Advance HE

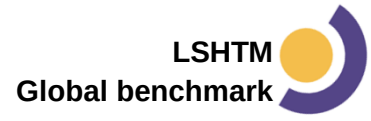
POSTGRADUATE RESEARCH EXPERIENCE SURVEY

London School of Hygiene & Tropical Medicine and the Global Benchmark

Overall

The research postgraduate experience at LSHTM

The overall satisfaction of research postgraduates with their studies was 80%, based on 168 responses. Areas of best practice (with most agreement relative to the benchmark), were awareness of how to raise concerns and specialist resource access. The opportunities to interact and feeling part of a community were areas for improvement.



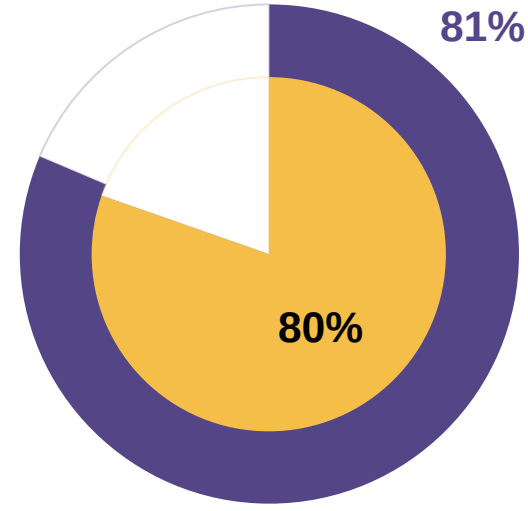


Figure 1: Overall satisfaction

Best practice

As Figure 2 shows, the proportion of PGRs who agreed that **they know who to approach if they had concerns** was 87% at LSHTM, which was 9 percentage points above the Global benchmark (78%).

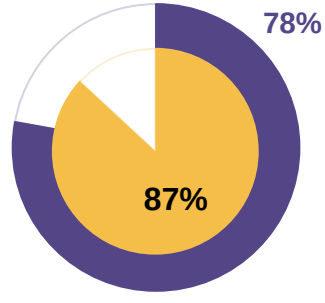


Figure 2: Awareness of how to raise concerns

Figure 3 shows that 86% of PGRs at LSHTM agreed that **they had access to the specialist resources needed for their research when on campus**. This was 8 percentage points above the Global benchmark (78%).

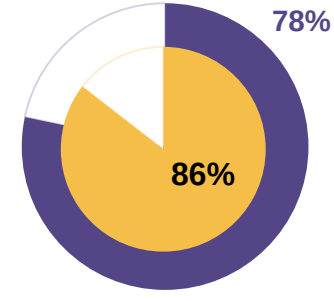


Figure 3: Specialist resource access

Areas for improvement

As Figure 4 shows, the proportion of PGRs who agreed that **there were sufficient opportunities to interact with other PGRs** was 38% at LSHTM, which was 22 percentage points below the Global benchmark (60%).

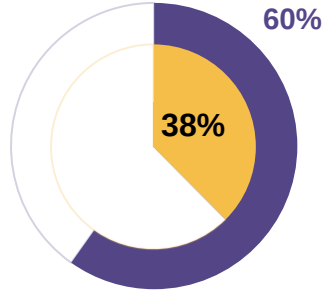


Figure 4: The opportunities to interact

Figure 5 shows that 44% of PGRs at LSHTM agreed that **they felt part of a community of postgraduate research students**. This was 14 percentage points below the Global benchmark (58%).

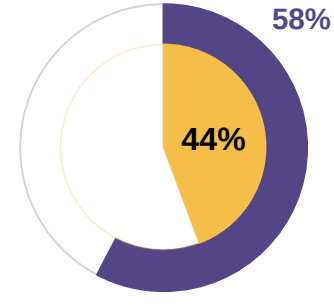
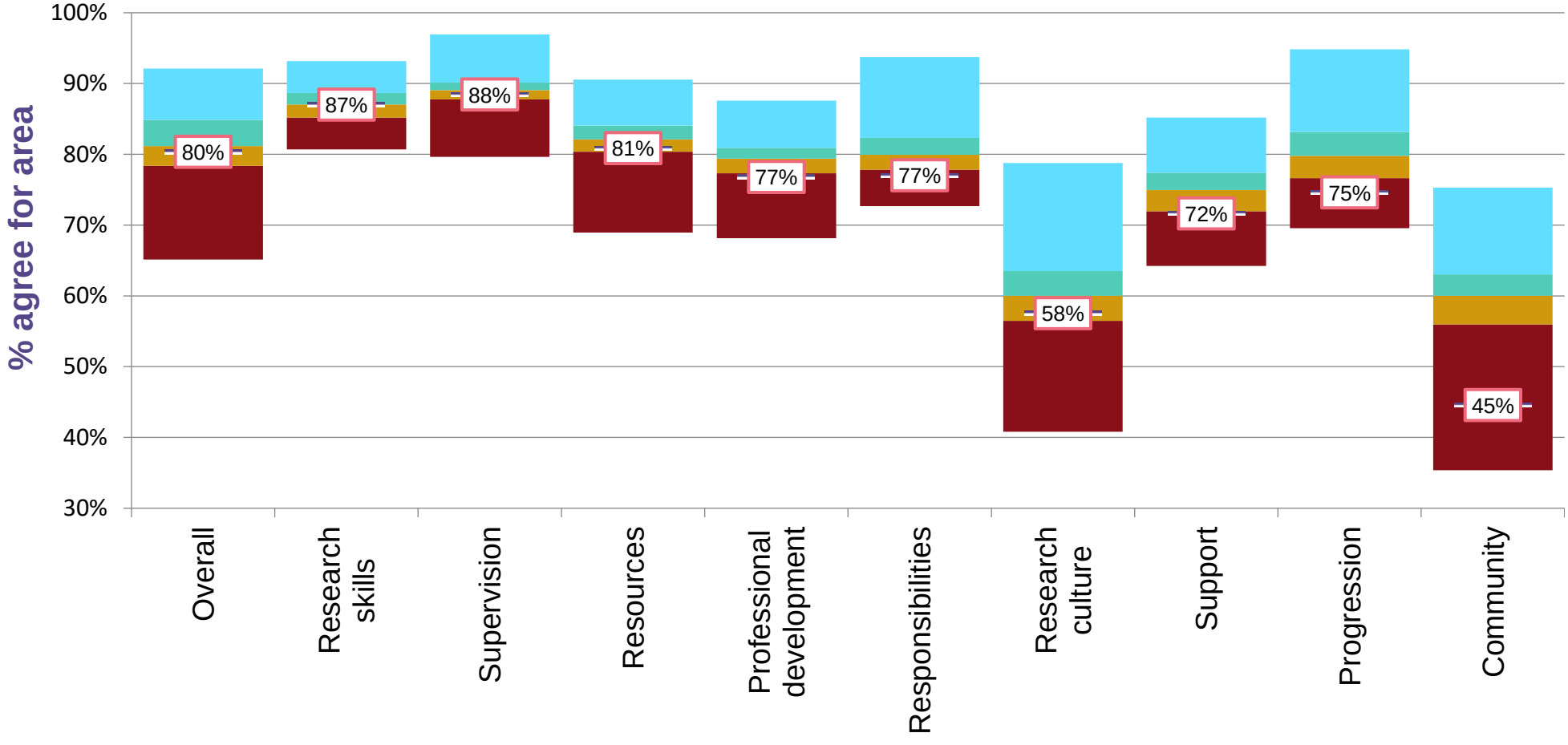


Figure 5: Feeling part of a community

LSHTM and the PGR experience benchmarked

The graph below shows the position of LSHTM in relation to institutions in the Global benchmark. With a score of 80%, overall satisfaction for LSHTM was in the third quarter. Across the different aspects measured by PRES, LSHTM was mostly in the lowest quarter.



