

University of Huddersfield

Health and Wellbeing Strategic Plan

Our plan to improve the health and wellbeing of our student and staff community

January 2023

University of
HUDDERSFIELD
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Foreword

We are pleased to share with you the University's Strategic Health and Wellbeing Plan. With the principles of the University Mental Health Charter (UMHC) at its core, it embodies the priorities and values laid out in the University Strategy 2025 and aligns firmly with two of the priorities identified in the Kirklees Health & Wellbeing Plan 2018-2023 ⁽¹⁾ to:

- increase the proportion of people who feel connected to their communities, reducing the proportion of people who feel lonely or socially isolated and reducing the prevalence of mental health conditions amongst our population
- increase the proportion of people who feel in control of their own health and wellbeing

The University is committed to providing an inclusive learning and working environment in a culture of mutual respect and dignity where all staff and students are valued for their contribution and can reach their full potential. The University is committed to going beyond the legislation and aims to achieve equality, diversity, and inclusivity throughout all areas of activity. The University continues to progress work with its Race Equality Charter and University Mental Health Charter to achieve this. ⁽²⁾

This plan derives from our internal self-assessment against the UMHc principles of good practice which was, in turn, developed through consultation with and feedback from over 100 students and staff across the entire University community. Thank you for your collaboration, input and support. As part of our commitment to the UMHc, we intend, through our detailed operating plan to review this plan on an annual basis and will continue to seek your views.

Given the ratio of student to staff population, it is perhaps no surprise that the majority of themes arising from our consultation work have a student focus. It is, however, important to recognise that the wellbeing of our staff is critical to support the wellbeing of our students. Some of the key themes include:

- Staff training to develop appropriate mental health literacy, response and referral capacities
- Fostering a culture of belonging by strengthening opportunities for the integration of home and international students as well as staff groups
- Developing consistent approaches to school led support and guidance, including the introduction of an integrated case management system and approach
- Developing and raising awareness of information sharing protocols and processes both internally and with external partners, for example with NHS partners and accommodation providers
- Increasing awareness of student and staff Health and Wellbeing services, resources and activities, including the Share and Support tool, across the entire university community

In agreement with Student Minds, we recognise “that the problems of university mental health are complex, multi-faceted and not easily resolved” ⁽³⁾. This plan cannot be an immediate remedy for sector-wide and societal challenges, but a commitment to build on the great work that already exists across our university community and enhance our efforts to create a healthy study, research and work environment.

Professor Bob Cryan
Vice-Chancellor

Millie Avery
SU President

Introduction

Health and Wellbeing is important

It is well known that good health, mental health and wellbeing is essential for effective study, research and work. The University's overarching value is to 'work together as a team to provide an excellent service to all for the communities we support.' In signing up to the University Mental Health Charter (UMHC) in 2021, the University committed to a whole-university approach to support the development of an entire university community that can thrive.

“For a student to get the most out of their university experience, they need to be able to fully engage in the experience and feel connected to the university. Having good mental wellbeing, and knowing when to get some extra help, enables a student to benefit from personal and academic growth to sustain them both at university, post-graduation and their wider life.” (Emma Carpenter, Student Wellbeing Manager).

“We want to help enhance the wellbeing of our staff. Our offering will help raise awareness of the positive steps staff can take to increase wellbeing for themselves and others. This theme aims to support the Financial Sustainability and People First aspects of our 2025 Strategy Map, and our Team and Excellence values.” (People and Organisational Development) ⁽⁴⁾

Plan Structure and Acknowledgements

We are grateful to and would like to thank all staff and students who have helped progress our self-assessment work and who have contributed to the development of this Plan. We extend particular thanks to the UMHC Steering Group, the individual domain Working Groups, the Students' Union Officers, Staff and Academic Reps.

The UMHC domains **Learn, Support, Work, Live and Enabling Themes** provide a structure for the work and plans detailed here. Within each section you will find:

- **Our Provision:** celebrates the existing good provision that supports and sustains our University community and highlights aspects we are particularly proud of.
- **Development Work in Progress:** the consultation and coproduction of an extensive self-assessment activity (February to November 2022), generated a wide range of ideas and opportunities. We are keen to ensure these are considered and acknowledged in our future work. Some of the opportunities and actions identified are being subsumed into work already in progress across the University or becoming business as usual activity.
- **Top Priorities:** we acknowledge the opportunity to do more with a short number of development priorities selected to concentrate on in the near term.
- **Future Opportunities:** further opportunities identified in the self-assessment are captured for future consideration.

Governance and Monitoring

The table below outlines timescales, governance and monitoring arrangements for this Health and Wellbeing Plan and its accompanying operational Action Plan. Impact measurements will be indicated as part of the operational delivery plan, although we anticipate the use of existing impact measurement activities such as engagement surveys, focus group feedback and data captures as standard.

| Timescales | Activity | Governance Oversight |
|--------------|--|------------------------------------|
| Dec 2022 | Self-assessment Report approved | UMHC Steering Group |
| Jan 2023 | University Health and Wellbeing Strategic Plan | Senior Leadership Team |
| Feb-Mar 2023 | Development and commence delivery of University Health and Wellbeing Action Plan | UMHC Steering Group |
| May 2023 | Student Minds UMHC assessment | UMHC Steering Group, Student Minds |

Language

Students Minds' whole-university approach advocates "an environment and culture that reduces poor mental health, as well as supporting good mental health and facilitating staff and students to develop insight, understanding and skills to manage and maintain their own wellbeing."⁽⁵⁾

