



**QUEEN'S
UNIVERSITY
BELFAST**

**STUDENT
WELLBEING**

STUDENT WELLBEING SERVICE OUR IMPACT 22/23



**FACULTY OF ENGINEERING & PHYSICAL SCIENCES
SEPTEMBER 2023**



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Introduction

Mental health and wellbeing support is integral to ensuring Queen's students are supported and empowered to be healthy learners who can grow and develop throughout their academic journey.

The Education and Skills strand of [Strategy 2030](#) sets out the University's aspiration to provide a transformative student experience, with a full range of mental health and wellbeing support available and utilized by the student population, supported by a strong policy framework¹.

The [Mental Health and Wellbeing Policy \(2022-23\)](#) recognises that all members of Queen's, staff and students, play an important role in the success of our community. A whole University approach on health and wellbeing is fundamental to ensuring a culture exists where all members can flourish regardless of their role at the University.

Student Wellbeing Services lead on the delivery of support for students, and staff supporting students, with services delivered around a Stepped Match Care model, ensuring students have access to the most appropriate level of intervention at the right time, to address their presenting issue. This may include referral to statutory services where the need is either critical and / or clinical and therefore outside of the scope of the University to appropriately support. The Wellbeing team also provides advice and guidance to staff as they support students as part of their role – whether this is in a School or on a professional support Directorate.

This report gives an overview of Student Wellbeing Service activity in relation to students registered on programmes in the Faculty of Engineering and Physical Sciences during the academic year 2022-23.

The report gives a breakdown of the profile of Faculty students accessing the services and their presenting issues. The report also gives a high level overview of students presenting to other support services including Disability Services, the Counselling Service, the Belfast Trust Student Mental Health Project and the Psychological Wellbeing Practitioner service.

There is a summary of themes relevant to the Faculty as well as an update on University-wide wellbeing initiatives undertaken in the last year to help support students, and the staff supporting students.

The Student Wellbeing Team would like to thank colleagues in Schools, Professional Support Directorates and the Students' Union for their continued partnership as we work together to support our students.

Faculty Support

Student Wellbeing Services are delivered on a Faculty-facing model, with a dedicated Student Wellbeing Adviser working closely with colleagues in Schools, to help deliver support and interventions to students. In addition, a Faculty Assistant Disability and Wellbeing Adviser leads on supporting students at Tier 1 of the 'Stepped Care Model of Support', offering support and guidance through a triage service. Students presenting at Drop-In or through online staff or student referrals are contacted the same day and are given supportive guidance and signposted to relevant supports. Although both staff members have wider service duties, working with a dedicated group of Schools in one Faculty has helped build positive relationships with staff and allows for a better understand of the nature and demands of the programmes across EPS Schools.

The team works closely with their colleagues in Disability Services who also deliver support for students with disabilities and long-term conditions on a School-facing model offering a holistic and joined up approach.

¹Student Mental Health and Wellbeing Policy: <https://www.qub.ac.uk/sites/QUBeWell/about/policy/>

Summary of Overall Findings for the Faculty of Arts Humanities and Social Sciences

- There continue to be high levels of students presenting with mental health needs as a primary concern, right across all levels of study. Given the continued pressures on students, such as the cost of living crisis, it is expected this trend will continue.
- The Student Wellbeing 'Stepped Matched Care' model of support is ensuring that students are matched with the lowest most effective form of support to address individual presenting issues; self-directed support in order to promote independence and resilience was utilised in all possible circumstances.
- Males, who make up the largest proportion of the student population across the Faculty, still present in lower volume to the Service than their female peers and targeted Initiatives to support this cohort would be of benefit across the Faculty
- Peaks in presenting student numbers, and for those presenting at risk, continue to be evident during all assessment windows, including the supplementary Summer period and Academic concerns are a commonly cited stressor. While the Assessment Framework Hub should provide some additional support for students in this area, further collaborative work between Student Wellbeing and the Schools should focus on identifying strategies and supports to encouraging proactive wellbeing amongst the student in advance of assessment windows.
- Level 4 students returning from placement and/or resuming final year studies have emerged this year as a cohort who present in high numbers at Student Wellbeing, particularly in EEECS. Focused work will be undertaken in collaboration with the Student Support Officers, academic staff and placement teams to identify additional support measures for this cohort.
- EPS International Students present at Wellbeing in smaller numbers than would be expected given their presence within the Schools' populations within the Faculty. Further initiatives that encourage this cohort to seek support and early intervention around wellbeing concerns could be an area of focus moving forward for Schools and Student Wellbeing.
- EPS GB Students present at Wellbeing in larger numbers than would be expected given their presence within the Schools' populations within the Faculty. Targeted initiatives to identify strategies and supports that encourage proactive wellbeing amongst this cohort specifically could be an area of focus moving forward for Schools and Student Wellbeing.

Student Wellbeing Service: Stepped Care Model

Tier 0	Tier 1	Tier 2	Tier 3
<p>Preventative and Protective</p> <ul style="list-style-type: none"> Wellbeing on Weekdays activities based on the Take 5 Approach QUBeWell - Healthy Campus Campaign and Flag Days (e.g. University Mental Health Week, World Suicide Prevention Day) Transitions support Cost of Living Self-Help Hub and Resources (including Inspire Hub and website resources) Peer Support Groups (e.g. ASD, Epilepsy and Mature Students) Student-led Wellbeing Events (e.g. Mind Your Mood and International Student Guides, Consent Ambassadors) 	<p>Supportive Guidance and Signposting</p> <ul style="list-style-type: none"> Drop-in Clinic Walk and Talk sessions Talking Table events Active Campus Referrals Target Group Initiatives (e.g. grief peer support) Psychoeducation Initiatives (e.g. Belfast Recovery College) 	<p>Assessment, Consultation and Therapeutic Interventions</p> <ul style="list-style-type: none"> 1-1 Wellbeing consultations Low-level CBT Counselling via Inspire 	<p>Risk Management, De-escalation and Crisis Support</p> <p>Internal</p> <ul style="list-style-type: none"> Emotional wellbeing support Risk management De-escalation/ Safety planning Links with trusted contacts <p>Partnership</p> <ul style="list-style-type: none"> Student Mental Health Service - BHSCT, Inspire Crisis Helpline <p>Secondary Mental Health Support</p> <ul style="list-style-type: none"> GPs Mental Health Liason Team Community Mental Health Team, CAMHS etc

Referral Methods

There are various access points to the service. Students normally self-refer to the service through:

- Daily Drop-in (in person in One Elmwood or telephone)
- Via the online Formmail.
- Staff can also refer students directly to the service via an online staff form.

The team offer a “same day” (or next working day if a referral is received outside of working hours) triage process for students, to ensure a thorough initial assessment with a student to talk through their concerns and identify appropriate supports and recommendations to take forward.

Students requiring secondary interventions at Tier 2 can continue to access 1-1 (50 minute) Faculty Wellbeing Adviser appointments or a disability assessment, normally within a 2-week wait time. Where a student raises study related concerns, the team work closely with staff in Faculties and Schools to try to redress these concerns, encouraging early intervention where possible and liaising closely with School Student Support Officers, Advisers of Studies and Personal Tutors, amongst others, where appropriate.

As the faculty facing wellbeing model has grown, both students and staff have become more familiar with the various referral methods with a noted increase in students and staff contacting the Faculty Wellbeing Advisers directly, recognizing them as their key point of contact.

Faculty Student Data 2022-23¹

Faculty/School	Female	Male	Non-binary	Grand Total
Engineering and Physical Sciences	2,737	4,562	5	7,304
Chemistry & Chemical Engineering	242	354		596
Electronics, Electrical Engineering & Computer Sci	585	1,939	2	2,526
Mathematics & Physics	283	589		872
Mechanical & Aerospace Engineering	153	657		810
Natural and Built Environment	706	856	1	1,563
Psychology	768	167	2	937

Across the Faculty, we have almost twice the number of male students than females and only a very small percentage of students ($\leq 1\%$) who identify as non-binary.

Electronics, Electrical Engineering and Computer Science (EEECS) has the largest student population within the Faculty and roughly a quarter of the students there are female.

Interestingly, Natural and Built Environment, the Faculty’s second largest School In terms of student population, has only slightly more males (856) than females (706).

Psychology is the only School within the Faculty to have more females (768) within its student population and only a relatively small number of males (167).

