

Student Counselling Service Annual Report 2023/24

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1. Introduction

1.1 Service Overview

The Counselling Service provides therapeutic services to students seeking support for emotional, psychological and mental health difficulties. The majority of students attend brief individual counselling, complemented and supplemented by a broad range of workshops, therapeutic groups, Peer Support and online resources such as Togetherall. The clinical team draw on their sophisticated understanding of academic and student life at Oxford, and the importance in coordination between the collegiate university welfare system, and external services such as the NHS.

All students are guaranteed an initial assessment within a maximum of 15 working days which provides an opportunity to explore the nature of the difficulties experienced and to co-create a timely, appropriate and achievable plan using a strengths-based approach. Recognising the varying needs and circumstances of our students, and reflecting our commitment to equity, around 10% of students are offered medium term support, typically arranged flexibly over the term and academic year and in co-ordination with NHS and college welfare provision.

The Peer Support Programme and Staff Mental Health Awareness training are delivered by service clinicians and are closely aligned. Senior members of the counselling team provide clinical consultation, welfare supervision and reflective practice groups for staff across the University, in addition to college and link counselling services.

1.2 Executive summary

The Counselling Service are pleased to share this summary report of the academic session 2023/24, a year marked by stability in our core offering complemented, as ever, by creativity as we continue to develop and pilot new ways of working in response to students' needs. We would like to thank the students who approach us with the trust and confidence to share their personal difficulties, something we recognise is itself an act of courage. We would also like to thank the Joint Student Mental Health Committee and welfare, academic and professional services colleagues across the university whose collaboration and guidance enables this work and ensures strong outcomes. Headline outcome and impact data are as follows:

Total students, individual counselling: 2928 students registered for individual counselling in 2023/24, 11.3% of the total student population¹; the majority were seen at the central service in Worcester Street, with 575 seen by a counsellor in their college.

Triage, prioritisation and waiting times: Waiting times in relation to overall student registrations have improved, with 37% of all students being seen in fewer than 5 working days and 81% being seen within 15 days, the average waiting time was 9.9 days. A discrete appointment prioritisation system was introduced in 2023/24; of the 8% of students allocated to 'priority' status, 81% attended an assessment in less than five days, 17% within 6 -10 days and the final 2% in 11-15 days. The average wait was just over 4 days.

Presenting issues: Anxiety, Depression & Mood Disorders, Relationships and Academic issues are the leading reasons students seek counselling and psychological support.

Groups and workshops: Over thirty different therapeutic groups and psychoeducational workshops were available in 2023/24, creating over 2000 places. In total 383 students participated in one or more forms of group-based support while over 20 members of the counselling team were involved in the development and delivery of the programme.

Impact of counselling: The service continues to report outstanding outcomes, the most compelling being that when asked to evaluate the difference counselling makes prior to counselling, 84% of students rate their level of emotional difficulty as 'very severe', 'severe' or 'moderately severe', and only 16% rate their level of emotional difficulty as 'mild' or moderate'. After engaging with the counselling service this is reversed, with 76% of students rating their level of emotional difficulty as 'mild' or 'moderate', and only 24% rating their difficulty as 'very severe', 'severe' or 'moderately severe'.

Academic Retention: 29% of students indicated that when they first came to counselling, they were "thinking about suspending or withdrawing from the university"; only 6% of students were thinking about suspending or withdrawing by the end of counselling.

Student Feedback and Evaluation: 92% of students rated their overall experience as 'very good' or 'good'. 92% said their counsellor was 'very good' or 'good' at listening and understanding, with 93% identifying their counsellors' contributions as helpful.

Supporting others to support students: In addition to direct support for students the Counselling service provides clinical consultation, guidance, risk assessment and management support across the Collegiate university through the duty counsellor provision, staff mental health awareness and Junior Dean training and extensive individual and group welfare supervision. The service is deeply appreciative of the opportunity to work with professional welfare colleagues to determine and implement

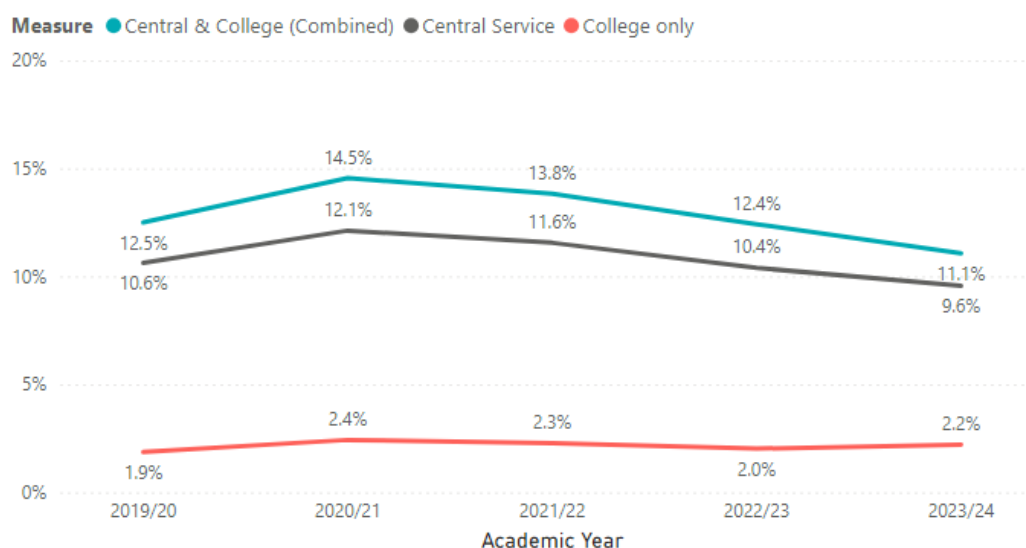
¹ **Student population baseline data:** The 2023-24 SWSS annual reports are piloting a revised baseline data methodology which captures a larger number of students that have access to support services across the academic year than have previously been included. This includes, for example, students with suspension of status, those awaiting assessment or other process outcomes, and those with start dates after 1 December. The new methodology has been applied retrospectively in this year's reports, to ensure consistency across the data. The process of reviewing the variation in status and overall flow of student numbers across the year will help to inform trend analysis and future strategic planning.

creative and compassionate solutions to what are sometimes complex situations, underpinned by our shared commitment to student and community safety and robust clinical governance.

2. Individual Counselling

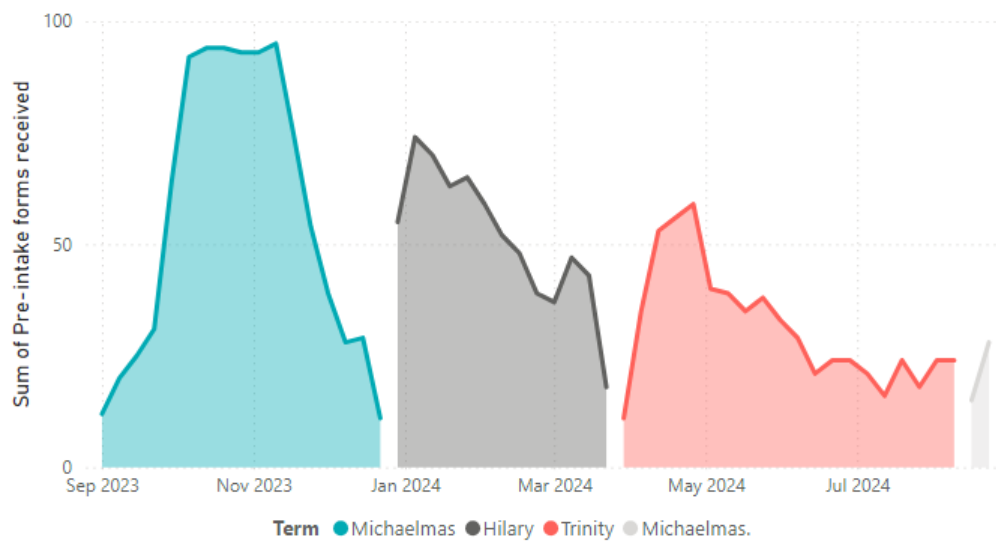
A total of 2928 students registered for individual counselling in 2023/24, 11% of the total student population; the majority were seen at the central service in Worcester Street, with 575 seen by a counsellor in their college as part of the On-Site Counsellor (OSC) scheme. This represents a slight reduction in overall student demand from the previous year, closer to the numbers seen prior to the pandemic.

