

**‘UCC  
HEALTH  
MATTERS’  
Action Plan**

**UCC’S Journey to becoming an accredited  
Health Promoting University by 2014**



November 2012

## Foreword

UCC Health Matters is an opportunity for the whole UCC community to consider how as individuals or groups, we can effect a change to make University College Cork a healthier and happier place in which to work or study. There is already an incredible amount of work on-going in UCC to promote healthier lifestyle choices amongst our students and staff. The UCC Health Matters initiative will build on this existing work, using the concept of the Health Promoting University, a well-established model of change developed by the World Health Organisation, to put like-minded people, interested in making a difference in touch with each other and so give them an opportunity to showcase their efforts and consider the effectiveness of their efforts using agreed standards. This Action Plan puts this effort to create a joined up way of thinking and working into writing. It outlines the process of change, and it is important that we are recognising this process as being fundamental to UCC becoming a Health Promoting University. We as a university are not trying to reach a destination; we are trying to stimulate change so that the health and wellbeing of students and staff becomes a prominent part of the culture of our university and is at the forefront of all policy and activity. It has been fantastic to be involved so far in this initiative and we look forward to UCC Health Matters making a real difference to the lives of students, staff and indeed the wider community over the coming years.

**Professor Ivan Perry**

**Chair of UCC Health Matters Steering Group**

**Dr Michael Byrne**

**Co-Coordinator of UCC Health Matters**

**Dave Carey**

**Co-Coordinator of UCC Health Matters**



**UCC**

Coláiste na hOllscoile Corcaigh, Éire  
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## **UCC Health Matters Steering Group Membership**

<b>Professor Ivan Perry</b>	<b>Chair</b>
<b>Dave Carey</b>	<b>Students' Union Welfare Officer (Co-coordinator)</b>
<b>Dr Michael Byrne</b>	<b>Student Health Department (Co-coordinator)</b>
<b>Professor Colin Bradley</b>	<b>Cork Healthy City Representative</b>
<b>Dr Mary Buckley</b>	<b>Student Health Department</b>
<b>Michael Farrell</b>	<b>Corporate Secretary</b>
<b>Deirdre Griffin</b>	<b>Health Promotion Project Worker</b>
<b>Maria Harrington</b>	<b>Health Promotion Department HSE South</b>
<b>Professor Josephine Hegarty</b>	<b>Academic Council Committee Student Experience</b>
<b>Jamie Hooper</b>	<b>Societies Guild President</b>
<b>Catherine Maguire</b>	<b>UCC Staff Welfare &amp; Development Advisor</b>
<b>Paul Moriarty</b>	<b>Student Counseling and Development Department</b>
<b>Tom McCarthy</b>	<b>Office of Media and Public Relations</b>
<b>Karen McNulty</b>	<b>Occupational Science &amp; Occupational Therapy</b>
<b>Mary O' Grady</b>	<b>Disability Support Service</b>
<b>Brain Phelan</b>	<b>Clubs Executive President</b>
<b>Sam Ryan</b>	<b>Students' Union Deputy President</b>
<b>Frances Shiely</b>	<b>Dept. of Epidemiology &amp; Public Health</b>

## The Journey

This Action Plan of the UCC Health Matters initiative describes how University College Cork will become an accredited Health Promoting University. It describes the methodology involved in following the template provided by the Health Service Executive in their ‘Framework for Developing as a Health Promoting University’(Appendix A).

The progress to accreditation, “The Journey” will occur in 3 phases;

**Phase 1a – “First Steps: Conceptualisation & Development”**

**Phase 1b – “First Steps: Applying the Ottawa Charter to the Action Areas”**

**Phase 2 – “Getting There”**

**Phase 3 – “The End of The Beginning”.**

Achievement of accreditation is not a destination or an end in itself, but as suggested by the title of Phase 3, it is really only the beginning of a continuous journey whereby University College Cork will endeavour on an on-going basis to embed a culture of positive health in going about our everyday business. Through the implementation of this Action Plan it is hoped that UCC will be formally accredited by the HSE as a Health Promoting University; “one that is conscious of health and striving to improve it” (WHO, 1998).

## Introduction

In 2010, University College Cork began to explore the possibility of UCC becoming an accredited Health Promoting University. The 'Healthy Living Group', which was established in UCC in 2009 to promote healthy living and responsible alcohol use among students, developed this idea and in August 2011 a report entitled 'Health Promoting Universities,- Why UCC should work to attain Health Promoting University Status' was completed. This report provided the evidence and research behind why we as a University should embark on this journey and in March 2012 the proposal for UCC to strive become an accredited Health Promoting University was approved by the Academic Council. As per the Health Service Executive Guidelines a working group was established in September 2012 and expanded on in November 2012. This is the first Action Plan of that Working Group.

## Aims and Objectives of the Action Plan

### **The aims of the UCC Health Matters Action Plan are;**

1. To integrate within the University's structures, processes and culture a commitment to health and to developing its health promoting potential.
2. To promote the health and wellbeing of students, staff and of the wider community.

### **The objectives of the UCC Health Matters Action Plan are;**

1. To integrate a commitment to and vision of health within the University's plans and policies
2. To develop the university as a supportive, empowering and healthy study and workplace
3. To support the healthy personal and social development of students and staff
4. To create health promoting and sustainable physical environments
5. To increase understanding, knowledge and commitment to multi-disciplinary health promotion across all University colleges and departments
6. To support the promotion of sustainable health within the wider community

(Dooris & Plum, 1999)

To achieve these aims and objectives UCC Health Matters will use the principles of the Ottawa Charter for Health Promotion (WHO 1986) to inform our approach to the Health Promoting University initiative. The key principles of the Charter will apply to each of the Action Areas identified by the working group.

## Action Areas Identified by the Working Group

The working group has identified the following Action Areas, and Action Network Groups have been established for each of these Action Areas;

1. Mental Health and Wellbeing
2. Alcohol
3. Food and Nutrition
4. Physical Activity and Active Transport
5. Sexual Health
6. Substance Abuse
7. The Built Environment
8. Sustainable Development
9. Safety
10. Evaluation and Reporting
11. Research Arm of UCC Health Matters

## Phase 1a-“First Steps: Conceptualisation & Development” (To Nov. 12)

UCC Health Matters is not aiming to reach a final destination, but to embark on a meaningful journey and process to enhance the culture of the University and so become more supportive of the health and wellbeing of students and staff in all aspects of its policy and practice. The Action Plan of the UCC Health Matters Initiative will progress in a series of phases. The actual process of how we achieve our aims and objectives itself is paramount to our success. Phase 1a includes the bulk of the preparatory work, necessary for the Initiative to be successful. Six steps of preparatory work have been identified and have been further developed, and are outlined below;

### **Phase 1a of the UCC Health Matters Action Plan will involve;**

1. Setting up the Steering Group and the Working Group.
2. Identifying the Action Areas and creating Networks Groups to manage these areas.
3. Expanding on these groups by engaging relevant persons, groups and organisations.
4. Establishing a logo and branding the initiative.
5. Developing a media/social media strategy for the UCC Health Matters Initiative.
6. Create communication methods for the Steering/Working/Network Groups.

### **1. Setting up the Steering Group and the Working Group.**

The Steering group was established by the Healthy Living Group and had its first meeting in October 2012. The Chair appointed was Prof. Ivan Perry, Head of Epidemiology and Public Health Department. Two Coordinators were appointed, Dr Michal Byrne, Head of the Student Health Department, UCC and Dave Carey, UCC Students’ Union Welfare Officer. The role of the Steering Group is to guide and support the UCC Health Matters initiative.

The Working Group was established between June and September 2012. The role of the working group is to support, plan and develop the UCC Health Matters initiative. The working group is comprised of a diverse range of staff and students from various interest groups from within the university.

## **2. Identifying the Action Areas and creating Networks Groups to manage these areas.**

The Working group identified 9 main Action Areas which are outlined above (1-9). It is also proposed to have 2 further Action Areas, to focus on (10) the Evaluation and Reporting, and (11) To exploit any Research opportunities afforded by the UCC Health Matters initiative. Individuals on the working group assigned themselves to different Action Areas depending on their area of interest/work. These smaller groups are known as Network Groups and will be responsible for supporting, planning and developing work within their action area.

## **3. Expanding on these groups by engaging relevant persons, groups and organisations.**

A vast amount of work is already being carried out by students and staff within the University, relevant to the aims and objectives of the UCC Health Matters initiative. One task identified by the working group is to engage on the ground with these individuals and groups and invite them to get involved and be a part of the initiative. This is to ensure that the key concept of a whole system approach is taken into account in the UCC Health Matters project.

## **4. Establishing a logo and branding the UCC Health Matters Initiative.**

The visibility and awareness of the UCC Health Matters Initiative both internally and externally among students, staff and the wider population was recognised by the Working Group as being paramount to its success. It was agreed by the Working Group that the logo of the initiative needed to be professional, visually attractive, and appeal to both students and staff with the aim that it would become a well-recognised logo associated with all health and wellbeing activity on campus.

The name UCC Health Matters was chosen by the working group from a number of options, as the word ‘matters’ can act as both a noun and a verb, in that it refers to a number of topics or themes and it also states that we believe UCC Health Matters and is significant. It was decided that a base logo will be designed with the option of using interchangeable tag lines relating to Action Areas for example, ‘Mental Health Matters’, ‘Sexual Health Matters’, etc.

## **5. Developing a media/social media strategy for the UCC Health Matters Initiative**

Once the logo and visual identity have been chosen, the working group will set about developing a social media strategy for UCC Health Matters. Initially a Facebook and Twitter account will be activated as a way to spread awareness about the initiative and communicate with the students, staff and general public. These social media sites will be managed by one of a number of the Health Promotion Interns, attached to the Student Health Department, with the support of the Health Promotion Project Worker and the media experts on the working group. A website may be developed at a later stage.

## **6. Create communication methods for the Steering/Working/Network Groups.**

Online mailing lists have been established for the Steering Group, the Working Group and each Action Network Group. This will provide a forum where groups can network with each other and discuss their work progress and ideas.

An intranet page has also been set up for both the Steering and the Working Group where documentation in relation to UCC Health Matters can be stored and easily accessed by the groups. Documentation which will be stored here includes; HSE Guidelines, original proposals for the initiative, the HPU toolkit from the Healthy Universities Network and minutes and supporting documents from the various meetings.

