

Thematic Review of Mental Health Services

Report

March 2016

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1. About the Review

- 1.1 This is the first thematic review of support services undertaken by the University of Edinburgh. Previous periodic reviews focussed on the review of a single service. Thematic Review is intended to take a strategic overview of strategy, services and user experiences pursuant to a particular theme that cuts across many areas of the University. The theme for this thematic review is Mental Health Services and took into account a range of student services and academic areas that deliver mental health and/or well-being services as a primary element of their remit or as one element of their remit.
- 1.3 Thematic Review forms part of the University's Student Support Services Quality Assurance Framework (SSSQAF) and is complemented by the Senatus and College Quality Assurance Committees' monitoring and reporting. Further information on SSSQAF can be found at the following link: <http://www.ed.ac.uk/academic-services/committees/quality-assurance/sssqafsubcommittee>
- 1.4 The Review adopted a methodology similar to an internal review of a subject area and consisted of the following University remit items:
- Effectiveness of the management of the student support experience
 - Effectiveness of the management of quality and standards
 - Effectiveness of the management of enhancement and promotion of good practice

It also included service specific remit items as agreed by services at the remit schedule meeting:

- Links, liaison and communication between support services and academic areas
- How do we support staff who support students

1.5 The Review Team was made up of internal members, student members and external members:

- Professor Allan Cumming, Dean of Student, College of Medicine and Veterinary Medicine (Convener)
- Mark Ames, Director of Student Services, University of Bristol (External Member)
- Sam Dale, Deputy Academic Registrar, Durham University (External Member)
- Dr Lisa Kendall, Director of Professional Services, Edinburgh Law School (Internal Member)
- Mark Wilkinson, Student Experience Project Manager (Internal Member)
- Professor Judy Hardy, Director of Teaching, School of Physics and Astronomy (Internal Member)
- Dr Sheila Lodge, Head of Academic Administration, College of Medicine and Veterinary Medicine (Internal Member)
- Andy Peel, Vice President Societies and Activities, Edinburgh University Students Association (EUSA) (Student Member)
- Jess Killeen, Third year student of Sociology and Politics, Elected representative for the Disabilities and Mental Wellbeing Group (Student Member)

- Anne Marie O’Mullane, Academic Policy Officer, Academic Services (Thematic Review Administrator)

- 1.5 An analytical report was produced by relevant support services, academic areas and EUSA Advice Place. An introduction was provided by Gavin Douglas, Deputy Secretary Student Experience. This report was used by the Review Team to shape the review schedule and the focus of meetings. Supplementary information was also supplied to the Review Team in advance of the review. Two reports *Student Mental Wellbeing in Higher Education Good Practice Guide* (Universities UK (UUK), 2015) and *Mental Health of Students in Higher Education* (Royal College of Psychiatry (RCP), 2011) were used as benchmarks for best practice.
- 1.6 Pre-review meetings took place with Dr Sharon Young, a GP from the University Health Centre and Dr Robby Steel, the CMVM Psychiatric Advisor in order to gather views on how the University links and liaises with sector bodies and the NHS.
- 1.7 The review visit took place on the 15 and 16 March 2016 and consisted of meetings with staff from services, staff who are involved in the development of relevant strategy, staff who engage with services, student users of services and those engaged in student society activity. See Appendix A for the Review Schedule.
- 1.8 At the end of the review visit, the review team identified the key commendations and recommendations. These were then presented to representatives from the review areas. The Thematic Review Administrator produced the report with input from the Review Team.

2. About this Report

- 2.1 This report will set out an overall finding and follow the structure of the university remit items to set out commendations and recommendations for the University’s consideration.
- 2.2 This report adopts the terminology used in the UUK report (2015):

Mental health encompasses the emotional resilience that enables us to enjoy life and to survive pain, disappointment and sadness, and underlying belief in our own, and others’ dignity and worth. It also allows us to engage productively in and contribute to society or our community.

A positive sense of mental wellbeing is for all of us to consider all the time, as we might consider our physical, social and spiritual wellbeing. It is quite possible to have a good sense of mental wellbeing and yet be living with a diagnosed mental illness.

Mental health difficulties, often following major life events such as the end of relationship, close bereavement or leaving home, can impact significantly on how students feel about themselves and how they engage with the transitions of student life. Symptoms may beset anyone at any time, giving rise to ongoing conditions that could interfere with the student’s university experience and have implications for academic study.

Mental illness – arising from organic, genetic, psychological or behavioural factors (or combinations of these) that occur in an individual and are not understood or expected as part of normal development or culture – can be acute or chronic, and may fall within the definition of a ‘disability’ contained in the Equality Act 2010. It is important for institutions to bear in mind,

however, that not all mental health difficulties will constitute a 'disability' under the Equality Act.

3. Review Findings

- 3.1 The UUK Report (2015) states: "The task for institutions is to help students to capitalise on the positive mental health benefits of higher education while identifying and providing appropriate support to those who are more vulnerable to its pressures". Taking into consideration this definition of the role of institutions, the Review Team has **confidence** that the University delivers effective mental health and well-being services. These services are delivered by both student support services with a dedicated remit in the area of mental health and well-being and services which deliver this activity as a sub-set of their broader range of services.

4. Institutional Context

- 4.1 The Analytical Report states:

An alternative and perhaps more helpful model than the traditional organisation chart is to conceive of the University's support for student mental health and wellbeing as a system that combines specialist interventions by trained staff with more generalised support from a wide range of staff and specific initiatives to promote general wellbeing and mental health.

The University considers that the Student Disability Services and Student Counselling Services are core services that provide specialist interventions to students with mental illness and mental health difficulties. Within the University, the following areas provide key support to students who are encountering mental health difficulties:

- Student Disability Service
- Student Counselling Service
- Chaplaincy
- Accommodation Services – Residence Life
- Centre for Sports and Exercise – Healthy University Project
- Schools – For example, Personal Tutors, Senior Tutors and Student Support Officers
- International Student Advisory Service

These areas are a network and act together as needed to support individual students and mental wellbeing in the student population.

- 4.2 Student Disability Service, Student Counselling Service and Chaplaincy are part of Student Experience Services, reporting to the Deputy Secretary, Student Experience as part of the University Secretary's Group. International Student Advisory Service is part of the International Office and is a member of the University Secretary's Group. Accommodation Services and Centre for Sports and Exercise are business units in the Corporate Services Group. EUSA's Advice Place provides advice and support to students and is an important link and liaison with Student Disability Service and Student Counselling Service. EUSA Advice Place is also perceived to form part of the network of services.