Use of terminology to describe mental health, wellbeing, mental illness and associated experiences is varied. We recognise that choice of language is personal and based on individual circumstances. However, the consistent use of a common, shared language by the University will provide all members of our community with a strong foundation to facilitate shared understanding and an effective, collaborative approach in supporting the mental health and wellbeing of our community. Furthermore, this supports the Students' Union's 2022 Appraisal Visit report by Student Minds as part of their Mentally Healthy SUs Framework, which recommended the SU develop "...a consistent approach to conceptual ideas like 'wellbeing' and 'mental health' that aligns with the university's language as best as possible".⁽⁶⁾

To underpin this, we have adopted the following:

| | |
|------------------------------|---|
| A. Health | A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. ⁽⁷⁾ |
| B. Mental Health | A full spectrum of experience ranging from good mental health to mental illness. ⁽⁸⁾ |
| C. Wellbeing | Wellbeing encompasses a wider framework, of which mental health is an integral part, but which also includes physical and social wellbeing. Optimum wellbeing (Richard Kraut) is defined by the ability of an individual to fully exercise their cognitive, emotional, physical and social powers, leading to flourishing. ⁽⁸⁾ |
| D. Mental wellbeing | Mental wellbeing is dynamic, it can change from moment to moment and day to day. It describes how a person is feeling and how they are able to cope with daily challenges. Promoting mental wellbeing improves a person's ability to cope with the challenges life presents and enables them to be able to enjoy life. ⁽⁹⁾ |
| E. Good Mental Health | Good mental health means more than the absence of illness. It refers to a dynamic state of internal equilibrium in which an individual experiences regular enduring positive feelings, thoughts and behaviours, can respond appropriately to normal negative emotions and situations and is able to make a positive contribution to their community. ⁽⁸⁾ |
| F. Poor mental health | Refers to a broader range of individuals experiencing levels of emotional and/or psychological distress beyond normal experience and beyond their current ability to effectively manage. It will include those who are experiencing mental illness and those whose experiences fall below this threshold, but whose mental health is not good. ⁽⁸⁾ |
| G. Mental Illness | A condition and experience, involving thoughts, feelings, symptoms and/or behaviours, that causes distress and reduces functioning, impacting negatively on an individual's day to day experience, and which may receive or be eligible to receive a clinical diagnosis. ⁽⁸⁾ |

Learn: Our Provision

“Students experiencing mental illness are more likely to withdraw from university, to underperform academically and are less likely to secure higher level employment or go on to post-graduate study.” UMHC ⁽¹⁰⁾

Transition and Progression

Beginning University Programmes, including ‘Ready Steady’ programmes and ‘Flying Start’

Students are well supported in their transition into HE through a variety of embedded [pre-induction and induction programmes](#) delivered centrally and by schools/courses. Central pre-induction resources include [Ready, Steady, Study](#) (for UG and PGT) or [Ready, Steady, Research](#) (for PGR) online resources and mentoring sessions to support students in preparing for their studies, including signposting to wellbeing and support.

The award winning [Flying Start](#) induction programme was introduced to accelerate the building of learning communities, friendships and integration into life at University for first year undergraduates. Huddersfield Essentials is a virtual learning platform module containing information students need for all aspects of their academic journey, including clear signposting. The [Quick Start Guide](#) was introduced in response to pandemic learning to support students with how to use online systems, such as MyHud, Brightspace, Huddersfield Essentials, MS Teams and so on.

- ‘Get Set Goal’ offers free workshops, created by students for students post-enrolment, on issues that are relevant to transition to University life.
- The Disability Team engage with applicants from open days through to arrival, offering appointments, events and personalised support. A dedicated Library Disability Support Officer and additional library staff offer dedicated support to learners from induction and throughout their study.

- Care experienced students have a dedicated support worker with time to know each student and support them navigating every stage of university life from applications, finance and accommodation through to accessing support services and being there at Graduation.
- There are well established teams dedicated to the management and operation of placement provision. We view this as an important part of supporting students into graduate employment.
- The Careers and Employability Service offer a programme of lifelong support for students and alumni and provide dedicated support for specific groups, for example, the workability programme which supports disabled students as they transition from study to work. The Service provide activities strongly focused on wellbeing in the context of employability include: the GPA; ‘This Student Can’ inspiring videos from relatable role models, plus confidence tools; Happiness Course; individual coaching; alumni webinars; working with academics and PATs to use the Pedagogy of Compassion and Cooperation to boost confidence, academic achievement and a sense of belonging. 19/20 saw Positive Outcomes increase from 90.9% to 93.0%.

Outreach activity and transition preparation

The Schools and Colleges Liaison Team has a successful record in supporting students from pre-application onwards. The team coordinates relationships with schools and sixth form colleges in the Northern region, facilitating direct links between staff at Course level and sixth form students interested in their field. Free initiatives include in person and online presentations and resources, for students, teachers and parents/carers, Applicant Visit Days and Headstart Huddersfield, a scheme to offer eligible students additional UCAS points.

Working with Go Higher West Yorkshire, free information and support is delivered to under-represented groups, including [Progression Module Plus](#), which prepares students for University through units covering You and Your Career, Exploring Your Future, Managing Your Money, Marketing Yourself. There are currently 875 students across 11 schools studying the module.

