



University of  
St Andrews

## Wellbeing Review

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# 1. Introduction and recommendations

## 1.1 Purpose and process

- 1.1.1 This review was commissioned by Ruth Unsworth, as Head of Mediation and Wellbeing and Chair of the Mental Health Task Force. The primary purpose of the review is to consider the 'supply side' of wellbeing provision in the university, along with current signposting arrangements, in order to generate recommendations for sharing good practice and possible enhancements.
- 1.1.2 Given debates and differences in perspectives on wellbeing, the first substantial part of the review focusses on the development of a single definition that could support a common conversation. This definition, developed in [section 2](#), was reviewed and agreed by the Mental Health Task Force (MHTF) before subsequent review processes commenced.
- 1.1.3 The main part of the review is [section 3](#), which categorises current provision of wellbeing activities and resources gathered through members of the MHTF. [Section 3](#) develops a *representative* picture of our wellbeing support capability through information from key service-providing units and selected others. In the interests of conciseness, it does not claim to capture every activity and resource available within every individual school and unit. However, it develops a relatively encouraging picture of provision for staff and students, on which more may be built. Recommendations are offered at appropriate points throughout the section.
- 1.1.4 The methods by which staff and students are made aware of wellbeing and mental health support are summarised in [section 4](#). While these are generally effective, recommendations for improvements are also included in the section.
- 1.1.5 The report ends with a brief conclusion, which emphasises and explains the limits of this review and suggests further work to investigate demand.

## 1.2 Recommendations

- 1.2.1 As mentioned above, recommendations based on the review material in [sections 3](#) and [4](#) are presented in context within those sections. However, for convenience, the recommendations are also gathered together below:
- [Recommendation 1](#): At the whole community level, better engagement with the available activities and resources, and emulation of school or unit programs, would present increased demand and a need for resource to support expansion. Consideration should be given to capacity and how calls for expansion are prioritised.
  - [Recommendation 2](#): As many activities and resources as possible should be delivered, where appropriate, at the whole community level. Of itself, this has significance in terms of relational and societal wellbeing (in engendering a sense of a single caring community).
  - [Recommendation 3](#): All staff and students are encouraged to reflect on the aspects of everyday university life, and special events, that are important for their wellbeing and contribute to future conversations that help us to note these.
  - [Recommendation 4](#): At the staff level, monitoring of demand and planning for increased provision for mental health support should be considered.

- [Recommendation 5](#): At the staff level, consideration of possible additional activities to support positive spiritual / philosophical wellbeing – including guiding reflection on work as vocation – may be beneficial.
- [Recommendation 6](#): At the specific staff groups level, there should be continued monitoring of the needs of particular sections of our community. An effective route to support this could be through (establishing) networks where there is interest and using these as channels to recommend specific wellbeing resource development where this could be beneficial.
- [Recommendation 7](#): Many whole-university wellbeing activities and campaigns are relevant to students also; The Wellbeing and Engagement Group should be encouraged to continue to publicise offerings widely, and work with the Students Association to reach students who may not realise that some of the whole university provision is ‘for them too’.
- [Recommendation 8](#): There is emerging leadership around a ‘philosophy of wellbeing’ in Saints Sport, who should be encouraged to work with student and staff partner groups to develop and promote this.
- [Recommendation 9](#): Discussion between Saints Sport and Student Services’ disability experts should be encouraged, to explore what further opportunities for active participation can be created and/or promoted for those with special needs.
- [Recommendation 10](#): Student Services and the Students’ Association should be encouraged to continue to identify new opportunities for wellbeing provision for groups with specific needs.
- [Recommendation 11](#): To simplify engagement for students, it would be helpful if the titles of wellbeing officers in schools could be limited to a few consistent options (such as Wellbeing Officer or Director of Wellbeing).
- [Recommendation 12](#): Improved active signposting to wellbeing activities and resources for staff may be helpful. Emulation of the promotional work of wellbeing officers (student focussed) in schools is suggested as an appropriate channel. This could be through adding staff-oriented responsibilities to existing roles or establishing new roles.
- [Recommendation 13](#): Additional reach in and active outreach signposting for staff towards Occupational Health and other resources, to help address mental and physical health issues, could be considered. Aligning this with wellbeing signposting could help staff to have a clear idea about which line of support is most appropriate for them, and for that reason these could both fit within the responsibilities of the same role-holder in schools and units.

1.2.2 The material informing the recommendations is set out in the page numbers indicated above. MHTF advises consideration and prioritisation of these recommendations in the manner which best aligns with the university’s people strategy.

## **2. Identifying a definition of wellbeing**

### **2.1 Approach**

2.1.1 Identifying a useful definition of wellbeing is not a straightforward task, as most of the sources consulted (see [Appendix 1](#)) agree. Given the breadth of the field the definitional work in this part of the review was highly selective and was bounded by:

- A focus on recommended texts identified by those most directly engaged in formal wellbeing support in the University (Student Services, Occupational Health and OSDS). These groups maintain current awareness of the field and understand how materials can support interventions (see [section 3](#) of this review). Their recommendations therefore help to provide assurance of relevance, currency and applicability. The recommended sources included policy documents, research sources and practical guides.
- A time boundary of 10 years. This reflects key developments in the field, such as the Office of National Statistics consultation on national wellbeing in 2010 and the period from which key work from Seligman and others (on positive psychology) began to come to fruition in the wellbeing sphere.
- A primary concern to support wellbeing as part of the University's Mental Health Strategy and thus a focus on individual mental wellbeing for both students and staff, while remaining aware of the holistic connections to other aspects of wellbeing. This helped to narrow the range of material considered.
- A subjective impression of saturation – that is, when additional sources did not add to the understanding of the range of definitions in use and their intended purposes, no further sources were sought.

### **2.2 Range of purposes of publications and the incorporated definitions**

2.2.1 The burgeoning level of activity in the field is reflected in the diverse purposes of wellbeing projects and publications. The table in [Appendix 1](#) gives the details of each definition of wellbeing that was identified, and the references from these definitions are drawn follow the table. Not all of the definitions were precise and while all had some relevance to a focus on mental wellbeing, this was not the primary focus of all of the source documents. The documents (and/or the projects to which they relate) instead address a range of overlapping concerns:

- Supporting individual mental wellbeing (and thereby mental health, while recognizing key differences in these categories). 1,2,3,4,5,8,9,15
- Understanding and enabling a broader and holistic conception of wellbeing which can include factors indirectly linked to individual mental wellbeing. 9,10,19,20
- Supporting individuals life satisfaction and ability to function well at particular life-stages (especially during secondary and tertiary education). 1,6,7,14,15, 17,18
- Supporting individual performance through wellbeing, with a view to enhancing organizational performance, especially in the private sector (but this has also been a focus for UCEA). 11,16,18
- Considering 'functioning well' at organizational, community or societal levels which articulates in complex ways to some individual level factors. 11,12
- Underpinning public health initiatives (including those at a regional or state level, or through general scientific support). 5,12,13

2.2.2 In addition, there is considerable primary research in the health and psychology literatures (including a dedicated journal, the *International Journal of Wellbeing*) some of which has been indicated above.

## 2.3 Towards a definition of wellbeing for use in St Andrews

2.3.1 Drawing from the material detailed in [Appendix 1](#) and with a focus on mental wellbeing, there are several core elements that are suggested for inclusion in our definition:

- Mental wellbeing is not the absence of mental illness or distress – it is possible for either of these states to co-exist with mental wellbeing. 15,17,18
- It should include hedonic (feeling good) and eudaemonic (functioning well) aspects.5,7,8,16,19 There is perhaps some room for debate about the inclusion of hedonic aspects, but also arguments that hedonic and eudaemonic aspects are inter-related and have a connected role in overall wellbeing.5
- Inter-related emotional, rational, spiritual/philosophical, physical, relational and societal elements are involved in understanding wellbeing holistically.1,3,5,9,10,13,16,17,18,19,20 These are both integral aspects of wellbeing and key points of intervention through which it can be supported.

2.3.2 Based on the key points above, the following working definition of wellbeing is suggested:

2.3.3 Wellbeing describes the degree to which an individual feels that the hedonic (feeling good) and eudaemonic (functioning well) aspects of their current life experience are positive. This impression is supported by positive activities, experiences or impressions at emotional, rational, spiritual/philosophical, physical, relational and societal levels.

2.3.4 As a further aid to the progress towards wellbeing the definition has been used to construct a table, as an aid to reflective engagement with the definition and the basis for organizing the descriptions of current wellbeing support activities and interventions (see [section 3](#)). The Table follows below.

## 2.4 Tabular definition of wellbeing

	Hedonic feeling good / satisfaction	Eudaemonic functioning well / performance
<b>Emotional</b>	I experience general positive emotions (for example, optimism or hope) in my everyday life	I experience positive emotions about how my contribution to my work life is received
<b>Rational</b>	I have an impression that my circumstances are positive, safe and stable and I have what I need	I have the skills and resources to perform well in my work life and important personal projects
<b>Spiritual / Philosophical</b>	I have an impression that I am able to live in a way that aligns with my spirituality or philosophy of life	My spirituality / philosophy of life helps me to find meaning in my work life and important personal projects
<b>Physical</b>	I feel physically healthy and able to deal with the demands of everyday life	My physical health enables me to perform well in my work life and important personal projects
<b>Relational</b>	My personal relationships are a source of happiness, contentment or satisfaction	My working relationships are positive and productive and help me and others to perform well
<b>Societal</b>	Current environmental, social and community conditions are a source of comfort or reassurance	Current environmental, social and community conditions allow me to do well in my work life and important personal projects

## 2.5 Aspects that fall beyond our wellbeing focus

2.5.1 Some aspects included in a limited number of sources consulted seem to fall beyond areas that most include, and (we suggest) are also beyond our remit in this review. Specifically, they are concerned with the economy, environmental sustainability and governance. These are doubtless all important factors and could be considered on the societal level, but are addressed by the University through specific social responsibility commitments and active collaboration with sector representative bodies, government and civil society more generally.

