

Mental Health Charter - Principles of Good Practice

DOMAIN 1: LEARN

1 Transition into university

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Pre application communication and outreach activity • Pre entry support and preparation for university • Recruitment and admissions processes • The transition into university • Induction/orientation • The first year* 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD takes a whole university approach to transition, embedding measures to support the positive transition of all students across their provision and into the curriculum. 2. Measures to support transition begin from pre– application and continue through application, pre–entry, arrival, induction and through the first year. 3. Measures to support transition aim to promote wellbeing, efficacy, academic integration and social connectedness. 4. NSCD provides additional or specific interventions for students who face additional barriers.
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**This doesn't just mean first year undergraduate. It also covers postgraduate students and direct undergraduate entrants onto year 2 and 3.*

2 Learning, teaching and assessment

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Curriculum design • Pedagogy • Assessment strategies • Support for learning • Inclusivity and academic integration • The role of academic staff* 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD ensures that the curriculum takes a holistic and inclusive view of learners, using evidence-informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self–efficacy and improve performance. 2. NSCD ensures that the curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace. 3. NSCD ensures that the curriculum and pedagogic practice encourages deep learning, meaning, mastery and development. 4. NSCD ensures that the curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students. 5. NSCD clarifies the role of academics in supporting student mental health and guides staff to maintain supportive, appropriate boundaries. 6. NSCD ensures that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.
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**All staff involved in teaching and learning, including supervisors, personal tutors, teaching only staff, PhD students*

3 Progression

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Progression from each academic year to the next and/or between academic levels • Progression to time out on placement and back in • Progression back through breaks in study • Progression and transition to life beyond university 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD supports students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g. between years/levels of study. 2. NSCD provides targeted support for students on placement and on professional programmes, who may require more in-depth preparation and specific interventions. 3. NSCD provides adequate support for students taking breaks in study and proactively supports their transition back into education. 4. NSCD supports students to prepare for life, career and further study beyond graduation. 5. NSCD ensures that support for these transitions is structurally embedded into curriculum and university practice.
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DOMAIN 2: SUPPORT

4 Support services

<p><u>What does it cover? *</u></p> <ul style="list-style-type: none"> • Services to respond to students experiencing mental health problems • Support for long term mental illness • Services to support students with issues that may impact on mental health and wellbeing e.g. finance, disability, faith etc. 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD ensures that support services are appropriately resourced. 2. NSCD ensures that support services are safe. 3. NSCD ensures that support services are effective. 4. NSCD ensures that support services are responsive to current and future need and to local context. 5. NSCD ensures that support services are equally accessible to all students. 6. NSCD ensures that support services are well governed.
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**Staff support is discussed in the Staff Wellbeing section*

[Charter continues on next page]

5 Risk

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Risk related to suicide • Risk related to mental health crisis • Risk to wellbeing from others 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD has in place effective practice, processes and training for alerting and assessing risk to staff and students, and appropriately referring those at risk to internal or external services. 2. NSCD ensures staff have access to timely, expert advice and guidance. 3. NSCD provides interventions for all affected by risk and suicide and provides support for those at risk, when waiting for external interventions. 4. NSCD reduces risk by ensuring it provides a safe physical environment and university culture. 5. NSCD supports students to be able to report concerns.
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6 External partnerships and pathways

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Relationships with primary and secondary health care • Relationships with social care • Relationships with 3rd sector providers • Relationships with Disabled Students Allowances (DSAs) funded private suppliers 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD is able and willing to work collaboratively with NHS/Social Care to support individual students. 2. NSCD supports NHS/Social Care and other relevant agencies to understand the context of student life and the implications of treatment options and other decisions. 3. NSCD has arrangements in place to assess risk and effectively communicate this to NHS/Social Care. 4. NSCD works with NHS/Social Care to support students to return to study when appropriate. 5. NSCD works collaboratively with DSA funded private providers, ensuring they are aware of providers who provide support to their students and that those providers understand the mechanisms for reporting concerns.
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7 Information sharing

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Sharing information with families, guardians, spouses or relevant people in the lives of students <p><i>[Table 7 continues on next page]</i></p>	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD works with students to mobilise all of their available resources to support their mental health— especially in instances of crisis. 2. NSCD acknowledges and demonstrates understanding that working with families, statutory services and others can provide effective support for students with poor mental health.
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<ul style="list-style-type: none"> • Sharing information with statutory services* 	<p>3. NSCD ensures that any decision to override student wishes or to pass on information without consent is done as a result of an appropriate, well governed, clinical assessment, is consistent with relevant national guidance, is clearly justifiable and is in the best interests of the student.</p> <p>4. NSCD ensures that information is passed to the most appropriate people, who can reduce risk.</p> <p>5. Confidentiality arrangements are clear, accessible and highly visible</p>
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*Information sharing within the university is covered in Cohesiveness of Support Across the provider

DOMAIN 3: WORK

8 Staff wellbeing

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Workplace culture • Interventions to support good staff wellbeing • Support for staff who are experiencing problems with their mental health 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD ensures staff feel able to discuss their own mental health and wellbeing and have access to effective, accessible support and proactive interventions to help them improve their own mental health and wellbeing via HR. 2. NSCD equips managers with the knowledge, skills and confidence to support good wellbeing within their teams and respond appropriately when staff experience poor mental health. 3. NSCD enables staff to adopt and maintain healthy lifestyle and workplace behaviours.
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9 Staff development

