University of Brighton

Establishing the University of Brighton as a Health Promoting University: a pilot project final report

Professor John Kenneth Davies and Caroline Hall

International Health Development Research Centre (IHDRC)

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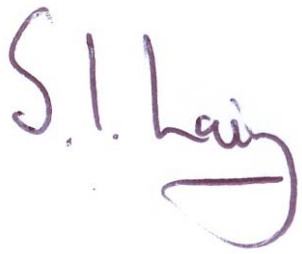
FOREWORD

The ambition to become a Health Promoting University presents a significant challenge, especially in the political and financial climate of 2011. But it is one which is fundamental to the purposes of this university. It proposes a unity of ends and means. It suggests that it is ultimately more worthwhile and productive to take the extra time and discussion to create a work and study environment which is enjoyable and fulfilling than to fall back on apparently easier authoritarian behaviours.

It requires the exercise of respect, tolerance and wisdom and a belief in the value of communal actions. It asks for and will foster positive thinking and optimism, even in the face of very testing circumstances.

This report speaks of the nature of that challenge, of how this university is currently placed and of how we can make further progress. I look forward to hearing your views on its analysis and proposals over the next few months.



Professor Stuart Laing

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University of Brighton

EXECUTIVE SUMMARY

BACKGROUND AND OBJECTIVES

Developing the Health Promoting University (HPU) means using a 'whole organisation' approach to embed health, wellbeing and sustainable development into the ethos, culture, policies and daily processes of the university.

In 2009 the University of Brighton funded a two-year developmental project to determine the feasibility of establishing the university as an HPU. This work was overseen by a dedicated HPU project steering group (PSG) which included representatives of the university's Senior Management Team; Students' Union; and Departments of Sport and Recreation, Student Services, Occupational Health, Health and Safety, Marketing and Communications, together with the International Health Development Research Centre (IHDRC). The IHDRC team was commissioned to carry out the research underpinning the pilot project, the coordination of the project and its monitoring and evaluation.

The main project objectives were:

- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

The project had research and practical delivery elements. The research element consisted primarily of comprehensive scoping and monitoring exercises engaging stakeholders across the university. The practical delivery element consisted of the production of marketing and dissemination strategies and work plan, including a dedicated project website (see www.brighton.ac.uk/hpu), testing out a series of high profile interventions and production of a support infrastructure to deliver the HPU approach.

This executive summary highlights the main findings from the two-year project and puts forward a series of recommendations to the university's Senior Management Team (SMT) on how to further develop the HPU approach.

A series of findings from Phase One (the research element of the project), together with a set of interim recommendations, were made to the PSG early in 2010 (Davies

& Newton 2010). These findings directly informed the development of a series of high profile interventions in Phase Two of the project.

The two-year pilot was monitored and evaluated and the findings and recommendations summarised below.

MAIN FINDINGS

Key themes

Underpinning principles and values

- Creating the University of Brighton as a Health Promoting University with HPU status was overwhelmingly perceived as being good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism.
- HPU values should encompass everyone at the university and be embedded in its everyday life. Alongside this should be provision of, and easy access to, healthy, affordable food choices, fresh water and sport and physical activity as examples.
- The university was positively perceived in terms of being well led and well managed, having a caring and supportive culture which valued staff and students and supported their health and wellbeing.
- The status of becoming an HPU was seen as positive and a useful tool for linking up, embedding and adding extra value to existing good practice within the university.
- The HPU project was perceived as being equitable, with opportunities for engagement with staff and students made available at different points of the project. Further uptake of HPU concepts was expected with increased understanding about the HPU.
- The sustainability of HPU was perceived as being dependent upon its inclusion in a formal university strategy, which could for example, stem from inclusion in the corporate plan as well as other related strategies/plans.
- The key to embedding the project into university policies and practices was ‘buy-in’ from key stakeholders as well as inclusion in relevant policies and practices.
- Sustainability was a prevalent cross-cutting theme throughout the HPU project. Key strengths were recognised in elaborating upon, and making efforts to link, the health and sustainability agendas, made possible through existing university structures (eg Environmental Action Networks (EANs), the Sustainable Development Policy Management Group (SDPMG) and tangible ways to further health and sustainability links were realised during the HPU project.

- External links were identified to contribute to the sustainability of the HPU including community partners, national, European and International HPU networks.
- Funding and/or human resources were also recognised as key factors to ensuring the sustainability of the HPU.

Building healthy public policy

- Policies and practices already in existence at the university were largely viewed positively and as being sympathetic to health and wellbeing.
- Although the university was generally seen as supportive in this regard, variability and lack of coordination due to the nature of its multisite campus were found to be a challenge.
- The HPU was perceived as being able to make a contribution to the development of a healthy university policy, through increased awareness of its potential to improve health and wellbeing of staff and therefore further motivation to formalise HPU concepts into university-related policy development.
- Good practice examples of healthy university policy should be used as guides for future policy development within the university.

Creating supportive environments

- Campuses were generally perceived as welcoming, open and accessible, and safe and secure, but with some variability between sites, with some campuses feeling isolated and unwelcoming.
- With regard to the social environment and recreation, there was a perceived lack of communal space where staff could relax or socialise.
- HPU was perceived as holding great potential for increasing the focus on how different types of spaces are used for staff and students, with a strong recommendation to engage more fully with Estates and Facilities Management in planning future building design and use.

Strengthening community action

- Opportunities for involvement, consultation and participation in decision making at the university were perceived as being a positive way in which to strengthen community action. Success was considered achievable through meaningful involvement and participation and through improved communication channels.
- The HPU project was perceived as having contributed to strengthening community action by encouraging participation, for example as part of the HPU-funded interventions.

- A more detailed HPU communication plan could improve efforts to raise awareness of HPU activities and to engage more broadly with the staff and student community.
- Communication mechanisms were seen as crucial during times of uncertainty, as is currently the case in higher education. Transparency of messages and engagement with staff were key elements for consideration in the future development of the HPU.
- The project was perceived as having been empowering to those involved on the PSG, with potential for concepts of empower**m**ent resulting from the HPU-funded projects. Further exploration of the term 'empowerment' was seen as being required in order that it can become a widely understood concept of the HPU.
- Time and resources available to the HPU project were limited, which in turn limited the opportunities for participation. Awareness of the HPU grew during the project, particularly in the latter stages with increased requests for opportunities to participate.
- Student participation was not great during the project, mainly due to restructuring of the Students' Union. Some opportunities existed through the HPU-funded projects.
- The potential for the HPU to stimulate community-focused projects and action was recognised by the PSG.

Engaging with the wider community

- The university was perceived as being committed to engaging with its wider community, supported by relevant policies and practices (eg the Widening Participation Strategy, Community University Partnership Programme (CUPP), On Our Doorsteps and Active Student initiatives).
- A suggestion for more time and resources to be formally allocated was recommended in this regard.
- Wider community engagement was considered, although not explored to its full potential due to time and resource limitations of the HPU project. Future opportunities were perceived as existing with strong community links already having been established, for example, the CUPP programme.
- A balance between pursuing the university's core business of teaching and learning and fully embedding community partnerships was recognised as being important.

Public health drivers

- Overall, there was a perceived provision of and access to healthy food and physical activity as well as an awareness of the support and services available for mental health and smoking cessation (as examples), with variability between different campuses.
- Lack of social space and communal areas were perceived as having a detrimental effect on mental health and wellbeing.
- More user-friendly and easily available information about health-related issues was requested to be made available.
- Better coordination and communication of health-promoting initiatives was sought. As such, the HPU was perceived as being a vehicle for public health drivers, with the potential of playing an 'activator' role to disseminate information and to organise activities, linking in with national campaigns for example, and delivered through departments most closely aligned with the topic. Ideally, resources would include funding 'pots' to enable relevant promotions and interventions, as well as building on existing resources.

Core business priorities

- A Health Promoting University was regarded as important for improving the core business of the university.
- Students who attended an HPU were perceived as feeling safe, with a more rounded education, achieving better results and being more employable.
- The HPU strategy was seen as one way of embedding health and wellbeing into the curriculum.
- HPU status was perceived as becoming a tool for making the university distinguishable and thus be good for student and staff recruitment and retention.
- There was uncertainty as to whether HPU had actually improved core business priorities, perhaps due to the lack of awareness from the outset about HPU. The potential for using HPU to improve core business priorities was recognised, with the corporate plan suggested as a key starting point to facilitate this process.
- The growing importance was recognised of being able to demonstrate both internally and externally that the health of the staff and student body is valued, especially with impending fee increases.

Main strengths, weaknesses, opportunities and threats to the HPU

- **Strengths:** Open exchange of ideas leading to improved increased interlinking of specialist skills; providing a framework and raising awareness of

current policy and practice at the university; celebrating successes; tangible project development; demonstration of staff strengths; creating the building blocks and catalyst to take the HPU forward; some success in measuring effectiveness and collation of evidence that the HPU approach made a difference.

- **Weaknesses**: Lack of input from some key stakeholders, including some central departments and academic schools; perceived vagueness around longer term goals of the project at its outset; reliance on individuals to take the HPU agenda forward; inter-departmental (mis)perceptions of competing agendas; lack of an HPU brand for HPU-related marketing and communication; limited project funding.

- **Main opportunities**: the HPU could become part of the overall ethos for the university; the HPU could contribute to the wider positive student experience; the HPU could positively support changes underway in higher education; the project can be used as a catalyst to move this area forward; wide interest expressed to contribute to future HPU developments; opportunities identified for interdepartmental working; to continue to embed HPU concepts into the university's policies and practices.

- **Main threats**: HPU could either detract from core business or be lost amongst other priorities; lack of recognition and/or interest and therefore understanding of beneficial aspects of the HPU to staff and students; misperception that the HPU could add another layer of bureaucracy to everyday practice; undefined roles and responsibilities in progressing the HPU and lack of ongoing coordination coupled with competing workload pressures; finite resources during a difficult economic period; demotivation and lack of resilience to current changes/financial and other cuts; the multisite/split-site nature of the university was perceived as being a major challenge in terms of variability and lack of consistency.

HPU structures, processes and outcomes

Structures

- Progress was made in developing and maintaining HPU **structures,** in particular the Project Steering Group and HPU website. Indeed, 877 new 'hits' were recorded on the HPU site which aimed to communicate key HPU messages. The PSG acted as the main 'vehicle' to progress the HPU project. Ongoing plans for project management and administration will need to be decided on following completion of the HPU project. Both of the noted

structures were perceived as important in moving on from the project phase, with senior management engagement essential in this process.

Processes

- Progress was made in the **processes** enabling the university to become an HPU, in particular the HPU project would act as a catalyst to move forward broader HPU-related issues. Internal developments and engagement with key stakeholders were perceived as the most effective way to establish the university as an HPU.
- Project dissemination took place throughout the pilot project period and helped to raise its profile internally as well as externally. Opportunities exist for the continuation of dissemination of project activities at local, national and international levels. The final report and key outcomes of the project will be disseminated widely during autumn 2011.

Outcomes

- HPU outcomes were varied and included eight HPU-funded interventions. Three of these were aimed at staff, two at students and the remainder at both staff and students. All of the projects contributed to the HPU approach and had the overall aim to improve the health and wellbeing of staff and students.
- Whilst **outcomes** were perceived as being easier to evaluate, time constraints meant that the interventions were evaluated as work in progress. The importance of maintaining contact with national, European and international networks was reinforced.
- The HPU monitoring exercise outlined examples of good practice underway at the university on a broad range of health topics, with 68 examples collated during the monitored period.

RECOMMENDATIONS

1.To move from project to mainstream by developing the university as a Health Promoting University (HPU) as a mindset/culture underpinned by appropriate principles and values

The university should maintain impetus by continuing to develop as a Health Promoting University as HPU status would be good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism. When considering the downturn in the economy, the HPU approach points to the value and cost-effectiveness of long-term investment in the human resources of the university. This applies in terms of both staff and students; for the internal benefit of the university as an institution and its external value to society in terms of social and economic engagement.

There exists a strong business case for the HPU. The HPU approach should be considered as a key part of the university's corporate identity and the image it projects externally to the outside world and in particular distinguishes Brighton from other universities. Key factors in adopting an 'HPU mindset' were identified as being about culture and communication in order to elicit positive behaviour change amongst staff and students. A way of encouraging this process would be to ensure that the HPU perspective is incorporated into the next corporate plan. Both schools and central departments would provide evidence to support action on achieving relevant elements of the corporate plan thereby integrating HPU into the daily work of the university. The HPU pilot project has put a number of key health-related issues on the table, acting as a catalyst for discussion and development. It should now progress to maintaining an over-arching concept to provide extra added value to related cross-cutting themes (eg sustainability, social and community engagement, external positioning, and corporate identity).

2. To adopt a dedicated organisational infrastructure to facilitate the university HPU strategy

An HPU steering committee should be established as a formally constituted body ie part of the university formal committee structure with direct responsibility to the Vice-Chancellor and chaired by a member of the university Senior Management Team (SMT). This will ensure that the initiative does not become lost amongst other priorities and receives a high level of strategic importance. Stakeholders at all levels of seniority from across the university (and including representatives of deans, heads of schools, departments, Board of Governors and the Students' Union, for example)

should sit on the HPU Steering Committee. The committee should develop a work plan (see Recommendation 3). Its overall remit would be to continue to work towards embedding core HPU principles into policy and practices within the university.

In addition to the steering committee, consideration should be given to building a site-based infrastructure. This would ensure strong support and action from, and jointly shared ownership by, all stakeholders across the university. One way to achieve this would be to widen the scope and remit of the current Environmental Action Networks (EANs) to include the HPU perspective, and also that their membership be expanded to include, for example, a Student Services representative. EANs would feed back to their appropriate dean, the Sustainable Development Coordination Unit and the HPU steering committee.

3. HPU work plan.

An HPU work plan should be developed for at least the next two years with specific objectives, targets and deliverables. Part of this plan would be an incremental review of specified university policies and practices related to health and wellbeing in light of the HPU strategy in preparation for the awaited national healthy universities award scheme.

4. Coordination and resources

Consideration should be given to the financial and personnel resources required to facilitate the HPU approach in the current and future economic climate and in the absence of new funding.

This can be achieved either by part-time secondment/s, in kind support or top-slicing from within existing stakeholder faculties, schools and departments. It is advised that an HPU activator be appointed to support the work of the steering committee.

Appropriate coordination through the steering committee will ensure the HPU complements and supports other cross-cutting agendas in a time of economic uncertainty. The committee should identify committed HPU champions and coordinators in different areas in relation to health and wellbeing. The work of the committee would need to be reported on and reviewed and it would need a home in the existing committee structure.

As well as relating to national healthy university developments, attention should be given to building potentially beneficial links to the growing European network of

HPUs in order to learn good practice from international partners involved and apply in due course for potential European funding.

5. Comprehensive HPU communication and branding

To improve communication within the university and ensure high visibility for all HPU-related issues, a dedicated comprehensive internal HPU communication strategy should be developed. This process was started during the HPU pilot project (eg HPU website, dissemination outputs etc) and should be built upon in a systematic way involving key stakeholders from across the university. In order for students/staff to engage more fully with the HPU concept a separate branding strategy/logo should be considered along with a simple message of explanation. Branding itself, within a university with social and community responsibility amongst other values, can only be a benefit and should be celebrated as such and used within the university promotional materials. The Marketing and Communications department should be fully engaged with this process. Having a brand that people could identify separately with should make it easier to embed HPU concepts into the university culture and policy.

6. HPU should be appropriately marketed across the university and its relevant communities

Linked to the above communication strategy, HPU needs to be further embedded into the culture of the university. The process cannot be imported and HPU needs to be championed by key stakeholders across the university including at departmental level and through managers' meetings with the potential for incorporating HPU onto their regular agendas include Senior Management Team (SMT), Deans' Group, faculty management groups, and school management teams, for example. Committed 'product' champions are needed as part of a social marketing strategy. Senior management must be engaged in this process in order that it is successful. It should be included as a required element in the development of any school or department plan or in the development of any policy/strategy, or in the annual reporting phase that all heads complete as part of the academic health review process. A core of stakeholders, such as key central departments, as well as academic schools and the Students' Union should be concerned with facilitating this interconnectedness, which is important to maintain.

A dedicated education and training strategy is recommended to be developed to ensure all staff, students and other members of the university community are aware of, fully understand and are actively engaged in the HPU approach. This strategy

could be rolled out incrementally across the university; initially it could focus on specific target groups, such as senior managers, or inclusion of a health remit could be fed into the university training and staff development processes, for example, using the new staff development review (SDR), for example.

There are numerous examples from across the university where HPU concepts are already embedded into the curriculum, these should be built upon.

The current HPU pilot website should be expanded and streamlined to act as a one-stop shop and interactive conduit to provide a focal point for this communication strategy. It should be linked to other existing information sources. The reach needs to be extended especially beyond those involved in delivering HPU-related areas or actively engaged in the project. This could be improved perhaps through the specific HPU communication/promotion plan, more workshops and an annual HPU conference.

7. Student recruitment and retention

The Students' Union should be more actively engaged in the HPU steering committee. Wellbeing should be part of the student charter, thereby part of the wider student experience. The university should be clear about what resides in its wider student experience agenda and what is being offered outside the academic curriculum. (See revised the Career Planning Agreement for example, which includes wellbeing as an area being recommended as important to be covered within the curriculum.)

Student recruitment and retention is very important. The HPU perspective should build upon the positive reasons why students already come to Brighton.

8. Staff wellbeing

Two HPU-funded interventions have highlighted the importance of good communication, sense of belonging and social support to staff wellbeing. The faculty-based pilot communication intervention should be rolled out to other faculties. Its recommendations are being discussed by the relevant Dean's Faculty Group with a possibility of feeding these ideas into the Personnel department to influence its management training programme.

The momentum gained in the second intervention, the staff consultation exercise, should be maintained and brought to fruition.

9. Community links

HPU has provided an opportunity to highlight contemporary issues around sustainability, social purpose and engagement, for example, linked to the green interests within the Brighton and Hove City Council. Existing resources such as CUPP have great potential to promote the HPU perspective.

It is a good time to talk about HPU-type issues and to engage actively with students. Committed ‘product’ champions are needed to ensure community links are developed and maintained and are underpinned by principles of health promotion in all the university sites.

10. HPU monitoring and evaluation

It is recommended that the HPU steering committee takes responsibility with appropriate resources, for the assessment, quality audit and evaluation of the impact, processes and outcomes of the HPU approach over time. As part of this work, a data set of HPU indicators should be developed and implemented in order to establish a strong evidence base for the HPU initiative.

1.0 INTRODUCTION

1.1 Setting the HPU pilot project in context

Prior to the development of this current HPU project, there have been previous attempts towards coordinating health promotion activity within the university. The last attempt suggested a 'University of Brighton Health Promotion Forum'. This was proposed in 2005 in an attempt to increase coordination, raise awareness and provide opportunities to participate in university-wide health promotion initiatives. It was suggested that this forum should involve key members of Student Services, the Centre for Learning and Teaching, Health and Safety, Personnel, Sport and Recreation, UNISEX and Catering. It was realised that the university did not have a 'whole system' focus. There was very little inter-departmental collaboration and integration and although there were informal health awareness forums, there was a lack of coordination.

In February 2008 the university was asked to participate in the National Development Project on Healthy Universities, funded by the Higher Education Academy and the Department of Health. The aim of this project was to scope and report on the potential for a national programme on healthy universities that could contribute to health, wellbeing and sustainable development. This project is developing a national framework and model for healthy universities linked to a range of specific initiatives (Cawood et al 2010; Dooris & Doherty 2010a; Dooris & Doherty 2010b). This national approach has the same objectives as and is underpinned by the same values as, the Brighton HPU approach. It would enable the university to achieve national accreditation in due course.

In 2009 the University of Brighton funded a two-year developmental project to determine the feasibility of establishing the university as an HPU. Developing the concept of a Health Promoting University (HPU) involves facilitating a whole organisation approach to embed health, wellbeing and sustainable development into the ethos, culture, policies and daily processes of the institution. This work was overseen by a dedicated HPU steering group which included representatives of the university's Senior Management Team; Students' Union and departments of Sport and Recreation, Student Services, Occupational Health, Health and Safety, and Marketing and Communications, together with the International Health Development Research Centre (IHDRC) (see Appendix A). The IHDRC team was commissioned to carry out the research underpinning the pilot project, the coordination of the project and its monitoring and evaluation (see Appendix B). This final report presents the findings and recommendations from the two-year pilot study to facilitate Brighton as an HPU.

When the pilot project began in 2009, IHDRC identified many promising University of Brighton contemporary initiatives underway or planned, which reflected progress towards an HPU. These initiatives included: mental health awareness training,

Wellbeing Week, Look After Yourself campaign, curriculum development for counselling and wellbeing, CUPP project, environmental action network, UNISEX, sustainable development research forum, healthy food initiatives, and opportunities for physical activity, for example. The university also had in place a series of policies relevant to the HPU, such as policies on drugs and alcohol, student mental health and recycling, for example. These initiatives formed the basis of an 'assets map' which would benefit significantly in effectiveness and efficiency terms by being set within a 'whole system' focus that delivers the optimum added value from embedding health and wellbeing into the daily activities of the university and extending its related links with the wider community.

1.2 Holistic health and wellbeing

The last decades of the twentieth century have realised the limitations of reliance on the biomedical concept of illness (pathogenic) and the health (illness) services delivery sector alone as a foundation for the maintenance and improvement of population health (Wilkinson & Marmot 1999). The resulting shifting paradigm in health has moved the focus from biomedicine alone to embrace consideration of the wider socio-economic determinants of health (WHO 2008; Marmot 2010). This shift reflects a move towards a more holistic and positive (salutogenic) concept of health and wellbeing (Lindstrom & Eriksson 2005) that doesn't just perceive health as the absence of illness (WHO 1946). These changes reflect the effects of wider environmental and socio-cultural determinants of health on living conditions, as well as on individual lifestyles and behaviour (DOH 2004). The underlying value base which underpins these changes emphasises the importance of 'Health for All' values and principles, such as participation by, and empowerment of, people themselves in their own health-related decision making; social justice as a foundation for human action; and the need to tackle growing health inequalities (WHO 1978; WHO 1999). The essence of this holistic concept of health and wellbeing perceives health as:

> "...a resource for everyday life which allows individuals and groups to identify and to realise aspirations, to satisfy needs and to change or cope with their environment" (WHO 1986).

The concept of health promotion offers a process and series of actions to enable people to increase control over their health and its determinants and thereby improve their health (WHO 1986).

Contemporary best practice in health promotion adopts the settings-based perspective and focuses on the settings in which people live and work. These not

only influence their personal lifestyles and health behaviour but also their living and working conditions (Dooris 2009).

1.3 Policy focus

Global, international and national policy priorities confirm the importance of addressing these wider determinants of health. The World Health Organization (WHO) has recently given emphasis to:

> "...the actions and recommendations set out in the series of international health promotion conferences, from the Ottawa Charter on Health Promotion to the Bangkok Charter for Health Promotion in a Globalized World, making the promotion of health central to the global development agenda as a core responsibility of all governments". (WHO 2009a)

This resolution was proposed as a practical reaction to the recommendations of the WHO Global Commission Report on the Social Determinants of Health (WHO 2008).

At European policy level, emphasis has been given to the importance of health in other policies (not just those within the health sector) and to the concept of healthy public policy (Stahl et al 2006), ie the health implications of European, national and local government policies.

A series of reports on long-term health trends commissioned by the last UK government reflected the need to move towards a preventive scenario and a holistic concept of health and wellbeing:

> "An NHS capable of facilitating a 'fully engaged' population will need to shift its focus from a national sickness service, which treats disease, to a national health service which focuses on preventing it." (Wanless Report 2004: Introduction)

Healthy Universities feature as a named programme by the current coalition government in its White Paper Strategy for Public Health in England (DOH 2010). The strategy includes the following statement:

> "The Healthy Schools, Healthy Further Education and Healthy Universities programmes will continue to be developed by their respective sectors, as voluntary programmes, collaborating where appropriate and exploring partnership working with business and voluntary bodies." (DOH 2010 Para. 3.15, p.34)

One key policy setting which has been identified as a focus for health and wellbeing is the work place. In the former government-commissioned review of the health of Britain's working age population, Dame Carol Black recommended that:

> "...a shift in attitudes is necessary to ensure that employers and employees recognise not only the importance of preventing ill-health, but also the key role the workplace can play in promoting health and wellbeing." (Black, 2008 p.10)

From a workplace perspective, universities are major employers in every part of the country. They can potentially have a major influence on the health and wellbeing of their staff and their families, their students and their surrounding communities. Universities now demonstrate growing interest in facilitating active social and economic engagement. They are now playing key roles in the economy by facilitating knowledge transfer locally, nationally and internationally. Reflecting the changing role of universities, the Higher Education Funding Council for England (HEFCE) Chief Executive, Sir Alan Langlands, perceives higher education as:

> "...an engine of economic, social and cultural development, in local communities and across the country as a whole"" (HEFCE 2009: Foreword)

HEFCE has, in partnership with the Leadership Foundation for Higher Education, Royal Society for Public Health and others, become interested in promoting the concept of healthy universities. With funding from the Higher Education Academy Health Sciences and Practice Subject Centre and the Department of Health, a National Research and Development Project on Healthy Universities has been underway since 2008 with an overall budget of £199,949. The project is being jointly led by the University of Central Lancashire and Manchester Metropolitan University, working in partnership with the above organisations together with Leeds Trinity University, Nottingham Trent University, Teesside University and the University of the West of England. This project seeks to strengthen, formalise and expand the National Healthy Universities Network. It aims to provide coordination, communication and training. To achieve this it is producing and disseminating a series of guidance tools and case studies that support the application of whole university approaches to health and wellbeing. This project is working closely with another project based at the University of Leeds with total funding of £174,177. The Leeds project has been holding a series of wellbeing-themed workshops at six participating universities, providing higher education institutions (HEIs) with an opportunity to share and learn from others. The workshops are focusing on varying interpretations of wellbeing within HEIs. Subsequent analysis of the evidence shared will create a set of core principles and practices upon which HEIs can draw to improve employee wellbeing within their individual contexts. Through its membership of the English National Healthy Universities Network, the IHDRC is working closely

with these projects to ensure that our HPU approach closely relates to national developments.

