Planetary Health Report Card (Nutrition & Dietetics):

Monash University

2024-2025 Contributing Team:

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Land acknowledgment: The Monash University Nutrition and Dietetics School Planetary Health Report Card team acknowledges the traditional owners of the land on which our university sits, the Bunurong and Wurundjeri people of the Kulin nation. We acknowledge that traditional paradigms of Caring for Country both predate and intersect with Planetary Health, leaving much to be learnt from Aboriginal and Torres Strait Islander ways of being and knowing.

Summary of Findings

Overall Grade	B

Curriculum	B

- Monash University's Nutrition and Dietetics curriculum integrates planetary health topics through dedicated core units and hands-on experiences that provide real-world insight into food waste, local food systems, and potential solutions through the lens of future nutritionists and dietitians. However, students lack opportunities to consider food system sustainability during placements for students.
- **Recommendations:** Increasing the focus on healthcare system sustainability and expanding planetary health content for Master of Nutrition and Dietetics students could further strengthen the curriculum.

Interdisciplinary Research	A

- Monash University's school of Nutrition and Dietetics is actively engaged in planetary health sustainability research, with faculty members contributing to the Planetary Health Working Group and the institution providing accessible website links for students, offering an overview of initiatives and programs addressing environmental challenges on campus.
- **Recommendations:** Monash University's Nutrition and Dietetics department could further enhance collaboration with other faculties and host more conferences specifically focused on planetary health and nutrition across the university.

Community Outreach and Advocacy	B-

- Monash University's Nutrition and Dietetics students engage in limited community outreach, primarily through volunteer opportunities at annual events and select public health placements. While Monash University offers sustainability-related courses and events, there is no accessible patient education materials on climate and health in affiliated hospitals for dietitian students.
- **Recommendations**: The Nutrition and Dietetics School should expand community engagement activities, such as more frequent sessions with local groups and schools, to raise awareness about food systems and planetary health. We also suggest creating accessible educational materials on climate change and health impacts for use in the institute and affiliated hospitals.

Support for Student-Led Initiatives	B

- There is limited direct support for Nutrition and Dietetics students to lead sustainability initiatives. While Monash University hosts sustainability-focused initiatives and research groups, student awareness of available funding and support is low. There are broader university initiatives, such as Monash Permaculture, Green Steps, and the Innovation Guarantee, offering opportunities for students who are interested.
- **Recommendations**: We recommend the School of Nutrition and Dietetics to improve communication about existing planetary health research and university sustainability programs. Where possible, create dedicated funding and mentorship for student-led sustainability initiatives.

Campus Sustainability	C+

- Monash University demonstrates a strong institutional commitment to sustainability, through its Net Zero Initiative, renewable energy, sustainable transport, and waste management. The Nutrition and Dietetics School integrates sustainability into education but lacks a dedicated Office of Sustainability.
- **Recommendations**: The Monash Nutrition and Dietetics School would benefit from establishing its own Office of Sustainability to enhance its focus on environmental responsibility. The School may also expand the waste management by adding composting bins and ensuring renewable energy use in faculty building.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as "a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth." 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," many health professional schools' institutional priorities do not 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. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally 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, 4) community outreach centred on environmental health impacts, and 5) 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 health professional 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.

- **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. 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 doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Nutrition and Dietetics School/Department vs. Institution:** When "Nutrition and Dietetics School" (or similar derivative therefore) is specified in the report card, this only refers to curriculum and resources offered by the School/Department of Nutrition and Dietetics and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by nutrition

and dietetics students, no matter where in the institution the resource comes from or if it is specifically targeted for these students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical 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 mould 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. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a 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.

- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within

anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized 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).

Other considerations:

- If there is more than one "track" at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), 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). Where possible please indicate the proportion of students that are on each track.

Completed in 2022, a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the nutrition and dietetics school curriculum.*** *Today's students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that nutrition and dietetics 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 health professional school's core curriculum.*

Curriculum: General

1.1 Does the school within your university responsible for nutrition and/or dietetics offer opportunities to learn about sustainable healthcare, sustainable food systems and/or Planetary Health?	
Yes, the nutrition and dietetics school offers two or more core courses which focus primarily on sustainable healthcare, sustainable food systems and/or planetary health. (3 points)	
Yes, the nutrition and dietetics school offers one core course which focuses primarily on sustainable healthcare, sustainable food systems and/or planetary health. (2 points)	
The nutrition and dietetics school does not have any core courses whose primary focus is sustainable healthcare, sustainable food systems and/or planetary health. However, they offer one or more electives on these topics in addition to core courses that include a lecture on planetary health. (1 point)	
No, the nutrition and dietetics school does not offer any core or elective courses on sustainable healthcare, sustainable food systems and/or planetary health. (0 points)	
Score Assigned:	3

- The Monash nutrition and dietetics department has **two core units dedicated to food system education**, NUT3006 (Food Sustainability Systems) completed by students in their final year of Bachelor of Nutrition Science (BNutSc) and NUT5004 (Food Systems for Nutrition and Dietetics Practice) completed by students in the Masters of Nutrition and Dietetics (MND).
- There are other core units, across both undergraduate and postgraduate degrees, such as NUT4001 (Foundations of dietetic practice) that also touch on aspects of sustainable healthcare and sustainable food systems into their curricula.

Curriculum: Health Effects of Climate Change

1.2 Does your nutrition and dietetics school curriculum address the relationship between climate change and social determinants of health (e.g. reduced access to nutritional and/or traditional food, inequities in food distribution)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was covered in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 2. Agricultural production → One slide with a link to a news article correlating natural disasters with **higher fruit and vegetable prices.**
- Week 6. Consumption → The pre-class activity encourages students to read a paper here that highlights the **social and economic barriers to healthy and sustainable dietary choices**. However, it does not explicitly link these inequities to climate change.
- Week 11. Climate change → The workshop content emphasises that climate change is expected to reduce agricultural productivity, disrupt food supply chains, and intensify extreme events, which further diminish food availability and drive up prices, making food **less affordable.**

Final year - Public Health Nutritions (BNutSc)

- Week 10. Promoting public and planetary health → A slide from this lecture presented **statistics** emphasizing the **number of people affected by climate change**, highlighting issues such as poverty, malnutrition, malaria, diarrhea, and heat stress.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Drivers and power in food systems → The impacts of climate change on social determinants of health was explored in a slide (e.g. **increased food insecurity, reduced crop yields and fish populations, reduced nutrient content, increased food price**, etc). Additionally, an in-class activity during this workshop provided students with an opportunity to explore the drivers of the food system and their associated impacts, such as **food insecurity** and **reduced food quality.**
- Week 6. Food security → In a pre-class reading paper, 'climate change' was stated to be one of the **determinants** of food and nutrition insecurity in some developed countries, including Australia.
- Week 7. Improving the food systems for emergency events → This week's workshop explored the relationship between climate change and human health across multiple slides. It also highlighted that, as of 2023, **six planetary boundaries** have been **crossed beyond the safe zone**, including climate change, novel entities, biogeochemical flows, freshwater change, land-system change, and biosphere integrity, compared to only three in 2009.
- Week 7. Improving the food systems for emergency events → An in-class activity involved reading two papers - one focusing on the impacts of climate change on human health and the other on three climate disasters predicted to have the greatest impact on human health by 2025 - further deepening their understanding of the topic.

First/Final year - Professional Practice: Community and Population Health and Food Systems

Placement (MND)

- Opportunities for students to learn about food systems of their organisation that they undertook placement in, and how it relates to social determinants of health.

