



Psychology Informing University Practice Student Advisory Board

Meeting 3 – Tuesday 13 April, 10.00-12.00

Agenda

1	Welcome		AC	
2	Minutes of the last meeting and matters arising	Meeting minutes	AC	Approval
3	Changes to Terms of reference	Terms of Reference	AC	Approval
4	Communications strategy	Communications strategy	LG	Discussion
5	Revisit co-production strategy - More detail about workstreams - Technical considerations (mailing lists & digital consultations) - Discussion	Description of workstreams Co-production presentation	LG MS AC	Discussion
6	Visual identity	Website Visual identity presentation	MS	Discussion
7	Advisory Board meeting on 25 May		AC	Discussion
8	AOB		AC	

Student Advisory Board members

Present

Andrea Carstensen (Chair), UCL
Srishti Agarwal, UCL
Sophie Churchill, Kings College London
Jordan Elliott, Imperial College London
Cate Goldwater Breheny, Imperial College London
Rachel Gu, UCL
Annie Hata, UCL
Nellia Kornilova, UCL
Ritvij Singh, Imperial College London
Thomas Steare, UCL

In attendance

Laura Gibbon, PsychUP for Wellbeing Coordinating Director, UCL Division of Psychology & Language Sciences
Mary Sadid, PsychUP for Wellbeing Project Officer, UCL Division of Psychology & Language Sciences

PsychUP for Wellbeing

Student Advisory Board Meeting 2 – Thursday 1 April, 10.00-11.30

Meeting minutes

<p><u>Present</u> Srishti Agarwal, UCL (SA) Andrea Carstensen, UCL (AC) Sophie Churchill, King’s College London (SC) Jordan Elliott, Imperial College London (JE) Cate Goldwater-Breheny, ICL (CGB) Rachel Gu, UCL (RG) Annie Hata, UCL (AH) Nellia Kornilova, UCL (NK) Ritvij Singh, Imperial College London (RS) Thomas Steare, UCL (TS)</p>	<p><u>Apologies</u> None</p>
<p><u>In attendance</u> Laura Gibbon (Minutes), <i>PsychUP for Wellbeing</i> Coordinating Director, UCL (LG)</p>	

Action summary

Action	Owner	Timeframe
Those open to being the first Chair send their name to LG; and LG to randomly select from the names given	All/ LG	01/04/21
Members to re-read Terms of Reference so that any changes can be made at the next meeting	All	13/04/21

Discussion

<p>Item</p>
<p>1. Welcome LG welcomed the Board. There were no apologies.</p>
<p>2. Minutes of the last meeting and matters arising Minutes accepted.</p>
<p>3. Advisory Board planning It was agreed the student Chair would rotate, with members interested in being Chair for any one rotation putting their names forward to be selected at random. Rotations will last for one meeting with the student group and one meeting with the whole Board. ACTION: Members open to being selected for this rotation to send their names to LG</p>

The meeting on 13 April will be a review meeting, where the Board will discuss the Terms of Reference (changes to be agreed); ways of working with the professional members (confirming how attendance at professional meetings will work); and any training needs.

ACTION: Board members to re-read Terms of Reference so that any changes can be agreed at the next meeting

4. Co-production

A key objective for the student Board will be to help develop the programme co-production strategy, such that we move beyond project-level co-production and the issues associated with this (e.g., difficulty consulting with as wide a range of students as we would like; keeping student steering groups involved when there are 'slow' periods on projects) – towards innovative co-production in each of the other programme workstreams.

The Board discussed whether members could take the lead on engaging students in the work of particular workstreams:

- This is most likely to be relevant for four of the workstreams: Research & Evidence; Prevention & Community; Steps Model; University Clinics & Support for the System.
- One possibility, to be discussed further at the next meeting, is that the programme maintains databases of students who have registered an interest in a particular workstream/ topic. The lead Board members for that workstream would engage with this group in the first instance – e.g., discussing and testing ideas – before doing wider consultations with the student community.
- 'Special interest' groups could be kept engaged with newsletter 'round ups' relevant to that workstream, curated by the student Board leads.
- A number of possibilities for engaging the wider student community were discussed, including university Instagram accounts; external blogs/ university newspapers and other media; using existing networks (e.g., transition mentors); choosing particular times of the year to focus on communicating with students (e.g. around exams, University Mental Health Day etc).

