



Student Support Services Annual Review

The report should be the output of a reflective process, focusing on activities **over the past academic year**. It should focus on the student experience and activities that relate to student use of the service. The report should be brief, no longer than 10 pages. The [Student Support Services Annual Review policy](#) contains an overview of the process.

Service Value Assessment: Academic Year 2017/18

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|----------------------|--------------------------|
| Service: | Chaplaincy |
| Submitted by: | Harriet Harris |
| Date: | 28 September 2018 |

1. Summary of the impact of activities from the previous academic year on the student experience and how these contribute to University Strategy

- *Include links between activities and the University's Strategic Plan and/or to other key University strategies as appropriate.*

Summary of the impact of core Chaplaincy activities 2017-18

Listening Service

The Chaplaincy has always been a listening service available to all students and staff, but in 2017 we decided to brand it as such: https://www.ed.ac.uk/files/atoms/files/the_listening_service_postcard.pdf This has made it easier for people to self-refer, or for staff to refer students or colleagues, and has increased the sense of daily pastoral support available at the University.

Emergency on-call cover

We provide 24/7 on-call cover, which is accessed via Security. It is a fast out-of-hours service, putting a Chaplain in direct contact with those affected by an incident. Increasingly we are responding to mental health crises, whereas previously this cover focussed on death and critical injury.

Day-time pastoral urgency

The Chaplaincy also responds to situations where a student is hospitalised, or unwell at home, or students or staff members are suddenly bereaved. With the help of our Honorary team, we can provide flexible and continuous care. In 2017-18 we provided for a range of acute and chronic cases, some of which were taken up into case-conferences.

Religion and Belief Guidance, and culturally sensitive support

- The UoE Chaplaincy has the largest Multi-faith and Belief Honorary Team of any UK University, enabling us to provide tradition- and culture-specific support as required. This has been significant in providing Memorial Services for students from diverse backgrounds in 2017-18.
- We have the resources to respond to faith concerns from people of all the world faiths and many other traditions. *The Scottish Times* featured the appointment of our Pagan Chaplain in 2018. Our Humanist Chaplain gave the Remembrance Day Reflection at Scottish Parliament in 2017.
- We provide a weekly Communion Service attended by students and staff; fortnightly Taize prayer; annual Diwali and Holi celebrations; provision for Eid; provision for Jewish festivals; and input into Holocaust remembrance and Chinese New Year; Pilgrimage and retreat opportunities.
- Chaplaincy gives advice and guidance to Schools and Departments on matters of religious literacy (e.g. catering, prayer times and space, health & safety, hygiene and purity in relation to clinics,

etc). in 2017-18 we worked with the Director Student Wellbeing and others to provide Guidelines for Health and Safety for Field Trips and Lab Work in relation to Religious Observance.

- The Chaplain initiates focus groups to consider particular areas of support, when occasion arises. In 2017-18, we looked at support for Chinese and Far East Asian students. This has enabled a number of staff-student initiatives aimed at encouraging Chinese students to engage with UoE support, including making pre-induction videos. The Chaplain, and the RC Lay Chaplain (who is Singaporean Chinese), made a video with Chinese students for pre-induction use. The Far East Asian member of our Honorary Team returned to Korea in 2018, and we are looking to appoint another. We will also work with Edinburgh Global and others to consider challenges to students from Sub-Saharan Africa.
- We advise on quiet spaces, sanctuaries, and prayer spaces across UoE sites, so that students and staff have resources close by for religious observance or for peace and quiet.
- Provision of fortnightly Multi-faith and Belief meetings for sharing traditions.
- Multi-faith and Belief events, including the Annual Multi-faith Public Conversation; ‘Faith and Sexuality’; ‘Hate Crime’; and a conference on ‘Identity and Belonging’.

Social drop-in

Tea and coffee drop-in, frequently described as a ‘home from home’ by students, is used by people to sit and work, chat, have lunch, read the paper etc. Newcomers are welcomed and shown how to use the building, get themselves hot drinks etc. The Receptionist gets to know users individually.

It is also an exhibition space, enabling us to show art, most of which connects us locally and globally to significant movements and projects around, e.g., mental health, refugee camps, diverse faith and migrant communities, Save the Children, Amnesty, climate change. We collect donations towards teas and coffees, which connects users to local and global concerns. In 2017-18 we collected £852.48 towards the Humanitarian Assistance Fund, which the Chaplaincy established together with D&A and Edinburgh Global, when we ran the Sanctuary Walk for Refugees in the summer of 2017.

KB provision

We have a suite of rooms at KB which function as: common-room space for all UoE members, with a kitchen; Muslim prayer rooms and ablution facilities (hence the rooms serve as the main community centre for a wide number of Muslim communities at KB); Common room space, also used for wellbeing activities (Mindfulness drop-ins; Mindfulness courses; yoga, etc); and society activities (CU lunch bar; science and religion events etc).

The Associate Chaplains also provide lunches and trips at KB, which has had a big effect on some international students who have otherwise not ventured far beyond the parts of Edinburgh where they live and study.

In 2018-19 we will work further with UoE at KB to establish the KB rooms in more people’s minds, as a calming and sociable place to be.

Proactive wellbeing activities

- a) As well as responding to people seeking support, we promote wellbeing for students and staff in a number of ways.