## **Phase 1b - "First Steps: Applying the Ottawa Charter to Action Areas" (To Sept 13)**

As well as involving the necessary preparatory work outlined above, part of the initial Phase 1a involved the Health Promotion Project Worker doing a high level mapping exercise where existing initiatives and activities which related to student and staff health and wellbeing were identified within each Action Area (see Appendix C. Please note that this list is not exhaustive.). Using this information in phase 1b, the Network Groups will aim to map out the principal areas of activity by considering how these initiatives are meeting the principles of the Ottawa Charter. The Ottawa Charter provides an outline process to create a healthy setting, in the case of UCC, a Health Promoting University.

To become a Health Promoting University it is necessary to;

- 1. Create a healthy living and working environment.**
- 2. Integrate health promotion into the daily activities of the setting.**
- 3. Reach out into the community**

The Ottawa Charter for Health Promotion provides the perfect framework to target these foci by setting out 5 elements as follows:

- 1. Building Healthy Public Policy**
- 2. Creating Supportive Environments**
- 3. Strengthening Community Action**
- 4. Developing Personal Skills**
- 5. Reorienting Service Provision**

These 5 target areas/strategies will be the basis to support and develop each of our Action Areas. The template below in Table 1 will be used to record and evaluate each of the Action Areas (The example below in Table 1 uses the Nutrition Action Area for illustrative purposes only). Following this the Network groups will decide on further actions to be undertaken in moving forward with the Action Plan over the following 12-24 months. Phase 1 is anticipated to be completed by the end of September 2013.

**Table : 1 Example of use of the 5 elements of the Ottawa Charter to map and evaluate activity in one Action Area (Food and Nutrition)**

Ottawa Charter	Possible Areas for Action	Comments	Action	Key Networks/Key People
<p><b>Build Healthy Public Policy</b></p>	<p><b>Are there university policies/strategies in relation to food and Nutrition?</b></p> <p><b>If no, does there need to be?</b></p> <p><b>If yes, are they adequate?</b></p>	<p>No not that we are aware of but there is a need for one.</p>	<p>There needs to be a University wide approach taken to the inclusion of healthy choices and the promotion of making those healthy choices.</p> <p>University policies for staff and students.</p> <p>There needs to be an integration of the decision making process of users and providers.</p> <p>Corporate responsibility needs to be taken.</p>	<p>University representatives must be liaised with as well as the catering providers.</p> <p>Identify what staff and students need to network and develop communication methods.</p> <p>Involve sports clubs and societies e.g. Slainte</p>
<p><b>Create Supportive Environments (physical and social)</b></p>	<p><b>Is the physical environment in UCC supportive healthy food and healthy eating?</b></p> <p><b>All the student and staff settings should be considered, e.g. academic buildings, cafés, libraries, sports facilities, green areas, walkways etc.</b></p>	<p>Some areas need improvement.</p> <p>Timetables are an issue e.g. lectures taking place during main meal times and then restaurants closed.</p> <p>Opening and closing times are an issue e.g. healthy food not available when students are studying in the library in the evenings etc.</p>	<p>Is this an issue with Contractors?</p> <p>Can there be any influence from students/staff/university?</p> <p>Calories to be displayed all over campus.</p> <p>Raise awareness of ingredients/calories/nutritional value of food.</p>	<p>Representative from Buildings and Estates involved and other buildings e.g. Mardyke</p> <p>Healthy and Safety Officer</p> <p>Use website, social media to reinforce.</p>

	<p><b>Is the social environment supportive?</b>  <b>E.g. are people aware and in support of this issue?</b></p>	<p>Walkways/cycle paths are successful and abundant.          Good access for people with disabilities.</p> <p>Some awareness but may be hampered by constraints,.</p>	<p>Opening and closing times of restaurants should be looked at.</p> <p>Availability of venues to eat if students and staff bring their own food.</p> <p>Continue to raise awareness</p>	<p>A poster Campaign</p>
<p><b>Strengthen Community Action</b></p>	<p><b>Are there opportunities for students to make a difference in the community within this Action Area?</b></p>	<p>Possibly as students use some of the same food providers as the community.</p>		<p>Students Union/ Clubs/ Societies</p>
<p><b>Develop Personal Skills</b></p>	<p><b>Do those in power have the necessary skills to make change?</b></p> <p><b>Do our students and staff have the skills to make better choices in relation to food and nutrition?</b></p>	<p>There are a lot of constraints.</p> <p>Also disparity across university buildings.</p> <p>Equipped with skills in some disciplines.</p>	<p>Broad campaign</p> <p>Promote a balance between food and physical activity.</p>	<p>Who is responsible for this?</p>
<p><b>Reorient Health Services</b></p>	<p><b>Does the health service promote healthy eating?</b>  <b>Is the health service working with relevant services and agencies to promote healthy eating?</b></p>	<p>Yes, video promotion/leaflets/doctors and health promotion officers</p>		

<b>Other aspects to consider for each Action Area</b>				
<b>Are there any other gaps?</b>		<ul style="list-style-type: none"> <li>- If policies are there, they are unclear.</li> <li>- Staff and students do not know who is responsible.</li> </ul> <p>There is a lack of information and availability of choice.</p> <p>There are time constraints (opening hours of when good food is available)</p> <p>Obvious link between budget constraints and healthy choices.</p>	<p>Must find out if there are policies and what they are.</p> <p>Can changes be made in restaurants?</p> <p>- So many different culture groups – can we mobilise their involvement (i.e. their ethnic dish)</p> <p>Information needs to be available – calories/portion size etc.</p>	<p>Who do we need to liaise within the university, restaurant committee?</p> <p>Caterers</p>
<b>Can we co-ordinate efforts by introducing a common framework?</b>		<p>Can we introduce common policy across the food providers?</p>	<p>Certain information needs to be available in all food outlets e.g. calories etc</p>	

*Table 1 above is a working document, drawn from the notes made at the Staff and Student Town Hall meetings, illustrating how one Action Area Network Group considered the issues that they might face in addressing challenges in the area of nutrition and healthy eating choices.*

Following and overlapping with the Initial phase 1a and 1b, the Action Plan will move into 'Phase 2 – Getting There' between January 2013 and Accreditation in 2014. This is the stage where the Network Groups are firmly executing targets and tasks which were identified in the mapping process. A strong communication process will exist between members of the working group and all of the activities of the Working Group will be fed back to the Steering Group on a regular basis. The UCC Health Matters initiative will have a strong presence within the University as an umbrella initiative available to all health promotion and wellbeing activities in UCC. The choice as to whether a given initiative or project wishes to be considered under the UCC Health Matters umbrella will be made by whomever (individual or groups) is organising that initiative. Acceptance by the UCC Health Matters Working group will be contingent on agreeing to the use of the basic UCC Health Matters methodology for reporting and evaluating a project. THE UCC Health Matters Working Group reserves the right to withhold the use of the logo and branding in cases where the Working Group views the aims, objectives and and/or methodology of an initiative are not consistent with those of the UCC Health Matters project.

It is also proposed that all UCC Health Matters activities and initiatives will be evaluated and reported on in the same way using a common toolkit. This toolkit has been provided to us by the Healthy Universities Network in the UK. The toolkit includes specific template for the recording and reporting of projects or initiatives, in the form of "Case Studies", see Table 2 below (see the illustrated example of a Case Study of a mental health project in a UK University, appendix D.). The use of this template in UCC as common practice across the University will result in more uniform and effective evaluation of activities, thus allowing us to learn from past successes and barriers (See appendix E). Due to the natural turnover of students in the University this system of reporting and evaluating will be a valuable resource for years to come and improve institutional memory.

Table 3 below gives a brief summary of the task that the Network Groups are responsible for during Phase 1 "First Steps" and Phase 2 "Getting There" and includes a few examples of current activities under each action area.

<b>Table 2 Case study template – Headings used for reporting and evaluation of any initiative/project</b>	
<b>Summary</b>	Outlined the general idea and a summary of the activity.
<b>Aims</b>	What are its aims and objectives i.e. what do you want to achieve.
<b>Overview</b>	<ul style="list-style-type: none"> <li>➤ What were the drivers and levers for change</li> <li>➤ What was the context / background?</li> <li>➤ Who was the strategic lead, who was the operational lead?</li> <li>➤ Who led the work internally and externally?</li> <li>➤ How are you set up (working / steering groups)?</li> <li>➤ What resources did you need (financial and human)?</li> <li>➤ What existing resources did you use / what was your budget?</li> <li>➤ What did you do?</li> <li>➤ What methods of communication did you use?</li> <li>➤ How did you make the case for action?</li> </ul>
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>➤ What were your critical success factors?</li> <li>➤ What were the outcomes /outputs?</li> <li>➤ Did you do any cost benefit analysis?</li> </ul>
<b>Key Learning points</b>	<ul style="list-style-type: none"> <li>➤ What were the challenges or barriers?</li> <li>➤ What helped you achieve success</li> </ul>
<b>How did the work contribute to the three key focus areas of healthy universities?</b>	<p><b>.Create healthy and sustainable learning, working and living environments</b>  For example: campus and building design; cycle planning &amp; incentives; work-life balance policy; supportive management culture.  Offered stress-relieving taster complementary therapies, including back and neck massage and reflexology.</p>

**Integrate health and sustainability into core business**

For example: health and sustainable development cross-cutting curriculum themes; tools to embed health in different subject areas; health a priority in research and knowledge exchange. Spotlighting importance of wellbeing; promoting study skills support; Student Union drugs and alcohol and sexual health support; Student Services: Counselling and wellbeing service, Disability and Dyslexia service, Careers, Chaplaincy, Student Advice Service- money management, International student support.

