



Planetary Health Report Card (Physiotherapy): *Oxford Brookes University*



2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	D
Curriculum	D-
<ul style="list-style-type: none"> The Oxford Brookes University physiotherapy curriculum includes some discussions on sustainability-related topics, such as the benefits of active transport and virtual care, as well as brief mentions of environmental factors impacting health. However, there is limited integration of planetary health and Education for Sustainable Healthcare (ESH) throughout the core curriculum. Key areas lacking include structured teaching on the carbon footprint of physiotherapy practice, sustainable clinical strategies, environmental determinants of health, and training for patient conversations about climate change. Additionally, there is no dedicated faculty member overseeing planetary health education, and sustainability topics are not consistently embedded across different modules. Recommendations: Incorporate teaching on environmental determinants of health, sustainable physiotherapy practices, and the healthcare carbon footprint into core modules such as musculoskeletal, neurological, and cardiorespiratory physiotherapy. Use case studies, practical examples, and guest lectures to enhance engagement and relevance. Designate a faculty member responsible for embedding planetary health and ESH into the curriculum, ensuring longitudinal integration rather than isolated lectures. This role could involve supporting staff with resources and training to incorporate sustainability topics into their teaching. 	
Interdisciplinary Research	F+
<ul style="list-style-type: none"> Oxford Brookes University engages in research focused on sustainability and planetary health topics, however this is limited in its relevance to human health/sustainable healthcare. There is also no specific department dedicated to researching these topics in an interdisciplinary approach. Oxford Brookes University also offers limited chances for information around environmental health to be given to students, with only a webpage offering superficial information, and limited conferences/symposiums related to sustainability. Recommendations: Oxford Brookes University could host annual conferences with researchers within and outside the university and include members of the local community, giving information and taking feedback on how the university can approach research around sustainability and sustainable healthcare going forward. 	
Community Outreach and Advocacy	C
<ul style="list-style-type: none"> Oxford Brookes University has engaged with the community, offering events and creating sustainable initiatives with local groups and companies, however communication with students and course available around these topics is limited. Local hospitals affiliated with Oxford Brookes University offer very limited information for patients on the effects of climate change and environmental exposures on their webpages. Recommendations: Oxford Brookes University could send out monthly newsletters to students discussing up to date planetary health research and topics, and work with local hospitals to spread awareness on the effects of climate change on human health. 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> Oxford Brookes University offers very little support for students to engage and take part in research and 	

initiatives focused on planetary health and sustainability. Any support that is offered still requires students to initiate and gather information themselves from wider sources that the university doesn't offer.

- **Recommendations:** Oxford Brookes University could engage more in student groups and societies, give more support to allow for student led research and offer more accessible and a greater volume of information for students to use to guide their research and initiatives.

Campus Sustainability

C+

- Oxford Brookes University is working to put in place sustainable processes and concepts across their buildings, however this is largely happening in new building without retrofitting older buildings with these sustainable practices.
- **Recommendations:** Oxford Brookes University could collaborate with staff from all courses/schools of the university, working to incorporate greater sustainable change across the entire university, both through new and old sections of the campus.

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 Professionals’ 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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, and 4) community outreach centred on environmental health impacts 5) institution 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.
- **Physiotherapy School/Department vs. Institution:** When “Physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of physiotherapy 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 Physiotherapy students, no matter where in the institution

the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history:** 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 medical 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 are more than one “tracks” 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 physiotherapy school curriculum. Today's physiotherapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that physiotherapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every physiotherapy school's core curriculum.

Curriculum: General

1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>At Oxford Brookes University, the physiotherapy program does not currently offer any electives with a primary focus on Education for Sustainable Healthcare (ESH) or planetary health. While the curriculum does cover various elements of physiotherapy practice, there is no specific elective or course dedicated to sustainability or environmental physiotherapy in the past year.</i>	

1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

At Oxford Brookes University, the physiotherapy curriculum addresses the health risks of extreme heat from climate change but does so only briefly. The topic is mentioned in the context of specific conditions that may be aggravated by heat, such as asthma and multiple sclerosis. However, it is not directly linked to climate change or specifically targeted toward vulnerable populations like children, the elderly, or athletes. The curriculum does not go into substantial depth on the topic, nor is it explored in a way that includes testable learning objectives or in-depth assignments.

