

Supplementary Material

Supplementary Table 1: ONS Wellbeing questions summary

Next, I would like to ask you four questions about your feelings on aspects of your life. There are no right or wrong answers. For each of these questions I'd like you to give an answer on a scale of 0 to 10, where 0 is "not at all" and 10 is "completely".

Construct	Question
Life satisfaction	Overall, how satisfied are you with your life nowadays?
Worthwhile	Overall, to what extent do you feel that the things you do in your life are worthwhile?
Happiness	Overall, how happy did you feel yesterday?
Anxiety	On a scale where 0 is "not at all anxious" and 10 is "completely anxious", overall, how anxious did you feel yesterday?

Supplementary Table 2: Harvard Flourishing Scale questions

Domain	Indicator	Question
Domain 1: Happiness and Life satisfaction	D1.1	Overall, how satisfied are you with life as a whole these days? 0 = Not Satisfied at All, 10 = Completely Satisfied
	D1.2	In general, how happy, or unhappy do you usually feel? 0 = Extreme Unhappy, 10 = Extremely Happy
Domain 2: Mental and Physical Health	D2.1	In general, how would you rate your physical health? 0 = Poor, 10 = Excellent
	D2.2	How would you rate your overall mental health? 0 = Poor, 10 = Excellent
Domain 3: Meaning and Purpose	D3.1	Overall, to what extent do you feel the things you do in your life are worthwhile? 0 = Not at All Worthwhile, 10 = Completely Worthwhile
	D3.2	I understand my purpose in life 0 = Strongly Disagree, 10 = Strongly Agree
Domain 4: Character and Virtue	D4.1	I always act to promote good in all circumstances, even in difficult and challenging situations 0 = Not True of Me, 10 = Completely True of Me
	D4.2	I am always able to give up some happiness now for greater happiness later 0 = Not True of Me, 10 = Completely True of Me
Domain 5: Close social relationships	D5.1	I am content with my friendships and relationships 0 = Strongly Disagree, 10 = Strongly Agree
	D5.2	My relationships are as satisfying as I would want them to be 0 = Strongly Disagree, 10 = Strongly Agree
Domain 6: Financial and Material Stability	D6.1	How often do you worry about being able to meet normal monthly living expenses? 0 = Worry All the Time, 10 = Do Not Ever Worry
	D6.2	How often do you worry about safety, food, or housing? 0 = Worry All the Time. 10 = Do Not Ever Worry, 10

Supplementary Table 3: Semi-structured Interview questions

Domain	Question
Student experience and Learning	What is your experience like being a student?
Spaces	What difference does the space you're in make to your learning?
Uncertainty/Control	What is gained and what is lost by the current 'blended learning' approach, combining online and in-person activities?
Motivation	Have you taken any modules with a creative, cultural, or natural element to them?
Health and Wellbeing	How would you characterise your own wellbeing at the moment?

Supplementary Table 4: Survey Questions

Question 1: Please find the information sheet using this hyperlink: Participant Information

Question 2-5: Consent Questions

Question 6: Tell us about what creative cultural- and nature-based activities you do and how much the

- Go to exhibitions, museums or art galleries
- Paint, draw, print, photography
- Textile crafts, crochet, sew, knit, cross-stitch, embroidery
- Making music or being part of a music group or choir
- Walking, going into nature, gardening
- Reading, writing, being in a book club, going to the library
- Dancing, ballet, contemporary, modern, hip hop
- Games, puzzles, boardgames, charades, sudoku, chess
- Yoga, pilates, meditation
- Go to gigs or music festivals
- Gaming (Computer, XBox, Playstation, Wii)
- Online cultural activities (e.g. going to virtual exhibitions)

Question 7: If not stated above, please tell us what activities you do like to do?

Question 8: In which cultural spaces and open places do these activities take place?

Question 9: Thinking about now, how many times a week do you do these activities?

Question 10: Thinking back prior to the pandemic (before March 2020), how many times a week did you?

Question 11: Normally, how many hours of your week are taken up with University work?

Question 12: Do you engage with university-run creative, nature-based or cultural activities?

