HEA | **HIGHER EDUCATION AUTHORITY**
AN tÚDARÁS um ARD-OIDEACHAS

Self-evaluation Tool

Healthy Campus

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

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Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

What is a Healthy Campus?

Health and wellbeing are influenced by various aspects of a person's life, including economic status, education, housing, and the physical environment. According to the Ottawa Charter (1986) health is 'created and lived by the people within the settings of their everyday lives; where people 'live, learn, work and play' (WHO, 1986).

The Higher Education Authority (HEA) is responsible for the progression of the Healthy Campus Charter and Framework across higher education institutions (HEIs) in Ireland and understands the role health and wellbeing plays in relation to broader objectives including staff and student success, progression, teaching and learning, research, reputation and more.

A Healthy Campus is defined in the HEA Healthy Campus Charter and Framework as one that '... adopts a holistic understanding of health, takes a whole campus approach and aspires to create a learning environment and organisational culture that enhances the health and wellbeing of its community and enables people to achieve their full potential.

The HEA Healthy Campus Charter and Framework is the overarching framework for health and wellbeing, the Self-evaluation Tool can also support your institution's work on the HEA National Student Mental Health and Suicide Prevention Framework as well as other HEA policies. Click here for further information about what is a Healthy Campus from the Higher Education Authority of Ireland.

A 'Healthy Campus' aligns with international policies such as the Okanagan Charter and national policies such as Healthy Ireland and UN Sustainable Development Goals to foster an ethos of care, compassion, and inclusion in Irish HEIs. Several national policies and strategies support the vision of a Healthy Campus in key areas such as physical activity, obesity, tobacco, sexual health, mental health, drugs, and alcohol. A Healthy Campus provides a framework for HEIs to address local needs and national health priorities using a comprehensive campus-wide approach.

Importantly, a Healthy Campus takes a whole campus approach and seeks to move beyond fragmented health promotion interventions to include the scope of the whole institution.

This includes a holistic approach to thematic activities and developing a strategic and cross-cutting health promoting campus environment.

What is the HEA Healthy Campus Self-evaluation Tool?

The HEA's Healthy Campus Self-evaluation Tool helps institutions in Ireland assess their performance in supporting and promoting health and wellbeing on campus.

The Tool supports your institution to implement stages of the Healthy Campus Process (page 4 of the Framework) including Stage 3 'Consult' (Mapping of Current Activity and Consultation) and Stage 4 'Create' (Action Planning). It aligns with the HEA Healthy Campus Charter and Framework's whole campus approach, which is made up of four Pillars as follows below, along with a fifth Pillar focused on important 'health focused areas':

- ▶ Pillar 1: Leadership, Strategy and Governance.
- ▶ Pillar 2: Campus Environment (Facilities and Services).
- ▶ Pillar 3: Campus Culture and Communications.
- ▶ Pillar 4: Personal and Professional Development.
- ▶ Pillar 5: Health Focused Areas.

The first four Pillars are essential for implementing the HEA's Healthy Campus Charter and Framework, while the fifth addresses specific health focused services and initiatives, such as mental health services and support for staff and students.

Each question within the tool is evaluated based on four principles of the HEA Framework:

- Participation - "Where students, staff and the wider campus community are actively engaged in deciding on and implementing health and wellbeing promotion activities".
- Partnership - "Where trans-disciplinary collaborations and cross-sector partnerships are fostered to create connections between health, learning and the campus structure".
- Evidence based - "Where formulation of policies and practices are guided by evidence, and where knowledge is created through action and research".
- Sustainability (Longevity) - "Where health and wellbeing of the campus community is infused in the everyday policies, teaching and learning, and research and innovation".

The HEA Healthy Campus Self-evaluation Tool is supported by a resource Repository to aid institutions on their journey to creating a healthier campus environment.

The Tool also takes into account important policies and frameworks that are relevant to HEIs, including the National Student Mental Health and Suicide Prevention Framework and others, for example, HEA's System Performance Framework 2023-2028, the Irish Human Rights and Equality Commission Act 2014, and the ESD to 2023: Second National Strategy on Education for Sustainable Development. Also included are references to the Ending Sexual Violence and Harassment in Higher Education Institutions 2022-2024 plan, and the National Access Plan 2022-2028.

Who developed the HEA Healthy Campus Self-evaluation Tool?

A team, led by Trinity College Dublin, and including University College Cork, Munster Technological University and University of Limerick were awarded funding from the HEA to develop a Healthy Campus Self-evaluation Toolkit.

What is the purpose of the HEA Healthy Campus Self-evaluation Tool?

Self-evaluation

The Tool enables institutions to evaluate their Healthy Campus approach comprehensively, identifying internal strengths and areas for improvement in whole campus health and wellbeing initiatives.

Identifying Gaps and Opportunities

The self-evaluation process enables institutions to identify gaps, barriers, and enhancement opportunities in health promotion efforts. Internal benchmarking prioritises resource allocation to advance health and wellbeing goals.

Monitoring Progress

Internal benchmarking using the Self-evaluation Tool helps institutions track progress towards health promotion goals. Regular assessment against benchmarks allows for trend identification, success celebration, and necessary adjustments to stay on track.

Promoting Accountability and Transparency

Internal benchmarking promotes accountability and transparency within institutions by structuring performance evaluation and outcome reporting in health promotion. This cultivates a culture of accountability and supports ongoing health and wellbeing efforts for staff and students.

Informing Decision-Making

The Self-evaluation Tool informs decision-making on health promotion, resource allocation, and strategic planning. Data-driven insights into current strategies enable informed decisions about future priorities and investments in health promotion initiatives.

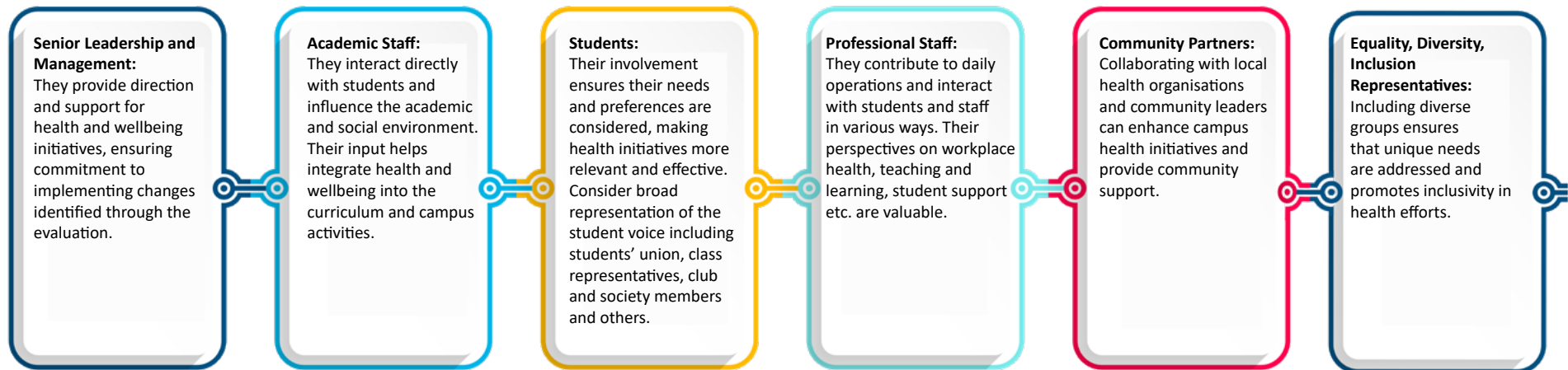# Guidance on completing the HEA Health Campus Self-evaluation Tool

The HEA Healthy Campus Self-evaluation Tool is designed to assess various aspects of an institution's environment, policies, and practices related to supporting and promoting health and wellbeing amongst its students and staff.

How should our HEI start its self-evaluation?

The Self-evaluation Tool allows flexibility in starting points. You can progress sequentially through Core Pillars and then Pillar 5, or begin with Pillar 5 if your focus is on specific health issues or behaviours (e.g., the promotion of positive sexual health practices). The decision as to where you start and stop your engagement with the Self-evaluation Tool is yours to make.

Who should be involved in completing the Tool?

Completing the Self-evaluation Tool requires input from various stakeholders to ensure a comprehensive assessment. If your institution has a Healthy Campus Steering Committee, they can take an active role in this process. If not, consider involving the following key stakeholders:

Senior Leadership and Management: They provide direction and support for health and wellbeing initiatives, ensuring commitment to implementing changes identified through the evaluation.

Academic Staff: They interact directly with students and influence the academic and social environment. Their input helps integrate health and wellbeing into the curriculum and campus activities.

Students: Their involvement ensures their needs and preferences are considered, making health initiatives more relevant and effective. Consider broad representation of the student voice including students' union, class representatives, club and society members and others.

Professional Staff: They contribute to daily operations and interact with students and staff in various ways. Their perspectives on workplace health, teaching and learning, student support etc. are valuable.

Community Partners: Collaborating with local health organisations and community leaders can enhance campus health initiatives and provide community support.

