



# Report: 2018 Wellbeing Activities

'Wellbeing Week' (26.02-01.03) and 'Wellbeing Wednesday' (16.05)

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# 1 BACKGROUND

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Given the currency and importance of issues surrounding student mental health across the Higher Education (HE) sector, Bishop Grosseteste University (BGU) has selected the Institutional Enhancement of 'wellbeing' for the academic year 2017-18. This has been undertaken via a holistic, University-wide approach, in which supporting and developing staff and student wellbeing is a shared responsibility of all stakeholders. This holistic approach has been founded on a strategic vision and is carried out by a series of practical solutions. A key driver has been the Wellbeing Framework Steering Group (WFSG), which has been tasked with identifying current good practice and developing new ideas for promoting wellbeing.

Statistics demonstrate the gravity of mental health and wellbeing issues within the HE sector. In 2016, a YouGov survey indicated that 27% of students reported having a mental health problem, while 63% of students stated they felt levels of stress that interfered with their daily lives. The most prevalent mental health conditions reported were depression- and anxiety-related, with significant comorbidity between the two. Furthermore, in June 2018, the Office for National Statistics (ONS) reported that 95 student suicides had occurred in the period 2016-17. Meanwhile 38% of British workers have reported they fear to mention mental health issues in case it affects their career, despite the fact that mental health issues can cause significant economic and efficiency issues for employers (Farmer & Stevenson, 2017). As a result, it is clear that issues surrounding mental health and wellbeing are relevant for all stakeholders in HE institutions.

The drive to address wellbeing on a holistic, institutional level has been supported by a number of key groups including the Office for Students (OFS), the Higher Education Policy Institute (HEPI), and Universities UK (UUK). UUK (2017) has put forward a programme called *#stepchange*, which encourages the adoption of mental health as a 'strategic imperative' at HE institutions. Similarly, Sir Anthony Seldon and Dr Alan Martin (2017) have proposed a vision of 'the positive and mindful university' in which initiatives are put in place to be proactive about supporting student and staff wellbeing rather than reacting only in moments of crisis or difficulty. A key component of such approaches is the importance of acknowledging mental health and wellbeing as an institutional driver and the incorporation of strategies to reflect this.

Furthermore, connections have been made between positive wellbeing and successful academic development. The Organisation for Economic Co-operation and Development (OECD) has presented research to show that the development of non-cognitive skills such as resilience – commonly associated with wellbeing – supports the cognitive skills developed by traditional academic instruction (Kautz, Heckman, Diris, Ter Weel, & Borghans, 2017). Blackman (2018) has also shown a positive link between good wellbeing and learning gain in HE students. As such, it is clear that the benefits to supporting and improving student wellbeing at BGU are considerable.



Of the student population at BGU, 11.3% disclosed a mental health issue in the 2017-18 academic year. Moreover, the number of disclosures has increased on a yearly basis since 2015. In 2015-16, there was an 80% increase in student counselling referrals relating to mental health,

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Furthermore, there has been an increase in the proportion of extenuating circumstances applications that relate to mental health; 50% of all applications received in 2016-17 were related to mental health issues.

Given the conversations surrounding mental health and student wellbeing at BGU, the Centre for Enhancement in Learning and Teaching (CELT) sought to identify ways to support the Institutional Enhancement of wellbeing. Two major initiatives for promoting wellbeing – Wellbeing Week and Wellbeing Wednesday – developed as a result of consultations in the WFSG. It was identified that a significant number of HE institutions hold day- or week-long events devoted to wellbeing. These are badged under umbrellas such as ‘supporting mental health’ or ‘de-stressing’ and the remit that they cover varies significantly; however, they all demonstrate a consistent desire to offer opportunities for developing personal wellbeing and initiating conversations among staff and students. As a result, it was determined that there was scope to include a similar celebration of wellbeing as part of BGU’s annual calendar.

## 2 OBJECTIVES

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The proposed activities had a number of aligning objectives:

- (1) To ‘launch’ the institutional enhancement to all students and staff;
- (2) To initiate conversations about wellbeing; and
- (3) To provide opportunities for students and staff to develop their personal wellbeing.

The Wellbeing Wednesday event in May had the additional objective:

- (1) To provide a means of reducing stress during Revision Week.

As such, it was hoped the activities would serve the dual purpose of providing tangible opportunities for developing wellbeing as well as highlighting the University’s Institutional Enhancement and commitment to supporting the wellbeing of the BGU community.

## 3 METHOD

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From the WFSG, a smaller task force was established to plan and coordinate Wellbeing Week. This group consisted of CELT representatives and members of the Students’ Union (SU). All decisions were



fed back through the WFSG to provide feedback to and gain suggestions from a wider representation of stakeholders across the University.

The task force met six times prior to Wellbeing Week, with all but one of these meetings occurring before Christmas 2017. As a result of bad weather forcing the closure of the campus and the cancellation of the final day of Wellbeing Week and the SU's celebration of National University Mental Health Day (see section 3.5), it was decided that these events should be rescheduled. When the WFSG made the decision to go ahead with Wellbeing Wednesday, this event was coordinated solely by members of the CELT team (a Learning Development Tutor and the Centre Coordinator), due to the SU hosting their own postponed University Mental Health Day in April 2018.

### 3.1 ACTIVITIES

For Wellbeing Week, the task force researched similar events held at other HE institutions to get a sense of the activities on offer, the typical timetabling of activities, and promotional ideas. A longlist of suggestions was drawn up based on these ideas as well as suggestions from members of the group. A shortlist was derived from these ideas on the basis of what would be suitable for BGU, what our staff could deliver, and what was currently on offer on campus. In some cases, this enabled coordination with existing activities – for example, wellbeing activities offered in the School of Teacher Development (TD). It also provided an opportunity for some departments to trial activities with the consideration of potentially rolling them out as regular provision; for example, the Library was already planning on piloting 'Happy Hour' activities on a regular basis. Additional research was conducted to find alternative activities that could be provided by local external practitioners; it was determined that while external practitioners were paid, they would also receive the incentive of free marketing in publicity materials for the event.

