

The University of East Anglia had senior support well embedded within their project, with academic directors directly involved in delivering outputs and formal frameworks built into the project for reporting into senior management committees. The launch by their Vice-Chancellor of their 'silent space', a garden created by a group of PGRs in which all staff and students at the university can take some time out to escape the 'hustle and bustle' was attended by many senior members of staff, creating a visual symbol of the importance across the institution of the both the Courage project and mental health and wellbeing. They reported that their activities were received positively by senior leaders, with explicit recognition of the importance of the work involved. This provided PGRs with the encouragement to engage with the programme overall and resulted in good engagement levels.

4.12 Integration with institutional mental health and wellbeing strategy

Universities as providers of higher education have a legal duty of care to deliver educational and pastoral services for their students, including PGRs. All the projects recognised that supporting the mental health and wellbeing of PGRs should not be done in isolation from wider activities within their institutions. Although there are specific experiences that are unique to PGRs, to provide real sustainable support for PGRs it is critical to embed this support within the wider institution strategy.

Several projects reported that their projects will inform their university's wider mental health and wellbeing strategy. Durham University noted that, as a result of their project, PGR mental health will be more of a focus in the institution's Health and Wellbeing strategy than would otherwise have been the case.

The University of Bradford reported that as a result of their project there have been improvements in measurement of mental health and wellbeing for the whole PGR community. For example, the WEMWBS is used during the doctoral enrolment process to create a clear cohort-based dataset to measure and benchmark the overall reported wellbeing of the PGR community. This will be monitored and will provide long-term data.

The University of East Anglia developed a Mental Health Impact Assessment, which has been implemented as a required step in implementing new institutional policies. It provides a process for checking that policies do not create an increased mental health and wellbeing risk. Each paper presented to the PGR executive has a cover sheet to assess mental health and wellbeing impact, with proposers considering how the proposal impacted the six management standards set out by the UK Health and Safety Executive, including demands, control and support for staff and PGRs. They will continue to use and be influenced by this assessment system and further work is continuing with specific faculties (e.g. Arts and Humanities) to use the system for specific large projects such as module reviews.

They recommended that the impact assessment:

- should apply to the full life cycle of the initiatives, i.e. including how policies are working in practice
- can be useful for change management, structuring discussions with staff on issues they face
- can make decision-making more efficient, with wellbeing as important for good operation of an institution as well as for its own sake
- can be used in multiple environments, for example Doctoral Training Partnership management boards.

The University of Warwick's Head of Wellbeing issued a statement on the impact of their project "Recognising that PGR students face particular wellbeing challenges – balancing the demands of complex research (largely undertaken as a solitary endeavour) with rising to the many challenges of beginning an academic career, coping with financial stresses and managing family life – we are drawing on the research findings of the Potential Advantage project to inform and shape Warwick's emergent Wellbeing Strategy."

Newcastle University's #PGRWellbeing4All project is now embedded across the institution. The outcomes of their project will inform and shape their Equality, Diversity and Inclusion (EDI) work, including: Athena Swan and broader gender equality work; submission to the race equality charter; a changing culture working group addressing sexual misconduct; an initiative that seeks to improve provisions for PGRs with refugee and/or asylum-seeking status; and Contested Spaces of Diversity, a large-scale project that sought to understand student and staff experiences of higher education against to one or more protected characteristics. The ongoing impact of #PGRWellbeing4All in these strategic contexts will be facilitated by the recent appointment of the former project manager to the new role of University Head of EDI.

Recommendation: Senior academic leaders, including heads of schools/departments, should make mental health and wellbeing of PGRs a key priority and acknowledge PGRs as a distinct population in their institutional mental health strategies.

ENABLER **CO-PRODUCTION**

Co-production is seen as a core enabler to improving mental health and wellbeing. It should be integrated into strategy development, design of services, implementation of strategy, evaluation and communication.

Key themes

- *Co-production is an effective way to create appropriate resources and activities to improve PGR mental health and wellbeing.*

4.13 Co-production

Involving PGRs in projects through co-production was a condition of funding and the 11 projects that actively engaged in co-production were overwhelming positive about its value and benefit to their activities. Co-production activities ranged from: PGRs being full members of the project team as PGR placements (University of East Anglia); visioning exercises to shape the project or specific activities (University of Portsmouth); being part of co-production panels to develop resources (University of Derby) or to inform the development of supervisor training (Newcastle University).

