



## **Evidence for Enhancement:** Improving the Student Experience

# **Student Mental Wellbeing and the Curriculum**

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## Executive summary

This collaborative cluster on Student Mental Wellbeing and the Curriculum formed part of the 2017-20 Enhancement Theme - 'Evidence for Enhancement: Improving the Student Experience'. The key work of this cluster was to organise a series of professional development events for the higher education sector in order to develop the capacity of academic staff in their design of inclusive curricula to promote student mental wellbeing.

In total, there were 794 registrants across the four events from 141 different organisations across 22 countries, including Australia, Malaysia and Iceland. 85% of registrants were employed in universities, followed by students' associations (5%), colleges (4%) and 'other' organisations (4%). In Scotland, there were 521 registrants from all but one of its 19 universities - Queen Margaret University.

Although the initial aim of the collaborative cluster was directed towards academic staff, it was observed that they formed 50% of registrants, followed by: professional service staff (25%) - such as those from student wellbeing, disability services, counselling, diversity and inclusion, and admissions; academic quality and academic development staff (15%); and student officers and students (10%).

Of the 794 total registrants, 505 converted to attendee status, giving a mean registrant to attendee conversion of 64% (range 57%-71%), with the face-to-face event having the highest conversion rate (71%). The webinar conversion rates were very reasonable at 57%-64%.

Across the four events, there were 10 presentations/workshops covering a wide variety of factors that can impact upon student mental wellbeing, such as: the role of the academic and the curriculum; digital accessibility; five ways to mental wellbeing; personal tutoring; principles that support teaching, learning and wellbeing during the COVID-19 pandemic; the connections between curriculum co-creation and student mental wellbeing; and compassionate assessment.

Following the four events, a short electronic survey was distributed to all 794 registrants, to gauge interest for a student mental wellbeing special interest group. There were 85 respondents (11% response rate), with 88% from universities. The survey indicated a continuing appetite and expressed need for work in this area to raise awareness of student mental wellbeing and equip staff and students in designing inclusive curriculum through further events, resources, working groups and collaborative research.

Therefore, it is recommended that continuing professional development work is carried out across the higher education sector in the aforementioned areas, with consideration to focus on specific groups of learners for whom mental wellbeing is evidenced as a particular concern, for example, those from BAME and LGBTQ+ communities.

With regard to mode of delivery, the use of webinars, rather than face-to-face events, brings many advantages such as, widening access, engaging participants in chat and question and answer functions, and facilitating recording and curation. Therefore, it is recommended that these are continued in future professional development events, making use of ever-ongoing technological enhancements as they become available.

## Background

In the UK, pre COVID-19 pandemic, one in four students experienced a mental health difficulty, with 71% reporting that academic work from university is their main sources of stress (Brown, 2016). Systematic review evidence shows that an inclusive curriculum that enhances the way students learn and academics teach promotes mental wellbeing (Fernandez et al, 2016). The design of the curriculum has a significant impact on the way that students respond to their course and academic staff. Therefore, universities need to consider the role of curricula, including the role of academic staff, in supporting good mental wellbeing (Hughes et al, 2018).

The *University Mental Health Charter* from Student Minds (Hughes and Spanner, 2019) acknowledges that any genuine whole university approach has to consider the role of academics and the curriculum in supporting good mental wellbeing (Houghton and Anderson, 2017). The Charter urges that the role of academics must be clarified, and staff must be guided to understand how they can support student mental health and wellbeing through good pedagogic practice. These practice areas are specified in Universities UK's recently published *Self-Assessment Tool* for mentally healthy universities to support improvement (UUK, 2020).

The outbreak of the COVID-19 pandemic has placed an unprecedented mental health burden on students (Grubic et al, 2020), evidencing higher levels of stress, anxiety and depression (Wang et al, 2020), with 83% expressing worsening of pre-existing mental health conditions (YoungMinds, 2020) and a rise in isolation-induced loneliness (a recognised suicide risk) (Grubic et al, 2020). Thereby increasing further, the importance of designing inclusive curricula that impact positively on student (and staff) mental wellbeing.

## Collaborative cluster aim

The aim of this collaborative cluster was to build the capacity of academic staff to design curricula and create teaching and learning environments that are inclusive and promote student mental wellbeing.

## Deliverables

The (pre COVID-19) key deliverables of the collaborative cluster were:

1. **Two FREE professional development events** - for the purposes of identifying and influencing the needs for the sector; discussing and debating the evidence and current/future practices; and sharing resources
2. **Collated resources** - to be housed on QAA Scotland's website for all higher education institutions
3. **Scoping of the perceived need for the establishment of a Special Interest Group (SIG)** - open to all higher education institutions across Scotland
4. **Workshop/presentation at QAA Enhancement Themes Conference in 2020**

## Impact of COVID-19

Following the onset of the pandemic, it became apparent that the second face-to-face event, which had been organised for the University of Stirling on 23 April 2020, would no longer be able to take place. Therefore, three professional development webinars were scheduled instead, but the other key deliverables remained.

## Summary of activity

This collaborative cluster was led by Glasgow Caledonian University (GCU), in collaboration with the University of Stirling, Heriot Watt University and sparqs.

### Organisation of work

The project team (see Appendix 4) had around six team meetings (a combination of face-to-face and online - via Zoom/Skype/Microsoft Teams) to operationalise the project plan and organise the first professional development (PD) event. The team set up a group in Microsoft Teams in order to facilitate communication/collaboration, host meetings, and act as a repository for resources sourced by the team. Shared documents were used so that team members could make amendments/additions. Following the onset of COVID-19, the project work was conducted almost solely by GCU project team members.

