UCL Student Health and Wellbeing Strategy 2019-2021

Action plan (June 2019)

Strategic vision

Enhance our inclusive, caring and supportive community by positively promoting good health and wellbeing (social, physical and mental) as the foundation for academic success and a great student experience.

Main objectives

1. Establish a whole-university approach to student health and wellbeing.

2. Support students in their integration into life at UCL.

3. Develop resources to encourage personal awareness of health and wellbeing and facilitate peer support.

4. Establish effective links between UCL, the NHS and other services to deliver integrated mental health care and improved risk management.

5. Ensure support for disabled students or those affected by health and wellbeing difficulties is personalised and the adjustments are effective.

6. Align student and staff wellbeing policies and initiatives to foster an inclusive and supportive community.

Introduction and context

Wellbeing does not mean an absence of physical or mental illness. Rather it is a state of physical, mental and emotional health where a student is able to engage meaningfully in learning and contribute to their community. Wellbeing is personal and multifactorial, but typically includes feelings of being socially connected, a sense of direction and belonging, satisfaction with personal achievements, and low levels of anxiety.

This strategy sets out to embed a whole-university approach to health and wellbeing so that students can reach their full potential, be successful and enjoy their time at UCL.

The strategy has been developed and will be delivered in partnership with Students' Union UCL. It recognises the positive impact of inclusive and welcoming communities on student wellbeing and commits to making sure that all students thrive at UCL. There should be no stigma in disclosing disability and health/mental health difficulties. A new clinical pathway for students affected by mental health difficulties will provide more students with evidence-based treatment, in a timelier manner than is currently the case.

There are numerous dependencies between staff and students. The strategy sets out to align approaches to staff and students' health and wellbeing in order to bring about cultural change and lasting improvements.

The strategy reflects UCL's context and mission described in UCL 2034. UCL students come from a wide range of backgrounds and bring a diversity of prior experiences to our community. In 2018/19, there are around 42,000 students enrolled on programmes of study and research at undergraduate, postgraduate taught and postgraduate research levels across 11 faculties. Whilst UCL has more postgraduates than undergraduate students, some undergraduate programmes attract students as young as 16 years old. Around forty per cent of UCL students are international. UCL's location, in central London, further contributes to the richness of the student experience.

In 2018, UK government policy shifted towards an explicit expectation that universities will make student health and wellbeing a strategic priority. A former universities minister, Sam Gyimah, expressed that it is no longer acceptable for universities solely to see their responsibility as the training of the mind but that they also need to work to adopt a sense of real importance of wellbeing across the institution. As such, external developments inform the strategy, too.

The six main objectives of the strategy set out UCL's approach to student health and wellbeing over the period 2019-2021. Each objective is achieved by a group of actions to be set in motion immediately and be fully embedded by 2021.

The strategy will be refreshed in 2021 alongside the UCL Education Strategy and the Research Strategy.

Action plan

Objective 1 - Establish a whole-university approach to student health and wellbeing

A whole-university approach to student health and wellbeing requires that UCL's senior leadership, academic units, professional services departments, the Students' Union and students themselves share responsibility, get involved and contribute to the process. UCL's senior leadership recognises that the university has a duty of care for its students and staff and seeks to go beyond that to be the best in the sector.

Leads:

- Denise Long – UCL
- Alex McKee – SUUCL

a) Establish a Student Health and Wellbeing Strategy Group to have oversight of the strategy and responsibility for its implementation. Members of the Group include key stakeholders from across UCL, the Students' Union and students, together with external partners. The Group is co-chaired by representatives from UCL and Students' Union UCL.

- The Pro-Vice-Provost (Student Experience) and SUUCL's Welfare and International Officer have agreed to co-chair a UCL Student Health and Wellbeing Strategy Steering Group. The group has a wide internal membership, aligning to the 'whole university approach to student health and wellbeing' and with an extended reach inviting crucial external participation from stakeholders from the Camden community. The date of the first meeting is 5 June 2019.

b) Set up a Student Health and Wellbeing Community of Practice (SHW COP). The Community strengthens the connections between academic units, central services and the Students' Union, as colleagues can discuss challenges, share expertise and co-ordinate plans for enhancing the support we offer to students.

- In February 2019, we began a series of workshops to establish the SHW COP. The SHW COP confirmed five projects and a team and team leader/s to take them forward. The projects cover a broad range of areas, aiming to improve and enhance student health and wellbeing. There is both overwhelming and positive commitment to be involved with this COP, including the imminent launch event on 13 June 2019, which has reached capacity. (Objective 6b)

c) Develop a network of Student Advisers, who are UCL staff members based in academic departments, to act as a first point of contact for student welfare enquiries.

- The understanding of and support for student health and wellbeing varies across UCL and this emerged clearly in the engagement work for the Education Administration and Student Support (EASS) work stream in the TOPS programme. As with the Student Health and Wellbeing Strategy there are already a significant number of programmes and projects in progress touching on this (e.g. TOPS, Student Success Project, Here to Succeed, Careers Frameworks). OVPESA, SRS and SUUCL will use their representation via these platforms to influence change to create 'Student Advisors' who are trained and themselves supported to handle effectively and consistently student welfare enquiries.

- While we aim to achieve this the SHW Strategy Steering Groups, SHW COP, UCL Arena and Occupational Health and Wellbeing will continue to strengthen promoting best practice and developing training, tool kits and guidance to support staff with this responsibility.

d) Make key concepts related to disability awareness, inclusive learning, health and wellbeing an integral part of relevant professional services staff and Personal Tutor training. Incorporate these concepts into curriculum development, design and governance.

