

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures/Notes	Timescale	Duration rating	Link to Mental Wellbeing Strategy
<b>Learn Domain</b>										
Gaining insight will help us to improve the experience, know what works, and what doesn't.	Further understand how students experience transition	1	a	Further evaluation of longitudinal student metrics connected with transition (including between levels)	Induction and Transition Groups	Alison Truelove/Alison Davidson	Evaluation complete and metrics agreed with a monitoring plan from January 2027.	September 25 - December 26	M	Live and Learn Pillars
Ensure students know how their voices make a difference and that they are listened to.	Evaluation of how teaching, learning, and assessment issues reported through the 1000 surveyed students, alongside other feedback metrics, have been addressed and lead to changes that should be articulated and revisited with the Students' Guild and SU for clarity.	2	a	Local evaluation within Guild and SU.	Amy Holden for Guild Saranna Chipper-Keating for SU	Amy Holden for Guild Saranna Chipper-Keating for SU	Positive evaluation outcome with a structure embedded for continuing to articulate change to students from 26/27. Students report improved understanding of student voice processes.	25/26 academic year	M	Learn Pillar
			b	Evaluation of new Guild academic representation approach	Jennie Fox/Tom Clemo	Jennie Fox/Tom Clemo	New representation approach in place and evaluation complete. Students report improved understanding of student voice processes.	26/27 academic year	L	Learn Pillar
			c	Evaluation of new module survey approach	Jennie Fox/Tom Clemo	Jennie Fox/Tom Clemo	New module survey approach in place and evaluation complete. Students report improved understanding of student voice processes.	26/27 academic year	L	Learn Pillar
Evaluate in stages to be flexible and adaptable as needed.	Ensure we are fulfilling our ambitions under C4C	3	a	Evaluation of the Curriculum for Change Project through departmental and institutional plans enabling us, alongside student feedback mechanisms, to be more responsive and identify improvements and needs in wellbeing, mental health, and pedagogic practice.	C4C Project team	Roscoe Hastings	Successful roll out of each element. Positive evaluation response with a process embedded for continuous improvement.	25/26 - 28/29	L	Learn Pillar
Ensure a positive, equitable and supportive transition experience	Support student transition for all students at all levels	4	a	Positive practices identified from transition and early-stage projects, and plans in place to address progression, continue - specifically for the diverse student and campus populations	Induction and Transition Groups	Alison Truelove/Alison Davidson	Positive practices are reviewed from a diversity and intersectionality perspective and plans are made to address gaps identified from January 2027. Students report more equitable experience of transition by 29/30.	September 25 - December 26	M	Live and Learn Pillars
Ensure a positive, equitable and supportive transition experience	Support student transition for all students at all levels	5	a	Principles of Transition in the Induction and Transition Framework are used to enhance practice for returning students to ensure parity of experience and opportunities with new students	Induction and Transition Groups	Alison Truelove/Alison Davidson	Successful delivery of transition work for returners, considering parity with new students. With positive feedback from returning students and a continuous improvement approach embedded.	26/27-27/28	L	Live and Learn Pillars

Key	
Urgent: within the next month	U
Short Term 1-6 months	S
Medium Term 6-12months	M
Long term 12 months +	L

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<b>Support Domain</b>										
We need to understand how our services are meeting service user needs	Gain more insight into students experiences with Wellbeing Services	6	a	Strengthen the evaluation of student wellbeing in Wellbeing Services. Evaluation of the new CMS be designed and conducted once the system is fully embedded and sufficient time has passed to gather robust data for an impact evaluation.	Wellbeing Services	Sarah O'Brien/Mark Sawyer	Evaluation of the CMS complete with a strong data set and metrics agreed for monitoring from 27/28.	25/26 - 26/27	L	Support Pillar
To ensure all members of our community have information and tools to respond to mental ill health	Enhance participation with mental health related training.	7	a	Explore strategies to enhance participation in mental health and wellbeing training and continues with its evaluation.	Wellbeing Services	Alison Davidson/Kirsty Grant	Training targets set from 26/7 and achieved by 29/30.	25/26	M	Support and Learn Pillars
