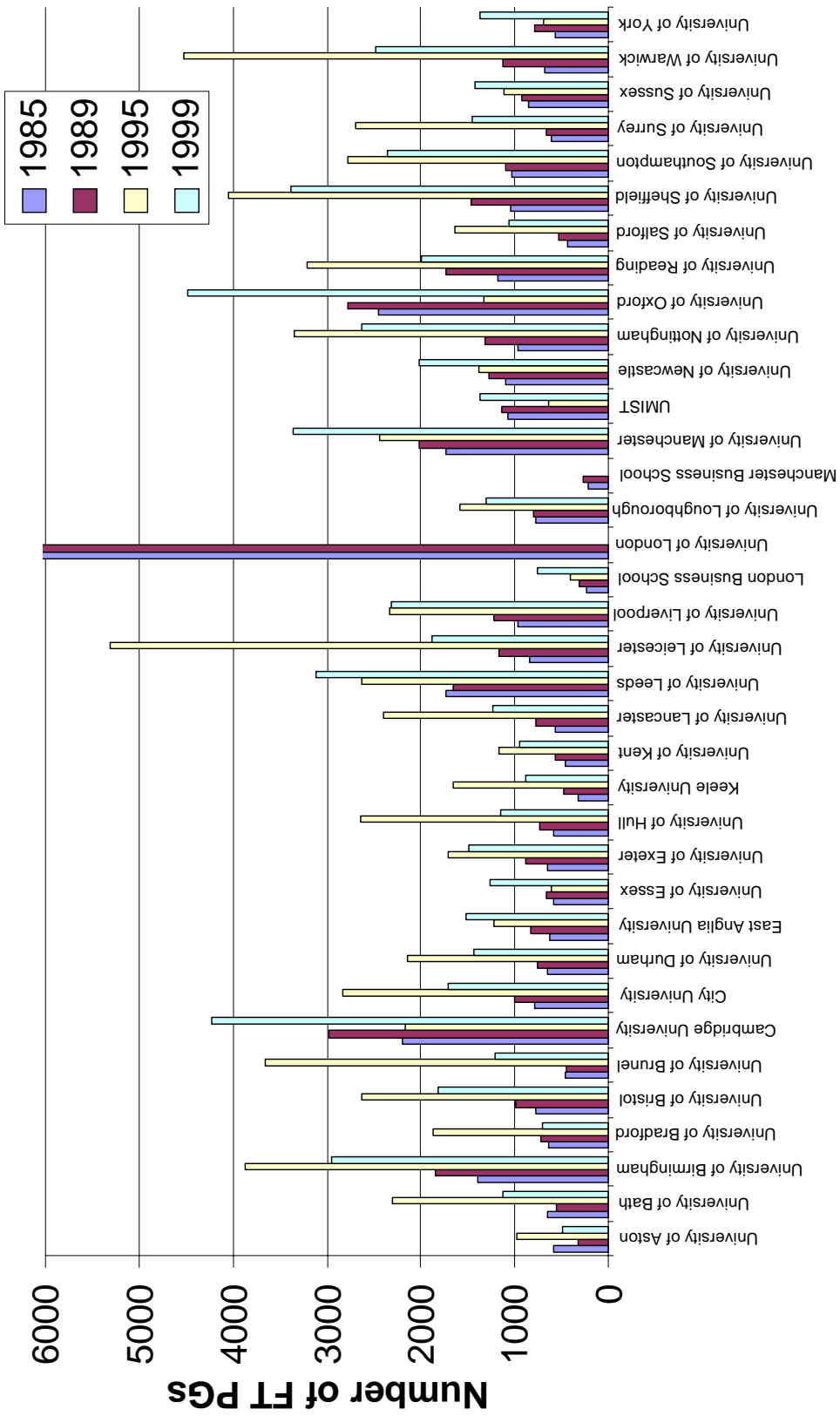
Appendix 1 Changes in Postgraduate Percentages (FT Only)



