



Student Support Services Annual Review

Service Value Assessment: Academic Year 2022/23

Guidance on 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.

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| Service: | Chaplaincy |
| Submitted by: | Harriet Harris, University Chaplain, Head of Chaplaincy Service |
| Date: | 2 October 2023 |

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*).

- Alongside the already established Senior Tutor gatherings and Student Support Team gatherings, we brought in a range of training initiatives in line with the new Student Support Model to **support staff who are supporting students**, with separate and regular gatherings for: The Wellbeing Service; Student Advisors; training for Cohort Leads; work with the ESC team to support their staff in 2023-24.
- With our out-going Chaplaincy Listener, who is Mandarin and Cantonese-speaking, we hosted two large fora on supporting Chinese students, working also with staff and students from Moray House and the Business School. These were well-attended by colleagues across Schools and Departments, c150 in total received the training and insights.
- We have implemented improvements to our Chaplaincy rooms at KB, providing a table-tennis table and some new kitchen facilities, to help the community-bonds that flourish there.

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

Indicate how activities link to the University's Strategy 2030 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

- 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

- calling together focus groups to look at support in particular areas, including Palestinian students, Jewish students, Muslim students, Chinese students, and, with war in Eastern Europe, students from Ukraine and neighbouring countries, and from Russia.
- maintaining and renewing the diversity of our Honorary Team, including new LGBTQ+, Jewish, and Brazilian Candomblé representation in 2022-23
- addressing hate crime and reporting through events (including with the Intercultural and Anti-Discrimination Officer), focus groups with Student Societies, and conversations
- supporting students affected by disasters in their home countries, in this past year especially Malawi, Ukraine and surrounding area, Nigeria, Afghanistan.
- supporting students from refugee backgrounds by providing initiatives that are especially engaging them in supporting their country-people, including the ongoing the Syrian Tutoring Programme, which was maintained all through Covid, going online, and has come back to in-person in 2022-23 at the Chaplaincy Centre.

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; Dreamwhispering (a form of mentoring around talents and vision of individuals); Mindfulness and wellbeing provision, which aid cognitive clarity and awareness; Compassionate University trainings which broaden people's approach to knowledge and to ways of responding to complexity and difficulty; the multiple themed-conversations and workshops, such as around 'Taming your Inner Critic and other internal frenemies', and 'Surviving University' that we develop each year to respond to presenting issues. The Abundant Academy supports PG students to thrive in their studies and life-choices, and PhD Book Club supports PGR students with a place to share the joys and challenges of doing a PhD whilst also having some fun and stimulating reading that it outside of their research, and creating new opportunities for friendships.

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 and film, <https://www.ed.ac.uk/chaplaincy/the-university-listening-project>, much of which has been transformed into personal and leadership development training through the Abundant Academy, and through Compassion training, and Listening Training, which are having increasing amounts of take-up across Schools and Departments.

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 and*
- *what mechanisms were used for evaluation.*
- *how the service is closing the feedback loop (giving feedback on user feedback)*

The Chaplaincy Service collects feedback through

- evaluation forms for courses and some events, including, where relevant, user-self-assessment of changes they notice within themselves
- spoken feedback at end of Listening Service appointments (to ascertain helpfulness to the listenee)
- focus groups
- unsolicited emails, cards and letters

The feedback loop is closed by the feedback coming directly to the Service deliverer in most cases, and otherwise through conversations with the line-manager.

In response to feedback from a focus group of 2nd-year undergraduates who had never used the Chaplaincy and explained their reservations about Chaplaincy, the Chaplain wrote the blog [What is a Chaplaincy anyway?](#)

Abundant Academy self-assessment evaluation: 77% of Abundant Academy participants reported feeling somewhat or very overwhelmed at the beginning of the programme, and 73% depleted or somewhat exhausted with 64% saying that they felt anxious all or some of the time. By the end of the programme, 50% said that they were either flourishing or on top of things and 60% said they were abundant or energised with 90% saying that they felt calmer.

