



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

**University of Limerick
'Healthy UL' Framework**

2019-2022



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Introduction

In 2013, the Government launched Healthy Ireland, the framework for improved health and wellbeing 2013-2025. The vision of Healthy Ireland is that “everyone can enjoy physical and mental health and wellbeing to their full potential, where wellbeing is valued and supported at every level of society and is everyone’s responsibility” (Healthy Ireland Framework, p5).

The University’s Executive Committee approved a healthy campus initiative on 1 November 2017 to ensure that, within the context of the University’s strategic direction and the Government’s Healthy Ireland policy, UL meets its commitment to health and wellbeing for all students, staff, visitors and the wider community.

As part of the University’s response to the Healthy Ireland framework, UL staff and students came together to develop a campus-wide approach to Healthy Ireland. It is the ambition of UL to be a leading university in the promotion of health and wellbeing, supporting our 17,500 students and staff. This approach has led to the development of ‘Healthy UL’. ‘Healthy UL’ is a healthy campus initiative, underpinned by a strong cultural identity and brand, a robust systems approach and an effective programmes component. This will see the consolidation of existing programmes and, where needed, the development of new opportunities to improve health and wellbeing and to protect and manage our environment.

‘Healthy UL’ will incorporate health promotion values and principles into UL’s mission, vision and strategic plan. As such, it has the potential to empower all staff, students and our wider community to achieve enhanced health and wellbeing. Student representatives were involved in all aspects of the development of the framework. ‘Healthy UL’ will have a positive impact on students, in developing healthy habits during their education and in ensuring they have the knowledge, skills and confidence to make safe and informed choices regarding their current and future health through their time in UL and in their future as employees, employers and citizens.

As one of the largest employers in the region, UL believes in investing in its greatest asset, its staff. ‘Healthy UL’ will address the determinants of health, contributing to the ongoing successes of the institution by encouraging and supporting staff to achieve optimal health and wellbeing. ‘Healthy UL’ builds on UL’s already strong commitment to sustainable development and its strategic goals to protect and manage our magnificent UL campus environment.

‘Healthy UL’ seeks to bring together expertise from multiple disciplines and in addition enhance partnership links with local and national agencies like Limerick City and County Council, the Health Service Executive and the wider health, education, transport, planning and environment systems. In so doing, and in addressing the promotion of health and wellbeing, UL will also contribute, in part, to addressing some of the issues surrounding chronic disease and wider societal concerns. As a leading centre of health sciences education and research, it is important that this framework supports and is supported by research. Assessing the reach, effectiveness and sustainability of ‘Healthy UL’ on the health and wellbeing of our students, staff and campus visitors will be a priority.

This framework identifies and recommends 30 actions for implementation in order to achieve our vision of a ‘Healthy UL’. If implemented, we will set new standards for a quality, multidisciplinary approach to promoting health and wellbeing within a university setting. ‘Healthy UL’ incorporates the University’s commitment to equality and diversity, disability, access and human rights.

It has been a privilege to develop this framework, working with staff and students, whose time and effort in the subgroups shaped this comprehensive and inclusive framework – our thanks to all.



Professor Catherine Woods (Chair)



Dr Audrey Tierney (Deputy Chair)

Executive Summary

Vision **'Healthy UL': Where healthy choices are the easiest and most natural'**

This proposal sets out UL's response to the Healthy Ireland framework. It calls for the development and introduction of 'Healthy UL', a framework that seeks to implement, monitor and evaluate health and wellbeing initiatives across UL for all staff, students and the wider community.

UL has a broad range of health and wellbeing programmes. Some of these are dedicated clinical and pastoral services; some are linked to academic programmes and others to sporting facilities. The role of the students' unions, clubs and societies is also key to the overall health and wellbeing of the student population. External agencies that play a role in health promotion, such as the Health Service Executive, are also active on campus.

Representing faculties and departments, over 30 UL staff and students were invited by the project team to attend a Healthy Campus Initiative workshop on 29 January 2018. Ms. Kate O'Flaherty, Head of Health and Wellbeing, Department of Health, gave an overview of Healthy Ireland to provide context for the basis of the University's framework. From this, the aim developed for 'Healthy UL' is to enhance the health of staff and students who live, learn, work and play on campus, helping them to reach their full physical, mental, social and sexual health and wellbeing and culminating in a 'Healthy UL' status for the University.

Programmes, practices, organisational structures and environmental issues that have a role in promoting the health and wellbeing of staff and students were identified at the workshop.



President Dr. Des Fitzgerald welcoming Kate O'Flaherty, Director of Health and Wellbeing Programme, Department of Health. Also pictured are Ruth Maher, Director of Strategic Projects and Transformation, Prof. Rachel Msetfi, Dean of Education and Health Sciences, Prof. Catherine Woods and Dr. Audrey Tierney, Chair and Deputy Chair of UL Healthy Campus Initiative

Six thematic areas emerged: healthy environment, addictive behaviours, sexual health and wellbeing, mental health and wellbeing, healthy eating and physical activity. Sub-groups were established for each theme and leads appointed.

Sub-group members, the Chair and Deputy Chair of the 'Healthy Campus' project team, with the support of the Strategic Projects and Transformation Office, identified aims, objectives and a programme of work to develop the framework.

The work programme included undertaking a gap analysis, collating current initiatives, reviewing national policy in the thematic areas and identifying key actions for short, medium and long-term delivery. A short questionnaire was administered to staff and students to gauge campus views on the key health issues under consideration. The questionnaire was disseminated on 14 May 2018, and 779 people responded (276 students and 503 staff). Although, not comprehensive, the survey provides guidance for the 'Healthy UL' initiative. Summary results show that:

- › Over 90% of respondents reported that physical activity, healthy eating, mental health, drug misuse and sexual health are 'extremely important' or 'very important' in developing a 'Healthy UL' framework.
- › Between 50% and 70% of respondents indicated that walking/swimming/running and/or cycling groups would make them more likely to participate in physical activity on campus. Only 62% of respondents indicated that they felt they were currently 'taking enough physical activity to keep healthy'.
- › Approximately half of the respondents felt that healthy food was not readily available on campus and 83% would like nutritional information for foods and meals displayed at the point of selection.
- › 83% of respondents indicated an interest in learning more about practices to maintain and develop their mental health and wellbeing.
- › 90% of respondents agreed that it is 'important' or 'extremely important' to consider sexual consent in framing a healthy campus initiative.
- › Environmental issues received strong support; the highest level of support given was to the provision of alternatives to single use plastics, followed by better waste segregation, protecting and enhancing biodiversity, promoting more sustainable travel modes, reviewing the use of chemical cleaning and pesticide products, improving air quality and managing noise on campus.

Six thematic areas emerged:

1. **healthy environment**
2. **addictive behaviours**
3. **sexual health and wellbeing**
4. **mental health and wellbeing,**
5. **healthy eating**
6. **physical activity**

Based on the work programme, the 'Healthy UL' framework presented in Figure 1 was developed. The overall aim of the 'Healthy UL' framework is to make a real difference to the health and wellbeing of students, staff and the wider UL community. The framework objectives are:

- › To improve human and environmental health and wellbeing, which are determinants of learning, productivity and engagement;
- › To build on UL's strengths, identifying and supporting existing actions to improve health and wellbeing across the University;
- › To consolidate and collectively enhance these actions, while simultaneously ensuring that UL has a comprehensive response to the Government's Healthy Ireland framework;
- › To promote research, innovation and evidence-informed action;
- › To strengthen relationships, partnerships and collaborations with local authorities, communities, health authorities and other partners;
- › To partner with second-level schools in the community, ensuring students are equipped for the challenges of transitioning to third-level education.

The concept of a healthy campus initiative 'Healthy UL' has three components: (i) 'Healthy Systems', that is, good infrastructure; (ii) a 'Healthy UL' communications and resourcing plan; and (iii) 'Healthy People and Environments'. Each component and its domains, are set out below, along with 30 actions that were identified to achieve the 'Healthy UL' objectives. Underpinning 'Healthy UL', and all of its action points, is the University's commitment to equality, diversity, access, disability and human rights.



Figure 1. The 'Healthy UL' Framework

'Healthy Systems'

The 'Healthy Systems' component involves creating the infrastructure, or systems, that will support the implementation and sustainability of a 'Healthy UL'. It has three domains: (i) governance; (ii) monitoring and intelligence; and (iii) health in all policies. The appointment of a 'Healthy UL' Manager is a vital enabler of this component. The 'Healthy UL' Manager will oversee, in collaboration with the sub-groups, the implementation of the plan. Key deliverables under the healthy systems component include the strengthening of existing and new partnerships, excellent resource mobilisation to effectively use what is already in place, advocating for additional funding and resources (where required), delivering on health in all relevant policies and on a comprehensive intelligence gathering and research agenda to evaluate the reach, effectiveness and sustainability of 'Healthy UL'.

'Healthy UL'

The 'Healthy UL' component involves social norms and attitudes not only supporting, but proactively fostering a climate of health and wellbeing within the institution. This component also has three domains: (i) leadership; (ii) funding and resources; and (iii) platform for interaction.

Promotion of 'Healthy UL' at the highest level of leadership will be important to successful implementation. The President's support of the 'smoke and vape free campus' was vital to the approval of this ambitious initiative. This widely communicated policy action was designed to protect the health of non-smokers, and equally to provide a range of programmes, opportunities and environmental interventions to assist current smokers to quit.

A 'Healthy UL' communications plan will include the development of web pages, the use of social media, 'Healthy UL' public education campaigns and mass participation events to create and develop 'Healthy UL'. This component will enhance knowledge, understanding and appreciation amongst staff, students and our wider community of the multiple benefits associated with healthy environment, addictive behaviours, sexual health and wellbeing, mental health and wellbeing, healthy eating and physical activity.

A key platform for interaction is the 'Student Life' module, which it is proposed will include information on healthy environment, addictive behaviours, sexual health and wellbeing, mental health and wellbeing, healthy eating and physical activity.

Adequate funding and resources to support 'Healthy UL' will need to be identified.



'Healthy People & Environments'

This component has six domains: (i) healthy environment; (ii) addictive behaviours; (iii) sexual health and wellbeing; (iv) mental health and wellbeing; (v) healthy eating; (vi) physical activity. Through the provision of high-quality services, programmes and opportunities, this component addresses the key lifestyle factors identified by the sub-groups, the consultation process and in current research. This component recommends prioritising resources for those most in need, targeting university-wide initiatives and consolidating existing and new programmes to enhance impact. A summary of the key action points for each domain within this component is given in Figure 2.

Healthy Environment:

Key actions include: ensuring that all people of all ages have equitable access to an environment that promotes health and wellbeing; phasing out single use plastics; promoting sustainable energy management; enhancing air quality; reducing noise pollution; sustainable landscape management and protection of UL's green and blue spaces; and prioritising sustainable transport.

Addictive Behaviours:

Key actions include the development of drug, alcohol and gambling support services to include online resources and to have a University policy for addictive behaviours for staff and students on campus and a protocol or guidelines for crisis situations in relation to addictive behaviours.

Sexual Health and Wellbeing:

Key actions include a sexual health action plan that incorporates goals for integrating a focus on sexual health and wellbeing that is accessible to all first year students to include sexual health workshops and advocacy for increased supports both on campus and in associated hospitals and healthcare centres.

Mental Health and Wellbeing:

Key actions include a wellbeing action plan with goals to develop the stepped care model of delivery, to develop on-line support for students and staff, including students off campus on Co-op placements, Erasmus, etc., and to encourage activities that help develop positive mental health for UL staff and students.

Healthy Eating:

Key actions include the need to audit current foods, meals and drinks on offer around campus with respect to their cost, appropriateness for cultural and dietary restrictions and overall nutritional value. The aim is to increase the availability of healthy, affordable and culturally appropriate food around campus to deliver on a healthy eating agenda for UL.

