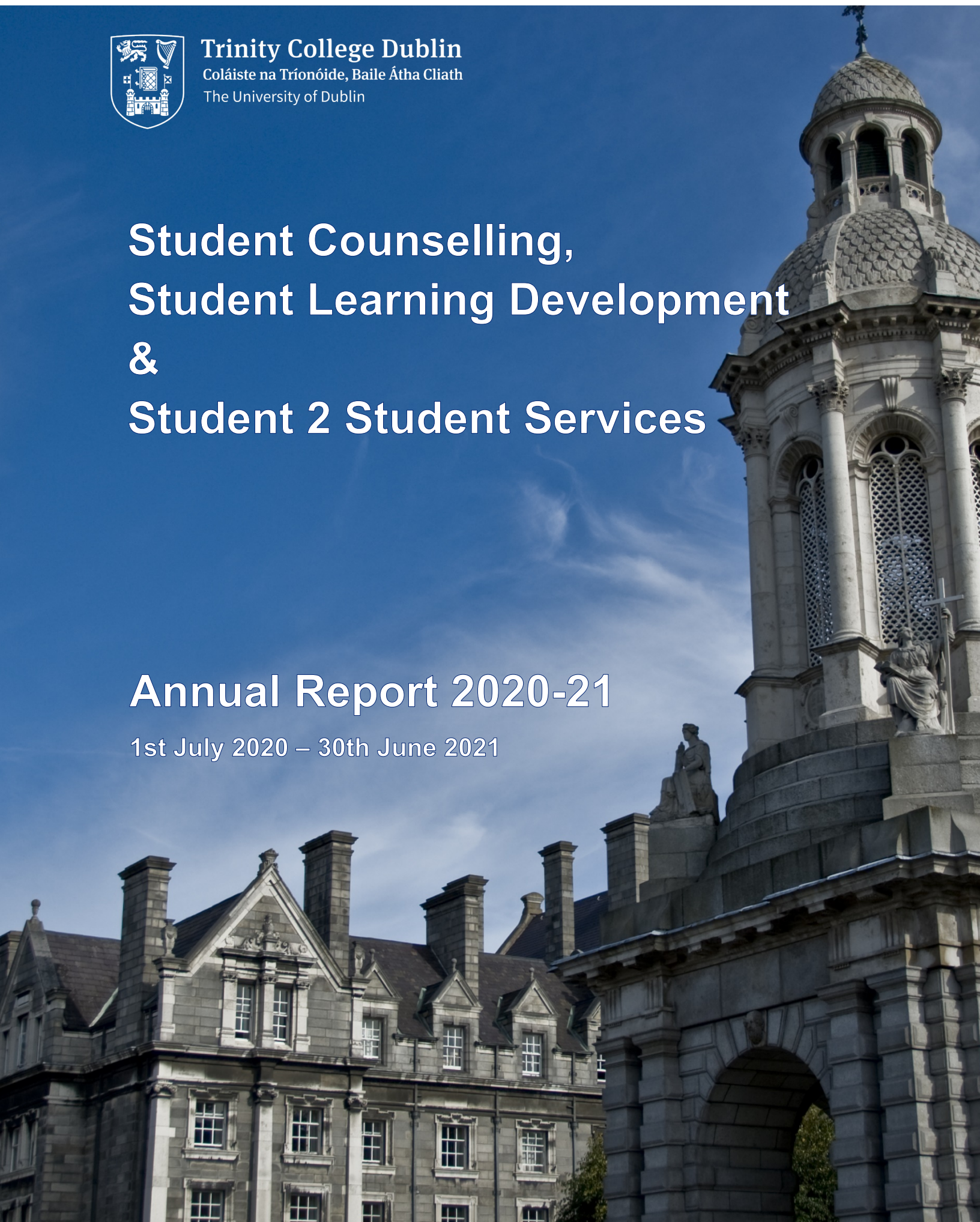# Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Student Counselling, Student Learning Development & Student 2 Student Services

Annual Report 2020-21

1st July 2020 – 30th June 2021

Contents

Acting Director's Foreword

2020-21 was a year of further uncertainty with intermittent lockdowns. Trinity Student Counselling, Learning Development and Student 2 Student Services operated a hybrid model throughout to meet the needs of students who were mostly remote learning. We again encountered a sustained level of need with our service users as they faced intense anxiety and depression due to the pandemic and the virtual student experience.

Staffing levels were difficult to maintain as our cohort of trainee counsellors were unable to take up placements, and sessional counsellors were difficult to recruit as the marketplace for private psychotherapy grew to unprecedented demand. As in the general population, the demand for services remained high – **11.4% of the student body sought counselling**. As students had fewer natural outlets or breaks (such as J1 experiences or jobs) their need for on-going support exceeded capacity and we had to operate a waitlist for some services. The counselling team delivered almost **12,000 clinical sessions** in the 2021-22 academic year.

Student Learning Development grew their reach via on-line workshops, one-to-one academic support and lunchtime short seminars – an amazing achievement with such a small body of providers.

S2S recruited and trained their normal cohort of mentors and these offered continuous support to their student groups throughout the whole year – over 4,000 first years were supported by over 600 mentors.

As always, the service provided by SCS in 2020-21 remained dedicated, ethical and transparent. The staff responded to every request with willingness and energy. Many thanks are due to them as they try to meet sometimes overwhelming need.

