



UCD Student Mental Health & Suicide Prevention Project

**Interim Project Report
March 2023**



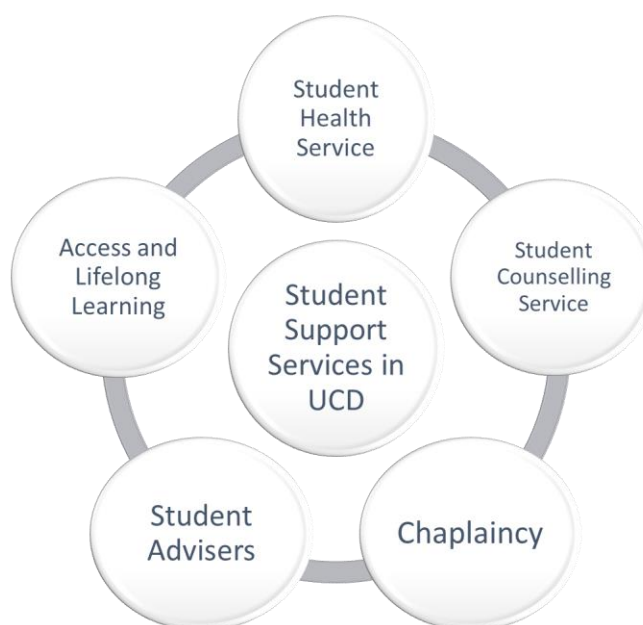
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Foreword

The University Strategy 2020-24 has a stated mission which includes providing a supportive community in which every member of the University is enabled to achieve their full potential. In our core objectives we state that we will “provide an educational experience that defines international best practice” and that we will attract, retain and develop an excellent and diverse cohort of students, faculty and staff. We further state that students will be provided with the supports they need, at the point they are needed and in the most accessible forms. The strategy points to the need to integrate student services to ensure a consistent high quality of student support and that we will use data and advanced systems to personalise timely interventions. So it is clear that UCD is strategically wedded to a holistic approach to the student experience, recognising that student wellbeing and student success are inextricably linked.

Whilst the Steering Group acknowledges the hard work and success of all members of the University community in supporting students, there are a number of services, represented in the steering group, that have a primary function in supporting students and who deserve specific mention. These hardworking and dedicated professionals often take on the most challenging of tasks and responsibilities that are relatively invisible to the wider community by virtue of the need for absolute confidentiality.



Every HEI has its own unique approach to such supports, often because of the organic nature in which these support services have evolved. By way of example, in UCD there are professional Student Advisers distributed through our programmes whose work is almost entirely student wellbeing and success; approximately one third of all their interactions are dedicated to mental health issues specifically. This advisory service tends to either not exist or is smaller and centralised in other higher education institutions. Another example is the provision of counselling services. The UCD Counselling Service provides free appointments with professional psychologists, counsellors and psychotherapists who are contracted members of staff in UCD. However, the service also facilitates free appointment for students with external counselling services. This was initially put in place to cope with the increasing numbers of students seeking counselling but has now become a more significant component of our student support network. Each and every service has had to evolve in recent years, largely led by the rise in proportion of students

seeking professional assistance, the rise in the number of students entering UCD and the improvement in the diversity of the student population which influences the complexity and intensity of the need.

Between 2015 and 2019, the UCD Health Service, a General Practice service for students of the University, saw a 94% increase in mental health consultations. There has been a 98% increase in the number of counselling appointments delivered since 2017. The disability support service situated in the UCD Access and Lifelong Learning team has seen a 54% increase in those seeking support on the basis of mental health conditions. Student Adviser contacts and residences support contacts have also grown significantly in the same period. Our Chaplains are increasingly involved in supporting students with complex needs, particularly after hours when other internal services are largely unavailable and have increasingly participated in collaborative wellbeing initiatives from bereavement support to life hack courses.

A final costed set of recommendations within the Steering Group's final report later in 2023 will incorporate resource specific proposals designed to:

- 1) Bring student service funding up to a level that will allow students to have access to the supports they need, when they need them through a budget and resourcing model sensitive to student numbers and other variables.
- 2) Allow the professional staff working in our dedicated student support units to move from operating in an unsustainably pressurised environment to one which allows them to participate fully in delivering an integrated, best-in-class student support ecosystem, as recommended in this interim report.

The remainder of this document is an interim report charting the analysis of the University support service and broader UCD community contributions to student wellbeing against the National Student Mental Health and Suicide Prevention Framework published in 2020 by the HEA. A series of draft recommendations are presented for endorsement by the University Management Team before the work of deriving specific costed actions to implement these recommendations commences.

My thanks to all those who have participated in the working groups, steering groups and consultations necessary to not only draft the recommendations but to also put in place a significant number of new holistic interventions and initiatives that are already improving the student experience.

Sincerely

Professor J Last
UCD Dean of Students

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1. Introduction

A proposal for a major project reviewing the student mental health and wellbeing ecosystem was brought by the Dean of Students to the University Management Team Student Experience Group in 2021 where it was approved. A Steering Group overseeing the project was formed and a senior project manager recruited in Q2 2022. The Steering Group undertook an initial review of the current practice in the University, benchmarking it against the 2020 HEA National Student Mental Health and Suicide Prevention Framework and its 40 point Action Checklist. Where gaps were identified, work packages were established to address them. This report gives an overview of the work carried out to date and contains the project Steering Group's interim recommendations. These recommendations are based on the project learnings to date and provide a solid foundation for the project's next phase which will be to present a series of costed actions needed to implement the draft recommendations.

2. Project Governance & Operations

The project team started life as a small working group of interested stakeholders in 2021 which led to the initial proposal to UMT in 2021 and then evolved to become a steering group with broader representation carefully designed to include internal and external expertise across the spectrum of staff and students.

([See Appendix 1](#) for Steering Group Terms of Reference).

Initial Membership of the Project Steering Group was as follows:

- Prof. Jason Last, Dean of Students, Chair
- Prof. Barbara Dooley, Acting Registrar, Deputy President & Vice President for Academic Affairs
- John Buckley, Director of School of Veterinary Medicine Office
- Reverend Brendan Ludlow, Chaplain
- Dr Denise McGrath, School of Public Health, Physiotherapy and Sports Science
- Andrea Koenigstorfer, Resource Officer for Suicide Prevention at Health Service, HSE
- Niall Dennehy, Project Manager
- Molly Greenough, President, UCD Student Union
- Dr Fiona Thompson, Student Health Service
- Lynn Foster, Student Engagement Manager
- Dr Gareth Hughes, Be Well Learn Well
- Aisling O'Grady, Head of Student Advisers
- Gary Smith, Head of Estate Services Operations
- Míde Nic Fhionnlaoich, UCDSU Welfare Officer
- Dr Eadaoin Lysaght, Director of UCD Student Health Service
- Julie Tonge, Disability Officer, UCD Access & Lifelong Learning
- Dr Triona Byrne, Clinical Lead, Manager Counselling Service
- Ms Neha Kamrani, PhD Student, (replaced by Gráinne Bannigan, PhD Student)
- Jigsaw Ireland Representation

Schedule of Steering Group Meetings

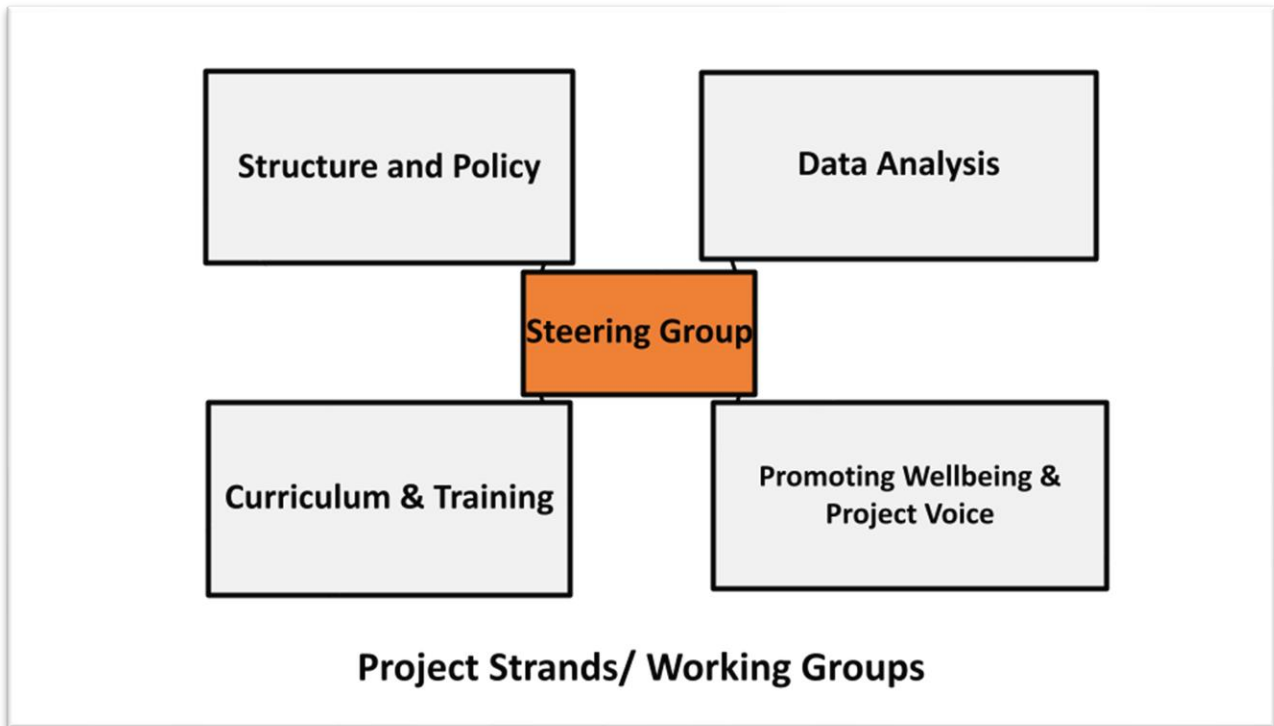
Meeting No.	Date	Key Agenda Items
Meeting 1	17/02/22	Foundation of Steering Committee & Creation of Project Manager Role Overview and Discussion of National Framework
Meeting 2	30/03/22	Steering Group Terms of Reference Discussion of National Framework - Benchmarking & Review of Sections 1 - 3
Meeting 3	20/04/22	Discussion of National Framework (Review of Sections 4 & 5
Meeting 4	23/05/22	Project Manager Appointed - Draft project plan outlined. Further discussion of Framework Action Points 6-9
Meeting 5	29/06/22	Working Group Membership Working Group Work Packages
Meeting 6	17/08/22	Presentation from EAB (Research & Strategy partners) & UCD LEAP Project
Seminar Series	Sept - Dec	The Seminar Series (see details below) was organised by the Structure and Policy WG, and focused mainly on organisational issues, but seminars were attended by members of the Steering Group, and discussions were held after each Seminar.
Meeting 7	23/11/22	Working Groups: 4-month updates
Meeting 8	30/01/23	Discussion of draft Interim Recommendations
Meeting 9	24/02/23	Finalising Interim Recommendations

Reporting & Consultation

- A project update was provided to the HEA in July 2022 & February 2023.
- A project update was provided to UCD UMT SEG on 28th September 2022
- An interim report, including interim recommendations submitted to UMT SEG in March 2023 for consultation and endorsement. Further University wide consultation will continue through the next phase of the project.

Project Working Groups

Working Groups were established in August 2022 to address the gaps identified in the Steering Group's initial review. Work packages were identified for each group as per summary briefs below and categorised by estimated delivery timeline. Each Working Group was composed of faculty and staff from UCD, and external stakeholders, with experience and expertise in the relevant area. Initial meetings of the Working Groups highlighted that a comprehensive understanding of current practices & processes and concerns was required to ensure that the work undertaken would be effective. The Working Groups acknowledged the importance of acting strategically and ensuring that the project's deliverables were well informed and suitable for the context and existing landscape within which they would be applied.