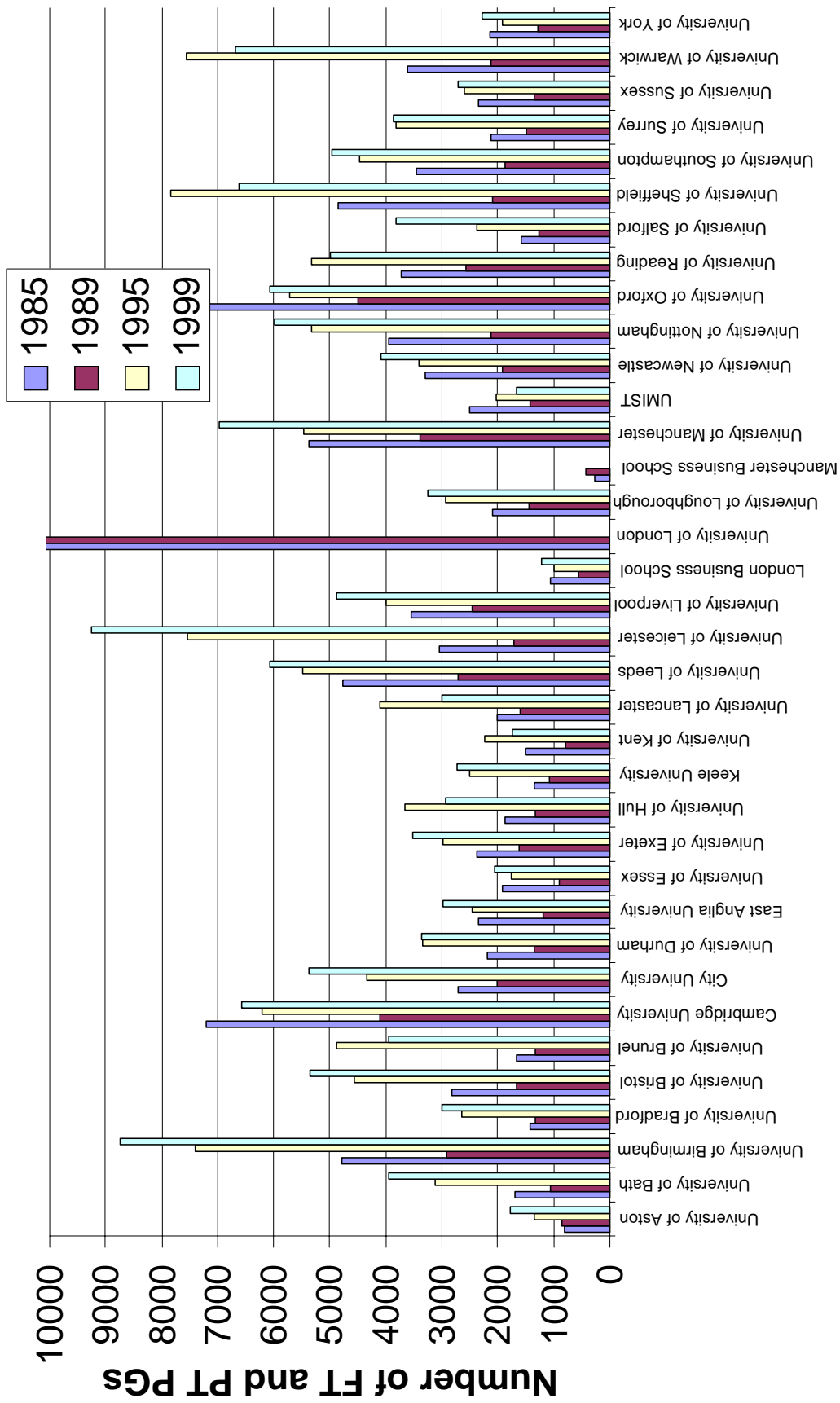
Appendix 2 Changes in Postgraduate Percentages (FT and PT)



Appendix 3 Changes in Postgraduate Numbers (FT Only)



Appendix 4 Changes in Postgraduate Numbers (FT and PT)



Appendix 5 Statistical Results from the Online Questionnaire

These results summarise the results from the respondents to the NPC online questionnaire seeking student opinion on the need to enhance postgraduate facilities and segregation issues. In some cases people did not answer a particular question so N/A has been stated to denote where this is the case. These percentages are negligible generally. Results show similar results to that of the preliminary information since the increase has not been particularly high. Further to this there has not been an increase in the number of taught postgraduates feeding back as would be desired.