Samples of written unsolicited feedback on a range of provision:

- 'I thought the forum on supporting Chinese students was so insightful and thought provoking and i very much look forward to this continuing. Was wondering if there is still a plan to share the presentation in some way as I'm sure it will be of great interest to colleagues'
- 'I wanted to give you my gratitude for helping me realize and come to terms with strengths, challenges and unique personality. I really dove deep into your sessions and took pieces away from each one, storing them away in my memory.'
- 'Your killer opening salvo at the last session about why are we here and honing our sense of purpose are such fundamental and necessary questions that just get drowned out in our daily to-do-lists and gave me a lot to think about and helped me make sense of some recent events.'
- Thank you so much for your work and its helpful role in my life journey.
- 'You might find this email out of the blue since we've never corresponded before. I'm writing this email to thank you for your beautifully written mindfulness newsletters which have never failed to brighten up my day (and my email inbox). A personal favourite is the wordle one, and I found solace in your tips on how to interrupt a spiralling mind. I was first introduced to the newsletter by the student counselling services when I was having a difficult time adjusting to uni-life and finding my place in this community.'
- 'I felt it might be worth just saying that I felt very unjudged and understood in that 15 minutes just now. That is very important to me and made me feel very safe and dignified. I thought it would be worth just quickly following up to thank you for that.'
- 'It really makes me feel good when my friends say they received the postcards [Why Don't You Write Me initiative], and they love them. I feel I've got reconnected with my friends again in this way. And I hope I can write to more friends in Edinburgh in the future!'
- 'Just to say a huge thank you for taking the time to meet with P and me today. It was tremendously helpful! I'm so excited to work with you and just blown away by the level of support, the welcome and the compassion the Chaplaincy has created here. Can't wait to join in!'
- 'Thank you, the Chaplaincy sounds so socially aware, inclusive and so wholesome! what a wonderful service (L (they/them))'
- 'What a gift you are! A beautiful message with deeply moving illustrations of God's unfathomable grace and mercy. Unmeasured and over-measured.'
- 'I'm sending a large thank you for your time in presenting to the new P.G. students today. The Committee really valued your involvement which put Chaplaincy centre stage for students and I gather some students are making contact.'
- 'Thank you so much for all your help through that and for our Dreamwhispering sessions together, you have had such a positive impact on my life for which I am very grateful.'
- 'Dreamwhispering is a journey of self-discovery that has helped me reflect on my own abilities and strengths. I've grown to truly understand myself, my confidence has improved, and I feel better equipped to face the challenges life throws as me.'
- 'Just very thankful that the group was made because I probably wouldn't have met many other people going through grief.' (Grief Group)
- 'Thank you for setting up this space for students to share their experiences and be supported through that experience' (Grief Group)
- **Examples of Listening Service feedback:**
 - "I want to take a moment to express my gratitude for your unwavering support. Your assistance holds immense value for me, and I cannot imagine how I would have navigated through this period without your advice."
 - "Thank you for allowing me to open up. This has been a powerful journey and I appreciate all our meetings. To have my voice heard is really special."
 - I just wanted to say thank you for listening to me. Speaking with you helped me back in the day, and I am very grateful that you were there to support me during that difficult time.

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.

The Listening Service held 940 appointments across academic year 2022-23

- Appointments by programme year AY 22/23:
 - 1st year – 281 38.9%
 - 2nd year – 110 15.2%
 - 3rd year – 149 20.6%
 - 4th year – 135 18.7%
 - 5th year – 47 6.5%
- Appointments by semester:
 - Semester 1 – 276 30.8%
 - Semester 2 – 486 54.2%
 - Summer – 134 15%
- Appointments by gender:
 - Male 237 26.8%
 - Female 640 72.3%
 - Other 8 0.9%
- Appointments by university status:
 - UG 361 42.5%
 - PGT 271 31.9%
 - PGR 125 14.7%
 - Staff 92 10.8%
- Appointments by residence:
 - Home 487 56.2%
 - Overseas 380 43.8%
- Appointments by country of origin:
 - UK 417 48.1%
 - China 159 18.3%
 - USA 62 7.2%
 - India 56 6.5%
- Type of appointment:
 - 1st appointment 270 29.8%
 - Repeat appointment 535 59.1%
 - Change of mind 15 1.7%
 - No Response 10 1.1%
 - No show 65 7.2%
 - Out-of-hours 30
- Numbers At Risk: 13

Main reasons for using LS: anxiety, loneliness, relationship issues, gender-based violence, struggling with course. Response time is within same or next day to enquiries, and a mutually workable appointment is made between listenee and listener.