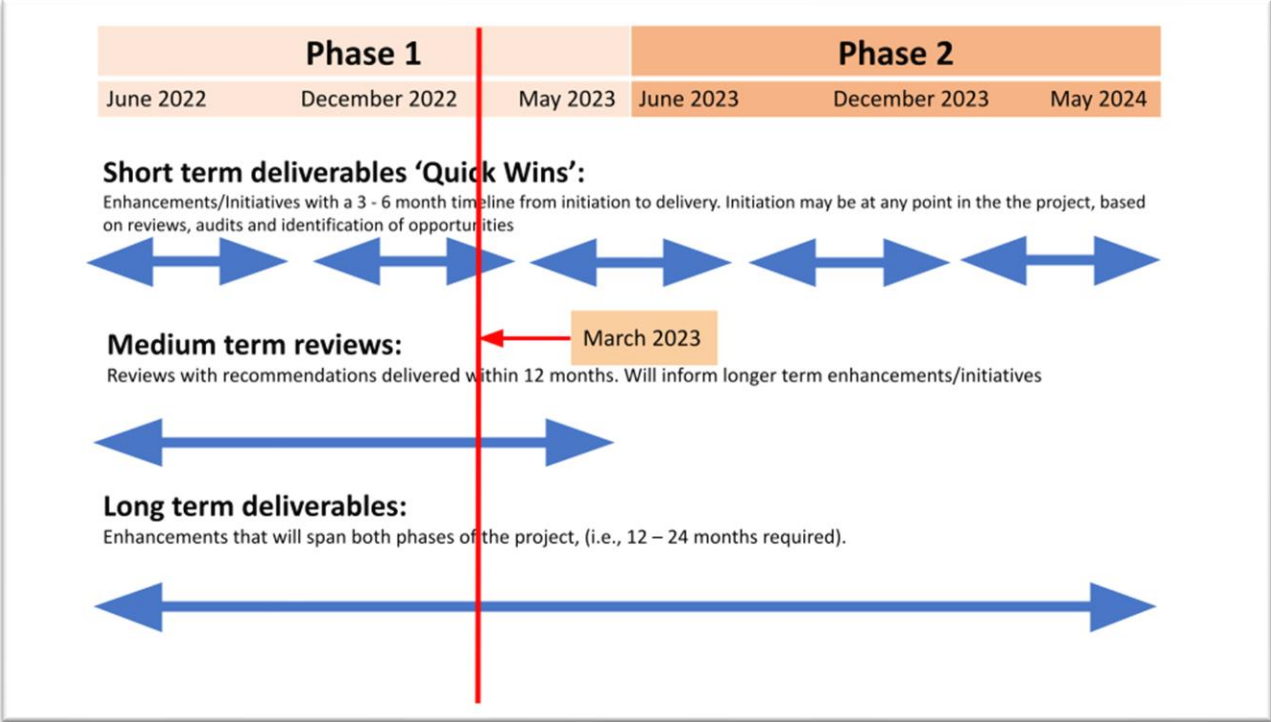


Working Group initial work packages were as follows:

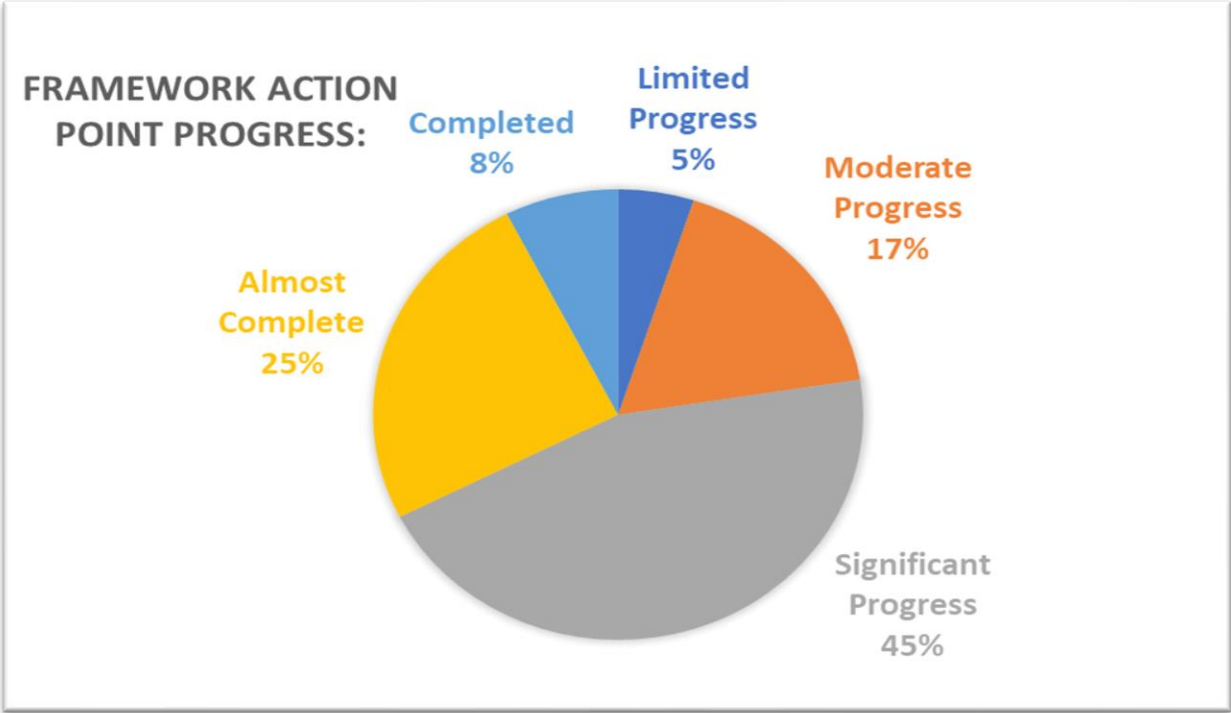
Structural Review & Evaluation	Data Analysis	Promoting Wellbeing and Project Voice	Curriculum and Training
<ul style="list-style-type: none"> - Review current Governance, Policy and Strategy in the University in relation to SMHSP. - Review organisational structure in terms of SMHSP related service delivery. - Benchmark both areas comparable institutions and international best practice 	<ul style="list-style-type: none"> - Establish and document what data we have available, how it is being used, and where there are gaps in the information we have to hand - Support the work of other WG's by providing data analysis as required <ul style="list-style-type: none"> - Carry our audits highlighted in the SG's Framework spreadsheet - Benchmark against comparable institutions and international best practice. 	<ul style="list-style-type: none"> - Map existing initiatives promoting mental well being. - Identifying opportunities to coordinate existing efforts - Identify gaps in the promotion of wellbeing and devise strategies to address those gaps - Ensure the effective messaging to the UCD community in relation to the initiatives and supports that exist, particularly in relation to the work of this project - Benchmark against comparable institutions and international best practice 	<ul style="list-style-type: none"> - Review and document existing training opportunities for staff re: SMHSP and the numbers that have availed of each. - Review and document existing modules relating to SMHSP themes, and other resources available to students within the University. - Explore how Mental Health and Wellbeing might be integrated into curricula.

3. Deliverables to Date and Current Status

A project plan was developed by the project manager and endorsed by the Steering Group in June 2022. Work packages were categorised by estimated length of time required to complete, and mapped to a two-year timeline, below.



A review of progress to date was undertaken in March 2023, as represented below. A detailed progress report on each Framework Action Point is provided in [Appendix 2](#).



Short Term Deliverables completed to date include:

- Update of Student Support Website following extensive audit and research.
- Adoption of TogetherAll App, (due to launch March 2023)
- Resilience workshops attended by 1487 students across the University in Q4 2022
- Structure and Organisation Seminar Series delivered
- Extension of the LEAP Project (Learner Engagement Analytics)
- ‘One Good Adult’ Training, (Jigsaw), delivered to 750 Peer Mentors
- Training in supporting LGBTQ+ students delivered by ShoutOut, August 2022.
- Inclusion of UCD in National Student Counselling Database project
- Guidelines for referrals between Student Advisers and the Student Counselling developed.

Medium Term Audits & Reviews completed to date include:

- Wellbeing and Mental Health related content in UCD web pages
- Signposting on UCD webpages
- Data Collection methods and associated challenges.
- Wellbeing & Mental Health content in other HEI web platforms
- Training/Education offered within UCD
- Education offered as part of the curriculum i.e. through formal modules
- Training/Education offered in extra-curricular settings (Ezines & Stakeholder Engagements)
- Training/Education in student leadership

Stakeholder Engagement

Significant engagement has been carried out since the project commenced. Internal Stakeholder and external groups listed below are in addition to consultation with Steering Group and Working Group members. For further details of Stakeholder Engagement see, [Appendix 3](#)

Internal Stakeholders engagement included (not limited to):

Healthy UCD	UCD Health Service	UCD Dignity & Respect	UCD Legal
UCD HR	UCD Global	UCD SECCA	UCD School of Education
UCD Counselling Service	College Office Directors & Managers	UCD Institutional Research	UCD Student Partnership Forum
UCDSU	UCD Student Services	Marketing & Communications Manager	UCD LEAP Project
UCD Estates	UCD DPO	UCD Careers Network	UCD Student Advisers

External Comparator engagement included (not limited to):

University of Sheffield	Duke University	Student Affairs Ireland	York University
University of Bristol	University of Manchester	Deakin University	National Student Counselling Database Project

4. Interim Recommendations & Next Steps



The medium-term reviews and stakeholder engagement undertaken now positions the project to complete more short term deliverables in Q1 & Q2, 2023 and progress longer term deliverables. As the project begins to move out of the review phase, the following recommendations provide the foundations for the implementation phase including those longer-term deliverables. Based on the learnings to date, these recommendations are grouped under the following categories:

1. [Leadership and Organisation.](#)
2. [Embedding a “Whole University” Culture](#)
3. [Embedding Wellbeing in the Curriculum](#)
4. [Data Management](#)
5. [Student Engagement](#)

1. Leadership and Organisation

The [National Student Mental Health and Suicide Prevention Framework](#), the [3Set Report, 2022](#) and international practice all highlight the importance of there being a senior management leadership role that is dedicated to student mental health and wellbeing. While there is significant support for Student Wellbeing and Mental Health across multiple leaders both within the UCD University Management Team and beyond, it is not the sole responsibility of one person at the level of UMT. The nearest role is the Dean of Students which initially did not have a significant role in considering health and counselling but has evolved to incorporate oversight of some of these functions recently. The Registrar and VP Academic Affairs also functions to support student wellbeing but the role has a much broader remit. The Steering Group recommends that the establishment of a dedicated leadership role or unit, as per the Framework, would therefore greatly strengthen Student Wellbeing and Mental Health in UCD. The University community would also benefit from the formalisation of a Student Mental Health and Wellbeing Committee to harness the expertise that exists across the University to inform strategy, respond to critical incidents and formally review those responses.

Greater coordination and oversight of initiatives, services and support across the University would be beneficial to students and the staff & faculty delivering them. The organic and, in some instances, independent way that initiatives and supports have developed in UCD has led to a landscape that can be difficult for students, faculty and staff to navigate. From an efficiency perspective, there is a risk of duplication of effort and inefficiencies in the delivery of supports across the University. The value of coordination and oversight was highlighted consistently throughout the work of the Working Groups and Steering Group. It is essential to alignment with a number of Framework Action Points and has also been recognised as a central enabler of alignment with many others.

1.1 A dedicated leadership role, with responsibility for the overall promotion, implementation, coordination and resourcing of Student Wellbeing and Mental Health should be established.

The Steering Group recommends that this role should be positioned to champion Wellbeing, Mental Health & Suicide Prevention at a Senior Management Level in the University.

