



Planetary Health Report Card:

University of Brighton Physiotherapy



University of Brighton

School of Sport and
Health Sciences

2022-2023 Contributing Team:

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Summary of Findings

Overall	C
<u>Curriculum</u>	B-
<ul style="list-style-type: none"> ● Planetary health education does appear sporadically within the curriculum, with a particular weighting in the first year of the course. There is brief coverage of the climate change and health links and other planetary health considerations are covered. Particular highlights include a novel lecture by Kenyan Physiotherapist, Otieno Martin Ong’Wen titled ‘A Good African Story’ and discuss the challenges of physiotherapy in Kenya and the importance of indigenous knowledge. Faculty are engaged and actively working to improve education in this area. ● Recommendation: Continue to develop planetary health education and address overlooked areas such as outsized impacts of climate change on marginalised populations, communication strategies for approaching the health effects of climate change with patients. 	
<u>Interdisciplinary Research</u>	B-
<ul style="list-style-type: none"> ● Summary: There was little evidence of physiotherapy specific research occurring although sustainable healthcare research generally is strong at the University of Brighton and associated medical school. ● Recommendation: Develop effective pathways for physiotherapy students to get involved in sustainable healthcare research such as through the Sustainability Special Interest group. 	
<u>Community Outreach and Advocacy</u>	D-
<ul style="list-style-type: none"> ● Summary: Brighton University has historically engaged well with the community although programs are not specific to planetary health and physiotherapy. ● Recommendation: Continuation of community outreach activities with a Planetary Health focus. 	
<u>Support for Student-Led Initiatives</u>	D-
<ul style="list-style-type: none"> ● Summary: There is little engagement from the Physiotherapy School for student initiatives. ● Recommendations: Introduce a student sustainability representative to course development councils. 	
<u>Campus Sustainability</u>	C
<ul style="list-style-type: none"> ● Summary and Recommendation: The University of Brighton has comprehensive policies in place for electricity usage, travel, procurement and food although the policies could be more ambitious such as bringing forward the 2050 carbon neutral target and removing meat from the menu at catering facilities. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a field focused on characterising the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” the writers could find few examples of integration of planetary health into physiotherapy school's institutional priorities to reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients' health. Physiotherapists in particular should be adept in considering the environment through which our patients move as the efficacy of physiotherapy treatment is tied to surrounding ecology, including air, water and land. This preparation is in the hands of the institutions providing our physiotherapy training. It is imperative that we hold our institutions accountable for educating physiotherapy students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among physiotherapy schools, we have created a Planetary Health Report Card that physiotherapy students in Canada can use to grade and compare their home institutions on an annual basis. This student-driven initiative could be adapted to compare physiotherapy schools nationally and internationally. The current ratings are made on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) University support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) physiotherapy school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the *Planetary Health Alliance* as “the health of human civilisation 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 physiotherapy 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.
- **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. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a physiotherapist to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Physiotherapy School vs. Institution:** When “physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (for example, undergraduate departments (USA), other related departments eg Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly. Any resource reasonably accessible by physiotherapy students, no matter where in the institution the resource comes from or if it is specifically targeted for physiotherapy students, can meet this metric.
- **Environmental history (Metric 19 in curriculum section):** This is a series of questions

providers are taught to ask during physiotherapy encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.

- **Elective:** The word “elective” refers to an optional course or lecture series that a physiotherapy student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clinical placement:** This is a term used in Canada to refer to placements in clinical settings that physiotherapy students go on e.g. Acute Care, Inpatient Rehab, Pediatric Clinic.
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

Noted areas for future improvement of the Physiotherapy Planetary Health Report Card: The current draft of the PHRC was adapted by University of Toronto and University of Toronto and McGill University physiotherapy students in their last months of the program. There were several perspectives from whom we did not have the opportunity to garner feedback or contribution in order to shape the Planetary Health Report Card. This includes feedback/contribution from Indigenous elders, community organisers or from students in physiotherapy globally, including from the global south. As a result, this version is largely shaped by and suited to the narrow perspective of settler canadian physiotherapy students. Future versions of the PHRC should seek to fill these gaps.

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the physiotherapy school curriculum. Today's physiotherapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that physiotherapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every physiotherapy school's core curriculum.