### Promotion of the professional development events

In order to promote/advertise the events, information was disseminated as broadly as possible via the following channels: QAA Scotland's website/social media; project team members' and speakers' Twitter accounts; via project team's higher education institutions/students' associations and personal contacts; SEDA@Jisc and SHED@Jisc mailing lists; and sparqs' mailing list/Twitter. This approach appeared to be successful as three of the four events were oversubscribed with registrations and waiting lists were put in place. A Twitter hashtag (#ThemesWellbeing) was set up that was used for promotion throughout all the professional development events.

## Number and demographics of event registrants

### Organisation types

In total, there were 794 registrants across the four events from 141 different organisations. Unsurprisingly for a QAA Scotland event, 85% of registrants were employed in universities (Table 1), followed by students' associations (5%) and colleges (4%). 'Other' organisations (4%) included QAA Scotland, sparqs, Advance HE, the National Union of Students and several independent practitioners (1%).

**Table 1: Breakdown of organisation types**

Organisation type	Number	%
University	672	85%
Students' association	41	5%
College	33	4%
Other	34	4%
Independent/self-employed	5	1%
Unknown	9	1%
<b>Total</b>	<b>794</b>	<b>100%</b>

## **Country of origin of registrants**

The first event, which was face-to-face at GCU, was attended primarily by those from Scotland. Whereas, the shift to webinars opened up the events to audiences from further afield; for example, there were registrants from 54 organisations (mainly universities) in England (see Table 2).

Overall, there were registrants from at least 22 countries. Notably, the fourth event had registrants from at least 19 different countries from across the globe - primarily from universities - including Australia, Malaysia and Iceland; this was possibly related to the reputation and following that Professor Sally Brown has via social media. For further details of all organisations from which registrants originated, see Appendix 1.

**Table 2: Countries represented at each event**

Country	Event 1 Face-to-face	Event 2 Webinar	Event 3 Webinar	Event 4 Webinar	Number	%
Australia			2	1	3	0%
Bahrain				1	1	0%
Brazil				1	1	0%
Canada				1	1	0%
China		1	1		2	0%
England	1	10	13	93	117	15%
Germany				1	1	0%
Hong Kong				1	1	0%
Iceland				6	6	1%
India				1	1	0%
Ireland		1	3	14	18	2%
Malaysia				4	4	1%
Myanmar		1			1	0%
Netherlands				1	1	0%
Palestine				2	2	0%
Philippines				1	1	0%
Republic of Colombia				1	1	0%
Saudi Arabia		1	1		2	0%
Scotland	116	282	83	121	602	76%
Spain			1	2	3	0%
United Kingdom				5	5	1%
Wales				5	5	1%
Unknown	6	2	2	5	15	2%
<b>Total</b>	<b>123</b>	<b>298</b>	<b>106</b>	<b>267</b>	<b>794</b>	<b>100%</b>

## Scottish universities

There was representation across the four events from 521 registrants from all but one of Scotland's 19 universities - Queen Margaret University (see Table 3). The greatest number of registrants were from the University of Strathclyde (n=135), Glasgow Caledonian University (n=83), University of Glasgow (n=63), University of Edinburgh (n=38) and Scotland's Rural College (n=38).

**Table 3: Registrants from Scottish universities**

University	Number
Abertay University	7
Edinburgh Napier University	18
Glasgow Caledonian University	83
Heriot-Watt University	18
Robert Gordon University	2
Royal Conservatoire of Scotland	3
Scotland's Rural College (SRUC)	38
The Glasgow School of Art	15
The Open University	12
University of Aberdeen	6
University of Dundee	12
University of Edinburgh	38
University of Glasgow	63
University of St Andrews	5
University of Stirling	21
University of Strathclyde	135
University of the Highlands and Islands	19
University of the West of Scotland	26
<b>Total</b>	<b>521</b>



## Roles of registrants

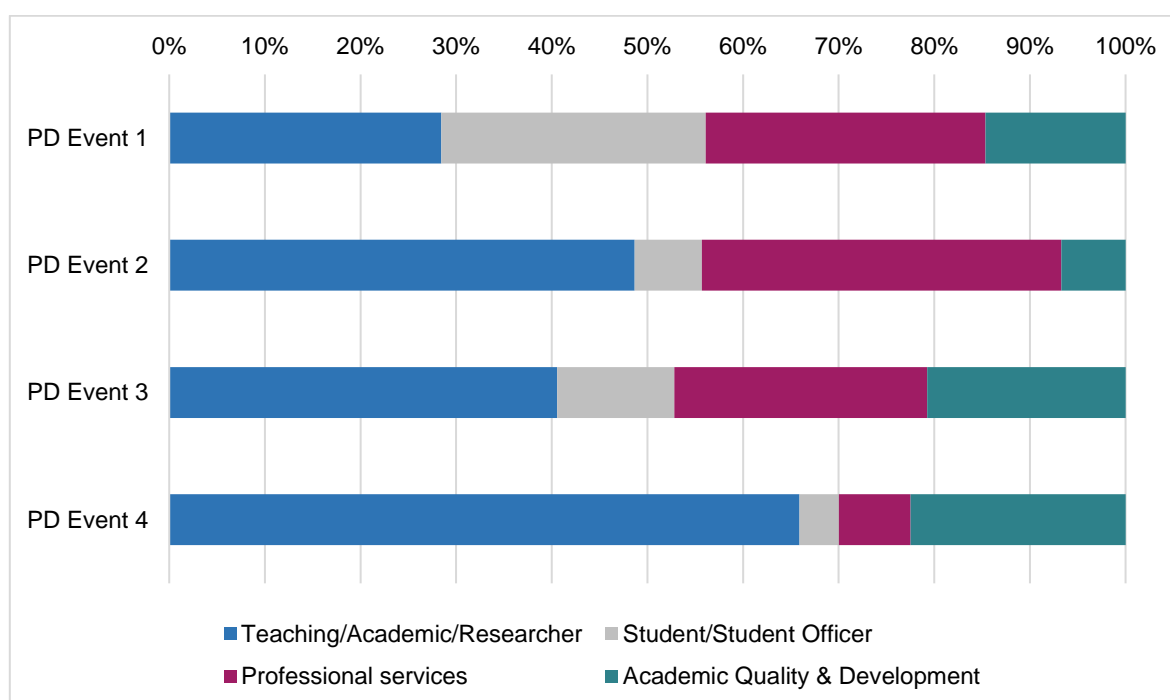
The majority of registrants were in academic/research positions (50%) followed by: professional service staff (25%) - such as, those from student wellbeing, disability services, counselling, diversity and inclusion, and admissions; academic quality and academic development staff (15%); and student officers and students (10%) (see Table 4).