This role would oversee, support and coordinate University activities including;

1. The promotion of Student Wellbeing in UCD
2. The provision of Wellbeing and Mental Health supports and services in UCD
3. The development of delivery of UCD's strategic aims in relation to Wellbeing, Mental Health and Suicide Prevention
4. The collection and analysis of Wellbeing and Mental Health data.
5. The timely and effective crisis/critical incident response

The title of such roles in other institutions varies, as does the scope and position within institutions' organisational structure. Oversight, responsibility and coordination, however, are key, recurrent elements of the post. The term Chief Wellness Officer may be used as a catchall term:

Chief Wellness Officer: *“Chief Wellness Officer (CWO) positions have grown rapidly across institution types over the past few years as the student mental health crisis has intensified. Whether called Associate Vice Presidents of Student Health and Well-being, Deans of Wellness, or Executive Directors of Student Health and Wellness, these senior leadership positions manage units that support students' mental and physical health. Most CWOs report directly to the Chief Student Affairs Officer, and nearly all are expected to collaborate across campus to improve student well-being.”* (The Rise Of the Chief Wellness Officer; EAB White Paper, 2020.) <https://eab.com/research/student-affairs/whitepaper/rise-chief-wellness-officer/>

Examples from our research and engagement:

University of Bristol:

The Pro Vice-Chancellor (Student Experience) leads the University Steering Group for Mental Health and Wellbeing. Mental Health and Wellbeing is a Strategic Priority for University of Bristol.

University of York:

The Director of Student Life and Wellbeing chairs the Student Mental Health and Wellbeing Forum, which reports to the University Student Life Committee.

University of Manchester:

The Head of Campus Life, is a member of the Directorate for the Student Experience, “provides leadership across the University to deliver high quality and comprehensive non-academic support and wellbeing services for students and staff and to ensure appropriate working partnerships are in place with colleagues, students, and external stakeholders, in relation to student support and wellbeing, and to the student experience”. (<https://www.staffnet.manchester.ac.uk/dse/about/our-people/sarah-littlejohn/>).

Relevant Framework Action Points:

- 1.2: Dedicated leadership – championing student success, wellbeing & mental health.
- 1.4: Build and strengthen strategic partners nationally and in the community.

- 1.5: Strengthen infrastructure by investing in resources (e.g., staff & technology).
- 1.6 Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.
- 2.2 Establish formal connections between local authorities and government agencies.

1.2 A Student Wellbeing and Mental Health Committee should be established.

Until this project Steering Group was established, there was no formalised forum to harness the wealth of expertise in the University, specifically dedicated to Student Mental Health and Wellbeing. Responses to crises have been effective, but the Steering Group acknowledges that this is based on the interpersonal relationships that exist, along with the commitment of the individuals involved. There is agreement that formalising the processes and practices that currently exist would be best practice and would allow for greater collaboration between stakeholders, along with a forum where lessons learned can be articulated, recorded and incorporated into future practice and procedure. The steering group notes and commends the very effective collaborative initiatives that do exist, which make a significant contribution to current student wellbeing. A wellbeing committee would formalise, support and enhance existing work that is carried out, and be responsible for implementing a University Strategy on Wellbeing and Mental Health whilst ensuring an integrated holistic approach.

Relevant Framework Action Points:

1.3: Form a Mental Health Committee with engagement from all staff, including senior management, heads of departments and faculties, provosts, deans, counselling, students, student health, academic staff, tutors, students' unions, security, and accommodation.

7.2: Have a plan in place. Well, coordinated postvention has a critical role to play in the prevention of further suicidal actions in a community affected by suicide.

1.3 Infrastructure should be developed to support enhanced partnerships with external stakeholders and enable UCD to contribute to, and influence policy in relation to Student Wellbeing and Mental Health.

Engagement between UCD and external stakeholders currently exists in relation to wellbeing and mental health including but not limited to; referrals, training, shared initiatives, representation on professional bodies and national / international fora. It has been recognised by the Working Groups and broader stakeholder engagement that formalised channels are required to maximise potential mutual benefits for the University and external partners and stakeholders.

The project heard from several HEI's who have established fora to engage with external partners, including:

- University of Bristol, who run a forum with other partner universities and the NHS to talk about things that are going well/not going well e.g., referrals pathways, multi-agency drug group, public Health and voluntary sector groups.

- University of Manchester, who participate in the Greater Manchester Student Mental Health Forum, in which professionals from 5 Greater Manchester HEI's, Manchester Mental Health services, NHS and local politicians (e.g., Mayor of Manchester) meet monthly to try and find local solutions and work collaboratively.

The following services and agencies serve as an indicative list of the relationships and partnerships that could be developed and formalised:

Local Mental Health Services:

- The Psychiatry Liaison Team in St. Vincent's Hospital
HSE Resource Officers for Suicide Prevention
- The Mental Health Engagement Lead around service improvement
- The HSE Community Mental Health Teams in the UCD catchment area
HSE National Counselling Service / CIPC Counselling Service
HSE Day Hospital Clonskeagh
- HSE 7 over 7 Crisis Resolution Team (not in place yet) – this service will be based in the a local day hospital with 7 day cover including out of hours
- Cluain Mhuire/HSE Crisis Cafés

Community:

- The DLR Social Prescribing Team
- The DLR CYPSC (Children and Young People's Services Committees) Coordinator
- Jigsaw

The Steering Group has acknowledged and discussed the central issue of the University's responsibility in relation to provision of Mental Health support to students and how the level of responsibility fits in the broader community landscape of mental health supports. UCD is currently providing specialised support to students with longstanding complex mental health needs that could be alternatively supported in collaboration with community and hospital based health teams; this matter should be the initial focus of formalised and structured discussions. The structure and scope of those interactions will be considered as costed actions points after the broader recommendations are agreed.

Relevant Framework Action Points:

1.1 Student wellbeing and mental health needs to permeate all aspects of decision-making at governmental level – to ensure HEIs can affect changes necessary in their institutions

1.4 Build and strengthen strategic partners nationally and in the community.

2.1 Establish strong and regular links with local mental health services.

2.2 Establish formal connections between local authorities and government agencies.

2.3 Establish formal relationships with non-statutory community agencies.

6.2 Establish better communications within the campus and between the campus and community services (in both directions).

2. Embedding a “Whole University” Culture

A whole University approach promotes and supports wellbeing and mental Health across the entire University community. It involves a cultural change away from a ‘siloed’ approach to the provision of support and services, empowering all members of the community to contribute positively and recognising those contributions. Central and local leadership, clear policy and protocols and appropriate training for staff and students are key elements for this project to deliver in the medium to long term, and the interim recommendations to be submitted to UMT will support this work. The Steering Group, and external stakeholders have noted that UCD has many of the building blocks of a whole University approach, and that significant progress is achievable in relation to embedding a whole University Culture.

2.1 Student Wellbeing and Mental Health is promoted and supported across the University, through the establishment of School & College level champions.

In order to move towards a whole university approach, those in leadership roles across the university should have sufficient understanding and appreciation of student wellbeing and mental health issues and how their team can contribute positively. Heads of School are a key layer of leadership throughout the University and can be considered gatekeepers in terms of whether and how initiatives, originating from members of their School team or from a central University perspective, are delivered to students.

Local champions have proven effective in supporting the delivery of University wide initiatives, reviews and enhancements at local level, (e.g. GDPR Champions, Curriculum Review Champions, College Vice Principles for EDI).

Structured accountability and/or award measures could be adopted to incentivise and acknowledge areas in the university where particular commitment to student wellbeing and mental health is demonstrated. A similar approach has been adopted in relation to EDI.

The Steering Group acknowledges that adequate support must be provided to individuals and the resourcing of training should be considered and prioritised (see 2.4 below).

Relevant Framework Action Points:

1.6: Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.

3.1: Establish training on mental health literacy, suicide awareness for all students and staff.

3.2: Ensure that the whole community is aware of the steps to get help and support.

3.3: Allocate time and resources for staff to support student mental health.

3.4: Embed mental health awareness in the curriculum.

4.2: Reduce student isolation by promoting a culture of belonging.

2.2 Review and propose revisions to existing Student Mental Health and Wellbeing Policy to ensure alignment with Framework, including recommendations to enhance or develop supporting protocols.

A policy and protocol drafting group has been meeting to review the current Student Mental Health and Wellbeing Policy for the purpose of reviewing the existing policies, protocols and related procedural provisions to ensure alignment to the requirements of the Framework and drawing on identified examples of policies in place at other HEIs.

The drafting group will revise the policy as follows:

- The policy should reflect the University's refreshed strategic aims and objectives in relation to its approach to student mental health and wellbeing. In particular, the policy should include statements highlighting that supporting student mental health and wellbeing are important strategic priorities for the University and reflecting our commitment to the whole university approach, which has been given prominence in the Framework document.
- Develop a definitions section to provide clarity and promote understanding of relevant terms relating to student mental health including 'mental illness' and 'student wellbeing' drawing on established definitions from WHO and Framework definitions wherever possible.
- Policy principles will be redeveloped to reflect relevant principles of the recent U21 Student Mental Health Declaration, and the UCD Health and Wellbeing Policy (staff). Further principles may be required to reflect the Framework themes and broader project recommendations, e.g. principle relating the comprehensive collection and utilisation of data.
- The current procedures section will be removed from the policy and relocated in relevant procedure and protocol documents.
- Roles and responsibilities section to be revised to give greater balance to requirements of staff and students.

The Framework sets out a number of additional protocols that should be considered by universities. Existing provision has been reviewed and indicative recommendations proposed:

- The existing *Student Death Response Plan* requires updating and it is recommended that it should reflect additional steps and considerations that guide the University's response where a student death is by suicide or suspected suicide, including appropriate postvention plans that limit the risk of further suicide through contagion.
- A protocol/procedure for responding to students in distress (acute and non-urgent circumstances) will be developed utilising existing procedural sections of the policy and related flowcharts which will be reviewed and revised as necessary.
- Formalise the evolved custom and practice approach of convening a group of relevant staff to consider supports and actions needed to respond to individual students who are experiencing mental health difficulties, distress or illness. Such protocols are termed as "students of concern" at some universities.
- A formalised review process is established, where lessons learned can be recorded, documented and incorporated. This review process should be considered a priority action and acknowledged as part of the role of those involved to allow staff members to give such a review sufficient time.

Relevant Framework Action Points:

1.7: Develop or revise comprehensive institutional student mental health policies.

7.1: Have a plan in place. Well-coordinated postvention has a critical role to play in the prevention of further suicidal actions in a community affected by suicide.

2.3 Formal recognition should exist for student & faculty/staff contribution to the University in relation to Wellbeing and Mental Health

Comment:

- Initiatives such as the UCD Teaching and Learning awards, the Learning Enhancement Projects, UCD Values in Action acknowledge and highlight innovation and commitment that enhance the student experience and raise the profile of such activity and their importance to UCD. A similar approach could be adopted to recognise innovative ways that staff and faculty have developed to improve student engagement in relation to Wellbeing, Mental Health and Suicide Prevention. Such an initiative would provide a platform to highlight approaches and initiatives that could be supported and expanded where appropriate.
- Student Recognition Initiatives, such as the UCD Advantage programme should be explored as a means of acknowledging and promoting student engagement with University initiatives.
- Events to mark such contributions could provide a forum to learn from best practice, and an opportunity to develop relationships across the university community.

Relevant Framework Action Points:

3.2 Ensure that the whole community is aware of the steps to get help and support.

5.3 Establish a culture that supports students who are experiencing poor mental health and help them identify appropriate services.

5.1 Establish regular, highly visible mental health awareness raising interventions.

2.4 A Student Wellbeing, Mental Health and Suicide Prevention Training Strategy is developed and implemented.

Training in relation to student mental health, wellbeing and suicide prevention takes place across the University but is not delivered in a coordinated way. It is therefore difficult to comprehensively assess what training is, or has been offered, or how many staff have availed of training.

Training will be required to implement a whole University approach towards Student Wellbeing and Mental Health. Stakeholders have repeatedly raised appropriate training as a key enabler to support faculty, staff and students.

