



Curricular Approaches to Student Wellbeing, Academic and Career Success GUIDELINES

Introduction, Scope, and Definitions

This **living/updateable document** was created to accompany the draft **Policy and Procedure** documents that are currently being considered by UNSW Leadership. Five Guidelines aligned with the draft Policy and Procedure are offered, followed by Case Studies, Resources, and the Appendix

The purpose of this *Guidelines* document is to provide options and information to support UNSW, and in particular, Program Authorities to plan and implement a Program Approach to supporting, through the curriculum, student self-management, academic and career success, and wellbeing. As such, this *Guidelines* document impacts all UNSW teaching staff.

The *Policy* definitions of terms such as self-management capability, academic and career success, and wellbeing can be found in Appendix Table A3.

This Guidelines document is aligned with the Policy and Procedure, which are aligned with the UNSW 2025 Strategy Update, in particular, A3 – Student Experience (all Objectives; Measures 1 & 4), which makes reference to a “**positive focus on wellbeing and mental health**” (p.27). The Guidelines document is also aligned with the UNSW Wellbeing Plan, the Mental Health Business Case, and the Student Mental Health and Wellbeing Strategy. This paper is generally congruent with Orygen’s draft Australian University Mental Health Framework (Orygen, July 2020), the UN’s Sustainability Goals 3, 4 and 8, and the Australian First Peoples’ Socio-emotional Wellbeing Framework for health (Gee et al., 2014).

This document was drafted by the UNSW Healthy University (HU) Initiative Co-leaders, with input from the Scientia Education Academy Fellows, and continuing input from stakeholders*. To date, the following stakeholders have been consulted, and we thank them for their valuable input: Student Life – David Sams; Health & Wellbeing – Bill Kefalas, Cameron Faricy, Belinda Meggitt; PVCE Student Academic and Career Success (SACS) – Megan Kek; UNSW HU Community – Sue Morris, Rebecca LeBard, Jenny Richmond, Anne Galea; Arc and SRC leadership members – Sahana Nandakumar, Kasey Miles, Eric Souksai, Manu Risoldi; MedSoc – Reece Pahn; Student Minds UNSW – Rukmani Ahuja; PhD student Liz Summerell; Student Wellbeing CoP members; Library – Martin Borchert.

Last update: 14/08/2020

Please contact Remi.Hatsumi@unsw.edu.au with any suggestions; we particularly welcome examples of good practice. Updated versions of this document can be found at <https://teaching.unsw.edu.au/HealthyUni>

GUIDELINES

1. UNSW-wide Frameworks, Procedures and Resources

Procedures 1.1 and 2.1 specify UNSW-wide responsibilities for supporting student self-management, academic and career success and wellbeing, and it is **recommended that a University-wide Student Wellbeing Advisory Group (U-SWAG) be formed to support the fulfillment of these responsibilities**. UNSW student leadership groups (Arc, SRC, PGC, Student Minds, Faculty SWAGS) should have representatives on such a university-wide Advisory Group.

The UNSW responsibilities should be informed by a whole-of-university approach that involves

consideration of all aspects of wellbeing, including staff wellbeing, the role of co-curricular and extra-curricular student support services, and physical and digital environments and services (e.g., Baik et al., 2017; UUK, 2020). In line with the Policy, this Guidelines document focuses on the formal curriculum and thus Program Authorities, but also necessarily makes reference to (a) relevant student services including those provided by the PVC-E Portfolio, Health and Wellbeing division, Student Life, Nura Gili and the Library, and (b) the essential input of key stakeholders, especially students.

Note that one responsibility of the UNSW-wide *Student Wellbeing Advisory Group* would be to support the Faculty-level *Student Wellbeing Action Groups*. U-SWAG could also produce modifiable templates for course outlines, introductory lectures, and the LMS, which could include information about how students can access central services such as ELS and SACS. Note that the student-led ***Student Minds UNSW*** has also suggested the inclusion of relevant material in ELISE, or indeed, a compulsory orientation course focused just on wellbeing.

Please refer to the draft Policy and Procedure for the full list of UNSW responsibilities.

Whether at a UNSW (e.g., PVCE; Student Life), Faculty/School (e.g. Faculty/School Education and Quality Committee) or Academic Program Authority level, leaders have at their disposal a number of useful frameworks, approaches, and resources (see the Appendix, Table A1).

In line with **Procedure 2.1, Dot-point 1**, we suggest here a ***UNSW Framework for Curricular Approaches to Student Wellbeing, and Academic and Career Success*** (see Figure 1). This framework consists of 4 components: (1) The Dual Continuum Model of Psychological Health; (b) the associated Dual Continuum Intervention Schema; (c) the associated Curricular Intervention, including Program Approach, and (d) Curricular development of self-management capability.

Existing UNSW policy/strategy	Level of Suggested UNSW Framework for Curricular Approaches
2025 Strategy; UNSW Wellbeing Strategy	Informed by several factors, including: (1) Dual Continuum Model of Psychological Health ↓
2025 Strategy A3; Draft Student MH&WB Strategy	(2) Dual Continuum Intervention Schema ↓
[Implementation setting: curriculum]	(3) Curricular Intervention = Curricular Approaches to Student Wellbeing, Academic and Career Success: Policy, Procedure and Guidelines ↓
[Recommended Program Approaches]	(3A) Optimising the curriculum environment - evidence-informed Program Approach based on self-determination theory, focusing on autonomy, relatedness and competence (Baik et al., 2017) (3B) Building self-management capability. The Program Approach , when focusing on competence, includes providing opportunities within the curriculum for students to build their self-management knowledge and skills.

Figure 1. Suggested UNSW Framework for Curricular Approaches to Student Wellbeing, Academic and Career Success

(1) The Dual-Continuum Model of Psychological Health

In an attempt to avoid multiple and contradictory meanings of the term “mental health”, we use an evidence-based model that specifies two dimensions/continua relevant to psychological health: Wellbeing, and Psychological Disorders (Keyes, 2005; dimension terminology adapted; see Figure 2). Although these two dimensions are correlated, they are distinct (Keyes, 2005; Routledge et al., 2016 – Gatt Laboratory, NEURA). Some frameworks

for university student mental health are heavily weighted toward the negatively oriented Psychological Disorder dimension (e.g., Orygen, 2020 – see Appendix, Table A1), while others emphasise what teaching academics can do with the positively oriented Wellbeing dimension (Baik et al., 2017).

