

Nottingham Law School, Nottingham Trent University

Centre for Legal Education Conference 2020
Impact and Wellbeing

Hertfordshire Law School, University of Hertfordshire

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HLS Student Demographic 2018/19

As a School

- 1,388 students (1,211 undergraduates)
- 88% are 24 or under
- 73% BAME students
- 83% Widening Participation
- 13% POLAR quintiles 1 and 2
- 12% Declared disability
- SSR 34:1

LLB Demographics 2018/19

- 987 students
- BAME:771
- POLAR quintiles 1 and 2: 137
- Declared disability: 104
- 24 and under: 959

2017/18 LLB Non-continuation

- Overall: 93 students withdrew, 8.4%
- Level 4: 59, 15.2%
- BAME: 47, 16%
- Declared disability: 7, 17.5%
- POLAR Q1 and 2: 12, 16.4% (3 are the same students as above)
- Aged 24 and under: 55

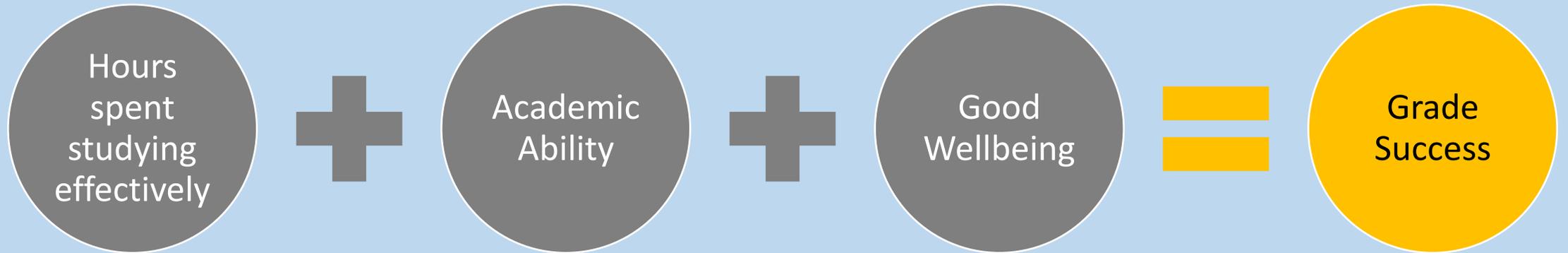
The National Picture

S. Huble and P. Bolton, *Support for students with mental health issues in higher education in England*, Briefing Paper No. 8593, 2nd March 2020

(<file:///C:/Users/lawqng/Downloads/CBP-8593.pdf>)