The following elements should underpin future strategy:

- The level of training and associated resources provided must be appropriate to the trainee's role.
- It is critical that all elements developed are authentically informed by the student voice, with due attention to the diversity of the student cohort
- Staff, faculty and students should be supported in understanding their responsibilities, and the limitations to that responsibility, in relation to providing Wellbeing, Mental Health & Suicide Prevention support to students.
- Appropriate signposting should be a key element of all training. (See [University of](#)

[Connecticut's Red Folder](#), which is," a resource to help faculty and staff recognize, respond to, and refer students in distress. It contains important tips and information about campus and community resources to support UConn students."

Student Wellbeing, Mental Health and Suicide Prevention content should be included in existing training programmes, where appropriate, (e.g., Head of School Training)

Relevant Framework Action Points:

- 3.1 Establish training on mental health literacy, suicide awareness for all students and staff,
- 3.2 Ensure that the whole community is aware of the steps to get help and support.
- 3.3 Allocate time and resources for staff to support student mental health.
- 6.7 Provide CPD for student services staff.

3. Embedding Wellbeing in the Curriculum

Given the higher education context we are in, it is appropriate to frame wellbeing in terms of the eudemonic dimensions of wellbeing—encompassing human drivers of self-actualisation including purpose in life, personal growth, self-acceptance, environmental mastery, and autonomy.

Eudemonic dimensions of wellbeing are typically long-lasting, more robust to short-term emotions, and have been shown to predict overall wellbeing more strongly than pleasure seeking or simply positive affect. When collating and developing training/education activities and offerings across the University, holistic wellbeing across multiple dimensions including physical, emotional, cognitive, spiritual, academic, social and professional wellbeing should be considered. Student involvement in the development of a strategy to embed wellbeing in the curriculum is key. A University supported Community of Practice should be created to bring together faculty who are leading in area and those who wish to develop wellbeing in their curricula, providing a forum to share best practice and to collaborate.

The Steering Group acknowledges that the extent to which wellbeing is embedded in curricula will vary, and that faculty should be supported in embedding wellbeing at appropriate levels. The Group also acknowledge the excellent existing examples of wellbeing curriculum that have been surfaced throughout the review.

3.1 A strategy for embedding wellbeing in the curriculum, which is co-designed with students as key stakeholders, is developed, based on a whole-university approach.

The Curriculum and Training Working Group set out the following as its Vision and Mission:

Vision:

Every student who comes through UCD leaves with enriched wellbeing literacy and skills.

Mission:

Apply international best practice to design and deliver engaging, high-quality, personalised wellbeing teaching and learning opportunities available to all UCD students through embedding wellbeing in their programmes

- The steering group’s engagement with students to date indicate their awareness and vision for the curriculum being a key opportunity for wellbeing touchpoints and mental health support. The process of including the lived experience of students in a systematic, open way in the design of the strategy is imperative in creating added value for the student community.
- Other stakeholders in the co-design process include faculty, programme office staff, Heads of School, Teaching and Learning specialists and communication experts. As there is already well being content being delivered in many areas of UCD and in many ways (e.g., infused into the curriculum, stand-alone modules, co-curricular), the strategy will focus on the coordination, enhancement and expansion of Wellbeing and Mental Health content in curricula.
- It is important that students are credited on their transcripts for the curriculum based wellbeing and mental health development and support they engage with.

Relevant Framework Action Points:

- 3.2: Ensure that the whole community are aware of the steps to get help and support.
- 1.6: Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.
- 3.3: Allocate time and resources for staff to support student mental health.
- 3.4: Embed mental health awareness in the curriculum.
- 4.1: Provide for curricular infusion of mental health across all academic disciplines – life skills, resilience, management of challenges/adversity and adaptability.
- 5.4: Make non-academic help such as social interpersonal skills an integral or mandated part of every student’s HEI experience; in doing so, make it easier for students to seek help.

3.2 An open-source repository for shared materials and educational assets is established to support embedding wellbeing in the curriculum, and an associated Community of Practice is formed.

Comment:

Resources are provided to all Module Coordinators to support the embedding of Wellbeing in curricula. Programme Coordinators, (or equivalent), are encouraged to include syllabus statements relating to Wellbeing and Mental Health Supports in all syllabus outlines e.g. from AUT 202300.

Research undertaken by members of the steering committee has demonstrated that there is an appetite among faculty and staff to be part of a forum whereby efforts to embed wellbeing in the curriculum are supported and progressed in a structured, collaborative way.

Relevant Framework Action Points:

- 3.2 Ensure that the whole community are aware of the steps to get help and support.
- 1.6 Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.
- 3.3 Allocate time and resources for staff to support student mental health.
- 3.4 Embed mental health awareness in the curriculum.
- 4.1 Provide for curricular infusion of mental health across all academic disciplines – life skills, resilience, management of challenges/adversity and adaptability.
- 5.4 Make non-academic help such as social interpersonal skills an integral or mandated part of every student’s HEI experience; in doing so, make it easier for students to seek help.

3.3 A pedagogy for wellbeing in the curriculum is developed, informed by best teaching and learning practice

A vertical pedagogy that can be flexibly applied across programmes from stage 1 up to stage 4 should be developed in collaboration with teaching and learning specialists and should take account of any broad disciplinary needs. This can include embedding wellbeing and mental health supports in professional programmes, for example the “Professional Growth” strand in the Vet School that is developing a wellbeing pedagogy which is scaffolded across the 4 stages; or through a personal development/self-management strand that begins with transitioning to Higher Education and culminates in the achievement of graduate attributes. Research undertaken by members of the steering committee has demonstrated the importance of self-management, resilience and empathy from employers’ perspectives situated in innovation networks.

A key component of this work is the development of a “Wellbeing Self-Assessment” that can be applied at programme level in a similar process as the Athena Swan award but simplified. This will ensure that students are not unnecessarily burdened and/or stressed by programme design, particularly in relation to over-assessment, time-tabling or incongruous skill development with respect to the demands of the programme. Students should be credited on their transcripts or diploma supplements for the curriculum based wellbeing and mental health components they engage with.

Relevant Framework Action Points:

3.2: Ensure that the whole community are aware of the steps to get help and support.

1.6: Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.

3.3: Allocate time and resources for staff to support student mental health.

3.4: Embed mental health awareness in the curriculum.

4.1: Provide for curricular infusion of mental health across all academic disciplines – life skills, resilience, management of challenges/adversity and adaptability.

5.4: Make non-academic help such as social interpersonal skills an integral or mandated part of every student’s HEI experience; in doing so, make it easier for students to seek help.

3.4 UCD should produce evidence for best practice in embedding wellbeing in the curriculum

Currently, the international evidence to support embedding wellbeing in the curriculum is fragmented and of poor quality, showing only moderate effects. A clear framework that supports a whole-university approach to embedding wellbeing in the curriculum has not been developed. Such a framework would inform how systems, people, departments, curricula and hierarchies can work together to optimally meet students where they are on a day-to-day basis i.e. within their programmes of study. Parameters for evaluation of such a framework should be developed and implemented over time in a strategic and scientifically robust way.

Relevant Framework Action Points:

- 3.2 Ensure that the whole community is aware of the steps to get help and support.
- 1.6 Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.
- 3.3 Allocate time and resources for staff to support student mental health.
- 3.4 Embed mental health awareness in the curriculum.
- 4.1 Provide for curricular infusion of mental health across all academic disciplines – life skills, resilience, management of challenges/adversity and adaptability.
- 5.4 Make non-academic help such as social interpersonal skills an integral or mandated part of every student's HEI experience; in doing so, make it easier for students to seek help.

4. Data Management

Overseeing a data management strategy that addresses the framework's action points, is a significant undertaking for UCD given the substantial student population, the number of supports provided to students and the mix of centralised and dispersed supports. Appropriate, efficient and effective data collection, sharing and analysis practices will require coordination, investment and time. The stakeholder engagement carried out by the Data Analysis Working Group highlighted the lack of a standardised approach across the University and the inefficient use of resources that this causes. The development of a data management strategy will address these issues.

4.1 Robust, connected and confidential data management systems should be developed to support student wellbeing and mental health, whilst exercising best practice and fulfilling all requirements in relation to confidentiality, data protection and privacy.

The systems should:

- **Facilitate information sharing between staff members and enable students to share their own information more easily.**
- **Facilitate data gathering and analysis to inform University strategy in supporting student success and wellbeing. Data should be easily accessible and presentable via a single dashboard.**

UCD records and utilises significant amounts of data to support students, with much of it captured, reported and shared via UniShare and InfoHub. There are, however, inconsistencies in relation to when and how data is recorded; accessibility issues and permissions based on roles have been flagged as a barrier to utilising the data to full potential. [See Appendix 4 for a review of data gathering.](#)

Case management software programmes, such as [Simplicity Advocate](#) and [Maxient](#) are utilised in many HEI's, but it is unclear whether these solutions would be significantly more advantageous than the systems UCD currently uses, or plans to use. There are also key differences in data protection and privacy regulations and practices in different jurisdictions that need consideration. Success Metrics/Improvement Goals should be developed and adopted, in line with international best practice.

The Steering Group notes the importance of having a clear plan in place in relation to what the University intends to do on the basis of gathered information, before systems are put in place to capture the information.

Research and consultation indicates that students are very willing to share data for the purposes of receiving support, and respond negatively to having to re-tell their story at multiple points as they seek support.

Relevant Framework Action Points:

6.5: Improve data collection, information sharing & contributing to a standardised data set.
9.2: Track and analyse student risk/protective factors & safety/health indicators using data collected via tools such as Irish Survey of Student Engagement, Graduate Outcomes Survey,

as well as generic information on counselling outcomes, wait time, violent/criminal behaviour, sexual assault/substance abuse.

9.3: Repeat institutional assessment annually and track progress against improvement goals set in each area.

4.2 The role of digital resources and technological support in delivering services to students should now be extensively investigated and considered in the next phase of the project.

Advances in digital technology may provide opportunities for more efficient and effective ways of supporting students who may be experiencing difficulty. Future strategic and operational decisions should remain cognisant of such developments and their potential impact.

Relevant Framework Action Points:

1.5 Strengthen infrastructure by investing in resources (e.g., staff & technology).

5.3 Establish a culture that supports students who are experiencing poor mental health and help them identify appropriate services.

6.5: Improve data collection, information sharing & contributing to a standardised data set.

4.3 The current LEAP project that uses learner engagement analytics to support students in some programme areas should be expanded to a whole University approach.

Currently, the UCD LEAP project is available to all UCD Student Advisers, and provides an opportunity to positively and proactively engage with students who may be disengaging from their programme. This initiative was funded through HEA Innovation funding which has now come to an end. LEAP uses learner engagement analytics to identify students in need or at risk. Not all Colleges and Schools are currently utilising the LEAP system. The use and expansion, as appropriate of the LEAP programme should be supported by the University so that it is available for all taught programmes where learner engagement analytics are available.

Relevant Framework Action Points:

1.5 Strengthen infrastructure by investing in resources (e.g., staff & technology).

5.3 Establish a culture that supports students who are experiencing poor mental health and help them identify appropriate services.

6.5: Improve data collection, information sharing & contributing to a standardised data set.

5. Student Engagement

Significant resources are being used to provide information to students in relation to Wellbeing and Mental Health supports, but as there is not a joined up or strategic approach to the messaging, the information can be inconsistent and unclear. An audit of wellbeing and mental health content across all UCD websites was undertaken. It was noted that the University's wellbeing and mental health related content could be more coordinated. There appears to be significant duplication of effort, with similar messages being delivered in slightly different ways by multiple units across the university. This is inefficient in terms of resource allocation, but also impacts a user's experience negatively. Analysis of Google Analytics data suggests that students are not engaging with many of our webpages, particularly directory style pages. Capturing the student voice effectively is a key pillar to the long term success of this project. The project has engaged with market research companies to conduct in depth consultation with students in Q1 & Q2 2023 in parallel to these recommendations being approved.

5.1 Adopt a coordinated, strategic approach to student, staff & faculty engagement in relation to wellbeing and mental health.