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Staff training and development on mental health • Role specific training on responding to student mental ill health and clarifying boundaries • Ongoing development of staff in mental health roles • Training managers to support staff in supporting students • Training managers to support good wellbeing, within their teams and respond appropriately to staff experiencing poor mental health 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD supports staff to develop, individually and collectively, the confidence and ability to promote positive mental health and respond appropriately to poor mental health. 2. NSCD supports staff to recognise and respond appropriately to poor mental health and signs of risk, signpost effectively and maintain the safe boundaries of their role. 3. Staff receive mental health training that is context and role specific.
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DOMAIN 4: LIVE

12 Social integration and belonging

<u>What does it cover?</u> <ul style="list-style-type: none">• Ensuring students become socially integrated into university• Creating a safe, inclusive community• Tackling isolation	<u>Principles of good practice:</u> <ol style="list-style-type: none">1. NSCD takes considered action to ensure a diverse, safe community.2. NSCD actively and systematically supports the social integration of all students.3. NSCD works to prevent and address marginalisation, discrimination or harassment of individual students and groups.4. NSCD ensures social cohesion and individual differences exist alongside each other, taking account of power dynamics and imbalances.
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13 Physical environment

<u>What does it cover?</u> <ul style="list-style-type: none">• Design and maintenance of work, learning and living spaces within the university• Provision and use of green spaces and nature• Movement between buildings and wayfinding• Reducing risk through the physical environment	<u>Principles of good practice:</u> <ol style="list-style-type: none">1. NSCD engages with evidence and the community to embed wellbeing and accessibility within the design of new buildings and developments where relevant.2. NSCD engages with evidence and the community to embed wellbeing and accessibility into the redevelopment and maintenance of its current estate where relevant.3. NSCD ensures that the design and allocation of working and learning spaces effectively supports the learning/work undertaken within that space.4. NSCD ensure that wayfinding is clear and makes navigating campus easy for all.
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ENABLING THEMES

14 Leadership, strategy and policy

<u>What does it cover?</u> <ul style="list-style-type: none">• University wide strategy• University policies and procedures• Visible and effective university leadership committed to improving mental health	<u>Principles of good practice:</u> <ol style="list-style-type: none">1. NSCD has a strategic whole university approach to mental health that is embedded in day to day practice and culture.2. NSCD has an approach to mental health and wellbeing which is robustly evidence informed.3. NSCD has an approach to mental health and wellbeing that is co-produced with staff and students, seeks to mobilise the whole community and considers mental health across the whole university.4. NSCD's approach to mental health and wellbeing is evident in other strategies, policies, procedures and practice.5. There is visible leadership and commitment to mental health across the entire school.6. NSCD's approach to mental health is clearly linked to and part of core institutional missions.
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15 Student voice and participation

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Student involvement in the development of mental health strategies • Student voice and participation in shaping key university strategies that affect mental health (e.g. teaching and learning strategies) • Student voice, participation and co-creation of services and responses to mental health • Processes for students to raise concerns and highlight issues which may positively or negatively impact on their mental health 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD works in partnership with students to develop mental health related strategy and policy. 2. NSCD works in partnership with students to shape the ongoing development and oversight of support services. 3. NSCD works in partnership with students and staff to create a culture that supports good wellbeing. 4. NSCD takes proactive steps to ensure that a diverse range of student and staff voices are considered in developing responses to mental health. 5. NSCD ensures that student-led or peer support interventions are safe, appropriately resourced and well-managed.
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16 Cohesiveness of support across the provider

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Collaboration and cohesiveness across and between student support service teams • Collaboration and cohesiveness of response between student support services and academic staff • Collaboration and cohesiveness of response between student support service teams and other professional services staff 	<p><u>Principles of good practice:</u></p> <ol style="list-style-type: none"> 1. NSCD ensures cohesion and appropriate collaboration between different support services. 2. NSCD ensures cohesion and appropriate collaboration between support services and academic teams. 3. NSCD facilitates appropriate sharing of information across the institution to support individual students. 4. NSCD ensures effective signposting and triage across the institution. 5. NSCD works to develop a shared vision and understanding between different parts of the university community, towards mental health.
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17 Inclusivity and intersectional mental health

<p><u>What does it cover?</u></p> <ul style="list-style-type: none"> • Staff and students who may face additional challenges due to structural, personal or cultural inequalities e.g. LGBTQ+ students, BAME students, care leavers, carers, disabled students, mature students, 	<p><u>Principles for good practice</u></p> <ol style="list-style-type: none"> 1. NSCD takes action to understand its population and staff and students' differing needs and experiences. 2. NSCD ensures that the culture and environment is inclusive, welcoming and safe for all members of the university community.
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<p>widening participation, first generation students, international students, students for whom English is a second language and others (this is not an exhaustive list)</p> <ul style="list-style-type: none"> • Students who may face additional challenges due to Higher Education specific inequalities such as their mode of study, relationship to campus or status as non-traditional students e.g. Online learners, part time students, postgraduate research and postgraduate taught students, commuter students, students on professional placements and students studying overseas. 	<ol style="list-style-type: none"> 3. NSCD develops specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to structural, personal or cultural inequalities. 4. NSCD develops specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to higher education specific inequalities, such as mode of study or access. 5. NSCD ensures support services work to improve their cultural competence and are able to respond to different student backgrounds, characteristics and experiences.
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