- 4.3 Outwith the University, students may also receive support through their GP or wider NHS services. While the Student Counselling Service has close links with the University Health Centre (UHC), the UHC is an independent GP practice.
- 4.4 The Personal Tutor (PT) system was introduced by the University for all undergraduate students during 2012-13 academic year. This was extended to postgraduate taught students during 2013 - 14. The main driver behind the introduction of the PT system across the University was the need to address a general sense of disconnection between students and the institution. It was envisioned that the PT would provide their tutees with an approachable and friendly contact to help ease the transition to University life and foster a sense of belonging and academic community. The system ensures that every student has a PT (a member of the academic staff in their area) providing them with a first-point-of-contact for academic guidance and support during their time at the University. Each School also has a Student Support Team (SST) to provide PTs with administrative support and help students with information and guidance on routine queries.
- 4.5 Each School has a Personal Tutoring Statement which explains to students and staff how the PT system operates within the specific pedagogical context of their disciplinary area. Personal Tutoring Statements are tailored to allow each School to address the needs of their subjects, programme structures and professional requirements within the University's framework for student support. The School Personal Tutoring Statements function as a reference point, enabling the School to establish the purpose and timing of scheduled PT meetings and providing students with key contacts, such as the Student Support Team.
- 4.6 Mental Health difficulties can be severely disruptive to a student's capacity to study and learn. Often it is the PT or Student Support Officer (SSO) who encounters students who disclose that they are having mental health difficulties and are seeking information on how to access support so that they can continue effectively with their studies. In these circumstances, it is the responsibility of the PT or Student Support Team to sign post or refer to the support services that the University offers.
- 4.7 For postgraduate research students, the supervisory team should contain at least two members, a Principal Supervisor (in some cases referred to as the Lead Supervisor) and Co-supervisor or Assistant Supervisor depending on the supervision model. The supervisory team supports the student's candidature. The Principal Supervisor is responsible for providing help and advice to the student on:
- Research training
 - Choice of topic
 - Organising the research
 - Identifying any specific training needs
 - Feedback on written work and any other component of the research
 - Pastoral support

Like the PT or SSO the Principal Supervisor has a referral or sign-posting role where a student indicates they are encountering mental health difficulties.

5. Mental Health and Wellbeing service provision

5.1 Student Counselling Service

Student Counselling Service's (SCS) primary purpose is to provide where needed a free confidential professional counselling to all matriculated students of the University of Edinburgh. The counselling offered by the Service is short-term of up to six sessions, subject to clinical need, and is provided by a team of experienced professionally-qualified counsellors and psychotherapists. Students self-refer and the Service has an online referral system. Counsellors provide a range of therapeutic modalities including CBT, email counselling, hypnotherapy and Eye Movement Desensitisation and Reprocessing.

5.2 Since 2014, a Student Mental Health Coordinator (SMHC) has been part of SCS. This role has three core purposes:

- To provide a mental health assessment and offer short term support to students presenting with acute, complex or enduring mental health problems (with some provision for out of hours site visits to schools and University-maintained accommodation as required)
- To refer students for appropriate interventions within University support services or external e.g. with GPs, Mental Health Assessment Service (Royal Edinburgh Hospital); to liaise and coordinate support for students as appropriate
- To contribute to training and policy development on student mental health

5.3 The secondary objective of SCS is to enhance and encourage the emotional wellbeing and mental health of students and those who support them. Examples of activities include:

- Facilitating a range of psycho-educational group activities, workshops and presentations
- Encouraging appropriate self-help for students
- Offering advice and support to student support teams concerned for the mental and emotional wellbeing of their students
- Contributing to training and development programmes organised for staff and students by Schools and other departments of the University

5.4 A wide range of self-help materials are available on SCS's webpages. The service provided is not an emergency service, but the model of delivery deals effectively with crisis intervention. Students identified by the triage approach as being at risk are given priority for appointments. The Duty Manager system, with one of the clinical management team on duty each day, and the work of the SMHC mean that students arriving in distress at SCS can be seen quickly.

5.5 Student Disability Service

The Student Disability Service (SDS) offers all disabled students, dependent on assessed need, access to learning support as detailed in a student's Learning Profile. This includes those with a disclosed chronic and long standing mental health illness. A Learning Profile is a list of reasonable adjustments/support, which the University should implement to ensure that access to learning and teaching for disabled students is equitable to that for all other students. The support listed in the Learning Profile is recommended by SDS Disability Advisors and formulated in discussion with the student.

5.6 Depending on assessed need, a student may require an additional 1:1 non-medical helper or other funded support. This could include support from one of the service's Mental Health Mentors. This support is recommended by the Disability Advisors. For UK students it is funded via the Disabled Students Allowance (DSA). For International students it is supported by an internal SDS/University fund - the Disabled Students' Support Fund. The Mental Health Mentors provide a combination of emotional and study skills support for varying lengths of time, dependent on need, to students whose mental ill health defines them as disabled.

5.7 **Chaplaincy**

The Chaplaincy supports student and staff of all faiths and none. In relation to mental health provision, the Chaplaincy provides a listening service, bereavement care and emergency response, practices for mental and spiritual wellbeing, training for students and staff in mindfulness, courses for reflection on existential matters, calm, reflective and safe spaces at the Chaplaincy Centre and King's Buildings, and Sanctuary and Labyrinth space in sites across the University.

5.8 The listening service is provided for students and staff, including staff seeking support in their support of students. A Chaplain may be available immediately, or will respond within 24 hours to a request to meet a Chaplain.

5.9 Practices for mental and spiritual wellbeing include mindfulness provision, open air and nature activities, prayer and religious service provision. Chaplaincy provides pilgrimage and retreat opportunities which promote reflection and assist with the fostering of good relations and tolerant and compassionate attitudes. The Chaplaincy runs courses for reflection on existential matters including "Spiritual Conversation" on living and dying, which has been described by attendees as helping alongside or as an extension of bereavement counselling. The "What's the University For" (WUF) Series retains a focus on the wellbeing of the University. WUF is evolving conversations in 2016 on the "Compassionate University".