More female than male students currently using the service, and also a decrease in the percentage of staff using the service. We are working on Comms with staff, in particular for new staff coming in under the New Student Support Model, who have not always understood that they can themselves use the LS, and who are now being directed to the LS especially to debrief around difficult situations.

We will continue to consider how to reach more male students. Focus group work is likely to be helpful here.

Mindfulness saw 1257 participation for in-person sessions, including course, drop-ins and workshops

- Digital mindfulness – approx. 20,000 participations
- Main reasons for referral: stress, anxiety, depression, curiosity, relationship difficulties, academic stress, poor physical health, history of trauma, seeking community

Why Don't You Write Me

- 250 members to date; 14,000 cards sent worldwide
- Main reasons for referral: community, loneliness, connection; high numbers of international students wanting connection both with home and with Edinburgh.

PhD Book Club

- Currently has 65 members.
- Main reasons for referral: seeking community, reflection, perspective

Grief Group

- Numbers in 22/23 are between 8 -20 students; a 300% increase in the number of students attending a meeting at least once per semester
- Currently no waiting times for the group, but there may be a need for either a waiting list or another group to be created if numbers continue to rise. Currently we have never had more than 12 students in a meeting at once, and this feels the very upper limit. This is going to be monitored into the next academic year and decision taken around how best to manage numbers and the experience in the group

All of our work is delivered by:

- 2.8 staff chaplains
 - 1 part time mindfulness chaplain
 - 2 part time chaplaincy listeners
 - 2.8 administrative staff
 - 15 Volunteers and Honorary Chaplains
- *What are the key performance indicators (KPIs) relating to the student experience and what plans does the service have to develop KPIs?*
 - *Provide a brief overview of and reflection on key measures/performance indicators, for example:*
 - *input/output statistics, Numbers as given above*
 - *turnaround/throughput times, Response within 24 hours*
 - *results against any specific Service Level Agreement measures, N.A.*
 - *student satisfaction data. Feedback as given above*

Chaplaincy worked with Animate Consulting in 2021-22 to identify these KPIs for Chaplaincy:

To what extent have we:

- 1 **listened and connected** walking alongside, developing relationships and providing urgent pastoral response individually and globally, responding to bereavements
- 2 **called-out; supporting and promoting** change, inclusion, equality and justice within the university and the university's global vision
- 3 **built community and promoted a sense of belonging**, a home away from home, working across university departments, within management structures, deliberately to create a sense of wholeness.

4 facilitated opportunities for wellbeing, healing and wholeness

The Animate Report, attached, supplements the details within this AR on how we are meeting these KPIs.

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.*
- Ed Global, working to create the Global Situation Emergency Response Guidance, and to hold 6 Emergency-response gatherings across the year
- Ed Global, in hosting and MC-ing a Ukrainian Community lunch during the delegation visit from the National University of Ukraine
- Suicide Cultures Research project, providing interviews and input from Chaplain's experience
- Vet school- memorial bench for humans and animals
- The Roslin Institute's Peer-to-Peer Support: proving listening training
- Vet School and Vet Profession: Survivors of Suicide Loss annual service
- Memorialising Staff, co-creating with Medical School; SPS; Estates; BVS; HCA
- New College- Discovery Day lecture, queering well-being and other
- Well-being days for Estranged and Care-Experienced Students and Staff working with them
- Engineering- poverty and ecology organising, ahead of initiative in 2023-24
- Social Work- young people's poverty
- Trainings for staff and student wellbeing delivered for HR Away Day, LLC Professional Services, SRS, SRA, Business School, Law School
- *Summarise and reflect upon:*
 - *activity to support collaboration,*
 - *where more collaboration is needed and*
 - *how will the service address gaps in partnership working?*

The main challenge is meeting demand. We prepare well and receive excellent feedback on the support and trainings we provide for Schools and Services, and cannot meet all of the requests.