## 3. Review of Wellbeing Activities and Resources

### 3.1 Key insights

3.1.1 The review showed that there is considerable capability for wellbeing support across the university, for both staff and students. There is also extensive participation in making activities and resources available. All areas of wellbeing set out in the definition receive some support, usually in many different ways.

3.1.2 The suitability of the provision is best understood by taking a drill-down approach to particular user groups – much provision is appropriate to everyone, and most staff- or

student-specific provision is also broadly applicable. As discussed later, there may be some specific user groups who may benefit from additional support and methods of engagement are suggested in the recommendations.

- 3.1.3 An important caveat of the review at this time (November 2020) is that the maximum benefits and capacities for some activities were affected by COVID-19, but that has been mitigated where possible through the energy and ingenuity of staff, often working in partnership with students.

## 3.2 Approach

- 3.2.1 This part of the review was focussed on gathering representative information about our *capabilities* to support wellbeing across the whole university, as evidenced by activity and resource examples supplied by contributors. The review did not consider demand and capacity, since these are evolving and the review was prepared in response to a need for integrated information that, when shared, is likely to increase demand (these issues are discussed further in [section 4](#)). Information was gathered through the membership of the Mental Health Task Force (MHTF), through a template which allowed activities and resources to be mapped to the tabular definition of wellbeing set out in [section 2](#).
- 3.2.2 The MHTF includes representation from across the university's professional and academic staff as well as the Students' Association Director of Wellbeing. The MHTF thus provides a link to key service-providing units for wellbeing (Student Services, Environmental Health and Safety Services / Occupational Health (OH), Saints Sport, Organizational and Staff Development Services (OSDS), the Centre for Educational Enhancement and Development) as well as others involved in collaborative, local and voluntary wellbeing activities through the Wellbeing and Engagement Group (WEG) and elsewhere.
- 3.2.3 The role of the WEG, represented in MHTF, merits emphasis at this point. This cross-university group has a central role in: commissioning or delivering (with OSDS) a good deal of the University's wellbeing provision that is focussed towards the whole community or staff cohorts; joining up conversations about wellbeing across different groups; and supporting accreditation and external recognition. [Appendix 2](#) provides full details about the WEG and its strategic approach.
- 3.2.4 Focussing the review through MHTF:
- Allowed for a rapid review that provided a substantial and representative picture of wellbeing programs/activities, resources and capabilities.
  - Enabled relative strengths and opportunities for development to be identified as a basis for further discussion and consideration.
  - Led to the identification of a sharable example set, to encourage good practice and stimulate engagement in wellbeing activities and processes, to be developed.

## 3.3 Mapping provision

- 3.3.1 The information gathered through the review is mapped in five main sections, which follow below. The sections address specific sections of our community, namely:
- The whole community – activities and resources that are relevant, in general, to all staff and students. Activities for staff or students that are easily shared are included here.



- All staff - activities and resources that are available and useful, in general, for all staff. This may include information to help understand the wellbeing needs of particular groups.
- Specific staff - activities and resources that are targeted towards specific groups of staff.
- All students - activities and resources that are available and useful, in general, for all students. Examples from specific schools that seem appropriate for adoption in others, should they choose, are included here.
- Specific students - activities and resources that are targeted towards specific groups of students. This includes activities organised by academic focus (e.g. support for a cohort undertaking a particular module) or by particular student need.

3.3.2 The categorization of users of an activity or resource, and alignment of examples to aspects of the wellbeing definition (discussed in [section 1](#)), were generally identified by contributors from the MHTF. However, where the categorization of users was unclear, and/or the example was clearly translatable to other settings (e.g. a staff and student initiative in a school that could be adopted by other schools, or staff- or student-oriented examples that could be of use to the whole community) the broadest possible categorization was applied.

3.3.3 All of the descriptive sub-sections, which follow below, are organized in the same way. A 'heatmap' of provision, using the tabular definition, is provided first. After this visual summary, key insights, issues and opportunities are briefly discussed, after which the activities and resources summarised in each of the tables are listed.

### 3.4 Whole community activities and resources

#### 3.4.1 Heatmap of provision

	Hedonic feeling good / satisfaction	Eudaemonic functioning well / performance
<b>Emotional</b>	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38	1, 7, 9, 10, 15, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 31, 32, 33, 35, 36, 38
<b>Rational</b>	1, 2, 3, 4, 5, 6, 7, 10, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 28, 29, 30, 33, 36, 37	1, 2, 7, 10, 12, 13, 15, 18, 21, 23, 28, 29, 33, 36
<b>Spiritual / Philosophical</b>	1, 2, 4, 7, 9, 10, 11, 14, 18, 21, 23, 24, 28, 29, 32, 33, 36, 37	1, 2, 7, 9, 10, 11, 14, 15, 18, 21, 23, 24, 28, 29, 30, 32, 33, 36, 37
<b>Physical</b>	15, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38	18, 21, 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 38
<b>Relational</b>	1, 10, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 36, 38	1, 10, 12, 15, 18, 19, 20, 21, 22, 23, 24, 28, 29, 31, 32, 33, 35, 36, 38
<b>Societal</b>	1, 2, 3, 4, 5, 6, 7, 9, 11, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, 38	1, 2, 7, 9, 11, 15, 18, 19, 20, 21, 22, 24, 27, 28, 29, 30, 31, 32, 33, 35, 36, 38

*Numbers refer to activities or resources listed later in this section*

Key	No examples	Low (up to 5)	Medium (6-10)	High (11 and over)
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### 3.4.2 Key insights, issues and opportunities

3.4.2.1 The range of examples of wellbeing activities and resources at this level is very broad in terms of orientation, scale and impact. It includes items deliberately focussed on wellbeing, as well as those that provide wellbeing benefits in passing while simply providing an opportunity for an enjoyable experience. There are items which are part of substantial programmes, as well as items which may be ephemeral (such as an e-newsletter) but provide an important cumulative and connective benefit. Some may have minor significance for many of our community but will be important for the loosely defined group that find them useful, such as the information campaign on alcohol and substance dependency. Other items, such as the A-Z of wellbeing, enable lines of support relevant to the whole community to be located.

3.4.2.2 There are no obvious areas of wellbeing that lack any attention, however the encouraging picture in the relational row hides the fact that only one resource – the mediation service – is directly targeted towards relational wellbeing. There are, however, undoubtedly many relational benefits to more general activities. In addition, individuals may bring relationship issues to wellbeing dialogues in OH, or in pastoral counselling, and these may lead to referrals to more targeted support.

3.4.2.3 Overall, the activities that follow later in this section are cumulatively wide-ranging, but it is important to note that the list could easily be expanded by reflection on many of the normal activities of university life that also have possible wellbeing benefits. These activities include events such as inaugural and other public lectures, evening classes, receptions, seminar cultures in schools and professional development networks in professional services – and so on. Therefore, the examples that are included here should be seen in that light; readers may wish to reflect on the everyday and event-based activities that are relevant to *their* individual wellbeing. These present additional opportunities.

3.4.2.4 Further opportunities to support wellbeing may also be developed from the school or unit specific examples presented here. While some (for example, mindfulness sessions) would require at least some specialist input, many others (for example, Netflix movie parties) are easy to emulate. For that reason, many school-specific examples have been included in this section of the review. Special notice has to be made of the work of the School of Psychology and Neuroscience in this regard, as a beacon of good practice in developing wellbeing resources and activities.

- **Recommendation 1:** At the whole community level, better engagement with the available activities and resources, and emulation of school or unit programs, would present increased demand and a need for resource to support expansion. Consideration should be given to capacity and how calls for expansion are prioritised.
- **Recommendation 2:** As many activities and resources as possible should be delivered, where appropriate, at the whole community level. Of itself, this has significance in terms of relational and societal wellbeing (in engendering a sense of a single caring community).
- **Recommendation 3:** All staff and students are encouraged to reflect on the aspects of everyday university life, and special events, that are important for their wellbeing and contribute to future conversations that help us to note these.

### 3.4.3 List of activities and resources

Number	Activity / resource	Key contact
1.	<a href="#">The mediation service</a> (addresses conflict and working relationship issues).	Ruth Unsworth / mediation@
2.	Who Am I? Who Will I Be? Art Workshop Series – Posted every second Wednesday on @MuseumsUniStA Facebook page, with an online hub on Microsoft Teams. Archived on <a href="#">YouTube</a> .	Eilidh Lawrence / erml@
3.	Wellbeing Wednesday - Museum Storytime – every 3rd Wednesday on @MuseumsUniStA Facebook page, and archived on <a href="#">YouTube</a> . Join us for a moment of calm.	Eilidh Lawrence / erml@
4.	A visit to the <a href="#">University Museums</a> .	Eilidh Lawrence / erml@
5.	The University Museums, Libraries, Laidlaw Music Centre and Byre Theatre have teamed up in <a href="#">Take Notice</a> – a resource to help support wellbeing. It is designed so that it can be used at home, out and about, or on campus when possible. (Designed for students, but applicable to all)	Eilidh Lawrence / erml@
6.	Take Notice Activity Prompt Videos – released once a month on @MuseumsUniStA Facebook page and archived on <a href="#">YouTube</a> . This short activity is designed to help you take some time out to focus on yourself. (Designed for students, but applicable to all).	Eilidh Lawrence / erml@
7.	Prayer and meditation, led by faith societies (e.g., Buddhist, Christian, Jewish, Muslim, Quaker) supported by the <a href="#">Chaplaincy</a> .	Donald MacEwan / chaplain@
8.	<a href="#">Worship services</a> – Morning Prayers, Evensong, Compline, Sunday service, Christmas services, Graduation services, baptisms, weddings, funerals and memorial services – in person, online and live-streamed.	Donald MacEwan / chaplain@
9.	<a href="#">Thinking Allowed</a> – a weekly group discussing issues in faith and society, led by the Chaplain (for staff and students)	Donald MacEwan / chaplain@
10.	<a href="#">Pastoral care</a> – confidential listening and support from Chaplains, in the office, online, or in hospital (for staff, students and their family members)	Donald MacEwan / chaplain@
11.	Chaplaincy Companionship emails, blogs and Chaplaincy newsletters: <a href="https://chaplaincycompanionship.wp.st-andrews.ac.uk/">https://chaplaincycompanionship.wp.st-andrews.ac.uk/</a>	Donald MacEwan / chaplain@

