



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

University of Wales Trinity Saint David

Student Health & Wellbeing Strategy

2020-2024

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The University of Wales Trinity Saint David welcomes comments on all aspects of this strategy, both in what it contains and what it may not make clear enough about the work we intend to do.

If you have any comments or want to know more about this strategy, please contact us via quality@uwtsd.ac.uk



This plan contains important information about what the University is doing to ensure that it is a healthy University that prioritises students' and staffs' health and wellbeing so that all can flourish and fulfil their potential.

This is a new strategy for the University that builds on the significant work already undertaken. Supporting students is a key priority for the University and deeply embedded in the University's values. Taking our lead from the Welsh Government, HEFCW, and the Well-Being of Future Generations (Wales) Act 2015, the University views student health and wellbeing as everyone's responsibility. The whole system approach outlined in this is grounded in our mission to Transform Education and Transform Lives and is fully supported by our governors and senior leadership team.

As Vice-Chancellor of the UWTSU Group, which includes Coleg Sir Gâr and Coleg Ceredigion, I am particularly proud of our commitment to supporting learners and students from all backgrounds and at all stages during their education. We are committed to ensuring that we provide an inclusive learning and working environment in which our learners, students and staff can flourish as a healthy and inclusive learning community.

The Covid-19 crisis has further confirmed the need to prioritise student health and wellbeing as a core part of the student experience. Our vision is to create a culture of openness, support and respect in which barriers to learning are identified and removed. We want everyone in our learning community to feel safe and valued, and to achieve their full potential.

I would like to thank our staff, learners and students for their input into this Student Health and Wellbeing Strategy and to external partners for their guidance and support.

Professor Medwin Hughes, DL
Vice-Chancellor

The Student Mental Health and Wellbeing Strategy is integral to the institution's commitment to equality, opportunity and widening participation. As a Students' Union, we recognise that mental health is a growing crisis throughout the UK, and this Strategy goes a long way in outlining and tracking the commitment of the institution to improving mental health provision and procedures for all students - no matter where, when and how they study.

This Strategy has been created in consultation and co-creation with the Students' Union and current students, and allows for the Operational Plan to be optimised and informed fully by the current student experience within the institution and on each campus, to assure that the needs of each campus cohort is met. I am incredibly pleased to note the Equality Objectives, and its openness to progression and scrutiny to further ensure that mental health and wellbeing remains a priority for the University.

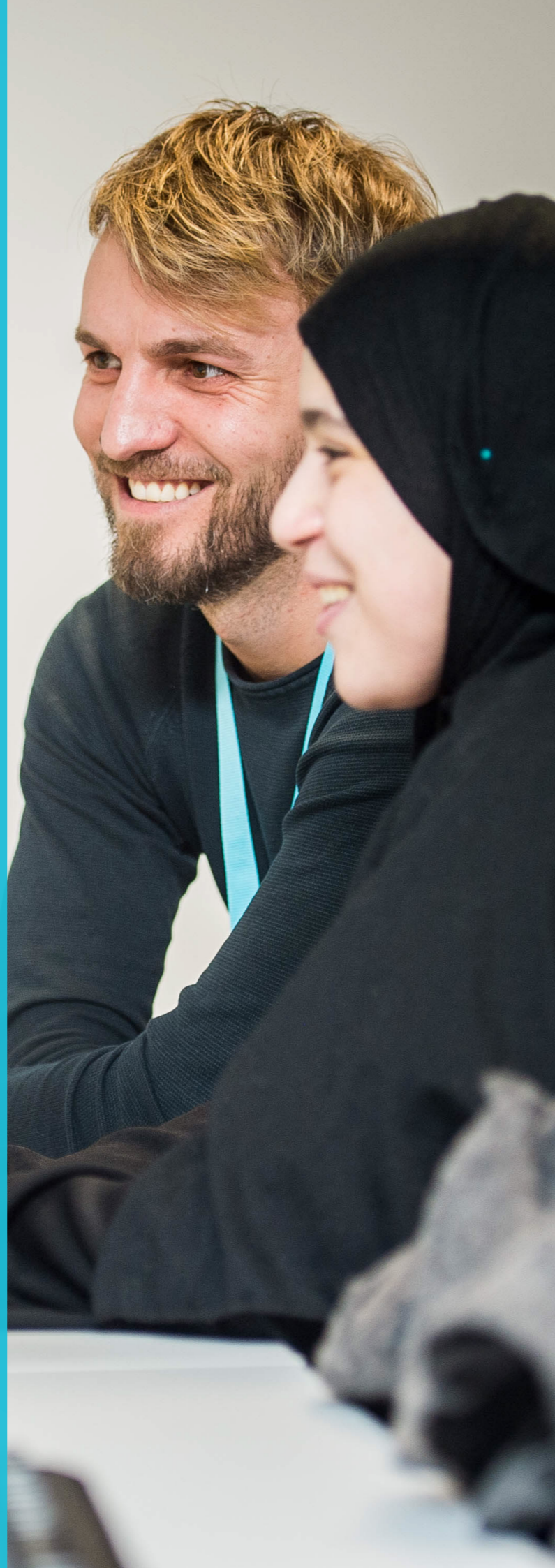
I would like to extend my thanks to the staff, and in particular Dr Mirjam Plantinga, for the significant work and commitment within this Strategy, and to the students who have contributed through their Officers to ensure that the issues of students today are addressed today. We look forward to ongoing dialogue in this area between the students, the Students' Union and the University.