			b	Review the Supporting the Mental Wellbeing of your Team training	WIC Team	Shades Chaudhary	Training reviewed with a condensed version launched in 25/26. Training targets set from 26/27 and achieved by 29/30.	25/26	M	Support and Learn Pillars
			c	Roll out student training	Wellbeing Services	Alison Davidson/Kirsty Grant	Student training launched with training targets set from 25/26 and achieved by 29/30.	25/26	M	Support and Learn Pillars
Assist in service improvements and relationship building.	To better understand student experiences with NHS referrals	8	a	Work with students to gain a qualitative picture of their experience when being referred onto NHS services and use this data in partnership forums to assist external partners in service improvement. Ensure necessary information regarding students referred in and out of partner NHS services is shared safely and routinely.	Wellbeing Services	Sarah O'Brien/Alison Davidson	Sharing agreement in place and review of NHS experience completed with positive feedback and a continuous improvement approach embedded.	25/26	M	Support Pillar
FX Plus actions for Falmouth will impact on Exeter students too and we should work together to ensure actions are achieved.	Ensure we are supporting FX Plus where needed on their recommendations from the Falmouth University assessment	9	a	Work with FX Plus colleagues to deliver on recommendations relating to the Falmouth University UMHC assessment for student wellbeing .	FX Plus	David Dickinson/Clare Manser	Actions delivered successfully against planned targets	25/26-27/28	L	Support Pillar
We currently have no benchmark or measure so need to review to ensure we are meeting student need.	To understand if our resource is adequate for student need	10	a	Undertake a review of resource allocation across wellbeing services based on value chain analysis and benchmarking across comparable universities.	Alison Davidson	Alison Davidson	Review complete with resourcing plan in place to ensure future demand is met from January 2026. Wait time targets are met or reduced.	September - December 25	U	Support Pillar
This is a high risk area and requires assurance of high quality practice.	To understand if we are adequately meeting clinical governance best practice	11	a	Commission a review of clinical governance arrangements to provide assurance and recommendations (where required) to meet best practice.	Alison Davidson	Alison Davidson	Review complete and plan in place to meet best practice recommendations from January 2026	September - December 25	U	Support Pillar
Attendance changes can be an indicator of poor wellbeing among students and is an opportunity for early intervention	To have a fully rolled out system and link to pastoral mentors	12	a	Roll out the visa holder attendance logging solution to all students	Roscoe Hastings	Roscoe Hastings	Attendance solution delivered and embedded with strong student usage.	25/26-26/27	L	Support Pillar
			b	Develop dashboard reporting for Pastoral Mentors and Wellbeing	Alison Davidson	Alison Davidson	PM dashboard developed and embedded.	25/26-26/27	L	Support Pillar

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We know there are barriers for some students and this is not in keeping with our EDI strategy.	Ensure we are equitably accessible for all students	13	a	Ensure fair and equal access to support for students. Use data from the new CMS to inform this work.	Wellbeing Services	Sarah O'Brien	Data review completed with actions in place to address gaps identified and continuous review approach embedded by September 2026. Students report a more equitable experience of Wellbeing support by 29/30.	January 26 - August 26	M	Support Pillar

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures/Notes	Timescale	Duration rating	Link to Mental Wellbeing Strategy
<b>Work Domain</b>										
We don't currently have a clear picture of how well these initiatives are meeting need and how accessible they are.	To gain insight into our offer and engagement and ensure equity of access	14	a	Evaluate the impact of current staff wellbeing initiatives, aiming to foster a more consistent and inclusive experience for all staff, ensuring all staff can access support.	WIC Team	Leanne Heath/Shades Chaudhary	Evaluation complete and metrics agreed with a monitoring plan from 27/28. Colleagues report a more positive experience of support by 29/30.	26/27	L	Support and Work Pillars
We know that workload currently has a high impact on wellbeing and want to improve this for our colleagues	To ensure workload distribution is manageable and does not impact negatively on wellbeing	15	a	Continue work on workload distribution across both professional services and academic staff.	WIC Team	Leanne Heath/Shades Chaudhary	Progress against workload aims. Colleagues report more manageable workloads via the Colleague Experience Survey.	November 25 - August 29	L	Work Pillar