The task force was keen to provide a range of different types of activities to support physical, mental, and emotional wellbeing for staff and students. This included:

- Fitness classes at reduced prices
- Resilience and time management workshops
- Mindfulness training
- Guided meditations
- Small animal therapy

For the full list of activities, see **Appendix A**. These timetabled activities were also accompanied by the provision of spaces and activities throughout the week, including a Student Advice information desk, a Chill-Out Café with special offers in Curiositea, and Honest Truths boxes around the campus for anonymous confessions. It was also decided that the event would be used as an opportunity to fulfil the SU's desire to renovate the existing Peace Garden on campus.



For Wellbeing Wednesday, it was decided that the activities which would run would be those from Wellbeing Week that had been cancelled by bad weather in February (see section 3.5), pending availability of the leads. However, it was decided that the Chill-Out Café would not run again, and the Honest Truths box was only set up in the Library due to previous poor engagement at other locations.

### 3.2 TIMING

The final week of February was identified as a suitable time to hold Wellbeing Week. This was due to a number of reasons:

- The end of SU elections;
- Typically fewer deadlines in first weeks of Semester 2; and
- Less pressure on Learning Development services at this time.

As a result, it was hoped that the final week of February would enable the greatest engagement of students as well as the staff to run the activities. The SU planned to hold a day of activities for NUMHD on Thursday 1<sup>st</sup> March. It was therefore decided that Wellbeing Week could serve as a promotional tool for this event, and, consequently, the three weekdays leading up to NUMHD were selected: 26<sup>th</sup>, 27<sup>th</sup>, and 28<sup>th</sup> February.

Following the cancellation of Wednesday 28<sup>th</sup> February due to bad weather, it was decided that a single day of activities would be the most appropriate way to deliver those activities which had already been paid for. It was suggested that Revision Week (14<sup>th</sup>-18<sup>th</sup> May) would be a suitable time, as it would be a way to support students during a particularly stressful period. Following conversations at the WFSG with teaching staff from the School of TD, it was also suggested that a date during this week would allow more of their students – who had been on placement in February – to attend if they wished. Wednesday 16<sup>th</sup> May was selected due to the traditional association between Wednesday afternoons and leisure activities on campus.

### 3.3 LOGISTICS

Following the identification of activities to run, potential leads – both internal and external – were contacted to gauge their interest in running a session and their availability. The responses from all internal leads were very positive and all of those contacted were keen to be involved. The BGU Sport and Fitness Centre was contacted to arrange discounts on their weekly classes, and they also offered to put on an afternoon of free personal training and an information session on personal safety. The Venue was also contacted to negotiate a discounted film showing; it was decided that this would run on the Wednesday evening (before the usual Wednesday evening showing) with a reduced price ticket entry of £4.

Once leads had been secured, timings were arranged to allow for their availability but also to maximise attendance. Following positive reactions to animal therapy at events such as Survey Week, it was suspected that small animal therapy would be especially popular; consequently, this was scheduled



to run over lunchtime (12-2pm) on all three days, to allow as many students as possible to visit the animals. The final timetable ensured that activities were running all afternoon on all three days, as it was expected that attendance might be greater in the afternoons.

### 3.4 PUBLICITY

The task force conducted research into similar campaigns at other institutions to gain inspiration for publicity and marketing. It was decided that the activities should be grouped into five key 'themes':

- Be resilient
- Be mindful
- Be relaxed
- Be active
- Be creative

These themes were colour-coordinated in all publicity to make identification of specific activities easier and to enable an association between individual activities and the broader benefits they could offer. A range of posters on campus were used to promote individual activities as well as the event as a whole. For an example of the primary publicity poster, see **Appendix B**.

For Wellbeing Week, BGSU Marketing created an A3 'activity planner' with a timetable of events on one side and more detailed information on the reverse. Publicity for external practitioners and reminders of internal support services also featured on the planner. Planners were distributed at the CELT helpdesk, the Student Advice desk, the Library helpdesk, and the SU front desk. Individual copies were also distributed to staff and to student halls of residence. A digital copy was promoted via Blackboard and relevant BGSU Twitter pages.

The colour scheme and style continued through other events – BGSU Mental Health Day and Wellbeing Wednesday – to foster a sense of consistency and continuity between them. A smaller A4 day planner was produced for Wellbeing Wednesday and disseminated in the same ways as the Wellbeing Week activity planner. For examples of the planners for Wellbeing Week and Wellbeing Wednesday, see **Appendix C**.

### 3.5 CANCELLATION

Unfortunately, Wellbeing Week coincided with very bad snow across the UK, which forced the closure of the BGSU campus on Wednesday 28<sup>th</sup> February (the final day of Wellbeing Week) and Thursday 1<sup>st</sup> March (NUMHD). As a result, the activities on these two days were postponed until campus reopened. It also meant that certain activities – most notably the renovation of the Peace Garden – were unable to take place as planned.



An unexpected benefit of the curtailment of Wellbeing Week was that re-running the postponed activities from Wednesday 28<sup>th</sup> February enabled Wellbeing Wednesday to run in Revision Week as a 'pilot' event. Prior to the poor weather, Wellbeing Week had been planned as the only event in the calendar; by postponing some activities to later in the semester, it was possible to compare responses and attendance to assess the viability of holding an event in May rather than February.

## 4 RESULTS AND ANALYSIS

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The following figures would have been different if Wellbeing Week had run to its conclusion. As such, the figures for Wellbeing Week refer only to Monday 26<sup>th</sup> February and Tuesday 27<sup>th</sup> February.

It should also be noted that a small number of students did not provide enough details to record their level of study, as registers only asked for names (for which only first names were provided in some cases), identification as student or staff member, and School or department. In addition, two staff members attended activities on Wellbeing Wednesday but failed to provide their details for records.

For a full list of attendance numbers per event, see **Appendix D**.

### 4.1 ACTIVITY ENGAGEMENT

For both events, the majority of students attended one activity – **59** in Wellbeing Week and **43** on Wellbeing Wednesday

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*Figure 1: Number of activities engaged with by each student in **Wellbeing Week**.*

In Wellbeing Week, the total number of unique students who attended at least one activity was **69**.

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*Figure 2: Number of activities engaged with by each student on **Wellbeing Wednesday**.*

On Wellbeing Wednesday, the total number of unique students who attended at least one activity was **50**.

