

Health Promotion Program Action Plan 2026-2028



January 2026



THE UNIVERSITY OF
MELBOURNE

Table of Contents

Health Promotion Program Action Plan 2026-2028	0
Acknowledgment of country	2
Executive Summary.....	2
Background.....	3
Needs and situational assessment.....	3
Consultation process	6
Program overview.....	6
Program Pillars	7
Staffing and governance structure.....	8
Prioritised actions	9
Monitoring and evaluation.....	13
References	18

Acknowledgment of country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledges in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

In making this Acknowledgment of Country we commit to respectful and responsible conduct towards all others according to the Traditional lores of this land, particularly at times of formal ceremony.

Executive Summary

The Health Promotion Program (HPP) at the University of Melbourne is funded as part of the University's partnership with Bupa through the Healthier University Fund (HUF). The HUF enables the development of the HPP to plan, deliver, and evaluate programs, activities and services across the student health and wellbeing continuum – from primary prevention, education and promotion of health services and support.

The HPP aims to cultivate a culture that promotes and enhances a holistic approach to health, wellbeing, and social connectedness, empowering students with the knowledge and skills to thrive during their studies and throughout their lives beyond university. This is delivered through a multi-stream program that seeks individual, community, structural, and systems change across several student health priority areas at the university. The program builds on key principles that are outlined in the current funding agreement and is guided through a consultation process, involving key stakeholders and representation from various staff and students across various departments, faculties and student groups.

This action plans takes into consideration current University of Melbourne strategies and action plans, and the introduction of the new national code on Gender Based Violence (GBV) that interlink closely with health and wellbeing of students and covers the period for 2026-2028. This Plan presents a light revision and extension of the 2023-2025 Health Promotion Program Action Plan. Given that the previous plan remains largely relevant and continues to align with the University's strategic priorities and community health needs, this updated version focuses on minor amendments and targeted refinements rather than a complete redesign, noting the Federal Governments introduction of the new GBV code. The purpose of this review is to ensure continued progress over the next three years, incorporating updated evidence, stakeholder feedback, and emerging health trends while maintaining the core objectives and approaches that have proven effective to date. The purpose of this review is to ensure continued progress over the next three years, incorporating updated evidence, stakeholder feedback, and emerging health trends while maintaining the core objectives and approaches that have proven effective to date.

The proposed responds to key health related issues students are facing, and seeks to engage student voice in institution-wide health promotion.

The plan includes a summary of recent equity-focused needs and situational assessments, the consultation process, an overview of the identified health focused program pillars, prioritised actions and activities, and a framework for monitoring and evaluation. The plan has focused on ambitious and cost-effective approaches to program implementation and service delivery.

Background

The current five-year University of Melbourne / Bupa partnership agreement covers the period 2021-2026. The 2026-2028 Plan has been designed to remain adaptable and responsive, recognising that the existing agreement is due to expire in 2026 and may be amended during this timeframe.

The current funding agreement is guided by agreed key principles that shape the HPP development, delivery, and evaluation. These key principles are detailed in Table 1.

Table 1: Key principles underpinning the HUF funding agreement

Key principle	Summary
Needs-based	Initiatives must address a need (or needs) identified in a recent assessment of the student population.
Broadest reach	A high percentage of the student population can benefit from the initiative.
Student co-design	Initiatives can be (or already have been) designed in partnership with student representatives.
Value for money	The estimated costs of the initiatives are competitive when compared with alternative delivery options.

Governance, decision-making, and funding allocations for the Healthier University Fund are led by the Healthier University Fund Governance Group, comprising the membership outlined across Tables 2.

Table 2: The Healthier University Fund Governance Group membership

Position Title	Departmental Affiliation	Org
Director, Wellbeing Services	Student Success – Students and Scholarly Services (SASS)	UoM
Manager, Health Service	Student Success, SASS	UoM
Head, Counselling and Psychological Services	Student Success, SASS	UoM
Health Promotion Manager	Student Success, SASS	UoM
Senior Partnerships Manager	International and Corporate Partnerships	Bupa
Health and Wellbeing Specialist	International and Corporate Partnerships	Bupa

Needs and situational assessment

This 2026-2028 Plan presents a light revision and extension of the 2023-2025 Health Promotion Program Action Plan. This version focuses on minor amendments and targeted refinements rather than a complete redesign of the program deliverables. The purpose of this review is to ensure continued progress over the next three years, incorporating updated evidence, stakeholder feedback, and emerging health trends while maintaining the core objectives and approaches that have proven effective to date.

