

## #QUBeWell Action Plan – 2025-2026

### Introduction

The following action plan sets out a range of actions that have been agreed to implement in line with the #QUBeWell Framework, a campus-wide approach to mental health and wellbeing. Its actions will be delivered primarily by the main stakeholders: Student Wellbeing and Accessible Learning Support, Queen's Sport, Queen's Accommodation, People and Culture, Centre for Educational Development, Estates and Queen's Students' Union. However, as a whole-university approach, ongoing collaboration and advocacy will occur with student and staff teams across the University.

### Themes

The following themes have been identified to focus on for 2025-26:

1. Connection and Belonging
2. Training and Education
3. Movement
4. Data and Research

### Pillars

These are underpinned by the four pillars of the #QUBeWell Framework and domains of the University Mental Health Charter:

1. Learn
2. Support
3. Work
4. Live

### Actions

	Objective	Lead Person	Deliverables	Progress
<b>Learn</b>				
1	Implement the Academic Year review recommendations, building on the Welcome Pilot in 2025	H McNeely / M Donelly	As part of the Transformative Student Experience strand of Strategy 2030 <ul style="list-style-type: none"><li>• Deliver the Pilot Welcome 2025</li><li>• Establish the Academic Year Implementation Group 2025-26 to deliver the recommendations of the AY review with a particular focus on building in belonging as a driving force for all activity</li></ul>	

	Objective	Lead Person	Deliverables	Progress
			<ul style="list-style-type: none"> <li>Establish a Welcome Hub as a central resource available to staff in faculty and schools containing guidance and information on key services etc</li> </ul>	
2	Implement the Transforming Assessment initiative, part of Strategy 2030	Strategy 2030 Steering group	<ul style="list-style-type: none"> <li>Introduce innovative and flexible assessment methods that better reflect modern educational practices and are underpinned by UDL practices</li> <li>Develop programme-focused assessment practices, which will reduce the overall assessment burden on students</li> <li>Dedicated Strategy resource allocated for 2025/26 to support the project</li> </ul>	
3	Train and equip staff to support students with a range of disability, mental health and wellbeing concerns that are impacting on their studies or University life	Shauna McKeown, Student Wellbeing and Accessible Learning	<ul style="list-style-type: none"> <li>Develop a central digital repository of resources for Student Wellbeing and ALS including policies, toolkits, See Say Signpost materials, and the School Student Support Protocol</li> <li>Consider a matrix of training for staff in various roles (Personal Tutor, AoS) Ensure that the National Suicide Review findings on staff training and awareness are included in the review</li> <li>E-Learning - Supporting Student Mental Health &amp; Wellbeing Training review and roll out to standardise messaging to See Say Signpost and include new module on recognising disability.</li> <li>Offer training to staff to recognise and respond to student needs, especially in</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
			<p>mental health crises, by making urgent reasonable adjustments without needing full assessments or formal diagnoses – update - Service training plan to be agreed in light of SSLO post not replaced.</p> <ul style="list-style-type: none"> <li>Establish clear procedures for providing reasonable adjustments for impacted students, ensuring swift action in urgent cases, even for those without a formal diagnosis or Disabled Students' Allowance in place – update - New Staff - Form mail created for queries and advice on students not accessing formal support.</li> </ul>	
4	Review of Personal Tutoring (supporting students in Schools)	TBC	<p>As part of the Transformative Student Experience strand of Strategy 2030;</p> <ul style="list-style-type: none"> <li>Undertake a review of how students are supported in Schools and the referral pathways into support services</li> <li>Ensure that Student Wellbeing and ALS referral pathways, SEE SAY SIGNPOST and staff training are included as an outworking of the review to ensure that staff are support to do their roles.</li> <li>Ensure that training for staff in these roles is include in the training framework rolled out by the Institute</li> </ul>	
5	Development of Student Success Framework	TBC	As part of the Transformative Student Experience strand of Strategy 2030;	

