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Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



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NATIONAL FORUM
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Higher Education

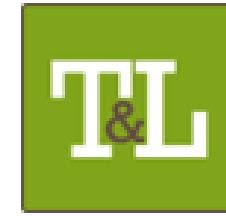
Healthy Campus

Charter and Framework
Ireland



Supporting a whole campus approach to a
healthy campus: Developing an online open
course.

Background to course proposal



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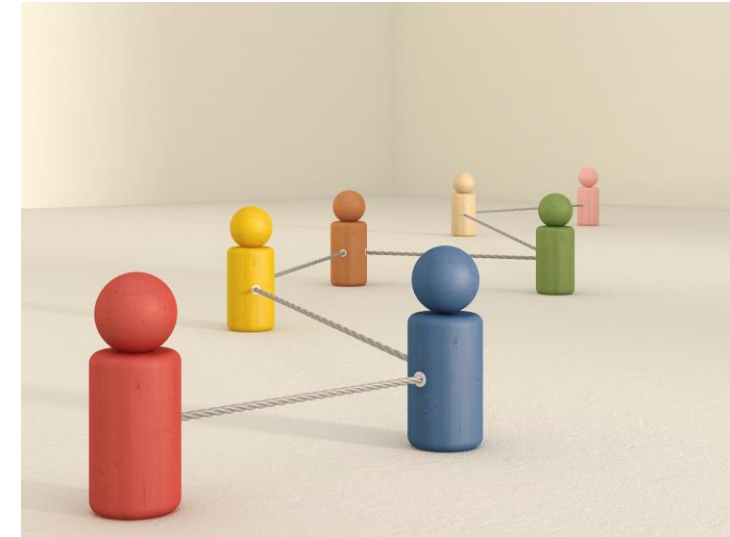
Thank you to the National Teaching and Learning Forum, Higher Education Authority of Ireland for funding to support the development of the course and for hosting the course.

Key enablers

National Healthy Campus Network
National Healthy Campus Coordinator

Where I “fit”

Director of Online Education
Physiotherapist



Our Team - Seven HEIs 25 campuses

- Learning Technologist: Caitilin Kane
- Research Assistant: Katerina Drakos
- Healthy Campus Coordinator: Caroline Mahon
- TCD: Catherine Darker
- University of Limerick (UL): Catherine Norton.
- Royal College of Surgeons Ireland (RCSI): Fabian Sweeney
- University College Dublin (UCD): Celine Murrin
- University College Cork (UCC): Áine O'Donovan
- Technological University Dublin (TU Dublin): Teresa Hurley
- Atlantic Technological University (ATU) Donegal: Sharon Ferguson
- ATU Sligo: Yvonne Kennedy

Course Proposal



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Gap noticed with regards to systems-based approach to healthy campus movement

Funding Granted – Dec 2023

Stakeholder consultation – We asked what was needed, how can an online course help you to achieve a whole campus approach to a healthy campus – what can we do for you and how should we do it?

Results informed the design and content of the course

Research assistant hired

Developing the course March - September 2024

ABC design

	A	B	C	D	E	F
1	Session	Module Name	Learning Outcomes			
2			1	2	3	4
3	1	What is healthy campus and why is it	X	X		
4	2	Evidence	X	X		
5	3	Common needs	X		X	
6	4	Plan for success			X	X
7	5	Wheels in motion		X	X	X
8	6	Summary			X	X
9		Total sessions covering the LO	3	3	4	3
10						
11		Module Learning Outcomes				
12		1. Know why being a "health-promoting campus" matters.				
13		2. Understand the Okanagan Charter				
14		3. Articulate how the campus physical and social environment plays a role in becoming a health-promoting campus?				
15		4. Advocate for a collective impact framework, campus master plans, and policies for creating well-being in settings, communities, and individuals.				
16						
17		TOPICS TO INCLUDE				
18		Healthy Campus Framework Categories				
19		Healthy Campus Process	Whole Campus Approach	Topic	Considerations for every session	Stakeholder points to include
20		Commit	Leadership Strategy & Governance	Alcohol	Students	Leadership
21		Coordinate	Campus Environment (Facilities & Services)	Substance Misuse	Staff	Senior Management engagement
22		Consult	Campus Culture & Communications	Healthy Eating / Food	Wider community	Competency development
23		Create	Personal & Professional Development	Mental Health & Wellbeing	Individual cases to relate to real world issues	Project management
24		Celebrate & Continue		Sexual Health & Wellbeing	Whole system approach	
25				Tobacco Free Campus		
26				Physical Activity / Active Transport		
27				Wellbeing on the Curriculum		
28				Health & Sustainability		