**Table 4: Registrants' roles**

Job role	Event 1 Face-to-face	Event 2 Webinar	Event 3 Webinar	Event 4 Webinar	Number	%
Academic/researcher	35	145	43	176	399	<b>50%</b>
Professional services	36	112	28	20	196	<b>25%</b>
Academic quality and development	18	20	22	60	120	<b>15%</b>
Student officer/student	34	21	13	11	79	<b>10%</b>
<b>Total</b>	<b>123</b>	<b>298</b>	<b>106</b>	<b>267</b>	<b>794</b>	<b>100%</b>

It was noted that the largest proportion of professional services staff attended the second event, which had a specific focus on student mental wellbeing and teaching during the COVID-19 pandemic (with Gareth Hughes presenting). Whereas the fourth event, which focused on assessment, was primarily attended by academics and academic quality and development staff (see Figure 1).

**Figure 1: Registrants by job role for each event**



## Registrant-to-attendee conversion

The number of registrants that attended each event are presented in Table 5. The total number of registrants across all events was 794, with 505 converting to attendee status. The mean registrant-to-attendee conversion was 64% (range 57%-71%) with the face-to-face event having a higher attendance rate than the webinars. The webinar conversion rates of 57%-64% are considered very reasonable as evidence suggests that for events with more than 100 registrants, the average conversion rate is 43% and webinars on continuing education average at 37% (ON24, 2020).

**Table 5: Registrant versus attendee numbers at each PD event**

Event	Type	Registrants	Attendees	Attendance rate
PD Event 1	Face-to-face	123	87	71%
PD Event 2	Webinar	298	190	64%
PD Event 3	Webinar	106	60	57%
PD Event 4	Webinar	267	168	63%
		<b>794</b>	<b>505</b>	<b>Mean = 64%</b>

## Topics for professional development events

Details on the professional development events' themes, speakers and session topics/objectives are outlined in Table 6. The programme was the fullest for the initial one-day face-to-face event, which included two interactive workshops in the afternoon. Across the four events there were 10 presentations/workshops covering a wide variety of themes in relation to factors that can impact upon student mental wellbeing. The themes for the second to fourth events were developed in response to expressed needs due to a) the onset of the global pandemic and b) the World Café during the first event.