Equality, Diversity, Inclusion Representatives: Including diverse groups ensures that unique needs are addressed and promotes inclusivity in health efforts.
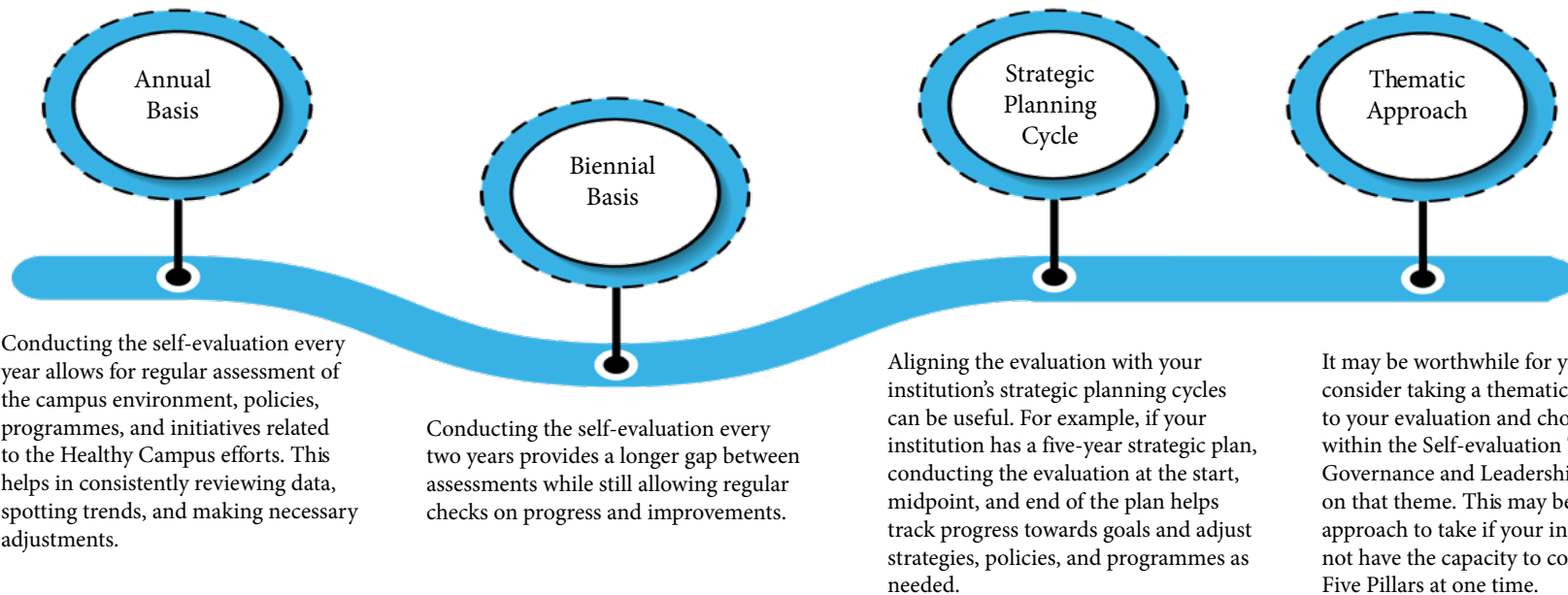
Involving these stakeholders ensures a well-rounded and inclusive approach to the self-evaluation. Their diverse perspectives help identify strengths, areas for improvement, and priorities for promoting health and wellbeing across the institution.

To gather stakeholder input, consider holding a workshop-style meeting to discuss sections of the Tool. One person from the institution can then be responsible for entering the scores into the Self-evaluation Tool.

How often should the HEA Health Campus Self-evaluation Tool be completed?

The frequency of completing the HEA Healthy Campus Self-evaluation Tool depends on factors like the size of your institution and the resources available. However, it's generally recommended to do these self-evaluations regularly to monitor progress, identify areas for improvement, and ensure the campus remains aligned with health and wellbeing goals.

Consider these options for how often to conduct the self-evaluation:

Annual Basis

Biennial Basis

Strategic Planning Cycle

Thematic Approach

Conducting the self-evaluation every year allows for regular assessment of the campus environment, policies, programmes, and initiatives related to the Healthy Campus efforts. This helps in consistently reviewing data, spotting trends, and making necessary adjustments.

Conducting the self-evaluation every two years provides a longer gap between assessments while still allowing regular checks on progress and improvements.

Aligning the evaluation with your institution's strategic planning cycles can be useful. For example, if your institution has a five-year strategic plan, conducting the evaluation at the start, midpoint, and end of the plan helps track progress towards goals and adjust strategies, policies, and programmes as needed.

It may be worthwhile for you to consider taking a thematic approach to your evaluation and choose a theme within the Self-evaluation Tool (e.g., Governance and Leadership) and work on that theme. This may be a helpful approach to take if your institution does not have the capacity to complete all Five Pillars at one time.

Ultimately, choose the frequency that works

What 'evidence' is needed to support the choice of scores?

It is important that every institution is as honest as possible as you complete the self-evaluation. We encourage you to provide examples of evidence that supports the choices that you are making in terms of the degree of progression under each of the Pillars.

'Evidence' in this context may include for example: signed copy of the HEA Healthy Campus Charter, an item in the institution's Strategic Plan, a minute from a meeting, a link to a website, a policy document, an official social media announcement, a Business Plan/Case, an organisational chart, a report on activity, programme event/workshop/activity, published results of an evaluation of a programme/initiative/service, photos, video, links to social media posts, Eventbrite links.

How does the scoring system in the HEA Healthy Campus Self-evaluation Tool work?

There are four levels of progression in each sub-section of the Tool. The scores represent the degree to which that activity has progressed with your institution at that point in time.

Scoring is as follows:
    None = 0
    Minimal = 1
    Partial = 2
    Full = 3

The score that your institution receives in each section of the Tool will link you to relevant parts of the Repository.

Your institution will also get a 'Summary' of your self-evaluation and a Certificate of Completion. The score represents the percentage of implementation achieved by your institution for each Pillar of a Healthy Campus.

What technology do I need to be able to use the Tool?

The Self-evaluation Tool works as a 'modifiable PDF'. You will need to download Adobe Reader to be able to use the Tool. When you have downloaded Adobe Reader, you should then download the Self-evaluation Tool to your computer. Do not view it in a browser.

It's important to click "Save" as you go, NEVER "Save As" because the Tool will lose it's functionality. When you download it initially you can rename it to your computer.

The Repository contains a collection of PDFs, Word documents, and hyperlinks.

From 'Summary' to Action

Based upon the self-evaluation of the progress of your institution regarding its Healthy Campus activities, you will be guided to relevant sections of the Repository of resources. These resources are designed to help you set priorities and plan for further action and implementation.

HEA Healthy Campus Self-evaluation Tool

Healthy Campus

Pillar 1   Pillar 2   Pillar 3   Pillar 4   Pillar 5

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Governance and Leadership

1.1 Strategy Planning and Policy

1.1.1 How well is Healthy Campus (i.e., student and staff health and wellbeing) incorporated into your institution's strategy, policies, and governance?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We are considering how to involve current and/or future staff and student opinions on their health and wellbeing into strategic planning or governance.	We have set up at least one internal committee of partners and champions who work within the institution to develop Healthy Campus efforts for students and staff.	We have limited data or informative research laid out on strategic planning, policies and governance structures addressing the health and wellbeing of staff and students.	We have considered setting specific Healthy Campus goals related to our policies and governance bodies. We are looking into evaluation methods to ensure ongoing improvement to prioritise the longevity of a whole campus approach.
PARTIAL	We are in the early phases of rolling out staff and student health and wellbeing initiatives in our strategic planning, working together to explore integration of Healthy Campus.	We work with internal partners and coordinate with health organisations and community partners to provide Healthy Campus resources and services to improve staff and student wellbeing.	We have collected institution specific data on staff and student wellbeing across multiple domains but we have yet to integrate it as part of a whole system approach to a Healthy Campus.	We include Healthy Campus references in our strategic planning, policies, and governance, but there's a gap between policies, operations, and evaluation methods that hinders long-term integration.
FULL	We have established a cross-institution Healthy Campus Committee involving staff, students and the wider campus community that report to our institution's strategic planning mechanisms, reflecting a whole campus approach.	We collaborate internally and continually work with external health organisations and community partners to support Healthy Campus Committee and efficiently deliver Healthy Campus outputs, aligned with our institution's policy strategy.	We use community feedback and data-driven insights, to continuously evaluate and adapt our Healthy Campus initiatives, guided by national policies, strategies, and/or peer-reviewed literature.	We have integrated health and wellbeing into our planning, policies, and governance, supported by a well-resourced Healthy Campus committee overseeing the entire campus.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Signed copy of the HEA Charter, HEA's System Performance Framework 2023-2028, Implementation of Section 42 of the Irish Human Rights and Equality Act 2014, Implementation of the ESD to 2030: Second National Strategy on Education for Sustainable Development, Implementation of the Ending Sexual Violence and Harassment in Higher Education Institutions 2022-2024, Implementation of the National Access Plan 2022-2028, Strategic Plan, Business Plan, Annual Planning, Evidence of Workshops, Evidence of Commitment to a Healthy Campus Approach, Other

Governance and Leadership

1.1 Strategy Planning and Policy

1.1.2 What is the level of management commitment and 'buy in' within your institution to Healthy Campus?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We involve staff and students in decisions about health and wellbeing resources. Our President/Provost committed to appointing a Healthy Campus Coordinator but has not yet allocated time and resources.	We collaborate internally and are looking for the best way to link with local health organisations or community groups to leverage resources and expertise for Healthy Campus initiatives.	We have a management structure that recognises discussions around Healthy Campus activities, and these are based on limited evidence or personal opinions rather than scientific research or data analysis.	We recognise the need for sustained commitment from our management for health promoting activities but there is no dedicated funding or infrastructure for the longevity of Healthy Campus.
PARTIAL	We gather input from students and staff on Healthy Campus initiatives. Our President/Provost has appointed a dedicated Healthy Campus coordinator with time and funding. Management actively seeks and incorporates feedback into policy decisions.	We have internal partnerships reflecting a degree of management 'buy-in' and have some external collaboration aimed at securing additional resources to promote Healthy Campus activities.	We have a commitment to Healthy Campus, with some resources allocated and policies beginning to reflect this approach. We have begun to incorporate some evidence-based practices into Healthy Campus activities.	We have established Healthy Campus activities but have sporadic evaluation procedures. We are developing a plan for securing sustained Healthy Campus resources that will support strategies and incorporate healthy policies, for a whole campus approach.
FULL	We have a robust and inclusive model for securing and distributing Healthy Campus resources, incorporating feedback from staff, students, and the community. Management is committed to a Healthy Campus, with a dedicated coordinator and allocated resources.	We have internal and external partnerships that are well developed, reflecting strong and wide-ranging support for Healthy Campus from both senior management and other stakeholders.	We fully integrated evidence-based practices in allocating resources for a Healthy Campus. Our decisions are guided by robust internal research, ensuring data-driven processes that consistently evaluate our initiative's impact.	We integrate Healthy Campus activities with clear strategies and goals, measure impact yearly, and have a sustainable plan with a set budget. The plan is regularly reviewed for resource allocation and areas needing action.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Signed copy of the HEA Charter and Framework, Development of KPIs relating to the implementation of 'Institutional Leadership and Culture' from the HEA's System Performance Framework 2023-2028, Minutes of Meeting, Stakeholder Map, Organisational/Function Chart, Budget Plan, Accounts, Other