Question 13: Prior to or during the pandemic, what sort of university-based activities?

Question 14: Thinking back prior to the pandemic (before March 2020), how many times a week?

Question 15: Thinking about now, how many times a week do you do these activities?

Question 16: Where do these activities take place? Please tick all that apply

Question 17: Office for National Statistics Wellbeing Questions

Question 18: Harvard Flourishing Questions

Question 19: What university are you attending?

Question 20: How would you describe your ethnicity?

Question 21: What gender do you identify as?

Question 22: Which age group are you in?

Question 23: Are you currently located in the U.K.? If yes, please provide your postcode or alternative

Question 24: What degree are you currently completing?

Supplementary Table 5: Framework Matrix

Theme: Activity - Digital versus Physical and Diversifying content

Code	Description
Social connection via experiential learning	Experiential learning opportunities in the curriculum enabled students to potentially connect more with their peers and gave more opportunities for social connection.
Seeing versus touching	There was a distinct difference in how students engaged with seeing and touching within experiential learning moments. Touching seemed to enable an engagement beyond looking. However slow looking exercises as part of the seminar opened students' eyes to the benefits of slowing down.
Diversifying perspectives	When engaging in cultural, natural, and creative spaces through specific modules they found it opened their eyes, broadened their horizons and allowed them to "meet people where they are" to explore the diversity of perspectives.
Non-traditional learning space	Students interviewed identified a range of places where they had been taught that were not traditional learning spaces. These included the National Gallery, UCL Grant Museum, the UCL Art Museum, the UCL Petrie Museum, the Oxford libraries and coffee shops.

Theme: Wellbeing - Experiential Learning Curricula shapes wellbeing

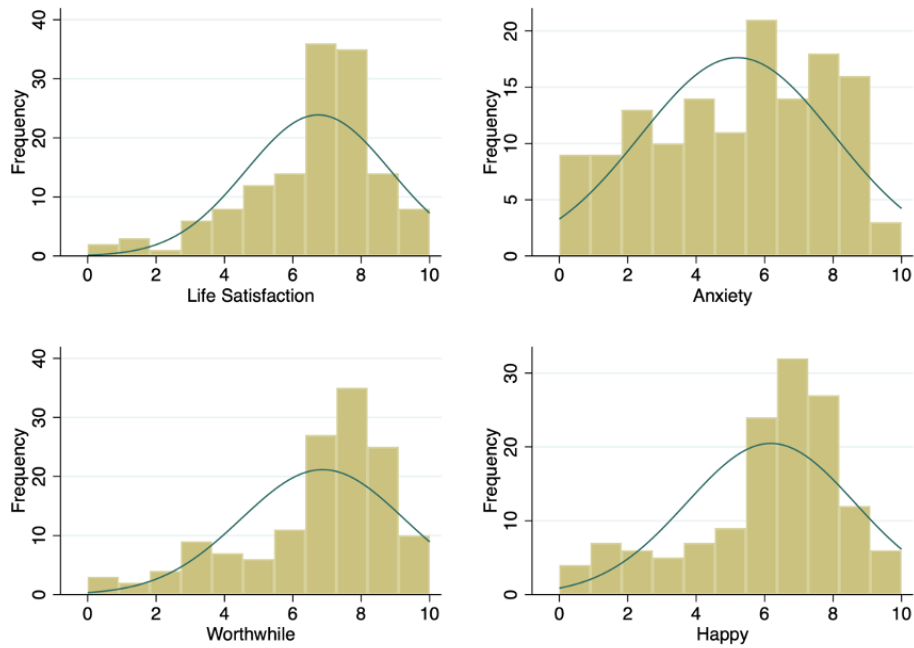
Superficial not structural benefits of cultural engagement	Some students saw the cultural engagement in both their daily lives and within the university curriculum as the cherry on top rather than the base benefit needed.
Structural determinants of wellbeing	Students identified how at an institutional level the university can improve systemic and structural determinants of student wellbeing through constructing courses with wellbeing in mind and improving access to psychological services.
Benefits of active movement	Many students interviewed highlighted the need to move their bodies, whether through yoga, Pilates, getting 10,000 steps a day or a daily walk with their dog. Other activities highlighted were skiing, swimming, playing games with friends, using clay, running, and going to the gym.
Benefits of space or environment	Students spoke about how the different natural and cultural spaces benefitted them. Some explain that they seek out these spaces routinely, others explained that the benefits included: recharging and stimulating them.
Social benefits of seminars	Seminars were identified as being both a social as well as educational resource for students.
Social barriers during COVID	During COVID-19 pandemic, students found the loss of weekly face to face contact and especially the restriction around masks to be a barrier to their socialisation and enjoyment.