Curriculum: Health Effects of Climate Change

1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

At Oxford Brookes University, the topic of how extreme weather events affect physiotherapy practice and service delivery is not specifically covered in the curriculum. While there are some mentions of the broader impacts of climate change on healthcare systems, such as the potential effects on healthcare access and transport, these discussions do not focus on extreme weather events or disaster response and rehabilitation. There is no dedicated content that explores the physiotherapy role in disaster response or rehabilitation after extreme weather events, which would have been important in addressing the practical implications of climate change on physiotherapy practice.

1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

At Oxford Brookes University, the curriculum does not specifically address how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient

management. Although the curriculum covers a range of health conditions, there is no explicit mention of the link between climate change and the changing patterns of infectious diseases such as water-borne, vector-borne, zoonotic, or person-to-person diseases, and their impact on physiotherapy practice.

1.5. Does the program address the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

At Oxford Brookes University, the core curriculum briefly addresses the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions. While there is mention of respiratory conditions such as asthma, and the impact of air pollution on these conditions, the topic is not explored in depth. Air pollution and its effects on respiratory diseases are acknowledged, but the connection to physiotherapy practice and climate change is not explicitly framed or developed within the curriculum.

1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

At Oxford Brookes University, the core curriculum does not directly address how climate change and increased heat affect cardiovascular health, specifically in relation to physiotherapy assessment and treatment planning. While there may be brief mentions of the impact of heat on specific populations, such as individuals with multiple sclerosis, the topic is not discussed in depth. There is no explicit connection made between climate change, increased heat, and cardiovascular health within the context of physiotherapy practice, which limits students' understanding of how to assess and manage patients in such conditions.

1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Oxford Brookes University's curriculum does not specifically address the mental health impacts of climate change on patients or how these impacts might affect physiotherapy outcomes. While some content in various modules touches on the broader impacts of climate change, including physical activity and community-based work, the direct effects of climate change on mental health—such as anxiety, depression, PTSD, and the mental health impacts of displacement and extreme weather events—are not explicitly covered. Furthermore, there is no clear connection made between mental health issues linked to climate change and their influence on physiotherapy practice or outcomes.</i></p>	

1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Oxford Brookes University's curriculum does not address the topics of food and water security or environmental factors in patient care and recovery in the context of climate change. While the program includes some discussions around sustainability, it does not specifically cover how climate change impacts food and water security and how these issues could affect patient recovery. There is no direct integration of these concerns into patient care strategies or recovery planning, despite their critical relevance to public health, particularly in vulnerable populations affected by climate change.</i></p>	

1.9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Oxford Brookes University's physiotherapy curriculum does not address how colonialism, extractivism, economic exploitation, and marginalization contribute to the creation of climate change and the disproportionate impact it has on marginalized populations. While broader discussions around sustainability and climate change may be present, the curriculum does not explicitly connect these environmental issues to systemic patterns of exploitation and marginalization. Furthermore, the outsized impact of climate change on vulnerable groups such as low-income communities, women, people of color, Indigenous populations, and others is not discussed in depth.</i>	

1.10. Does your physiotherapy school curriculum address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Oxford Brookes University's physiotherapy curriculum does not address how global climate change may affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration. While there may be general discussions on climate change and its effects on health, the specific impact of climate migration and how physiotherapy practice may need to adapt to these changes is not covered in the core curriculum.</i>	