Becky Ricketts
Group President 2019-2020, TSDSU

SECTION 1 ABOUT US

The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr (CSG) and Coleg Ceredigion (CC) as constituent colleges. The Group has campuses in Carmarthen, Lampeter, London, and Swansea, each with their own distinct identities. It also has a learning centre in Birmingham, locations in Cardiff and outreach community centres throughout South Wales, which help to deliver our strategic focus on widening participation. HE and FE provision is offered at several further locations within South and West Wales through its constituent and partner colleges.

We are committed to building strong and healthy communities on all sites and to create an inclusive, supportive learning and working environment in which all staff, students and learners can flourish and fulfil their personal potential.



Our mission is: *Transforming education, transforming lives.*

Our vision is to be a University for Wales, with a commitment to the wellbeing and heritage of the nation at the heart of all that we do.

Central to our vision is the promotion and embedding of a dual-sector educational system which educates learners of all ages and backgrounds, and stimulates economic development in our region, across Wales and beyond.

Our Strategic Plan defines seven key values:

1. Excellent teaching, informed by scholarship and research, and applied research
2. Inclusivity
3. Employability and creativity
4. Collaboration through strategic partnerships
5. Sustainable development
6. The concept of global citizenship
7. Wales and its distinctiveness

This Student Health and Wellbeing Strategy aligns with our institutional Strategic Plan, our Fee and Access Plans and key strategies such as the Strategic Equality Plan. It also fully embeds the provisions of the Well-Being of Future Generations (Wales) Act 2015 and adopts the guidelines from HEFCW's Wellbeing and Health in Higher Education Policy Statement (2019). The Student Health and Wellbeing Strategy aims to ensure that we continuously enhance health and wellbeing focused approaches within our organisation and in partnership with others.

For this strategy we have adopted a whole University approach and have embedded several key sector frameworks, notably:

- Universities UK: Stepchange Mentally Healthy Universities (2020)
- Student Minds: University Mental Health Charter (2019)
- Universities UK/ Papyrus: Suicide Safer Universities (2018)
- The Healthy Universities Framework

The University has signed up to the Healthy Universities Framework and aims, as part of its commitments detailed in this strategy, to achieve accreditation associated with the University Mental Health Charter and Stepchange Mentally Healthy Universities by 2024.

For this strategy we have set 12 high-level strategic objectives, which have been mapped to the four key domains (learn, support, work and live) as outlined in both the Universities UK's Stepchange Mentally Healthy Universities and Student Minds' University Mental Health Charter. All key objectives are underpinned by a focus on data quality to ensure that robust and accurate data is available to take an evidence-based approach to setting priorities, to reflect on actions taken, and to demonstrate the impact of this strategy.

Section 2 details how we have set the objectives. All key objectives have SMART targets associated with them in an accompanying central operational delivery plan, which includes short- and medium-term outcomes and longer-term ambitions.

Section 3 gives further details about the sector documents that we have considered in developing this strategy.

As set out in **Section 4**, we will work in partnership with staff and students in relation to the implementation, monitoring and evaluation of this strategy.