Number	Activity / resource	Key contact
12.	SilverCloud - a computer based system that offers helpful programmes to address a range issues including low mood / depression, anxiety, stress and body image/eating worries. Staff can access it through Occupational Health or self-refer to use the program unsupported. Students can access the supported version of <a href="#">SilverCloud</a> after meeting with a member of Student Services or self-refer for the unsupported version	Joely Nicol / jmn9
13.	<a href="#">A - Z Guide to Wellbeing</a> with helpful advice, resources and videos.	Joely Nicol / jmn9
14.	<a href="#">ShelfHelp</a> - An online resource filled with self-help books. These books are free and can be accessed by any student or staff member.	Joely Nicol & Amina Shah / jmn9 & as496@
15.	'Creative Conversations' aims to bring staff and students together through sharing books and reading. Also investigating fiction titles to add to ShelfHelp. See also Instagram takeover of the library's social media in November to mark Book Week Scotland. <a href="https://www.scottishbooktrust.com/book-week-scotland">https://www.scottishbooktrust.com/book-week-scotland</a> .	Amina Shah / as496@
16.	Saturday night social get together on Teams. An informal opportunity to pop in for a chat and a laugh. <i>Specific to P&amp;N staff and students but could be adapted by other schools.</i>	Gareth Miles & Paula Miles / psyhos@ & psydot@
17.	School 'Not a Pub Quiz'. Two quizzes have been organized, one general and one Halloween themed. <i>Specific to P&amp;N staff and students but could be adapted by other schools.</i>	Gareth Miles & Paula Miles / psyhos@ & psydot@
18.	School of Psychology & Neuroscience Wellbeing Week. A week of online wellbeing activities, meet-ups and learning for staff and students – each day focused on a different theme – was open to the whole university.	Maggie Ellis, Paula Miles, Lindsay Nielsen (School President) / mpe2@
19.	Music Monday. P&N staff and students were interviewed about their favourite 'feel good' songs. They played clips of songs selected by interviewees, discussing the personal significance of each one. This was open to the university.	Maggie Ellis, Gareth Miles, Paula Miles, Lindsay Nielsen (School President) / mpe2@
20.	Pet Chums Tuesday. P&N staff and students shared pet stories and photos, discussed pet therapy and had a Netflix watch party. This was open to the university.	Maggie Ellis / mpe2@
21.	Mindfulness Wednesday. P&N Talk on the benefits of mindfulness, and a mindfulness practice session. This was open to the university.	Maggie Ellis, Mary Kempnich (Alumna), Barbara Dritschel / mpe2@
22.	Fitness Thursday. P&N arranged for a Personal trainer, Vikki Williamson, to give a talk on the benefits of exercise to wellbeing followed by a workout demo. This was open to the university.	Maggie Ellis / mpe2@

Number	Activity / resource	Key contact
23.	'Equality, diversity and inclusion' P&N School webpage - provides resources on: LGBTIQ+, gender equality, race and ethnicity, health and wellbeing, personal development and the School environment. Specific to P&N but similar to others across the university.	Gillian Brown, Maggie Ellis, Paula Miles / grb4@
24.	Edible campus (Transitions) - access to local produce to staff and students to increase accessibility of nutritious food to local people, increase awareness of nutritional wellbeing and encourage communal gardening.	Transition@
25.	Information Campaign: Alcohol & Substance Dependency (WEG)	Avery Hawkins / wellbeingforstaff@
26.	Information Campaign: Healthy sleep (WEG)	Avery Hawkins / wellbeingforstaff@
27.	Information Campaign: Heart & Lung Health (WEG).	Avery Hawkins / wellbeingforstaff@
28.	Information Campaign: Men's Health in Focus (WEG).	Avery Hawkins / wellbeingforstaff@
29.	Information Campaign: Menstrual and Feminine Wellbeing (WEG).	Avery Hawkins / wellbeingforstaff@
30.	Information Campaign: Volunteering (WEG)	Avery Hawkins / wellbeingforstaff@
31.	Saints Sport has signed up to <i>Healthy Body Healthy Mind</i> – an initiative run by Scottish Student Sport, along with partners ASH Scotland, NUS Scotland and SAMH to support colleges and universities in improving student and staff well-being and inspires positive changes on campus.	Sophie Tyler, AU President / aupresident@
32.	LGBT+ Youth Charter: Saints Sport is a signatory of the LGBT Youth Charter and committed to making sports a safe environment for all members of the LGBTQ+ community, offering regular opportunities to take part in LGBTQ+ inclusion training, for clubs, students and staff, and continuing to promote and support inclusion through annual campaigns.	Claire Scott, Sports Development Manager / cl25@
33.	SAMH Mental Health Charter: Saints Sport is beginning the process of signing up to the Scottish Mental Health Charter for Physical Activity and Sport, and is committed to ensuring mental wellbeing is on a par with physical wellbeing and that all necessary support is in place to ensure our students and staff are supported.	Duncan Caithness / dac9@
34.	<a href="#">Gym, Fitness and exercise classes</a> : Saints Fitness team offer a range of fitness services and a diverse exercise class programme, to ensure there is something suitable for everyone.	Gary Brankin, Assistant Director / gb50@
35.	<a href="#">Golf lessons</a> : In partnership with the St Andrews Links Trust and the St Andrews Links Golf Academy, Saints Sport offers golf lessons to all students and staff at the university during semester time.	Rhona Hendry, Sports Development Officer / rh205@

Number	Activity / resource	Key contact
36.	Online mindfulness classes in the School of Medicine, for staff and students. (Could be emulated by other schools.)	Ruth Cruickshank / rc24@
37.	Yoga online in the School of Medicine, for staff and students. (Could be emulated by other schools.)	Ruth Cruickshank / rc24@
38.	Outdoor running club in the School of Medicine, for staff and students. (Could be emulated by other schools.)	Ruth Cruickshank / rc24@

*Note: items 36-38 were not coded on submission; they were treated the same way as similar activities for summary purposes.*

### 3.5 Activities and resources for all staff

#### 3.5.1 Heatmap of provision

	<i>Hedonic feeling good / satisfaction</i>	<i>Eudaemonic functioning well / performance</i>
<b>Emotional</b>	3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 25, 26, 28, 30, 31, 32	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 20, 21, 23, 24, 25, 26, 28, 30, 31, 32
<b>Rational</b>	3, 5, 6, 7, 8, 10, 11, 12, 13, 16, 17, 19, 20, 21, 23, 25, 26, 30, 31, 32	2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 17, 24, 26, 30, 31, 32
<b>Spiritual / Philosophical</b>	1, 10, 11, 14, 15, 19, 21, 26, 30, 31, 32	1, 2, 11, 14, 15, 21, 24, 26, 30, 31, 32
<b>Physical</b>	10, 11, 12, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32	10, 11, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
<b>Relational</b>	3, 4, 5, 6, 7, 8, 10, 11, 15, 16, 20, 22, 23, 25, 26, 30, 31, 32	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 17, 20, 23, 24, 25, 26, 30, 31, 32
<b>Societal</b>	1, 3, 5, 6, 7, 8, 10, 11, 12, 15, 16, 18, 19, 20, 22, 23, 25, 26, 30, 31, 32	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, 20, 23, 24, 25, 26, 30, 31, 32

*Numbers refer to activities or resources listed later in this section*

Key	No examples	Low (up to 5)	Medium (6-10)	High (11 and over)

#### 3.5.2 Key insights, issues and opportunities

3.5.2.1 Drilling down to the all-staff level shows an additional, encouraging breadth of examples to add to those relevant at the whole community level. In some cases, these could be delivered at the community level and they could be assigned to that group. However, there will also be some circumstances in which particular relationships, concerns about professional distance or life-stage considerations make it appropriate to separate staff support. Some specialist-delivered material is also provided by units with a specific staff focus, such as Occupational Health and as such are not targeted towards the whole community.

3.5.2.2 While there are relatively fewer items included in the spiritual / philosophical set, these aspects of wellbeing are very well supported on a whole community level and for that reason there is not necessarily an issue with this provision. However, some of the activities at this level are of focussed interest for some (for example, Death Café) or on addressing or coping with (mental) ill health (for example, dementia awareness and psychology tools). While there is anecdotal evidence that support for such issues is in increasing demand, it could also be argued that there is an opportunity for more positive activities and resources to be developed for staff at this level. Against that, for many academic and professional

staff work provides a framework for meaning of itself, and supporting reflection on this (through normal academic activities, CPD or recognition programmes) could be one approach to take.

- **Recommendation 4:** At the staff level, monitoring of demand and planning for increased provision for mental health support should be considered.
- **Recommendation 5:** At the staff level, consideration of possible additional activities to support positive spiritual / philosophical wellbeing – including guiding reflection on work as vocation – may be beneficial.