The Chaplaincy runs the Edinburgh University Mindfulness Initiative. This includes free Mindfulness drop-in sessions, extended in 2017-18 to the four main UoE Sites. It also includes 8-week Mindfulness and Compassion courses for students and staff, offered at different sites, and a body of research to evaluate their impact: <https://www.ed.ac.uk/chaplaincy/mindfulness-and-wellbeing/mindfulness-report>. We are looking to make a salaried post for a Mindfulness practitioner, and also to introduce Saturday retreats in 2018-19.

- b) Free yoga lunchtime sessions, used by students and staff as a stress reliever.
- c) Free Tai Chi lunchtime sessions, used by students and staff as a stress reliever.
- d) Yoga and Mindfulness retreat at Firbush, offered with Centre for Sport and Exercise, catering for 25 students and staff. The success and demand encourages us to offer more in 2018-19, and to promote the benefits of Firbush for other retreat activities.

- e) Dreamwhispering, a group or 121 process supporting growth in a sense of identity, resilience and creativity; often taken up by Listening Service users.
- f) Mindful Doodling, offered informally at the social drop-in and receiving the largest amount of feedback ('I love the colouring'). Also offered formally as an exploration of using art to relax, listen, imagine, create and present.
- g) 'Look after your mate' Student Minds training delivered specifically to PGR students, and will be offered again in 2018-19, and extended to STEM WellComm volunteers. Impact showed a raise to c 90% confidence and understanding of mental health problems after the training, up from c 30% before the training.
- h) Conversations open to all, on themes and needs as they arise in semester-time, including in 2017-18, 'Academic Busyness and Loneliness'; 'Solitude and Companionship'; 'Maintaining Long-Distance Relationships'; 'Personal Politics of Climate change follow-up' (responding to Climate change anxiety and depression amongst staff and students working in this area); 'Striking conversations' and 'Striking perspectives' (following the 2018 UCU strike and Occupy movement).
- i) Projects and courses responding to trends and intended to be insightful and beneficial to the whole UoE, including: 'Compassionate University' and 'Roots of Compassion' Workshops, 'Slow University' (a lunchtime course), and 'The University Listening Project' (a 2018 film made in collaboration with ECA and independent film-makers, which will enable a roll-out Listening programme for 2018-19). 2018 onwards we are initiating extensive research, with academics across disciplines, into fostering compassion within the University, and evaluating its impact upon collegiality.
- j) Pilgrimages and retreats: multi-faith and belief Camino Pilgrimage; a week at Camas together with the Grassmarket Community Project; John Muir Pilgrimage, walking the John Muir Way, developing eco-spirituality, and reflecting our environmental work.
- k) Lectures and events on relevant topics, including in 2017-18 'The Personal Politics of Climate Change'; the 'John Muir Lecture'; and several lectures in a grant-funded series of which the Chaplain is Co-Investigator, 'New Lectures in Science, Religion and Human Flourishing'.

For more on impact, see feedback section below.

Supporting staff to support others

- Regular hosting of SSOs from CAHSS, to enable them to share insights and concerns, and to discuss pastoral strategies.
- Staff Mindfulness and Compassion Courses are of significant benefit to PTs, SSOs, Student Office staff, and Cleaning staff.
- 121s and telephone support for PTs, RAs, and others concerned about particular cases.
- The Clinical Educator Programme Director asked the Chaplain to give Continuing Professional Development Training at Little France, on Compassion. The training was felt to be helpful for relations with patients and students, as well as for self-care. We are formalising the training for 2018-19, so that Clinicians can gain CPD points.

'The Chaplaincy team offer a space and environment for deep listening that allows students to tune in to what they are uniquely able to contribute to the World. [...] In my own case, the Chaplaincy supported my own development throughout my PhD and have continued to do so in my role as a University Lecturer. I am now able to provide my own students with this incredible offering, helping them to listen to themselves and to the future that is unfolding before them [...] realising not just their academic potential but their human potential [...].' (PGR, now Lecturer)

'Dreamwhispering..was an unexpected gift at a time when I was struggling to find direction in my work within our changing University environment. Taking the time out to do this strengths-based approach together with our discussions around what emerged gave me much greater clarity about how to move things forward in a positive way. I cannot recommend it enough.' (Staff member)

'Dreamwhispering is helping me to make continual progress in aligning myself and my values with my work. It gives me the opportunity to reflect on the challenges that I encounter and come up with creative and personalised approaches to resolve those challenges.' (Staff member)

‘I work 1-1 with students, undergrad and postgrad, and I’ve noticed that many are very lonely. I also know what it is to feel alone. I do think it is very worthwhile to have this kind of gathering as the visibly distressed individuals left looking much better - showing signs of relief & calm, [.and others] left asking when the next session would be’ (Staff member, ‘Academic Loneliness and Busyness’ Conversations).

‘Just to say that I attended the mindfulness course last year and would recommend it. It gave me a number of tools and techniques that helped with my resilience and focus over the past year to survive the GDPR implementation! Techniques I will be employing more in the future to survive the festival crowds!’ (Project Manager passing recommendations on to wider team)

‘I just wanted to say thank you to you and your team for all your help, we have relied on you greatly this last year, your support and assistance has been invaluable.’ (Head of Service)

Bereavement support

In the wake of a student or staff death, it is the role of the Chaplains to be in touch with the families, and the School/Department, and to find the network of friends or peers and offer them support. We often provide Memorial events following a death, and can be in touch with family and friends for a long time afterwards. We facilitate families coming to Graduation Ceremonies, for the awarding of posthumous degrees, and overall enable the UoE to give a caring response in the wake of personal tragedy. We took Memorials for 8 students and 2 retired staff in 2017-18.