% of University population accessing counselling



The pattern of requests across the academic year remains stable, with Michaelmas and Hilary terms seeing the highest registration numbers.

Pre-intake Forms Received



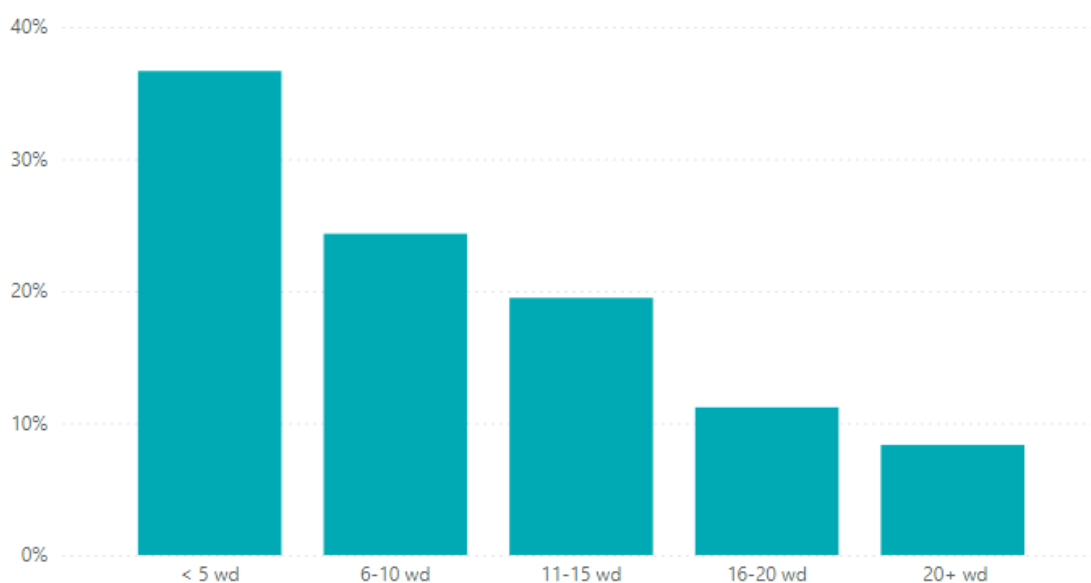
2.1 Waiting times

All student enquiries and self-referrals received a response within one working day. Waiting times in relation to overall student registrations have improved, with 37% of all students being seen in fewer than 5 working days and 81% being seen within 15 days. The average waiting time for a routine assessment was 9.9 days.

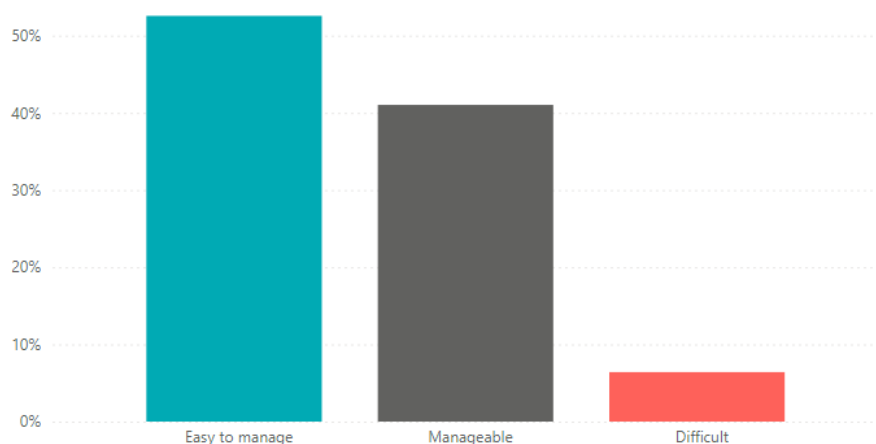
A discrete, tiered, appointment prioritisation system was successfully introduced in 2023/24, in order to guarantee timely support for any student with a substantially time-sensitive presentation or personal circumstances. Of the 8% of students allocated 'priority' status, 81% attended an assessment in less than five days, 17% within 6 -10 days and the final 2% in 11-15 days. The average wait for a priority assessment was just over 4 days. This system has improved student experience, streamlined the allocations process and reduced pressure on the counselling team through anticipation and planned management of urgent requests during busy periods.

A number of factors influence the timeframe between request and appointment confirmation including student's needs, availability, appointment preference (in person/online) and clinical modality. Across all appointments 94% of students indicated that they found the wait 'easy to manage' or 'manageable' during 2023/24, with 6% describing the wait as difficult to manage.

Number of Working Days Wait to Initial Appointment (combined)

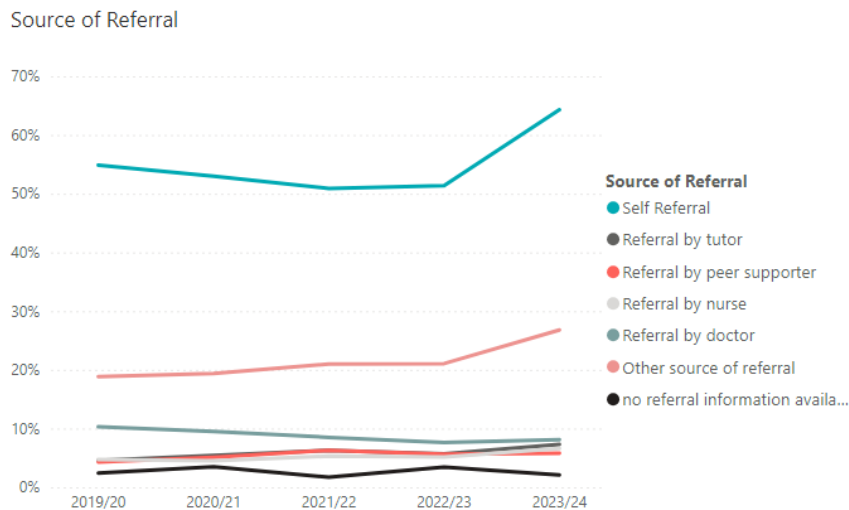


How did you find the wait before your first appointment?



2.2 Referrals

Referral routes have remained largely stable with most students self-referring. Referral or signposting by college welfare, GP, nurse, tutors, peer supporters and other University staff reflects the successful co-ordination of support. 'Other' may include parents, friends or Common Room welfare reps.