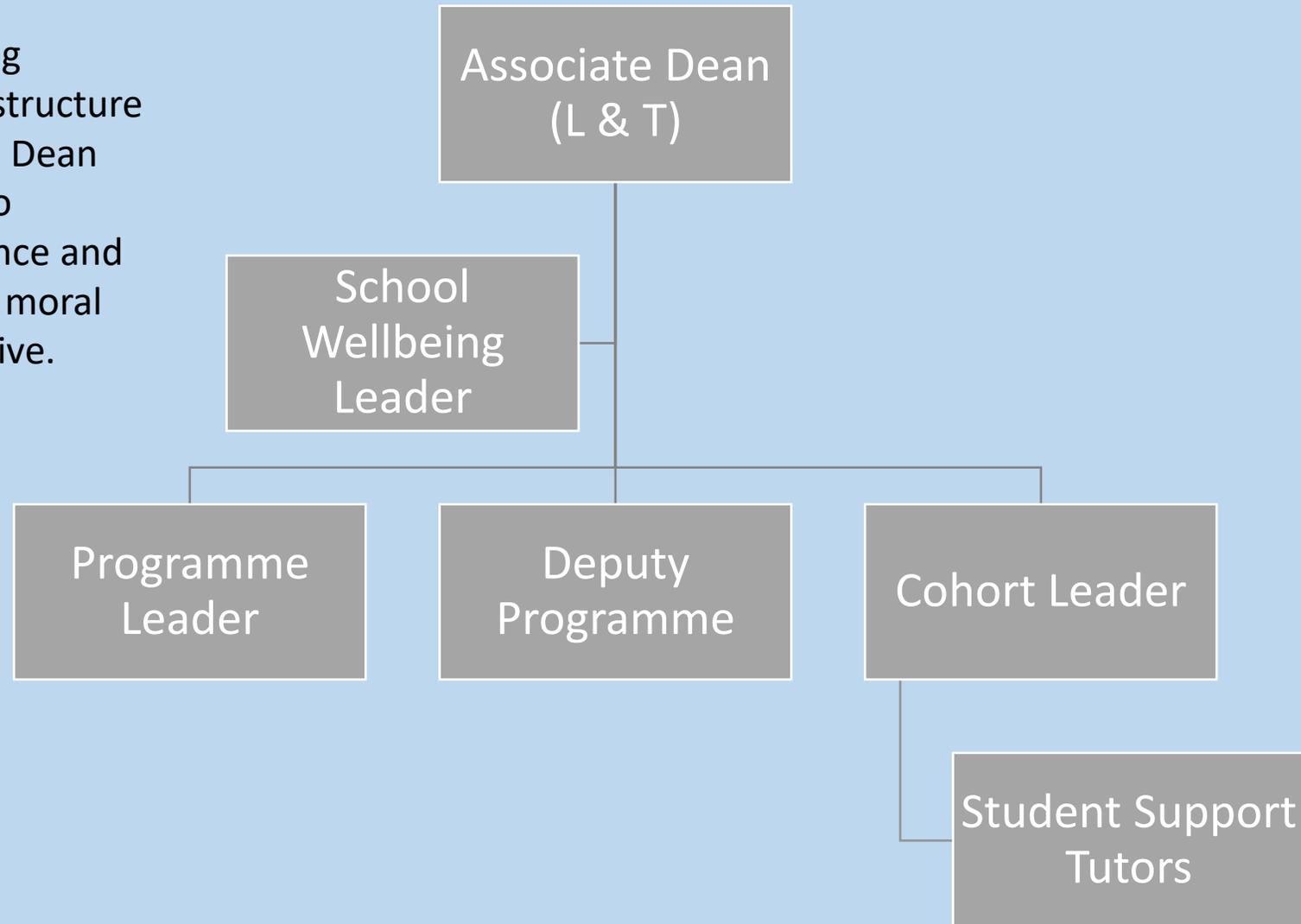
- “Data on students in England from the Office for Students shows that students with a declared mental health condition were less likely than average to:
 - continue in higher education after their first year
 - achieve a first or upper second degree
 - ‘secure higher level employment’ or go on to study as a postgraduate” p3
- “Surveys of students have found much higher rates of mental ill health than those disclosed to universities. A recent survey found that 21.5% had a current mental health diagnosis and 33.9% had experienced a serious psychological issue for which they felt they needed professional help. Survey responses are confidential and are likely to give a better idea of the full extent of mental ill health.” p3

The Formula for Student Success



What we did

We embedded wellbeing throughout the School structure with even the Associate Dean being a Support Tutor to emphasise the importance and reflect what we see is a moral imperative to be proactive.



Our Wellbeing Model – Supporting Students

- Dedicated Wellbeing Lead
- Invested in MHFA training
- 60% of staff are MHFA Champions
- Student Support Tutors
- Peer support
- 1 to 1 meetings and support, including 3 Progress Review Meetings per year coupled with a 'Know Your Student' Questionnaire