SECTION 1

PURPOSE OF THE STUDENT HEALTH AND WELLBEING STRATEGY

The Student Health and Wellbeing Strategy has been developed so that we can set our commitments and objectives in relation to student health, mental health and wellbeing.

Student Health and Wellbeing is an important priority for the University driven by Senior Management and the Governors. The Student Health and Wellbeing strategy reflects an awareness of the growing mental health needs of our student population while looking to build on the strong foundations already in place. The commitment to supporting the health and wellbeing of all of our students is embedded as part of the University's Student Charter, the University's Strategic Equality Plan and the University's commitment to the Wellbeing of Future Generations (Wales) Act 2015. The strategy also embeds suicide prevention, intervention and postvention within a holistic approach to health and wellbeing, as advised by the SuicideSafer Universities framework.



The strategy outlines a whole system approach across the institution which aims to support students. The University has seen a rise of 3.4% in students declaring a mental health condition of prior to enrolment since 2015/16. The University also has a higher than average proportion of students with a declared disability, inclusive of mental health conditions, (16.8% versus a UK sector average of 13.9%). The University has strong support networks to allow these students to achieve their potential as 74.7% of students with a declared disability achieved a Good Honours degree in 2017/18 versus 73.1% of students with no known disability. The strategic approach adopted in this strategy aims to allow the University to support all students, not only those with a declared disability or mental health condition.

In deploying this strategy, the University will work across the academic departments, professional services and with our partnerships to identify innovative approaches and develop enhanced support mechanisms.

This strategy focuses on the health and wellbeing of students, but it is aware that students are only part of the University community. The University aims to take a consistent approach to the health and wellbeing of its staff and has aligned this strategy with its staff policy.

This strategy has been developed to ensure that support continues to be enhanced for all students. The strategy outlines the University's proactive approach to supporting all students, particularly those with mental illness or mental health related disabilities, including when they are at a point of crisis or emergency.

Definitions and Terms:

In this strategy the following definitions taken from Student Minds' University Mental Health Charter are used:

- **Mental health** refers to a full spectrum of experience ranging from good mental health to mental illness.
- **Good mental health** means more than the absence of illness. It will refer to a dynamic state of internal equilibrium in which an individual experiences regular enduring positive feelings, thoughts and behaviours, can respond appropriately to normal negative emotions and situations and is able to make a positive contribution to their community.
- **Mental illness** will be taken to mean a condition and experience, involving thoughts, feelings, symptoms and/or behaviours, that causes distress and reduces functioning, impacting negatively on an individual's day to day experience, and which may receive or be eligible to receive a clinical diagnosis.
- **Mental health problems** or **poor mental health** will refer to a broader range of individuals experiencing levels of emotional and/ or psychological distress beyond normal experience and beyond their current ability to effectively manage. It will include those who are experiencing mental illness and those whose experiences fall below this threshold, but whose mental health is not good.
- **Wellbeing** will encompass a wider framework, of which mental health is an integral part, but which also includes physical and social wellbeing. This uses a model provided by Richard Kraut, in which optimum wellbeing is defined by the ability of an individual to fully exercise their cognitive, emotional, physical and social powers, leading to flourishing.

SECTION 2 OUR OBJECTIVES 2020-2024

To develop the objectives for this strategy, we have taken into account:

Consultation through the University's committee structure and with a range of stakeholders

- Student Services
- Students' Union
- Estates/Operations
- Academic Institutes
- Professional Services Units

University Feedback and Data

- Student feedback through national surveys and the Students' Union Annual Quality Report on Mental Health. Surveys included the NSS, UKES, PTES, WhatUni Choice Awards
- Student utilisation data for support services (e.g. counselling)
- Student utilisation data for electronic support platform (e.g. the Big White Wall)
- Student case data, particularly in relation to mitigating circumstances and fitness to study
- Performance data in relation to admission, retention, and attainment for students with declared mental health conditions, medical conditions and other impairments
- Staff training data in relation to mental health and wellbeing
- Data from the two collaborative HEFCW projects with which the University is currently engaged

Sector Reports, Frameworks and Guidance

- Universities UK: Stepchange Mentally Healthy Universities (2020)
- Student Minds: University Mental Health Charter (2019)
- Universities UK/ Papyrus: Suicide Safer Universities (2018)
- The Healthy Universities Framework
- HEFCW guidance
- Recommendations from the internal Mazars audit in relation to student health and wellbeing (2019)
- University's Strategic Plan
- Strategic Equality Plan

Developing a whole University approach

As part of the strategy the University has developed a supportive overarching framework to enable delivery of the objectives. With this in mind, the University will be seeking to achieve accreditation from the University Mental Health Charter and Stepchange Mentally Healthy Universities by the end of the strategy.