### 4.2 LEVELS OF STUDY OF ATTENDING STUDENTS

Both events attracted students from different levels of study; in both cases, the majority of students who engaged were from **Level 4**.

*Figure 3: Levels of study of students attending events in **Wellbeing Week**.*



In Wellbeing Week, attendance had a greater range of levels of study, from **Level 4** to **Level 8** [see Figure 3]. This included **23** students at Level 4, **12** students at Level 5, **19** students at Level 6, **7** students at Level 7...

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From the data, **5** students who attended did not provide enough details to be sure of their level of study.

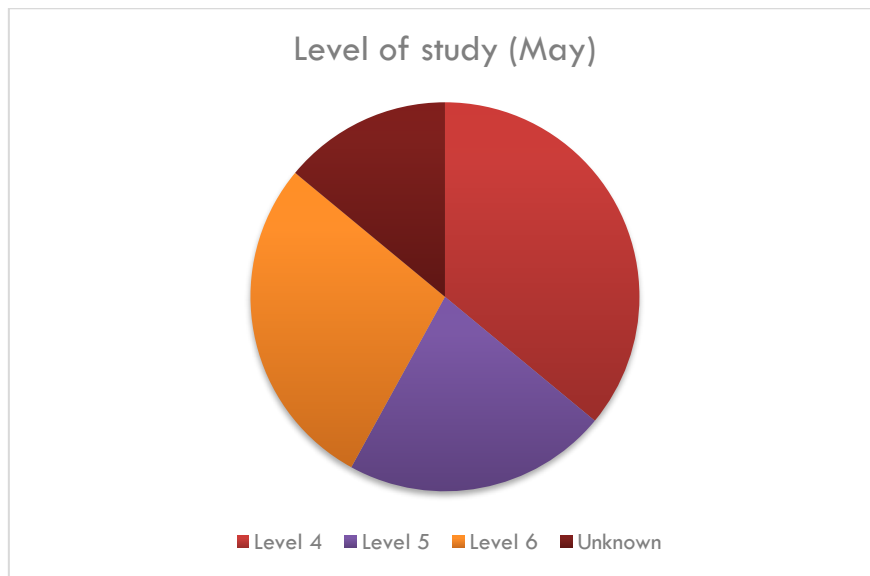
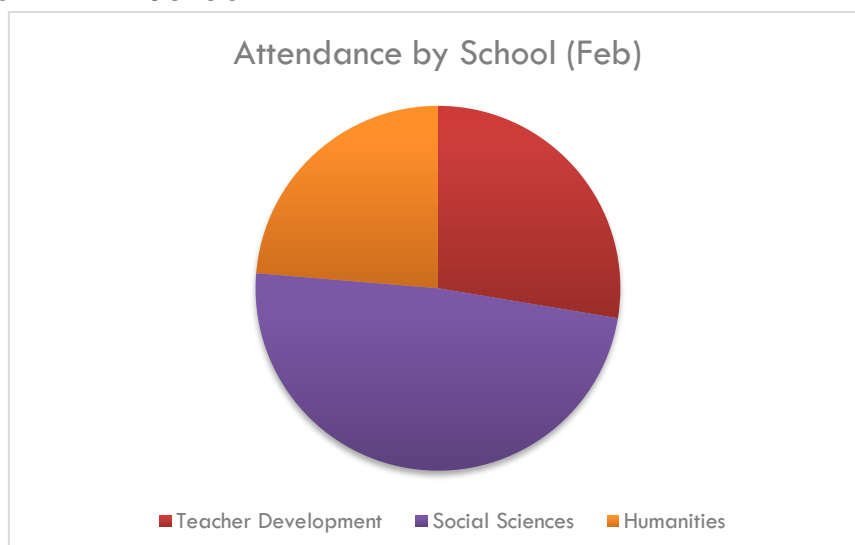


Figure 4: Levels of study of students attending events on **Wellbeing Wednesday**.

On Wellbeing Wednesday, no students at Levels 7 or 8 attended, nor were any Erasmus students recorded as attending [see Figure 4]. **18** Level 4 students attended, **11** Level 5 students attended, and **14** Level 6 students attended. **7** students attended activities but did not provide sufficient information to be sure of their level of study.

### 4.3 ENGAGEMENT BY SCHOOL







*Figure 5: Schools of attending students in **Wellbeing Week***

The majority of students attending activities in Wellbeing Week were from the **School of Social Sciences** (37 students; 49%). The remaining students were divided relatively evenly between the **School of Humanities** (18 students; 24%) and the **School of Teacher Development** (21 students; 28%) [see Figure 5].

*Figure 6: Schools of attending students on **Wellbeing Wednesday***

The majority of students attending activities on Wellbeing Wednesday were once again from the **School of Social Sciences** (26 students; 52%).

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#### **4.4 ENGAGEMENT BY PROGRAMME OF STUDY**

*Figure 7: Subjects studied by attending students in **Wellbeing Week***

The highest levels of attendance were reported by students in **Education Studies** (16 students), **Primary Education** (15 students), **Psychology** (9 students), and **History** (8 students). In total, students reported studying 14 different subjects at undergraduate level, as well as...

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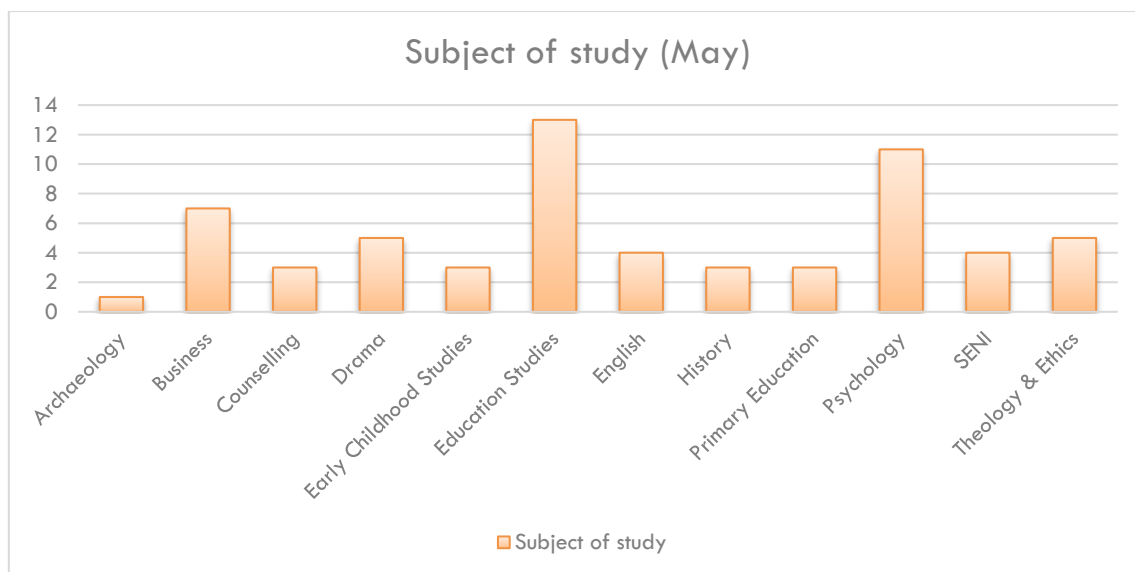


