“I just graduated with a first class honours degree and would like to thank all of the staff and volunteers at the Learning Gateway for their help and support over the past 4 years.”

I would recommend Learning Gateway to any students who are struggling or just unsure about what kind of help they might be eligible for. Personally, I struggled with believing I did not deserve the help on offer and would like to assure anyone else who might be thinking similarly that the learning support gateway are always honest and open and will never make you feel guilty about asking for help. It’s what they are there for and they do it well. Thanks everyone, keep up the great work!

Thanks again,

Tom Roscoe (BSc! WOO!)
Learning Support and Wellbeing: Annual Report 2016-17

Learning Support and Wellbeing (LSW) is a department within Student Services at the University of Plymouth. This report includes an executive summary and submissions from each of the LSW teams as follows: Learning Gateway and LSW administration; Disability Services (DS), Learning Development (LD), Multi-faith Chaplaincy, Peer Assisted Learning (PALS) and Wellbeing Services (WS), including the Counselling, Wellbeing, Care Leavers and Mental Health teams.
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Introduction and Executive Summary

Learning Support and Wellbeing (LSW) is a department within Student Services at the University of Plymouth. It brings together key areas of activity aiming to support students’ wellbeing, the development of their academic abilities and to enhance their overall learning experience. This report summarises the activities of the LSW teams in 2016-17 and describes their services, locations and staffing structure. LSW was established in 2012, was reorganised in 2014, and some further changes were made over the last year, including renaming some of our services. The department now consists of:

- **Learning Gateway** ([www1.plymouth.ac.uk/learninggateway](http://www1.plymouth.ac.uk/learninggateway)) - a single access point in the Roland Levinsky building for information and access to services with a combined reception and administrative team.

- **PALS@Plymouth** – the Peer Assisted Learning Scheme, offering opportunities for enhanced learning in sessions led by students.

- **Wellbeing Services** – an integrated, multi-disciplinary approach to student wellbeing. Individual and group opportunities for personal development and support are offered via: Student Counselling; the Care Leaver team; the Mental Health and Wellbeing teams, and the Listening Post.

- **Learning Development** - a range of activities (including the Writing Café and the Royal Literary Fund Writing Fellow) for developing student learning and academic practice.

- **Disability Services** – offering advice and support to students with disabilities, specific learning differences and difficulties.

- **The Multi-Faith Chaplaincy** - for faith-based support and social activities; located at 1, Kirkby Terrace.
LSW in 2016/17: Executive Summary

2016/17 has been another year of increasing demand for LSW services with further growth of our activities, illustrated in the statistics below; we also made significant changes to widen the variety of opportunities on offer from our services.

Learning Gateway (LG)

- Over 6000 telephone calls were taken, and 5700 visitors came to our ‘one-stop-shop’ in the Roland Levinsky Building to seek information and advice about the range of LSW services, or to book appointments with members of our teams.

Peer Assisted Learning Scheme (PALS)

- 2016/17 has been their most successful year to date for the Peer Assisted Learning (PALS) scheme, which was cited for its excellent practice in a University Alliance report (http://www.unialliance.ac.uk/wp-content/uploads/2016/05/Supporting-thriving-communities-UA_WEB.pdf)

- PALS operated in 95 Programmes and was available to over 3000 students. The PALS team trained 228 leaders and 170 senior leaders and worked with 35 academic coordinators. An innovative PALS Access Mentors scheme was also launched to support our 500 access route students.

- In February 2017, PALS held its second Gala Dinner. Deputy Vice Chancellor Simon Payne gave the welcome address to 130 student and staff attendees.

- In December 2016 29 PALS Impact Reports were issued. These annual reports, available on request from carolyn.gentle@plymouth.ac.uk, are compiled for each participating subject/programme based on data gathered during the first half of semester 1, including Induction Week.

- A new student Wall Planner and Desk Calendar 2016-17 was offered for the first time in a joint PALS/LD initiative, which saw 77% of students surveyed giving it a very positive evaluation.

Wellbeing Services (WS)

- The Care Leavers team engaged with 85 students in the last year, offering 684 appointments. The service evaluation revealed a hugely positive response with over 90% of CL students citing the service as contributing
significantly to their employability, achievement, retention and overall satisfaction.

- The Student Counselling team worked with 6% of the total student population, providing 1,431 individuals with 4,413 individual appointments – an increase of 20% on the previous year. Waiting times from assessment to ongoing counselling were reduced from 25 days in 2015/16 to 21 days in 2016/17. Self-assessment scores show that at the start of counselling 76% of students measured moderate to severe levels of distress, and by the end of counselling this figure had reduced to 43%.

- The volunteer-staffed Listening Post programme continued to grow, offering immediate access to help for students in distress on 263 occasions in 2016/17 and contributing to our ability to refer effectively to other services – vital to maintaining an excellent student support experience.

- The Mental Health support team, in its second year of operation provided 2062 one to one appointments, compared to 468 the previous year. An open access Mental Health Drop-In Service, trialled in November 2015, had its first full year in 2016/17, recording 353 visits.

- Following the appointment of two new Wellbeing Officers last autumn, we launched a targeted support service offering effective triaging for students with a range of wellbeing needs. Working with other members of WS, the Wellbeing workers offered an expanded range of groups and workshops in 2016/17, including a women’s group; a men’s group; mindfulness; relaxation and the acclaimed ‘Moodboost’ CBT based programme.

Learning Development (LD)

- Worked with over 900 students and staff members in the Writing Café. Thirteen student Writing Mentors were recruited and trained this year.

- LD offers one-to-one and taught sessions developing skills for writing, thinking critically and studying. In 2016/17 some 6,200 students attended taught sessions.

- LD led 422 one-to-one activities, with 304 students in 2016-17, which is a significant increase on the previous year of 271 tutorials with 208 students, up 56% and 46% respectively.

- Coordinated the Royal Literary Fund Writing Fellow provision – available for writing tutorials for two days per week in term time.

- Conducted comprehensive evaluation of LD services. Headline findings include that 66% of respondents felt that their LD session was an important
factor or the most significant factor in them effectively managing their academic work. 45% of respondents felt that the session was either an important factor or the most significant factor (14%) in them staying on their course. Additionally, 59% said that the session was either an important factor or the most significant factor (20%) in improving their overall confidence in studying.

Disability Services (DS)

- **Pre-admission:** Disability Services sent 1,915 letters to inform new University of Plymouth students of our services and offer information about support for their specific needs. This represents a 77.5% increase on the last academic year.

- Offered a pre-induction programme for 23 students with Autistic Spectrum Disorder (ASD) prior to ‘Welcome Week’. Participants reported that it aided significantly their transition to HE.

- **Worked with 246 students in Welcome Week** to advise on issues such as Dyslexia, an increase of 74.5%

- **Completed 980 Student Support Documents** containing information for academics

- Supported 1,528 individual students over the year in face-to-face meetings, an increase of 22.5%

- The Specialist Study Skills tutors saw 109 students for 1:1 study skills sessions.

- The SpLD specialist team delivered 20 study skills group sessions with 50 students, and 24 ADHD group sessions with 170 students attending throughout the academic year

- **Reasonable Adjustment Review Guidance:** The DS manager took the lead in a project to draft a University of Plymouth Reasonable Adjustments Guidance which is now online.

- Trained two team members of the team to become Mental Health First Aid Instructors – delivered 2 courses to 28 delegates

- Developed and delivered 26 sessions for academic staff in conjunction with Teaching and Learning Support on inclusive approaches to teaching and supporting learning.

- **Student Support and Fitness for Study meetings:** DA staff attended 220 Student Support Meetings and 15 Fitness for Study meeting.
Multi-Faith Chaplaincy

- Established **new multi-faith prayer facilities** on campus
- Hosted the **second annual Dallinger lecture** in partnership with Christians in Science, South West.
- Provided **312 cream teas** to new students
- Led three **walking tours** of historic Plymouth for 80 students
- Hosted five **free meal** sessions where we fed 795 students
- Took 70 students on a guided walk around Mount Edgcumbe.

Members of the LSW teams have continued to work across teams and across the University to further our aim of offering the best possible support for our students. LSW staff have contributed to new developments in practice and policy in a wide range of areas, responding to the challenges of our times – and in particular the rise in numbers of students with mental health support needs. This year we have again been heavily involved in further improving the University’s arrangements for assessing and responding to students’ needs through our Reasonable Adjustments and Fitness to Study policies. We have offered additional training for staff on Mental Health and disability conditions; and contributed to the Postgraduate Certificate in Academic Practice. We have received excellent feedback from student and staff – especially for support for our collaborative work with academics, UPSU (the students union) and its officers; and other support staff. We have continued to develop close working relationships with staff Residence Life; the Complaints and Appeals Office; Student Finance; the International Office; and the Faculty offices. LSW facilitates joint meetings between local health professionals, student representatives and staff of the University Medical Centre. Our staff have also played an important role in knowledge creation and research with a number of new academic publications and presentations developed in 2016/17; these are listed in our ‘academic outputs report’ see Appendix A.

Supporting a ‘one-team’ approach to the institution as a learning and social community, LSW strives to exemplify the notion of collaboration and professional partnership. We are proud of our own accomplishments, but even more proud of the achievement of the many students we have been able to support over the last year.

John Hilsdon, Head of Learning Support and Wellbeing, September 2017
The Learning Gateway, located in room 011, beside the Crosspoint area on the ground floor of the Roland Levinsky Building, serves important public-facing and signposting functions for Learning Support and Wellbeing. Along with the reception area in 3, Portland Mews, the Learning Gateway offers a vibrant and comfortable space where students can find out about the University’s support services, book appointments or drop in to use facilities such as the Listening Post. 2016/17 was another busy year for the Learning Gateway in which the administrative team excelled themselves in providing friendly and helpful advice and information.

Learning Gateway / LSW Reception: statistics for 2016/17

5700 Visitors to our ‘one-stop-shop’ in the Roland Levinsky building, seeking information and advice about the range of Learning Support and Wellbeing services, or to book appointments with members of our teams:

6302 Telephone calls received on reception for:
   a. Wellbeing Services 2289
   b. Learning Development 842
   c. Disability Services 3171

173 Lucid Adult Dyslexia Screenings Administered

100 Students provided with security marking for their equipment. Security marking drop in sessions are held in Welcome Week and throughout the year for staff and students.

7 Sexual offences Drop in sessions held by Devon & Cornwall Police, located in the Learning Gateway.
In 2016-17 PALS has had the greatest-ever number of well-trained student PALS leaders, planning and scheduling regular, structured study sessions for less-experienced students (stage 1 and stage 2) in their academic programmes. These PALS leaders are building their confidence and capability, as well as offering thousands of their peers the chance to learn together through discussion-based practice activities.

Data indicates that, not only PALS leaders and participating students, but also PALS alumni attribute some of their personal and professional development as well as subject learning to their engagement with PALS.

Peer-led learning is a growing movement throughout the University and the sector. At this University 11 out of 15 Schools are now participating in PALS. There is an ever-increasing body of evidence on the Scheme’s impact and earlier this summer, partnering with students was highlighted positively in the University’s Teaching Excellence Framework submission.

“PALS at Plymouth … now has an institutional wide impact”

Professor Simon Payne, Deputy Vice-Chancellor (February 2017)
7 Reasons to be Cheerful

1: PALS involvement in Academic Programmes 2016-17, in numbers

3,292 students have had the opportunity to attend regular, planned and scheduled study sessions led by more-experienced students in their programme.

- Stage 1 u/gs: 2,618 (out of a total of 5,749 stage 1 students in all programmes)
- Stage 2 u/gs: 674

PALS is in all faculties and …

... 11 out of 15 Schools
... 95 undergraduate programmes
... 228 PALS leaders, 170 Senior PALS leaders
... 35 PALS Academic Coordinators and 390 PALS debriefs
... 1,366 PALS sessions
... 29 subject-specific PALS Impact Reports issued

2: On Students’ Walls

PALS and Learning Development partnered to produce a

2016-17 Wall Planner and Desk Calendar

for all stage 1 students. Designed to provide information and learning development guidance to students to make the most of the restructured curriculum, it was distributed at enrolment in September.

Evaluation showed: 77% of respondents found it useful or very useful; it is predominantly used for academic purposes:

- Remembering assignment deadlines: 62%
- Planning study time: 46%
- Reminders for specific study events or activities: 38%
- Planning social activities: 15%

92% would recommend the wall planner to a friend
3: New this summer – PALS Mentoring

PALS takes a ‘students as partners’ approach to teaching and learning, noted as good practice in the University of Plymouth TEF Statement (June, 2017).

This year has seen the co-creation, by PALS, access students and the Plymatures Society of the PALS Access Mentors scheme designed to offer timely interventions via face-to-face and social media through development of a wholly new PALS mentor model, which sits alongside and compliments the PALS scheme.

PALS Access Mentors straddles induction to provide mentoring before, during and after arrival to stage 1 students from Access to Higher Education college programmes, of whom there are approximately 500 each year.

Outreach and Academic Partnerships have also played a significant role in the set up and roll-out of this ambitious scheme, which will be evaluated over coming months.

Access student feedback

“I wanted to offer my thanks for organising the PALs workshop, I think it went really well and I appreciate you all giving your time to help make the beginning of our journey that much more comfortable.”

4: Going beyond the University

Student conferences

PALS leaders from Economics, Biomedical Science and Law attended the 2016 PASS/PAL Conference held at Bournemouth University in November. A PALS leader from Marine Biology presented at the British Conference for Undergraduate Research (BCUR) ’17 on the topic of learning from the creative learning strategies of students with disabilities.