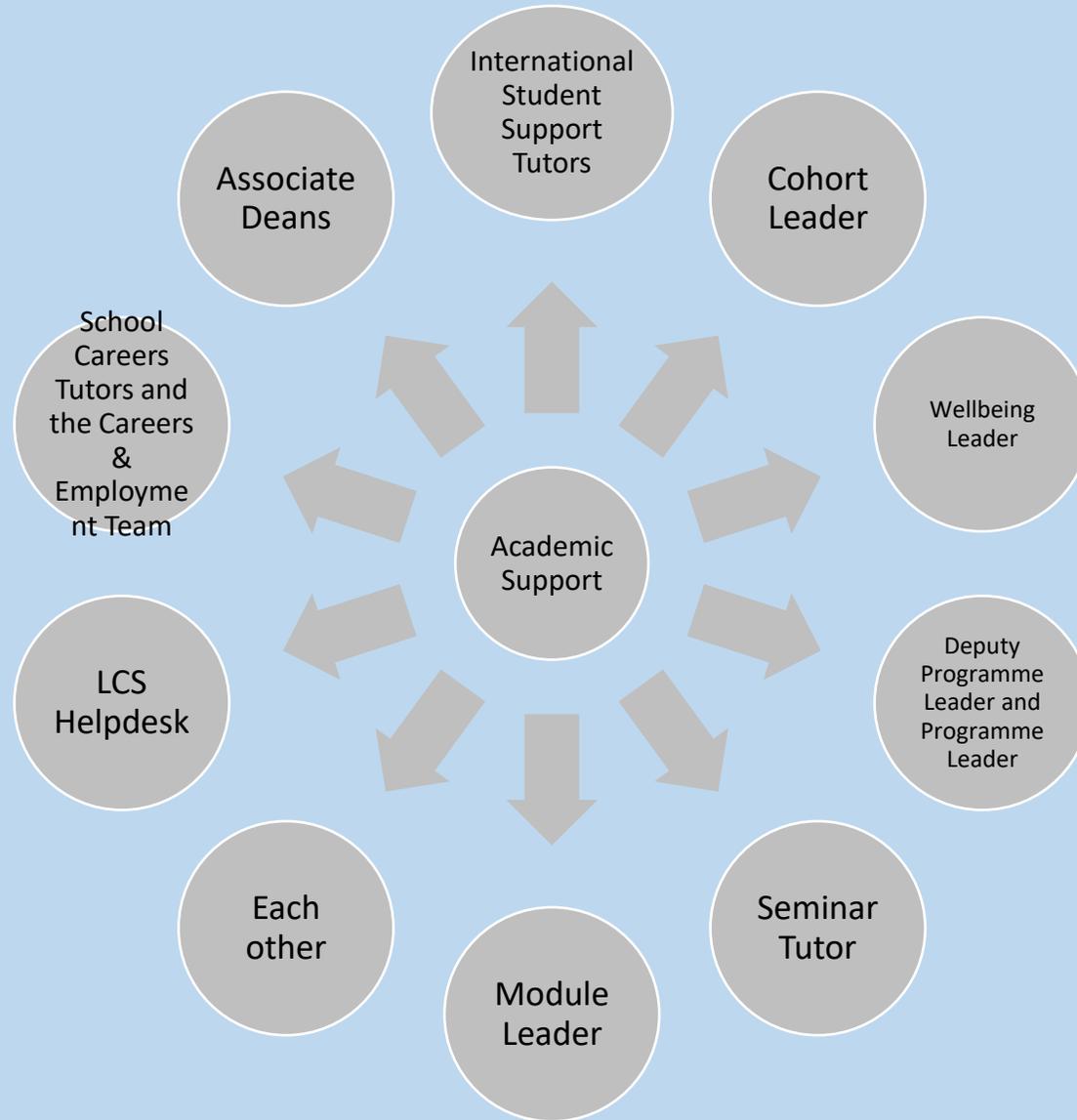
Our Wellbeing Model: Knowing Our Students

- Students meet their support tutor in induction and receive a questionnaire to complete.
- The Questionnaire asks things such as the students to set out their aspirations and concerns for the year; external commitments such as work or care responsibility; the extent and nature of their commute; and employability needs.
 - The aim is to help us know each student, what drives them, and what challenges they have so personalised, tailor support can be given.
 - It helps to structure the conversation and provide guidance for staff and students about what to discuss.
- Followed up by Progress Reviews each semester to see how the student is doing and progressing towards their goals.
 - Late October/early November and February
 - Learner analytics are used to support conversations around academic performance and development.