Messaging in relation to Wellbeing and Mental Health, promotion of Wellbeing initiatives (including design and delivery methods of promotional materials), web content etc. is managed by the units or local areas involved in the delivery of support and services. The Wellbeing Promotion and Project Voice Working Group has acknowledged that the professional expertise and knowledge required to effectively engage with students is such that the University will need to engage with external experts to assess and optimise any communications. It is critical that all efforts on strategy, training and communication are authentically informed by the student voice, in alignment with international best practice. It was acknowledged that capacity to carry out this work can be limited as it is often not viewed as a core function of a staff/faculty member's role.

The importance of messaging and branding was highlighted by a number of speakers during the Seminar Series, including University of Sheffield, who invested in establishing a new identity, name and 'brand', for its Wellbeing and Mental Health services and support. Sheffield's experience echoed many of the issues raised by stakeholders involved in this project, in relation to the independent and 'siloed' way that some services and initiatives had developed over time, and the resultant lack of clarity for students, staff and faculty in relation to the current landscape.

Relevant Framework Action Points:

3.2 Ensure that the whole community are aware of the steps to get help and support.

*The majority of Action Points in the Framework rely on successful engagement and communication for successful delivery.

Next steps for the project include:

Q1 2023	Assignment of the recommendations above to implementation teams for delivery, (see implementation template, Appendix 5)
Q1 2023	Development of costed proposals for enhancements to the wellbeing and mental health landscape in UCD, with submission to UMT SEG & UMT in Q2 2023
Q1 & Q2 2023	Community wide, formal consultation process
Q1 & Q2 2023	Community wide awareness raising and communications campaign.
Q2 – Q3 2023	Implementation phase for long term deliverables

Endorsement by UMT of the interim recommendations above is sought to support the delivery of the project's stated goals, to further the alignment of UCD to the National Student Mental Health and Suicide Prevention Framework, and to enhance the wellbeing and mental health landscape in UCD, for the benefit of all members of the UCD community.

Appendices

Appendix 1: [Steering Group Terms of Reference](#)

Appendix 2: [Detailed Project Progress Report](#)

Appendix 3: [Stakeholder Engagement Details](#)

Appendix 4: [Review of Data Gathering Practices](#)

Appendix 5: [Implementation Template](#)

Appendix 1

Steering Group Terms of Reference

UCD Student Mental Health and Suicide Prevention Steering Group Terms of Reference

Context and Purpose

The [National Student Mental Health and Suicide Prevention Framework](#) identifies how higher education institutions can address the issues of student mental health and suicide prevention in a structured and planned way. It presents nine interconnected themes that encourage a whole system approach. The Student Mental Health and Suicide Prevention Steering Group has been established to conduct a review of UCD's current approach against the provision of the Framework.

Nine Themes of the Framework

- Lead
- Collaborate
- Educate
- Engage
- Identify
- Support
- Respond
- Transition
- Improve

Objectives

- Promote mental health awareness and wellbeing in the student community.
- Ensure that student mental health support services are appropriate, accessible and interconnected.
- Ensure clear and transparent processes are in place for supporting students who experience a mental health crisis.
- Ensure that relevant policies and procedures appropriately reflect the provisions of the National Framework.
- Provide a long-term strategy for the integration of the outputs of the review into the University's activities and functions.

Functions

- Review of UCD's existing services, policies, structures, initiatives and activities associated with student wellbeing against the Framework document to identify any support gaps or opportunities for enhancement of relevant policies and structures.
- Agree on the scope and anticipated outputs of the review.
- Identify and share international best practice examples of student mental health supports provision and evaluate their appropriateness for the UCD context.
- Identify and engage with relevant internal, external stakeholders and service provider professionals.

- Provide feedback and advice in response to data, proposals or issues escalated by the project manager.
- At the conclusion of the review propose a prioritised set recommendations to UMT SEG for the enhancement of the University's approach to student mental health and suicide prevention. The recommendations will be supported by a detailed implementation plan.

Membership

- Prof. Jason Last, Dean of Students, Chair
- Prof. Barbara Dooley, Acting Registrar, Deputy President and Vice President for Academic Affairs
- John Buckley, Director of School of Veterinary Medicine Office
- Reverend Brendan Ludlow, Chaplain
- Dr Denise McGrath, School of Public Health, Physiotherapy and Sports Science
- Andrea Koenigstorfer, Resource Officer for Suicide Prevention at Health Service, HSE
- Niall Dennehy, Project Manager
- Molly Greenough, President, UCD Student Union
- Dr Fiona Thompson, Student Health Service
- Lynn Foster, Student Engagement Manager
- Gareth Hughes, Be Well Learn Well
- Aisling O'Grady, Head of Student Advisers
- Gary Smith, Head of Estate Services Operations
- Míde Nic Fhionnlaoich, UCDSU Welfare Officer
- Dr Eadaoin Lysaght, Director of UCD Student Health Service
- Julie Tonge, Disability Officer, UCD Access & Lifelong Learning
- Dr Triona Byrne, Clinical Lead, Manager Counselling Service
- Ms Neha Kamrani, PhD Student, (replaced by Gráinne Bannigan, PhD Student)
- Jigsaw Ireland Representation

Modes of Working

- The Steering Group may establish sub-groups / working groups to advance elements of the review, this may include a project team.
- Where appropriate membership of such groups may be drawn from outside the membership of the Steering Group.
- The Steering Group may also organise seminars or similar events intended to share best practice.
- The Steering Group will undertake its work using a partnership approach with students.

Frequency of Meetings

The group will meet initially every 4-6 weeks. Sub-groups may meet more frequently as required outside of steering group meetings.

Reporting

The Student Mental Health and Suicide Prevention Steering Group will report to the UMT Student Experience Group.

Support

The meetings and work of the group will be supported by the appointed Project Manager.

Appendix 2

Detailed Project Progress Report

* This project progress report was submitted to the HEA in February 2023 and is based on the HEA's template. Variations between this report and the update represented in figure 5 above are due to:

- A more detailed 'Status' indicator being used for the project's internal progress tracking than is possible within the HEA template.
- Progression of work items since submission of the HEA return.

Theme	Action	Status	Update on the action	Proposed next steps	Where relevant, indicate expected completion date
Lead 1.1	Student wellbeing and mental health needs to permeate all aspects of decision-making at governmental level – to ensure HEIs can affect changes necessary in their institutions	In progress	The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with external agencies. The Steering Group's interim recommendations to University Management explicitly references enhancing the University's ability to influence policy.	The Interim Recommendations that will be submitted to University Management in March 2023 contain specific references to establishing infrastructure within the University that will enable UCD to influence policy. The recommendations also refer to the development and enhancement of relationships with external partners, including named Local Mental Health Services and Community based organisations.	Q3 2023
Lead 1.2	Dedicated leadership – championing student success, wellbeing & mental health.	Completed	The Structure & Policy Working Group conducted extensive research regarding the optimum organisational structure for UCD in relation to Student Wellbeing and Mental Health including a series of seminars, drawing on the experience of sector leaders from the UK and USA.	The Interim Recommendations that will be submitted to University Management in March 2023 contain specific reference to establishing a dedicated leadership role, with responsibility for the overall promotion, implementation, coordination and resourcing of Student Wellbeing and Mental Health in UCD. The recommendations also refer to the promotion of Student Mental Health and Wellbeing through the establishment of School & College Level Champions.	Q3 2023

Lead 1.3	Form a Mental Health Committee with engagement from all staff, including senior management, heads of departments and faculties, provosts, deans, counselling, students, student health, academic staff, tutors, students' unions, security, and accommodation.	Completed	Staff Mental Health Committee, SMHSP Steering Group. The interim recommendations include a recommendation that such a committee is formed post project, with similar membership to the project Steering Group	Establishment of Mental Health Committee Interim Recommendations will be submitted to University Management in March 2023, after which an implementation phase for the more significant work packages being undertaken as part of the project will commence, having regard to the feedback and comments from the appropriate University Management Committees.	Q2 2023
Lead 1.4	Build and strengthen strategic partners nationally and in the community.	In progress	<ul style="list-style-type: none"> - Relationships and links have been formed with several HEI's in Ireland and internationally through the consultation work carried out by this project. It is envisaged that those relationships will continue, with opportunities to share best practice and collaborate. - The project Steering Group membership includes representatives from external partners, and it is envisaged that as the project's work is mainstreamed, partnerships would continue and be supported by the organisational enhancements that will be delivered in Q1/Q2 2023, as per the interim recommendations to be submitted to University Management. - This project has worked extensively with UCD's consulting and research partners EAB, developing contacts with other institutions who are undergoing, or have undergone similar institutional reviews 	Interim Recommendations will be submitted to University Management in March 2023, after which an implementation phase for the more significant work packages being undertaken as part of the project will commence, having regard to the feedback and comments from the appropriate University Management Committees.	Q3 2023

Lead 1.5	Strengthen infrastructure by investing in resources (e.g., staff & technology).	In progress	<p>- Additional staff were recruited, including a Project Manager to manage the UCD Student Mental Health and Suicide Prevention Project, additional student counsellors, and a dedicated project and programme manager to oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring.</p> <p>Increased rollout of UCD LEAP system, which helps to identify students who are disengaging with their programme due to mental health difficulties.</p> <p>The Structure and Policy WG have considered the use of the Togetherall App, a moderated, online peer support platform. The platform is due to be launched in UCD in March 2023.</p>	Implementation and delivery of the Togetherall App will be undertaken by the Structure and Policy Group and the Wellbeing Promotion and Project Voice WG.	Q1 2023
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Lead 1.6	Stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages students to seek help when they need it.	In progress	<ul style="list-style-type: none"> - An audit of Wellbeing and Mental Health content across all UCD websites was undertaken. - The UCD Student Supports Website was reviewed and revised mid Q4 2022. This is an interim measure, with significant enhancements to Wellbeing and Mental Health content to be delivered as part of the student communications and engagement strategy. - An audit of other HEI institutions' websites, (and related platforms), was initiated. This will inform the development of a student communications and engagement strategy. 	<p>A Wellbeing and Mental Health promotion and communication strategy will be developed in Q1 & Q2 2023. There was significant discussion in this group's early meetings in relation to the timing of a communications campaign. It was noted that it would be prudent to wait for the outcomes of other streams of this project to be in place, or at a more advanced stage, before launching a significant branding and promotion campaign. A high-profile campaign, to be planned in Q1 & Q2 2023, will be undertaken in Q3 2023 - Q2 2024 that will;</p> <ul style="list-style-type: none"> - Promote the supports available and initiatives already in existence - Promote the work of the project. - Employ cohesive messaging across the University under an identity that embeds a culture of wellbeing, support and belonging across the community via physical and virtual environment. - Provide a platform for intensive and extensive change that has longevity - the campaign will be a vehicle for change and by embedding its messaging in the physical and virtual environment, will support mainstreaming. - Involve students in the development and delivery of promotional initiatives 	
Lead 1.7	Develop or revise comprehensive institutional student mental health policies.	Nearly complete	Comprehensive review of the UCD Student Mental Health & Wellbeing Policy, and associated protocols and procedures has been undertaken by a dedicated subgroup of the project's Structure & Policy Working Group.	- Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester)	Q3 2023

Lead 1.8	Audit the campus environment with a view to restricting access to lethal means.	In progress	<p>- Existing practices, e.g., locking access routes to rooftops, restricting access to potentially dangerous substances will be formalised as protocols and guidelines as appropriate.</p> <p>Initial scoping discussions have taken place with the UCD Campus Services and the UCD Safety, Insurance, Operational Risk and Compliance Office. Such an audit is a significant project in itself.</p> <p>- A policy review subgroup was formed in Q4 2022, and a policy review has been initiated, with documentation submitted to University Management Team Student Experience Group in Q4 2022.</p> <p>- An audit and review of current UCD Policies, Guidelines and Protocols has been undertaken, and a draft document produced. (Q4 2022).</p>	<p>- Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester)</p>	Q3 2023
Collaborate 2.1	Establish strong and regular links with local mental health services.	In progress	<p>- Information has been gathered in relation to how referrals are managed.</p> <p>The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with local mental health agencies. The Steering Group's interim recommendations to University Management will establish an infrastructure that will enable and support strong and regular links with local mental health services. Existing links and communication channels will be formalised and strengthened.</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St. Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team - Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	Q2 2023