The Board discussed the fact that there are some university communities where those in leading roles (e.g., academic reps) have the respect and trust of members. However, there are also university communities which are more superficial and where efforts from leaders could be seen as tokenistic, contributing to student cynicism about university communications. There are no easy answers to this problem, but there is a need to try to make communications as genuine as possible.

5. Any other business

None.

PsychUP for Wellbeing Student Advisory Board

Terms of Reference

1. Background

Psychology-Informed University Practices for Wellbeing (*PsychUP for Wellbeing*) has been set up to improve the knowledge base about mental health at university, develop models of mental health care and cross-sector care pathways, engage key stakeholders (e.g. students, members of staff, student service leads and university senior leaders) and promote the principles of evidence-based practice within the Higher Education support sector. The *PsychUP for Wellbeing* university partner is UCL, however, the programme aims to develop resources which will be of use for the wider sector.

Co-production is increasingly acknowledged as best practice within the health and higher education sectors and has been recommended by national bodies including National Institute of Health Research,¹ National Institute of Care Excellence,² Universities UK³ and Student Minds.⁴ When used effectively, co-production adds value by collaborating with experts-by-experience to develop knowledge, interventions and strategies that are higher quality and more relevant to users. A key aim of *PsychUP for Wellbeing* is the involvement of stakeholders, principally students, in all aspects of programme activity.

The *PsychUP for Wellbeing* co-production model is based on the Student Minds model of joint decision making at the level of strategy.⁴ Strategic co-design is in addition to 'consultation' (e.g. one-off meetings to gain student's views of a particular topic) and 'participation' (e.g. ongoing input into a project with a student panel).

2. PsychUP for Wellbeing Advisory Board – student and professional members

To ensure a wide range of students are involved at the strategic level of the programme, and that power imbalances do not result in students (or professionals) feeling unable to speak freely, student and professional members of the Advisory Board will meet independently and jointly. To ensure a free exchange of ideas between the groups outside of joint meetings, processes will be developed (e.g. standing item updates at each meeting) and reviewed on an ongoing basis.

3. Role and Purpose

The role of the Advisory Board (student and professional members) is to provide strategic advice. This will include clarification of priorities, development of plans to address priorities, oversight of activity and identification of potential future directions for the programme. *PsychUP for Wellbeing*

¹ INVOLVE (2012) Briefing notes for researchers: involving the public in NHS, public health and social care research. INVOLVE, Eastleigh

² National Institute for Health and Care Excellence (2013) Patient and Public Involvement Policy. NICE.

³ Universities, U. K. (2018). Minding our future: starting a conversation about the support of student mental health.

⁴ Piper, R., & Emmanuel, T. (2019). Co-producing mental health strategies with students: A guide for the higher education sector. Student Minds. Retrieved from <https://www.studentminds.org.uk/co-productionguide.html>

aims to embed student co-production across its workstreams (Appendix), and the student members will be partners in the development of this strategy.

4. Duties and responsibilities

- Advise on programme strategic direction and priorities.
- Advise on the planning and implementation of programme co-production strategy and student engagement activities.
- Maintain a close working partnership with professional members of the Board.
- Support the development of programme workstreams and dissemination of workstream activities to students, particularly: Prevention & Community; Research & Evidence; Services & Pathways
- Contribute towards publications, reports, PsychUP for Wellbeing blog and other programme outputs and communications, as appropriate.
- Champion an evidence-based approach to improving mental health for students and staff.
- Champion principles of effective co-production with students and staff.
- Help raise the profile of the programme locally and nationally, for example, through writing articles for external blogs, university newspapers and other media.

5. Membership

To ensure professional and student voices are balanced, Advisory Board membership is approximately evenly split between student and professional members. Student members have been recruited to ensure a range of experiences and views are represented. To ensure *PsychUP for Wellbeing* outputs are useful for the wider sector, membership is open to students from universities across the UK, and efforts will be made to recruit future members from outside London. Meetings will be held online in order to ensure no students are less likely to be able to participate, for example through disability or because of geographical location.

Members will be paid for their time attending meetings and work conducted outside of meetings.

6. Governance and Decision-Making

Formal Advisory Board meetings are quarterly, usually in February, May, August and December. Quarterly meetings may be of the whole Board or of student members only (Figure 1; with this schedule to be confirmed). The minimum number of people that must be in attendance for meetings to be Quorate is half of the Board membership.