- SSW is building on their collaborations with SRS Academic Services, Occupational Health and Wellbeing and UCL Arena to improve awareness, knowledge and training in the areas of disability, inclusivity and health and wellbeing for the teaching and learning environments. (Objectives 5 & 6)

- The SHW COP has identified a project to develop a *Departmental Wellbeing Toolkit* aiming to improve students' sense of belonging to a community within their academic through wellbeing initiatives and inclusive practices. (Objective 3b)

- Promote 'UCL Ways of Working'; a behavioural framework developed for Professional Services staff that is also transferable for staff in other roles. The framework encourages inclusivity, integrity and the value of diversity and shares meaningful synergies with the essentials for the health and wellbeing of students (Objective 6a)

- Ensuring student health and wellbeing is a fundamental part of the programme and curriculum design and approval process is essential. There is already good practice in some areas (e.g. the UCL East project is designing an inclusive curriculum checklist) but this should be a UCL-wide requirement. Consult with SRS Academic Services to consider how to incorporate this into the UCL's regulatory framework.

e) Strengthen collaborative work with the Students' Union throughout their wide range of services, in particular Project Active, student networks and student clubs and societies.

- SUUCL and UCL are committed to working in partnership to deliver the SHW Strategy and is co-leading on many of the objectives.

- SUUCL and SSW are working closely on wellbeing initiatives and promoting key messages and services.

- SUUCL will shortly publish a Student Wellbeing Report providing crucial insight and data to shape the programme for continuous improvements for student health and wellbeing.

- SUUCL has committed to developing a Sports Strategy for UCL.

- SSW is working with the Volunteering Service to help promote the positive benefits of volunteering to students.

- SSW is working with SUUCL and Residences to connect the Halls Committee Representatives and Student Residence Advisers to improve the living experience of students.

- SUUCL and SSW are sharing best practice to improve peer support programmes and initiatives.

- Work with SUUCL to evaluate and utilise feedback from student networks, focus groups, clubs and societies to help shape and influence student health and wellbeing improvements and initiatives.

f) Expand UCL's collaborations with other higher education institutions and voluntary organisations locally, nationally and internationally. Facilitate exchanges of expertise, research and experiences with regard to student health and wellbeing.

- UCL is represented on a wide range of national networks, organisations and forums focused on student health and wellbeing – e.g. AMOSSHE, London Higher, City Mental Health Alliance, ADSHE -The Association of Dyslexia Specialists in Higher Education, NADP - is the Professional Association for disability and inclusivity practitioners

- Led by Professor Peter Fonagy, UCL Psychology and Language Sciences, UCL has been successful in obtaining funding from the Office for Students (OfS) to lead the London Hub of a national project to develop a 'step change' in student mental health support in the UK. (Objective 4)

- SSW participates in NHS and PHE led projects to raise awareness on a number of health and wellbeing concerns, in particular in the areas of mental health, GP services, vaccinations programmes and public health protection.

- SSW recently developed and hosted a training and knowledge exchange event with Oxford University and Beijing Normal University. Colleagues from all three participating universities reported how beneficial the day had been.

- UCL engages with guidance and research on student health and wellbeing and has adopted Universities UK Step-change framework for student wellbeing.

- UCL is participating in the Department for Education's research on Student Mental Health – the DfE has noted that to date there is no dedicated survey of student mental health and wellbeing and they wish to explore the potential for filling the gap. This is separate from the OfS sponsored study exploring models of support.

- SSW has partnerships and affiliations with a range of third sector organisations to provide expert advice, information and support – e.g. Rape Crisis, Gendered Intelligence, Tier Consulting, Step by Step, Nightingale Hospital.

g) Ensure the impact on student health and wellbeing is considered in any future policies and strategies developed across UCL. Reflect on the opportunities to stimulate good health and wellbeing through the development of a sustainable built environment.

- In addition to incorporating student health and wellbeing concepts into UCL's regulatory framework for students there is a wider institutional governance structure making decisions that affect student health and wellbeing from the Estate through to UCL plans for future changes and growth. SSW will work with SRS Academic Services to identify approaches to ensure student and staff health and wellbeing is at the core of UCL's thinking and strategic direction.

- Identify key Faculty staff to ensure faculties and departments consider student and staff health and wellbeing when developing and reviewing their policies and strategies.

- Work with SUUCL to ensure their activities and governance support the health and wellbeing of students and staff.

- Use evidence based data, research, student surveys and student feedback to identify what are the causes of poor health and wellbeing among the student community and what changes to UCL's policies, and strategies could realise improvements.

h) Engage with student feedback to enable continuous monitoring and reshaping of the support provision in line with student needs.

- UCL collects considerable data and feedback on the student arrival and induction experience both locally within SSW (e.g. the ISOP survey) and cross-institutionally (e.g. the New to UCL survey).

- Quantitative data and qualitative feedback is currently collected on all SSW services (Disability, Mental Health and Wellbeing drop-ins, Student Psychological and Counselling Services appointments, Student Centre enquiries, Study Abroad, ISOP) and relevant services in the Students' Union and elsewhere (Volunteering Service, Advice Service).

- In collaboration with the SHW COP, SSW are leading a project to review, consolidate and share the data and feedback collected on student health and wellbeing. The aims of this project are to: (1) ensure compliance with GDPR and other relevant legislation, (2) ensure data and feedback collection processes are as straightforward and consistent as possible, and (3) pool relevant sources of data and feedback into a unified 'student health and wellbeing barometer' or online dashboard, accessible to all. This resource would also help to monitor the effectiveness of services and inform areas for improvement.

- Review national and international student surveys, research and benchmarking data as a comparator and ensure UCL is leading on best practice.

Priorities for the 2019-20 academic year

- Monitor the progress of the implementation of the SHW Strategy and identify any blockers and risks for the SHW Strategy Steering Group to resolve.

- Ensure the UCL senior leadership team has sight of both progress and issues that might affect the implementation of the SHW Strategy.

- Support the SHW COP to complete the 5 projects.

- Continuing the commitment to working in partnership with SUUCL and ensure the student voice is influencing change.

- Participation in the TOPS Programme to discuss and define a Student Advisor role.

- Work in collaboration with SRS Academic Services to improve student health and wellbeing representation throughout UCL's governance structures and review policies that adversely affect student health and wellbeing.

- Staying engaged with relevant national debates and emerging trends.

- Strengthening partnerships with the NHS and other organisations that support UCL students.

