

University Trends Report Jan-Dec 2023



Introduction.

Over the last 15-20 years, stress levels in academic institutions have surged across the board, and remain at a higher level within university communities compared to broader populations.

(Mark & Smith, 2012)

Mental health persists in being a critical issue in third level institutions. Understanding the evolving mental health landscape for students and faculty members can help us to navigate and respond to challenges to improve outcomes for all.

“We have seen a significant increase in mental health issues amongst our university student population. As a society, we have done a lot

to reduce stigma around mental health and seeking help.. While further work on this needs to be done, I believe the reduction in stigma and people openly discussing mental health has resulted in more students identifying their mental health needs and in seeking support for this.” Quote from Dr Rachel Hanson, Clinical Lead for University Mental Health & Consultant Psychologist



Finances.

January 2024 research from PWC revealed that funding per student is at its lowest level in 25 years.

Universities are currently grappling with financial sustainability as funding for UK students has declined in England, Wales, Scotland & Northern Ireland. Funding per student in tuition fees and teaching grants has been falling throughout the UK over the last decade.

The IFS state that students are receiving less than they did in 1990 as a result of the government's underestimation of inflation after deciding to freeze tuition fees, leading to strained university teaching resources. Universities are currently losing £1bn a year in teaching domestic students, and an annual loss of £5bn in the delivery of research.

Higher Education and Faculty Staffing costs account for about 54% of total Institutional Expenditure (PWC) with inflation and the ongoing cost of living crisis doing no favours to other operating costs.

Institutions are compelled to streamline costs while striving to provide a positive staff and student university experience. Any investments made by institutions must demonstrate high returns and complement existing internal ecosystems.



Partnering for Impact.

Institution partners must align and support community-wide efforts to ensure proper resource management and adherence to the University Mental Health Charter Framework.

By doing so, Institutions can harness collective resources and expertise from all stakeholders to leverage partnerships beyond campus boundaries and enhance campus-wide supports despite financial constraints.

Investments can range from infrastructure to learning resources. Institutions need to meet the evolving health and wellbeing needs of students and staff when under their duty of care, especially in tighter times.

The collaborative approach with partners to develop comprehensive support networks that benefit both university members and the surrounding community maximises the impact of limited resources. It enables a more inclusive and supportive environment for all affected by health and wellbeing challenges. Depending on personal perception, university/academic commitments may not be seen as 'essential' and many students will be left with no choice but

to leave their course to try and improve their financial situation. University Staff & Faculty Members can't escape from the cost of living crisis either.

Recently there have been ongoing pay disputes between UK Universities & employees as staff continue to battle the cost of living crisis with rising costs and stagnant wages. The University & College Union analysis found that in 2022-23 Universities could have raised staff pay by 10% with "hundreds of millions to spare". Despite university funding decreasing and staff expenditure being the largest proportion at 51%, this is a record low. Strained staff expenditure translates to stretched resources and stretched-thin employees when times are already tough to begin with.

Staff struggling with the cost of living will find maintaining a healthy diet challenging. Food bank usage has surged with some university

staff members calling for these to be available for staff as more than a quarter of UK Unis have a food bank service for students (HEPI Report) indicating how deeply the economy is affecting everyone.

Citizens Advice research suggests that 1 in 4 people can't afford their essential bills and 1 in 10 households have had to borrow money in the past 6 months to cover their energy bills. Almost 3 million people live in households where they have skipped meals to cut back on food spending or sold/pawned possessions in the last year to keep their meter topped up.

Wrestling with such financial uncertainty means employees and staff members find themselves experiencing elevated levels of stress and worry, potentially leading to a sense of disconnection, and having lasting impact on faculty/staff engagement in their usual activities and performance.



Cost of Living Crisis.

The cost-of-living crisis continues to hit students and wreaks havoc on wellbeing.

92%

said the cost of living had increased compared to last year.

90%

said they were somewhat or very worried about the rising cost of living.

78%

were concerned that the cost of living may affect their studies.

70%

of students consider dropping out, as cost of living surged by 12.3% in 2023. (TechnologyOne)

46%

of respondents said their mental health and wellbeing had worsened due to the cost of living. (Office for National Statistics)



Managing Every Day Life.

Students are having challenges trying to manage their everyday lives on top of studies.

The campus community including staff physical wellbeing may slip as people are tackling burnout and irregular schedules. PureGym's 23/24 Fitness report data states a massive 66% of the population feel they don't look after their health as much as they should.