Key:

50%

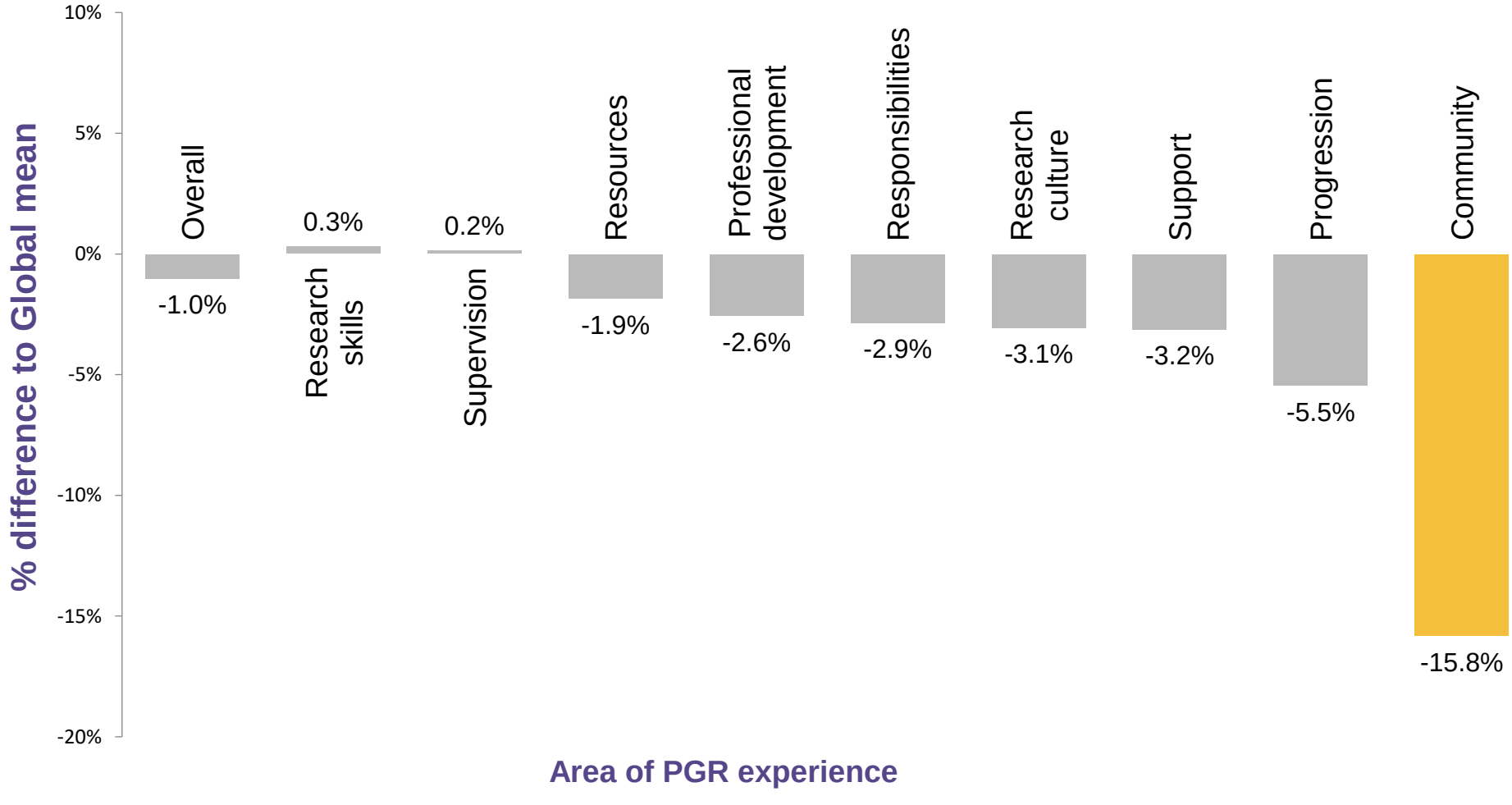
LSHTM

Highest quarter: In the top 25% of institutions for this area
Second quarter: Above average, but below the top 25%
Third quarter: Below average, but above the bottom 25%
Lowest quarter: In the bottom 25% of institutions for this area

(only institutions receiving 23 responses or over were included in the calculation of quarters)

LSHTM and the PGR experience benchmarked

The area research postgraduates at LSHTM were most positive about was Research skills, with their agreement around the same as the Global benchmark. The area research postgraduates were least positive about was Community, which was 15.8 percentage points below the Global benchmark, a significant difference.

