Completing the report

- The report should be the output of a reflective process, focusing on
    - activities **over the past academic year,**
    - the student experience and
    - activities that relate to student use of the service.

- The report should be brief, **no longer than 10 pages**. Focus on changes from the previous year's report, reflecting on what is working well and what needs further development.

Text in *italics* is for guidance; please replace it with your own content.

The Student Support Services Review Policy contains an overview of the process.

Service:	**Chaplaincy**
Submitted by:	**Harriet Harris, University Chaplain**
Date:	**27/09/2019**

Reflection on Previous Review

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

- **Update on actions** *from priorities outlined in last year's report and their impact on the student experience.*

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

Bespoke training given monthly to the Honorary Team, and supervisions available monthly or by request by an external, qualified Chaplain-Counsellor. Members of the Honorary Team are increasingly called upon, and some are supported to undertake further training with external bodies.

    - 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.

Drop in numbers and appreciative comments remain high. We have shown flexibility in response to an unusual number of student and staff deaths from March-June 2019, and also as we become more called upon for emergency response and/or hospital visiting in relation to mental health crises.

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

Funding agreed, and appointment made summer 2019

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

        KB rooms had usage from the following range of activities:

USERS OF THE SPACE IN COMBINED COMMON ROOMS AT MARY BRUCK BUILDING, KINGS BUILDINGS.	NUMBERS OVER ACADEMIC YEAR 2018.2019
Mindfulness Drop In	24
ISoc Friday Prayers in Common Rooms	825
WellComm Peer Support meetings	260

Self Guided Stretch Classes	260
SolidariTEA Meetings	210
Christian Union Lunch Bars	200
Mindfulness Course	25
Chaplaincy Lunch	25
Mindful Doodling	10
Sharing Insights Meeting	20
TOTAL For 2018.2019	**2570**

New at KB for 2018-19:
1. Teamed up with WellComm at KB to provide student training in our KB rooms, and for students to hold their own social sessions there.
2. Hosted Student Support Teams at KB in our KB rooms each semester for sharing of current trends, concerns, practice.
3. introduced Mindfulness drop-ins for staff and students, and a Mindfulness Course for students at KB. The course has had good take -up. The drop-in less so, because we need to hold it outside of lunch hour due to use of the Muslim prayer-rooms. The Chaplaincy KB suite of rooms are too small for all of our activities, as we anticipated and highlighted when the rooms were being planned. Use of other venues would incur costs.
   o Consolidate the team, with new Admin and Mindfulness postholders joining.
New team members arrived summer 2019, consolidation good.

- **Update on areas for further consideration** *identified from last year's report and their impact on the student experience:*

   o Mindfulness – is there potential to roll-out mindfulness working with Schools?
Yes, if the Schools have the budget to pay for this provision. We have doubled our facilitators, but the Schools would need to provide the budget. We provide taster sessions for those wanting to introduce mindfulness to their Schools.
   o Reach – are there ways to reach students who could use the Service but are not?
In 2018-19 we began posting to all Schools publicity for our activities and events.
We are continually adapting our publicity and activities to reach those who would otherwise not know to use us. More students have become aware of the Chaplaincy in 2018-19 as the Listening Service grows in profile, and as we have brought in LGBT+ and East Asian Honorary Team members. In preparation for 2019-20 we have designed new external banner emphasising 'Chaplaincy = Diversity', and produced new style leaflets showing as many of our diverse activities as we can. We have increased our presence at student and staff fairs, and appointed a new administrator to enhance website and social media comms. Other activities that have brought new people to engage with Chaplaincy in 2018-19 include, 'Spirit in all Things eco-spirituality course'; Extinction Rebellion event, Mindful Doodling, Collaborate Induction sessions for incoming students, 'Books and/or Babies', 'Jiggered Staff' and 'Jiggered PhDs', 'The University Listening Project' film, 'Reflecting Together' (academics reflecting on their purpose at UoE), the Chaplain's IAD blog on Imposter Syndrome. The Carol Service, which had a congregation of nearly 2000 in 2018, annually brings us to the attention of new people. The Opening Ceremony and Graduation used to, but our role has been cut back at these events.