Several projects remarked that the ideas generated in co-production had led to changes in the focus of project activities and provided the opportunity for PGRs to drive the agenda and direction of where resource should best be focussed. For example, the University of Manchester noted that an outcome of their consultative forum was the development of a podcast as the best method for engaging PGRs. Those projects that actively engaged in co-production noted that it needs effective and careful management. To work effectively it needs good structure, clear briefing and potentially training for participating PGRs so they understand what is expected and possible within the project.

A few projects actively involved PGRs in the creation of their projects to support supervisors, with PGRs driving the agenda on where they felt their supervisors needed additional training and support.

The University of Portsmouth used this approach and felt this gave a real voice to PGRs about the actual issues they face and how they would like to be supported to resolve them. They also supported the delivery through either face to face interactions with supervisors or through video recordings. Projects noted that their PGRs were pleased that supervisors were receiving training in mental health and wellbeing as it demonstrated their institutions' commitment to the topic.

Durham University involved supervisors and PGRs in the development of their online open education resource, which was intended to be used by both parties. They noted that both groups held consistent and shared views of the specific role of supervisors and found it very helpful and affirming that this is clearly stated and supported in the resultant training modules for supervisors and researchers. They observed that involvement of both parties helped each group raise awareness of the position of the other and enabled them to recognise how the relational responses of both parties are impacted by student mental health issues. The aim in providing the same training to both groups has improved the awareness of the position of the other, which allowed them to recognise how both parties are impacted by the mental health of researchers. The feedback on the pilot modules indicated that this has been successful.

The University of Plymouth developed a series of five workshops for new PGRs covering the research process, embedded within which were skills to improve wellbeing, e.g. self-reflection and self-care. Postgraduate researchers contributed to the development of training materials and led the feedback, evaluation and revision cycle. In supporting the delivery of the workshops, they played and continue to play an active role in the support of other PGRs. This strong co-production model ensured that the workshops realistically reflected the doctoral experience and enhanced the sense of community. Eighty-four per cent of those attending would recommend the workshop to their peers. Participants reported that the workshops would not have been as impactful had they been delivered by staff. Badging workshops as the 'Researcher Toolkit' removed any stigma around attending and the workshops were better attended (they averaged 30 per workshop) than previous sessions on 'Coping with stress' or 'Managing anxiety during study' (which averaged two to three per workshop). The project is now self-sustaining: the original workshop leaders have trained a new cohort of leaders. Supporting material was also designed for pitching these sessions to PGRs in order to encourage attendance.

Appendix 2 provides an overview of the resources that will be available to the sector with links to those that are currently available. All resources will be accessible through the OfS website⁴⁰.

ENABLER INCLUSIVITY

This enabler recognises that people have different needs and may be subject to different risks depending on different characteristics, backgrounds and experiences and that this requires targeted interventions.

Key themes

- *Attention needs to be paid to the mental health and wellbeing of different PGRs, particularly vulnerable groups and those with protected characteristics.*

⁴⁰ <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/mental-health/resources-for-higher-education-providers/>

4.14 Inclusive approach to mental health and wellbeing provision

Across the projects there were many differences in approaches to mental health and wellbeing interventions. However, only the Newcastle University project (below) had a specific inclusion objective. It became apparent in the implementation of the projects and reinforced in the network discussions that institutions need to actively consider inclusion and intersectionality as part of their wellbeing of strategy to ensure all that PGRs are engaged and well supported.

Apart from gender, projects did not systematically collect diversity data for PGRs engaging with their project activities. Projects generally reported higher engagement by female researchers than male, particularly with stand-alone wellbeing activities. The University of Oxford noted that targeting men, particularly in STEM subjects, remains an imperative since they are a potentially vulnerable group, as they are less likely to seek help for mental health issues and have higher suicide rates than women⁴¹.

The University of East Anglia carried out significant analysis around engagement and noted that PGRs who were more likely to engage with wellbeing activities were:

- female aged under 30
- have a disability, which could include a mental health condition
- studying full time
- in their first year of study.

Discussions at the network meetings confirmed similar engagement experiences at other institutions. The University of Warwick identified social science, arts and humanities as difficult communities to engage in generic wellbeing activities, but found that PGRs from these disciplines were more likely to attend workshops on topics such as resilience and 'dealing with failure'. Several projects also mentioned the challenge of engaging international PGRs, as there may be different expectations relating to cultural norms and wellbeing. Newcastle University's 'PGRcommUNITY' activities successfully engaged international PGRs by working with a diverse steering group to ensure that the community was student-led and offering a range of activities that appealed to a wide range of postgraduate researchers. The University of West of England sought to make their app interface more appropriate for international researchers.