	Objective	Lead Person	Deliverables	Progress
			<ul style="list-style-type: none"> <li>• Ensure that success framework include elements of resilience and healthy learner skills</li> <li>• Align and baseline portfolio of co-curricular offerings which contribute to graduate outcomes and student success</li> </ul>	
6	Increase interventions focused on educational innovation in collaboration with the Institute, to develop strategies that enhance the educational experience	Strategy 2030 Steering groups via Stef Savage-Campbell	<ul style="list-style-type: none"> <li>• Research-driven curriculum design that enhances student engagement and retention and is underpinned by UDL principles</li> <li>• Institute now in process of implementation, with planned launch Autumn 2025.</li> <li>• Training from University College Dublin agreed semester 1, with design of QUB bespoke training modules to take place in Semester 2</li> </ul>	
7	Provide educational workshops for students focusing on various aspects of mental health and wellbeing	Christina Murphy, Students' Union	<ul style="list-style-type: none"> <li>• Provide training to at least 150 students across the academic year.</li> <li>• Retain the MHLS PG mental health awareness programme delivered by Action Mental Health.</li> <li>• Evaluate each workshop.</li> </ul>	
8	Ensure that educational strategic projects are communicated effectively and regularly to #QUBeWell group, to ensure alignment across strategic priorities, and regularly communicate	Stefanie Savage-Campbell (CED)	<ul style="list-style-type: none"> <li>• Report to and from #QUBeWell management group at regular meetings</li> <li>• All work to be aligned to Strategy 2030 workstreams</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
	#QUBeWell themes across strategic project portfolio			
9	Lead on Phase 2 Jisc Beyond Blended framework implementation, to include educational professional development which balances flexibility of curriculum and learning design with the needs of students	Stefanie Savage-Campbell (CED)	<p>As part of Assessment review in Strategy 2030;</p> <ul style="list-style-type: none"> <li>Report from Jisc Beyond Blended pilot implementation</li> <li>Develop and implement a comprehensive Programme Design process underpinned by UDL</li> </ul>	
<b>SUPPORT</b>				
10	Arrange regular meetings of the #QUBeWell Management Group with a clear Terms of Reference and Action Plan	Michaeline Donnelly, Student Wellbeing	<ul style="list-style-type: none"> <li>#QUBWell Management Group to meet on a monthly basis to review actions and progress</li> <li>Expand membership to include Estates</li> <li>#QUBWell action plan and annual review signed off by EC:SE annually</li> <li>PGR Gaps and Pressures report to be used to influence the outworkings of the Graduate School review (2024/25)</li> </ul>	
11	Review of all Mental Health Policies in light of the publication of the National Suicide Review 2025	Helen McNeely	<ul style="list-style-type: none"> <li>Mental Health and Wellbeing Policy</li> <li>Suicide Safe Policy</li> <li>Postvention Policy</li> <li>Support to Participate Policy</li> <li>Serious Incident Review (students)</li> <li>Student Support Protocol</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
			<ul style="list-style-type: none"> <li>Trusted Contacts</li> </ul>	
12	Rollout of a Compassionate Communications project toolkit across campus aims to promote effective and empathetic communication skills across the campus of Queen's and beyond. It is an acknowledgement that 'Every contact matters'	Michaeline Donnelly/ Helen McNeely	<p>As part of the Transformative Student Experience strand of Strategy 2030;</p> <ul style="list-style-type: none"> <li>Re establish Reference Group and develop revised roadmap for delivery including an communications, awareness and training plan</li> <li>Delivery of a toolkit to be pushed out to next year in recognition of the focus on PGR Gaps and Pressures as well as Welcome and Belonging.</li> <li>Establish a Student Reference Group to support the development of the project and measure success</li> </ul>	
