



UNSW Student Mental Health & Wellbeing Strategy.



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Acknowledgement of Country

We would like to acknowledge the Bedegal, Gadigal, and Nguannawal people who have until white colonisation thrived in their respective lands that each UNSW campus is located (Kensington, Sydney and Canberra), and have deep understandings of the importance of health and wellbeing and its connection to all aspects of life. In recognition of this rich knowledge and our location on their ancestral land, we pay our respects to the Aboriginal and Torres Strait Islander elders past, present, and future, and commit to working collaboratively with the Bedegal, Gadigal, and Nguannawal nations to achieve greater health and wellbeing outcomes at UNSW and in their respective communities. We are grateful for your presence, wisdom and traditions which have embedded positive health and wellbeing principles for thousands of years and your understanding of the innate connection between place, culture, mind and body.

Message from the Deputy Vice Chancellor - Academic

We now know that as many as a quarter of all students will experience an episode of mental health distress at some stage during their studies. We recognise that university life is challenging, and the tasks of balancing study, work and other activities put a strain on students. We want to do as much as we can to support the health and well-being of our students.

This inaugural Student Mental Health Strategy creates a multi-layered approach to supporting our students. The scaffold contains three pillars - 'Prepare, Prevent and Respond', and commits UNSW to taking a whole of University approach to student mental health, thereby improving the student experience.

The 'Prepare' pillar has at its heart the idea that UNSW acknowledges the importance of mental well-being and will consider it properly in future decision making, policy creation, and planning, and that the university is guided by the insights from the 2019 Australian Productivity Commission Report into Mental Health.

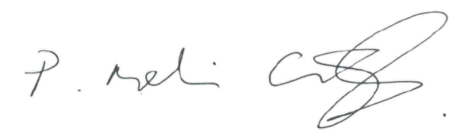
Within the 'Prevent' pillar we are mindful of the contributions of UNSW Scientia Professor Helen Christensen AO Chief Scientist, Black Dog Institute who recently reflected on the need for a whole of community approach to youth mental health and the importance of ensuring friends, colleagues, and family can be part of the prevention component of mental health "there is an opportunity for us to boost mental health literacy and upskill these groups to help them respond appropriately, turning conversations into concrete action". Thus, our Mental Health Strategy empowers students to understand their own mental health needs and also envisages a culture of early intervention, self-help resources, open disclosure, and strong mental health literacy throughout our UNSW community.

Under the 'Respond' pillar the University will stand-up a new Campus Care Response and Triage Team that will be a 24/7 complement to our current Psychology and Wellness service. UNSW has always offered high quality care to students who present with mental health issues and the new Triage Team aims to direct every student to the right care service at the right time, recognising that student mental health is not a Monday to Friday matter.

Perhaps the driver for an educational institution to develop a Student Mental Health Strategy can be best found in the 2020 Australian University Mental Health Framework, Orygen Report. That Report found that

"University settings play a key role in shaping and supporting students' mental health and wellbeing, and that students' experience of mental health and wellbeing while they are studying at university can have a significant role in their educational success."

We are committed to the student experience at UNSW being the best it can be and will continuously strive to build the best possible foundations for our students via this Strategy with the hope that each and every student can fulfill their potential.



Professor. Merlin Crossley

Message from the Chair of Arc

Supporting mental health and wellbeing is of paramount importance to the student community. Therefore, it is essential that UNSW supports its student community by taking meaningful steps to provide the absolute best Mental Health Delivery as possible. For this reason, it gives me great pleasure, on behalf of the student cohort, to endorse the implementation of the UNSW Student Mental Health and Wellbeing Strategy. This strategy is imperative in ensuring students have a truly fulfilling and positive university experience and I am delighted to support its effective implementation across the university, evolving in accordance with students' needs.

Laura Montague





UNSW's Student Mental Health & Wellbeing Strategy

In Australia, one in four students will experience mental ill-health during their time at university, with such issues affecting university students at a greater rate than the general population. This national data aligns with UNSW's own experience, with over 20,000 mental health-related appointments made annually. From 2009-2018, there was a 300% increase in the number of students utilising UNSW's Counselling and Psychological Service, and a 400% increase in registrations with UNSW's Equitable Learning Service - in which two-thirds of students cited mental health as their primary concern.

UNSW recognises that mental ill-health can have a serious impact on our students' success and happiness, with significant implications for their educational outcomes, university participation, and safety. By creating learning environments that promote student mental health and wellbeing, UNSW can also promote academic and career success. This is identified in UNSW's 2025 Strategy Update, finalised in 2019. Strategic Priority A: Academic Excellence, Theme 3: Student Experience lists the following objective:

“Create a physical and online environment that is welcoming, open and responsive to student needs and feedback. This environment should deliver an experience that captures academic, sporting, cultural and social opportunities, and has a positive focus on wellbeing and mental health.”

