The Conservatoire for Dance and Drama Mental Health Charter[1]
Principles of good practice

DOMAIN 1: LEARN

1 Transition into university

What does it cover?	Principles of good practice:	Responsibility
• Pre application communication and outreach activity • Pre entry support and preparation for university • Recruitment and admissions processes • The transition into university • Induction/orientation • The first year*	1. Universities take a whole university approach to transition, embedding measures to support the positive transition of all students across their provision and into the curriculum. 2. Measures to support transition begin from pre–application and continue through application, pre–entry, arrival, induction and through the first year. 3. Measures to support transition aim to promote wellbeing, efficacy, academic integration and social connectedness. 4. Universities provide additional or specific interventions for students who face additional barriers.	Schools

This doesn't just mean first year undergraduate. It also covers postgraduate students and direct undergraduate entrants onto year 2 and 3.

2 Learning, teaching and assessment

What does it cover?	Principles of good practice:	Responsibility
• Curriculum design • Pedagogy • Assessment strategies • Support for learning • Inclusivity and academic integration • The role of academic staff*	1. Universities ensure that curriculum takes a holistic and inclusive view of learners, using evidence informed practice and secure scaffolding to enable all students to develop skills, confidence, academic self–efficacy and improve performance. 2. Universities ensure that curriculum is designed to facilitate students to acquire skills, knowledge and understanding at an appropriate pace. 3. Universities ensure that curriculum and pedagogic practice encourages deep learning, meaning, mastery and development. 4. Universities ensure that curriculum design, pedagogic practice and academic processes consider and seek to impact positively on the mental health and wellbeing of all students. 5. Universities clarify the role of academics in supporting student mental health and guide staff to maintain supportive, appropriate boundaries. 6. Universities ensure that staff in teaching and learning support roles understand how they can support student mental health and wellbeing through good pedagogic practice.	Schools
NOTE: *principles 1 – 4 are a shared responsibility with the validating institutions.*		

All staff involved in teaching and learning, including supervisors, personal tutors, teaching only staff, PhD students on teaching contracts and learning support staff.

3 Progression

What does it cover?	Principles of good practice:	Responsibility
• Progression from each academic year to the next and/or between academic levels • Progression to time out on placement and back in • Progression back through breaks in study • Progression and transition to life beyond university	1. Universities support students to prepare for the multiple, ongoing transitions they encounter during their university career, e.g. between years/ levels of study. 2. Universities provide targeted support for students on placement and on professional programmes, who may require more in–depth preparation and specific interventions. 3. Universities provide adequate support for students taking breaks in study and proactively support their transition back into education. 4. Universities support students to prepare for life, career and further study beyond graduation. 5. Universities ensure that support for these transitions is structurally embedded into curriculum and university practice.	Schools
NOTE: CDD has a duty of care to all students, and therefore a responsibility to provide robust frameworks within which Schools operate to enable the Schools to meet the above principles.		

DOMAIN 2: SUPPORT

4 Support services

What does it cover? *	Principles of good practice:	Responsibility
• Services to respond to students experiencing mental health problems • Support for long term mental illness • Services to support students with issues that may impact on mental health and wellbeing e.g. finance, disability, faith etc.	1. Universities ensure that support services are appropriately resourced. 2. Universities ensure that support services are safe. 3. Universities ensure that support services are effective. 4. Universities ensure that support services are responsive to current and future need and to local context. 5. Universities ensure that support services are equally accessible to all students. 6. Universities ensure that support services are well governed.	Schools
NOTE: CDD has a duty of care to all students, and therefore a shared responsibility with Schools in meeting the above principles.		

