



DEVELOPING LEADERSHIP AND GOVERNANCE FOR HEALTHY UNIVERSITIES

FINAL REPORT

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Mark Dooris
University of Central Lancashire

Sue Powell
Manchester Metropolitan University



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EXECUTIVE SUMMARY

OVERVIEW

Developing Leadership and Governance for Healthy Universities has run from 2009 to 2012 with funding from the Higher Education Funding Council for England (HEFCE) Leadership, Governance and Management (LGM) fund – and has been co-ordinated jointly by the University of Central Lancashire (UCLan) and Manchester Metropolitan University (MMU).

The aims of the project have been to:

- strengthen the English National Healthy Universities Network
- generate and disseminate web-based guidance tools and case studies
- support further national developments.

The project has been led by a Project Board comprising the Project Co-ordination Team together with representatives from Leeds Trinity University College, Nottingham Trent University, Teesside University and the University of the West of England. It has been overseen a high-level Leadership Advisory Group chaired by Professor Richard Parish, Chief Executive of the Royal Society for Public Health (RSPH) and Ewart Wooldridge CBE, Chief Executive of the Leadership Foundation for Higher Education (LFHE) and comprising senior-level representatives from partner universities and national stakeholder organisations.

PROJECT ACTIVITIES AND PRODUCTS

- **Network Meetings and Development:** The Network has met twice a year between 2009 and 2012, holding six meetings attended by between 25 and 39 people – incorporating updates, networking and interactive thematic workshops. During the lifetime of the project, membership of the Network has increased by around 50 per cent: a further 22 HEIs and 16 stakeholder organisations have joined the Network – which now involves 143 individuals from a total of 69 HEIs (mainly from Student Services, Sports and Physical Activity, Academic Departments and Human Resources) and 26 other agencies.
- **Website and Web-Based Toolkit:** A website www.healthyuniversities.ac.uk was established to provide a virtual communications hub and portal. Phase One provided background and contextual information and Phase Two involved the development of the toolkit www.healthyuniversities.ac.uk/toolkit comprising guidance packages, case studies and a self review tool – with the aim of providing practical guidance and support for individuals, teams and HEIs wishing to pursue the Healthy Universities approach. Google Analytics shows that the website has been widely used – between its launch on 26 April 2010 and 26 June 2012:
 - 4,488 unique visitors made 8,284 visits to the site and viewed 27,839 pages
 - these visits came from 88 different countries – including 78.5% (6507) from the UK, 3.7% (306) from Canada, 3.5% (285) from Australia and 2.2% (184) from the USA.
- **Workshops and Conferences:** Two dissemination workshops (attended by 28 and 47 people respectively) and one celebratory conference (attended by more than 50 people) were held during 2011/12, to showcase the web-based toolkit and introducing the seven guidance packages. Feedback from all events has been overwhelmingly positive.
- **Newsletters:** Four newsletters have been produced during the course of the project – also available to download from the resources section of the website.
- **National Developments:** UCLan and MMU were commissioned in 2009 by RSPH to articulate a model for Healthy Universities and produce recommendations for a National Healthy Universities Framework for England. The report subsequently proved to be

influential in securing the inclusion of Healthy Universities within the Coalition Government's 2010 Public Health Strategy – which stated that: "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."

🌱 **Supporting Healthy Universities Beyond England:** Whilst the Network has been focused on English HEIs, it has welcomed involvement from other countries and has served as a catalyst to developments in both Scotland and Wales, to which the Project Co-ordination Team have served as advisors. Furthermore, the project has been an active contributor to wider European developments.

🌱 **Collaborations:** In addition to its core activities and outputs, the project has collaborated with parallel initiatives such as 'Improving Performance through Wellbeing and Engagement' and catalysed a number of collaborative ventures – including the 'AMOSSHE Knowledge Community on Healthy Universities' and 'Preventing and Minimising Gambling-Related Harm in Higher Education Communities'.

PROJECT EVALUATION AND ADDED VALUE

Evaluation of the project has been extremely positive, demonstrating that it has met its overall aims and adding value in numerous ways. In addition to information provided above, a web-based survey revealed high levels of membership satisfaction and engagement. When asked what they have particularly valued about being a member of the Network and which aspects they would like to see retained and/or strengthened, respondents highlighted a range of face-to-face and web-based services. Specifically, 78% of respondents have used both the guidance packages and self review tool; 75% have used the case studies; and the majority of those responding valued the toolkit and felt strongly that it should be retained. The majority of respondents (64%) felt that Network meetings should continue to be held twice a year.

Reflecting on how the project has contributed to parallel agendas, it is clear that a commitment to sustainable development has been integral to the project's content and delivery. It integrated health and sustainability within its conceptual developments and its web-based toolkit and its final conference; and has been run in ways that balance the need for face-to-face interaction with mechanisms that reduced its overall carbon footprint. Similarly, the project and the overarching Healthy Universities approach is values-based and has been underpinned by a commitment to equity, diversity and inclusion.

REFLECTIONS AND FUTURE PLANS

Looking back over the past three years, the project has been enormously challenging: encouraging institutions that do not have health as their *raison d'être* to engage with and commit to health and wellbeing is not an easy task at the best of times, but is even more difficult in a climate of rapid sectoral change and economic contraction. However, the project has more than fulfilled its aims – and, looking to the future, it is fantastic news that a small amount of co-ordination funding from UCLan and MMU – together with the ongoing commitment of Project Board members to continued involvement – provides a positive platform for maintaining the Network and moving forward.

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SECTION 1: BACKGROUND AND OVERVIEW

1.1 PROJECT OVERVIEW

Developing Leadership and Governance for Healthy Universities has run from 2009 to 2012 with funding from the Higher Education Funding Council for England (HEFCE) Leadership, Governance and Management (LGM) fund. Led jointly by the University of Central Lancashire (UCLan) and Manchester Metropolitan University (MMU), this forward-thinking project has been developed and implemented in partnership with Leeds Trinity University College, Nottingham Trent University, Teesside University, the University of the West of England, the Royal Society for Public Health and the Leadership Foundation for Higher Education.

Responding to growing interest across the sector and building on findings from a national research study,¹ the project has provided leadership on Healthy Universities – and increased understanding of ‘what works’ in creating and sustaining change and facilitating the effective introduction, implementation and integration of whole system approaches to student, staff and community health and wellbeing.

The aims of the project have been to:

- strengthen the English National Healthy Universities Network
- generate and disseminate web-based guidance tools and case studies
- support further national developments.

1.2 HEALTHY UNIVERSITIES: WHY?

“Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love.” (WHO, 1986)

Although the word ‘health’ is usually associated with the NHS, it is clear that wellbeing is largely determined in and through the places where people spend their time and live their lives. The healthy settings approach focuses on these places and seeks to create contexts and environments that are supportive to health and wellbeing – at the same time appreciating that this investment can contribute positively to a setting’s performance and productivity. It is characterised by an *ecological model* that understands health to be determined by a complex interaction of environmental, organisational, and personal factors; a *systems perspective* that acknowledges interconnectedness and synergy between different groups of people, different issues and different parts of the setting; and a *whole system focus* that is concerned not just to deliver health interventions, but also to embed health within the setting in its entirety through effective change management.

With 169 Higher Education Institutions (HEIs), almost 2.4 million students and more than 370,000 staff, the UK higher education sector represents an important setting in and through which to promote public health. In applying the settings approach to higher education, it is valuable to appreciate that universities are:

- large institutions where people work, learn, socialise, enjoy leisure time and make use of services – and where many students in particular undergo a major life transition, exploring, experimenting, clarifying values and developing independence and life skills

¹ Dooris, M. and Doherty, S. (2009) *National Research and Development Project on Healthy Universities: Final Report*. London: Higher Education Academy HS&PSC.

- centres of learning and development, with key roles in multi-disciplinary education, training, research and knowledge exchange
- ‘future shapers’, with a large throughput of students who are already or will become professionals, policy-makers, parents and community leaders with the potential to influence the conditions affecting health and wellbeing in a multitude of ways
- major players and corporate citizens in communities and inter-agency partnerships, which can lead by example and to use their influence to benefit the health, wellbeing and sustainability at local, regional, national and global levels.

1.3 HEALTHY UNIVERSITIES: WHAT?

Drawing on evidence from other healthy settings programmes such as Healthy Schools and Healthy Further Education, it is increasingly acknowledged that effective programmes are likely to be complex, multifactorial and involve activity in more than one domain.

