

**Specialist Wellbeing
Services**

(Counselling

and Mental Health)

Full Annual Report 2023-24

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Introduction

Following a period of review and restructure in 2022 - 23, the University Counselling Service (UCS) and the Mental Health Advisory Service (MHAS) merged to form one Specialist Wellbeing Service at the University of Nottingham to strengthen our support offer to students. Within this new structure, we have aligned roles and processes whilst maintaining the delivery of our two distinct specialisms which support individual team remits and professionalism. For further information on Specialist Wellbeing Services and other key wellbeing services, please visit our [Wellbeing Services Information](#) website.

Within this restructuring, we have created and refined a number of senior roles across both services to ensure effective, swift and appropriate access to those students requiring our intervention. This has supported and strengthened the stepped care approach we are promoting across all our wellbeing services, which puts the students' needs at the heart of our support and enables services to manage demand and capacity effectively. In addition to a Head of Service and Administrative team, UCS is supported by 6.6fte Senior Counsellors and 6.5fte Counsellors and MHAS is supported by 4.6fte Senior Mental Health Advisors and 1.8fte Mental Health Advisors.

This past year has seen new staff welcomed to the teams who have brought with them a wealth of experience, diversity and positivity to the service. Our administrative team has remained at the heart of the service, and they continue to work tirelessly, often behind the scenes, to keep the teams running smoothly and effectively. They go above and beyond in meeting, greeting and communicating with students and staff to promote a welcoming and inclusive environment and without them, we wouldn't have the services we have today that we are so proud of. For further information on staff roles in our services, please visit our [Meet the Team](#) website.

Working together has enabled new opportunities for collaboration and innovation which directly enhances the student experience as well as time to share skills and knowledge from our specialist areas. Team meetings, development days and CPD meetings have supported team cohesion and a better understanding of the work we do, the challenges we face and the broader themes in student wellbeing. In addition, both UCS and MHAS have collaborated with the wider University in supporting training, open days and response to critical incidents.

A huge amount of work has been completed in engaging with the student voice this past year. In addition to the comprehensive EDI updates within this report, we have met with the Student Wellbeing Advisory Panel who were able to provide valuable feedback on our booking process and directly improve the student experience. Another key area has been

reviewing how we seek feedback from students using our services and this year we have trialed a faculty-based reach out via the Support and Wellbeing Service which resulted in good engagement with 19 respondents for MHAS and 85 for UCS. Moving through this year we will build on the knowledge this has given us in terms of the timings of feedback requests, methodology and length of surveys. We are particularly excited to be part of a whole student survey next term which will be an opportunity to discover more around the barriers that students can experience in help seeking at university.

Our relationships with external services remain pivotal in meeting the wellbeing needs of students and new referral pathways have been developed in 2023-24 to support students and staff to be well informed and exercise choice and control over the most clinically appropriate model of care. In addition, our ongoing commitment to contribute to Public Health Steering Groups means we continue to ensure student mental health needs are considered in the design and delivery of NHS and partner organisation services. We have also valued the opportunity to contribute to the most recent joint strategic needs assessment for Nottingham and Nottinghamshire which will focus on the needs of adults with low mental wellbeing and on prevention, early intervention and community approaches to staying well. Our termly external liaison meetings continue to be well attended by NHS Mental Health Services and help strengthen links with external providers.

Work towards the [University Mental Health Charter](#) is progressing and Head of Specialist Wellbeing Service and Associate Director for Student Wellbeing are leading on the support domain. This is a journey as opposed to a destination, and we remain committed to making meaningful progress towards a whole-university approach to wellbeing. This means ensuring we are adequately resourced, effective, and have accessible mental health services with proactive interventions. It means providing an environment and culture that reduces poor mental health, as well as supporting good mental health and facilitating staff and students to develop insight, understanding, and skills to manage and maintain their own wellbeing. This will continue to be an area of focus as we move towards submission in 2026.

For most people, psychological distress does not require formal intervention and at the beginning of a help seeking journey, students will often source appropriate support from their community, their peers and their family. They may modify their behaviour to promote and enhance their well-being by engaging in good routines, exercise and a balanced diet. Some students will explore information and advice on our [Healthy U](#) website which provides a range of support on issues that are important to students. To enhance this support, [Togetherall](#) is a 24/7, clinically informed, digital mental health service that UoN provides free of charge to all staff and students. Having been in place since 2020, we have

recently renewed our contract which secures this support for the next year. Togetherall has provided support to 4,054 members from UON since we launched (719 staff), Over the last 12 months 868 new members have joined the platform (160 staff), 49% of users were from the BAME community, 23% identified as male and 4% identified as gender non-conforming. 208 courses have been accessed with the most popular being "Balance your thinking", "Managing depression and low mood" and "Improve your sleep".

This first Specialist Wellbeing Service annual report has been compiled in conjunction with our Senior Team and Administrators and provides an overview of activity across the academic year 2023-2024. Some sections are combined between both services and some stand alone. As well as disseminating widely to our partners and stakeholders internally and externally, this report will additionally be published on our Counselling Service website and sent directly to students using the Mental Health Advisory Service within the same period.

Contact details:

Ellie Turner - Head of Specialist Wellbeing Services (Counselling and Mental Health)

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Nicolette Poyzer - Specialist Wellbeing Services Administrator (University Counselling Service) and Jane Hoddinott - Specialist Wellbeing Services Administration Officer

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Team and Clinical Leads

The development of one Specialist Wellbeing Service created the important roles of Team and Clinical Leads for both the Counselling and the Mental Health Advisory Service, providing a structure of clinical and operational leadership to the teams.

Robust clinical governance and team oversight is central to the Clinical Lead role and ensures there is parity of experience for students accessing specialist support. For our Counselling Service, this has included strengthening our one at a time model, supporting the team to have access to clinical management support and developing and chairing a schedule of clinical, team and senior meetings.

In the Mental Health Advisory Service, our Clinical Lead provides regular clinical supervision for all student facing staff members alongside support and guidance for our colleagues in the wider university teams. High standards of care are reflected within our overarching clinical governance standards and the team continues to complete yearly clinical audits and case load reviews, to accurately reflect current numbers of students as well as compliance with GDPR.

Team leads are the first point of call for operational concerns and support annual appraisals and our response to Freedom of Information requests. In both teams, these leadership roles are central to our university response to critical incidents. Over the next year there will be developments made to the existing response to traumatic events and loss with additions made to the resources on the Healthy U pages and a coordinated response regarding the use of psychological debrief.

Contact details:

Matthew Johnston – Senior Counsellor - Team Lead

(Currently seconded until January 2025)

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Equality Diversity and Inclusion

Staff working in our Specialist Wellbeing Service are committed to practicing in ways that are inclusive, accessible and affirming to students from all backgrounds, cultures, ethnicities, beliefs, sexualities, abilities, gender identities and socio-economies and we promote and enhance inclusivity through ongoing training commitments. For further information, please see our University of Nottingham Counselling Service [EDI and Accessibility Strategy](#) Pivotal to our EDI commitments are the senior positions of EDI Leads for both the Counselling and Mental Health Advisory Service.

In our Counselling Service, new connections and relationships have been made with the wider University including the Head of EDI Managers & Development Lead, the Students Union, Chaplaincy and the University Disability Support Team. Learning about University wide initiatives and sharing knowledge has supported greater awareness of the student experience alongside allowing opportunities for collaboration. This has also directly enhanced our staff EDI resources library which aims to promote the needs of students and raise awareness of specific barriers and experiences of students seeking support at university.

More locally, work has been underway to improve the physical experience of accessing our Counselling building to ensure it is an inclusive, warm and welcoming space for our students. This has included softening the lighting and reducing glare in our waiting area. Having pronoun badges available in our waiting area and counselling rooms and changing the layout of the furniture in our waiting room to provide more space and reduce sensory confusion.

To help us understand barriers to access and enhance referral pathways, we asked all university staff engaged in referring students to UCS to complete a survey. We received a total of 17 responses with 80% of respondents reporting that they felt the referral process was a straightforward process. Most respondents felt it would be useful to have up to date

information about waiting times and more details about counselling to pass on to students. When asked which students encountered difficulties accessing the service, the group most frequently cited were international students (24% of referrers). Our data had also shown a slight drop in international students accessing UCS over the last year and in February we launched a survey designed to capture feedback from international students who had attended counselling sessions. The response rate was very low (7 students) despite active promotion in the building and in sessions. However, results from this survey were very positive, with a 97% satisfaction rate and 100% of respondents stating that they would recommend the service to a friend. Constructive feedback was very much in line with feedback received from other service users in that it focused on the number of appointments offered and the length of time students had waited to access the service.

Following on from the referral and international students' surveys, we were keen to build up a more complete picture of any challenges and misconceptions associated with access to the service, particularly in view of the low level of feedback from international students. Two focus groups were jointly organised in the spring by the Student Union and UCS with the aim of gaining a better understanding of challenges students can experience in accessing counselling at the University. The research gained insights from 16 students and was an enjoyable project which highlighted the importance and value of engaging with the student voice both of students using the service and of those that don't. The themes which emerged included difficulties navigating the referral system, confusion around waiting times, a need to clarify the service we offer and demystify cultural understandings of support, as well as the impact of language barriers. We are working towards addressing the recommendations from the focus groups and surveys in a variety of areas:

Improving access:

In conjunction with the UCS Referrals and Allocation Leads we are investigating referral pathways for additional departments to increase access for our hard-to-reach groups. In addition, both UCS and MHAS now have access to a translation service where required and we are researching AI tools as well as consulting colleagues around language and culture to better meet the needs of our international students.

Enhancing outreach and promotional messaging:

As we move towards a shared wellbeing division website, we are fine-tuning the inclusivity statement and have recently published an updated [UCS EDI and Accessibility Strategy](#) on our current landing page. Over the next academic year, we are aiming to increase UCS presence at university outreach events to continue to demystify the counselling experience.

Embedding EDI into the Groups and Workshops programme:

This year has seen the introduction of the Black Students Group into our regular programme of Groups and Workshops, as well as an outreach workshop for students with ADHD. We will continue to liaise with the Groups and Workshops lead to identify opportunities to support any groups of students who are under-represented in our existing service offer.

Our EDI lead in MHAS has a presence at UoN's [People and Culture Committee](#) EDI meetings which provides an opportunity to ensure that there is an integrated, proactive approach to equality, diversity and inclusion that meets the University's public sector equality duties, is informed by sector best practice and supports the achievement of the University's values and objectives. The committee reports regularly to the University Executive Board detailing progress in the delivery of the University's [EDI Strategic Plan](#) and the overall delivery of the People/HR Strategy. The EDI Lead additionally disseminates EDI

information on university wide initiatives, this includes Black History Month, Chinese New Year and LGBT+ History Month.

