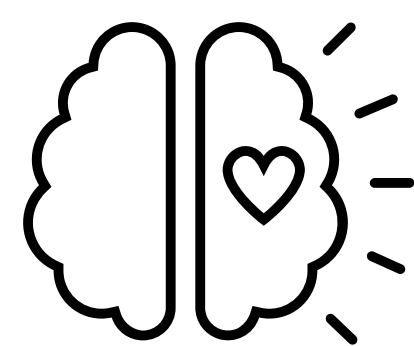


Supporting Postgraduate Taught Student Wellbeing: Building a Student-Led Community Through Valuing the Student Voice

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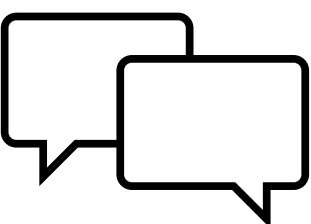


INTRODUCTION

With the **poorest** wellbeing levels across **all** university students (Miles, 2024), postgraduate taught (PGT) students are continually **neglected** within research, resulting in a lack of established wellbeing support interventions. Existing interventions fail to account for the several roles that PGT students maintain (White & Ingram, 2023), alongside their **time-constrained** one-year degree. This project aims to support PGT students' wellbeing through a **holistic, student-led** approach that draws on PGT student wellbeing theory to develop supportive wellbeing measures.

METHODOLOGY

A thematic literature review was initially conducted (see Figure 1), before a PGT Student Wellbeing Workshop was carried out. This aimed to work with PGT scholars to build a student-led wellbeing intervention. Over **1,000** PGT students were invited to participate; 6 signed up, and **2** attended. The low attendance emphasised the lack of social connection among PGT students. Further research was then conducted to gain a theoretical understanding of PGT wellbeing, to support the production of a series of **student-led recommendations**.



RESULTS

The main themes found within the PGT Student Wellbeing Workshop were a desire for self-development, feelings of loneliness and isolation, and a lack of connection across the PGT student cohort. Students requested more **PGT-specific** events that connect the student community and a greater awareness of PGT student wellbeing resources. These perspectives resulted in the production of a wellbeing guide.

