



Planetary Health Report Card (Nursing):

*University of Brighton - School of Sport and
Health Sciences*



University of Brighton

2022-2023 Contributing Team:

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Summary of Findings

Overall	A
<u>Curriculum</u>	A
<p>The relationship between planetary health and human health is very well addressed within several modules of the BSc undergraduate nursing programme, in particular the Health Promotion and Practice Learning modules.</p> <p>Recommendations - Include learning about the impact of climate change/planetary health on mental health and wellbeing, the impact of extreme weather events on healthcare systems, and the effect of environmental toxins on reproductive health.</p>	
<u>Interdisciplinary Research</u>	A
<p>Interdisciplinary research and collaboration in health and environment is very well addressed within the university's school of nursing.</p> <p>Recommendations - Provide the opportunity for community/patient input into the research agenda and introduce strategies for conversations about health effects of climate change and environmental disruptions with patients, visitors, and other healthcare professionals.</p>	
<u>Community Outreach and Advocacy</u>	A
<p>The university is doing well in this section.</p> <p>Recommendations - Improve partnerships with community, regional and national organisations to promote planetary health education for the public.</p>	
<u>Support for Student-Led Initiatives</u>	A
<p>The nursing school/institution is meeting all of these metrics excellently.</p> <p>Recommendations - To include more opportunities for students to take part in agriculture activities/projects, projects around sustainable food systems, and involvement in events that enable students to learn directly from members of the community.</p>	
<u>Campus Sustainability</u>	A
<p>The nursing school/institution has a huge sustainability team and lots of policies, procedures, and projects around being sustainable on campus and encouraging students to be more sustainable.</p> <p>Recommendations - The University is awaiting the net zero plan's approval. The heating used is from natural gas and not renewably sourced, so this could be looked at.</p>	

Statement of Purpose

Planetary health is human health.

As they prepare to enter the largest workforce in healthcare, nursing students are uniquely positioned to confront the challenges of climate change in the arena of human health. While the format and curriculum in nursing may vary between programs, degrees, and nationalities, the core tenets of planetary health can and must be integrated throughout the nursing education. The role of the nurse is one of the most unique and multi-faceted; from the bedside to research, nurses have the ability to enact real change at many levels. With these potential impacts in mind, the ramifications of pollution, extreme weather, vector-borne diseases, unsustainable agriculture, and rising sea levels must be addressed in the nursing curriculum. Equally important, the socioeconomic and disproportionately affected communities of these manifestations must also be included in nursing education.

Goals:

- Operate as a gap analysis for nursing programs to identify planetary health strengths and opportunities for growth.
- Assemble synthesised, program-specific information on planetary health resources useful for faculty, staff, and students.
- Facilitate sharing of planetary health resources across programs.
- Track progress in implementing and optimising planetary health curriculum and resources.
- Advance the global planetary health movement in pursuit of a healthier and more equitable world.
- Utilise as a long-term metric that accounts for improvements and opportunities for growth continuously each year.
- Highlight successes and collaborations regarding planetary health in institutions through thorough evaluation of metrics.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilization and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.

- **Sustainability:** the principle of creating and maintaining conditions under which humans and nature can exist in productive harmony to support present and future generations (Environmental Protection Agency, 2021).
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health.
- **Anthropogenic:** Created through human activity
- **Marginalised communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).
- **Nursing program:** any pre-licensure program responsible for the training of professional nurses

Other considerations:

- If there are more than one program at your nursing school with two different curricula (e.g., entry-level nursing, Masters of Science in Nursing, Doctor of Nursing Practice, and Ph.D.) you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples).

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. The curriculum for nursing programs around the world share many core topics regarding health and the medical system. In order to create a truly holistic education that includes the implications of our changing climate, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of climate change first hand, and must be equipped to not only care for afflicted patients, but to encourage preventative change. We are already seeing the impacts on human health that climate change can bring, and the nursing curriculum must reflect these realities.*

Curriculum: General

1. Does your nursing school offer courses/extracurricular activities regarding the relationships between extreme weather events and climate change?	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> The School's annual sustainability conference (SHARE 2023) includes abstracts which link the relationship between extreme weather and climate change. The Share conference is a free co-hosted event by Brighton and Sussex medical school, the University of Brighton School of Sport and Health Sciences and The Centre for Sustainable Healthcare. 	

2. Does your program provide education regarding the impacts of extreme weather events, e.g. storm, flooding, heat, drought, air pollution, on individual health?	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture includes legislation which protects health from threats, including from environmental threats e.g. air quality/pollution. NI522 Nursing to Promote Health: Public Health UK – lecture covers NHS Long Term Plan 	

which includes reference to air pollution.

- NI522 Nursing to Promote Health: The Nurse and Health Promotion – reference to collaborative working for health and wellbeing, creating supportive environments including clean air and healthy cities.
- NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.
- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.
- NI615 Contemporary and future nursing practice sustainable health is an underpinning ‘context of nursing practice’ that is explored throughout the module, including planetary health, environment and sustainable practice.

3. Does your program include education regarding mental health issues and well-being effects resulting from environmental degradation due to extreme weather events in education material?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.
- NI530, NI529, NI623, NI625 – All modules ask students to think about the environment in relation to mental health. Mental Health is identified from a person’s perspective about their environment

4. Does your nursing curriculum address impacts of climate change on the changing patterns of infectious diseases?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Public Health UK - lecture includes challenges for public health and discusses changing patterns of disease.

- NI522 Nursing to Promote Health : Global Health and Preventing Illness- lecture covers the impact of climate change/ environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status and mental health.
- NI625 sustainable health is an underpinning ‘context of nursing practice’ that is explored throughout the module, including planetary health, environment and sustainable practice.
- A meeting was held with the new module leads in relation to sustainability and recent prominence in the government's agenda and legislation. Gary Fuller has been in contact with the module leads about his research on the impact of woodburners and the impact on public health. The research is available at: <https://www.imperial.ac.uk/people/g.fuller> The module leads are currently looking at ways to embed direct links sustainability to health inequalities. The QAPL sustainability group is currently drafting recommendations to upskill the module content for NI523 and NI522.

