**Student Wellbeing: A Community of Practice Staff Survey**

Introduction. The Student Wellbeing Community of Practice (CoP) at UNSW is an Education Focused (EF) group representing nine faculties and four supporting services. Recognising that student wellbeing requires a ‘whole of university’ response (Headspace, 2016; Red Brick, 2017; HE Advance, 2019), our study also builds upon current pedagogic research asserting that wellbeing resources need to be integrated into ‘the curriculum environment’ (Cranney et.al. 2016). Wellbeing resources need to be accessible and relevant to students and part of the challenge is also ‘to build the capacity of academic educators to… better support student mental wellbeing’ (Baik et al., 2017).

Aims. Our team seeks creative ways to monitor and enhance student wellbeing at different stages of learning and in various teaching environments. The specific research aims are to: (i) identify resources at UNSW and across the sector that support student wellbeing; (ii) evaluate their practical application and scalability and (iii) recommend how these resources can be integrated into a range of learning environments.

Methods. Supported by Human Ethics Approval (HC190900), we conducted qualitative research among academic and professional staff. A Qualtrics survey was distributed to forty-six UNSW affiliated personnel. The survey included nine questions which were divided into the three research themes (audit, evaluate and integrate). A smaller cohort volunteered to participate in semi-structured interviews which were transcribed and analysed.

Results. The main findings from this preliminary phase of the research were that: (i) staff sought higher levels of collaboration and expertise sharing within and across schools and units; (ii) better connections between (city and rural) campuses and other faculties and that (iii) they sought better resources to support certain cohorts of students (civilians at ADFA; indigenous; female) who required more tailored support when developing wellbeing resources.

Discussion. When asked to consider how wellbeing resources might be better integrated, many respondents found they could identify outstanding individual efforts in the classroom, but observed that there was a lack of overarching structural mechanisms to support pedagogy and student wellbeing. Most respondents also affirmed that a better understanding of students’ opinions and experiences across a range of learning environments was required. The next phase of the research will explore (a) student attitudes to wellbeing resources and (b) classroom observation on various modes of integrating wellbeing resources into a range of learning environments.