


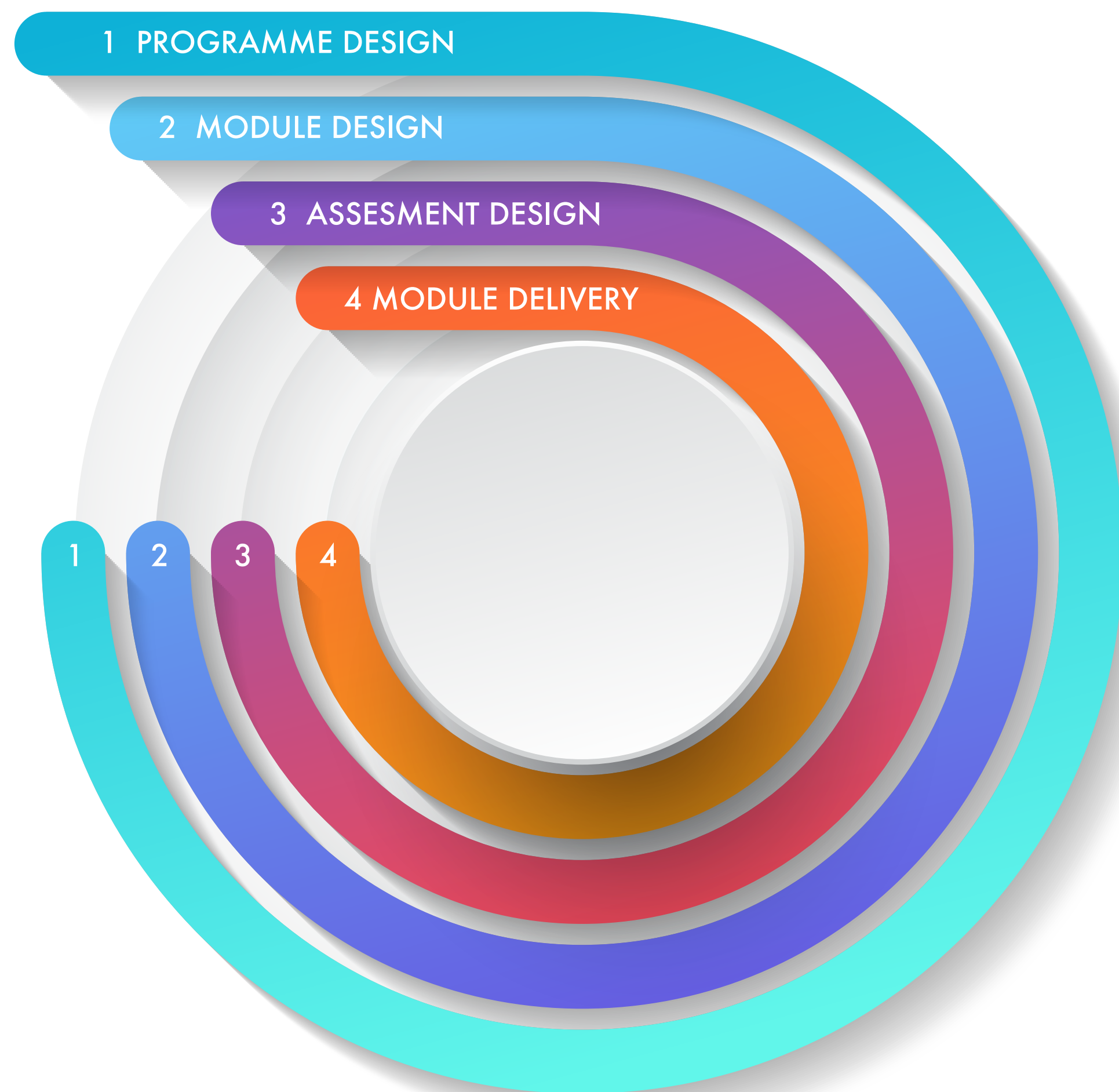
# Embedding Wellbeing in the Curriculum Toolkit

Programme/Module Title and Code: \_\_\_\_\_

Explore the seven activities with set principles to guide embedding wellbeing in the curriculum. Click on each card to see more information.