Figure 8: Subjects studied by attending students on **Wellbeing Wednesday**

Fewer subjects of study were reported by students on Wellbeing Wednesday: **12** undergraduate subjects and no postgraduate students. Once again, the highest levels of attendance were reported by students in **Education Studies** (**13** students) and **Psychology** (**11** students), with a notable increase in **Business (Team Entrepreneurship)** (**7** students) [see Figure 8].

It should be noted that a number of students reported studying more than one subject as a joint degree; in these cases, both subjects have been counted individually to ensure accurate records of School engagement.

## 5 EVALUATION

### 5.1 ATTENDANCE

Overall attendance numbers for both events were reasonable, with **69** unique students attending Wellbeing Week and **50** unique students attending Wellbeing Wednesday. However, the high number of activities on offer meant that attendance at individual events was inconsistent. Across all activities, only Lion Learners and the Library Happy Hours engaged more than **10** students. Furthermore, at both events, a number of activities were cancelled due to a lack of attendees. Although accurate records were not taken, engagement with activities that were running all week – such as Honest Truths and the Chill-Out Café – was also low. Few students engaged with more than one activity and few students chose to attend both Wellbeing Week and Wellbeing Wednesday (**7** students).

This may suggest that more effective provision of wellbeing activities would involve fewer activities on a greater number of days, i.e. rather than offering 10 activities in one day, offering two or three activities on a weekly or fortnightly basis. This would provide any students who are off-campus for



periods during the semester with a wider range of options to choose from, and may help to ensure higher consistent attendance at activities.

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However, providing a consistent programme of wellbeing events throughout the academic year, maintaining the same publicity, will hopefully work to embed such events as part of ongoing University activity, rather than one-off events. In particular, consistent use of the Wellbeing 'flower' logo from the start of the academic year will hopefully foster association across different events and activities.

It should also be noted that it is impossible to know how far attendance numbers for Wellbeing Week were affected by the cancellation of the final day and NUMHD. It may be that attendance would have been higher on the Wednesday of Wellbeing Week (i.e. the cancelled day) due to students having no academic commitments on a Wednesday afternoon, but this is purely speculative.

## **5.2 TIMING**

Wellbeing Week in February showed a more even spread of attendance from each School than the Wellbeing Wednesday event in May. It also showed a wider range of students in terms of subject engagement and levels of study. The decrease in engagement from the School of TD may reflect lower numbers of students on campus in May due to their placement or assessment schedule. As a result, this would suggest that future events would be more effective earlier in Semester 2 rather than closer to exams. It would also support holding a range of smaller events across a number of weeks as opposed to larger one-off events.

## **5.3 ACTIVITIES**

By a large margin, the most popular activity in terms of attendance was small animal therapy with Lion Learners. The popularity of events involving animals reflects the response at similar events held in the academic year, such as petting therapy dogs as part of Survey Week. Several students remarked that they missed their own pets at home, and, as such, that the animals provided comfort. Other students used the opportunity to 'face their fears' by handling more intimidating animals such as snakes. Although such activities inevitably require financial investment due to hiring animals and handlers, it can be seen that this was a worthwhile use of funds with a high level of attendance and very positive anecdotal feedback.

Library activities were also popular, particularly the Library Happy Hours. These activities coincided with other initiatives run by the Library, such as the launch of their Wellbeing Collection. In particular, it should be noted that Level 8 students engaged solely with the Library events, which suggests that such events can be an important part of providing wellbeing support for research students. The event also enabled Library staff to gauge the popularity of certain activities with a thought of potentially embedding them into their regular provision.



The response to some activities has also initiated discussions about embedding them as part of ongoing wellbeing provision. For example, the popularity of tactile/haptic therapy has led to suggestions of establishing an art group with regular meetings for both staff and students. Furthermore, the Honest Truths box in the Library, while unused during Wellbeing Week, received 23 responses over the Easter holidays, during which time many students were spending long hours in the Library. The box also received 7 responses when placed in the Library on Wellbeing Wednesday. This supports the suggestion of providing ongoing avenues of support throughout the academic year. By doing so over a longer period of time, it may be possible to gauge the peak times of the year when wellbeing support is most needed.

It is difficult to know why certain activities did not attract any attendees. Possible reasons may include:

- The timing of activities;
- Holding too many similar activities; or
- Offering too many choices, which may be overwhelming.

It would be worthwhile to trial activities in different ways in order to gauge their popularity more effectively. As such, running more regular activity provision would ensure that similar events do not clash, and would provide a greater number of students to engage.

## 5.4 STAFF ENGAGEMENT

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## 6 CONCLUSIONS

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As initial efforts, both events were relatively successful in terms of meeting the initial objectives of:

- Launching the institutional enhancement;
- Initiating conversations about wellbeing provision; and
- Providing opportunities for staff and students to develop their personal wellbeing.

Engagement with both events was generally positive but inconsistently so across all activities. As a result of the poor weather, it is impossible to know how Wellbeing Week would have been received on completion of the full programme of activities. It is highly possible that activities on the cancelled days may have been more popular due to academic schedules allowing free time on Wednesday afternoons.

Although engagement overall was modest, anecdotal feedback before, during, and after both events has been overwhelmingly positive. This has been noted in terms of individual activities and for the initiative as a whole. This suggests that there is a keenness to see events such as these provided by the institution and to ensure that support for wellbeing is made visible. It also indicates that there is wide



support for wellbeing as an Institutional Enhancement across the University community of both staff and students.

