



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

HEA Healthy Campus Evaluation Toolkit for higher education institutions in Ireland

Project Overview

Associate Professor Catherine Darker

Project Lead

HEA Conference 5th June 2024

Funder and Project Team

Funder:

Higher Education Authority (Caroline Mahon)



Project Team: *HEI Lead identified from each Project HEI



The University of Dublin



Catherine Darker (PI)
Martina Mullin*
David Loughrey
Kaye Stapleton
Susan Smith
Lena Doherty
Mary O'Neill
(e-learning technologist)

Michael Byrne*
Susan Calnan


Andrea Bickerdike*
Con Burns
Cian O'Neill

Catherine Woods*
Sarah Kennedy
Audrey Tierney
Catherine Norton
Eva Devaney


International Experts: Mark Dooris; Stephan van den Bourke; Vicki Squires

Policy Context

**Higher Education
Healthy Campus**
Charter and Framework
Ireland



SUPPORTING HEALTH AND WELLBEING




Rialtas na hÉireann
Government of Ireland

An Roinn Breisoidreachais agus Ardoidreachais,
Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science

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National Student Mental Health and Suicide Prevention Framework

2020




OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health:
Promoting Universities and Colleges / VII International Congress
Kelowna, British Columbia, Canada

HF Sláinte
Náisiúnta
& Forbairt

Building a
Better Health
Service

CSL
Connecting for Life

USI
Union of Students in Ireland
Students' Representative Body

tua IRISH
UNIVERSITIES
ASSOCIATION

thea
THE ASSOCIATION OF
TECHNICAL EDUCATION
AUTHORITIES

Overview of Project

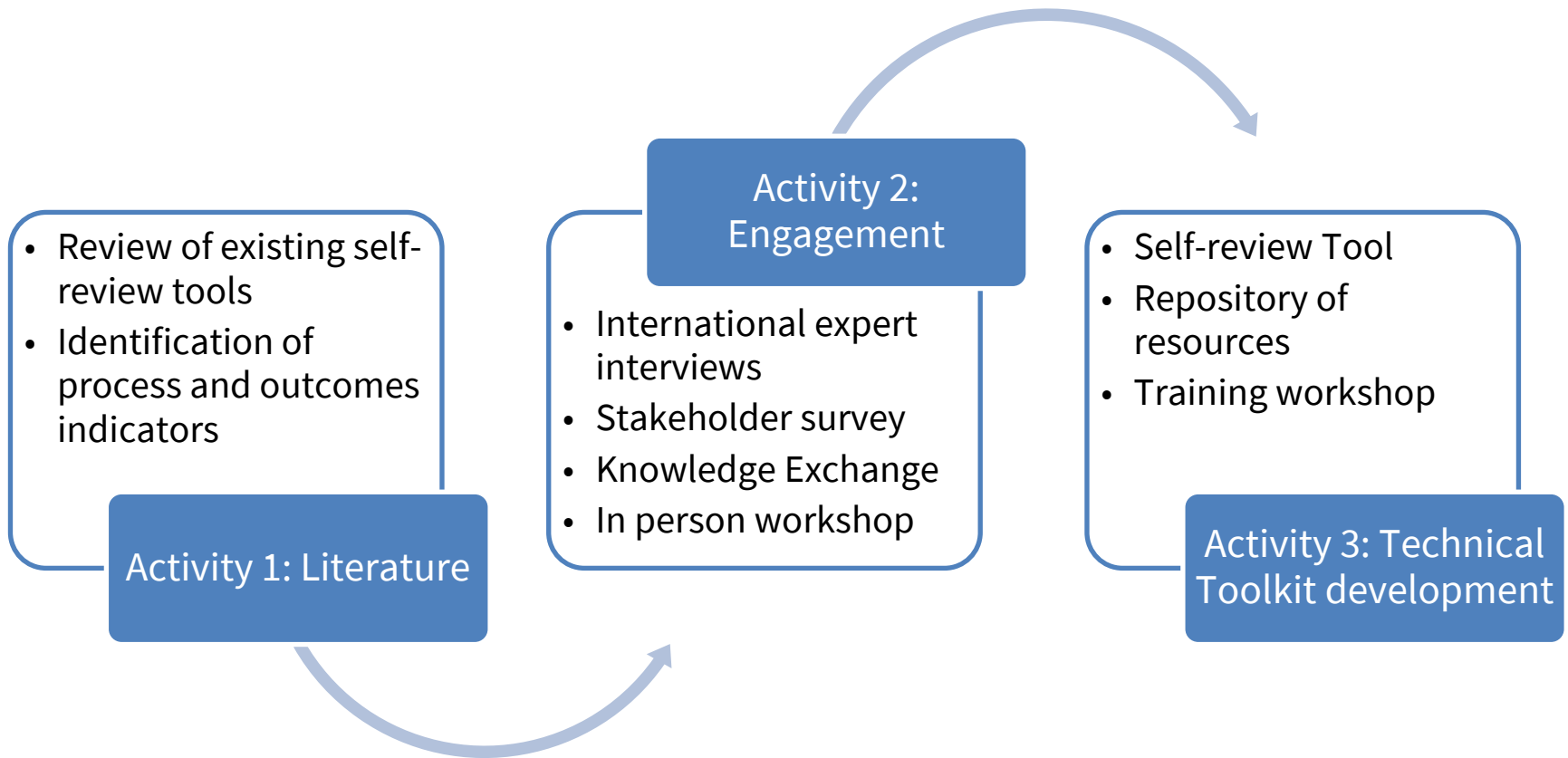
Development of an Evaluation (process and outcomes) Toolkit to support the implementation of the Healthy Campus Charter and Framework

Main Deliverable: Toolkit with self-review Tool, plus repository of resources

1. Enable institutions to self-review/ assess their work in relation to student and staff health and wellbeing, in the context of the Healthy Campus Charter and Framework.
1. A set of outcomes (process and impact) that allows institutions to assess the effectiveness of individual initiatives and the whole campus approach.
2. A set of resources to support institutions to implement, monitor and evaluate the Healthy Campus Charter and Framework. Examples include student and staff surveys, focus group facilitation material, template action plans etc.

