



LIBRARY AND STUDENT SERVICES

ANNUAL REPORT FOR THE SCHOOL OF HEALTH 2021-22

September 2022

This report provides a School-specific view of services provided during 2021-22 by Library and Student Services, insight into what student and staff use of services and resources tells us about our future priorities, and proposals for our service/School collaboration during 2022-23.

Key contacts

Library Services

Academic Librarian Team: Kirsty Bower, Jess Haigh, Caroline Robinson

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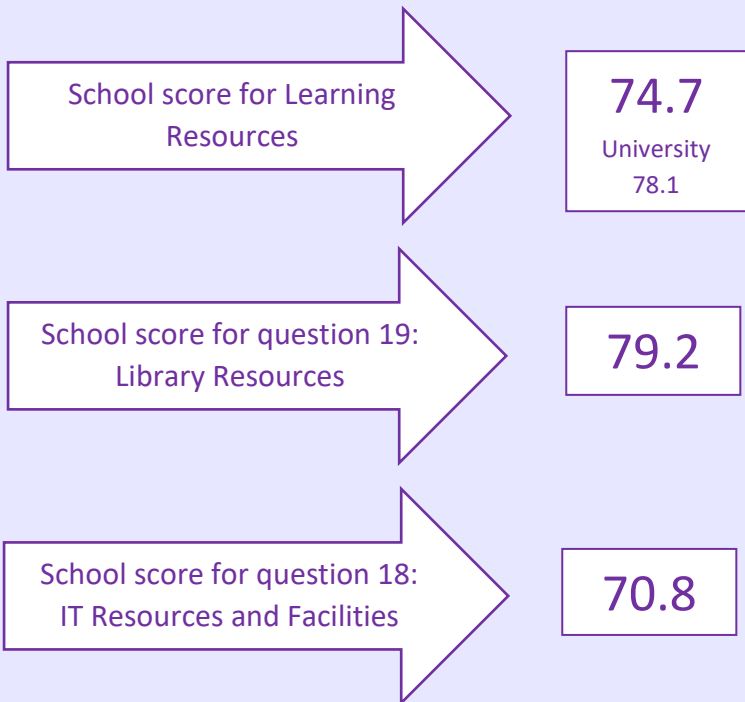
Student Services

School Wellbeing Practitioner: Richard Newman

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Performance and Feedback: Library

National Student Survey 2022



School Forum – Library Matters

Academic Librarians attend School Forum meetings to listen to and respond to issues raised by students, and also complete the Student Feedback Action Plans managed by the Students' Union to complete the feedback loop.

During this academic year, level 7 students from Health Visiting, Social Work and Adult Nursing raised the issue that the new Discover search interface was difficult to use and that they were therefore finding it hard to locate library resources effectively. The Academic Librarians sent students information about specific databases, along with the library guides on how to use them. They also encouraged students to book a one-to-one appointment with them to address their particular concern. In addition, the difficulties raised by students in using the Discover interface were picked up the Library Online team to see what improvements could be made.

Innovation Case Studies

School-Based Wellbeing Practitioner: Exploring Health and Wellbeing module L5 Nursing

Context: The School-based Wellbeing Practitioner was invited to deliver a psychoeducational session to the Level 5 mental health, adult nursing, trainee nursing associates and degree apprenticeship students as part of the Exploring Health and Wellbeing module. Following pandemic disruption, many students were struggling to re-adjust to in-person teaching and with maintaining their wellbeing whilst on placement.

What: A face-to-face interactive 2-hour session was co-delivered by the Wellbeing Practitioner and lecturer. The aims were to develop an understanding of the concept of wellbeing, to explore factors that impact on it in a personal and professional capacity and to raise awareness of practical interventions that can improve wellbeing, and sources of support. The theme of agency and empowerment was woven throughout, emphasising the control students can have over their wellbeing and drawing attention to the bi-directional relationship between wellbeing and academic performance.

How: The session was co-designed by the Lecturer and Wellbeing Practitioner, considering ways to underscore the relevance of personal wellbeing to NMC professional standards. Interactive activities focused on the pressures associated with balancing academic work with placement, paid work and social life.

