

UEA Mental Health and Wellbeing Strategy 2017-2022

Introduction & Background:

Across the UK university sector, demand for mental health provision is rising: there are increasing numbers of students disclosing mental health difficulties pre-arrival; increasing needs are emerging while students are at university; and there is increasing complexity and comorbidity of mental health problems alongside other impairments (HEFCE, 2015). Results from the 2016 Student Experience Survey (HEPI-HEA, 2016) provide strong evidence that the undergraduate student population have lower levels of wellbeing than the rest of the population, and young people as a whole, when measured against Office for National Statistics (ONS, 2015) data, against four wellbeing measures: Life Satisfaction, Life Purpose, Happiness and Anxiety.

The UEA Plan 2016-20 states the objective of “Growing a student community with an excellent student experience” and investing “in wider student support and advisory services; in particular, addressing issues of mental health, diversity and access to facilities, working in partnership with our students to ensure that we deliver the strongest possible student experience that embraces both prevention and support”.

UEA is committed to a policy of inclusiveness for students and staff wishing to be part of the university community. UEA welcomes and enables individuals with disabilities, and/or mental health difficulties in a non-discriminatory, non-stigmatising, and positive manner, to participate, contribute, and benefit as fully as possible, in the work and life of the University. The UEA Wellbeing Service offers a “Stepped Care” approach which provides support for all categories of need and ensures that reasonable adjustments are made to enable students to undertake their programme of studies.

An essential part of an excellent student experience and academic achievement is the promotion of good mental health among all student and staff members of the UEA community.

It is important, therefore, to draw a distinction between ‘mental wellbeing’, which we all have, and a ‘mental health problem’, which only some of us would identify as experiencing. Students with diagnosed mental health conditions may experience high levels of subjective wellbeing if their condition is well-managed and they receive appropriate support; students

may experience low levels of wellbeing despite having no psychiatric diagnosis (See Fig.1 adapted from MNHW, 1988).

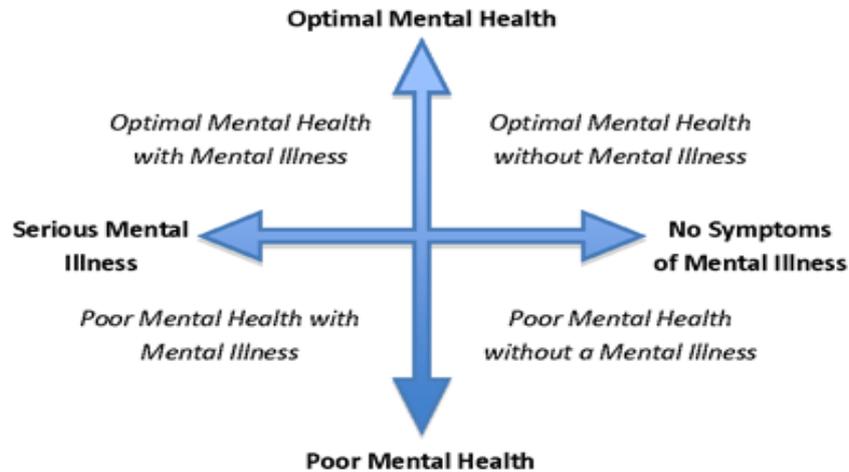


Figure 1: The Mental Health/Illness Continuum

This makes clear that the promotion of good wellbeing applies to all students regardless of whether they disclose a disability. It is, therefore, essential, that UEA adopts a “whole university” approach, which embeds mental wellbeing in the teaching and learning context, both attitudinal and structural, recognising that wellbeing is necessary to students’ capacity to learn and achieve their potential (HEA, 2017).

Effective support and the promotion of mental health and wellbeing need to be delivered as part of a clearly articulated vision that is carried through all aspects of implementation.

To ensure consistency of Vision with delivery we have produced:

- 1- **A Mental Health and Wellbeing Strategic Plan**, detailing the key strategy principles and the key strategic objectives, actions, and KPIs for achieving the Vision and Values for Student Mental Health and Wellbeing at UEA.
- 2- **A Mental Health and Wellbeing Policy**, setting out the key principles and operational framework for Mental Health and Wellbeing at UEA to be managed, co-ordinated and promoted by the UEA Wellbeing Service Team.
- 3- **An Implementation Plan**, detailing specified actions, nominated leads and timescales required to implement the Strategic Plan and Policy.