<h3>Instructions</h3> <p>Click here to get more information of how to use the Wellbeing toolkit.</p> 	<h3>Social Community, Identity and Status</h3> <p>The social and cultural environment of the classroom has a key role in learning and wellbeing.</p> <ol style="list-style-type: none"><li>1. Provide considerate and timely inductions</li><li>2. Generate social belonging</li><li>3. Recognise and value prior experiences</li><li>4. Co-create a shared discipline community</li></ol>	<h3>Inclusivity</h3> <p>The design and delivery of curriculum can support inclusivity by deliberately seeking to create inclusive learning environments.</p> <ol style="list-style-type: none"><li>1. Access professional learning on Inclusive learning and teaching</li><li>2. Understand your cohort profiles</li><li>3. Consider additional needs</li><li>4. Create accessible resources</li><li>5. Agree social rules</li><li>6. Promote Student Support Services</li></ol>	<h3>Learning focused</h3> <p>Students who adopt a learning focus will seek to master their discipline and concentrate on their own learning and development.</p> <ol style="list-style-type: none"><li>1. Design a coherent programme of learning</li><li>2. Develop a sustainable assessment matrix</li><li>3. Form social connections to the discipline</li><li>4. Promote deep learning</li><li>5. Clarify learning tasks</li><li>6. Clarify assessment tasks</li></ol>
<h3>Scaffolded Design</h3> <p>Scaffolded design-supports students to move from novice through to independent learner.</p> <ol style="list-style-type: none"><li>1. Prepare learners for transitions</li><li>2. Design inclusive assessment</li><li>3. Clarify assessments tasks</li><li>4. Prepare students for assessment</li></ol>	<h3>Learner Development</h3> <p>Curriculum can support learning and wellbeing by placing a specific focus on the development of students as learners.</p> <ol style="list-style-type: none"><li>1. Guide meta-learning</li><li>2. Develop self-efficacy</li><li>3. Develop self-attribution and self-awareness</li><li>4. Academic integrity</li></ol>	<h3>Getting Students back on track</h3> <p>Students may experience disruption in their academic journey. Poor health, relationship difficulties and/or unhelpful habits may impact their engagement.</p> <ol style="list-style-type: none"><li>1. Utilise learner analytics</li><li>2. Encourage re-engagement</li><li>3. Manage the disengaged</li><li>4. Promote Student Services</li></ol>	<h3>Maintaining boundaries supporting distressed Students</h3> <p>The inter-relationship between learning and wellbeing can lead to discussions or disclosures by students about their life circumstances and wellbeing.</p> <ol style="list-style-type: none"><li>1. Access staff support on student wellbeing</li><li>2. Establish and maintain boundaries</li><li>3. Sign-post to Student Wellbeing Services</li></ol>

# Embedding Wellbeing in the Curriculum Toolkit



Curriculum infusions points

Ensuring healthy lives and promoting wellbeing for our students is essential to education for sustainable development (United Nation's SDG 3- Good Health and Wellbeing).

To embed Ulster's capstone Graduate Attribute of 'Thriving Individual', 'Wellbeing' is seen as a key attribute to be developed in the curriculum.



Ulster's Embedding Wellbeing in the Curriculum toolkit provides evidence-informed guidance and directed support toward infusing wellbeing and learning via the curriculum.

Based on Advance HE's comprehensive Education for Mental Health Resource (2022) the toolkit, presents seven activity areas to be considered for curriculum infusion at the point of.

- 1.** Programme Design
- 2.** Module Design
- 3.** Assessment Design and/or
- 4.** Curriculum Delivery

As you go through the seven activity areas you will have an opportunity to:

- a.** Review prompts to inspire good practice
- b.** Self-Assess current curriculum coverage
- c.** Seek more help or advice by viewing recommended activities or resources
- d.** Consider and summarise key commitments to practice.



View these good practice prompts and self-reflect

Scale your current level of practice

See activities and resources for developing practices

Summarise key commitments to practice

### 1. Provide considerate and timely inductions

#### a. Design prompts

We work collaboratively with professional colleagues to create induction, progression, and re-induction events, to provide additional support and preparation.

#### b. Current curriculum coverage



#### c. Activities and resources

Prepare Students for Progression  
Inducting and Supporting Students

#### d. Commitment to practice

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### 2. Generate social belonging

#### a. Design prompts

We generate Social Belonging, creating cohort identity, a safe social environment with social and learning behaviour rules.

#### b. Current curriculum coverage



#### c. Activities and resources

- Induction Icebreakers
- Wellbeing Workshops
- Groups that work
- Effectively Managing Change

#### d. Commitment to practice

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### 3. Recognise and value prior experiences

#### a. Design prompts

We use opportunities to identify, recognise and value how a range of prior experiences and differences within the group enrich the learning environment.

#### b. Current curriculum coverage



#### c. Activities and resources

#### d. Commitment to practice

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### 4. Co-create a shared discipline community

#### a. Design prompts

We use the academic discipline to co-create a shared sense of community.