Newcastle University's '#PGRWellbeing4All' project focussed on diversity and inclusion. Research through semi-structured interviews highlighted three key concerns:

- 1) The supervisory relationship as a source of stress and anxiety
- 2) The negative impacts of social isolation as an aspect of the PhD, especially among postgraduate researchers with protected characteristics
- 3) The need for a consistent, evidence-based tool that PGRs could use individually to support their wellbeing.

As a result of this research, work was focussed on supervisor training and a programme of activity and support. A new supervisory training programme was designed and embedded in the university staff development offer. The training was designed to help supervisors offer positive mental health and wellbeing support to all PGRs and ensure equality of support for those with protected characteristics. It challenged participants to consider whether they had knowledge to help a PGR from a diverse group, e.g. black and minority ethnic students or LGBTQ+ students: their post-course evaluation showed improved confidence levels in this area.

Almost all of the projects acknowledged difficulties relating to participant engagement, either overall or in engaging particular groups of PGRs. Projects used different approaches to the timing and duration

⁴¹ www.mentalhealth.org.uk/a-to-z/m/men-and-mental-health

of interventions with varying success. They reported more success when taking a flexible approach and offering a range of interventions, at different times, in consultation with both PGRs and academic staff.

Recommendation: Professional services staff providing training and other activities for PGRs should be flexible in the timing, duration and types of interventions to provide an inclusive programme that attracts the widest engagement from PGRs.

ENABLER INFORMATION

Access to information and effective sharing across an institution and with external partners, including health services, is key to a coordinated approach to mental health and wellbeing.

Key themes

- *Institutions need ongoing data on PGRs' engagement with support services and reasons for interruptions of study*
- *Mechanisms are being developed that allow PGRs to track and monitor their own mental health.*

4.15 Institutional data on PGRs' mental health

Data on the impact of poor mental health on the researcher journey was lacking across all institutions and commented on by a number of projects. Perceived low levels of PGRs disclosing mental health issues raises challenges in ensuring these individuals are well supported. At the final network meeting, projects identified the importance of having data, for example, on interruptions and failure to complete as a result of mental health issues: they noted that generic reasons may be recorded that, when explored further, had an underlying mental health issue as the real cause. Most projects could not identify the extent that poor mental health was interrupting doctoral study. A few institutions did collect this data. For example, at Queen Mary University of London, 26% of interruptions in the academic year 2018–19 were due to poor mental health. Similarly, few of the projects had readily accessible data on PGRs use of student support services.

Alongside a general agreement across the projects on the need for more data to improve understanding of the mental health of PGRs, there was no consensus on how best to record, utilise, manage and share this data across the institution. There was a consensus that institutions would benefit from guidance on how to approach this.

Recommendations:

Senior academic leaders should ensure that robust data is collected regularly on PGRs' mental health and wellbeing in a structured whole institution approach to enable benchmarking, identification of areas of concern, highlighting of good practice and monitoring progress.

PGRS should assist in developing institutional and sector understanding of PGR mental health by responding to requests for feedback about their mental health and wellbeing from their institution.

4.16 Tracking own mental health

Several projects reported that their PGRs had expressed an interest in being able to track their own wellbeing and mental health. In the University of Warwick project, respondents who had taken more than one of their surveys were offered a wellbeing summary report and almost all opted for this option. They recommend that all institutions offer wellbeing education and tracking to their PGRs, as

this could help them recognise when they are struggling and seek early support. The SAM app for anxiety, adapted for PGRs by the University of West of England, has embedded this function. It will be available for use by other institutions. The University of Manchester tested five existing mindfulness apps for their specific suitability for PGRs. After testing with PGRs, the three preferred apps are being promoted via the institution's internal communication systems. One example is 'Catch It', a joint project between the Universities of Liverpool and Manchester, which helps users better understand their moods through use of an ongoing diary.

The University of West of England developed an app with a series of functionalities aimed specifically at PGRs. They include an institution-specific registration process to access self-help modules, an institution-specific social cloud discussion space, internationalisation of the app's interface to better support international researchers, embedded monitoring of periodic survey instruments based on clinical best practice and an opt-in analytics portal for support services to help the identification of those at risk.

Recommendation: PGRs should pay attention to their wellbeing and mental health during their doctoral studies, actively seeking ways to engage with wellbeing activities within and beyond their institution.