1.3 Does your nutrition and dietetics school curriculum address the disproportionate impact of climate change on marginalised populations (e.g. low socioeconomic groups, women, communities of colour, Indigenous communities, children, people experiencing homelessness, and older adults)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was covered in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

While this topic was covered throughout the core curriculum, the specific focus and link to climate change has not been thoroughly covered.

Final year - Food Sustainability Systems (BNutSc)

- Week 8. Drivers - Australia as a food secure nation → Pre-class activity encourages students to read this paper that addresses that marginalised populations are more vulnerable to food insecurity, primarily due to **inadequate financial resources** and **difficulty accessing affordable healthy food**. Lecture content also covers the retail response of COVID-19, consequences of being food insecure, raising awareness of this issue in healthcare. Mention of bushfires but does not directly refer to climate change. Post-class reading highlights the disproportionate impact of issues like food insecurity on marginalised populations, **however does not explicitly detail how specific marginalised groups are uniquely affected by climate change.**
- Week 11. Challenges → workshop content covers that extreme events, caused by climate change, can pose a **substantial risk to marginalised populations.**

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 9. Improving the food system for emergency events → A slide from this workshop included a **map** with a reference, highlighting **countries and regions vulnerable to climate change**. An embedded link offered additional information on how marginalised populations, such as Indigenous communities, are disproportionately impacted by climate change.

Final year - Public Health Nutritions (BNutSc)

- This public health unit explores the social determinants of health and how these relate to public health outcomes. This includes climate-related health impacts

- One workshop looks specifically at planetary health

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Opportunities for students to learn about food systems of their organisation that they undertook placement in.

1.4 Does your nutrition and dietetics school curriculum address the impacts of environmental degradation from climate change on food production, food supply, and quality (e.g. crop yields, nutritional values, etc)?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Final year - Food Sustainability Systems (BNutSc)

- Week 2. Agricultural production → One slide with a link to a news article correlating natural disasters with **higher fruit and vegetable prices.**
- Week 6. Consumption → The pre-class activity encourages students to read a paper here that highlights the **social and economic barriers to healthy and sustainable dietary choices**. However, it does not explicitly link these inequities to climate change.
- Week 11. Climate change → The workshop content emphasises that climate change is expected to reduce agricultural productivity, disrupt food supply chains, and intensify extreme events, which further diminish food availability and drive up prices, making food **less affordable.**

Final year - Public Health Nutritions (BNutSc)

- Week 10. Promoting public and planetary health → A slide from this lecture presented **statistics** emphasizing the **number of people affected by climate change**, highlighting issues such as poverty, malnutrition, malaria, diarrhea, and heat stress.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Drivers and power in food systems → The impacts of climate change on social determinants of health was explored in a slide (e.g. **increased food insecurity, reduced crop yields and fish populations, reduced nutrient content, increased food price**, etc). Additionally, an in-class activity during this workshop provided students with an opportunity to explore the drivers of the food system and their associated impacts, such as **food insecurity** and **reduced food quality.**
- Week 6. Food security → In a pre-class reading paper, 'climate change' was stated to be one of

the **determinants** of food and nutrition insecurity in some developed countries, including Australia.

- Week 7. Improving the food systems for emergency events → This week's workshop explored the relationship between climate change and human health across multiple slides. It also highlighted that, as of 2023, **six planetary boundaries** have been **crossed beyond the safe zone**, including climate change, novel entities, biogeochemical flows, freshwater change, land-system change, and biosphere integrity, compared to only three in 2009.
- Week 7. Improving the food systems for emergency events → An in-class activity involved reading two papers - one focusing on the impacts of climate change on human health and the other on three climate disasters predicted to have the greatest impact on human health by 2025 - further deepening their understanding of the topic.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Opportunities for students to learn about food systems of their organisation that they undertook placement in, and how it relates to social determinants of health.

1.5 To what extent does your nutrition and dietetics school emphasise the importance of Indigenous knowledge and value systems to inform planetary health solutions?	
The importance of Indigenous knowledge and value systems is emphasised throughout the nutrition and dietetics school's planetary health education. (3 points)	
The importance of Indigenous knowledge and value systems is briefly addressed (e.g. in one course or lecture) in the core curriculum. (2 points)	
The importance of Indigenous knowledge and value systems is emphasised (comprehensively or briefly) in elective coursework but not in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 2. Agriculture → Pre-class reading encourages students to watch a video on Australian **native plant foods and agriculture.**
- Week 6. Consumption → workshop slide outlines to **source food grown using sustainable production practices** and **respecting Indigenous knowledge**.
- Week 7. Food waste → workshop content highlights a position paper emphasising the critical role of Indigenous knowledge in informing sustainable diet related practices and policy making for planetary health (**advocates for a National Food and Nutrition Strategy that honours Indigenous perspectives** in addressing planetary health challenges). However, it is only addressed in two slides out of 38.
- Week 11. Challenges → some students assigned to a workshop activity focusing on examining a 'food system solution' that emphasises prioritising Indigenous voices.

Final year - Public Health Nutritions (BNutSc)

- Week 10. Promoting public and planetary health → In this week's lecture, one slide covered

Indigenous perspectives on planetary health, highlighting that "Indigenous communities do not separate 'the health of oneself' from 'the health of Mother Earth/the community,'" reflecting their more holistic view of health.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Drivers and power in food systems → The lecture highlighted in a few slides that the **Aboriginal plant food system is vast and rapidly growing.**

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Some opportunities for students to explore the importance of the Indigenous knowledge and value systems in some Indigenous focused placements**.**

First year - Foundations of Dietetic Practice (MND)

- Semester-long module "Advocates in Indigenous Health: First Steps"

First year - Evaluating the evidence: Nutrition and Population Health (BNutSc)

- Week 1. Indigenous Nutrition → One of the learning outcomes for this lecture was to "Identify the socio-economic, geographical and social factors which may impact the nutrition of Aboriginal and Torres Strait Islander peoples". The lecture goes in depth of the benefits of the traditional lifestyle, highlighting published papers that discuss health benefits associated with natural resource management and traditionally oriented lifestyles.

1.6 Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum, including specific strategies for healthcare professionals to reduce the carbon footprint. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum, including basic awareness of the carbon footprint of healthcare systems. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 10. Sustainable practices in food service. This **optional workshop** in the final week focused on identifying sustainable practices in food services. A case study in this workshop also included an **assessment of the sustainable practices** currently implemented at **Eastern Health**.

Final year - Public Health Nutritions (BNutSc)

- A couple of slides about the contribution of GHG emissions coming from the healthcare system.

