

Embedding Mental Wellbeing Online Resources

QAA Collaborative Enhancement Project

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Today

- The collaborative project & team
- **Defining** embedding mental wellbeing
- Examples of embedding mental wellbeing
- Benefits of embedding mental wellbeing
- Navigating through the open educational online resources
- Summary and questions

QAA Collaborative project

- Quality Assurance Agency (QAA) Collaborative Enhancement Project, funded in 2021.
- This project aimed to:
 - provide sector definitions for embedding mental wellbeing
 - **share examples** of embedding mental wellbeing in higher education, drawing on examples from the collaborative partner providers shared through the open educational resources (OERs)
 - identify the benefits that you may see if you replicate the examples in your setting.
- Supporting colleagues across the sector to embedding mental wellbeing in their own contexts.
- Launched the resources at a dissemination event on 'Blue Monday', 17 January 2022, to reframe and refocus on the positive activity happening in the sector to support mental wellbeing.

Collaborative team

Zoë Allman - De Montfort University

Dr Kate Lister - Open University (now Arden University)

Professor Emma Sutton-Pavli and Dr Neil James - University of East Anglia

Fabienne Vailes - University of Bristol

Benjamin Smith - De Montfort Students' Union

Dr Alison Gilmour - University of Greenwich (now University of West of Scotland)

Annie Jennings and Nicola Smith - London South Bank University

Dr Alicia Peña Bizama - University of Reading

Defining embedding mental wellbeing

- There are various definitions around mental wellbeing and "no standard definition in use across the sector" (Pollard et al. 2021, p.21).
- Project team selected a few regularly occurring definitions that particularly resonate and encourage these to be considered alongside any definitions that exist within providers.
- Drawing from this literature, we have identified five core concepts of wellbeing:
 - 1. A sense of flourishing or thriving
 - 2. Includes a sense of balance
 - 3. Is strengthened by community and belonging
 - 4. Wellbeing is dynamic; it can change from day to day and over time
 - 5. Inclusive, for all students

Defining embedding mental wellbeing

- Project team identified five core properties of 'embeddedness' in practice (where 'practice' includes teaching, pedagogy, curriculum, assessment, student support and skills development).
- Mental wellbeing should be:
 - Modelled in practice, as well as situated in it; i.e. wellbeing should be inherent in pedagogy and the design of learning, as well as present in curriculum content (Zundans-Fraser and Lancaster, 2012; Green and Meyer, 1991)
 - 2. Tailored to students' needs, allowing for different approaches to be adopted in different contexts
 - **3.** Inherent in the values, ethos and culture of the institution, as well as ubiquitous across it (Moody and White, 2003)
 - 4. Represented in **strategy** and **resourced** appropriately, as well as being ongoing practice (Laud et al., 2015)
 - 5. A holistic, partnership effort (Hughes and Spanner, 2019)

Examples of embedding mental wellbeing

- **27 examples** from collaborative partner providers, curated under 6 categories:
- 1. What **pedagogical approaches and techniques** can support embedding mental wellbeing in the curriculum?
- 2. What approaches can we take to embed mental wellbeing across higher education **providers**, **programmes and modules**?
- 3. How can we best support student mental wellbeing in the **design of assessment and feedback**?
- 4. What initiatives and interventions support students navigating **transitions** and through the **student journey**?
- 5. How does embedding mental wellbeing support student engagement in **work-based placements and professional experiences**?
- 6. How can **relationship-building**, **connection and belonging** be utilised as approaches to embedding mental wellbeing?

Examples of embedding mental wellbeing

Examples include:

- Classroom based activities
- Subject specific ideas that can be transposed into other settings
- Frameworks and concepts
- Approaches and toolkits
- Whole-institutional approaches

General format:

- Introduction and rationale
- Method what, how and why this activity occurred
- Evaluation of the activity and what was learned
- Takeaway message

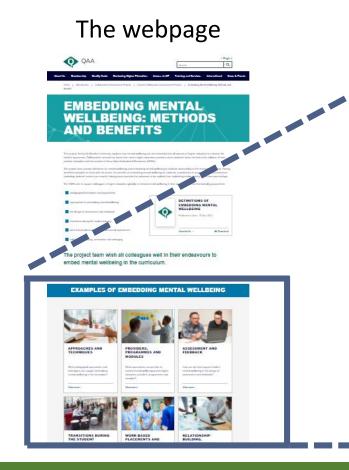
Benefits of embedding mental wellbeing

- Benefits are **measurable improvements from outcomes** as seen by stakeholders (students, practitioners/programmes, and institutions).
- Benefits can be **realised during** an activity, but many benefits are realised a long time **after** the activity has ended.
- Identified benefits of the examples included in the online resources to support you in considering which of these examples may be of interest for replication in your own setting.

Benefits of embedding mental wellbeing

- Benefits to **students** of embedding mental wellbeing include:
 - Enhanced resilience, communication, confidence and preparedness, alongside a greater sense of belonging.
- Benefits to **practitioners/programmes** of embedding mental wellbeing include:
 - Increased student engagement, enhanced student partnership, and greater student achievement.
- Benefits to **institutions** of embedding mental wellbeing include:
 - Enhanced engagement, whole University approaches to an important topic, and ensuring equitable access.

Navigating through the resources

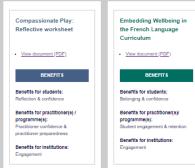


EXAMPLES OF EMBEDDING MENTAL WELLBEING APPROACHES AND PROVIDERS. ASSESSMENT AND TECHNIQUES PROGRAMMES AND FEEDBACK MODULES What pedagogical approaches and What approaches can we take to embed How can we best support student mental techniques can support embedding mental wellbeing across higher wellbeing in the design of assessment and feedback? mental wellbeing in the curriculum? education providers, programmes and modules? View more > View more 3 View more > TRANSITIONS DURING WORK-BASED **RELATIONSHIP BUILDING, CONNECTION** THE STUDENT JOURNEY PLACEMENTS AND PROFESSIONAL AND BELONGING EXPERIENCES

Examples links

Example: Approaches and techniques

EXAMPLES OF EMBEDDING MENTAL WELLBEING e resources have been developed as part of the Embedding Mental Welibeing Collaborative Enhancement Project 2021, supported and funded by QAA Membership. What pedagogical approaches and techniques can support embedding wellbeing in the curriculum? Embedding wellbeing in A Mindful LEGO® Establishing a Shared the classroom: Staff Meditation Values Base workshop Download document (PPTX View document (PDF) View document (PDF) Download audio file (MP3) BENEFITS Benefits for students: Benefits for students Benefits for students Resilience & communication Belonging & resilience Learning opportunity & preparedness Benefits for practitioner(s) Benefits for practitioner(a) programme(s): Benefits for practitioner/s) programme(s): Practitioner preparedness & class Practitioner wellbeing & student programme(s): dynamic engagement Enhanced student partnership & student achievemen Benefits for Institutions Benefits for Institutions Whole University approact Equitable access Benefits for Institutions: Policy compliance



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Summary

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- Upcoming event: QAA Quality Insights <u>'Student Mental Health and Wellbeing Workshop'</u> on Tuesday, 14 June 10:00-12:00

References

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