The University of Melbourne is committed to supporting student health and wellbeing from a holistic approach and improving their experience, inclusiveness and connectedness at university. This commitment has seen the development of various frameworks, policies and plans that interlink closely with health and wellbeing of all students. As such, these documents and evidence base have guided the development of this action plan, accompanied with a strong multi-method consultation process.

These guiding documents include:

- Advancing Melbourne (2030)
- Anti-Racism Action Plan 2024 – 2027
- Diversity and Inclusion Strategy (2030)
- National Student Safety Survey (2025)
- Okanagan Charter - an international charter for health promoting universities and colleges
- Orygen Mental Health Framework
- Respect Action Plan 2025-26
- Student Wellbeing and Mental Health Framework now incorporated into the Advancing Students in Education Strategy (2023-2030)
- Sustainability Plan 2030
- The National Higher Education Code to Prevent and Respond to Gender Based Violence
- Towards a Health Promoting University study
- Uni Student Wellbeing Survey Summary Report 2024

In particular, the [Towards a health promoting university](#) research, represents a substantial recent assessment of students' health and wellbeing needs at the University of Melbourne following a survey conducted in 2019 with follow up surveys during the pandemic. The research highlighted several key issues relating to personal, social, and structural dimensions of how University of Melbourne students experience health with exacerbated impacts throughout the pandemic. These include the following findings:

- One in three students reported experiencing stressors during their time at university, and these experiences contributed to poorer outcomes in mental wellbeing and academic performance, with one in five reporting a mental health disorder;
- Domestic and international students both experience increased risk of mental ill health, sexual harm, discrimination and bullying, financial stress, food insecurity and stressors relating to academic commitments;
- International students demonstrated lower levels of awareness of health services than domestic students;
- Cultural and social factors intersect as additional stressors for international students, including fewer social support structures, the process of adapting to a new culture, difficulties with English language communication, and higher rates of race-based discrimination.
- Only 7% of international and 13% local students had the recommended five servings of vegetables and 43% of international and 52% of local students had the recommended servings of fruit each day;
- One in four local students and one in five international students did the recommended 30 minutes of moderate exercise on five or more days each week and one third were an unhealthy weight;
- 61% of local students reported hazardous alcohol use during the past year compared to 31% of international students and 25% of local students reported illicit drug use during the past year compared to 6% of international students;

- 43% of students experienced loneliness while at university¹.

A follow up survey completed during 2020 demonstrated substantial deterioration of the situation, with students' experience of health and wellbeing worsening in multiple areas including depression, anxiety, social support and food security. This deterioration was particularly worse for international students². Although deterioration occurred during the pandemic, the experiences were present pre-pandemic and were having ongoing and lasting effects requiring redress.

The University of Melbourne's *Student Wellbeing and Mental Health Framework*, developed in 2022, provided key recommendations to approach the high rates of mental illness affecting tertiary students. The Framework is built upon a strong evidence base, involving a review of current research and best practice accompanied by extensive consultation with academic experts, students and staff. The best practice review identified key themes that commonly form part of institution-wide strategies for student wellbeing and mental health across the international higher education sector. These include

- increasing psychological literacy to develop a university community and culture that is supportive of wellbeing and mental health,
- having clear leadership and alignment of policy and practice to ensure a 'whole-of university' approach,
- creating wellbeing-supporting learning environments within and outside the classroom,
- ensuring resources and services are accessible, inclusive, meet the needs of vulnerable cohorts and reduce barriers such as perceived stigma, and
- developing the knowledge and skills of students and staff to empower them to care for their own wellbeing and mental health³.

This HPP action plan aligns closely with the *Student Wellbeing and Mental Health Framework*. The plan draws on these recommendations, involving collaboration with the team implementing the associated actions from the framework.

The recent *Uni Student Wellbeing Survey Summary Report 2024* showed 42.8% of students across Australia were experiencing mental health or wellbeing difficulties, with 15.4% experiencing both high distress and low wellbeing⁴.

