



# Healthy Campus Case Study



HEA

An tÚdarás um Ard-Oideachas  
The Higher Education Authority

## P-TECH at NCI: Embedding Wellbeing Through Student-Led Healthy Campus Initiatives

### Institution/ Organisation

National College of Ireland (NCI)

### Who leads/ led the project?

P-TECH Project Office Team in collaboration with the HR and the Healthy Campus Working Group

### Date and timeframe

Academic Year 2025–2026

### Project Rationale

The P-TECH (Pathways in Technology) programme at NCI is designed to create inclusive pathways from post-primary school into further and/or higher education and employment, particularly for students in Dublin’s North-East Inner City. As part of this transition-focused model, students are introduced early to the academic, social, and personal challenges associated with third-level education.

Through engagement with the Healthy Campus Charter, it became evident that a positive use of the P-TECH transition year work placement was to highlight to these students the importance of wellbeing in supporting academic success, retention, and progression. The project aimed to address this gap by empowering P-TECH students to critically engage with wellbeing concepts and apply them in a real-world higher education context.

By involving students in reviewing the Healthy Campus Charter and designing a Healthy Campus Calendar for NCI, the initiative positioned them not only as learners but as contributors to campus culture. This supports both their personal development and the long-term goal of preparing future-ready, resilient students entering higher education.

### Project Overview/ Summary

- P-TECH students participated in workshops introducing the Healthy Campus Charter and Framework
  - Students explored key wellbeing themes including mental health, healthy eating, belonging, and work-life balance
  - Working in groups, students reviewed the Charter and identified priority areas relevant to student life at NCI
  - Students designed a Healthy Campus Calendar, mapping practical wellbeing initiatives across the academic year
  - Initiatives included awareness campaigns, social connection activities, and supports aligned with academic pressure points (e.g. exam periods)
  - Students developed and delivered a formal PowerPoint presentation to stakeholders, demonstrating:
    - o Understanding of the Healthy Campus principles
    - o Alignment between their proposed initiatives and the Charter
    - o Awareness of student needs and challenges in higher education
  - The project emphasised active learning, co-creation, and student voice
  - Evaluation was conducted through observation of engagement, quality of outputs, and presentation delivery
- This initiative highlights the value of embedding wellbeing into early engagement programmes such as the P-TECH Level 6 programme. It demonstrates how students can meaningfully contribute to institutional strategies while developing skills that support their future academic and professional journeys.

### Key Learning Points

- Early exposure to wellbeing frameworks supports smoother transition to higher education
- Students respond favourably to collaborative project-based learning assessments harnessing multidisciplinary approaches with real world problems developing student’s knowledge and skills (Donnelly and Fitzmaurice, 2005).
- Involving students in co-creation of solutions- “where knowledge is constructed through learner activity and interaction” increases engagement and relevance (Biggs, 1999, p.3).
- The P-TECH model provides a valuable platform to embed wellbeing alongside academic and career development as the values underpinning P-TECH are: Valuing myself; Valuing others; Valuing challenge and Valuing our world”. This project incorporates all 4 Values.
- Aligning student work with national frameworks strengthens both learning outcomes and institutional strategy

Limerick Framework for Action	Whole Campus Approach	Type of Evaluation
Ethos	Campus Culture & Communications (Pillar 3)	Formative Evaluation
Act	Personal & Professional Development (Pillar 4)	Process Evaluation
Students	Health Focused Area (Pillar 5)	Outcome Evaluation