Theme: University - Cultural Spaces and Modules

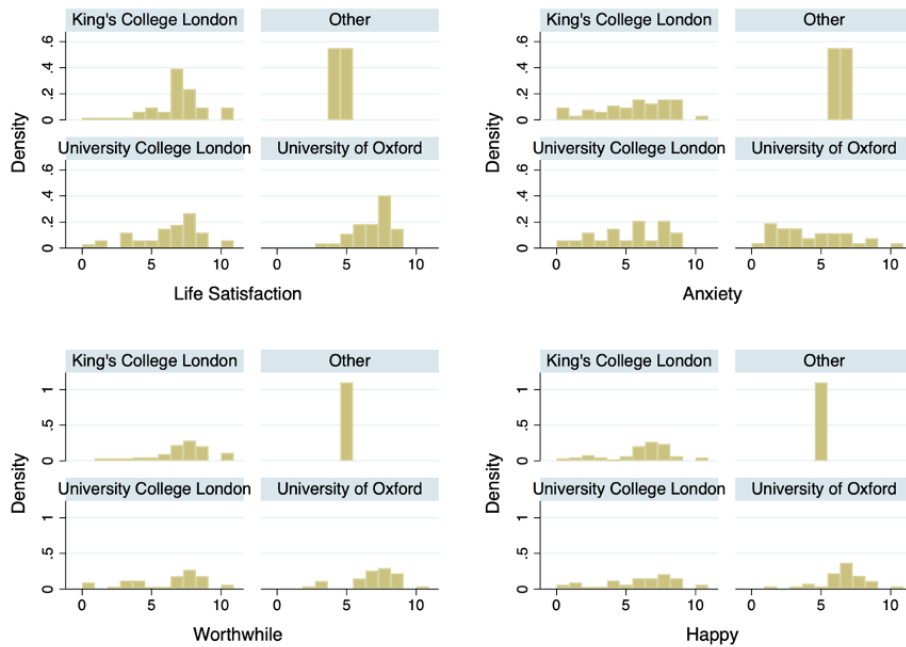
Learning preferences	Students have a preference as to how and where they learn best. This is heterogenous across the population and as a result there is no one cohesive view here. What might be most important is that students are able to choose and have autonomy over a diverse variety of modules that each have different spaces and ways of learning or pedagogical underpinnings.
Online learning downfalls and benefits	Online learning was not an overwhelming success with most of the students interviewed expressing some reservation about the loss of face-to-face contact in supporting their learning, specifically for seminars. Students did appreciate the university-wide rapid adaptation to online content and their chief benefit was the ability to watch lectures, re-watch them or watch them at slower or quicker speeds.
Suboptimal/Optimal Learning spaces	Students challenged the way suboptimal learning spaces can discourage their learning if there is a lack of natural lighting, too much noise, or if they are not aesthetically pleasing even. Seemingly during the COVID-19 pandemic the loss of face to face and shift to the online environment was identified as a suboptimal learning space. Optimal learning spaces were described by students as being light, bright, airy, temperature was well regulated, interesting diverse. They liked moving around campus to different spaces to maintain stimulation and interest.
Disliking cultural spaces to learn	Six students elucidated to some extent dissatisfaction with being in certain cultural spaces, either it "wasn't their thing", due to the collections themselves being made from taxidermy or it was actively the space itself being dark, cold and old.
Disparity between cohorts	The students from this cohort we interviewed have lived and learned through the COVID-19 pandemic. Upon reflection between their previous or current experiences of university there was a clear difference that student and university life has changed.
Diversity in content improves outcomes and cohesion	There was a clear continuation between students that by diversifying their module or course content to go beyond a lecture, seminar, essay, or exam format with built in creative and innovative ways of learning was more engaging and led to higher social cohesion between a cohort as they interact more with one another as well as improved other outcomes, potentially how students felt about their marks and assessment.
Curriculum shapes wellbeing	Students outlined the ways that the content of modules might affect their wellbeing, and the modules