#### b. Current curriculum coverage



#### c. Activities and resources

Discipline Societies

#### d. Commitment to practice

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### 1. Access professional learning on Inclusive learning and teaching

**a. Design prompts**

- We explore the principles of Universal Design for Learning.
- We access Equality, Diversity and Inclusion & specific disability awareness training & Student Wellbeing information.
- We access information & training re inclusive teaching, learning and assessment.
- We access UU Student Wellbeing Sharepoint resources and guidance for Staff.

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

- Inclusive Pedagogy website &
- Digital Accessibility Webinars
- Inclusive Pedagogic Practice
- Seminar Series 20/21
- Student Wellbeing Resources for Staff

**d. Commitment to practice**

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### 2. Understand your cohort profiles

**a. Design prompts**

- We take time to profile and anticipate potential individual student and/or group composition/needs.
- We explore Institutional good practice resources on inclusive education practice to enable consideration of the sense of belonging.

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

**d. Commitment to practice**

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### 3. Consider additional needs

**a. Design prompts**

We consider the additional needs of learners when designing & delivering our curriculum E.g. Students with:

- Autism Spectrum Conditions (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory Impairments
- Transgender
- LGBTQ+
- BAME/Race
- Dyslexia

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

**d. Commitment to practice**

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### 4. Create accessible resources

**a. Design prompts**

- We provide options for perception and create resources which meet the needs and ensure the 'Accessibility' of teaching materials for all students.
- We offer alternatives for auditory and visual information.

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

- Utilise Blackboard Ally
- Utilise Microsoft Accessibility Review (for slides and documents)
- Promote the Library's 'RNIB Bookshare'

**d. Commitment to practice**

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### 5. Agree social rules

**a. Design prompts**

- We take time to agree social rules in learning spaces.
- We establish agreed guidelines for discussing contentious topics.
- We allow genuine academic debate without creating a sense of exclusion for any student.

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

Workshop 'Groups that Work' – Generating a learner group contract

**d. Commitment to practice**

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### 6. Promote Student Support Services

**a. Design prompts**

- We provide clear guidance in the Programme on academic roles.
- We signpost on how students can access:
  1. Advisory/pastoral Support.
  2. Library Support.
  3. Student Wellbeing.
  4. UUSU advice.

**b. Current curriculum coverage**

0 — 5 — 10

**c. Activities and resources**

All module coordinators utilise the Module Handbook to signpost details.

**d. Commitment to practice**

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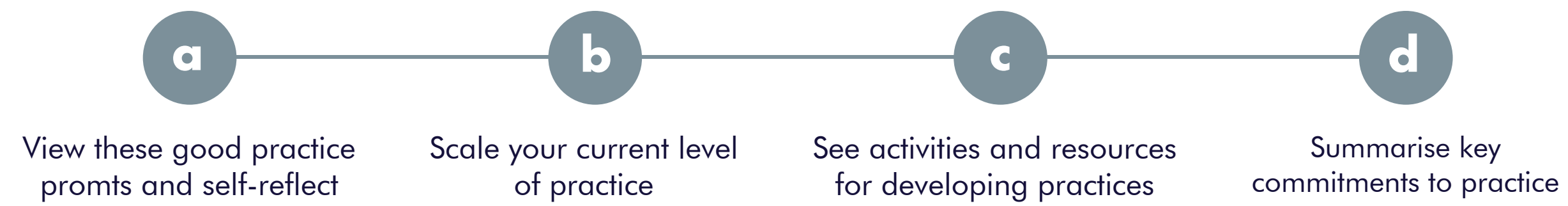
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### 1. Design a coherent programme of learning

### 2. Develop a sustainable assessment matrix

### 3. Form social connections to the discipline

### 4. Promote deep learning

### 5. Clarify learning tasks

### 6. Clarify assessment tasks

**a. Design prompts**

- Express the key knowledge, understanding and skills students will develop as programme-level learning outcomes.
- We explicitly teach these within the curriculum as demonstrated in the Programme Learning Outcome Map.
- We ensure learning outcomes are built sequentially over the programme.

**b. Current curriculum coverage**

**c. Activities and resources**

- Curriculum Domain Map
- At the point of revalidation, create a: Programme Learning Outcome Map

**d. Commitment to practice**

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**a. Design prompts**

- We structure and spread student workload and submissions across the programme schedule to avoid assessment bunching-especially at the end of term.
- We apply 'Ulster's Module Design Parameters' of a maximum of two-items of assessments to avoid high-stake end-point assessment.
- If having one item of assessment per module, we provide a formative assessment element

**b. Current curriculum coverage**

**c. Activities and resources**

- Retune the Assessment Matrix annually.
- View the - Module Design Principles, Constructive Alignment Guidelines

**d. Commitment to practice**

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**a. Design prompts**

- We consider using the first session of a module to help students connect to concepts that are meaningful or may have practical application for them.
- We begin new subjects by exploring connections between the topic and wider agendas.
- We help students find a personal connection to some element of what will be covered. (Meaning).