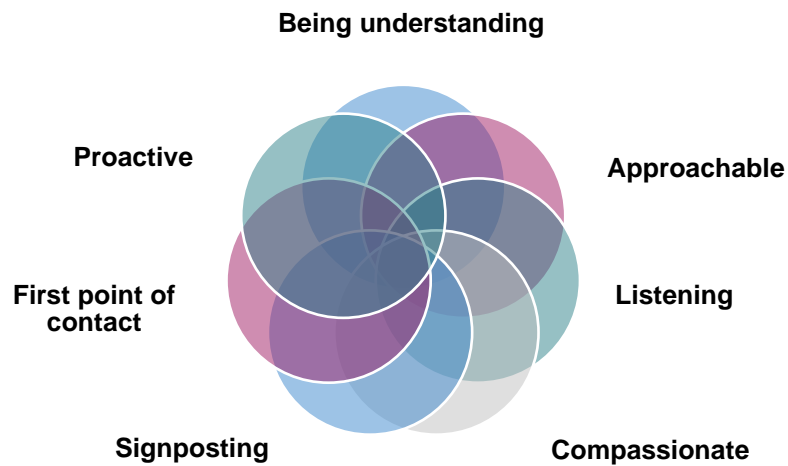
**Table 6: Event details**

Event	Event theme	Speakers	Session topics/objectives
<b>PD Event 1</b>	<b>An inclusive curriculum</b> to promote student mental wellbeing	Gareth Hughes University of Derby/ Student Minds	Student wellbeing and student learning
		Ros Walker University of Stirling	Digital accessibility for student wellbeing
		Stef Black sparqs	Addressing student mental wellbeing from a learning and teaching perspective
		Pauline Hanesworth Scotland's Rural College	Five ways to mental wellbeing workshop
		Catriona Cunningham University of Stirling	Role of the academic/curriculum and student mental wellbeing World Café event
		Rob Daley Heriot Watt University	Are you OK? PhD supervisors and mental health of international students
		Annette Davidson Robert Gordon University	Personal tutors: key players in the promotion of student mental wellbeing
<b>PD Event 2</b>	<b>Student mental wellbeing and teaching</b> during the COVID-19 pandemic	Gareth Hughes University of Derby/ Student Minds	<ul style="list-style-type: none"> <li>• Some of the early evidence about how students are experiencing the impact of the COVID-19 crisis</li> <li>• Some principles that may support teaching, learning and wellbeing during this crisis</li> <li>• Some myths about students and online learning that can have negative impacts on you and your students</li> <li>• The importance of staff wellbeing</li> <li>• Reasons to be hopeful</li> </ul>
<b>PD Event 3</b>	<b>Curriculum co-creation</b> and its potential for transforming student wellbeing	Tanya Lubicz-Nawrocka University of Edinburgh	<ul style="list-style-type: none"> <li>• Key principles of curriculum co-creation</li> <li>• Practical examples of co-creation practices and outcomes</li> <li>• The connections between curriculum co-creation and student mental wellbeing</li> </ul>
<b>PD Event 4</b>	<b>Compassionate assessment post COVID-19:</b> Improving assessment long term	Sally Brown Independent Consultant in Learning, Teaching and Assessment and Emerita, Professor at Leeds Beckett University	<ul style="list-style-type: none"> <li>• What do we mean by compassionate assessment?</li> <li>• How might we make the design, formats and delivery of diverse forms of assessment less stressful for students and staff?</li> <li>• How might we need to modify the language of assessment, making it more authentic?</li> </ul>

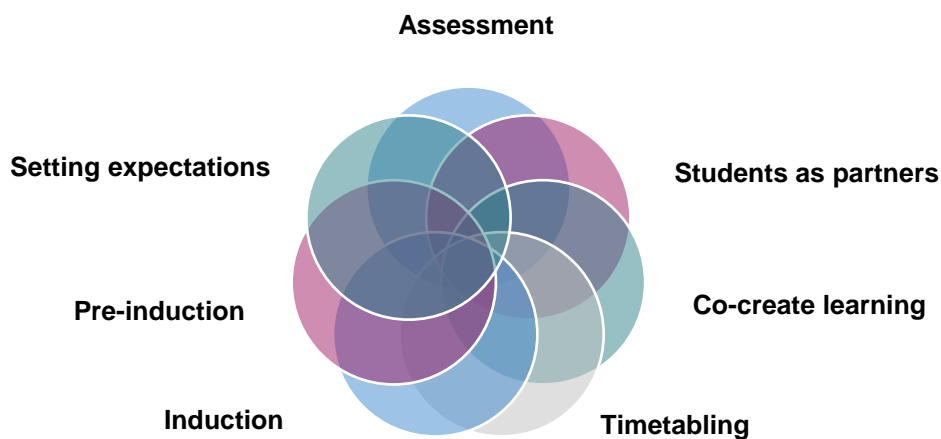
## World Café workshop

During the first event a World Café workshop was run with 11 tables, each with around six delegates, who were asked to record their responses to three questions. The summary responses for each question are presented below. These responses were then used to inform the topic areas for the subsequent webinar series: focusing on compassion; partnering for learning and teaching; co-creation and assessment.

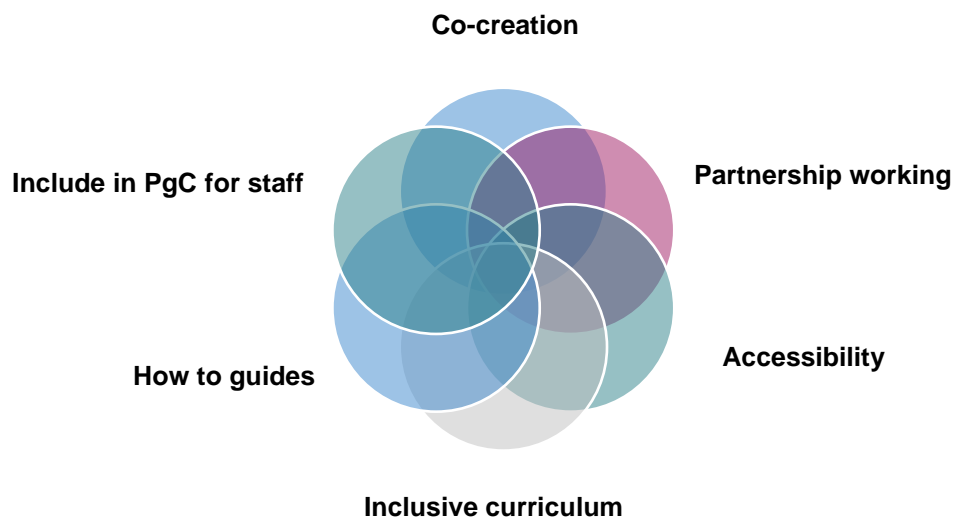
1. What do you feel is the **role(s) of the academic/teaching staff** in responding to student mental wellbeing?



2. In what ways do you feel **curricular design could be enhanced** to support student mental wellbeing?



3. What **key resources, support and/or training** would help you co-design curricula that support the development of student mental wellbeing?



## Post-Event 1 evaluation questionnaire

A post-event evaluation electronic questionnaire was sent to all delegates, which received a 10% response rate. All rated the event excellent or good on all aspects except for food labelling (organisation); pre-event information; event length; met professional development needs; venue suitability; dietary needs catered for. Many responses were provided for the 'key things' that delegates learned during the day, which are outlined in Appendix 2.