Underpinned by principles such as partnership, equity, participation and empowerment, the Healthy Universities approach aims to achieve impacts and long-term outcomes in relation to both public health and core business agendas, through (see Fig. 1):

- creating healthy and sustainable learning, working and living environments for students, staff and visitors
- integrating health and sustainable development as multi-disciplinary cross-cutting themes in curricula, research and knowledge exchange
- contributing to the health, well-being and sustainability of local, regional, national and global communities.

Figure 1: The Whole System Healthy Universities Approach



1.4 HEALTHY UNIVERSITIES: BACKGROUND TO THE PROJECT

Universities have long served as settings for the delivery of specific projects on a various issues, resulting in guidance on themes such as drugs, alcohol and mental health. However, there has more recently been growing interest in adopting a holistic and strategic ‘whole university’ approach.

In England, the first wave of Healthy University initiatives were established in the mid-1990s, resulting in a World Health Organization conference and book, which built on the experiences of Lancaster University and UCLan.² In 2004, the government responded to an increasing groundswell of activity in further and higher education with a policy commitment to “support the initiatives being taken locally by some colleges and universities to develop a strategy for health that integrates health into the organisation’s structure.”

In response to interest from HEIs wanting to practise a ‘whole university’ approach and eager to have a forum to enable peer support and facilitate the sharing of experience and practice, UCLan established an informal English National Healthy Universities Network in 2006. In 2008, it received funding from the Higher Education Academy and the Department of Health to conduct a National Research and Development Project on Healthy Universities, which confirmed growing demand for a strengthened network and a set of tangible tools to enhance practice – paving the way for UCLan and Manchester Metropolitan University to apply for HEFCE LGM funding. The project *Developing Leadership and Governance for Healthy Universities* commenced in May 2009.

SECTION 2: DEVELOPING LEADERSHIP AND GOVERNANCE FOR HEALTHY UNIVERSITIES – PROJECT OVERVIEW

2.1 PROJECT AIMS

The aims of the project have been to:

Strengthen the English National Healthy Universities Network

Responding to a clearly identified need and strongly articulated demand, the project has worked with existing members to strengthen and expand the National Network through a series of meetings and events and the development of a website and virtual communication hub.

Generate and Disseminate Web-Based Guidance Tools and Case Studies

In support of the National Network, the project has developed, field-tested and disseminated a set of tangible web-based guidance tools and institutional case studies intended to support the widespread adoption, application, leadership, governance and integration of the whole system Healthy Universities approach.

Support Further National Developments

Building on consultative research findings, the project has provided an expert advisory role in relation to the potential development of a national programme/framework and supported colleagues in other UK countries interested in pursuing Healthy Universities.

² WHO (1998) *Health Promoting Universities: Concept, Experience and Framework for Action*. www.euro.who.int/data/assets/pdf_file/0012/101640/E60163.pdf.

2.2 PROJECT LEADERSHIP AND GOVERNANCE

See: www.healthyuniversities.ac.uk/hefce.php?s=202&subs=49

The project has been led and managed by a *Co-ordination Team* comprising:

- Dr Mark Dooris, Reader in Health & Sustainable Development / Director of Healthy Settings Unit, UCLan
- Dr Sue Powell, Head, Centre for Public Health, MMU
- Jennie Cawood, Co-ordinator, English National Healthy Universities Network, UCLan (to December 2010).

At an operational level, the project has been overseen by a *Project Board* comprising the Project Co-ordination Team together with representatives from partner universities:

- Sarah Bustard, Health Promotion Specialist, Nottingham Trent University
- Sharon Doherty, Healthy University Co-ordinator, UCLan
- Dr Ian Kenvyn, Leeds Trinity University College
- Professor Judy Orme, Professor in Public Health and Sustainability / Co-director of Institute for Sustainability, Health and Environment, University of the West of England
- Hazel Wright, Health & Wellbeing Co-ordinator, Teesside University,

At a strategic level, the project has been overseen by a high-level *Leadership Advisory Group* chaired by Professor Richard Parish, Chief Executive of the Royal Society for Public Health (RSPH) and Ewart Wooldridge CBE, Chief Executive of the Leadership Foundation for Higher Education (LFHE) – and comprising senior-level representatives from partner universities and national stakeholder organisations (see Appendix 1).

The wider membership of the *English National Healthy Universities Network* has served as the project's stakeholder reference group for identifying priorities, consulting on developments and field-testing products.

2.3 PROJECT ACTIVITIES AND PRODUCTS

Key project activities and 'products' have included:

- Network Meetings
- Workshops and Conferences
- Website
- Web-Based Toolkit
- Newsletters
- National Developments: Model And Framework Project
- Supporting Healthy Universities Beyond England (Scotland, Wales, Europe)

2.3.1 NETWORK MEMBERSHIP AND MEETINGS

See: www.healthyuniversities.ac.uk/national-network.php?s=196

The English National Healthy Universities Network was established in 2006 as an informal network of those working within HEIs and other stakeholders who wished to promote the settings approach to the health improvement of students, staff and local communities. From an initial membership representing around eight HEIs, the Network grew in response to a groundswell of interest – and by the start of *Developing Leadership and Governance for Healthy Universities* in 2009, there were 74 individuals from 47 HEIs and ten stakeholder organisations on the Network's circulation list. During the lifetime of the project, interest and commitment have continued to grow as discussed further in Section 3.1.1.

The Network has met twice a year between 2009 and 2012, holding six meetings hosted by a range of institutions:

- November 2009, Sheffield Hallam University
- April 2010, University of Bristol
- September 2010, Leeds Trinity University College
- March 2011, City University (London)
- October 2011, Manchester Metropolitan University
- March 2012, Nottingham Trent University

Meetings were attended by between 25 and 39 people and the aims were to:

- facilitate peer support and the dissemination of information, research, practice and experience related to the implementation of healthy universities
- develop and promote models of good practice
- encourage collaborative development and research
- advocate and advise on the Healthy Universities approach at regional and national levels.

Meetings were structured so that there was ample opportunity to update on developments, share good practice and ask for advice and support from other members. Several meetings incorporated interactive elements considering specific topics. For example, the September 2010 meeting included a session on leadership and organisational change led by Ewart Wooldridge CBE, Chief Executive of LFHE; and the March 2011 meeting was followed by a presentation by Professor Tim Lang on the whole system approach to healthy and sustainable food in HEIs. The later meetings were followed by a workshop to disseminate guidance packages developed as part of the web-based toolkit (see Section 2.3.2).

2.3.2 WORKSHOPS AND CONFERENCES

See: www.healthyuniversities.ac.uk/national-network.php?s=196

Table 1: Workshops and Conference

Date	Venue	Guidance Package/s
October 2011	Manchester Metropolitan University	▪ Leading and Developing the Whole System Healthy Universities Approach ▪ Integrating a Commitment to Health and Wellbeing within a University's Policy and Planning Processes
March 2012	Nottingham Trent University	▪ 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
June 2012	University of Central Lancashire	▪ Connecting and Developing Synergy between Health and Sustainable Development Agendas ▪ Communicating Health as Part of a Whole System Healthy Universities Approach ▪ Developing an Holistic and Joined-Up Approach to Mental Wellbeing

Two dissemination workshops (attended by 28 and 47 people respectively) and one celebratory conference (attended by more than 50 people) were held during 2011 and 2012, with the aims of showcasing the web-based toolkit and introducing the seven guidance packages (see Table 1 and Appendix 2). Initial plans to hold individual events for each of the packages were changed in response to feedback from members indicating constraints on travel – and instead, the first two were held on the same day as Network meetings and the latter was organised as a celebratory conference to mark the close of the project.