5. Does your nursing curriculum address pathophysiological health effects resulting from climate change, including effects such as air, soil and water pollution?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.
- NI615 Contemporary and future nursing practice sustainable health is an underpinning ‘context of nursing practice’ that is explored throughout the module, including planetary health, environment and sustainable practice.

6. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation due to climate change?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme

weather changes, infectious diseases, economic status, and mental health.

7. Does your nursing curriculum address relationships between climate change, food and water security and the impact on health?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Ethics and Law in Health Promotion – lecture discusses environmental issues and genetically modified foods.
- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.
- NI615 Contemporary and Future Nursing Practice: Service Improvement – lecture discusses environmental sustainability and climate change in healthcare

8. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- We could not find any evidence to suggest this topic is addressed. However, discussions with the module lead lecturer in NI522 Nursing to Promote Health to include implications of air pollution within the modules in the next academic year 2023-2024.
- NI615 Contemporary and future nursing practice gives an overview of sustainability links in healthcare but does not directly address the effects of environmental toxins on reproductive health - willing to look at adding content for next academic year 2023-2024.

9. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- Clinical skills sessions within Practice Learning modules across the programme discuss appropriate use of resources/equipment/consumables/PPE and disposal of waste. These reflect the environmental threats found in health settings serving the local community where students will be gaining practice experience
- NI409 Practice Learning for Nursing Year 1
- NI525 Practice Learning for Adult Nursing Year 2
- NI619 Practice Learning for Adult Nursing Year 3
- NI525 health promotion module, introduces concepts of making healthy changes to lifestyle to promote healthy lives (diet, exercise, transport, use of resources)
- NI524 acute deterioration module, discusses the impact of oxygen therapy and climate change, choice of flow rate decided by clinical deterioration rather than jumping straight to 15 L/min.
- NI615 Contemporary and future nursing practice sustainable health is an underpinning 'context of nursing practice' that is explored throughout the module, including planetary health, environment and sustainable practice.

10. Does your nursing school curriculum address relationships between ecosystem health and climate change?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Ethics and Law in Health Promotion – lecture discusses environmental issues and genetically modified foods.
- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.
- NI615 Contemporary and future nursing practice sustainable health is an underpinning 'context of nursing practice' that is explored throughout the module, including planetary health, environment and sustainable practice.

11. Does your nursing curriculum address impacts of extreme weather events on healthcare systems?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI615 Contemporary and Future Nursing Practice: Service Improvement – lecture discusses environmental sustainability in relation to healthcare settings.
- [Share 2023](#) - The Share conference is a free co-hosted event by Brighton and Sussex medical school, the University of Brighton School of Sport and Health Sciences and The Centre for Sustainable Healthcare. Topics included are climate resilient health systems and adaptations.

12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather exposure?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security.
- NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.
- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.

13. Does your nursing curriculum address inequitable health impacts of climate change globally?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.

N/A	Not applicable to this program.
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Score explanation:

- NI615 Contemporary and Future Nursing practices -lecture briefly links health inequalities globally which can be related to climate change in different countries worldwide.
- NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security.

14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture.

15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Ethics and Law in Public Health – lecture covers inequalities in health, including nutrition and environmental security.
- NI522 Nursing to Promote Health: Health Inequalities – discusses health inequalities and climate change, particulate air pollution, noise pollution.
- NI522 Nursing to Promote Health: Global Health and Preventing Illness – lecture covers the impact of climate change/environmental degradation on human health, food security, extreme weather changes, infectious diseases, economic status, and mental health.

16. Does your nursing curriculum address outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI522 Nursing to Promote Health: Health Inequalities – discusses health.
- NI615 Contemporary and Future Nursing practices -lecture briefly links health inequalities globally which can be related to climate change in different countries worldwide.

17. Does your nursing program specifically have planetary health as part of its mission and/or values?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- Sustainability is one of the four core values within the university's [Strategic Plan](#).
- The university is committed to the [UN's Sustainable Development Goals](#): <https://www.brighton.ac.uk/about-us/your-university/global-challenges/index.aspx>
- The School of Sport and Health Sciences has signed the [Nursing School Commitment](#) pledge and partnership activities with Health Care Without Harm Europe and other Nursing Schools across Europe.
- BSc (Hons) Nursing (Mental Health) programme specification has this learning outcome: "Apply the principles of sustainability to be a responsible and critically resilient nurse".
- BSc (Hons) Nursing (Adult) programme specification indicates the course aims to "Foster the professional responsibility to practise sustainably" and has these learning outcomes: Critique the concept of sustainability in relation to adult nursing, and relate the principles of sustainability to adult nursing practice.

18. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.

0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- The Sustainability Special Interest Group led by Heather Baid promotes sustainability within education, research and practices within the School and is the named staff member responsible for planetary health and environmental nursing. Heather also liaises with University wide sustainability initiatives such as [Global Challenges](#) and is the School's representative on the selection panel for the University's [Environmental Award](#) for dissertation focused on sustainability – BSc (Hons) Nursing students are encouraged to submit to this award opportunity. Finally, Heather is the point of contact for external groups that the School belongs to including Planetary Health Alliance and the Global Consortium.

19. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors and other health professions about the health effects of climate change and other environmental disruptions?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI409A and NI525- Practice learning for year 1&2 includes the Time for Dementia program. Time for Dementia is a partnership between University of Brighton and the Alzheimer's Society which has been running from 2018 and includes adult and mental health nursing students. Students work with patients and their families to understand life with dementia. How the patients and their families navigate health and social care systems and those initiatives to improve their social environment. Climate change has been discussed with patients who have comorbidities such as respiratory conditions where emissions can affect their breathing.

20. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- NI619, NI525 and NI409A-Practice Learning all years. Within QAPL (quality assurance placement learning) there is a sustainability project. Students can work on projects such as PHRC, clinical skills where students can audit waste and look at ways to reduce plastic and promote sustainability.

Section Total (35 out of 40)

Grade A 88%

Interdisciplinary Research

Section Overview: *Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging medical field. As institutions tasked with creating the next generations of nurses and advanced practitioners, nursing schools should fund and support research studying the health effects of climate change. Furthermore, it is imperative for the health systems in which the nursing schools exist to encourage interdisciplinary co-work between the nursing, medical, pharmacy, and allied health schools to further the efficacy of research and education.*

1. Are there researchers or faculty engaged in planetary health research and/or healthcare sustainability research or scholarship at your nursing program's institution?

2	Yes, there are faculty members at the school of nursing who are conducting research related to planetary health and/or healthcare sustainability research or scholarship.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none are associated with the school of nursing.
0	There are no planetary health and/or healthcare sustainability researchers at the institution at this time.
N/A	Not applicable to this program.

Score explanation:

- The University has its own research profile available to access on the [University of Brighton's Special interest group](#).
- [Dr Heather Baid](#)
- [GREEN-ICU](#) This is an ongoing project which is currently analysing data from the staff views workstream (online survey, qualitative 1:1 interviews, twitter).
- The GREEN-ICU and waste reduction research projects have researchers from other disciplines including from the School of Applied sciences (SAS) (Dr Dipak Sarker - materials science, dr Ryan Woodard - waste management); School of Architecture, technology and Engineering (SATE) (dr tom Ainsworth. Gareth Owen Lloyd, James

Tooze -design). Brighton and Sussex Medical School and university Hospitals Sussex NHS Foundation Trust (Prof Mood Bhutta - ENT consultant), Sussex Community NHS Foundation Trust care Without Carbon (Oli Slaughter- Sustainability specialist) Available at:

<https://research.brighton.ac.uk/en/organisations/environment-and-public-health-research-and-enterprise-group>

- Heather and Alison are currently working with the module leads in all areas of the Nursing modules to further improve and develop education for Sustainability. Upskilling these modules will be done with most up to date policies, guidance and research.
- In September 2022 the University of Brighton facilitated an external study for a [Medisort](#) company to pilot a more sustainable sharps bin. This external study is ongoing alongside the University of Brighton's commitment for further improvement is sustainability in clinical skills rooms. Students on a QAPL placement assisted the facilitating of this project demonstrating student engagement in research and sustainability within the Nursing course.
- [Dr Kathy Martyn](#).
- Nutrition, food and sustainability - population diets and cultural diets are being explored along with nutrition supplements and 'food first' approach to promote sustainable nutrition practices and healthier lifestyles. Kathy is involved with the [NNEdPro Global Centre for Nutrition and Health](#) and ERimNN (Education and research in medical Nutrition network.) kathy also leads NUTCAP (Nutrition care of Adult patients) which is a quality improvement project in South East England
- Sustainable Healthcare Academic Research and Enterprise ([SHARE 23](#)) This is an annual event co-hosted by the School of Sport and Health Sciences, Brighton and Sussex medical School and the centre for Sustainable healthcare. This conference took place in 2022 and work is in place for the conference on 23 may 2023. This is building on the progress made about sustainability in healthcare practice. This annual conference is an opportunity for students and service users to disseminate research and look at quality improvement and education projects.
- The Sustainability Special Interest group is collaborating on research projects with [Care without Carbon](#) (sustainability team is Sussex Community Trust) Work is also done with acute care trusts. In November 2022 care without Carbon teaches on the new NA6185-NA7185 Sustainable healthcare Principles module for post registration/post graduate centre for Sustainable healthcare Nursing lead also taught on this module which shows collaboration with external organisations that specialise in sustainable healthcare.
- In September 2022 the University of Brighton facilitated an external study for a [Medisort](#) company to pilot a more sustainable sharps bin. This external study is ongoing alongside the University of Brighton's commitment for further improvement is sustainability in clinical skills rooms. Students on a QAPL placement assisted the facilitating of this project demonstrating student engagement in research and sustainability within the Nursing course. Student led engagement in research and sustainability during the QAPL placement. Brighton University has also partnered with Medisort to provide use of its skills room on Westlain campus for its research.
- Medisort has a KTP (Knowledge Transfer Partnership) with the University of Brighton Research team based in the Moulescoomb campus in the School of Applied Science. The GREEN-ICU teams and drawing on experience from the [sustainable nappy waste management project](#). This was presented in the SHARE conference 2019.

2. Does your nursing program support scholarly dissemination on topics of planetary health (e.g., peer-reviewed publications, conference presentations, abstracts, etc.)?

2	Yes, faculty members and/or students at the school of nursing have been involved with scholarly dissemination on topics of planetary health.
1	Faculty members and/or students have been involved with scholarly dissemination on topics of planetary health, but none are associated with the school of nursing.
0	No, faculty members and/or students have not been involved with scholarly dissemination on topics of planetary health.
N/A	Not applicable to this program.

- A PhD student hosted in the School of Sport and Health Sciences is conducting a project related to sustainable digital healthcare in primary care. Available at: <https://research.brighton.ac.uk/en/persons/johanna-alvarez>
- [SHARE conference](#) 2023.
- Sunset conference (organised through Centre for sustainability).
- RD11 conference - Conference following an interdisciplinary research project. “ Climate change is the biggest global health threat of the 21st century.” The Lancet May 2009. Reducing healthcare waste through systemic design: possibilities and practices for sustainable healthcare. Presented by Heather Baid and Tom Ainsworth. Research team- nursing, design, materials science, waste management, two hospitals and one community NHS trust. Grant from research England.
- A study was carried out which published quantitative data in January 2022 and is currently finishing up data analysis of qualitative data (multi site survey of nursings students’ attitude towards climate and sustainability) available at: <https://doi.org/10.1016/j.medtr.2021.105185>
- Brighton University is part of a team working collaboratively on a project for Home for healthy ageing which demonstrates the role that collaborative practice, innovation and a human centred approach play in accelerating the need for healthy, age friendly homes and neighbourhoods. This project is being run in conjunction with local councils and charities. Information available at: www.cp.catapult.org.uk.