Other key learnings emerged from the consultation process outlined in section two, informing some of the activities and considerations in further planning, including:

- Social connection and social isolation play a large role in students overall wellbeing and connection to the University and should be embedded throughout the program;
- There is a strong sense of perceived stigma associated with help-seeking and service access, particularly with international students;
- Intersectionality plays a key role in access to services and health outcomes, demonstrating a need to tailor activities and programs to reach a broader section of the student population;

¹ Sancı et al., *Towards a health promoting university*, The University of Melbourne, 2020.

² Russell M. et al., *The Change in mental health across the COVID-19 pandemic for local and international university students in Australia: a cohort study*, 2022.

³ The University of Melbourne, *Building a Wellbeing Supporting Community: The University of Melbourne Student Wellbeing and Mental Health Framework*, Melbourne, 2022

⁴ Baik C. et al., *Uni Student Wellbeing Survey Summary Report 2024*, Centre for the Study of Higher Education, The University of Melbourne.

- Students engage more with student-driven activities, showing value in student co-design and partnership opportunities with student-led groups.
- Sufficient forward planning and a strong focus on communications across the university is required to increase likelihood of departments and faculties to engaging with the program.
- The HPP requires a stronger brand presence to engage more of the university community.

Health is defined as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”⁵. The concept of health promoting universities is guided by the health promoting principles of the Ottawa Charter (1986) and since been revised at the 2015 International Conference on Health Promoting Universities and Colleges in Okanagan, Canada.

Consultation process

A comprehensive consultation was undertaken during the 2023–2025 planning period to inform the development of the previous Health Promotion Action Plan. Details of that extensive consultation process can be found in the earlier plan. For this update, a light consultation approach was adopted to ensure the plan remains current and relevant while recognising that the existing framework continues to meet the University’s health promotion priorities. Input was gathered through engagement with the three advisory groups, staff feedback, and responses from Peer Health Advocates (students) via a targeted survey. In addition, a desktop audit of recent activities, outcomes, and emerging evidence was conducted to guide minor amendments and confirm alignment with ongoing initiatives.

Program overview

The following guiding statements outline the foundation and direction of the HPP.

Problem statement: Students lack the health knowledge and awareness of services to make informed decisions about their health which can negatively impact their mental health, physical health, social health and experience at university.

Vision: To cultivate a culture that promotes and enhances a holistic approach to health, wellbeing, and social connectedness, empowering students with the knowledge and skills to thrive during their studies and throughout their lives beyond university.

Goal: Students at the University of Melbourne are equipped with the information, resources and support required to make informed choices about their health, engage in healthy behaviours, and foster connections within the university community.

Objectives:

1. Inform, promote and support the engagement in positive health behaviours and practices among students,
2. Increase awareness of support resources and services available and reduce barriers to access (such as stigma around help-seeking), so students access support and make informed choices that enhance their health;
3. Promote and support engagement in sustainable and health-promoting environments that optimise social connection and belonging.
4. Partner and collaborate across the University of Melbourne community, with a strong commitment to student co-design and leadership (departments, faculties and student groups) to create, support, amplify action that provides a more coordinated approach to health and wellbeing;

⁵ Ottawa Charter for Health Promotion, WHO, 1986.

5. Engage with a range of student cohorts in various settings to increase reach and address issues affecting diverse and vulnerable groups, taking greater account of intersectional factors;
6. Promote integration of health and wellbeing within the university's plans and policies.

Target audience: The HPP supports all students at the University of Melbourne and the communities within that. Recognising the diversity of the student population, the program applies an intersectional lens to its activities to ensure effective reach and meaningful engagement. This approach encompasses domestic and international students; undergraduate and postgraduate cohorts; students with disabilities; and those from culturally and linguistically diverse (CALD), First Nations, and LGBTIQ+ communities.

