

London Metropolitan University

Wellbeing Strategy 2019-2021

Author: Lynsey Bendon

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Introduction

Positive mental and physical health and wellbeing is unmistakably a critical factor in student success. However, researchⁱ points to a decline in recent years of the wellbeing of the population and of students in particular. Students are likely to experience lower wellbeing compared to their peers in the general populationⁱⁱ and also higher levels of mental ill health than previous generations. Studiesⁱⁱⁱ note that not only are students reporting in greater numbers, they also require support for more serious issues such as anxiety, depression and risk of self-harm. It is clear the University has a significant role to play in supporting our students, not only to reach students in need but also to provide a welcoming and supporting environment and opportunities to all to improve their wellbeing, enabling everyone in our student community to achieve their full potential.

In order to meet this need we will build on our long history of student support, actively drawing together the existing provision across the institution; focussing on new initiatives commencing in the 2018/19 academic year; and looking to develop future proposals driven by data and evidence from our own student population and the sector as a whole.

Wellbeing strategy:



We will:

- 1) **Measure the baseline.** Collecting data from our returns, specialist services and our students themselves via the UUK audit tool (when released).
- 2) **Commit to a 'whole community' approach,** from the senior leadership team, through to academic and support staff. We will establish a cross-sectional working group and support all staff with specialised training and on-line resources.
- 3) **Increase and promote physical activity and healthy behaviours.** We will increase Sport and Fitness provision across the University, with free gym membership being offered to all of our students.
- 4) **Encourage a greater sense of community and belonging,** through Societies, Volunteering opportunities, PASS Scheme and Personal Development Certification and the Student Voice Group.
- 5) **Improve reporting of any Cause for Concern,** and ensure policies are accessible and easy to navigate for staff and students. We will establish on-line reporting mechanisms and review policies and procedures to ensure maximum efficiency.
- 6) **Enhance accessibility to services and emergency financial support.** We will offer additional points of contact for the existing specialist teams and ensure streamlined application processes for financial assistance, to allow students to access the support they need, when they need it.
- 7) **Increase targeted support for students in crisis.** The University will convene a Multi-Agency Support Group to facilitate targeted responses, ensuring a joined up approach to student issues and effective external referrals.
- 8) **Build on existing external partnerships.** The University will build on and increase partnerships with appropriate external organisations and the NHS to ensure effective referrals and 360 degree support for our students within the University and local community.
- 9) **Ensure our environment aids positive wellbeing.** Incorporating [Biophillic](#) design into refurbishments and aiming for high quality and reasonably priced food, through measures such as the Food for Life Catering Mark.
- 10) **Measure the outcomes** of the work undertaken and devise future strategy based on this evidence.

1. Measure the baseline

1.1 Measure and survey: The University will collect and analyse data from our returns and service statistics. We will measure ourselves against the UUK audit tool (when released). We will also consider designing and implementing a cross-sectional survey to understand the baseline, how our students evaluate their current wellbeing, and their view of support within the University.

Summer 2019 Update: The UUK Audit tool is still under development and not currently available. As an interim measure, an indication of wellbeing is being considered for inclusion into the Autumn 2019 Professional Services Department Survey.

2. Commit To A 'Whole Community' Approach

It is widely agreed that the most effective approach to student mental and physical health is that based on participation by the 'whole community'.

AS UUK note in their Stepchange framework:

“The scale of present and future challenges cannot be addressed by siloed services: the whole organisation approach is needed to address system and structural barriers and to reach more groups earlier^{iv}”

2.1 Wellbeing Working Group: In order to facilitate this approach the University has convened a Wellbeing Working Group (WWG) consisting of staff representing key departments across the University who will provide both strategic and operational functionality to the strategy. The WWG will be chaired by the Head of Student Services and will meet on a monthly basis during its first academic year of operation. The group comprises representatives from teams within:

- Student Services
- Estates
- Student Liaison Team
- Communications Team
- University Secretary's Office
- Students' Union
- Centre for Professional Education and Development (CPED)
- Human Resources

The group will share information about initiatives underway within their departments, promote events, consider good practice and act as connectors between the WWG and their wider teams.

