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| “What a benefit having access to all these resources nowadays! Managing the current situation is challenging in itself and embracing all the changes that this will induce is even trickier. So I am very thankful for the support.”  "I just wanted to say a huge thank you for the posts on social media over the holidays - what a great job in supporting the students- I enjoyed them too so thank you for all your hard work and effort. “  Helps students deal with immediate and long term pressure with appropriate techniques | Builds a positive work environment | Encourages problem solving and critical thinking skills | Ensures consistency in communication, across all platforms | Provides resources for staff to use to support students | Materials can be used across the partnership, to ensure equivalency Wellbeing Content InterventionInverness College UHI W | **Goal:** To coordinate the positive practices happening across the college and embed resilience, with active learning techniques and an effective ‘toolkit’.  **Submitted by:** Claire Kilburn-Young  **Project:** To ensure increased partnership approaches and collaboration, while also reducing duplication, and effectively communicate content to students. **Benefit to:** All students   |  |  | | --- | --- | | ****Key message: Promote wellbeing interventions**** | | | Coordinate communication of positive practices and share a variety of content | | | Develop links with the wider context of studying/working in a pandemic and the real-time effect on mental health | | | Embed resilience within an ongoing, sustainable programme | | | Ensure consistency | | | Share best practice across the wider partnership | | | **Project delivery** |  | | A variety of e-content is released during the week to keep discussions active | | | Self-management booklets have been posted to students | | | Wellbeing workshops are offered live or are available as recordings with email support. These are also available for groups | | | Content is consistent across all platforms including Brightspace, social media, MyDay, Yammer and from frontline staff | | | Other academic partners have requested the information, which ensures students have access to the same resources | |   **Impact:**  Students have been encouraged to develop problem solving and critical thinking skills, along with self-efficacy skills such as personal positivity and being flexible in the face of change. The resources have helped to reduce the anxiety and stress around the pandemic, and build a positive work environment. A number of academic partners have also taken up the content for use in Semester 2. |