Processes for ensuring a free exchange of ideas between the groups at individual meetings will be developed collaboratively and reviewed on an ongoing basis. Student members of the Board are expected to have input into programme activities and to meet informally between meetings.

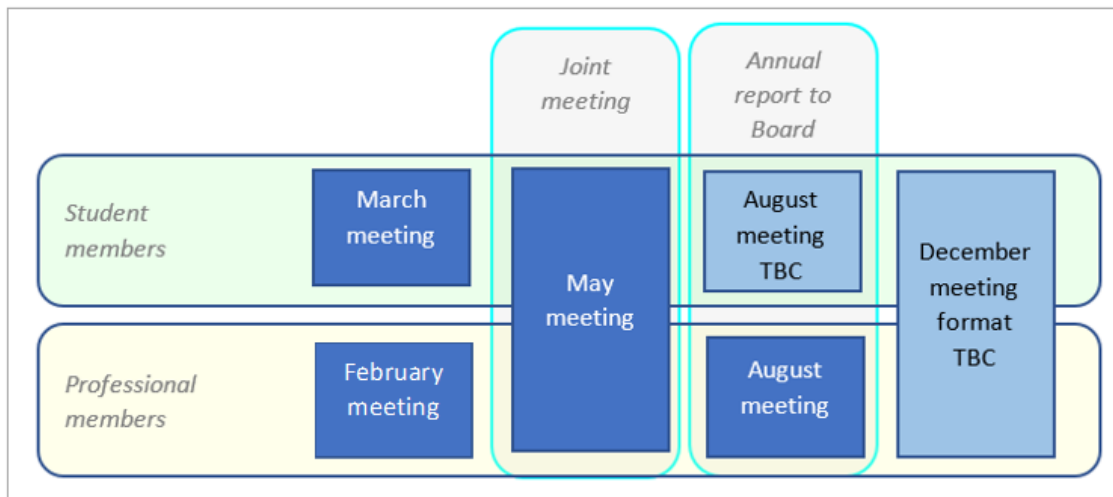
7. Transparency

All Advisory Board meeting agendas, papers and minutes will be made available on the *PsychUP for Wellbeing* website.

8. Co-production evaluation

Evaluation is often missing from co-production initiatives^{5,6} but is essential to determine whether the student voice is being captured. The programme team will conduct an ongoing evaluation of the efficacy of co-production activities across the programme. It is hoped this evaluation will provide further evidence of the value of involving students as partners in the development of higher education strategy.

Figure 1: Provisional meeting schedule



9. Student Advisory Board Secretariat and Contact

The *PsychUP for Wellbeing* team will provide the Secretariat to the Student Advisory Group and be responsible for coordinating all supporting activities of the group, such as the preparation of meeting agendas, papers and minutes, and recruitment of new members. Members will be informed of a named point of contact within team (EN) who will facilitate enquiries and support as needed.

10. Review of Terms of Reference

The Terms of Reference will be reviewed by the Board on an annual basis. Outside of this process members may raise items concerning the Terms of Reference at Board meetings under AOB. Any amendments are subject to review by both Advisory Boards.

Appendix

⁵ Mockford, C., Staniszewska, S., Griffiths, F., & Herron-Marx, S. (2012). The impact of patient and public involvement on UK NHS health care: a systematic review. *International journal for quality in health care*, 24(1), 28-38

⁶ Blackburn, S., McLachlan, S., Jowett, S., Kinghorn, P., Gill, P., Higginbottom, A., ... & Jinks, C. (2018). The extent, quality and impact of patient and public involvement in primary care research: a mixed methods study. *Research involvement and engagement*, 4(1), 16.



PsychUP for Wellbeing workstreams



Co-production



Innovative co-production strategy for each programme workstream, with programme-level strategic input from student members of the Advisory Board

Research & evidence



Contribution to the evidence base relating to student and staff MH, focussing on surveys, interview studies, service evaluations and RCTs.

National best practice



Contributions to guidance relating to student mental health, developed by the National Collaborating Centre for Mental Health, Universities UK, Student Minds and Department for Education.

Prevention & Community



Development of resources to prevent the development of mental health problems and to build community, including:

- Transition support (with DfE)
- International students
- Wellbeing workshops
- Peer support

Steps Model



A single framework within which all needs-based mental health support for students fits, to facilitate integrated delivery of NHS, university and third sector services.

