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## Chair's Welcome

"I really enjoyed the session in September running a workshop with the national network meeting on healthy universities at Leeds Trinity University College. It gave us all a good opportunity to reflect on healthy universities in the widest sense of the word, particularly focussing on the concept of the psychological contract – that set of reciprocal expectations between staff and their organisation, between students and the university and with internal and external stakeholders. If the psychological contract is supported and developed carefully and sensitively, it hugely helps with the overall health and wellbeing of the institution.

In the wake of the Browne report and spending cuts, what we are now about to experience is a fundamental redefining of that complex mutual set of reciprocal expectations – literally the core HE

proposition – namely, what a university is for, what its mission and values are, and the fundamental financial dimensions of that "deal" – whether for students, staff or for the whole institution. It will certainly cause us to work even harder at maintaining some sense of coherence about that deal as we travel through such a complex period of change. If we lose touch with it completely, we will allow serious damage to take place to that critical set of relationships and exceptions that delivers the unique concept of what a higher education institution is. The components of a 'healthy university' are key building blocks of that precarious concept of a sustainable and viable sector."

### **Ewart Wooldridge CBE**

*CEO, Leadership Foundation for Higher Education  
Joint Chair of the Leadership Advisory Group*

## Strategy for Public Health in England

Healthy Universities feature as a named programme in the new Strategy for Public Health in England Healthy Lives, Healthy People published on 30th November 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."***  
(Para. 3.15, p.34).

The inclusion of Healthy Universities as a named programme is excellent news and a welcome reward

for the work of the Developing Leadership and Governance for Healthy Universities project and for effective lobbying from within and outside the Department of Health. The project team will be exploring with our Co-Chairs, Leadership Advisory Group and Project Board how best to build on our work to date and further secure sectoral leadership.

### Contact us:

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English National Healthy Universities  
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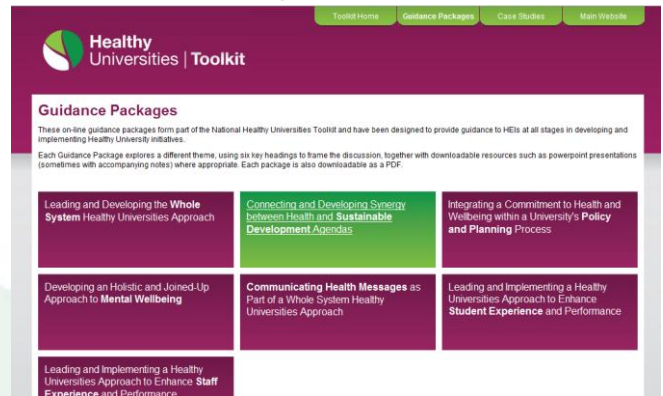
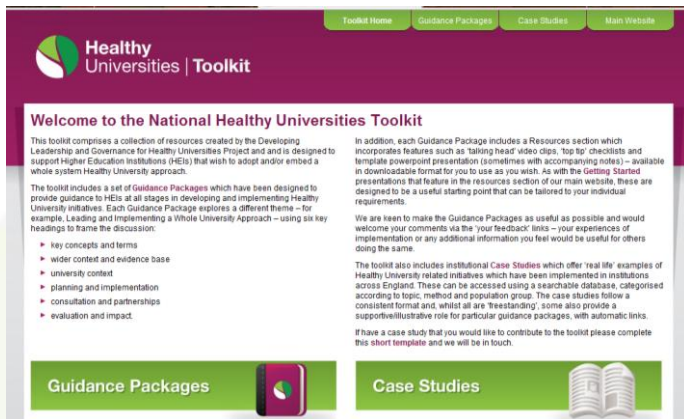
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## Online Toolkit Launched

The first phase of the Healthy Universities website [www.healthyuniversities.ac.uk](http://www.healthyuniversities.ac.uk) was launched in April 2010. The second phase of the website features the **Healthy Universities Toolkit**: a set of Guidance Packages and Case Studies created by the *Developing Leadership and Governance for Healthy Universities* Project Team and Project Board.

- planning and implementation
- consultation and partnerships
- evaluation and impact.