*Staff support is discussed in the Staff Wellbeing section

[Charter continues on next page]

5 Risk

What does it cover?	Principles of good practice:	Responsibility
• Risk related to suicide • Risk related to mental health crisis • Risk to wellbeing from others	1. Universities have in place effective practice, processes and training for alerting and assessing risk to staff and students, and appropriately referring those at risk to internal or external services. 2. Universities ensure staff have access to timely, expert advice and guidance. 3. Universities provide interventions for all affected by risk and suicide and provide support for those at risk, when waiting for external interventions. 4. Universities plan for prevention, intervention and post–vention activities, including planning for suicide clusters and reporting to the media.	Schools
	5. Universities reduce risk by ensuring they provide a safe physical environment and university culture. 6. Universities support students to be able to report concerns.	CDD and Schools

6 External partnerships and pathways

What does it cover?	Principles of good practice:	Responsibility
• Relationships with primary and secondary health care • Relationships with social care • Relationships with 3rd sector providers • Relationships with Disabled Students Allowances (DSAs) funded private suppliers	2. Universities are able and willing to work collaboratively with NHS/Social Care to support individual students. 3. Universities support NHS/Social Care and other relevant agencies to understand the context of student life and the implications of treatment options and other decisions. 4. Universities have arrangements in place to assess risk and effectively communicate this to NHS/Social Care. 5. Universities work with NHS/Social Care to support students to return to study when appropriate. 6. Universities work collaboratively with DSA funded private providers, ensuring they are aware of providers who provide support to their students and that those providers understand the mechanisms for reporting concerns.	Schools
NOTE: *CDD has a duty of care to all students, and therefore a responsibility to support Schools in meeting the above principles.*		

7 Information sharing

What does it cover?	Principles of good practice:	Responsibility
• Sharing information with families, guardians, spouses or relevant people in the lives of students *[Table 7 continues on next page]*	1. University services work with students to mobilise all of their available resources to support their mental health– especially in instances of crisis. 2. The university acknowledges and demonstrates understanding that working with families, statutory services and others can provide effective support for students with poor mental health.	Schools

• Sharing information with statutory services*	4. Universities ensure that any decision to override student wishes or to pass on information without consent is done as a result of an appropriate, well governed, clinical assessment, is consistent with relevant national guidance, is clearly justifiable and is in the best interests of the student.	Schools
	5. Universities ensure that information is passed to the most appropriate people, who can reduce risk.	CDD and Schools
	6. Confidentiality arrangements are clear, accessible and highly visible and relevant Data Sharing Agreements are in place.	Schools

Information sharing within the university is covered in Cohesiveness of Support Across the provider

DOMAIN 3: WORK

8 Staff wellbeing

What does it cover?	Principles of good practice:	Responsibility
• Workplace culture • Interventions to support good staff wellbeing • Support for staff who are experiencing problems with their mental health	2. Universities ensure staff feel able to discuss their own mental health and wellbeing and have access to effective, accessible support and proactive interventions to help them improve their own mental health and wellbeing. 4. Universities equip managers with the knowledge, skills and confidence to support good wellbeing within their teams and respond appropriately when staff experience poor mental health. 5. Universities enable staff to adopt and maintain healthy lifestyle and workplace behaviours.	Schools and CDD

9 Staff development

What does it cover?	Principles of good practice:	Responsibility
• Staff training and development on mental health • Role specific training on responding to student mental ill health and clarifying boundaries • Ongoing development of staff in mental health roles • Training managers to support staff in supporting students • Training managers to support good wellbeing, within their teams and respond appropriately to staff experiencing poor mental health	1. Universities support staff to develop, individually and collectively, the confidence and ability to promote positive mental health and respond appropriately to poor mental health. 2. Universities support staff to recognise and respond appropriately to poor mental health and signs of risk, signpost effectively and maintain the safe boundaries of their role. 3. Staff receive mental health training that is context and role specific.	Schools and CDD

DOMAIN 4: LIVE

12 Social integration and belonging

What does it cover?	Principles of good practice:	Responsibility
• Ensuring students become socially integrated into university • Creating a safe, inclusive community • Tackling isolation	1. Universities take considered action to ensure a diverse, safe community. 2. Universities actively and systematically support the social integration of all students. 5. Universities work to prevent and address marginalisation, discrimination or harassment of individual students and groups. 6. Universities ensure social cohesion and individual differences exist alongside each other, taking account of power dynamics and imbalances.	Schools