Dual Continua Model of Psychological Health (adapted* from Keyes, 2005, Complete State Model)

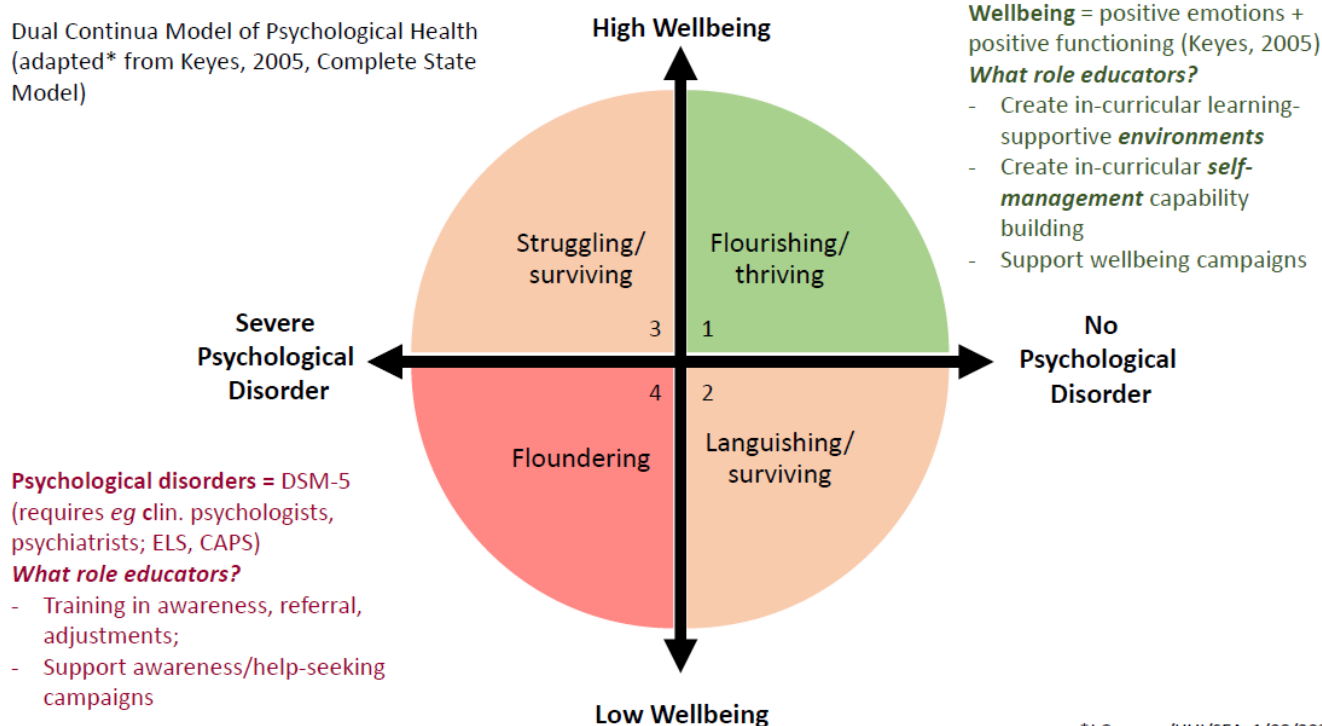


Figure 2. The Dual Continua Model of Psychological Health (based on the Complete State Model; Keyes, 2005), and suggestions for the role of teaching academics.

For academics who teach, because we are not (all) health professionals, the emphasis should be on promoting student wellbeing in the curriculum; however, we need to have some training to assist students to access the help they need if they have psychological disorders. Such training should start with the FULT program, and be supplemented by additional targeted university-wide and Program- or Faculty/School-based training. This could involve a partnership with CAPS or the Health Promotion Unit. The rest of this document is 'biased' toward the Wellbeing dimension of the Complete State Model. Note that many of our students are in Quadrant 2, languishing, particularly given the pandemic; the curricular wellbeing strategies proposed are designed to move them toward Quadrant 1, flourishing. (See Appendix Figure A1 at the end of this document for an explanation of some of the relevant psychological processes.) These same curricular strategies should assist those students with psychological disorders and who are receiving effective treatment, to move from Quadrant 4 (floundering) toward Quadrant 3 (struggling, but potentially also, flourishing). That is, for some students receiving professional help with a particular psychological disorder, it is possible for them to move closer to 'flourishing', given optimized curricular environments and other targeted and effective support.

(2) The Dual-Continua Intervention Schema

The intervention schema for the dimension of **Psychological Disorders** is well-known (e.g., Orygen, 2020) and is represented in the top half of Figure 3. The intervention schema for the dimension of Wellbeing is less well defined, but may be informed by positive psychology approaches to promoting wellbeing in organisations and pre-tertiary institutions. For the purposes of the **UNSW Framework for Curricular Approaches to Student Wellbeing, and**

Academic and Career Success, however, we suggest a pragmatic approach by taking a settings (rather than stages) approach to Wellbeing dimension interventions (see bottom half, Figure 3).

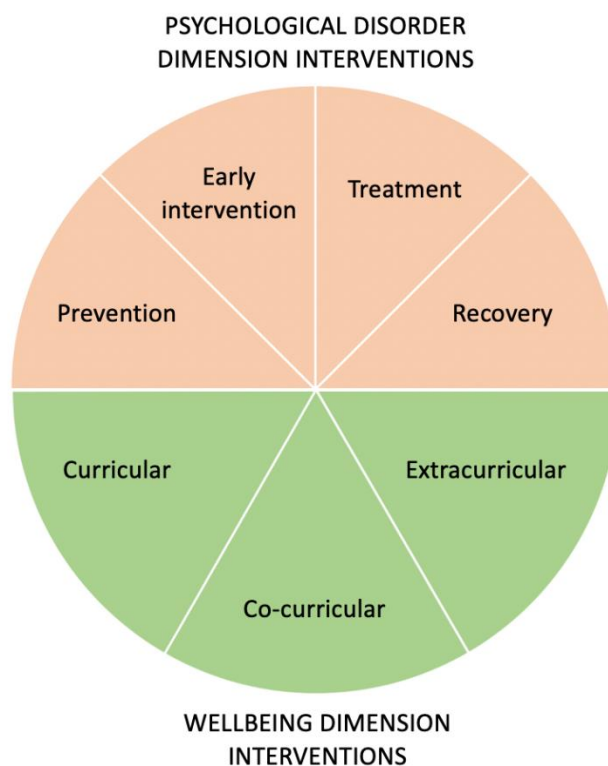


Figure 3. The Dual-Continua Intervention Schema as applied to **student psychological health**. The top half represents well-established stages of intervention for psychological disorders; the bottom half presents a pragmatic settings approach for student wellbeing interventions.