Learning, teaching and assessment

The University invests a significant amount of time and resource into equipping teaching staff to understand how to scaffold and deliver excellent teaching and assessment to enable students to meaningfully develop their skills and learning:

- Programmes, including the PgCert HE (Education and Professional Development) and the PgCert in Health Education (Human and Health Sciences), and Brightspace Essentials, enable staff to develop a holistic view of learners. All teaching staff are expected to secure FHEA status, requiring them to consider how they structure and deliver their teaching and assessment and adhere to principles of good practice.
- A data-focused differential attainment project (HuDAP) has been developed to help staff identify 'at risk' student groups and provide appropriate support and interventions with the aim of reducing the differential attainment gap, achieving a 2022 Times Higher Education Award.
- School staff in dedicated roles (e.g., Graduate Teaching Assistant, Academic Skills Tutors) support students to develop their academic confidence through coaching, mentoring, teaching activities and tutorials.
- Academic and Subject Librarians and the Royal Literary Fellowship offer additional support. The majority of library staff who deliver training sessions have gained HEA recognition and the PGCert HE qualification. The team also includes a National Teaching Fellow.
- There is a strong culture of careful construction and updating of curricula in line with national guidance and good practice. The template completed for the validation of all new courses includes information on the Wellbeing Services and links to university wellbeing resources.

- The Personal Academic Tutor (PAT) role provides regular opportunities for PATs to assess student academic progress and make referrals to support services where required. Resources and asynchronous training are available for PATs to help structure and signpost their support.

Rounded Student Development: Global Professional Award (GPA) Programme

The [Global Professional Award \(GPA\) programme](#), developed in conjunction with the Careers Service and Wellbeing Service, supports UG students to develop key academic and life skills and attributes. The curriculum supports students to develop global awareness, career readiness and the ability to manage their own wellbeing. The GPA programme results in a CMI Level 5 qualification and runs through each undergraduate year of study.

Development Work in Progress

- Ensure promotion of the central Careers and Employability Service at School level to facilitate increased engagement across all opportunities.
- Review and update of Accessible Placements & Disabled Students policy.
- Ongoing identified development of GPA programme.
- Mental Health First Aiders review of role, staffing and training.
- Review of Mental Health Literacy training for all staff (ref: Work domain).
- Improve proportions of B.A.M.E. UG students that progress to PG study (REC Action Plan 7.4).
- Improve employability of our B.A.M.E. students to match that of their White colleagues in line with strategy map KPI (REC Action Plan 7.5).

Learn: Top Priorities

A. Post-First Year Student Transition and Orientation

Objective: Ensure a programme of transition and orientation support for students across all years of study.

- Establish the extent of school and central induction/transition support into second and subsequent years of study, including placements and non-traditional starters (e.g., 1-year Masters, January intake, PGR).
- Develop and disseminate a framework of principles and approaches for post-first year transition (eg. Ready, Steady, Graduate or Flying Finish).

B. Student Placements

Objective: Strengthen training and resources for home and international students to understand their workplace and wellbeing rights whilst on placement.

- Disseminate findings, best practice and resources from the Empower Project, with a focus on transitions into placement, through placement and post-placement back into University.
- Work with Schools to increase support for those facing specific challenges whilst on placement, for example discrimination.
- Share Empower Project finalised resources with other institutions and employers via AGCAS, ASET and NUS.

C. PATs Awareness of Student Support

Objective: Enhance Personal Academic Tutor (PATs) awareness of University support services and self-help resources.

- Contribute to and complement the existing Strategic Teaching and Learning Team (STLT) development of PAT training.
- Enhance and develop PATs awareness of support resources, boundaries and signposting for students, so they know how and when to refer.

Future Opportunities

Additional opportunities identified through self-assessment consultation are captured for future consideration.

- Development of transition support for PGR and Distance Learning students.
- Conciliator Role – update to training and staffing.

Support: Our Provision

“University support services have long been at the forefront of responding to student mental health and remain a key element in a whole university approach.” UMHC ⁽¹¹⁾

University provision

Rapid access to student wellbeing support

Quick access to Student Wellbeing Services (SWS) is enabled by the opportunity to start enquiries by email, a triage form and choose & book links. The deployment of remote and face to face access, a duty advisor, risk assessment and active management of appointments and waiting lists means students are seen within 5 days of requesting initial support. Over 1800 students access SWS through ~5600 appointments each year. An 8.53 FTE Multi-Disciplinary Team of Support Advisors, Mental Health Advisors and Counsellors support our ~17,000 students. Additionally, 10.8 FTE team of disability and learning support professionals provide and arrange support for our 2,300 disabled students.

Individual School support and guidance staff means students can quickly access support and referral from their own study setting; staff work closely with central SWS to ensure students receive the appropriate level of intervention and support.

- School based professional services alongside academic leads ensure student support service information is foregrounded in induction activity. Established school level attendance and engagement monitoring results in relevant referrals for specialist wellbeing support. Local school provision offers a foundation to strengthen consistent practice that ensures students can access timely, relevant and expert support.
- Disability Services support students with mental health related disabilities to access support workers and DSA funding.
- Togetherall provides a CQC approved 24/7 mental health support network, a moderated community of supporters and guided learning accessed by ~5% (600+) of the student community.

- Share and Support is the University’s online reporting tool for anyone who has experienced or witnessed anti-social behaviours and bullying. In 2022/22, the service received 1 anonymous report and 17 reports seeking support. This increase on last year may reflect the increased interactions and social contacts that students have had both on campus and outside of the teaching environment as a result of the lifting of covid restrictions.
- Comprehensive case recording and management practice is established in and between Wellbeing and Disability services enabling continuity of support, effective supervision, risk and service management.

Staff Development and Supervision

The wellbeing of staff within the SWS is important. Staff have access to line management supervision and to clinical supervision, as well as ad-hoc peer supervision. All line management meetings start with a check-in to establish individual wellbeing, workload and its impact on wellbeing. Regular team meetings are held, however a continuous open door approach ensures individual team members needs can be met in a timely and supportive manner. All staff have regular appraisals to assess their own personal as well as professional development needs. This supportive, combined team and personal development approach, together with data analysis from service engagement ensures staff are well equipped and supported to effectively respond to and manage the demands of student support.