Are you a taught or a research postgraduate?

21.24% Taught
77.55% Research
1.21% N/A

Which of the following best describes your institution?

41.87% Smaller
5.7% Large with < 30% PGs
49.64% Large with > 30%PGs
2.79% N/A

Are you a full time or a part time student?

88.96% Full Time
9.95% Part Time
1.09% N/A

Does your institution have any facilities for postgraduates?

31.55% with Graduate School
20.02% with Postgraduate Centres
27.91% with PG Facilities
18.93% with Little or no facilities
1.58% N/A

Do you think there needs to be a significant increase in postgraduate facilities on top of what you already have?

58.74% Yes
38.96% No
2.31% N/A

Do you find it easier/harder to socialise and integrate with other postgraduates compared to undergraduates or is there no difference?

17.11% find it easier
54.13% find it harder
27.06% find it no different

1.7% N/A

Would you prefer to live with postgraduates only or in mixed accommodation if you had the choice?

53.52% Yes

15.05% No

28.28% No Preference

3.16% N/A

Do you find your institution has insufficient study facilities all year round for PGs (eg. computing, library, common rooms)?

48.67% Yes

49.76% No

1.58% N/A

Do you feel there is a lack of facilities during the vacation because they are more geared to undergraduates?

46.72% Yes

50.85% No

2.43% N/A

Do you feel there is a segregation between postgraduates and undergraduates at your institution?

66.75% Yes

30.58% No

2.67% N/A

Would you encourage your institution to find ways of overcoming any segregation of postgraduates?

60.56% Yes

34.22% No

5.22% N/A

In your view, do you think postgraduates can integrate with undergraduates (eg. in students union, clubs, societies) if encouraged to do so?

84.1% Yes

12.99% No

2.91% N/A

Do you feel as a postgraduate there are less opportunities in terms of social life, personal development and experience compared to being an undergraduate?

17.23% Far Less

42.96% Less

29.49% No Difference

9.10% More
1.21% Many More
0% N/A

Do you feel there is insufficient support at your institution in terms of skills you need to assist you in your taught or research programme?

39.68% Yes
57.89% No
2.43% N/A

Appendix 6 Statistical Analysis from the Online Survey Results

Although the statistics presented in the results may have given a rough idea of postgraduate opinions on a national level they do look at postgraduates very broadly. The data presented below is therefore presenting an analysis of the results to see whether there are any differences of opinion specifically from taught postgraduates, part time postgraduates and the like. Also it seeks to find any differences in results from institutions with a larger number of postgraduates and those with significant postgraduate facilities. Since students had to specify whether they were taught/research, PT/FT and what kind of institution they were from, data was filtered from the results where appropriate for comparison. In cases where there were significant differences above 10% then they are reported here.

Comparison of results from taught and research postgraduates

There was little difference in opinion between taught and research postgraduates on most aspects although three distinctive differences did appear. The first was with regard to accommodation and as can be seen in table 1. There is a higher demand by 10% for postgraduate only accommodation from taught postgraduates. Given that accommodation is often used as a study place as well as a living place for these students, it is expected that they may well want to be around their peer group more.

Taught	Research
69.60% For	51.26% For
14.40% Against	15.15% Against
12.80% Not bothered	30.87% Not bothered
3.20% Abstained	2.72% Abstained

Table 1 showing the opinion as to whether students are in favour of postgraduate only accommodation with regard to taught and research students

It is evident, however that there is still a strong majority in favour of postgraduate only accommodation, which gives reason to widely expand this option to postgraduates.

It appears that taught postgraduates have a stronger feeling towards the lack of vacation facilities that many institutions do appear to have as shown in table 2. This would also be expected since research students often work within an office or lab environment that has the same atmosphere all year round. Taught postgraduates use the central facilities more so than research students; therefore they will be more directly affected by the lack of facilities during the vacation.