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

1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	

Score Assigned:	0
<i>Oxford Brookes University's physiotherapy curriculum does not specifically address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in paediatric or neurological physiotherapy. While environmental toxins may be mentioned in the context of broader health issues, the curriculum does not focus on how such toxins affect specific patient populations, such as children or individuals with neurological conditions, nor does it explore how these impacts might influence physiotherapy interventions.</i>	

1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Oxford Brookes University's physiotherapy curriculum does not appear to incorporate local environmental health issues into case studies, lectures, or practical sessions. While broader environmental health topics may be discussed in general terms, there is no direct integration of local environmental health challenges or their specific impacts on physiotherapy practice. This includes the lack of mention of local environmental risks such as pollution or industrial activities that may have particular relevance to the community or patient populations in the area.</i>	

1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
Indigenous knowledge and value systems are integrated throughout the physiotherapy school's planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Oxford Brookes University's physiotherapy curriculum does not explicitly emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions. While environmental health issues may be discussed, there is no significant integration of Indigenous perspectives or systems of knowledge, particularly in relation to addressing planetary health challenges. The curriculum does not reflect a decolonized approach</i>	

that centers Indigenous leadership or ways of knowing in the context of sustainable healthcare or planetary health solutions.

1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

At Oxford Brookes University, environmental factors affecting marginalized populations, such as those with low socio-economic status (SES) and older adults, were briefly mentioned in the context of climate change and health. While the curriculum does touch upon the impact of environmental stressors on various population groups, it does not provide an in-depth exploration of how physiotherapists can address these disparities specifically. The mention was more general, focusing on the potential risks to health due to climate change but without clear integration of how these challenges can be managed within physiotherapy practice.

Curriculum: Sustainability

1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

At Oxford Brookes University, the curriculum briefly covers the benefits of outdoor activities and active transport, encouraging behaviors such as walking or cycling. There is also discussion around the benefits of exercise in general. However, the curriculum does not delve deeply into the co-benefits of sustainable lifestyle choices, such as the health and environmental benefits of

plant-based diets. While these aspects are touched on, they are not explored in depth within patient education and treatment planning.

1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

At Oxford Brookes University, the curriculum briefly covers sustainability topics related to transport options and virtual care, with some mention of reducing environmental impact. However, there wasn't an in-depth exploration of the carbon footprint specific to physiotherapy practice. The topic of carbon emissions in healthcare and strategies to reduce them is not thoroughly addressed.

1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the core curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)

Score

Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)

0

The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)

0

The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)

0

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric. (1 point)

0

The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing. (1 point)

1

The health and environmental co-benefits of avoiding excessive physiotherapy treatment, over-investigation and/or over-treatment. (1 point)

0

The Oxford Brookes University physiotherapy curriculum briefly addresses sustainability in clinical practice but does not cover key components such as waste production, inhaler impact, anaesthetic gases, pharmaceuticals, social prescribing, or over-treatment in depth.

Curriculum: Clinical Applications

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

Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)

No, there are not strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

The Oxford Brookes University physiotherapy curriculum briefly touches on the importance of patient education, but does not specifically introduce strategies for having conversations with patients about climate change.

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

Yes, the core curriculum includes strategies for taking an environmental history. (2 points)

Only elective coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does not include strategies for taking an environmental history. (0 points)

Score Assigned:

0

The Oxford Brookes University physiotherapy curriculum does not include strategies for taking an environmental or exposure history.

Curriculum: Administrative Support for Planetary Health

1.20. Is your physiotherapy school currently in the process of implementing or improving

Education for Sustainable Healthcare (ESH) / planetary health education?	
Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>The Oxford Brookes University physiotherapy curriculum is currently in the process of making minor improvements to Education for Sustainable Healthcare (ESH) and planetary health education. Current students are taking on the Planetary Health Report Card which looks to set out areas of improvement.</i>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are well integrated into the core physiotherapy school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core physiotherapy student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 point)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>The Oxford Brookes University physiotherapy curriculum has limited integration of planetary health and Education for Sustainable Healthcare (ESH) topics, primarily addressed in standalone lectures or specific areas such as elective coursework.</i>	

1.22. Does your physiotherapy school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

Yes, the physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

0

The Oxford Brookes University physiotherapy program does not have a specific faculty member dedicated to overseeing the incorporation of planetary health and sustainable healthcare throughout the course.