Curriculum: General

1. Did your physiotherapy school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<i>Score explanation: There are no current student selected modules to engage students in Education for Sustainable healthcare or Planetary Health in the last year.</i>	

Curriculum: Health Effects of Climate Change

2. Does your physiotherapy school curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation:</i>	

Year 1: Module PT427, Clinical Reasoning in Contemporary Healthcare, 23/05/22 : Topic covered in Seminar, Sustainability in School of Sport and Health Sciences by Heather Baid

As part of the University of Brighton Physiotherapy Course core curriculum, students attend a seminar and discuss the following

- *Education for Sustainable Development*
- *The PHRC*
- *Climate crisis is a Health crisis*
- *Health sector climate footprint*
- *COP26 Health Programme*
- *Delivering a 'Net Zero' NHS*
- *Social sustainability and ethical procurement.*
- *Planetary Health Education Framework*
- *Principles of Sustainable clinical and healthcare practice*
- *Being a greener University*

Year 2 : Module PT513, Physiotherapy Rehabilitation & Management of Long-term conditions, students discuss the changing pictures of epidemiology of some conditions and how this may be the result of climate change, for example incidence of flu in winter months, issues of hot weather and poorer ventilation for spread of Covid, higher rates of Cardiovascular disease in lower socioeconomic areas related to diet, low exercise engagement and also factory work e.g COPD.

3. Does your physiotherapy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

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

Score explanation:

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- *Planetary Health Education Framework*
- *Principles of Sustainable clinical and healthcare practice*
- *Being a greener University*

Year 2 : Module PT513, Physiotherapy Rehabilitation & Management of Long-term conditions, students discuss material related to Motor Neurone Disease epidemiology and how this is changing globally due to climate change and environmental risk factors, for example higher rates of MND in Australia related to hot dry spells.

4. Does your physiotherapy school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

Score explanation:

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5. Does your physiotherapy school curriculum address the respiratory health effects of climate change and air pollution?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p><i>Year 1: Module PT427, Clinical Reasoning in Contemporary Healthcare, 23/05/22 : Topic covered in Seminar; Sustainability in School of Sport and Health Sciences by Heather Baid</i></p> <p><i>As part of the University of Brighton Physiotherapy Course core curriculum, students attend a seminar and discuss the following</i></p> <ul style="list-style-type: none"> ● <i>Education for Sustainable Development</i> ● <i>The PHRC</i> ● <i>Climate crisis is a Health crisis</i> ● <i>Health sector climate footprint</i> ● <i>COP26 Health Programme</i> ● <i>Delivering a 'Net Zero' NHS</i> ● <i>Social sustainability and ethical procurement.</i> 	

6. Does your physiotherapy school curriculum address the cardiovascular health effects of climate change, including increased heat?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p><i>Year 1: Module PT427, Clinical Reasoning in Contemporary Healthcare, 23/05/22 : Topic covered in Seminar; Sustainability in School of Sport and Health Sciences by Heather Baid</i></p> <p><i>As part of the University of Brighton Physiotherapy Course core curriculum, students attend a seminar and discuss the following</i></p> <ul style="list-style-type: none"> ● <i>Education for Sustainable Development</i> ● <i>The PHRC</i> ● <i>Climate crisis is a Health crisis</i> ● <i>Health sector climate footprint</i> ● <i>COP26 Health Programme</i> ● <i>Delivering a 'Net Zero' NHS</i> ● <i>Social sustainability and ethical procurement.</i> 	

Year 2 : Module PT513, Physiotherapy Rehabilitation & Management of Long-term conditions, students discuss the changing pictures of epidemiology of some conditions and how this may be the result of climate change, for example incidence of flu in winter months, issues of hot weather and poorer ventilation for spread of Covid, higher rates of Cardiovascular disease in lower socioeconomic areas related to diet, low exercise engagement and also long term conditions associated with factory working e.g COPD.

7. Does your physiotherapy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change, for example as part of the pain curriculum?

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

Year 1 : Module PT400, Lecture on 'Triggers for Help' addresses general theory of Seeking Help. Students discuss the Health Belief Model and the biopsychosocial factors that should be taken into account when understanding how patients from all backgrounds present or may choose not to present to a physiotherapist with their condition.

8. Does your physiotherapy school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

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

Score explanation:

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9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalisation are responsible for producing climate change resulting in an outsized impact on marginalised populations (e.g. low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults)?