1.0 - Strategy Principles

1.1 - UEA is committed to its duty of care to all students and strives to promote positive mental health, resilience, and wellbeing among the university community by:

- Developing a UEA Mental Health and Wellbeing Strategy, Policy, and Implementation Plan which articulate a clear, coherent and consistent vision for supporting students.
- Focusing its long-term efforts and planning for Student Wellbeing on a transition from primarily mental health awareness-raising, to explicit recognition that the target student experience at UEA is a balance between academic achievement and intellectual and emotional wellbeing development which equip students for living fulfilled lives.
- Providing a range of “**whole-university**” proactive student wellbeing support actions and resources, recognising that while Student Support Services may remain the fulcrum around which these actions are co-ordinated, Student Wellbeing Advisers and Counsellors, and other Wellbeing support staff can play only a small (albeit significant) part in creating a university-wide wellbeing culture.
- Basing its Mental Health and Wellbeing Strategy, Policy and Implementation Plan on best practice from UUK, HEFCE, HEA, AMOSSHE, DfE, ECU, RCPsych, etc., informed by exemplars of best practice in the sector e.g. York and Bristol.
- Ensuring that appropriate metrics for UEA Student Mental Health and Wellbeing are created and applied systematically across the University to achieve continuous improvement against agreed targets with explicit lines of accountability.
- Establishing a regular review of the mental health policy, and implementation plan to ensure they remain consistent with legal frameworks and the influence of external factors such as changes in the NHS provision/eligibility and government policy on student support.
- Broadening and deepening the support resource base for student mental health and wellbeing at the University through a “**whole-university**” approach and, in the immediate term, taking specific actions to increase the FTE staffing of the Wellbeing Service, improving delivery procedures, and measuring user satisfaction with the Service.
- Enabling safe disclosure of a disability at any point in the students’ time at University and that this disclosure is met with consistent and timely support.
- Promoting a culture in which mental health difficulties of whatever level or intensity, are understood, recognised and not stigmatised.
- Ensuring that students who need to be referred to external NHS and other specialist agencies are supported appropriately through that transition.
- Ensuring that students with severe and enduring mental health conditions which are managed by external NHS or specialist agencies are supported appropriately by Mental Health advisers in accordance with a shared care plan and ongoing risk assessment.
- Meeting the support and study needs of students with mental health disabilities, through the use of reasonable adjustments when appropriate.
- Providing mental health and wellbeing advice and training to all university staff involved in the support and care of students.

- Ensuring the appropriate sharing of relevant information about students' support needs with all University staff involved in the support and care of students, and maintaining the confidentiality of any personally sensitive information students may choose not to share with any of the University services.
- Understanding the requirements of the Equality Act (2010) in relation to mental health and considering the impact of wider policies and procedures.
- Promoting, within a "whole university" approach, the New Economic Foundation's Five Ways to Wellbeing: "Connect, Be Active, Take Notice, Keep Learning and Give" (Steuer & Marks, 2008).

1.2 - Scope and Limitations of this Strategy:

- UEA will support students with mental health difficulties in as compassionate and professional way possible, however, the University is not a clinical mental health agency or facility, nor is the University a wellbeing therapy centre.
- There are limits to the nature and extent of the support which can be provided and it is not the responsibility of the University to attempt to replicate specialist NHS mental health services, specifically for students with severe and potentially self-harming conditions.
- The Wellbeing Service is not a crisis service in its purpose, competence and availability 'out of hours'.
- The University has its own procedures for safeguarding academic standards which will apply to all students irrespective of their medical condition or specific needs; reasonable adjustments cannot apply to academic competences, only their assessment.
- There is a national widespread need for young adults in the UK to have a proactive, preventative, stigma-reducing, resilience-enhancing, and life-skills oriented approach to their wellbeing in today's society. It is recognised that actions taken by UEA, and other UK universities, to improve the availability, accessibility and nature of remedial advice and counselling therapies for students declaring support needs are necessary, but must be seen in the context of these national challenges.