- *Indicate how activities link to the University's Learning and Teaching Strategy, Student Experience Plan, Strategic Plan and/or to other key University strategies as appropriate.*
The Learning and Teaching Strategy aim to: Ensure that all students from all backgrounds achieve their potential by providing a supportive environment and rich learning culture,
The Chaplaincy actively supports students from all backgrounds, through
   1. *providing support for the diverse faith and belief groups, and co-creating with students contexts for them to come together and learn from one another*
   2. *calling together focus groups to look at support for particular ethnic or national groups, including Chinese students and sub-Saharan African students*
   3. *diversifying our Honorary Team to bring in East Asian, African, LGBT+ representation*
   4. *addressing hate crime and reporting through events and conversations*

5. *supporting students who are parents through Books and/or Babies meetings, and Children's Christmas party*
6. *supporting students from refugee backgrounds by providing initiatives that are especially engaging them in supporting their country-people, especially in 2017-18 the Syrian Tutoring Programme*

The Learning and Teaching Strategy aim to Equip all students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates who contribute to society.
All of the Chaplaincy's activities speak to this aim, from 1-1 support of the Listening Service, Mindfulness and wellbeing provision, the Compassionate University initiative which broadens people's approach to knowledge and to ways of responding to complexity and difficulty, and the multiple themed conversations that we develop each year to respond to presenting issues.

The Student Experience Plan seems not to be accessible on the website for comment – but chaplains have sat in many a meeting about it and Chaplaincy aims are directly correlated.

Strategy 2030: The Chaplaincy has supported over the past decade the relevance of values in underpinning the vision and work of the University, through our What's the University for? work http://www.whatstheuniversityfor.com/ ; https://www.ed.ac.uk/chaplaincy/the-university-listening-project and now through Compassion teaching across Schools and curricula. 2018-20 the Chaplain is convening national and international convivia to look at the role of compassion in organisations, drawing on compassion science and working with Scottish Government, NHS, business consultants, and international scholars.

Measures of Success

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

User engagement and feedback
(Users are defined as students and academic/ business units)
Reflect upon

- *how user feedback was gathered/satisfaction was measured*
  Headcount for usage of Chaplaincy Centre; evaluation forms for Mindfulness and Compassion courses, Compassion teaching for Clinical Educator Programme, Jiggered sessions; invited email feedback for themed conversations. We receive a high volume of unsolicited feedback which we value the most because people have clearly been motivated of themselves to provide it. This is 99% positive feedback with sometimes suggestions for improvement, to which we respond by email or in person at the nearest opportunity.
- *what mechanisms were used for evaluation. Conversation with co-facilitators and users*
- *how the service is closing the feedback loop (giving feedback on user feedback)*
  adapting course material in relation to feedback (especially for Clinical educator Programme: doubling the number of workshops and developing more skills and practice-based components); providing two further follow-on courses for Mindfulness and Compassion, due to feedback requests for on-going provision. We had feedback from a member of UoE about the use of the term 'Chaplaincy' via the 'Have your Say' process, to which we responded speedily and invited suggestions, see below:

"The Chaplaincy" - Time for a name change!

The name 'Chaplaincy' is old fashioned and rather off-putting, especially for students/staff from various diverse backgrounds.
A Chaplaincy is the position occupied by a Chaplain who might be a member of the clergy who conducts religious (christian) services for an institution.

On the other hand they might be a lay person who provides spiritual leadership and counselling.

I and many others would never go near something called "The Chaplaincy" for fear of what it might entail. I have discussed this rather arcane title with various members of staff and all agree that the name Chaplaincy for what is effectively acounselling service is unappealing
I know The Chaplaincy's tag line says it is for people of all faiths and none - but still, it has strong connotations.

In this era when the University must overtly demonstrate that it is a Diverse and Inclusive environment it is time to remove such misleading names from University entities.
The Chaplaincy - it is really tme for a name change a name change.

Response

Hello all

We have long wondered about a different name for the Chaplaincy, and revisit this question every year.

We would welcome suggestions! Please do send some to us.

We have so far found that every alternative name we have considered is too narrow. We are not a counselling service, and while we operate the University Listening Service this is only one aspect of what we provide. We also run the Edinburgh University Mindfulness Initiative, take the lead of some of the UoE Refugee work, lead on responses to national and international tragedies, provide reflective space within the institution for thinking about the nature of the university, its vision and values, etc.

Healthcare Chaplaincies have moved over to using such terms as 'spiritual care', but that is also too narrow for us and doesn't capture the community and social justice aspects of our work.

The term 'Chaplaincy' does capture all of these elements. Chaplaincy is a growing movement at the moment, in all manner of work places, sports teams, fashion houses etc, not to mention the more traditional services in prisons, hospitals, educational institutions and the armed forces. Chaplaincy is growing as a diverse movement, with an increasing number of Humanist, Muslim, Sikh, Pagan, and other Chaplains.

So while we would be interested in another name that did not put people off, we may find that we change our name just as 'chaplaincy' comes to be understood for the diverse entity that it is.