Within this framework, the high-level strategic objectives have been mapped to the four key domains as outlined in both the Universities UK's Stepchange Mentally Healthy Universities and Student Minds' University Mental Health Charter. The objectives encompass the whole university approach to emphasise the importance of continuing to enhance the existing diverse, inclusive, and compassionate University culture.



Learn

1. To enhance transitions into HE and between levels for all students and for students with particular barriers
2. To further embed an inclusive curriculum and pedagogical practices
3. To develop a comprehensive academic support system for all students



Support

1. To enhance services for students experiencing mental health problems
2. To continue to develop services for students experiencing longer term mental illness or longstanding medical conditions
3. To further develop processes and services designed to deal with risk relating to suicide and mental health emergencies and crises
4. To develop a comprehensive external partner network to further support students, especially where risks are high



Work

1. To continue to develop a comprehensive staff development package in relation to mental health and wellbeing so that staff are able to respond appropriately in the context of their specific role



Live

1. To embed a culture within the University where it is easy to adopt healthy behaviours and where support is offered in relation to unhealthy behaviours
2. To offer a safe and inclusive environment to students staying within University accommodation, which promotes a sense of belonging
3. To enhance social integration opportunities to improve the student experience and reduce social inclusion
4. To offer an inclusive learning community

Enabling the whole University approach

The University has made significant progress over the past four years in embedding a comprehensive set of student facing policies and student wellbeing and support for students with mental health conditions has been core in defining the student strategy framework. A whole university approach to the strategy and quality framework has been undertaken. As a first step under this strategy, we will undertake a review of current practice and develop a programme of continuous enhancement in a number of fundamental areas, which underpin the objectives identified.

In order to further support this work and to achieve the objectives set out above, the University will continue to review its structures, data analytics, supporting policy framework, and reporting and oversight mechanisms. In order to accomplish these objectives, a steering group will be established to drive implementation and monitoring of the strategy, coordinate initiatives and galvanise support from staff and students.

The review will ensure that the University remains focused in its objectives while also ensuring that:

- it understands the barriers to accessing facilities and services by particular students;
- there is parity and cohesiveness across campuses and learning sites in relation to health and wellbeing provision;
- that communication to students in relation to mental health and wellbeing is coordinated and transparent;
- it further develops data sharing protocols.

Objectives

As outlined above, each of the four domains (Learn, Support, Work, Live) have a number of objectives which will allow the University to ensure and monitor progress.

Domain: Learn

Objective 1: To enhance transitions into HE and between levels for all students and for students with particular barriers.

The University recognises that periods of transition have the ability to negatively impact students' mental health and wellbeing. Furthermore, it recognises that there are a number of periods of transition within students' time at University from transition into HE, transitions between levels, and finally transition out of University.

The University already has a comprehensive induction for applicants and first-time entrants, including an introduction to the available support services. These are also already highlighted to applicants at open and visit days where there are opportunities for students to meet with support services staff. As a Dual Sector University, there is also support in place to assist students in the transition from FE to HE.

In order to meet this objective, the University will:

- Develop an online induction programme to ensure applicants are able to navigate and access support;
- Identify susceptible and at-risk groups and develop specific targeted support structures to ensure the success of those students;
- Develop and embed support structures for students transitioning between levels of study and from University into careers or further study;
- Enhance the existing group approach to induction to ensure the inclusion of all individuals.

Objective 2: To further embed an inclusive curriculum and pedagogical practices

The University's mission to transform education and transform lives requires an inclusive and supportive learning environment with an emphasis on ensuring that each individual is provided the opportunity to reach their potential. As a University, this has meant embedding inclusive practice across the curriculum. The success of this is reflected in the 2019 TEF assessors' comments that the University had "outstanding personalised provision, that secure engagement and active commitment to learning and study from students".