These figures illustrate how important it is for both staff and students to maintain a healthy work-life balance to be able to meet their physical and mental wellbeing basic needs. We know that wellbeing requires holistic care, when one area of your life slips, it has a domino effect on another, and vice versa when improvements are able to be made.

**University
UK Research
reveals:**

54%

struggle with daily habits such as working out and healthy eating.

54%

said they can't purchase gym memberships due to the cost-of-living crisis.

41%

said they are too tired after work to exercise.

64%

said they struggle to get enough sleep.

44%

say they struggle to meet new people.

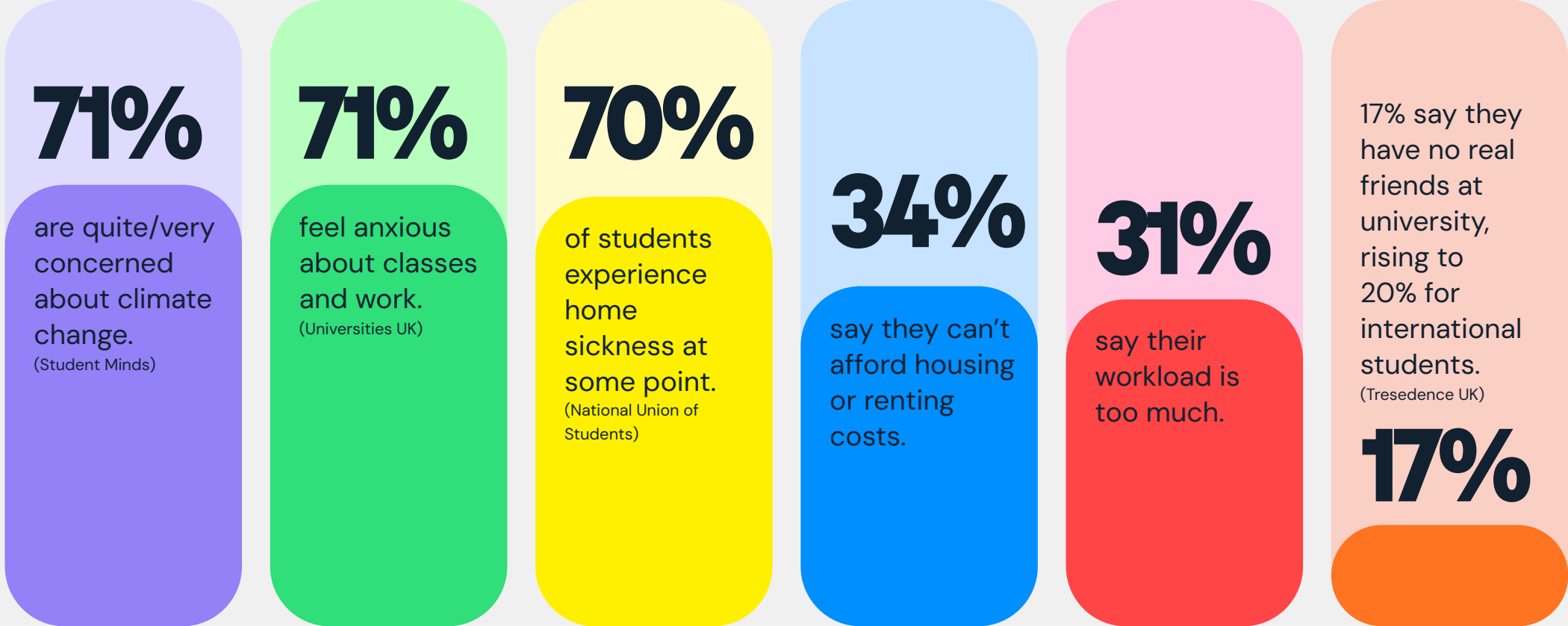
34%

say their job doesn't leave them with enough time to exercise.



Mental Health Trends.

Students face many stressors along their student journey. Times are uncertain for us all with global politics, changing environments and ongoing economy issues.





Around 1 in 10 full-time and part-time students report a mental health condition to their University. (Office for Students)

In the last year, University Student interactions with Spectrum.Life's mental health solutions have surged by 26%, while Education Research data indicates that 1 in 3 university employees have faced mental health challenges before the pandemic.