ENABLER RESEARCH AND INNOVATION

This enabler is about filling gaps in knowledge of mental health and wellbeing in higher education, in terms of demand and need, sharing good practice, effective interventions and innovative approaches and use of technology. It is also about embedding evaluation in interventions to create a 'learning system'.

Key themes

- *Comparative UK benchmarking data is needed on the mental health and wellbeing of PGRs to identify potential triggers, areas of concerns and at-risk groups*
- *There is experience of using a number of established ways of measuring mental health and wellbeing with PGRs that could be shared more widely*
- *There is appetite for and benefits in sharing practice more widely.*

4.17 UK benchmarking data

While some data is available that has demonstrated poor PGR mental health, the extent of mental health and wellbeing issues within the UK PGR population is unknown. There is no systematic collection of data, and levels of declaration in the Higher Education Statistics Authority (HESA) statistics are perceived to be low. The most robust data on the mental health of PGRs comes from the Levecque 2017 study, which identified that around a third of their PGR population across Flanders 'are at risk of having or developing a common psychiatric disorder, especially depression'.

Eight projects undertook several different surveys into the mental health and wellbeing of their PGRs, with the University of Sussex undertaking a UK level survey. These projects utilised a range of measures, methodologies and frameworks to build their survey tools. These included the WEMWBS⁴², the Big Five personality traits for predicting life satisfaction, and the General Health Questionnaire 12-item scale on loneliness and perceived stress (GHQ-12)⁴³. An emerging theme across the projects was agreement that they all had identified poor levels of PGR mental health. However, the different approaches and variety of methodological tools used to create these surveys

⁴² <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

⁴³ www.gi-assessment.co.uk/products/general-health-questionnaire-ghq/

highlighted the lack of UK benchmarking data and the need for better understanding of how best to measure mental health in PGRs. The national survey from the University of Sussex will provide insight into the UK picture, to some extent, when published, but there is a need for sector-wide agreement on what measures and data should be collected and the best approach to this.

The University of Sussex instigated a UK-wide survey aimed at PGRs and a comparator population of working professionals. The year-long survey achieved responses from over 4600 UK participants, with approximately 50% being researchers and 50% from the comparator group. The data is still in the process of being analysed and is expected to be published in 2020.

Some projects plan to monitor their PGRs more proactively in the future. The University of East Anglia, for example, have added a question to their annual registration survey 'Have you ever had difficulties with your emotional wellbeing or mental health that would have benefitted from professional support?' Other projects plan to use the ONS personal wellbeing questions⁴⁴ within PRES. There was general agreement across the projects on the value of having robust measures and that it would be useful to establish sector-wide protocols to enable benchmarking and national comparability.

4.18 Effective evaluation of interventions

Several projects highlighted challenges relating to evaluating interventions and noted that data to understand the impact of their interventions was limited and often qualitative or anecdotal. The University of East Anglia reported that asking PGRs to complete (fairly detailed) surveys before and after workshops, in retrospect, was probably an unrealistic aim and they were unable to collect the data they wanted to. They suggested that, rather than repeated evaluations following specific interventions, a wider university structured approach to regular data collection would provide more robust consistent data and enable comparisons between different interventions across the institution, potentially provide control groups and monitor the progress of PGRs' mental health and wellbeing generally.

Projects used a wide range of measures and scales to establish baseline data and to measure the impact of interventions on mental health and wellbeing. The most frequently used were the General Health Questionnaire wellbeing questionnaire and the WEMWBS. All the projects reported that they felt their measures had been helpful to some extent in establishing a baseline. Several projects noted the value of surveying their PGRs at more than one point in their project, including the University of Liverpool and Queen Mary University of London.

The University of Warwick used a series of surveys to measure the impact of wellbeing activities before, during and after interventions over the course of academic terms. The pre-activity survey drew on the following scales:

- life satisfaction – Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985)
- psychological wellbeing – Flourishing Scale (Diener & Biswas-Diener, 2009)
- mental health: General Health Questionnaire 12-item
- personality – 50-item IPIP based on NEO-PI-R Domains (Goldberg, 1999)
- perceived stress – Perceived Stress Scale (Cohen, 1994)
- loneliness/isolation – De Jong Gierveld Loneliness Scale (De Jong-Gierveld & Van Tilburg, 1999) and Control for socialization (Watson, 1988).

They aim to publish the results of this research.