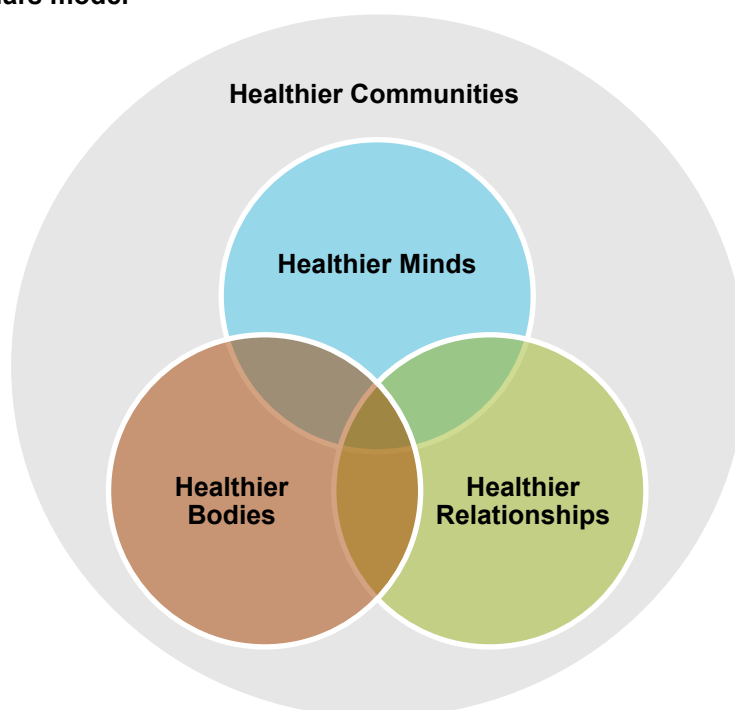
Program Pillars

Taking into consideration the guiding frameworks, research and program consultation, four pillars will continue guide the HPP for the next three years. These pillars are outlined and detailed in Table 3, and a model to visually conceptualise the relationship between them is illustrated in Figure 1.

Table 3: Program Pillar overview

Pillars	Summary
Healthier Minds	The Healthier Minds pillar focuses on promoting mental wellbeing across the student population. This approach considers the range of factors that influence wellbeing, including environmental, structural and social factors, as well as health literacy.
Healthier Bodies	The Healthier Bodies pillar promotes supporting healthier behaviours related to nutrition, physical activity, alcohol, smoking, vaping, and other drug use among the student population.
Healthier Relationships	The Healthier Relationships pillar focuses on fostering safer experiences and practices among students in relation to sex, sexuality, relationships, and sexual health, while also promoting messages of respect and safety.
Healthier Communities	The Healthier Communities pillar focuses on facilitating students' awareness and knowledge about how equity, diversity, and social justice shape health outcomes based on the social model of health. This area will create opportunities to identify and seek to address inequities among the student population and target action.

Figure 1: HPP pillars model



Staffing and governance structure

The HPP sits within Student and Scholarly Services (SASS) in the Student Success team. The governance and staffing structure of the program is detailed in Table 4 below.

Table 4: Staffing and governance details

Group	Details
HUF Governance Group	Comprising of UoM staff and Bupa representatives, the Governance Group provides support and required approvals for the HPP and meet quarterly.
Staff	Health Promotion Manager (1FTE) and Health Promotion Officer (1FTE) manage and coordinate all activities with the HPP.
Student casuals (Health Promotion Student Leaders)	Health Promotion Student Leaders are UoM students that are employed as casuals to provide necessary support to HPP. This includes input to program design, coordination and evaluation.
Pillar advisory groups	Comprising of UoM staff, academics and students. Three advisory groups are set up to provide support, advice on activities for the three pillars: <ul style="list-style-type: none"> • Healthier Minds • Healthier Bodies • Healthier Relationships Intersectionality and the Healthier Communities pillar is embedded across the three pillars. Meetings will be held three times a year, chaired by the HPM.
Peer Health Advocates (PHAs approx. 30 volunteers recruited annually)	PHAs are a group of students from a range of faculties that share a passion for health and wellbeing. They are recruited at the start of each calendar year and are the face of the program. They provide valuable assistance with planning and delivery of programs and events. All PHAs attend Mental Health First Aid training, receive professional development and learn about the latest health information, initiatives and services available for students.

Prioritised actions

The proposed activities driving the program over the next three years are detailed in Table 6 below. The action plan will involve ongoing monitoring and evaluation of activities and ability to pivot year to year based on needs and evidence. Any changes to the plan will be consulted and reported on a quarterly basis.