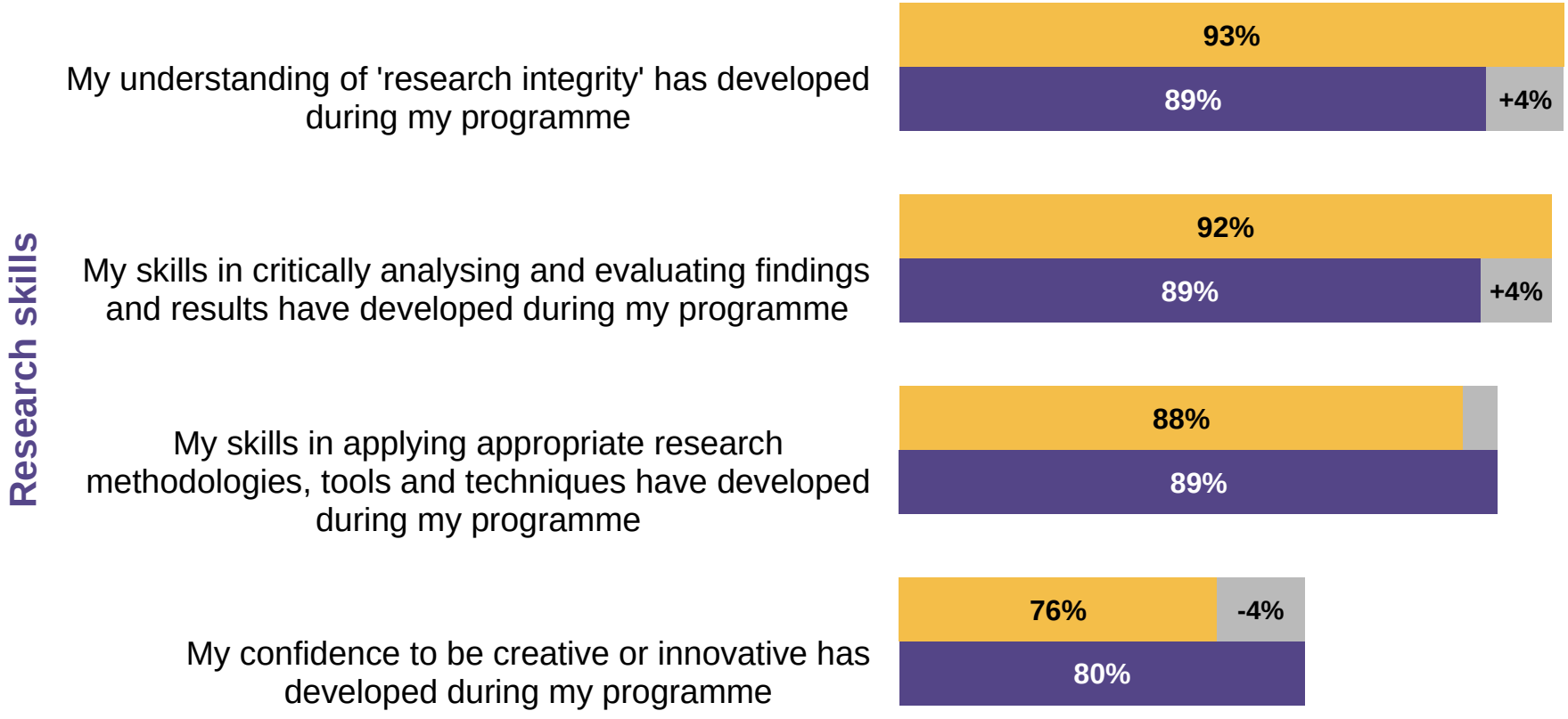


Key:

- Positive significant difference
- No significant difference
- Negative significant difference

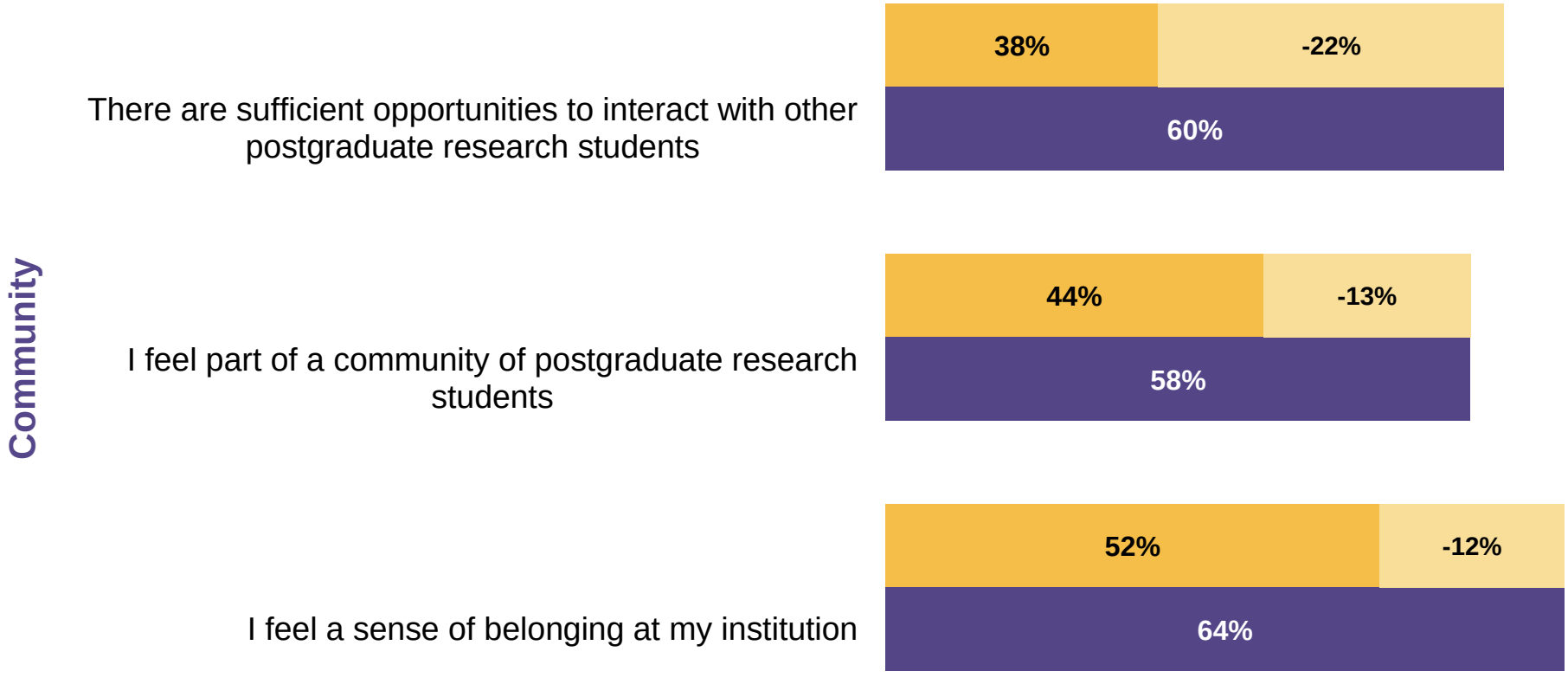
Focus on Research skills

Exploring further within the research postgraduate experience of Research skills, relative to the Global benchmark, the statement indicating the most agreement was 'my understanding of 'research integrity' has developed during my programme'. Of the 164 PGRs from LSHTM who answered this statement, 93% agreed; this was around the same as the Global benchmark.