Physical Activity:

Key actions include the consolidation and development of programmes to support students and staff to become active enough to protect their current and future health. This can be supported through longitudinal surveillance of physical activity levels and using data outputs to drive innovative intervention implementation. To continue to ensure that those already engaging in physical activity have access to excellent facilities and services.

Figure 2: A summary of the key action points for each lifestyle identified under component three: Creating Healthy People & Environments.



Healthy Ireland and ‘Healthy UL’

The vision of Healthy Ireland is that “everyone can enjoy physical and mental health and wellbeing to their full potential, where wellbeing is valued and supported at every level of society and is everyone’s responsibility” (Healthy Ireland Framework). Improving the health and wellbeing of our population is essential for economic and social recovery and development.

The Healthy Ireland framework acknowledges the complex challenge of achieving this improvement in health and wellbeing, one that requires a complete understanding of the determinants of health and the societal issues that underpin these. A real solution is one that requires an inter-sectoral approach, one that moves from the concept that responsibility for health lies within the healthcare sector only, to a combined effort across multiple sectors including education, transport, environment; one that shifts the emphasis from disease treatment and management to ‘health and wellbeing’ and prevention. Roles and responsibilities go beyond the health sector and require partnership to provide real, sustainable solutions.

The goals of Healthy Ireland are to:

1. Increase the proportion of people who are healthy at all stages of life
2. Reduce health inequalities
3. Protect the public from threats to health and wellbeing
4. Create an environment where every individual and sector of society can play their part in achieving a Healthy Ireland

Premature mortality from non-communicable diseases constitutes one of the major challenges for development in the 21st century (United Nations General Assembly). It affects women and men between the ages of 30 and 70 years; 15 million people died prematurely from non-communicable diseases in 2015. These deaths were largely avoidable through healthy, as opposed to risky, lifestyle behaviours. University students comprise a significant sector of the early adult population (18-24 years), for which there is a concern about their health-related behaviours (Leslie et al. 2001; Dodd et al. 2010; El Ansari et al. 2011; Dinger et al. 2014). These young adults, who represent the future decision and policy makers in organisations, communities and countries (El Ansari et al. 2011) have the potential to improve and change their lifestyle behaviours to positively impact their health and wellbeing during their college years.

The years spent at university are a time of transition from adolescence to adulthood (Dinger et al. 2014), and while beginning university is an exciting time it can also be stressful for many adolescents and young adults. Most of our first-year registrants at the University of Limerick are aged from 17 to 19 years and face the challenges of adapting to changes in academic workloads, support networks and a new environment, with many being away from home for the first time. Concurrent with these changes, our students have new responsibilities, more freedom, and control over their lifestyle than perhaps previously. This transitional period could present an opportune time to establish healthy lifestyle behaviours (Hiza and Gerrior 2002), as health behaviours formed during young adulthood may have a sustaining impact on health across later life (Dinger and Waigandt 1997). It is therefore sensible to

try to influence students to adopt health-related behaviours such as healthy eating, physical activity and the avoidance of risky behaviours such as smoking and alcohol consumption that can impact on physical, psychological and social health (World Health Organization 2014). Higher education institutions are an appropriate setting to promote healthy lifestyles (Plotnikoff et al. 2015), yet this area is very under researched within the Irish context.

The university sector is one of many workplaces designated by Healthy Ireland’s Healthy Workplace initiative, as an important employment setting for the promotion of the health and wellbeing programmes. Following a consultation process, a Healthy Workplaces Framework is being developed by the Department of Health. This framework, when published will further inform the UL Healthy Campus initiative.

UL is a member of the Healthy Campus Forum, which was established in 2018 by the HSE.

It is within these contexts that UL is establishing a Healthy Campus initiative, named ‘Healthy UL’. ‘Healthy UL’ promotes health as a “resource for everyday life, not the objective of living”. Health is a positive concept emphasising social and personal resources, as well as physical capacities” (Ottawa Charter for Health Promotion WHO, 1986). Consequently, the aim of ‘Healthy UL’ is to enhance the health of the students and staff who live, learn, work and play on our campus, helping them to reach their full physical, mental, social and sexual health and wellbeing. We also see ‘Healthy UL’ as working with our community and external partners to enhance opportunities, collaboration and partnerships for health and wellbeing across Limerick, Munster, Ireland and beyond and achieving ecological, social and economic sustainability of our local, regional and national community.





UL Population Profile

Established in 1972, the University of Limerick is an independent, internationally focused university with over 16,000 students and 1,528 staff. It is a young, energetic and enterprising university with a proud record of innovation in education and excellence in research and scholarship.

The University offers programmes across a wide range of disciplines, including arts, business, engineering and construction, health, including medicine, information and communication technology, law, mathematics and natural sciences. The University's mission is to be a distinctive, pioneering and connected university that shapes the future through educating and empowering people to meet the challenges of tomorrow.

Student Enrolment

Undergraduate

Taught Postgraduate Diplomas and Master's

Research Postgraduate Degrees (Master's/PhD)

Total

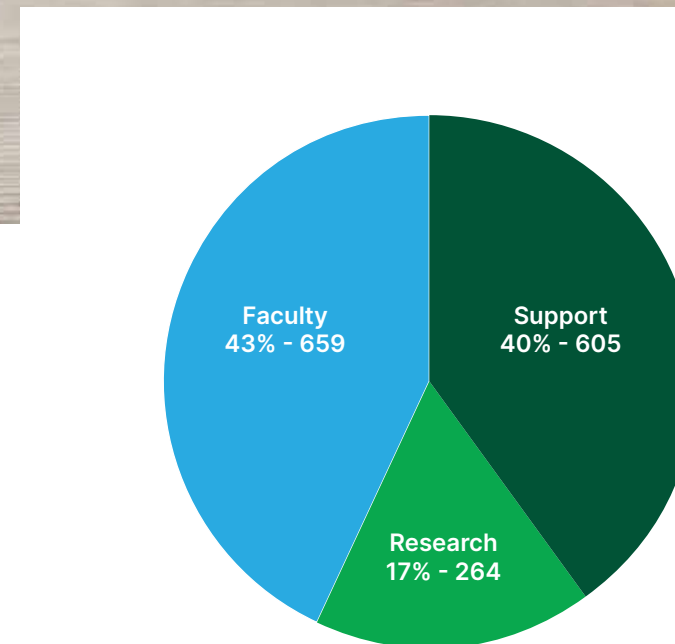
Total (Full-time & Part-Time)

11,444

1,772

831

14,047



VISITORS AND EVENTS

University of Limerick is an open campus that welcome hundreds of visitors on a daily basis, whether they come to attend an event or simply to enjoy the natural beautiful surroundings of the campus. UL Conference and Sports Campus hosts approximately 85 events during the summer months and takes 2,500 accommodation reservations. This means the University welcomes in excess of 12,000 guests to on-campus accommodation annually.

‘Healthy UL’: The Development Process

The ‘Healthy UL’ initiative began with a decision taken by Executive Committee on 1 November 2017 to develop a framework to consolidate and enhance health and wellbeing programmes across the University. A project team was established, chaired by Professor Catherine Woods, with Dr. Audrey Tierney as deputy chair, and supported by the Office of Strategic Projects and Transformation.

The first step in the project was to carry out a gap analysis to identify existing health and wellbeing programmes and opportunities for further programmes/activities.

Over 30 University staff and students, representing faculties, departments and services, were invited by the project team to attend a Healthy Campus Initiative workshop on 29 January 2018. Ms Kate O’Flaherty, Head of Health and Wellbeing, Department of Health, gave an overview of the Healthy Ireland policy direction to provide context for the basis of the University’s framework. The group established six sub groups to develop a vision for a ‘Healthy UL’ campus: to enhance the health of students and staff who live, learn, work and play on campus, helping them to reach their full physical, mental, social and sexual health and wellbeing.

At this workshop, programmes (both existing or new), practices and organisational structures that have a role in promoting the health and wellbeing of staff and students, were identified.

It was agreed to consolidate and prioritise these existing programmes and activities to inform the development of the ‘Healthy UL’ vision and maximise the potential impact of current efforts. These initiatives and programmes were aligned and the project team identified six core thematic areas that make up the ‘Healthy UL’ framework.

The six themes were healthy environment, addictive behaviours, sexual health and wellbeing, mental health and wellbeing, healthy eating and physical activity. Sub-groups were established to develop action plans for each theme and to address proposed actions, resource implications, timeframe, lead responsibility, partners, outcomes and deliverables. The sub-groups carried out more detailed analysis of their specialist areas and where necessary co-opted additional members with specific expertise and interest in their topic. Subgroup membership drew on academic, support,



Members of the Project Team with Minister Catherine Byrne, 30th April 2018

subsidiary and clinical staff. The students’ union were active members of each sub-groups and were represented by both sabbatical and permanent staff.

The project team supported the subgroups to develop aims, objectives and a programme of work. This included undertaking a gap analysis, collating existing initiatives, reviewing national policy in the thematic area and identifying key actions for short, medium and long-term delivery.

There were three meetings of the project team, four meetings of subgroup leads and 19 meetings of the various subgroups over the course of six months. The campus community was widely consulted by means of an online survey to assess awareness and interest in various initiatives. Each sub-group produced a detailed schedule of actions based on their analysis, current activities, national policy and survey outputs. The project team collated the subgroup actions into those that apply across the six themes and those that relate to specific areas. These actions were incorporated into the draft framework presented in this document.

UL Health and Wellbeing Partnerships and Collaborations

The University has established partnerships, collaborations and relationships that can be leveraged to enhance the health and wellbeing of staff, students and the community. These have been in place for many years and have been developed by numerous faculties and departments across the University.

With a term time population greater than many towns, UL is a significant population centre within the HSE Mid-West region. The University’s student health centre and student counselling service are allied with regional clinical services. The HSE liaises with these services, the students’ union, and the HR department, on public health, sexual health, mental health, drug abuse and smoking cessation. For example, in December 2017, two members of UL staff were trained by the HSE in smoking cessation intervention.

As a leading educator in the Nursing, Medical and Allied Health areas, there are long established and comprehensive teaching and research links with the wider health service. Teaching links include the placement of UL students in hospital and general practice, medical education liaison groups in hospitals, nursing and allied health placements, HSE regional supervisors and hospital libraries. Research links include Health Research Board funded research, joint professorial appointments with the HSE, the Health Research Institute (and CERC Building).

The University has developed outreach health and wellbeing programmes for disadvantaged communities in the region. The Community Wellness, Empowerment, Leadership and Lifeskills (CWELL) programme was developed in partnership with St. Mary’s Community to proactively address community health issues by building healthy partnerships to enhance current strengths, foster community resilience and leadership, and contribute towards improving quality of life and creating healthy and sustainable communities.

UL has developed a number of programmes that offer students and members of the community opportunities to collaborate on health and wellbeing projects in the local community. Examples of modules include; Integrated and Inclusive Physical Education, Music Therapy Fieldwork, Psychology and Social Issues, and Youth Sport and Policy.

UL plays a leading role in the training of future second level teachers in Ireland. Its partner institution, Mary Immaculate College, fulfils an equivalent role in the primary sector. The graduates of both institutions will influence a significant portion of the future school students in this country.

The University has first-rate sporting facilities. The campus is the headquarters for the Limerick Sports Partnership, Munster Rugby, and the National Council for Exercise and Fitness.



UL Health and Wellbeing Research

UL strives to be a leading university in providing demonstrable improvements in health outcomes.

In 2015, the University founded the Health Research Institute (HRI) with the key strategic goal of conducting outstanding research to improve the health and wellbeing of individuals and transform the health ecosystem. One of the four key areas of research activity undertaken by the HRI is lifestyle and health.