Looking forwards, engagement with the student voice and enhancing data collection will be central in improving our specialist support offer to all students and both teams will continue to develop cross-university relationships to ensure student participation shapes our services. Our Counselling Service have additionally applied to present to the widening participation panel within the next academic year. The panel consists of current students who come from underrepresented groups at the university and could include care-experienced and/or estranged students and students from BAME backgrounds and will provide another good opportunity to consider any barriers to accessing support.

In the Mental Health Advisory Service, resources will be reviewed and made available online and in multiple formats to accommodate different learning preferences and accessibility needs.

Contact details:

Susie Ward – Senior Counsellor Equality, Diversity and Inclusion Lead
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Zaqia Ghafoor – Senior Mental Health Advisor Equality, Diversity and Inclusion Lead
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Neurodevelopmental Support

To support our EDI objectives, MHAS has a dedicated Neurodevelopmental Lead. This crucial role supports training for all staff working in wellbeing services and directly supports neurodivergent students using evidence-based interventions. Over the past year, our Neurodevelopmental Lead has been supported to complete post graduate training in Autism. As well as creating an opportunity to forge greater links with external stakeholders, this has additionally enabled a number of gold standards to be identified. These are listed below, and we look forward to reporting back next year on the action taken to achieve these aims.

Gold standard – Promoting an autism friendly service

We want to ensure our services have a proactive and outwardly welcoming stance to our neurodivergent students. To do this we aim to review all correspondence, literature and interactions to ensure we are using neurodivergent affirming language.

Gold Standard - providing clear, accurate and comprehensive pre assessment information

We know that new and uncertain situations can cause anxiety and that previous negative experiences of mental health services can add to this anxiety for our neurodivergent students. To reduce this and build good relationships we aim to provide clear information on who the team are, what the session will look like and what is expected of the person. By providing photographs of the physical environment and being clear on things like appointment times, we hope to support students in their understanding and expectations of our services.

Gold standard - Training for staff

Training delivered to the wider wellbeing services will be guided by NAS Good practice guide (2021) and NHS England document 'Meeting the needs of autistic people' (2023).

Gold Standard – Accessible Sensory environment

Sensory sensitivities can be a barrier to accessing healthcare and considering the sensory environment should be considered a reasonable adjustment under the Equality Act 2010.

Work is underway to make options around sensory environment explicit in pre assessment information and reiterated at the appointment. For example, room layout, heating, lighting or preferences around eye contact.

Gold Standard - Assessment that is relevant to autistic need.

By

considering autistic needs we aim to holistically assess any impact on mental health, resulting in better outcomes and potential recovery from difficulties. Moving forwards, our assessments will consider autistic strengths, stimming, masking, areas of expertise, difficulty with identifying emotions and feelings and related physical and mental health conditions.

Gold Standard - Mental health interventions

Currently, interventions from the Mental Health Advisory Service are designed around neurotypical people and have not considered neurodivergent conditions such as autism explicitly. By providing an assessment that considers autistic needs we can identify common challenges and tailor support.

Gold standard - Autism adapted safety plans

Mental health services regularly use safety plans to support people who are experiencing difficulties with self-harm, suicidal thoughts or other significant risks. Current safety plans are not designed for autistic people and therefore are not as beneficial an intervention as with neurotypical people. We are developing autism adapted safety plan to utilise the most up to date risk management tools.

Contact details:

Andrew Workman – Senior Mental Health Advisor Neurodevelopmental Lead

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Training and Development

Specialist Wellbeing Services have two dedicated staff members who have additional senior responsibilities around whole team training, development and induction for new staff. These roles play an important function in securing opportunities, in line with professional training and registration, to ensure skills are kept up to date and staff continue to grow and learn. It is well known that Higher Education Institutions are experiencing a period of financial challenge, and this has inevitably impacted on our ability to fully utilise these roles. With this in mind, MHAS ran a program of monthly CPD sessions for all Specialist Wellbeing staff using a mix of internal and external expertise to enable learning related to student mental health and wellbeing. UCS additionally coordinates bi-monthly CPD groups.

Further recruitment is planned for both the UCS and MHAS during academic year 2024-25 and these roles additionally support new starters to feel welcome and supported. Ensuring staff have been provided with the knowledge, experiences and information they need has resulted in safe and successful integration into the teams and the wider University.

Moving forwards, we will seek to devise a skills matrix that maps service needs with competencies and role profiles. Identifying key elements of service roles in this way will help to identify gaps in skills, and training needs so we can plan to address this in a coordinated way that directly supports the student experience.

Contact details:

Lee Wilkes - Senior Counsellor Development and Training Lead

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Fiona Potter - Senior Mental Health Advisor Development and Training Lead

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Groups and Workshops

The University Counselling Service delivers a program of Groups and Workshops during each academic year which provides valuable opportunities for students experiencing a range of difficulties. Workshops have a specific theme such as perfectionism, self-esteem or anxiety. Workshop sessions have input from the counsellor running it, as well as reflective exercises to allow discussion and sharing of experiences from students attending. They are often focused on finding practical ways of managing specific issues. Groups are run as counselling in a group setting and meet regularly (weekly or monthly). Attendees get to know other group members and can benefit from support and understanding from other participants, as well as hearing different perspectives.

In academic year 2023-24, 13 Workshops were offered with 104 students attending. In the same time period, 3 groups were run and had attendance of between 4 and 8 students at each session.

For further information on our Groups and Workshops programme, please visit:

<https://www.nottingham.ac.uk/counselling/workshops-and-groups/workshops-and-groups.aspx>

Looking ahead:

In the coming year we will be strengthening our Groups and Workshops offer and Counselling staff are being encouraged and supported to develop their individual areas of interest and expertise. These will provide a valuable opportunity to engage with students that find our services difficult to access and support our EDI objectives. We are excited to see the continuation of our International Students Support Group, and our Black Students Support Group alongside the re-introduction of our Being Male group. We are also looking forward to a programme of specialised workshops for Care Experienced and Estranged Students.

Contact details:

Grace Lake - Senior Counsellor Proactive, Self-Help and Group Intervention Lead

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BR-UCSWorkshops@nottingham.ac.uk

Faculty of Medicine and Health Sciences Counselling Provision

There is a wealth of research that highlights the unique mental health vulnerabilities of medical and health sciences students and the specific nature of responsibility, shame, demands and stress. There is also research which suggests that embedding a counselling role in a department within an institution can positively impact the psychological and emotional needs of these students. In response to this, there was a recognition by the Faculty of Medicine and Health Sciences at the University of Nottingham that a more bespoke service was required to support the student's mental health as they embarked on placements and that this should be as accessible and meaningful as possible. The belief was that by embedding it within the school, the support offer could be more flexible in terms of availability and type of appointment whilst also embedding knowledge of the stressors and requirements of the training. In 2020, we appointed a dedicated Senior Counsellor in the faculty, and this has recently increased to include 3 more part time Counsellor and Psychological Support Workers. The team work together to provide a counselling and psychological support service to medical and nursing students who are on placement or preparing to go into placement for their training. This recent growth has resulted in increased autonomy for the service and clearer lines of management responsibility.

Overview 2023-24:

One-to-one counselling:

- Over 110 users have been seen for one-to-one sessions since last August.
- Face to face sessions offered one day a week.

Workshops and training events

- Attendance at exam stress, transition to placement, self-care and anxiety workshops have had attendance of between 30-90 students, with exam stress being the most popular.
- Medical education Centres have requested more support with training their Clinical Teaching Fellows and mental health training has been run at each induction event
- The counsellor is now on site one day a week, based at the medical school in the morning and in the QMC in the afternoons. This has increased collaboration with colleagues and promoted the role to students attending at QMC. This has also meant some students can access face to face counselling.
- Mandatory participation trauma lectures have been delivered to School of Nursing

Neuro-divergent support pathways

- Development of an awareness tool to help neurodivergent students identify their needs on placement
- Piloting use of 'purple card' system to allow neurodivergent students to leave teaching when overwhelmed
- Development of strategies with the hospital sites to support neurodivergent students, for example the inclusive teaching strategy at Derby Royal.

- Staff training delivery on Autism and ADHD

Future plans:

- The new staff will all work online from home two days a week and one day a week will be based at different hospital sites, allowing for more face-to-face access for students and staff.
- From Monday to Thursday the team will be able to offer an extended hours service until 7.30 pm which will increase access for our cohort.
- More collaboration with the sites in increasing awareness and support for the students.
- Continued collaboration with colleagues, developing a drop in space with MHAS for neuro-divergent and vulnerable students.
- The creation of more specific spaces for international and older students.

Contact Details:

Beth Hill - Senior Counsellor - Medical and Health Sciences Team and Clinical Lead

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Referrals and Allocation

The University Counselling Service is a well-used service which has previously struggled significantly with long student waiting times. With acute periods of referral intensity, specific Senior Counsellor roles have been developed to ensure continuous improvement to the referral process.

The focus during academic year 2023-24 has been to clarify the process of student referral to UCS, what our appointment offer is, and to monitor our waiting list and take responsibility for the review of priority referrals and returning students (who had previously undertaken counselling with UCS within the academic year). This has supported changes to the referral form for the coming year to include students' preferred name, pronouns, GP practice and current UK contact number. Work has been completed in connecting with our frequent referrers to enhance knowledge and understanding of the remit of counselling in Higher Education and develop and strengthen relationships with key stakeholders. In addition, Senior Leads in this area have supported our EDI leads in reviewing and refining student communication following feedback from student focus groups.

Statistics (September 2023 – July 2024)

There were over 2350 referrals to UCS this academic year (759 priority or returning student referrals) and of these 279 (36.8%) were prioritized. Of the priorities reviewed, 21 (2.8%) did not book an appointment when they were offered the opportunity to do so via the Student Life app. A further 23 (3%) were referred to the external organisation 'Problem Shared' who have supported our students to access counselling at times of high demand over the past 4 years.



As the graph above indicates, we saw our waiting list steadily increase from September 2023, peaking in January 2024 with 200 students waiting. Numbers then decreased slightly before rising again in February, March and April. From April, we saw a steady decline as we moved towards the end of the semester.

Our main referral source was the Support & Wellbeing team with 86% of our referrals coming from this team. Other referrers (in descending order of frequency) were the Mental Health Advisory Service, the Report & Support team, Disability team, Sexual Violence Liaison Officers, Residential Experience Team, the PG Welfare & EDI officer, Problem Shared, Chaplaincy and Cripps Health Centre.