It is estimated that the cost of poor mental health per employee in the education sector is between £1,203-1,585 per year regardless of whether they have a mental health problem or no. (Deloitte)

Even in a society that seems to have returned to normal after the pandemic, mental health conditions among university staff may still be exacerbated compared to pre-pandemic times. Again, we only have a tip of the iceberg type view of how staff are really feeling as 3 in 5 staff would not feel confident disclosing a mental health problem or unmanageable stress to their employer. (Education Research)

Taso Analysis has revealed that the number of Undergrad students who have experienced mental health difficulties has nearly tripled since the academic year 2016/17.

Students are around 25% more likely to cite mental health as the primary reason for dropping out of their course, illustrating how crucial the right care at the right time is to support students in reaching their academic goals.

The research also revealed the varied challenges faced by different genders and sexual orientation.

- Female students are more than twice as likely than male students to be affected by mental ill-health.
- Non-binary students are the most likely cohort to be affected by poor mental health.
- In terms of sexual orientation, straight people are the least likely to experience mental health challenges.
- In the LGBTQ+ groups, bisexual people have the highest average levels of mental health difficulties while gay men tend to be less likely to experience mental health difficulties.

The LGBTQ+ community often experience societal stigma, discrimination and prejudice which can contribute to these higher rates of mental health issues such as depression, anxiety

and suicide ideation. Navigating the complex and emotional challenges specific to the LGBTQ+ community requires tailored mental health solutions and interventions that are sensitive and fully equipped to deal with these needs.

Improved health outcomes come from specialised LGBTQ+ support to promote wellbeing help foster resilience and build a stronger sense of belonging within the community.



Student demand for Spectrum.Life Mental Health support shows no signs of slowing.

Demographics

In 2022, the majority of individuals who used the service were female aged 21–25, accounting for almost 1 in 3 users. These trends continue for 2023. Men accounted for 30% of users in 2023, a slight decrease from 36% in 2022. Those that identified as 'other' made up the remaining 39%.

How did students prefer to interact with Spectrum.Life in 2023?

Telephone	+37% from 2022
WhatsApp	+59% from 2022
Live Chat	-33% from 2022
Video	-24% from 2022
Email	-36% from 2022

Other Notable Changes in 2023

Interpersonal difficulties	+41%
Self confidence/Insecurity	+163%
Work role issues	+7%
Sleep difficulties	-7%
Physical violence	-66%

Enquiries have increased by 55%. These were split into:
51% General Enquiries
42% Mental Health Enquiries
4% Information/Other

Spectrum.Life solutions give individuals access to professional consultations such as legal and financial support, at no extra charge.

Expert Consultations have increased by 6%.

Mental Health Consultations accounted for 60% of all consultations in 2023, up from 52% in 2022.



Digital Engagement on the Spectrum.Life Platform.

Top 5 digital wellbeing series events viewed.

1. Fertility Awareness
2. Soundbath
3. Heart Healthy Habits
4. Facial Yoga
5. World Mental Health Day: Navigating Burnout

Top 5 wellbeing paths on the platform.

1. Boost your Energy
2. Female Health
3. Find your Fitness Routine
4. Gut Health
5. Female Focused Nutrition



Impact on students enrolled within Spectrum.Life's holistic digital wellbeing services:

27%

Monthly Active platform/
app users.

71

Net Promoter Score.

99%

would recommend to a friend.

81%

of students felt proactively supported on their wellbeing journey through the app/
platform.

80%

of students engage with core features like mindfulness exercises, self help resources, and more.

2 classes

per student per week is the Digital Gym average usage.





Spectrum.Life overflow mental health support for universities usage has soared in 2022-23 compared to 2021-22.

Interactions	+38%
Video Counselling	+42%
Telephone Counselling	+54%
Face to Face Counselling	+51%

Overflow support services help universities support their students when resources are overstretched. Our solutions can act as a standalone solution or integrate with existing mental health and wellbeing ecosystems.

70% of those in standalone mental health services solutions come to Spectrum.Life with moderate-severe issues, rising to 74% for overflow services.



All members of the campus community are struggling with mental health challenges. University employee interaction with Spectrum.Life mental health services increased by 44% between 2022 & 2023 with Mental health consultations increasing by 61%.

Faculty members are in need of specialist mental health support to deal with the specific mental health challenges being employed within an institution presents.