Taught	Research
57.60% Yes	41.94% Yes
40.00% No	56.12% No
2.40% Abstain	1.94% Abstain

Table 2 showing the opinion as to what taught and research students think in terms of whether there are a lack of vacation facilities.

Finally table 3 shows that research students appear to have a stronger feeling that there is segregation between postgraduates and undergraduates. This would probably be down to the fact that taught students are in a position where they can meet and integrate with undergraduates more easily in lectures and other central meeting places where as research postgraduates are more isolated.

Taught	Research
56.80% Yes	68.93% Yes
38.40% No	29.32% No
4.80% Abstain	1.75% Abstain

Table 3 Response from taught and research postgraduates to find whether they thought there is segregation between postgraduates and undergraduates

Responses from students at institutions with specific postgraduate facilities

There is little to comment about these institutions. The percentage figures obtained when the results are separated compare well. More responses from institutions with postgraduate facilities are still needed though to gain a better overall opinion, only 125 had responded.

Responses from students at institutions with little or no postgraduate facilities

With more responses coming from students here, it was possible to identify with some differences compared to the overall response. Demand for increase in facilities was favoured more as shown in table 4, which increases to a vast majority.

All Students	Students with low PG facilities
56.56% Yes	76.72% Yes
41.56% No	22.41% No
1.88% Abstain	0.86% Abstain

Table 4 Comparison of demand for increase in facilities between all students and those without significant postgraduate facilities

Response from Part Time Students

Few part time students have responded, less than 100. Therefore there is little evidence to comment on in this area.

Responses from Different Sized Institutions

Little difference in statistics were noticed from students responding from different sized institutions so a relation between size of postgraduate numbers and opinion is hard to identify.

Appendix 7 Institutional Survey Questions

Personal details and background information of your institution:

Name:	
Institution:	
Position within institution:	
Email:	

Please give a rough indication of student numbers in your institution for:

Full time Taught	
Full time Research	
Part time Taught	
Part time Research	
Total number of students (undergraduate and postgraduate)	

Is your institution mainly based on a single campus, non-campus based or split into more than one campus? If your institution is split onto more than one campus please indicate whether there are intentionally more postgraduates on one site.

Facilities provided within your institution:

1. Please give a brief description of any social and/or central facilities you provide specifically for postgraduates [e.g. a graduate school/college, postgraduate social/study centre, staff and postgraduate social club]*

2. Please give a brief description also of any specific learning and teaching or study facilities that you provide specifically for postgraduates [e.g. computing facilities, study rooms, skills and personal development courses in the interest of postgraduates].*

3. Does the town, city or local area around your institution provide any social facilities for students such that it is not as necessary for the institution itself to provide facilities for postgraduates and other students? Do postgraduates tend to use external facilities more than undergraduates?

4. Are there any specific facilities your institution provides during the vacation time in the interests of postgraduates working all year round? [e.g. students union, catering facilities, library and computing facilities etc.]

5. Are departments/schools within your institution often left to provide social and study facilities for postgraduates in any way? Do facilities tend to be provided for students at this level rather than centrally?

**Please note that in these questions it would be helpful to provide web references and/or any literature that you have available.*

Questions requiring comment:

Please say whether or not you are in a position to comment on any particular questions. If you can seek answers from appropriate people in these cases then it would be much appreciated.

