

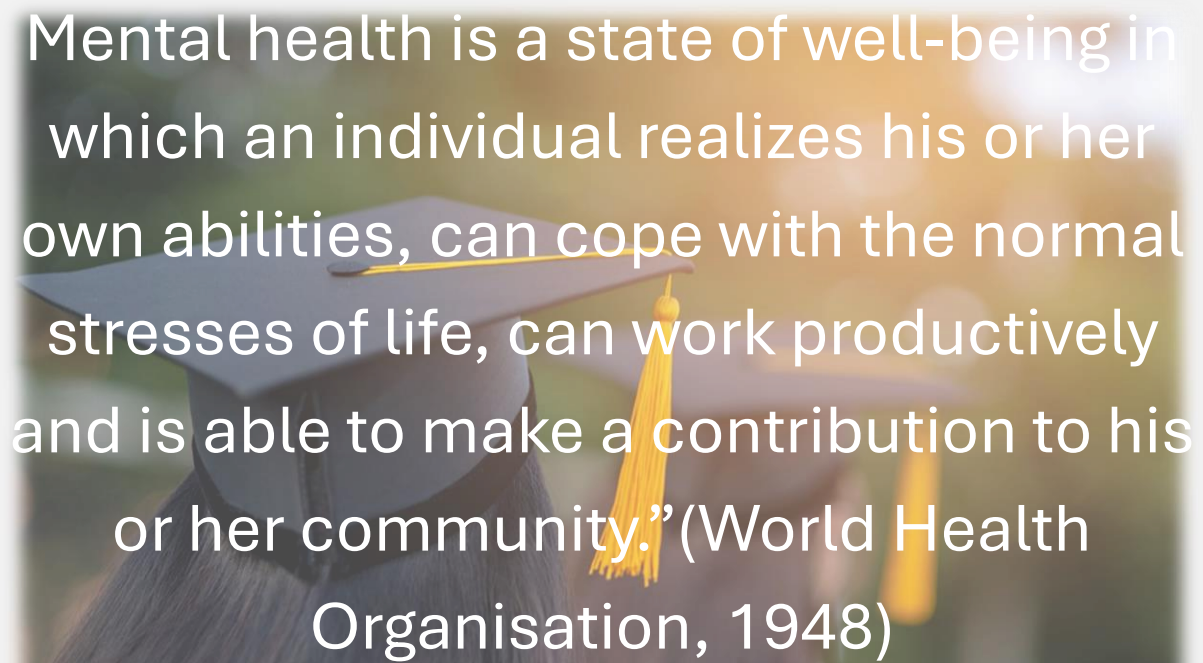
**Healthy Eating
Strategy 2025-2030,
for the University of
Wales Trinity St.
David,
Carmarthen
Campus**



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2204046

Health Nutrition and Lifestyle



Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.” (World Health Organisation, 1948)

This strategy will support our ethos and aims from now and into the future. To support health and well-being among students by providing a supportive and practical environment, that facilitates an equal opportunity to learn about healthy lifestyle behaviours and healthy eating

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Chapter 1: Executive summary

This strategy was initiated by University Wales Trinity St. David (UWTSD) Health, Nutrition and Lifestyle students to improve understanding around students' health and well-being on the 'Carmarthen Campus'. The strategy presents key findings from evidence collected through a series of meetings and student feedback questionnaires and found that 50% of student participants were overweight or obese. Furthermore, student participants agreed that the university should play a responsible role in providing health and nutrition information. Most students retrieved information from non-expert sources, therefore, creating a mismatch between perceived knowledge and actual knowledge. Additionally, due to barriers such as cost, time and convenience, students felt that these factors impact their ability to make healthy food choices.

Due to rising obesity and the impact of this on mental health, this strategy aims to reduce obesity and mental health issues among students by 2030; by increasing their health and nutrition knowledge; improving catering facilities and environments on campus; and improving working partnerships within the university. Actionable recommendations include providing information through health promotion; module integration and health campaigns; and creating environments that provide better opportunities to access healthier food choices. This strategy is intended to serve as a guide to inform policymakers through implementation and evaluation, and will contribute to the improvement of students' knowledge, health and therefore wellbeing. Furthermore, it will support strategies and frameworks set out in Healthy Universities, (2010); Future Generations (Wales) Act (2015); and Healthy Weight, Healthy Wales (2019) in contributing towards reducing obesity and to building a prosperous, resilient, and healthy population and will help address rising healthcare costs.



Chapter 2: Introduction

Being overweight or obese affects around 60% of adults (16+) in Wales and increases the risks of developing chronic health conditions such as type 2 diabetes and cardiovascular disease. Rising healthcare costs due to shortened lifespan and years living in disability, makes it a leading public health concern, however, obesity also impacts an individual's wellbeing (Public Health Wales, 2019). One of the contributing factors to the increase in obesity is explained by the association with poor quality diets such as the western diet and therefore preventable by a change in diet quality (Rakhra et al., 2020). Numerous studies have found good diet quality, containing fruits, vegetables, nuts and fish is associated with good mental health and conversely, poor quality diets containing foods such as processed meat, refined carbohydrates, desserts and sweetened beverages, are associated with poorer mental health, and particularly stress in students (Solomou et al., 2023).

Additionally, obesity within university students has been shown to have a significant impact on both academic performance and self-esteem (Alghawrien, Al-Hussami, and Ayaad, 2022) and students who follow healthier lifestyles and nutrition demonstrate better academic performance and better mental health status (Hammoudi Halat et al., 2023). There are just under 3 million university students in the UK, and over a hundred thousand of these are in Wales (HESA, 2025). Furthermore, over a hundred and thirty thousand students in the UK, reported having mental health issues in 2021/22 (HESA, 2023) and a recent report identified that mental health issues in students has tripled from 6% in 2017 to 16% in 2023 (Sanders, 2023).

Therefore, universities have both a responsibility and opportunity to provide a space to promote health and wellbeing of students by creating healthy and sustainable learning, working and living environments (Healthy Universities, 2025)(Figure 1). By promoting healthier lifestyles within universities, students would have the opportunity of higher achievements and also positive physical health that fosters good mental health and wellbeing too (Hammoudi Halat et al., 2023). Additionally, evidence suggests that health improvement in workplaces also improves performance and productivity (Healthy Universities, 2025) and these improvements would align with the

intentions of the Future Generations (Wales) Act (2015) (Figure 2). Who, through engaging change, intend to achieve the goals in creating a prosperous, resilient, healthy, and more equal Wales. Furthermore, the Welsh Government initiative Healthy Weight, Healthy Wales (2019) (Figure 2) embraces the principles of the Future Generations act (2015) in their long term strategy to prevent and reduce obesity in Wales by 2030. They strive to deliver this by enabling leadership and collaborations to create healthy environments, healthy settings and healthy people and one strategy is providing healthy learning within educational settings.

Therefore, to be part of these strategies and collaborations, the focus of this research was to understand the present nutritional landscape, with the goal to identify potential opportunities for improvements to raise awareness about healthy eating. Furthermore, to investigate whether existing policies or strategies at the UWTSD, align with present government strategies, and support and encourage health, wellbeing and particularly healthy eating within the university. On investigation, UWTSD, has signed up to the Healthy Universities framework and aims, and have a Student Health and Wellbeing Strategy 2020-2025 in place. This acknowledges health and mental health, however, obesity or healthy eating, or any acknowledgement of the effects of these factors on mental health and achievement is not mentioned. Therefore, this strategy was initiated and triggered by these investigations via interviews with stakeholders and student feedback from questionnaires to develop recommendations, implementation and evaluation strategies.



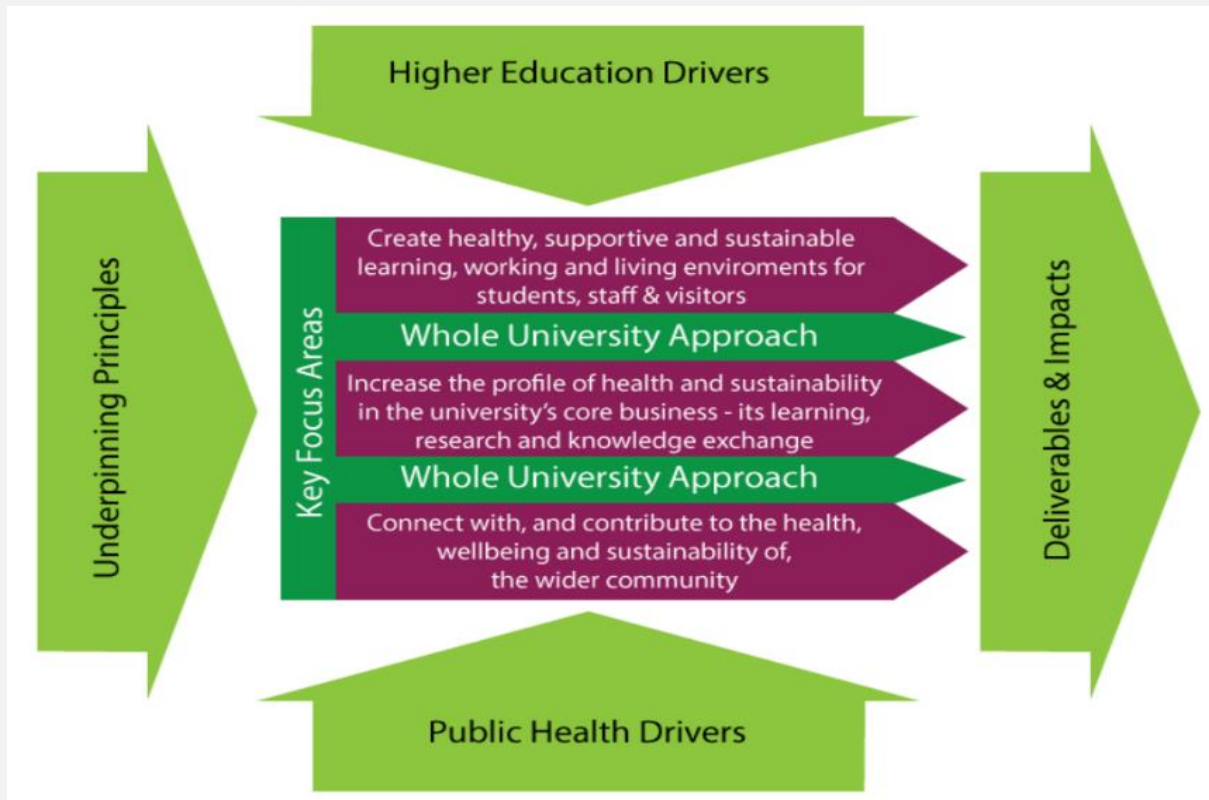


Figure 32 Healthy Universities Framework (2010)