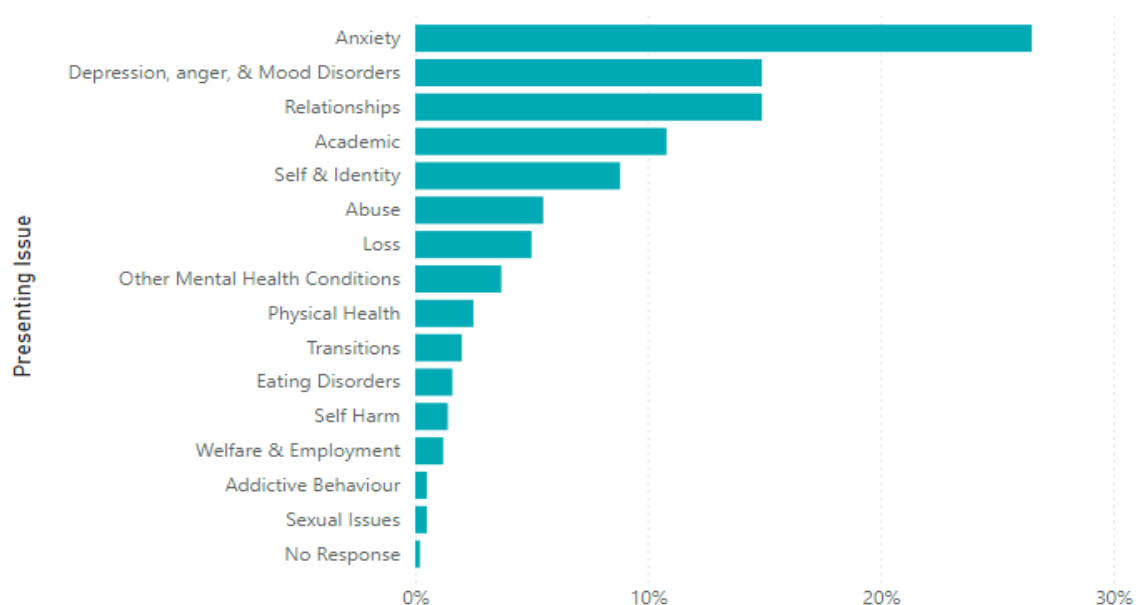


2.3 Presenting issues

The Association for University and College Counselling Services (AUCC) system is used to categorize student presenting issues. These categories make it possible to compare data between services, and to aggregate data from many services to identify trends in the sector as a whole.

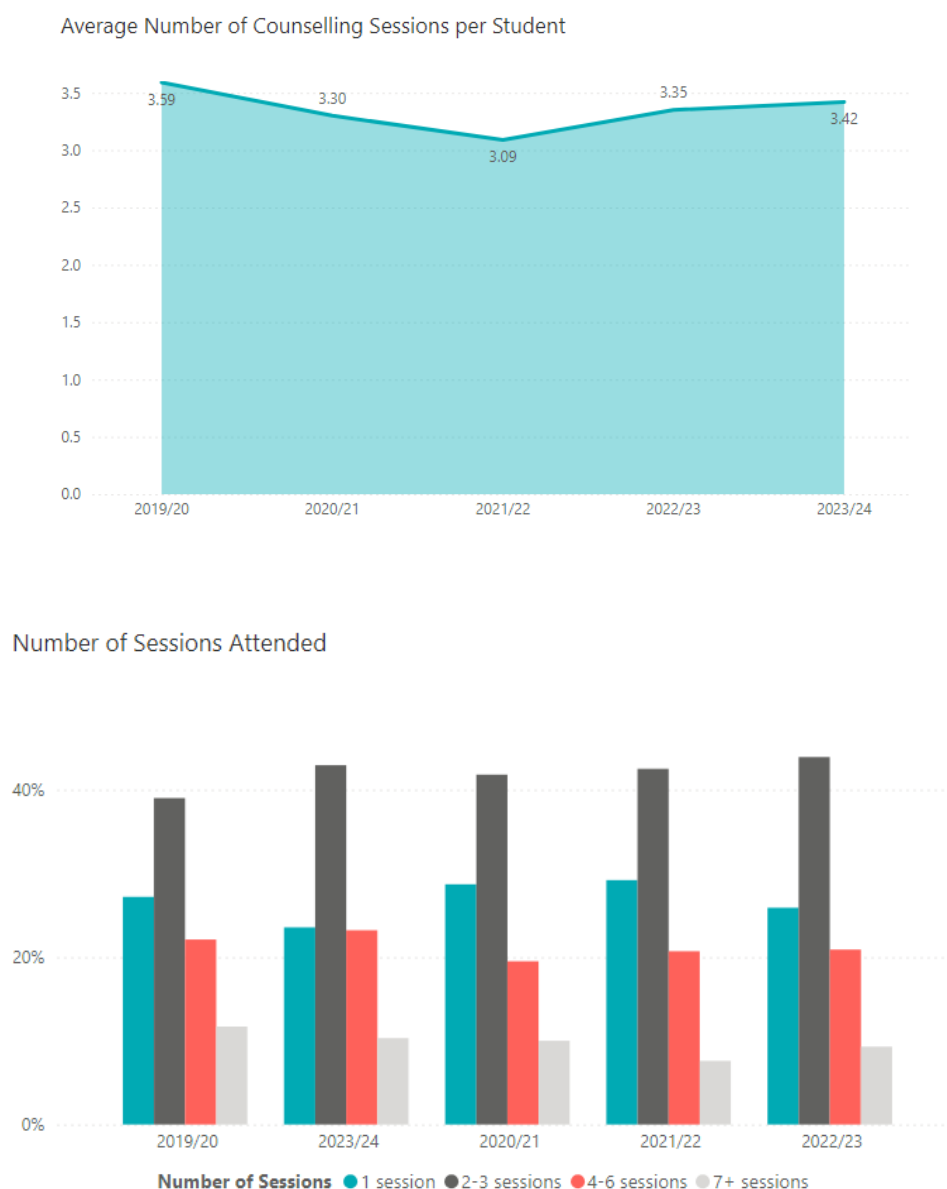
Presenting issues fall under 15 general headings. However, the majority of students present with issues falling under just 8 of these: Anxiety, Depression & Mood Change or Disorder, Relationships, Academic, Self & Identity, Abuse, Loss and Other Mental Health Conditions.

Presenting Issue (2023/24)



2.4 Counselling session distribution

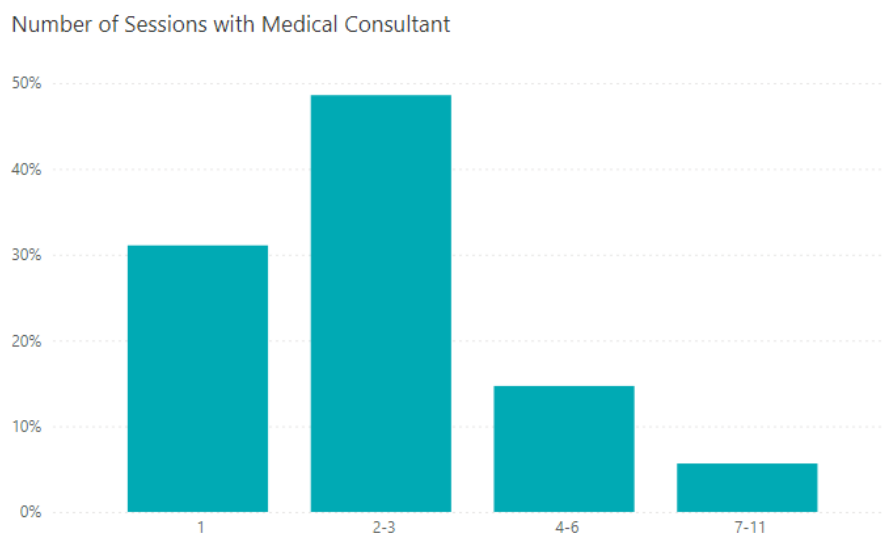
The average number of sessions per student was 3.42 in 2023/24. There is significant variation in the length of engagement, one of the strengths of the clinical model used at Oxford. Rather than imposing a 'one-size-fits-all' approach, counsellors determine the length of engagement with each individual student on the basis of clinical assessment and the presenting level of risk. Around 10% of students are offered longer term support, they are typically experiencing complex difficulties or life situations. Their support is typically arranged flexibly over the term and academic year and in co-ordination with NHS and college welfare provision.