UL researchers have partnered with agencies such as the HSE, the Health Research Board, the Environmental Protection Agency, Enterprise Ireland and the European Union, to conduct research into areas such as:

- › promoting physical activity amongst inactive people
- › ethnic minority health
- › community action towards transition to a low carbon society
- › nutrient intervention in osteoporosis
- › keeping youngsters involved in sport
- › suicide prevention through enhanced teacher capacity to support mental health
- › supporting breastfeeding initiation and duration
- › determinants of diet and physical activity
- › the effects of resistance exercise training on anxiety
- › associations of physical activity with anxiety and depression symptoms and status among adolescents



'Healthy UL' Framework

The 'Healthy UL' Framework is shown in Figure 4. 'Healthy UL' sits at the core of the Framework, which strives to develop a culture of health and wellbeing in UL.

Partnership and collaborations will be key to achieving a 'Healthy UL'. All departments and faculties, other third level institutions, national bodies (HEA/IUA) the health services (regionally and nationally), the local community and the adjacent local authorities (which are embarking on their own Healthy Ireland initiatives) will be encouraged to work together to generate exemplar health promotion efforts. These efforts will be underpinned by research so that improvements can be documented and 'Healthy UL' can demonstrate progress.

An initial audit of existing programmes and practices that enhance or impinge on the health and wellbeing of the University community was conducted. Programmes refer to interventions facilitated within and outside of UL. 'Practices' refer to environmental, policy or organisational determinants that impact on health.

Once known, research and informed opinion will be used to benchmark and identify consolidation through partnership. The purpose is to collectively enhance the current health and wellbeing programmes and practices while at the same time ensuring that the University has a comprehensive response to the Government's Healthy Ireland framework.

Figure 4. The 'Healthy UL' Framework



Elements of the Framework

1. 'Healthy Systems'

'Healthy Systems' involves creating the infrastructure, or systems, that will support the implementation and sustainability of 'Healthy UL'. The three domains in this component are: (i) governance; (ii) monitoring and intelligence, and (iii) health in all policies. This component will involve creating a system that has strong leadership and governance and is evidence-based. The Executive Committee will appoint a 'Healthy UL' Manager and establish a Steering Group to ensure framework implementation. The Steering Group will report to Executive Committee on a quarterly basis.

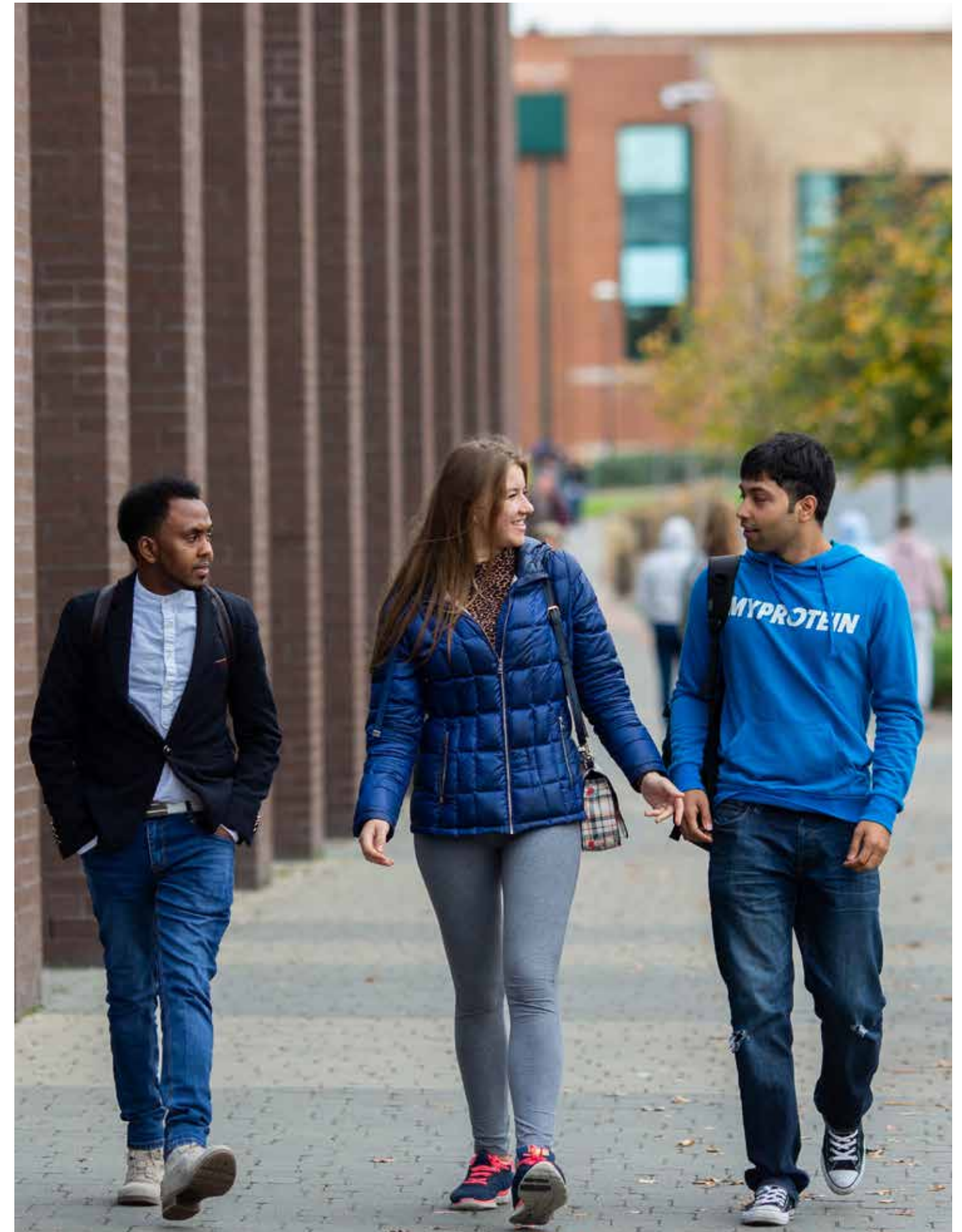
The 'Healthy UL' Steering Group will be tasked with overseeing the delivery of the 'Healthy UL' framework. This will involve strengthening existing partnerships and building new collaborations to deliver on expected outputs. 'Healthy UL' was

created by drawing on clinical services, academic expertise, pastoral support, external agencies and voluntary organisations. It is expected that its implementation will similarly draw on a wide range of individuals and organisations, thus adhering to the Healthy Ireland partnership approach. Implementing the 'Healthy UL' Framework will also require excellent human, financial, environmental and organisational resource mobilisation; advocacy for 'Healthy UL'; and improved 'Healthy UL' policy across the organisational structures of the University. Importantly, in line with UL's strategic objective to be a research intensive university, 'Healthy UL' will have a research agenda that benchmarks current status, enables realistic goals to be set, and evaluates the effectiveness and sustainability of 'Healthy UL' in the long-term.

Table 1.1 'Healthy Systems'

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
1.1 Establish governance structures to support project effectiveness and sustainability, and realisation of research opportunities	X			X	S	Executive Committee Steering Group, 'Healthy UL' Manager	Terms of Reference
1.2 Support the appointment of a 'Healthy UL' Manager	X	X			S	Executive Committee	Person in place
1.3 Establish monitoring processes to support successful implementation of 'Healthy UL' (Audit, Research etc). <i>Specific monitoring and intelligence activities proposed by the sub-groups are set out in Appendix C.</i>	X	X			S	'Healthy UL' Manager	Processes in place
1.4 Review existing policies, to ensure the 'Healthy UL' ethos is reflected in all relevant policies <i>Specific policy developments proposed by the sub-groups are set out in Appendix D.</i>	X				L	'Healthy UL' Manager	Report

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.



2. 'Healthy UL'

The 'Healthy UL' component involves social norms and attitudes not only supporting but proactively foster a climate of health and wellbeing within the institution. This component has three domains: (i) leadership, (ii) funding and resources, (iii) a platform for interaction.

Promoted at the highest level of leadership, the UL President was instrumental in UL being the first Irish university to have a 'smoke and vape free campus'. This widely communicated policy action is designed to protect the health of non-smokers, but equally a range of programmes, opportunities and environmental interventions have been put in place to assist current smokers to quit.

A detailed and extensive communications plan will be developed with the Marketing and Communications Department. This will seek to enhance the knowledge, understanding and appreciation of staff, students and where possible the wider UL community on the multiple benefits associated with healthy eating, physical activity, mental health and wellbeing, sexual health and wellbeing, and the prevention and management of addictions, all encompassed within a healthy environment.

The communications plan will use a dedicated 'Healthy UL' webpage and social media to develop a 'Healthy UL' public education campaign. In addition, the proposed 'Healthy UL' Steering Group will identify key 'Healthy UL' events or activities such as a 'Healthy UL' Week to create and develop awareness around the 'Healthy UL' brand, its purpose and importance. Communications will also include feedback on the successes from the framework. National and international health promotion days will be incorporated into the plan.

A student 'Life Module' will be developed in collaboration with the faculties and students, and will include the key thematic areas of 'Healthy UL' (i.e. healthy environment, addictive behaviours, sexual health and wellbeing, mental health and wellbeing, healthy eating and physical activity). Delivered primarily online, the module will be offered to all new undergraduates of UL. All staff who work with students will be expected to be aware of the content of this module and the referral processes contained therein. In time, consideration will be given to making a tailored version of the module accessible to all interested staff and postgraduate students – this will be discussed further with faculties and HR, as the module is being developed.

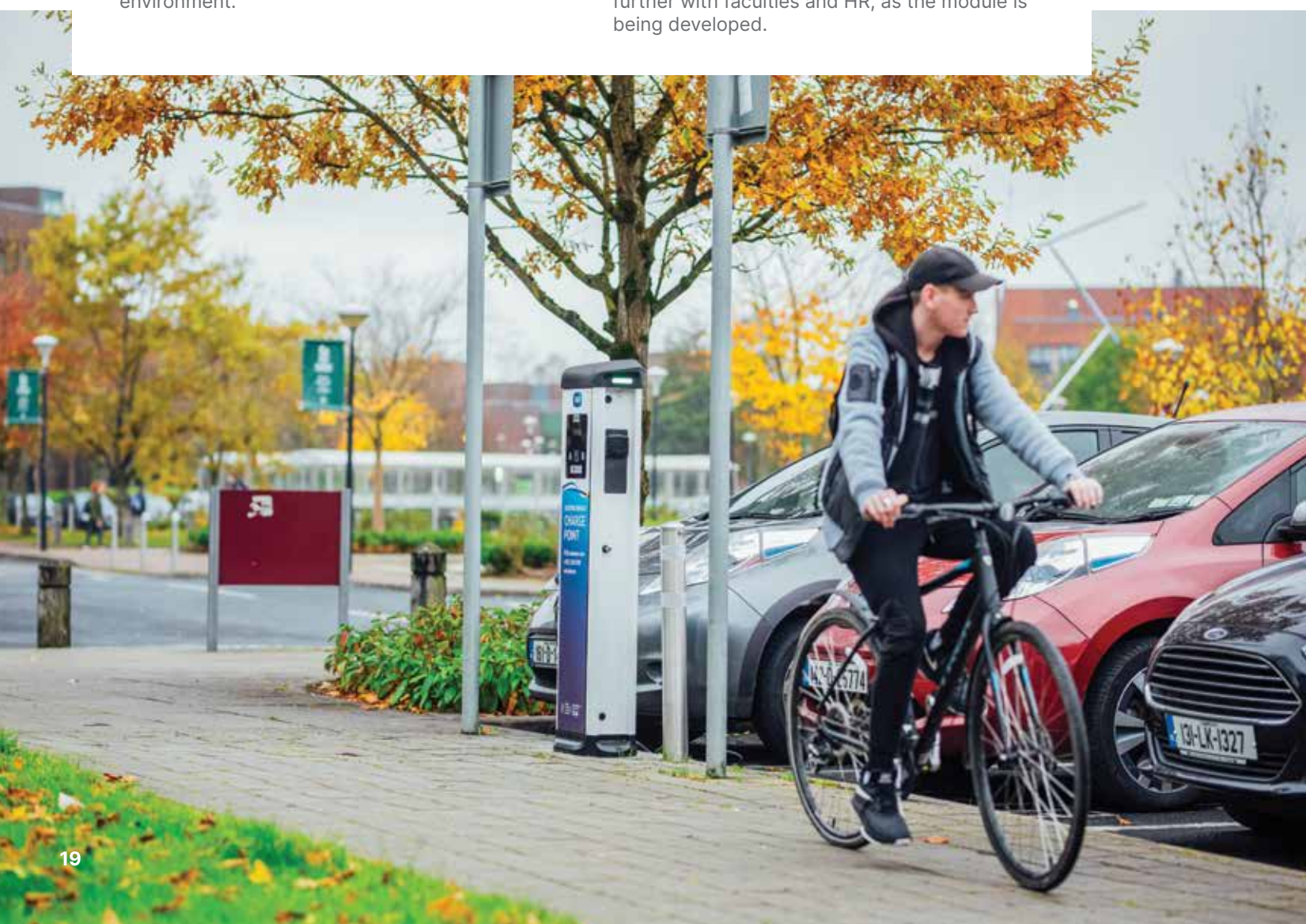


Table 2.1 'Healthy UL'

