



Promoting Academic Success and Wellbeing:
Enhancing Regional Students' Engagement, Success
and Wellbeing through the use of innovative early
intervention strategies

RESEARCH REPORT

Associate Professor Sharron King
Dr Helen Stallman
Ms Tanya Weiler
Dr Jane Kehrwald
and Mrs Tamra Ulpen
University of South Australia

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.
Alternate text inserted for all images. Minor typographical errors corrected.

Funding

This project was funded by the Australian Government through the Higher Education Participation and Partnerships Program, National Priorities Pool.

Project team

The project team was comprised of five team members from the University of South Australia:

Associate Professor Sharron King is the Head of UniSA College and has over twenty years of experience as an educator and researcher in student health and wellbeing and transition to university. Sharron led the collaborative development and implementation of the needs analysis process and subsequent development and piloting of the modules and workshops in regional areas.

Dr Helen Stallman is a Clinical Psychologist and Senior Lecturer at UniSA. She is a leader in the field of university health and wellbeing. Her work has included investigating the determinants of student health problems and the development and evaluation of population and individual-based interventions to improve health and wellbeing. Dr Stallman led the development of award-winning interventions, *thedesk* and The Learning Thermometer. She also developed the Care, Collaborate, Connect suite of programs, Staying on Track and Success and Wellbeing. Her programs are accessed by students internationally. She contributed to the development and evaluation of the resources.

Dr Jane Kehrwald is Manager, Student Support within UniSA's Student Engagement Unit and has been involved in international education for over 20 years. Jane provided advice and expertise in evaluating the needs of regional students at UniSA and provided guidelines and recommendations for the delivery of more effective student support services to meet their needs.

Ms Tanya Weiler is the Program Director for the Aboriginal Pathways Program (AP) and Regions at UniSA College and has extensive language and literacy experience. Tanya's knowledge and experience of both academic literacies and psychology helped to create much of the content for the online modules and workshops for both students and academics. Tanya was a key member in designing and delivering training for regional staff and provided professional development for the enrolment planning tool, workshops and how to embed the modules into curriculum.

Mrs Tamra Ulpen is a lecturer at UniSA College and course coordinator of both English Language Studies and Critical Literacy. Tamra developed the Literacy Diagnostic Tool which is an integral part of UniSA College enrolment planning.

Acknowledgements

The project greatly benefited from the input of the following individuals:

Dr Sarah Hattam, UniSA College

Mr Tristan King, UniSA College

Dr Lalita McHenry, UniSA College

Dr Dino Murtic, UniSA College

Dr Nazz Oldham, UniSA College

We would also like to thank **Dr Belinda Chiera** and **Dr Lisa Schulz** for their detailed analysis of the data, and our research assistants, **Heidi Hetz**, **Charmaine Graham**, **Jacqui McCann**, and **Victoria Fielding**, for their instrumental contribution to the project.

Finally, we would like to express our appreciation to the regional staff and students for their involvement in the project.

Acronyms

ABS	Australian Bureau of Statistics
FiF	First in Family
Flinders	Flinders University
FT	Full Time
Go8	Group of Eight
GPA	Grade Point Average
IRN	Innovative Research Universities
Low SES	Low Socioeconomic Status
MA	Mature Age
PT	Part Time
SATAC	South Australian Tertiary Admissions Centre
SL	School Leaver
SSEE	Staff and Student Experience and Expectations
TER	Tertiary Entrance Rank
UniSA	University of South Australia
UoA	University of Adelaide

Glossary

Course: At UniSA, a course is the basic component of an academic program. A course is identified by a course name (e.g. Chemistry 101), and an 'area and catalogue number' (e.g. CHEM 1007). A course is sometimes referred to as a subject.

Program: An approved combination of courses undertaken during university study to obtain a degree, certificate or diploma. This can include non-award programs or enabling programs. For example: Bachelor of Engineering, Master of Business, or Doctor of Philosophy.

Moodle: Moodle is the software application used to create a unique learnonline course site for each offering of a course. Students enrolled in the course will gain automatic access which is retained for one year after the conclusion of the course.

Learnonline: The UniSA web-based learning and teaching environment. UniSA's learnonline provides an integrated suite of software applications used to deliver quality technology enhanced learning.

Enabling program: Is a course or set of courses, which when completed, meets the requirements for entry to a higher education award. An enabling program is not a higher education award.

Contents

Funding	3
Project team	3
Acknowledgements	4
Acronyms	5
Glossary	5
Executive Summary	7
Recommendations	9
Recommendations for Institutions	9
Recommendations for Teaching and Professional Staff	9
Recommendations for Future Regional Students.....	10
Recommendations for Future Policy/Research	10
1. Introduction	12
2. Background and Context	13
3. Needs Analysis	16
3.1 Literature Review	16
3.2 Staff Interviews and Focus Group	21
3.3 Historical Student Data	24
3.4 Summary of Needs Analysis.....	24
4. National Resource Package	27
4.1 Academic Success and Wellbeing modules and workshops.....	27
4.2 Additional Resources in the National Resource Package	28
4.3 Implementing Resources for Regional Student Academic Success and Wellbeing	31
4.4 Development and Implementation of the Resources in the National Resource Package.....	35
5. Pilot Project Evaluation	40
5.1 Evaluation of the modules and workshops	40
5.2 Evaluation of the Literacy Diagnostic Tool	43
5.3 Evaluation of The Learning Thermometer.....	43
5.4 Evaluation of Student Wellbeing.....	44
6. Conclusion	46
Appendix 1: Student Wellbeing Survey	48
Appendix 2: Resource Samples	55
Appendix 3: Tutor Manual 7: Food, Fitness, Friends	73
Appendix 4: Certificate of Completion	82
References	83

Executive Summary

This project responds to current policy and relevant research in relation to the challenges for regional student engagement, success and wellbeing by developing a suite of interconnected resources designed to enable universities nationally to provide ongoing, sustainable support to build the capacity of regional students.

The resources discussed in this report are the outcomes of a National Priorities Pool (NPP) funded project aimed at improving academic literacies and wellbeing for regional low SES students studying at regional universities, or at universities committed to regional activity. These resources are now freely available online via the International Association for University Health and Wellbeing (IAUHW) website:

<http://healthyuniversities.org/projects/regionalstudent-success-wellbeing>

Student cohorts undertaking enabling and undergraduate programs in regional areas are very diverse, with higher representation across the equity groupings and first in family (FiF) status than their metropolitan peers. Research has found that regional students also have lower access to, and higher attrition rates, than metropolitan students in the context of university study (Cardak et al., 2017). It also found that regional students frequently require greater support to transition successfully into tertiary study (Devlin & McKay 2017). However, support services are often difficult to provide in regional settings. Given the prohibitive cost of supplying comparable resources to those found on metropolitan campuses (due to small regional cohorts vs. larger metropolitan cohorts), students in regional campuses are often at a disadvantage.

More support is needed for regional students if universities are to meet the recommendations of the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008) and participation targets set by the Australian Federal Government. However, it is critical that we avoid simply identifying regional student characteristics as the cause for lower completion rates and leave them responsible for their own struggles and 'failing' (Nelson et al. 2017). Rather, we must find ways to effectively and sustainably support students to transition into university, building capabilities and capacity to succeed.

Success is generally referred to in terms of academic performance and completion, however, success needs to include measures related to the health and wellbeing of students during (and after) their studies. Embedding literacy and wellbeing resources within the curriculum at a program level or for delivery in formats relevant to regional areas is a key recommendation of this project. This early intervention strategy will enable universities nationally to provide ongoing, sustainable support that is needed to build the capacity of regional students and support access to the social and academic capital required to achieve academic success.

The resources developed in this project contribute to the development of health, wellbeing and coping strategies which play a significant role in the achievement of learning outcomes and graduate employability. Several modifiable factors have been identified to improve student outcomes for regional students, including having a supportive environment, developing a sense of belonging, maintaining healthy behaviours, and knowing how to cope with the challenges of being a university student.

The strategy was developed and implemented in the UniSA regional campuses of Whyalla and Mount Gambier in South Australia subsequent to conducting a Needs Analysis, including a review of the literature. Project outcomes include a suite of in-class and self-directed resources in combination with a training package for academic and professional staff. The resources were developed as an early intervention strategy that corresponds with key milestones across the student life cycle. The early intervention strategy aims to build transitioning students' academic and social capital at key points in the first year, thereby providing the knowledge and skills needed to successfully navigate the first year of university. The resources include Academic Success and Wellbeing modules and workshops, the Literacy Diagnostic Tool, The Learning Thermometer, a Needs Analysis Tool, and a staff training package. The modules come with student workbooks, tutor handbooks (including pedagogical guidelines), PowerPoint slides, lecture recordings, student certificates, and three mindfulness sound files. These modules and workshops can ideally be embedded into existing curriculum, or utilised as stand-alone extra-curricular activities during teaching periods.



Recommendations

The following recommendations are made to support retention, success and wellbeing for low SES regional students. A number of the recommendations that stem from our research confirm what others have said in relation to addressing the needs of regional student groups (Nelson, 2017; Li & Carroll, 2017). The fact that there is apparent repetition of some key recommendations across multiple projects speaks to the urgent necessity of implementing interventions such as those provided in this report to ensure the needs of regional students are met.

Recommendations for Institutions

- Outreach into Regional communities: Universities expand their outreach into regional communities and schools to promote university as a viable option.
- More explicit connection between academic success and health and wellbeing: Ensure that strategies to support student health and wellbeing are embedded as a university-wide approach in order to consistently communicate to staff and students the relationship between health and wellbeing and academic success.
- Recognise and value the diversity of regional students: Recognise that regional students are not one homogenous group and ensure that university marketing and communications to prospective students reflects their diverse backgrounds and experiences. Targeted communication strategies such as these encourage regional students' to develop a sense of belonging and understanding that university is a viable option for 'people like us'.
- Family involvement: Universities recognise and encourage the involvement of family members in regional students' transition to university; this may include ensuring that orientation activities are inclusive and welcoming to parents and children.
- Provide financial support for regional students: Promote financial services and supports such as scholarships. Provide clear information and support regarding timelines and processes on how to apply for government allowances. In situations where transport costs represent a significant cost burden on a daily basis explore what provisions and mechanisms could be identified and easily implemented to support regional students' access to university.
- Resources and information are explicit: Ensure that information is tailored to all commencing regional students to support their navigation of university systems and procedures. Reduce the amount of irrelevant generic student emails so that regional students only receive information relevant to their regional context.
- Provide access to high speed internet: Universities should aim to provide high speed internet access on campus for regional students as they may lack easy access at home.

Recommendations for Teaching and Professional Staff

- Curriculum Development: Ensure there are opportunities in the formal curriculum to embed academic literacy skills and wellbeing knowledge and skills for students in their first year to support their transition to university.

- Promote health and wellbeing: Ensure policies and procedures are reviewed and regular campaigns are held to raise awareness of student wellbeing to reduce stigma and to encourage a move away from a deficit model.
- Encourage help-seeking: Promote student support services and normalise 'help-seeking' behaviour for regional students.
- Know your student cohort: Establish procedures and practices that facilitate an understanding about students' needs, circumstances and health including historical data collection and analysis, diagnostics and surveys.
- Teaching and Learning Tools: Consider inclusion of tools such as the Learning Thermometer and Learning Analytics to monitor student engagement and as a way of integrating the often-isolated institutional areas of teaching, learning, support and wellbeing to help students maximise their educational outcomes.

Recommendations for Future Regional Students

- Be Informed: Find out as much as you can about university before you start by attending Open Days, Orientation Week and information sessions as well as by reviewing university websites and recruitment material.
- Ask: Make the most of the support at your disposal: your teachers, your fellow students, study resources (tutor consultations, student support services, lecture recordings, feedback forms with marking criteria).
- You belong: Universities are changing and the student cohort is becoming much more diverse. Make connections with your fellow students; their support and friendship will be invaluable during your time at university.
- Find role models: Goals will seem more achievable when other people have reached them before you. Seek role models among other students and alumni, among the teaching staff, or among professionals in your community.
- Stay motivated: In times of stress, it can be helpful to remind yourself of the reasons for enrolling in university in the first place. If you keep one eye on your long-term goals, it is easier to remain motivated about your daily and weekly tasks. Break down your goals into reasonable and achievable ones, and reward yourself for each step of your journey.
- Engage your family and friends in your study: If your family and friends have never studied at university, this new chapter in your life can seem alien to them. Consider sharing what you learn with them, show them around the campus and share your long term goals.
- Prioritise your wellbeing: Your academic performance is closely linked to your physical and mental wellbeing. Ensure that you get sufficient sleep and physical activity, and that you eat a balanced diet. Schedule in time for pleasurable activities and socialising.

Recommendations for Future Policy/Research

- Trials and Evaluations: There is a need for universities to conduct ongoing trials and longitudinal evaluation of wellbeing programs to monitor actual behaviour changes and service use following the intervention.
- Include mental health in government policy: The mental health of university students (and tertiary students more broadly) has largely been absent at a government policy

level. The Project Team supports the call to action from The National Centre of Excellence in Youth Mental Health's 2017 report, in particular:

- A revised Australian Government Higher Education Policy to include a response to university student mental health.
- For universities to be supported by Universities Australia to develop standardised measures to enable the establishment of baseline data and the continued aggregation and monitoring of this data nationally.
- Regional Schools and Universities: The Mid-Year Economic and Fiscal Outlook (MYEFO) funding changes are predicted to have a significant negative impact on regional universities and regional student numbers. The Project Team supports the elements put forward in the National Regional Higher Education Strategy, in particular:
 - Implementing strategies to increase the representation of regional students in higher education; address the sustainability of rural communities and the declining population of young people in regional centres and provide greater support for those transitioning between secondary and higher education.
 - Retaining the demand driven student system with flexibility for regional universities to mix their load from diploma and associate degree to post-graduate coursework places as required.



1. Introduction

This project sought to address a gap in the ways we think about and contribute to student success, and this included the need to effectively address issues of student success, retention and wellbeing for regional low SES students. Traditional mechanisms measuring student success and retention are pragmatic constructs that belie the complexity behind students' academic performance and choices. If wellbeing and resilience are integral to academic success, as research advises, then success is evidently more than mere scores tabled against a student's name. However, the processes by which universities identify and track student wellbeing in a timely manner to ensure ongoing education attainment remains a challenge for the sector. The project also sought to respond to current policy and relevant research in relation to regional student experiences by providing tailored academic literacy and wellbeing resources within curricula to support students in a manner not usually available on regional campuses. The key objectives of the project included to:

- Develop and trial the implementation of a suite of interconnected resources to improve the engagement, retention, success, completion and wellbeing for low SES students studying at regional universities or at universities committed to regional activity.
- Develop a web resource that will provide a training package for regional staff to deliver support services related to students developing academic literacies and wellbeing.
- Develop a teaching, learning and wellbeing early intervention strategy for regional low SES students.

The project was piloted and evaluated with students enrolled at the UniSA Whyalla and Mount Gambier regional campuses. The project team collaborated with key stakeholders to develop a holistic approach to student success, retention and wellbeing in order to provide relevant and timely academic and mental health support for low SES students from regional areas.

2. Background and Context

The University of South Australia (UniSA) is South Australia's largest university comprising four metropolitan campuses and two regional campuses at Whyalla and Mount Gambier, as well as three off-campus regional study centres in Port Augusta, Port Lincoln and Ceduna. UniSA (Whyalla) has been operating since the early 1990s and UniSA (Mount Gambier) commenced in 2005. The UniSA campuses in Whyalla and Mount Gambier are located in regional centres of significant size. In 2014, the population in Whyalla was estimated at 22,754 and in Mount Gambier it was 26,246 (ABS, 2015). Students are also drawn from a broader hinterland, often necessitating significant travel to attend these regional campuses. The number of programs being offered at these locations is growing, and while students at regional campuses have traditionally been studying on campus with blended delivery modes, the campuses are increasingly providing support for online students and intensive study options. UniSA is committed to providing equitable access to higher education for all sectors of the community, and this commitment is incorporated in the University's Founding Legislation.

The aspiration of widening higher education participation has been an Australian Government policy agenda for the last few decades, with the Australian Government's 2008 review of the Australian higher education sector (Bradley et al., 2008; known as the Bradley Review) arguably a significant catalyst in more recent years. In response to the Bradley Review, a number of equity-based initiatives have been introduced (for example, Higher Education Participation and Partnerships Programs, Higher Education Disability Support Program, Indigenous Support Program, Commonwealth Scholarships Program and Regional Loading) that have either sought to understand the broad range of barriers and enablers to participation, or have provided specific interventions.

In support of the national widening participation agenda, UniSA developed a Participation Strategy in 2010 based on the three elements of Awareness, Access and Achievement. At the centre of the Participation Strategy is UniSA College. The College actively contributes to the University's function by improving access, delivering and coordinating the University's pre-degree and pathway programs for domestic students, and developing awareness through outreach activities connected to school curriculum and teaching pedagogies, and related government, industry and community partners. Since 2011, UniSA College has provided the twelve month enabling program, Foundation Studies, in both Mount Gambier and Whyalla campuses. Students who access UniSA through UniSA College are a cohort that would not normally have access to university study without UniSA College's programs.

Since UniSA College commenced operations in 2011, around 7,000 students who may not have previously seen higher education as an option have begun their studies in the College's Foundation Studies and Diploma programs. This figure includes almost 700 students at Whyalla and Mount Gambier who have studied with UniSA College. In 2017, UniSA College provided supported pathways for over 1,400 students, including 972 students enrolled in Foundation Studies. This figure includes 171 students in Whyalla and Mount Gambier for 2017. UniSA College has a significant role in UniSA's Regional Hubs, providing Foundation Studies in Whyalla and Mount Gambier and, from 2016, commenced a new Aboriginal Pathway (AP) program in Whyalla, Mount Gambier, Port Lincoln and Ceduna. Regional Hub

development is part of UniSA's strategic plan. UniSA College's Foundation Studies and Aboriginal Pathway programs are significant aspects of the university's regional strategy.