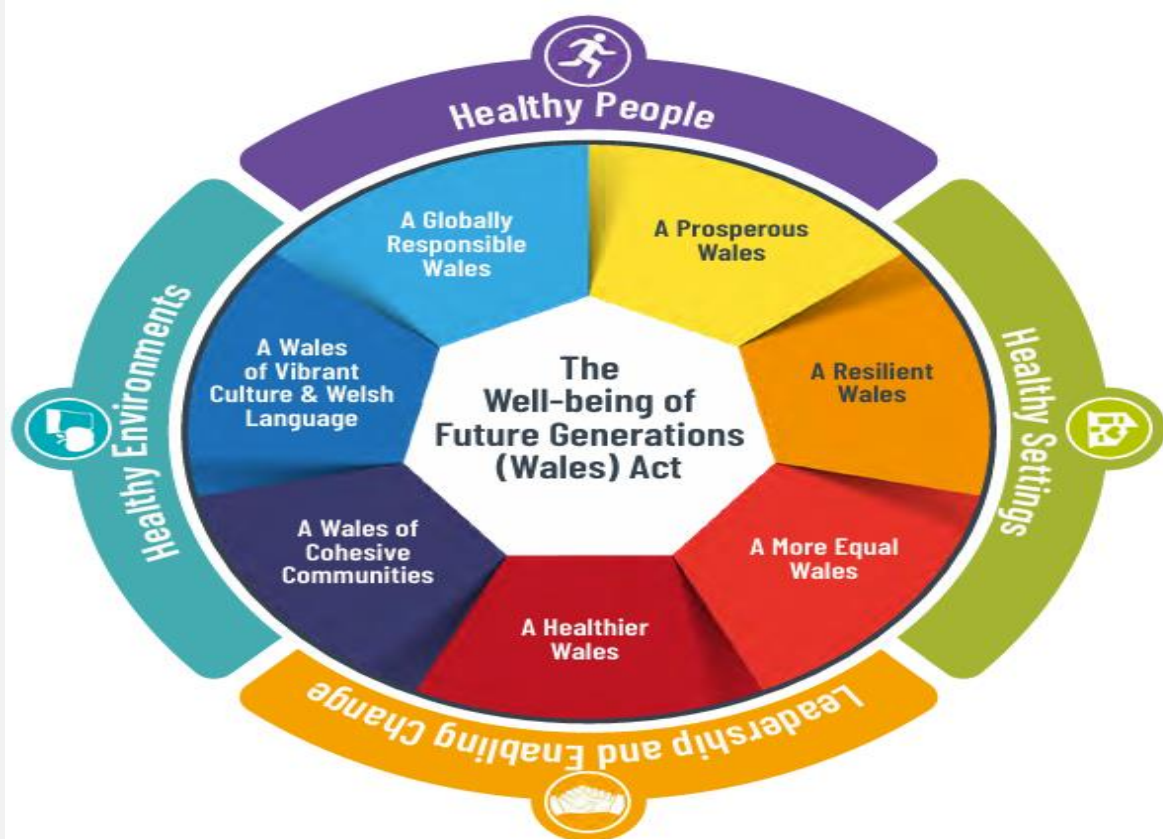


Figure 33 Future Generations (Wales) Act (2015), Healthy Weight: Healthy Wales (2019)

Chapter 3: Data Collection and Evidence

Through a process of member consultations (see appendix 1-4 for minutes from meetings) we attempted to identify stakeholders and university bodies responsible for any active policy or strategy in place regarding student health, and if so, was it effective? However, due to limiting factors such as difficulty in accessing information and limited communication with stakeholders during the initial process, an evaluation was made to establish a report focus from student feedback in key areas to develop our recommendations. We designed and created 3 questionnaires using Microsoft forms (2024)(see appendix 5) and distributed them via QR codes and online to investigate and evaluate demographic information; health behaviour and practices; nutrition knowledge and understanding; and facility access and provision.

3.1 Demographics

A total of 44 participants contributed, of those, 59% were female, 29% were male and 12% were non-binary. Of the participants, 35% resided in halls of residence without catering facilities, 6% with catering facilities (in halls), and the other 59% lived in either rented accommodation or in their own home, away from campus.

3.2 Behaviours and practices

Data identified that 50% of the participants were either overweight (21%) or obese (29%) (Figure 3). Although, 88% of students agreed that adhering to a healthy diet is important for health and wellbeing (Figure 4) and 82% perceived their diet as either fairly healthy to very healthy (Figure 5). Additionally, 91% of students believe healthy cooking is important and said they engaged in both preparing and cooking food often (Figure 6) and 73% of students said they cooked from scratch daily (Figure 7). The perception of own cooking skills ranged from fair (35%), good (30%), and excellent (35%) (Figure 8).

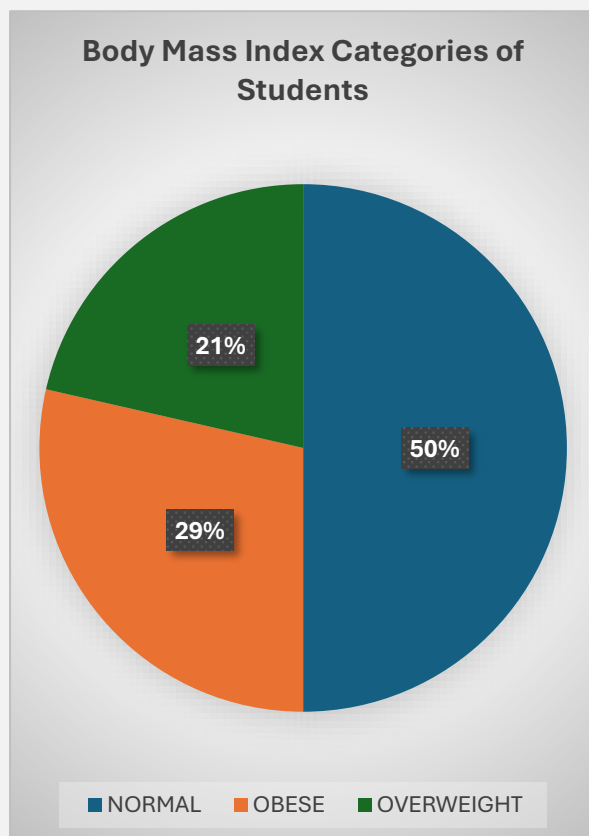


Figure 35 Body Mass Index Categories of Students

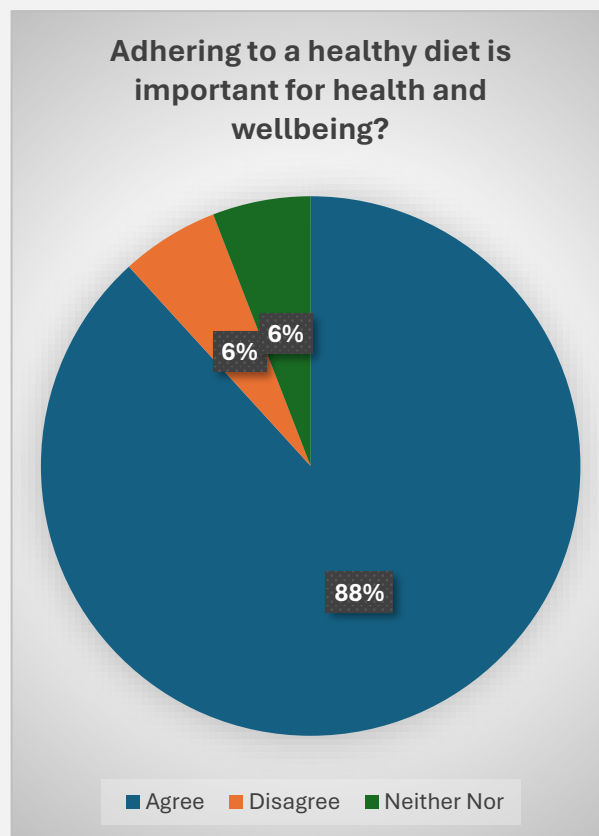


Figure 34 Are healthy diets important for health and well-being?