Supporting UoE Formal and Ceremonial Functions

We provide:

- The annual Christmas Carol Service, attended by c 1300 people and streamed globally
- The Remembrance Sunday Service on behalf of the four universities of Edinburgh, working with representatives of each university
- The Anatomy Service for all who have given their bodies to science in the academic year
- Reflections at University Graduations
- Reflections at General Council meetings, The Opening Ceremony, Installations.

Supporting the UoE Vision

The UoE’s Vision, as ‘a truly global university’, is to ‘make a significant, sustainable and socially responsible contribution to the world’. Our priorities, combined with our large Honorary Team’s local and global connections, help us to give UoE reach into Edinburgh and around the world. Our global ‘A Light for Aleppo’ initiative in 2016-17 (<http://www.alightforaleppo.org/>; <https://www.bbc.co.uk/news/uk-scotland-edinburgh-east-fife-38029172>) fed into three significant developments in 2017-18 in response to the worldwide refugee crises:

1. The Sanctuary Walk for Refugees, and the gaining of Sanctuary Status for the UoE, and creation of the UoE Humanitarian Assistance Fund, which is enabling more refugees to study at the UoE
2. The Syrian Tutoring Programme, by which UoE students provide weekly tutoring to Syrian teenagers who are arriving as refugees in Edinburgh. The students received the 2018 William Darling Prize from the Principal for this work, which has also attracted press and UNHCR interest, <https://www.ed.ac.uk/chaplaincy/refugee-response/teen-spirit>. We have an approach from a student at Imperial College, London, wishing to create a similar programme there.
3. Expansion of ‘A Light for Aleppo’ into ‘A Light for All’, under which we created the event ‘When Education Becomes Possible’. This ran as part of the International Story-telling Festival, to capture the range of UoE initiatives that enable refugees and others to gain access to education <http://www.alightforall.org/2017/11/06/presentations-from-when-education-becomes-possible/>.

Our ‘What’s the University for?’ Series, <http://www.whatstheuniversityfor.com/>, has a track devoted to the responsibilities of a global university. We ran a large ‘Personal Politics of Climate Change’ event in 2018, teaming up with SRS, and Climate Psychology Alliance, out of which we are growing a UoE support hub. The Chaplain received a grant from the Reynolds Foundation, together with Prof Pauline

Phemister in Philosophy, to convene a UoE 'Uncertain Human Futures' Council, which we will run in 2018-19.

Measures of Success

2. Reflection on user engagement and feedback, usage, partnership working and externality

User engagement and feedback

Summarise and reflect upon how service users were engaged and their feedback was gathered/satisfaction was measured giving a brief description of the mechanisms used for evaluation.

Analysis of service usage

- *Briefly outline key trends, associated risks, impact on the student experience, and action taken.*

Key trends we identified - how we identified them; risks

1. students feeling anxious or lonely – as mentioned in 121s, and through socials organised for international students at KB; risk to their wellbeing and academic attainment
2. both staff and students feeling stressed and presenting with mental health concerns – as evident in 121s, Mindfulness and Compassion courses, Compassionate University conversations; risk to health and retention
3. an increase in students seeking support because they are supporting friends with mental ill-health – students using Listening Service and emergency on-call for support; risk to health and retention
4. growing awareness that some groups of students (incl large numbers of Chinese students) may not be aware of, or may be reluctant to access, support services – learned through gathering people following the disappearance of a student; risk to wellbeing and life.

Action taken

1. Development of the Listening Service and training of the Honorary Team to provide greater capacity for 121 support
 2. SSO support given; development and provision of Slow University Course; making of 'The University Listening Project' film; 'Roots of Compassion Workshops' to share practices for growing care of self and others; development and provision of 'Compassion in Healthcare' Training for Medical Consultants who teach our students; development and provision of an advanced 'Mindfulness and Compassion' course for staff, looking at 'Living Meaningfully'; development and provision of themed conversations as mentioned in h. above
 3. 121 support, including some evening and weekend support; development and provision of 'Look after your mate' training
 4. Establishing a focus group of students and staff to consider support for Chinese and Far East Asian students; drawing on the insights of our Singaporean Chinese Chaplain; making a film to introduce Chaplaincy support to incoming Chinese students; activity to appoint a successor to our Far East Asian Honorary Chaplain
- *Provide a brief overview of and reflection on the number of users (if quantifiable) e.g. number of enquiries received, number of visitors. Include coverage and reach, for example, student groups (UG, PGT, PGR) and demographics (male/female, other available demographic information). Highlight in particular over or under use by particular student groups.*

Weekly footfall at the Chaplaincy Centre

2801, as taken in November 2017

2708, as taken in March 2018

Attendance figures for weekly provision (ave/approx)

Listening Service: **20-25 students or staff**, many on repeat appointments (% ratios: 50-50 male-female; 90-10 students-staff; 65-35 UG-PG)

Tai Chi - **18** (more PG and Staff)

Yoga -**22** (more UG)
Communion Service: **12** (more UG)
Mindfulness and Compassion courses: **40-50** (**6 courses offered across the year with 25 places for each, and a waiting list is in triple figures 50-50 students and staff;**)
Mindfulness drop ins -**30 in Bristo Square**
20 across Little France, KB and Vet School (new provision, being built up)
Dreamwhispering: **6-8 (33 students and staff across the year)**
Syrian teenage tutoring programme (student nos involved), as showing the benefit of engaging in social projects:**20 students weekly and 20 teenagers**