Table 5: Program activities

Activity/Program	Pillar and objective alignment	Resources required	Time frame
Safer Sex Practices Program: Free contraception and relevant sexual health information for students.	Pillar: Healthier relationships Objectives: 1, 5	<ul style="list-style-type: none"> • Bulk orders of products • Collateral and promotions • Information and other resources in collaboration with Bupa: safer sex practices, sexual and reproductive health, STIs, testing etc. • Postage • 'Packing parties' with PHAs • Incentives 	Service ongoing
Deliver cooking workshops in partnership with the university community to address cooking skills and improve healthy eating. A focus on different skills, cuisines and tailored approaches to different cohorts.	Pillar: Healthier bodies Objective: 1, 3, 4, 5	<ul style="list-style-type: none"> • Incentives • Ingredients and supplies • Comms and promotions • Student casuals 	Events occurring throughout each year

		<ul style="list-style-type: none"> • Healthy eating webpage 	
<p>Develop, maintain and promote health education campaigns, student led videos/reels and content relating to healthy behaviours (i.e. Wellbeing literacy campaign and the Student Health and Wellbeing Digital Hub, healthy eating webpage, sexual health, physical activity, green spaces etc)</p>	<p>Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities</p> <p>Objective: 1</p>	<ul style="list-style-type: none"> • Content creation, graphics and resources • Student Communications • Incentives, supplies 	Ongoing
<p>Promote, support and run events for Health awareness days: Respect at Uni Week, Uni Mental Health Day, Men's Health Week, R U OK? Day, Wear It Purple Day, Dental Health Week, Women's Health Week, Mental Health Week, World No Tobacco Day, Sexual Health Week, and key academic dates (Orientation, and SWOTVAC and Exams) including opportunities for social connection and belonging.</p> <p>Note: Events and campaigns will vary in budget and size and will be planned with PHAs annually.</p>	<p>Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities</p> <p>Objective: 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> • Annual calendar of health awareness dates for distribution and assist promotions • Event materials and equipment • Promotional materials • Incentives • Activations • Merchandise (UoM and Bupa) • Catering 	Occurring annually with evaluation forming activities in the following year

<p>Partnerships and collaborative projects addressing a range of health concerns including:</p> <ul style="list-style-type: none"> • Thorne Harbour: Connect HIV testing kit vending machines • VicHealth: Addressing and raising awareness of harms of vaping • Smartraveller: partying safe while overseas (alcohol and AOD) • Physical activity opportunities • Exploring provision of period products across campus • Bupa: Navigating the health care system and OSHC • Bupa: Empower to Employ addressing career and employability opportunities • Respect/consent activities including a focus on prevention of GBV related initiatives 	<p>Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities</p> <p>Objective: 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> • Event materials and equipment • Promotional materials • Incentives • Student Communications 	<p>Ongoing</p>
<p>Health Promotion Grant Scheme (partnership with Student Participation via SmartyGrants). Grants available for staff and students to run student facing activities with a health promotion lens (certain criteria to be provided). Governance of the grants through the HPP.</p>	<p>Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities</p>	<ul style="list-style-type: none"> • Pool of funding available with specific criteria related to health promotion program objectives • SmartyGrants platform – Student Participation Team • HPP guiding documents • Selection panel incentives 	<p>Annually</p>

	Objective: 1, 2, 3, 4, 5, 6		
Peer Health Advocate Program: Student volunteers to provide peer to peer support, education and raise awareness.	Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities Objectives: Objective: 1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Peer Health Advocates (approx. 30 per year) • Training and induction • Incentives • Event supplies • Catering • Resources • Communications platform 	Yearly recruitment
Continue to build profile of HPP amongst UoM faculties and departments to facilitate engagement and integrate health promoting activities	Pillar: Healthier Minds, Healthier Bodies, Healthier Relationships, Healthier Communities Objective: 3, 5	<ul style="list-style-type: none"> • Branding and promotional materials (e.g. pull-up banners, posters, collateral etc) • Presentations and partnerships 	Ongoing

Monitoring and evaluation

The monitoring and evaluation plan will review both outputs (direct product: action, activities, engagement etc.) and where possible, outcomes (measurable results: added value, change in awareness and behaviour etc.). The development and implementation of activities, and the factors that may have influence its success, will also be continually monitored. Table 6 outlines the preliminary approach to monitoring and evaluation for each of the activities and programs. It is noted that assessing outcomes and changes in health behaviours at this level are challenging to determine and to correlate to the HPP.