Given that the intervention schema is well developed for the Psychological Disorders Dimension (e.g., Orygen, July 2020; The UNSW Business Case for Mental Health, 2020), we provide some **suggestions** primarily for the Wellbeing Dimension, recognizing that some strategies (e.g., integrating course-specific assessment time-management activities into the curriculum; providing an introduction to mindfulness meditation within class time) could impact positively on both dimensions.

Curricular:

- In the PSYC1021 course for first-year/first-term Bachelor of Psychology students, a number of positive psychology activities are integrated into the practical sessions, with some choice given. Assessment is related to reflection on students' experiences of engaging with those activities. These activities support students' needs for autonomy and competence, and thus increase wellbeing.
- See the next section (3); which also includes reference to some co-curricular and extracurricular strategies.
- [Suggestions can be emailed to Remi.Hatsumi@unsw.edu.au]

Co-curricular:

These are university/centrally run/organized student experiences offered by units such as

PVCE-SACS, and they can take place primarily outside of (but can be alongside and in the curriculum) regular coursework expectations and formal study, and are designed to support students' progression towards student success, including post-graduation employment and long-term careers (Jackson & Bridgstock, 2020). These co-curricular activities can be embedded into the curriculum and facilitated by both academic and/or co-curricular academic and career success staff (e.g., SACS staff/facilitators – Career Development Learning, Academic Language and Learning, Employer Engagement and Partnerships, Global Employability & Experiences). Student Life and the Health Promotion Unit also support co-curricular mentoring experiences. Examples of co-curricular strategies include:

- The PSYC1021 course for first-year/first-term Bachelor of Psychology students promotes a peer-mentoring group (with 3rd-year students), whereby introductions occur within the first 2 weeks of lectures and tutorials, and then the peer-mentoring occurs outside of the formal curriculum. Such peer mentoring supports new students' needs for relatedness and belonging, as well as builds their study-related competencies (and thus, contributes to wellbeing).
- The School of Science at UNSW Canberra established a mentoring program for all first-year Science students in Semester 1 2020, to support them in their transition to university studies. Academic staff volunteered to act as mentors for a group of four or five students. The mentor program was launched in Week 2 (shortly before classes moved online), with a welcome lunch, introduction of key academic and military staff (to help students feel part of the School), motivational messages from two UNSW Canberra / ADFA alumni (who spoke of their experiences at ADFA and how they had used their BSc studies in their military careers), and a getting-to-know-you session for mentor groups. Mentors were encouraged to meet (online) with their mentees several times throughout the Semester, in order to provide support and advice.
- [Suggestions can be emailed to Remi.Hatsumi@unsw.edu.au]

Extra-curricular

Activities conducted outside the curriculum. These activities may be made available to students and sponsored by universities, such as clubs, bands and recreational and/or competitive sport. However, these activities are seldom, if ever, drawn into the curriculum, nor taught and assessed within regular coursework (Nghia, 2017). Nevertheless, educators can draw their students' attention to these activities.

- Arc and other UNSW student societies run events (e.g., R U OK day), workshops/clubs (e.g., on meditation, wellbeing), and have some excellent resources on their websites and in their communications.
- Student Minds UNSW has an Instagram and Facebook page where they post evidence-based research and tips for students and staff on a wide range of mental health-related topics such as academic resilience, stress, the importance of sleep, motivation, and adaptability. Educators can be encouraged to draw students' attention to these social media pages, and they can be accessed at any time, for students to learn about whatever issue may be bothering them at the time. Student Minds also conduct live sessions on the topic of the week, to engage more with the student audience.
- The Health Promotion Unit runs a variety of events relevant to student wellbeing, including: Faculty-based "Surviving if not Thriving" workshops (since the pandemic pivot); the Untold Stories (lived experience) project; and focused activities for international students and at-risk groups.
- [Suggestions can be emailed to Remi.Hatsumi@unsw.edu.au]

Many of the activities of the above-mentioned units tap into both the Wellbeing and Psychological Disorder (e.g., prevention, early intervention) intervention aspects – this underlines the finding that these two dimensions are moderately correlated.

(3) The Curriculum Intervention

In drafting these documents, although we wished to give autonomy to Program Authorities to choose their own framework to inform their Program Approach, we received feedback that we should recommend a framework to guide that choice. Thus, we have developed the suggested ***UNSW Framework for Curricular Approaches to Student Wellbeing, and Academic and Career Success***, and this aspect is the core of that Framework, and guides the Policy, Procedure and Guidelines documents. Two Curricular Interventions are outlined below.

3A: Optimising the curriculum environment. We recommend that Program Authorities, in constructing their **Program Approach**, seriously consider the evidence-informed approach taken by the nationally funded *Enhancing student mental wellbeing* initiative, (Baik et al., 2017; Table A1 in Appendix; www.unistudentwellbeing.edu.au). The initiative adopts Self-determination Theory (SDT, which has received strong empirical support, including in educational settings) as the basis for promoting student wellbeing in curriculum design and delivery. The website includes a number of resources, including practical tips and traps, student-voice videos, and case studies. Essentially these resources focus on one aspect of SDT, which is the basic psychological needs of autonomy, competence, and relatedness (the latter is expanded to include a sense of belonging), and how curricular strategies support or thwart the satisfaction of these needs. Figure A1 (Appendix) explains how creating a learning-supporting curricular environment can support the satisfaction of these basic psychological needs, leading to increased wellbeing. Table A2 (Appendix) gives some UNSW staff and student suggestions for how these needs can be satisfied within the curriculum (see also the many practical suggestions and examples at www.unistudentwellbeing.edu.au).

3B: Building self-management capability. Self-management can be conceptualized as a graduate capability that assists the student in their studies, career, and personal life. From a curriculum perspective, teaching academics need to focus on the self-management skills relevant to students successfully completing their assessments (academic success; see Figure A1, Appendix), and preferably also, those activities relevant to career development learning, to increase successful transition to graduate employment (career success), and thus satisfy the psychological need for competence.

As indicated in the Policy and Procedure, students should be given opportunities to build both generic and discipline-specific self-management skills, and, students should take these opportunities when relevant to their own academic and career success (**Procedure 4.1**).

It should also be noted that over the past several years, initiatives funded by UNSW and OLT have led to the construction of resources that can be readily contextualised for diverse academic programs. For example, resources have been designed that not only integrate with course Moodle sites, but importantly, include evidence-based self-management tools, consistent with the theory and research on self-regulated learning. Using these resources, the Healthy Universities Team in collaboration with a diverse network of academics, has delivered training sessions to early-adopter program/course authorities to contextualise the use of the selected tools in their curricula (see <https://teaching.unsw.edu.au/HealthyUni>).