Courses and activities at set times (ave numbers each time they run)

Summer School: **20** (MasterCard Foundation students)
Coaching Circles: **6**
Business School Masters Students: **20** (PGT)
Compassion Mental Health Module (UG medics): **8** (UG)
'Academic loneliness and busyness', **10** (PG and staff)
'Solitude and companionship', **15** (UG and PG)
Roots of Compassion Workshops, **25** (more PG and staff)
Compassionate University Conversations, **30** (UG, PG and staff)
Clinical Educator Programme, Compassion Training, **15** (Clinicians, up to room capacity, Chancellor's Building)

Events (all UG, PG and staff, and public engagement)

Christmas Carol Service: **c 1300** including those outside watching streaming
Remembrance Sunday: **c 700**
Anatomy Service: **c 500**
University Service: **c 300**
WTUF events (Personal Politics of Climate Change): **180**
Interfaith Week Event: **45**
When Education Becomes Possible Festival: **300+**
Lectures in Science, Religion and Human Flourishing: **150**
Lecture on 'John Muir - prophet of environmental consciousness' : **150**
Hate Crime event with Police Scotland and Edinburgh Interfaith Association: **50**
Four Capacitar training weekends for trauma, healing and transformation: **80**

See Appendix for range of users and activities at the Bristo Square Chaplaincy Centre.

- *Provide a brief overview of and reflection on key measures/performance indicators (e.g. input/output statistics, turnaround/throughput times, results against any specific Service Level Agreement measures, student satisfaction data).*

The weekly footfall figures are slightly down from 2016-17, where the figures were **3089** in November 2016, and **3015** in March 2017.

Footfall remains within our usual range of c.2700-3100 users a week. The dip may reflect poor heating in the Winter 2017-18. The November 2016 figures include the Diwali celebration, which is always large, whereas the 2017 figures do not. In March 2018, strike action was taking place during four of the five days that the count was conducted, which reduced usage of the Centre.

The most recent results we have for the International Student Barometer are from the 2016 survey, made available in May 2017. The UoE was rated 96% satisfaction for faith provision, as used by 10% of respondents, which placed the Chaplaincy in the 'Highest Performing Areas' for the UoE. Since 2010, satisfaction with Faith Provision has remained between 95-98%.

The Listening Service received an average of 4 new enquiries a week; many enquirers would then begin regular sessions. We responded to all enquiries within 24 hours to make an appointment. Appointments

were offered within the same or following week. 20-25 hours of Chaplain-time is spent on the Listening Service each week in Semester time, c 5 hours each week between Semesters.

Mindfulness and Compassion Courses remain heavily subscribed, with long waiting lists. Courses were rated as between 8/10 and 10/10 by participants, who described feeling ‘more confident’, ‘more calm and aware and thoughtful , more in control’, with ‘tools to be more present, and overcome stress’.

The Chaplain has been asked to extend Clinical Educator Programme Training (for Clinicians teaching UoE students) to other hospitals in Edinburgh and Fife. PTs at KB, ECA, SSPS, would like similar input, given informally.

We receive a lot of email feedback and unsolicited feedback at the Chaplaincy. Some examples:

Listening Service

‘I always find something hopeful to take away from these conversations’ (PGR)

‘I had no idea I would talk about X! Thank you, it’s been really helpful’ (PGR)

‘Words cannot say how much it helped me to speak to someone at a time when I felt so alone. It meant the world to me to have someone to talk to and without your help I do not believe that I would have finished my 4 years at Uni so strong and with such a positive mentality.’ (UG)

‘Academic Loneliness and Busyness’

‘As a notetaker I experience the amazing quality of the lectures & love being a part of University life.

I was however taken aback by the clear level of distress of some of the postgrad students at the Academic/lonely meeting, expressed in a group situation.’ (Staff member)

‘When I attended the last meeting, I had just arrived two days earlier and was a bit overwhelmed by the whole change in environment and culture (I actually wandered into the meeting). At the meeting I met some people, and spoke about my experience which sort of lifted a weight off me. I have since settled down, and I am doing fine now, but that meeting helped me to set proper perspectives.’ (PG)

‘Solitude and Companionship’

‘I’ve never thought this way before. Having the conversation, it’s like a therapy session!’ (Vet School Conversation, UG.)

‘Since we’ve been thinking about solitude, I’ve started talking to other students in a different way. I’ve been asking, “How do you find it being so far from home?” (Central Area, UG)

‘I realise that sitting quite peacefully makes me approachable’ (KB, member of support staff)

‘Striking Conversations’ and ‘Striking Perspectives’

‘It was invaluable and intriguing to share impressions’ (Lecturer)

‘Thanks for doing this—much needed!’ (Lecturer)

‘Conversation along these lines [always] of value’ (PGR)

‘we’ve just come out of Occupy and we want somewhere where we can go with all this energy’ (UG)

‘When Education Becomes Possible’

‘I found the event very inspiring; the storytelling dimension added great power and authenticity. I found the stories of the Vietnamese boat survivor and the honouring of the dead in the Greek village especially impactful.’ (General Council member)

‘The day was very insightful because it showed me the wealth of programmes out there doing adventurous and creative things in education, particularly in places where it’s needed most; this spurred my own thinking and made me want to find out more about projects which could link in with LuLs.’ (Director of Light up Learning)