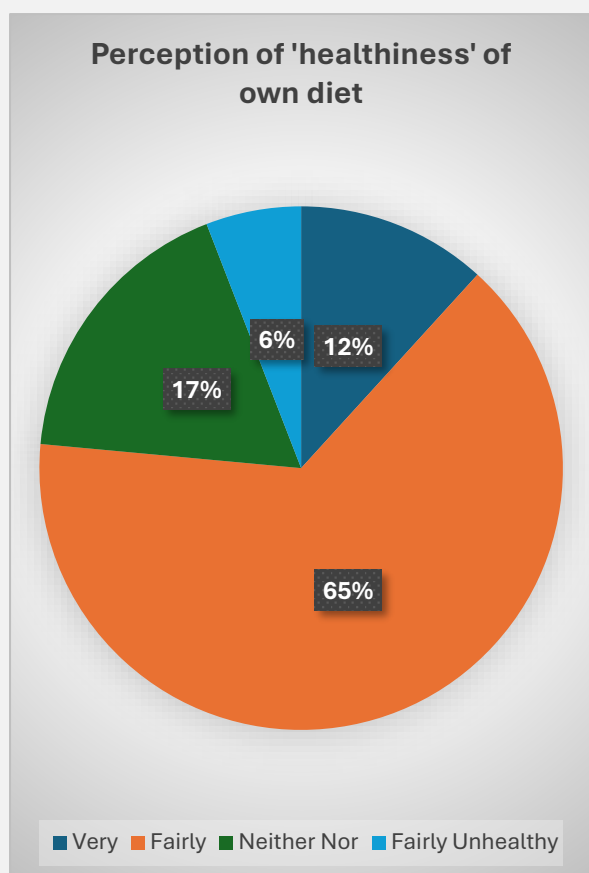


Figure 37 Perception of healthiness of diet

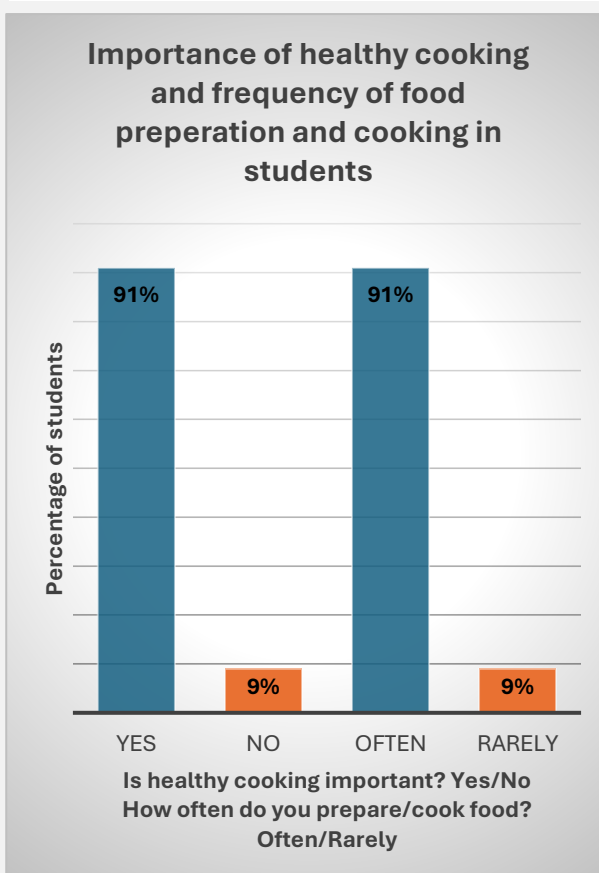


Figure 36 Importance and frequency of healthy cooking

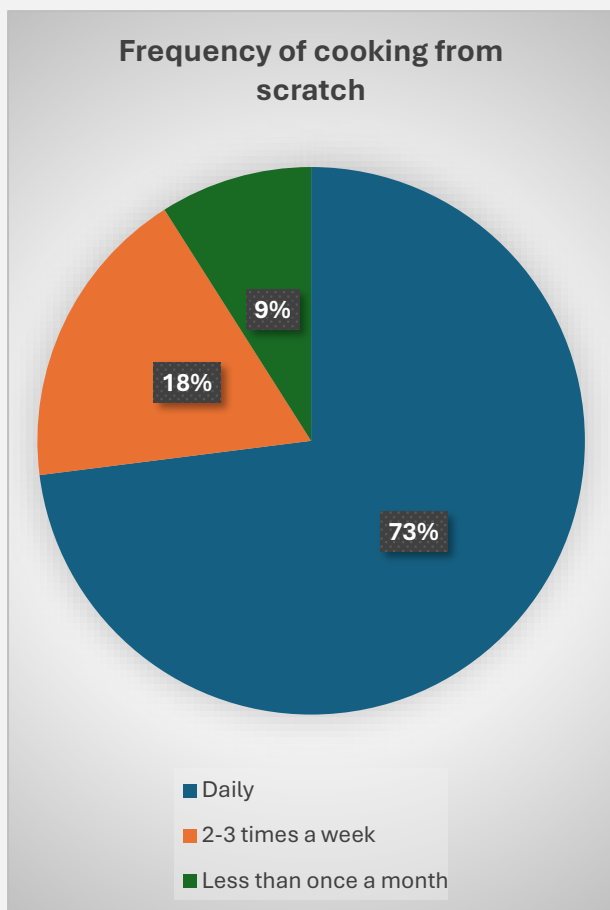


Figure 39 Cooking from scratch frequency

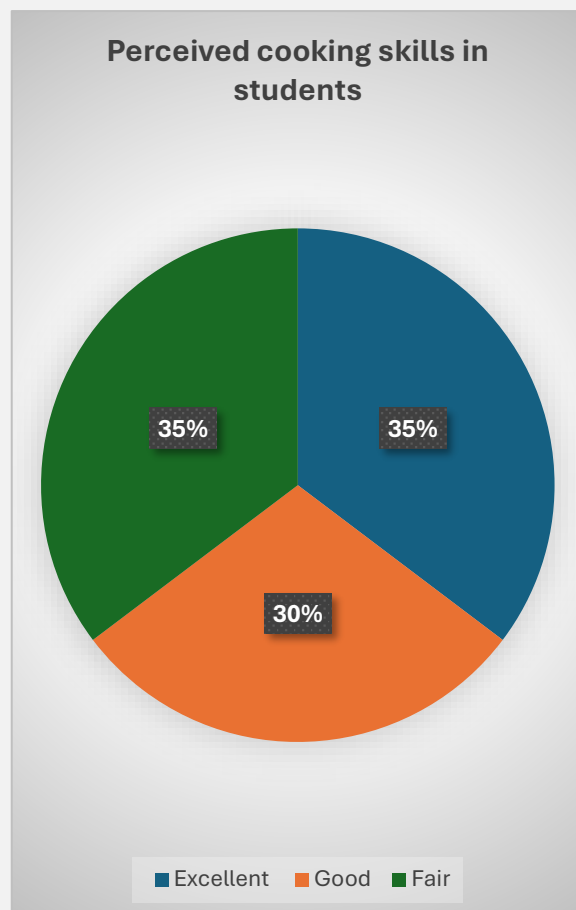


Figure 38 Perception of own cooking skills

3.3 Nutrition Knowledge and Understanding

We asked students to rate their own nutrition knowledge, 82% perceived their knowledge to be good to very good (Figure 9), however, when we tested their actual knowledge, only 50% of participants scored a good score (Figure 10). The results, indicate that students perceived health and nutritional knowledge does not align with actual knowledge (Figure 11 shows a comparison between perceived knowledge and actual knowledge). One possible explanation for this discrepancy is that many students (58%) reported receiving dietary advice and information from non-expert sources such as family and friends, only 37% were from expert sources such as doctors or nutritionists (Figure 12). Only 29% of students said that the university had provided guidance and information on healthy eating, however, 78% said they thought that it is important that the university supplies this information (Figure 13 and 14).

