

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.	Online self-paced activities
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.	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)

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.	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)
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.