Most students were undergraduates (606, 79.8%), followed by postgraduate taught (93, 12.3%) and post graduate research (60, 7.9%).

Students were primarily based at UP campus (518, 68.2%), followed by QMC (100, 13.2%), Jubilee (85, 11.2%) and SB (46, 6.1%). Ten other referrals were based at Derby or City Hospital.

This academic year we have focused on setting and maintaining high professional standards within the team, communicating these to our wider referring teams and ensuring the service is able to best meet the individual needs of our students. We are committed to this focus into the next academic year.

Contact Details:

Jane Titterton - Senior Counsellor Referral and Allocation Lead

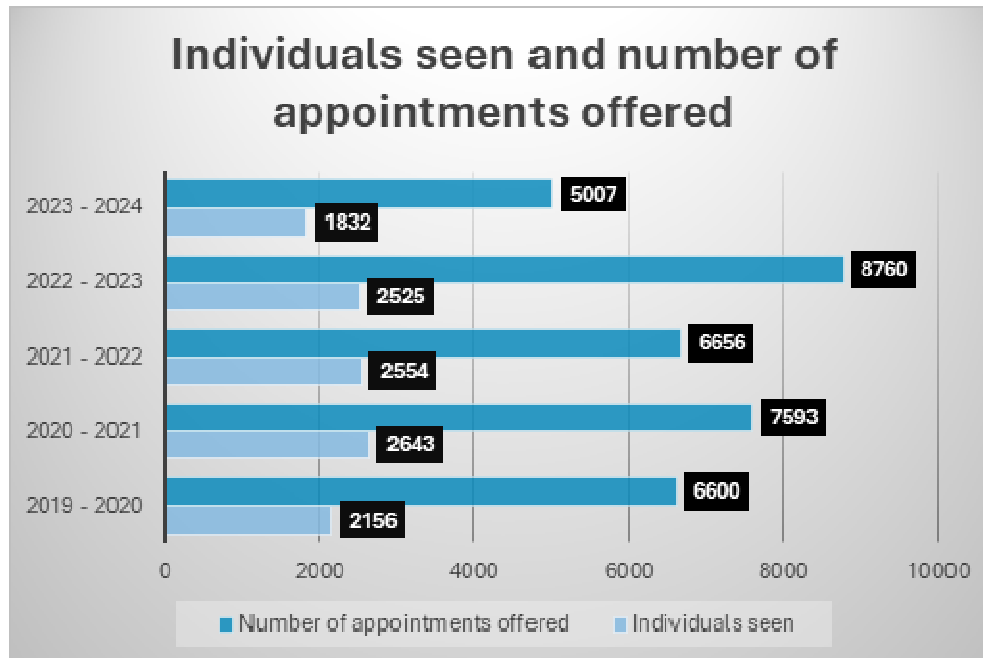
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Helen Wordley- Senior Counsellor Referral and Allocation Lead

helen.wordley1@nottingham.ac.uk

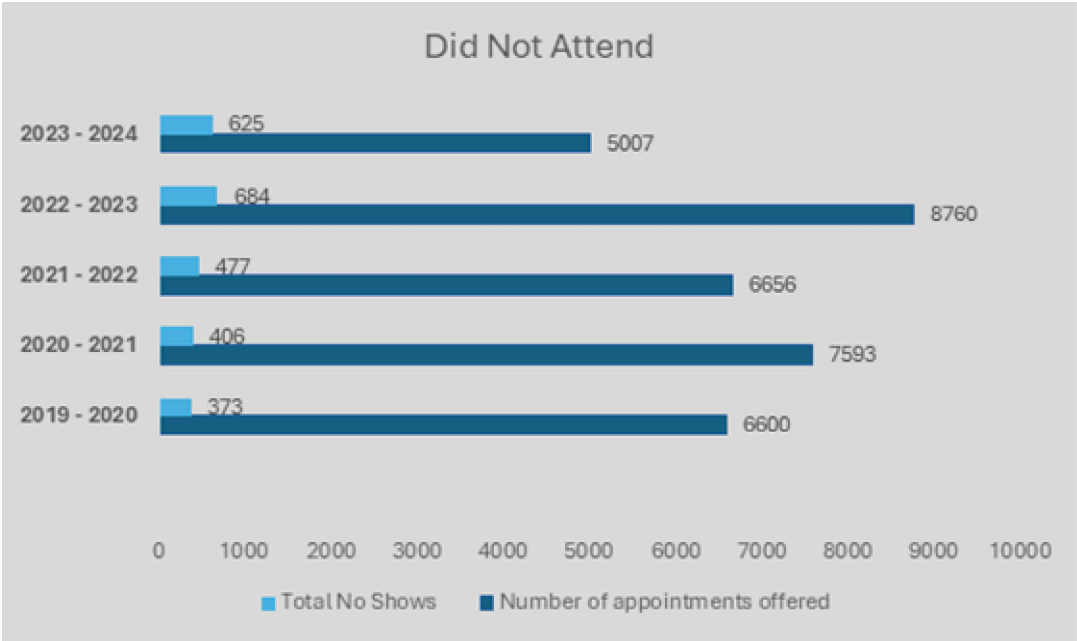
Appendix 1 - University Counselling Service Data 2023-24

Overall Student numbers 2019 - 2024



Academic year	Individuals seen	Number of appointments offered	Average # of apps per person
2019 - 2020	2156	6600	3.06
2020 - 2021	2643	7593	2.87
2021 - 2022	2554	6656	2.61
2022 - 2023	2525	8760	3.47
2023 - 2024	1832	5007	2.73

***Staff were included in these figures up to end of academic year 2022 - 2023.**

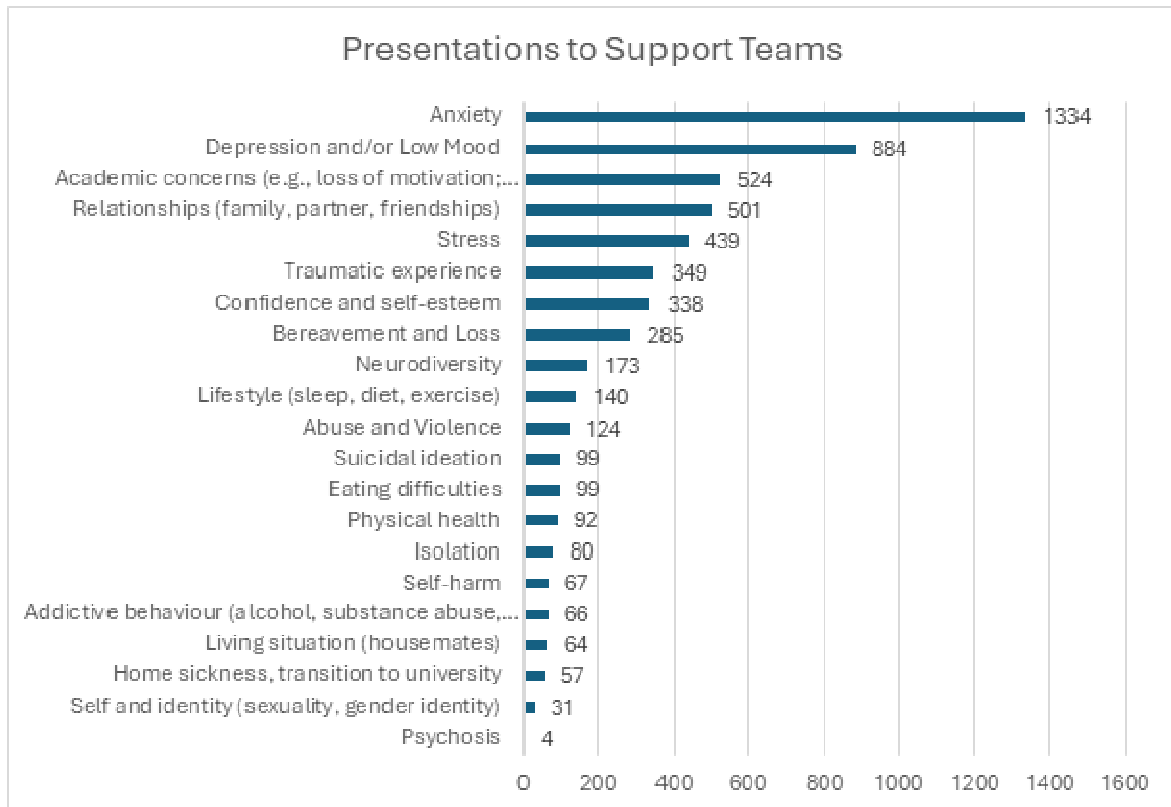


Academic year	Number of appointments offered	Total No Shows	Percentage
	[OBJ]	[OBJ]	
2019 - 2020	6600	373	5.70%
2020 - 2021	7593	406	5.30%
2021 - 2022	6656	477	7.20%
2022 - 2023	8760	684	7.80%
2023 - 2024	5007	625	12.40%
	[OBJ]	[OBJ]	

***Staff were included in these figures up to end of academic year 2022 - 2023.**

Presentations 2023 – 2024

This academic year has seen a continuation of Anxiety, depression and/or low mood, academic concerns, relationships and stress, continue to be the top five presentations.

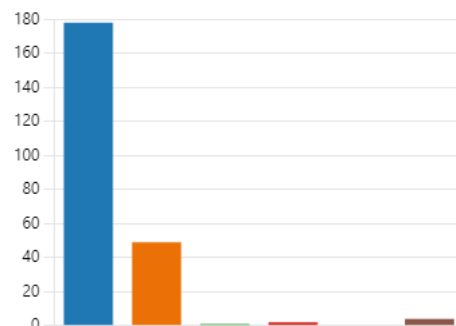


EDI Data

This is data collected from an optional questionnaire sent to all those who access the Counselling Service. Over the next year we will be looking into utilising University systems to improve EDI reporting in the service.