Objective 2 - Support students in their integration into life at UCL

Effective integration into the community, a sense of belonging in the learning and living environments and close, encouraging peer networks are the foundations of good student wellbeing and success. UCL's diverse traditions and student population offer great opportunities, but developing a sense of belonging in such a diverse setting can be challenging and overwhelming at times for some. Supported integration is a key step towards building inclusive local communities and enhancing student wellbeing. Induction into the UCL community begins much earlier than students' arrival on campus to commence their studies.

Leads:

- Wes Durdle – UCL
- Guy Stepney – SUUCL

a) Provide more online information, preparation programmes and resources to facilitate a smooth and effective settling-in process.

- Improve the Countdown to UCL blog and email campaign by integrating a wider variety of relevant new content every year, in various media.

- Improve the Welcome to UCL app, ensuring all welcome events are included and that it is more personalised for users.

- Review and enhance the New Students pages based on student feedback, including checklists and information on the enrolment process.

- Lead an audit and review of pre-arrival communications across UCL, to work out what is being sent, when it is being sent and by whom, reducing duplication and unifying messaging. Provide staff across UCL with templates and guidelines for pre-arrival comms.

- Increase consistency of look and feel of pre-arrival communications, ensuring this is exciting, fun and welcoming. This lays the foundations of a cohesive 'Welcome to UCL' student induction package across UCL in the longer term.

- Support the successful roll-out of the Introductory Programme, designed to help new students familiarise themselves with the history, layout and achievements of UCL and build a sense of belonging.

- Develop a new Welcome Guide for all new students, providing practical advice and information for all students, especially those new to London, whether international or home.

- Make greater use of the 'Spotlight on…' videos wherever possible, especially those focussed on topics related to induction, and produce new videos where appropriate.

b) Promote UCL and the Students' Union as inclusive, caring and supportive communities to prospective and new students. Facilitate the development of inclusive personal networks and enable a sense of belonging in a culturally diverse context.

- Review materials for prospective students to ensure UCL is presented as inclusive, caring and supportive wherever possible.

- Prioritise wellbeing messages in all guidelines produced for staff disseminating local pre-arrival comms and running welcome events.

- Support review and enhancements of the Transition Mentors scheme.

- Ensure that new students have access to a comprehensive and inclusive programme of social activities on arrival.

- Offer opportunities for new students to introduce themselves to others through apps and/or other 'official' online platforms, possibly through social media.

- Ensure that UCL's campus is welcoming for new students on arrival and excites them about the start of their UCL journey, with a particular focus on the Student Centre as a focal point for student activity on campus.

- Help new students navigate the campus (in particular locations related to enrolment) more easily, and work with colleagues in Estates, CAM and the Department of Geography to improve signage and campus maps insofar as possible.

c) Deliver comprehensive local induction programmes in students' learning and living environments. Encourage and facilitate personal interactions between new and current students as well as staff to foster a sense of community.

- Develop a comprehensive set of guidelines for staff delivering student inductions, outlining what topics should be covered and what type of events should be run at programme, department, faculty and central levels. Encourage innovative events that provide opportunities for students to meet each other to be delivered at faculty, department and/or programme level.

- Expand the International Student Orientation Programme (ISOP) into a full and unified central offering, with several relevant events taking place every day in the week before the start of term. Increase capacity and develop and promot related online resources wherever possible.

- Make greater use of the Student Residence Advisers (SRAs) to enhance the induction events offered in halls of residence.

- Encourage colleagues in faculties and departments to establish local student buddy schemes, especially between home and international students.

- Deliver a Student Services Fair on campus over the Start of Session period.

d) Identify best practice and strengthen the co-ordination of UCL and the Students' Union's many induction activities, ensuring that all students receive a welcoming start to their life at UCL.

- Support the introduction of a fully online enrolment model.

- Improve campus tours, ensuring they are consistent across UCL and delivered by other students wherever possible. Incorporate key health and wellbeing sites near campus.

- If possible, further expand our programme of on-campus meningitis vaccinations to ensure a higher proportion of at-risk new students are immunised.

- Continue to run regular best practice workshops for members of the Student Inductions Forum and at other relevant opportunities, such as conferences.

- Run regular Professional Services stakeholder meetings in the run-up to the main Start of Session period with representatives from key central divisions, to coordinate activities.

- Deliver training to colleagues across UCL to become staff 'Welcome Ambassadors', supplementing the existing team of student Global Ambassadors.

- Enhance the Doctoral School Welcome and induction and welcome provisions for postgraduate research students more generally, in line with student feedback.

- More effectively share data and feedback collected about student induction activities, including the New to UCL survey and reports written in SSW.

e) Develop a web-based platform for staff providing guidance and resources for effective student inductions. Facilitate sharing of best practice between programmes, departments and faculties.

- Maintain the Microsoft Teams site for the Student Inductions Forum and encourage sharing of ideas and knowledge between colleagues across UCL. Use this space to host resources for staff.

- Encourage the establishment of local groups of key induction contacts at faculty level from departments and faculty offices.

f) Ensure induction programmes promote academic success in the context of positive health and wellbeing.

- Prioritise health and wellbeing considerations in all guidelines and training produced for staff delivering student inductions, including recommendations on how to ensure that inductions are fully inclusive to all students.

- Ensure the Here to Support You guide to SSW services is made available to all new students.

- Produce content focussed on life skills and living independently. Enhance information and resources on academic writing and other aspects of study.

- Encourage staff delivering induction events to spread out sessions over the first term where possible to reduce overload of information in the first few weeks.

- Promote the Positive app to the incoming cohort in September 2019 and encourage students to download.

- Ensure that information, resources and training about suicide prevention, awareness and support, as well as consent, sexual violation, harassment and bullying, is incorporated into student inductions.

- Run a concerted cross-platform campaign encouraging new students to register with a GP and ensure they are familiar with how to access health care services.

g) Offer dedicated information to student groups who may require additional support to settle into UCL, such as care leavers, students transitioning gender, students affected by health conditions, students with disabilities, students who are parents or carers, BME students.

- Improve induction support for disabled students.