1.4 The settings-based approach to health promotion

Theory and practice

The settings-based approach to health promotion has its foundations in the Health for All movement initiated and driven by the World Health Organization (WHO 1978). Its framework for action originated in the Ottawa Charter for Health Promotion (WHO 1986) which was endorsed in the Bangkok Charter for Health Promotion (WHO 2005) and Nairobi Call to Action (WHO 2009c). This approach extends beyond a pathogenic understanding of health as absence of illness related to individual risk behaviour. It incorporates a more salutogenic concept of health as a socio-ecological product (Lindstrom & Eriksson 2005). Therefore WHO stresses that through the settings-based approach that:

> "Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created by caring for oneself and others, by being able to take decisions and have control over one's life circumstances, and by ensuring that the society one lives in creates conditions that allow the attainment of health by all its members." (WHO 1986)

This approach focuses therefore on the socio-cultural environment as a setting for individual health-related behaviour. Settings-based work recognises that the context in which people live their lives day to day are important in determining their health and wellbeing. It also is based on an understanding that the promotion of health is not determined by traditional health service provision alone but requires broader investment in social systems, structures and policies outside the traditional health care sector.

The settings-based approach provides a robust conceptual framework that can enable the practical development and implementation of an integrative approach to promoting health. In practice it facilitates the action areas of health promotion by shifting approach from a problem-based focus towards action on the socio-cultural environments in which people live, work and play. It enables the creation and strengthening of:

- healthy public policy
- environments supportive to health

- community action
- personal skills

and re-orienting of:

- health services.

The settings-based approach uses processes and techniques drawn from organisational, management and systems theory:

> "Social systems shape peoples' understanding and appreciation of health by the working conditions they offer and the products they generate... Organisations... provide patterns of thought... Their internal values and standards determine attitudes and behaviour, and embody social authority." (Grossman and Scala 1993 p14)

This approach identifies three key elements:

- a healthy working and living environment
- integrating health promotion into the daily activities of the setting
- reaching out into the community.

Dooris et al (1998) have summarised the following unifying characteristics of the settings-based approach to health promotion:

- holistic, socio-ecological model of health
- cooperation
- focus on populations, policy and environments
- consensus and mediation
- equity and social justice
- advocacy
- sustainability
- settings as social systems
- community participation
- sustainable integrative actions
- enablement and empowerment
- settings as part of an interdependent ecosystem.

These unifying characteristics have been strengthened by attempts to systematise evidence from different settings (Poland, Krupa & McCall 2009) and from approaches to 'joined-up settings' (Dooris 2004).

The HPU approach draws on the government's Public Health Strategy (Department of Health, 2010), the World Health Organisation's Strategic Framework for Health Promoting Universities (Tsouros, Dowding, Thompson, & Dooris 1998) and the UK Public Health Association's Climates and Change Report (UKPHA, 2007).

History and development

The Ottawa Charter for Health Promotion (WHO 1986) framework for action was initially tested out in Europe through the network of healthy cities which began in 1987 as the WHO Healthy City Project. The healthy city became a focus for research and practice (Davies & Kelly 1993; Hall, Davies, & Sherriff 2009). The WHO Healthy City Project has expanded into an international movement which celebrated its twentieth anniversary at the Zagreb Healthy City Conference in 2008 (WHO 2009b).

Settings-based initiatives based on a similar model as healthy cities, have continued to develop and expand over the past two decades (Whitelaw et al 2001). Learning from the experiences of healthy cities, WHO went on to identify and facilitate action in schools, workplaces, and hospitals as examples of other key health promotion settings. Each of these settings flourished through the development of national and international networks, although universities were first suggested and identified as a potential setting for health promotion in the UK more recently. This means that Health Promoting Universities (HPUs) have the benefit of learning from the experiences of the earlier health promotion settings. They are evolving and adapting many of the principles of healthy schools and workplaces and becoming a viable force in the field of health promotion:

> "The HPU initiative aims to integrate processes and structures within the university's culture supportive of a commitment to health and health promotion. Additionally, the initiatives promote the health and wellbeing of staff, students and the wider community." (WHO 2009c)

A rapid growth of interest has been noted recently in universities in the UK as settings for health promotion due to an increasing focus on quality reform and attainment of academic excellence (Dooris, 2001; Coffey & Coufopoulos 2008; Crouch, Scarffe & Davies 2006).The University of Central Lancashire has been the flagship HPU in the UK for some years. Drawing on the WHO's experience in developing the healthy cities project, it sought to develop a conceptual framework that defined the essential features of the settings-based approach applicable to a university. It went on to build managerial commitment and widespread ownership, and to combine the coordination of high-visibility activities for health with innovative action for long-term organisational development and institutional change.

HPUs have at the same time become a key focus for the health promotion of staff, students and local communities in many other countries of the world, including for example China (Xiangyang, Lan, Xueping, Tao, Yuzhen, & Jagusztyn 2003).

2.0 PILOT STUDY

2.1 HPU project aims and objectives

The specific task of developing the University of Brighton as a HPU had th following aims:

- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

In order to facilitate this process and develop a university strategy towards HPU status, a two-year pilot project was funded from university innovation funds and overseen by an HPU Steering Group (see Appendix A). Its over-arching aims were to:

- integrate the processes and culture of the institution towards a commitment to health and the development of the university's health-promoting potential
- promote the health and wellbeing of staff, students and the wider community.

In addition, its specific objectives were to:

- integrate a commitment to, and vision of, health within the university's plans and policies
- create a health-promoting and sustainable physical and socio-ecological environment
- develop the university as a supportive empowering and healthy workplace
- support the healthy personal and social development of students and staff
- increase understanding, knowledge and commitment to multidisciplinary health promotion across all university faculties, schools and departments
- support the promotion of sustainable health within the wider community.

Progress towards these objectives was perceived as being fundamental to achieving all six aims of the current University of Brighton's Corporate Plan 2007–2012 (University of Brighton 2007), which are underpinned by a set of values, priorities and working practices reflected in the concept of an HPU; and also in preparing the new corporate plan from 2013 onwards.

2.2 Phase One

Phase One of the pilot project was carried out between April 2009 and May 2010. In order to contribute to the achievement of the aims of the pilot project, a qualitative scoping review was carried out by staff from the university's International Health Development Research Centre (IHDRC) (see Appendix B). It consisted of three interrelated activities: a selected literature review; a series of in-depth qualitative interviews; and an interactive workshop held with university stakeholders. During Phase One, the HPU Project Steering Group also met approximately once a month to progress all matters related to the HPU pilot project.

2.3 Phase Two

Phase Two of the HPU pilot project took place between May 2010 and July 2011. The project had been due to end in May 2011, however, due to unavoidable delays at the start of Phase Two, the project was extended until July 2011. Building on the findings and recommendations of Phase One, Phase Two progressed towards implementation of the HPU programme and consisted of both research and practical delivery elements. The original research outline for Phase Two proposed that topic-based working groups would be created and that some topic-related pilot interventions would be developed by these groups. At the start of Phase Two, the PSG decided that it would not be an efficient use of time to create new working groups and efforts should be focused on building upon existing resources and networks. The PSG therefore identified developmental leads for a number of dedicated and HPU-funded pilot projects. In terms of the research elements of Phase Two, IHDRC was commissioned by the PSG to monitor and evaluate these pilot projects and to present the findings within the project final report. As part of this process a number of indicators were developed to monitor and evaluate structures, processes and outcomes identified within the project. At the end of Phase Two a series of conclusions, recommendations and next steps are presented in Sections 5, 6 and 7.

2.4 Ethical approval

Prior to any fieldwork being carried out, ethical approval for this research was sought and obtained from the Faculty of Health & Social Science Research Ethics and Governance Committee (FREGC) at the University of Brighton. This ensured, as far as possible, that all measures were taken to ensure integrity and quality to ensure that respondents and their data were protected.

3.0 MONITORING AND EVALUATION

3.1 Background

To ensure the HPU pilot project was monitored and evaluated in its entirety, a literature review was carried out (Hall, 2011) which, combined with learning from national and international practices relating to monitoring and evaluation of HPU (see National Healthy University website http://www.healthyuniversities.ac.uk/) guided the development of a monitoring and evaluation strategy.

Two issues influenced this HPU monitoring and evaluation strategy. Firstly, more research needs to be carried out into the monitoring and evaluation of HPUs (Dooris & Doherty 2010a), and in particular the use of relevant theory-based models (Dooris & Doherty 2010b). Secondly, when attempting to establish an evidence base, there is a tension between traditional positivist, empirical and quantitative approaches, which use randomised control trials as the gold standard, and more qualitative methods of research (Dooris 2006). Although there is interest currently in mixed method approaches using both quantitative and qualitative methodology, a realist approach, which has an explanatory rather than judgemental focus, was adopted:

> "It avoids epistemological objectivism. It is a methodological orientation that has its roots in realist philosophy and the relationship between cultural constructions, social behaviour and material conditions. It seeks to unpack the mechanism of 'what works for whom, in what circumstances, in what respects and how'." (Davies & Sherriff 2011 p 3 citing Pawson et al 2005 p 25)

3.2 Monitoring and evaluation strategy

The HPU monitoring and evaluation strategy can be used as a reference point and guide for in-depth analysis of all relevant components which contributed to the development, processes and outcomes of the pilot project. This section considers the rationale for its structure; summarises the evaluation tools developed as a contribution to the HPU project; considers the monitoring aspects included within the framework and finally presents each of the components, with reference (where relevant) to the participants' recruitment strategies, methods of data collection and analysis.

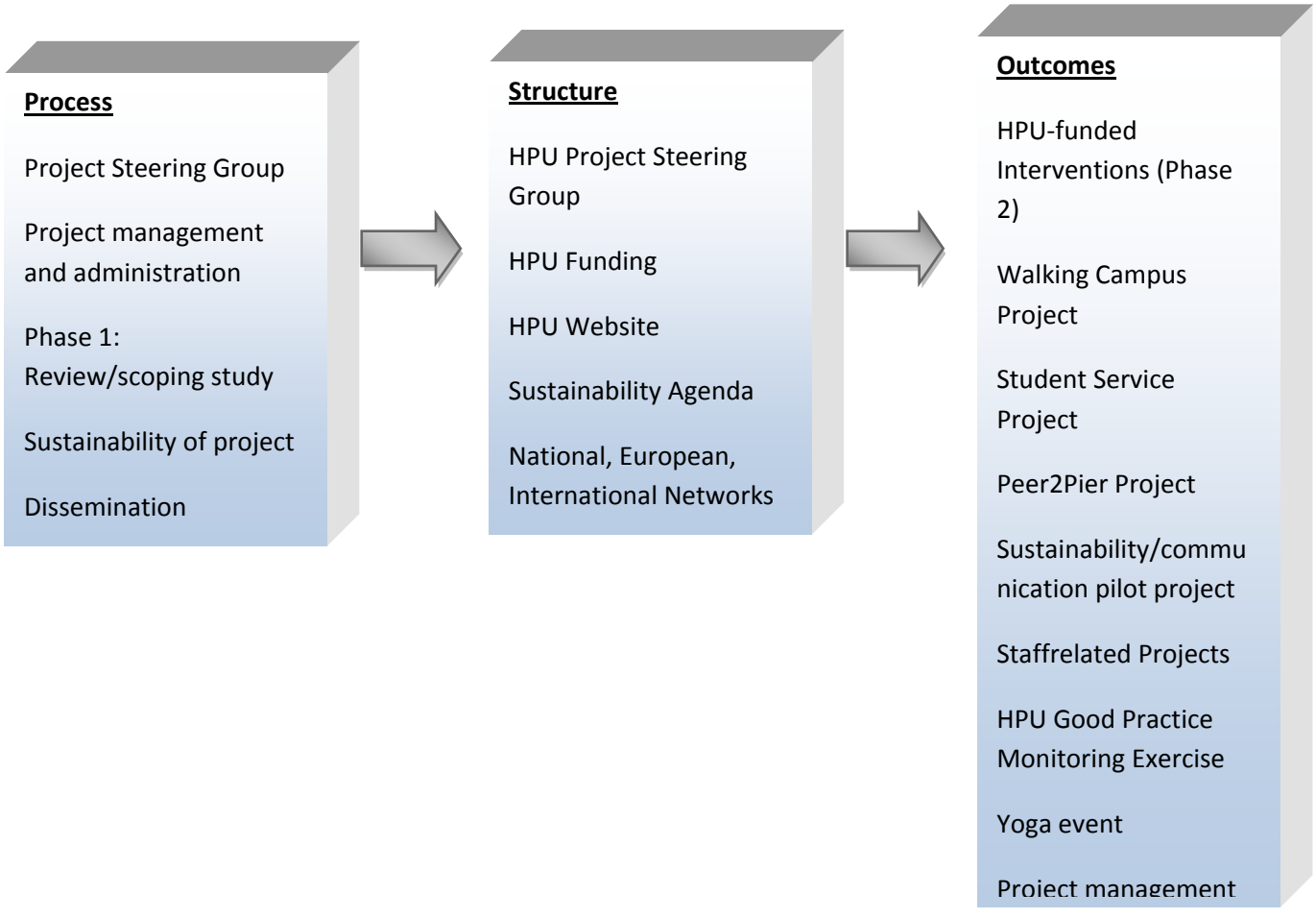
Section 4 will present and discuss in more depth the findings from the monitoring and evaluation exercise, with reference as appropriate to the different components of the evaluation strategy.

3.3 Explanation of monitoring and evaluation components

A university is a complex social system. Therefore the theoretical foundation of the monitoring and evaluation strategy adopted is grounded in a systems-based understanding of nature and society, where a system is made up of interdependent and interrelated parts. The relevant system has to be considered as a whole, it cannot be viewed in isolation from its context and environment (Checkland 1981). In social systems theory, the three concepts involved relate to a system's *structure*, the *process/es* it supports and the *outcome/s* of its use in practice. These three categories are linked together in an underlying framework (Donabedian1988; Donabedian 2003). Donabedian's structure, process and outcome measures were incorporated into the HPU monitoring and evaluation strategy (see Diagram 1) and each of the HPU project components were scrutinised to see where they fitted into such a framework. The strategy is operationalised through a set of identified components, with their own indicators, sources of information and/or activities.

Diagram 1

Illustration of the structure, process, cutcome components of the HPU evaluation framework



3.4 Evaluation tools

Specific tools for evaluating different components of the HPU project were developed, as necessary, based on the key learning points from the findings and recommendations of Phase One. Each of these tools took into account the key concepts inherent within health promotion philosophy, as reflected within the Ottawa Charter for Health Promotion (WHO, 1986).

These tools included:

- HPU PSG questionnaire (Appendix I)
- HPU PSG workshop-guided exercises (pre-workshop questions and those for discussion during the workshop) (Appendix H)
- HPU-funded intervention standardised questionnaire (Appendix J).

3.5 Monitoring components

There were two components to the monitoring of the HPU project, the first of which related to the inherent duties and coordination efforts of the PSG in ensuring that the project remained on track to meet its objectives. The process measures outlined in the evaluation framework reflected this process in its component parts.

The second key monitoring aspect was the 'HPU Good Practice Monitoring Exercise', which consisted of maintaining a collection of ongoing initiatives which broadly related to the HPU agenda. The list was not exhaustive, however, it demonstrated ongoing commitment and resource across the university for ensuring that health and wellbeing are high on the agenda for both staff and students and had the potential to maintain sustainability of the HPU approach.

3.6 Monitoring and evaluation framework – detailed overview of content

In this section, each of the components of the evaluation strategy is reviewed.

3.6.1 Structural components

HPU PSG

The PSG was formed at the start of the HPU pilot project. Its membership fluctuated slightly but it retained a core of eight members from across the university (see Appendix A). All PSG members had health and wellbeing, either overtly or covertly, as a key component of their job remit. They met at regular intervals (on a monthly

basis during Phase One and every two months during Phase Two), to progress the aims and objectives of the HPU pilot project.

The PSG was both a structural and process component of the project. A facilitated discussion (see Appendix H) was held with members of the PSG towards the end of the project. This provided an opportunity to reflect upon its function as a facilitator for driving forward the HPU project. The future of the PSG was also discussed at this forum, which was attended by seven members of the PSG (or their representatives) and one invited contributor. Participants had been asked to review in advance a series of predefined questions to feed into the facilitated discussion (Appendix H). A questionnaire was completed (see appendix I) by those members of the PSG who could not attend the facilitated discussion (n=2).

Both the questionnaires and facilitated discussion notes were content analysed according to the predefined themes taken from Phase One findings (see section 2.3).

HPU funding

Fifty thousand pounds from the University Innovation Fund was allocated to the Sport & Recreation Department to support the HPU pilot project. Part of this funding was transferred to IHDRC in two instalments (in Phase One and 2) to lead the research component of Phase One of the project, and its monitoring and evaluation in Phase Two, as well as administering the project throughout.

HPU website

As part of the broader HPU communications strategy, a dedicated HPU website was established by IHDRC at the beginning of the project: see http://www.brighton.ac.uk/hpu/. IHDRC was also primarily responsible for updating the website in terms of structural development and site content. This was carried out in cooperation with the Faculty of Health & Social Science web administrator. The number of website 'hits' were recorded to ascertain interest in the HPU website/project, and website updates were kept on file for reference of dates and content of updates made.

Sustainability agenda

The HPU pilot project has actively contributed towards a growing body of research and development which highlights the links between health and wellbeing and sustainability agendas (Barlett and Chase, 2004; Griffiths and Stewart, 2008; Orme & Dooris, 2010). Recent research highlights higher education settings as offering great potential to impact positively on their students, staff and wider communities. It also underlines an increasing necessity to demonstrate how HPUs can contribute to the achievement of the core business objectives of universities and contribute to

their related agendas, including sustainability (Dooris and Doherty, 2010a). Equally, sustainability is an important health promotion concept outlined in the Ottawa Charter (WHO, 1986). In recognition of the importance of the interrelatedness of health and sustainability, efforts were made by members of the PSG to link the pilot project with the university's established sustainability agenda in the following ways:

- The Sustainable Development Management Group (SDMG) – efforts were made to formalise links between HPU and the SDMG. The HPU project was presented and discussed at meetings of the SDMG.
- Environmental Action Networks – the HPU project was presented and discussed at Falmer EAN and links to other EANs were sought through the provision of an allocation of funding to each of them to develop a pilot project linking health and sustainability (see section 4.2.2).
- An allocation of funding was awarded to the HPU/Sustainable Development Pilot Intervention in the Faculty of Science and Engineering in order to explore the use of focus groups to explore topics of current staff interest.

Activities and sources of information related to the above, which have made a contribution the evaluation, include: minutes (including outcomes) from the SDMG, EAN meeting minutes, interim reports from HPU/EAN pilot projects (see 4.2.2) and a report on the HPU/sustainable development pilot intervention. Analyses of the above activities were carried out by considering the outcomes achieved and ongoing links with each of the relevant groups and networks. In addition, the interim HPU-funded intervention reports (see section Findings 4.2.2) were analysed according to key themes, as identified in Phase One of the project and as reflected in the detailed questions. This included explicit questions around sustainability.

3.6.2 Process components

PSG

All of the PSG meetings were recorded and minutes/action points were agreed by members. These were made available through the HPU website to internal stakeholders only (ie members of staff). Analysis of PSG proceedings included monitoring the number of meetings and average number of attendees.

In addition, as described above ('Structural Components – PSG'), the facilitated discussion and questionnaire addressed issues including those identifying strengths, weaknesses, opportunities and threats to the HPU project. This also gave consideration to PSG processes, such as effectiveness, efficiency, and sustainability. The outcomes of the facilitated discussion and questionnaires were content analysed and have been fed appropriately into the findings of the report.

Project management and administration

IHDRC had been tasked with coordination of Phase One of the project and delivery of the interim project report (see Davies and Newton, 2010) and had also received a small budget to coordinate administrative support and coordination aspects of Phase Two (as well as leading on monitoring and evaluation of the project) (see Appendix B for members of the IHDRC project team).

The PSG held overall responsibility for managing the project, although IHDRC was primarily responsible for the day-to-day coordination and administration of the project. The PSG was an ad hoc group and not formally recognised within the university's committee structure. The PSG meetings themselves were chaired by the Head of Sport and Recreation and coordinated and administered by IHDRC.

Indicators for evaluating this component of the project included:

- reliable, timely, efficient communication systems
- timely production of relevant project materials
- website production and maintenance.

Phase One: Review/scoping study

Phase One of the pilot project was carried out between April 2009 and May 2010 (see 2.2). A qualitative scoping review was carried out by IHDRC to contribute to the achievement of the aims of the pilot project. It consisted of three interrelated activities: a selected literature review; a series of in-depth qualitative interviews; and an interactive workshop held with university stakeholders.

Selected literature review

Reviews of appropriate academic literature and relevant grey literature (eg local strategies, policies, papers and reports from the University of Brighton) were carried out by IHDRC. The latter reflected relevant actual and potential health promotion activities across the university in order to highlight practical actions in improving health and wellbeing that may expedite and ensure sustainability of the HPU approach. The latter reflects:

1) the importance of building a settings-based approach to health promotion from within the existing culture and processes of the institution itself (not seeking to import it from outside)

2) the importance of the HPU initiative being jointly owned by all stakeholders within the university, having bottom-up as well as top-down elements.

Individual in-depth interviews

In-depth qualitative interviews were held with 28 respondents from across the university. The sample of respondents was opportunistic and they were not meant to be representative, nevertheless they did include a wide cross-section of invited staff (from academic, administrative and specialist support backgrounds and levels), students and others involved in the daily life of the university, working and studying at its various sites (see Appendix C for a copy of the invitation letter).

All interviews were conducted by members of the IHDRC review team. A semi-structured interview schedule was developed (see Appendix F). Slight variation of questions in the interview schedule related to whether a staff or student respondent was being interviewed. The interview schedule acted as an aide-memoire rather than a rigid list or order of questions – this enabled the researcher to ensure all areas were covered but allowed flexibility in responses as necessary. Most interviews took one hour to administer. The scope and purpose of the interview was explained in advance to all respondents who all received an information sheet (see Appendix E). All respondents signed a consent form before their interview (see Appendix D). All the interviews were conducted at various university sites. One of the limitations of the study was that interviews were carried out during September and October (2009): in the future such work should be carried out well into term time to ensure more availability of students.

Stakeholder workshop

To supplement findings from the individual interviews, a half-day workshop facilitated by the IHDRC review team, was held with 25 participants from across the university. All members of the HPU Steering Group participated in this workshop. It consisted of plenary sessions and a series of reflective small group work exercises, focused on two key themes:

1) How can we best embed the Health Promoting University concept, principles and actions into the daily life of the university?

2) What would be the best way to involve all members of the university community in facilitating the Health Promoting University?

Data analysis

All interviews were tape-recorded, transcribed and content analysed. This data was supplemented by interviewers' notes and records as appropriate.

In addition, all materials from the workshop including flip charts, notes and discussion records were content analysed.

All respondents remained anonymous and were identified only by their interview number – this ensured they could not be identified by, for example, job title, site, seniority, course of study, etc to avoid additional weight being given to certain views, statements or quotes. Where appropriate, with anonymity maintained, differentiation was made between student and staff views.

The results of this work were summarised an interim report (see Davies and Newton, 2010) and have been used as a process measure to contribute to the overall evaluation. (The interim report is available on request from IHDRC.)

Sustainability of project

As mentioned above, the sustainability agenda was a key overall theme for discussion during the HPU project. As such, sustainability was an important process measure for the overall project in light of its overarching aim to embed health-promoting concepts and principles into the policies and practices of the university. From discussions at the PSG it soon became apparent that sustainability of the project was crucial in order to truly embed these HPU concepts and principles. Thus sustainability became a key theme within each of the evaluation tools developed (appendices H, I, J) as listed above (section 3.1.4) and these were analysed and included in the findings (section 4).

The ways in which sustainability of the project were measured included:

- mechanisms for engaging with the wider student and staff body
- commitment of PSG members to continue to facilitate the establishment of the University of Brighton as a HPU
- planned measures for the continuation of HPU concepts and principles into daily university policy and practice
- external links
- availability of (research) funding.

Dissemination of project (ongoing)

The dissemination of the project is part of the broader HPU communication strategy. Dissemination is presented as both a process and outcome measure and relevant indicators include:

- presentation of the HPU project at relevant meetings
- HPU project reports (interim) – number distributed/requested
- HPU conference presentations
- planned and published research papers

- HPU website hits.

Key dissemination outputs are listed in the findings and plans for future dissemination noted.

3.6.3 Outcome components

HPU-funded interventions

A standard HPU evaluation questionnaire was developed as an interim progress measure for the HPU-funded interventions (see Section 3.4). The aim of these interventions was to capture the projects at a certain point in time rather than evaluate their outcomes, due to the fact that only one of the projects had been completed by the end of the pilot project (July 2011).

These process reports are presented in full in section 4.2.2. They are useful in order to gain an overview of the projects themselves and their links to the overall concept of the HPU. Relevant issues are discussed, such as sustainability of the interventions and next steps for their future development and further implementation. Where available, the process reports also include an explanation of the projects' ongoing evaluation elements.

Some qualitative data analysis was carried out of the project reports in order to elicit key themes arising from the data. As such, the quotes used were anonymised and project interventions were coded P1-P8.

HPU good practice monitoring exercise

As mentioned above, a list of ongoing initiatives, which broadly relate to the HPU agenda, was produced between September 2010 and July 2011. The full list can be found in section 4.2.4. The examples of good practice collated were categorised according to key health and wellbeing themes/topics including (i) healthy eating; (ii) physical activity; (iii) recreational activities; (iv) sustainable development; (v) mental health; (vi) sexual heath and (vii) general health. The final list is not exhaustive of all ongoing activities, but provides some examples which demonstrate the wide range of topics which relate to the health and wellbeing of staff and students within the university.