General work related issues, including work demands, work relationships and work role challenges soared by 25% between 2022 and 2023. Employees are unsatisfied and are struggling to maintain a worklife balance and positive level of wellbeing, Universities are at risk of increased burnout and presenteeism if these problems continue. University employee absenteeism reduced by 41% in 2023 after intervention with Spectrum.Life's modern mental health solutions, while presenteeism dropped by 28%.

Presenteeism is when someone goes into work even though they're not well enough to be in, meaning they struggle to be as productive and can be prone to more errors or their condition deteriorating further without adequate recovery time. University mental health depends on how well employees feel, as student experiences are directly impacted.

**In 2023,
University
Staff accessed
Spectrum.Life
support services
for help with:**

- 1. Anxiety**
- 2. Relationship Issues**
- 3. Legal**
- 4. Stress**
- 5. Mood**

**Clinical
Service Impact:
Students
enrolled with
Spectrum.Life's
clinical
wellness
services
report:**

99%

of students referred for structured counselling had their first session within 5 working days.

87%

of cases had improved CORE10 Scores post Spectrum.Life clinical support.

15%

of student engagements with our 24/7 service required a referral for structured counselling.

9 seconds

of student engagements with our 24/7 service required a referral for structured counselling.



Attitudes to existing University Mental Health Support.

The TAB in partnership with CALM did a mental health survey and found: Just 12% of students feel their university handles the issue of mental health well. 61% of students suffer with anxiety, and for 80% of those this started before they started university. This highlights the need to support students throughout their entire academic journey.

85% of the students that struggle with mental health have had to miss a lecture or seminar because of it. Sometimes we all need a break to recharge, however ongoing absence severely impacts academic performance and may increase anxiety.

The majority of students don't want to tell their institution about their mental health. For those that did, only 35% of students were happy with the help received.

A UK government study of the Statutory Duty of Care for Students in Higher Education has found that some students are only entitled to 6 sessions of counselling for their entire degree or that some students are told there's a 12 week

waiting list. Additionally, 59% of students said they had not been given the option to provide details of a trusted contact when they began their studies.

Spectrum.Life understand the spectrum of wellbeing and how students' needs change over time. We offer always-on support with a 24/7 helpline that can be used at any time, with emergency/critical incident procedures in place should they be needed.

Spectrum.Life services offer 6 sessions of counselling to students and employees per issue. So, if someone were struggling with anxiety they can avail of 6 sessions of counselling. Further down the line – or even in conjunction – if body image were a concern, they could access an additional 6 sessions of counselling, for an unlimited number of issues.

Mental health and wellbeing interventions should not be a 'one size fits all' approach. Challenges are unique to the individual, and everyone's journey is different. Attempting to apply a universal solution to a diverse university

community may overlook important issues and risk exacerbating issues further. Interventions should be personalised and flexible to address the specific needs of each individual student or staff member.

Regular and ongoing feedback or data reviews are crucial to ensure your existing supports continue to meet your diverse and dynamic university community's needs.

Support can start with a conversation. University staff do not need to be qualified mental health professionals, but having empathetic conversations and directing people in the right direction to available resources can be a huge help.



Drugs and Alcohol Abuse.

Alcohol is linked to over 100 illnesses and 42% of violent crime in the UK.

It is estimated that 10 million people in England regularly exceed the Chief Medical Officer's low-risk drinking guidelines, 1.7m of which drink at higher risk. According to these guidelines, one should not drink more than 14 units a week on a regular basis. ^(NHS)

Excessive alcohol consumption can cause massive repercussions on an individual's health both physically and mentally and can put large strains on both campus services and community members. ^(Rehab Recovery)

A National Union of Students study identified 23% of students that admitted to drinking 2-3 days a week, every week. Three quarters (76%) of students said they felt significant pressure/expectation to get drunk from other students which can further increase the impact of the mental and physical strains these individuals are being exposed to. This portrays the harsh reality of many students trying to find their feet in their university journey.

Unfortunately, the same can be said for drug use amongst UK students. Statista data from 2018, published in January 2024 shows that

35m people worldwide suffered from drug use disorders with 5.5% of the global population being users of illicit drugs.

Recent high-profile deaths of students after using illicit drugs have highlighted the importance of the topic, having detrimental impacts on campus community wellbeing and the friends and families that have lost loved ones.

The Office for National Statistics data reveals that young adults 16-24 are almost double as likely than adults aged 25-59 to have taken an illicit drug in the last year. Current research does not clearly separate attitudes towards drugs of students compared to their non-student peers.