Pillar 1: Leadership, Strategy and Governance

Governance and Leadership

1.1 Strategy Planning and Policy

1.1.3 How does your institution include environmental sustainability in its plans, policies, and governance for a Healthy Campus?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We recognise the need to involve campus stakeholders in developing environmental sustainability considerations in Healthy Campus strategic planning, policies, and governance, but have limited engagement opportunities.	We have some internal partnerships and are seeking to collaborate with external partnerships to support environmental sustainability related to Healthy Campus.	We often make sustainability planning and policy decisions for Healthy Campus without drawing on evidence, which means our initiatives may lack robust data or research backing.	We have made minimal mention of environmental sustainability within our Healthy Campus related planning, policies and governance with no reference to a long-term plan.
PARTIAL	We engage as needed with students and staff about environmental sustainability and Healthy Campus during strategic planning and have some formal recognition and integration of practices by our management.	We have strong internal partnerships and have started collaborating with external sustainability organisations, government agencies, and community stakeholders on specific Healthy Campus initiatives.	We have occasional references to research studies or reports in Healthy Campus strategic planning documents related to sustainability initiatives.	We are making progress in incorporating environmental sustainability principles and considerations into Healthy Campus related strategic planning, policies, and governance.
FULL	We are committed to promoting participation in our governance, linking environmental sustainability to Healthy Campus efforts through regular consultations and diverse group representation.	We have strong trans-disciplinary and cross-sector partnerships, to address environmental sustainability for Healthy Campus. These collaborations are evident in our decision-making and integration strategies.	We have a robust evidence-based approach to incorporating environmental sustainability considerations within our Healthy Campus strategic planning, policies, and governance.	We have developed a long-term, measurable action plan to incorporate environmental sustainability within policy, practice and governance for our Healthy Campus.

Pillar 1: Leadership, Strategy and Governance

Governance and Leadership

1.1 Strategy Planning and Policy

1.1.4 How does your institution include equality, diversity, and inclusivity (EDI) in its plans, policies, and governance for a Healthy Campus?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We recognise the need to involve campus community stakeholders in the development of EDI considerations relating to Healthy Campus strategic planning, policies and governance.	We consider EDI internally and have no formal partnerships established with external organisations or community stakeholders to address EDI considerations to meet a Healthy Campus approach.	We have limited integration of a systematic use of evidence or research to inform decisions related to EDI considerations relating to Healthy Campus.	We recognise EDI as a pillar of Healthy Campus principles but there are no ongoing efforts to integrate these aspects into everyday campus operations.
PARTIAL	We have consulted our students and staff periodically about EDI aspects relating to a Healthy Campus during the development of strategic planning policies.	We have internal collaborations alongside occasional external partnerships with local NGOs or government agencies on specific EDI projects relating to strategic planning, policies and governance relevant to Healthy Campus.	We have occasional references to research studies and have begun to build internal evidence to include in reports for strategic planning documents related to EDI initiatives.	We have made efforts to incorporate EDI principles into strategic planning, policies, and governance structures. We have embedded these considerations across Healthy Campus operations to promote a sustained commitment.
FULL	We have active governance structure, policies and practices that reflect commitment to promoting meaningful participation and engagement, thereby ensuring that EDI is fostered and embedded within Healthy Campus.	We have strong internal and external partnerships to address EDI issues for Healthy Campus. These collaborations are clear in our decision-making and integration strategies.	We have a comprehensive and ongoing adaptation of evidence-based EDI aspects in our strategic planning, policies and governance (click don't hover) through continual internal research and assessment contributing to a Healthy Campus.	We have a long-term action plan to include EDI in our Healthy Campus, guiding strategic and operational planning with external partners and the community.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Sustainability Plan, Implementation of Section 42 of the Irish Human Rights and Equality Act 2014, Equity, Diversity and Inclusivity Policies, Development of KPIs on 'Equality, Diversity, Inclusion and Belonging' as a part of the implementation of the HEA's Systems Performance Framework 2023-2028, Implementation of the National Access Plan 2022-2028, Policy Document, Item in HEI's Strategic Plan, Other

Pillar 1: Leadership, Strategy and Governance

Governance and Leadership

1.2 Research and Knowledge Transfer

1.2.1 What research is being conducted in your institution related to fostering a Healthy Campus?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have limited opportunities for staff and students to engage with and contribute research ideas related to Healthy Campus as it is limited to certain disciplines or departments.	We have developed some internal, transdisciplinary research partnerships relating to Healthy Campus but have made little progress engaging with external stakeholders.	We have limited capacity to engage in research that promotes Healthy Campus initiatives. We lack resources to generate evidence to progress knowledge exchange.	We promote Healthy Campus research in select schools/departments to incentivise participation in Healthy Campus. There is no policy incentive to create a lasting commitment across campus.
PARTIAL	We host occasional forums where staff and students can contribute ideas and participate in topic specific research that supports a Healthy Campus and contributes to health and wellbeing initiatives in our institution.	We have matured internal partnerships and have begun to engage with external organisations to support transdisciplinary research that promotes Healthy Campus initiatives.	We have begun our own research and are developing a Healthy Campus evidence database for data-driven practices. However, we lack a systematic approach to campus-wide health and wellbeing research.	We aim to expand research that promotes health and wellbeing initiatives across all Healthy Campus operations. We evaluate related research projects to assess their sustainability and identify areas of advancement.
FULL	We have funding for health and wellbeing research. We promote a culture of training, knowledge exchange, dissemination, and participation in Healthy Campus initiatives within our institution.	We build internal and external partnerships to promote Healthy Campus research, enhance funding, and facilitate networking and knowledge exchange, making our research available to the wider community.	We conduct and support evidence-based Healthy Campus research, focusing on data-driven decisions. We are committed to ongoing research and programme evaluation and share our findings through knowledge exchange.	We support sustainable Healthy Campus research across all areas with partnerships for long-term funding, incentives, stakeholder engagement, and information sharing.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Report on activity, Published Results of an Evaluation of a Programme/Initiative/Service, Survey/Questionnaire/Methodology, Other

Pillar 2: Campus Environment: Facilities and Services

Note to preface this section for users: a comprehensive 'Healthy Campus' approach to health and wellbeing should include a dual focus on both students and staff. It often requires a cross-sector approach, collaborating with external partners.

Facilities and Environmental Sustainability

2.1 Campus Infrastructure

2.1.1 How does your institution promote and maintain the physical environment and campus facilities as a part of its health and wellbeing practices?

Notes/Evidence of what your institution has done which justifies this score

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We facilitate limited engagement from staff and students regarding how our physical campus environment and facilities support health and wellbeing for the whole campus.	We work internally to promote and maintain our physical and campus facilities. There is limited collaboration or engagement across campus with external stakeholders.	We recognise the importance of evidence-based research in maintaining and improving campus facilities. We also support specific maintenance projects through basic discussions and ad-hoc measures.	We recognise the need for long-term planning and investment in campus facilities and accessibility, but we lack a long-term plan for future Healthy Campus needs.
PARTIAL	We host occasional opportunities to foster engagement with staff and students to discuss how the campus environment and facilities could support health and wellbeing.	We are partnering with local stakeholders to implement sustainability initiatives and host activities to promote sustainable practices across campus operations.	We conduct needs assessments, informing facility design, programming, and policies. Our aim is to create a Healthy Campus, integrating holistic health into the physical environment and facilities.	We have initiatives to improve campus facilities, using pilot assessments to determine demand, usage patterns, and rollout strategies for new or refurbished health and wellbeing facilities.
FULL	We have regular consultations with staff and students to incorporate feedback into the maintenance and upgrade of physical and campus facilities, including plans and funding for any new or refurbished built environments.	We actively collaborate across the institution and with a range of external stakeholders to ensure that campus facilities are accessible and tailored to meet staff, student, and wider community needs.	We actively develop, promote, and maintain campus facilities using evidence-based practices. We continuously monitor and evaluate their impact on health and wellbeing.	We have a long-term, funded plan to promote campus facilities, supporting regular interactions between staff, students, and the community.

Actions

For example, ESD to 2030 Second National Strategy for Sustainable Development, Development of KPIs relating to the implementation of 'Climate and Sustainable Development' within the HEA's System Performance Framework 2023-2028, Sustainability Plan, Programme Workshop, Event, Activity, Photos, Video, Physical Activity and Sport Plan, Other

Pillar 2: Campus Environment: Facilities and Services

Facilities and Environmental Sustainability

2.1 Campus Infrastructure

2.1.2 How does your institution promote and maintain recreational and social facilities as part of your institution's health and wellbeing practices?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We facilitate limited engagement from staff and students on how to promote and maintain recreational and social facilities related to health and wellbeing practices.	We work internally to promote and maintain our recreational and social facilities. There is limited collaboration or engagement across campus with external stakeholders.	We engage in active discussions, deploy ad-hoc measures, and integrate findings into capital projects to promote and maintain recreational and social facilities.	We recognise the importance of planning and investment measures with consideration to long-term sustainability and accessibility of built recreational and social facilities.
PARTIAL	We host occasional engagement opportunities for staff and students to discuss service uptake and satisfaction with recreational and social facilities.	We have secure internal partnerships and have some written collaborative programmes with external stakeholders to enhance recreational and social amenities for our Healthy Campus, promoting health and wellbeing.	We support student and staff wellbeing through research and needs assessments that guide facility design, refurbishment, programmes, and policies, fostering a holistic Healthy Campus.	We have implemented initiatives to promote and maintain recreational and social facilities through pilot programmes and partnership with external and community partnerships for promotion and maintenance of our Healthy Campus.
FULL	We have regular opportunities for staff and student participation and incorporate feedback into the maintenance and promotion of recreational and social facilities on campus.	We actively collaborate across the institution and with a range of external partners to ensure that facilities are accessible and tailored to meet the needs of staff and students.	We develop, promote, and maintain recreational and social facilities using evidence-based practices. We continuously monitor and evaluate their impact on health outcomes.	We have a fully implemented and long-term, inter-agency plan to promote recreational and social facilities into a whole campus approach that supports regular recreation and facilitate social interactions.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, ESD to 2030: Second National Strategy for Sustainable Development, Development of KPIs relating to the implementation of 'Climate and Sustainable Development' within the HEA's System Performance Framework 2023-2028, Sustainability Plan, Programme Workshop, Event, Activity, Photos, Video, Physical Activity and Sport Plan, Other