- Improve induction support for care-experienced and estranged students.

- Improve induction support for students transitioning gender students.

- Improve induction support for students affected by (physical and mental) health conditions.

- Improve induction support for student parents and carers.

- Improve induction support for BME students.

- Conduct research to find out if there are other specific student groups who may need additional support around induction, and then improve our provision as appropriate.

h) Parental support is an essential part of university life for some students. Develop dedicated web resources for parents and guardians who wish, for example, to engage with the processes of settling-in and accessing specialist services.

- Develop a comprehensive new website for parents.

- Produce a printed guide for parents directing to and complementing the new website.

Priorities for the 2019-20 academic year:

- Lead an audit and review of pre-arrival communications across UCL, to work out what is being sent, when it is being sent and by whom, reducing duplication and unifying messaging. Provide staff across UCL with templates and guidelines for pre-arrival comms.

- Develop a new Welcome Guide for all new students, providing practical advice and information for all students, especially those new to London, whether international or home.

- Improve the Welcome to UCL app, ensuring all welcome events are included and that it is more personalised for users.

- Ensure that information, resources and training about suicide prevention, awareness and support, as well as consent, sexual violation, harassment and bullying, is incorporated into student inductions.

Objective 3 - Develop resources to encourage awareness of wellbeing and facilitate peer support

Looking after oneself and awareness of how social, physical and mental factors contribute to wellbeing are essential for student success. Students take ownership of their health and wellbeing, taking proactive steps to engage with support when this is needed. Facilitating peer support through community-building activities and providing students with information and advice on wellbeing are key priorities for UCL.

Leads:

- Mitesh Vagadia – UCL
- Katie Sykes – SUUCL

a) Develop a web-based 'Wellbeing for Success' platform to inform students and encourage them to set goals and make choices for a healthy life at university and beyond. Work in partnership with students to develop content for the platform that reflects diverse views and experiences.

- UCL Wellbeing for Success blog/platform – The current blog is a good foundation for the Wellbeing for Success platform. The plan is to continue with the blogs focusing on self-support and promoting through social media channels which includes Wellbeing Wednesday takeover. Blog analytics will provide a more accurate picture of number of views.

- Blog Editorial Board – Having a student centred approach to the content is essential, in order to ensure this is occurs we will set up a group editorial board made up of a DCP member, Student Union member, Sabbatical officers, SRAs and current students to oversee the content of the SSW blog, vlogs, podcasts, which will be hosted on both the SSW and Student Union website.

- SSW webpage – Support information on the SSW website provides useful content around self-care. This will need to be regularly revised, reviewed and expanded.

- Students sharing talent platform – Part of the Wellbeing for Success platforms students will have the opportunity to share and showcase their personal interests, talents and abilities. This will involve working with the Student Union, Student union clubs and societies with the possibility of using the Student Centre space to host the events – 'UCLs Got Talent'.

- The NHS Five Ways to Wellbeing – Connect, Be active, Keep learning, Give to others and Be mindful provides the next level of support and focus for the Wellbeing for Success platform. The plan is to produce a series of articles around each heading which provides tips on how to Connect, Be active etc.

- "Little things matter" campaign – The focuses on students providing us a sentence of what they consider is the little things in life that may them smile or appreciate life. This then can be shared via social media or yearly pocket size book for other students to use and contribute themselves. The thought process for this is to help students who are feeling particularly low/down obtain a positive perspective.

- Learn from the experts – Research into proven methods and techniques of achieving a sense of wellbeing from experts around the world – Tony Robbins, Robin Sharma, Dipak Chopra. Using this information to complement and enhance our content and methods.

- Give to others – It is proven that volunteering and giving to others has a direct positive impact on a person's wellbeing. Working closely with the Student Union it is key we provide and promote students volunteering opportunities. This will also include a social media campaign around "What have you done to help others?

b) Isolation, perfectionism, time-management difficulties, exam anxiety, sleep problems, imposter syndrome and financial worries are faced by students. There is experience and expertise across UCL on managing and overcoming these issues. Encourage exchange of ideas and best practice through the Student Health and Wellbeing Community of Practice.

- SSW webpage – Support information on the SSW website provides useful content around self-care, which covers the above topics and provides students information on methods to deal with each one. We will continue to expand on this and review regular.

- SHW COP – Through the development of the SHW COP the core members have identified 5 projects of interest. Each of the projects will focus on individual areas. The list of the COP projects stated below which enhance student support with the challenges mentioned.

- PG students' project would like to develop a clear understanding of the support available and how to access it and to provide our PG students with a sense of value and belonging within the UCL community.

- School of Life and Wellbeing will provide a platform for internal and external expert speakers to share their knowledge and tips on key topics. Experts will include personal experiences of students, academics, professionally services staff, alumni and external motivational speakers. It is just as important for current students to share their stories of success and overcoming adversity. Promote through Videos, Podcasts, and Talks.

- Symptoms Checker will enable student facing staff to accurately triage and refer to support services without needing to be an expert. Empowering staff and students to support each other.

- Departmental Wellbeing toolkit will aim to improve students' sense of belonging to a community within their academic department by improving awareness of wellbeing resources and practises within academic departments, identifying and share good

wellbeing practice across academic departments and increase in wellbeing initiatives run by academic departments.

- Evaluation and Surveys will engage with data to produce tangible metrics in support of the student H&W agenda and evidence the correlation between good wellbeing, student experience and student success.

- Lunch time workshops for students – In consultation with the UCL colleagues and students - look at delivering specific workshops like the lunch time lecturers around the key topics - Isolation, perfectionism, time-management difficulties etc. which could also be based on the student life cycle.

c) Provide a range of dedicated resources, such as apps and online training programmes, to promote good health and wellbeing and ways to cope with complex experiences, thoughts and emotions.

- SSW webpage – The UCL SSW webpage is a central dedicated resource for current students looking for information and support about health and wellbeing – the content is contributed from number of different resources and individuals including students. The Development, Comms and Projects (DCP) team will continue to ensure relevant content is updated regularly in the same style and standard.