Project Activities

6 Months



Activity 1 – Literature Review

Use of established team networks (e.g., Prof Mark Dooris)

Online meetings with international Tool developers

**Traditional searches - Medline, Embase and Google Scholar
(N=1579 studies double screened in Covidence)**

Activity 1 - Included international Toolkits

Resulted in identification of six relevant Toolkits:

1. UK Healthy University Network Self-Review Tool (England)
2. Healthy & Sustainable HE/PE Framework (Public Health Wales)
3. ASEAN Healthy University Rating System (across Asia)
4. FISU (USA)
5. University of British Columbia Activate Wellbeing Toolkit (Canada)
6. TWANZ (Tertiary Wellbeing Aotearoa, New Zealand)

Activity 1 - Analyses of identified Tools

Step 1: Identification of meta-Domains and Indicators

Abstracted Domains: 10 meta-domains, 28 sub-domains, and 56 items identified.

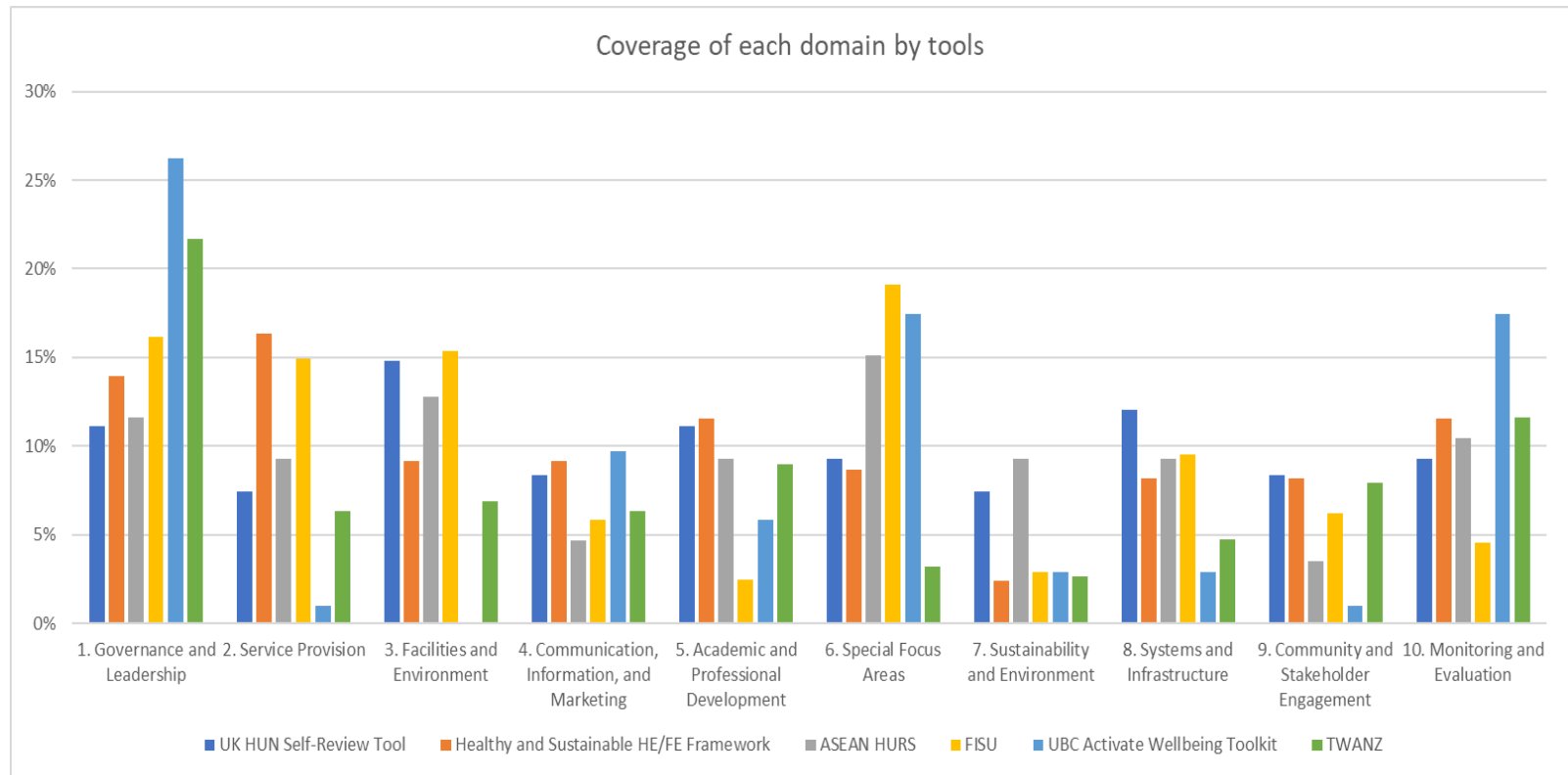
Mapping: Items in Tools matched and mapped to meta-items.

