



SUPPORTING STUDENT WELLBEING THROUGH CURRICULUM DESIGN AND DELIVERY

This guide is informed by student perspectives¹ and provides some key considerations for teaching staff on creating healthy and successful learning environments

Produced by the Committee on Student Experience and Development (COSED)

Most of the recommendations here are not radical. However, they do require genuine integration. Even small adjustments to the environment through the ways in which the curriculum is developed and delivered can help to collectively maintain our own wellbeing and that of our students.

Students said they feel happier and less anxious when....

<input type="checkbox"/>	1. Blackboard sites are consistent across modules to ease navigation. [See Blackboard Threshold Standards]
<input type="checkbox"/>	2. Submission deadlines are consistent across modules e.g. 12 noon as standard.
<input type="checkbox"/>	3. Hyperlinks are added to Blackboard communication to ease navigation. See example here .
<input type="checkbox"/>	4. Teaching staff use standardised templates for assignment briefs and rubrics across modules. See example here .
<input type="checkbox"/>	5. Reading materials are differentiated i.e. 'essential'; 'recommended' and 'further'.
<input type="checkbox"/>	6. Teaching staff indicate the level of preparation needed for tasks/concepts rather than labelling the difficulty of these e.g. 'Expect to spend 2 hours for reading rather than' 'this is very hard'.
<input type="checkbox"/>	7. Programme Directors and/or teaching staff create opportunities for students to meet other year groups.
<input type="checkbox"/>	8. Short ice-breaker activities are initially included to help everyone get to know each other
<input type="checkbox"/>	9. Teaching staff and other classmates learn how to pronounce each other's name correctly
<input type="checkbox"/>	10. There are frequent teaching and learning opportunities for students to meet their peers and work informally in small groups.
<input type="checkbox"/>	11. Teaching staff spend time early in the teaching cycle explaining approaches to learning, assessment, and key dates.
<input type="checkbox"/>	12. Teaching staff circulate the room, listening, and encouraging participation through a balance of question types. 'Searching' questions initially build confidence as students look for information in study materials; 'thinking' questions ask students to go beyond material given.
<input type="checkbox"/>	13. Students are made aware of the different genres and features of assessment to expect e.g. <i>you will complete a video diary, an argumentative paper, a critical reflection.</i>
<input type="checkbox"/>	14. Teaching staff share examples of previous peer or group work activities to guide student expectations and understanding of the task

¹ Bundy, V., Collier, J. and Hayward, A. (2022) Wellbeing in the Curriculum: Student Panel Summer Term 2022