3. Medical consultations

As noted above, the service employs a medical consultant (psychiatrist), whose remit is to provide consultation to the team and, on a limited basis, to students. The medical consultant is not able to offer treatment, or medical prescribing, for the

mental health problems of students and does not offer a standalone diagnostic service. Their role is to develop an understanding of and formulate a plan to manage a range of complex mental health problems including providing advice on the most appropriate course of action, i.e. to advise the student's GP to make a psychiatric referral. In academic year 2023/24, the medical consultant saw 177 students for psychiatric consultations. The most prevalent conditions amongst the students attending appointments were severe depression, neurodivergent conditions, a range of eating disorders, bipolar disorder, emotional instability and students presenting with a high degree of risk of harm to themselves or others.



4. Trauma Clinic

The majority of students who experience distressing and shocking events are effectively supported through the normal pathways of community and college support, individual and group counselling. Some will go on to require more specialist trauma therapy due to the development of post-traumatic symptoms, which can severely impact all aspects of life.

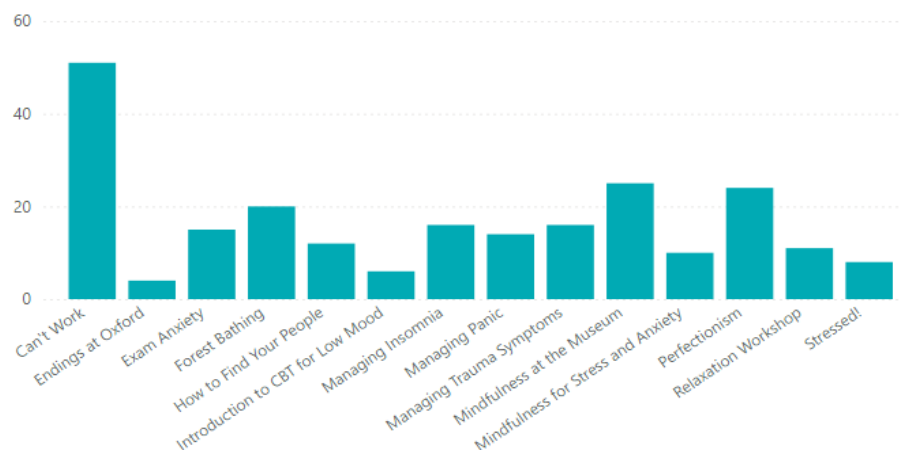
The Counselling Service Trauma Clinic is a specialist team of 5 EMDR (Eye Movement, Desensitisation and Reprocessing Therapy) Practitioners who provide targeted, short-term treatment for post-traumatic symptoms. EMDR treatment was completed with 14 students over academic year 2023-2024. Significant benefits are generally seen, and students moved from scoring as 'likely PTSD' to within the non-clinical range on screening questionnaires. EMDR Practitioners also offer consultations for all counsellors working with traumatic histories, and assist in treatment planning and signposting for complex presentations which may be beyond the remit of the service.

5. Groups and Workshops

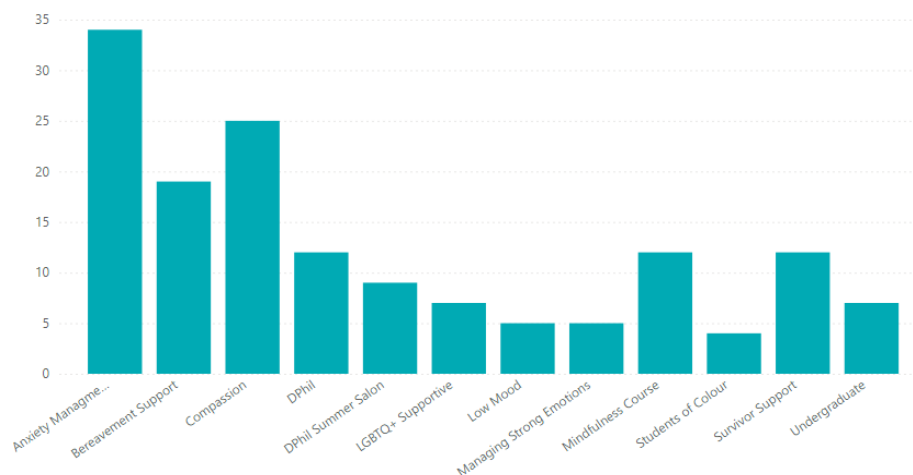
During the academic year 2023/24 a rotation of over thirty different therapeutic groups and psychoeducational workshops were available, creating a total of 2000 places for students to participate. Workshops are developed to offer

psychoeducational content, typically delivered over 1 to 3 sessions. The groups are 4 or more sessions, over one term or the academic year. A total of 383 students engaged with group-based support; some students attend a single workshop and this is sufficient, for others the workshops are a useful complement to brief counselling, and for some participation in a group provides essential medium-term therapeutic support. The diversity of the topics covered across the programme reflects both the issues of greatest concern to students and the specialisms of the counselling team; over twenty members of staff are involved in the development and delivery of Groups and Workshops.