We know awareness of support is mixed among colleagues and building this into induction should help to address this for new staff.	To ensure wellbeing information is provided to new colleagues	16	a	Develop a detailed onboarding process for new staff (to include all support resources/information). Integrate resources aligned with the core Principles of Good Practice into new staff induction programmes, with adaptations based on the specific contexts and needs of different roles	Eploy Project team	Hannah Crowe	Onboarding solution in place with wellbeing information embedded.	25/26	M	Work Pillar
			b	Work to roll out Tailored Adjustment Plans for disabled colleagues	TAPs project team	Luke Briscoe/Toni Searl	Tailored Adjustment Plans rolled out with colleagues reporting positively on use.	25/26	M	Support and Work Pillars
Evaluate the impact of actions and understand the 'temperature' of the organisation in this regard	Better understand the impact of our work to improve mental health and wellbeing and root causes of issues.	17	a	Develop our Health & Wellbeing key performance data	WIC Team	Terri Watkins/Iona Inglis	KPIs agreed and monitored from 26/27 with positive improvement by 29/30	25/26	M	Support and Work Pillars
We need to monitor risk to ensure we are addressing them. WIA's are a new initiative and we need to understand their impact	Meet our HSE requirements and ensure we are designing approaches with wellbeing in mind	18	a	Develop the new approach to Corporate Stress Risk Assessment	WIC Team	Shades Chaudhary	CSRA approach designed and evaluation of this embedded.	March - July 26	M	Work Pillar
			b	Evaluate Wellbeing Impact Assessment use and impact.	WIC Team	Shades Chaudhary/Leanne Heath	Evaluation complete and metrics agreed with a monitoring plan from 26/27.	March - July 26	M	Work Pillar
Ensure the range of roles supporting the mental health of staff and students are appropriately supported through training and development.	Gain a higher level understanding of these roles and training needs and elevate this from team level.	19	a	Map all mental health roles across the institution, identify gaps in provision, undertake training needs analysis	WIC Team	Terri Watkins	Mapping and TNA completed with recommendations to feed into the training review under Action 7 from January 2026.	September 25- December 25	U	Work Pillar
Networking and mutual support around the theme of wellbeing cited by many as having tangible impact.	Ensure space to explore queries and concerns or de-brief on experiences in a safe and supportive space.	20	a	Continue with communities of practice for informal reflection and learning around mental health and wellbeing. Evaluate this approach.	Occupational Health	Toni Searl	Evaluation of CoPs complete with a plan to address areas of need by 27/28.	25/26-26/27	L	Work Pillar

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<b>Live Domain</b>										
Currently initiatives either have no evaluation or are each creating their own meaning disjointed/uninformed approaches. We don't always know if what we do is working or whether risk is inadvertently being created.	Create an overarching evaluation structure to ensure we evaluate all initiatives in an informed and co-ordinated way.	21	a	Formalise clinical evaluation in Wellbeing Services	Wellbeing Services	Mark Sawyer/Paul Farrand	Evaluation approach designed with metrics agreed and a monitoring plan from 27/28.	25/26-26/27	L	Support Pillar
			b	Create an evaluation framework to show how initiatives are used to inform university decision making and to support the assessment of value and impact. Integrate this into WICC structures to align with existing approaches for other activities	G.J. Melendez-Torres	G.J. Melendez-Torres	Evaluation approach designed with metrics agreed and a monitoring plan from 27/28.	25/26-26/27	L	Live Pillar
PGRs often fall in between staff/student categories or are left out entirely. We need to include their voices in a way that works for them.	Ensure we fully include PGRs in all our approaches and understand their unique context and perspectives	22	a	Review gaps in provision for PGR students and works with PGR students to co-create meaningful interventions that can be consistently offered at this level.	Doctoral College	Rachel Hogden/Iona Inglis	Evaluation of PGR wellbeing complete with a plan to address areas of need by 26/27. PGRs report better wellbeing by 29/30.	25/26	M	Live and Learn Pillars
