

## #QUBeWell Action Plan – 2023-2024

### Introduction

The following action plan sets out a range of actions that have been agreed to implement in line with the #QUBeWell Framework, a campus-wide approach to mental health and wellbeing. Its actions will be delivered primarily by the main stakeholders: Student Disability & Wellbeing Services, Queen’s Sport, Queen’s Accommodation, People and Culture, Centre for Educational Development and Queen’s Students’ Union. However, as a whole-university approach, ongoing collaboration and advocacy will occur with student and staff teams across the University.

The contents of this Action Plan should be read in conjunction with the high-level #QUBeWell 3-year Operational Plan (2021-2024).

### Themes

The following themes have been identified to focus on for 2023-24:

1. Suicide Prevention.
2. Building a Sense of Community, Belonging & Identity.
3. Cost of Living Crisis.
4. Drugs and Alcohol

### Pillars

These are underpinned by the four pillars of the #QUBeWell Framework and domains of the University Mental Health Charter:

1. Learn
2. Support
3. Work
4. Live

### Actions

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
<b>LEARN</b>				
1	Raise awareness of key themes and domains within Education and Skills Strand of Strategy 2030.	Stefanie Campbell	<ul style="list-style-type: none"> <li>• Recognition of links to #QUBeWell themes within project outcomes</li> </ul>	December 2023
2	Develop Programme Level Assessment within a number of schools which promote healthy learning and assessment (Strategy 2030).	Stefanie Campbell	<ul style="list-style-type: none"> <li>• Develop evidence-based approach to reviewing</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			assessment at Programme Level within Queen's	
3	Rollout and implementation of Assessment Support Hub to equip students as healthy learners by demystifying assessment, signposting towards services that can help, and providing clarity and support around what to do when things aren't going to plan.	Michaeline Donnelly / Tom Magee - Student Disability and Wellbeing	<ul style="list-style-type: none"> <li>KPIs as agreed by ASH Project User &amp; Project Implementation Groups</li> </ul>	Ongoing
4	Consider the integration of the principles of the 'Learn' domain into the design of the Global Institute of Learning and Teaching	Helen McNeely / Prof Judith Williams		Ongoing
5	Awareness raising campaign around compassionate practice/ managing difficult conversations with students in the academic context	Tom Magee – Disability and Wellbeing	<ul style="list-style-type: none"> <li>Increased awareness and behavioural change to contribute to a more supportive campus culture</li> </ul>	June 2024
6	Embed mental health awareness in the training for specific roles including Personal Tutoring and Advisers of Studies	Tom Magee – Disability and Wellbeing	<ul style="list-style-type: none"> <li>Increased awareness and behavioural change to contribute to a more supportive campus culture</li> </ul>	
<b>SUPPORT</b>				
1	Ensure a coordinated approach to wellbeing events run across campus by Student Wellbeing, Students' Union, Mind Your Mood, schools etc.	Christina Murphy - Students' Union, Michaeline Donnelly - Student Disability and Wellbeing, Mind Your Mood	<ul style="list-style-type: none"> <li>Less duplication, improved pooling of resources, greater impact and engagement in events</li> </ul>	Ongoing
2	Arrange regular meetings of the expanded #QUBeWell Management Group with a clear Terms of Reference and action plan.	Michaeline Donnelly	<ul style="list-style-type: none"> <li>Monthly meetings arranged.</li> </ul>	Ongoing
3	Participation in the University Mental Health Charter programme	Helen McNeely - #QUBeWell Management Group	<ul style="list-style-type: none"> <li>Attendance at conferences, online sessions and</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			Community of Practice events <ul style="list-style-type: none"> <li>• Networking with other universities to share practice</li> </ul>	
4	Maximise the use of data to drive support for students: <ul style="list-style-type: none"> <li>- reviewing access points to the service etc</li> <li>- further establish the faculty facing model of Disability &amp; Wellbeing support</li> <li>- Annual Impact reports</li> <li>- Attendance at School Boards for local dissemination</li> </ul>	Shauna Smyth - Student Disability & Wellbeing	<ul style="list-style-type: none"> <li>• Enhanced approach to support services</li> </ul>	June 2024
5	Review student feedback process across the Student Wellbeing Service, to establish a more efficient and effective engagement mechanism for regular and timely feedback to gauge student experience and satisfaction levels (ongoing engagement, end of year survey, etc)	Shauna Smyth / Student Disability & Wellbeing	<ul style="list-style-type: none"> <li>• Services aligned to student need. Student voice informing service delivery</li> </ul>	Dec 2023
6	Design a standardised assessment tool for staff supporting students with mental health and wellbeing concerns – SEE SAY SIGNPOST	Shauna Smyth / Student Disability & Wellbeing	<ul style="list-style-type: none"> <li>• Consistency of approach across campus</li> </ul>	Feb 2024
7	Focus on raising awareness of Suicide Prevention	Christina Murphy - Students' Union, in conjunction with  Shauna Smyth - Student Disability and Wellbeing and Mind Your Mood	<ul style="list-style-type: none"> <li>• Run HOPEWALK – a walk in aid of suicide prevention</li> <li>• Organise suicide awareness sessions of different intensities and durations</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>• Run 'toilet door' city-wide awareness campaign around suicide prevention</li> <li>• Showcase event around suicide prevention</li> </ul>	
8	Roll a Social Prescribing	Christina Murphy - Students' Union - with support from internal services	<ul style="list-style-type: none"> <li>• Set up a new social prescribing project with a clear referral pathway from Student Wellbeing (and Disability) Services</li> <li>• Finalise procurement of Elemental, a digital social prescribing platform and start utilising to monitor and evaluate the social prescribing programme and its impact on participants</li> <li>• Explore feasibility of Queen's Sport using Elemental for their existing exercise referral programme.</li> </ul>	June 2024