Outcome: Student feedback was overwhelmingly positive, for example: “Balancing life with work placement, studying and enjoying myself is very important”; “That you have an influence over most situations and feelings”

Impact: This psychoeducation session improved understanding of ways to manage and maintain wellbeing and improve academic and placement performance as a corollary. It is hoped that fewer students will require the support of the Student Wellbeing team due to increased knowledge and agency to self-regulate and manage stress at university and throughout their professional careers.

Customised assignment support for Health students

Context: In 21-22, students and staff from the School of Health collaborated with the Library Academic Support Team to enhance the customised assignment support available to students.

What: Academic skills teaching provided to Health students by Academic Librarians and Academic Skills Tutors was delivered on a more customised basis. Live follow-up sessions to pre-class flipped learning were based directly upon common student queries and subject-specific consideration of evolving student behaviours around key topics like database searching and critical thinking. This consequently informed the development of the [in-curriculum academic skills instruction](#) bookable by School staff for their students in 22-23.

How: One example of aligning support more closely with cohort needs was our work with Level 5 Nursing students. Assignment results, student feedback and analysis of student enquiries highlighted that these students found it difficult to apply general guidance on academic searching, evaluating information and academic writing in the context of a specific assignment. To address this issue, Academic Librarians worked with School staff to provide a customised training video, highlighting how to apply key academic principles in specific learning and professional scenarios, in this and in other instances.

Outcome: This intervention reached 100+ students, with its impact evidenced through student feedback, individual results and reduced student enquiries on related topics. Individual students and the Students Union also noted the pedagogical and inclusivity benefits of being able to revisit such guidance as required, consequently further improving the student experience and supporting academic attainment and progression.

Academic Skills

Development of students' academic skills (academic writing, information skills, critical thinking, presentations skills, maths and statistics, etc.) supports their attainment, continuation and progression, as well as employability. Library Academic Support provides teaching sessions, online learning, workshops and one-to-one support to enable students to build their academic skills. This is most effectively delivered within the curriculum, tailored to students' level, modules and assignments, and contextualised within the course. Digital materials and activities are crafted into the suite of skills modules: Study Ready, Study Smart (first/second/final year), Study Smart for Apprentices, Study On, Academic Integrity, all redesigned using feedback from 2021-22.

As a result of colleagues' close working relationship with the Library, we continue to see high levels of engagement with in-curricular sessions at all levels of study. The hybrid approach to delivery over the past year (with online materials for students to work through in advance of an online or in-person session) has seen increased student engagement in their sessions, particularly in their confidence in asking questions.

One small but high impact example of how this increased engagement with in-curricular sessions has benefited students can be seen through our work with Nursing students. In these sessions, L5 Nursing students commented that they found it difficult to apply general guidance on academic searching, evaluating information and academic writing in the context of a specific assignment. As a result of this feedback, Academic Librarians worked with academic staff to follow up with a customised video which explained how key academic principles could be applied to any learning and professional scenarios. Student feedback, alongside individual results and reduced student enquiries on related topics, demonstrated the impact of this small video. Individual students also provided feedback to the benefits of being able to revisit such guidance as required, which they felt increased their confidence in their academic skills and resulted in increased academic attainment.

Academic skills sessions for the School	University total	School data
Academic Skills teaching sessions delivered in the curriculum	474	93 Level 4: 22 Level 5: 20 Level 6: 19 Level 7: 32
Students booking onto workshops/webinars as self-directed support	3202	1097
One to one appointments attended by students with an Academic Librarian or Academic Skills Tutor	498	224

Supporting international students

The Library has developed the new International Students' Academic Introduction module for 2022-23 starters, drawing on the insight of Schools with significant numbers of international students. This provides practical information and academic support for a successful transition to university study in the UK, featuring videos, quizzes and live webinars, and remains available in MyBeckett for students to revisit or for late starters. It pre-emptively addresses common academic challenges for international students and provides early targeted support. Introduced in 2021-22, the Library now offers English for Academic Purposes workshops, webinars, individual appointments and online content for students whose first language is not English.

Information Resources

The key driver for developing our information resources is module reading lists, which directly link to purchasing of books, digital resources and digitisation of readings. Our Information Resources Strategy prioritises digital resources for their flexibility and accessibility.

Reading lists

83% of School module reading lists are populated with resources by the Course Team, slightly below the University average of 84%. Across the university the reading list system had 340,385 views.