Mixed Focuses: Some Tools emphasise specific health topics; others take a holistic view.

= Number of occurrences in which an item matched a meta-item under each of the 10 meta-domains, across all six Tools.

Step 2: Mapped back onto relevant policies (e.g., Okanagan Charter, HEA Charter and HEA National Student Mental Health and Suicide Prevention Framework)

Coverage of each Domain by international Tools



Activity 2 - Engagement

Stakeholder survey (N=51)

- **Top three purposes of the Toolkit**
 - Act as a guide for implementing a Healthy Campus
 - Encourage best practices in promoting health and wellbeing
 - To identify areas for improvement and assist in action planning
- **Preferences of response**
 - Combination of multiple choice and open text (most preferred)
- **Repository resource preference**
 - Action plan templates (73%)
 - Sample questionnaires / instruments (66%)
 - A 'summary' how to guide (66%)
 - Case studies (63%)

Activity 2 - Engagement

Stakeholder survey

Informed indicators

Most important

Governance and leadership

Service provision

Communication, information and marketing

Special focus area

Monitoring and evaluation

Facilities and environment

Academic and professional development

Sustainability and environment

Systems and infrastructure

Least important

Community and stakeholder engagement



Activity 2 - Engagement

Knowledge Exchange Event (March 2024)

- **Reporting and Resources:**

- Importance of diverse resources: case studies, surveys, action plans, etc.
- Flexibility and adaptability crucial, especially for smaller institutions.
- Toolkit reporting should be informative yet not overly metricized.
- Regular networking and sharing post-toolkit implementation.

- **Domain and Indicators**

- Emphasis on governance and leadership involvement (dependant on institution stage of development)
- Balance in domains crucial for a holistic approach.
- Process and outcome indicators should align, with focus on tangible outcomes.
- Consideration for multi-campus HEIs

Activity 2 - Engagement

Knowledge Exchange Event (March 2024)

- **Implementation and Logistics:**
 - Stakeholders' roles in tool completion: Health campus lead, services, student unions, etc.
 - Data collation methods: participation rates, interviews, qualitative and quantitative data.
 - Tool completion frequency: annually, every 2-3 years, or ongoing as per healthcare services
- **Using the Toolkit for Support:**
 - Prioritising health in institutional objectives and strategies.
 - Obtaining buy-in from senior management through strategic alignment, potential to link to broad, national initiatives and services.
 - Utilising the toolkit for year-end reporting to HEA, separate from the toolkit itself.

Activity 3 - Building a prototype Toolkit

Technical details

Both the Self-Evaluation Tool and the Repository hosted via the HEA website (one centralized location, easy to access)

Downloadable “interactive pdf” to desktop/laptop using free version of Adobe, no user sign in, enhancing accessibility and user-friendliness.

“Save as you go” functionality

NB: Data = not uploaded to HEA (or elsewhere); data retained at local HEI level!

Activity 3 – Building a prototype Toolkit

In person feedback (May 2024)

- **67 Actionable items: General commentary, feedback on the repository and functionality of the Tool.**

Positive feedback

Great to see a standardised approach with flexibility

Ability to use the tool as a ‘touch point’ if your HEI does not have Healthy Campus development

A good opportunity to consult internally and reflect on processes

Opportunities to Improve

Integrate more ‘hover’ definitions and Framework examples

Guidance on creating a balanced Healthy Campus group.

Future evaluation of the tool is needed a year or two post launch

Activity 3 - Building a prototype Toolkit

What did you get from today's in person session?

56 responses



Landing Page

Navigation icons: Home, Previous, Next

DOWNLOAD Adobe Reader
IMPORTANT
Download the PDF - Do not view in a browser

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Self Evaluation Tool

Healthy Campus

About the Tool ▶ Tool Guidance ▶ Repository ▶ Enter the Tool ▶

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Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

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UCC
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland



Pillar Example



Pillar 1: Leadership, Strategy and Governance



Governance and Leadership

Research & Knowledge Transfer

1.1.1 1.1.2 1.1.3

1.1 Strategy Planning and Policy

1.1.1 How well are initiatives for enhancing overall health and well-being for students and staff incorporated into your HEI's Healthy Campus strategy, policies, and governance?

	Participation	Partnership	Evidence Based	Sustainability
MINIMAL INTEGRATION	Our institution is considering how to involve current and/or future staff and student health and well-being efforts into strategic planning or governance.	Our institution has set up at least one committee of partners and champions within our HEI who work within the institution and with partners to develop Healthy Campus efforts for students and staff.	Our institution has a limited presence of strategic planning, policies and governance structures addressing the health and well-being of staff and students in our campus. Healthy Campus actions to date are based on national policies, strategies and/or peer reviewed literature.	Our institution has considered setting specific Healthy Campus goals, policies, governance bodies, and implementing evaluation mechanisms to ensure ongoing improvement. We have written a commitment that our Healthy Campus approach is undergoing consideration and plans are short term in focus.
PARTIAL INTEGRATION	Our institution is in the early phases of involving staff and student health and well-being initiatives into our strategic planning, with a committee that includes some senior staff and champions working together to achieve more integration of Healthy Campus.	Our institution has diverse partnerships within and beyond our institution that deliver some Healthy Campus resources and services in collaboration with external health organisations and community partners.	Our institution has collected institution specific data relevant to staff and student well-being, but we have yet to implement and integrate in a whole system approach to a Healthy Campus.	Our institution has some Healthy Campus references included in our institution's strategic planning, policies, and governance but there is disconnectedness between policies and operational framework that prevent long term integration.
FULL INTEGRATION	Our institution has integrated health and well-being initiatives in our institution's strategic planning, governance, policies, and annual reporting, reflecting a whole-system approach in our institution.	Our institution regularly works with external health organisations and community partners to efficiently deliver Healthy Campus outputs at least once per annum.	Our institution hosts regular evaluations and adaptations based on community feedback, evaluation, and data-driven insights, ensuring the Healthy Campus initiative's effectiveness.	Our institution has an established Healthy Campus committee that is fully operational, with funding and resources supported by external stakeholders that aligns with our institution's operational framework, values, and mission.