In fact, the UK has one of the highest drug-induced death rates in Europe despite strict laws and penalties in place for those caught producing/supplying/owning illicit drugs.

Some students fail to truly understand how dangerous drugs are, even if they don't see themselves becoming addicted to these substances. Despite the heavy laws and legislations, students are still able to access

illicit drugs and university communities can be hard to navigate when a student is left to self-regulate and impose their own boundaries away from home.

UK Government data trends in substance use treatment identified nearly half of the adults in treatment were there for problems with opiates, with alcohol problems making up the next largest group at 29%- rising by 10% in a single year.

Specialist clinical care is required for offering tailored interventions for individuals that address the unique needs and challenges associated with complex issues such as addiction, smoking, alcohol/drug abuse, eating disorders, trauma and bereavement.

Institutions with limited resources and ongoing funding concerns may find it difficult to provide timely, specialist care interventions for university members and staff and this could leave people in a vulnerable position or risk their condition deteriorating.



Smoking and Vaping.

15% of children aged 11-15 have tried vaping.

Smoking & Vaping is becoming an increasing concern, starting from childhood. The current population of “vapers” is currently double that of smokers. (Action on Smoking & Health)

15% of children aged 11-15 have tried vaping, this stark reality is due to a growing trend among younger generations because of the bright colours and extensive flavour ranges. Vape products are also considerably cheaper and more accessible than cigarettes. The TAB did a survey in 2021 on smoking and found that 26% of students that smoke said they started while at university. 18% of students started while they were still at school. Smoking can be a means of dealing with stress or as a result of peer pressure and trying to fit in.

University communities still have heavy drinking cultures, and lots of fresher activities involve alcohol. As a result, students risk feeling left out or separate from the wider community if they do not partake. A whopping 52% of students say that only smoke when they are drunk. Similar shocking research from the TAB found that in 2023, 27% of students said they were addicted to disposable vapes, 2024 data reveals this to have sky rocketed to 57% showing the trend is deepening among student communities and students are posing real threats to their current and future health.

It is well known that smoking leads to various cancers, respiratory diseases and cardiovascular problems. The long-term health effects of vaping are still being studied. Although there is a perception surrounding vaping that it is not as harmful, they still contain harmful and toxic materials that can damage the lungs, heart and blood vessels.

A BMC Public Health study found that the prevalence of tobacco smoking had no significant difference between staff and students. Some people use smoking as a coping mechanism for stress and anxiety management, despite being aware of the associated health risks. Longer term smoking habits are harder to break and this is why stopping smoking/vaping is a difficult and drawn out challenge requiring ongoing specialist and multifaceted support.

Social Media.

Another stealthy assailant for addiction in the UK faced by people of all ages is social media addiction.

Ofcom research found that out of the 50m internet users in the UK, vast amounts said that their internet usage has a negative impact on various aspects of their lives. Some people are spending over 24 hours a week online, negating housework or being late to work because of being online.

56.8% of the world's population is active on social media. By 2025, this number is expected to reach 4.41b globally. Recent research also shows that at least 210m people worldwide suffer from social media addiction, however this number is likely to be much higher due to self-reporting and people in denial. ^(GITNUX)

As of January 2024, the amount of active social media users in the UK stood at 56.2m with a social media penetration rate of 82.8% of the population; this penetration rate sits well above the global average of 62.3%. ^(Statista)

Social media can have a multitude of effects on our community. It can help us come together and feel more connected, but experts think it

may have done more harm than good, leading to a reduction in “real world” interactions. As a result, our social relationships can really suffer.

The curated nature of social media content makes many people make unrealistic comparisons and these can lead to feelings of inadequacy which affect our overall self-esteem and result in depression, anxiety, or an increase in eating disorders/unhealthy expectations of what it means to be human.

Up to 3.4m people in the UK currently struggle with an eating disorder, being most common between the ages of 16-40. Eating disorders have the highest rate of mortality among psychiatric disorders (Priory Group) and many attribute social media and harmful/ unrealistic social ‘norms’ to be a massive contribution to the problem.

Social media has impacted our productivity and focus as we are constantly being bombarded by information and overwhelmed by notifications. It is difficult for anyone to know who or

what information to trust, the mis-spread of information or false information online can create toxic and harmful environments which further divide our communities.