International and regional engagement

Through membership of the International Academic Peer Learning Network (IAPL) Leadership Group and the SW Peer Mentoring Network, PALS at Plymouth contributes to international and regional agenda-setting.
5: Students’ evaluation and feedback

Leader feedback

“When a planned session goes really well and you can see that it has really helped the people in your group. The people in my group are interactive and engaged and say how helpful something is”

“Really good to be able to talk with 1st years to understand how they are feeling when things are unknown and new to them – I can relate this to my practice as a student social worker and also to how the service users/carers may be feeling.”

Student feedback

“The session covered all the types of activities we will be doing and put our worries at rest”

“I loved how they split it up into different groups and we got to socialise with others and how we learnt at different stations of the species we found! Liked that they went through the different parts of our coursework it was really good how they split the groups up so it was more personal.”

“It was useful being able to see some of the organisms we need to be familiar with in the flesh. Also being given tips from some of the PALS leaders on how to best remember Latin names was helpful as it was only this time last year they were doing the same so they were able to offer useful advice. Silly little tips like comparing the carapace of an edible crab to the crimping on a pasty are really useful and easy ways to remember species.”

“Its good to hear from other students what they found difficult and the techniques that helped them revise”

Alumni feedback

100 percent of respondents said PALS improved their confidence and skill in leadership

“Confidence - I am now easily able to stand up in front of large groups of people to deliver talks or information and am more confident at interviews”

“…reviewing activities: since my first job, I have many opportunities to work as a team with my colleagues. In order to work efficiently, I would update everyone in the team on the progress of the tasks I have in hand. Sometimes reporting to supervisors and other colleagues can be intimidating because tasks may not turn out to be expected. But having been a PALS leader and reporting the PALS sessions with lecturers and PALS staff, it gave me confidence and the skill of reviewing activities to fully report my progress to my teammates and highlight the follow-up work for further progress.”
“At the MBA I planned and ran marine science activities for children. My experience in creating content like this in PALS was very helpful.”

6: Plans for the year ahead

<table>
<thead>
<tr>
<th>Priority 2017-18</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Maintain a high quality scheme for participating PALS programmes** | - On-going review and revision of PALS training to ensure that it continues to enact best practice.  
- Build on debriefs to maintain high standards and enrich leader experience.  
- Further embed sustainability in the scheme to help develop our leaders and students as responsible global citizens. |
| **Academic Co-ordinators** | - Enrich debriefs through inclusion of written plans and reflection and increase the focus on debrief outputs – learning materials and tasks and PALS publicity strategy and materials  
- Further embed PALS in participating programmes |
| **Leader Training** | - Train approx. 230 leaders (in Sep 2016 – PALS team led 186 hours of training)  
- Scaffold PALS Leader researchers |
| **Engage internationally and regionally** | - Support the development of infrastructure, processes, strategies and practices of the International Peer Learning Network Leadership Group (IAPL)  
- Provide support to the UK PASS Graduate Intern Network  
- Further develop the SW regional Peer Mentoring Network including introducing initiatives for student CPD. |
| **Offer additional leader opportunities** | - Annual PASS/PAL Leader Conference  
- SW peer mentoring/leading workshops  
- PALS Gala Dinner  
- PALS employability workshops  
- PALS writing workshops |
| **PALS Access Mentor Scheme** | - Implement and evaluate the scheme |
| **1st Year Induction** | - Programme and interdisciplinary team-building events during Welcome Week  
- Volunteer leaders as mixers at Welcome Parties on Hoe |
### 7: You're in good company in 2017-18

<table>
<thead>
<tr>
<th>Subject/Programme</th>
<th>Prog. lead/contact</th>
<th>Academic Co-ordinator</th>
</tr>
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<tbody>
<tr>
<td>Accounting and Finance</td>
<td>Kevin Finnegan</td>
<td>Sally Antrobus</td>
</tr>
<tr>
<td>Adult Nursing (Plymouth)</td>
<td>Sharon Jones</td>
<td>Nadine Aabelson-Mitchell, Jennie Aronssen</td>
</tr>
<tr>
<td>Adult Nursing (Exeter)</td>
<td>Sharon Jones</td>
<td>Amanda Young</td>
</tr>
<tr>
<td>Adult Nursing (KS)</td>
<td>Sharon Jones</td>
<td>Caroline Jamison, Tristan Coombe</td>
</tr>
<tr>
<td>Animal Behaviour and Welfare</td>
<td>Ben Brilot</td>
<td>Ben Brilot</td>
</tr>
<tr>
<td>Art History</td>
<td>Jody Patterson</td>
<td>Peter Bokody</td>
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<tr>
<td>Biomedical Science</td>
<td>Kris Jeremy</td>
<td>Kris Jeremy</td>
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<tr>
<td>Chemistry</td>
<td>Hayley Manners</td>
<td>Hayley Manners</td>
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<tr>
<td>Child Health Nursing</td>
<td>Sharon Jones</td>
<td>Matt Carey</td>
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<tr>
<td>Computing, Elec &amp; Robotics</td>
<td>Ismini Vasileiou</td>
<td>Ismini Vasileiou</td>
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<tr>
<td>Criminology and Criminal Justice</td>
<td>Chris Pac Soo</td>
<td>Sharon Beckett</td>
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<tr>
<td>Dietetics</td>
<td>Bernhard Haas</td>
<td>Jennifer Carroll</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Stephen Grimes</td>
<td>Meriel Fitzpatrick</td>
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<tr>
<td>Environmental Science</td>
<td>Malcolm Nimmo</td>
<td>Malcolm Nimmo</td>
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<td>History</td>
<td>Harry Bennett</td>
<td>Harry Bennett</td>
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<tr>
<td>Marine Biology</td>
<td>Mairi Knight</td>
<td>Stacey DeAmicis</td>
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<td>Maths and Statistics</td>
<td>Ismini Vasileiou</td>
<td>Jason Hughes</td>
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<tr>
<td>Mechanical and Marine Eng.</td>
<td>Ming Dai</td>
<td>Ming Dai</td>
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<tr>
<td>Mental Health Nursing</td>
<td>Sharon Jones</td>
<td>Sarah Howes</td>
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<tr>
<td>Midwifery</td>
<td>Margaret Fisher</td>
<td>Rachel Stanyer</td>
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<tr>
<td>Navigation and Maritime Science</td>
<td>Tom Crichton</td>
<td>Alastair McCallien</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Bernhard Haas</td>
<td>Marnie Smith</td>
</tr>
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<td>Optometry</td>
<td>Bernhard Haas</td>
<td>Luisa Simo</td>
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<td>Physiotherapy</td>
<td>Bernhard Haas</td>
<td>Christie Robinson</td>
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<tr>
<td>Podiatry</td>
<td>Bernhard Haas</td>
<td>Vasileios Lepesis</td>
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<tr>
<td>Psychology</td>
<td>Chris Berry</td>
<td>Chris Berry</td>
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<tr>
<td>Social Work</td>
<td>Bernhard Haas</td>
<td>Beth Moran</td>
</tr>
<tr>
<td>Sociology</td>
<td>Jonathan Clark</td>
<td>Jonathan Clark</td>
</tr>
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</table>
[Plymouth] University’s approach has strengthened the partnership between Learning, Support and Wellbeing and the student body. For example, the acclaimed Peer Assisted Learning Scheme is largely delivered by trained students who lead regular study sessions with those in the year below, facilitate discussion around course content and approaches to learning, and capture and reflect experiences and concerns from their students. This supports student engagement, develops communication skills, student teamwork and autonomy, and contributes to students’ Higher Education Achievement Report (HEAR).

(Supporting Thriving Communities: the role of universities in reducing inequality, University Alliance Report, 2016: p15)
Being able to go to the Mental Health Drop In when I was in emotional distress, and talk things through, and make a plan made is easier to wait for the initial appointment and therapy. Staff are amazing! Therapy sessions were very person centred. Since seeing the service, I have also called the mental health phone line when I was struggling. This was invaluable as it helped me get some headspace and some perspective back. Much appreciated”.

Student Wellbeing Services offer an integrated multi-disciplinary approach to student wellbeing. Benefitting from staff expertise in social work, occupational therapy, counselling, mental health and care leaver support, Wellbeing Services offer timely, targeted interventions to support students’ academic and personal development.

Student Wellbeing Consists of 5 Services:

- **The Care Leaver Service** for care leaver students who have spent 13 weeks or more in the care of a local authority. The service offers care leaver students practical and personal support through the student life cycle, from application to graduation.

- **The Counselling Service** offers Initial Therapeutic Consultations as well as offering short term counselling of up to 6 sessions. Counsellors also signpost and refer students to a wide variety of services.

- **The Mental Health Support Service** for students with diagnosed mental health conditions or who are experiencing mental distress or are in crisis. The service provides transitional support to enable students to access appropriate medical and therapeutic intervention.

- **The Wellbeing Service** offers solution focused, short term interventions of between 1-3 sessions focusing on improving mood, managing anxiety and general welfare support.

- **The Listening Post** is a drop-in, term time service offering immediate support to students. Staffed by trained volunteers and supervised by counsellors, volunteers are trained to recognise risk and escalate to other services as appropriate.

*It has improved my experience of university a lot. The ease of getting help via the uni pretty much saved my degree.*
Headline Data for 2016-2017

<table>
<thead>
<tr>
<th></th>
<th>Counselling</th>
<th>Mental Health Support</th>
<th>Wellbeing Service (since Dec. 2016)</th>
<th>Care Leaver Service</th>
<th>Listening Post</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff ratio (fte)</strong></td>
<td>4.87 fte</td>
<td>2 fte</td>
<td>1.27 fte</td>
<td>1.43 fte</td>
<td>0 fte</td>
<td>9.57 fte</td>
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<tr>
<td><strong>Paid staff</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Appointments offered</strong></td>
<td>4413</td>
<td>2062</td>
<td>483</td>
<td>684</td>
<td>*263</td>
<td>7905</td>
</tr>
<tr>
<td><strong>Number of Students offered a service</strong></td>
<td>1431</td>
<td>480</td>
<td>230</td>
<td>85</td>
<td>220</td>
<td>2446</td>
</tr>
<tr>
<td><strong>Percentage of student population accessing the service</strong></td>
<td>6.18%</td>
<td>2.07%</td>
<td>0.99%</td>
<td>0.36%</td>
<td>0.95%</td>
<td></td>
</tr>
</tbody>
</table>

*This figure denotes the number of visits to the Listening Post as no appointment is required to access this service

**Total number of HE students at University of Plymouth: 23,155 (HESA 2015/16)

Context: an outline of service development

Over the past five years, in line with similar developments across the sector, students have been accessing wellbeing services with increasingly complex mental health and personal support needs.

In 2013, Anne Bentley became Team Leader of what was the Student Counselling & Personal Development (SC&PD) Service and, in partnership with the Head of Learning Support & Wellbeing, John Hilsdon, began a process of organisational change and reconfiguration to build service capacity and respond to complex student need in the context of austerity and cuts to community mental health services.

In 2014, the Care Leaver Service amalgamated with SC&PD bringing their expertise in working with disadvantaged students. Recognising the personally demanding nature of this work, formal supervision by qualified supervisors from the counselling team was instituted as a professional practice and the Care Leaver team staff began attending team meetings and developing integrated procedures and policies.

In April 2014 concerned about the increasing demand for counselling and the consequent longer waiting times, we created The Listening Post to offer an in-the-moment listening service, delivered at the time of need, with no appointment required. Counsellors trained talented, retired senior volunteers most of whom were recruited through the University of the Third Age, U3A, to offer students the opportunity of inter-generational relational support. An article about this pioneering
In response to increasing numbers of students with acute mental health conditions and increasing numbers of students accessing university services in mental health crisis, the university funded 2 new Mental Health Support Worker posts with a remit to work with students with acute and/or enduring mental health conditions. In October 2015, Occupational Therapist Rhea Hollis and Substance Abuse Specialist Rachael Foote joined SC&PD.

Following the resignation of one of our counsellors, Anne Bentley repurposed and redefined the vacant post to create a 0.45fte and a 0.8fte Wellbeing Officer Post to work 40 weeks a year offering targeted solution-focused interventions to those students who did not require the intensive therapeutic input of counselling but would benefit from short-term support. Senior Social Worker Marina McEwan and Occupational Therapist Hannah Densham joined the team and began working as Wellbeing Officers in December 2016.

The current service benefits from the combined expertise of different professional specialisms and its next task over 2017-18 is to develop integrated systems and good practice procedures to promote multi-disciplinary working across all 5 areas.

In November 2016 the service introduced an online referral procedure enabling students to submit information about their circumstances online. These online forms are checked daily by the Wellbeing Officers who triage students to the most appropriate service for their problem. Online triage has increased the safety of students as it has enabled the Wellbeing Officers to identify and respond to students reporting risk issues in a timely fashion to ensure their safety and engage the involvement of other services where necessary.

Recognising that the title ‘Student Counselling & Personal Development Service’ did not reflect the range of services on offer, and potentially privileged the counselling service, the service was renamed, Student Wellbeing Services in July 2017 to reflect its wider and underlying commitment to enhance students’ academic and personal wellbeing.

The integration of all 5 services under the banner of Wellbeing services also offer the opportunity for integrated data collection and useful cross service analysis. This enables us to better develop and tailor services and move away from a ‘one service fits all approach’.
Who accesses Student Wellbeing Services?

