



Universal Intervention Design Template

General Information

Name or title of activity:	Bounce Back: Smarter Study Strategies
Brief description (20 words):	All students are invited to join this short course (3 x lunchtimes) to assist them in topics related to taking exams and succeeding in passing courses. However, students who are struggling (failing modules) can be particularly encouraged to come along by addressing them specifically. If lecturers feel the use of the term “high potential” or a “student with potential” can be used rather than identifying them as failing students, this may be helpful, but all email invitations should be authentic.
Which discipline(s), field(s), or programme(s) does the activity relate to?	Discipline: Any Field: Any Programme: Any
What type of integration does the activity aim to support: (Titles from Codebook)	☒ Academic Integration ☐ Self-regulation ☒ General structure of the semester ☒ Quantity of work ☒ Managing workloads/ different learning approaches. ☐ Committing to the study ☒ Processing learning content ☒ Feeling prepared ☒ Feeling competent ☒ Social Integration ☐ Establishing a first connection ☐ Establishing a deeper connection ☒ Practical Aspects of Student Life ☐ Managing Institutional Communication ☐ Campus Facilities ☐ Managing Life ☒ Balancing free time and academic life ☒ Environmental Adaptation ☐ Academic Freedom ☒ Perceived Academic Support ☐ Perceived Social Support ☒ Sense of Belonging



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	☒ Mental well-being ☐ Disability
What type of intervention is it: (From Literature Review)	☐ Micro intervention ☒ Course and Teaching Strategies ☐ Gamification and Technology ☐ Installing Learning Communities ☐ Social Support and Mentoring ☐ Summer School ☒ Mindset ☐ Orientation Program
Target audience:	All students can be invited to attend, but it is particularly targeted towards students who have failed some modules in first semester.
Number of students:	20 students would be appropriate to help them engage with each other and to provide Individual assistance.

Objectives & Focus

What type of activity is it?	This intervention encompasses 3 x weekly sessions during semester 2 covering the following topics: • time management, • effective studying • exam technique It does not cover technical content, but instead how to study and how to perform effectively in exams. The activity is student centered, students carry out exercises, with a brief introduction, rather than the session being a lecture.
When does the activity take place?	After release of semester 1 results in first three weeks of semester 2 before students are overloaded with new assignments and exams.
How long does the activity last?	Each session is 1 hour (15 mins for lunch). Depending on uptake it can be organised at lunchtime and lunch provided to encourage students to attend.



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Participants & Implementation

Level of commitment of instructors to design and develop the intervention:	☐ Low (1 day) ☒ Medium (1 week) ☐ High (1 month or greater)
Level of commitment of students:	☒ Low (1 day) ☐ Medium (1 week) ☐ High (1 month or greater)
Timescale to complete intervention (how long the activity lasts):	Each session is 1 hour and there are three consecutive weeks. 15 minutes for lunch and 45 minutes activity
Who is involved in delivering the activity?	☒ Teaching staff ☒ Student Support staff ☐ Researchers ☐ Students ☐ Student Societies/organisations/clubs ☐ External partners ☒ Other namely... (Counselling/Chaplaincy Support)
Is the activity individual or group-based?	☒ Individual ☐ Group
Is participation voluntary or mandatory?	☒ Voluntary ☐ Mandatory
Is the activity intracurricular or extracurricular?	☐ Intracurricular (with ECTS credits) ☒ Extracurricular ☐ Both
In what format is the activity delivered?	☒ On campus (live) ☒ Online ☒ Blended ☒ Asynchronous (e.g. self-paced module) ☒ Other
Physical resources required (rooms, equipment, software, materials, prizes):	The courses can be in person, blended or fully online. In person resources require a normal classroom.
Human resources required?	1 lecturer per session. There may also be staff in students support services who are trained to deliver workshops on time management etc.
Financial resources required:	Lunch costs if a free lunch is being provided.



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Online resources	Presentation slides provided

Outline of Activity

This intervention can be offered to all students, but it is intended to specifically support students who have failed semester 1 modules. Three aspects of support are identified: time management, effective studying and exam technique and one of these will be covered each week. Details are provided below for each session, but universities can use existing resources (online etc) to meet the same aims. Students can sign up for any of the sessions and do not need to attend all three.

Detailed Plan

After the semester 1 exams, the “Bounce Back: Smarter Study Strategies” support course is advertised to all students. Students who have failed some modules are also specifically targeted and are contacted directly to encourage them to join. Suggested email correspondence below which mentions the term “High Potential” as an option. However, please note that the email should be authentic and therefore can be amended to remove the term “high potential” if this does not reflect the context in which it is used.

Subject: You're Invited: High Potential Student Support Course (with Free Lunch!)

Dear Una,

I hope you're settling in well and starting to find your rhythm at university. We understand that the transition can take time, and we're here to support you every step of the way.