Dissemination of project

See 'dissemination of project' discussed above as a process as well as an outcome measure.

Future developments

Activities which demonstrate future developments include potential internal and external partnerships at national, European and international levels and potential research funding proposals. These are discussed in section 4.

Evaluation of Pier2Peer yoga event

IHDRC worked opportunistically with the Students' Union Pier2Peer project to evaluate a planned yoga event held in January, 2011. This provided an example of an HPU-related project which was developed independently of the pilot project (see Appendix M for details of the full project evaluation).

4.0 FINDINGS

4.1 Phase One

The findings presented in this section reflect the summary results of Phase One of the pilot project. These include the summary findings from the series of in-depth qualitative interviews as well as the results of the interactive workshop held with university stakeholders (section 2.2).

Underpinning principles and values

All respondents felt that the university, as a major employer with a large student body, is a natural place for health promotion and that creating the University of Brighton as a Health Promoting University with HPU status would be good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism. Respondents were clear about what an HPU should look like. Although physical facilities such as the provision of, and easy access to, healthy, affordable food choices, fresh water and sport and physical activity were important, most respondents felt that HPU values should encompass everyone at the university and be embedded in its everyday life. The university was viewed positively in terms of being well led and well managed; having a caring and supportive culture which valued staff and students; and supported their health and wellbeing. The status of becoming an HPU was seen as positive and a useful tool for linking up, embedding and adding extra value to existing good practice within the university.

Building healthy public policy

Policies and practices already in existence at the university were largely viewed positively and as being sympathetic to health and wellbeing. Although the university was generally seen as supportive in this regard, variability and lack of coordination due to the nature of the multisite campus were found to be challenges.

Creating supportive environments

Campuses were described as welcoming, open and accessible, and safe and secure. However, once again there was variability between sites, with some campuses feeling isolated and unwelcoming. Variability was also reported with regard to immediate work space. With regard to the social environment and recreation, a key issue for many respondents was the lack of communal space where they could relax or socialise – this sometimes led to feelings of isolation.

Strengthening community action

Opportunities for involvement, consultation and participation in decision making at the university were viewed positively by respondents and the corporate plan, sustainability strategy and Environmental Action Networks were frequently cited as good examples of this. However, another view was that within the existing structures it was difficult to have meaningful involvement and participation. Suggestions for tackling this included improving communication at various levels throughout the university.

Engaging with the wider community

The University of Brighton is clearly committed to engaging with its wider community and has a broad range of current policies and practices to this effect, including the Widening Participation Strategy, Community University Partnership Programme (CUPP), On Our Doorsteps, and Active Student initiatives, for example. Suggestions for further improving community partnerships included having more time and resources formally allocated to this end, and also having a greater understanding of what communities need and want by actively engaging more with them. However, it was also recognised that there was need for a balance between pursuing the university's core business of teaching and learning and fully embedding community partnerships.

Public health drivers

Public health drivers are related to current government public health policy priorities and objectives for the nation and include healthy eating; physical activity (and recreation); smoking cessation; mental health; sexual health; alcohol and drugs; and general health issues. Overall, responses about the provision of healthy food and physical activity were positive and respondents felt that they were able to access healthy choices. There was an awareness of the support and services available for mental health and smoking cessation, however, once again there was variability between different campuses. Emerging themes were the lack of social space and communal areas having a detrimental effect on mental health and wellbeing; the need for more user-friendly and easily available information about health-related issues; alongside the need for better coordination and communication of health-promoting initiatives.

Core business priorities

A Health Promoting University was regarded as important for improving the core business of the university. It was felt that students who attended an HPU would feel safe and secure, have a more rounded education, achieve better results and be

more employable. The HPU strategy was seen as one way of embedding health and wellbeing into the curriculum. It would also be good for student and staff recruitment and retention as HPU status is attractive and would distinguish Brighton from other universities.

Challenges to the development of the university as an HPU

The challenges to the development of Brighton as an HPU included: resources; detracting from core business; lack of engagement and the need for strategic support; and the difficulties of changing the perceptions of students, staff and senior management. Measuring effectiveness and having tangible evidence that the HPU approach is making a difference were seen as very important.

Throughout the scoping study, the multisite/split-site nature of the university was described as a major challenge in terms of variability and lack of consistency. Embedding the principles of HPU into the management structure of the university and clearly communicating its underpinning values would be of key importance in ensuring efficient and effective action to tackle this issue.

4.2 Phase Two

This section presents the findings from both the research and practical delivery elements of Phase Two of the project (as introduced in section 2.3). The evaluation strategy presented in section 3.1 provides a framework for the presentation of these findings. As necessary and in keeping with the evaluation framework, the findings are contextualised according to whether they related to the structure, process/es or outcome/s of the project.

4.2.1 HPU Steering Group stakeholder consultation

In order to gauge the opinions of the key HPU project stakeholders, namely those members of the PSG, a facilitated discussion was held on 5 July. Prior to the facilitated discussion, an outline for the event was sent to the participants (n=8), which included a number of tasks for their consideration prior to and during the discussion. For those HPU PSG members who could not attend the facilitated discussion (n=2), a questionnaire was circulated which mirrored the tasks for the 5 July. These tasks are presented below with summaries of responses from both the questionnaires and facilitated discussion.

Task 1 considered the structures, processes and outcomes identified within the HPU project with comments requested for additions and amendments to this list and for general comments on the progress made in each of the identified areas.

The participants broadly agreed with the list presented to them, identified as components of the project which were used to help achieve the aims of the project**:**

- **HPU structures:** (internal) HPU website; PSG; university strategy documents eg corporate plan; sustainability-related structures eg sustainability committee; (external) national networks (projects), European networks, international networks
- **HPU processes**: PSG meetings; ongoing university health-related initiatives (research, practice and policy-related); social and community engagement agenda eg CUPP; HPU staff facilitated workshop
- **HPU outcomes**: HPU-funded projects; increased awareness of HPU concepts and principles; HPU-related dissemination materials.

HPU structures

It was considered that progress had been made in some areas, for example developing the PSG as a HPU structure and the HPU web. There was some uncertainty as to whether the HPU as a concept was actually embedded at policy making level or whether it was reliant on elements of good practice by individuals ie whether it was fractional or marginalised. The project phase was perceived as being a catalyst for moving forward, with much recognised as needing doing to embed this into the workings of the university. In order to embed HPU principles into policy and planning frameworks, formal ways in which to do were recognised as important, with engagement from senior management. A suggestion was made that HPU concepts could be part of university policy/staff training and staff induction.

HPU processes

Again, it was considered that significant progress had been made in this area and through developing HPU-funded initiatives. As previously, the project was perceived as being a catalyst to move on from project stage. It was felt that to be successful, HPU would need to be championed by key stakeholders across the university including at departmental level and involving managers. Suggestions for fora with potential for incorporating HPU onto their regular agenda included Senior Management Team (SMT), Deans' Group, Faculty Management Groups. It was recognised that the process could not be imported, but needed to be developed internally through engagement with key stakeholders and through the development of supportive structures including environment as well as policies and practices.

HPU outcomes

Tangible outcomes such as those identified were perceived as being easier to evaluate, with recognition given to the delay caused to the HPU-funded interventions meaning that they were at a less developed stage than had been envisaged at the start of the project. Opinion was divided as to whether a branded HPU would be beneficial in order for students/staff to engage more fully with the HPU concept along with a simple message of explanation. A logo was also suggested as being a potential tool to clearly identify HPU-related practices/links/activities. This was suggested as a way in which HPU concepts could be embedded into the university culture and policy. Also, this could have an impact in supporting students to improve student retention. On the negative side, branding was perceived as having a potentially limiting effect, perhaps excluding students who interpreted the brand to mean something that either doesn't appeal to them or gives the impression that the University of Brighton is less intellectually challenging. A value was recognised in branding the university with an ethos of value and social responsibility. In the absence of a current branding strategy, members of the PSG should remain in contact with the National Healthy Universities network and their agenda around branding as well as the European network.

Finally, it was felt that inputs would be worth considering in the future for evaluating HPU.

Task 2 examined the emerging themes from the HPU project.

In terms of **underpinning values and principles** of the HPU project, the project was perceived as having been equitable in its approach, with opportunities for engagement with staff and students made available at different points of the project (eg Phase One, interviews and workshop; Phase Two – HPU-funded projects, staff workshop, Sus-Back questions, HPU monitoring exercise). Project uptake was not perceived as being as good as it could have been with a gradual understanding and increasing awareness about HPU emerging predominantly in the latter stages of the project. The extent of equity apparent within the project was felt to reflect the amount of resources available for delivery of the project.

In terms of the **sustainability** of the pilot project, inclusion in the new corporate plan was seen as key. Factors which could hinder the sustainability and longevity of HPU were perceived as being the lack of sign-up from individuals whom may not see the relevance to their work as well as increasing workloads for these people. In addition, the PSG has not existed as a formal university committee. A key facilitating factor was perceived as being a mutual desire from a key group of people to move this forward which included SMT 'buy-in'.

The HPU was not seen as having fully been **embedded into daily activities at the university**. Whilst it was recognised as having raised awareness, the next steps were considered as important ie the continuation of the HPU-funded interventions and the reporting back on the project's achievements. The importance of taking it forward through existing university networks was seen as important for example through the EANs. As previously, the project was perceived as being the catalyst to move onto the embedding stage, which may in turn depends on incorporation into key strategies of the university eg corporate plan and the Estates strategy as a way of formalising HPU. It was also suggested that HPU could become a requirement for inclusion in the development of any school or department plan or in the development of any policy/strategy, or in the annual reporting phase that all heads complete as part of the academic health review process, with the idea of it being an obligation which was mandatory for consideration.

The project was perceived as having been **empowering** those members of the PSG and their respective departments, with further empowerment of target groups (staff and students) expected once the HPU-funded projects have been implemented. Empowerment perhaps was not recognised as a key concept of HPU which has meant that it has not been an easy concept to measure – this should become clearer as HPU becomes better known. Additionally, the link between raising awareness and resultant empowerment was suggested as relevant, which the project was perceived to have succeeded in doing, albeit with less of a widespread reach than perhaps was envisaged. A specific HPU communication / promotion plan was recommended as a way of further increasing awareness and staff and student engagement.

HPU aimed to contribute towards **building healthy public policy.** Whilst it was not clear that HPU had yet succeeded in doing this examples of current good practice in this regard were given as the drug and alcohol policy, the student mental health policy and the university Strategy for Sport. In addition, in terms of work-life balance policies adopted by Personnel, some of them were reported as being at the enhanced level compared to statutory requirement.

In terms of **creating supportive environments,** it was perceived that HPU could help to work towards ensuring that there are different types of spaces for students and staff, suitable for work and leisure. A strong recommendation was made to engage more fully with Estates and Facilities management in this regard.

The HPU project was perceived as having **strengthened community action** by encouraging participation in aspects of the project including the HPU-funded interventions and the staff workshop. It was felt that a sense of community was developed through working together to implement initiatives which resulted in the community collectively benefiting, for example, campus walking maps (in development). HPU was thought of as making the university seem proactive and

concerned about its community (staff, students and the local communities that host us). In this way, it was proposed that the community may feel more engaged and aware of health and wellbeing-related opportunities that are available to them. Communication and good branding was again perceived as a key factor in increasing involvement and awareness of the university community to the HPU.

Improvements in strengthening community action were perceived as being made possible through having a clear focus and direction for what being an HPU means to the university, as well as the potential impact on staff and students. It was suggested that if HPU is viewed as important, then it becomes a value held across the community of staff and becomes part of the student experience. Consideration should be given to all of the other factors that the university wishes to highlight in order that the HPU does not get lost amongst the other factors. The process of encouraging participation in the HPU and increasing community action has been hindered due to limited resources and therefore limited opportunities for all staff and students to have been actively involved in the process. Furthermore, when the HPU PSG was first set up, some people who were invited to engage, declined, perhaps due to lack of understanding of the potential benefits of the HPU and the potential value of being involved. This has changed over time as people have become more aware of the value of the project and requests have been made to be kept informed on HPU progress. Student engagement has been relatively poor, potentially due to sabbatical officer changes over the period of the project and secondly the governance and structural review that the Students' Union was undertaking during the project, which meant that inadequate resources were available to engage fully with students. Student involvement in the HPU should be strengthened following the creation of the Wellbeing Zone, which the Students' Union aligns well with the concepts the HPU is working to. It makes sense to utilise the new Students' Union structures and communication channels to maximise the potential for engaging with students and strengthening community action in this regard.

Additional factors which may have hindered community involvement were perceived as including: a lack of focus, with HPU being perceived as being all encompassing. It was suggested that some named areas of focus could come out of the project for prioritising in the future.

In terms of **engaging with the wider community**, it was felt that the HPU project had not engaged to its full potential with the wider community due to time and resource implications. The project phase has been primarily internalised within an attempt to try to capture what the landscape is within the institution, including exploring internal involvement, examples of good practice, interested groups and individuals across departments, faculties, schools and across different sites, all of which have proved to be a challenge within the lifetime of the project. Some examples of community engagement were highlighted within the project, for example

within the monitoring exercise, in addition, from a physical activity perspective the community membership to sports facilities currently has about 600 local community members accessing sports facilities. In the future, it was proposed that a clearer message about what being an HPU means for the university would be necessary in helping to raise awareness amongst the wider community. In addition, it was thought that to use the HPU concept as a catalyst to engage in this area would require assistance from CUPP or a specific related organisation.

The HPU was perceived as being a vehicle for promoting **public health drivers,** once clear as to the focus of the HPU and the appropriateness of its use as such. The HPU was perceived as having potential to play an 'activator' role to disseminate information and to organise relevant events which could link in with national campaigns through departments most closely aligned to the topic of interest, for example, healthy eating could be the responsibility of catering, smoking cessation – the Faculty of Health and Social Science, physical activity – Sport Brighton, etc.

In terms of **resources needed,** to continue the HPU work, some personnel resource was thought to be important to drive the project forward and to maintain an overall steer. In addition, it was felt to be important that a core number of individuals maintained a commitment to being members of the PSG. In terms of specific health-related areas, it was considered important to be mindful if potentially increasing mental health needs of staff in coping with potentially large changes in times of economic crisis. Resources were expected to be shared across associated and interested departments who would also be encouraged to seek additional funds (internal or external). In terms of improving physical spaces, in the absence of funding for improving new buildings, it was considered important to identify and adapt existing spaces, for example using funding streams such as the corporate funding pot (Invest to Gain stage 2 and future Student Experience Improvement pot).

Communication mechanisms were considered essential **i**n times of significant change with clarity, consistency and transparency about what is happening. It was recognised that the university has made efforts to do this, through the Vice-Chancellor's talks for example. It was perceived as being of increasing importance for managers to understand how, when and what to communicate to staff and to ensure they feel (and are) heard. This approach was also perceived as serving to empower both students and staff to participate and to be part of the changes, which in turn could support increased understanding around the fundamental values of a health-promoting ethos.

Additional comments about communication focused on developing communication tools and habits within specific departments around health promoting messages, for example, Catering's healthy eating mark, or specific healthy eating weeks, or Sport Brighton's participation opportunities over emails and website (some examples of

these were collected as part of the HPU monitoring exercise). As above, it was suggested that a need remains to have an overall HPU communication brand which easily identifies HPU initiatives or concepts and which would serve to increase awareness about the HPU.

There was uncertainty as to whether the HPU had **improved core business priorities,** potentially due to a lack of awareness about what the HPU means and translating this into the potential benefits for the university, with associated meaningful and understandable areas of focus for different people to sign up to. As above, the project was perceived as having raised awareness, asked questions and started the process of embedding the HPU into policies and practices. In the future, it was thought to be important to show both internally and externally that the university values the health of its students and staff, for recruitment and retention. To have the HPU values associated with it, could contribute to recruitment albeit in an intangible way. In addition, maintaining a happy and healthy workforce was perceived as being important when faced with increased workloads, increased pressure within the sector and the need to be resilient in the face of change.

Task 3 consisted of a SWOT (strengths, weaknesses, opportunities, threats) analysis of the HPU project. A summary of the responses are listed below:

Main strengths

- The project has encouraged networking and listening to others thoughts and ideas with improved networks and interlinking of specialist skills.
- The HPU project has helped to provide a framework for developments related to health and wellbeing as well as enabling a current status overview around health to be achieved.
- Awareness has been raised about good practice and some tangible projects have been taken forward.
- The HPU project has highlighted ongoing achievements and brought HPU to the forefront of agendas.
- The project has identified a need for more university-wide discussion about how to link other key related areas including sustainability and social and community engagement as examples.
- The project has brought together a group of people with an interest in developing this area.
- Examples have been identified where concepts are embedded into curriculum but these have not necessarily been articulated before the project.
- The project has succeeded in creating the building blocks for, and acted as a catalyst to take this area forward.

Main weaknesses

- The project has not had input from some key central departments (for example, Estates, Catering, Personnel) and academic schools. There may have been some discrepancies between perceptions and expectations of PSG members as well as the wider university community, perhaps due to not being clear at the outset where we wanted to end up.
- There has been an occasional lack of focus at PSG meetings.
- There has been a reliance on people with increasing workloads to take it forward – focus can be affected by 'day job' work pressures. Also there is a perception of competing agendas.
- There was a lack of branding to 'umbrella' activity under, which has led to less awareness and promotion/communication than could have been achieved.
- Funding is limited to the project and resources are diminishing.

Main opportunities

- The HPU is becoming part of the overall ethos for the university.
- The HPU can become part of the wider student experience.
- The HPU can be a tool to assist with the major changes underway in higher education.
- The HPU project can act as a catalyst to move the area of improving health and wellbeing forward for discussion and development.
- Interest has been expressed by stakeholders from across the university to contribute to the development of this area.
- Social spaces could be improved with cooperation from Estates and Facilities Management (in hindsight, they should have been involved in HPU from the beginning).
- Opportunities exist for revisiting catering issues, for example, sourcing local produce and increasing availability of Fair Trade food.
- There is an opportunity to embed HPU concepts into university policy and practices.

Main threats

- There is a danger that it could be lost amongst other priorities.
- There is a potential lack of interest and therefore understanding of how the HPU might be beneficial to staff and students, with some remaining misunderstandings about the HPU which may mean it is perceived as adding another layer of bureaucracy, rather than being embedded in policy and practice.

- There is an uncertainty in knowing where it resides in terms of driving the HPU forward.
- There is a lack of ongoing coordination/responsibility.
- Other workload pressures take precedence.
- A lack of recognition exists from key people on the importance of this area. There is an urgent need for advocacy especially with key strategies (eg corporate plan) being drafted.
- The project has finite resources at a difficult time economically and at a time when there are cutbacks in funding across the higher education sector.

Task 4 considered next steps and key recommendations for the project.

- It was considered that the HPU should now be moved from project phase to mainstream, which would require it to become part of the university corporate plan and other related strategies (sustainability, Estates, etc) and thereby, in time, being incorporated into the underlying ethos of the university. Schools/ departments would therefore become responsible for evidencing that element of the corporate plan, which could in turn support the continued development and maintenance of HPU concepts and principles. In time, the expectation would be that the HPU becomes a mindset/culture and will become self-promoting because it will become recognised as the norm. Formalising the PSG into a university committee would help in this regard.
- To have a clear focus for what the HPU means for the university and to communicate this clearly across the university as well as with external community partners. It was felt that currently great opportunities exist to highlight issues around sustainability, social purpose, engagement, etc; for example, with regard to the recently elected Green Council and MP in Brighton and Hove City Council.
- The university needs to be clear about what resides in the wider student experience agenda ie what is being offered outside of the curriculum that is perceived as important. Also to be clear about how the HPU should influence the curriculum.
- Establish the steering group as a more formally constituted body. To progress the ideas, a formal steering group should be maintained which convenes on a regular basis and involves heads of schools/departments/Board of Governors, as well as members of the existing PSG. The remit of the group should be defined by the group and they should continue work relating to university policy and practice. Develop the HPU policy along lines of mental health policy/disability policy.
- Identify committed HPU champions and coordinators in different areas eg Sport Brighton as the physical activity champions.

- Create a brand and a communication/promotional plan as a way of gaining status as a Health Promoting University and externalise this. Culture and communication are recognised as being inextricably linked with behaviour change. A stronger communication strategy would therefore be required to encourage change.
- As a way of embedding the HPU into policies and practices, inclusion of a health remit could be considered within the university training processes, for example in relation to the staff development review.
- HPU resources and funding – regardless of the future strategic importance of the HPU, the resource allocation should match the HPU work plan (to be developed), which should be devised realistically and in accordance with available resources. Human resources, in particular from within the PSG, will be essential in driving the project into the mainstream.
- The HPU website is a key resource and a central communication tool for the HPU. It should be used to its full potential and allocation of responsibility for its maintenance should be ensured.
- In terms of future 'ownership' of HPU, various suggestions were made but, in order for it not to become marginalised, the concept would need to be reported on and reviewed and within the existing committee structure.

When asked whether the **project objectives had been met (see Section 2.1),** there was agreement that they had been partially met with increased awareness of opportunities for participation in, engagement with and development of HPU-related practices. In addition, it was perceived that the HPU project has succeeded particularly in increasing the profile of health and sustainable development in teaching, research and knowledge exchange. It was recognised that attempts had been made to monitor and evaluate the HPU project, considering structures, processes and outcomes of the project. Whilst detailed progress was made in this regard, the challenge of developing suitable indicators for use in more 'value-based' projects was apparent and needs further work, with appropriate resources.

Future involvement in HPU: All PSG members expressed willing to be part of the future of the HPU at the university. As such, the majority of members felt that HPU concepts were already part of their daily work remit and would continue to be as such. Having said this, a time allocation would need to be ensured by all contributing members if the PSG in order to focus directly on developing and implementing a future HPU work plan.

4.2.2 HPU-funded interventions

As an outcome of Phase Two, eight interventions were allocated funding for development and implementation under the umbrella of the HPU project. The overall

aim of each of these interventions was to contribute to the improvement of staff and/or student health at the university. As such, health was interpreted in its broadest sense, in line with core HPU concepts and principles (see section 1.2).

The original intention had been that each of the interventions would have been completed within the lifetime of the pilot project. However, it soon became evident due to initial delays in their commencement (see limitations – page 31) that the majority of projects would not be completed by the end of July 2011. As a result, it was not possible to conduct a full evaluation of the outcomes of each of these projects. This section therefore presents process or interim findings for each of the HPU-funded interventions. The following contributions to the final report were made by each of the project intervention leads and in order to maintain their integrity, have not been heavily edited. They thus appear in 'real time', providing a 'snapshot' of work in progress. As outlined within the evaluation framework, the reports were based on responses to a series of questions, devised by IHDRC and rooted within key concepts and principles of the HPU perspective.

4.2.2.1 HPU – Environmental Action Network (EAN) interventions

Funding for staff and student-led projects at different university sites

Overview of the project

The HPU project has identified a number of existing initiatives and projects that aligned with HPU aims and objectives. One of these is the site-based Environmental Action Networks, which were identified as a unique mechanism to engage both staff and students. However, some projects and ideas which rely on materials might be difficult to realise due to the fact that EANs do not benefit from dedicated funding. Furthermore, EANs are still perceived in some cases as addressing only physical environment issues, and not broader issues of socio-ecological sustainable development. The allocation of a small fund to the different EANs, to deliver initiatives linked to health and environmental sustainability, was seen as an opportunity to reinforce the link between health and socio-ecological issues.

EANs meet at each site on average three times per year. These meetings take place at different times, so the timescales very much depend on the local Environmental Action Network itself. However, the aim is to have initiatives identified by EANs by October 2011 (after the pilot project) and completed within the academic year 2011–2012.

The Sustainable Development Coordination Unit (SDCU) will ensure all projects are recorded and visual evidence is gathered (photos, videos, etc.) for further dissemination. Furthermore, all project leaders are being asked to envisage the broader and long-term purpose of the initiatives.

Current progress

Two initiatives had been identified by EANs in Moulsecoomb (Cockcroft and Watts) and Falmer by the end of the pilot project. Progress is being facilitated and enthusiastic staff engaged, having time to be able to commit to activities or ideas outside of their day-to-day work. A variety of staff are currently leading on the projects, both academic and administrative. Some senior staff in Estates and Facilities Management have been very supportive, as well as one of the deans.

One of the factors hindering the process is time limitations, as initiating the projects depends on the frequency of the EAN meetings as well as term dates and responsibilities. For growing projects, this is further hindered by the seasonal nature of the process, although this will only mean it might take more time.

Project development and implementation

The two projects that have been identified above are still in their planning phase. It has been very helpful for them to have identified a lead person, or few people, who are committed to pursuing the project without the EAN chair having to devote too much of their own time. It has also been helpful to develop links between staff within the university – one of the projects visited another food growing project in Eastbourne to learn from their experience. This also helps to develop more links within the university and foster more cross-campus communication and action. The Sustainable Development Coordination Unit will need to prompt EANs again at the beginning of the next academic year.

Project evaluation

Each project will submit a brief description and timeline as well as a summary of how the budget will be used. The Sustainable Development Coordination Unit will ensure that visual evidence is gathered from the projects, as well as a continuous count of the number of people involved. It will also be useful to note how the projects strengthened links within the university, whether they integrated elements into teaching and learning and the student experience, and gather some testimonials of whether it improved staff or students' sense of belonging or feeling well at the university.

Links to HPU

Both health promotion and sustainability agendas share similar theoretical holistic and ecological underpinnings, whereby a 'whole systems' approach can be used, and interdependence of stakeholders from different domains is emphasised. This facilitates coordinated efforts to connect agendas and to enable effective interventions, for example to improve health and wellbeing and increase the productivity of staff.