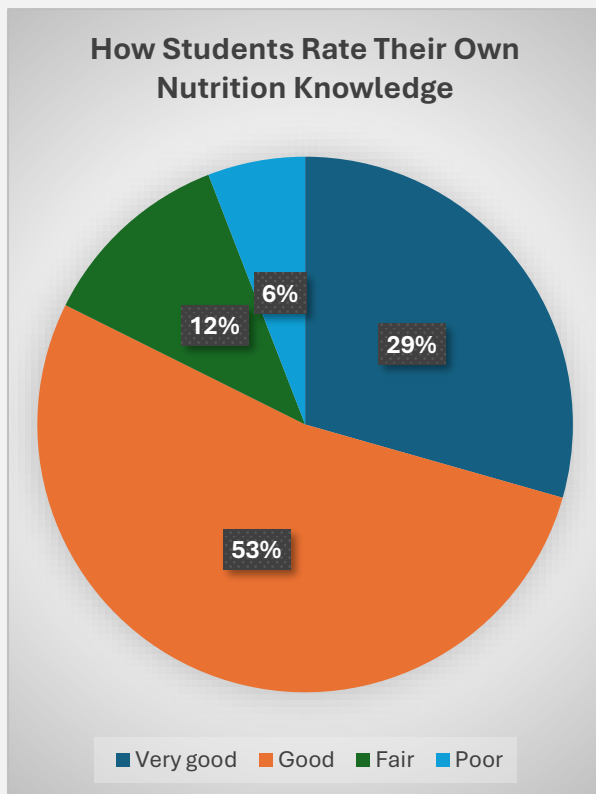


Figure 41 Actual Nutrition Knowledge

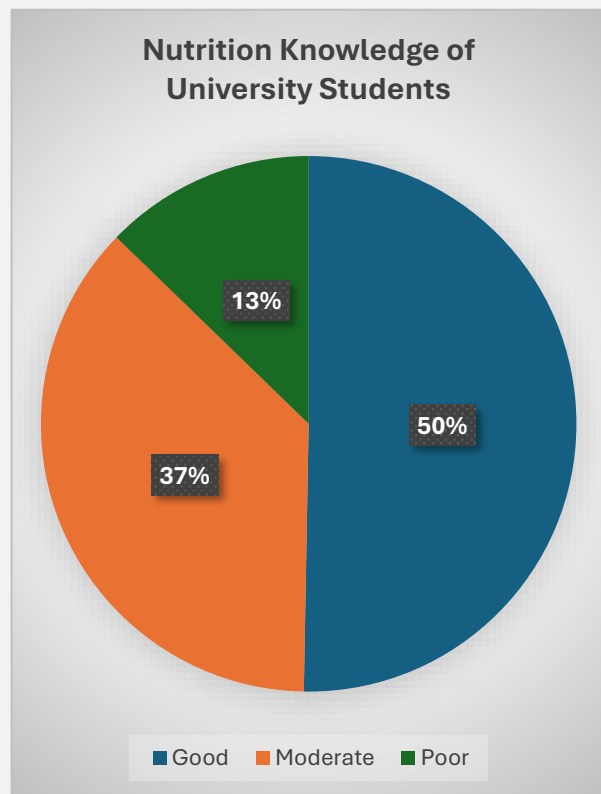


Figure 40 Own perception of nutrition knowledge

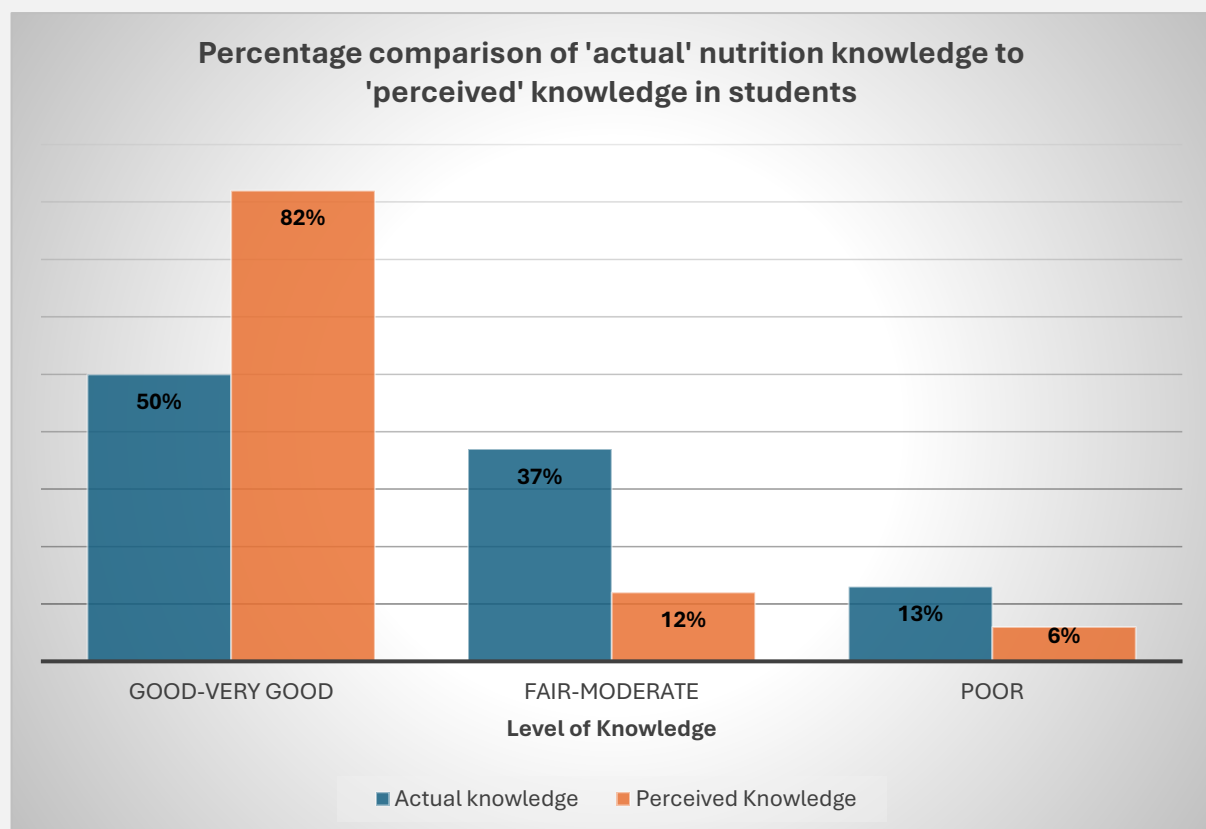


Figure 42 Comparison of actual and perceived knowledge

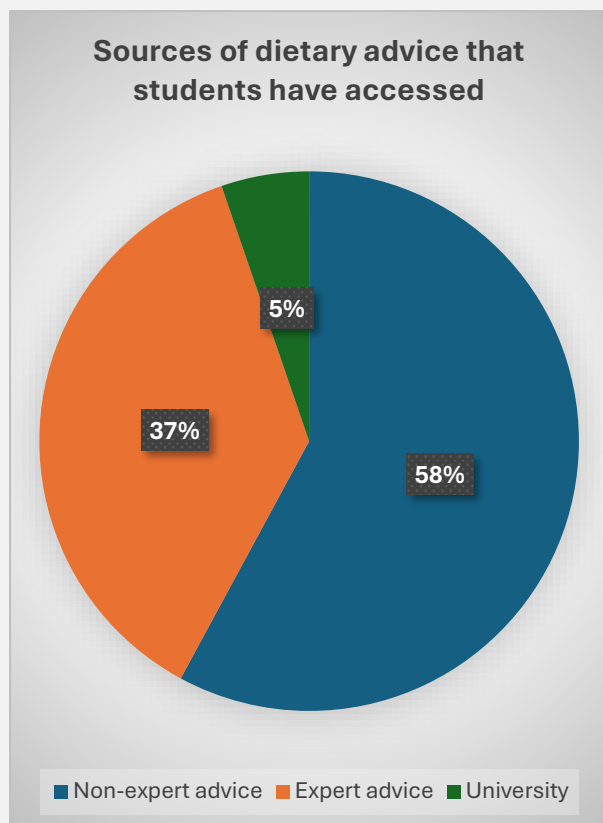


Figure 44 Sources of dietary advice

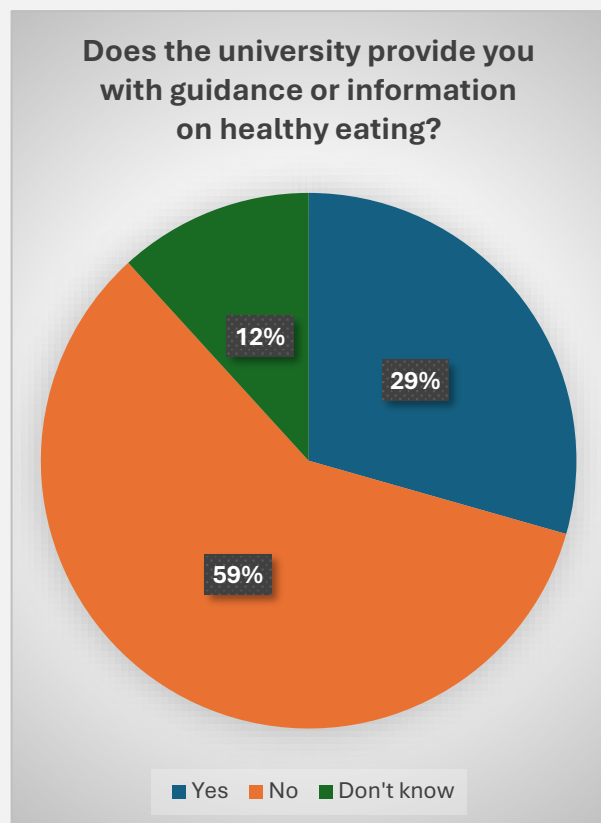


Figure 43 Do the university provide information

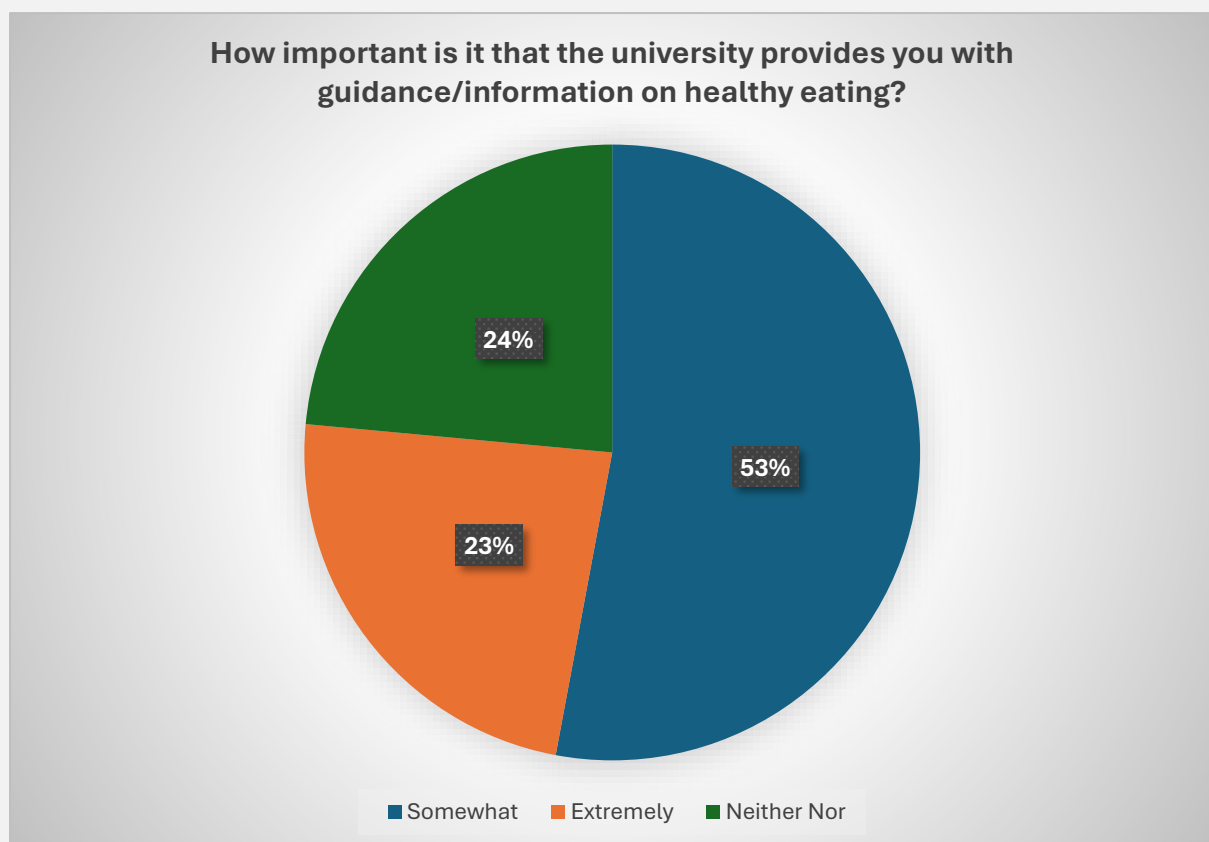


Figure 45 How important is it that the university provides information

3.4 Facilities Access and Provision:

Students generally had a low frequency of eating in food outlets (Figure 15). The most popular choice was café/coffee shop, where 28% of students used this type of food outlet weekly, followed by the use of the university canteen weekly (18%). However, 56% said they either never used the university canteen or used it less than once a month. The venue with the highest student satisfaction on campus was the S4C food outlet (36%). The lowest satisfaction was from vending machines (9%) and the Merlin canteen (18%) (Figure 16). The majority of students answered, 'does not apply' or 'neither satisfied nor dissatisfied'. Therefore, further investigation and analysis is needed to establish whether this is due to dissatisfaction of or not using the facility.

We investigated influences on the ability to making healthy food choices and 64% of students agreed that time, convenience and cost were limiting factors in making healthy food choices (Figure 17). One student stated that “A wider range of healthy fresh options and cost” was needed on campus, they also stated that, “I tend not to use any of them [food outlets] mainly due to cost. It’s easier and cheaper to meal prep at home and reheat at uni if needed”. Furthermore, 36% of students said that their cooking facilities hinder their cooking ability (Figure 18). A student suggested that “More clear signposting to what is available. I’m not really aware of catering facilities on campus, other than a microwave in Merlin”.

