



# Student Support Services Annual Review

Service Value Assessment: Academic Year 2023/24

## 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.

<b>Service:</b>	<b>Chaplaincy</b>
<b>Submitted by:</b>	<b>University Chaplain, Harriet Harris</b>
<b>Date:</b>	<b>07/10/2024</b>

## 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*).
- **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.**

We increased usage on the Common Room, creating postcards for student fairs that reflect our webpage <https://chaplaincy.ed.ac.uk/auditorium/the-common-room>, working with EUSA in promoting it as a 'heat and eat' site, hosting interesting exhibitions and events. We struggled with the room being cold, and heating not fixed until early spring, despite numerous requests, and then the ceiling began to leak and we needed to close part of the room down. The headcount conducted in March, reported on in section 3, show reduced numbers in semester 2, reflecting the challenges with the building.

- **Appoint and embed a new Associate Chaplain and Head of LS.**  
Successful appointment made, and the new Head of LS has successfully inducted new Volunteers to the Service.
- **Further streamline the process from referral to appointment at the LS (the speed in which listenees hear back is very good; the administrative toll on staff is where we want to become more efficient).**  
Response time remains within same-day in most cases, as is our goal. We have improved the toll on Admin staff, through clarifying spaces in Listeners' diaries. On-going work by the new Head of LS and Admin Team, and we are waiting to use Symplicity.
- **Successful establishment and running of the new EDI Faith and Belief Sub-Committee.**

The new Committee has met across the year, 3-4 times, working with the new EDIC Admin team.

- **Get the Carol Service back on form after two-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.**

The Chaplain was able to take the Service this year; the Associate Chaplain was unwell. The numbers were significantly higher than the previous year and hopefully on a trajectory back to pre-Covid numbers. The post Service reception was over-subscribed, and refreshments ran out quickly.

- *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, including interfaith discussions and programmes
- calling together focus groups to look at support in particular areas, including Palestinian students, Jewish students, Muslim students, Chinese students
- maintaining and renewing the diversity of our Honorary Team, including new Muslim and Chinese Christian representation in 2023-24, and new Mandarin and Cantonese-speaking Volunteer Listeners
- 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 Palestine, Israel, Lebanon, Kenya, Ukraine, Sudan, Morocco, Libya, and also those affected by events in Moscow and Prague.
- 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, and working with the Ukrainian and Sudanese Edinburgh communities as we support students from these regions.

*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, 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

Feedback comes directly to the Service deliverer in most cases, and otherwise through conversations with the line-manager. The feedback loop is closed where focus groups are held by writing to group members with what we have learned and are implementing, and otherwise by responding to emails that pose questions or suggest improvements.

### **Examples of Listening Service Feedback:**

- ✚ 'I find myself reflecting on the past year and the invaluable support you've provided. I wanted to express my deepest gratitude for being there for me, listening and offering your unwavering understanding'
- ✚ 'When I felt overwhelmed, .....the space became a safe haven for me'
- ✚ 'I can't help but feel grateful for your presence throughout this journey. You've not only witnessed my growth but have also been a crucial part of it'
- ✚ 'I want to express my gratitude for your selflessness and dedication. Since beginning counselling, I have experienced an improvement in my well-being.'

### **Examples of Abundant Academy feedback:**

- ✚ 'I also want to take this opportunity to thank you for your mentorship for 2-years running. I suddenly realised that every time I spend with you comes with fresh and positive energy, increases my knowledge and directs me better on my purpose in academia and ministry. Sometimes they come in words. For example, you recently talked about compassion science and ever since, I have been studying and researching its connection with spiritual care. The discoveries following are not only helping me as an individual but also influencing how I relate with my students. Most importantly, it's helping me to review my perspective of services to humanity as a chaplain, academic lecturer, researcher, father and member of the community. I thank you for the positive influence and progressive mentorship.'
- ✚ 'I'm slowly going through all of the wonderful training notes again....thank you so much for all the training sessions they have proven extremely valuable to me.'
- ✚ 'Durham University colleagues WILL benefit from your knowledge, wisdom and grace, if I have anything to do with it.' (!)