## Summary messages for staff and resources from professional development events

All the presentation slides, resources and recordings from the professional development events are openly available on QAA Scotland's Enhancement Themes website - [www.enhancementthemes.ac.uk/evidence-for-enhancement/student-engagement-and-demographics/student-mental-wellbeing](http://www.enhancementthemes.ac.uk/evidence-for-enhancement/student-engagement-and-demographics/student-mental-wellbeing)

A summary of the key messages from the four events is provided in Figure 2.

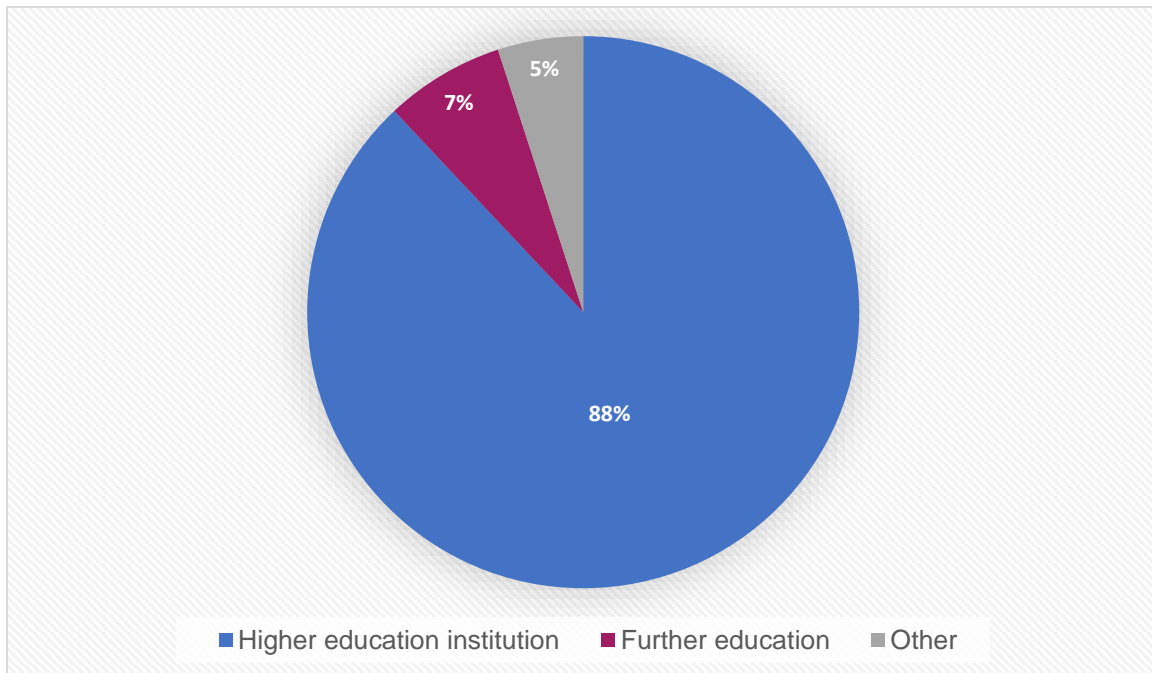
**Figure 2: Summary messages for staff from professional development events**

<b>1. Staff need to role model wellbeing</b>
<ul style="list-style-type: none"><li>• Acceptance, normalising, showing humanity, dialling down perfectionism, having compassion, and using candour/self-disclosure</li></ul>
<b>2. Design flexible and responsive curricula</b>
<ul style="list-style-type: none"><li>• Provide clear learning objectives</li><li>• Allow time to learning the technologies - avoid cognitive overloading</li><li>• Scaffold learning and avoid assessment over-loading</li></ul>
<b>3. Partner with students and co-create curricula</b>
<ul style="list-style-type: none"><li>• This is increasingly important, now more than ever</li><li>• Examples include: student/staff consensus on content and pedagogy/approach, assessment and/or grading criteria; co-developing educational resources; student consultants</li></ul>
<b>4. Assessments must offer</b>
<ul style="list-style-type: none"><li>• Authentic, life-relevant tasks that foster self-regulation rather than tutor over-direction</li><li>• Assignments that place as much emphasis on process as on outcome</li><li>• Subject-relevant and contextualised tasks that require students to source and evaluate reference material</li><li>• Flexibility to be undertaken whatever the circumstances to avoid the problems we have experienced during the pandemic</li></ul>
<b>5. Compassionate assessment features</b>
<ul style="list-style-type: none"><li>• Greater use should be made of asynchronous assessments - less susceptible to crisis contexts and more accessible for students in different time zones</li><li>• Exam-based assessment should not result in 'sudden death' of students' progress and life chances, and rely less on performance on a single occasion</li><li>• Greater reliance on reflection on practice in examinations to ensure that students' alignment with the work being produced is authenticated</li><li>• Replacements to exams must be inclusive and allow for reasonable adjustments for students with special or additional needs, as indeed do current exams</li></ul>
<b>6. Signpost students to support services</b>
<ul style="list-style-type: none"><li>• The way in which staff signpost students to services is critical; this needs to be done in a positive manner</li></ul>

## Scoping of interest for a Special Interest Group (SIG) in student mental wellbeing

One of the aims of the collaborative cluster was to gauge the higher education institution sector's perceived need for establishing a SIG in relation to student mental wellbeing. Therefore, a short electronic survey using Microsoft Forms was developed that was distributed to all 794 registrants across all events, of which 85 responded (11% response rate - not unreasonable for an electronic survey), mainly from universities (88%). The breakdown of respondents is presented in Figure 3.