The Environmental Action Networks (EANs) are an integral part of the university's sustainable development agenda and provide an open space for all staff and students to share ideas and communicate issues to local deans and senior managers through the Sustainable Development Policy Management Group. The structure of the EAN's aims to support open dialogue and provide a space where staff and students can influence the socio-ecological settings where they learn and work, as well as provide a space to get together and share ideas.

Integrating the HPU agenda with the work of the EANs has been an important step in raising awareness of the linkage between health, wellbeing and sustainable development, and broadening staff and students' perspectives of the types of topics that can be addressed through the EANs – they are not just about the physical environment.

The two projects that have been proposed revolve around health, wellbeing and food growing. The projects benefit from a small amount of funding and should be replicable where necessary. After projects are implemented, the Sustainable Development Coordination Unit (SDCU) will record successes and barriers, and facilitate shared learning between campuses – this has already happened between Falmer and Eastbourne for example. This also helps to build a sense of ownership and mutual building capacity within the university, building on practical experience.

Both projects are being led by staff, though plans are underway to involve students in the next academic year, and some students have already input ideas. In Falmer, the group is hoping to eventually integrate the project into the education curriculum. Furthermore, those involved in the project have been sharing and learning from external organisations; these are happy to develop workshops and support these initiatives.

Next steps for the project

The next steps will be to continue to encourage the development of existing projects and ensure staff members are given the opportunity to commit to this.

Four EANs have yet to decide on how they will use the HPU funding, as they have not yet had the opportunity to meet or decide collectively.

SDCU will communicate and celebrate achievements through the projects, and continuously use the link with the HPU to emphasise the broad remit of the EANs, in addressing more 'human' (socio-ecological) aspects of sustainable development, and linking them back to our environment.

4.2.2.1.1 Example of one the proposed projects for the Cockroft EAN: Windowfarms

Overview

A Windowfarm is a vertical hydroponic farming system for year-round indoor growing inside windows. It is not really a 'growing machine', as it still requires the conscious intervention of a farmer – you. However, a Windowfarm is a platform that makes it easier for you to get started growing hydroponically even in limited space and during autumn, winter, and spring months.

A pump on a timer periodically circulates the liquid nutrients through each column of plants in a closed loop. Water is moved from the bottom reservoir bottle to the top plant bottle via an air-lift system powered by a four-watt aquarium air pump. Water trickles down from bottle to bottle, through the plants' hairy root networks, and unabsorbed nutrient solution is collected again as it trickles into the bottom reservoir bottle.

You can grow almost anything in a Windowfarm, as long as it is not a root vegetable (like carrots, radishes, and parsnips).

For example - Arugula, Basil, Calendula, Chamomile, Cilantro, Collards, Cress, Dianthus, Dill, Kale, Lemon Balm, Lettuces, Lollo Rossa, Marigolds, Mesculan, Mint, Mustard, Nasturtiums, Pansy, Parsley, Safflower, Sage, Salvia, Snapdragons, Snow Peas, Sorrel, Squash, Stevia, Sugar Pea, Swiss Chard, Thyme, Tomato, Violas.

Energy costs

All Windowfarm systems come with a timer, which we recommend setting at equal 15-minute on/off intervals throughout the day and night. This means the pump is running 1/2 time, in other words 4,383 hours in one year. Using an average energy cost for US Residences of $0.12 per kWh (kilowatt hour), here's the breakdown:

2-column Home Kit – 1 pump @ 3 Watts = **$1.58 per year**

4-column Home Kit – 2 pumps @ 3 Watts each = 6 Watts = **$3.16 per year**

2-column Education Kit – 1 pump @ 3 Watts = **$1.58 per year**

6-column Education Kit – 3 pumps @ 3 Watts each = 9 Watts = **$4.73 per year**

Maintenance

- Checking PH levels
- Monitoring plant growth and health
- Cleaning algae build up
- Checking nutrients and water levels.
- Changing the water.
- Potential pest control ie aphids, blackfly, etc.
- Pollination, for strawberries at least.

Other issues

The Windowfarm website is fairly extensive. Blogs and forums will cover a lot of these:

- Installation, for example, drilling into walls
- Undesired student interactions
- Power supply
- Possible leaks and damage to property
- Tamper-proofing hardware in public locations
- Possible objections to noise (look to silencers)
- Possible humidification
- Possibility of attracting rodents or other vermin.
- Health and safety concerns
- Accessibility

Areas for expansion, potential projects

- Solar-powered pumps, Windowfarms
- Automated PH monitoring
- Planting schemes, companion planting
- Fully automated.

For more information see: http://www.windowfarms.org/

4.2.2.1.2 HPU-funded project: Falmer EAN

Overview

To cultivate some outdoor space to grow edible plants that can be a focus for free exercise and communal activity for as many staff and students who would like to use

the space. There isn't anything that facilitates this at Falmer at present. Key milestones are getting an area approved by Estates and raising the funds for the initial outlay of soil and timber for raised beds. Once the site is approved and the funds are raised, the beds should take no more than a few weeks to set up from ordering the materials. We were hoping to set it up this summer but realistically, it now looks like early spring 2012 (which would be an ideal time for planting and also we will have students on site who can get involved from the start).

Current progress

The project is on track. The site has been approved, subject to Estates checking that they don't need access to anything underneath the land. The key factors facilitating the process are extremely helpful support from interested parties both with the university and outside; a very similar project has been established at Eastbourne, funds from HPU and approval from Estates.

Key factors hindering the process are mostly financial. Two hundred and fifty pounds is a really good start but to set it up properly it would be useful to raise a bit more funding. The project is very embryonic at present but as soon as soil is purchased and beds are constructed we can email everyone on the Falmer site and put posters around the building to target as many people as possible.

Project development and implementation

As the project has not really started yet it is hard to say what has worked well and what has not but the support from other members of staff to get the project going has worked incredibly well.

Project evaluation

Short term goals for the project are to involve as many staff and students as possible. Long term goals are to expand it and in the future may be used as a teaching aid.

The allotment will provide the option for exercise while gardening and also long term provide healthy locally grown produce, thus contributing to making Brighton a health-promoting university.

Once the plot has been set up, then it is easily sustainable and can be used by staff and students as widely as is required. It does not need much commitment from many people to keep it ticking over but if people are enthusiastic then it can be expanded as far as people want.

The pilot project will replicate something very similar that has been set up in Eastbourne.

The plot is envisaged as being used by both staff and students and information regarding the plot will be disseminated to across the Falmer campus.

The project is equitable in that there are no bars to people joining in. Checks need to be made to ensure the site is accessible for wheelchair users.

The project is likely to be particularly empowering to people who have not had much access to gardening and growing their own food.

Few resources are required in the longer term except seeds. If there is enthusiasm from staff and students, it could be expanded.

In terms of the next steps: final confirmation is needed to confirm that the site is suitable; materials need to be ordered; beds need to be constructed; interested parties need to be informed.

4.2.2.2 Student Journey Timeline (renamed Student Experience Timeline) and ecalendar

Overview of the project

Rationale

To create an informative timeline for academics and support staff, spotlighting the ‘pressure points’ and wellbeing issues throughout a student’s academic life, from application to graduation and beyond. From the timeline, there is the need to produce an easily accessible student-facing ecalendar, promoting all student support services, related events, campaigns, advice and guidance.

Context

The developers of the Student Experience Timeline are Curriculum Development Workers within Student Services. They work within the Counselling and Wellbeing Team to support and advise academic staff about wellbeing issues/challenges that students present to Student Services, particularly counselling. This role was devised to bridge the gap between the ‘ok’ student and the student in ‘crisis’, ie to inform and support students’ wellbeing and thus promote and maintain a positive student experience and improve and maintain student retention. The development of the timeline will be an additional tool for staff, helping them to be better prepared for the potential issues students may face on their HE journey. As a consequence, they will access the current information thus advising and guiding students to the relevant support services available.

The student-facing ecalendar will reinforce that information and provide students with the up-to-date information with regard to courses, events and campaigns promoting wellbeing and related activities within the university, this will be accessible through studentcentral and students' smart phones.

Aims

- o be able to offer academics and support staff an easily readable graphic interpretation of the life of a student at university.
- Incorporate the issues which occur up to graduation and beyond.

Objectives

- To support and enhance the student retention strategy by:
- Highlighting issues which can be supported by Student Services or academic support departments like CLT, and the Widening Participation team and key academic support staff ie SSGTs, personal tutors and course leaders.
- To identify key times to embed student support related information into the curriculum.

Target group/population

Timeline – University of Brighton support staff and academics

ecalendar – University of Brighton student population

Timescale

To be launched online in September/October 2011

Key milestones

- Launch September/October 2011
- Monitoring usage of online resources December 2011, April 2012 and July 2012
- Evaluation of Project July 2012

Current progress

The project is being delivered as planned and the development is on schedule.

Key factors facilitating the process: the close working partnerships within the university; the guidance of the university Information Services team and the IT coordinator within Student Services; the cross-departmental working and delivery of information within Student Services to support the timeline and calendar.

Key factors hindering the process: The diverse number of people and groups that are involved in student wellbeing and making sure they are all consulted in the development process; the sheer complexity of the IT requirement for such a project; getting agreement on how best the project can be delivered with the funding available; a further consideration is that all those who wish to be involved in providing information for the ecalendar must be able to commit to keeping that information up to date and current.

Planned monitored for during the first year will assess whether the project is reaching its target population with modifications, as necessary.

Project evaluation is planned for July 2012. Process measures and sources of data being used include: a targeted online survey of those who have used the timeline, eg SSGTs and support staff (quantitative and qualitative); the number of hits to the timeline and the calendar (quantitative); the number of hits to signposted information has increased (quantitative); students refer themselves for support – feedback from SS referral data (quantitative); Student Services General Satisfaction Questionnaire (quantitative and qualitative); attendance at SSGT team meeting (qualitative feedback); attendance at SRIT team meeting (qualitative feedback, particularly from academic staff representatives from schools with lowest retention); direct contact with schools with lowest retention; Student Services and academic staff induction – hand out printed timeline (quantitative).

In terms of resources and inputs entailed by the project, the information for the timeline is being obtained from several consultation groups who ordinarily deal with students and their issues during their student life. Groups to be approached – Student Service counsellors, representatives of the Students' Union Wellbeing Zone, Wellbeing Steering Group including the Chaplaincy, HPU, etc, Student Services administrative team, Student Retention Improvement Team (SRIT), Supporting Student Transition Seminar participants (CLT), SSGTs; IT support from the IS team and within Student Services; input from all the Student Services team members for the ecalendar.

Outputs expected of the project include: improving and supporting staff knowledge and improving their ability to respond to student needs and issues; increase in staff's awareness of student issues through timeline; increase communication to students thus improving access to services and support through calendar; **s**hare good practice with academic departments; improving Student Services' cross-departmental delivery by adding knowledge and value to staff understanding of Student Services.

Impact indicators include: staff (SSGTs and personal tutors) are aware of the timeline, feel more informed about the journey and have accessed further information as a result; staff refer students as a result of being more aware of the

potential issues; students are aware of the calendar and have used it to access services and support; students refer themselves for support as a result of using the calendar.

Links to HPU

The project is contributing to making Brighton an HPU, supporting and enhancing the student retention strategy by:

- Highlighting issues which can be supported by Student Services or academic support departments like CLT, and the Widening Participation team and key academic support staff ie SSGTs, personal tutors and course leaders.
- Identifying key times to embed student support related information into the curriculum.
- Encouraging and empowering students to be more active in the management of their own wellbeing.

The project is contributing to a healthy and sustainable working/learning/living environment for staff and students by making staff more aware of student wellbeing issues and when they occur throughout the year. This can help in the course review and development process to achieve an optimum balance between academic life and student wellbeing.

The project is replicable and its aims and objectives common to all HE establishments.

The project enables participation of staff and/or students as the timeline and ecalendar are interactive tools designed for both of their use.

The project will empower the staff members who use it to be more effective in their contribution to student support. Students will be empowered to manage their own wellbeing through the interactive ecalendar delivered through their PC and smart phone.

The project should help to build capacity as an added tool in the promotion of student support as a selling point of the university. It is more likely to maintain capacity through the improved retention of students by a better understanding of the students' experience while at university.

In terms of resources to continue the project in the longer term, improved software may benefit the project and as well as dedicated resources to add the information to the timeline and ecalendar.

Next steps for the project

- Development of the timeline and ecalendar for the launch in September /October 2011
- Marketing and promotion to staff and students throughout the university
- Monitoring evaluation of the project throughout the academic year 2011/2012.

4.2.2.3 An HPU-sustainable development pilot intervention in the Faculty of Science and Engineering: the use of focus groups to explore topics of current staff interest

Overview of the project

This Health Promoting University pilot was carried out between April and May 2011 in the Faculty of Science and Engineering at the University of Brighton. It originated as a result of the first phase of the Health Promoting University (HPU) Initiative, which took place in 2009/10 and recommended that new activities designed to help embed health promotion be piloted in Phase Two (May–July 2011). Focus groups and surveys pointed to the need to improve communications in order to improve wellbeing. This is not surprising, as communications is an area often identified in workplaces as having a great impact on wellbeing. The Chiumento 'Happiness at Work'" report lists 'lack of communication' at the top of all the factors that their surveys found made people unhappy at work. The same report showed that the top factor to make staff happy at work was friendly supportive colleagues, or a sense of belonging to a group.

The aim of the pilot project reported here was thus to provide an open opportunity to explore those two important themes: *communication* and *a sense of belonging*, as well as issues around *bureaucracy* which emerged from the staff survey in 2010. Although initially both staff and students were expected to be targeted, resources required the limitation of this pilot to staff only.

These two topics – group belonging and communication – are also of great importance in sustainable development. They directly relate to the extent to which individuals feel they can interact purposefully with others around them, and thus have ownership or stakes in group plans going forward. Plans which go forward with greater group ownership are more likely to be sustainable. Thus, these two topics are not only relevant for wellbeing, but also for sustainable development at the university.

There is currently no mechanism in place to regularly collect detailed feedback from sample students and staff on HPU and SD topics of current concern, such as communication issues, or a sense of community. This intervention proposed the use of interaction via focus groups for this purpose, led by existing staff – the Sustainable Development Coordination Unit, in only one or two faculties or schools. Two or three key questions were asked eg 'If communication were excellent at the university, what would it look like?' In principle, the questions could vary from year to year. One dean indicated he thought he could use the (anonymised) results from four to five groups to feed into faculty group discussions and thus plan for improvements. This would sit well in his current programme to increase engagement of students and staff with other mechanisms such as positive encouragement to contribute to committee agendas even if not a member, faculty forums and open consultations on topics like building refurbishment. A further use for such feedback is for Personnel in the ongoing design and updating its training programmes for managers and middle managers. The independent collection of such information on a regular basis could be a very useful resource.

The objectives of this pilot were thus to carry out preliminary interviews to allow planning and delivery of several focus groups of staff to discuss these two topics in an open manner; to feed back the findings to the dean and determine how useful they were to the Faculty Management Group; to feed the results back to Personnel and determine how useful they were for planning of staff training; to feed the results back to all faculty staff to see how the intervention was viewed by them.

The faculty pilot was organised through the Sustainable Development Coordination Unit, a unit serving the whole university but based within the faculty. The format of the pilot involving focus groups was informed by a preliminary series of seven interviews of individuals, intended as a cross-section view of the faculty. Three focus groups were then carried out in May 2011, with a total of 10 participants.

A preliminary report has been produced which brings together insights from all three focus groups, and presented to the dean and those involved. It will then be presented to all staff in the faculty, and then discussed in a faculty forum of some kind. The dean will then set out his feedback about the intervention and potential long-term use or not of a similar process. It is expected this will all take place by the end of July.

Current progress

The project is being delivered as planned, with aims and objectives for planning and delivering the focus groups met very well. The entire project, including the evaluation, was expected to be completed by the end of July and it is likely to be a

month late. It was facilitated by the enthusiasm of staff to participate and hindered by the Easter break being followed by an extra bank holiday for the Prince's wedding.

Project development and implementation

The project has been particularly facilitated by the interest and support of the dean and the enthusiasm of the staff who volunteered to be involved, and the neutrality and skills of the SDCU team delivering it one with training in anthropology.

The project was hindered slightly by the recent reorganisation of one of the schools in the faculty, which seems to account for why none of its staff volunteered. It was also hindered slightly by two staff in Personnel leaving who would likely have been involved in making certain the results of the pilot were of use to Personnel in general. Lastly, the large number of sub-topics the staff wanted to talk about meant that more time could have been usefully applied to this pilot. Similarly, it would have been ideal to repeat the work with students, but time and resources did not permit this.

Project evaluation

The project has already produced a report summarising the findings from the focus groups (and an informal one on considerations from the seven individual interviews). The dean will hold a faculty forum meeting for staff to discuss the usefulness of the intervention. He will also take the report to the Faculty Management Group for discussion about what ideas it inspires for future years. It is not yet clear whether the report will be taken to anyone in Personnel to determine usefulness for planning of staff training; this has to be determined (now that the liaising members of staff have left).

The short-term achievements appear to include giving staff a new and useful mechanism to feedback in a meaningful manner about concerns of general interest in the faculty (and university). Many of the issues and side issues that came out have great bearing on student experience, and on staff training of managers.

The long term achievements may eventually include the development of this or a similar mechanism to explore issues each year in faculties.

The project took approximately three extra person days to deliver from the 21 originally estimated – purposely allowed to overrun as the initial interviews proved so useful they were extended.

Links to Health Promoting University (HPU)

As mentioned above, communications is an area often identified in workplaces as having a great impact on wellbeing. The same report showed that the top factor to make staff happy at work was friendly supportive colleagues, or a sense of belonging to a group. They directly relate to the extent to which individuals feel they can interact purposefully with others around them, and thus have ownership or stakes in group plans going forward.

However, in addition to these reasons known beforehand, it was found in the focus groups that several other issues relating to wellbeing came up and now have the possibility of being addressed. These included methods of management, the need for time to share experiences with colleagues, the need for social spaces and time, and opportunities to 'bond' with others. Specific examples of good and bad practices were identified, which will aid in immediate future planning.

The project is entirely replicable across the university (resources permitting), and could be streamlined now it has been piloted. It can easily be extended to be used for students, but more time will be needed to ensure that any student-based activities link in with other schemes already in place eg student representation at committees, the Students' Union, etc and this will require more time. The project was equitable in that any type of member of staff in the faculty could and did get involved, and groups involving only one sex or both were offered.

The pilot could be said to be empowering for the participants in that they left the sessions enthusiastically speaking about new future activities and ways of working they would like to try. However, if they are not facilitated to do these or find them difficult to initiate, the net results could be much deeper disempowerment than empowerment, so this is very difficult to say. (Empowerment was not evaluated in this pilot, specifically; the topic is being addressed retrospectively.) On the other hand there is no reason the project could not empower the dean and members of the Faculty Management Group.

If this project were continued in the longer term, then the faculty budget would have to include the funds/staff time of a suitable team to implement it (it is less likely to work with collegiate staff in the same faculty).

The project could certainly be very important for building capacity in the university, in several ways. Firstly, the team carrying out the focus groups could now take on that role annually for all faculties, allowing in-house service for this purpose. Secondly, all of the staff involved in the focus groups became clearer, during their discussions, of changes that are needed or desired, and are thus much more likely to be able to now

facilitate them; the capacity for improvement has thus increased. On the other hand, if they are now hindered, there could be a backlash possibly leading to less future interest in involvement ie a negative capacity building. Thus, it will be important for this project and any future ones that action is seen to be taken or led from the results. Does the project enable participation of staff and/or students?

Next steps for the project

This project will be completed after its own evaluation. It will then be up to the dean (who will report to the Deans' Group), the HPU Steering Group and possibly Personnel and the SMT to decide if it can contribute to future plans.

4.2.2.4 Brighton Students' Union Wellbeing Buddies Scheme progress report

Overview of the project:

Rationale

Student retention

The report on Retention and non-continuation by the University Strategic Planning Office (09/10) identifies that 14.5 per cent of first year undergraduate (UG) home students and 20.3 per cent of UG non-home students do not progress into year two. Efforts are needed to reduce the number of students not continuing with their degree and evidence from other HEIs shows that mentoring schemes can help. For example, retention among students involved in the mentoring scheme at UClan was eight per cent higher than the overall percentage (84 per cent).

There are already several excellent mentoring schemes within the university that are linked to schools and specific courses, so it was agreed that a buddying scheme which focused on supporting students struggling with the non-academic side of student life would be the direction to take.

Improving the student experience

The Wellbeing Buddies Scheme will offer increased opportunities for participation in the Students' Union through the introduction of new volunteering opportunities and CPD placement opportunities. The scheme represents an alternative way for students to be involved in the Students' Union rather than through sports teams or societies.

The support provided to individual students by the buddies will enable them to get more out of their student experience and improve their sense of wellbeing.

The outreach element in halls of residence will provide alternative activities for students, providing them with an enjoyable student experience without reliance on alcohol in social situations.

Increasing employability

The training and practical experience that the buddies would gain will provide them with new and improved transferable skills together with a specific role to refer to in job applications, CVs and interviews.

Context

The Students' Union's Wellbeing Zone was set up in August 2010 as part of the new governance structure and the vision for the zone was to deliver a proactive response to student wellbeing needs. The vehicle for this was the creation of Peer2Pier – a volunteering scheme that would facilitate student-led wellbeing projects and campaigns.

The Wellbeing Buddies Scheme represents a flagship project for Peer2Pier and also for the Students' Union as a whole because it delivers all elements of the Students' Union mission statement as Appendix L demonstrates:

> *"Empowering students through representation, participation and encouraging personal development with the provision of quality services and resources".*

The scope of the Wellbeing Buddies Scheme was developed in conjunction with Student Services' Counselling and Wellbeing team. It was agreed that there was probably a need for such a scheme to meet the needs of students who do not access counselling services but would be likely to benefit from the more informal support of one of their peers.

Scope

The original proposal for the project is attached as Appendix K which details the aims and objectives, timescale and target population for the scheme. However, as described in section 3 below, plans for the delivery of the project have altered as a positive outcome of the initial stages of development and implementation although the aims of the scheme still remain the same.

Current progress

The project delivery to date has been successful in many ways but the original targets set have not been achieved.

Volunteers were recruited as planned but not the number we hoped for. In retrospect this is a good thing due to the other issues encountered.

Netreach was delayed in its development so the proposed launch date was not achievable. This had the knock-on effect of leaving the buddies unable to use this tool, something which they had been expecting to be able to do and which would have enabled them to achieve the number of hours required for their CPD module. However, efforts were made to involve the buddies in other aspects of the project's development and feedback from the volunteers was positive.

Feedback about the name 'netreach' was mixed and it was clear that it did not reflect what the service was. It has been decided to call the online service **'NetBuddies'** as this links it clearly to the buddies scheme and implies that it is online.

The NetBuddies tool is developed and ready to be launched properly in time for the new academic year. It has also been decided to place links to the tool on both the Students' Union website and Student Services website rather than restrict access to studentcentral. Availability of the service will initially be in Sunday evenings as this was identified by the buddies as the most likely time that students with worries about the forthcoming week might feel in need of some support.

Potential mentees were identified by Counselling and the Disability teams, but none of these came forward to be matched for face-to-face sessions with a buddy. This made us realise that the scheme needed to focus on being more proactive because students who had already reached a support service had probably found what they were looking for and might not appreciate being referred somewhere else.

Facilitating factors:
- Having CPD students in need of placements has helped to get the scheme thus far
- A member of staff (P2P facilitator) dedicated to developing the scheme
- Input from Student Services' Counselling and Wellbeing Manager has been invaluable
- Enthusiasm for the scheme from residential advisers has helped to shape the direction of the project in a more effective and strategic way.

Hindering factors:
- Lack of/inappropriate referrals for face-to-face sessions
- Delay in the development of the NetBuddies tool.

In order to reach its target population, the project will change direction to work in halls, with referrals being made through NetBuddies.

Project development and implementation

The implementation of the project to date has been focused on its development, and it has been invaluable to have this time to work through in great detail how the scheme will work most effectively. We have been able to involve the volunteer buddies themselves – real students – in this process which has enabled the project to be student-led. This sense of ownership has been vital in maintaining the interesting and motivation of the volunteers in the absence of any actual buddying work.

Several positive changes have resulted from this initial stage:
- a new name for the online service – NetBuddies
- linking the scheme with residences to provide it with a clear base and direction (with the intention of expansion in the future).
- introducing an outreach/social element to the scheme which will reach more students and provide a greater range of volunteer roles.
- use of the SafeSpace questionnaire as a tool for the buddies to interact with potential mentees and obtain vital feedback from students about their experience of university life.

The scheme is now ready for launch in September 2011 and there is confidence amongst the development team that it will become effective in achieving its outcomes.

Project evaluation

Evaluating the early stages of the project has been challenging due to its developmental nature and the delays incurred. We were hoping to be able to monitor and evaluate the online tool in action but this was not possible. We were also hoping to have had at least one face-to-face buddying relationship to evaluate but again this did not happen.

- Questionnaires were sent to the buddies who had been involved but only two were returned, probably because this coincided with deadlines for those students. These, and informal feedback gathered during meetings and training was positive about the

concept of the scheme and also the training but would have preferred this to be more concentrated. The obvious lack of 'real' buddying was a disappointment for all the students.
- Three interviews were conducted with residents who had been identified as students who may have benefited from a buddy by their residential adviser. These provided some useful input into how the scheme could link with the residences and also how the buddies would provide a more appropriate form of support than the RAs in relation to drug use issues. There was a concern about how buddies might deal with mental health issues, which is something that the training focuses on in some detail.

Resources entailed by the project so far include staff time from the Students' Union, Student Services and IT Services; development of brand and training tools.

Expected outputs are expected of the project can be seen in Appendix L.

Short-term goals/achievements include: 10 CPD students have been trained as volunteers and four of these have indicated they will continue to volunteer with the scheme next year; awareness of the scheme has been established within key support services and a brand has been created which will help market the scheme in the new academic year.