Trish Murphy
Acting Director

Mission

Support through collaboration, connection and compassion.

Vision

To be an internationally accredited service, delivering accessible social, academic, mental health and emotional wellbeing services across the Trinity community, keeping students at the centre of everything we do.

2,160 students were served through **counselling**

4,126 first-year students received **S2S** mentoring

7,260 attendances were recorded at **SLD** services

"I think it's a brilliant service, if it wasn't available and wasn't free, I really think I'd be in trouble now, and may have dropped out of my course… realistically my whole life has been changed by the emotional skill set that the service has given to me. I have reclaimed the control in my life."

- Service User Feedback Quote, 2021

Student 2 Student (S2S)

S2S mentoring provides social and transitional support for all incoming first year and visiting students.

Throughout the past few years, the service has had to make significant changes, pivoting towards providing online services, including providing in depth training to 631 volunteers and connecting to individual students.

Due to the pandemic, S2S had to revise its training practices by delivering all training online. Peer support services were suspended, as it was not viable for volunteers to deliver this service online. Despite these challenges, 619 mentors worked hard to support over 4,000 mentees during orientation and throughout the year.

S2S Service Levels

	2016-17	2017-18	2018-19	2019-20	2020-21
No. First Years Mentored	5,149	4,419	4,318	4,322	4,126
No. Volunteer Mentors	842	695	763	682	619
No. of Peer Supporters	32	30	32	25	12
Total S2S Volunteers	874	725	764	707	631
No. of Peer Supporter – Peer mtgs attended	88	127	104	89	N/A

S2S Highlights

- S2S faced the challenge of holding orientation for over 4,000 freshers online and were able to successfully facilitate over 619 mentors holding 272 orientation meetups over Zoom.

- S2S held orientation meetups with staggered start times due to fresher's week happening during the teaching term, pivoting towards the needs of the new schedule.

- TCD Odyssey, a new volunteer data management system, was launched and the application and training tools were tested.

- TCD Odyssey was used to mark applications as approved or declined, and to keep track of training attendance and status of mentors. This system is much more efficient and streamlined than previous methods

- Mentor Training was successfully recreated and delivered to 619 trainees over Zoom through the means of interactive polling tools, breakout sessions, annotation functions and video content.

- 165 international students were successfully assigned to 21 mentors who ran an online orientation in January.

- Achieved the Investing in Volunteers Quality Standard Accreditation, after working towards it for 3 years.

- Planned and implemented an online awards ceremony including pre- and post- awards parties on Zoom; this also involved circulating over 700 Digital Award Certificates.

S2S Student Feedback

1st Year Undergraduates

"Overall I found S2S to be a really helpful resource in terms of easing me into college life. Despite the fact that there was significant limits placed on what the S2S mentors could do because of the pandemic, their weekly emails and bi-weekly meet-ups were always helpful and reassuring."

"S2S is a really great experience, it's lovely to have people to turn to for advice and help who have been in similar situations"

"My mentors did a fantastic job in bringing my course closer together as a group, especially given that they were restricted to online means, and I wouldn't have felt so comfortable

amongst my coursemates without them. Especially when the first semester was beginning, and everything was so new and strange to us."

Mentor Volunteers

"I really like feeling like I'm making a difference in people's lives and I think we helped give them the feel of how the college works."

"More confident in myself and my ability to speak in front of a group."

"Added confidence in my ability to listen and help others as well as an increased understanding of the support services that college offers."

S2S Plans for 2021-22

- Revise current training modules for Peer Support and Mentoring Programmes & align with Trinity's policies on neurodiversity.

- Streamline training procedures, to make effective use of volunteers' time.

- Increase visibility of the S2S programme via social media and with a presence in Front Square.

- Bolster volunteer recruitment with a strong social media campaign.

- Review and complete policies & procedures documentation, incl. S2S Committee and SAB Committee SLAs.

- Work preventatively by supporting student mentors in the run up to exams with training on boundaries and inclusion.

- Implement TCD Odyssey software and have mentors use it for logging hours and accessing mentee lists.

Student Learning Development (SLD)

SLD helps students reach their academic potential by providing a broad, relevant range of academic skills services.

SLD Highlights

Total SLD service attendance by students was 7,260 in 2020-2021.
This figure includes all workshops (5,966 attendees), appointments (494 attendees), facilitated groups (425 attendees) and the Academic Writing Centre (375 attendees).

The Trinity 'Academic Writing Centre' began to offer appointments to the PG community as well as the UG community. During the year, 375 appointments were facilitated by a trained team of PhD tutors in the Writing Centre as well as a further 329 attendances at 'Tips Talks' writing workshops.

Peer support groups for research postgraduate students were set up to provide students with an opportunity to address the challenges that often face doctoral students. Students can share their experiences with each other, leading to increased productivity and improved wellbeing. 58 PGR students participated in these groups.

SLD delivered 187 workshops online, with 5,966 student attendances recorded. Workshops requested by departments accounted for 41% of all workshops delivered.
Events include PMRC 5 ECTS Module, PG Summer School, Library HITS, PG Transition, in collaboration with colleagues and students across campus.

'Planning & Managing your Research Process' – this 5 ECTS module was coordinated by SLD and was approved by the Graduate Studies Committee in 2021. This module will be delivered collaboratively by the Counselling Service, Library and PAS in January 2022.