9	Explore, seek funding for, and deliver cost-of-living initiatives	Christina Murphy - Students' Union Michael Gregory - Accommodation	<ul style="list-style-type: none"> <li>• Continue to run The Pantry – a yearlong support offering for students</li> <li>• Draft a cost-of-living proposal for 2023/24 academic year</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>• Seek funding for the proposed initiatives to support students</li> <li>• Deliver the initiatives with a focus on signposting to internal services and support</li> <li>• Community fridge &amp; Pantry in place at all sites. Continue to promote to student residents.</li> <li>• Deliver events with free food offering to address cost of living and promote healthy eating.</li> <li>• Expand the student donation project and promote to new students.</li> </ul>	
10	Continue to build on the Student Referral Programme and work with internal partners to support students and through Interventions and 1-1 support	Karl Oakes - Queen's Sport	<ul style="list-style-type: none"> <li>• Recruitment of Referral staff and Fitness staff to support the programme</li> <li>• Increased number of students in the referral programme</li> </ul>	
11	Promote Blackbullion to support financial awareness and management	Christina Murphy - Students' Union	<ul style="list-style-type: none"> <li>• Increase engagement in Blackbullion</li> <li>• Engage in Blackbullion's campaigns throughout the year to raise awareness of platform</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>Run SU information events within student accommodation sites</li> </ul>	
12	Increased signposting to students	Tom Magee – Student Disability and Wellbeing  Christina Murphy - Students' Union	<ul style="list-style-type: none"> <li>Ensure signposting is a key part of all events – to both academic and pastoral supports</li> <li>Be present in areas of high student footfall at key times for students (Nov, Feb, May, Aug) in different areas across campus.</li> <li>Explore creative ways to signpost to students.</li> </ul>	Ongoing
13	Focus on reducing systemic modifiable stressors	Beth Elder - Students' Union	<ul style="list-style-type: none"> <li>As outlined in the OMNI Action Plan, there are several parts to this action. For example: explore ways to further support students such as lobbying for students to have free time within the week to engage in extracurricular and social opportunities, continue to lobby for the removal of bunched deadlines, lobby for each QUB school to benchmark workload against sector norms.</li> </ul>	Ongoing
14	Join the SOS Drug and Alcohol Impact scheme	Shauna Smyth - Student Disability and Wellbeing,  Jess Hindley - Students' Union	<ul style="list-style-type: none"> <li>Design bespoke interventions to identify, educate and reduce</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			harm around drug and alcohol use	
15	Taking an intersectional approach to student mental health by fostering a greater sense of belonging and community among international students	Student Experience team, Mind Your Mood, International Students societies	<ul style="list-style-type: none"> <li>Run a series of workshops aimed at international students along with the ISG to create a more cohesive sense of community</li> </ul>	June 2024
<b>WORK</b>				
1	E-Learning Roll Out – Supporting Student Mental Health & Wellbeing Training for Staff	Tom Magee - Student Disability and Wellbeing Services	<ul style="list-style-type: none"> <li>33% Staff (1320) completions with first year of roll out</li> </ul>	May 2024
2	Stress Management Policy and Guidance for Staff	Adele Davidson - Diversity Inclusion and Staff Wellbeing Unit	<ul style="list-style-type: none"> <li>Policy and Guidance drafted and progressing approvals through Health and Safety Committees (Compliance, Consultative and Management Group). To be considered at H&amp;S Consultative Group on 8 Nov</li> </ul>	December 2023
3	Staff Health and Wellbeing Action Plan	Adele Davidson - Diversity Inclusion and Staff Wellbeing Unit	<ul style="list-style-type: none"> <li>Action Plan drafted and subject to stakeholder engagement</li> </ul>	January 2024
4	Further development of the Community of Practice for staff supporting students through targeted sessions at key points of the academic year in collaboration with colleagues.	Tom Magee - Student Disability & Wellbeing Services	<ul style="list-style-type: none"> <li>All Schools with Student Support Officer roles to be represented</li> <li>Increase the confidence of school-based staff to support students</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
5	Standardized training suite for staff supporting students across campus (output from risk framework)	Shauna Smyth - Student Disability & Wellbeing Services Michael Gregory – Accommodation	<ul style="list-style-type: none"> <li>• Consistency of approach across campus</li> <li>• Staff better equipped to support students</li> </ul>	Feb 2024
6	Active Campus: Lifestyles Driving up participation in social sport and physical activity for all staff at Queen's.	Karl Oakes - Queen's Sport	<ul style="list-style-type: none"> <li>• Expand programmes to target 'hard to reach staff'</li> <li>• Increase funding from People and Culture to support the expansion of staff focused programmes</li> <li>• Provide affordable sports membership for staff with a membership base of approx. 550</li> <li>• Subsidised Adult and Children's Activity Programme</li> <li>• Subsidised rates for Sports Medicine Clinic</li> <li>• Staff Wellbeing 'Be Active' classes targeting staff members</li> </ul>	Ongoing
7	Promote staff wellbeing at a local level	Christina Murphy - Students' Union	<ul style="list-style-type: none"> <li>• Promote staff wellbeing through new events and initiatives and also through local comms</li> <li>• Regularly signpost, to staff, wellbeing's offering of training and events that are provided throughout the year</li> </ul>	June 2024