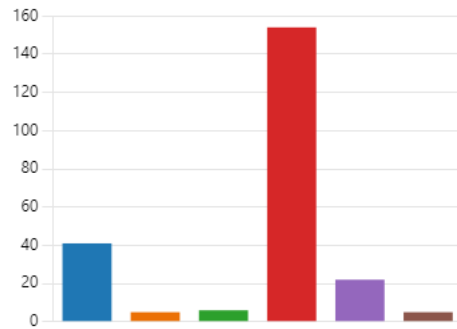
Gender

Female	178
Male	49
Trans Male	1
Trans Female	2
Prefer not to say	0
Other	4



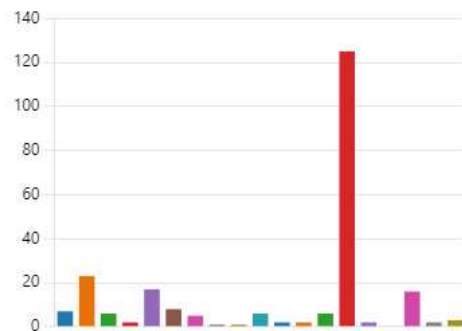
Sexual orientation

● Bisexual	41
● Gay Man	5
● Gay Woman / Lesbian	6
● Heterosexual / Straight	154
● Prefer not to say	22
● Other	5



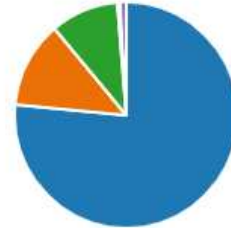
Ethnicity

● Arab	7
● Asian/British Asian: Indian	23
● Asian/British Asian: Pakistani	6
● Asian/British Asian: Bangladeshi	2
● Asian/British Asian: Chinese	17
● Asian/British Asian: Other Backgr...	8
● Black/Black British: African	5
● Black/Black British: Caribbean	1
● Black/Black British: Other Backgr...	1
● Mixed: White/Asian	6
● Mixed: White/Black African	2
● Mixed: White/Black Caribbean	2
● Mixed: Other Background	6
● White: English/Welsh/Scottish/...	125
● White: Irish	2
● White: Gypsy or Irish Traveller	0
● White: Other Background	16
● Prefer not to say	2
● Other	3



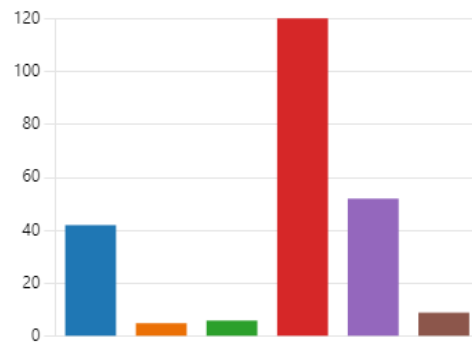
Current level of study

Undergraduate	179
Postgraduate Taught	29
Postgraduate Research	23
Prefer not to say	1
Other	2



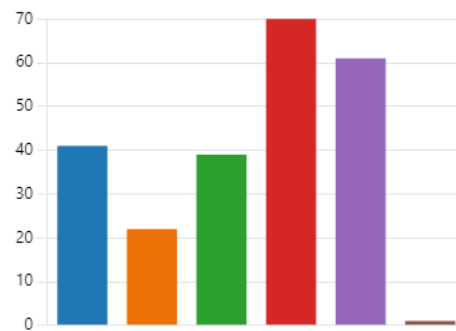
Do you Consider yourself to have a disability?

Yes - specifically mental health ...	42
Yes - physical health impairment...	5
Yes - both mental health and ph...	6
No	120
Unsure	52
Prefer not to say	9



What faculty does your course fall under?

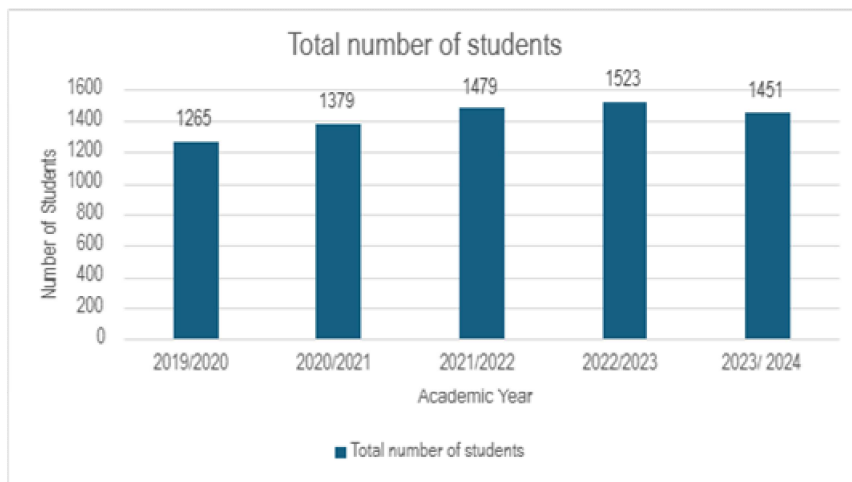
Arts	41
Engineering	22
Medicine and Health Sciences	39
Science	70
Social Sciences	61
Prefer not to say	1



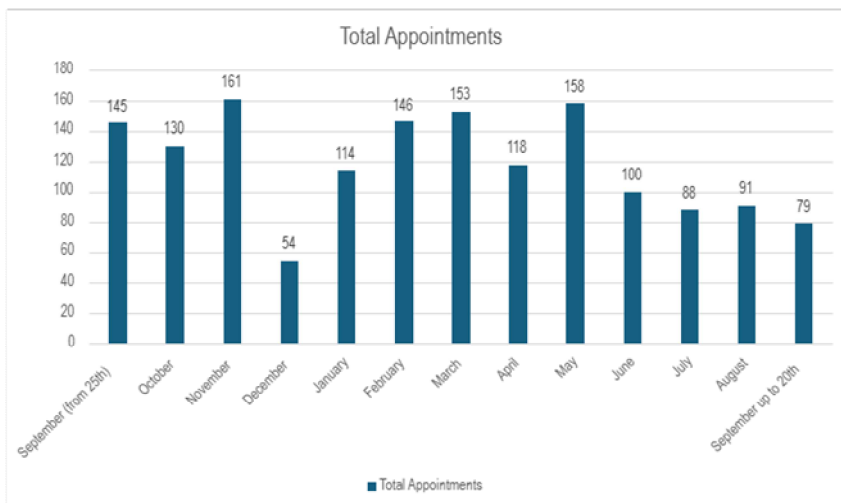
Appendix 2 - Mental Health Advisory Service Data

Over the academic year 2023/2024, the average waiting time for an assessment with the Mental Health Advisory Service has been 4 working days. However, this has fluctuated depending on demand. During peak periods, the waiting time increased to approximately 7 working days, while in less busy periods throughout the year, it dropped to 1 to 2 working days. The service continues to provide a same day response via its duty provision for urgent situations involving the student population.