13	Conduct exploratory research to determine future strategic direction for SU MH&WB, examining best practice and trends in the sector, and student data. Engage the Student Voice to inform direction also.	Christina Murphy, Students' Union	<ul style="list-style-type: none"> <li>Conduct a brief literature review of the field</li> <li>Examine trends in the HE sector</li> <li>Continue to engage in the Department of Health subgroups and engage in Public Mental Health Learning ECHO Network events to keep abreast of developments</li> <li>Pilot a new student mental health advisory panel, co-chaired by a Student Officer, using the Student Partnership Toolkit.</li> <li>Attend neurodivergent-specific conferences/events to inform forward direction and planning to better support students.</li> </ul>	
14	Continue to build and strengthen the Social Prescribing programme	Christina Murphy, Jacqui Maxwell-	<ul style="list-style-type: none"> <li>Complete a Theory of Change for the Social Prescribing programme</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
	and work in partnership with Queen's Sport – Active Lifestyle Programme regarding all aspects of Active Wellbeing as a successful SP referral pathway	Students' Union, Kevin Murray, Teresa Reid Queen's Sport with support from internal services	<ul style="list-style-type: none"> <li>• Explore formal evaluation opportunities for when the programme is fully developed</li> <li>• Deliver and expand the SP Programme, engaging at least 60 students over the 25-26 academic year, with participants reporting 80%+ satisfaction with the programme</li> <li>• Introduce a new SP referral pathway for sleep-related challenges, providing tailored interventions to improve rest, concentration, and overall wellbeing</li> <li>• Develop and deliver pilot group-based SP sessions (e.g. relaxation workshops, creative activities, walking groups) to widen access, reduce stigma, and foster peer support networks)</li> <li>• Host a SP networking event at Queen's in partnership with N.I. and UK universities, positioning the programme</li> <li>• Explore the possibility of a 'green' social prescribing referral pathway linked to new Pantry developments.</li> <li>• Source sustainable funding for active lifestyle co-ordinator and support staff to support programme Increase number of students in the overall programme and fusion initiatives</li> <li>• Measure impact through M&amp;E framework and wellbeing scores</li> </ul>	
15	<b>Club Sport</b> Deliver a sporting club offer that is <b>inclusive, sustainable,</b> and	Karl Oakes/Kevin Murray QS Staff	<b>Active Clubs - Club Sport</b> <ul style="list-style-type: none"> <li>• Work with the Student Union to Increase sporting clubs' memberships by 10% in 25/26</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
	<b>progressive</b> , ensuring accessible participation opportunities, long-term viability, and continuous development across all club activities	SU Staff	<ul style="list-style-type: none"> <li>Engage with societies to deliver 2 new initiatives to promote active wellbeing</li> <li>Provide improved competition opportunities for clubs to represent the University</li> <li>Review the <b>Club Development Pathway</b> and <b>financial sustainability of Club sport</b> working with Club student leaders. Increase funding both internally and externally to support increasing costs for student clubs.</li> <li>Develop <b>Student-Centred Marketing and Communication</b> – Develop a cohesive and integrated communication strategy that enhances student engagement across all services. <ul style="list-style-type: none"> <li>- New Branding Toolkit for Club Sport to include Sporting Clubs and Leisurewear</li> </ul> </li> <li>Review and develop <b>Recognition and Reward</b> programmes for Students – Blues Awards, Winter Scholarship Launch, Sporting Scholarships</li> </ul>	
16	<b>Active Campus</b> Create and sustain an Active Campus that empowers students and staff to engage in sport and physical activity, enhancing physical, mental, and emotional wellbeing through inclusive, accessible, and diverse opportunities.	Karl Oakes/Kevin Murray QS Staff SU Staff	<b>Active Fitness</b> <ul style="list-style-type: none"> <li>Increase Student Fitness Members by 5%</li> <li>Increase usage by Accommodation students in fitness by 10%</li> <li>Increase Staff Fitness Members by 5%</li> <li>Increase Staff Uptake in Classes by 5%</li> </ul> <b>Active Wellbeing/Social Sport</b> <ul style="list-style-type: none"> <li>W&amp;B - Pre-semester programme</li> <li>Revised Active Campus programme in place for 25/26 with increase on 10%</li> </ul>	