Embedding Academic Transition skills as part of the 3SET Project, Work Package 3 in partnership with S2S.

SLD Service Levels

	2016-17	2017-18	2018-19	2019-20	2020-21
SLD Workshops **No. of student attendances** **(on-site/in schools/online)**	4,208	3,734	4,058	5,231	5,966
Academic Writing Centre **(individual services only)**	n/a	n/a	n/a	98	375
SLD 1:1 Appointments **(includes drop-in learning** **support)**	508	462	589	346	494
Facilitated Writing/Study **Groups**	n/a	n/a	107	280	425

Student Feedback on SLD

In the Student Learning Development Team's 2020-21 Survey, 98% of students felt that they had learned useful skills, while 93% of students said that they would implement these skills in their studies. 95% said that the workshop attended would help them improve as a student. Here is a sample of feedback comments:

> *"I have learned how to structure assignments and received additional information on referencing. I will definitely implement both into studies."*

> *"I will plan my essays in more detail and ensure to effectively do drafts. I will also try to just start my assignments instead of waiting."*

> *"As a student that is coming back to school after having worked for a couple years I was nervous about how to study again/how to best stay on top of course work. This webinar gave great suggestions on how to plan out my time/how to best absorb the material I am reading."*

> *"Fantastic use of blackboard ultra. I've attended a number of lectures this week and some didn't utilise the full functionality/interactivity of blackboard to the extent that you did, so that was great to see!"*

"Extremely beneficial workshop that has taken a lot of my panic in academic writing away."

"As a new PG student … the session gave me confidence and guidance to reach my potential."

"As an Erasmus student I think that the Service was perfect for my needs. I really liked the fact that after the appointment the tutor sent me additional resources to check out, and I think that the most important thing is that the tutors target the appointment to the specific needs of the student."

"Great service, valuable resource for problem solving even at PhD level."

"More individual appointments available maybe during assignment season."

SLD Plans for 2021-22

- The demand for the Trinity Academic Writing Centre is growing year on year. SLD will continue to fully embed the service via secure staff contracts, and through effective communications & promotion within the University.

- Postgraduates attended 43% of general appointments in 20-21, indicating a demand for tailored PG supports. Aim to reach more PG students affected by isolation through collaboration with the University PG Working Group, PG Renewal Programme, PG Transition Programme and continuing facilitated writing groups and PG Doctoral research groups. More resources are being sought for PG Academic Skills Support.

- Deliver the PhD 5 ECTS module in Jan 2022, in collaboration with the PG Advisory Service, Library and the Counselling Service, to equip doctoral students with a personalised, reflective approach to their research practice and professional development, including wellbeing.

- Improve student reach as part of a consolidated approach to marketing and branding, alongside using existing communication channels within the University and with S2S & Counselling.

- Continue to work alongside S2S as part of the 3SET Project, Work Package 3 with a vision to producing a funded and replicable model of student transition in the University into the future.

Counselling

The Counselling Service provides expertise and therapeutic services for student mental health to the whole Trinity community.

Since 2016, the student body has grown by 7.0%. The number of students seeking counselling services has grown by nearly 17%. This is down slightly from the peak of 2019-20, when client numbers were up 22% from 2016-17. This slight dip is likely due to the Covid-19 pandemic – while services remained fully available to students, most students were studying remotely and some clearly prefer in-person supports, which were temporarily unavailable for a portion of the 1st semester.

Counselling Service Levels

Total clinical sessions for 2021-22: *11,875 sessions*

Overall Clients

	2016-17	2017-18	2018-19	2019-20	2020-21
Total unique Clients	1,851	2,008	2,236	2,257	2,160
Total TCD Students	17,630	18,081	18,545	18,982	18,871
% of TCD Students served	10.5%	11.1%	12.5%	11.8%	11.4%

One-to-One Clients

	2016-17	2017-18	2018-19	2019-20	2020-21
1:1 Counselling Clients	1,750	1,822	2,141	2,074	2,038
% of TCD students served	9.9%	10.1%	11.5%	10.9%	10.8%
1:1 appts attended	7,400	7,383	9,193	9,679	8,528
Avg. 1:1 Appts per Client	4.2	4	4.3	4.6	4.2

Group Clients

	2016-17	2017-18	2018-19	2019-20	2020-21
Group Counselling Clients	288	341	354	297	225
Group appts attended	1,155	1,395	1,526	1,257	1,248
Group Sessions	197	225	288	252	282
Avg. Group Appts per Client	4.0	4.1	4.3	4.2	5.5

Online Clients

	2016-17	2017-18	2018-19	2019-20	2020-21
SilverCloud users	358	422	607	955	685
SilverCloud Sessions	1,300	1,609	2,283	1,952	2,099