This will enable all to benefit from successful approaches and create a more equitable experience.	Ensure a structured approach for best practice sharing	23	a	Continue to share learning within accommodation team working and cross-campus structures in order to harness and scale-up successful practices for promoting wellbeing and belonging, as is in different residences.	Accommodation	Sarah Snow / Peter Scargill	Structures and processes in place for best practice sharing. Include in Accommodation reporting structure.	25/26	M	Live and Support Pillars
We want to ensure we have accessible spaces for all students	To understand different accessibility needs and how well we are meeting them.	24	a	Undertake further consultation work to review the accessibility of study and living spaces in accommodation for different student groups, identifying any quick wins and longer-term priorities to respond to student feedback	Accommodation	Sarah Snow	Consultation complete with a plan to address areas of need by 27/28. Students report improved accessibility by 29/30.	26/27	L	Live Pillar
Students that establish strong friendship groups and have a sense of belonging have a better experience and are more likely to achieve better outcomes	To ensure accommodation is allocated to support students physical and psychological needs	25	a	Continue to provide information and support in collaboration with Wellbeing Services and the Students' Guild. Introduce flatmates to each other before arrivals via social media platform such as WhatsApp	Accommodation	Sarah Snow / Jenny Houghton	Information routinely provided and pre-arrival connections in place. Students report improved sense of belonging and support in accommodation by 29/30.	26/27	L	Live and Support Pillars
By referring peers into the correct support services risks are reduced for all concerned	To enable students to refer peers to appropriate support services more easily	26	a	Improve communications to encourage students to refer a peer in accommodation	Residence Life	Vics Brown	A structure for communicating and supporting referrals is embedded by 27/28 with positive use by students demonstrated by 29/30.	26/27	L	Live and Support Pillars
Providing better information regarding locations will encourage students and staff requiring them to come to campus and remain on campus	Ensure quiet spaces internally and externally are marked on campus map	27	a	ESS to incorporate the identification of quiet spaces on physical and digital maps	Estates /WIC Team	Helen Wallace/Lena Worwood	Quiet spaces marked on physical and digital maps.	26/27	M	Live Pillar
Reduce fears / concerns of students about getting to where they want / need to be	Wayfinding is clear and makes navigating campus easy	28	a	Undertake review of existing wayfinding signage and produce recommendations for improvement	Estates /WIC Team	Robin Holloway	Review complete and plan in place for continuous improvement by January 2026.	September 25-December 25	U	Live Pillar

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<b>Enabling Themes</b>										
Both organisations gather a lot of feedback but students may not understand how this is used.	Close the feedback loop	29	a	The SU and Students' Guild will work with students to co-create a Communication Strategy to support closing the loop on feedback and demonstrate the impact of student engagement on decision-making	SU/Guild	Kayleigh Hardy and Emma Bayes/Roscoe Hastings	Built into both organisations approaches with improved feedback from students by July 2028	September 25 - July 28	L	Learn Pillar
Community feedback from students has indicated that there is mixed awareness about how to get support.	To create a roadmap as an additional signpost to support	30	a	Create a roadmap for students to visually explain how they can access wellbeing provision.	Wellbeing Services	Terri Watkins/Joy Davies	Roadmap created and shared.	September 25 - March 26	M	Support Pillar
There was mixed feedback about the previous Speak Out tool	To ensure we understand how Support and Report is meeting the needs of users	31	a	Review the experience of using Support and Report and undertake further engagement and communication activities to clarify the reporting process and potential outcomes.	WIC Team and Student Cases	Chrysten Cole/Sarah Donaldson	Support and Report in place with regular review and positive user feedback.	26/27	L	Support Pillar
While we have a lot of evidence-informed practice and use internal expertise well, we do not	To highlight our excellent research and research-informed practice	32	a	Relevant research activity across the University should be captured to clearly signpost the positive impact it is having on the student experience, staff wellbeing, the sector, and the wider communities	MHWG	TBD	Structure in place for research sharing.	26/27	L	Live Pillar
