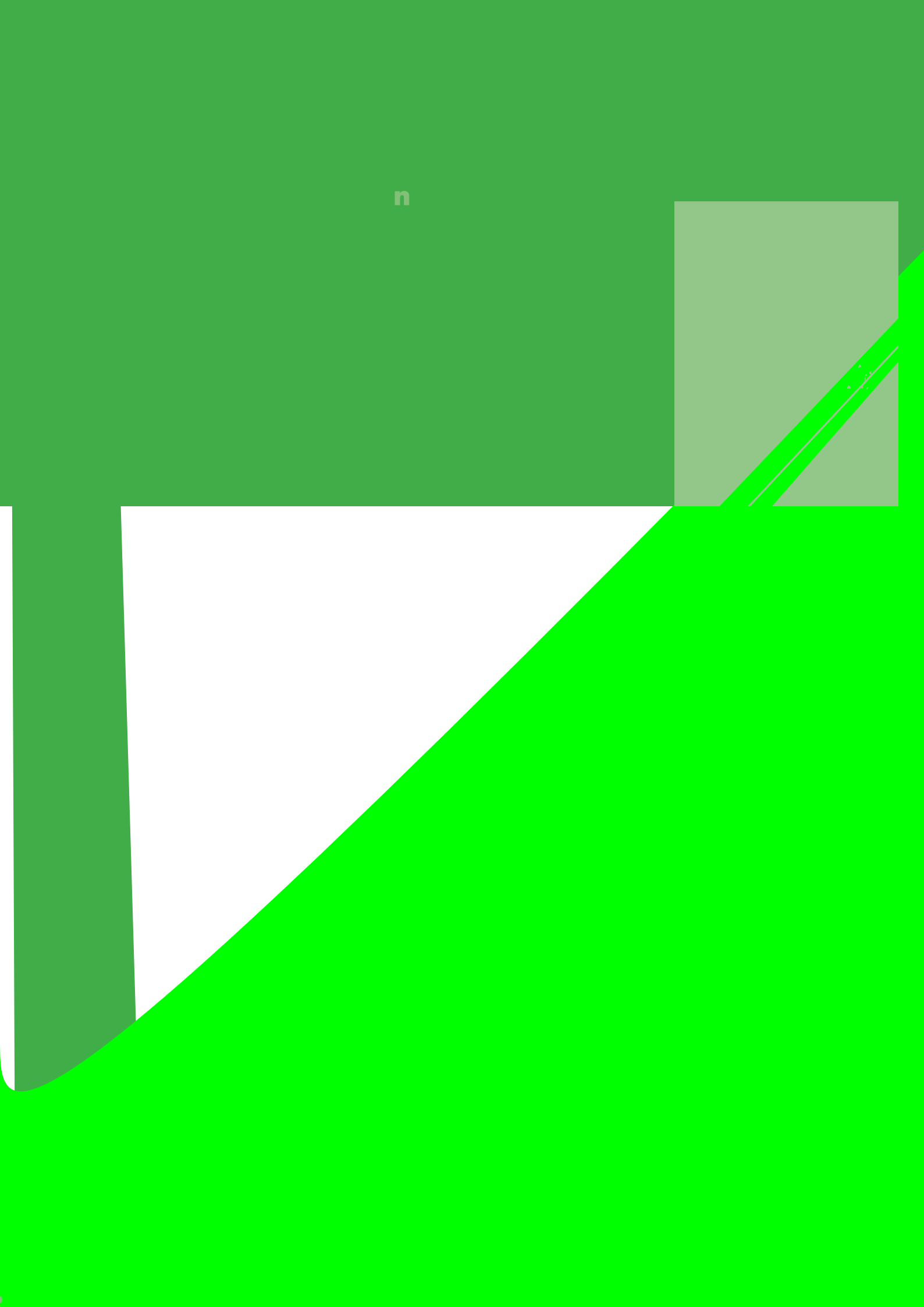
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FOREWORD