1.7 Does your nutrition and dietetics school curriculum address global issues that impact the sustainability of our food system? (1 point each, provided the topic is offered in 1 or more courses)	
Impact of the increasing global population on food supply and food security. (1 point)	
Impact of declining biodiversity on access to a variety of nutritious foods. (1 point)	
Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)	
Impact of colonisation on food system practices and long-term food supply and food security. (1 point)	
Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)	
Score Assigned:	5

Final year - Food Sustainability Systems (BNutSc)

- Week 1. Introduction and orientation → This workshop explains the importance of this unit and how our **current food system requires transformation**. One slide on population growth and the effects of climate change, including increased GHG emissions, biodiversity loss. Quick reference to malnutrition (all forms) with child stunting/wasting, overweight, obesity, NCDs.
- Week 1. Introduction to Food Sustainability Systems → during the workshop, there is constantly a reference back to the rising population and the availability of healthy diet and food.
- Week 2. Agricultural production → Pre-reading encourages students to watch a video on Australian native plant foods and agriculture, pre-colonisation.
- Week 2. Agricultural production → workshop content discusses **change in diet** (decline in agro-biodiversity, increased consumption of highly refined carbohydrates), classroom discussion of industrialised agriculture and its driving forces, and changes in farming practice (becoming more industrialised over time), as well as an in depth content of environmental concerns. Also highlights food system strategies to support localised food systems used across Victorian government areas.
- Week 4. Distribution → entire workshop content explores how the **increasing consumer demand** for food all year around drives the **industrialisation** of food distribution methods and the **sustainability challenges** involved in meeting this demand. A lecture slide also goes over the impacts of the COVID-19 pandemic and the Ukraine war, particularly the consumer behaviours as a result of reduced food supply.
- Week 6. Consumption → workshop content covers how increasing urbanisation also increases demand for food, especially increasing meat consumption due to rising incomes.
- Week 8. Drivers → A key learning outcome for this workshop was to "Discuss the environmental, political and social impacts of maintaining a sustainable food supply, food access and utilisation to support food security at a national, community and

household/individual level". At a national level, the workshop content went over the impact of COVID-19 pandemic, highlighting the temporary disruption in food supply.

- Week 11. Climate change and food systems → one slide of the workshop lists out all the foods that are affected by climate change (e.g. informs students that vegetables have max temperatures, i.e. extreme heat leads to burn and increases issues with quality and flavour). A pre-class activity encourages students to read an article that has a discussion about colonisation.

First year - Foundations of Dietetic Practice (MND)

- Emphasises the rising world population and urbanisation, the increasing global demand for food, especially meat and how it contributes to increasing GHGs.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Introduction into food systems → The population growth and its related impacts; including food waste, deforestation, GHG emissions, and malnutrition, were tackled in several slides.
- Week 1. Drivers and power in food systems. This week's lecture covered various factors influencing food systems. One slide explored the impacts of population growth and migration, while another highlighted the effects of urbanisation. A separate slide discussed how **globalisation** negatively affects diets and nutrition by increasing the accessibility and demand for unhealthy foods. Additionally, another slide addressed how **colonisation** irreversibly damaged the sustainable environments that Indigenous peoples had managed. Urbanisation and its negative impacts were also highlighted in a slide in this week's lecture.
- Week 1. Pre-class activity → Students were encouraged to read a paper that tackled the seven food system drivers, which also included the relationship between globalisation and the dietary shift toward increased consumption of animal-source foods and ultra-processed foods.
- Week 6. Food security → Throughout this week's workshop, food security was highlighted as a key outcome of food systems, with a focus on the **role of dietitians** in addressing this issue.

First year - Evaluating the evidence: Nutrition and Population Health (BNutSc)

- Week 1. Indigenous Nutrition → part of the lecture covers the changes made to Aboriginal and Torres Strait Islander People's diet, where missionaries introduced new foods (e.g. foods with long shelf life such as salted meat). Also highlights the loss of traditional knowledge, language, and identity but also the increased prevalence of soil degradation and bush fires leading to a loss of many traditional foods.

1.8 Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was explored in depth in two or more courses within the core curriculum, including critical analysis of both imported and locally-sourced foods (i.e. food sold and consumed within its region of production), considering factors such as environmental impact, nutritional value, and economic implications. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 4. Food distribution → workshop content goes over the **complicity of the food distribution system** nationally and locally and each of their advantages and disadvantages. Workshop activity to allow students to reflect on opportunities to **support localised food distribution systems**. Preclass activity highlights readings and a quiz of what food distributors do and how it impacts the food systems, as well as introducing the students to the concept of **food miles**.
- Week 6. Consumption → workshop slide focuses on **food grown using sustainable production practices**, in which it highlights locally available foods and eating seasonally.
- Students are offered an opportunity to volunteer at the Little Food Festival where they facilitate a hands-on activity for kids to learn about food miles.

First year - Foundations of Dietetic Practice (MND)

- Discussed briefly in the single workshop.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 3. Food supply chains → In two slides from this week's lecture, the concept of **valuing food origin** was covered, emphasising the promotion of locally grown food.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Opportunity to look into food procurement during placement - 2 week food systems

1.9 Does your nutrition and dietetics school curriculum address the environmental impact of food waste and examine solutions to minimise food waste in various settings (e.g. institutions such as hospitals, schools, prisons, small and large retail shops, the food industry and food manufacturing companies, and households)?
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was explored in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 2. Agricultural production → post class activity encourages students to read articles on reducing growth in demand for food, with a focus on reducing food waste.
- Urban farm field trip had a composting focus.
- Week 6. Consumption → part of the workshop goes through **initiatives promoting healthy and sustainable diets**, including Belgium's 'Gent en Garde', in which food policy has been developed to prioritise healthy dietary practices and favour supplies who avoid single use plastic in hospitals, childcare, and prison.
- Week 7. Food waste → workshop content covers that food waste is an issue environmentally (increased GHGs) and also in a social justice lens. Also highlights the **benefits of reducing food waste**, reasons as to **why food waste occurs**, the **role of dietitians and nutritionists** in reducing food waste, **strategies** in reducing food waste including in hospitals and households. Learning outcome for this unit was to 'Describe the impact of food waste and discuss strategies to minimise food waste in food service and household settings' and this was covered in the workshop by **describing the over-preparation of food** in the food service industry.

First year - Foundations of Dietetic Practice (MND)

- Field trip to CERES includes a hands-on demonstration for students to learn about composting practices, and discussion around the value for businesses and society.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Introduction into food systems → An in-class activity in this workshop provided an opportunity to explore **different micro food systems**, including childcare, hospitals, schools, and retail settings, and examined the **capacity of dietitians** to help **reduce food waste** in these environments. However, the impacts of food waste were not discussed.
- Week 4. Food waste → This entire lecture focused on **methods** to measure, reduce, and manage food waste at both household and institutional levels. The **current challenges** related to food waste and **potential management strategies** were also covered in the pre-class reading. Students were also provided with a short slide deck as a refresher on content related to food waste, which was previously covered in either the Final year - Food Sustainability Systems (BNutSc) or the First year - Foundations of Dietetic Practice (MND). The environmental impacts of food waste were not directly addressed in the lecture; however, students explored these impacts during a pre-class reading website and an in-class activity by reviewing a number of provided links.
- Students had a compulsory field trip to Mannix college, where they discussed their food waste protocols.

First year - Introduction to Dietetic Skills (MND)

- Students had the opportunity during their clinical placement to observe the food waste and identified how the food system could be improved in hospital settings.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Opportunity for students to look into food waste during food systems placement or in the organisation they work in.

1.10 Does your nutrition and dietetics school explore the global, regional, national and local regulations that govern food systems, and the factors that drive changes in these regulatory systems?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 3. Food processing → workshop content on **national regulations** around food supply, where it tends to favour large scale/industrialised food systems focusing on mass production
- Week 8: Food Security - across global-national-state and local in context of food security
- Week 9. Food system dialogues. One of the main learning outcomes from this workshop was to "Describe measures used to ensure the safety of our food supply and examine how this drives activities within the food system". This topic was discussed in depth, emphasising how moving towards a healthy and sustainable food system requires an economic lens.
- The second assignment for this unit allows students to evaluate and audit a local food system in Australia. Students were required to understand the drivers in the local food system and suggest recommendations that could be made to improve the food environment in the local area.