Section Total (15 out of 69)

21.74%

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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 <u>institution</u>?	
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:	1
<p><i>Score explanation: Oxford brookes Univeristy's Sustainability team has a collaborative network - 'Sustainable & Resilient Network'. This team works to address pressing global challenges through research and innovation that contribute to sustainable and resilient societies and environments. However, this research is not centred around healthcare sustainability, approaching planetary health more generally.</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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:	0
Score explanation: There is no evidence of any dedicated interdisciplinary or Occupational and Environmental Health department.	

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:	0
Score explanation: There is no evidence of any processes that Oxford Brookes University uses to provide disproportionately impacted communities the opportunity to give input or make decisions around the research agenda in regards to environmental health.	

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:	1
Score explanation: Oxford Brookes University has a dedicated page to Sustainability . It is easy to access and view, however has more limited resources available that focus on health and its interaction with the environment/sustainability.	

2.5. Has your <u>institution</u> 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:	0
<i>Score explanation: There is no evidence of Oxford Brookes University hosting a symposium or conference in the past 3 years related to sustainable healthcare..</i>	

2.6. Is your <u>institution</u> 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
<i>Score explanation: Oxford Brookes University works with a not-for-profit organisation called Environmental Information Exchange (EiE). This organisation, based at Oxford Brookes University, provides UK organisations with support to reduce energy consumption, water usage, and waste output.</i>	

Section Total (3 out of 17)	17.65%
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Community Outreach and Advocacy

Section Overview: *This section evaluates institution 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 <u>institution</u> 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 has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: Oxford Brookes University works with local suppliers to go beyond surface level commitment to sustainability. This is through the initiative developed in 2018/19 - ‘NETpositive Supplier Engagement Tool’ . However, there isn't a focus on specific communities/populations that are impacted by climate change to a greater degree.	

3.2. Does your <u>institution</u> 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:	2

Score explanation: Oxford Brookes University continually offers events giving information around the effects of climate change and planetary health. These include events such as [‘Refashion: Carbon Cost of Fashion Exhibit’](#) or [‘Holding back climate progress: sustainability’s critical skills gap’](#) throughout 2024. However, these events aren’t specifically targeted for a community audience.

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:

0

Score explanation: There is no evidence of students receiving communications about planetary health or sustainable healthcare topics.

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 provider. (1 point)

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

Score Assigned:

1

Score explanation: Oxford Brookes University offers an MSc post-graduate degree in [Environmental Impact and Assessment and Management](#). This course offers modules looking into planetary health and sustainability areas such as environmental and social risk management and environmental impact assessments. However, it doesn’t focus on sustainable healthcare.

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 medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Oxford University Hospitals (OUH) NHS Foundation Trust is heavily associated with Oxford Brookes University. This trust offers information around the importance of the environment on an individual's wellbeing, however this information is limited and parts are directed towards staff as opposed to patients. Berkshire Healthcare NHS Foundation Trust, a healthcare trust offering placements to students from the university, also offers information about the importance of environmental health and sustainable healthcare. The University itself does not offer this information.</i></p>	

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 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
<p><i>Score explanation: There is no evidence of educational resources about the health impacts of climate change being available for patients across Oxford Brookes University or affiliated NHS trusts,</i></p>	

Section Total (7 out of 14)	50%
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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 <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (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:	0
Score explanation: There is no evidence of Oxford Brookes University offer opportunities to engage in QI/sustainability 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:	1
Score explanation: Oxford Brookes University provides students with tools and information to engage with planetary health related initiatives, such as getting involved with local groups and taking action to reduce their own impact on the environment. However, there isn't any specific program to take part in, and it doesn't explicitly involve healthcare related topics.	