Counselling Utilization Week-to-Week
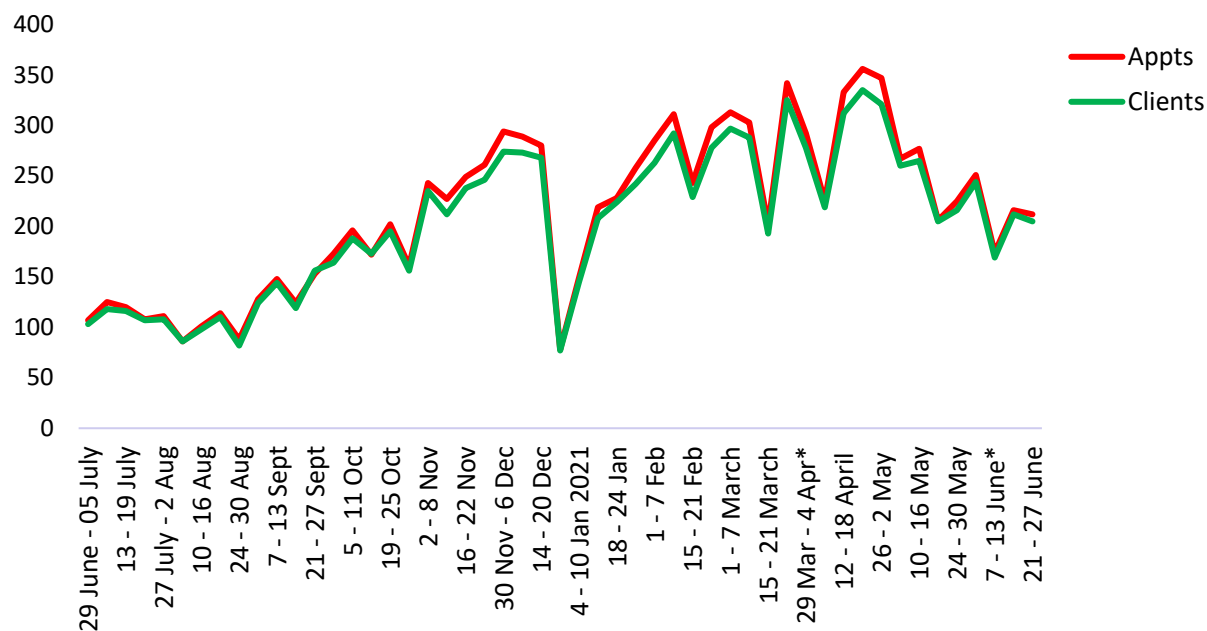
Emergency Counselling Provision

	2016-17	2017-18	2018-19	2019-20	2020-21
No. Emergency Appts Attended (incl. Telephone, Video & In-person)	505	588	721	553	595
No. Clients Attending Emergencies	447	440	540	406	413

Note: Emergency appointments are included in "One-to-One" totals above.

Wait Times (in working days)

	2016-17	2017-18	2018-19	2019-20	2020-21
Average days wait for a triage appointment	4	5.4	8.4	10.8	9.6
Average days wait for counselling following triage	6.1	15	15	23.5	41.8

Wait times were significantly impacted by the Covid-19 pandemic. In normal times, clients are discharged from counselling after brief engagement. The pandemic created enduring and intractable difficulties for many clients in 2020-21, thus making discharge more difficult. Another factor in longer wait times was the significant loss of trainee counsellors when the pandemic brought a halt to traineeships.

The wait list for counselling was actively managed by the Clinical Coordinator using best practice measures, including:

- Prioritising clients after initial assessment
- Communicating with waiting clients regularly
- Offering online and group supports
- Filling cancelled and rescheduled appointments
- Ensuring that students have urgent access to counsellors for crisis situations regardless of their wait list status.

Clinical Load Index (CLI) - International Comparison

The CLI is a carefully audited distribution of counselling centre staffing levels which can be compared to SCS's worldwide. The CLI is essentially a measure of "standardised caseload" – or the number of clients a typical counsellor serves within an academic year. CLI scores are calculated with the assistance of the Center for Collegiate Mental Health (USA) using 3 key figures:

- Institutional Enrolment: The total number of students enrolled at the institution who are eligible for services (Trinity = 18,871)
- Counselling Centre Utilisation: The total number of students with at least 1 attended appointment between July 1st and June 30th (Trinity = 2,036)
- Counselling Centre Clinical Capacity: The total number of contracted / expected clinical hours for a typical/busy week when the SCS is fully staffed (Trinity = 290)

CLI Scores are broken into 3 zones:
- **Low**: Less than 48
- **Mid**: Between 48 and 133
- **High**: Greater than 133

Trinity's SCS CLI score for 2020-21 was **168**. Comparison with other CCMH services is show in the scatterplot below with the blue diamond:

2020-2021 Clinical Load Index (CLI) Distribution (N=565)
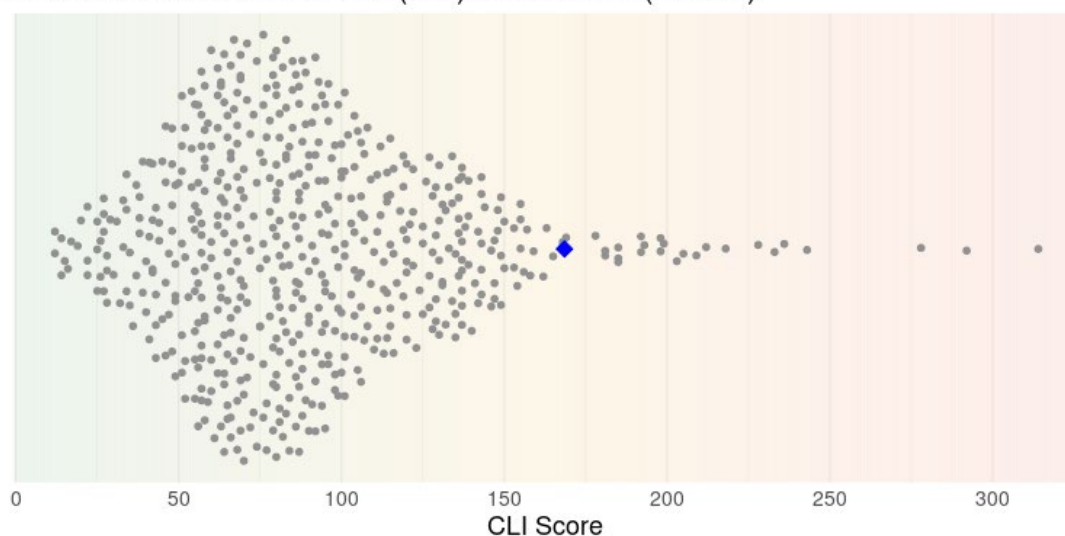
This CLI score is at the high end of the distribution, meaning on average, counsellors in Trinity see more clients per year than counsellors in 96% of other student counselling services. According to CCMH, services with higher CLI scores are more likely to prioritise "rapid access" services over "treatment"— and have increased crisis intervention demands. In general, services in this zone manage very high demand that consistently exceeds supply and thus are more likely to provide a range of treatment options for students. Centres across this zone are unable to provide weekly individual counselling and will be constantly seeking ways to manage demand and improve efficiency.

Outreach: Working to support remote students

Reaching out to students during the Covid-19 pandemic was a key priority in 2020-21. This was done almost exclusively through online video platforms due to social distancing restrictions on groups. While it became more difficult to reach students than in the early days of the pandemic, the Outreach Team maintained a high level of student engagement. For example, requests by schools and other areas for psychoeducational trainings remained very high compared to pre-Covid years. In addition, 275 University staff also attended trainings provided by the Counselling Team on topics such as identifying and responding to students in distress.

Outreach activities, 2016-21

	2016-17	2017-18	2018-19	2019-20	2020-21
No Students - Preventative Trainings (Consent, Resilience, etc.)	830	689	991	964	410
Psycho-educational Workshop attendances	482	292	103	1,017	795
No Students – Trained by request in Schools	426	302	180	1,113	625
Student Advisory Group Members	20	40	48	16	20
Total Outreach Programme student contacts (excl. Social Media)	*1,758*	*1,323*	*1,322*	*3,094*	*1,850*
No. Trinity Staff Trained	240	321	333	250	275

Student Advisory Board

The Student Advisory Board assists SCS/SLD/S2S in keeping services student-focused. The Board had a successful first year recruiting members and working with the SCS/SLD/SCS services. Autumn recruitment resulted in a Board of 3 executive officers, 9 ordinary committee members and 8 ex-officio officers from other university organisations. Monthly meetings were held to focus on work such as: reviewing the new data system for S2S mentors, suggesting changes to the SLD materials to increase accessibility and reviewing the S2S intake form to appeal to as many students as possible. The Board also worked with QSoc to address concerns over academic staff misgendering students, engaged with tutors to promote open communication in the student-tutor relationship and offered feedback to the 3SET group on improving orientation in Trinity and throughout Ireland. In the future, the Board hopes to increase awareness around mental health and supports in the University.

Student Feedback on Counselling

All students using counselling services are invited to complete an anonymous online feedback survey. **409** unique service users responded (19% of all clients).

327 clients gave qualitative feedback, including 600 unique statements. These statements were grouped based on their central meaning/intention:

Meaning Unit (MU) Type	No. Of MU's	Percent of All MU's	Description
Praise	337	56.2	Positive experiences of the SCS, including impact on retention, mental health, and student experience
Service Resources	79	13.2	Comments on session limits/spacing, wait times, and staff size
Suggestion	55	9.1	Ideas for improvement of service processes and interventions
Criticism	129	21.5	Negative experiences of the service
Total	*600*	*100.00*	

Word Cloud of most frequently used words from client comments:

Anonymised Feedback Comments:

Selected Praise

"This was actually my first time at any kind of therapy, and I felt really relieved after it. The staff was amazing, very attentive and didn't push me too hard but just let me kind of ramble on. Overall I would rate it a 10/10 experience, I felt like I was moving in a positive direction and taking actively positive steps towards improving my mental health."

"The service helped save my life on more than one occasion. Having been using the service since I began my studies…, it helped shape who I am today and accept things I had not accepted before."

"My experience with the service was excellent… The administration of the service is really well done. Lockdown has been very hard for students' mental health and I would like to thank everyone in the service for working as hard as they do to support students."

"I previously attended counselling in TCD … and I can honestly say it was what brought me back from the edge. The continuity of care with my counsellor and the health clinic was better than any public service I had, and the counselling was the first positive therapeutic experience I had too, having tried 2 places before."

"I had a great experience with my counsellor and I came away with some really valuable skills which have drastically improved my mental health and self-esteem. My needs were absolutely met with this service … phone/video counselling is a really great idea in times like these and I hope the service continues to offer these remote facilities in conjunction with in-person counselling when everything is back to normal! I feel great knowing that I have this facility for my future years in Trinity, it definitely has helped me find balance and comfort in difficult times."