Workshops 2023/24



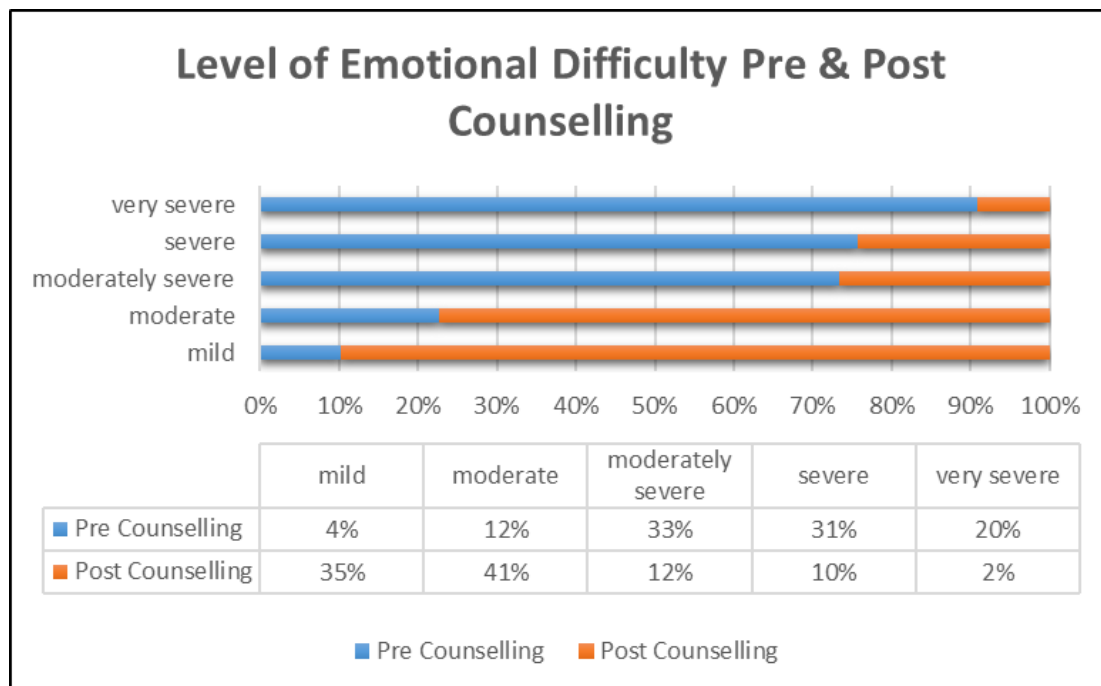
Groups 2023/24



The service continued to liaise with Gardens, Libraries, and Museums (GLAM), enabling workshops including 'Perfectionism', 'Forest Bathing', 'Managing Sleep' and 'Finding Your Voice', to take place in settings such as the Ashmolean, the Botanical Gardens, the Pitt Rivers and Museum of Natural History. Feedback and clinical measures evidence the positive impact of facilitating such psychoeducational workshops in non-clinical spaces.

6. Impact and outcomes

The service continues to report strong clinical outcomes, the most compelling being that prior to counselling 84% of students rate their level of emotional difficulty as 'very severe', 'moderately severe' or 'severe', and only 16% rate their level of emotional difficulty as 'mild' or moderate'. After engaging with the counselling service this is reversed, with 75% of students rate their level of emotional difficulty as 'mild' or 'moderate', and only 12% rating their difficulty as 'severe' or 'very severe'.



6.1 Clinical Outcomes: What is CORE?

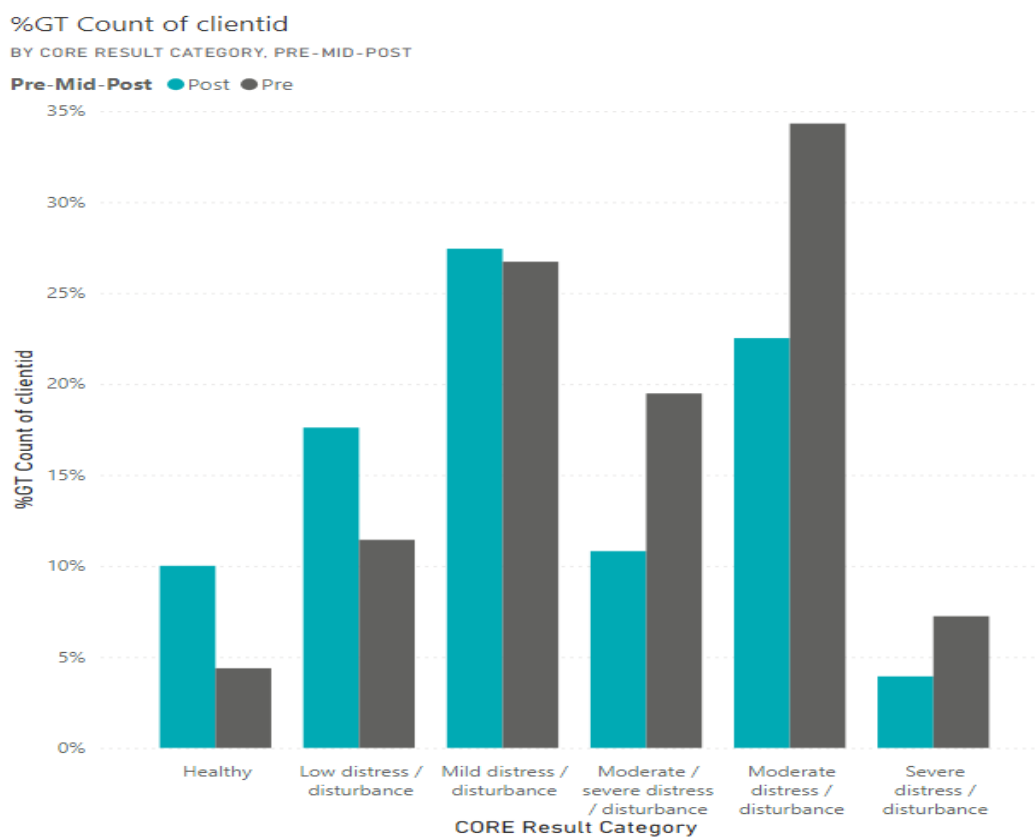
The service uses Clinical Outcomes in Routine Evaluation (CORE) analysis with students, a questionnaire administered at each appointment. CORE measures psychological distress and its impact on functioning across four domains: subjective well-being, problems/symptoms, functioning and risk to self or others. It yields a score for each domain and a single overall score. Scores range from 0 to 136, where 0 signifies 'no disturbance' and 136 signifies 'maximum disturbance'. Scores below 34 suggest a low (sub-clinical) level of distress. Scores above 34 reflect clinically significant disturbance. CORE enables us to monitor the severity of the symptoms with which our students present for counselling while also allowing us to measure the effectiveness of our work by comparing students' pre-treatment, session by session, and post-treatment CORE scores.

6.2 Results

CORE outcome data for 2023/24 is broadly consistent with the preceding several years' data and demonstrates both the high levels of distress and consequent impact on functioning at the point of initial assessment and the significant reduction in distress and improved daily functioning following intervention from pre to post

scores. The tables below illustrate this, noting in particular that at the point of entry over 60% of students are presenting with moderate to severe levels of clinical distress and disturbance. Following counselling 60% are within the mild/low and healthy clinical symptom range.

Core Score	Category	Clinical need	Pre-intervention	Post-intervention
<21	Healthy	Sub-clinical	5%	11%
21-33	Low distress/disturbance	Sub-clinical	12%	20%
34-50	Mild distress/disturbance	Clinical	28%	30%
51-67	Moderate distress/disturbance	Clinical	21%	12%
68-84	Moderate/severe distress/disturbance	Clinical	37%	25%
85+	Severe distress/disturbance	Clinical	8%	4%



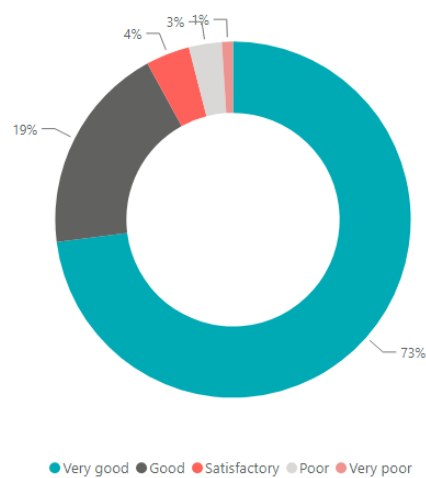
CORE will continue to be used at the Counselling Service to gather long term data and is a member of the SCORE Consortium research project, establishing a national minimum data set for counselling.