1.3 - Core Strategic Wellbeing Objectives

The Strategic Plan for Mental Health is underpinned by three broad strategic developments:

- 1: Immediate steps taken to improve University-wide support for student mental health and measure outcomes.**
- 2: Ensuring new University governance for student mental health and wellbeing.**
- 3: Developing further closer links with Norfolk & Suffolk NHS Foundation Trust and other statutory providers to support UEA students more effectively.**

These three development areas will be progressed as follows:

- 1: Immediate steps taken to improve University-wide support for student mental health and measure outcomes.**

Objective	Actions	Action by	Target Completion Date	Lead
1. Complete programme of restructuring of Wellbeing Service; with University-wide implementation of new Mental Health and Wellbeing Policy currently being finalised	Consult with all stakeholders to ensure content of Mental Health and Wellbeing Policy meets nature and extent of needs and that appropriate resourcing is allocated in the restructuring of the Wellbeing Service	Student Support Services; Students' Union; UG and PGR Schools advisers; UMS	by December 2017	Director of Student Services and Head of Wellbeing Service

Objective	Actions	Action by	Target Completion Date	Lead
<p>2. Improve student feedback and metrics related to mental health-related provision</p>	<p>Review and revise processes for collecting and collating user feedback on mental health-related services and apply new transparent metrics to inform service improvements</p>	<p>Student Support Services; Students' Union; UG and PGR Schools advisers; UMS</p>	<p>by Jan 2018</p>	<p>Director of Student Services and Head of Wellbeing Service</p>
<p>3. Improve support for 'initial contact' staff in Schools, Library, Administration and Accommodation staff providing crisis support for students (signposting, information, training, protocols, support)</p>	<p>Provide an integrated package of information, training, protocols & signposting for staff aware of and/or supporting students in distress</p>	<p>Student Support Services; Students' Union; UG and PGR Schools advisers; UMS, HR</p>	<p>Mar-June 2018; full roll-out from September 2018</p>	<p>Director of Student Services and Head of Wellbeing Service</p>

Objective	Actions	Action by	Target Completion Date	Lead
<p>4. Improve Schools' capacity to identify and support students whose health and personal circumstances give cause for concern</p>	<p>Review guidance to advisers and postgraduate supervisors and relevant School support staff to ensure clarity regarding responsibilities and referral pathways for students perceived to be at risk.</p> <p>Include student mental health awareness in CSED and other staff development provision.</p>	<p>Student Support Services; Students' Union; UG and PGR Schools advisers; UMS, HR, LTS</p>	<p>Mar-June 2017; full roll-out from Jan 2018</p>	<p>Director of Student Services and Head of Wellbeing Service</p>
<p>5. Develop social media support channels for UEA student Mental Health and Wellbeing support</p>	<p>Engage internal and external communications experts in social media to use medium to promote positive application of building resilience and prevention of mental ill-health in the UEA community.</p>	<p>Student Support Services; Students' Union; Communications Team, HR, LTS</p>	<p>Jan 2018; roll-out from Sept 2018</p>	<p>Director of Student Services and Head of Wellbeing Service + Communications Team, HR</p>

2: Ensuring new University governance for student mental health and wellbeing

Objective	Actions	Action by	Target Completion Date	Lead
<p>Review University governance structures for student mental health and wellbeing</p>	<p>Identify and allocate transparent and best practice in role responsibilities and reporting lines to UEA Senate and Council. To include monitoring of student mental health, user feedback, waiting times, and ongoing review of the effectiveness of metrics applied.</p>	<p>Student Support Services; Registrar, Students' Union; UG and PGR Schools advisers; UMS, HR, LTS</p>	<p>Sept-Dec2017; submit to Senate Jan 2018</p>	<p>Registrar, Director of Student Services and Head of Wellbeing Service</p>

3: Developing closer links with Norfolk & Suffolk NHS Foundation Trust and other statutory providers to support UEA students more effectively.