The long-term goal is to have a lively outreach programme in all residences which extends to other university-managed accommodation. The buddies scheme will involve up to 60 students as volunteers who will be engaged in the outreach programme, face-to-face work and providing the NetBuddies service.

Links to Health Promoting University (HPU) project

At the heart of the project is the overall mission of the Students' Union – "*empowering students*" – which reflects the Ottawa Charter's definition of health promotion as "…the empowerment of communities – their ownership and control of their own endeavours and destinies" (WHO, 1986). The buddies scheme encompasses two of the themes identified in the HPU interim report: strengthening community action and creating supportive environments.

The buddies scheme is also settings-specific and seeks to utilise the structures that are in place to do the above. By taking the focus away from purely academic concerns, the buddies scheme approaches wellbeing holistically, benefiting individuals and building social capacity within the student community, thereby adding

value to their whole experience of university life.

The project contributes to Aim 4 of the university's corporate plan: "to provide an experience of higher education that is challenging and enjoyable for its students and staff; that embodies equality of treatment; and that equips its students to be socially purposeful professionals and citizens". It is envisaged that the buddies scheme will contribute towards a reduction in the number of students dropping out of university, particularly at the known 'sticky moments'.

The groundwork has been done so the scheme could be shared as good practice with other HEIs, making the project replicable.

The project enables participation of staff and/or students; students as volunteer buddies and as also as mentees.

The project has the values of the institution and Students' Union at its heart so is committed to the principle of equity, seeking to be accessible to all students either as buddies or mentees.

The project aims to empower the participants: buddies, through increased employability, and raised self-esteem/self-worth; mentees through increased self-esteem; more control over non-academic issues which may be holding them back at university, increased access to other services through signposting.

The project aims to help to build capacity within the university by strengthening the student community and creating a robust peer-led support system.

In terms of resources required to continue the project in the longer term a permanent staff role for coordinating the project is proposed plus a small budget for supporting publicity and training costs and resources for the outreach programme.

Next steps for the project

Please see Appendix K – *Revised Proposal for Wellbeing Buddies Scheme* and Appendix L: *Agreed Objectives and Outcomes for the Wellbeing Buddies Scheme with Student Services* for full details of how the project will develop.

4.2.2.5 Staff project

As part of the process to develop an HPU-funded intervention aimed primarily at university staff, a workshop (herein referred to as a focus group) was convened, to which all heads of schools were invited to nominate a representative to attend. The aim of the workshop was to use a 'bottom up' approach to engage with staff and to give them the opportunity to contribute towards a defined goal ie a HPU-funded project(s). The focus group was planned and facilitated by three members of the PSG and attended by over 30 members of staff from most schools. The focus group consisted of part plenary and part group sessions, with the bulk of the time spent with staff in three randomly defined groups, addressing tasks, developed by the facilitators. The following interim report presents findings primarily from the focus group, with some recommendations for taking the project into its next stage of development.

The focus group centred around encouraging staff to raise issues around health and wellbeing in an open forum with constructive discussion on how to take these issues forward within the university with an overall view to improving staff health and wellbeing.

Previous research provides strong evidence that staff involvement in identifying and addressing issues associated with health and wellbeing within organisations is a critical success measure in reducing overall sickness absence.

It was therefore felt important to engage the university community in both identifying and addressing health and wellbeing issues to assist to provide long-term solutions in improving health and wellbeing in the university.

The primary aim of the focus group was to gain a better understanding of the underlying causes of ill and good health and wellbeing in the workplace from a staff perspective, highlighting the synergies in the wider field of health, safety and wellbeing and to identify ways of addressing root causes of health problems or conversely optimising good health through recognition of relevant determinants of health. The objectives included identifying organisational factors for good and poor health, engaging staff in the solutions and trying out a number of approaches to improving workplace wellbeing.

The target group was a cross section of staff from different schools and departments. The focus group was targeted at raising the awareness of managers, supervisors and staff to the benefits of developing and sustaining a positive working environment, particularly the supervisory relationship.

The focus group took place on 16 June 2011. The eventual staff project/s is/are envisaged to run for approximately six months (as a pilot project).

Key milestones reached as a result of the focus group:

- identification of key health and wellbeing issues by staff, with the potential to address these issues within the staff project/s
- establishment of potentially interested members of project development teams.

The focus group was successful in achieving thoughtful and intelligent discussion and led to the development of a number of ideas which could eventually inform the university's strategy for improving workplace wellbeing.

Factors facilitating the process of staff project(s) development and implementation:

- Open discussion and participation of staff from across the university

- Senior leadership commitment to and engagement within the project

- Specialist advice and guidance from colleagues across the institution.

Factors hindering the process:

- Lack of staff time and resources to take ideas forward

- Lack of engagement by some departments in the workplace wellbeing strategy

- Commitment to progress the projects across the institution.

On the whole there was good representation from schools and departments with intelligent discussion and general consensus about relevant issues. However, if there is agreement to take forward the project, it is likely to need commitment from SMT/ heads and staff alike and is likely to need champions to develop and implement fully the identified staff project(s).

The focus group worked well primarily because staff were encouraged to have an open agenda giving them space and creativity to allow blue sky thinking, however, difficulties with time and resources to deliver the project alongside other work commitments have slowed down the development of the project(s)

Questions raised for next steps of the project include: how to progress the issues raised, how to maintain momentum, how to work with managers who may be less than enthusiastic and ensure that staff do not see the workshop as a wasted opportunity?

Project evaluation: The focus groups were the first stage of the staff project and agreement will need to be reached around project evaluation as the project

progresses to its next stage. Key to the success will be how and if the themes from workshop are able to taken forward.

So far, resources, or inputs entailed by the project ,have included hospitality and staff time.

Short-term goals included a successful focus group with full staff engagement and identification of issues for potential staff HPU-funded project development as well as proposed projects which reflected the identified key themes. In addition, the focus group enhanced networking, discussion and debate, demonstrating commitment and dynamism within the participant group from across the institution. There was clearly a passion and appetite to contribute to HPU principles and concepts and a desire to participate in the development of values of social purpose which could be attributed to the university.

In the longer terms and eventual project outputs, it is expected that one or two identified themes will be formulated into an HPU-funded project(s) (depending on budget requirement of proposed project, more than one may be funded). The overall aim would be to embed health and wellbeing in to university culture, through individuals as well as through management functions and related university policy.

The staff project is perceived as being able to make a contribution to making Brighton an HPU through identifying issues in particular around culture and enhancing the values of HPU through policy and practice.

Suggested staff project(s) were:

Group 1

1. ‘Blue sky ideas’

To have a meeting space on each of the campuses for a) social opportunities/leisure and b) quiet space for working (informal space) – long-term vision would be that this is integrated into planning of new building spaces in recognition that social spaces are important to good health.

2. Project proposals likely to fit within the remit of the HPU project:

a. Integrate health and wellbeing questions into SDRs – it would then be the manager’s responsibility to know where to signpost the member of staff to for further support/advice etc. Also to allow time for staff development in aspects which affect staff health and wellbeing.

b. Health and wellbeing web portal – based on a models used at the University of Leeds and the work of the health and fitness consultants www.getfitwellness.com, this could link internal expertise, and harness ‘in-house’ resources within a web-

based interactive hub. The suggestion would be to link the portal through the HPU website. Main aims of the hub would be to access health-related information/communication (it could include a suggestion board and downloadable workshops for example on issues such as resilience and mindfulness etc), health-assessment, a research tool for dissemination of ongoing research projects to encourage researcher collaboration and research into practice, to encourage community participation. Benefits of the tool would include: preventing a sense of isolation amongst staff, feeling valued for contribution to the university, increased numbers of staff accessing health and wellbeing services, etc.

c. Webinars – software installation and training to enable web conferencing within and outside of the university.

d. Team building workshops/days.

e. Tackling gender based issues eg gender-based policy review (ensure research leads to 'good' practice).

Several group members offered to be involved in future project development.

Group 2

There was considerable discussion in the group about people's relationships with one another, how individuals, staff and students relate to one another: encouraging and gaining a commitment of reasonable respect and regard.

Projects proposed:

a. In order to consider the issue of culture in a positive way, it was considered to brand the culture of the university under or as part of the HPU; ie a strapline to promote a positive working environment based on mutual respect and regard. The idea would be to recognise oneself as part of a community and culture that has at its core a recognised ethos; promoting a culture of respect and regard. Ideas discussed included; posters proposing such themes as: What was your last encounter? How do you think your attitude made them feel? Possibly consider wrist bands –'learning, listening and respect', although it would have to be something people felt comfortable with and wasn't patronising. Neuro-Linguistic Programming (NLP) enabling staff to think about a positive approach to interactions and engagement. This was picked up later in the discussion about a health and wellbeing day. Bristol University had done a similar thing and its strapline was 'positive working environment'. Its experience had been that it was effective and allowed people to bring to attention poor and negative behaviours in a non-challenging way.

b. A project to develop more partnership working drawing on the institution's own strengths ie each department is quested with asking one or two to others to come in and do some work with developing their staff.

c. Commitment from heads to have open days for schools and departments: to talk more openly about issues and discuss ideas on how to improve them ie communication of ideas from the bottom, as well as the top.

d. A staff wellbeing day – not a conference, a day when each department does something to foster wellbeing. Each staff member would be encouraged to attend and attempts should be made to understand the remit and role of other departments/schools. The benefit of this would be that staff would gain knowledge about what departments and schools do and their specialist areas in order to assist with fostering community cohesion and partnership working. In addition, each department/school would be asked to share things they had done to promote wellbeing that year, thereby embedding in its policies some of this ethos. A truly participative approach would be used on the day.

The ‘blue sky’ part of project (d) was that it included funded speakers eg NLP, life coaches, speakers on mindfulness, meditation, acupuncture etc; all staff would attend; senior managers would take on the role of caterers and caretakers locking up and providing catering as a tangible and fun declaration of a commitment to the values and principles of the HPU approach.

Next steps:

If the next phase of the project is able to be developed it will enable participation of staff and managers in an equitable way, with empowerment a key issue for consideration in future project development.

The project would intend to build capacity in its focus on staff culture as well as health and wellbeing, ie issues considered to assist with the productivity of staff. A healthy environment with healthy relationships and knowledge can have the effect of enriching working lives and therefore enabling resilience, longevity and more productivity.

Staff project group to meet to discuss results of staff workshop and to decide plan of action for development of staff project.

Longer term resources are likely to include: time/commitment of staff and support from SMT, deans and heads.

4.2.2.6 Walking Campus Maps Project

Overview of the project:

The Sport and Recreation Service of the university is tasked with developing and providing sport and physical activity opportunities. One of the simplest forms of physical activity is walking and it was therefore decided that the physical activity project would concentrate on increasing the accessibility of walking for the university community by producing detailed virtual/downloadable walking route maps to encourage staff and students to make walking a part of their everyday lives.

The intention was to develop a series of maps which provide leisure and commuter walking routes as well as connect some of the Brighton based campuses with a walking option, thus contributing to the university's Active Travel Plan. Through developing this series of maps it will link the campuses conceptually and practically as the maps will be of a standard design created by a professorial member of staff at the university, who has been commissioned to develop his renowned calorific value walking maps.

The main aim of the maps is to provide opportunity for both organised and informal walking for recreational value and physical activity improvement allowing participants to see the calorific gain for following one of the prescribed routes. There is already some limited existing walking opportunity in parts of the university mainly facilitated by interested individuals through the local campus-based EANs and the aim of developing downloadable maps is to make walking more accessible to a wider section of the university community and less reliant on these sessions thus taking pressure away from the individuals who currently give up their time to organise these walks. However that is not to say that the experience and enthusiasm of these individuals will not be gratefully utilised as the EANs will be approached to support the development, marketing and implementation of the maps.

It was originally hoped that the maps would be created before the end of the 2010/11 academic year to fit in with the HPU Phase Two timescale. However due to work pressures on both the project leader and the map creator this has been delayed and it is now hoped that the first of the series of maps will be ready for the start of the new academic year.

Current progress on project development and implementation:

Although the timescales for the actual development of the maps has been delayed the project concept was introduced to a number of EANs for feedback and consultation on the idea. The project proposal was keenly accepted and additional suggestions included the use of visual references for determining the route, for example an image of which path to follow could be inserted into the online map to

aid navigation and make the maps as user friendly as possible. Another suggestion included the idea of adding some wildlife information and photos to the walking maps to make them more appealing and to perhaps add another dimension to the maps to encourage people to try the route.

To move the project forward, the key factors in facilitating development can be grouped into three main areas. Firstly map development which will include the identification of the routes, the working out of the calorific value of that route and then the development of the actual map including route markers, visual references and wildlife references. Secondly marketing and promotion of the map will be of key importance. This will include a launch, guided sessions, and training of walk leaders or champions to encourage activity and facilitate more organised sessions. Then the concept needs to be marketed so that these can be utilised for more informal use or for a different commuting option to work in or between campuses. The final key factor will be monitoring and evaluating the impact of the maps. This will include information on the number of hits on the maps, number of downloads, numbers attending organised sessions and a survey to gauge awareness, use, perceived quality and accessibility.

At present the key factor that has hindered the process of developing the maps has been the workload in other areas that the project development team has had to prioritise. However work programmes are now allowing the development to proceed and it is hoped that any additional hindrances will not be insurmountable and that the project will be implemented as planned.

Project evaluation, goals and resources

As previously mentioned, the intention is to monitor and evaluate the project in a number of ongoing ways. These are identified above to hopefully provide evidence that the short-term goal of developing accessible and user-friendly walking maps for each of the campuses (to encourage increased participation in a physical activity) is being achieved. Using this short-term evidence we will then be in a position to assess where further resources need to be targeted such as training more walk leaders and offering more organised sessions or just ensuring that the new cohort of students each year are made aware of the resources that are available and to encourage participation.

Links to HPU

The activities and opportunities provided by the Sport and Recreation Service contribute significantly to the physical activity agenda and the aim to make Brighton an HPU. For some, however, the current activities that are on offer may not appeal or may not be accessible to them, depending on which site that they are based on, as the university only has sports facilities on three out of the five campuses. For

others the appeal of the term ‘sport’ is limited and thus by diversifying and encouraging and providing more accessible physical activity options such as walking, it is hoped that the project will continue to contribute to providing access to a healthier working environment for both students and staff.

There are examples locally of initiatives to encourage walking such as http://www.eastsussex.gov.uk/leisureandtourism/countryside/walks/exploringeastsussex.htm or http://www.brighton-hove.gov.uk/index.cfm?request=c1115507 and this type of project is definitely replicable. What perhaps will make our maps slightly different locally will be the inclusion of the calorific value of the walk utilising the local expertise we have within the university in their development. The professor has however been commission by a number of local authorities and organisations nationally to develop their local maps and this could be replicated by other universities.

The Sport and Recreation Service always aims to work in an inclusive and equitable way but due to the geography of some aspects of the routes there will be limited access for those with physical impairments. We will however try to utilise existing accessible routes to ensure inclusion where possible.

The project is empowering as it allows self access and informal access rather than having to rely on others or organised sessions. Also in taking part in a physical activity the participant is contributing to their own health and wellbeing development which is an empowering action.

The project will not directly build capacity within the university but could contribute indirectly in many ways to recruitment and retention, staff and student wellbeing and it will certainly add another participation opportunity to those already on offer within the sport and recreation service.

Once the maps have been developed and uploaded onto the website it will require very little additional resource to maintain the project other than overseeing the monitoring and evaluation role and marketing and promoting the opportunity to new members of the university community. All this will be absorbed into the work programme of Sport Brighton.

4.2.3 HPU-related interventions evaluation

As describe in the monitoring and evaluation framework, one planned project/event which was taking place at the university during Phase Two of the project was opportunistically evaluated in conjunction with IHDRC as a ‘demonstration evaluation’ of an HPU-related project. This was felt to be important considering the

delay of all of the HPU-funded interventions. The results of the evaluation are summarised below and are available in full in Appendix M.

New Year Yoga Challenge in aid of Peer2Pier: promoting student wellbeing International Health Development Research Centre (IHDRC)

On Tuesday, 18 January 2011, 'The New Year Yoga Challenge' was held for students and staff at the university. The overall aim of the event was to raise awareness and funds for the recently launched Peer2Pier volunteer scheme. The project aimed to create a healthy and safe environment for students and was part of the new Students' Union-led Wellbeing Zone. Students and staff were invited to join in four yoga sessions, which took place in succession, starting in Hastings and moving on to Eastbourne, Cockcroft and Grand Parade. Students and staff registered their interest prior to the event taking place, and were provided with details on how to receive sponsorship for the event. Each of the participants was asked to complete a short questionnaire at the end of the yoga session and on each of the sites. Nineteen questionnaires were completed (five at Eastbourne, eight at Cockcroft and six at Grand Parade).

The following report briefly summarises the responses, as well as project-specific information, obtained from the participants and from monitoring and evaluation data collected on the day of the event.

- Over £1,150 was raised from the event for the Peer2Pier project.
- Overall, 31 people attended the event: 12 at Eastbourne, 11 at Cockcroft and eight at Grand Parade.
- The most commonly cited reason for joining the event was to help raise money and support the Peer2Pier project (n=9). Other reasons included contributing to wellbeing (n=8), relaxation (n=7), and through curiosity to sample a yoga class (n=5), and only one participant attended to help them overcome health problems.
- When asked if the event had benefited their health and wellbeing, all participants gave positive responses, indicating that it helped with relaxing (n=13), with improving flexibility (n=2), that it had a calming influence (n=2), and that it was a good activity to break the daily working routine (n=2).
- In terms of expectations of the event and whether they were met, some participants had expected more people to attend the event (n=6), they expected to enjoy themselves and to experience a good yoga class (n=3), to gain insight into yoga practice (n=2). Only two participants had no prior expectations of the event. Four participants said that the event was 'great', and one thought it was better than he/she expected and more challenging physically than he/she anticipated.

- Of the 19 participants only five had heard of the HPU project. Of these, 10 said that they would like to receive more information about the project. When asked specifically which areas of the HPU project they would like future involvement in, activities mentioned were exercise classes, dance classes and yoga.
- When asked whether they had heard about the Peer2Pier project, the majority of the participants said yes (n=10). Four of these participants expressed an interest in becoming more involved in the project.

Summary

In general, feedback from the participants was very positive and reflected a successful event which served the dual purpose of raising funds for the Peer2Pier project as well as improving the health and wellbeing of both staff and students. The event would have benefited from the attendance of a larger number of participants. Reasons for participation could be identified in order to maximise numbers of participants in future planned events, and/or to plan suitable events accordingly.

The event brought together staff and students together, across several university campuses in a team effort to support students' wellbeing which was recognised as a challenge on a multi-campus university.

A somewhat limited understanding of the concepts and principles of the HPU project was demonstrated and reflects a need for HPU stakeholders to consider ways of demonstrating the HPU approach (ie concepts and principles) outside of organised activities. Information could for example be made more apparent through the HPU project website.

4.2.4 The HPU monitoring exercise

Between September 2010 and July 2011, as part of the broader monitoring exercise, carried out as part of the HPU project, examples of good practice which broadly linked to the concept of HPU and the broader concepts of health and wellbeing were collated and listed according to the key theme which it reflected. These are listed below. Where possible, the dates and responsible person and/or department/ university site were also listed. Whilst the list does not claim to be an exhaustive list of all the related university policies and practices broadly linked to health and wellbeing, it does reflect the breadth of ongoing work which has been and continues to be carried out by staff at the university.

1. Healthy eating

Activity(ies)	Responsible department	Dates and university campus
Food waste reduction workshops	SDCU	3 February 2011 9 February 2011 Falmer campus Moulsecoomb campus
HOTPOT hare@caringhomes.org Business Engagement Seminars at the Culinary Arts Studio **FOOD, NUTRITION AND WELLBEING** Wed, 2 March 2011 3–6pm **Tutor: .....** **FOOD SAFETY MANAGEMENT** Wed, 30 March 2011 3–6pm **Tutor: .....**	Service Management	2 March 2011 30 March 2011 Eastbourne cCampus Culinary Arts Studio

2. Physical activity

Activity(ies)	Responsible department	Dates and university campus
Healthy Lifestyle Programme (staff activities)	Chelsea School	Starting in February 2011 Falmer campus

New Year, New you? (Staff activities) Staff badminton Staff table tennis Running group Staff only yoga Staff Only yogalates	Recreation service	Starting in February 2011 Falmer campus
How can sport help tackle social exclusion?	CUPP – Community University Partnership Programme	24 March 2011 Falmer campus
Staff sport activities	Recreation service	Starting in March 2011 Falmer, Moulsecoomb and Grand Parade campuses
Ongoing exercise class programmes	Recreation service	Ongoing, Falmer campus Moulsecoomb Eastbourne
Exercise classes / Summer opening and staff memberships / Greatest Loser results!	Recreation service	Summer 2011 Falmer campus Moulsecoomb campus
Active Sussex – County Sports Partnership, regular team events including rounders, netball, cricket, volleyball	Recreation service	Cross campus, year-round

3. Recreational activities

Activity(ies)	**Responsible department**	**Dates and university campus**
TREat group – evolved to enhance staff development by arranging quarterly events to promote health and wellbeing	Faculty of Health and Social Science	Once or twice a term – Falmer

4. Sustainable development

Activity(ies)	Responsible department	Dates and university campus
Sus-Back Question What values do you think should underpin the activities of our university, now and in the near future?	SDCU	28 January 2011 All campuses
Sus-Back Question What 'sustainability' targets do you think should be set for biodiversity and construction and refurbishment?	SDCU	10th March 2011 All campuses
Sus-Back Question – What sustainable features on your campus do you think more people should know about?	SDCU	14 March 2011 All campuses
Sus-Back Question – What green features would you like to see incorporated into these vehicles?	SDCU	24 May 2011 All campuses
University of Brighton Green Week	SDCU	5–11 March 2011 All campuses
EAN – Green Week	SDCU	7–10 March 2011 All campuses
Litter picking and a 'cleaner and greener campus' campaign	SDCU	10 May 2011 Falmer campus
Litter Picking Group	IHDRC	Monthly Falmer campus,
Sus-Back question – Do you think dissertations need to be double spaced, single sided?	SDCU	5 May 2011 All campuses
Sus-Back question – What EAN projects (grass roots-led) would you like to see this term on your site which would support the university's case to become a Health Promoting University?	SDCU	19 May 2011 All campuses

5. Mental health

Activity(ies)	Responsible department	Dates and university campus
New Year Yoga Challenge in aid of Peer2Pier	SU	18 January 2011 Hastings campus

		Eastbourne campus Moulsecoomb campus Grand Parade cCampus
Stress and Anxiety workshops	Student Services	March 2011 Falmer campus Eastbourne campus
Student and Supervisor workshop Enhance your wellbeing and effectiveness as a research student Strategies for supervisors: to enhance the wellbeing and emotional resilience of research students during their learning processes	CLT	9 March 2011 **For students:** 10am–1pm **For supervisors:** 2–4pm Falmer campus
National Student Money Week	Student Services	7–11 March 2011 All campuses
Stress and Anxiety workshops	Student Services	Between 3 and 21 March 2011 Falmer and Eastbourne campuses
Mental Health and Wellbeing event	Student Services	10–11 November 2010 Falmer campus
Mindfulness – taught to graduate students in the School of Health Professions Article in the *British Journal of Occupational Therapy*	Centre for Health Professions	Eastbourne
Stress Management Training – offered to all admin staff as part of faculty officers' staff development	Faculty of Health Professions	Cross campus
Partnership working with IAPT – delivery of workshops to students	Student Services	Cross campus
Staff induction case study – mapping the actual journey of a student from suicide to first class honours	Student Services	Cross campus
Ecounselling – for students	Student Services	Cross campus
Transform your Life (Confidence building)	Student Services	Cross campus
Mental Health strategy – development of Safe TALK	Student Services	Cross campus

as a suicide prevention programme		

6. Sexual health

Activity(ies)	Responsible department	Dates and university campus
Research Project: An Evaluation of Services for Young People in East Sussex Evaluation	IHDRC	March 2011–July 2011 Falmer
Research Project: The Women's Health Study	CNMR	Ongoing Falmer

7. General health

Activity(ies)	Responsible department	Dates and university campus
Inaugural Seminar – Welfare and wellbeing in an age of responsibility	Faculty of Health	28 April 2011 Falmer campus
Staff Development Review Scheme training SDR Training for Academic Staff SDR Mixed Skills Workshop (for both academic and support staff)	Personnel	12 May 2011 9 June 2011 Falmer campus Eastbourne campus Grand Parade campus
London Marathon for Cancer Research (individual participant)	SNM	17 April 2011
Wellbeing Network (in development)	CLT	Start in May 2011 All campuses
Physiotherapy service at Leaf Hospital: a service run by the university's School of Health Professions and supported by the local health authority. Users self-fund their physiotherapy	School of Health Professions	Eastbourne www.leaftherapy.co.uk.