### 3.5.3 List of activities and resources

Number	Activity / resource	Key contact
1.	Turning Pages – a monthly group discussing readings in faith and spirituality, led by the Chaplain	Donald MacEwan / chaplain@
2.	Libraries and Museums Wellbeing Group – currently generating further ideas to support wellbeing.	Amina Shah / as496@
3.	OSDS Building resilience workshops	Avery Hawkins / ah329@
4.	OSDS Mindfulness workshops	Avery Hawkins / ah329@
5.	OSDS course on Holding Difficult Conversations / Dealing with Difficult Behaviour	Avery Hawkins / ah329@
6.	OSDS workshops on Steps for Stress, designed by Health Promotion Fife and including mental health in the workplace	Avery Hawkins / ah329@
7.	OSDS organization of NHS Scotland mental health first aid course.	Avery Hawkins / ah329@
8.	OSDS skills network - online accredited skills course including wellbeing.	Avery Hawkins / ah329@
9.	OSDS support for away days - bespoke team engagement activities to support team relations	Avery Hawkins / ah329@
10.	Wellbeing and Engagement Group (WEG) campaign calendar of monthly awareness raising (mapped across all categories), such as: alcohol, smoking and addiction awareness; community outreach and volunteering; exercise and active lifestyles; health inequalities and inclusivity; healthy sleep and relaxation; mental health awareness and support; nutritional health; step Count Challenge; Jump Out of January; Marie Curie 10Km Walk.	Avery Hawkins / wellbeingforstaff@
11.	WEG 'well now' newsletter (for subscribing staff) and website information	Avery Hawkins / wellbeingforstaff@
12.	Basics of good skincare class (WEG / OSDS)	Avery Hawkins / wellbeingforstaff@
13.	CPR & defibrillator training (WEG/ OSDS)	Avery Hawkins / wellbeingforstaff@

Number	Activity / resource	Key contact
14.	Death café (WEG/OSDS) – casual, non-judgemental discussion group on the subject of death and mortality	Avery Hawkins / wellbeingforstaff@
15.	Dementia awareness workshop (WEG / OSDS / P&N) - working with specialists in Psychology & Neuroscience to provide education and resources to increase awareness of dementia and support those who experience dementia	Avery Hawkins / wellbeingforstaff@
16.	Eating Well for Families (WEG / OSDS) - information about how our diet and lifestyle can affect mental and physical health and how to develop balanced nutritional wellbeing for one's family at different life stages.	Avery Hawkins / wellbeingforstaff@
17.	Effective coaching (OSDS) – workshop to develop coaching and facilitation skills.	Anne Eadie-Tice / anne.tice@
18.	Fife Sport & Leisure Collaboration (WEG) – providing discounts to facilities across the county	Avery Hawkins / wellbeingforstaff@
19.	Foundation workshop in make-up artistry (WEG).	Avery Hawkins / wellbeingforstaff@
20.	Jump Out of January (WEG). A six week induction and physical exercise programme, with information about physical, mental and nutritional wellbeing.	Avery Hawkins / wellbeingforstaff@
21.	Mentally Healthy Yoga (WEG). A yoga class to promote relaxation and mindfulness.	Avery Hawkins / wellbeingforstaff@
22.	Step Count Challenge (WEG). A team competition campaign to promote increased physical activity.	Avery Hawkins / wellbeingforstaff@
23.	Tai Chi Classes (WEG).	Avery Hawkins / wellbeingforstaff@
24.	Transition Pathway: Resilience Workshop (WEG). Strategies for managing change.	Avery Hawkins / wellbeingforstaff@
25.	Wee Walk Once a Week / Nordic Walking (WEG). Guided local walks.	Avery Hawkins / wellbeingforstaff@
26.	Cognitive Behavioural Therapy service – one to one therapy for any member of staff through Occupational Health (OH)	@Occupational Health / Julie Ramage
27.	Personal trainer to help assist with physical exercise programme (OH)	@Occupational Health / Julie Ramage
28.	Videos and presentations covering topics relating to physical and mental health and wellbeing. Available in OH, and some online.	@Occupational Health / Julie Ramage
29.	Physiotherapy – one to one service for staff available as a referral (OH).	@Occupational Health / Julie Ramage
30.	Wellbeing one to one support – confidential service for staff who can discuss personal or work-related matters with an advisor (OH)	@Occupational Health / Julie Ramage



Number	Activity / resource	Key contact
31.	Psychology Tools – set of mainly CBT-based tools to help address common mental health and wellbeing issues. These include worksheets, audio tools, hand-outs etc and are available via OH's CBT or wellbeing services.	@Occupational Health / Julie Ramage
32.	Talks on aspects of mental health and/or wellbeing to groups – e.g. for Schools, units etc. – provide by Members of OH (CBT therapist and Wellbeing advisor) on request.	@Occupational Health / Julie Ramage

### 3.6 Activities and resources for specific groups of staff

#### 3.6.1 Heatmap of provision

	Hedonic feeling good / satisfaction	Eudaemonic functioning well / performance
<b>Emotional</b>	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 5, 8
<b>Rational</b>	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 5, 8
<b>Spiritual / Philosophical</b>	2, 5, 6, 8	2, 5
<b>Physical</b>	2, 4, 5, 6, 7	2, 5, 6
<b>Relational</b>	1, 2, 3, 4, 5, 6, 8	1, 2, 3, 5, 6, 8
<b>Societal</b>	1, 2, 3, 4, 5, 6, 8	1, 2, 5, 6, 8

*Numbers refer to activities or resources listed later in this section*

Key	No examples	Low (up to 5)	Medium (6-10)	High (11 and over)
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#### 3.6.2 Key insights, issues and opportunities

3.6.2.1 The examples in this section could be significantly be expanded by adding in specific networks and support groups in addition to those already mentioned – for example, the recently launched disabled staff network, the staff LGBT+ network, and so on. These groups and networks provide (at least) emotional and relational benefits, and may be conduits to practical support for wellbeing on a number of other levels. However, while the examples of provision at the specific staff level seem to be limited, they have to be seen in the context of the very broad provision at the whole community and all-staff levels.

- **Recommendation 6:** At the specific staff groups level, there should be continued monitoring of the needs of particular sections of our community. An effective route to support this could be through (establishing) networks where there is interest and using these as channels to recommend specific wellbeing resource development where this could be beneficial.

### 3.6.3 List of activities and resources

Number	Activity / resource	Key contact
1.	For managers - OSDS Mentally Healthy Workplaces training	Avery Hawkins / ah329@
2.	<p>Selected Wellbeing and Engagement Group (WEG) campaign calendar awareness raising items, such as:</p> <ul style="list-style-type: none"> <li>• Aging awareness and later-life fulfilment</li> <li>• Menstrual health and menopause awareness</li> </ul> <p>(Given the broad reach of multiple WEG campaigns, these have been mapped across all categories in the heatmap.)</p>	Avery Hawkins / wellbeingforstaff@
3.	Andy's Man Club (WEG / OSDS) - supporting the local chapter of the Andy's Man Club - a men-only support group for mental health	Avery Hawkins / wellbeingforstaff@
4.	Eating well for the menopause (WEG/OSDS) - information about how our diet and lifestyle can affect the menopausal experience and what foods can cause, exacerbate and relieve menopausal symptoms.	Avery Hawkins / wellbeingforstaff@
5.	Information Campaign: Loving Later Life (WEG). Training resources and information to help employees make the most of aging, age discrimination awareness and preparing for later life.	Avery Hawkins / wellbeingforstaff@
6.	Let's Talk: Menopause (WEG). Workshop to discuss, inform and educate people on the effects of the menopause.	Avery Hawkins / wellbeingforstaff@
7.	Menstrual Wellbeing Workshop (WEG). Workshop introducing the menstrual cup and other environmentally-friendly menstrual products and explaining how they work.	Avery Hawkins / wellbeingforstaff@
8.	Wellbeing for carers (WEG). Workshop to help to establish ways of staying well under the pressures of caring.	Avery Hawkins / wellbeingforstaff@

### 3.7 Activities and resources for all students

#### 3.7.1 Heatmap of provision

	Hedonic feeling good / satisfaction	Eudaemonic functioning well / performance
<b>Emotional</b>	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18	1, 2, 3, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19
<b>Rational</b>	2, 3, 5, 7, 8, 9, 10, 11, 12, 14, 17, 18, 19	2, 3, 4, 6, 9, 10, 11, 12, 14, 17, 18, 19
<b>Spiritual / Philosophical</b>	14, 15, 16, 17, 18, 19	14, 15, 16, 17, 18
<b>Physical</b>	5, 12, 13, 17, 18	12, 13, 17, 18
<b>Relational</b>	2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
<b>Societal</b>	1, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19	1, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19

*Numbers refer to activities or resources listed later in this section*

Key	No examples	Low (up to 5)	Medium (6-10)	High (11 and over)
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#### 3.7.2 Key insights, issues and opportunities

- 3.7.2.1 There are good examples of support for wellbeing across all categories, especially considering provision at the whole university level that applies here. In addition, items 12 and 13 (over 50 sports clubs, and recreational sport) provide considerable scope and scale under concise headings. This means that there is substantial provision for physical wellbeing for students, again in the context of many whole community activities and resources that apply here. Moreover, Saints Sport has taken an important leadership stance in advancing not just philosophical wellbeing, but also wellbeing as a philosophy.
- 3.7.2.2 The role of the Students Association, in relation to societies and through direct support and engagement led by the SA Director of Wellbeing is equally significant. This is a reflection of the enormous value that students place on their life together and the creativity and energy that they bring to enriching the experience of the whole community. In addition, students are very much involved through representative positions (and informally) in partnership with provider units (e.g. Student Services, CEED and others) and schools in the shaping and delivery of wellbeing activities.
- 3.7.2.3 As mentioned earlier, Psychology and Neuroscience provides a good benchmark for wellbeing activities at the school level and their student-oriented provision could offer examples for others. However, there will also be additional examples across all of the schools, and an Academic Forum event to discuss and share good practice has already been arranged.
- 3.7.2.4 The enormous resource that is not visible in this sub-section is the everyday support of Student Services, which engages with over half of the student population. Some important specific activities and resources provided by Student Service are listed in the next sub-section, but the everyday availability of Student Services is undoubtedly of fundamental importance to many students wellbeing.

- **Recommendation 7:** Many whole-university wellbeing activities and campaigns are relevant to students also; The Wellbeing and Engagement Group should be encouraged to continue to publicise offerings widely, and work with the Students' Association to reach students who may not realise that some of the whole university provision is 'for them too'.
- **Recommendation 8:** There is emerging leadership around a 'philosophy of wellbeing' in Saints Sport, who should be encouraged to work with student and staff partner groups to develop and promote this.