Objective	Actions	Action by	Target Completion Date	Lead
<p>Open high-level dialogue between UEA and the Norfolk and Suffolk NHS Foundation Trust (and Norwich statutory service providers) to press for improved mental health provision</p>	<p>Create direct contact between UEA leaders and the most senior management of Norfolk and Suffolk NHS Foundation Trust and statutory and voluntary mental health services to explore opportunities for new complementary channels of support for the UEA student population</p>	<p>Registrar, Director of Student Services; UMS, Head of Wellbeing</p>	<p>by December 2017</p>	<p>VC</p>

In terms of the ways in which University-wide support for student mental health will be delivered in the 2017-2022, UEA will:

- 1- Apply and evaluate, against explicit KPIs, and on an annual basis, the effectiveness of its Mental Health & Wellbeing Strategy, Policy and Implementation Plan;
- 2- Create a UEA culture in which Student Wellbeing sits at the centre of the academic and social development experience of students at the University, by accepting, adopting and evaluating Inclusive Curriculum Design and a “Whole-University” Wellbeing Awareness Culture;
- 3- Develop Student Life Skills through an education process to increase Student Wellbeing;
- 4- Enable better Social Connections and Engagement within the UEA student community;
- 5- Recognise through a focus on Learning Skills that academic performance is substantially based on effective learning behaviours and attitudes, and good mental health
- 6- Identify Students at Risk – training for all stakeholders in recognition & referral procedures;
- 7- Increase Student Resilience and Self-Reliance – strengthening students’ emotional equilibrium;
- 8- Address Alcohol and Substance Misuse – reducing risks of negative behaviour and of self-harm and harming of others.

Figure 2: The UEA Wellbeing Strategy



2 - Core Strategic Wellbeing Objectives, Actions & KPIs

2.1 Apply and evaluate, against explicit KPIs, and on an annual basis, the effectiveness of its Mental Health & Wellbeing Strategy, Policy, and Implementation Plan.

The evaluation of the Strategy, Policy, and Implementation Plan Policy will: assess the most effective ways (performance against target) of addressing mental health and wellbeing needs within the University community; analyse the efficiency with which the physical, virtual, and financial resources required to meet those needs are managed; determine how the University as a whole has responded in an integrated and co-ordinated way to the creation of a wellbeing culture.

The current approach and structure of the Wellbeing Service was designed to deliver 1-1 counselling to address students' mental health needs, whether these be everyday stresses or the more complex, severe and enduring conditions. The Wellbeing Service needs to move to a "Stepped Care" model to address the increasing demand and to implement best practice in the sector. In future, it will deliver a range of interventions, informed by a coherent triage/assessment and referral process, which more appropriately and effectively address the support needs of the majority of students who present with everyday stress and mild anxiety/low mood, and manage the needs and risks posed by those with more complex mental health issues.

Therefore, in addition to an expanded counselling team, the new Wellbeing Service structure includes:

- Psychological Wellbeing Practitioners experienced in delivering interactive workshops and groups, assessment, phone and on-line support, and low intensity Step 2 evidence-based CBT interventions;
- CBT practitioners experienced in delivering high intensity Step 3 interventions suitable for moderate to severe anxiety and depression where these conditions are not high risk;
- a Clinical supervisor of the Counsellors, and other practitioners, providing group and individual supervision to ensure consistency of approach across the whole team, and best practice in delivery;
- additional Mental Health advisers able to deliver assessments, interactive workshops and groups for students with situational stresses, provide appropriate support for those with enduring difficulties in receipt of NHS treatment, facilitate referral and support for those with emerging conditions, and liaise with NHS services.

Maximising the advantage of technology-mediated provision, through training of the counselling team in the Wellbeing Service in on-line counselling is already underway. On-line counselling is an efficient and proven method of enabling students to access services at any time without having to attend in person. It is particularly suited to providing support for those students on placements, undertaking Study Abroad, and for those who may be reluctant to access services through concerns about discrimination and stigma.

Actions and KPIs:

- Establish a Wellbeing Stakeholder Review Group to review the effectiveness of the new UEA Mental Health and Wellbeing Policy on an annual basis with effect from June 2018. Evaluation to be based on analysis of numbers accessing the service at each “step” of the Stepped Care Model, the views of users of services, and on the views of non-users of services, as well as an analysis of needs and wants in the wellbeing space from the UEA student body.
- Apply revised metrics specifically to the work of the Wellbeing Service with effect from January 2018:
 - i) improved user waiting times for: an Initial Consultation (2 weeks); Psychological Wellbeing Practitioner support (2 weeks); CBT support (4 weeks); Counselling support (6 weeks);
 - ii) urgent cases to be dealt with immediately: streamlined referral process to UMS for declared urgent status students (same day verified referral);
 - iii) sharing with Stakeholder Review Group of pre- and post-support user feedback on quality of the Wellbeing Service provision;
 - iv) linking with Schools’ DLOs to determine on an annual basis the impact of wellbeing support in stabilising/improving students’ academic performance.
- Introduce on-line counselling as an alternative and additional resource from September 2017, providing that the platform to support this is in place.
- Pilot a weekly Friday morning Wellbeing Service in the Norwich Business Park for PGR students, including a fortnightly LET drop-in.