Best wishes, Harriet

Revd Dr Harriet Harris
University Chaplain

Analysis of service use
- *Briefly outline key trends, associated risks, impact on the student experience, and action taken.*
  - *Include numbers (if quantifiable), for example, numbers of enquiries or visitors and*
  - *coverage and reach, for example student groups (UG, PGT, PGR), demographics (for example gender) and*
  - *over or under use by particular student groups.*
  -
  - *Users of Chaplaincy Centre, headcount*

In the week of the count, numbers were 2787 in November 2018 (2696 in 2017), and 2853 in March 2019 (2704 in 2018): a slight increase on the previous academic year, but the figures stay around this level each year. The March count excluded other activities that week: the Meadows Marathon usage of the Centre (600), Extinction Rebellion Chaplaincy event in George Square (111), Memorial in Playfair Library (150). In total 3714 people engaged with the Chaplaincy in the week of the March headcount – not counting engagement at KB, Little France and Vet School. This is typical and varies little across years, partly as a factor of the capacity of the building and the number of staff chaplains.

Listening Service stats
➢ *Chaplaincy supported 225 different individuals with 1-1 support in 2018-19 - 15% staff, 85% students NOT including bereavement support. Of the students, 65% ug, 35% Pg. All nationalities and across genders. Mature students included.*
➢ *Of these 225 different individuals, 25% came for a one-off conversation; 75% have had, or continue to have, a series of follow-on appointments.*
➢ *66% of these appointments are made by people explicitly asking to use the 'Listening Service'*
➢ *33% come through other routes: Student Advice Place, Counselling, Personal Tutors and support teams, Res Life; those just wanting to use the Chaplaincy to speak to somebody; those coming to us following Chaplaincy courses and events etc; direct approaches to Honorary Team members*
➢ *25% ask for faith- or belief-related conversations, of these 90% of requests are Christian, the remaining 10% Pagan, Buddhist, Muslim, Humanist, Hindu.*

Mindfulness and Compassion Courses stats:
352 students and staff attended courses 2018-19 (225 in 2017-18)
Staff courses include domestic staff, PTs, Student Support team members, professors etc.

- *What are the key performance indicators (KPIs) relating to the student experience and what plans does the service have to develop KPIs*
Headcount is our main KPI. We would like to appoint a Director of the Listening Service who can put time and expertise into developing appropriate KPIs, gathering and interpreting data and feedback, and closing the feedback loop.
  - *Provide a brief overview of and reflection on key measures/performance indicators, for example,*
    - *input/output statistics, see above*
    - *turnaround/throughput times, response within 24 hours to Listening Service enquiries, to arrange an appointment. Response within the working day or from our 24/7 Emergency on-call provision to deaths and hospitalisations or mental health distress*
    - *results against any specific Service Level Agreement measures, NA*
    - *student satisfaction data. We have formerly drawn on ISB and internal UoE surveys. These are not available to us this year. We continue to adapt in relation to email feedback, and feedback forms that we supply for the courses we run.*

The number of events and bookings at the Chaplaincy Centre has risen continually since 2016 (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.

2016-17	2017-18	2018-19	comments
123 (82)	209 (163)	241 (183)	The figure in brackets reflects the number of Chaplaincy events & bookings, which have increased largely due to Mindfulness courses and Series of Conversations led by Chaplain/Associate Chaplains.

Partnership working: with Schools, Colleges and other services
- *Outline internal or external collaboration that has supported and/or enhanced service delivery. Include opportunities, and any examples, of working across boundaries.*
Developing our conception of the Compassionate University with the following partners:
  ➥ *Scottish Government*

- *Carnegie Trust*
- *NHS*
- *Stanford, CCARE*
- *University of Helsinki*
- *University of Queensland*
- *University of Rwanda*
- *University of Sussex, Prof Robin Banerjee, Kindness in universities*
- *University of Derby, Prof Paul Gilbert, Centre for Compassion Research and Training*

Facilitating curriculum discussions across Schools for embedding compassion and wellbeing into teaching, including: Biology, Sociology, Social Work, Psychology and Education, Nursing Studies, Medicine and Vet Medicine, School of Health and co-teaching on a number of courses with these schools.