Final year - Public Health Nutritions (BNutSc)

- Week 9. Policy generation, implementation, and analysis → This week's entire lecture covered the **policy process**, using the Chilean law on food labeling and advertising, along with its timeline, as an example. It included the **actions taken** and the **process involved** in working toward achieving the policy's goals and objectives. However, examples of global, regional, and national regulations were not mentioned in this lecture.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 6. Food policy → This entire week's content, including a lecture and a workshop, focused on **food policy** and **its potential to improve micro food systems**. It emphasised the **need for an overarching food policy** in Australia. Additionally, a pre-class activity, which was a short video, provided students with an opportunity to explore an example of food policy in retail settings. A post-class activity of this week's workshop encouraged students to explore recent food policy-making initiatives.
- Week 2: Drivers and power in food systems session covers the factors that drive changes in governing food systems

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- The first assignment for this unit was to write a proposal for their community and population health and food systems placement project. One of the required parts of their proposal was to list the relevant national, state, local, and organisational policies, in which students had to consider the bigger picture of regulations that govern the food systems.

Second year - Food: Science, Composition and Skills (BNutSc)

- One of the learning outcomes for this unit was to "describe the role of the Commonwealth and State governments in Australia in formulating, implementing and enforcing modern food law, including international standards.". This unit discussed in depth the food regulations that are in Australia and how they drive the current food system.

1.11 Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food systems?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	4

Final year - Public Health Nutritions (BNutSc)

- Week 8. Social marketing → In many slides discussing **how social marketing campaigns are implemented** to promote population-wide behavior change, the example of the Go for 2&5 campaign was used. This campaign took a multifaceted approach, aiming to increase awareness of the need to eat more fruits and vegetables and encourage their increased consumption. But the negative and positive impacts of food marketing were not directly addressed in this week's content.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 2: Power in food systems workshop - covers commercial interests that shape food systems.
- Week 7. Food marketing → This week's workshop highlighted the **potential negative and positive influences of food marketing on human health** in many slides. Furthermore, an in-class activity required students to **investigate, identify, and compare the marketing strategies** of several products, helping them understand how different strategies can potentially influence the food choice decisions of their target audience. In a post-class activity for this workshop, students were encouraged to reflect on ways they could disrupt the marketing of unhealthy processed foods.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- There are opportunities for students during their Community and population health and food systems placement to be involved in a project focusing on food marketing.

1.12 Does your nutrition and dietetics school curriculum cover these topics in the core curriculum? (1 point each, provided the topic is offered in 1 or more courses)	
The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health. (1 point)	
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	
The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature. (1 point)	
Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare. (1 point)	
Score Assigned:	0

Final year - Food Sustainability Systems (BNutSc)

- Week 6. Consumption → workshop content briefly goes over **food ingredients** that are more sustainable, yet not commonly consumed by the Australian population. Including: **edible insects, edible weeds, sustainable seafood**.

Curriculum: Environmental Impacts of Dietary Patterns

1.13 Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Final year - Food Sustainability Systems (BNutSc)

- Week 1. Introduction to Food Sustainability Systems → goes over the **healthy and sustainable dietary guidelines**, including eating more plant derived foods
- Week 6. Consumption → workshop content briefly covers **suggested environmental considerations**, such as eating from the five food groups, avoiding highly processed and packaged foods, avoiding overconsumption, and eating seasonal fruit and vegetables. A primary focus of this workshop was to highlight the **rising demand and growing popularity of meat** over the years, accompanied by a class poll asking students about their weekly meat consumption. It also mentions initiatives like 'meatless mondays', but places limited emphasis on the specific health benefits of a plant based diet, though it suggests it as a more sustainable eating approach.
- Throughout the unit, there is emphasis on the high greenhouse gas emissions associated with cows, leading students to infer that a plant-based diet is beneficial, though this is not explicitly addressed.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- While there is 1 workshop on food consumption, the environmental and health co-benefits of a plant-based diet was not explicitly discussed.

1.14 Does your nutrition and dietetics school curriculum address the environmental impact of dietary patterns high in animal-derived foods (particularly red and processed meats) on planetary health?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- Week 2. Agriculture → Workshop content covers in great detail the **statistical contribution of agriculture to greenhouse gas emissions**, including livestock (across multiple slides in one workshop). Delivers a sense of urgency explaining the diminishing resources.
- Week 6. Consumption. Workshop covers the benefits of adopting healthy and sustainable dietary patterns. International dietary guidelines like the EAT-Lancet Planetary Health diet and practices such as sourcing locally grown food and avoiding over-processed foods are also explored.

First year - Foundations of Dietetic Practice (MND)

- One of the workshop slides discusses the increasing global demand for food, especially meat and how it contributes to increasing GHGs.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. A pre-class reading paper explored the **negative impacts** of the increased demand for animal-sourced food on the environment.
- Week 1. Drivers and power in food systems → The relationship between the demand for animal-source foods and GHG emissions was briefly mentioned in a slide.
- Week 1. Drivers and power in food systems → In a distinct slide from this week's lecture, it was highlighted that income growth leads to greater demand for animal-source foods, which can strain food systems by **increasing demands on land** and **water resources**, as well as **raising greenhouse gas emissions**.

1.15 Does your nutrition and dietetics school curriculum address the impact of dietary patterns high in unhealthy ultra-processed foods on planetary health? (e.g. environmental burden of food processing, excessive food packaging)	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, exploring current challenges and solutions regarding food processing and packaging practices. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Final year - Food Sustainability Systems (BNutSc)

- Week 3. Food processing → in-depth workshop content highlighting **the need for food processing**, **current consumption of ultra processed foods** by the Australian population, the **nutritional impact** of ultra-processed foods, **excessive food packaging** vs sustainable food packaging, including activities on how it can both increase / hinder the sustainability of the food system.

1.16 Does your nutrition and dietetics school curriculum provide opportunities for students to develop the following skills to promote sustainable healthcare, sustainable food systems and/or planetary health? (1 point each, provided the topic is offered in 1 or more courses)
Advocacy (a strategic and evidence-based approach or action aiming to disrupt the status quo, influence policies, practices and behaviours in sustainable food system relevant contexts) for sustainable food systems in the context of both the food industry and within a broader multidisciplinary context. (1 point)

Systems-thinking (understanding the interconnections and interdependence in complex systems (e.g.natural, social, health, economic, and political)) in sustainable food system relevant contexts. (1 point)
Leadership (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)
Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)

Score Assigned:	4

Final year - Food Sustainability Systems (BNutSc)

- Week 1. Introduction to Food Sustainability Systems → workshop activity encourages students to think of examples of work that nutrition practitioners can do to achieve Sustainable Development Goals. Next slide also highlights the **gap in the current education system** to prepare dietitians and nutritions to contribute to the workforce
- Week 6. Consumption → post class activity encourages students to **think of strategies** as a nutrition practitioner to **increase awareness of** and **overcome challenges** of following a healthy and sustainable dietary pattern.