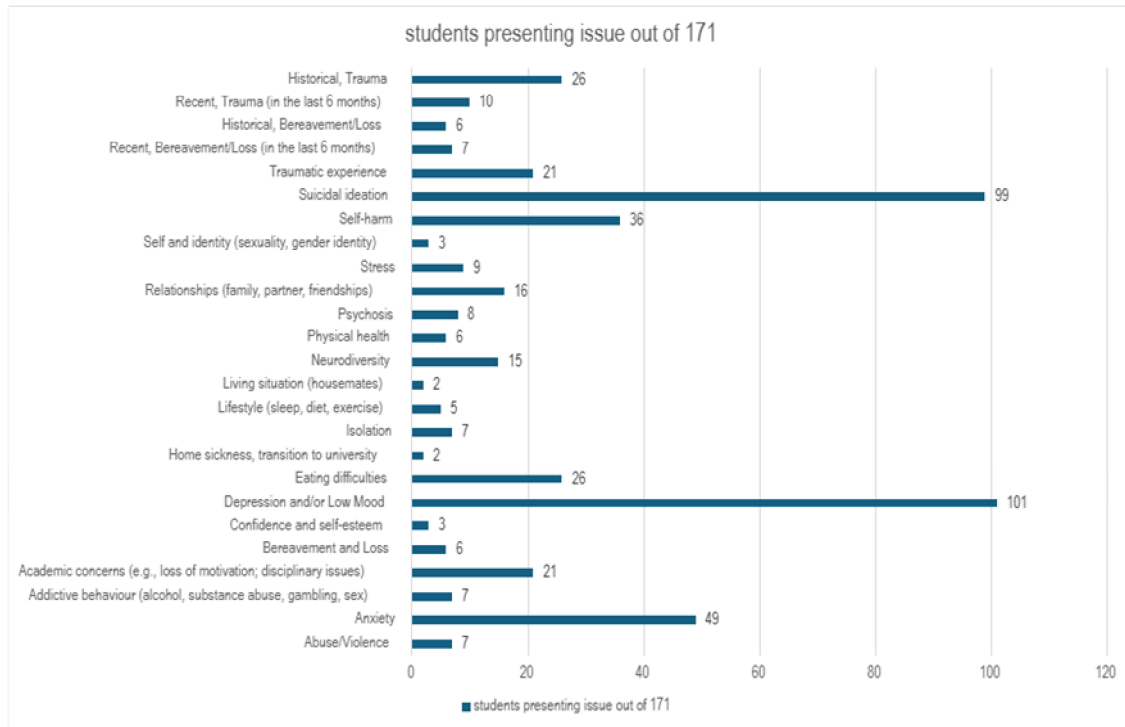
Overall number of students supported



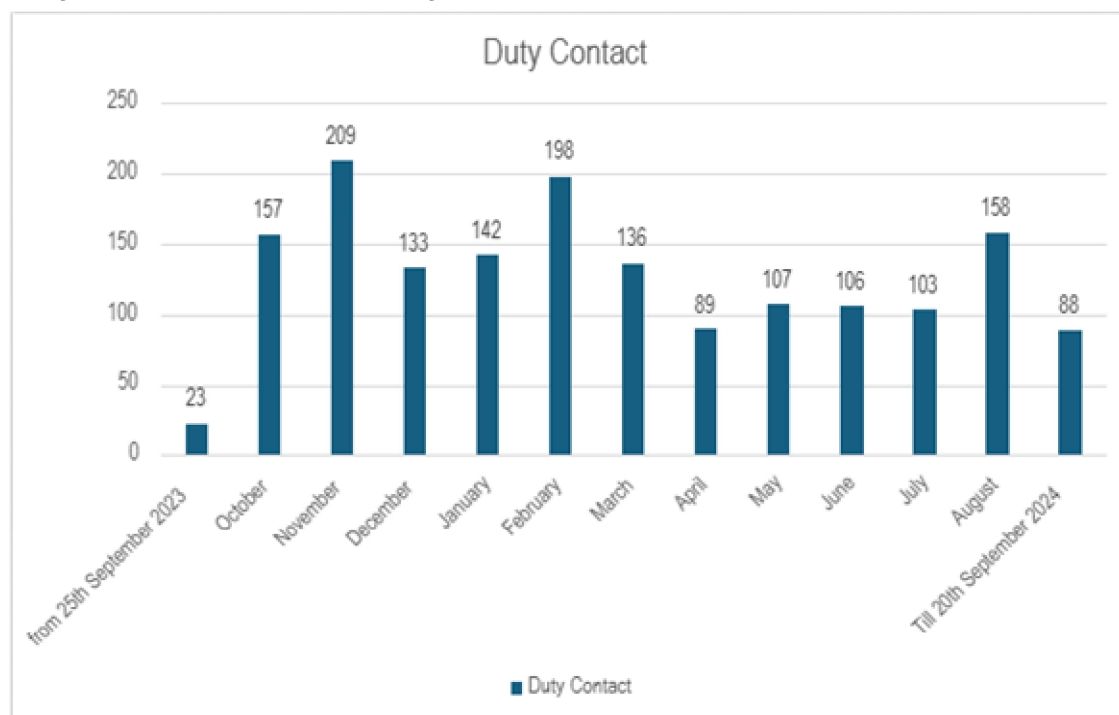
Total appointments attended by month



Presenting issues

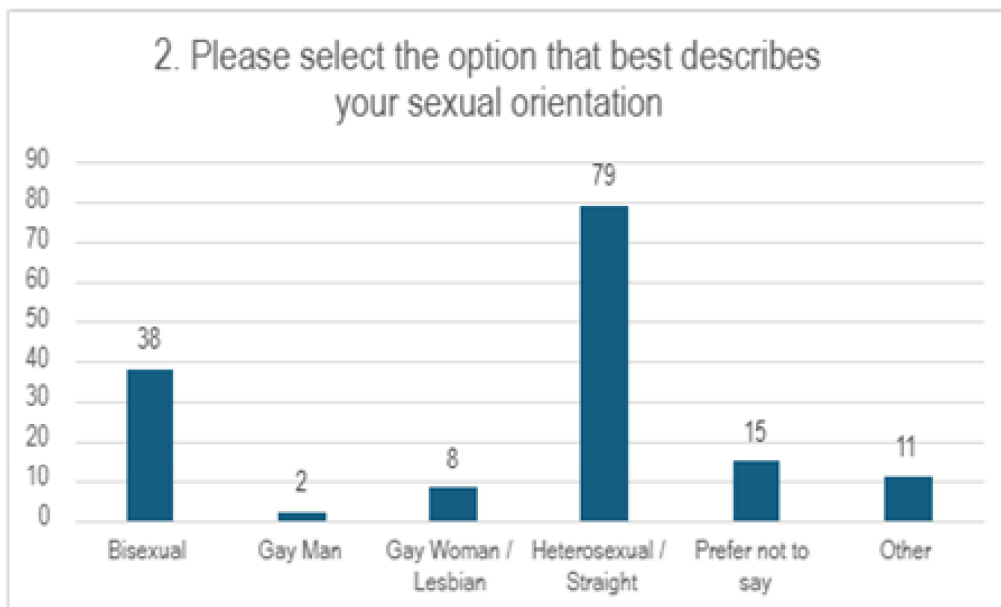
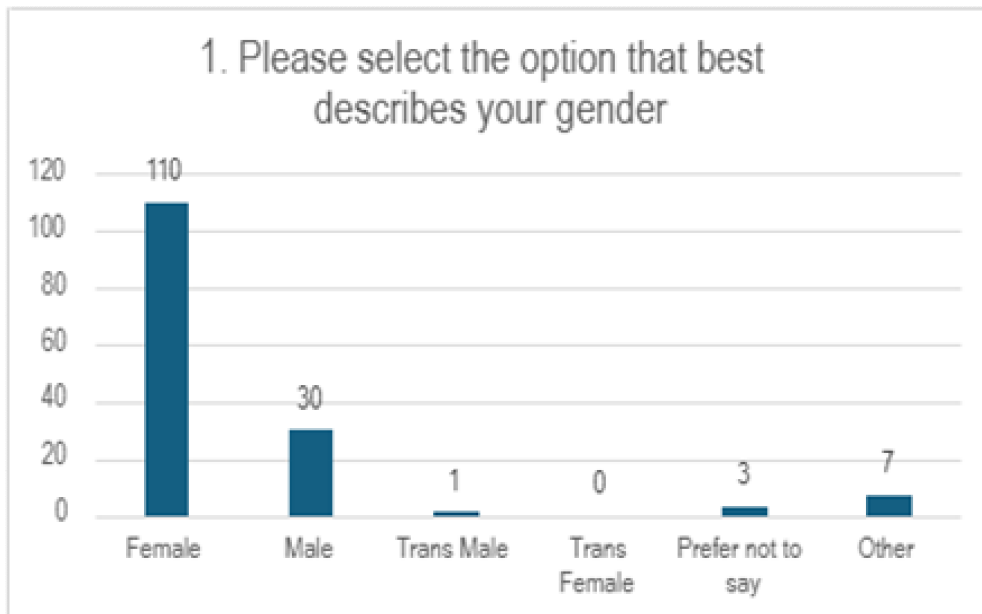


Duty contacts to the service by month

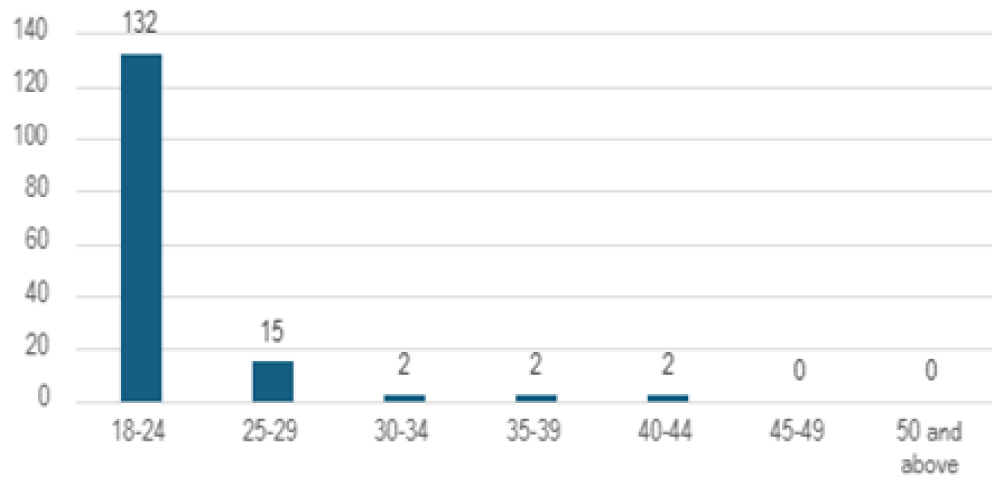


EDI Data

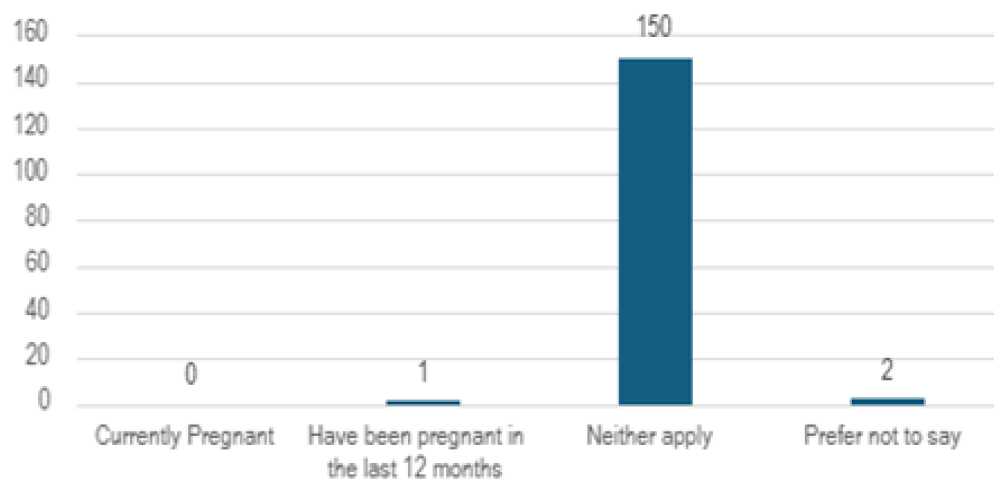
This is data collected from an optional questionnaire sent to all those who access the Mental Health Advisory Service. Over the next year we will be looking into utilising University systems to improve EDI reporting in the service.



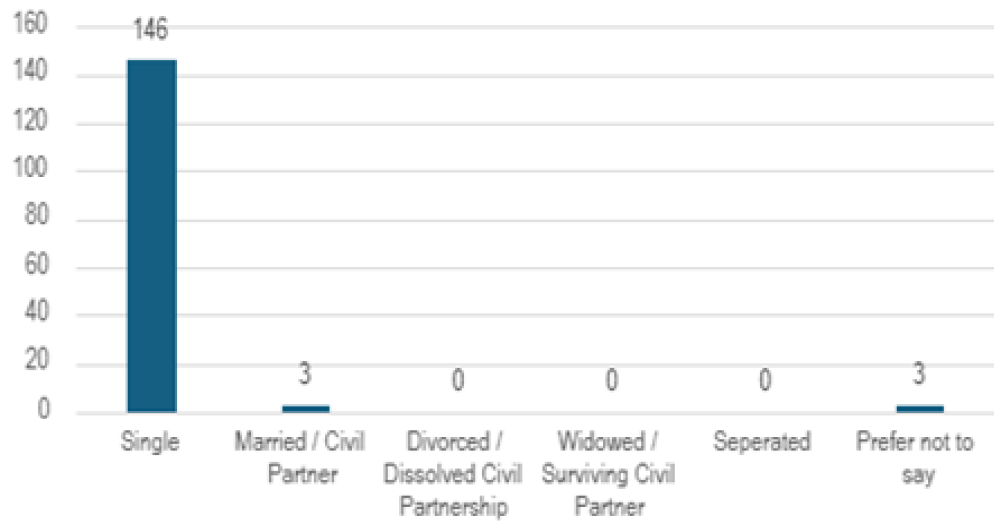
3. Please let us know which age group you fall within



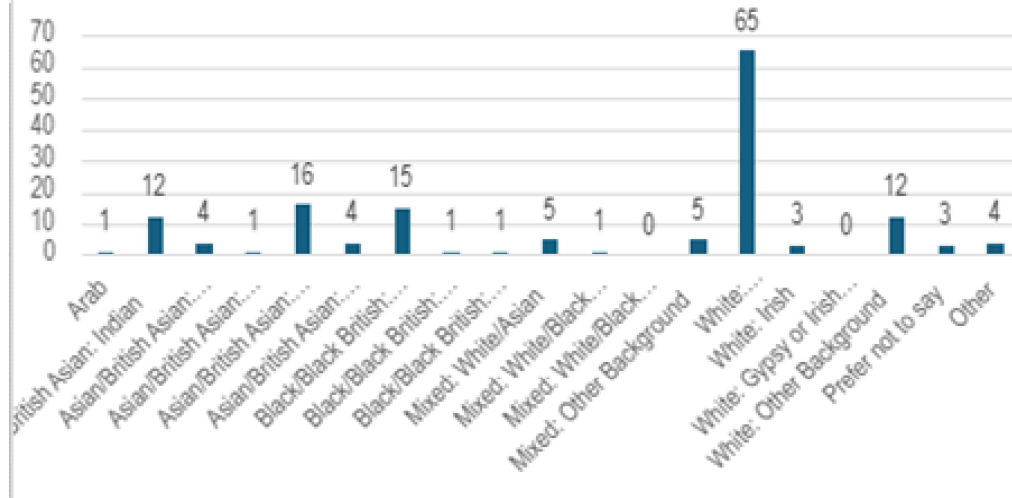
4. Are you currently pregnant or have you been pregnant within the last 12 months?