A Mental Health Strategy is a key document in outlining a whole-University approach as well as being a requirement of the	To clearly and concisely outline our whole-University approach to Mental Health to a public audience	33	a	Update and gain approval for our UoE university mental wellbeing strategy	WIC Team	Terri Watkins/Iona Inglis	Strategy approved and launched with clear links to the Action Plan and KPIs	September 25 - March 26	S	Strategy document as a whole
We currently have different initiatives doing similar things - SACA, the Taskforce, SU/Guild, Grand Challenges. We want to create clear oversight of our approaches and reduce silos	Develop a whole-University approach to student co-production in mental health	34	a	Consider student co-production landscape and develop a whole-University approach to this for mental health	SEPB	SEPB Chairs/Millie Davies	Co-ordinated approach to student co-production with positive feedback from students.	25/26-26/27	L	Live Pillar
Many colleagues worry about how to best support students and understanding the boundaries of their roles, increasing awareness	Ensure we have accessible advice that is available to all staff	35	a	Improve the visibility and awareness of guides produced on supporting distressed students.	Wellbeing Services	Terri Watkins	Increased confidence among colleagues around signposting students to support.	September 25 - December 26	U	Support and Learn Pillars
WICCs have had an impact. View from some that, up to now, these have not been focused enough on the subject of wellbeing	Ensure mental health and wellbeing is regularly discussed at departmental level.	36	a	Support Faculty WICCs to develop further in the Wellbeing aspect of their work	WIC Team	Leanne Heath/Rae Preston/wider WIC team	Faculty WICCs have a good balance across wellbeing, inclusion and culture work	26/27	L	Work Pillar
Community feedback from students has indicated that there is mixed awareness about how to get support.	Increase our signposting to increase student awareness of support routes	37	a	Support the development and launch of Student connect to enable proactive signposting	Student Connect	Anna Russell/Sarah O'Brien	Student connect launched	25/26-26/27	L	Support Pillar
Evaluate the impact of actions and understand the 'temperature' of the organisation in this regard	Better understand the impact of our work to improve mental health and wellbeing and root causes of issues.	38	a	Collect colleague feedback and ensure this takes an intersectional view	WIC Team	Shades Chaudhary	Feedback gathered routinely with action plan in place and positive score improvements in mental wellbeing by 29/30.	May 26 - August 27	L	Work Pillar
We know that some of our community face barriers to accessing support and diversifying the support we have on offer will help to reduce barriers by providing more options	To diversify support options to ensure any student has an option they feel will understand their lived experience	39	a	Review the external support signposting landscape to ensure we have intersectional support options available.	Wellbeing Services/WIC Team	Kirsty Grant	Review complete with gaps addressed and improved feedback from students about appropriate support being available by 29/30	26/27	L	Support Pillar
Using current research to inform our practice ensures our activity is evidence-based and research-led, ensuring robust outputs. Ensuring we take expert advice on our internal work is crucial.	We will work closely with Nurture-U to ensure UoE student involvement with studies and take this learning into account for internal developments. We will deliver the recommendations of the SMHWR and the audit.	40	a	Present & consider findings of the Nurture-U project. Continuing to work with Nurture-U and build in interventions in response to research findings	Nurture -U/WIC	Jemima Dooley/Terri Watkins	Relationship with Nurture-U continues and mechanism established for building into UoE activity from May 2026.	September 25 - May 26	M	Support and Live Pillars

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<b>General</b>										
We will need to evidence our approach in re-accreditation	Ensure we understand the landscape at the time of re-accreditation and are focused on the right areas	41	a	Repeat UMHC gap analysis for re-accreditation and future planning	WIC Team	Terri Watkins/Lena Worwood	Gap analysis complete with refreshed plan for 2030-2035	28/29	L	Strategy document as a whole
We believe we did well in our initial assessment and achieving the actions above should push us into a higher award category	To successfully re-accredit/aim for higher level of award	42	a	Re-accreditation work	WIC Team	Terri Watkins/Lena Worwood	Re-assessment completed with successful re-accreditation at current or higher level.	29/30	L	Strategy document as a whole