2. Program Approach: Planning, Implementation and Evaluation Options

Procedure 1.2 specifies that each Program Authority adopt, implement and evaluate an evidence-based Program Approach to supporting student self-management, academic and career success, and wellbeing. Different degree programs have different challenges and opportunities regarding student success and wellbeing (see the Student Wellbeing CoP Project on Faculty differences and similarities at their [sharepoint](#) page; UNSW SW CoP, 2020). What follows is a suggested sequence of actions for how Program Authority committees could plan, implement and evaluate their Program Approach, as well as some key points that could be considered.

1. Form a Program Authority Working Group, that may include student representation and student support staff (e.g., members of the Faculty/Program's *Student Wellbeing Action Group*), and in particular, PVCE Student Academic and Career Success (SACS) staff, who are increasingly partnering with Program Authorities in curriculum renewal work.
2. Decide on the adoption of an existing university-wide framework (see Guideline 1), that includes strategies for curriculum design and delivery (eg U.Melbourne **FPSMHW**; UUK **StepChange**).
3. Run an inclusive and collaborative workshop with Program academic and support staff, with key representatives from the *Student Wellbeing Action Group* and from student support units. The goal would be to work through the practical steps needed to design, deliver and evaluate curricular strategies to support student self-management, academic and career success, and wellbeing, in a way that is aligned with the Policy and Procedure. Existing tools can be utilised to facilitate this process (e.g., FPSMHW: http://unistudentwellbeing.edu.au/wp-content/uploads/2016/11/MCSHE-Student-Wellbeing-Framework_FINAL.pdf; StepChange: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-self-assessment-tool-stepchange.pdf>), and it is recommended that the **UNSW HU** resources be examined (e.g., integration of/linkage with Moodle Wellbeing resources – see <https://www.education.unsw.edu.au/teaching/scientia-education-academy/unsw-healthy-universities-initiative>). Consideration could be given to both the generic and specific needs of students in the Program, and so both generic and context-specific approaches, skills and tools should be examined as part of this workshop. The scaffolding and support for students to be given appropriate opportunities to successfully manage their assessments should also be considered, as assessments are natural 'stressors' in students' lives. Finally, workshop participants should be given opportunities to suggest ways forward.
4. At subsequent Working Group and Program Authority meetings, a Program Approach and associated stepped action plan could be drafted. One option for the Program Approach would be to either require or recommend specific courses such as PSYC1062, or those offered by PVCE SACS (see Resources section below).. Consultation with relevant authorities (e.g., Faculty Education Committees), the Faculty/Program's Student Wellbeing Action Group, and PVCE SACS would allow constructive input to the Draft Program Approach, prior to adoption.
5. The action plan of the Program Approach could include prioritising the core/compulsory transition-in first-year course(s), followed by core transition-out courses (e.g., capstone course). This is particularly important given the uncertain future created by the COVID-19 pandemic.
6. The Program Approach could include (a) all Program courses, with particular focus on core courses, (b) Academic staff training options, (c) an evaluation and continuous improvement strategy, and (d) communication strategies including clearly stated responsibilities and resources in each course outline – all aligned with regular Program Review and the Policy/Procedure.
7. In constructing the Program Approach to ensure curriculum alignment with the Policy/Procedure, Program Authorities could conceptualise self-management as a graduate capability that will not only assist graduates in their career, but also support students in their studies (see Guideline 1).
8. The additional self-regulation pressures (i.e., less formal structuring of learning activities), and the increased challenges regarding social interaction and communication (i.e., lack of 3-D non-verbal communication cues) inherent in online-delivered courses need to be recognised and accounted for in the design and delivery of courses, to ensure that there are adequate opportunities for students to successfully acquire intended learning outcomes (particularly if courses are eventually offered in dual mode).
9. The Program Approach could make reference to co- and extra-curricular programs such as well-supported *Staff* and/or *Peer* Mentoring opportunities (note there is an AHEGS program supporting peer-mentoring training and experience) for students in their program.
10. See Guidelines 3- 5 and the Case Studies for further suggestions about how a Program Approach could be enhanced.
11. [Feel free to suggest additions to Remi.Hatsumi@unsw.edu.au]

For example, student partnerships at the Faculty/School/Program level:

[Feel free to suggest relevant examples]

The Program Approach could also explicitly support **Procedure 4.1** Student Responsibilities. For example:

- (a) **Take advantage of opportunities to acquire the enabling skills necessary to engage in the pursuit of the intended learning outcomes:** In enacting Procedure 1.2.c, Course Convenors, particularly of early first-year core courses, could assess enabling skills, and then require students who fall below a particular hurdle criterion to undertake further training and re-assessment.
- (b) **Apply effective effort to meet the requirements of the course.** Core course convenors could ask students to (a) discuss study strategies in class, with information on effective study strategies for the assessments made clear; (b) estimate assessment grades, and then reflect on their efforts and the results once grades are back, as an assessable class activity.
- (c) **Seek to improve general and course-specific self-management knowledge and skills.** Core course convenors could highlight throughout their courses key opportunities for students to improve their self-management capability, particularly in relation to assessments (see Case Study 1 below). The student-led **Student Minds UNSW** group suggests one strategy: Make reflections a required part of courses, that tutors could comment on and suggest areas for improvement (e.g., a student reflects on a poor assessment mark in week 5, a tutor could respond with ways in which to improve self-management for the next upcoming assessment).

3. Academic Staff Training Options

Having determined the formal Program Approach (see Guidelines 1 and 2) to supporting student self-management, academic and career success, and wellbeing, academic staff training is essential to the implementation of that Approach. The following provide some options and comments:

- Selected components of the excellent training/information modules at unistudentwellbeing.edu.au could be required training for all academic staff teaching on a particular program. This could be supplemented by (a) opportunities for interactivity with experts and peers, and (b) staff projects where application of training is applied to a local teaching context, such as the revision of a particular course.
- The student-led Student Minds UNSW strongly recommends that all teaching staff undertake Mental Health First Aid training, to help them to recognize behavioural signs of students struggling with psychological disorders or low wellbeing.
- UNSW-wide online training module, supplemented by a Program- or Faculty- specific online training module. This could be extended by (a) opportunities for interactivity with experts and peers, and (b) required application to the local teaching context.
- The extent and limitations of professional role responsibilities of all academic teaching staff (full-time, part-time, sessional) will be a core aspect of any training.
- The training will also include knowledge of the Policy, Procedure, and Program Approach, including procedures for Equitable Learning Services, Special Consideration, and Grievance/Complaints.
- Program/Faculty/School Grievance Officers are given adequate and regular training, and are included in relevant education/student experience committees.
- [Feel free to suggest further meaningful suggestions – contact Remi.Hatsumi@unsw.edu.au]

For example, at the Faculty/School/Program level:

- The **Faculty of Engineering** hosted a series of Student wellbeing workshops for RU Ok Day on student wellbeing, and how academics can better respond to students in distress (UNSW SW CoP, 2020).
- Faculty/School of... [Feel free to suggest relevant examples.]

