

### Student Health – action plan plus evidence framework

Challenge	3 key priorities	How demonstrate achieved? (Suggested) <i>Measures should be determined by individual institutions.</i>
Mental health	Ensure students are able to access wellbeing support on key topics (including both mental health and wellbeing directly, plus wider determinants) in appropriate formats, particularly at significant times of the academic year	Measures to include: <ul style="list-style-type: none"> <li>- Attendance &amp; access</li> <li>- Engagement</li> <li>- Impact on services</li> </ul>
	Ensure students have access to appropriate level of mental health support, recognising greatest need for low-level mental health support but an increasing need for complex support among minority of students	Include consideration of cut-off points and impact of such
	Ensure key staff and students are trained to provide basic mental health support, and signposting to other services when required	Training could include: ELSA, mental health first aid, Safe Talk, ASIST Identify key staff and appropriate level of training required
Communication	Communicate the findings of the SHNA to students	Ensure most appropriate channels used (making best use of key influencers i.e. sabbatical officers) Evidence of feedback from students on the results.
	Ensure the student voice is included when making decisions regarding student health (including city-wide decisions)	Students or student representatives sitting on key organisational bodies. Students consulted as part of city-wide consultations (e.g. Healthwatch surveys, local service reconfigurations).

	Ensure clear signposting of existing services using methods most appropriate for student populations	Awareness levels Use of services (services to identify student users)
Accessing services	Make sure people are aware of where to access services in the first instance.	Measure student awareness of services. Ensure visibility of signposting to other services to staff and students.
	Ensure that pathways with institutions are clear and that all staff are able to refer students to the service they need.	Identify where/to whom students likely to present. Ensure there are linked pathways between different support systems (e.g. health, incident reporting etc.).
	Ensure pathways between agencies are clear to both students and organisation staff. Where pathways are not clear, undertake work to improve these. This should include transitional pathways (e.g. child to adult services, home/university services).	Ensure there are documented local protocols regarding referral routes, particularly between mental health services. Providing advice regarding service transitions, including before students start their course. Recognise (and mitigate where possible) issues presented by transience of students, who need access to healthcare in both home and study locations.
Integrated approach to wellbeing	Institutions should demonstrate an ongoing commitment to health and wellbeing in their strategy/institutional values.	Inclusion of health and wellbeing of students and staff in strategy/institutional values.
	Follow 'healthy university' approach by integrating health and wellbeing across all parts of university/college life, recognising that academic achievement and wellbeing are linked.	Relevant institutions to be part of the 'healthy university' network, with representatives attending biannual meetings. Application of the Healthy Universities toolkit

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		(e.g. self-review tool) for benchmarking and improvement.
	Schools to include wellbeing in preparation for further/higher education, with outreach and WP activity including aspects of integrated wellbeing	Demonstrate involvement in local schools regarding university/college preparedness. Increase volunteering opportunities for students to work with school pupils.
Local leadership and partnership working	The city's Health and Wellbeing board to show an ongoing commitment to student health by developing a student health charter for local stakeholders to sign up to.	Supporting the student health and wellbeing forum by ensuring representation at meetings. Strategic commitment to repeat health needs analysis every two years. Demonstrate work done to implement recommendations highlighted in SHNA.
	Institutions to actively involve external agencies through collaborative projects, and promoting specialist services across the city.	Attendance of external agencies at Fresher's fairs, health and wellbeing days etc. Ensure key local agencies aware of referral pathways and institutional protocol. Materials from external agencies on websites, in student unions etc.
	Commit to sharing good practice between institutions and key stakeholder in voluntary and health sectors at least annually at a local level, contributing to national work where possible.	Annual conference/seminars through York Student Health and Wellbeing group. Demonstrate feedback of good practice nationally e.g. through presentations/papers to Universities UK, AMOSSHE and other national bodies.

## Abbreviations

ASIST – Applied Suicide Intervention Skills Training

ELSA - Emotional Literacy Support Assistant

SHNA – Sexual Health Needs Assessments

AMOSSHE – Association of Managers of Student Services in Higher Education