UNSW's inaugural Student Mental Health & Wellbeing Strategy aims to achieve that objective. Our Student Mental Health & Wellbeing Strategy envisions:

“A UNSW community that values and promotes student mental health and wellbeing, allowing all students to flourish and have a positive student experience.”

In achieving this vision, we will: improve the opportunities for students to successfully study; build self-management/resilience/ skills; and thus positively impact their lives long after their time at UNSW.

Student mental health and wellbeing operate on axes of mental health to mental ill-health, and high wellbeing down to low wellbeing, therefore this strategy seeks to support, and prevent, students experiencing mental ill-health or who are low on the wellbeing dimension.

Strategy Development Process and Future

In 2018, UNSW conducted a deep dive review of Student Mental Health and Wellbeing, with the guidance and support of PwC. This involved extensive consultation of students, staff, other universities and external service providers. Students were integrated into the Review & Strategy teams to ensure their voices were heard from the beginning. This review identified opportunities for improvement that should be addressed to meet the UNSW 2025 Strategy's subsequent commitment to a “positive focus on wellbeing and mental health”. Ensuing planning days and workshops were held with students, staff, subject matter experts within the university and externally, faculties, and service providers, to ensure that the Strategy was a co-created in a genuinely collaborative effort that reflected the needs, wishes and capabilities of each stakeholder. These contributions were underpinned with leading academic research to ensure the Strategy aligned to global best practices.

The extensive period of research, consultation and collaboration has culminated in this inaugural Student Mental Health and Wellbeing Strategy. While this Strategy has been designed to provide a high-level framework for addressing student mental health and wellbeing within UNSW, we acknowledge there is still much work to do in order to implement this strategy and realise its strategic priorities. The next phase of this strategy is to develop a UNSW Student Mental Health and Wellbeing Implementation Plan, which will focus on operationalising the objectives and initiatives detailed in this document. This plan will be created in conjunction with service delivery staff, faculties and students, to ensure the new systems and processes are designed by those on the frontline.

Critical to the success of this strategy and implementation plan will be the ongoing monitoring, evaluation and continuous improvement to ensure that the strategy is effective, reflects emerging best-practice, and adapts to the changing mental health and wellbeing needs of our students.

We thank the hundreds of staff, students, and recognised experts across the university and health sector who have shared their time, experiences, expertise, and enthusiasm in help shape this Strategy. Being able to bring this strategy to life will help to ensure all students at UNSW can flourish and have a positive student experience. **We are indebted to Dr Ashna Basu and Mr Edward Bartolo both UNSW Alumni who created the strategy document in its' current format and were able to provide their student focus to it.**

Vision

“A UNSW community that values and promotes student mental health and wellbeing, allowing all students to flourish and have a positive student experience.”

Our Commitment to Mental Health & Wellbeing

1. **Whole-of-university approach** will be undertaken to promote student mental health and wellbeing, in recognition of its important contribution to the student experience

2. **Whole-of-person approach** will be utilised to understand, and promote, student mental health and wellbeing, in recognition of the multiple factors that contribute to social and emotional wellbeing

3. **Equity, diversity and inclusion** is a crucial lens in the design and delivery of student mental health and wellbeing initiatives, ensuring opportunities for all students

4. **Meaningful collaboration and co-design** will underpin all initiatives, valuing the experience and expertise of students and staff alike
5. **Empirical evidence and meaningful data** will drive decision-making and resource allocation in relation to student mental health and wellbeing

6. **Safe and accepting community culture** will be cultivated and promoted, so students feel able to seek help without fear of stigma or negative consequence

7. **Continuous evaluation and improvement** will ensure that UNSW's service delivery is world-class and adapts to changes in student needs

8. **Provide a physical environment** through the delivery of student spaces such as the Wellness Precinct to engage students in independent wellbeing activities

Strategic Priorities, Themes and Enablers

Strategic Priorities and Themes			Enablers
Prepare	Policy		Stepped care model
	Decision-Making		
	Planning		Students as partners
Prevent	Culture		University-wide collaboration
	Mental Health Literacy		
	Early Identification		Strong external partnerships
Respond	Coordinated		Evidence-based
	Accessible		
	Effective		Data-driven

Prepare

Strategic Priority A

Prepare has three themes: 'Policy' (A1), 'Decision-making' (A2) and 'Planning' (A3). UNSW will take steps to prepare itself and its processes to build the strong foundation required to (a) prevent, and respond to, mental ill-health concerns, and (b) promote student wellbeing. The preparedness of the university will arise from robust policy, and the consideration of mental health and wellbeing in decision-making and planning activities.



Theme A1: Policy

Vision

UNSW will actively include mental health and wellbeing considerations in its policies and procedures, especially those directly affecting students. This will require processes and procedures that are mindful of the potential impacts on students, and actively promote positive mental health and wellbeing. This consideration will extend to curriculum and assessment design and implementation, with recognition of the significant impact this can have on student mental health and wellbeing.