2.2 Accept, adopt, and evaluate Inclusive all-years Curriculum Design and “Whole-University” Awareness Culture

Mental Health and Wellbeing is not solely the responsibility of the UEA Student Support Services or Wellbeing Service, but of the whole of the University and demands a “whole-university” approach.

This “whole-university” approach has been described in great detail by the very recent HEA report “Embedding mental wellbeing in the curriculum: maximising success in higher education” (HEA/REAP 2017). The report argues that “a focus on mental wellbeing is intrinsic to effective teaching and learning” and has as its objectives:

- Minimising unnecessary stress for students and staff;
- Promoting and integrating mental health and wellbeing awareness across the curriculum;
- Prioritising students’ and staffs’ own experiences of wellbeing in the academic context;
- Enhancing effective learning and teaching to support and complement the work of the Wellbeing Service.

The report goes on to propose that embedding wellbeing into the curriculum of universities can be achieved by a stepped approach:

- Identifying and addressing likely negative attitudes and current academic structural/process barriers;
- Seeking consensus on inter-disciplinary modular wellbeing inputs across the entire range of courses and research processes at the university;

- Integrating and embedding subject-specific mental health and wellbeing resources into the curriculum/postgraduate research processes.

The HEA report also calls for the development of CPD provision that encourages staff to approach curriculum design and delivery in ways that promote wellbeing. This includes a recommendation to “promote reflection on the New Economic Foundation’s *Five Ways to Wellbeing*” identifying “how opportunities to do these things can be built into teaching sessions”. The Learning Enhancement Team in Student Support Services has anticipated this call in its development of a framework that situates their writing development work in the context of the *Five Ways to Wellbeing*. This framework shows the ways in which their teaching practices promote positive wellbeing and is being used to further embed wellbeing in their teaching. It provides an example of how the practical implications of the recommendation can be realised by staff involved in teaching and supporting learning.

Integration of course-specific mental health and wellbeing education modules into academic programmes, and embedding wellbeing into teaching practices, is a more effective way of meeting the rise in mental health issues faced by today’s undergraduates and postgraduates than relying solely on support services such as the Wellbeing Service who are at arms’ length from the daily reality of course/research demands on students. It also removes stigma from mental health difficulties.

Actions:

- All Schools to discuss, agree, design (with assistance from the UEA Wellbeing Service and the Students’ Union), develop, and implement, in a phased process, mental health education modules into all first-year undergraduate/postgraduate courses and postgraduate research programmes between September 2020 and September 2021.
- During the academic year 2017/18, the Learning Enhancement Team to consult UEA students and staff on the Team’s use of the *Five Ways to Wellbeing* and develop a CPD resource to support staff in approaching curriculum design and delivery in ways that promote wellbeing.
- From the academic year 2019/20, the Learning Enhancement Team to make available a CPD resource and supporting session for UEA staff to promote reflection on the New Economic Foundation’s *Five Ways to Wellbeing* and the opportunities and challenges associated with embedding wellbeing in teaching practices.

KPIs:

- Learning and Teaching Committee monitoring of progress of all Schools in achieving target design, development, and implementation of integrated mental health education modules with a set of project milestones to be defined and agreed by all stakeholders by April 2019.
- New CPD resource to be piloted by a defined number of Schools from September 2018 and evaluated by all stakeholders.
- Review of new CPD resource and supporting session by all stakeholders in June 2020.