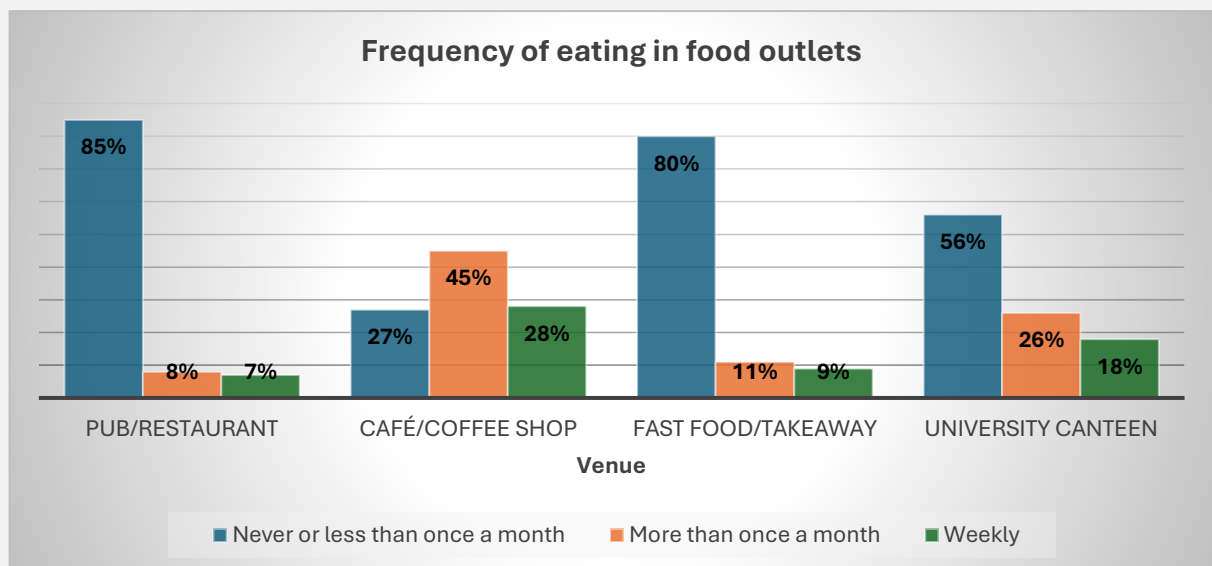


Figure 46 How often students 'eat out'

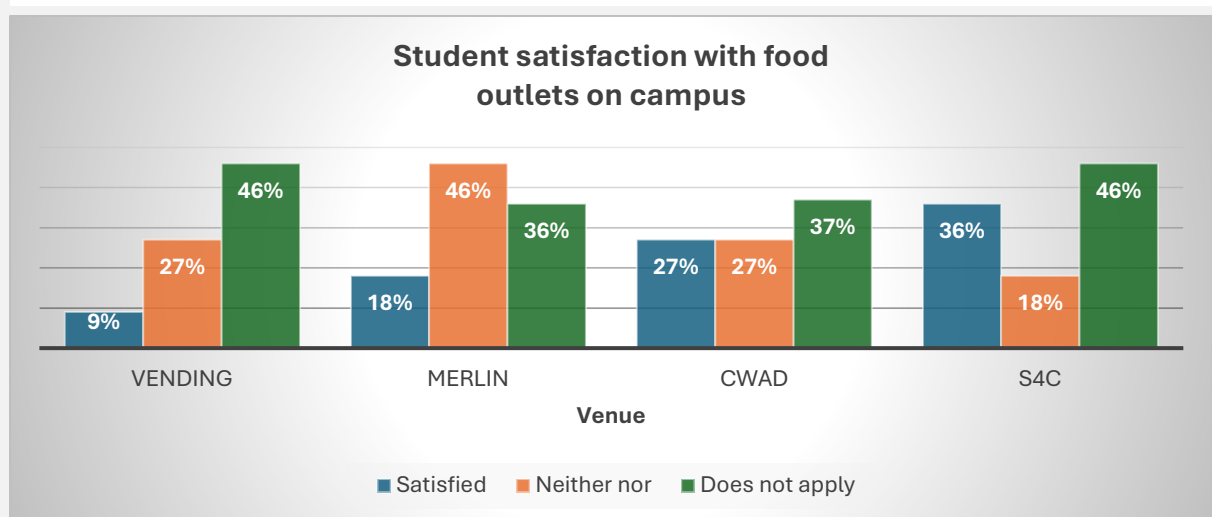


Figure 47 Student satisfaction with campus food outlets

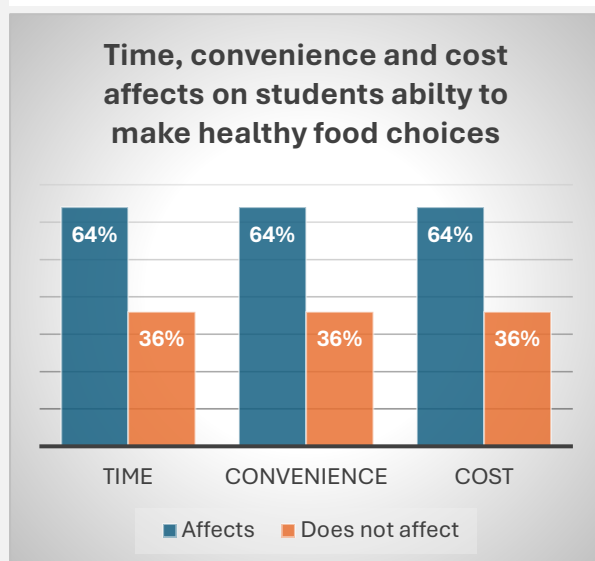


Figure 49 Barriers to making healthy food choices

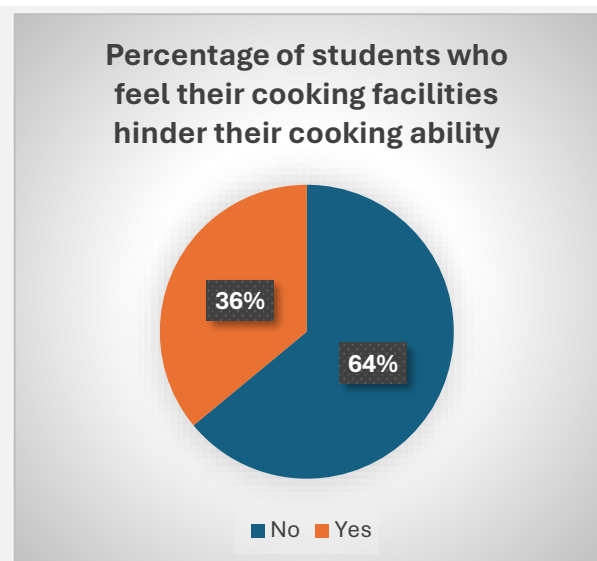


Figure 48 Cooking facilities hindering cooking ability

Chapter 4: Aims, Objectives and Recommendations

4.1 Overall Summary of Aims:

To support health and wellbeing in students by providing a supportive and practical environment that facilitates an equal opportunity to learn about healthy lifestyle behaviours and healthy eating. Using the framework from the Nuffield Ladder of Intervention, this approach informs, enables and guides choice towards healthy lifestyle choices (Nuffield Council on Bioethics, 2007). This framework is discussed further in the implementation section.

4.2- 4.7 Rationale, Aims, Objectives and Recommendations 1-6

4.2 Rationale: Our findings indicated that 50% of students are either overweight or obese, therefore, this needs to be addressed.

4.2.1 Aim 1: Reduce the prevalence of obesity among university students.

4.2.2 Objective 1.1: Reduce obesity rates in students by 20% by 2030.

4.2.3 Recommendation 1.1: Provide and inform students with health information, healthy eating strategies and physical activity recommendations.

4.3 Rationale: Due to the associations between poor quality diets, obesity and mental health.

4.3.1 Aim 2: Reduce mental health issues among university students.

4.3.2 Objective 2.1: Reduce mental health issues among students by 5% by 2030

4.3.3 Recommendation 2.1: Provide and inform students of important health information that links healthy eating, obesity and the associated effects on mental health and stress, so they are able to make informed choices regarding lifestyle behaviours.

4.4 Rationale: The findings indicated that perceived nutrition knowledge does not align with actual knowledge in students. Students also viewed that the university is responsible for health and nutrition information.

4.4.1 Aim 3: Increase nutrition knowledge among students.

4.4.2 Objective 3.1: Increase nutrition knowledge to a good standard in all students by 2027.

4.4.3 Recommendation 3.1: Create an integration of a compulsory short nutrition module as part of the university curriculum for level 4 students.

4.4.4 Recommendation 3.2: Offer optional cooking skill classes that integrate both healthy and low cost information.

4.4.5 Recommendation 3.3: Utilise students of Health and Nutrition degrees by using them as educators by them providing health promotion within the university to students and staff.

4.4.6 Recommendation 3.4: Provide in person, online, leaflets and poster resource information on health and nutrition that is easily accessible for all students.

4.5 Rationale: Due to low uptake and low satisfaction of campus food outlets due to time, convenience and cost.

4.5.1 Aim 4: Improvement of campus food outlets to facilitate opportunity for students to make healthier food choices.

4.5.2 Objective 4.1: Improve facilities, increase uptake and satisfaction by 50% by 2027.

4.5.3. Recommendations 4.1: Improve vending by providing quality healthy choices and reducing cost.

4.5.4 Recommendation 4.2: Improve both access and services of catering facilities on campus by providing flexible opening times and lower cost healthier choices.

4.6 Rationale: Cooking facilities and convenience hinder cooking abilities and prevent opportunity for healthy food choices.

4.6.1 Aim 5: Create a supportive environment within university facilities.

4.6.2 Objective 5.1: Create and adapt university facilities for better opportunity for students to prepare, cook and eat healthier food by 2027.

4.6.3 Recommendations 5.1: Upgrade communal area to facilitate and enable access for preparation, storage and eating areas.

4.6.4 Recommendation 5.2: Introduce better signposting and information of these beneficial self-catering areas so students can both conveniently use areas and sustain healthier food choices.

4.7 Rationale: Due to limitations found because of General Data Protection Regulation and communication with stakeholders, much time has been wasted in investigations rather than solving problems. For example: An answer from Freedom of Information we received after several weeks could have been obtained much quicker if communication was in place.

4.7.1 Aim 6: Create better communications between stakeholders to enable policy and strategy outcomes to be fulfilled.

4.7.2 Objective 6.1: Create a healthy eating and lifestyle responsible board by 2026 to facilitate and sustain change.

4.7.3 Recommendation 6.1: Appoint a head and board for the healthy eating and lifestyle strategy.

4.7.4 Recommendation 6.2: Allow better communication from the appointed head and team with university stakeholders.

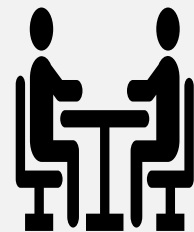
4.7.5 Recommendation 6.3: Involving the student union would be a beneficial tactic and providing a responsibility towards students' health and wellbeing.

Chapter 5: Implementation



Working on Aim 6 as a priority in the first year to 'create better communications' will equip board members and stakeholders with the infrastructure to ensure future objectives and recommendations are met. Continuous engagement of board members, stakeholders and students to evaluate progress and ensure future development of interventions.

A meeting should be arranged, including student union, student voice, catering teams and any relevant stakeholders as soon as possible. Creation of different roles and responsibilities for key members to ensure structures are in place for effective decision making. Head and board of healthy eating to be appointed and work in conjunction and collaborate with key partners and stakeholders.