The toolkit is designed to support Higher Education Institutions (HEIs) that wish to adopt a whole system healthy university approach.

### Guidance Packages

The Guidance Packages have been designed to provide guidance to HEIs at all stages in developing and implementing Healthy University initiatives. Each Guidance Package explores a different theme:

- The Whole System Healthy Universities Approach
- Health and Sustainable Development
- Policy and Planning
- Mental Wellbeing
- Communicating Health Messages
- Student Experience
- Staff Experience

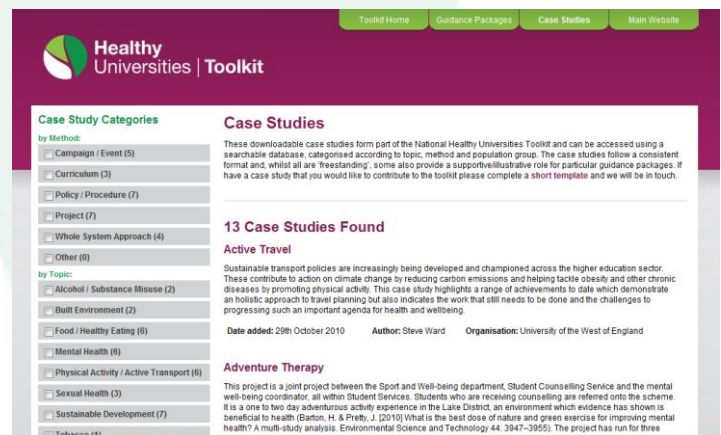
Each Guidance Package uses six key headings to frame the discussion:

- key concepts and terms
- wider context and evidence base
- university context

In addition, each Guidance Package includes a Resources section which incorporates features such as ‘talking head’ video clips, ‘top tip’ checklists and template powerpoint presentations.

### Case Studies

Case Studies offer ‘real life’ examples of Healthy University related initiatives which have been implemented in institutions across England. The case studies can be accessed using a searchable database, categorised according to topic, method and population group. The case studies follow a consistent format and, whilst all are ‘freestanding’, some also provide a supportive/illustrative role for particular guidance packages. They are automatically linked from and to relevant toolkits for ease of reference.







The launch of the toolkit signals the start of the 'field-testing' phase in the development of the Guidance Packages and Case Studies. During this phase we would like to invite feedback from users on the content and format of the toolkit - if you have any comments please contact me (details at the end of this newsletter) or use the 'your feedback' button which is situated in the top right corner of the Guidance packages.

**Jennie Cawood**, Coordinator  
English National Healthy Universities Network  
UCLan

## Recent publications:

Cawood J, Dooris M, Powell S (2010) Healthy Universities: Shaping the future. *Perspectives in Public Health*, November 2010, Vol 130, No 6 (259-260)

Dooris, M. & Doherty, S. (2010) Healthy Universities: current activity and future directions – findings and reflections from a national-level qualitative research study. *Global Health Promotion* 17(3): 6-16.

## Healthy Universities Research Study

'Healthy Universities' is seen by many as a positive, inclusive initiative with real potential to benefit students, staff and the wider community. However, there is still wide variation about what the term 'healthy university' actually means, with understandings ranging from one off health promotion projects, such as a healthy eating week, to an ecological, whole organisation, whole system approach to improving health. There is therefore a

necessity to develop an operational definition.

As part of My PhD at London South Bank University (LSBU) on Healthy Universities I shall be undertaking a study using concept analysis to explore both the theoretical concept as presented in the literature and the colloquial concept as understood by people in the field, with the aim of generating a precise operational definition.

The second part of the study will use a case study approach to further explore how a 'healthy university' is manifested in practice. The case studies will investigate how a university produces or inhibits health, how students and staff understand health, how they perceive health is affected by the university and how they think the university could improve the health of the people who live and work there.

I will be starting the research in January 2011 and will be inviting members of the English National Healthy Universities Network to participate in recorded telephone interviews as part of the concept analysis. Once I have analysed the results of this stage of the research, I will then be looking for two or three universities to use as case studies. The research will have LSBU ethics approval.