Table 6: Monitoring and evaluation plan

Action / Initiative	Expected Outputs	Output Indicators	Expected Outcomes	Outcome Indicators	How/when to measure
Safer Sex Practices Program	<ul style="list-style-type: none"> Ongoing maintenance, bulk ordering, and packing of supplies Distribution and mailing of safer sex supplies Multi-method promotion through student communication channels and partnerships Delivery of safer sex education Integration of respect and safety messaging 	<ul style="list-style-type: none"> Number of orders received and distributed Number of students engaging with educational content and quiz Number of promotional avenues and frequency PHA 'packing parties' 	<ul style="list-style-type: none"> Higher levels of students' self-reported awareness, knowledge, and skills with respect to safe sex, and sexual and reproductive health Increase in students engaging in safer sex practices 	<ul style="list-style-type: none"> Rates of students' pre- and post-program survey and evaluation completion - Changes in students' self-reported awareness, knowledge, and confidence with respect to safer sex practices 	<ul style="list-style-type: none"> Ongoing monitoring of distribution Qualtrics feedback survey ongoing
Cooking workshops	<ul style="list-style-type: none"> Cooking workshops with a skill building focus on different skills, 	<ul style="list-style-type: none"> Number of cooking workshops delivered 	<ul style="list-style-type: none"> Higher levels of self-reported skills and confidence in 	<ul style="list-style-type: none"> Self-reported levels of awareness, knowledge, and skills in cooking and eating 	<ul style="list-style-type: none"> Qualtrics feedback survey

	<p>cuisines and tailored approaches to different cohorts.</p> <ul style="list-style-type: none"> • Connection and promotion to the Healthy eating webpage for student to access resources and recipes 	<ul style="list-style-type: none"> • Number and engagement of students at sessions • Number of resources and incentives distributed • Engagement with webpage and resources 	<p>cooking and eating healthier</p> <ul style="list-style-type: none"> • Students adopting the cooking skills and healthy recipes to use at home 	<p>healthier in pre- and post-activity evaluations</p>	<p>post demonstrations</p> <ul style="list-style-type: none"> • Qualitative feedback at sessions • Website analytics
<p>Health education campaigns, student led videos/reels and content relating to healthy behaviours</p>	<ul style="list-style-type: none"> • Student Health and Wellbeing Digital hub promotion/ campaign: targeted to mental health literacy and help seeking • Videos, content and resources targeted to a range of health topics including healthy eating, sexual health, physical activity, green spaces etc 	<ul style="list-style-type: none"> • Number of videos published in UoM platforms • Engagement with videos, resources, webpages • Engagement with content on social media 	<ul style="list-style-type: none"> • Increased awareness of health information, support services available for students • Students have increased awareness of mental health and help-seeking behaviours • Reduced stigma associated with mental health 	<ul style="list-style-type: none"> • Assessing outcomes and changes in health behaviours are challenging to determine and to correlate to the HPP. Outcomes can be attributed to a variety of inputs. 	<ul style="list-style-type: none"> • Website analytics • Social media analytics
<p>Events for health awareness days and key academic dates</p>	<ul style="list-style-type: none"> • Planning and delivery of on-campus and online events, campaigns, and activities 	<ul style="list-style-type: none"> • Number of events and campaigns delivered 	<ul style="list-style-type: none"> • Increased awareness of health information, support services 	<ul style="list-style-type: none"> • Self-reported levels of awareness, knowledge, and skills in pre- and post- 	<ul style="list-style-type: none"> • Qualtrics feedback survey post events