5.10 **Advice Place**

The Advice Place offers free and impartial advice to all students at the University of Edinburgh. Advice is offered in two main themes, welfare and academic. Welfare advisers support students who are in financial distress, offering practical support with applications for funding and emergency loans, referral to expert debt services as well as sign posting for counselling services. Academic Advisers support students through special circumstances submissions, appeals and academic complaints as well as discipline and Support for Study procedures and interruptions of study.

5.11 As an external support service, the Advice Place is uniquely placed to help students navigate the system and processes in order to be able to access support for their needs. As a service, it strives to empower students to act for themselves in university matters but frequently advisers step in and offer long term or temporary intensive support for those whom the service judges to be vulnerable.

5.12 **Accommodation Services – Residence Life**

The core activity of Accommodation Services is to offer a range of accommodation to students primarily in their first year of study. One of the business areas in the Accommodation Services is Residence Life. The role of this team is to provide an inclusive and supportive community for residents. The team provides a range of events and activities for residents which offers the chance to meet others, form their own friendship groups and embrace the many opportunities that the University, the city and Scotland have to offer. There is also a member of the Residence Life team

available to assist with student concerns/issues. The majority of residence life staff are “live in” and therefore live and work with the student cohort for which they are responsible.

5.13 Residence Life staff consist of:

- Wardens responsible for pastoral care, discipline and line management of Resident Assistants
- Resident Assistants
- Residence Life Coordinators
- Assistant Director

Staff most likely to engage with a student encountering mental health difficulties are domestic staff, security staff or Residence Life staff. A procedure for response to a welfare concern is followed where a concern is raised. The Residence Life team’s role is to be the first point of contact, assist with the immediate issue whatever that may be, signpost to the appropriate support and to maintain contact with all concerned.

5.14 **University Sports and Exercise**

The University’s sports and exercise offer is delivered jointly by the University Sports and Exercise and Edinburgh University Sports Union. Together they provide an array of high quality, affordable and relevant services. Students can avail of opportunities to use physical activity and sport as a means of promoting positive mental health.

5.15 University Sports & Exercise delivers the following:

- 64 sports clubs – approximately 7000 students are members
- Gym access (12500 student members) and exercise classes (60+classes a week)
- Recreational sports opportunities at Firbush Outdoor Centre, Peffermill (pitches), St Leonards (swimming and indoor sport) and Pleasance (climbing, archery, squash, court sports and more besides)
- Stress buster sessions before and after exam diets to provide physical activity opportunities to reduce anxiety levels among students – promoted and delivered jointly by EUSA, Edinburgh University Sports Union (EUSU) and University Sport & Exercise
- Campaigns where EUSA, EUSU and University Sport & Exercise collaborate on matters to highlight mental health directly, for example, Mental Health and Well Being week
- Support for Physical Activity Programme – supports inactive students to achieve at least the minimum health guidelines for physical activity through a 10 week programme of motivational interviewing and goal setting. This programme is an element of the Healthy University Project strand of the Student Experience Project and has funding until December 2016.

The provision for sports and fitness is 7 days per week (89 hours per week) including staying open during University vacation periods.

5.16 **International Student Advisory Service**

The International Student Advice Service, part of the International Office provides advice on immigration, visa extensions, working in the UK during and post study and other matters. The Service provides support and guidance for moving to the UK, adjusting to the culture, getting settled, and events and activities for international students and their families.

- 5.17 Members of the Service team refer distressed students to the Counselling Service as required. The Service also provides support during critical incidents with mental health support delivered by professional external services. Here the service will liaise with personal tutors, Residence Life and Accommodation Services. The service will also liaise with NHS, family or supporters, financial or government sponsors and undertake visitation at hospitals, as required.
- 5.18 Post-incident practical assistance can involve providing evidence of student status to the NHS overseas charging unit to alleviate claims for payment for treatment, arranging documents from the University for the student, liaising with Accommodation Services to arrange packing up a person's belongings, assisting with requests for fee refunds, liaison with Embassy or other similar contacts and where required, discussing return to study in relation to immigration status with both the individual concerned and other service departments.

6. Effectiveness of the management of the student support experience

6.1 Governance of Mental Health and Wellbeing Services

The Review Team agreed with the reflective analysis that there are weaknesses with governance arrangements of mental health and wellbeing services. Each individual service is well run and well managed but the lack of a formal governance structure and strategy is resulting in a reactive and resource intensive approach that cannot be sustained.

- 6.2 Currently there are a number of bodies that are involved in governance of this area. There is a Mental Health Sub-Group, a sub-committee of the Student Disability Committee, which reports to Quality Assurance Committee (QAC). QAC receives a report from individual support services as part of SSSQAF. The Student Mental Health Strategy Group (SMHSG) was set up in 2014-15 in response to increasing concerns that the volume of students presenting with mental health issues was putting many parts of the network of services under strain and that a more formalised approach to managing demand and supporting wellbeing was required. Strands of the group's work included governance and strategy. The Review Team noted that the SMHSG's original recommendations in relation to governance have been taken over by recent events following the disbandment of the Equality and Diversity Committee.

- 6.3 The Review Team **recommends** that the governance of mental health services and strategy be incorporated into the Learning and Teaching governance framework. Future governance arrangements need to ensure that mental health services are considered at an appropriately high level of University committee. This should be implemented as quickly as possible.

6.4 Mental Health and Wellbeing Strategy

The Review Team recognises that strategic planning is very important, particularly as demand on services continues to rise from year to year. The University will need to be clear about where to invest and what to prioritise in terms of allocation of resources. The SMHSG's primary purpose is to deliver a mental health strategy. The Review Team noted that elements of the strategy will cover:

- Promotion of mental wellbeing amongst the student community
- Delivery of appropriate, high quality, accessible and equitable support services for students with mental health issues, in order to support them with their academic goals

- Training, development and support staff (in particular non-specialist staff) who in turn support students with mental health issues
- Gathering and use data on student mental health issues to inform future service development
- Responding appropriately to student mental health crisis situations
- Maintaining an appropriate range of policies in this area, considering in particular the on-going need and further development of the Support for Study Policy

6.5 The Review Team is aware that the Strategy Group were awaiting the outcome of this review before finalising the Mental Health Strategy. It is hoped that the contents of this report will help facilitate its development. The Review Team note however that the timelines for outcomes suggested in the review documentation were not clear. Continued work is required to create a formal strategy and agree how the strategy will be effectively operationalised. There will need to be a mechanism to ensure that the existing quality assurance process for these services links directly with the governance and strategy development and review.