	Objective	Lead Person	Deliverables	Progress
			<ul style="list-style-type: none"> <li>Programmes delivered in partnership with Queen's Accommodation</li> <li>Social Sport Programmes</li> <li>Digital solutions in place that encourage student interaction with Queen's Sport and our programmes</li> <li>Increase Student Uptake in Classes by 5%</li> </ul>	
17	<b>Performance Sport</b> Deliver industry leading performance services and programmes that position Queen's as the leading third level institution for competitive sport on this island.	Karl Oakes/Kevin Murray QS Staff SU Staff	<b>Performance Sport</b> <ul style="list-style-type: none"> <li>Support students and staff in the delivery of <b>Personal Development Programmes</b> to support a holistic student experience</li> <li>3 x A.I.M Seminars (Attitude, Imagine, Management) to build resilience within the sporting scholar cohort</li> <li>Personal mentoring to over 150 students</li> <li>Enhance the performance skills focus of athlete development to complement personal development. Academic Flexibility Policy to ensure student athletes are supported on a Dual Academic and Sporting pathway in collaboration with Academic Colleagues</li> <li>Establish Queen's Sport as a recognised leader in the <b>recruitment and development of coaches</b> to support club sport.</li> </ul>	
18	<b>Development of Sport and Wellbeing Village</b>	Karl Oakes, Queen's Sport	<ul style="list-style-type: none"> <li><b>Sport and Wellbeing Village</b> Agree on funding model to support Capital investment for Indoor and Outdoor Sport</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
			<p>To include Childcare and other complementary uses.</p> <ul style="list-style-type: none"> <li>• Creation of a new working group to ensure oversight in the development and implementation of academic, research, and engagement initiatives for the new Sports and Wellbeing Village and ensure strategic alignment with Strategy 2030 vision and mission.</li> </ul>	
19	Lead the implementation of Mind Your Mood, student-led campaign	Christina Murphy, Students' Union	<ul style="list-style-type: none"> <li>• Mind Your Mood to specifically focus on mental health and wellbeing signposting pop ups across campus in both semesters.</li> <li>• Mind Your Mood to engage over 2,000 students annually</li> <li>• For 25/26, Mind Your Mood will also focus on specific pieces of work: parents and carers and relaxation and destressing events, aligned with the Public Healthy Agency's Take 5 steps to Wellbeing, to support students, particularly during busy exam/assessment periods.</li> </ul>	
20	Improve support available for students regarding substance use, promote the support available effectively and ensure students feel comfortable accessing that support	Jack Lydon, Students' Union Student Welfare Officer, Neighbourhood Engagement	<ul style="list-style-type: none"> <li>• Thursday drug and alcohol drop in</li> <li>• Achieve 500 responses to Drugs &amp; Alcohol Survey</li> <li>• Consistent messaging to raise awareness around Drug and Alcohol Harm Reduction approach</li> <li>• Provide drug testing kits for students</li> <li>• Guarantee Harm Reduction is the established and mainstreamed approach to</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
			supporting students post-project-completion in January <ul style="list-style-type: none"> <li>• 'DrinkCheck' campaign with student bars throughout the city</li> <li>• Success in Accreditation Audit in January to achieve status as Harm Reduction Institution</li> <li>• Guarantee Harm Reduction is the established and mainstreamed approach to supporting students post-project-completion in January</li> </ul>	
21	Protect and enhance the financial resource to support #QUBeWell - in particular investment in the Belfast Trust Student Mental Health Project	Helen McNeely, Student Affairs	<ul style="list-style-type: none"> <li>• Liaise with BHSCT and wider Trust to lobby and agree future funding for Action 8 of NI Mental Health Strategy</li> <li>• Continue to seek opportunities for funding for areas impacted by VS and / or budget reductions including free breakfasts, training and active campus programme</li> </ul>	
22	Develop a new Disability Action Plan 2026-2029	Adele Davidson / Helen McNeely	<ul style="list-style-type: none"> <li>• In consultation with staff and students develop a new Disability Action Plan 2026-29</li> </ul>	
23	To maintain a streamlined and up-to-date #QUBeWell website that serves as a central information hub for the university's whole-university approach to mental health and wellbeing. The website will include the group themes, action plan, and connect users with the work of each	M Donnelly, Student Wellbeing	<ul style="list-style-type: none"> <li>• A concise overview of the whole-university approach and its guiding principles</li> <li>• Links to each component group of the Management Group outlining their remit, key contacts, and recent progress or outcomes.</li> <li>• Mechanisms for user feedback and ongoing content updates, ensuring the site remains current and relevant.</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
	contributing group and initiative.			
24	To strengthen and coordinate the communication of the University's whole-university approach to mental health and wellbeing by embedding consistent wellbeing messaging across central and student-facing communication channels. This work aims to increase awareness, engagement, and clarity for both staff and students.	M Donnelly, Student Wellbeing	<ul style="list-style-type: none"> <li>Integration of wellbeing messaging into the university's public-facing social media channels throughout the year, aligned with key campaigns and moments (e.g. University Mental Health Day, exam periods).</li> <li>Input into the @QUBStudents social media account, ensuring that wellbeing content is featured regularly and accessibly.</li> <li>Contributions to the new Student Round-up newsletter, ensuring consistent visibility of support services, wellbeing initiatives, and positive mental health messaging.</li> </ul>	
<b>WORK</b>				
25	Staff Health and Wellbeing Action Plan	Adele Davidson – Diversity, Inclusion and Staff Wellbeing Unit	<ul style="list-style-type: none"> <li>Institutional <a href="#">Staff Health and Wellbeing Action Plan</a> 2025-2028 Year 1, 2 and 3 deliverables and KPIs</li> </ul>	
