

Student Mental Health Agreement end of year report 2018/19

The end of year report should be submitted by **17th June 2019** via email to ThinkPositive@nus-scotland.org.uk We recommend making notes on the report throughout the year so you already have most of the content when its time to submit it. As the institution and student association developed this work together in partnership, they should also complete the report together.

List of working areas:

1. To provide activities and supports which focus on promoting overall wellbeing
2. To hold events and activities throughout the year to challenge stigma and discrimination
3. To reach out to students who may face additional barriers when accessing support and explore ways to combat these barriers
4. To enhance the capacity of students and staff to signpost students to appropriate support
5. To raise awareness of suicide and how to respond to students in distress
6. To promote physical activity and the link between exercise and wellbeing
7. To regularly promote, review and develop our mental health work

For each of these working areas, what did you set out to achieve at the beginning of the year and why did you choose to focus on this?

This was the first year the Student's Association and UWS took part in the SMHA project. We joined the project in the second half of the year, which changed our approach to developing the agreement. Much of the mental health promotion work for the academic year 2018/19 was already underway when we began to develop the agreement, so we focused our efforts on capturing what was happening to promote students' mental health, as well as setting some joint actions for the remainder of the year and coming year. The earliest draft of the agreement was created by gathering information on all that was happening to promote students' mental health, then these actions were grouped into themes which became our working areas. These working areas were then built upon through the working group and feedback gained from staff and students. Many of the actions were therefore identified prior to the student mental health agreement project, but the agreement enabled us to capture this work in one place and ensure that it is continued through ongoing engagement with the project.

1- To provide activities and supports which focus on promoting overall wellbeing

This working area reflects that we all have mental health, and mental health promotion activities should be relevant to everyone and focus on promoting positive mental health and wellbeing. Improving overall wellbeing has been a focus of much of the work taking place at the university, Team UWS and Students' Association during 2018/19. We felt it was important to include this working area to support continued partnership working to develop activities and initiatives throughout the year with the aim of improving students' wellbeing.

2- To hold events and activities throughout the year to challenge stigma and discrimination

We recognise that stigma and discrimination towards those with mental ill – health negatively impacts on wellbeing, can exacerbate mental health difficulties, and makes people less likely to seek support when they need it. Stigma can arise through lack of

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knowledge and understanding, as well as a fear of approaching or talking about the subject of mental health. We chose to include this working area so we could continue to work together to hold events and activities which raise awareness of mental health and get students and staff engaged in conversations around mental health. This working area hopes to support our overall aim of creating an environment which is free from mental health stigma.

3- To reach out to students who may face additional barriers when accessing support and explore ways to combat these barriers

We want all students at UWS to have access to appropriate support for their mental health and wellbeing. We recognise that some students may be less likely to seek support due to a range of factors. Some student groups have already been identified as facing additional barriers to accessing support, and actions for 2018/19 reflect work to support these students. We included this working area to gain commitment to continuing to identify and engage with students who may face barriers to accessing support in order to find ways to overcome these.

4- To enhance the capacity of students and staff to signpost students to appropriate support

Improving awareness of supports available and equipping staff and students to signpost appropriately was of high priority in the development of the agreement. Staff and students have fed back that they would like more guidance on what support is available, to enable them to signpost and support others. Through commitment to this working area, we hope to improve staff and students' confidence with signposting to appropriate support with the overall aim that those experiencing mental health difficulties will have access to appropriate support when they need it.

5- To raise awareness of suicide and how to respond to students in distress

Creating a suicide safer university was of high priority prior to and throughout the student mental health agreement project. We chose to include this working area due to the fundamental importance of this issue and the need for ongoing and joint working to develop our work towards preventing student suicides.

6- To promote physical activity and the link between exercise and wellbeing

Through including this working area we hope to improve overall wellbeing through providing varied opportunities for students to engage in physical activity. Physical activity and sport have been highlighted by UWS students as key factors in supporting their mental health.

7- To regularly promote, review and develop our mental health work

This working area reflects that the priorities and needs for promoting student mental

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health will change over time, and commitment to continually reviewing and developing our mental health work will allow us to respond to these changing needs and provide an enhanced student experience. We chose to include this working area to ensure that methods are in place for the ongoing development of our mental health work, including engagement in the student mental health agreement project.

Project Activity

For each working area provide a summary of activity across the year, including key dates, events and links to any relevant information. Please provide pictures wherever possible.

1- To provide activities and supports which focus on promoting overall wellbeing (November 2018 & April 2019)

Paws Against Stress:

The Students' Association in partnership with Canine concern Scotland organised six Paws Against Stress events across three campuses in the run up to Christmas and Summer exams (27 – 29 November and 15 – 18 April 2018), reaching over 400 students.

Paws Against Stress Event on the Lanarkshire Campus:



Bandu Geurtzen
Photography

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Promotion of Apps and online resources for mindfulness and relaxation (November 2018 and ongoing):

Beginning on stress awareness day 2018, useful apps and online resources which are recommended by the counselling team during appointments were promoted to the wider student population through leaflets, posters, and social media.

Posters Created and Displayed on Campus Promoting the Resources:



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Pilot group workshops on wellbeing topics:

A stress & Relaxation Group was facilitated in March 2019 by the Occupational Therapist and Student Wellbeing Adviser. Following this, three more groups were arranged to be delivered through the doctoral college. Two workshops have taken place so far in April and May on managing perfectionism and Sleep.

Leaflet Created to Promote Group Workshops:


Lunchtime Workshops

Sleep on It:
Sleep is important. The benefits of a good night's sleep include more energy, faster metabolism, improved concentration and better memory. This workshop aims to give you a better understanding of sleep, and give you some tools to sleep better.
Lanarkshire (Learning Lounge): 13 March, 12 -1pm
Paisley (HUB 1): 14 March, 12 -1pm

Stress & Relaxation:
Learn more about how our body and mind react to stress, and gain some practical strategies for managing stress at university. Workshop will include a relaxation practice.
Lanarkshire (Learning Lounge): 20 March, 12-1pm
Paisley (HUB 1): 21 March, 12-1pm


These are not therapy groups, and you will not be asked to share any personal information during the workshops. The workshops are an opportunity to learn some practical strategies which you can take away and try for yourself.


Spaces are limited, for more information or to book a place email: lisa.butler@uws.ac.uk



Student Services

Advise | Support | Inspire



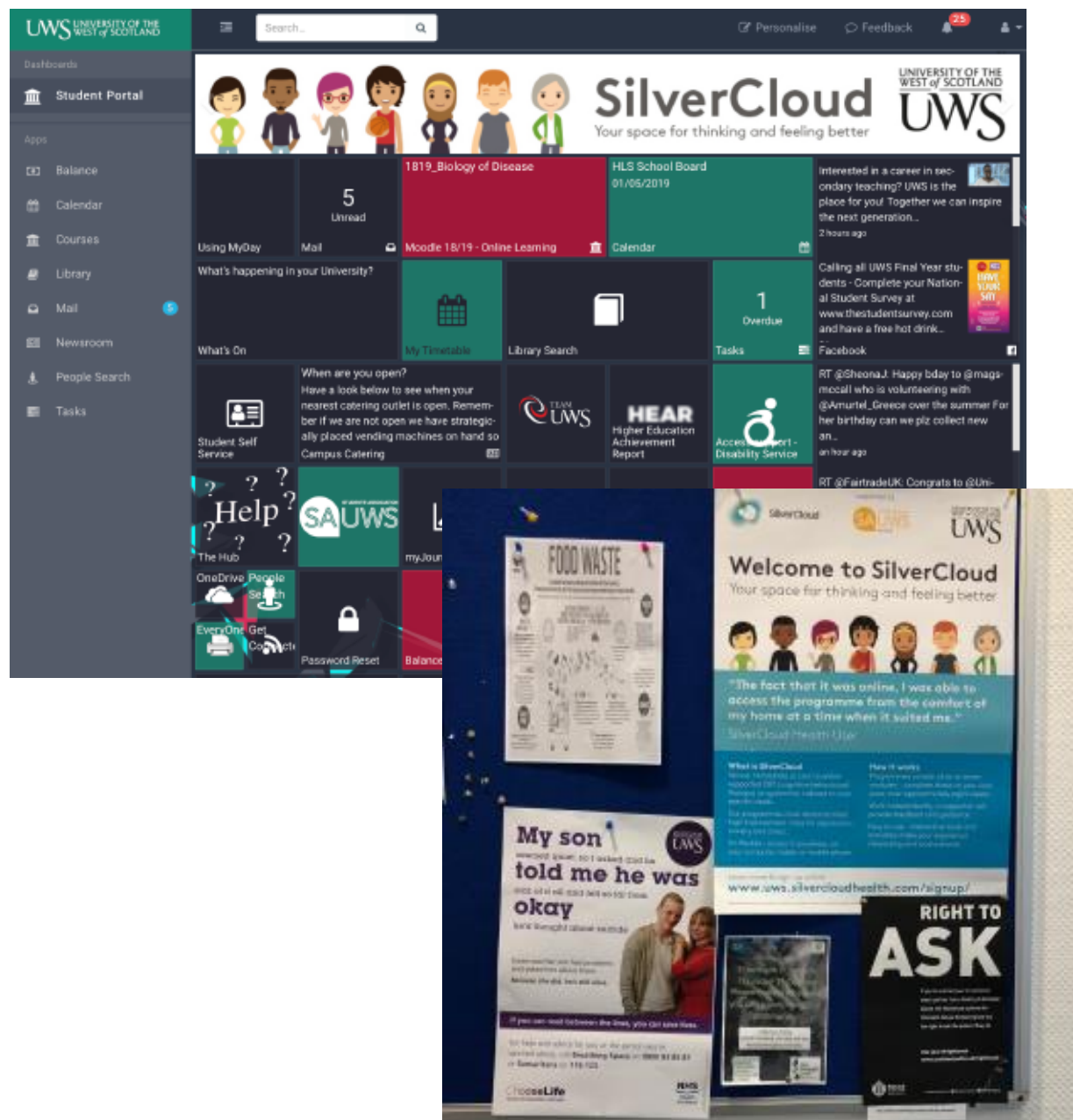


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SilverCloud:

SilverCloud is an online platform offering cognitive behavioural therapy focused on supporting you to 'think and feel better', and is available online for free to all students and staff. SilverCloud was promoted in a number of ways during 2018/19. Student services staff signposted students to the resource during individual appointments, and gave out leaflets at various events. Staff also gave presentations to various students groups on SilverCloud and how to use the resource. SilverCloud was also promoted through the student portal 'MyDay'.



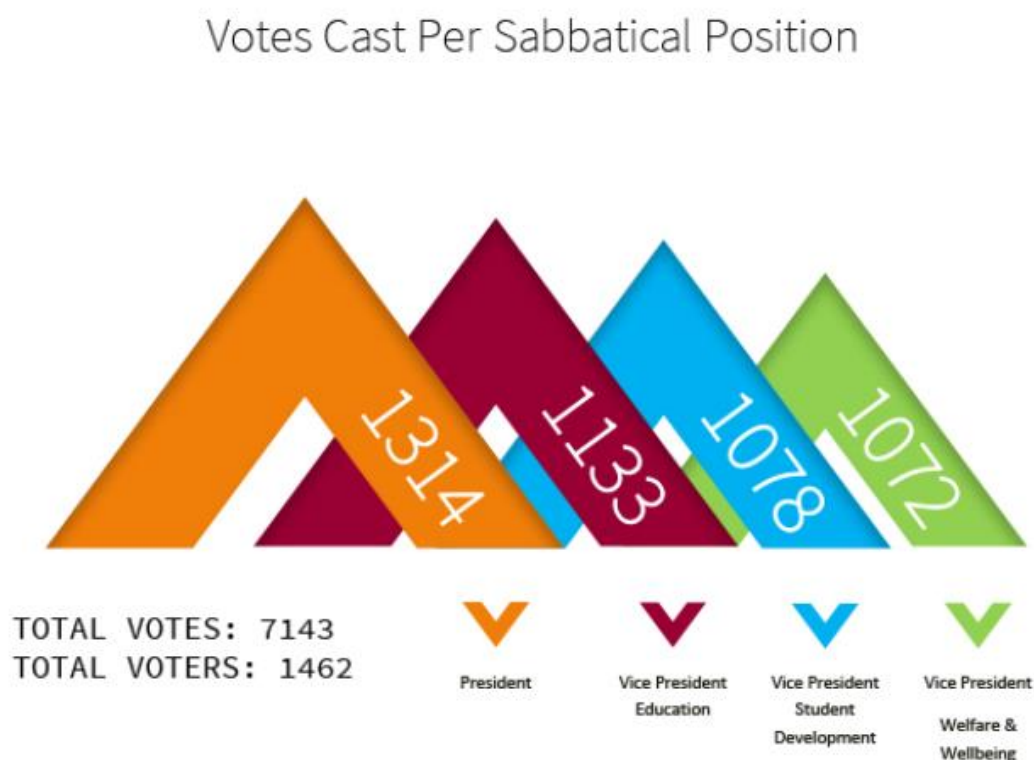
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Sabbatical Officer Welfare and Wellbeing (March 2019):

On the 8th of March 2018, the first Vice President Welfare and Wellbeing was elected at the Students' Association. This role will commence in June 2019 and will work to promote the mental health and wellbeing of students. This will include involvement in the student mental health agreement working group and project.

1072 Students Voted for the Role of VP Welfare and Wellbeing:



2- To hold events and activities throughout the year to challenge stigma and discrimination

University Mental Health Week (4-8 March 2019):

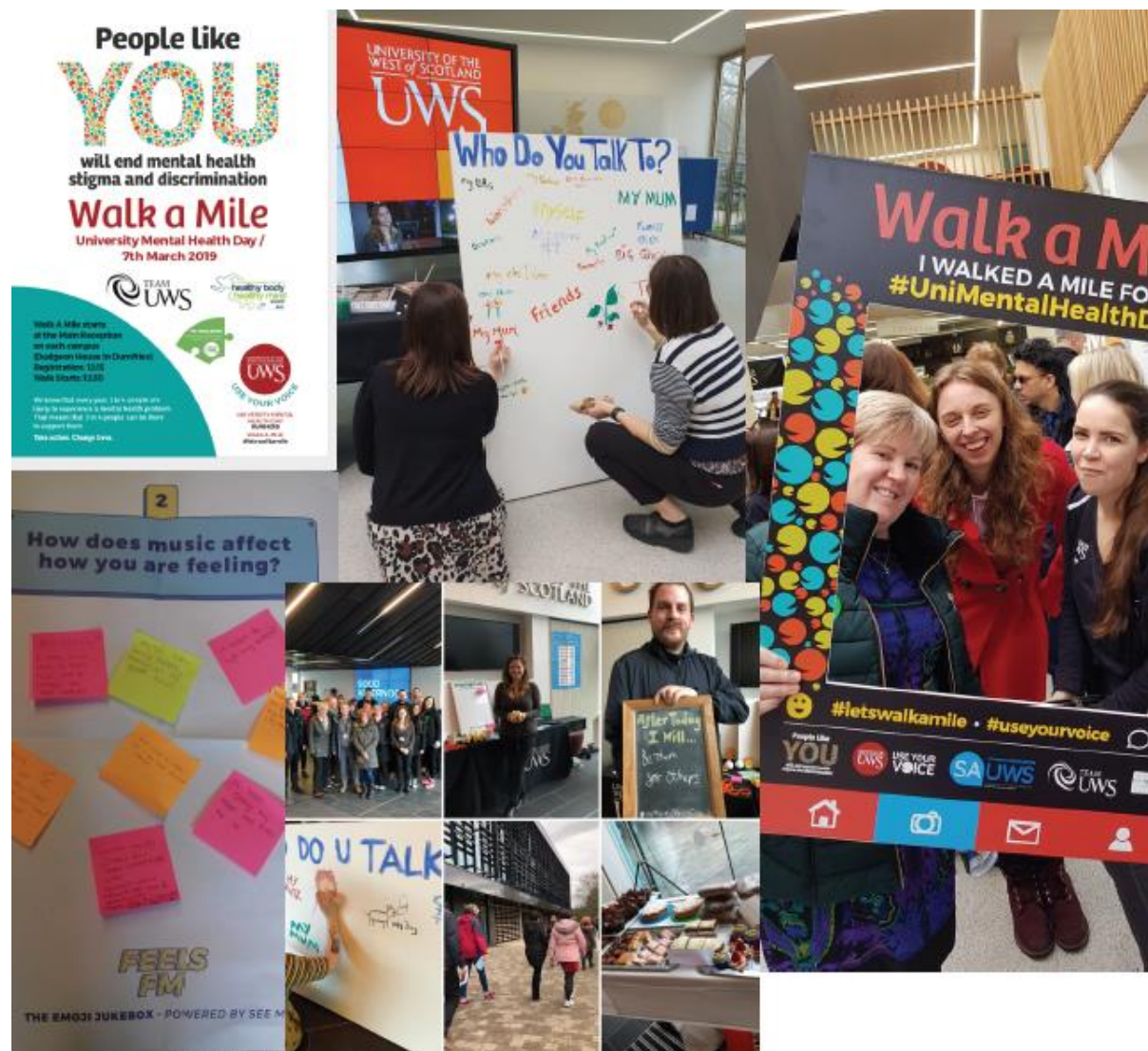
University mental health week was a focus for events and activities to challenge stigma. The theme for the week in 2019 was 'Use your voice' and activities focused on engaging people in conversations about mental health. The day involved working in partnership with the Students' Association, Team UWS, Sports and Student Engagement, Student Services, the Library and student societies. Events included the 'walk a mile' event, which asked students and staff to pair up with someone they don't know and 'walk a mile in their shoes' talking about mental health. Those who took part were given route maps with conversation starters on the back, to make it easier to begin a conversation about mental health. A FeelsFM 'Emoji powered jukebox' activity and 'who do you talk to' painting activity took place alongside the event. The FeelsFM jukebox generates playlists

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based on a person's mood, and stimulated conversations about how music can effect mental health. The painting activity asked students and staff to draw, paint or write down who they go to when they need to talk. 185 people took part in the day's events and over £600 was raised for mental health charities through a bake sale.