Top 5 most viewed School reading lists:

HESC799 - Understanding Theory in Counselling and Interpersonal Skills	2626	Psych. Therapies
HESC781 - Relational Framework	1530	Psych. Therapies
HESC405 - Professional and Academic Skills	1523	Social & Community
HESC457 - Human Growth and Development	1400	Social & Community
NURS560 - Developing Professional Skills	1365	Nursing & Healthcare

Books

The Library has significantly increased the number of eBooks, as more titles have become available digitally and publishers have introduced different ways of providing access. High levels of engagement during the pandemic have continued in 2021-22.

University total eBook accesses:

2019-20 = 483,132

2020-21 = 859,380

2021-22 = 820,215

- **16%** of all print books were purchased for the School of Health
- **13%** of all eBooks were purchased for the School of Health
- **11%** of all student-chosen eBooks were purchased for the School of Health

Some eBooks packages are cross-disciplinary and therefore benefit students in every School.

Number of **Inter Library Loans** requested by the School: **63**

Digital information resources

Digital resources include electronic journals and databases.

Digital resource usage	School usage	% University
Accesses by students	381,046	27.70
Unique student users	7,343	20.72
Average accesses per active student	51.89	University average 38.8

School of Health: most used digital information resources

Top E-resources 21/22	Accesses by Students	% University	Rank
EbscoHost	170,350	45.40	1
Science Direct (Elsevier)	35,048	36.51	2
Gale Cengage	22,980	23.37	3
Taylor & Francis	19,391	19.99	4
ebrary	18,075	20.87	5
Wiley	18,053	43.20	6
Atypon SP	15,717	24.45	7
Springer	10,339	29.00	8
Digital Content Store	9,681	34.39	9
National Center for Biotechnology Information	8,326	67.02	10
Sage Journals	6,995	35.36	11
JSTOR	5,002	13.16	12
Cambridge University Press	3,510	30.06	13
Learning on Screen	2,182	30.18	14
Highwire	1,903	43.88	15
All other e-resources	33,494	n/a	(= 3 rd place)

Digitised readings

Total for the School	148 modules using digitised readings 635 readings in use
New readings	44 new readings added to School modules 13 additional modules have digitised readings

Top 3 most viewed digitised readings:

Chapter/article	Book title	Module	No. Students	Views
Developing a sociological imagination: debunking society	Sociology and social work	HESC461	108	277
Appendix / Glossary	Evidence-Based Practice in Nursing	NURS560	290	262
Theoretical perspectives and research methodologies	Doing Research in the Real World	HEAL763	72	241

Research Support

Use of university research systems managed by the Library - Symplectic Research Management System and open access Research Repository (ePrints) - increases visibility of research outputs, supports open research and ensures compliance with REF and research funder requirements. Symplectic is used to generate the lists of publications on academic staff's profiles, to report School research activity, and enables publications to be uploaded to the Repository.

Research outputs recorded in Symplectic in 2021-22 for the School

Chapter	Conference Proceeding	Journal Article	Patent	Report
3	4	138	1	5

Open Access compliance

40/64	63%	Rate of compliance with the REF Open Access policy: article/conference publications within 3 months of acceptance.
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Article Processing Charges (APCs) through Transformative Journal deals

APS	Cambridge	Elsevier	PLOS	SAGE	Springer	Taylor & Francis	Wiley	Total
0	0	0	1	3	0	2	3	9

ePrints Research Repository

2,472 full text downloads from ePrints of School research publications.

Total number of downloads across the University is 14,733.

Transformative journal deals include both subscription and APC costs, meaning more articles are immediately available as gold open access. As well as these articles the school has made payments to make 8 number of articles available as Gold OA directly with the publisher. Across the whole university 34 articles were paid for in this way in this financial year.

School's most downloaded output: Southby, K and Gamsu, M and Freeman, C and Abrams, T (2021) Communities Connected: Digital resources for organisations working online. Project Report. UNSPECIFIED. (Unpublished). <https://eprints.leedsbeckett.ac.uk/id/eprint/8190/>

Disabled Students

School population of students with a declared disability in comparison to the University

University Student Population with a Declared Disability	University Student Population	Percentage of University Student Population with a Declared Disability	School Student Population with a Declared Disability	School Student Population	Percentage of School Student Population with a Declared Disability
3832	26807	14%	936	5791	16%

There are 3,832 students across the University who have declared a disability, accounting for 14% of our student body. This compares to 16% of the population of the School of Health.