1. Do you sense whether or not it has been identified in your institution that there are insufficient facilities for postgraduates or whether the facilities currently provided are sufficient and have proved successful? Please consider this with respect to postgraduate's needs including vacation facilities, identity of postgraduate community, differing accommodation needs and the like. Has any work been undertaken to address and possibly rectify these issues?
2. Do you have accommodation specifically for postgraduates provided by your institution that works successfully or is there more emphasis on mixed accommodation? Please give reasons if known.
3. Are there specific postgraduate induction programmes in place throughout the year not just organised by the department/school? Whichever system is used, do postgraduates gain a formal introduction to the institution comparable to that of undergraduates when they would not normally arrive during the introduction week?
4. Do postgraduates in your institution appear to be as integrated as undergraduates within their Students Union, sports clubs, societies and other student culture activities? Would you say postgraduates need to be encouraged more to take part? Please give details of specific differences identified with.
5. Do many postgraduates often have their friendships and contacts limited to their department/school? Is there opportunity for them to meet other postgraduates within the wider community?
6. Has your institution identified an increasing need for postgraduates enhance their personal development profile while studying/researching? Is there a need for more training in research and other learning developments a postgraduate would benefit from?
7. If your institution does provide sufficient facilities for postgraduates, do you identify with any segregation that might be existent between postgraduates and undergraduates? Do you see a need to encourage more opportunity for postgraduates to integrate with undergraduates at their leisure?
8. If you do not provide specific facilities for postgraduates on a large scale, do you identify whether your institution would be reluctant to remove postgraduates from the same umbrella as undergraduates in many instances? Do postgraduates appear comfortable in this state at present? Please give reasons

9. In your present situation at your institution, do you feel that postgraduates are left out from being active or are they generally happy to find they can have the opportunity to mix with postgraduates and undergraduates as they see fit? On the other hand, are postgraduates too isolated and segregated from undergraduates more than they would like to be? Please rate this on a scale of 1-10 (1 too segregated, 5 = fair balance to integrate with all students, 10 = postgraduates excluded too much since facilities too biased to undergraduates?)

10. Please feel free to comment on any further cases you feel the above questions have not covered.

Appendix 8 Survey of Postgraduate Specific Facilities in the UK

University of Bath, Graduate School and College info: http://www.bath.ac.uk/prospectus/postgrad/2002/info/gra-office.htm	Mainly existant for administration purposes but seeks to be present also as an advice and support centre.
Brunel Graduate School: http://ariadne.brunel.ac.uk/graduateschool/	A Graduate School offering social facilities and support to postgraduates
Cambridge University Graduate Union: http://www.gradunion.cam.ac.uk/	A fully operating Students Union working independently for postgraduates.
Cardiff University Graduate Centre: http://www.cf.ac.uk/graduate/centre/	Graduate centre within student union building only accessible to postgraduates. Provides social and study facilities.
Cranfield Students Association: http://www.cranfield.ac.uk/socs/csa/	One site (Cranfield) largely postgraduate based.
Durham Graduate Society: http://www.dur.ac.uk/GradSoc/	Durham Graduate Society operates as a postgraduate based college and now a larger college in the University.
University of Essex, Graduate School: http://www2.essex.ac.uk/gradschool/	Has a standard common room for postgraduates and all the other administration facilities.
Exeter Graduate School: http://www.ex.ac.uk/gradschool/	Has had a postgraduate centre since 1990. Social facilities, learning developments and welfare support are provided.
University of East Anglia, Graduate Students' Club: http://www.uea.ac.uk/menu/grad_students/	Operates as a social club and also facilitates a graduate society
Glasgow Postgraduate Club: http://www.gla.ac.uk/Clubs/Research/index.html	Operates as a social club with postgraduates as members.
Hull University Graduate School: http://www.hull.ac.uk/home/prospectus/postgrad/GraduateSchool.html	Provides support facilities specifically for Postgraduates
Keele University, Keele Postgraduate Association: http://www.keele.ac.uk/socs/kpa/	Running as a postgraduate club on the campus in their own building with social facilities.
Kingston University Graduate Centre and Graduate School: http://www.kingston.ac.uk/postgraduate/grad_school/index.htm http://www.kingston.ac.uk/postgraduate/grad_school/grad_centre.htm	Has a Graduate School for postgraduate administration and support. Also has a Graduate Centre for social facilities and other resources on one campus and it does intend to expand the facility to other campus sites.
University of Leicester, Graduate School: http://www.le.ac.uk/gradschool/	Mainly runs as a support framework for postgraduates
University of Leeds Graduate Centre: http://www.leeds.ac.uk/pgrc	Provides computing, seminar facilities, social centre, office for advice and support. Also facilitates a Postgraduate Representative Council (PGRC) run by postgraduates.
University of Lancaster Graduate College and Graduate School: http://www.lancs.ac.uk/users/graduate/graduate.htm	A Graduate School exists for administration purposes and a Graduate College with accommodation, central facilities and support for postgraduates.
University of Manchester Graduate Schools: http://www.man.ac.uk/study/pgrad/schools.html	Has separate Graduate Schools for managing PG study and welfare according to the students' individual disciplines.
University College Northampton, Graduate School: http://www.northampton.ac.uk/ncr/ncr_home.html	Designated for admin facilities.
Oxford University Students' Union http://www.ousu.org	A students' union with a postgraduate sabbatical.
University of Southampton Postgraduate Forum: http://www.soton.ac.uk/~pgforum/2115.html	Has postgraduate central facility room, used by their Postgraduate Forum.
Warwick University Graduate School: http://www.warwick.ac.uk/postgrad/	Operates separately from the rest of the University in the interests of postgraduates and provides facilities separately from undergraduates including social facilities, accommodation, learning and welfare support.
University of Wolverhampton, Graduate School: http://asp.wlv.ac.uk/Level3.asp?Level3=120&UserType=11	Operates as a support facility.
York Graduate Students Association: http://www.york.ac.uk/student/gsa/	Fully autonomous graduate union set up for postgraduates working level with the students' union.