3. Is there a process by which communities or patients disproportionately impacted by climate change and environmental injustice can give input or make decisions about the research agenda care without carbon teaches on the new NAat your nursing program’s institution?

2	Yes, there is a process in which community members impacted by climate and environmental injustice can advise or make decisions about the research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.

N/A	Not applicable to this program.
	<ul style="list-style-type: none"> • A recommendation to further link outputs from Environmental and public health research and Enterprise Group into the Nursing course. To establish a process whereby communities and patients disproportionately impacted by climate change and environmental injustice can give input and make decisions about the research agenda • Brighton University is part of a team working collaboratively on a project for Home for healthy ageing which demonstrates the role that collaborative practice, innovation and a human centred approach play in accelerating the need for healthy, age friendly homes and neighbourhoods. This project is being run in conjunction with local councils and charities. Information available at: www.cp.catapult.org.uk and more information available by emailing: homesforhealthyageing@cp.catapult.org.uk • Although the nursing school is not directly involved, the associated medical school, Brighton and Sussex Medical School, and Brighton University School of Biomedical Science and Pharmacy are involved in an ongoing research project, 'surfaces' which engages communities on planetary health research in Papua New Guinea.

4. Does your nursing program's institution have a planetary health website, or a website centralizing various program resources related to health and the environment?	
2	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment, but it is not updated or is not adequately comprehensive.
0	There is no website.
N/A	Not applicable to this program.
	<ul style="list-style-type: none"> • The University has a Sustainability special Interest group which centralises the programmes resources related to health and the Environment. This is available at https://blogs.brighton.ac.uk/sustainabilityhealth • Sustainability Special Interest Group website (School of Sport and Health Sciences) - this website is used as a resource for staff and students, to advertise the annual conference and act as a central • University of Brighton Sustainability Website, institution-wide: https://www.brighton.ac.uk/about-us/your-university/sustainability/index.aspx

5. Has your nursing program's institution recently hosted a conference or symposium on topics related to planetary health?	
2	Yes, the school of nursing or institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
1	Yes, the school of nursing or institution has hosted at least one conference or symposium on

	topics related to planetary health in the past three years.
0	No, the school of nursing or institution has not hosted a conference on topics related to planetary health in the past three years.
N/A	Not applicable to this program.

- The School has hosted sustainable healthcare conferences for many years. This has now grown and is co-hosted with the Brighton and Sussex medical School and the Center for Sustainable healthcare. This now attracts international presenters and attendees.
- [SHARE conference 2022](#) with date set for conference in 2023 [SHARE conference \(Sustainable Healthcare Academic Research and Enterprise\) - BSMS](#)
- Heather Baid from the University of Brighton facilitates the Critical care Sunset Sharing Hour. The theme of the sunset is to measure the impact of environmental sustainability projects. This bimonthly hour is an opportunity to share ideas and hear developments about sustainability in critical care. This event is ongoing with the most recent being on 6th february 2023.

6. Has your nursing program joined the Alliance for Nurses for Healthy Environments, the Planetary Health Alliance, the Global Consortium on Climate and Health Education, or the Nursing Climate Challenge?

2	Yes, the school of nursing has joined more than one of these groups.
1	Yes, the school of nursing has joined one of these groups.
0	No, the school of nursing has not joined any of these groups.
N/A	Not applicable to this program.

- [Nursing Climate Challenge - Health Care Without Harm Europe](#)
- Alison Taylor and Heather Baid are part of the working group that set up the European version.
- School of Sport and Health Sciences has signed the [Nursing School Commitment](#) pledge and partnership activities with Health Care Without Harm Europe and other Nursing Schools across Europe.
- Several staff members are also signed up for the individual Nursing Climate Challenge.
- [Global Consortium on Climate and Health Education](#)
- School of Sport and Health Sciences has become an institution member
- Heather Baid also signed up as an individual member and is part of the GCCHE Nursing Working Group
- [Planetary Health Alliance](#)
- School of Sport and Health Sciences has become an institution member.
- Heather Baid is registered with the Planetary Health Alliance as an individual to also receive a newsletter.

7. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

2	Yes, the school of nursing has been involved with IPE simulations or experiences in the past year.
1	Yes, the school of nursing has been involved with IPE simulations or experiences in the past three years.
0	No, the school of nursing has not been involved with IPE simulations in the past three years.
N/A	Not applicable to this program.

- The Nursing programme offers opportunities to join Interdisciplinary Education (IPE) through the QAPL placement. This includes the Sunset conference which is working to improve sustainability in ICU.
- The SHARE conference is open to all types of healthcare professionals and provides interdisciplinary education experiences through the small group discussions during the concurrent sessions to explore a range of different topics related to sustainable healthcare practice and links with health risks of climate change and other environmental disruptions.
- The bimonthly critical care Sunset Sharing Hour offers interdisciplinary education and is open to anyone from all disciplines and roles who are interested in improving the sustainability of critical care practice. It is informative and educational and facilitates professionals to work collaboratively to share knowledge, skills and expertise and drive change.

Section Total (12 out of 14)

Grade A 86%

Community Outreach and Advocacy

Section Overview: *Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities impacted by disruptions of the environment and Earth's natural systems. For example, even though climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on BIPOC populations and low resourced communities. Institutions should partner with local communities affected by environmental degradation to share information about environmental health threats, advocate together for change, and provide students with opportunities to connect with the communities they serve.*

1. Does your nursing program partner with community organizations to promote planetary and environmental health?

2	Yes, the school of nursing meaningfully partners with one or more community organizations to promote planetary and environmental health.
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1	The institution partners with community organizations, but the school of nursing is not part of that partnership.
0	No, there is no such meaningful community partnership.
N/A	Not applicable to this program.