- UCL Positive App – Current students can download the UCL Positive App for free this is flexible, app-based programme designed to help students positively shift the way they think, feel and behave. It combines accessible science with practical tools to help students improve and maintain your psychological wellbeing. The DCP team will look at ways of promoting the app for current students and new students from Sep 2019.

- Welcome to UCL app – The Welcome to UCL app for new starters has elements of self-help information for new students and promotes student wellbeing in general by providing information about the UCL support services on offer. We will continue to build on the success of the app from 2018-19. The Welcome App has the capability to offer self-guided tours such as the health tours. This will be in addition to health and wellbeing tours provided by external partners and for those who are not able to attend the tour in person. We are in the final stages of confirming this with colleagues in student recruitment who organise Campus tours. Please refer to Objective 2D.

- UCL Go! app – The UCL Go! app has access to a wider audience (current students). DCP is working with UCL Go! app team to promote SSW content to current students. This is currently in the early stages but the aim is to find out what students are using the app for and how we can use the app as another tool to reach our students. For 2019 exam period – we have agreed with the UCL Go! app team to use the push notification function to notify students of any travel disruptions which may impact students attending the Excel centre for exams.

- Umii app – We are in talks with Umii, an app which coordinates new students getting to know one another before arriving. We are in consultation regarding costs and return of investment and whether to go ahead for Sep 2019.

- Activity Tracker – working with colleagues in the student union we will continue to promote project active opportunities and support the development of a UCL "Activity tracker" an online platform that rewards students for doing physical activity. Students will earn points for being physically active and then be able to deem their points for rewards around campus – coffee shops

- Moodle and Portico Homepage – A member of the DCP will look at ways in which we can promote key messages, blogs, videos etc via the Moodle and Portico Homepage.

- Ready for University – Dedicated online web resource which includes techniques to help students prepare and deal with university life. This will include helping students produce a checklist of identifiable personal habits that they have used previously to help themselves through adverse times. Student minds webpages offers similar advice to prepare students for University.

- Online wellbeing training for students – DCP will continue to promote online training for students for example suicide awareness. We will continue to build on the online training project started with the aim to add the training to the UCL HR single training booking system.

- Benchmarking – We will be set the task to horizon scan and research the sector to see what other potential dedicated resources we can potential promote to our students.

- UCL Student Opportunities Guide – The VP Education team along with the Student Union has created a guide for students to promote the numerous opportunities to learn outside of their degree programme. From being a ChangeMaker, A Student Quality Reviewer, Transition mentor to an Academic Representative. It's vital we work with the VP Education team and Students Union to promote these opportunities which promote good health and wellbeing.

d) Building networks, learning new skills and contributing to the lives of others can help students stay connected and focused on the present. Encourage volunteering, career development, study abroad and entrepreneurship opportunities to this effect.

- Building networks – SSW has built up positive working relationships with other UCL departments, Student Union and external partners to support UCL students. DCP will continue to build on these by working closer with colleagues in Student Union volunteering services, Careers and Study board team.

- Volunteering opportunities – SSW sits on the Student Union volunteering steering group and will continue to work in collaboration with the service and promote the benefits of volunteering. We will continue to work the Student Volunteering service to promote the positive messages of volunteering and wherever possible use volunteering opportunities for students to meet other students – See Action 3F

- Benefits of Study Abroad – Work in collaboration with Study Abroad team promote the benefits of study abroad – videos, Q & A's with students who have completed study abroad. The plan is to create a working group to see how we can support the Study abroad team to ensure students engage with their service and take up opportunities. Survey students on their study abroad or have completed a study abroad the reason they decided to pursue the study abroad route.

- Entrepreneurship – Work in collaboration with UCL Innovation & Enterprise department to promote the benefits of Entrepreneurship – videos, Q & A's with students/alumni who are successful entrepreneurs. The plan is to create a working group to see how we can support the Innovation & Enterprise department team to ensure students engage with their service and take up opportunities.

e) Enhance existing and develop new peer support programmes across UCL to facilitate health and wellbeing-related conversations and activities.

- Peer support programmes – Map out what peer support programmes across UCL currently exist such as the transition mentors and look at which ones are working and why. The TA forum will be able to provide an insight into what support programmes are available via the academic department.

- SSW training for Peer support programmes – The SSW team are keen in shaping the development of the peer mentor schemes by ensure peer mentors are provided training about the relevant SSW support on offer to students.

- SRA peer mentor in halls of residence – The SRA model currently offers peer to peer support in student residences which has been enhanced each year. Further development in the area is happening and is highlighted in Action 3F.

- Peer support working group – Create a working group to develop new peer support programmes that would benefit students to facilitate health and wellbeing activities – for example Affiliate Students peer support programme.

- Departmental Buddy scheme - refer to Objective 2 action C.

- Current students delivering campus tours – refer to objective 2 action D.

- Face-to-face components of the Introductory Programme (e.g. group challenges) - refer to objective 2 action B.

f) Continue to develop the Student Residence Advisers peer support system to effect a culture of care and respect for each other in UCL's student residences.

- SRA peer mentor in halls of residence – SRA role for 2019-2020 has been developed to focus more on community building and peer to peer support. The following additions have been made to the role:

- Daily drop in service

- One Volunteering event per SRA

- One community building event per SRA

- SRAs being part of the hall committee to support the elected Hall Rep.

- SRA training – SRA training has been updated to focus on SRAs offering peer to peer support and methods to building a community as well as focusing on mental health support.

- SRA comms – DCP is working in collaboration with the accommodation team to promote the SRA service for the first time. They will continue to build on this partnership by liaising with each other regularly to send out SSW and SRA related comms to residents in halls.

- SRA Log and timesheets – DCP has have set up an easy to use records system for SRAs to use to record call outs. This system will make it easy to obtain data on the reason for call outs and monitor trends. This will also support the accommodation team monitor facilities management call outs and issues and SSW.