Objectives

1. That all education and student-related policy and procedure (e.g. on assessment) is designed with consideration of its potential impact on student mental health and wellbeing.
2. That academic curriculum and programs are designed with a view promoting student mental health and wellbeing .

Initiatives

1. Development, or adoption, of an evidence-based framework for evaluating whether policy considers the mental health and wellbeing of students. Following this:
 - a. Audit of current education and student-related policy in-line with this framework
 - b. Embedment of the framework into the policy development process, so that all future policy is aligned
2. Development of mental health and wellbeing-related principles to be considered in course and program design and delivery
 - a. Inclusion of these principles in academic review procedures, including the Academic Program Review, Program Design and Delivery Policy, and Assessment Design Procedure
3. Collaborate with other universities particularly via the NUW and Plus Alliances to develop best-practice policy considerations in relation to mental health and wellbeing

Measures of Progress

- Percentage of policies, courses and programs adapted or developed through the lens of student mental health and wellbeing
- Inclusion of student mental health and wellbeing as a criterion for consideration in UNSW's Policy Framework Procedure
- Creation of sector-wide principles regarding student mental health and wellbeing, developed in conjunction with Universities Australia

Theme A2: Decision-Making

Vision

The implications for student mental health and wellbeing will be given due consideration in decision-making processes at all levels of the university. UNSW will recognise that decisions, such as the design of a building, can have a significant impact on the mental health and wellbeing of students. This will require a university-wide understanding of student mental health and wellbeing, and the thoughtful development and application of decision-making criteria that promotes positive mental health and wellbeing.

Objectives

1. That decision-makers will have access to education programs that lead to an awareness of the impact their decisions can have on the mental health and wellbeing of students
2. That decision-making processes clearly include student mental health and wellbeing implications as a key element to be considered

Initiatives

1. Delivery of evidence-based training for decision-makers across UNSW on the issue of student mental health and wellbeing, and how all university decisions can have an impact
2. Introduction of a university-wide framework that can be used to evaluate decisions from a student mental health and wellbeing perspective
3. Inclusion of student mental health and wellbeing considerations in decision-making bodies' terms of reference
4. Inclusion of an explicit criterion regarding student mental health and wellbeing in University Portfolio Office governance frameworks for assessing viability papers and business cases
5. Creation of Faculty Champions for student mental health and wellbeing

Measures of Progress

- Percentage of decision-makers who have undergone evidence-based mental health training
- Percentage of decisions where student mental health and wellbeing is formally considered
- Extent of inclusion of student mental health and wellbeing considerations in governance processes
- Number of faculties with a senior academic staff member in the role of student mental health champion

Theme A3: Planning

Vision

Throughout UNSW, all planning activities (new initiatives, buildings, or processes/structures etc) are undertaken in consideration of their impact on student mental health and wellbeing. This will require embedding a clear process within policies and procedures, and assessment of best-practice to provide frameworks and guidance on implementation. Planning will involve co-design with staff, students, and mental health subject matter experts regarding evidence-based practice.

Objectives

1. That student mental health and wellbeing is a central consideration in planning activities undertaken at UNSW, with input from staff, students, and subject matter experts
2. There is broad recognition of the flow-on effects of planning decisions on student mental health and wellbeing
3. That planning is seen as an opportunity to promote positive mental health and wellbeing, and facilitate effective prevention of, and response to, mental ill-health

Initiatives

1. Amendment of procedures and processes for planning and approval to include an explicit criterion requiring consideration of student mental health and wellbeing
2. Development of frameworks to aid in the consideration of student mental health and wellbeing for recurring and regular planning decisions, including new building projects
3. Consideration of student mental health and wellbeing in all strategic planning
4. Involvement in the planning processes of students, especially those with Lived Experience of (a) mental ill-health, (b) 'languishing', that is, low on the wellbeing dimension, and (c) university initiatives that have had a positive impact on their mental health and wellbeing

Measures of Progress

- Percentage of planning decisions that use a dedicated framework to aid in the consideration of student mental health and wellbeing
- Academic Board and its sub-committees include student mental health as a consideration in policy/procedure changes and development
- Embed Level II Student Health, Safety and Wellbeing Committee into UNSW formal governance structure.

Prevent

Strategic Priority B

Prevent, has three themes: 'Culture' (B1), 'Mental Health Literacy' (B2) and 'Early Intervention' (B3). The university will actively work towards preventing mental ill-health for its students, utilising university-wide initiatives to build resilience/self-management skills and to create an environment that is conducive to positive mental health and wellbeing. In addition, systems will be in place to facilitate early intervention when a student-at-risk is identified.