Collaborate 2.2	Establish formal connections between local authorities and government agencies.	In progress	<p>- The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with state agencies. The Steering Group's interim recommendations to University Management explicitly references enhancing the University's ability to influence policy</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St. Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team - Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	Q2 2023
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Collaborate 2.3	Establish formal relationships with non-statutory community agencies.	In progress	<p>The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with local mental health agencies. The Steering Group's interim recommendations to University Management will establish an infrastructure that will enable and support strong and regular links with local mental health services. Existing links and communication channels will be formalised and strengthened. The boundaries of the university health and counselling services need to be clearly articulated as well as the roles and responsibilities of the statutory services so that everyone is working within their area of competence and clinical safety is maximised. There is recognition that a more joined up approach would enhance student mental health and improve health outcomes for students. However, this requires leadership, setting up engagement forums and having clear procedures for collaboration between all the services involved in providing mental and physical healthcare to the student population to underpin, secure and govern such collaborations. The steering group has consulted with Universities in the UK where there are partnership forums emerging and we are committed to applying the learning from the UK and tailoring it to our local and national service collaborations.</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St. Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team - Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	Q2 2023
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Collaborate 2.4	Build staff and student capacity to work collaboratively with external agencies.	In progress	<p>The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with local mental health agencies. The Steering Group's interim recommendations to University Management will establish an infrastructure that will enable and support strong and regular links with local mental health services. Existing links and communication channels will be formalised and strengthened.</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team (- Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	
Educate 3.1	Establish training on mental health literacy, suicide awareness for all students and staff.	In progress	<ul style="list-style-type: none"> - Training Workshop, delivered by ShoutOut, August 2022, on working with LGBTQ+ students at third level. - All members of UCD Counselling team attended training facilitated by the Dublin Rape Crisis Centre, Jan 2022 - Responding to Distressed Students training delivered to 50 faculty/staff in academic years 21/22 and 22/23 - Resilience workshops attended by 1487 students in Q4 2022, delivered to multiple cohorts across the university - Development of a training strategy for all faculty and staff, as per relevant interim recommendation was initiated in Q4 2022. Training will be at a role - appropriate level. 	<ul style="list-style-type: none"> - Develop and implement a training strategy for all faculty and staff, as per relevant interim recommendation. Training will be at a role - appropriate level. - Continue mapping roles within the University to appropriate levels of training 	Q3 2023

Educate 3.2	Ensure that the whole community are aware of the steps to get help and support.	In progress	<ul style="list-style-type: none"> - Development of a strategy for raising awareness of mental health via the curriculum has been initiated and will continue to be developed and delivered in 2023. This will include coordinated, highly visible, strategically delivered messaging at the point of content delivery, as well as infusing and embedding wellbeing and mental health in the curriculum. This point of delivery has been identified by students as being highly effective. - A dedicated project and programme manager role was established in October 2022 to oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - Peer Mentors received training from Jigsaw this year as part of their Peer Mentor training programme. 	Develop and implement a training strategy for all faculty and staff, as per relevant interim recommendation	Q3 2023
Educate 3.3	Allocate time and resources for staff to support student mental health.	In progress	<ul style="list-style-type: none"> - Interim recommendations highlight the establishment of 'champions'/advocates across the university to promote the importance of a whole university approach and therefore the allocation of sufficient time and resources. 	<ul style="list-style-type: none"> - Establish 'champions'/advocates across the university to promote the importance of a whole university approach and therefore the allocation of sufficient time and resources. - Produce a paper outlining the case for embedding wellbeing and mental health in the curriculum in UCD, from the perspective of enhancing student experience and attributes, Graduate attributes and Professional Attributes. 	Q2 2023
Educate 3.4	Embed mental health awareness in the curriculum.	In progress	<ul style="list-style-type: none"> - An audit of existing Wellbeing content in UCD modules has been undertaken. 20 modules are currently delivered across the University that deal with Wellbeing. - A workshop was held, facilitated by EAB to progress the development of a strategy in relation to embedding wellbeing and mental health in the curriculum - Resilience workshops attended by 1487 students in Q4 2022, delivered to multiple cohorts across the university 	<ul style="list-style-type: none"> - Host training, provided by the HSE, on delivering the "Minding Your Wellbeing" programme to students in Q2/Q3 2023. - Establish a Community of Practice for faculty and staff involved in the embedding of Wellbeing and Mental Health in the curriculum - Produce a paper outlining the case for embedding wellbeing and mental health in the curriculum in UCD, from the perspective of enhancing student experience and attributes, Graduate attributes and Professional Attributes. - A strategy for embedding wellbeing and mental health content is to be developed in Q1/Q2 2023. As there is 	Q3 2023

				already content being delivered in many areas of UCD, the strategy will focus on the coordination, enhancement and expansion of Wellbeing and Mental Health content in curricula.	
Engage 4.1	Provide for curricular infusion of mental health across all academic disciplines – life skills, resilience, management of challenges/adversity and adaptability.	In progress	<p>An audit of existing Wellbeing content in UCD curricula was undertaken. The Curriculum and Training Working group have proposed interim recommendations to implement an ambitious strategy relating to Wellbeing in the Curriculum.</p> <p>-- Resilience workshops attended by 1487 students in Q4 2022, delivered to multiple cohorts across the university</p> <p>- An audit of existing Wellbeing content in UCD modules has been undertaken. 20 modules are currently delivered across the University that deal with Wellbeing.</p>	<p>- Host training, provided by the HSE, on delivering the "Minding Your Wellbeing" programme to students in Q2/Q3 2023.</p> <p>- Establish a Community of Practice for faculty and staff involved in the embedding of Wellbeing and Mental Health in the curriculum</p> <p>- Produce a paper outlining the case for embedding wellbeing and mental health in the curriculum in UCD, from the perspective of enhancing student experience and attributes, Graduate attributes and Professional Attributes.</p> <p>- A strategy for embedding wellbeing and mental health content is to be developed in Q1/Q2 2023. As there is already content being delivered in many areas of UCD, the strategy will focus on the coordination, enhancement and expansion of Wellbeing and Mental Health content in curricula.</p>	Q3 2023

Engage 4.2	Reduce student isolation by promoting culture of belonging.	In progress	<ul style="list-style-type: none"> - A dedicated project and programme manager role was established in October 2022 to oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - Peer Mentors received training from Jigsaw this year as part of their Peer Mentor training programme. 	<ul style="list-style-type: none"> - A review and oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. -- An extensive campaign of student engagement will be undertaken from early Q1 2023 to effectively capture the student voice specifically in relation to promotion, communications and engagement. This will include formally engaging with the UCD Student Partnership forum and procuring the services of a market research company to thoroughly investigate the following key factors: <ol style="list-style-type: none"> 1. Student Literacy in relation to Wellbeing and Mental Health and the appropriate available supports 2. How students currently experience the University's communication and engagement platforms in relation to wellbeing and mental health, and what their preferred communication and engagement channels are. 3. Students' preferences in relation to the delivery of support. 4. Students' perspective on data/information sharing across support units for the purposes of enhancing student support 	Q4 2023
Engage 4.3	Initiate peer mentoring programmes.	Completed	<ul style="list-style-type: none"> - A dedicated project and programme manager role was established in October 2022 to oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - Peer Mentors received training from Jigsaw this year as part of their Peer Mentor training programme. 	<ul style="list-style-type: none"> - A review of Peer Mentoring will be carried out by the new programme manager. 	Q3 2023
Engage 4.4	Show zero tolerance to bullying and harassment.	Completed	<ul style="list-style-type: none"> - UCD Dignity & Respect Training has continued to be rolled out. - An extensive promotional campaign was undertaken in Q3/Q4, under the tag, #notinourucd, focusing on D&R Awareness Raising, Training, Anonymous reporting 	<ul style="list-style-type: none"> - Dignity & Respect Training for People Managers will continue in Q1 2023. - Dignity & Respect Support Advisers will continue to engage in outreach initiatives 	

Engage 4.5	Encourage social environments and smaller groups within campus community.	In progress	<ul style="list-style-type: none"> - A dedicated project and programme manager role was established in October 2022 to oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - The Seminar Series heard from institutions who had held many events/initiatives to encourage such social environments and smaller groups within their campus communities. It was noted that UCD holds many such events initiatives, but generally at localised, programme, school or college-based level, and usually initiated by an individual. The potential added value of a coordinating entity in relation to this kind of work was noted. 	<ul style="list-style-type: none"> - Interim recommendations highlight the potential for coordination of such initiatives, sharing best practice across campus, rolling out initiatives that have worked, and providing a platform for ideas to be delivered. -- A review of Peer Mentoring will be carried out by the new programme manager. 	Q4 2023
Identify 5.1	Establish regular, highly-visible mental health awareness raising interventions.	In progress	<ul style="list-style-type: none"> - UCD Student Advisers launched a new poster campaign encouraging students to seek help and directing them to the newly revised Student Support webpage, via a QR code. -- The Structure and Policy WG have considered the use of the Togetherall App, a moderated, online peer support platform. The group has agreed that Togetherall would be a beneficial addition to the supports available to UCD students, provided the due diligence currently being undertaken in relation to data protection and privacy, legal and health & safety issues. - - Development of a strategy for raising awareness of mental health via the curriculum has been initiated and will continue to be developed and delivered in 2023. This will include coordinated, highly visible, strategically delivered messaging at the point of content delivery, as well as infusing and embedding wellbeing and mental health in the curriculum. This point of delivery has been identified by students as being highly effective. 	<ul style="list-style-type: none"> -- An extensive campaign of student engagement will be undertaken from early Q1 2023 to effectively capture the student voice specifically in relation to promotion, communications and engagement. This will include formally engaging with the UCD Student Partnership forum and procuring the services of a market research company to thoroughly investigate the following key factors: <ol style="list-style-type: none"> 1. Student Literacy in relation to Wellbeing and Mental Health and the appropriate available supports 2. How students currently experience the University's communication and engagement platforms in relation to wellbeing and mental health, and what their preferred communication and engagement channels are. 3. Students' preferences in relation to the delivery of support. 4. Students' perspective on data/information sharing across support units for the purposes of enhancing student support - The launching of the Togetherall App will be supported by an extensive promotional campaign in Q1, 2023 - A strategy for raising awareness of mental health via the curriculum will be developed and delivered from Q4 	Q3 2023

				2022.	
Identify 5.2	Establish a culture that encourages disclosure of mental health issues.	In progress	<ul style="list-style-type: none"> - UCD Student Advisers launched a new poster campaign encouraging students to seek help and directing them to the newly revised Student Support webpage, via a QR code. -- The Structure and Policy WG have considered the use of the Togetherall App, a moderated, online peer support platform. The group has agreed that Togetherall would be a beneficial addition to the supports available to UCD students, provided the due diligence currently being undertaken in relation to data protection and privacy, legal and health & safety issues. - The cultural changes required to successfully deliver a whole institution approach have been a central consideration of the project's work to date. A change management approach has been adopted, with a strong focus on wide ranging stakeholder engagement. This approach will ensure that as we now move into the implementation phase, we have mitigated the risk of resistance to cultural change. 	<p>-- An extensive campaign of student engagement will be undertaken from early Q1 2023 to effectively capture the student voice specifically in relation to promotion, communications and engagement. This will include formally engaging with the UCD Student Partnership forum and procuring the services of a market research company to thoroughly investigate the following key factors:</p> <ol style="list-style-type: none"> 1. Student Literacy in relation to Wellbeing and Mental Health and the appropriate available supports 2. How students currently experience the University's communication and engagement platforms in relation to wellbeing and mental health, and what their preferred communication and engagement channels are. 3. Students' preferences in relation to the delivery of support. 4. Students' perspective on data/information sharing across support units for the purposes of enhancing student support 	Q3 2023