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

We are approached to deliver trainings within Schools in areas of Wellbeing, Mindfulness, Compassion, Listening well, and personal and leadership development, and we meet as much demand as we are able.

We contribute to academic endeavour through academic publications, including in 2022-23:

- Dr Kitty Wheeler: [Self-Care and Wellbeing in the Face of COVID-19: Multidisciplinary perspectives and interprofessional experiences](#). *Journal of the Royal College of Physicians of Edinburgh*, April 2023. (first author)
[Trauma-Sensitive Mindfulness for Students: an overview](#). *BACP Journal of University and College Counselling*, November 2022.
- Dr Harriet A. Harris: *Atheisms: The Philosophy of Non-Belief*, co-edited with Victoria Harrison, Routledge, 2023.

We support academic activity through lectures and events, including

- Within the Templeton and Blankmeyer Foundations grant-funded series 'Science, Religion and Human Flourishing', of which the University Chaplain is Co-I. Prof Meghan O'Sullivan of Notre Dame University, gave the lecture 'Should we love everybody?', which attracted ugs from a range of Schools: '[I discovered the Chaplaincy through this lecture. This is exactly what I hoped university would be like](#)' (Ug Philosophy).

- ‘Creativity: making it work’, with playwright Sarah Woods, a workshop assisting with writing and creative projects, helping people to get unstuck: ‘Thanks again for what was a fabulous and hugely insightful session. I thoroughly enjoyed it and hope to come to any future events you are hosting’ (HoS).
- ‘Unmasking Covid’, with novelist Sarah Moss and others, helping us to process what has happened to us, so that we can move forward in our academic endeavours; feedback ‘Chaplaincy always hosts the conversations that need to be happening’ (Senior Lecturer).

Externality

- *External recognition and benchmarking:*
 - *Summarise and comment upon external recognition (for example, in professional networks and/or awards).*

There is no external benchmarking for Chaplaincy. UoE Chaplaincy is frequently cited by Universities as ‘sector-leading’ and the ‘flagship’ university Chaplaincy, and is the largest multi-faith and belief University provision in the UK. The University Chaplain has been a Consultant to Durham University (2022-23), and assisted Edinburgh Napier in relaunching Chaplaincy provision, and is contacted by universities globally for advice on University Chaplaincy.

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.*

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| <p>All Staff</p> <ul style="list-style-type: none"> • GDPR training • EPrevent training <p>Administrative Team</p> <ul style="list-style-type: none"> • Building Fire Safety Training • First Aid at Work Qualification <p>Honorary Chaplains and all Listening Service staff and Volunteers</p> <ul style="list-style-type: none"> • SupportEd Eating Disorders training • Suicide Bereavement training • Kitbag training, IFF <p>Chaplaincy Listener: Certificate in Group Facilitation and Training Skills</p> <p>Associate Chaplain (Multi-faith and Belief):</p> <ul style="list-style-type: none"> • Edinburgh Leader training • Edinburgh Leader facilitating • CBT course for practitioners • Unconscious Bias • Diversity, Equality and Inclusion | <ul style="list-style-type: none"> • Stonewall Workplace Conference • Allyship Training • Compassion Focused Therapy conference <p>Associate Chaplain (Head of Listening Service) Acceptance and Commitment Therapy (ACT):</p> <ol style="list-style-type: none"> 1. Depression and Anxiety Disorders 2. Trauma-Focused <p>Mindfulness Chaplain</p> <ul style="list-style-type: none"> • Walk-leader training, Nature Connections • AbAc Community, aiding self-reflection • Clinical Supervision, trauma-informed <p>University Chaplain</p> <ul style="list-style-type: none"> • Trauma and Race online, NICABM • Compassionate Interventions online, NICABM • Intercultural Awareness training, UoE in-house • Thinking Environment in-person training* |
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*‘Thinking Environment’ facilitation, following the work of Nancy Kline, supports students and staff to grow their listening and their independent thinking; highly beneficial skills to bring to contentious topics, and useful in EDI work.