<table>
<thead>
<tr>
<th>Region</th>
<th>UK</th>
<th>EU-non UK</th>
<th>International</th>
<th>Unknown/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>86%</td>
<td>4%</td>
<td>3.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Mental Health Support</td>
<td>57%</td>
<td>2%</td>
<td>3%</td>
<td>38%</td>
</tr>
<tr>
<td>Wellbeing Service</td>
<td>89%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Listening Post (term time only)</td>
<td>88%</td>
<td>2%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

***Percentage of Plymouth University student population***

<table>
<thead>
<tr>
<th>Region</th>
<th>UK</th>
<th>EU-non UK</th>
<th>International</th>
<th>Unknown/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>86%</td>
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</tr>
<tr>
<td>Listening Post (term time only)</td>
<td>88%</td>
<td>2%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

***figures derived from HESA data 2015/16***

It is clear that International students continue to be under-represented in terms of use of services. In 2016 Anne Bentley, Dawn Hastings and Michelle Virgo were funded by the United Kingdom Council for International Student Affairs (UKCISA) to conduct research into whether wellbeing services were meeting the needs of International students at Plymouth University. This resulted in a publication (Bentley et al, 2016) exploring some of the issues inhibiting international students from accessing wellbeing services. In line with other sector research, the key findings were that:

- Counselling services were associated with stigma and negative perceptions
- Language and culture inhibited access
- International students’ preferred way of abating distress was through non-discursive activities such as cooking, sports and socialising
- International student’s perceived their wellbeing needs in terms of wanting more social interaction, particularly with home students.

In response one of our counsellors, Angie Smith, formed a practice partnership with the International Student Advice (ISA) Team to facilitate a weekly International Student Group. The group’s purpose was to build social connections and enhance community. It has been very successful, attracting attendances of between 10 and 20 students. We intend to continue this group and develop others services to reach out and engage non-UK students.
Care Leaver Service | 59% | 39% | 1% | 1%

Women continue to access Wellbeing Services in greater numbers than men. A greater proportion of men appear to use services such as Mental Health Support, the Wellbeing Service and Listening Post than Counselling. It is particularly encouraging to note men’s willingness to access the Listening Post for in-the-moment support given that research suggests that young men are less keen to access emotional support and may be hard for professionals to reach out to Anderson and Brownlie, 2011.

<table>
<thead>
<tr>
<th>Level of study</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Foundation</th>
<th>Did not state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>81.2%</td>
<td>8%</td>
<td>3.2%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Mental Health Support</td>
<td>82.1%</td>
<td>6.5%</td>
<td>4.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Wellbeing Service</td>
<td>92.2%</td>
<td>4.3%</td>
<td>2.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Listening Post (term time only)</td>
<td>84%</td>
<td>2.6%</td>
<td>5.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Care Leaver Service</td>
<td>88%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

According to HESA data, University of Plymouth undergraduate students comprise 86.7% of the student population and postgraduates comprise 13.2%. It appears that proportionately our services have not achieved the reach within the postgraduate population that we would wish. Our counsellors deliver sessions on 'Managing your Stress Levels' and 'Worry and How to Manage it Better' as part of the 'Postgraduate Researcher Development Programme' but we are aware that postgraduates underutilise our services and welcome the forthcoming HEFC-funded Research project investigating the incidence and use of mental health services by PhD students.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Arts and Humanities</th>
<th>Business</th>
<th>Health and Human Sciences</th>
<th>PUPSMD</th>
<th>Science and Environment</th>
<th>PCMD</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>21.7%</td>
<td>16.9%</td>
<td>23.7%</td>
<td>4.5%</td>
<td>23.6%</td>
<td>0.9%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Mental Health Support</td>
<td>24.2%</td>
<td>19.9%</td>
<td>16.3%</td>
<td>1.7%</td>
<td>27.5%</td>
<td>0.6%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Wellbeing Service</td>
<td>23.9%</td>
<td>15.7%</td>
<td>21.7%</td>
<td>7.4%</td>
<td>27.4%</td>
<td>0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Listening Post (term time only)</td>
<td>22%</td>
<td>23.6%</td>
<td>16.3%</td>
<td>2.6%</td>
<td>23.6%</td>
<td>0%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Care Leaver Service</td>
<td>15%</td>
<td>23%</td>
<td>35%</td>
<td>3%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Individual Wellbeing Service Summaries

Counselling

*My counsellor is the reason I am still at university - if I hadn't seen him I probably would have dropped out.*

We are pleased to report that students continued to be offered an initial assessment appointment (known in the service as a Therapeutic Consultation) within 10 working days of submitting their online form. Therapeutic Consultations are offered by staff from our experienced permanent team. We have also reduced our waiting times from assessment to ongoing counselling from 25 days in 2015/16 to 21 days in 2016/17.

Continuing the trend of increased demand since 2011, we have seen a year-on-year increase in the number of students being offered appointments and our Truro-based counsellor Kate Gavagan reported that 15% of Adult Nursing students based at Truro have referred to face to face counselling this year.

*A genuine connection was formed during the sessions and I really felt like I was being listened to and understood. In fact, I don't think I've ever felt so understood before in my life.*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of students offered individual counselling appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>1431</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1142</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1055</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1048</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1008</td>
</tr>
<tr>
<td>2011-2012</td>
<td>840</td>
</tr>
</tbody>
</table>

This increase has been sustained by the use of Associate Counsellors who are volunteers either in their final year of training or have newly qualified. Associate Counsellors offer their time without pay in order to build up their practice portfolio and accrue hours towards their professional accreditation.

Associate Counsellors are supervised in-house by qualified supervisors from within the counselling team and are offered in-house Continuing Professional Development and Training at least 3 times a year.

*I am very grateful for the support I've received and the professional structure of the Student Counselling Service. I have grown in my skills and confidence as a counsellor. Supervision and training have been key factors in this and I am now recommending the service to others seeking counselling Placements. Each member of staff has taught me something, it is a warm and rewarding environment to work in and it has been a very valuable experience to work here. (Associate Counsellor)*
The support of our Associate Counsellors allows us to widen access by operating a Saturday Service during term time. This service is staffed by one paid counsellor and at least 6 Associate Counsellors, allowing at least 24 additional counselling sessions to be offered to students on a Saturday and approximately 26 sessions during the week.

*I am incredibly pleased that I made the decision to get some counselling and everyone I interacted with over my time utilising the counselling department were brilliant. Would highly recommend it to anyone going through a rough period and need some help.*

<table>
<thead>
<tr>
<th>Top 5 Presenting Issues 2016-2017</th>
<th>Percentage</th>
<th>Top 5 Presenting Issues 2015-2016</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>31%</td>
<td>Anxiety</td>
<td>32%</td>
</tr>
<tr>
<td>Depression</td>
<td>17%</td>
<td>Depression</td>
<td>17%</td>
</tr>
<tr>
<td>Academic</td>
<td>12%</td>
<td>Academic Issues</td>
<td>12%</td>
</tr>
<tr>
<td>Abuse</td>
<td>10%</td>
<td>Loss</td>
<td>10%</td>
</tr>
<tr>
<td>Loss</td>
<td>10%</td>
<td>Relationships</td>
<td>8%</td>
</tr>
</tbody>
</table>

The presenting issues identified by student shows similarities with last year however there has been an increase in students reporting sexual assaults, both recent and historic and in response Counsellor Alex Way and Dawn Hastings collaborated with Devon and Cornwall Police and 12’s Company to produce a comprehensive set of Sexual Assault Protocols to support Wellbeing Services staff in responding to students reporting sexual assault.

**Levels of Distress**

(Measured with CORE-10) which indicates the level of current psychological global distress from ‘healthy’ to ‘severe’)

<table>
<thead>
<tr>
<th>CORE Score</th>
<th>At the start of counselling</th>
<th>At the end of counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Healthy</td>
<td>1%</td>
<td>18%</td>
</tr>
<tr>
<td>6-10 low</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>11-15 mild</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>16-20 moderate</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
<td>21-25 moderate/severe</td>
<td>26%</td>
<td>16%</td>
</tr>
<tr>
<td>26+ severe</td>
<td>22%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Core scores show that at the start of counselling 76% of students measured moderate to severe levels of distress, by the end of counselling this figure had reduced to 43%. It is also encouraging to note that on concluding counselling 75% of students had healthy to moderate levels of distress.
Whilst it is very difficult to isolate the impact of counselling upon distress levels given the potentially infinite number of individual variables affecting each student, students continue to report how counselling has helped them.

Stats for E-Counselling 2016-17.

I just wanted to say I think I am doing okay now and to thank you sincerely for all the support and help that you have offered me as I do not think I would have had the courage to seek medical attention without it!

20 students engaged in E-Counselling and a total of 83 appointments were offered. Our current e-counsellor is Kate Gavagan. Given the increasing demand for E-Counselling, particularly from students on placement, the service sponsored Dawn Hastings to complete a British Association for Counselling and Psychotherapy accredited ‘Certified Cyber Therapist’ course and from October 2017 we will be able to increase the number of students offered E-Counselling.

The Listening Post

Now in its third year, the Listening Post continues to offer students in-the-moment-emotional support without the need of an appointment. Volunteers are trained in embedded counselling skills (McLeod, 2014) such as facilitating emotional expression, communicating care and empathy and active listening skills.

We have a very stable cohort of Listeners who are characterised by good humour, endless patience and great warmth.

Visits to the Listening Post this year show a modest increase from 235 (2015/16) to 263 (2016/17). There are clear fluctuations in demand with peak visits occurring at the start of the academic year and just after Christmas.

Care Leaver Service

The Care Leaver Service offers an integrated approach, supporting students throughout their student life cycle. They engage with care leavers prior to their enrolment at Plymouth, providing information about support available and the opportunity to visit and meet care leaver staff on campus. This work has contributed to a 22% increase in the number of care leavers enrolling from 125 in 2015/16 to 152 in 2016/17.

An important part of the role involves liaising with other involved professionals. Care Leaver students may be entitled to statutory social work support up to the age of 24.

“The Care Leaver Service provided by Plymouth University is outstanding, I have been in touch regularly with a worker in the team and she has been brilliant at sorting out questions/problems … This additional help has without a doubt been the reason he has done so well and settled in Plymouth. I have had lots of young people go through University, but never had as much support from staff at any other University to date. I cannot thank [you] enough
as my young person may well have dropped out when he wanted a change of course if the support had not been there”. (Social Worker)

Of the 152 self-declared care leaver students studying at University of Plymouth, 85 are engaged with the Care Leavers Service and are receiving a Care Leaver Bursary. 11 care leaver students receive free accommodation plus an additional £3000 per year through the Unite Foundation.

The Care Leaver Service offers students a range of practical and emotional support including financial support, help with accommodation, access to career development and skills training and a supportive listening ear.

“Continue what you do, you make a great and positive difference to our lives.”

Students’ take up of the personal support offer varies with some students receiving intensive intervention, 21% had more than 10 face to face appointments with others whilst 57% have less than 10 support meetings.

“They have helped me when my mental health was declining. They helped me to get in touch with people to assist me with my studies and chased people up when I was at a loss what to do. They have been there for me to rant to and feel better for it as there was no judgement.”

### Student’s Perceptions of the impact of the Care Leaver Service upon their Student Experience

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention – the service helped them stay</td>
<td>96%</td>
</tr>
<tr>
<td>Achievement – the service helped them to do better in academic work</td>
<td>90%</td>
</tr>
<tr>
<td>Student Experience – the service helped them improve their overall experience of being at University</td>
<td>94%</td>
</tr>
<tr>
<td>Employability – the service helped them develop skills useful for obtaining employment</td>
<td>92%</td>
</tr>
<tr>
<td>Self-Esteem – the service helped them to feel better about themselves</td>
<td>90%</td>
</tr>
<tr>
<td>Future – the service helped them to feel more positive about the future</td>
<td>92%</td>
</tr>
<tr>
<td>The service has made a difference to their time at university</td>
<td>100%</td>
</tr>
</tbody>
</table>

“Care leavers has helped me to continue this far into University and I really appreciate it.”

### Mental Health Support

At Plymouth University, in line with the national picture, there are sustained and concerning increases in numbers of students presenting with mental health issues.
that put them at high risk to themselves or others, even when not in immediate crisis. HEFC (2015) note, ‘increasing numbers of students are at high risk of harming themselves, or in the most serious of cases are suicidal’ (p.73).

This service has been running since November 2015 and has rapidly established itself as a pivotal go-to service for students and staff. In 2016-2017, appointments offered increased by 341% since 2015-2016.

<table>
<thead>
<tr>
<th>Appointments Offered</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>468</td>
<td>2062</td>
</tr>
</tbody>
</table>

Depending on clinical severity, Mental Health Worker input varies from focused work of 3 sessions to intermittent longer-term ‘checking in’ and monitoring support, whilst students wait on community services waiting lists. The team approach is to empower students to manage their mental health and not develop dependent relationships.

* I just wanted to say a massive thank you for everything you’ve done for me, from the help with drugs, the hospital help and the student support meeting and everything else you’ve tried to put in place for me, I don’t know if I could’ve managed the year without you two

In November 2015, the team trialled an open access Mental Health Drop-In Service offering brief, targeted mental health support. This enabled students to access professional advice without an appointment. Initially Drop-In sessions were held twice weekly and in response to student and staff feedback, in October 2016, their frequency was increased to daily.

Drop-in sessions are held in a central location in the Learning Gateway, from 12-45pm to 1-45pm every week day throughout the year. They have become an embedded and important aspect of Wellbeing Services. Mental Health Drop-In sessions allow for speedy access to a Mental Health Worker and enable Mental Health Workers to assess need to arrange for further appointments if required.