Develop health promotion resources and materials through Health and Nutrition staff and students to utilise in house knowledge. Develop skills and relevant training to deliver health promotion.

Working on the principles set out by The Well-being of Future Generations (Wales) Act (2015) and Healthy Weight; Healthy Wales (2019) by adopting an improvement approach by constant small scale and evaluated changes by team members, to assess progress and continuing improvement and interventions.



Funding should be sought from university budgets and prioritised in a sustainable way.

Due to low student engagement in questionnaires and feedbacks and poor stakeholder communication, a fully integrated support network between the union, voice, hwb, student wellbeing officers and the board needs continuous improvement and maintenance.



The Nuffield ladder of intervention (Nuffield Council on Bioethics, 2007) will be used as a framework for stakeholders to apply the level of intervention within the strategy. With a focus on 'providing information' and 'enabling choice' to allow for more autonomy in the short term, with the potential of upscaling to 'guiding choice through changing the default' in the future if needed (Figure 19).



Figure 50 Nuffield ladder of intervention (Nuffield Council on Bioethics, 2007)

Chapter 6: Goals and Evaluations

6.1 Goals

- **Short term (<6 months):**

A meeting to establish a board and communications between stakeholders to enable an easier route for data collection and role allocation.

- **Medium term (6-12 months):**

Engage health and nutrition students to source learning materials and information. Improve catering facilities on campus.

- **Long term (2027-2030):**

Reduce obesity among students.

Decrease mental health issues and stress among students.

Improve health and nutrition knowledge among all students.

- **Continuous goal:**

Transparent and trustworthy collaborations and partnerships to be consistent. This will enable a smooth working project.

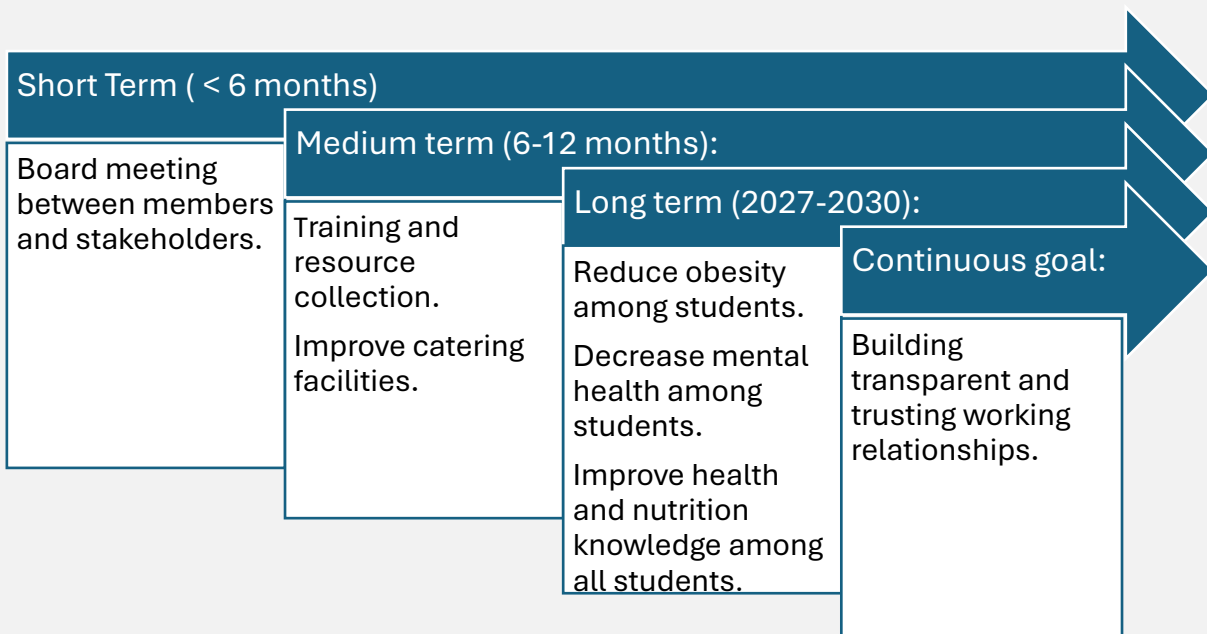
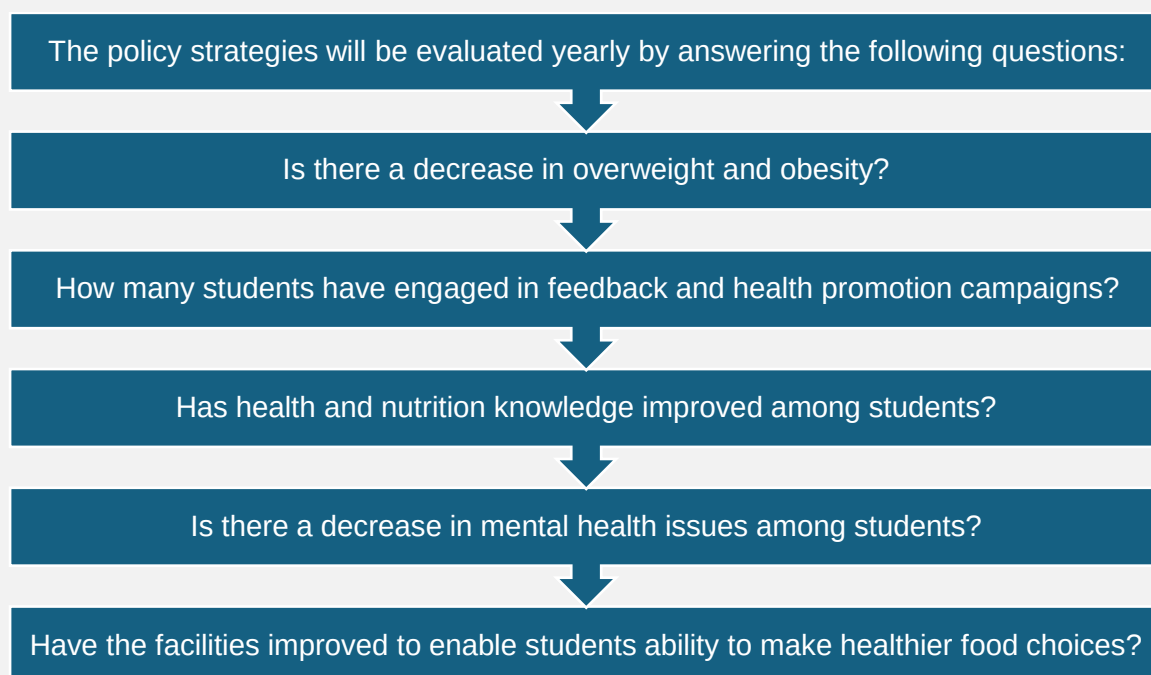


Figure 51 Sort, medium, long and continuous goals in brief

6.2 Evaluation

- Yearly data collection and feedback from students to evaluate weight, mental health, health and nutrition knowledge, satisfaction and utilisation of campus food outlets and barriers towards healthy eating opportunities.
- Regular board meetings to evaluate role fulfilment and targets.
- Evaluation of student participation in health promotion campaigns.
- Evaluation of students using catering facilities on campus.
- Evaluation of students' mental health and stress.
- Using the Nuffield intervention ladder to establish whether guiding choice interventions are working by reviewing after data analysis.



This strategy will support our ethos and aims from now and into the future. To support health and well-being among students by providing a supportive and practical environment, that facilitates an equal opportunity to learn about healthy lifestyle behaviours and healthy eating.

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Appendices

Appendix 1: First Board Meeting

FIRST MEETING

DATE: 7th November 2024 (2-4pm)

CHAIR: Dave

PARTICIPANTS: Caz, Hannah, Dave and Steph

MINUTES: (Steph)

We discussed the assignment and decided to focus on Nutrition on campus, providing the other students from the course approve.

We need to organise a plan of action for the weeks to come regarding what data we want to gather, and how we are going to gather it.

We also need to take it in turns to chair the meetings each week: Caz will chair next week's (14th November) and Hannah the following (21st November).

We discussed finding out about who is responsible for designing the menus in the canteen, and who is responsible for the vending machines, and organising meetings with them. We will need to discuss what we want to ask them prior to meeting with them, come up with a list of questions and decide if we all will get involved during the meeting or if one person should be responsible for asking the questions.

Topics we discussed to do with healthy eating/ nutrition on campus were:

- UWTSD catering policy
- What is the organisation around food at the canteen and the Cwad
- Who is responsible for the menus/ what are their limitations
- What are the foundations of nutrition at the canteen/ what are they based on
- Who is responsible for ordering/ budget
- How much waste is there/ is there enough food for everyone
- How many students eat at the canteen (how can we find out)
- Why students might not eat at the canteen (how can we find out)
- Opening times of the canteen and Cwad
- What students like/ dislike about the food (how can we find out)

- What they like/dislike about the environment (how can we find out)
- Sustainability
- What could be improved
- Are there enough healthy options?
- Are there enough vegetarian and vegan options?
- Cost of eating at the canteen
- Vending machines/ healthier options?
- Empty café space in TL building: could it be used by students to cook?
- Yr Egin is run by UWTSD: could they do a discount for students?
- What are the issues associated with poor nutrition
- Implications for students who live on campus

To be discussed during next week's meeting (14th November 2024):

- Does everyone agree with focusing on nutrition for the assignment?
- Who will chair future meetings?
- Delegate roles
- Find out who we need to talk to about nutrition on campus and ask Dave to organise a meeting with them
- Start devising a list of questions to ask them
- Decide on which approach to use regarding gathering data on students and nutrition/ eating on campus: Observation? Questionnaires? Interviews?

TIMETABLE OF MEETINGS 2024:

MEETING DATE	CHAIR	MINUTES
1 ST MEET (7.11.24)	DAVE	STEPH
2 ND MEET (14.11.24)	STEPH	CAZ
3 RD MEET (21.11.24)	CAZ	HANNAH
4 TH MEET (28.11.24)	HANNAH	IZ
5 TH MEET (5.12.24)	IZ	STEPH
6 TH MEET (12.11.24)	STEPH	CAZ

Appendix 2: Second Board Meeting

Second meeting

Date: 14th November 2024.

Chair: Steph.

Participants: Dave, Caz, Iza, Hannah. **Online:** Bex, Ria.

Minutes: Caz.