A shared repository for information and an events calendar will allow staff to collaborate on relevant events and to assist in scheduling local initiatives. The group will also curate the list of external partner and referral organisations referred to elsewhere in this strategy.

Summer 2019 Update: The group has met regularly and in its first year of operation has established an events calendar, external partner register and practical events checklist. Teams across the University are utilising the group to work collaboratively and effectively on events and initiatives, and also as a space to seek advice and share good practice. The Wellbeing Working Group will continue operations in 2019/20.

2.2 Healthy Campus Initiative: The Healthy Campus Initiative is a project which aims to explore, identify and make recommendations on how we, as a university community (that is, students and staff), can address the increasing levels of student mental ill-health, wellbeing and emotional literacy challenges our university is, and many others are, currently facing. The initiative was developed in response to the sector-wide increase in mental ill-health prevalence and to the worryingly high numbers of students reporting wellbeing and emotional concerns.

The Health Campus Group, consisting of staff from academic schools and professional service departments, students and the Students' Union, met throughout the 2017/18 academic year to discuss the issues, challenges and solutions with the aim of producing a manifesto to be presented to senior staff during the 2018/19 academic year. We look forward to their findings and recommendations.

Summer 2019 Update: The manifesto was presented to the Senior Leadership Team in early 2019. Mental health on campus is a clear priority for the Senior Leadership Team and the findings from the Health Campus Initiative and other research were discussed at the London Met Minds Group chaired by the Vice Chancellor. London Met Minds will continue in the 2019/20 academic year.

2.3 Staff training: Additional and on-going training is needed to equip staff in supporting students in the current environment. Training will continue with particular emphasis on the principles of safeguarding, Prevent, mental health awareness and dealing with challenging situations.

Training will be provided by specialist internal teams and external providers.

Summer 2019 Update: In line with one of the Healthy Campus Initiative recommendations: 'investing on Mental Health awareness and literacy training', the Counselling Service offered training to all the departments of the Student Journey directorate, including facilitated workshops on

‘Mental Health Awareness’ and ‘Empathic Communication’ with the aim of expanding staff understanding, communication skills and self-awareness. The training will continue in the year 2019/20 and expand to sessions available to all staff on areas such as Burnout, Anxiety, Authentic communication and assertiveness and the Threat of Stereotypes: Implications for students and staff.

Safeguarding and Prevent training was rolled out to all safeguarding officers and many frontline staff. The University will shortly implement a range of on-line training to all staff including mandatory elements such as safeguarding essentials, equality and diversity briefing and unconscious bias training.

2.4 Dedicated Wellbeing space on the University Webpages: The University is developing a dedicated area to student wellbeing within the Student Zone. This area contains links to areas of support, pro-active student activities such as sports and volunteering, and contains the cause for concern online reporting tool.

student.londonmet.ac.uk/life-at-london-met/wellbeing-at-london-met/

Summer 2019 Update: The Wellbeing at London Met page is online and located in the Student Zone. The page unites all of the essential areas to enable students to make the most of their University experience, including Clubs and Societies, Health and Fitness and volunteering opportunities, in addition to information on support, including student services, emergency information and external referrals.

3. Increase and promote physical activity and healthy behaviours.

The connection between physical activities and the positive effect on mental and physical wellbeing is long established. The University will build on the solid foundations that already exist in relation its commitment and go further to allow increased participation.

3.1 Healthy University scheme: The University has invested in fully subsidised gym membership for all students. This enables students to access the well-equipped University gym and University-run classes for free.

The University has identified a space within the Tower complex to be utilised as a dedicated wellbeing area. The room will be available for therapeutic treatments including massage and meditation, and low impact classes such as yoga, with a programme of sessions targeted to particularly stressful points in the calendar such as exams and coursework deadlines.