Regional students remain under-represented in higher education, and retention differences between metropolitan and regional areas are concerning. National success and retention rates for regional students are lower than the total student rate, with success rates presenting 1.14% lower for regional students in 2014 (85.89%) and retention rates presenting 2.22% lower for regional students in 2013 (77.48%). Regional domestic undergraduate enrolments within UniSA increased in the period 2011 to 2014, however, completions fell over the same period. As argued in an Office for Learning and Teaching project, the reasons why these students have higher attrition rates are not clear because the appropriate data does not exist and socio-economic factors are not the sole predictors of success (Stoodley, Nelson, & Readman, 2016). Stoodley et al. (2016) argue that a more fine-grained understanding of the interactions between students and their peers, teachers and institutions; the impact of financial and other forms of support on student learning outcomes; and the effect of individual characteristics such as emotions, motivation, identity and proficiency are better predictors of student success and retention.

This project goes some way to responding to these complexities and to a number of significant transition concerns identified in the Higher Education Standards Framework (2015). These include requirements to assess the needs and preparedness of individual students and cohorts; undertaking early assessment or review that provides formative feedback on academic progress; providing access to informed advice and timely referral to academic or other support; processes that identify students at risk of unsatisfactory progress; and specific support implemented across all courses of study. The development of the resources has benefited from the literature on regional students experiences in higher education and the key findings are discussed in the literature review below.

There is a wealth of literature exploring determinants of student success at university and while the term 'success' is mobilised in several competing discourses, it is generally referred to in terms of academic performance and completion. For instance, success according to the Department of Education's Improving retention, completion and success in higher education looks at the proportion of units of study passed by each commencing cohort in each year (DET, 2017). We argue that success needs to include measures related to the health and wellbeing of students during (and after) their studies as these are a significant predictor of learning outcomes and graduate employability. Mental health issues are increasingly evident in the university student population and can have a significant impact on individual learning outcomes, while potentially affecting other students, staff and the university. The modifiable factors influencing success and with which this project is concerned include: healthy environments (including social support, accessibility, economic feasibility of attending university); sense of belonging; healthy behaviours (including sleep, nutrition, study behaviours, pleasurable activities); coping and illness.

This project developed and piloted a suite of interrelated resources supporting students' academic literacies and wellbeing needs which included:

- 'Planning for Academic Success' modules and workshops that support student success by focusing on literacy, referencing and academic writing, exam preparation;

and wellbeing, building resilience, time and stress management, positive study habits and sustaining motivation.

- A diagnostic tool to assess incoming students literacy skills in order to provide more structured enrolment advice and support, identify potential students at risk and reduce the number of students who select inappropriate courses on enrolment.
- The online 'Learning Thermometer' tool was embedded as a resource into core courses to encourage students to proactively reflect on their own learning and wellbeing. This tool enables students to receive tailored feedback about strategies, resources, and support services and also helps students develop their own individual learning plans aimed at optimising success. Importantly, the aggregate data generated through this resource means that teaching staff are able to promptly modify courses in response to students' needs.
- A training package for academic and professional staff and a needs analysis tool to successfully implement and evaluate the resources; and
- Pedagogical guidelines for each of the components outlined above.

The Planning for Academic Success modules and workshops were designed specifically to address the needs of regional students while the 'Learning Thermometer' acts to ensure that all students have access to sufficient levels of timely support. Given that student support services rely on students having to manage their own needs and seek out resources as needed, these additional supports are necessary because the relatively high attrition rates of regional students demonstrates that current service provisions are unviable and ultimately unsustainable.

3. Needs Analysis

3.1 Literature Review

Despite the Australian Government's widening higher participation agenda, regional university student participation and completion rates continue to be lower than that of their metropolitan counterparts (Pagnini, Stylianou, Kok, & Johnson, 2014, Devlin and McKay, 2017). Edwards and McMillan's (2015) study, for example, found that 75% of metropolitan students complete their university studies within a nine-year timeframe, compared with only 69.5% of regional students. The recent federal government MYEFO announcement of the freeze on Commonwealth Grant Scheme funding at 2017 levels for two years, and linking growth from 2020 to performance and national population growth, is likely to have a significant negative impact on regional universities, with participation rates of regional students in higher education predicted to worsen (Regional Universities Network, 2017). Whilst the sector continues to make a concerted effort to increase regional student participation rates, less attention has been directed at improving the likelihood of success for regional students once enrolled. This literature review identifies the modifiable determinants of these lower completion rates within an Australian context. Whilst it is acknowledged that significant insight can be gained from an international perspective, regional Australia's distinct geography, history, cultural identity, and socioeconomic characteristics with its unique constraints and opportunities (Eversole, 2015) require a targeted approach to improving the engagement and success of regional students.

Student retention and success at university is affected by numerous biological, psychological and social factors that contribute to health, wellbeing and learning including healthy environments (physical, social, cultural and economic), sense of belonging, healthy behaviours (sleep, nutrition, physical activity, mastery and pleasurable activities), coping skills, resilience, and treatment of illness (Stallman, 2017). Here we focus specifically on modifiable factors within the university context which can be altered to better support regional and remote students.

Social support and belonging

Regional students may experience greater difficulty when transitioning to university. The degree of adaptation required from university students is often a reflection of a student's background, personal characteristics and attitude (Henderson, Noble, & De George-Walker, 2009, Lizzio & Wilson 2010; Meuleman, Garrett, Wrench, & King, 2015). Therefore one reason why transition is more difficult for regional students is because of their relative overrepresentation across equity groups compared to the general population. In particular, 37 percent of regional students are the first-in-family (FIF) to go to university (compared to 27 percent of metropolitan students), and 52 percent of regional students are from low SES backgrounds (compared to 37 percent of metropolitan students) (Baik, Naylor, & Arkoudis, 2015). These factors can impact on the availability of appropriate role models (Mulder & Cashin, 2015; Nelson et al., 2017) and contribute to a lack of preparedness for university because regional students lack an understanding of university systems and processes (Devlin & McKay, 2017; King, Luzeckyj, McCann, & Graham, 2015).

Furthermore, regional students are less likely than metropolitan students to believe that their parents want them to study at university (R. James, 2001). This can translate to a lack

of practical support. A study with regional low SES students identified family support in the form of encouragement, financial help and childcare as a key contributing factor to their success (Devlin & Mckay, 2017); by contrast, a study with regional Year 10 to Year 12 students found that the absence of family support can make further education much harder to attain (Alloway, Gilbert, Gilbert, & Muspratt, 2004). In addition, research also found that FIF students' personal transformation through higher education may contribute to feelings of separation from family and local communities (King et al., 2015).

The lack of family support for university study can be a reflection of broader community attitudes. Research has found that regional communities often communicate negative messages about the value of university (Devlin & Mckay, 2017; Fleming & Grace, 2014; R. James, 2001; Kilpatrick & Abbott-Chapman, 2002) with work promoted as being of greater value. However, the literature shows that community support is important for student success. Some insight can be gained from a US meta-synthesis of non-traditional students that found non-parent family members and the wider community have a significant impact on an individual's decision to attend university, and that they play an important role in providing emotional and practical support and encouragement during transition and the duration of the degree (Mwangi, 2015). These findings suggest that the absence of family and community support is likely to negatively impact on the student.

In addition, the sociocultural background of regional students can affect their sense of belonging at university. Specifically, cultural differences between non-traditional students and academic institutions may prevent these students from developing a sense of belonging. Firstly, students' previous negative educational experiences may still cause anxiety, shame and fear of judgement in the university learning environment (Burke, Bennett, Burgess, Gray, & Southgate, 2016). Secondly, research has found that FIF and low SES students frequently experience a cultural dissonance with the academic culture, content and teaching styles which can prevent these students from developing their capacity to reach their full potential (King et al., 2015; Murray & Klinger, 2012). Such responses in turn inform staff and institutional perceptions of non-traditional students, subjecting them to 'processes of misrecognition' and a language of deficit, focusing on their perceived lack of ability, ambition and motivation (Burke et al., 2016; Gale & Mills, 2013). For example, one study criticised problematic hegemonic discourses that promote middle-class perceptions of learning (e.g. displaying a 'love of learning' and a commitment to learn not only for employment but as a way of improving oneself) as they exclude working-class 'ways of being and knowing' (Burke et al., 2016).

Likewise, students may not develop a strong sense of belonging due to limited interaction with their fellow students. Statistics from 2014 show that among first-year students, 26 percent did not work with fellow students outside of classes, 21 percent did not engage in group work with their classmates during classes, and 26 percent never spent time studying with other students (Baik et al., 2015). This is also reflected in the number of friendships developed at university, with 44 percent of students reporting that they keep to themselves (up from 32 percent in 2009) and only 65 percent had made one or two friends (down from 74 percent in 2009) (Baik et al., 2015). As friendship and support are crucial to student wellbeing, their absence can have a significant negative impact. Tucker and Irwin (2011) state that the relationships young adults cultivate while at university in combination with the interactions they have with friends and family offer the social resources necessary to support their transition to life as a university student. In another study, friendships were

identified as an important support during stressful times by first-year students, while conversely, those who lacked social support felt lonelier and more isolated than their peers (Wrench, Garrett, & King, 2013). Similarly, those students with very high levels of distress reported a lack of close relationships and community connectedness (Mulder & Cashin, 2015). Regional students' sense of belonging is significantly impacted by the degree of isolation they may experience due to having to move from home to attend university. A 2014 study of first-year students found that 75 percent of regional and remote students had moved to attend university, compared to 27 percent of metropolitan students (Baik et al., 2015). Separation from social supports, grounded in family and local communities, makes students susceptible to additional stressors in an often stressful period of transition to university (King et al., 2015).

Academic preparedness for university

There is evidence to suggest that regional students may lack academic preparedness and may experience difficulties with orientation to the academic environment. One survey identified that regional and remote students are more likely to achieve lower ATARs than metropolitan students (Baik et al., 2015). Specifically, 45 percent of low ATAR students were from rural backgrounds and 57 percent were from low SES backgrounds (Baik et al., 2015). Low SES first-year students also felt less prepared academically when compared with high SES first-year students, and were more doubtful about their ability to succeed (Baik et al., 2015). In another study, compared with metropolitan students, regional students had greater difficulty with adaptation to, and comprehension of, university teaching approaches (36 percent, compared to 28 percent of metropolitan students) and course material (23 percent, compared to 17 percent of metropolitan students) (R. James, Krause, & Jennings, 2010).

Non-traditional students doubt their academic abilities for a range of reasons. A recent study found that those who get into university via non-traditional pathways (with no or a low ATAR) continue to see this as a personal shortcoming and may continue to doubt their right to belong at university (Burke et al., 2016). Specifically, the study found that 35 percent of non-traditional pathway students lacked confidence in their intellectual ability and 37 percent doubted their intelligence. By contrast, 28 percent of traditional pathway students lacked confidence in their intellectual ability and 31 percent doubted their intelligence (Burke et al., 2016). Notably, in another study, university students developed a greater sense of belonging at university after they developed appropriate academic literacy skills (Gourlay, 2009), thereby linking academic literacy skills to the development of a sense of belonging.

Healthy behaviours

Healthy behaviours, including sleep, nutrition, and physical activity, are critical for learning, health, and wellbeing. The first factor, sleep, is critical to learning and memory, the core outcomes of a university degree. Deficits in sleep quality and quantity cause emotional and behavioural dysfunction, interpersonal and performance problems, as well as physical illness. A study with first-year students found that starting university negatively impacted on the quantity and quality of sleep which the students explained were due to feeling overwhelmed with work, family and study commitments (Wrench et al., 2013). The students

identified that the reduced quantity and quality of sleep led to additional stress, and this was especially so for relocating regional students (Wrench et al., 2013).

Physical activity is equally important, as is diet and nutrition. Physical activity is widely recognised as being a critical factor in maintaining physical and mental health and can be an important tool in managing stress. However, a study at two metropolitan university campuses and two rural colleges of technical and further education found that 40 percent of participants did not meet appropriate levels of physical activity needed for long-term health (Leslie et al., 1999). Compounding this, is evidence suggesting that university students frequently lack a healthy diet. For example, a UniSA study with regional and remote students found that financial pressures often meant that participants were not able to afford healthy foods (Nagy, Lee, & Graham, 2016).

Further impacting on regional students' health is reduced time to engage in pleasurable activities compared to their metropolitan peers because of competing priorities (Devlin & Mckay, 2017). Two significant external stressors for regional students are family responsibilities and financial stress/work commitments. In a study with final-year, low SES students at regional universities, 72.5 percent of students reported having parenting and caring responsibilities (Devlin & Mckay, 2017). These responsibilities were identified as a significant factor for regional and remote students who needed to reduce their study load from full-time to part-time (Nagy et al., 2016). Work commitments have also been identified as a significant factor in students' decision to withdraw from university study (Hodges et al., 2013).

Additionally, there is evidence to suggest that regional students are more likely than their metropolitan counterparts to experience financial stress (Li & Carroll, 2017). For example, in a 2014 survey of first-year students, 44 percent of regional and remote students reported frequently experiencing stress due to their financial situation, compared with 24 percent of metropolitan students (Baik et al., 2015). While paid employment may help reduce financial stress, the literature shows that paid employment can present a significant burden to students. A 2016 study found that 75 percent of regional and remote students were combining paid employment with study (Nagy et al., 2016). In another study, twelve percent of regional and remote students, compared to six percent of metropolitan students, stated that their work commitments significantly affected their studies, and 31 percent of the regional and remote students, compared to 22 percent of metropolitan students, stated that they frequently had to work instead of attending class (Baik et al., 2015). As a consequence of undertaking paid employment, regional and remote students had reduced their study load due to work commitments and financial difficulty.

Coping

Factors that help to mitigate students' need to withdraw from study include coping skills, adequate sleep, nutrition, and physical activity. Healthy coping strategies include self-soothing strategies, relaxing and distracting activities, social support, and accessing health professionals when required (Stallman, 2017). However, a study with first year students found that while the participants understood the meaning and importance of healthy behaviours, they still engaged in unhealthy behaviours such as insufficient sleep, poor nutrition, and not seeking professional support when required (Wrench et al., 2013).

Of particular concern is the prevalence of undetected psychological symptoms in students impacting on their coping ability. There is evidence to suggest that the impact of distress is greater in regional and remote students than metropolitan students. One study by Baik et al. (2015) found that 21% of first year regional and remote students considered withdrawing or deferring their studies because of emotional problems, compared with 12% of metropolitan students (see also Li & Carroll, 2017). Further, a study with first year rural university students found that in the past six months, about one in five students had experienced coping difficulties (19.7 percent) and in the past three months, 3.7 percent had thoughts of self-harm and 4.2 percent had thoughts of suicide (Hussain, Guppy, Robertson, & Temple, 2013).

The repercussions on engagement and success at university is illustrated by a study of undergraduate students at a regional university which found that out of those regional undergraduate students with one learning challenge, 44 percent of students who had disclosed their learning challenge had psychological symptoms (compared to 65.7 percent of students who had not disclosed their learning challenge) (Grimes, Scevak, Southgate, & Buchanan, 2017). In addition, 41 percent of students with a disclosed learning challenge and 24 percent of students who had not disclosed their learning challenge had two or more learning challenges, with a majority experiencing psychological symptoms (Grimes et al., 2017). The study's findings indicate that among students with learning challenges, the largest group are students with mental health challenges, followed by students with two or more learning challenges, with a majority in this group affected by mental health problems (Grimes et al., 2017). A further breakdown of the different types of mental health issues can be found in a study with first year rural university students where the most frequently reported mental health issues for the past six months were anxiety (25 percent) and diagnosed depression (8 percent) (Hussain et al., 2013). These figures show that psychological symptoms are prevalent among regional university students and may negatively impact their studies.

Health and disability

The success and retention of regional students can also be impacted by disability and illness. Untreated physical illnesses and psychological disorders can impact on student learning, retention and success. Students are not required to disclose acute or chronic illnesses to universities, but are able to if they require assistance, such as modification to learning environments, or extensions for assessments. Research points to university students frequently experiencing poor health as a result of their studies. A study with rural first-year students found a link between university study and poor mental and physical health, with ill health identified as a frequent experience for first year students. Significant numbers of students were found to be experiencing anxiety in new situations (26 percent), worry (20 percent), panic (13 percent) and unhappiness/tearfulness (21 percent) (Hussain et al., 2013).

Recent statistics show that the number of commencing students with a disclosed disability are slightly higher at regional campuses. In 2011, there were 5 percent of commencing students with a disability at Regional University Network (RUN) universities, 4 percent at metropolitan universities, and 4 percent nationally (Nelson et al., 2017). Whilst these proportional differences of students with disability are relatively small there is a significant difference between the completion rates of regional students with a disability and metropolitan students with a disability. Nelson et al.'s (2017) recent study showed that only

46 percent of students with a disability completed their degree at regional universities compared with 68 percent of students with disabilities studying at metropolitan universities.

The stigma of disability leads to low disclosure rates causing some concern about how the resulting low visibility of some disabilities impacts on universities' ability to respond to the needs of students with a disability (National Centre for Student Equity in Higher Education, 2017). A study with regional undergraduate students found that 22 percent of the sample with diagnosed/assessed learning challenges (i.e. disabilities) that impacted on their learning had not disclosed their status to the institution, while 13 percent of the sample had disclosed their status to the institution (Grimes et al., 2017). By comparison, only seven percent of disclosed students of the total student body were officially recorded at the institutional level (Grimes et al., 2017). Based on these figures, the authors estimate that there are 19 percent of students with learning challenges among the university's domestic undergraduate student body (Grimes et al., 2017). This suggests that the hidden figure of students with a disability is much higher than the official statistics.