### 3.7.3 List of activities and resources

Number	Activity / resource	Key contact
1.	<a href="#">'ceedfailure'</a> – a blog that seeks to help students learn from failure	Cat Wilson / cat.wilson@
2.	Wellbeing and resilience programme aligned to the entrepreneurial mindset (CEED, in development)	Cat Wilson / cat.wilson@
3.	<a href="#">Coaching for students</a>	Cat Wilson / cat.wilson@
4.	Wellbeing workshops in the <a href="#">Professional Skills Curriculum</a> e.g. resilience, wellbeing for the workplace, confidence	Cat Wilson / cat.wilson@
5.	A session entitled 'Resilience' - under the Academic Skills Project (ASP) in the School of Psychology & Neuroscience, involving four speakers who represented various levels of career progression, (namely a PGR student, a Post-doctoral research part-time staff member, professional staff member, and an academic staff), to share aspects of their story of resilience. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Francesca Fotheringham & Paula Miles / flf2@ & psydot@
6.	Drop in help session under the Academic Skills Project (ASP) in the School of Psychology & Neuroscience; students were able to book a 10min slot to chat through any questions, queries, concerns about anything academic, personal or anything in between. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Francesca Fotheringham & Paula Miles / flf2@ & psydot@
7.	Two 'in-person pumpkin carving sessions' were hosted in the Can-Do Marquee. The event was BYOP (bring your own pumpkin and carving tools). The best pumpkin was submitted to the Uni of Glasgow's cross-Psychology Department Pumpkin Carving Contest. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Lindsay Nielsen (School President), Gareth Miles, Paula Miles / lvn@
8.	Weekly drop-in hour with the DoT - an informal opportunity for students to pop in for a chat/have lunch/ask any questions they may have about teaching and learning. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Paula Miles / psydot@

Number	Activity / resource	Key contact
9.	Wellbeing Emails. The Wellbeing Officer for the School of Psychology & Neuroscience has been sending out regular emails to all students in the School, offering wellbeing resources and taking the opportunity to advertise the Wellbeing Officer role. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Maggie Ellis / mpe2@
10.	Wellbeing Introduction – Orientation Week. <i>Specific to P&amp;N students but could be adapted by other schools.</i>	Maggie Ellis / mpe2@
11.	Athletics Union Executive and Interns – participation in the organization of the AU (Saints Sport)	Duncan Caithness / dac9@
12.	Sports Clubs: over 50 sports on offer and multiple competitive and recreational teams, Saints Sport caters for all levels of ability and aspiration. The programme is student led so new activities can be introduced with sufficient student demand. Most clubs offer recreational activities (e.g. outdoors events)	Duncan Caithness / dac9@
13.	Recreational Sport: All Saints Sport clubs offer recreational membership options so students can benefit from the fitness and social aspects of their sport without needing to compete.	Rhona Hendry, Sports Development Officer / rh205@
14.	Saints Leadership, Coaching and Volunteering Experience: In addition to creating fond memories and developing friendships, it provides opportunities for students to add value to their University education, enhance their global awareness, develop their leadership skills and improve their leadership and coaching abilities.	Duncan Caithness / dac9@
15.	Club Wellbeing Officers: Saints Sport have introduced this position to ensure clubs are proactively supporting their members and providing support - officers receive year-round training from Student Services.	Sophie Tyler, AU President / aupresident@
16.	Saints Wellbeing; Students who have a membership with Saints Sport or an affiliated club have access to a Wellbeing Adviser via dedicated meetings every Thursday throughout the year, either online through Microsoft Teams or over the phone. Students can discuss any wellbeing concerns, which need not be sport related and can be personal, mental health or study orientated.	Duncan Caithness / dac9@
17.	Students' Association Clubs and Societies: The range of societies (over 150) covers nearly every possible interest.	Emma Walsh / DoWell@
18.	Students Association wellbeing participation and leadership, as organized by the Director of Wellbeing.	Emma Walsh / DoWell@
19.	Orientation Moodle module – developed by Dr Penny Turnbull for AY 2020/21, during the covid-19 pandemic. Information, resources, training, signposting and a welcome for all new and returning students this academic year, to support them in feeling informed, supported and empowered beginning or recommencing their studies during the challenges of the pandemic.	Penny Turnbull / pt28@

*Note: item 17 is not always specifically concerned with wellbeing, but is obviously important for a wide range of students. Given the vast range of societies and the number of students engaged in them, it was important to note this and the associated impression, collectively, it includes examples covering all wellbeing themes as additional benefits or outcomes.*

### 3.8 Activities and resources for specific groups of students

#### 3.8.1 Heatmap of provision

	Hedonic feeling good / satisfaction	Eudaemonic functioning well / performance
<b>Emotional</b>	1, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25	6, 7, 8, 9, 11, 12, 14, 15, 18, 24, 25
<b>Rational</b>	1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 25	1, 2, 3, 4, 5, 6, 7, 11, 15, 18, 25
<b>Spiritual / Philosophical</b>	1, 6, 16, 19, 24, 25	6, 24, 25
<b>Physical</b>	19	
<b>Relational</b>	1, 2, 3, 4, 6, 7, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24	1, 2, 3, 4, 6, 7, 11, 13, 14, 15, 18, 20, 21, 24, 25
<b>Societal</b>	1, 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25	1, 2, 3, 4, 5, 6, 9, 10, 11, 14, 15, 18, 20, 21, 24, 25

*Numbers refer to programs or resources listed later in this section*

Key	No examples	Low (up to 5)	Medium (6-10)	High (11 and over)
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#### 3.8.2 Key insights, issues and opportunities

3.8.2.1 There is considerable provision directed towards students with particular needs, preferences or interests. In some ways this is understated, since there is a difficult overlap with general provision; for example, specific school- or interest-based Student Societies would be relevant at this level rather than the all-student level but the sheer number would overwhelm the review. Nevertheless, these societies may have particular wellbeing benefits (especially emotional and relational) for students and participation may help specific groups.

3.8.2.2 The apparent lack at the spiritual / philosophical and physical levels is deceptive, since these are well-provided at higher levels (whole community or all students) and cut across most groups. In addition, disability experts in Student Services and disability officers in schools do already seek to address the apparent lacuna, in the table, in relation to eudaemonic physical wellbeing for those with special needs (these are general support arrangements rather than specific activities or resources). However, there may be an opportunity to consider how hedonic physical wellbeing is enabled for those with special needs, by looking beyond accommodations to positive engagement.

3.8.2.3 In schools, Psychology and Neuroscience provides a good benchmark for wellbeing activities at this level and their student-oriented provision could offer examples for others. However, there will also be additional examples across all of the schools, since all are

strongly committed and engaged in supporting student wellbeing. An Academic Forum event to discuss and share good practice has already been arranged.

- **Recommendation 9:** Discussion between Saints Sport and Student Services' disability experts should be encouraged, to explore what further opportunities for active participation can be created and/or promoted for those with special needs.
- **Recommendation 10:** Student Services and the Students' Association should be encouraged to continue to identify new opportunities for wellbeing provision for groups with specific needs.

### 3.8.3 List of activities and resources

Number	Activity / resource	Key contact
1.	For <i>new UG and PGT students</i> : Transitions toolkits and Countdown to St Andrews (set expectations of academic experience, increase wellbeing, make students feel connected and part of student community before they begin classes.	Cat Wilson / cat.wilson@
2.	For <i>BAME students</i> : <a href="#">mentoring scheme</a>	Cat Wilson / cat.wilson@
3.	For <i>UG students</i> : <a href="#">mentoring scheme</a>	Cat Wilson / cat.wilson@
4.	For <i>PG students</i> : <a href="#">mentoring scheme</a>	Cat Wilson / cat.wilson@
5.	For <i>students with low-level mental health issues</i> : Social/Cultural prescribing is a mechanism for linking patients with non-medical sources of support within their community. The University Cultural Partners – Museums, Music Centre, Byre Theatre and Library – will partner to offer a pilot Cultural Prescription programme, commencing in March 2021.	Eilidh Lawrence / erml@
6.	For <i>grieving students</i> : <a href="#">Grief Group</a> – a monthly group exploring recent bereavement in people's lives, offering support, led by the Assistant Chaplain.	Sam Ferguson / sjf6@
7.	For <i>students whose first language is not English</i> : <a href="#">International befriending</a> .	Fiona Barnard, Honorary Global Chaplain / fvb@
8.	For <i>referred students</i> : Anxiety Management Group "A psychoeducational group to help empower you to understand, develop and use tools to create more helpful responses to anxiety."	Joely Nicol / jmn9@
9.	For <i>students who wish to offer constructive feedback on student services</i> : Participation and Engagement Group	Joely Nicol / jmn9@

Number	Activity / resource	Key contact
10.	For <i>referred students</i> : Autism Group - weekly group which gives students an opportunity to meet peers, socialise, share experiences and receive information about University Life.	Kate Leavy / kl212@
11.	For <i>students with disabilities and specific learning differences</i> : Study Skills Webinar, for students with who would like to build on their study skills.	Joely Nicol / jmn9@
12.	For <i>referred students</i> : Managing Perfectionism Group focused on the role of perfectionism and what thoughts, feelings and behaviours can contribute to it.	Joely Nicol / jmn9@
13.	For <i>PS1001 students</i> : P&N Netflix Party watching 'Three Identical Strangers' (as this was recommended in a previous Q&A session with first year students). There was an opportunity to discuss the documentary post viewing.	Paula Miles / psydot@
14.	For <i>first year students</i> : Friendship Friday – Speed Friending for First Years. P&N event which provided 1st year students with an opportunity to make friends by finding as many things as possible that they have in common. Pairs were given 2 minutes before they moved on to the next person. The winners were the pair with the most in common.	Lindsay Nielsen (School President) & Paula Miles / lvn@ & psydot@
15.	For <i>PGR students in P&amp;N</i> : Online study rooms to support a sense of community.	Maggie Ellis / mpe2@
16.	For <i>students in P&amp;N</i> : BAME Network Pub Quiz.	P&N BAME network
17.	For <i>students in P&amp;N</i> : Movie Night – Netflix party/teleparty.	P&N Society
18.	For <i>students in P&amp;N</i> : Study Buddy Matching. Students who are interested in meeting/working with another student fill in an online form and are then matched.	P&N Society
19.	For <i>first year students in P&amp;N</i> : Wellbeing Resources for First Year Students – an email with wellbeing information and links sent to all first year students.	Eoin O'Sullivan & Paula Miles / epo1@ & psydot@
20.	For <i>PGT students in P&amp;N</i> : MS Team - to create an online community for this cohort. Information about School and wellbeing events and resources (inter alia) are posted on this Team.	Eric Bowman & Manon Schweinfurth / emb@ & ms397@



