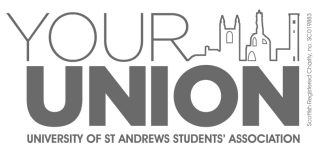
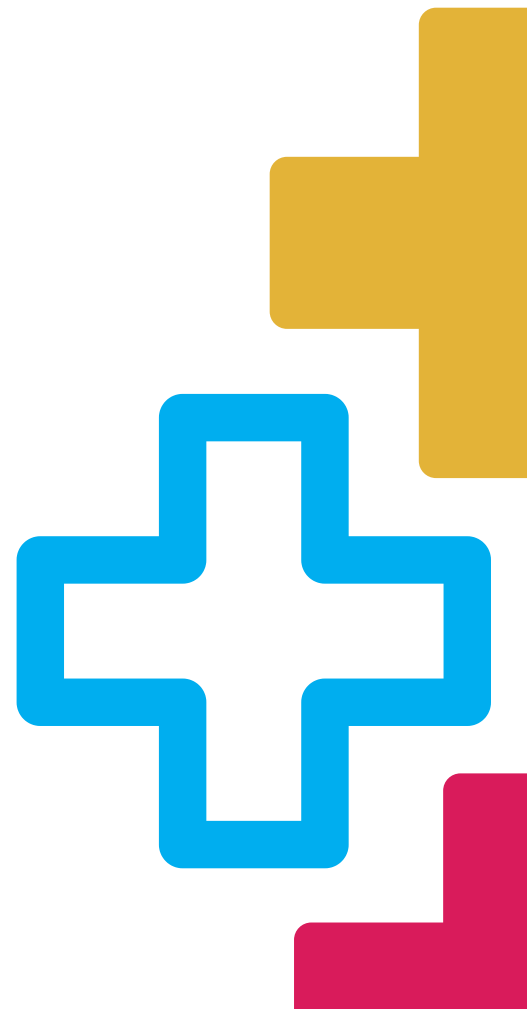


The Student Mental Health Agreement

2022-2024



University of
St Andrews



Contents

| | |
|---|----|
| Introductions | 2 |
| Mental Health Strategy | 4 |
| The Previous Agreement | 7 |
| The Birth of the New Agreement | 8 |
| Overall Guiding Themes | 9 |
| Priority Areas and Measures of Success | 11 |
| Improving Access to Support Services | 12 |
| Promoting Academic Wellbeing | 15 |
| Supporting Our Diverse Community | 17 |
| Creating Rewarding Wellbeing Training Opportunities | 20 |
| Signatories | 22 |





Introduction

The University of St Andrews Students' Association and the University of St Andrews are proud to jointly present our Student Mental Health Agreement (SMHA) 2022-24.



"Health and wellbeing are increasingly important concerns for students, especially in light of the COVID-19 pandemic over the past two years. The Students' Association works collaboratively with student groups and across the institution to promote student health and wellbeing, including on projects like StAnd Together – a joint peer-interventions initiative with Student Services -, the University Mental Health Strategy and Task Force, and through the activities of the Students' Association's Wellbeing Committee.

The Student Mental Health Agreement provides a fantastic platform for students to set the agenda on our work on health and wellbeing for the years to come. I have been delighted to see the ambition and commitment to student consultation in this iteration of the Student Mental Health Agreement, and the level of support for the project from across the institution.

I would like to take the opportunity to thank the staff from across the University who have supported the production of this agreement, in particular the Steering Group. I would also like to thank the many students who filled out our survey and the Thriving Learners survey. Finally, I would like to give thanks to the hundreds of student volunteers working tirelessly on projects to support the wellbeing of our community each year, whose work often flies under the radar, but is a pivotal part of the student experience."

- Anna-Ruth Cockerham, Director of Wellbeing and Equality
University of St Andrews Students' Association





"The development of this Student Mental Health Agreement is fundamental to our being able to support a mentally healthy university community. This agreement has represented a real partnership approach with our students and colleagues, looking at the issues we face as a community and the ways in which we can progressively and collaboratively tackle them.

The agreement covers a breadth of areas, including awareness and resources, training, skills development and ensuring we are able to support our diverse communities of students. This builds on work that colleagues and students before us have initiated, and gives us a framework and mutual agreement on our priorities for the next two years.

By working in partnership on this agreement, I believe we have been aspirational and practical in how we shall support a mentally healthy university community, and I look forward to being part of this work, together with our students and colleagues."