**Contribute to the health and wellbeing and sustainability of local, regional, national and global communities**

4 For example: health and sustainability impact assessment; active role in local / regional partnerships Locally embedded research; volunteering / outreach. Community collaboration with local groups: Depression Alliance, YMCA, Mind- LGBT

**This Table can be used to quickly map the initiative/campaign/activity according to three variables.**

Method	Topic	Population Group
Campaign / Event <input type="checkbox"/>	Alcohol /Substance Misuse <input type="checkbox"/>	Staff <input type="checkbox"/>
Curriculum <input type="checkbox"/>	Built Environment <input type="checkbox"/>	Students <input type="checkbox"/>
Project <input type="checkbox"/>	Food / Healthy Eating <input type="checkbox"/>	Wider Community <input type="checkbox"/>
Policy / Procedure <input type="checkbox"/>	Mental Health <input type="checkbox"/>	Other <input type="checkbox"/>
Whole System Approach <input type="checkbox"/>	Physical Activity / Active Transport <input type="checkbox"/>	
Other <input type="checkbox"/>	Sexual Health <input type="checkbox"/>	
	Sustainable Development <input type="checkbox"/>	
	Tobacco <input type="checkbox"/>	
	Other <input type="checkbox"/>	

<b>Action Network Group</b>	<b>Actions</b>	<b>Examples of current work</b>
<b>Mental Health and Wellbeing</b>	<p>Map current initiatives, areas that are lacking and tasks that must be executed etc.</p> <p>Compile case reports of current activity using template from toolkit (appendix D)</p> <p>Consider using template of case studies to report and monitor future activities</p>	<p>SU Mental Health Campaign</p> <p>Ways Forward (student counselling)</p> <p>CALM - Computer Aided Lifestyle Management</p>
<b>Alcohol</b>	Same as above	<p>E-Pub - Online self assessment of alcohol use</p> <p>Student Alcohol Policy - University-wide policy regarding alcohol and students</p> <p>Hot Beverages Appreciation Society</p>
<b>Food and Nutrition</b>	Same as above	<p>College dinners</p> <p>Restaurant Committee</p> <p>Displaying Calories</p>
<b>Physical Activity and Active Transport</b>	Same as above	<p>UCC Campus Bikes</p> <p>UCC Sports Clubs</p> <p>Mardyke Arena facilities</p> <p>Staff Sports and Social Committee</p>

<b>Sexual Health</b>	Same as above	STI Clinic at the Student Health Centre SU Sexual Health Awareness and Guidance (SHAG) Week [Feb] – SU Campaigns Officer Condom Shop – SU Welfare Officer
<b>Substance Abuse</b>	Same as above	None identified
<b>The Built Environment</b>	Same as above	Walkways for Walking and Cycling Southern Route (Greenway through Donovan Rossa Road)
<b>Sustainable Development</b>	Same as above	Carpooling service Park and Ride Green Campus Initiative
<b>Safety</b>	Same as above	Campus Watch Safety Policy Student Patrol CCTV Cameras on College Road

*Table 3 above is a summary of the Actions and current examples of Actions, for each of the 9 Action Areas during Phases 2 and 3.*

## Evaluation and Reporting

The process by which UCC becomes an accredited Health Promoting University is a fundamental part of the initiative and its success. UCC Health Matters will use the reporting and evaluation toolkits developed by the Healthy University Network in the UK as a resource. This toolkit will guide us in developing the initiative, monitoring it, evaluating it and ultimately reporting on it.

### **Toolkits and Methodology;**

There are three elements to the toolkit proposed for use as part of the UCC Health Matters;

- 1. Case studies (As discussed above)**
- 2. Guidance packages**
- 3. Self-Review tool**

### **2. Guidance Packages**

There are Guidance packages available for the following areas;

- Leading and Developing the Whole Systems University Approach
- Connecting and Developing Synergy between Health and Sustainable Development Agendas
- Integrating a Commitment to Health and Wellbeing within a University's Policy and Planning Process
- Developing an Holistic and Joined-Up Approach to Mental Wellbeing
- Communicating Health as Part of a Whole System Healthy Universities Approach
- Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance
- Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance

### 3. Self-Review Tool

There is a self-review tool available which can be utilised as part of our evaluation process of UCC Health Matters. This is an online confidential questionnaire (seen in Appendix F) structured under five domains that reflect the key areas that a university should be addressing when working towards their goal of becoming a Healthy University:

#### **1. Leadership and Governance**

- a) Corporate Engagement and Responsibility
- b) Strategic Planning and Implementation
- c) Stakeholder Engagement

#### **2. Service Provision**

- a) Health Services
- b) Wellbeing and Support Services

#### **3. Facilities and Environment**

- a) Campus and Buildings
- b) Food
- c) Travel
- d) Recreational and Social Facilities
- e) Accommodation

#### **4. Communication, Information and Marketing**

- a) Communication
- b) Information
- c) Marketing

#### **5. Academic, Personal, Social and Professional Development**

- a) Curriculum
- b) Research, Enterprise and Knowledge Transfer
- c) Professional Development

This online questionnaire will be filled out by the Action Networks Groups and Steering Group.

## Phase 3. 'The End of the Beginning'

Accreditation and recognition of University College Cork as a Health Promoting University will occur in 2014, all going well.

Of course once we reach accreditation we have not reached our destination. This process is one that will be continual and we aim to create a permanent change in the University where the health and wellbeing of students and staff is at the forefront of all policy and practice. This task is not an easy one and a whole system comprehensive approach with support at all levels within the university is necessary for us to become a genuine Health Promoting University. Once accreditation is granted we will have come to the end of the beginning, and we will have succeeded in making our University College Cork a healthier place to study, work, live and play.

## **Appendices**

### **Appendix A.**

#### **Framework for Developing as a Health Promoting University**

**Health Promotion Department  
Health Service Executive South**

## **Preface**

This is a working document that explores and develops the health promoting potential of universities. It aims to provide conceptual and practical guidance on how to set up and develop as a Health Promoting University.

For the purpose of this document “university” is used as a general term and refers to all third level institutions. The terms Health Promoting University and Healthy University are used interchangeably in the literature, however Health Promoting University (HPU) will be the term used throughout this document.

This is not meant to be a prescriptive document but rather a guiding framework for developing as a Health Promoting University.

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## INTRODUCTION

Universities can do many things to promote and protect the health of students and staff and to create health-conducive working, learning and living environments. The challenge is to do this as effectively and sustainably as possible.

Health promotion is defined as “*the process of enabling people to increase control over, and to improve, their health*” (WHO, 1986). This can be achieved by a co-ordinated approach to the following key action areas as outlined by the Ottawa Charter (WHO, 1986):

- Build healthy public policy
- Create supportive environments
- Develop personal skills
- Strengthen community action
- Reorient health services

The Health Promoting University (HPU) initiative provides a framework for co-ordinating health related activities on campus and identifying areas for action that will potentially enhance the health of the university population. The HPU initiative uses the Ottawa Charter (WHO, 1986) as a general guide for its development. The WHO defines a Health Promoting University as “...one that is conscious of health and striving to improve it” (WHO, 1998).

The concept of a Health Promoting University is based upon a settings (e.g. healthcare, workplace, cities and education settings) approach, where the strategic focus is on the whole campus community and its population, policies and environments rather than individuals and problem health behaviours (Dooris *et al.*, 2007).

Key features of a settings approach include:

- Developing personal competencies
- Implementing policies effectively
- Re-shaping environments
- Building partnerships for sustainable change
- Facilitating ownership of change throughout (Whitelaw *et al.*, 2001)

A significant advantage of working through a settings approach (e.g. university setting) is that it provides a more integrated and cohesive mechanism for addressing multiple health issues.

## **WHAT IS A HEALTH PROMOTING UNIVERSITY?**

The concept of the Health Promoting University means much more than health education for students and staff, it means integrating health into the culture, processes and policies of the university. While a long-term approach to health promotion is key to its effectiveness and sustainability, short-term projects have a place, acting as tools for implementing change through a strategic plan. There is widening recognition that a whole university approach has significant added value – offering the potential to address health in a coherent and joined-up way (Dooris & Doherty, 2009).

*A Health Promoting University aspires to create a learning environment and organisation culture that enhances the health, well-being and sustainability of its community and enables people to achieve their full potential.*

The heart of any Health Promoting University initiative must be a top level commitment to embedding an understanding of and commitment to sustainable health within the organisation in its entirety. The main aims of the HPU initiative are:

- (i) to integrate within the university's culture and structures a commitment to health and to developing its health promoting potential and
- (ii) to promote the health and well-being of staff, students and the wider community.

In developing as a HPU, it is imperative that there is a commitment to and vision for health within the University's plans and policies, that the healthy personal and social development of students is supported and that the university develops as a supportive, empowering and healthy workplace. In addition, health promoting and sustainable physical environments are created and there is increased understanding, knowledge and commitment to multi-disciplinary health promotion across all university departments (Tsouros *et al.*, 1998).

Universities can potentially contribute to health gain in three distinct areas

- (i) creating healthy working, learning and living environments for students and staff,
- (ii) increasing the profile of health, health promotion and public health issues in teaching and research and
- (iii) developing alliances for health promotion and outreach into the community.

The success of the HPU lies in a whole university approach with commitment from the most senior level coupled with partnership with all sectors of the university community.

## **BENEFITS OF THE HEALTH PROMOTING UNIVERSITY**

Universities that become involved in the HPU may obtain several benefits including improving their public image, the profile of the university, the welfare of students and staff and working and living conditions. Research has shown that the whole university approach offers a number of potential benefits:

It ensures that health and well-being are connected to the university core business through embedding at the policy/planning level.

It gives greater coherence to health-related work, moving beyond isolated and fragmented interventions.

It secures senior management commitment and advocacy. It encourages widespread engagement/ownership and facilitates joined-up working across the university and with external partners.

It strengthens the creation of healthy and sustainable working, learning and living environments for students, staff and visitors.

It increases the profile of health, well-being and sustainable development in teaching, research and knowledge exchange.

It contributes to the health and sustainability of the wider community (Black, 2008, Dooris & Doherty, 2009).

The HPU is a relatively new setting in terms of health promotion with the initial framework model for Health Promoting Universities put forward by Tsouros *et al.* in 1998. More recently, the UK has developed a national healthy universities network (Dooris & Doherty, 2010) and the USA is developing the healthy campus approach (ACHA, 2006). Cawood (2010) has shown that the healthy universities model provides a potentially valuable means of promoting health and well-being (of staff and students), enhancing staff performance and student achievement and improving organisational productivity.

The broad evidence base for the HPU is drawn from the considerable investment internationally in healthy cities, health promoting schools, hospitals and workplaces and is well documented in the literature (Taras, 2005a; Taras, 2005b; Taras & Potts-Datema, 2005a; Taras & Potts-Datema, 2005b; ENWHP, 2006; Stewart-Brown, 2006; Warwick *et al.*, 2008; [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk); [www.schoolsforhealth.eu](http://www.schoolsforhealth.eu)). There is further reading on the evidence for the settings approach at [www.excellencegateway.org.uk/hfep](http://www.excellencegateway.org.uk/hfep).