2.3 Developing Student Life Skills through an education process to increase Student Wellbeing:

Life Skills courses for undergraduates have existed in numerous American Universities for over 10 years with evaluated positive effects on student mental health. Some universities in

the UK have chosen to run specific Life Skills face-to-face workshops and online support for their undergraduates relying primarily on the availability of online information sources for such topics as managing your money, time management, or eating well. The Universities of Cambridge and Wolverhampton offer an 8-week course on Mindfulness for students which has proven to be popular, but whose focus is more psychological adaptation rather than reducing stress in the practical day-to-day task-oriented activities of independent living which most undergraduate students have not experienced before coming to University.

UEA already provides free online pre-university courses for A level students. The focus of these courses, however, is adapting to the academic environment in terms of learning skills.

Action:

- Create and implement, with the UEA Students' Union as lead developer, a "Life Skills at University" blended programme for all new students to UEA in 2018-19. The face-to-face programme could start in Freshers' Week and run over the following 4 weeks with 5 X 3-hour highly interactive sessions backed up with online information access. (The face-to-face component sessions are essential to bring social connection between new students as soon as possible in the semester.)

KPIs:

- UEASU to evaluate in April 2019 student feedback on Life Skills at University programme against the declared objectives of the programme. Focus will be on achieving a 95% satisfaction target level.

2.4 Enable Social Connections and Engagement:

Some students with mental health issues speak about their sense of separateness, isolation and loneliness. There is clearly a balance to be struck between respecting an individual's desire to be alone when they want to be, and very different negative feelings of isolation.

Students in residences, or even in rented accommodation, may wish to socialise with others from their course, or from their student club/activity group, in preference to the next door neighbour. However, some universities in the UK have found that by organising "Halls of Residence"-based social activities (often student-led) early in the first semester, first-year students, in particular, benefit from that interaction and carry forward friendships made during that period into subsequent years. "Safe social spaces" within the University will also enable groups and communities to meet and share their experiences of student life at UEA. The UEASU in discussion with Student Support Services will be able to identify the needs of these groups and communities and the most appropriate spaces to be made available.

Secondly, informal, School-based social events for students from all years help to engage students studying similar subjects in exchanging perspectives and experiences in a way which is useful not just for new students, but also for students in later years on similar courses who gain a sense of perspective on their own journey by talking with others at a different stage in their studies.

Thirdly, university environments may sometimes be perceived as "unreal social bubbles" with (generally) young people mixing solely with other young people, within an academic environment. The wider Norwich and Norfolk community of all ages may be viewed as not

just distinct, but very separate from the lives of most UEA students. During term time, few students, other than the small number engaged in local charity or religious activity, have significant contact with local people. The University and Students' Union can work together to increase the mix of social opportunities for interaction between UEA students and local Norwich and Norfolk residents through engagement with local clubs, shared sports events, membership of local interest groups.

Fourthly, reducing social isolation, which, in extreme cases, may lead to self-harming thoughts and actions, is an important focus for the wellbeing of individual students, both young and mature, as well as for the UEA university community as a whole. The telephone and drop-in service run for students by students under the Nightline Association plays an essential role in supporting students who experience distress, loneliness "out of hours" and need a friendly person to talk to. This is a confidential and anonymous overnight listening service providing emotional support and information. It is currently housed temporarily within the Student Support centre. New appropriate accommodation is needed.

Actions:

- UEA Students' Union to create and implement in 2018-2019 a more extensive range of opportunities for social interaction with student activities centred around, or in:
 - UEA Halls of Residence;
 - UEA Schools;
 - UEA Sports within the SportsPark;
 - The wider Norwich and Norfolk Community
- Student Support Services will be responsible for planning, organising and overseeing the delivery of a programme of events by Senior Residents for students in residences from September 2017.
- UEASU and Student Support Services to identify and agree "safe social spaces" within UEA for groups and communities by December 2017.
- Nightline to be provided with a dedicated space shared with the Wellbeing Counselling/CBT team

KPIs:

- Student Loneliness Scores to be calibrated against UEASU baseline "Loneliness Survey" to be developed by UEASU and trialled in April 2018. An improvement of 40+% to be targeted by April 2019 feedback results.
- New post to be in place by September 2017 in SSS to enable delivery of an enhanced programme of events for students in residences and evaluation of impact by September 2018.
- "Safe social spaces" to be made available from April 2018.
- Nightline agreeing it has fit-for-purpose accommodation to deliver a telephone and drop-in service.