Moving forward, the successes and lessons taken from Wellbeing Week and Wellbeing Wednesday will continue to inform future strategy at BGU. In particular, a central focus of the WFSG is to ensure that all wellbeing activities and events continue to be supported and also continue to be made visible. It is clear, however, that there is perhaps a need to diversify the delivery of these activities and events; this can be achieved both in terms of how such events are timed and the type of activities that are offered. It will also be worthwhile to explore the viability of holding wellbeing events in Semester 1 to allow the theme of wellbeing to feel more embedded from the start of the academic year. Such an event can promote wellbeing awareness and the support available earlier on in the year; incidentally, anecdotal evidence from Student Advice and Learning Development suggests that many students struggle with homesickness, increased workloads, and the transitions they face in Semester 1.

As noted, there is widespread interest in wellbeing and great enthusiasm for supporting it across the institution. The next step is to evolve our provision to tap into this interest and enthusiasm and to provide a wider range of appropriate opportunities for students and staff to engage with. To this end, it may be worth consulting both students and staff over what provision they would be most likely to engage with, in terms of timings, activity content, and regularity.

## **7 NEXT STEPS**

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As wellbeing continues to be the institutional enhancement for 2018-19, a number of projects have developed following the 2018 wellbeing activities.

### **7.1 SEMESTER 1 EVENT**

It has been decided that a wellbeing event will be held in Semester 1 to coincide with the mid-semester dip reported by both Student Advice and Learning Development. This event will also be used to initiate the whole programme of wellbeing activities that will be embedded throughout the year, by drawing on the same themes and marketing style. However, it will also necessarily be distinguished from Semester 2 events in terms of the activities provided. Current plans are considering holding a form of carnival event or some sort of winter celebration, to be held in November 2018.

### **7.2 WELLBEING MONTH**

The outcomes of the activities in 2018 have indicated that fewer activities on a greater number of days may increase engagement from a wider range of students. As a result, it has been decided that March 2018 will be BGU's 'Wellbeing Month', with a small number of wellbeing activities taking place every Wednesday. The month will be bookended by two key events held by the SU: NUMHD on Thursday 7<sup>th</sup>



March and the BGSU Mental Health Day on Wednesday 4<sup>th</sup> April. It is hoped that spreading these events across a wider timespan will enable more students to get involved without being too overwhelming, resulting in an ongoing celebration of wellbeing at BGU rather than a one-off event.

### 7.3 EMBEDDING WELLBEING PRACTICES

Some individual activities that were piloted at wellbeing events will be embedded in the longer term. This includes the provision of the Library of activities such as Happy Hours and 'Shut Up & Write' sessions. There has also been interest expressed in the development of a regular art therapy group. Beyond these specific examples, it is hoped that by diversifying the wellbeing provision it will be possible to truly embed practices across the institution that will promote BGU as a positive and mindful university moving forward. While such practices are not designed to 'fix' the issues of mental health highlighted by statistical reports, they can contribute to creating an environment in which staff and students feel their wellbeing is taken seriously and to providing valuable opportunities for self-development and self-care.

## 8 REFERENCES

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## 9 GALLERY

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Library Happy Hours

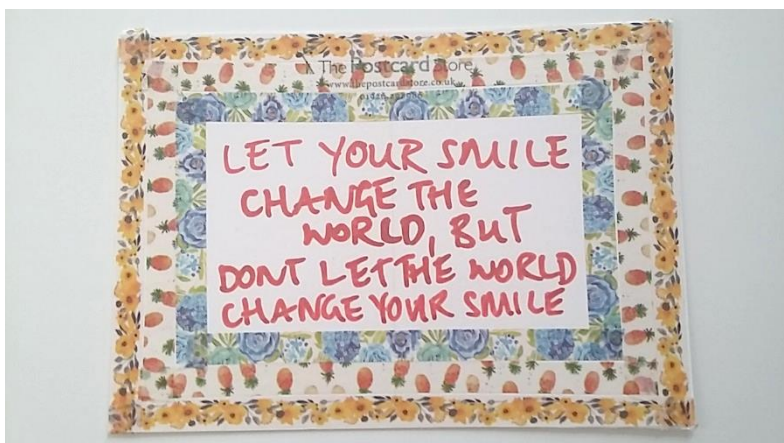
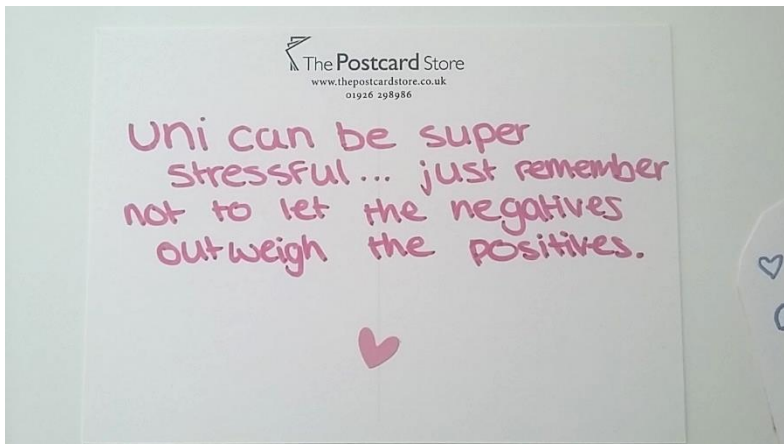


*Student Advice Information Desk*

**Students and staff engaging with small animal therapy.**

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Postcards submitted anonymously to the 'Honest Truths' box.