## **Challenges of a Health Promoting University**

It would be unrealistic to think that the HPU is a straight forward process. As with any other large initiative there are a number of challenges that may be encountered. Dooris (2001) has reported some of the potential challenges to a successful HPU initiative and these may include:

**Project-ism:** A challenge to any new initiative is what can be termed 'project-ism'. For the first few years of the HPU, people may view it as a discrete and separate project - interesting, important even, but definitely 'over there' with a HPU co-ordinator to take care of it.

**Politeness:** A further challenge is that of respectability. It's fine to promote health so long as you keep within certain boundaries and talk about „polite“ things that don't shock people. Unfortunately, health doesn't work like that: For example, educating about sexual health means talking in a language that people can relate to; and promoting mental well-being means recognising the links between environments, behaviours and health and tackling underlying factors such as prejudice, oppression and intolerance.

**Playing Safe:** Similarly, many people are happy for the HPU to chug along so long as it doesn't rock any boats. What this boils down to is a belief that health promotion is only about individual responsibility and self-help. The HPU, however, is firmly rooted in the understanding that health can only be meaningfully promoted if individual and community action is underpinned and supported by organisational development and change.

**Power Relations:** Related to this is the challenge of combining a commitment to top-down and bottom-up action, both being an essential part of a balanced and effective approach. It's important to build senior management commitment and to develop broad-based ownership by staff, students and the wider community - and combining these elements can be extremely challenging.

In developing the best possible Health Promotion University, the key is to acknowledge these challenges, learn from the experience of others and build in strategies into the overall HPU action plan to overcome these challenges.

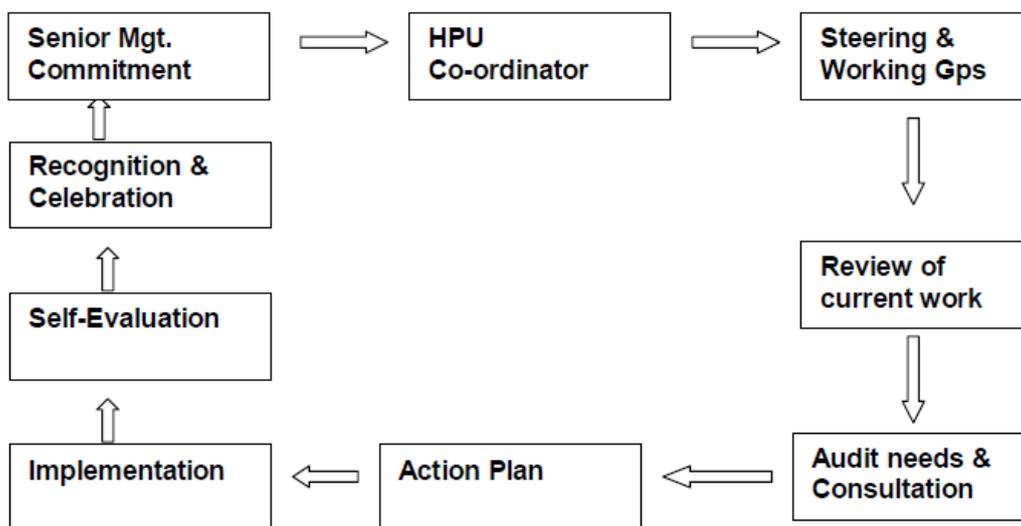
## PROCESS OF DEVELOPING AS A HEALTH PROMOTING UNIVERSITY (HPU)

In developing as a Health Promoting University and putting into practice a health promotion action plan, there are several stages that should be worked through over an initial 2-3 year period. The following HPU model has been developed as a support and guiding framework to encourage universities to assist in the continuous development of their services in relation to health.

The various stages of the HPU process (Figure 1) are outlined on the following pages:

### Figure1.

Figure 1. The HPU process



### Stage 1 Expression of Interest

This step involves inviting/responding to expressions of interest from staff or students of the university. The final decision to become involved in the Health Promoting University initiative lies with senior management of the university. At this stage, HSE Health Promotion staff can provide further information (e.g. presentations, etc.) on the Health Promoting University process to the staff and students if required before a formal commitment is made.

### Stage 2 Contract of Agreement

Once senior management have decided that they wish to proceed with the Health Promoting University initiative, a Contract of Agreement is signed by the President/Director of the University and the HSE Health Promotion Manager. This contract is a simple document outlining briefly both the University's and HSE Health Promotion Department's commitment to the HPU process.

### **Stage 3 Appointment of a HPU Co-ordinator**

The role of the HPU co-ordinator is to facilitate the process of developing as a HPU. This process comprises of being part of the overall steering group, setting up the working group(s), leading out on the self-assessment, consultation and needs assessment, development and implementation of the action plan and ultimately the self-evaluation and celebration of the HPU. An assistant HPU co-ordinator may also be identified to support the process in a large organisation. It is very important that the role of HPU co-ordinator is given dedicated time, resources and support from senior management to ensure that they are effective in their role.

### **Stage 4 Establishing a HPU Steering Group**

The HPU Steering Group should comprise of senior representatives from a relevant cross section of university staff and student bodies. It is a reflection of senior management commitment to the process and to ensure a whole university approach that is not owned by any one service/department. Senior management's commitment is one of the key factors for success of the HPU. The HPU co-ordinator should be included in this group, as well as any other relevant external representatives that the university deems appropriate. The role of the Steering Group is to guide and support the HPU initiative.

### **Stage 5 Establishing a HPU Working Group**

The HPU working group is a small group of representatives chaired by the HPU co-ordinator. The role of the working group is to support, plan and develop the HPU initiative. This working group should consist of staff and students (not necessarily the same representatives as the Steering Group) that can support the work of the HPU. As well as, supporting the HPU co-ordinator, the working group ensures that there is a shared understanding of the HPU and that issues and challenges are viewed from different perspectives.

### **Stage 6 Raising Awareness & Review of Current Health Related Activity**

Raising awareness and consulting with the university community is a critical step as this is a whole university approach and will require engagement from staff and students throughout the process. Any existing communication channels should be used for this purpose. If these channels do not already exist, the organisation should look at improving communication as part of organisational change to ensure that the HPU is successful. As part of raising awareness, the current health related activity on campus should be reviewed and collated. The

primary task is therefore to ensure that the health promotion activity already underway is acknowledged, extended and unified within a coherent framework.

### **Stage 7 Consultation / Needs Assessment**

The aim of a needs assessment is to paint a broad picture of health, illustrating student and staff needs and identifying gaps in existing practice. Consulting with as many people as possible within the university gives everyone an opportunity to feed into the HPU process and to feel part of and have ownership for the HPU. Ownership of the HPU initiative is grounded in the understanding that health related issues of most concern, are those identified by the whole university community. The working group can decide the best way to plan the consultation to find out the needs and expectations from students and staff in terms of health. There are a range of tools available to carry out needs assessment. The role of the working group is to prioritise the health issues arising from the needs assessment and develop an action plan in a strategic manner to address these needs.

### **Stage 8 Action Plan**

Action planning is one of the core processes of the HPU initiative. The challenge is to create an action plan that aspires to develop a Health Promoting University versus an action plan that involves doing health promotion in the University. The key is to combine the co-ordination of high-visibility activities with innovative action and long-term organisational development and change. The Ottawa Charter (WHO, 1986) should be the basis for the development of the action plan to ensure a whole university approach to the issues raised in the staff and student consultations. Table 1 outlines a sample action plan and to improve the student experience.

<b>Table 1. Sample Action Plan guided by the Ottawa Charter Ottawa Charter</b>	<b>Possible Areas for Action</b>
<b>Build Healthy Public Policy</b>	<p>Is student health considered in all university policies?</p> <p>Is there a student health promotion policy / strategy?</p> <p>Are there university policies on, e.g. alcohol, mental health, smoking, bullying, equality, etc?</p>
<b>Create Supportive Environments (physical and social)</b>	<p>Are the working/studying/living conditions safe, stimulating, satisfying and enjoyable?</p> <p>All the student settings should be considered, e.g. academic buildings, cafés, libraries, sports facilities, etc.</p>
<b>Strengthen Community Action</b>	<p>Are there opportunities for students to make a difference in the community?</p>
<b>Develop Personal Skills</b>	<p>Is there a practice of providing information, health education and life skills in order for people to exercise more control over their own health, their environments and to make choices conducive to health.</p>
<b>Reorient Health Services</b>	<p>Are student health service meeting student needs?</p> <p>Are student services linked to external services to maximise resources.</p>

### **Stage 9 Implementation Plan**

Once a written action plan is agreed by the Working and Steering Groups, the next phase is to prepare a written Implementation Plan. At this point, a number of sub-committees may be set up with responsibility for implementing different areas of the action plan. Once again, a whole university approach and support from senior management is essential to ensure the plan is firmly rooted within core university business. Remember, the HPU is a long-term if not life-long process, but short-term initiatives are important to give momentum and visibility to the process. A realistic timeframe and milestones should be included in the plan. The HPU process could be approached in phases. A 2-3 year timescale for the first phase of the process is usually realistic to reach some goals and maintain motivation for the process.

### **Stage 10 Self-Evaluation**

The ownership of the process of evaluation lies with the university. It is a self-evaluation process focused on change and improvement guided by the HSE Health Promotion Department. Continuous documentation of the process is key to the self-evaluation process. It is not about “winning” awards it is about a deeply rooted commitment to change to ensure that health for all is an on-going agenda with the ultimate goal of self-improvement.

### **Stage 11 HSE Recognition & Celebration**

The HPU is a continual process of change and development; however it is important to acknowledge what has been achieved over an agreed time frame and to celebrate that phase of development. The HSE offers formal recognition (in the form of HPU Flag and certificate to acknowledge the university as a Health Promoting University at this stage of development.

### **Stage 12 Next Steps**

While it is natural to have a lull after the energy of the celebrations, it is essential to harness that energy and start the HPU process again to develop the next phase of the HPU and continue to improve the capacity for health for all in the university environment.



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## Appendix B

### UCC Health Matters

#### The Role of the Network Group Convenor(s)

The UCC Health Matters Initiative has identified a number of Action Areas. Network groups were established to work within and across these areas with the aim to identify current work, discuss further needs, facilitate communication between partners and develop future strategy and activity. Each Network Group will have at least one convenor to manage communication, evaluation and promotion. More specifically the role of the convenor(s) will be to;

#### **1. Facilitate communication within their Network Group and across the groups.**

- Manage the online mailing list for that Network Group by encouraging dialogue and discussion.
- Acting as a liaison between the other Network Groups and also with the Health Promotion Project Worker.
- Collating ideas and feedback from the Network group for use in strategic planning (e.g. the Action Plan).