<table>
<thead>
<tr>
<th>Visits to Mental Health Drop-in</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53</td>
<td>353</td>
</tr>
</tbody>
</table>

Top 5 Presenting Mental Health Issues 2016-2017

- Anxiety disorder 38%
- Suicidal thoughts 30%
- Personality Disorder 10%
- Low Mood 7%
- Deliberate Self harm 4%

Risk management is a critical part of the work. In 2016-2017 the Mental Health team have arranged 80 crisis appointments with our local GPs, for students at high of risk.
of harm to themselves or others, and additionally in acute cases, have had to accompany students to the Accident and Emergency Service for urgent psychiatric assessment 10 times.

_You saved my life quite literally today, I can’t thank you enough! The world needs more people like you!_

The team have developed an ethos of multi-disciplinary working across departments, building strong relationships with Faculty Registrars, Disability Services, the University Medical Centre and Residence Life. Based on sound, ethical principles of risk management, the team share information on a need-to-know basis to enable faculty staff to respond to students with complex mental health issues. They are proactive in initiating student support meetings as part of the Fitness to Study Policy and are happy to offer consultation to university staff.

_Thank you again for your support, we only wish he had found you and the team earlier (Quote from a parent)_

**Wellbeing Officers**

In December 2016 we launched our Wellbeing Officer Service, staffed by a Marina McEwan, a Senior Social Worker and Hannah Densham, an Occupational Therapist.

Our Wellbeing Officers intervene to support students when problems are at an early stage, offering targeted support of no more than three sessions to assist students to develop coping strategies, manage anxiety, increase low mood and cultivate lifestyle habits, improve their physical and psychological wellbeing.

_Following our first session I have managed to impact positively on my mood by keeping myself busy with my various activities like visiting my friends more, dedicating more time to working with classmates and friends outside of my course. I also added taking walks daily (after morning prayers) around the city. Thanks_

Wellbeing Officers manage the triage system, scrutinising the online referral forms each morning and allocating students to the most appropriate service based on information provided on the online forms.

230 students were seen since December 2016

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Number of Wellbeing Sessions received</th>
</tr>
</thead>
<tbody>
<tr>
<td>165</td>
<td>1 session</td>
</tr>
<tr>
<td>61</td>
<td>2-3 sessions</td>
</tr>
<tr>
<td>4</td>
<td>Over 3 sessions</td>
</tr>
</tbody>
</table>

The majority of students received one Wellbeing session. The 4 students who received more than 3 sessions were assessed as living with high levels or risk and referred onto other services.
Top 5 Presenting Wellbeing Issues

Low mood/depression  27.8%
Anxiety  21.3%
Relationships  14.8%
Stress  10.9%
Panic  7.8%

Many students present with more than one issue so the most critical was determined as the presenting need. Wellbeing data indicates that the primary need is low mood, closely followed by anxiety. The third most common presenting need is ‘Relationships’. This category is likely to be high as it encompasses conflict and relationship breakdown; issues with housemates; learning to be more assertive with others; as well as caring for others.

Thanks for all the support provided during the sessions. It had been really supportive to overcome my problem and I feel a new confidence within me. Will recommend you to any students who are struggling. Thanks again for all the support.

The wellbeing team deliver Moodboost Groups which provide students with the opportunity to learn strategies that have been shown to improve mood, as well as providing a social space to share their experiences and learn from other students who may be experiencing similar difficulties. This sharing of experiences within the group can be an important factor in reducing social isolation, stigma and improving students overall wellbeing. Much of the material used in the Moodboost group can also be helpful in addressing anxiety, but in order to target this specific presenting need the wellbeing team developing anxiety workshops alongside one to one anxiety management sessions.

Both Wellbeing Officers noted that the consistent theme underlying students’ presenting issues appeared to be poor or reduced self-care. A significant element of wellbeing work consists of advising about self-care and practical issues linked to independent living.

The Wellbeing Officers seek to continue to be responsive to need and develop services around the needs of students. As the service embeds, Wellbeing Officers will reinforce our strategic partnerships with key stakeholders such as Residence Life, Disability Services, Faculty Registrars, Academic staff, the Chaplaincy and others.

I just wanted to thank you for all your amazing support, when I really didn’t know who else to turn to! You were a massive help in my early stages of recovery and I can’t thank you enough! The uni work is all on track so all going well I’ll be graduating this year.
Additional Group Work

Women’s group

*I couldn't have completed 1st year without Women’s Group!

*I have met a great group of girls who I believe will become fast friends for life. The group provided me with a calm stay in the whirlwind that is my life and is something I look forward to every week*

Facilitated by Alex Way, a counsellor, the Women’s group offers a safe, accepting space for women to meet, reflect upon issues affecting them and get support. The group has a stable membership of between 7-11 members.

Mindfulness

6 week Mindfulness-Based Stress Reduction groups delivered by counsellors Rosalind Ramage and Kate Gavagan ran on October 2016 and February 2017 with 28 students attending.

*I really appreciate how much effort is put into the classes, I've been able to share the tips from the classes with friends through the worksheets given too, and I will continue to be practising and sharing advice*

29 students attended one-off Mindfulness awareness taster sessions delivered from both the Plymouth and Truro campus

*Very valuable service offered by the team, I feel I've learned skills and have resources to help me manage stressful situations.*

Relaxation

A one hour relaxation class for students and staff delivered by Counsellor Dawn Hastings in partnership with UPSU Sports Centre. 29 weekly sessions were held attracting 105 attendees.

Male Discussion Group

This group met in a confidential setting to explore ideas and values of what it means to be a man within the family system, friendships, work and society. This group was co-facilitated by a counsellor Philipp Grote and a male student.

*If you feel the need to talk to a group of males in a calm and relaxed environment, where everyone will respect you and nobody will judge you - this is the perfect group for you. I came into this group with certain aspirations, and without knowing it, other aspects of my life and understanding had changed for the better. It is well worth the try and you will meet a bunch of diverse and unique people you will be able to trust and feel comfortable around.*

Conclusion

2016-2017 has been a year of expansion and development. The Mental Health Workers have become fully integrated within the team and have formed strong partnerships with Disability Services, the University Medical Centre and Faculty
Registrars. The expansion of the Drop-in service has enabled easier access to services for students.

The Care Leaver Service continue to deliver a complex blend of practical and emotional support to Care Leaver students, some of whom have complex histories and complex support needs. Their work helps raise aspiration and attainment for a group of students sadly and chronically under-represented within Higher Education.

The innovation of Wellbeing Officers has meant that we have extended our range of psychological services and are able to target them appropriately to ensure that students are supported in the moment (Listening Post), with brief term work (Wellbeing) and with more complex personal problems (Counselling).

Our team of paid and unpaid staff are dedicated and passionate about enhancing the student experience and we look forward to continually adapting our service in response to the needs of students.

References


Learning Development

Report summary

- Over 6200 participants attended taught sessions
- 165 workshops delivered across the university (more than any previous year)
- Significant increases in all one-to-one work
- Over 600 one-to-one tutorials provided
- 3.5 FTE

Services and activities

Learning Development seeks to be innovative and inclusive in its approach to working with students and staff from across the University, developing strategies to inspire and empower students for a critical, creative and transformative learning experience.

We work with students on areas such as:

- writing and developing an academic voice,
- thinking and reflection,
- using and referencing literature critically and correctly,
- reading strategically and making useful notes,
- preparing for exams and presentations,
- managing time,
- coping with study stress.

Full details on the range of Learning Development services are online at www.plymouth.ac.uk/learn. These include:

Taught sessions

Staff and students can request bespoke collaborative workshops and seminars throughout the year. These can address any academic issue or topic and will be developed in partnership in order to integrate the materials and activities into the programme as much as possible. LD also offers consultation on resource development and approaches to teaching.

Changes are under way in how we now work with programmes, please see ‘LD Development’ section below.
The Writing Café

The Writing Café continues to go from strength to strength. The Café itself is open daily on the 4th floor of Babbage. From 1pm to 4pm trained student Writing Mentors and Learning Development Advisors are available to discuss issues relating to writing with students and staff, and facilitate a range of writing activities and events. For more information contact: thewritingcafé@plymouth.ac.uk.

LD Tutorials

Students can work with a Learning Development Advisor and/or the Royal Literary Fund (RLF) Fellow, individually or in small groups on the Plymouth campus. Appointments can be made through the Learning Gateway, Roland Levinsky Building, or by phoning 01752 587676. Tutorials are also offered by telephone for students on placement or studying at distance. For more details visit www.plymouth.ac.uk/learn

Royal Literary Fund Writing Fellow

Learning Development maintains strong links with the Royal Literary Fund and our visiting fellow this year was Sarah Duncan, who is now in her second year with us and will be returning next year for one day a week. We will also be welcoming Morgen Witzel as a second RLF Fellow, who will be offering writing tutorials two days a week. This means we will be offering an extra day of RLF writing tutorials per week during term time.

Email support and online writing feedback

The LD team can be contacted with questions or concerns about any academic issues or topics; students working off-campus can also request comments on short sections of their own writing at learn@plymouth.ac.uk

Online study guides and DLE

Study guides and further resources are available on our website. A summary version of our study guides can be found in Study Guides.

Learning Development is also developing resources, materials and activities for the DLE, to help students interpret, understand and implement the principles of studying in HE and good academic practice (this area is under continuous development).

Learning Development Staffing

The Learning Development team had another challenging year staffing-wise, with Christie Pritchard returning from maternity leave at the turn of the year (many thanks to Sara Erskine for her work covering this) and one member of the team was unfortunately off due to long-term sickness.
Learning Development Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Allison</td>
<td>LD Team Leader</td>
<td>1.0</td>
</tr>
<tr>
<td>Christie Pritchard / Sara Erskine (maternity cover to January 2017)</td>
<td>LD Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>Alicja Syska</td>
<td>LD Advisor</td>
<td>0.5</td>
</tr>
<tr>
<td>Jason Truscott</td>
<td>LD Advisor</td>
<td>1.0</td>
</tr>
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</table>

Royal Literary Fund Writing Fellow

<table>
<thead>
<tr>
<th>Name</th>
<th>Writing Fellow 10/2016 – 05/2017 (term-time only)</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Duncan</td>
<td></td>
<td>0.4fte*</td>
</tr>
</tbody>
</table>

*The RLF Fellow is not a member of University Staff

Learning Development Statistical Review

Accessibility

Overall the general representation of students with a declared disability or of other ethnicities among the LD users largely reflects the percentages of these students attending the university in general. Approximately 78% of LD work is with home students, and 22% are either international or possibly international students. 23% of students declared an ethnicity as something other than White. With regards to disability, 20% of students said they either have or may have a disability, which is significantly higher than the overall percentage that have declared a disability with the University. These figures show that the LD services are being accessed and are available to all student groups.

Taught sessions

The Learning Development team collaborated on 165 taught sessions (lectures, workshops, etc.) during 2016-17; the table below shows how this compares to previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Taught sessions</th>
<th>Participants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>165</td>
<td>6201</td>
<td>328</td>
</tr>
<tr>
<td>2015-16</td>
<td>154</td>
<td>7650</td>
<td>365</td>
</tr>
<tr>
<td>2014-15</td>
<td>158</td>
<td>7640</td>
<td>271</td>
</tr>
<tr>
<td>2013-14</td>
<td>167</td>
<td>4500</td>
<td>310</td>
</tr>
<tr>
<td>2012-13</td>
<td>127</td>
<td>3800</td>
<td>220</td>
</tr>
</tbody>
</table>

Whilst the number of sessions is in line with previous years, there was a drop in the total number of participants, and the hours of teaching this equated to. This is most probably down to LD handing over the first year Nursing
immersive module to the programme, which would have made a significant difference to the total number of students, and a number of the all-day workshops, such as with the Graduate School being cancelled, impacting on the total hours.

In the coming year we anticipate arranging more workshops, particularly smaller group ones that maybe hosted online, in an effort to reduce the demand for one-to-one support.

There was a significant increase in the number of workshops undertaken in September; this is because the team provided a regular slot on the PALS training taking place at the beginning of the month. Overall the monthly trend is similar to previous years, see table overleaf.

**Taught sessions by month 2014-15 to 2016-17**

![Comparison of workshops per calendar month 2014-2017](image)

Once again the distribution of sessions across schools is still heavily weighted towards a select few (see table below) and efforts are being made to address this imbalance through our new approach, where the team will work with the following schools:

Joe – Health Professions; PUPSMD; Graduate School

Christie – Nursing and Midwifery; Institute of Education; Educational Development

Jason – Business; Science and Engineering (Faculty); Care Leavers

Alicja – Humanities and Performing Arts; Art, Design and Architecture; PALs
Staff feedback

Thanks so much for coming up yesterday. As ever I learn something every time I listen to your presentation… I wish I’d heard them years ago! The students were really grateful. I’d really encouraged those who’d heard you before to stay and listen again on the basis of learning more with each repetition of the information - afterwards they thoroughly agreed! Jessica said it makes her assignment feedback from the October module make so much more sense and how much she’d taken from listening to you again. - Thank you enormously

Just a line to thank you very much indeed for your great writing skills session with our students last Friday. We’ve had some excellent feedback from this session, including a few who claim that you’ve ‘inspired’ them to get cracking on their writing! I know a couple intend to get to the writing cafes, too.

Writing Café

This year over 900 students and staff members have visited the Writing Café to discuss their work. Whilst this number is down slightly on the students we saw in 2016/17, this has to be considered in relation to our team implementing S3 (recording) part way through the first term and the data not being a complete set. It also does not include the number of individuals who came for events or workshops at the Writing Café.