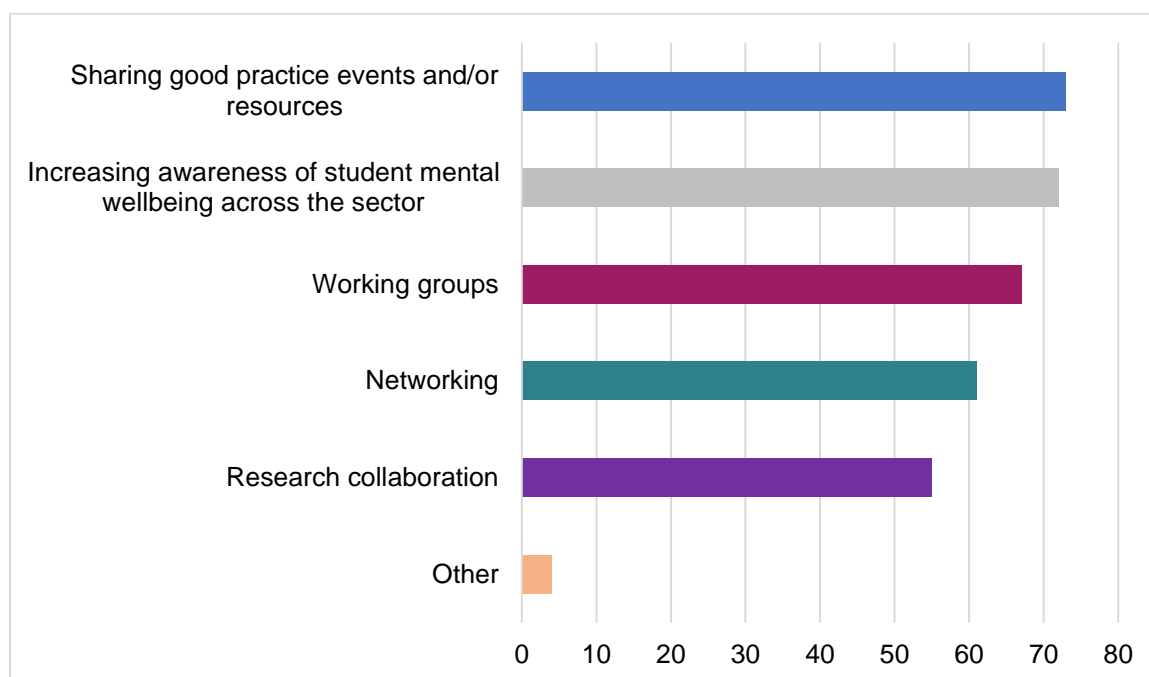
**Figure 3: Breakdown of respondents for SIG survey**



Respondents were asked to select from provided options with which types of activities they would like to participate (Figure 4). There appears to be a continued appetite across the sector for the sharing of practice events and/or resources, with an ongoing need to increase the awareness of student mental wellbeing.

The four 'other' types of activities proposed were: shared development of university suicide prevention guidance; attending more student mental health webinars; local networking within NHS Mental Health trusts; and training and workshops. Respondents also were offered the opportunity to provide any further comments or suggestions; the responses received are presented in Appendix 3.

**Figure 4: Proposed types of activities for SIG**



## Dissemination and sharing of practice

As a result of the work of the collaborative cluster, and the heightened awareness of its importance since the pandemic onset, the co-leads were invited to present on the topic of student mental wellbeing and the curriculum during the events described in Table 7.

**Table 7: Dissemination events**

Organiser	Event	Date
<b>UK Council for International Students Affairs (UKCISA)</b>	UKCISA's Regional Study Day in Scotland on 'International Student Mental Health and Wellbeing' at the University of Strathclyde - face-to-face oral presentation	3 March 2020
<b>QAA Scotland</b>	QAA Scotland 4th International Conference - 'Learning from Disruption: Exploring what Counts in Higher Education'  Discussion panel on 'Wellbeing, inclusion, kindness: creating communities of learners after COVID-19' panel discussion - webinar	3-4 June 2020



Organiser	Event	Date
<b>UK Council for International Students Affairs (UKCISA)</b>	UKCISA members' seminar on 'International Student Mental Health' - webinar	9 June 2020
<b>Chartered Society of Physiotherapy</b>	Equality, diversity and inclusion in the physiotherapy pre-registration curriculum - listening event presentation - webinar	13 October 2020
<b>QAA Scotland</b>	QAA Scotland's 5th International Enhancement Conference - 'Building Resilient Learning Communities: Using Evidence to Support Success' - paper	3-5 November 2020
<b>NUS Scotland</b>	NUS Scotland 'Think Positive' session - webinar	11 November 2020

## Conclusions

Undoubtedly, particularly given the onset of the global pandemic with its ongoing uncertainty, the topic of student (and staff) mental wellbeing is highly relevant; therefore, it is not surprising that the collaborative cluster professional development events were well attended, from a wide range of countries, and received positive feedback. A positive feature of the events was that there was engagement from staff and students from a range of roles across institutions and students' associations. Evidenced by the results of the SIG survey, there appears to be an appetite for continuing work in this area to raise awareness of student mental wellbeing and equip staff and students in designing inclusive curriculum through further events, resources, working groups and collaborative research.