Around the world, people spend on average 44% of their waking hours on screens (Data Reportal). For students and teachers navigating work or study obligations dependent on screens and technology, this reality adds an extra layer of pressure to effectively manage their time and strike a healthy balance.

Universities trying to create a deeper sense of belonging and purpose within the campus communities should consider how long their members are spending online and encourage more authentic interactions with face-to-face time and higher value interactions to help individuals better connect with their peers.



Stereotypes.

Carers may face challenges participating in higher education and may require additional support to do so effectively.

Stereotypes surrounding students often perpetuate harmful narratives, overlooking the diverse background and responsibilities an individual may carry. Students are not always fresh out of school and taking a linear route to their end goals. Students can be any age, from anywhere, dealing with other commitments such as caring or parenting.

Approximately 45% of students enrolled in the first year of their course (in 2021-22) were post graduate students. ^(HESA 2023)

Around 6% of the UK population provide ongoing informal unpaid care, with 60% of the population being carers at some point in their lives ^(GOV.UK). The exact number of students caring is unknown as many institutions do not have clear procedures and processes for identifying student carers.

The same goes for students balancing parental and study responsibilities (who may then face work commitments on top!) Academic years 2023-24 were the first that UCAS quantified student parents and allows institutions to track and provide targeted support to this student cohort that have otherwise been ignored.

This calls for Institutions to provide as many opportunities as possible to capture staff and student data to ensure that the individual's specific needs are catered for, while respecting privacy. If universities are unaware of challenges, they are unable to adequately support them.

Institutions & Partners prioritise understanding campus demographics to ensure a supportive and inclusive academic environment for all faculty members and students.



Burnout.

91% of UK adults experienced high or extreme levels of pressure or stress in the past year (MentalHealth UK).

Burnout is a state of emotional, physical and mental exhaustion caused as a direct result of prolonged exposure to high or extreme stress. Overwhelming demands from work and personal life make individuals feel they have little control of their lives and can manifest as fatigue, cynicism and a reduced sense of overall accomplishment.

Adequate rest and support can prevent or help with managing burnout when an individual reaches this level. Wellbeing and performance have a symbiotic relationship with rest and burnout, meaning both will be affected by good levels of rest or high levels of stress/working beyond maximum capacity.

Education Support Research found that Higher Education staff are at greater risk of work-related stress, as 78% disagreed that the psychological health of staff is as important as

their productivity. This is reflected in further findings from the research revealing that 1 in 5 respondents said they regularly work over 16 additional hours a week – the equivalent to two additional working days.

University staff are facing burnout by working up to 60 hours and therefore having the poorest sleep. (BMC Public Health)

Burnout is inevitable with increasing inflation and work pressures. 74% of third level employees cited workload as the main reason for wanting to leave the sector while 26% stated pay/salary. (A University & College Union).

Setting boundaries can be easier said than done if someone feels that their job could be in jeopardy if they do not continue to operate at maximum capacity. Ongoing support is required to help individuals manage these

added layers of mental health challenges and approach employers for the support they need, and to be aware of their employment rights.

Additional pressures students may manage alongside academic pursuits, such as employment, care-giving or parenting can increase their risk of burnout. Balancing additional responsibilities creates a stressful and challenging situation for a student. Recognising students' vulnerability to burnout is crucial for effective prevention efforts. By acknowledging the potential impacts of these demands on the wellbeing of students, we can implement proactive and holistic measures to properly support students and maintain a healthier learning environment.



Institutional Diversity & Inclusion.

Diversity & Inclusion (D&I) are paramount in a university setting as they enrich the educational experience and create a vibrant learning environment that promotes equality and social justice.

Everyone deserves to be recognised and represented to ensure campus community members feel a sense of purpose and belonging. Research has shown that social connectedness and a sense of belonging reduces social isolation and loneliness, the prevalence of mental health disorders and suicide ideation, exposure to violence, poor physical health and substance use.

(International Journal of Environmental Res Public Health)

Embracing diversity among teachers, staff and students enhances perspectives, encourages constructive and critical thinking, helps build community tolerance and prepares individuals to thrive in an increasingly interconnected world.

Inclusive practices ensure that each member of the campus community feels valued, respected and supported regardless of their background or identity. Universities must prioritise D&I to cultivate a better sense of belonging, promote academic success and contribute to a fairer and more inclusive society overall.