- Rosalyn Claase, Director of Student Experience
University of St Andrews

Acknowledgements

We would like to extend our sincerest thanks to the following people, without who's support this agreement would not have come together:

- Adam Welstead
- Joely Nicol
- Holly McDonald
- Brian Kin Ting Ho
- Emma Craig
- Ruth Unsworth

We would also like to extend our thanks to the following groups who have supported the production and ongoing work on the agreement:

- The Mental Health Task Force
- Proctor's Office
- Student Services
- Students' Association Wellbeing Committee
- Students' Association Students' Representative Council



The Mental Health Strategy

In 2020, the University of St Andrews launched its Mental Health Strategy. While specific to the context and needs of the University of St Andrews, the strategy reflects the themes put forward by Universities UK's Stepchange Framework for mental health in higher education (2017). ^[1]

The aim of the strategy is to raise awareness and to reduce stigma about mental health issues, to foster a collegial, responsible and supportive workplace, to enhance the support available to students and staff and to increase awareness of, and participation in, wellbeing activities.

This strategy commits the University to demonstrating leadership; working to destigmatise issues around mental health; supporting students and staff throughout their careers at St Andrews; promoting positive mental health and wellbeing within our community and in partnership with outside experts; supporting those facing significant mental health challenges; and monitoring the situation and responding to changing needs. This strategy confirms the University's commitment to the whole community's mental health and wellbeing, which is a fundamental part of our wider commitment to providing the necessary conditions and environment for all in our community to thrive and flourish.

Specifically, there are 10 areas that the Mental Health Strategy covers. They are: Leadership, Promotion and Prevention, Suicide Prevention, Early Intervention, Transitions and Pressure Points, Support for Students, Support for Staff, Partnerships, and Data and Monitoring.

Some work carried out under the Mental Health Strategy is highlighted below:

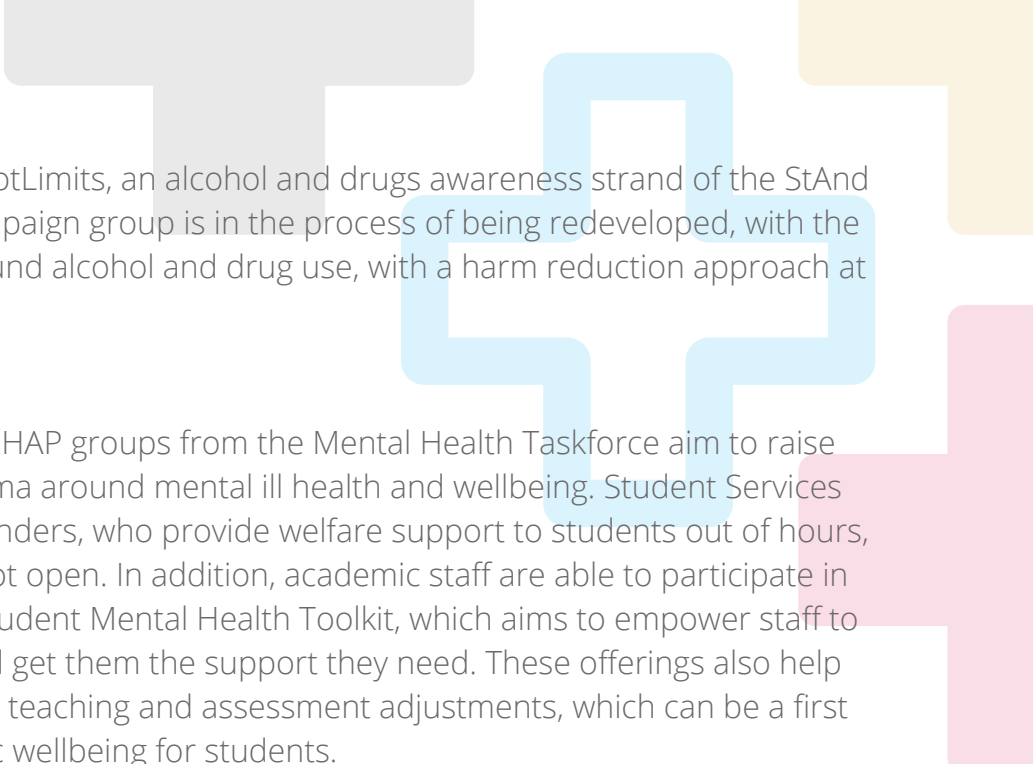
Leadership

The Mental Health Taskforce has been created, which includes representatives from University departments, Student Services, and the Students' Association. The Mental Health Taskforce takes a collaborative approach, covering matters related to both student and staff wellbeing, with various campaign subgroups, including Recovery Stories and the Mental Health Awareness Programme (MHAP).

Promotion and Prevention

All Schools and Units have a Wellbeing Officer/Director/Champion and most have an Equality Diversity and Inclusion (EDI) officer. In addition, the Students' Association and

[1] For full details on the UUK Stepchange Framework, see: <https://www.universitiesuk.ac.uk/stepchange>



Student Services created GotLimits, an alcohol and drugs awareness strand of the StAnd Together initiative. This campaign group is in the process of being redeveloped, with the aim of reducing stigma around alcohol and drug use, with a harm reduction approach at its core.