No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>Regularly remind staff of the resources and tools available to them (EAP)</li> </ul>	
8	Semester Staff Wellbeing Programme of initiatives, awareness raising and events	Adele Davidson - Diversity Inclusion and Wellbeing Unit	<ul style="list-style-type: none"> <li>Planned in advance of each semester, covering mental health, physical and financial wellbeing</li> </ul>	Ongoing
9	Update of Gaps and Pressures analysis	Adele Davidson - Diversity Inclusion and Wellbeing Unit, Tom Magee - Student Disability and Wellbeing	<ul style="list-style-type: none"> <li>Provide an updated overview of the main issues affecting schools in their role of supporting students with a view to enhancing smooth coordination between schools and support services</li> </ul>	June 2024
<b>LIVE</b>				
1	Active Campus: Lifestyles Driving up participation in social sport and physical activity for all students at Queen's.	Karl Oakes - Queen's Sport	<ul style="list-style-type: none"> <li>Expand programmes to target 'hard to reach students'</li> <li>Pre-semester programme</li> <li>Commissioned Research and Analysis of Physical Activity levels and Sport Participation at QUB (Student Focused) with a focus on academic collaboration</li> <li>Revised Active Campus programme in place for 23/24</li> <li>Understanding of international students'</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<p>sports participation, trends and preferences, including securing funding for G3E pilot programme to support international student student experience.</p> <ul style="list-style-type: none"> <li>• Digital solutions in place that encourage student interaction with Queen's Sport and our programmes</li> <li>• Continue to build on the Student Referral Programme and work with internal partners to support students through interventions and 1-1 support</li> <li>• All student residents qualify automatically for PEC off peak membership. Promote the benefits and work together with Queen's Sport to offer fitness classes within accommodation sites</li> </ul>	
2	Active Campus: Clubs Provide a 'sporting club' offer that is inclusive, sustainable and progressive.	Karl Oakes - Queen's Sport Beth Elder - Students' Union	<ul style="list-style-type: none"> <li>• Creation of 'Club Development Working Group'</li> <li>• Support initiatives which have a positive impact on 'Cost of Living' challenges for students</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>• Recruit, recognize and reward volunteer sports coaches</li> <li>• Annual Grants issued for 23/24</li> <li>• CA Hardship Scholarships issued to Clubs and Athletes</li> <li>• Increased profile of sports clubs at the SU Awards</li> <li>• Recommendations from the High-Risk Sports Clubs review implemented</li> <li>• Blues Awards successfully delivered recognising Clubs and Athlete achievements</li> </ul>	
3	Active Campus: Fitness Driving up participation in social sport and physical activity for all students and staff at Queen's.	Karl Oakes - Queen's Sport  Adele Davidson – Diversity, Inclusion and Staff Wellbeing	<ul style="list-style-type: none"> <li>• Provide affordable sports membership for students with a membership base of approx. 7,000</li> <li>• Subsidised Adult and Children's Activity Programme</li> <li>• Subsidised rates for Sports Medicine Clinic</li> <li>• Accommodation Fitness Programme targeting 3,581 students</li> </ul>	Ongoing
4	Sporting Infrastructure – Lifecycle and Capital Investment	Karl Oakes - Queen's Sport	<ul style="list-style-type: none"> <li>• Masterplan and Outline Business Case for Sport – agreed capital investment</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<p>plan and new operating model for sport</p> <ul style="list-style-type: none"> <li>• Agree on short-term investment plans to support student and staff experience: <ul style="list-style-type: none"> <li>– Full upgrade of Degrees Fitness with appointed fitness partner Technogym</li> <li>– LED upgrade for Upper Malone to include Arena, Pitch 8, Pitch 10</li> <li>– Arena PA</li> <li>– Office Layout</li> <li>– Wet and Dry Changing upgrade</li> <li>– Air conditioning (Studio 4)</li> <li>– Car Park</li> <li>– Meeting Room AV</li> <li>– Upper Malone Squad Gym</li> <li>– Boathouse Flooring</li> </ul> </li> </ul>	
5	Maximize student and staff participation and profile of the University through key events	Karl Oakes - Queen's Sport	<ul style="list-style-type: none"> <li>• Work with QUB Athletics Club to deliver Queen's 5K successfully with a target of 1000 runners</li> <li>• Work with QUB GAA Clubs to deliver International Tour in New York and Boston (2024)</li> <li>• Support sporting heritage event to recognise 150</li> </ul>	Ongoing