"I think the service is a lifeline. It has helped me no end. I can get on with my studies knowing that I know where to obtain the services. I am able to cope now whereas I had gone through a very difficult time. The staff are excellent. My counsellor is excellent. Everything has worked out."

"I was strongly considering dropping out of my studies … The counselling service was a huge support to me …I liked the Zoom sessions as it made me feel comfortable to express myself in my own environment. Overall, I've had a great experience with the service and would recommend it to other students who are struggling."

"I loved my experience with the Counselling service. It has made such a difference to my work and my life. Might have saved my life."

Selected Criticisms & Suggestions

"… when you are feeling depressed and anxious, and decide to take the step to reach out to talk about it with a professional, but you then are told it will be two months until someone can see you, you feel dismissed and dejected. I can understand a wait time of 1-2 weeks, and I think I could have waited in that case, but a persistent wait time of multiple months is a failure of service."

"When I first applied and was told I was going on a waiting list of 200 it made me spiral and I felt isolated and alone with no one to help. So maybe don't disclose the possibility of not getting an appointment as it was untrue in the end and I was seen within the month."

"I feel very detached from the service. There are so many students in need that I do not feel like a priority. All of my treatment was focused on CBT ideas despite this not being an effective approach for me. I would like for there to be a wider array of therapeutic approaches available to try."

"The limited number of sessions made it a bit challenging to actually delve into many issues I was having, coupled with the lack of in person therapy."

Counselling Impact on Student Retention and Net Benefit to Trinity

As seen above, clients often testify to the important role SCS/SLD/S2S services play in helping them persist in their courses. This is backed-up by quantitative feedback. All clients are asked to answer the question:

"To what extent would you say that counselling has helped you to stay at college?"

Clients choose from this rating scale:

> N/A (not an issue for me)
> 1 = Not at all
> 2 = To a limited extent
> 3 = One of many factors
> 4 = An important factor
> 5 = The most significant factor

In 2020-21, 135 students rated this question a 4 or 5 and a further 91 chose a 3 rating. Conservatively estimating the per-student income to Trinity in a subsequent year at €8,000 (student contribution & HEA funding – NB: some students bring much higher income to the university), the Counselling activities of the SCS/SLD/S2S services delivered a potential net benefit to Trinity of €656,000, calculated below:

> **135** (No. of students rating 4 or 5)
>
> - **53** (No. of final year & 1-year students rating 4 or 5)
>
> **82** (minimum students retained with counselling support)
>
> Thus, 82 x €8,000 = **€656,000** minimum net benefit to Trinity in 21-22.

Counselling Plans for 2021-22

In collaboration with SLD and S2S and with the support of the Administration Team, the Counselling team aims to:

1. Revise the stepped-care model to include more low-intensity options such as check-up phone calls and Coping Skills Sessions in order to serve the maximum number of clients with the minimum number of interventions.

2. Launch the Together Consent programme and support the roll-out of the Speak Out Tool for reporting sexual assault and sexual harassment.

3. Reintroduce limited Saturday opening hours to facilitate maximum use of the SCS space resources.

4. Strengthen partnerships with student groups (e.g. SU, GSU, Student Advisory Board, Student Societies) to better understand how to meet students' mental health needs during the pandemic and beyond.

5. Secure additional counselling space lost to the renovation of The Rubrics.

Administration

The Administration Team are vital to ensuring the efficiency and broad reach of all services, providing central admin services to the Department - from Human Resources, Finances, Compliance, Systems and Facilities management, to year-round, comprehensive cover of the Services' email, phone lines and reception.

Key Achievements

As the COVID-19 pandemic continued, the Administration Team played a key role in continuously improving and embedding a blended, flexible delivery model, including:

-   Management of 14 separate recruitment competitions.

-   a strong focus on staff communication, support and engagement in a blended and uncertain working environment.

-   Management of a flexible room timetable to ensure maximum use of limited resources.

-   Remote and on-site induction and training of new staff, sessional workers, volunteers and trainees.

-   Strong focus on progressing University GDPR compliance project within the department.

-   Procurement, set-up and support of additional IT systems and hardware (including move to Zoom for online counselling appointments).

-   Updating documentation on all new appointment management procedures and training guides.

-   Ensuring all COVID-related compliance documentation was complete and accurate in line with University requirements.

Key Admin Metrics

- Filled approx. 1,300 cancelled/rescheduled counselling appointments with other clients to ensure efficient use of counsellor time.

- Sent over 11,500 appointment reminders via the Titanium scheduling system.

- Managed a counselling waitlist of c800 across the academic year. Average number of days on waitlist was 41.8 days.

Systems and Process Improvements

- Streamlining and simplification of document management processes with move to our new SharePoint site.

- Worked with ITS to ensure encryption of all department computers.

- Worked with ITS to complete back-end set up for online appointment scheduling functionality (implementation to follow).

The Administration Team would like to gratefully acknowledge our close work with our colleagues in Human Resources, IT Services and Estates & Facilities, who helped us to maintain our high level of service to students during the challenges posed by the ongoing COVID-19 pandemic.