¹Data supplied by Planning Office for Academic year 2022-23

Student population by school and residency 2022-23 (As of July 23)

Faculty/School	GB	International	NI	Other EU	ROI	Grand Total
Engineering and Physical Sciences	390	1,253	5,248	168	245	7,304
Chemistry & Chemical Engineering	32	131	404	17	12	596
Electronics, Electrical Engineering & Computer Sci	79	394	1,990	31	32	2,526
Mathematics & Physics	56	99	662	33	22	872
Mechanical & Aerospace Engineering	64	149	547	21	29	810
Natural and Built Environment	109	407	953	39	55	1,563
Psychology	50	73	692	27	95	937

Roughly 72% of EPS students are local NI students

ROI students make up 3% of the total EPS student population

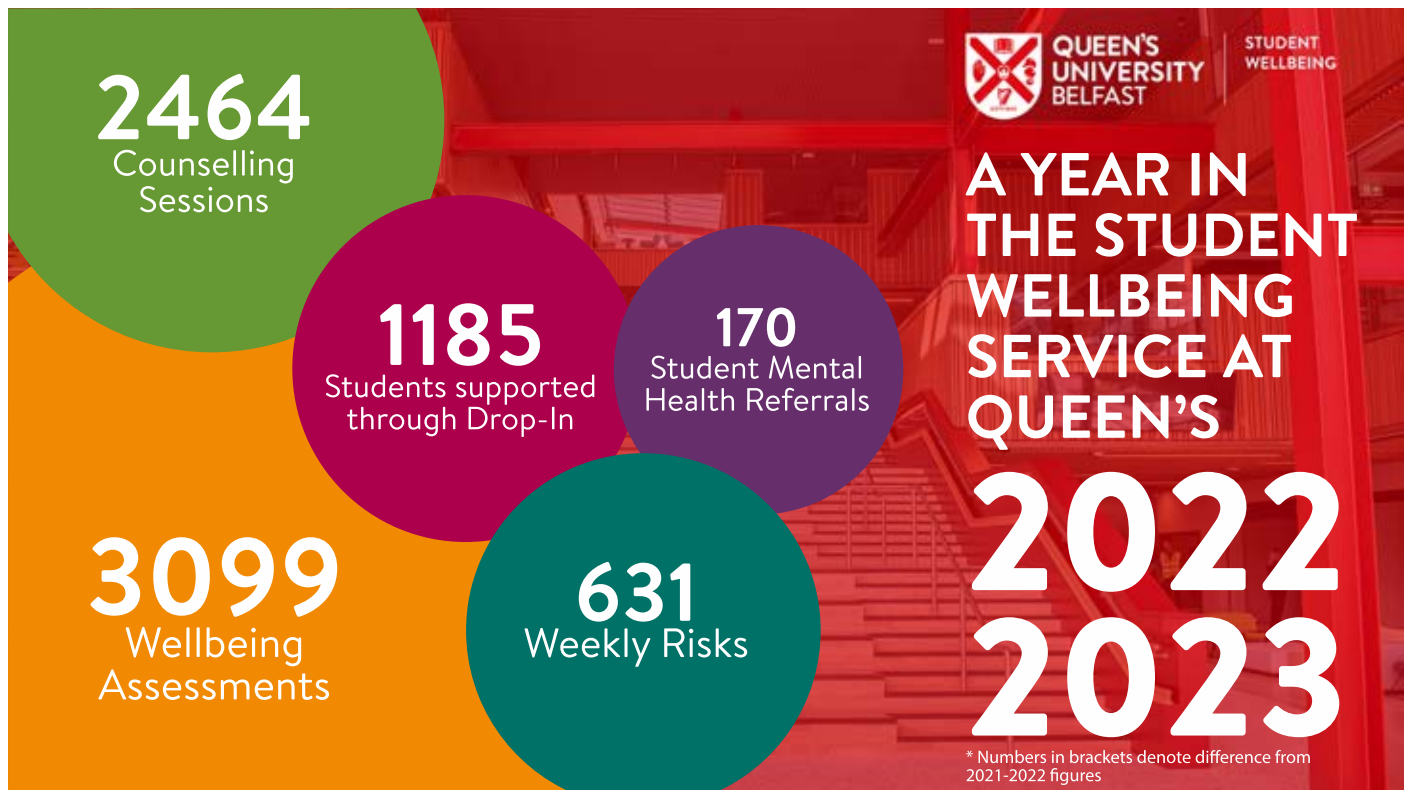
5% of EPS students have GB as their residency status

International students make up 19% of the total EPS student population

² Faculty Student Data provided by Planning Office

Student Data and Reporting Trends

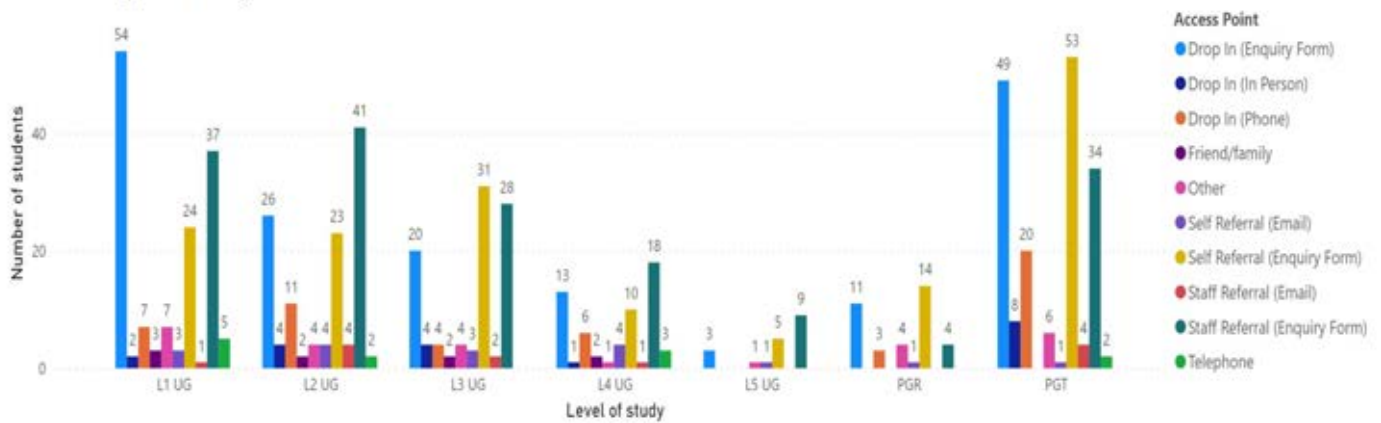
This year the Student Wellbeing Service has created and implemented a new CRM platform for the recording and management of student referrals and interactions. The new CRM system has allowed for deeper data recording by centralising student wellbeing information, tracking interactions and assessments and providing analytics. It has also enabled us to provide a richer level of data to Faculties and Schools when monitoring trends in student support needs across campus. The table below indicates the numbers of students seen by Wellbeing across all Faculties in 2022-23.



However, this new monitoring mechanism has presented challenges in comparing data with previous years as the datasets have been recorded differently this year. Therefore, data in this report is based on Service activity between August 2022 and June 2023. Numbers for July and August 2023 will be reported next year and will report on the high numbers of students presenting over the summer 2023.

1. Students Presenting to the Wellbeing Service by School and Level of Study

Access Point by level of study



Common trends on how EPS students are initially accessing the service:

Drop-in, whether in person, by phone or enquiry form, is the most frequently used entry mechanism into the WellBeing Service for most UG and Postgraduate students,

There has been a marked increase in staff referring students into the Service across the Faculty in 22/23. In academic year 21/22, staff referrals accounted for around 20% of total referrals into the Service and we can see from the graph above that that has increased significantly across most cohorts. Notably, 51% of referrals into the service are for students at Level 2, 39% for Level 3 and 33% for both Level 1 and PGT come from staff.

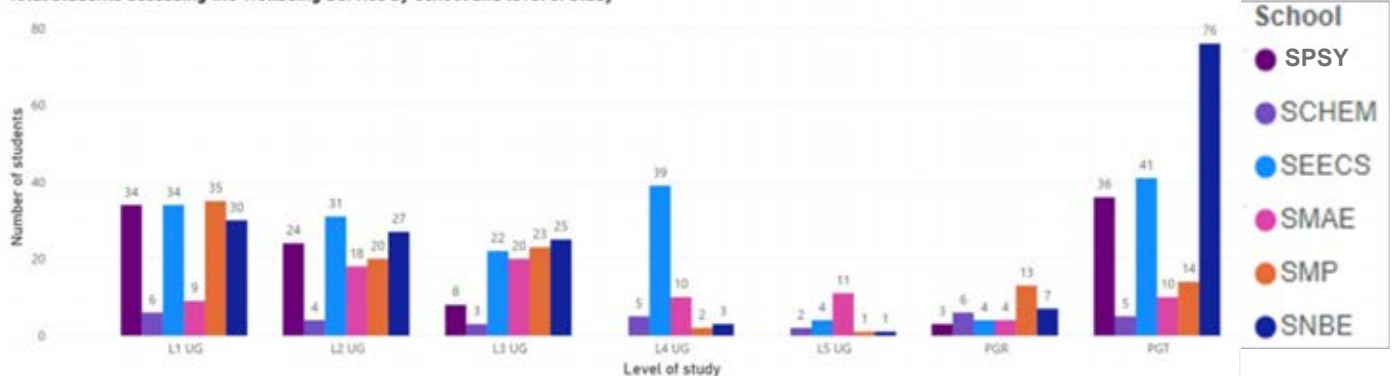
However, at PGR, staff referral numbers account for only 14.5% of referrals.

UG students tend to access the service most at Level 1, with a slight decrease at Levels 2 and 3.