The University recognises the importance of an inclusive pedagogy and curriculum in its Learning and Teaching Standards. That our pedagogy is inclusive, collaborative, personal and professional are the four key principles of our Learning and Teaching Strategy. This is embedded in our consideration of inclusive practice as part of our validation procedures supported by inclusive teaching guidelines and resources available to staff.

In order to meet this objective, the University will:

- Further enhance and embed these key resources within staff practice;
- Identify and offer further training on digital accessibility and support;
- Develop learning analytics as a tool for identifying support needs and ways to support students and enhance their learning experience;
- Create a range of resources to enhance students' ability to engage with their educational experience both within and outside the classroom.

Objective 3: To develop a comprehensive academic support system for all students

In line with the University's values, strong academic support networks are essential to enabling student success. The University consistently scores in the upper quartile of Universities when students are asked to reflect on their academic support experience in external surveys. The University has a supportive personal tutor framework, which will be reviewed under this strategic objective to ensure parity across the University. The University aims to widen the support network for students and academics beyond the current framework offered within Institutes and by Student Services.

In order to meet this objective, the University will:

- Review of personal tutor system and accompanying guidance;
- Identify and train bullying and harassment advisers;
- Identify and train sexual misconduct advisers;
- Create clarity for staff and students on referral routes and available support available.



Domain: Support

Objective 1: To enhance services for students experiencing mental health problems

The University recognises the need to support students who are experiencing mental health problems in addition to those who have declared mental health conditions. The University also provides support for students suffering short term mental distress through a fixed number of counselling sessions and through its electronic support platform (the Big White Wall). Data from the Big White Wall shows that students particularly ask for support for anxiety and depression, and the University aims to enhance support in these areas specifically. The University recognises that mental health focussed resources in the medium of Welsh are more limited. As a result, it has formed a partnership with Aberystwyth and Bangor Universities to develop these resources. The University is committed to taking a proactive approach to mental health and wellbeing focusing as much on preventative as crisis and emergency approaches. Our Student Services play a key role in this respect.

In order to meet this objective, the University will:

- Develop a tiered system for identifying support needs and assessing risk;
- Develop an academic calendar highlighting periods of potential high stress for students to coordinate wellbeing focused campaigns throughout the academic year;
- Focus on developing resiliency within its student population through preventative measures and wellbeing focused services;
- Enhance the supporting framework for students with temporary mental health problems such as those that emerge as a result of a life event (e.g. bereavement) or in response to known pressure points (e.g. anxiety resulting from pressures from examinations);
- Develop Welsh Medium resources for students through the HEFCW funded partnership with Aberystwyth and Bangor Universities.

Objective 2: To continue to develop services for students experiencing longer term mental illness or longstanding medical conditions

The University has a strong network of support for students who experience longer term mental health conditions. Peer support networks are also in place for particular disabilities. In line with objective one, the development of a tiered system will ensure that students are able to access appropriate levels of support. The current University support framework helps to enable students with declared mental health disabilities achieve good outcomes in their studies. The University aims to continue its high level of support for these students. An analysis of our data shows that attainment for students with long standing medical conditions is lower than for students with other or no disabilities. The analysis of our demographic and utilisation data shows that particular groups do not engage as effectively with support because of perceived stigmas in accessing support.

In order to meet this objective, the University will:

- Enhance the analysis of effectiveness and impact of services;
- Enhance the support available to students with long term medical conditions;
- Ensure that support is culturally appropriate and that barriers are reduced for groups with lower access rates.



Objective 3: To further develop processes and services designed to deal with risk relating to suicide and mental health emergencies and crises

The Higher Education sector has seen an increase in severe mental health emergencies and crises. The University aims to provide a safe and secure learning environment to all of its students including when they are at their most vulnerable. It already has in place a number of arrangements in place to support students suffering from a mental health emergency and crisis, including clear emergency contact, hospitalisation, and safe room protocols. As part of the strategy, the University aims to further enhance its support arrangements for students when support is most necessary. The University has identified the need to develop the tiered approach, outlined in objective one, to enhance the University support students who have acute mental health needs. Further the University has identified the need to strengthen its support for students and staff impacted by a mental health emergency or crisis.