**b. Current curriculum coverage**

**c. Activities and resources**

- Curriculum Domain Map
- At the point of revalidation, create a: Programme Learning Outcome Map

**d. Commitment to practice**

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**a. Design prompts**

- We create space in the curriculum to develop students' understanding of learning approaches and how deep learning can be beneficial (DL).
- We encourage deep learning and the construction of meaning, rather than rote memorisation (Meaning).
- We provide clear and carefully planned explanations for abstract ideas and theories, using a variety of techniques e.g., stories, worked examples, etc.

**b. Current curriculum coverage**

**c. Activities and resources**

- Workshop 'Mindset Matters'

**d. Commitment to practice**

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**a. Design prompts**

- We provide clarity in design, teaching and tasks.
- We emphasise the learning outcomes and ensure these are mastery rather than performance focussed goals.
- We ask questions throughout to ensure students have understood and adjust and recover material if necessary.

**b. Current curriculum coverage**

**c. Activities and resources**

- Module Handbook Template.
- Learning and Teaching Plan.

**d. Commitment to practice**

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**a. Design prompts**

- We highlight the learning development students can expect by assessment briefs, how they should approach them and how the assessment will support their learning.
- We use worked examples of assessment in the classroom to build student clarity and confidence about the task, the criteria, and the required knowledge.

**b. Current curriculum coverage**

**c. Activities and resources**

- Module Handbook Template
- Assessment Brief Guidelines
- Assessment Rubrics

**d. Commitment to practice**

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View these good practice prompts and self-reflect

Scale your current level of practice

See activities and resources for developing practices

Summarise key commitments to practice

### 1. Prepare learners for transitions

### 2. Design inclusive assessment

### 3. Clarify assessments tasks

### 4. Prepare students for assessment

#### a. Design prompts

Begin meaningful engagement with the curriculum as soon as possible – preferably during induction/orientation e.g., with no stakes tasks that engage students with aspects of their discipline that are interesting, exciting, fun, etc.

#### b. Current curriculum coverage



#### c. Activities and resources

- Transition Skills and Strategies

#### d. Commitment to practice

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#### a. Design prompts

- Design assessment to engage students in deep and meaningful learning.
- Align the assessment with the related learning outcomes and assessment criteria.
- Identify and align the skills and knowledge (factual and conceptual) students will need to develop to begin work on an assessment.

#### b. Current curriculum coverage



#### c. Activities and resources

- Reimagining Assessment
- Authentic Alternative Assessments to Exams

#### d. Commitment to practice

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#### a. Design prompts

- Remind students in assignment briefs about the importance of taking a learning focused approach to assessment and finding meaning in their choice of assessment.
- We highlight the learning and development students can expect by providing this in 'Assignment briefs'.
- We build assessment rubrics to clarify assessment standards.

#### b. Current curriculum coverage



#### c. Activities and resources

- Guidelines to Building Marking Rubrics
- Guidelines on Writing Assessment Briefs

#### d. Commitment to practice

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#### a. Design prompts

- We use assessment examples in the classroom to build student clarity and confidence about the task, the criteria, and the required knowledge.
- We use formative assessment to build student familiarity, develop skills and knowledge and increase their self-efficacy.

#### b. Current curriculum coverage



#### c. Activities and resources

- Academic Integrity
- Module Handbook Template
- Assessment – How not What

#### d. Commitment to practice

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View these good practice prompts and self-reflect

Scale your current level of practice

See activities and resources for developing practices

Summarise key commitments to practice

## 1. Guide meta-learning

## 2. Develop self-efficacy

## 3. Develop self-attribution and self-awareness

## 4. Academic integrity

### a. Design prompts

- We encourage students to have a learning focussed approach to their studies and use assessments to support learning.
- We use discipline specific assessment briefs in the classroom to explore and develop students 'learning practices and understanding of effective strategies.

### b. Current curriculum coverage



### c. Activities and resources

### d. Commitment to practice

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### a. Design prompts

- We develop students 'academic literacy' and understanding of the process when completing academic work.
- We include the importance of self-management skills.
- We include the importance of accessing appropriate support.

### b. Current curriculum coverage



### c. Activities and resources

### d. Commitment to practice

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### a. Design prompts

- We ensure the curriculum includes specific guidance on how to complete tasks effectively.
- We use feedback processes to focus students' attention to those aspects over which they have control.
- We use feedforward processes to focus students' attention on specific steps they can take to learn more effectively going forward.