Interestingly, similar numbers of PGT students overall access the service as those in UG Level 1 courses while PGR students are least likely to access the service. This may suggest students undergoing transitions into new taught programmes are more likely to come forward needing support.

2. Total Students Accessing Wellbeing by School and Level of Study

Total students accessing the Wellbeing Service by school and level of study



A total of 670 students (around 9% of the entire Faculty student population) accessed the Student Wellbeing Service from across the Faculty of EPS in 2022-23. This is 28.29% of all referrals to Student Wellbeing.

Numbers of level 1 students accessing the service were similar in the Schools of Psychology, Maths and Physics, EECS and Natural and Built environment despite their varying student population numbers.

Less level 1 students access the service from the Schools of Chemistry and Chemical Engineering and Mechanical and Aerospace Engineering, which is to be expected given their lower student population numbers.

More EPS students are most likely to access the service as undergraduates at level 1 and at Masters level. Relatively low numbers of PHD students access the service across the Faculty with the largest number of those coming from the School of Maths and Physics.

The School of Mechanical & Aerospace Engineering is the only School in which more undergraduate students access the service in larger numbers at level 2 and again at level 3 than at level 1.

Undergraduate Level 4 students from EEECS access the service in greater numbers than from any of the other Schools and in greater numbers than they do at level 1. Of all EPS Schools, they have the largest student population and may offer more pathways at level 4 than other schools.

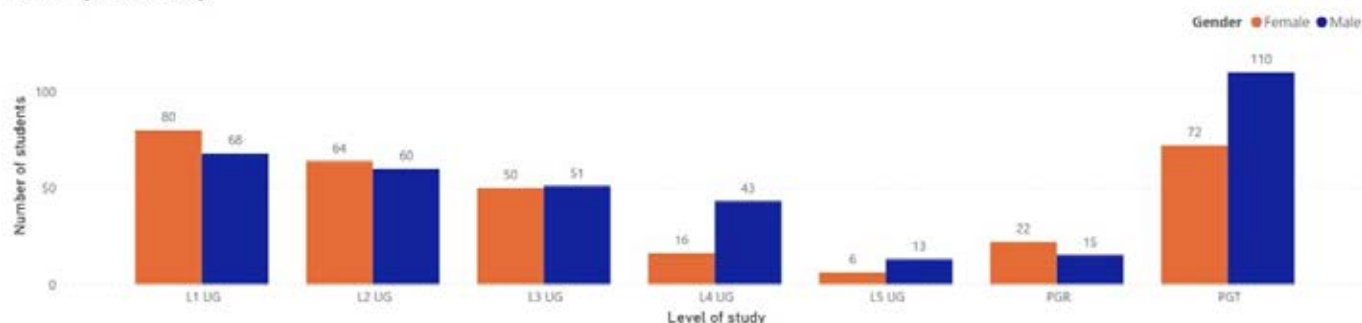
The above graph highlights that the service is being used by students in all schools and all levels of study across the Faculty. This is encouraging as it would indicate that some students are reaching out for help, particularly the early stages of their learning journey and possibly during transition periods, given that level 4 students may often be returning from placement to resume final year studies.

School referral as a percentage of the overall School population;

- School of Chemistry and Chemical Engineering – 31 (4% of students in School)
- School of EEECS – 175 (7% of students in School)
- School of Maths and Physics – 108 (11% of students in School)
- School of Mechanical and Aeronautical Engineering - 84 (10% of students in School)
- School of Natural and Built Environment – 167 (11% of students in School)
- School of Psychology- 105 (12% of students in School)

3. Total Students by Gender and Level of Study

Gender by level of study



Less than 1% of students across the Faculty identified as non-binary or other.

At undergraduate levels 1 and 2 and at PHD level more or slightly more females accessed the Service than males despite making up a much smaller proportion of the Faculty student population than their male counterparts.

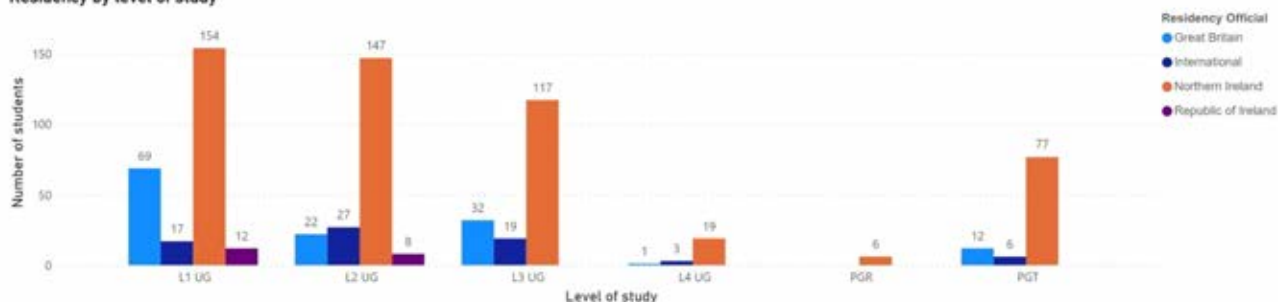
At undergraduate level 3, equal numbers of males and females accessed the Service.

At level 4, males were 3 times more likely than females to access the Service and there were significantly more male Masters students using the service than females.

The data would suggest that males are not accessing the Service to the same levels as females in the early undergraduate years and at PGR level across the Faculty despite making up a larger proportion of the EPS student population.

4. Access Point by Level of Study Residency by Level of Study

Residency by level of study



Local NI students (who make up 72% of the EPS student population) access student wellbeing in greater numbers (514) than any other cohort at all levels of study. followed by 136 GB students (who make up 5% of EPS student population)

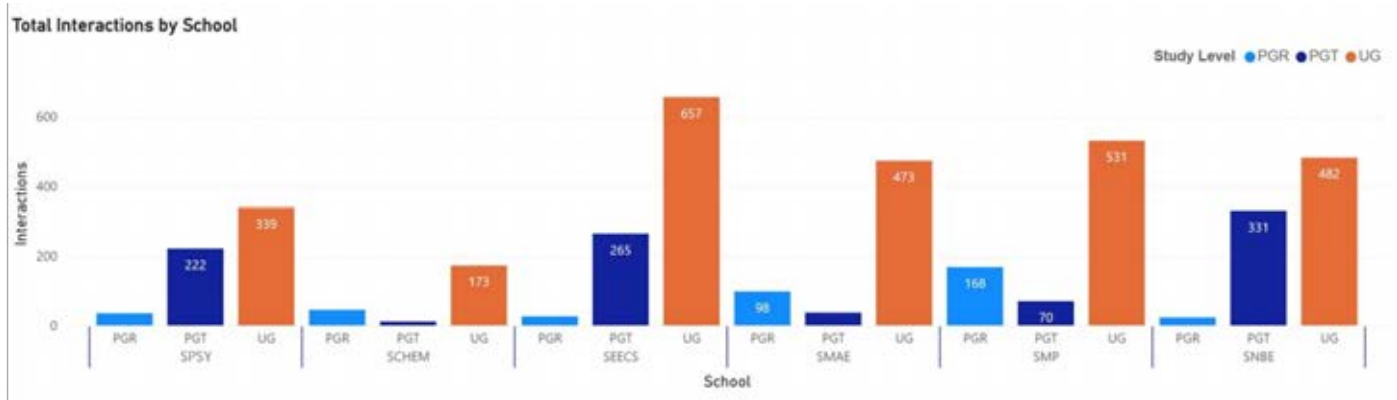
Despite making up 17% of the EPS student population, International Students access the Student Wellbeing Service in relatively small numbers (70).

Interestingly, GB students (5% of EPS student population) and ROI students (3% of EPS student population)

make up similar proportions of the overall Faculty population, yet there is a significantly higher number of GB students (136) who present to Wellbeing compared to ROI students (20).

This would suggest that wellbeing initiatives that target GB and international students should be an area of focus for the service and Faculty moving forward.