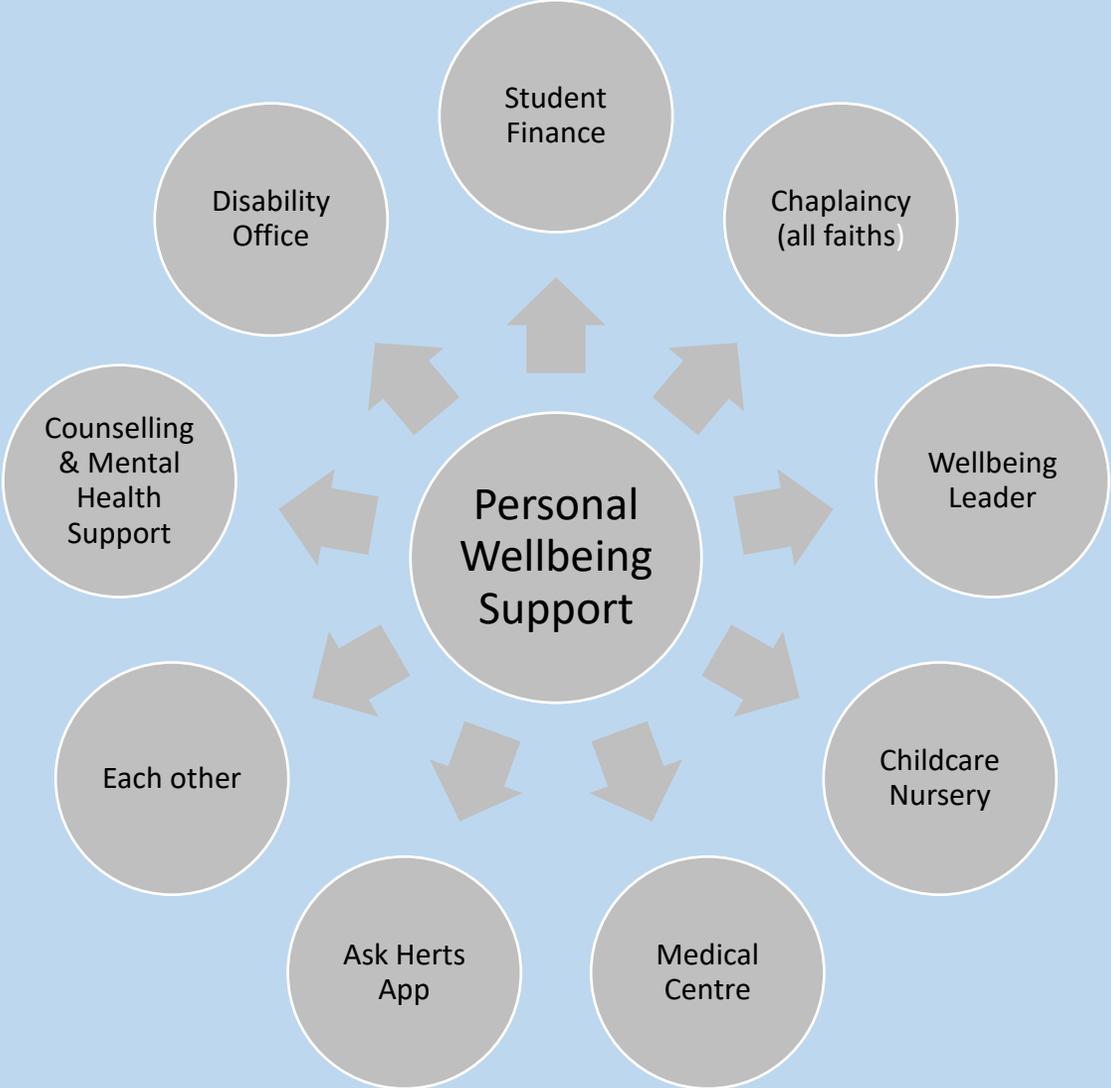
Our Wellbeing model – supporting students

- ‘Lived experiences’
- International students supported by international staff and a designated International Student Support Tutor helping them acclimatise to their new community
- School Level Bursary fund
- LGBTQ+ network – staff trained to support students/staff who identify as LGBTQ+
- Director of Student Participation and Success – primarily addressing the attainment gaps within Widening Participation Groups, but also aiming to reduce academic causes of concerns for students

The support network



The support network



2018/19 Non-continuation

- Overall: 80 students withdrew, 7.5%
- Level 4: 47, 13.2%
- BAME: 39, 14.1%
- Declared disability: 4, 22%
- POLAR Q1 and 2: 6, 13.3% (2 are same students as above)
- Aged 24 and under: 36

2018/19 Attainment

Good degrees obtained by:

- 64% of students overall
- 68% of students with a declared disability
- Value Added Scores over 1 for all disability groups bar one

2019/20 The story so far

As of April 2020:

- 28 LLB level 4 students have withdrawn across the LLB programme (excluding those that have transferred to another programme or institution).
- 7 Criminology students have withdrawn at level 4.
 - The programme copied the LLB student support structure this year.
 - In 2018/19 19 level 4 students withdrew.

Our Wellbeing Model – going forward and the effects of Covid

- Student mental health
 - Dedicated wellbeing information being sent with joining instructions
- Concerns about transitioning from FE to HE
- Missed school/college since March
- Support throughout the summer for both new students and returning students
- International students
- Attainment amongst BAME students with a declared disability

Our wellbeing model – supporting staff

We can't support student wellbeing if we are struggling ourselves:

- Post Covid – greater concerns about the effect of Covid
- Recognise staff who support staff need support
- Wellbeing lead supports staff
- Support from line managers
- Wellbeing Teams channel
- Virtual lunches
- Men's network