6.6 The Review Team **commends** the progress to date in developing a range of approaches to student wellbeing, including the resources developed to encourage self-management of wellbeing. Self-help, peer support and the promotion of health and wellbeing are clearly receiving high prominence. For example, there are activities delivered by Student Counselling, mindfulness sessions run by Chaplaincy, sports activities being delivered in conjunction with the Centre for Sports and Exercise, EUSU and the Healthy University Project, community building activities being delivered by Residence Life and the Peer Support Project. The Review Team also recognise that part of the strategy will need to focus on cross-organisational marketing, promotion, and advertising of activity as it was evident that much activity on promoting wellbeing is being undertaken but it was not evident that communication is effective.

6.7 The most common issues presented by students assessed by SCS remain consistent: anxiety, depression, academic issues, relationship problems and issues around self and identity. The Review Team recognises that there is a need to scale up activities to develop and sustain student wellbeing and resilience and **recommends** that the University, EUSA and the Sports Union continue to develop the strategic approach to this activity in a coordinated and joined up manner. The best balance between promoting wellbeing and responding to student mental ill-health needs to be further considered through the development of the planned strategy and the desired impact of investment articulated and agreed.

6.8 The Review Team **recommends** that the University considers taking a “healthy settings” approach (www.who.int/healthy_settings/en) to the way it conducts its business to support staff and student wellbeing. It will be helpful to reflect on this model when developing the Mental Health Strategy. Further information about the Healthy Universities approach is available at the following link: <http://www.healthyuniversities.ac.uk/>.

6.9 Policies

Support for Study Policy

In 2015 the SMHSG recommended a Support for Study Policy to Curriculum and Student Progression Committee (CSPC). CSPC approved the policy which provides a supportive way of assisting the small number of students whose behaviour gives cause for concern. It offers an alternative to disciplinary action when a student's behaviour may be affected by health conditions or impairments. The Review Team heard feedback from staff on how the policy was working so far. The Review Team **recommends** that the Support for Study Policy is reviewed, as the current Policy lacks the option to require students to interrupt their studies where the Support for Study Panel deems it appropriate. Currently this scenario requires the case to be managed under student disciplinary regulations. Dealing with such cases fully within the Support for Study Policy would be more appropriate and in line with the intention to support students who are unwell, rather than to act in a punitive way. It is also important to identify the University's responsibilities and develop a consistent approach to supporting students' return to study when appropriate.

6.10 Accessible and Inclusive Learning Policy

The Accessible and Inclusive Learning Policy seeks to increase the accessibility and inclusivity of learning and teaching for all students by mainstreaming certain adjustments. The Review Team heard from students about the uneven implementation of the mainstreamed adjustments. The Review Team **recommends** that Learning and Teaching Committee ensure that the Accessible and Inclusive Learning Policy is appropriately implemented and embedded. The risk associated with a failure to implement the Accessible and Inclusive Learning policy must be appropriately managed. A strategic approach should be developed including ownership of risk (primarily the potential breach of the University's duties, including our "anticipatory duty", as defined by the Equality Act and the Public Sector Duty) which is accepted and understood at School level.

6.11 **Reasonable Adjustments**

While the Review Group recognises that reasonable adjustments go beyond those implemented for mental health and can be used for a range of medical conditions and impairments, the Review Team heard evidence that students have not always been given a good rationale for lack of implementation of a reasonable adjustment. The Review Team **recommends** that a risk assessment be undertaken of the impact of a failure to deliver reasonable adjustments for disabled students (including mainstreamed adjustments) in line with the provisions of the legislation.

7. Effectiveness of the management of quality and standards

7.1 Clear routes of support, ease of access and appropriate adjustments to the learning and living environment are key positive enablers for students. These aspects were highlighted over the course of the review as areas both for commendation and where further work needs to be focussed. The Review Team heard that the current quality assurance process is sufficiently robust. However, the outcomes of the review are not widely known beyond the specific sub-committee, SSSQAF and its parent committee QAC. Consideration should be given on how to communicate the outcomes of the quality assurance process to users and staff who provide support to students. The Review Team also recognised that there will need to be a mechanism to ensure that the existing quality assurance process for services links directly with governance structures and strategy development. One area for consideration as part of strategy development will be identifying which data sets and KPIs are of value to the University in measuring genuine outcomes, satisfaction and in assisting with planning.

7.2 **Support across services for student mental health and wellbeing**

The Review Team **commends** those services who deliver mental health services as a core part or as a subset of their remit. The Review Team heard excellent feedback from students and staff. As the reflective analysis notes, the University is facing rapidly growing demand for support from students experiencing mental health issues. The issue of growing demand has created particular pressures for the SCS and the SDS but the impact is noticeable across all areas of the review. The Review Team believe that the Services will be able to withstand these increased pressures where there is robust governance, strategy and effective quality assurance.

7.3 Student Counselling Service

The SCS has experienced year-on-year growth in demand over the past five years of 114%. In 2015-16, the SCS is experiencing an additional 50% increase in referrals over 2014-15. The Review Team observed that there are unrealistic expectations of what the SCS can and should be doing both internally and externally. Waiting times for counselling are perceived to be an issue by both staff and students. The Review Team believe this reflects a lack of understanding of the role and purpose of SCS, which is not set up to provide a crisis service. The Review Team **recommends** that efforts to raise awareness of the purpose of SCS among staff and students are continued. The Review Team recognises a risk that the SCS is regarded by relevant NHS providers as a necessary “gateway” to NHS services, which places undue pressure on SCS. The structure of the academic year can impact on students’ ability to access NHS services; unless they are referred at the beginning of the academic year, long waiting times can result in a student not being seen before the end of the academic year. It is not appropriate for the SCS to replace or replicate the services of the NHS. The Review Team note that the role of SMHC is essential to ensuring that the SCS is not expected to fill gaps in NHS mental health provision.

7.5 Student Disability Service

In academic year 2014/15, 495 disabled students disclosed a mental health condition at the point of application. This is in the context of year on year growth in disclosure numbers, with 52% growth in disability disclosure in the last 5 years. A significant number of these students experience mental health impairments alongside other conditions such as dyslexia and Asperger’s Syndrome. The number of disclosures of mental health conditions have increased by 140% over the last five years. This statistic does not take into account students who disclose their disability under a different category, defined by the University as “unseen, multiple or not listed”. The Review Team **commends** the Mental Health Mentors provision. Students have given feedback that this service is excellent and, in some cases, transformative. The Review Team suggest that this service be expanded as resources allow and that information about this provision be more readily available to those supporting students.