⁴⁴ www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/personalwellbeingsurveyuserguide

There is now knowledge across the projects on a range of survey instruments and their application that would be useful to capture through practice sharing and contribute to discussions on appropriate common measures.

4.19 Sharing practice and dissemination

A common challenge with projects tasked with improving provision within an institution or group of institutions is how to share the learning more widely with the sector. The structure of the Catalyst Fund programme with network meetings organised by the OfS and RE across the period of funding was a very effective mechanism for sharing learning and practice between projects. They valued the opportunity to build connections with other projects that were planning similar activities, which resulted in projects being able to support each other's activities. For example, the University of Sussex co-production event⁴⁵ had inputs from several other projects, including the University of East Anglia and Queen Mary University London. Individual projects also found it reassuring to discover that other projects were experiencing similar challenges and that common findings were emerging.

Part of the criteria for funding was to disseminate findings, outcomes and resources to the wider sector, as appropriate. All of the projects were conscious of the value of sharing their experiences widely and most actively participated in wider dissemination activities. Fifteen projects participated in UK-level events over the two years of the programme to showcase their projects. This included delivering workshops and posters at the Vitae International Researcher Development Conference (September 2018 & 2019)⁴⁶, the Association of University Administrators Conference (November 2019) and the Society for Research in Higher Education Annual Conference (December 2019). The University of Warwick presented at the 17th Annual Conference for the International Studies for Quality of Life in Spain.

Where projects had planned to run UK events as part of their projects, they worked cooperatively to achieve efficiencies. For example, the Universities of Portsmouth and Sussex co-organised the First International Conference on Mental Health and Wellbeing of Researchers⁴⁷ in partnership with the UK Council for Graduate Education (UKCGE) and Nature Research. The two projects also co-organised the 'Student Voice and the Co-creation of Interventions for Improving Post-Graduate Mental Health' (December, 2019)⁴⁸ with Vitae. The University of Derby held a UK launch event for The Wellbeing Thesis⁴⁹ in January 2020. Projects also participated in a range of institutional, regional and targeted meetings, online events and communication activities through social media, articles and news updates to disseminate information about their projects. There is continued enthusiasm across the projects to continue to disseminate the findings from their work and to share their experiences.

As part of their final reporting, 15 projects submitted case studies, which can be found in Appendix 3 and on the RE website⁵⁰. Resources that are freely available for use by the sector are given in Appendix 2 and on the OfS website⁵¹. Seven projects have submitted papers to academic journals, including submissions to the *Journal of Educational Psychology* and *Studies in Higher Education*. Six papers have been submitted to a special issue of *Studies in Graduate and Postdoctoral Education* to

⁴⁵ <https://documentcloud.adobe.com/link/track/?uri=urn%3Aaad%3Aascds%3AUS%3A22097b29-f446-4c14-a205-76ec971d401c&pageNum=1>

⁴⁶ <https://www.vitae.ac.uk/events/past-events/vitae-researcher-development-international-conference-2019>

⁴⁷ <http://www.ukcge.ac.uk/events/mhconference19-134.aspx>

⁴⁸ <http://www.sussex.ac.uk/internal/doctoralschool/wellbeing/mentalhealth>

⁴⁹ www.thewellbeingthesis.org.uk

⁵⁰ <https://re.ukri.org/research/postgraduate-researchers/>

⁵¹ <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/mental-health/resources-for-higher-education-providers/>

be published in Spring 2021, which is being guest edited by the project lead at the University of Portsmouth.

Recommendation: UUK and other stakeholders should consider how existing networks can be built upon and utilised to support future work relating to PGR mental health and wellbeing and the sharing of effective practice.

5 Conclusions and recommendations

5.1 Evidence of impact

The diverse nature of the 17 projects and their associated evaluation processes meant that it was challenging to collect comparable data across the programme. While there was commonality in the type of evaluation activities across many of the projects, e.g. post-activity feedback, surveys and focus groups, all the projects used different evaluation instruments to gather qualitative and quantitative data. Furthermore, although initial project proposals identified the expected outcomes from each project, few projects had developed detailed evaluation plans on how they were going to evaluate and evidence these outcomes.

The interactive activities in the network meetings to identify the relationship between their activities and proposed outcomes using the Theory of Change and the IEF (Appendix 3) were designed to increase the possibility of identifying comparable data across the programme. Coincidentally, the projects found the process helpful in reflecting on the ambitions of their projects. The exercise identified a set of key evaluation indicators that may prove useful for institutions to consider when evaluating the impact of future wellbeing interventions.