HESA Research 2022/23 outlines highlight several positive trends for diversity and representation within the university staff community and indicating efforts to address gender, age, ethnicity and disability disparities and a positive momentum towards building a more diverse university setting.



22% of academic staff that provided ethnicity information were from ethnic minority backgrounds, increasing by 16% since 2017/18.

In 2022/23 there were more male academic staff than female; 44% of full time academic staff were female.

Among staff with known nationalities, 16% were EU nationals and 17% had a non-EU Nationality.

Females account for 50% of full time staff and 66% part time staff.

The number of staff known to have a disability increased by 1,100 compared to 2021/22.

20% of academic staff were aged 56+.

In 2023, UCAS end-of-cycle data introduced new questions to improve data collection around individual needs such as disabilities or mental health conditions. Students with a mental health condition increased by 64% between 2022 and 2023 and students with a disability increased by 34% in the same time period.

In 2021-22 almost 1 in 5 non-international students had a disability of some kind ^(UK Parliament) among which, 28% had a mental health condition, illustrating the importance of fairer representation and adequate support for disabled students.

In the UK, 15-20% of the population is neurodivergent with different thinking and learning styles from what is considered “normal” ^(ICEAW). A survey by Unite Students found that autistic students and those with ADHD are considered more likely to have a range of learning disabilities including dyslexia, dyscalculia or dyspraxia, out of which, 52% had experienced depression recently, being above the average for all other applicants.

Neurodivergent students were also more likely to have experienced OCD, eating disorders, personality disorders and PTSD. All of which require expert and specialist support to ensure people can manage symptoms and promote a better sense of overall wellbeing. Tailored support for neurodivergent and disabled students helps them to maximise their potential and reduce barriers to learning.

Disabled Students UK Access Insights 2023 Report outlines some recommendations for Universities to do the following: Give students enough information on the adjustments. Students that had enough information of the adjustments available were 4.3 times more likely to have the support they needed.

Approve the requested adjustments. Students are 3.5 times more likely to have the support they need when adjustment requests are approved. For students trying to get adjustments, 33% were rejected and told their adjustments would not be fair on other students, 25% were told they didn't really need the adjustment and 20% were told they didn't have the right evidence.

Implement the approved adjustments Students are 2.7 times more likely to have the support they need when adjustments are put in place. Only 36% of students who have support approved have the support currently put in place.

Promoting awareness and understanding of neurodiversity and disabilities helps reduce stigma and creates a culture of acceptance and support. Embracing support and accommodations benefits the individual and enriches the university community as a whole, promoting D&I and academic excellence across the board.



Whole University Care. Supported Institution. Supported Teachers. Supported Students.

Whole University Care is paramount for overall institutional success. In light of the mental health challenges faced by students, academic staff and faculty members it is crucial we address these pressing concerns.

Academic staff are entrusted with the profound responsibility of shaping the development of student academic success to help build the next generation of academics.

How feasible is it to achieve academic success if faculty members themselves are contenting with stress, working overtime and grappling with burnout? For institutions to radiate positivity and achieve success, staff and students' wellbeing must be safeguarded and served correctly.



Spectrum.Life's Solutions help solve:

Fragmentation.

Multiple Apps. Disjointed Web and App journeys.

Data silos and islands.

Digital health services & pathways are not joined up, difficult referrals and step downs, poor follow-up and lack of visibility for student wellbeing team.

Spectrum.Life offers a single and consistent student or faculty member journey across Web and App. This is delivered by SDK, and assists with live reporting across Clinical and Digital Engagements with the service to help institutions meet the evolving mental health and wellbeing needs of their campus community.

Access.

Provider shortages, poor SLAs & costly internal hires limits support for Universities & students.

Long waiting lists and transactional care creates frustration for students.

**Difficult-to-access services.
(e.g., Neurodiversity or Counselling in Native Language)**

Spectrum.Life offers 24/7 in-the-moment care to deliver out of hours and difficult to recruit for services. We have a large and diverse clinical network to support structured therapy 7 days a week in 35+ languages within 5 working days. Our comprehensive Clinical Engagement and Risk & Discharge reporting ensures you have a true picture of support provided to students at all times.