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

Year 1 : Module PT427

Students covered non-clinical influences in clinical decision making, where personal factors such as socio-economic status, ethnicity, culture and religion, age and gender are discussed. Throughout the module, students discuss the importance of holistic person-centred care, with respect for personal and environmental factors.

Years 2 and 3 : Students on Practical Placement

Students are assessed throughout placement and marked on their Comoom Placement Assessment Form (CPAF) form. The marking criteria in Section 6 covers 'Individuals, communities and populations' with sub categories of 'Ability to demonstrate an awareness of the wider determinants of population health'. 'Ability to promote a sense of inclusion and belonging, demonstrating anti-discriminatory behaviour and acting as an advocate for others'.

In the next iteration of the BSc Hons Physiotherapy course and the BSc Hons Physiotherapy apprenticeship route, due to start in Sept 2023, there will more content on global issues in an effort to decolonise and diversify the curriculum in modules PT431, PT400, PT500 and PT600. Sessions will cover sustainability on personal, societal and environmental levels and consider the impact of colonialism on the planet. Cultural competence and the consideration of Models of health care and Health inequalities will be discussed.

10. Does your physiotherapy school curriculum address the unequal regional health impacts of climate change globally?

3	This topic was explored in depth by the core curriculum.
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2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Year 1: Module PT427, Clinical Reasoning in Contemporary Healthcare, 23/05/22 : Topic covered in Seminar, Sustainability in School of Sport and Health Sciences by Heather Baid</i></p> <p><i>As part of the University of Brighton Physiotherapy Course core curriculum, students attend a seminar and discuss the following</i></p> <ul style="list-style-type: none"> ● <i>Education for Sustainable Development</i> ● <i>The PHRC</i> ● <i>Climate crisis is a Health crisis</i> ● <i>Health sector climate footprint</i> ● <i>COP26 Health Programme</i> ● <i>Delivering a 'Net Zero' NHS</i> ● <i>Social sustainability and ethical procurement.</i> 	

Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health

11. Does your physiotherapy school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides), for example during paediatric or pelvic health curriculum?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i> This topic was not covered.</p>	

12. Does your physiotherapy school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation:

Year 1: Module PT427, Clinical Reasoning in Contemporary Healthcare, 23/05/22 : Topic covered in Seminar, Sustainability in School of Sport and Health Sciences by Heather Baid

As part of the University of Brighton Physiotherapy Course core curriculum, students attend a seminar and discuss the following

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- *Social sustainability and ethical procurement.*

13. To what extent does your physiotherapy school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

3	Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.

Score explanation: Students studying Bsc physiotherapy at the University of Brighton take part in an online lecture by Kenyan Physiotherapist, Otieno Martin Ong'Wen titled 'A Good African Story' and discuss the challenges of physiotherapy in Kenya and the importance of indigenous knowledge.

14. Does your physiotherapy school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

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

Score explanation:

This topic was not covered.

Curriculum: Sustainability

15. Does your physiotherapy school curriculum address the environmental and health co-benefits of an outdoor activity, active transport and immersion in nature?

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

Score explanation:

Year 1

Module PT400 : The Physiotherapist as a Professional

Module PT401 : Exercise and Health Promotion in Physiotherapy Practice

Module PT 416 / 426 : Foundations in Physiotherapy ½

Year 2

Module PT511: Musculoskeletal Physiotherapy and Rehabilitation in Outpatient settings

Module PT508: Research Methods in Healthcare

Year 3 Modules: The associated learning in years 1 and 2 is embedded throughout year 3 of the course both in university and on student placement.

As part of the University of Brighton Physiotherapy Course core curriculum, the above modules are completed and routinely cover the practical and theoretical elements in order to explain the environmental and health co-benefits of prescribing outdoor exercise as individuals and in groups.

16. Does your physiotherapy school curriculum address the carbon footprint of healthcare systems?

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

Score explanation:

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17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the core curriculum? (1 point each)

1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-investigation and/or over-treatment

Score explanation:

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Year 1 ; Module PT401 : Exercise and Health Promotion in Physiotherapy Practice

As part of the University of Brighton Physiotherapy Course core curriculum, students complete a 200 mark practical and theoretical module which covers the benefits of prescribing outdoor exercise as individuals and in groups. It covers non-pharmaceutical management of the body and patient mental health.