Each of the events included a keynote presentation, an introduction to the particular guidance packages that formed the focus for the day and facilitated workshop-based discussion. The overarching guidance package *Leading and Developing the Whole System Healthy Universities Approach* was introduced at the first workshop and briefly outlined at subsequent events in order to provide a framework for the additional themes addressed:

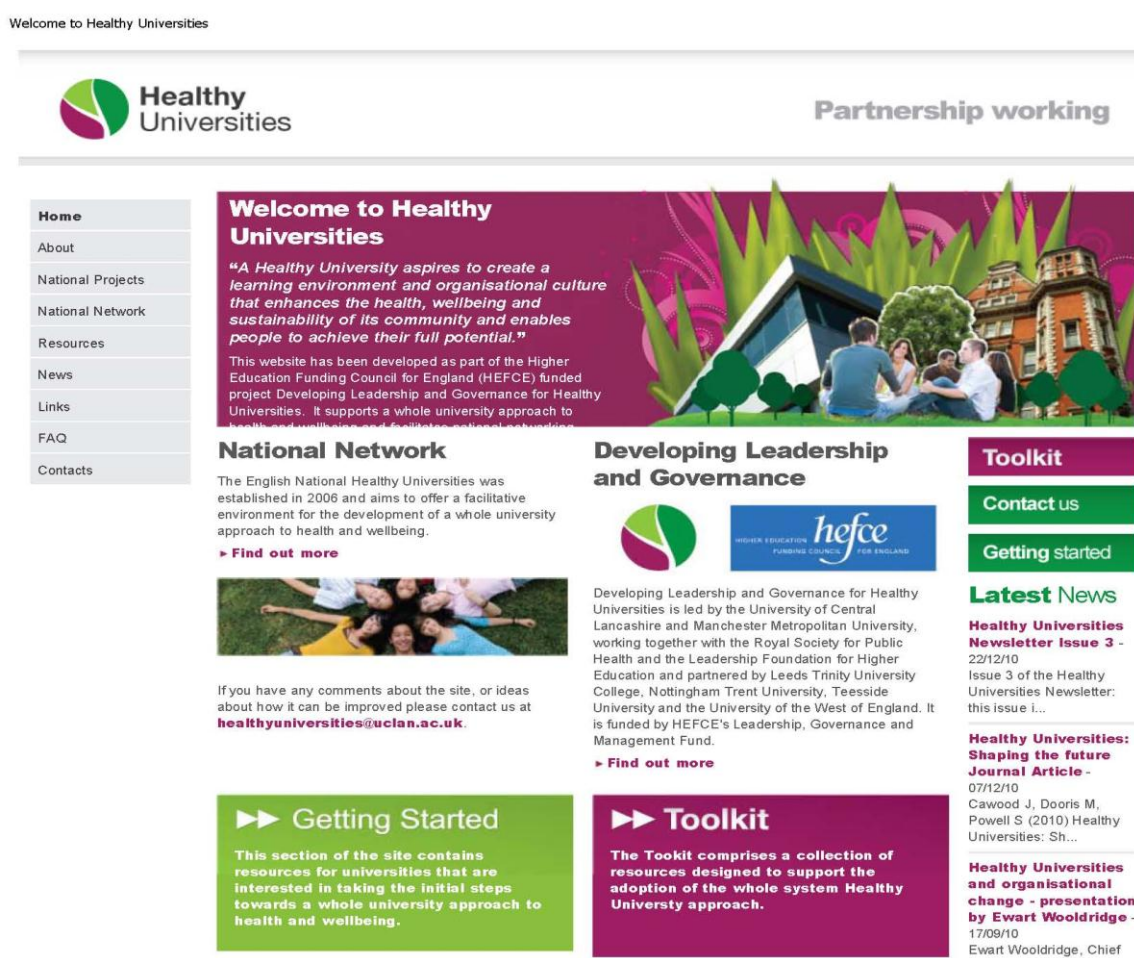
2.3.3 WEBSITE

It was agreed at the inception of the project that a website should be developed, to provide a virtual communications hub and portal. It was also agreed that the most appropriate URL would be of the '.ac.uk' format, as this is widely used by staff and students in higher education, and www.healthyuniversities.ac.uk was purchased as host website address.

The site was developed in two phases, both informed by consultation with Network members: Phase One provided background and contextual information, offered an introduction to the project, and put in place an infrastructure for communicating with Network members and other interested individuals and agencies; Phase Two involved the development of the toolkit (see Section 2.3.4).

The Phase One website www.healthyuniversities.ac.uk contains the following sections, as illustrated in Fig. 2:

Figure 2: Healthy Universities Website



- **About:** Background and Overview; Contexts; A Model
- **National Projects:** Developing Leadership and Governance for Healthy Universities; Healthy Universities Model and Framework; National Research and Development Project.
- **National Network:** Introduction; Future Meeting Dates; Past Meetings – Documents, Presentations and Videos
- **Resources:** Getting Started (two template PowerPoint presentations designed to support people in making the case for a Healthy Universities approach and help HEIs take initial steps); Reports and Other Publications; Journal Articles; Evaluating Healthy Universities; Toolkit (link to Phase Two)
- **News**
- **Links**
- **Frequently Asked Questions**
- **Contacts**

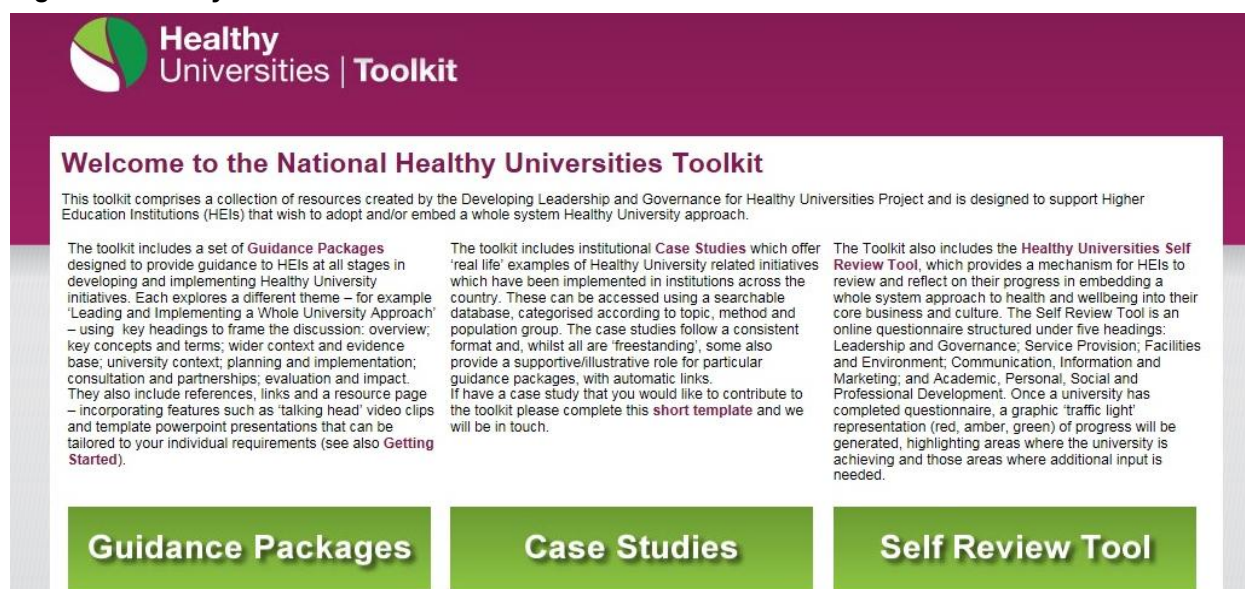
2.3.4 TOOLKIT

See: www.healthyuniversities.ac.uk/toolkit

The aim of the toolkit was to provide practical guidance and support for individuals, teams and HEIs wishing to pursue the Healthy Universities approach.

Building on the 'Getting Started' guidance included in Phase One of the website (see Section 2.3.3), the toolkit comprises three main sections – guidance packages, case studies and a self review tool, as illustrated in Fig. 3:

Figure 3: Healthy Universities Toolkit



● Guidance Packages

See: www.healthyuniversities.ac.uk/toolkit/guidance-packages.php?s=87

Following consultation and field-testing with Network members, seven packages were designed to provide guidance to HEIs at all levels in developing and implementing Healthy University initiatives. Each explores a different theme using the following key headings: overview; key concepts and terms; wider context and evidence base; university context; planning and implementation; consultation and partnerships; evaluation and impact. They also include references, links and a resource page – incorporating features

such as ‘talking head’ video clips and template PowerPoint presentations that can be tailored to individual requirements. The packages are designed to be viewed on line but can also be downloaded as a PDF (see Table 2).