Staffing & Budget

Staffing Full-time Equivalency

Area	FTE
Admin Team	4.22
Assistant Psychologists[1]	2.25
Counsellors[2]	10.68
Director[3]	1.20
S2S	2.70
Sessional Counsellors	2.99
SLD	1.90
3Set Project (HEA Funded)	2.49
Total	*28.41*

Numbers reported are actual worked FTEs (rather than approved contract FTEs), to take account of vacancies etc.

[1] Additional (third) AP post commenced November 2020, funded by the Mental Health and Wellbeing Initiative.

[2] Includes 3 x MHI-funded posts totalling 0.82 FTE in the reporting period.

[3] Acting Director 1.0 FTE, Director 0.2 FTE as Principal Investigator of 3Set HEA Project.

Budget 2020-21

Type	Amount
Income	€612.9K
Pay Costs	€1.93M
Non-Pay Costs	€131.8K

This includes the following income:

- €179,903 HEA Innovation and Transformation funding, part of an award of €1,574,655 over 3.5 years for the 3Set multi-institutional project shared between Trinity, UCD, and AIT.

- €214,000 from the Mental Health and Wellbeing Initiative for the 2019-20 academic year.

- €22,635 from the EU OEduverse Project.

Please note that the financial year runs 1st Oct to 31st Sept.

3SET Project (Third-level Services, Engagement & Transformation)

In January 2019 the HEA Innovation and Transformation fund approved a 3-pronged collaborative project designed to enhance national understanding of the mental health issues being presented by students, and to create communal resources and replicable programmes targeted at these issues. The 3Set Project is made up of 3 work packages; one is based in UCD, one in TUS Midlands (formerly AIT) and one in Trinity.

Work Package 1 Impacts for Trinity
In partnership with UCD's Youth Mental Health Lab, ethical approval was gained by Trinity to participate in the National Student Counselling Services Database. The SCS will begin to seek client consent for uploading anonymised data in 2021-22.

A Student Voice survey was conducted to ensure the ethos and presentation of the data collection did not impact negatively on SCS clients, and survey analysis is underway.

Work Package 2 Impacts for Trinity
A Keyword Partnership has been established with Text 50808, offering previously unattainable 24/7 support to students in crisis.

Collaborative Assessment and Management of Suicidality (CAMS) was identified as a good fit, evidence-based assessment/treatment of suicidality in student counselling services and was rolled out in HEIs including Trinity along with additional engagement to establish a CAMS implementation Community of Practice. A total of 37 Trinity staff participated in this training, organised by 3SET staff and funded by the HEA and NOSP.

The National Student Mental Health and Suicide Prevention Framework was launched and has been successfully presented at national and international conferences as well as several articles being submitted to peer-reviewed journals. A staff member has been recruited to Trinity SCS to implement the framework recommendations.

Work Package 3 Impacts for Trinity
3Set Work Package 3 (Trinity) is researching best practice nationally for peer-based transition, social networking and peer assisted study programmes, and developing and piloting an integrated, replicable model for peer-led social, academic and emotional transition.

The Pilot Programme consists of two 14-week frameworks designed to support students' transition to 3rd level. Mentors will be trained and supported to facilitate conversations and run activities to encourage and develop active learning skills, self-care skills and to break down the barriers to college engagement and belonging. The pilot's impact on retention and progression for the first-year students and for the Mentors will be measured, as will the impact on the development of generic/transferrable skills.

In response to the COVID-19 pandemic, Work Package 3 paused preparation for the pilot model in 2020/21 to focus on the creation of shared resources to train Mentors and to deliver peer-led orientation online. A national Operations Team of staff from 10 HEIs in the sector and a national Student Advisory Group were established to work through a Theory of Change model to determine unique needs, identify where energies would be best placed for volunteers and incoming students and to determine how best to achieve desired outcomes and impacts. 35 open access resources for mentor training and mentor group delivery were created as a result (https://www.tcd.ie/Student_Counselling/3set/wp3/toolkits/).

After orientation, the Student Advisory Group was reconvened to review everything learned to date about best practice for peer-led transition and to rework the pilot's concept from a student perspective, ready for first delivery in September 2021. Data was also collected about transition, sense of belonging and resilience from over 1,400 first year students and mentors, creating a baseline for the pilot interventions to be measured against in the following academic year.

A third Student Advisory Group is planned for 2021/22 to review and enhance materials developed for training and as session resources, and to make sure they are student-centred. Best practice guidelines for peer-led transition nationally will also be published in June 2022, following a second national symposium and the sign-off on the volunteer data management system (Odyssey).

ACTIVITY	ENABLING FACTOR	OUTCOME	IMPACT
Hosting a group meet-up during orientation	Timetabled, opt-out sessions	**Proactive outreach to student community**	**Students feel welcome**
Interactive ice breakers / games	**Resource Sharing for mentors to share resources and support each other.**	**Students make friends/social connections**	**Establish and support a positive college experience**
Chats / conversation	Appropriate software platform	**Students feel less stress/ anxiety/ uncertainty**	**Promote positive image of the college/HEI**
Course insights	Software licenses	**Students understand and can access basic facilities, support services and amenities**	**Students don't feel they've missed out on traditional college experiences**
Social belonging exercise	Software training		
Ongoing social meet-ups	**Boundaries to follow**	**Students are equally confident in online, hybrid and face-to-face teaching environments**	**Reduce drop-out**
relaxed weekly/bi weekly drop in for students	**Accessibility guidelines to follow**		
Checking in with the students on how they are getting on with IT	Have resources in advance of orientation for signposting	**Students have a safe space**	
Intro videos for clubs/socs	**Training for mentors/leaders**		
Virtual / online tours	Strong signposts for use of software and tips for hybrid learning		
Videos for orientation, online resources etc.	**Debrief/support from staff**		
Active social media platforms			
An "always there" Q&A Resource			
Signposting / regular information feeds post-orientation			