Theme B1: Culture

Vision

The culture at UNSW is one which (a) promotes positive mental health and wellbeing, and (b) recognises and responds compassionately to students who are struggling with mental ill-health. There is open discussion about mental ill-health, the tools that can help prevent it, and the means to respond effectively to it. Students are able to seek help without fear of stigma or reprisal, and can be comforted by UNSW's supportive community. In terms of the wellbeing dimension, there is promotion of curricular and extracurricular strategies to create learning environments that support students to succeed academically, including opportunities to improve student self-management capability.

Objectives

1. That students feel that (a) the UNSW community is open to discussing and addressing student mental ill-health, and (b) they are empowered to seek help without fear of stigma or negative consequence and to personally own their mental health
2. That UNSW is a sector-leader in effectively promoting positive student mental health and wellbeing
3. Student mental health and wellbeing is seen by students and staff as a priority for UNSW and its leadership

Initiatives

1. Delivery of health promotion campaigns surrounding student mental health and wellbeing
2. Communication from senior leadership about a university-wide commitment to student mental health and wellbeing, to indicate buy-in from the highest level
3. Introduction of student-led wellbeing champions, who are a trained peer-based group that promote mental health and wellbeing to other students within a supported supervisory evidence-based framework
4. Prominent UNSW community members sharing their own experiences with mental health and wellbeing – across both psychological disorder and wellbeing dimensions.
5. Arc@UNSW dedicating resources to maximise student participation in wellness initiatives across a range of physical and social initiatives.
6. Students using campus facilities for physical and social recreation driving strong health outcomes.

Measures of Progress

- Percentage of students and staff engaged with health promotion campaigns
- Student and staff ratings of the effectiveness of health promotion campaigns
- Student and staff ratings on the extent to which UNSW's culture is supporting student mental health and wellbeing
- Comparison of "Campus Climate" questions on NCHA student survey
- Number of students accessing online tools to understand mental health and awareness of warning signs
- Participation rate in wellness initiatives and use-rate of campus recreational spaces

Theme B2: Mental Health Literacy

Vision

All students at UNSW are equipped with evidence-based resources and information to (a) recognise, and seek help for, mental ill-health, and (b) recognise, and seek help, for when they are low on the wellbeing dimension. They are educated in how to access resources relating to mental health and wellbeing, whether for themselves or others. Additionally, staff, decision-makers and gate-keepers are literate regarding student mental health and wellbeing and can understand the impact of their actions. Student-facing staff are well-versed in available resources, services and appropriate referrals, and feel supported in their capacity to assist students. Training and educational programs will be evidence-based, with a focus on practical skills underpinned by the UNSW stepped care model.

Objectives

1. That all UNSW students understand the components of mental health and wellbeing, what mental ill-health and low wellbeing is and how to recognise it in themselves and others
2. There is a campus-wide understanding of the available services and where to present, both physically and online, for information and help regarding mental health and wellbeing
3. All UNSW staff understand the drivers and presentation of student mental ill-health and low wellbeing, and how their actions have relevance to this
4. That all information is presented with consideration of the diverse needs of our students, including students who are culturally and linguistically diverse, and students with disabilities
5. That all training and educational programs used are evidence-based, with a focus on creating wellbeing-promoting environments, and on strengthening resilience/self-management skills

Initiatives

1. Introduction of education modules for students to be provided at orientation (similar to or integrated with ELISE), which provide information about mental health and wellbeing, and how/where to access support
2. Introduction of education modules for UNSW staff on effectively recognising, addressing and assisting students experiencing mental ill-health and low wellbeing
3. Deliver university-wide evidence-based health promotion programs
4. Create a centralised mental health and wellbeing landing page to provide efficient and effective access to resources and information about student mental health and wellbeing services and support
5. Provide readily accessible mental health and wellbeing resources for students through places they regularly frequent (i.e. moodle, student focused venues on campus)
6. Establish a digital self-assessment tool for mental health and wellbeing
7. Enhance student mental health literacy and destigmatisation through peer-lead programming and Wellness Precinct activation.

Measures of Progress

- Percentage of students and staff who complete mental health and wellbeing modules or training
- Staff and student ratings on the extent to which they feel confident recognising mental ill-health and low wellbeing in themselves or others, and referring people to the appropriate supports
- Percentage of students and staff surveyed that understand factors contributing to their mental health and wellbeing

Theme B3: Early Intervention

Vision

UNSW is able to intervene early when students are at-risk of mental ill-health and encourages early student self-presentation. UNSW uses innovative tools and systems to identify and reach at-risk students as early as possible. This results in better outcomes for students and a reduced burden on university resources.