School disabled student population engagement with the disability service in comparison to the University

University Student Population with a Declared Disability Engaging with the Disability Service	Percentage of University Student Population with a Declared Disability Engaging with the Disability Service	School Student Population with a Declared Disability Engaging with the Disability Service	Percentage of School Student Population with a Declared Disability Engaging with the Disability Service
3124	82%	777	83%

Of the students who have declared a disability, 82% have engaged with Disability Service from across the University, and 83% from the School of Health.

School disabled student population with a reasonable adjustment plan in comparison to the University

University Student Population with a Declared Disability with a RAP	Percentage of University Student Population with a Declared Disability with a RAP	School Student Population with a Declared Disability with a RAP	Percentage of School Student Population with a Declared Disability with a RAP
2454	64%	636	67%

64% of disabled students across the University have a Reasonable Adjustment Plan in place. In the school, 67% of students have a Reasonable Adjustment Plan in place.

Student Wellbeing

Students access to Wellbeing Services

There are 1,206 students across the University who have accessed the Wellbeing service, accounting for 3.96% of our study body. The proportion of students in the School of Health who have accessed the Wellbeing Service is broadly in line with the University average, with 3.93% of students having used the service.

	Student Population	Student Population who have accessed the Wellbeing Service	Percentage of Student Population who have accessed the Wellbeing Service
Carnegie School of Education	2,105	77	3.66%
Carnegie School of Sport	3,142	138	4.39%
School of Cultural Studies & Humanities	701	67	9.56%
School of Health	6,367	245	3.93%
Leeds Business School	5,239	105	2.00%
Leeds Law School	1,424	38	2.67%
Leeds School of Arts	3,230	223	6.90%
School of Built Env, Eng and Comp	4,514	81	1.79%
School of Events, Tourism & Hosp Mgt.	1,007	36	3.57%
Leeds School of Social Sciences	2,745	196	7.14%
University Total	30,474	1,206	3.96%

School of Health Students Access of the Wellbeing Service and risk of withdrawal in comparison to university

	Student Population Indicated Risk of Failing Course	Percentage of Student Population Indicated Risk of Failing Course	Student Population Indicated Intending to withdraw or Suspend Studies	Percentage of Student Population Indicated Intending to withdraw or Suspend Studies	Percentage Rates of School Student Population who Accessed Wellbeing Service and enrolled (June 2022)
Carnegie School of Education	42	54.55%	17	22.08%	93.51%
Carnegie School of Sport	77	55.80%	43	31.16%	92.03%
School of Cultural Studies & Humanities	33	49.25%	18	26.87%	95.19%
School of Health	127	51.22%	61	24.91%	88.06%
Leeds Business School	60	57.14%	27	25.71%	94.33%
Leeds Law School	17	44.74%	10	26.32%	93.33%
Leeds School of Arts	112	50.22%	53	23.77%	97.37%
Sch Built Env, Eng and Comp	42	51.85%	22	27.16%	94.17%
School Events, Tourism & Hosp Mgt.	20	55.56%	8	22.22%	92.59%
Leeds School of Social Sciences	107	54.59%	46	23.47%	97.22%
University Total	637	52.38%	305	25.32%	90.82%

Data also showed that 51.22% of Education students who had attended any type of appointment with Student Wellbeing indicated that they were at risk of failing their course and 24.91% of Education students indicated that they intended to withdraw or suspend studies. However, data taken in June 2022 identified that 88.06% of these students were still enrolled.

Clinical outcomes for students accessing Student Wellbeing

Data to June 2022 collected by counsellors using a validated outcome measure called CORE-10 show that 63% of students had clinically significant and/or reliable change as a result of counselling provided at LBU. This is above average when compared against benchmark sector data.

Performance against KPIs

Disability and student retention

University - Declared Disability			University - No Known Disability		
Total Students	Number Withdrawn	% Withdrawn	Total Students	Number Withdrawn	% Withdrawn
3,832	241	6.3%	22,975	1,184	5.2%

Students with a declared disability are on average more likely to withdraw in year than those with no known disability.

School - Declared Disability			School - No Known Disability		
Total Students	Number Withdrawn	% Withdrawn	Total Students	Number Withdrawn	% Withdrawn
939	54	5.8%	4,852	227	4.75%

Students with a declared disability within the School of Health are more likely to withdraw in year, than those without.