‘I was really intrigued by many of the presentations and felt the energy and good will of many people who are doing such important work. I would be very interested in coming along to similar events in the future and contributing in any way I can.’ (Lecturer)

‘The day was interesting because it got me thinking about education in different ways and about how valuable it is to everyone. I had some fascinating convocations which got me thinking about everything including religion, education

and what it is to be creative. It would be great to get involved in more convocations about the vocational aspects of education and how art can be a way of learning. I think overall the event had a good mixture of people from different educational backgrounds but I felt that perhaps more advertising might benefit the event.' (UG) '

'Roots of Compassion workshops

'I really benefited from the meditation & explanations, came away with some new ideas from the gospel/poetry activity and it is always nice to meet new people in relaxed settings.' (Staff member)

Mindfulness and Compassion courses

'I am inspired to provide additional feedback, beyond what was possible in the course evaluation....I have two goals here: To express my personal gratitude for the course; and to suggest (hope!) that mindfulness could be more fully integrated into the University of Edinburgh setting overall....' (PGR)

'thank you for all the food for thought you have given us. It was so enriching and inspiring!' (Lecturer)

Dreamwhispering

'A PhD student can feel isolated sometimes, and dreamwhispering [has] allowed me not only to continually reconnect with the world... but also with myself..: who I am, why am I here, what's the purpose...as a woman, as a researcher, as an international student.' (PGR)

'Dreamwhispering has really helped me organically start a journey of accepting myself which has played a huge role in improving my mental and emotional health. This has translated to a greater awareness of myself and more authentic experiences in my academics, extra-curricular and social engagements.' (UG)

'I think this is the perfect space for someone who needs to talk and interact in a safe environment but who does not want to follow the rules of therapy or counselling. I also feel this is a great space to be creative and use that as a tool to know oneself.' (PGR)

Camino interfaith peace pilgrimage

'I learnt so much, I would say I am a transformed person....I rated the experience 10 due to several factors, the safety of the space, the group size, the people, the leadership, the organization, the accommodation...and most importantly the personal-spiritual growth'

'It was a life changing experience for me....Mindfulness, yoga, heart-opening story sharing, theme of the day and questions to reflect on, these are all mind enriching activities that I would like to take into practice in my day to day life. Lastly, the strong community we build, the family-like friendship we established that showed me that we will not be alone in this journey also give me a lot of confidence in making a new step of my journey.'

Camas week, with Grassmarket Community Project

Looking back on my trip to Camas I feel I gained experience on both a personal and professional level. From a personal point of view, I feel my self-confidence and ability to interact within a group setting has improved....From a professional level, I have become more mindful of the views of others and now better understand how to manage a situation to create a positive solution when people working together don't agree on something...The Camas staff helped me to recognise the importance of community and how to operate as team to make the activity centre work. In particular, I noticed how their highly structured days were successful in getting tasks done while leaving lots of time to attend activities...After spending a week with [Grassmarket project members] I was able to see how when isolated there is an extra sense of team spirit with each other and everyone is invested in each other's success. The most important thing I will take away from the trip is the power of taking ten minutes of my day to be thankful for something - it is an experience I would recommend to anyone. (UG)

Light up Learning Vlog event ('struggling' high school students interviewing UoE academics, and learning from ECA film-makers how to film their interviews)

'I can honestly say it was one of the best things LUL students have been involved in and I know [our students] benefited enormously from their time with you. I also learnt a lot! I'm so grateful to all of you for being such willing and engaging participants.' (Director, Light up Learning)

Clinical Educator Programme, Compassion for Healthcare Professionals

Tweets: 'It was excellent! Lots of us saying how it would be useful to have a series of these. So good to have space to talk about it and hear lots of different perspectives!'

'A privilege to have been part of this! Well attended, well facilitated and well evaluated. Thank you Chaplaincy'

Partnership working (particularly working with Schools and Colleges)

- *Outline internal or external collaboration that has supported service delivery. Include opportunities, and any examples, of working across boundaries.*

In much of our service delivery, we work with Protocol, SRS, Ed Global, The Student Association and IAD. In 2017-18 we worked with the following Schools and Colleges:

- Global Health Academy, Royal Colleges Surgeons and of GPs, Stanford and Helsinki Universities, and 10 academics across the three UoE colleges in developing a project to research 'Compassion and Collegiality in Universities'
- St Andrew's University and UoE Divinity School in receiving a five-year grant from the Templeton and Blankmeyer Foundations to fund a lecture Series on 'Science, Religion and Human Flourishing'
- Philosophy in receiving a Reynolds Foundation Grant for Climate Change work
- Philosophy, in running 'Roots of Compassion' workshops
- ECA in creating 'The University Listening Project' film
- School of Health, Social Work, and Medical School in running Camas weeks
- Global Health Academy in hosting and chairing aspects of the International Planetary Health Conference
- Multiple Schools and also WP, Ed Global and Ed Local in gathering initiatives that take education beyond boundaries, for 'When Education Becomes Possible'
- ECA and IAD in developing 'Slow University'
- School of Health, Philosophy, SRS, and the Global Academies on the 'Personal Politics of Climate Change'
- Global Justice Academy, training and summer schools for the Mastercard Foundation Scholars
- Business School, training for Masters students
- Moray House, HR, IS, School of Health, Vet School, Medical School and CSE, in rolling out Mindfulness
- Medical School in providing the Anatomy Service
- All Colleges through the Chaplaincy Committee and the Religion and Belief Advisory Group.
- Middle Eastern Studies Dept, Moray House in producing students who are Arabic speaking or ESOLtrained for the Chaplaincy tutoring programme for Syrian teenagers.
- VP International and Edinburgh Global in attaining Sanctuary University status for the UoE. The Chaplaincy created the Sanctuary Walk for refugees, raising funds for scholarships (£10,000 was raised and the scholarship office matched the amount, and more has come in since), and working also with D&A, SRS, Scholarship Office, EUSA