Final year - Public Health Nutritions (BNutSc)

- The first assignment for this unit is to develop an advocacy paper on a public health nutrition issue.
- Week 10. Promoting public and planetary health → In a slide titled "Workforce Application" from this lecture, the importance of integrating planetary health into the practice of future healthcare professionals was emphasised. It highlighted the **interconnectedness between planetary and human health**, encouraging healthcare professionals to recognize key challenges, adopt sustainable practices, and embrace a holistic approach to health. Additionally, as a post-class activity, students were asked to read the **Planetary Health Pledge**, adapted from the Lancet (2020) by Doctors for Planetary Health - West Coast, and **reflect on its significance** for them as future healthcare professionals.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 1. Introduction into food systems → A paper provided at the end of this workshop discussed the **knowledge and skills of dietitians** in Australia and their **role** in influencing sustainable food systems.
- Week 1. Food literacy → This week's workshop explored the **importance of food literacy**, particularly for dietitians and the people they work closely with, featuring an in-class activity designed to deepen the understanding of its significance for dietitians.
- Week 3. Roles and responsibilities of dietitians in food systems → This entire workshop highlighted the **role of dietitians** in **assessing, addressing, and advocating for food insecurity** at individual, household, community, and structural/societal levels. It also covered the role of dietitians in **advocating to reduce power imbalances** that contribute to food insecurity.

Final year - Practice and Research in Dietetics (MND)

- There are some research projects for students to be involved in that focus on the sustainability aspect that requires students to utilise and strengthen knowledge translation skills.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- There are many opportunities for students during their community and population health and food systems placement to develop advocacy and leadership skills.

Curriculum: Skills and Practical Applications

1.17 Does your nutrition and dietetics school offer students an opportunity to critically analyse existing interventions or practices that aim to promote sustainable healthcare, sustainable food systems and/or planetary health?	
There are multiple opportunities for students to critically analyse these interventions within core courses (e.g. case studies, research projects, or practical assignments) in various settings. (3 points)	
There are 2 or more opportunities for students to critically analyse these interventions within core courses. (2 points)	
There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)	
There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)	
Score Assigned:	2

Final year - Food Sustainability Systems (BNutSc)

- This unit provides numerous opportunities for students to engage and learn pre and post class activities and workshop discussions. For example, one post class activity encouraged students to **search for localised food system initiatives in their local area** (e.g. community garden).
- Week 1. Introduction to Food Sustainability Systems → workshop activity encouraging students to **describe what the food system would look like** in a few years.
- Week 6. Consumption → part of the workshop content allows students to analyse **initiatives promoting healthy and sustainable dietary choices** in various settings such as hospitals, prisons, and childcare.

Final year - Public Health Nutritions (BNutSc)

- Students have an opportunity to critique solutions to address key public health issues in their first assessment task (Advocacy Paper), where some students choose to focus on a planetary health/food system topic.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Week 10. Sustainable practices in food service → This was an **optional workshop** that students could choose to attend, offering them the opportunity to **assess the current sustainable foodservice practices at Eastern Health** as a case study.
- Assessment Task 1: Food Literacy → Students were to **plan a dinner** for 70 people using available donated ingredients and **design a process for delivering leftover meals** the following day to minimise food waste.

- Assessment Task 2: Menu Analysis → In this assignment, students were tasked with **assessing a menu** from an aged care facility against the Aged Care Quality Standards. Following the assessment, students were required to **write a Correction Plan** to suggest improvements based on their findings.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- There are opportunities for students to observe the current food system in the community area they are in for their community and population health placement.

First/Final year - Dietetic Practice 2 (MND) / First year - Introduction to Dietetic Skills (MND)

- There are opportunities for students during their clinical placement to observe the current food system in hospitals / clinical settings and identify gaps.
- Food systems experience (opportunity, dependent on food systems project).

1.18 Do students from your nutrition and dietetics school have the opportunity to gain real-world experience volunteering or working within projects or organisations that promote sustainable healthcare, sustainable food systems and/or planetary health?	
There are multiple opportunities for students to gain real-world experience in various settings throughout the degree. (3 points)	
There are 2 or more opportunities for students throughout the degree. (2 points)	
There is 1 opportunity for students throughout the degree. (1 point)	
There are no opportunities for students throughout the degree. (0 points)	
Score Assigned:	3

Final year - Food Sustainability Systems (BNutSc)

- The second major assessment for this unit provides students with the opportunity to gain real-world experience by engaging in practical activities such as **conducting a local food system audit** and **preparing recommendations** to improve the health and sustainability of local food systems. The third assignment also provides the students an opportunity to **evaluate professional practice of communicating evidence-based knowledge** to broad audience through media (a communique)
- There is an **optional field trip** to visit and tour the urban farm in the Australia's largest charity kitchen in Melbourne (FareShare). There is also another field trip that is limited to a few students to visit a Foodbank and learn about work they do in supporting people seeking asylum in the local community.

First year - Foundations of Dietetic Practice (MND)

- There is a **field trip** opportunity for this unit to a community environment park aligning with the learning outcome of 'Observe urban agricultural practices and the core principles of food sustainability being implemented in a real-world environment'

First year - Introduction to Dietetic Skills (MND) & First/Final year - Dietetic Practice 2 (MND)

- Students were required to **analyse the food system** within their placement hospital, focusing on factors such as food waste management and other operational aspects.

First/Final year - Professional Practice: Community and Population Health and Food Systems Placement (MND)

- Core placement unit where some students have the opportunity to gain real-world experience by **working within organisations that promote sustainable food systems**.

Final year - Food Systems for Nutrition and Dietetics Practice (MND)

- Assessment Task 2: Menu Analysis → In this assignment, students were tasked with **assessing a menu** from an aged care facility against the Aged Care Quality Standards. Following the assessment, students were required to **write a Correction Plan** to suggest improvements based on their findings.

Curriculum: Leadership and Administrative Support

1.19 Does your nutrition and dietetics school demonstrate commitment to continuous improvement in the quality and quantity of education to promote sustainable healthcare, sustainable food systems and/or planetary health?	
There has been significant effort made to integrate more content on these topics over the past 3 years, with strong evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (3 points)	
There has been significant effort made to integrate more content on these topics over the past 3 years, with some evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (2 points)	
There has been minimal effort made to integrate more content on these topics over the past 3 years. It is therefore unlikely, but possible, that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (1 point)	
There has been little or no investment in curriculum updates to integrate more content on these topics over the past 3 years, and no evidence of a commitment to do so in the near future. (0 points)	
Score Assigned:	3

- One senior lecturer coordinates Australia's first compulsory unit on Food Sustainability Systems for BNutSci students. She also coordinates Public Health Nutrition for nutrition science and dietetics students.
- The nutrition and dietetics school in Monash University has a Sustainability Working Group led by this same lecturer with several members from the nutrition department. There is a meeting 3-4 times per month and has been running for 5 years. Their focus is to lead the Department's Green Impact team as part of the university-wide intervention. The developed webpage shares some of the projects they have been working on.

- This same lecturer also held a Faculty Education Fellowship (2022-2024) where she is leading an interdisciplinary project to codesign planetary health curriculum with educators and students from various health professionals at Monash University to advance the planetary health education field.
- The researchers and staff at the nutrition and dietetics school in Monash University have been working on many projects to promote and improve the sustainable food systems education and curriculum by providing collegial support for dietetic educators globally. This shows Australia-wide leadership and contribution to advance the field.