Retention and Progression of Low-Income, Level 4 students, 2018-2021

Over the three years from 2018/19, we have analysed the impact financial support from the university on the retention and progression of level 4 students from a low-income background (household income under £25,000).

Progression	Did not receive funding	Received Funding
University	79%	84.5%
School	81.7%	82.3%

Level 4, low-income students are more likely to progress if they receive funding from the university.

Withdrawals	Did not receive funding	Received Funding
University	6.9%	2.9%
School	4.3%	2.1%

Low-income level 4 students are less likely to withdraw if they receive financial support from the university.

Insights: Student Hardship and Cost of Living

In 2021/22, applications to the Hardship Fund increased by 40%, when compared to pre pandemic years. Over 1,200 awards were made to students, and we spent over £1.1m through the fund.

Where the university has access to student household income data, we can see that financial hardship continues to have a greater impact on those from low-income backgrounds who are:

- disproportionately more likely to apply for hardship funding and,
- evidence a greater financial need, than those from higher incomes. (Table 1)

Applicants from the School of Health in 2021/22 were more likely come from a low-income background than the institutional average and require greater more support than higher income students.

Table 1.

Household Income	Institutional Average	Hardship Fund Applications	Applications from School of Health	Average Awards	Average Awards – School of Health
Under £25,000	45%	63%	68%	£868	£873
Over £25,000	55%	37%	32%	£625	£597

Due to high levels of inflation, we expect this growth to continue in 2022/23, because:

- People from low incomes are less financially resilient to inflationary pressures and the impact of higher energy and food costs is more keenly felt.
- The annual increase in the Maintenance Loan (which the vast majority of our UG students rely on) will increase by 2.3% in 22/23. In April, a [House of Commons briefing paper](#), predicted a 7% real terms cut in funding for those students from low incomes.

There is increasing concern about how this will impact on the continuation and achievement of students and Library and Student Services is currently working with UET to identify interventions to reduce this impact.

Insights: School-based wellbeing

Timetabled wellbeing interventions

The School-based Practitioners have had a successful first year across all three strands of work:

- Co-producing with School colleagues and students, interventions to promote the healthy behaviours of students, which are aligned to the specific needs of each school
- Co-ordinating support for students with complex needs
- Providing support and guidance to colleagues in responding to student mental health concerns

Specific successes have been the levels of engagement from the academic team in timetabled psychoeducation sessions. School staff have been proactive in identifying specific issues arising within their cohort of students in relation to wellbeing. Much of the learning is based on things that have arisen in the preceding years to inform the current teaching.

Collaboration of the design and delivery has been meaningful and equally shared. There is more work to be done with colleagues, particularly on non-vocational courses, with a view to co-designing and co-delivering wellbeing sessions within all subject groups. An aspiration is to involve students in this co-design and delivery.

Insights: Disabled Students

While School of Health students who have declared a disability are more likely to withdraw from their course than those who have not, this mirrors the wider trend across the University.

Experiences of disabled students receiving specialist support

There were five standout themes reported by disabled students receiving specialist support this year:

1. Student independence:
Students have required additional levels of support. Possibly as a result of the increased support during the last two years, many students now seem to be less independent than in previous years. For students returning to campus, these support sessions helped act as a bridge to a return to lecture theatres and seminar rooms.

2. Return to face-to-face teaching:
Many students have faced challenges with the change in delivery. Some students reported lecture recordings no longer being offered as standard, an inability to access materials ahead of sessions and course tutors' being less accessible.

3. Group Work:
Like previous years, there continued to be an issue around group work for students, including relating to peers, understanding practicalities and relational challenges.

4. Mitigation:
We have seen an increase in mitigation levels amongst final year students. Anecdotally, this has been linked to the transition back to a two-semester model and losing the flexibility around marking experienced during the COVID years.

5. Identity:
More discussions relating to equality and identity. Specifically, around race, gender identity and sexuality. This has included challenges and experiences of discrimination in university and on placement.

The challenges of group work is a reoccurring theme reported by students across all our services and Richard Newman, your School-based Wellbeing Practitioner and your [Academic Librarian team](#), are keen to work with the school to identify interventions to address this.