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 institution 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:

1

Score explanation: Oxford Brookes University has a [webpage](#) which is dedicated to Sustainability generally, however has specific parts abouts planetary health and climate change within. However, key information directing to specific projects, mentors or research is limited.

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

Score explanation: Oxford Brookes University has a student led society - [The Brookes Union Green Team](#) - which is focused on planetary health and sustainable topics, however this society doesn't have a great deal of faculty support.

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
<i>Score explanation: There is no evidence of a student representative serving on a department/institutional level decision-making council/committee at Oxford Brookes University.</i>	

4.6. In the past year, has the <u>institution</u> 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.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
<i>Score explanation: Oxford Brookes University hosted a showing of ‘Refashion: Carbon Cost of Fashion Exhibit’, showcasing the impact of fashion on climate change and planetary health, which was available for students to attend as well as a wider community.</i>	

Section Total (4 out of 15)	26.7%
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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 institutions, 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 <u>institution</u> 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
Score explanation: Oxford Brookes University has a dedicated Sustainability team with full time staff dedicated to University sustainability, however no one is dedicated to the school of Health and Life Sciences (HLS) area.	

5.2. How ambitious is your <u>institution's</u> 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:	3
Score explanation: Oxford Brookes University has a written plan to achieve carbon net-zero by 2040 , with the goal by 2030 to be a reduction of 2010 emission levels by 68%.	

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:

0

Score explanation: There is no evidence of the level of renewable energy used across Oxford Brookes University buildings.

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

Score explanation: Oxford Brookes University has considered and used [sustainable building practices](#) in the construction of new buildings, including the John Henry Brookes (JHB) building and the new engineering building in Headington. However, they have not retrofitted old buildings with sustainable practices.

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

Score explanation: Oxford Brookes University offers a bus service between campuses, student accommodation and Oxford city centre, which is low cost for students. This scheme also collaborates with park and rides around Oxford. Cycle shop discounts, abundance of bike storage and free bike marking aim to encourage students to cycle, and electric car charging is available to encourage sustainable car transport. Further information is available [here](#).

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

Score explanation: Oxford Brookes University has a clear and outlined [recycling](#) programme, with bins offering recycling information around all campuses, however there isn't an outlined compost programme.

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 **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (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:	2
Score explanation: Oxford Brookes University outlines ways in which they source and produce food sustainably, however there aren't any guidelines determining the level of vegan/meat free deliverance.	

5.8. Does the <u>institution</u> 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:	3
Score explanation: Oxford Brookes University is actively engaged with sustainable procurement, aiming to continue to improve this. Since 2018/19, there has been the ' NETpositive Supplier Engagement Tool ' initiative, aiming to ensure sustainable practices across supply lines.	

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:	0
Score explanation: There is no evidence of sustainability guidelines for events at Oxford Brookes University.	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?
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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
<i>Score explanation: There is no evidence of attempts and efforts to make lab spaces more sustainable at Oxford Brookes University.</i>	

5.11. Does your <u>institution's</u> 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:	4
<i>Score explanation: Oxford Brookes University actively explores ethical financing throughout the university, with no investment on fossil fuels, arms, tobacco or alcohol, or any border industry company/companies complicit with breaking international law. All identified disinvestments have been/will be really invested in renewable energy sources.</i>	

Section Total (19 out of 32)	59.4%
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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 Oxford Brookes University School of Physiotherapy

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	21.7%	D-
Interdisciplinary Research (17.5%)	17.7%	F+
Community Outreach and Advocacy (17.5%)	50%	C
Support for Student-led Planetary Health Initiatives (17.5%)	26.7%	D
Campus Sustainability (17.5%)	59.4%	C+
Institutional Grade	33%	D

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Oxford Brookes University has participated in the Planetary Health Report Card initiative. 2024-2025 is the first year Oxford Brookes University has participated in the Planetary Health Report Card.