13 Physical environment

What does it cover?	Principles of good practice:	Responsibility
• Design and maintenance of work, learning and living spaces within the university • Provision and use of green spaces and nature • Movement between buildings and wayfinding • Reducing risk through the physical environment	1. Universities engage with evidence and their communities to embed wellbeing and accessibility within the design of new buildings and developments. 2. Universities engage with evidence and their communities to embed wellbeing and accessibility into the redevelopment and maintenance of current estate. 3. Universities ensure that the design and allocation of working and learning spaces effectively supports the learning/work undertaken within that space. 6. Universities ensure that wayfinding is clear and makes navigating campus easy for all.	Schools

ENABLING THEMES

14 Leadership, strategy and policy

What does it cover?	Principles of good practice:	Responsibility
• University wide strategy • University policies and procedures • Visible and effective university leadership committed to improving mental health	1. Universities have a strategic whole university approach to mental health that is embedded in day to day practice and culture. 2. Universities have an approach to mental health and wellbeing that is robustly evidence informed. 3. Universities have an approach to mental health and wellbeing that is co–produced with staff and students, seeks to mobilise the whole community and considers mental health across the whole–university. 4. Universities' approach to mental health and wellbeing is evident in other strategies, policies, procedures and practice. 5. There is visible leadership and commitment to mental health across the entire organisation. 6. Universities approach to mental health is clearly linked to and part of core institutional missions.	CDD

15 Student voice and participation

What does it cover?	Principles of good practice:	Responsibility
• Student involvement in the development of mental health strategies • Student voice and participation in shaping key university strategies that affect mental health (e.g. teaching and learning strategies) • Student voice, participation and co–creation of services and responses to mental health • Processes for students to raise concerns and highlight issues which may positively or negatively impact on their mental health	1. Universities work in partnership with students to develop mental health related strategy and policy. 2. Universities work in partnership with students to shape the ongoing development and oversight of support services.	Schools
	3. Universities work in partnership with students and staff to create a culture that supports good wellbeing.	CDD and Schools
	5. Universities take proactive steps to ensure that a diverse range of student and staff voices are considered in developing responses to mental health.	
	6. Universities ensure that student–led or peer support interventions are safe, appropriately resourced and well–managed.	

16 Cohesiveness of support across the provider

What does it cover?	Principles of good practice:	Responsibility
• Collaboration and cohesiveness across and between student support service teams • Collaboration and cohesiveness of response between student support services and academic staff • Collaboration and cohesiveness of response between student support service teams and other professional services staff	1. Universities ensure cohesion and appropriate collaboration between different support services. 2. Universities ensure cohesion and appropriate collaboration between support services and academic teams. 3. Universities facilitate appropriate sharing of information across the institution to support individual students. 4. Universities ensure effective signposting and triage across the institution.	Schools
	5. Universities work to develop a shared vision and understanding between different parts of the university community, towards mental health.	CDD

17 Inclusivity and intersectional mental health

What does it cover?	Principles for good practice	Responsibility
• Staff and students who may face additional challenges due to structural, personal or cultural inequalities e.g. LGBTQ+ students, BAME students, care leavers, carers, disabled students, mature students,	1. Universities take action to understand their populations and staff and students' differing needs and experiences. 2. Universities ensure that the culture and environment is inclusive, welcoming and safe for all members of the university community.	Schools

widening participation, first generation students, international students, students for whom English is a second language and others (this is not an exhaustive list) • Students who may face additional challenges due to Higher Education specific inequalities such as their mode of study, relationship to campus or status as non–traditional students e.g. Online learners, part time students, postgraduate research and postgraduate taught students, commuter students, students on professional placements and students studying overseas.	3. Universities develop specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to structural, personal or cultural inequalities. 4. Universities develop specific interventions that address the barriers to mental health and wellbeing faced by particular groups due to higher education specific inequalities, such as mode of study or access.	CDD and Schools
	5. Universities ensure support services work to improve their cultural competence and are able to respond to different student backgrounds, characteristics and experiences.	Schools