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

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

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

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

- A more detailed HPU communication plan could improve efforts to raise awareness of HPU activities and to engage more broadly with the staff and student community.
- Communication mechanisms were seen as crucial during times of uncertainty, as is currently the case in higher education. Transparency of messages and engagement with staff were key elements for consideration in the future development of the HPU.
- The project was perceived as having been empowering to those involved on the PSG, with potential for concepts of empowerment resulting from the HPU-funded projects. Further exploration of the term ‘empowerment’ was seen as being required in order that it can become a widely understood concept of the HPU.
- Time and resources available to the HPU project were limited, which in turn

Public health drivers

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

Processes

- Progress was made in the

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

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

3. HPU work plan.

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

4. Coordination and r esources

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

This can be achieved either by pTie[byofevedd [by pTie[[byofe001 Tw h TD [(3(e e)5d1(i)1(c)- <<

9. Community links

HPU has provided an opportunity to highlight contemporary issues around sustainability, social purpose and engagement, for example, linked to the green interests within the

1.1

Prior to the development of this current HPU project, there have been previous attempts towards coordinating health promotion activity within the university. The last attempt suggested a 'University of Brighton Health Promotion Forum'. This was

Wellbeing Week

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

1.4 The settings- based approach to health promotion

Theory and practice

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

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

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

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

- healthy public policy
- environments supportive to health

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

2.0 PILOT STUDY

3.0 MONITORING AND EVALUATION

3.1 Background

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

Two issues influenced this HPU monitoring and evaluation strategy. Firstly, more research needs to be carried out into the monitoring and evaluation of HPUs (Dooris & Doherty 2010a), and in particular the use of relevant theory-based models (Dooris & Doherty 2010b). Secondly, when attempting to establish an evidence base, there

3.4 Evaluation tools

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

These tools included:

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

3.5

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

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

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

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

HPU funding

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

HPU website

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

Sustainability agenda

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

their related agendas, including sustainability (Dooris and Doherty, 2010a). Equally, sustainability is an important health promotion concept outlined in the Ottawa Charter (WHO, 1986). In recognition of the

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

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

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

As mentioned above, the sustainability agenda was a key overall the-4(i) a process IHDRC

- HPU website hits.

Future developments

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

Evaluation of Pier2Peer yoga event

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

Strengthening community action

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

Engaging with the wider community

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

Public health drivers

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

Core business priorities

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

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

Challenges to the development of the university as an HPU

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

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

4.2 Phase Two

This section presents the findings from both the research and practical deliver

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

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

HPU structures

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

HPU processes

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

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

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

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

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

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

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

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

In terms of resources needed, to continue the HPU work, some personnel resource was thought to be important to drive the project forward and to maintain an overall steer. In addition, it was felt to be important that a core number of individual5d67 HPU wo le trms3(

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

There was uncertainty as (ar)-3(i0 etf)2Ther the

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- There is an uncertainty in knowing where it resides in terms of driving the HPU forward.
- There is a lack of ongoing coordination/responsibility.
- Other workload pressures take precedence.
- A lack of recognition exists

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

When asked whether the project objectives had been met (see Section 2.1),

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

Current progress

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

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

Project development and implementation

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

Project evaluation

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

Links to HPU

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

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

Integrating the HPU agenda with the work of the EANs has been an important step in raising awareness of the linkage between health, wellbeing and sustainable
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Four EANs have yet to decide on how they will use the HPU funding, as they have not yet had the opportunity to meet or decide collectively.