Number	Activity / resource	Key contact
21.	For <i>PGT students in P&amp;N</i> : PGT Coffee breaks and Friday drinks. Staff host virtual coffee breaks and Friday drinks events for PGT students. These provide students with an opportunity to interact outside of class, helping them to develop a connection to their peers and the School, and provide them with a forum to discuss wellbeing issues.	P&N Staff on PGT programmes & Eric Bowman / emb@
22.	For <i>Chemistry PhD students</i> : MS Teams channel that allows for the sharing of resources, general discussion of issues, surveys.	Ruxandra Chitac / rgc2@
23.	For <i>all PG students</i> : Students' Association PG Society runs various academic and social events throughout the year to help connect PG students, often working in collaboration with St Leonard's College.	Sam Ross / sar22@
24.	Saints Wellbeing; Students who have a membership with Saints Sport or an affiliated club have access to a Wellbeing Adviser via dedicated meetings every Thursday throughout the year, either online through Microsoft Teams or over the phone. Students can discuss any wellbeing concerns, which need not be sport related and can be personal, mental health or study orientated.	Duncan Caithness / dac9@
25.	Recognising the therapeutic value of formats that provide peer-to-peer sharing, a stigma-reducing supportive group, and evidence-based low intensity work consistent with NICE guidelines, Student Services continues to add psychoeducation-based groups to its APPTS-accredited Matching Care model (see items 8 and 12). New groups in semester 2 20/21: Mood management (low mood, motivational deficit); Managing our wellbeing during Covid-19 / post-Covid 19.	Adam Welstead / aw201@

#### 4. Signposting for wellbeing and mental health support

- 4.1 The material in [section 3](#) establishes that there is a considerable range of focused activities and resources to support wellbeing for both staff and students. There needs to be some attention to how intended beneficiaries are made aware of, and directed to these programmes. This is important in order for the activities and resources to have the best impact and to allow decisions about scaling up particular activities, based on demand, to be well informed. In this section, therefore, signposting of wellbeing is considered alongside direction to other support for staff and students.
- 4.2 Addressing other forms of support is important in order to avoid misunderstanding and misdirection; the definition of wellbeing (see [section 2](#)) makes it clear that it is not the opposite of poor (mental) health, yet calls for additional wellbeing have suggested that a

need for more counselling provision – which addresses a different (and of course important) need. Clarity in distinguishing these kinds of provision, and helping our community to access the right help to meet their needs, will be useful in making the most effective use of both.

### **4.3 Signposting to wellbeing**

4.3.1 Support for wellbeing is signposted in a number of different ways. These routes varied substantially for staff and students at the time of writing, so each is addressed individually here.

4.3.2 For students, there are several outreach activities and reach-in facilities for highlighting wellbeing activities and resources.

4.3.3 Outreach activities include:

- Promotion of Student Services wellbeing support and resources directly (e.g. during orientation), and indirectly through academic staff, residence services and student hall teams (including collaboration with student officers).
- Direct promotion of wellbeing activities at the school level, by wellbeing or welfare officers, Directors of Teaching and other academic staff.
- Promotion of CEED wellbeing activities directly to students (e.g. during orientation).
- Students' Association activities led by the SA Director of Wellbeing and involving student representatives, both centrally and in collaboration with schools.

4.3.4 Reach-in facilities to help students locate wellbeing resources and activities include:

- Website pages directly focussed on the topic and/or identifying key central contacts (such as wellbeing advisors in Student Services).
- Wellbeing officers (or similar) in schools, who may offer ad-hoc contact arrangements and/or regular drop-in sessions.
- Wellbeing consultations arranged by Saints Sport.

4.3.5 In general, signposting of wellbeing activities, resources and lines of support for students is extensive. However, Student Services consultations (October-November 2020) with Student Officers (Sabbatical Officers, School and Faculty Presidents) has indicated that there is a lack of clarity in relation to the role title and responsibilities of school officers focused on wellbeing. Consistency in these areas could help students to reach in and find support.

4.3.6 For staff, the outreach methods include:

- The "Well Now" newsletter, to which around 40% of staff subscribe (see Appendix 2). Monitoring data show that between 20-44% of recipients open the newsletter, which gives this method an effective reach of 8-18% of staff.
- Email contact with Heads of School and Directors of Units.
- Promotion of OSDS activities and resources during staff induction.

4.3.7 Methods through which staff may reach in to seek wellbeing support include:

- Contact with their line manager.
- Website pages directly focussed on the topic and/or identifying key central contacts (such as Occupational Health).

- In relation to conversations with students that may be harrowing, using the [consultation service](#) provided by student services.

4.3.8 In general, signposting of wellbeing activities to staff is less extensive than it is for students and (in comparison) is more passive.

- **Recommendation 11:** To simplify engagement for students, it would be helpful if the titles of wellbeing officers in schools could be limited to a few consistent options (such as Wellbeing Officer or Director of Wellbeing).
- **Recommendation 12:** Improved active signposting to wellbeing activities and resources for staff may be helpful. Emulation of the promotional work of wellbeing officers (student focussed) in schools is suggested as an appropriate channel. This could be through adding staff-oriented responsibilities to existing roles or establishing new roles.

#### 4.4 Signposting for disability, and physical / mental health issues

4.4.1 Support for disabilities and physical / mental health issues is well signposted (reach in) on the university website, for both staff and students. These are generally focussed towards to different channels, via Services for Students and a route through Occupational Health for staff. However, some resources (especially in relation to individual crisis situations) are applicable to all members of the community. For example, the Report and Support tool allows anyone to raise a concern about their own health and wellbeing or the health and wellbeing others, and may be used anonymously if preferred.

4.4.2 Additional outreach signposting for students is available through:

- Promotion of Student Services support and resources directly (e.g. during orientation), and indirectly through academic staff, residence services and student hall teams (including collaboration with student officers).
- Direct promotion of Student Services at the school level, by disability officers, Directors of Teaching and other academic staff.
- Students' Association promotion led by the SA Director of Wellbeing and involving student representatives, both centrally and in collaboration with schools.

4.4.3 In general, the role of Student Services in providing assistance to all students in need is clear to staff and students. The reach of Student Services is clear; in the 2019-20 academic year, the service had some supportive interaction with over 7000 individual students.

4.4.4 Additional reach in signposting for staff is available through:

- Contact with their line manager (this may include referrals to occupational health following performance concerns) and/or delegated staff with assigned areas of responsibility for people issues in schools or units.
- The Staff Health and Wellbeing flowchart, prepared by Student Services (draft provided as [Appendix 3](#) – this will be widely shared once finalised).

4.4.5 Additional outreach in signposting for staff is available through:

- Promotion of Occupational Health during staff induction.

4.4.6 Anecdotally, there is general awareness of the role of Occupational Health in supporting mental and physical health. However, there are some potential issues associated with signposting from line management because of the potential overlap with performance concerns, especially in the case of management referral. In addition, outreach signposting could be enhanced.

- **Recommendation 13:** Additional reach in and active outreach signposting for staff towards Occupational Health and other resources to help address mental and physical health issues could be considered. Aligning this with wellbeing signposting could help staff to have a clear idea about which line of support is most appropriate for them, and for that reason these could both fit within the responsibilities of the same role-holder in schools and units.

## 4.5 Opportunities for development

4.5.1 In addition to the specific recommendations mentioned earlier in this section of the report, there are two opportunities which may lead to additional suggestions in the future.

4.5.2 First, there is an emerging sense that more could be done to help staff be informed users and partners in wellbeing activities. While awareness is undoubtedly strong in some areas (such as service providing units and some schools), it is addressed in many different ways and it would help to build a shared conversation so that wellbeing becomes embedded in the university's culture. This might be achieved through sharing the definition of wellbeing widely, especially in the tabular form set out in [section 2](#). Further reflection on appropriate and engaging settings for such sharing (for example, perhaps induction and annual reviews) may be helpful.

4.5.3 Second, there is a need for ongoing support for those who are actively involved in signposting, especially in relation to directing people appropriately between mental health support and wellbeing and resilience resources, when they seek advice. Training and CPD for service providing units (for example, Student Services and Occupational Health) is comprehensive and a training package on mental health, for wellbeing officers in schools and units, is ready to roll out. In addition, support for wellbeing officers (and others) encountering difficult conversations has been established by Student Services and mutual support networks are being established. Monitoring these arrangements, as roles are established, may be helpful.

## 5. Conclusion

5.1 This report has set out a definition of wellbeing, based on policy documents and selected academic work, reviewed the available provision to support wellbeing in the university and outlined current signposting arrangements. Where possible, a distinction between wellbeing and mental health concerns has been maintained and the different signposting channels for each have been outlined. While maintaining such distinction is consistent with the literature, current approaches strongly suggest that the resilience that results from a focus on wellbeing can help individuals to cope with ill health. Building on this review and its recommendations should therefore be seen as a foundation for further work to support those who experience mental health issues.