Early Intervention

The Recovery Stories and MHAP groups from the Mental Health Taskforce aim to raise awareness and reduce stigma around mental ill health and wellbeing. Student Services now includes Critical Responders, who provide welfare support to students out of hours, when other supports are not open. In addition, academic staff are able to participate in workshops as part of the Student Mental Health Toolkit, which aims to empower staff to safely support students and get them the support they need. These offerings also help staff to navigate reasonable teaching and assessment adjustments, which can be a first step in promoting academic wellbeing for students.

Suicide Prevention

Suicide Prevention is a core component of the Mental Health Strategy. This resulted in the creation of the University Suicide Prevention Strategy, which is currently under review. A free online module was created in collaboration with Zero Suicide Alliance, which aims to empower students and staff with the tools to identify the signs of suicidal ideation in others, speak up, and signpost to appropriate support.

Transitions and Pressure Points

Orientation week activities support students at the beginning of their university careers, helping them to settle into their new lives. In addition, International Student Advisers at Student Services provide advice to international students throughout their university careers to help them to adjust to UK systems. The Wardennial system helps first year students to find their feet when they arrive in halls and aids them in adapting to adult life through the 'Halls Life' programme.

Support for Students

A graduate trainee scheme for Cognitive Behavioural Therapy (CBT) training was funded, with two members of staff at Student Services working toward this qualification. Students are now able to receive CBT interventions thanks to this scheme. In addition, Student Services provide a wealth of wellbeing offerings, including counselling, coaching, Wellbeing Advisers, and the Cultural Prescriptions project. Furthermore, each School has a Wellbeing Officer/Director, who communicates support resources to students, and creates initiatives to support student wellbeing.

Partnerships

The Suicide Prevention Group works with NHS Fife as part of a multi-agency approach to suicide prevention. In addition, a partnership between Fife Rape and Sexual Abuse Centre (FRASAC) and Student Services has developed. This has culminated in a dedicated FRASAC worker who provides support to students who disclose that they have

experienced sexual violence for free. Student Services also partners with Silvercloud, an online CBT intervention platform, available for free to all staff and students, which they can access at any time.

Data and Monitoring

The Report and Support tool has been created, which allows staff and students to report misconduct they have experienced. They can do this anonymously or giving their names and/or the names of those they are reporting. This allows confidential records of misconduct issues which arise in the University community to be created, and support is given to those who make reports (provided that they have given their contact details).

Mental health and wellbeing surveys are disseminated by the Mental Health Taskforce to staff to ascertain how wellbeing changes throughout the year. This aids in identifying measures to improve staff wellbeing. In addition, similar surveys have been disseminated to students, to get a picture of wellbeing within the student community, including the Thriving Learners Survey and the Students' Association's survey for this agreement.

It is against the backdrop of the Mental Health Strategy and the associated work as outlined above that the SMHA 2022-24 takes shape.





The Previous Student Mental Health Agreement

The University of St Andrews takes pride in putting student wellbeing and student mental health at the heart of everything that we do. The University's commitment to enhancing student mental health is manifested in the collaborative work it does jointly with the Students' Association, including the production and implementation of SMHAs. The previous SMHA of 2019-20 was our inaugural agreement, containing four main objectives:

- To build 'whole institution' awareness of sources of support for student mental health and wellbeing at St Andrews through the production of collaborative resources.
- To develop and deliver campaign work that destigmatises mental health problems and reaching out for support.
- To enhance student and staff literacy around mental health through publicity, information and training.
- To develop new work that addresses the risk factor that alcohol and drugs can present for student mental health and wellbeing.

A significant amount of work has been done to achieve these objectives. Here are some highlights: the production of [a guide](#) for students to support services, the launch of various training programmes and modules e.g. the [Suicide Awareness Training Module](#), the launch of StAnd Together Alcohol Awareness branch called '[Got Limits?](#)'. By the middle of 2020-21, against the backdrop of a global pandemic, the agreement was extended and work turned to the following areas:

1. Wellbeing in Education
2. Can Do & COVID-19 Support
3. Publicity & Communications
4. Participation & Engagement

Understandably, COVID-19 featured heavily in much of the work carried out for this duration. Notably, the launch of the [Can Do](#) initiative – a joint project between the Students' Association and the University centred on facilitating safe events for students, staff, and the local community, and the [COVID Wellbeing Hub](#) – a webpage with information for students and staff on supporting their wellbeing during COVID-19, were important works done to help mitigate some of the severe impacts on student mental health that accompanied COVID-19 and lockdown restrictions.



The Birth of the New Agreement

The current SMHA has been prepared under the guidance of the SMHA Steering Group. In line with the collaborative spirit of the Agreement, membership of the Steering Group draws both from the University and the Students' Association.

Members from the Students' Association include: Anna-Ruth Cockerham, Director of Wellbeing & Equality; Emma Craig, Student Health Officer; and Holly McDonald, Wellbeing and Equality Co-ordinator. Members from the University include: Rosalyn Claase, Director of Student Experience; Joely Nicol, Mental Health Development Trainee; Adam Welstead, Mental Health Development Trainee.