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			years of Queen’s Athletic Club	
6	Performance sport	Karl Oakes - Queen’s Sport	<ul style="list-style-type: none"> <li>• Enhance the performance skills focus of athlete development to complement personal development.</li> <li>• Establish a Performance Coach and practitioner Development Programme that adds value to NGB course qualifications.</li> <li>• Deliver Sporting Scholarship programme</li> </ul>	Ongoing
7	Continue to build a sense of community, belonging & identity on campus	Beth Elder - Students’ Union	<ul style="list-style-type: none"> <li>• Deliver a community intern scheme, which includes two digital content creators, to promote services and ways to connect with other students. Run student-led existing and new events as part of this scheme.</li> <li>• Explore new initiatives that are innovative</li> <li>• Run more events to promote opportunities for students to connect</li> <li>• Explore ways to improve peer support, separate to the Look After Your Mate programme</li> </ul>	June 2024

No.	Action & Description	Responsibility	Target / Outcomes	Timescale
			<ul style="list-style-type: none"> <li>Continue to promote student engagement in the SU</li> </ul>	
8	Focus on proactive interventions	Christina Murphy - Students' Union	<ul style="list-style-type: none"> <li>Explore ways to highlight the importance of understanding and maintaining mental health. For example, one focus for the SU this year is mood and food, exploring the ways both things are so interconnected and providing fun and provocative ways for students to engage with this information.</li> </ul>	June 2024
9	Raise awareness of services available to students throughout all Accommodation sites. Ensure the message is consistent and is available in areas of high footfall.	Michael Gregroy - Accommodation	<ul style="list-style-type: none"> <li>Student residents have a clear understanding of how to access various available support throughout the university.</li> </ul>	June 2024
10	Making better use of built and natural environment to improve mental health and wellbeing for all students and staff	Michaeline Donnelly - Student Disability and Wellbeing Service  Kevin Murray - Queen's Sport	<ul style="list-style-type: none"> <li>Walk and Talk meetings pilot</li> <li>#QUBeWell trail including PEC, Botanic Gardens, Ulster Museum etc.</li> <li>#QUBeWell wellbeing calendar based on Take 5 Steps to Wellbeing</li> <li>Active Campus activities hosted outside of Queen's Sporting facilities e.g.,</li> </ul>	Ongoing

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			Library, Great Hall, BT2, BT9,	