that they have taken that embed wellbeing into
the curriculum does support their wellbeing.

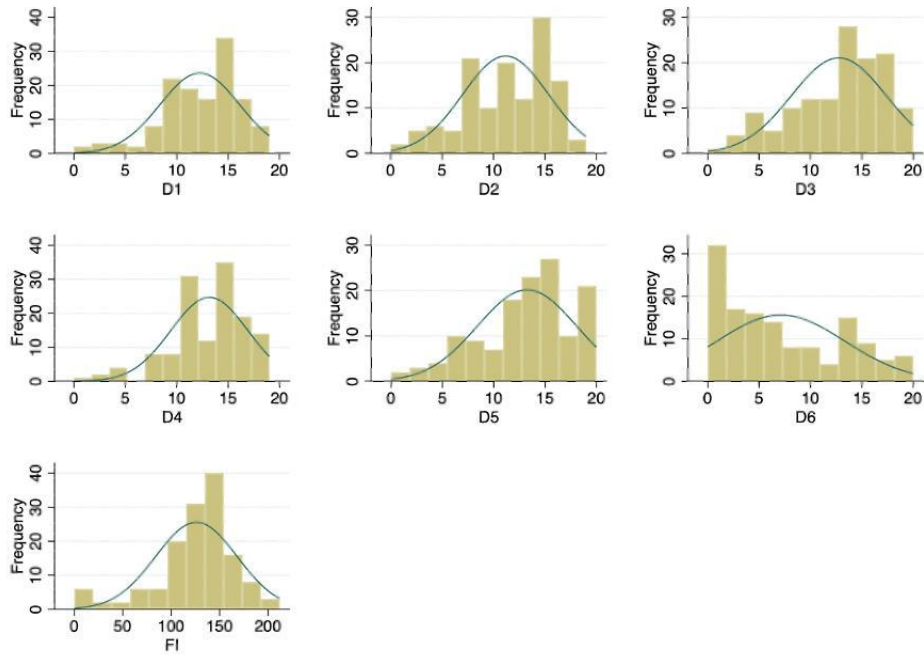
Supplementary Figure 1: Observed data distribution of ONS Wellbeing scores



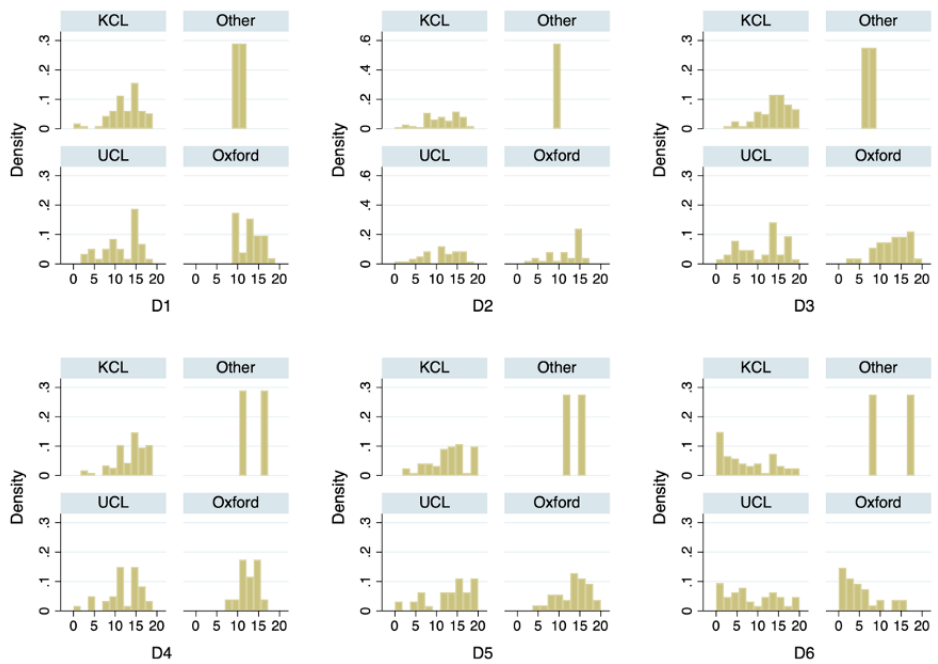
Supplementary Figure 2: Observed data distribution of ONS Wellbeing scores by university