The Steering Group conducted a number of exercises to engage with and collect feedback from students at St Andrews, which are instrumental in informing decisions about what the Agreement should focus on, and what projects and initiatives would make a material change to students' mental wellbeing.

We are proud to note that the level of student engagement the Steering Group draws from to inform this SMHA is far greater than had been the case previously. Here are some highlights:

Social Media Takeover

Multiple social media takeovers on the University and Union Instagram and Facebook accounts took place, enabling discussion about the agreement. Advertisement of the survey was also made possible via these events, and information about student mental health, like tips from other students, were widely shared.

Day-long event

A day-long event was held outside the Union to raise awareness. Activities included: handing out free tea, planting herbs, colouring and crafts, and meeting Rory McLion—the Charities Campaign Mascot. Big canvases where people could write what they want to see in the agreement and advice for other students were also set up.

Survey

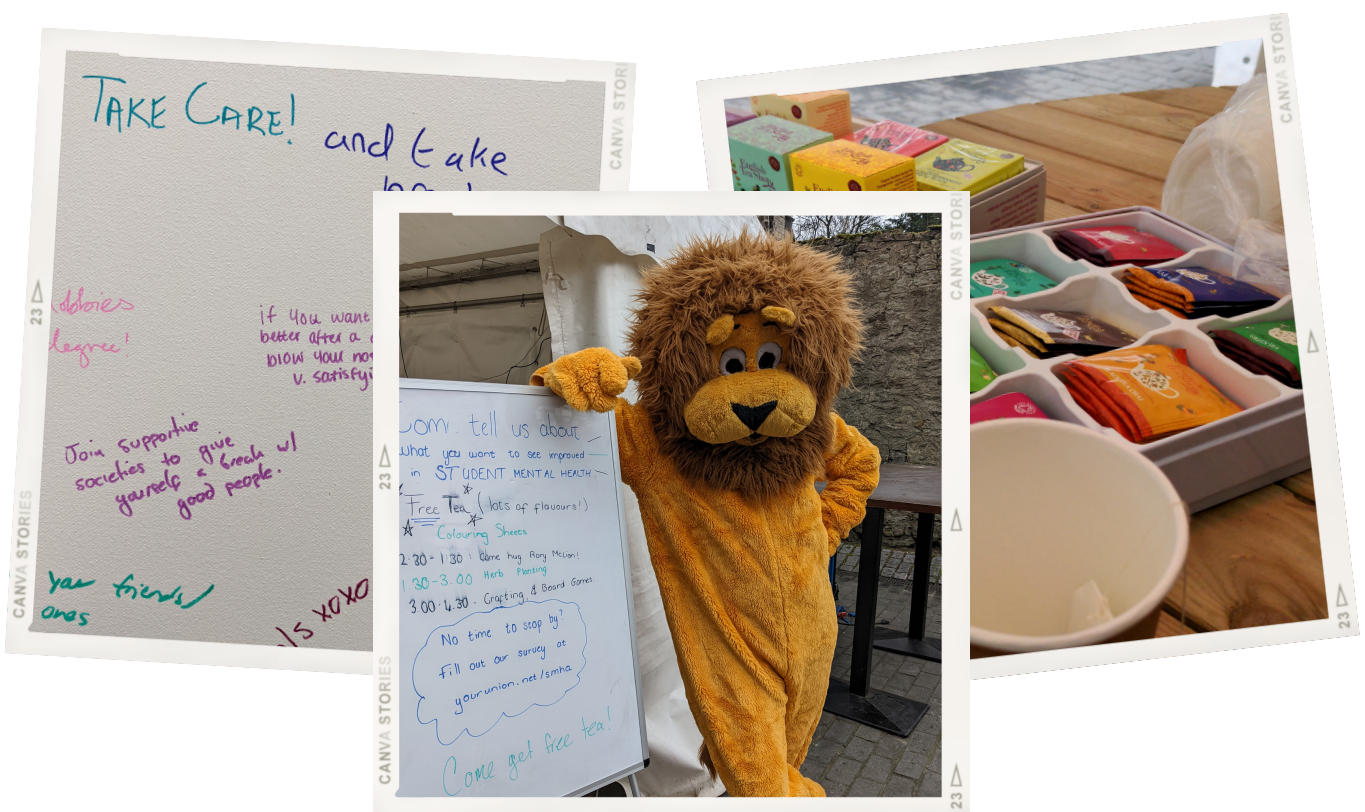
Between January and February 2022, a survey was done with students at St Andrews on mental wellbeing. 411 students participated, and students from all levels - Foundation, Undergraduate to Postgraduate (Taught) and Postgraduate (Research) - were represented. One of the most directly relevant insights that emerged from the survey results was that the two areas students felt were most important to them were

'awareness and accessibility of support', and 'academic stress'. The importance of these areas was confirmed by responses to multiple questions in the survey. This helps to build a picture of what students' priorities for mental health and wellbeing are at the present time. This directly influences the Steering Group's thinking on how to prioritise work in a way that will benefit students most.