Objectives

1. That UNSW has the capability to identify students who may be at-risk of mental ill-health at an early stage, regardless of whether or not the student self-presents
2. There is capacity for early intervention with these students, offering services, resources and referrals that help prevent escalation in severity, or adverse outcomes
3. That students have an understanding and agency over sensitive personal information provided to UNSW

Initiatives

1. Identification of key indicators relating to mental health and wellbeing, and greater data collection regarding these relevant indicators from enrollment through graduation
2. Implementation of software tools for the central coordination of data relating to student mental health and wellbeing
3. Development of 'smart-detection' data-analysis techniques to flag when students are at risk of developing, or are showing signs of, mental ill-health and low wellbeing
4. Development of a range of early intervention curricular and extracurricular activities, that are responsive and personalised to the students' specific needs
5. Adoption of a suicide prevention strategy
6. Adoption of a scheme to reward students and staff who effectively promote student wellbeing
7. Easily accessible and prominent MH and Wellbeing webpage which contains contact details for immediate support, university support services, self help options, peer support and external help services

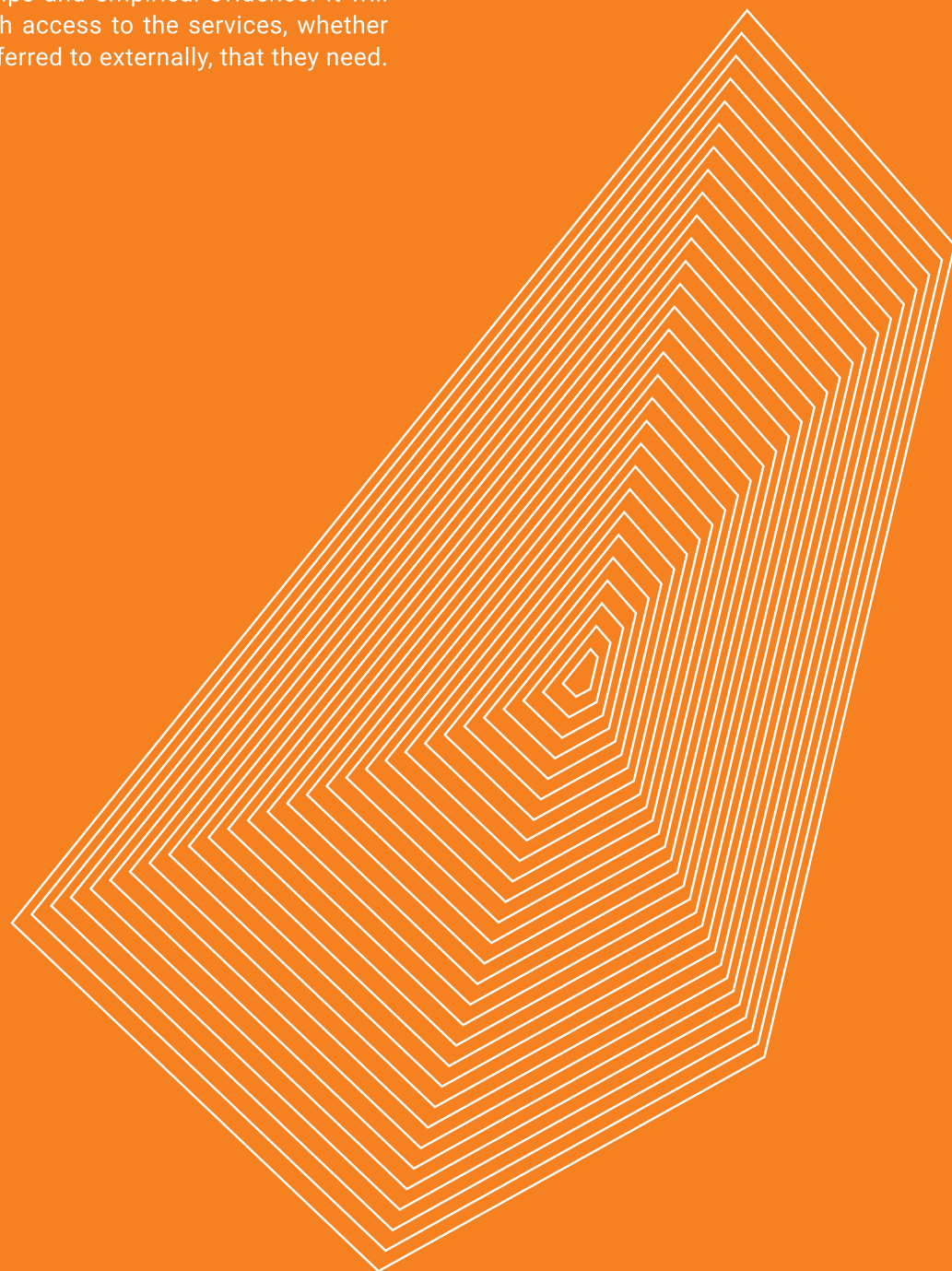
Measures of Progress

- Accuracy of 'smart-detection' system in identifying at-risk students
- Percentage of students identified as at-risk who are offered intervention
- Reduction in students ceasing their studies or dropping courses because of mental ill-health or low wellbeing
- Improved exit (from program or course) ratings, indicating that UNSW improved its attempts to meet students' needs prior to their ultimate decision to exit

Respond

Strategic Priority C

Respond has three themes: 'Coordinated' (C1), 'Accessible' (C2) and 'Effective' (C3). The university-wide response to mental ill-health and low wellbeing will be built upon collaboration, partnerships and empirical evidence. It will provide all students with access to the services, whether provided internally or referred to externally, that they need.