- Proactive promotion of the SWS, Disability and Inclusion team and to self-help resources and support starts with promotion to applicants (AVDs/Open Days) and continues to be promoted widely across the university through mediums such as Welcome Week, Global Professional Award (GPA), Flying Start and Ready, Steady, Study, individual School support teams, School pastoral and academic support tutors, in-year wellbeing fairs, stalls and sustained promotion through plasma and news stories as well as online promotion via student channels.
- [Campus Conduct and Behaviour posters](#) reinforce the University’s values and expectations, providing an additional reminder of the support and resources available.

- Confidentiality statements are clearly shared with students at point of service access/registration, in line with university data protection policies. Any information sharing with third parties is progressed with the consent of the individual student, where there is a legal duty to disclose, or where evaluated to be in the individuals vital interest.

Partnership working

- Strong working relationships with ActiveHud, the Students' Union (SU), the SU Advice Centre and the Health and Wellbeing Academy is developing an increasing portfolio for students to access additional support, advice and guidance, for example the SU Student Peer Listeners programme.

Managing Student Safety and Safeguarding

The central SWS team have mature practice to develop comprehensive and timely Student Safety Plans. The team work closely with individual students, schools, services and the Students' Union to actively monitor and manage student risk. Fitness to Study and Fitness to Practice policies are supportive and consider risks of harm. SWS convene case conferences to share concerns about students, identify collaborative and bounded support plans across services and schools. When appropriate, case conferences identify appropriate support and regulatory actions.

SWS refer to external services where risk is outside of the scope of being managed by the university. This is usually a referral to the Single Point of Access for assessment but may involve Emergency services or A+E attendance. A strong working relationship & partnership with Kirklees Suicide Prevention Action Group (SPAG) provides support, local intelligence/cluster response framework, knowledge updates and opportunity for sharing best practice. Support is available to those affected by risk and suicide, including access to West Yorkshire Bereavement team.

- SWS work with the Kirklees Public Health Lead for Mental Health, local Mental Health commissioners and have recently joined the Kirklees Mental Health Forum, keeping student mental health on the agenda of local health providers and to engage in collaborative approaches.

- Links with Local Authority providers, including Barnardo's Kirklees Young Carers Service, helps support Care Leavers. A [dedicated Support Coordinator](#) is in place to offer support throughout the university journey for Care Leavers, Estranged Students and those with caring responsibilities.
- SWS have regular meetings with the University Health Centre team (GP Practice) to share up to date information on service delivery and discuss challenging cases (with student consent).

Development Work in Progress

- Regularly consult with student networks to identify specific group challenges, needs and gaps and subsequently develop appropriate responses and interventions.
- Strengthen network of student wellbeing and support professionals through provision of a streamlined and regular programme of network meetings and structured CPD.
- Improve use and frequency of feedback, evaluation and case studies to ensure interventions are having a positive impact on students.
- Update team training needs analysis and CPD planner.
- Review of formal documentation including Student Safety Plans & disclosure processes to secure continuous improvement.
- Students' Union partnership: sustain regular meetings enabling response to student feedback; support training of representative and peers listeners to facilitate effective signposting to the eco system of student support.
- Estates and Facilities Partnership: maintain regular and open dialogue with estates teams; provide annual/periodic training to front line estates staff to facilitate effective signposting to the eco system of student support.
- Residential Accommodation providers (Halls): maintain regular and open dialogue with purpose-built halls providers; confirm and document the student and pastoral support provision in each hall; annual/periodic briefings to facilitate effective signposting to the eco system of student support; develop information sharing agreements to enable support of students vital and best interests.
- Complete EDI analysis of central and school support services to reduce barriers to underrepresented and at-risk groups of students (REC action plan item 4.1).

Support: Top Priorities

A. School Support Health Checks

Objective: Partner with School Support and Guidance teams to develop statements of service and continuous improvement plans.

- Map existing provision through development of statements of service and identify opportunities for central support and training.
- Develop consistency and standard approaches, including effective understanding of boundaries, when to refer, case recording and information sharing.

B. Integrated Case Management

Objective: Development of a business case for the adoption and implementation of an integrated case management system.

- Enable joined up, efficient service provision by reducing student need to repeat their 'story' and providing continuity of support between School and central teams.
- Reduce risk in a devolved organisational structure by using risk flags, predictive indicators and provision of a whole student support vista.
- Enable better boundaried practice, peer supervision and risk management.

C. Information Sharing to Prevent Harm and Suicide

Objective: Update and approve information sharing protocols and processes to reduce the risk of harm and suicide.

- Develop approach to use of trusted contacts informed by consent and a contemporary situational assessment of the risk of harm.
- Facilitate working with students to mobilise all of their available resources to support their mental health.
- Develop and mature processes for sharing relevant information with relevant external agencies, at point of need.

D. Student-led partnerships

Objective: Develop student-led partnerships with a range of providers to raise awareness of and access to alternative support pathways.

- Partner with the Students' Union to support Peer Listeners.
- Work with a range of partners, including ActiveHud, the Health and Wellbeing Academy and C&K Recovery College, to raise awareness of existing student-led programmes and develop new student-led resources.

Future Opportunities

Additional opportunities identified through self-assessment consultation are captured for future consideration.

- Development of an accessible knowledge base to aid enquiry resolution, staff learning and knowledge management.
- Assess the benefits, to both staff and students, of using a formal Risk Assessment tool to manage student risk.
- Develop appropriate university wide understanding of clinical governance and supervision requirements to ensure all service provision is well governed.