The Steering Group also engaged proactively with students via student representatives. One such forum is the Students' Association Wellbeing Committee, which sits under the Students' Association's Students' Representative Council, with a remit to promote positive health, wellbeing, and personal safety among students. Their views and feedback were crucial in the Steering Group's decision with regards to what projects and initiatives to prioritise in the current SMHA.

In their planning, the Steering Group has also drawn heavily on data collected through larger-scale, sector-wide exercises such as Thriving Learners study, which has been the largest study into the mental health and wellbeing done in Scotland, with over 2000 St Andrews students responding, making St Andrews the most represented institution in the study. This includes publicly available, Scotland-wide data and institutional specific data, which has been immensely valuable for the work of the Steering Group.

Lastly, the Steering Group has also sought to learn from best practices across the sector, and their thinking has been informed by a number of institutions' SMHAs across Scotland: both in form – how to put together a readable, actionable, and visionary Agreement – and substance – how to put in place projects and initiatives that will make a measurable impact on student mental health and wellbeing.





Overall Guiding Themes

The Student Mental Health Agreement 2022-24 is guided by the following overall themes:

Connectedness

We work to enable students to feel more connected with one another – to build relationships, to make friends, to support each other, to feel, and be part of St Andrews.

Tackling Stigma

We work to remove the stigma associated with mental health – to foster an environment where anxiety and negativity around mental health are reduced as much as possible, and create understanding and compassion for those who live with mental ill health.

Communication

We work to improve communications on all levels – to make students aware of, and be able to access, mental health support, services, and training available to them both within and outwith the University.

The overall objectives bind together and manifest themselves through the four focus areas, which categorises the content of this Agreement as follows.





Priority Areas & Measures of Success

The Student Mental Health Agreement 2022-24 is divided into four Priority Areas. They are:

1. Improving Awareness of and Access to Support Services
2. Promoting Academic Wellbeing
3. Supporting Our Diverse Community
4. Creating Rewarding Wellbeing Training Opportunities

Each Priority Area will be accompanied by a list of:

- Previous work and existing services
- Projects
- Measures of success

Together they set out the context to existing work on these focus areas, the work we commit ourselves to in the coming 2 years, and how we know whether we have been successful in our commitment by the end of the agreement.

General Measures of Success

We will adopt the following general measures to evaluate the overall success of the agreement:

1. Student Feedback:
 - a. Through groups including the Students' Association Wellbeing Committee and Equality Committee, Student Services' Open Forum, etc.
 - b. Reflective focus groups on the SMHA
 - c. Including questions on the impact of the SMHA in internal student surveys
2. Enhanced student engagement with the wide range of support services available to them (e.g., Student Services, orientation and transition activities, skills development activities, etc.)
3. Successful delivery of proposed projects





Improving Awareness of and Access to Support Services

“Support for Students: We will provide clearly sign-posted and accessible support services and training for students, including targeted support for those facing additional challenges.”

- Mental Health Strategy, University of St Andrews

We recognise that improving student access to support services is fundamental to much of what this agreement seeks to achieve. Echoing the promise made in the Mental Health Strategy, we are convinced this is an area where work must be prioritised.

Previous Work and Existing Services

- Student Services:
 - Advice and Support Centre (ASC) - staff here answer queries from students on matters from visas to wellbeing, and signpost them to University services which are best placed to help them
 - Wellbeing Advisors help students to find solutions to challenges they face at university
 - Mental Health Co-ordinators support those with mental health conditions and those in crisis
 - Disability Team – specialist advisers to assist with physical, cognitive, sensory, and long-term health conditions and disabilities. They can help with organising academic adjustments
 - International Advice –giving advice on visas and immigration queries
 - Money Advice provide support and information on money management, budgeting, debt, and financing studies
 - Counselling
 - One-off appointments
 - Ongoing counselling
 - One at a Time counselling sessions, whereby students can access counselling sessions one at a time, getting more as needed, rather than committing to a set series of sessions
 - Includes Cognitive Behavioural Therapy (CBT) and other approaches
 - Critical Responders provide out of hours welfare support to students
 - Psychoeducational groups on specific issues, such as perfectionism and low mood