Summer 2019 Update: Data shows an increase of participants to classes of around 40% and student/staff gym membership has increased by approximately 250% since the introduction of free membership.

A wellbeing room has been developed in the Tower Building which will house timetabled mindfulness, yoga and Pilates sessions from 2019/20. In addition to these activities Sports Therapy students will run massage sessions in partnership with staff from the gym. It is planned that a timetable of recreational and practical activities such as drawing, chess, painting, learning musical instruments and other staff led activities will be based in this room and available throughout the year.

3.2 Sports ambassadors: The University will also recruit students from each school to act as an ambassador promoting the Healthy University Scheme and fitness and sports opportunities available to all students.

Summer 2019 Update: Over twenty students have been employed over the academic year in various support roles. The University intends to build upon this base, utilising the team in increasing internal networks and supporting departments and Schools with physical activity.

3.3 Sport: The LMU Students' Union operate the Sea of Red sport's programme offering students the opportunity to take part in a wide range of team and individual sports that include: Rugby, Football, Volleyball, Boxing, Tennis, Dance, Badminton and Cheerleading. Alongside the obvious physical benefits, there is an increasing focus on inclusion and the positive effects of participation on wellbeing as emphasized in recent BUCS (British Universities and Colleges Sport) related research on sport and students.^v

Summer 2019 Update: Sport has been very popular and successful this year, with some of the competitive teams such as Dance and Volleyball returning with medals, and the introduction of new sports, including Archery and Trampolining. Participants continue to reap the benefits of competitive sport, and the aim is to reach more students and continue these developments into 2019/20.

3.4 Fitness classes: The Sports Centre offer a fun-filled programme of exercise classes running throughout the week and open to students, staff and the public. There are a range of classes that are suitable for all abilities. The emphasis is on exercise in a fun and friendly environment, meeting new friends and undertaking exercise for enjoyment.

Summer 2019 Update: Classes have continued over the year. For 2019/20 over 35 recreational classes will complement the Wellbeing Room programme, taking place in the Science Centre and Benwell Road gym with new classes, such as Salsa, being introduced.

3.5 Cycling and walking: The University encourage staff and students to cycle to the University to promote healthier lifestyles. As part of this, a monthly Dr Bike service is provided where staff/students can get their bike checked and repaired for free. The University will look to upgrade our cycle facilities, including installing new racks and lockers, to facilitate more participants in this scheme. Students and staff can also join energetic and guided walks from Holloway Campus to discover the local area, including several parks and a nature reserve just a few minutes from the campus.

Summer 2019 Update: The University has made available over 138 cycle parking spaces across both campuses, including foldable bike lockers

Dr Bike sessions ran throughout the academic year with forty-five bikes checked. New sessions have been secured and will resume at the start of the new academic year.

Guided walks of the local area have continued and are regularly enjoyed by participants. It is planned that the walks will continue through 2019/20.

3.6 Catering: The University is actively working toward reducing the amount of bottled water and water coolers on site by increasing the amount of drinking water fountains available around the campuses. Maps on the University website indicate the nearest locations.

The University Catering service is aiming for a Food for Life Catering Mark this academic year. Awarded by the Soil Association, the Catering Mark provides independent endorsement that caterers are taking steps to improve their food through meeting standards on nutrition, freshness, sustainability and animal welfare.

Additionally, the Catering team have introduced the Too Good to Go App at all catering facilities so that students can pick up a box of food for £1.50 to ensure they get a good quality meal at a reasonable price. In addition to the cost savings to our students, this also helps the University to reduce food waste.

Summer 2019 Update:

Water Coolers: An audit of coolers was undertaken across entire campus.

As a result, the Estates Department are planning to work with colleagues to arrange for the removal of two thirds of current coolers where it was noted that access to drinking water was not an issue.