Facilities and Environmental Sustainability

2.1 Campus Infrastructure

2.1.3 How does your institution integrate sustainability practices into its buildings and campus operations (e.g., transportation, energy use, waste management, green and blue space)?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We recognise the importance of incorporating sustainability practices into our building and campus operations but there are limited opportunities for engagement with and contributions of staff and students.	We have limited cross-institution and externally focused partnerships for the execution, deployment, and realisation of sustainability practices within the Healthy Campus initiative.	We recognise the importance of an evidence-based approach but have yet to put in place systems to ensure that evidence routinely guides sustainability practice.	We have some sustainability initiatives in place but efforts are isolated with no long-term whole campus sustainability plan.
PARTIAL	We occasionally use staff and student feedback to inform campus sustainability practices. Despite efforts to gather input, participation is limited to the internal campus community.	We have established strong internal partnerships and begun to forge partnerships externally to facilitate collaboration and innovation in addressing sustainability challenges.	We are developing concrete measures for assessing and integrating sustainability practices into services and campus operations, but this is not a fully integrated approach.	We have begun to put in place environmental sustainability practices. This may be in a pilot phase to assess needs to provide continuous practices.
FULL	We encourage staff and student participation in sustainability decisions and practices, regularly seeking and incorporating feedback into Healthy Campus plans and initiatives.	We have coordinated and meaningful engagement between internal and external stakeholders, resulting in a whole systems approach to developing and implementing sustainability practices on campus.	We use evidence-based sustainability practices, and data-driven decisions in all Healthy Campus operations. Audits guide our planning, implementation, and evaluation, ensuring efficient use of resources and funding.	We have successfully integrated sustainability practices reducing the carbon and ecological footprint of buildings and campus systems.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Development of KPIs relating to the implementation of 'Climate and Sustainable Development' within the HEA's System Performance Framework 2023-2028, Sustainability Plan, Implementation of the ESD to 2030: Second National Strategy on Education for Sustainable Development, Business Plan/Case, Link to a Website, Information in the Dining Halls/Spaces, Transportation, Energy, and Waste Management Policies, Other

Pillar 2: Campus Environment: Facilities and Services

Facilities and Environmental Sustainability

2.1 Campus Infrastructure

2.1.4 What does your institution do to ensure that the food and water it provides are healthy, environmentally friendly, and ethically sourced?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We value input from students, staff, and our community preferences and concerns occasionally inform decision-making processes for enhanced campus wellbeing.	We have limited collaboration with external partners to promote healthy, sustainable, and ethically sourced food and water accessibility. Our efforts are at the local or departmental level.	We recognise the importance of evidence-based research to promote healthy, sustainable, and ethically sourced food and water, but there is limited internal evidence to support practices in our institution.	We consider the need to offer healthy, sustainable, and ethically sourced food and water practices in policy development, but there are minimal campus wide efforts to implement a long-term strategy.
PARTIAL	We have an established advisory group focused on healthy and sustainable food initiatives, which enables students and staff to participate in shaping campus dining options and policies.	We partner with external groups to provide fresh, local produce and sustainable water, promoting educational events on sustainable food practices. This fosters awareness and responsible consumption in our Healthy Campus community.	We use agreed measures to assess and improve the sustainability of healthy, ethically sourced food and water. Some research and limited internal data guide our practices, but there's no standard procedure yet.	We provide free drinking stations, affordable healthy menus, and nutrition counselling to support a sustainable campus food environment.
FULL	We have a comprehensive engagement strategy to integrate the views of students, staff, and other stakeholders in decision-making processes related to healthy, sustainable, and ethically sourced food and water accessibility.	We have established internal policies and local/regional partnerships to develop joint initiatives aimed at promoting local food options, and we have embedded processes to reduce food waste.	We ensure healthy, sustainable, and ethically sourced food and water initiatives are implemented, using the latest research and consistent data collection. Regular audits and evaluations assess our practices.	We have rolled out healthy and environmentally sustainable food and beverage offerings that use diverse, locally sourced options. We aimed to reduce waste and foster nutrition literacy. Our approaches are fully funded and explicitly align with relevant policies.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, ESD to 2030: Second National Strategy for Sustainable Development, Development of KPIs relating to the implementation of 'Climate and Sustainable Development' within the HEA's System Performance Framework 2023-2028, Sustainability Plan, Sustainability Plan, Policy Document, Nutrition and Food Services Plan, List of Products, Other

Pillar 2: Campus Environment: Facilities and Services

Facilities and Environmental Sustainability

2.2 Accessibility, Inclusivity, Support and Services

2.2.1 How does your institution provide equitable, diverse, and inclusive facilities and opportunities for all groups?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have limited opportunities for campus community feedback for staff and students in relation to equality, diversity, and inclusion initiatives on campus.	We primarily work with internal partnerships but recognise the importance of collaboration with external organisations that support equal, diverse, and inclusive opportunities for all staff and students.	We base decisions around equal, diverse, and inclusive facilities and opportunities on campus on ad-hoc initiatives. These are not informed by policy or formal evidence.	We promote efforts to provide facilities and opportunities for diverse groups lack long-term planning and commitment in our policies and practices.
PARTIAL	We engage diverse groups across campus and the local community to continually provide feedback and guidance on developing and integrating facilities and programmes accessible to all staff and students.	We have secure interdisciplinary relationships working to integrate EDI opportunities across campus. We have some involvement with external stakeholders to fully expand our campus to support the needs of diverse groups.	We are developing concrete measures for assessing the experiences of our community. We conduct needs assessments to measure the preferences of diverse groups regarding supportive facilities and opportunities available on campus.	We are executing plans to integrate EDI principles into our Healthy Campus approach, fostering inclusivity, equality, and reducing disparities through deployment, realisation, and ongoing integration initiatives.
FULL	We have involved a variety of internal and external groups in planning, designing, and evaluating facilities and opportunities. This ensures that safe and inclusive perspectives are integrated into decision-making and funding processes.	We create strong internal and external partnerships to design inclusive facilities, promoting a Healthy Campus with safe, accessible, and diverse opportunities for staff and students.	We use evidence and data to tailor facilities and opportunities to the needs of diverse groups. Continuous monitoring ensures our programmes are responsive and effective.	We have created inclusive facilities and diverse opportunities in our Healthy Campus plans with sustainable funding. Regular audits ensure relevance, and integration into long-term policies guarantees sustained impact and adaptation.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Implementation of the Irish Human Rights and Equality Commission Act 2014, development of KPI's related to 'Equality, Diversity, Inclusion and Belonging' as outlined in the HEA's System Performance Framework 2023-2028, implementation of the National Access Plan 2022-2028, Official Document, Policy Document, Link to a Website, Survey/Questionnaire/Methodology, Budget Allocation for Specialised Services, Other

Collective Responsibility and Culture

Health Communication and Information

3.1 Collective Responsibility and Culture

3.1.1 How does your institution's practices and culture create a sense of belonging, respect, and safety for staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have limited opportunities for staff and students to actively participate in decision-making processes around campus culture.	We have limited collaboration with external organisations or community groups on campus to promote a respectful and safe culture. There is occasional engagement with internal perspectives on inclusive topics.	We make efforts to understand staff and student perceptions of belonging, respect, and safety, using literature to inform best practices for campus culture instead of systematic data collection.	We implement temporary initiatives relating to staff and student belonging, safety and respect with little consideration for long-term support, and resources for these efforts are limited.
PARTIAL	We host regular forums where staff and student perspectives on campus culture are discussed. We are developing dedicated committees or working groups for promoting collective respect and safety on campus.	We are starting to form partnerships with external organisations to enhance campus culture and safety. Regular collaboration with stakeholders is prioritised to ensure a supportive and inclusive campus atmosphere.	We conduct occasional surveys or assessments to understand staff and students' personal observations of campus culture and safety, but there is no systematic method of collecting or analysing data.	We make some efforts to ensure the longevity of some initiatives to promote staff and student belonging, connectedness, respect, safety, and holistic wellbeing. We are establishing strategies for ongoing support and resource allocation.
FULL	We have a cohesive and transparent strategy to involve staff and student participation in fostering an inclusive campus culture that values diversity, safety and that acknowledges individual experiences.	We have robust partnerships with a variety of external organisations and community groups to actively inform our practices to create a sense of belonging, respect, and safety for staff and students in our campus culture.	We regularly survey and assess staff and student perceptions to foster an inclusive and safe campus. Continuous feedback mechanisms monitor the effectiveness of these initiatives, enhancing our community's sense of belonging and wellbeing.	We have built a sustainable approach or set of practices to foster belonging, safety, and wellbeing for staff and students. We have dedicated resources and ongoing coordination of initiatives that are effectively implemented and maintained for the long haul.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Organisational Chart, Report on Activity, EDI strategy, Implementation of the Irish Human Rights and Equality Commission Act 2014, Implementation of the Ending Sexual Violence and Harassment in Higher Education Institutions 2022-2024, implementation of the ESD to 2030 Second National Strategy for Sustainable Development

Collective Responsibility and Culture

Health Communication and Information

3.1 Collective Responsibility and Culture

3.1.2 To what extent does your institution support collective responsibility for promoting active participation and engagement in a Healthy Campus?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We recognise the importance of collective responsibility in promoting Healthy Campus initiatives, but opportunities for cross-campus engagement are limited and just beginning.	We have limited engagement with external organisations or community groups to promote collective responsibility and develop our Healthy Campus.	We make limited use of evidence to encourage collective responsibility for Healthy Campus initiatives. Opportunities are suggested with minimal consideration of evidence or data.	We recognise the need for sustainable opportunities to promote collective responsibility. We are in the process of developing support to sustain initiatives for collective action within our campus.
PARTIAL	We encourage staff and student participation (click don't hover) and engagement in Healthy Campus initiatives and health promoting behaviours. We are creating opportunities for collaboration between campus departments and students, such as working groups.	We are part of a network with some collaboration with external stakeholders for support, resources, and knowledge focused on developing a Healthy Campus through collective responsibility.	We utilise evidence-based strategies such as systematic reviews to inform the development of programmes to promote the collective action as part of our Healthy Campus.	We have Healthy Campus collective responsibility activities, but these are not integrated into our framework. We advocate for dedicated funding and opportunities to support staff and students in health promoting activities.
FULL	We have a robust system in place to foster participation utilising marketing strategies in Healthy Campus initiatives. We guide student assessments to encourage 'good citizenship' and extensive collaboration on health promoting projects.	We have established partnerships with a variety of external stakeholders such as local health departments and community health organisations to support collective responsibility, engagement and participation in Healthy Campus initiatives.	We inform our practices by a robust understanding of research findings and evaluation data. There are established mechanisms to monitor and evaluate the impact of collective responsibility initiatives.	We have fully integrated collective responsibility into our Healthy Campus framework and ensured its long-term sustainability through robust evaluation systems in place to foster ongoing staff and student engagement, training opportunities and support.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, ESD to 2030 Second National Strategy for Sustainable Development, Organisational Chart, Report on Activity, Other