2.5 Recognise that academic performance is substantially based on effective learning behaviours and attitudes and good mental health:

There is a level of mutual dependency between good mental health, effective learning, and good academic performance. The academic challenges of studying at University that many students experience are a factor in contributing to student stress in meeting their own expectations and those of others.

Fitness to Study procedures are sometimes delayed, or not even launched, by a lack of awareness and timely signposting by academic staff who are uneasy about their lack of competence in recognising mental health issues early in the year in their students and their impact on learning, and being uncertain of how much they want to have training in what is perceived as an additional responsibility to their already heavy workload.

Support for students returning to study after a voluntary or enforced break due to a mental health condition is covered in the Return to Study Procedures. However, this return may be a time of vulnerability for the student and requires a review of the appropriateness and nature of the wellbeing support and learning development opportunities available to the student.

Students with a declared and diagnosed mental health disability are eligible for reasonable adjustments which may involve extension of deadlines for assignments and special exam conditions. Other students, who do not declare a mental health issue, may also receive extensions of deadlines. There has been a significant rise in students seeking medical certificates from the University Medical Service and mental health support from the Wellbeing Service to enable them to have extensions to academic deadlines. The purpose and grounds for allowing extensions need to be considered again to take into account the recent rise in requests for exceptional treatment by some students. It will be important to understand as an outcome of this review the range of factors involved and how this might inform the provision of wellbeing support and learning development for the future.

Actions:

- The Wellbeing Service to recommend an online programme for all academic staff in recognising and signposting student mental health <http://learning.cwmt.org.uk>. This is an e-learning package designed by The Charlie Waller Memorial Trust for non-specialist staff, to offer a first line of support to students who may have mental health issues. The programme is free and to be rolled out from December 2017.
- The Wellbeing Service and UEA Students' Union to jointly develop with Schools an online programme for all students in recognising and signposting student mental health issues to be piloted in September 2018.
- The Wellbeing Service, Learning Enhancement Team, DLOs, the University Medical Centre and the Students' Union to review the new Return to Study process.
- The Wellbeing Service and Learning Enhancement Team to design and deliver a programme of workshops and groups for students returning to study.

KPIs:

- Schools, Wellbeing Service and UEASU to review feedback from staff- and student-specific mental health recognition and signposting programmes: Proportion of staff completing the online programme by April 2019, 100% and students completing the online programme by April 2019, 100%.
- Number of students returned within required timescales and numbers who relapse.
- Evaluation of impact on mental health and retention of Return To Study programme of support September 2018.

2.6 Identify Students at Risk – training in recognition & referral procedures for all stakeholders;

Develop a Student Suicide Prevention Policy, Guidance and Procedure.

Recognising and signposting students with low intensity mental health issues is one level of training needed for all university students and staff.

Recognising and signposting students with high levels of risk of self-harm (and possibly, harming others) is a separate and more specialised process and it is essential to create a grassroots awareness among students and staff of risks associated with severe mental health conditions.

Student-led projects which are beginning to yield positive impact data need to be extended to UEA. Student Minds' "Look After Your Mate Campaign"; NUS Scotland's "Think Positive"; are such processes. The UEA Students' Union will be a key player in taking ownership of both the promotion and joint delivery of student-led suicide prevention initiatives.

Actions:

- Wellbeing Service to define and develop a suicide prevention policy by July 2017 for approval by the University.
- Renew publicly the commitments implicit in the "Time to Change" campaign signed by the University and the Students Union in November 2015 to de-stigmatise mental health issues in the university community.
- Research potential programmes of face-to-face mental health awareness training for non-academic staff at UEA, appropriate to their roles, with first-phase implementation from September 2018 – e.g. Accommodation staff, security, SRs etc.
- Run pilot "SafeTalk and "ASIST" (Applied Suicide Intervention Skills Training) jointly sponsored by the Wellbeing Service and the UEA Students' Union workshops in January 2018 and investigate the possibility of training in-house colleagues to deliver such workshops at the University, from October 2019.

KPIs:

- Approval of the suicide policy by the relevant University committees by May 2018.
- Public Renewal of the Time to Change Pledge by the University and the UEA Students' Union in September 2018.
- Engage staff unions in dialogue and action planning for mental health awareness training for non-academic staff by April 2018. Piloting of training in September 2018.