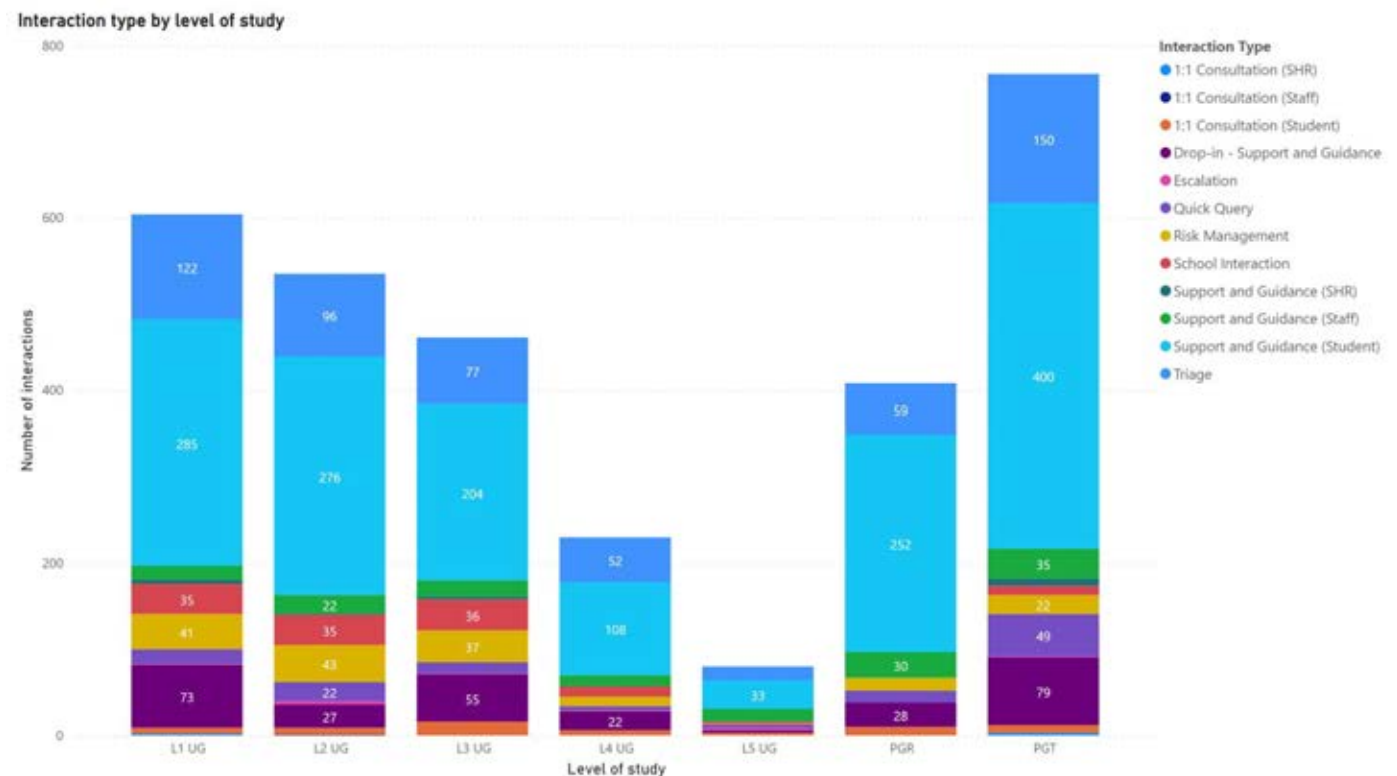
5. Total Interactions by School



A SBAR triage is completed with all students accessing the Wellbeing service to identify their main Situation, Background (length of time the situation has been going on for), this information informs an Assessment of risk with appropriate Recommendations of support. Following this initial meeting a series of interactions take place with the student and other stakeholders involved in their support if required. These interactions will continue until such time as the student no longer requires support and that will vary for each student based on the nature, complexity and level of risk associated with their individual circumstances.

For the 670 EPS students who accessed the service in academic year 2022 - 2023, a total of 3382 interactions took place. While this appears to be a marked increase on 2021-2022 interactions (1269), it should be noted that the new CRM system in use has given us increased capacity to more accurately capture all instances of interaction with students and on their behalf for example, wellbeing presence and support at Student Support Meetings, individual case review meetings with external support providers such as Student Mental Health Service and is a more realistic reflection of the support provided by the Service for our students.

6. Interaction type by level of study



For this academic year, we have recorded interactions across a number of main categories and plan to refine this further as we further develop our CRM system in the new academic year.

Students continue to engage with the range of Intervention and support options available through the Wellbeing Service with 1 to 1 consultations and support and guidance being the mostly frequently accessed across the Faculty at all levels of study.

The graph above demonstrates that the vast majority of interactions consist of direct student facing support provision by Student Wellbeing Staff during triage, through offering support and guidance and 1 to 1 Faculty and Safe and Healthy Relationships Wellbeing Adviser consultations. Increasingly we have engaged with other staff across the University including staff within Schools to either provide support and guidance for staff supporting students or to offer wellbeing support during School interactions such as joint case review work with Student Support Officers, presence at Student Support meetings or during the Support to Continue Study process.

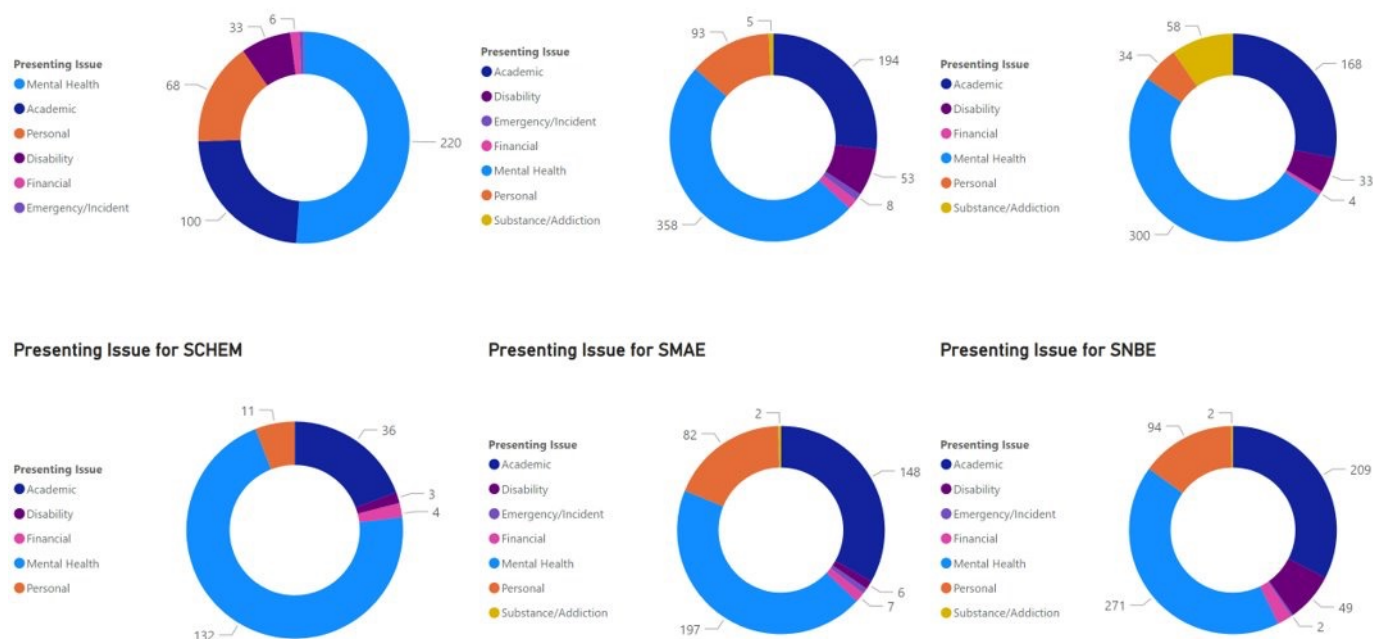
Interestingly, PGT student interactions make up almost a quarter (23%) of all EPS student interactions compared to 68% for all UG levels combined and just 9% of our interactions relate to PGR students. This would suggest that the wellbeing support required by the EPS PGT cohort requires more contact with the Wellbeing Adviser and/or Assistant than with other cohorts and that their concerns may be more complex and less quickly resolved.

7. Presenting Issue by School

Presenting issues and triggers are often incredibly varied and widespread with a significant overlap between academic and non-academic issues. This reinforces that students' personal and academic lives are deeply intertwined and inter-connected.

In recent years, the most common presenting issues have remained the same - Mental Health (including stress, anxiety, depression) and academic pressures. As corroborated by the OMNI survey findings, students rarely cite just one presenting issue when accessing support from the Student Wellbeing Service.

It is anticipated that findings from this report will offer a greater understanding of the issues being experienced in Schools and within the Faculty grouping. This in turn, will enable Faculty facing Wellbeing Staff to work alongside Schools to develop and deliver preventive wellbeing initiatives that respond to student needs and support staff supporting students in their specific academic environment.



Across the Faculty, mental health concerns continue to be the issues most commonly cited by students accessing Student Wellbeing support closely followed in the majority of schools by academic concerns.

In the current Cost of Living crisis, it will come as no surprise that we are now seeing increasing numbers of students across campus who are reporting that financial pressures are impacting on their physical and emotional wellbeing.

Interestingly, the School of Maths and Physics had the largest numbers of students across the Faculty who presented with concerns about substance use and/or addiction.

In academic year 2021-2022, personal issues were the third most commonly cited reason for presenting at

and relationship breakdowns and difficulties, caring responsibilities and terminal diagnosis of a close family member. It is encouraging that students presenting have recognised that wider stressors can impact their engagement in their studies and their university experience and that they have felt comfortable to come to seek support and advice about them at university.

Students at Risk

Schools, and therefore the Wellbeing Service, have reported an increase in the numbers of students who are presenting at risk. Students at risk are defined as students who are reporting they are at risk of suicide and/or serious self-harm. Some students are also categorised as at risk if they are likely to be a risk to others. However, as they are referred into the service, they are assessed by a Wellbeing Assessment Manager and support is agreed. In 2022-23, we created a second full-time Grade 7 Wellbeing Assessment Manager post within the service to support with risk management.