## Recommendations

Taking into consideration the appetite and expressed needs of attendees of events and survey respondents, it is recommended that continuing professional development work is carried out across the higher education sector in the aforementioned areas. In addition to the presence of the pandemic, students with protected characteristics such as ethnicity (in particular BAME) and sexual/gender identity (LGBTQ+) are further impacted negatively with regard to student mental wellbeing and sense of belonging. Therefore, there is a need to focus on these groups of learners during future professional development events.

In relation to deliver mode, the use of webinars, rather than face-to-face events, brings many advantages, such as widening access, engaging participants in chat and question and answer functions, and facilitating recording and curation. Therefore, it is recommended that these are continued in future professional development events, making use of ever-ongoing technological enhancements as they become available.

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## Appendices

### Appendix 1: Organisations from which registrants originated

Country and organisation	Number
<b>Australia</b>	<b>3</b>
Camino Global Education	1
Department of Education and Training Victoria	2
<b>Bahrain</b>	<b>1</b>
University of Bahrain	1
<b>Brazil</b>	<b>1</b>
Pontifical Catholic University of Paraná/Brazil	1
<b>Canada</b>	<b>1</b>
Dalhousie University	1
<b>China</b>	<b>2</b>
Shen Wai International School	2
<b>England</b>	<b>117</b>
Anglia Ruskin University	1
BIMM Institute	1
Birmingham City University	1
Bishop Grosseteste University	1
Bradford College	1
Canterbury Christ Church University	1
Coventry University	1
De Montfort University	13
Edge Hill University	1
GL Education	1
Imperial College London	4
Independent Consultant	1
King's College London	4
Kingston University	2
Leeds Arts University	1
London School of Economics and Political Science	1
London South Bank University	1
NCG	1
Northumbria University	2
Oxford Brookes University	1
Queen Mary University of London	3
Salford City College	3
Sheffield Hallam University	6
South Essex College	2
Staffordshire University	1
University Central Lancashire	1
University of Bath	1
University of Birmingham	4
University of Bolton	2

Country and organisation	Number
University of Bradford	6
University of Brighton	1
University of Bristol	3
University of Cambridge	2
University of Central Lancashire	8
University of Chester	3
University of Derby	1
University of East Anglia	1
University of East London	2
University of Greenwich	2
University of Hull	1
University of Kent	1
University of Leeds	1
University of Liverpool	3
University of Manchester	2
University of Plymouth	1
University of Reading	1
University of Roehampton	1
University of Salford	2
University of Sheffield	2
University of Sussex	1
University of the Arts London	2
University of the West of England	4
University of Wolverhampton	1
University of York	2
<b>Germany</b>	<b>1</b>
PHZH - Hochschuldidaktik Zentrum	1
<b>Hong Kong</b>	<b>1</b>
Hong Kong University of Science and Technology	1
<b>Iceland</b>	<b>6</b>
Reykjavik University	5
University of Iceland	1
<b>India</b>	<b>1</b>
The Neotia University	1
<b>Ireland</b>	<b>18</b>
Dublin City University	1
Galway Mayo Institute of Technology	1
Mary Immaculate College, Limerick	1
National University of Ireland Galway	4
Queen's University Belfast	3
Royal College of Surgeons in Ireland	1
Technological University Dublin	2
Ulster University	1
Ulster University Students' Union	1
University of Limerick	3

Country and organisation	Number
<b>Malaysia</b>	<b>4</b>
Heriot-Watt University Malaysia	4
<b>Myanmar</b>	<b>1</b>
British Embassy Yangon	1
<b>Netherlands</b>	<b>1</b>
Prins Willem Alexander School of Special Education	1
<b>Palestine</b>	<b>2</b>
Al-Azhar University-Gaza	1
Islamic University of Gaza	1
<b>Philippines</b>	<b>1</b>
Angeles University Foundation	1
<b>Republic of Colombia</b>	<b>1</b>
Universidad Nacional de Colombia	1
<b>Saudi Arabia</b>	<b>2</b>
Umm Al-Qura University	2
<b>Scotland</b>	<b>602</b>
Abertay Students' Association	1
Abertay University	7
Ayrshire College	10
Dundee University Students' Association	6
Edinburgh Napier University	18
Edinburgh Napier University Students' Association	1
Fife College	11
Fife College Students' Association	1
Glasgow	1
Glasgow Caledonian University	80
Glasgow Caledonian University (INTO)	3
Glasgow Caledonian University Students' Association	6
Glasgow Clyde College	3
Headstart	1
Heriot-Watt University	18
Heriot-Watt University Students' Union	8
National Union of Students	3
Perth College	1
QAA Scotland	9
Queen Margaret Union	1
Robert Gordon University	2
Royal Conservatoire of Scotland	3
Scotland's Rural College (SRUC)	38
Scotland's Rural College (SRUC) Students' Association	2
sparqs	2
The Glasgow School of Art	15
The Open University	12

Country and organisation	Number
The Open University Students' Association	1
University of Aberdeen	6
University of Dundee	12
University of Edinburgh	38
University of Edinburgh Students' Association	4
University of Glasgow	63
University of Glasgow Students' Representative Council	2
University of St Andrews	5
University of St Andrews Students' Association	2
University of Stirling	21
University of Stirling Students' Union	2
University of Strathclyde	135
University of Strathclyde Students' Union	3
University of the Highlands and Islands	9
University of the Highlands and Islands - Inverness College	10
University of the West of Scotland	26
<b>Spain</b>	<b>3</b>
International University in Spain	1
University Complutense of Madrid	2
<b>United Kingdom</b>	<b>5</b>
Advance HE	1
Association for Learning Technology	2
British Acupuncture Accreditation Board	1
Ciel Associates	1
<b>Wales</b>	<b>5</b>
Aberystwyth University	1
Cardiff University	4
<b>Unknown</b>	<b>15</b>
IHU	1
Independent Consultant	2
Ministry of Education	1
Not stated	6
NUSU	1
Self-employed	2
Spa Physiotherapy Clinic	1
The Art of Integral Being	1
<b>Total</b>	<b>794</b>