Much of our UoE work also involves public engagement and collaboration with external bodies, including:

- Interfaith Scotland, Stonewall, Faith in Older People, and Macmillan Cancer Care, in creating the conference 'Identity and Belonging'
 - Edinburgh Interfaith Association, Police Scotland in a Hatecrime event focussing on faiths
 - Edinburgh Interfaith Association and Stonewall, for 'Faith and Sexuality'
 - Edinburgh Interfaith Association for Interfaith Week and other initiatives
 - JustFestival for conversations around Isolation and Loneliness
 - Carnegie Trust in contributing to their Kindness Innovation Project
- *Summarise and reflect upon the approach taken to understanding what supports collaboration and plans to address identified gaps where there is a need for closer collaboration.*

We invite partners to reflective conversations to develop the purpose and shape of initiatives, and to review and consider follow-up. We hold face-to-face meetings over coffee rather than do all the planning by email. Our collaborative working patterns feel constructive and fruitful.

Externality

- Summarise and comment upon external **recognition**, for example in professional networks and/or awards.
- Summarise external **benchmarking** activity. Indicate any comparators with equivalent services in other universities or in other sectors. Include any professional body guidelines, policies, legal frameworks that impact on the service (including external accreditation where relevant).
- Provide an outline of any major actions undertaken as a result of learning from external benchmarking or accreditation activity.

There is no external accrediting body for Chaplaincy. The UoE Chaplaincy is often approached by universities around the UK and internationally for advice on good practice. We were invited to speak at the International Higher Education Interfaith Leadership Forum, at Georgetown University, including a visit to the White House, in September 2016, on our incorporation of Humanism into the Chaplaincy Team. The University of Central Lancaster developed their new Faith and Spirituality Centre based on our work, https://www.uclan.ac.uk/students/campus-life/multi_faith_centre/index.php. We have been approached by Auckland, Aberdeen, Glasgow, Napier universities, and Cambridge University Staff Association this year for examples of good practice. The Chaplain delivered the 2018 Guest Lecture to the South West Ministry Training Course on the subject of Chaplaincy.

3. Staff development activity

Outline key staff development activity that has been undertaken to support service delivery and the resulting impact on the student experience. Also indicate any identified gaps in skills/knowledge with possible adverse impact on the service.

Listening Service Training and Supervision for the Staff and Honorary Chaplains, delivered month by month by an external Counsellor/Chaplain. TAP advisors will join our training and supervision schedule for 2018-19.

The Chaplain has taken Masterclass training in responding to: Complicated Grief, Anxiety, Depression, Trauma, and Shame.

Associate Chaplain Ali Newell attended two Chaplaincy Conferences, one as the provider of worship, and the other to engage with the European University Chaplains. Both have afforded wisdom and reflection for our own practice. She has also had a Personal Development week in leading Iona retreat, and taken unpaid leave to lead retreats in the US and southern Africa.

Associate Chaplain Geoffrey Baines attended 'The Secrets of Simple Graphics' course, supporting his illustrative attentiveness work, Mindful Doodling, and Chaplaincy publicity. He published the book *Slow Journeys in the Same Direction* (Methodist Publishing 2018), and an accompanying online resource, <https://slowjourneys.org/>.

1-1 regular supervisions for the Chaplain, Associate Chaplains, and Listening Service Trainer, to enable us to support others.

The team has undertaken online training in responding to sexual assault.

The Receptionist has taken Fire Steward training, Health and Safety training, and 'Understanding Autism'.

The incoming Administrator has trained in: ‘Effective Digital Content’; ‘EdWeb Training’; eFinancials – Introduction and Hierarchy; eFinancials - Raising Purchase Orders, Goods Receipting and Returning; Computer Reps Training – Essential; SciQuest Training Sessions

We aim to familiarise more of the Honorary Team with the Student Death Protocol and other aspects of our on-call and Listening Service practice, so as to keep up with rising demand.

Opportunities and Enhancements

4. Reflection on service, changes, new ways of working and efficiencies

Using the information above, provide a holistic reflection of the service, including what has worked well and what has not. This should include:

- *A brief overview of and reflection on any new developments and their impact on service delivery (doing new things).*

The number of events and bookings at the Chaplaincy Centre has nearly doubled (see table below), as a result both of the Chaplaincy Team doing new things, and the Centre being more in demand from other parts of the University. This shows an increase both in the Service’s response to trends, and in the awareness others have of the Chaplaincy. There is a knock-on effect for our staff, and particularly for the Receptionist and Administrator.

Events/Booking Numbers:

| 2016/2017 | 2017/2018 | Comments |
|-----------|-----------|--|
| 123 (82) | 209 (163) | The figure in brackets reflects the number of Chaplaincy events & bookings. This increase is largely down to increase in Mindfulness courses and Series of Conversations led by Chaplain/Associate Chaplain. |

The Syrian Tutoring Programme means that there are teenagers in the building every Friday afternoon, with the need for sufficient care in place, and PVG disclosures for student tutors.