We recapped last week's discussion to update those who were not present. Agreed that we would focus on nutrition within the university. We discussed possible areas we may need to focus on and the broader areas where we need to start collecting information. It was decided that perhaps asking about individual diets would not be helpful as a lot of students provide their own food from home but also if they don't, why don't they? This led to a discussion on whether it would be wise to focus on students who live in halls of residence. Perhaps a future strategy would be to provide healthy eating information in halls? We also talked about meal planning and sustainability within the university. We then went on to discuss that we would need to find broader questions.

1. **How many students in the university**
2. **How many students live in halls of residence.**

We then also discussed maybe the idea of finding out about the role of the student union and whether they provide services and whether we could talk to them. We established that provision of food and services within the university would be beneficial for our information. From these discussions we established that to begin with we will look at 4 areas:

1. **Student opportunities and barriers to healthy eating.**
2. **Sustainability within the catering area.**
3. **Nutrition knowledge of students.**
4. **Access to facilities, opportunities and barriers.**

To achieve these goals, tasks were given as follows:

Caz and Steph: Gain information on access to services around the university, including opening times, menus, vending machines, water points, microwaves etc.

Bex and Ria: To collect information on sustainability.

Hannah and Iza: To collect information on nutrition knowledge data collection, are there any questionnaires or ways to develop gaining information from students on their nutrition knowledge. I.E. could we use GNKQ? Or sections?

Emmy to contribute as can and able to.

Each group will report back at next week's meeting on the 21st of November with their findings. Caz to chair. Hannah to take minutes.

To be discussed at next week's meetings.

- Findings from 3 groups.
- Whether a decent data strand has been established to find out about student's nutrition knowledge.
- Discuss any areas that have come to light regarding access to facilities.
- Discuss sustainability.
- Discuss whether any focus has been established from findings so far.

Appendix 3: Third Board Meeting

THIRD MEETING

DATE: Thursday the 21st of November (2-3:30pm)

CHAIR: Caz

PARTICIPANTS: Hannah, Steph, Caz and Dave

MINUTES: Taken by Hannah

- Last Thursday we had our third meeting, present were myself, Steph, Caz and Dave.
- A quick re-cap on the first part of last week's meeting, we began by Caz chairing the meeting and reading out meeting minutes from the previous week that was chaired by Steph
- Caz and Steph were looking at students' opportunities and barriers around the university – they both fed back on what they had found. Had found some useful information on facilities number of vending machines, communal areas in TL building that are available for bringing lunch in and the standard of facilities, they acknowledged that some facilities are in need of repair – for example a broken hot water tap upstairs in TL building.

Also, there is a lack of washing facilities/ cleaning stuff for microwaves etc. Some drinks in vending machines are priced differently such as full sugar coke is less expensive than sugar free. They also spoke to **** in the Merlin restaurant and **** gave them some menus. **** was very helpful, gave the new menus for winter/ Christmas – loaded fries are on the menu every day – when Caz and Steph questioned **** about this – she replied with that it is what the students want and they are popular– however this brought up some questions last week regarding is it what all students want? Or are there students on campus that would like other options but are not going to the Merlin due to this. Also are the university catering department looking from a financial view or health of the students view with the selling of popular items such as loaded fries?

- Caz and Steph also found the name of the catering Manager - **** – however was unavailable on campus last week, Steph and Caz also got a

map of the campus, however we spoke last week about how it would be good to code the map with where vending machines, water coolers etc. are – this brought up that it would be good to have water drinking prompt on the water machines for students.

- Caz and Steph had gone to SU – no one was present.
- Hannah – feedback on what herself and Iza had found – we were looking at questionnaires for students' knowledge and understating on health and nutrition – had found some good questionnaires that could potentially be used, which would give us a good picture on how important health and nutrition are to students and also food insecurity at the university in halls.
- No individuals were present at the meeting to discuss areas of sustainability

Moving forward from this last week and looking at the completed tasks that had been set from 2 weeks ago, our discussion last week was mainly focused on the questionnaire.

- We discussed the format of the questionnaire
- Possibly looking at a section on demographics, the nutrition knowledge and practice, the facilities and their use with a subsection for those that are in halls such as fridge/freezer space etc. and food insecurity. We agreed that we should focus on looking at using 15-20 questions, and breaking the questionnaires up into a few little questionnaires that are sent out.
- We discussed ways to disseminate the questionnaire – using QR codes/ email
- We agreed that it would be good if we could get 1st part of the questionnaire out before Christmas or even a trial questionnaire that we could use on us/ sport students , if we leave the first part until January then could leave tight on time and students are in exam period, if we can push to get the questionnaires out before Christmas gives us the chance to push it again after Christmas if we don't get much feedback or the response that we hope for.
- We will need ethical approval, however Dave will be able to sign off ethics for us

- We discussed how other universities are using incentives cards that are included in the tuition fees, allow a discount off food in the university – this could potentially be something that we eventually look at we could be used on campus – such as cards that have discount off food on campus – these could maybe be restricted to certain healthier options.

We concluded last week's meeting with the knowledge that we needed to do some fact finding and contact relevant people to get the questionnaire rolling.

TASKS FOR THE WEEK

1. We needed to get information on how we can get the approval and the questionnaires sent out to student via email - Hannah, Caz and Steph spoke to *** last Thursday – very helpful. We asked if they could send out emails for us with the questionnaire – they said that they couldn't as they get too many requests for emails to be sent out but told us that students *** could potentially do this for us.
2. We discussed how we need to get hold of ** ASAP, Email was sent to **** in *** – to arrange a meeting. A meeting with **** we can discuss and get a better picture what the ***** are doing regarding health of students – is there a student welfare officer and if they could send out the questionnaires for us.
3. Email was sent to freedom of information to find out number of students that are on Carmarthen campus and those staying in halls, HWB has given us this email – Hannah
 - Questionnaires – Hannah emailed questionnaire over to Dave we can look through the questions and come up with a questionnaire that we can put together.

This Week

- **If we begin by seeing if there are any updates from those that were contacted**

- Start with **** – Next Thursday the 5th – Steph will reply
- Update from FOI – number of students? No current update have had an email back to say that they will get back to me in their timeframe, when we spoke to the **** he did say that it can take a couple of weeks to get the information, Sent another email out to

registry and accommodation to see if we can get numbers from there no response yet. – accommodation email Caz

- A great place to begin going forward today, it to have a look at the printed questionnaires and start to put sections and questions together.
- A update on sustainability from Ria and Bex and Emmy.

Appendix 4: Fourth Board Meeting

Meeting MINUTES Iza

DATE: 28TH November 2024 (2-4pm)

CHAIR: Hannah

PARTICIPANTS: Dave, Steph, Caz, Hannah, Ria, Izabela

MINUTES:

During this meeting we have found out that Steph received an email back from the **** for ***** – ****. **** responded that **** is happy to meet up with us through a Teams meeting to answer our questions. Therefore, Steph will respond to **** by asking **** when a suitable time for the meeting would be. Also, Hannah has tried emailing the ***** to find out how many students stay at the halls and how many are studying at the campus however, she had an automatic response saying they will get back to us withing the next 20 working days. We need to send another email to ***** asking if they could send out our Questionnaire to all the students in order for us to gather the data. Caz agreed to send an email to the ***** regarding student halls and how many students live on the campus.

We have discussed the potential questions that we could ask **** during the Teams meeting. During the meeting we will have one person taking notes/ key points of the answers rather than engage in the discussion.

Hannah and Caz emails– still ongoing.....

The potential questions for ****:

1. Does the **** have any part in student health and nutrition?
If not, are you aware of who does?
2. Are there any partnerships with organizations or initiatives, or policies promoting healthy eating internally or externally to the university?
3. What challenges does the campus face in providing a wider variety of healthy food options?
4. How can students provide ongoing feedback about the food options on campus?
5. Are there forums or channels where students can suggest improvements or highlight issues?

6. What is the ***** understanding of students' expectations regarding healthy eating on campus?
7. Would you be willing to send out our questionnaire to people on Carmarthen campus for us?
8. Are you aware of the Healthy universities scheme?

We have all agreed that everyone knows how to use Microsoft Forms. We will split the sections of the questionnaire between us all so that everyone can contribute to putting the questionnaire together.

The sections include:

1. Demographics - 16 questions
2. Knowledge and practice – 20 questions
3. Use of facilities – limitations – student experience for healthy eating 10/15 questions

We aim to put the questionnaire together and run a trial before Christmas. This will give us enough time to collect the data. If unsuccessful, we will send the questionnaire again after Christmas.

I have put together a summary of what and why we are doing the research. This can be copied and pasted into all emails and the questionnaire for everyone to understand the aim of the project.

The summary is as follows:

The research focuses on understanding the nutritional landscape at UWTSD and identifying opportunities for improvements. The aim of this research is to evaluate the nutritional environment, dietary habits and food accessibility on the campus. Through this research, the goal is to identify potential gaps in nutrition offerings and raise awareness about healthy eating.

Us students from the 3rd year undertaking the Health, Nutrition and Lifestyle course decided to carry out a research project through the following steps: Observing campus facilities - by visiting dining areas, analyzing the menu; variety, pricing, health-conscious options and noting the accessibility of dining facilities during various times of the day. Also, having the knowledge on nutrition, we will conduct a nutritional assessment by analyzing the calorie content and macronutrient balance of commonly served meals. Additionally, we will compare the costs of healthy vs. less nutritious options. We also

decided to survey students by creating a questionnaire to ask about their eating habits, preferences, satisfaction with on-campus nutrition and whether students rely more on off-campus dining. By engaging with campus services, we want to interview dining staff or food service providers to better understand their approach as well as reviewing existing policies will give us a clear answer to whether UWTSD has policies/guidelines/aspiration related to healthy eating.

To do for next session - (due on the 12th)

Review questionnaires – come up with questions for student experience for healthy eating

Answers from this week written up

Review the questionnaires ready for ****

Appendix 5: Questionnaires

Demographic Questionnaire Healthy University/Public Policy

Thank you for taking time to complete this survey that has been developed by Level 6 students on the BSc Health, Nutrition and Lifestyle degree to investigate Healthy Eating on the Carmarthen Campus of UWTSD.

Your responses are entirely confidential and will only be used as part of a student assignment and summarised to be reported to the University, through the Staff / Student committee for the School of Sport and Healthy Living.

Please check below to provide consent so your responses can be used as part of this survey analysis.

1. Please tick below before proceeding with the questionnaire:

☐ I consent for my responses to be used within this survey.