University Mental Health Day 2019:



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University Mental Health Week 2019

4th–8th March
"Use Your Voice"

University Mental Health Day Thursday 7th March:

Walk a Mile: Register 12.15pm, walk starts 12.30pm, reception on every campus

'FeelsFM' Activity: 12–1.30pm, reception on all Scottish campuses

'Who do you talk to?' Painting Activity with SAUWS:
12–1.30pm reception area in Ayr, Paisley, and Lanarkshire

'Feel Good Quiz': 8pm at the Student's Association, Paisley

Throughout the week:

LGBT+ Society stall in the Hub, Tuesday / Thursday in Paisley

UWS Library's travelling promotion of 'mood boosting reading' throughout March

Try out a **Smoothie Bike:** Friday 8th March 11am – 2pm, the Street Lanarkshire.

Also hear more about the journey challenge and how to get involved!



Conversation Starters:

What does
'Wellbeing'
mean to you?

What makes it
difficult to talk
about mental health?

Is mental health
viewed
differently to
physical health?

What do you do
to look after your
mental health?

Why is it important
that we tackle
mental health
stigma?

What made you
interested in taking
part in 'Walk a Mile'?

What experiences in
your life, your work or
your family inform
your thinking about
mental health?

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'The Big Read' 2018:

The book 'Eleanor Oliphant is completely fine', was chosen to promote conversations about mental health and provide a common ground for those new to the university. Copies of the book were provided to 500 new and direct entry students. On 22 November 2018 the author of the book Gail Honeyman visited the university to give a talk and question and answer session. This event promoted though provoking discussion about mental health as the book included strong mental health themes.

Students Attending the Talk with Gail Honeyman:



3- To reach out to students who may face additional barriers when accessing support and explore ways to combat these barriers

Doctoral college programme to support the mental health of post graduate students and combat isolation:

Post graduate students can be at risk of poor mental health due to high academic pressures and solitary study leading to isolation. The doctoral college invited members of student services staff to attend induction events in 2018/19 for post graduate students to inform them about supports available to them. Members of the counselling team and disability service attended these events to raise awareness of their services as well as SilverCloud.

The doctoral college has also partnered with student services to deliver group workshops on wellbeing topics to PhD students. These workshops were promoted via the doctoral college Eventbrite and newsletter and saw 7 students engage with the two workshops on Sleep and Perfectionism.

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Doctoral College Newsletter:

Doctoral Student Wellbeing



Understanding Perfectionism:

Many of us are taught that perfectionism is a good thing and can help us to be more successful students. While there is nothing wrong with striving to be your best, aiming for perfection can be problematic. This workshop aims to increase students' understanding of perfectionism, how it develops and identify strategies to overcome it.

Sleep On It:

Sleep is important. The benefits of a good night's sleep include more energy, faster metabolism, improved concentration and better memory. This workshop aims to give you a better understanding of sleep and give you some tools to sleep better.



Stress and Relaxation:

Learn more about how your body and mind react to stress and gain some practical strategies for managing stress at University. Workshop will include a relaxation practice.

Scheduled workshops:

Understanding Perfectionism	Thursday 4th April 2019, 2.30pm to 3.30pm	Paisley Campus, Room H324	Register here
Sleep On It	Wednesday 1st May 2019, 10.30am to 11.30am	Paisley Campus, Room H324	Register here
Stress and Relaxation	Tuesday 25th June 2019, 11am to 12pm	Paisley Campus, Room H324	Register here

'Rainbow Laces Campaign':

Research indicates that support services can improve how they demonstrate themselves as inclusive and non-judgemental when working with the LGBT+ community (1). As sport and physical activity have been identified as having a positive impact on mental health and wellbeing, Team UWS used LGBT+ history month as an opportunity to celebrate the LGBT+ community in sport and highlight inclusion in sport. February 2019 saw Team UWS sports teams take part in a colourful training session with bright clothes and rainbow laces as part of Stonewall's Rainbow Laces campaign, and a number of personal profiles and stories were shared by team members who are part of the LGBT+ community.

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Rainbow Laces Campaign Activities:



TransEDU Community of practice:

A staff member of UWS's Disability Service and a UWS lecturer joined the the TransEDU Community of Practice in March 2019. This group evolved from the recent research exploring the experiences of trans and gender diverse students in Scotland, and aims to share and encourage good practice throughout educational institutions. The Community of Practice meets 3 times per year at institutions across Scotland and is comprised of members from across colleges and universities in Scotland.

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At a meeting in March, our staff shared the 'Supporting Disabled Students with Gender Related Intersectional Issues' resource which was created by the UWS disability service. The community of practice are keen to host this on the resources section of their website here:

<https://www.trans.ac.uk/ResourcesInformation/Resources/tabid/7133/Default.aspx>

Guide Created by the UWS Disability Service:




LGBT+ Society:

The LGBT+ Society at the Students' Association have worked to raise awareness of issues facing students and provide safe spaces and support networks for students. The society held a variety of talks and lectures throughout the year which were open to all staff and students and were an opportunity to learn more about sexuality, gender identity, and LGBT+ history.

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SAUWS LGBT+ Society
19 February · 🌐

Don't forget to come along to our lecture on Sexuality today in D143 at the Paisley campus!
Come along to learn a little more about sexuality and ask any questions you may have!

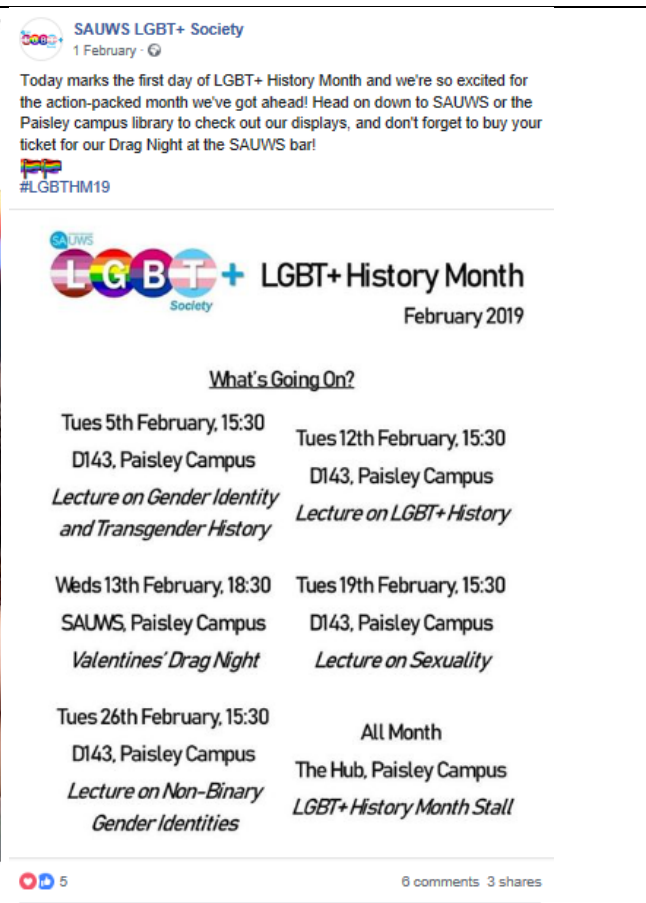
Sexualities
19.02.2019
D143, Paisley Campus

all students and staff welcome

In this lecture the SAUWS LGBT+ Society explains concepts of sexualities and the impacts of LGBT+ sexualities on daily life.

15.30 - 17.00, Tuesday, 19 February 2019
D143, Paisley Campus

2 shares



SAUWS LGBT+ Society
1 February · 🌐

Today marks the first day of LGBT+ History Month and we're so excited for the action-packed month we've got ahead! Head on down to SAUWS or the Paisley campus library to check out our displays, and don't forget to buy your ticket for our Drag Night at the SAUWS bar!

LGBT+ History Month
February 2019

What's Going On?

Tues 5th February, 15:30 D143, Paisley Campus <i>Lecture on Gender Identity and Transgender History</i>	Tues 12th February, 15:30 D143, Paisley Campus <i>Lecture on LGBT+ History</i>
Weds 13th February, 18:30 SAUWS, Paisley Campus <i>Valentines' Drag Night</i>	Tues 19th February, 15:30 D143, Paisley Campus <i>Lecture on Sexuality</i>
Tues 26th February, 15:30 D143, Paisley Campus <i>Lecture on Non-Binary Gender Identities</i>	All Month The Hub, Paisley Campus <i>LGBT+ History Month Stall</i>

6 comments 3 shares

Understanding Care Experience (17 April 2019):

The introduction of a care experienced liberation group has provided a support network for students who are care experienced. The group have also worked to raise awareness and understanding of how best to support care experienced students.