Work: Our Provision

“The mental health of university staff is a growing area of focus, with evidence indicating that there have been significant rises in the number of staff accessing counselling and occupational health services.” UMHC ⁽¹²⁾

Access to Staff Wellbeing and Staff Development Opportunities

Alongside the [Staff Wellbeing team](#), the [People and Organisational Development team](#) (POD) deliver a variety of [training](#) and development opportunities including Personal Effectiveness and Wellbeing courses. For the 2021-22 academic year, they delivered 24 individual courses with 454 delegates attending overall (22% academic / 78% professional and support staff).

Our Ecosystem of Staff Wellbeing Support:

- A significant proportion of line managers already demonstrate an effective level of mental health awareness, appropriately supporting and signposting staff to [Staff Wellbeing Services](#) and resources. 81% of respondents in the University’s recent staff engagement survey indicated that “My manager genuinely cares about my wellbeing.”
- Staff Wellbeing Champions, with a clearly defined role description, highlight wellbeing initiatives and resources across the university. Regular update meetings with the Staff Wellbeing team in place.
- Achievement of Awards, Charters & Accreditations, e.g., Mindful Employer, the Workplace Wellbeing Charter and Accredited Living Wage Employer.
- The [Huddersfield Leader Framework](#), developed in consultation with staff, identifies best practice in management & leadership at the university, outlining core behaviours for all managers.
- CMI training available for all managers, covering ethical, flexible and adaptable management approaches. Code of best practice and ethical leadership, managing people and managing change.
- The University has been awarded the [Chartered Management Institute \(CMI\) HE Partner of the Year](#) for the development of our people managers

and student population (part of a wider student employability agenda). The University remains the only institution where all managers are either qualified chartered managers or working towards the qualification.

Access to Staff Wellbeing Support

A wide range of on-campus and online health and wellbeing support is available. The [Staff Wellbeing team](#) actively promote and deliver targeted initiatives and resources through, for example, Staff Wellbeing pages, the Staff Hub, newsletters and fairs. They also offer one-to-one support for staff. The team are working closely with individual Schools and Services to understand localised needs and deliver appropriate provision. They work closely with the Occupational Health team to offer more targeted and specialist support, where required. [Staff networks](#) and Staff Support Groups offer additional peer support.

The University’s Employee Assistance programme (EAP) provides 24/7 access to confidential telephone and online support. Regular monitoring of engagement data informs the on-campus staff wellbeing interventions programme. Recent EAP data highlighted stress as a key issue for staff, resulting in delivery of on-campus stress workshops with 46 staff attending over 4 sessions (7 male/39 female. 9 academic/37 support staff).

Development Work in Progress

- Analysis of employee engagement survey data (Culture Amp, November 2022) to benchmark current engagement levels and inform planning.
- Benchmark employee sickness data relating to mental health and other wellbeing related sickness absence reasons.
- Review of Mental Health First Aid training and roll out of revised training programme to targeted staff groups.
- Development of the Staff Wellbeing Framework.
- Development of the Staff Mental Health Crisis Protocol.
- UMHC research to help inform development of the new Team Huddersfield Mindset, Attitude & Values framework.

Work: Top Priorities

A. Line Manager Development

Objective: Increase the number of line managers with an effective level of Mental Health awareness which builds their own confidence and enables them to better support their staffs' own mental health and wellbeing.

- Equip managers to support their own mental health and wellbeing.
- Equip managers to support their staffs' mental health and wellbeing.
- Clarify university priorities, expectations, support and boundaries using Huddersfield Leader Framework and the new Team Huddersfield Mindset, Attitude & Values framework.

B. Staff Mental Health Awareness development programme

Objective: Improve staff awareness of University resources to help them look after their own personal mental health and wellbeing, and work towards reduced stigma about mental health and wellbeing (see Staff Training Matrix below).

- Ensure all staff complete an online mandatory 'Self Care' training.
- Ensure all staff know how and where to access wellbeing resources and support.

C. University data analysis

Objective: Formal analysis of university data, including biennial staff engagement survey, school and service level annual staff wellbeing survey and sickness absence data alongside current national research and best practice, to ensure an evidence-based, data informed approach identifying and developing wellbeing initiatives and support.

- Identify causes of work-based stress.
- Understand barriers to engagement in wellbeing initiatives and support.
- Support the development of promotions, resources and interventions that positively impact mental health and wellbeing.

Future Opportunities

Additional opportunities identified through self-assessment consultation are captured for future consideration.

- Use members of our community with lived experience of poor mental health to educate our university community.
- Monitor and review uptake and impact of optional suicide awareness training in supporting line managers confidence in supporting others.