7.6 Residence Life

The Review Team **commends** the work of Residence Life in promoting community building. It is **recommended** however, that Residence Life revisit the monitoring process to ensure that the relevant provision is being delivered consistently across all sites. The Review Team heard feedback from students that the Resident Assistant role is not working optimally in some cases, when they are unable to provide appropriate support for a student experiencing mental health difficulties.

7.7 Support for a diverse student body

The UUK Report (2015) notes that “Ensuring continuity of support can be particularly challenging for students who are required to spend part of their course on professional placements, working in

industry or studying or working abroad. Services accessible to these students can be very different from those available at the home institution or through the NHS or voluntary sectors”.

- 7.8 The Review Team suggest that the University should examine how robust its approach is in support of study abroad or study 'away' students. This matter had been raised during discussions with School staff.
- 7.9 The Review Team heard from the University Health Centre and UoE colleagues about the difficulty of engaging some international students in thinking about their mental health and supporting them effectively. The University should also ensure that all categories of student, and in particular international students, are consulted on service models and ease of access to services.
- 7.10 The Review Team **commends** SCS for the support they provide to online distance learning students. The Review Team heard excellent feedback about email counselling and the self-help material provided by the service.
- 7.11 The Review Team **recommends** that consideration be given to introducing a programme to help students who live at home or commute to manage the transition to university, perhaps using the current Residence Life programme as a model. The Review Team recognises that building an effective and cohesive learning community is an important aspect of students' transition to University, and that isolation can be detrimental to mental health and wellbeing.
- 7.12 The Review Team met with staff who were supervisors to PhD students and those who worked to support Postgraduate Research administration. The Review Team noted that the relationship between supervisor and student can be very close and it can be difficult for a supervisor to step back and remain detached. In this context, it would be helpful to have guidance and training for supervisors. The matter of postgraduate research students who are also staff and who experience mental health difficulties was raised as an issue as there is a lack of clarity on what processes should be followed; Human Resources policies or student-related policies.

8. Effectiveness of the management of enhancement and promotion of good practice

8.1 Student led-initiatives

The UUK Report (2015) notes a growth in the number and range of initiatives that are either student-led or developed with students. This reflects the increasing emphasis that students and student bodies place on mental health and wellbeing, as well as recognising the increased demand for mental health support. The Review Team noted that student-led initiatives have been a high priority for EUSA this year. The creation of a Health and Wellbeing Fund, with funding from both EUSA and the University, through the Student Experience Project, has led to a number of worthwhile initiatives receiving funding in the current academic year. A Mental Health Awareness week was delivered jointly by EUSA, EUSU and the University in February 2016. The Review Team **commends** the creation of EUSA's Mental Health and Wellbeing Fund, in collaboration with the University which aims to support student initiatives and broader campaigns around student wellbeing. The Review Team heard positive feedback on student take-up on initiatives run during the Mental Health Awareness Week. The University should continue to work with EUSA and EUSU as key partners, and make additional effort to encourage and sustain the work of student led groups.

8.2 The Review Team learnt of the recent creation of a number of societies in 2015 in the area of mental health and wellbeing and the activities that the societies have been undertaking. The Review Team **commends** the work of student societies in the area of mental health and wellbeing, particularly the Mental Health and Wellbeing Society. The Review Team recognises that these societies have a reach to the student population that formal frameworks and services may not possess and efforts should be made to support their long term sustainability.

8.3 **Accessing Information and support**

The Review Team **recommends** that the mental health services consider - what are the perceived barriers to students accessing services? Having identified these, consideration should be given to ways in which these barriers can be mitigated or removed. The challenge remains to balance the delivery of excellent services to students and efforts to reduce the stigma associated with mental illness, with efforts to help staff and students understand that universities are primarily academic rather than therapeutic communities. The Review Team identified a number of perceived barriers. Some students identified that they would not access the Disability Service since they did not perceive themselves as disabled. This is problematic if applicants and new students are choosing not to seek support in the context of a mental illness. We noted that this can have a significant impact on their experience and ability to fulfil their academic potential. This issue was particularly highlighted in relation to accessing the support of Mental Health mentors, a service which was reported as being particularly impactful.

8.4 The Review Team recognises that excellent information is available on the thematic section of the website under the section "Things going wrong". The Review Team **recommends** consideration be given to the routes provided to information online for both staff and students. The search engine is not prioritising this section of the website, it is displaying the many different sections of the University that offer advice in relation to mental health and wellbeing. The Review Team suggests that staff and students are asked to test the routes in the relevant section of the thematic website and that the University teams responsible for the web site explore ways to optimise web searches for mental health related information so that it is more readily available to staff and students.

8.5 **Links, Liaison and Communication**

Both the RCP (2011) and UUK Report (2015) stress the important of strong links between the relevant University services and external/NHS provision. Evidence presented to the 2016 SSSQAF meeting by the senior GP at the University Health Centre confirms excellent two-way links between the Health Centre and the Student Counselling Service in particular. The recruitment of the Student Mental Health Coordinator in SCS has strengthened links with NHS services including the Royal Edinburgh Hospital and Mental Health Assessment services. The Review Team are concerned about how embedded and resilient these connections are should the current Student Mental Health Coordinator be unavailable.

8.6 Acute and crisis situations are a particular challenge. The Review Team heard evidence from Schools that these are linked with high levels of anxiety amongst staff who provide support for students. The University services are not health care providers and the SCS is clear on the limitations of the service it can provide. It is apparent from the discussions with external contacts that there is also a worrying lack of resource to support mental health crises and acute care in the NHS Lothian region. The University should endeavour to establish a formal link with relevant NHS services, perhaps jointly with other HEIs, in order to influence strategic planning, assess anticipated service demand and to ensure that NHS services can meet the particular challenges of the academic timetable. The Review

Team urges MHSG to consider how to improve links and facilitate connections between relevant NHS services and the University, and perhaps the wider HE sector, in Edinburgh.