KEY PGT STUDENT WELLBEING THEMES

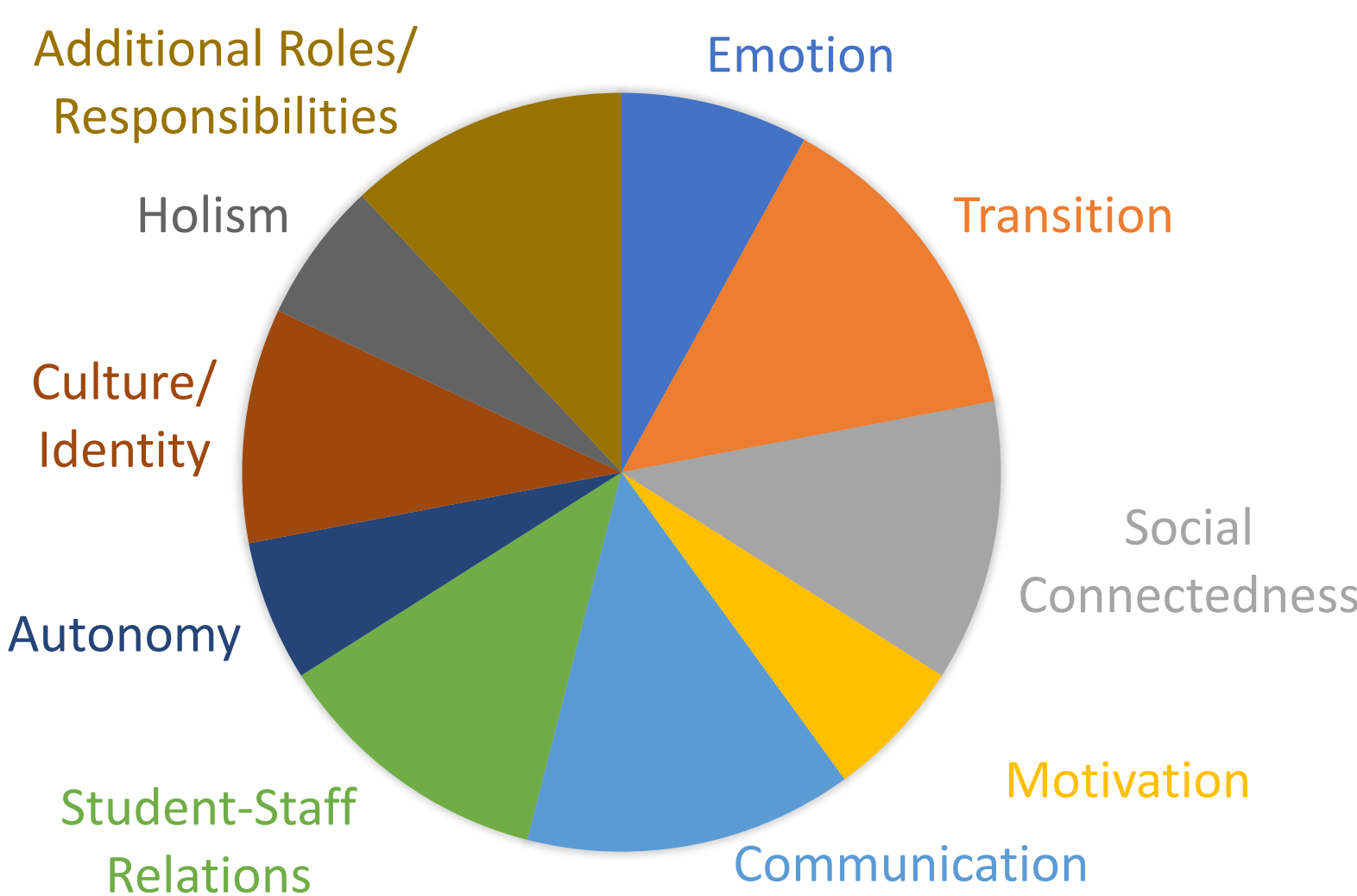
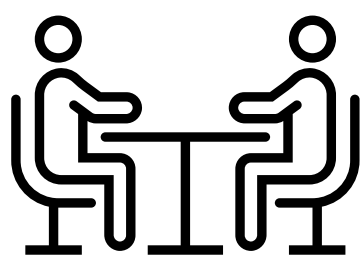


Figure 1: Pie chart displaying the main themes discovered within the literature review.



ANALYSIS

After examining the **origins** of the PGT degree and comparing its **structure** internationally, it became clear that the foundations of a master's degree structure significantly contribute to students' consistently poor wellbeing throughout their degree. Factors such as the need for employment (Geertshuis & Liu, 2025), financial stress (Quinn, 2025) and culture shock (Li & Shen, 2025) can result in the overload of emotional stress in preparation for and during students' degrees. These factors, combined with conflicting views on the appropriate assessment and definition of wellbeing (Cooke et al., 2016), have resulted in an oversight of PGT students' wellbeing. Theoretical approaches such as Maslow's Hierarchy of Needs (Wu, 2012) and the Person-Centred Practice approach (Gray & Woods, 2022) highlighted the need for more student-led interventions focused on the needs of the students rather than the economically focused approach (Sheng & Lomer, 2025) that many students feel universities take.



CONCLUSION

In conclusion, PGT student wellbeing continues to be **under-researched** and **overlooked**, resulting in a neglected wellbeing crisis that could overwhelm student services if not formally addressed. Universities need to develop more tailored student-led measures to support students' wellbeing and help to create a sense of **belonging** among PGT students. A **holistic student-led** PGT wellbeing review needs to be conducted by policymakers and educators internationally, to better understand and protect PGT students **multifaceted identities**.

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