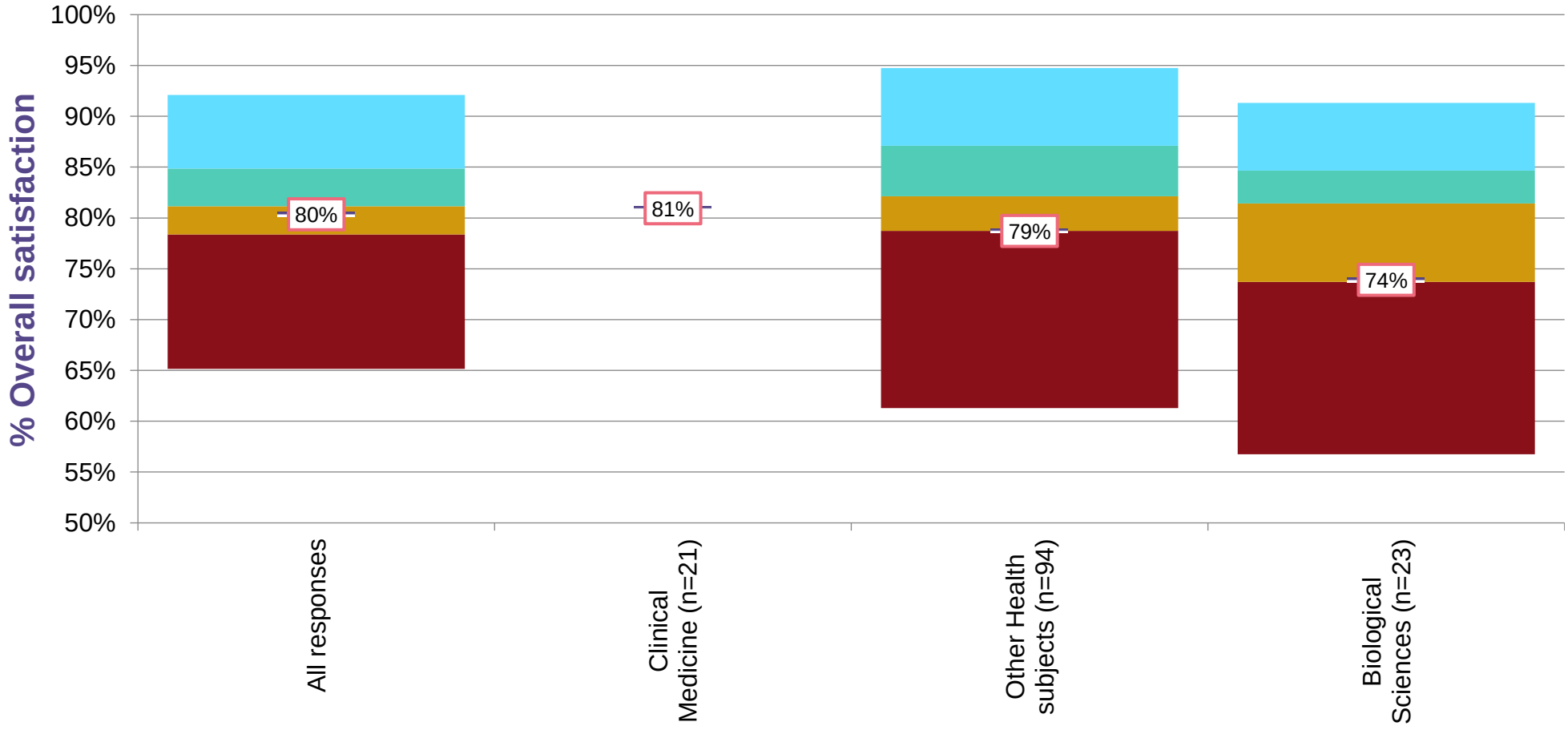
Focus on Community

Exploring within Community, relative to the Global benchmark, the statement with least agreement was 'there are sufficient opportunities to interact with other postgraduate research students'. Of the 165 PGRs from LSHTM who answered this statement, 38% agreed. This was significantly below the Global benchmark, by 22 percentage points.



Differences in PGR satisfaction by subject

The graph below shows the position of LSHTM in relation to institutions in the Global benchmark, by CAH1 subject. LSHTM was mostly in the third quarter.



Key:

50%

LSHTM

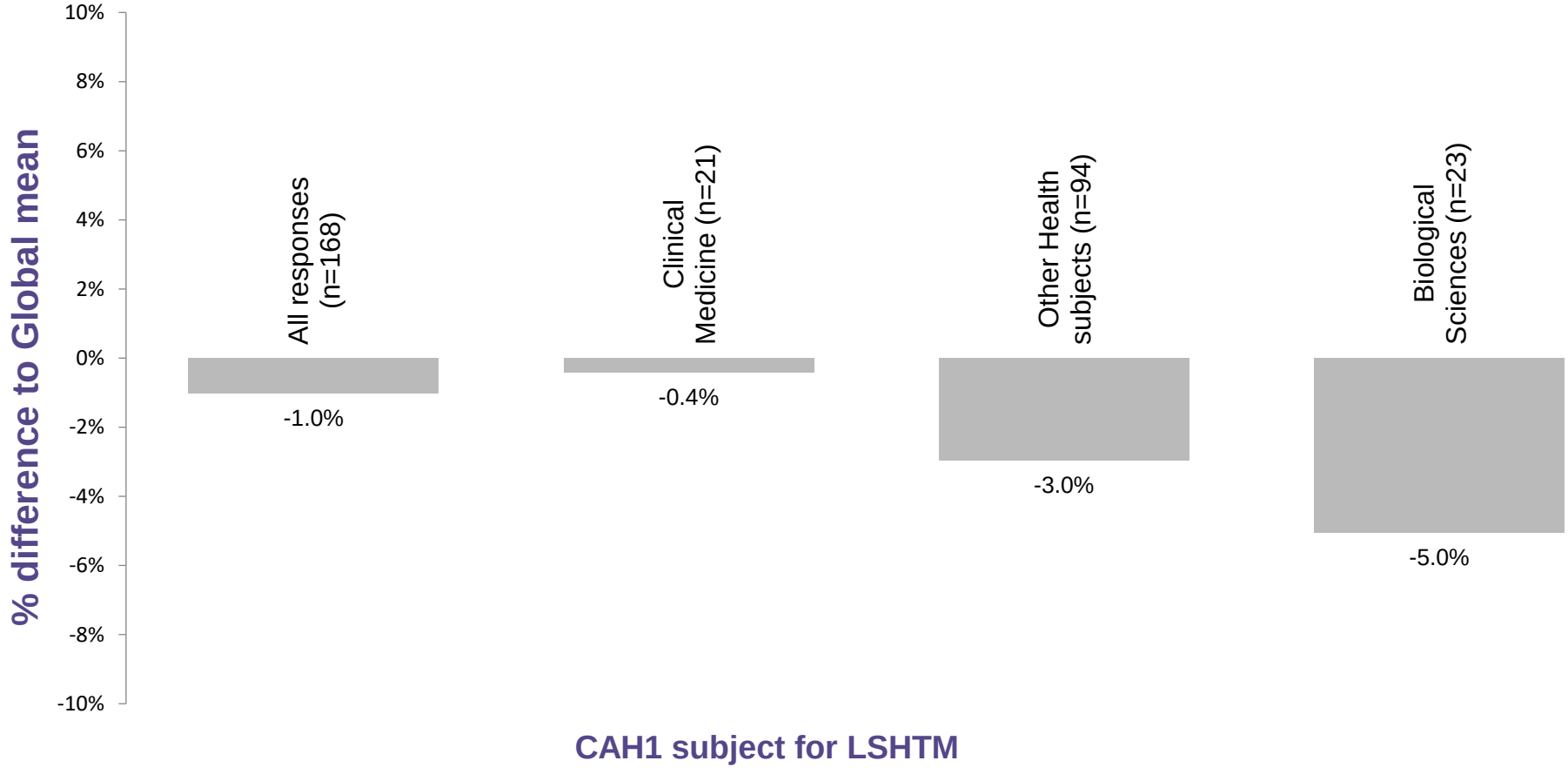
- Highest quarter: In the top 25% of institutions for this area
- Second quarter: Above average, but below the top 25%
- Third quarter: Below average, but above the bottom 25%
- Lowest quarter: In the bottom 25% of institutions for this area

(only institutions receiving 23 responses or over were included in the calculation of quarters)

Note: For 1 subject there were not sufficient institutions to give quarter information

Differences in PGR satisfaction by subject

Relative to the Global benchmark, overall satisfaction for LSHTM PGRs was highest in Clinical Medicine (n=21); being 0.4 percentage points below the benchmark. The subject within which respondents were least satisfied overall was Biological Sciences (n=23); which was 5.0 percentage points below the Global benchmark.