Theme C1: Coordinated

Vision

UNSW's response to student mental ill-health and low wellbeing is coordinated and collaborative, both across the university and in partnership with external service providers. A range of internal stakeholders including ARC @ UNSW can be coordinated and mobilised for effective response to, and case management of, students with mental ill-health and low wellbeing. In addition, a strong partnerships and referral network with external service-providers will enable students to have timely access to appropriate care.

Objectives

1. When students seek help, no matter which touchpoint they use, they are seamlessly transferred to the appropriate service 24/7
2. Student mental ill-health and low wellbeing is responded to through an integrated, interdisciplinary, case management approach, where services collaborate and are coordinated for provision of holistic care
3. There is effective case management which allows for the identification of students who are struggling to avail the appropriate services, and intervention takes place

Initiatives

1. Centralisation of student mental health and wellbeing services leading to integration and collaborative practices
2. Integration of electronic medical records, appointment booking and case management systems to facilitate the sharing of information between UNSW-based mental health and wellbeing service providers, while ensuring students have control over which information is shared
3. Implementation of an IT Customer Relationship Management system that allows for the clear handover, assessment and tracking of students engaged with UNSW services
4. Form strategic partnerships with effective external service providers, which students can access through streamlined referral processes
5. Creation of a stepped care model and triage system that ensures students receive appropriate care
6. Establishment of a Campus Care and Crisis Response team to coordinate services for students experiencing severe levels of psychological distress

Measures of Progress

- Student and staff ratings on the extent to which they feel the university provides integrated and appropriate care for students experiencing mental ill-health and/or low wellbeing
- Successful integration and implementation of new business processes and systems, and their effectiveness
- Audit number of appropriate and successful referral pathways within UNSW's stepped care model.

Theme C2: Accessible

Vision

Any student, regardless of their background and financial circumstances, can access mental health and wellbeing services and resources when needed, in a timely and feasible manner. The principles of Equity, Diversity and Inclusion will be fundamental to UNSW's service-offering. In addition, UNSW will aim to specifically improve access for the most vulnerable groups of students, recognising the unique challenges they may face. UNSW will take a multi-modal approach, understanding that individuals have different preferences for engagement with mental health and wellbeing services.

Objectives

1. That all students at UNSW will have the same opportunities to access UNSW information, resources and services relating to their mental health and wellbeing
2. Students will have a variety of ways to access mental health and wellbeing initiatives, including virtually and in-person
3. There will be recognition that some students require greater help and investment, due to circumstances outside their control
4. UNSW will strive to reach its most vulnerable student populations with a particular focus on international student needs
5. ARC @ UNSW will be an exemplar of student mental health awareness

Initiatives

1. Align offerings with UNSW's Equity, Diversity and Inclusion policy
2. Deliver specific health promotion initiatives aimed at reaching vulnerable or hard-to-access and international students
3. Inclusion of culturally appropriate offerings, which are adapted to suit the specific needs of a diverse range of student groups (e.g. resources translated into international languages)
4. Recruit bilingual staff for support service roles, who are able to conduct mental health and wellbeing assessments on UNSW's growing international student population
5. Reflect the diversity of lived experience in hiring practices at the university, with the addition of an Indigenous counsellor to provide culturally-appropriate care to Aboriginal and Torres Strait Islander students
6. Adoption of a multi-modal approach, which utilises digital technologies, to allow students to access mental health and wellbeing resources or services when and how they prefer
7. Implementation of a triage system to ensure that students are provided with access to the right help at the right place and time

Measures of Progress

- Comparison of level of diversity in the student mix accessing services, related to the student mix in the broader student population
- Assessment of whether service provision is appropriate for the student-mix identified above
- Student and staff rating of service inclusivity and accessibility
- Feedback mechanism in place to gather student input

Theme C3: Effective

Vision

The UNSW services and referrals provided to students will be evidence-based and effective methods of promoting positive mental health and wellbeing, and addressing mental ill-health and low wellbeing. Students will receive timely, effective, evidence-based care. Empirical evidence will form the basis of services provided, and partnerships will be created with the best providers in the field. Responses will be appropriate for the specific needs of the student, and UNSW will collect and use data to continuously evaluate how it can improve its offering.