- 8.7 Informal networks and sharing of skills and knowledge to build communities of practice is very important in a large University such as Edinburgh. Within the University we heard evidence from service providers that they believed the internal connections to be in place and that they were resilient. When challenged it was clear that these were led by specific individuals across the service providers. The Review Team heard a number of comments about lack of connections between the service providers and academic Schools. The Review Team **recommends** further investigation of how links between services and Schools can be improved. There should be a robust structure to support the links between Schools and services. This could be through Senior Tutors and other student support staff, with nominated contact points for each service.
- 8.8 Staff also highlighted the value and importance of access to networks for “de-brief”, staff-staff support and general information and sharing of experience. In the same way that we are finding ways to share examples of good practice in teaching, it would help if the University could provide a mechanism/platform to allow sharing of good practice in support for mental health issues. This should be done through the Personal Tutor/SSO networks, but also more widely so that new health and wellbeing projects can be publicised alongside other initiatives that have clearly benefitted students and staff.
- 8.9 The Review Team heard from staff that there is a lack of clarity regarding what information can and should be shared between the services and the Schools. Some staff have indicated that they are not confident on the circumstances in which they should or should not disclose information. Students with mental health difficulties may be particularly susceptible to “dropping off the radar” if services do not have effective and consistent ways of sharing information. The Review Team **recommends** that Records Management review the document ‘Guidelines on the Disclosure of Information about Students’ to ensure that it is fit for purpose and accessible for students and staff involved in their support.

8.9 Supporting Staff who support Students

The UUK Report (2015) report notes that “If staff are to be effective in recognising guiding and supporting students with complex difficulties or ill health they need to have the personal robustness and appropriate institutional guidance and support to help them to undertake their role”. The Review teams **commends** the Helping Distressed Students Guide. This was cited by many staff as being a useful tool for supporting students who are distressed. However, the Review Team heard from some staff of their lack of confidence in dealing with students in distress. The Review Team also heard of variable quality and consistency of support across Schools for students with mental health difficulties.

- 8.10 Staff development is central to the whole institution’s ability to deliver a mental health strategy and should be a central objective within it. The Review Team was updated on plans to offer training for every Personal Tutor within the next two to three years. The Review Team **commends** the ambitious plan for training of Personal Tutors. There lacked unanimity from the Review Team on this commendation as a minority expressed concern with the feasibility of delivering this plan in its current state. The Review Team recognises the need for a broader piece of work on workload modelling, reward and recognition in relation to the role of Personal Tutor. The Review Team understands the difficulties of making such training mandatory and has not made a recommendation to do so. However, the Review Team shares the Assistant Principal Academic Support’s view that

training that is designed to be area specific and carefully developed for the audience will be perceived through word of mouth as being worthwhile to attend. The Review Team encourages roll-out of this training programme as soon as possible. The Review Team recognises there is a risk that members of Student Support Teams may feel undervalued from lack of inclusion in the current training plan. Members of Student Support Teams have raised the need for training in this area, and the Team advises that this be considered as soon as possible. Careful attention must also be given to the expectations of different roles and grades of staff.

- 8.12 The Review Team **recommends** having a higher level of training for certain individuals in each School, recognising that some Schools may need to pool resources, so that these people could support and advise colleagues dealing with particularly complex or difficult situations. These individuals may have a specific link with central services. This type of training would need to be carefully researched and might vary from School to School given the regular changeover in office bearers in certain Schools and the appropriate responsibilities for the grade.
- 8.13 The Review Team is aware that there a number of training programmes in existence already and **recommends** that an audit of all programmes should be undertaken in order to avoid further confusion and streamline time and resource both from those involved in delivering training and those seeking training.

9. List of Commendations

No	Commendation
1.	The Review Team commends the progress to date in developing a range of approaches to student wellbeing, including the resources developed to encourage self-management of wellbeing. Self-help, peer support and the promotion of health and wellbeing are clearly receiving high prominence.
2.	The Review Team commends those services who deliver mental health services as a core part or as a subset of their remit. The Review Team heard excellent feedback from students and staff.
3.	The Review Team commends the Mental Health Mentors provision. Students have given feedback that this service is excellent and, in some cases, transformative.
4.	The Review Team commends the work of Residence Life in promoting community building.
5.	The Review Team commends SCS for the support they provide to online distance learning students. The Review Team heard excellent feedback about email counselling and the self-help material provided by the service.
6.	The Review Team commends the creation of EUSA's Mental Health and Wellbeing Fund, in collaboration with the University which aims to support student initiatives and broader campaigns around student wellbeing.
7.	The Review Team commends the work of student societies in the area of mental health and wellbeing, particularly the Mental Health and Wellbeing Society.
8.	The Review teams commends the Helping Distressed Students guide.
9.	The Review Team commends the ambitious plan for training of Personal Tutors. The Review Team recognises the need for broader piece of work on workload modelling, reward and recognition in relation to the role of personal tutor. The Review Team recognises there is a risk that members of Student Support Teams may feel undervalued from lack of inclusion in the current training plan.

10. List of Recommendations

No.	Recommendation	Responsible
1.	The Review Team recommends that the governance of mental health services and strategy be incorporated into the Learning and Teaching governance framework. Future governance arrangements need to ensure that mental health services are considered at an appropriately high level of University committee. This should be implemented as quickly as possible.	Mental Health Strategy Group
2.	The Review Team recognise that there is a need to scale up activities to develop and sustain student wellbeing and resilience and recommends that the University, EUSA and the Sports Union continue to develop the strategic approach to this activity in a coordinated and joined up manner.	Mental Health Strategy Group
3.	The Review Team recommends that the University considers taking a “healthy settings” approach (www.who.int/healthy_settings/en) to the way it conducts business to support staff and student wellbeing. It will be helpful to reflect on this model when developing the Mental Health Strategy.	Mental Health Strategy Group
4.	The Review Team recommends that the Support for Study Policy is reviewed, as the current Policy lacks the option to require students to interrupt their studies where the Support for Study Panel deems it appropriate.	Curriculum and Student Progression Committee
5.	The Review Team recommends that Learning and Teaching Committee ensure that the Accessible and Inclusive Learning policy is appropriately implemented and embedded.	Learning and Teaching Committee
6.	The Review Team recommends that a risk assessment be undertaken of the impact of a failure to deliver reasonable adjustments for disabled students (including mainstreamed adjustments).	Deputy Secretary, Student Experience
7.	The Review Team recommends that efforts to raise awareness of the purpose of SCS among staff and students are continued.	Student Counselling Service
8.	It is recommended that Residence Life revisit the monitoring process to ensure that the relevant provision is being delivered consistently across all sites.	Accommodation Services
9.	The Review Team recommends that consideration be given to introducing a programme to help students who live at home or commute to manage the transition to university, perhaps using the current Residence Life programme as a model.	Mental Health Strategy Group