## APPENDIX A

### List of activities scheduled for Wellbeing Week and Wellbeing Wednesday

#### Wellbeing Week

Activity	Number of times to run	Internal or external lead
'Live & Learn' workshops	3	Internal
'Shut Up & Write' workshops	2	Internal
LibSkills workshop	1	Internal
<i>Gratitude workshop</i>	<i>1</i>	<i>Internal</i>
Guided meditation	1	Internal
Tactile/haptic therapy	1	Internal
Drumming workshop	1	Internal
Singing for Wellbeing	1	Internal
Craft evening	1	Internal
Doodling for relaxation	1	Internal
<i>Film screening</i>	<i>1</i>	<i>Internal</i>
Library Happy Hours	1	Internal
Book Chat & Swap	1	<i>Internal</i>
<i>Personal training sessions</i>	<i>1</i>	<i>Internal</i>
<i>Personal safety class</i>	<i>1</i>	<i>Internal</i>
Didgeridoo therapy	1	External
Small animal therapy with Lion Learners	3	External
<i>Laughter yoga</i>	<i>1</i>	<i>External</i>
Chakra dancing	1	External
Chill-Out Café	Ongoing	Internal
Honest Truths boxes	Ongoing	Internal
Half-price fitness classes	Ongoing	Internal
<i>Peace Garden renovation</i>	<i>Ongoing</i>	<i>Internal</i>

NB. Activities affected by cancellations are in italics.

#### Wellbeing Wednesday

Activity	Internal or external lead
Library Happy Hours	Internal
Doodling for relaxation	Internal
Singing for Wellbeing	Internal
Cookie decorating with CELT	Internal
Half-price fitness classes	Internal
Gratitude workshop	Internal
Tactile/haptic therapy	Internal
Guided meditation	Internal
Personal safety class	Internal
Small animal therapy with Lion Learners	External
Laughter yoga	External



## **APPENDIX B**

### **Primary publicity poster for Wellbeing Week**



 BISHOP GROSSETESTE UNIVERSITY

Pick up your Well Being Week activity planner!\*

# well being week

26 February  
–  
1 March 2018

Take a moment to celebrate health and well being with BGU!

Enjoy **free** activities including:

- Animal therapy
- Laughter yoga
- Chakra dancing and many more!

be resilient  
be creative  
be mindful  
be active  
be relaxed

UNIVERSITY MENTAL HEALTH DAY  
1 March 2018

\*available from:  
CELT  
Library  
SU Reception  
Refectory  
Curiositea or online at  
[www.bishopg.ac.uk/wellbeing](http://www.bishopg.ac.uk/wellbeing)

## APPENDIX C

Activity planners produced for Wellbeing Week and Wellbeing Wednesday







**BISHOP GROSSETESTE UNIVERSITY**

**well being**  
week

**activity planner**  
26 February - 1 March 2018

**CELT LD**  
Centre for Enhancement in Learning and Teaching  
Learning Development

Monday 26 February		Tuesday 27 February		Wednesday 28 February		Thursday 1 March	
<p><b>Household Treasure Hunt</b> - based in CELT Library, Early Childhood, and the SU Treasure Hunt - your adventure starts in CELT!</p>		<p><b>Household Treasure Hunt</b> - based in CELT Library, Early Childhood, and the SU Treasure Hunt - your adventure starts in CELT!</p>		<p><b>Household Treasure Hunt</b> - based in CELT Library, Early Childhood, and the SU Treasure Hunt - your adventure starts in CELT!</p>		<p><b>University Mental Health Day</b></p>	
10am - 4pm	Library Happy Hours Library Meeting Room	10am - 11am	Shut Up and Write (for research/doctoral students & staff) Library Meeting Room	10:30am - 11:30am	Live & Learn: Dealing with Setbacks Study Skills Area, Library	12pm - 1:30pm	Meatballs, Recons and more! SU Function Room
12pm - 2pm	Small Animal Therapy with Lion Learners SU Function Room	10:30am - 11:30am	Live & Learn: Building Resilience Study Skills Area, Library	11am - 12pm	Book Chat and Swap Teaching Resources Collection, Library	2pm - 3pm	Visit the Chaplaincy Stall SU Counselling Room
2pm - 3pm	Peace Garden Restoration Peace Garden	12pm - 2pm	Small Animal Therapy with Lion Learners SU Function Room	12pm - 1pm	Small Animal Therapy with Lion Learners SU Function Room	3pm - 4pm	Sonax Room Chaplaincy Group Space
2:30pm - 1:30pm	Digardoo Therapy Dance Studio 1	12pm - 1pm	Information Literacy LifeSkills Session Library Meeting Room	12pm - 1pm	Peace Garden Restoration Peace Garden	4pm - 5pm	Peace Garden Restoration Peace Garden
2pm - 3pm	Chill Out Café Quietzone - Special Offers	12pm - 1pm	Peace Garden Restoration Peace Garden	12:30pm - 1:30pm	Gratitude Workshop Early Semester 4	4pm - 5pm	Cathedral Roof Tours Lincoln Cathedral
3pm - 4pm	Live & Learn: Time Management Study Skills Area, Library	1pm - 2pm	Drama Workshop Early Learning Theatre	12:30pm - 1:30pm	Bootcamp - Half Price! Fitness Centre	5pm - 6pm	Lush Hand Massages SU
4:45pm - 5:30pm	HIT - Half Price! Fitness Centre	1pm - 1:30pm	Abx Blast - Half Price! Fitness Centre	1:30pm - 2:30pm	Therapy/Hypnosis Therapy Art Studio	6pm - 7pm	Musicians Clubs & Societies and Mental Health Stations SU
5:30pm - 6pm	Abx Blast - Half Price! Fitness Centre	2pm - 3pm	Doodling for Relaxation Room 5	2pm - 5pm	Chill Out Café Quietzone - Special Offers	7pm - 8pm	Look After Your Mate! Counselling Centres
6pm - 7pm	Plaities - Half Price! Fitness Centre	2pm - 3pm	Chill Out Café Quietzone - Special Offers	2pm - 2:30pm	Cardio PT Session Fitness Centre	8pm - 9pm	Plaities - Half Price! Fitness Centre
6pm - 9pm	Slam Poetry SU Bar	3pm - 4pm	Singing for Well Being Dance Studio 1	2:30pm - 3pm	Abx PT Session Fitness Centre	9pm - 10pm	Self Defence Class Fitness Centre
		3pm - 4pm	Shut Up and Write (for research/doctoral students & staff) Library Meeting Room	3pm - 3:30pm	Strength PT Session Fitness Centre	10pm - 11pm	Cardiozone - Half Price! Fitness Centre
		4pm - 5pm	Guided Meditation SU Function Room	3:30pm - 4pm	Stretching, Flexibility & Relaxation PT Session Fitness Centre		
		5pm - 6:30pm	Chakra Dancing Dance Studio 1	4pm - 5pm	Laughter Yoga Fitness Centre		
		6pm - 9pm	Zumba - Half Price! Fitness Centre	5pm	Film Screening 'Darkest Hour' Sport Hall at Your Free The Venue		
		8pm - 9pm	Chaplaincy Craft Evening Chaplaincy Group Space	5:45pm - 6:45pm	Plaities - Half Price! Fitness Centre		
				6:45pm - 7:45pm	Legs Burns & Tums - Half Price! Fitness Centre		