Table 2: Guidance Packages and Related Case Studies

LEADING AND DEVELOPING THE WHOLE SYSTEM HEALTHY UNIVERSITIES APPROACH Offers models to support whole system approach; background info; evidence summary; checklists to help you get started and move forward Related Case Studies: Healthy and Sustainable Food Working Group	CONNECTING AND DEVELOPING SYNERGY BETWEEN HEALTH AND SUSTAINABLE DEVELOPMENT AGENDAS Offers background info and evidence; models for integrated action for health and sustainable development; examples of practical action Related Case Studies: Healthy and Sustainable Food Working Group; Healthy and Sustainable Food @ UWE
INTEGRATING A COMMITMENT TO HEALTH AND WELLBEING WITHIN A UNIVERSITY’S POLICY AND PLANNING PROCESS Offers an outline of policy processes within universities; examples of good practice; information about health impact assessment Related Case Studies: Healthy and Sustainable Food Working Group; Healthy and Sustainable Food @ UWE	DEVELOPING AN HOLISTIC AND JOINED-UP APPROACH TO MENTAL WELLBEING Offers background info; links to existing mental wellbeing guidance; advice on policy/procedures, consultation and partnerships Related Case Studies: Adventure Therapy
COMMUNICATING HEALTH AS PART OF A WHOLE SYSTEM HEALTHY UNIVERSITIES APPROACH Offers a planning framework for developing campaigns, events and activities, advice on developing partnerships and collaboration Related Case Studies: Working with Academic Schools – Curriculum Design for Student Involvement in Health Promotion; Healthy and Sustainable Food @ UWE	LEADING AND IMPLEMENTING A HEALTHY UNIVERSITIES APPROACH TO ENHANCE STUDENT EXPERIENCE AND PERFORMANCE Offers a whole university approach to enhancing student experience and performance by addressing health-related issues; case studies Related Case Studies: Fruit and Vegetable Stalls on Campus; Securing a Health Promotion Specialist Post in Student Support Services; Sexual Health Screening – Healthy Halls Road shows; Taking a Holistic Approach to Dyslexia; Touch Student Volunteer Project; Working with Academic Schools – Curriculum Design for Student Involvement in Health Promotion
LEADING AND IMPLEMENTING A HEALTHY UNIVERSITIES APPROACH TO ENHANCE STAFF EXPERIENCE AND PERFORMANCE Offers description of engaging with the healthy university initiative and key developments in reviewing staff experience and performance Related Case Studies: Health and Wellbeing Event	

Case Studies

See: www.healthyuniversities.ac.uk/toolkit/case-studies.php?s=189

A searchable database of case studies was developed to offer a resource detailing real life examples and experiences from HEIs. The database can be interrogated by topic, method and population group. The case studies follow a consistent format and provide a supportive/ illustrative role for particular guidance packages, with automatic links (see Table 2). The website includes an on-line form for submitting an abstract for a proposed case study.

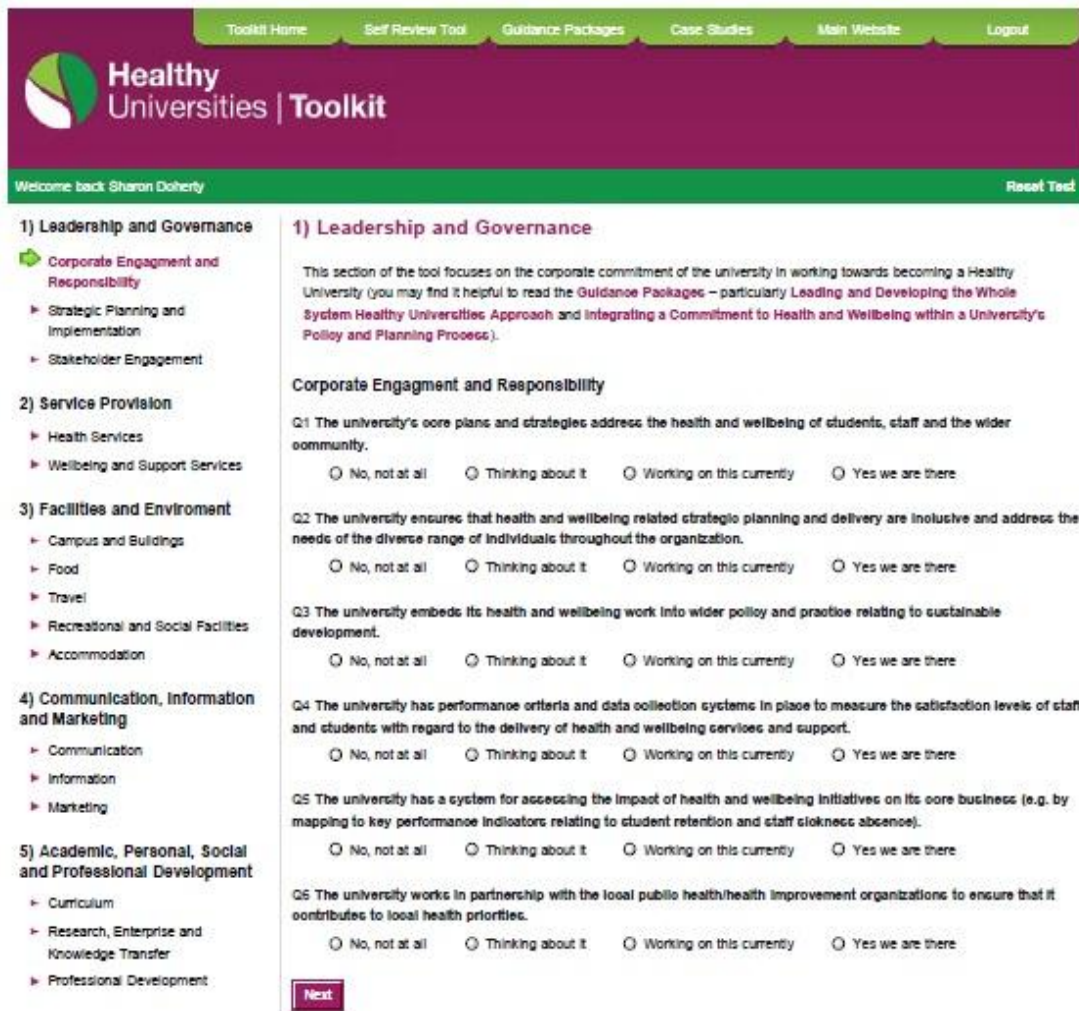
Self Review Tool

See: www.healthyuniversities.ac.uk/assessment/login.php

The self review tool was developed in response to demand from Network members as a mechanism for support HEIs in reviewing and reflecting on progress towards embedding the whole system Healthy Universities approach. As illustrated in Fig. 4, it is an online questionnaire requiring reflection on:

- Leadership and Governance
- Service Provision
- Facilities and Environment
- Communication, Information and Marketing
- Academic, Personal, Social and Professional Development.

Figure 4: Healthy Universities Toolkit – Self Review Tool Questionnaire



The screenshot displays the 'Self Review Tool' interface within the 'Healthy Universities Toolkit'. The top navigation bar includes links for 'Toolkit Home', 'Self Review Tool', 'Guidance Packages', 'Case Studies', 'Main Website', and 'Logout'. A green banner below the navigation bar features the 'Healthy Universities | Toolkit' logo and a welcome message: 'Welcome back: Sharon Doherty'. A 'Reset Test' button is located in the top right corner of the banner.

The main content area is divided into two columns. The left column contains a sidebar with five categories, each with a list of sub-topics:

- 1) Leadership and Governance
 - Corporate Engagement and Responsibility
 - Strategic Planning and Implementation
 - Stakeholder Engagement
- 2) Service Provision
 - Health Services
 - Wellbeing and Support Services
- 3) Facilities and Environment
 - Campus and Buildings
 - Food
 - Travel
 - Recreational and Social Facilities
 - Accommodation
- 4) Communication, Information and Marketing
 - Communication
 - Information
 - Marketing
- 5) Academic, Personal, Social and Professional Development
 - Curriculum
 - Research, Enterprise and Knowledge Transfer
 - Professional Development

The right column displays the '1) Leadership and Governance' section. It includes an introductory paragraph, a sub-header 'Corporate Engagement and Responsibility', and five questions (Q1-Q5) with four radio button options each: 'No, not at all', 'Thinking about it', 'Working on this currently', and 'Yes we are there'. A 'Next' button is located at the bottom of the questionnaire.

The tool is designed to be used by multi-departmental and multi-service cross-university groups and once completed, it generates a graphic 'traffic light' report of progress made, highlighting those topics requiring further action (see Fig. 5).