Water fountain installation: This work is ongoing. A new water fountain is planned in the Holloway Road Campus for staff relocated from Moorgate and quotes have been obtained to install water fountains in several locations across campus.

All university catering outlets provide drinking water free of charge to customers upon request and maps detailing the location of drinking water locations can be found on the university student / staff zones.

Reusable Cups: Bamboo LMU branded reusable cups for hot drinks have been available to purchase at all catering outlets since autumn 2018, with 295 sold in the last year. Whilst helping to reduce single use coffee cups, they also provide a customer discount of 20p per visit when purchasing a hot drink from any outlet.

Food for Life: The Highbury Canteen achieved a bronze award in November 2018, meeting standards such as: ensuring that menus are seasonal with in-season produce highlighted; eggs are from free range hens; no genetically modified ingredients, artificial trans fats or undesirable additives are used; at least 75% of dishes on the menu are freshly prepared (on site or at a local hub kitchen) from unprocessed ingredients. Produce from the University roof garden was used to make meals during the summer.

Too Good To Go: The Too Good To Go App was launched across all six of the university's catering outlets and has proven to be a success with students. Circa 850 meals have been collected/sold to staff and students providing income for the University and reducing food waste.

3.7 Digital solutions: The University will investigate digital solutions to aid, support and promote positive wellbeing behaviours within the student population.

Summer 2019 Update: The University continues to research suitable and appropriate apps and platforms that will support students whilst being remaining cost effective. This research will continue into the 2019/20 academic year.

4. Encourage a greater sense of community and belonging

It can be a challenge to build a University community and sense of belonging^{vi} in an urban campus such as LMU. However, the University strives to engender this spirit in a number of ways.

4.1 Societies: Facilitated by the LMU Students' Union and run and managed by the students themselves, LMU societies connect students across the University in the enjoyment of a common interest across a broad spectrum of areas, including music, dance, nationality, subject area and faith. Aside from exploring an area of interest, students can also access peer support within these groups and build self-esteem and vocational skills through the administration and organisation of the society. Societies are celebrated at the annual SU Awards which is enthusiastically supported by the University.

For 2018/19 the Student Union has decided to make society membership free for all students, lowering barriers and encouraging participation.

Summer 2019 Update: There are around 50 active societies operating within the Students' Union, covering a wide range of interests, hobbies and activities. In the next academic year, societies and sports will be coordinated together, with a greater emphasis on wellbeing within these groups. The Students' Union will roll out training to all relevant student groups, covering consent, liberation, bystander and unconscious bias training, to ensure that students feel confident, safe and accounted for within these groups and on campus.

4.2 Volunteering: Studies have demonstrated that individuals who donate their time feel more socially connected. A number of volunteering opportunities are available and promoted through the Employment Outcomes Team and via the Student Union. The University also provides extensive guidance and support in choosing the right opportunity and how this can also benefit students' academic studies in terms of credits towards work related modules and future career prospects.

Summer 2019 Update: The Students' Union has continued to provide a range of volunteering opportunities, from getting involved with student voice, to volunteering in the media outlets. The SU worked closely with the Volunteering team in Careers and Employability to offer placements to students undertaking work related learning, and this will continue into 2019/20.

4.3 PASS Scheme: The London Met PASS (Peer Assisted Student Success) scheme was introduced to help first year students boost their academic success and feel more integrated as members of their courses and our University community. Trained second- and third-year students provide guidance and support to first year students, helping them to develop a better understanding of the course content, academic skills and effective ways to be successful students. Support is also

available in targeted modules for second year students and 'Project Success' workshops for third year students. Success Coaches also take part in Student Events, including Progress to Success and Head Start, providing advice and support to students from when they receive their offer and when they prepare for exams and assessments.

Summer 2019 Update: In the 2018/19 academic year, 2200 students were reached, and those students who attended half or more PASS sessions obtained significantly higher average grades. The scheme continues in 2019/20 and training for new Success Coaches, who must be approved by their Schools, will run in September 2019.