- Agree SafeTalk and ASIST workshop provision at UEA with external providers by October 2017, for piloting in January 2018.

2.7 Increase Student Resilience and Self-Reliance – strengthening students’ emotional equilibrium;

“Emotional resilience, which includes both positive mental attitude and a range of skills such as goal setting, is linked both to retention and life satisfaction among students. It is also a strong predictor for potential mental health issues.” (“Student Resilience: UNITE STUDENTS INSIGHT REPORT” (2016) UNITE STUDENT)

Actions:

- Make available through the Wellbeing Service website an online animation from the University of West England: “Emotional Resilience Skills” in October 2017.
https://www.youtube.com/watch?v=LX_FsKbwa6w&list=PLdxx_CsFYRDTQjnYOSjN77hdPOCKHjXkx&index=6
- The UEA Wellbeing Service will trial a free Resilience and Vulnerability Self-Assessment online tool (RAVI by STEMS RP) for students in September 2017.
- UEA Students’ Union to assess the relevance of PAL (Peer-Assisted Learning)-coordinated Emotional Resilience Skills Workshops, and with professional support from the Wellbeing Service, launch the Workshops in September 2018.
- The UEA Wellbeing Service will design /select a survey tool by April 2018 to gather data on UEA student wellbeing. e.g. Warwick-Edinburgh Mental Well-being scale; the University of Toronto “Flourish” Wellbeing measures and Simon Fraser University “Healthy Campus Community” measures, to create a set of UEA metrics for Student Resilience and Self-Reliance. Survey to be implemented for first time from April 2018.
- The UEA Wellbeing Service will design questions to be included in the Registration task in September 2018, to collect wellbeing data, on 4 areas: Life satisfaction, Life purpose, Happiness and Anxiety.
- The UEASU, in collaboration with the Wellbeing Service will work with Student Minds to facilitate the training of sufficient students to deliver Peer Support groups: Positive Minds; Motivate Me; and Look after Your Mate.

KPIs:

- UEA Student Wellbeing Survey to be applied annually from April 2018 with target improvements of 10% on a year-on-year basis.
- The Wellbeing Service will evaluate the usefulness of the RAVI tool in June 2018, and if cost-effective, implement this or another evaluated Resilience self-assessment tool (such as the AMOSSHE Resilience Tool) from September 2018 across the University.
- Data from the Registration Task and survey will provide baseline data for analysis from year to year of the numbers declaring mental health issues. Data from the Registration Task can be compared with HEPI-HEA and ONS data.
- UEASU /Student Minds to evaluate outcome of Positive Minds Peer Support Groups run from September 2017; Motivate Me and Look After Your Mate from September 2018.

2.8.1 Address Alcohol and Substance Misuse – reducing risks of negative behaviour and of self-harm and harming of others

As part of the University’s Alcohol and Substance Misuse Policy, UEA does not seek to be merely reactive to such misuse issues. The University recognises the very serious risks to individual and collective health and wellbeing from this misuse and is determined to minimise the incidence of misuse through a proactive process of communication and education, led by the UEA Students’ Union and Student Support Services.

Actions:

- Led by the Students’ Union, in partnership with the Student Support service, UEA will sign up to the NUS Alcohol Impact initiative from September 2017. This aims to:
 - Change negative drinking cultures
 - Promote responsible behaviour on campus and in the community
 - Improve health and wellbeing of students
 - Create a more inclusive environment for students
- The Wellbeing Service and the UEA Students’ Union will work with external providers to develop Alcohol and Drug Awareness online resources (as well as trialing such apps as “DrinkCoach” and “Spruce”) for UEA first-year students.
- Additional training for support and Wellbeing staff will take place in September 2017.

KPIs:

- Reduction of incidents of reported alcohol-related or substance misuse (on- or off-campus) involving UEA students to be improved by 20% year-on-year against a baseline recorded measurement taken for the first time at the end of Semester 1, 2017, against which later (twice-yearly) measurements can be compared.

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Other Organisations referenced:

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Student Minds. URL: <http://www.studentminds.org.uk/>

Mental Health First Aid. URL: <http://mhfaengland.org/>

Rethink Mental Illness. URL: <https://www.rethink.org/>

PAPYRUS Prevention of young suicide. URL: <https://www.papyrus-uk.org/>