As Table 1 shows the proportion of students from the School of Health Professions and the School of Nursing and Midwifery remains the highest users of the support available.
Table 1: Breakdown of Writing Café visitors by each individual School.

**Writing Mentors**

Feedback about the Writing Café continues to highlight its positive function as a space ‘to get motivated, guided and encouraged.’ Student Writing Mentors are an integral part of this experience and are reporting the benefits of working in a mentoring role in relation to their own studies:

"Whilst working for the Writing Cafe for the last two years my marks have steadily increased and I owe that in part to [the learning development team's] helpful advice" (WMSB).

'I was in my final year and I knew how to construct a first class essay because every time I was mentoring a student, I was in some way also mentoring myself' (WMHB).

As it has been a number of years since the LD team shared these insights and benefits of mentoring others, we are now in the process of gathering case studies about previous mentors’ experiences, which will be used on our website for recruitment purposes.

Our recruitment of 13 mentors this year demonstrated the widest range of disciplines in the Writing Café’s history and we are currently recruiting again for the next academic year. Unfortunately, all but one of the mentors have now finished their studies and so the Learning Development team will have to work hard to replace the fantastic experience of this year’s team. Due to the demand of working in the space and supporting the mentors on 3.5FTE, the Learning Development team are going to change their availability when mentors are in the Writing Cafe. We will now be focussing on supporting the mentors, rather than supporting students alongside developing the mentors, by providing a full programme of development opportunities that we hope will give them a broader understanding of our work. This will include continuing
the shadowing opportunities but also extending this work and offering further input into our other activities. One project we hope that our mentors will be keen to explore is reviewing our new study guide drafts and ensuring they are as student friendly as possible.

**Student Evaluations**

The Writing Café continues to be acknowledged in the larger student evaluations processes, such as the NSS and SPQs with individuals expressing how our guidance and the discussions that take place are of great value:

‘The Writing cafe gave me confidence in my academic writing at a critical stage in first few weeks of course’ (First Year School of Health and Human Sciences Student).

‘I am incredibly impressed by the support offered to students. I have only so far (in my first year) accessed the Writing Café and… very helpful, in tangible ways that immediately impacted on my ability to study / write’ (First Year Nursing and Midwifery Student).

However, there have also been a number of comments that demonstrate the timings of support available are not suitable for professional degrees:

‘This [Writing Café] support is only applicable between 1-4pm, which does not fit well around a social work student’s timetable as we are either at placement or full day in university’ (Student in the School of Health Professions).

‘apart from the writing cafe (which we had no time for as we were always in lectures)’.

Whilst the LD team are changing the way they offer support within programmes in other areas of their work, unfortunately we do not have the resource to extend the timings of the Writing Café at this time.

For the academic year 2017/18 the Writing Café team would like to concentrate on supporting the new team of mentors that will join us and facilitate events such as the one arranged in January 2017, Journeying into Writing. Feedback from colleagues across the institution and the local community show an appetite for more of these activities and we will endeavour to support them as best we can. Overall, the ethos of the Writing Café will remain, as we try to make writing an interactive, collaborative and interesting experience for students and staff.

**One-to-one support (previously ‘tutorials’)**

This area has experienced considerable growth over the last year, particularly in requests for support by email and telephone, which is offered to students studying at a distance, on placement, or who find it hard to get on the main campus.
LD conducted 422 one-to-one activities, with 304 students in 2016-17, which is a significant increase on the previous year of 271 tutorials with 208 students, up 56% and 46% respectively. In addition to this, the RLF Fellow provided a further 188 tutorials with 132 students, also up 45% and 27% respectively. This made an overall total of 610 appointments provided with 436 students.

The table below shows the distribution of our one-to-one work in comparison to last year, with significant increases in all areas: email feedback up 80%; face-to-face tutorials up 44%; and telephone tutorials up 74%.

78% of the tutorial attendees were female, 22% were male, in line with previous years. 33% were first year students, 21% second year, 24% third year, 18% M level, and 2% at doctoral level, which again shows a good spread across all year groups, with a 4% increase in M level work.

### Number of LD tutorials by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tutorials</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>422</td>
<td>304</td>
</tr>
<tr>
<td>2015-16</td>
<td>271</td>
<td>208</td>
</tr>
<tr>
<td>2014-15</td>
<td>203</td>
<td>179</td>
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<tr>
<td>2013-14</td>
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<td>220</td>
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<tr>
<td>2012-13</td>
<td>293</td>
<td>291</td>
</tr>
<tr>
<td>2011-12</td>
<td>247</td>
<td>207</td>
</tr>
<tr>
<td>2010-11</td>
<td>295</td>
<td>247</td>
</tr>
</tbody>
</table>

The distribution of students across the various schools continues to show a strong correlation with the schools who we collaborate most with on taught sessions. As mentioned previously, we are trying to address this imbalance with a new approach (see LD Developments section below).
Student Feedback

Thank you very much for your service and its making differences in my studies so far. Excellent.

As a Truro cohort learning and development have been amazing. They have given thorough feedback which has enabled me to grow confidence in my writing ability and ultimately achieve a good mark.

Appreciate that this service was available and it has given me confidence in my own writing and taught me ways to improve so I can improve my grades.

I am very grateful and thankful to the advisors - Jason, Alicja and Sara who had assisted me in summer and being patient with me when I was still in doubt in tackling and writing each chapter. Without this, I won’t be able to score distinction in my dissertation.

The service provided was superb and helpful to me esp in writing each chapter of dissertation. I have recommended this service to my friends too.

They are really helpful and do not make you feel inferior.

It was a great service, very prompt, very thorough and extremely helpful. Thank you.

Learning development helped me to regain my academic skills after returning to my course following a year maternity leave. This service has really helped me improve and gain confidence with my academic writing.

It improved my confidence in my own writing and have enabled me to write in an academic form.

Student Evaluation of the Learning Development Service

Our service evaluation is conducted through an online survey, all students attending one-to-one activities (not taught sessions) are sent a link to the survey. This year we received 46 responses.

Service Evaluation (n=46)

66% of respondents felt that the session was an important factor or the most significant factor in them managing their academic work.

45% of respondents felt that the session was either an important factor or the most significant factor (14%) in them staying on their course.

59% said that the session was either an important factor or the most significant factor (20%) in improving their overall confidence in studying.
90% of respondents said that they would benefit from future sessions with Learning Development, and that these should be available ‘monthly’, ‘termly’, ‘with every assignment’.

95% of respondents said that they would recommend the Learning Development services to their friends, and 56% of respondents felt that no improvements could be made on the service they utilised, 20% felt that the activity could have been longer.

Learning Development staff projects
Writing for Assignments E-library (WrAssE) 2016-17 update

This is an important ongoing project, a centralised learning resource that will be used within the new Learning Development structure (See 'LD Development'). Wrasse is essentially an interactive digital learning application that allows academic staff (and students) the ability to submit examples of good writing with comments for others to view. High quality writing is a vital component of student progression and success in higher education. Therefore, this platform helps reinforce the learning process by incorporating this all-important interactive self-learning component to their study. Users are now able to view assignments specific to their disciplines, such as: Arts & Humanities; Social Science and Professional; Health & Social Care; STEM subjects.

This year has seen the completion of a number of technological improvements and innovations to existing functionality. Wrasse now includes:

- Potential sharing of good writing practice internationally.
- Open web access, excellent for distance learners.
- Easy linking to Moodle within programme and module pages.
- Personalised user pages, with user contribution lists.
- Enhanced texts with explanatory popup comments, saying why it is good.
- Individual sentences can be selected to better understand their inclusion.
- Downloadable assignment briefs and discussions.
- Accessibility options: font sizing and contrast settings.
- Enhanced administration options, with the ability to assign trusted staff to referee status (Editorial process).
- Can be used on the majority of mobile devices, this is a web-scalable application.
Wrasse developments and activities for 2017-18

- To meet the growing demands on our service, there will be a push to increase the size of the database, building on the examples of good practice across all disciplines. Wrasse needs to become relevant to more users.
- It is Learning Development’s intention to further increase engagement across faculties and schools, so that it becomes embedded into teaching practices. Highlighting the type of support that Learning Development can provide, particularly during the early stages in its transition (See 'LD Development').
- Encourage students to use Wrasse during workshop and writing café drop-ins, thus demonstrating how it can help them develop their writing post-learning development support.

We look forward to seeing this resource help all our students maintain a high quality of writing throughout their studies, both at Plymouth and beyond. Wrasse is available at: https://wrasse.plymouth.ac.uk/

LD Development

Learning Development is changing the way it works and collaborates with colleagues, so that we can work in even more developmental and integrated ways, across all areas of our work. For a long time the Learning Development team worked flexibly with all the schools and faculties across the University, pooling resources to deliver our services across programmes. While this has served us well over the last ten years, the changing nature of higher education and the way in which students are seeking support have made some areas of our work unsustainable, making improvements necessary.

From June 2017, each of the key schools and departments that we have traditionally worked with over the past few years will have a named contact from the Learning Development team. We believe this new approach will provide us with a better understanding of the schools and programmes we are connected with, and facilitate more consistent communication with staff so that we can gain better insight in to their students’ academic journeys. Students seeking one-to-one support have risen in the last year by more than 70% overall, and have more than doubled in some areas, such as telephone tutorials and online writing feedback. This is partly in response to the increased number of students studying at a distance or online, or being unable to get on campus due to placements, or personal circumstances. In addition to this, increased pressures on programmes and their curricula have seemingly reduced their capacity for addressing academic skills, as increasing numbers of students are being directly referred by their markers to our service.
Summary

- **Pre-admission**: Disability Services sent **1,915 letters** to inform new University of Plymouth students of our services and offer information about support for their specific needs. This represents a 77.5% increase on last academic year.

- Disability Services held **30 individual pre-entry information** meetings for students who have disclosed a disability to us before they start their studies with the University of Plymouth.

- Offered a **pre-induction programme** for 23 students with Autistic Spectrum Disorder (ASD) prior to ‘Welcome Week’. **Participants reported that it aided significantly their transition to HE.**

- We ran the **Pre Induction Scheme for students with anxiety** for the first time this academic year: 14 local applicants were invited (South West based), 8 accepted the invitation of which 5 attended on the day.

- **Worked with 246 students in Welcome Week** to advise on issues such as Dyslexia, an increase of 74.5%

- Offered the **Plymouth Autism Society Group** every Wednesday between 5 and 7 pm during term time.

- Offered the **ADHD support group** during term time on Mondays between 5 and 7 pm during term time.

- Our **Specialist Study Skills tutors** saw 109 students for 1:1 study skills sessions.

- The **SpLD specialist team** also delivered the following sessions throughout the year:
  - 20 study skills group sessions - 50 students attending through the year
  - 24 ADHD group sessions - 170 students attending through the year

- **SocialEyes** programme
  Individual sessions were run through the year, for students concerned about issues relating to social skills. Three students took the sessions up and we are planning to expand this programme for next year.

- **Technology for Learners** – this year we are in the process of obtaining the premium app version of Sonocent for all students and staff for free. Further information is to follow.
- **Disability Services Equipment library** assisted 134 students this year by lending them laptops/tablets and software (30 students were provided with Sonocent licence to assist them on notetaking)

- **Supported 1,528 individual students over the year in face-to-face meetings, an increase of 22.5%**

- **Manage funds we receive from HEFCE** specifically to support students with disabilities, which for the 2016/17 academic year was **£711,872**.

- **Reasonable Adjustment Review Guidance**: The DS manager took the lead in a project to draft a University of Plymouth Reasonable Adjustments Guidance which is now online.

- **Worked with staff across the institution as part of the Reasonable Adjustments Review Panel (RARP)** whose remit is to consider adjustments for students with disabilities where the costs for these adjustments are not met by the Disabled Students Allowance (DSA). During the 16/17 AY the RARP budget was £250,000 with an actual spend of £180,000.

- **Advertised the Dyslexia and ADHD reimbursement schemes** which assisted 125 students this year to obtain a diagnosis which in turn enabled them to receive appropriate support.

- **Developed a series of ‘In 10’ presentations made up of ten slides on different disability related topics.** These presentations were aimed at regular/routine team and faculty meetings where Disability Services could be fit in to team meeting agendas for up to 20 minutes. In total we delivered 'In !0' to 24 faculty and school team meetings with a total of 113 attendees.

- **Trained two team members of the team to become Mental Health First Aid Instructors** – delivered 2 courses to 28 delegates

- **Developed and delivered 26 sessions for academic staff in conjunction with Teaching and Learning Support on inclusive approaches to teaching and supporting learning.**

- **Student Support and Fitness for Study meetings**: DA staff attended 220 Student Support Meetings and 15 Fitness for Study meeting.

- **Completed 975 Student Support Documents** containing information for academics and faculty staff about individual students’ disability related needs.

- **Organised the South West Disability Advisers Network** meetings which is an opportunity for universities from across the South West to meet and share good practice.
Introduction: What do we do?

Disability Services provides advice and guidance, on disability and specific learning difficulties, to current and prospective University of Plymouth students, and to staff. This includes advice on the support available and how to access that support; practicalities relating to particular courses (e.g. group work, presentations and field trips); and issues around living/studying on campus for students with disabilities.

The Disability Services team have a ‘can do’ attitude and exceptionally good problem-solving skills to ensure that students are retained at University of Plymouth and are successful.
We are one of the leading universities in the UK in terms of recruitment and retention of students with disabilities. In 2016-17 University of Plymouth (UoP) had approximately 20,906 students, of which some 3,195 (15.21%) had declared disabilities. These students attract government funding to the university via HEFCE funding (calculated according to the number of students we have who disclosed a disability). This year HEFCE awarded UoP £711,872 to support students with disabilities.