### **Examples of feedback from trainings taken out to Departments and to other universities:**

- ✚ 'Thanks very much for coming to facilitate our training day last Monday. The day after our training, the SMT and I found time to have lunch together and we discussed and reflected on the time we spent with you. We all found the day very valuable, and we all focused on different parts of what we discussed. We also agreed that it was a really good thing to take that time to spend together and reflect on how we go about our daily business, and the conversations we had with one another were as valuable as anything else. For me personally, the discussion of meeting needs was really helpful. The challenge now, of course,

is to figure out what concrete changes we might make that will put in place structures and practices that allow us to thrive at work, as well as cascading some of these ideas down to our teams. This is something that we'll need to reflect on further, but as we plan for next year and beyond this is already becoming part of the vocabulary of our conversations.' (College Principal, University of Durham)

✚ 'I write to express my gratitude for the session you led with the Literature and Languages staff a Stirling a couple of weeks ago. I found the morning so instructive and energising, and it enabled me to be extremely productive at our afternoon admin/programme development session. A great start to the academic year' (Professor, Stirling University)

✚ 'My students find it very helpful to look at our needs. It is a great advice and guide to help us take care of ourselves. .... This exercise is also a great reminder of what I need, it helps to remember who I am and remind me to take care of myself... because I often find myself overlooking my own needs, and not thinking these needs should be met (do I deserve to meet my needs?), and your examples help me to see how meeting our needs is such an important day to day practice. Your message on meeting our needs is not a luxury is very key to give me 'permission' to look after myself. I also share this practice with people close to me, because I find this exercise so helpful!' (Moray House MSc Programme Director)

✚ "'Transformative" is the word everyone is using of your training. You have given us a vocabulary for recognising what we are dealing with, and positive ways for coming through it' (Head of training, Durham Centre for Academic Development)

## 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.*

## Listening Service

*1:1 support for students and staff who wish to talk through concerns or anxieties or who are looking for a purposeful conversation*

- The LS had 820 appointments from 01 September 2023 to 31 August 2024.
- This is a reduction from 940 appointments in AY 22/23, that year's numbers being a 40% increase on 21/22. The slight reduction in 23/24 is most likely attributable to capacity: we were without a Head of Listening Service for four months following the retirement of Geoffery Baines, and without our 0.6 Listener for three months following a job-move. Given that, our 23/24 figures are an increase in terms of staff:listenee ratio.
- PGRs are under-represented, which may be partially explained by our seeing PGRs in many other capacities: Staff/PGR Mindfulness courses; PhD Book Club; Abundant Academy; Interfaith writing days; specific faith/spiritual guidance; engagement with KB Chaplaincy room users, who are predominantly PGRs. 1-1 sessions with PGRs emerge out of all of these initiatives, and do not fall officially under LS stats.
- That male users are significantly under-represented is more challenging. Our male users are often long-term with the Service and several have wished to come back and volunteer with the LS, although we do not permit student volunteers.
- We expanded the number Volunteer Listeners, including bringing in two new Mandarin/Cantonese speakers. The Admin involved is intensive, as people are required to have security checks across all the countries they have lived and worked in over the previous five years, and our volunteers have been in China, the US, a number of African countries, Turkey and elsewhere. We do not take lightly the workload and demand on our Admin Team, Head of LS, and incoming Volunteers.
- Appointments by programme year AY 23/24:
  - 1st year – 115
  - 2nd year – 121

- 3rd year – 77
- 4th year – 121
- 5th year – 21
  
- Appointments by semester:
  - Semester 1 – 319
  - Semester 2 – 367
  - Summer – 168
  
- Appointments by gender:
  - Male - 197
  - Female - 621
  - Other - 11
  
- Appointments by university status:
  - UG - 338
  - PGT- 245
  - PGR- 15
  - Staff- 134
  
- Appointments by country of origin:
  - UK- 267
  - China- 205
  - USA- 36
  - India- 1
  
- Type of appointment:
  - 1<sup>st</sup> appointment- 283
  - Repeat appointment- 473
  - No show- 56
  - Out of hours- 16 (up until April 24)

#### **Drop In Yoga class**

12 -20 attendees per session. Once students find it they tend to be regulars and it has been very busy between November – March, and over the exam period.