## **Appendix 2: Key things that delegates learned during Professional Development Event 1**

### **Q. What key thing(s) did you learn during this event that you are planning to implement in your own/others practice?**

1. Make academic colleagues aware of the importance of mental health in the whole curriculum.
2. Interdisciplinary approaches to the curriculum and getting input from a variety of areas within the HE sector.
3. Looking again at Induction: Clear definition of deep learning vs surface learning.
4. Challenged but able to tackle as will develop skills in order to do so.
5. Highlight good to feel challenged.
6. Assessment to learn and not to test, clearer narrative between assessment, ILOs and skills, toolkit for wellness while learning, humanise support services.
7. Promoting physical and mental wellbeing and ensuring it is embedded into all classes.
8. Have digital accessibility available to all students.
9. Encouraging deep learning to make sure that students have all the knowledge they need, not just know what they need to pass.
10. Better understanding of curriculum and challenges faced by those that deliver.
11. It was good to get an overview of other institutions' issues in this area, hopefully there can be some good shared practice from this going forward.
12. I liked the end session where we looked at ideas and tips, eg skills sharing sessions, incorporating mental health and wellbeing into the curriculum. However, I think there needs to be some big shifts at the top in order for some of these cultural changes to be made. So perhaps trying to widen the audience would be helpful.
13. As a mental health nurse new to higher education, I found it very helpful to hear all the presentations and network with staff. At present, I am establishing my role as a Mental Health and Wellbeing Adviser and I hope that I am able to work with the students to develop the skills that support them with their education.
14. Timetabling sympathetically. Assessment workload spread out more evenly.

### Appendix 3: Open comments from SIG survey respondents

1. This is an excellent initiative. It is quite concerning to see how younger generations are affected by too many societal pressure and how the love for learning has turned into a stressful experience. I would be more than happy to contribute to any project aimed at improving students' wellbeing, as in turn I believe it would improve our wellbeing as staff too.
2. Flexible approach to meetings and future work would be key.
3. I feel that any opportunity to come together as a sector to collaborate and share best practice/resource and to represent the issues being faced by our students is critical and I am happy to be involved.
4. I am currently based in Malaysia. I am happy to join when schedule permits. Many thanks!
5. I would be interested to lead network activities for PGR and PGT students.
6. I have enjoyed contributing to and participating in the events thus far and it would be great to have these continue with further presentations, focused discussions, and speed networking perhaps?
7. I'm really interested in the relationship between learning and wellbeing and the role that support staff (like myself) play in supporting students and colleagues to explore this. I find often that events seem geared towards either just support staff or just academic staff but I feel that the value of and synergy between different roles in education is something that needs to be acknowledged and developed.
8. Would be keen to look at how we can share awareness training in suicide prevention across campuses.
9. It would be good to know what is happening elsewhere, so to share best practice.
10. If others deliver specific in-house training at their institutions, I am happy to share the training I deliver to others in exchange, to better equip us all to provide better care and information to all our students and staff.
11. I feel that before the pandemic, most institutions and most staff were not equipped to support the mental health and wellbeing of their students and colleagues. Anything we can do to improve this situation should be pursued. We are more likely to have influences and impact if we collaborate rather than working in isolation or just within our institutions. I also feel there is much we can learn from other organisations, particularly some third-sector organisations.
12. Producing annual progress tables to show how small changes can make a differences.
13. I also work for University of Greenwich - appreciate that doesn't fall under the enhancement themes but in that role I lead a workstream on approaches to embedding wellbeing in the curriculum so I've multiple hats on/interest in sharing practice with others working in this area.
14. Excited to be involved!
15. Ensure student involvement in any projects.
16. I believe that the student body has always suffered mental health, sometimes due to the course layouts and delivery. I want to be part of anything that can improve the student experience and alleviate some of the pressures students face especially during Covid.
17. In order to avoid duplication and to ensure inclusive representation, it might be helpful to ensure that existing partnerships and forums are acknowledged, i.e. HUCCS, AMOSSHE, UMHAN, UUK, etc.
18. I consider student mental wellbeing is currently a huge challenge but also that supporting students is both very time consuming and potentially very draining on staff resilience whilst staff are under incredible pressure to work within the new delivery guidelines and from home.



## Appendix 4: Project team members

Name	Position	Organisation
Stef Black	Development Consultant	sparqs
Martha Caddell	Director, Learning and Teaching Academy	Heriot Watt University
Hannah Clarke	Senior Development Consultant	sparqs
Catriona Cunningham	Academic Development Partner	University of Stirling
Robert Daley	Academic Programme Leader	Heriot Watt University
Eilidh Fulton	President of Students' Association	Glasgow Caledonian University
Heather Gray	Head of Department Physiotherapy and Paramedicine	Glasgow Caledonian University
Shiv Shanmugam	Senior Lecturer in Physiotherapy	Glasgow Caledonian University
Rachel Simpson	Project Officer for Student Mental Health	Glasgow Caledonian University
Ros Walker	Learning Technologist	University of Stirling

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