All students presenting in distress to the service are taken seriously, with each case triaged to assess the level of risk. Options are to either de-escalate the student using internal team members or, where the risk is too high, support the student to access statutory services. It is the position of the University that statutory services have primary responsibility, skills and clinical expertise to respond to individuals in mental health crisis. External referral options include GP, a direct referral to the Belfast Trust Student Mental Health Service and Inspire Psychological Therapies. On occasion where a student is thought to be experiencing an acute mental health concern, they would be supported to access emergency medical support through A&E.

We continue to work closely with our colleagues across the University, for example, in Security, the Library, Estates and Accommodation to manage high risk incidents and to co-ordinate risk management support for students in crisis situations.

Links with Emergency Contacts

The University collects emergency contact details from all students at registration. This is used in emergency situations, normally defined as when there is a threat to life, or threat of harm to others. Additionally, the Disability and Wellbeing Service ask students for a 'Trusted Contact' when the student engages with services. As part of a managed and supportive conversation, it is explained to students that we believe that a 'Trusted Contact' can be a useful additional source of support at the appropriate time. In that context, it is rare that a student refuses to give details for a close friend or family member. Trusted contacts are then normally only contacted with the students' knowledge and consent.

It is our experience that students are normally content for the University to contact their nominated contact. There are rare occasions where consent is withdrawn, or students threaten to harm themselves if contact is made. These are extremely difficult judgements for colleagues, who are not working in a clinical framework, to make and advice is sought on a case-by-case basis from medical professionals. However, the latter are bound by stricter professional boundaries in relation to patient confidentiality meaning that the University can feel vulnerable in making such judgements in what can be very challenging circumstances.

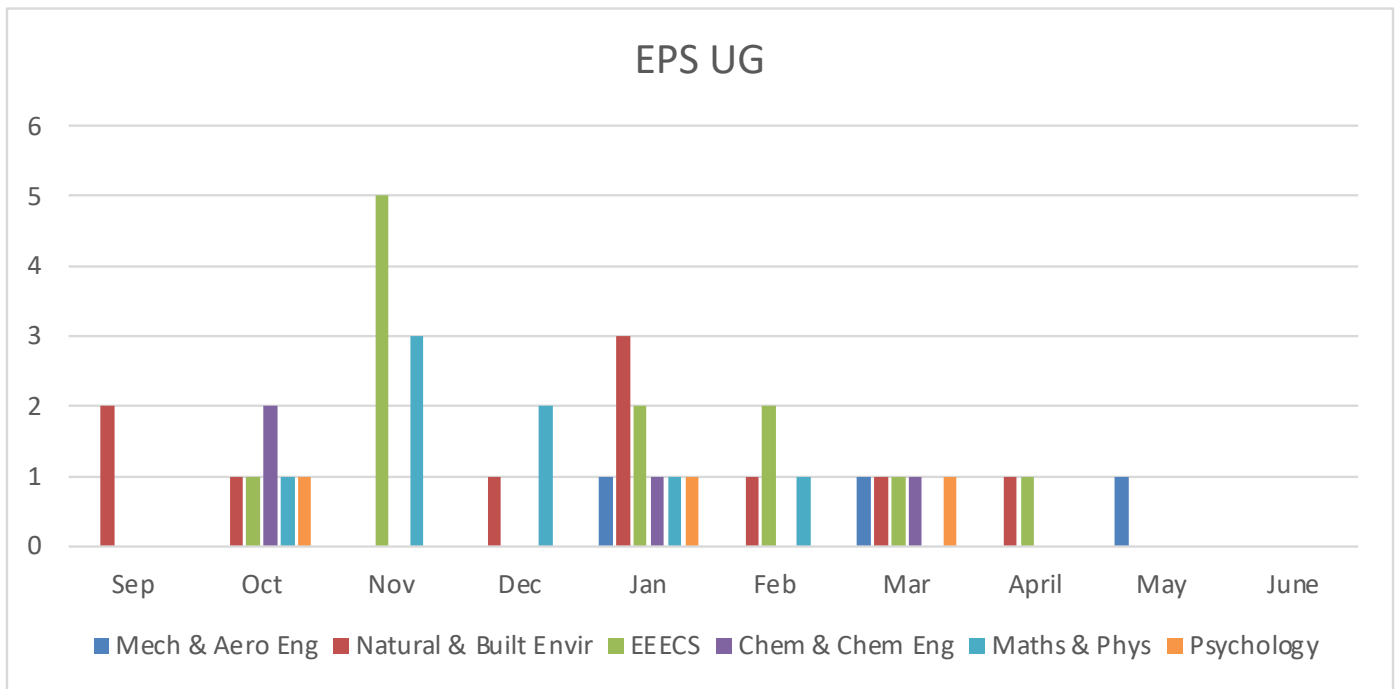
Where a student presents to a service in crisis and a Trusted Contact has not been given, the University would revert to the Emergency Contact procedure. Where there is refusal to use a Trusted Contact or there is need for an Emergency Contact to be contacted without student consent, this decision is escalated to senior management.

Faculty of Engineering and Physical Sciences Risk Report, September 2022 to June 2023 Undergraduates

Wellbeing Services Risk Management protocol requires staff to risk assess students at each intervention. When a student presents with medium to high or high risk, staff should consult with a Wellbeing Manager who will consider and agree the most appropriate course of action. Students deemed at risk will be added to the Students at Risk List which is reviewed by management and staff on a weekly basis. Wellbeing Services work closely with internal and external services until risk has been managed, at which point the student will be removed from the risk list.

For the purpose of this report, students will only be counted once, on the month they are added to the risk list, although they may remain on the risk list for several weeks or months.

The graph below displays the students added to the Students At Risk list who are Undergraduates in Engineering and Physical Sciences. The key provided below the graph shows the breakdown by School per month (Sep 2022 to June 2023).



A total of 40 students from EPS presented at risk from September 2022 and June 2023 (compared to 32 in 2021-2022)

The graph above shows the School of Electronics, Electrical Engineering and Computer Science recorded students at risk for 6 out of the 10 months with the highest number of students presenting at risk in one month (November - 5 students) across the whole of EPS. This suggests that there may be more students at risk during the period leading up to winter assessment.

Natural and Built Environment also recorded students at risk for 7 out of the 10 months, the highest number recorded in January (3 students).

Maths & Physics has students presenting at risk for 5 of the 10 months, with their highest numbers in November and December (5 students) again suggesting that increased risk may be more likely during the winter assessment period.

Chemistry & Chemical Engineering recorded 4 students at risk in total across 3 months of the academic year, two during the month of October.

Both Mechanical & Aerospace Engineering and Psychology had 3 students presenting at risk spread over the year.

It is hoped that this information will assist Schools to identify the key periods when students appear to be most vulnerable and are most likely to require additional support during the year. More granular information can be made available to Schools about the reason for risk and level of study of the students in each month to help better interpret what mitigations, if any, can be implemented by the School.

Referral to External Support

Student Wellbeing work closely with a range of external agencies, for specialized and tailored support to students. This includes the following organisations with which the University has a formal Service Level Agreement to provide services for our students:

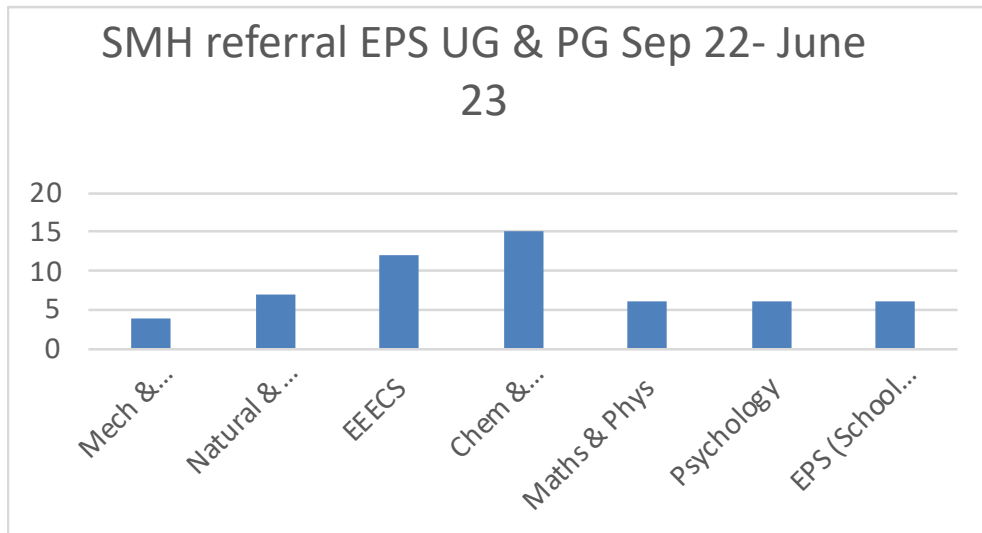
- o Student Psychological Therapies (Counselling) through Inspire Wellbeing
- o Psychological Wellbeing Practitioners
- o Belfast Trust Student Mental Health Project

While there is no formal agreement in place, the Wellbeing Service does routinely refer students to the following for very specialist support:

- o DAISY - Drug and Alcohol Intervention Service
- o CEDAR transition support
- o NEXUS - supporting individuals impacted by sexual abuse and abusive relationships.