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

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

Overview

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

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

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

For example - Arugula, Basil, Calendula, Chamomile, Cilantro, Collards, Cress, Dianthus, Dill, Kale, Lemon Balm, Lettuces, Lollo Rossa, Marigolds, Mesculan, Mint, Mustard, Nasturtiums, Pansy, Parsley, SaeterMatMng pdts,goni9(M)omn ghe top

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

Links to HPU

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

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

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

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

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

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

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

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

Next steps for 73jor

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

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

The faculty pilot was organised through the Sustainable Development Coordination Unit, a unit serving the whole university but based within the faculty. The format of the pilot involving focus groups was informed by a preliminary series of seven interviews of individuals, intended as a cross-section view of the faculty. Three focus as a csecmio

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

Project development and implementation

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

The project was hindered slightly by the recent reorganisation of one of the schools in the faculty, which seems to account for why none of its staff volunteered. It was also hindered slightly by two staff in Personnel leaving who would likely have been involved in making certain the results of the pilot were of use to Personnel in general. Lastly, the large number of sub-topics the staff wanted to talk about meant that more time could have been usefully applied to thi [(st)-4(1l)1(oghr)-1(ap

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

Next steps for the project

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

4.2.2.4 Brighton Students' Union Wellbeing Buddies Scheme progress report

Overview of the project:

Rationale

Student retention

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

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

Improving the student experience

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

Current progress

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

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

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

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

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

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

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

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

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

Project development and implementation

The implementation of the project to date has been focused on its development, and it has been invaluable to have this time to work through in great detail how the scheme will work most effecti3</MCID 1W.txd1W.ti.003

Key milestones reached as a result of the focus group:

- identification of

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

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

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

The ‘blue sky’ part of project (d) was that it included funded speakers eg NLP, life coaches, speakers on mindfulness, meditation, acupuncture etc; all staff would attend; senior managers would take on the role of caterers and caretakers locking up

4.2.2.6 Walking Campus Maps Project

Overview of the project :

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

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

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

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

Current progress on project development and implementation:

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

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

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

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

Project evaluation, goals and resources

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

Links to HPU

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

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

New Year Yoga Challenge in aid of Peer2P ier: promoting student wellbeing
International Health Development Research Centre (IHDRC)

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

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

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

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

Summary

In general, feedback from the participants was very positive and reflected a successful event which served the dual purpose of raising funds for the Peer2Pier project as well as improving the health and wellbeing of both staff and students. The event would have benefited from the attendance of a larger number of participants. Reasons for participation could be identified in order to maximise numbers of participants in future pl pn15(d b)- hec809a and st t-3(he ato(pn2(gn (cce)-)-3(ed f)abct)-4-1(nt)-3(

1. Healthy eating

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

New Year, New you? (Staff activities) Staff badminton Staff table tennis Running group Staff only yoga Staff Only yogalates	Recreation service	Starting in February 2011 Falmer campus c

4. Sustainable development

Activity(ies)	Responsible department	Dates and university campus

as a suicide prevention programme		

6. Sexual health

Activity(ies)	Responsible department	Dates and university campus niversity

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

9. Community/social engagement

Activity(ies)	Responsible department	Dates and university campus
Falmer allotment development project	Falmer EAN	Falmer campus – in early stages of planning
Smart e-bikes understanding how commuters and communities engage with electrically assisted cycling	Media Studies	Research project, June 11 – May 2014 funded by EPSRC
UoB Food Co-op Society: http://uobfoodcoop.wordpress.com/	Students, through Students' Union	Cross campus online and at Moulsecoomb for food boxes
Allotment society	Cockcroft EAN	Grand Parade
UoB-led mindfulness sessions (with external collaborator)	Student Services/CLT	

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

10. Research and development in learning and teaching

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

11. Student support

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

4.2.5 Other evaluation aspects (see evaluation framework)

HPU structures

HPU funding

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

HPU website

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

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

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

- Members of the group were able to see the links between HPU and sustainability but were keen that neither of the concepts became diluted by integrating the two agendas.
-