In much of our service delivery, we work with Protocol, SRS, Ed Global, The Student Association, IAD, SCS, SDS and Res Life. In addition in 2018-19 we worked with the following:

- 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 and the Royal Society of Edinburgh in speaking at an event at the RSE on 'Respectable Debate'
- ECA in working with 'The University Listening Project' film
- School of Health, Social Work, and Medical School in running Camas weeks
- IAD in further developing 'Slow University'
- School of Health, Philosophy, SRS,, Geosciences, CMVM and the Global Academies in hosting the 'Whole World Whole People' monthly hub
- 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 programe for Syrian teenagers.
- All Schools in creating Senior Tutor gatherings
- All Schools in facilitating student support team conversations
- WGH, Maths, and central area schools and departments in hosting Jiggered cafes

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

- Police Scotland and Edinburgh Interfaith Association, for Hatecrime awareness and support
- Stonewall and Edinburgh Interfaith Association for 'Faith and Sexuality' meetings
- Edinburgh Interfaith Association, and Interfaith Scotland for Interfaith initiatives
- Carnegie Trust in contributing to their Kindness Innovation Project

- *Summarise and reflect upon*
  - *activity to support collaboration,*
  - *where more collaboration is needed and*
  - *how will the service address gaps in partnership working.*

The Chaplaincy is a small team and therefore all of our activities are collaborative. There are no activities we undertake where we do not engage others across the UoE, and often external bodies too. We take the initiative to find collaborators, who then suggest more.

- *Outline internal customer service activity*
  - *How is the service supporting Schools and Colleges to deliver their academic business?*

In Semester 2 2018-19 we began hosting monthly meetings for STs, as a place for sharing concerns and wisdom, to enable them to support one another, their PTs and students.
Contributing a session on compassion to the Anthrozoology course for the Vet School

Delivering sessions on self-care to 2nd and 4th year medical ugs
Delivering wellbeing seminar to Business School MSc students
Teaching for IAD on 'Accessible and Inclusive Learning', and 'Teaching Wicked Problems'
Providing TAP and Nightline with access to training and support from the Trainer and Supervisor of our Listening Service – giving those who support others the skills to debrief and to understand and look after their own support needs.

Externality
- *External recognition and benchmarking*
    - o *Summarise and comment upon external **recognition**, for example in professional networks and/or awards.*
    - o *Summarise any external **benchmarking** activity. Reflect on any changes to relevant professional body guidelines or sector developments.*
    - o *Outline any major actions undertaken as a result of learning from external benchmarking or accreditation activity.*
    1. There is no external accrediting body for Chaplaincy.
    2. The UoE Chaplaincy is often approached by universities around the UK and internationally for advice on good practice.
    3. STV has approached us, interested to make a documentary about Chaplaincy and wanting to use UoE as their model – this is under discussion, as it involves sensitivities around confidentiality.
    4. The Chaplain is currently working with Edinburgh Napier to assist their re-growing a Chaplaincy.
    5. The Chaplain was an invited plenary speaker at the launch of a significant report on UK University Chaplaincies, and Edinburgh highlighted as a model of good practice and diversity at the plenary sessions (universities are not individually named in the report):
    https://www.churchofengland.org/sites/default/files/201905/chaplains_on_campus_full_report_final_pdf_.pdf
https://www.dur.ac.uk/news/research/?itemno=38760

3. Staff development activity

How is the service developing its staff and measuring the impact of staff development on the student experience?

- *Outline key staff development activity undertaken to support service delivery and the resulting impact on the student experience.*

    - a. *Receptionist undertook* Disability office trainings: Deaf Awareness; Dyspraxia Awareness and ADHD awareness
    - b. *The new administrator undertook* EdWeb Training (web); SciQuest (finance);Oracle Recruitment (HR)
    - c. *The Associate Chaplains undertook 'Competence in Complexity training' with International Futures Forum, crucial to our What's the University for? envisioning of how to support people in a complex world.*
    - d. *Staff Chaplains took Rape Crisis training.*
    - e. *We organised 'supporting oneself in supporting others through sexual assault' training for Chaplaincy and TAP members*
    - f. *The Chaplain undertook the Senior Leadership Programme with UoE, and an external Women in Leadership training programme with One of Many.*
    - g. *The Chaplain undertook Post-Suicide Bereavement Training with PABBS*
    - h. *Honorary Team members have undertaken training on supporting Chinese students (Oxford Conference), and also themselves delivered diversity training to the Chaplaincy team and also to staff at Holyrood and Buckingham Palaces!*
    - i. *Honorary Team members are training on our Mindfulness and Compasiion courses, and some are undertaking external Counselling courses.*

-
- *What are the gaps in skills/knowledge that may affect service delivery or impact on the student experience? How will the service address any skills gaps?*
    Potential gaps in skills for the range of issues presented at the Listening Service, so we are in continuous training. Potential gaps for Honorary members in feeling confident with

the student death protocol when they are on the emergency on-call rota. We are simplifying their duties to respond directly to the family/friends impacted and to report to the Chaplaincy office. Other aspects of the protocol can be taken up by Chaplaincy staff.