- Res Life Program – DCP is working together with the accommodation team to develop a Res-Life program for UCL student residences. The Res-Life programme will look into the overall 'out of hours' support needed within halls from Welfare pastoral, security, social to facilities management aspect. Based on the current model and number of SRAs this is not achievable and therefore the revised model will need to consider the cost implications for us to deliver a successful Res-Life model. We are working with Accommodation to implement a Res-Life programme within UCL Halls of Residence for Sep 2021

g) Students find most beneficial the networks they self-identify with. Facilitate further development of student-led networks through the Students' Union for a range of specific characteristics, such as students who live at home and commute to UCL, mature students, students who are parents and carers, and disabled students.

- Student Union working group – Create a working group with Students Union, students and UCL staff to review the current student led networks and then identify networks that need to be developed for student with specific characteristics. Work with the Student Union to create the student networks identified and how they can support students from specific characteristics.

- Student-led networks – Research into successful student-led networks at other HEI's to adapt methods which would work for UCL students.

Priorities for the 2019-20 academic year:

- Development of a web-based 'Wellbeing for Success' platform themed around the NHS Five Ways to Wellbeing – Connect, Be active, Keep learning, Give to others and Be mindful. The platform content will have an editorial board made up of SSW, Student Union, Sabbatical officer, SRAs and current students.

- SHW COP – working with COP colleagues to deliver the agreed 5 projects of interest - PG students' project, School of Life and Wellbeing, Symptoms Checker, Departmental Wellbeing toolkit, Evaluation and Surveys

- Map out what peer support programmes across UCL currently exist such as the transition mentors and work with the existing programmes to ensure peer mentors are provided training about the relevant SSW support on offer to students.

- Continue to develop the Student Residence Advisers peer support system to effect a culture of care and respect for each other in UCL's student residences.

- Development of an online web resource which includes techniques to help students prepare and deal with university life. This will include helping students produce a checklist of identifiable personal habits that they have used previously to help themselves through adverse times.

- Development of a working group with Students Union, students and UCL staff to review the current student led networks and then identify networks that need to be developed for student with specific characteristics. Work with the Student Union to create the student networks identified and how they can support students from specific characteristics.

Objective 4 - Establish close collaborative links between UCL, the NHS and other services to deliver integrated mental health care and improved risk management

The development of closer links between UCL, the NHS and other specialist services to provide better co-ordination to student support and improved risk management is one of the recommendations of Universities UK's 'Step Change' programme. The programme, which is also reinforced by government policy, encourages universities to reconfigure themselves as health-promoting and supportive environments.

In this respect, UCL offers an innovative proposition: trialling a transition from a support to a clinical care model for students experiencing mental health difficulties. UCL researchers and therapists from SSW's Student Psychological and Counselling Services will develop and implement an integrated pathway, a stepped-care clinical model. The integrated pathway ensures more students receive evidence-based treatment in line with their needs and that they do so more quickly than is currently the case. The new approach is strongly supported by UCL's senior leadership.

Leads:

- Barry Keane – UCL
- Simon To – SUUCL

a) Involve expertise from across the UCL academic community, in particular within the Faulty of Brain Sciences, to inform and shape UCL's approach to supporting and improving the mental health and wellbeing of students.

b) Adopt a new integrated care pathway to expand the range of therapeutic treatments at UCL. The model reflects the diverse treatment needs of the student population. It will be delivered jointly by Student Support and Wellbeing, Occupational Health and the Faculty of Brain Sciences at UCL, and NHS agencies.

c) Improve access to mental health care for all students and deliver treatment which is not easily accessible within the NHS; for instance, treatment for self-harm, borderline personality disorder, eating disorders, and alcohol and substance misuse.

d) Take proactive steps towards a 'suicide-safer' campus and develop a cohesive approach to student suicide prevention, response and postvention. Create an environment that encourages and provides opportunities for anyone affected by suicide to speak openly.

e) Ensure improved risk management by providing holistic and co-ordinated care to students identified as being at risk of suicide.

f) Provide appropriate and timely communications and offer support to those affected in the event of a student suicide.

Priorities for the 2019-20 academic year:

- Implementing Step 1 and 2 of the Step Care Model

- To achieve the above:

    o Suitable premises need to be identified for the delivery of Step 1 and 2

    o Appropriate referral pathways between UCL and the NHS need to be developed

    o A legal contract between UCL and the NHS needs to be developed

    o Governance issues such as accountability, supervision, confidentially, triaging, data sharing, etc., need establishing.

- Further de-stigmatisation of mental health across UCL

- Contribute to the development of a UCL community that provides the opportunity to talk openly about suicide

- Contribute to the support of those at UCL affected by a student's suicide

- Developing further SSW partnerships with the NHS and other agencies

- The induction of three new Term Time Only clinicians for SPCS

- The acquirement of further space in 3-4 Taviton Street to house the above new clinicians for SPCS

- A review of SPCS's website

- A review of SPCS's publicity materials

Objective 5 - Ensure support for disabled students or those affected by health and wellbeing difficulties is personalised and the adjustments are effective

Some students need additional support to reach their full potential and thrive at UCL. Student Support and Wellbeing deliver student-led, personalised and timely adjustments to the learning and living environments to best meet student needs and access requirements.

Leads:

- Natalie Humphrey – UCL
- Sinead Booth – SUUCL

a) Make sure that disabled students can thrive at UCL. Emphasise a caring community where there is no stigma to disclosing disability and health/wellbeing difficulties. Meet disclosures with consistent and timely support.

- Establish consistent training and approach to disability, Social Model of Disability, that can be accessed and understood by staff and clubs and societies. This model will also enable and promote an understood and shared health and wellbeing literacy amongst staff and students.

- Establish Social Model of Disability Training that can be accessed through Arena and a standard session that can be delivered to identified key groups, such as Society Presidents, Careers Service and Exam Invigilators

- Review the UCL website, in particular the SSW pages and ensure a consistent use of terminology and language that eliminates deficit and medical model language

a) Deliver excellent student support to all those who are in contact with Student Support and Wellbeing services. Offer a sensitive, personalised and empowering approach to student support. Maintain integrity to foster a culture of trust and willingness to engage.