7. Student Feedback and Evaluation

The Counselling Service sends an online feedback survey to all students who have attended two or more sessions after their final appointment. Return rates for completed forms have been low since the pandemic, a trend reported sector-wide as an expression of 'survey fatigue'. The trends of the feedback received is, however, consistent with previous years, suggesting students continue to value and appreciate the high standard of service provision.

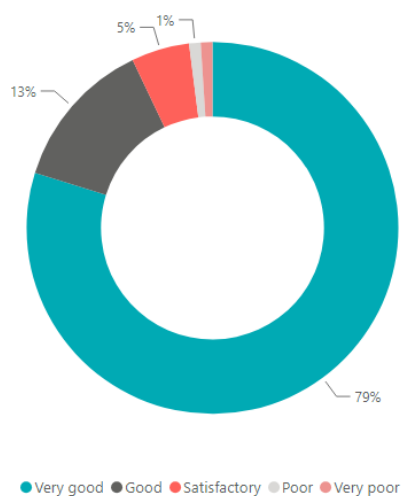
92% of students rated their overall experience of the Counselling Service as 'very good' or 'good'.

How would you rate the service by the Counselling Service overall?



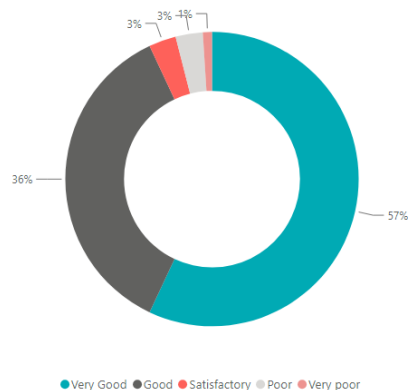
92% said their counsellor was 'very good' or 'good' at listening and understanding;

How good do you think your counsellor was at listening and understanding?



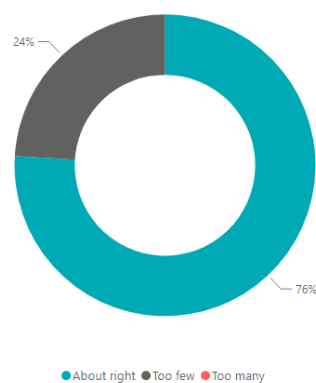
93% said their counsellors' contributions were 'very good' or 'good'

How helpful were the contributions of the counsellor to you?



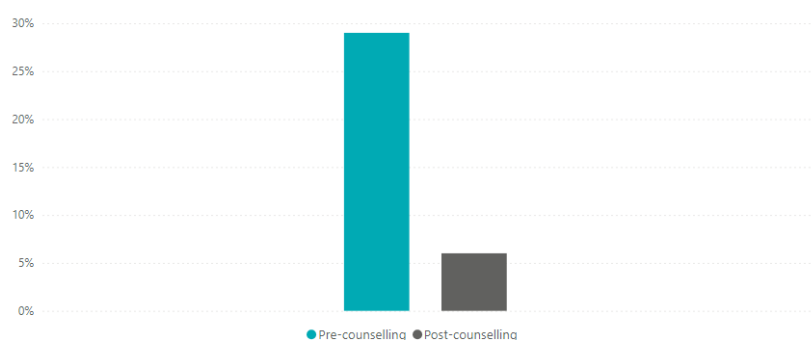
76% of students rated the number of sessions they received as 'about right', 24% rated it as 'too few'.

Was the total number of counselling sessions you had...



29% of students indicated that when they first came to counselling, they were "thinking about suspending or withdrawing from the university"; at the end of counselling only 6% of students were thinking about suspending or withdrawing.

Students thinking of suspending pre & post counselling

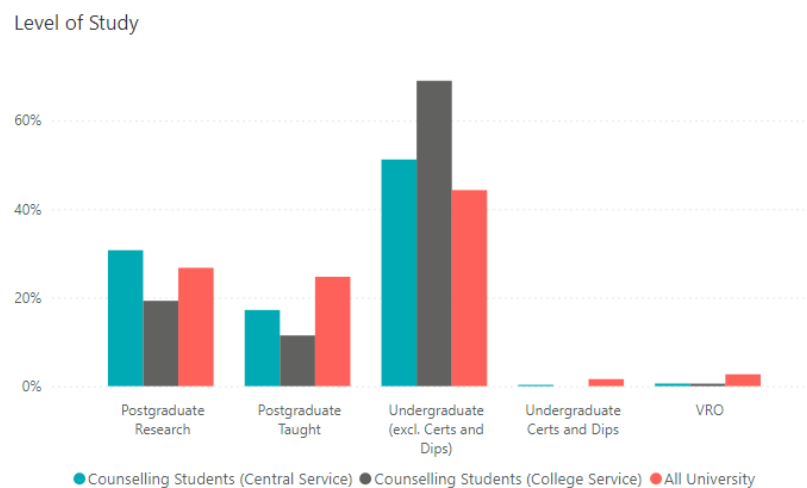


8. Student demographics

Demographic data is shown for students who accessed the central service (11.3% of the total the student body).

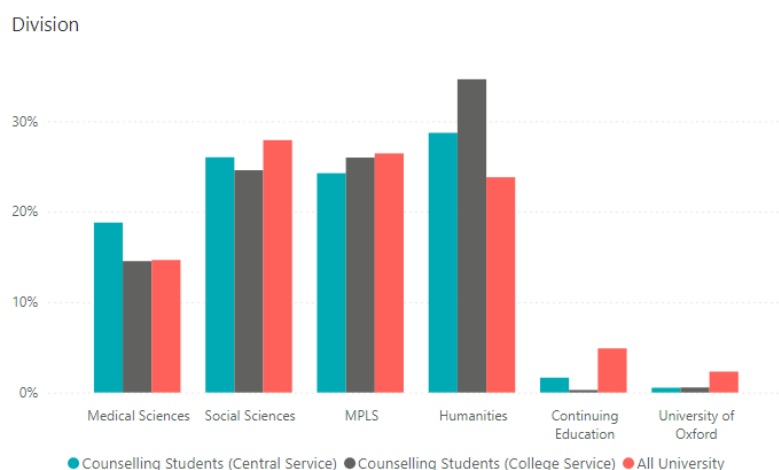
8.1 Level of study

As for many years, a higher proportion of Undergraduate students than Postgraduate students accessed counselling. College counselling was particularly appreciated by undergraduate students, who reported that support within college is more accessible. Taught postgraduates access the counselling service at the lowest rate, a factor to be consider in wider work considering factors affecting access and inclusion.



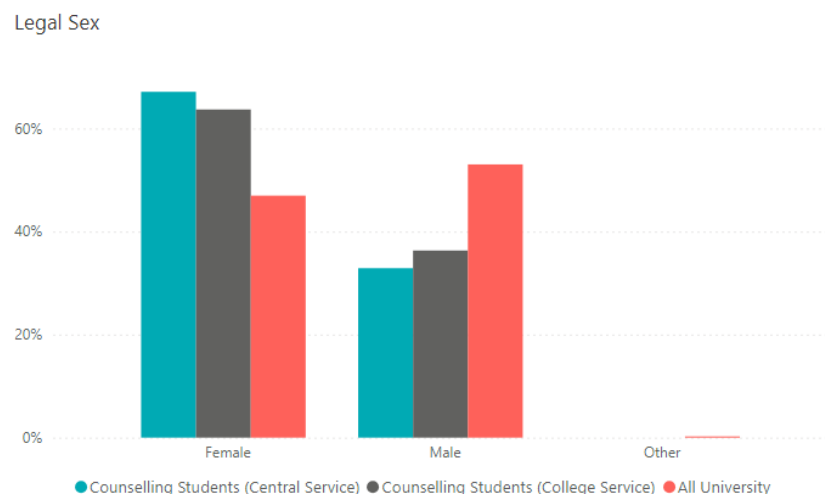
8.2 Academic Division

The pattern of engagement by Academic Division is slightly less marked than previously, with Humanities and Medical sciences students being over-represented and students in MPLS and social sciences being slightly under-represented. The differences in levels of attendance from the Academic Divisions may be explained by the differences in terms of gender representation of the Divisions (See Gender).