Not unexpectedly, many projects did not finalise their project outputs until towards the end the project lifetime, leaving little, if any, time to evaluate whether their interventions affected PGRs' behaviours or subsequently resulted in improvements in their mental health or wellbeing. Some of the projects had or were aiming to set up processes to do this to differing extents. However, several projects commented that they would have liked to have set up longer-term evaluation processes, but that the funding conditions did not allow them to do so and there was no institutional resource available. Embedding expectation of longer-term evaluation processes in future funding calls would provide more evidence of impact.

As a consequence, projects were able to provide only limited data for some of the indicators and it was not possible to create consolidated data across the programme. Nevertheless, more than two-thirds of projects reported they had evidence that their PGRs had changed their awareness of their mental health and wellbeing, were more aware of how to improve this and knew where to get help and support. Almost half of projects reported that PGRs were more likely to seek help for their mental health and wellbeing. For those projects that undertook activities targeted at supervisors, they reported they were more knowledgeable about signposting, more confident and more likely to have conversations with their PGRs about mental health and wellbeing.

There was strong support from projects for collecting more robust UK and institutional data on the mental health and wellbeing of PGRs that is reviewed annually against benchmarks by academics and professional staff with responsibility for doctoral training. They cautioned against the use of indirect indicators such as continuation and completions as proxies for good mental health and wellbeing, given the other complex factors involved in these metrics.

The University of Plymouth identified ways that institutional data could be collected and monitored more effectively within their PGR Wellbeing Strategy:

- Ensure that systems are in place for maintaining accurate and accessible records of current supervisors, including information about participation in supervisor training and any complaints or issues arising from previous supervisions
- Review how the data recorded by the Student Wellbeing Service relating to PGRs can be more easily analysed for reporting and monitoring purposes
- Review data collected on withdrawals and suspensions from doctoral study and determine whether further information is required to monitor the mental health and wellbeing of these PGRs.

5.2 Sustainability

Institutions were asked in their final reports to OfS and RE to report on what aspects of their project were sustainable beyond the end of the funding. In many projects, Catalyst funding involved staff secondments or recruitment of (mostly project management) staff whose roles ceased at the end of the project, or in some cases before the end of projects as they were offered other positions. Inevitably the lack of resources led to a reduction in level of activity beyond the project. In some projects staff commitment was such that they continued to work on the projects, despite it no longer being a part of their part of their recognised responsibilities.

Predominately, projects reported that sustainability will be achieved through the process of integrating PGR mental health and wellbeing into institutional strategic missions and embedding the learning from the activities, or the activities themselves, within usual processes and practices. Specifically, this may be integrating mental health- and wellbeing-related activities or increasing mental health literacy into specific milestones within the researcher journey, e.g. induction, annual review and professional development interventions.

Within institutions, an intrinsic impact of the projects will be through having raised awareness of PGRs as a distinct community and increasing acceptance across the institution of the importance of supporting their mental health and wellbeing. Some projects also reported that they had brought researcher developers and graduate school staff closer together with student support services staff, broadening their respective knowledge and capabilities to effectively support the wellbeing and mental health of the postgraduate community and measure the impact of their interventions.

A number of projects reported that PGRs will be formally recognised within wider institutional mental health and wellbeing strategies or inform specific PGR wellbeing strategies as a result of their project. For example, the University of Bradford's project informed the University's new Student Mental Health and Wellbeing Strategy, while Durham University noted that PGR mental health will be more of a focus within their Health and Wellbeing Strategy than otherwise would have been without the work of their project. The University of Manchester reported that the distinctiveness of the PGR experience and the need for that to be incorporated into the University's wellbeing strategy had been recognised. The 'Mental Health Impact Assessment' developed by the University of East Anglia is an example of a sustainable impact of their project in that it is embedded within all institutional policy development processes and has wider sector applicability. Through their project, the University of Portsmouth has developed a targeted strategy for supporting the mental health and wellbeing of PGRs, which has highlighted the importance of enhanced PGR mental health and wellbeing to achieve institutional targets for retention, submission and completion.

In network meeting discussions, the projects raised the challenge of having sufficient resources in terms of both time and budgets in the future to sustain the progress that has been made through the Catalyst funding. Some also acknowledged that they had underestimated the resource needed to deliver their projects. The projects were appreciative of the funding, and they all believed that they had driven operational change and to some extent strategic change, but stressed that to improve