- *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?*

JSoc presented to us their Report on Antisemitism within UoE, and we also studied the national report on Antisemitism in the NUS. We are hosting and attending

- Antisemitism training, taking place beginning of Semester 1, 2023-24

We are increasingly aware of the need for on-going training around trauma, neurodiversity, and responding to GBV. We have scheduled trainings for Staff and Honorary Team on:

- Trauma training responding to GBV, from rape crisis practitioner;
- Neurodiversity affecting staff and student life, from members of SDAS.

Opportunities and Enhancements

3. 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).*

After the staff turnover during the main COVID/P&M years, we started academic year 2022-23 with whole new admin team. The Chaplaincy Administrator has picked up the loose ends left by gaps in Admin during Covid, and streamlined our processes. She leads and supports the administrative Assistant and Receptionist to great effect and has created a cohesive team whose organisational work is wholly enabling of Chaplaincy provision.

Challenging for a new Admin team to learn new systems (P&M) that are not yet fully working.

The investment in 2021-22 to bring in two PT Listeners has helped us to meet LS demand, which keeps growing. We have in addition brought in Staff Volunteers who have suitable training and experience and have wanted to offer their time. One Lecturer has decided to reduce his academic duties and move into a counselling career as a result.

The Listening Service Support Group (4-5 times a year) is enabling Listeners to debrief as a group and receive guidance.

- *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).*

The Listening Service has adapted how it receives and delegates referrals, with Receptionist rather than Head of LS taking on much of the initial delegation except for complex cases. This is speeding up the time it takes to make appointments (which was already quick), and freeing up time for Head of LS.

Introducing the digital Listening Service forms for recording the number of sessions, collecting demographic data, and flagging listenees at risk has improved data collection and self-reflection for the Listening Service, as well as streamlining how we identify people at risk.

Staff and PGR Mindfulness and Compassion Course has moved from 8 to 5 weeks in length, to enable the Mindfulness Chaplain to do a range of other activities. The fundamentals of mindfulness are able to be taught within 5 weeks, and participants can receive on-going input via a new Mindfulness Community monthly meeting, regular drop-ins, and 1-1s.

- *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.*

There is scope to build more administrative efficiency into the Listening Service, with a more central overview of the listeners' availability and expectations.

We will also look at the Symplicity system being brought in by SWS. With a new Head of Listening Service being appointed, this will be a good year to bring in operational efficiencies re. how the service matches listeners to listeners.

Actions

4. 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?*

1. Boost the use of the Chaplaincy Centre Common Room, to reach pre-Covid levels of use, and become again the social and study space that students are looking for. Imaginative Comms, providing heat and eat facilities; providing lunchtime soup; holding events in the space.
2. Appoint and embed a new Associate Chaplain and Head of LS. Advertising and interviewing going ahead; induction and embedding activities planned.
3. Further streamline the process from referral to appointment at the LS (the speed in which listeners hear back is very good; the administrative toll on staff is where we want to become more efficient). The new Head of LS will develop this with the HoS and Admin Team.
4. Successful establishment and running of the new EDI Faith and Belief Sub-Committee. Convened by the Chaplain and by the Convenor of Chaplaincy Committee (Prof Liz Grant). University Chaplain is driving this forward with EDIC Admin; membership is nearly complete.
5. Get the Carol Service back on form after 2 year Covid break, and a smaller event in 2022. We will achieve this by hopefully remaining in good health. We also now have a full Admin team.