Insights: Enhanced support for students considering withdrawing from their studies

A key area we have identified in Student Services that we would like to work on improving surrounds withdrawals at Leeds Beckett. Investigating the reasons behind these decisions and how we can better support students concerning this process. We believe that by working collaboratively with School teams we can better identify the reasons for changes and implement enhanced mechanisms for providing the early intervention of information, advice, and support.

By investigating the reasons for higher percentages within each School, when compared to the university averages, we hope we can offer potential reductions to these figures by supporting students via various frontline services we offer and referrals to the specialist teams that we work closely with.

While Schools may be familiar with the data shown in the table regarding the different categories for withdrawal and the unique reasons that these may vary for your School, it would be incredibly helpful to this project for Schools to help us understand the factors that may influence these numbers. We hope that with a clearer insight into these areas, we could work symbiotically to be able to offer bespoke support to you and your students. Ideally, through your expert knowledge and conversations with students within your courses, you could also help us better understand the reasons why students withdraw to a deeper level. This will enable us to determine what potential targeted support we could offer to reduce these figures.

We are starting our project by reviewing the current withdrawal process and putting into place new plans of how we can support students that are considering withdrawing from university. This includes reaching them at an earlier stage in this decision-making process and ensuring they have all the information to understand the process and potential impacts.

We understand School teams are very aware of withdrawal information and incredibly busy supporting students with a significant portion of their university experience, so our goal is to help to assist and support Schools in this matter. As we already help guide students through this process as the primary frontline advice team that has contact with students considering withdrawing, we would like to further contribute to the shared responsibility we hold with Schools surrounding this topic.

Our team's specialist expertise aligns with the significant reasons for leaving categories such as health, personal and financial, and referrals to services such as Wellbeing, Student Money, Immigration, and Disability, means we are in a strong position to provide tangible benefits for all parties. We want to ensure every student has the ability to discuss their individual case with all the services that can help to support them and make sure that this is the right decision to take, and what other alternatives or adjustments could be offered if appropriate. Hopefully, by reaching more students, and at an earlier point, with customised support, this will lead to a reduction in both withdrawals and suspensions and provide smoother transitions back to Leeds Beckett for those students who have had a period of time away from the University.

SUPPORT REPORT RESPECT

Insights: Support. Report. Respect.

Our student community is entitled to a safe and inclusive place to live and study. However, there is widespread evidence to suggest that high numbers of university students across the UK are experiencing harassment, racism and sexual violence.

- Full time students are more likely to experience sexual assault than those in any other occupational group.
- In a study of over 6,000 students, nearly 50 per cent of women said they had been touched inappropriately.
- Nearly a quarter ethnic minority students experience racial harassment on campus.
- One in three Muslim students have experienced some type of abuse or crime where they study.

Office for Students, 2022.

To address these troubling findings, Student Advice leads on **‘Support. Report. Respect.’** in our student community.

There are four key elements to Support. Report. Respect:

1. Receiving disclosures of unacceptable behaviour.
2. Provision of an expert advice and guidance.
3. Planning and delivery of training for colleagues.
4. Leading campaigns to create and maintain a safe and inclusive community.

Further Information

Web: [Support. Report. Respect.](#)

Email: studentsupportreport@leedsbeckett.ac.uk

[Office for Students’ Statement of Expectations for Preventing and Addressing Harassment and Sexual Misconduct.](#)

[Book a Support. Report. Respect. training session.](#)

Student Disclosures

Given the troubling statistics concerning the prevalence of discrimination, harassment, abuse, and violence in higher education across the UK, it is unlikely that LBU is an exception. However, over the past 5 years, less than 1% of the LBU student population has made a disclosure using a reporting or disclosing tool that has been available to them. Yet, recent research among LBU staff suggests that students are making disclosures by talking to a trusted member of staff. Whilst it is encouraging that students are sharing their experiences, these disclosures are not being recorded centrally and students are not being referred to the dedicated support available to them.

If LBU is to demonstrate a meaningful commitment to creating a safe and inclusive community, encouraging students to disclose instances of unacceptable behaviour is vital. Not only does this enable the University to provide safe and appropriate support, advice and guidance to those affected, it also helps the University understand the prevalence of issues affecting the student community. This is essential to identify trends which inform preventative work to tackle discrimination, harassment, abuse, and violence.