	<ul style="list-style-type: none"> • Coordination of university-wide initiatives 	<ul style="list-style-type: none"> • Student registration and engagement rates • Participation of departments, faculties, and student groups • Number of partnerships established 	<p>available for students</p> <ul style="list-style-type: none"> • Increased knowledge and motivation about healthy behaviours in relation to mental, physical, sexual and social health. • Increase social connectedness and belonging • Increase in University wide engagement and coordination 	<p>activity evaluations (where appropriate)</p> <ul style="list-style-type: none"> • Departments, faculties and student groups engage with activities and report positively on coordination aspects 	<p>(where appropriate)</p> <ul style="list-style-type: none"> • Qualitative feedback at sessions • Event registration analytics • Internal evaluation dashboard (input from staff and student casuals) • SES (guiding)
Partnerships and collaborative projects addressing a range of health concerns.	<ul style="list-style-type: none"> • Projects, activities and services • Events and resources • Campaigns • Partnerships • Content and information provision 	<ul style="list-style-type: none"> • Partnerships formed • Resources, campaign and services distributed • Grants received and reported on 	<ul style="list-style-type: none"> • Students have increased awareness of UoM support services, health behaviours, health education and help-seeking behaviours (depending on topics) 	<ul style="list-style-type: none"> • TBC dependant on project and monitored separately 	<ul style="list-style-type: none"> • Process and outcome evaluation • Qualitative evaluation • Qualtrics feedback survey (where appropriate) • Website and social analytics

					<ul style="list-style-type: none"> • Dependant on project
Health Promotion Grant Scheme	<ul style="list-style-type: none"> • Grant scheme content, guidelines and materials • Promotion of grant opportunity • Grants of up to \$10,000 distributed for student facing activities 	<ul style="list-style-type: none"> • Content developed and distribution of grant opportunity • Number of grant applications received • Selection process performed and funds allocated 	<ul style="list-style-type: none"> • Increased opportunities for health promotion activities across the university with focus on the HPP pillars and objectives • Student have increased awareness of UoM support services, health behaviours, health education and help-seeking behaviours. • Builds profile of the HPP and activities 	<ul style="list-style-type: none"> • Individual project evaluation reports show positive outcomes • Increased engagement with HPP resources and webpage 	<ul style="list-style-type: none"> • Evaluation of individual grant projects via SmartyGrants • Website analytics • Qualtrics feedback survey for recipients • Feedback via preliminary and final selection panel
Peer Health Advocate Program	<ul style="list-style-type: none"> • Recruitment, training and induction of PHAs • Contribution to events and activations • Student led videos • Meetings and working groups 	<ul style="list-style-type: none"> • Number of applications received • Number of PHAs recruited and trained 	<ul style="list-style-type: none"> • Gain a professional reference and experience • Gain a Melbourne Plus Community Engagement credential • Learn about the Health and Wellbeing 	<ul style="list-style-type: none"> • Engagement of PHAs at trainings and social events • Volunteer at events, contribute to meetings, and participate in social activities throughout the university year 	<ul style="list-style-type: none"> • Tracking spreadsheets • Evaluation surveys

	<ul style="list-style-type: none"> • Social events 		<p>support services and resources offered by the university</p> <ul style="list-style-type: none"> • Meet like-minded individuals and students from different disciplines 	<ul style="list-style-type: none"> • Percentage of PHAs that complete their 10 hours and Melbourne Plus Reflection 	
Build profile of HPP	<ul style="list-style-type: none"> • Development of branding and promotional materials designed through Student Communication • Increased communication opportunities and partnerships 	<ul style="list-style-type: none"> • Collateral and resources produced and distributed 	<ul style="list-style-type: none"> • Efforts result in better awareness and engagement with the HPP by students and collaborations with UoM departments and faculties 	<ul style="list-style-type: none"> • Number of partnership opportunities • Increased engagement with the HPP by students and departments/faculties 	<ul style="list-style-type: none"> • Process and outcome evaluation • Qualitative evaluation

References

Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

Russell M. et al., *The change in mental health across the COVID-19 pandemic for local and international university students in Australia: a cohort study*. Melbourne: The University of Melbourne, 2022.

Sanci L. et al., *Towards a Health Promoting University: Enhancing the Student Experience and Academic Outcomes*. Melbourne: The University of Melbourne, 2020.

The University of Melbourne, *Building a Wellbeing Supporting Community: The University of Melbourne Student Wellbeing and Mental Health Framework*, Melbourne, 2022

World Health Organization. The Ottawa Charter for Health Promotion. Geneva, Switzerland: WHO; 1986 Nov 21

The University of Melbourne

Grattan Street, Parkville, Victoria 3010 Australia

t 13 MELB (13 6352)

+61 3 9035 5511 (International)

unimelb.edu.au