*You've been identified as a **High Potential Student**—someone who has the ability to excel with just a bit of extra guidance in areas like time management and exam technique. To support you in reaching your full potential, we're inviting you to take part in a short, focused course designed just for students like you.*

The session will be student centered, you will be working on a task to help you learn, it will not just be a lecture!

High Potential Student Support Course

When:

- Monday 10th February, 1–2pm – Time Management*
- Monday 17th February, 1–2pm – Effective Studying*
- Monday 24th February, 1–2pm – Exam Technique*
- Where:** Room 248*
- Bonus:** A free lunch will be provided at each session!*

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We've scheduled the sessions to fit around your timetable, because we believe this course will give you practical tools to succeed in your studies.

Please register using the link below (for any or all of the weeks) so we can plan refreshments accordingly:

 *[Insert Registration Link]*

We're really looking forward to seeing you there!

Warm regards,

Bounce Back

Week 1: Time Management

The aim of this course is to help students:

- Understand the importance of time management at university.
- Learn about two techniques: Time Blocking and Pomodoro Technique.
- Practice creating a personalised time management plan.

Students are given a handout to record their to do list and create a time blocking plan for a few days. They are then told about the pomodoro technique and use it to prioritise their tasks on the time blocking plan.

Week 2: Effective Studying

The aim of this course is to help students:

- Identify the strengths and limitations of different note-taking methods
- Apply a note taking method to a short task.
- Reflect on which method(s) best support their own learning style.

Students will be asked to listen to a video clip and make notes after with no techniques. They will then be introduced to; Cornell Method, Outline Method, Boxing Method, Charting Method, Mapping Method. Then they choose one and watch a video using a template. Finally, they discuss their technique with a partner.

Week 3: Exam Technique



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The aim of this course is to help students:

- Identify common university assessment types
- Apply time-management techniques to sample exam papers.
- Reflect on the types of action verbs used in exam questions

Students will be given sample exam questions and asked to identify the key words and what type of answer the examiner is looking for. They will Think – Pair – Share. They will be asked to analyse an exam paper (preferably one from their course) to identify how long to spend on each question. Finally, they will be given a short presentation on the different verbs used in exam questions and identify what the examiner is expecting.

Evaluation & Impact

(How) is this activity evaluated? • How (forms, questions, follow data...), with who (participants, organizers...), about what (reaching of goals, content, organizational aspect...)? • What are the results? • What do you do with the results? (Inform the next iteration, feedback for students, policy changes at University?)	Evaluation 1: After each of the three weeks, the students are invited to give feedback on the perceived value of each week. Evaluation 2: A further analysis can be carried out to see if their performance in the semester 2 exams was improved as a result of the interventions. Evaluation 1: How: Survey Who: Participants About what: Their perceived value of the sessions each week. How the sessions can be improved What techniques have they actually used since What are the results: Feedback for next iteration Evidence of impact of interventions What do you do with the results: Improve the next iteration Evaluation 2: How: Analysis of scores in semester 1 modules compared with semester 2. Who: Participants
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	About what: Record: How many CAs did they hand in? How many were on time? What was their exam scores? What are the results: Data and trends on how the students behaviour changed between semester 1 and 2 What do you do with the results: We may have evidence of the impact of the interventions
(How) is the effectiveness tracked? • How? • What are the results? • What is the purpose of collecting the results, how will they be used?	Would this be evaluation 2
Any further notes:	There is an ESSS validated questionnaire (Galand et al., 2010) which could be used in Week 2 – Exam study techniques to identify where study current view their study techniques. This could be a pre and post test to see if there is an impact

References or inspiration used to design intervention:

Inspiration for this intervention came from an initiative at KU Leuven who already run a High Potential Student activity.

Part of the ESSS (Engineering Students' Self-regulation, Study Strategies) questionnaire could be used. This is a copy of the Exam Study Techniques portion of the survey:



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Study strategies

Relating. 'I try to find the similarities and the differences between notions presented separately.' 'I try to see the connections between the content of several courses.'

Contextualizing. 'I try to find the relevance of what I learn in my courses in my daily life.' 'I use what I learn at university in my activities outside university.'

Criticizing. 'I draw my own conclusions from the data presented by the teachers.' 'I compare my own point of view with those presented in the courses.'

Organizing. 'I make a list of the main points to memorize.' 'I summarize the main ideas of my courses.'

Rehearsing. 'I repeat the main parts of the matter until I know it by heart.' 'I try to learn word by word the content of the courses.'

Satisfaction. 'I am satisfied with the content of my curriculum.' 'This program helps us to develop a strong knowledge base.'

[Source: Galand et al., 2010, p.534]

Galand, B., Raucent, B. and Frenay, M. (2010). Engineering Students' Self-regulation, Study Strategies, and Motivational Beliefs in Traditional and Problem-based Curricula, *International Journal of Engineering Education*, 26 (3), pp. 523–534.