Collective Responsibility and Culture

Health Communication and Information

3.2 Health Communication and Information

3.2.1 What are the typical channels and strategies for health and wellbeing-related communications within your institution?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We promote health communications by relying on one-way channels such as flyers or digital posters, without campus engagement.	We have health and wellbeing-related communications primarily communicated through our institution, with little collaboration with external organisations.	We make limited use of evidence or research to inform decisions related to health and wellbeing related communications.	We recognise the need to develop a strategic plan for health and wellbeing related communications to assess institutional commitment and investment.
PARTIAL	We have expanded our range of channels to communicate important health information across campus. We are developing mechanisms where staff and students actively contribute ideas, experiences, and feedback on health-related initiatives on campus.	We sometimes collaborate with external organisations to communicate health and wellbeing related information / initiatives, but such collaborations and partnerships are limited or ad-hoc.	We occasionally reference research studies or reports in our health and wellbeing related communications. We implement surveys to measure changes in knowledge, attitudes, and behaviours related to health communications across campus.	We have health and wellbeing related communication strategies that are not fully integrated, but we have at least one communication campaign annually with a 'Healthy Campus' focus. We are advocating for funding to support more developed initiatives.
FULL	Our health communication strategies actively involve and are co-created by students, staff and other stakeholders through working groups and various channels such as social media, print, newsletters, and workshops.	We actively collaborate with healthcare providers, statutory agencies, and community organisations to develop and implement health communication campaigns across our campus and wider community.	We have a clear communication plan based on evidence and we regularly check to see if our campus community is getting supportive information about health and wellness.	We have well-funded health and wellbeing communication strategies embedded in our operations. These are monitored and evaluated for improvement and long-term effectiveness.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Communication Plan, Official Social Media Announcement, Links to Social Media Posts, News, Other

Pillar 4: Personal and Professional Development

4.1 Curriculum Development

4.1.1 What opportunities exist to facilitate the integration of health and wellbeing, both directly and indirectly, into the curriculum?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have limited inclusion of health and wellbeing in our curriculum with minimal outreach to our campus community about opportunities to engage with health topics in academic programmes or educational sessions.	We explore integrating health and wellbeing into curricula through isolated discussions about health topics and themes, but we lack a collaborative framework.	We base our health and wellbeing initiatives on a current consensus in our campus community of relevant topics to include in our curriculum with no reference to evidence-based research.	We have short-term initiatives based on available resources without longer-term planning. Staff are provided with only limited resources on how to integrate health and wellbeing topics into their curricula.
PARTIAL	We embed a health promoting curriculum directly and indirectly across all faculties with input from staff and students, offering opportunities for personal and social health development through specific courses or modules.	We are looking to formally establish partnerships with external organisations or community stakeholders to ensure that health and wellbeing themes are integrated into initiatives in our institution.	We have begun efforts to include reference to clear evidence-based guidelines when outlining topics to be included in our academic programmes, courses or modules.	We have allocated a small budget and rely on goodwill from staff to integrate health and wellbeing topics into academic programmes. We have provided some resources to train staff.
FULL	We fully integrated health and wellbeing into the curriculum with innovative pedagogical practices across all faculties. Staff and students co-create curricula addressing health topics of local and national importance to support wellbeing within teaching and learning. (click link do not hover)	We have formal partnerships with external stakeholders which reflect an interdisciplinary approach to fully embedding health and wellbeing into our core curriculum and extracurricular academic programmes.	We integrate evidence-based health and wellbeing topics into our Healthy Campus programmes. Our staff engage in and publish research on these courses, enriching our curriculum and enhancing wellbeing.	We provide centralised resources and a support system for staff to integrate health and wellbeing into the curriculum, including mandatory training. We secure local, national, and international research funding.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Implementation of the ESD to 2030: Second National Strategy on Education for Sustainable Development, Programmes, Modules, Link to a Website, Academic Curriculum, Other

Pillar 4: Personal and Professional Development

4.1 Curriculum Development

4.1.2 How is health literacy supported amongst staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We recognise the important of health literacy among our staff and students but have sporadic events or communications on all aspects related to health and wellbeing, such as lifestyle factors.	We have minimal communication with external organisations. We usually form internal communication efforts on an ad-hoc basis to address campus needs in terms of health literacy.	We have basic health literacy awareness but lack structured programmes. Occasional workshops or resources are available but not systematically evaluated.	We address health literacy through occasional workshops and informational materials, but there is no structured, ongoing programme to support it systematically.
PARTIAL	We provide forums online and on campus for staff and students to access resources and discuss health literacy. Our advanced initiatives are integrated into operations and curriculum, engaging a diverse community.	We have some developing partnerships with external stakeholders to ensure our resources and policies around health literacy are appropriately developed.	We have structured programmes and initiatives based on guidelines that are emerging to support health literacy. Feedback mechanisms are in place for evaluation, guiding improvements.	We are developing structured health literacy support with regular workshops. Informational resources are available, and some health literacy is integrated into the curriculum or training.
FULL	We use staff and student feedback to create educational modules and programmes that promote health literacy and wellbeing in our Healthy Campus community.	We partner with various external stakeholders to regularly develop resources, training, and opportunities supporting health literacy across all disciplines and topics on campus.	We collaborate with experts to tailor our curriculum and resources while following robust evaluation processes to continuously refine interventions for impact.	We endorse health literacy through continuous evaluation that ensures the programme's long-term effectiveness and durability.

Actions

For example, Programmes, Workshops related to Health Education, Official Social Media Announcement, Links to Social Media Posts, Mental and Social Health Prevention Plan, Implementation of the ESD to 2030: Second National Strategy on Education for Sustainable Development, Other

Pillar 4: Personal and Professional Development

4.2 Staff Development

4.2.1 How does your institution support overall wellbeing, including professional development, to promote a Healthy Campus environment?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We support staff in developing Healthy Campus skills and professional growth through self-directed learning initiatives, despite limited formal training opportunities.	We have support staff's personal and professional development internally, with limited partnerships with other organisations to develop support for staff in promoting Healthy Campus initiatives, wellbeing, and professional growth.	We rely on staff to design their own personal and professional development opportunities with minimal consideration of the literature or evidence-based methods.	We have limited resources to offer opportunities for wellbeing or professional development in health promoting activities in our HEI.
PARTIAL	We prioritise staff wellbeing by offering training to integrate health education into their personal and professional lives. We provide ongoing support and occasional sessions to nurture their holistic growth and development.	We are seeking formal partnerships with organisations that offer more developed support systems to promote staff's professional and personal development, fostering their whole wellbeing and growth beyond their academic roles.	We offer workshops to support a whole person approach to Healthy Campus including professional training opportunities and wellbeing, but there is a potential to strengthen these initiatives with greater evidence-based strategies.	We provide resources to support wellbeing and professional development in health promoting activities including training, networking opportunities, online tools, and additional resources to promote a Healthy Campus.
FULL	We support staff's wellbeing and professional growth through training, mentoring, and networking, and allowing time for development opportunities to enhance their overall wellbeing and career advancement.	We have firm local and national partnerships that we consistently and frequently utilise to inform our staff's professional and personal development in our institution.	We have robust data capture systems in place to evaluate staff enrolment and completion of health and wellbeing programmes, plus professional development courses. We continuously use this data to refine and amend our programmes.	We provide extensive health promotion activities and training for staff at all levels, aimed at supporting both their professional development and overall wellbeing. Our integrated tools are designed to enhance continuous growth and maintain a healthy work-life balance.

Pillar 5: Health Focused Areas

5.1 Health Services Provision

5.1.1 How effectively are health and wellbeing services provided for both staff and students, and with whom do these services collaborate?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have little collaboration with external health service providers. Students and staff have minimal input on choosing health and wellbeing services. There is limited communication about these services.	We have limited engagement with external partners, reflecting an early stage in developing health and wellbeing services.	We use basic data collection processes focused on health and wellbeing service uptake and initial impacts, with some performance criteria being established for services.	We have limited resources to provide health and wellbeing services. Referral and confidentiality procedures are in place, but access is limited, and community awareness is variable.
PARTIAL	We encourage campus community engagement to shape health and wellbeing services. Strategic development to oversee services is underway but not yet complete.	We are beginning to collaborate with external partners to expand health services and provide comprehensive support.	We have developed data collection methods, including research to inform policy, establish areas of health and wellbeing concerns and support systematic data collection on health services/support impacts.	We have a working model for maintaining current health and wellbeing services with good coordination for better referrals and early access. However, we have limited resources to expand services or meet growing demands.
FULL	We have taken a whole campus approach by involving staff and students in establishing a strategy and in implementing it to improve health and wellbeing services.	Our strategic partnerships with external organisations drive innovative health and wellbeing services, setting benchmarks for comprehensive support.	We use various data collection and assessment methods, regularly reviewing performance and impact against strategic objectives to ensure continuous improvement and evidence generation.	Our integrated health and wellbeing service model, supported by collaboration with various disciplines, departments, and external organisations, includes measures for future sustainability and adapting to increasing demand.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Report on Health Services, Report on Activity, Published Results of an Evaluation of a Programme/Initiative/Service, Mental and Social Health Prevention Plan, Other

5.2 Mental Health

5.2.1 What strategies and initiatives are in place within your institution that fosters positive mental health and wellbeing (including mental health promotion) for both staff and students?