**Sports & Fitness Centre**  
bgfutures  
BISHOP GROSSETESTE STUDENTS' UNION  
BGLibrary  
thevenue

**KEY**

be resilient

be relaxed

be creative

be mindful

be active

**Gregg Chapman**  
Digardoo Sound Therapy  
079 3210 3303  
gregg@greggchapman.com

**hibiscus**  
Chakra Dancing  
www.hibiscus.co.uk  
07932785486  
hello@hibiscus.com

**Lion LEARNERS**  
EDUCATIONAL EXPERIENCES  
Rachael O'Neill 07951 410367  
www.itsalughterthing.co.uk

**Rachael Burnett**  
It's a Laughter Thing!  
www.itsalughterthing.co.uk

**CURIOSITY**  
Hobbies and interests in your library  
vandalised shared safe





**BISHOP GROSSETESTE UNIVERSITY**

**well being week**

26 February - 1 March 2018

**activity planner**

**CELT**  
Centre for Enhancement in Learning and Teaching

**LD**  
Learning Development

Supported by

**CITY OF LINCOLN COUNCIL**

**Active Lincolnshire**

**BE CREATIVE.**

**MONDAY 26 FEBRUARY - THURSDAY 1 MARCH**

Peace Garden Restoration. Calling all staff and students! Now is your chance to work together to make campus a better place. Get your gloves and gardening clothes out and help us renovate the Peace Garden! All are welcome, and bring your own trowel if you have one!

**MONDAY 26 FEBRUARY**

Didgeridoo Therapy Experience deep relaxation and brainwave entrainment to the sounds of the ancient Australian Didgeridoo with sound therapist, Gregg Chapman. The didgeridoo alters the frequency range of your brainwaves to a state of deep relaxation which also helps to reduce stress and unlock creativity!

Slam Poetry! Come down to the SU Bar for a classy night of slam poetry. Come and hear students performing their own work and even give it a go yourself! Anybody is welcome to perform or watch.

**TUESDAY 27 FEBRUARY**

Drum Workshop Did you know that taking part in arts activities can make you feel good? So why not DROP everything come in, and DRUM! Doodling for Relaxation Get creative and chill out at the same time! Let your mind relax and wander as you doodle away as part of a guided mindfulness session.

Singing for Well being. Singing has been shown to boost mental health, so come along to sing away your troubles and celebrate the joy of music!

Craft Evening Take an evening off and visit the Chaplaincy to get creative! Enjoy the chance to make crafts, have a chat, and chill out.

**BE ACTIVE.**

**TUESDAY 27 FEBRUARY.**

Chakra Dancing Within minutes you will feel better! During this class you will have time for meditation, some learning and dance! Beth, the session lead, has never met anyone who hasn't enjoyed Chakra dancing!

**WEDNESDAY 28 FEBRUARY.**

Cardio PT workout. Involves both high and low impact aerobic exercises. Perfect for building aerobic endurance and burning calories!

Ats PT workout. Exercises focusing purely on the stomach, mid-sections and your core. This is a low impact workout based mainly around floor work. Ideal for achieving those perfectly toned abs!

Strength PT workout. Resistance training using free weights designed to give a full body workout and burn fat!

Stretching, Flexibility and relaxation PT workout. Involves slow flowing floor movements to help improve posture, strength, muscle tone, balance, flexibility, and stress levels.

**BE MINDFUL.**

**MONDAY 26 FEBRUARY**

Tactile/Haptic Therapy Come along to this tactile therapy session to learn how to practise mindfulness - with a difference!

**TUESDAY 27 FEBRUARY**

Guided Meditation. Take an hour out of your day to relax, switch off and find a moment of calm with a guided meditation.

**WEDNESDAY 28 FEBRUARY**

Gratitude Workshop Practising gratitude has been proven to have benefits for mental and emotional well being. This session will guide you through a mindfulness workshop based on gratitude to get you thinking positively about life.

**BE RESILIENT.**

**MONDAY 26 FEBRUARY.**

Live & Learn: Time Management. Managing your time is essential for achieving a healthy work-life balance. This session will guide you through creating a flexible timetable and methods for working efficiently.

**TUESDAY 27 FEBRUARY.**

Shut Up and Write. Do you need to set aside time to write a journal article or to dedicate to your PhD thesis? Shut Up and Write allows you time and space to come and write in the Library in companionable silence (for research/doctoral students & staff)

Live & Learn: Building Resilience. Whether you've been finding things stressful, or are currently worrying about work, take an hour out to learn how to be resilient in the tough times.

LibSkills Finding high quality, credible information online, quickly and easily. Taken from the LibSkills suite of training opportunities this session will look at how to find high quality information online in an efficient and effective manner.

You can find out more about LibSkills online at: [libguides.bishopg.ac.uk/libskills](http://libguides.bishopg.ac.uk/libskills)

**WEDNESDAY 28 FEBRUARY.**

Live & Learn: Dealing with Setbacks. If things haven't been going the way you planned, come along to learn how to deal with setbacks and move forward with your work.

**THURSDAY 1 MARCH**

Look After Your Mate. Peer to peer mental health training session.

**BE RELAXED.**

**MONDAY 26 - WEDNESDAY 28 FEBRUARY**

Chill Out Café Arts, crafts, puzzles, and games! Come along to Curcistea and take advantage of the daily offers available at the Chill Out Café!

Small Animal Therapy with Lion Learners

Contact with animals has been shown to decrease blood pressure and improve mental health, and people of all ages love meeting our animals. Come along and meet rabbits and guinea pigs (nice and relaxing), reptiles, and some mega mini-beasts such as giant millipedes and hissing cockroaches!