#### **2. Coordinate the evaluation process and reporting mechanism**

With the support of the Health Promotion Project Worker the convenors will promote and coordinate the use of the Self Review Tool to monitor progress and evaluate the initiative. This tool is online and available to us as a resource.

#### **3. Champion for the Action Area and for the UCC Health Matters initiative**

The convenor will be a “Champion” for the all matters relating to the Action Area and will endeavour to stimulate on-going debate and change around the Area in UCC. The convenor will also increase the awareness of the UCC Health Matters initiative in UCC by promoting it among colleagues and peers and in addition encourage participation by persons who may be interested or working in a relevant field..

## Appendix C

### Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.

Service/Department/Committee	Description	Office	Action Area
<b>Hot Beverages Appreciation Society</b>	Social evenings. Specific alternative to alcohol	Accommodation and Student Activities	Alcohol
<b>Student Alcohol Policy</b>	University-wide policy regarding alcohol and students	Healthy Living	Alcohol
<b>PhD Fellowship</b>	Fully funded PhD in alcohol research (ePUB)	Student Health Centre	Alcohol
<b>E-Pub</b>	Online self assessment of alcohol use	Student Health Centre	Alcohol
<b>Joint CIT-UCC Approach to Alcohol</b>	Collective work in relation to city wide issues	Student Health Centre	Alcohol
<b>Walkway for Walking and Cycling</b>	City council improvements to paths and cycle lanes around campus to encourage walking and cycling	Buildings & Estates	Built Environment
<b>Southern Route(Greenway through Donovan Rossa Road)</b>	New walking/cycling route from St. Finbarr's through Donovan Rossa Road along by the river.	Buildings & Estates	Built Environment
<b>College Dinners</b>	Ingredients for 4 dinners for €10. Healthy food	College Dinners	Food & Nutrition
<b>First Year Experience Coordinator</b>	First point of contact for first years thinking of changing or dropping out of course	Admissions	Mental Health & Wellbeing
<b>Staff Health &amp; Safety Training</b>	Training courses to ensure the health and safety of staff in course of work	Buildings & Estates	Mental Health & Wellbeing
<b>Chaplaincy</b>	Non-denominational spiritual service offering meditation sessions in addition to other activities	Chaplaincy	Mental Health & Wellbeing
<b>Hour of Stillness &amp; Healing</b>	Lunchtime meditation Wed in Honan Chapel	Chaplaincy	Mental Health & Wellbeing
<b>Lunchtime Meditation Course</b>	Tuesday meditation in Iona	Chaplaincy	Mental Health & Wellbeing

**Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.**

<b>Meditative Morning Prayer</b>	Mon to Fri meditation in Honan Chapel	Chaplaincy	Mental Health & Wellbeing
<b>Staff Meditation Group</b>	Silent and guided meditation Mon-Fri	Chaplaincy	Mental Health & Wellbeing
<b>Zen Buddhist Meditation</b>	Tuesday in Iona	Chaplaincy	Mental Health & Wellbeing
<b>Life Matters</b>	Elective courses to help people with stress management, coping mechanisms etc	Counselling	Mental Health & Wellbeing
<b>Disability Support Service</b>	Office responsible for providing aid and support to students with disabilities	Disability Support Service	Mental Health & Wellbeing
<b>Uplift (to Positive Mental Wellbeing)</b>	Peer Mentor Program for disabled students w/ mental health difficulties	Disability Support Service	Mental Health & Wellbeing
<b>Student Mental Health Policy</b>	University-wide policy regarding student mental health	Healthy Living	Mental Health & Wellbeing
<b>HR Welfare Officer</b>		HR Welfare	Mental Health & Wellbeing
<b>Staff Wellbeing Survey</b>	Survey conducted across the university staff in order to assess wellbeing and happiness	HR Welfare	Mental Health & Wellbeing
<b>Support Officer for International Students</b>	Support specific to International students incl. immigration, welfare, academic and personal issues	International Education	Mental Health & Wellbeing
<b>VPSE</b>	Office responsible for the student services <i>within</i> the University. Currently rotating between MB, PM and SMcE	Office of VPSE	Mental Health & Wellbeing
<b>Nightline</b>	Helpline run by UCC students providing a non judgemental listening service tue-thurs evenings, 9pm-1am	PASS	Mental Health & Wellbeing
<b>uLink Peer Support</b>	Support service pairing groups of first years with a volunteer in similar course to provide support and referral	PASS	Mental Health & Wellbeing
<b>Finance and Budgeting Advisory Service</b>	Free part-time advisor for all money matters incl. grants, budgeting etc	Student Budgeting and Advice	Mental Health & Wellbeing
<b>CALM</b>		Student Counselling &	Mental Health & Wellbeing

**Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.**

		Development	
<b>Student Counselling &amp; Development</b>	Free confidential counselling service for students with emotional, psychological, academic or personal difficulties	Student Counselling & Development	Mental Health & Wellbeing
<b>Ways Forward</b>		Student Counselling & Development	Mental Health & Wellbeing
<b>Healthy Weekend Study Facilities</b>	Study facilities during the day and evening on campus in Kampus Kitchen, an environment conducive to study	Students' Union	Mental Health & Wellbeing
<b>SU Disability Awareness Week [3rd-7th December]</b>	Campaign highlighting the varying types of disabilities, their effects and increasing awareness of same	SU Campaigns Officer	Mental Health & Wellbeing
<b>SU Exam Stress Campaign [April]</b>	Campaign focusing on preparing for exams and reducing stress and anxiety	SU Campaigns Officer	Mental Health & Wellbeing
<b>SU Mental Health Campaign [12-16th Nov]</b>	Campaign highlighting the services available in relation to Mental Health and attempting to remove stigma	SU Campaigns Officer	Mental Health & Wellbeing
<b>SU Welfare Officer</b>	Full-time officer of SU providing a range of services incl referral and listening	<u>SU Welfare Officer</u>	Mental Health & Wellbeing
<b>Clinical Therapies Society</b>	Events and activities relating to clinical therapies students incl. health promotion	Accommodation and Student Activities	OTHER (Health Related)
<b>Dental Society</b>	Events and activities related to dental students incl. health promotion	Accommodation and Student Activities	OTHER (Health Related)
<b>Medical Society</b>	Events and activities relating to medical students incl. health promotion	Accommodation and Student Activities	OTHER (Health Related)
<b>Slainte Society</b>	Events and activities relating to healthy promotion and healthy living	Accommodation and Student Activities	OTHER (Health Related)
<b>Surgical Society</b>	Events and activities relating to surgical modules and health	Accommodation	OTHER (Health

**Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.**

	promotion	and Student Activities	Related)
<b>Degree and Masters in Public Health and Health Promotion</b>	Academic study of public health and health promotion	Epidemiology and Public Health	OTHER (Health Related)
<b>Healthy Living Committee</b>	University-wide committee responsible for implementing health policy (currently suspended due to HPU)	Healthy Living	OTHER (Health Related)
<b>Facebook page for Healthy Living</b>	Social media to communicate in a more effective manner with students and other interested parties	Healthy Living	OTHER (Health Related)
<b>Healthy Living Calendar</b>	List of University and external events collated in one calendar. Available on Student Health site	Student Health Centre	OTHER (Health Related)
<b>Student Health e-Zine</b>	Newsletter regarding health circulated via ALLSTUDENTS	Student Health Centre	OTHER (Health Related)
<b>Healthy Living Orientation Module</b>	Presentation during orientation to press importance of healthy living in the University setting	Student Health Centre	OTHER (Health Related)
<b>Automated External Defibrillators</b>	Emergency AEDS (44) on campus for immediate intervention in case of cardiac arrest	Student Health Centre	OTHER (Health Related)
<b>Student Health Centre</b>	Primary care facility for students experiencing acute or chronic illness incl. vaccines, sexual health, physio etc.	Student Health Centre	OTHER (Health Related)
<b>UCC Campus Bikes</b>	Bikes available for staff for short term rental in order to encourage cross campus cycling rather than driving	Buildings & Estates	Physical Activity/Active Transport
<b>Cycle to Work (Govt Scheme)</b>	Subsidised bike purchase scheme incentivising staff cycling to work rather than driving	Buildings & Estates	Physical Activity/Active Transport
<b>UCC Sports Clubs (60+)</b>	60+ student run sports clubs ranging from Soccer and GAA to Parachuting and Trampolining	Physical Education	Physical Activity/Active Transport
<b>Slí na Sláinte</b>	Heart Foundation designated walking routes. One leads through UCC Campus	Irish Heart Foundation	Physical Activity/Active

**Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.**

			Transport
<b>Lunchtime Walking routes</b>	Suggested group walks at lunch time	HR Welfare	Physical Activity/Active Transport
<b>Mardyke Arena</b>	Full gym, pool, pitches and track facilities. Free for students. Subsidised for staff and graduates	Mardyke	Physical Activity/Active Transport
<b>Recreation Program</b>	Extensive list of fitness and recreational classes free to students, charges for members	Mardyke	Physical Activity/Active Transport
<b>Staff S&amp;S Committee</b>	Sports and Social committee run by and for staff. Incl. sports teams, social events etc.	S&S	Physical Activity/Active Transport
<b>Student Centre Bikes</b>	Bike rental system available to staff and students. Deposit of student card required for period of use.	Student Centre	Physical Activity/Active Transport
<b>SU Sports Day</b>	Sports day to highlight physical activity. Similar to school sports day: egg & spoon, sack race etc	SU Welfare Officer	Physical Activity/Active Transport
<b>Pedometer Challenge 2012</b>	4 week challenge 12Sept-9Oct. Teams logging daily steps as part of a competition	Buildings & Estates	Physical Activity/Active Transport
<b>Campus Watch</b>	University-wide committee responsible for the safety of staff and students in the University area	Accommodation and Student Activities	Safety
<b>Safety Team</b>	Students contracted by clubs/societies and other organisation to help ensure safe running of balls, mystery tours etc.	Healthy Living	Safety
<b>Safety Policy</b>		Healthy Living	Safety
<b>Student Patrol</b>		Healthy Living	Safety

**Appendix C – A mapping exercise of UCC activities/policies/initiative in relation to the health and wellbeing of students and staff.**

<b>CCTV Cameras on College Road</b>	Sept/October Deadline (UCC, Gardaí, City Co)	Office of VPSE	Safety
<b>Night bus</b>		Students' Union	Safety
<b>STI Clinic</b>		Student Health Centre	Sexual Health
<b>SU Sexual Health Awareness and Guidance (SHAG) Week [Feb]</b>		SU Campaigns Officer	Sexual Health
<b>Condom Shop</b>		SU Welfare Officer	Sexual Health
<b>Carpooling service</b>	Database of those offering and searching for lifts, priority spaces offered to those carpooling. Reduce no. of cars	Buildings & Estates	Sustainable Development
<b>Park and Ride</b>	Parking further from campus to reduce congestion and reduce emissions around campus area.	Buildings & Estates	Sustainable Development
<b>Go Car Service</b>	Short term car rentals available off College Road. Reduce need to drive to work.	Buildings & Estates	Sustainable Development
<b>Green Campus Initiative</b>	Series of initiatives regarding emissions, waste and the environment.	Green Campus Group	Sustainable Development



### Live Well Be Well:

**Mental Health and Wellbeing event,  
Sponsored by Depression Alliance, 10th-11th November, 2010, Falmer**

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#### Summary

The event was designed to encourage people to explore non-medical strategies for self-managing wellbeing and was aimed at students at the University of Brighton. The aim was to reach people who are experiencing stress and emotional distress.