Notes/Evidence of what your institution has done which justifies this score

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have minimal involvement in fostering a supportive mental health environment for staff and students. Our mental health initiatives lack comprehensive strategies, broad engagement, and coordination.	We have limited partnerships with external organisations and community resources to support students and staff with their mental health.	We have developed our initiatives and strategy with some reference to national policies and guidelines.	We have limited mental health resources available and the campus community may not be fully aware of these services. Additional support is provided on an ad-hoc basis.
PARTIAL	We set up working groups representing the whole campus to ensure inclusive mental health initiatives and information sessions for staff and students. We have begun to include mental health advice in our curricula.	We have formed partnerships with some external organisations to ensure sufficient supports and information are available for staff and students and to help advise on our policies relating to mental health.	We have strategies and initiatives that follow national guidelines. We are committed to expanding our efforts and finding new evidence-based ways to improve mental health support for staff and students.	We have a financial model that offers some support for mental health information dissemination, services for students and staff, resilience training within the curriculum, and coordination with mental health initiatives.
FULL	We have a campus-wide approach with policies and strategies for addressing mental health issues for students and staff, including integration into the curriculum to promote a positive mental health environment.	We partner with community and statutory organisations to guide our strategies, initiatives and curricula. These partnerships help us develop resources and practices for mental health and wellbeing.	We have informed our policies, services and information dissemination through current research. We have communication and feedback systems based on sector-specific research covering campus-wide, student, and staff mental health and wellbeing.	We created and funded a central system to manage campus-wide mental health resources, including curriculum integration. We have diverse financial resources to ensure the future sustainability of mental health services for staff and students.

Actions

For example, Implementation of the National Student Mental Health and Suicide Prevention Framework, A Mental and Social Health Prevention Plan, Programmes Focusing on Mental Health, Other

Pillar 5: Health Focused Areas

5.2 Sexual Health and Positive Relationships

5.2.2 What strategies and initiatives does your institution use to promote sexual health and positive relationships for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We provide limited general sexual health advice and services. Our positive relationship information for students and staff lacks consideration for community diversity.	We have minimal engagement with external partners for enhancing sexual health and positive relationships services. Service and information provision is mainly limited to internal resources.	Our early-stage sexual health and positive relationship services provide basic support and information. Our awareness campaigns lack emphasis on evidence-based interventions.	We are discussing strategies to promote sexual health and positive relationships. No specific initiatives are in place yet, but future options are being considered.
PARTIAL	We have formed working groups representing our staff and students. We are including diverse perspectives in our strategy and considering adding sexual health and positive relationships to our curricula.	We have partnerships to enhance service provision and information dissemination, indicating significant advancement in sexual health and positive relationship support with reference to national programmes.	We have developed our strategies and educational initiatives on national guidelines and frameworks. (click don't hover) We are committed to seeking new evidence-based strategies to enhance sexual health and positive relationship support for staff and students.	We have begun implementing initiatives to foster sexual health and positive relationships, such as workshops and seminars, using limited resources. We plan to further integrate these into our campus culture and curricula.
FULL	We consider our community's diverse needs in all services and information sessions, regularly consulting with staff and students to improve sexual health services.	We have strategic partnerships to ensure comprehensive care and information for our staff and students. We are fully integrated with local sexual health services, with established referral pathways.	We use an evidence-based strategy to promote sexual health and positive relationships through services and information. Our approach is continuously refined by assessment tools, community feedback, and the latest research.	We have mature strategies to promote sexual health and positive relationships, efforts are supported by dedicated staff and resources, ensuring their future sustainability and impact on our campus community.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Sexual Health Programmes, Workshops, Implementation of an aspect of the National Sexual Health Strategy, Implementation of the Framework for Consent in Higher Education Institutes in Ireland, Implementation of the Ending Sexual Violence and Harassment in Higher Education Institutions 2022-2024, Other

5.2 Alcohol Use

5.2.3 What strategies and initiatives are implemented within your institution to address alcohol use for both staff and students?

Notes/Evidence of what your institution has done which justifies this score

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We are in the early stages of strategy development. Community involvement in alcohol use initiatives, such as awareness campaigns, policy feedback, or educational sessions, is infrequent.	We have limited external partnerships with organisations in alcohol use. We have a firm commitment not to partner (click don't hover) with organisations from the alcohol industry when developing or delivering health-promoting campaigns and material.	We support general awareness initiatives and policies, but they lack a strong evidence base and are not systematically evaluated. Evidence-based approaches are rarely emphasised in our educational materials or interventions.	We have introduced basic policies targeting alcohol use with limited integration or long-term sustainability strategies. Awareness campaigns might be sporadic, and resources allocated for support services may be limited.
PARTIAL	We consult students and staff to create initiatives on alcohol use. Our educational programmes can be integrated into the curriculum to ensure broad accessibility and uptake.	We have begun to develop partnerships with organisations from the statutory HSE sector and/or NGO/voluntary sector to help inform our approach to developing our services and information campaigns.	We are developing initiatives like educational awareness campaigns and brief interventions. There is room for improvement in incorporating more robust evidence-based practices.	We offer counselling and referrals to external rehabilitation facilities, but policy enforcement is inconsistent due to limited resources and fluctuating funding.
FULL	We have alcohol policies for staff and students that include education, workshops, and support services. We participate in national/regional campaigns and regularly consult with staff and students to improve these policies.	We have formal partnerships with various organisations to provide interdisciplinary referrals, treatment, recovery, and information services for alcohol-related harms and addictions for students and staff.	We base our policies, curriculum integration and programmes on national policy (click don't hover) and frameworks to reduce harm and encourage healthy choices. Our institution prioritises feedback channels to meet current needs.	We have comprehensive policies, educational sessions, and interventions from prevention to rehabilitation, enforced and monitored with a dedicated budget for future sustainability.

Actions

For example, Risk and Behaviour Prevention Plan, Policies on Alcohol Use, Implementation of an aspect of the National policy on Reducing Harm and Supporting Recovery, Implementation of the REACT Programme, Other

5.2 Tobacco Use and Vaping

5.2.4 What strategies and initiatives are implemented within your institution to address tobacco use and vaping for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We are in the early stages of developing policies, awareness campaigns, community feedback, and educational opportunities. We engage staff and students by providing basic information on tobacco and vaping.	We avoid partnerships with tobacco or vaping industries for health campaigns. We collaborate internally and externally to prevent tobacco and vaping, maintaining our commitment to a tobacco/vape-free campus.	We recognise the need for evidence-based strategies to address tobacco and vaping. Limited resources hinder our ability to systematically implement and evaluate these practices.	We have limited integration of interventions or long-term strategies for tobacco use and vaping. Awareness campaigns are sporadic and lack consistent reinforcement, and our support services have limited resources.
PARTIAL	We consult and involve staff and students in the creation of policies or strategies in the areas of tobacco use and vaping. We have begun integrating educational programmes on prevention, harm reduction and initiatives for our community.	We have begun to develop partnerships with organisations from the statutory HSE sector and/or NGO/voluntary sector to help inform our approach to developing our services and information campaigns.	We are enhancing our policies with evidence-based approaches, like awareness campaigns and brief interventions. We aim to improve accessibility and uptake, prioritising research-backed practices for community-wide wellbeing.	We have prevention, harm reduction, and support policies, along with educational opportunities. However, services like smoking cessation programmes and clinical referrals are inconsistent due to limited resources and funding.
FULL	We participate in national campaigns and regularly consult with staff and students to improve tobacco and vaping policies. We offer diverse educational programmes, including in our curricula, and support services.	We have formal partnerships with various organisations to provide interdisciplinary referral, treatment, and recovery services for tobacco and vaping-related harms and addictions for students and staff.	Our institution's policies and programmes are evidence-based, prioritising prevention, harm reduction, and healthy choices. We offer clear communication and feedback channels to address current needs, aligning with sector-specific frameworks on tobacco, (click don't hover) vaping, and related issues.	We have policies (click don't hover) addressing community needs for comprehensive support, including rehabilitation. Our dedicated budget ensures future sustainability, covering staff, training, smoking cessation services, educational opportunities, and external partnerships.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Risk Behaviour Prevention Plan, implementation of 'Tobacco Free Campus' Policy, Implementation of an aspect of 'Tobacco Free Ireland' policy, other Policies on Tobacco Use and Vaping, Other

5.2 Illicit Drug Use

5.2.5 What strategies and initiatives are implemented within your institution to address illicit drug use for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We offer basic information on illicit drug use during orientation. Our policies and interventions are new, with limited staff and student participation in awareness campaigns, policy feedback, or educational sessions.	We have few partnerships in illicit drug use prevention, collaborating internally. We are seeking external agency partnerships to enhance our efforts.	We have introduced basic policies, but they have limited reference to current evidence. Evidence-based approaches are not emphasised in our educational materials or campaigns.	Our initiatives targeting illicit drug use are poorly integrated into our services and long-term strategies. Awareness campaigns are sporadic, and support service resources are limited.
PARTIAL	We consult our students and staff in creating drug policies and have begun forming working groups that are representative of our community to inform our services and educational programmes.	We have begun to develop more formal partnerships with organisations from the statutory HSE sector and/or NGO/voluntary sector to help inform our approach to developing our services and information campaigns.	We are refining our policies and interventions, focusing on awareness and prevention. We need to integrate stronger evidence-based practices and ensure wider accessibility and adoption in our community.	We have policies and interventions for prevention, harm reduction, and support. Counselling and rehab referrals may be available, but policy enforcement and programme funding are inconsistent.
FULL	We participate in national campaigns and consult staff and students to promote substance-free environments and wellbeing. We have policies on illicit drug use and offer services and educational programmes, including in our curriculum, based on community needs.	We have a range of formal partnerships with organisations allowing an interdisciplinary approach to knowledge exchange, referral, treatment and recovery services for students and staff in the areas of illicit drugs-related harms and addictions.	Our evidence-based policies align with national policies (click don't hover) to reduce harm and promote healthy choices. We support educational campaigns with clear communication and feedback channels. Our strategies follow sector frameworks on drug use and addiction.	We have comprehensive policies from prevention to rehabilitation, supported by awareness campaigns. Our dedicated budget ensures sustainable funding for intervention services, staff training, counselling, and partnerships with external support organisations.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Risk Behaviour Prevention Plan, implementation of an aspect of the National policy on Reducing Harm and Supporting Recovery, Policies on Illicit Substance Use, Other

Pillar 5: Health Focused Areas

5.2 Physical Activity

5.2.6 What strategies and initiatives are implemented within your institution to encourage physical activity for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have a limited range of policies or services to promote physical activity in our students and staff. The comprehensive integration and promotion of physical activity across campus is pending further development.	We have formed temporary or limited partnerships with external organisations or community partnerships without any clear strategic development to increase physical activity initiatives facilities across campus.	We have basic promotion, with limited use of evidence-based materials to promote physical activity. Initial facility provision indicating early efforts to encourage an active lifestyle amongst staff and students.	We have few long-term strategies for physical activity. Campaigns are sporadic and lack reinforcement. Our budget allocates limited resources for physical activity support.
PARTIAL	We have taken steps to foster physical activity by integrating it into our curriculum and campus facilities, in partnership with both students and staff, demonstrating our dedication to promoting a healthier lifestyle.	We have partnerships with local sports clubs or fitness centres, offering a limited range of activities. We plan to add more activities to better serve the needs of underrepresented groups.	We base our institution's strategies on sector-specific frameworks, aligning with National guidelines for physical activity. We use ad-hoc feedback to understand the needs of our campus community.	We boost physical activity through improved communication, knowledge exchange, classes, budgeted programmes, facilities, and partnerships. We are exploring ways to encourage active travel (click don't hover) amongst staff and students.
FULL	We make physical activity central to campus culture, supported by a strategy that considers diverse needs. Staff and students actively engage with our services and initiatives.	We have robust partnerships with local organisations and sports facilities to offer diverse activities. and knowledge integration opportunities. Our community benefits from subsidised memberships to local gyms and sports centres.	We implement policies, integrate knowledge into the curriculum, and maintain facilities according to national guidelines (click don't hover) and international standards. We use community feedback to develop our facilities and support physical activity.	We promote physical activity with facility access, curriculum integration, inclusivity, and a campus-wide active travel (click don't hover) plan. A dedicated budget and partnerships support community needs, enhancing staff and student wellbeing.