### b. Current curriculum coverage



### c. Activities and resources

### d. Commitment to practice

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### a. Design prompts

- We embed self-management into curriculum as a way of building students' understanding of the ways in which learning, and performance happen and can be supported.
- We co-facilitate material on self-management with colleagues in Student Wellbeing.
- We provide referenced evidence of the links between wellbeing and learning to build student understanding and confidence in what they are being told.

### b. Current curriculum coverage



### c. Activities and resources

### d. Commitment to practice

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### 1. Utilise learner analytics

#### a. Design prompts

We use: Learner analytics (Blackboard Evaluation Tools) to identify when students begin to disengage.  
 - We send early communications that are supportive and understanding, encouraging students to take steps to re-engage.

#### b. Current curriculum coverage



#### c. Activities and resources

- See Webinar 'Conversations that Motivate'

#### d. Commitment to practice

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### 2. Encourage re-engagement

#### a. Design prompts

- We provide students with a clear path back to re-engagement, setting out achievable steps they can visualise and take – this may simply be contacting you or a Study Advisor and/or Student Wellbeing for a conversation.  
 - We tell students that we believe that they can re-engage and be successful (within the limits of what is possible).

#### b. Current curriculum coverage



#### c. Activities and resources

- Heling Distressed Students

#### d. Commitment to practice

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### 3. Manage the disengaged

#### a. Design prompts

- We are clear about the potential consequences if students do not re-engage.  
 - We signpost or refer students to Student Wellbeing services for relevant support (and recognise they may not want to tell us the real reason they have disengaged).  
 - We have accessed training regarding 'Helping Distressed Students' which includes content on developing staff 'Effective Listening' and responding skills.  
 - We have accessed UU training re 'Fitness to Study' policy and procedure.

#### b. Current curriculum coverage



#### c. Activities and resources

- Fitness to Study Practice

#### d. Commitment to practice

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### 4. Promote Student Services

#### a. Design prompts

- We include information about Student Wellbeing services during induction and on class slides as standard, so the information is relayed to students on an ongoing basis, not just at the beginning of the year.  
 - We ensure staff and students are aware of a range of available support services:  
 1. Advisory/pastoral Support.  
 2. Library Support.  
 3. Student Wellbeing.  
 4. UUSU advice.

#### b. Current curriculum coverage



#### c. Activities and resources

- Student Wellbeing Sharepoint for Staff guidance

#### d. Commitment to practice

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View these good practice prompts and self-reflect

Scale your current level of practice

See activities and resources for developing practices

Summarise key commitments to practice

### 1. Access staff support on student wellbeing

### 2. Establish and maintain boundaries

### 3. Sign-post to Student Wellbeing Services

#### a. Design prompts

- We have accessed relevant UU Guidance and training.
- We know how to contact Student Wellbeing service to obtain advice regarding a student of concern.
- We know how to signpost or refer a student who experiences wellbeing challenge.
- We know how to respond to a concern that a student may be 'at risk' (to self or others) In or Out of Hours.
- We know when to involve external emergency services.

#### b. Current curriculum coverage



#### c. Activities and resources

- See Webinar 'Conversations that Motivate'

#### d. Commitment to practice

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#### a. Design prompts

- We have a clear concept of the purpose of the academic/tutor role and where that purpose ends which can help guide what we do and do not do.
- We ensure students are aware of our role boundaries, explicitly explaining the purpose of the relationship and role boundaries in the first meeting/class, in advance of students encountering problems.
- We maintain consistent role boundaries, avoiding e.g: giving students a personal mobile phone number, interacting on social media outside of the professional role, physical contact or responding to emails and messages out of hours.
- We don't continue alone in a relationship or situation with a student that is causing concern but consult with appropriate colleagues and Student Wellbeing.

#### b. Current curriculum coverage



#### c. Activities and resources

- Heling Distressed Students

#### d. Commitment to practice

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#### a. Design prompts

- We highlight that many students experience wellbeing challenges and disabilities (11% of UU students have diagnosed/assessed disability)
- We highlight that by accessing support learners are able to engage and succeed in academic work.
- We provide illustrative examples of how other students have been helped and succeeded.
- We express confidence when signposting students to Wellbeing.

#### b. Current curriculum coverage



#### c. Activities and resources

- Fitness to Study Practice

#### d. Commitment to practice

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## AdvanceHE

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### **Reference:**

Advance HE (2022) Education for Mental Health Toolkit. Available at: <https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit>.

### **Acknowledgments:**

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