4.4 Student Voice: The Student Voice Community brings together a range of Student Voices to assist the University in identifying and driving forward improvements. The community allows students to: have input to University decision making processes; to act as change agents; to contribute to teaching and learning development; and to become active members of the University community.

Summer 2019 Update: The University is currently reviewing the methods of collecting the student voice to ensure effective and representative feedback.

4.5 Personal development: Throughout the year the Counselling Service organises workshops on various personal issues, including exam anxiety, relaxation, stopping smoking, stress management, motivation, and goal setting. In addition they also facilitate the Certificate in Personal Development and Emotional Awareness, a distance learning programme for students who are interested in growing and achieving their full academic, creative and personal potential. The mini-modules vary from year to year, but a typical programme would consist of subject matter such as:

- Set Clear Compelling Goals: A Journey Towards a Successful Outcome
- The Many Faces of My Learning Style
- Self-awareness: Improving Relationships & Enriching Your Student Experience
- Building Self Confidence: Assertiveness & Self Care
- Calming the Restless Mind: Mindfulness in Everyday Life
- Mental Health, Language and Social Inclusion

Summer 2019 Update: The Counselling Service have recruited a new Counsellor (Personal Development) who will be developing these initiatives, including updating and building relevant workshops and refreshing the Personal Development Certificate. This recruitment should also increase the provision of Mental Health support and awareness, promoting training to students and strengthening ties with the academic

Schools.

5. Improve reporting of Cause for Concern

5.1 Policy review: The University has a number of established policies and procedures in place to advise staff and students of the actions to take if there is an incident or cause for concern. We will review and update those to ensure that they are accessible, effective and user-friendly.

Summer 2019 Update: The Safeguarding Policy has been redesigned and guidance on developing Policies and Procedure was drafted and agreed. A Sexual Misconduct Policy has been drafted and has been agreed by the Senior Leadership Team after consultation. A process map is being designed for Fitness to Study procedures to aid understanding and the Death of a Student Policy and Mental Health Policies are currently under review.

5.2 Reporting mechanisms: We will also ensure that reporting mechanisms for both staff and students are clear, providing visual representations of the procedures as appropriate. We will establish a clear and defined area within the Student Zone that allows students and staff to access these systems and also develop routes to online reporting.

Summer 2019 Update: Students and staff are now able to make online Cause for Concern Reports on the Wellbeing at London Met web pages on the Student Zone. The Safeguarding Policy includes a process flow chart for ease of navigation. Plans are underway to develop care pathways and post-safeguarding protocols for release in the 2020/21 academic year.

5.3 Emergencies and Serious Incidents: The University will create clear and simple guidelines for both students and staff in the actions that must be taken in case of emergency or serious incident within the University. This information will be accessible from the University webpages.

Summer 2019 Update: This information has added to the Wellbeing at London Met web pages and the flow charts will be updated and added during the 2019/20 academic year.

6. Enhance accessibility to services and emergency financial support

The University has a well-established and effective range of support services, mainly located within Student Services, offering advice, guidance and support: Student Money and Accommodation Advice; Disabilities and Dyslexia Service; Counselling

Service; International Student Support; and, in the wider Student Journey, the Student Liaison Team.

It is acknowledged that students are not always aware of the services available within the University, how these services apply to their needs, and/or how to access the support, and may occasionally experience delays in accessing services. To this end, the University is improving the promotion and accessibility of these services.

6.1 Enhancements to Induction and Continuous Induction: Based on programme delivery to date, and in line with the University strategy to build positive wellbeing on campus, it is proposed that the Student Journey Induction and continuous induction will be updated to focus more on key topics, rather than just on services offered at LMU. The Student Liaison Team has secured more time and space as part of Induction to talk to students about key wellbeing topics, and is working with key staff in the Schools to develop a robust and wellbeing-focussed continuous induction programme.