- NI409A and NI525- Practice learning for year 1&2 includes the Time for Dementia program. Time for Dementia is a partnership between University of Brighton and the Alzheimer's Society which has been running from 2018 and includes adult and mental health nursing students. Students work with patients and their families to understand life with dementia. How the patients and their families navigate health and social care systems and those initiatives to improve their social environment. Climate change has been discussed with patients who have comorbidities such as respiratory conditions where emissions can affect their breathing. Planetary and Environmental health is not the focus but is discussed in reference to the patients and carers mental health.
- The university has the [Community University Partnership Programme](#) (CUPP) with community organisations promoting environment and sustainable development, however this is not specific to the nursing program.
- Brighton University is part of a team working collaboratively on a project '[homes for healthy ageing](#)' which demonstrates the role of collaborative practice, innovation and a human centred approach in accelerating the need for healthy, age friendly homes and neighbourhoods. This project is being run in conjunction with local councils and charities.
- [The SHARE Conference 2023](#) is communicated to all staff.

2. Is your nursing program engaged in community facing courses or events regarding planetary health?

2	The school of nursing offers community-facing courses or events at least once every year.
1	The school of nursing offers courses or events open to the community, but they are not primarily created for a community audience.
0	No, the school of nursing has not offered such community-facing courses or events.
N/A	Not applicable to this program.

- Brighton beach Clean. 18th February 2023. Tickets available at www.brightonsufreshers.native.fm.
- The University of Brighton hosts a programme named '[Responsible Futures](#)' in which it has hosted outreach events with the theme of sustainability and climate change. The programme has been very active between 2018-2022 although no new events have been planned for 2023.

3. Does your nursing program have regular coverage of issues related to planetary health and/or sustainable health care in program update communications?

2	Yes, students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health and/or sustainable healthcare.
N/A	Not applicable to this program.

- Sustainable use of PPE and healthcare resources embedded into teaching sessions to prepare students for their time in the clinical skills room when they practise and are assessed on clinical skills.
- Students receive emails from SSGT with posters on campus regarding events
- Students receive emails about opportunities to recycle clothing on campus.
- The current QAPL is looking to formalise this in the form of monthly updates and events to support engagement and raise the profile.
- NI615 sustainable health is an underpinning ‘context of nursing practice’ that this explored throughout the module, including planetary health, environment and sustainable practice.

4. Does your nursing program offer continuing education courses or interprofessional experiences that address planetary health and/or sustainable health care?	
2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

- [The SHARE conference](#) (co-hosted by the University of Brighton School of Sport and Health Sciences) is aimed at a range of healthcare professionals and students and other professionals are welcome to attend.
- There is a post-registration module called [Sustainable Healthcare Principles](#) which is open to all professions as continuing professional development (e.g. healthcare clinicians, educators, estates and procurement role) and students in other courses (e.g. waste management and business in addition to healthcare courses). The module can also be taken as a stand-alone module for 20 credits Level 6 (NA6185) or 20 credits Level 7 (NA7185).
- Self-guided study by undergraduate nursing students is encouraged e.g. students can access the e-learning for healthcare sessions covering topics such as air pollution and climate change <https://www.e-lfh.org.uk/programmes/all-our-health/>
- Greener NHS also provides an online e-learning module titled ‘[Environmentally Sustainable Healthcare](#)’ in which all healthcare professionals can learn about sustainable healthcare systems and the NHS net zero plan.

5. Does your nursing program participate in or encourage advocating for policies addressing planetary health issues?

2	Yes, the school of nursing actively participates in promotion of policies addressing planetary health issues.
1	The institution participates in the promotion of policies addressing planetary health issues, but the school of nursing is not involved with this.
0	No, there is no participation in promotion of policies addressing planetary health issues.
N/A	Not applicable to this program.

- [Nursing Climate Challenge – Nursing School Commitment](#)
- Alison Taylor and Heather Baid are part of the working group that set up the European version.
- A number of staff members are also signed up for the individual Nursing Climate Challenge and students are encouraged to join the NCC

6. Has your nursing program partnered with local, regional, or national health care institutions/organizations to promote planetary health related education for the public?

2	Yes, the school of nursing has partnered with healthcare organizations to promote planetary health related education for the public.
1	Yes, the institution has partnered with healthcare organizations to promote planetary health related education for the public, but the school of nursing is not involved with this.
0	No, there is no partnership with healthcare organizations to promote planetary health related education for the public.
N/A	Not applicable to this program.

- The QAPL placement has participated in an interview for Nursing Times to promote student-led initiatives in relation to planetary health.
- The University of Brighton Donor Research Team includes two members of academic staff from the nursing programme. The team receive funding from the NHS Blood and Transplantation to address the shortage of blood and organ donors in the UK among the student population. To address this issue the University of Brighton have embedded education on blood and organ donation into the curriculum for BSc Nursing students and Foundation Degree Nursing Associate and Assistant Practitioner students. An educational session is delivered within the two year study period to enable an open discussion about blood and organ donation. A focus of this work is to challenge a common misconception held by ethnic communities to address the current inequality that exists in the UK due to the lack of donors in these communities. The aim is to empower nursing students to be able to talk openly about blood and organ donation at the initial stages of interactions. It would further help the application if students can blog posts that co deliver sessions on the website. Available at:

<https://blogs.brighton.ac.uk/donorresearch/2022/11/29/a-donor-research-champions-experience-in-co-presenting-with-hcp-academics-in-an-education-event/>

Section Total (12 out of 12)

Grade A+
100%

Support for Student-Led Planetary Health Initiatives

Section Overview: *The future of planetary health belongs to the next generation of healthcare workers, and students are often the first at an institution to address the crisis. Nursing programs should encourage student engagement in planetary health and/or sustainability initiatives by providing mentorship, facilitating opportunities for educational and immersion experiences, and securing funding for student-led research and quality improvement projects. These efforts not only encourage student activity, but at best can work in cohesion with community projects.*

1. Does your nursing program or educational institution have a student representative serving on a nursing programme or educational institution decision-making committee advocating for planetary health and/or sustainability best practice?