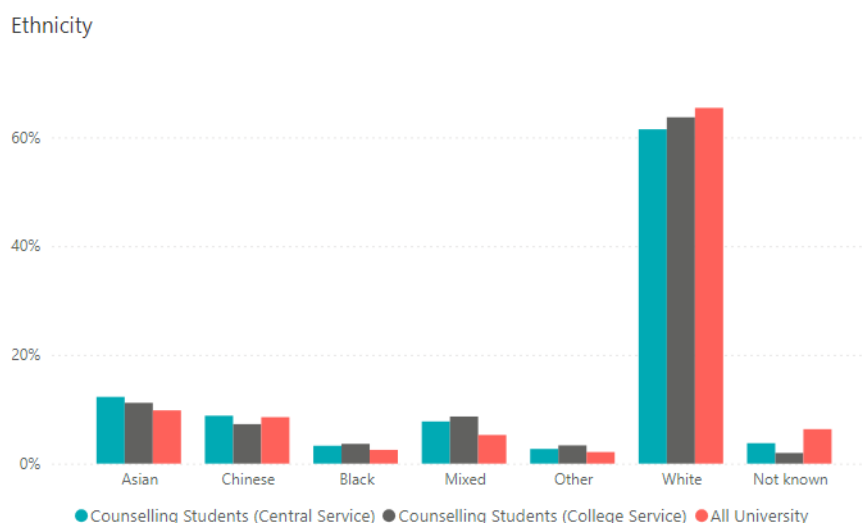
8.3 Sex

In 2023/24 students registered as female continued to access the counselling service in higher numbers than students registered as male [Note: Please note that these figures are based on students' legal sex as declared to the university, and that many countries (including the UK) do not allow for a non-binary legal sex. This data therefore will not reflect true numbers of transgender, non-binary and gender questioning service users].



8.4 Ethnicity

The engagement rates of students with the Counselling Service is typically proportionate to demographic representation in the student population as a whole; in 2023/24 the previous degree of overrepresentation of white students accessing counselling shifted as Asian, Black and Mixed ethnicity students engaged with the service in proportionally greater numbers. The Counselling service has welcomed support to increase the diversity of the staff team in recent years and continues to pro-actively develop its services in recognition of the barriers that can arise for individuals and communities.



9. Other Service Activities

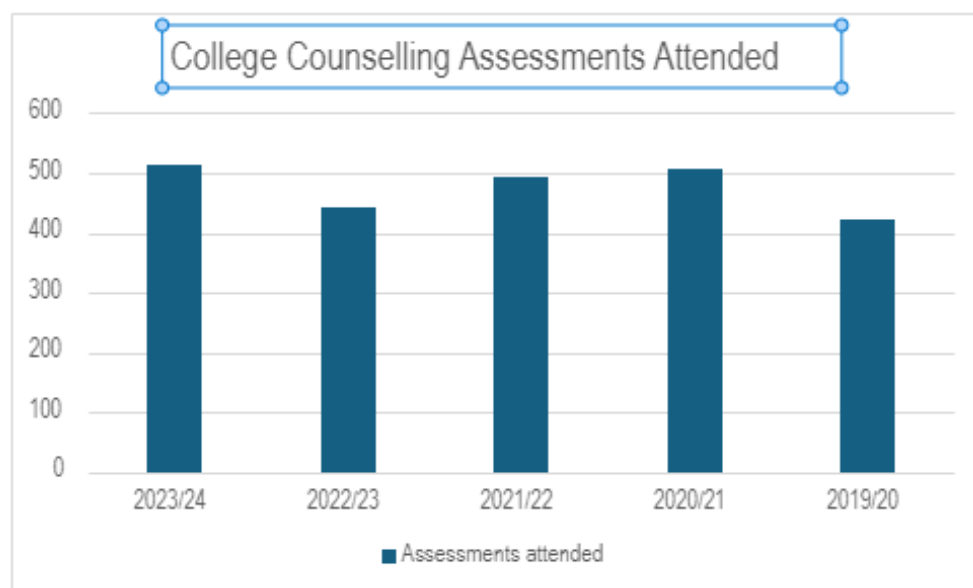
9.1 Clinical consultation and risk management

Over the course of the 23/24 academic year, we have increased the availability of duty counsellors both internally to SWSS staff and externally for staff and students within the university. The Duty Counsellor, available during working hours for callbacks, aims to offer guidance and support in situations where a therapeutic perspective might be useful. The Duty Counsellor oversees incoming communications to the service that may need clinical input and reviews pre-intake paperwork carefully for an indication that a student may be at risk, as part of the determination of the most appropriate support route for that individual.

9.2 College Counselling

The Counselling Service continues to provide a successful programme of on-site counselling across 18 colleges. Our college counsellors are members of the clinical team who work either half a day or one day per week in a designated college, offering appointments for students of that college (and in one case also staff members) throughout term (weeks 0 – 9). College counsellors are employed, supervised and line-managed within the central service, and college counselling operates within the same clinical, administrative and governance frameworks. The success of the college counselling scheme over the last six years, both in terms of its expansion across the collegiate university and high rates of student uptake, indicates that for many students accessing counselling on-site is an appealing option and may reduce barriers to help-seeking.

In the 2023-2024 academic year, a total of 575 self-referrals for college counselling were received, and 514 students were seen for an assessment appointment; the largest annual figure to date. As in the central counselling service, follow-up college counselling sessions are arranged individually with students depending on need and in accordance with the brief model.



9.3 Associate Programme

For nearly 30 years, the service has run an Associate Counsellor Programme offering supervised clinical placements to counsellors completing graduate-level qualifications in Psychodynamic Counselling, Counselling Psychology, Cognitive Behavioural Therapy and Integrative Psychotherapy. For many of our Associates this is their first experience of clinical work. For others who have already worked with clients, or are in the early stages of qualification, we offer a supported next-step towards accreditation and higher-level qualification. All our Associates are in training and receiving commensurate support. They are also intensively supervised in the service and receive additional CPD in the form of staff meetings, clinical discussion groups with the wider team, support and mentoring as required, and are offered other developmentally appropriate opportunities such as involvement in running groups and workshops. As a service we take pride in supporting the professional development of future counsellors and enabling our clinical team to develop professionally as supervisors. The Associate Programme offers an intensive apprenticeship to clinicians who develop the specialist skills to work effectively in our context. Over the years, many of our Associates have eventually joined our core staff team. We also know that Associates who move on from the Counselling Service go on to sought-after clinical roles in both the public and private sector.

The Associate programme further supports the work of the Counselling Service by enhancing our capacity to offer longer-term counselling to students. In 2023/24 we hosted 7 Associate Counsellors who worked with 51 clients across, providing a total of 414 sessions.