4. Student Support Service/Unit Engagement Options

Procedure 2.2 requires that Program Authority establish partnerships with student support services in the design, delivery and evaluation of curricula that support student self-management, academic and career success, and wellbeing. Some suggested aspects include:

- The Program Authority team could consider mapping future-learning skills across the student learning journey (i.e., from first to graduating years) to align with the program's graduate capabilities/learning outcomes (e.g., through consultation with First-year directors and students), and work with relevant learning specialists (e.g., PVCE SACS) to create relevant co-and extra-curricular activities in the program to run alongside or inside the courses' curriculum level.
- The Program Authority team could consider what enabling skills are necessary for core introductory courses (e.g., through consultation with First-year directors and students), and work with relevant learning specialists (e.g., PVCE SACS) to create a co-curricular program that could run from Weeks 0-4 to identify and support those students who need to build their enabling skills to be able to successfully engage with the course; there could also be a 'check-in' program during Week 6.
- Well before the distribution of course outlines in O-week, The Program Authority team could work with Equitable Learning Services staff to ensure that both parties are 'on the same page' in terms of the procedures relevant to both Equitable Learning Plans and the Program Approach, and that these agreed procedures are clearly communicated to Program staff and students.
- The Program Authority could work with the Learning Support Advisor Leadership (Student Life), the International Student Officer Leadership, and also the SRC International Collective and International and Orientation Coordinator, to include "just in time" reference to these services for students on matters such as time-management (i.e., not in the CAPS domain of serious psychological disorders).
- The Program Authority could work with a number of staff (e.g., Nura Gili, International Student Officer Leadership) and student leaders (e.g., SRC International Collective, and International and Orientation Coordinator), to help ensure that the Program Approach includes adequate consideration of cultural differences in approaches to psychological disorders and wellbeing..
- The Program Authority team could work with PVCE Student Academic and Career Success (SACS) staff to integrate assessable career development learning activities in the curriculum, because such activities increase student engagement, success and wellbeing. Note also UNSW career-relevant research with practical educational implications (e.g., Kek & [Huijser, 2017](#); [Heslin et al., 2020](#)).
- Representatives from student support units/services should be members of the Faculty/Program's Student Wellbeing Action Group.
- Note also that student leadership groups (e.g., Arc) also partner with Faculty/Program Authorities to contribute significantly to co-curricular wellbeing programs such as those during Orientation week.
- [Feel free to suggest further meaningful suggestions – contact Remi.Hatsumi@unsw.edu.au]

For example, partnerships at the Faculty/School/Program level:

- At UNSW Canberra, the Learning and Teaching Group (LTG) has worked with relevant Schools to develop Benchmarking Quizzes (in Mathematics, English and Physics). LTG administer these Quizzes to relevant groups of first-year students (with the cooperation of Defence) during their military training period held prior to the start of Semester 1. The Quiz results are used to identify students who are likely to require additional assistance. These students are provided with the support they need, in an effort to assist them with the transition to university studies and help ensure their academic success.
- PVCE-SACS and FASS – provided consultation on the new Career Development Learning Framework as part of the Bachelor of Arts review. Provided advice to course convenors across 28 streams with strategies and best practice examples to embed in their respective courses.
- PVCE-SACS and School of Psychology – provided scaffolding and embedded careers education in 1st and 3rd year courses, highlighting the importance of exploring career options, building a portfolio of career related experience and developing employability skills throughout the degree program.
- PVCE SACS and the Graduate Research School – redesigned and delivered Thesis BootCamp on academic skills and writing.
- PVCE and Faculty of Engineering:
 - Faculty of Engineering (Industry Training Prerequisite Modules) –developed fully online and self-paced modules to prepare all UG Engineering students for their industrial training experience.
 - Civil & Environment Honours/ Master, designed, developed and delivered a module on Thesis Writing & Literature Review.
 - GSOE9400 Engineering PG Research Essentials – designed, developed and facilitated practice presentations and school presentations, with marking and providing feedforward and feedback.
- PVCE SACS and Faculty of Built Environment – Designed, developed and delivered a module on Reflective Writing.
- PVCE SACS and Faculty of Medicine:
 - School of Public Health and Community Medicine – Presented PVCE SACS at a Welcome Session.
 - HDR Thesis Support Workshops – designed, developed and delivered.
 - Medicine Bungulidah – designed, developed and delivered a Mentoring Program Training Session.
- PVCE SACS and Faculty of Law JD – Developed and delivered academic learning workshop.
- For all Faculties – PVCE SACS (academic and career learning facilitators combined) have intentionally designed, developed and delivered WIL Debrief Sessions for students who have completed their WIL experience (e.g. in Build Environment, Business School, with WIL Central CDEV3000 course). The purpose is to (a) allow students to reflect on their experience – what they have learnt, the skills developed, area for improvements; (b) educate students to how to articulate their experience, achievements and skills for future recruitment practices; and (c) support students in future career planning beyond the WIL experience
- [Feel free to suggest relevant examples i.e., of productive partnerships at program or course level whereby professionals from PVC-E eg SACS, Health & Wellbeing eg Health Promotion, Library, Nura Gili have partnered with the Program/Course Authority to integrate curriculum strategies to support student self-management, academic and career success, and wellbeing. Contact Remi.Hatsumi@unsw.edu.au]

5. Stakeholder Engagement Options

Procedure 3.3 specifies that each Faculty (which may devolve to Program Authority) establish a **Student Wellbeing Action Group** to which students, staff, alumni, employers and professional bodies can contribute. The Procedure also requires that this Action Group be consulted regularly in every Program Review cycle. Some aspects of the operation of such a Group could include:

- Adequate student representation; this could be facilitated by discipline-based student societies, or by Arc/SRC/PGC.
- Adequate external interconnections with employer/industry partners; this can be facilitated by a career/employer engagement team (e.g., PVCE SACS).
- Either regular (e.g., each year, Term/Semester) consultation, or consultation at critical curriculum review points, in a structured manner that allows meaningful input which is respectfully considered and acted upon. The value of graduate engagement is well recognized as one aspect of the student life cycle.
- [Feel free to suggest further meaningful suggestions, particularly wrt Student Partnerships, and curriculum co-creation – contact Remi.Hatsumi@unsw.edu.au]

For example, student partnerships at the Faculty/School/Program level:

- The Faculty of Medicine strongly supports MedSoc, its student society. Reece Pahn, MedSoc President, commented: *“I think that student consultation is greatly enhanced and made more effective when the programs are coupled with robust and organised student societies. UNSW MedSoc certainly has much to improve upon, however, I believe our structures and processes, together with our integration with the student body, strengthen the value of partnerships with our Faculty and by extension program focused wellbeing, including consultation. Though I think that student consultation can generally be a good thing in whatever form, student partnerships can be highly dependent on the nature of the student societies for that degree, and I would recommend they be supported and integrated with their relevant Faculties.”* (email 02/08/2020)
- [Feel free to suggest relevant examples]

Additional options for engaging **students**, in line with **Student Partnerships**:

UNSW, Faculties and Schools usually have student representatives on relevant committees. Some additional strategies are:

- A common practice is to have class representatives for each course. One example is from Mike Le Pelley in his second (PSYC2081) and third year (PSYC3211) courses, whereby he calls for student representatives at the start of the course. There are usually just enough volunteers (4-6) that there is no need for a selection process. Their job is to represent the interests and opinions of their classmates, so he encourages them to canvas their peers' views. The idea is that each of the lecturers (2- 4 in each course) arranges at least one in-person meeting with the reps (or a virtual meeting at the moment) at the end of their section of the course, to get immediate feedback on whatever they want to get feedback on – the meeting effectively runs as a focus group. They can meet more often if they want; Mike finds it useful to meet at the half-way point of his lecture series (to obtain formative feedback, so he has the opportunity to respond/improve), as well as at the end. The students generally seem very happy to help, likely feeling that they're being a useful part of the process (and it's the sort of thing they can include on CVs).
- The Faculty of Medicine has been holding weekly meetings with student representatives to collaboratively address concerns since the pandemic-induced 'pivot' in early 2020 (UNSW SW CoP, 2020).
- All Schools at UNSW Canberra run student-staff liaison committee meetings consisting of one or two student representatives from every course taught by the School, an

academic staff member from the School (eg. Deputy Head of School [Education]) who facilitates the meeting, and a professional staff member who organizes the meeting and takes minutes). Students provide quite detailed feedback on their courses, including the pace of the lectures, quality of teaching material, and standard of assessment. Since every cohort of students is different, feedback at the end of the semester does little to improve the learning outcomes for that particular cohort. For this reason, the meetings are held in Week 3 or 4 and again in Week 9 or 10 of each Semester. Student feedback is provided promptly to teaching staff via the discipline coordinators, allowing staff to implement student suggestions in 'real time'.

- [Feel free to suggest further suggestions/examples]

Additional options for engaging **graduates, employers, professional** bodies

- [Feel free to suggest further meaningful suggestions/examples]

Case Studies

1. Rebecca LeBard (BABS) (adapted from Richmond et al., 2020)

The idea for worksheets originated in discussions with Rebecca LeBard for her Level 2 biochemistry course. She wanted to support students to better manage their time so as to submit their assignments on time (with positive consequences for students, and staff; e.g., better quality assignments and fewer extension requests). For that course, we designed fairly generic goal selection worksheets which were delivered (following a tutor training session) within labs and lectures, along with the goal selection video <https://vimeo.com/120112496>. Concurrently, "duty" tutors such as Stella Sheeba (on duty in the course common space at particular times for individual student consults) used the worksheets to help individual students who needed assistance in planning and executing their assessments. Stella reported a large increase (cf. previous year) in the number of individual consultations, which we attribute to the "normalizing" of discussion of self-management strategies during the in-class activities. Average grades were higher compared to the previous year. In the subsequent Level 2 genetics courses, partly because of some overlap in the student samples, we introduced some new activities, and we also much more specifically tailored the nature and timing of the worksheets to the assessments. For example, adapting the mental contrasting research, we specifically asked students to reflect on the just completed (named) assessment, and how they might better prepare for the next (named) assessment.

Rebecca integrated some of these worksheets into first year biology, such as the goal setting activities. In T3, 2019, the self-management Moodle section was integrated and adapted for the course. In T1, 2020, a selection of the week-by-week resources were integrated into the course page in addition to the separate self-management section. The week-by-week resources received more views and engaged more users (up to 3 times more) than did those just presented in the separate Section. The most popular resources, on time management, were accessed in the week-by-week mode by 300 students.

2. Jenny Richmond (Psychology) (adapted from Richmond et al., 2020)

In T1 2019, we integrated the Moodle section into a 2nd year Psychology course. We mostly used the section in a "just in time" way, although we brought the section to the attention of students during tutorials in Week 1. In this tutorial, students worked through the Assessment planning tool, mapping out when their assessments were due during the term and planning how they might manage. For the rest of the term, we took a "just in time" approach, providing links to relevant resources within the Week section. We chose 5 key activities (Week 0- goal setting, Week 1- time management, Week 6 - feeling stressed, Week 8 - post assessment reflection, Week 10- study tips). At the end of term, we exported Moodle log data to analyse how many students accessed the Self-management section resources; we were particularly interested to see whether students accessed resources that were integrated into

Moodle weeks more frequently than resources that were in the Moodle section but not referred to explicitly.

The results showed overwhelmingly that students did not access resources that were not linked to explicitly. Engagement with just in time resources declined across the session; while more than two-thirds of students engaged with the goal setting and time management resources posted in Week 0-1, less than half clicked on the stress/reflection resources in Week 6-8, and disappointingly, only 10% of students accessed the study tips resources posted in Week 10.

Lessons learned: The Moodle section resources need to be integrated into the Moodle weeks in order for the students to engage with them. Just in time resources work well early in the term, however, it may be that as students become more overwhelmed as the term goes on, they are less likely to engage with resources that could be useful. It may be more effective to using more integrated approaches in Week 7-10.

Overall, some care needs to be taken in tailoring the exercises to have maximum impact for the particular student cohort—whether this be the perfectionism (and associated anxiety) of (mostly) high-performing students, the values self-examination of a-motivated students, or the “selling” of evidence-based strategies to the average motivated but un-informed student.

[Feel free to suggest more case studies – contact Remi.Hatsumi@unsw.edu.au]

Resources, Courses, References

UNSW Courses that Support Student Self-management, Success and Wellbeing

Program Authorities may consider recommending one of these courses; most of which are offered in each term.

PSYC1062, Psychological Science of Wellbeing (online) See <https://www.psy.unsw.edu.au/current-students/undergraduate/course-outlines>.

PSYC1031, Psychological Science of Resilience (flipped classroom) See <https://www.psy.unsw.edu.au/current-students/undergraduate/course-outlines>.