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.
What has worked well and what has not? Include:

- *A brief outline of and reflection on any new developments and their impact on service delivery (doing new things).*
  Returning to the McEwan Hall from St Giles for the Carol Service had a large impact on numbers. St Giles could accommodate 900 at a big push. McEwan Hall was able to accommodate nearly 2000. The Chaplain spoke on loneliness at the Carol Service, which had a big impact on some students who subsequently came forward to co-develop initiatives to address student isolation.

  Jiggered Cafes (based on Ruby Wax's Frazzled initiative) were new for 2018-19. They have had the most uptake by staff. UGs did not respond in large numbers, and we did not know how best to communicate the initative to ugs. Speaking with EUSA Welfare VP, we have decided not to run Jiggered for ugs at present due to the various peer support schemes on offer. Jiggered had had positive uptake and impact for PhD students and for staff, and is continuing most regularly at WGH – also giving Chaplaincy a new and regular presence at WGH.

  Books and/or Babies meetings for people thinking through big life decsisions around career and family: a co-creation between ~Chaplaincy and PhD students, but open to all. This initiative now features on the UoE Athena Swann admission, and in this student blog. https://medium.com/@morayhouseblog/toddling-with-research-cb0d5e401849

- *A brief outline of and reflection on changes made to activities, processes, practices or policies, in response to feedback, reviews or external drivers (doing the same things in a new way).*
  We dropped our 'spiritual conversations around living and dying well' to make room for other themed conversations, especially around loneliness. We have since been asked to co-establish with students a 'Remember-Ed' set of meetings, for talking about grief, so there remains reason to provide regular sessions where people can talk about grief, loss, dying and living.

  Our Receptionist has benefited from going down to 0.8 and we have benefited from the insights of a new staff member for 0.2 Reception duties. We have since rolled the 0.4 admin assistant post and 0.2 Reception post into one position, so that we have sustained 0.6 provision and continuity for the Service. This new post holder maintains our website and social media, provides Mindfulness Admin, and Reception cover. Our Comms and admin are improved as a result.

- *A summary of any learning, efficiencies and effectiveness achieved from these changes (include anything that has ceased).*

  The benefit of as much continuity as possible for postholders.

- *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.*

- *In order to work within our Mindfulness budget we are focussing on drop-ins and courses and retreats for staff and students from across the UoE as our core provision, given by our new Staff Mindfulness Chaplain. Bespoke courses for Schools and Departments are offered by*

our Honorary Mindfulness Chaplain, working in a freelance capacity, and paid for by Schools and Departments.

Actions

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5. Key priorities for the coming academic year
Summarise the top 3 – 5 priorities based on the analysis and reflection above. *How will the service take these forward?* Keep the Listening Service healthy and flexible, and able to respond to increasing demand (tripled over its first two years, and up again at the start of 2019-20), with continued training and support of all Chaplains, and increased use of Honorary Team. Hope to be able to appoint a Director of the Listening Service, to consolidate the Service, provide and oversee training, support, KPIs, feedback, effective triaging, and who would also be able to consolidate our support of those who support others (STs, PTs, SSOs, Nightline…) Maintain a high-functioning hospitable and caring service in our drop-in and common room areas. Maintain a high-functioning hospitable and caring service in our response to acute and chronic situations, growing the confidence of staff and honorary team members around their response in times of seeming crisis, and providing the necessary support and debrief opportunities afterwards. Further develop the Compassionate University initiative with discussions at strategic levels, and with national and international partners, and teaching collaboration across disciplines.

6. Risk analysis
Indicate any specific risks to achieving the service's core activities, and the approach to mitigating risks. • *What are the service's challenges and what actions are needed to address them (both by the service and by others)?* Act of God, or acts of all gods and none: praises and sacrifices to God, or all gods and none 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. We hope to be able to appoint a Director of the Listening Service, who would then also be a significant additional Listener. • *How is the service engaging with the issues that are likely to have a positive impact on the student experience?* Much of our work is focused on student and staff wellbeing and mental health, from the welcoming environment and the weekly activities that we provide, to the courses that we develop and run. The Chaplain has also blogged and recorded podcasts on mental health at university. We aim to maintain a wider vision than that of supporting individuals, so we look at the health of the university in terms of how people relate to and support one another within it. This lies behind our Compassionate University work, our support for those who support others, our focus groups on the needs of particular groups of students, and our endeavour to co-create initiatives with students wherever possible.

June 2019