Identify 5.3	Establish a culture that supports students who are experiencing poor mental health and help them identify appropriate services.	In progress	<ul style="list-style-type: none"> - A series of seminars was organised in Q4 2022 to inform the Structure and Policy WG's review of SMHSP related service delivery, specifically what organisational structure model will best serve a whole institution approach for UCD. Guest speakers were selected on the basis of their experience and expertise. - The Structure and Policy WG have considered the use of the Togetherall App, a moderated, online peer support platform. The group has agreed that Togetherall would be a beneficial addition to the supports available to UCD students, provided the due diligence currently being undertaken in relation to data protection and privacy, legal and health & safety issues. - Mapping exercises, analysing and articulating how students access support in UCD have been undertaken, drawing on expertise from the Data Analysis Group. Data relating to the numbers of students accessing supports in UCD is being collected and analysed. This thorough review of current state in UCD, combined with the learnings from international best practice, will inform the considerations and decisions in Q1 2023, and ensure effective implementation of enhancements to UCD's SMHSP organisational structure in Q1 - Q4 2023. - Training Workshop, delivered by ShoutOut, August 2022, on working with LGBTQ+ students at third level. - All members of UCD Counselling team attended training facilitated by the Dublin Rape Crisis Centre, Jan 2022 - Responding to Distressed Students training delivered to 50 faculty/staff in academic years 21/22 and 22/23" 	<p>"-- An extensive campaign of student engagement will be undertaken from early Q1 2023 to effectively capture the student voice specifically in relation to promotion, communications and engagement. This will include formally engaging with the UCD Student Partnership forum and procuring the services of a market research company to thoroughly investigate the following key factors:</p> <ol style="list-style-type: none"> 1. Student Literacy in relation to Wellbeing and Mental Health and the appropriate available supports 2. How students currently experience the University's communication and engagement platforms in relation to wellbeing and mental health, and what their preferred communication and engagement channels are. 3. Students' preferences in relation to the delivery of support. 4. Students' perspective on data/information sharing across support units for the purposes of enhancing student support <p>- The launching of the Togetherall App will be supported by an extensive promotional campaign in Q1, 2023</p> <p>- A strategy for raising awareness of mental health via the curriculum will be developed and delivered from Q4 2022. "</p>	Q3 2023
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Identify 5.4	Make non-academic help such as social interpersonal skills an <u>integral or mandated</u> part of every student's HEI experience; in doing so, make it easier for students to seek help.	In progress	- A strategy for embedding wellbeing and mental health content is to be developed in Q1/Q2 2023. As there is already content being delivered in many areas of UCD, the strategy will focus on the coordination, enhancement and expansion of Wellbeing and Mental Health content in curricula.	- A strategy for embedding wellbeing and mental health content is to be developed in Q1/Q2 2023. As there is already content being delivered in many areas of UCD, the strategy will focus on the coordination, enhancement and expansion of Wellbeing and Mental Health content in curricula.	Q3 2023
Support 6.1	Put in place high-quality, effective and adequately resourced treatment to support students with mental health issues.	In progress	- A series of seminars was organised in Q4 2022 to inform the Structure and Policy WG's review of SMHSP related service delivery, specifically what organisational structure model will best serve a whole institution approach for UCD. Guest speakers were selected on the basis of their experience and expertise. - Mapping exercises, analysing and articulating how students access support in UCD have been undertaken, drawing on expertise from the Data Analysis Group. Data relating to the numbers of students accessing supports in UCD is being collected and analysed. This thorough review of current state in UCD, combined with the learnings from international best practice, will inform the considerations and decisions in Q1 2023, and ensure effective implementation of enhancements to UCD's SMHSP organisational structure in Q1 - Q4 2023.	- Resource planning will form part of the next phase of the project. - As part of the Policy review process, protocols are being reviewed and a workshop of stakeholders will be held to formalise the University's crisis response plan.	

Support 6.2	Establish better communications within the campus and between the campus and community services (in both directions).	In progress	<p>Guidelines have been developed for Student Advisers re: referrals to the Counselling Service.</p> <p>- A series of seminars was organised in Q4 2022 to inform the Structure and Policy WG's review of SMHSP related service delivery, specifically what organisational structure model will best serve a whole institution approach for UCD. Guest speakers were selected on the basis of their experience and expertise.</p> <p>- Mapping exercises, analysing and articulating how students access support in UCD have been undertaken, drawing on expertise from the Data Analysis Group. Data relating to the numbers of students accessing supports in UCD is being collected and analysed. This thorough review of current state in UCD, combined with the learnings from international best practice, will inform the considerations and decisions in Q1 2023, and ensure effective implementation of enhancements to UCD's SMHSP organisational structure in Q1 - Q4 2023.</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St. Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team - Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	Q2 2023
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Support 6.3	Develop cross-disciplinary/interdisciplinary collaborations with stakeholders.	In progress	<p>The Structure & Policy Seminar Series explored strategies and organisational structures in other institutions that have enabled those institutions to engage with local mental health agencies. The Steering Group's interim recommendations to University Management will establish an infrastructure that will enable and support strong and regular links with local mental health services. Existing links and communication channels will be formalised and strengthened.</p>	<p>- Pending University Management approval, infrastructure will be established to formalise existing relationships and links and enable the establishment of links with a broader range of stakeholders. It is envisaged that relationships will be enhanced with, but not limited to, the following organisations/agencies:</p> <p>Local Mental Health Services:</p> <ul style="list-style-type: none"> - The Psychiatry Liaison Team in St. Vincent's Hospital - HSE Resource Officers for Suicide Prevention - The Mental Health Engagement Lead around service improvement - The HSE Community Mental Health Teams in the UCD catchment area - HSE National Counselling Service / CIPC Counselling Service - HSE Day Hospital Clonskeagh - HSE 7 over 7 Crisis Resolution Team (- Cluain Mhuire/HSE Crisis Café's <p>Community:</p> <ul style="list-style-type: none"> - The DLR Social Prescribing Team - The DLR CYPSC Coordinator - Jigsaw 	Q2 2023
Support 6.4	Increasing mental health and suicide risk screening by support staff.	In progress	<p>"- Training Workshop, delivered by ShoutOut, August 2022, on working with LGBTQ+ students at third level.</p> <ul style="list-style-type: none"> - All members of UCD Counselling team attended training facilitated by the Dublin Rape Crisis Centre, Jan 2022 - Responding to Distressed Students training delivered to 50 faculty/staff in academic years 21/22 and 22/23" 	<ul style="list-style-type: none"> - Develop and implement a training strategy for all faculty and staff, as per relevant interim recommendation. Training will be at a role - appropriate level. - Continue mapping roles within the University to appropriate levels of training 	Q3 2023

Support 6.5	Improve data collection, information sharing & contributing to a standardised data set.	In progress	<ul style="list-style-type: none"> - The Data Analysis Working Group initiated a work stream in Q3 2022 to develop a Student Wellbeing and Mental Health Data Strategy. A mapping exercise was undertaken to map the student touchpoints that provide opportunities to gather useful information, both to assist individual students and to inform university strategy. - Student needs over the course of the academic year were mapped, building on the Student Experience Mapping project undertaken in 2019, to identify key times for provision and promotion of support resources. This has informed the organisational structure implementation process, the work of the Wellbeing Promotion and Project Voice WG and the Curriculum WG - UCD has joined the National Student Counselling Database project and will be part of the next cohort to contribute to the database, in 2023/2024 - Informed by the research and consultation undertaken in Q3 & Q4 2022, a Student Wellbeing and Mental Health Data Strategy will be developed during Q1 & Q2 2023 - An institution-wide review and audit of data collected was undertaken. 	Continuation of the Data Working Group's work to develop a student Wellbeing and Mental Health Data Strategy.	Q3 2023
Support 6.6	Provide integrated interdisciplinary services on campus.	In progress	Guidelines have been drafted for Student Advisers re: referrals to the Counselling Service.	-Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester) - Existing practices in relation to the provision of support will be formalised as protocols and guidelines as appropriate.	Q3 2023
Support 6.7	Provide CPD for student services staff.	In progress	<ul style="list-style-type: none"> - Training Workshop, delivered by ShoutOut, August 2022, on working with LGBTQ+ students at third level. - All members of UCD Counselling team attended training facilitated by the Dublin Rape Crisis Centre, Jan 2022 - Responding to Distressed Students training delivered to 50 faculty/staff in academic years 21/22 and 22/23 	<ul style="list-style-type: none"> - Develop and implement a training strategy for all faculty and staff, as per relevant interim recommendation. Training will be at a role - appropriate level. - Continue mapping roles within the University to appropriate levels of training 	Q3 2023

Respon d 7.1	Have a plan in place. Well, coordinated postvention has a critical role to play in the prevention of further suicidal actions in a community affected by suicide.	Nearly complete	<ul style="list-style-type: none"> - A policy review subgroup was formed in Q4 2022 and a policy review has been initiated, with documentation submitted to the University Management Team Student Experience Group in Q4 2022. - An audit and review of current UCD Policies, Guidelines and Protocols has been undertaken, and a draft document produced. (Q4 2022). 	<ul style="list-style-type: none"> -Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester) - Existing practices in relation to the provision of support will be formalised as protocols and guidelines as appropriate. - Acute/Crisis protocol will be formalised by key stakeholders in Q1 2023, through consultation and a workshop, facilitated by the project manager. 	Q3 2023
Respon d 7.2	Establish a team to execute the plan with clearly defined roles for each member.	Nearly complete	<ul style="list-style-type: none"> - A policy review subgroup was formed in Q4 2022 and a policy review has been initiated, with documentation submitted to the University Management Team Student Experience Group in Q4 2022. - An audit and review of current UCD Policies, Guidelines and Protocols has been undertaken, and a draft document produced. (Q4 2022). 	<ul style="list-style-type: none"> -Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester) - Existing practices in relation to the provision of support will be formalised as protocols and guidelines as appropriate. - Acute/Crisis protocol will be formalised by key stakeholders in Q1 2023, through consultation and a workshop, facilitated by the project manager. 	Q3 2023
Respon d 7.3	Suicide postvention should include: psychological support, crisis intervention and other forms of assistance to those affected.	Nearly complete	<ul style="list-style-type: none"> - A policy review subgroup was formed in Q4 2022 and a policy review has been initiated, with documentation submitted to the University Management Team Student Experience Group in Q4 2022. - An audit and review of current UCD Policies, Guidelines and Protocols has been undertaken, and a draft document produced. (Q4 2022). 	<ul style="list-style-type: none"> -Continuation of the Policy Review Work Package, with submission to SEG Q2 2023, Effective Date Q3 2023 (AUT Trimester) Existing practices in relation to the provision of support will be formalised as protocols and guidelines as appropriate. - Acute/Crisis protocol will be formalised by key stakeholders in Q1 2023, through consultation and a workshop, facilitated by the project manager. 	Q3 2023