1.20 Does your nutrition and dietetics school employ a faculty member to specifically oversee and take responsibility for curricula to promote sustainable healthcare, sustainable food systems and/or planetary health as a theme throughout the degree(s)?	
Yes, the nutrition and dietetics school has at least one dedicated faculty or staff member (e.g. curriculum champions with clearly and formally defined responsibilities for overseeing and advancing sustainability and planetary health curricula across the degree(s)). (3 points)	
Yes, the nutrition and dietetics school has at least one faculty or staff member (e.g. curriculum champions) responsible for overseeing and advancing sustainability and planetary health curricula across the degree(s), however this is a voluntary, undefined and informal role. (2 points)	
No, the nutrition and dietetics school does not have any dedicated faculty or staff members responsible for advancing sustainability and planetary health curricula, however there is evidence of a consistent and coordinated approach to this work. (1 point)	
No, the nutrition and dietetics school does not have any designated faculty or staff members responsible for advancing sustainability and planetary health curricula. There is no evidence of a consistent or coordinated approach to this work. (0 points)	
Score Assigned:	3

- The Nutrition and Dietetics department at Monash University has multiple staff members dedicated to integrating sustainable healthcare, sustainable food systems, and planetary health into the curriculum across both the Master of Nutrition and Dietetics and the Bachelor of Nutrition Science programs.
- In the department there is also a Sustainability Working Group, consisting of members from different nutrition and dietetic areas of practice (Nutrition science, lab, clinical dietetics, food service, public health) to to achieve impact across various aspects of the work we do in the department, including curriculum development/implementation.

Section Total (56 out of 75)	**74.67%**

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Interdisciplinary Research

Section Overview: ***This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions 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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

- *The School of Nutrition and Dietetics at Monash University has researchers actively engaged in planetary health and healthcare sustainability research. Several faculty members are part of the Planetary Health Working Group, contributing to initiatives that address the interconnectedness of environmental sustainability, food systems, and human health. For more information about the department's commitment to planetary health, refer to this link.*
- *One senior lecturer from the School of Nutrition and Dietetics led the Education Fellowship (January 2023 - June 2024) project, which aimed to strengthen educator confidence and capacity in delivering planetary health curricula. The project focussed on developing student-centered learning activities for health professions and equipping future healthcare professionals to tackle global challenges.*

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)
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. (2 points)
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)
There is **no** dedicated department or institute. (0 points)

Score Assigned:	3

- *There is a Planetary Health Division from the School of Public Health and Preventive Medicine. It is an emerging discipline focused on understanding and addressing the interconnected global crises impacting both human and environmental health. It emphasizes the well-being of humanity within the context of dynamic social and ecological systems. The Planetary Health Division brings together experts in environmental and occupational health, infectious disease epidemiology, and global health, fostering multidisciplinary research to tackle these pressing challenges.*
- *There is also a Monash Sustainable Development Institute (MSDI) which is a world leading institute driving transformative change through pioneering research, education, and innovation. It gathers experts from Monash, academia, industry, government, and the community in transdisciplinary partnerships to drive progress toward the United Nations' 17 Sustainable Development Goals.*

2.3. 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 institution?
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. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	2

Monash Sustainable Development Institute (MSDI) has engagement opportunities ranging from industry, government, not-for-profit and community. The Fire to Flourish program works at the intersection of disaster resilience and community development in partnership with communities across New South Wales and Victoria who were affected by Australian bushfires. Fire to Flourish

aims to support communities to lead their own recovery, co-create foundations for long-term resilience and wellbeing, and disrupt cycles of entrenched disadvantage. The Program will trial and scale a new model of community-led resilience, amplified through partnerships with government, philanthropic, not-for-profit and private sector organisations.
Revitalising Informal Settlements and their Environments (RISE) is a research program which trials innovative and sustainable water and sanitation solutions in informal settlements in Fiji and Indonesia. Working with communities, governments, local leaders and global partners, RISE set out to transform human, environmental and ecological health in informal settlements across the developing world.

Nutrition & Dietetics:

- *There are no formal processes in place for communities disproportionately impacted by climate change and environmental injustice to provide input or make decisions about the research agenda at the School of Nutrition and Dietetics.*
- *One senior lecturer from the School of Nutrition and Dietetics, is collaborating with a colleague from the School of Nursing and Midwifery on the Maternal and Child Health project, which is led by the School of Nursing and Midwifery.*

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

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. (3 points)	
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. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3

The institution has a website detailing the steps being undertaken by the university in order to contribute to environmental sustainability. It is comprehensive in explaining how the campus is striving for sustainability. There is also a separate website in regards to the research done by the university and leaders involved within climate change at the university.
The institution has a website for the Planetary Health Division in SPHPM which describes ongoing and past research projects, and the teams involved in these projects.
It provides information on various projects related to planetary health, focusing on topics such as the climate and air quality, global and women's health, and infectious disease epidemiology.

Nutrition & Dietetics:

- *Monash University institution has a website that provides an overview of its initiatives, strategies, and programs aimed at addressing environmental challenges on campus. While the site includes many information on topics such as waste reduction, green impact programs, sustainable events, it lacks dedicated focus on planetary health research and teaching at Monash.*

- *Monash University has a **Green Impact** website, a university-wide sustainability initiative open to both staff and students. This project encourages participation in sustainability efforts across the university, fostering collective action toward environmental responsibility.*
- *The nutrition and dietetics department at Monash University also has a website demonstrating a strong commitment to planetary health by including initiatives, integrated educational activities, and resources like blogs, podcasts, and research tools.*
- *The websites, however, are not fully centralised or interconnected, making it difficult to navigate planetary health resources across the university as a whole.*

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4

- *Monash University held the "Planetary Health Summit and Annual Meeting 2024" conference on the 15th of April, 2024.*
- *The 2024 Sustainable Development for Thriving Communities Conference, was organised and hosted by Monash University, focusing on sustainable development and climate change.*
- *Monash University recently launched a Circular Economy framework in 2024. This aimed to lead the transition to a circular economy where resources are used efficiently, waste is minimised, and innovation drives a more sustainable campus for all.*
- *However, the Nutrition and Dietetics Department has not directly hosted a conference or symposium on topics related to planetary health.*
- *We hosted a seminar on 12 December 2023 with visiting Scholar, A/Prof Liesel Carlsson from Canada. The seminar was titled "How are nutritionists and dietitians promoting planetary health in their practice? Insights from global research and practice"*

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Monash University's Monash Sustainable Development Institute (MSDI) is a part of the Planetary Health Alliance. *Nutrition & Dietetics:* *Several staff members from Monash University are members of Australia's Climate and Health Alliance. Additionally, one lecturer is also a member of the global Planetary Health Alliance. However, the Nutrition and Dietetics school itself is not affiliated with any ESH organisations.*	

Section Total (16 out of 17)	**94.12%**

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Community Outreach and Advocacy

Section Overview: ***This section evaluates nutrition and dietetics 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.*

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3

- *One lecturer actively recruits Monash Nutrition student volunteers to facilitate fun and engaging activities at the Little Food Festival annually to promote food systems literacy amongst primary school-aged children.*
- *Many of the public health and community nutrition placement projects consider the impact of population diets on both health and some aspects of sustainability.*

3.2. Does your institution offer community-facing courses or events regarding planetary health?
The **institution** offers community-facing courses or events at least once every year. (3 points)
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:	3

Monash University offers the Net Zero Me online course which can be found and completed on the online learning platform, Moodle. This induction course orientates students on the impacts of and contributors to climate change as well as solutions to address these. Monash Sustainability in Action club based in Clayton also presents multiple events and webinars every year to engage and educate students and staff. Some of these events based at the Clayton campus include Campus Sustainability Tours, Biketober and Plastic Free pop ups.