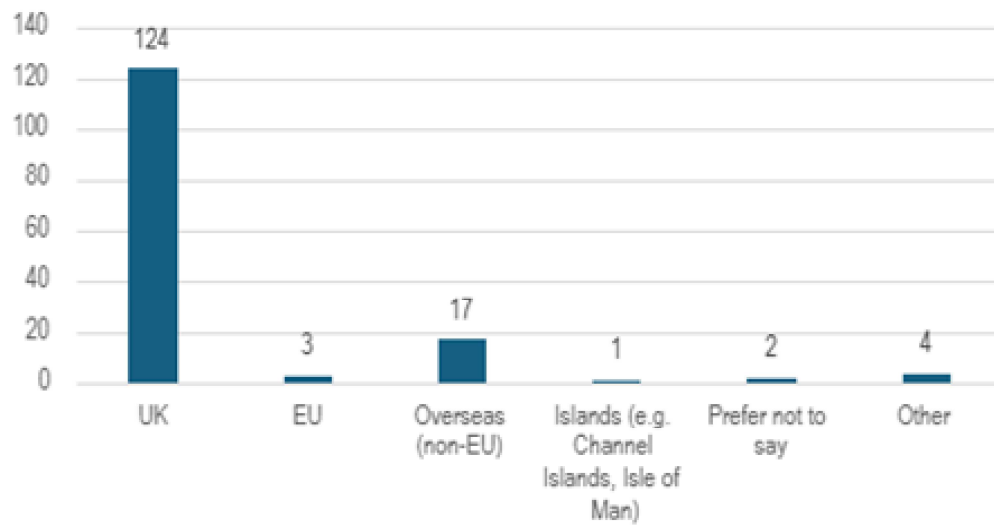
5. How would you describe your marital status?



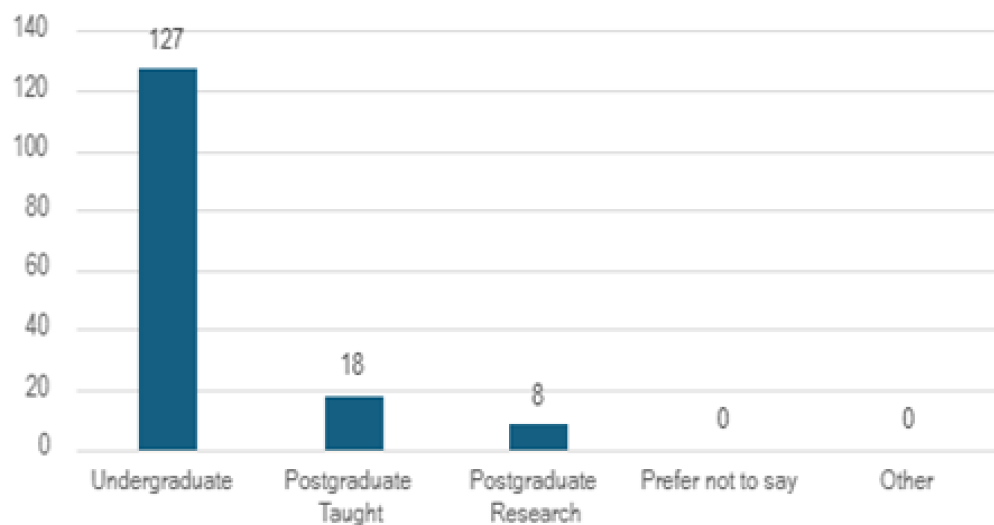
6. Which of these best describes your ethnic group?



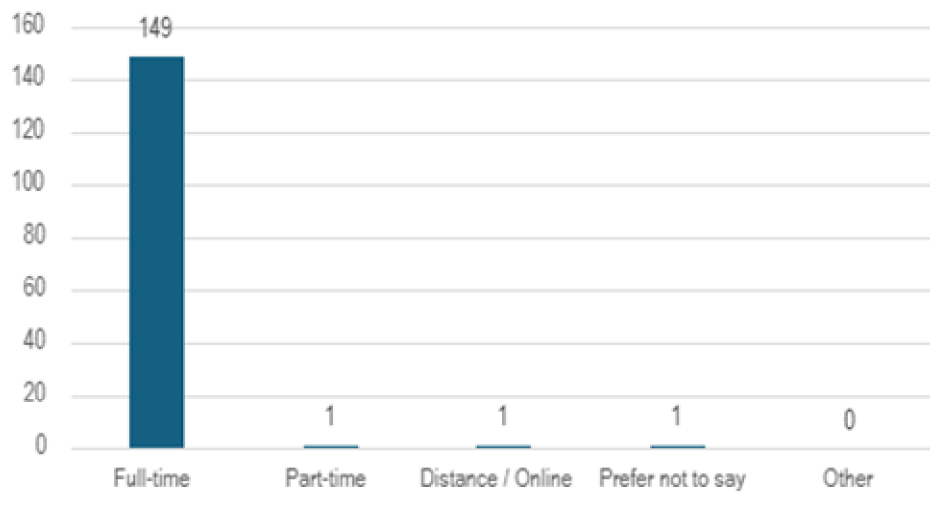
7. Which fee category do you currently fall under?



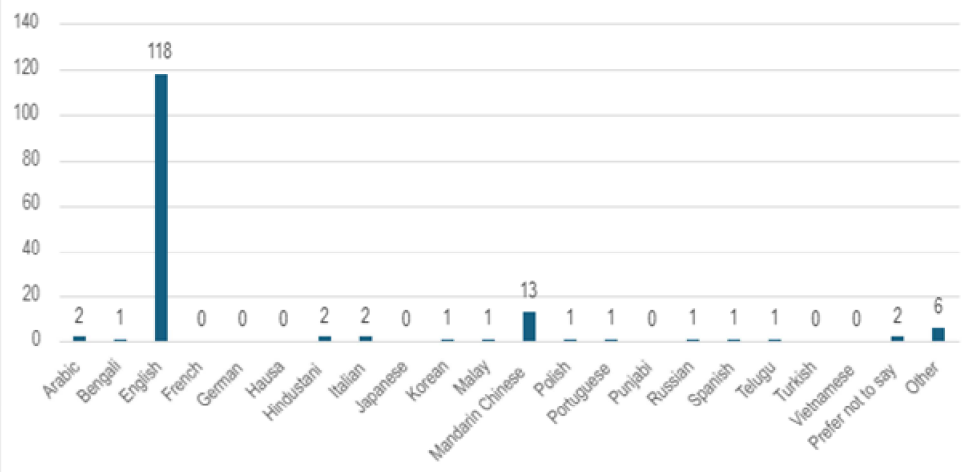
8. What is your current level of study?

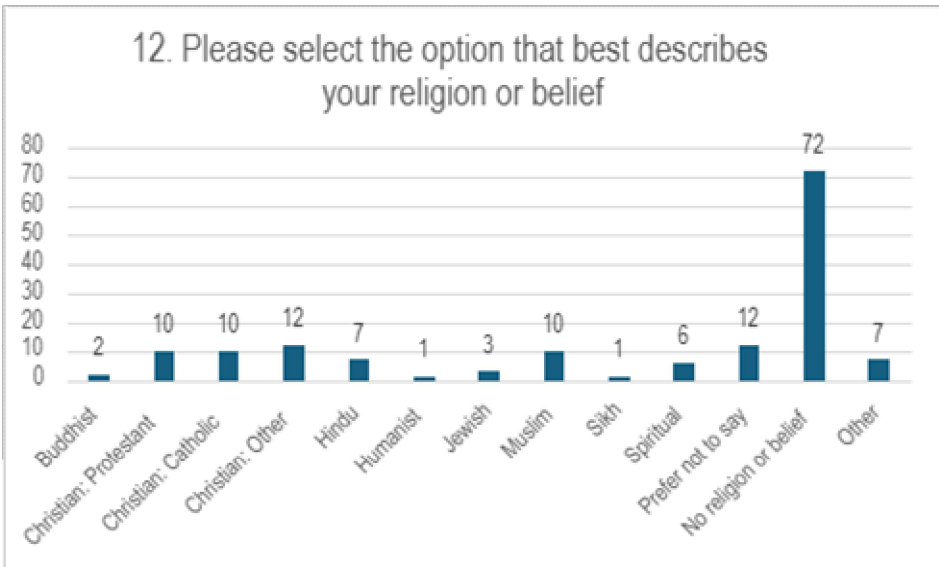
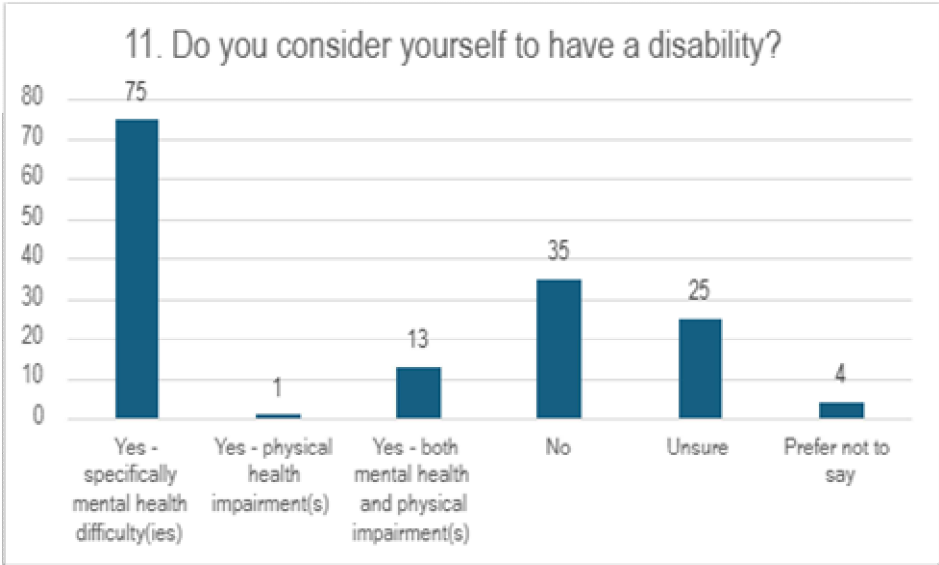


