

A Strategic University Wide Approach to make Post Graduate Research Students Wellbeing a Priority

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**Sheffield
Hallam
University**



Overview

- Welcome and introductions.
- PGR student journey – impact on wellbeing.
- Strategic thinking to drive wellbeing as a priority.
- Small Group discussions - best practice.
- Determining Impact, confounding issues & collating feedback.
- Conclusions and round up.

PGR student journey – impact on wellbeing

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Strategic thinking to drive wellbeing as a priority

Opportunities for all

Responsibility

Raise profile

Initiate change

WHY ?

Develop personnel

Demonstrate importance

Financial

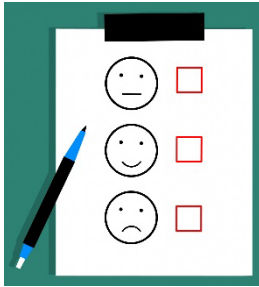
Share best practice

Developing strategy

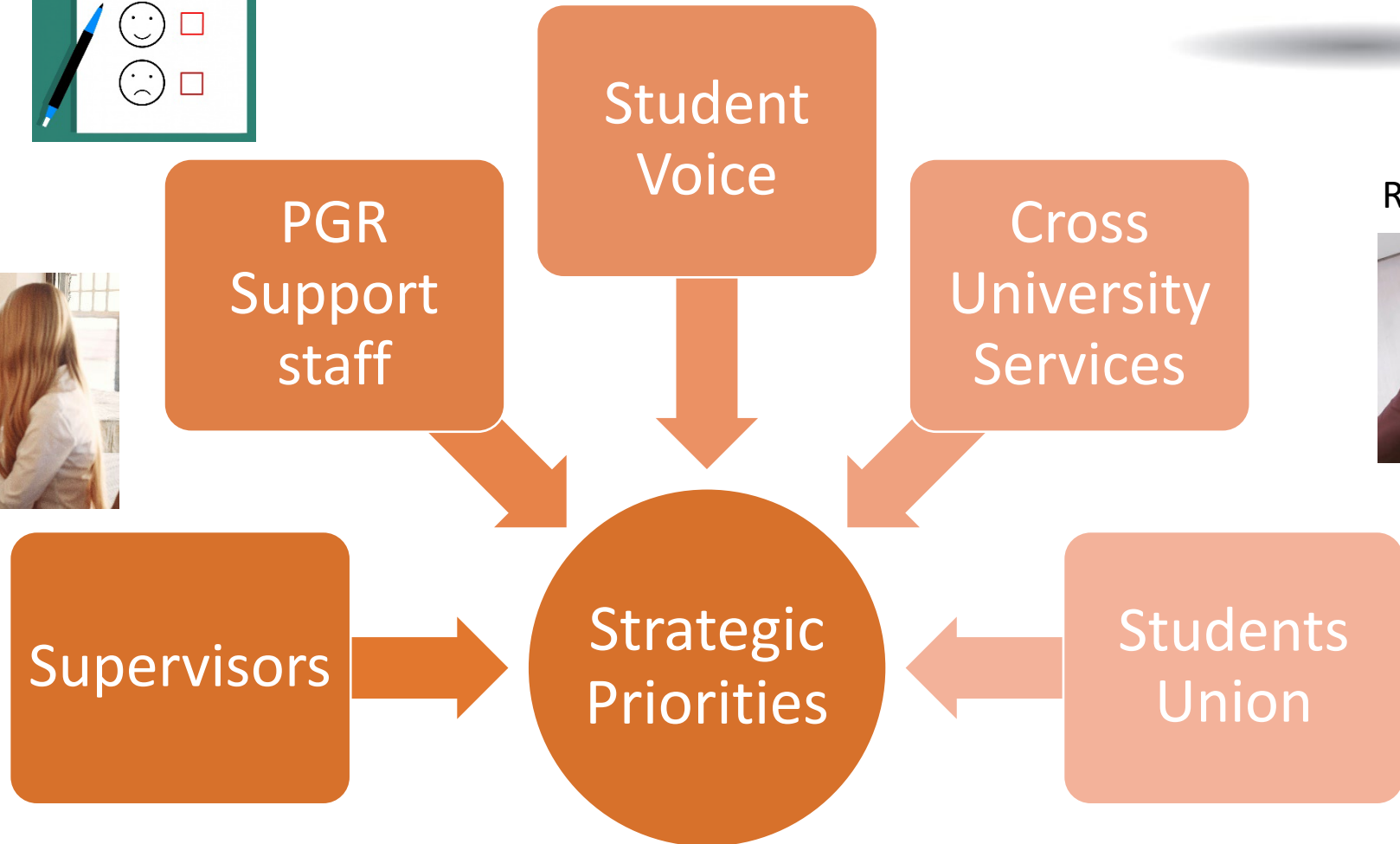


Focus Groups

Surveys



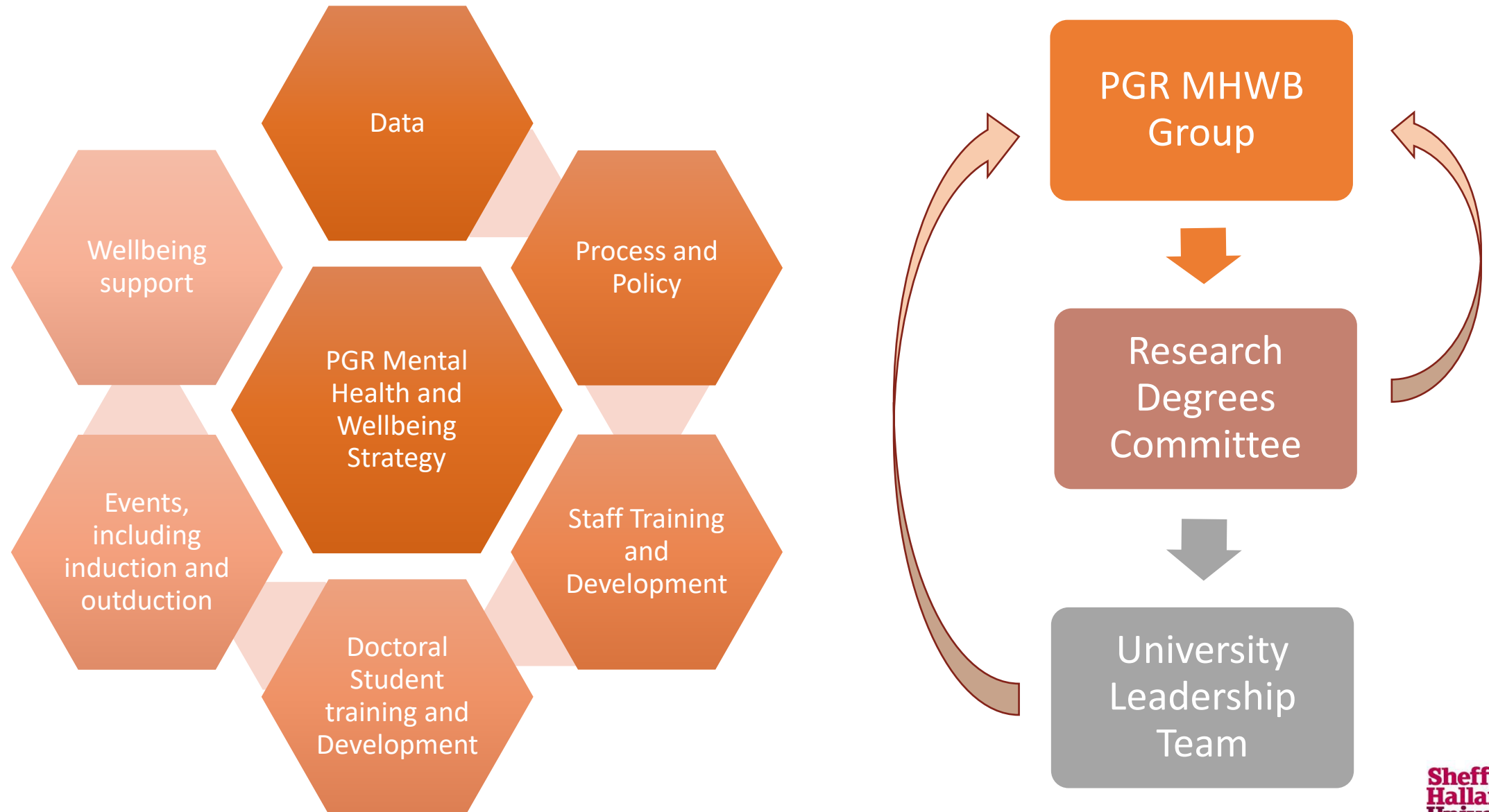
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Representation on Group



Strategic plan – Thematic areas & Approvals



Actions

Improved communication on support.
Wellbeing service PGR sessions.
One stop shop for wellbeing info.
Dedicated PGR support staff.
Supervisor wellbeing support.
Peer mentoring scheme.