In order to meet this objective, the University will:

- Further develop emergency protocols and tiered approach;
- Establish University emergency rapid response team(s);
- Develop postvention plans;
- Enhance training for staff on emergency protocols.



Objective 4: To develop a comprehensive external partner network to further support students, especially where risks are high

The University currently relies on strong informal networks that depend on the connections of individual members of staff and has used a variety of external agencies for support, advice and training. The University recognises that it does not currently have a formal external partner network with the NHS or other relevant external agencies. The University is aware that a multi-agency approach is needed to support students when they are the most vulnerable or at risk. The University has established networks with local primary care providers, but these are not part of a formal collaborative partnership. In line with the principles from the Minding our Future framework, the University aims to formalise many of these networks with the aim to reduce the number of A&E admissions as a result of a crisis or emergency.

In order to meet this objective, the University will:

- Aim to establish formal networks at a strategic level with the local NHS trusts, primary care providers and relevant external agencies;
- Identify appropriate structures for the management of the network and coordination of referrals.



Domain: *Work*

Objective 1: To continue to develop a comprehensive staff development package in relation to mental health and wellbeing so that staff are able to respond appropriately in the context of their specific role.

Staff Student partnerships are core to the University's values, and it aims to continue to enhance the supporting framework for both staff and students. Such a supportive framework is essential in order for staff to be able to provide high quality support to students and be fully supported themselves in undertaking challenging roles in relation to student crises and emergencies. This focus on staff and student mental health is part of our culture which prioritises the health and wellbeing of all within our community.

The University takes a coordinated approach to staff training and development and currently already provides a range of training opportunities to staff in this area. There are resources and training available to all staff, alongside enhanced training provided by external agencies for staff in specific roles, such as mental health first aid, identifying and preventing sexual misconduct and domestic abuse training and I-act Mental Health and well-being training for Line Managers. As part of this strategy a number of new initiatives have been identified, these will need to be underpinned by training and support for staff.

In order to meet this objective, the University will:

- Enhance Personal tutor training in line with the **Learn: Objective 3;**
- Provide training for harassment and bullying advisers and sexual misconduct campus contacts in line with the **Learn: Objective 3;**
- Establish Care for (front-line) staff dealing with student emergencies and crises in line with **Support: Objective 3;**
- Offer suicide prevention awareness training to key staff;
- Enhance access to resources for staff to support their own mental health and wellbeing.



Domain: *Live*

Objective 1: To embed a culture within the University where it is easy to adopt healthy behaviours and where support is offered in relation to unhealthy behaviours

The University offers a range of services and supportive opportunities for students across its services, facilities and learning sites. For example, the University catering facilities have been expanding the range of healthy meal options on offer. Additionally, it has offered a range of mindfulness courses over the past few years and subsidised the sporting facilities. The University recognises that in order to further enhance services a more coordinated approach to promoting healthy living is needed. In light of the University's multiple campuses, strong distance learning offer and diverse student demographic, the strategy incorporates the further development of a range of physical and digital resources for students.

In order to meet this objective, the University will:

- Run a series of coordinated wellbeing focused campaigns, working in partnership with the SU;
- Enhance dedicated services for students struggling with addictions and in relation to sexual health issues;
- Develop an online Mindfulness offer as part of the strategy to provide students learning tools for self-care and positive mental health;
- Further develop the Healthy Living behaviours through catering and environment by adopting principles from 'Square Root of Self' working in partnership with the Student body.

Objective 2: To offer a safe and inclusive environment to students staying within University accommodation, which promotes a sense of belonging.

The University recognises that its students stay in a range of accommodation including University accommodation. The University aims to ensure that University owned accommodation is inclusive and supportive of students' needs. The University currently utilises Hall Wardens to ensure the safety and availability of support for all students.

In order to meet this objective, the University will:

- Review the guidelines and support infrastructure for Hall Wardens as well as the purpose and effectiveness of this role in line with the objectives set out in Support;
- Review and consider the allocation of social spaces in accommodation;
- Develop an internal self-assessment tool based on 'British Property Federation Student Wellbeing Guide' to assess our wellbeing protocols in University owned accommodation as well as to known private purpose-built accommodation offers;
- Enhance the link between private accommodation providers to ensure the University can continue to be inclusive and supportive despite the student residential status.