Notes / Evidence of What They Have Done /ACTIONS

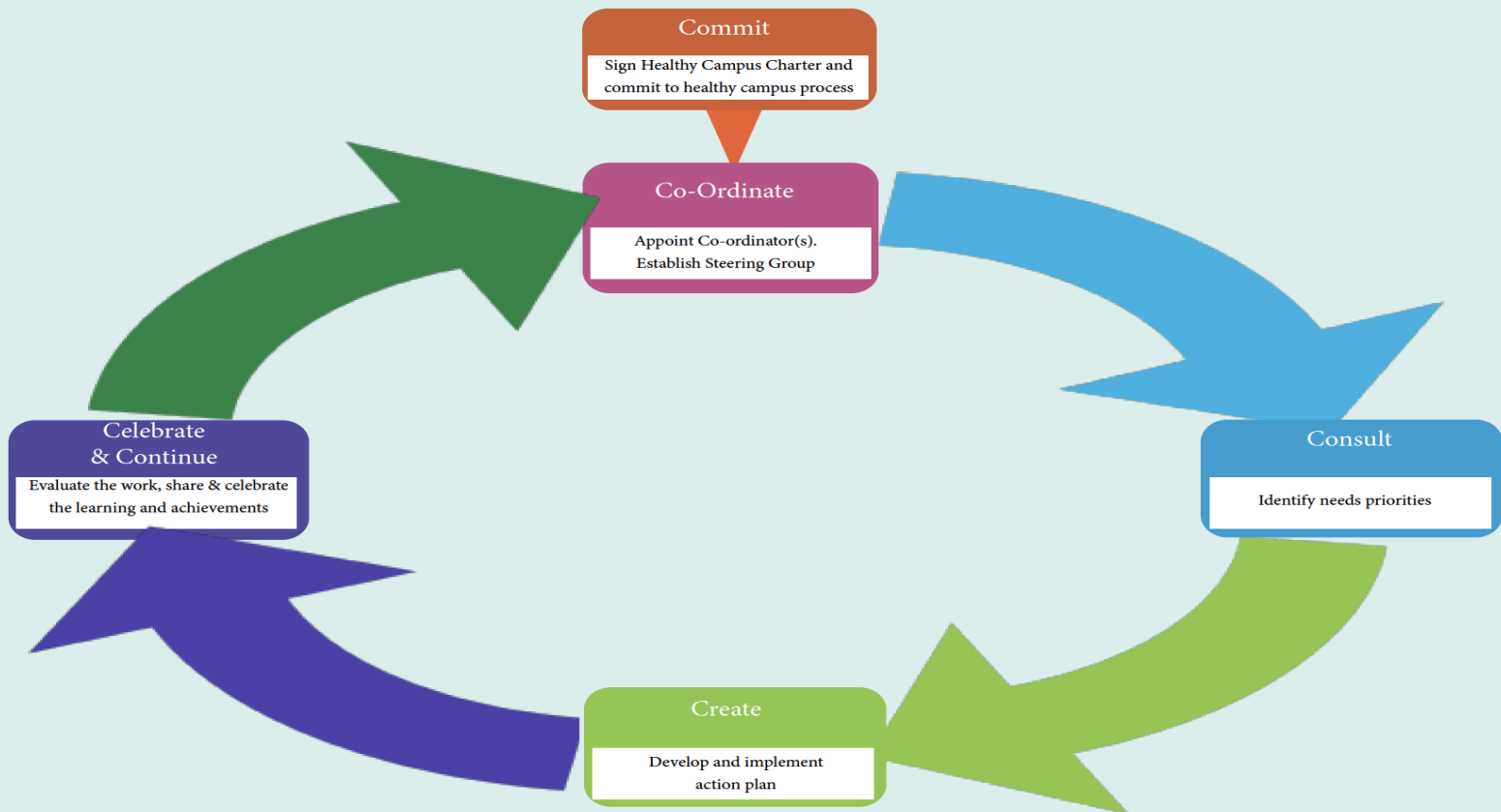
Evidence: For example, Signed copy of the HEA Charter, Strategic Plan, Business Plan, Annual Planning, Evidence of Workshops, Evidence of Commitment to a Healthy Campus Approach, Other



Repository



Repository Index



Repository Context

Key commitment: *“We will create a repository of resources from existing resources in use across the four applicant HEIs, alongside requesting example resources from across the Healthy Campus Network to be included in the repository”*

Dual, synergistic function:

1. Standalone resource (for inspiration)
2. As a resource linked in ‘real-time’* to specific sections of the Self-Evaluation Tool