Environmental factors

Additional challenges for students at regional universities are travel to campus and internet access. Figures from the Australian Bureau of Statistics show that 79 percent of Australians living in remote or very remote parts of Australia have internet access, compared to 88 percent of Australians living in major cities (ABS, 2016). Previous research identified internet connection as crucial for university students to succeed? (Baik et al., 2015; Devlin & McKay, 2017; Regional Universities Network, 2013). However, a study with low SES background students at regional universities highlighted the significant costs involved in getting internet access, with some students stating that there were restrictions on what they were able to access online and others opting to access the internet on campus or in public libraries rather than from home (Devlin & McKay, 2017). Geographical isolation may mean that travel to campus can be a challenge for regional students. A study with regional students found that they may delay or forgo paying for car insurance and maintenance due to financial pressures while being faced with fewer public transport options at the same time (Nagy et al., 2016). It is clear that these factors can present additional stress for regional students.

3.2 Staff Interviews and Focus Group

Many of the factors affecting regional students' success, retention and wellbeing that were identified in the literature were confirmed in the second component of the needs analysis which included interviews and focus groups with regional teaching and professional staff. A total of seven interviews were completed with teaching and professional staff and six focus groups were completed with a further twelve teaching staff. Each focus group included three to four staff members and each focus group met twice during this project. In the interviews and focus groups, participants were asked about the perceived academic and wellbeing needs of regional students and the availability of academic and wellbeing support services for these students. The interviews and focus groups used a semistructured interview style to allow for an in-depth exploration of the topic areas. The interview and focus group question guidelines are available in the Staff Training Package, which can be accessed on the IAUHW website: <http://healthyuniversities.org/projects/regional-student-success-wellbeing>

Key themes

The respondents identified several challenges to the wellbeing of regional students. The most prominent was mental illness, with some stating that they observe psychological problems in their classrooms on a daily basis. Another prominent theme was the significant stress associated with high unemployment and financial insecurity in regional Australia which has the potential to negatively impact on the personal lives of students, their families and their communities. Other challenges included substance abuse (especially ice), poor physical health (with particular mention of obesity), anxiety and procrastination around assignments and exams, and the challenges arising from competing demands on regional students' time, such as employment and family/community commitments. Whilst these factors are common to both regional and metropolitan students, the greater prevalence of these factors in regional communities means that more regional students are likely to be affected by these potential barriers to their success and wellbeing.

In addition, the respondents identified a range of socio-cultural factors that impact on regional students. Most respondents observed a culture of stoicism towards personal problems in regional Australia, combined with stigma around disclosure of personal problems and help-seeking, resulting in a high level of self-reliance. The respondents also observed that interpersonal relationships are highly important in regional Australia, but that at the same time, there is a lack of openness towards outsiders. Another frequently mentioned topic was a lack of appreciation for the value of a university degree within local communities, often resulting in a lack of social support for those who study at university. Other themes included the high prevalence of students who are the first member of their family to go to university or come from a Low SES background, lack of exposure to university-educated (regional) professionals that could act as role models, and personal change associated with university study leading to feelings of disconnection to family and community.

One of the needs identified by respondents was an improvement in the academic literacy skills of regional students. The most commonly identified issues were academic writing skills, including grammar, sentence structure, essay structure and referencing. Other frequently mentioned challenges were students' limited understanding of university systems and procedures; searching the library database; identifying suitable sources; digital literacy skills, including navigating the university website and using online course resources; and basic IT skills. Some respondents also identified that regional students are frequently affected by poor internet access at home and longer travelling times to campus.

The respondents were also asked to evaluate the level of academic and wellbeing support that was currently available for regional students. Existing services were generally viewed as appropriate and helpful, but there were two key concerns. Firstly, students sometimes lack awareness of available services because these services are often promoted early in the semester when the support is not required. They also noted that the promotion of available services via email is not always effective. Secondly, there is a need for better integration and cooperation between the teaching staff and student support services of the university.

Several key recommendations were made for the improvement of current services:

- Align existing workshops and support with the student life cycle, such as key exam and assignment times.

- Implement academic literacy and wellbeing modules prior to the first week of the study period, covering topics such as academic writing, university processes, time management and motivation.
- Provide greater peer support, through peer mentoring, buddy programs, peer-assisted study sessions (PASS), or study groups.
- Provide additional one-on-one support. In particular, three suggestions were made: regular phone calls to commencing students, for example, during orientation week and around census date; employ relationship, campus welfare, or pastoral care workers as first contacts for students; and set up one-on-one meetings between students and their tutor at the beginning of the study period.

The respondents made suggestions for additional academic and wellbeing skills training that should be offered to regional students with topics ranging from: motivation, staying healthy, time management, maintaining a balance; resilience, mindfulness, self-care, self-esteem/self-belief, exam strategies, university study/independent learning skills, to IT skills.

A key theme that emerged in the interviews and focus groups was the multiple roles that are filled by the regional academic staff. For instance, due to the high level of familiarity between students and teaching staff in the context of smaller campuses and smaller communities, the staff members not only fulfilled their teaching roles, but often provided additional academic and wellbeing support to students. While the interview and focus group respondents saw the benefit of strong relationships between teaching staff and students, they identified several challenges with this approach. There was concern that students may not reach out for support or may deny that they are struggling. There were also concerns about privacy and confidentiality. Teaching staff do, at times, struggle with the additional demands as they are often time-poor; may lack mental health training; have limited awareness of services for referrals; and may be emotionally affected as a consequence of being exposed to students' distress.

Several respondents suggested that the topic of mental health and wellbeing requires a university-wide approach and that universities should consistently communicate the relationship between wellbeing and academic success.

Furthermore, it was suggested that families and communities should be included in the conversation about mental health and wellbeing and that they should be encouraged to participate in the provision of mental health support to students. Some focus group participants suggested that there is a need to include academic success stories and peer programs on mental health, such as Batyr.¹ More broadly, it was suggested that students need to be an integral part in the development of student resources, e.g. through focus groups and student partnerships.

In summary, the staff interviews and focus groups identified the complex wellbeing and academic challenges faced by regional students in combination with a reluctance to disclose personal challenges and to seek support. For regional students, these challenges occur in the context of limited resources and support services at regional universities.

¹ batyr is a for purpose organisation that focuses on preventative education in the area of youth mental health. batyr provides programs that train young people to speak about their personal experience with mental ill health and start a conversation in their community.

3.3 Historical Student Data

Historical student data from 2016 and 2017 was sourced to compare regional students' demographic, academic success and retention data with that of their metropolitan peers. The data was collected from the university business intelligence and planning unit. The data was collected as part of the needs analysis to provide a clear picture of the characteristics and needs of the regional cohort and to inform the development of the specific academic and wellbeing modules that would be most helpful to support regional students. The relevant data points are available on Historical Student Data Collection Sheet, in the Staff Training Package on the project website: <http://healthyuniversities.org/projects/regional-student-success-wellbeing>

In 2016, there was a total of 976 enrolments, including 96 regional students. In 2017, there was a total of 951 enrolments, including 142 regional students in the enabling program at UniSA College.

The following key observations can be made about the two cohorts.

Table 1: UniSA Historical Student Data for 2016 and 2017

Key Characteristics	2016		2017	
	Regional	Metro	Regional	Metro
Enrolments	10%	90%	13%	86%
Withdrawals	30%	33%	20%	20%
Most common Study Mode	Multi-modal: 57%	Internal: 82%	Multi-modal: 50%	Internal: 80%
Full-time Study Load	85%	75%	73%	75%
Low SES	73%	51%	77%	51%
Gender	Females: 60%	Females: 50%	Females: 65%	Females: 53%
Age	21 years or younger: 58%	21 years or younger: 70%	21 years or younger: 53%	21 years or younger: 66%
No prior educational attainment	26%	25%	16%	11%
Secondary schooling completed	21%	30%	30%	40%
Currently enrolled students' GPA	Average: 4.12	Average: 3.92	Average: 3.48	Average: 3.34
Completing students' GPA	Average: 5.51	Average: 5.36	Average: 4.75	Average: 5.23
Primary parent with a bachelor degree	8%	7%	8%	7%
Disability	15%	16%	22%	15%

3.4 Summary of Needs Analysis

The key findings from the 3 components of the needs analysis – the literature review, interviews and focus groups with regional teaching and professional staff, and scoping of historical student data – are summarised below.

1. Regional Student Characteristics:
 - a) Significant proportions of students enrolled at the regional campuses were FiF and low SES compared to metropolitan campuses. For example, in 2016 and 2017, 73 and 77 percent of regional students were low SES. In both years, only eight percent of regional students had a primary parent with a bachelor degree.
 - b) Regional students may lack professional role models and family/community support for their university study.
 - c) Personal growth associated with university study may lead to a level of separation from family and community.
 - d) There is a culture of stoicism towards personal problems in regional Australia, combined with stigma around disclosure and help-seeking, resulting in a high level of self-reliance.
2. Regional Student Wellbeing Needs:
 - a) Regional students are more likely to consider withdrawing due to emotional problems when compared to metropolitan students.
 - b) There is concern about significant numbers of (non-disclosed) students with mental health issues which appear to be higher in regional campuses.
 - c) Regional universities have significant numbers of students with disabilities. For example, in 2016 and 2017, there were 15 and 22 percent of regional students with a disability.
 - d) High levels of substance abuse among regional students.
 - e) High levels of poor physical health, particularly obesity.
 - f) Like many university students, regional students lack sufficient sleep, exercise and healthy nutrition; however, there is some evidence to suggest that greater proportions of regional students are impacted by these factors than metropolitan students.
 - g) Regional students commonly find it difficult to develop a sense of belonging at university due to cultural differences between non-traditional students and academic institutions.
 - h) Regional students have more competing priorities compared to metropolitan students, such as paid employment and family/community responsibilities, leading to more stress and less time for pleasurable activities.
 - i) Regional students experience significant stress associated with the high levels of unemployment and financial insecurity in regional Australia.
3. Regional Student Academic Skill Needs:
 - a) Regional students are more likely than metropolitan students to have a low ATAR; as a consequence, they may lack academic preparedness and experience difficulties in their orientation to the academic environment.
 - b) In 2016 and 2017, regional students at UniSA were slightly less likely (21 and 30 percent) than metropolitan students (30 and 40 percent) to have completed their secondary schooling.
 - c) The most commonly identified needs for skill development for regional students were academic writing skills, including grammar, sentence structure, essay structure and referencing.
 - d) Other frequently identified development requirements were: understanding university processes; searching the library database and identifying suitable

sources; digital literacy skills, including navigating the university website, online course pages, but also basic IT skills.

- e) Regional students face greater challenges in regard to internet access and travel to campus (due to financial pressures and fewer public transport options).
4. Challenges for Teaching and Professional Staff at Regional Campuses:
- a) Students generally lack awareness of available services because they are often promoted early in the semester when support is not necessarily required. Students may no longer remember the services that are available once they face challenges later in the semester.
 - b) There is a need for better integration and cooperation between teaching and professional support services.
 - c) Regional teaching staff often take on multiple roles in that they teach the curriculum but also provide additional academic and wellbeing support. This represents challenges in terms of workload, wellbeing, and professional development needs of teaching staff.
5. Recommendations from UniSA Teaching and Professional Staff:
- a) Match existing services and workshops with the student life cycle, such as orientation and key assignment and exam times.
 - b) Provide university preparation modules prior to week one.
 - c) Embed explicit peer support such as through peer mentoring or buddy programs and peer-assisted study sessions (PASS) or homework clubs.
 - d) Provide additional monitoring of early engagement. In particular, three suggestions were made: regular phone calls to commencing students, for example during orientation week and prior to census date; employ relationship officers or campus welfare officers/pastoral care workers to act as first contacts for regional students; one-on-one meetings between students and their tutor at the beginning of the study period.

The review of the factors identified in the needs analysis led to the development of a suite of interconnected academic literacy and wellbeing modules and resources to improve the engagement, success and wellbeing for low SES students studying at regional universities or at universities committed to regional activity.

The resources are outlined below, and a rationale is provided for each resource.

4. National Resource Package

In order to address the needs identified above, a range of resources were developed and trialled with regional students. An overview of the National Resource Package and associated project deliverables are listed below, and explained further in the following section.

4.1 Academic Success and Wellbeing modules and workshops

Table 2: Academic Success and Wellbeing modules and workshops

No.	Module name	Type	Description	Key skills and ideas	Suitable timing	Resources included
1	My Self, My Study, My Success (module and workshop)	Academic	How personality underpins study habits	How personality type impacts study habits. How to use effective study habits that work best for various personality types. How to manage time, limit distractions and focus effectively on study.	Orientation Week/ Pre-Week 1	<ul style="list-style-type: none"> • Online self-paced activities • In-class workshops: <ul style="list-style-type: none"> - Workshop slides (1&2 hour) - Lecture slides – with recorded narration - Student workbook – hard copy and editable soft copy (1&2 hour) - Tutor manual (1&2 hour)
2	Reflect, Clarify, Apply (module and workshop)	Academic	How to embrace feedback for academic success	How to respond positively to feedback on assessments and make better use of assessment feedback to aim for better grades.	After first assessment	
3	Prepare, Listen, Write (module and workshop)	Academic	Excel through effective listening and note-taking	How to take effective notes whilst reading or listening to a lecture and how to use these notes for more effective revision to improve retention.	Orientation Week/ Pre-Week 1	
4	Consider, Communicate, Connect (module and workshop)	Academic	How your digital footprint can impact on success at university and beyond	How to communicate for success, including appropriate etiquette for communicating with lecturers and teaching staff via email, and the importance of professional communication on all digital platforms.	Early weeks	
5	Change, Thrive, Achieve (module and workshop)	Wellbeing	Develop a growth mindset to reach your academic potential	The limits students may place on themselves and how these limits impact results. Thinking differently to achieve potential. Succeeding at university and beyond.	After first assessment	
6	Focus, Think, Finish (module and workshop)	Wellbeing	Focus, Think, Finish (module and workshop)	Understanding how mindfulness may be of use in everyday life. Developing an awareness of how to overcome study problems by applying mindfulness. Overcoming negative thoughts for more positive mindfulness.	Final assessments	
7	Food, Fitness, Friends (module and workshop)	Wellbeing	Staying healthy at university	Understanding why it is important to prioritise health and wellbeing in order to succeed at university. What they can do to maintain a healthy lifestyle by identifying simple changes that can be easily incorporated into a busy student life.	Mid-Semester Break /Post-Mid-Semester Break	
No.	Workshop name	Type	Description	Key skills and ideas	Suitable timing	Resources included
1	Change, Thrive, Achieve (workshop)	Wellbeing	Grit, resilience and overcoming obstacles	An introduction to Grit and Resilience and overcoming obstacles that get in the way of achieving goals.	Mid-Semester Break /Post-Mid-Semester Break	<ul style="list-style-type: none"> • In-class workshops: <ul style="list-style-type: none"> - Workshop slides - Tutor manual
2	Focus, Think, Finish (workshop)	Wellbeing	Mindfulness and overcoming negative thoughts	An introduction to mindfulness, how to use mindfulness for study success and identifying the destructive nature of negative thoughts.	Final assessments	<ul style="list-style-type: none"> - Handouts

The modules and workshops can be found on the project website:
<http://healthyuniversities.org/projects/regional-student-success-wellbeing>

4.2 Additional Resources in the National Resource Package

The Literacy Diagnostic Tool

Description

The Literacy Diagnostic Tool consists of a combination of 44 multiple choice and short answer items which assess student grammar, vocabulary, reading comprehension and critical literacy skills and a final paragraph writing response item.

Key outcomes

The Literacy Diagnostic Tool provides feedback on commencing students' literacy skills and identifies cohorts that may need supplementary support. It forms part of the Needs Analysis Tool as it provides reliable data on student literacy skills.

It can also be used to provide tailored enrolment advice to commencing students. For example, at UniSA College, the scores are set at four cut-off points which provide indicators as to the most appropriate literacy course (of which three available options exist) for the individual student skills level. In instances where literacy skills were deemed to be lower than required in order to pass the entry level literacy course, students are advised to complete an English language course before commencing their studies with UniSA College.

The Literacy Diagnostic Tool can be found in the Staff Training Package, available from the project website.

The Learning Thermometer

Description

The Learning Thermometer (<https://www.learningthermometer.com.au>) is a structured self-reflection tool that students complete four times over the course of the study period. It asks students to reflect on their progress towards learning outcomes, the usefulness of the learning resources and environment, their motivation and their wellbeing.

Key outcomes

The Learning Thermometer provides just-in-time and minimally sufficient support to students by integrating institutional silos, teaching, learning, support and wellbeing to provide seamless structural support to help students maximise their educational outcomes (Stallman & King, 2016).

At the completion of each survey, students who report difficulties are provided with just-in-time tailored feedback comprising strategies, resources, and professional supports to assist them. Students having difficulties are prompted to explore a range of computer-generated self-care and help-seeking strategies and are emailed a copy of their choices in a Learning Plan. As a compulsory online tool within the curriculum, it ensures every student is aware of strategies, resources and people who can support their learning and wellbeing, if and when needed.

At the completion of each survey, academics are provided with the group data, enabling them to make modifications during the subject to support the learning of their students. At the end of the semester, they receive analytics on the alignment of assessment pieces to overall grade, students' self-reported achievement of learning outcomes, and course satisfaction to inform refinements of the teaching over time.

The Needs Analysis Tool: Student Wellbeing Survey

Description

In order to track student wellbeing over the period of the pilot project, a wellbeing survey was compiled from a range of validated measures on learning strategies, motivation, wellbeing and resilience. The specific measures used within the survey were derived from measures of learning strategies and motivation (Motivational Strategies for Learning Questionnaire; Pintrich, Smith, Garcia, & McKeachie, 1993), Healthy behaviours (On Track for Success Index; Stallman, 2013), Wellbeing (WHO-5; REF), self-compassion (Self-Compassion Scale; REF) and resilience (Brief Resilience Scale; REF).