Figure 5: Healthy Universities Toolkit – Self Review Tool Traffic Light Report

1) Leadership and Governance

1) Corporate Engagment and Responsibility	78%
2) Strategic Planning and Implementation	81%
3) Stakeholder Engagement	73%

2) Service Provision

1) Health Services	29%
2) Wellbeing and Support Services	58%

3) Facilities and Enviroment

1) Campus and Buildings	67%
2) Food	80%
3) Travel	100%
4) Physical Activity, Recreational and Social Facilities	75%
5) Accommodation	17%

4) Communication, Information and Marketing

1) Communication	67%
2) Information	60%
3) Marketing	67%

5) Academic, Personal, Social and Professional Development

1) Curriculum	78%
2) Research, Enterprise and Knowledge Transfer	67%
3) Professional Development	58%

2.3.5 NEWSLETTERS

See: www.healthyuniversities.ac.uk/resources.php?s=203

As a further means of facilitating communication with Network members and wider stakeholders, four issues of a Healthy Universities newsletter have been produced during the course of the project – also available to download from the resources section of the website.

2.3.6 NATIONAL DEVELOPMENTS: MODEL AND FRAMEWORK PROJECT

See: www.healthyuniversities.ac.uk/uploads/fckfile/HU-Final_Report-FINAL_v2.pdf.

As a result of securing HEFCE LGM funding for *Developing Leadership and Governance for Healthy Universities*, UCLan and MMU were commissioned in 2009 by RSPH to:

- articulate a model for Healthy Universities whereby the healthy settings approach is applied within the higher education sector
- produce recommendations for the development and operationalisation of a National Healthy Universities Framework for England
- ensure effective co-ordination of initiatives and propose next steps for progressing the Healthy Universities agenda.

Whilst not formally part of the HEFCE-funded project, it was agreed that the work should be closely co-ordinated in order to maximise learning, synergy and added value.

Following consultative research with Network members, a final report was produced for the Department of Health in March 2010. This provides a background to Healthy Universities, outlines the project implementation process, presents a model, discusses key considerations in formulating a framework, and makes recommendations for action.

2.3.7 SUPPORTING HEALTHY UNIVERSITIES BEYOND ENGLAND

The project plan included a commitment to liaise with and support Scotland, Wales and Northern Ireland and relevant international bodies with regards to Healthy Universities related developments.

Whilst the Network has been focused on English HEIs and developed within the context of English policy, it has welcomed involvement from individuals and institutions in other countries – and has had active engagement from HEIs and stakeholder bodies in Scotland, Wales and Ireland. By the end of the project, this engagement along with the increased visibility of Healthy Universities in England had served as a catalyst to national developments beginning to take place in both Scotland and Wales: a group of Scottish universities are in the process of establishing their own Healthy Universities network, and are actively drawing on the guidance of UCLan and MMU; and the Welsh Assembly is setting up a task group on Healthy Further and Higher Education and has asked Mark Dooris to attend in inaugural meeting in an advisory capacity.

Since 2009, there has also been increased activity at an international level, with networks and initiatives being established within a number of countries and regions. Mark Dooris has participated in telephone discussions exploring the potential for networking at a European level and organised an international exploratory meeting at the 2010 World Health Promotion Conference, attended by representatives from 11 countries. He is co-organising a second meeting at the 2012 European Health Promotion Conference and has also been invited to contribute to a summer school on Healthy Universities that is being organised in July 2012 by the Universidad Rey Juan Carlos in Spain. Most recently, he has been asked by WHO to represent the emergent European Healthy Universities Network at a special *International Meeting on Enhancing Collaboration between Health Promotion Networks*.

2.4. PROJECT COLLABORATIONS

In addition to its core activities and outputs, *Developing Leadership and Governance for Healthy Universities* has collaborated with parallel initiatives such as Improving Performance through Wellbeing and Engagement and catalysed a number of collaborative ventures – including:

-  AMOSSHE Knowledge Community on Healthy Universities
-  Preventing and Minimising Gambling-Related Harm in Higher Education Communities

2.4.1 IMPROVING PERFORMANCE THROUGH WELLBEING AND ENGAGEMENT

An early commitment of the project team was to engage and collaborate with the HEFCE-funded Improving Performance through Wellbeing and Engagement project. Several meetings were held and the project was clearly signposted from the Healthy Universities website and the 'Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance' Guidance Package, ensuring that Network members and others could access expertise relating to staff wellbeing.

2.4.2 AMOSSHE KNOWLEDGE COMMUNITY ON HEALTHY UNIVERSITIES

As a result of its involvement in the *Developing Leadership and Governance for Healthy Universities* Leadership and Advisory Group, AMOSSHE – the UK Student Services Organisation – established a Healthy Universities Knowledge Community in 2010. Responding to and further stimulating interest in the Healthy Universities approach, this community has had a significant level of interest, has served an important role in awareness-raising and peer support, and was actively involved in consultation relating to the toolkit's development.

2.4.3 PREVENTING AND MINIMISING GAMBLING-RELATED HARM IN HIGHER EDUCATION SETTINGS

As a result of their involvement and leadership in Healthy Universities, MMU and UCLan were commissioned by the Responsible Gambling Fund (now the Responsibility in Gambling Trust Limited) to conduct a research and development project – Preventing and Minimising Gambling-Related Harm in Higher Education Settings.

Gambling-related harm in adolescence is becoming a growing public health issue and it is recognised that staff within HEIs are in a unique position to support students who may develop or may already have a gambling problem. Within higher education settings, it was felt that the Healthy Universities framework offers an appropriate context within which to locate development work relating to gambling.

The aims of the project were to:

- increase understanding and raise levels of awareness of gambling-related harm as an issue within the higher education community in England
- develop resources that support students and staff in higher education to minimise and prevent gambling-related harm.

The project was developed with the support of the English National Healthy Universities Network, whose members were engaged in consultation and field-testing of resources.

SECTION 3: PROJECT EVALUATION, REFLECTIONS AND NEXT STEPS

3.1 PROJECT EVALUATION

In evaluating and assessing the success of the project, it is important to consider the extent to which the overall aims have been achieved:

- strengthen the English National Healthy Universities Network
- generate and disseminate web-based guidance tools and case studies
- support further national developments.

Additionally, it is valuable to reflect on how the project has contributed to other key dimensions of HEFCE's work, including Sustainable Development and Equality and Diversity.

3.1.1 STRENGTHEN THE ENGLISH NATIONAL HEALTHY UNIVERSITIES NETWORK

It is clear that the project has achieved its goal of strengthening the National Network – and key success indicators include:

- **Expanded Membership:** During the lifetime of the project, membership of the Network has increased by around 50 per cent: a further 22 HEIs and 16 stakeholder organisations have joined the Network – which now involves 143 individuals from a total of 69 HEIs and 26 other agencies. Those involved from HEIs represent a range of services and departments, with the majority of members coming from Student Services, Sports and Physical Activity, Academic Departments and Human Resources.

- **Meetings and Events:** As detailed in Sections 2.3.1 and 2.3.2, six well-attended meetings, two dissemination workshops and one celebratory conference have been held during the course of the project. Feedback following the conference held on 19 June 2012 was extremely positive:

“Thank you for the interesting conference yesterday...the day was very worthwhile and highlighted for me how we can make better use of the resources coming out of the project.”

Head of Student Services

“Thank you for a really informative day . The speakers and seminars were inspirational.”

Health and Wellbeing Adviser

“Thank you... It was an excellent day and 'wrap-up' for the project.”

Speaker / Deputy Vice-Chancellor

“It was a great honour to be invited to contribute to the conference. This is an extremely important movement, and I feel proud to be associated with it. Thank you so much for arranging an excellent event...I feel confident that the Healthy Universities movement will continue to grow under your leadership and wish you every success in your efforts.”

Speaker / Professor of International Health

“Congratulations for running such a well-planned and interesting event.”

Speaker / Communications Consultant

“Well done to everyone for great organisation and a great day!”