Supplementary Figure 3: Observed data distribution of Harvard Flourishing scale

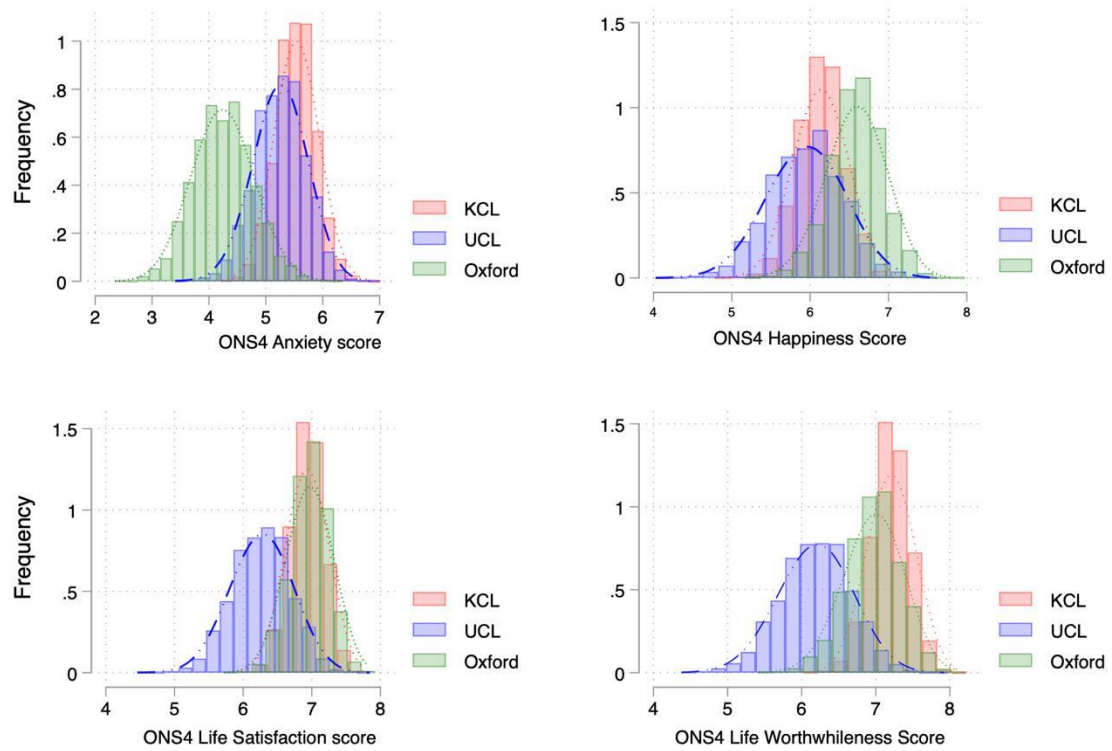


Supplementary Figure 4: Observed data distribution of Harvard Flourishing scale by university



Supplementary Figure 5: Distribution of the ONS4 scores by university from 10,000-iteration bootstraps

Distribution of mean ONS4 scores by University from 10,000-iteration bootstraps



Supplementary Figure 6: Distribution of the Harvard Flourishing domains by university from 10,000-iteration bootstraps