**(i.e., complete a particular sub-domain >> score >> directed to relevant section of the repository in ‘real-time’)*



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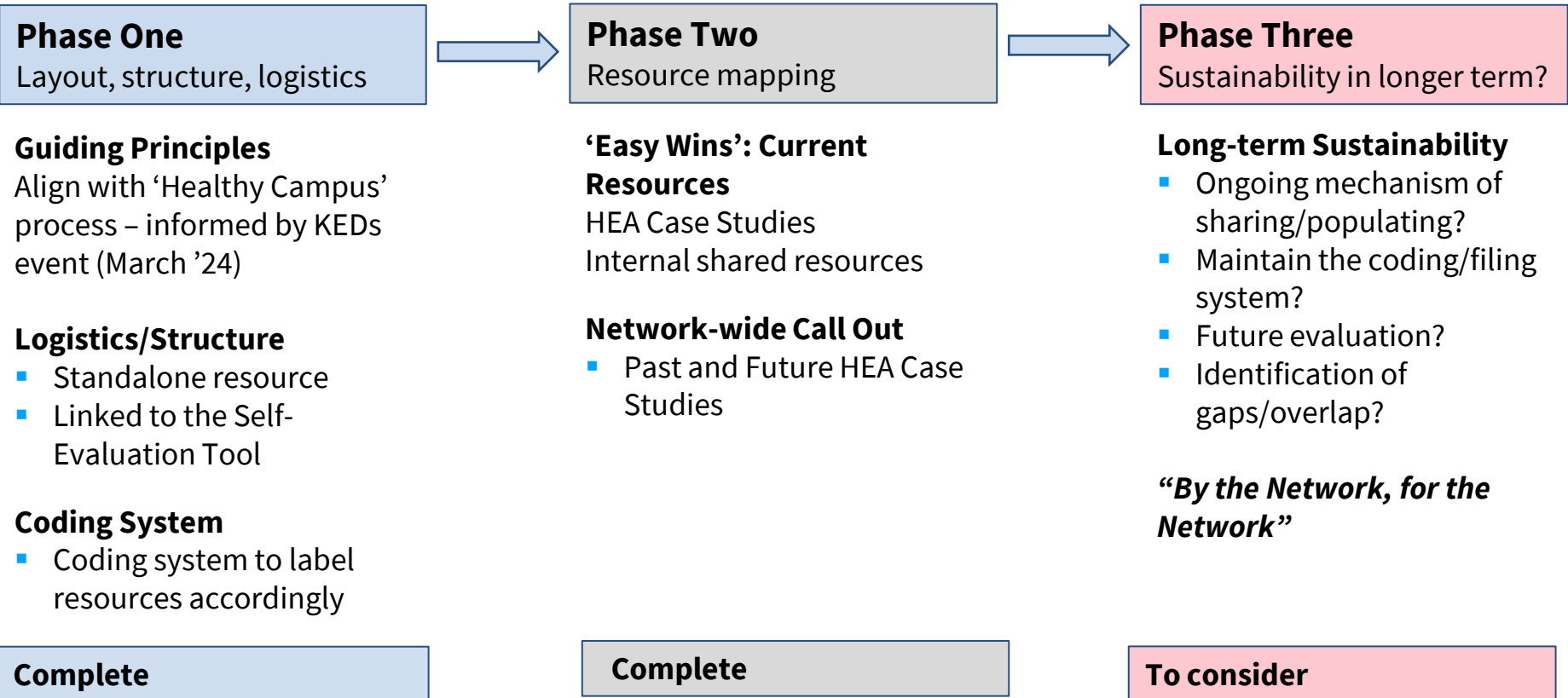
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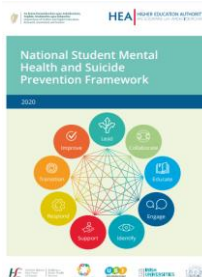
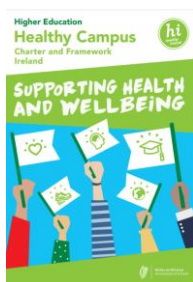
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Design and Development Approach

Aim: Devise a structure for a valid and sustainable repository



‘Whole Campus Approach’