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
2.1.1 Develop a 'Healthy UL' communications plan that outlines key public education campaigns, events and modes of communication effective to the dissemination of the 'Healthy UL' framework <i>Specific awareness campaigns proposed by the sub-groups are set out in Appendix B.</i>	X	X			S	Marketing and Communications 'Healthy UL' Manager Students' Union Departments and services	Plan
2.1.2 Develop a 'Healthy UL' dedicated webpage that sets out existing Healthy Campus initiatives, calendars, policies and external links.		X			M	'Healthy UL' Manager, Marketing and Communications	Website
2.1.3 Develop an undergraduate "Student Life Module" to address issues relevant to 'Healthy UL' and linked to the Student Charter	X	X		X	M	Vice President Academic Affairs and Student Engagement 'Healthy UL' Manager Academic Departments Students' Union	Module

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6-12 months, M=Medium term 1-3 Years and L=Long term 3-5 years.



3. 'Healthy People & Environments'

This component has six domains:
(i) healthy environment,
(ii) addictive behaviours,
(iii) sexual health and wellbeing,
(iv) mental health and wellbeing,
(v) healthy eating and
(vi) physical activity.

Through the provision of high-quality services, programmes and opportunities, the component addresses the key lifestyle factors identified by the sub-groups, the consultation process and current and future research. This component recommends prioritising resources for those most in need, targeting university-wide initiatives. It aims to improve and consolidate existing and new programmes to enhance impact. Each sub-group reported on the rationale, national context, current status and aim and objectives of that domain within 'Healthy UL', as well as the specific actions and deliverables associated with the plan of work for the domain.

The Living Bridge
University of Limerick

3.1 Healthy Environment

Why this area?

Health and the environment are inextricably linked, and approaches to improve both are deeply complementary. At the most basic level, clean air and water are fundamental components that enable healthy lives. Time spent in rich natural environments has proven benefits for mental health and wellbeing. Walking and cycling are great forms of exercise, reduce our carbon footprints and support good air quality. It can be viewed as a symbiotic relationship where a clean environment supports healthier lifestyles and healthy behaviour leads to environmental benefits.

As with many aspects of the transition to university life it is very important that students become exposed to this positive cycle as part of a normal or default mode of operation and are helped to develop attitudes and behaviours that they can sustain beyond their time here. Over the course of their lives and careers our current students will hopefully lead a societal transition to a more sustainable course of development. The opportunity presented in this plan is to utilise the synergy between the environment and health to create positive outcomes on an individual and societal scale.

What are the national policies that influence this?

There are several national policies relevant to this area including

- › Smarter Travel: A New Transport Policy for Ireland 2009-2020
- › A Resource Opportunity: Waste Policy for Ireland
- › National Biodiversity Action Plan 2017-2021
- › Irelands Energy Efficiency Action Plan
- › Public Sector Energy Efficiency Strategy

What we found from the University of Limerick scoping survey

- › 90% of respondents from the 'Healthy UL' survey indicated that they considered it either "extremely important" or "very important" for UL to show leadership on environmental issues to our students, staff and wider community.
- › The specific areas that had the greatest level of support (combined response of "extremely important" and "very important") were: to provide alternatives to single use plastics (90%); better waste segregation (85%); protect and enhance biodiversity (83%); to promote more sustainable travel modes (80%); review the use of chemicals (67%); improve air quality (57%); and manage noise on campus (42%). All of these areas have greater than 90% support when the moderately important responses are included.

What the objectives in the framework are

Our aim is for UL to show leadership to our students, staff and wider community on environmental issues, that support healthy behaviours and lifestyles. The specific objectives are set out in table below.

Table 3.1. Healthy People and Environments: Healthy Environment

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
<p>3.1.1 Smarter Travel</p> <p>Advocate for a dedicated bus rapid transport corridor and cycle lane between the campus and the city centre</p> <p>Smarter travel officer(s) will promote sustainable travel and other interventions including:</p> <ul style="list-style-type: none"> - Increase the number and visibility of bicycle parking spaces - Car sharing schemes - Dockless public bikes - Electric vehicle charging points - Improved access to the campus for cyclists and pedestrians. - Additional bus routes/stops - Assess the number of free parking spaces and their locations 	X	X	X		S, M & L	B&E Limerick City and County Council Bus Éireann Private bus operators	Bus lanes Cycles lanes Active travel Smarter Travel Officer available to UL. Additional bike spaces and visibility
<p>3.1.2 Reduce Pollution and Waste</p> <ul style="list-style-type: none"> - Transition campus vehicles to electric as they are replaced - Water bottle refill stations to be installed. - Phase out single-use plastics - Single-use cups to be compostable and composting bins in place - Develop a plan to mitigate noise pollution on campus 		X			S S - M	B&E	
<p>3.1.3 Reduce Energy Consumption</p> <ul style="list-style-type: none"> - Energy Management of PCs - Phase out in-office printers - Investigate the potential for rooftop PV panels. 	X	X				ITD B&E	Energy Management Plan
<p>3.1.4 Review the cleaning products and pesticides used on campus to minimise emissions of volatile organic compounds.</p>	X					B&E	Cleaning and pesticide chemical management plan
<p>3.1.5 A landscape development/management plan to be developed to protect and enhance biodiversity on campus. All-Ireland Pollinator Plan to be adopted</p>	X				S	B&E	Landscape Development/Management Plan

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

3.2 Addictive Behaviours

Why this area?

When supporting the healthy lifestyles of students and staff, it is necessary to address alcohol misuse, tobacco use, gambling and drug misuse. Globally, the harmful use of alcohol has been recognised as one of the main risk factors (within the top five) for disease, disability and death. Drinking alcohol even at moderate levels has been clearly linked to the risk of developing health problems such as alcohol dependence, liver cirrhosis, cancers, injuries, and relationship and financial difficulties (WHO 2014b).

Tobacco use continues to be a leading cause of preventable disease and death in Ireland. The Government of Ireland has set a target prevalence for tobacco use of less than 5% to be achieved by 2025. It is recognised that Ireland has been very successful in the control of tobacco use, with the prevalence of tobacco use reduced from 29% in 2006 to 19.5% in 2014 (The State of Tobacco Control in Ireland, HSE, 2018). However, deaths from smoking related diseases remain higher than the European average, which highlights the need to further reduce smoking prevalence in the country.

Within Ireland, there is an emerging realisation that gambling is becoming a global public health issue. Gambling is on the increase especially amongst young adults. The increase has been attributed to new technologies that support high-intensity gambling/gaming products and promotions aimed at increasing and driving the behaviour. Gambling can lead to gambling addiction disorder, which can adversely affect a person's financial situation, their relationships and mental health. While gambling is not as outwardly obvious as the other addictive behaviours, it is estimated that 1% of an adult population have a gambling disorder (c.28, 000 people in Ireland). Some agencies estimate that the figure could be as high as 40,000. In order to address gambling and to reduce related harm there is a need to develop a range of regulatory and education interventions.

Within Irish society, substance misuse is experienced across all communities, irrespective of gender, age, class or ethnic group. The results of the all-Ireland Drug Use Survey show that the levels of recent and current drug use have risen between 2010-11 and 2014-15 for all illegal drugs (Regional Drug and Alcohol Task Force Ireland, 2014/2015). One in four adults (26.4%) used an illegal drug at least once in their lifetime (Regional Drug and Alcohol Task Force Ireland, 2014/2015) with a noted increase among young people. Cannabis is by far the most common drug of use. In common with other European countries synthetic drugs are increasing in use and pose growing public health concerns. Similar to alcohol and tobacco misuse, drug misuse adversely impacts upon social, mental and physical health wellbeing with the added complication of legal implications.

As outlined above, addictive behaviours in relation to gambling, the misuse of alcohol, drugs and tobacco are highly prevalent within Irish society. These behaviours adversely impact upon individuals and society. In order to support a reduction in these behaviours there is a need to develop interventions at a community level, such as a university, in accordance with national strategy. We believe that the plan (Table 3.2) put forward by the Addictive Behaviours sub-group will support healthy lifestyle choices amongst UL students and staff.



What are the national policies that influence this?

There are several national policies relevant to this area including

- › Department of Health (2017) Reducing Harm, Supporting Recovery: A health-led response to drug and alcohol use in Ireland 2017-2025
- › Department of Health (2015) Tobacco Free Ireland Action Plan, 2015: Dublin
- › Department of Health (2013) Healthy Ireland - a framework for improved health and wellbeing 2013 - 2025
- › ESPAD (2011): Substance use among students in 36 European countries. Stockholm: The Swedish Council for Information on Alcohol and Other Drugs (CAN) and the Pompidou Group of the Council of Europe
- › NHS (2013) Young people and alcohol: scoping approaches to prevent or reduce harm
- › WHO (2014) Global status report on alcohol and health 2014. WHO, Geneva

What we found from the survey

- › Gambling, alcohol, tobacco use and drug misuse were all identified as areas to address within the 'Healthy UL' framework.
- › There was a very poor awareness of national and local supports for gambling.
- › The majority of students were aware of the national guidelines on alcohol consumption, however 39% were not aware of the recommended national guidelines for alcohol consumption. 86% of students surveyed indicated that they consumed less than the recommended weekly intake of alcohol.
- › A high portion of the respondents, both staff and students, believed that both drugs and alcohol have an adverse impact on sexual health and wellbeing.

What the objectives in the framework are

Aim "To raise awareness and educate staff and students about gambling, alcohol, tobacco use and drug misuse, thereby providing a safe and healthy environment for students, staff and visitors to the UL campus."

What are our expected outcomes?

- › To promote initiatives aimed at educating UL staff and students on healthy lifestyle choices in relation to tobacco, alcohol, drugs and gambling.
- › To increase awareness of supports and services (tobacco, alcohol, drug use and gambling) to promote health and wellbeing for UL staff and students.
- › To develop partnerships with healthcare providers to develop services to support staff and students who are experiencing difficulties regarding their use of tobacco, alcohol, drugs and/or gambling behaviour.
- › To contribute to the development of UL policy on the use of tobacco, alcohol, drugs and gambling behaviour.