The event helped to inform students of innovative approaches to self help and the maintenance of recovery for problems with emotional distress, depression and anxiety. A particular focus was on the New Economics Foundation's Five-Ways to Wellbeing: connect; be active; take notice; keep learning; give.

The event involved the delivery of talks and workshops about mental wellbeing, allowing students to gather information and ask questions at the exhibition stands and poster displays.

Events included an IAPT session on Stress and Anxiety offering CBT approaches to self help, and a Mental First Aid session. Approximately 200 people attended the event which has helped to de-stigmatise mental health and to spotlight wellbeing awareness.

#### Aims

To encourage students to explore non-medical strategies for self-managing wellbeing. To inform students of innovative approaches to self help and the maintenance of recovery for problems with emotional distress, depression and anxiety.

Also as a preventative, educational measure and participatory event.

#### Overview

##### What was the context / background?

Depression Alliance was commissioned by NHS South Coast to run a series of wellbeing road shows across Brighton and Hove and East Sussex. They focus on reaching people who are impacted by the economic downturn and experiencing stress and emotional distress.

##### What were the drivers and levers for change?

Wellbeing outreach delivery from Student Services: enhancing Student experience, supporting transition, raising wellbeing awareness.

##### Who led the work internally and externally?

Internally it was led by the Counselling and Wellbeing team from Student Services.

Externally by Depression Alliance

##### Who was the strategic lead, who was the operational lead?

Strategic lead - Jo Tomlinson, Student Services Manager for Counselling and Wellbeing

Operational lead- Camilla Hartley, Curriculum Development Worker, Counselling and Wellbeing team

### How are you set up (working / steering groups)?

We held planning meetings in July, September, October and November with key mental health and wellbeing related staff

### What resources did you need (financial and human)?

Operational lead (CDW) worked on this project as mainstay of workload (approx 1 ½ days per week out of 2 ½ day part time working week) during, July, September, October and November (3 1/2 months planning and preparing, plus project delivery, closure and write up).

### What existing resources did you use / what was your budget?

Due to budget constraints and no further funding from the Student Union costs of the event were kept to a minimum. Organisation and administration of the event were carried out by Student Services staff. Where possible, key workshops and talks were led by University staff. Depression Alliance made a substantial contribution to the event by funding some of the workshops and meeting other administration costs from their involvement.

#### University of Brighton Student Services budget:

Marketing materials: flyers and posters approx.	£150
Refreshments and flowers:	£25
Student Ambassador for 2 days:	£91
Total:	£266

#### Depression Alliance budget:

Workshops and Complementary therapies:	£315
(costs of 2 x complementary therapists, Mindfulness trainer and tango trainer)	
Admin and staff travel	£300
Total:	£615

**Total costs** £881

### What did you do?

Hosted a series of wellbeing events, including talks, workshops and information stalls.

### What methods of communication did you use?

Website: Student Central

Press release: Student paper

Plasma TV screens on Falmer campus: Checkland, Westlain and Mayfield House

Leaflets: Sports Centre, Library, Checkland foyer

Posters: Falmer school offices, CLT notice board, Checkland notice boards, Student Services reception, Halls of residences at Falmer and Varley.

### How did you make the case for action?

Based on success and feedback of 2 previous Wellbeing week/events hosted by Student Services and Student Union, 2008, and 2009.

## Monitoring and Evaluation

#### What were your critical success factors?

Positive feedback on feedback forms, huge demand in signing up for events, reasonable attendance.

#### How did you measure impact?

Attendance figures, feedback forms.

#### What were the outcomes /outputs?

- The IAPT session on Stress and Anxiety offered CBT approaches to self help and maintaining recovery for people living with emotional distress, depression and anxiety.
- The Mental First Aid session offered approaches to helping others with emotional distress, depression and anxiety.
- One of the key note speeches: Beyond the sick-well divide, about training and working in mental health services, also offered an insight and safe space to discuss and share about approaches to self help and maintaining recovery for people living and working with emotional distress, depression and anxiety.
- The New Economics Foundation's Five-Ways to Wellbeing identified in the Foresight Report (October 2008): connect; be active; take notice; keep learning; give, were themed throughout the events and activities taking place.
- The event as a whole was educational, some parts were fun and much of it was interactive.

Did you do any cost benefit analysis? No

## Key Learning Points

#### What were the challenges or barriers?

Student Demonstration in London held on one of the two days and a significant number of staff and students left campus.

Area for stalls was 'out of the way' and most attendance was passing traffic.

#### What helped you achieve success?

Vision, planning, hours put in, staff collaboration and team work.

## How did the work contribute to the three key focus areas of healthy universities?

### 1. Create healthy and sustainable learning, working and living environments

For example: campus and building design; cycle planning & incentives; work-life balance policy; supportive management culture.

Offered stress-relieving taster complementary therapies, including back and neck massage and reflexology.

### 2. Integrate health and sustainability into core business

For example: health and sustainable development cross-cutting curriculum themes; tools to embed health in different subject areas; health a priority in research and knowledge exchange.

Spotlighting importance of wellbeing; promoting study skills support; Student Union drugs and alcohol and sexual health support; Student Services: Counselling and wellbeing service, Disability and Dyslexia service, Careers, Chaplaincy, Student Advice Service- money management, International student support.

### 3. Contribute to the health and wellbeing and sustainability of local, regional, national and global communities

For example: health and sustainability impact assessment; active role in local / regional partnerships Locally embedded research; volunteering / outreach.

Community collaboration with local groups: Depression Alliance, YMCA, Mind- LGBT

### Thematic Categories

Method	Topic	Population Group
Campaign / Event <input checked="" type="checkbox"/>	Alcohol /Substance Misuse <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Curriculum <input type="checkbox"/>	Built Environment <input type="checkbox"/>	Students <input checked="" type="checkbox"/>
Project <input type="checkbox"/>	Food / Healthy Eating <input checked="" type="checkbox"/>	Wider Community <input checked="" type="checkbox"/>
Policy / Procedure <input type="checkbox"/>	Mental Health <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Whole System Approach <input type="checkbox"/>	Physical Activity / Active Transport <input type="checkbox"/>	
Other <input type="checkbox"/>	Sexual Health <input checked="" type="checkbox"/>	
	Sustainable Development <input type="checkbox"/>	
	Tobacco <input type="checkbox"/>	
	Other <input type="checkbox"/>	

### Contact Details

<b>Name of Organisation</b>	University of Brighton
<b>Contact Name</b>	Caroline Hall
<b>Email Address</b>	Caroline.Hall@brighton.ac.uk
<b>Links</b>	

## Appendix E – Case study UCC



**Healthy Steps**  
Small steps toward a big change



**Name:** Evan Healy  
**Position:** Student Budgetary Advisor  
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### Summary

Many of the activities that take place in the university affect health and wellbeing indirectly. The Budgeting Advice is one such example and unlike many of the indirect factors affecting health that exist, this is one which is positive. This service is an example of one which, while not directly health related, has a positive effect on the health of the university community.

### Aims

The Budgeting Advice service aims to help alleviate the some of the financial difficulties of students of UCC. This is done in a number of ways, including: general budgeting workshops; targeted workshops for specific groups of students e.g. mature students; and availability for one-to-one consultations and advice sessions.

### Overview

The Budgeting and Advice Service is a free-of-charge part-time service available to all students of UCC. The Budgetary Advisor, Evan Healy is based in the offices of UCC Plus<sup>+</sup> and works in this role on Mondays, on Tuesdays and on Wednesday Mornings. He reports to Olive Byrne the head of UCC Plus<sup>+</sup>. The service began in February 2012 in advance of the academic year beginning in September 2012. The Budgeting Advisor provides workshops giving general or targeted budgeting and financial management information, including sessions on grants etc. He also provides one-to-one sessions for specific queries and concerns. The service gives students the skills, resources, information and advice they need to help better manage their money and hence survive financially.

The project began several years ago at the behest of the then SU Welfare Officer, Pdraig Rice, The Head of Student Counselling and Development, Paul Moriarty, and the then VPSE, Con O' Brien. The financial difficulties students were suffering were having apparent effects on academic performance, first year retention rates and mental health of students presenting at counselling.

Students presenting to the SU Welfare Officer are usually referred on to the appropriate service but none such existed for a centralised financial advice. The Welfare Officer did not have the required time or expertise to provide appropriate advice on all aspects of grants, budgeting, fees etc. But students could not be referred to any appropriate service. In addition to this difficulty, first years dropping out of college often cited financial difficulties as one of the main reasons for dropping-out in exit interviews with First Year Experience Coordinator, Noirín Deady. Following the publication of a national undergraduate survey, which demonstrated amongst other things the extent of financial difficulties of undergraduate students, and the collection of the above signs, the university assigned funding for the Budgetary Advisor.

The resources involved in the service are limited and are effectively limited to the wages of the part-time Budgetary Advisor. No other resources are available to the position save in the case where the Students' Union provides petty cash for business cards etc.