Key topics of focus will include:

- Student wellbeing and staying healthy
- Transitioning to University life
- Study smarter: use & understand library resources
- Supporting you to succeed (Pastoral and academic support)
- Managing your finances
- Mental & physical health
- Managing stress at University
- Student Voice

The key student support services will be introduced as part of the above topics/presentations, for example we will introduce the Counselling Service when talking about Managing Stress at University, and introduce the Student Money and Accommodation Advice team when talking to students about 'Managing your finances'.

Summer 2019 Update: Induction and Continuous Induction were updated for 2018/19 to ensure a focus on key wellbeing topics and the Student Liaison Team were provided with greater space at School inductions, allowing relevant topics to be covered, including student wellbeing and staying healthy, student voice, and transitioning to university life.

Continuous induction in core modules was delivered across each of the six schools, focusing on key wellbeing topics and introducing the various Student Services at London Met. The schedule included:

- 1. Supporting you to Succeed**
- 2. Managing your Finances**
- 3. Mental and Physical Health**
- 4. Managing Stress at University**
- 5. Study Smarter: Use and understand library resources**

Both induction and continuous induction led to heightened awareness among students both relating to student wellbeing and to the support available to them, as evidenced by an increase in self-referrals to the Student Liaison Team in the weeks following induction and continuous induction.

For 2019/20, the Welcome Week programme will be expanded to provide student workshops on wellbeing-related topics in addition to the Student Liaison presence at School and course inductions. Continuous Induction will continue with the same format and timetable, following the successful implementation of the programme in 2018/19.

6.2 Drop-ins for all Student Services and Student Liaison Teams: The University looks to remove the barriers for students seeking support. The Disabilities and Dyslexia, International Support and Student Money and Accommodation Advice Teams all offer drop-in sessions through the week. The Student Liaison Team and Counselling Service plan to add their services to this offer, providing easily accessible pathways the help available within the institution. The drop-ins will act in the main as a 'triage' for the respective functions which allows effective referrals to specialist 1:1 appointments.

Summer 2019 Update: A Counselling Service drop-in has been found to be unsustainable within current resourcing as demand for counselling support sessions is on the increase (by 20% in comparison to 2017/18). The Service have instead committed resources to group work provision which would be complementary to the 1-1 counselling work, offering a more holistic, preventative and integrated support to students.

The Student Liaison Team introduced daily drop-ins in the Student Hubs in 2018/19, which will continue into 2019/20. This has allowed more students to be seen and effectively signposted to relevant Student Services within the University, as well as appropriate external referrals.

6.3 Hardship, Crisis and Emergency Funding: The University has long supported students in financial need, through the various funds available namely: Hardship and Summer Hardship; Emergency Loans; Crisis and Accommodation payments; and the Limerick Fund.

We will review the criteria to consolidate the funds and simplify the application process and eligibility requirements, **where possible within regulatory**

frameworks, to ensure effective and efficient application and decision making processes to provide support for our students when they need it most.

Summer 2019 Update: the application processes, criteria and various hardship loans/grants were consolidated and simplified. The maximum payments were reduced to enable more students to benefit from the funds and students are able to re-pay emergency payments (where appropriate) to allow the funds to assist a greater number of students. The digitalisation of elements of the process has enabled easier tracking of applications and more rapid distribution of funds to students.

7. Increase targeted support for students in crisis

7.1 Multi Agency Support Group: This group brings together specialist managers from the Counselling Service, Disabilities and Dyslexia Service, and the Student Liaison Team, chaired by the Head of Student Services, and will concentrate on students who have been identified as at risk and/or in crisis. The team will work together to build a support package within the University, liaising with academic and other specialist colleagues and/or making effective referrals to relevant external organisations, including the NHS when appropriate. The Group will also include relevant colleagues from across the University to participate in the group as and when necessary, whilst maintaining confidentiality for the students involved.