CARE EXPERIENCED @SAUWS
WHO CARES? SCOTLAND

**UNDERSTANDING
CARE EXPERIENCE**

WEDNESDAY 17TH APRIL
1.30PM TILL 3PM
UWS PAISLEY ROOM D134
UWS HAMILTON 2.1.10
UWS DUMFRIES E25

For further information contact
care.experienced@sauws.org.uk

SAUWS STUDENTS ASSOCIATION

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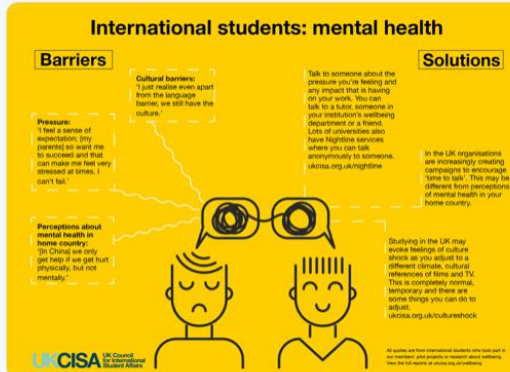
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Support for International Students:

International Students can experience a number of additional stressors linked with being away from home. However, they may be less likely to come forward for support due to cultural/ language/ social barriers. The international team held a number of events and activities throughout the year to support international students to socialise and also get to know the support structures available to them while at university. Events included 'Taste of Culture' where students had the opportunity to celebrate aspects of their home culture and connect with other students. The team also organised trips away for students. The international team gather feedback from students engaged in their service in April 2019 to allow them to review and develop the support.

UWS Int Support Retweeted
UKCISA @UKCISA · May 13


In #MentalHealthAwarenessWeek, take a look at our wellbeing tips and advice for international students. Perceptions of mental health in the UK vs home country is just one additional barrier to overcome. ukcisa.org.uk/student-wellbe... #intled



UWS Int Support @UWS_IntSupport · Mar 21

Celebrate Culture with @UniWestScotland!
@UWSAyr TODAY Thursday 21 March, the Atrium 12 - 1.30pm.


Why not wear your national dress/costume or bring your country's flag or something else that represents your nationality? 🇬🇧🌍



UWS Int Support @UWS_IntSupport · Mar 26

International students @UniWestScotland:

There are still a few tickets left for the trip to Stirling Castle tomorrow (27 March). Sales close at 2pm today so if you'd like to go, get your ticket NOW to avoid disappointment! £12 from the online store shop.uws.ac.uk 🇬🇧



UWS Doctoral College, Students' Association of UWS | SAUWS, UWSSStudentEngagement and UWS Residence Team

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Future plans:

Engagement in the student mental health agreement project highlighted the need to continually identify and work with students who may face barriers to accessing support and work together to identify ways to overcome these barriers. This will be a priority for the coming year and something which will be supported through engagement in the student mental health agreement in 2019/20.

4- To enhance the capacity of students and staff to signpost students to appropriate support

Mental Health Awareness Workshops (March – June 2019):

Based on the identified need for staff to be equipped with the knowledge and skills to connect students with the right support, a programme of mental health awareness workshops were developed. 20 workshops were rolled out from March 2019 onwards across all campuses, seeing opportunities for 20% of all staff to complete the training. The training aimed to increase staff's awareness of mental health and supports available, as well as improve confidence with speaking to others about mental health.

Mental Health Awareness Workshops Offered to all Staff:



Training and Development
Thu 28/02, 14:08
UWS-AllStaff

Reply all | v

Inbox

Dear Colleague,

Further to the University communication yesterday, asking staff to undertake the Charlie Waller Online Training to raise awareness of support available for colleagues or students who they suspect may be experiencing mental health issues, People and OD are also offering a number of 'Mental Health Awareness' training workshops, which are available for staff to attend.

The objective of the training is to raise awareness of typical signs of mental health problems and to advise staff on how to sensitively 'use their voice' to start a conversation, and, where appropriate, signpost staff or students towards help. There is no expectation of staff to 'treat' the individual- it's about knowing how, when and where to refer.

The 3-hour training workshop will allow participants to explore mental health issues through a mix of pre-course online training (the Charlie Waller Online Training) along with in class training materials, guided discussions and exercises, in a safe environment.

The training workshops are being offered across all five university campuses and will be led by an external mental health professional, with available dates listed below.

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Charlie Waller Memorial Trust online mental health training (February 2019):

This training aims to equip staff to understand common mental health concerns, signs to look out for, and how to respond to and signpost students who are experiencing mental health issues. This training was required 'pre reading' for face-to-face mental health awareness workshops. The online training was promoted to all staff at UWS.

Charlie Waller Training was Promoted through all Staff Emails and the Training Portal:

Online Mental Health Training - Charlie Waller Memorial Trust

Staff often ask how best to support their colleagues and students who they suspect may be experiencing a mental health issue. It's an area, for both staff and students, which we often don't know how to raise and discuss and this is one of the aspects included in this online training from the Charlie Waller Memorial Trust.

This new e-learning package is designed to give non-specialist staff the skills, knowledge and confidence to offer a first line of support to colleagues and students who may have mental health issues and all staff are encouraged to have a look. Introduced by well-known TV presenter Alexander Armstrong, the package consists of six, easy-to-follow 20-minute sessions – you can dip in and out of the sessions, which are all very informative.

All Schools and Departments have also been offered Mental Health training sessions and these have had a very positive uptake.

Information on activities and commentary by staff and students on their perceptions and experiences will be issued over the next month so watch out for that – and, in the meantime, please complete the Charlie Waller online training when you get a chance.

Charlie Waller Online Training Sessions

To: UWS-AllStaff <UWS-AllStaff@uws.ac.uk>

Subject: Mental Health Awareness Workshops

Dear Colleague,

Further to the University communication yesterday, asking staff to undertake the Charlie Waller Online Training to raise awareness of support available for colleagues or students who they suspect may be experiencing mental health issues, People and OD are also offering a number of 'Mental Health Awareness' training workshops, which are available for staff to attend.

The objective of the training is to raise awareness of typical signs of mental health problems and to advise staff on how to sensitively 'use their voice' to start a conversation, and, where appropriate, signpost staff or students towards help. There is no expectation of staff to 'treat' the individual- it's about knowing how, when and where to refer.

The 3-hour training workshop will allow participants to explore mental health issues through a mix of pre-course online training (the Charlie Waller Online Training) along with in class training materials, guided discussions and exercises, in a safe environment.

The training workshops are being offered across all five university campuses and will be led by an external mental health professional, with available dates listed below.

If you are not already booked on the training through your School or Department, and you would like to attend a workshop, please email traininganddevelopment@uws.ac.uk, stating the session you wish to attend. Please note some of these sessions have limited availability and will be allocated on a first come first served basis.

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A link to the training has also been added to the staff development page of the staff intranet, to allow staff to access the link and complete the training at any time:

+ MENTAL HEALTH ONLINE TRAINING +

For students experiencing depression, anxiety, homesickness or low self-esteem, that first conversation can make all the difference.

Developed by the Charlie Waller Memorial Trust, this new e-learning package is designed to give non-specialist staff the skills, knowledge and confidence to offer a first line of support to students who may have mental health issues. Introduced by well-known TV presenter Alexander Armstrong, the package consists of six, easy-to-follow 20-minute sessions, including:

- Signs to look out for
- Key helping skills
- Knowing who else to involve
- Supporting students at risk or in crisis

Access Online Mental Health Training

When selected, the e-learning sessions will open in their own window. If you select a session and it does not appear, please check that you do not have a "pop-up blocker" in your web browser, preventing the session from opening in a new window.

Mental Health First Aid Training (January 2019):

The Vice President Sport and Wellbeing sabbatical and the Team UWS Campaigns Officer and Cheerleading Vice President both undertook the Scotland's Mental Health First Aid (SMHFA) course in 2018/19. Student services staff and Students' Association caseworkers have completed the training in previous years.



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Guidance for Personal Tutors:

The UWS Academy, School Enhancement Developers and academic schools worked in 2018/19 to develop guidance information for personal tutors on supports available to students and how to signpost appropriately. Guides are in development, and will aim to be shared with more academic staff and personal tutors.

Team UWS Committee Training (19 September 2018):

An awareness session was organised by Team UWS to provide sports team committees and members with information about student services available at the University. The event was facilitated jointly by Team UWS, Disability Service and Counselling Service staff who provided information about student support services and how to access them. This included a demonstration on how to use the SilverCloud platform. Students were invited to attend the event, which was also promoted across social media. Students and staff who attended the training provided feedback on the event which was used by Team UWS Sports Executive members to reflect on the event and plan for future sessions.

Team UWS Members and Student Services Staff at Committee Training Session:



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Feedback on the Training Session from Student Services Staff:

It was great to be invited to come along to the Team UWS awareness event as Disability and Counselling staff, together with the new Occupational Therapist and Student Wellbeing Adviser are always happy to have the opportunity to contribute to student and staff events. It is important for us to speak to student groups. Student feedback is always of enormous benefit us, and any ideas or thoughts about how students would like to see services delivered are greatly appreciated.

While the majority of our work with students are one to one appointments we are always happy to hear from students who may be interested in group sessions, whether on wellbeing topics or more specifically to focus on a topic such as the SilverCloud platform. Being at that session gave us the chance to hear about your plans and provided us the opportunity to look at ways of working more closely together which we hope to continue to build on.