University Clinics & Support for the system



An NHS clinic linked with the academic clinical psychology department, to ensure that expertise, professional networks and the trainee workforce are harnessed for the benefit of the university community. Support for university student and staff services.

PsychUP for Wellbeing

Communications strategy [DRAFT]

1. Context

Student mental health has worsened over the last decade, leaving the majority of existing student services struggling to cope with demand. Staff in various roles across institutions are struggling to support students with their mental health, particularly students with complex presentations (e.g. risk; interpersonal difficulties; psychosis), impacting on their experience of work and their ability to fulfil the pastoral care element of their role.

Student mental health – and, through sector promotion of the ‘whole university approach’, staff mental health and wellbeing – is an area of growing research and policy interest. Several organisations and researchers are now working in this space, each providing particular perspectives (e.g. a focus on the ‘whole university approach’ from national bodies and charities, and an emphasis on interdisciplinary approaches to research into student mental health).

PsychUP for Wellbeing was set up partly to provide a perspective not otherwise represented by other ‘major players’ in this space. This perspective draws on strengths of the UCL Clinical, Educational and Health Psychology department (CEHP), part of the Division of Psychology and Language Science (PaLS) in research & clinical academic expertise, and clinical practice and training. PsychUP is a partnership with UCLPartners and the Anna Freud National Centre for Children and Families.

2. PsychUP for Wellbeing programme

<h2 style="margin: 0;">PsychUP for Wellbeing workstreams</h2>		
<p>Co-production</p> <p>Innovative co-production strategy for each programme workstream, with programme-level strategic input from student members of the Advisory Board</p>	<p>Research & evidence</p> <p>Contribution to the evidence base relating to student and staff MH, focussing on surveys, interview studies, service evaluations and RCTs.</p>	<p>National best practice</p> <p>Contributions to guidance relating to student mental health, developed by the National Collaborating Centre for Mental Health, Universities UK, Student Minds and Department for Education.</p>
<p>Prevention & Community</p> <p>Development of resources to prevent the development of mental health problems and to build community, including:</p> <ul style="list-style-type: none"> • Transition support (with DfE) • International students • Wellbeing workshops • Peer support 	<p>Steps Model</p> <p>A single framework within which all needs-based mental health support for students fits, to facilitate integrated delivery of NHS, university and third sector services.</p>	<p>University Clinics & Support for the system</p> <p>An NHS clinic linked with the academic clinical psychology department, to ensure that expertise, professional networks and the trainee workforce are harnessed for the benefit of the university community. Support for university student and staff services.</p>

3. Stakeholders

3.1 Individuals

Students, staff and carers

- Students
- Student Union staff and sabbatical officers
- Students in positions of responsibility for other students (e.g. society welfare officers; academic reps)
- University staff in student-facing roles/ with responsibility for students (e.g. academics; administrators in academic departments; department managers; hall wardens)
- University staff in mental health roles at UK universities (e.g. counsellors; mental health advisors)
- Parents and carers

Staff in NHS and third sector organisations, such as:

- General Practitioners and staff working in university practices
- Staff in services used by students (e.g. A&E; helplines; sexual health services)

Decision makers:

- University managers with responsibility for mental health (e.g. heads of university counselling services; heads of student experience/life; heads of wellbeing services)
- University senior leaders (e.g. Vice-Chancellors; senior management teams)
- Policy makers – local and national politicians and civil servants
- NHS commissioners and Trust leadership (e.g. Medical Directors)

3.2 Organisations

- Student and staff representative bodies – Student Unions; NUS; UCU
- Universities and their representative body Universities UK
- Mental health professional representative bodies – BACP; UKCP; UMHAN; Medical Royal Collages; HCPC; British Psychological Society; BPC; Social Work England; Nursing & Midwifery Council
- NHS Trusts, Clinical Commissioning Groups
- Government departments – Department of Health; Department for Education
- Relevant charities – Student Minds; mental health charities; suicide charities

Specific identified stakeholder organisations and organisations which sign up as stakeholders will be maintained in the communications operational plan.

4. Communications

4.1 Aims

Primary aim:

- Promote a culture change in approach to university mental health and wellbeing

Secondary aims:

- Communicate that PsychUP understands the issues
- Engender trust in academic and clinical psychology
- Engender trust that PsychUP can channel relevant knowledge to improve university mental health

4.2 Approach

- Based on an ethos of listening to stakeholders
- Based on a strong message about what we stand for, communicated consistently
- Data-driven in clarifying our communications approach and evaluating of what works
- Consistent in our style of communication, from key messages to editorial and visual style.