#### **Mindfulness**

*Mindfulness is a well-researched and effective practice of alleviating stress, anxiety, and depression, and promoting wellbeing and flourishing. At its simplest, mindfulness is about practising an embodied, present-moment awareness.* Mindfulness courses and drop-ins have been led by an associate of our Mindfulness outreach who has worked with us for many years, while the Mindfulness Chaplain has been on sick leave for most of the AY 23/24.

We halved the number of courses we offered, cancelled the weekend retreats, and kept the in-person and online bi-weekly drop-ins going.

700 people remain on the mailing list for MindLetter, which has a reach of at least 10,000

#### **Head count – usage of Chaplaincy Centre, 1 Bristo Square**

Our headcount, conducted in March, showed an average of 1,400 people using the Chaplaincy Centre per week in Semester 2.

This is half the pre-covid usage. Pre-covid numbers were 2787 in 2018, and 2853 in March 2019.

We need to take into account the state of the Centre in Semester 2. The roof was leaking resulting partial closure of the common room/auditorium, and both meeting rooms being closed-ff completely. This affected day-time usage of the common room, the cancellation of day-time meetings, and the relocation to other building of four sets of evening bookings per every week-night.

Without these disruptions, it is likely that we would have got back to pre-covid numbers.

**Grief Group** *Support and community for students grieving while at University* continued to meet every second week throughout 2023/24. Numbers averaged 10-12. The group doesn't work well above 12, and we are keeping open the possibility of setting up a second group.

**PhD book club** *the best reads and meet-ups about PhD life, for PGR students*

The number of members has grown over the last year to 71

**Abundant Academy** *personal and leadership development programme and community*

Over 130 PG students and staff are coached on the AbAc Programme to have greater impact, and proper protection from burnout, in University and in life.

**Why don't you write me?** *Supporting community and connection*

14,000 cards sent across the university and thence round the world.

### **Emergency Internal Response**

We responded to an unusually high number of deaths this year, averaging two a week from mid- Oct to February, mostly of staff.

### **Emergency Global Response**

We have supported over 400 students in response to international crises (war, flood, earthquakes, shootings) affecting at least 10 regions around the world. This is a 100% increase on the numbers we were supporting in global response the previous year (which were already high), largely due to war in the Middle East.

### **Our Staff**

All of our work is delivered, when we have a full team, by:

3 Staff Chaplains

0.8 Mindfulness Chaplain

2 part time Chaplaincy Listeners (0.6 + 0.4)

2.8 Administrative Staff

30+ Volunteer Listeners and honorary chaplains

For much of AY 23/24, due to staff sickness, retirement, and job-move, the work has been delivered by:

1-2 Staff Chaplains

A sessional freelance Mindfulness practitioner

1 part time (0.4) Chaplaincy Listener

2.8 Administrative Staff

30+ Volunteer Listeners and Honorary Chaplains

In a year of high global emergency-need, high death-rate within the University community, and a building that had to be 2/3 taken out of usage for more than half of the year, our stats show that the Chaplaincy maintained a high level of service and response.

- ***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.*

In much of our service delivery, we work with Schools, EDI-lead, Security, Protocol, Ed Global, EUSA, IAD, SCS, DLSS and Res Life.