Table 3.2 Healthy People and Environments: Addictive Behaviours

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
3.2.1 Establish a drug/alcohol/gambling support drop-in service(s). Delivery by specialist connected to the HSE or community drug services.	X		X		M	Students' Union ULEIST Counselling Service UL SU and management to dialogue with existing services (HSE outreach and community drugs projects e.g. ALDP) to develop a drop in service	Establish a service level agreement Have a designated drop in space within the SU Service to be physically advertised Service available to students Evaluation report
3.2.2 Provide an online support service for tobacco use/ alcohol use/drug use and gambling	X		X		M	'Healthy UL' Manager UL SU and management to dialogue with existing services (HSE outreach and community drugs projects e.g. ALDP) to develop a social media related service e.g. snap chat	Establish the service within the SU Service to be physically advertised Service available to students Evaluation report
3.2.3 Explore ways and methods of skilling and educating students and staff on crisis management as it applies to drugs and alcohol Audit the protocol in relation to best practice guidelines	X		X		M	'Healthy UL' Manager	Report on education and skill development programmes applicable to a university setting

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6-12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

3.3 Sexual Health and Wellbeing

Why this area?

The time spent at university represents a critical period for students in establishing their adult personal lives. During the transition from second-level school to university, students develop many new relationships, some platonic and some sexual in nature. Students also experiment more with their sexuality in the newly found independent living space in which they find themselves. This can present many challenges in terms of making good choices in relation to their sexual health and wellbeing. Although most primary and second-level school systems have education programmes around sexual awareness, they tend to focus on the biological aspects rather than on healthy relationships. Sexual consent education is not currently part of the second-level school curriculum, although this is set to change in the future. In the meantime, it is vital that higher education institutions (HEIs) take the responsibility for ensuring that this is available to all of their students. Currently, the question of sexual consent remains hugely problematic and this is not likely to change without better education programmes for young people.

What are the national policies that influence this

In October 2015, the Department of Health published a National Sexual Health Strategy, 2015 – 2020.

A large-scale funded research project, led by NUIG, has provided some very useful insights and a framework for a suitable education programme for third level students. The full report and other relevant documentation is available at: <http://www.nuigalway.ie/smartconsent/>

What we found from the University of Limerick scoping survey

- › 66% of respondents agreed that it is extremely important, and a further 24% important, to consider sexual consent in the development of a 'Healthy UL' Framework. This is second only to suicide and self-harm.
- › An additional 54% and 35% of respondents considered sexual health to be extremely important or important, respectively.
- › When asked if there is appropriate knowledge of what constitutes consent, only 25% strongly agreed. In addition, large majorities agreed that the following have an adverse impact on sexual health and wellbeing: alcohol, dating apps, drug misuse, peer pressure, and social media.
- › In relation to information on public health interventions and support programmes, 38% disagree for consent, 21% disagree for contraception, 21% disagree for safe sex, and 18% disagree for STIs. These percentages do not include the 'neither agree nor disagree' which amount to an additional 29% for consent, 22% for contraception, 19% for safe sex, and 21% for STIs.

What the objectives in the framework are

Our aim is to promote and support sexual health and wellbeing among the UL staff and student populations. The specific objectives are reflected in the action points outlined in the table below.

Table 3.3. Healthy People and Environments: Sexual Health and Wellbeing

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
3.3.1 Make Sexual Consent Workshops available to all UL students in their first year of study.	X	X	X	X	S	'Healthy UL' Manager Student Affairs Orientation Officer CTL Students' Unions Faculties	Number of workshops
3.3.2 Lobby for the opening of a SATU (Sexual Assault Treatment Unit) in the local University Hospital so that victims do not have to make the journey to Galway as is currently the case.	X				S	'Healthy UL' Manager Student Affairs Students' Unions School of Law	Access to a local Sexual Assault Treatment Unit

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6-12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.



3.4 Mental Health and Wellbeing

Why this area?

The Mental Health and Wellbeing sub-group was formed with a view to developing a more precise framework within which to deliver on an overall mental health programme on campus. UL has provided campus based frontline mental health support since its inception. Over that time, mental health difficulties amongst the general population and the student population in particular have increased significantly. So much so, in fact, that the numbers attending student counselling on an annual basis have doubled in the last decade, with almost 1,400 students seeking this support over the past year. At its peak, the student counselling service (UL ÉIST) has had up to 60 people on its waiting list seeking services, and a waiting period of up to four weeks might be necessary. All of this activity gives a very strong indicator that there is a growing need and desire for more mental health support for students and staff on campus. Delivering this type of primary intervention support in a community of up to 15,000 students is a proven means of preventing problems from escalating as well as ensuring that more complex matters are identified as early as possible.

In the Student Activity and Sport Study Ireland (SASSI) survey of 8,122 students from 31 third level institutes across Ireland, 20% indicated poor mental health as per the Mental Health Index -5 and a score of <52, with the proportion of females indicating poor mental health significantly higher than males (60.2% versus 17.5%) (Murphy et al., 2015). Specifically for UL, 25.8% of respondents indicated poor mental health (N=120; 77% female versus 21.8% males).

What are the national policies that influence this:

UL has been represented on and is an active participant in the development of the Mid-West Suicide Intervention Plan, 2017-20, which is part of the national suicide prevention strategy, 'Connecting for Life (CfL)'. Many of the action items from the UL Mental Health and Wellbeing sub-group have been informed by and are in line with action items already tabled by the mid-west CfL steering group.

What we found from the University of Limerick scoping survey:

A recent survey of students and staff at UL confirms this situation and wholeheartedly supports the provision of a more comprehensive approach to mental health within the University community. While student counselling is a most worthwhile endeavour, it is clear that there are far wider aspects to mental health that can also be addressed through mental health initiatives such as UL policies, research and educational programmes for both students and staff.

What the objectives in the framework are:

The aim of the UL Mental Health and Wellbeing sub-group was to detail all levels of intervention necessary in order to put a comprehensive mental health action plan in place on campus. The objectives were considered under eight key headings: dedicated mental health services on campus, mental health-related support roles on campus, mental health modules, mental health promotion campaigns, mental health training, mental health facilities, mental health policies and mental health research. Key action items are identified in the table below.

The recommendations incorporated into the mental health framework for UL are consistent with international best practice regarding primary mental healthcare services and supports. Furthermore, our recommendations are in line with the findings from the My World Survey – a national study of youth mental health in Ireland (My World Survey, Headstrong and UCD 2012) and Reaching Out in College – Help-seeking at Third Level in Ireland (Reach Out Ireland, 2015).

Table 3.4. Healthy People and Environments: Mental Health and Wellbeing

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
3.4.1 Continue to develop clinical delivery models to support students, e.g. stepped care - online support to students off campus/abroad - 24/7 online tools	X	X			S	UL ÉIST	Increased availability of clinical services.
3.4.2 Establish whether the HSE can make an eating disorder advisor available to students and staff	X	X			M	UL ÉIST UL HR HSE	Referral process in place for students and staff to specialist resource.
3.4.3 Encourage activities that help develop positive mental health, such as: - Mindful music, - Music therapy, - Staff workplace choir - Social dance classes.	X					'Healthy UL' Manager	Activities introduced.
3.4.4 Work with faculty to ensure mental health is part of their teaching, e.g. - Incorporating mental health activities into modules - Making modules and courses less stressful and more productive with better quality learning, performance enhancement and improved engagement with students PASS Advisor system to be more firmly embedded.	X				M to L	UL ÉIST Vice President Academic Affairs and Student Engagement	Produce guideline document and provide one workshop per year Incorporate into Curriculum Development Framework Improved uptake of PASS programme by academic community.
3.4.5 Incorporate mental health spaces into physical development strategies and utilisation policies. This will include: - reviewing allocation of rooms/locations for counselling - making better use of staff common room - considering mental health hub, quiet spaces, outdoor space, walkways, etc.				X	L	UL ÉIST B&E	Incorporation of suggestions into master plan and room allocation activities.

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

3.5 Healthy Eating

Why this area?

Specific to food and nutrition, a systematic review of determinants of eating behaviour in university students (Deliens et al. 2014) identified key factors influencing food choices (Figure 5). The research identified individual, societal and environmental influences. Universities are uniquely placed to affect the current eating behaviours and future health of their communities.

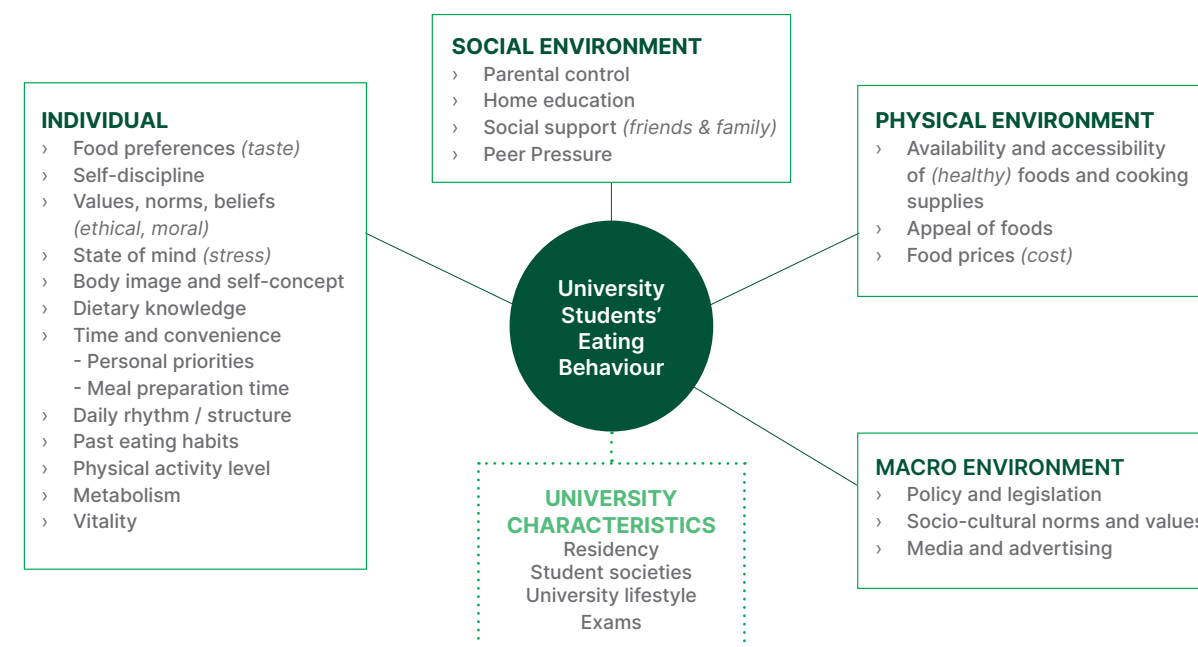


Figure 5. Factors influencing eating behaviours of university students (Deliens et al, 2014)

A healthy diet is crucial to maintaining a healthy lifestyle. It plays a key role in maintaining a healthy weight as well as encouraging positive lifestyles generally. The findings of the Irish Adult and Children Nutrition surveys over the last 10 years show that eating habits are not consistent with optimal health. Excess consumption of saturated and trans fats, sugars and salt and low consumption of fruit and vegetables are concerning trends in the Irish diet (IUNA 2001). A recent Healthy Ireland survey (Ipsos 2016) demonstrated that the Irish dietary guidelines (FSAI 1999) do not seem to be translated into daily food choices or dietary pattern population changes. In the 2016 Healthy Ireland summary report (Ipsos 2016), only 26% of the Irish population reported that they eat the recommended ≥5 portions of fruit and vegetables daily, while 65% reported that they consume snack foods or sugar-sweetened drinks daily.

In the Student Activity and Sport Study Ireland (SASSI) survey of 8,122 students from 31 third-level institutes across Ireland, 48.5% of students (41% UL) surveyed reported never or rarely (1-3 times) consuming fresh food weekly. In contrast, approximately 1 in 5 students reported regularly consuming convenience food weekly (Murphy et al., 2015).