If you would like any further information, or would like to take part, please don't hesitate to contact me

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## Feature Article

### Education for Sustainable Development – the role of Healthy Universities

Education for sustainable development (ESD) is 'a vision of education that seeks to balance human and economic wellbeing with cultural traditions and respect for the earth's natural resources' (UNESCO, 2005). Its key characteristics are:

- Interdisciplinary and holistic: embedded across the whole curriculum, not as a separate subject
- Values driven: sharing the principles underpinning sustainable development
- Participatory: learners participate in decisions on how they are to learn
- Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use.

Some of the relevant questions that universities continually pursue are i) how can teaching sustainability education be achieved realistically across the complexities of the HE system; ii) how can sustainability best be embedded in curricula on a Department, Faculty or institution-wide basis; iii) how can we increase the profile of health and sustainable development in teaching, research and knowledge exchange? We need to encourage these questions in the hope that universities will continue to explore and find innovative and appropriate ways of delivering bespoke ESD.

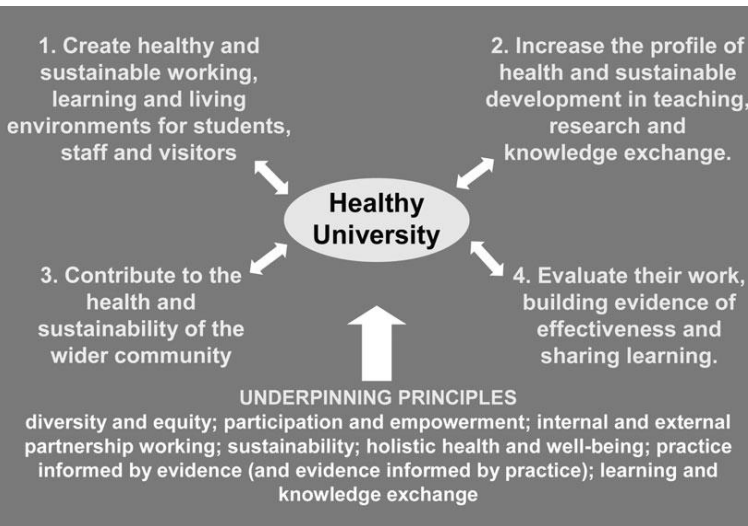
ESD supports five types of learning to foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society (UNESCO, 2010). Examples of how sustainability education is being operationalised abound in UK universities. At our home institutions, work is being undertaken to embed sustainability education within a range of curricula committed to educating 'citizens of

the future'. At the University of East Anglia (Norwich), several schools (Business, Development Studies, Medicine) include sustainability teaching guided by the School of Environmental Studies and the Climate Research Unit, and a new MA is being designed across the Humanities and Environment Schools. The extensive resource base at the University of the West of England (UWE Bristol) underpinning its sustainability education comprises over 130 sustainability relevant modules and 19 research centres which contribute to its Institute for Sustainability, Health and Environment. A new MSc programme is currently being designed across all four UWE Faculties. These examples illustrate the powerful offer in terms of education, research and knowledge exchange for all students, staff and wider communities in just two universities. Nationally, an initiative to develop a sustainability framework for medical education is being piloted by six schools across the country in anticipation of the planned decarbonization of the National Health Service (<http://greenerhealthcare.org/sustainable-healthcare-education>);

Steering the higher education sector into more sustainable waters will require cultural transformation (Crompton, 2010) and a capacity to engage with 'bigger than self' problems. The Healthy University 'whole systems approach' shares many core values that resonate with ESD and can support student participation in debate to :

- (i) create healthy and sustainable working, learning and living environments for students, staff and visitors,
- (ii) contribute to the health, wellbeing and sustainability of the wider community,
- (iii) evaluate their work, building evidence of effectiveness and sharing learning.





Maibach et al. (2010) propose that reframing climate change as a public health issue provides a useful and engaging new frame of reference that makes the problem more personally relevant, significant and understandable to members of the public. It is unlikely that students are as motivated by health concerns as are members of the general public but when these health issues are considered alongside ethical concerns and financial ones, this approach could prove to be important. Public health and sustainability agendas are so inextricably linked in that they need to be considered as one broad overarching system (Orme and Dooris, 2010).