Particular examples in AY 23/24 include working with:

- Ed Global, CAM, University of Sanctuary, IMES, in supporting students and staff affected by the war in Gaza, and subsequently in a range of international crises
  - New College in creating interfaith study days
  - Res Life, ACE and Schools in responding to student deaths
  - EDI-lead and EDI administrators in establishing and co-chairing the EDI Faith and Belief Sub-Committee
  - Edinburgh Innovations in providing Abundant Academy and staff trainings to universities and individuals elsewhere in the UK and internationally
  - IAD in growing and promoting our support for PGRs
  - Centre for Sport and Exercise in hosting student walks
  - Report and Support team in co-developing and hosting intercultural awareness training.
- *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. Examples in 23/24 include:

- Usher Institute, two sets of Compassionate Listening Trainings
- Sense of Belonging Group, Compassionate Listening Training
- DOPs and Senior Admin Team, School of Biological Sciences, facilitating their Away Day, and supporting them to come up with their two-year strategic plan (which they did in 35 minutes, based on the work we did together that day!)
- Leadership Training for ACE SMT
- BVS, wellbeing training for Animal Welfare team

- Surgery Online academic and student support staff, wellbeing and leadership training
- Support gathering for SWS (managed only one this year, rather than monthly gatherings).

## Externality

### *External recognition and benchmarking:*

There is no external benchmarking for Chaplaincy. UoE Chaplaincy is widely cited as the 'sector-leading' and 'flagship' Chaplaincy, and is the largest multi-faith and belief University provision in the UK. The University Chaplain is contacted by universities globally for advice on Chaplaincy, and by a range of institutions within the UK, this year including Fettes College, Leeds University, Melbourne University, Helsinki University, Solicitors firms, and the Civil Service.

## 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.*

### Chaplains and Listening Service Staff

**Data Protection Essentials Training** - helps ensure that record keeping and sharing of information was done in accordance with GDPR and consider relevant issues such as 'right to be forgotten' and 'legitimate interest'

**Papyrus Suicide Prevention Training** - confidence building and really useful training to consider how to support students directly impacted by suicide or potentially experiencing suicidal ideation or actions. Excellent to have a space to air any concerns or 'de-myth' suicide, also how to approach the conversation directly with a student of concern

**Inclusion Essentials at Edinburgh** - helps when considering how students might be viewed or potentially marginalised.

**Fire Safety – Cardinus** - key considerations to watch for in working (and home) environment

**UK Gov 'Prevent' Training** - useful when detailing what signs to look for with potential radicalisation and how this can happen. Which groups might be more 'at risk'

**Rape Crisis Scotland- GBV E-Learning** - detailed and expert information regarding how to best work with and support students experiencing sexual violence. Impact of experiencing sexual violence. Looked at consent, issues of consent. Confidence-building and provided detailed ways in which to be an ally and supporter. Included active bystander element

**Data Protection Training** - useful to remind key issues and practices to ensure compliant working

**Understanding Unconscious Bias** - useful to check how these might be present in own working life (though examples designed to demonstrate this were poorly conceived in the training)

**Anti-Bribery and Corruption** - how to avoid this in working life

**Responding to Disclosures of Sexual Violence** - confidence building regarding how to approach disclosures and organisations & good resources details regarding organisations to be aware of when seeking support

**Learn: 10 things to get started in Learn Ultra** - basic skills for new Learn set up

**Home Working** - consolidated ways to improve environment, things to consider when home-working

**Healthy Working** - helps when considering long days at a desk, ways too mitigate impact on body eg screen height and small adjustments that can be made

**International Students – Culture and race, UoE June 2024** - really applicable to all student work, considered culture, what aspects form our 'culture', factors to consider when working with students from all backgrounds, areas that might cause difficulties, real life examples of racism experienced by our students and how we might best support them

**Dyslexia Training UoE** - really informative and useful – focus on not using a 'deficit' model and the 'spiky' profile for most who are diagnosed, how that diagnosis is made, and what dyslexia can mean for students in practice and where they might then struggle in their studies. Useful interactive exercises to allow us to experience how that struggle might 'feel' in reality, eg visual stress or overwhelm with competing deadlines to then be able to understand better how to support students