2. Which of the following age ranges applies to you? *

☐ Under 25

☐ Over 25

3. Do you identify as? *

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Prefer not to say

4. Where do you live during term-time? *

- ☐ Halls of residence without catering
- ☐ Halls of residence with catering
- ☐ Off-Campus (rented accommodation)
- ☐ At parental/guardian home
- ☐ Own property
- ☐ Other

5. What programme of study are you currently enrolled in? *

Enter your answer

6. Have you ever completed any formal studies in human nutrition? This may include a University subject, University course, a specialised course, an online course. *

☐ Yes

☐ No

7. Do you meet the government guidelines for physical activity? *

☐ Yes

☐ No

☐ I don't know what the guidelines are

8. What is your weight in kilograms?

Enter your answer

9. What is your height in metres?

Enter your answer

10. Have any of these individuals ever given you dietary advice? Tick all that apply *

☐ Athletic trainer

☐ Coach

☐ Dietitian

☐ Doctor

☐ Nutritionist

☐ Family

☐ Friends

☐ University

☐ No one

11. Does the university provide you with guidance or information on healthy eating? *

☐ Yes

☐ No

☐ I don't know

12. How important do you think it is that the university provides you with information and guidance on healthy eating? *

Extremely important

Somewhat important

Neither important nor
unimportant

Not important

Statement 1

☐☐☐☐

13. Is your dietary identity mainly? *

- ☐ Omnivore/ Pescatarian (eat meat or fish, plants and dairy)
- ☐ Vegetarian (do not eat meat or fish)
- ☐ Vegan (No animal products)
- ☐ Other

14. How would you rate your own nutrition knowledge? *

- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

15. Adhering to a healthy diet is important for health and wellbeing? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

16. How would you describe your cooking skills? *

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very poor

17. Overall, would you say that what your diet is..... *

- ☐ Very healthy
- ☐ Fairly healthy
- ☐ Neither healthy nor unhealthy
- ☐ Fairly unhealthy
- ☐ Very unhealthy

Nutrition Knowledge Questionnaire

Thank you for taking time to complete this survey that has been developed by Level 6 students on the BSc Health, Nutrition and Lifestyle degree to investigate healthy eating on the Carmarthen campus of UWTSD. Your responses are entirely confidential and will only be used as part of a student assignment and summarised to be reported to the University, through the Staff / Student committee for the School of Sport and Healthy Living. Please check below to provide consent so your responses can be used as part of this survey analysis.

1. Please tick below before proceeding with the questionnaire:

☐ I consent for my responses to be used within this survey

2. Do health experts recommend that people should be eating more, the same amount, or less of the following foods? (tick one box per food).

2. Do health experts recommend that people should be eating more, the same amount, or less of the following foods? (tick one box per food).

	More	Same	Less	No
Fruit	☐	☐	☐	(
Food and drinks with added sugar	☐	☐	☐	(
Vegetables	☐	☐	☐	(
Fatty Foods	☐	☐	☐	(
Processed red meat	☐	☐	☐	(
Wholegrains	☐	☐	☐	(
Salty Foods	☐	☐	☐	(
Water	☐	☐	☐	(

3. How many servings of fruit and vegetables per day do you think experts are advising people to eat as a minimum? (One serving could be, for example, an apple or a handful of chopped carrots)

Enter your answer

4. Which fat do experts say is most important to cut down? (Tick one)

- ☐ Monounsaturated
- ☐ Polyunsaturated
- ☐ Saturated Fat
- ☐ Not sure

5. Do you think these are high or low in added sugar (tick one box per food)

	High	Low	Not sure
Bananas	☐	☐	☐
Unflavoured yoghurt	☐	☐	☐
Ice cream	☐	☐	☐
Orange squash	☐	☐	☐
Tomato ketchup	☐	☐	☐
Tinned fruit in natural juice	☐	☐	☐

6. Do you think these are high or low in fat? (tick one box per food).

	High	Low	Not sure
Pasta (without sauce)	☐	☐	☐
Low fat spread	☐	☐	☐
Baked beans	☐	☐	☐
Processed meat	☐	☐	☐
Honey	☐	☐	☐
Scotch egg	☐	☐	☐
Nuts	☐	☐	☐
Bread	☐	☐	☐
Cottage cheese	☐	☐	☐
Polyunsaturated margarine	☐	☐	☐

7. Do you think these foods are high or low in starch?

	High	Low	Not sure
Cheese	☐	☐	☐
Pasta	☐	☐	☐
Butter	☐	☐	☐
Nuts	☐	☐	☐
Rice	☐	☐	☐
Porridge	☐	☐	☐

8. Do you think these are high or low in salt ?(tick one box per food)

	High	Low	Not sure
Sausages	☐	☐	☐
Pasta	☐	☐	☐
Fish	☐	☐	☐
Red meat	☐	☐	☐
Frozen vegetables	☐	☐	☐
Cheese	☐	☐	☐

9. Do you think these are high or low in protein? (tick one box per food)

	High	Low	Not sure
Chicken	☐	☐	☐
Cheese	☐	☐	☐
Fruit	☐	☐	☐
Baked beans	☐	☐	☐
Butter	☐	☐	☐
Cream	☐	☐	☐

10. Do you think these are high or low in fibre/roughage? (tick one box per food)

	High	Low	Not sure
Cornflakes	☐	☐	☐
Bananas	☐	☐	☐
Eggs	☐	☐	☐
Red meat	☐	☐	☐
Broccoli	☐	☐	☐
Nuts	☐	☐	☐
Fish	☐	☐	☐
Baked potatoes with skin	☐	☐	☐
Chicken	☐	☐	☐
Baked beans	☐	☐	☐

11. According to experts the maximum intake of red meat is?

- ☐ Less than 70g/day
- ☐ 71-150g/day
- ☐ No maximum recommendation
- ☐ Don't know

12. Which of the following foods do you think are ultra-processed (Tick as many boxes as you think)?

- ☐ Sausages
- ☐ Greek yogurt
- ☐ Pizza
- ☐ Flavoured yogurt
- ☐ Ham
- ☐ Pasta
- ☐ Mince
- ☐ Eggs
- ☐ Nuts
- ☐ White bread

13. How often do you consume...

	Every day	Most days	2-3 times a week	About once a week	Occasionally
White meat	☐	☐	☐	☐	☐
Red meat	☐	☐	☐	☐	☐
Processed meat	☐	☐	☐	☐	☐
Fruits	☐	☐	☐	☐	☐
Sugar sweetened beverages	☐	☐	☐	☐	☐
Vegetables	☐	☐	☐	☐	☐
Confectionary/sweets/chocolate	☐	☐	☐	☐	☐
Biscuits/cakes/crisps	☐	☐	☐	☐	☐

Chips	☐	☐	☐	☐	☐
Deep-fried foods	☐	☐	☐	☐	☐
Fish	☐	☐	☐	☐	☐
Wholegrains	☐	☐	☐	☐	☐
Beans and pulses	☐	☐	☐	☐	☐

Cooking Facilities and Barriers to Healthy Eating Questionnaire

Thank you for taking time to complete this survey that has been developed by Level 6 students on the BSc Health, Nutrition and Lifestyle degree to investigate healthy eating on the Carmarthen campus of UWTSD. Your responses are entirely confidential and will only be used as part of a student assignment and summarised to be reported to the University, through the Staff / Student committee for the School of Sport and Healthy Living. Please check below to provide consent so your responses can be used as part of this survey analysis.

1. Please tick below before proceeding with the questionnaire: *

☐ I consent for my responses to be used within this survey

2. Where do you live during term-time? *

☐ Student Halls

☐ Own accomodation

☐ Term-time accomodation other than student halls

3. Is "healthy cooking" important to you? *

☐ Yes

☐ No

4. Do you ever do any food preparation or cooking in your term time kitchen? *

☐ All the time

☐ Occasionally

☐ Rarely

☐ Never

5. When you are not cooking meals at home, how often do you eat? Please select all that apply *

	Several times a week	Weekly	2-3 times a month	Monthly	Less than once a month	Never
In a restaurant	☐	☐	☐	☐	☐	☐
In a pub/bar	☐	☐	☐	☐	☐	☐
In a café, coffee shop or sandwich bar	☐	☐	☐	☐	☐	☐
In a canteen such as university or work	☐	☐	☐	☐	☐	☐
A takeaway	☐	☐	☐	☐	☐	☐
From fast food outlet	☐	☐	☐	☐	☐	☐
From mobile food van/stall	☐	☐	☐	☐	☐	☐
From entertainment venue (cinema)	☐	☐	☐	☐	☐	☐

6. Do you feel confident to cook a meal from scratch/using basic ingredients? For example, using unprocessed fruit, vegetables, eggs, meat or rice without the use of readymade sauces, spice mixes or processed meat such as chicken nuggets or burgers? *

☐ Yes

☐ No

7. How often do you cook a meal from scratch? For example using unprocessed fruit, vegetables, eggs, meat or rice without the use of readymade sauces, spice mixes or processed meat such as chicken nuggets or burgers? *

☐ Daily

☐ 2-3 times weekly

☐ Weekly

☐ Less than once a week but more than once a month

☐ Once a month

☐ Less than once a month, but more than 4 times a year.

☐ Less than 4 times a year

☐ Never

8. Do you feel your ability to cook is affected by the cooking facilities you have access to? *

☐ Yes

☐ No

9. Is the type or quantity of food you purchase, prepare, or cook, ever limited by the availability of the following facilities? *

☐ Food preparation area

☐ Fridge space

☐ Freezer space

☐ Cupboard space

☐ Eating area

☐ Cooking area

☐ Equipment such as pans and sharp knives

☐ None of the above

10. In your kitchen area, to what extent do you agree or disagree that there is enough space ... *

	Agree	Neither agree nor disagree	Disagree	Strongly disagree
For food preparation	☐	☐	☐	☐
For food storage	☐	☐	☐	☐
For eating food	☐	☐	☐	☐
In the fridge	☐	☐	☐	☐
In the freezer	☐	☐	☐	☐

11. How do time, convenience, and cost affect your ability to make healthy food choices on campus? *

	Affect me a lot	Affect me a little	Do not affect me
Time	☐	☐	☐
Convenience	☐	☐	☐
Cost	☐	☐	☐

12. How satisfied are you with current provision of catering facilities on campus? *

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Do not know
Vending machines	☐	☐	☐	☐	☐	☐
Merlin cafeteria	☐	☐	☐	☐	☐	☐
Cwad cafe	☐	☐	☐	☐	☐	☐
S4C	☐	☐	☐	☐	☐	☐
Halls of residence	☐	☐	☐	☐	☐	☐
Self catering other than halls	☐	☐	☐	☐	☐	☐

13. Do you have any suggestions on changes that could be made in the university to improve catering provision? *

Enter your answer