Looking ahead, our aim is to ensure that all disclosures are recorded centrally, via **Support. Report. Respect.** This will ensure that all disclosures are handled appropriately, and students will be referred to the specialist support available to them. It will also enhance Student Advice’s ability to plan and deliver preventative work to respond to the emerging needs of our university community.

Your Contribution

Making time to attend a **Support. Report. Respect.** training is a clear demonstration of commitment to our university’s purpose and values.

The training session is one hour, and will:

- Enhance your confidence when responding to disclosures from students.
- Ensure students receive an expert response to their disclosure and ensure access to specialist advice.

Risk and Governance

Growth in applicants declaring a disability

In 2021 14% of all UK UCAS applicants declared a disability, an increase of 105% (+42,650) since 2012. This growth in disclosures has been in the social, behavioural and communication impairments (mainly autism) and mental health conditions, which have increased by 249% and 453% respectively since 2012. Broadly speaking, the proportion of students sharing an impairment in the other categories has remained stable.

There is concern that, given this growth in numbers, the current model for meeting the needs of disabled students is not effective and creates risk in relation to the university meeting its legal responsibilities as defined by the Equality Act 2010. This will be an area of focus for the coming academic year.

Student Mental Health

The number of students accessing this service increased by 115% from 2020/21. In addition, the number of requests for urgent support has increased and the complexity of issues presented has increased significantly too.

Despite increased investment the Service has been unable to meet demand for initial consultations, counselling and mental health support. There have been waiting times of approximately 10 weeks for counselling and longer for students waiting for mental health support.

To respond to this unmet need, the service has reviewed the service delivery model, the resource allocation, and the use of current resource.

Following the new service model, mental health practitioners will deliver short-term interventions to a greater number of students whilst specialist mentors will provide students with longer-term support. In addition, this challenge has given new impetus to working more collaboratively with statutory services and external providers in order to facilitate better pathways to appropriate student support.

Priorities for 2022-23

- **Academic skills** - We would like to work with colleagues to increase our in-curricular delivery of sessions for Level 6 students, particularly in the area of academic writing and dissertations, and to collaborate with course teams to better understand how we can work with them to support students' needs. We will continue to meet the needs of students and colleagues by continuing to offer our support in hybrid ways, as we feel the mix of online and in-person delivery has worked well in 2021-22.
- **Improving NSS** - From NSS open comments, we will be looking at how we can better support incoming Level 5 and Level 6 students in their use of finding information, particularly around using Discover.
- **Open workshop programme** - It would be good to see the students taking more advantage of the extra support offered by the Skills for Learning open workshop programme, as engagement by undergraduate students with the workshops have dropped considerably over the past two years. We encourage colleagues to recommend these, where suitable, as targeted ways for individual students to develop their skills.
- **Student Wellbeing** - Student Wellbeing will implement and evaluate its new service model. This will involve building on the work of School-based Wellbeing Practitioners in prevention and early intervention (for example, piloting drop-in sessions in some schools); closer working with external mental health services and specialist mentor providers; and having clearly defined boundaries for counselling, mental health support and specialist mentoring.
- **Outcome measurement** - There are gaps in CORE-10 data where the measure was not completed by students and improved use of outcome measurement is a key priority for the team in 2022/23.
- **Student financial support** - Develop existing and new strategies and processes to support students with low incomes and financial hardship and evaluate their effectiveness in relation to continuation and progression. Utilise and enhance existing student financial support evaluation methods, in relation to student retention, continuation and progression.
- **Disabled students** - Conduct a university level review of how we meet the needs of disabled students.
- **Student continuation** - Work collaboratively with School teams to better understand the reasons for withdrawals and implement enhanced mechanisms for providing the early intervention of information, advice, and support.