Healthy Ireland has identified both achieving a healthy weight and a healthy diet as key performance indicators and targets in their framework. Diet is a key determinant of health, being the most modifiable risk factor for health and disease (WHO 1990; WHO 2006). Informed by the extant literature and knowledge of current dietary practices among our community, the Healthy Campus project group workshop discussions identified 'Healthy Eating' as a core theme and an area of priority in the 'Healthy UL' framework.

What are the national policies that influence this?

The Healthy Eating and Active Living (HEAL) Policy Priority Programme was established in late 2016 with a remit to 'mobilise the health services to improve health and wellbeing by increasing the levels of physical activity, healthy diet and healthier weight across service users, staff and the population as a whole, with a focus on families and children'.

The National Policy Priority Programme Team works to co-ordinate and lead activity across the health services to ensure implementation of primary policies.

In relation to healthy eating, the objectives of the policy 'A Healthy Weight for Ireland: Obesity Policy and Action Plan 2016 – 2025' are to increase the percentage of people in Ireland who are eating a healthier diet by increased consumption of fruit and vegetables, consuming fewer foods high in fat, salt and sugar and achieving and maintaining a healthier weight.

The Healthy Eating sub-group has identified specific tasks and policies, which include but are not limited to the updated Healthy Eating Guidelines, calorie posting at point of choice policy, healthier vending policy, Healthy Heart at Work policy, HIQA policy for caterers, as well as the national breastfeeding action plan.

What we found from the University of Limerick scoping survey:

- › 91% of respondents reported that it was either 'very' or 'extremely important' for UL to consider healthy eating in the development of a 'Healthy UL' Framework.
- › 48% of respondents disagreed that healthy food was readily available in cafes, restaurants and food outlets on campus.
- › 83% of respondents agreed that the nutrition information of foods and meals should be displayed at the point of selection.

What the objectives in the framework are:

- › 89% of respondents reported that more healthy food options should be available in vending machines around campus.
- › 74% of respondents agreed that healthy foods are more expensive than unhealthy food on campus.

Our aim is to develop and enhance the food and nutrition policies and programmes in UL to ensure that the University has a comprehensive response to the Government's Healthy Ireland framework, with respect to healthy eating. We wish to contribute to the promotion of the health and wellbeing of the University community (staff, students and visitors) supported by the development of a sustainable research programme in nutrition and health. The objectives are reflected in the action points outlined in the table below.

What are our expected outcomes?

- › To increase the availability of affordable and healthy food and meal options around campus (food outlets and vending machines and in-house catering) that are culturally appropriate, meet the specific needs of staff, students and visitors with dietary restrictions and generally promote healthy eating choices for all.
- › To increase awareness of the nutrient content of food and meals at point of selection to inform overall daily dietary choices and dietary patterns.
- › To increase awareness of appropriate breastfeeding facilities on campus to reduce barriers to continued breastfeeding among female staff returning to work.
- › To make available online resources, guidelines and policies on healthy eating for staff and students on campus.

We expect to contribute to the promotion of the health and wellbeing of the University community (staff, students and visitors) through the development of a sustainable research programme in public health nutrition, which will:

- › Produce and disseminate quality evidence to guide healthy eating policy and practice, and support health promotion in university environments
- › Deepen understanding of the determinants and modifiers of food related behaviours in university environments
- › Promote collaboration with non-academic stakeholders (HSE, DoH, DAFM, safefood etc).

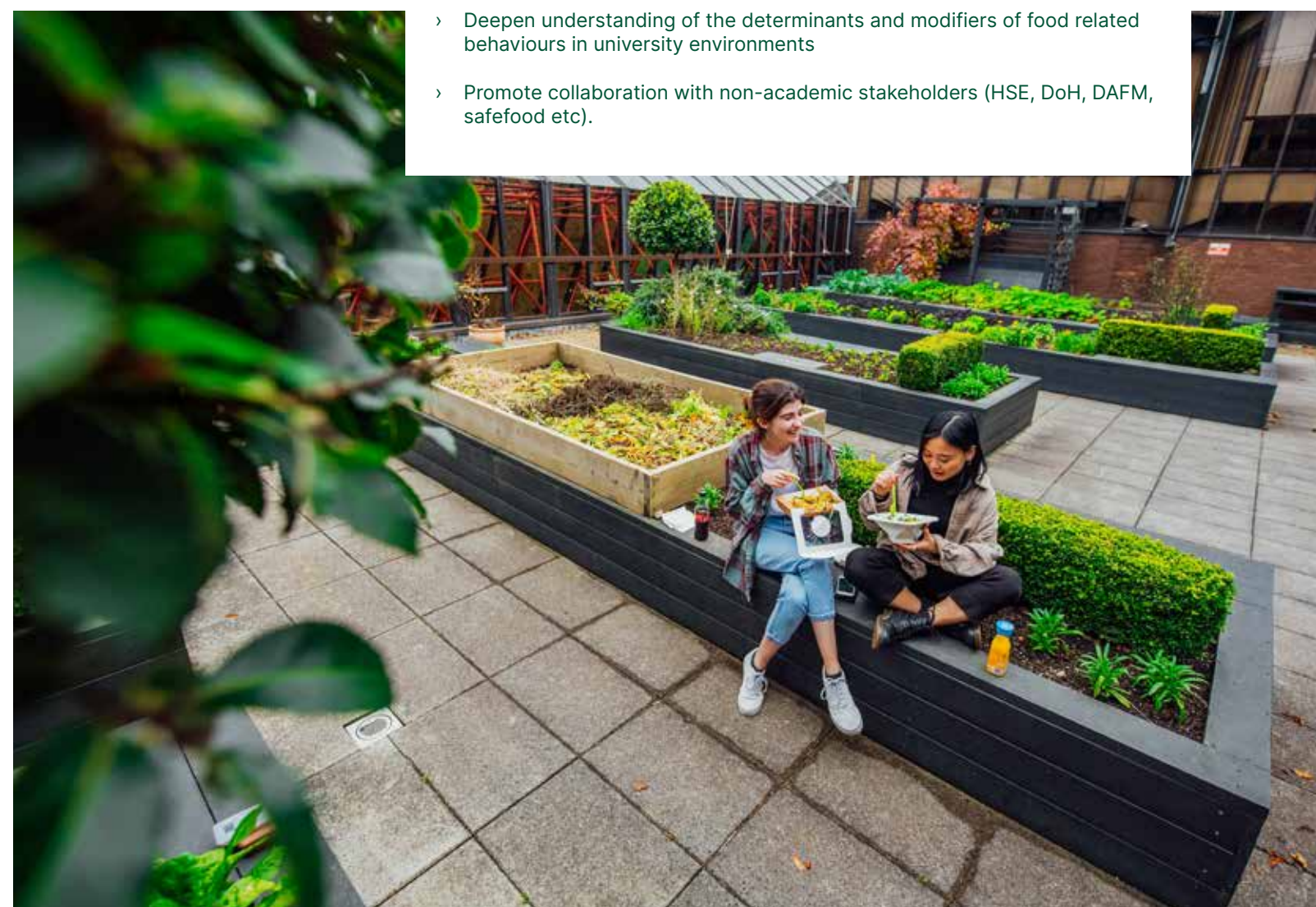


Table 3.5 Healthy People and Environments: Healthy Eating

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
3.5.1 Create educational and promotional material pertaining to the nutritional value of foods and meals for use at point of selection, informed by the intelligence and evaluation set out in Appendix C. e.g. using the Food Safety Authority of Ireland traffic light system.	X	X	X		L	'Healthy UL' Manager Healthy Eating sub-group PCC UL Catering Committee Students' Union Catering Committee	Campus-wide availability of energy and nutrient information at point of selection
3.5.2 Increase the availability of healthy, affordable, culturally appropriate food, while being cognisant of dietary restrictions in campus food outlets and vending machines See Appendix C for details of specific intelligence and evaluation activity.	X		X		L	'Healthy UL' Manager Healthy Eating sub-group PCC UL Catering Committee Procurement Disability Office International Office Equality & Diversity Committee	Availability of healthy, affordable and culturally appropriate food in food outlets and vending machines around campus.
3.5.3 Engage with the UL Catering Committee on the review/development of campus catering policies to promote a healthy eating agenda and incorporate recommendations into future tendering processes See Appendix C for details of specific intelligence and evaluation activity.	X		X	X	S	PCC Healthy Eating sub-group 'Healthy UL' Manager Healthy Eating sub-group members	'Healthy UL' representative appointed to Catering Committee.
3.5.4 Review the usage of the breastfeeding facility on campus, and identify barriers and enablers for maintaining breastfeeding on return to work or study	X				M	'Healthy UL' Manager Healthy Eating sub-group Athena SWAN Committee Equality & Diversity Committee HR	Review report complete Improved availability of non-market-based eating spaces on campus
3.5.5 Advocate for the provision of non-market-based eating spaces, to facilitate engagement for staff and students in the development of their own healthy eating practices. Ensure compliance with food safety regulations (HACCP) is part of this proposal.	X	X			M to L	'Healthy UL' Manager Healthy Eating sub-group members Building & Estates PCC	

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

3.6 Physical Activity

Why this area?

The healthy campus project group identified physical activity as a core theme for both staff and students. The group cited many excellent current initiatives and further opportunities to better improve the environment on campus for sport and physical activity.

Regular health enhancing physical activity is known to provide many health benefits and reduce the likelihood of certain non-communicable diseases (Haase et al. 2004; Haskell et al. 2007; Pratt et al. 2014). The WHO has identified cardiovascular disease, respiratory disease, and type 2 diabetes mellitus as the most severe non-communicable diseases causing problems in today's populations (World Health Organization 2014a). Physical inactivity, the fourth leading modifiable risk factor for premature mortality, is recognised as a major problem in global health (Pengpid and Peltzer 2013; World Health Organization 2015). Recent population estimates suggest that 5.3 million deaths from non-communicable diseases could be prevented annually, if physically inactive individuals were sufficiently active according to the national physical activity guidelines (Pengpid et al. 2015).

In Ireland, the physical activity guidelines state that adults should engage in at least 150 minutes of moderate-intensity aerobic physical activity or 75 minutes of vigorous-intensity aerobic physical activity in bouts of at least 10-minutes each week (Department of Health 2016). Physical activity is a

core part of the Healthy Ireland strategy. UL is widely known as Ireland's Sporting Campus and for supporting and promoting physical activity as part of the daily lives of our staff and students. 'Healthy UL' seems an obvious way of not only improving the health outcomes of our campus community, but also for further enhancing an international reputation in this area.

Although the benefits of regular physical activity are known, studies have shown that students' engagement with physical activity is somewhat lacking, with a decline noted as students progress through university (Dinger et al. 2006). Reviews have reported that the physical activity levels of students tend to vary across global regions, with around 50-60% reporting sufficient levels (Irwin 2007; 2004). In the Student Activity and Sport Study Ireland (SASSI) survey of 8,122 students from 31 third level institutes across Ireland, 36% were insufficiently active to meet the national guidelines and subsequently get the health benefits associated with regular physical activity. The Healthy Ireland survey (<http://www.healthyireland.ie/accessibility/healthy-ireland-survey/>) and the Irish Sports Monitor (2018; www.sportireland.com) show that levels of inactivity are much higher in the general population with 66% of adults insufficiently active to accrue health benefits.



What are the national policies that influence this?

Healthy Ireland’s action point 2.11 states a need to “develop a plan to promote increased physical activity levels across the population, as an exemplar of how Healthy Ireland will work” (Department of Health 2013 p.23). From this framework emerged the National Physical Activity Plan for Ireland that contains eight action areas including: children and young people; environment; and research, monitoring and evaluation (Department of Health 2016). The overarching target of the National Physical Activity Plan is to “increase the proportion of the population across each life stage undertaking regular physical activity by 1% per annum” until 2025 (Department of Health 2016, p.13). The need for effective strategies to achieve this population shift in physical activity was recognised. One target population within the National Physical Activity Plan comprises third-level students. Action 20 of the plan highlights a need to “develop a framework for health promoting third-level institutes or universities to include physical activity” (Department of Health 2016, p.20).