Mental Health Staff Team Training Matrix

| Description | Outcomes | Training Available |
|--|--|--|
| Level 4: Therapeutic interventions | | |
| Trained and practising counsellor or mental health advisor, providing therapeutic interventions and supported by clinical governance. | Ongoing, role specific professional development required. | |
| Level 3: Mental Health First Aid (MHFA) | | |
| Voluntary network of Mental Health First Aiders. | Mental Health First Aid trained staff available to support staff and students, as necessary. | <ul style="list-style-type: none"> • 2 day course delivered by Student Wellbeing Services, refresher course available |
| Mandatory for some members of key student-facing roles/teams, to deliver appropriate levels of MH support. | <ul style="list-style-type: none"> • Mental Health First Aid trained staff available to support staff and students, as necessary. • Staff teams/roles may include iPoint advisers, ActiveHud staff, Course technicians, Faith Centre roles, Estates and Facilities staff, Computing and Library Services, Registry staff, HR teams | <ul style="list-style-type: none"> • 2 day course delivered by Student Wellbeing Services, refresher course available |
| Level 2: Staff with line management and/or staff who regularly provide student wellbeing support (in addition to Level 1) | | |
| Staff with line management responsibility: <ul style="list-style-type: none"> • feel confident to engage in conversations about mental health and wellbeing. • feel enabled to provide general support and guidance to others. | <ul style="list-style-type: none"> • Staff are aware of the range of training options available for them as line managers, and how to access them • Staff know how to access and use the Staff Mental Health Crisis Protocol (launching Spring 2023) • Staff know how to access and signpost to university Staff Wellbeing Services and a bank of recommended external support services • Refresher modules available every two years to capture updates to learning and legislation | <ul style="list-style-type: none"> • Mandatory online training: “Having Wellbeing Conversations for People Managers” • In-person training programme available to access: ‘Line Managers supporting wellbeing in the workplace’ • CMI Leadership course will include Wellbeing module for future cohorts. Previous cohorts access existing Staff Wellbeing provision. • Optional suicide awareness training available |
| Staff who regularly provide student wellbeing support: <ul style="list-style-type: none"> • feel confident to engage in conversations with students about mental health and wellbeing. | <ul style="list-style-type: none"> • Staff have read the Student Wellbeing and Mental Health Support Framework and Guidance, including referral protocols • Staff know how to access and signpost to School support services, Student Wellbeing Services and a bank of recommended external support services • Staff know how to maintain adequate boundaries, acting within own role and look after own wellbeing, when supporting others | <ul style="list-style-type: none"> • Mandatory training: “Supporting student mental health: a session that covers boundaries, having supportive conversations and how to signpost to support” • Optional suicide awareness training available |
| Level 1: All staff | | |
| All staff: <ul style="list-style-type: none"> • have a general awareness of mental health literacy and understand how to look after their own mental health and wellbeing. • understand the need to look out for colleagues. • may be required to provide basic student wellbeing support on an ad-hoc basis | <ul style="list-style-type: none"> • Staff know how to access and signpost to University support services, including Staff Wellbeing Services, School services, central Student Wellbeing Services and Mental Health First Aiders • Staff have read the Staff Wellbeing Framework (launching Spring 2023) • Staff know how to maintain adequate boundaries, acting within own role and look after own wellbeing, when supporting others | <ul style="list-style-type: none"> • Mandatory online training: ‘Self-Care’ • When/how to refer guide, including support guidance flowchart |

Live: Our Provision

“Much of our health is a consequence of the inextricable links between people and the environments in which they find themselves.” UMHC ⁽¹³⁾

Social integration and belonging

The Jo Cox More in Common Centre

Inspired by the Jo Cox Foundation and the More in Common philosophy, and established in late 2022, the [Jo Cox More in Common Centre](#) is a community and multi-faith centre. With daily Muslim prayer rooms and specialised wudu washing facilities, a social space with shared kitchen facilities and bookable spaces for activities and programmes it supports university community integration, reflection and wellbeing.

The University has committed to the WELL Building Standard for new buildings, focusing on providing buildings that put user wellbeing at their heart. WELL Standard pre-certification for the for The Jo Cox More in Common Centre has been achieved, with accreditation due 6 months post-completion and the expectation of achieving Gold standard. This knowledge and experience will help to inform building of the new [National Health Innovation Campus](#).

- Student Central is a central social hub, delivering a range of catering facilities, the Sports Centre and the Students’ Union in one area, available 7 days a week. Recent refurbishment of the space now provides increased opportunity for social interaction and organised events.
- Four [Staff](#) and six [student](#) networks provide staff and students who share protected characteristics a safe space for networking and peer support, helping to build a sense of community and belonging.
- The International Office sponsor over 60 [global societies](#), as well as events throughout the year, with the aim of promoting cultural integration, making friends and developing a global mindset. These are freely available to students and staff of all backgrounds. The [Students’ Union](#) has over 100 clubs and societies; with one single joining fee, students can access as many sports clubs as they wish. The SU’s [‘Achieving Committee Excellence’](#) Award

programme now includes specific Inclusion, Communities, Wellbeing and Sustainability awards.

- A Campus Life Steering Group works to improve the experiences of our local home students with a focus on managing transport, life on campus, timetabling, digital access and social spaces.
- The GPA programme (ref: Learn) deliberately facilitates social integration and belonging. Peer-peer networking building, EDI, social integration and social understanding of others are integral to the majority of workshops. Students reflect on how their experiences build their skills and social capital.

Proactive Interventions and a Mentally Healthy Environment

A wide and diverse range of opportunities are available to support student and staff mental health and wellbeing. Student Wellbeing Services and the Disability and Inclusion team provide workshops, e.g. a high impact face to face programme [‘Learn to Like Yourself’](#). (2019/20: 2 courses ran with 19 clients completing. 2021/22: 10 clients completed, 100% found the course helpful. “Loved it. Meeting other people and not feeling like I was the only one feeling this way was super beneficial”). Regular [Staff wellbeing groups](#), eg. the Menopause Group offer peer support.

ActiveHud provide free or subsidised Social Sport and Active Wellbeing programmes for students and staff. In Q1 AY 2022-23, over 1600 participants attended the 21 weekly social sports sessions with Futsal and Badminton the most popular. The Active Wellbeing programme welcomed 114 participants to its first term of 12 timetabled activities. The International Office sponsor and support on campus events which allows students to develop skillsets, make friendships, develop cultural awareness and integrate better into the community. At the 2022-23 (biannual) Global Tea Party event, 13 countries were represented, including China, India, Vietnam, Latvia and Sudan.

Supportive environment

Green and Sustainable Campus Approach

Located on a town centre campus, the University promotes nature and the outdoors, with a big focus on planting native species and edible planting within its green spaces. Managed by individual Schools (eg. Arts & Humanities at Percy Shaw House) or the staff allotment group, allotment spaces and planters are located across campus (eg. Level 4, Schwann Building). Bat boxes, bird boxes, bug hotels and hedgehog highways have been introduced in green walkways and the canal Woodland walk. University square through to the Barbara Hepworth building has recently been developed, with traffic free zones, extended planting and a range of seating, including canal side stepped seating. Accessible picnic benches are located across campus to encourage students and staff to eat outside. The SU and the University collaborate annually to celebrate Green Week and the SU's HarvestHud is a working allotment making use of the vast outdoor green space at one of the local accommodation providers.