4.3 Key messages

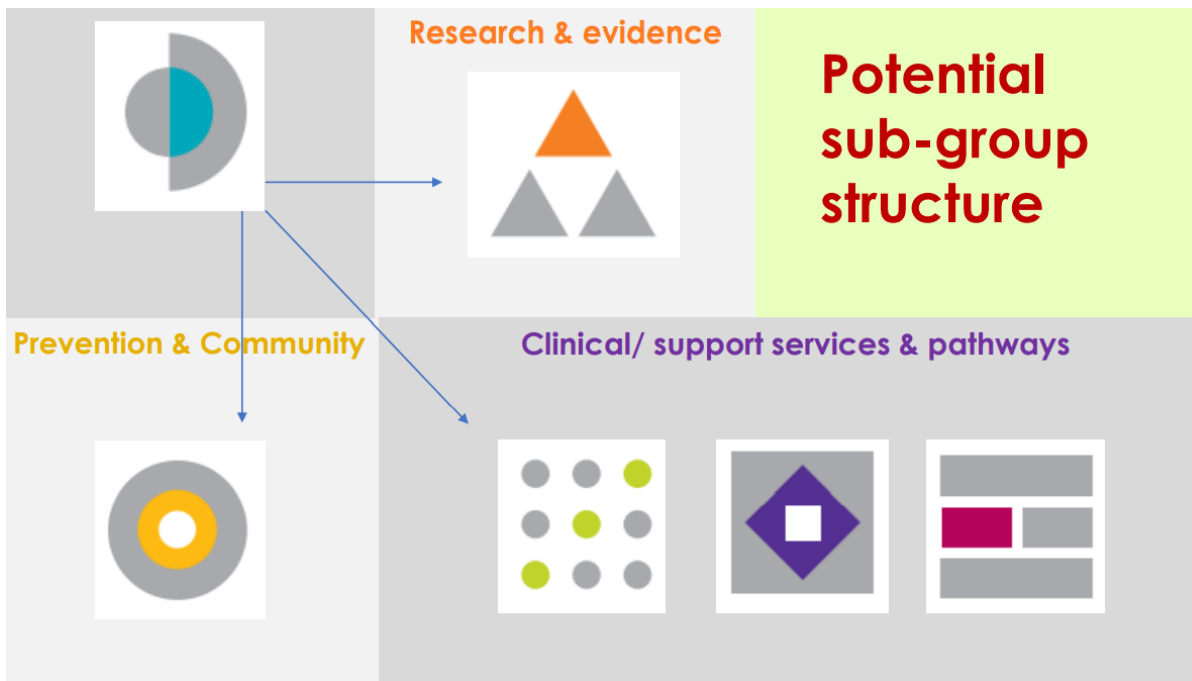
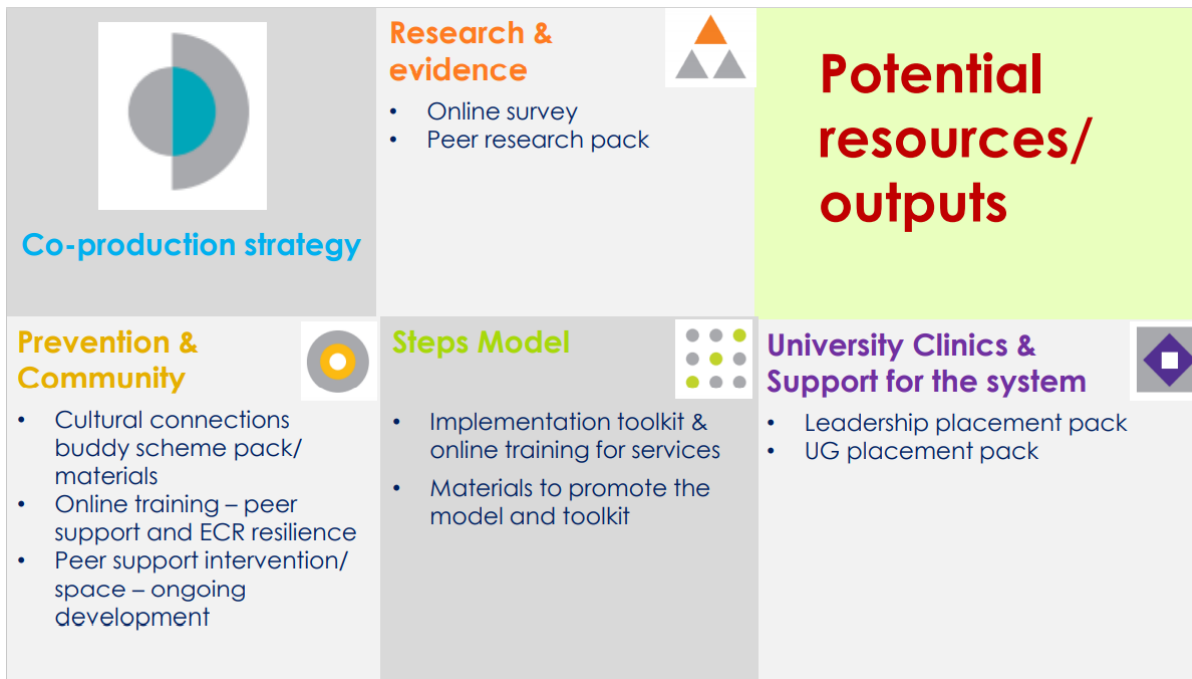
[Relating to programme workstreams (section 2) for different stakeholders (section 3) – TBC]