Figure 1: Theory of Change Model created by the Online Orientation Student Advisory Group in 2020

ACTIVITIES

Invites to society events

Anonymously Share Concerns

Q & Hey

Discuss Stereotypes & Self Compassion

Explain Imposter Phenomenon

Check-in Activities

Share Assignment & Exam Tips

Signpost to College Services

Sharing personal experiences

ENABLING FACTORS

Timetabled Mentor Sessions

Online Platform e.g Discord

Support from College Staff

Holistic Mentor Training Package

Information is repeated

Sharing personal experiences

OUTCOMES

Making Friends/Community

Can Seek Support/Use Support Services

Comfortable Engaging Academically

IMPACT

Successful Transition to 3rd Level

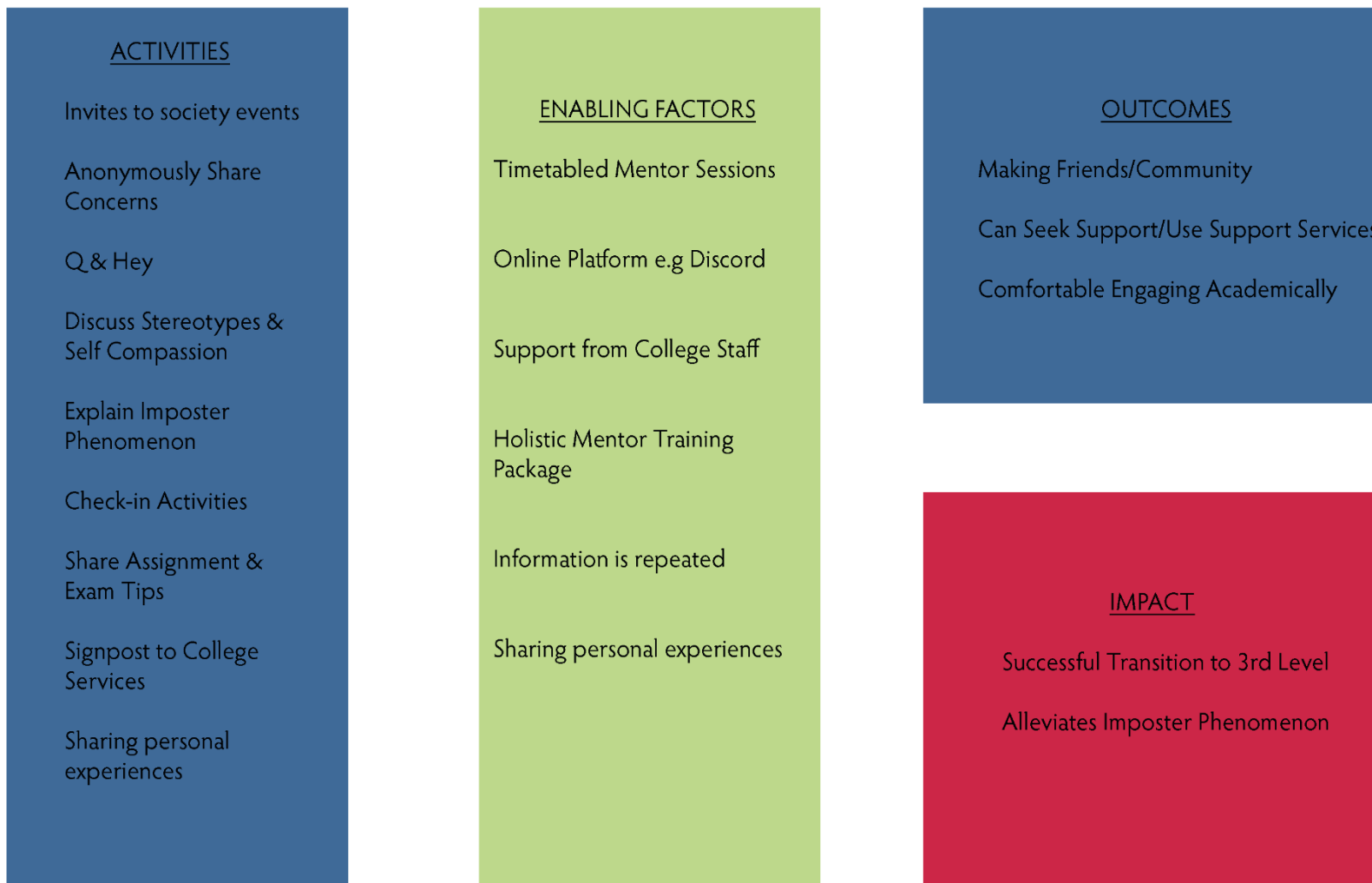Alleviates Imposter Phenomenon

Figure 2: Theory of Change Model created by the Peer-Led transition Student Advisory Group in 2020-21

The 3SET project has been given a 6 month no cost extension and will conclude in June 2022 with the launch of a Whitepaper.