- [Cultural Prescriptions project](#) - music, theatre, and art at the University to boost wellbeing which can be accessed through Student Services
- [Shelf Help](#) is a series of self-help resources at the library across various issues, including anxiety, bereavement, guilt, self-harm, and sleep.
- [Silvercloud](#). Available for free to all staff and students and provides online CBT approach on low mood, anxiety, and body image.
- [TogetherAll](#). Online community where people can safely and anonymously support and be supported by others to improve wellbeing and share stories (offered free to young people via NHS Fife). Can also take assessments, courses, journal, goal set, and track progress, all aiming to help you better understand your mental health.
- The [Chaplaincy](#) provides pastoral support to those of all faiths and none, through confidential and supportive listening. A group support offering, Grief Group, for staff and students is also available. So too are support and groups for specific faiths.
- The [Student Health Hub](#) offers support and signposting to students seeking medical advice/help. It is based in the local community hospital (although currently working from home).
- Saints Sport has signed up to '[Healthy Body Health Mind](#)' which is a Scottish partnership initiative (ASH Scotland, NUS Scotland, SAMH) which supports colleges and universities in improving wellbeing for staff and students.
- Student Services Instagram showing weekly waiting times for consultation, wellbeing, ongoing and one-at-a-time counselling, and mental health sessions



Focus Area 1: Projects

- Improve publicity on existing support services so students know where to turn. We shall aim to look holistically at support services both internally and externally, and including services less well-known by students, like the Chaplaincy, CEED, and Mediation Service.
 - Improve the student support webpages on the University website
 - Work with Nightline to produce a public version of their database detailing different support options for a range of topics, that students would be able to access at any time of day.
 - Produce a publicity campaign on crisis support, highlighting what students can do when they or their friends are in crisis and what support is available
 - Produce student-led social media campaigns focusing on different support options, including for issues like:
 - Discretionary funding and money advice
 - Disability support
 - Mental health and crisis services
 - Academic issues
 - Exams and deadlines
 - Sexual health
 - Grief and loss
- Work to expand the Cultural Prescriptions and Saints Wellbeing projects with Saints Sport, the Museum, Libraries, and the Music Centre
- Campaign to expand access to sexual health testing in St Andrews, working with NHS Fife, including seeking to provide self-test kits through the Student Health Hub
- Campaign for better NHS mental health and crisis services in St Andrews
- Improve emotional and wellbeing support following a crisis for those who have been affected

Measures of Success

- Positive student feedback about accessing relevant and appropriate services
- Implementation of the student-led social media campaigns outlined above, e.g. regular events on the Students' Association's Instagram and saved in a highlights reel. Where appropriate, these could be collaborative with Student Services (e.g. Money Advice, disability and mental health support)
 - Engagement online with those campaigns
 - Resulting service access (e.g., students say they accessed Money Advice because they saw it online, etc.)
- Launches of more and various offerings within the Cultural Prescriptions project, and more students accessing them



Promoting Academic Wellbeing

“We will... create a context in which failure is understood as an opportunity to learn and develop, and a positive feedback culture”

“We will... recognise that wellbeing challenges exist, and extend our capacity for support while building a culture of care, tolerance, and resilience.”

- People Enabling Strategy 2019-2023, University of St Andrews

We recognise that Academic Wellbeing is an area that affects a lot of students at St Andrews. Echoing our commitment in the People Enabling Strategy 2019-2023, we are proud to focus our work on this issue in the current agreement.

Previous Work and Existing Services

- Recruitment of School Wellbeing Officers. Each school has a Wellbeing Officer/Director who signposts to resources, disseminates service feedback to management teams, and coordinates initiatives.
- Specific Student Services provision for academic related issues (e.g. psychoeducational groups on perfectionism) as well as academic support for disabled students
- Professional Skills Curriculum (PSC), which aims to enhance employability through a variety of flexible courses, all recognised on a students' transcript. Current offerings include; leadership, resilience, project management, and critical thinking.
- Centre for Educational Enhancement and Development (CEED), provides activities to improve study skills, including a 1:1 tutoring service in academic skills; mentoring schemes for UG and PG students; a library of free study skills booklets on request to any student; and an online Moodle study skills resource. The Academic Skills Project offers subject-specific academic skills training, and GRADSkills and MSkills programmes support the academic and professional development of PGR and PGT students with St Leonard's College.
- Wellbeing Review outlines the current support offerings for staff and students, and maps which aspects of wellbeing (e.g. spiritual, physical, emotional) are covered by existing initiatives at University and School/departmental level. Recommendations are made regarding aspects of wellbeing which are underrepresented by current supports
- Extenuating Circumstances Policies and Processes review under exploration by the University
- Students' Association Wellbeing Committee's revision activities – offering various activities during exam periods to help promote wellbeing, e.g. dog walking, dance, yoga, revision space

Focus Area 2: Projects

- Partner with the Proctor's Office (Education and Student Experience) to ensure that academic policies and procedures (e.g. extensions and extenuating circumstances) are straightforward to understand, easily accessible, aim to reduce additional or unnecessary stress, and ensure that students are appropriately supported throughout
- Begin work to tackle mental health stigma in academic Schools, with a view to creating a whole University approach. This could be partly tackled via the Recovery Stories project through openness about academic failures and struggles and the toll they take on mental health, as well as activities supported by academic staff and School Wellbeing Officers
- Expand upon the Students' Association and University's free revision and deadline week activities, learning from the Can Do Project which was jointly supported during COVID-19 to run student activities
- Improve awareness of support available for academic issues from e.g. Student Services and CEED
- Work with School Wellbeing Officers to produce school-specific wellbeing campaigns and events