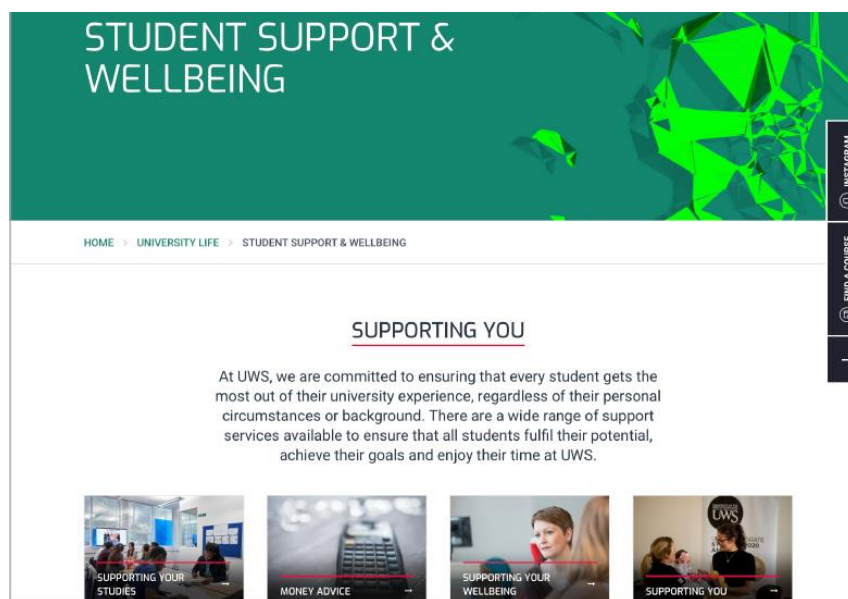
As a Disability Adviser I also work with schools to highlight the support we offer and how staff can better support students with a range of difficulties, such as students on the Autistic Spectrum or who have a specific learning difficulty such as Dyslexia.

As a new staff member (Occupational Therapist and Student wellbeing Adviser), I found it very useful to meet with students with an interest in mental health and wellbeing. The event gave me the opportunity to introduce my role and identify potential areas for working together in future.

Promotion of Supports Available to Students:

Information about student supports is available on the UWS website, with information about each support service and how to make an appointment. Support services were promoted through induction, social media, and the website in addition to ongoing promotion events and activities throughout the year. Each student support service have their own social media pages, where they share Information, events and opportunities. Student services teams used national events such as 'dyslexia week', and 'national student money week' to raise awareness of supports available and engage with students. The student portal 'MyDay', also includes direct links to SilverCloud, The Students' Association, and Student Services pages. The 'Roadmap for new students' is sent to all students upon enrolment, and includes information on what wellbeing support is available to students.

UWS Website:



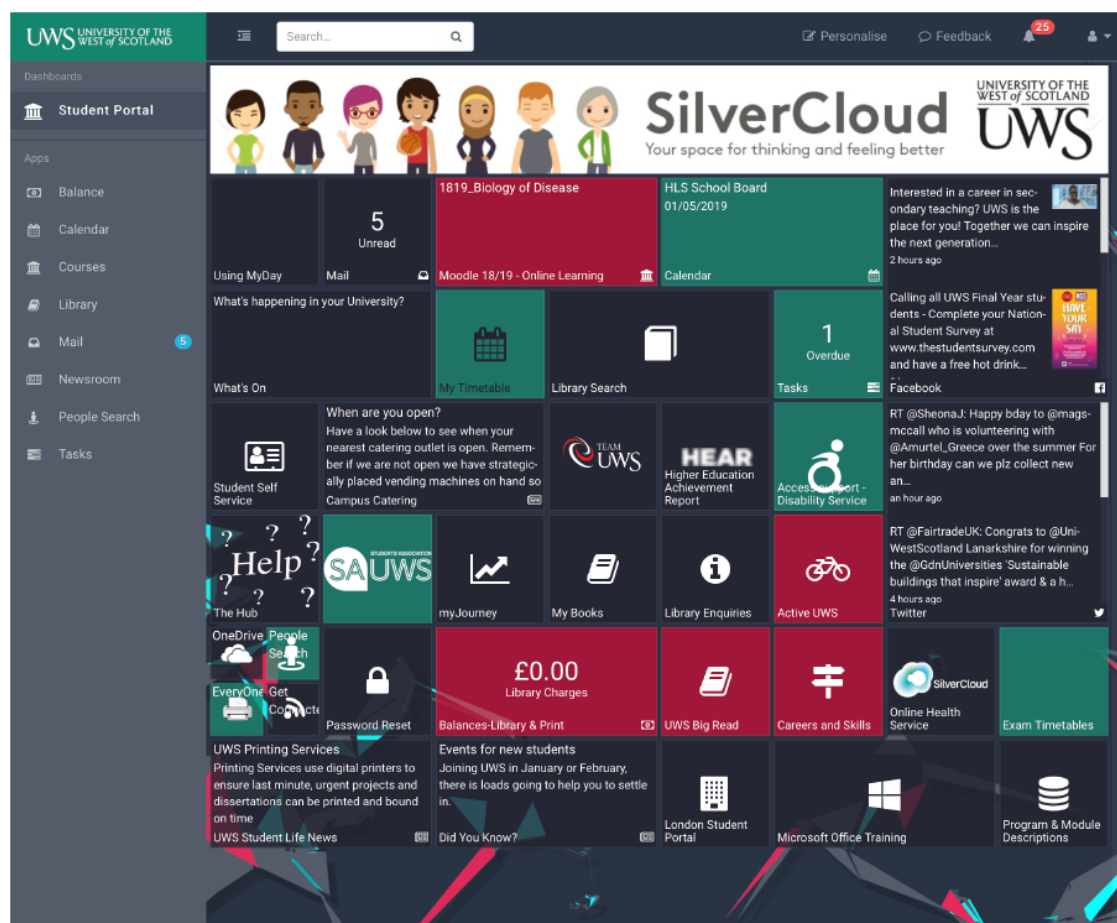
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Student Services Events and Pop up Stands:



MyDay:



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ROADMAP FOR NEW STUDENTS

Starting a degree can feel overwhelming. There is so much information provided to you, our new students, that it is easy to get lost along the way. We have created the following roadmap to help you successfully navigate your way through those first few weeks.

OMG I'M @ UNI

There are a few basic things that will put you on the right path early on. Keep calm and get through the checklist!

Enrolment	→	Prepare	→
Induction	→	Timetables	→
Wellbeing support	→	Printing & IT Services	→
MyDay, MyJourney & Moodle	→		



5. To raise awareness of suicide and how to respond to students in distress:

Choose Life poster campaign (October 2018):

In October 2018, we took part in the Choose Life 'Read between the lines' poster campaign. The campaign calls on everyone to be alert to the warning signs of suicide in their friends, family and workmates. The message is that if you're worried about someone, asking directly about their feelings can help to save their life. Suicide awareness posters were distributed across all campuses and displayed in all public areas of the university.

He
seemed depressed, and it
came to
the point that I asked him about it outside of
work
He said he thought about suicide
every day

Dave could see his workmate seemed down, so he asked him about it.

Because he did, his workmate is still alive.



If you can read between the lines, you can save lives.

For help and advice for you or the person you're worried about, call **Breathing Space** on 0800 83 85 87 or **Samaritans** on 116 123.

ChooseLife
www.chooselife.net/ask

NHS
Health
Scotland

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SafeTALK suicide alertness training (February 2019):

SafeTALK is a suicide alertness training which has been delivered to year 1 nursing students at UWS for over 12 years. In 2019, the training was also delivered to 50 staff through opening up some of the student sessions to include staff. Feedback from the training has been positive, and there is a proposal to deliver this training to more staff in the coming year using qualified UWS staff. The SafeTALK proposal was brought to the University's 'Wellbeing Group' in February 2019 and a smaller working group has been developed to bring this proposal forward.

SafeTALK Paper at Wellbeing Group:

safeTALK delivery in UWS

New guidance has been issued to universities dedicated to the prevention of student suicide.

This guidance was launched in Sept 18 in Sheffield at the Universities UK (UUK) annual conference where it was also announced that new guidance is being worked on for the disclosure of confidential data.

At least 95 university students took their own lives in academic year 2016/17, (ONS, 2018) and whilst these figures are lower than the general population numbers UUK said there is no room for complacency. It is worth noting that these figures relate to Universities in England and Wales and that there is contention re global figures reflecting a higher prevalence of student suicide however these figures cover all students including those at University.

All higher education leaders are being asked to make a commitment to suicide-safer universities and are being urged to adopt this as a personal priority. This will involve measures to develop a specific suicide prevention-intervention-postvention strategy, as a distinct component of an overarching institutional mental health and wellbeing strategy. Staff and student training and development will be a key component within this strategy with safeTALK training being identified as a viable vehicle to provide this.

safeTALK is developed by a Canadian company, Livingworks for delivery globally and is endorsed by the Scottish Government via ChooseLife, and the [Scottish Government's Suicide Prevention National Action Plan 2018](#)

safeTALK is a half-day alertness training that prepares anyone 15 or older, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide don't truly want to die, but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognise these invitations and take action by connecting them with life-saving intervention resources.