Key Outcomes

The survey can be used to determine predictors of wellbeing such as sleep, nutrition, and exercise but also coping skills, self-kindness, being present, and social support. The survey can also be used to track the impact of the interventions that target student success and wellbeing.

Alternatives to the Student Wellbeing Survey are the Learning Thermometer and Student Wellbeing module which serve as student self-reflection tools (see above).

The Needs Analysis Tool: The Historical Student Data Collection Sheet

Description

The Historical Student Data Collection Sheet gathers information about the following student characteristics: enrolment mode; equity group membership; gender; age; first-in-family/parental educational history; previous educational history; and work and caring responsibilities.

The Historical Student Data Collection Sheet can be found in the Staff Training Package, available from the project website.

Key Outcomes

The Historical Student Data Collection Sheet is used to collect historical data of previous student cohorts to help develop a clear understanding of the key characteristics of the regional student cohort. The data also provides a baseline position so the institution can gauge to what extent the interventions impact on student success and wellbeing.

The Needs Analysis Tool: Literacy Diagnostic Tool

(see above)

The Needs Analysis Tool: The Learning Thermometer

(see above)

The Needs Analysis Tool: The Staff Survey/Interview Questions

Description

The survey can be used by universities to conduct a needs analysis of their regional first-year students.

Potential respondents include:

- Teaching staff, including course coordinators, lecturers and tutors
- Support staff, including learning advisors, counsellors, disability advisors
- Academic developers

The Staff Survey/Interview Questions can be found in the Staff Training Package, available from the project website.

Key Outcomes

It is recommended that the survey is completed once per year as part of an ongoing evaluation process of the needs of and service provision to regional first-year students. This can serve as part of the university's internal quality assurance processes and for the evaluation of course materials, curriculum design and teaching practices. The data can be used to improve existing services and processes, and to develop new strategies to improve the first-year experience of regional students.

The Needs Analysis Tool: Survey Tools for Student Self-Reflection

Description

The Learning Thermometer and the Care, Collaborate, Connect (Student Success) module can be used for student self-reflection. Constructs measured are wellbeing, distress and coping. This data remains confidential for the student and is not available to academic staff.

Key Outcomes

These measures were carefully selected to be used by students for their own self-reflection. The use of the self-reflection instruments promotes autonomy and self-determination.

The Needs Analysis Tool: Post-Intervention Evaluation Tools (Staff and Students)

Description and Key Outcomes

The post-intervention evaluation tools provide two surveys that can be administered to staff and students. These tools can be used to evaluate the use of the academic and wellbeing modules by teaching teams, i.e. there is one survey for students and one for staff.

Recommended evaluation tools can be found in the Staff Training Package, available from the project website.

The Staff Training Package

The Staff Training Package contains guidelines and resources to support the use of:

- The Academic Success and Wellbeing Modules and Workshops
- The Literacy Diagnostic Tool
- The Learning Thermometer

- The Needs Analysis Tool
- Learning Analytics

4.3 Implementing Resources for Regional Student Academic Success and Wellbeing

The resources can be implemented across key points of the study period as outlined in the table below.

Table 3: Implementing Resources for Regional Student Academic Success and Wellbeing

Orientation week / Pre-week 1					
No.	Name	Type	Description	Key skills and ideas	Resources included
1	 My Self, My Study, My Success (module and workshop)	Academic	How personality underpins study habits.	How personality type impacts study habits. How to use study habits that work best for various personality types. How to manage time, limit distractions and focus effectively on study.	Online self-paced activities In-class workshops: Workshop slides (1&2 hour) Lecture slides – with recorded narration Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)
3	 Prepare, Listen, Write (module and workshop)	Academic	Excel through effective listening and note-taking.	How to take effective notes whilst reading or listening to a lecture and how to use these notes for more effective revision to improve retention.	
8	 Care, Collaborate, Connect (module)	Wellbeing	Skills for academic success.	The importance of healthy behaviours, coping, problem-solving and self-management for success as a student and future professional.	Online self-paced activities

Literacy Diagnostic Tool / Enrolment Planning Tool

Description	Key outcomes	Suitable timing
The Literacy Diagnostic Tool is administered to students during enrolment to assess their literacy skills.	The results from the Literacy Diagnostic Tool can be used to determine which intervention strategies to adopt, including course recommendation and/or appropriate support mechanisms.	Enrolment

Learning Thermometer

 The Learning Thermometer is a series of student surveys over the course of the study period.	It provides an opportunity for students to reflect on their academic progress and health and wellbeing. Students are provided with tailored feedback and provided with institutionally relevant strategies, resources and professional support, if and when needed.	Surveys are administered at four time points across the study period.
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Learning Analytics

Learning analytics is the generation and use of data to support improved learning and teaching. It is an evidence-based approach to evaluate, and possibly change, learning and teaching practices and the environments in which they occur. Fundamentally Learning Analytics is about providing timely insight into what is occurring as students engage (or don't) with the materials in their courses so that students, teaching staff and administrators can take informed action.	<ol style="list-style-type: none"> 1. Assist in identifying at-risk learners by analysing students' patterns of engagement with online learning platforms. 2. Assist teaching staff in understanding the uptake and utilisation of tools and resources made available online as part of their course material. 3. Increase the effectiveness of teaching and learning leadership teams, along with academic developers, in constructing improved models for course delivery. 4. Provide students with insight into their own learning habits. 	Establish regular learning analytics data collection processes across the study period.
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Early weeks

No.	Name	Type	Description	Key skills and ideas	Resources included
4	 Consider, Communicate, Connect (module and workshop)	Academic	How your digital footprint can impact on success at university and beyond.	How to communicate for success, including appropriate etiquette for communicating with lecturers and teaching staff via email, and the importance of professional communication on all digital platforms.	Online self-paced activities In-class workshops: Workshop slides (1&2 hour) Lecture slides – with recorded narration Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)

After first assessment

No.	Name	Type	Description	Key skills and ideas	Resources included
5	 Change, Thrive, Achieve (module and workshop)	Wellbeing	Develop a growth mindset to reach your academic potential.	The limits students may place on themselves and how these limits impact results. Thinking differently to achieve potential. Succeeding at university and beyond.	Online self-paced activities In-class workshops: Workshop slides (1&2 hour) Lecture slides – with recorded narration Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)
2	 Reflect, Clarify, Apply (module and workshop)	Academic	How to embrace feedback for academic success.	How to respond positively to feedback on assessments and make better use of feedback for better grades.	Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)

Mid-semester break / post-mid-semester break

No.	Name	Type	Description	Key skills and ideas	Resources included
7	 Food, Fitness, Friends (module and workshop)	Wellbeing	Staying healthy at university.	Understanding why it is important to prioritise health and wellbeing in order to succeed at university. What they can do to maintain a healthy lifestyle by identifying simple changes that can be easily incorporated into a busy student life.	Online self-paced activities In-class workshops: Workshop slides (1&2 hour) Lecture slides – with recorded narration Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)
6	 Focus, Think, Finish (module and workshop)	Wellbeing	How being mindful can improve academic success.	Understanding how mindfulness may be of use in everyday life. Developing an awareness of how to overcome study problems by applying mindfulness. Overcoming negative thoughts for more positive mindfulness.	Student workbook – hard copy and editable soft copy (1&2 hour) Tutor manual (1&2 hour)
1	 Change, Thrive, Achieve (workshop)	Wellbeing	Grit, resilience and overcoming obstacles.	An introduction to grit and resilience and overcoming obstacles that get in the way of achieving goals.	In-class workshops: Workshop slides Tutor manual Handouts

Final assessments

No.	Name	Type	Description	Key skills and ideas	Resources included
2	 Focus, Think, Finish (workshop)	Wellbeing	Mindfulness and overcoming negative thoughts.	An introduction to mindfulness, how to use mindfulness for study success and identify the destructive nature of negative thoughts.	In-class workshops: Workshop slides – Meditation Tutor manual Handouts Mindfulness recordings

Data collection and evaluation

Pre-enrolment	Enrolment	Early weeks	Post-enrolment	Transition to next semester
Historical Data, Staff Surveys, Customisation of Enrolment Planning Tool.	Apply Enrolment Planning Tool.	Commence collection of learning analytics.	Circulation of demographics and equity membership data of current student cohort to key teaching staff.	Staff Experience Evaluation Tool, evaluate Learning Thermometer data, analyse Learning Analytics.

Principles and procedures

Recommendations for Institutions

- **Outreach into Regional communities:** Universities expand their outreach into regional communities and schools to promote university as a viable option.
- **More explicit connection between academic success and health and wellbeing:** Ensure that strategies to support student health and wellbeing are embedded as a university-wide approach in order to consistently communicate to staff and students the relationship between health and wellbeing and academic success.
- **Recognise and value the diversity of regional students:** Recognise that regional students are not one homogenous group and ensure that university marketing and communications to prospective students reflects their diverse backgrounds and experiences. Targeted communication strategies such as these encourage regional students' to develop a sense of belonging and understanding that university is a viable option for 'people like us'.
- **Family involvement:** Universities recognise and encourage the involvement of family members in regional students' transition to university; this may include ensuring that orientation activities are inclusive and welcoming to parents and children.
- **Provide financial support for regional students:** Promote financial services and supports such as scholarships. Provide clear information and support regarding timelines and processes on how to apply for government allowances. In situations where transport costs represent a significant cost burden on a daily basis explore what provisions and mechanisms could be identified and easily implemented to support regional students' access to university.
- **Resources and information are explicit:** Ensure that information is tailored to all commencing regional students to support their navigation of university systems and procedures. Reduce the amount of irrelevant generic student emails so that regional students only receive information relevant to their regional context.
- **Provide access to high speed internet:** Universities should aim to provide high speed internet access on campus for regional students as they may lack easy access at home.

Recommendations for Teaching and Professional Staff

- **Curriculum Development:** Ensure there are opportunities in the formal curriculum to embed academic literacy skills and wellbeing knowledge and skills for students in their first year to support their transition to university.
- **Promote health and wellbeing:** Ensure policies and procedures are reviewed and regular campaigns are held to raise awareness of student wellbeing to reduce stigma and to encourage a move away from a deficit model.
- **Encourage help-seeking:** Promote student support services and normalise 'help-seeking' behaviour for regional students.
- **Know your student cohort:** Establish procedures and practices that facilitate an understanding about students' needs, circumstances and health including historical data collection and analysis, diagnostics and surveys.
- **Teaching and Learning Tools:** Consider inclusion of tools such as the Learning Thermometer and Learning Analytics to monitor student engagement and as a way of integrating the often-isolated institutional areas of teaching, learning, support and wellbeing to help students maximise their educational outcomes.

4.4 Development and Implementation of the Resources in the National Resource Package

4.4.1 Academic Success and Wellbeing modules and workshops

The modules and workshops were developed to target the modifiable challenges experienced by regional students identified in the literature and through the needs analysis, focusing on academic skills and wellbeing.

The academic skills targeted in the modules and workshops are embracing feedback (Reflect, Clarify, Apply); study habits (My Self, My Study, My Success); listening and note taking (Prepare, Listen, Write); and emailing and social media etiquette (Consider, Communicate, Connect). The interviews and focus groups conducted with regional staff highlighted that regional students may commence university without the appropriate academic writing skills, grammar and sentence structure. The literature reflects these findings (Murray & Klinger, 2012; Pitman & Trinidad, 2016; Stokes, 2014). The modules and workshops teach skills that are fundamental to academic success but are often presumed rather than covered within the curriculum. The development of these skills will increase students' ability to effectively engage with course content and teaching staff, assessments and feedback, and will build students professional identity as well as confidence and independence.

The aspects of student wellbeing that are targeted by the modules and workshops are developing a growth mindset (Change, Thrive, Achieve); staying healthy (Food, Friends, Fitness); mindfulness (Focus, Think, Finish); and self-care, coping, problem-solving and self-management (Care, Collaborate, Connect). Again, the interviews and focus groups with regional staff identified mental health issues as a key challenge for regional students. Other challenges identified included substance abuse; significant stress on regional students' time such as employment and family/community commitments; poor physical health; and anxiety and procrastination around assignments and exams. These findings are reflected in the literature which suggests that university study can negatively impact on quality and quantity of sleep (Wrench et al., 2013); overall health (Hussain et al., 2013); physical activity (Leslie et al., 1999; Tucker & Irwin, 2011; Wrench et al., 2013); and nutrition (Nagy et al., 2016; Wrench et al., 2013). In addition, regional students show significant levels of distress, with 78.6 percent of university students studying at a regional university reporting elevated levels of distress; out of these figures, 30.8 percent showed high levels of psychological distress and 16.5 percent showed very high levels of distress (Mulder & Cashin, 2015).

However, this project recognises that a student's ability to cope with the demands of university study is dependent on prevention and coping skills. Prevention includes having realistic expectations, time management skills, adequate sleep, nutrition, and physical activity. Coping involves self-soothing strategies, relaxation and distraction, social support, and help-seeking, when needed (Stallman, 2017). These modules and workshops were developed in response to the prevalence of distress and poor health among the university student body in general and among regional students in particular, combined with a reluctance to seek support. Student engagement with these modules will increase their understanding of positive health and wellbeing and will build their self-care skills. The use of these modules will ensure a move away from a medical or deficit model of health to the normalisation of self-care and wellbeing skills.

Future use of the modules and workshops

The modules and workshops are available from the Healthy Universities website <http://healthyuniversities.org/projects/regional-student-success-wellbeing> The resources can be used in one-hour or two-hour workshops.

The Early Intervention Strategy recommends that the complete set of modules is offered at various stages of the semester (see above). However, it is also possible to utilise the modules individually. It is recommended that teaching staff undertake a needs analysis of their context and student cohort to identify which modules are most relevant for their students. The modules help students to reflect on their own needs, skills and development. They provide practical strategies and advice to overcome common hurdles and barriers and provide effective resources to help build a positive mindset and approach to study.

With the exception of the self-paced online module Care, Collaborate, Connect, each module and workshop on the project website includes the required resources for their use and implementation, i.e. PowerPoint slides, lecture recordings, tutor manuals, student workbooks, certificates of completion, and handouts. The eight modules also include online student-facing content. The project produced three mindfulness recordings ('Beach', 'BodyScan', and 'Breath') for use within the modules and workshops or for students to use in their own self-directed learning time.

See Appendix 2 for examples of a tutor manual, a student workbook and a certificate of completion.

The following options are suggested for the sustainable use of the modules and workshops:

1. **Integrate into tutorial/lectures:** Students complete the modules online before coming to class. The teaching staff then allocate time in tutorials or lectures to discuss and reflect on what the students have discovered through the modules.
2. **'Learning Journey Journal' with grade allocated:** The modules can be incorporated into the appropriate/selected course by allocating 5% assessment for students to participate and complete their learning journey using the online content. This may include students completing a module at four (4) points in their learning cycle and completing a 'Learning Journey Journal' to be submitted at the end of the semester for their 5% participation grade. The Learning Journey Journal invites students to provide reflections in response to four (4) simple questions after completing each module, for example:
 - Can you reflect on why you chose this module?
 - What did you learn about yourself and/or your academic/wellbeing skills through this module?
 - What change(s)/strategies will you make in this course as a result of completing this module?
 - Did this module highlight any other actions/response you would like to make in future?

The Learning Journey Journal could also include a response to just one of the activities in the module, including a short reflective answer based on what the student learned about themselves in that activity, and which behaviours they plan to change.

3. **Compulsory completion before course commencement:** Modules can be implemented as a prescribed activity by setting up the course/subject Moodle page (or equivalent) to be accessible to students only once they have completed one (or more) of the modules. Teaching staff could identify the modules to reflect the prerequisite knowledge/understanding that students need before starting their course/subject.
4. **Regional staff to implement:** The module content is set-up to be easy to adapt and implement as workshops by anyone with an interest in student academic success and wellbeing. University funding options should be investigated for engagement of casual/sessional tutors or locally based skilled professionals to run the modules in face-to-face mode locally. Each topic has guidelines on how to implement the material as either a one-hour and two-hour face-to-face workshop, which includes a 10-minute lecture recording and a series of interactive activities for the tutor to run with the class. The tutor is provided with tutorial notes, providing detailed explanation of how to run the activities, and there are student workbooks available for each module, where students write notes for each activity to further enhance learning and retention. There are two ways in which these one hour and two-hour workshops could be integrated into the academic calendar:
 - a. Workshops could be run outside of the usual courses being delivered, with students able to 'opt-in' to attend sessions they are interested in.
 - b. Workshops could be integrated into existing courses in the place of timetabled tutorials and workshops. The content could easily be integrated into any type of course as building academic skills and improving wellbeing is beneficial to all university study.
5. **Virtual classroom delivery:** Use of such technology provides regional students the same access to workshops across different campuses and has been proven to be a successful strategy by UniSA. Using video conferencing facilities, student support teams deliver the modules via virtual classrooms. Assuming that most regional campuses have a computer laboratory/room, students in regional campuses can sit at computers with headphones on, while a module is delivered by staff located remotely (if applicable).

4.4.2 The Literacy Diagnostic Tool

The needs analysis identified that regional students may not possess the appropriate literacy skills required for university study. The interviews and focus groups highlighted the challenges faced by regional students regarding academic writing skills, grammar and sentence structure. These findings are reflected in previous research which found that non-traditional students may commence university study with below-standard language and literacy skills (Murray & Klinger, 2012; Pitman & Trinidad, 2016). Further, archival student data of previous UniSA College cohorts (Table 4) confirms that significant numbers of UniSA College enabling students have low literacy skills. The figures show that one quarter to one fifth of the cohort speak languages other than English. Further, the assumption can be made that students in the 'mature age (24+)' bracket may not have had any recent experience with academic literacies and would benefit from literacy testing and ongoing support to further develop these skills.