[**Textbook** for above 2 courses: Morris, S., Cranney, J., Baldwin, P., Mellish, L., Krochmalik, A. (2018). **The rubber brain**: A toolkit for optimising your study, work and life. Brisbane: Australian Academic Press. 9781925644081 (paperback)]

GENY001, Academic Skills Plus

CDEV1112, Creating Your Career

Key Websites

UNSW Healthy Universities website: multiple resources, including Moodle Course/Section and training videos, and Healthy Universities Course Convenor Manual: <https://www.education.unsw.edu.au/teaching/scientia-education-academy/unsw-healthy-universities-initiative>

University of Melbourne OLT-funded **Enhancing Student Mental Wellbeing** www.unistudentwellbeing.org.au. Excellent resources, which also points to other university resources.

*Guide that could be used by Program Authorities for program curriculum redesign: [melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf](https://cshe.unimelb.edu.au/_data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf)

UK Student Minds: www.studentminds.org.uk

University Mental Health Charter: <https://www.studentminds.org.uk/charter.html>

Planning for a sustainable future: https://www.studentminds.org.uk/charter_sustainablefuture.html

UK Office for Students: <https://www.officeforstudents.org.uk/>

Page on student wellbeing <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/mental-health/resources-for-higher-education-providers/>

Universities UK (UKK) Mentally Healthy Universities Initiative:
<https://www.universitiesuk.ac.uk/stepchange-mhu>

Step-change document: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-stepchange-mhu.pdf>

*Self-assessment tool that could be used by Program Authorities for curriculum redesign:
<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-self-assessment-tool-stepchange.pdf>

UNSW OLT-funded project on student Success: Website for students and educators:
www.unistudentsuccess.com

UNSW-funded student-oriented self-management website: www.thefridge.org.au

Okanagan Charter:

<https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf>

UK Healthy Universities: <http://www.healthyuniversities.ac.uk>

UNSW Wellbeing Plan:

<https://www.wellbeing.unsw.edu.au/sites/default/files/resources/UNSW%20Wellbeing%20Strategy%20-%20final.pdf>

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Appendix

Table A1. Example frameworks, approaches, and resources to support curricular approaches to student self-management, success and wellbeing

Framework/Approach/ Resource	Description
<p>Australian OLT project: Framework for Promoting Student Mental Health and Wellbeing (FPSMHW) www.unistudentwellbeing.edu.au</p> <p>See examples throughout the website, and Baik et al. (2017)</p>	<ul style="list-style-type: none"> • A whole-of-university framework • Training modules for academics on curriculum design and delivery, on difficult conversations with students, and on self-care • Practical tips and traps, based on well-supported theory and research e.g. Self-determination Theory • Effectively integrates Policy Principle 2.1(a) and (b)
<p>UNSW Healthy Universities (HU) Self-management and wellbeing Moodle Section and Course (see https://www.education.unsw.edu.au/teaching/scientia-education-academy/unsw-healthy-universities-initiative)</p> <p>See Case Studies 1, 2; Richmond et al. (2020)</p>	<ul style="list-style-type: none"> • Evidence-based tools for managing studies (eg time-management, study strategies, procrastination) that can be integrated into any Course Convenor's course Moodle site. • Tools and training for Course Convenors to support contextualization for their specific course. • Congruent with the theory and research of self-determination theory and self-regulated learning.
UNSW Student Mental Health & Wellbeing Strategy	In the process of being drafted.
Australian University Mental Health Framework Orygen's July 2020 Draft	Positives: 1. Uses dual continua model; 2. advocates settings-based whole-of-university approach; 3. is student-centered.

<p>https://www.orygen.org.au/Policy/University-Mental-Health-Framework/Orygen-Uni-MH-framework-draft.aspx Also, see Carlson et al. (2020)</p>	<p>Negatives: 1. Conceptually confused; 2. Biased toward the negative; 3. These 2 factors compromise the effectiveness of the framework; 4. Curricular strategies are not well-developed.</p>
<p>UK:</p> <p>Student Minds (www.studentminds.org.uk);</p> <p>Office for Students (https://www.officeforstudents.org.uk/)</p> <p>eg (https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/mental-health/resources-for-higher-education-providers/) resources.</p> <p>Examples/case studies are embedded in some of these resources.</p>	<p>The University Mental Health Charter (UMHC): comprehensive university-wide propositions under 5 headings: Learn, Support, Work, Live, Enabling Themes. https://www.studentminds.org.uk/charter.html and the follow-up Covid-19 doc Planning for a Sustainable Future https://www.studentminds.org.uk/charter_sustainablefuture.html</p> <p>Office for Students student wellbeing page includes the excellent evidence-based UUK StepChange doc (https://www.universitiesuk.ac.uk/stepchange-mhu): mental health as a strategic priority, extends and contextualises UMHC with clear direction & examples for university leaders. Accompanied by a practical self-assessment tool: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/uuk-self-assessment-tool-stepchange.pdf</p>
<p>Universal Design for Learning</p> <p>UK:</p> <p>AHEAD</p> <p>USA:</p> <p>UDL on Campus (http://udloncampus.cast.org/page/planning_landing)</p> <p>UNSW:</p> <p>Universal Design for Learning Framework https://teaching.unsw.edu.au/universal-design-learning-udl</p>	<p>AHEAD: AHEAD is an independent non-profit organisation working to create inclusive environments in education and employment for people with disabilities. The group's main focus is on further education and training, higher education and graduate employment. They provide free online training in UDL practice.</p> <p>UDL on Campus: Comprehensive website on UDL in higher education that provides resources to support the design of accessible curricula and lessons, this resource provides ways in which instructors can apply UDL to educational activities in order to address the interplay between emotion and learning, and supporting students who struggle with executive functioning—i.e., the cognitive processes that are involved in goal setting, planning, and organization.</p> <p>UNSW Universal Design for Learning Framework: based on a comprehensive review of the literature, strategies for best practice in UDL at the higher education level have been collated into a framework to help guide UNSW staff in more accessible course design and delivery.</p>
<p>Okanagan Charter (2015)</p> <p>(https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf)</p>	<p>An inspiring and practically-useful document, aligned with the key messages of the UNSW 2025 Strategy.</p>

Table A2. Suggested activities (by UNSW staff and students) for addressing the psychological needs of student **within the curriculum**. See also www.unistudentwellbeing.edu.au for many examples.