Appendices

Appendix 1: Reason for withdrawal from studies

WITHDRAWALS BY REASON AND GROUP

Set to the latest available month in each academic year

Withdrawal reason	Grand Total	School									
		Carnegie School of Education	Carnegie School of Sport	Leeds Business School	Leeds Law School	Leeds School of Arts	School of Built Environment, Engineering and Computing	School of Events, Tourism and Hospitality Management	School of Health	School of Humanities and Social Sciences	
Health reasons	18.4%	14.4%	17.5%	21.5%	35.7%	25.0%	3.7%	12.5%	23.1%	25.5%	
Personal/other reason	16.9%	15.3%	9.5%	23.4%	19.0%	23.7%	14.9%	12.5%	19.8%	14.3%	
Chose wrong field of study	11.4%	13.5%	10.3%	8.4%	2.4%	14.5%	10.6%	6.3%	17.6%	7.1%	
Exclusion	11.3%	8.1%	28.6%	0.9%			24.8%	31.3%	0.5%	9.2%	
Gone into employment	9.2%	2.7%	11.1%	15.0%	7.1%	6.6%	8.1%	9.4%	6.0%	18.4%	
Workload/difficulty	7.4%	23.4%	5.6%	5.6%	7.1%	3.9%	8.1%		4.4%	3.1%	
Financial reason	7.1%	6.3%	6.3%	8.4%	7.1%	6.6%	6.8%	12.5%	6.0%	8.2%	
Family commitments	5.8%	9.0%	1.6%	6.5%	0.0%	1.3%	6.8%	9.4%	8.8%	4.1%	
Transfer to other Institution	5.2%	3.6%	6.3%	4.7%	9.5%	10.5%	5.0%		2.2%	8.2%	
University quality	2.1%	0.9%	1.6%	1.9%	4.8%	2.6%	3.1%		2.2%	2.0%	
No reason recorded	1.9%	0.0%	1.6%	0.0%	0.0%	5.3%	1.9%	3.1%	4.4%	0.0%	
Job re-location	1.0%	0.9%	0.0%	0.9%	0.0%		1.9%		2.2%		
Academic reason	0.7%	0.9%	0.0%	1.9%	0.0%	0.0%	0.6%	0.0%	1.6%	0.0%	
Job loss	0.6%	0.9%		0.0%	2.4%		2.5%				
Maternity leave	0.4%	0.0%	0.0%	0.9%	2.4%		0.0%		1.1%	0.0%	
Death	0.3%				2.4%		0.6%	3.1%	0.0%		
Writtn Off after lapse of time	0.1%		0.0%				0.6%				
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Appendix 2: Reason for suspension of studies

WITHDRAWALS BY REASON AND GROUP

Set to the latest available month in each academic year

Withdrawal reason	Grand Total	Group		Withdrawal type			Cycle			
		School	School	Suspension	Suspension	Suspension	2021-22	2021-22	2021-22	2021-22
		Carnegie School of Education	Carnegie School of Sport	Leeds Business School	Leeds Law School	Leeds School of Arts	School of Built Environment, Engineering and Computing	School of Events, Tourism and Hospitality Management	School of Health	School of Humanities and Social Sciences
Health reasons	34.0%	25.6%	35.7%	28.4%	28.0%	33.7%	37.0%	10.5%	35.5%	45.9%
No reason recorded	22.0%	14.1%	18.6%	25.3%	30.0%	34.8%	16.0%	47.4%	19.4%	16.2%
Personal/other reason	13.8%	12.8%	14.3%	13.7%	16.0%	9.8%	11.1%	10.5%	17.4%	14.4%
Family commitments	6.7%	7.7%	7.1%	2.1%	4.0%	4.3%	9.9%	5.3%	8.4%	8.1%
Workload/difficulty	5.3%	17.9%	2.9%	4.2%	2.0%	4.3%	12.3%		1.3%	2.7%
Financial reason	4.7%	1.3%	5.7%	8.4%	12.0%	3.3%	3.7%	5.3%	3.9%	2.7%
Chose wrong field of study	4.5%	5.1%	2.9%	6.3%	2.0%	7.6%	2.5%	5.3%	5.8%	1.8%
Gone into employment	3.2%	2.6%	7.1%	2.1%	4.0%	2.2%	3.7%	5.3%	2.6%	2.7%
Maternity leave	2.5%	1.3%	1.4%	5.3%	2.0%		1.2%		5.2%	1.8%
Academic reason	1.6%	11.5%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
Exclusion	0.5%	0.0%	0.0%	1.1%			1.2%	10.5%	0.0%	0.0%
Job re-location	0.5%	0.0%	4.3%	0.0%	0.0%		0.0%		0.6%	
Job loss	0.3%	0.0%		1.1%	0.0%		1.2%			
University quality	0.3%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%		0.0%	0.9%
Transfer to other Institution	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.9%
Death	0.0%				0.0%		0.0%	0.0%	0.0%	
Writtn Off after lapse of time	0.0%		0.0%				0.0%			
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%