Appendix 9 Examples of postgraduate based clubs/societies

Graduate based societies

Cambridge Graduate Law Society	<no website available>
Cambridge Graduate Reading Club	http://www.eng.cam.ac.uk/graduate/module/clubs.htm
Cambridge Graduate Christian Society	http://www.cam.ac.uk/societies/cgs/
Ustinov College Graduate Society, Durham	http://www.dur.ac.uk/GradSoc/
Societies within Ustinov	http://www.dur.ac.uk/GradSoc/clubsocieties.htm
Imperial College, London, Department of Earth Science and Engineering, Graduate Society	http://www.ese.ic.ac.uk/userfiles/PDF/g152_PhDGuide.doc
Manchester Burlington Society, runs a number of events within it that could be considered postgraduate clubs/societies	http://www.burlington.man.ac.uk/
Manchester Business School Student Life	http://www.mbs.ac.uk/studentlife/
Nottingham Graduate Christian Fellowship	http://www.students-union.nottingham.ac.uk/~gcf/
Nottingham MBA Society	http://www.nottingham.ac.uk/business/mba/geninfomba2.html
Oxford University Graduate Christian Union	http://users.ox.ac.uk/~trin0905/gcu
Reading Graduate Mountaineering Club	http://www.rdg.ac.uk/rugmc/
York Graduate LGB Society, based within York Graduate Students Association	http://www.york.ac.uk/student/gsa/

Graduate based clubs

Darwin College, Cambridge Boat Club	http://www.dar.cam.ac.uk/dcbc/
Durham Graduate Society Boat Club	http://www.dur.ac.uk/gradboat.club/
Jesus College, Oxford Boat Club	http://gcr.jesus.ox.ac.uk/rowing/links.html
Lancaster Graduate College Football	http://www.lancs.ac.uk/postgrad/lambertp/gradfc.htm
Warwick Staff and Graduate Cricket Club	http://www.warwick.ac.uk/society/cricket/
Wolfson College, Oxford Taiko Club	http://www.wolf.ox.ac.uk/clubs/taido/about.htm

Oxbridge college based graduate societies

Homerton College, Cambridge Graduate Society	http://www.homerton.cam.ac.uk/college_gradsoc.htm
Jesus College, Cambridge Graduate Society	http://gradsoc.jesus.cam.ac.uk/
Kings College, Cambridge Graduate Society	http://www.kings.cam.ac.uk/~grads/
Regents College, Oxford Graduate Society	http://www.rpc.ox.ac.uk/jcr/page5.html
Robinson College, Cambridge Graduate Society	http://www-stud.robinson.cam.ac.uk/mcr/
Trinity College, Cambridge, BA Society	http://www.trin.cam.ac.uk/basoc/