BHSCT Student Mental Health Service Referrals - EPS UG and PG students 2022-23

The Student Mental Health is a Tier 3 service funded by Belfast Trust, Queens University and Ulster University. Students with significant new and emerging mental health issues can be referred to the service by their GP or a Trusted Referrer within Wellbeing Services, they must have a Belfast address. Students are triaged into the service and may be seen by a psychiatrist and can be seen by SMH MH specialists, prescribed medication or referred to appropriate services. Students benefit from being seen a lot faster than they would if referred to the Community Mental Health Hub. Student Mental Health can also link in with Wellbeing Services who can support students with School meetings or registering with Disability Services if necessary.

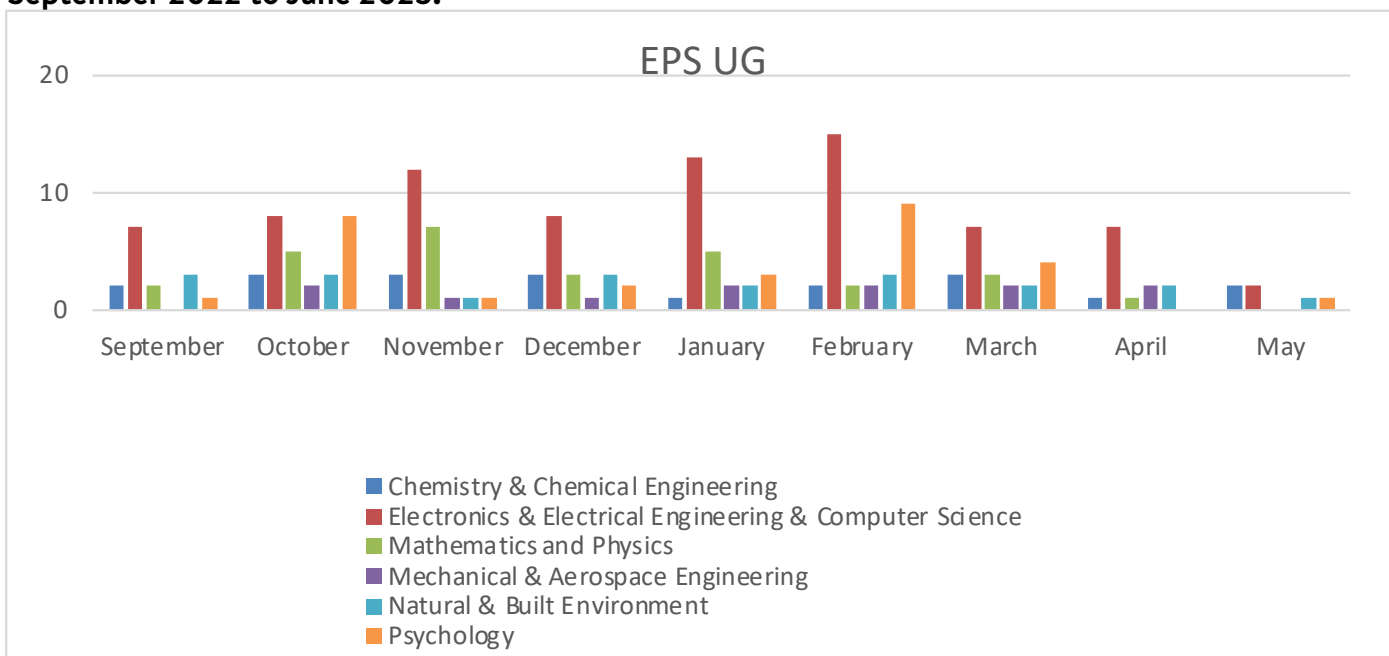


Student Mental Health (SMH) data set captures undergraduate and postgraduate therefore we cannot display this by level of study.

The chart above shows a total of 56 referrals for EPS students were received by SMH. The highest number of referrals were for Chemistry & Chemical Engineering students (15) followed by EECS (12) then N&BE (7), with Maths & Physics and Psychology both showing 6 students and Mechanical & Aerospace Engineering showing 4 students. The last bar on the chart shows 6 students from the Faculty of EPS whose Schools were not recorded.

Although this service is in part funded by the University, it is governed by the NHS data protection protocols and, therefore, we have limited access to data about the use of the service beyond referrals. For example, we do not have access to the numbers of interventions each student receives beyond the initial assessment. The University does, however, see this as an invaluable service for supporting students who are often in considerable crisis. The most common issues reported by the service are depression and anxiety, with students not from Northern Ireland forming half of the ongoing case load.

Number of Undergraduate EPS Students accessing Counselling through Inspire Wellbeing September 2022 to June 2023.



The graph above shows the number of referrals received by Inspire for EPS students broken down by School per month. A total of 188 referrals were recorded for the Faculty of EPS, for the period September 2022 to June 2023.

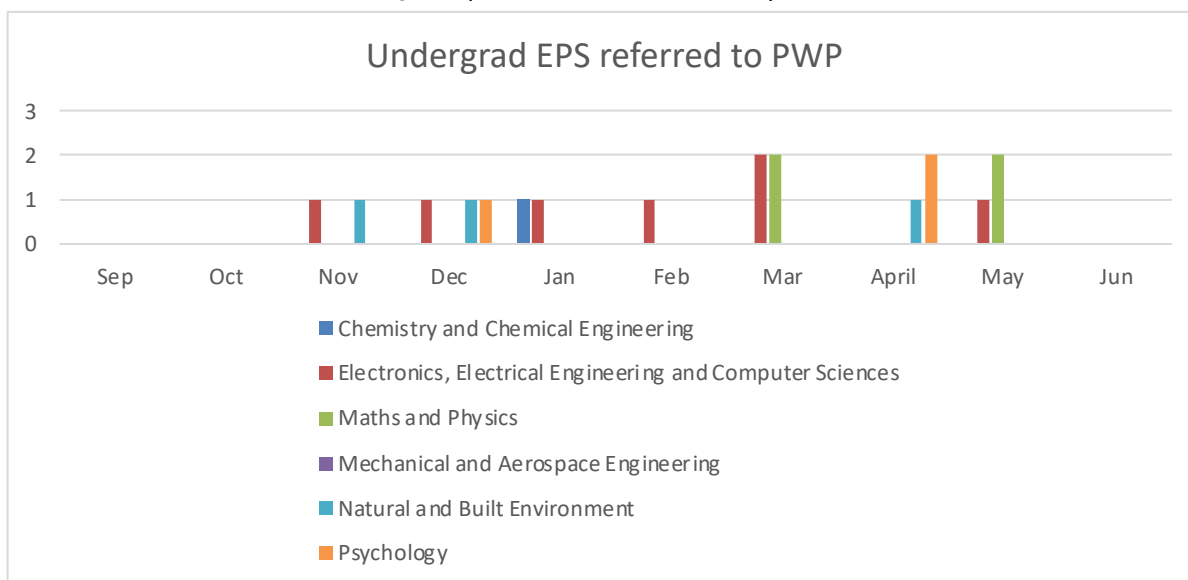
The highest number of referrals were recorded in February (33) followed by October (29) then January (26) and November (25).

The largest School within the Faculty, the School of EECS recorded the highest number of referrals for the year (79) followed by Psychology (29) then Maths and Physics (28), Natural & Built Environment and Chemistry and Chemical Engineering both with 20 referrals and Mechanical and Aerospace Engineering have 12 referrals.

Psychological Wellbeing Practitioners (PWP) Service Referrals

Wellbeing Services have been involved in a project for the past two years, providing placements for Ulster University Psychological Wellbeing Practitioner (PWP) Masters students, who provide low level cognitive behavioural therapy for referred students. They carry out an initial assessment, followed by up to 6 sessions of therapy, where appropriate. Both Disability and Wellbeing Service can refer directly into this service where mild to moderate anxiety and/or depression has been disclosed by the student.

This year we were allocated two students who commenced therapeutic interventions in November 2022 ending June 2023. The chart below shows the monthly number of Undergraduate students from the Faculty of EPS referred to the PWP Service during the year 2022-23, divided by School.



A total of 18 referrals were made by Wellbeing Services to the PWP Service, during the period between November 2022 to June 2023.

EECS has the highest number of students (7) engaging in CBT and spread across the period.

A total of 3 students from N&BE were engaging in the service early in the academic year in November and December and then again in April.

Maths and Physics students attended CBT later in the year, 2 in March and 2 in May.

Psychology students accessed CBT in December (1) and in April (2) Chemistry and Chemical Engineering only recorded one student who attended the service in January.

Students Registered with Disability Services

Students with a disability or long-term condition including those with a mental health condition are encouraged to link with the University’s Disability Service to consider their individual needs and identify relevant support recommendations for their chosen course of study and wider participation in University life.