- To prepare for exams and deadlines, the Student Wellbeing team run workshops (eg. Work-Study Balance, Stress Management), whilst the Library run concurrent study skills sessions, e.g., Dissertation survival. Individual Schools offer additional support, e.g., Academic Skills classes align with assignments (HUBS); revision techniques (HHS), revision presentations and 1-1 mental health/stress discussions (SCE).
- The Health and Wellbeing Academy offer a series of free 1-1 sessions and workshops to students, staff and the wider community, with the Get Set Goal programme seeing over 70 clients for initial 1-1 sessions.
- Library wardens support students, particularly during evening hours and holidays. A number of Wardens and library staff are MHFA trained. Library Wardens and the SU coordinate Christmas opening and activities for students remaining in Huddersfield. [Support pages](#) provide practical information for those finding the Christmas period difficult. Wellbeing Team member, check in with vulnerable students as holiday periods approach.
- Campus catering has a focus on healthy options in all outlets as well as international, vegetarian and vegan options. In Autumn 2022, the Catering Team and the SU Shop launched a 'Too Good to Go Scheme' and a £1.99

subsidised hot meal offer as cost of living, environmental and sustainability initiatives.

- Strong working relationships between university staff and key providers of purpose-built student accommodation in Huddersfield, epitomised by named and known key personnel who attend regular University meetings and events, helping us to share good practice, manage risk and make referrals (with consent). (see Appendices).
- The SU run a dedicated lettings agency, [HudLets](#), who work with purpose-built halls and private property owners in the locality. The Student Wellbeing team work with the HudLets Manager and team to keep abreast of current housing issues and prepare for any resulting student wellbeing issues.
- Estates and Facilities are represented on various University committees, including the UMHC Steering Group, and meet regularly with stakeholders to understand the key issues impacting campus users which informs and influences decision making, eg. Implementing gender neutral toilets.

Access to excellent fitness and sporting facilities

ActiveHud provides campus sports facilities. An £18/month membership provides swim, gym and class access on campus and at Kirklees Active Leisure (KAL) Fitness Centres across the district, helping to meet the wellbeing needs of commuter students and local staff. Currently, 74% of members are students, with 26% staff membership.

Development Work in Progress

- Work is ongoing between the Strategic Teaching and Learning team, the SU President and Estates to develop a student social space 'template' for all new builds and to support improvements in existing buildings. Further development of campus maps to raise awareness of and signpost to improved student spaces.
- Use the new Jo Cox - More in Common Centre to leverage new linkages into our community groups (REC Action Plan 3.1).
- Carry out Post Occupancy Evaluations for new buildings and major refurbishments to establish if the building performs as intended and to identify what can be learned for future projects

Live: Top Priorities

A. Student Connections and Integration

Objective: Work with the Schools, International teams, the Students' Union and ActiveHud to increase integration between our diverse home and international student communities in class, social spaces and events.

- Utilise the Jo Cox More in Common Centre, as a catalyst for community building activities.
- Sustain support for existing community building activities, for example, societies, networks and Flying Start.
- Establish a common events calendar to disseminate information and increase awareness of events and opportunities.
- Consider reach and engagement with diverse student populations.

B. 'When and What to Refer' Guides

Objective: Redevelop and re-promote online and offline 'When and What to Refer' guides.

- Guide and training for Halls accommodation providers through the 'Mental Health, Campus and Accommodation' network.
- Guide and training for PGR Supervisors through the Graduate School.
- Dissemination to PATs with Strategic Teaching and Learning Team.
- Scheduled repromotion of when to refer, inclusion staff training modules and development of a 'Services to Students' staff induction.

C. Mental Health and Wellbeing in Private Halls

Objective: Strengthen existing relationships and the focus on mental health and wellbeing with private providers.

- Development and annual review of a partnership checklist to confirm wellbeing provision, currency of staff mental health awareness training, policies and procedures, currency of registrations e.g., ANUK Code.
- Explore ways to increase engagement with smaller and private accommodation providers.
- Increased provider engagement and attendance at termly University led Student Safety and Wellbeing meetings.

D. More Students and Staff more active, more often

Objective: Increase the numbers of staff and students active on a regular basis

- 30% of university community get active through ActiveHud and our KAL partnership each year
- Sustain growth in Active Wellbeing and Social Sport participation.

Enabling: Our Strategy, Policies and Approach

“A whole university approach to mental health requires a commitment to ongoing improvement, embedded across the whole institution and evident in practice, processes, behaviours and culture.” UMHC ⁽¹⁴⁾

University Strategy and Policies

Key aspects of the University Strategy Map enable and prioritise wellbeing.

Inspiring objectives focus on student success, satisfaction and engagement, informing a range of activities that enable students to thrive at the University e.g., a long running commuter students project has created social and learning spaces requested by our students, and our award-winning flying start and differential attainment projects create community and support student success.

People First objectives set stretching targets for staff engagement and satisfaction. Good management practice is identified as an enabler impacting on staff; all people managers are expected to be Chartered Managers, engaging in CPD that supports them to support their team members.

Growth and Efficiency objectives: the role of a high-quality estate providing excellent learning and work environments is prioritised at the University; the adoption of the WELL standard for the Jo Cox MIC and Health and Wellbeing Academy is embedding wellbeing into our estate.

