



# Self-Review Tool

## INTRODUCTION

The Self-Review Tool supports universities to review and reflect on their progress in embedding a whole system approach to health and wellbeing

The Self-Review Tool is not a cross-institution benchmarking tool for universities to compare and compete – and the reports generated will be confidential to you. It has been designed to facilitate strategic-level engagement and partnership development within individual HEIs, and to allow for internal benchmarking over time.

The Self-Review Tool is designed to be used on-line – and to get started, you will need to [register](#). During this process, you will be alerted as to whether anyone else from your institution has already registered. It is recommended that you liaise with colleagues to ensure that you take a co-ordinated approach within and across your university and students' union. Ideally, a multi-departmental and multi-service group should use it to assess progress and inform planning, thereby building up a picture of where the institution is at on its Healthy University journey and guiding future responses to student, staff and community health and wellbeing. A downloadable version is available to facilitate this group process, enabling different individuals to complete drafts of specific sections prior to the on-line tool being completed and submitted.

You may find it useful to review the [UK Healthy Universities website](#) and wider [toolkit](#) to inform your self-review process.

## WHAT DOES THE SELF-REVIEW TOOL CONSIST OF?

The Self-Review Tool is an online questionnaire structured under five headings that reflect the key areas that a university should be addressing when working towards their goal of becoming a Healthy University:

- **Leadership and Governance:** This section of the tool focuses on the corporate commitment of the university in working towards becoming a Healthy University.
- **Service Provision:** This section of the tool identifies the level of service provision on and off site to support the health and wellbeing needs of staff and students.
- **Facilities and Environment:** This section of the tool supports the university in reviewing the facilities it provides and the environment it creates to support the health and wellbeing of staff and students and the wider community.
- **Communication, Information and Marketing:** This section of the tool reviews the processes involved in communicating health and wellbeing information and messages to staff and students and how the university markets health and wellbeing in its promotional materials.
- **Academic, Personal, Social and Professional Development:** This section of the tool deals with how the university uses the opportunities presented by curricula, research, knowledge transfer and professional development to improve health and wellbeing and respond to the needs of its staff and students.

Under each sub-heading, there are statements giving an opportunity to reflect and review current progress by choosing one of four qualitative ‘multiple choice’ responses:

- 🟡 **No not at all / Don’t know:** i.e. the university has not yet engaged with this area of work or you do not know and are unable to find out the answer.
- 🟠 **Thinking about it:** i.e. the area of work has been raised as an issue for consideration or there are pockets of isolated activity.
- 🟢 **Working on this currently:** i.e. the university as a whole has made a strategic-level commitment.
- 🟢 **Yes we are there:** i.e. the university as a whole has acted on this strategic-level commitment.

Additionally, under each question, a drop-down text box is available for you to make a note of ‘evidence’ that you have used when deciding which of the four responses to choose. This will be helpful when you repeat the exercise and want to benchmark your progress.

Under each section of the questionnaire, a further text box is available in order to record any additional activity not captured by the questions – allowing you to record examples of innovative and creative activity.

Whilst you will be able to scroll through the questionnaire online, you must complete every question (even if you answer ‘don’t know’ to some) in order to be able to submit. Once a university has completed the online tool and submitted its responses, a graphic representation (red, amber, green) of levels of progress under each key heading will be generated. This will highlight those areas where the university is achieving and those areas where additional input is needed. It should be noted that this report does not constitute a detailed analysis – rather, it is designed as a helpful mechanism for guiding future decision-making and action-planning. The red/amber/green calculation is based on assigning a score for each question: 0% for No not at all / Don’t know, 33% for Thinking about it, 66% for Working on currently and 100% for Yes we are there. Each area is rated on its average score: red for under 45%, amber for 45-69% and green for over 70%.

## WHAT THE SELF-REVIEW TOOL DOES NOT OFFER

We recognise that some universities will find it challenging to complete the questions in a way that they feel adequately reflects the differential progress that they have made with different population groups (e.g. students or staff) or on different topics and themes (e.g. mental wellbeing, food, physical activity). However, in keeping with the whole system focus of Healthy Universities, we have deliberately kept the focus of the tool ‘general’.

If you feel that it would be valuable to complete the questionnaire separately for different population groups and/or different topics and themes, you are able to do this – just keep a record of your focus when you register.

You may also find it useful to explore and use alternative resources. For instance, the Welsh Government led the development of a [Healthy and Sustainable FE and HE Framework](#) – which uses a matrix approach to map and assess progress in relation to six health-related topics that across four aspects of college and university life.

## FROM TOOL TO ACTION

Based on this profile, universities will be able to set priorities and develop action plans, which can be monitored and reviewed by a cross-university group. It is important that the tool does not encourage complacency: even when HEIs score green, there is always room for further improvement and enhancement!

It is suggested that the Self-Review Tool be used on an annual basis to review progress – and you may wish to keep a record of relevant evidence relating to your responses.