- Using a Coaching Approach to our student interactions wherever possible and ensuring that all student facing staff are trained and confident in adapting their style to respond to student need.

- All SSW DMHW Staff to receive Coaching Training as part of their probation

- All SSW DMHW Staff to receive Mental Health First Aid Training as part of their probation

- All SSW wider staff to receive Mental Health First Aid Training

- Develop clear messaging that is understood by staff and students on how to access support and from where

b) Continue to embed an inclusive learning and living environment for all, thereby reducing the number of individual adjustments required.

- Through the SSW Community of Practice a toolkit will be created to promote wellbeing within departments through inclusive practices

- UCL East are designing an inclusive curriculum checklist that we can incorporate alongside the wellbeing checklist (using the principles of Universal Design for Learning)

- Working with ISD to roll out the programme and review of Digital Accessibility in line with EU changes to regulations

- Review UCL accommodation and clarity of information available at application in regards to accessibility of room and location

c) Offer a personalised approach to student health and wellbeing support by making available a range of interventions to meet individual needs. Interventions include (but are not limited to): awareness-raising and prevention; information, signposting and advice; reasonable adjustments; mental health mentoring; personal tutoring; and external referrals.

- Working with other services within UCL to have effective and monitored referrals, which can be better managed using SID.

- Regular meetings between teams to ensure communication lines are open

- Deliver study skills workshops to increase our preventative strategy options, to be led by our Study Skills tutors.

- Utilising the space that we have in the Student Centre to advertise our partner organisations and encourage usage amongst students

- Increase the number of students accessing the support recommended to them through their funding agencies, such as Mental Health Mentoring and Specialist Study Skills Support

- Termly reviews and data capture for services offered within SSW DMHW

d) Effect service efficiency and provide clear, quick and appropriate follow-ups to student appointments and further referrals. Offer dedicated support to students taking or returning from interruption of study and those considering leaving UCL due to health and wellbeing reasons.

- Develop and implement Service Level Agreements and Key Performance Indicators for responding to students who access the service. To continue to monitor and improve our Return to Study process.

- Develop SLAs and KPIs for our key processes: Drop-in, Appointment, Applicant Support Questionnaire, Request for mentoring or study skills, return to study, student of concern, requesting a SoRA

- Implement 'What to Expect..' information for students who are considering or booked in to attend an appointment within SSW DMHW – as we know many students do not know why they are coming to meet with us or how to prepare causing delays

- Through the work with the Interruption to Study Working Group it has been agreed that students will have a meeting prior to interrupting or withdrawing from study with a departmental member of staff – through this new model we can promote an option that students thinking of withdrawing are offered a coaching session to explore their decision before submitting paperwork.

- Implement an optional programme of Keeping In Touch Days for students who take an interruption to encourage a meaningful return

e) Expand the network of partner and affiliated external organisations. Offer effective signposting and direct referrals to specialist support for a range of issues, such as domestic and sexual violence and dedicated LGBT+ support.

- Identify the areas of support that are required and reach out to local organisations, wherever possible agreeing referral pathways and communication and data capture strategies.

- Review current organisations we are working with and review current working relationship

- Reach out to new organisations and those we have identified in needing and set up any relevant agreements and timeframes

- Liaise with other local universities and identify any work they are doing with local organisations that UCL should consider

- Promote our partner work so students are aware that these are possible referrals that they can access

f) Continue to integrate the student support provision in UCL's student residences into the Student Support and Wellbeing department's activities. This ensures consistent and co-ordinated specialist support for students in both their learning and living environments.

- Build upon the communication and working relationship with the residency teams and work with them to identify areas that need improving, in particular for students with Access Needs impacting their residence, e.g. disabled students and care leavers / estranged students

- Audit and clear understanding and information available relating to accessible accommodation

- Relevant training available to SRA team

- Identify and develop a clear and methodical communication tool for students with access requirements (accommodation SoRA?)

Priorities for the 2019-20 academic year

- Work on the objectives that focus on improving current practice and information.

- Review the UCL website, in particular the SSW pages and ensure a consistent use of terminology and language that eliminates deficit and medical model language and all of our template communications.

- Review current organisations we are working with and review current working relationships and agreements.

- Identify the areas of support that are required and reach out to local organisations, wherever possible agreeing referral pathways and communication and data capture strategies.

- Increase the number of students accessing the support recommended to them through their funding agencies, such as Mental Health Mentoring and Specialist Study Skills Support and track this through communications and regular meetings with our providers both in-house and externally. Use and capture data using self-reflection tools.

- Develop SLAs and KPIs for our key processes and students accessing the service: Drop-in, appointment, Applicant Support Questionnaire, request for mentoring or study skills, return to study, student of concern, requesting a SoRA, RtS

- Audit and clear understanding and information available relating to accessible accommodation and make this information available in time for the students applying 2020/21 academic year.

Objective 6 - Align student and staff wellbeing policies and initiatives to foster an inclusive and supportive community

An aligned strategic approach to the health and wellbeing of both staff and student groups is required to bring about cultural change and lasting improvements since there are numerous dependencies between the two groups. This strategy is aligned with the UCL Wellbeing Strategy (2017-2022), which primarily addresses staff wellbeing.

Leads:

- Lina Kamenova – UCL
- Danielle Swanson – SUUCL

a) Advance inclusive and supportive working, learning and living environments, where the health and wellbeing of both students and staff are equally important.

- Engage with relevant research to gain greater understanding of the dependencies between student and staff health and wellbeing. In a university context, students and staff share working, learning and living environment, however, the dependencies between the two groups in terms of health and wellbeing are not well understood.

- Stay abreast of and respond to emerging best practice on staff and student health and wellbeing within the sector. For example, Universities UK are working on an updated framework for a whole-university approach to staff and student wellbeing. This follows the launch of Stepchange in 2017 which primarily focused on students. We will engage with this framework when it becomes available in December 2019.

- Liaise with the Office of the President and Provost to explicitly acknowledge commitment to staff and student health and wellbeing in UCL 2034.