5. Communications channels and target audiences

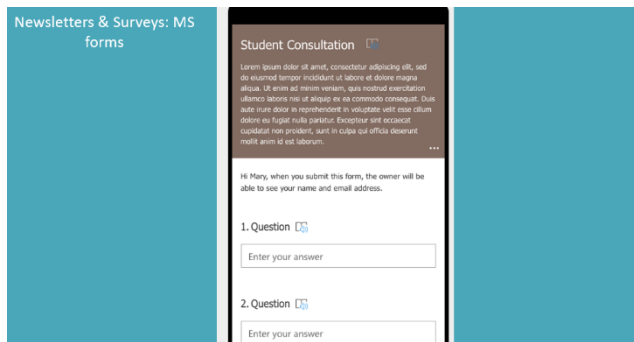
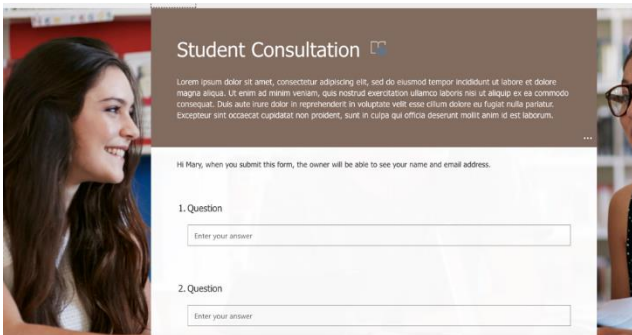
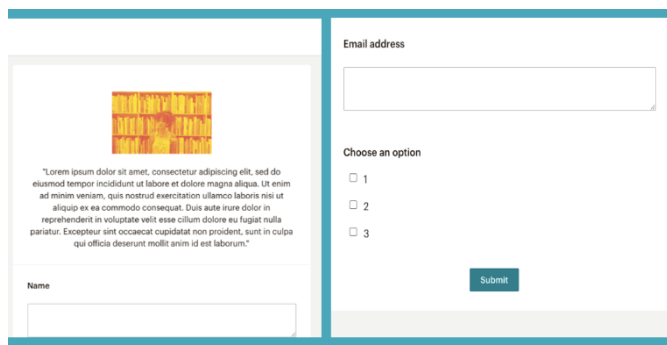
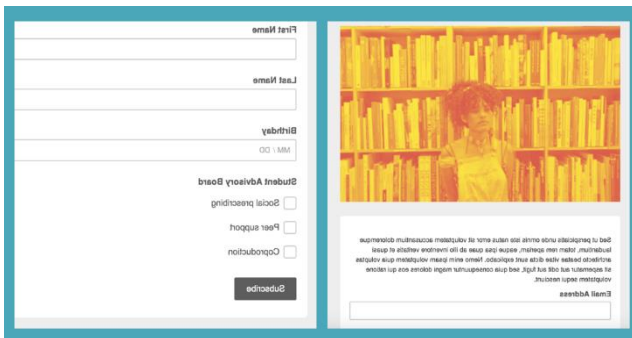
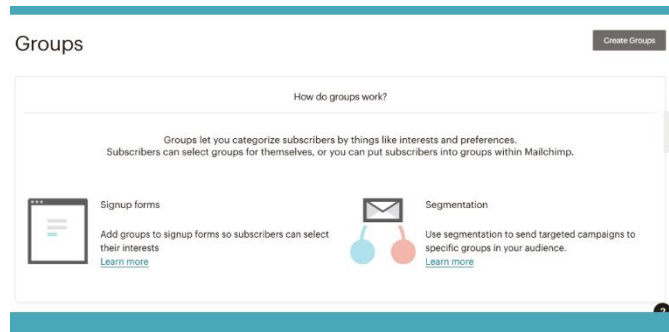
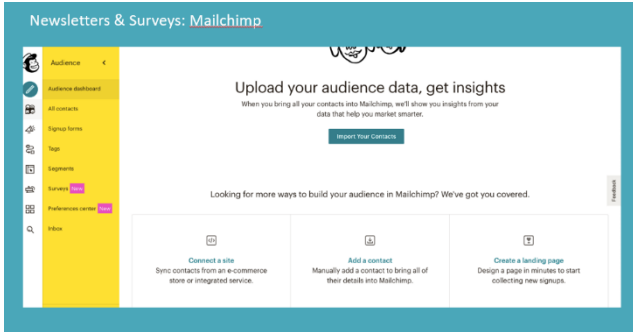
Journal articles	<ul style="list-style-type: none"> • Researchers • Policy makers
Media and comment articles	<ul style="list-style-type: none"> • Staff in mental health roles • University leaders • University mental health decision makers (e.g. heads of student services) • Policy makers
University newspapers	<ul style="list-style-type: none"> • Students
PsychUP website	<ul style="list-style-type: none"> • All stakeholders
PsychUP blog	<ul style="list-style-type: none"> • All stakeholders
Social media – Twitter	<ul style="list-style-type: none"> • All stakeholders
Social media – Instagram, YouTube	<ul style="list-style-type: none"> • Students