Wellbeing matters in induction.
Continuing student induction.
Social events.
Networking.
Return to study meetings.

Annual Survey Wellbeing Questions.
Ongoing Focus groups.
Representation on committee.



Regulations reviewed:

- Revised Break in Study Policy
- Student Handbook
- Hardship Funds
- COVID support extensions
- RLW Bursaries

Dedicated PGR Support Officers.
PGR support staff training.
Supervisor training on supporting students.
Supervisor passport CPD.

Dedicated PGR Wellbeing training sessions.
Externally ran sessions.
Purchased resources.
Cross University sessions.



Sharing Best practice

Tell us your best practice

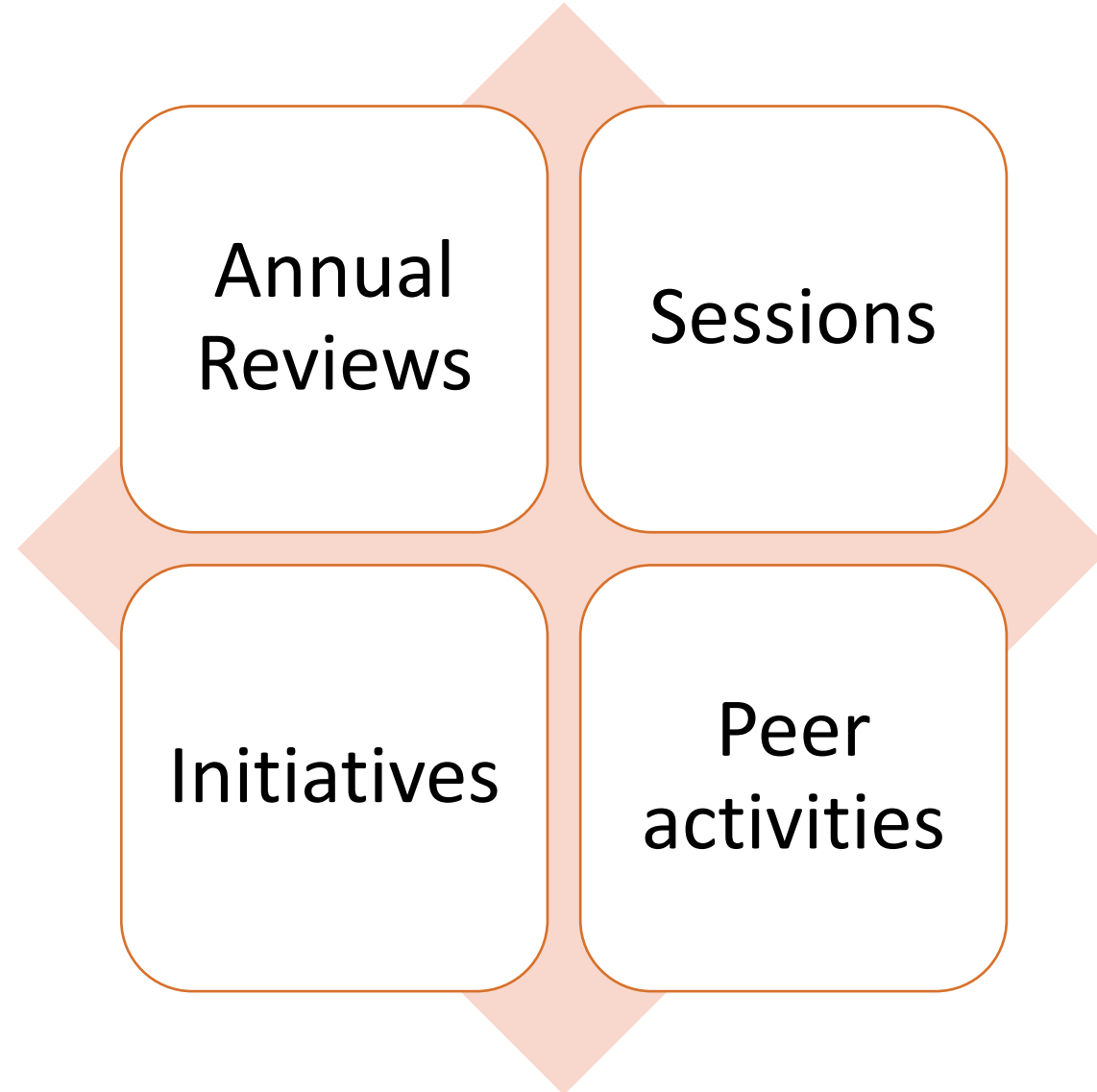
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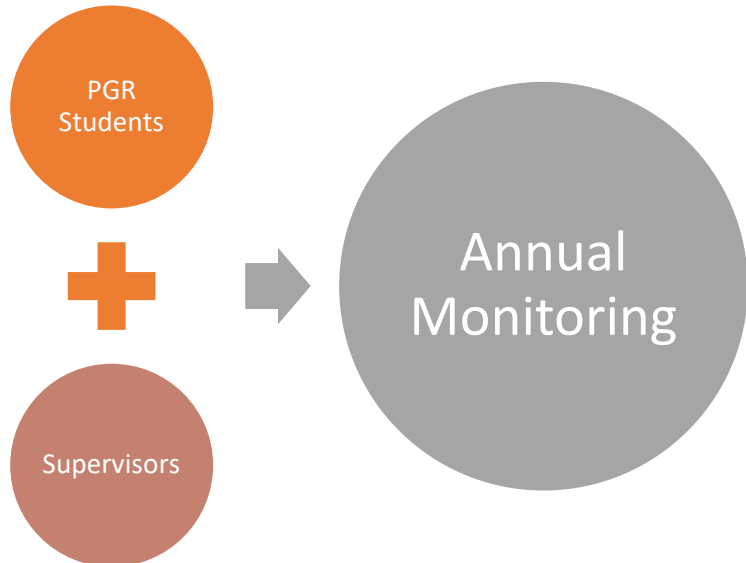