- All Steering Group members, and in particular the Co-chairs, to share key messages related to health and wellbeing widely within UCL and at a senior leadership level.

- Participate in the review and re-development of Wellbeing@UCL (UCL's Wellbeing Strategy 2017-2022, which primarily addresses staff wellbeing). Ensure student and staff wellbeing is addressed in a strategic and consistent manner within UCL.

- Support Occupational Health & Wellbeing to develop, promote and embed the role of Wellbeing Champions within UCL and SUUCL.

- Liaise with SUUCL to develop, promote and deliver the role of Welfare Champions within clubs and societies. Add community building and wellbeing promotion responsibilities to the student course representative roles.

- Foster a shared working, learning and living environment, which values and promotes student and staff wellbeing.

- Biak et al. (2017) identified that both student mental wellbeing and academic achievement are strengthened by learning environments that actively foster the following 5 wellbeing essentials: autonomous motivation, belonging, relationships, autonomy and competence. UCL's Ways of Working descriptors (currently for professional services) can also be organised around the same 5 categories:

Wellbeing essentials	Students *Biak et al. (2017)*	Staff *UCL Ways of Working*
Autonomous motivation	- Highlight contribution of the academic discipline's practitioners to society - Value students' learning and understand their perspectives - Support the development of learning goals	- Deliver a positive and proactive service to our colleagues and communities; our work is important, and we respond to the 'bigger picture' - Work creatively and recognise each other's contribution - Draw out opportunities through being ambitious, united and forward-thinking.
Belonging	- Personalised approach to support - Value diversity - Practice social inclusion	- Positive and proactive service to our colleagues and communities - Listen and respond with fairness and compassion - Shared commitment to our goals
Relationships	- Facilitate social interactions - Encourage care and concern for others - Foster collaborative learning	- Build strong relationships; insist on honesty, inclusion and respect for each other - Take care of ourselves, our students and each other - Work collaboratively
Autonomy	- Enable informed choices - Justify required tasks and requirements - Use coaching approach	- Use well communicated consultative plans - Review our practices and innovate where necessary to use our resources effectively - Work creatively in empowered cross-functional teams and partnerships
Competence	- Practise informational language - Deliver appropriate levels of challenge and support - Provide meaningful and encouraging feedback	- Learning-focused working environments; communicate with intention and clarity - Achieve high quality outcomes and smarter ways of working - Value constructive feedback

b) Enhance the ability of staff to understand difficulties they or students may be experiencing and help them to support students, colleagues and others by making dedicated mental health and suicide prevention training widely available at UCL.

- Make Mental Health First Aid (MHFA) training widely available within UCL and SUUCL and meet demand for this training. Offer MHFA training to Sabbatical and Part-time Officers as well as postgraduate research students.

- Identify a network of MHFA training providers who departments can contact directly and book training with. Work with Organisational Development to ensure training impact is measured and assessed. Ensure providers understand UCL's context and the internal support provision. Training providers include Rethink Mental Illness, Mind, Goldentree Community Interest Company and Remploy.

- Promote the benefits of undertaking MHFA training and encourage staff to complete this training where possible. The benefits of MHFA training include (but are not limited to): opportunity for staff to share and reflect on challenges, which may be particularly relevant to their department; consistency of mental health training across the institution; guidance around looking after one's own wellbeing as well as supporting others.

- Increase awareness of health and wellbeing issues as part of leadership and management development programmes. Ensure MHFA training is mentioned at appraisals where appropriate. It is highly recommended that managers and research supervisors complete MHFA training as part of preparation for and ongoing learning in these roles.

- Promote the benefits of undertaking suicide prevention training. Identify a network of training providers who departments can contact directly and book training with. Ensure suicide prevention online training is effectively promoted within UCL and SUUCL.

c) Develop and deliver training programmes, providing staff with knowledge and skills to help them to effectively support students' wellbeing and personal development.

- Conduct a survey and focus groups with staff to gain insight into the information, resources and training they need when working with and supporting students. Develop information, resources and training which are reflective of the findings.

- Provide clear guidance on boundaries between pastoral roles and responsibilities vs professional health and wellbeing support. This aims to ensure effective and empowered pastoral support alongside timely and appropriate referrals.

d) Develop collaborative and co-ordinated approaches between student and staff support services and other relevant stakeholders to manage complex student cases.

- Agree shared protocols between SSW, Occupational Health & Wellbeing and other relevant stakeholders to ensure a holistic approach to complex student cases.

- Ensure that appropriate dedicated support is offered to students and staff when responding to complex student cases.

e) Strengthen collaborative initiatives between student and staff support services to offer consistency in the approach to enhancing the wellbeing of the whole UCL community. Offer shared access to resources and facilities where possible and appropriate.

- Optimal health is a dynamic balance of physical, emotional, social, spiritual and intellectual health (O'Donnell, American Journal of Health Promotion, 2009, 24,1,iv). Develop initiatives in each of these categories and make them available to both staff and students where possible.

Shared resources and facilities

Physical	Emotional	Social	Spiritual	Intellectual
Stop Smoking clinic	EAP programme	Lunch time walks	Meditation classes	Museums
Cycling schemes	Dignity advisers	Community building activities	Yoga classes	Lunch hour lectures
Gym	Sexual violence advisers	Wellbeing fairs and events	Quiet rooms	
Shape Up programme	MHFA training	UCL networks		
Sleepio programme		SU clubs and societies		

Priorities for the 2019-20 academic year:

- Make MHFA and suicide prevention training widely available and easily accessible to all UCL and SUUCL staff and postgraduate research students.

- Conduct a survey and focus groups with staff to gain insight into the information, resources and training which they require when working with and supporting students. Develop information, resources and training, which are reflective of the findings.

- Develop guidance for staff to ensure student wellbeing is considered at all stages of the learning experience, such as induction, academic community building, feedback and assessment and understanding boundaries when supporting students.

- Agree shared protocols between SSW, Occupational Health & Wellbeing and other relevant stakeholders to ensure both students and staff are supported when responding to complex student cases.