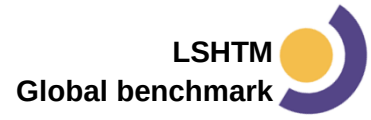


Key:
- Positive significant difference
- No significant difference
- Negative significant difference

Focus on Subject

Clinical Medicine

The overall satisfaction PGRs in Clinical Medicine had with their studies was 81%, based on 21 responses. Areas of best practice were creativity development and support for academic skills. On campus working space and development self-management were areas for improvement.



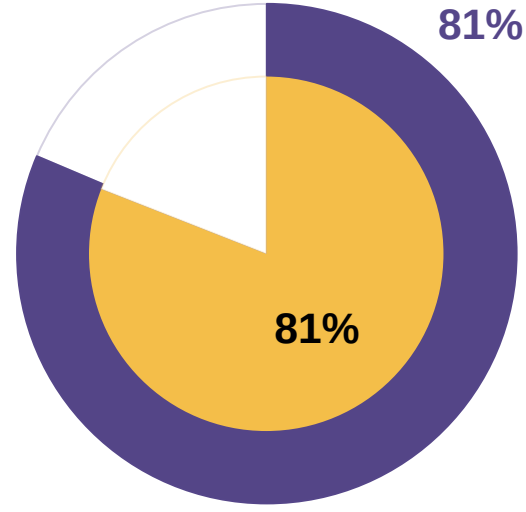


Figure 1: Overall satisfaction

Best practice

As Figure 2 shows, the proportion of PGRs in Clinical Medicine who agreed that **their confidence to be creative has developed** was 90% at LSHTM, which was 10 percentage points above the Global benchmark (80%).

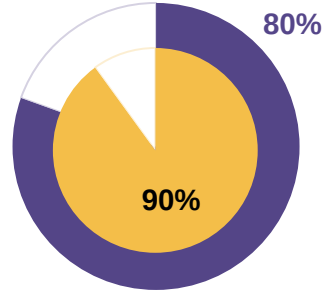


Figure 2: Creativity development

Figure 3 shows that 90% of PGRs in Clinical Medicine at LSHTM agreed that **the support for academic skills met their needs**. This was 8 percentage points above the Global benchmark (82%).

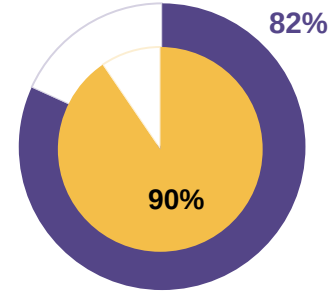


Figure 3: Support for academic skills

Areas for improvement

As Figure 4 shows, the proportion of PGRs in Clinical Medicine who agreed that **they had suitable working space when on campus** was 53% at LSHTM, which was 30 percentage points below the Global benchmark (83%).

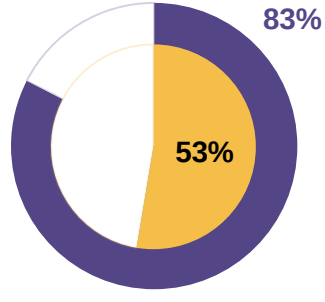


Figure 4: On campus working space

Figure 5 shows that 71% of PGRs in Clinical Medicine at LSHTM agreed that **they have increasingly managed their own professional development**. This was 14 percentage points below the Global benchmark (85%).

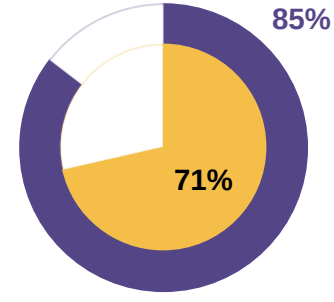


Figure 5: Development self-management

Focus on Subject

Biological Sciences

The overall satisfaction PGRs in Biological Sciences had with their studies was 74%, based on 23 responses. Areas of best practice were specialist resource access and specialist resources online. The opportunities to interact and support for academic skills were areas for improvement.

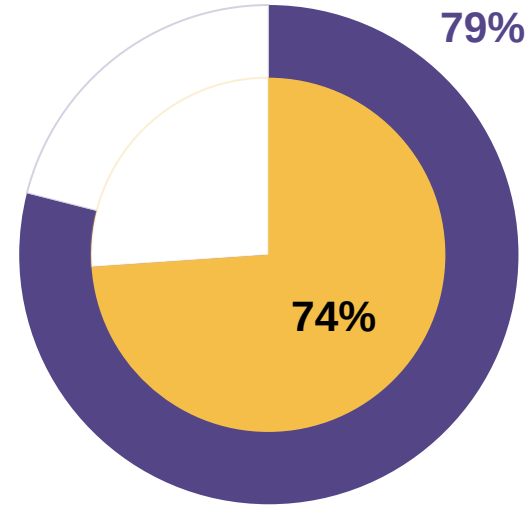


Figure 1: Overall satisfaction

Best practice

As Figure 2 shows, the proportion of PGRs in Biological Sciences who agreed that **they had access to the specialist resources needed for their research when on campus** was 100% at LSHTM, which was 17 percentage points above the Global benchmark (83%).

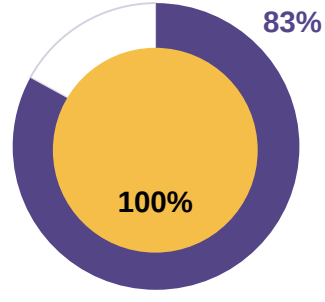


Figure 2: Specialist resource access

Figure 3 shows that 90% of PGRs in Biological Sciences at LSHTM agreed that **they had access to the specialist resources needed for their research when studying remotely**. This was 13 percentage points above the Global benchmark (77%).

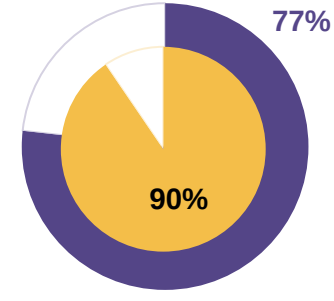


Figure 3: Specialist resources online

Areas for improvement

As Figure 4 shows, the proportion of PGRs in Biological Sciences who agreed that **there were sufficient opportunities to interact with other PGRs** was 35% at LSHTM, which was 27 percentage points below the Global benchmark (62%).

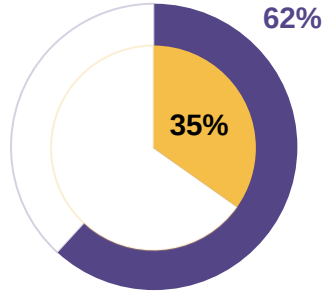


Figure 4: The opportunities to interact

Figure 5 shows that 63% of PGRs in Biological Sciences at LSHTM agreed that **the support for academic skills met their needs**. This was 14 percentage points below the Global benchmark (77%).