9. What is your current mode of study?

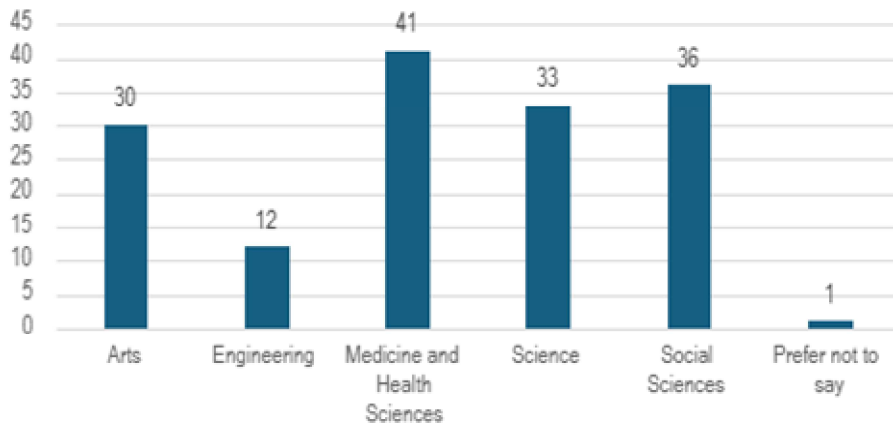


10. Please select your first language

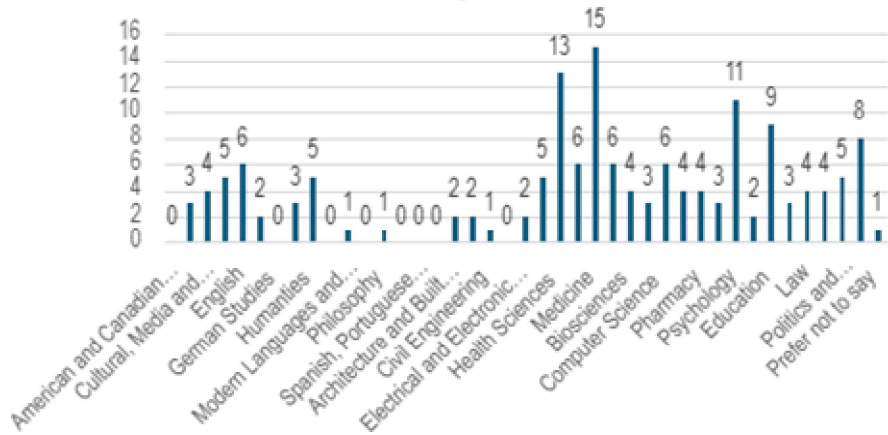




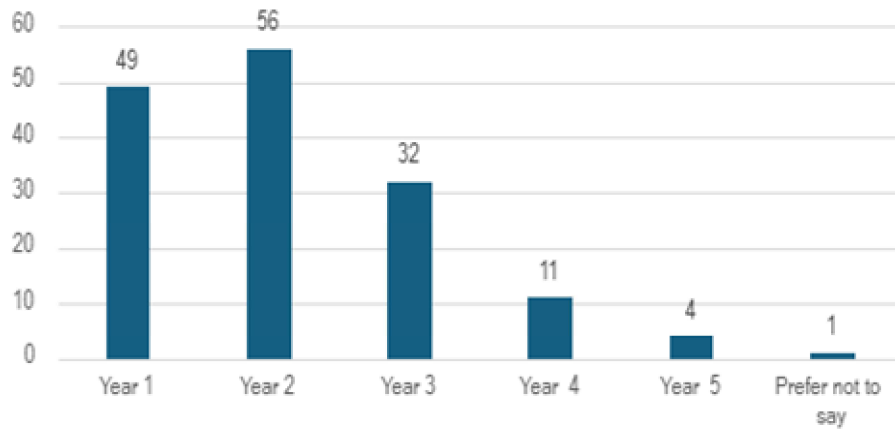
13. Please select the faculty that your course falls under



14. Please select which school your course belongs to



15. Please indicate what academic year of study you are currently undertaking



Appendix 3 - University Counselling Service Feedback

The University Counselling Service offers students who have completed a piece of counselling work with the service, the opportunity to provide feedback. In the last academic year 96 people responded with feedback. We are committed to improving the uptake and quality of feedback to the service as outlined in the introduction of this report and will continue to engage with wider wellbeing colleague and the student voice to achieve this aim. Our overall net promoter score for the service was 4.73 out of 5

How satisfied are you with your experience of the administration of the University Counselling Service.
For example, communication about appointments?

[More Details](#)

[Insights](#)

Very satisfied	76
Satisfied	16
Mixed feelings	3
Dissatisfied	1
Very dissatisfied	0

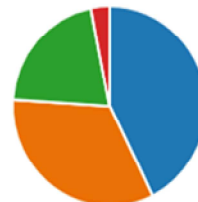


To what extent has counselling improved your sense of well-being?

[More Details](#)

[Insights](#)

Very significantly	41
Significantly	32
To some extent	20
Not at all	3



To what extent has counselling improved your self-esteem and/or how you feel about yourself?

[More Details](#) [Insights](#)

Very significantly	29
Significantly	35
To some extent	23
Not at all	6
N/A	3



To what extent has counselling helped you feel more positive about the future?

[More Details](#) [Insights](#)

Very significantly	38
Significantly	38
To some extent	16
Not at all	4



How satisfied are you overall with the counselling you received

[More Details](#) [Insights](#)

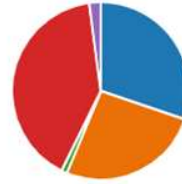
Very satisfied	63
Satisfied	26
Mixed feelings	4
Dissatisfied	3
Very dissatisfied	0



. To what extent would you say that counselling has enabled you to stay / remain at the University?

[More Details](#) [Insights](#)

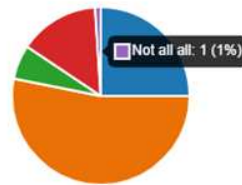
One of many factors	29
An important factor	25
The most significant factor	1
This was not an issue for me	39
Not all all	2



. To what extent would you say that counselling has improved your overall experience of University?

[More Details](#) [Insights](#)

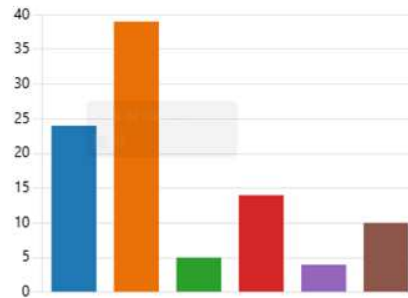
One of many factors	24
An important factor	51
The most significant factor	6
This was not an issue for me	14
Not all all	1



To what extent would you say that counselling has helped you do better in your academic work or on placement?

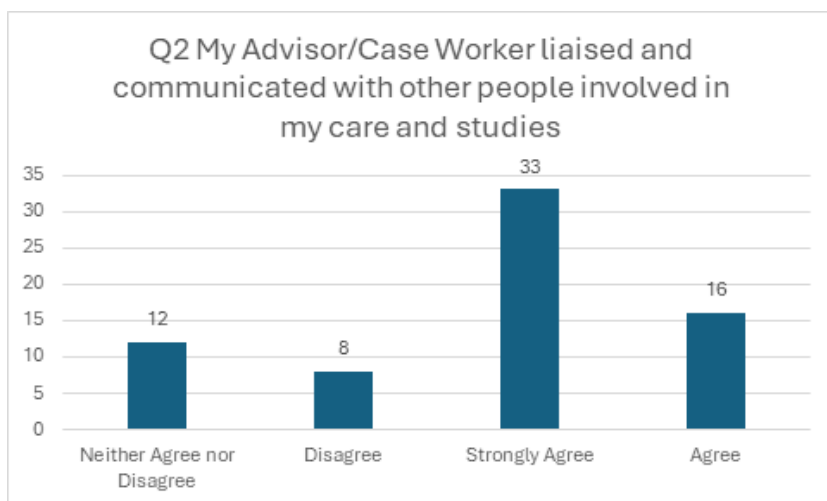
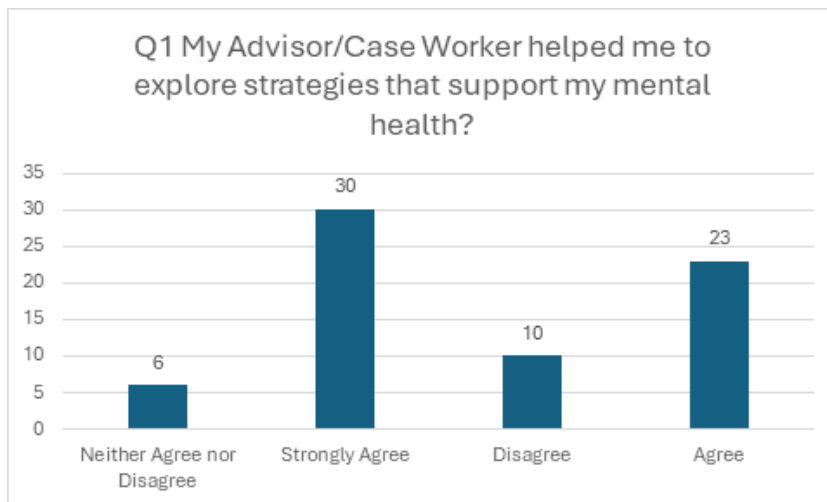
[More Details](#) [Insights](#)