What we found from the University of Limerick scoping survey:

- › Over 90% of respondents reported that physical activity was either “Extremely” or “Very” important
- › Between 50-60% (depending on activity) of respondents indicated that walking/ swimming/ running/ cycling groups would make them more likely to participate in physical activity on campus
- › 93% of those surveyed were “aware” or “very aware” of the National Physical Activity Guidelines.
- › However only 62% of respondents indicated that they felt they were “taking enough physical activity to keep healthy”

What the objectives in the framework are:

Our objectives are is to: (i) encourage all staff and students to become regularly physically active, that is, to achieve the recommended amount of physical activity for health; and (ii) to develop existing opportunities for staff and students to ensure that everyone can achieve their optimal health or performance goal through excellent physical activity and sport.

We aim to enhance the current opportunities for sport and physical activity at UL by better communication and coordination of programmes and practices for staff and students. We will deliver a broader range of programming and opportunities for individual exercise in line with national policy and initiatives to get more people more active more often. We will support those who are already active to maintain their activity levels in the long-term. We aim to innovate in terms of our methods of engaging with physical activity, with a view to embedding physical activity within the curriculum, culture, research and teaching of the University of Limerick.

What are our expected outcomes?

- › To establish how active or inactive UL students and staff are.
- › Using data outputs to set realistic targets for increasing the number of staff and students who meet the national physical activity guidelines and to monitor progress towards achieving these targets.
- › To better coordinate and promote existing physical activity opportunities available to staff, students and the local community, with identified ‘Healthy UL’ exemplar initiatives that will reflect the partnership approach and consolidate effort towards reaching the ‘Healthy UL’ physical activity goals.
- › To create a number of new partnerships with the purpose of expanding existing opportunities for students and staff, particularly for individual exercise. Partnerships with external agencies such as the national governing bodies of sport, the local sports partnerships, Smarter Travel and other relevant agencies will be targeted.

Table 3.6. ‘Healthy People and Environments: Physical Activity

Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
3.6.1 Engage with students and staff who are inactive and uninterested in traditional service delivery options and provide programmes to assist in meeting physical activity guidelines for health <i>See Appendix B for details</i>	X	X			S	‘Healthy UL’ Manager UL Sport PESS UL Beo Marketing and Communications Physical Activity subgroup	Programme development to support physical activity communications campaign (under ‘Healthy UL’)
3.6.2 Consolidate existing and develop new programmes, where necessary, to support a physically active campus. <i>See Appendix B for details</i>	X	X	X	X	S	UL Sport ‘Healthy UL’ Manager Students’ Unions UL Beo Physical Activity subgroup	Annual calendar of events Strengthen partnerships with local sports partnerships/ national governing bodies
3.6.3 Expand the number of student sports clubs and societies to 75. <i>As per the ULSU strategy to expand the number of clubs to 75</i>	X	X			L	Students’ Unions UL Sport	To have achieved 75 clubs and societies by the end of the current ULSU strategy in 2020.

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1– 3 Years and L=Long term 3 - 5 years.

Research Opportunities

UL is a centre of excellence in health-related research. The 'Healthy UL' initiative aims to enable the establishment of a comprehensive research programme involving the health needs of student and staff in order to inform future policy development. Research opportunities derived from the 'Healthy UL' initiative will allow for a more collaborative research agenda and the opportunity to expand networks across different disciplines and domains.

We expect to contribute to the promotion of the health and wellbeing of the University community (staff, students and visitors) through the development of a sustainable research programme, which will

- › Produce and disseminate quality evidence to guide policy and health promotion in university environments
- › Deepen understanding of the determinants and modifiers of health-related behaviours in university environments
- › Promote collaboration with non-academic stakeholders (such as HSE, Department of Health, Department of the Environment, Department of Transport, Tourism and Sport, Department of Agriculture, Food and the Marine, Environmental Protection Agency, Science Foundation Ireland and safefood).

We will address the programmes of work under three core questions:

1. Why should it be done? (review and audit current campus health practices against recommendations)
2. What should be done? (evaluate causal relationships between practice and risk factors for poor health outcomes)
3. How should it be done? (produce evidence to guide interventions to address deficits in current practice)



What are the potential funding / grant opportunities

Some actions cited by each sub-group could be translated into research questions and, with University collaborative support, enable the identification of suitable funding opportunities, such as:

- › European Commission: Horizon 2020 and Horizon Europe, ERASMUS+, etc.
- › Health Research Board
- › Bank of Ireland Enablement fund and PCC student events fund (for student activities in sport, physical activity and health)
- › Government departments and agencies
- › Environmental Protection Agency
- › Irish Research Council
- › Research partnerships with industry
- › Commissioned projects from the Department of Agriculture, Food and the Marine or safefood
- › Wellcome Trust
- › Sustainable Energy Authority of Ireland

It is also anticipated that students enrolled on academic programmes will assist with research activities through project work and dissertations.

Project Deliverables

The implementation of the action items set out in this Framework will lead to the realisation of the 'Healthy UL' objectives, the ultimate deliverables of which are:

1. To improve human and environmental health and wellbeing, which are determinants of learning, productivity and engagement
2. To build on UL's strengths, identifying and supporting existing actions to improve health and wellbeing across the University
3. To strengthen relationships, partnerships and collaborations with local authorities, communities, health authorities and other partners
4. To consolidate and collectively enhance these actions, while simultaneously ensuring that UL has a comprehensive response to the Government's Healthy Ireland framework
5. To promote research, innovation and evidence-informed action

Sustainability of 'Healthy UL'

Within the 'Healthy UL' Framework 30, actions have been identified by the project team, along with the required resources, timeline, responsibility and expected outputs or deliverables for each action. The implementation of these actions will be monitored by the 'Healthy UL' Manager and the 'Healthy UL' Steering Group who will report to the Executive Committee on a quarterly basis.

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World Health Organization (2015b) Healthy diet - fact sheet. <http://www.who.int/mediacentre/factsheets/fs394/en/>

Links to Relevant Policies

Environment and Health

- › http://www.smartertravel.ie/sites/default/files/uploads/2012_12_27_Smarter_Travel_english_PN_WEB%5B1%5D.pdf
- › https://www.epa.ie/pubs/reports/waste/plans/Resource_Opportunity2012.pdf
- › <https://www.npws.ie/sites/default/files/publications/pdf/National%20Biodiversity%20Action%20Plan%20English.pdf>
- › <https://www.dccae.gov.ie/documents/NEEAP%204.pdf>
- › <https://www.dccae.gov.ie/documents/Public%20Sector%20Energy%20Efficiency%20Strategy.pdf>

Addictive Behaviours

- › <https://health.gov.ie/wp-content/uploads/2017/07/Reducing-Harm-Supporting-Recovery-2017-2025.pdf>
- › <https://health.gov.ie/wp-content/uploads/2015/03/Tobacco-Free-Ireland-Action-Plan.pdf>
- › <https://health.gov.ie/wp-content/uploads/2014/03/HealthyIrelandBrochureWA2.pdf>
- › http://espad.org/sites/espad.org/files/The_2011_ESPAD_Report_FULL_2012_10_29.pdf
- › http://alcoholireland.ie/download/reports/alcohol_health/children_young_people/21627-YoungPeopleAndAlcoholReport.pdf
- › http://www.who.int/substance_abuse/publications/global_alcohol_report/en/

Sexual Health and Wellbeing

- › <http://www.nuigalway.ie/smartconsent/>
- › <https://health.gov.ie/healthy-ireland/national-sexual-health-strategy-2015-2020/>
- › <https://www.education.ie/en/Publications/Education-Reports/framework-for-consent-in-higher-education-institutions.pdf>

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Healthy Eating

- › <https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/heal/>
- › <https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/heal/healthy-eating-guidelines/>
- › <https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/heal/calorie-posting/>
- › <https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/heal/healthier-vending/>
- › <https://irishheart.ie/your-health/our-health-programmes/healthy-workplaces/healthy-eating-award/>
- › <https://health.gov.ie/wp-content/uploads/2016/09/A-Healthy-Weight-for-Ireland-Obesity-Policy-and-Action-Plan-2016-2025.pdf>
- › <https://www.breastfeeding.ie/Uploads/breastfeeding-in-a-healthy-ireland.pdf>

Physical Activity

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- › Royal College of Physicians Ireland: Physical Activity – A prescription for a wonder drug. <https://www.rcpi.ie/policy-and-advocacy/rcpi-policy-group-on-physical-activity/>
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Appendices

- Appendix A** **Project Team and Sub-Groups**
- Appendix B** **Sub-Group Actions Relating to Awareness Campaigns**
- Appendix C** **Sub-Group Actions Relating to Intelligence and Evaluation**
- Appendix D** **Sub-Group Actions Relating to Policies/Governance**

Appendix A: Project Team and Sub-Groups

'Healthy UL' Project Team

Name	Title / Department
Prof. Catherine Woods (Chair)	Chair, Physical Activity and Health – Health Research Institute/ PESS
Dr. Audrey Tierney (Deputy Chair)	Senior Lecturer Nutrition and Dietetics, Department of Clinical Therapies
Ruth Maher	Director, Strategic Projects and Transformation
Dr. Hilary Moss	Senior Lecturer in Music Therapy, Irish World Academy of Music and Dance
Dr. Catherine Norton	Lecturer, Health Research Institute, Department of Physical Education & Sport Sciences
Bernie Quilligan	Faculty Manager, Science and Engineering
Francis McCann	Graduate & Professional Studies
Dr. Imelda Doolan	Health Research Institute / VPR Nominee
Prof. Helen Kelly-Holmes	Dean AHSS
Gary Ryan	Project Manager UL Beo
John O'Sullivan	Grounds Manager, Buildings and Estates
Jack Shelly	President Students Union
Roberta Harrington	Students Union, Welfare
Sheena Doyle	Media Relations Manager, Marketing and Communications
Dr. Colin Fitzpatrick	Co-Chair UL Environmental Committee
Dr. Deirdre O'Loughlin	Senior Lecturer, KBS Nominee
Alan Ward	Aquatics Manager, UL Sport
Bernie Quillinan	Civic Engagement Champion, UL Engage – Healthy Ireland Council Member
Dr. Declan Aherne	Head of Student Counselling
Elaine Griffin	Project Worker
Claire Kearns	Practice Nurse Manager
Michael Foley	CEO, Plassey Campus Centre
Declan Hannan	Financial Controller
Pat Rockett	Employee Relations & Equality
Alison O'Regan	Learning, Development & Equal Opportunities

Philip Thornton	Safety Officer
Prof. Fiona Farr	Dean, Teaching & Learning
Liz Dore	Librarian , EHS
Prof. Alan Donnelly	Associate Professor, PESS / Lead for Lifestyle and Health in the HRI
Aimee McKenzie	President, Postgraduate Students Union
Declan Feeney	School of Architecture (SAUL)
Peter Carroll	School of Architecture (SAUL)
Neasa O'Donnell	UL Arena, Sport & Recreation
Sean Ryan	Programme Manager, Strategic Projects and Transformation
Marie Collins	Executive Administrator, Strategic Projects and Transformation