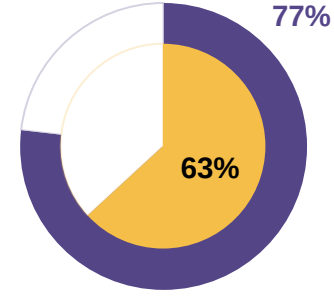
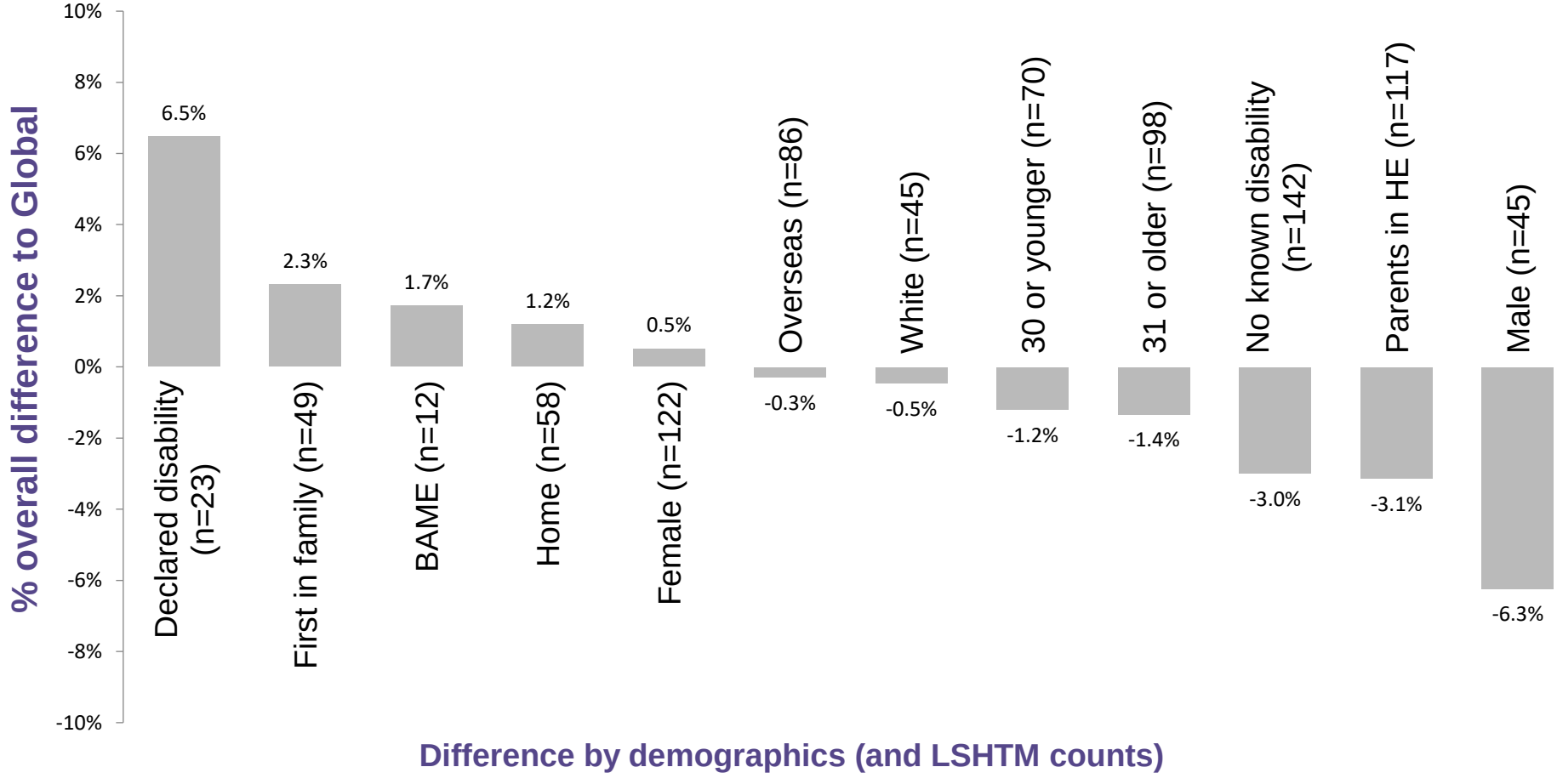


Figure 5: Support for academic skills

Differences in student experience

The graph below shows the difference in overall satisfaction between LSHTM and the Global benchmark, by background characteristics. Of research postgraduates who have a declared disability, those at LSHTM were more satisfied overall than the Global benchmark, by 6.5 percentage points. Of PGRs who were male, those at LSHTM were less satisfied overall than the Global benchmark, by 6.3 percentage points.



Key:

- Positive significant difference
- No significant difference
- Negative significant difference

Focus on Students

Disability - Declared disability

For research postgraduates who have a declared disability, the overall satisfaction they had with their studies was 78%, based on 23 responses. Areas of best practice were research community influence and the research seminars. Online library access and awareness of supervisor duties were areas for improvement.

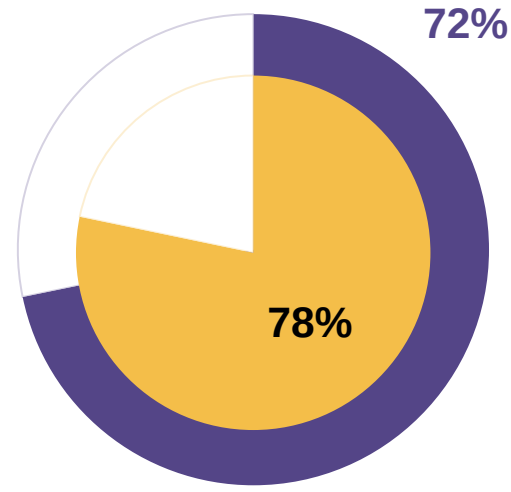


Figure 1: Overall satisfaction

Best practice

As Figure 2 shows, the proportion of students who have a declared disability who agreed that **their work was influenced by the research community** was 64% at LSHTM, which was 18 percentage points above the Global benchmark (46%).

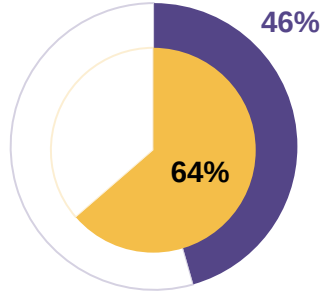


Figure 2: Research community influence

Figure 3 shows that 70% of students who have a declared disability at LSHTM agreed that **there was a good range of seminars** . This was 13 percentage points above the Global benchmark (57%).