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Our approach: Determining impact



Annual Reviews



- Useful for national comparators.
 - Variable Universities take part.
 - Wording of questions change.
 - Sections change.
-
- Wellbeing questions introduced 2020.
 - Maintain wording to enable comparisons.
 - Students & Supervisors respond independently.

Removed slides for sharing

Annual review data

Specific feedback from internal sessions

Initiatives: Peer mentoring pilot



Mar-Oct 2021

Jan-July 2022

Oct & Feb 2022/2023

8 Partnerships
(some act as Mentee & Mentor)

18 Partnerships

Launch of full scheme
2 cohorts

"It was a really positive experience; x is such a good empathetic listener, and it was so valuable to get perspectives and advice from other departments on what I'm doing."

"It was a great experience, and it will be good to continue with the mentoring program."

"I felt that the experience of being a mentor was rewarding, it developed a range of communicative skills, and made me feel like I was part of the university community more. ."

"Being a mentor enabled me to develop my communication and research methods skills.."

"Maybe people getting together more often - mentors getting together to discuss how they can be better mentors, mentees coming together so they can take ideas of how to benefit from the process more and then make socials getting everybody together?."

"It was extremely rewarding and surprised at how much what felt like a small amount of help to me seemed to feel like a significant amount of help to my mentees and was very gratefully received.."

"As this tended to blur into a writing workshop at times, my mentee made a point (I agree with) which was that perhaps rather than having to go to a mentor, a separate scheme of a weekly writing drop-in with post-graduate students would have been more useful.."

"I'd like to be a mentor myself when further into my PhD: is there a training program or similar?."

"I didn't feel I got too much from the process but my mentor was very lovely and it was nice to get to chat with [them]. Again, my mentor was lovely but I just didn't know what to ask of them and didn't want to expect much from them.."

Mentees

Mentors

Peer activities



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Measuring
impact /
feeding forward

What else would you like to share?

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A close-up photograph of a hand holding a light blue rectangular card. The card is tilted slightly to the right and features the word "Conclusions" written in a large, blue, cursive font. The hand is positioned on the left side of the card, with the thumb and index finger visible. The background is a plain, light color. The entire image is framed by a large, light gray circular border.

Conclusions

Acknowledgements



Student
Wellbeing



Healthy Hallam, Healthy Future

POSTGRADUATE

RESEARCH EXPERIENCE

SURVEY

Contact us: DoctoralSchool@shu.ac.uk