**Table 4: Diversity of Academic Language and Literacy Skills:
UniSA College Students 2014-16**

	Total Enrolments (MFFS +Dip.)*	LOTE**	NESB***	Mature Age (24+)
2014	867	226 (26%)	159 (18%)	191 (22%)
2015	952	173 (18%)	120 (12%)	170 (17%)
2016	1142	229 (20%)	144 (12%)	195 (17%)

*MFFS = UniSA Foundation Studies;

**LOTE = language other than English spoken at home;

*** NESB = non-English speaking background

Students with lower literacy skills are at risk of being inadequately prepared to complete the range of courses that comprise a higher education enabling program. In an effort to overcome issues such as attrition rates as well as improve academic success and student wellbeing, UniSA College developed a literacy diagnostic tool. This reflects a national trend of using literacy diagnostic testing in enabling programs. In an attempt to address the changing needs of diverse student populations, Australian universities are increasingly utilising diagnostic testing for the purposes of identifying 'at risk' students (T. James, Conradie, Saint, & Browne, 2015). An investigation into the use of diagnostic testing across 35 enabling programs found that 49 percent of enabling programs employ some form of literacy diagnostic testing for the purpose of either providing advice to students or gatekeeping (Baker & Irwin, 2015). A further 17 percent utilised alternate methods such as students' personal statements or reflective writing pieces to assess literacy capacity at the entry stage (Baker & Irwin, 2015).

It must be noted that there is some resistance to the use of diagnostic testing as it can be seen as undermining the commitment of enabling programs to provide a pathway into university for non-traditional students (Baker & Irwin, 2015). However, there is evidence to show that there is a high correlation between literacy diagnostic testing within enabling programs, and retention and academic success rates (Hodges et al., 2013; T. James et al., 2015), providing support for the ongoing use of literacy diagnostic testing. This approach not only contributes towards student academic success but also meets the shifting emphasis of the Australian Qualifications Framework (AQF), which places English language proficiency as a key graduate competency (Harris, 2016).

It is for these reasons that UniSA College developed a Literacy Diagnostic Tool. The Literacy Diagnostic Tool was developed over the period of September 2015 to January 2016. The initial development of the Literacy Diagnostic Tool was completed in-house, consisting of a 63-item tool. Statistical analysis was conducted to determine overall validity of the literacy diagnostic tool. The tool was evaluated by the University of Melbourne: Language Testing Research Centre (LTRC), using a trial data set from a UniSA College cohort. Since a thorough statistical analysis required a large test set, the testing occurred with UniSA College metropolitan students enrolled in the Foundation Studies and Diploma programs over the course of the year 2016. Results from the statistical analysis found the diagnostic tool to be reliable ($\alpha=0.91$), indicating that the items measured similar underlying skills. Recommendations for the shortening of the test, removal of items that were too easy, and

the removal and revision of identified multiple choice questions that were not functioning well were implemented.

At UniSA College, the Literacy Diagnostic Tool is used to provide targeted enrolment advice. The scores are set at four cut-off points which provide indicators as to the most appropriate literacy course (of which three available options exist) for the individual student skills level. In instances where literacy skills were deemed to be lower than required in order to pass the entry level literacy course, students are advised to complete an English language course before commencing at the College.

4.4.3 The Learning Thermometer

One of the findings of the needs analysis was that students are often unaware of available support and because services are often promoted when they are not necessarily needed, students may not remember where and how to access the support once it is needed. Further, they identified a need for better integration between teaching staff and student support services. The Learning Thermometer (Stallman, 2010) addresses the problem of just-in-time and minimally sufficient support—providing students with the support they need – by integrating teaching, learning, support and wellbeing to provide seamless structural support to help students maximise their educational outcomes (Stallman & King, 2016). As a compulsory online tool within the curriculum, it ensures every student is aware of strategies, resources and people who can support their learning and wellbeing, if and when needed. The tool also provides academic staff with group feedback after each of the four surveys during the study period, enabling them to make changes in the course content to improve student engagement and learning.

Based on the use of The Learning Thermometer within this project, we recommend that The Learning Thermometer be included in at least one core course each semester throughout their program to ensure every student is linked with strategies, resources and support people, if and when they need it. It is recommended to commence in first semester of first year to also get students into the habit of self-reflection, problem-solving, and normalise help-seeking. As behaviour change and help-seeking are difficult and affected by many factors, the repetition of structured self-reflection, problem-solving, and help-seeking opportunities provide a repeated nudge to students to address academic and wellbeing problems they may experience. The results from this study further support the recommendation that The Learning Thermometer be a compulsory piece of formative or summative assessment to ensure all students have information and access to supports if and when they need it (Stallman & King, 2016).

5. Pilot Project Evaluation

The following presents the findings from the pilot project evaluation. The project was piloted in the regional areas of Whyalla and Mount Gambier in South Australia. Evaluations took place at various points across the project. The evaluations were conducted for the Academic Success and Wellbeing modules and workshops, the Literacy Diagnostic Tool, and The Learning Thermometer. The Student Wellbeing Survey was used to evaluate student wellbeing across the study period as well as the success of the resources. The Academic Success and Wellbeing modules and workshops were evaluated by conducting student surveys and staff focus groups which explored:

- The students' assessment of the content, applicability, and impact on their health and wellbeing of the modules and workshops.
- Teaching staff assessment of the content of the modules and best practice approaches for their ongoing use.

The evaluation of the Literacy Diagnostic Tool included a student survey on the ease of use of the tool as well as the usefulness of the corresponding enrolment advice. The Learning Thermometer was evaluated by staff and students in regard to its usefulness.

5.1 Evaluation of the modules and workshops

In study period 2, two modules were administered electronically via the UniSA Moodle page and one workshop was delivered in a face-to-face format. The online modules were 'My Self, My Study, My Success – How personality underpins study habits' and 'Change, Thrive, Achieve – Develop a growth mindset to reach your academic potential'; the face-to-face workshop was 'Focus, Think, Finish – mindfulness and overcoming negative thoughts'.

In study period 5, the online modules that were administered electronically were:

- 'Reflect, Clarify, Apply – How to embrace feedback for academic success'
- 'Consider, Communicate, Connect – How your digital footprint can impact on success at university and beyond'
- 'Focus, Think, Finish – how being mindful can improve academic success'
- 'Food, Fitness, Friends – staying healthy at university'
- 'Prepare, Listen, Write – excel through effective listening and note-taking'.

The 'Change, Thrive, Achieve – Grit, resilience and overcoming obstacles' workshop was delivered in face-to-face format in SP5.

Initially these modules were only provided to students enrolled at the regional UniSA College regional campuses enabling program. However, after requests to have access to these modules were received from other students studying on these regional campuses access was provided to all regional students.

The modules were evaluated by both staff and students. The student evaluative survey consisted of a combination of five rating questions using a 5-point Likert scale, and three qualitative questions. The responses are summarised below.

Student evaluation of online modules

The online modules were evaluated by 43 students, with a summary of quantitative feedback provided in Table 5. Overall, the modules were received well by the students, with students finding the modules to be interesting and helpful (M=4.37).

Table 5: Student Evaluation of Online Modules

Questions	Overall (N=43)	
	Mean	SD
Overall, I found that the module provided a variety of interesting and helpful information and advice.	4.37	0.49
Please rate the extent to which you think you will use resources and/or information from this module.	3.63	0.69
Please rate the extent to which you think you will apply the concepts covered in the module.	3.81	0.76
Overall, I found that the module provided the help that I needed when I needed it.	4.07	0.59
I think the module will help me in the management of my health and wellbeing.	4.05	0.53

The three qualitative questions asked the students about changes they intended to make as a result of the online modules, what they found most useful, and any suggestions for improvement of the online modules. The most common changes that the students intended to make in response to the online modules were a more positive outlook, a focus on time management, and the development of better study routines. The most useful aspects of the online modules identified by the students were the quizzes and personality characteristics test, the videos, and the study tips.

The most common suggestion for improvement of the online modules was more in-depth personality tests, more visuals in addition to the videos, and a more user-friendly page layout. Some students also stated that rather than having to print certain worksheets, they would prefer to complete the activities online.

Student evaluation of face-to-face workshops

The workshops were evaluated by 32 students, with a summary of quantitative feedback provided in Table 6. Overall, the modules were received well by the students, with students finding the workshops to be interesting and overall helpful (M= 4.42).

Table 6: Student Evaluation of Face-to-Face Workshops

Questions	Overall (N=43)	
	Mean	SD
Overall, I found that the module provided a variety of interesting and helpful information and advice.	4.42	0.56

Questions	Overall (N=43)	
	Mean	SD
Please rate the extent to which you think you will use resources and/or information from this module.	3.97	0.73
Please rate the extent to which you think you will apply the concepts covered in the module.	4.00	0.61
Overall, I found that the module provided the help that I needed when I needed it.	4.33	0.60
I think the module will help me in the management of my health and wellbeing.	4.15	0.62

As above, the three qualitative questions asked the students about changes they intended to make as a result of the workshops, what they found most useful, and any suggestions for improvement of the workshops. The most common changes that the students intended to make in response to the workshops were the adaptation of mindfulness/relaxation and a more positive outlook/self-talk regarding themselves and their study. Some students also commented that they would make changes in regards to procrastination, time management, and stress management. The most useful aspects of the modules identified by the students were the group discussions, activities, and definitions of key concepts. Reflecting on the responses above, the students also found the content regarding mindfulness/relaxation and positive outlook/self-talk helpful. The most common suggestion for improvement was to make the workshops longer.

Staff evaluations of the modules and workshops

The regional teaching staff attended a three-day professional development workshop in November 2017 on the use of the modules and workshops and the regional perspective. At the end of the workshop, three focus groups were held with 12 regional teaching staff members. As part of the focus groups, the teaching staff were asked to provide an evaluation of the modules and workshops and their experience of students using the modules during the two previous teaching periods.

The response to the modules was positive. The respondents felt that the modules make both teaching staff and students aware of the importance of the topics covered and that the modules enabled students to develop strategic and sustainable study and wellbeing habits.

A number of suggestions on how the modules should be implemented included:

- Inclusion in orientation
- Prior to the start of the program/after acceptance of offers as students are excited at that time
- Develop an online toolbox that students can be referred to if a topic comes up in class
- Incorporate material into a core course so that all students engage with the material
- Inclusion in tutorials:
 - To avoid taking too much time away from the curriculum, sections of the modules can be included for 15 minutes at the beginning of the tutorial
 - Teaching staff who are aware of the specific needs of their student cohort can select the appropriate modules/sections to use

- Sections can be used as reminders because repetition can help in learning

5.2 Evaluation of the Literacy Diagnostic Tool

Evaluation of the literacy levels of regional students undertaking the literacy diagnostic tool in 2017 as part of this project showed that they had similar ranges of literacy skills to metropolitan students, with 16% indicating that they had poor skills and a further 25% demonstrating that they would need some additional support in developing key academic literacies.

An evaluation of the enrolment planning process that included the use of the literacy diagnostic tool and advice on the most suitable literacy course to enrol in was conducted in 2017 with 319 metropolitan and regional enabling students completing the anonymous survey. Five questions were asked in the evaluation section of the survey, with responses measured on a 5-point Likert scale: 1 being 'strongly disagree' and 5 being 'strongly agree'. Overall, the data indicated that students were very positive about the enrolment planning process, as detailed in Table 7.

Table 7: Student Evaluation of the Literacy Diagnostic Tool

Survey item	Mean
Staff were knowledgeable and helpful.	4.59
It has put me on the right track for my future study.	4.38
It helped me make the right choice on which courses to choose.	4.35
It helped me to understand my current literacy and numeracy skills.	4.07
The process was easy to use.	3.92

Questions about the purpose and usefulness of the tool and support of staff received mean scores above four indicating that, overall, students felt that the enrolment planning tool assisted them in understanding their existing skill level and assisted them in choosing the right courses for future studies. The highest scoring responses related to student experiences of how knowledgeable and helpful staff were in the delivery of the enrolment planning sessions $M = 4.59$. The lowest scoring responses related to student experiences on how easy they found the online enrolment planning process with a score of $M = 3.92$.

5.3 Evaluation of The Learning Thermometer

All UniSA College students enrolled in a core course – University Studies – used The Learning Thermometer. The Learning Thermometer surveys were administered in weeks 1, 4, 9 and 13 in two study periods in 2017. Of the 913 students enrolled in this course across the two study periods, 89 were regional students. The numbers of students completing the surveys decreased from the first to the fourth survey – 93.14%, 71.08%, 46.41, and 13.73% in the first study period and 83.55%, 72.73%, 38.53%, and 25.97% in the second study period. Overall, 19.91% completed all four surveys, 16.02% completed three, 29% completed two and 31.6% completed one survey.

A survey evaluating students' reflections on using the Learning Thermometer and their access and usage of the resources recommended for them by the tool showed that 85% of

the 150 respondents found the resources helpful; 84% implementing one or more of the recommendations; 74% of the respondents would recommend the use of The Learning Thermometer with future student cohorts. Overall students were very positive in their feedback on the tool with comments such as “The Learning Thermometer was helpful because it reflects my personal areas that I am struggling with”; “Upon reflecting on my academic progress by using the Learning Thermometer, it was helpful to ensuring that I am on the right track”; and “I enjoyed seeing how much I had changed from the first week to the most recent week”.

Staff reflections during focus groups on using the tool within their core course were also positive, with staff noting that they found that the students were engaging effectively with consistent self-reflection about themselves, how the course was taught and how students were progressing with the learning objectives. They also observed that the overall course feedback enabled them to have a better understanding of the needs of the student cohort, and helped them reflect on how to improve the course design and their teaching practice in future iterations.

5.4 Evaluation of Student Wellbeing

In order to track student wellbeing over the period of the pilot project, a wellbeing survey was compiled from a range of validated measures on learning strategies, motivation, wellbeing and resilience. The specific measures used within the survey were derived from measures of learning strategies and motivation (Motivational Strategies for Learning Questionnaire; Pintrich, Smith, Garcia, & McKeachie, 1993), Healthy behaviours (On Track for Success Index; Stallman, 2013), Wellbeing (WHO-5; Bech, Olsen, Kjoller, & Rasmussen, 2003), self-compassion (Self-Compassion Scale; Neff, 2003) and resilience (Brief Resilience Scale; Smith et al., 2008).

See Appendix 1 for a copy of the survey questions used in this project.

Ethics approval for the use of the survey was granted from the university’s Human Research Ethics Committee (HREC Protocol number 036304) and students were provided with detailed information on the project before giving their consent to participate.

The wellbeing survey was administered during week 1 and week 10 of a 13 week study period in 2017 using a pre-post design. A total of 165 students completed the baseline data survey (Time 1) and 45 students completed the second survey (Time 2) in week 10. The reduction in student numbers in completing the Time 2 survey placed limitations on the analysis of the survey data.

Predictors of wellbeing

A hierarchical multiple regression was used to evaluate how well the independent variables predicted student wellbeing. After controlling for age and sex, which accounted for a non-significant 3.1% of the variance in wellbeing, healthy behaviours – sleep, nutrition, and exercise – accounted for 33.1% of the variance in student wellbeing, highlighting the importance of healthy behaviours on student wellbeing. Coping skills, self-kindness and being present were significantly predictive, accounting for 15.1% of the variance. Social support added an additional 2.6% with the entire model accounting for 53.4% of the variance in student wellbeing.

Intervention effects

Statistically significant differences were investigated between the Time 1 and Time 2 scores using either a paired t-test or a sign test, as appropriate. There was a statistically significant, though small ($d = .35$), reduction in wellbeing for the sample between Time 1 and Time 2. There was no significant difference on the other measures between Time 1 and Time 2.

Conclusion

The results confirmed the importance of healthy activities – sleep, nutrition, and physical activity – and social support to student wellbeing. Although there was a small reduction in wellbeing of all students by week 10 of the study period, the absence of differences on other measures suggests that students were able to maintain healthy behaviours, coping skills, learning self-efficacy, self-compassion and resilience as they approached the exam period of their university studies. Therefore, the recommendation following the evaluation of student wellbeing in this pilot project is that interventions that target healthy behaviours are likely to have the greatest impact on student wellbeing in the long term. Institutions implementing wellbeing initiatives should consider implementing interventions that encourage behaviours such as ensuring students get regular exercise, good quality sleep and good nutrition, as well as strategies that help students improve their coping skills.

This wellbeing survey was conducted under research conditions with expert researchers trained in analysing the psychometric properties of the measures used within the survey. Ethics approval and informed consent were critical steps in ensuring that students' confidentiality and anonymity were not breached during this project.

The Learning Thermometer and the Student Success modules included in the resources provided in the Staff Training package developed for this project contain measures of wellbeing for use by students only. It is not recommended that teaching staff use psychological measures within the curriculum without ethics approval, to ensure that the safety and confidentiality of students is not compromised.

6. Conclusion

This project set out to make a contribution to the often disconnected ways that students' academic success and wellbeing are conceptualised and responded to. This project argued that improving student outcomes, including retention, means that success needs to include measures related to the health and wellbeing of students as these are a significant predictor of learning outcomes and graduate employability. We also know that students from regional, rural and remote areas find participation in higher education more challenging due to a range of modifiable factors and barriers. These include elements such as healthy environments (including social support, accessibility, economic feasibility of attending university); sense of belonging; healthy behaviours (including sleep, poor nutrition, study behaviours, pleasurable activities); coping and treatment of illness. As was the refrain during the formative years of the Bradley review, the challenges of first-year transition experience and equity issues cannot be solved by student support services alone but require a whole-of-university approach, so too is it the case that student mental health and wellbeing issues are everybody's business.