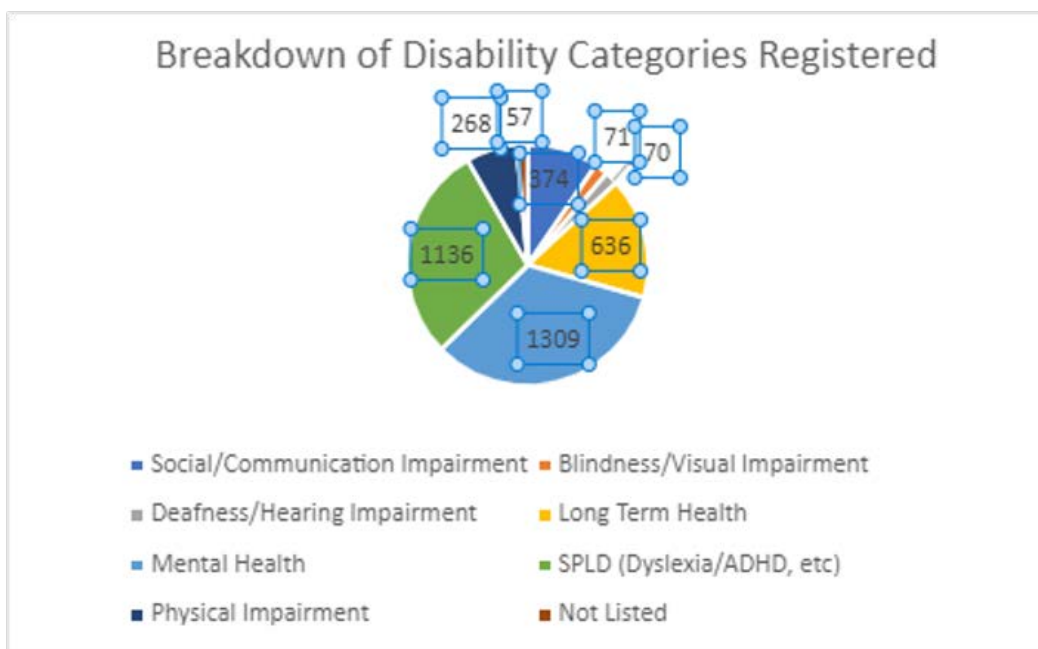
Disability Services continue to see growing numbers of students registering with the service with a number of students declaring more than one condition. In recent years, the highest category of students registering with the service has been mental health.

**3,161
registered
students**

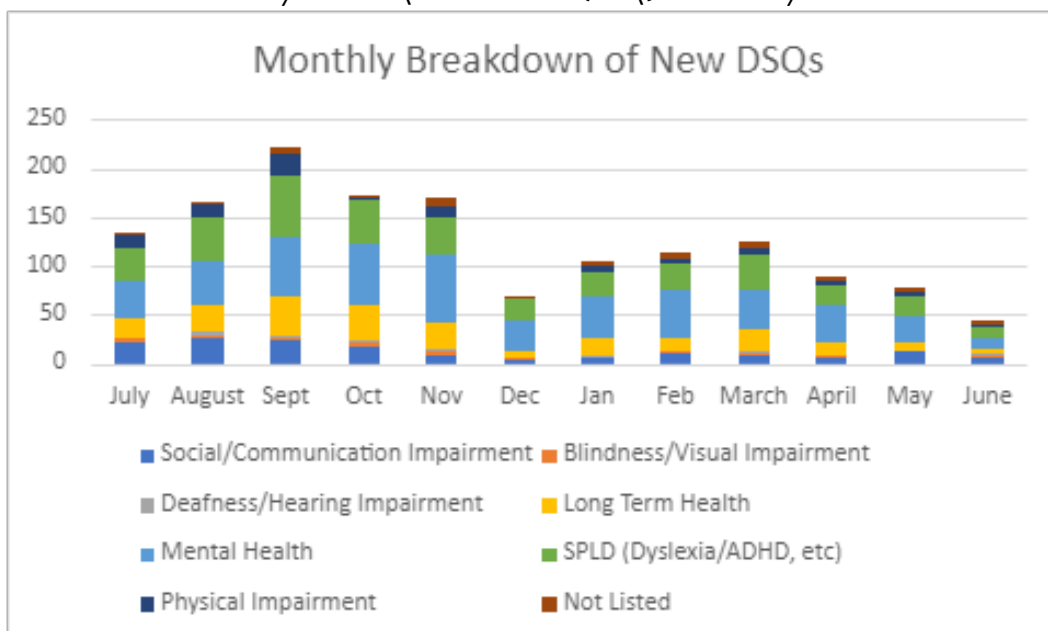
**1,134 DSQs
received since July
'22**

**1,064 new ISSAs
completed since
July '22**

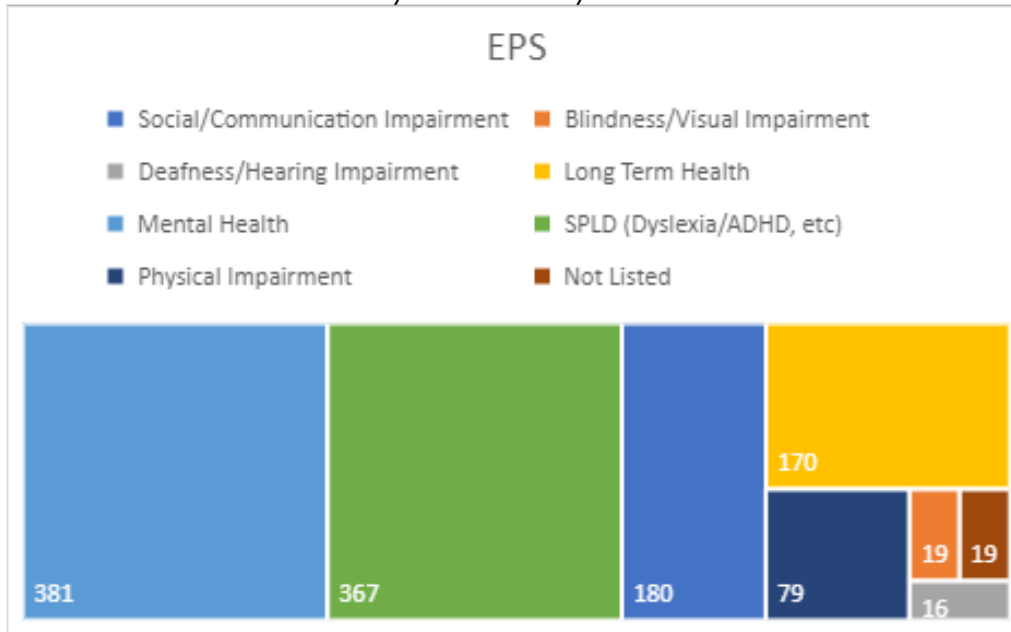
Breakdown of conditions supported by Disability Services



Disability Service Questionnaires (DSQ) received by month



Faculty Breakdown by Condition



Disability Services offer support to students throughout their academic studies from transition to the University on to graduation. The team promote the support available to prospective and current students through representation at open days and offer holder events.

In April of this year the Disability Offer Holder event took place on campus, with the team welcoming over 130 attendees to Mandela Hall. Prospective students were provided with essential information on disability support and the process of registering with Disability Services.

The event included information sessions, engaging discussions and motivating stories from current students who have thrived with the assistance of disability support services. They shared their personal experiences, highlighting the positive impact these resources can have on one's academic journey.

The team continue to encourage students to engage with the Service with plans to launch a new service video in the new academic year with the hope of encouraging eligible students to contact the Service and avail of the support. Students can contact the Service to review their support at any point during their academic journey.

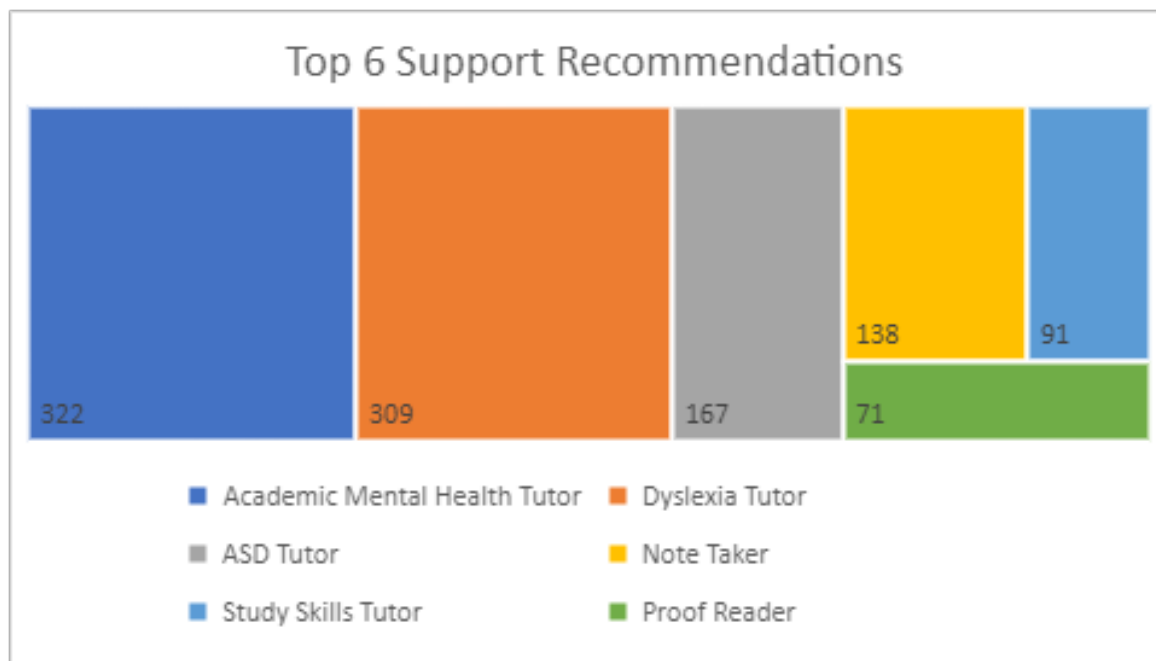
Disability Services work collaboratively with a range of internal and external agencies to support students through their studies and beyond to prepare for graduation and future employment. This includes linking with colleagues in the Careers service and specialist employment services.