Curriculum: Clinical Applications

18. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?

2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change

Score explanation:

Although no specific communication strategies are covered, included education material prepares students for potential conversations.

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Year 2 : Module PT513, Physiotherapy Rehabilitation & Management of Long-term conditions, students discuss the changing pictures of epidemiology of some conditions and how this may be the result of climate change, for example incidence of flu in winter months, issues of hot weather and poorer ventilation for spread of Covid, higher rates of Cardiovascular disease in lower socioeconomic areas related to diet, low exercise engagement and also long term conditions associated with factory working e.g COPD.

19. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies for taking an environmental history or exposure history?

2	Yes, the core curriculum includes strategies for taking an environmental history.
1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.

Score explanation: Insert explanation here.

Year 1 Module PT426, Foundations in Physiotherapy 2, Students develop basic practical and clinical reasoning skills in relation to the physiotherapy management of cardiorespiratory and neurological conditions including subjective history taking to identify environmental or exposure history.

Year 2 Module PT511, MSK Physiotherapy & Rehabilitation in Outpatient settings. Students look in depth at assessments of patients to identify environmental or exposure history.

Year 2 Module PT512, Physiotherapy Management in Acute Care Settings. Students look in depth at assessments of patients to identify environmental or exposure history.

Curriculum: Administrative Support for Planetary Health

20. Is your physiotherapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education?

4	Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education.

0	No, there are no improvements to planetary health education in progress.
<p><i>Sustainability continues to be covered as a topic in PT427 this year.</i></p> <p><i>From next year, with the new iteration of the course, sustainability will become a key topic across the professional development modules PT400 (year 1), PT500 (innovation and digital healthcare included here year 2), and PT600 (critical reflection on physiotherapy practice, service development/improvement, leadership, year3).</i></p>	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
6	Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).
0	There is minimal/no education for sustainable healthcare.
<p><i>Sustainability continues to be covered as a topic in PT427 this year.</i></p> <p><i>From next year, with the new iteration of the course, sustainability will become a key topic across the professional development modules PT400 (year 1), PT500 (innovation and digital healthcare included here year 2), and PT600 (critical reflection on physiotherapy practice, service development/improvement, leadership, year3).</i></p> <p><i>In the next iteration of the BSc Hons Physiotherapy course and the BSc Hons Physiotherapy apprenticeship route, due to start in Sept 2023, there will more content on global issues in an effort to decolonise and diversify the curriculum in modules PT431, PT400, PT500 and PT600. Sessions will cover sustainability on personal, societal and environmental levels and consider the impact of colonialism on the planet. Cultural competence and the consideration of Models of health care and Health inequalities will be discussed.</i></p>	

22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

Heather Baid is the School lead for Sustainability. We have a sustainability blog page from the School: <https://blogs.brighton.ac.uk/sustainabilityhealth/> , maintained and created by the SSHS Sustainability Special Interest Group.

Section Total (44 out of 69)

63.77%

Back to Summary Page [here](#)

Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the physiotherapy school and broader institution. 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 field. As leading health institutions with talented researchers and research resources, physiotherapy schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your physiotherapy school?	
3	Yes, there are faculty members at the School of Physiotherapy who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the School of Physiotherapy who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the physiotherapy school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or physiotherapy school at this time.
<p><i>Score explanation:</i> No specific research was identified at Brighton pertaining to physiotherapy and planetary health-related research.</p> <p>At the institution there are researchers working more broadly in sustainable healthcare both at the associated medical school (link to BSMS research group) and within the school of health and sport sciences (link to Brighton Sustainability Special Interest group)</p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.

0	There is no dedicated department or institute.
<p><i>Score explanation:</i> Both the associated medical school, Brighton and Sussex Medical School and Brighton University School of Health and Sport Science have dedicated sustainable healthcare research groups:</p> <p>School of Health and Sport Science: Sustainability Special Interest Group BSMS: Sustainable Healthcare Group</p>	

3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your physiotherapy school?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental 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.
<p><i>Score explanation:</i> The physiotherapy, or school of sport and health sciences does not have such processes in place.</p> <p>Although the physiotherapy 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 in which engages communities on planetary health research in Papua New Guinea. You can read more about the project here.</p>	

4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.