10.	The Review Team recommends that mental health services consider - what are the perceived barriers to students accessing services? Having identified these, consideration should be given to ways in which these barriers can be mitigated or removed.	Student Counselling Service, Student Disability Service
11.	The Review Team recommends consideration be given to the routes provided to information online for both staff and students. The Review Team suggests that staff and students are asked to test the routes in the relevant section of the thematic website and explore ways to prioritise this information.	Deputy Secretary, Student Experience
12.	The Review recommends further investigation of how links between services and schools can be improved. There should be a robust structure to support the links between schools and services which may be through student support staff or through the Senior Tutors and nominated contact points for each service.	Mental Health Strategy Group
13.	The Review Team recommends that Records Management review the document 'Guidelines on the Disclosure of Information about Students' to ensure that it is fit for purpose and accessible for students and staff involved in their support.	Records Management Team/Student Disability Service and Student Counselling Service
14.	The Review Team recommends having a higher level of training for certain individuals in each School, recognising that some Schools may need to pool resources, so that these people could support and advise colleagues dealing with complex or difficult situations.	Assistant Principal, Academic Support
15.	The Review Team is aware that there a number of training programmes in existence already and recommends that an audit of all programmes should be undertaken in order to avoid further confusion and streamline time and resource both from those involved in delivering training and those seeking training.	Mental Health Strategy Group

11. Appendix One – Review Schedule

The University of Edinburgh

Thematic Review: Visit Schedule

Thematic Review of Mental Health Services

15 and 16 March 2016, Elder Room, Old College

Prior to the Review

Session	Meeting details	Purpose	Attendees	Meeting Chair
Pre-review meeting 1	11.30am on 14 March Registry Foyer Room	Input from health care professionals on their perspectives of the University's mental health services Meeting with Dr Robby Steel, CMVM Psychiatric Advisor. To discuss: • Views on how the University links and liaises with sector bodies and the NHS	Dr Robby Steele, CMVM Psychiatric Advisor Members of the Review Team: Professor Allan Cumming Dr Lisa Kendall Andy Peel Anne Marie O'Mullane (notes)	Professor Allan Cumming
Pre-review meeting 2	15.00 on 14 March Registry Foyer Room	Input from health care professionals on their perspectives of the University's mental health services Meeting with Dr Sharon Young, University Health Centre. Dr Sharon Young will canvas the views of colleagues. To discuss: • Views on how the University links and liaises with sector bodies and the NHS	Dr Sharon Young, University Health Centre Members of the Review Team: Professor Allan Cumming Dr Lisa Kendall Anne Marie O'Mullane (notes)	Professor Allan Cumming

Day One

Session	Meeting details	Purpose	Attendees (title & role)	Meeting Chair
1.1	09.00-09.30 Venue: Elder Room	Review Team Meeting To confirm: <ul style="list-style-type: none"> • the format of the review • chair of each meeting • lines of enquiry • highlight any points/themes to be pursued • any relevant issues • update from pre-meeting 	Review Team	Professor Allan Cumming
1.2	09.30 – 11.00 Venue: Elder Room	Understanding the landscape of Mental Health Services at the University of Edinburgh To discuss: <ul style="list-style-type: none"> • governance and management of the services • coordinating and leading services • lines of responsibility for management • communication between support services • strategic issues 	Gavin Douglas, Deputy Secretary Student Experience Ronnie Millar, Director, Student Counselling Sheila Williams, Director, Student Disability Service Ali Newell, Associate Chaplain, Chaplaincy Shelagh Green, Director, Careers Service	Professor Allan Cumming

			<p>Euan Fergusson, Head of International Student Support, International Education Office</p> <p>Sarah Purves, Director of Membership, Support and Development, EUSA</p> <p>Charlotte Macdonald, Advice Place Deputy Manager, EUSA</p> <p>Lynne Duff, Assistant Director-Residence Life</p> <p>Antony Maciocia, Dean of Students, College of Science and Engineering</p> <p>Pete Higgins, Dean of Students, College of Humanities and Social Sciences</p> <p>Professor Alan Murray, Assistant Principal Academic Support</p>	
	11.00 – 11.15	Morning Break	Review Team	

<p>1.3</p>	<p>11.15 -12.15</p> <p>Venue: Elder Room</p>	<p>Governance – linkages with strategy</p> <p>To discuss:</p> <ul style="list-style-type: none"> • Explore further governance of mental health services and linkage with strategy • Explore the role of the Mental Health Strategy Group 	<p>Gavin Douglas, Deputy Secretary Student Experience</p> <p>Helen Cameron, Convener of the Mental Health Strategy Group</p> <p>Ronnie Millar, Director, Student Counselling Service</p> <p>Sheila Williams, Director, Student Disability Service</p>	<p>Mark Ames</p>
<p>1.4</p>	<p>12.15 – 13.15</p> <p>Venue: Elder Room</p>	<p>Frameworks and infrastructure that underpin Mental Health Services Delivery</p> <p>Includes presentation on legal obligations prescribed by legislation for 10 minutes at beginning of meeting. Delivered by a Legal Advisor from Brodies.</p> <p>To discuss:</p> <ul style="list-style-type: none"> • Legal obligations of the University • How services and staff meet legal obligations regarding mental health services delivery • Aspirations for measuring outcomes • Infrastructure and location of services 	<p>Gavin Douglas, Deputy Secretary Student Experience</p> <p>Jennifer Wallace, University Solicitor</p> <p>Ronnie Millar, Director, Student Counselling Service</p> <p>Sheila Williams, Director, Student Disability Service</p> <p>Antony Maciocia, Dean of Students, College of Science and Engineering</p>	<p>Dr Lisa Kendall</p>