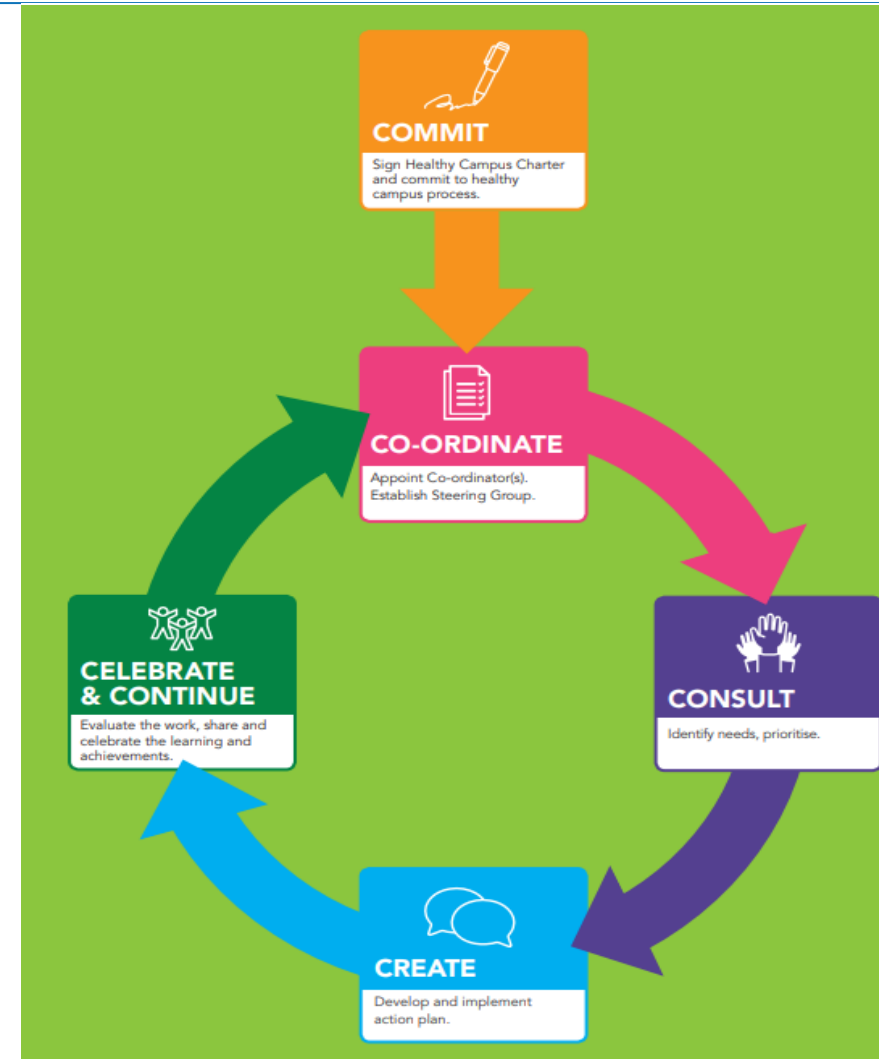
Section 1: Knowledge Exchange Hub

Thematic content:

1. Evaluation resources: the ‘what’ and the ‘how’
2. Specific case studies involving evaluations
3. Specific ‘knowledge exchange’ events

EXAMPLE:

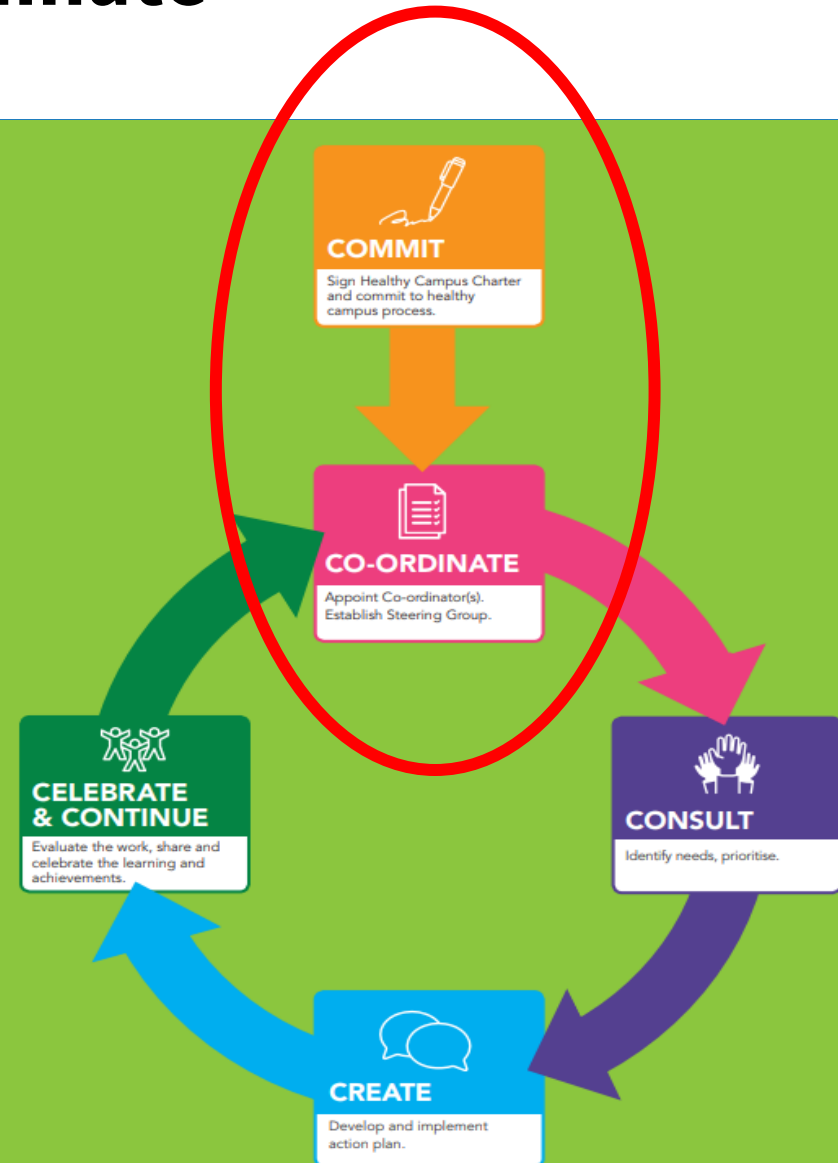
- **PG Cert H&W (MTU) – specific session on the ‘basics’ of evaluation**



Section 2: Commit/Co-Ordinate

Thematic content:

1. Sample Strategic Documents and Healthy Campus Operational Models
2. Senior Management Communications (Leadership, Strategy, Governance)
3. Sample Alignments: e.g., resources to support EDI



Section 3: Consult

Thematic content:

1. Aligned ‘Healthy Campus’ research activities (instruments, outputs, publications)
2. Communications: samples of good practice to foster engagement, strategic alignments, culture of belonging



Volume 38, Issue 4
August 2023

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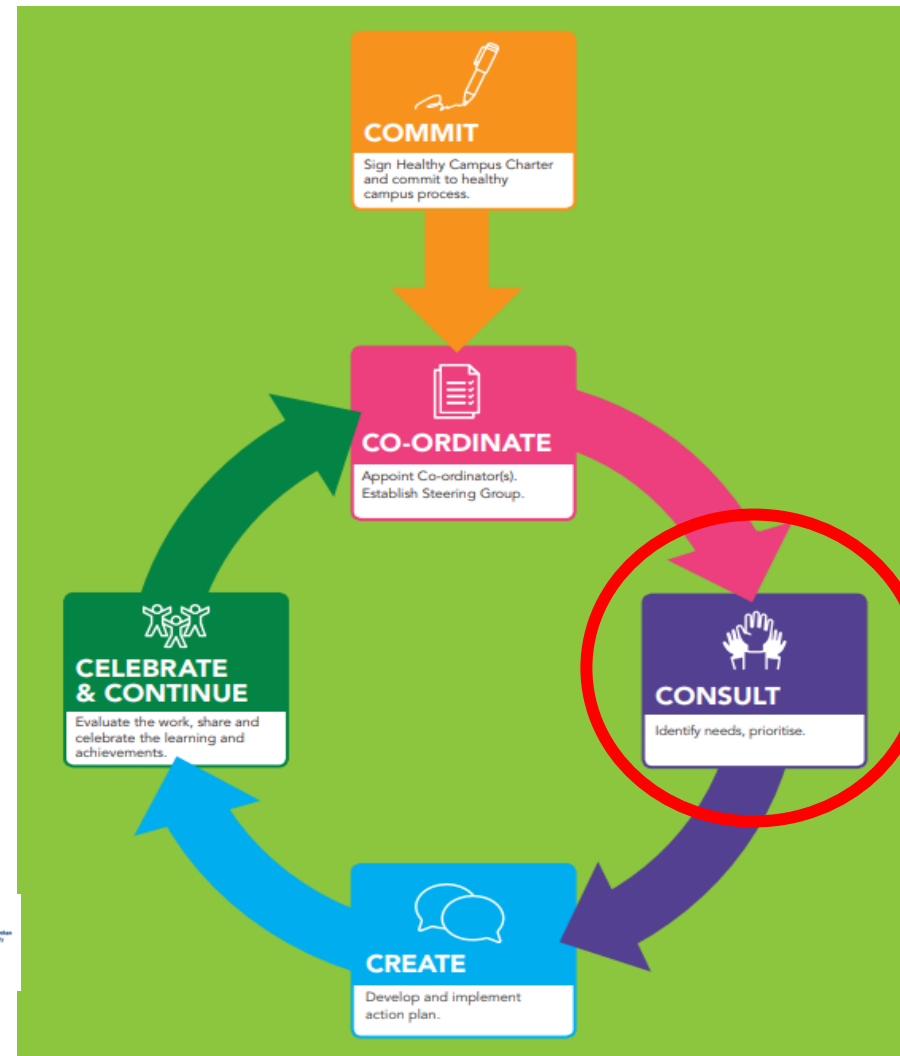
JOURNAL ARTICLE

Developing a health promoting university in Trinity College Dublin—overview and outline process evaluation [Get access](#)

Catherine D Darker , Martina Mullin, Louise Doyle, Michelle Tanner, David McGrath, Lena Doherty, Katrin Dreyer-Gibney, Emer M Barrett, Deirdre Flynn, Patricia Murphy, Jo-Hanna H Ivers, Eilish Burke, Michele Ryan, Mary McCarron, Paula Murphy, Orla Shells, David Hevey, Aisling Leen, Leah Keogh, Breda Walls, Annemarie E Bennett, Freja Petersen, Ann Nolan, Joe M Barry

Health Promotion International, Volume 38, Issue 4, August 2023, daab180,
<https://doi.org/10.1093/heapro/daab180>

Published: 05 November 2021



A Regional Gap Analysis to Inform the Implementation of the Irish Healthy Campus Framework

Calnan, S.¹, Bickerdike, A.², O'Neill, C.², Millar, S.¹, Muttucomaraoe, L.², Oliveira, V.¹ & Byrne, M.¹
¹ Trinity College Dublin, ² Munster Technological University, Ireland