‘New Lectures in Science, Religion and Human Flourishing’ result in 2-3 extra evening events each year, with a knock-on effect for student society bookings. We work closely with the Societies, and give them opportunities to take part in any events which displace their regular bookings.

- *A brief outline of and commentary on changes made to activities/processes/practices/policies, in response to feedback/reviews/external drivers (doing the same things in a new way).*

Mindfulness and Compassion Courses are in much demand and we are looking to increase provision, by working with Departments who can provide funding for their staff to take the course, such as HR and IS.

Mindfulness free drop-in sessions are less busy at KB than at other sites. We are reviewing the timings and publicity, whilst maintaining the principle of parity of provision across sites.

The range of themed conversations introduced last year was new. Each theme worked well in responding to emerging trends. We will continue to work like this on some specific topics (e.g. academic career and having children), but re. wellbeing we will experiment with an initiative similar to Ruby Wax’s ‘Frazzled Cafes’, in providing a space for anyone feeling over-stretched or anxious.

- *A summary of any learning, efficiencies and effectiveness achieved from these changes (include anything that has ceased). Reflect on how the service is delivering within existing resources. Include opportunities for building efficiencies, for example increase in volume of use/demand for the service.*

Activities ceased: Thanksgiving Dinner due to an increase in other evening events, and collaborators no longer able to contribute. This has eased the workload for our busy Nov-Dec time; ‘Spiritual Conversations around Living and Dying’ to make room for new themed conversations.

The FT Receptionist post has been upgraded to UoE G4 to reflect the growth in responsibilities. The postholder’s flexible working-request to go down to 0.8 FTE has been granted. We have appointed a UoE G3 Receptionist at 0.2 FTE. Benefits: the workload is shared, energy levels remain higher, and there is a cost-saving at having 0.2 of our Reception cover at Grade 3.

We applied for a further 0.4 Admin capacity to assist the growing activity of the Service, in response to UoE growth. This has been granted and we will appoint in 2018-19.

Actions

5. Key priorities for the coming academic year

Summarise the top 3 – 5 priorities based on the analysis and reflection above and how these will be taken forward.

Keep the Listening Service healthy and flexible, with continued training and support of all Chaplains, and increased use of Honorary Team.

Maintain a high-functioning hospitable and caring service, including in our drop-in and common room areas, and in our response to acute and chronic situations.

Move to a salaried post for Mindfulness provision, so as to provide greater constancy for, and management of, our Mindfulness Initiative.

Support growing a sense of community at KB by increasing awareness of, and varied provision at, the KB Chaplaincy rooms.

Consolidate the team, with new Admin and Mindfulness postholders joining.

6. Risk analysis

Indicate any specific risks to achieving your service’s core activities, and the approach to mitigating risks.

Risk of too large a demand on the Listening Service. Mitigating this risk by deploying and training more Honorary Chaplains. At particularly busy times we sometimes shorten appointment slots. We may need to have a longer response time, but will maintain a short response time for as long as possible.

Heating and door issues at the Chaplaincy Centre puts our drop-in, study space, general welcome, and footfall at risk. The building has often been colder than we would like and has reduced usage especially of the resource/study area. We believe this has been due to heating problems in the Central Area. We have new automatic doors, for disabled access, but they are of an impractical design and reduce heat in the building. We are working on addressing this with Estates.

Appendix

USERS OF CHAPLAINCY CENTRE, Bristo Square, 2017.2018

Those who use the Chaplaincy for its faith, belief and social-welfare provision include:

The University's religious and belief societies, all of whom come under the umbrella of the Chaplaincy for provision and guidance.

- Anglican Society
- Bahá'í Society
- Buddhist Society
- Christian Union
- Hindu Society
- Islamic Society
- Jewish Society
- Quaker Society
- Student Christian Movement

Social-welfare and campaigning societies, who use Chaplaincy Centre's meeting rooms and resource area for the weekly activities:

- Amnesty International Society
- Amnesty International Letter Writing
- Hearty Squirrel Food Co-operative Committee Meeting
- People & Planet Society
- People & Planet Planning Meeting
- Save the Children Society
- Student Voice for Animal Rights

Creative and well-being groups

- African Dance Society
- Ballroom Dancing Society
- Create Society
- Female Voice Choir
- Les Escogriffes Society
- Modern Dance Society
- Revelation Rock Gospel Choir
- SocieTEA
- Yoga Society

New users in 2017/2018

- Arabic Belly Dancing Society (new)
- Baking Society (new)
- Feminist Society (new)
- Krishna Consciousness Society (new)
- Mindfulness Network

Language and International groups

- TANDEM Language Café

Table 1.1 Groups using Bristo Square Chaplaincy Centre

University Religious/Spiritual/Meditation Societies/Groups

Anglican Society
Bahá'í Society
Buddhist Society
Christian Union
Hindu Society
Islamic Society
Jewish Society
Krishna Consciousness Society
Quaker Society
Student Christian Movement