2	Student representation is actively encouraged by the school of nursing or educational institution with time spent counting towards programme hours where applicable.
1	There is opportunity for student representation but this requires student initiative to seek out and carry out activities in their spare time.
0	There is no such opportunity for student involvement.
N/A	Not applicable to this program.

Score explanation:

- The School of Sport and Health Sciences [Sustainability Special Interest Group](#) (SSIG) has student members.
- There is also student representation on the SSIG's clinical skills project. Students from the BSc (Hons) Nursing (Child) course give feedback and have verbal discussions with students from different year groups and other pre/post registration courses within the school.
- The University of Brighton nursing course offers a QAPL placement which has established a sustainability group that during the placement are tasked to form a decision-making team advocating for planetary health and best practice in sustainability. This is an ongoing transient process with each placement bringing new ideas for quality improvement.
- The Westlain House clinical skills room is being used by MSc students from the Moulescoomb campus for their environmental audit assignment (these reports are informing institution decision-making about how to reduce waste and improve the environmental sustainability of the clinical skills rooms).

2. Does your nursing program or educational institution provide opportunities for nursing students to conduct research related to planetary health and/or sustainability in healthcare?

2	There is a specific planetary health and/or sustainability in healthcare research program or module for students interested in conducting research on this topic.
1	There are opportunities for students to perform research but these require student initiative to select planetary health and/or sustainability in healthcare as a topic.
0	There is no such opportunity for students.
N/A	Not applicable to this program.

Score explanation:

- The nursing course now offers a Quality Assurance in Practice Learning (QAPL) virtual placement for year 2 and 3 students enabling them to work on a clinical skills sustainability project. It also gives opportunities to work alongside organisations outside of the University such as Centre for Sustainable Healthcare. Research is an integral part of this placement/project.

3. Does your nursing program or educational institution support nursing students interested in enacting planetary health and/or sustainability initiatives or quality improvement projects?

2	Yes, students have been supported to enact planetary health and/or sustainability initiatives or quality improvement projects in the past year.
1	Yes, there is support for students however no initiatives have been enacted in the past year.
0	There is no such opportunity for students.
N/A	Not applicable to this program.

Score explanation:

- As part of the NI619 practice learning module, year 2 and 3 nursing students are able to work on the clinical skills sustainability project as part of the Quality Assurance in Practice Learning (QAPL) virtual placement which uses quality improvement tools such as the SusQI framework.

4. Does your nursing program or educational institution offer opportunities for nursing students to teach or present about planetary health and/or sustainability in a healthcare related topic?

2	Yes, students have been involved in teaching or delivered presentations about planetary health and/or sustainability in healthcare during the past year.
1	There are opportunities for students however no teaching or presentations have been delivered in the past year.

0	There is no such opportunity for students.
N/A	Not applicable to this program.

Score explanation:

- Students that are in their third year of their nursing course, attending the QAPL (Quality Assurance Placement learning) placement have a teaching criteria in their proficiencies which require them to fulfil a teaching aspect about their sustainability placement. The method the student used is student led - however this is a mandatory aspect of their proficiencies.
- [The SHARE conference](#) welcomes student presentations, which is encouraged by the university.
- Students have spoken at the NET conference about the topic of sustainable practice with the presentation including an undergraduate nursing student as co-author and co-presenter.

5. Does your nursing programme or educational institution provide one or more annual co-curricular planetary health and/or sustainability program initiatives in the following categories? (1 point each)

1	Projects where students can gain experience in organic agriculture and sustainable food systems. For example, gardens, farms, community supported agriculture, fishery programmes, or urban agriculture projects?
1	Events in which students learn directly from members of a local environmental justice community about the environmental challenges they face?
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts?
1	Wilderness or outdoor programmes that follow “leave no trace” principles. For example: hiking, kayaking or other outings for students.
N/A	Not applicable to this program.

Score explanation:

- Brighton beach Clean. 18th February 2023. Tickets available at www.brightonsufreshers.native.fm.
- SSGT walk my dog encouraging students to get out and interact with the environment ‘leaving no trace’.
- The University of Brighton has a [Volunteering Service](#) called active student which supports students to find supported and safe volunteering opportunities in the local area, including opportunities relating to environment, agriculture and sustainability.
- [The Brighton Ecological Society](#) hosts outdoor activities, including visiting local nature reserved for walks and exploring rock pools at local beaches.
- SSGT holds monthly campus community socials including things like crafting which is an informal way to engage with others.

Section Total (10 out of 12)

Grade A- 83%

Campus Sustainability

Section Overview: Often the most visible and accessible of the planetary health efforts, sustainability can take on many forms. As future healthcare workers, it is important to identify and nurture both a culture of sustainability and actionable items to work towards within our systems. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. Creating a more sustainable future of healthcare will require more intentional procurement, thorough recycling and waste management, and continuing education to foster a healthcare environment that works towards planetary health.

1. Does your nursing program or program's institution have designated staff responsible for sustainability?	
2	Yes, there is an Office of Sustainability with salaried staff dedicated to campus sustainability.
1	There is a sustainability task force or committee, but no salaried sustainability staff.
0	There are no staff members or committee responsible for overseeing campus sustainability.
N/A	Not applicable to this program.

Score explanation:

- [Heather Baid](#) is the leader of the School's Sustainability Special Interest Group, which promotes sustainability in research, education, and school-wide activities. The University Sustainability Team, as well as the Global Challenges leaders, are regular collaborators with the SIG.
- There is also a sustainability team that work at the University of Brighton -
 - Ollie Swan - Head of Sustainability
 - Lucy Lisle - Sustainability and Travel Manager
 - Jude Harkins - Energy and Carbon Manager
 - Mark Burkill - Parking and Transport Officer
 - Professor Mark Devenney - Professor of Critical Theory
- Professor Ruth Whittaker - Pro-Vice-Chancellor for Education and Students, and Professor Rusi Jaspal - Pro-Vice-Chancellor for Research and Knowledge Exchange both lead and champion the [Global Challenges](#) strategic initiative, including education for sustainable development (ESD).