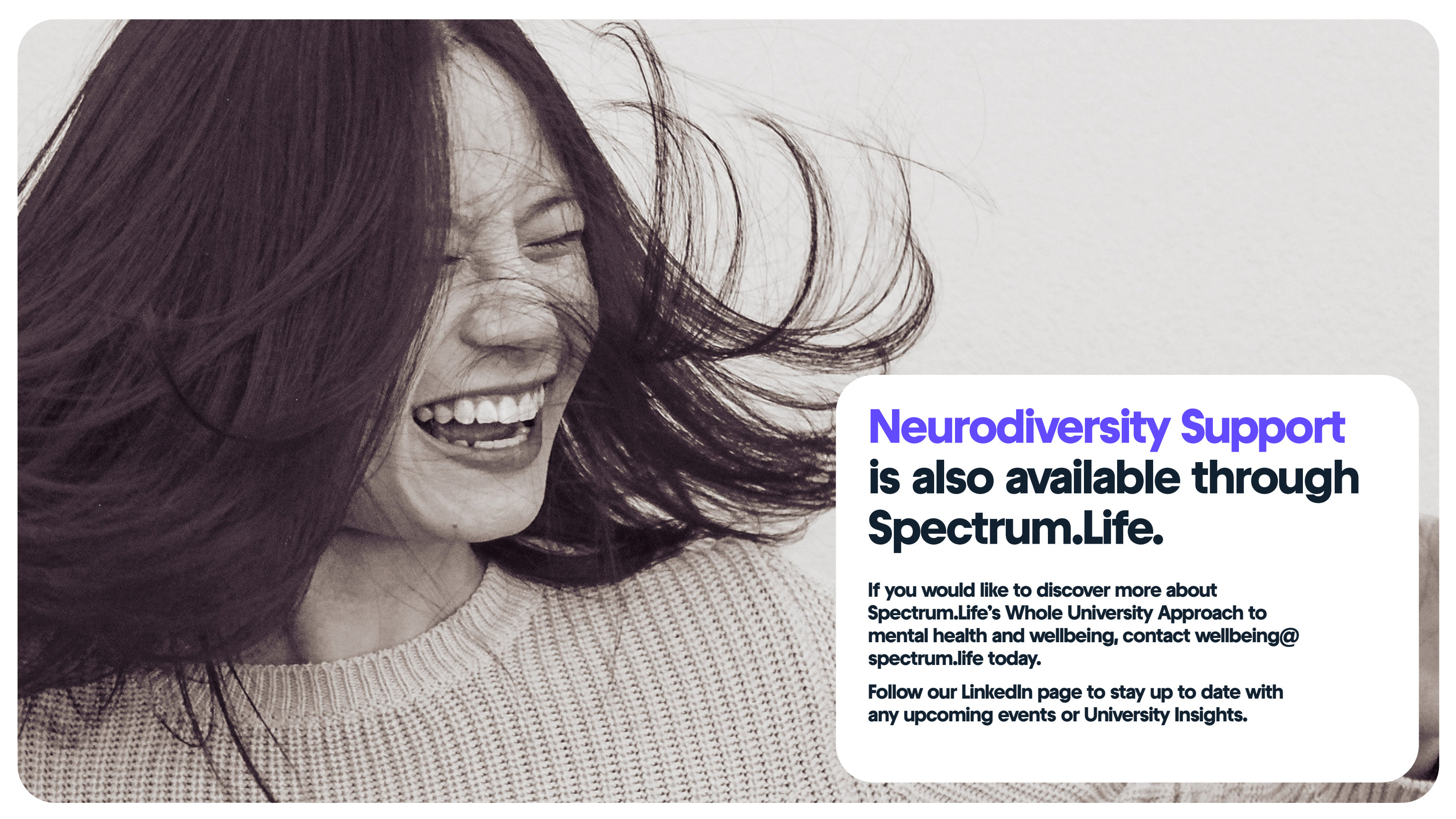
Misaligned Incentives.

Overspend due to fee for service reimbursement.

**Lack of digital and clinical innovation
as supplier income not linked to prevention or outcomes.**

Supplier brands are often visible and can create confusion.

Spectrum.Life partners with Institutions to tailor solutions to their individual needs, helping to address specific priorities. We view ourselves as a partner that will be on this journey with you together, with an option to fully white label to complement your university experience in your brand and voice.



**Neurodiversity Support
is also available through
Spectrum.Life.**

If you would like to discover more about Spectrum.Life's Whole University Approach to mental health and wellbeing, contact wellbeing@spectrum.life today.

Follow our LinkedIn page to stay up to date with any upcoming events or University Insights.

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