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

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

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

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

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

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

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

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

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

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

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

    - National Healthy University Network –0.00245 -1.325e Tw 0.53(ner)-3(s)]TJ ET

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

Dissemination of the project

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

On completion of the HPU Interim Reports (Davies and Newton, 2010), both paper and electronic copies were distributed internally to faculty deans, heads of schools, PSG members, interview respondents and workshop participants, together with those interested members of staff who requested a copy. Over 100 paper version interim reports were distributed

5.0 SUMMARY OF MAIN FINDINGS

5.1. Phase One

Underpinning principles and values

- Creating the University of Brighton as a Health Promoting University with HPU status was overwhelmingly perceived as being good for business due to increased recruitment, retention, productivity and morale, and reduced sickness and absenteeism.
- HPU values should encompass everyone at the university and be embedded in its everyday life. Alongside this should be provision of, and easy access to, healthy, affordable food choices, fresh water and sport and physical activity as examples.
- The university was positively perceived in terms of being well led and well

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

Engaging with the wider community

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

Public health drivers

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

Core business priorities

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

Challenges to the development of the university as an HPU

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

5.2 Phase Two

5.2.1 HPU stakeholder consultation

HPU structures, processes and outcomes

- It was broadly agreed that the relevant HPU structures, processes and outcomes were identified as outlined within the HPU evaluation strategy.
- Consensus was reached that great progress had been made in developing and maintaining HPU structures, in particular the PSG and HPU website. Uncertainty was expressed over whether the HPU concept was truly embedded at policy making level or whether it was reliant on good practice by individuals. Formal structures (eg university committees) were perceived as important in moving forward with senior management engagement essential in this process.
- In terms of HPU processes, it was agreed that progress had been made and that the HPU project would act as a catalyst to move forward broader HPU-related issues. The process was recognised as not being able to be imported but needed to be developed internally through engagement with key stakeholders. Also, consideration should be given for incorporation of the

importance was r

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

<u>Meeting project objectives (see Section 2.1)</u>

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

- It was perceived that the HPU project has succeeded particularly in increasing the profile of health and sustainable development in teaching, research and knowledge exchange.

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

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

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

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

Future of HPU: HPU r esources and funding

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

Workshop r ecommendations

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

5.2.2 HPU-funded interventions

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

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

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

5.5 Limitations of the project

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

A further limitation was in the development of the HPU evaluation framework. Points of reference for its development were limited (for example national and international examples of good practice). The evaluation measures used were therefore based on more generic evaluation methodology for health promotion projects, reflecting relatively standard components of project evaluation (Rootman et al 2001; Rossi et

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

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

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6.0 RECOMMENDATIONS

would be to ensure the HPU perspective is incorporated into the next corporate plan which would be essential in sustaining HPU concepts and principles. Both schools and central departments would provide evidence to support action on achieving relevant elements of the corporate plan thereby

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

The development of a dedicated education and training strategy is recommended to ensure all staff, students and other members of the university community are aware of, fully understand, and are actively engaged in the HPU approach. This strategy could be rolled out incrementally across the university; initially it could focus on specific target groups, such as senior managers, or inclusion of a health remit could be fed into the university training process, for example, through the new staff development review (SDR), for example.

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

7. Student recruitment and retention

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

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

8. Staff wellbeing

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

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

9

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

10. HPU monitoring and evaluation

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

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

During the autumn term 2011– 12:

Dissemination of final report with recommendations:

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

2. Formal presentation to the Board of Governors

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

Action points arising from report recommendations:

1. Early re-engagement with PSG (1) (4) (2) (3) (4) (1) (2) (3) (4)

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Appendix A Members of HPU Project Steering Group (PSG)

Susan Burnett, Curriculum Development Worker, Student ServicMCID j EMC ET /TD <</MCID 6

Appendix B IHDRC HPU project team

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

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

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

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

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

Amanda Jeffery, Administrator (April 2009–December 2009)

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

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

Fiona Sutton, Administrator (March 2011–July 2011)

Appendix C Letter of Invitation (Phase One)

[Date]:

[Stakeholder address]:

Dear [name],

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

In order to do this, we need to recognise and understand the perspectives of the

Appendix D Consent form (Phase One)

Interviewee consent form

International Health Development Research Centre

Faculty of Health and Social Science

Mayfield House, University of Brighton

Falmer, Brighton BN1 9PH

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

If you agree to take part, you will be invited to attend an individual interview. During this interview you will be asked about your understanding of the Health Promoting University concept, your ideas related to ways to improve your health and wellbeing

Will my taking part in the study be kept confidential?