**Disability Services Staffing**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Hocking</td>
<td>Team Leader</td>
<td>1fte</td>
</tr>
<tr>
<td>Sarah Anderson</td>
<td>Disability Advisor</td>
<td>1fte</td>
</tr>
<tr>
<td>Daniel Collings</td>
<td>Disability Advisor</td>
<td>1fte</td>
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<tr>
<td>Jo Bourton</td>
<td>Disability Advisor</td>
<td>1fte</td>
</tr>
<tr>
<td>Sally Agobiani</td>
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</tr>
<tr>
<td>Nicola Ayer</td>
<td>Disability Advisor</td>
<td>0.7fte</td>
</tr>
<tr>
<td>Sadie Waterfield</td>
<td>Disability Advisor</td>
<td>0.4fte</td>
</tr>
<tr>
<td>Karen Walbank</td>
<td>Disability Advisor</td>
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</tr>
<tr>
<td>Joanna Rowland</td>
<td>Study Skills Adviser and Disability Advisor</td>
<td>0.45fte</td>
</tr>
<tr>
<td>Kassandra Clemens</td>
<td>Study Skills Adviser and Disability Advisor</td>
<td>0.75fte</td>
</tr>
<tr>
<td>Rocio Martinez</td>
<td>Administrator</td>
<td>1 fte</td>
</tr>
</tbody>
</table>

1. **Engaging with applicants prior to arriving to our University**

**Pre-Admissions work**

Disability Services contacts all new University of Plymouth students with disabilities in advance of their arrival. We actively encourage all students to disclose any disabilities to us as early as possible so that we can let them know about support that may be available to them. In 2016-17 1,078 letters were sent to inform new University of Plymouth students of our services and ask them to complete a pro forma which gives us more information about their disability and their specific needs.

**Information Meetings**

In the year 2016 –17 we arranged 30 of these meetings. The Disability Services team assess the completed and returned pro-formas to decide which students with more complex disabilities will require an Information Meeting before starting at University of Plymouth.

Information Meetings are co-ordinated by the Disability Services team and attended by:

- the student (and/or a family member or friend)
- a Disability Adviser
- an academic from the student’s programme (admissions Tutor/Programme Manager)
- a team member from Residents Life if there are accommodation needs
• a team member from the Library (generally for students with a visual impairment)

What's the point of an Information Meeting?

The meetings are initiated following academic offers and are designed primarily to find out more about the prospective students requirements and to ensure that Programme staff and others are aware of these where appropriate.

An Information Meeting helps to ensure that students will receive appropriate support when they arrive at University of Plymouth and feel more confident about starting and staying at University.

What is covered at the meetings?

• The Disabled Students' Allowance (DSAs) – information is provided about what this is, how it can be accessed, and how it might help individual students if they are eligible for an allowance.
• The prospective student’s disability or medical condition is considered from a perspective of how symptoms and issues impact on day-to-day activities in general and study in particular.
• The support that the prospective student has previously received is considered along with how useful the student has found this to be.

The above information sets the scene and we then move on to consider some, or all of the following:

• Course delivery (information about lectures, tutorials, seminars, workshops, contact hours, timetabling, modules/credits etc.)
• Course and tutorial support
• Examination and assessment methods
• Extenuating circumstances
• Access issues (likely venues of lectures etc.)
• Fieldtrips
• Laboratory work
• Placements/work experience
• Library access
• Health
• Student counselling
• Accommodation

The meeting can also involve a brief look around the campus and specific accommodation.

Pre Induction Programme for Autistic Students

The pre-induction programme ran for the fourth time in August/September 2016. The programme offers personalised familiarisation for applicants with Autistic Spectrum Conditions (ASC) prior to ‘Welcome Week’. Applicants were offered up to
2 days personal contact with their proposed non-medical helper at the University on a 1:1 basis.

During August 2016, 23 applicants with ASCs took part, using an average per person of 6.9 hours of familiarisation.

9 of the 23 applicants who participated in the project, completed an evaluation form. 4 of the 8 non-medical helpers who participated, completed an evaluation.

100% of the applicants and 100% of the non-medical helpers who took part found the overall experience very good or good and felt that it helped the participant’s transition to university. One applicant said ‘it has helped me to adapt to university life much better and has helped me to familiarise myself with the lecture theatres, places to study, eat and drink and places and people to turn to if I ever needed further assistance with my course work and preparation for my examinations.’

One of the non-medical helpers who took part stated ‘for the 3 students I had Pre Induction with, it gave me an unhurried block of time to really get to know their histories and fears. Trying to get to get this done, once they are in the rush of their first week or fortnight is much harder, particularly when uni gets very busy.’

Participants found the most helpful aspects of the programme:

- Getting to know/working with your support worker
- Help with applying for the Disabled Students’ Allowance
- Familiarisation with the campus, accommodation, city centre and shops
- Information regarding the personal tutoring system and enrolment

Prior to this year participants had indicated, they would not have been interested in meeting other students taking part in the programme. However, this year half of the students indicated that they would have been interested in meeting others, and half indicating that they were unsure about this or not interested. One individual said ‘it would have been a great opportunity to meet some other people who are like-minded’. Considering this comment we sent all of the applicants who were invited to the Pre Induction Programme a leaflet about the Plymouth University Autism Society (Social Group).

87.5% of participants said that they would recommend the Pre Induction Programme to other potential students. One person said ‘It will help future students with the opportunity to familiarise themselves with the campus and with members of the staff. Therefore, it would make it less daunting for them when they start university.’

One comment from a participant was particularly encouraging – ‘The Pre-Induction definitely helped me to get to grips with the Campus; having that confidence has been beneficial beyond words’.

Increasing numbers of students with ASD are entering Higher Education. The Equality Challenge Unit (2015) notes a rise from 1,455 in 2007/08 to 5,940 in 2013/14. Markedly, students with ASDs receiving a first/2:1 degree class has increased from 62.8% in 2012/13 to 68.2% in 2013/14; this is a 5.4% increase and the highest percentage increase across all categories of disability status during this timeframe.
Pre Induction Anxiety Day September 2016

A pilot pre induction day ran for the first time 6th September 2016. The day aimed to provide an informal, quiet familiarisation day on campus prior to the start of the academic year. It was facilitated by two Disability Advisers with input from other student services including counselling, included experiential activities such as specialised tours, exploring processes in cafes and lecture theatres, talk by a current student with social anxiety and information was provided on services, DSA, enrolment and learning apps.

Pre induction day aims:

- To encourage confidence and ease in new environments
- To improve retention
- To aid transition
- To reduce anxiety triggers
- To increase awareness of university Support services
- To encourage DSA applications

14 local applicants were invited (South west based), 8 accepted the invitation of which 5 attended on the day.

4 participants completed an evaluation form. All participants found the experience good or very good.

Participants found the most helpful aspects of the day were:

- Meeting with a Disability Advisor
- Familiarisation around campus
- Getting information about LSW services and SHINE
- Meeting other students with similar conditions
- Help with applying and finalising DSA

They also identified that it helped with their transition to university

Comments included:

‘I was able to ask questions in a more informal setting’.

‘I was able to get familiar with the campus and get information ahead of time’.

‘I found it helpful and it made me feel more settled when I arrived’.

‘It helped me get to know the university grounds so when I arrived on my first day I was more confident in where to go and how things worked’.

‘All participants stated they would recommend it to other potential students’.
Outcomes

- 4 of the 5 who attended are still on courses. 1 has interrupted due to physical health issues and is hoping to return in Sept 2017. This indicates that improved transition to university through a specialist pre induction experience can encourage retention.

Future events

- To extend the programme to 2 x 1 day pre induction days – this will increase the number of students able to be invited. It will also allow for a modified attendance for any applicant not able to attend the whole day by splitting into 2 half days.
- 40 students to be invited – 20 per day with expectation that 12-15 may be able to attend each day.
- Reduce the length of day from 9.30-4 to 10-3.
- Extend to wider geographical area for invitations.
- Introduce a parent/carer meeting option in morning to discuss transitions, expectations and boundaries and DSA applications.
- Use senior PALS leaders and/or student ambassadors to lead guided tours to encourage student voice.
- Encourage creation of student support groups.
- Identification of potential participants encouraged from start of Admissions process within DA team through use of central spreadsheet to identify potential participants.
- Invitations to go out immediately after A level results.

Dyslexia/Disability Awareness week September 2016

At the start of every academic year the entire Disability Team are available for students to ‘drop in’ to discuss their disability support needs. Last year we saw 246 students (compared to 141 the previous year) over the course of 9 days (including weekends). These sessions are to ensure students are comfortable at a particularly challenging time for many of our students when many are away from their usual support networks.
Engaging with our students to enhance their independence whilst studying at our University

University of Plymouth Autism Society

This year Disability Advisers Sarah and Dan have continued to work with Rose – a student with an autism spectrum diagnosis, to facilitate University of Plymouth Autism Society – a social group for students by students who have an autism spectrum diagnosis. The group met weekly on Wednesday evenings from 5-7pm during term time at Portland Mews.

Currently with an average of 6 members attending each week, the group offers a welcome space for students to mix with likeminded people and gain confidence in a social environment.

The group aims give members a chance to try new activities. Members have played board games - ‘Risk’ proving to be the favourite; undertaken ‘ice breaking’ activities and quizzes; Christmas craft activities; undertaken a ‘Who Wants to be a Millionaire’ challenge and shared food together, with Pizza evenings being most popular.

The group continued to work with Motivate Generate Activate project (http://www.upsu.com/sports/mga/) and visited the Life Centre again for bouldering, climbing and table tennis and had an evening of snow tubing and tobogganing at the Plymouth Ski Centre. There was also a visit from the Volunteering Society at the Student Union.

The group is open to new members and will offer an ‘open evening’ to new students in induction week in September.

Feedback from the group this year includes:

‘I joined to be able to connect with others and be part of a group in the University’

‘I joined to gain a better understanding of co-operation when carrying out group activities’

‘I was searching for an environment that I could share with similar people’

‘I enjoyed being able to express myself without feeling afraid of making myself look like a fool’

The group is ‘friendly and great fun!’
ADHD Support Group

The ADHD Support Group has continued this academic year, facilitated by Joanna Rowland and Sally Agobiani. The group follows a Cognitive Behavioural Therapy programme devised especially for adults with ADHD by psychiatrists Susan Young and Jessica Bramham. As in previous years, the group selected the modules they wanted to work on, e.g. attention, memory, impulsivity, anxiety, interpersonal relationships etc. with each module spanning about four weeks. The second part of each session was a time for the members to share successes and concerns arising during the week and to benefit from other group members’ input. The weekly average attendance was around 7 – 9 individuals. They reported benefits both from being with others who experienced similar challenges – ‘I feel understood here’ - and learning ways to mitigate the effect of those challenges. Sally Agobiani and Joanna Rowland were asked to share their experiences of facilitating the group at a national conference in Birmingham in June 2017. Numerous universities have asked for more information as they can see the importance of such a group for students with ADHD.

Specialist Study Skills Tutorials

Our specialist study skills tutors provide one-to-one support for Plymouth students with a disability. They work with the following student groups:

- DSA funded students preferring in-house to external support
- Student not funded anymore under the new DSA regulations
- International students, including students on postgrad courses & health profession studies
- New students waiting for funding
- Resit students
- Emergency appointments – both funded and as yet un-funded students
- Weekly Drop-in session & emergency drop-ins
- 30 minute Review meetings
- Weekly inclusive Group Study skills sessions
- Exam periods linked Revision & exams preparation workshops
- Specific Learning Difficulty (SpLD) staff training & presentations
- On-going research projects
- Resource development, preparation for new research projects, link-up projects with other LSW services and academic departments
This academic year 109 students accessed to our study skills & additional revision sessions. Our Study Skills Tutors also organised study skills group sessions where 50 students attended throughout the year (this is 15 students more than last year).

Review meetings & drop-ins: 146 students I have no stats for that but probably similar.

**Managing Autism Spectrum Disorder at University**

This year we used our knowledge gained from delivering the SocialEyes Group and autism generally to offer six bespoke sessions for students on the spectrum. The needs of students can be very diverse, with group work being particularly challenging and we therefore felt that bespoke sessions may be more appropriate. We have supported several students this year and they have reported an improvement in their understanding of how the condition affects them. This understanding has allowed them to adapt their environment to better suit their requirements and improve skills relating to social communication and interaction.

**Technology for Learners**

Disability Services purchased **two new software packages** in July 2016 to complement its existing portfolio of helpful technologies.

Sonocent Audio Notetaker and MindView will be joining TextHelp and Inspiration as free programs that everyone can access on all University PCs and laptops. Features of the software packages include web pages and documents read aloud to improve comprehension, note taking software which you can edit and highlight during lectures and visual diagrams to help organise writing.

For the new academic year we have negotiated a free premium app for Sonocent which all UoP students and staff will be able to access on their smart phones and tablets. Further details to follow.

**Disability Services Equipment Library**

We offer students the opportunity to borrow IT equipment from the Disability Services Equipment Library. Last year this enabled **134 students** with disabilities, international disabled students and students from a widening participation background to borrow from a library which includes:

- 66 Windows standard laptops
- 45 Tablets
- Assistive software (Read &Write and Sonocent – we are in the process of getting Dragon software re-installed on the laptops.
- 43 digital voice recorders
- Ergonomic equipment such as laptop stands, larger monitor and scanner mouse.

The aim of the library is to provide an improved student experience around both Disability Services and also to support our OFFA students, in addition to international and all other students with specific short term support needs.
The library reduces risk of complaints against the university and also supports retention and success of our students, as evidenced by the feedback received. – we haven’t collated any feedback for this.