A new resource has been developed with the Learning Development Service (LDS) to encourage students to take responsibility for managing deadlines offering help and guidance to make the right decision for their studies whilst managing their condition.

Disability Services aim to empower students to become independent learners by increasing awareness and student engagement outside of HEI reasonable adjustments including use of funded one-to-one support and assistive technology. The Needs Assessment Centre has assessed 313 students this year for funded support and the Register of Support Providers have matched 939 students with one to one support.

Top 6 Support Recommendations

- Academic Mental Health Tutor (322)
- Dyslexia Tutor (309)
- Autistic Spectrum Disorder Tutor (167)
- Note Taker (138)
- Study Skills Tutor (91)
- Proof Reader (71)



Assistive Technology (AT) offers a great support, with many students recommended specialist software through DSA funding and assistive software available to all students in the campus libraries and student computing centres. The Service has committed to working with external AT providers to deliver at least two AT demonstrations per year, encouraging students to engage with and effectively use the assistive technology provided via the University.

The Service also continues to support staff supporting students by providing specialist advice and guidance including identifying appropriate support mechanisms. Disability Officers continue to link with staff across the University and deliver bespoke training, which this year has included Disability Awareness, Special Educational Needs and Disability Order (SEND O) and condition focused training such as supporting neurodiverse students.

The team welcome queries from staff supporting students and remain committed to supporting staff and students to identify the relevant support path for students, including those experiencing difficulty gaining a diagnosis and associated supporting documents. Staff and students are encouraged to contact the team at any point during the academic year for ongoing advice and support.

Service Wide Developments in 2022-23

- Student Wellbeing carried out 3099 Wellbeing Assessments (triage) during this academic year, with the access point for 1178 of those being self-referrals through drop in, 813 self-referrals through the online student contact us form and 885 staff referrals in addition to family/friend and report and support referrals.
- This constitutes a significant increase in access to support compared to the same period in 2021-2022.
- Reasons for increased access include a full return to campus and the opening of One Elmwood Student Services, better visibility in One Elmwood and better data recording following the combination of the Wellbeing and the Disability CRMs.
- The high staff referral rates in 2022-2023 would also suggest that increased collaboration and partnership working between Student Wellbeing and staff in Schools is having a positive impact. Given high profile cases in the sector which implied a failure in appropriate referrals to support services, the Disability and Wellbeing Team undertook a round of meetings with School Boards to ensure that staff were confident in referring students and/or knew where to access support for students. All or X Schools in AHSS invited the team to attend a School Board meeting.
- Most common reasons given for accessing the Service include mental health, academic, and personal issues. This is no change from previous years.
- There has been an increase in students using the Report and Support reporting tool to report incidents of bullying, harassment, hate crime and sexual misconduct. We have seen greater numbers of international students, particularly Chinese students, reporting that they have fallen victim to sophisticated online scamming schemes over the last academic year. (see separate report for Report and Support data 2022-23)
- While total risk numbers are similar to the previous academic year, the complexity of risk cases has

increased and management of those is labour intensive for the Service.

- There is an increase in students with disabilities registering with Disability Services. The total is now 3161 with mental health being the highest category (1309) followed by Specific learning difficulty (1136) and long term medical condition (636).
- The team was involved in reviewing a number of policies this year: A Suicide Safe Policy, Trusted Contacts, Out of Hours Support, Fitness to Continue in Study, Short Term Impairments, Supporting Students Under the Age of 18, Policy on Alcohol and Drugs, Student Disability Policy, Student Mental Health and Wellbeing Policy.
- The Service also been working on the Disability and Wellbeing Section of the Assessment Framework Hub in preparation for its launch ahead of the new academic year and have worked in partnership with the Learning Development Service to develop the Healthy Learners Canvas module.
- The Service has recently introduced a new CRM, integrated with the existing Disability Services system. This has allowed for more accurate record keeping within the Service, tracking all touch points and contact with students, ultimately offering a holistic picture of the student journey across the two teams. Anecdotally the team have reported an increase in students accessing the service since moving to One Elmwood. This twinned with more accurate recording of interactions and a return to face-to-face teaching, has resulted in a significant increase in data.
- The Service is currently implementing the use of Faculty-facing micro-teams made up of a Disability Officer, Faculty UG Wellbeing Adviser, PG Wellbeing Adviser, Assistant Disability and Wellbeing Adviser and Mind Your Mood Ambassador across all 3 Faculties and for the PG cohort. These micro-teams will work closely with Student Support Officers and other key staff within Schools to ensure that there is a holistic and joined up approach to Wellbeing support provision for students.
- A dedicated School Student Support Liaison Officer post was established to work with staff in Schools as they support students. The Officer has also established a Community of Practice which will meet six times per year.
- The Service rolled out an E-Learning Module for staff to do individually or as part of team training to give staff confidence in managing a range of common scenarios involving student mental health / ill health.
- Wellbeing Team members were deployed to help Schools as part of the response to the MAB. Staff attended School meetings, ran dedicated drop in clinics and provided specific social media content to support students
- The Mind You Mood (MYM) student led initiative celebrated its 10th year as a programme and continued to provide weekly wellbeing events

Recommendations for 2023-24

- The Disability and Wellbeing Senior Management Team, along with the Faculty Wellbeing Adviser, Assistant Wellbeing Adviser and Disability Officer continue the practice of meeting annually with School Management Boards – to help embed the partnership approach to supporting students.
- The new Faculty Wellbeing Adviser and Assistant Wellbeing Adviser to work closely with and build strong relationships with the EPS Schools to identify cohort needs and interventions – in particular, encouraging GB and international students to avail of support; engaging with male students and supporting students returning from placement.
- Develop the EPS Wellbeing Drop-in clinics. In 2023-24 the plan is to move these to a full Faculty undergraduate drop-in, with the venue rotating across the 6 Schools so that there is a dedicated presence in each of the main School buildings at regular points across the year. The Faculty Wellbeing Adviser will lead on this with an aim to create connections within the student cohort, signpost to further wellbeing services and provide events at specific times of the year, for example World Mental Health Day.
- The Faculty UG Wellbeing Adviser, in partnership with the PG Wellbeing Adviser, Disability Officer and Student Support Officer (or other key School contact in Schools without an SSO role) will set up monthly/bi-monthly 'student of concern' joint case review meetings, commencing in two Schools (Psychology and EEECS) to facilitate prompt identification of students who may require additional academic and/or disability-related and/or wellbeing support and implementation of the appropriate supports.
- Schools engage with the School Student Support Liaison Officer to identify support needs for staff as they support students – including the roll out of the E-Learning Module and specific training on how to

- implement the revised Support to Study Procedure.
- Schools work with the Student Support Liaison Officer to identify if there are particular cohorts of staff requiring training in student support – such as Technicians.
- Schools continue to utilize the Transition Support modules on canvas as well as embed other skills modules developed by the Learning Development Service – all of which are designed to help students be healthy learners.
- Schools use the newly launched Assessment Support Hub as a tool to help students engage early with assessment support to help mitigate against mental health crisis at the time of assessment.

Student Feedback

“I just wanted to thank you guys for helping me out with getting the extension. I am very overwhelmed atm and the support from you guys has very much helped me out. Your support has really taken a thing or two off my mind and I appreciate the help.”

Year 2, M&P student.

“Thank you for the support you provided to myself and other flat-mates last Friday. Your help was invaluable”

“Now that I am finished with uni, and have graduated, I just wanted to send both of you a short message expressing my thanks for your support during the last two years. As you know, it was a difficult time for me and being able to talk to someone about my feelings and troubles without judgement helped me a lot. I am now doing much better, and I am currently looking for work in industry. I don't want to drag this out too much, but I just wanted to say thank you, and to let you know that your work makes a difference for students.”

Final yr, EECS.

Student Feedback on Mind Your Mood Events

I enjoyed being able to take certain pressures off my shoulders and be able to enjoy an event that changed my mood for the rest of the week.