Since its development in 2006, safeTALK has been used in over 20 countries around the world, and more than 200 selectable video vignettes have been produced to tailor the program's audio-visual component for diverse audiences. safeTALK-trained helpers are an important part of suicide-safer communities, working alongside intervention resources to identify and avert suicide risks.

Learning goals and objectives

Over the course of their training, safeTALK participants will learn to:

- Notice and respond to situations where suicide thoughts might be present
- Recognize that invitations for help are often overlooked
- Move beyond the common tendency to miss, dismiss, and avoid suicide
- Apply the TALK steps: Tell, Ask, Listen, and KeepSafe
- Know community resources and how to connect someone with thoughts of suicide to them for further help

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Within UWS safeTALK has been delivered to all year 1 nursing students for over 12 years with over 5000 students trained in using it. This year there was an opportunity on the Ayr campus to offer the course to a small number of staff (50) along with the Ayr students. 33 have been trained thus far with the remaining 17 due to attend on the 18th Feb.

All participants complete an evaluation of training which is returned to the Scottish Government. We will also this year evaluate separately the training impact on our 50 staff and use the data to provide an evidence base for further staff (and student) roll-out.

I am a firm believer in the value of this training and a strong advocate of staff/student mental health and wellbeing and suicide prevention. I sincerely hope the group continues to support a broader UWS wide roll-out/implementation plan as part of a wider approach to the mental health and well-being of staff and students.

6- To promote physical activity and the link between exercise and wellbeing

‘Healthy Body Healthy Mind’:

In 2018/19, we took part in the Healthy Body Health Mind awards. This award focuses on the link between physical activity, smoking prevention and mental health. Participation in the award involved the creation of a new working group to bring together staff and students from the Sports Union, the Students’ Association and the University, to work together on events and activities in line with the goals of the award. The award led to some great new partnerships as well as new activities and initiatives to promote mental wellbeing.

Our healthy body healthy mind submission report was completed in April 2019 and celebrated all of the great work which happened over the year to promote mental health. The below 2018/19 plan for healthy body healthy mind outlines the packed schedule of activities which took place throughout the year.

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Date	Activity	Resources needed	Lead Person	Prep start date	Date of event or activity deadline
14.08.2018 - 16.08.2018	Team UWS Executive Training (HBHM planning days)	flipcharts, pens	MH	30.07.2018	14.08.2018 - 16.08.2018
03.09.2018	Attend Think Positive launch event	Train tickets	EW	03.09.2018	03.09.2018
05.09.2018 - 30.09.2018	Taster sessions of all Sport Teams	Promotional material for social media	MH/JM/YH	n/a	05.09.2018 - 30.09.2018
05.09.2018 - 08.09.2018	Freshers Week	Look in G-drive	MH/LR	05.08.2018	05.09.2018 - 08.09.2018
13.09.2018 - 28.10.2018	Library Talks	Social Media promotion	MH	n/a	13.09.2018 - 28.10.2018
17.09.2019	HBHM committee meeting	Agenda	EW	10.09.2018	17.09.2018
21.09.2019	HBHM sign up deadline	Complete form provided by Think Positive		14.08.2018	21.09.2018
21.09.2018	Team UWS Committee mental health training	Team committees	MH/JS	07.09.2018	21.09.2018
24.09.2018 - 30.09.2018	Sexual Health Week	Condoms, Awareness leaflets and booklets, social media promotional material	YH	17.09.2018	24.09.2018
02.10.2018	Climate Week Ride to Pollok Park	Brodie Bikes, social media material	MH		02.10.2018
02.10.2018	World Mental Health Day committee meeting				02.10.2019
08.10.2018 - 12.10.2018	Stress awareness week		YH	24.09.2018	08.10.2018 - 12.10.2019
10.10.2018	World Mental Health Day				10.10.2018
23.10.2018	Exec meeting; HBHM catch up; Movember	Agendas, papers	MH/EW	19.10.2018	23.10.2018
01.11.2018 - 30.11.2018	Movember		EW/YH	01.10.2019	01.11.2018-30.11.2018
05.11.2018 - 12.11.2018	Dyslexia Awareness week	Social media promotional material	UWS Hub Team		05.11.2018 - 12.11.2018
06.11.2018	Exec Catch up	Agenda and Papers	MH	31.10.2018	06.11.2018
07.11.2018	Stress Awareness day		YH/EW		07.11.2018
27.11.2018 - 29.11.2018	Paws against stress		MH/SAUWS		27.11.2018 - 29.11.2018
28.11.2018	Wellbeing meeting				28.11.2018
06.12.2018	UWS Development Toolkit meeting		MH/IC	n/a	06.12.2018
01.02.2019 - 28.02.2019	LGBT+ History month	Rainbow laces, stonewall promotional material, social media promotional material, pictures of teams, lgbt+ flag	MH	14.01.2019	01.02.2019 - 28.02.2019
07.02.2019	Cake, Cuppa, Chat		Nursing Society	n/a	07.02.2019
07.03.2019	University mental health day	Walk a mile material, schedule Joe post	MH	21.02.2019	07.03.2019
17.04.2019	Understanding Care Experience		Nursing Society	n/a	17.04.2019

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Team UWS events throughout the year to promote student engagement in team sports:

Team UWS had a presence at a number of events to promote sports teams and opportunities to engage in physical activities, such as fresher's week and 'walk a mile'. Team UWS included promotion of the gym facilities to students, which has been made free for all students. The sports notice board was also used to promote engagement in physical activity and make students aware of options available to them.

Team UWS Stand in the Student HUB and Promotional Poster:



Competitive and recreational opportunities to participate in physical activity:

UWS has a wide range of sports teams, both competitive and non-competitive. During 2018/19, the varied opportunities to engage in physical activity were promoted through social media, events and campaigns such as 'this West Girl Can' which promoted female student engagement in sport and exercise.

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A range of Physical Activities Offered Throughout 2018/19:

Fitness Classes @UWS				
Monday	Tuesday	Wednesday	Thursday	Friday
Fit 30 Morning Fat Burner 8.00-8.30am (Hamilton Gym)	Fit 30 Morning Fat Burner 8.00-8.30am (Hamilton Gym)	Fit 30 Morning Fat Burner 8.00-8.30 am (Hamilton Gym)	Fit 30 Morning Fat Burner 8.00-8.30 am (Hamilton Gym)	Fit 30 Morning Fat Burner 8.00-8.30 am (Hamilton Gym)
Fit 30 Monkey Business 10.30-11.00am (Ayr Gym)	Fit 30 Step Fit 30 10.30-11.00am (Ayr Gym)	Fit 30 Legacy Workout 10.30-11.00 am (Ayr Gym)	Fit 30 AB Struction 10.30-11.00am (Ayr Gym)	Fit 30 The Pretender 10.30-11.00am (Ayr Gym)
FIT CLUB Body Weight Blast 12.15-1.00pm (Students Union Paisley)	Walk Jog Run 12.15-1.00pm (Alrum Paisley)	FIT CLUB Supercharge Circuits 12.15-1.00pm (Students Union Paisley)	FIT CLUB Abs & Core 12.15-1.00pm (Students Union Paisley)	Zumba 12.15-1.00pm (Students Union Paisley)
Fit 30 Lunch Time Shredder 12.15-12.45pm (Hamilton Gym)	Fit 30 Lunch Time Shredder 12.15-12.45pm (Hamilton Gym)	Fit 30 Lunch Time Shredder 12.15-12.45pm (Hamilton Gym)	Fit 30 Lunch Time Shredder 12.15-12.45pm (Hamilton Gym)	Fit 30 Lunch Time Shredder 12.15-12.45pm (Hamilton Gym)
Fit 30 Monkey Business 12.15-12.45pm (Ayr Gym)	Fit 30 Step Fit 30 10.30-11.00am (Ayr Gym)	Fit 30 Legacy Workout 10.30-11.00 am (Ayr Gym)	Fit 30 AB Struction 12.15-12.45pm (Ayr Gym)	Fit 30 The Pretender 12.15-12.45pm (Ayr Gym)
Fit 30 Afternoon Toner & Shaper 4.30-5.00pm (Hamilton Gym)	Fit 30 Afternoon Toner & Shaper 4.30-5.00pm (Hamilton Gym)	Fit 30 Afternoon Toner & Shaper 4.30-5.00pm (Hamilton Gym)	Fit 30 Afternoon Toner & Shaper 4.30-5.00pm (Hamilton Gym)	Fit 30 Afternoon Toner & Shaper 4.30-5.00pm (Hamilton Gym)
Fit 30 Monkey Business 5.15-5.45pm (Ayr Gym)	Fit 30 Step Fit 30 5.15-5.45pm (Ayr Gym)	Fit 30 Legacy Workout 5.15-5.45pm (Ayr Gym)	Fit 30 AB Struction 5.15-5.45pm (Ayr Gym)	Fit 30 The Pretender 4.45-5.15pm (Ayr Gym)



Team UWS

Like This Page · 24 November 2017 ·

It's This West Girl Can Week day 5! It's our final day of the team spotlights, and that will be coming up shortly!