			Pete Higgins, Dean of Students, College of Humanities and Social Sciences Professor Alan Murray, Assistant Principal Academic Support	
	13.15 – 13.30	Break before (late) lunch-time meeting		
1.5(a)	13.30 – 14.45 Debrief in last 15 minutes Venue: Elder and Lee Room	Views of staff regarding Student Mental Health Services – UG and PGT To discuss: <ul style="list-style-type: none"> • experience of supporting students with mental health difficulties and experience of interacting with relevant University services e.g. links and liaison with services • Staff Training/Guidance provided to staff engaging with students with mental health difficulties • Awareness of guidance materials etc 	Senior Tutors Personal Tutors Student Support Staff including teaching organisation managers Directors of Teaching PG Directors of Graduate Schools	<i>Room will be split in half (figuratively)</i> <u>Group 1</u> Lead: Dr Sheila Lodge Andy Peel Anne Marie O'Mullane <u>Group 2</u> Professor Allan Cumming Mark Ames <u>Group 3</u> Lead: Professor Judy Hardy Mark Wilkinson Jess Kileen <i>Facilitation approach</i>
1.5 (b)	13.30 – 14.45 Debrief in last 15 minutes	Views of staff regarding Student Mental Health Services – PGR	PG Directors of Graduate Schools Graduate School Managers	<u>PGR</u> Lead: Dr Lisa Kendall Sam Dale

	Venue: Carstares Room	To discuss: <ul style="list-style-type: none"> • experience of supporting students with mental health difficulties and experience of interacting with relevant University services e.g. links and liaison with services • Staff Training/Guidance provided to staff engaging with students with mental health difficulties • Awareness of guidance materials etc 	Supervisors	<i>Facilitation approach</i>
1.6	14.45 – 15.45 Venue: Elder Room	<p>Consideration of mental health wellbeing activity undertaken by the University</p> <p>To discuss:</p> <ul style="list-style-type: none"> • Understanding the breadth of well-being services offered at the University • Leading managing coordinating wellbeing services at the University • Promotion of mental health wellbeing activity • Consider early intervention processes • Links and liaison between areas and the provision of training 	<p>Wellbeing: Helen Ryall – Healthy University, Centre for Sports and Exercise</p> <p>Wellbeing: Ronnie Millar, Director, Student Counselling Service</p> <p>Wellbeing: Lynne Duff Assistant Director-Residence Life</p> <p>Programme specific support: Dr Geoff Pearson, Senior Tutor, R(D)SVS</p> <p>Funding advice – Charlotte Macdonald, Advice Place Deputy Manager, EUSA</p>	Sam Dale
1.7	15.45 – 16.45 Venue: Raeburn Room	<p>Student Experience Meeting 1: Meeting with students who have self-selected to meet with the review team</p> <ul style="list-style-type: none"> • Discussion in context of support for students across the student journey: Framework - pre-admission 	Four Students	Andy Peel

		<ul style="list-style-type: none"> - admission - entry and induction - accommodation - on course - transitions - exit/access to employment 		
1.8	16.45 – 17.15	Review team meeting To discuss: <ul style="list-style-type: none"> • Day One, outline initial comments, commendations and recommendations to discuss further on Day Two 		

Day Two

Session	Time	Purpose	Attendees (title & role)	Meeting Chair
2.1	09.00 – 09.30	Review Team meeting <ul style="list-style-type: none"> • Confirm plan for Day 2 • Highlight any points for discussion on Day 2 	Review Team	
2.2	09.30 – 10.00 Venue: Elder Room	Meeting with Deputy Secretary Student Experience and Heads of Service <ul style="list-style-type: none"> • To discuss/clarify any questions from discussions on day 2 • To confirm arrangements for feedback meeting 	Gavin Douglas, Deputy Secretary Student Experience Ronnie Millar, Director, Student Counselling Service Sheila Williams, Director, Student Disability Service Ali Newell, Associate Chaplain, Chaplaincy	Professor Allan Cumming

			<p>Sarah Purves, Director of Membership Support and Development, EUSA</p> <p>Charlotte Macdonald, Deputy Advice Place Manager, EUSA</p>	
2.3	<p>10.00 – 11.00</p> <p>Venue: Elder Room</p>	<p>Student Experience Meeting 2: Meeting with members of Student Societies involved in mental health work</p> <ul style="list-style-type: none"> • Discussion in context of support for students across the student journey: Framework - pre-admission - admission - entry and induction - accommodation - on course - transitions - exit/access 	<p>Members of Student Societies: Madeleine Payne, Convener of the Mental Health and Wellbeing Society</p>	<p>Jess Kileen</p>
	<p>11.00 – 11.15</p>	<p>Morning Break</p>		
2.4	<p>11.15 – 12.15</p> <p>Venue: Elder Room</p>	<p>Training: Support for staff who support students</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Training needs of staff who support different types of cohorts e.g. UG, PGT and PGR • How these needs should be addressed • The link between staff wellbeing and student wellbeing 	<p>Gavin Douglas, Deputy Secretary Student Experience</p> <p>Ronnie Millar, Director, Student Counselling Service</p> <p>Janet Craig, Occupational Health Manager, Occupational Health Unit</p> <p>Professor Alan Murray, Assistant Principal, Academic Support</p>	<p>Mark Ames</p>

	12.15 – 12.30	Preparation time/break		
2.5	12.30 – 13.30 Venue: Elder Room	Student Experience Meeting 3: meeting with ODL students <ul style="list-style-type: none"> • Discussion in context of support for students across the student journey: Framework <ul style="list-style-type: none"> o pre-admission o admission o entry and induction o accommodation o on course o transitions o exit/access 	Two Students	Dr Sheila Lodge
2.6	13.45 – 15.45 Venue: Elder Room	Review Team Meeting <ul style="list-style-type: none"> • To discuss and gather team’s comments on the review • To note/agree initial commendations and recommendations to be fed back to review area • To formulate feedback to be given to review area 	Review Team	Professor Allan Cumming
	15.45 – 16.00	Break	Review Team	
2.7	16.00 – 17.00 Venue: Elder Room	Feedback to the Review Area	Gavin Douglas, Deputy Secretary Student Experience Ronnie Millar, Director, Student Counselling Service Sheila Williams, Director, Student Disability Service	Professor Allan Cumming

			<p>Ali Newell, Associate Chaplain, Chaplaincy</p> <p>Sarah Purves, Director of Membership Support and Development, EUSA</p> <p>Charlotte Macdonald, Advice Place Manager, EUSA</p> <p>Lynne Duff Assistant Director-Residence Life</p> <p>Helen Ryall – Healthy University, Centre for Sports and Exercise</p>	
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