Description of workstreams

Workstreams			
<p>Co-production</p> <p>Innovative co-production strategy for each programme workstream, with programme-level strategic input from student members of the Advisory Board</p>	<p>Research & evidence</p> <p>Contribution to the evidence base relating to student and staff MH, focussing on surveys, interview studies, service evaluations and RCTs.</p>	<p>National best practice</p> <p>Contributions to guidance relating to student mental health, developed by the National Collaborating Centre for Mental Health, Universities UK, Student Minds and Department for Education.</p>	
<p>Prevention & Community</p> <p>Development of resources to prevent the development of mental health problems and to build community, including:</p> <ul style="list-style-type: none"> • Transition support (with DfE) • International students • Wellbeing workshops • Peer support 	<p>Steps Model</p> <p>A single framework within which all needs-based mental health support for students fits, to facilitate integrated delivery of NHS, university and third sector services.</p>	<p>University Clinics & Support for the system</p> <p>An NHS clinic linked with the academic clinical psychology department, to ensure that expertise, professional networks and the trainee workforce are harnessed for the benefit of the university community. Support for university student and staff services.</p>	
	<p>Research & evidence</p> <ul style="list-style-type: none"> • Systematic reviews • Online survey • Embedded peer research • Embedded RCTs • Intervention evaluations • Routine data analysis (IAPT) 		<p>Workstream projects</p>
<p>Prevention & Community</p> <p>Resources</p> <ul style="list-style-type: none"> • Transitions support (DfE) • International students • Online training – peer sup. • Online training – ECRs • Wellbeing workshops • Peer support 	<p>Steps Model</p> <ul style="list-style-type: none"> • Co-produces model development • Implementation toolkit & online training for services • Briefing notes for service leads how evidence fits into the model (putting evidence into practice) 	<p>University Clinics & Support for the system</p> <p>University Clinic:</p> <ul style="list-style-type: none"> • UNI-LINK • Links with other clinics – implementation support <p>Support for the system:</p> <ul style="list-style-type: none"> • Leadership trainees/ developing the partnership model 	



Co-production presentation





UCLPartners



Anna Freud
National Centre for
Children and Families

Item 6 paper

Visual identity presentation