The initiative has only commenced since February and will be communicated to all potential users in September 2013. The service will be discussed at first year orientation speeches, included in first year information packs, advertised in the Students' Union Freshers' packs and diaries, an email will be sent to all students and staff, it has a dedicated section on the UCC website, it will be advertised on collegeroad.ie, there will be workshops at Failte Fest and all Peer Support Leaders, Club Captains and Society Auditors will be informed of the service to refer others.

### **Monitoring and Evaluation**

Since the project has only come to fruition in February 2012 monitoring/feedback has been limited. All service users to date have been asked for feedback following an appointment. From September all service users will be requested to complete an anonymous survey following an appointment. These surveys will be analysed and used to implement changes and improve the service.

In addition, there are regular undergraduate surveys which question aspects of the student experience. There will not be questions asked specifically regarding the Budgeting Advice service but the questions regarding finance that spurred the funding of this service may be examined to discern the contribution the service makes to alleviate the problems faced by students in financial difficulty.

The outcomes thus far of the initiative have been limited, as the service has operated only on a one-to-one basis. Despite this fact, one of the immediate results has been reduced case-work levels for the SU Welfare Officer which has allowed him to refocus his time on other areas. A further outcome is that the University have recognised the financial hardship faced by students. By having this position there will be accurate, detailed information regarding specific cases cumulated and reported to the university which will further illustrate the issue.

The service is currently offering finance workshops to prospective mature students, this activity has meant that these students are more aware of the costs facing them and the supports available to them, ensuring that on entering college they are more prepared and can budget more efficiently thus reducing some of the potential financial difficulties.

### **Key Learning Points**

One of the greatest difficulties in securing the budgetary advisor was the national embargo and headcount regulations. A specific headcount exists that is not allowed to be breached and as such creating the position was made difficult.

Some of the factors that made the process easier were the fact that there was demonstrative evidence from multiple sources, internally and externally, stating the financial difficulties of students. The fact that the strategic plan was up for review, also aided in the development of this service as it was something that it could be included in to become concrete.

One of the key learning points related to this service is that of mental health and knock on effects. According to the welfare officer 2011/2012, Dave Carey, almost half of students presenting to him with financial issues suffered also from mental health issues. He identified a causal link between existing financial difficulties and the development of mental health issues.

The idea of a budgetary advisor being health related is not immediately obvious but when taken in the context of extreme financial difficulty in a university setting certain points become apparent. Prior to the advent of this service there was no appropriate referral system in place. If you had exam

difficulties you can be referred to the SU Education officer and exams and records, if you had a physical health concern you can be referred to the Student Health Department however if you had financial difficulties, grant questions or any other money related matters there was little in the way of services available. This financial pressure then developed into further concerns and issues putting pressure on other services e.g. uLink and Student Counselling.

Investing in the budgetary advisor takes a holistic view at health and health promotion. By promoting good financial management and budgeting skills, students are equipped with the necessary knowledge to manage their money and thus avoid some more serious difficulties which, in-turn, may avoid mental health concerns.

**How did the initiative create healthy and sustainable learning, working and living environments?**

Be recognising the knock-on effects financial difficulties can have on mental health; this service attempts to prevent the development of mental health issues and as such promotes healthier, more sustainable learning, working and living environments. In addition to this, certain links can be drawn between financial difficulties and physical health or nutrition. If a student is suffering from severe financial difficulties there is a strong likelihood that they will forgo on light and heat in their home, or adequately nutritious meals. By budgeting properly, and by availing of all supports available, these issues may be resolved or reduced. The budgeting advice service helps to do so.

**How did the initiative integrate health and sustainability into core business?**

The initiative is the result of the integration of health and sustainability into the core of the university. The recognition, on the part of the university, of the knock-on effects of financial difficulties on the student population was extremely significant. As a result of recognising the impact it had on health and the continued studies of students, the university included the budgetary advisor in the strategic plan for the university and also provided the funding for this position. This initiative may also strengthen the integration into core business as it will provide direct reports to university management of the difficulties faced by students in UCC specifically.

**How did the initiative contribute to the health and wellbeing and sustainability of local, regional, national and global communities?**

The initiative’s effects are, for the most part, limited to the confines of the UCC student and staff population. Students benefit directly from the service. Staff now have the opportunity to refer on students to a qualified service and as such remove the necessity for them to take on these issues. The only discernable effect on the external communities would be that students are more likely to stay in college, to finish their degrees and hence offer society a more educated population.

Method	Topic	Population Group
Campaign/Event	Alcohol/Substance Abuse	Staff
Curriculum	Built Environment	Students
Project	Food & Nutrition	Wider Community
Policy/Procedure	Mental Health & Wellbeing	Other
Whole System Approach	Physical Activity/Active Transport	Other: Prospective Students
	Safety	
	Sexual Health	
	Sustainable Development	
	Other	

## Appendix F Self-Review Tool from UK Healthy Universities Toolkit



Healthy  
Universities

Healthy Universities Self Review Tool

### INTRODUCTION

Welcome to the Healthy Universities Self Review Tool, which forms part of the **Healthy Universities Toolkit** and provides a mechanism for HEIs to review and reflect on their progress in embedding a whole system approach to health and wellbeing into their core business and culture.

The Self Review Tool is not a benchmarking tool for universities to compare and compete – and the reports generated will be confidential to you. Rather, it has been designed to encourage and facilitate strategic-level engagement and partnership development within individual HEIs, taking account of the different starting points and diverse constraints and opportunities.

The Self Review Tool is designed to be used on-line – and to get started, you will need to register. During this process, you will be alerted as to whether anyone else from your institution has already registered. We would strongly encourage you to liaise with colleagues to ensure that you take a co-ordinated approach within and across your university and students' union. Ideally, a multi-departmental and multi-service cross-university group should use it to assess progress and inform planning, thereby building up a picture of where the institution is at on its Healthy University journey and guiding future responses to student, staff and community health and wellbeing. This downloadable version is available to facilitate this group process, enabling different individuals to complete drafts of specific sections prior to the on-line tool being completed and submitted.

### WHAT DOES THE SELF REVIEW TOOL CONSIST OF?

The Self Review Tool is an online questionnaire structured under five headings, each with a number of sub-sections. These reflect the key areas that a university should be addressing when working towards their goal of becoming a Healthy University:

1. Leadership and Governance
  - a) Corporate Engagement and Responsibility
  - b) Strategic Planning and Implementation
  - c) Stakeholder Engagement
2. Service Provision
  - a) Health Services
  - b) Wellbeing and Support Services
3. Facilities and Environment
  - a) Campus and Buildings
  - b) Food
  - c) Travel
  - d) Recreational and Social Facilities
  - e) Accommodation

4. Communication, Information and Marketing
  - a) Communication
  - b) Information
  - c) Marketing
  
5. Academic, Personal, Social and Professional Development
  - a) Curriculum
  - b) Research, Enterprise and Knowledge Transfer
  - c) Professional Development

Under each sub-heading, there are statements giving the HEI an opportunity to reflect and review current progress by choosing one of four qualitative responses:

- No not at all (i.e. the university has not yet engaged with this area of work)
- Thinking about it (i.e. the area of work has been raised as an issue for consideration or there are pockets of isolated activity)
- Working on this currently (i.e. the university as a whole has made a strategic-level commitment)
- Yes we are there (i.e. the university as a whole has acted on this strategic-level commitment)

Once a university has completed the online tool and submitted its responses, a graphic 'traffic light' representation (red, amber, green) of levels of progress under each key heading will be generated. This will highlight those areas where the university is achieving and those areas where additional input is needed. Based on this profile, universities will be able to set priorities and develop action plans, which can be monitored and reviewed by a cross-university group. It is suggested that the Self Review Tool be used on an annual basis to review progress – and you may wish to keep a record of relevant evidence relating to your responses.

## 1. LEADERSHIP AND GOVERNANCE

This section of the tool focuses on the corporate commitment of the university in working towards becoming a Healthy University (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Developing the Whole System Healthy Universities Approach** and **Integrating a Commitment to Health and Wellbeing within a University's Policy and Planning Process**).

### a) Corporate Engagement and Responsibility

1. The university's core plans and strategies address the health and wellbeing of students, staff and the wider community.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university ensures that health and wellbeing related strategic planning and delivery are inclusive and address the needs of the diverse range of individuals throughout the organization.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university embeds its health and wellbeing work into wider policy and practice relating to sustainable development.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university has performance criteria and data collection systems in place to measure the satisfaction levels of staff and students with regard to the delivery of health and wellbeing services and support.  
No not at all  Thinking about it  Working on this currently  Yes we are there
5. The university has a system for assessing the impact of health and wellbeing initiatives on its core business (e.g. by mapping to key performance indicators relating to student retention and staff sickness absence).  
No not at all  Thinking about it  Working on this currently  Yes we are there
6. The university works in partnership with the local public health/health improvement organizations to ensure that it contributes to local health priorities.  
No not at all  Thinking about it  Working on this currently  Yes we are there

### b) Strategic Planning and Implementation

1. Strategic planning, delivery and monitoring/evaluation relating to health and wellbeing are integrated with the university's wider governance systems and reported to Directorate and/or named senior management.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university draws on the National Healthy University Toolkit and uses its planning cycle as a best practice model.  
No not at all  Thinking about it  Working on this currently  Yes we are there

3

3. The university adopts a whole system approach when addressing specific health topics/themes (e.g. mental wellbeing, physical activity, sexual health).  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university has a Healthy University Co-coordinator and/or other dedicated human resources to support and develop its health and wellbeing work.  
No not at all  Thinking about it  Working on this currently  Yes we are there
5. There is a defined and allocated budget to support the development of health and wellbeing across the university.  
No not at all  Thinking about it  Working on this currently  Yes we are there
6. There are systems in place to ensure students and staff can inform the health and wellbeing priorities of the university.  
No not at all  Thinking about it  Working on this currently  Yes we are there
7. The university has access to appropriate evidence to inform its healthy university programme of work.  
No not at all  Thinking about it  Working on this currently  Yes we are there

**c) Stakeholder Engagement**

1. There is a high-level cross-university group to coordinate health and wellbeing, strategic planning and delivery within the university.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university has representation from the students' union and external stakeholders on its cross-university group.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university has strategic links and partnerships with external health and social care organizations to support its health and wellbeing work.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university has strategic links and input into emerging local-level health and wellbeing commissioning and delivery systems.  
No not at all  Thinking about it  Working on this currently  Yes we are there
5. The university has links with the local community as part of its health and wellbeing work.  
No not at all  Thinking about it  Working on this currently  Yes we are there

## 2. SERVICE PROVISION

This section of the tool identifies the level of service provision on and off site to support the health and wellbeing needs of staff and students (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance**, **Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance** and **Developing an Holistic and Joined-Up Approach to Mental Wellbeing** ).