As argued in The National Centre of Excellence in Youth Mental Health (2017, p. 7) Under the Radar Report, there has historically been a perception that university students should manage their own physical and mental health without the involvement of the educational institution. This view is of course now changing, partly due to the increasing number of students presenting with mental health concerns; however, there is little evidence across the sector that wellbeing support is embedded in the formal curriculum. Universities are also contending with perspectives from industry, such as those expressed in the recent Deloitte Access Economics Report (2017), related to concerns about the work readiness of graduates. Industry representatives emphasise that soft skills and personal attributes are deemed just as important as technical skills. Successful student outcomes need to entail more than mastery of the academic curriculum; it is crucial that graduating students are effective all round citizens with the required content knowledge as well as an awareness of themselves, their wellbeing, and the world around them (Davies & Barnett, 2015).

Within this policy and research context, this project included the development of a suite of interconnected resources, designed to address both students' academic literacy and wellbeing and serve as a pedagogical tool for academics/ tutors and student support services. The resources were developed and trialled in two regional sites in South Australia (Mount Gambier and Whyalla). These regional sites included students from low SES and first-in-family backgrounds. The project team initially undertook a needs analysis which consisted of a literature review, interviews and focus groups with regional teaching and professional staff, and a scoping of historical student data. The challenges and areas of considerable concern were mirrored in our literature review, including socio-cultural factors such as financial insecurity and stress associated with employment outcomes, health and nutrition, travel to campus, separation from community and family, and developing a sense of belonging. The regional staff we spoke to in the early phases of the project made several suggestions for additional skills training that could be offered to students: motivation; staying healthy; time management/maintaining a balance; resilience; mindfulness; self-care and self-esteem/self-belief; exam strategies, university study/independent learning; IT skills.

These recommendations informed the development of a suite of interconnected resources for regional students. These resources included a total of eight modules and two workshops covering academic and wellbeing skills. We encourage other higher education institutions to utilise these modules in the formal curriculum to improve the engagement, retention, success, completion and wellbeing for low SES students studying at regional universities or at universities committed to regional activity.

The modules were implemented in combination with a range of existing resources to match key points across the student lifecycle. This project presents an important step in addressing existing gaps in the provision of academic and wellbeing support for regional students. At the same time, we argue that these gaps cannot be addressed independently by individual regional universities. Further research and evaluation is needed to determine the longer-term success of these resources and to further refine them. The resources and pedagogical guidelines produced for this project will hopefully contribute to normalising self-care and wellbeing skills, thereby reducing the stigma of help-seeking and moving beyond deficit model support frameworks.



Appendix 1: Student Wellbeing Survey

1. Please rate the extent to which each of the following statements was TRUE of you in the past four weeks.

	1 Not at all	2	3	4	5	6	7	8	9	10 Always
I got at least 30 minutes of moderate exercise each day.										
I ate 2 fruits each day.										
I ate at least 3 vegetables each day.										
I drank about 2 litres of water each day.										
I got 7-9 hours' sleep each night.										
I went to sleep easily.										
Overall, I was satisfied with my relationships.										
I regularly did activities that I enjoy.										
I regularly did activities that give me a sense of achievement.										
I had positive feelings about myself, even when things weren't going well.										
I was present in each moment rather than thinking about the past or worrying about the future.										
I coped with difficult or challenging situations without becoming overwhelmed.										
I coped with disappointments without becoming overwhelmed.										
I had at least one person I could confide in.										
I had at least one person I could call on in a crisis.										
I had at least one person who really listens to me.										
I had at least one person who really appreciates me.										

2. Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being. For example, if you have felt cheerful and in good spirits more than half of the time during the last two weeks, circle the number 4 in the first line.

	1 At no time	2 Some of the time	3 Less than half of the time	4 More than half of the time	5 Most of the time	6 All of the time
I have felt cheerful and in good spirits.						
I have felt calm and relaxed.						
I have felt active and vigorous.						
I woke up feeling fresh and rested.						
My daily life has been filled with things that interest me.						

3. Please indicate the extent to which you agree with each of the following statements by using the following scale.

	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
I tend to bounce back quickly after hard times.					
I have a hard time making it through stressful events.					
It does not take me long to recover from a stressful event.					
It is hard for me to snap back when something bad happens.					
I usually come through difficult times with little trouble.					
I tend to take a long time to get over setbacks in my life.					

4a. Have you experienced any major life problems over the last 12 months?

- Yes
- No

4b. Please briefly describe what has happened? e.g death in family, loss of income, accident etc.

5. Please read each statement carefully before answering and indicate how often you behave in the stated manner.

	1 Almost never	2	3 Sometimes	4	5 Almost always
I'm disapproving and judgmental about my own flaws and inadequacies.					
When I'm feeling down I tend to obsess and fixate on everything that's wrong.					
When things are going badly for me, I see the difficulties as part of life that everyone goes through.					
When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.					
I try to be loving towards myself when I'm feeling emotional pain.					
When I fail at something important to me I become consumed by feelings of inadequacy.					
When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.					
When times are really difficult, I tend to be tough on myself.					
When something upsets me I try to keep my emotions in balance.					
When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.					
I'm intolerant and impatient towards those aspects of my personality I don't like.					
When I'm going through a very hard time, I give myself the caring and tenderness I need.					
When I'm feeling down, I tend to feel like most other people are probably happier than I am.					
When something painful happens I try to take a balanced view of the situation.					
I try to see my failings as part of the human condition.					
When I see aspects of myself that I don't like, I get down on myself.					

	1 Almost never	2	3 Sometimes	4	5 Almost always
When I fail at something important to me I try to keep things in perspective.					
When I'm really struggling, I tend to feel like other people must be having an easier time of it.					
I'm kind to myself when I'm experiencing suffering.					
When something upsets me I get carried away with my feelings.					
I can be a bit cold-hearted towards myself when I'm experiencing suffering.					
When I'm feeling down I try to approach my feelings with curiosity and openness.					
I'm tolerant of my own flaws and inadequacies.					
When something painful happens I tend to blow the incident out of proportion.					
When I fail at something that's important to me, I tend to feel alone in my failure.					
I try to be understanding and patient towards those aspects of my personality I don't like.					

6. The following questions ask about your motivation for and attitudes about this program. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you select 7; if a statement is not at all true of you, select 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	1 Not at all true of me	2	3	4	5	6	7 Very true of me
I believe I will receive an excellent grade in this program.							
I'm certain I can understand the most difficult material presented in the readings for this program.							
I'm confident I can understand the basic concepts taught in this program.							

	1 Not at all true of me	2	3	4	5	6	7 Very true of me
I'm confident I can understand the most complex material presented by the teachers in this program.							
I'm confident I can do an excellent job on the assignments and tests in this program.							
I expect to do well in this program.							
I'm certain I can master the skills being taught in this program.							
Considering the difficulty of this program, the teachers, and my skills, I think I will do well in this program.							

The following questions ask about your background and current circumstances.

7a. Did you have to move away from home to attend university?

- Yes
- No

7b. If yes, where did you move from to attend university?

- Interstate
- Rural/regional Australia
- Outside of the Adelaide metropolitan area
- Within the Adelaide metropolitan area

8. Did one or both of your parents attend university?

- Yes
- No

9. Have any of your brothers or sisters attended university?

- Yes
- No

10. What are your current living arrangements?

- On-campus
- At home with parents
- With partner and/or children
- Alone

- With other family members
- With flat mates
- With family friends
- With another family
- Transient – no fixed accommodation
- Other, please specify:

11. Will you be engaging in regular paid employment while completing your studies this year? If yes, please consider the following options and select the one that will most accurately reflect your situation.

- I do not have any paid employment
- On average I spend less than 8 hours per week in paid employment
- On average I spend between 9-15 hours per week in paid employment
- On average I spend 16-25 hours per week in paid employment
- On average I spend more than 25 hours per week in paid employment

12a. Will you be engaging in seasonal work while completing your studies this year?

- Yes
- No

12b. If yes, please indicate the approximate number of hours per week and duration of the seasonal work you anticipate doing:

Hours per week:

Duration (no. of weeks):

13. Will you be engaging in any unpaid work for family or friends while completing your studies this year?

- I do not have any unpaid work for family or friends
- On average I spend less than 8 hours per week in unpaid work for family or friends
- On average I spend between 9-15 hours per week in unpaid work for family or friends
- On average I spend 16-25 hours per week in unpaid work for family or friends
- On average I spend more than 25 hours per week in unpaid work for family or friends

14. Please read all the following options and select the one that most accurately reflects your current situation.

- I have no dependant children
- I am a sole parent with 1 dependant child under 18 years of age
- I am a sole parent with 2 dependant children under 18 years of age
- I am a sole parent with 3 or more dependant children under 18 years of age

- I am a partnered parent with 1 dependant child under 18 years of age
- I am a partnered parent with 2 dependant children under 18 years of age
- I am a partnered parent with 3 or more dependant children under 18 years of age

15. Please read all the following options and select the one that most accurately reflects your current situation.

- I am not responsible for a sibling (brother/sister)
- I have full responsibility and provide care for 1 of my siblings (brother/sister)
- I have full responsibility and provide care for 2 of my siblings (brother/sister)
- I have full responsibility and provide care for 3 or more of my siblings (brother/sister)

16. Please read all the following options and select the one that most accurately reflects your current situation.

- I do not have any responsibilities for a family member (parent or grandparent) with a health condition
- On average I spend less than 8 hours per week caring for a family member (parent or grandparent) with a health condition
- On average I spend between 8 and 15 hours per week caring for a family member (parent or grandparent) with a health condition
- On average I spend between 16 and 25 hours per week caring for a family member (parent or grandparent) with a health condition
- On average I spend more than 25 hours per week caring for a family member (parent or grandparent) with a health condition

17. How would you describe your current financial situation?

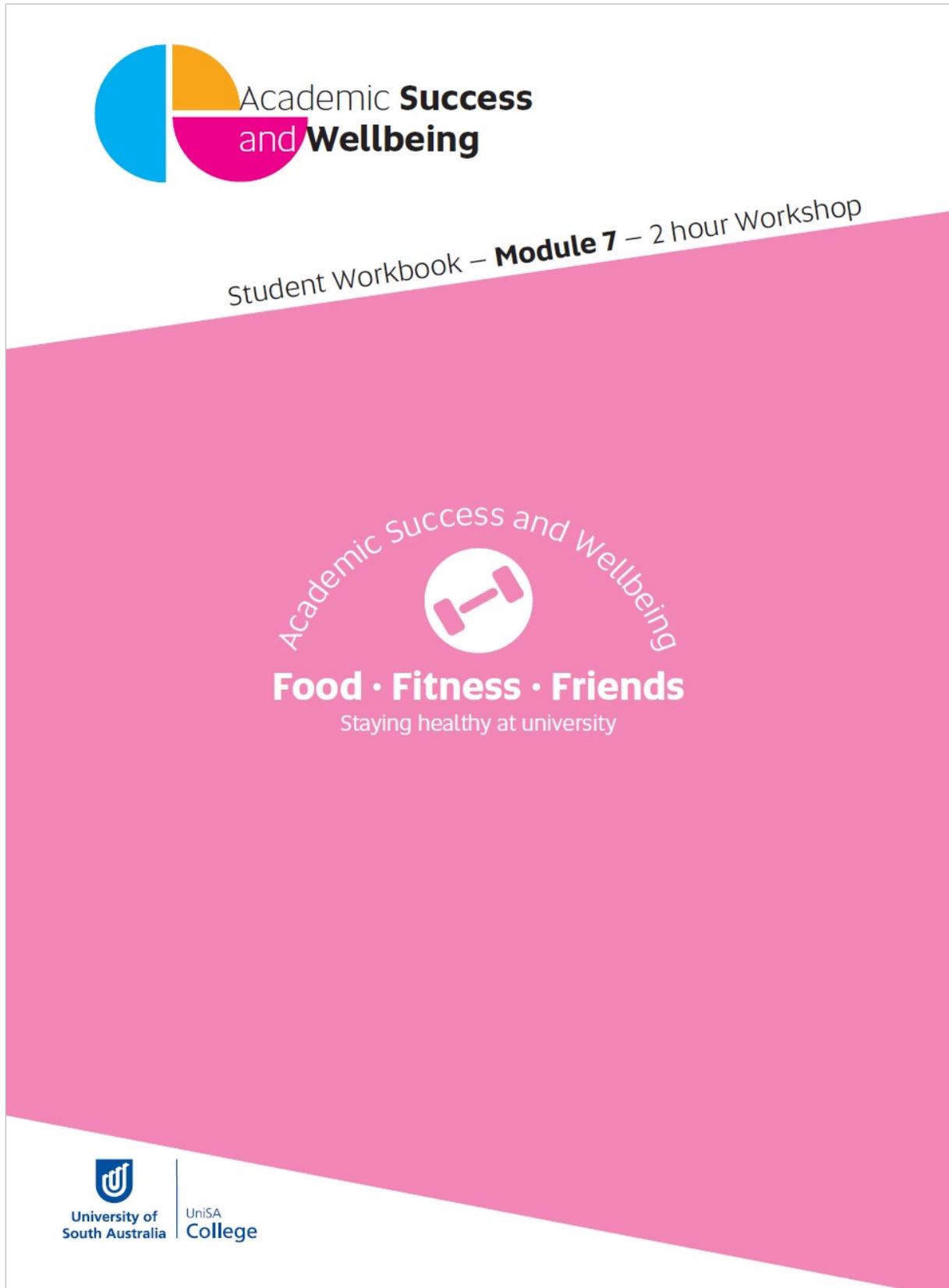
- Very poor, not enough to get by
- Have enough to get by, but not many extras
- Comfortable
- Financially well off

The survey is now complete.

Thank you for your time!

Appendix 2: Resource Samples

Student Workbook



What will we learn...

- How to keep up good eating habits and fit in exercise while studying at university
- The things you can do to stay healthy while studying
- What it means to be healthy – food, fitness, sleep and work-life balance.

We will focus on...

- Why you need to prioritise your health and well-being in order to succeed as a student.
- What you can do to maintain a healthy lifestyle while studying at university.
- How to identify simple changes you can easily incorporate into your busy student life.

Did you know?

- It is well known that maintaining a healthy lifestyle can be difficult for university students. The stress and demands of study can lead to exercise and healthy diet taking a back seat.
- Study pressures can also lead to students neglecting their relationships with friends and family at a time when social networks and supports are vital to help cope with the challenges and stress of studying at university.
- To be successful at university and beyond, you need to focus on exercising regularly, eating healthily, developing and maintaining healthy relationships, sleeping well (7-9 hours a night) and managing your stress and anxiety.

Our Plan: Food, Fitness, Friends

Activity 1: The Big Picture: Staying healthy at university

Activity 2: Be Inspired: Health, Fitness and Happiness and rules to give you all three, by Tony Horton

Activity 3: Finding the answers: What you can do to develop and maintain a healthy lifestyle while at university 11

Activity 4: Focus on you: Making plans to get healthier

Activity 5: Practicing what we've learned: Managing stress from study workloads

Activity 6: Focus on you: Are you getting enough sleep?

Activity 7: Talk it through: Finding a work-life balance



Activity 1: The Big Picture: Staying healthy at university

Watch the Introductory Lecture on the topic Food, Fitness, Friends: Staying healthy at university

- How your diet impacts your study
- Which foods are good for the brain?
- How your fitness impacts your study
- The link between sleep and study
- Managing stress to keep your brain healthy
- Socialising for a happier, and smarter, you
- How does socialising improve your EQ?
- Work-life balance

Below is the lecture content and some space to take notes while you watch the lecture.

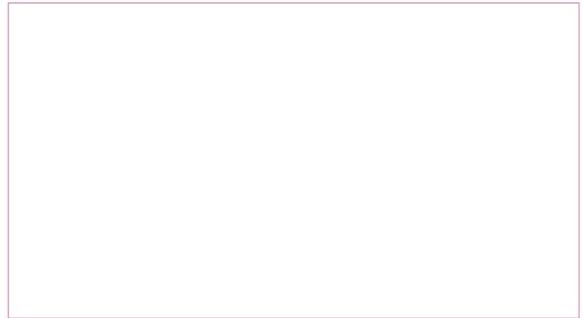
Lecture 7

Academic Success and Wellbeing

Food · Fitness · Friends

Staying healthy at university



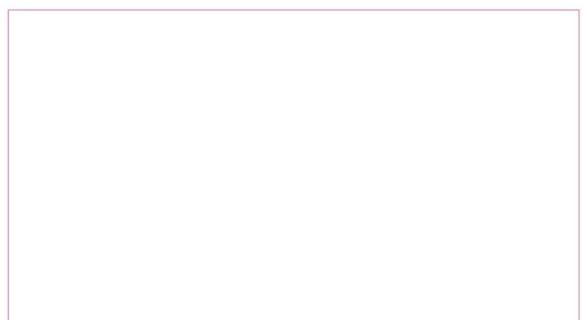


The Big Picture: Food, Fitness, Friends

Staying healthy at university

- How your diet impacts your study
- Which foods are good for the brain?
- How your fitness impacts your study
- The link between sleep and study
- Managing stress to keep your brain healthy
- Socialising for a happier, and smarter, you
- How does socialising improve your EQ?
- Work-life balance





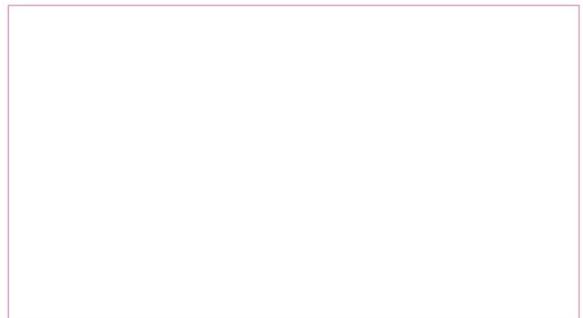
How your diet impacts your study

You already knew a bad diet is bad for your heart, but did you know it's also bad for your brain?