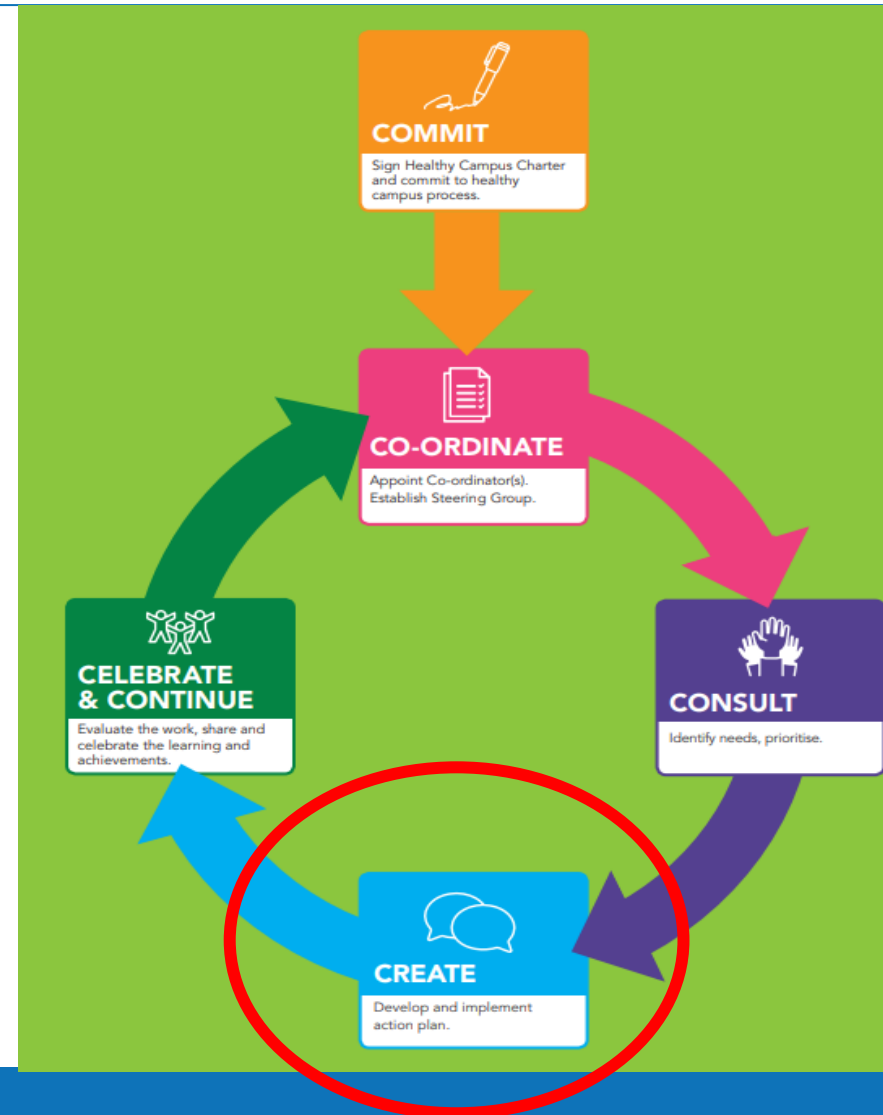


Section 4: Create

Thematic content: Samples of good practices, initiatives, interventions

– ‘Focus Areas’

1. Sustainability
2. Facilities and Services
3. Healthy, Sustainable and Ethical Campus Environments
4. Curriculum
5. Staff Development
6. Mental Health and Wellbeing
7. Positive Sexual Health and Consent
8. Physical Activity
9. Nutrition and Healthy Eating
10. Alcohol
11. Recreational Substance Use



Section 4: Create



Healthy Eating and Active Living Weeks – real-life health promotion projects for healthcare professional students

Name of institution and initiative lead	UCD, Healthy UCD - healthy campus initiative
Date and timeframe	Academic year 2022 – 2023 and ongoing
What was the reach?	Approx 50 students involved in delivering the initiative, upwards of 1,000 members of the UCD community interacted with the initiative
Aims and Objectives	<p>The main aims for this initiative are as follows:</p> <ul style="list-style-type: none"> Deliver a health and wellbeing project to raise awareness on healthy eating and physical activity in the UCD community Work towards improving the campus environment to better support healthy eating and physical activity Provide real-world experiential learning project for healthcare professional students in a healthy campus setting
Aligned frameworks, policies, or strategies	<p>Healthy Campus Charter and Framework: this initiative aligns with all four principles of the Framework</p> <p>Participation: actively involves students in health promotion on campus</p> <p>Partnership: collaboration between healthy campus initiative and health-related courses in UCD</p> <p>Evidence based: students conduct research to inform the activities they deliver</p> <p>Sustainability: this initiative has been built into the curriculum of two UCD courses, making it an annual project</p> <p>Healthy UCD Strategy 2022-2026: aligns particularly with Goal 2 - Health and wellbeing is embedded in the University for all members of the UCD Community</p> <p>UCD 'Rising to the Future' Strategy 2020-2024: aligns with Theme 3 - Building a healthy World.</p>
Project Collaborators	<p>Staff and students of MSc in Physiotherapy and Clinical Nutrition & Dietetics</p> <p>UCD Residences</p> <p>UCD Estates</p> <p>Variety of companies and organisations approached by the students for sponsorship including Limerick Rugby, UCD Cinema, UCD Sports & Fitness, Homebase & More</p>
Key Learning Points	<p>Healthy Campus initiatives are an excellent means to provide students with real-life experience of health promotion and public health education.</p> <p>Building such projects into core modules and assessing student learning is important to aid the sustainability of such initiatives – students have an incentive to put time and effort into the project.</p> <p>Taking on board student feedback is essential to adapt and improve the experience for future cohorts.</p>


Healthy Campus Process	Whole Campus Approach	Topic	Population Group
Create	Campus Environment (Activities & Services)	Healthy Eating / Food	Students
Celebrate & Continue	Personal & Professional Development	Physical Activity/Active Transport	Staff
		Wellbeing on the Curriculum	








REACT

Responding to Excessive Alcohol Consumption in Third-Level

REPORT







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Thank You

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