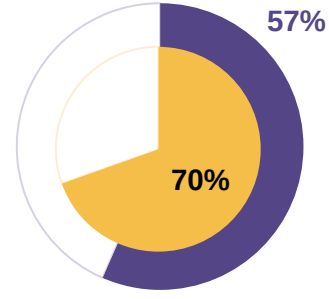


Figure 3: The research seminars

Areas for improvement

As Figure 4 shows, the proportion of students who have a declared disability who agreed that **there was appropriate access to online library resources** was 67% at LSHTM, which was 20 percentage points below the Global benchmark (87%).

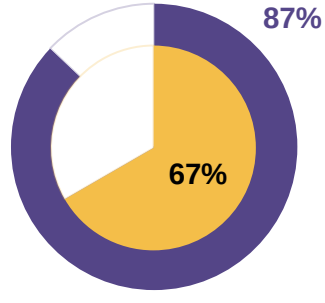


Figure 4: Online library access

Figure 5 shows that 65% of students who have a declared disability at LSHTM agreed that **they were aware of their supervisor's responsibilities**. This was 20 percentage points below the Global benchmark (85%).

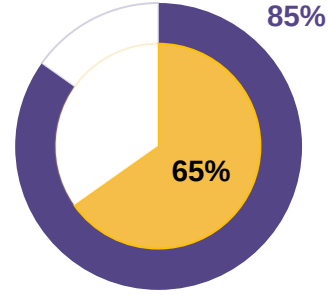


Figure 5: Awareness of supervisor duties

Focus on Students

Sex - Male

The overall satisfaction research postgraduates who were male had with their studies was 78%, based on 45 responses. Areas of best practice were research community influence and awareness of how to raise concerns. The opportunities to interact and on campus working space were areas for improvement.

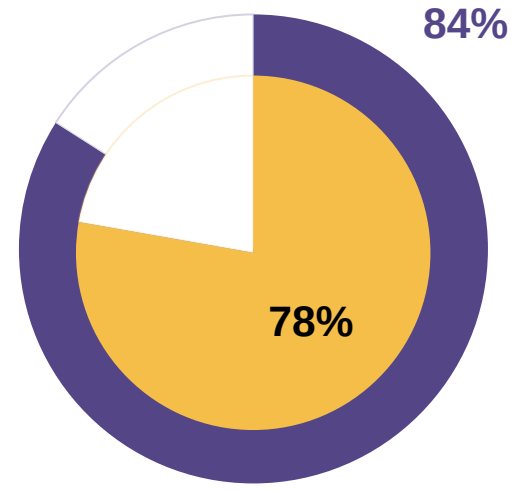


Figure 1: Overall satisfaction

Best practice

As Figure 2 shows, the proportion of students who were male who agreed that **their work was influenced by the research community** was 71% at LSHTM, which was 12 percentage points above the Global benchmark (59%).

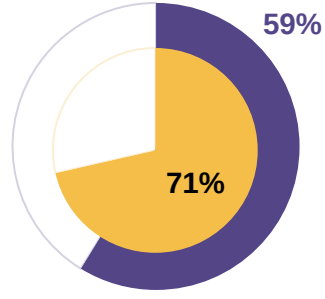


Figure 2: Research community influence

Figure 3 shows that 91% of students who were male at LSHTM agreed that **they know who to approach if they had concerns**. This was 12 percentage points above the Global benchmark (79%).

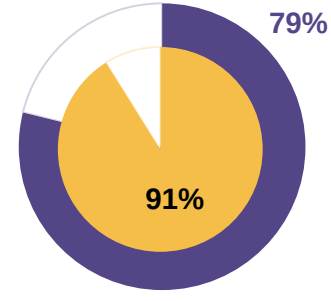


Figure 3: Awareness of how to raise concerns

Areas for improvement

As Figure 4 shows, the proportion of students who were male who agreed that **there were sufficient opportunities to interact with other PGRs** was 47% at LSHTM, which was 17 percentage points below the Global benchmark (64%).

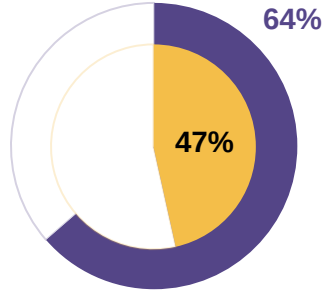


Figure 4: The opportunities to interact

Figure 5 shows that 64% of students who were male at LSHTM agreed that **they had suitable working space when on campus**. This was 16 percentage points below the Global benchmark (80%).

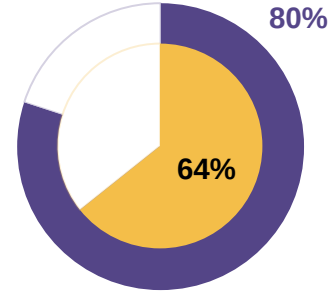


Figure 5: On campus working space

Student profile

Key: London School of Hygiene & Tropica
Global

This page shows the profile of research postgraduates at LSHTM compared to the Global benchmark. In terms of demographic and delivery factors, the biggest difference was within domicile. There were 40% of LSHTM Home PGRs, 21 percentage points fewer than the Global benchmark (see Figure 1). By subject, the greatest difference was within Other Health subjects (n=94), LSHTM having 46 percentage points more PGRs studying within this subject than the Global benchmark (see Figure 2).