- According to Harvard Research, your diet impacts on your study by influencing the health of your brain.
- Diets high in cholesterol and fat might speed up the formation of beta-amyloid plaques in the brain. These plaques damage the brain.

Diet and Memory:

- Study by researchers at Brigham and Women's Hospital, found women who ate the most saturated fats from foods such as red meat and butter performed worse on tests of thinking and memory than women who ate the lowest amounts of these fats.

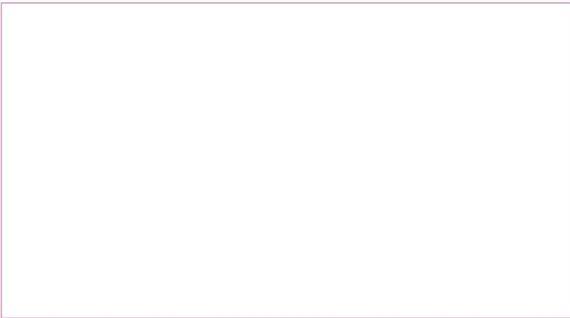
Which foods are good for the brain?

We know sugars and fats are bad for the brain. So which foods should we eat instead?

One recommended diet that is good for the brain is the **Mediterranean diet**, which includes fruits, vegetables, whole grains, fish, and olive oil.

An example of this diet for a day:

Breakfast	Lunch	Dinner
Whole-grain muesli with fresh berries and almonds	Whole-grain pita with 2 tbsp. hummus and tomatoes	Broiled chicken with garlic and lemon, asparagus

How your fitness impacts your study

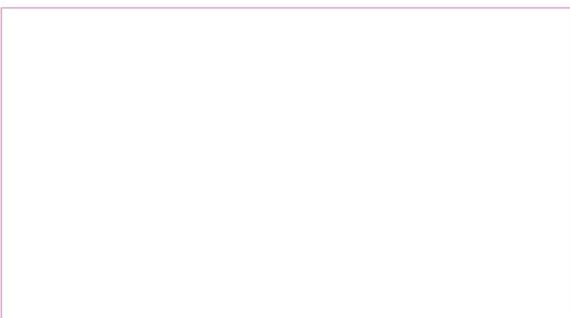
Exercise increases your heart rate, which delivers more oxygen to the brain, helping brain cells to rejuvenate and grow.

Many studies have found specific links between exercise and brain function:

Tomporowski (2003) found that just 20 minutes of vigorous exercise improves your brain function via better information processing and memory functions.

Molteni et al. (2004) discovered exercise helps the brain's plasticity by making it easier for the brain to grow new neuronal connections.

Bjørnebekk et al. (2005) found that running not only helped lift your mood through delivering antidepressant hormones, but also improved cell growth in the hippocampus area of the brain, which is responsible for learning and memory.

The link between sleep and study



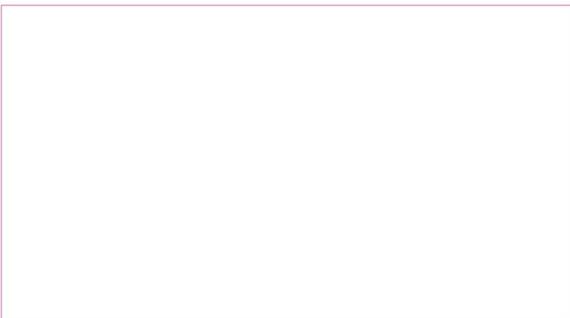
While you are asleep, your brain processes the information it has learned that day. This means sleep impacts on how well you retain, organise and store information, so it is useful in the future.



The quality and length of sleep impacts the quality of your learning from the day before and for the day after. Adults need 7-9 hours sleep per night.



The quality of your sleep last night impacts on how well you can focus and concentrate on new information, and how well you are able to recall that information.

Managing stress to keep your brain healthy

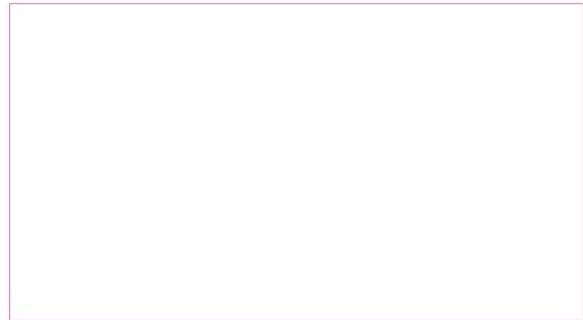
We may have heard stress is bad for our physical health, but did you know it is also bad for the health of our brains?

- The three parts of your body that control your response to stressful situations are your hypothalamus and your pituitary in your brain, and your adrenal glands by your kidneys.
- In the short-term, your body's response to stress doesn't put too much pressure on your brain health.
- However, prolonged, ongoing and constant stress leave you with raised levels of cortisol, a stress hormone, which damages your immune system and reduces your number of brain cells, particularly those responsible for memory.



Socialising for a happier, and smarter, you

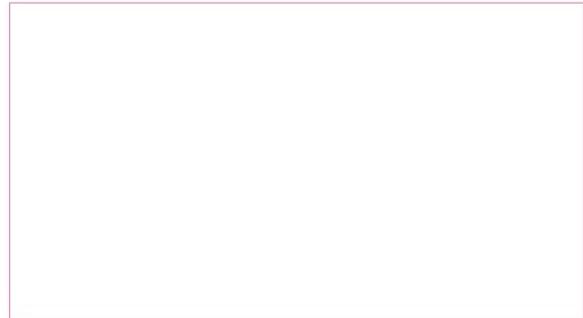
- We all know the benefits of socialising with friends and family; we feel less stressed, more connected with others and confident in our lives.
- But did you know socialising is also good for your study success?
- The more you practice happy, healthy socialising, the more you will grow your **EQ – your emotional intelligence**.
- Traditionally IQ scores, which measures intelligence quotient, were seen as a predictor of success in education and in careers. However, more recently, **high EQ** is seen as important, often just as important or more important than IQ.



How does socialising improve your EQ?

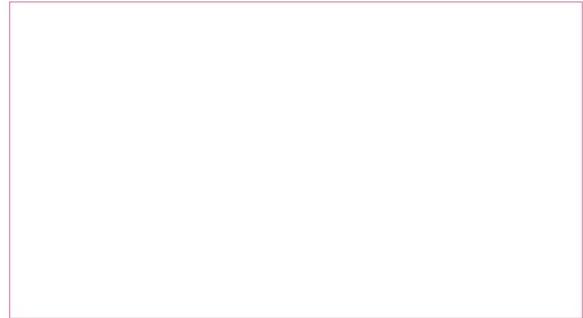
There are five elements to EQ, all of which are improved through practice, including practice at socialising and forming relationships with people around you:

1. **Self-awareness** – the ability to recognize an emotion as it happens
2. **Self-regulation** – the ability to control your reactions and behaviour
3. **Motivation** – setting goals and motivating yourself to achieve them
4. **Empathy** – the ability to recognise how other people feel and respond accordingly
5. **Social skills** – the development of good interpersonal skills is tantamount to success in your life and career



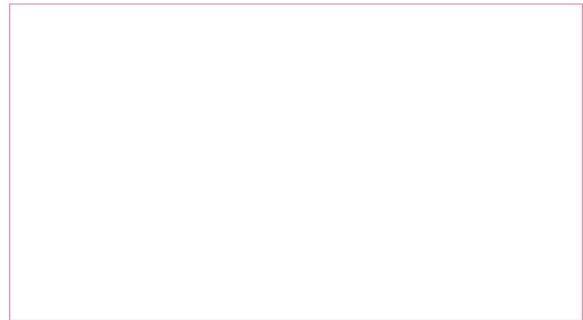
Work-life balance

- For many students, the quest to combine study with other commitments such as paid work and caring for families, often leaves our work and study load out of balance with the rest of our lives.
- We are focused on eating healthier, doing more exercise, getting more sleep, managing stress and socialising more, but for many of you, you will respond **I NEED AN EXTRA DAY IN THE WEEK!**
- The key to improving your work-life balance is identifying where you can make small improvements in how you spend your time, to get as many useful hours out of the day as possible (without giving up sleep!).
- This is something we will discuss in this week's workshop as it is an individual challenge for each of you.



Food, Fitness, Friends: Workshop

1. **The Big Picture:** Staying healthy at university
2. **Be Inspired:** Health, Fitness and Happiness and rules to give you all three by Tony Horton
3. **Finding the answers:** What you can do to develop and maintain a healthy lifestyle while at university
4. **Focus on you:** Making plans to get healthier
5. **Practicing what we've learned:** Managing stress from our study workloads
6. **Focus on you:** Are you getting enough sleep?
7. **Talk it through:** Finding a work life balance



Activity 2: Be Inspired: Health, Fitness and Happiness and rules to give you all three

By Tony Horton

Tony Horton is an American personal trainer, author, and former actor.

Video URL: <https://www.youtube.com/watch?v=RQupiauyZYE>

His speech at TEDx gives some tips about getting fitter and healthier.

While watching the video, answer these six multiple choice questions by ticking the right answer.

1. 20 minutes of daily exercise helps to improve the performance of which part of the brain?

- Cerebral cortex
- Dentate gyrus in the hippocampus
- Basal forebrain
- Posterior parietal cortex

2. You should do _____ exercises to improve your performance, get less bored and have fewer injuries.

- all the
- a variety of
- a limited range of
- just one or two

3. In order to aim for consistent fitness, Tony recommends exercising how many times a week?

- Every day
- Once a week
- As often as you can
- 5-7 times a week

4. Tony suggests increasing the intensity of exercise in order to grow your performance. Increasing the intensity of jogging exercise means:

- Jogging for longer each time
- Jogging faster each time
- Jogging further each time
- Any and all of the above

5. Tony says your fitness goals should be linked to your:

- Appearance
- Quality of life

6. Main meals should include fruits, vegetables, whole grains, leaf proteins and healthy fats. Cheat foods like chocolate should be eaten:

- Never

- Only for snacks
- Once a week
- Only as a dessert after a main meal

Activity 3: Finding the answers: What you can do to develop and maintain a healthy lifestyle while at university

Complete the following reading and then fill in the table below: Note, there are some links in this short article which you may want to save for future use, and come back to in your free time.

What You Can Do to Develop And Maintain A Healthy Lifestyle While At University:

- Exercise! Make sure you exercise for about 30 minutes every day.
 - If you're involved in team sports, make sure you factor time for this into your weekly study plan. Or, join in on team sports offered by your university campus.
 - Exercise doesn't have to cost you anything – there are a number of websites with free workouts for any fitness level. A great list can be found in this article.
- Eat real foods! Focus on replacing processed foods with wholefoods.
 - Eat more plant-based foods – eat lots of vegetables – e.g. eat carrot and celery sticks with cottage cheese or hummus if you get the munchies.
 - Eat more fruits e.g. swap that afternoon chocolate bar or packet of chips for a piece of fruit and some raw almonds or cashews.
 - Eat more wholegrains e.g. replace white bread with brown or multigrain bread, eat wholegrain crackers etc.
 - Eat lentils, chickpeas, beans etc.
 - Eat some meat and other foods but fill up on the above foods first as much as possible.
 - Drink less caffeine: it's fine to start the day with a caffeine boost but replace any afternoon caffeinated drinks with water, decaffeinated alternatives, herbal tea or a juice.
 - Be patient – changing from poor eating habits to healthy eating won't happen overnight. In fact, if you try to make too many changes all at once, you may give up. Adapting to a healthy diet can take time. Identify small steps you can take each day/week to continually improve your diet and health. Ask an understanding friend or family member to help you and be accountable to them.
 - Want to keep track of your diet and exercise? There are heaps of FREE apps you can access such as myfitnesspal
 - Want some inspiration on what to eat/cook – here are some suggested websites:
 - Recipes,
 - Cheap and healthy recipes,
 - Student recipes,
 - Useful article,
 - Organic recipes
- Cut back on alcohol:
 - Studies show that university students are at risk of hazardous drinking, which can cause you harm or affect your academic results.

- More than 4 standard drinks on one occasion doubles your risk of injury. Drinking a lot also puts you at risk of other problems, like getting into fights, sexual assault, and drink-driving charges.
- If you are worried about your alcohol intake, after this class, complete the module on 'Cutting Back on Drinking' under the Feeling Good modules in thedesk (thedesk.org.au).
- Focus on your relationships with friends and family
 - Plan to spend time with family and friends during each week. For example, make a time to go out for coffee or go for a walk with friends and family members.
 - Find out what's happening on campus and identify any events or groups you can join in to meet other students.
 - If you're a commencing student – make sure you go to Orientation Week activities on campus and find out what's going on and meet other students - this is a proven way to get connected.
- Manage your stress
 - Plan to take some time out each day to exercise and do something you like.
 - Develop good stress management habits by doing the Staying Calm modules on thedesk whenever you feel stressed or anxious.
 - Use the Tools on thedesk, such as the Relaxation Tool, regularly to help you relax and remain calm.
 - If its money that's causing you stress, then the My Budget Tool may be what you need.

Now write one thing you would like to focus on doing from each of the following categories:

- Increase how much exercise you do
- Increase the amount of real food you eat
- Reduce your alcohol intake
- Improving relationships with family and friends
- Managing your stress

Activity 4: Focus on you: making plans to get healthier

Complete the following modules at thedesk, in the section called: Modules/Feeling Good

- Keeping Healthy
- Staying Active

View thedesk at: <https://www.thedesk.org.au>

Note, if you haven't registered for thedesk before, you will need to complete your registration before you can login in, including undertaking the initial questionnaire.

Each of these modules includes 5 steps and asks you to make a plan about keeping healthy and staying active.

When are finished each module, write some notes about your plans below.

Plans for keeping healthy

- The thing I want to work on is:
- What I am going to do:
- Who can help:
- How they can help:
- When I will start:
- Before I start, I will need to:
- When I will do that:
- Tools that might be useful. *Note, 'thedesk' might have suggested some for you. Write them down here:*

Plans for staying active

- List your opportunities to increase your physical activity:
- Who can help?
- What can you do together?
- Is there a sport you would like to add to your routine? Which one?
- When are you going to start making changes?

Activity 5: Practicing what we've learned: Managing stress from study workloads

Watch this video called: Stress Management Strategies: Ways to Unwind, which includes some tips for managing stress.

Video URL: <https://www.youtube.com/watch?v=0fL-pn80s-c>

1. Using the table below, in column 1, write down two to three times you have felt stressed about study in the last fortnight.
2. In column 2 describe how you felt in detail, including the emotions you experienced and the behaviour you exhibited.
3. In column 3 reflect on whether you could have managed your stress better in these situations.
4. In column 4, using the tips from the video, write some notes about what you might do differently when faced with a similar level of stress over study in the future.

If you feel comfortable, you can share one or more of your reflections with the class.

Before we do this activity, we are going to practice a short mindfulness activity together.

Video URL: <https://ideas.classdojo.com/f/mindfulness-breathing>

When you are finished, discuss with the class when it might be suitable in your life to do a mindfulness activity.

Stressful study situations from previous fortnight	How I felt during these stressful situations	Did I manage this situation ok or could I have managed it better?	What I might do differently when faced with situation in the future
1			
2			
3			

Activity 6: Focus on you: Are you getting enough sleep?

Complete the module at thedesk, in the section called Modules/Feeling Good: Sleeping Better.

This module includes advice and tips to help you get a healthy amount of sleep.

In the table below, take note of the things you have chosen to try as your plan for sleeping better:

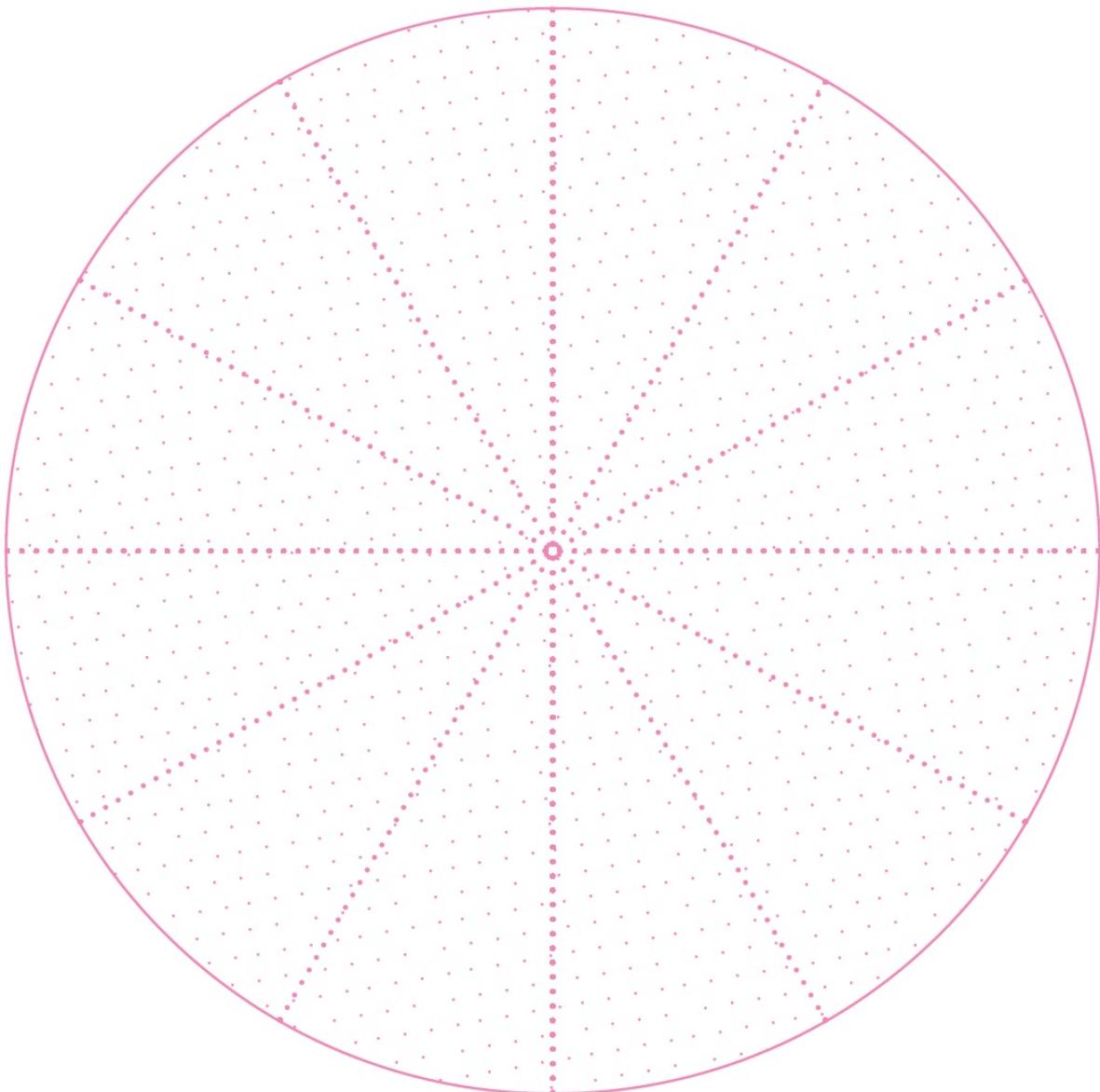
- Develop a structured routine to reset your sleep clock:
- Create an environment that promotes sleep:
- Ensure that the things you do during the day help with sleep:
- Maintain good sleep habits once you are sleeping well:

Activity 7: Talk it through: Finding a work-life balance

Fill in the circle pie chart template below to estimate what percentage of time you spend in an average 24-hour period over a normal week on the following activities:

- Sleep – (for instance, if you sleep 8 hours a night, this is 33% of your time)
- Study – including attending class and homework
- Paid work – including volunteering
- Chores – including self-care and caring for others
- Transport – commuting in a car, public transport or walking
- Exercise – including playing sport or individual exercise such as going to gym
- Leisure – including entertainment, socialising, community activities and quiet time

Tip: the dotted lines break the circle into 2-hour daily segments.