Measures of Success

- Student engagement and feedback
- Greater engagement with School Wellbeing Officers (from academic staff signposting to them and students reaching out to them). Wellbeing Officers could attend and provide information for lectures throughout the academic year to ensure students understand what their role entails and what students can come to them with
- Successful reviewing of academic policies and procedures around specific academic areas (e.g. extensions, extenuating circumstances) partnering with the Proctor's Office, so that students are appropriately consulted; where support is needed in cases where academic policies and procedures may have difficult impacts for students, the signposting of support is clear, effective, and joined-up





Supporting Our Diverse Community

“Diversity and inclusion should be at the heart of the St Andrews experience, and should inform all that we do.”

- University Strategy 2018-2023, University of St Andrews

We recognise that the diverse community within St Andrews requires targeted support. Echoing the University Strategy 2018-2023, we are committed to ensuring that St Andrews remains diverse and inclusive, and we are delighted to commit ourselves to the following work to enable St Andrews to achieve this strategic goal.

Previous Work and Existing Services

- Students' Association
 - Students' Representative Council (SRC), the legal body for student representation at the University. Amongst other positions, the following are involved in supporting our student community and specific groups within it:
 - BAME Officer
 - Disability Officer
 - Gender Equality Officer
 - LGBT+ Officer
 - Lifelong and Flexible Learners Officer
 - Postgraduate Academic Officer
 - Postgraduate Development Officer
 - International Students Officer
 - Subcommittees (funded by the Students' Association, where every student is automatically a member) represent and run activities for the student community. Among these subcommittees are:
 - The recently created BAME Students' Network and Disabled Students' Network (DSN).
 - Lifelong and Flexible Learners Forum for non-traditional students (mature, part time, parent, carer, commuter)
 - Saints LGBT+ for students in the LGBT+ community, with subgroups for different identities within the community. Events and offerings including Transfest (weeklong celebration of trans and non-binary identities), Queerfest (weeklong queer culture festival), Pride, and The Gay Saint newspaper
 - Equality Committee, which advocates for changes to practices which discriminate against or disadvantage marginalised student groups

- [BAME Action Plan](#) written by BAME students in June 2020 detailing a vision for a racially diverse and inclusive St Andrews. Covers areas of learning and teaching, careers, admissions, and University leadership. BAME students also had a roundtable with the Principal in June 2020 to discuss their experiences
- [EmilyTest pilot institution](#). EmilyTest is a gender-based violence charter for universities and colleges in the UK, named after Emily Drouet who took her own life at university after experiencing a campaign of violence and abuse from another student. The EmilyTest Charter outlines principles which will help to change the culture in Further and Higher Education around sex and gender-based violence. Institutions can apply for the charter (as the University has) and there are levels within the Charter. Passing the EmilyTest involves achieving the minimum requirements which would have saved Emily's life. Institutions can also 'achieve excellence' by going above and beyond the minimum requirements, and the University is applying for these excellence awards to further its commitment to eliminating sexual and gender-based violence.
- [Report and Support tool](#) through which students can report incidents of hate, discrimination, bullying, violence, spiking etc from either staff or students. Members of the local community can also report using this format. Reports can be made anonymously or named. They are then sent to Student Services or other relevant departments.
- [Fife Rape and Sexual Abuse Centre \(FRASAC\) worker in Student Services](#). University has a partnership with FRASAC, meaning that students who've experienced Sexual and Gender Based Violence can receive support via a referral to FRASAC, for free.
- Saints Sport is a signatory of the [LGBT Youth Charter](#) which promotes making sports safe for members of the LGBT+ community.