'Healthy UL' Sub-Groups

Sub-Group: Mental Health and Wellbeing

Name	Title / Department
Dr. Hilary Moss	Senior Lecturer in Music Therapy, Irish World Academy of Music and Dance
Dr. Imelda Doolan	Health Research Institute / VPR Nominee
Bernie Quillinan	Civic Engagement Champion, UL Engage – Healthy Ireland Council Member
Dr. Declan Aherne (Lead)	Head of Student Counselling
Dr. Pat Rockett	Employee Relations & Equality
Alison O'Regan	Learning, Development & Equal Opportunities
Liz Dore	Librarian , EHS
Roberta Harrington	Welfare, Students Union
Dr. Lucy Smith	Deputy Head of Student Counselling
Dr. Barry Coughlan	Acting Director of Clinical Psychology

Sub-Group: Healthy Eating

Name	Title / Department
Dr. Catherine Norton (Lead)	Lecturer, Health Research Institute, Department of Physical Education & Sport Sciences
Jack Shelly	President Students Union
Sheena Doyle	Media Relations Manager, Marketing and Communications
Michael Foley	CEO Plassey Campus Centre
Declan Hannan	Financial Controller
Dr. Audrey Tierney	Senior Lecturer, Nutrition & Dietetics
Dr. Deirdre O'Loughlin	Senior Lecturer, KBS – research in HE
Thomas O'Shaughnessy	Disability Office
Vicky Kelly	Centre for Teaching & Learning
Dr. Mary Fitzpatrick	Centre for Teaching & Learning
Eibhlis O'Connor	Biological Sciences
Frances McCann	Postgraduate Admission, Dean GPS nominee
Dr. Annmarie Ryan	KBS & SAUL OCS

Sub-Group: Physical Activity

Name	Title / Department
Bernie Quilligan	Faculty Manager, Science and Engineering
Gary Ryan (Lead)	Project Manager UL Beo
Philip Thornton	Safety Officer
Alan Ward	Aquatics Manager, UL Sport
Prof. Alan Donnelly	PESS, Lifestyle
Prof. Catherine Woods	PESS, Chair of Healthy Campus Initiative
Roberta Harrington	Welfare, Students Union
Paul Lee	ULSU Clubs and Societies
Sean M Collins	Buildings and Estates
Jack Shelly	SU President

Sub-Group Title: Healthy Environment

Name	Title / Department
Prof. Helen Kelly-Holmes	Dean AHSS
John O'Sullivan	Grounds Manager, Buildings and Estates
Dr. Colin Fitzpatrick (Lead)	Co-Chair UL Environmental Committee
Declan Feeney	SAUL
Neasa O'Donnell	UL Arena, Sport & Recreation
Alan Ward	Aquatics Manager, UL Sport
Dr. Tadhg MacIntyre	PESS
Dr. Yvonne Ryan	Chemical Sciences
Dr. Reena Cole	Mechanical & Aeronautical Engineering
Dr. Martina Prendergast	Research
Dr. Margaret Toomey	Chief Technical Officer, GEMS
Philip Thornton	Safety Officer
Pat McMahan	Buildings and Estates

Sub-Group: Sexual Health and Wellbeing

Name	Title / Department
Claire Kearns	Practice Nurse Manager
Prof. Fiona Farr (Lead)	Dean, Teaching & Learning
Aimee McKenzie	President, Postgraduate Students Union
John O'Rourke	PCC
Dr. Susan Leahy	Law School
Sarah Gibbons	Student Engagement/Teaching & Learning
Dr. Carmel Hannan	Lecturer in Sociology
Seán Baily Whyte/ Jenny Hannon	Student Information and Support Coordinator, SU
Dr. Lucy Smith	Deputy Head of Student Counselling

Sub-Group: Addictive Behaviours

Name	Title / Department
Therese Hennessy (Lead)	School of Nursing and Midwifery
Elaine Griffin Nikki O'Halloran	Project Workers, Drugs & Alcohol Third Level Task-force Mid-West
Claire Kearns	Practice Nurse Manager
Aimee McKenzie	President, Postgraduate Students Union
Roberta Harrington	Welfare, UG Student Union
Dr. Pat Rockett	Human Resources
Christina Geary Seán Baily Whyte/	Counselling
Jenny Hannon	Student Information and Support Coordinator, SU
Ellen Fitzmaurice	PCC Representative

Appendix B: Sub-Group Actions Relating to Awareness Campaigns

Subgroup Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
<p>Physical Activity Developing programmes to support a physically active campus</p> <ol style="list-style-type: none"> We will create partnerships with national governing bodies and the Limerick Local Sports Partnership to have UL versions of national programmes such as Get Ireland Walking/ Swimming/ Cycling/ Running as proposed in the National Physical Activity Plan Peer mentoring, coaching and sport leaderships development programmes Development of awareness campaigns and programmes around a small number of key events to raise awareness of all of the opportunities on campus. Develop an internal platform for the 'Healthy UL' initiative, such as an App (e-Health & extra mural activities) Points system with rewards (potentially credit rewards) for engagement in healthy actions. Create open access activities such as "Drop in and Play" events Develop intra mural sports competitions Continue and promote UL transforms 	X	X	X	X		UL Sport 'Healthy UL' Manager Student' Unions UL Beo Physical Activity sub- group	Create and deliver an annual calendar of events and initiatives with associated action plans by end of semester 1 in year 1 of this plan and before semester 1 begins in subsequent years. Agree a number of partnerships with local sports partnerships and relevant national governing bodies to deliver on campus
<p>Physical Activity We will have a particular focus in our programming and communications on connecting with those who do not currently or have limited participation in physical activity. This will be a particular focus of the programmes we will support/ develop</p>	X				S	'Healthy UL' Manager UL Sport PESS UL Beo Marketing and Communications Physical Activity sub group	Within six months of the approval of this plan launch a communications campaign to promote physical activity, particularly aimed at the most sedentary, highlighting the benefits and directing them to the most relevant activities and programmes on campus
<p>Healthy Eating Recommendation for the use of educational material developed for, and promoted through a variety of appropriate online platforms including dedicated UL healthy eating webpages, and linked social media sites coordinated by the 'Healthy UL' Manager</p>	X	X	X		L	'Healthy UL' Manager Healthy Eating sub-group members PCC UL Catering Committee	Launch of digital marketing to support point of selection education

Subgroup Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
<p>Sexual Health and Wellbeing Create a UL webpage and on-line resource centre, as a one-stop location for all resources related to sexual health and wellbeing</p>	X	X			S - M	'Healthy UL' Manager Students' Unions HSE	<ol style="list-style-type: none"> Development and maintenance of webpage. Annual staff and student review of profile, impact and effectiveness of website.
<p>Addictive Behaviours On the 'Healthy UL' webpage include information on tobacco, alcohol, drugs and gambling e.g. help lines, support groups and advice on staying safe</p> <p>Survey and audit to ensure that it is effective</p>	X		X		S - M	'Healthy UL' Manager Sub-group members supervising the audit team Equality & Diversity	Website Survey/audit report
<p>Addictive Behaviours Provide access to resources to increase self-awareness</p> <p>Recommendation for the use of educational material developed for, and promoted through a variety of appropriate online platforms including dedicated 'Healthy UL' webpages, and linked social media sites coordinated by the 'Healthy UL' Manager</p>	X		X		M	'Healthy UL' Manager	Clearly advertised on 'Healthy UL' web page

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

Appendix C: Sub-Group Actions Relating to Intelligence and Evaluation

This will require a detailed audit system (intelligence) and a research plan (ongoing monitoring), with clearly defined research questions, research programme and budget identified. Potential funding mechanisms within UL, such as the establishment of 'Healthy UL' postgraduate scholarships to be supported. Funding mechanisms beyond UL to be identified and targeted. This research plan will span the lifetime of the 'Healthy UL' project and align to UL's strategic objectives

Subgroup Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
Physical Activity Create a research and evaluation programme (Undergraduate/Postgraduate/ Customer Surveys) to: <ul style="list-style-type: none"> - Map current levels of physical activity - Conduct a needs assessment of students and staff - Understand the barriers and enablers to participation - Monitor the lifecycle of student engagement with sports clubs. 	X	X			S - M	PESS 'Healthy UL' Manager UL Sport Students' Unions UL Beo Physical Activity sub-group	Produce an annual report of research undertaken. This report should include annual trends and in the case of monitoring lifecycles of student engagement year on year data.
Healthy Eating Comprehensively audit current food, drinks and meal offerings campus-wide (incorporating restaurants, cafes, shops, vending machines, drinking water fountains) with respect to cost, availability and nutritional value. USDA HSEA auditing tools working collaboratively to inform audit processes Validated dietary analysis system will be used to analyse nutritional value of meals and foods available Feedback to vendors will recommend the incorporation of a traffic light system.	X		X		M	'Healthy UL' Manager Healthy Eating sub-group members supervising the audit team (facilitating translational applied research for our current postgraduate community MSc Dietetics, MSc Sports Performance students) PCC	Audit Report completed
Healthy Eating Assess the availability of, and requirement for, food for specific populations e.g. specific to culture (halal / kosher) or dietary restrictions (coeliac, vegetarian etc.) <ul style="list-style-type: none"> - Survey and Audit 	X				M	'Healthy UL' Manager Healthy Eating sub-group Disability Office International Office Equality & Diversity Committee PCC	Audit Report completed

Subgroup Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
Healthy Eating Research opportunities	X		X	X	S, M & L	Faculty of Education & Health Science Department of Health Department of Education and Skills Department of Agriculture, Food and the Marine Health Services Executive Food Safety Authority of Ireland safefood Irish Nutrition & Dietetic Institute Institute of Public Health in Ireland Health Research Board Other academic institutions	Funding awarded, research conducted and disseminated
Mental Health and Wellbeing Assess the viability of setting up a centre for research into mental health on third-level campuses, identifying all current research into mental health across the University. Identify international best practice in this area and areas for future research.	X	X			M	UL ÉIST Academic departments	More research
Addictive Behaviours Pilot and evaluate drug/alcohol/gambling drop-in service. Pilot and evaluate an online support service for drug/alcohol/gambling/tobacco use.					M	Sub-group members Relevant Stakeholders	Pilots evaluated by sub-group members.

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.

Appendix D: Sub-Group Actions Relating to Governance/Policies

This will require a detailed audit system (intelligence) and a research plan (ongoing monitoring), with clearly defined research questions, research programme and budget identified. Potential funding mechanisms within UL, such as the establishment of 'Healthy UL' postgraduate scholarships to be supported. Funding mechanisms beyond UL to be identified and targeted. This research plan will span the lifetime of the 'Healthy UL' project and align to UL's strategic objectives

Subgroup Proposed Action	Resource Implications*				Timeframe (S, M, L)**	Lead Responsibility Partners	Outcome/Deliverable
	H	F	E	O			
Sexual Health and Wellbeing Develop a UL Sexual Health and Wellbeing Policy and Implementation Plan (to include a protocol for crisis situations)	X	X	X	X	S - M	'Healthy UL' Manager Students' Unions Student Affairs HSE	1. Design and endorse Sexual Health and Wellbeing Policy with accompanying implementation plan. 2. Annual review of metrics/ goals in implementation plan.
Healthy Environment Develop a policy to divest all financial holdings from fossil fuel investments (if any)					S	Finance	GA resolution not to hold stock in fossil fuel companies
Addictive Behaviours Develop a University policy for alcohol, drugs, tobacco use and gambling for staff and students						Human Resource Students' Union	Publication of policies for a) Student b) Staff Both are in accordance with best practice and national strategies AND Both should focus of reducing stigma and increasing availability for support
Addictive Behaviours Create guidelines/protocol for crisis situations in relation to drug and alcohol misuse Liaise with the UL protocol crisis management group to ensure that drug/alcohol crisis issues are addressed	X	X			M	'Healthy UL' Manager Major Emergency Plan Stakeholders	Inclusion of responses to drug and alcohol crisis events e.g. overdose on UL protocol

*Note: Under resource implications: H=Human, F=Financial, E=Environmental and O=Organisational. Under timeframe: S=Short term 6 -12 months, M=Medium term 1- 3 Years and L=Long term 3 - 5 years.