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

Reimbursement of transport costs

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

What will happen to the results of the research study?

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

Who has reviewed the study?

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

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

Professor John Kenneth Davies, Director, International Health
Development Research Centre
Faculty of Health and Social Science
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Email: j.k.davies@brighton.ac.uk

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

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

Appendix F Interview schedule (Phase One)

International Health Development Research Centre

Faculty of Health and Social Science

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

TAPE ON

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

Health promotion

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

Clarification of HPU approach

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

Whole university approach

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

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

9. How do you think this could be improved?

Environment

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

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

Culture

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

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

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

Creating partnerships and supporting the local community

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

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

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

Staff needs (17– 20 answered by staff only)

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

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

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

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

Student needs (21– 23 answered by students only)

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

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

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

For all students and staff

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

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

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

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

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

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

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

Getting involved

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

Summary

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

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

2. The notion of ’community’:

Appendix H HPU steering group workshop agenda and questions

International Health Development Research Centre

HPU Project Steering Group Facilitated discussion

5 July, 2011

To recap, the overall HPU project objectives are:

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

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

Task 1: Structure, Process, Outcomes

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

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

1. Underpinning principles and value

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

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

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

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

2. Building healthy public policy

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

   ii. Can the UoB achieve health in all policdh. .e163d [(W)-2(hat)-3e wil Whatiln the faciliating factor
   2.

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   2.

i.

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

Recommendations and next steps for the HPU.

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

Appendix I HPU steering group questionnaire

International Health Development Research Centre

July 2011

HPU pilot

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

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

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

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

Section B

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

1. Underpinning principles and value

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

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

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

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

2. Building healthy public policy

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

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

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

3. Creating supportive environments

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

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

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

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

4. Strengthening community action

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

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

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

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

5. Engaging with the wider community

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

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

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

6. Public health drivers

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

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

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

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

7. Core business priorities

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

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

Section C

Summary section

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

1.

2.

3.

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

1.

2.

3.

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

1.

2.

3.

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

1.

2.

3.

5.

Appendix J HPU-funded interventions questionnaire

HPU-funded interventions

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

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

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

2. Current progress – please consider the following questions:

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

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

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

4. Project evaluation

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

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

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

5. Links to health promoting university

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

6. Next steps for the project.

Appendix K Revised proposal for Wellbeing Buddies Scheme

Wellbeing Buddies

a)

Setting

Outcomes • student volunteers who become active buddies will have improved interpersonal skills and employability • students who are experiencing non-academic difficulties with student life will develop strategies to overcome these through the support and guidance of their buddy • reduced social exclusion of isolated or underachieving students, especially those living in halls • improved student experience for both buddies and mentees • improved retention of ‘at risk’ students
Rationale Student Retention Report; needs identified by Student Services Counselling and Wellbeing team; feedback from SSGTs; good practice from other university mentoring schemes (eg UCLan) where student retention improved as a direct result of a similar scheme

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Appendix M Final report of Yoga Challenge

Final Report

New Year Yoga Challenge in aid of Peer2P ier: promoting student wellbeing
International Health Development Research Centre (IHDRC)

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

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

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

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

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

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

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

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

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

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

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

In general, feedback and evaluation from the participants was very positive and reflected a successful event which served the dual purpose of raising funds for the Peer2Pier

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

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

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

recycle

This publication is available in alternative formats on request.

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