Need	Activity description	Suggested by
RELATEDNESS/BELONGING		
1. Icebreakers	a. Guess the Baby/Breakfast. As an optional co-curricular activity: An online session where students who anonymously submit their 'baby/breakfast photos, and other students have to guess which students own the photos. Just a fun activity to help create positive interactions between students, and with the instructor.	Linda Ferrington

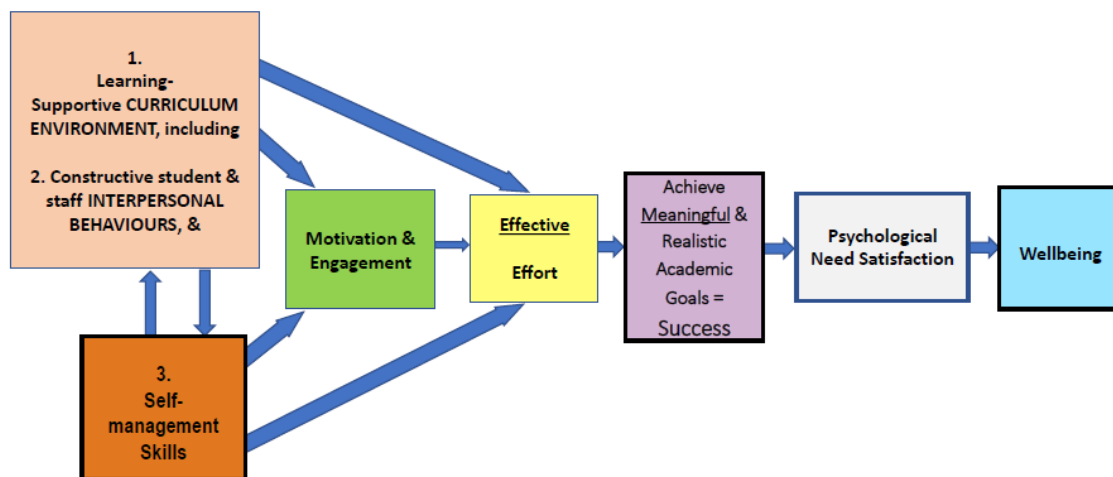
	b. In-class activity in the first week or two: Each student has to find other students with similar characteristics (e.g., same program, or also doing another likely course, or in an Arc Social Club etc). There may be a time limit with the idea being that you need to 'tick off' as many characteristics as possible. This creates common topics for informal student-to-student conversations at a later time.	Sue Morris (Psychology)
2. Course Convenor Email Updates during pandemic	"Students tend to be more responsive to emails sent by course convenors than generic university-wide correspondence. Synthesising and relaying key university announcements has helped course convenors ensure their students remain up to date with relevant changes and performs an important pastoral care function"	UNSW SW CoP, 2020
	Feel free to suggest additions to Remi.Hatsumi@unsw.edu.au	
AUTONOMY		
1. Asynchronous teaching resources	"Teaching staff across the university have been developing asynchronous teaching resources to enable students to be more flexible with their learning. This has been particularly welcomed by students with caring responsibilities."	UNSW SW CoP, 2020
	Feel free to suggest additions to Remi.Hatsumi@unsw.edu.au	
COMPETENCE		
	See Guideline 1, Framework 3B, for self-management capability.	
1. Peer review, reflection, rejoinder – and goal-setting	Developmental Media Assignment in PSYC2061 (Social & Developmental Psychology). We discuss elements of good and bad feedback and guidelines for giving effective feedback in face to face tutorials. Students use these guidelines to provide feedback to peers on their draft assignment. We then discuss strategies for receiving and working with feedback, and students have the opportunity to use the feedback to improve their drafts before submission for grading. Students are also graded on the quality of the feedback they provide their peers. Students also have the opportunity to submit a 'rejoinder' for bonus marks. Here they evaluate the quality of the feedback they received, summarise the suggestions and outline how they did (or why they did not) make changes to their draft as a result. In Term 2 2020, an additional reflection component was introduced. Students were asked to reflect on their progress through the various stages of the assignment, set goals and evaluate their progress towards them, and identify challenges and propose strategies to address them. Strategies were discussed and compiled in during face-to-face tutorials, in a collaborative manner to give students a resource to draw from. Reflections were graded according to the level of metacognitive insight demonstrated.	Jenny Richmond, Liz Summerell (Psychology).
	Feel free to suggest additions to Remi.Hatsumi@unsw.edu.au	

Table A3: Definitions and Acronyms

Academic success	At a minimum, students acquire intended learning outcomes and so obtain passing grades in their courses and complete their degree program (see Renner et al., 2016, for a more interesting conceptualisation).
Career development learning	For university students, career development learning is essential to future academic success, and has been defined in this way: "Learning about the content and process of career development or life/career management. The content of career development learning in essence represents learning about self and learning about the world of work. Process learning represents the development of the skills necessary to navigate a successful and satisfying life/career" (McMahon, Patton, & Tatham, 2003, p. 6, cited in McIlveen, et al., 2011).
Enabling skills and knowledge	The academic skills and knowledge that a student is assumed to possess prior to enrolling in a particular course or program (e.g., adequate English Language skills; essay-writing skills, basic calculus knowledge, minimal capacity to focus effectively on academic tasks).

Formal curriculum	The formal curriculum is designed to support student acquisition of explicit program and course learning outcomes. The formal curriculum consists of (a) formal teaching activities to support the acquisition of learning outcomes, and (b) assessment activities, one function of which is to determine whether students have acquired the learning outcomes. (See Baik et al., 2017, for a less pragmatic definition, and Nghia, 2017, for definitions of “extracurricular” and “co-curricular”.)
Learning outcomes	Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course or program of study. [Note – definition from Assessment Policy]
Self-management capacity	Self-management is the capacity to effectively pursue meaningful goals, and to be flexible in the face of setbacks (Cranney, Cejnar, & Nithy, 2016). Academic self-management involves knowledge and skills relevant to academic and career success, such as time-management and emotional regulation. As such, self-management can be conceptualised as a graduate capability, that is particularly relevant to successfully transitioning to the workplace.
Wellbeing (psychological)	Two definitions from the literature: Wellbeing results from the satisfaction of the basic psychological needs of autonomy, competence, and relatedness (Deci & Ryan, 2000). Wellbeing consists of both eudaimonic aspects (pursuing and achieving valued goals) and hedonic aspects (feeling good) (e.g., Ryan, Huta, & Deci, 2008). This definition is reflected in Keye’s (2005) operationalisation of wellbeing as positive emotions and positive functioning (see the Guidelines document).

Positive framing of student academic success* and wellbeing



A SIMPLIFICATION of the approaches, based on research by eg Sheldon *et al.*; Baik *et al.*; Cranney *et al.*

* = achieving meaningful & dynamically changing goals across the student life-cycle

Figure constructed by J.Cranney for February 2019 Connections Seminar

Figure A1. Some of the psychological processes involved in the effects of creating a learning-supportive curriculum environment, including giving students opportunities to improve self-management skills.