Actions

For example, development of a Physical Activity and Sport Plan, Implementation of the National Physical Activity Plan, Transport for Ireland - Smarter Travel, Facilities information, Other

5.2 Healthy Eating

5.2.7 What strategies and initiatives are implemented within your institution to encourage healthy eating for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We offer a limited range of activities and facilities to promote healthy eating for students and staff. While our policies mention healthy eating, there is limited engagement from our community.	We have formed temporary or limited partnerships with external organisations or community partnerships without any clear strategic development to increase healthy eating initiatives across campus.	We promote healthy eating with limited evidence-based materials. We are developing facilities using best practice guidelines to encourage healthy dietary habits among staff and students.	We have limited support and long-term strategies for healthy eating. Campaigns are sporadic and lack consistent reinforcement, and resources for support services may be limited.
PARTIAL	We encourage healthy eating by developing services with input from students and staff. Including healthy eating in the curriculum and facilities shows our commitment.	We are enhancing healthy eating through partnerships, aligning with curriculum goals and local organisations to offer targeted campaigns for our campus.	We base our health eating strategies on sector-specific frameworks, (click don't hover) aligning with national guidelines and targeting at-risk groups to support healthy habits.	We have developed resources to promote healthy eating through communications, curriculum, programmes, and facilities. Our budget clearly supports these services.
FULL	We integrate healthy eating into campus culture through initiatives engaging staff, students, and underrepresented groups, aligned with our curriculum to promote wellness and nutrition.	We promote healthy eating through comprehensive strategies, integrating it into our curriculum and partnering with local organisations to provide access to nutritious, affordable food.	We align our policies, services, and facilities with national and international standards. Regular feedback helps us continuously improve and adapt to our campus community's needs.	We implement institution-wide healthy eating initiatives, integrating diverse resources and curriculum. Our budget ensures equitable access, raising awareness and fostering wellbeing.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Healthy Eating Plan, Facilities information, National Obesity Policy and Action Plan, Other

5.2 Other

5.2.8 What strategies and initiatives are implemented within your institution to address any other issue for both staff and students?

	Participation	Partnership	Evidence Based	Sustainability (Longevity)
NONE	None	None	None	None
MINIMAL	We have a limited range of activities and facilities to address this issue.	We have formed temporary or limited partnerships with external organisations or community partnerships without any clear strategic development to increase initiatives across campus.	We have basic promotion, with limited use of evidence-based materials in this area. Our services and facilities currently reflect early efforts to address this issue among staff and students.	We have limited supports or integration of long-term sustainability strategies on our campus. Campaigns might be sporadic, but lack consistent reinforcement, and resources allocated for support services may be limited.
PARTIAL	We provide activities and facilities developed with student and staff input. We are embedding them into the curriculum and campus, showing our commitment.	We have partnerships with a few local organisations. We are looking to expand the scope of these partnerships to develop further initiatives in this area.	We base strategies and initiatives on sector-specific framework/ initiatives in this area with room for further operationalisation. There is an emphasis on aligning with the national guidelines.	We support strategic development efforts in this area with an increased interest in promoting initiatives through secured access to budgeted supports, and collaborative partnerships.
FULL	We promote initiatives to address this issue as a core aspect of campus culture that is fully supported by an integrated strategy that promotes wellbeing. Our staff and students are clearly engaged with our initiatives.	We have robust partnerships with local community organisations. Regular feedback mechanisms allow us to continuously improve and adapt to the needs of our campus community.	We have aligned our policies, services, and facilities with national guidelines and international standards. We consistently use feedback from our staff and students to develop our initiatives in this area.	We have a fully integrated approach to addressing this area that promotes inclusivity and access to all staff and students across campus. We have a dedicated budget to support the growing and changing needs of our community.

Notes/Evidence of what your institution has done which justifies this score

Actions

For example, Policy Document, Item in HEI's Strategic Plan, Other

Healthy Campus

Pillar 1

1.1.1 How well is Healthy Campus incorporated into your institution's strategy, policies, and governance?

Respository

Celebrate 1, 2
Commit   Coordinate 1 2
National Strategies and Supports 2,   4

1.1.2. What is the level of management commitment and 'buy in' within your institution to Healthy Campus?

Commit   Coordinate 1 2
National Strategies and Supports 2.   3

1.1.3. How does your institution include environmental sustainability in its plans, policies, and governance for a Healthy Campus?

Commit   Coordinate 2, 3
Create 3
National Strategies and Supports 1, 2,   3

1.1.4. How does your institution include equality, diversity, and inclusivity (EDI) in its plans, policies, and governance for a Healthy Campus?

Respository

Commit 1   Co-Ordinate 3
Create 3
National Strategies and Supports 1, 2,   3, 4

1.2.1. What research is being conducted in your institution related to fostering a Healthy Campus?

Consult 1
Celebrate 1, 2
Create 4

Pillar 2

2.1.1. How does your institution promote and maintain the physical environment and campus facilities as a part of its health and wellbeing practices?

2.1.2. How does your institution promote and maintain recreational and social facilities as part of your institution's health and wellbeing practices?

2.1.3. How does your institution integrate sustainability practices into its buildings and campus operations (e.g., transportation, energy use, waste management, green and blue space)?

Respository

Celebrate 1, 2
Create 2
National Strategies and Supports 2

Create 2
Commit   Coordinate 2
National Strategies and Supports 1, 2

Create 1   Create 3
National Strategies and Supports 2,   3

2.1.4. What does your institution do to ensure that the food and water it provides are healthy, environmentally friendly, and ethically sourced?

2.2.1 How does your institution provide equitable, diverse, and inclusive facilities and opportunities for all groups?

Respository

Knowledge Exchange 1   Commit   Coordinate 2
Create 3   Create 9
National Strategies and Supports 2.   3

Knowledge Exchange 1   Commit   Coordinate 3
Create 2   Consult 1   Celebrate 1, 2
National Strategies and Supports 1, 2,   3, 4

Healthy Campus

Pillar 3

3.1.1. How does your institution's practices and culture create a sense of belonging, respect, and safety for staff and students?

Respository

Create 6   Consult 2   Celebrate 1, 2
Commit   Coordinate 3
National Strategies and Supports 1, 2

3.2.1. What are the typical channels and strategies for health and wellbeing-related communications within your institution?

Respository

Celebrate 1, 2   Consult 2   Knowledge Exchange 1
National Strategies and Supports 1

3.1.2. To what extent does your institution support collective responsibility for promoting active participation and engagement in a Healthy Campus?

Coordinate   Consult 1, 2
Commit
National Strategies and Supports 2

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Pillar 4

4.1.1. What opportunities exist to facilitate the integration of health and wellbeing into the curriculum?

Respository

Create 4   Create 5   Consult 1   Celebrate 1, 2
Commit   Coordinate 3   Knowledge Exchange 1
National Strategies and Supports 2

4.2.1. How does your institution support overall wellbeing, including professional development, to promote a Healthy Campus environment?

Respository

Create 5   Celebrate 1, 2   Consult 1
National Strategies and Supports 1,   3

4.1.2. How is health literacy supported amongst staff and students?

Consult 2
Create 4,   Create 12
National Strategies and Supports 2

HEA | HIGHER EDUCATION AUTHORITY
AN tUDARÁS um ARD-OIDEACHAS

Pillar 5

5.1.1. How effectively are health and wellbeing services provided for both staff and students, and with whom do these services collaborate?

Respository

Create 2   12   Consult 2   Celebrate 1, 2
Commit   Coordinate 2

5.2.1. What strategies and initiatives are in place within your institution that fosters positive mental health and wellbeing (including mental health promotion) for both staff and students?

Respository

Create 6   Consult 1   Celebrate 1, 2
Knowledge Exchange 1, 2   Commit   Coordinate
National Strategies and Supports 1

5.2.2. What strategies and initiatives does your institution use to promote sexual health and positive relationships for both staff and students?

Celebrate 1, 2
Create 7
National Strategies and Supports 1,2,   3

5.2.3. What strategies and initiatives are implemented within your institution to address alcohol use for both staff and students?

Celebrate 1, 2
Create 10
National Strategies and Supports 2   3

Pillar 5

5.2.4. What strategies and initiatives are implemented within your institution to address tobacco use and vaping for both staff and students?

Respository

Celebrate 1, 2

Create 11

National Strategies and Supports 1,2   3

5.2.5. What strategies and initiatives are implemented within your institution to address illicit drug use for both staff and students?

Celebrate 1, 2

Create 11

National Strategies and Supports 1,2   3

5.2.6. What strategies and initiatives are implemented within your institution to encourage physical activity for both staff and students?

Celebrate 1, 2   Consult 1

Create 8   Knowledge Exchange 1

National Strategies and Supports 1,2   3

5.2.7. What strategies and initiatives are implemented within your institution to encourage healthy eating for both staff and students?

Respository

Celebrate 1, 2   Consult 2

Create 9

National Strategies and Supports 1,2   3

5.2.8. What strategies and initiatives are implemented within your institution to address any other issue for both staff and students?