0	There is no website.
<p><i>Score explanation:</i> The University of Brighton School of Sport and Health Sciences has a dedicated website for it's Sustainability Special Interest Group where information about ongoing planetary health initiatives and research can be found: https://blogs.brighton.ac.uk/sustainabilityhealth/</p>	

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

4	Yes, the physiotherapy school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation:
The Sustainable Healthcare Academic Research and Enterprise Conference (SHARE) is co-hosted by the University of Brighton School of Health Sciences, Brighton and Sussex Medical School and The Centre for Sustainable Healthcare. The annual conference is focused on sustainable healthcare and has been running since 2020. The 2023 conference will be taking place in May 2023, you can find more information and register for the conference here: <https://www.bsms.ac.uk/about/events/2023/05-12-share-conference.aspx>

6. Is your physiotherapy school a member of a national or international planetary health or ESH organisation?

1	Yes, the physiotherapy school is a member of a national or international planetary health or ESH organisation
0	No, the physiotherapy school is not a member of such an organisation

Score explanation:
The School of Sport and Health Science is a member of both the planetary health alliance (link: <https://www.planetaryhealthalliance.org/pha-members>) and the global consortium on climate and health education. (link: [https://www.planetaryhealthalliance.org/pha-members](#))

<https://www.publichealth.columbia.edu/research/global-consortium-climate-and-health-education/map-gcche-member-institutions>)

Section Total (11 out of 17)

64.71%

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Community Outreach and Advocacy

Section Overview: *This section evaluates physiotherapy school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

1. Does your physiotherapy school partner with community organisations to promote planetary and environmental health?	
3	Yes, the physiotherapy school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the physiotherapy school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the physiotherapy school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation:</i> Brighton University has its Community University Partnership Programme in which the university works with community organisations across a range of domains. Examples of planetary health related projects include: Air Alert 2 2006, an air pollution mobile warning system, Sustainable Living in Social Housing 2013, FutureCoast Youth: Creative Collaborations for a changing climate 2015.</p>	

2. Does your physiotherapy school offer community-facing courses or events regarding planetary health?	
3	The physiotherapy school offers community-facing courses or events at least once every year.
2	The physiotherapy school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the physiotherapy school was not involved in planning those courses or events.
0	The physiotherapy school has not offered such community-facing courses or events.

Score explanation:

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.

The associated medical school, BSMS, does host the [SHARE](#) conference and although free this event is targeted at an academic audience.

3. Does your physiotherapy school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health or sustainable healthcare.

Score explanation:

There is no current newsletter circulated to all students at the University of Brighton.

Recommendation: Introduce a student circulated newsletter with inclusions of ongoing planetary health work.

4. Does the institution or any affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

2	Yes, the institution or any affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or any affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers

Score explanation:

Included as part of optional e-learning for all staff at Universities Hospital Sussex (the affiliated trust), staff can take an online course in sustainable healthcare produced by Greener NHS. More information can be found [here](#). Sessions are also nationally available on [air pollution](#). However, these modules are optional.

Recommendation: Encourage the institution to make these e-learning mandatory for all staff.

5. Does your physiotherapy school or its primary affiliated hospital have accessible educational materials for patients about environmental health exposures?

2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated physiotherapy centres have accessible educational materials for patients.

Score explanation:

No such resources are available or easily accessible.

6. Does your physiotherapy school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?

2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.

Score explanation:

The affiliated trust, Universities Hospitals Sussex, includes a chapter in their '[green plan](#)' on the health impacts of climate change (very briefly) and why sustainable healthcare is important. Although patient facing, climate change and health is not the primary focus of this document and specific documentation could be published for patients.

Section Total (3 out of 14)	21.43%
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Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.

1. Does your institution offer support for physiotherapy students interested in enacting a sustainability initiative/QI project?	
2	Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The physiotherapy school encourages sustainability QI projects (to fulfil clinical placement hours or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.

Score explanation:
The physiotherapy school does not specifically include sustainable quality improvement into the course or provide grants to do so. The University of Brighton does signpost students looking to take part in SusQI but there are little details on starting a new project. ([link to signposting here](#))

Recommendation: Provide clear pathways and funding for students to take part in SusQI within the physiotherapy school.

2. Does your institution offer opportunities for physiotherapy students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.

Score explanation:
There are no current pathways for students to get involved in planetary health research.