Nutrition and dietetics:

- *Monash Nutrition student volunteers have the opportunity to facilitate fun and engaging activities at the Little Food Festival annually to promote food systems literacy amongst primary school-aged children, briefly covering topics such as food miles and promoting local food to participants.*
- *The Nutrition and Dietetics school does not provide regular training or courses on planetary health outside of Monash University. One Senior Lecturer, who teaches and coordinates the Food Sustainability Systems unit for final-year Nutrition undergraduates, engages with community groups (e.g., Diabetes Victoria, City of Yarra) however her outreach is currently limited to approximately two sessions per year and are not ongoing events.*

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:	1

Oftentimes, communication regarding sustainability and planetary health is not shared amongst the separate campuses and students from different courses at different campuses do not receive the same information. The Monash Sustainability in Action club based in Clayton campus provides regular communications related to planetary health and/or sustainable healthcare to university students and staff. Parkville campus students at Monash University receive occasional communications about planetary health or any form of sustainable initiatives via newsletters from the university, however the information is not regularly communicated.

Nutrition and dietetics:

- *The Nutrition and Dietetics school in Monash University has their own website outlining their commitment to advance planetary health. Although there are links to blogs and*

podcasts in the webpage, the students do not receive regular communications about planetary health or sustainable healthcare.

3.4. Does the institution or main 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?

Yes, the **institution** or **main 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. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:	2

Sustainable Healthcare in Practice is a short course offered by Monash University and is "recommended for existing health professionals, health educators, aspiring graduate students…". It aims to educate the "knowledge and skills to create an inclusive, equitable, restorative and resilient health system."

The Environment and Sustainability Expert Master Degree is another course offered which teaches an "interdisciplinary foundation that allows you to analyse the interdependence of nature, society and the economy." It has five main specialisations that students can learn including environment and governance, corporate environmental and sustainability management, environmental security, international development and environment, and leadership for sustainable development.

Sustainable Healthcare Fundamentals is another short course offered by Monash University aimed at "health professionals, non-clinicians, decision-makers, policy makers and those interested in sustainable healthcare", providing information about decarbonisation pathways and principles of a circular economy amongst other concepts.

Nutrition and dietetics:

- *Current nutrition and dietetics students are not aware of any 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.*

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
• *Neither Monash University nor its affiliated teaching hospitals have easily accessible educational resources regarding environmental health exposure for patients. This is consistent when examining Monash University's other affiliated teaching hospitals.*	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **<u>all</u> affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
• *Current nutrition and dietetics students are not aware of any accessible educational materials for patients about climate change and health impacts in primary affiliated hospitals.*	

Section Total (9 out of 14)	**64.29%**

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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.*

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship 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. (1 point)	
No, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1

- *Current Nutrition and Dietetics school students are not aware of any support for nutrition and dietetics students interested in enacting a sustainability initiative / QI projects. However, the students have opportunities to participate in Public Health Nutrition Research projects in PhD programs focusing on various areas, such as Food and Nutrition Security, Planetary Health, and Healthy and Equitable Food Environments. The School of Nutrition and Dietetics at Monash University also has Planetary Health Working Group members who are contributing to the various targets within Agenda 2030 as outlined in their research profiles.*
- *The institution does however, have research groups focusing on sustainability and/or planetary health such as the Monash Sustainable Development Institute, where students can reach out to supervisors to assist with available research projects and watch seminars. The nutrition and dietetics students are not currently aware of any student funding available for these projects.*

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
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. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	2

Monash University offers graduate students research opportunities in planetary health/health promotion through Monash Sustainable Development Institute (MSDI). MSDI focuses on solution-focused sustainable development and offers scholarships for high quality doctoral research candidates based on merit.

Monash University's Health and Climate Initiative, as part of Monash Faculty of Medicine, Nursing and Health Sciences, focuses on assessing current strategies and developing innovative solutions to mitigate the effects of climate change on health and healthcare systems. Notably, the Monash Biomedicine Discovery Institute (BDI), one of the largest and most prestigious research institutes in the Southern Hemisphere, offers a variety of research opportunities, from Honours and Masters by Research to PhD/Doctorate programs, enabling students to explore a diverse range of health issues.

The 'Human Health and Climate Change Virtual Exchange Program' is available for honours year pharmacy students who are interested in taking part in a Collaborative Online International Learning (COIL) experience.

Nutrition and dietetics:

- *During the final year research degree for MND students, there is an opportunity to engage in various research projects, some of which focus on improving the sustainability of food systems in Australia.*
- *Students are provided with the opportunity to apply for a Summer and Winter Vacation Research Scholarship Program, allowing successful applicants to work on a research project focused on planetary health and/or sustainable healthcare over the holidays.*

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)
There is **no** institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:	2

- *The Nutrition and Dietetics school in Monash University runs a webpage called Public Health Nutrition Research where anyone can explore current public health research areas*

and Phd projects related to sustainability and public health. There are also contact details of mentors within the nutrition and dietetics school.

- *Monash University Faculty of Medicine, Nursing and Health sciences have a Health and Climate section in their research website with information regarding recent projects and updates, in addition to participating academics' contact information.*

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	1

Monash University medical students have a local, student-run branch of the national organisation, Doctors for the Environment Australia (DEA). Although the DEA provides support and funding to the student organisation, Monash University does not.

AMSA (Australian Medical Students' Association) has AMSA Code Green, which is a subcommittee that focuses on planetary health. As with DEA, the Monash members of this student run organisation do not receive faculty support.

Nutrition and dietetics:

- *The School of Nutrition and Dietetics at Monash University has a student-led organisation called the Monash Nutrition and Dietetics Society (MNDS). While MNDS provides a platform for students to connect, share knowledge about food, and promote healthy eating and lifestyles, its primary focus is not exclusively on planetary health.*

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)

Score Assigned:	0

- *At the School of Nutrition and Dietetics at Monash University, there are student representatives from both undergraduate and postgraduate degrees who collect feedback*

from their peers. This feedback is gathered through the Student Evaluation of Teaching and Units (SETU) survey at the end of each semester, providing insights into the structure and teaching quality of all units covered. The feedback plays a crucial role in informing improvements to the units for the following year.

- *However, there are no formal role opportunities for students in the nutrition and dietetics school to represent sustainability interests.*

4.6. 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)	**Score**
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.	0
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)	1
Score Assigned:	5

- *Monash Permaculture, now operating through MSA, provides a space for students passionate about permaculture, sustainability, and gardening to connect and participate in local volunteering opportunities.*
- *There are several opportunities for students to participate in events and activities related to planetary health, food rescue, and circular waste economy through MSA, MGA, and other student-led initiatives. Information is usually found in the monthly newsletter sent by Monash University via Email.*
- *There are also opportunities to participate in events such as the Little Food Festival and collaborate with Notting Hill Community House.*
- *Monash Innovation Guarantee (MIG) and Global Immersion Guarantee (GIG) provide students with opportunities to travel and engage in innovative sustainability projects.*
- *Green Steps Program – A sustainability leadership initiative by the Monash Sustainable Development Institute, offering workshops and real-world consultancy projects.*

Section Total (11 out of 15)	**73.33%**

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Campus Sustainability

Section Overview: ***This section evaluates the support and engagement in sustainability initiatives by the 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 medical 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.*

5.1. Does your institution have an Office of Sustainability?	
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. (3 points)	
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 hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
• *The Nutrition and dietetics school does not have a dedicated Office of Sustainability.* • *Monash University has a sustainability-focused institute known as the Monash Sustainable Development Institute. This Institute involves leading experts and innovators from Monash, academia, industry, government, and the community in transdisciplinary collaborations to help achieve the United Nations 17 Sustainable Development Goals.*	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	5