### a) Health Services

1. The university has a range of appropriate and responsive health services that recognize the diverse needs of its staff and students.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. Staff and students are consulted on what health services they need.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. There are induction activities for new students and staff to ensure they understand and can access a range of health and wellbeing support.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university has clear policy and procedures understood by all staff regarding referral, confidentiality, information sharing and disclosure of health issues by individuals.  
No not at all  Thinking about it  Working on this currently  Yes we are there
5. Staff are aware of key contacts for internal and external support services and for emergency situations.  
No not at all  Thinking about it  Working on this currently  Yes we are there
6. The university and its partners gather information on the uptake and impact of health services by staff and students to inform future planning.  
No not at all  Thinking about it  Working on this currently  Yes we are there
7. The university is actively engaged with external partners to publicize a wide range of health services available locally and nationally to staff and students.  
No not at all  Thinking about it  Working on this currently  Yes we are there

### b) Wellbeing and Support Services

1. The university and students' union collaborate to ensure access to a range of wellbeing and support services for students – including social, welfare, financial and leisure opportunities.  
No not at all  Thinking about it  Working on this currently  Yes we are there

## 2. SERVICE PROVISION

This section of the tool identifies the level of service provision on and off site to support the health and wellbeing needs of staff and students (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance**, **Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance** and **Developing an Holistic and Joined-Up Approach to Mental Wellbeing** ).

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No not at all  Thinking about it  Working on this currently  Yes we are there
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No not at all  Thinking about it  Working on this currently  Yes we are there

### b) Wellbeing and Support Services

1. The university and students' union collaborate to ensure access to a range of wellbeing and support services for students – including social, welfare, financial and leisure opportunities.  
No not at all  Thinking about it  Working on this currently  Yes we are there

**b) Food**

1. The university and students' union have an ethical, whole system, sustainable food policy to ensure minimum impact on the environment whilst contributing to the overall improvement of staff and student wellbeing.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university and students' union ensure that in-house and procured catering services and other food outlets (e.g. refectories, bars, vending machines, shops, hospitality) have contractual obligations to provide a range of healthier food options.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. Students and staff are regularly consulted on the quality, price and choice of food and drink on offer across the university.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. Healthier food options are actively promoted and marketed to staff and students.  
No not at all  Thinking about it  Working on this currently  Yes we are there
5. Free drinking water is readily accessible throughout the campus(es) for staff and students.  
No not at all  Thinking about it  Working on this currently  Yes we are there

**c) Travel**

1. The university has a whole system travel plan that explicitly addresses health and sustainable development.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university actively promotes walking and cycling as means of commuting, thereby reducing carbon emissions and increasing levels of physical activity.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university consults with staff and students on travel issues.  
No not at all  Thinking about it  Working on this currently  Yes we are there

**d) Recreational and Social Facilities**

1. The university and students' union promote and encourage students and staff to use recreational and social facilities (both on and off site).  
No not at all  Thinking about it  Working on this currently  Yes we are there

2. There are opportunities for staff and students to inform the nature and type of recreational and social facilities that the university and students' union offer.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university, in collaboration with the students' union and external partners, works to improve social and recreational facilities and ensure that they are accessible and inclusive and address the diverse needs of its student and staff populations.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university and students' union collect data on service uptake and levels of satisfaction with regard to social and recreational facilities, as part of wider performance measures.  
No not at all  Thinking about it  Working on this currently  Yes we are there

**e) Accommodation**

1. The university has standards for accommodation to ensure and promote student health and wellbeing (this applies to off-site and on-site accommodation).  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university and students' union have a code of conduct with registered landlords/private accommodation providers to ensure they secure a safe and healthy environment for students.  
No not at all  Thinking about it  Working on this currently  Yes we are there

#### 4. COMMUNICATION, INFORMATION AND MARKETING

This section of the tool reviews the processes involved in communicating health and wellbeing information and messages to staff and students and how the university markets health and wellbeing in its promotional materials community (you may find it helpful to read the **Guidance Packages** – particularly **Communicating Health as Part of a Whole System Healthy Universities Approach**).

**a) Communication**

1. There are aspects of the university communication strategy that address and promote the broader health and wellbeing agenda to students, staff and external stakeholders.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university has easily accessed communication routes through which policy, decisions and good practice relating to health and wellbeing can be disseminated to students and staff.  
No not at all  Thinking about it  Working on this currently  Yes we are there

3. The university makes use of digital technology/new media to deliver health and wellbeing messages and information to students and staff (e.g. Twitter, intranet, Facebook and mobile phone messaging)

No not at all  Thinking about it  Working on this currently  Yes we are there

**b) Information**

1. The university ensures that its health and wellbeing messaging, information and campaigns are drawn from reliable evidence-informed sources (e.g. NHS Health Choices; Change4Life; local internal or external health improvement specialist).

No not at all  Thinking about it  Working on this currently  Yes we are there

2. The university works in partnership with the students' union and external bodies to ensure consistent, accurate and joined-up health and wellbeing messaging and information.

No not at all  Thinking about it  Working on this currently  Yes we are there

3. The university actively shares effective practice and learns from others regarding its health and wellbeing work (e.g. through participation in the English National Network of Healthy Universities and the use of its website/toolkit).

No not at all  Thinking about it  Working on this currently  Yes we are there

4. There is a process to seek the views of students and staff in developing and delivering health and wellbeing information and campaigns.

No not at all  Thinking about it  Working on this currently  Yes we are there

5. Baseline information is collected cross-university on the health and wellbeing of staff and students to inform strategic planning.

No not at all  Thinking about it  Working on this currently  Yes we are there

**c) Marketing**

1. The university identifies health and wellbeing as part of the 'student offer' in its prospectus and/or similar marketing materials (e.g. highlighting its commitment to being a Healthy University)

No not at all  Thinking about it  Working on this currently  Yes we are there

2. The university and students' union highlight the positive health and wellbeing benefits of their facilities, activities and service provision in marketing and promotional materials (e.g. recreational, social and leisure opportunities, support services).

No not at all  Thinking about it  Working on this currently  Yes we are there

## 5. ACADEMIC, PERSONAL, SOCIAL AND PROFESSIONAL DEVELOPMENT

This section of the tool deals with how the university uses the opportunities presented by curricula, research, knowledge transfer and professional development to improve health and wellbeing and respond to the needs of its staff and students (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance**, **Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance**, **Connecting and Developing Synergy between Health and Sustainable Development Agendas** and **Developing an Holistic and Joined-Up Approach to Mental Wellbeing**).

### a) Curriculum

1. There are opportunities within the curriculum to address health, wellbeing and sustainable development issues with students.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university has a commitment to and strategy for embedding health, wellbeing and sustainable development within a range of courses and modules.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university offers opportunities for personal, social and health development within its curricula.  
No not at all  Thinking about it  Working on this currently  Yes we are there

### b) Research, Enterprise and Knowledge Transfer

1. The university has mechanisms for disseminating learning from health-related research and enterprise across disciplines, academic departments and services.  
No not at all  Thinking about it  Working on this currently  Yes we are there
2. The university contributes, through its research and enterprise activities, to the wider body of knowledge and practice on health and wellbeing.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university actively identifies and promotes opportunities for students to engage in 'real-life' health-related research as part of its modules and courses.  
No not at all  Thinking about it  Working on this currently  Yes we are there

### c) Professional Development

1. The university provides training, information and resources to support staff in responding to student issues relating to health and wellbeing.  
No not at all  Thinking about it  Working on this currently  Yes we are there

2. The university offers training and resources to support staff to integrate health, wellbeing and sustainable development within modules and course curricula.  
No not at all  Thinking about it  Working on this currently  Yes we are there
3. The university offers staff a range of personal and social development opportunities.  
No not at all  Thinking about it  Working on this currently  Yes we are there
4. The university provides training and resources to managers and other staff with specific responsibilities to address workplace health issues.  
No not at all  Thinking about it  Working on this currently  Yes we are there

## Appendix G; Agreement Form between HSE and University College Cork



### MEMORANDUM OF AGREEMENT

#### HSE South Health Promoting Universities

Universities offer enormous potential as settings in and through which to promote health and generate capacity and capability for the future.

"A Health Promoting University aspires to create a learning environment and organisational culture that enhances the health, well-being and sustainability of its community and enables people to achieve their full potential."

#### University Commitment

- To provide strategic commitment to the whole university approach to improving health and well-being of students, staff and the wider community.
- To acknowledge that the Health Promoting University initiative is a long-term commitment to health with planned phases of progression.
- To appoint and provide support to a Health Promoting University Co-ordinator, who will lead out on the initiative in consultation with an appointed Steering Group.
- To provide support for the development and implementation of the Health Promoting Universities Action Plan to ensure that health and well-being practices are embedded into the whole organisational culture.
- To engage in a self-evaluation process, guided by the HSE South.
- To celebrate achievements to-date and progress onto the next phase to ensure that health is an on-going agenda within the university.

#### HSE South Commitment

- To support the Health Promoting University Co-ordinator to progress the whole university approach to health and well-being.
- To provide representation on the Health Promoting University Steering Group.
- To provide support and guidance through each phase of development as a Health Promoting University.
- To review the self-evaluation report to ensure that each stage of the process has been effectively implemented.
- To provide formal recognition to the organisation as a Health Promoting University. This status will be valid for a period of two years while the university reengages in the process.

University President	<u>Michael B. Murphy</u>	Signature	<u>[Handwritten Signature]</u>
Health Promotion Manager	<u>Andy Walker</u>	Signature	<u>[Handwritten Signature]</u>
Date	<u>14/12/12</u>		



## **Appendix H:**

## **Acknowledgements**

The UCC Health Matters Steering Group would like to acknowledge the help and support of

- The Students and Staff of University College Cork
- The Department of Health Promotion, HSE South
- Healthy Universities UK
- Ms Deirdre Griffin, Health Promotion Project Worker, Student Health Department UCC
- Ms Fiona O'Shea, Health Promotion Project Worker, Student Health Department UCC
- Mr Ronan Breen, Student Help, Student Health Department UCC

## Health Promotion in Action in UCC: Is your Logo here?