## 1. LEADERSHIP AND GOVERNANCE

This section of the tool focuses on the corporate commitment of the university in working towards becoming a Healthy University (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Developing the Whole System Healthy Universities Approach** and **Integrating a Commitment to Health and Wellbeing within a University's Policy and Planning Process**).

### a) Corporate Engagement and Responsibility

1. The university's core plans and strategies address the health and wellbeing of students, staff and the wider community.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university ensures that health and wellbeing related strategic planning and delivery are inclusive and address the needs of the diverse range of individuals throughout the organization.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university embeds its health and wellbeing work into wider policy and practice relating to sustainable development.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university has performance criteria and data collection systems in place to measure the satisfaction levels of staff and students with regard to the delivery of health and wellbeing services and support.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. The university has a system for assessing the impact of health and wellbeing initiatives on its core business (e.g. by mapping to key performance indicators relating to student retention and staff sickness absence).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
6. The university works in partnership with local public health/health improvement organizations and other relevant bodies (e.g. Sport and Physical Activity Alliances) to ensure that it contributes to local health priorities.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### b) Strategic Planning and Implementation

1. Strategic planning, delivery and monitoring/evaluation relating to health and wellbeing are integrated with the university's wider governance systems and reported to Directorate and/or named senior management.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university draws on the National Healthy University Toolkit and uses its planning cycle as a best practice model.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university adopts a whole system approach when addressing specific health topics/themes (e.g. mental wellbeing, physical activity, sexual health).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

4. The university has a Healthy University Co-coordinator and/or other dedicated human resources to support and develop its health and wellbeing work.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. There is a defined and allocated budget to support the development of health and wellbeing across the university.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
6. There are systems in place to ensure students and staff can inform the health and wellbeing priorities of the university.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
7. The university has access to appropriate evidence to inform its healthy university programme of work.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### c) Stakeholder Engagement

1. There is a high-level cross-university group to coordinate health and wellbeing, strategic planning and delivery within the university.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university has representation from the students' union and external stakeholders on its cross-university group.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university has strategic links and partnerships with external bodies (e.g. health, sport, physical activity, social care) to support its health and wellbeing work.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university has strategic links and input into emerging local-level health and wellbeing commissioning and delivery systems.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. The university has links with the local community as part of its health and wellbeing work.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

## 2. SERVICE PROVISION

This section of the tool identifies the level of service provision on and off site to support the health and wellbeing needs of staff and students (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance**, **Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance** and **Developing an Holistic and Joined-Up Approach to Mental Wellbeing** ).

## a) Health Services

1. The university has a range of appropriate and responsive health services that recognize the diverse needs of its staff and students.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. Staff and students are consulted on what health services they need.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. There are induction activities for new students and staff to ensure they understand and can access a range of health and wellbeing support.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university has clear policy and procedures understood by all staff regarding referral, confidentiality, information sharing and disclosure of health issues by individuals.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. Staff are aware of key contacts for internal and external support services and for emergency situations.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
6. The university and its partners gather information on the uptake and impact of health services by staff and students to inform future planning.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
7. The university is actively engaged with external partners to publicize a wide range of health services available locally and nationally to staff and students.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

## b) Wellbeing and Support Services

1. The university and students' union collaborate to ensure access to a range of wellbeing and support services for students – including social, welfare, financial, sport and leisure opportunities.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university provides access to a range of wellbeing and support services for staff.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university and students' union have links with external providers to ensure appropriate provision of student and staff wellbeing and support services (e.g. sport and leisure bodies, local volunteering groups).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university uses its induction processes to ensure that students and staff have an understanding of the full range of service provision on offer in support of their wider wellbeing.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### 3. FACILITIES AND ENVIRONMENT

This section of the tool supports the university in reviewing the facilities it provides and the environment it creates to support the health and wellbeing of staff and students and the wider community (you may find it helpful to read the **Guidance Packages** – particularly **Connecting and Developing Synergy between Health and Sustainable Development Agendas** and **Integrating a Commitment to Health and Wellbeing within a University's Policy and Planning Process**).

#### a) Campus and Buildings

1. The university has a strategy to ensure that the built environment is conducive to promoting good physical, mental and social wellbeing (e.g. access, natural light, good ventilation, appropriate furniture and fixtures, showers, social space).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university ensures that health and wellbeing is included within impact assessments carried out on new buildings, refurbishments and other developments.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university promotes its facilities and environment for use by students, staff and the wider community for leisure, sport and physical activity.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university consults with student and staff bodies on the use and development of its green space and the built and social environment.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. The impact on health and wellbeing of the built and natural environments is included in the university sustainable development strategy.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