- *Monash University is committed to the Net Zero Initiative, aiming for all energy used across its campuses to come from renewable sources or be offset, ensuring net zero emissions from infrastructure and operations by 2030. Its strategy is built on seven key pillars, inspired by the Climateworks Centre Deep Decarbonisation pathway, to support Monash in achieving net zero emissions. These strategies include energy efficiency, Campus electrification, Net Zero buildings, Renewable energy, Intelligent energy networks, Net Zero transport, and Residual emissions. In 2023, Monash University replaced gas-fired heating in five major buildings on Clayton campus with a centralised electric thermal plant, and the total greenhouse gas emissions reduced 57% below the 2015 baseline. Such updates are consistently uploaded on the Net Zero Initiate Monash website.*

- *The Nutrition and Dietetics School is advancing research, education, and engagement at the intersection of healthcare, nutrition, food systems, climate, and population health. Its commitment to planetary health aligns with the United Nations' Agenda 2030. The school offers two core units focused on food systems education, one in each degree program:*

  NUT3006 Food Sustainability Systems _ Taken in the final year of the Bachelor of Nutrition Science

  NUT5004 Food Systems for Nutrition and Dietetic Practice _ Taken in the Master of Nutrition and Dietetics.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
We were unable to find an absolute figure relating to the exact proportion of Monash University's energy being from renewable energy sources. However, Monash University has stated that it would achieve 100% renewable energy for electricity generation, not including heating, in 2025 and, including heating, in 2040. The latest statistics from 2023 show that the figure of overall percentage of renewable energy was 71.3%. Company report | Clean Energy Regulator *For more details on Monash University's targets, visit the Net Zero Initiative website.*	

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

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

Score Assigned:	2

Monash University has committed to sustainability goals (which can be accessed here). These initiatives outline that by 2030:

- *All new buildings will be all electric, with rooftop solar.*
- *All new buildings will be designed to Passive House principles to achieve low energy demands and high occupant comfort.*
- *Existing campus buildings will be electrified.*

Since 2018, all new buildings on campus have been all-electric, making 30% of buildings all-electric (renewable electricity generation and heating systems). However, 95 buildings are still using gas heating - they are progressively being converted to renewable electricity heating sources.

Monash University has set sustainability goals for 2030, with four key initiatives for building sustainability:

- *Circular Economy: Focuses on keeping materials in use, promoting adaptability, and minimizing waste to avoid landfill. See this online report for more information.*
- *Net Zero: Aims to reduce carbon emissions associated with energy consumption and the materials' lifecycle. See this procurement policy for more information.*
- *Nature+: Works to reduce water usage through efficient fixtures and plumbing, along with highly reflective roofing materials. Also includes landscaping and hardscaping that support animal habitats.*
- *Health and Wellbeing: Ensures a healthy indoor and outdoor environment for staff and students.*

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?
Yes, the institution 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. (2 points)
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:	2

- *Monash University has launched a Zero Emission Bus Trial, featuring battery-electric buses now operating on routes 601 and 630. Additionally, two electric bus charging stations have been installed at the Clayton Campus transport interchange.*
- *Monash University will be collaborating with CDC and other contributing organisations to run a living lab focused on testing Electric Bus technology and managing the logistics of operating battery-powered vehicles on busy bus routes. Monash will play a key role in evaluating customer experiences during the trial and providing insights for optimisation.*
- *Monash University offers extensive secure bike facilities across all campuses, along with bike rental services. At the Clayton Campus, there was previously a bike hub called BikeCo, which provided rentals, second-hand bikes, and bike repair services. However, it has since closed due to a lack of interested staff.*
- *Monash University is currently exploring Uniride (formerly Biker Co), a service owned and operated by the Monash Student Association. Uniride offers a variety of new and used bikes, as well as a wide range of cycling-related parts and accessories for all types of cyclists. Refer to this website for more information on Uniride.*

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

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:	1

- *Monash University prioritizes recycling and waste disposal, providing a comprehensive online guide on how to properly dispose of or recycle various materials on campus. This includes corflute, coffee pods, e-waste and digital media, food waste and compostables, paper and cardboard, toner cartridges, soft plastics, and expanded polystyrene. The university also operates the Monash Reuse Centre, where second-hand items are available when needed. Across campus buildings, general waste and recycling bins are always placed together for easy sorting. Refer this Recycling and Waste Disposal website for more information on disposal at Monash University.*
- *At the BASE facility, the main office of the School of Nutrition and Dietetics, has a regular recycling bin for cardboard, paper, etc and has recently introduced a dedicated bin for soft plastics. This was established by the Department's Sustainability Working Group in September 2024 and is being readily used by staff and higher degree students, and those working in the lab to redirect their soft plastics from landfill.*
- *While there are guidelines available around composting from the institution, there are no composting bins easily accessible on campus.*

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	1

- *Monash University provides guidelines for Healthy Choices, including the Retail Green Labelling Initiative, Healthy Vending, and Monash Catering, which follow the traffic light food classification system. Additionally, there has been effort around healthy food policies with the establishment of guidelines for Sustainable Catering. However, these guidelines are optional and not officially regulated.*
- *Procurement guidelines, including provisions for local sourcing, are currently in development but have not yet been finalised or made available.*

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2

- *The Nutrition and Dietetics school at Monash University is actively working to enhance sustainable procurement practices through its involvement in Green Impact. As part of*

these efforts, the department has adopted measures such as using Fair Trade coffee and tea, recycled photocopier paper, and sustainable dish and hand soap in its amenities.

- *There has been a sustainability toolkit developed for Monash University students and staff members, providing guidance on responsible procurement practices. However, access to Monash's toolkit is limited to the university community.*

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1

- *There is a Monash University sustainable events and meetings guidelines document available online. This document was made to assist event organisers in running their events and meetings more sustainability, although this is not reinforced.*
- *There are no sustainability requirements or guidelines for events available online for nutrition and dietetics school.*

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0

- *Monash University has plans to implement the My Green Lab program, though progress has been hindered by funding constraints.*

- *While the Laboratory Efficiency Assessment Framework (LEAF) provides universal guidelines for sustainable lab practices, its implementation depends on institutional commitment and has not yet been fully established at Monash University.*
- *Within the Nutrition and Dietetics department, efforts have begun to improve sustainability, such as recycling soft plastics in lab spaces; however, there is still significant room for improvement.*

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
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. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	2
Monash University has a policy to divest from fossil fuels which was formalised first in 2016. This commitment was then reaffirmed in an ESG statement in 2021. There has been no official statement from the institution on whether or not the University has entirely divested from fossil fuels, however, it has been stated that Monash University has 100% divested from coal. *While Monash University has not completely divested from fossil fuel investments, it has taken some steps in advocacy efforts particularly around superannuation fund investments, though there is mixed support around this.*	

Section Total (19 out of 32)	**59.38%**

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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 Monash University School of Nutrition/Dietetics
The following table presents the individual section grades and overall institutional grade for the Monash University School of Nutrition/Dietetics on this nutrition/dietetics-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(56/75) x 100 = 74.67%	B
Interdisciplinary Research (17.5%)	(16/17) x 100 = 94.12%	A
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.29%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(11/15) x 100= 73.33%	B
Campus Sustainability (17.5%)	(19/32) x 100 = 59.38%	C+
Institutional Grade	**(74.67x0.3 + 70.59x0.175 + 35.71x0.175 + 60.00x0.175 + 65.63x0.175) = 73.34%**	**B**