Universal Intervention Design Template

Appendix A – Use of Gen AI in preparing interventions

Gen AI was used to assist with several aspects of this intervention design. A detailed audit trail of the prompts and outputs is provided here to ensure transparency of our work.

Use of Gen AI in email invite:

Prompt to co-pilot within University network:

Review this email to invite students to a course to support them after they failed a university course. Make the email positive and encouraging. Include the detail of the dates and times of the course.

Dear Una,

I hope you are settling into the course well, as we know that adjusting to university life can take some time.

I wanted to let you know that you have been identified as a high potential student, someone who we think can perform very well in the course, but may need some advice on time management and exam technique.

Therefore you have been selected to attend our 3 week course for High Potential Students.

The course takes place at lunchtime on the following dates and a free lunch will be provided.

- *Monday 10th February (1-2pm) Room 248*
- *Monday 17th February (1-2pm) Room 248*
- *Monday 24th February (1-2pm) Room 248*

We have organised the timing to suit your timetable as we believe the training will be very beneficial for you.

Please register at this link so we can provide sufficient refreshments for the group.

Co-pilot response:

Subject: You're Invited: High Potential Student Support Course (with Free Lunch!)

Dear Una,

I hope you're settling in well and starting to find your rhythm at university. We understand that the transition can take time, and we're here to support you every step of the way.

*You've been identified as a **High Potential Student**—someone who has the ability to excel with just a bit of extra guidance in areas like time management and exam technique. To support you in*



Universal Intervention Design Template

reaching your full potential, we're inviting you to take part in a short, focused course designed just for students like you.

High Potential Student Support Course

When:

- *Monday 10th February, 1–2pm*
- *Monday 17th February, 1–2pm*
- *Monday 24th February, 1–2pm*

***Where:** Room 248*

***Bonus:** A free lunch will be provided at each session!*

We've scheduled the sessions to fit around your timetable, and we truly believe this course will give you practical tools to succeed in your studies.

Please take a moment to register using the link below so we can plan refreshments accordingly:

🔗 [Insert Registration Link]

We're really looking forward to seeing you there!

Warm regards,

[Your Name], [Your Role], [University Name or Department]

Use of Gen AI to suggest a title for this intervention:

Prompt to co-pilot within University network:

Suggest a short name for a workshop which aims to improve exam technique and study skills of students who have failed an exam. Choose max 6 words. Make the title encouraging and inviting and upbeat.

Response:

Here are a few upbeat and encouraging workshop title ideas, all within six words:

1. **Bounce Back: Smarter Study Strategies**
2. **Exam Success Starts Here**
3. **Study Smarter, Succeed Sooner**
4. **Reset, Refocus, Rise Again**
5. **Power Up Your Exam Game**
6. **From Setback to Comeback**
7. **Ace It Next Time**
8. **Unlock Your Study Superpowers**



Universal Intervention Design Template

The original suggestion was “High Potential Support” but actually I quite like “Bounce Back: Smarter Study Strategies” and “Power up your Exam Game” too.



Universal Intervention Design Template

Appendix B – Lesson Plans

Lesson Plan – Time Management Strategies

Duration: 45 minutes

Learning Outcomes:

- Understand the importance of time management at university.
- Learn about two techniques: Time Blocking and Pomodoro Technique.
- Practice creating a personalised time management plan.

0 – 5 mins: Introduction Goal: Get students thinking about their habits and challenges.	Activity: Quick discussion: <i>Ask students:</i> • “What’s your biggest challenge when managing time at university?” • “How do you currently plan your week?”	Resources
5-10 mins: To Do List	Task: Provide a template and ask students to write their current to do list.	Template provided including deadlines
10-20 mins: Time Blocking Explanation	Explain: • What time blocking is and why it works (focus, prioritization, reducing procrastination). • Key steps: Non-negotiables → Deadlines → Block time → Minimize distractions → Build breaks → Reflect.	Powerpoint presentation
20-35 mins: Time Blocking Task	• Activity (15 mins): Students create a mini time-blocked schedule for the next day and a day at the weekend using the steps explained on the slide along with the example	Provide Time Blocking Template which covers three days and example on slides
35 – 40 mins: Intro to Pomodoro Technique	Explain the Pomodoro technique either briefly from slides or using a video (lots available on You Tube)	Powerpoint



Universal Intervention Design Template

	• 25-minute work intervals + 5-minute breaks; extended break after 4 rounds. Students then as asked to mark on their time blocking template in which sessions they will use Pomodoro Technique	
40 – 45 mins: Reflection and Wrap Up	Activity: • Ask students to share in pairs which technique fees more natural. • Ask students to consider how they would adapt these strategies for future use. • Circulate feedback questionnaire	

Appendix C – Additional Resources which can be used for inspiration

The resources available from UNiREady Toolkit can be used for inspiration for class resources

<https://unireadytoolkit.com.au/study-smart/>