This will facilitate targeted responses, a joined up approach to student issues and ultimately a better service and support for the individual.

Summer 2019 Update: The MASG supported 17 students in the 2018/19 academic year through periods of vulnerability and crisis. This has proven to be a highly effective response to support students in crisis or at risk and the work will continue into 2019/20.

7.2 Intervention and postvention suicide plans: Students at risk of serious self-harm and/or suicide are identified either via the University Safeguarding route, Multi Agency Support Group or Counselling and DDS Risk Registers. A plan is then formulated in conjunction with the Lead Safeguarding Officer.

In the tragic event of a student suicide, the actions required currently exist in general terms within the Death of a Student Policy. However, in order to offer the most comprehensive support to our students and the staff supporting them, the University will develop a stand-alone process document. This will guide staff through the necessary steps and procedures to take on contact with families, communication and identification of students at risk of contagion.

Summer 2019 Update: This work is currently underway and will be

published during the 2019/20 academic year.

7.3 Supporting Vulnerable Students Forum: The University will provide a safe and supportive environment for Safeguarding officers and leads, Proctors and deputies to discuss developments in policy and process, seek guidance and advice on the appropriate response to concerns about students, and receive updates and training from internal and external experts within the Supporting Vulnerable Students Forum. Whilst instilling confidence in our providers this will also ensure the best care for students at difficult times in their lives.

The group will also provide an opportunity to share good practice, discuss trends and causes for concern in the wider community.

Summer 2019 Update: This group is likely to be absorbed into the proposed Proctor's Forum.

8. Ensure our environment adds to positive wellbeing

8.1 Built environment: We utilise and improve our green spaces wherever possible, including creating two roof gardens at Aldgate and Holloway Campus and the creation of the Gardening Club.

- Aldgate is open access with a low maintenance garden for social space.
- Holloway is planned to be open access within the academic year, though access is currently available through the gardening club. The University has ambitions to utilise this space for other activities such as yoga and book clubs.

The University incorporates [Biophillic](#) design into refurbishments, where possible. Recent refurbishment to the 'pocket lounges' within the University use wallpaper and colours which mimic nature to create a calming space and we are increasing the amount of indoors planting around the University.

The University is also home to 40,000 bees who live on top of the Rocket building at the Holloway campus and who produce London Met branded honey.

Summer 2019 Update: The roof garden has been used during the summer to run weekly Gardening Club with volunteers from across the University. The harvest included: tomatoes, courgettes, cucumbers, fennel, chillies, dill, sorrel, and rhubarb. The Club worked with the Catering Team through the summer to include produce into meals that are made at the University kitchen. Staff have worked with CBRE to repurpose wooden pallets into garden planters and students and staff were taught how transform these ordinary objects.

Plans for the new academic year include installing signs and locks to make the roof garden accessible on working days. The University intends to install a raised garden bed in the Main Courtyard to enable participation for all in Gardening Club.

Longer term the University is in conversation with the borough to investigate how the roof garden can benefit the local community.

The bee population has increased to around 80000 and students and staff have joined the popular bee maintenance days, which can also be viewed via the [bee cam](#). A bee hotel making workshop was held and included students from Goldsmiths University.

A Honey Harvesting day is planned in September 2019 with students and staff will be invited to participate. Participants will be able to taste the honey and the jarred honey will be used at future Sustainability events.

9. Build on existing external partnerships

9.1 External organisations: The University provides significant support, however it is acknowledged that it is not possible, or appropriate, to provide all of the specialist advice and support that an individual may require. Therefore, it is essential the University increase existing connections with specialist organisations, charities and departments within the NHS. The University already has strong connections to organisations such as the specialist debt advice charity [Toynbee Hall](#) and private accommodation providers and their student welfare teams. The University has recently been invited to participate in the Islington NHS Transition Team, a multi-agency team supporting young people with mental health diagnoses in Islington, and to forge links with Victim Support offering practical advice and guidance to those who have been a victim of crime.