8. Policy/curriculum

Activity(ies)	Responsible department	Dates and

		university campus
Integrated curriculum planning kit – to make it easier for course teams to see how the range of university policies and priorities can actually be met through quite minor changes – aim to ensure wellbeing and health promotion approaches are incorporated into this resource.	CLT	To be campus wide
'Taking wellbeing forward in HE'	CLT	Campus and nation university distribution
Wellbeing in the curriculum event – conference held at Lancaster University	CLT	

9. Community/social engagement

Activity(ies)	**Responsible department**	**Dates and university campus**
Falmer allotment development project	Falmer EAN	Falmer campus – in early stages of planning
Smart e-bikes understanding how commuters and communities engage with electrically assisted cycling	Media Studies	Research project, June 11 – May 2014 funded by EPSRC
UoB Food Co-op Society: http://uobfoodcoop.wordpress.com/	Students, through Students' Union	Cross campus online and at Moulsecoomb for food boxes
Allotment society	Cockcroft EAN	Grand Parade
UoB-led mindfulness sessions (with external collaborator)	Student Services/CLT	
'New arenas: football and the community' Developing a research programme that will explore the impact of the community stadium on local economy and society	CUPP/Albion in the Community/University of Sussex	2011 Falmer

Establishing opportunities for students to volunteer on local sport and community projects Running a series of events exploring the role of sport in helping communities thrive 1st event: How can sport help tackle social exclusion?		June 2011

10. Research and development in learning and teaching

Activity(ies)	Responsible department	Dates and university campus
Open Minds research and development project	CLT	Date not available
Escalate funded wellbeing themed project on research student learning	CLT	Date not available
Research Student Wellbeing workshops - annual	CLT	Date not available
Symposium on enhancing the research student learning experience – enhancement strategies for research students	CLT	Date not available

11. Student support

Resilience resource sheet – developing emotional intelligence, resilience and skills for maintaining personal wellbeing in students of health and social care	CLT	Cross campus
Health promotion by nurses to target student health ie Fruity Friday, sunscreen, sexual health	School of Nursing and Midwifery	Eastbourne
Peer2Pier – joint Student Services/SU projects. Student on student-led initiative	Student Services/SU	Cross campus
Staff guide to student support	Student Services	Cross campus (being withdrawn)
Student Support and Guidance Tutor	School of Education	

4.2.5 Other evaluation aspects (see evaluation framework)

HPU structures

HPU funding

During Phase One, IHDRC received funding to carry out research, arrange meetings of the PSG, and carry out other coordination activities, including the establishment and maintenance of the HPU website. During Phase Two, further funds were made available to cover the dedicated HPU intervention projects and monitoring and evaluation work (see funded intervention reports for more details).

HPU website

The HPU homepage (http://www.brighton.ac.uk/hpu) has been operational since March 2009. The website provided the first point of contact for viewing information about the project (aims, objectives etc), documented current progress and provided links to relevant networks and related web sources of information. The website was updated approximately every three months by IHDRC. The PSG minutes were made available to the wider university staff members from early 2011. The HPU website appears on the university staff central website homepage as a way of raising the profile of the project http://staffcentral.brighton.ac.uk.

Since May 2009, the HPU homepage was visited 877 times. Furthermore, 4,233 page views were recorded in this time period ie the total number of times all of the pages within the HPU site were viewed. (See the recommendations around the future of the HPU website.)

HPU project Steering Group

Overall, there were 14 PSG meetings during the project and an average of seven members attended the meetings. The lowest number of attendees was four, the highest number nine. All meetings were recorded and the approved minutes added to the HPU website for internal use only.

HPU and sustainability

As described within the evaluation strategy, sustainability as a theme was considered as both a structural component of the project as well as a process measure.

Structures which incorporated the sustainability agenda within the HPU project remit are outlined below.

The HPU project was formally presented at the Sustainable Development Policy Management Group in October 2010. The HPU project was described as seeking to embed HPU principles into policy and practice of the university and the overlap with the sustainability agenda was made apparent. Members of the SDPMG agreed the following:

- Members of the group were able to see the links between HPU and sustainability but were keen that neither of the concepts became diluted by integrating the two agendas.
- HPU would be included in the remit of the SDMG for the remainder of the academic year.
- Faculties may be interested to be involved more fully in the HPU project and would be contacted outside of this meeting.
- EANs would be appropriate and tangible means to enable links with the HPU agenda and the project should explore tangible ways in which to do this (see below).

HPU and EANs

Following suggestions made at the SDPMG, the HPU project was presented at Falmer EAN and support was given for linking it to the HPU agenda. In addition, the HPU PSG agreed to allocate a small fund to each of the EANs for the development of pilot projects which linked health and the sustainability agendas (see 4.2.2.1).

HPU/sustainable development pilot intervention

A small fund was awarded to the Faculty of Science and Engineering to explore ways of engaging relevant staff interests. The report from this pilot project can be seen in full in section 4.2.2.1.

HPU-funded interventions

Specific questions were asked of each of the HPU-funded interventions related to sustainability. Overall, respondents agreed that the individual projects contributed towards a healthy and sustainable working/learning/living environment for staff and students?

"...once the plot is set up, it is easily sustainable and can be used by staff and students..." P2

"*Yes. By making staff more aware of student wellbeing issues and when they occur throughout the year...to achieve an optimum balance between academic life and student wellbeing." P3*

It was recognised that commitment and enthusiasm from individuals were key to the sustainability of those schemes which would be run by staff voluntarily:

"...if people are enthusiastic then it can be expanded as far as people want." P2

Resources (eg funding) was mentioned as being necessary to sustain some of the projects:

"*If the project was continued in the longer term, then the faculty budget would have to include the funds/staff time of a suitable team to implement it..." P4*

"...permanent staff role for coordinating the project plus a small budget for supporting publicity and training costs and resources for the outreach programme." P5

HPU processes related to the sustainability of the HPU project per se were examined as outlined in the evaluation plan.

- The HPU website was the key mechanism for engaging with the wider staff and student body.

- Commitment of PSG members to facilitate the establishment of the university as an HPU: members of the PSG agreed that it was within their job remits to continue to contribute to the HPU effort. See recommendations (section 6) for a proposal to endorse a future structure to take forward the HPU agenda.

- Planned measures for the continuation of HPU concepts and principles into daily university policy and practice: in the absence of dedicated HPU project funding as of July 2011, creative mechanisms for continuation of the HPU work were necessary. These are outlined within the recommendations (section 6).

- External links: identified external links which would contribute to the sustainability of the project included:

    - Community partners (current and future) linked to the university through research, development, teaching and commercial/business initiatives, with the broader remit of health and wellbeing, for example the university/University of Sussex/Albion in the Community Partnership Initiative (see Section 4.2.4 Monitoring Exercise for more details);

    - National Healthy University Network – a number of members of staff at the university participate in the National Healthy University Steering Group, representing the University of Brighton at biannual meetings

(see http://www.healthyuniversities.ac.uk/). An example of a tangible external piece of work related to this network has been the development of case studies for inclusion in the national HPU toolkit – a collection of resources created by the Developing Leadership and Governance for Healthy Universities Project, designed to support higher education institutions that wish to adopt and/or embed a whole system healthy university approach. The case studies within the toolkit offer 'real life' examples of healthy university-related initiatives which have been implemented in higher education institutions across England. These can be accessed using a searchable database, categorised according to topic, method and population group (see: http://www.healthyuniversities.ac.uk/toolkit/index.php).

- European HPU Network – The European HPU Network is composed of partners from across Europe interested in formalising HPU concepts and principles through the development of related structures for health promotion policy and practice at higher education institutions. The network meets informally and opportunistically and is currently applying for funding for the development of a sustainable research-active European Network.

- International HPU Network
  An international HPU special interest group was established during the 20th IUHPE World Conference on Health Promotion in Geneva, in July 2010. This group was established with the following aims: to open up opportunities for research collaboration; to share good practice and lessons learnt; to show strength politically and to develop a lobbying and advocacy role; to share country or region-specific HPU criteria with the potential to agree common criteria; to facilitate and advocate an integrated approach to addressing sustainable development and health, through both institutional policy/practice and curriculum/research. IHDRC continues to represent the university within this special interest group.

- Finally, the sustainability of the HPU at the university was perceived as being in part dependent on (research/REASE) funding possibilities – to date, no further research funding has been identified as being available from within the university and it was agreed that resources would need to be found elsewhere, for example in terms of a time commitment to the project by key stakeholders (see recommendations in Section 6). External links have the potential to generate research income and resources should enable the continuation of partnerships which may help to realise this potential.

Dissemination of the project

Project dissemination represents both process and outcome measures of the HPU project. The HPU project was presented at a number of internal university meetings including: Wellbeing Away Day (2010); SDPMG (2010); Falmer EAN (2011); Deans' Group (2011); for example.

On completion of the HPU Interim Reports (Davies and Newton, 2010), both paper and electronic copies were distributed internally to faculty deans, heads of schools, PSG members, interview respondents and workshop participants, together with those interested members of staff who requested a copy. Over 100 paper version interim reports were distributed and numerous electronic copies. In addition, requests were made by external stakeholders to receive copies. The final report will be submitted to the Vice-Chancellor and SMT, following this it is hoped to be able to disseminate copies widely.

Planned and published research papers include: *Developing the University of Brighton as a Health Promoting University – The story so far* (Hall, Ramm, Jeffrey 2010) in Taking Wellbeing Forward in Higher Education (CLT Publication); an article on HPU in *Channel*; *Developing the Health Promoting University: an English Case Study* (Davies, Hall, Newton, 2011) – submission in preparation to peer-reviewed journal; *Spotlight on a Researcher* in the International Union for Health Promotion and Education ISECN Newsletter (Costa, 2011); second scientific journal article planned on the subject of HPU Monitoring and Evaluation (Hall and Davies) – to be written autumn term, 2011.

The HPU project has been disseminated at various international conferences including 20th IUHPE World Conference on Health Promotion in Geneva, July 2010. It is also planned to present it at 10th Nordic Public Health Conference in Turku, Finland, 2011 and the International Conference on Global Health and Public Health Education, in Hong Kong in October 2011.

At a local level, the HPU final report (as a full report or executive summary version) will be submitted to SMT and then widely disseminated throughout the autumn term 2011 to key stakeholders, including the Board of Governors, the Deans' Group, heads of schools and interested parties within and outside of the university. It is planned that the final report will be made available through the HPU website (assuming the recommendation to maintain the website will be endorsed).

HPU website – the website was a key medium for project dissemination and was updated accordingly (approximately every three months as stated above).

A further **process component** was identified as project management and administration. Indicators for evaluating this component included:

Reliable, timely, efficient communication systems – in this regard, IHDRC was responsible for and succeeded in administering the project, including drafting PSG agendas; writing, distributing and formalising minutes; dissemination of information as reflected within the HPU communications strategy.

Timely production of relevant project materials, including production of the interim and final reports. Both were completed on schedule and dissemination is planned involving all members of the PSG.

Maintaining and updating the HPU website – see above reference to website maintenance.

Findings of the **outcome components** of the evaluation were presented in section 4.2.2 (HPU–funded interventions), 4.2.3 (Pier2Peer yoga event) and 4.2.4 (HPU monitoring exercise).

Other outcome components include: project dissemination (covered above) and future developments (see Section 4: ‘External links’).

5.0 SUMMARY OF MAIN FINDINGS

5.1. Phase One

Underpinning principles and values

- Creating the University of Brighton as a Health Promoting University with HPU status was overwhelmingly perceived as being good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism.
- HPU values should encompass everyone at the university and be embedded in its everyday life. Alongside this should be provision of, and easy access to, healthy, affordable food choices, fresh water and sport and physical activity as examples.
- The university was positively perceived in terms of being well led and well managed; having a caring and supportive culture which valued staff and students; and supported their health and wellbeing.
- The status of becoming an HPU was seen as positive and a useful tool for linking up, embedding and adding extra value to existing good practice within the university.

Building healthy public policy

- Policies and practices already in existence at the university were largely viewed positively and as being sympathetic to health and wellbeing.
- Although the university was generally seen as supportive in this regard, variability and lack of coordination due to the nature of the multisite campus were found to be challenges.

Creating supportive environments

- Campuses were generally perceived as welcoming, open and accessible, and safe and secure, with some variability between sites, with some campuses feeling isolated and unwelcoming.
- With regard to the social environment and recreation, there was a perceived lack of communal space where staff could relax or socialise.

Strengthening community action

- Opportunities for involvement, consultation and participation in decision making at the university were viewed positively by respondents with, for example, the corporate plan, Sustainability Strategy and Environmental Action Networks frequently cited as good examples of this. Success would be achieved if there was meaningful involvement and participation through improved communication.

Engaging with the wider community

- The university was perceived as being committed to engaging with its wider community, supported by relevant policies and practices (eg the Widening Participation Strategy, Community University Partnership Programme, On Our Doorsteps, and Active Student initiatives).
- A suggestion for more time and resources to be formally allocated was recommended in this regard.
- A balance between pursuing the university's core business of teaching and learning and fully embedding community partnerships was recognised as being important.

Public health drivers

- Overall, there was perceived provision of and access to healthy food and physical activity.
- There was an awareness of the support and services available for mental health and smoking cessation with variability between different campuses.
- Lack of social space and communal areas were perceived as having a detrimental effect on mental health and wellbeing.
- More user-friendly and easily available information about health-related issues were requested to be made available.
- Better coordination and communication of health-promoting initiatives was sought.

Core business priorities

- A Health Promoting University was regarded as important for improving the core business of the university.
- Students who attended an HPU were perceived as feeling safe, with a more rounded education, achieving better results and being more employable.
- The HPU strategy was seen as one way of embedding health and wellbeing into the curriculum.
- HPU status would make the university distinguishable and thus be good for student and staff recruitment and retention.

Challenges to the development of the university as an HPU

- These included: detracting from core business; lack of engagement and the need for strategic support; the difficulties of changing the perceptions of students, staff and senior management.
- Measuring effectiveness and having tangible evidence that the HPU approach made a difference were seen as very important.
- The multisite/split-site nature of the university was perceived as being a major challenge in terms of variability and lack of consistency.
- Embedding the principles of HPU into the management structure of the university and clearly communicating its underpinning values would be of key importance in ensuring efficient and effective action to tackle this issue.

5.2 Phase Two

5.2.1 HPU stakeholder consultation

HPU structures, processes and outcomes

- It was broadly agreed that the relevant HPU structures, processes and outcomes were identified as outlined within the HPU evaluation strategy.
- Consensus was reached that great progress had been made in developing and maintaining HPU **structures**, in particular the PSG and HPU website. Uncertainty was expressed over whether the HPU concept was truly embedded at policy making level or whether it was reliant on good practice by individuals. Formal structures (eg university committees) were perceived as important in moving forward with senior management engagement essential in this process.
- In terms of HPU **processes**, it was agreed that progress had been made and that the HPU project would act as a catalyst to move forward broader HPU-related issues. The process was recognised as not being able to be imported but needed to be developed internally through engagement with key stakeholders. Also, consideration should be given for incorporation of the HPU agenda into formal committees (eg SMT, Deans' Group etc).
- HPU **outcomes –** whilst it was felt that outcomes were generally easier to evaluate, time constraints had meant that key outcomes of the HPU project could not be evaluated in their entirety (see 4.2.2 HPU-funded interventions). Opinion was mixed over whether 'branding' of the HPU concept would be a positive outcome. Whilst it was recognised that this could help to denote HPU-related activities, there was some concern that it could have a limiting effect, excluding students, for example, to whom the brand did not appeal. The

importance was recognised of maintaining contact with national, European and international networks, as is currently the case.

- A recommendation was made for the future consideration of **inputs** (eg financial and human) resources in evaluating the HPU.

HPU emerging themes

- In terms of underpinning values and principles, the HPU project was perceived as being **equitable**, with opportunities for engagement with staff and students made available at different points of the project (eg Phase One, interviews and workshop; Phase Two – HPU-funded projects, staff workshop, Susback questions, HPU monitoring exercise), although uptake was not perceived as being as good as it could have been with only gradual understanding about HPU.
- The **sustainability** of HPU was perceived as being dependent upon inclusion in a formal university strategy, which could for example, stem from inclusion in the corporate plan and potentially, for example, in Estates and Facilities Management Strategy.
- The key to **embedding the project into university policies and practices** was 'buy-in' from key stakeholders as well as inclusion in relevant policies and practices (see previous bullet point).
- The project was perceived as having been **empowering** to those involved on the PSG, with potential for concepts of empowerment resulting from the HPU-funded projects. It was unclear whether the broader staff and student body had been empowered as a result of the project as this proved to be a difficult concept to measure. It was suggested that clarity should be sought to ensure that empowerment was a widely understood concept of the HPU.
- In terms of **developing healthy public (university) policy**, the HPU was perceived as being able to make a contribution through increased awareness of its potential to improve the health and wellbeing of staff and students. By increasing awareness, there is the possibility of increased motivation to formalise HPU concepts into policy development (eg inclusion in staff development review process, inclusion in annual reporting of heads of schools).
- Good practice examples of **healthy university policy** could be used for future policy development eg Drug and Alcohol Policy, Student Mental Health Policy, University of Brighton Strategy for Sport, for example.
- In terms of **creating supportive environments,** the HPU was seen as having potential for increasing the focus on how different types of spaces are used for staff and students, with a strong recommendation to engage more fully with Estates and Facilities Management in planning future building design/use.

- The HPU project was perceived as having **strengthened community action** through encouragement of participation in areas including the HPU-funded interventions and the staff workshop, however, it was recognised that these opportunities had been limited to the time and resources available to the HPU project and the key drivers of these initiatives. Further participation in the HPU has been requested by staff as awareness of HPU grew during the project, particularly in the latter stages. Student participation has not been maximised, however, and more engagement with students will take place through some of the HPU-funded projects. The potential for the HPU to stimulate community-focused projects and action was recognised by the PSG.
- **Wider community engagement** has been considered although not explored to its full potential due to time and resource limitations of the HPU project. Future opportunities were perceived as existing with strong community links already having been established, for example through CUPP.
- HPU was perceived as being a vehicle for **public health drivers,** with the potential of playing an 'activator' role to disseminate information and to organise activities, linking in with national programmes/campaigns for example, and delivered through departments most closely aligned with topic. Ideally, resources would include funding 'pots,' to enable relevant promotions and interventions, as well as building on existing resources.
- **Communication mechanisms** were seen as crucial during times of uncertainty as is currently recognised as being the case in higher education. Transparency of messages and engagement with staff were key elements for consideration in the future development of HPU. It was suggested that a more detailed HPU communication strategy (potentially including the 'HPU brand') could facilitate progress in this regard, for example to raise awareness of HPU activities and to engage with broader staff and student community.
- There was uncertainty as to whether HPU had **improved core business priorities,** perhaps due to the lack of awareness from the outset about the HPU. The potential for using the HPU to improve core business priorities was recognised with the corporate plan suggested as a key starting point to facilitate this process. Additionally, it was recognised that it will be of growing importance to be able to demonstrate both internally and externally that the health of the staff and student body is valued, especially with impending fee increases.

Meeting project objectives (see Section 2.1)

- It was agreed that the project objectives had been partially met, with increased awareness of opportunities for participation in, engagement with and development of HPU-related practices.

- It was perceived that the HPU project has succeeded particularly in increasing the profile of health and sustainable development in teaching, research and knowledge exchange.
- Attempts have been made to monitor and evaluate the HPU project and whilst detailed progress has been made in this regard, the challenge of developing suitable indicators for use in more 'value-based' projects has been clearly reinforced during the project.

HPU SWOT analysis

- From the SWOT analysis, key strengths, weaknesses, opportunities and threats to the HPU approach were identified as follows:

- **Strengths:** Networking and open exchange of ideas leading to improved networks and creation of opportunities for interlinking of specialist skills; providing a framework and overview of current policy and practice at the university including examples of where concepts are embedded into curriculum; raising awareness, highlighting ongoing good practice and celebrating successes; HPU-related project development; demonstration of staff strengths including resilience; creating the building blocks and catalyst to take this area forward.

- **Weaknesses**: Not having a greater input from some central departments and academic schools; lack of involvement by some key stakeholders eg Estates, Catering, Personnel; perceived vagueness around longer term goals of the project at its outset and resulting in differences between perceptions and expectations; occasional lack of focus at PSG meetings; reliance on people with increasing workloads to take HPU-agenda forward; inter-departmental (mis)perception of competing agendas; lack of creation of an HPU brand to market and communicate HPU-related; project funding is limited; diminishing resources.

- **Main opportunities**: For the HPU perspective to become part of the overall ethos of the university; the HPU has potential to contribute to the wider student experience; the HPU could support the massive changes underway in higher education in a positive way; the project can be used as a catalyst to move this area forward now that relevant and key issues have been put on the table; wide interest expressed to contribute to future HPU developments (eg during staff project focus group/workshop); potential for involving Estates and Facilities Management to plan and develop social spaces into building design; further opportunities for interdepartmental working includes with

catering, eg revisiting the sourcing of (local and fair trade) food; to continue to embed HPU concepts into the university's policies and practices.

- **Main threats**: the HPU may be lost amongst other priorities; lack of interest and therefore understanding of how it might be beneficial to staff and students; ongoing misunderstanding about the HPU reflecting that it is not yet truly embedded but may be perceived as adding another layer of bureaucracy; roles and responsibilities in progressing HPU; lack of ongoing coordination/responsibility; competing workload pressures; lack of recognition from key people on the importance of this area and in recognition of the vital need for advocacy for future of the HPU; some misperceptions in how people relate to each other across the university eg between the academic and support staff; finite resources at a poor time economically alongside current cutbacks in funding across the HE sector; demotivation and lack of resilience to current changes/financial and other cuts.

Future of HPU: How to move from project to mainstream?

- Key ideas for moving the HPU project into the mainstream included: appoint an HPU 'activator role' to coordinate ongoing efforts to establish the university as a HPU; to formalise the steering committee into a formal university committee; to create a clear focus for future HPU strategy and work plan (see Section 6 for details of these recommendations).

Future of HPU: HPU resources and funding

- Depending on whether the HPU comes to be seen as of higher or lower level strategic importance, the funding implications could vary, with the latter requiring potentially lower levels of resources to maintain. Regardless of its strategic importance, the resource allocation should match the HPU ongoing work plan, which should be devised realistically and in accordance with available resources. Human resources, in particular from within the PSG, will be essential in driving the project in to the mainstream.
- The HPU website is a key resource and a central communication tool for HPU. It should be used to its full potential and allocation of responsibility for its maintenance should be ensured.

Workshop recommendations

- The main recommendations from the HPU project are examined in detail in Section 6: Recommendations.

5.2.2 HPU-funded interventions

- In total, eight interventions were allocated funding (£250 each) for the development and implementation of an HPU-related pilot project.
- One pilot project was completed ('Use of Focus Groups to Explore Topics of Current Staff Interest') and the remaining seven were under development at the time of reporting.
- Of the eight projects, three were primarily aimed at staff ('Use of Focus Groups to Explore Topics of Current Staff and staff project, Student Experience Timeline'); two at students ('Buddies scheme', 'Ecalendar' timeline) and the remainder were aimed towards both staff and students (EAN-led projects (x2), 'Walking Campus Maps').
- All of the projects were perceived as contributing to the HPU approach and had at their heart the aim to improve the health and wellbeing of staff and students.
- All projects were able to identify clear links to the HPU approach in both policies and practices of the projects. Key themes included participation, empowerment and equity.
- To date, key factors hindering project developments have been: diversity of population to be considered within target groups; excessive workload of staff involved in developing the projects; staff/departmental reorganisations and staff departures; insufficient resources (financial and human); 'knock-on' delays caused by other related (late) project developments; lack of engagement by some departments in the workplace wellbeing strategy; commitment to progress the projects across the institution.
- To date key factors facilitating project developments have included: enthusiasm and dedication of development teams (and individuals); and support for project development from faculty staff; senior leadership commitment to, and engagement within, the project; specialist advice and guidance from colleagues across the institution.
- All projects made efforts to link to the sustainability agenda and to ensure that key mechanisms were planned, in place, and/or recommended to sustain the projects.
- All of the projects had planned, developed or implemented evaluation strategies in recognition of the importance of building evidence of

effectiveness. IHDRC made a contribution to some of the evaluation strategies of these projects.

5.3 HPU monitoring exercise

The HPU monitoring exercise was an attempt to outline some examples of good practice underway at the university. From the monitoring exercise, several key findings emerged:

- Health-related activities covered: healthy eating, physical activity, recreational activities, sustainable development, mental health, sexual health, general health and wellbeing, policy/curriculum, community and social engagement, research and development in learning and teaching, student support.
- Overall, 68 examples of good practice were collated in the period September, 2010 to July 2011 and are listed within the monitoring exercise (see Section 4.2.4).
- A limitation of the monitoring exercise was that it relied on the motivation of individuals to send in examples of good practice (to IHDRC) in response to email requests for information; through 'word of mouth' requests, largely through PSG members; and the opportunistic collation of examples, mainly through monitoring the 'uni info' system. Therefore it may not be fully representative of the full range of activities taking place across the university, nor will it fully represent the breadth of involvement in HPU-related activities from all university departments.

5.4 HPU structures, processes and outcomes: further main findings

- The **HPU project funds** were transferred as planned and mainly used within the lifetime of the project. Exceptions to this were noted for the outstanding (in development) HPU-related interventions and for the final dissemination of the project through the HPU national and international networks.
- The **HPU website** contributed to communicating key HPU messages, aided by regular updates and maintenance by IHDRC with 877 new 'hits'. A challenge for the future of HPU will be up-keeping the website (see Section 6: Recommendations).
- **Sustainability** was a prevalent cross-cutting theme throughout the HPU project. Key strengths were recognised in elaborating upon and making efforts to link the health and sustainability agenda, made possible through existing university structures (eg EANs, SDPMG). Tangible ways to further health and sustainability links were realised during the HPU project (eg EAN-related

interventions and Department of Science and Engineering Faculty-based pilot project and inclusion on the SDPMG agenda until July 2011). External links were identified to contribute to the sustainability of HPU including community partners, national, European and international HPU networks. Funding and/or human resources were also recognised as a key factor to ensuring the sustainability of the HPU, with a recommendation to explore external as well as internal possibilities for research and development opportunities.

- **Project dissemination** has until now been achieved through local (internal and external) as well as national, European and international meetings. Opportunities exist for the dissemination of key outcomes from the project; these will occur in the autumn 2011 (see Section 7).
- **HPU project management and administration** was perceived as having been organised efficiently and timely during the project, with key deliverables (including interim and final reports) being delivered as planned. Ongoing plans for project management and administration will need to be decided on following completion of the HPU project, when dedicated funds will be no longer available (see Section 6: Recommendations).