Looking at your chart, remember that your work-life balance is unique to you and your individual situation.

There is no perfect mix of activities – only what works best for you.

Reflect on this by answering the following questions:

- Are you happy with the balance between different types of activities in your life?
- If you are happy with this mix, write some notes about why this balance is helping you to be happier, healthier and more productive with your study.
- If you are unhappy with this mix, which activities would you like to do more of, and which would you like to cut back on (realistically!). Write a specific action plan to make three short-term changes in your work-life balance next week. Remember, we can't change our lives overnight – but we have to start somewhere!

Bringing it all together

Sometimes we might think that the path to study success is putting study ahead of everything else in our lives.

This is not the case – in order to study effectively, you need a balanced, healthy lifestyle, which involves:

- Eating well
- Being fit and healthy
- Getting enough sleep
- Managing your stress effectively
- Having a good work-life balance

If you can address all these elements of your life, you will be happier, and more productive when you are studying so that you get the most out of the effort you put into your work.

If you need help...

If this workshop has brought up any difficult emotions or feeling of distress which you feel you would like to speak to someone about, please talk to your tutor and access your university's support services, which are there to help.

Other useful contacts:

Lifeline

For distress or other mental health issues.

Telephone: 13 11 14

24 hours, 7 days

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Kids Helpline

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Telephone: 1800 551 800

24 hours, 7 days

www.kidshelpline.com.au/teens/

Appendix 3: Tutor Manual 7: Food, Fitness, Friends

2 hour workshop

Topic Overview:

The Food, Fitness, Friends module is designed to focus holistically on 'health' in relation to study. There are topics that focus on health in regards to exercise and eating well, as well as sleep, managing stress and finding a healthy work-life balance. There are various places in this workshop where students are asked to write down ideas and plans to improve their overall health. It is important to reinforce the learning that it is impossible to change your lifestyle overnight; small steps are required to meet the longer-term objective of a permanent change in lifestyle. This workshop is about giving the students ideas about how to make these improvements, while explaining to them the importance of these improvements to their overall well-being and success in study.

Workshop Length

This workshop has been designed to be delivered in two hours (1 hour, 50 minutes). There is a one hour workshop for this topic available (60 minutes) if required.

Resources Required

Workshop Slides: The Workshop Slides for Food, Fitness, Friends are used on a screen or projector so that the instructions for each activity are outlined clearly for the students. The slides correspond with the activities in the Workbook.

Student Workbook: supply each student with a printed and digital copy of the student workbook Food, Fitness, Friends. Both formats are required so that they can follow along with the activities which are web based using a desktop or laptop computer (such as online self-assessment), or they can write notes and answer questions by hand (such as for readings and class discussions).

Lecture Recording: This workshop includes the lecture recording Food, Fitness, Friends. You will need to have this recording ready to go, either downloaded or streamed from the website.

Instructions: Workshop Slides

The following information provides instructions and suggested time spent for each slide in the workshop slide deck.

Slide 2: What we will learn...

1 minute

Take students through the two key topics for Food, Fitness, Friends to give them an overview of what they will learn:

- How to keep up good eating habits and fit in exercise while studying at university
- The things you can do to stay healthy while studying
- What it means to be healthy – food, fitness, sleep and work-life balance.

Slide 3: We will focus on...

1 minute

Outline the way in which this topic leads to practical outcomes for the students:

- Why you need to prioritise your health and well-being in order to succeed as a student.
- What you can do to maintain a healthy lifestyle while studying at university.
- How to identify simple changes you can easily incorporate into your busy student life.

Slide 4: Did you know?

1 minute

Emphasise the importance of this topic by outlining the following information:

- It is well known that maintaining a healthy lifestyle can be difficult for university students. The stress and demands of study can lead to exercise and healthy diet taking a back seat.
- Study pressures can also lead to students neglecting their relationships with friends and family at a time when social networks and supports are vital to help cope with the challenges and stress of studying at university.
- To be successful at university and beyond, you need to focus on exercising regularly, eating healthily, developing and maintaining healthy relationships, sleeping well (7-9 hours a night) and managing your stress and anxiety.

Slide 5: Our Plan: Food, Fitness, Friends

1 minute

Summarise the seven activities in the following categories to give the students an idea of the day's plan:

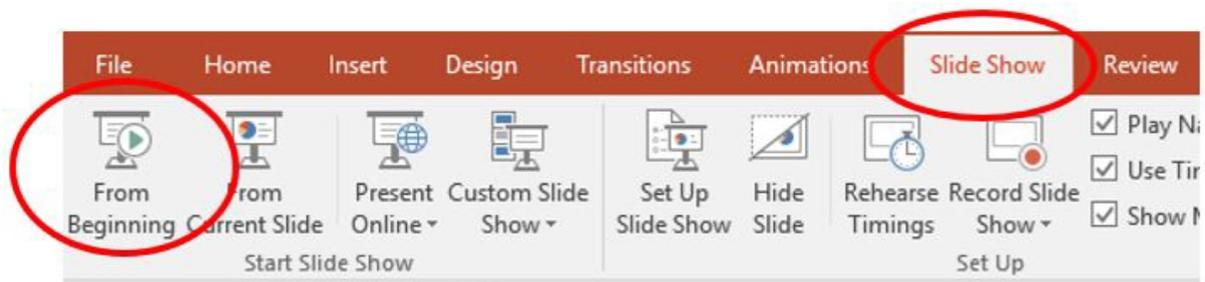
1. **The Big Picture:** Staying healthy at university
2. **Be Inspired:** Health, Fitness and Happiness and rules to give you all three by Tony Horton
3. **Finding the answers:** What you can do to develop and maintain a healthy lifestyle while at university
4. **Focus on you:** Making plans to get healthier
5. **Practicing what we've learned:** Managing stress from our study workloads
6. **Focus on you:** Are you getting enough sleep?
7. **Talk it through:** Finding a work life balance

Slide 6: 1) The Big Picture: Food, Fitness, Friends

10 minutes

- Play for the class the Introductory Lecture on the topic Food, Fitness, Friends.
- Remind the students that the lecture slide content is included in their workbooks and there is space to take notes to help them to retain key information.

- To listen to the narrated lecture in the PowerPoint slides, launch the PowerPoint presentation by clicking the 'Slide Show' tab, and then clicking 'From Beginning'. The slides and narration will play automatically.



Slide 7: 2) Be Inspired: Health, Fitness and Happiness and rules to give you all three, by Tony Horton

15 minutes

This video is a speech by Tony Horton at TEDx. Horton is an American personal trainer, author, and former actor.

Video URL: <https://www.youtube.com/watch?v=RQupiauyZYE>

Horton's speech gives some tips about getting fitter and healthier. While watching the video, please ask students to summarise the key learnings by answering these six multiple choice questions (ticking the correct answer). You have five minutes after the video is finished to run through the correct answers (highlighted in green below).

- 1. 20 minutes of daily exercise helps to improve the performance of which part of the brain?**
 - a) Cerebral cortex
 - b) Dentate gyrus in the hippocampus**
 - c) Basal forebrain
 - d) Posterior parietal cortex
- 2. You should do _____ exercises to improve your performance, get less bored and have fewer injuries?**
 - a) all the
 - b) a variety of**
 - c) a limited range of
 - d) just one or two
- 3. In order to aim for consistent fitness, Tony recommends exercising how many times a week?**
 - a) Every day
 - b) Once a week
 - c) As often as you can
 - d) 5 – 7 times a week**

- 4. Tony suggests increasing the intensity of exercise in order to grow your performance. Increasing intensity of jogging exercise means:**
- Jogging for longer each time
 - Jogging faster each time
 - Jogging further each time
 - Any and all of the above**
- 5. Tony says your fitness goals should be linked to your:**
- Appearance
 - Quality of life**
- 6. Main meals should include fruits, vegetables, whole grains, leaf proteins and healthy fats. Cheat foods like chocolate should be eaten:**
- Never
 - Only for snacks
 - Once a week
 - Only as a dessert after a main meal**

Slide 8: 3) Finding the answers: What you can do to develop and maintain a healthy lifestyle while at university

10 minutes

Ask students to complete the short reading titled *'What You Can Do to Develop And Maintain A Healthy Lifestyle While At University'* in their workbooks and then fill in the table below.

Remind students to take note that there are some website links in the article which they may want to save for future use, and come back to in their free time.

The table asks the students to note on thing from each of the six categories that they could do to improve their health and wellbeing. Encourage the students to write something for every category which is relevant to them. The emphasis is on making realistic, achievable improvements. The categories are:

- Increase how much exercise you do
- Increase the amount of real food you eat
- Reduce your alcohol intake
- Improving relationships with family and friends
- Managing your stress

Slide 9: 4) Focus on you: making plans to get healthier

15 minutes

Ask students to login to The Desk (thedesk.org.au) and complete the modules in the section called: Modules/Feeling Good

- Keeping Healthy
- Staying Active

Note, if students haven't registered for The Desk before, they will need to complete their registration before they can login in, including undertaking the initial questionnaire. This takes about 5 minutes.

Each of these modules includes 5 steps and asks students to make a plan about keeping healthy and staying active.

Ask students to use the table in their workbooks to write notes about what they have committed to doing in their plans for keeping healthy and plans for staying active. The table categories match the output/input data from The Desk module.

Slide 10: 5) Practicing what we've learned: Managing stress from study workloads

15 minutes

Watch this video called: Stress Management Strategies: Ways to Unwind, which includes some tips for managing stress.

Video URL: <https://www.youtube.com/watch?v=0fL-pn80s-c>

Then ask students to use the table in their workbooks to write notes about the following:

1. In column 1, they should write down two to three times they have felt stressed about study in the last fortnight. This might be an assessment that is due, a class presentation, a class they are finding particularly difficult or a set-back which has got in the way of their study, such as being sick, having to take a shift at work, or needing to care for a loved one.
2. In column 2, they should describe in detail how they felt during this stressful situation. This includes the emotions they experienced and the behaviour they exhibited. For instance, was their heart racing, did they become very quiet, or did they get angry and have a fight with a friend?
3. In column 3, they should reflect on whether they could have managed their stress better in these situations. Encourage them not to include a one-word-answer, such as 'yes'. Here they should also write why they feel they could have handled things better – what was the outcome that might have been different if they had handled the situation better.
4. In column 4, using the tips from the video, they can then write some notes about what they might do differently when faced with a similar situation of stress over study in the future.

If there is time, and if students feel comfortable, they can share one or more of their reflections with the class.

Slide 11: 5 continued) Practicing what we've learned: Practicing Mindfulness

5 minutes

As a class, practice a short mindfulness activity together.

Video URL: <https://ideas.classdojo.com/f/mindfulness-breathing>

You don't need to run the activity – just play the video and ask the students to follow the instructions given. It is a good idea if you do the activity with the students, so that you get a better idea of the resulting sense of calm.

When finished the video, discuss with the class when it might be suitable in their life to do a mindfulness activity. This might be when they are experiencing a stressful event (such as the ones outlined above). Or, they might want to do an activity like this before doing something stressful, such as before a test or exam. Some people like to do a mindfulness activity when they wake up in the morning, to set them up for a good day. Linking to the next activity on sleep, mindfulness activities are also useful at bedtime, to help the body and mind get into a relaxed state ready for sleep.

Tell the students that there are many good mindfulness videos on YouTube that they can listen to, and there are also apps they can download. Two particularly good ones are Headspace and Smiling Mind, which can be found in iTunes and Android app stores.

Slide 12: 6) Focus on you: Are you getting enough sleep?

15 minutes

Before starting this module about tips for sleeping better, spend 2 minutes discussing with the students whether they get enough sleep. Most adults require 7-9 hours of sleep each night. If the students are getting any less than this (or much more), they are not getting a healthy amount of sleep.

Ask students to complete the following module at The Desk, in the section called Modules/Feeling Good: Sleeping Better

This module includes advice and tips to help you get a healthy amount of sleep.

There is a table for note-taking in their workbooks which mimics the input/output information from the module. Remind them to take notes in this table so they can refer to them later.

Slide 13-14: 7) Talk it through: Finding a work-life balance

20 minutes

In this activity, students need to plot on the pie chart the percentage of time they spend on different activities in order to think about whether they feel they have a good work life balance.

Students can use coloured pencils or textas, or just label with a pen how much of the pie chart they estimate is the percentage of time they spend in an average 24-hour period over a normal week on the following activities:

- Sleep (for instance, if you sleep 8 hours a night, this is 33% of your time)
- Study – including attending class and homework
- Paid work – including volunteering
- Chores – including self-care and caring for others
- Transport – commuting in a car, public transport or walking
- Exercise – including playing sport or individual exercise such as going to gym
- Leisure – including entertainment, socialising, community activities and quiet time

Just to reiterate, they are thinking about a normal week, where they have normal work and study commitments, and aiming to break this into a 24 hour average. So, for instance, if they sleep 8 hours a night most nights, they should colour in 33% of the pie chart and label this 'sleep'. If they think they do about 16 hours of study a week (including classes and homework), this is 16 hours out of a total week's available time of 168 hours (24 hours, seven days a week, 168 hours). 16 as a percentage of 168 is 10% - so they should plot 10% of their time for study on the chart.

Note, the students will need calculators to make these calculations – they can use their smart phones if they have them. The dotted lines break the circle into 2-hour daily segments. They should aim to make broad estimates in order to finish the task in the time given. The goal is not to be accurate to the minute, but to just give an idea about how much time they spend on each of the activity categories.

Once they have filled in their chart, ask them to look at the balance of activities and to keep in mind that their work-life balance is unique to them and their individual situation. That means there is no perfect mix of activities – only what works best for each individual. They should then reflect on this by answering the questions in their workbook, including:

- Are you happy with the balance between different types of activities in your life?
- If you are happy with this mix, write some notes about why this balance is helping you to be happier, healthier and more productive with your study.
- If you are unhappy with this mix, which activities would you like to do more of, and which would you like to cut back on (realistically!). Write a specific action plan to make three short-term changes in your work-life balance next week. Remember, we can't change our lives overnight – but we have to start somewhere!

Again, emphasise that the three short-term changes should not completely disrupt their schedules, as this is counterproductive to healthy living. Small, incremental changes that can be built on are much easier to maintain. In this section, they might want to use some of the tips and plans that they have committed to in prior activities in this workshop.

Slide 15: Bringing it all together

1 minute

Take students through the final slide to summarise how the information from the workshop comes together into practical changes to their behaviour, for the betterment of their academic success:

- Sometimes we might think that the path to study success is putting study ahead of everything else in our lives.
- This is not the case – in order to study effectively, you need a balanced, healthy lifestyle, which involves:
 - Eating well
 - Being fit and healthy
 - Getting enough sleep
 - Managing your stress effectively
 - Having a good work-life balance

- If you can address all these elements of your life, you will be happier, and more productive when you are studying so that you get the most out of the effort you put into your work.

If students need help...

Students have been provided with the following information at the back of their workbooks. If a student comes to you seeking help, you should put them in contact with your university's relevant support services.

In you need help...

If this workshop has brought up any difficult emotions or feeling of distress which you feel you would like to speak to someone about, please talk to your tutor and access your university's support services, which are there to help.

Other useful contacts:

Lifeline

For distress or other mental health issues.

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24 hours, 7 days

www.kidshelpline.com.au/teens/

Appendix 4: Certificate of Completion

Certificate of completion

MODULE SEVEN

Academic Success and Wellbeing



Food • Fitness • Friends

Staying healthy at university

awarded to

The key learnings from completion of this module includes
how to combine study with a healthy lifestyle, with focus on healthy food, fitness,
sleep, socialising and work-life balance.


University of
South Australia


UniSA
College

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