#### b) Food

1. The university and students' union have an ethical, whole system, sustainable food policy to ensure minimum impact on the environment whilst contributing to the overall improvement of staff and student wellbeing.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university and students' union ensure that in-house and procured catering services and other food outlets (e.g. refectories, bars, vending machines, shops, hospitality) have contractual obligations to provide a range of healthier food options.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. Students and staff are regularly consulted on the quality, price and choice of food and drink on offer across the university.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

4. Healthier food options are actively promoted and marketed to staff and students.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
5. Free drinking water is readily accessible throughout the campus(es) for staff and students.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### c) Travel

1. The university has a whole system travel plan that explicitly addresses health and sustainable development.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. The university actively promotes walking and cycling as means of commuting, thereby reducing carbon emissions and increasing levels of physical activity.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university consults with staff and students on travel issues.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### d) Physical Activity, Recreational and Social Facilities

1. The university and students' union promote and encourage students and staff to use physical activity, recreational and social facilities (both on and off site).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
2. There are opportunities for staff and students to inform the nature and type of physical activity, recreational and social facilities that the university and students' union offer.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
3. The university, in collaboration with the students' union and external partners, works to improve physical activity, recreational and social facilities and ensure that they are accessible and inclusive and address the diverse needs of its student and staff populations.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there
4. The university and students' union collect data on service uptake and levels of satisfaction with regard to physical activity, recreational and social facilities, as part of wider performance measures.  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### e) Accommodation

1. The university has standards for accommodation to ensure and promote student health and wellbeing (this applies to off-site and on-site accommodation).  
No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university and students' union have a code of conduct with registered landlords/private accommodation providers to ensure they secure a safe and healthy environment for students.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

## 4. COMMUNICATION, INFORMATION AND MARKETING

This section of the tool reviews the processes involved in communicating health and wellbeing information and messages to staff and students and how the university markets health and wellbeing in its promotional materials community (you may find it helpful to read the **Guidance Packages** – particularly **Communicating Health as Part of a Whole System Healthy Universities Approach**).

### a) Communication

1. There are aspects of the university communication strategy that address and promote the broader health and wellbeing agenda to students, staff and external stakeholders.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university has easily accessed communication routes through which policy, decisions and good practice relating to health and wellbeing can be disseminated to students and staff.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

3. The university makes use of digital technology/new media to deliver health and wellbeing messages and information to students and staff (e.g. Twitter, intranet, Facebook and mobile phone messaging)

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### b) Information

1. The university ensures that its health and wellbeing messaging, information and campaigns are drawn from reliable evidence-informed sources (e.g. NHS Health Choices; Change4Life; local internal or external health improvement specialist).

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university works in partnership with the students' union and external bodies to ensure consistent, accurate and joined-up health and wellbeing messaging and information.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

3. The university actively shares effective practice and learns from others regarding its health and wellbeing work (e.g. through participation in the English National Network of Healthy Universities and the use of its website/toolkit).

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

4. There is a process to seek the views of students and staff in developing and delivering health and wellbeing information and campaigns.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

5. Baseline information is collected cross-university on the health and wellbeing of staff and students to inform strategic planning.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### c) Marketing

1. The university identifies health and wellbeing as part of the 'student offer' in its prospectus and/or similar marketing materials (e.g. highlighting its commitment to being a Healthy University)

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university and students' union highlight the positive health and wellbeing benefits of their facilities, activities and service provision in marketing and promotional materials (e.g. recreational, social and leisure opportunities, support services).

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

## 5. ACADEMIC, PERSONAL, SOCIAL AND PROFESSIONAL DEVELOPMENT

This section of the tool deals with how the university uses the opportunities presented by curricula, research, knowledge transfer and professional development to improve health and wellbeing and respond to the needs of its staff and students students (you may find it helpful to read the **Guidance Packages** – particularly **Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance**, **Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance**, **Connecting and Developing Synergy between Health and Sustainable Development Agendas** and **Developing an Holistic and Joined-Up Approach to Mental Wellbeing**).

### a) Curriculum

1. There are opportunities within the curriculum to address health, wellbeing and sustainable development issues with students.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university has a commitment to and strategy for embedding health, wellbeing and sustainable development within a range of courses and modules.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

3. The university offers opportunities for personal, social and health development within its curricula.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### b) Research, Enterprise and Knowledge Transfer

1. The university has mechanisms for disseminating learning from health-related research and enterprise across disciplines, academic departments and services.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university contributes, through its research and enterprise activities, to the wider body of knowledge and practice on health and wellbeing.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

3. The university actively identifies and promotes opportunities for students to engage in 'real-life' health-related research as part of its modules and courses.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

### **c) Professional Development**

1. The university provides training, information and resources to support staff in responding to student issues relating to health and wellbeing.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

2. The university offers training and resources to support staff to integrate health, wellbeing and sustainable development within modules and course curricula.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

3. The university offers staff a range of personal and social development opportunities.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there

4. The university provides training and resources to managers and other staff with specific responsibilities to address workplace health issues.

No not at all / Don't know  Thinking about it  Working on this currently  Yes we are there