In the mean time, boost that Friday Feeling by getting involved in one of our fitness classes!

#ThisWestGirlCan

Md Yousaf and John McGonigal like this.



Rowing is returning to the river Ayr for the first time in 50 years. A partnership between South Ayrshire Council, Scottish Rowing, University of West of Scotland and Ayrshire Coastal Rowing Clubs are developing a plan to offer rowing and canoeing on the river Ayr located opposite the new Ayr Academy and University UWS.

A free "Come & Try" session has been organised for all UWS University and DoE secondary school pupils to try a range of water sports and rowing on the river Ayr, with expert tuition from experienced rowers & instructors.

Water proofs and a bouncy aids provided. (bring a change of clothes)

Thursday 4 April

11.00 — 2.30

To book a place: Complete the booking form and return by email to vincent.mcwhirter@south-ayrshire.gov.uk

Meet at Ayr Academy reception.



Team UWS

Like This Page · 1 April ·

Rowing is returning to the River Ayr, and all UWS students are welcome to attend a "Come and Try" event this coming Thursday (4th April). If you would like to get involved please email ian.christie@uws.ac.uk or message this page by the end of the working day on Wednesday!

Dalia Stewart, Sinéad Daly, Team UWS and 3 others like this.

2 shares

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Free gym facilities made available to all students (September 2019):

At the beginning of the academic year 2018/19, free gym facilities were made available to all students through on-campus gyms and partnership arrangements with other institutions. This move aimed to remove financial barriers to engagement in physical activity and ensure all students had access to this importance resource from promoting wellbeing.

UWS News Article (8.9.19):

In a sector-leading development, the University of The West of Scotland (UWS) is rolling out free gym memberships for all students to use UWS-operated fitness facilities.

The bold move from Scotland's largest modern university removes barriers to entry ensuring all students can get active and pursue a healthy lifestyle.

Student wellbeing is a core value for the university and being active is intrinsically linked due to the associated physical and mental health benefits as well as bolstering students' social lives.



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Expansion of 'Brodie's Bikes' project (September 2019):

The Brodie's Bikes project was set up in 2017 in memory of a UWS student. Brodie's friends and family came up with the idea based on his love of cycling. The scheme provides bikes on loan to students in the residences to enable them to have a break from studies and improve their wellbeing through exercise and leisure time. In September 2019, the scheme was expanded from one to three campuses. The expansion was celebrated with a launch event on 17th September:

Brodie's Bike Expansion Event:



7. To Regularly Promote, Review, and Develop our Mental Health Work:

Feedback Surveys (April 2019):

Each support service at UWS created a survey towards the end of the academic year, to gain feedback on students' experiences of accessing the support and ways it could be improved. This feedback contributed to the ongoing development of the services and was taking into consideration for team planning for 2019/20.

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Wellbeing Group (18th February 2018):

The 'University Wellbeing Group', is a new working group with representatives from across the university and Students' Association. The group aims to provide a cross-university forum on wellbeing issues and initiatives to support the university in meeting its ambitions to support and promote wellbeing amongst students and staff. The group had its first meeting on 18th February 2019. This overarching group has resulted in the development of smaller working groups to bring forward identified actions, including the development of a new mental health strategy.

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Wellbeing Group Remit:

Remit

The remit of the Wellbeing Group is to:

- Support the University in meeting its ambitions to support and promote wellbeing across the University Community;
- To develop and recommend appropriate goals, plans and priorities on an annual basis;
- Establish and direct a number of working groups to take forward a range of wellbeing initiatives;
- Develop a range of responses, reports, actions and plans to support wellbeing, including in responses to national and regulatory requests;
- Develop a range of awareness raising and staff development approaches to support staff and student wellbeing;
- Stimulate and build good practice and innovation in wellbeing;
- Coordinate communication of wellbeing information and activities across the University
- Make recommendations to the University Health, Safety and Sustainability Committee and other groups as appropriate on wellbeing
- Reviewing the impact and effectiveness of the wellbeing activities across the university of a regular basis

Frequency of Meetings

The Group will meet as required to fulfil its remit and normally at least twice per year.

Reporting

The Wellbeing Group will report to the Health & Safety and Sustainability Committee.

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Impact

Provide details of the difference made by focusing on this area. Whenever possible, please back this up with any evidence gathered e.g statistics gathered through surveys, quotes gathered from students and staff etc. Consider the difference this work made to the students, officers, staff and the wider institution.

1. To provide activities and supports which focus on promoting overall wellbeing:

Events and activities which took place in 2018/19 which focused on promoting overall wellbeing were promoted widely, reaching large numbers of students and staff. This working area had a positive impact in that it engaged students in activities which focused on the positive elements of mental health and wellbeing and provided varied opportunities for students to meet and connect with each other.

Paws against Stress:

The Paws against stress events engaged over 400 students across three campuses. These events take place every year and as always feedback was extremely positive in 2018/19. The space was full of chatter and laughter as students took turns playing with therapy dogs and speaking with the owners. Students commented that the event was a great chance to get away from their desk and de-stress and that they greatly enjoyed taking part.

Wellbeing Workshops:

This year saw new wellbeing workshops take place for students. Over the three workshops taken place so far in 2019, 11 students have taken part. Of these, 9 rated the workshops as 'very useful' and 2 as 'useful'. Following the positive feedback and liaising with different schools, these workshops will be expanded in 2019/20 to be delivered to more students. The expansion of these workshops aims to have a positive impact on student mental health by engaging students in conversations about mental health with their peers, increasing awareness of various topics relevant to mental health, and equipping students with tools and strategies to manage their own mental health.

SilverCloud:

Following the work that went into promoting SilverCloud, new sign – ups for the resource have increased. The numbers using SilverCloud have doubled since its introduction (from 152 in 2016/17, to 304 in 2018/19). Students fed back that they like the fact that they can access the resource anywhere, at any time. Increasing access to the resource hopes to equip students with skills to manage their mental health and wellbeing.

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Student Societies:

In 2018-2019 the Students' Association worked to reduce barriers for setting up and maintaining student societies by; removing the compulsory £5 membership fee, reducing the minimum number of members per society from 10 to 3, reducing the number of society forms used from 7 to 3, and introducing provision of individual training sessions for each society committee at a time suitable to them. The numbers of active societies as well as active members taking part in societies increased in 2018/19. Engaging more students in societies provides them with an opportunity to meet and connect with other students and improve their wellbeing by taking part in activities they enjoy.

Society figures	Affiliated Societies (not including lib & rep groups)	Academic Societies	Registered Members
2018-2019	34	16	804
2017-2018	23	9	655

2. To hold events and activities throughout the year to challenge stigma and discrimination:

This year saw some great events take place to tackle mental health stigma through starting a conversation. There was good student and staff engagement in the events which took place during university mental health week, with each activity taking a different approach to engaging people in conversations about mental health. The impact of these events was seen in the feedback, as all who took part seemed to greatly enjoy taking part in the activities and commented that it felt good to talk with others about mental health.

Walk a Mile:

185 students and staff took part in this event across four campuses.

The event was a great success and feedback was extremely positive. Those who took part were asked to feedback what they took away from the event with the prompt 'After today'. A selection of this feedback was collated into the poem below:

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After today, I will

Reduce the stigma of mental health problems by talking about it openly 😊

Ask people how they are doing – and mean it!

Listen more

Be understanding

Keep walking at lunchtime for a break!

Remember it's great to chat to new people

Walk more at lunchtime and talk to more colleagues

It's ok not to be ok!

Trust others

Do that walk again!

Talk about issues and not keep things to myself

Remember that exercise is good for stress

Increase my awareness

Be there for friends

Walk more at lunchtime – it's good for the soul

Remember it's always good to listen

Talk more about mental health

Walk and talk more

Be more generous with a smile! 😊

Be more active and relax more to help mental health

Following the original walk, so many people commented that they would love to do this more often. Based on all this positive feedback, two more walks were organised in April and May 2019. In this way the event had a positive impact by leading to more opportunities for staff and students to take a break from work or study, go outside, and have a chat! This is hoped to be carried forward into next year through the development of a volunteer led walking group.

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Promotion of the second 'Walk a Mile':

Walk a Mile – again!

BY UWS · 16TH APRIL 2019



UWS participated in University Mental Health Day on 7th March 2019, by staging a Walk a Mile event on Ayr, Dumfries, Lanarkshire and Paisley campus, which resulted in over £600 being raised for mental health charities.

Feedback, at the end of each mile, was very positive, with 'walkers' noting that they felt 'good after the walk', 'more comfortable talking about mental health', 'more positive' and 'great – alive!'

Others noted that it was 'great to see so many people do it and get a chance to meet others' and that they would 'like to do something like that often and on a regular basis'.

3- To reach out to students who may face additional barriers when accessing support and explore ways to combat these barriers

This working area included much of the work done to support students identified as facing additional barriers to accessing support. The development of group wellbeing workshops for postgraduate students had a positive impact as students who attended reported finding them useful. Following this pilot, more wellbeing initiatives and workshops will be developed in the coming year, aiming to have a positive impact on more students.