Recommendation: Establish pathways for physiotherapy students interested in planetary health research to connect with health professionals working in this area, either through the Sustainability Special Interest group or BSMS's Sustainable Healthcare Group.

3. Does the physiotherapy school have a webpage where physiotherapy students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the physiotherapy school? For example, projects achieved, current initiatives underway at the physiotherapy school and/or contact of information of potential mentors.

2	The physiotherapy school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a physiotherapy school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the physiotherapy school, but it lacks key information.
0	There is no physiotherapy-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation:

There is no specific physiotherapy website for connecting students with this work (although it is unclear whether this field of research is occurring within physiotherapy at all in Brighton). The wider associated School of Sport and Health Science does have a dedicated [webpage](#).

4. Does your physiotherapy school have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

2	Yes, there is a student organisation with faculty support at my physiotherapy school dedicated to planetary health or sustainability in healthcare.
1	Yes, there is a student organisation at my physiotherapy school dedicated to planetary health or sustainability in healthcare but it lacks faculty support.
0	No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation:

There are no dedicated societies for Physiotherapy and Planetary health although there is a student society at the affiliated medical school, the Green Medicine Society although the society has not been active in 2022/23.

5. Is there a student liaison representing sustainability interests who serves on a physiotherapy

school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
1	Yes, there is a student representative that serves on a physiotherapy school or institutional decision-making council/committee.
0	No, there is no such student representative.
<p><i>Score explanation:</i> There are no student representatives for the physiotherapy course.</p> <p>Recommendation: Introduce student sustainability representatives at the physiotherapy course development meetings to aid in sustainable decision making.</p>	

6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	
1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events, installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)
<p><i>Score explanation:</i></p> <p>Point 2: The SHARE conference, a sustainable healthcare conference hosted by Brighton University is open to students and they are encouraged to attend. This event occurred in 2022 and is open for registration for 2023.</p> <p>Point 4: Active Student, the University of Brighton's Volunteering Service, supports students to find supported and safe volunteering opportunities in the local area, including opportunities relating to environment, agriculture and sustainability</p>	

Point 5: The [Brighton Ecological Society](#) hosts outdoor activities, including visiting local nature reserves for walks and exploring rock pools at local beaches.

Section Total (3 out of 15)	20.00%
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Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the physiotherapy school and/or institution. 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. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our physiotherapy schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

1. Does your physiotherapy school and/or institution have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or physiotherapy school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of physiotherapy school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation:</i></p> <p>The University of Brighton has an office of sustainability with the following staff employed;</p> <ul style="list-style-type: none"> ● Head of Sustainability ● Sustainability and Travel Manager ● Energy and Carbon Manager ● Parking and Transport Officer <p>Contact us (brighton.ac.uk)</p> <p>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). Global challenges (brighton.ac.uk)</p>	

2. How ambitious is your physiotherapy school/institution’s plan to reduce its own carbon footprint?

4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the physiotherapy school / institution has a well-defined and adequate plan in place to achieve this goal.
3	Yes, there is a stated carbon neutrality goal by at least 2040 and the physiotherapy school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the physiotherapy school/institution has not created a plan to reach that goal or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.
<p><i>Score explanation:</i> There is a carbon neutrality goal in place for the University of Brighton by 2050 but work is currently ongoing of the development of this plan. Link here to the latest Environmental and Sustainability Policy.</p> <p>Recommendation: Develop new more ambitious targets to become net zero sooner and develop a clear structured outline of how this will be achieved.</p>	

3. Do buildings/infrastructure used by the physiotherapy school for teaching (not including the hospital) utilise renewable energy?	
3	Yes physiotherapy school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.
<p><i>Score explanation:</i> University of Brighton uses 100% renewable electricity, generated mostly from onshore and offshore wind. A proportion of electricity used is also generated by onsite solar panels (nearly 1,500 panels have been installed at Moulsecoomb, Falmer and Eastbourne campuses, and at our Varley Park residences). Heating is provided by natural gas, however, the university uses an Aquifer Thermal Energy Storage (ATES) system and low-carbon Combined Heat and Power (CHP) units to lower the carbon impact of heating and ventilation on campus. The % of renewable energy utilised by the university could not be retrieved and thus a 50:50 energy / electricity split was assumed. Information about Brightons energy usage can be found here.</p> <p>Recommendation: Publish more transparent numbers about the total energy usage of the university including the ratio of heating:electricity and renewable:non-renewable.</p>	

4. Are sustainable building practices utilised for new and old buildings on the physiotherapy school campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

3	Yes, sustainable building practices are utilised for new buildings on the physiotherapy school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilised for new buildings on the physiotherapy school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation:

University of Brighton have stated they aim to achieve BREEAM Excellent standard for all new developments. Work is ongoing to improve efficiency of older buildings. Information can be found [here](#).