**ADHD Training Course: From Chaos to Control - Seed Talks** - delivered by Dr James Brown, looked at discrete areas of difficulty for ADHDers including procrastination, organisation, executive function, lack of focus and more. Useful for understanding where the difficulties come from, why, and most usefully how to potentially manage and implement strategies to support the difficulties

#### **Admin Team**

**Data Protection; Security Essentials; Fire Safety; Minute taking; Time-management courses.**

**Menopause at Work Scottish Government conference** – to help inform the Chaplaincy Team on how to support team members and Service users, as new UoE menopause policies coming online

**Edinburgh Manager** – help support Senior Administrator with wide range of duties and line-management

**Barcelona School of Management HUMANE Winter School** – support Senior Administrator with a broad vision for management

#### **University Chaplain**

**Time To Think Facilitator training**, certificate achieved in 2024 – 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. Also supports delivery of compassionate listening training, and is used to provide managers and academics with newly-researched listening skills.

**Embodiment Coaching Academy** - supports the personal and leadership training, and the expansive sense of cognition that the Chaplaincy conveys through its programmes, in which embodied knowing is an important factor.

- *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?*

In AY 23/24 we hosted and attended

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

We have further neurodiversity training coming up, and Islamophobia Awareness training, and are always looking for ways to train our Staff and Honorary Team and Volunteers, bringing much of this training into our fortnightly meetings.

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## **Opportunities and Enhancements**

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### **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).*
- *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).*
- *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.*

AY 23/24 has been a matter of providing consistent, sensitive, well-informed and nuanced support across the University at a time of heightened tensions within UoE on a number of fronts, with a staff team many of whom have not been well enough to continue in their work, and a building not fit for purpose that took up a large amount of staff time in reorganising and relocating events and meetings.

Within the same timeframe, the University Chaplain has been tasked with two new areas of responsibility: creating and co-chairing the EDI Faith and Belief Sub-Committee, and Chairing the Pastoral T&F Group within the Academic Freedom and Freedom of Expression work. She has also joined the Leadership Group within the Leadership Forum.

To enable us to sustain the Chaplaincy Service with the standard of provision we expect to deliver, we ceased the regular support gatherings for student support teams for the duration of the academic year, decided not to reintroduce the Children's Christmas Party, cut back on the Mindfulness courses and the number of Abundant Academy cohorts, and found improved ways of streamlining Listening Service appointments.

## Actions

### 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?*

Expand our PGR support, by offering PhD coaching: an off-shoot of Abundant Academy, specifically tailored to PhD life, and will work as a membership like PhD Book Club.

Work with Estates in supporting the Chaplaincy Centre to support our work and not go into an unusable state of decline, or else to find suitable premises to which to decant, with a view to a restoration project in 27/28.

Work through EDI Faith and Belief Sub-Committee, and with the Faith and Belief Societies and Honorary Chaplains team to find a good response to a request for Dharmic prayer space.

Bring back regular staff support gatherings, capacity permitting, in line with requests and demand; these have been experienced as highly valuable in the past, and have been missed in 23/24.

Have our fabulous team of Listeners, including new Volunteers, all fully-inducted and equipped with the technology for GDPR compliance, so that we have a larger culturally-diverse and professional Service.

### 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)?*

All the same risks as 22/23 around strain on staff and the problems with the Chaplaincy Centre estate. We put a big priority on team welfare, personal development and self- and team-care. The HoS holds team replenishment days for the whole staff team, and all the staff have access to the Abundant Academy resources and programme, which are devoted to 'impact without burnout'.

We have sadly said 'no' to a high-profile Mindfulness Conference with Professor Mark Williams from Oxford, at our Centre for the coming year due to an on-going risk of flooding, and insufficient capacity in our Admin team.

- *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
  - 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
  - taking forward the pastoral support work in considerations of Academic Freedom and Freedom of Expression.

**July 2024**