5.2 Demand for wellbeing and mental health support is increasing, based on staff engagement with Occupational Health and student engagement with Student Services. This review, however, has focussed on the 'supply side' of wellbeing in the university, with concise but focused attention on the distinctions between wellbeing and mental health. It has not

included a ‘demand side’ survey, because: on the student side, this is already tracked and managed by Student Services; and on the staff side, there is a need for further awareness-raising and signposting mechanisms to be in place, in order to unearth a realistic picture of the emerging demand for support, building on the survey conducted with staff (specifically on engagement) through the “Well Now” newsletter subscriber list, every three years. A survey of demand might reasonably follow once the recommendations of this report that are selected for implementation are in place and have had some opportunity to take effect. Realistically, the end of the 2020/21 academic year or early in the 2021/22 academic year might be an appropriate time to conduct such a survey.

5.3 The final words in this report are, appropriately, an expression of gratitude. Sincere thanks are offered to all within and beyond the Mental Health Task Force who contributed to the review, and to those who are already working hard across the university to support our community’s wellbeing.

<b>Version number</b>	<b>Purpose / changes</b>	<b>Document status</b>	<b>Author of changes, role and school / unit</b>	<b>Date</b>
1.0	New document	Published	Paul Hibbert / Ruth Unsworth	02/09/2021

## Appendix 1: Source Notes

### Table of definitions

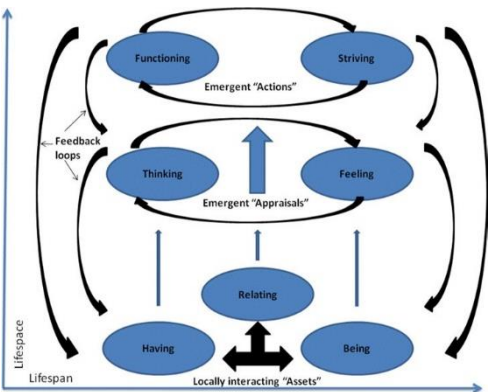
Source	Definition	Focus
1	<p>“Wellbeing describes a state of overall mental and physical health, strength, resilience and fitness to function well at work and personally. It [...] offers an alternative to the goal of ‘happiness’, which tends to describe a transient, short-term state which cannot logically or practically be sustained for long.” (p75)</p> <p>...</p> <p>“people with good wellbeing feel generally healthy, sufficiently positive, able to focus on the task in hand and ready to deal with whatever occurs. They have reserves of physical and mental health, and resilience, to help them deal with more negative events or challenges. Crucially, people with good wellbeing can proactively manage stress, rather than suffer from it.” (p76)</p> <p>Background in Seligman (2011)<sup>2</sup> and Dodge, Daly, Huyton &amp; Sanders (2012)<sup>3</sup>.</p>	<p>General – however, report focusses on supporting Secondary students.</p>
4	<p>“The concept of wellbeing comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristic of someone who has a positive experience of their life. Equally important for well-being is our functioning in the world. Experiencing positive relationships, having some control over one’s life and having a sense of purpose are all important attributes of wellbeing.” (p1-2)</p>	<p>General – concerned with the benefits to society and the individual.</p>

5	<p>Focus on Seligman (2011)<sup>2</sup> – “Seligman’s new theory therefore posits that wellbeing consists of the nurturing of one or more of the five following elements: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (abbreviated as the acronym PERMA). These five elements are the best approximation of what humans pursue for their own sake, which is why they have a place in Wellbeing Theory. Although individuals may sometimes pursue these elements for other ends (e.g., they may for instance think that accomplishment will bring positive emotion), many choose to do so because these elements are intrinsically motivating by themselves.</p> <p>Seligman’s theory also reconciles differing perspectives on the theory and measurement of wellbeing by including both hedonic and eudaimonic aspects of wellbeing, and by allowing for (and encouraging) the measurement of each element using both objective and subjective approaches” (p96-97)</p>	<p>General – article is concerned with the difficulties in measuring wellbeing in society through objective and subjective measures.</p>
6	<p>“Wellbeing is a highly complex and challenging concept to define, with many recognised definitions.</p> <p>We have framed the research around the World Health Organisation (WHO) definition of wellbeing as a ‘state of mind in which an individual is able to realise their own abilities, cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community’.” (p7)</p>	<p>Tertiary students – although definition from WHO has general applicability.</p>
7	<p>“Wellbeing remains a highly contested concept. [...] Traditionally, two contrasting perspectives have been identified: hedonic wellbeing is concerned with pleasure, avoidance of pain and subjective happiness; and eudaemonic wellbeing focuses on human flourishing and realisation of potential.”</p>	<p>Tertiary, students and staff – but definition is consistent with other general approaches.</p>
8	<p>While the SI does not offer a unified definition, it is unusual in focussing largely on hedonic / happiness aspects of wellbeing and especially who or what brings it about (“felicitors”)</p>	<p>General.</p>

9	<p>Focusses on importance of connection for wellbeing, and while it does not offer a definition it supports both main ‘types’ as having relevance in health outcomes:</p> <p>“Due to the consistent support for relationships between connection and wellbeing, we also examined flourishing and life satisfaction as outcomes. Of note, these represent distinct types of wellbeing—eudaimonia and hedonia, respectively [...] these constructs also relate to various other positive outcomes. For example, Strine and colleagues (2008) found that increased life satisfaction was associated with decreased health risk factors, such as smoking and heavy drinking, and increased health related quality of life. Similarly, Keyes (2007) found that increased flourishing was associated with increased psychological and physical health. Therefore, it is safe to say that both forms of wellbeing are important and have implications for various aspects of a person’s overall health.” (p92)</p>	<p>General, focussed especially on connections / relationships.</p>
10	<p>“Wellbeing [is] a multidimensional set of constructs that are not reducible to a single facet [...]; it includes not only satisfaction with life, a cognitive appraisal of one’s life, but positive emotions and psychological resources (such as meaning in life), together with considerations of social inequality, environmental degradation, and political freedom.” (p2)</p>	<p>General – largely concerned with the development of a better measure to facilitate international comparisons. Introduces political / environmental elements not mentioned elsewhere.</p>
11	<p>Measures wellbeing as high / low ‘thriving’ and relates this to the context of high / low degrees of struggle to develop a four-box classification: consistently thriving (h/l); living well despite struggles (h/h); not doing bad, just getting by (l/l); and really struggling (l/h). Emphasises that wellbeing is not equivalent to being problem-free.</p>	<p>General – largely concerned with year-on-year shifts in categories, and attribution of individual, team and organizational performance (the patterns show an overwhelming common instrument effect though...)</p>



12	<p>“The well-being of the nation, ‘national well-being’, is influenced by a broad range of factors including economic performance, the state of the environment, sustainability, equality, quality of life, as well as individual well-being.” (p4)</p> <p>Consultation identified the top 5 most popular answers to “what is well being”, from a pre-defined list, were:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• good connections with friends and family</li> <li>• good connections with a spouse or partner</li> <li>• job satisfaction and economic security</li> <li>• present and future conditions of the environment” (p5)</li> </ul>	<p>General, and focused on the development of measures that can be used to gather national statistics. Constructed through consultation and not obviously developed through evidence (key aspects of which was in development at the time).</p>
13	<p>“Wellbeing is not a one-dimensional idea but a multifaceted construct composed of different elements relating to both physical and mental health, as well as social determinants of health. Following consultation with academic leaders in the measurement of wellbeing, the Wellbeing and Resilience Centre is using the framework of PERMA+ to provide a robust picture of individual and societal wellbeing. PERMA+ is Professor Seligman’s Wellbeing Framework (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) PLUS Physical Activity, Nutrition, Sleep and Optimism” (p2-3)</p> <p>“Positive emotion is more than just ‘happiness’. There are a range of positive emotions, including amusement, hope, interest, joy, love, compassion, gratitude, and pride. Part of our capacity for experiencing positive emotions is genetic, but all of us have the ability to purposefully experience more positive emotion.” (p6)</p>	<p>General, oriented towards public health. Combination of factors from Seligman and various other studies.</p>

<p>14</p>	 <p>(p503)</p> <p>Could be related to other more common constructs involved in other definitions of wellbeing – model terms as presented are too general for operationalisation otherwise. Table on p511-512 could help with translation.</p>	<p>Secondary students. Based on empirical research, so may not be immediately generalisable without thoughtful contextualisation.</p>
<p>15</p>	<p>Presents (as do others) high and low wellbeing orthogonal to a mental illness-mental distress-positive mental health axis.</p> <p>“Wellbeing relates to the extent to which an individual is feeling good and functioning positively. In this report, it is generally taken to be measured across four key indicators – happiness, life satisfaction, feeling things done in life are worthwhile, and low anxiety”</p> <p>“Mental illness relates to where an individual experiences the symptoms of one or more clinically diagnosable mental health condition. These conditions can range from the severe and enduring – such as bipolar disorder and psychosis – to more common conditions such as depression and anxiety. An individual with a mental illness may or may not have received a diagnosis, and may or may not be seeking or receiving treatment. They do, however, experience symptoms which meet the threshold for a diagnosis.</p> <p>Mental distress relates to where an individual reports negative mental health, but where it is not clear that this meets the threshold for a clinical diagnosis. In this report, mental distress is understood as where individuals self-report mental health problems, which have not been subjected to clinical screening measures.” (p9)</p>	<p>Tertiary students. However, broad evidence base and general relevance. Useful in distinguishing wellbeing and mental health continua.</p>