International objectives demand a world class student experience, a priority focus is strengthening the integration of home and international students

Wellbeing is evident and embedded in a range of policies, procedures and provision to create a welcoming learning and work environment, including our code of conduct and allied on campus assets, flexible working, family friendly, Dignity at Work policies, Fitness to Study, Stress Management, Share and Support tool all.

There is a wide range of student and staff facing support, information and guidance (on campus, virtually and locally within the community) which is signposted across the university through various channels. Regular meetings are held between central and school support teams to share best practice and support.

Health, Wellbeing and Social Inclusion

The University's School of Human and Health Sciences is leading efforts to enhance health, wellbeing and social inclusion outcomes for Yorkshire and the North. This strategic and regional work has commenced with practical student-led opportunities on our campus, through the [Health and Wellbeing Academy](#), with the [Get, Set, Goal](#) programme and [Podiatry Clinics](#). These free or subsidised wellbeing services are committed to improving the health and wellness of individuals within and outside of the university community. Approval to commence work on the new [National Health Innovation Campus](#) was received in November 2022. This campus will feature the Health and Wellbeing Academy, world leading research facilities, specialist clinical teaching facilities and a full range of public facing facilities, including dedicated mental health support, to complement local shared outcomes in improving health and social inequality in Kirklees and across the region.

Research

The Student Wellbeing Services Manager and team are contributing to a number of current research projects, including:

- Ten years on: stalking in Kirklees policing and support (University of Huddersfield Researcher leading the work on this project).
- Yorkshire and the Humber Clinical Network: 16-25 year olds with eating difficulties/disorders. Scoping what provision/services are available and what support would be helpful to develop, training networks and clarity on referral pathways in the locality.
- NIHR Project: Post-Covid Mental Health Support for University Students in the Yorkshire & Humber region. Sharing of the challenges faced in delivering mental health support.

Student Voice

- A 'students as partners' approach has been adopted in a number of projects to develop policy and resources across the university (Health & Wellbeing Academy, Global Professional Award, Empower project). Work with Calderdale and Kirklees Recovery College is enabling students to develop resources they determine are useful to their wellbeing.
- The Students' Union (SU) officers' channel student voice and provide all students with an opportunity to influence university policies and procedures through the 'Big Ideas' platform, student panels, student networks and course rep structures. Student data through the Advice Centre is also used to shape priorities, for example the location of iPoint and the introduction of the Peer Listening Service.
- SU staff and officers are engaged with the UMHC completing the SU charter award and as members of the steering and working groups.
- The SU Advice Centre ensures that the student-led Peer Listening Service receives Look after your mate training and Samaritan led training. Advice Centre staff provide monitoring and supervision for volunteers.
- All induction sessions for student leaders, reps, committee members and volunteers cover where and how to signpost students. All SU Advice Centre advisers are mental-health first aid trained.

Development Work in Progress

- Increase representation of B.A.M.E. groups in Professional Support Services, including Wellbeing services. (REC Action Plan item 7.1)

Equality, Diversity and Inclusion

Members of the University Equality, Diversity, Inclusion and Enhancement Committee lead and enable work to create a welcoming community; a single [Equality, Diversity and Inclusivity Framework](#) informs priorities. Sustaining and achieving ATHENA SWAN accreditation (at individual School level as well as centrally), working towards the Race Equality Charter), Disability Confident Employer Award, Stonewall and a commitment to inclusion by design focus efforts to provide an inclusive campus community where all can thrive. The Award-winning [Huddersfield Differential Attainment Project](#) (HuDAP) takes as its focus reduction of the attainment gap across all student characteristics including ethnicity and disability, underpinned by a sophisticated range of initiatives to support students to achieve their best. Wellbeing and EDI teams offer one-to-one support as well as actively developing evidence-based resources and awareness and education events to support our entire university community, e.g., Black History Month, [Broaden my Bookshelf](#), interfaith week, IDPWD, Anti Islamophobia exhibitions. Mandatory training for staff raises inclusivity awareness through training on Diversity in the Workplace, Unconscious Bias and Sexual Harassment Awareness. Racism and Trauma Workshops are available to all students. Groups of frontline staff (for example, Registry) have undertaken workshops enabling them to take a Trauma informed approach to their work.

Enabling: Top Priorities

These enabling priorities draw upon other sections of this plan, to reflect a whole university approach. Three strategic or transformational foci are identified:

A. Staff Mental Health Awareness and Literacy

Objective: Ensure all staff receive Mental Health, Suicide and service awareness training and CPD appropriate to their role and duties.

B. Student Voice and Peer Support

Objective: Student Wellbeing Services to deliver briefings for students attending 'peer listening' or 'Look after your mate' training on the range of local support services available, so that student staff can signpost peers effectively.

Objective: Processes in place for Student Wellbeing Services to regularly consult with student networks in order to identify specific group challenges, needs and gaps, and subsequently develop appropriate responses and interventions.

C. Integrated Student Support

Objective: Develop business case for an integrated case management system to include procedures and resources which enable effective university wide provision of support, including considerations of economy, efficiency and reduction of risk in a devolved organisation through the use of risk flags and predictive indicators.

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- (14) Hughes, G. & S. L., 2019. *The University Mental Health Charter*, Leeds: Student Minds, pp. 62.

Further Information

In addition to the references, the following internal University and external documents have been taken into consideration during the development of this plan.

- A. [UoH internal UMHC self-assessment document](#)
- B. [Staff Training Matrix](#)
- C. [Residential Accommodation Providers Checklist](#)
- D. [University Strategy Map](#)
- E. [Race Equality Charter \(REC\) Action Plan](#)
- F. [2023 DRAFT Health and Wellbeing Operational Plan](#)

Get in Touch...

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