5. Has the physiotherapy school implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?

2	Yes, the physiotherapy school has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The physiotherapy school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The physiotherapy school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: Insert explanation here.

Brighton University encourages sustainable transport and has several initiatives to encourage sustainable transport behaviours such as:

- Staff and student sustainable travel discounts
- Free inter-campus shuttle bus, UB1, for students at our Brighton campuses
- A Cycle scheme, providing tax-free salary-sacrifice bike purchases for staff

More information about sustainable transport at Brighton can be found [here](#) (blog post) and [here](#) (under sustainable travel).

Work is ongoing to implement sustainable travel policies specific to physiotherapy students and attending their placements.

6. Does your physiotherapy school have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

2	Yes, the physiotherapy school has both compost and recycling programs accessible to students and faculty.
1	The physiotherapy school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the physiotherapy school.

Score explanation:

The University of Brighton supports recycling at all of its sites. Information can be found [here](#). There are no current programmes for composting available to students on site.

7. Does the physiotherapy school apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

3	Yes, the physiotherapy school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The physiotherapy school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The physiotherapy school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.

Score explanation:

The University of Brighton has a '[Sustainable Food Policy](#)' in which all food procurement must adhere. Where possible the policy states that food should be locally sourced and any meat is at a minimum to the standards of the Red Tractor with the aim of increasing these standards to 'higher welfare meat'. The provision of plant-based options is included in both full meals and snacks but there is a distinct lack of ambition in reducing the overall meat consumption.

Recommendation: Increase plant-based targets to reduce overall meat consumption in line with the Lancet planetary health diet, i.e only serving meat once a fortnight.

8. Does the physiotherapy school or associated institution apply sustainability criteria when making decisions about supply procurement?

3	Yes, the physiotherapy school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The physiotherapy school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The physiotherapy school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.

Score explanation: Insert explanation here.

University of Brighton is currently in the process of updating its sustainable procurement policy. The most recent version is the [Procurement Strategy 2015-2019](#) which includes general sustainable procurement policies, however, they lack detail and they do not form sustainability requirements, hence this metric scores 2/3.

9. Are there sustainability requirements or guidelines for events hosted at the physiotherapy school?

2	Every event hosted at the physiotherapy school must abide by sustainability criteria.
1	The physiotherapy school strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no sustainability guidelines for physiotherapy school events.

Score explanation:

There are no specific sustainability guidelines at the University of Brighton for hosting events.

Recommendation: Produce sustainability requirements for all events hosted by the University of Brighton.

10. Does your physiotherapy school have programs and initiatives to assist with making lab spaces more environmentally sustainable?

2	Yes, the physiotherapy school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.

0	There are no efforts at the physiotherapy school to make lab spaces more sustainable.
<i>Score explanation: Insert explanation here.</i>	

11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	No, the institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<p><i>Score explanation:</i> The University of Brighton is entirely divested from fossil fuels however no clear commitments have been made for investment in renewable energy companies or initiatives. Information on this topic can be found here.</p>	

Section Total (16 out of 31)	51.61%
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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%

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “-”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Brighton University School of Physiotherapy

The following table presents the individual section grades and overall institutional grade for the C School of Physiotherapy on this physiotherapy-school-specific Planetary Health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(44 / 69) \times 100 = 63.77\%$	B-
Interdisciplinary Research (17.5%)	$(11 / 17) \times 100 = 64.71\%$	B-
Community Outreach and Advocacy (17.5%)	$(3 / 14) \times 100 = 28.57\%$	D
Support for Student-led Planetary Health Initiatives (17.5%)	$(3 / 15) \times 100 = 20.00\%$	D-
Campus Sustainability (17.5%)	$(16 / 31) \times 100 = 51.56\%$	C
Institutional Grade	46.74%	C