

## **Parallel Session 4, 15:25-16:25**

### **D3.4.1a, Oral presentation, 15:25-16:25**

#### [Enhancing student success through student engagement and staff wellbeing](#)

Dr Kate Jonathan, University of Southern Queensland, Australia

This session will explore how changes to mode of delivery impact on staff wellbeing. As COVID-19 transforms the landscape of education in a massive and disruptive change that shifted existing courses online, academics' flexibility and agility shone through when the home became an extension of the office. The swift move ensured continuity of teaching-learning, strengthened academic-student partnership, and redefined teacher-learner engagement. However, challenges in the form of escalated demands, infringements on healthy work-life, home-family, and staff wellbeing without check could indicate a potential recipe for disaster. This session will aim to identify useful tips for practice.

### **D3.4.1b, Oral presentation - remote, 15:25-16:25**

#### [Keeping well, teaching well: Supporting wellbeing of learning and teaching staff](#)

Dr Katy Savage and Dr Sean Morrissey, University of Strathclyde

Development needs of learning and teaching staff are changing and support for wellbeing has emerged as a key area in which support needs to be available, a topic we saw as a key priority at the University of Strathclyde and one that deserved the attention of our Academic Development Team. This session describes a 10-week online programme to support wellbeing of teachers that has been successfully implemented at Strathclyde. We will present the topics explored, how we implemented the programme, what worked, and how we tweaked the programme across the three iterations of the programme that have now been offered.

### **D3.4.1c, Oral presentation, 15:25-16:25**

#### [Work, Relax and Play \(WRAP\) scheme at Staffordshire University: Improving student engagement through student wellbeing and increasing graduate capital](#)

Aimee Pinnington and Emma Geis, Staffordshire University

Staffordshire University Work, Relax, and Play (WRAP) extra-curricular scheme was launched by paramedic lecturer Emma Geis in response to a decline in student wellbeing through the COVID-19 pandemic. Since its inception the scheme has grown massively, with 2021 seeing the uptake of WRAP across several schools and campus sites within the university. This is the story of how WRAP has improved student success and wellbeing through wider student engagement opportunities, with a particular focus on the Graduate Capital Model.

### **D3.4.2a, Oral presentation, 15:25-16:25**

#### [Changing assessment methods. It works!](#)

Dr Stefania Paredes Fuentes, University of Warwick

Invigilated, high-stake exams were the most widespread way to assess students in Economics before COVID-19. This research investigates the impact of changing assessments on students' performance in a second year, optional module. Assessments for this module were designed following basic principles: foster engagement with the material, collaboration among students, and offer flexibility and agency on how to engage with these assessments, which contributed to create more "inclusive" assessments. The evidence