Celebrate 1, 2

Create 1

Date of Issue:

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Healthy Campus

CERTIFICATE OF COMPLETION

HEA Healthy Campus Self-evaluation Tool
Progression summary: *Based on summary of responses*

This certificate is granted to _____

Score Summary*

Pillar 1: Leadership, Strategy and Governance	%
Pillar 2: Campus Environment (Facilities and Services)	%
Pillar 3: Campus Culture and Communication	%
Pillar 4: Personal and Professional Development	%
Pillar 5: Health Focused Areas	%

*Score represents the percentage of implementation achieved by your institution for each Pillar of a Healthy Campus.

Commit

Sample Senior Management Comms/Strategies

C1 Case Study (RCSI)

C1 Case Study (UCC)

C1 Case Study (UL)

Co-Ordinate

Sample Senior Management Comms/Strategies

C 2 TCD Integrating Health and Sustainability at a whole-university level

C 2 Case Study(UCC)

Sample EDI initiatives

C 3 Ethnic Minor Support Group Case Study

C 3 Pilot Peered Wellness Cafe

C 3 Human Rights EDI Strategy

C 3 Student Success

C 3 Campus Community Choir

C 3 Care and Connect

C 3 Your Mental Health: Providing CCT subsidised access for all to professional mental health counselling services

Consult

CON 1 Aligned Research Activities

CON 1 Implementing a Tobacco Free Campus 'Ways and Means'

CON 1 Exploring the Impact: Empowering Individuals in a Medical Education Institution with Mental Health First Aid Training

CON 1 Use of a Living Lab approach to implement a smoke free campus

CON 1 "Everyday Matters - Healthy Habits for University Life"

CON 1 UCD Free Commuter Breakfasts

CON 1 An exploration into the health-related behaviours of UL students and staff

CON 1 Exploring definitions of Mental Health

CON 1 'A Healthy MTU'

CON 1 Student Engagement Partnership Project

CON 1 Mind Body Boost

CON 1 SHAPE Study: Suicide, Help-Seeking and Prevention at Trinity

CON 1 National Drug and Alcohol Treatment Data

CON 1 Digital Response to Infectious Disease Management – Closed Loop Care

CON 2 - Communications

CON 2 Implementing a Tobacco Free Campus

CON 2 Are You Well

CON 2 What does a Healthy Campus look like?

CON 2 Supporting Student Health and Wellbeing

CON 2 Your Mental Health - HSE

CON 2 Sexual Health - HSE

CON 2 Integrating Health and Sustainability at a whole-university level

CON 2 UCD Free Commuter Breakfasts

CON 2 The Dirty Dozen

CON 2 What is a Mental Health and Wellbeing Priority for you

CON 2 Connect Cafe

Create

CR 1 Sustainability

CR 1 UCC Health Matters

CR 1 UL Sustainability Framework

CR 2 Facilities and Services

CR 2 Digital Response to Infectious Disease Management

CR 2 UL BioBlitz 2024

CR 2 Connect Cafe

CR 2 TU Dublin TFI National Transport Authority Smarter Travel Survey

CR 2 "Everyday Matters - Healthy Habits for University Life" UCC

CR 2 Healthy UL Framework

Create

CR 3 Healthy, Sustainable and Ethical Campus

CR 3 The Maynooth University Trails Project

CR 3 "Everyday Matters - Healthy Habits for University Life" UCC

CR 3 UCD Free Commuter Breakfasts

CR 3 UL BioBlitz 2024

CR 3 The Dirty Dozen

CR 3 A Healthy MTU

CR 3 Are You Well

CR 3 Health UL Framework

CR 3 UL Food Philosophy - Guiding Principles

CR 3 UL Mission-based Sustainability Framework

CR 3 Healthy Campus Cookbook

CR 3 The 'Period Dignity' Project

CR 3 The Pantry addressing food insecurity at DCU

CR 4 Curriculum

CR 4 Exploring the Impact - Mental Health First Aid Training

CR 4 Everyday Matters - UCC

CR 4 The Dirty Dozen

CR 4 Your Health and Wellbeing

CR 4 Certificate in Lifestyle Medicine

CR 4 Let's Talk About It: A Mental Health Seminar Series for Postgraduate Scholars"

Create

Create continued

CR 7 Positive Relationships and Sexual Health

CR 7 HSE Sex and Sexuality

CR 7 The Work of Healthy UL Sexual Health and Wellbeing Committee(UL)

CR 7 Case Study (UL)

CR 7 Viva La Vulva

CR 7 UL Podcast - Sex and Sexuality

CR 7 Case Study (UG)

CR 7 Case Study (UL)

CR 7 Healthy Framework (UL)

CR 7 Sexual Wellbeing HSE

CR 7 Case Study (UL)

CR 7 How to @ ATU

CR 8 Physical Activity

CR 8 The Maynooth University Trails Project

CR 8 The Dirty Dozen

CR 8 Mind Body Boost

CR 8 Are You Well?

CR 8 Healthy UL

CR 8 Link (UL)

CR 8 Podcast (UL)

CR 8 How to @ ATU

Create continued

CR 9 Nutrition / Healthy Eating

CR 9 UCD Free Commuter Breakfasts

CR 9 A Healthy MTU

CR 9 Certificate in Lifestyle Medicine

CR 9 New Student Cookbook and 'The Veg Pledge'

CR 9 Healthy Easting and Active Living Weeks

CR 9 The Body Project Treatment Programme

CR 9 Are you well?

CR 9 UL Food Philosophy: Guiding Principles

CR 9 Healthy UL Framework

CR 9 UL Link

CR 9 UL Podcast

CR 9 Food and Care

CR 9 Connect Cafe

CR 9 How to @ ATU

CR 9 The Pantry DCU

CR 10 Alcohol

CR 10 National Drug and Alcohol Treatment Data

CR 10 Drug Driving Aware

CR 10 A Healthy MTU

CR 10 Certificate in Lifestyle Medicine

CR 10 Are you well?

CR 10 REACT

CR 10 Responding to excessive alcohol consumption in third-level

CR 10 Healthy UL Framework

CR 10 How to @ ATU

Create continued

CR 11 Illicit Substance Abuse

CR 12 Other

CR 11 National Drug and Alcohol Treatment

CR 11 Ways and Means - Tobacco Free Campus

CR 11 DrugDrivingAware

CR 11 Podcast - Harnessing Your Health: Talking Addiction with Psychotherapist

CR 11 Certificate in Lifestyle Medicine

CR 11 Case Study - Are you well?

CR 11 DUHEI Survey 2021

CR 11 Framework for Response to the Use of Illicit Substances within Higher Education

CR 11 Healthy UL Framework

CR 11 Youth Prevention Toolkit - E-cigarettes

CR 11 Link (UL)

CR 11 How to @ ATU

CR 12 Integrating Health and Sustainability at a whole-university level

CR 12 An exploration into the health-related behaviours of UL students and staff

CR 12 Promoting workplace health and wellbeing through culture change HRB

CR 12 Your Health and Wellbeing

CR 12 Digital Responses to Infectious Disease Management - Closed Loop Care

CR 12 Podcast - Harnessing Your Health: Planning, priorities and procrastination with Maeve Lankford

Implementation Science Models

CEL 1 Logic Model Overview

Invitation to Submit

CEL 2 TEMPLATE Case-Study-HEA-Healthy-Campus 2024

Knowledge Exchange 1

KE 1 How Counselling and Peer Led Services Can Optimise Student Success

KE 1 How to Implement 'HSE Tobacco Free Campus Policy'

KE 1 Ways and Means Implementing a Tobacco Free Campus

KE 1 The Work of Healthy UL Sexual Health and Wellbeing Committee

KE 1 Use of a Living Lab approach to implement a smoke-free campus policy

KE 1 Everyday Matters - UCC

KE 1 An explanation into the health-related behaviour of UL students and staff

KE 1 Promoting workplace health and wellbeing through culture change

Knowledge Exchange 2

KE 2 HSE Healthy Campus Presentation

KE 2 The Work of Healthy UL Sexual Health and Wellbeing Committee

KE 2 Use of a Living Lab approach to implement a smoke-free campus policy

KE 2 Mental Health Literacy HSE

KE2 Ways and Means Implementing a Tobacco Free Campus

KE 2 What is a Mental Health and Wellbeing Priority for You

National Strategies and Supports

NSS 1

[NSS 1 Framework for Response to the Use of Illicit Substances within Higher Education](#)

[NSS 1 Healthy Ireland at Work](#)

[NSS 1 National Student Mental Health and Suicide Prevention Framework 2020](#)

[NSS 1 How Counselling and Peer-Led Services Can Optimise Student Success 3Set](#)

[NSS 1 Safe, Respectful, Supportive and Positive - Government of Ireland](#)

[NSS 1 System Performance Framework 2023-28](#)

[NSS 1 Wellbeing Policy Statement and Framework for Practice 2018-23](#)

NSS 2

[NSS 2 A Healthy Weight for Ireland](#)

[NSS 2 Ending Sexual Violence and Harasment in Higher Education Institutions](#)

[NSS 2 Get Ireland Active](#)

[NSS 2 How to Implement 'HSE Tobacco Free Campus Policy'](#)

[NSS 2 Ways and Means - Tobacco Free Campus](#)

[NSS 2 National Access Plan - 2022-28](#)

[NSS 2 National Drugs Strategy 2023-24](#)

[NSS 2 National Sexual Health Strategy 2015-20](#)

[NSS 2 ESD to 2030](#)

[NSS 2 Irish Human Rights and Equality Commission Act 2014](#)

National Strategies and Supports continued

NSS 3

[NSS 3 National Strategies and Supports Links](#)

[NSS 3 Delta Framework](#)

NSS 4

[NSS 4 National Drug and Alcohol Treatment Data](#)

[NSS 4 Ways and Means - Tobacco Free Campus](#)

[NSS 4 Knowledge Exchange UL](#)

[NSS 4 Use of a Living Lab approach to implement a smoke free campus policy TCD](#)

[NSS 4 Your Mental Health Literacy HSE](#)

[NSS 4 Promoting workplace helth and wellbeing through culture change HR 2021](#)

[NSS 4 The University Impact Ranking 2020](#)

[NSS 4 Sexual Wellbeing HSE](#)

[NSS 4 Tobacco Free Ireland](#)