16	<p>Beats around the bush in relation to a definition of wellbeing, highlighting a range of approaches. However, stresses relevance of two components-  “Hedonic – linked to happiness, contentment and positive emotions  “Eudaimonic – linked to personal growth, challenge, autonomy and sense of achievement” (p21)  - because of the particular relevance of eudaemonic elements in higher education.</p>	<p>Tertiary staff. Particularly oriented towards a combined approach to wellbeing and engagement to support performance.</p>
17	<p>Not quite a definition: “A positive sense of mental wellbeing is for all of us to consider all of 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.” (p8)</p>	<p>Tertiary students, although there is recognition of relevance to staff interacting with students too. Definition is generalisable.</p>
18	<p>Not quite a definition:  “Wellbeing includes wider physical, social and economic experience.” [As opposed to (orthogonal): “Mental health refers to a spectrum of experience, from good mental health to mental illness and distress.”] (p8)  Other wellbeing-relevant points are scattered through the report.</p>	<p>Tertiary students and staff, much is generalisable.</p>
19	<p>Focused on established scales to measure / research wellbeing.  “Both feeling good and functioning well. The scales therefore cover:  eudemonic and hedonic wellbeing (as talked about in the ancient philosophical context)  psychological functioning and subjective wellbeing (as talked about in current psychology and social science research) [...]  Holistically linked to other aspects of wellbeing: physical, social and, where appropriate, spiritual. The relational aspects of mental wellbeing are inherent in the scales.”</p>	<p>General. Instrument developed with tertiary students in Scotland and England and with some general public in Scotland. Looks like the most up-to-date research focus (and easily surveyed).</p>
20	<p>“We define wellbeing as having 10 broad dimensions which have been shown to matter most to people in the UK as identified through a national debate. The dimensions are: the natural environment, personal well-being, our relationships, health, what we do, where we live, personal finance, the economy, education and skills and governance.”</p>	<p>General; most broad of the definitions and a good example of difficulty of setting boundaries.</p>

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## Appendix 2: The Wellbeing and Engagement Group

### Introduction

The University Wellbeing & Engagement Group exists to drive staff engagement through the development of initiatives designed to enhance staff wellbeing. The group is lead and coordinated by Organisational & Staff Development Services and includes representatives from a wide range of stakeholder units and schools from across the University (including the Student Association). The group meets quarterly and is an open forum to share information and best practice to develop a holistic approach to addressing staff wellbeing with guidance from the NHS Scotland's Healthy Working Lives Programme.

### Strategic Approach

The University recognises that it has a moral and legal duty to care for all the people that work with the University; staff and student alike. However, if this is the sole driver of an organisation's approach to workplace wellbeing, it becomes mechanistic, remedial and 'Health & Safety' centred.

The University's staff-centred health and wellbeing activities and initiatives are directed and implemented through the University's Wellbeing & Engagement Group. The University Wellbeing & Engagement Group takes a proactive, holistic approach to wellbeing; recognising that there are personal<sup>1</sup> and external<sup>2</sup> factors that have multi-directional interactions<sup>3</sup> that influences an individual's wellbeing<sup>4</sup>. Rather than solely taking remedial action to mitigate negative effects to wellbeing, the University Wellbeing & Engagement uses internal and HE sector data to proactively address known health risk and provide opportunities for people to build positive wellbeing, which in term increase personal resilience, performance and positive engagement with the University as an employer.

The University Wellbeing & Engagement Group's approach recognises the connection between wellbeing, engagement and organisational performance. The University Wellbeing & Engagement Group directly addresses the health and wellbeing concerns and generates higher levels of participation, this leads to staff experiencing higher levels of intrinsic wellbeing, contributing to higher levels of staff engagement, with benefits for both the employees and the University. These approaches are supported in publications produced by staff wellbeing webpage is the cross-sector organisations<sup>5</sup>, with much evidence showing increased levels of staff engagement, retention, productivity and performance as well as a reduction in absence<sup>6</sup>. The University Wellbeing & Engagement Group's strategy is available to read in full on the University's Staff Wellbeing webpage<sup>7</sup>.

### Group Structure and Membership

The group, led by the Director of Organisational & Staff Development, is comprised of key stakeholders from a range of teams and departments within the University that work to support and enhance the experience of working within the University including:

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<sup>1</sup> Personal factors are those internal factors that a person directly experiences that can affect their wellbeing. Such factors include, but are not limited to, age, athletic fitness, education, gender, mental health, nutrition, personal values, physical health and religious/spiritual experience.

<sup>2</sup> External factors are the factors that affect a person's wellbeing through direct interaction, or lack thereof, with other individuals, communities and their environment. Such factors include, but are not limited to, domestic /familial state, community and governance, economic prosperity, environmental and job/career satisfaction.

<sup>3</sup> Many of these factors can interact to produce different levels of change to a person's wellbeing. For example, someone's physical health can affect their mental health (personal factors) which can then in turn affect how they interact with their community (external factor) to create a composite sense of their wellbeing.

<sup>4</sup> This way of perceiving how an individual's wellbeing is structured and influenced is reflected in "The causes of happiness and misery" (with A E Clark and C Senik) in J F Helliwell, R Layard and J Sachs (eds) [World Happiness Report 2012](#)

<sup>5</sup> Engagement and wellbeing framework for higher education, Universities Human Resources, September 2016

<sup>6</sup> The business case for wellbeing and engagement: Literature review summary report, Pangallo and Donaldson-Fielder, wellbeing.ac.uk (UCEA) Improving performance through wellbeing & engagement: essential tools for a changing HE landscape, Shutler-Jones, wellbeing.ac.uk (UCEA), 2011

<sup>7</sup> [The University of St Andrews Wellbeing & Engagement Group – Healthy Working Lives Strategy 2018 – 2021](#)

- Academic representatives from University Schools (e.g. Management, Medicine)
- Careers Service
- Chaplaincy Service
- Corporate Communications
- Environmental, Health & Safety Services (EHSS)
- Equality, Diversity & Inclusion
- Estates
- Human Resources
- Occupational Health
- Organisational & Staff Development Services (OSDS)
- Residential & Business Services
- Saints Sports
- Student Services
- The Byre Theatre
- The Student's Association
- The University Library Service
- The Wardlaw Museum
- Transition St Andrews

As a research-intensive University, we not only have colleagues in Service Units who contribute to staff engagement and wellbeing but have many colleagues whose academic specialism relates to important wellbeing themes, such as dementia, health psychology and public health science. These people represent 'credible messengers' and in the delivery of the aims and objectives of this strategy we will seek to involve such colleagues wherever possible. The group is also directly participating and supporting research being undertaken by academics within the University; utilising its resources and engagement with staff and community to further scientific research in health psychology and medicine.

While the group convenes to collaborate on developing and delivering the information campaigns, initiatives, learning and development opportunities, activities and events that can be deployed to increase staff wellbeing and engagement, the Organisational Development Coordinator and Staff Developers in Organisational & Staff Development Services led the development and coordination of these activities on behalf of the group. Organisational & Staff Development Services develops these resources in-house and with external partners; publicising them through the [dedicated staff wellbeing webpages](#) on the University website, [the monthly staff wellbeing newsletter "Well Now"](#) and audience-specific development newsletters.

## **Group assets and resources**

### *National Award*

In recognition of the group's work to progress and promote health and wellbeing within the University, the University was awarded a Gold Award under NHS Scotland's Healthy Working Lives Initiative in 2018 and has retained that accreditation in subsequent reviews.

### *Well Now – the monthly staff wellbeing newsletter*

The Group's popular monthly newsletter, "Well Now", is published via email to staff that subscribe. The newsletter includes information on that month's health and wellbeing theme, as well as information on events, activities, courses and giveaways based on that theme. Here are some key statistics:

- ~40% of University staff subscribed (1,230 subscribed email addresses)
- 44% average 'open-rate' from March to May 2020
- 20% average annual 'open-rate' (June 2019 to May 2020)

### *Wellbeing Webpages*

The staff wellbeing webpages are the main centre of staff wellbeing resources that are created and curated by the University Wellbeing & Engagement Group. The webpages host resources relating to the Healthy Working Lives wellbeing themes and the Group's popular initiatives and resources. Here are some key statistics:

- Over 10,000 unique hits a year (From 1 June 2019 to 25 May 2020)
- A third of visits (34%) are to the mental and physical health resource pages
- 40% of visits are to the homepage, news-ticker, newsletter archive, calendar and Passport to Health & Wellbeing Excellence webpage

### *Wellbeing Campaign Calendar*

The Wellbeing & Engagement Group's activities and initiatives are aligned to the Wellbeing Calendar. Each month, a different health and wellbeing theme that is relevant to the University's population is promoted through an information campaign with accompanying activities and courses to develop awareness. Such wellbeing themes include:

- Aging awareness and later-life fulfilment
- Alcohol, smoking and addiction awareness
- Community outreach and volunteering
- Exercise and active lifestyles
- Health inequalities and inclusivity
- Healthy sleep and relaxation
- Menstrual health and menopause awareness
- Mental health awareness and support
- Nutritional health

The Wellbeing Campaign features and supports several popular annual initiatives that garner a substantial number of staff participating. Such initiatives include:

- Step Count Challenge (335 staff participated in 2019)
- Jump Out of January
- Marie Curie 10Km Walk

### *Passport to Health & Wellbeing Excellence*

OSDS and the University's Health & Wellbeing Group have worked together to develop a holistic programme to support staff wellbeing. There are 4 core themes: Mental, Physical, Nutritional and Workplace wellbeing.

To complete the programme, participants need to attend one core, plus a minimum of two optional sessions for each theme within two years. Thereafter, there will be ongoing opportunities to continue participation and support others by becoming local ambassadors.

The Passport to Health & Wellbeing Excellence aims to:

- provide a structure and pathway for participants to maximise both mental and physical health;
- provide participants with a variety of options that they can select from depending on own interests;
- disseminate key information to help participants keep healthy;
- encourage participants to take a holistic approach to a healthy lifestyle;
- raise awareness of the importance of physical & mental wellbeing;
- recognise the importance the University places on staff wellbeing;
- provide tools to allow staff to monitor own health, and;

- facilitate the creation of a network of health and wellbeing ambassadors raise the profile of St Andrews as a great place to work.

*This appendix material supplied by Avery Hawkins, 9 November 2020*



## Appendix 3 – Draft Staff Health and Wellbeing Flowchart

The following pages provide a visual guide to staff health wellbeing support, prepared by Fiona Whelan (Student Services)