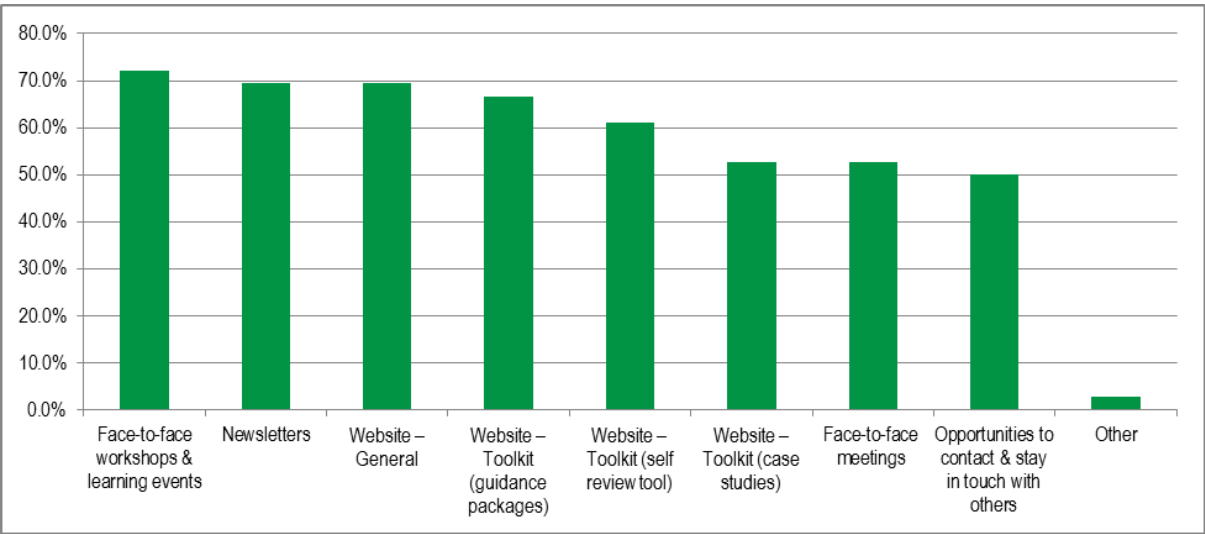
Speaker / Professor of Public Health and Sustainability

- **Website and Virtual Communication Hub:** As detailed in Section 2.3.3, a website www.healthyuniversities.ac.uk was successfully developed and launched, in response to consultation feedback from Network members. Using Google Analytics to gauge website traffic, it can be seen that the website has been widely used – between its launch on 26 April 2010 and 26 June 2012:

- 4,488 unique visitors made 8,284 visits to the site and viewed 27,839 pages
- these visits came from 88 different countries – including 78.5% (6507) from the UK, 3.7% (306) from Canada, 3.5% (285) from Australia, 2.2% (184) from the USA and 1.7% (138) from Ireland.

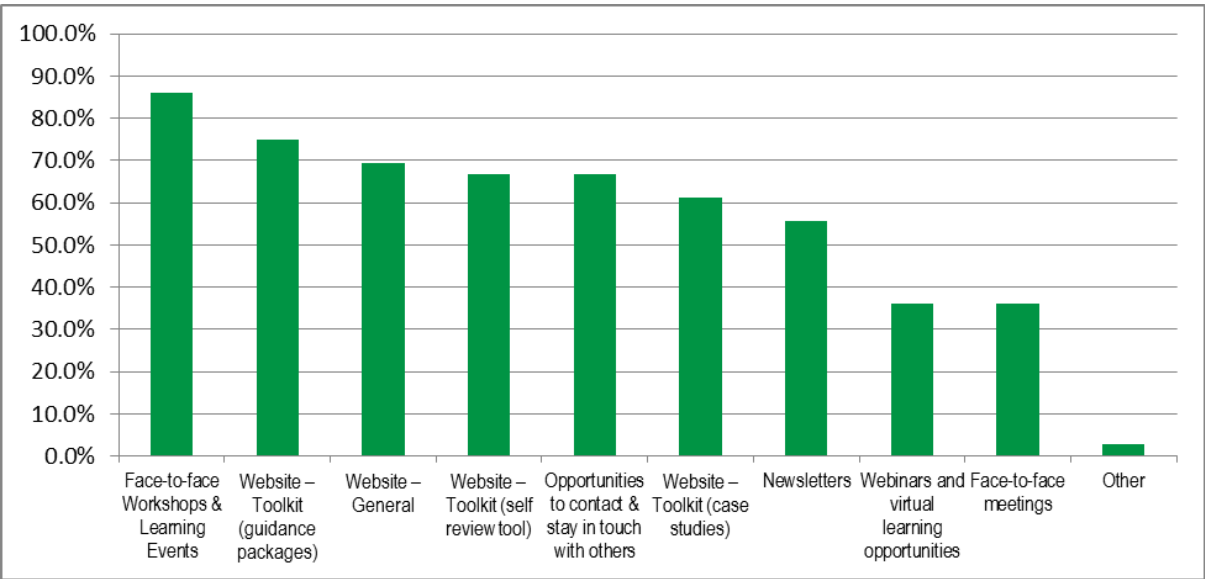
- **Membership Feedback, Satisfaction and Engagement:** Using SurveyMonkey, an on-line evaluation survey was conducted to explore members' perceptions of Network services and gain reflective feedback in order to guide future planning and decision-making. A total of 39 responses were received and key findings are summarised below:
- 92% of respondents said that they actively feedback and share information from the Network with other colleagues, either informally or via cross-institutional groups and other such vehicles.
 - Of HEI-based members who responded, 39% had an established Healthy University initiative, 49% stated that they were 'getting started' or 'working on it' and 12% said they were 'thinking about it'.
 - When asked what they have particularly valued about being a member of the Network, respondents highlighted a range of face-to-face and web-based services (see Fig. 6):

Figure 6: What have you particularly valued about being a member of the Network?



Not surprisingly, when asked which particular aspects of the Network they would you like to see retained and/or strengthened, respondents prioritised similar services, with some support also articulated for webinars and virtual learning opportunities (see Fig. 7):

Fig 7: Looking to the future, which particular aspects of the Network would you like to see retained and/or strengthened?



The majority of respondents (64%) felt that Network meetings should continue to be held twice a year. When asked what aspects of the Network they would like to see changed, many were happy with things as they are, but others highlighted a number of areas, including:

- **Geographical Coverage:** Extending the Network to embrace the whole of the UK, whilst strengthening its regional focus in terms of meetings and networking, and continuing to develop European links.

- **Collaboration:** Circulating information via other organisations and groupings to raise awareness and organising joint events.
- **Timing and Venue of Meetings:** Ensuring that meetings rotate geographical location and are held on different days, possibly outside of term time.
- **Focus and Style of Meetings:** Providing opportunities to meet around particular themes to share ideas; holding a larger annual conference.
- **Communication:** Reviewing the database and ensuring it is up-to-date; streamlining emails – signposting and including links rather than attachments; ensuring that information is posted on the website.
- **Practical Support:** Offering more tangible support to fledgling initiatives and practical advice about how actually to embed the activities within universities.
- **Research:** Building on the development work to date to increase the focus on collaborative research.
- **Accreditation and Branding:** Considering introducing accreditation/kitemarking with a national brand – the useage of which is controlled.

3.1.2 GENERATE AND DISSEMINATE WEB-BASED GUIDANCE TOOLS AND CASE STUDIES

As detailed in Section 2.3.4, the project has built upon Phase One of the website to develop, field-test and disseminate an online toolkit intended to support the adoption, application, leadership, governance and integration of the whole system Healthy Universities approach. This toolkit – comprising seven guidance packages, a searchable database of institutional case studies and a self review tool – has been demonstrated at the workshops and events noted in Section 2.3.2 and more widely disseminated via the stakeholder organisations that have sat on the Leadership Advisory Group (see Appendix 1).

The toolkit has been enthusiastically received by Network members. This is evidenced by the evaluation survey mentioned in Section 3.1.1, which revealed that 78% of respondents have used both the guidance packages and self review tool; 75% have used the case studies; and the majority of those responding value the toolkit and feel strongly that it should be retained into the future.

3.1.3 SUPPORT FURTHER NATIONAL DEVELOPMENTS

In addition to its core aims of strengthening the National Network and producing web-based tools and case studies, the project had a further goal of supporting further national developments. As explained in Section 2.3.6, UCLan and MMU were commissioned in 2009 by RSPH to produce recommendations for the development and operationalisation of a National Healthy Universities Framework for England. Whilst the report was presented to the Department of Health in the lead-up to the General Election in 2010 and was therefore ‘embargoed’ for a period of time, it subsequently proved to be influential in securing the inclusion of Healthy Universities within the Coalition Government’s 2010 Public Health Strategy³ – which stated that: “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.”

Furthermore, as discussed in Section 2.3.7, the project has served as a catalyst to Healthy Universities developments in both Scotland and Wales – and been an active contributor to wider European developments.

³ Department of Health (2010) *Healthy Lives, Healthy People*, Para. 3.15, p.34.