26	Stress Management Policy and Guidance for Staff	Adele Davidson - Diversity Inclusion and Staff Wellbeing Unit	<ul style="list-style-type: none"> <li>Rollout HSENI and inhouse training focusing on HSE Management Standards and Stress Management Risk Assessment Methodology</li> <li>Continue to provide a range of training support for managers and staff focusing on Change Management as a result of VSS</li> </ul>	
27	Tailored Adjustment Form for staff disclosing a disability or long-term condition	Adele Davidson, Staff Wellbeing/	<ul style="list-style-type: none"> <li>Process for reasonable adjustments in People and Culture for candidates at application stage; new staff at onboarding stage; and for existing staff. Diversity and</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
		Diversity and Inclusion	Inclusion Unit now central point of advice and guidance for staff adjustments and maintenance of central record of adjustments. Pre-employment medical questionnaires to be reinstated and OH to review and make recommendations where appropriate	
28	Agree an “All Staff Training Plan” according to roles in a range of role and topic specific areas (disability & wellbeing)	Staff Wellbeing Student Wellbeing and ALS	<ul style="list-style-type: none"> <li>• Equip staff and standardise training across campus and roles</li> <li>• Consideration of using Staff Wellbeing resources to support training gaps</li> <li>• Training plan to be agreed in light of SSLO post being lost as part of cost savings exercise.</li> </ul>	
29	Semester Staff Wellbeing Programme of initiatives, awareness raising and events	Adele Davidson - Diversity Inclusion and Wellbeing Unit	<ul style="list-style-type: none"> <li>• Planned in advance of each semester, aligned to the Staff Health and Wellbeing Pillars and Wellbeing domains, covering healthy mind, physical health, homelife, connection and community, financial wellbeing, good work, personal growth and core values/principles.</li> <li>• Responsive to delivering bespoke training and support where needed.</li> <li>• Plan is informed from local intelligence, specified need and data insights from Staff Health and Wellbeing Action Plan review</li> </ul>	
<b>LIVE</b>				
30	Support students during the cost-of-living crisis: <ul style="list-style-type: none"> <li>• Providing free meals throughout the year, with attendance of core</li> </ul>	Christina Murphy with support from a range of SU partners, and in collaboration	<ul style="list-style-type: none"> <li>• Seek funding to retain the free meal provision for students (3 times per year). These events are a core part of student community building even though they are presented as cost-of-living support.</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
	<p>services to signpost the different support offerings to students</p> <ul style="list-style-type: none"> <li>• Offer and expand provisions available through The Pantry, open every day each week for students</li> <li>• Explore new initiatives to better support students</li> </ul>	with QUB internal partners.	<ul style="list-style-type: none"> <li>• Retain a fresh fruit and veg initiative as part of The Pantry, funded by AEP.</li> <li>• Hire and support a student intern who will focus on Cost of Living and Sustainability. New initiatives that will be delivered this year as part of this work are as follows: a) set up a pilot indoor garden, potentially using hydroponic methods, to support the 'grow your own' concept b) offer 'grow your own' workshops throughout the year, codesigned by students and staff; c) offer a weekly special in The Pantry; and d) create new Pantry recipe cards using Pantry supplies. These initiatives are funded by AEP.</li> </ul>	
31	<p>Participation Sport: Active Campus: To design and deliver a targeted campaign that raises awareness of the physical, mental, and social benefits of participation in sport and physical activity, while increasing engagement with Queen's Active Campus programmes among students and staff. The campaign will aim to foster a more inclusive and vibrant campus culture of wellbeing, movement, and connection through sport.</p>	Kevin Murray - Queen's Sport/QS Staff Marketing & Comms /Central Comms	<ul style="list-style-type: none"> <li>• Campus Wide Movement Campaign aligned to World Health Day/ World Mental Health Day</li> <li>• Awareness Campaigns in place detailing the benefits of movement and physical wellbeing 'Find your Movement'</li> <li>• Launch and promote Active Campus calendar of events as well as pathway to exercise using QS digital platforms as well as face to face roadshow</li> <li>• QS to identify and support specific Societies initiatives which promote Physical Wellbeing.</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
32	Active Spaces - Making better use of built and natural environment to improve mental health and wellbeing for all students and staff	Queen's Sport Estates Accommodation	<ul style="list-style-type: none"> <li>Active Campus activities hosted outside of Queen's Sporting facilities e.g., Library, Great Hall, BT2, BT9</li> <li>Review current sporting estate with student feedback on how areas could be developed and re-purposed to support student and staff wellbeing</li> <li>Provision in place in all accommodation social spaces to allow for sports classes, e.g. Yoga &amp; Pilates. Any new accommodation or refurbished accommodation – space to be available for such classes.</li> </ul>	
33	Consent training for Clubs & Societies committees	Christina Murphy, Students' Union	<ul style="list-style-type: none"> <li>Pilot of opt-in Consent training for Clubs &amp; Societies committees – aim for 50% uptake</li> </ul>	
34	LGBTQAI+ - reduce the barriers to inclusion as well as prejudice/perceived prejudice across campus	Jack Lydon, Student Welfare and Communities Officer, SU	<ul style="list-style-type: none"> <li>Increase participation in sports clubs by trans students by improving awareness of inclusivity, particularly trans, within clubs</li> <li>Gender expression fund – binder bank improving access to gender-affirming clothing</li> </ul>	
35	Support students through the cost-of-living crisis in accommodation	Michael Gregory, Queen's Accommodation Residential Life Team	<ul style="list-style-type: none"> <li>Weekly free food events in all accommodation sites supporting healthy eating by making a range of key food groups accessible to students</li> <li>Connect this to our sustainable cookbook and cooking demonstrations</li> </ul>	