Objectives

1. Mental health and wellbeing initiatives, and this strategy, are adequately resourced by the university, in the recognition of the unique position UNSW has to contribute to this topic and its central importance to the student experience
2. Empirical evidence and data will form the basis of all UNSW offerings relating to student mental health and wellbeing
3. Services will be provided in accordance with best-practice, in recognition of the importance of triage in providing timely access to care, a crisis response and case management team to ensure effective coordination and resource allocation, and post-vention efforts in ensuring the community is supported in the aftermath of a Critical Incident
4. There are strong partnerships with leaders in mental health and wellbeing research and service provision that will create an ecosystem in which students are best supported according to their needs
5. There are strong partnerships with Faculties to support mental health and wellbeing initiatives in the curriculum, recognising that the curriculum context is where the development, success and wellbeing of all students is shaped
6. UNSW offerings will be regularly evaluated and continuously improved, through meaningful engagement with student feedback and data utilisation

Initiatives

1. Conduct regular university-wide administration of validated instruments relating to mental health and wellbeing
2. Provide support for the development of business cases which provide services based on empirical evidence
3. Create an annual review, monitoring and evaluation framework of UNSW's student mental health and wellbeing, and ensure this is periodically tracked and reported on
4. Collect data to be used for the monitoring, evaluation, and continuous improvement of UNSW's student mental health and wellbeing offering
5. Collaborate with external partners and research leaders to contribute to the broader field of university student mental health and wellbeing
6. Develop a Postvention Strategy, to guide the care and support provided to the UNSW community in the aftermath of a Critical Incident

Measures of Progress

- Level of student and staff satisfaction with mental health and wellbeing services
- Year-on year improvements in results of validated mental health and wellbeing instruments
- Reduced incidence of acute deterioration in students' mental health and wellbeing
- Benchmarking of our offering compared to other organisations

Appendix 1

UNSW Suicide Prevention Strategy

Suicide prevention is a particularly complex and crucial element of student mental health and wellbeing. Therefore, an additional Suicide Prevention Strategy has been created as an appendix to the UNSW Student Mental Health & Wellbeing Strategy, aligned to the same strategic priorities of Prepare, Prevent and Respond. This Strategy represents a university-wide commitment to understanding student suicide, mitigating risk, appropriate intervention, and providing support to those in need.



Suicide Prevention Themes

Strategic Priorities and Themes		Enablers	Suicide Prevention Themes	
Prepare	Policy	Stepped care model	Prepare	Gatekeeper Training
	Decision-Making			Gatekeeper Support
	Planning	Students as partners		Policy
Prevent	Culture	University-wide collaboration	Prevent	Awareness
	Mental Health Literacy			Means Restriction
	Early Identification	Strong external partnerships		Early Identification
Respond	Coordinated	Evidence-based	Respond	Intervention
	Accessible			Transition
	Effective	Data-driven		Postvention

Strategic Themes

While the strategic priorities align with those of the UNSW Student Mental Health & Wellbeing Strategy, the strategic themes are tailored towards suicide prevention. These themes elaborate on those within the main strategy, targeted specifically towards suicide prevention, and should be integrated into the wider approach.

Strategic Priority A: Prepare

Theme A4: Gatekeeper Training

Vision: UNSW gatekeepers who are likely to have contact with suicidal students are trained in recognising and responding to risk.

Objectives	<div>1. That student touchpoints, whether staff or student-leaders, are competent and confident in assisting students experiencing suicidal ideation</div>
Initiatives	<div>1. Delivery of suicide prevention training to all UNSW employees and student-leaders which is appropriate to their role</div>
Measures of Progress	<div><div><ul style="list-style-type: none">Percentage of ‘Gatekeepers’ who have received appropriate, evidence-based suicide prevention training</div></div>

Theme A5: Gatekeeper Support

Vision: UNSW takes care to support its gatekeepers, while they support students in need.

Objectives	<div>1. That support is provided to staff and student-leaders who interact with students experiencing suicidal ideation</div>
Initiatives	<div>1. Adoption of an evidence-based program to support staff and student-leaders</div>
Measures of Progress	<div><div><ul style="list-style-type: none">Number of staff and student-leaders supported through the programQualitative feedback from staff and student-leaders</div></div>

Theme A6: Policy

Vision: UNSW will actively consider student distress in all policies, with robust policies created to respond to critical incidents.

Objectives	<div><div><div>1. That evidence-based policies are created for intervention, transition and postvention</div><div>2. That key academic processes and policies are designed with consideration of student distress, and the risk of escalation</div></div></div>
Initiatives	<div><div><div>1. Creation of specific policies for intervention, transition and postvention</div><div>2. Identify key academic processes and periods that may increase student distress and implement measures to mitigate harm, such as the day of release of results and advertised support available</div></div></div>
Measures of Progress	<div><div><ul style="list-style-type: none">Percentage of policies adapted to consider student distress and mitigation of suicide riskAdherence to intervention, transition and postvention strategies when relevant</div></div>

Strategic Priority B: Prevent

Theme B4: Awareness

Vision: UNSW actively increases awareness of suicide, risk factors and support, creating a culture which enables students to seek help for themselves, or others.