The work done to increase awareness of issues effecting the LGBT+ community hopes to have had a positive impact by increasing awareness and leading to a more supportive and inclusive environment for LGBT+ people. Similarly, work to provide opportunities

Student Mental Health Agreement end of year report 2018/19

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and supports for international students hopes to have had a positive impact on students by helping them to settle in and enjoy their student experience.

Including this working area also allowed us to highlight the need for engagement and consultation with students who may be less likely to seek support and find ways to combat this. This will be a priority for the coming year and will hope to have a positive impact on student wellbeing through improved engagement in supports available.

4- To enhance the capacity of students and staff to signpost students to appropriate support

There were many efforts in 2018/19 to promote student and staff awareness of support available. One of the main activities in this area were the mental health awareness training sessions which began in March 2019. Feedback from the workshops was mixed but mainly positive. Several people commented that the workshop increased their confidence in approaching staff / students that may have mental health difficulties and signposting them towards help. Several people commented that it was really useful talking over the signs of mental health difficulties to look for. Other staff commented that they felt they did not learn much new information from the workshops. This feedback will be used to shape efforts in 2019/20 to provide more training opportunities for staff and students.

Feedback from Workshops to 26 April in Table below:

To what extent did the trainer demonstrate knowledge of the subject?	
Scores (1 = not at all, 6 = completely)	Percentage
6 = 86 people	72%
5 = 27 people	22%
4 = 6 people	5%
3 = 1 person	1%
2 = 0 people	0%
1 = 0 people	0%
How useful did you find the course content?	
Scores (1 = not effective, 6 = Highly effective)	Percentage
6 = 59 people	49%
5 = 32 people	27%
4 = 24 people	20%
3 = 5 people	4%
2 = 0 people	0%
1 = 0 people	0%

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5- To raise awareness of suicide and how to respond to students in distress

The 'read between the lines' poster campaign was very visible throughout the university, and contained an important message about the role friends, family, and colleagues can have in using their voice to support those they are worried about. Anecdotal feedback on the poster campaign was positive, with both students and staff finding it thought provoking and informative.

The SafeTALK suicide alertness training which was delivered through the school of Health and Life Sciences was very well received by both staff and students. A proposal has been made to make this training available to more staff in 2019/20, equipping more people in the university community to recognize and respond to those at risk of suicide.

SafeTALK feedback:

'Very thought provoking and insightful - will be extremely valuable in changing practice

Training was clear and well delivered. I now feel far more prepared to deal with this kind of situation.'

'Really helped me feel like I have the confidence to ask the right questions and look out for signs'

'Everyone and anyone would benefit from this training. All staff at UWS could take something from the training, especially academic/student facing staff who are likely to notice if a student is struggling'

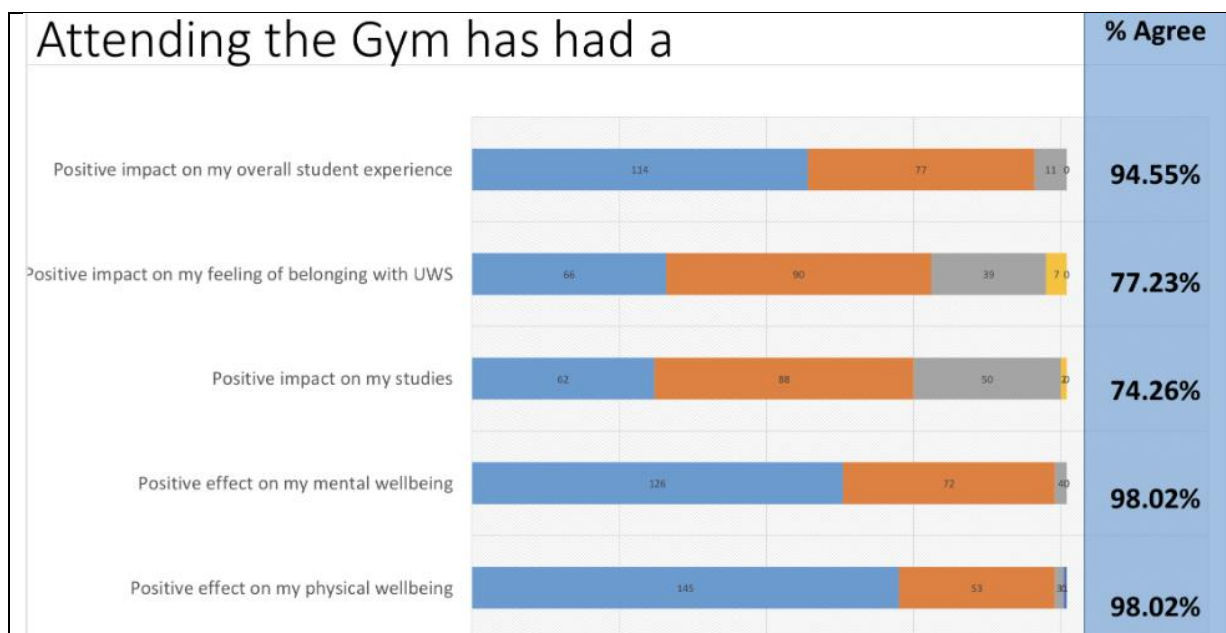
'The directness of this training will hopefully help to reduce the stigma attached to suicide and provides skills to help people to deal with a potential situation where someone feels suicidal'

6- To promote physical activity and the link between exercise and wellbeing

Having a range of opportunities for students to engage in physical activity in different ways aimed to have a positive impact on mental health and improve overall wellbeing through sport and exercise. The healthy body healthy mind awards provided great focus and direction to this work and led to a packed schedule of classes, events and activities encouraging students to engage in physical activity and promoting the link between exercise and wellbeing. Following the introduction of free student gym membership, a survey was carried out of those using the gyms across campuses. The results showed students felt attending the gym had a positive effect on their wellbeing as well as productivity:

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7- To regularly promote, review and develop our mental health work

The impact of including this working area is a commitment to ongoing and partnership working to ensure that our mental health work meets the needs of the university population. This working area also allowed us to put plans in place for continued engagement in the Student Mental Health Agreement Project, an initiative we feel will promote successful working towards an environment which is free from stigma and supports good mental health.

Challenges and changes

Provide details of any challenges you faced and any changes you had to make to your plans along the way.

We originally aimed to have the agreement ready to be put out for student feedback before the end of the academic year. The agreement was ready in the run up to exams, when many students are not on campus, and busy with studying. Based on this we decided it was not the best time of year to engage with students to get feedback on the agreement, nor to launch the agreement as most students would not be available to engage with this. We decided to combine our launch event with gaining widespread student feedback on the agreement at the beginning of the academic year 2019/20. In this way we hope that the launch can raise students awareness of the project, provide an opportunity for students to feedback and shape the work, and promote engagement in the 2019/20 working group.

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<p style="text-align: center;">Developing the work</p> <p>Did anything exceed your expectations this year, or was there anything you felt worked particularly well? What would you have done differently if you were to deliver this work in the future?</p> <p>What Worked Well:</p> <ul style="list-style-type: none"> • The size and dynamic of the working group worked well. All members of the group had an invested interest in student mental health and had varied experiences and viewpoints to bring to the discussions. • New partnerships formed through various mental health projects – e.g. healthy body healthy mind, university mental health day. University mental health day involved various different teams, staff and student groups working together to plan and facilitate events to tackle stigma through promoting conversations about mental health. Partnerships developed through this process will aid future joint projects and initiatives. <p>What would we do differently?</p> <ul style="list-style-type: none"> • Begin developing the agreement earlier in the year. We joined the project in the second half of the year, and aimed to have it completed before students finished up before their exams. Beginning the agreement earlier would allow us more time to collaboratively set and review actions, have more working group meetings, and achieve more positive outcomes through a longer term project. • Expand working group to include more student representatives and academic staff. Create the working group earlier in the year and aim to gain involvement from more members of the community who could bring different point of view and experiences to the group. • As this was the first time taking part in the SMHA project, it was unclear the best route to get it approved by the university. The agreement went to a number of different committees and groups for approval. We would like to streamline this process next year and determine what the most appropriate route for approval is.
<p style="text-align: center;">Learning for the future</p> <p>Are there any other working area's you feel need exploring for next year's agreement? Consider staff and student feedback.</p> <p>Learning for the future: <i>Are there any other working area's you feel need exploring for next year's agreement? Consider staff and student feedback.</i></p> <ul style="list-style-type: none"> • Engage with students early in the process and in different ways to determine what the current needs and priorities are for promoting mental health. • Supporting more linkages with the personal tutor system, supporting personal tutors to provide support and signposting to students. • Develop more partnerships and links with external organisations.

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| <ul style="list-style-type: none"> • Provide more training opportunities for staff and students on mental health and supporting others, develop practical training which can be delivered in a sustainable way in house. • A working area on supporting staff's mental health. Staff need to be supported in order to support students. |
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Any other comments

<p>Enjoyed taking part in the project and found it provided a really useful structure for working jointly on mental health. We are looking forward to creating next year's agreement and applying what we have learned from taking part in the project this year.</p>

- (1) Scottish Executive; There's More to me: A report on lesbian, gay and bisexual people's beliefs and experiences in mental health.