2. How ambitious is your institution/nursing school's plan to reduce its own carbon footprint?	
5	The institution/nursing school has a written and approved plan to achieve carbon neutrality by 2030

3	The institution/nursing school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/nursing school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/nursing school does not meet any of the requirements listed above

Score explanation:

- The University of Brighton's net zero plan has not yet been approved, but their goal is for 2050 stated in the Sustainability and Environmental Policy - [Public Documents - Sustainability and Environmental Policy Statement 2022-25.pdf - All Documents \(sharepoint.com\)](#).
- Some of the goals are -
 - Increase recycling to 75% by 2025 and reduce waste generated by 600 tonnes
 - Ensure no waste goes directly to landfill.
 - Reduce travel to campus by car to 25%
 - Increase cycling to campus to 20%
- Sustainability is one of the core values in the University's strategy called [Practical Wisdom: Brighton 2025](#) and the [University of Brighton Sustainability](#) webpage details governance and policies, along with information on the unique c-change campaign and other sustainability initiatives.

3. Do buildings or other infrastructure used by the nursing programs for teaching (not including hospitals) utilise renewable energy?

2	Nursing school buildings are powered by 100% renewable energy.
1	Nursing school buildings are powered by a combination of renewable and non-renewable energy sources.
0	Nursing school buildings are not powered by renewable energy.
N/A	Not applicable to this program.

Score explanation:

- 100% of the electricity used by The University of Brighton is renewable and is mainly generated from onshore and offshore wind. Almost 1,500 solar panels have been installed at Moulsecomb, Falmer, and Eastbourne campuses, and at the Varley Park residences generating around 435,000kWh per year resulting in an annual cut of CO2 emissions by 175 tonnes.
- The solar arrays at Varley and Eastbourne were installed through an innovative collaboration with Brighton Energy Co-operative.
- Solar hot water panels have been installed on the roofs of the Hillbrow swimming pool building in Eastbourne and the Huxley Building at the Moulsecomb campus. [What we're doing \(brighton.ac.uk\)](#).
- Westlain house, Watson, and the library all have solar PV.
- Heating is from natural gas and not renewably sourced, but uses Aquifer Thermal Energy Storage (ATES) & low-carbon Combined Heat and Power(CHP) units to lower carbon impact of heating & ventilation; some electric heating & air conditioning sourced from PV panels.

4. Has the nursing program implemented strategies to encourage and provide environmentally friendly transportation options for students?

2	Yes, strategies to encourage and provide environmentally friendly transportation options have been implemented and are well publicised to students.
1	There are strategies to encourage and provide environmentally friendly transportation options but these are unsatisfactory or poorly publicised to students.
0	No strategies have been implemented to encourage and provide environmentally friendly transportation options.
N/A	Not applicable to this program.

Score explanation:

- All students are encouraged to travel sustainably and actively by walking or cycling to campus.
- All campuses have bicycle parking, external bike pumps and access to showers and lockers.
- There is a bike share scheme across central Brighton and on campus which is easily accessible for students. An ideal cost-effective idea for students that do not have a bike of their own. They also offer information about discounts available for students and information about getting a second hand bike. [Bike share | c-change \(brighton.ac.uk\)](#)
- There are several public transportation options for getting to and from campus such as trains and buses which stop at the university, or very close, and there is a shuttle bus service available.
- [Student travel options \(brighton.ac.uk\)](#)
- The University of Brighton also has links to show students the walking times from campuses, halls of residences and town centres, enabling people to plan ahead with their journeys. [Walking | c-change \(brighton.ac.uk\)](#)
- Although driving is discouraged, if necessary to drive then car sharing is encouraged.
- [Travel | c-change \(brighton.ac.uk\)](#)

5. Does your nursing program have a recycling program?

2	There are recycling programs which are easily accessible to students and faculty.
1	There are recycling programs but they are poorly implemented or not easily accessible to students and faculty.
0	There is no recycling program.
N/A	Not applicable to this program.

Score explanation:

- Recycling is available campus wide. At the university, there is a culture of 'rethink, reduce, reuse and recycle'. The aim being to reduce packaging, to cut down on paper use, reduce and recycle food waste, to facilitate staff to share surplus resources internally and with local

organisations, running the annual reuse project in the residence halls, and investing heavily in recycling facilities across the campuses. [What we're doing \(brighton.ac.uk\)](#) [Waste & Recycling | c-change \(brighton.ac.uk\)](#)

- All of the campus food waste goes to anaerobic digestion and coffee grounds are recycled into biofuel.
- Catering outlets on campus recycle glass back-of-house, products purchased in glass packaging can be returned to the catering outlets for recycling.

6. Are there sustainability requirements or guidelines for events, simulations, or training hosted by the nursing program?

2	There are sustainability requirements that must be adhered to.
1	There are sustainability guidelines which are recommended.
0	There are no sustainability criteria or guidelines.
N/A	Not applicable to this program.

Score explanation:

- The SHARE conference will be an online event this year, which will reduce the impact of travel.
- Sustainable travel such as using public transport, cycling or car sharing is encouraged for on-campus events.
- There is a Sustainability Policy for provision of food and beverages on campus at the university - <https://eat.brighton.ac.uk/ethics/policies/>.
- There are best practice guidelines available for PPE use which extends to external providers.

7. Has your institution pledged to become fossil-free and have a plan for divestment?

2	The institution is entirely divested from fossil fuels.
1	The institution has partially divested from fossil fuel companies or has made a commitment to divest from fossil fuel investments.
0	The institution has not divested from fossil fuel companies.
N/A	Not applicable to this program.

