**Executive Summary**

Funded by the University’s *Education Enhancement Fund* this project aimed to gather evidence for the Doctoral College, Enabling Services and Faculty Graduate Schools by reviewing the pastoral care needs of the University’s doctoral student body. Primary data collection ran from January to March 2016 and comprised meetings with Faculty Graduate Schools, meetings with staff from Enabling Services, six PGR focus groups across four campuses (*n.*35) and an online survey for UoS PGRs (*n.*559) as well as analysing Enabling Services’ usage data. The statistics highlighted in the key findings below refer to the survey results for this study.

**Key Findings**

* The main issues affecting PGR wellbeing day-to-day are experiences of supervision, lack of research progress, a sense of research community, family and relationships, workload and working hours, finance, and managing multiple demands on their time.
* Evidence suggests that the number of PGRs at Southampton with a diagnosed mental health condition is higher than the number officially disclosed to the University. Furthermore, 9% of PGRs surveyed believe they have a mental health condition but are not seeking a diagnosis.
* The most popular place to look for information on matters related to wellbeing or mental health is the NHS website (53.8%) followed by other external online resources (27.5%). 25% of PGRs would refer to the Student Services webpages and just 3.4% to their Faculty or Departmental webpages.
* The main barriers to accessing support when needed are a lack of personal understanding of the problem (27.5%), not knowing who to speak to or where to go (23.9%), feeling embarrassed (22.9%), lacking time (22.7%) and being wary of the repercussions (21.3%).
* There is a perception from some PGRs that Student Services are not predisposed to support specific PGR needs with many choosing to access support elsewhere via their GP (20.2%) and private or NHS counselling (11.8%).
* Isolation is a common theme experienced by PGRs, exacerbated by study pressures and a physical lack of social space within departments.
* There is a sense of confusion from both PGRs and Faculty Graduate Schools concerning the role of the academic tutor in providing pastoral support.
* Part-time PGRs, distance learners, overseas students and those based on satellite campuses may experience particular logistical or cultural barriers in accessing pastoral support.