LO's and map session outcomes | Assessment and Rubric | ABC Learning Actv | Mapping | + | : | ◀ ▶

Developing the course March - September 2024

ABC design

Open course (25 student hours)	Mapping Previous Knowledge Activities	Acquisition	Collaboration	Discussion	Investigative	Production	Practice	healthy campus proc	Whole cam	Topic	Population Gro	Stakeholder poin	LO's
Session 1 : Background on healthy campus including details of the Healthy campus charter, and how this relates to other policies and networks including Slaintecare and Healthy Ireland at a national level and the Sustainable Development Goals and Okanagan Charter at an international level.			x	x				Commit		Personal and Professional Development			1 and 2
Post Session 1 Activities				x	x	x							
Formative Assessment Moments						x							
Pre Session 2 Activities		x											
Session 2 : The evidence supporting healthy university campus initiatives will be examined to reinforce the mechanisms of change required and potential rewards to be reaped from effective implementation of healthy campus charter and framework. A systems based approach – theory underpinning that.			x	x				Coordinate		Campus environment		Project management	1 and 2
Post Session 2 Activities				x	x	x							
Formative Assessment Moments						x							

Supporting a Whole Campus Approach to a Healthy Campus

Duration
25 hours

Available as
Self-Study

[Overview](#)[You'll Learn](#)[Developers](#)[Enrollment](#)

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▼ **Introduction and welcome**

- Announcements

▼ **Step 1: Commit. What is ...**

- Introduction
- Asynchronous Knowledge ...
- Case Study
- Call to Action

▼ **Step 2: Co-ordinate and e...**

- Introduction
- Asynchronous Knowledge ...
- Case Study
- Call to action



[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▼](#)

Introduction and welcome



[Mark as done](#)



Conclusion

Empower participants to

- Champion health promotion
- Addressing critical health issues within a campus context
- Leverage collaborative, peer-based and transdisciplinary learning
- Support the effective adoption of the Healthy Campus Framework

Now available as a self-directed course.



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Healthy Campus

Charter and Framework Ireland



Thank you

Facilitator Training Session 2 webinar

Background: This project outlines the creation of an open online course designed to support the implementation of Ireland's Healthy Campus Charter and Framework across higher education institutions (HEIs). By fostering a systems-based, whole campus approach, the course aims to equip HEI's with the knowledge and skills needed to promote sustainable health initiatives. Aligned with Sustainable Development Goals 3, 4, 11 and 17, this course addresses the growing demand for health-promoting campuses.

Methods: Seven Irish HEIs, encompassing 25 campuses collaborated on course design, involving experts in public health, education, and campus wellbeing. Extensive stakeholder consultations with students and staff ensured the course addressed key challenges in health promotion implementation. The development phase, conducted between March and September 2024, prioritised alignment with real-world needs across diverse campus environments.

Results: Structured as a six-week course, participants engage with asynchronous learning materials, live online sessions, and peer-supported learning in small groups. Core topics include health promotion, the Okanagan Charter, and strategies for applying collective impact frameworks on their campuses. The course's inaugural run saw 77 participants, from Ireland and abroad, spanning academic staff, administrators, student leaders, and international health promotion professionals. An optional three-week "facilitator training" equips participants with course materials to enable them to lead the course at their institution, ensuring sustainability and broader reach.

Conclusions: This course empowers HEI stakeholders to champion health promotion, addressing critical health issues within a campus context. By leveraging collaborative, peer-based and transdisciplinary learning, this course supports the effective adoption of the Healthy Campus Framework. Using collaboration, peer learning, and transdisciplinary approaches, the course supports participants in developing strategies to implement health promotion initiatives tailored to their campus environments. Future evaluations will explore participant satisfaction with the course and its impact, contributing to scalable, accessible resources for HEIs to effectively meet contemporary challenges including increasing mental, physical, and environmental health concerns.