Disability Duty Appointments

A member of the Disability Team is available every day of the working week to meet with students. Last year we met with 1,528 students.

Why do students need an appointment with a Disability Adviser?
- To discuss issues related to disclosure of a disability
- To discuss whether they have a disability
- Liaison with faculty/support services
- Student support documents
- Exam Support
- Temporary injury
- Equipment library
- Pregnancy support

2. Leading work to support students with disabilities

The Reasonable Adjustments Panel (RARP)

The RARP was established in December 2015. The purpose of the RARP is to ensure equitable, academically sound and financially viable judgements are made about the levels of additional support funding to be provided for students with disabilities under the terms of the Equality Act (see below).

The panel consider and make recommendations in cases where levels of support recommended by a needs assessment (as part of the Disabled Students’ Allowance (DSA) process) would either not be covered by, or would cost more than funding provided by the DSA (‘over and above’), or may be above a level that the University may regard as reasonable.

The panel has met 9 times in the last academic year and assessed some 7 students. The budget for the RARP this year was £250,000 between 5 faculties; the actual spend this year was £180,000.

The Manager of Disability Services has written a Reasonable Adjustment Guidance for UoP, further details can be found here: https://www.plymouth.ac.uk/student-life/services/learning-gateway/reasonable-adjustments

Reimbursement Scheme

We have reimbursed 125 Specific Learning Difficulty assessments:

- Dyslexia
The Dyslexia Reimbursement Scheme was started in March 2014 and allows students who have an assessment for dyslexia or a related condition to reclaim £175 of the cost. The assessment can have been carried out anywhere in the country but it must have been done for Higher Education purposes and by an appropriately qualified assessor. Dyslexia is an educational as opposed to a medical diagnosis. This means that assessments are not available on the NHS and have to be obtained privately. The cost of an assessment ranges from around £295 in the South West to up to £750 nationally. This cost is prohibitive for many and clearly discriminates against those without financial means. Anecdotally we know that many students are deterred from arranging an assessment and this can have a negative impact on their achievement and retention.

We are making assessments more accessible, which in turn enables students to gain in self-understanding, receive appropriate support, and achieve to their full potential.

- ADHD & Autistic Spectrum Disorder (ASD)

We have continued to include referrals to a psychiatrist for diagnoses of ADHD and ASD in the reimbursement scheme as there are currently no adult assessments available on the NHS in Plymouth. This year we also offered reimbursements of up to £175 for general psychiatric assessments when the student’s welling was impacting on their academic performance or overall University experience.

3. Delivered training courses to University of Plymouth academic and professional staff to raise their disability awareness

‘In 10′ Presentations for Staff

This academic year saw the successful start of a series of short presentations on various aspects of disability, e.g. ‘Understanding Autism’, ‘Disability and Reasonable Adjustments’. ‘Autism and Sensory Issues’, ‘ADHD’ etc. The presentations each have 10 PowerPoint slides and can be delivered in 15 minutes, although that time can be extended and questions answered if requested. The presentations are designed to be part of a pre-arranged staff meeting, thereby increasing attendance as additional time does not have to be created in already busy diaries. Disability Services are pleased at the uptake and have enjoyed meeting academic staff who may not normally attend training.

Mental Health First Aid (MHFA) Two Disability Services Staff trained as Instructors
We now have two Staff within the Disability Services team who are qualified Mental Health First Aid Instructors who have trained 28 UoP staff to be Mental Health First Aiders.

MHFA England is an independent community interest company (CIC) dedicated to increasing mental health literacy and training people to be able to recognise the signs and symptoms of mental ill health and to provide support on a first aid basis. The programme was developed in Australia and has now been expanded to 21 countries. Just as physical first aiders are not nurses or doctors, university staff trained in Mental Health First Aid skills will not be counsellors or therapists, but will take on the role of a first responder to assist students and staff in emotional distress.

4. Disability Services and Faculties working together to support our students

Student Support Meetings

Student Support Meetings (SSM) are organised to consider what additional assistance is appropriate for students who are judged to be ‘medium risk’, please see the current Fitness for Study policy; https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/policies-procedures-and-guidelines.

Disability Services attended 220 of these meetings and 15 Fitness for Study meetings during the last academic year.

Student Support Documents

The Student Support Document (SSD) contains information for academics about individual students. It includes the student’s name, course information and details about their disclosed disability or condition as well as any recommended modified assessment provision (MAPs). It is an important means by which Disability Services communicates students’ needs to academic and faculty staff.

Last year Disability Services completed over 975 SSDs which have to be with the exams office by mid-November for January exams, mid-February for May exams and early July for summer referrals. Each SSD takes on average 45 minutes to complete.

Please see below information on how many SSDs were produced during 2016-17 academic year per faculty.
SSDs completed per Faculty during 16-17 AY

- Faculty of Sci and Engineering: 33%
- Faculty of Health and Human Sci: 25%
- Faculty of Business: 17%
- Faculty of Arts and Humanities: 15%
- PMCD: 10%

Students with more than one SSD in 16-17 AY

- Faculty of Sci and Engineering: 41%
- Faculty of Health and Human Sci: 24%
- Faculty of Business: 12%
- Faculty of Arts and Humanities: 8%
- PMCD: 15%
5. Networking and improving our services
   South West Disability Advisers’ Network (SWDAN)

Set up initially in February 2016, the group currently consists of Disability Advisers from the following universities:

- University of Plymouth
- Bath Spa University
- University of Bristol
- University of Exeter
- University of Bath
- University of St Mark and St John
- University of the West of England
- Hartpury College

The group, which is led by Sarah Anderson and Joanne Bourton have met four times during the past academic year, with members taking it in turns to host meetings.

At the start of the year members continued to support each other and share practice relating to the changes to the Disabled Students’ Allowances. These discussions were collated and a document produced which summarised institutional responses to current and future changes to DSA funding.

During the year members have also discussed topics of interest such as student support documents (also known as individual learning plans, disability support summaries), administration of ‘in class’ tests, assistive technology in exams, reasonable adjustments, initiatives to support students with disabilities eg: pre induction programmes, support groups etc, involvement in preparation and support on work placements for students with disabilities.
2016/17 has been a year of transition for us in the chaplaincy as we have welcomed new chaplains from the Church of England, the Roman Catholic Church and the Salvation Army. Rev Chris Thomson comes from a successful ministry in London and is our first half time Anglican chaplain – he will be helping the Diocese of Truro with church planting schemes in the other half of his work. Father Jacek Kostuch adds a multi-lingual talent to the team (although he was born in Birmingham) and spent 26 years in the chemical engineering industry before training for the Roman Catholic priesthood. Major Pam Smith has ministered in various places with the Salvation Army but most notably for almost nine years in Russia – we are grateful to the Salvation Army for encouraging her to give us some time as well as working with the corps in Tavistock.

As usual we have been busy throughout the year but in particular during the welcome to new students.

- We gave away 312 cream teas
- We led three walking tours of historic Plymouth for 80 students
- We hosted five free meals where we fed 795 students
- We took 70 students on a guided walk around Mount Edgcumbe.

The University Carol Service was moved to Mutley Baptist Church at relatively short notice this year and a memorable occasion brought to life Christmas from around the world with a story from Nepal, a greeting from Bethlehem (in English and Arabic) and a Swedish carol (amongst other items). We are very grateful for all the help we received from the church in an event that was attended by about four hundred people.

The Dallinger lecture on faith and science is beginning to become a fixture of our year and this year we were delighted to welcome Dr Denis Alexander speaking on “Are we slaves to our genes? A scientific and Christian perspective” which was attended by 92 people.

We once again led the short ceremony around the Portland Square memorial for the 2 minute silence on 11th November but to this were added ceremonies where we kept the minute’s silence for the victims of the Manchester bombing and the London Bridge attacks. Hopefully this will not be a feature of next year’s report but it is an important part of our role.

A new facility for multifaith prayer was opened at the end of the academic year in 20 Endsleigh Place. This has ablution facilities and is suitable for Muslim prayers as well as for members of any other faith to use. Use of the facilities will be overseen by the director of Student Services working with the chaplaincy.
## APPENDIX A

Publications, conference presentations, funding obtained, events attended and other professional outputs by team members: 2016-2017

<table>
<thead>
<tr>
<th>Publications 2016-17</th>
<th>1st Aug 2016 – July 31st 2017</th>
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<tr>
<th>Posters 2016- 17</th>
<th>1st Aug 2016 – July 31st 2017</th>
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<tbody>
<tr>
<td>Bentley, A. and Hastings, D.(2017) ‘It’s like a counselling service is our last choice; it’s our worst choice, sorry.’ Developing new approaches to enhancing the wellbeing of international students’ UKCISA Conference 29 - 30 June Exeter University</td>
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<tr>
<td>Clemens. K. (2017) PMS Staff Conference 16 May</td>
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<tr>
<td>Hilsdon, J (2017) Reviewing and Writing for Academic Journals. Workshop presented at the University of Leicester, 27th June 2017</td>
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<tr>
<th>Attendance at conferences 2016 – 17</th>
<th>1st Aug 2016 – July 31st 2017</th>
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<tbody>
<tr>
<td>Agobiani, S. (2017) ADSHE Conference 2017, Aston University, Birmingham, 23 June</td>
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<tr>
<td>Name</td>
<td>Event</td>
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<tr>
<td>Anderson, S.</td>
<td>NADP Annual Conference. Hinckley, Leicester, 29 - 30 June</td>
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<tr>
<td>Ayer, N.</td>
<td>The Plymouth Employability Jigsaw Project The University of Plymouth 2016-2017 3 &amp; 14 October</td>
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<tr>
<td>Ayer, N.</td>
<td>NADP Spring Conference “When Students are not with us – supporting disabled students when they are away from the University” 9 April</td>
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<tr>
<td>Bourton, J.</td>
<td>Equality of Assessment Day Conference. PUPSMD, 7 December</td>
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<tr>
<td>Bourton, J.</td>
<td>NADP Annual Conference. Hinckley, Leicester, 29 - 30 June</td>
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<tr>
<td>Clemens, K.</td>
<td>PMS Staff Conference, 16 May</td>
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<tr>
<td>Gavagan, K.</td>
<td>BACP Webcast OCTIA Conference, Relational Depth and Emotional Connection in Online Therapy, 16 April</td>
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<tr>
<td>Hocking, K.</td>
<td>NADP Heads of Service Event Inclusive Course Design and Delivery: Latest Research and Development. NADP, London, 23 February</td>
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<tr>
<td>Hocking, K.</td>
<td>NADP Annual Conference. Hinckley, Leicester, 28 June</td>
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<tr>
<td>Pritchard, C.</td>
<td>Mature Learners in Further and Higher Education: A Symposium, Plymouth University, Plymouth, 29 June.</td>
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<tr>
<td>Rowland, J.</td>
<td>ADSHE Regional Conference, UWE, Bristol, 20 May</td>
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<tr>
<td>Rowland, J.</td>
<td>ADSHE Conference 2017, Aston University, Birmingham, 23 June</td>
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<tr>
<td>Syska, A.</td>
<td>How to Get Published: Getting to grips with the practicalities of writing, Writers &amp; Artists Conference, University of Plymouth, 2 December.</td>
</tr>
<tr>
<td>Syska, A.</td>
<td>PedRIO Conference: Employability in the Curriculum and Beyond, University of Plymouth, 19 January.</td>
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</table>

## Training events attended internal 2016 – 17

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<thead>
<tr>
<th>Name</th>
<th>Event</th>
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<tbody>
<tr>
<td>Agobiani, S.</td>
<td>Transgender Awareness Training Session, PU 4 July</td>
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<tr>
<td>Agobiani, S.</td>
<td>Autism Awareness and Colleagues, NAS, 28 February</td>
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<tr>
<td>Agobiani, S.</td>
<td>Neuro Linguistic Training Programme, 15 – 16 June</td>
</tr>
<tr>
<td>Allison, J.</td>
<td>eTutor training (Business School), University of Plymouth, 25 May.</td>
</tr>
<tr>
<td>Anderson, S.</td>
<td>Prevent Training 3 August</td>
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<tr>
<td>Anderson, S.</td>
<td>Mindview Training 23 August</td>
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<tr>
<td>Anderson, S.</td>
<td>Sonocent Training, 13 September</td>
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<tr>
<td>Anderson, S.</td>
<td>Texthelp Webinar, 15 September</td>
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<tr>
<td>Anderson, S.</td>
<td>Autism Awareness and Colleagues, NAS, 2nd February</td>
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<tr>
<td>Anderson, S.</td>
<td>Neuro Linguistic Training Programme 15 - 16 June</td>
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<tr>
<td>Ayer, N.</td>
<td>Mindview 23 August</td>
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<td>Ayer, N.</td>
<td>Sonocent Training 13 September</td>
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<tr>
<td>Ayer, N.</td>
<td>Team Leader Essentials October 2016 through to March</td>
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<tr>
<td>Ayer, N.</td>
<td>Understanding Autism 28 February</td>
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<tr>
<td>Ayer, N.</td>
<td>Neuro Linguistic Programme Training 15 - 16 June</td>
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<tr>
<td>Bourton, J.</td>
<td>Prevent training, 3 August</td>
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<td>Bourton, J.</td>
<td>Mindview Training, 23 August</td>
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<tr>
<td>Bourton, J.</td>
<td>Sonocent Training, 13 September</td>
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<td>Texthelp Webinar, 15 September</td>
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<td>Bourton, J.</td>
<td>Autism Awareness and Colleagues, NAS, 28 February</td>
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<tr>
<td>Bourton, J.</td>
<td>Diversity in the Workplace, 29 March</td>
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<tr>
<td>Bourton, J.</td>
<td>Unconscious Bias, 29 March</td>
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<tr>
<td>Bourton, J.</td>
<td>Sonocent Update Training for University Disability Staff, 27 April</td>
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<tr>
<td>Bourton, J.</td>
<td>Mindview for Assistive Technology Assessment and Training, 2 May</td>
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<tr>
<td>Bourton, J.</td>
<td>Transgender Awareness Training, 14 June</td>
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<td>Event</td>
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<tr>
<td>Clemens, K. (2017) <em>Blogging with UoP training</em>, 13 July</td>
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<tr>
<td>Clemens, K. (2016) <em>Ponopto training</em> 4 and 11 August</td>
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<tr>
<td>Clemens, K. (2016) <em>MindView training</em> 8 August</td>
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<tr>
<td>Collings, D. (2017) <em>Brain in Hand Training</em> 10 January</td>
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<tr>
<td>Dixon, C. (2017) <em>Mental Health Awareness for Staff Dealing with Students</em> 5th April</td>
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Communication; Autism and Sensory Experience; Autism, Stress and Anxiety; Autism: Supporting families
11 October– 14 January