9.4 Peer Support Programme

The Peer Support Programme continues to thrive after three decades and remains the largest and most successful University programme in the UK. A full report of the work of the Peer Support Programme for 2023/24 is supplied separately.

9.5 Welfare Supervision

The counselling service provided regular individual and small group welfare supervision in 2023/24 to over 50 staff across 25 colleges and 3 departments, with frequency from twice termly to fortnightly. Supervision facilitates reflective learning, solution focused practice, and professional peer support, enabling consistency and cohesion of welfare practice across the collegiate university. It is a confidential space to work through complex situations relating to student safety, risk management and safeguarding and where necessary to debrief after potentially stressful events, with input from an experienced clinician. Regular supervision contributes to staff learning and development, personal and professional wellbeing and institutional clinical governance.

9.6 Staff Mental Health Awareness Training

Mental Health Awareness training remains popular, with requests continuing to come in from both Colleges and Departments. To date close to 2000 members of staff have attended a half-day training in supporting students in distress and/or how best to support colleagues experiencing mental health difficulties in the workplace. Of these 43% of staff were college based, the rest from departments, with all Divisions being represented. The trainings are highly regarded with 98.6% of participants

rating the training as very good or excellent: 89% of all attendees rated the training as excellent, 99% of participants said they would recommend the course to their colleagues.

Our newly formed programme of weekly, ninety-minute psychoeducational Masterclasses, the most recent of which included Supporting the Self-Critical Student and The Psychological Effects of Racism on Racialised Students at Oxford, received very positive feedback from those who attended, with requests for many of the workshops to be repeated. Upcoming Masterclasses, all of which are offered by experienced clinicians from SWSS with particular subject expertise and aimed at supporting staff at all levels to feel more confident when encountering students or colleagues in distress, include: Imposter Syndrome: Beyond the Label; Students and Food: When and How Does Eating Become Disordered and What Can We Do About It? Wired, Tired, Fired, Desired? Navigating the Emotional Tasks of Young Adulthood with 'Generation Z' and the 'Covid Kids'; and Supporting Students with Depression and Mood Difficulties.

Reflecting the success and ongoing level of demand, the Staff MHA training team has expanded and a new part-time mental health awareness trainer, along with an administrator, have been appointed to help meet demand and to assist with the expansion and development of the programme.

Plans for the next academic year include increasing the range of mental health programmes and developing training tailored for particular staff groups such as line managers, supervisors and principal investigators. In conjunction with the Staff Wellbeing Programme Team, a 90-minute free foundational mental health training will also be made available twice termly, with a focus on enhancing individual wellbeing.

9.7 Moving Minds

In March 2024 the Counselling Service and University Sports launched a new physical activity programme, 'Moving Minds', in a pilot with St Catherine's College. Moving Minds offers structured, personalised lifestyle and physical activity coaching for students reporting psychological or mental health difficulties as an alternative, or adjunct, to brief counselling. Students receive individual coaching and complementary access to University Sports facilities for 12 weeks, during which time a personalised activity programme is created and refined. All students who joined the pilot successfully completed the programme and reported all-round health improvements and high satisfaction, in addition to strong clinical outcomes.

10. Staffing and resources

For the year 2023/24 staffing in the counselling service stabilised at 16.4 FTE, with all posts supported through our core budget with the exception of the Training Development Co-Ordinator post, funded for a third year by the Walter Gordon Trust Fund.

Staff development

As in previous years, we are committed to a model whereby all counsellors work with the full range of presenting issues. In addition to this, many of our staff have significant expertise in particular presentations or treatment modes. Across the team, to cite just a few examples, we have staff who have worked in NHS Specialist services including Trauma, Forensic Psychiatry, Eating Disorders, Child and Adolescent Mental Health, ADHD amongst many others. Our staff have specialist qualifications in Cognitive Behavioural Therapy (CBT), Mindfulness, Acceptance and Commitment Therapy (ACT), Compassion-Focused Therapy (CFT), Eye Movement Desensitization and Reprocessing therapy (EMDR), and many other established therapies.

Our staff took part in the following service-wide external training events in the 2023-24 academic year:

- Working with Suicidal Thoughts and Behaviours (Karen Lascelles, Nurse Consultant, Oxford Health NHS Foundation Trust)
- Understanding Autism ([Kieran Rose](#), “The Autistic Advocate” – author, researcher and consultant)
- Transgender Awareness (Gendered Intelligence)

We continue to prioritise skill-sharing and CPD within the team, with fortnightly staff and training meetings alternating with small-group clinical discussions, in addition to the regular clinical supervision in place for all members of the counselling team, at every level. Alongside this, a number of working groups meet regularly to discuss and share best practice in relation to particular themes including eating disorders, neurodiversity and anti-oppressive practice. The Counselling Service operates under the ‘Ethical Framework for Counselling Professions’ of the BACP.

11. National Liaison

The Head of Counselling and Co-Director of SWSS is engaged, nationally, with a number of strategic areas of work through roles including chair of the Heads of University Counselling Services (HUCS) network (BACP Universities and Colleges Division), co-chair of the national Mental Wellbeing in Higher Education Group (MWBHEG; Advance HE), a member of the Department for Education Mental Health Implementation Taskforce and positions including executive board member of the Universities and Colleges division, BACP and the Student Space (Student Minds) Advisory group.

Deputy Heads of Service hold a broad portfolio of key partnerships: The Student Wellbeing in Experiential Learning Spaces Project promotes wellbeing across academia and welfare and facilitates students accessing non-clinical spaces for learning and psychoeducation. The ongoing liaison with Oxford’s Gardens, Libraries and Museums (GLAM) has provided clinical and academic support for research project, including running psychoeducational workshops in GLAM spaces.

The service leadership team continue to liaise actively with NHS services for eating disorders, crisis, and other mental health needs, facilitates better care for students both directly and indirectly, through knowledge and referrals. Work with the local Adult Community Eating Disorders (ACED) service is facilitating better informed referrals for both parties.

12. Conclusions and looking ahead

Anticipating future demand, strategic alignment: The Counselling Service continues to review service provision, in consultation with the Joint Student Mental Health Committee and aligned to the [Common Approach to Student Mental Health](#), stratifying the range of psychological and mental health support services available across the University.

Supporting students with complex mental health conditions: the service is considering in detail how best to define and articulate the support provided to students experiencing severe, complex and enduring mental health difficulties, focusing on pathways into and coordination with NHS primary and secondary care mental health services.

Clinical governance: The Counselling service have adopted the Principles of Good Practice of the University Mental Health Charter Programme and are constructively reviewing systems and processes against the Support Framework. UUK Suicide Prevention, Postvention, Access to Means and Serious Incident Review guidance is similarly being consulted.

Partnership: The Counselling team have developed a number of new initiatives in partnership with the Sexual Harassment and Violence service, and Disability Advisory Service, focusing on support for students who have experienced domestic violence and progressing neuro-inclusive and affirming practice across the service.

Research Practice Networks: The new leadership team are committed to further developing research-practice links, both within and beyond Oxford, to embed evidence-based practice within the service and demonstrate the positive impact of our work. This will build on exiting involvement in external research projects such as SWELS, Social Prescribing, and Reducing Digital Distractions in addition to new partnerships with Psychology and Psychiatry.

Hybrid Provision: The service will continue to offer both in-person and online individual and group counselling to students, balancing student preference, clinical suitability and judicious use of physical space, aligned to the university New Ways of Working.