The challenges of global poverty, climate change and biodiversity loss often seem intractable and worsening. It is clear that higher education is a large, distinctive and hugely influential sector that has both the potential and the responsibility to lead for change regionally, nationally and globally, thereby catalysing integrated policy and practice responses to these challenges.

This growing commitment to embedding health and well-being within the mainstream business of higher education coupled with the expectation that higher education will act sustainably in all that it does [HEFCE 2009] provides the perfect springboard to

influence a process of co-ordinated action to develop sustainable, low-carbon campuses.

### References:

Crompton, T (2010) Common Cause: The Case for Working with our Cultural Values. World Wildlife Fund UK. [Online] Available at:

<http://www.wwf.org.uk/change>

Maibach, E.W., Nisbet, M., Baldwin, P., Akerlof, and Diao G. (2010) Reframing climate change as a public health issue: an exploratory study of public relations. *BMC Public Health*. 10:299. Doi:10.1186/1472-2458-10-299.

Orme, J. and Dooris, M. (2010) Integrating Health and Sustainability: the Higher Education Sector as a timely catalyst. *Health Education Research*. Vol.25 no.3. Pp 425–437

The Campaign for Greener Healthcare.

<http://greenerhealthcare.org/sustainable-healthcare-education>. Accessed 04.11.10.

UNESCO (2005) Web-based URL:

<http://www.unesco.org/en/esd/strategy/>. Accessed 04.11.10

**Judy Orme**, Reader in Public Health  
Faculty of Health and Life Sciences  
University of the West of England, Bristol & Project Board Member

**Stefi Barna**, Lecturer in Public Health  
School of Medicine, Health Policy and Practice  
University of East Anglia

## Next National Network Meeting:

Tuesday 29 March 2011

City University, London

Development session: *Approaches to Healthy and Sustainable Food*



## National Network

The last network meeting was hosted by Leeds Trinity University College and attended by over 25 people. A successful workshop session was led by Ewart Wooldridge on the subject of Healthy Universities and organisational change which included:

- insights into change models and processes that seem to work in higher education in the current climate
- the critical importance of understanding the impact of change on 'the psychological contract', which can have a profound effect on the health of the organisation
- an interactive workshop discussion (structured around the following issues: investing in the whole system Healthy University approach; importance of 'influencing beyond authority' in the implementation of change; influencing top leadership in the management of change in the current challenging times) leading to the

production of key points on 'leading change in a healthy university culture'.

At the end his presentation Ewart asked participants to work in small groups and identify at least five techniques of organisational change management that support the concept of 'healthy universities' – and five that don't. Responses fell into one of three themes: communication, Systems and Resources and Culture and Environment. The project team are working towards translating these into a 'top-tips' checklist for inclusion in the Healthy Universities toolkit.

A copy of the presentation can be downloaded from [http://www.healthyuniversities.ac.uk/uploads/files/healthy\\_universities\\_and\\_organisational\\_change\\_ewart\\_wooldridge.pdf](http://www.healthyuniversities.ac.uk/uploads/files/healthy_universities_and_organisational_change_ewart_wooldridge.pdf)

**Jennie Cawood**, Coordinator  
English National Healthy Universities Network  
UCLan

## Other Developments

### Preventing and Minimising Gambling-related Harm in Higher Education Settings

This research project, jointly led by MMU and UCLan, began in May 2010. It aims to raise the awareness of gambling-related harm as an issue for Higher Education and to provide resources to support students and staff in minimising and preventing gambling-related harm.

The first stage involving a brief literature review and identification of resources currently available has been completed. It is apparent that problem gambling is a 'hidden addiction' and goes largely undetected in the student population. Whilst universities support the needs of students with problems associated with other

addictions such as drugs and alcohol, there is little available that addresses gambling-related harm. Semi-structured interviews with representatives from the Students' Union, Counselling and Student Advice Centres in both MMU and UCLan showed that:

- data on gambling-related harm are not collected routinely or consistently
- staff have difficulty in identifying a gambling addiction
- staff supporting students need further training and additional support resources.

The next stage of this work will design resources of benefit to students and staff.

**Sue Powell**, Head  
Academy for Health and Wellbeing & Project Manager