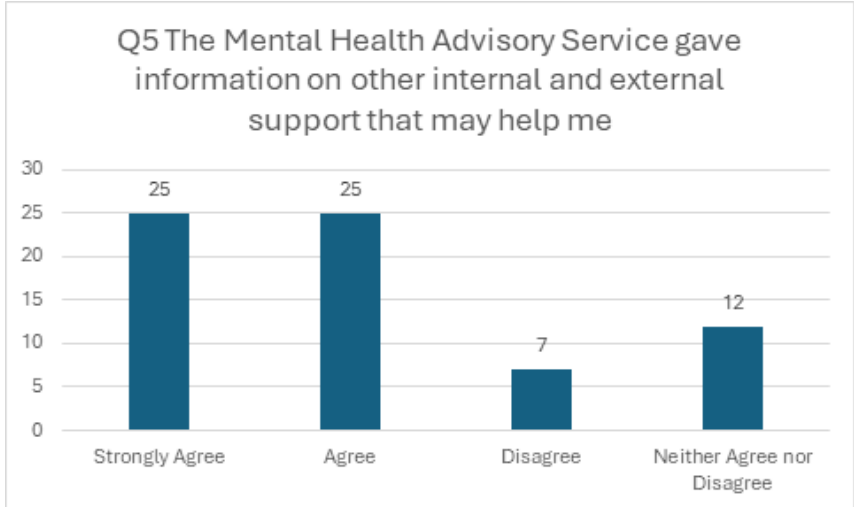
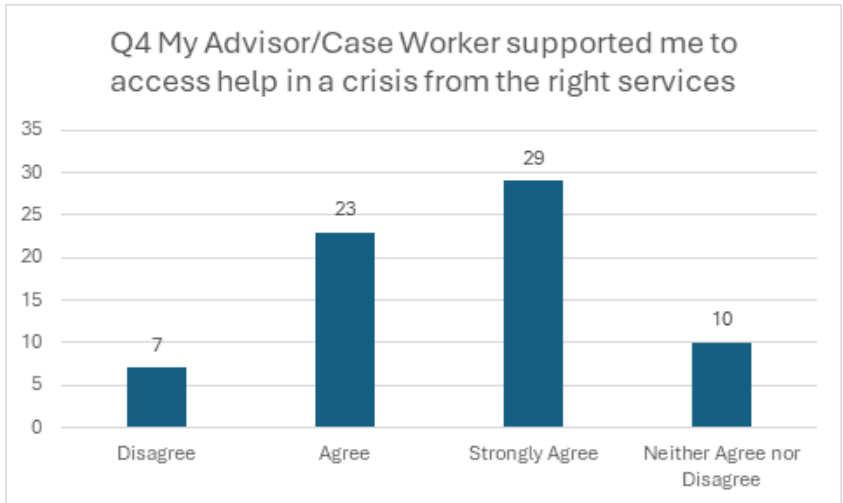
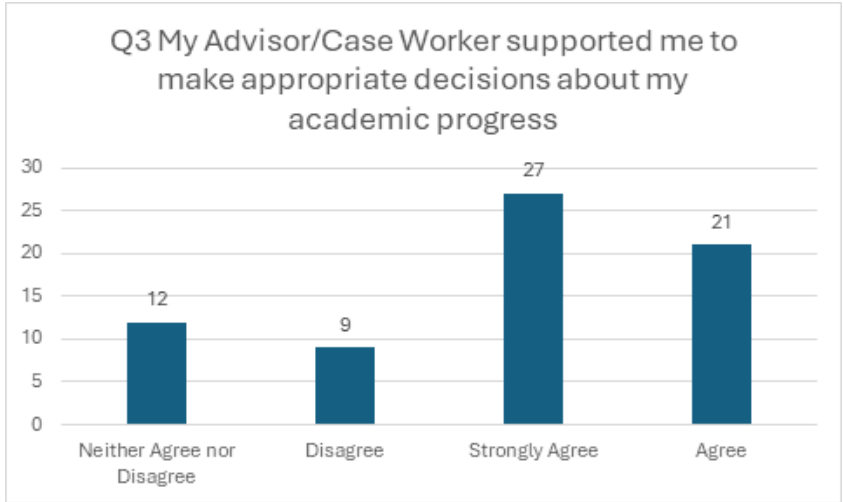
One of many factors	24
An important factor	39
The most significant factor	5
This was not an issue for me	14
Not at all	4
N/A	10

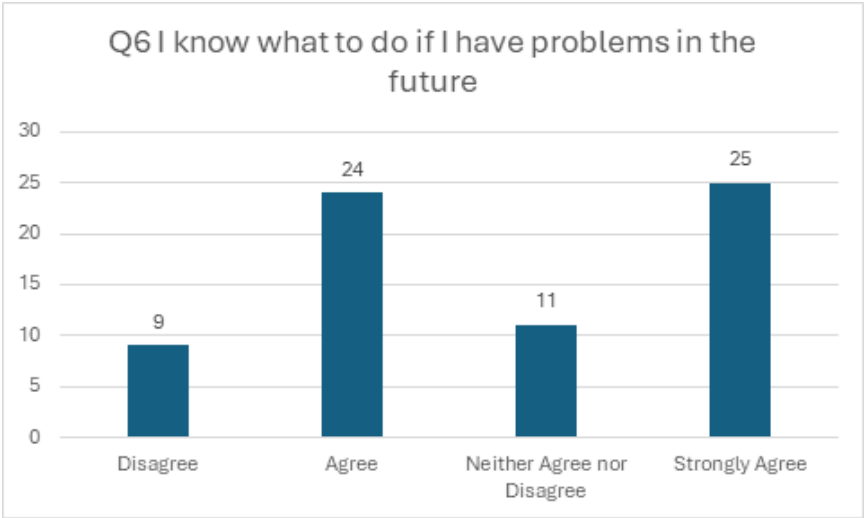


Appendix 4 – Mental Health Advisory Service Feedback

The Mental Health Advisory Service offers an opportunity to all students open to the service to provide feedback each month. In the last academic year, this occurred September to August, with the exception of March 2024 due to low levels of administrative support. During this time, 71 students provided feedback. We are committed to improving the uptake and quality of feedback to the service as outlined in the introduction of this report and will continue to engage with wider wellbeing colleague and the student voice to achieve this aim. In doing this we will remain mindful that users of the Mental Health Advisory Service are often experiencing significant difficulties with their mental health and can subsequently encounter reduced motivation and concentration, limited access to IT (for example students who are receiving inpatient care) and other challenges to functioning. Our overall net promoter score for the service was 7.17 out of 10.







Staff Counselling 2023-24

Following the review and restructure in 2022-23, staff counselling was separated from the remit of the wider Counselling Service and provision was reduced, pending review from Human Resources. Throughout 2023-24, we have had 1.14 fte Staff Counsellors over 2 roles providing 1-2-1 sessions at University Park and via Teams and telephone calls.

As with student counselling, the staff counselling team work on a one at a time model. However, reduced capacity and high levels of demand has resulted in sessions being very spread out, with the space between client appointments sometimes being longer than one month. Gaps of this length increase cancellations and missed appointments, and it will be important to consider a sustainable staff counselling provision moving forwards with regular opportunities to reflect and review different working models.

In addition to 1-2-1 Counselling, the team have provided Mindfulness Sessions to staff, contributed to a workshop on self-care for staff in supporting roles and given bespoke group support for staff impacted by critical situation in their department.

The predominant client presenting issues in all counselling contexts / organisations are anxiety and panic. This is the case for staff counselling here. However, the term "anxiety" covers a wide range of underlying issues. There is great amount of restructuring taking place throughout the university which has caused concern for many staff. Clients discuss high levels of stress and worry regarding work, institutional financial constraints and the recruitment freeze. Heavy and increasing workloads are prominent, as are worries around the potential impact of the recent MARS scheme.

At the time of writing, our staff counselling provision has 50 people waiting to be seen and we are fully booked until the end of the Autumn term 2024.

Looking Ahead

Moving forwards, we look forward to a full transition of the Staff Counselling Team to UoN Human Resources Department this academic year. This will enable clearer messaging to

be disseminated to staff which will promote realistic expectations and a shared understanding of the provision. It will additionally locate the team centrally within the suite of wider wellbeing support and promote a university wide stepped care approach for all staff. For further information on staff wellbeing support, please visit:

<https://www.nottingham.ac.uk/hr/your-benefits/your-wellbeing/staff-wellbeing.aspx>

We would like to enhance our offer for group support for specific issues or specific teams or departments, however this will remain limited if the current provision is not enhanced. We similarly recognise that an accessible staff counselling service needs presence at all our campuses.

We are working with a large number of middle-aged clients who represent the “squeezed middle” have caring responsibilities for older parents and children, either very young or teenagers or adults. For this age group separation and divorce, declining health / health scares / new diagnoses, symptoms of menopause as well as life stage transitions, life reviews and re-evaluations, the approach of later life and retirement / unmet goals and redefinitions of self are prominent. This year we are committed to redesigning our presenting issues form to tailor it more specifically to staff.

Contact details:

Liz Cowley – Senior Staff Counsellor liz.cowley1@nottingham.ac.uk

Jackie Philippides – Senior Staff Counsellor jackie.philippides@nottingham.ac.uk

Staff Counselling Data

674 staff members have been seen by the service in academic year 2023-4. This is the equivalent of 7.62% of the staff population (based on staff population of

Individual and Group Combined Appointments						
Attendance	No. of Appts	% of Appts	Length in Hours	No. of Clients	% of Clients	
Attended	1404	70.1%	1239.00	674	84.0%	
Center Closed	3	0.1%	2.50	3	0.4%	
Client Canceled	178	8.9%	148.42	152	19.0%	
Client Canceled Late	61	3.0%	50.83	59	7.4%	
Client No Show	67	3.3%	55.25	60	7.5%	
Client Rescheduled	80	4.0%	67.00	65	8.1%	
Counselor Canceled	36	1.8%	30.00	35	4.4%	
Counselor Rescheduled	130	6.5%	108.33	128	16.0%	
Scheduled	44	2.2%	36.67	43	5.4%	
Subtotal for: Attendance	2004		1738.83			
Appointment Codes	No. of Appts	% of Appts	Length in Hours	No. of Clients	% of Clients	No. of Sessions
initial support	406	28.9%	367.00	404	59.9%	406
follow up support	897	63.9%	790.83	445	66.0%	897
Followup/on counselling	21	1.5%	17.50	18	2.7%	21
Number of Appointments per Client by Range				No. of Clients	% of Clients	
1 to 5 appointments				644	95.5%	
6 to 10 appointments				30	4.5%	
Number of Appointments per Client by Range				674		

8,845)