5.5 Limitations of the project

Phase Two of the project got off to a delayed start (September 2010 instead of May 2010) due to a series of unforeseen circumstances related to work priorities and personal commitments of PSG members. As a result the planned HPU-funded interventions took longer than expected to get off the ground. Consequently, all of the dedicated HPU interventions will run beyond the lifetime of the pilot project. This was discussed during PSG meetings and considered as unproblematic, except that in-depth evaluation of the individual projects was not possible in the timescale of the pilot project. Limited resources meant that the HPU evaluation team (IHDRC) was not able to provide ongoing support for the detailed evaluation of each of the interventions, however, it was able to offer support in developing each of the project's evaluative components, as required and as discussed in this report. Despite these limitations, the process evaluation reports of the funded interventions provide a useful 'snapshot' in time of the ongoing HPU work at the university.

A further limitation was in the development of the HPU evaluation framework. Points of reference for its development were limited (for example national and international examples of good practice). The evaluation measures used were therefore based on more generic evaluation methodology for health promotion projects, reflecting relatively standard components of project evaluation (Rootman et al 2001; Rossi et al 2004) which could be more broadly related to other HPU projects. The project recommendations highlight the need for further development of HPU-specific

measures and indicators, including those which reflect joined up thinking and partnership working.

The HPU project had limited timescale and resources and therefore it was difficult to provide opportunities for all members of staff and students to have been involved directly in the process.

6.0 RECOMMENDATIONS

The key challenge is how to embed core health promotion principles and values into the daily life and ethos of the university, thereby integrating HPU activities into the core business of the university. When considering the downturn in the economy, the HPU approach points to the value and cost-effectiveness of long-term investment in human resources by the university at the present time and into the future. This applies in terms of both staff and students, for the internal benefit of the university as an institution and its external value to society in terms of knowledge creation and transfer, through social and economic engagement.

A key finding from the pilot study was the strong support for the university to adopt the HPU approach and work towards HPU status. There was also expressed interest from those staff and students consulted to be personally involved in this endeavour. Although the national healthy universities scheme is still being finalised, the university by developing the HPU approach would be ahead of the game and ready to take advantage once the scheme is rolled out.

1.To move from project to mainstream by developing the university as a Health Promoting University (HPU) as a mindset/culture underpinned by appropriate principles and values

The HPU pilot project has provided a framework and overview that has raised awareness about good practice and opportunities to take forward some demonstration projects. The HPU project has put key issues on the table, acting as a catalyst for discussion and development. It has provided the opportunity to take stock of rising awareness of the current health promoting work that is being undertaken in the university already by serving as a catalyst and creating the building blocks to take the HPU development forward to become part of the overall ethos of the university.

The university should maintain impetus by continuing to develop as a Health Promoting University as HPU status would be good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism. This will assist the university in coping with the future changes facing higher education in as positive way as possible. The aspiration to achieve the status of an HPU was seen as positive and a useful tool for linking up, embedding and adding extra value to existing good practice within the university. Networking and listening to others' thoughts and ideas proved valuable in improving partnership working and interlinking of specialist skills. In time, the ideal situation is that the HPU perspective becomes self-promoting and accepted as the norm in relation to policy and practices within the university. Key factors in adopting an 'HPU mindset' were identified as being about culture and communication in order to elicit positive behaviour change amongst staff and students. A way of encouraging this process

would be to ensure the HPU perspective is incorporated into the next corporate plan which would be essential in sustaining HPU concepts and principles. Both schools and central departments would provide evidence to support action on achieving relevant elements of the corporate plan thereby integrating HPU into the daily work of the university. There exists a strong business case for the HPU. The HPU approach should be considered as a key part of the university's corporate identity and the image it projects externally to the outside world, in particular distinguishing Brighton from other universities. The HPU pilot project has put a number of key health-related issues on the table, and acted as a catalyst for discussion and development. It should now progress to maintaining an over-arching concept to provide extra added value to related cross-cutting themes (eg sustainability, social and community engagement, external positioning, and corporate identity).

2. To adopt a dedicated organisational infrastructure to facilitate the university HPU strategy.

Facilitating factors from within the pilot project have been the emergence of the actual concept of what an HPU is, as well as the development of a PSG and an initial series of interventions. An HPU steering committee should be established as a formally constituted body, in other words, part of the university formal committee structure with direct responsibility to the Vice-Chancellor and chaired by a member of SMT. The creation of a dedicated committee will ensure that the initiative does not become lost amongst other priorities and thereby receive a high level of strategic importance. A major barrier has been that the PSG has not been part of the formal university committee structure, relying on voluntary involvement. It has also suffered from not having a greater input from some central departments, for example Estates and Facilities Management (opportunities for space and building design to ensure social spaces are incorporated into buildings design, for example), Catering (opportunities exist for revisiting the sourcing of food for example), Personnel and academic schools. Stakeholders at all levels of seniority from across the university (and including representatives of deans, heads of schools, departments, Board of Governors, Students' Union, for example) should sit on the HPU Steering Committee. Most members should have an overt or covert responsibility in their current job description for the maintenance and promotion of staff and/or student health and wellbeing. The committee should develop a work plan (see Recommendation 3). Its overall remit would be to continue to work towards embedding core HPU principles into policy and practices in the university. Links should also crucially be made with the new Estates strategy, for example, recognising the importance of the environment and living/working conditions in influencing health outcomes.

In addition to the steering committee, consideration should be given to building a site-based infrastructure. This would ensure strong support and action from, and jointly shared ownership by, all stakeholders across the university. In terms of building on what exists in relation to the HPU approach, a wide range of actual and potential practices and opportunities were presented as part of the HPU monitoring exercise. These successes should be celebrated and built upon.

It is recommended that the scope and remit of the Environmental Action Networks be widened to include the HPU perspective, and also that their membership be expanded to include a Student Services representative, for example. EANs could feed back to their appropriate dean, the Sustainable Development Coordination Unit and the HPU steering committee.

3. HPU work plan

In order to maintain the momentum of the initiative, an HPU work plan should be developed for at least the next two years with specific objectives, targets with timetable and deliverables. Part of this plan would be an incremental review of specified university policies and practices related to health and wellbeing in light of the HPU strategy and the awaited national healthy universities award scheme. There needs to be a clear outline on what areas best to focus on against a clear time line.

4. **Coordination and resources**

To ensure day-to-day coordination and avoid other workload pressures taking precedence, consideration should be given to the financial and personnel resources required to facilitate the HPU approach; especially in the current and future economic climate and in the absence of new funding. This can be achieved either by part-time secondment/s, in kind support or top-slicing from within existing stakeholder faculties, schools and departments. Issues arose during the HPU project of a perception of competing agendas and diminishing resources. It is advised that an HPU Activator be appointed to support the work of a steering group. The work of the committee would need to be reported on and reviewed and it would need a home in the existing committee structure.

Appropriate coordination through the steering committee will ensure the HPU complements and supports other cross-cutting agendas in a time of economic uncertainty. The committee should identify HPU champions and coordinators in different areas, for example, Sport Brighton as the physical activity champions. Committed ‘product’ champions will be essential.

As well as relating to national healthy university developments, attention should be given to building potentially beneficial links to the growing European network of HPUs in order to learn good practice from the international partners involved and seek potential European funding.

5. Comprehensive HPU communication and branding

To improve communication within the university and ensure high visibility for all HPU-related issues, a dedicated comprehensive internal HPU communication strategy should be developed. This process was started during the HPU pilot project (eg HPU website, dissemination outputs etc), but this should be built upon in a systematic way involving key stakeholders from across the university.

As such, a stronger HPU communication strategy is required which incorporates these factors. This could be taken up by the recommended steering committee. Any myths with regards the HPU concept should be extinguished and partnership working encouraged across all HPU stakeholders, present and future.

In order for students/staff to engage more fully with the HPU concept a separate branding strategy/logo should be considered along with a simple message of explanation. Branding itself as a university with social and community responsibility amongst other values can only be a benefit and should be celebrated as such and used within the university promotional materials. The Marketing and Communication department should be fully engaged with this process. Having a brand that people could identify separately with, might make it easier to embed HPU concepts into the university culture and policy, by improved networks and interlinking of specialist skills. A university logo could be useful university-wide to clearly identify HPU-related practices/links/activities (a similar concept to labelling ‘food suitable for vegetarians with a ‘v’). Any such branding should link to national HPU branding strategy and/or European strategy, whichever comes first and is the most recognised approach, when available. Some stakeholders may have misinterpreted intentions of the HPU project as having a competing agenda.

6. HPU should be appropriately marketed across the university and its relevant communities

The HPU needs to be further embedded into the culture of the university. The process cannot be imported, but is developed internally through engagement with key stakeholders and through the development of supportive structures including environment but also policies and practices. In order to embed HPU principles into policy and planning frameworks, formal ways in which to do this must be identified.

The HPU needs to be championed by key stakeholders across the university including at departmental level and involving management meetings with the potential for incorporating HPU onto their regular agenda include Senior Management Team (SMT), Deans' Group, Faculty Management Groups, and School Management Teams, for example. Committed 'product' champions are needed – as part of a comprehensive social marketing strategy. Senior management must be engaged in this process in order that it is successful. It should be included as a required element in the development of any school or department plan, in the development of any policy/strategy, and in the annual reporting phase that all heads complete as part of the academic health review process. The facilitating factor will be around formalisation of the process of inclusion. A social marketing approach could be useful for consideration in raising the profile of HPU within the university. A core of stakeholders, such as key central departments, should be concerned with facilitating this interconnectedness, which is important to maintain. More university-wide discussion is needed about how to link other key related areas, sustainability, social and community engagement, for example.

The development of a dedicated education and training strategy is recommended to ensure all staff, students and other members of the university community are aware of, fully understand, and are actively engaged in the HPU approach. This strategy could be rolled out incrementally across the university; initially it could focus on specific target groups, such as senior managers, or inclusion of a health remit could be fed into the university training process, for example, through the new staff development review (SDR), for example. The Faculty of Arts and Architecture already systematically asks questions about health and sustainability in its work. This should become the norm if the HPU is going to become truly embedded within the university.

There are numerous examples from across the university where HPU concepts are already embedded into the curriculum, for example, in the work of the Centre for Learning and Teaching and within the CUPP community-based placement module (which has the largest number of students on it than any university module). The International Dimension of Health Promotion module similarly is another example that creates links to local (and international) networks/communities via the curriculum.

The current HPU pilot website should be expanded and streamlined to act as a one-stop shop and interactive conduit to provide a focal point for the HPU communication strategy. It should be linked to other existing information sources shown to be valued, such as uni info, for example. The reach needs to be extended especially beyond those involved in delivering HPU-related areas or actively engaged in the project. This could be improved through the specific HPU communication/promotion

plan, more workshops and an HPU annual conference. It would make the university more proactive and concerned about its community (staff, students and local communities). In this way people would feel more engaged and more aware of opportunities that are available on their particular campus. Again communication and promotion is the key to increasing involvement and awareness, as often people's perceptions are as a result of lack of awareness.

7. Student recruitment and retention

The Students' Union should be more actively engaged in the HPU steering committee. Wellbeing should be part of the student charter, thereby part of the wider student experience. The university should to be clear about what resides in its wider student experience agenda – what is being offered outside the academic curriculum. (See the revised Career Planning Agreement for example which includes wellbeing as an area being recommended as important to be covered within the curriculum.)

Student recruitment and retention is very important – what impact can HPU have in supporting students to improve student retention? It should build up on the reasons why students already come to Brighton because it is promoted as being a fantastic city in which to study/live.

8. Staff wellbeing

Two HPU-funded interventions have highlighted the importance of good communication, sense of belonging and social support to staff wellbeing. The faculty-based pilot communication intervention should be rolled out to other faculties. Its recommended plans for improvement are being discussed by the relevant Dean's Faculty Group with a possibility of feeding these ideas to the Personnel department to influence its management training programme.

The momentum gained in the second intervention – the staff consultation exercise – should be maintained and brought to fruition.

9. Community links

HPU has provided an opportunity to highlight contemporary issues around sustainability, social purpose, and engagement, for example, linked to the green interests within Brighton and Hove City Council. Existing resources, such as CUPP, have great potential to promote the HPU perspective.

It is a good time to talk about HPU-type issues and to engage with students. Committed ‘product’ champions are needed to ensure community links are developed and maintained and are underpinned by principles of health promotion in all university sites.

10. HPU monitoring and evaluation

It is recommended that the HPU steering committee should take responsibility, with appropriate resources, for assessment, quality audit and evaluation of the impact, processes and outcomes of the HPU approach over time.

Although progress was made regarding monitoring and evaluation, there is still a great deal more work needed to sharpen relevant monitoring and evaluation tools for assessing the HPU. In this regard, a data set of HPU indicators should be developed and implemented in order to establish a strong evidence base for the HPU initiative. In particular, a need has been highlighted for the further development of HPU-specific measures and indicators, including those which reflect joined up thinking and partnership working.

7.0 THE NEXT STEPS

During the autumn term 2011–12:

Dissemination of final report with recommendations:

1. Submission to university Senior Management Team (SMT) via the Deputy Vice-Chancellor

2. Formal presentation to the Board of Governors

3. Dissemination throughout the university via Faculty Boards; Student Support Guidance tutors; management meetings/schools/faculties, etc.

Action points arising from report recommendations:

1. Early re-engagement with PSG members to maintain momentum of HPU project – taking it from project phase into the mainstream.
2. Establishment of HPU infrastructure.
3. Engagement with new corporate plan development.
4. Production of HPU work plan 2011–2013 to include:
    - Communication and branding strategy
    - Education and training strategy
    - Website
    - Engagement with Students' Union
    - Engagement with Personnel, Estates, Catering, CUPP, academic schools, etc (in addition to currently engaged departments)
    - Roll out staff communication and consultation initiatives
    - Development of monitoring and evaluation strategy.

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Appendix A Members of HPU Project Steering Group (PSG)

Susan Burnett, Curriculum Development Worker, Student Services

Alan Cowen, Head of Health and Safety

Professor John Kenneth Davies, Director, IHDRC

Julie de Groot, Senior Occupational Health Adviser

Caroline Hall/Joanne Newton, Research Fellows, IHDRC

Sarah Hogg (Chair), Head of Sport and Recreation

Karen Jackson, Head of Student Services

Professor Stuart Laing, Deputy Vice-Chancellor

Liz Sanz (Phase One), Head of Marketing and Communications

Jamie Stratton (Phase One), VP Student Activities, Students' Union

Kate Sweetapple (Phase Two), Wellbeing Research Coordinator, Students' Union

Appendix B IHDRC HPU project team

Professor John Kenneth Davies, Director (April 2009–July 2011)

Caroline Hall, Research Fellow (April 2009–July 2009; June 2010–July 2011)

Carlos Costa, Visiting Researcher (December 2010–May 2011)

Ana Hall, MA International Health Promotion student (March 2011–April 2011)

Chris Harkies, visiting TEP student, University of Victoria, Canada (May 2011–July 2011)

Amanda Jeffery, Administrator (April 2009–December 2009)

Joanne Newton, Research Fellow (August 2009–May 2010)

Jo Ramm, Research Officer (May 2009–October 2009)

Fiona Sutton, Administrator (March 2011–July 2011)

Appendix C Letter of Invitation (Phase One)

[Date]:

[Stakeholder address]:

Dear [name],

The University of Brighton's International Health Development Research Centre (IHDRC) is currently attempting to determine the feasibility of establishing the University of Brighton as a 'Health Promoting University'.

In order to do this, we need to recognise and understand the perspectives of the many different people who engage with the university and its various activities. Towards this aim, we would like to invite you to participate in an interview with us, as we would really like to hear your thoughts, advice and experiences.

A 'Health Promoting University' firmly integrates health-promoting activities into its ethos, culture and daily processes by fostering a whole organisational approach to support health and wellbeing. The IHDRC is carrying out a research project to establish how feasible it is for Brighton to become a Health Promoting University. The project will review the current health-promoting activities, initiatives, efforts, practices, policies and strategies at the university and explore their impact. The project will highlight all of the positive activities going on at the university and suggest mechanisms and objectives to better integrate these into the university ethos.

'Health Promoting Universities' have four aims:

- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

The project administrator will be coordinating the stakeholder interviews which you have been invited to participate in. We would be really grateful if you could contact her on a.jeffery@brighton.ac.uk to confirm if you would be interested in taking part in

this interview. If we don't hear back from you, we will contact you by phone during the next few weeks.

If you are willing to be interviewed, the project administrator will arrange a convenient time and location for your interview and will send you further information.

Yours sincerely

Prof John Kenneth Davies

Director, International Health Development Research Centre

Appendix D Consent form (Phase One)

Interviewee consent form

International Health Development Research Centre

Faculty of Health and Social Science

Mayfield House, University of Brighton

Falmer, Brighton BN1 9PH

- I agree to take part in the consultation exercise, as part of the aforementioned research project.
- I have been made fully aware of the purpose of the study and the possible risks involved.
- I have had the procedure explained to me and I have also read the participant information sheet. I understand the procedures fully.
- I am aware that I will be required to participate in an audio recorded interview.
- I understand that any confidential information I provide will be seen only by the researchers and transcribers of the interview and that the recording will be deleted after transcription.
- I understand that I am free to withdraw from the interview at any time without having to provide a reason.

Name (please print) .....

Signed ..... Date .....

Appendix E Participant Information Sheet (Phase One)

International Health Development Research Centre

Faculty of Health and Social Science

Mayfield House, University of Brighton

Falmer, Brighton BN1 9PH

Invitation

You have been invited to participate in an interview for a University of Brighton project which seeks to establish the feasibility of establishing Brighton as a Health Promoting University.

Before you decide to participate, it is important for you to understand why the project is taking place, what its core objectives are, and what its main activities will be. Please take time to read the following information carefully, discuss it with others if you wish, and ask questions to clarify any queries you may have.

What is the purpose of this project?

The concept of a Health Promoting University means using a 'whole organisation' approach to embed health, wellbeing and sustainable development into the ethos, culture, policies and daily processes of the university. Successful progress towards this is fundamental to achieving all six aims of the University of Brighton Corporate Plan 2007–2012 (UOB 2007), which are underpinned by a set of values, priorities and working practices reflected in the concept of Health Promoting Universities.

The project aims to carry out a comprehensive scoping and monitoring exercise engaging stakeholders across the university, develop recommendations to develop Brighton as a Health Promoting University and deliver a series of high profile interventions. This process is led by a dedicated HPU project steering group which may evolve into a HPU steering group in the future. The HPU Project Steering Group would oversee and facilitate the process of establishing the University as a Health Promoting University.

The current project steering group consists of key stakeholders from across the university including representatives of the university's Senior Management Team; Sport and Recreation, Student Services, Occupational Health, Personnel and IHDRC.

The main project objectives are:

- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

The core activities undertaken by the project will be the:

- establishment of the HPU project steering group
- review of selected documentation and grey literature
- consultation process to engage and consult with key stakeholders
- production of a University of Brighton as a Health Promoting University communication and dissemination strategy
- creation and development of selected working/task groups and a series of closely monitored initial interventions.

The project activities will be undertaken in two stages, as follows:

Stage One – involves the literature review, stakeholder engagement and consultation, marketing, establishment of working groups and the development of three pilot interventions.

Stage Two – involves the implementation of the programme and the development of a set of indicators which will be used to monitor and evaluate the effectiveness and efficiency of the development of a Health Promoting University.

Do I have to take part?

It is up to you whether or not to take part in this interview. If you do decide to take part, you will be given the information sheet to keep and asked to sign a consent form. If you decide to take part, you are free to withdraw at any time without giving a reason. A decision to withdraw, or a decision not to take part, will not affect you in any way.

What will happen to me if I do decide to take part?

If you agree to take part, you will be invited to attend an individual interview. During this interview you will be asked about your understanding of the Health Promoting University concept, your ideas related to ways to improve your health and wellbeing in your work or school environment, your involvement in activities relating to the HPU approach, and your suggestions for action in terms of policies and practices that can be taken to enhance your health whilst at the University of Brighton. *You do not need to have any prior knowledge of the HPU approach.*

A location and time for interview will be agreed with you well in advance. Individual interviews will last approximately one hour and will be recorded for the benefit of the researchers only. Participants will not be identified by name in the final report unless they indicate otherwise.

What are the possible disadvantages of taking part?

No risks or disadvantages are anticipated by your taking part in the interview. None of your confidential details will be used to identify you in any materials produced as a consequence of your interview. Any quotes which you have provided and which are reproduced will be attributed to your job position for example; "Health is important to me" administrator.

What are the possible benefits of taking part?

The data collected through these interviews will be used to assess the value in, feasibility of, and initial actions required to enable the University of Brighton to become a Health Promoting University. This will include presentation of a concise overview of contemporary relevant activities which are already taking place at the University of Brighton, and which make an ongoing contribution to the concept of the Health Promoting University, as well as new activities that will be developed and delivered as part of this.

A framework for the sustainability of the project will be developed with the final report, this will provide recommendations to develop the project into a sustainable form for implementation at the University of Brighton. The implementation of a Health Promoting University may have a significant impact on future health, wellbeing and health promotion policies and practices at the university.

What if something goes wrong?

If you do not feel happy with the interview you can leave at any time. If you have any questions, complaints or concerns, you can also contact Josephine Ramm in her capacity as research officer for the project (j.h.e.ramm@brighton.ac.uk), Joanne Newton, research fellow (j.newton2@brighton.ac.uk) or the project lead, Professor John Kenneth Davies (j.k.davies@brighton.ac.uk).

Will my taking part in the study be kept confidential?

Every effort will be made to maintain participant anonymity in the final report and any project correspondence. All individual interview data will be strictly confidential. The interviews will be recorded to assist in later data analysis. All recordings will be stored securely during the life of the project and destroyed after transcription.

Reimbursement of transport costs

No reimbursement for transport will be provided as participation in the interview is considered a part of your everyday work role.

What will happen to the results of the research study?

The project will be delivered in stages (see information above) and the results will be fed back to, and reviewed by, the project advisory committee at regular intervals throughout the project. All of the results from the project, including: the initial scoping exercise, a summary of the key interventions carried out during the project, and the outcomes from the monitoring and evaluation exercise will be incorporated into a final report. Key recommendations from the research will be emphasised within the final report. This report will be reviewed by the project advisory committee and then presented to senior management for their assessment, in particular of the key recommendations made for further work.

Who has reviewed the study?

The project advisory group, consisting of key stakeholders from across the university, and including representatives from sport and recreation, personnel, senior management, and student welfare, as well as IHDRC. In addition, the University of Brighton's Faculty of Health and Social Science Research Ethics and Governance Committee (FREGC) has reviewed the project and given it its support.

For further details (after the completion of the project) please contact:

Professor John Kenneth Davies, Director, International Health
Development Research Centre
Faculty of Health and Social Science
University of Brighton, Mayfield House, Falmer
Brighton, BN1 9PH, UK

Tel: +44 (0)1273 643476

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Email: j.k.davies@brighton.ac.uk

Web: www.brighton.ac.uk/hss/ihdrc

You are encouraged to keep a copy of this sheet for your information.

Appendix F Interview schedule (Phase One)

International Health Development Research Centre

Faculty of Health and Social Science

Mayfield House, University of Brighton

Falmer, BN1 9PH

Introduction and consent

Check that the participant has read the participant information sheet. If they have *not* then ensure all points in the following list are covered prior to signing the consent form. If the participant has read the participant information sheet then cover the points in bold prior to consent:

- **Thank the participant for their involvement with the project.**
- There are no right or wrong answers to the questions I will be asking: we are interested in your opinions.
- You can terminate the interview at any time without needing to provide a reason.
- You do not have to answer any questions that you feel uncomfortable with.
- You will not be identified by your name in any materials produced from the results of interview.
- You may ask for the information you have provided to be removed from the data set at any time, including after the interview has been completed.
- **Check that the participant knows that the interview will be audio recorded.**
- The person who transcribes the interview and the research officer will be the only people to have access to the recording. When the interview has been transcribed the recording will be deleted.
- The interview will last approximately one hour.

- **Check if the participant has any questions before the interview begins.**
- **Make sure the participant signs the consent form.**

TAPE ON

For the purposes of the recording this is an interview with (*interviewee number*) on (*date*).

Health promotion

1. What does the term 'health promotion' mean to you?
2. Do you think that a university is a good place for health promotion? (Prompt: If so, in what ways?)
3. Can you briefly describe what you think a 'Health Promoting University' would be like?

Clarification of HPU approach

A 'Health Promoting University' aims to ensure that people at the university have a healthy living and working environment. Health is viewed holistically and includes wellbeing; it is not referring merely to the absence of illness. Therefore the project aims to make existing practices at the university more effective by making sure that health and wellbeing are embedded into the day to day structures, ethos and culture of the university.

Whole university approach

4. Do you feel that improving student and staff health is an important contributor towards building a successful university?
5. Can you describe any existing policies at the university which are relevant to the development of Brighton as an HPU? (Prompt: what about the corporate plan?)
6. Can you describe any activities at the university which are relevant to the development of Brighton as an HPU? (Prompt: like 'wellbeing week' or 'bikes for staff'.)
7. Do you think that these policies and activities are supported and delivered effectively?

8. Do you feel that enough is being done to involve people across the university in decision making and policy development?

9. How do you think this could be improved?

Environment

10. Do you think that the university campuses provide safe, secure and welcoming environments? (Prompt: in what ways.)

11. How well does your immediate workplace provide a safe and healthy environment?

Culture

12. What would help you identify with the university community?

13. Is the university supporting your health and wellbeing? (Prompt: If so, in what ways?)

14. Do you believe that the university is supporting your social and cultural development (including spiritual and moral)? If so, in what ways?

Creating partnerships and supporting the local community

Interviewer: *One of the purposes of the HPU approach is to contribute to the health and sustainability of the wider local community:*

15. Can you describe how the university engages with the local community?

16. How do you think that community partnerships could be improved?

Staff needs (17–20 answered by staff only)

17. As a member of the university community do you feel that it is part of your responsibility to promote the health and wellbeing of people at the university and if so in what way?

18. Are you or have you been involved with any committees, working groups or activities which involve health and wellbeing? (If so, please give details.)

19. What would prevent you getting involved with any committees, working groups or activities which involve health and wellbeing during the working day?