5. 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)?*
- The implementation of the University systems has caused delays in certain services, receiving goods, and paying suppliers, which has affected the smooth running of the Chaplaincy Service. At the same time, the more streamlined process of procuring is proving helpful.
- We are short on office space, necessitating hybrid working, and creating challenges for the Administrative Assistant. We may screen off an area upstairs to create a permanent desk. We are managing the hybrid working situation and the LS is well-sustained.
- Roof leak in Room 1, with a temporary fix at present. This is our largest meeting room, used for Grief Group, Yoga, Abundant Academy in-person days, staff support gatherings, and multiple student societies. If the entire roof needs replacing, this will affect our other large meeting room where we hold Mindfulness drop-ins and courses, JSoc Bagel lunch and other multiple societies. It will also affect the Resource Area, which is the main study space at the Chaplaincy, used by students as a calmer place to study than the Main Library. Estates are keeping us informed.
- The main doors to the Chaplaincy Centre are unreliable, and break and need mending at least monthly. Sometimes we cannot access the building in the morning. We have not been given a lasting solution as yet.
- Poor heating throughout the Centre, with inadequate plug-in heaters in some of the Chaplains/Consultancy rooms, and a lack of heating in the Common Room, Sanctuary and Resource Area. This affects our endeavours to raise the use of the Centre to its pre-Covid numbers of c £3k footfall a week. We will prompt Estates, again. The situation has lasted over a year.
- Poor internet reception at the Centre slows down our work and often inhibits those who attend meetings from other departments and cannot use their laptops effectively. We are seeking solutions.

- Lack of visibility of the Chaplaincy via CAM: we have needed to remind CAM over the summer of 2023 to include Chaplaincy in webpages and communications to students about support services and spaces on Campus. Mention of Chaplaincy in the film about student support services was edited out before the film was shown at the Principles Opening Ceremony in Welcome Week. The speakers at the Ceremony did not remedy this omission, and the Chaplain has been taken out of speaking at the Opening Ceremony. These moves make it harder for us to show to the University Community that the Chaplaincy is a Service for all UoE members, and for all faiths and none. University Chaplain has spoken with Deputy Secretary Students and will speak with CAM.
- Ongoing illness of team-members since Covid means that we are rarely at full complement, which is challenging for a small team. We ran the Memorial Service for HM the Queen under illness, and by the time the 2022 Carol Service came around, only 2 out of 9 staff members were well enough to work. This, compounded by having no Administrator in post at the time, affected the Comms and organisation for the Carol Service, which did go ahead, but with reduced attendance (c 700 compared to the usual 1,300). We build in self-care, and team-mornings for replenishment, and adjustments for chronic conditions when needed.
- *How is the service engaging with the issues that are likely to have a positive impact on the student experience?*

By everything that we do, as is partially conveyed in the above. Also:

- The Chaplain sits on the Sense of Belonging Group; we see a lack of sense of belonging, lack of felt safety, loneliness, and social anxiety as a cluster of issues commonly affecting students
- The Chaplain sits on the Staff Wellbeing Committee, having long noticed the relationship between staff and student wellbeing, and between staff-flourishing and student-satisfaction
- The Chaplain has created an extensive personal and leadership development programme (Abundant Academy) to nurture the flourishing of staff and PG students
- We offer trainings, conversations, workshops, and spiritual practices that help with perfectionism, imposter syndrome, fear of failure, and academic anxiety; a cluster of common issues that we see.
- We respond to reports of discrimination re. the protected characteristics in the Equality Act, by:
 - working closely with the Intercultural and Anti-Discrimination Officer (who is also an Honorary Chaplain) in hosting trainings
 - drawing on the experience of our ethnically, religiously, gender-, ability-, and age-diverse Honorary Team in helping others to respond to hate crime and discriminatory acts
 - holding gatherings on Faith and LGBTQ+
 - holding focus groups with JSoc and ISoc to hear experiences of Antisemitism and Islamophobia, and with other groups around other forms of discrimination
 - setting up the EDI Faith and Belief Sub-committee to monitor faith and belief-related discrimination and be proactive in raising awareness and created constructive events.

May 2023