Objective 3: To enhance social integration opportunities to improve the student experience and increase social inclusion

The University recognises that the student experience is not its limited to their experience in the classroom. Sector research has shown that students who are the least socially integrated into their learning community are most at risk of dropping out or failing to reach their potential. The University has multiple campus locations and a diverse student demographic that includes a significant portion of students who live away from campus, are part time, mature students, or combine study with work. This means that our students often face significant barriers to integrate into learning communities. As part of this strategy, the University aims to enhance the opportunities for all students, regardless of their experience and background, to engage with each other and the wider University's community.

In order to meet this objective, the University will:

- Work in partnership with the SU to provide support where necessary to access to the wide array of opportunities available for social integration and interaction (e.g. volunteering, peer support, clubs and societies);
- To continue to develop and enhance further academic peer support;
- Develop a University recognition scheme to award students who complete a portfolio of extra-curricular activities;
- Audit physical and digital social and learning environments in regards to barriers for integration.

Objective 4: To offer an inclusive learning community

The University is part of a vibrant bi-lingual national and international community which supports students from an increasingly diverse range of backgrounds and experiences. As part of our commitments outlined in the Strategic Equality Plan, we will seek to ensure that we create an inclusive learning community where all students are able to be supportive to be themselves. The mantra of Stonewall Cymru is 'people perform better when they can be themselves'. This is what we also believe. The University is also aware of its responsibilities to provide an open and safe environment as part of government PREVENT initiatives.

In order to meet this objective, the University will:

- Develop and embed a Faith and Religion policy;
- Develop and embed Gender Diversity policy;
- Develop and offer training relating to bi-lingual and cultural awareness.



SECTION 3

WHAT RELEVANT INFORMATION WE USED

As well as using staff and student feedback, information from consultation with key stakeholders and data (e.g. survey, facilities access, service evaluation, student cases) in the development of this strategy, we have also used a range of external key sector documents and national statistics to support us in identifying our objectives for this strategy.

Outlined below are the key frameworks and reports that assisted in shaping the objectives:

- UUK, StepChange: Mentally Health Universities (2020)
- UUK/Child Outcomes Research Consortium, Mental Health Self-Assessment Tool (2020)
- HEFCW, Wellbeing and Health in Higher Education Policy Statement (2019)
- Student Minds, University Mental Health Charter (2019)
- N. Barden & R. Caleb (eds), Student Mental Health and Wellbeing in Higher Education: A Practical Guide (2019)
- British Property Federation, Student Wellbeing in Purpose-Built Student Accommodation (2019)
- UUK/Papyrus, Suicide Safer Universities (2018)
- UUK, Minding our Future (2018)
- UUK, Changing the Culture: examining violence against women, harassment and hate crime affecting university students (2016)
- What Works Centre for Wellbeing (resources on wellbeing in higher education)
- Charlie Waller Memorial Trust (e-learning)
- Mental Health First Aid (MHFA)



SECTION 4

HOW WE WILL DELIVER AND MONITOR THE PLAN

The actions within the Student Health and Wellbeing Strategy will be delivered through an operational delivery plan.

The central Operational Delivery Plan (ODP) sets out the key priorities to be delivered over the coming 4 years with key milestones set for each target. The central Operational Delivery Plan is coordinated by the steering group and supported by strategic action plans at Institute, constituent College, and relevant professional unit level to ensure embedding of the priorities throughout the Group. There will be an annual review of progress made in relation to the central operational delivery plan which will be reported to Senate and Council. In addition to monitoring progress against its priorities, the central Operational Delivery Plan also:

- facilitates coordination of cross cutting strategies and plans;
- enables auditing of the impact and effectiveness of the strategy;
- monitors delivery of health and wellbeing objectives and priorities within relevant units;
- provides an opportunity to reflect on the appropriateness of targets;
- ensures that the strategy can be reactive to changes in context or other sector developments;
- engages staff and students in the development and implementation and review stages.

Annual Review of Progress

We have a well-established and effective annual review process in place.

The annual review process evaluates on impact and outcomes of the actions, with the aim to monitor performance and ensure effective outcomes.

The annual review process enables Senate and Council to monitor and scrutinise the progress of the Group's priorities and actions in relation to health and wellbeing.