Transition 8.1	Establish transition supports for students throughout the higher education journey: pre-entry, induction, re-orientation and outduction.	Nearly complete	<ul style="list-style-type: none"> - A dedicated project and programme manager role was established in October 2022 to undertake a review and oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - Peer Mentors received training from Jigsaw this year as part of their Peer Mentor training programme. - An audit of other HEI institutions' websites, (and related platforms), was initiated. As a follow on exercise, the group will be liaising with HEI's identified in the audit as having websites etc. that are of interest to this project. This will inform the development of a Wellbeing and Mental Health promotion and communication strategy. - The Student Supports Website was reviewed and a revised version went live mid Q4 2022. This is an interim measure, with significant enhancements to Wellbeing and Mental Health content to be delivered in Q2 & Q3 2023. 	<ul style="list-style-type: none"> - A review and oversee the enhancement of student integration and associated supports, including Orientation and Peer Mentoring. - As part of the Wellbeing and Mental Health promotion and communication strategy, consideration will be given to targeted messaging at key transition points. 	Q3 2023
Transition 8.2	Identify at-risk groups to be targeted with intrusive student support, appropriate initiatives and outreach programmes, especially at key transition points	Nearly complete	<ul style="list-style-type: none"> - The UCD LEAP project has moved from pilot phase to mainstreaming. The LEAP system provides reports to Student Advisers highlighting students who may be disengaging, based on their engagement with our VLE, Brightspace. <p>It is currently being utilised in</p> <ul style="list-style-type: none"> UCD College of Science UCD School of Veterinary Medicine UCD College of Arts & Humanities UCD College of Social Science 	<ul style="list-style-type: none"> - Continued rollout of the UCD LEAP system. - As part of the Wellbeing and Mental Health promotion and communication strategy, consideration will be given to targeted messaging at key transition points. 	Q3 2023
Improve 9.1	Complete an institutional baseline assessment of current practice.	Completed	SMHSP Steering Group completed this baseline assessment as part of the scoping exercise for the SMHSP project currently underway		

Improve 9.2	Track and analyse student risk/protective factors, and safety/health indicators using data collected via tools such as Irish Survey of Student Engagement, Graduate Outcomes Survey, as well as generic information on counselling outcomes, wait time, violent/criminal behaviour, sexual assault/substance abuse.	In progress	<ul style="list-style-type: none"> - UCD proposed Inclusion of the Cantril Self-Anchoring Striving Scale in the Irish Survey of Student Engagement. - UCD will be included in the National Student Counselling Database from Sept 2023 - The Data Analysis Working Group initiated a work stream in Q3 to develop a Student Wellbeing and Mental Health Data Strategy - An audit was conducted in Q3 2022 of existing data sets and points of data collection relevant to SMHSP in UCD. It was noted that a significant amount of data is gathered around the University, but in many different ways, with little standardisation. Consideration has been given to the nature of data that might be collected as part of the Wellbeing and Mental Health Data Strategy. - A mapping exercise was undertaken to map the student touchpoints that provide opportunities to gather useful information, both to assist individual students and to inform university strategy. 	Continuation of the Data Working Group's work to develop a student Wellbeing and Mental Health Data Strategy.	Q3 2023
Improve 9.3	Repeat institutional assessment annually and track progress against improvement goals set in each area.	In progress	<ul style="list-style-type: none"> - The Data Analysis Working Group initiated a work stream in Q3 to develop a Student Wellbeing and Mental Health Data Strategy - An audit was conducted in Q3 2022 of existing data sets and points of data collection relevant to SMHSP in UCD. It was noted that a significant amount of data is gathered around the University, but in many different ways, with little standardisation. Consideration has been given to the nature of data that might be collected as part of the Wellbeing and Mental Health Data Strategy. - A mapping exercise was undertaken to map the student touchpoints that provide opportunities to gather useful information, both to assist individual students and to inform university strategy. 	Continuation of the Data Working Group's work to develop a student Wellbeing and Mental Health Data Strategy.	Q3 2023

Appendix 3 Internal Stakeholder Engagement

Stakeholder Unit	Contact	Outcomes/Insights Shared
Healthy UCD	Maria Heffernan	Presentation to Healthy UCD Steering Group Meeting 30/01/23
UCD HR	Helen Crowe Joyce McLoughlin Marcelina Fogarty	Project Manager met with UCD HR to consult re: rolling out of significant training programmes for large numbers of staff. Clarification received re: how the booking platform operates and where control of associated data lies.
UCD Global	Caroline Mangan	Discussion re: the issues facing International students in relation to wellbeing and mental health, and accessing supports and services. Caroline Mangan to be involved in Working Groups and implementation group re: Crisis Response
UCDSU	President, Welfare Officer, Education Officer.	Meetings held to brief Sabbatical Officers individually on the project, and to hear the concerns and areas of particular interest to the SU, outside of the Steering Group/Working Group setting.
UCD Health Service	All Staff Consultation	Project Manager met with members of the UCD Health Service team at an onsite visit to hear their experience of supporting students experiencing mental health difficulties. Clear articulation of the increase in mental health related issues presenting to the service, and the increased complexity and seriousness of cases presenting to the service.
UCD Counselling Service	All Staff Consultation, Triona Byrne (Clinical Lead Manager)	Project Manager and Project Sponsor met with the Team to brief them on the SMHSP project and to hear their initial views on the issues to be addressed by the project.
UCD College of Arts & Humanities College Office	Brid Reason (College Office Director) Ulrike Mosig (Programme & Operations Manager)	<ul style="list-style-type: none"> - Highlighted the challenges that exist in accessing information on students' engagement with other support services, and the resultant inefficient use of resources, (staff time). The current situation re: information is viewed as a barrier to a whole university approach. This would be improved by enhanced information sharing infrastructure, being mindful of data protection and privacy. - Greater training would be welcomed by staff who support students experiencing mental health difficulties. - Enhancements to the provision of supports to students must not simply add additional workload to units, without associated increase in resourcing. The potential for net resourcing/workload benefits from a whole university approach acknowledged and welcomed.

UCD Student Services	Mags D'arcy Dominic O'Keefe	Enhancements to the UCD Student Supports Webpage discussed and approved by MD. Data re: Student Supports provided by MD.
UCD Dignity & Respect Project Manager	Denise Gallagher	There are similarities in the nature of the Dignity & Respect project and the SMHSP project and useful insights and advice were provided to the SMHSP Project Manager
UCD SECCA	All Staff Consultation & Briefing	Members of the SECCA team updated on the project. SECCA Team Members are important stakeholders as mental health issues can feature in cases under this team's remit.
UCD Institutional Research	Maura McGinn & Lisa Bennet	Advice sought on capturing student voice, specifically in relation to conducting a survey. Advice was that a survey may not effectively capture the information the project was seeking, and that focus groups may be a better strategy, at least in the first instance, with the possibility of conducting a survey at a later date.
UCD LEAP Project	John Wyatt	The UCD LEAP project enables the identification of students who may be experiencing mental health difficulties at an early stage. The project is currently being mainstreamed and provides UCD with a means of addressing Action Point 8.2: <i>Identify at-risk groups to be targeted with intrusive student support, appropriate initiatives and outreach programmes, especially at key transition points.</i>
UCD Student Advisers	David Delaney	- Discussion of initiatives and content being delivered by David Delaney across the University re: Mindfulness, resilience. Data provided by DD re: delivery of workshops etc. - Content is tailored to align with the requirements of disciplines/programmes.
UCD Student Advisers	Nadia Clarkin	Discussion of project and student orientation. Discussion re: staff training & coaching as approach to staff training.
UCD Estates	Gary Smith	Site visit by Project Manager to understand the role of Duty Managers and team in provision of support, particularly in responding to incidents on campus.
UCD School of Education	Jennifer Symmons	Presentation to School Curriculum Planning Day and discussion.
UCD College of Arts & Humanities	Emer Beesley Marketing Manager,	Advice sought re: Approach to capturing student voice. Clear advice was to engage an external market research company, if possible, for optimal outputs.
UCD Careers Network	David Foster	Discussion re: <ul style="list-style-type: none"> - UCD Advantage - Graduate Attributes - Digital Content
UCD Student	Prof Jason	Workshop and Presentation/Update provided by Project

Partnership Forum	Last & Molly Greenough (Co-Chairs)	Manager to Student Partnership Forum 25/01/23. The Workshop explored engagement and communication methods. Outputs were captured and will inform the student consultation phase and the implementation of a communications and engagement strategy.
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External Stakeholder Engagement & Seminar Series

Institution/ Organisation	Presenter/Contact	Date & Time
EAB	Jennifer Latino Senior Director, Research Advisory Service	Seminar: 26/09/22
Duke University (USA)	Tom Szigethy Director and Associate Dean of Student	Seminar 19/10/22
University of Sheffield	Dr Emma Broglia Research Associate and Policy Coordinator	Seminar 28/10/22
National Student Counselling Database	Roisin McNamara Research Assistant	Presentation to Steering Group: 02/11/22
York University	Nic Streatfield Director of Student Life, York University	Seminar 04/11/22
University of Bristol	Professor Sarah Purdy Pro Vice-Chancellor for Student Experience	Seminar 17/11/22
University of Manchester	Ms Sarah Littlejohn Head of Campus Life	Seminar 21/11/22
Duke University (USA)	Sara Peacock Director, Duke Reach	Meeting with Project Manager: 19/12/22
Deakin University (Australia)	Antoine Goarin Programme Manager, Student Services	Meeting with Project Manager: 20/02/23

Appendix 4

Review of Data Gathering Practices

The Data Analysis Working Group carried out a review of data gathering practices in a number of key areas across the institution. It was apparent that there was little consistency in the way data was collected. This is significant from the perspective of analysing multiple data sets for the purposes of supporting individual students and for informing institutional strategy.

Central UCD Data & UCD Institutional Research	UCD Estates Services	UniShare	Student Health & Counselling	UCD Student Advisers	UCD Dignity & Respect Service and Anonymous Reporting Tool	Academic Support Centres	UCD Access & Lifelong Learning	Other
Student registration	AUDE and Irish section of this	Record of student interactions with College, Programme offices, Registry and other central services	Appointment data	Capture information on all student interactions	Overall reports by month	UCD Writing Centre	All student interactions recorded on UniShare	LEAP Project
Assessment	1 page audit of university of safety environment example	Records: student, task, nature of correspondence and student details	Annual counselling service user survey	Mental health diagnosis	Connection of contacts with the University (Employees/students/visitors/other)	UCD Maths Support Centre	Record of those registered for disability supports	Healthy UCD
Fees	Risk assessment for lab work		Ad hoc medical practice user survey	Self-reported mental health	Gender breakdown of connection of contacts with the university (Employees/students/visitors/other)	Annual reports		
Withdrawal	Roof access permits			Financial assistance	Types of behaviour reported (bullying, harassment, sexual misconduct)	Records of visits - frequency etc.		

Plagiarism, complaints	Service tunnels access			Academic support	Types of behaviour by student			
Clubs & Societies	Access to cleaning chemicals			Almost all information captured in Unishare, accessed only by Student Adviser service	Types of behaviour by staff			
Extenuating Circumstances (data not comprehensive)	Estates - records of incidents onsite				Location of incident (Classroom/study space/office/Residence etc.)			
Surveys - StudentSurvey.ie, Module Feedback, Covid surveys, Student Advisers, Graduate Outcomes, ad hoc	Residences - record of incidents and accidents				Timeframe when incident(s) occurred - last week last month last year etc.			
Held in central systems, by some Registry units and by UCD Institutional Research					Who is reporting (reporter, person who has been reported, bystander etc)			
					Mode of contact			
					Further breakdown on the category of incident ie subcategory.			
	<i>Meeting with Gary Smith, UCD Estate Services</i>	<i>Meeting with Jeremy Britton USM</i>	<i>Meeting with Paul Kelly, Eadaoin Lysaght, Sharon Lane, Student Health</i>	<i>Meeting with Aisling O'Grady, UCD Student Advisers</i>	<i>Meeting with Catherine Tormey, Dignity & Respect Service</i>	<i>Data shared with IR for other purposes</i>	<i>Correspondence with Julie Tonge & Lisa Padden, UCD ALL</i>	<i>Met with John Wyatt</i>

Appendix 5 Implementation Template

Recom mendat ion	Robust, connected and confidential data management systems should be developed to support student wellbeing and mental health, whilst exercising best practice and fulfilling all requirements in relation to confidentiality, Data Protection and Privacy. The systems should: Facilitate information sharing between staff members, and enable students to share their own information more easily. Facilitate data gathering and analysis to inform University strategy in supporting student success and wellbeing. Data should be easily accessible and clearly presented via a single dashboard.					Schedule		Governance		
	Action No.	Action Description	Sponsor	Owner(s)	Measures of Success	Status	Start	End	Frequency	Timelines
1										
2										
3										
4										