3.1.4 CONTRIBUTION TO SUSTAINABLE DEVELOPMENT

As indicated in our bid, a commitment to sustainable development was integral to the project. Reflecting the increasing priority given by the Department of Health, the NHS and major public health bodies to developing synergy between public health and sustainable development, the project:

- articulated a model that integrated health and sustainability (see Fig. 1)
- incorporated sustainable development within the Healthy University Self Review Tool (see Section 2.3.4)
- developing a dedicated guidance package on Connecting and Developing Synergy Between Health and Sustainable Development Agendas (see Section 2.3.4)
- profiled a number of case studies demonstrating how the agendas can be linked in practical ways, in areas such as transport, food and curriculum (see Section 2.3.4)
- held a closing celebratory conference entitled Healthy Universities: Health, Wellbeing and Sustainability (see Section 2.3.2).

Additionally, the project itself was run in ways that sought to balance the need for face-to-face interaction with mechanisms that reduced its overall carbon footprint – through use of teleconferencing for a number of Project Board meetings; use of electronic and web-based documents; and videoing presentations for further web-based dissemination.

3.1.5 CONTRIBUTION TO EQUALITY AND DIVERSITY

As indicated in Fig. 1, the Healthy Universities approach is values-based and underpinned by a commitment to equity and diversity. This commitment has been reflected in the way the project has been developed and implemented:

- all communications channels and mechanisms (e.g. website, publications, reports) have been developed to maximise accessibility
- guidance packages and case studies been developed to illustrate how whole university approaches to health and well-being can help meet the diverse needs of students, staff and wider community members and contribute to the pursuit of equal opportunities
- the self review tool includes a number of statements that explicitly require HEIs to link Healthy Universities to diversity and inclusive practice.

3.2 REFLECTIONS AND FUTURE PLANS

As is made clear in Section 3.1, *Developing Leadership and Governance for Healthy Universities* has more than fulfilled its aims of strengthening the National Network; generating and disseminating web-based tools and case studies; and supporting further national developments. Looking back over the past three years, the project has been enormously challenging: encouraging institutions that do not have health as their *raison d'être* to engage with and commit to health and wellbeing is not an easy task at the best of times, but is even more difficult in a climate of rapid sectoral change and economic contraction.

However, as Ewart Wooldridge CBE said when reflecting on this challenge in his Chair's introduction to the third Healthy Universities newsletter: "The components of a "healthy university" are key building blocks of that precarious concept of a sustainable and viable sector." It is perhaps for this reason that the project has fired people's imagination within and outside of HEIs across England and beyond – and been so rewarding, as the following quotes received from respondents to the online survey illustrate:

“Many thanks to everyone who has been involved in setting up and running the network and pulling everything together – including the website and the research that has gone into it.”

“Keep up the good work I think the work being done is going in the right direction but there is so much for a small national team to do!”

“It would be great if the Network and website continue as a platform for sharing ideas and resources as well as support to higher education institutions trying to incorporate the holistic healthy universities approach into their organisation.”

“I feel that without the National Network, universities would have less leverage for building the case at their individual institutions, so I think it is vitally important we keep it going.”

“The Network is now well established and it is important that a national presence remains otherwise we will go back to where we have been before... Serious opportunities to bid for research funding should be considered.”

Looking forward, it is fantastic that UCLan’s senior management have agreed to fund a proportion of Mark Dooris’ time together with administrative and technical support to enable the National Network to continue – maintaining and building on the past three years work. Further to this, MMU have recently confirmed a small amount of Sue Powell’s time to complement this. This is an accolade to the project and to all those involved in guiding and supporting it through the Project Board and Leadership Advisory Group. Without further funding, there will obviously be limitations on what can be achieved, but the ongoing commitment of Project Board members to continued involvement provides a positive platform for moving forward.

Whilst we feel that it is appropriate to disband the Leadership Advisory Group, we hope to remain in contact with stakeholder organisations in order to ensure that the overarching whole system vision of Healthy Universities remains visible and that there is continuing engagement of and collaboration with other agencies and groupings working to shared goals.

In conclusion, it is appropriate to end this report with statements from Professor Richard Parish and Ewart Wooldridge CBE who have so ably and passionately chaired the project’s Leadership Advisory Group over the past three years:

“As we approach the end of the three year HEFCE-funded project, Developing Leadership and Governance for Healthy Universities, I want to offer a few reflections. When Mark and Sue approached me to ask if I would be willing to serve as Joint Chair for the project’s Leadership Advisory Group, I was pleased to be able to contribute and to involve the Leadership Foundation for Higher Education, as our own research and practice in the sector suggests that there is a strong relationship between high quality leadership and healthy organisations. However, these processes are frequently not well joined up and I felt that this project offered a real opportunity to learn how to forge those connections.

Some of you may have heard me speak previously about 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.

As the project has taken shape and evolved within the context of fundamental changes to higher education and deep spending cuts, it is clear that fostering a culture of ‘Healthy Universities’ is not some kind of optional extra but must be an integrated part of an inclusive leadership strategy to help institutions through very difficult periods of transition. As the higher education sector redefines that complex mutual set of reciprocal expectations – considering again what a university is for and what its mission and values are – it becomes evident that the components of a ‘Healthy University’ are key building blocks of that precarious concept of a ‘sustainable and viable sector’.

The next five years are going to be tough across the whole HE sector. Resources will be tight, major restructuring will take place, and positive staff commitment and student engagement will be vital factors underpinning the change processes. With its 'whole university' focus, 'Healthy Universities' works across all parts of the system to improve student, staff and community health and wellbeing. This sense of inclusiveness is itself one of the crucially positive values of higher education that we need to hang on to, and build upon in a time of major transition.

I'm delighted that UCLan have agreed to fund some of Mark's and Sandra's time to allow the National Network to continue – and to ensure that the energy, enthusiasm and knowledge that has been developed over the past three years is harnessed and further developed. We at the Leadership Foundation will remain committed to promoting this valuable work and the vision underpinning it."

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

"When I was asked to become Joint Chair for the project's Leadership Advisory Group, I considered it both an honour and an opportunity. Health is created or lost in the places where we live out our daily lives. Increasingly, universities are at the heart of so many people's everyday activities and I believe that 'Healthy Universities' can be of real benefit, not just to students and staff, but also to the wider community.

This is time of major change and challenge for all sectors, not least higher education. It is all too easy to feel overwhelmed and to batten down the hatches and hope for better times ahead. The financial crisis, however, does offer an opportunity to rethink things and to do things differently. In times of austerity, how do we add value to the student and staff experience? I'd suggest that 'Healthy Universities' does just that. And what is more, it is largely about leadership, commitment and organisational development, rather than financial investment. The dividend comes in the form of staff recruitment and retention, improved labour relations, and a better student experience. 'Healthy Universities' provides a low cost mechanism for improving educational and organisational outcomes and so it is, perhaps, not surprising that more and more HEIs are exploring how they can adopt this 'whole system' approach and signing up to join the national network.

Furthermore, universities are engines for social and economic change and we know only too well from the work of Sir Mir Michael Marmot and others that the nature of such change is fundamental in building a healthy and equitable society for the future.

As we look ahead, I too am delighted that UCLan have agreed to provide funding to allow the National Network to flourish and to build upon the work of the past three years – and I want you to know that you can count on the support of the Royal Society for Public Health."