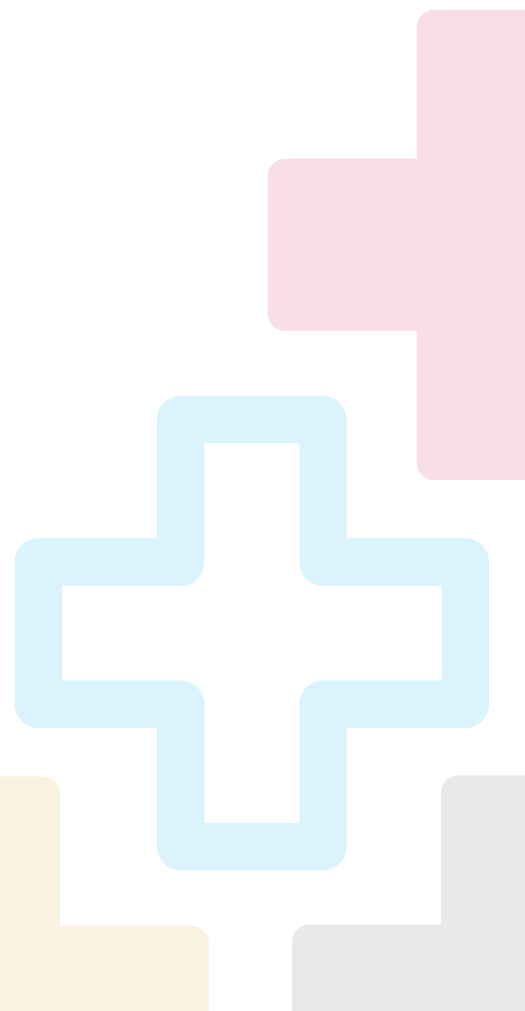


Focus Area 3: Projects

- Work with student groups to improve the University's response to and prevent hate incidents
- Continue campaigns around spiking and other forms of gender-based violence
- Work with the University's Orientation Committee to ensure that our welcome, orientation and transitions activities are relevant, accessible and representative of our diverse student communities.
- Implement and build upon the EmilyTest Action Plan (with a view of achieving one of the excellence awards), working with student groups to continue work here
- Promote and support peer support communities in the Students' Association (BAME SN, DSN, LGBT+, Lifers) – supporting them with training, promotional opportunities, and engaging with the cohorts they represent
- Bringing together students with similar experiences e.g. bereavement, estrangement from family, caring responsibilities, to create peer support groups
- Work with Student Services to identify and map external referral services which could partner with Student Services to give the most appropriate support to our students e.g. Nilaari for BAME students
- Work with Student Services to identify potential professional development opportunities relating to supporting diverse student communities to ensure that all our students feel more supported by them e.g. Gendered Intelligence, Nafsiyat

Measures of Success

- Successful implementation of the support groups and networks described
- Achieving EmilyTest awards and accreditation
- Engagement with orientation activities
- Engagement with student groups e.g. DSN, BAME SN, Lifers





Creating Rewarding Wellbeing Training Opportunities

“We will build capacity to develop and support our people to be world-leading, and enable those already at the forefront to support and develop others to broaden success within research, innovation and teaching.”

People Enabling Strategy, 2019-2023

We recognise that supporting everyone within the University community, including students, to receive appropriate and effective training is instrumental to improving the mental wellbeing of the community more broadly. Echoing the University's commitment to enable its people, staff and students alike, to be world-leading in all areas in their professional, academic, and personal life, we are happy to commit ourselves to planning and delivering training to students in such a way that is useful, effective, and rewarding.

Previous Work and Existing Services

- StAnd Together strands. This is a joint initiative between the University and Students' Association aimed at fostering wellbeing, peer support, and bystander intervention. The two operational strands at present are GotConsent and PeerSupport. A third strand (GotLimits) was previously active but has fallen by the wayside in recent times, and redeveloping it is being explored.
 - GotConsent raises awareness of sexual misconduct and abuse, educates students in how to be a responsible bystander, and supports survivors. All matriculated students must complete their compulsory online training on sexual misconduct and intervention. They also give workshops in halls, such as on healthy relationships. They also worked on an exhibition called 'What were you wearing?' which showed the clothes worn by survivors of sexual assault.
 - PeerSupport connects students to other students for company and listening either in a one-off or rolling basis. They also provide active listening workshops Got Support? (Peer Support) (yourunion.net)
- GotConsent working with EmilyTest to standardise language in the mandatory module so it fits with the language and approach of the EmilyTest Charter
- Suicide Awareness Training – free training module on being an active bystander when peers are experiencing suicidal feelings and ideation. Developed with Zero Suicide Alliance (see, say, signpost)
- Mental Health Awareness Programme (MHAP) in development. This training will be delivered to staff and wellbeing leaders, covering mental health, wellbeing, and signposting to services within the University

Focus Area 4: Projects

- Streamline existing workshops and development activities to make them easier for students to access and ensure they contribute towards existing or new skills and attributes frameworks
- Redevelop Got Limits
- Bring in more opportunities for higher level training, like First Aid and Mental Health First Aid training
- Expand the MHAP to more student leaders and the wider student community
- Continue to develop new workshops and training opportunities to improve awareness of health and wellbeing, and ensure they are appropriately recognised with various expertise levels (informed, knowledgeable, expert)

Measures of Success

- Relaunching GotLimits with trainings for students and student officers/committees/societies who hold events (training engagement)
- Implementing recognition of completing training (e.g. LinkedIn badges and skills endorsements, StAnd Together certificate)
- Number of students trained in the various workshops, and their feedback on the workshops





By signing this agreement, the Students' Association and the University are jointly committed to implementing the Student Mental Health Agreement 2022-24.

Anna-Ruth Cockerham
Director of Wellbeing & Equality, St
Andrews Students' Association

Rosalyn Claise,
Director of Student Experience.
University of St Andrews

Support Services Available Now

If you are looking for support, please consult [this guide](#). It contains a range of services both inside and outwith the University. Towards the end of the guide, you will also find a list of emergency telephone numbers.