	Objective	Lead Person	Deliverables	Progress
			<ul style="list-style-type: none"> <li>Educate students to batch cook and budget efficiently</li> </ul>	
36	Deliver a range of events that support connection and belonging across the academic year. These events, where possible, should provide supportive tips for student mental health and wellbeing and signposting information	Christina Murphy, QSU in collaboration with internal and external partners	<ul style="list-style-type: none"> <li>Deliver a range of fun and engaging events for Freshers with information on how to get involved and share supportive resources to support student mental health and wellbeing (for e.g. updated PHA Minding Your Head leaflets).</li> <li>Co-deliver the Volunteering and Wellbeing Fair with SU Volunteer using some fresh ideas to keep the fair of interest to returning students. Also engage new organisations to provide a broader offering to students.</li> <li>Liaise with internal partners, such as QS and WB&amp;ALS to run events and initiatives to engage students on the topic of mental health and wellbeing. Implement innovative ideas to engage a broad range of students.</li> <li>Continue the SU weekly Activity Hour event programme for the entire academic year as a regular social offering to students. Implement a new externally facilitated 6-week programme in both Semester 1 and Semester 2 as part of this to offer something new but also showcase ways to practically support mental health and wellbeing. Engage over 1,200 students in the hours.</li> </ul>	
37	Co-create and deliver inclusive initiatives that foster connection, wellbeing, and access to	Michael Gregory/Niamh Turner,	<ul style="list-style-type: none"> <li>Structured community-building activities, peer support networks, trips, wellbeing-focused communications, and partnerships with student services to</li> </ul>	



	Objective	Lead Person	Deliverables	Progress
	support, in collaboration with student services.	Queen's Accommodation	ensure residents have access to timely mental health and wellbeing resources.	
38	Review of how learning and social spaces are utilised as positive learning environments and to ensure they support the wellbeing of staff and students	Accommodation / Estates	<ul style="list-style-type: none"> <li>Wellbeing built into the design of new accommodation planned for the coming academic years to help create community and positive learning spaces for students in Queen's accommodation</li> <li>Review of study spaces within One Elmwood, McClay library</li> <li>The design of social spaces in accommodation is student led via surveys and focus groups. Social spaces include study booths, coffee bars, cinema rooms, bookable kitchens, pool/snooker and table tennis all under the one roof. These spaces facilitate a sense of community and belonging as various activities can take place simultaneously.</li> <li>Undertake an initial review of the Access to Means Guidance to identify actions which could be put in place to reduce risk of death by suicide</li> </ul>	