



# Healthy Campus Case Study



HEA

An tÚdarás um Ard-Oideachas  
The Higher Education Authority

# Jumpstart Your Success: Everyday Matters [Wellbeing and the Curriculum Project]

### Institution/ Organisation

University College Cork

### Who leads/ led the project?

Dr. Eithne Hunt, Department of Occupational Science and Occupational Therapy

### Date and timeframe

2025 - 2028

### Project Rationale

The curriculum is specifically named within the pillars deemed essential for implementing the Healthy Campus Charter and Framework. Curricular approaches to wellbeing are a vital part of a continuum of support across universal ('good for all'), targeted ('necessary for some') and intensive tiers ('essential for a few').

### Project Overview/ Summary

- Jumpstart Your Success: Everyday Matters is a bespoke, self-paced online unit [approximately one lecture period] available to nominated programmes/modules on students' Canvas dashboards and signposted by academic staff within these identified modules.
- The idea is that this material is presented to students as core curricular content rather than supplementary content so that students perceive it as part of their programme of study and not an 'add-on'.
- Almost 2,400 first-year students were enrolled on the unit in this first year of delivery.
- Twenty-two percent (n= 531) logged on to the unit, of whom 300 (56%) completed the unit in full.
- Module-level completions ranged from 0% to 81% (average 13%), with significant variation in engagement across disciplines.
- Logins (female n = 396/75%; male n = 128/25%) and completions (female n = 226/77%; male n = 68/23%) varied significantly by gender.
- One hundred and eighteen students recorded feedback at the end of the unit. Fifty-four percent (n=63) agreed and 39% (n=46) strongly agreed that they would recommend Jumpstart Your Success: Everyday Matters to other students.

### Key Learning Points

- Feedback from students was overwhelmingly positive.
- Lecturer recommendations and protected in class time significantly increased engagement.
- Academic buy in was critical; programme and module leaders strongly influenced student logins, while unit design supported completion.
- Academic staff expressed interest in further guidance and training on the content.
- Staff highlighted pressure to communicate key information early in the academic year, indicating a need for better sequencing of wellbeing and support messages.
- Significant gender differences were observed in logins and completions.
- Students requested more interactive elements and less video content.
- Challenges included limited Canvas analytics, ethical approval requirements, balancing data capture with user experience, and varying views on making the unit mandatory.



Limerick Framework for Action		Whole Campus Approach	Type of Evaluation
Act	Students	Personal & Professional Development (Pillar 4)	Formative Evaluation
Localise	Research	Health Focused Area (Pillar 5)	Process Evaluation
Culture	Celebrate		Outcome Evaluation