Objectives	<div><div><div>1. That the UNSW community is aware of student suicide, destigmatises help-seeking, and signposts available support</div><div>2. That information about mental health, wellbeing, and suicide prevention training is embedded into curricula</div></div></div>
Initiatives	<div><div><div>1. University-wide campaign to increase awareness of suicide, address and decrease stigma surrounding mental ill-health, communicate how to help someone at risk, and signpost available support</div></div></div>
Measures of Progress	<div><div><ul style="list-style-type: none">Percentage of staff and students reached through awareness-raising campaignsStaff and student ratings on the extent to which UNSW promotes awareness</div></div>

Theme B5: Means Restriction

Vision: UNSW is vigilant and proactively implements measures to restrict means of suicide and increase student safety.

Objectives	<div>1. That UNSW actively restricts access to potentially lethal means, and implements measures to increase safety</div>
Initiatives	<div><div><div>1. Review of high-risk locations, such as the top of high-rise residential accommodation and university buildings</div><div>2. Review of past deaths by suicide or suicide attempts, to identify potential modications.</div></div></div>
Measures of Progress	<div><div><ul style="list-style-type: none">Percentage of buildings reviewed for means restrictionPercentage of past deaths by suicide or suicide attempts reviewed to identify areas for potential means restriction</div></div>

Theme B6: Early Identification

Vision: UNSW proactively identifies students at-risk of suicide, and leans in to provide appropriate support.

Objectives	<div><div><div>1. That individuals at-risk of suicide are identified early, with comprehensive screening and assessment</div><div>2. That specific resources are targeted towards groups known to be at higher risk of suicide</div></div></div>
Initiatives	<div><div><div>1. Creation of a standardised triage and screening process, with accompanying policies to describe indication, frequency and documentation of screening</div></div></div>
Measures of Progress	<div><div><ul style="list-style-type: none">Percentage of students who receive screening, as a proportion of those indicatedPercentage of students who receive timely access to clinical support, per policy</div></div>

Strategic Priority C: Respond

Theme C4: Intervention

Vision: All students presenting with suicidal ideation receive holistic, appropriate, effective and timely care.

Objectives	<div><div>1.</div><div>That all students at risk of suicide are engaged in a suicide care management plan, detailing safety planning, crisis support planning and lethal means reduction</div></div> <div><div>2.</div><div>That all students who present with suicidal ideation receive same-day care</div></div> <div><div>3.</div><div>That all students with suicidal ideation receive evidence-based treatment</div></div>
Initiatives	<div><div>1.</div><div>Creation of suicide care management plan per best practice, with appropriate evidence-based staff training, IT integration and policy for starting and ceasing the plan</div></div> <div><div>2.</div><div>Develop policy outlining care pathway for a student in distress</div></div>
Measures of Progress	<div><div>•</div><div>Percentage of students presenting with suicidal ideation who are placed on a suicide care mangement plan</div></div> <div><div>•</div><div>Adherence to suicide care management plan</div></div> <div><div>•</div><div>Percentage of students who present with suicidal ideation that receive same-day care</div></div>

Theme C5: Transition

Vision: UNSW students who require support from a hospital or mental health facility receive supportive care as they transition back into university life.

Objectives	<div><div>1.</div><div>That UNSW students who receive hospital care for suicidal ideation receive appropriate transition support as they return to university</div></div>
Initiatives	<div><div>1.</div><div>Creation of a transition policy, highlighting follow-up care, transition plans, and pathways to care</div></div> <div><div>2.</div><div>Delivery of evidence-based training for student-facing staff regarding provision of support in students transitioning back into university</div></div>
Measures of Progress	<div><div>•</div><div>Percentage of students who are discharged from hospital or a mental health facility, who receive appropriate care, per policy requirements</div></div>

Theme C6: Postvention

Vision: UNSW responds appropriately to a death by suicide, with a sensitive approach that facilitates the grieving process, stabilises the environment, and reduces the risk of further harm.

Objectives	<div><div>1.</div><div>That in the tragic event of a students’ death by suicide, UNSW provides evidence-based, sensitive and appropriate postvention support to all those affected</div></div> <div><div>2.</div><div>That UNSW actively enacts support to limit the risk of further suicides</div></div>
Initiatives	<div><div>1.</div><div>Creation of a postvention policy, in accordance with Universities Australia guidelines, to ensure an appropriate response, sensitive communication, support for all members of the UNSW community affected by the students’ death, and a plan to mitigate risk of further harm</div></div>
Measures of Progress	<div><div>•</div><div>Percentage of deaths by suicide that are adherent to the postvention policy</div></div> <div><div>•</div><div>Staff and student feedback to the postvention response</div></div>