Rowland, J. (2017) Brain in Hand Training 10 January
Sheppard, G. (2017) Mental Health Awareness for Staff Dealing with students
Syska, A. (2016) Unconscious Bias, University of Plymouth, 12 September
Truscott, J.B. (2016) eTutor training (Business School), University of Plymouth, 25 May.
Truscott, J.B. (2016) Fire Marshal Refresher Training, University of Plymouth, 28 October
Walbank, K. (2016) Prevent training 14 November
Walbank, K. (2017) Brain in Hand Training Plymouth University 10 January

Training events attended external 2016 – 17
1st Aug 2016 – July 31st 2017

Agobiani, S. (2016) IBA (Alcohol Identification and Brief Advice) 1 December Plymouth Livewell Southwest
Agobiani, S. (2017) Sensory Processing Disorder Awareness Diploma, Centre of Excellence January - February,
Baker, L. (2017) Solution Focussed Therapy, Livewell South West, 5 & 8 May, 19 June
Clemens, K. (2016) ADSHE regional meeting, UWE Bristol, 8 October
Clemens, K. (2016) ADSHE CPD day, London, 17 September
Clemens, K. (2017) ADSHE regional meeting, UWE Bristol, 20 May
Clemens, K. (2017) NAS core autism online training modules (Understanding Autism; Autism and Communication; Autism and Sensory Experience; Autism, Stress and Anxiety; Autism: Supporting families), 1 April to 20 May
Grote, P. (2016) Developing Creative Practice: Enabling creative contact with clients, by Sean Flynn, Iron mill college, 15 November
Hastings, D (2016) Certified Cyber Therapist. 12 wks over year. Online Therapy Institute
Hocking, K. (2016) Randstad Student Support Regional Roundtable, 15 November
McEwan M. (2017) Student Minds, ‘Look After Your Mate’, Bristol 30 May
McEwan, M. (2017) Solution Focussed Therapy. 5, 8 May, 19 June
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<tr>
<td>Agobiani, S. (2017) ‘In 10 – Dyslexia’ Faculty of Science, 7 March</td>
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<tr>
<td>Anderson, S. (2016) PGCAP – Introduction to Student Services. 8 November</td>
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<tr>
<td>Anderson, S. (2017) PGCAP – Introduction to Student Services. 8 February</td>
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<tr>
<td>Anderson, S. (2017) Invigilator Disability Awareness Training. 4 April</td>
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<tr>
<td>Ayer, N. (2016) Mental Health Awareness with Student Counselling 14 November</td>
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<tr>
<td>Ayer, N. (2016) Mental Health Awareness with Student Counselling 15 November</td>
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<tr>
<td>Ayer, N. (2017) Mental Health Awareness with Student Counselling 12 January</td>
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</tr>
<tr>
<td>Ayer, N. (2017) Mental Health Awareness with Student Counselling 20 March</td>
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<tr>
<td>Ayer, N. (2017) Mental Health Awareness with Student Counselling 5 April</td>
<td></td>
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<tr>
<td>Ayer, N (2017) NMH Development Afternoon 6 July</td>
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<tr>
<td>Baker, L. (2016) Resident Assistants Training – working with vulnerable students and care leavers, Residence Life, 8 September</td>
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<tr>
<td>Baker, L. (2016) Care Leavers Service Information Event, Devon, Cornwall &amp; Torbay Local Authorities, 13 October</td>
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<tr>
<td>Baker, L. (2017) Care Leavers Service Information Event, University Admissions Team, 2 March</td>
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<tr>
<td>Bourton, J. (2016) Nursing School away day DAS presentation 9 September</td>
<td></td>
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<tr>
<td>Bourton, J. (2016) Impact of the DSA reductions and Inclusive Teaching and Learning 12 September</td>
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<tr>
<td>Bourton, J. (2016) PGCAP – Introduction to Student Services, 8 November</td>
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<tr>
<td>Bourton, J. (2016) South West Disability Advisors Network, Exeter, 10 November</td>
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<td>Bourton, J. (2017) PGCAP – Introduction to Student Services, 4 January</td>
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<tr>
<td>Bourton, J. (2017) PGCAP – Introduction to Student Services, 8 February</td>
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<td>Bourton, J. (2017) South West Disability Advisors Network, Plymouth College of Art, 27 April</td>
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<td>Bourton, J. (2017) Mental Health First Aid, 22 - 23 May</td>
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<td>Bourton, J. (2017) South West Disability Advisors Network, Bath Spa 6 July</td>
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<td>Bourton, J. (2017) Mental Health First Aid, 8 - 9 August</td>
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<td>Date</td>
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<td>8 February</td>
<td>Clemens, K. (2017) <em>In 10 LSW presentation</em>, School of Geography, Earth and Environmental Science</td>
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<td>16 May</td>
<td>Clemens, K. (2017) DAS workshop, Peninsula Medical &amp; Dental School staff conference on student support</td>
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<td>13 April</td>
<td>Collings, D. (2017) ‘In 10 – DSA process’ <em>School of Nursing and Midwifery</em></td>
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<td>13 October</td>
<td>Gavagan, K. (2016) <em>Mental Health Promotion</em>. Plymouth University, Truro Campus</td>
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<td>30 November</td>
<td>Gavagan, K. (2016) <em>Developing Resilience and Support</em>. Plymouth University, Truro Campus</td>
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<td>14 February</td>
<td>Gavagan, K. (2016) <em>Mindfulness Awareness Taster Sessions</em>. Plymouth University, Truro Campus</td>
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<td>22 March</td>
<td>Hocking, K. (2017) <em>Mental Health First Aid</em>, 22 - 23 May</td>
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<td>23 September</td>
<td>Hocking, K. (2016) <em>DAS outline for SoBHCS</em></td>
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<td>26 October</td>
<td>Hocking, K. (2016) <em>Course Rep Conference</em></td>
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<td>31 October</td>
<td>Hocking, K. (2016) <em>Exploring matters of advocacy and support in Higher Education</em></td>
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<td>22 March</td>
<td>Hocking, K. (2017) <em>Student Services Conference for Partners</em></td>
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<td>23 September</td>
<td>Hocking, K. (2017) <em>Inclusive Learning, Teaching and Assessment</em> NADP Conference Hinckley Island Hotel and Conference Centre, Leicestershire</td>
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<td>13 October</td>
<td>Johns, N. (2016) <em>Care Leavers Service Information Event</em>, Devon, Cornwall &amp; Torbay Local Authorities</td>
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<td>28 February</td>
<td>Johns, N. (2017) <em>Care Leavers Service Information Event</em>, University Admissions Team</td>
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<tr>
<td>13 March</td>
<td>Walbank, K. (2017) <em>In 10 – LSW to the Library staff</em></td>
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</tbody>
</table>

**Funding obtained: 2016-17**


**Membership, participation and representation of professional bodies**

- Agobiani S Member of Autism Spectrum Conditions Board
- Agobiani S Member of British Psychological Society
- Agobiani S Member of National Autistic Society
- Agobiani S Member of PATOSS
- Agobiani S member of ADSHE
- Agobiani S Associate Member of British Dyslexia Association (AMBDA)
- Agobiani, S NADP
Allison Joe, Fellow of the Higher Education Academy

Anderson, S., NADP

Ayer, N., NADP

Baker, L. Member of the Institute of Leadership and Management (ILM)

Bentley, A. Accredited and Registered Member of the British Association for Counselling and Psychotherapy

Bentley, A. Fellow of the Higher Education Academy

Bourton, J. NADP

Clemens, K. NADAP

Clemens, K., ADSHE

Clemens, K., Fellow of The Higher Education Academy

Fagin, S, CIPD

Gavagan, K. Accredited & Registered Member, British Association for Counselling & Psychotherapy

Gavagan, K. Member of the Association for Counselling and Therapy Online (ACTO)

Grote, P. Accredited & Registered Member, National Counselling Society

Grote, P. Student Member, BACP

Hastings, D. Accredited & Registered Member, British Association for Counselling & Psychotherapy

Hilsdon., J. Fellow of the Higher Education Academy; National Teaching Fellow

Hilsdon., J. Member of the British Association for Counselling and Psychotherapy

Hilsdon, J. Editor of the Journal of Learning Development in Higher Education

Hocking, K., NADP

Hollis, R. Member of the College of Occupational Therapist (COT)

McEwan, M. Member of the British Association of Social Worker’s (BASW)

Pritchard, C. Fellow of the Higher Education Academy

Pritchard, C. Steering Group Member: Association of Learning Developers in Higher Education (ALDinHE)

Pritchard, C. Co-Chair of Research and Development ALDinHE Working Group

Ramage, R Accredited (Senior) and Registered Member of the British Association for Counselling and Psychotherapy

Rowland, J., ADSHE

Rowland, J., PATOSS

Rowland, J. NADP

Rowland, J., Associate Member of British Dyslexia Association (AMBDA)

Syska, A. Member of the Association of Learning Developers in Higher Education

Syska, A. Fellow of the Higher Education Academy

Truscott, J.B. Reviewer for Journal of Learning Development in Higher Education

Truscott, J.B. Reviewer for Journal of Interactive Learning Environments

Truscott, J.B. Fellow of the Higher Education Academy

Truscott, J.B. Member of the Association of Learning Developers in Higher Education

Truscott, J.B. Co-chair of LearnHigher

Truscott, J.B. Associate Member for the Association of Learning Technologists

Walbank, K. NADP

Waterfield, S. Member of PATOSS

Waterfield, S. member of ADSHE

Waterfield, S. Associate Member of British Dyslexia Association (AMBDA)

Way, A. Accredited and Registered Member of the British Association for Counselling and Psychotherapy (BACP)

Way, A. Practitioner and Registered Member of EMDR UK and Ireland.

Way, A. Committee Member of EMDR South West.

Way, A. Friend of PODS, (Positive Outcomes for Dissociative Survivors)
APPENDIX B: Learning Support and Wellbeing Structure Chart updated 21/08/2017

- **Dir of Student Services**
- **Admin PA support for Wellbeing Centre from the admin pool**

- **Head of Learning Support and Wellbeing**
  - John Hilsdon (1fte)

- **Co-ordinating Chaplain**
  - David V Evans (1fte)

- **Student Chaplaincy Assistant**
  - James Baxter (0.09 fte)
  - Hannah Tranter (0.09 fte)
  - Fixed term

- **PALS Coordinator**
  - Carolyn Gentle (0.8fte)

- **PALS Advisor**
  - Beau LeBredonchel (1.0 fte)

- **Learning Gateway – Administration and Reception support team**
  - Assistant Administrator Grade 3
    - Lucy Fretwell (1fte)
    - Charli Kingston (0.8fte)
    - Donna Plant (0.70fte)
    - Gillian Sheppard (1fte)
    - Clare Dawe TTO 27 hours over 32 weeks (0.52)

- **Disability Services Team**
  - Leader
    - Karen Hocking (1fte)

- **Disability Advisors**
  - Sarah Anderson (1fte)
  - Charli Kingston (0.8fte)
  - Donna Plant (0.70fte)
  - Gillian Sheppard (1fte)
  - Sadie Waterfield (0.4)
  - Karen Wallbank (0.4)
  - Daniel Collings (1fte)

- **Learning Development Team**
  - Leader
    - Joseph Allison (1fte)

- **Learning Development Advisors**
  - Alicia Syska (0.5fte)
  - Christie Pritchard (1fte)
  - Jason Truscott (1fte)

- **Student Wellbeing Services Team**
  - Leader
    - Anne Bentley (1fte)

- **Counsellors**
  - Rosalind Ramage (0.7fte)
  - Alexandra Way (0.8fte)
  - Philipp Grote (0.3fte)
  - Kate Gavagan (0.4fte)
  - Dawn Hastings (1fte)
  - Angie Smith (0.6fte)

- **Care Leavers Support Team**
  - Louise Baker (0.7)

- **Mental Health Support Workers**
  - Rachel Foote (1fte)
  - Vacancy (1fte)

- **Student Wellbeing Officer**
  - Hannah Denham (0.8 fte) TTO
  - (maternity leave cover Alex Moseley)
  - Marina McEwan (0.47fte) TTO

**KEY**
- Permanent post
- Temporary contract
- Vacant post

Line Managed by Anne Bentley:
- Sessional Counsellors
- Listening Post Volunteers

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