We will seek to build on these to form a network of partnerships supporting our students in the many areas that impact on their lives and also to allow, where possible, rapid referral in times of crisis. The areas of focus will consist of:

- Mental Health
- Sexual Health
- Homelessness
- Faith based charities

Teams across the University will collaborate with new and existing partnerships and a resource list will be maintained and updated by the Wellbeing Working Group for reference and available to all staff and students.

Summer 2019 Update: The resource list has been compiled and is an accessible resource for both staff and students, available on the [Wellbeing at London Met](#) web pages.

The University has also established a good working relationship with the following organisations in the past academic year:

- Talk 4 Health (p2p training on basic counselling skills)
- Rethink (improving mental health in HE)
- BEAT (eating disorders)
- The Lucy Rayner Foundation (suicide prevention)

These organisations offered sessions, presentations and information, including a film screening to raise awareness and to support students and staff on campus.

The Wellbeing Working Group will work in collaboration with the Head of Policy and Adviser to the Vice-Chancellor on building further relationships in line with the University's strategic aims.

10. Measure the outcomes

10.1 Impact assessment: At the end of the first year we will measure and evaluate the success of the initiatives being undertaken within the survey, not just on the change to the overall wellbeing of the student body, but in terms of retention and student achievement. We will acknowledge and review schemes that did not have the expected effect, celebrate successes and continue to work together to build effective and on-going support to enable our students to reach their full potential.

Summer 2019 Update: Measurement of the effectiveness and success of initiatives has taken place on a local level with many successes noted. In lieu of national benchmarking, the University will aim to continue to collect data internally and compare institutional data year on year once available.

Priorities for 2019/20

Many of the initiatives will continue and develop into the 2019/20 academic year. The priorities for the coming year fall into two areas: preventative – aiming for good physical and mental health across the student population - and responsive – ensuring that we have effective responses when students are in need.

Preventative: Embedding wellbeing throughout the students' journey, including measures such as:

- introducing workshops on wellbeing-related topics into Welcome Week;
- rolling out training to SU student groups, covering areas of consent, bystander and unconscious bias training;
- expanding wellbeing events and raising awareness in collaboration with local and national charities and organisations;
- increased staff training to enable prevention;
- improving access to water across campus;
- the introduction of activities in the Wellbeing Room and improved access to Gardening Club

Responsive: Ensuring that difficult situations are managed effectively:

- Accessible, relevant and updated policies and procedures
- Clear care pathways for safeguarding and Cause for Concern reports
- The introduction of anonymous reporting to monitor patterns of behaviour
- Increased staff training in areas relevant to post-event situation eg investigations, self-care.
- The continuation of the Multi Agency Support Group for student in crisis
- Developing and building external links to support effective specialist referrals for students in need.

Summary (Summer 2019)

The plans laid out in the Wellbeing Strategy 2019-21 are well underway. There have already been a number of marked successes including establishing a one-stop-shop for wellbeing on the University website, the award of the Food for Life Catering Mark, and a remarkable increase of 250% in gym membership.

The priorities for 2019/20 will build on these successes improving the wellbeing at the University, supporting and enabling our students to achieve their full promise and potential.

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- ⁱ NHS Digital, Mental Health & Wellbeing in England, Adult Psychiatric Morbidity Survey 2014
- ⁱⁱ Institute for Public Policy Research Not By Degrees Improving Student Mental Health In The UK's Universities
- ⁱⁱⁱ Understanding provision for students with mental health problems and intensive support needs Report to HEFCE by the Institute for Employment Studies (IES) and Researching Equity, Access and Partnership (REAP) July 2015
- ^{iv} <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/case-for-action.aspx>
- ^v <https://www.bucs.org.uk/athlete.asp?section=18566§ionTitle=Research+and+Insight>
- ^{vi} https://www.heacademy.ac.uk/system/files/what_works_final_report.pdf