External Religious Groups/Events

EIFA Meetings

Other Religious/Multi-faith Initiatives

Capacitar Tai Chi
Capacitar Tai Chi Training Weekends.
Chaplaincy Faith & Sexuality Event.
Chaplaincy Welcome Week Fair
Chaplaincy Welcome Week Pre-Opening Ceremony Lunch
Chaplaincy Welcome Week First Sunday Lunch
Chaplaincy Welcome Week Christianity in 1 Hour with Campus Minister, Liam Fraser.
Chaplaincy Whispering Circle Event.
Dance Practice on Sufism.
DreamWhispering 101
EU Christmas Carol Concert.
EU Children's Christmas Party
EU Christian Union Event Week Talks & Lunch Bars
EU Christian Union Lunch Bars
EU Hindu Society Diwali Celebration
EU Jewish Society Holocaust Memorial Event
EUSA Welcome Week Buddhist Society Event.
EUSA Welcome Week Islamic Society event.
EUSA Welcome Week Krishna Consciousness Society event.
Hatha Yoga
Holy Communion
Honorary Chaplains' Meetings
Indoor Labyrinth
InterFaith Week Event in conjunction with EIFA – Creative Meditation
Mindful Doodling Sessions

Other Religious/Multi-faith Initiatives cont

Mindfulness Meditation
Mindfulness Meditation HR Staff Course.
Mindfulness Meditation Moray House Students Course
Mindfulness Meditation Nursing Students Course
Mindfulness Meditation Staff Courses.
Mindfulness Meditation Students Course
MultiFaith & Belief Peace Group
MultiFaith Public Conversation on The Compassionate Body
Religious Belief Advisory Group Meetings.
Roots of Compassion Workshop

Roots of Compassion Gospel Singing Event.
Taize Prayer
Women's Circle

Non-Religious University Societies

African Dance Society
Amnesty International Society
Amnesty International Letter Writing
Arabic Belly Dancing Society
Baking Society
Ballroom Dancing Society
Create Society
Female Voice Choir
Feminist Society
First Aid Society
Hearty Squirrel Food Co-operative Committee Meeting
Les Escogriffes Society
Mindfulness Network
Modern Dance Society
People & Planet Society
People & Planet Planning Meeting
Revelation Rock Gospel Choir
Save the Children Society
SocieTEA
Student Voice for Animal Rights
Yoga Society

Internal/External Non-Religious Groups/Events

Alma Art Project Exhibition
Alma Art Project Private View
Amnesty International Student Conference.
BizPals Event.
Buddhist/Mindfulness Network/Yoga Joint Event.
EconPals Event.
ESCA Meadows Marathon Registration
EU CAHSS WAM Meetings.
EU Chaplaincy Academic Loneliness & Busyness Conversations.
EU Chaplaincy Compassion Module for Medical Students/Nursing staff.
EU Chaplaincy Conversations with SSOs
EU Chaplaincy Exploring Solitude & Companionship Sessions.
EU Chaplaincy John Muir Lecture
EU Chaplaincy Light Up Learning Interviews.
EU Chaplaincy Listening Service Training sessions.
EU Chaplaincy Meeting with College Deans
EU Chaplaincy Personal Politics of Climate Change event.
EU Chaplaincy Post Strike Conversations.
EU Chaplaincy Slow University sessions.
EU Chaplaincy Stories Event.
EU Chaplaincy STREET Refugee Students Tutoring
EU Chaplaincy T&B Lecture Series – The Truth & Myth about Darwinism & Christianity.
EU Chaplaincy When Education Becomes Possible Event.
EU Chaplaincy WUF Filming
EU Chaplaincy WUF Film Premiere

EU Healthy University Pilates for Staff group.
 EU Saltire Scholarship Meeting.
 EU Sustainable Development Unit's Expo on Planetary Health.
 EUSA Advice Place Team Meeting
 eXchange 360 Society Meetings.
 EUSA Welcome Week Amnesty Letter Writing.
 EUSA Welcome Week People & Planet Event.
 EUSA Welcome Week Sexpression Crafternoon event.
 EUSA Welcome Week String Orchestra Event
 EUSA Welcome Week SocieTEA event.
 EUSA Welcome Week Blood, Bone Marrow & Transplant Society event.
 EUSA Welcome Week Make Up & SFX Society event.
 EU Hearty Squirrel Food Cooperative Soup Lunches
 EU LLC People Committee Stress Management Sessions.
 EU Paws against Stress Event
 EU Post Gifford Lecture Discussion Group
 EU TESOL Students Meeting.

Internal/External Non-Religious Groups/Events cont

EU Retired Staff Association Meetings
 Food Sharing Initiative
 Fringe Festival
 Knights Templar Charity Planning Event
 Long Distance Relationships Session.
 Our Story: History of Edinburgh Faith Communities Exhibition
 Scottish Mental Health Awareness Week Exhibition
 Scottish Mental Health Awareness Week Exhibition Private View.
 Sick Kids Memorial Service
 SPOKES Cycling 40th Anniversary Exhibition
 STAR Meeting.
 Tandem Languages Café
 Taste of Islam Event with Alwaleed Centre
 Translation Through the Centuries Exhibition.
 Usher Institute Yoga Group
 United World Colleges Gathering.
 VOX Edinburgh Sierra Leone Event.

Table 1.2 Categories of Chaplaincy Usage by University Community

Staff
 Students – Undergraduate, Postgraduate (PG) Taught and PG research
 Religious Societies
 People wanting a relaxed, drop-in, de-stressing, meeting or prayer space (Bristo Square Chaplaincy Centre, K.B., Moray House, and Summerhall)
 International Students
 Vulnerable Students and Staff
 Students and Staff seeking non-alcoholic space for social meeting
 Alumni and Former Staff