**MONDAY 26 FEBRUARY.**

Library Happy Hours Come along to the Library for Happy Hours where you have the chance to unwind with a book, colour, complete jigsaws, play board games and take part in other relaxing activities. Feel free to pop in-and-out as you please, and bring as many friends as you like!

**WEDNESDAY 28 FEBRUARY.**

Book Chat & Swap Come to a Library Chat & Swap. Relax and talk about your favourite children's books. Join our Book Swap and take one away with you.

Film Screening 'Darkest Hour'. £10.00 off ticket price for all BGU staff and students - ticket only £4.00!

**THURSDAY 1 MARCH**

Meerkats, Raccoons & more! Come and meet some meerkats, raccoons, foxes, and salamanders!

Sensory Room. Colouring-in station and bubble-wrap popping - try out the emotional baggage station!

Well Being Advice Desk. Well being and mental health packs to take away. Student advice are here for you during Well Being Week, and throughout the academic year.

Honest Truths We all have something we want to get off our chest from time to time. Why not write it on a postcard and anonymously share your 'honest truths' with your fellow students? Confessions, professions, or words of encouragement - but no judgement. If you're a fan of 'Post Secret', this is for you! Look out for our Honest Truths boxes and boards around campus.

Treasure Hunt. Do it on your own, or in a group! Pop into CELT and set off on the Geo-caching treasure hunt around campus.

Free stress balls available from the Sports Centre Team! (while stocks last)

Curcistea and Refectory. With any meal or sandwich, receive a FREE, piece of fruit! (while stocks last)

All activities are free unless otherwise specified.

\*Price quoted is per person. Membership offer ends 28th February 2018

Get inspired, get active, get fit.

**March on the move 2018**

one-me.org.uk @onemecharity







**BISHOP  
GROSSETESTE  
UNIVERSITY**



**CELT**  
Centre for Enhancement in  
Learning and Teaching



**BISHOP GROSSETESTE  
STUDENTS UNION**

# well being wednesday

Exam stress-busting event

**Wednesday 16 May**

10am - 4pm	Library Happy Hours Library Meeting Room
11am - 12pm	Doodling for Relaxation Base 5
12pm - 2pm	Small Animal Therapy with Lion Learners SU Function Room
12pm - 1pm	Singing for Wellbeing Drama Studio 1
12pm - 4.30pm	Cookies Decorating with CELT CELT Centre
12.30pm - 1.15pm	Boot Camp - Half Price! Fitness Centre
1pm - 2pm	Gratitude Workshop Constance Stewart Hall Room 10
2pm - 3pm	Tactile/Haptic Therapy Art Studio
3pm - 4pm	Guided Meditation SU Function Room
4pm - 5pm	Laughter Yoga Drama Studio 1
5pm - 5.45pm	FREE Stretch & Relaxation Fitness Centre
5.45pm - 6.45pm	Pilates - Half Price! Fitness Centre
6pm - 7.30pm	Personal Safety Class Hardy Seminar Room 3
6.45pm - 7.45pm	Legs, Bums, & Turns - Half Price! Fitness Centre



**KEY**   be active   be relaxed   be resilient   be creative   be mindful

**REFECTORY**   **Sports & Fitness Centre**   **BGLibrary**   **CHAPLAINCY**



## APPENDIX D

### Attendance numbers for activities

#### Wellbeing Week

Monday 26<sup>th</sup> February:

**PARTLY REDACTED - Section 40 (part 2) Personal information – applied to some of the data in the table below.**

**PARTLY REDACTED – some of the content within the table below, is not in scope of the FOI request.**

ctivity	Time	Duration	Student attendees	
Library Happy Hours	10:00-16:00	6 hours	16	Information not in scope
Lion Learners	12:00-14:00	2 hours	26	
Didgeridoo Therapy	12:30-13:30	1 hour	Less than five	
Live & Learn: Time Management	15:00-16:00	1 hour	Less than five	
HIIT class	16:45-17:30	45 minutes	Not reported	
Abs Blast class	17:30-18:00	30 minutes	Not reported	
Pilates class	18:00-19:00	1 hour	Not reported	
Slam Poetry	20:00-21:00	1 hour	Not reported	

Tuesday 27<sup>th</sup> February:

Activity	Time	Duration	Student attendees	
Shut Up & Write (1)	10:00-11:00	1 hour	Less than five	Information not in scope
Live & Learn: Building Resilience	10:30-11:30	1 hour	Less than five	
Lion Learners	12:00-14:00	2 hours	25	
LibSkills	12:00-13:00	1 hour	Not reported	
Drumming Workshop	13:00-14:00	1 hour	Less than five	
Shut Up & Write (2)	15:00-16:00	1 hour	Less than five	
Singing for Wellbeing	15:00-16:00	1 hour	Less than five	
Guided Meditation	16:00-17:00	1 hour	6	
Chakra Dancing	17:00-18:30	1 hour 30 minutes	Not reported	
Zumba class	20:00-21:00	1 hour	Not reported	
Chaplaincy Craft Evening	20:00-21:00	1 hour	Not reported	

#### Wellbeing Wednesday

Activity	Time	Duration	Student attendees	
Library Happy Hours	10:00-16:00	6 hours	Not reported	Information not in scope
Doodling for Relaxation	11:00-12:00	1 hour	0	
Lion Learners	12:00-14:00	2 hours	46	
Singing for Wellbeing	12:00-13:00	1 hour	Less than five	
Boot Camp class	12:30-13:15	45 minutes	Not reported	
Gratitude Workshop	13:00-14:00	1 hour	Less than five	
Guided Meditation	15:00-16:00	1 hour	Less than five	
Tactile/Haptic Therapy	14:00-15:00	1 hour	Less than five	
Laughter Yoga	16:00-17:00	1 hour	7	
Cookie Decorating	12:00-16:30	4 hours 30 minutes	Less than five	
Geocaching	All day	All day	Less than five	
Stretch & Relaxation class	17:00-17:45	45 minutes	Not reported	
Pilates class	17:45-18:45	1 hour	Not reported	



## Wellbeing Activities Report: Learning Development Tutor

Personal Safety Class	18:00-19:30	1 hour 30 minutes	Not reported	
Legs, Bums, & Tums class	18:45-19:45	1 hour	Not reported	