20. Are you aware of what the university does to support the health and wellbeing of staff? (Prompt: occupational health, health and safety, personal development.)

Student needs (21–23 answered by students only)

21. As a member of the university community do you feel that it is part of your responsibility to promote the health and wellbeing of people at the university and if so in what ways? (Prompt: supporting friends, recycling, travel.)

22. Are you, or have you been, involved with any committees, working groups or activities which involve health and wellbeing? (Students' Union, sports.)

23. What would prevent you getting involved with any committees, working groups or activities which involve health and wellbeing whilst at university?

For all students and staff

24. Are you aware of what the university does to support the health and wellbeing of students? What sort of things? (Prompt: Student Services: academic, mentoring, counselling.)

25. Are there any specific areas that you think need to be prioritised or improved? (Prompt: like healthy eating, mental health (including stress reduction), travel and transport, or community considerations?)

26. Are there any vulnerable or hard to reach staff or student groups who would benefit from more support? (Prompt: parents, staff on short term contracts, the needs of new international students?)

27. What are your views on the following (*if not already covered above*)?

- food provision on campus (prompt: local food /healthy snacks/cost)
- access to fresh drinking water on campus
- travel to and from campus (prompt: cycle routes, maps, public transport)
- smoking on university campus (prompt: ban?)
- mental health provision and stress release
- sexual health provision

- opportunities for physical activities
- access to recreational facilities at the university
- waste management and recycling
- support for general health issues
- any other things we haven't covered (prompt: including drugs or alcohol).

28. How do you think health and wellbeing can be better incorporated into the curriculum?

Getting involved

29. In what ways could the promotion of health and wellbeing be better incorporated into your role?
30. Would you be interested in getting involved with the development of Brighton as an HPU?
31. If so, how would you be *able* to be involved? (Consider time, commitment, resources?)
32. Who else do you think should be involved in the establishment of the university as an HPU?

Summary

33. Thinking about all that we have discussed today could you think of:
    - three benefits of Brighton developing as an HPU
    - three things that will help Brighton develop as an HPU
    - three drawbacks associated with Brighton developing as an HPU
    - three challenges to developing the university as an HPU.
34. Is there anything that we haven't discussed today that you think we should consider in the development of Brighton as an HPU?

TAPE OFF and thanks

Appendix G HPU workshop report (Phase One)

Health Promoting University workshop report 19.10.09

Twenty-five people from across the university actively participated in the Health Promoting University workshop on 19 October 2009. They were asked to discuss two key themes. The first was: How can we best embed the Health Promoting University concept, principles and actions into the daily life of the university? (Considering: What would be the ideal structure/infrastructure to take this initiative forward? What are the key things to consider at an organisational/ strategic level? How can we ensure that Brighton, as an HPU, enhances or complements other strategic commitments? What practical implications are required at an organisational level to implement HPU at Brighton?)

The second task was to discuss: What would be the best way to involve all members of the university community in facilitating the Health Promoting University? (Considering: What would an effective communications strategy look like? Who should be involved? Should we link all health-promoting initiatives under one HPU umbrella?)

Several themes emerged from the discussions:

1. The need for greater understanding about the concept of HPU. Suggestions for achieving this included:

    - ’Quick Wins‘ – This refers to the implementation of five ’fun and purposeful‘ projects that demonstrate the aims of HPU and visibly make a difference. These could include for example, the provision of bikes to use across campuses, linking with the transport plan; group cooking activities filmed by students and screened over the internet.
    - developing a communications strategy that includes the HPU website with appropriate links, a recognisable logo, Facebook, studentcentral and blogs and ensuring that HPU activity is regularly reported in team meetings. ’Slob’ of the month was suggested as a fun way of raising the profile.
    - it was agreed that if HPU were to become embedded at the University of Brighton, it would need a balance between top-down activity such as through the corporate plan and senior management commitment, and bottom-up activity that could harness existing enthusiasm and also provide a mechanism for listening and demonstrating the values of HPU
    - demonstrating the links with Brighton as a healthy city

- ultimately ensuring that HPU becomes part of the corporate identity for the University of Brighton.

2. The notion of 'community': the university consists of many different communities, including five campuses. There was a feeling that as the university has become a 'city' as opposed to a 'village', the sense of community has been eroded, leading to a reduced sense of belonging and wellbeing.

    - It was felt that the values of the HPU, of participation, empowerment, equity and social justice could help to build this sense of community, as well as social capital and should be reflected in all university activity.
    - HPU activity could be geared towards the different campuses, recognising their different characteristics.
    - Food, recreation and leisure were seen as important for building a sense of community and inclusiveness through social spaces and social activities leading to a sense of belonging.

3. Sustainability was a key issue both from the perspective of the HPU project being long term and from ensuring that it joined up with the sustainability agenda.

    - HPU could provide an umbrella and facilitate the integration of existing good practice across the university.
    - HPU principles should be embedded in the daily life of the university, from corporate policies, such as the corporate plan to individual student projects.
    - HPU should visibly link with the sustainability agenda.

4. Development of monitoring and evaluation criteria was seen as very important for measuring the impact of the HPU. Ideas included:

    - Building monitoring and evaluation criteria into the development of the new sports centre and other health-promoting initiatives
    - use of information from the annual staff and students' surveys
    - using the sickness reporting information to address important issues such as stress
    - the development of specific projects such as ensuring that all vending machines and food outlets have healthy choices.

Appendix H HPU steering group workshop agenda and questions

International Health Development Research Centre

HPU Project Steering Group Facilitated discussion

5 July, 2011

To recap, the overall HPU project objectives are:

- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

Pre-discussion tasks (please consider prior to our meeting on the 5th at which feedback of ideas will be sought):

Task 1: Structure, Process, Outcomes

In evaluating the HPU project, to ensure the broadest possible picture is ascertained, consideration is being given to HPU project structures, processes and outcomes as tools for achieving the aims of the HPU project.

- **HPU structures:** (internal) HPU website; PSG; University-strategy documents eg corporate plan; sustainability-related structures eg sustainability committee; (external) national networks (projects), European networks, international networks...
- **HPU processes**: PSG meetings; ongoing university health-related initiatives (research, practice and policy-related); social and community engagement agenda eg CUPP; HPU staff workshop...
- **HPU outcomes**: HPU-funded projects; increased awareness of HPU concepts and principles; HPU-related dissemination materials...

Is anything missing from this list?

Task 2: HPU emerging themes

Please consider structures, processes and outcomes when responding to the following questions:

1. **Underpinning principles and value**

   i. How sustainable is the project? What are the facilitating factors? What are the hindering factors?

   ii What are the benefits of linking HPU more explicitly to the sustainability agenda and how can this be enabled? Any disadvantages?

   ii Has the project contributed to embedding HPU concepts and principles into university daily activity? How can the momentum for this work be maintained?

   iii. Has the project been participatory and empowering to those involved in the core group? How about within the wider university community (staff and students?) How could these core values be improved upon in the future?

2. **Building healthy public policy**

   i.How can developing Brighton as an HPU contribute to healthy policy development and implementation? (Do these exist already? Examples?)

   ii. Can the UoB achieve health in all policies? What will be the key challenges? What will be the facilitating factors?

3. **Creating supportive environments**

The multisite nature of the UoB has strengths and weaknesses. Campuses have been described a “welcoming, open and accessible, and safe and secure”, however some people have reported “campuses feeling isolated and unwelcoming” (HPU interim report)

   i How can the HPU concept be used as a vehicle to create supportive environments for staff and students?

   ii. Have steps been made to achieving this during the project? What have been the facilitating factors? What have been the hindering factors?

4. **Engaging with the wider community**

The UoB is clearly committed to engaging with its wider community, supported by related policy and practices demonstrated through numerous community-related initiatives (eg On Our Doorsteps, Active Student initiatives etc).

i. Has the HPU project contributed to increasing engagement with community initiatives? How could this be improved?

ii. Can the HPU project contribute to finding a way to balance pursuing university core business and embedding community partnerships? If so, how? If not, why not?

5. Strengthening community action

Brighton prides itself on "ensuring opportunities for consultation and participation in decision-making processes leading to a stronger sense of community" (HPU Interim Report).

i. As Brighton becomes an HPU what opportunities does this bring for increasing and strengthening community action? (Consider facilitating and hindering factors)

6. Public health drivers

i. How can/is the HPU concept (be) used to promote public health drivers eg smoking cessation; healthy eating; mental health etc? What resources are needed (if any) to enable the above?

ii. Can solutions be found to the view that "UoB does not provide sufficient social spaces for staff and students" (HPU Interim report), through application of the HPU concept? If so how?

iii. Are UoB communication mechanisms and strategies health promoting (examples?) and how can these be improved?

7. Core business priorities

i. Has the HPU project improved the core business of the university? If so, how? If not, why not?

ii. How can the HP concept contribute to core UoB business priorities in the future?

The following will be the key foci of the facilitated discussion on 5 July. Please give some thought to these pre-meeting.

HPU SWOT analysis

- What are the main **strengths, weaknesses, opportunities and challenges** for the HP project?

Recommendations and next steps for the HPU.

- How close have we come to meeting project objectives?
- How can we move from project to mainstream? What are your key recommendations for achieving this?
- What resources are required to enable the continuation of this process HPU work? What are the funding implications?
- How can Brighton as an HPU best be coordinated? Who could do this?
- What future role are you willing to play in shaping Brighton as an HPU?

Appendix I HPU steering group questionnaire

International Health Development Research Centre

July 2011

HPU pilot

PSG Questionnaire

Aims of the questionnaire:

- To document the achievements and challenges of the HPU project
- To consider recommendations for developing the University of Brighton's future as an HPU

This questionnaire is aimed at the members of the HPU PSG whose consistent input and commitment to the project has been essential to project development and implementation. Data collected will be used alongside results of the workshop involving members of the HPU PSG (ie for those members who are not able to attend) as part of the pilot project evaluation.

To re-cap, the overall pilot project objectives are to explore the development of the university as an HPU ie:

- to create a healthy and sustainable working, learning and living environment for all students, staff and visitors
- to increase the profile of health and sustainable development in teaching, research and knowledge exchange
- to contribute to the health and sustainability of the wider community
- to monitor and evaluate progress and build evidence of effectiveness.

Section A

In evaluating the HPU pilot project, to ensure the broadest possible picture is ascertained, consideration is being given to HPU structures, processes and outcomes as tools for achieving the aims of the HPU pilot project.

HPU structures: (internal) HPU website; PSG; university strategy documents eg corporate plan; sustainability-related structures eg sustainability committee links and

EANs; (external) national networks (projects), European networks, International networks...

HPU processes: PSG meetings; ongoing university health-related initiatives (research, practice and policy-related); HOU branding, social and community engagement agenda eg CUPP; HPU staff workshop...

HPU outcomes: HPU-funded interventions; increased awareness of HPU concepts and principles; HPU-related dissemination materials..

What are your comments on these? Is anything missing from this list? Please add.

Section B

The following questions are based around the key themes which came out of Phase One of the HPU pilot/interim report. Please consider structures, processes and outcomes when responding to the questions outlined below:

1. Underpinning principles and value

i. Has the pilot project been equitable in its approach?

ii. How sustainable is the pilot project? What are the facilitating factors? What are the hindering factors/barriers?

iii. Has the pilot project contributed to embedding HPU concepts and principles into university daily activity? How can the momentum for this work be maintained?

i. Has the HPU project been empowering (to staff and students)? If so, how? If not, why not? How can this be improved?

2. Building healthy public policy

i. Can you give any examples of UoB policies which are truly health promoting?

ii. How can developing Brighton as an HPU contribute to healthy policy development and implementation?

ii. Can the UoB achieve health in all its policies and practices? What will be the key challenges? What will be the facilitating factors?

3. Creating supportive environments

The multisite nature of the UoB has strengths and weaknesses. Campuses have been described a “welcoming, open and accessible, and safe and secure”, however

some people have reported “campuses feeling isolated and unwelcoming” (HPU Interim report)

i How can the HPU concept be used as a vehicle to create supportive environments for staff and students?

ii. Have steps been made to achieving this during the pilot project? What have been the facilitating factors? What have been the hindering factors/barriers?

4. Strengthening community action

Brighton prides itself on “ensuring opportunities for consultation and participation in decision-making processes leading to a stronger sense of community” (HPU Interim Report)

i. Have the HPU project processes encouraged participation (of staff and students)? How could this be improved?

ii. As Brighton becomes an HPU what opportunities does this bring for increasing and strengthening community action?

iii. In relation to the above, what are the main facilitating factors and the main factors which may impede progress in this regard?

5. Engaging with the wider community

The university is clearly committed to engaging with its wider community, supported by related policy and practices demonstrated through numerous community-related initiatives (eg On Our Doorsteps, Active Student initiatives etc).

i. Has the HPU pilot project contributed to increasing engagement with community initiatives? How could this be improved?

ii. Can the HPU pilot project contribute to finding a way to balance pursuing university core business and embedding community partnerships? If so, how? If not, why not?

6. Public health drivers

i. How can the HPU concept be used to promote public health drivers eg smoking cessation; healthy eating; mental health etc?

ii. What resources are needed (if any) to enable the above?

ii. Can solutions be found to the view that “UoB does not provide sufficient social spaces for staff and students” (HPU Interim report), through application of the HPU concept? If so how?

iii. Are UoB communication mechanisms and strategies health promoting? Please give examples. How can these be improved?

7. Core business priorities

i. Has the HPU project improved the core business of the university? If so, how? If not, why not?

ii. How can the HP concept contribute to core UoB business priorities in the future?

Section C

Summary section

1. Overall what do you consider as being the main strengths of the HPU pilot project?

1.

2.

3.

2. Overall what do you consider as being the main weaknesses of the HPU pilot project?

1.

2.

3.

3. What are the main opportunities for the HPU project?

1.

2.

3.

4. What are the main threats to the HPU project?

1.

2.

3.

5. What are the key recommendations you would make for continuation of this work ie establishing Brighton as an HPU?

1.

2.

3.

6. Have we come close to meeting the objectives for the project (see page 1)?

7. How can we move from project to mainstream? What are your key recommendations for achieving this?

8. What resources are required to enable the continuation of this process HPU work? What are the funding implications?

9. How can Brighton as an HPU best be coordinated? Who could do this?

10. What future role are you willing to play in shaping Brighton as an HPU?

Appendix J HPU-funded interventions questionnaire

HPU-funded interventions

In order to accurately document the outputs of the University of Brighton HPU project and as part of the HPU evaluation exercise, IHDRC id asking that each of the HPU project leads provide an interim report which will be integrated into the HPU final report. If the project has been completed, the report may of course represent the final report.

In order to obtain comparable data, we are asking that each of the projects are reported similarly and using the following headings:

1. Overview of the project:
   - Rationale
   - Context (why is it necessary?)
   - Aims and objectives
   - Target group/population
   - Timescale
   - Key milestones

2. Current progress – please consider the following questions:

   - Is the project being delivered as planned – are the aims and objectives being met?
   - What are the three key factors facilitating the process?
   - What are the three key factors hindering the process?
   - Is the project reaching its target population? If so, how are you achieving this? If not, what will you do to change this?

3. Project development and implementation – please consider the following questions:

   - What has worked well (please list three aspects with explanation)?
   - What has not worked so well (please list three aspects with explanation)?
   - Have any changes been made to project implementation so far? If so, why?

4. Project evaluation

   - Project evaluation: planned and completed.
   - What process measures are being used?
   - What resources or inputs has the project entailed?
   - What outputs are expected of the project?

- What are the short-term goals/achievements
- What are the long-term goals/achievements?

(These responses may incorporate some of the previously answered questions – if so, please cross reference as necessary.)

5. Links to health promoting university

- How is the project contributing to making Brighton a health promoting university?
- Does the project contribute to a healthy and sustainable working/learning/living environment for staff and students? Please provide explanation.
- Is the project replicable?
- Does the project enable participation of staff and/or students?
- Is the project equitable? If so, how?
- Is the project empowering for the participants? If so, how?
- Will the project help to build capacity within the university? If so, how?
- What resources would be required to continue the project in the longer term?

6. Next steps for the project.

Appendix K Revised proposal for Wellbeing Buddies Scheme

<table>
<tr><th colspan="2">Wellbeing Buddies</th></tr>
<tr><td>Setting</td><td>a) NetBuddies – all campuses including partner colleges
b) Face-to-Face – Brighton campuses (2011/12) extending to other campuses 2012/13
c) Halls outreach – Brighton campuses (2011/12) extending to other campuses 2012/13</td></tr>
<tr><td colspan="2">Aim
To develop a buddying scheme where trained student volunteers provide support and guidance for other students who are experiencing non-academic difficulties with student life.</td></tr>
<tr><td colspan="2">Target audience

a) students who want to be trained as buddies and develop mentoring skills to help their peers
b) CPD module students who need a fulfilling and relevant work placement
c) students who are experiencing non-academic problems, especially those at risk of leaving university
d) students who are feeling isolated or with additional support needs (eg international students; students with Asperger’s syndrome)
e) students living in halls</td></tr>
<tr><td colspan="2">Method

Direct contact: online live chat facility (NetBuddies); one-to-one sessions (face-to-Face); training and group work for volunteer buddies; outreach work and organised social activities</td></tr>
<tr><td>Objectives</td><td>Targets</td></tr>
<tr><td>• Publicity and marketing materials available</td><td>• Sept/Oct 2011</td></tr>
<tr><td>• Recruit and train suitable students</td><td>• 10 volunteers trained in October 2011
• 10 volunteers trained in February 2012</td></tr>
<tr><td>• Plan a basic outreach programme for work in halls to include safespace interviews and social activities</td><td>• September 2011</td></tr>
<tr><td>• Develop the outreach programme with the buddies input and ideas and coordinate its delivery
• NetBuddies available Sundays 6–9pm</td><td>• October 2011–May 2012</td></tr>
<tr><td>• NetBuddies available an additional six hours per week</td><td>• from September 2011</td></tr>
<tr><td>• Develop questions for RightAnswers project to provide signposting information for the buddies</td><td>• from February 2012
• from August 2012</td></tr>
</table>

Outcomes

• student volunteers who become active buddies will have improved interpersonal skills and employability

• students who are experiencing non-academic difficulties with student life will develop strategies to overcome these through the support and guidance of their buddy

• reduced social exclusion of isolated or underachieving students, especially those living in halls

• improved student experience for both buddies and mentees

• improved retention of 'at risk' students

Rationale

Student Retention Report; needs identified by Student Services Counselling and Wellbeing team; feedback from SSGTs; good practice from other university mentoring schemes (eg UCLan) where student retention improved as a direct result of a similar scheme

Evaluation

KPIs to include numbers of students recruited and trained as buddies, numbers of students interviewed using the safespace questionnaire, numbers taking part in social activities and engaged in face-to-face sessions.

Specific focus on outcomes regarding to students who were at risk of leaving university or had particular support needs and how the scheme helped.

Data relating to the usage of NetBuddies can be provided by IT Services.

Partners

Student Services Counselling and Wellbeing team; Residential Services; IT Services, IHDRC

Budget

UBSU confirmed funds: **£1,050**

Training: £600

Travel: £100

Hospitality: £100

Casual staff costs: £250

(contingency in case of volunteer shortage)

HPU funding to support project: **£1,500**

Publicity and marketing to promote scheme at Freshers and in halls (Autumn 2011)

Appendix L Agreed objectives and outcomes for the Wellbeing Buddies scheme with Student Services

Objectives	Resources and inputs	Outputs	Outcome	Indicators	Timescale and responsibility
To recruit volunteers/buddies through Active Student and for the Students' Union to promote Active Student	Students' Union space for staff Active Student – time £21,000 from SS to pay for staff Peer2Pier facilitator and wellbeing research co-ordinator computers and materials	Referral process established for university to recruit buddies/volunteers Staff and students are aware of the project and how it can support students Staff and students are more aware of volunteering and Active Student	Active Student develops another volunteering opportunity for students and the Peer2Pier project further promotes volunteering to students	Referrals to Active Student mention Peer2Pier route Referrals for volunteering increase 20 buddies referred and recruited Students' Union information signposts to Active Student. Active Student information and opportunities include Peer2Pier buddies	Referral process completed by 2010 – BT/KS BT/SW 2010 BT/SW 2010
To train volunteer/buddies	Bookable rooms for training counsellor time materials Peer2Pier staff	Training received by volunteers/buddies	Volunteers/buddies are equipped to deliver Peer2Pier mentoring Volunteers/buddies develop and improve skills Volunteers/buddies are aware how to benefit from these skills in future career applications	Feedback from volunteers/buddies Feedback from mentees Peer2Pier staff and ongoing evaluation of training	BK Oct 2011
To undertake outreach work and coordinate social	Staff time and support from residential	Questionnaires about SafeSpace collected by buddies In-house social activities for	Volunteers/buddies develop interpersonal and research skills using the SafeSpace	Number of SafeSpace questionnaires	BK Oct 2011 – June 2012

activities at the residences (eg quizzes, competitions; workshops; cookery demos; games nights)	advisers; SafeSpace questionnaire; SU staff time to collate data from SafeSpace questionnaires; Bookable rooms/space at residences or suitable locations; Resources for social events (eg games, refreshments, prizes) – can be funded through the WZ Wishing Well	residences (can be rolled out to head-leased and private student houses over time)	questionnaire tool to engage with residents; Feedback about SafeSpace and the student experience is gathered, collated and shared with relevant staff/committees; Increased awareness of SU services and opportunities and university support services; Increased diverse social interaction within and between residences	completed Number of social activities organised; Number of residents taking part in social activities	
To establish an electronic interface for students to seek advice and information from buddies: NetBuddies	IS staff time for development of studentcentral interface Pier2Peer staff time SS staff time from information manager	Students can access advice from buddies/volunteers online; Link to service from both SS website and SU website (instead of studentcentral); Initially service will be available Sunday evenings 6–9pm; availability to increase as more volunteers are recruited	Students receive relevant advice and support from another student which can be more accessible and approachable than possibly seeking support from university services More students who wouldn't normally access such advice and support seek such help	500 students seek advice Per cent increase of using other information by students Over time the info SS gains on the types of queries/support needs helps to alter the information SS provides	BK Launch Sept 2011

Appendix M Final report of Yoga Challenge

Final Report

New Year Yoga Challenge in aid of Peer2Pier: promoting student wellbeing
International Health Development Research Centre (IHDRC)

On Tuesday, 18 January 2011 “The New Year Yoga Challenge” was held for students and staff at the University of Brighton. The overall aim of the event was to raise awareness and funds for the recently launched Peer2Pier volunteer scheme. The project aims to create a healthy and safe environment for University of Brighton students and is part of the new Students’ Union-led Wellbeing Zone. Students and staff were invited to join in four yoga sessions, which took place in succession, starting in Hastings and moving on to Eastbourne, Cockcroft and Grand Parade. Each session lasted 90 minutes:

11am	Students’ Union Lounge, University Centre Hastings
12.30pm	Sports Centre Foyer, Eastbourne
2pm	Cockcroft Hall, Moulsecoomb, Brighton
3.30pm	Room G4, Grand Parade, Brighton

Students and staff were asked to register their interest prior to the event taking place, and were provided with details on how to receive sponsorship for the event.

The International Health Development Research Centre (IHDRC) agreed to evaluate the event, under the umbrella of the Health Promoting University Project (HPU) (http://brighton.ac.uk/hpu). Each of the participants was asked to complete a short questionnaire at the end of the yoga session and on each of the sites. This report briefly summarises the responses obtained from the participants. A more detailed report will be available as part of the HPU final report.

Over £1,150 as raised from the event for the Peer2Pier project.

Overall, 31 people attended the event, 12 at Eastbourne, 11 at Cockcroft and eight at Grand Parade. Nineteen questionnaires were completed (five at Eastbourne, eight at Cockcroft and six at Grand Parade).

The most commonly cited reason for joining the event was to help raise money and support the Peer2Pier project (n=9). Other reasons included contributing to wellbeing (n=8), relaxation (n=7), and through curiosity to sample a yoga class (n=5), and only one participant attended to help them overcome health problems.

When asked if the event had benefited their health and wellbeing, all participants gave positive responses, indicating that it helps with relaxing (n=13), with improving flexibility (n=2), that it has a calming influence (n=2), and that it was a good activity to break the daily working routine (n=2).

In terms of expectations of the event and whether they were met, some participants had expected more people to attend the event (n=6), they expected to enjoy themselves and to experience a good yoga class (n=3), and to gain insight into yoga practice (n=2). Only two participants had no prior expectations of the event. Four participants said that the event was ’great‘, and one thought it was better than he/she expected and more challenging physically than he/she anticipated.

Of the 19 participants only five had heard of the HPU project. Of these, 10 said that they would like to receive more information about the project. When asked specifically which areas of the HPU project they would like future involvement in, activities mentioned were exercise classes, dance classes and yoga. This reflects a somewhat limited understanding of the concepts and principles of the HPU project and demonstrates a need for HPU stakeholders to consider ways of demonstrating the HPU approach (ie concepts and principles) outside of organised activities. Information could for example be made more apparent through the HPU project website.

When asked whether they had heard about the Peer2Pier project, the majority of the participants said yes (n=10). Four of these participants expressed an interest in becoming more involved in the project.

In general, feedback and evaluation from the participants was very positive and reflected a successful event which served the dual purpose of raising funds for the Peer2Pier project as well as improving the health and wellbeing of both staff and students. The event would have benefited from the attendance of a larger number of participants and therefore it is useful to identify reasons for participation in order to maximise numbers of participants in future planned events, and/or to plan suitable events accordingly.

Finally, the event brought together staff and students together, across many campuses of the university in a team effort to support students' wellbeing. (This can often be difficult on a multi-campus university that doesn't have a unified history.)

This report is one of a number of discrete evaluations of HPU-related interventions, all of which will contribute to the final report for the project to establish the University of Brighton as a Health Promoting University.

IHDRC is grateful to Peer2Pier for agreeing to work together on this evaluation.

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