*Professor Richard Parish
Chief Executive, Royal Society for Public Health
Joint Chair of the Leadership Advisory Group*

APPENDIX 1: HEALTHY UNIVERSITIES LEADERSHIP ADVISORY GROUP

Chairs

Prof. Richard Parish	Chief Executive	Royal Society for Public Health
Ewart Wooldridge CBE	Chief Executive	Leadership Foundation for Higher Education

Leadership Representatives from HEIs

Prof. Freda Bridge	Principal/Chief Executive	Leeds Trinity University College
Prof. Vince Ramprogus	Pro-Vice-Chancellor	Manchester Metropolitan University
Ann Priest	Pro-Vice-Chancellor	Nottingham Trent University
Eileen Martin	Deputy Vice Chancellor (Development)	Teesside University
Alison Chambers	Dean of Psychology	University of Central Lancashire
John Rushforth	Deputy Vice-Chancellor	University of the West of England

Representatives from National Stakeholder Organisations

Fiona Aitken	University Secretary, Lancaster University	Association of Heads of Universities Administration (AHUA)
Sally Olohan	Head of Student Support Services, Nottingham Trent University	Association of Managers of Heads of Student Services in Higher Education (AMOSSHE)
Karen Rothery	Chief Executive	British Universities Colleges and Sport (BUCS)
Jim Foulds (to 2011)	Chair, University of Bristol	Committee of University Chairs (CUC)
Richard Sangster	Children & Young People's Public Health Policy	Department of Health (DH)
Dame Carol Black	National Director for Health and Work	Department for Work & Pensions (DWP)
Prof. Freda Bridge	Principal and Chief Executive	Guild HE
David Mossley	Senior Adviser	Higher Education Academy (HEA)
Tim Briggs	Vice President	Institution of Occupational Safety and health (IOSH)
Catina Barrett	Programme Development Manager, Equalities, Diversities and Inequalities	Learning and Skills Improvement Service (LSIS)
Heather Davison	Development Director	Royal Society for Public Health (RSPH)
Pete Mercer	Vice-President (Welfare)	National Union of Students (NUS)
Michael MacNeil	Head of Higher Education	Universities and Colleges Union (UCU)
Juliet Amos	Director of Human Resources, Teesside University	Universities Human Resources (UHR)
Eve Jagusiewicz (to 2011)	Policy Adviser, Health	Universities UK (UUK)
Project Staff/Managers		
Sue Powell	Project Manager	Manchester Metropolitan University
Mark Dooris	Project Manager	University of Central Lancashire

APPENDIX 2: WORKSHOPS AND CONFERENCES – PROGRAMMES

DEVELOPING LEADERSHIP AND GOVERNANCE FOR HEALTHY UNIVERSITIES
ENGLISH NATIONAL HEALTHY UNIVERSITIES NETWORK – MEETING AND DISSEMINATION WORKSHOP
TUESDAY 18 OCTOBER 2011
MANCHESTER CONFERENCE CENTRE
AGENDA

- 09.40am *Arrival and Refreshments*
Network Meeting
- 10.10am Welcome
Professor Vince Ramprogus: Pro Vice-Chancellor (Health) – MMU
- 10.15am Introductions and Apologies
- 10.25am Notes From Last Meeting and Matters Arising
- 10.30am Developing Leadership and Governance for Healthy Universities Project Update
- 10.40am Networking, Discussion and Members' Updates
- 11.20am Preventing Gambling-Related Harm in Higher Education Project:
Update and Consultation
- 11.40am Healthy Universities Self Review Tool: Overview and Demonstration
- 12.00pm *Lunch and Networking*
**Dissemination Workshop: Integrating a Commitment to Health and Wellbeing
within a University's Policy and Planning Process**
<http://www.healthyuniversities.ac.uk/toolkit>
- 12.45pm Introduction to Toolkit and Overview of Guidance Package
Dr Mark Dooris, Director of Healthy Settings Unit – UCLan
Dr Sue Powell, Head of Centre for Public Health – MMU
- 1.15pm Using Health Impact Assessment within the University Context
*Dr Alex Scott-Samuel, Senior Lecturer in Public Health / Director of International Health
Impact Assessment Consortium – University of Liverpool*
- 2.35pm *Refreshments and Networking*
Future Planning
- 2.50pm Looking Ahead: Sustainability of National Healthy Universities Network
- 3.20pm Round-Up and Any other Business
- 3.30pm *Close*

DEVELOPING LEADERSHIP AND GOVERNANCE FOR HEALTHY UNIVERSITIES
ENGLISH NATIONAL HEALTHY UNIVERSITIES NETWORK – MEETING AND DISSEMINATION WORKSHOP
WEDNESDAY 07 MARCH 2012
NOTTINGHAM CONFERENCE CENTRE
AGENDA

National Network Meeting

- | | | |
|-------|---|--|
| 09:30 | Arrival and Tea/Coffee | |
| 10:00 | Welcome and National Network Meeting <ul style="list-style-type: none"> ▪ Notes of previous meeting ▪ Project/Network update ▪ Networking and sharing of successes/challenges ▪ Future meetings | Dr Sue Powell, <i>Head of Centre for Public Health, MMU</i>
Dr Mark Dooris, <i>Director of Healthy Settings Unit, UCLan</i> |
| 10:50 | Gambling Project Update and Consultation | Dr Maxine Holt, <i>Principal Lecturer, Centre for Public Health, MMU</i> |
| 11:10 | Break and Tea/Coffee | |

Dissemination Workshop

- | | | |
|--------------|--|--|
| 11:30 | Welcome and Introduction | Prof. Neil Gorman, <i>Vice Chancellor, Nottingham Trent University</i> |
| 11:40 | Guidance Packages: Introduction and Overview <ul style="list-style-type: none"> ▪ Leading and Developing a Whole System Healthy Universities Approach ▪ Leading and Implementing a Healthy Universities Approach to Enhance Staff Experience and Performance ▪ Leading and Implementing a Healthy Universities Approach to Enhance Student Experience and Performance | Dr Mark Dooris
Dr Ian Kenvyn, <i>Leeds Trinity University College</i>
Sarah Bustard, <i>Health Promotion Specialist, Nottingham Trent University</i> |
| 12:10 | Health, Work and Wellbeing: Challenges and Opportunities for Higher Education | Dame Carol Black, <i>Expert Adviser on Health and Work to Department of Health</i> |
| 12:30 | Questions and Discussion | |
| 12:45 | Lunch | |
| 13:30 | Discussion-Based Interactive Workshop | Dame Carol Black (tbc)
Dr Ian Kenvyn |
| 14:15 | Student Wellbeing, Experience & Performance

Student Health Needs Assessment | Sally Olohan MBE, <i>Head of Student Services, Nottingham Trent University</i>
Dr Elizabeth Orton, <i>Lecturer and Specialty Registrar in Public Health NHS Nottingham City</i> |
| 14:45 | Discussion-Based Interactive Workshop | Sally Olohan
Sarah Bustard |
| 15:30 | Round-Up | Dr Sue Powell
Dr Mark Dooris |
| 15:45 | Healthy Universities Self Review Tool | Dr Mark Dooris |
| 16:00 | Close | |

DEVELOPING LEADERSHIP AND GOVERNANCE FOR HEALTHY UNIVERSITIES
HEALTHY UNIVERSITIES: CELEBRATORY CONFERENCE - HEALTH, WELLBEING AND SUSTAINABILITY
TUESDAY 19 JUNE 2012
UNIVERSITY OF CENTRAL LANCASHIRE, PRESTON
PROGRAMME

09:30	BB009	Arrival and Tea/Coffee	
10:00	BB213	Chair's Introduction	Dr Sue Powell, Head, Centre for Public Health, Manchester Metropolitan University
10:05		Welcome	Prof. Dave Phoenix, Deputy Vice Chancellor – UCLan
10:15		Healthy Universities: Overview	Dr Mark Dooris, Reader in Health and Sustainable Development / Director of Healthy Settings Unit – UCLan
10:30		Health, Wellbeing and Sustainable Development	Prof. Mala Rao, Professor of International Health at University of East London / Honorary Adviser to Administrative Staff College of India in Hyderabad
11:00		Communicating Health	Toby Hopwood, Independent Communications Consultant
11:30	BB009	Break and Tea/Coffee	
11:50	BB213	Parallel Workshop 1: Health, Wellbeing and Sustainable Development	Prof. Judy Orme, Professor in Public Health and Sustainability, University of the West of England / Co-director of Institute for Sustainability, Health and Environment Prof. Mala Rao
	BB245	Parallel Workshop 2: Communicating Health	Hazel Wright, Health and Wellbeing Co-ordinator, Student Services, Teesside University Toby Hopwood, Communications, National Social Marketing Centre
12:50		Lunch in Harrington Refectory	
13:50	BB213	Chair's Introduction	Dr Mark Dooris
13:55		Mental Health and Wellbeing	Sharon Doherty, Healthy University Co-ordinator, UCLan Phil Scarffe, Mental Health Co-ordinator, Nottingham Trent University
14:30	BB213	Parallel Workshops 3: Mental Health and Wellbeing	Phil Scarffe, Mental Health Co-ordinator, Nottingham Trent University
	BB245	Parallel Workshop 4: Mental Health First Aid	Dr Ian Kenvyn, Associate Principal Lecturer, Leeds Trinity University College
15:30	BB213	Closing Reflections and Future Plans	Prof. Eileen Martin, Deputy Vice Chancellor, Teesside University Dr Mark Dooris Dr Sue Powell
16:00		Close and Tea/Coffee	