Figure 1: demographic and delivery profile

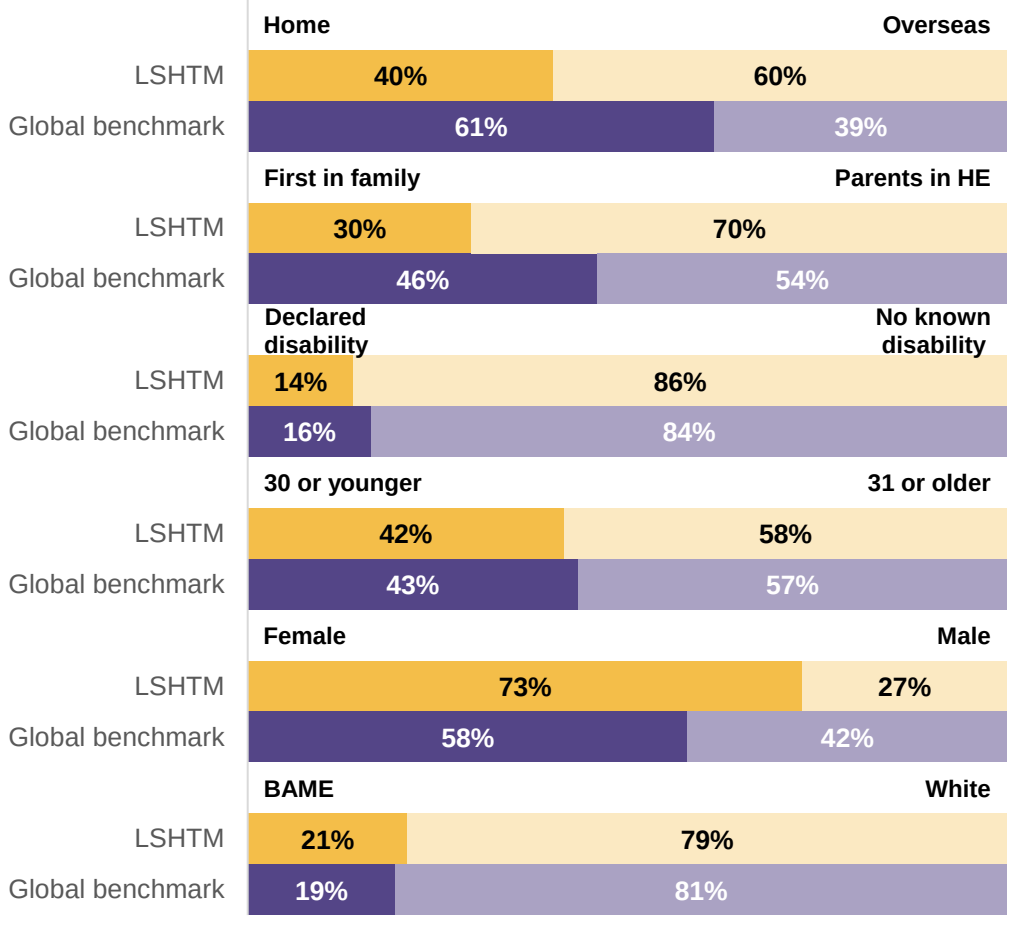
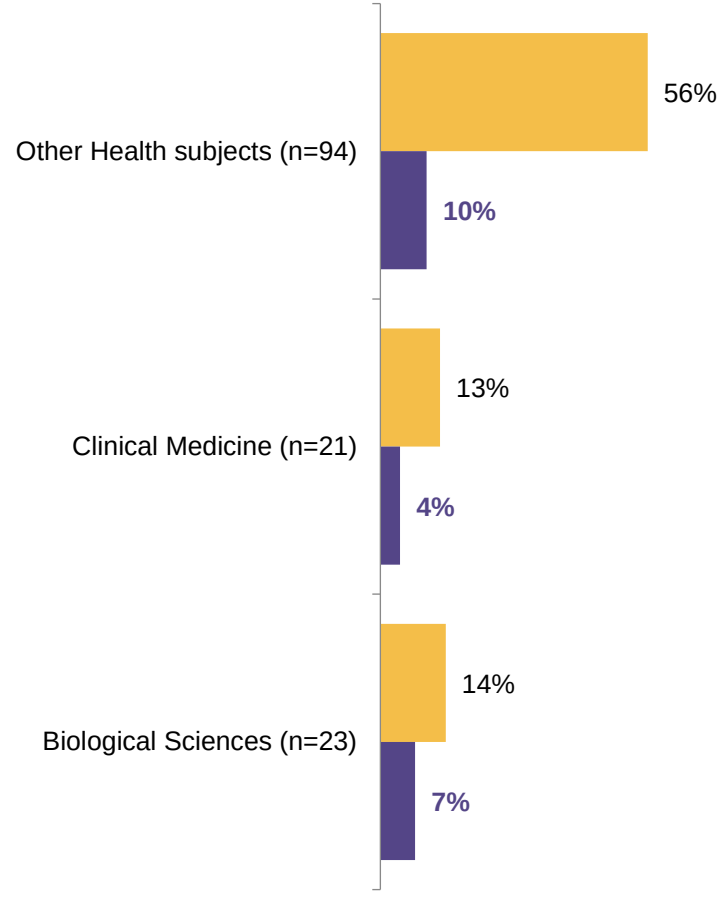


Figure 2: Distribution of PGRs across CAH1 subject areas (with LSHTM counts)*



*only LSHTM subjects benchmarked to the Global benchmark are shown.

The Postgraduate Research Experience Survey

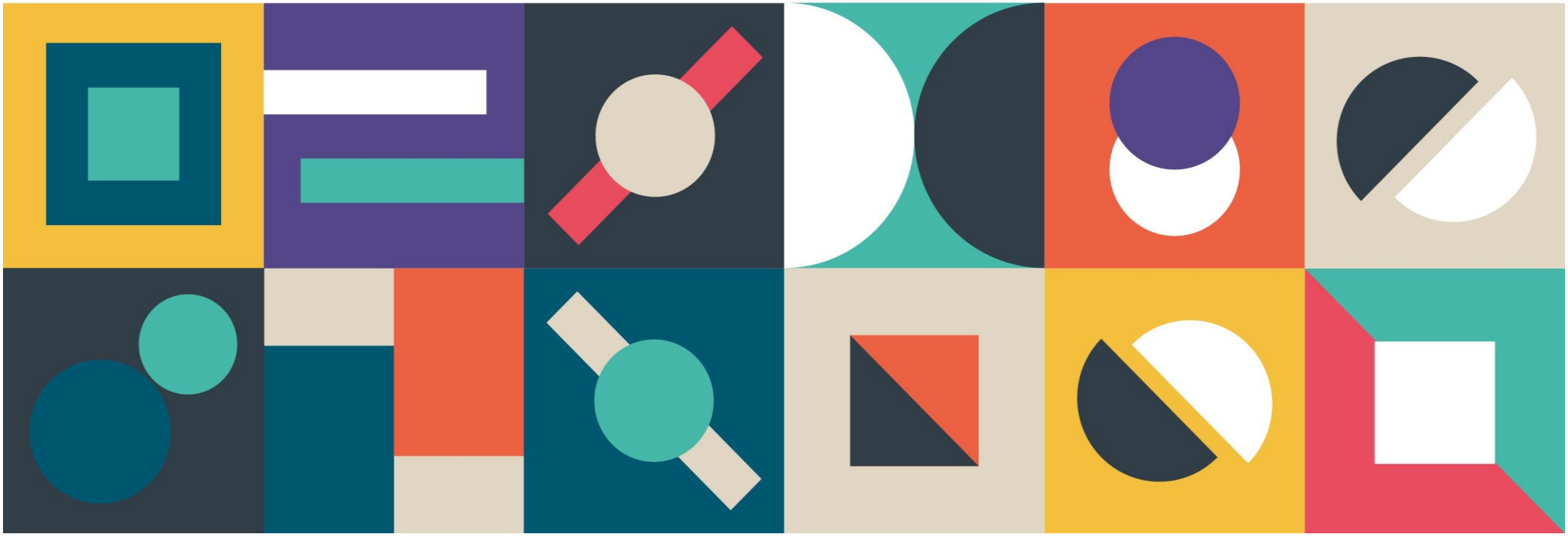
PRES is the leading survey of Research Postgraduates in the UK and beyond, with 12,123 respondents in 2024 achieving a 28.0% response rate. 61 institutions were involved in the survey.

Any of your institutional results, including ranking position, may be communicated internally or published externally at any time. We ask you not to make external reference to any global or benchmarking group results until after the publication of the Advance HE sector reports in the Autumn.

Quarter methodology

The quarters are based on all institutions that have, on average, 23 valid responses or over to the questions making up the survey area. Quarters are only reported when there are a minimum of 8 institutions within an area.

For more on how the differences and quarters have been calculated, please refer to the statistics guide in the 'Guides' workbook supplied alongside this report.



For more information

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