Score explanation:

- The University of Brighton has signed the Fossil Free Declaration by People & Planet, affirming their fossil free status and commitment to remain in the future [Brighton strengthens ethical investment policy with Fossil Free Declaration](#).
- No direct investments are placed with fossil fuel companies, there is a 0% investment in high carbon assets.

8. Does your school promote sustainable practices during demonstration, practice, and assessment of clinical skills?

2	Yes, sustainable practices have been implemented in clinical skills areas.
1	There are plans to implement sustainable practices in clinical skills areas but these have not yet been implemented.
0	There are no efforts to make clinical skills areas more sustainable.
N/A	Not applicable to this program.

Score explanation:

- Sustainable use of PPE and healthcare resources and education around this are embedded into teaching sessions and to prepare students for their time in skills rooms and when out in practice.
- Using gloves in teaching, practice and assessment of Basic Life Support sessions is now not necessary.
- QAPL Sustainability group will be working on a clinical skills poster around minimising glove use in the skills rooms.
- Collaborating with the medical school to develop guidance on sustainability in clinical skills rooms.
- Posters have been created to promote sustainable use of sharps disposal.
- QAPL Sustainability group will be working on creating a poster to reduce glove use.
- Emails and verbal follow up in staff meetings to remind staff (academic and technicians) about sustainable practices in demonstration, student practice and OSCE assessments to not only improve the school's environmental footprint (and reduce financial waste), but also to encourage students to develop sustainable healthcare practices in line with the Greener NHS goals to become a net zero health service.
- Arranged for MSc students from Moulsecoomb campus on environmental studies courses to conduct an audit of the clinical skills room which provided recommendations on where waste can be reduced and how to improve waste management practices to be more sustainable.

9. Does your nursing school highlight the environmental and health co-benefits of a sustainable lifestyle, e.g. plant-based diet, sustainable agriculture principles?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.

N/A	Not applicable to this program.
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Score explanation:

- NI622 Practice Learning Module teaches about obesity and mentions environmental and health co-benefits of following a balanced diet.
- Using her connection with the NNEdPro Global Centre for Nutrition and Health, Kathy Martyn is the lead on many research projects and teaches in the nursing course on sustainable nutrition practice. [NNEdPro Global Institute for Food, Nutrition and Health Kathy Martyn — The University of Brighton](#)
- The NI525 Health Promotion module introduced concepts of making health changes to lifestyle to promote healthy lives (diet, exercise, transport, use of resources).

10. Does your program identify ways to advocate and mitigate for sustainable best practices in health care?

2	This topic was explored in depth by the core curriculum.
1	This topic was briefly covered in the core curriculum.
0	This topic was not covered.
N/A	Not applicable to this program.

Score explanation:

- The "greening up" initiative in clinical skill rooms draws attention to the waste produced by clinical practice and promotes reduced usage of PPE where appropriate and responsible waste disposal, such as recycling and sharps containers.
- Staff members share examples of successful projects, initiatives, and local Trusts' best practices to spread knowledge of sustainable healthcare.
- Sustainably minded teaching and learning approaches are consistently promoted by staff and student champions who set a positive example.
- Relevant research and literature are highlighted to support evidence-based practice e.g., RCN (2021) Tools of the Trade guidance document on appropriate use of gloves.
- In order to improve ties between academic and professional environments and close the theory/practice gap, students are encouraged to learn about local sustainability initiatives while engaged in clinical practice.
- The NI524 Acute Deterioration module discusses the impact of oxygen therapy and climate change, choosing a flow rate decided by clinical deterioration rather than jumping straight to 15 L/min.

11. Does your program apply sustainability criteria when making decisions about supply procurement?

2	There are sustainability criteria that must be met for supply procurement.
1	There are sustainability guidelines for supply procurement but these are optional.

0	There are no sustainability guidelines or criteria for supply procurement.
N/A	Not applicable to this program.

Score explanation:

- The university's procurement policy states 'we make decisions based upon a balance between economic, social, and environmental factors to achieve best value for money. Local and smaller suppliers are encouraged to participate in tendering processes and provide advice and guidance where appropriate. We also continue to increase the number of supply agreements with locally based companies and place particular emphasis on locally sourced fresh ingredients. We commit to the integration of our Sustainable Food policy requirements in contracts and tender documents when contracts expire, or a new tender process begins.' [Sustainability Policies - Brighton University Hospitality Supplier information \(brighton.ac.uk\)](http://www.brighton.ac.uk/sustainability/policies)
- The website also includes policies for -
 - Drinking water
 - Water for meetings, functions, and events
 - Seasonal fruit and vegetables
 - Milk
 - Sustainable fish
 - Increasing plant-based meals.
 - Higher welfare meat
 - Fairtrade
 - Waste and recycling
 - Reducing use of disposables
 - Wellbeing
 - Customer and stakeholder engagement
 - Cutting carbon and reducing water use
 - Policy reviews and publication

Section Total (19 out of 22)	Grade A 86%
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Grading

Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

Planetary Health Grades for the University of Brighton - School of Sport and Health Sciences

The following table presents the individual section grades and overall institutional grade for the **University of Brighton - School of Sport and Health Sciences** on this nursing-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(35/40) \times 100 = 88\%$	A
Interdisciplinary Research (17.5%)	$(12/14) \times 100 = 86\%$	A
Community Outreach and Advocacy (17.5%)	$(12/12) \times 100 = 100\%$	A+
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/12) \times 100 = 83\%$	A-
Campus Sustainability (17.5%)	$(19/22) \times 100 = 86\%$	A
Institutional Grade	$(88 \times 0.3 + 86 \times 0.175 + 100 \times 0.175 + 83 \times 0.175 + 86 \times 0.175) = 88.5\%$	A

Resources

Planetary Health Alliance. Retrieved February 26, 2022, from <https://www.planetaryhealthalliance.org/planetary-health>

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